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The National Centre for Curricula and
Educational Research (NCCER)



Sudan Modern Integrated Learning of English

SMILE Series

**SMILE Starter 1
Teacher's Book**

Grade 1: Basic Level

**2nd Edition
2020**

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Guidance Notes for SMILE Starter 1

SMILE Starter 1 – components

- Teacher’s Book
- Pupil’s Book with activities
- Flashcards
- Audio recordings

The Teacher’s Book

The Teacher’s Book shows teachers how to present the language materials and teaching activities which appear in the Pupil’s Book. It is a guide to help teachers and gives step-by-step instructions for each lesson, the answers to all of the activities and the tapescripts for the audio recordings.

At the start of each lesson in the Teacher’s Book there is a **lesson overview**. Lesson overviews give teachers a summary of the learning content of each lesson. They provide a breakdown of the standards, grammar, functions and vocabulary of that lesson.

Some important things to remember are:

- SMILE is based on the national Sudanese standards as drawn up by the National Centre for Curricula and Educational Research (NCCER).
- The standards and indicators are shown in a table in Appendix V on page 88.
- The lesson overview links the language and skills of each individual lesson to this document.
- Each activity has an aim. The aim is shown at the start of each activity. They help the teacher understand the main focus of that particular activity and its relevance to the lesson as a whole.

At the end of each lesson are **checkpoints**. The checkpoints tell teachers what the pupils should be able to do by the end of each lesson. See the *Assessment for learning* section for more ideas on how to use these. It is important that teachers read the Teacher’s Book and plan the lesson **before** going into class.

The Pupil’s Book

The Pupil’s Book gives input lessons and activities for the pupils. The design is bright and colourful to motivate pupils. Teachers need to look at the Teacher’s Book to understand how each activity works, especially in Starter 1 as there is not very much text support in the other components.

Pupils should **not write** in the Pupil’s Book, the course has been designed so that all of the written work is completed in the pupils’ own notebook.

Pupils using Starter 1 will not be able to read all of the text in the book as they are starting to learn to read. A lot of the text in the Pupil’s Book is there to help teachers and parents understand the activities. Teachers should not expect pupils to be able to read it all at this stage.

There are many different types of activities in the Pupil’s Book. See the *Types of activities* section for more idea about how to use the different activities in class.



The Activities Section

The activities section gives pupils more practice of the contents of the Pupil's Book. The activities should **be used after** the input lesson and not before it.

In Starter 1, teachers will find handwriting practice for pupils; this is the pupils' first introduction to writing in English so it is important that they get lots of practice and time to learn. Pupils should **not** write in the book. Make sure pupils know not to write in their books. Notes are given in the Teacher's Book for each lesson to help teachers support their pupils in learning to read and write.

Some of the exercises in the Activities section can also be used as homework. Remember:

- If the Activities section is used as homework, then at the end of the lesson spend five minutes making sure the pupils understand the exercises.
- Spend five minutes at the beginning of the next lesson, going through the exercises with the pupils. This can be done instead of the suggested starter activity if time is short.
- For more homework ideas, see the *Ideas for class of different levels* section.

Types of activities

Storytelling

There are many stories presented in the SMILE books. Stories are very motivating for pupils. They show pupils new language in context and give pupils a chance to practise listening and speaking skills. Stories encourage creativity as well as give pupils new knowledge about the world.

There are audio recordings for most of the stories. If the audio is not available, the stories can be read by the teacher or by stronger pupils from the class.

Use the following ideas to help pupils understand the stories:

- Before you play the audio (or read it yourself), pupils look at the pictures on the page. Ask them questions and encourage them to guess what is happening, what the story is about and how the story will end.
- Use actions to help the pupils follow the stories as they listen to the audio and encourage the pupils to use the actions.
- If you are reading the story, practise and exaggerate the tone of voice and try to use a different voice for each character.
- If pupils are reading the story, encourage the pupils to say their parts expressively and with actions.

Roleplays, games and dialogues

In many lessons, pupils are asked to act out or roleplay stories and dialogues, there are notes for each story to help teachers.

Roleplays, games and dialogues are an important technique for developing pupils' speaking skills. To give all pupils a chance to participate, dialogues should take place with all pupils talking at the same time in small groups or pairs, not with one or two pupils speaking while the rest of the class is silent. Some ideas to help are:

- Divide the class into the same number of groups as there are characters. Point and say, for example, *These three rows are character (A), these three rows are character (B)*, and so on. Pupils don't need to move. Each part is spoken by the whole group together.



- For more individual practice, pupils work in small groups. Each group has the same number of pupils as there are characters in the dialogue. The quickest way to do this is by numbering off. If the dialogue has five characters, then count along the row *1, 2, 3, 4, 5 – Group A; 1, 2, 3, 4, 5, Group B* – and so on. There will be pupils left at the end. These should be sent to join other groups, and double up with the pupil in that group with the same number. They speak together. Try to make sure that it isn't the same pupils each time.
- If the class is too large for small groups to be practical, each part can be spoken by two or more pupils.

Flashcards and word cards

The SMILE series comes with flashcards. These are used to help support roleplays and storytelling, and identify key characters and ideas from the book. When flashcards are used, they are listed under the activity materials along with the number of the flashcards that will be needed. Specific notes on how to use or distribute the flashcards are included in the lessons.

Many lessons require teachers to make their own word cards on pieces of paper to review and introduce new vocabulary. These vocabulary words are called “look and say” words. “Look and say” words should be recognised by the pupils and do not need to be sounded out letter by letter. The words needed for the cards are indicated in the lessons. The teacher should keep any word cards to recycle in later lessons.

Audio recordings

The audio component of Starter 1 aims to expose pupils to authentic English pacing, intonation and pronunciation of the letters and sounds. They are available in MP3 format to ensure easy transfer to different players, especially smart phones. They require speakers. Directions on how to use each audio recording is explained in the teacher's notes. For example, the audio should be stopped at certain points to give pupils a chance to respond.

As well as chants, dialogues and stories, the phonetic words and their relationships have been included to ensure that pupils and teachers have access to correct pronunciations.

In the absence of audio recordings, teachers can read the Tapescripts which are listed in Appendix I at the back of the book. It is worthwhile for teachers to familiarise themselves with the scripts before playing them to the class.

Total Physical Response

Total physical response (TPR) is a language teaching technique in which pupils match spoken words to physical movements. Performing physical actions, especially for younger learners, is an important motivational tool which helps pupils to learn and remember. When using TPR, remember:

- Some language content is more suitable for TPR (for example verbs, actions, animals, machines) than others (for example colours). The teacher's notes for particular lessons indicate when TPR is especially suitable.
- Agree on mimes and gestures with the class. This gives pupils a sense of participation and takes into account cultural and individual factors.
- Use mimes and gestures as often as possible to reinforce language.
- Where possible, pupils stand up when doing TPR activities.
- If space in the classroom is limited, agree on mimes or gestures which can be performed by pupils sitting at their desks.



Teaching tips

Classroom management

Spend some time at the beginning of the year training pupils to move quickly and quietly into different arrangements for learning. This is very important. While this takes time at the beginning of the school year, it imposes discipline on the class and saves time during the rest of the year.

Most group work and pair work will be mixed ability but if you know your classes well, you can also think about pairing or grouping pupils in groups of similar ability. Both systems of organising classes have advantages and disadvantages.

Some other ideas for class management:

- Pair work can be done between pupils sitting next to each other, they do not have to move or stand up.
- In large classes, where pupils sit in rows, groups can be formed by one row turning their chairs to work with the pupils in the row behind.
- Give groups names. Let the groups decide their own names, or choose a class theme and make a list of names for them to choose from. Make moving quietly into groups a competition.
- Give points or stars for the groups that are the best behaved. Involve the pupils in deciding which groups were the best.
- As well as named groups, practise moving into groups of different sizes. Tell all the pupils to stand. Say: *Get into groups of (3)*. Pupils quickly form groups of (3) with those nearest to them, and sit down. Give points and praise for those who are quick and quiet. Step in quickly to sort out any confusion. Allocate groups to those who are not quick enough to sort themselves.

Assessment of learning

One of the important purposes of assessing learning is to understand how well your class is learning the materials you teach. (This purpose is different from awarding pupils marks for their learning.) This understanding of what the pupils are and aren't learning helps teachers to plan next lessons (for example teachers may decide to recycle or consolidate a piece of learning before moving on to a new piece of learning).

Here are some ideas for this process:

- At the end of the lesson or unit, read the list of checkpoints. Make a note of any points that the pupils have found difficult, and plan to continue to practise them.
- Set exercises for homework. Use the suggested extension exercises (if these are suitable) or listed homework activities.
- Use particular exercises from the Activities Section. Give a simple instruction to *Write (five) sentences with...*
- Fit in extra revision instead of the suggested starter activity where this would help.
- Make a note of any pupils who are finding the learning hard, or very easy, and plan to give them more support or more independence as necessary (see the *Ideas for different levels* section below.)

Ideas for classes at different levels

It is not an easy task for teachers to deal with classes which contain pupils who have large differences in levels of linguistic knowledge or their motivation for or ability to learn a language. For example, a pupil might find it difficult to follow an English class because they have been ill and missed a lot of English classes and therefore have a low level of knowledge in English. Or another pupil might find the class boring because it is below their level of English knowledge because they have received private tuition in English or previously have attended an English course. Here are some brief suggestions for such situations:



For classes or pupils who are above level:

- Offer less support and encourage more independence. Move quickly to pair work, after whole class presentation.
- Encourage pupils to create their own examples, as well as those presented in the lesson.
- Give new vocabulary (or structures) if the pupils ask for them, but do not expect them to learn and remember all the new words. The purpose is to help them say what they want to say, in English, at the time.
- Tell pupils to keep a list of any words they want to learn. Pupils can be allowed to decide for themselves which words go on their list.
- Encourage pupils to use English as much as possible, even if they make mistakes. It is important that they see English as a way of communicating.
- If the pupils do not need the extra practice in the Activity Section, then substitute some or all of the exercises with less structured writing or speaking activities. Tell individuals, pairs or groups to prepare a talk, or write a few sentences, on the topic of the lesson, for example. Be prepared to give them some class time to work together, as it may be difficult for them to get together outside of class.

For lower level classes/pupils:

- Offer as much help and support as the pupils need. Have plenty of whole-class practice before pair, group or individual practice.
- Do not try to move through the materials too fast, but do not continue trying to teach a point past the pupils' attention span. Present and practise a structure. If pupils are still making mistakes, leave it and come back to revise it later, perhaps at the end of the lesson; or do a quick revision at the beginning of the next lesson, instead of the suggested starter activity.
- Praise and encourage pupils for trying.



Book Map

Unit 1 Hello!

Unit 1	Grammar	New language	Functions	Materials
Lesson 1	present simple of <i>Be</i>	<i>act, and, chant, goodbye, hello, hi, I'm, lesson, Mr, Mrs, point to, trace, unit</i>	introductions: greet people politely; say own name	flashcards 1-6 audio track 1.1
Lesson 2	use <i>a/an</i> with singular nouns; <i>-s</i> with regular plurals	<i>one, two, three, four, a, an, apple, bag, bed, cat, door</i>	introductions: say own name; ask and answer about name; numbers: count to 4	audio track 1.1 flashcards 1-6
Lesson 3	use <i>a/an</i> with singular nouns; <i>-s</i> with regular plurals	<i>five, six, seven, eight, nine, ten, cap, desk, egg, frog, gate, pen</i>	numbers: count to 10	
Lesson 4	present simple of <i>Be</i> ; sentences and questions with <i>is</i> and <i>are</i>	<i>answer, ask, fan, flag, name, no, yes, am, are, is, my, you, your, what's</i>	introductions: ask and answer about names	flashcards 6, 8
Lesson 5	present simple of <i>Be</i> (<i>This is...</i>)	<i>English, Sudanese, he, she, hat, hen, this</i>	introductions: introduce people to each other; say nationality	flashcards 1, 3, 7
Lesson 6	present simple of <i>Be</i> ; questions with <i>Are...?</i>	<i>insect, jam, jug</i>	personal information: ask and answer simple questions about oneself	flashcards 1, 2, 7
Lesson 7	present simple of <i>Be</i> ; question word <i>How...?</i>	<i>black, fine, how, kick, lamp, leg, thanks</i>	personal information: ask and answer about how someone is	audio track 1.7 flashcards 5, 8
Lesson 8	preposition <i>in</i>	<i>in</i>	identify common objects and animals	audio 1.8

Unit 2 Numbers

Unit 2	Grammar	New language	Functions	Materials
Lesson 1	<i>in</i> (preposition); singular and plural nouns with numbers	<i>count, crocodile, little, man, neck, Nile, number, the</i>	locations: say where something is	audio track 1.1 audio track 2.1
Lesson 2	present simple of <i>Be</i> ; question word <i>How (old)...?</i>	<i>eleven, twelve, old, off, on, spell</i>	personal information: ask and answer about someone's age; numbers: count to 12	audio track 2.1 word cards
Lesson 3	present simple of <i>Be</i> ; question <i>How many...?</i>	<i>how many, mosque, quiet, rabbit, red, there, thirteen, fourteen, fifteen</i>	numbers: ask and answer about quantity; count to 15	
Lesson 4	present simple of <i>Be</i> ; <i>There (are)...</i>	<i>sixteen, seventeen, eighteen, nineteen, twenty</i>	numbers: ask and answer about quantity; count to 20	audio track 2.1
Lesson 5	demonstrative pronoun <i>this</i> ; present simple of <i>Be</i>	<i>lost, monkey, sad, sun, up, van, with</i>	identify and name common animals	word cards flashcard 9
Lesson 6	possessive adjective <i>my</i> ; question word <i>Where...?</i>	<i>box, house, mum, that, way, wall, where, window</i>	locations: ask and answer about where things are	word cards flashcard 9
Lesson 7	question word <i>What's...?</i> ; subject pronoun <i>it</i>	<i>o'clock, time, yellow, zero, zoo</i>	time: tell and say the time	word cards
Lesson 8	preposition <i>in</i>		identify and name common objects	audio track 2.8



Unit 3 Colours

Unit 3	Grammar	New language	Functions	Materials
Lesson 1	colour adjectives	<i>blue, green, white, head</i>	describe physical appearance: describe the colour of something	audio 2.8 audio 3.1 word cards
Lesson 2	colour adjectives	<i>bingo, brown, colour</i>	describe physical appearance: describe the colour of something	audio track 3.1
Lesson 3	nouns: <i>the (red) light</i>	<i>go, know, light (n), road, rule, stop, they, wait</i>	instructions: give and follow simple instructions	audio track 3.3 word cards
Lesson 4	<i>There are</i> ; questions in the present simple	<i>letter, OK</i>	numbers: talk about quantity	audio 3.3 word cards
Lesson 5	conjunction <i>and</i> ; possessive adjective <i>our</i>	<i>our</i>	describe physical appearance/ numbers: describe things by their colour and number	word cards
Lesson 6	possessive 's	<i>ball, flower, picture</i>	possession: say who something belongs to	
Lesson 7	possessive adjective <i>my</i>	<i>draw, eye, hair, her, his, son</i>	describe physical appearance: describe someone's appearance	flashcards 9, 10
Lesson 8	question words: questions with <i>Be</i>	<i>come, please, T-shirt</i>	greet people: identify people	word cards

Unit 4 About Me

Unit 4	Grammar	New language	Functions	Materials
Lesson 1	<i>have got</i>	<i>have got, lemon, melon</i>	possession: say who something belongs to	audio track 3.1 audio track 4.1 word cards
Lesson 2	question word <i>Who...?</i> ; possessive adjectives <i>his, her</i> ; demonstrative adjective <i>that</i>	<i>book, boy, class, girl, who</i>	possession: say who something belongs to	word cards
Lesson 3	noun phrases: <i>my ear, a hand</i>	<i>arm, body, feet, hand, mouth, nose, toes</i>	instructions: give and follow simple instructions	word cards audio track 4.3
Lesson 4	questions with <i>Be</i> ; <i>yes/no</i> answers	<i>not, repeat</i>	personal information: ask and answer simple questions about nationality and age	audio track 4.3
Lesson 5	present simple 3 rd person singular and plural of <i>have got</i> ; adjectives of size	<i>animal, big, long, match, small, teeth</i>	describe physical appearance: describe things by their size and length	audio track 4.3
Lesson 6	sentences with <i>have got/-'ve got</i> singular; answers with <i>yes</i> ; adjectives of size and colour	<i>fox, grey, hedgehog, hungry, spine</i>	describe physical appearance: identify and name parts of the body	word words flashcards 11-15

Lesson 7	question words <i>Where's...? What's...?</i> ; demonstrative pronouns <i>this, that</i>	<i>look at, market, museum, of, photo, pyramid, school</i>	locations: ask and answer about where things are	word cards
Lesson 8	questions with <i>have got</i> ; answers with <i>yes/no</i>		possession: say who something belongs to	audio track 1.1 flashcards 1-15

Unit 5 My School

Unit 5	Grammar	New language	Functions	Materials
Lesson 1	definite and indefinite articles; imperative of <i>point to</i>	<i>board, chair, floor, teacher</i>	instructions: give and follow simple instructions	audio track 5.1
Lesson 2	questions with <i>What's this?</i> and <i>Is it...?</i> ; answers with <i>Yes, it is</i> and <i>No, it isn't</i>	<i>car, hard, toy</i>	describe physical appearance: describe and name common objects	list of large and small items
Lesson 3	question words <i>Who? What? Where?</i> with present simple of <i>Be</i> ; the preposition <i>next to</i>	<i>next to, pencil, pencil case, ruler</i>	locations: ask and answer about where things/people are	audio track 5.3
Lesson 4	simple prepositions <i>in, on, under, behind, in front of</i> ; pronoun <i>them</i>	<i>behind, in front of, under, them</i>	locations: ask and answer about where things are	audio track 5.4 classroom objects
Lesson 5	adverb <i>here</i>	<i>bin, classroom, here, library</i>	locations: ask and answer about where things are	word cards flashcards 16-20
Lesson 6	adverb <i>there</i>	<i>for, tail, word</i>	locations: ask and answer about where things are	word cards
Lesson 7	pronouns <i>this, that</i>	<i>from, Sudan, sultan, table, well, year</i>	personal information: talk about how you are feeling; thank people	word cards
Lesson 8	prepositions <i>under, behind, in</i> ; adverb <i>in</i>		locations: ask about where things are	word cards

Sudan
Modern
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SMILE Series: Starter 1

Teacher's Book
Grade 1: Basic Level
2nd Edition

Lesson overview

Listening/speaking:	follow and chant an alphabet rhyme; say and respond to basic greetings and goodbyes
Reading/writing:	begin to know the alphabet; recognise <i>I'm</i> and <i>Hi</i> as whole words; begin to write from left to right
Grammar:	present simple of <i>Be (I'm)</i>
Functions:	introductions: greet people politely; say own name
New language:	<i>act, and, chant, goodbye, hello, hi, lesson, I'm, Mr, Mrs, point to, trace, unit</i>

watch.

- Replay the audio. Chant along and encourage pupils to join in. Pupils then chant with and without the audio and point to the alphabet letters in their Pupil's Book.
- Say: *Point to* and the name of a letter, e.g. *Point to f*. Pupils listen and point to the correct letter in the alphabet in their Pupil's Book.

Extension



Aim: to learn about "look and say" words; to help pupils to recognise *Hi* and *I'm*.

- Explain that "look and say" words (for example *the, I, one*) are words which can't be read by saying the sound of each letter. They are learned as whole words.
- Write *I'm* and *Hi* and other short words (*an, I'm, he*) on the board. Help pupils to recognise *I'm* and *Hi* from their shape. Do not say the sounds.
- Help pupils find *I'm* and *Hi* on Pupil's Book page 1.

Pupil's Book page 1

1. Listen, repeat and act. [10 mins]



Aim: to get to know the course characters and practise simple greetings.

Materials: flashcards 1, 2


- Put the flashcards of *Badr* and *Ahmed* on the board and write the names. Explain that these are characters we will meet in the book.
- Pupils open their Pupil's Book at page 1. Point to the picture in activity 1 and say: *Look at the picture.*
 - Teach *point to*. Say: *Point to Ahmed* and *Point to Badr*. Pupils point to the correct boy in their Pupil's Book.
 - Point and say the names several times. Pupils point and repeat.
 - Elicit what is happening in the picture. (The boys are meeting.)
 - Read the dialogue. Point to the words as you speak. Pupils point and repeat. Do not expect pupils to read the words by themselves.
- Choose a pupil. Say: *Hi, I'm Mrs/Mr...* and your name. Prompt the pupil to respond with *Hello, I'm...* and his/her name. Repeat with several others.
- Pupils greet pupils sitting near them using *Hi* or *Hello* and their own names. If there is enough space, the class can move around the room greeting each other.

2. Listen, chant and point. [15 mins]



Aim: to begin to know the names and shapes of letters.




Materials: audio track 1.1

- Write the letters of the alphabet on the board in lower case.
-  Play audio track 1.1 and/or chant the alphabet rhyme while pointing at each letter. Pupils listen and

Pupil's Book page 41

A. Trace the lines. [10 mins]



Aim: to practise writing from left to right.

-  Explain to pupils that English writing goes from left to right.
-  Demonstrate what pupils should do in activity A. Tell pupils to keep their pen or pencil on the paper for the whole length of the line.
-  Pupils trace over and complete activity A either in class or for homework in their notebook. Pupil's should not write in their books. Check that they are starting on the left side of the page.



Extension [5 mins]

Aim: to practise saying *goodbye*.

Materials: flashcards 3, 4, 5, 6 (*Mr Gamar, Mrs Hind, Dalia, Fatma*)

-  Show the flashcards of Mr Gamar, Fatma, Dalia and Mrs Hind and introduce each character as in activity 1. Teach *Mr, Mrs*.
- Explain that Fatma and Dalia are leaving the class. Teach *Goodbye*.
-  Read the dialogue. Point to the words as you say them. Pupils point and repeat. Do not expect pupils

to read the words by themselves.


-  Pupils practise the dialogue in threes, taking a different part/role each time.
-  Choose a pupil. Say: *Goodbye...* and his/her name. Prompt the pupil to respond with *Goodbye, Mr/Mrs...* and your name. Repeat with several others.
- At the end of the class, pupils say *goodbye* to you and to each other as they leave. From now on, pupils say goodbye to you at the end of all English lessons.

End of Lesson 1 Checkpoints:

- Pupils can say *Hello* or *Hi* when they meet someone.
- Pupils can say *I'm* and give their name.
- Pupils can say *goodbye* to each other/you when leaving class.
- Pupils can recognise *I'm* and *Hi* as whole words.

Unit 1 Hello! Lesson 1

1. Listen, repeat and act.



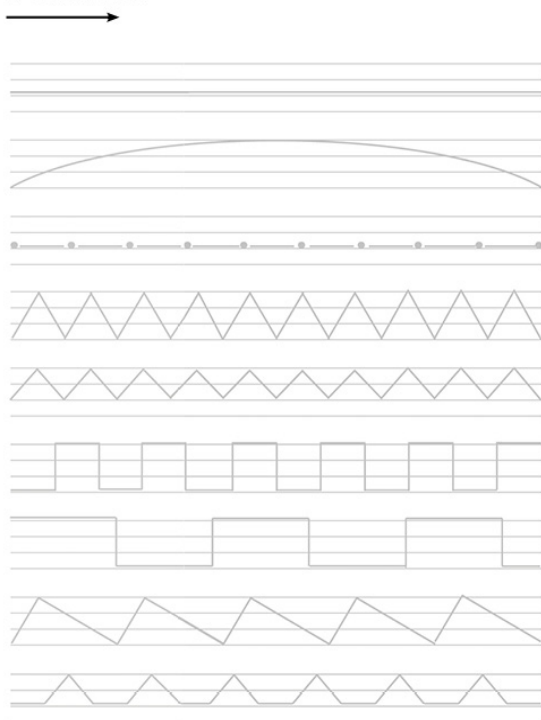
2. Listen, chant and point.

a	b	c	d	e	f	g
h	i	j	k	l	m	n
o	p	q	r	s	t	u
v	w	x	y	z		

1 Pupil's Book 1

Unit 1 Hello! Lesson 1

A. Trace the lines.



41 Pupil's Book 1

Lesson overview

Listening/speaking:	know and say the name of some basic objects; count from 1 to 4, know and say the letters <i>a</i> and <i>b</i> , their names and sounds
Reading/writing:	read the letters <i>a</i> and <i>b</i> ; recognise <i>a</i> and <i>an</i> as whole words; practise writing from left to right
Grammar:	use <i>a/an</i> with singular nouns; -s with regular plurals
Functions:	introductions: say own name; ask and answer about name; numbers: count to 4
New language:	<i>one, two, three, four, a, an, apple(s), bag(s), bed(s), cat(s), door(s)</i>

- Teach *apple, bag, cat, door*. Pupils repeat, pointing to the pictures on page 2 of their Pupil's Book.
- Point to each picture on the board in turn and say the rhyme:
*One, two, three, four,
an apple, a bag, a cat, a door.*
- Repeat, encouraging pupils to join in. Choose pupils or groups to say the rhyme to the class (along with you if necessary).

2. Point and say. [10 mins]



Aim: to learn *a/an* with singular nouns, and noun + s for plural nouns.

- Add a second apple, bag, cat and door to the pictures on the board.
- Point to one apple and say *an apple*. Point to two apples and say *two apples*. Pupils repeat. Elicit the Arabic.
- Repeat for the other objects.
- Practise the words *apple/apples, bag/bags, cat/cats, door/doors*.
- Explain the activity. Pupils work with a partner. They take turns to point to a picture and say the correct phrase.



- Pupils complete the activity. Move around the class checking answers and pronunciation.

Answers: a bag/two bags, an apple/three apples, a door/two doors, a cat/four cats

Extension



Aim: to help pupils recognise *a* and *an* as whole words.

- Write *a, an* and some other short words on the board (e.g. *I'm, Hi, my, he's*).
- Help pupils to recognise the words *a* and *an* by their shape. Do not try to say the sounds.

3. Point, read and say. [10 mins]



Aim: to learn the sounds /ae/ and /b/ and the letters *a* and *b*.

- Write *a* and *b* in lower case on the board.
- Point to *a* and say: *This is the letter 'a'* (say the letter name, not the sound). Say: *It makes the sound /ae/ as in Ahmed*. Pupils point to the letter *a* in their Pupil's Book and repeat the name and the sound.
- Point to *b* and say: *This is the letter 'b'* (say the letter name, not the sound). Say: *It makes the sound /b/ as in Badr*. Pupils point to the letter *b* in their Pupil's Book and repeat the name and the sound.
- Point to each picture in activity 3 in turn. Say the name (*an apple*). Point to and read the words, stressing the target sound: *an apple*. Teach *bed*.
- Pupils point and repeat.

Starter activity [5 mins]



Aim: to review the alphabet, greetings and the characters' names.

Materials: flashcards 1-6 (*Ahmed, Badr, Mr Gamar, Mrs Hind, Dalia, Fatma*); audio track 1.1

- Pupils greet each other with *Hi/Hello, I'm...*
- Use the flashcards to revise the characters' names.
- Play audio track 1.1. Pupils chant the alphabet rhyme.

Pupil's Book page 2

1. Listen, point and say. [10 mins]



Aim: to learn the numbers 1-4 as numerals and as words.


- Draw groups of one, two, three and four dots on the board.
- Point to each group in turn. Say the number in English. Elicit the Arabic.
- Point and say each number several times. Pupils repeat.
- Say: *Point to one/two/three/four*. Choose pupils to point to the correct group.
- Write the numbers (not words) *1, 2, 3, 4* next to the correct number of dots.
- Rub out the dots but leave the numbers *1, 2, 3, 4* on the board. Say: *Point to one/two/three/four*. Choose pupils to point to the correct number as you say each sentence.
- Help pupils to say the numbers as you point to each one, first in order and then in any order.
- Draw an apple, a bag, a cat and a door on the board.

- Write the words *apple, cat, bag, bed* on the board. Choose pupils to come to the board to point to examples of the letter *a*. Repeat with *b*.

Pupil's Book page 42


A. Trace the lines. [5 mins] ع

Aim: to begin to write from left to right.

- Explain that in English letters are written in different ways and in different places on the line.
- Demonstrate the activity on the board. Demonstrate keeping your pen on the board for the whole of each line pattern.
-  Pupils complete activity A. Remind pupils to complete the activity in their notebooks. Move around the class. Check that:
 - pupils are starting on the left-hand side of the page.
 - pupils are starting on the middle space of the writing lines.

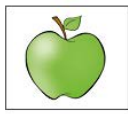
End of Lesson 2 Checkpoints:


- Pupils can understand and say the words *one, two, three, four* and the written numbers *1, 2, 3, 4*.
- Pupils can understand and say *an apple/apples, a bag/bags, a cat/cats, a door/doors*.
- Pupils can recognise the letters *a* and *b*, and can say their names and their sounds.
- Pupils can recognise the words *a* and *an* as whole words.


 **Unit 1**

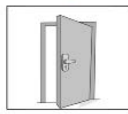
Lesson 2

1. Listen, point and say.





1


2






3


4


2. Point and say.


A bag.

2 bags.


3. Point, read and say.

apple




a

cat




bag




b

bed




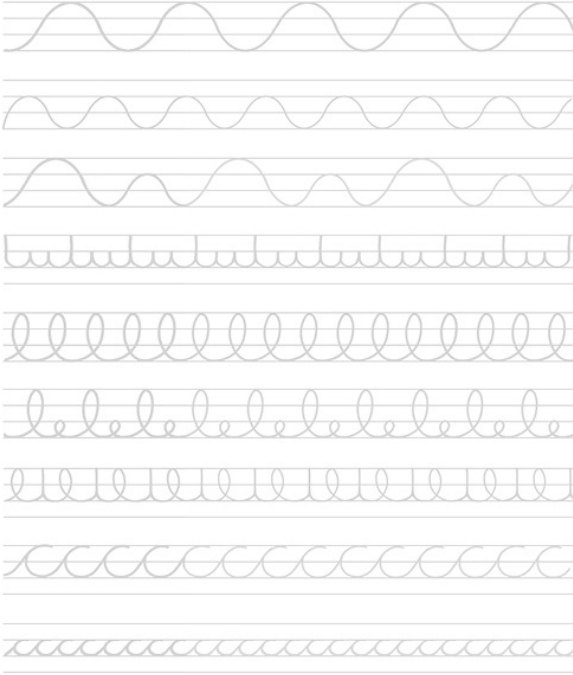
Pupil's Book 1 2

 **Unit 1**

Lesson 2

A. Trace the lines.





Pupil's Book 1 42

Lesson overview

Listening/speaking:	know and say the name of some basic objects; count from 5 to 10; know and say the letters <i>c</i> and <i>d</i> , their names and sounds
Reading/writing:	read the letters <i>c</i> and <i>d</i> ; recognise <i>Mrs</i> as a whole word; write numerals 1–10
Grammar:	use <i>a/an</i> with singular nouns; -s with regular plural nouns
Functions:	count to 10
New language:	<i>five, six, seven, eight, nine, ten, cap, desk, egg, frog, gate, pen</i>

- Help pupils to say the numbers *five* to *ten* as you point to them, first in order and then in any order.
- Use the board and the pictures on Pupil's Book page 3 to teach and practise the word *desk*. Pupils can notice other words for sound and recognition but do not teach them yet.

Say this rhyme twice:

*Five, six, seven, eight,
an egg, a desk, a fan, a gate.
Nine, ten, a frog and a pen.*

- Pupils listen and point to the numbers and pictures in their Pupil's Book.
- Repeat several times, encouraging pupils to join in.
- Say the whole rhyme with the class. Pupils point to the pictures on pages 2 and 3 of their Pupil's Book.

*One, two, three, four,
an apple, a bag, a cat, a door.
Five, six, seven, eight,
an egg, a desk, a fan, a gate.
Nine, ten, a frog and a pen.*

Starter activity [5 mins]



Aim: to revise *a/an* with singular nouns and noun + s for plural nouns.


- Draw two apples, three bags, four cats and two doors on the board.
- Pointing at only one object at a time, revise and practise the phrases *an apple, a bag, a cat, a door*.
- Point at single items or groups of items in turn and show the differences between the single form (*a bag*) and the plural (*three bags*).
- Practise the singular and plural words with the class *an apple/two apples*, and so on.

Pupil's Book page 3

1. Listen, point and say. [10 mins]



Aim: to learn the numbers 5-10.

-  Draw groups of five, six, seven, eight, nine and ten dots on different parts of the board. Point to different groups of dots and elicit the Arabic numbers.
- Say the English numbers *five, six, seven, eight, nine, ten* while pointing at the correct number of dots. Say each number several times. Tell pupils to repeat as a class.
- Say: *Point to five/six/seven/eight/nine/ten*. Choose pupils to come and point to the correct number of dots.
- In numbers (not words) write *5, 6, 7, 8, 9, 10* next to the correct number of dots.
- Say the numbers from *five* to *ten* in any order. Pupils hold up the correct number of fingers.
- Rub out the dots but leave the numbers *5, 6, 7, 8, 9, 10*. Say: *Point to five/six/seven/eight/nine/ten*. Choose pupils to point to the correct number.

2. Point, read and say. [15 mins]



Aim: to learn the sounds /k/ and /d/ and the letters *c* and *d*.

- Write *c* and *d* on the board in lower case.
- Point to *c* and say: *This is the letter 'c'* (say the letter name, not the sound). Say: *It makes the sound /k/ as in Kareem*. Pupils point to the letter *c* in their Pupil's Book and repeat the name and the sound.
- Point to *d* and say: *This is the letter 'd'* (say the letter name, not the sound). Say: *It makes the sound /d/ as in Dalia*. Pupils point to the letter *d* in their Pupil's Book and repeat the name and the sound.
- Use the pictures on Pupil's Book page 3 to teach *cap* and revise *cat, desk, bed*.
- Say the sounds (not the letter names) in each word: *k-ae-p (cap); k-ae-t (cat); d-e-s-k (desk); b-e-d (bed)*. Tell pupils to repeat.
- As you say the sound /k/ or /d/, pupils point to the large letter *c* or *d* in their book.
- Write the words *cap, cat, desk, bed* on the board. Say the sound /k/ in the words *cap, cat* and call pupils to the front to point to the letter *c* in the words on the board. Repeat with /d/.
- Revise the sounds /ae/ in *cap* and *cat*, and /b/ in *bed* in the same way.

Extension



Aim: to help pupils to recognise *Mrs* as a whole word.

- Write *Mrs* and some other short words on the board (e.g. *a, an, I'm, Hi*).
- Help pupils to recognise the word *Mrs* by its shape. Do not say the sounds.


- Help pupils to find Mrs on Pupil's Book page 1.

Pupil's Book page 43

A. Write the numbers. [10 mins]



Aim: to write the numbers 1-10 correctly.


- Pupils look at activity A on page 43. Explain that the arrows show how to write the numbers.
- On the board, demonstrate writing each number using the correct pen movement.
- Pupils copy the movements, "writing" each number in the air with a finger.
-  Pupils complete the activity. Remind pupils to complete the activity in their notebooks. Move around the class. Check that:
 - pupils are starting each number in the correct place.
 - pupils are following the arrows.

Homework

Pupils practice writing the numbers in their notebooks.







End of Lesson 3 Checkpoints:

- Pupils can understand and say the words *five, six, seven, eight, nine, ten*.
- Pupils can recognise and write numbers 1-10.
- Pupils can recognise the letters *c* and *d*, and can say their names and their sounds.
- Pupils can recognise Mrs as a whole word.







 **Unit 1**

Lesson 3


1. Listen, point and say.

5 	6 	7 
8 	9 	10 

2. Point, read and say.











cap  	desk  
cat 	bed 


3 Pupil's Book 1

 **Unit 1**

Lesson 3

A. Write the numbers.

	1
	2
	3
	4
	5
	6
	7
	8
	9
	10



43 Pupil's Book 1

Lesson overview

Listening/speaking:	know and say the letters <i>e</i> and <i>f</i> , their names and sounds; ask and respond to questions about name and home country
Reading/writing:	read the letters <i>e</i> and <i>f</i> ; recognise <i>my</i> and <i>your</i> as whole words; write <i>A</i> and <i>a</i>
Grammar:	present simple of <i>Be</i> : sentences and questions with <i>is</i> and <i>are</i>
Functions:	introductions: ask and answer about names
New language:	<i>answer, ask, fan, flag, name, no, yes, am, are, is, my, you, your, what's...?</i>

- Help pupils to find *my* and *your* in their Pupil's Book.

2. Ask and answer. [10 mins]

Aim: to practise the question *What's your name?* and the answer *My name is...*

- Teach the new language.
 - Choose a few pupils to come to the front of the class. Tell them to think of someone, real or imaginary. Choose a category such as film characters or footballers to limit the choices.
 - Using one of the names, help pupils to say this dialogue: Teacher: *What's your name?* Pupil 1: *My name is* or *I'm* (name of person they are imagining). Repeat with the rest of the group. Tell the class to repeat the questions after you. Prompt the answers if necessary.
 - Pupils can continue practising with their real names.

Starter activity [5 mins]

Aim: to revise the numbers 1-10 and the new vocabulary.


- Help groups and/or individuals to repeat the rhyme from Lesson 3.

Pupil's Book page 4

1. Listen, repeat and act. [10 mins]

Aim: to learn the question *What's your name?*

Materials: flashcards 6, 8

- Use the flashcards to revise *Fatma* and teach *Cathy*.
- Pupils open their Pupil's Book at page 4. Explain the picture. (Cathy is meeting Fatma for the first time.)
- Read the dialogue to the class. (Do not expect pupils to read.)
- Explain that *My name's...* and *I'm...* have the same meaning.
- Teach the dialogue.
 - Divide the class into two groups.
 - Say: *What's your name?* Group 1 repeats.
 - Say: *My name's (Ahmed).* Group 2 repeats.
 - Repeat with group 2 asking the question.
 - Repeat several times until pupils are confident.
-  Pupils say the dialogue in pairs.


Extension

Aim: to help pupils to recognise *my* and *your* as whole words.

- Write *my* and *your* and some other short words on the board (e.g. *an, I'm, Hi*).
- Help pupils to recognise *my* and *your* by their shape. Do not try to say the sounds.

3. Point, read and say. [5 mins]

Aim: to learn sounds /e/ and /f/ and the letters *e* and *f*.


- Write *e* and *f* on the board in lower case.
- Point to *e* and say: *This is the letter 'e'* (say the letter name, not the sound). Say: *It makes the sound /e/ as in egg.* Pupils point to the letter *e* in their Pupil's Book and repeat the name and the sound.
- Point to *f* and say: *This is the letter 'f'* (say the letter name, not the sound). Say: *It makes the sound /f/ as in Fatma.* Pupils point to the letter *f* in their Pupil's Book and repeat the name and the sound.
- Use the picture on Pupil's Book page 4 to teach *flag*.
- Tell pupils to look at the pictures on pages 3 and 4 of their Pupil's Book and find words with the sounds /e/ and /f/. Prompt *egg, desk, pen, ten, hen, bed, fan, five, flag*.
- Say the sounds (not the letter names) in each word: *e-g (egg); d-e-s-k (desk); p-e-n (pen); t-e-n (ten); b-e-d (bed), f-ae-n (fan), f-aI-v (five), f-I-ae-g (flag)*. Tell pupils to repeat.
- As you say the sounds /e/ or /f/, pupils point to the large letter *e* or *f* in their book.
- Write the words *egg, desk, pen, ten, hen, bed* on the board. Say the sound /e/ and call pupils to the board to point to the letter *e* in those words.
- Repeat with /f/ for *fan, five, flag*. Note: Do not tell pupils to point to the *e* in *five*, as the *i-e* letter pattern makes the sound /aI/ not /e/.  If pupils ask about this, explain that there are many different spelling patterns in English and they will learn this one (i-e) later.
- Revise the sounds /ae/ in *fan* and *flag*, and /b/ and

/d/ in *bed* and *desk* in the same way.

Pupil's Book page 44

A. Write *A* and *a*. [10 mins]

Aim: to write *A* and *a* correctly.

- Remind pupils of the name of the letter *a* and its sound /ae/.
- Explain that each English letter has two shapes. We call them *small letters* (lower case) and *capital letters* (upper case). The alphabet in their Pupil's Book is in small letters. We use a capital to begin a sentence or a name.
- Remind pupils that in English letters are written in different places on the line. On the board, demonstrate writing *A* and *a*. Pupils copy the movements, "writing" the letter in the air with a finger. Remind pupils to use the arrows to help them.
-  Pupils complete the activity. Move around the class. Remind pupils to complete the activity in their notebooks. Check that:
 - pupils are starting their letters in the correct place.
 - pupils are starting on the left-hand side of the page.
 - pupils are following the arrows.

Homework


Pupils can practise writing *A* and *a* in their notebooks.

End of Lesson 4 Checkpoints:


- Pupils can understand and use the question *What's your name?* and say the answer *My name's...*
- Pupils can recognise the letters *e* and *f*, and can say their names and their sounds.
- Pupils can write *A* and *a* in the correct way.
- Pupils can recognise *my* and *your* as whole words.

Unit 1Lesson 4







1. Listen, repeat and act.



2. Ask and answer.



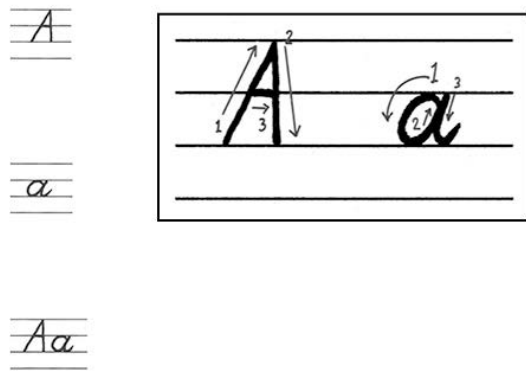
3. Point, read and say.

egg		fan	
			
desk		flag	

Pupil's Book 1 4

Unit 1Lesson 4

A. Write *A* and *a*.



Pupil's Book 1 44

Lesson overview

Listening/speaking:	know and say the letters <i>g</i> and <i>h</i> , their names and sounds; follow and say the name and nationality of another person
Reading/writing:	read the letters <i>g</i> and <i>h</i> recognise <i>this</i> , <i>is</i> and <i>he's</i> as whole words; write <i>B</i> and <i>b</i>
Grammar:	present simple of <i>Be</i> : (<i>This is...</i>)
Functions:	introductions: introduce people to each other; say nationality
New language:	<i>English, Sudanese, he, she, hat, hen, this</i>

Starter activity [5 mins]



Aim: to revise *What's your name?*

- Point at several pupils and ask *What's your name?* Pupils answer *My name's.../I'm...* and say their first names.
- Pupils ask and answer in the same way, with pupils sitting nearby.

Pupil's Book page 5

1. Listen, repeat and act. [15 mins]





Aim: to use *This is...* to introduce people to each other.

Materials: flashcards 1, 3, 7

- Use the pictures and flashcards to revise *Ahmed* and *Mr Gamar*, and to teach *Eddie*.
- Read the dialogue to the class. Check pupils understand what is happening. (Eddie is a new pupil. Ahmed is telling Mr Gamar Eddie's name and nationality.)
- Teach the new language.
 - Say: *This is Eddie, Mr Gamar*. Pupils repeat after you.
 - Say: *He's English*. Pupils repeat after you.
- Practise the dialogue.
 - Choose two pupils to act the dialogue at the front of the class. One pupil is *Ahmed* and one is *Mr Gamar*.
 - Say the dialogue one line at a time. Each pupil repeats his or her sentence after you.

Ahmed:	<i>Hello, Mr Gamar.</i>
Mr Gamar:	<i>Hi, Ahmed.</i>
Ahmed:	<i>This is Eddie, Mr Gamar. He's English.</i>
Mr Gamar:	<i>Hello, Eddie.</i>
 - The two pupils act the dialogue without you. Be ready to help. Elicit from the class a

response for Eddie.

-  The class acts the dialogue in groups of three with one pupil now being *Eddie*, using the pictures in the book to help them. The pupil being *Eddie* should respond with *Hello, Mr Gamar*.
- Pupils swap roles and repeat.
-  Teach *He's/She's Sudanese*. Choose a pupil. Introduce him/her to the class. Say: *This is (Ali/Fatma) He's/She's Sudanese*. The class says *Hello, (Ali/Fatma)*.
- Choose two pupils. Help them to introduce each other to the class in the same way.

Extension



Aim: to help pupils to recognise *this* and *he's* as whole words.

- Write *this* and *he's* and one or two other short words on the board (e.g. *my, an, Mrs, Hi*).
- Help pupils to recognise the words *this* and *he's* by their shape. Do not try to say the sounds.
- Help pupils to find *this* and *he's* on Pupil's Book page 5.

2. Point, read and say. [10 mins]




Aim: to learn sounds /g/ and /h/ and the letters *g* and *h*.

- Write *g* and *h* on the board in lower case.
- Point to *g* and say: *This is the letter 'g'* (say the letter name, not the sound). Say: *It makes the sound /g/ as in Gamar*. Pupils point to the letter *g* in their Pupil's Book and repeat the name and the sound.
- Point to *h* and say: *This is the letter 'h'* (say the letter name, not the sound). Say: *It makes the sound /h/ as in Hind*.
- Pupils point to the letter *h* in their Pupil's Book and repeat the name and the sound.
- Use the pictures on Pupil's Book page 5 to revise *gate, hat, frog*, and introduce *hen*.
- Say the sounds (not the letter names) in each word: *g-eɪ-t (gate); h-ae-t (hat); f-rɔː-g (frog); h-e-n (hen)*. As you say the sound /g/ or /h/, pupils point to the large letter *g* or *h* in their book.
- Write the words *gate, frog, hat, hen* on the board. Say the sound /g/ in the words *gate, frog* and call pupils to the front to point to examples of the letter *g* in the words on the board.
- Repeat the procedure with the sound /h/ and the letter *h* in the words *hat, hen*.
- Use the words *frog, hat* and *hen* to revise the sounds /f/, /ae/ and /e/ (and letters *f, a* and *e*) in the same way.

A. Write **B** and **b**. [10 mins]



Aim: to write **B** and **b** correctly.


- Remind pupils of the name of the letter **b** and its sound /b/.
- Following the instructions on page 8 for Unit 1, Lesson 4, activity A, demonstrate the correct way to write **B** and **b**. Remind pupils to use the arrows to help them.
-  Remind pupils to complete the activity in their notebooks. Pupils complete the activity. Go around the class, checking that pupils are starting their letters in the correct place and following the arrows.

Homework

Pupils can practise writing **B** and **b** in their notebooks.


End of Lesson 5 Checkpoints:

- Pupils can introduce someone using *This is* (name).
- Pupils can recognise the letters *g* and *h*, and can say their names and their sounds.
- Pupils can write **B** and **b** in the correct way.
- Pupils can recognise *this* and *he's* as whole words.





 Unit 1

Lesson 5


1. Listen, repeat and act.



2. Point, read and say.

<p>gate</p>  <div style="border: 1px solid blue; padding: 5px; width: 40px; margin: 5px auto; text-align: center; color: blue; font-size: 24px;">g</div>	<p>hat</p>  <div style="border: 1px solid blue; padding: 5px; width: 40px; margin: 5px auto; text-align: center; color: blue; font-size: 24px;">h</div>
<p>frog</p> 	<p>hen</p> 

5 Pupil's Book 1

 Unit 1

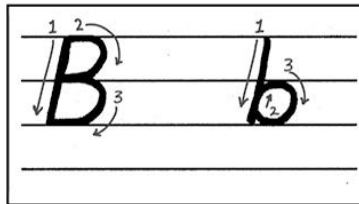
Lesson 5

A. Write **B** and **b**.

B

 b



 Bb



45 Pupil's Book 1

Lesson overview

Listening/speaking:	know and say the letters <i>i</i> and <i>j</i> , their names and sounds; politely ask and respond to questions about nationality
Reading/writing:	read the letters <i>i</i> and <i>j</i> ; recognise <i>are</i> , <i>no</i> , <i>not</i> as whole words; write <i>C</i> and <i>c</i>
Grammar:	present simple of <i>Be</i> : questions with <i>Are...?</i>
Functions:	personal information: ask and answer simple questions about oneself
New language:	<i>insect, jam, jug</i>

- [Teaching point: *I'm* and *I am* mean the same, but we can only use *I'm* if there is another word after it. So, we can say *Yes, I'm Ahmed*, but we can't say *Yes, I'm*. Instead, we must say *Yes, I am*.]
-  Act the dialogue as a class. Divide the class into three groups: one group is *Ahmed*, one group is *Badr* and one group is *Eddie*. Say the sentences in the dialogue for the groups to repeat.
-  Pupils perform the dialogue in groups of three.

Extension

Aim: to help pupils recognise *are*, *no*, *not* as whole words.

- Write *are*, *no*, *not* and other short words (*an*, *I'm*, *he's*, *Mrs*) on the board.
- Help pupils to recognise *are*, *no*, *not* from their shape.
- Help pupils to find *are*, *no*, *not* on Pupil's Book page 6.

2. Point, read and say. [10 mins]

Aim: to learn sounds /i/ and /dʒ/ and the letters *i* and *j*.

- Write *i* and *j* on the board in lower case.
- Point to *i* and say: *This is the letter 'i'* (say the letter name, not the sound). Say: *It makes the sound /i/ as in Ibrahim*. Pupils point to the letter *i* in their Pupil's Book and repeat the name and the sound.
- Point to *j* and say: *This is the letter 'j'* (say the letter name, not the sound). Say: *It makes the sound /dʒ/ as in Jamal*. Pupils point to the letter *j* in their Pupil's Book and repeat the name and the sound.
- Tell pupils to think of English words that contain the sound /i/. Prompt *miss, Mrs, Mr*.
- Point to activity 2 on Pupil's Book page 6. Teach and practise *insect, jam* and *jug*. Revise *six*.
- Say the sounds in the words: *i-n-s-e-k-t (insect)*; *s-i-k-s (six)*; *dʒ-ae-m (jam)*; *dʒ-u-g (jug)*.
- As you say the sound /i/ or /dʒ/, pupils point to the large letter *i* or *j* in their book.
- Write the words *insect, six, jam, jug* on the board. Say the sound /i/ and call pupils to the front to point to examples of the letter *i* in the words on the board. Repeat the procedure with the sound and the letter *j* in the words *jam, jug*.
- Revise the sound /g/ and the letter *g* in the words *gate, flag* and the sound /h/ and the letter *h* in the word *hat, hen* in the same way.

Starter activity [5 mins]

Aim: to practise introductions.

- Revise *This is* (name) by introducing pupils to the class, e.g. *This is Fatma*.
- Tell some groups of pupils to come to the front of the classroom. In turn, they introduce each other to the class.

Pupil's Book page 6

1. Listen, repeat and act. [15 mins]

Aim: to practise questions with *Are you...?* and answers with *Yes, I am/No, I'm not*.

Materials: flashcards 1, 2, 7

- Use flashcards 1, 2, 7 and the pictures on Pupil's Book page 6 to revise *Ahmed, Badr* and *Eddie*.
- Read the dialogue to the class.
- Check that pupils understand what is happening. (*Ahmed* is telling *Badr* *Eddie's* name and nationality.)
- Teach the new language.
 - Choose a pupil to hold flashcard 7 so the class can see it.
 - Point to the flashcard. Ask: *Are you Eddie?*
 - Point to the flashcard and prompt the answer *Yes, I am*.
 - Ask: *Are you Mr Gamar?* and prompt *No, I am not*.
 - Give the flashcards to pupils around the class.
 - Ask: *Are you Badr/Eddie/Ahmed?* Pupils look at their flashcard and answer *Yes, I am* or *No, I am not*. Be ready to help.
- Revise the question *Are you Sudanese?* Choose pupils to answer *Yes, I am*.

A. Write C and c. [10 mins]



Aim: to write C and c correctly.

- Remind pupils of the name of the letter c and its sound /k/.
- Remind pupils about small letters and capitals.
- Following the instructions on page 8 for Unit 1, Lesson 4, activity A, demonstrate the correct way to write C and c. Remind pupils to use the arrows to help them.
- Pupils complete the activity. Remind pupils to complete the activity in their notebooks. Go around the class, checking that pupils are starting their letters in the correct place and following the arrows.

Homework

Pupils can practise writing C and c in their notebooks.

End of Lesson 6 Checkpoints:

- Pupils can ask and answer the questions *Are you Sudanese/English?*
- Pupils can recognise the letters *i* and *j*, and can say their names and their sounds.
- Pupils can write C and c in the correct way.
- Pupils can recognise *are*, *no*, *not* as whole words.

Unit 1
Lesson 6

1. Listen, repeat and act.

2. Point, read and say.

insect		jam	
	i		j
six	6	jug	

Pupil's Book 1 6

Unit 1
Lesson 6

A. Write C and c.

C

 c




 C c

Pupil's Book 1 46

Lesson overview

Listening/speaking:	know and say the letters <i>k</i> and <i>l</i> , their names and sounds; politely ask and respond to questions about feelings/health
Reading/writing:	read the letters <i>k</i> and <i>l</i> ; recognise <i>how</i> , <i>you</i> as whole words; write <i>D</i> and <i>d</i>
Grammar:	present simple of <i>Be</i> ; question word <i>How...?</i>
Functions:	personal information: ask and answer about how someone is
New language:	<i>black, fine, how, kick, lamp, leg, thanks</i>

pupils and ask: *How are you?* Pupils answer, *I'm fine, thanks*. Be ready to help.

- Practise the question around the class. Prompt pupils to ask you, *How are you?* You reply *I'm fine, thanks*.
- Practise the new language.
 -  Divide the class into two groups. The first group is *Cathy* and the second group is *Dalia*.
 -  Play audio track 1.7 again. After each line of dialogue, pause the audio for the groups to repeat their character.
 -  Pupils act the dialogue. Go around the class, giving help if necessary.

Starter activity [5 mins]



Aim: to practise the numbers 1-10 and the new vocabulary.

- Help the class to say the rhyme:
*One, two, three, four,
 an apple, a bag, a cat, a door.
 Five, six, seven, eight,
 an egg, a desk, a fan, a gate.
 Nine, ten, a frog and a pen.*


Pupil's Book page 7

1. Listen, repeat and act. [15 mins]



Aim: to learn the question, *How are you?* and the answer *Fine, thanks*.

Materials: audio track 1.7; flashcards 5, 8

- Teach *thanks* by asking (in Arabic) for a pen or a book from one or two pupils. Say: *Thanks*. Elicit the meaning of *Thanks* in Arabic.
- Use flashcards 5 and 8 to revise *Dalia* and *Cathy*.
- Pupils open their Pupil's Book at page 7. Elicit what is happening in the story. (*Dalia* is phoning *Cathy*.)
-  Play audio track 1.7. Pupils look at the pictures and point to *Cathy* and *Dalia* as they listen. After each line, pause the audio for pupils to repeat. Do not expect them to read it for themselves yet.
- Teach the new language.
 - Teach the question *How are you?* Elicit the meaning in Arabic.
 - Teach the answer (*I'm fine, thanks*). [Teaching note: Explain that here *thanks* means *Thank you*, and is short for *Thank you for asking me*.]
 - Practise the answer around the class. Choose

Extension



Aim: to help pupils recognise *how* and *you* as whole words.

- Write *how* and *you* and some other short words on the board.
- Help pupils to recognise *how* and *you* by their shape. Do not say the sounds.
- Help pupils to find *how* and *you* on Pupil's Book page 7.

2. Point, read and say. [10 mins]



Aim: to learn sounds /k/ and /l/ and the letters *k* and *l*.


- Write *k* and *l* on the board in lower case.
- Point to *k* and say: *This is the letter 'k'* (say the letter name, not the sound). Say: *It makes the sound /k/ (the same sound as 'c') as in Cathy*. Pupils point to the letter *k* in their Pupil's Book and repeat the name and the sound.
- Point to *l* and say: *This is the letter 'l'* (say the letter name, not the sound). Say: *It makes the sound /l/ as in Leila*. Pupils point to the letter *l* in their Pupil's Book and repeat the name and the sound.
- Tell pupils to think of English words that contain the sounds /l/ and /k/. Prompt *flag, hello, desk*. Accept words with *c* (e.g. *cap, cat*) but remind pupils these words have 'c' not 'k'.
- Point to activity 3 on Pupil's Book page 7. Teach and practise *kick, black, lamp, leg*.
- Get pupils to look at *kick, black, lamp, leg* in their Pupil's Book and to point to each word as you say them.
- Explain that the letters *c* and *k* often come together at the end of a word to make one /k/ sound.
- Say the individual sounds that make up the words: *k-i-k (kick); b-l-ae-k (black); l-ae-m-p (lamp); l-e-g (leg)*.

- As you say the sound /k/ or /l/, pupils should point to the large letter *k* and the large letter *l* in their books as appropriate.
- Write the words *kick*, *black*, *lamp*, *leg* on the board. Say the sound /k/ in the words *kick*, *black* and choose pupils to point to the letter *k* in the words on the board. Repeat with /l/ and the letter *l* in *lamp*, *leg*.
- Revise the sound /i/ and the letter *i* in the words *insect*, *six* and the sound /dʒ/ in and the letter *j* in the word *jam*, *jug* in the same way.

Pupil's Book page 47

A. Write *D* and *d*. [10 mins] ع

Aim: to write *D* and *d* correctly.

- Remind pupils of the name of the letter *d* and its sound /d/.
- Remind pupils about small letters and capitals.
- Following the instructions on page 8 for Unit 1, Lesson 4, activity A, demonstrate the correct way to write *D* and *d*. Remind pupils to use the arrows to help them.
-  Pupils complete the activity. Remind pupils to complete the activity in their notebooks. Go around the class, checking that pupils are starting their letters in the correct place and following the arrows.

Homework


Pupils can practise writing the letters in their notebooks.

End of Lesson 7 Checkpoints:

- Pupils can understand and ask: *How are you?*
- Pupils can understand and answer *I'm fine/Fine, thanks.*
- Pupils can recognise the letters *k* and *l*, and can say their names and their sounds.
- Pupils can write *D* and *d* in the correct way.
- Pupils can recognise *how*, *you* as whole words.


Unit 1
Lesson 7

1. Listen, repeat and act.




2. Point, read and say.

kick




k

black




lamp



l

leg



7

Pupil's Book 1

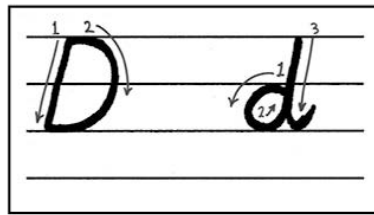
Unit 1
Lesson 7

A. Write *D* and *d*.

D

 d

 Dd



47


Pupil's Book 1

Lesson overview

Listening/speaking:	recognise and say the first sound in a word (letters <i>a-l</i>); follow and say known words
Reading/writing:	sound out and read simple words with known sounds; recognise some key whole words; read and match known words to pictures
Functions:	identify and name common objects and animals
New language:	<i>in</i>

Extension


Aim: to help pupils to recognise *in* and *is*; to practise reading known “look and say” words.

- Write *a, an, are, he's, hi, how, I'm, in, is, Mrs, my, no, not, this, you, your* on the board. Help pupils to recognise the words *in* and *is* from their shape.
- Help pupils to recognise the other words in the same way.
-  Pupils find and say examples of the words in Pupil's Book Unit 1.

Pupil's Book page 48

A. Write *A/a, B/b, C/c* and *D/d*. [10 mins]

Aim: to write *D* and *d* correctly.


- Remind pupils about small letters and capitals.
- Following the instructions on page 8 for Unit 1, Lesson 4, activity A, remind pupils how to write *A* and *a*. Elicit the name and the sound.
- Remind pupils that the arrows are there to help them.
- Repeat for the letters *B, b, C, c*, and *D, d*.
-  Pupils complete the activity. Remind pupils to complete the activity in their notebooks. Go around the class, checking that pupils are starting their letters in the correct place and following the arrows.

Homework

Pupils can practise writing the letters *A, B, C, D* and *a, b, c, d* in their notebooks.


B. Read and number. [5 mins]

Aim: to read and understand words with familiar letters and sounds.

- Pupils look at activity B on page 8. Elicit the names of the objects in the pictures.
- Write the words *bag, flag, egg, leg, bed*. Number them 1-5.
- Point to each word in turn. Sound it out and then read it. (Say *b-a-g, bag*, and so on.) Encourage pupils to join in.
- Choose a word, for example *leg*. Say the sounds of the word (*l-e-g*). Choose a pupil to say the number of that word (4).
- Repeat for the other words.
- Say a number, for example, 2. Choose a pupil to sound out the word and then say the whole word (*f-l-ae-g, flag*).
-  Pupils complete activity B. Pupils read the words

Starter activity [5 mins]

Aim: to practise answering questions about oneself.

- Choose pupils to answer the questions, *What's your name? Are you Sudanese? How are you?* Revise the answers *I'm..., Yes, I am, I'm fine (thanks)*.
-  Pupils practise asking and answering the questions in pairs.






Pupil's Book page 8

1. Listen and point. Then read and say. [15 mins]





Aim: to practise known vocabulary, and the names and sounds of letters *a* to *l*.

Materials: audio track 1.8

- Write the lowercase letters *a* to *l* on the board. As you write, revise the names with the class.
- Point to the letters in any order. Choose pupils to say the names.
- Pupils open their Pupil's Book at page 8. Read the first line.
-  Teach *in*. Check pupils understanding.
-  Play the audio, encouraging pupils to join in. Help pupils to name each object.
-  Pupils take turns to point to the pictures in any order. Their partner says the name of the object.
- Draw simple pictures of the twelve objects on the board.
-  Point to the pictures in any order. Choose pupils to say the first sound in the word. For example, point to *desk*, and the pupil says /d/.
-  Play the audio again. Pupils say and point. Go around the class, helping as necessary.

and write the number for the correct pictures.

- 

 Draw the objects on the board. Choose pupils to say their answers. Pupils check their answers with a partner.


Answers: a. egg 3, b. flag 2, c. bed 5, d. bag 1, e. leg 4

End of Unit 1 Checkpoints:

- Pupils can recognise the letters *a* to *l*, and can say their names and their sounds.
- Pupils can say a simple rhyme.
- Pupils can understand and read five words with familiar letters and sounds.
- Pupils can write *A, B, C, D* and *a, b, c, d* in the correct way.
- Pupils can recognise up to 16 “look and say” words as whole words.

 Unit 1

Lesson 8

1.  Listen and point. Then read and say.

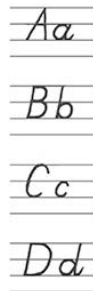
- a is in apple.
- b is in bed.
- c is in cat.
- d is in desk.
- e is in egg.
- f is in flag.
- g is in gate.
- h is in hat.
- i is in insect.
- j is in jam.
- k is in kick.
- l is in lamp.



 Unit 1

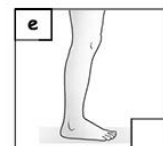
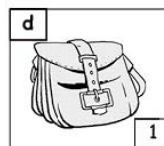
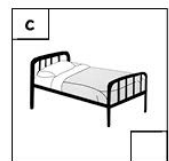
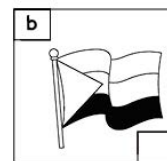
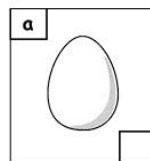
Lesson 8

A. Write *A/a, B/b, C/c* and *D/d*.



B. Read and number.

1. bag 2. flag 3. egg 4. leg 5. bed





Lesson overview

Listening/speaking:	know and say the letters <i>m</i> and <i>n</i> , their names and sounds; follow and chant a rhyme involving numbers
Reading/writing:	read the letters <i>m</i> and <i>n</i> ; read known words by blending the sounds; read and match known words to pictures; write <i>E</i> and <i>e</i> in (preposition); singular and plural nouns with numbers
Grammar:	say where something is
Functions:	say where something is
New language:	<i>count, crocodile, in, little, man, neck, Nile, number, the</i>

Extension

Aim: to practise using numbers with plural nouns.




- Revise *desk, frog, hen, flag, insect, bag*.
 - Elicit the number of each object, e.g. *three hens*.
 -  Pupils point to each picture, and say the name and the number together (*three hens*).
 -  Check the answers.
- Answers:** A. 8 frogs, B. 2 desks, C. 3 hens, D. 3 flags, E. 6 insects, F. 4 bags

2. Point, read and say. [8 mins]

Aim: to teach sounds /m/ and /n/ and the letters *m* and *n*.

- Write *m* and *n* on the board in lower case.
- Point to *m* and say: *This is the letter 'm'* (say the letter name, not the sound). Say: *It makes the sound /m/ as in Gammar*. Pupils point at the letter *m* in their Pupil's Book and repeat the name and the sound.
- Elicit English words with /m/, for example *am/I'm, jam, lamp*.
- Point to *n* and say: *This is the letter 'n'* (say the letter name, not the sound). Say: *It makes the sound /n/ as in pen*. Pupils point at the letter *n* in their Pupil's Book and repeat the name and the sound.
- Elicit English words with /n/ for example *and, name, no, nine, hen, ten*.
- Point to activity 3 on page 9. Teach *man* and *neck* and revise *jam, fan*. Pupils look at the pictures of *man, jam, neck, fan*, in their book and point to each word as you say them.
- Say the sounds (not the letter names) in each word: *m-ae-n (man); dz-ae-m (jam), n-e-k (neck), f-ae-n (fan)*. As you say the sound /m/ or /n/, pupils point to the letter in their book.
- Write the words *man, jam, neck, fan* on the board. Say the sound /m/ and choose pupils to point at *m* in the words. Repeat with the sound /n/ and the letter *n*.
- Teach pupils how to blend the sounds to read the words *man, jam, neck, fan*.

[Teaching point: blending sounds to read simple words.

-  Explain they are going to read the words by saying the sounds.
- Point to a word e.g. *man*. Say each sound separately: m-ae-n
- Blend the sounds together to say the word: *man*
-   Tell pupils to point and say, m-ae-n: *man*.]
- Blend and read *jam, neck, fan* in the same way.

Starter activity [5 mins]

Aim: to revise the names and sounds of letters of the alphabet.

Materials: audio track 1.1




- Play audio track 1.1. Chant the alphabet rhyme.
- Pupil's Book page 8. Write the letters *a-l* on the board. Elicit the sounds. Say the rhyme with the class.

Pupil's Book page 9

1. Listen, chant and act. [8 mins]

Aim: to revise numbers 1–10.

Materials: audio track 2.1

- Teach and practise the chant.
 - Briefly revise counting 1 to 10.
 - Use the pictures to teach *crocodile*. Demonstrate *little*. Elicit the Arabic.
 -  Play audio track 2.1. Show each number on your fingers. Pupils listen. Explain *in the Nile*.
 - Repeat, encouraging pupils to join in.
- Chant the rhyme.
 -  Divide the class into two groups. Group 1 chants the first part of each line, and shows the numbers on their fingers; Group 2 says 'crocodiles!' and acts the "opening/closing" of a crocodile mouth with their arms.
 -  The groups change roles and repeat the chant, this time counting backwards from 10 to 1.

Pupil's Book page 49

A. Write E and e. [4 mins]



Aim: to write E and e correctly.

- Remind pupils of the name of the letter e and its sound /e/.
- Remind pupils about small letters and capitals.
- Following the instructions on page 8 for Unit 1, Lesson 4, activity A demonstrate the correct way to write E and e. Remind pupils to use the arrows to help them.
- Pupils complete the activity. Remind pupils to complete the activity in their notebooks. Go around the class, checking that pupils are starting their letters in the correct place and following the arrows.

Homework

Pupils can practise writing E and e in their notebooks.

B. Read and number. [5 mins]



Aim: to read words with known sounds.

- Write 1. black 2. man 3. kick 4. fan on the board.
- Point to letters in the words and elicit the sounds
- Choose a word, for example fan. Say the sounds of the word (f-ae-n). Pupils say the number of the word you have sounded out (4). Repeat for all the words on the board.
- Pupils complete activity B. Pupils read the words and write the number for the correct picture.
- Draw the objects on the board. Choose pupils to say their answers. Pupils check their answers with a partner.

Answers: a. 4, b. 3, c. 1, d. 2

End of Lesson 1 Checkpoints:

- Pupils can understand and say the numbers 1-10.
- Pupils can read and say several singular and plural words.
- Pupils can recognise the letters m and n, can say the letter names and the sounds /m/ and /n/.
- Pupils can read some simple words by blending known sounds together.
- Pupils can write E and e in the correct way.

Unit 2

Numbers

Lesson 1

1. Listen, chant and act.

1 little, 2 little, 3 little...

... crocodiles!

2. Point, read and say.

man

m

jam

neck

n

fan

Pupil's Book 1

Unit 2

Numbers

Lesson 1

A. Write E and e.

E

e

Ee

B. Read and number.

1. black
2. man
3. kick
4. fan

a

b

c

1

d

Pupil's Book 1

Lesson overview

Listening/speaking:	know and say the letters <i>o</i> and <i>p</i> , their names and sounds; ask and respond to questions about age
Reading/writing:	read the letters <i>o</i> and <i>p</i> ; write <i>F</i> and <i>f</i> ; to spell simple words by writing the letter for the missing sound
Grammar:	present simple of <i>Be</i> ; question word <i>How (old)...?</i>
Functions:	personal information: ask and answer about someone's age; numbers: count to 12
New language:	<i>eleven, twelve, old, on, off, spell</i>

sound out "look and say" words.

- Hold up the cards one at a time, in any order.
- Prompt the class to read each word aloud. Be ready to help.

2. Count and say. [5 mins]

Aim: to understand and say the numbers 11 and 12.

- In numbers, write 11 and 12 on the board. Point and say *eleven, twelve* several times. Pupils repeat.
- Write 10 on the board. Pupils chant ten, eleven, twelve. Check pupils are putting the stress on the underlined part of the words.

3. Point, read and say. [10 mins]

Aim: to teach sounds /o/ and /p/ and the letters *o* and *p*.

- Write *o* and *p* on the board in lower case.
- Point to *o* and say: *This is the letter 'o'* (say the letter name, not the sound). Say: *It makes the sound /o/ as in frog*. Pupils point at the letter *o* in their Pupil's Book and repeat the name and the sound. Elicit other words with /o/ (crocodile).
- Point to *p* and say: *This is the letter 'p'* (say the letter name, not the sound). Say: *It makes the sound /p/ as in pen*. Pupils point at the letter *p* in their Pupil's Book and repeat the name and the sound. Pupils will need help with this sound as it may be new to them. Check they can feel a strong puff of air as they say it.
- Elicit other words with /p/ (cap, apple, point).
- Point to activity 3 on page 10. Teach and practise *on*, *off*, *lamp* and revise *pen*. Pupils look at the pictures in their book and point to each word as you say them.
- Say the sounds in each word: *o-n (on)*, *o-f (off)*, *p-e-n (pen)*, *l-ae-m-p (lamp)*. As you say the sound /m/ or /n/, pupils should point to the large *m* and *n* in their book.
- Write the words *on*, *off*, *pen*, *lamp* on the board. Say the sound /o/ and choose pupils to point at the letter *o* in the words. Repeat with the sound /p/ and the letter *p*.
- Blend and read the words with the class. Follow the instructions on page 17 under *Teaching point: blending sounds to read simple words*.
 - Remind pupils that they can blend sounds to read simple words.
 - Point to the word *on*. Say each sound separately, then blend the sounds together to say the word: *o-n: on*. Tell pupils to repeat after you.
 - Repeat for *off*, *pen*, *lamp*.
 - Choose pupils to blend and read each word.

Starter activity [5 mins]

Aim: to practise the numbers from 1-10.


Materials: audio track 2.1

- Pupils open their Pupil's Book at page 9. Play audio track 2.1. Pupils chant the rhyme in two groups.

Pupil's Book page 10

1. Listen, repeat and act. [10 mins]

Aim: to teach the question *How old are you?*

- Pupils open their Pupil's Book at page 10. Elicit what is happening in the first picture (The girls are drawing their hands). Prompt pupils to count the number of fingers in Dalia's drawing.
- Tell pupils to guess Dalia's age. Prompt them to read the words on Dalia's drawing (*I'm 8*).
- Teach the question *How old are you?* and the answer *I'm 8*.
- Ask: *How old are you?* around the class. Choose pupils to answer about themselves, *I'm 6/7/8*.
-  Pupils ask and answer with several other pupils.

Extension

Aim: to practise reading "look and say" words.

Preparation: write the words *are, he's, hi, how, I, I'm, is, Mrs, my, no, not, this, you, your* on separate pieces of paper or cards

- Explain that pupils are going to practise reading "look and say" words. Remind them not to try to

Pupil's Book page 50

A. Write *F* and *f*. [5 mins]

Aim: to write *F* and *f* correctly.

- Remind pupils of the name of the letter *f* and its sound /f/.
- Remind pupils about small letters and capitals. Following the instructions on page 8 for Unit 1, Lesson 4, activity A, demonstrate the correct way to write *F* and *f*. Remind pupils to use the arrows to help them.
- Pupils complete the activity. Remind pupils to complete the activity in their notebooks. Go around the class, checking that pupils are starting their letters in the correct place and following the arrows.

Homework

Pupils can practise writing *F* and *f* in their notebooks.

B. Say, spell and write. [5 mins]

Aim: to read and complete the spelling of known words.


- Use the pictures to revise *bag*, *hen*, *bed*, *fan*.
- Choose pupils to sound out each word (*b-ae-g*, *h-e-n*, *b-e-d*, *f-ae-n*).
- Help pupils to spell the words.
 - Say: *bag*. Choose a pupil to say the first sound /b/.
 - Elicit the name of the letter 'b'. Write *b* on the board.
 - Repeat for /ae/ and /g/. Elicit the names ('a' and 'g'). Write the letters on the board to complete the word *bag*.
- Explain activity B.
 - Point at the first word (*b_g*). Elicit the missing sound (/ae/). Elicit the name of the missing letter ('a').
 - Write *b_g* on the board. Choose a pupil to write 'a' in the space.

- Pupils write in the missing letters to complete the other words.
- Point out that there is one line (_) for each missing letter.
- Pupils check their answers with a partner.
- Choose pupils to spell out their answers, using the letter names.


Answers: 1. bag, 2. hen, 3. bed, 4. fan

😊 **Unit 2** **Lesson 2**

1. Listen, repeat and act.




2. Count and say.




3. Point, read and say.

on




o

off




pen



p


lamp

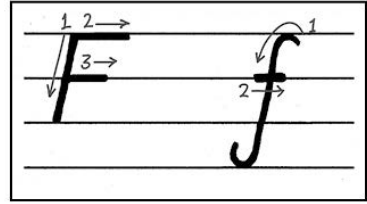


Pupil's Book 1 10


😊 **Unit 2** **Lesson 2**

A. Write *F* and *f*.

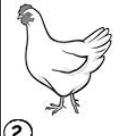





B. Say, spell and write.




①



②



③



④


b _ g
h _ n
b _ _ _ n

Pupil's Book 1 50

Lesson overview

Listening/speaking:	know and say the letters <i>q</i> and <i>r</i> , their names and sounds; ask and say the number of frogs in a picture
Reading/writing:	read the letters <i>q</i> and <i>r</i> ; read known words by blending the sounds; read and match known words to pictures; write <i>G</i> and <i>g</i>
Grammar:	present simple of <i>Be</i> ; question <i>How many...?</i>
Functions:	numbers: ask and answer about quantity; count to 15
New language:	<i>how many, mosque, quiet, rabbit, red, there, thirteen, fourteen, fifteen</i>

- Choose pupils to point, ask and choose someone to answer. Be ready to help.

-  Practise the new language.
 - Pupils ask and answer together about the numbers of dots.

2. Count and say. [6 mins]



Aim: to understand and say the numbers *13, 14* and *15*.

- In numbers, write *13, 14* and *15* on the board. Point and say several times, *thirteen, fourteen, fifteen*. Pupils repeat.
- Pupils look at the picture for activity 2 on page 11. Say the numbers ten to fifteen in order. Pupils point to each number and repeat it.
- Repeat the activity but say the numbers in any order.
- Add *10, 11* and *12* on the board. Pupils chant all the numbers. Check they are using the correct stress. *ten, eleven, twelve, thirteen, fourteen, fifteen*
- Point at the numbers, first in order and then in any order. Choose pupils to say the names. Be ready to help.

Starter activity [5 mins]



Aim: to revise the question *How old are you?*; to practise “look and say” words.



- Ask: *How old are you?* Choose pupils to answer, *I’m... (8/9)*.
- Following the instructions for the extension activity in Unit 2, Lesson 2, practise reading “look and say” words.

Pupil’s Book page 11

1. Listen, point and say. [9 mins]



Aim: to ask and answer the questions *How many are there?*


- Pupils look at the picture on page 11. Revise *frogs*. Count the frogs.
- Get the class to find and read the “look and say” words they know in Ed’s speech bubble (*how, are*).
- Read both speech bubbles to the class.
-  Point out the question mark. Elicit or explain that Ed is asking a question and that Badr’s answer is *three*. Elicit the meaning in Arabic of *How many are there?*
-  Teach the new language.
 - Draw groups of different numbers of dots on the board.
 - Point to one group of dots and ask: *How many are there?* Tell the class to repeat the question. Choose a pupil to answer.
 - Repeat with different numbers until pupils are confident.

3. Point, read and say. [10 mins]



Aim: to teach sounds /kw/, /k/ and /r/ and the letters *q* and *r*.

- Write *q* and *r* on the board in lower case.
- Point to *q* and say: *This is the letter ‘q’* (say the letter name, not the sound). Say: *It usually makes the sound /kw/ as in Kuwait*. Pupils point at the letter *q* in their Pupil’s Book and repeat the name and the sound.
- Point to activity 3 on page 11. Teach *quiet*.
- Point to the picture of the mosque. Elicit the meaning in Arabic. Explain that this is one English word where *q* makes the sound /k/, not /kw/.
- Point to *r* and say: *This is the letter ‘r’* (say the letter name, not the sound). Say: *It makes the sound /r/ as in Ranaa*. Pupils point at the letter *r* in their Pupil’s Book and repeat the name and the sound.
- Elicit English words with /r/ (*frog, crocodile*).
- Teach *rabbit, red*. Pupils look at the pictures in their book and point to each word as you say them.
- Blend and read with the class.
 - Remind pupils that they can blend sounds to read simple words.
 - Write the word *red* on the board.
 - Follow the instructions on page 17 under *Teaching point: blending sounds to read simple words*.
 - Write the words *frog, on, off, pen, cap, lamp* on the board.


-  Choose pupils to blend and read each word. Be ready to help.

Pupil's Book page 51

A. Write *G* and *g*. [5 mins]



Aim: to write *G* and *g* correctly.

- Remind pupils of the name of the letter *g* and its sound /g/.
- Remind pupils about small letters and capitals.
- Following the instructions on page 8 for Unit 1, Lesson 4, activity A, demonstrate the correct way to write *G* and *g*. Remind pupils to use the arrows to help them.
-  Pupils complete the activity. Remind pupils to complete the activity in their notebooks. Go around the class, checking that pupils are starting their letters in the correct place and following the arrows.



Homework

Pupils can practise writing *G* and *g* in their notebooks.

B. Read and number. [5 mins]



Aim: to read words with known sounds.

- Use the pictures to revise *pen*, *jam*, *neck*, *lamp*.
- Write 1. *pen* 2. *jam* 3. *neck* 4. *lamp* on the board.
- Point to different letters in the words. Choose pupils to say the sounds.
- Choose one of the words, for example *neck*. Say the sounds of the word *n-e-k*. Choose a pupil to say the number of the word you have sounded out (3). Repeat for the other words on the board.
-  Pupils complete activity B. They read the words and write the correct number for each picture.
-  Draw the objects on the board. Choose pupils to say their answers. Pupils check their answers with a partner.


Answers: a. 3, b. 1, c.4, d. 2

End of Lesson 3 Checkpoints:


- Pupils can ask the question *How many are there?*
- Pupils can understand and say the numbers 13, 14 and 15.
- Pupils can recognise the letters *q* and *r*, can say the letter names and the sounds /kw/ and /r/.
- Pupils can write *G* and *g* in the correct way.

Unit 2
Lesson 3

1. Listen, point and say.




2. Count and say.




3. Point, read and say.

quiet




q

rabbit




r

mosque



11

red




Pupil's Book 1

Unit 2
Lesson 3

A. Write *G* and *g*.

G

g




Gg


B. Read and number.

1. pen	2. jam	3. neck	4. lamp
--------	--------	---------	---------


a




b



c



d



Pupil's Book 1

Lesson overview

Listening/speaking:	know and say the letters <i>s</i> and <i>t</i> , their names and sounds; ask and say the number of cats in a picture
Reading/writing:	read the letters <i>s</i> and <i>t</i> ; write <i>F</i> and <i>f</i> ; spell simple words by writing the letter for the missing sound
Grammar:	present simple of <i>Be</i> ; <i>There (are)...</i>
Functions:	numbers: ask and talk about quantity; count to 20
New language:	<i>sixteen, seventeen, eighteen, nineteen, twenty</i>

Starter activity [5 mins]



Aim: to revise a counting chant.

Materials: audio track 2.1




- Pupils open their Pupil's Book at page 9. Play audio track 2.1 and pupils, in two groups, chant *1 little, 2 little, 3 little crocodiles*.
- Revise *How old are you?* with pupils around the class.

Pupil's Book page 12


1. Listen, repeat and act. [10 mins]



Aim: to teach the question *How many (cats) are there?*

- Pupils look at page 12. Revise *cat*. Count the cats in the picture.
-  Pupils look for words they know in the speech bubbles. Help them to read the regular words *cats*, *ten*, and the "look and say" words *how* and *are*.
-  Point out the question mark. Elicit that Cathy is asking Fatma about the number of cats.
- Teach the words *many*, *there* using the "look and say" method.
-  Teach the new language.
 - Draw different numbers of small objects on the board (e.g. two pens, three hats). Revise the names of the objects.
 - Point to one set of objects (e.g. *two pens*) and ask: *How many (pens) are there?* Tell the class to repeat the question. Choose a pupil to answer.
 - Repeat with different objects until pupils are

confident.

- Choose pupils to point, ask and choose someone to answer. Be ready to help.
-  Practise the new language.
 - Pupils ask and answer together about the sets of objects.

2. Count and say. [8 mins]



Aim: to understand and say the numbers 16 to 20.

- Write *and* on the board. Point to the letters and choose pupils to say the sounds (*ae-n-d*). Elicit or teach the meaning in Arabic.
- Pupils look at the picture for activity 2 on page 12.
- Revise the numbers 1 to 15.
 - Say the numbers 1-15, first in order, and then in any order. Pupils point to each number and repeat it.
- Teach the numbers 16-20.
 - Point and say several times, *sixteen, seventeen, eighteen, nineteen, twenty*. Pupils repeat.
 - Elicit the meaning of each number in Arabic.
 - Check pupils are using the correct stress.
- Write the number chant on the board like this:

10, 11, 12,
13, 14, 15,
16, 17, 18,
19 and 20.
- Say the whole chant for the class.
- Repeat line by line. Pupils repeat each line. Say the whole chant with the class.


3. Point, read and say. [8 mins]



Aim: to teach sounds /s/ and /t/ and the letters *s* and *t*.

- Write *s* and *t* on the board in lower case.
- Point to *s* and say: *This is the letter 's'* (say the letter name, not the sound). Say: *It makes the sound /s/ as in Sudan*. Pupils point at the letter *s* in their Pupil's Book and repeat the name and the sound.
- Elicit English words with /s/ (*six, desk, insect, Sudanese, cats*, etc.).
- Point to *t* and say: *This is the letter 't'* (say the letter name, not the sound). Say: *It makes the sound /t/ as in ten*. Pupils point at the letter *t* in their Pupil's Book and repeat the name and the sound.
- Elicit English words with /t/ (*ten, cat, hat, to*, etc.).
- Point to activity 3 on page 12. Revise *six, desk, ten, rabbit*. Elicit the meanings in Arabic.
- Write the words *six, desk, ten, rabbit* on the board. Say the sounds (not the letter names) in each word: *s-i-k-s (six); d-e-s-k (desk); t-e-n (ten); r-ae-b-i-t (rabbit)*. Pupils repeat.
- Say the sound /s/ and choose pupils to point at the letter *s* in the words. Repeat with the sound /t/ and

the letter *t*.


- Blend and read with the class.
 - Remind pupils that they can blend sounds to read simple words.
 - Write the words *ten*, *desk*, *rabbit* on the board.
 - Follow the instructions on page 17 under *Teaching point: blending sounds to read simple words*.
-  Choose pupils to blend and read each word. Be ready to help.

Pupil's Book page 52

A. Write *H* and *h*. [4 mins]



Aim: to write *H* and *h* correctly.

- Remind pupils of the name of the letter *h* and its sound /h/.
- Remind pupils about small letters and capitals.
- Following the instructions on page 8 for Unit 1, Lesson 4, activity A, demonstrate the correct way to write *H* and *h*. Remind pupils to use the arrows to help them.
-  Pupils complete the activity. Remind pupils to complete the activity in their notebooks. Go around the class, checking that pupils are starting their letters in the correct place and following the arrows.




Homework

Pupils can practise writing *H* and *h* in their notebooks.

B. Say, spell and write. [5 mins]



Aim: to read and complete the spelling of known words.

- Use the pictures to revise *cap*, *hat*, *frog*, *egg*.
- Choose pupils to sound out each word: c-ae-p, h-ae-t, f-r-o-g, e-g.
- Follow the instructions on page 20 for Unit 2, Lesson 2, activity B to:
 - help pupils to spell the words
 - explain activity B.
-  Pupils write in the missing letters to complete the other words.
-  Pupils check their answers with a partner.
-  Choose pupils to spell out their answers, using the letter names.

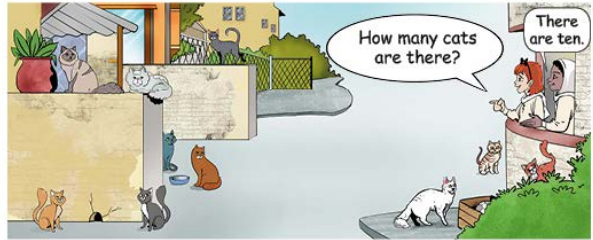
Answers: 1. cap, 2. hat, 3. frog, 4. egg

End of Lesson 4 Checkpoints:

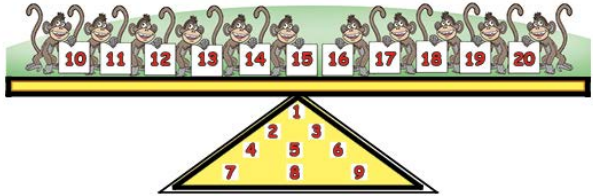
- Pupils can ask and answer the question *How many (cats) are there?*
- Pupils can count and understand numbers 1 to 20.
- Pupils can recognise the letters *s* and *t*, can say the letter names and the sounds /s/ and /t/.
- Pupils can spell simple words with known letters.
- Pupils can write *H* and *h* in the correct way.

Unit 2
Lesson 4

1. Listen, repeat and act.




2. Count and say.




3. Point, read and say.

six




s




desk

ten



t




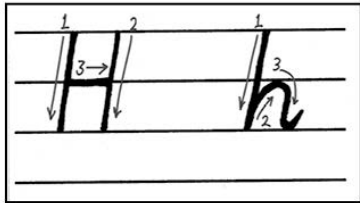
rabbit


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
Unit 2
Lesson 4

A. Write Hand *h*.

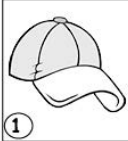





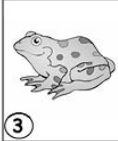





B. Say, spell and write.


①


②


③


④

_ _ p _ _ t _ _ r o _ _ _ _

52

Lesson overview

Listening/speaking:	know and say the letters <i>u</i> and <i>v</i> , their names and sounds; follow, enjoy and say phrases and sentences from a story about a boy getting lost
Reading/writing:	read the letters <i>u</i> and <i>v</i> ; read and match known words to pictures; read known words by blending the sounds; write <i>l</i> and <i>i</i>
Grammar:	demonstrative pronoun <i>this</i> ; present simple of <i>Be</i>
Functions:	identify and name common animals
New language:	<i>lost, monkey, sad, sun, up, van, with</i>

- Tell the story. Say these sentences about the pictures and read the speech bubbles:


A: *This is Little Ali.*



B: *This is Ali with three monkeys.*

C: *This is Ali with four hens.*

D: *This is Ali with five frogs.*

E: *Ali is sad.*

-  Elicit the story. (Ali goes for a walk. He speaks to different animals, but he gets lost.)

-   Help the class to act the story.
 - Choose a pupil. Say: *This is Little Ali.*
 - Elicit/teach the dialogue from picture A:

Class: *This is Little Ali.*


Ali (*waving*): *Hello.*

- Teach picture B.
 - Ask: *How many monkeys are there?* Elicit *There are three.*
 - Bring three pupils to the front, to be the monkeys. Elicit the dialogue:

Class: *This is Ali with three monkeys.*
Ali (*waving*): *Hello, monkeys.*
Monkeys: *Hi Ali.*

- Teach pictures C and D in the same way. Choose pupils to be the hens and the frogs. Elicit the dialogues for pictures C and D.
- Revise *lost, sad* and elicit the dialogue for picture E:

Class: *Ali is sad.*
Ali (*looking sad*): *I'm lost.*

-  Pupils say the dialogues with a partner, using their Pupil's Book to help them.

2. Point, read and say. [10 mins]



Aim: to teach sounds /ʌ/ and /v/ and the letters *u* and *v*.

- Write *u* and *v* on the board in lower case.
- Point to *u* and say: *This is the letter 'u'* (say the letter name, not the sound). Say: *It often makes the sound /ʌ/ as in number.* Pupils point at the letter *u* in their Pupil's Book and repeat the name and the sound. Elicit other English words with /ʌ/ (*jug*).
- Explain that *u* sometimes comes together with *q*, but when it does, the *u* is silent (as in *quiet* and *mosque*.)
- Point to *v* and say: *This is the letter 'v'* (say the letter name, not the sound). Say: *It makes the sound /v/ as in seven.* Pupils point at the letter *v* in their Pupil's Book and repeat the name and the sound. Elicit other English words with /v/ (*five, eleven, twelve*).
- Use the pictures on page 13 to teach *up, sun, van* and revise *seven*.
- Say the sounds (not the letter names) in each word: ʌ -p (*up*); s- ʌ -n (*sun*); v-ae-n (*van*); s-e-v-e-n (*seven*). As you say the sound /ʌ/ or /v/, pupils point to the large letter *u* or *v* in their book.
- Write the words *up, sun, van, seven* on the board. Say

Starter activity [5 mins]

Aims: to practise "look and say" words; to revise *How many are there?* with the numbers 10-20.

Materials: word cards: add cards for *many, there*


- Practise reading the words.
 - Follow the instructions on page 19 for the extension activity in Unit 2, Lesson 2. Include *many* and *there*.
- Practise the numbers from 10-20.
 - Draw a box on the board. Write the number 10 on it.  Explain there are 10 pencils in the box.
 - Draw another box. Write a number between 1 and 10 on the second box, e.g. 7.
 -  Explain pupils must say how many pencils there are altogether. Ask: *How many pencils are there?*
 - Pupils answer: *There are...* and the total number. e.g. 17.
 - Rub out the 7. Repeat with the other numbers.

Pupil's Book page 13

1. Listen, repeat and act. [15 mins]

Aim: to listen to and act a short story; to practise *This is* and someone's name.

Materials: flashcard 9

- Use flashcard 9 to teach *Little Ali*.
-  Look at Pupil's Book page 13. Revise *hen, frog*. Teach *monkey, lost, with, sad*.

the sound /u/ and choose pupils to point at the letter u in the words. Repeat with the sound /v/ and the letter v.

- Blend and read the words with the class.
 - Follow the instructions on page 17 under *Teaching point: blending sounds to read simple words.*

Pupil's Book page 53

A. Write / and i. [5 mins]



Aim: to write / and i correctly.

- Remind pupils of the name of the letter *i* and its sound /i/.
- Remind pupils about small letters and capitals.
- Following the instructions on page 8 for Unit 1, Lesson 4, activity A, demonstrate the correct way to write / and i. Remind pupils to use the arrows to help them.
- Pupils complete the activity. Remind pupils to complete the activity in their notebooks. Go around the class, checking that pupils are starting their letters in the correct place and following the arrows.

Homework

Pupils can practise writing / and i in their notebooks.

B. Read and number. [5 mins]

Aim: to read words with known sounds.

Materials: flashcards 2, 4, 5, 7

- Use the pictures to revise *Badr*, *Mrs Hind*, *Dalia*, *Eddie*.
- Write 1. *Eddie* 2. *Badr* 3. *Mrs Hind* 4. *Dalia* on the board.
- Point to different letters in the words. Choose pupils to say the sounds.
- Choose one of the words, for example *Hind*. Say the sounds of the word *h-i-n-d*. Choose a pupil to say the number of the word you have sounded out (3). Repeat for the other words on the board.
- Pupils complete activity B. They read the words and write the correct number for each picture.
- Put the flashcards on the board in the order *Badr*, *Mrs Hind*, *Dalia*, *Eddie*. Choose pupils to say the name and the number of the correct word. Pupils check their answers with a partner.

Answers: a. *Badr* 2, b. *Mrs Hind* 3, c. *Dalia* 4, d. *Eddie* 1

Unit 2

Lesson 5

1. Listen, repeat and act.

A This is Little Ali.

B This is Ali with 3 monkeys.

C This is Ali with 4 hens.

D This is Ali with 5 frogs.

E Ali is sad.

2. Point, read and say.

up

U

sun

van

V

seven

13 Pupil's Book 1

Unit 2

Lesson 5

A. Write / and i.

B. Read and number.

1. Eddie	2. Badr	3. Mrs Hind	4. Dalia
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a

b

c

d

53 Pupil's Book 1

Lesson overview

Listening/speaking:	know and say the letters <i>w</i> and <i>x</i> , their names and sounds; follow, enjoy and retell parts of a story about Ali finding his way home
Reading/writing:	read the letters <i>w</i> and <i>x</i> ; write <i>J</i> and <i>j</i> ; spell simple words by writing the letter for the missing sound
Grammar:	possessive adjective <i>my</i> ; question word <i>Where...?</i>
Functions:	locations: ask and answer about where things are
New language:	<i>box, house, mum, that, way, wall, where, window</i>

Starter activity [5 mins]



Aim: to practise “look and say” words.

Materials: word cards

- Practise reading all the known “look and say” words.
- Follow the instructions on page 19 for the extension activity in Unit 2, Lesson 2.



Pupil’s Book page 14




1. Listen, repeat and act. [15 mins]



Aim: to listen to and act a short story; to practise *This is... (name)*.

Materials: flashcard 9

- Teach and practise *this is, with, and*.
 - Bring three pupils to the front. Introduce the first to the class. Say: *This is...* (e.g. Fatma)
 - Introduce the first pupil and the second pupil together. *This is (Fatma) with (Alia)*.
 - Introduce all three. Say: *This is Fatma with Alia and Sara*.
 - Choose pupils to introduce other groups of pupils, using *This is (name) with ... (name) and (name)*.
- Use flashcard 9 to revise Little Ali. Elicit what has happened in the story so far. (Little Ali went a walk and got lost.) Revise *monkeys, frogs, hens, lost, sad*.
-  Pupils look at the pictures on Pupil’s Book page 14. Elicit what they think is happening in the story. (Little Ali asks the animals how to get to his house. He gets there.)
-  Tell the story.
 - Pupils look at the pictures.


- Point and say: *Picture A. This is Ali with the frogs*.
- Read the speech bubbles. Pupils repeat after you, pointing at the words.
- Repeat for the other pictures.
- Learn the story.
 -   Teach *house, Where is my house?* and *This way!*
 - Divide the class into two groups. One group is “Ali”. The other group is “the frogs”. Choose one pupil to be the narrator.
 - Help the narrator to say: *This is Ali with the frogs*.
 - Help the “Ali” group to ask: *Where is my house, frogs?*
 - Get the “frogs” to point and say: *This way, Ali*.
 - Repeat for pictures B, C and D. Be ready to help.
- Practise the story.
 -  Pupils say the dialogues in pairs together using the pictures and words in the book to help them remember the story. Go around the class. Listen and help.
 - Choose pairs with good expression to say their dialogues to the class.

2. Point, read and say. [10 mins]



Aim: to teach sounds /w/ and /ks/ and the letters *w* and *x*.


- Write *w* and *x* on the board in lower case.
- Point to *w* and say: *This is the letter ‘w’ (say the letter name, not the sound)*. Say: *It makes the sound /w/ as in Waleed*. Pupils point at the letter *w* in their Pupil’s Book and repeat the name and the sound.
- Point to *x* and say: *This is the letter ‘x’ (say the letter name, not the sound)*. Say: *It makes the sound /ks/ as in six*. Pupils point at the letter *x* in their Pupil’s Book and repeat the name and the sound.
- Use the pictures on Pupil’s Book page 14 to teach *window, wall, box*. Revise *six*.
- As you say the sound /w/ or /ks/, pupils point to the large letter *w* or *x* in their book.
- Write the words *window, wall, box, six* on the board. Say the sound /w/ and choose pupils to point at the letter *w* in the words. Repeat with the sound /ks/ and the letter *x*.
- Blend and read the words *box* and *six* with the class. [Note: Do not tell pupils to read *wall* and *window*, as they have not learned the sounds for all these letter patterns yet.]
 - Remind pupils that they can blend sounds to read some words.

- Write the words *box* and *six* on the board.
- Follow the instructions on page 17 under *Teaching point: blending sounds to read simple words.*
-  Choose pupils to blend and read each word. Be ready to help.

Pupil's Book page 54

A. Write *J* and *j*. [5 mins]

Aim: to write *J* and *j* correctly.




- Remind pupils of the name of the letter *j* and its sound /dʒ/.
- Remind pupils about small letters and capitals.
- Following the instructions on page 8 for Unit 1, Lesson 4, activity B, demonstrate the correct way to write *J* and *j*. Remind pupils to use the arrows to help them.
-  Pupils complete the activity. Remind pupils to complete the activity in their notebooks. Go around the class, checking that pupils are starting their letters in the correct place and following the arrows.

Homework

Pupils can practise writing *J* and *j* in their notebooks.

B. Say, spell and write. [5 mins]


Aim: to read and complete the spelling of known words.

- Use the pictures to revise *jam*, *neck*, *jug*, *desk*.
- Choose pupils to sound out each word: *dʒ-ae-m*; *n-e-k*; *dʒ-ʌ-g*; *d-e-s-k*.
- Follow the instructions on page 20 for Unit 2 Lesson 2, activity B to:
 - help pupils to spell the words
 - explain activity B.
-  Pupils write in the missing letters to complete the other words.
-  Pupils check their answers with a partner.
-  Choose pupils to spell out their answers, using the letter names.

Answers: 1. *jam*, 2. *neck*, 3. *jug*, 4. *desk*


End of Lesson 6 Checkpoints:

- Pupils can understand the question *Where is my house?*
- Pupils can recognise the letters *w* and *x*, can say the letter names and the sounds /w/ and /ks/.
- Pupils can write *J* and *j* in the correct way.
- Pupils can spell simple words by writing the letter for the missing sound.


 **Unit 2**

Lesson 6


1. Listen, repeat and act.




This is Ali with the frogs.



This is Ali with the hens.




This is Ali with the monkeys.



This is Ali with his mum.


2. Point, read and say.

window




w

wall




box




x

six




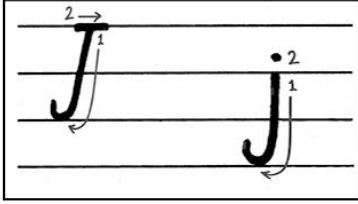
14

 **Unit 2**


Lesson 6

A. Write *J* and *j*.







B. Say, spell and write.



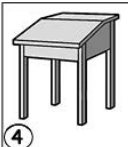
1



2



3



4

_ _ m n _ _ k _ u _ _ _ s k

54

Lesson overview

Listening/speaking:	know and say the letters <i>y</i> and <i>z</i> , their names and sounds; ask and respond to questions about the (o'clock) time
Reading/writing:	read the letters <i>y</i> and <i>z</i> ; read and match known words to pictures; read known words by blending the sounds; write <i>K</i> and <i>k</i>
Grammar:	question word <i>What's...</i> ; subject pronoun <i>it</i>
Functions:	time: ask and say the time
New language:	<i>o'clock, time, yellow, zero, zoo</i>



- Change the time on the clock. Tell group 2 to ask the question and group 1 to answer with the new time. Repeat several times.

Extension

- Help the class to read the speech bubbles.
 - Practice *what's, the* and *time* as whole ("look and say") words.
 - Practise *it's* (which is not a "look and say" word). Briefly explain *it's* is short for *it is*.
 - Practise *o'clock*. Explain that *clock* is regular, but they must say the letter name for the 'o'.

2. Ask and answer. [5 mins]


Aim: to practise *What's the time?*

-  Pupils look at the clocks. Choose pupils to say the time on each clock. (*It's (3) o'clock*)
-  Pupils look at the clocks. They take turns to ask: *What's the time?* or answer *It's ... o'clock*.
- Choose pupils to say their questions and answers to the class.

Answers: A. *It's 3 o'clock*. B. *It's 7 o'clock*. C. *It's 5 o'clock*. D. *It's 11 o'clock*. E. *It's 4 o'clock*. F. *It's 10 o'clock*.

3. Point, read and say. [10 mins]

Aim: to teach sounds /j/ and /z/ and the letters *y* and *z*.

- Write *y* and *z* on the board in lower case.
- Point to *y* and say: *This is the letter 'y'* (say the letter name, not the sound). Say: *It makes the sound /j/ as in Yasir*. Pupils point at the letter *y* in their Pupil's Book and repeat the name and the sound.
- Elicit words with /j/ (yes, you, your).
- Point to *z* and say: *This is the letter 'z'* (say the letter name, not the sound). Say: *It makes the sound /z/ as in Zamzam*. Pupils point at the letter *z* in their Pupil's Book and repeat the name and the sound.
-  Use the pictures on Pupil's Book page 15 to revise *you*, and to teach *yellow, zero, zoo*.
- Write the words *yellow, you, zero, zoo* on the board. Say the sound /j/ and choose pupils to point at the letter *y* in the words. Repeat with the sound /z/ and the letter *z*.

Pupil's Book page 55

A. Write *K* and *k*. [5 mins]


Aim: to write *K* and *k* correctly.

- Remind pupils of the name of the letter *k* and its sound /k/.

Starter activity [5 mins]

Aim: to practise reading.



Materials: word cards: add cards for *Where, house* and *way*; Pupil's Book page 14


- Practise reading known "look and say" words.
 - Follow the instructions on page 19 for the extension activity in Unit 2, Lesson 2.
- Read the story on Pupil's Book page 14 again.
 -  Together, pupils look at the pictures and the speech bubbles and find words they can read.
 - Choose pupils to read the speech bubbles. Be ready to help.

Pupil's Book page 15

1. Listen, repeat and act. [10 mins]

Aim: to begin to ask and answer *What's the time? It's...o'clock*.

- Teach the new language.
 -  Use the picture of the clock in the Pupil's Book to elicit what is happening. (The class is learning how to ask and answer about the time.)
 - Read the Mr Gamar's speech bubble to the class. Teach *What's the time?*
 -  Use the picture of the clock to elicit that it's 9 o'clock.
 - Read Ahmed's speech bubble to the class. Teach *It's 9 o'clock*.
 - Draw a clock on the board, showing 9 o'clock. Divide the class into two groups. The first group asks: *What's the time?* and the second group answers: *It's (9) o'clock*.





- Following the instructions on page 8 for Unit 1, Lesson 4, activity B, demonstrate the correct way to write *K* and *k*. Remind pupils to use the arrows to help them.
-  Pupils complete the activity. Remind pupils to complete the activity in their notebooks. Go around the class, checking that pupils are starting their letters in the correct place and following the arrows. [Teaching note: also check that pupils are making a clear difference between *K* and *k*.]

Homework

Pupils can practise writing *K* and *k* in their notebooks.

B. Read and number. [5 mins]


Aim: to read words with known sounds.

-  Use the pictures to revise *van*, *lamp*, *rabbit*, *pen*.
- Write *pen*, *lamp*, *van*, *rabbit* on the board.
-  Point to some of the letters in any order. Choose pupils to say the sounds.
- Choose one of the words, for example *lamp*. Say the sounds of the word *l-a-m-p*. Choose a pupil to say the number of the word you have sounded out (2). Repeat for the other words on the board.
-  Pupils complete activity B. They read the words and write the correct number for each picture.
-  Draw a pen, a lamp, a van and a rabbit on the board. Choose pupils to say the name and the number of the correct word. Pupils check their answers with a partner.

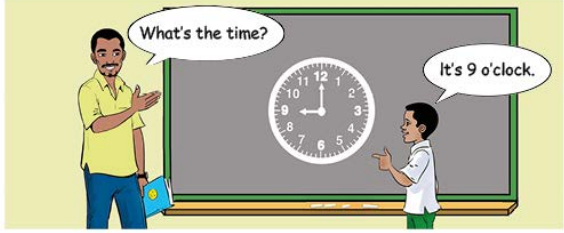
Answers: Pictures 3, 2, 4, 1 in that order.

End of Lesson 7 Checkpoints:


- Pupils can ask *What's the time?* and answer *It's...o'clock*.
- Pupils can recognise the letters *y* and *z*, can say the letter names and the sounds /j/ and /z/.
- Pupils can blend known sounds to read simple words.
- Pupils can write *K* and *k* in the correct way.

 **Unit 2**
Lesson 7


1. Listen, repeat and act.




2. Ask and answer.



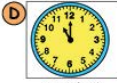
A 3 o'clock




B 7 o'clock




C 5 o'clock



D 11 o'clock





E 4 o'clock





F 10 o'clock


3. Point, read and say.


yellow 




you 

zero 





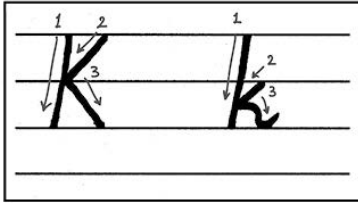
zoo 


Pupils' Book 1

 **Unit 2**
Lesson 7

A. Write *K* and *k*.











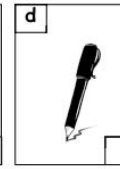
B. Read and number.

1. pen	2. lamp	3. van	4. rabbit
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Pupils' Book 1

Lesson overview

Listening/speaking:	recognise and say the first sound in a word (letters <i>m-z</i>); follow and say known words
Reading/writing:	read words with known sounds; write letters <i>Aa-Jj</i>
Grammar:	revise preposition <i>in</i>
Functions:	identify and name objects

Starter activity [5 mins]

Aim: to re-read Ali's story.




-  Pupils re-read Ali's story together (Pupil's Book pages 13 and 14). Go around the class, listening and helping.


Pupil's Book page 16

1. Listen, read and say. [15 mins]

Aim: to practise known vocabulary, and the names and sounds of letters *m* to *z*.

Materials: audio track 2.8

- Write the letters *m* to *z* on the board. Point to the letters in any order. Choose pupils to say the name of the letter and the sound it makes.
- Pupils look at the list of blue letters on Pupil's Book page 16. As a class, say the sound each letter makes.
- Point to the 'o'. Say: *Look at the pictures.*  Tell pupils to find the picture of the word which starts with /o/ (*on*). Tell pupils to find the word *on* in the list.
- Repeat for *quiet, red, wall, yellow, zoo*.
- Choose pupils to read the regular words in the list. Elicit the meaning in Arabic. [Teaching point: Do not tell pupils to say the sounds in *quiet, wall, yellow, you, zero, zoo* as they haven't learned the sounds for all the letter patterns in these words yet. Help them to use the pictures on page 14 and 15 to read these words as whole words.]
- Revise the word *in* and say the first line of the rhyme to the class: *m is in man.*  Check everyone understands.
-  Play the audio while pupils follow in their books:
- Read the rhyme as a class. Choose pupils to read each line. Be ready to help.
- Say the first part of each line and tell pupils to complete it, using their books to help them. For example:
Teacher: *m is in?*
Pupils: *m is in man.*
- Play the audio of the rhyme again, while pupils read.

-  Pupils read the rhyme together. Go round the class listening and helping. Remind pupils to say the letter sound at the start of each line, not the name.






Extension

- Use your cards to practise the "look and say" words from the unit.

Pupil's Book page 56

A. Copy and write the letters and numbers. [5 mins]



Aim: to revise writing numbers 1-10, and the letters *a* to *j* in lowercase.

-   Pupils look at page 56. Revise *monkey*.
- Explain the activity. Pupils must copy the drawing into their notebooks then complete the drawing by writing the missing letters (a-j) and numbers (1-10) in the circles.
-  Pupils complete the activity. They can use pages 2-6 of their Pupil's Book to help them.
-   Write the answer on the board. Pupils check their work together.

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

B. Write the capitals. [5 mins]


Aim: to write the uppercase letters A to J correctly.


-  Use the board to help explain the task: pupils write two capital letters for each lowercase letter.
-  As pupils write, check that they are starting and forming the letters correctly.

C. Play the number and letter games. [10 mins]



Aim: to play games with numbers and letters.

C1. Number game

-  Explain this Sudanese number game.
 - Pupils play in pairs. Each player says a number between 1 and 10, e.g. 4 or 9.
 - Both players wave one hand in the air, and then, at the same time, show a number of fingers, e.g. 3 or 2.
 - The players add the numbers of fingers together. The player who said the number closest to the total number of fingers is the winner. In our example 3 and 2 makes 5, so the player who said 4 is the winner.

-  Pupils play the game.

C2. Letter game


-  Explain this letter game with letters.
-  Play the game.
 - Elicit 15 letters of the alphabet from the class. Write them on the board in any order, as capitals or lowercase.
 - Pupils choose any 4 letters from the board and write them in their notebook.
 - Call out (and cross off) the letters on the board one by one. Pupils cross them off in their books as you say them.
 - The first pupil to cross off all 4 of her or his letters calls out "Finished". He or she is the winner. (Check the numbers!)
- If there is time, play a second game with one of pupils as caller of the letters.
- If pupils enjoy the numbers or the letters game, play them again in other lessons.

End of Unit 2 Checkpoints:

- Pupils can recognise the letters *a* to *z*, say the sounds they make and perform a simple rhyme.
- Pupils can play games with letters and numbers. Pupils can read some simple words with known sounds.
- Pupils can read some "look and say" words as whole words.
- Pupils can write the lowercase and uppercase forms of *A/a* to *J/j* in the correct way.

Unit 2

Lesson 8

1.  Listen, read and say.

m is in **man**.

n is in **neck**.

o is in **on**.

p is in **pen**.

q is in **quiet**.

r is in **red**.

s is in **sun**.



t is in **ten**.

u is in **up**.

v is in **van**.

w is in **window**.

x is in **box**.

y is in **yellow**.

z is in **zoo**.



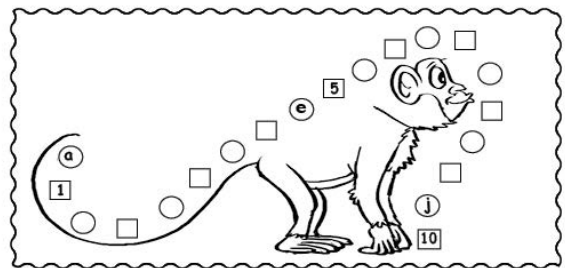
Pupil's Book 1

16

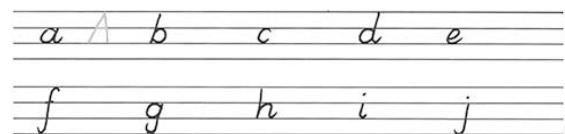
Unit 2

Lesson 8

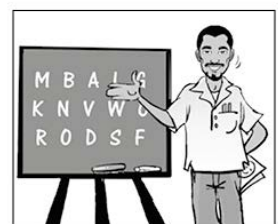
A. Copy and write the letters and numbers.



B. Write the capitals.



C. Play the number and letter games.



Pupil's Book 1

56

Lesson overview

Listening/speaking:	carry out and say instructions (<i>Point to...</i>)
Reading/writing:	read known words by blending the sounds; read and match known words to pictures; write <i>L</i> and <i>I</i>
Grammar:	colour adjectives
Functions:	describe physical appearance: describe the colour of something
New language:	<i>blue, green, white, head</i>

- Groups change roles and act verse 2. Repeat with group 2 starting, so both groups have said each verse

Extension

Aim: to help pupils to read whole words.

Materials: word cards: add cards for *point* and *to*



- Remind pupils that not all words can be read by sounding out the letters.
- Use your “*look and say*” cards to practise reading whole words. (See the instructions on page 19 for the extension activity in Unit 2, Lesson 2.)

Starter activity [5 mins]



Aim: to practise the letters of the alphabet m-z.

Materials: audio track 2.8

- Pupils look at the rhyme on Pupil’s Book page 16.
-  Divide the class into two groups. Explain that one group will chant one line and the second group will chant the next line, and so on.
-  Play audio track 2.8. Groups take turns to chant along with the audio.




Pupil’s Book page 17

1. Listen, point and say. [10 mins]



Aim: to learn the names of colours.



Materials: audio track 3.1; if possible, something of each colour (coloured paper, pen, scarf, etc.)

- Revise *point to*. Say sentences with known words, e.g. *Point to a desk/window/wall/door*. Pupils point. If needed, *point to* can be explained in Arabic.
-  Pupils look at Pupil’s Book page 17. Explain they are going to learn a rhyme.
- Revise *you*. Use the pictures to revise *red, black, yellow* and to teach *green, blue, white*. Teach *head*.
-  Elicit the Arabic. If available, put the examples of each colour up around the room, or tell pupils to hold them. Write the names of the colours on paper and put those up too.
-  Play audio track 3.1. Act out the chant. Pupils watch and listen.
- Play the chant line by line. Pupils repeat and point to the colours around the room (or the pictures in their books).
- Divide the class into two groups. Act verse 1. Group 1 says the rhyme and group 2 carries out the actions.

2. Make, play and say. [10 mins]

Aim: to practise the names of colours.

Materials: example spinner, cardboard/paper circles, pencils, felt-tip pens or crayons, scissors


- Before class, prepare an example ‘spinner’ with blue, red, green, yellow, black and white sections. See Pupil’s Book page 17.
-  Show your example spinner. Explain the activity.
-  Divide the class into small groups. Give out the materials. Each group makes one spinner.
- In each group, one player says the name of a colour, and spins the spinner. A different pupil stops the spinner with one finger. If the spinner stops on the colour the player said, they get a point.
- The other pupils in the group play in turn.
- Play several times. The winner is the pupil with the most points.

Pupil’s Book page 57

A. Write *L* and *I*. [5 mins]



Aim: to write *L* and *I* correctly.






- Remind pupils of the name of the letter *I* and its sound /i/.
- Remind pupils about small letters and capitals.
- Following the instructions on page 8 for Unit 1, Lesson 4, activity A, demonstrate the correct way to write *L* and *I*. Remind pupils to use the arrows to help them.
-  Pupils complete the activity. Remind pupils to complete the activity in their notebooks. Go around the class, checking that pupils are starting their letters in the correct place and following the arrows.

Homework

Pupils can practise writing *L* and *I* in their notebooks.

B. Read and number. [5 mins]

Aim: to read words with known sounds.


-  Use the pictures to revise *box, jug, insect, van*.
- Write the words on the board.
-  Point to some of the letters in any order. Choose pupils to say the sounds.
-  Choose one of the words, for example *van*. Say the sounds of the word *v-a-e-n*. Choose a pupil to say the number of the word you have sounded out (4). Repeat for each of the other words.
-  Pupils complete activity B. They read the words and write the correct number for each picture.
-  Check the answers.
 - Draw pictures of an insect, a box, a van and a jug on the board.
 - Point to each picture in turn. Choose pupils to say the number and read the word. (*It's number three. Insect.*)

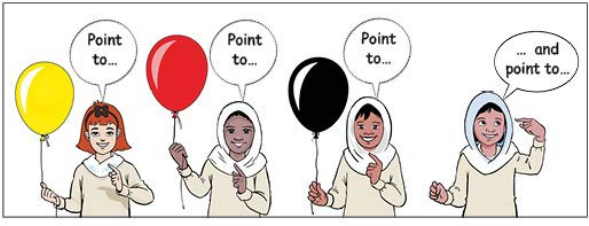
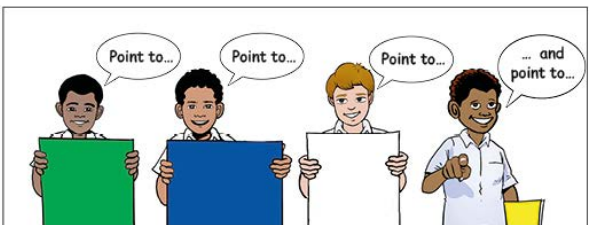
Answers: a. 3, b. 1, c. 4, d. 2

End of Lesson 1 Checkpoints:

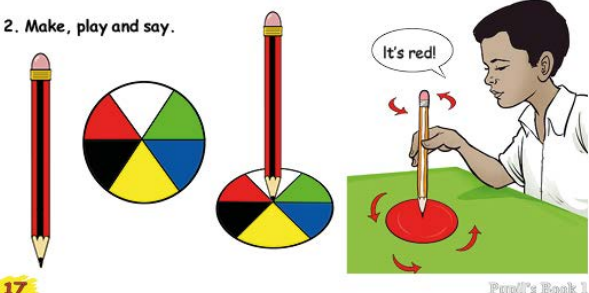
- Pupils can understand and name the colours *yellow, red, black, green, blue, white*.
- Pupils can write *L* and *l* in the correct way.
- Pupils can blend known sounds to read simple words.

Unit 3 **Colours** Lesson 1

1.  Listen, point and say.

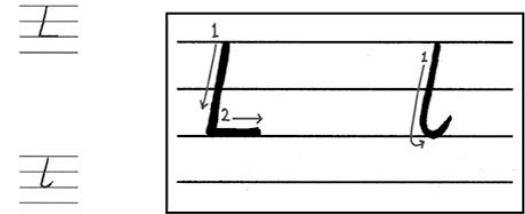
2. Make, play and say.



Pupils' Book 1

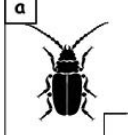
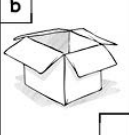
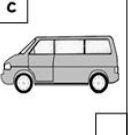
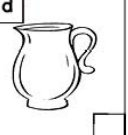
Unit 3 **Colours** Lesson 1

A. Write *L* and *l*.



B. Read and number.



1. box	2. jug	3. insect	4. van
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a 	b 	c 	d 
--	---	---	---

Pupils' Book 1



Lesson overview

Listening/speaking:	play a game to recognise and name colours
Reading/writing:	read and understand the names of common colours write <i>K</i> and <i>k</i> ; spell simple words by writing the letter for the missing sound
Grammar:	colour adjectives
Functions:	describe physical appearance: describe the colour of something
New language:	<i>brown, colour</i>

-  Pupils look at the picture on Pupil's Book page 18. Explain the game. Pupils choose any 4 colour words and copy them into their notebooks.
-  Say the colour names in any order. The first pupil to have all their chosen colours called out, shouts *Bingo!* Pupils must then say the four colours to win the game.
- Repeat the game. Choose pupils to call out colours.


2. Point and say. [15 mins]

Aim: to practise the colours *red, green, blue, yellow, black, white, brown.*

-  Pupils look at the colours on page 18. Explain activity 2. One pupil points to a colour and asks: *What colour is it?* The second pupil answers: *It's (brown).* Choose pairs of pupils to demonstrate.
-  Pupils take turns to ask and answer about the colours in activity 2.

Extension


Aim: to practise listening and saying colours.

-  Pupils take turns to name colours for their partner to point to. (e.g.: Pupil A says *Yellow*. Pupil B points to yellow.)

Pupil's Book page 58

A. Write *M* and *m*. [5 mins]

Aim: to write *M* and *m* correctly.

- Remind pupils of the name of the letter *m* and its sound /m/.
- Remind pupils about small letters and capitals.
- Following the instructions on page 8 for Unit 1, Lesson 4, activity A, demonstrate the correct way to write *M* and *m*. Remind pupils to use the arrows to help them.
-  Pupils complete the activity. Remind pupils to complete the activity in their notebooks. Go around the class, checking that pupils are starting their letters in the correct place and following the arrows.

Homework

Pupils can practise writing *M* and *m* in their notebooks.

B. Say, spell and write. [5 mins]

Aim: to read and complete the spelling of known words

- Use the pictures to revise *man, jam, lamp, flag*.
- Choose pupils to sound out each word: m-ae-n; dʒ-

Starter activity [5 mins]

Aim: to revise the colours *red, blue, green, yellow, black, white.*








Materials: audio track 3.1

- Pupils open their Pupil's Book at page 17. Play audio track 3.1 and pupils chant the rhyme in two groups.




Pupil's Book page 18

1. Play 'Colour Bingo'. [10 mins]

Aim: to practise *red, black, blue, green, yellow, white*; to learn *brown* and *colour*.

- Put an example of *red, black, blue, green, yellow, white* on the board (use pens or coloured paper).
-  Teach *colour*. Point to each colour in turn. Ask: *What colour is it?* Elicit: *It's (red).*
-   Add examples of *brown*. Teach the word. Elicit the meaning in Arabic.
-  Explain that you want to write the word *red*. Choose pupils to sound out *red* (r-e-d), and then spell it (say the letter names) 'r', 'e', 'd'. Write the letters on the board next to the colour red. Repeat for *black*.
-  Remind pupils that they don't know all the spelling patterns yet. Write *blue, green, white, yellow* and *brown* on the board in any order, but not next to their colours. Underline the letters they know (as shown).
-  Pupils try to work out what each word says, using the letters they know.
-  Choose pupils to come to the board to match the colour words with the correct colour. Be ready to help.


ae-m; l-ae-m-p; f-l-ae-g.

- Follow the instructions on page 20 for Unit 2, Lesson 2, activity B to:
 - help pupils to spell the words
 - explain activity B.
-  Pupils write in the missing letters to complete the other words.
-  Pupils check their answers with a partner.
-  Choose pupils to spell out their answers, using the letter names.

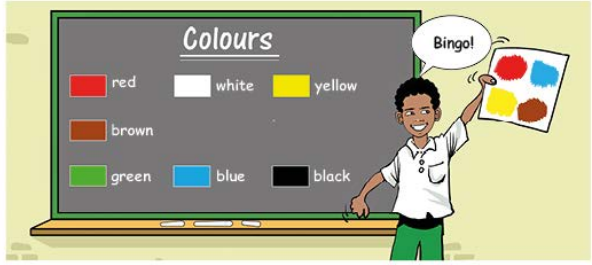
Answers: a. man, 2. jam, 3. lamp, 4. flag

End of Lesson 2 Checkpoints:

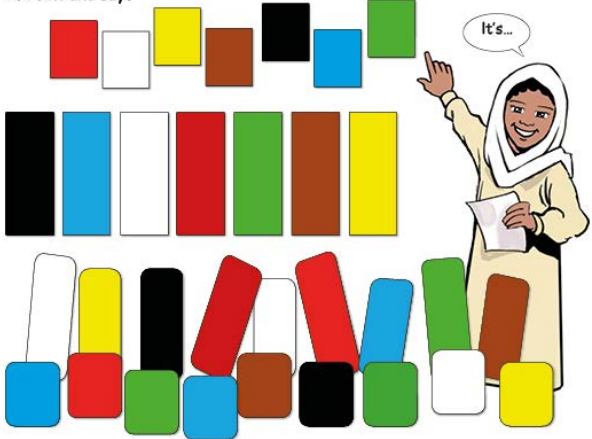
- Pupils can say and perform a simple rhyme.
- Pupils can say and understand the colours *yellow, red, black, green, blue, white, brown.*
- Pupils can write *M* and *m* in the correct way.
- Pupils can spell simple words with known letters.

 Unit 3
Lesson 2


1. Play 'Colour Bingo'.



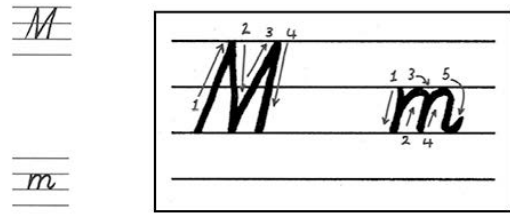
2. Point and say.



18

 Unit 3
Lesson 2

A. Write *M* and *m*.





M


m

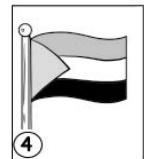
Mm

B. Say, spell and write.


①


②


③


④

___ n ___ p

58

Lesson overview

Listening/speaking:	follow and say a chant about road safety using good intonation
Reading/writing:	read and match known words to pictures; read known words by blending the sounds; write <i>N</i> and <i>n</i>
Grammar:	nouns: <i>the (red) light</i> ; subject pronoun: <i>they</i>
Functions:	instructions: give and follow simple instructions
New language:	<i>go, know, light (n), road, rule, stop, they, wait</i>

- Repeat with group 2 starting.

Extension





Aim: to help pupils to read whole words.

Materials: *words* cards: add cards for *go, they* and *for*

- Write *stop* on the board. Choose pupils to sound out the letters and say the word.
- Teach *go, they* and *for* as whole words.
- Use your word cards to practise reading *go, they* and *for* and other known whole words. (See the instructions for the extension activity on page 19 for Unit 2, Lesson 2.)

2. Draw, colour and say. [10 mins]


Aim: to understand the importance of colours in road safety.

-  Talk with the class about road signs they know.
-  Look at activity 2 on page 19. Write *light* on the board. Help the class to sound out *l* and *t*, and then to use the picture to work out the word 'light'.
- Choose a pupil to read the speech bubble.
-  Pupils draw and colour a traffic light with one colour.
-  Pupils show and talk about their pictures in their group. *This light is green. Green is for "Go".*

Pupil's Book page 59

A. Write *N* and *n*. [5 mins]

Aim: to write *N* and *n* correctly.


- Remind pupils of the name of the letter *n* and its sound /n/.
- Remind pupils about small letters and capitals.
- Following the instructions on page 8 for Unit 1, Lesson 4, activity A, demonstrate the correct way to write *N* and *n*. Remind pupils to use the arrows to help them.
-  Pupils complete the activity. Remind pupils to complete the activity in their notebooks. Go around the class, checking that pupils are starting their letters in the correct place and following the arrows.

Homework

Pupils can practise writing *N* and *n* in their notebooks.

B. Read and number. [5 mins]

Aim: to read words with known sounds.

-  Use the pictures to revise *sun, pen, cat, rabbit*.

Starter activity [5 mins]

Aim: to review colour words.





- Play colour bingo to revise *yellow, red, black, green, blue, white, brown*.





Pupil's Book page 19

1. Listen, point and say. [15 mins]

Aim: to learn a chant about road safety.

Materials: audio track 3.3


- Pupils look at activity 1 on page 19. Use the pictures to elicit what is happening. Elicit from pupils how to cross the road safely. Explain that the lights in the pictures are for people, not cars.
-  Teach *road, light, rules*.
- Demonstrate *stop, wait* and *go*. Elicit the Arabic.
- Learn the rhyme.
 -  Start walking on the spot. Read the text or play audio track 3.3. Do the actions for *stop* (stand still), *wait* (fold your arms) and *go* (start walking on the spot again).
 -  Elicit the meaning, or explain (*red*) *is for...*, and *They are the rules of the road, you know*.
 -  Play the audio again. Pause after each line for pupils to repeat and do the actions.
- Practise the rhyme.
 - Divide the class into two groups.
 - Group 1 starts walking on the spot and says line 1. Group 2 says line 2. Group 1 does the action (*stop walking*).
 - Continue with lines 3-6. Both groups say the last line. Be ready to help. Say the lines along with each group.


- Write the words on the board.
-  Point to some of the letters in any order. Choose pupils to say the sounds.
-  Choose one of the words, for example *pen*. Say the sounds of the word *p-e-n*. Choose a pupil to say the number of the word you have sounded out (2). Repeat for each of the other words.
-  Pupils complete activity B. They read the words and write the correct number for each picture.
-  Check the answers.
 - Draw pictures of a cat, a rabbit, a pen and a sun on the board.
 - Point to each picture in turn. Choose pupils to say the number and read the word. (*It's number three. A cat.*)
 - Pupils check their answers with a partner.


Answers: a. 3, b. 4, c. 2, d. 1

End of Lesson 3 Checkpoints:


- Pupils can understand and say a rhyme about crossing a road.
- Pupils can write *N* and *n* in the correct way.
- Pupils can blend known sounds to read simple words.

 Unit 3
Lesson 3


1.  Listen, point and say.




A
Stop!



B
Wait!




C
Go!




D
Go! Go! Go!

2. Draw, colour and say.


This light is...

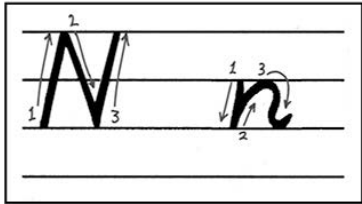


Pupils' Book 1

 Unit 3
Lesson 3


A. Write *N* and *n*.

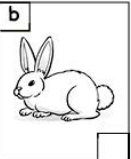





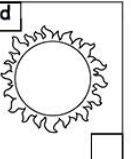
B. Read and number.

1. sun	2. pen	3. cat	4. rabbit
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Pupils' Book 1

Lesson overview

Listening/speaking:	follow and take part in a question and answer game to guess colours
Reading/writing:	write <i>O</i> and <i>o</i> ; spell simple words by writing the letter for the missing sound
Grammar:	<i>There are...</i> ; questions in the present simple
Functions:	numbers: talk about quantity
New language:	<i>letter, OK</i>

Starter activity [5 mins]



Aim: to practise a rhyme about road safety and colours.

Materials: audio track 3.3

- Pupils open their Pupil's Book at page 19.
- Write *The light is ____ . ____ is for ____* on the board. Help pupils to read and complete the sentences (*red, stop*).
- Elicit the lines about *yellow* and *green* (*wait, go*).
- Elicit or remind pupils of the last line: *They are the rules of the road, you know.*
- Play audio track 3.3. In two groups, pupils say the rhyme along with the audio. (See Lesson 3 for instructions.)

Pupil's Book page 20

1. Listen, repeat and act. [15 mins]



Aim: to revise *How many (letters) are there?* and teach *What are they?*

- Pupils look at page 20. Explain that the class is playing a game. The girls have to work out which word the teacher is thinking of.
- Write *letter, colour* on the board. Underline the letter sounds they know. Choose pupils to say the sounds of the underlined letters (only). Point to and say each word. Revise or teach the meanings.
- Pupils look at the speech bubbles and find words they can read (*a, it, red, yes* can be sounded out.) Be ready to help with whole words *this, there, are, how, many, what, the, is*.
- Read the dialogue with the class.
 - Look at the first picture. Read the speech bubble aloud.
 - Check pupils understand the sentence and the game.

- Repeat for each picture in turn.
- Divide the class into two groups. The first group reads the teacher's speech bubbles, and the second group reads the pupils' speech bubbles.
- Pupils read the dialogue with a partner.

Extension



Aim: to help pupils to read whole words.

Materials: word cards

- Remind pupils that not all words can be read by sounding out the letters.
- Use your word cards to practise reading *this, there, are, how, many, what, the, is, you, your, no, not* as whole words. (See the instructions for the extension activity on page 19 for Unit 2, Lesson 2.)

2. Play, ask and answer. [10 mins]

Aim: to recycle colours and develop alphabetic and critical thinking skills.

- Briefly revise the colours. Name a colour in English (e.g. *red*). Pupils point to an example or say the Arabic. Point to an example or say the colour in Arabic – pupils say the name in English.
- Explain that pupils are now going to play the game themselves. Check they understand what they have to do. Teach *OK*.
- Pupils play the game. One pupil chooses a colour but does not tell his or her partner. The second pupil asks *How many letters are there?* and *What are they?* listens to the answers and works out the colour, e.g.:

Pupil A: *OK.*
 Pupil B: *How many letters are there?*
 Pupil A: *There are five.*
 Pupil B: *What are they?*
 Pupil A: *b, r, o w, n.*
 Pupil B: *Is it brown?*
 Pupil A: *Yes!*
- Go around the class and listen. Be ready to help.

Pupil's Book page 60


A. Write *O* and *o*. [5 mins]



Aim: to write *O* and *o* correctly.

- Remind pupils of the name of the letter *o* and its sound /o/.
- Remind pupils about small letters and capitals.
- Following the instructions on page 8 for Unit 1,

Lesson 4, activity A, demonstrate the correct way to write *O* and *o*. Remind pupils to use the arrows to help them.




-  Pupils complete the activity. Remind pupils to complete the activity in their notebooks. Go around the class, checking that pupils are starting their letters in the correct place and following the arrows.

Homework

Pupils can practise writing *O* and *o* in their notebooks.

B. Say, spell and write. [5 mins]


Aim: to read and complete the spelling of known words.

- Use the pictures to revise *fan, leg, bag, neck*.
- Choose pupils to sound out each word: *f-ae-n; l-e-g; b-ae-g; n-e-k*
- Follow the instructions on page 20 for Unit 2, Lesson 2, activity B to:
 - help pupils to spell the words.
 - explain activity B.
-  Pupils write in the missing letters to complete the other words.
-  Pupils check their answers with a partner.
-  Choose pupils to spell out their answers, using the letter names.


Answers: 1. fan, 2. leg, 3. bag, 4. neck

End of Lesson 4 Checkpoints:


- Pupils can say and understand the colour *brown*.
- Pupils can ask and answer the question *How many letters are there?*
- Pupils can write *O* and *o* in the correct way.
- Pupils can spell simple words with known letters.

 Unit 3
Lesson 4


1. Listen, repeat and act.




A



B




C




D


2. Play, ask and answer.




red




white




yellow




brown



green




blue




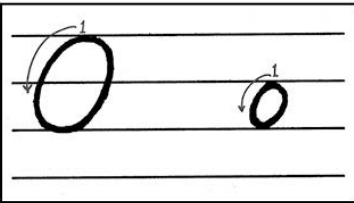
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Pupil's Book 1 20

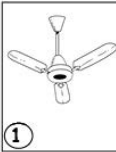
 Unit 3
Lesson 4

A. Write *O* and *o*.

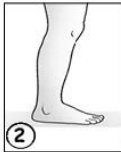





B. Say, spell and write.




1



2



3





4

Pupil's Book 1 60

Lesson overview










Listening/speaking:	follow and say a dialogue about the colours of the Sudanese flag; ask and say the colours of some other flags
Reading/writing:	read known words by blending the sounds; read colour names and colour a picture; write <i>P</i> and <i>p</i>
Grammar:	conjunction <i>and</i> ; possessive adjective <i>our</i>
Functions:	describe physical appearance/ numbers: describing things by their colour and number
New language:	<i>our</i>

- Tell the class to read the speech bubble aloud without you.
- Repeat for each speech bubble in turn. Be ready to help, especially with *Sudanese*, *green* and *white*. Teach *our*. Revise *and*.

-  Divide the class into two groups. The first group reads Mr Gamar's speech bubbles, and the second group reads the boys' speech bubbles.
-  Pupils read the dialogue with a partner. Go around the classroom, listening and helping.

2. Talk about the flags. [10 mins]

Aim: to practise using colours to describe things.

-   Look at the flags with the class. Elicit from pupils if they which countries the flags are from (Saudi Arabia (green and white), UK (red, white, blue), Malaysia (red, white, blue, yellow), Brazil (green, yellow, blue, white). Revise the colours.
-  Give pupils time to try to read the speech bubbles.
-  Choose a pupil to read Cathy's speech bubble.  Be ready to help. Give lots of praise for trying.  Elicit that Cathy is pointing to the Saudi Arabian flag.
- Ask: *What are the colours?* Elicit *green and white* from the class.
- Choose a pupil to read and complete Fatma's speech bubble. *They are green and white.* Give lots of praise.
-  Make sure pupils understand the difference between *They are (green and white)* and *There are (two)*.
- Repeat with the other flags.
-  Pupils take turns to point and describe the flags. Go around the classroom, listening and helping. Check pupils are using *They are* and *There are* correctly.
-  Check the answers. Choose pairs to say their sentences to the class.

Answers: (the colours can be in any order)

1. There are two colours in this flag. They are green and white.
2. There are three colours in this flag. They are red, white and blue.
3. There are four colours in this flag. They are red, white, blue and yellow.
4. There are four colours in this flag. They are yellow, green, white and blue.

Starter activity [5 mins]



Aim: to practise reading "look and say" words.






Materials: word cards: add cards for *our* and *OK*

- Use your word cards to teach *our* and *OK*, and practise reading *are*, *how*, *is*, *it's*, *many*, *the*, *there*, *they*, *this*, *what* as whole words. (See the instructions on page 19 for the extension activity for Unit 2, Lesson 2).

Pupil's Book page 21

1. Listen, repeat and act. [15 mins]


Aim: to listen to and act a short dialogue about the Sudanese flag.

-  Revise *flag*. Write it on the board. Choose a pupil to sound out the letters and say *flag*. Elicit the Arabic.
-  Pupils look at page 21. Elicit that Mr Gamar, Badr, Ahmed are talking about the Sudanese flag. Revise *Sudanese*. Tell pupils to describe the flag.
-  Pupils look at the speech bubbles and find words or phrases they can read. Help them to guess or work out any words they don't know, for example, *Sudanese*, *green* and *white*. Choose pupils to read any words or sentences they can. Give lots of praise for trying.
-  Read the dialogue with the class.
 - Look at picture A. Read the speech bubble to the class. Pupils follow in their Pupil's Books. Encourage them to read aloud along with you.
 -  Check pupils understand.

Pupil's Book page 61

A. Write *P* and *p*. [5 mins]

Aim: to write *P* and *p* correctly.





- Remind pupils of the name of the letter *p* and its sound /p/.
- Remind pupils about small letters and capitals.
- Following the instructions on page 8 for Unit 1, Lesson 4, activity A, demonstrate the correct way to write *P* and *p*. Remind pupils to use the arrows to help them.
-  Pupils complete the activity. Remind pupils to complete the activity in their notebooks. Go around the class, checking that pupils are starting their letters in the correct place and following the arrows. Check that the 'body' of the *p* sits right on the line, and that the 'tail' goes below the line.

Homework

Pupils can practise writing *P* and *p* in their notebooks.

B. Draw and colour the flag. [5 mins]

Aim: to read and understand colour words *red*, *green*, *black*.

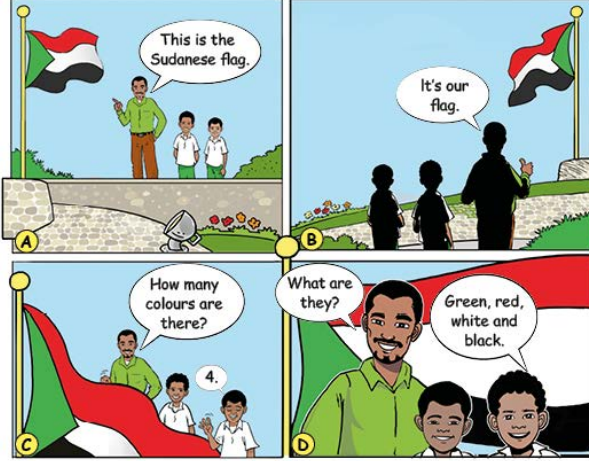
-  Write the words *red* and *black* on the board.
- Choose pupils to sound out the letters and read the words.
-  Tell pupils they are going to learn a new letter/sound pattern. Write *green* on the board. Get pupils to sound out /g/, /r/, /n/. Elicit (or say) that the word is 'green'.
- Draw a box around the *ee*. Encourage pupils to sound out *g-r-i-n* and work out the sound *ee* makes. Elicit or explain *ee* makes the sound /i:/.
-  Pupils look at activity B on page 61. Pupils read the colour words. Pupils draw the flag in their notebooks and colour the parts of the flag correctly.
-  Pupils compare their flags.

End of Lesson 5 Checkpoints:


- Pupils can describe the colours of the Sudanese flag and other flags.
- Pupils can use *they are* correctly to refer to a plural noun (*colours*).
- Pupils can write *p* and *P* in the correct way.
- Pupils can sound out and read simple words with known sounds.

Unit 3
Lesson 5

1. Listen, repeat and act.



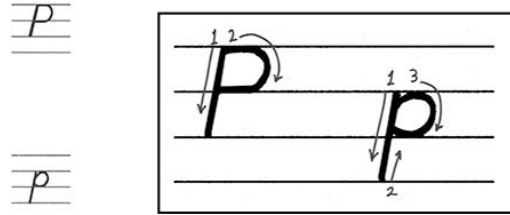
2. Talk about the flags.



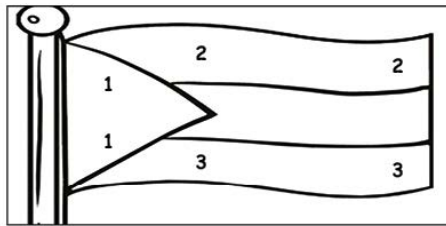
Pupil's Book 1

Unit 3
Lesson 5

A. Write *P* and *p*.



B. Draw and colour the flag.



Pupil's Book 1

Lesson overview

Listening/speaking:	follow and say sentences about people and their pictures
Reading/writing:	read and find colour words in a word search; write <i>Q</i> and <i>q</i>
Grammar:	possessive 's
Functions:	possession: say who something belongs to
New language:	<i>ball, flower, picture</i>

Starter activity [5 mins]





Aim: to practise the questions *How many colours are there in this flag? What are the colours?*


- Pupils open their books at page 21. Ask the questions: *How many colours are there in this flag? What are the colours?* about each flag. Elicit the answers from the class.

Pupil's Book page 22

1. Listen, point and say. [15 mins]

Aim: to teach the apostrophe 's (to say who something belongs to).

- Bring two pupils to the front and tell them to bring an object with them, e.g. a bag or a pen.
- Get the class to name the object that each pupil is holding.
- Point at each object in turn, and say: *This is (Nadia)'s pen/bag*. Stress the apostrophe 's and get the class to repeat after you.  Check pupils understand.
- Pupils open their book at page 22. Tell them to name the boys (*Badr, Ahmed, Eddie*).
-  Use the pictures to teach *picture, ball, flower*. Revise *insect*.
- Explain that you are going to describe one of the pictures. Pupils have to say which picture it is.
-  Describe the pictures.
 - Say: *It's black, white, blue and yellow. It's an insect.*
 - Elicit *It's Ahmed's (picture)*.
 - Say: *They are green and red. They are flowers.*
 - Elicit *It's Eddie's (picture)*.
 - Say: *It's black and white. It's a ball.*
 - Elicit *It's Badr's (picture)*.
-  Read the descriptions again line by line. Pupils point and repeat after you. Check pupils are saying the apostrophe 's clearly.

-  One pupil describes one of the pictures. The other says *It's --- 's picture*.




Extension

Aim: to help pupils to read *picture*.

- Remind pupils that some letters can help them to work out a word they don't know.
- Write *picture* on the board. Underline *pic*. Choose a pupil to sound it out *p-i-k*. Say or elicit that the whole word is 'picture'.
- Tell pupils to read the captions: *Badr's picture, Ahmed's picture, Eddie's picture*. Make sure they pronounce apostrophe 's in the captions.

2. Point and talk about the pictures. [10 mins]


Aim: to practise descriptions of objects and the apostrophe s.

-  Ask about each picture in turn.
 - Say: *Look at (Cathy)'s picture.*
 - Ask: *What is it? (It's a frog. It's a bag. It's a fan. It's a rabbit.)*
 - Ask: *What colour is it? (It's green and yellow. It's blue. It's black and white. It's black, brown and white.)*
 -  Pupils take turns to talk about the pictures, e.g. *This is Cathy's picture. It's a bag. It's blue.*
 -  Choose pupils to describe each picture to the class using the example from the speech bubble.
- Answers:** This is Cathy's picture. It's a bag. It's blue.
 This is Dalia's picture. It's a rabbit. It's black, brown and white.
 This is Fatma's picture. It's a frog. It's green and yellow.
 This is Mrs Hind's picture. It's a fan. It's black and white.

Pupil's Book page 62

A. Write *Q* and *q*. [5 mins]

Aim: to write *Q* and *q* correctly.

- Remind pupils of the name of the letter *q* and its sound /kw/.
- Remind pupils about small letters and capitals.
- Following the instructions on page 8 for Unit 1, Lesson 4, activity A, demonstrate the correct way to write *Q* and *q*. Remind pupils to use the arrows to help them.
-  Pupils complete the activity. Remind pupils to complete the activity in their notebooks. Go around the class, checking that pupils are starting their letters in the correct place and following the arrows.

Check that the 'body' of the *q* sits right on the line, and that the 'tail' goes below the line.

Homework

Pupils can practise writing *Q* and *q* in their notebooks.

B. Copy and circle the words. [5 mins]

Aim: to read and colour words in a word-search box.

- Write the colour words on the board. Help pupils use the underlined letters (blue; yellow; br-ow-n) to work out the words they can't read.
- Show pupils how to do the word search activity.
- Pupils copy into their notebooks and circle the colour words in the word-search box.
- Pupils check each other's answers.

End of Lesson 6 Checkpoints:

- Pupils can understand that apostrophe s shows who owns something.
- Pupils can describe familiar objects and colours in a picture.
- Pupils can write *Q* and *q* in the correct way.

Unit 3

Lesson 6

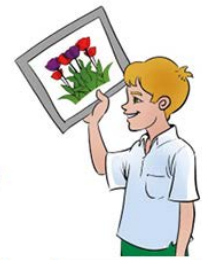
1. Listen, point and say.



Badr's picture



Ahmed's picture



Eddie's picture

2. Point and talk about the pictures.



Fatma's picture

Dalia's picture

Cathy's picture

Mrs Hind's picture



Pupil's Book 1

22

Unit 3

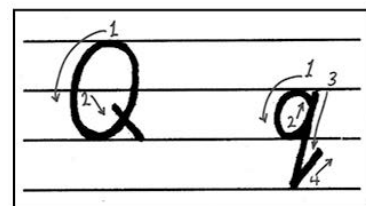
Lesson 6

A. Write *Q* and *q*.

Q

q

Qq



B. Copy and circle the words.

blue	y	b	l	u	e	k	y
green	l	r	e	d	h	n	s
yellow	a	w	b	r	o	w	n
brown	g	r	e	e	n	a	t
red	w	y	e	l	l	o	w

Pupil's Book 1

62

Lesson overview

Listening/speaking:	follow and say phrases and sentences from a story about a mother looking for her lost child; ask and say a person's age, eye/hair colour; listen to answers and guess the questions
Reading/writing:	read known words by blending the sounds; read colour and draw/colour pictures
Grammar:	possessive adjective <i>my</i>
Functions:	describe physical appearance: describe someone's appearance
New language:	<i>draw, eye, hair, her, his, son</i>

Starter activity [5 mins]

Aim: to practise apostrophe *s* with familiar objects.







- Collect familiar objects, e.g. a pen, a bag, a cap, a hat. Get the class to say who the object belongs to, e.g. *It's Ali's cap; It's Salah's pen.*

Pupil's Book page 23

1. Listen, repeat and act. [15 mins]

Aim: to practise asking and answering questions.

Materials: flashcards 9 and 10

- Use flashcards 9 and 10 to remind the class about Ali and his mum, Amna.
- Write the words *Amna, sad* and *lost* on the board. Help the class to read them by sounding out the letters. Revise the meanings.
-  Give pupils time to look at the pictures, and find words they can read or guess.
-   Elicit or explain what is happening. (Ali is lost. His mum wants the police to find him.)
-   Explain that you are going to tell the story. Explain that not all parts of the story are written in the pictures.
-  Tell the story. Pupils follow in their books. Say who is speaking.
 - Either read both Amna and the officer yourself. Encourage pupils to read Amna's lines with you,
 - OR if they are confident, choose pupils to read her lines. You say the officer's lines. Be ready to help. Offer praise and encouragement.

Picture A: Amna: *Hello, I'm Amna. I'm Ali's mum.*

Officer: *Hello.*

Picture B: Amna: *I'm sad. My son is lost.*

Picture C: Officer: *How old is your son?*

Amna: *He's 5.*

Officer: *What's his name?*





Amna: *Ali.*

Picture D: Officer: *What colour is his hair?*

Amna: *Black.*

Officer: *What colour are his eyes?*

Amna: *Brown.*



-  Learn the story.
 - Read the dialogue for picture A again, one sentence at a time. Tell pupils to repeat each line after you.
 - Read the dialogue for picture B again. Tell pupils to repeat each line after you. Elicit or teach the meaning of *son*.
 -  Look at picture C. Say: *Amna's answer is "He's 5". Ask: What is the officer's question? (How old is your son?)*
 -  Look at picture D. Say: *Amna's answer is "Black". Elicit that the question is "What colour...". Teach hair, eye. Teach the questions: What colour is his hair? What colour are his eyes? Pupils repeat. Elicit or teach the meaning of his.*
 - Divide the class into two groups. Say the whole dialogue again. You say both parts. One group says Amna's lines along with you. The other group says the officer's lines along with you.
 - Groups change characters. Repeat the dialogue.
-  Practise the story.
 - Pupils act the dialogue in pairs, using the speech bubbles to help them. Make sure pupils say *are* with *eyes* and *is* with *hair*.

Extension




- Tell pupils to help you to spell and write *mum*.
- Choose pupils to say the first sound /m/.
- Elicit the name of the letter that makes that sound ('m').
- Write 'm' on the board.
- Repeat for /u/, 'u' and /m/, 'm' (again).
- Help the class to read 'mum'.

2. Look, ask and answer. [10 mins]

Aim: to practise *his* and *her* in questions.

-   Revise: *What colour is his hair? What colour are his eyes? Teach: What colour is her hair? What colour are her eyes? Explain that his is used*

with boys and *her* is used with girls.

-  Ask the questions about each picture. Elicit the answers. [Teaching point: *It's* is short for *It is*. The answers *It's black* and *It is black* mean the same and are both correct.]
-  Pupils ask and answer the questions about the pictures together.
-  Choose pupils to ask and answer their questions for the class.



Answers:

(Badr) *What colour is his hair? It is/It's black. What colour are his eyes? They are brown.*


(Eddie) *What colour is his hair? It is/It's yellow. What colour are his eyes? They are green.*

(Cathy) *What colour is her hair? It is/It's red. What colour are her eyes? They are blue.*

Pupil's Book page 63

A. Write R and r. [5 mins]  

Aim: to write *R* and *r* correctly.




- Remind pupils of the name of the letter *r* and its sound /r/.
- Remind pupils about small letters and capitals.
- Following the instructions on page 8 for Unit 1, Lesson 4, activity A, demonstrate the correct way to write *R* and *r*. Remind pupils to use the arrows to help them.
-  Pupils complete the activity. Remind pupils to complete the activity in their notebooks. Go around the class, checking that pupils are starting their letters in the correct place and following the arrows.

Homework

Pupils can practise writing *R* and *r* in their notebooks.

B. Draw things with these colours. [5 mins]

Aim: to revise colour words.

-  Write *red, blue, yellow, green* on the board. Practise reading the words with pupils.
-  Elicit things which are red, blue, yellow or green – for example, the sea and sky are often blue.
-  Pupils draw and colour pictures of the items in the their notebooks for each colour.

End of Lesson 7 Checkpoints:

- Pupils can understand and answer *What's his name? How old is he? What colour is his hair? What colour are his eyes?*
- Pupils can read simple sentences with known words *I'm Amna. I'm sad.*
- Pupils can write *R* and *r* in the correct way.

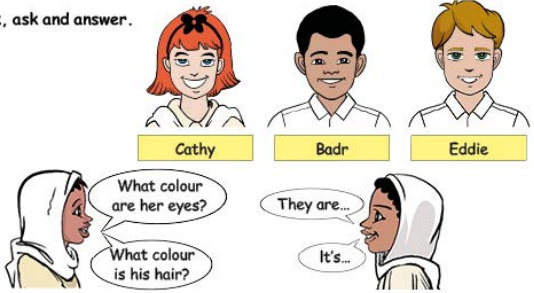
Lesson 7

Unit 3

1. Listen, repeat and act.



2. Look, ask and answer.

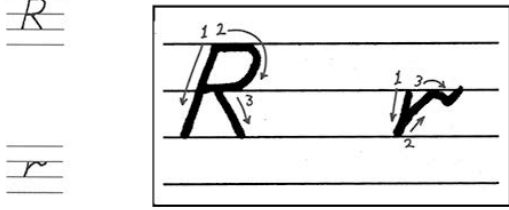


23 Pupil's Book 1

Lesson 7

Unit 3

A. Write *R* and *r*.



Rr

B. Draw things with these colours.

red	blue	yellow	green

63 Pupil's Book 1

Lesson overview

Listening/speaking:	listen to answers and guess the questions; follow and say phrases and sentences from a story about a mother finding her lost child
Reading/writing:	read known phrases by blending the sounds; practise writing letters <i>l-r</i> and <i>L-R</i>
Grammar:	question words; questions with <i>Be</i>
Functions:	greet people; identify people
New language:	<i>come, please, T-shirt</i>

Picture C: Officer: *Is this your son?*

Amna: *Yes!*

Picture D: Amna: *Hello, Ali.*

Ali: *Hello, mum.*

Starter activity [5 mins]



Aim: to retell the first part of Amna's story.

- Pupils look at page 23. Pupils explain what has happened in the story so far.
- Elicit the questions which are not on the page.

Pupil's Book page 24

1. Listen, repeat and act. [15 mins]

Aim: to listen to and act a short story; to practise asking questions.

- Give pupils time to look at the pictures on page 24 and find words they can read or guess.
- Elicit what is happening. (Ali is with a police officer. His mother finds him.)
- Prepare the story.
 - Choose pupils to read the speech bubbles in picture A. Amna's answer is *Red*. Elicit the officer's question. (*What colour is Ali's/his t-shirt?*)
 - Help with picture B. Revise *This way*. Teach *please*.
 - In picture C, Amna's answer is *Yes*. Elicit the officer's question. (*Is this Ali/your son?*)
- Explain that not all the story is written in the pictures.
- Tell the story. Pupils follow in their books. Say who is speaking.

Picture A: Officer: *What colour is Ali's t-shirt?*

Amna: *Red.*

Officer: *Red?*

Picture B: Officer: *This way, please.*

- Learn the story.
 - Elicit/say the dialogue from picture A again, one sentence at a time. Tell pupils to repeat after you.
 - Elicit/say the dialogue from picture B again. Teach *come*. Help the class to repeat *Come this way, please*.
 - Elicit/say the dialogue from pictures C and D again, one sentence at a time. Tell pupils to repeat after you.
 - Divide the class into two groups. Say the whole dialogue again. You say all the parts. One group says Amna's lines along with you. The next group says the officer's lines along with you. You say *Hello, mum* as Ali.
 - Groups change characters. Repeat the dialogue.
- Practise the story.
 - Pupils act the dialogue, using the speech bubbles to help them. They change roles so everyone acts each character.

Extension



Aim: to practise reading "look and say" words.

Materials: word cards: add cards for *colour, come* and *please*

- Write *colour, come* and *please* on the board. Revise the meanings. Help pupils to read them as whole words.
- Use your word cards to practise reading *colour, come, he, Hello, his, is, it's, my, this, way, what, your* as whole words. (See the instructions on page 19 for the extension activity in Unit 2, Lesson 2).

2. Look, ask and answer. [10 mins]



Aim: to practise *What colour is the/are the...?*

- Point at picture A. Ask: *What is it? (It's a bag)*. Teach: *What colour is the bag?* Pupils repeat.
- Repeat for pictures B and C.
- Remind pupils that we use *is* to talk or ask about one thing, but we use *are* to talk or ask about more than one thing.
- Look at picture D. Ask: *What are they?* Elicit: *They are flowers*. Teach: *What colour are the flowers?* Repeat for pictures E and F.
- Ask the questions about each picture and get pupils to answer them.
- Pupils ask and answer the questions *What*

colour is the (bag/apple/ball)? and What colour are the (flowers/insects/caps)?

- Choose pairs to say their questions and answers to the class.

Answers: A. It's blue. B. It's green and red./It's red and green. C. It's black and white. D. They are yellow (and green). E. They are red and yellow. F. They are red, blue and white.

Pupil's Book page 64

A. Copy and write the letters and numbers. Say them. [5 mins]

Aim: to practise the writing of numbers 11 to 15 and letters *l* to *p*.

- Pupils look at page 64. Revise *monkey*.
- Explain the activity. Pupils copy the drawing into their notebooks and complete the drawing by writing the missing letters *m-p* in the circles, and the missing numbers 12-15 in the squares. Pupils write the letters and numbers in the correct order. They can use pages 3-15 of their Pupil's Book to help them.

- Choose pupils to say their answers. Write them on the board. Pupils check their work together.

Answer: l 12 m 13 n 14 o 15 p 16 q 17 r 18 s 19 t

B. Write the capitals. [5 mins]

Aim: to write the uppercase letters *L* to *R* correctly.

- Use the board to help explain the task: pupils write two capital letters for each lowercase letter.
- As pupils write, check that they are starting and forming the letters correctly.

Extension

C. Copy and colour the picture.

- Elicit from pupils how many animals, insects and birds they can see in the picture. Pupils count and answer in English (6).
- Pupils copy and colour the picture.

End of Unit 3 Checkpoints:

- Pupils can understand a story about Ali and his mum.
- Pupils can ask and answer the questions *What colour is (the bag)?/What colour are the flowers?* about familiar objects.
- Pupils can write the letters *J* to *R* and *j* to *r* in the correct way.
- Pupils can read some simple words with known sounds.
- Pupils can read some "look and say" words as whole words.

Unit 3
Lesson 8

1. Listen, repeat and act.

2. Look, ask and answer.

Pupil's Book 1 24

Unit 3
Lesson 8

A. Copy and write the letters and numbers. Say them.

B. Write the capitals.

k K l m n

o q p r

C. Copy and colour the picture.

Pupil's Book 1 64

Lesson overview

Listening/speaking:	follow, ask and say the names of people and the things they have
Reading/writing:	read and match known words to pictures; write S and s
Grammar:	<i>have got</i>
Functions:	possession: say who something belongs to
New vocabulary:	<i>have got, lemon, melon</i>

Starter activity [5 mins]



Aim: to revise basic colours.

Materials: audio track 3.1; if possible, an example of each colour (red, blue, green, yellow, black, white) or Pupil's Book page 18.

- Play audio track 3.1. Pupils chant along with the audio. They point to the colours, to their own heads, and to a neighbour as they say the words.

Pupil's Book page 25

1. Listen, read and say. [15 mins]



Aim: to read and say a dialogue.

Materials: audio track 4.1

- Write *I've* on the board, and say it aloud to the class. Write *got*. Help pupils to read it. Point and say *I've got*. Pupils repeat.
- Hold up a pen. Say: *I've got a pen*. Tell a pupil to hold something up (e.g. a bag). Say: *(Ali's) got a bag*. Repeat with other pupils and other objects. Elicit or explain the meaning of *got*. [Teaching point: explain that *I've got* and *'s got* are short for *I have got* and *He/she has got*.]
- ع Pupils look at the pictures in activity 1. Teach *lemon* and *melon*. Elicit the Arabic. Write the words on the board. Help pupils to read them. (They can sound out the letters, except for the 'o' which is hardly pronounced.)
- Give pupils time to try to read the speech bubbles.
- Play audio track 4.1 line by line. Pupils listen and follow in their books then repeat.
- Divide the class into three groups. The class reads the dialogue without the audio track. One group reads Dalia's speech bubbles, the second group reads Fatma's and the last group reads the boys'.
- Groups change roles and read the dialogue again.

Extension



Aim: to practise reading "look and say" words.

Materials: word cards: add cards for *I've* and *got*

- Teach *I've* and *got* as whole words.
- Use your word cards to practise reading *I've, got, He's, She's, I'm, my, is, it's, this, your*. Hold up the cards one at a time for the class to read aloud.
- Go through the cards several times. Move to the next card faster each time.

2. Point and say. [8 mins]



Aim: to practise sentences with *'s got*.

- Say: *Look at Badr. Badr's got an apple. What colour is Badr's apple? (green)*
- Say: *Yes. Badr's got a green apple*. Pupils repeat: *Badr's got a green apple*. Repeat for the other pictures.
- Pupils take turns to talk about the pictures together.

Answers: Badr's got a green apple. Eddie's got a black hat. Cathy's got a red T shirt. Ahmed's got a white cap.

Pupil's Book page 65

A. Write S and s. [5 mins]



Aim: to write S and s correctly.

- Remind pupils of the name of the letter s and its sound /s/.
- Remind pupils about small letters and capitals.
- Following the instructions on page 8 for Unit 1, Lesson 4, activity A, demonstrate the correct way to write S and s. Remind pupils to use the arrows to help them.
- Pupils complete the activity. Remind pupils to complete the activity in their notebooks. Go around the class, checking that pupils are starting their letters in the correct place and following the arrows.

Homework

Pupils can practise writing S and s in their notebooks.

B. Copy, number and colour. [7 mins]

Aim: to practise reading.

- ع Use the pictures to revise *apple, lemon, melon*.
- Write the words on the board, underlined like this:
apple, lemon, melon. ع Remind pupils that they can often read words even if they don't know all the letter patterns.

- Point to apple. Choose pupils to say the underlined sounds. Elicit that it says apple.
- Repeat for lemon, and melon. Check pupils are using the correct stress 'lem-on, 'mel-on.
- Pupils complete activity B. They read the words and write the correct number for each picture.
- Check the answers.
 - Draw the apple, the lemon and the melon on the board. Pupils copy into their notebooks.
 - Point to each picture in turn. Choose pupils to say the number and read the word. (*It's number two. A red apple.*)

Answers: a. 2, b. 3, c. 1


End of Lesson 1 Checkpoints:

- Pupils can say and understand *I've got/He's/she's got*.
- Pupils can write S and s in the correct way.
- Pupils can blend sounds to read simple words.


Unit 4 About Me Lesson 1

1. Listen, read and say.


A



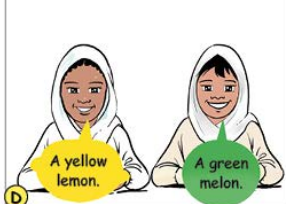
B




C




D




2. Point and say.







Badr



Eddie



Cathy




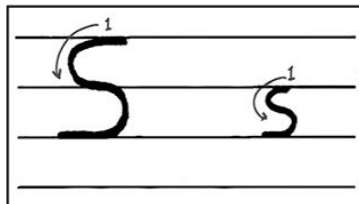
Ahmed


Pupils' Book 1

Unit 4 About Me Lesson 1

A. Write S and s.



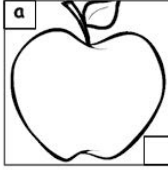




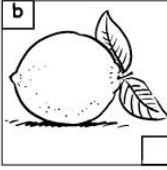
B. Copy, number and colour.

1. a green melon 2. a red apple 3. a yellow lemon

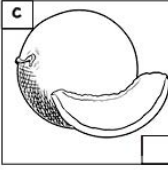
a



b



c



Pupils' Book 1

Lesson overview

Listening/speaking:	listen and match words to pictures; follow, ask and say the names of people and the things they have
Reading/writing:	write <i>T</i> and <i>t</i> ; number pictures in order
Grammar:	question word <i>Who...?</i> ; possessive adjectives <i>his, her</i> ; demonstrative adjective <i>that</i>
Functions:	possession: say who something belongs to
New vocabulary:	<i>book, boy, class, girl, who</i>

- Look at the first picture. Read the speech bubbles aloud, or choose confident pupils to read them. Pupils follow in their books.
 - Read the whole script:

Eddie: *Badr, who's that boy with Ahmed? He's got an apple and a book.*

Badr: *His name is Hamad. He's in Class 2.*
 - Tell the class to point to Hamad (*the boy with the apple and the book*).
 - Elicit the meaning of *He's in Class 2*.
 - Read the whole script again. The class repeats each line after you.
- Look at the second picture. Read the speech bubbles aloud, or choose confident pupils to read them. Pupils follow in their books.
 - Read the whole script:

Cathy: *Dalia, who's that girl with Fatma? She's got a green bag and a blue book.*

Dalia: *Her name is Hiba. She's in Class 4.*
 - Tell the class to point to Hiba (*the girl with the green bag and the blue book*).
 - Elicit the meaning of *She's in Class 4*.
 - Read the whole script again. The class repeats each line after you.
- Practise the two dialogues.
 - Divide the class into two groups.
 - Group 1 asks the questions and group 2 answers. Prompt them to say *with Ahmed/Fatma* if they forget. They use the pictures to help remember what the children have got. (an apple and a book; a green bag and a blue book)
 - Change roles and repeat.

Starter activity [5 mins]



Aim: to practise reading “look and say” words as whole words.

Materials: word cards: add cards for *his* and *her*

- Teach *his* and *her* as whole words. Revise the meaning.
- Use your word cards to practise reading *his, her, I've, He's, She's, got, I'm, what's, it's, this*. Hold up the cards one at a time for the class to read aloud.
- Go through the cards several times. Move to the next card faster each time.

Pupil's Book page 26

1. Listen, repeat and act. [15 mins]





Aim: to practise *has got*; to teach the question *Who is that?*

- Revise *This is...* Teach *That is...*
 - Tell one pupil to stand near you. Say: *This is (pupil's name)*.
 - Point to another pupil, far away from you. Say: *That is (pupil's name)*.
 - Write the word *that* on the board. Elicit or explain the meaning.
- Teach *Who is that boy/girl?*
 - Point to pupils around the room. Ask: *Who is that?* Elicit each pupil's name.
 - Elicit the meaning of *Who?* Write *Who* on the board.
 - Point to pupils and ask the class: *Who is that boy?* (In a girls' class ask: *Who is that girl?*)
 - Elicit the meaning of *boy/girl*. Write *boy, girl* on the board.
- Practise reading the words for the lesson.
 - Teach *that, who, boy, girl, name* as whole words.

2. Look, ask and answer. [10 mins]



Aim: to practise the question *Who's that?* and *He's/She's got*.

- Look at the pictures. Choose pupils to read or sound out and blend *Tom, Lisa* and *class*. Be ready to help.
- Talk about the pictures. Ask: *Who's that boy/girl? What's he/she got? What class is he/she in?* Tell pupils that *who's* is short for *who is*.
-  Explain the activity. Pupils ask and answer the questions.
-  Pupils talk about the pictures with a partner. Go around the class, listening and helping. Make sure pupils remember to say *he* for Tom and *she* for Lisa.

Answers:

Picture A:

A: Who's that boy? He's got a ball and a pen.

B: That's Tom/His name is Tom. He's in Class 3.

Picture B:

A: Who's that girl? She's got flowers and a cat.

B: That's Lisa/Her name is Lisa. She's in Class 5.

Pupil's Book page 66

A. Write T and t. [5 mins]



Aim: to write T and t correctly.

- Remind pupils of the name of the letter *t* and its sound /t/.
- Remind pupils about small letters and capitals.
- Following the instructions on page 8 for Unit 1, Lesson 4, activity A, demonstrate the correct way to write *T* and *t*. Remind pupils to use the arrows to help them.
- Pupils complete the activity. Remind pupils to complete the activity in their notebooks. Go around the class, checking that pupils are starting their letters in the correct place and following the arrows. Check that the *t* is the correct height and the cross-stroke is in the right place.

Homework

Pupils can practise writing *T* and *t* in their notebooks.

B. Listen, write the letters and say. [5 mins]

Aim: to practise listening and lesson vocabulary.

- Look at the pictures with the class. Explain that they have to write the letter for each picture. Use the example to demonstrate.
- Read the script below. Leave time to write after each line.

A: A flower. A flower.

B: A lemon. A lemon.

C: A girl. A girl.

D: A boy. A boy.

E: A book. A book.

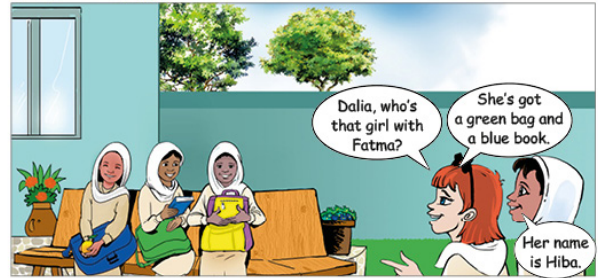
- Pupils listen and write the letter for the correct picture.
- Check the answers. Ask: *What's letter (A)?* Elicit *It's a (flower).*
- Pupils take turns to ask and answer about the objects in the pictures.

Answers: 1. girl C, 2. book E, 3. flower A, 4. lemon B, 5. boy D

Unit 4

Lesson 2

1. Listen, repeat and act.



2. Look, ask and answer.

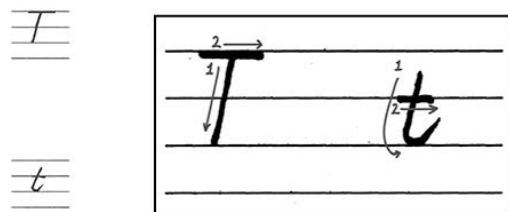


Pupil's Book 1

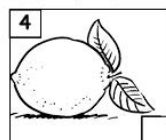
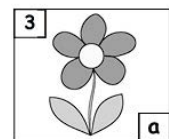
Unit 4

Lesson 2

A. Write T and t.



B. Listen, write the letters and say.




Pupil's Book 1

Lesson overview

Listening/speaking:	say the names of some parts of the body, follow and say simple instructions about them
Reading/writing:	read the names of some parts of body; write <i>U</i> and <i>u</i> ; spell and write simple words
Grammar:	noun phrases: <i>my ears; a hands</i>
Functions:	instructions: give and follow simple instructions
New vocabulary:	<i>arm, body, feet, hand, mouth, nose, toes</i>

- Teach *ear* as a whole word. Teach the meaning. Join it to the drawing.
- Say the words *body, mouth, nose, arm, toes*. Teach the meaning. Elicit the first sound of each word and help pupils to find it on the board. Join each word to the drawing.
- Check that pupils understand all the words. Use the drawing to elicit the Arabic.
- Choose pupils to read the speech bubbles. Be ready to help.
- Learn the rhyme.

-  Play audio track 4.3. Point to each part of the body as it is named. Pupils listen and watch.
- Play the audio again. Pause after each line for pupils to repeat and do the action.
- Play the chant several times. Pupils join in and point to each part of the body as they name it.

Starter activity [5 mins]

Aim: to review pronouns and possessive adjectives.

Materials: word cards: add a card for *our*


- Teach *our* as a whole word. Revise the meaning.
- Use your word cards to practise reading *our, his, he's, her, she's, my, you, your, I've, I'm, it's, this*. Hold up the cards one at a time for the class to read aloud.
- Go through the cards several times. Move to the next card faster each time.

Pupil's Book page 27

1. Listen, point and say. [15 mins]



Aim: to learn a chant about parts of the body.

Materials: audio track 4.3

- Draw a figure on the board.
- Write the words *leg, neck, hand, feet, head, eye, body, mouth, nose, ears, arm, toes* but don't join them to the drawing.
-  Teach or revise the words.
 - Read the regular words *leg, neck, hand, feet* (remind them that *ee* makes the sound /i:/). Revise or teach the meanings. Draw a line from each word to the correct part of the drawing.
 - Revise the meanings of *head*, and *eye*. Help pupils to find them on the board.
 - Elicit that *head* begins with /h/ and ends with /d/, and that they are written 'h' and 'd'.
 - Tell them to find a word on the list with 'h' and 'd'. (If they point to *hand*, tell them to sound it out. Elicit that it isn't 'head'.)
 - Elicit that *eye* has a /j/ sound and that /j/ is written with a 'y'.
 - Tell them to find a word on the list with a 'y'. That is *eye*.
 - Join the words to the drawing.

2. Point and say. [10 mins]


Aim: to practise simple instructions and the names for parts of the body.

- Choose a pupil to read the speech bubble.
-  Explain the activity. One pupil says a sentence like *Point to a hand*. The second pupil points to the correct place on the drawing.
- Remind pupils that if the instruction is for one (leg) Pupil 1 must say *Point to a (leg)*. If the instruction is *Point to (eyes)*, Pupil 2 must point to **two** eyes.
-  Pupils take turns to give the instructions. Go around the class to help. Make sure pupils are using the singular/plural correctly.

Pupil's Book page 67



A. Write *U* and *u*. [5 mins]




Aim: to write *U* and *u* correctly.

- Remind pupils of the name of the letter *u* and its sound /ʌ/.
- Remind pupils about small letters and capitals.
- Following the instructions on page 8 for Unit 1, Lesson 4, activity A, demonstrate the correct way to write *U* and *u*. Remind pupils to use the arrows to help them.
-  Pupils complete the activity. Remind pupils to complete the activity in their notebooks. Go around the class, checking that pupils are starting their letters in the correct place and following the arrows.

Homework

Pupils can practise writing *U* and *u* in their notebooks.

B. Say, spell and write. [5 mins]  
Aim: to read and spell known words.

- Use the pictures to revise *hat, sun, hand, desk*.
- Choose pupils to sound out each word: *h-ae-t; s-u-n; h-ae-n-d; d-e-s-k*.
- Follow the instructions on page 20 for Unit 2, Lesson 2, activity B to help pupils to spell the words.
-  Pupils write in the missing letters to complete the words.
-  Pupils check their answers with a partner.
-  Choose pupils to spell out their answers, using the letter names.


Answers: 1. hat, 2. sun, 3. hand, 4. desk

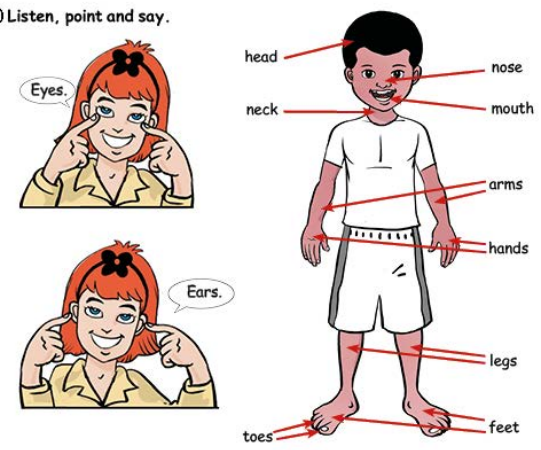
End of Lesson 3 Checkpoints:

- Pupils can understand and say a rhyme about parts of the body.
- Pupils can write *U* and *u* in the correct way.
- Pupils can spell simple words with known letters.


Lesson 3

Unit 4

1.  Listen, point and say.



2. Point and say.

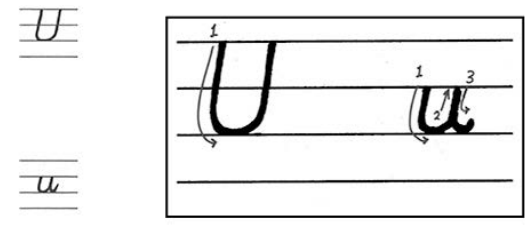


Pupils' Book 1

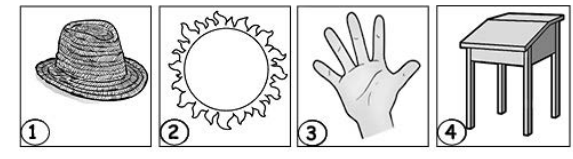
Lesson 3

Unit 4

A. Write *U* and *u*.



B. Say, spell and write.



Pupils' Book 1

Lesson overview

Listening/speaking:	follow and say parts of a dialogue involving questions about age, nationality and class at school; ask and respond to questions about name, age, nationality and class at school
Reading/writing:	read the names of some parts of the body and match to a picture; write <i>V</i> and <i>v</i>
Grammar:	present simple questions with <i>Be</i> ; <i>Yes/No</i> answers
Functions:	personal information: ask and answer simple questions about nationality and age
New vocabulary:	<i>not, repeat</i>

Starter activity [4 mins]

Aim: to revise simple parts of the body.






Materials: audio track 4.3; word cards for *arm, body, ear, eye, feet, hand, head, leg, mouth, neck, nose, toes*

- Play audio track 4.3. Pupils chant along with the audio. They point to the correct part of the body as they say the words.
- Use the word cards to practise reading the words. Hold up the cards one at a time for the class to read aloud.
- Go through the cards several times. Try to move to the next card faster each time.


Pupil's Book page 28

1. Listen, repeat and act. [12 mins]

Aim: to teach *What class are you in?* and revise *Are you Sudanese?* and *How old are you?*



-  Pupils look at page 28. Elicit that Hamad and Eddie are talking.
-  Pupils look at the speech bubbles and find words they can read. Some pupils may be able to read almost all of them by now. However, be ready to help.
-  Read the dialogue with the class.
 - Speaking with the class, read the speech bubbles aloud.
 - Elicit or explain the meaning of *not*.
-  Check pupils understand the questions the boys ask.
-  Divide the class into two groups. The first

group reads Eddie's speech bubbles, and the second group reads Hamad's speech bubbles.

-  Pupils read the dialogue with a partner.

2. Look, ask and answer. [12 mins]


Aim: to practise the questions *Who's this? Is she/he Sudanese/English? How old is he/she? What class is he/she in?*

-  Pupils read the dialogue with a partner. Explain they are going to ask questions about people.
- Tell a pupil to stand up. Ask the class: *Who's this?* Elicit the pupil's name.
- Repeat for *Is she/he Sudanese? How old is he/she? What class is he/she in?* Check pupils understand the questions.
- Look at the picture of the girl in activity 2. With the class, read the information about her.
- Choose pupils to ask the questions about the girl (Hiba). Choose other pupils to answer them, using the information on the page. Be ready to help.
- Repeat for the picture of the boy. Help the class to read *English*. [Teaching point: This is his nationality not the language.]
- If they need more practice, choose pupils to ask the same questions (*not Is he/she English?*) about other children in the class.
-  When pupils are confident, they ask and answer about Hiba and Tom. Go around the class and listen. Be ready to help. Check pupils are using *he* for Tom, and *she* for Hiba.

Answers:

Picture A:	Pupil A:	<i>Who is this?</i>
	Pupil B:	<i>This is Hiba.</i>
	Pupil A:	<i>Is she Sudanese?</i>
	Pupil B:	<i>Yes, she is.</i>
Picture B:	Pupil A:	<i>How old is she?</i>
	Pupil B:	<i>She is 9.</i>
	Pupil A:	<i>What class is she in?</i>
	Pupil B:	<i>She's in Class 4.</i>
Picture B:	Pupil A:	<i>Who is this?</i>
	Pupil B:	<i>This is Tom.</i>
	Pupil A:	<i>Is he English?</i>
	Pupil B:	<i>Yes, he is.</i>
	Pupil A:	<i>How old is he?</i>
	Pupil B:	<i>He is 8.</i>
Picture B:	Pupil A:	<i>What class is he in?</i>
	Pupil B:	<i>He's in Class 3.</i>

Extension

- Divide the class into small groups.
-  Pupils introduce each other to the group.
This is (name).
He's/She's Sudanese.

He's/She's (age).
He's/She's in (Class number).

Pupil's Book page 68

A. Write V and v. [5 mins]



Aim: to write V and v correctly.

- Remind pupils of the name of the letter v and its sound /v/.
- Remind pupils about small letters and capitals.
- Following the instructions on page 8 for Unit 1, Lesson 4, activity A, demonstrate the correct way to write V and v. Remind pupils to use the arrows to help them.
- Pupils complete the activity. Remind pupils to complete the activity in their notebooks. Go around the class, checking that pupils are starting their letters in the correct place and following the arrows.

Homework

Pupils can practise writing V and v in their notebooks.

B. Copy, read and write numbers. [7 mins]



Aim: to read and understand names for parts of body.

- Choose pupils to read each word. Be ready to help. Practise with the word cards again if necessary.
- Use the example to explain the activity.
- Pupils copy the picture into their notebooks and write the number of each word in the correct box.
- Check the answers.
 - On the board draw a figure with boxes like the one on page 68.
 - Choose a pupil to read the first word (*leg*).
 - Choose a pupil to come to the board and point to the correct box.
 - Write the number in the box (1).
 - Repeat for the other words.
- Pupils check their answers with a partner from Pupil's Book Unit 4, Lesson 3, activity 1 on page 27.

Extension

- Pupils colour the picture.

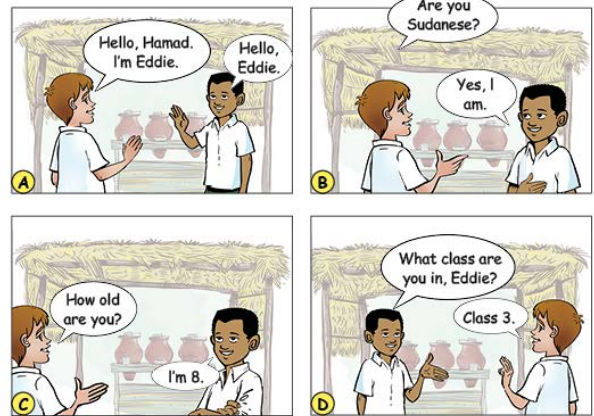
End of Lesson 4 Checkpoints:

- Pupils can write V and v in the correct way.
- Pupils can ask and answer the question *What class are you in?*
- Pupils can understand and use the questions *Who is this? How old is she/he?*
- Pupils can read the names of some parts of the body.

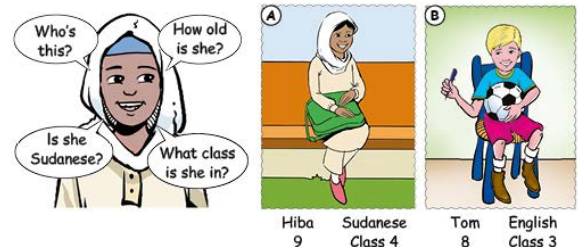
Unit 4

Lesson 4

1. Listen, repeat and act.



2. Look, ask and answer.



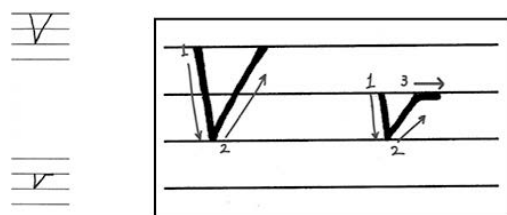
Pupil's Book 1

28

Unit 4

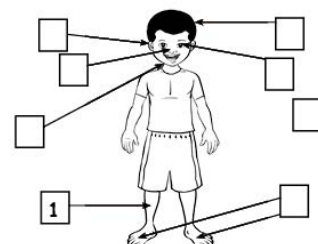
Lesson 4

A. Write V and v.



B. Copy, read and write numbers.

- leg
- hand
- feet
- head
- neck
- eye
- ear
- nose



Pupil's Book 1

68

Lesson overview

Listening/speaking:	follow and say sentences about the parts of the body of different animals
Reading/writing:	read simple sentences about the parts of the body of different animals; write <i>W</i> and <i>w</i> ; read, match to pictures, and write known words (adjectives)
Grammar:	present simple 3 rd person singular and plural of <i>have got</i> ; adjectives of size
Functions:	describe physical appearance: describe things by their size and length
New language:	<i>animal, big, long, match, small, teeth</i>

Starter activity [5 mins]



Aim: to practise names for parts of the body.

Materials: audio track 4.3; word cards for *arm, body, ear, eye, feet, hand, head, leg, mouth, neck, nose, toes*; add a card for *hair*

- Play audio track 4.3. Pupils chant along with the audio. They point to the correct part of the body as they say the words.
- Teach *hair* as a whole word. Revise the meaning.
- Use the word cards to practise reading all the words. Hold up the cards one at a time for the class to read aloud.
- Go through the cards several times. Try to move to the next card faster each time.

Pupil's Book page 29






1. Read, match and say. [14 mins]

Aim: to read simple sentences, and match them to the correct pictures.



- Teach the new words.
 - Say: *Look, this is 'big'*. Use an action to elicit the meaning of 'big'. Tell pupils to say the sounds (*b-i-g*) and name the letters '*b*', '*i*', '*g*'. Write them on the board. Tell the class to read the word *big*. Draw a big circle beside it, to help pupils remember the meaning.
 - Say: *Look, this is small* and use an action to elicit the Arabic for 'small'. Tell pupils to say the first two sounds and name the letters. Explain that the *-all* is written *a, l, l*. (Remind them that they don't know all the spelling patterns yet.) Write *small* on the board with the '*s*' and '*m*' underlined. Draw a small circle

to help pupils remember the meaning.



- Repeat the last procedure for the word *long*. Draw a long line to help pupils remember the meaning.
- Pupils look at page 29. Write the words *animal* and *teeth* on the board. Help pupils to sound out *animal* and the start of *teeth*. Use the pictures to teach the meanings.
-  Explain the activity. Pupils have to match the sentences to the pictures.
-  Give pupils time to look at the sentences and try to read them. Remind them that *has got* is the same as *-s got*. Be ready to help.
-  Read the sentences as a class, or choose pupils to read them. Give lots of encouragement, and praise for trying.
- Check pupils understand each sentence. Help with the meanings of the words, if necessary. Elicit or teach the meaning of *They've got...*
-  Pupils decide together which picture goes with each sentence. [Teaching point: pupils don't need to know the names of the animals. The pictures have numbers.]
-  Check the answers. Choose pupils to read a sentence and say the matching picture number. (*This animal has got a long neck. Picture 3.*)

Answers: A3 B4 C2 D1

2. Talk about the animals. [10 mins]



Aim: to practise descriptions with *it's got/they've got* and simple adjectives.

- Choose pupils to read the speech bubbles.
- Explain the activity. Pupils describe the animals using *it's got/they've got; big, long, small* and words for parts of the body.
- Make sure pupils understand the activity. Elicit a sample sentence.
-  Pupils talk together about the animals. Go around the class. Be ready to help. Check that pupils are using *It's got* for pictures A and B, and *They've got* for pictures A and D.
-  Check the answers. Choose pairs to say their sentences to the class.

Suggested answers: (others are also possible)

- It's got a long nose/big ears/a big mouth/a big body.
- It's got a long body.
- They've got small eyes/ears/noses/ mouths/heads/ bodies.
- They've got big teeth.

Pupil's Book page 69

A. Write W and w. [5 mins]



Aim: to write W and w correctly.

- Remind pupils of the name of the letter w and its sound /w/.
- Remind pupils about small letters and capitals.
- Following the instructions on page 8 for Unit 1, Lesson 4, activity A, demonstrate the correct way to write W and w. Remind pupils to use the arrows to help them.
- Pupils complete the activity. Remind pupils to complete the activity in their notebooks. Go around the class, checking that pupils are starting their letters in the correct place and following the arrows.

Homework

Pupils can practise writing W and w in their notebooks.

B. Read, match and write. [6 mins]



Aim: to read and understand *big, long, small*.

- Revise *big, long, small*. Say: *Show me 'big'*. Pupils demonstrate. For example, they make a big circling action with their arms. Repeat for *small* and *long*.
- Choose pupils to read the words on the page. If the class is not yet confident about these words, write them on the board underlined like this: big, long, small. Encourage pupils to sound out the underlined letters (only), to help them work out the words.
- or Pupils look at the pictures and write the correct word under each one.
- Choose pupils to read and spell their answers. Ask: *What's number 1?* Elicit *It's 'long'. 'l', 'o', 'n', 'g'*. Write *long* on the board.
- Pupils check their spelling and handwriting with a partner.

Answers: 1. long, 2. big, 3. long, 4. small

End of Lesson 5 Checkpoints:

- Pupils can write W and w in the correct way.
- Pupils can use *has got* and *have got* in simple descriptions.
- Pupils can understand, use, read and write the adjectives *big, long, small*.

Unit 4

Lesson 5

1. Read, match and say.

A This animal has got a long neck.

C This animal has got long hair.

B They've got big eyes.

D They've got big teeth.

1

2

3

4

2. Talk about the animals.

A

C

B

D

Pupils' Book 1

Unit 4

Lesson 5

A. Write W and w.

B. Read, match and write.

long big small long

1

2

3

4

long

Pupils' Book 1

Lesson overview

Listening/speaking:	follow, enjoy, and retell a story about friendly and dangerous animals
Reading/writing:	read, match to pictures and write the names of known animals: write X and x
Grammar:	sentences with <i>have got/ -'ve got</i> (singular); answers with <i>yes</i> ; adjectives of size and colour
Functions:	describe physical appearance: identify and name parts of the body
New language:	<i>fox, grey, hedgehog, hungry, spine(s)</i>

Starter activity [4 mins]



Aim: to practise *I've got* and *he's/she's got*.

Materials: word cards for *Mrs, Hello, I'm, I've*: add cards for *Mr, have, it's, long, small, they've, you've*

- Hold up a pen. Say: *Look. I've got a pen.*
- Tell a pupil to hold up something. Make sure it's a word pupils know. Say: *Look at (Ali/Sara). He's/She's got a...*
- Repeat several times, with different pupils and different items.
- Teach *have, Hello, Mr* and *you've* as whole words. Revise or teach the meaning. Explain that *you've* and *they've* are short for *you have* and *they have*.
- Use the word cards to practise the new words.

Pupil's Book page 30

1. Listen and repeat. [15 mins]



Aim: to listen to and act a short story; to practise parts of the body, and *I've/you've got*; *Yes, I have /Yes, you have*.

Materials: flashcards 11-15

- Pupils look at the pictures on page 30. Elicit what is happening. (The hedgehog meets a hen, a rabbit and a fox. The hedgehog is afraid of the fox. The fox is hungry./He thinks the fox will eat him. The hedgehog rolls into a ball. The fox can't eat him because of his spines.)
- Revise words for parts of the body.
 - Say: *Point to your body/ears/feet/teeth.* Pupils do the actions.
- Teach the new words.
 - Use flashcards 11, 13 and 15. Say: *Look. This is a hedgehog. His name is Gonfooth. This is a fox. This rabbit is grey.* Elicit the Arabic. Write

hedgehog, fox, and grey on the board.

- Teach *hungry* and *spines*.
- Read the story. Pupils follow in their books.

Picture A: Gonfooth: *Hello. I'm Gonfooth. I'm a hedgehog. I've got a small body.*

Picture B: Gonfooth: *Hello, Mrs Hen.*
Mrs Hen: *Hello, Gonfooth.*
Gonfooth: *You've got a big white body.*
Mrs Hen: *Yes, I have.*

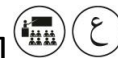
Picture C: Gonfooth: *Hello, Mrs Rabbit.*
Mrs Rabbit: *Hello, Gonfooth.*
Gonfooth: *You've got long grey ears.*
Mrs Rabbit: *Yes, I have.*

Picture D: Gonfooth: *Hello, Mr Monkey.*
Mr Monkey: *Hello, Gonfooth.*
Gonfooth: *You've got big hands and big feet.*
Mr Monkey: *Yes, I have.*

Picture E: Mr Fox: *Hello, Gonfooth.*
Gonfooth (sounds afraid): *Hello, Mr Fox.*
Mr Fox: *I've got big teeth.*
Gonfooth: *Yes, you have.*

Picture F: Mr Fox: *And I'm hungry.*
Gonfooth: *Yes, Mr Fox. I've got long spines.*
Mr Fox (sounds cross): *Yes, you have. Grr.*

2. Act and say. [10 mins]




Aim: to act a short story; to practise the parts of the body and *have (got)*.

Materials: flashcards 11-15

- Prepare the story.
 - Put flashcards 11-15 on the board in order.
 - Point to each card in turn and ask: *Who's this?* Elicit the names of the characters, *Gonfooth, Mrs Hen*, and so on. Write them on the board.
 - For pictures A-E, read the story for that picture.
 - Ask: *What has (Gonfooth) got?* Elicit the answer. Be ready to help.
 - Write the answer (*a small body*) under the flashcard of the character.
 - For picture F, read the dialogue. Elicit that Mr Fox says *I'm hungry* and that Gonfooth says *I've got long spines*.
- Practise the story.
 - Picture A:
 - Read the text line by line. The class repeats after you.
 - Tell the class to say the text without you.
 - Pictures B-F:
 - Divide the class into two groups. One group is Gonfooth and the other group is everyone else.
 - Read the text line by line. Each group repeats their lines after you.

- Read again. Each group says their lines at the same time as you. Practise.
- Each group says their lines without you.
- Change roles and repeat (if there is time).


-  Act the story. Remind pupils to use the words and pictures on the board to help.
 - Pupils say the story together. One pupil is Gonfooth and the other is everyone else. Go around the class to help. Check pupils are using *You've got, I've got, and Yes, I have* correctly.
 - Pupils change roles and repeat (if there is time and pupils are not too tired).

Pupil's Book page 70

A. Write X and x. [5 mins]



Aim: to write X and x correctly.

- Remind pupils of the name of the letter x and its sound /ks/.
- Remind pupils about small letters and capitals.
- Following the instructions on page 8 for Unit 1, Lesson 4, activity A, demonstrate the correct way to write X and x. Remind pupils to use the arrows to help them.
-  Pupils complete the activity. Remind pupils to complete the activity in their notebooks. Go around the class, checking that pupils are starting their letters in the correct place and following the arrows.


Homework

Pupils can practise writing X and x in their notebooks.

B. Read, match and write. [6 mins]



Aim: to read and write animal names.

- Use the pictures to revise the animal names.
- Read the words.
 - Write *cat, hen, rabbit* on the board.
 - Choose pupils to read the words. If pupils are not confident with reading these words, help them to sound out and blend the words first. (*c-ae-t, cat*).
 - Add hedghog, monkey. Help pupils to use the underlined letters to work out the words.
- Explain that they have to write the correct name for each animal.
-  Pupils write the names. Go around the class. Check that pupils are setting the letters on the lines correctly. *g* and *y* should come below the line.

Answers: 2. rabbit, 3. cat, 4. hedgehog, 5. hen

End of Lesson 6 Checkpoints:

- Pupils can understand and re-tell a simple story.
- Pupils can understand the names of animals.
- Pupils can write X and x in the correct way.

Unit 4
Lesson 6

1. Listen and repeat.













2. Act and say.


Gonfooth


Hen


Rabbit



Monkey

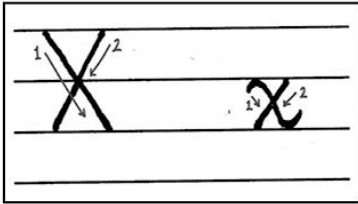

Fox

30

Unit 4
Lesson 6

A. Write X and x.







B. Read, match and write.

cat hen hedgehog monkey rabbit

1. monkey 2.





4.




5.

3.







70

Lesson overview

Listening/speaking:	follow and say a dialogue about interesting places in Sudan
Reading/writing:	read a question and use picture prompts to write answers; write Y and y
Grammar:	question words <i>Where's...?</i> , <i>What's...?</i> ; demonstrative pronouns <i>this</i> , <i>that</i>
Functions:	locations: ask and answer about where things are
New language:	<i>look at</i> , <i>market</i> , <i>museum</i> , <i>of</i> , <i>photo</i> , <i>pyramid</i> , <i>school</i>

- For pictures B, C and D (photographs 1-3)
 - Elicit where/what they think it is (in Arabic).
 - Read the dialogue for the photograph.
 - Elicit or say the answer. Write the word in English beside the correct number. Elicit or teach the meaning. (B. the River Nile, C. not a school, the museum, D. a market)
- Read the dialogue for picture E.
- For picture F (photograph 4, a pyramid) repeat the instructions for photos 1-3 above.
- Check that pupils have understood each dialogue.

Starter activity [5 mins]



Aim: to revise *this* and *that*; *where's* and *what's*.

Materials: word cards for *it's*, *my*, *the*, *this*, *that*, *where*, *what*; add cards for *look*, *of*, *photo*

- Hold up your book. Say: *This is my book*. Point to a Pupil's Book. Say: *That's (Ali's) book*.
- Hold up your book again. Point to it and ask a pupil: *Is this your book, (Ali)?* Elicit *No, that's your book*. (He points) *This is my book*. Elicit the Arabic for *this* and *that*.
- Point to objects around the classroom and ask: *What's that?* (if they are far away) or *What's this?* if they are near. Elicit *It's a...* Practise.
- Ask: *Where's (the door/your book/Ali...)? Point to it, please*. Choose a pupil to point. Practise.
- If there is time, choose pupils to ask the questions, or tell them to practice the questions with a partner.
- Use your word cards to practise reading *it's*, *my*, *the*, *this*, *that*, *where*, *what* as whole words.




Pupil's Book page 31

1. Listen, repeat and act. [20 mins]



Aim: to teach the questions *What's that?* *Where's that?*

- Prepare the story:

-  Use picture A to explain the activity. Cathy is showing Eddie some photos. Write *photo* and *look at* on the board. Teach them as whole words. Revise or teach the meanings.
-  Pupils discuss what they think each photo is of. Elicit their suggestions, but do not give any answers yet.
-  Say: *Listen, were you right?*
- Write the letters B, C, D, F on the board.
- Read the dialogue for picture A.

Picture A:

Cathy: *Look at my photos of Sudan, Eddie.*

Eddie: *OK, Cathy.*

Picture B:

Cathy: *This is the River Nile.*

Eddie: *Yes.*

Picture C:

Eddie: *What's that? A school?*

Cathy: *No, it's the museum.*

Picture D:

Eddie: *Where's that?*

Cathy: *It's in Shendi. It's a market.*

Picture E:

Eddie: *What's that, Cathy? A pyramid?*

Cathy: *Yes.*

Picture F:

Cathy: *Look! There are three pyramids.*

- Practise the story.
 - Divide the class into two groups. One group is Eddie and the other group is Cathy.
 - Practise the story picture by picture. Pupils follow in their books. They use the words on the board to help. For each picture:
 - Read the story line by line. Each group repeats their lines after you. Practise several times.
 - Read again. Each group says their lines at the same time as you. Practise several times.
 - Each group says their lines without you. Practise several times.
 - Change roles and repeat.

- Act the story. Remind pupils to use the words and pictures on the board to help.
 - Pupils say the story together. One pupil is Eddie and the other is Cathy. Go around the class to help. Check pupils are using *Where's that* and *What's that* correctly.
 - Pupils change roles and repeat.

Pupil's Book page 71

A. Write Y and y. [5 mins]



Aim: to write Y and y correctly.

- Remind pupils of the name of the letter y and its sound /j/.
- Remind pupils about small letters and capitals.
- Following the instructions on page 8 for Unit 1, Lesson 4, activity A, demonstrate the correct way to write Y and y. Remind pupils to use the arrows to help them.
- Pupils complete the activity. Remind pupils to complete the activity in their notebooks. Go around the class, checking that pupils are starting their letters in the correct place and following the arrows. Check that the 'body' of the y sits right on the line, and that the 'tail' goes below the line.

Homework

Pupils can practise writing Y and y in their notebooks.

B. Read and write. [10 mins]

Aim: to understand and use the question *What's that in English?*

- Explain that the question *What's that in English?* means *How do I say that (word or a phrase) in English?*
- For each of the three pictures:
 - Elicit the name in Arabic.
 - Ask: *What's that in English?*
 - Elicit (or revise) the answer in English. (*It's a...*)
- Pupils take turns to ask and answer *What's that in English? It's a...* about each picture.

Answers: 1. What's that in English? It's a hat. 2. What's that in English? It's a lemon. 3. What's that in English? It's a gate.

End of Lesson 7 Checkpoints:

- Pupils can understand and answer questions *What's that? Where's that?*
- Pupils can use the question *What's that in English?*
- Pupils can write Y and y in the correct way.

Unit 4
 Lesson 7

1. Listen, repeat and act.

A

B

C

D

E

F

Pupil's Book 1

Unit 4
 Lesson 7

A. Write Y and y.

B. Read and write.

What's this in English?

1

It's a

2

3

Pupil's Book 1

Lesson overview

Listening/speaking:	follow and take part in a questions and answer game to guess what people have
Reading/writing:	read and write own first name; write Z and z
Grammar:	questions with <i>have got</i> ; answers with <i>yes/no</i>
Functions:	possession: say who something belongs to
New language:	-

Starter activity [5 mins]

Aim: to practise the letters of the alphabet.

Materials: audio track 1.1

- Play audio track 1.1. Pupils sing along with the audio and point to the alphabet letters on Pupil's Book page 1.
- Explain that they are going to play a game. You will say a letter of the alphabet and they have to try to make the shape with their body.
- Say: *Look, this is 's'*. Demonstrate making an 's' shape yourself.
- Tell them that sometimes they can use a partner to help.
- Call out letters of the alphabet in any order. Pupils stand and try to make the shape. Give them a few minutes, and then move on. Keep the pace brisk. Praise good efforts. Keep it fun.
- Some suggested letters for individuals: c, e, i, l, f
- Some suggested letters for pairs: a, x, m, h, b, d

Pupil's Book page 32

1. Listen and read. Then play the game. [15 mins]



Aim: to teach and practise *Have you got? Yes, I have; No, I haven't*.

Materials: flashcards 1-15; a separate card (or piece of paper) for each pupil, with their first name written on it (keep these after as they will be used in Unit 6, Lesson 7)

- Look at the pictures. Explain that the characters are playing a game.
- Choose pupils to read the speech bubbles. Teach or elicit the meaning of *No, I haven't*.
- Play the character game:
 - Explain how to play the game. The class has to find the flashcards
 - Choose up to 15 pupils (the players) to come to the front.

- Give each of them one of the character flashcards.
- They all show their cards to the class for 5 seconds, then hide them.
- Divide the class into small groups. The groups talk about who they think has got each character card.
- Choose a pupil from each group in turn to try to find a card. They ask, for example, *(Name) have you got the picture of (Mrs Rabbit)?*
- If the answer is *Yes, I have*, the player gives his or her card to the group and sits down. If the answer is *No, I haven't*, the player stays at the front and the game moves to the next group.

- Have a practice round, then play. The winner is the group with the most flashcards at the end.
- Play the name game. EITHER play version 1 OR (if there is room) play version 2.

Version 1:

- Instead of a character flashcard, give each player at the front one or more cards with the name of a pupil in the class.
- Play the game as above. Groups have to try to find the cards with the names of pupils in their group. The winner is the first group to collect all their names.

Version 2:

- Give out pupils' name cards in any order. Do not give any pupil their own name.
- Pupils have to find their own name.
- They move around the room, asking other pupils *Have you got (Sara)?* Pupils answer *Yes, I have*, or *No, I haven't*. When a player finds his or her own name, they keep the card.
- When players have found their own name, and have given away the card they had, they sit down.
- Pupils keep their name cards for the handwriting exercises.

Extension

Aim: to practise *have you got a...? Yes, I have./No, I haven't*.

- Collect known objects (*pen, book, cap, bag* etc.) from pupils. (Make sure you know whose they are!).
- Play the game as above, but with the objects.

2. Write class names with your teacher. [10 mins]

Aim: to learn how names are spelled in English.

- Copy the headings: *Names with A/a* and *Names with E/e* onto the board.

- Names with an 'a'.
 - Tell pupils with a letter 'a' in their name to stand and say their name, then sit.
 - Choose a few pupils to come and write their names on the board under the correct heading.
- Repeat for pupils with 'e' in their name.
- Ask: *How many boys/girls have got an 'a' in their name?* Write the number on the board.
- Ask: *How many boys/girls have got an 'e' in their name?* Write the number.

Extension

Aim: to learn how to write their names in English.


Materials: Give each pupil a copy of their name (correctly placed on a line) to use as a model.

- Pupils practise writing their own names in their notebooks. Go around the classroom to help.

Pupil's Book page 72

A. Write Z and z. [5 mins] ع

Aim: to write Z and z correctly.

- Remind pupils of the name of the letter z and its sound /z/.
- Remind pupils about small letters and capitals.
- Following the instructions on page 8 for Unit 1, Lesson 4, activity A, demonstrate the correct way to write Z and z. Remind pupils to use the arrows to help them.
-  Pupils complete the activity. Remind pupils to complete the activity in their notebooks. Go around the class, checking that pupils are starting their letters in the correct place and following the arrows. Check that all the letters are in the right place on the line.

Homework

Pupils can practise writing Z and z in their notebooks.

B. Draw, colour and write. [5 mins] ع

Aim: to practise spelling and writing names in English.

- Pupils draw a picture of themselves in their notebooks.
- Pupils write their own first name on the line under their picture. They copy from the name card they used for the Pupil's Book activity. Make sure they place their letters correctly on the line and use a capital letter.
- Pupils can colour and decorate or colour the capital letter.

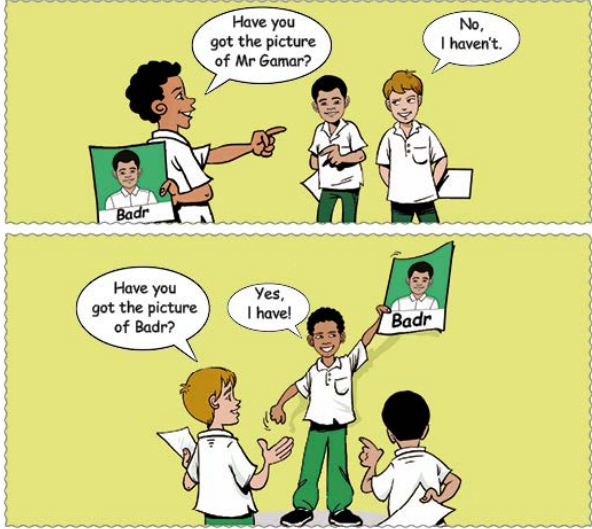
End of Unit 4 Checkpoints:

- Pupils can understand and answer the question *Have you got?*
- Pupils can write all the letters of the English alphabet in the correct way.

Pupils can write and spell their names in English.

Unit 4 **Lesson 8**

1. Listen and read. Then play the game.



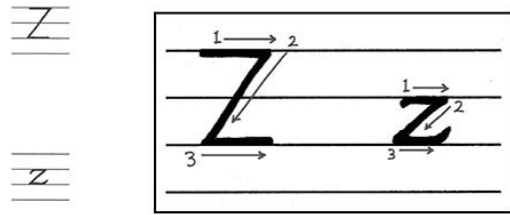
2. Write class names with your teacher.

Names with A/a	Names with E/e
Adam Ali Badr	Eddie Helmi Ahmed

Pupil's Book 1 **32**

Unit 4 **Lesson 8**

A. Write Z and z.





B. Draw, colour and write.

Write your name.

Pupil's Book 1 **72**

Lesson overview

Listening/speaking:	follow instructions (point to) and say the names of known objects and people
Reading/writing:	read words by blending the sounds; join the letter <i>a</i> ; spell words by sounding out the letters
Grammar:	definite and indefinite articles: <i>the</i> floor, <i>a</i> book; imperative of <i>point</i> (<i>to</i>)
Functions:	instructions: give and follow simple instructions
New language:	<i>board, chair, floor, teacher</i>

- For *chair*, teach the word as above, then elicit that the first sound in *chair* is /ch/. Practise the sound.
- Point out the 'ch' label. Elicit what letters make the sound /ch/. Elicit that it's 'c' and 'h' together (if necessary). Pupils will learn more words with /ch/ later.
- Learn the rhyme.
 - Explain they are going to learn a rhyme.
 -  Play audio track 5.1. Act out the rhyme. Pupils watch and listen.
 - Play the chant line by line. Pupils repeat and point to the places/objects around the room (or the pictures/letters in their books).
- Say the rhyme.
 - Divide the class into two groups.
 -  Play the audio again. Group 1 says the rhyme and group 2 carries out the actions.
 - Repeat with group 2 saying the rhyme and group 1 doing the actions.

Starter activity [5 mins]

Aim: to revise known words.



- Revise *point to*. Say: *Point to your hair*. Model the action. Pupils point to their own hair.
- Tell pupils to point to places and objects around the classroom. Say: *Point to a desk/book/bag. Point to the window/door/bin/fan*. Pupils point.
- If pupils are not confident about these words, point and say the word yourself (*the window, a book*). Pupils point and repeat three times.
- Choose pupils to say the instructions. Be ready to help.

Pupil's Book page 33

1. Listen, point and say. [10 mins]



Aim: to say a rhyme; to practise words for classroom items.

Materials: audio track 5.1

- Pupils open their books at page 33. Say: *Look at the letters*.
- Tell them to find words for things in the classroom which begin with these letters.
-  Give pupils a few minutes to find and say as many words as they can. They use the letters to help them.
-  Point and ask: *What's this word with 'w'?* Elicit *window*. Repeat for the other known words (*desk, window, door, book, bin, fan, desk, bag*).
- Teach the new words (*board, chair, floor, teacher*).
- Ask, for example: *What's this? It's a (b..b..b...board)*. Elicit the Arabic. Repeat for *floor*.
- For *teacher*, ask: *What am I? I am a t..t..teacher!*

2. Draw and spell. [10 mins]


Aim: to practise the spelling of classroom items.

- Write these words on the board: *bag, bin, board, book, chair, desk, door, fan, floor, man, teacher, window*.
- Practise spelling the words. Choose pupils to read a word and say the names of the letters, for example: *bag, 'b' 'a' 'g'*.
-   Pupils stand or sit one behind the other. (See the picture on page 33.) One pupil "writes" the letters of one of the words on the second pupil's back. The second pupil must say the letters one by one, and then say the word, *'b' 'a' 'g', bag*. The pairs then swap roles.

Pupil's Book page 73

A. Write and join *a*. [5 mins]

Aim: to join letters correctly.

- Explain to pupils that they are going to learn how English letters join correctly to make words.
- Remind pupils of the name of the letter *a* and its sound /ae/.
- Follow the example in the to write an *a*.
- Join a second *a* to the first one. Show how the flick becomes the start of the next letter, and so on.
-  Pupils complete the activity. Remind pupils to complete the activity in their notebooks. Go around the class, checking that pupils are placing their letters accurately on the lines and joining them

correctly.

Homework

Pupils can practise writing strings of letters in their notebooks.

B. Read, match and write. [5 mins]



Aim: to read and write words with known sounds.

- Use the pictures to revise *apple, bag, jam, fan*.
- Help pupils to read and write the words.
 - Choose pupils to sound out the first word *b-a-e-g* and say *bag*.
 - Ask: *What number is 'bag'?* (2)
 - Ask: *What are the letters?* Elicit the letter names: *b, a, g*. Write 2. *bag* on the board.
 - Repeat for the other words (*a-e-p-l*; *d-3-a-e-m*; and *f-a-e-n*).



- Pupils read and write the names of the other words.



- Choose pupils to spell out their answers, using the letter names.



- Write the answers on a line on the board. Pupils check their spelling and handwriting.

Answers: 1. apple, 2. bag, 3. jam, 4. fan

C. Look, say and write. [5 mins]

Aim: to complete the spelling of known words.

- Use the pictures to revise *bin, desk, book, window*.
- Choose pupils to sound out each word and name the letters. [Teaching point: pupil haven't learned the spelling patterns -oo-, or -ow yet, but they can still say the sounds. The letters are written for them, and they can include them in their spelling, for example: 'b', 'o', 'o', 'k'.]



- Pupils write in the missing letters to complete the words.



- Pupils check their answers with a partner.



- Choose pupils to spell out their answers, using the letter names. Write each word on the board.

Answers: 1. a **bin**, 2. a **desk**, 3. a **book**, 4. a **window**

End of Lesson 1 Checkpoints:

- Pupils can understand and name classroom items.
- Pupils can write and join *a* correctly.
- Pupils can read, copy and spell some simple known words.

Unit 5

My School

Lesson 1

1. Listen, point and say.

2. Draw and spell.

33

Pupils' Book 1

Unit 5

My School

Lesson 1

A. Write and join a.

a

aa

aaa

B. Read, match and write.

bag	fan	apple	jam
-----	-----	-------	-----

1

2

3

4

C. Look, say and write.

1

2

3

4





_____ o o _____ o w

73

Pupils' Book 1

Lesson overview

Listening/speaking:	follow and take part in a questions and answer game to guess items in a bag
Reading/writing:	read known words by blending the sounds; join the letter <i>b</i> ; reorder words and write complete sentences; read, match to pictures, and write known words
Grammar:	questions with <i>What's this?</i> and <i>Is it...?</i> ; answers with <i>Yes, it is.</i> and <i>No, it isn't.</i>
Functions:	describe physical appearance: describe and name common objects
New language:	<i>car, hard, toy</i>

- Write *car, toy, hard* on the board. Demonstrate *hard*, and use the pictures on page 34 to teach the meanings.
- Help the class to read the words as whole words.
- [Teaching point: Pupils haven't learned the spelling patterns *-ar* or *-oy* yet, they can guess the words when reading. Encourage them not to stress the 'r'.]
-  Pupils look at the pictures. Elicit what is happening. (The boys are playing a guessing game.)
-  Give pupils time to look at the speech bubbles and try to read them.
-  Choose pupils to read the speech bubbles aloud to the class. Check pupils understand.
- Divide the class into two groups. The first group reads Ahmed's speech bubbles, and the second group reads Badr's speech bubbles.
- Groups change roles and say the dialogue again.
-  Pupils read the dialogue with a partner.

Starter activity [5 mins]



Aim: to revise *big* and *small*.

Materials: a list of large and small and long items, for example:

small: *an insect, a flower, a cat, a pen, a frog, a cap, an egg, a hen*

big: *a door, a van, a house, the Pyramids, a school, a crocodile, a museum, the sun*

long: *a road, rabbit ears, hedgehog spines, the River Nile*

- Write the words *big, small, long* on the board. Revise the meanings. Practise the gestures pupils used for each word in Unit 4, Lesson 5.
- Explain the activity. You will say the name of something. Pupils use the gestures to show you if it is big, small or long.
- Demonstrate. Say: *An apple*. Prompt pupils to make the gesture for *small*.
- Say words from all three lists in any order. Pupils do the actions.

[Teaching points:

The game should be fun. If pupils don't remember a word, tell them in Arabic, and then let them try again. There are no 'right' answers. An apple is big beside an insect. Some words might cause arguments between pupils. For example, is a crocodile big, or long? Allow pupils to say what they want to say in Arabic, then rephrase in simple English, and ask them to repeat.]

Pupil's Book page 34




1. Listen, read and say. [10 mins]

Aim: to practise *What's this?*

2. Look, ask and answer. [10 mins]



Aim: to practise *What's this?* and the names of common objects.

- Revise the words. Say: *Point to the (book)*. Repeat for all the pictures, in any order.
- Choose a pupil to read the speech bubble *What's this?*
- Point to picture A. Choose another pupil to read *It's a...* and answer '*bin*'.
- Repeat for the other pictures.
- If pupils are unsure of the words, write them on the board, but in a different order than the pictures. Read through them with the class.
-  Pupils ask and answer about the pictures.

Answers: A. It's a bin. B. It's a window. C. It's a pen. D. It's a car. E. It's a book. F. It's a box.

Pupil's Book page 74



A. Write and join b. [5 mins]

Aim: to join letters correctly.

- Remind pupils of the name of the letter *b* and its sound /b/.
- Explain that they are going to learn how to join 'b' to other letters correctly.
- Write *b* three times, joining the letters together as you write. Follow the example.
- Demonstrate writing letters together to make words (*ba, bab*).
- Explain that they should not lift their pencil off the

page until both letters are finished.

- Pupils complete the activity. Remind pupils to complete the activity in their notebooks. Go around the class, checking that pupils are placing their letters accurately on the lines and joining them correctly.

Homework

Pupils can practise writing strings of letters in their notebooks.

B. Read, match and write. [5 mins]



Aim: to read and write words with known sounds.

- Use the pictures to revise *lemon, bed, egg, leg*.
- Help pupils to read and write the words.
 - Choose pupils to sound out the first word *e-g* and say 'egg'.
 - Ask: *What number is 'egg'?* (3)
 - Ask: *What are the letters?* Elicit the letter names: *e, g, g*. Write 3. *egg* on the board.
 - Repeat for the other words (*b-e-d; l-e-g; l-e-m-o-n*).

- Pupils read and write the names of the other words.
- Choose pupils to spell out their answers, using the letter names.
- Write the answers on a line on the board. Pupils check their spelling and handwriting with a partner.

Answers: 1. lemon 2. bed 3. egg 4. leg

C. Write the words in the correct order. [5 mins]

Aim: to practise the correct word order for questions and answers.

- Write the first set of words on the board.
- Read them with the class.
- Explain the activity. Pupils have to use the words to make a question and an answer.
- Elicit or remind pupils that the first word in a sentence or question starts with a capital. Help them to find the capital letters. (*What's, It's*)
- Remind pupils or elicit that questions finish with a question mark, and sentences finish with a full stop.
- Elicit the correct order (*What's that in English? It's a box.*)

- Pupils write out both sets of questions and answers in the correct order. They can use Pupil's Book page 34 to help.

- Pupils check their answers together.
- Choose pupils to read their answers aloud. Write the answers on the board.

- Pupils check their spelling and handwriting.

Answers: 1. What's this in English? It's a box. 2. Is that a van? No, it's a car.

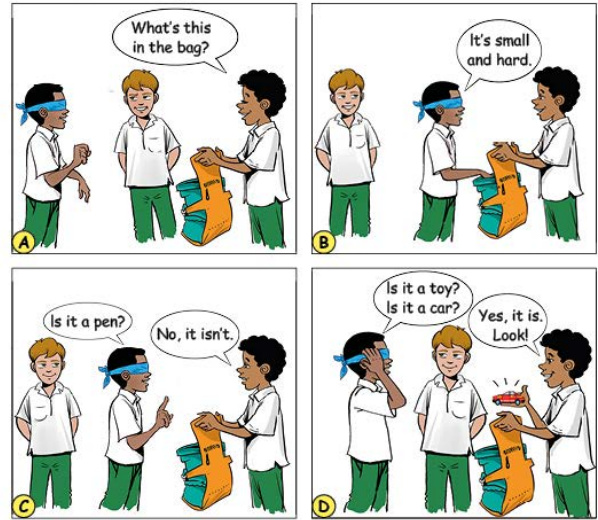
End of Lesson 2 Checkpoints:

- Pupils can ask and answer *What's this in English?*
- Pupils can write and join *b* correctly.

Unit 5

Lesson 2

1. Listen, read and say.



2. Look, ask and answer.



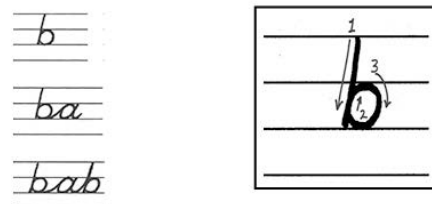
Pupil's Book 1

34

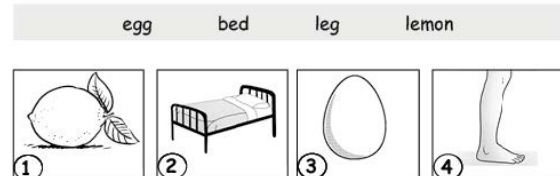
Unit 5

Lesson 2

A. Write and join b.



B. Read, match and write.



C. Write the words in the correct order.

1. in / this / What's / English? box. / a / It's

2. a / Is / van? / that a / it's / car. / No,

Pupil's Book 1


74

Lesson overview

Listening/speaking:	follow, ask and say about where people and things are in a group
Reading/writing:	read, match to pictures, and write known words (classroom items); join the letter c
Grammar:	question words: <i>Who?</i> , <i>What?</i> , <i>Where?</i> with the present simple of <i>Be</i> ; the preposition <i>next to</i>
Functions:	locations: ask and answer about where things/people are
New language:	<i>next to</i> , <i>pencil</i> , <i>pencil case</i> , <i>ruler</i>

Starter activity [5 mins]

Aim: to review question words *Who?*, *What?* and *Where?*, and words about the classroom.

- Ask questions about things in the classroom to practise *Who?*, *What?* and *Where*, for example:
 - Where is the (door)? Point to it.* Pupils point.
 - Point to a pupil and ask: *Who's this/that? (Ali)*
 - Hold up a book and ask: *What's this/that? (It's a book.)*
-  Pupils ask each other questions like this. Go around the classroom, listening and helping.

Pupil's Book page 35






1. Listen and point. Then ask and answer. [15 mins]



Aim: to ask and answer about where people are in a group.

Materials: audio track 5.3


- Look at the two pictures. Ask: *Who's that boy? Who's that girl with red hair? (Eddie, Cathy).*
- Elicit or explain that Cathy is showing Eddie a photo of her in school. Eddie is asking about the other people in the picture.
- Demonstrate *next to*.
 - Write *next to* on the board. Help pupils to read it.
 - Bring three pupils to the front (for example, Ali, Yasir and Anwar). Stand them side by side near a wall.
 - Say: *Look. Ali is next to the wall, Yasir is next to Ali, and Anwar is next to Yasir.* Point to pupils as you say their names.
 - Elicit the Arabic for *next to*.
- Help pupils to read the questions in the box. Elicit the Arabic.

-  Explain the activity. Pupils listen to Cathy and Eddie, then answer the questions.
- Learn the dialogue.
 -  Play audio track 5.3. Pupils listen and look at the picture.
 -  Play the audio again, line by line. Pupils repeat.
 - Divide the class into two groups. One group is Cathy. One group is Eddie.
 -  Play the audio again. Each group says their lines along with the audio.
- Answer the questions.
 -  Give pupils time to read the questions again and decide on the answers.
 - Choose pupils to answer each question. If necessary, play the audio again, stopping to answer each question.

Answers: A. Mrs Hind is next to the board. B. Marwa, C. Marwa and Dalia, D. Dalia is next to the door.

2. Look, ask and answer. [10 mins]

Aim: to use *next to* to say where things are.

- Use the picture to revise *book*, *pen*, and to teach *pencil*, *pencil case* and *ruler*. Elicit the Arabic.
- Explain the activity. Pupils use *next to* to answer questions about the objects on the desk.
- Ask: *Where is the red pencil? (It's next to the book.) Where is the pen? (It's next to the book/It's next to the rulers.) Where are the rulers? They are next to the pencil case*, and so on. There is more than one answer for some of the questions.
-  Pupils ask and answer in the same way. Go around the class to help. Make sure pupils are using *Where is.../It's...* and *Where are... / They are...* correctly.


Answers: (In any order) Where is the red pencil? It's next to the book. Where is the book? It's next to the red pencil/the pen. Where is the pen? It's next to the book/rulers. Where are the rulers? They are next to the pen/pencil case.

Pupil's Book page 75

A. Write and join c. [5 mins]

Aim: to join letters correctly.

- Remind pupils of the name of the letter *c* and its sound /k/.
- Explain that they are going to learn how to join 'c' to other letters correctly.

- Write *c* three times, joining the letters together as you write. Follow the example.
- Demonstrate writing letters together to make words (*ca*, *cab*). Show pupils that they do not lift their pencil off the page until all the letters are finished.
-  Pupils complete the activity. Remind pupils to complete the activity in their notebooks. Go around the class, checking that pupils are placing their letters accurately on the lines and joining them correctly.
- [Teaching point: It isn't necessary to teach the meaning of any words that pupils write in these activities.]


Homework




Pupils can practise writing strings of letters in their notebooks.

B. Read, match and write. [5 mins]



Aim: to read and write words as whole words.


- Use the pictures to revise *pencil*, *ruler*, *pencil case*, *pen*.
- Help pupils to read the words.
 - Write the words on the board.
 -  Elicit which word is *pen*. Pupils can sound it out to find it. Bring a pupil to the board to point it out.
 - Repeat for *pencil*. If pupils need help, point out that it is longer than *pen* and ends in /l/.
 - Repeat for *pencil case*. It is longer than *pencil*, it's two words and the second word begins with a /k/.
 - Repeat for *rule r*. It begins with /r/ (and is the only one left!).

-  Pupils copy each word under the correct picture.
-  Choose pupils to spell out their answers, using the letter names.
-  Write the answers on a line on the board. Pupils check their spelling and handwriting with a partner.


Answers: 1. pencil, 2. ruler, 3. pencil case, 4. pen

End of Lesson 3 Checkpoints:


- Pupils can understand a short dialogue about a photo.
- Pupils can use the preposition *next to*.
- Pupils can write and join *c* correctly.

 **Unit 5**

Lesson 3

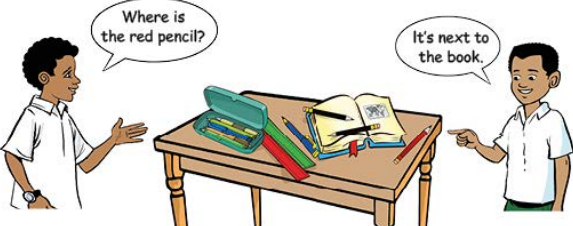
1.  Listen and point. Then ask and answer.

A Where is Mrs Hind? B Who is next to Mrs Hind?
 C Who is next to Cathy? D What is next to Dalia?




Mrs Hind Marwa Cathy Dalia

2. Look, ask and answer.



35 Pupils' Book 1

 **Unit 5**

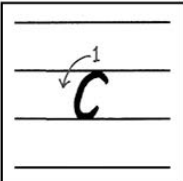
Lesson 3

A. Write and join *c*.

c

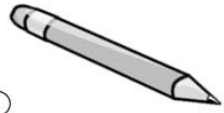
ca

cab




B. Read, match and write.


pen pencil ruler pencil case




①



②



③




④

75 Pupils' Book 1

Lesson overview

Listening/speaking:	follow and say words with one sound of the spelling pattern th (/ð/ as in 'that'); ask and say where an animal is located
Reading/writing:	read and complete sentences about where objects are located in pictures; read words with one sound of the spelling pattern th (/ð/ as in 'that'); join the letter <i>d</i> simple prepositions <i>in, on, under, behind, in front of</i> ; pronoun <i>them</i>
Grammar:	
Functions:	locations: ask and answer about where things are
New language:	<i>behind, in front of, under, them</i>

- Point to each object in turn and ask: *What's that in English?*

- Look at the pictures on page 36. Revise *monkey*.
- Say: *Look at picture A. Where's the monkey?* Elicit *The monkey's on the chair*.
- Repeat for the other pictures.
-  Pupils take turns to ask and answer about the pictures.

Answers:

- A. Where's the monkey? The monkey's/It's on the chair.
 B. Where's the monkey? The monkey's/It's under the desk.
 C. Where's the monkey? The monkey's/It's in the bag.
 D. Where's the monkey? The monkey's/It's in front of the window.
 E. Where's the monkey? The monkey's/It's behind the door.

Starter activity [10 mins]

Aim: to teach *on/under/in/in front of/behind*.

Materials: objects from the classroom (for example, pencil, pen, book, desk)

- Teach the new words.
 - Use objects to show the meaning of *on, under, in*. For example: *The pen is **on** the book; the pen is **under** the book; the pen is **in** the box.*
 - Use objects or pupils to show the meaning of *in front of* and *behind*. For example: *The desk is **in front of** the board; the pen is **behind** the book; Sara is **in front of/behind** Amna.*
 - Write *on, under, in, in front of* and *behind* on the board. Draw sketches to help pupils remember the meanings.
- Read the new words.
 - Underline the words on the board like this: *on, under, in, in front of and behind*
 - Remind pupils to sound out underlined letters to help them read words.
 - Say one of the words. Bring one of pupils to the front to point to the word you said.
 - Repeat with the other words.
 - Choose pupils to read the words aloud. Be ready to help. Model the correct pronunciation when necessary.

Pupil's Book page 36

1. Say and act. Then ask and answer. [10 mins]

Aim: to practise *in, on, under, behind, in front of*.



- Revise *chair, desk, bag, window, door*.
 - Say: *Point to (a chair)*. Pupils point.

2. Listen and point. Then read and say. [10 mins]



Aim: to teach the spelling pattern *th* (as in *this*).

Materials: audio track 5.4

- Write the word *this* on the board. Draw a box round the *th*.
- Elicit that the letters 't' and 'h' together make the sound /ð/.
- Elicit other English words with a /ð/ sound. Write them on the board (*that, the, there, they*).
- Look at the picture on page 36.  Play the audio track..
-  Elicit or remind pupils that we use *this* for things that are near, and *that* for things that are further away.
- Choose pupils to read the speech bubbles in the second picture.
- Elicit or explain the meaning of *them*. (We say *Look at **it*** if there is one thing. We say *Look at **them*** for more than one thing.)
- Add *them* to the words on the board.


Pupil's Book page 76

A. Write and join *d*. [5 mins]

Aim: to join letters correctly.

- Remind pupils of the name of the letter *d* and its sound /d/.
- Explain that they are going to learn how to join 'd' to other letters correctly.
- Write *d* three times, joining the letters together as you write. Follow the example.
- Demonstrate writing letters together to make words

(*da, dad*). Show pupils that they do not lift their pencil off the page until all the letters are finished.





-  Pupils complete the activity. Remind pupils to complete the activity in their notebooks. Go around the class, checking that pupils are placing their letters accurately on the lines and joining them correctly. Make sure that the 'neck' of the *d* is straight, and goes right up to the top line.

Homework

Pupils can practise writing strings of letters in their notebooks.



B. Say, spell and write. [5 mins]  

Aim: to read, understand and copy known words.

-  Revise *in, on, under, behind, in front of*. Say: *My pencil is (under) my hand*. Pupils put their pencil *under* their hand. Repeat for the other prepositions.
- Choose pupils to read the words in the box.
- Use the pictures to revise *desk, chair, bag, book, pen, ruler*.
-  Pupils look at the exercise together and read the sentence beginnings and endings. Be ready to help.
-  Pupils complete each sentence with the correct word from the word box.
-  Choose pupils to read their sentences. Check answers as a class.


Answers: 1. on, 2. under, 3. behind, 4. in

Extension

-  Choose pupils to spell out each answer, using the letter names. Write the words on the board.
-  Pupils check their spelling and handwriting with a partner.

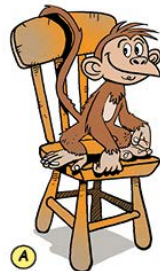
End of Lesson 4 Checkpoints:

- Pupils can understand and use the prepositions *on, in, under, in front of, behind*.
- Pupils can read the sound **th** (as in **this**).
- Pupils can write and join *d* correctly.

 **Unit 5**


Lesson 4

1. Say and act. Then ask and answer.




A


The monkey's on the chair.




B




C




D




E

2.  Listen and point. Then read and say.




This cat is small.




That cat is small.

th




Look at them!




They are big!

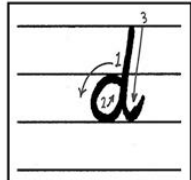
Pupil's Book 1 36

 **Unit 5**





Lesson 4

A. Write and join *d*.





B. Say, spell and write.

	behind	in	on	under
 <p>1</p>	 <p>2</p>	 <p>3</p>	 <p>4</p>	
1. The book is _____				the desk.
2. The pencil is _____				the chair.
3. The bag is _____				the chair.
4. The ruler is _____				the bag.

Pupil's Book 1 76

Lesson overview

Listening/speaking:	follow, enjoy and say phrases and sentences from a story/dialogue about a lost toy
Reading/writing:	read phrases from a story/dialogue about a lost toy; reorder words and write complete sentences; join the letter <i>e</i> ; read, match to pictures, and write known words
Grammar:	adverb <i>here</i>
Functions:	locations: ask and answer about where things are
New language:	<i>bin, classroom, here, library</i>

Starter activity [5 mins]

Aim: to practise reading known words.

Materials: word cards: add cards for the words *bag, bed, in, is, isn't, it, it's, my, the, toy, under, where's, your*


- Revise the meanings of *toy* and *under*.
- Use the word cards to practise reading the words quickly. Hold up the cards one at a time for the class to read aloud.
- Go through the cards several times. Move to the next card faster each time.




Pupil's Book page 37





1. Listen, read and repeat. [10 mins]

Aim: to listen to, read and act a short dialogue.

- Teach *here*.
- Pretend to be looking for something. Ask: *Where's my pen?* Pretend to find it. Hold it up and say: *It's here!* Repeat with other objects.

-  Write *here* on the board. Practise the pronunciation with the class. Elicit the Arabic.
- Ask pupils: *Where's your pencil/book/bag?* Pupils point and answer *It's here*.


-   Prepare the dialogue.
 - Look at the pictures on page 37. Elicit or explain that Reem is looking for her toy.
 - Look at picture C. Elicit that Reem is in the classroom. Write *classroom* on the board. Help pupils to read it. Practise the pronunciation.
 - Look at picture D. Elicit that Reem is in the library. Write *library* on the board. Help pupils to read it. Practise the pronunciation.
-  Give pupils time to look at the pictures and find words and phrases they can read.

-  Practise the dialogue.
 - Read the speech bubbles to the class. Pupils read aloud, along with you.
 - Ask: *Where is Reem's toy?* Elicit *It's in her bag*.
 -  Check pupils understand the whole story.
 - Tell the class to read the speech bubbles aloud without you.
 -  Divide the class into two groups. The first group reads Reem's speech bubbles, and the second group reads her mum's speech bubbles.
 - Act the dialogue.
 -  Pupils take turns to read the dialogue with a partner. Go around the classroom, listening and helping with pronunciation.
- Text: A. Reem: *Where's my toy?*
 B. Reem: *My toy isn't here.*
 C. Reem: *It isn't in the classroom.*
 D. Reem: *It isn't in the library.*
 E. Reem: *It isn't under my bed.*
 F. Reem's mum: *Your toy is here. It's in your bag.*


2. Act and say. [10 mins]

Aim: to practise saying where something is and where it isn't.

Materials: flashcards 16-20

-  Use the flashcards to revise the vocabulary.
- Use each picture to elicit a sentence about the story.

Suggested sentences:

A. *Reem hasn't got her toy.*
 B. *It isn't on her desk.*
 C. *It isn't in the classroom.*
 D. *It isn't in the library.*
 E. *It isn't under her bed.*
 F. *Reem's mum has got the toy. It's in Reem's bag.*
-  Pupils re-tell the story.

Pupil's Book page 77

A. Write and join e. [5 mins]

Aim: to join letters correctly.

- Explain that they are going to learn how to join 'e' to other letters correctly.
- Remind pupils of the name of the letter *e* and its sound /e/.
- Write *e* three times, joining the letters together as you write. Follow the example.
- Demonstrate writing letters together to make words (*ee, bed*). Show pupils that they do not lift their pencil off the page until all the letters are finished.

- Pupils complete the activity. Remind pupils to complete the activity in their notebooks. Go around the class, checking that pupils are placing their letters accurately on the lines and joining them correctly.

Homework

Pupils can practise writing strings of letters in their notebooks.

B. Read, match and write. [5 mins]



Aim: to read and write words with known sounds.

- Use the pictures to revise *rabbit, six, insect, bin*.
- Help pupils to read and write the words.
- Choose pupils to sound out the first word *b-i-n* and say 'bin'.
- Ask: *What number is bin?* (4)
- Ask: *What are the letters?* Elicit the letter names: *b, i, n*. Write 4. *bin* on the board.
- Repeat for the other words (*i-n-s-e-k-t; r-a-b-i-t; s-i-ks*)

- Pupils read and write the names of the other words.

- Choose pupils to spell out their answers, using the letter names.

- Write the answers on a line on the board. Pupils check their spelling and handwriting with a partner.

Answers: 1. rabbit, 2. six, 3. insect, 4. bin

C. Write the words in the correct order. [5 mins]

Aim: to practise the correct word order for questions and answers.

- Explain the activity. Pupils use each set of words to make a sentence.
- Elicit or remind pupils that the first word in a sentence or question starts with a capital. Help them to find the capital letters. (*The, It*)
- Remind pupils that sentences finish with a full stop.

- Pupils write out the sentences correctly.

- Pupils check their answers together.

- Choose pupils to read their answers aloud. Write the answers on the board.

- Pupils check their spelling, handwriting and punctuation.

Answers: 1. The toy isn't here. 2. It isn't under the bed.

End of Lesson 5 Checkpoints:

- Pupils can use the prepositions *in, under*.
- Pupils can understand and use the adverb *here*.
- Pupils can understand and use *isn't*.
- Pupils can write and join *e* correctly.

Unit 5

Lesson 5

1. Listen, read and repeat.

A

B

C

D

E

F

2. Act and say.

Reem

toy

classroom

library

Reem's mum

37 Pupils' Book 1

Unit 5

Lesson 5

A. Write and join e.

e

ee

bed

B. Read, match and write.

bin	insect	rabbit	six
-----	--------	--------	-----

1

2

3

4

C. Write the words in the correct order.

1. isn't / toy / here. / The

2. under / It / bed. / the / isn't

77 Pupils' Book 1

Lesson overview

Listening/speaking:	follow, enjoy and say phrases and sentences from a dialogue about a 'lost' tail
Reading/writing:	read and match sentences and pictures; join the letter <i>f</i>
Grammar:	adverb <i>there</i>
Functions:	locations: ask and answer about where things are
New language:	<i>for, tail, word</i>

Starter activity [5 mins]



Aim: to practise reading known words.

Materials: word cards: add cards for the words *Badr, body, chair, Dalia, desk, Fatma, frog, in front of, lemon, look, monkey, next to*






- Hold up the cards one at a time for the class to read aloud. Revise the meanings. Practise the pronunciation.
- Go through the cards again. Pupils read each word as quickly as possible.
- Go through the cards several times. Try to move to the next card faster each time.

Pupil's Book page 38

1. Listen, repeat and act. [10 mins]



Aim: to listen to and act a short story; to practise *have got*.

-   Prepare the dialogue.
 - Look at the pictures on page 38. Elicit or explain that Sukkar (the monkey) thinks his tail is lost.
 - Revise *his* and *lost* in English. Teach *tail*. Elicit the Arabic.
 - Write *there* on the board. Help pupils to read it. Point out that it starts with 'th'. Elicit or remind pupils that the sounds is /ð/. Practise the pronunciation of the whole word.
 -  Give pupils time to look at the pictures and find words and phrases they can read.
 -  Check pupils understand the whole story.
-  Practise the dialogue.
 - Read the speech bubbles with the class. Pupils read aloud, along with you.
 - Divide the class into two groups. One group is Sukkar and the other group is the second monkey.

- Read the whole text. Pupils follow in their books. Explain that some of the text isn't on the page.
- Read the text line by line. Each group repeats their lines after you.
- Read again. Each group says their lines at the same time as you. Practise.
- Each group says their lines without you. Practise.
- Change roles and repeat.
- Ask: *Has Sukkar got a tail? (Yes). Where is it? (It's under his body.)*



- Act the dialogue.

- Pupils take turns to say the dialogue with a partner. (If they can't remember the whole text for pictures A and D, they can read the speech bubbles.) Go around the classroom, listening and helping with pronunciation.


Text:

1. Sukkar: *I've got a tail. It isn't here. Where's my tail?*
2. Second monkey: *Is it under your chair?*
Sukkar: *No, it isn't.*
3. Second monkey: *Is it in your desk?*
Sukkar: *No, it isn't.*
4. Second monkey: *Look, Sukkar. You have got a tail.*
Sukkar: *Where?*
Second monkey: *Your tail is there. It's under your body.*

2. Play the game. [10 mins]



Aim: to revise the names of letters and practise classroom vocabulary.

- Read the speech bubbles to the class. Pupils look at the picture. Elicit or explain the game. (*Someone thinks of a word. They say the first letter. The others try to guess the word.*)
- Elicit that the girl in the picture is wrong. The word isn't *bag*. It's *bin*.
- Write *for* on the board. Help pupils to read it. Elicit the Arabic.
- Explain the meaning of *The letter for this word is...* (*This word starts with...*)
- Practise the game as a class. You lead the game. Play several times.
-  Pupils play the game in small groups. They can use their books to help them think of words. Listen and help.

A. Write and join f. [5 mins]



Aim: to join letters correctly.

- Explain that they are going to learn how to join 'f' to other letters correctly.
- Remind pupils of the name of the letter f and its sound /f/.
- Write f three times, joining the letters together as you write. Follow the example.
- Demonstrate writing letters together to make words (fe, fad). Show pupils that they lift their pencil off the page only to put the cross stroke on the 'f'.
- Pupils complete the activity. Remind pupils to complete the activity in their notebooks. Go around the class, checking that pupils are placing their letters accurately on the lines and joining them correctly.

Homework

Pupils can practise writing strings of letters in their notebooks.

B. Read and ✓ or ×. [10 mins]



Aim: to read and understand known words.

- Read the activity heading. Explain that they are going to read a sentence about each picture. They put a tick in the box if the sentence is correct and a cross if the sentence is wrong.
- Pupils look at the first picture. Choose a pupil to read the sentence.
- Ask: *Is Badr in front of the chair?* Elicit *No, he isn't.*
- Show pupils the cross in the box.
- Pupils read the sentences and tick or cross.
- Pupils check each other's answers.
- Check the answers. For each picture ask: *Is that right?* Choose pupils to answer *Yes, it is* or *No, it's isn't.*

Answers: 1. × 2. × 3. ✓ 4. ×

Extension

- Tell pupils to say the correct sentences.

Answers:

Is Badr in front of the chair? No, he isn't. (He is behind the chair.)

Has the monkey got a lemon? No, he has an apple.

Is the frog on the desk? No, it isn't. It's under the desk.

Unit 5 **Lesson 6**

1. Listen, repeat and act.

2. Play the game.

38

Unit 5 **Lesson 6**

A. Write and join f.

f

fe

fad

B. Read and ✓ or X.

1. Badr is in front of the chair.

2. The monkey has got a lemon.

3. Dalia is next to Fatma.


4. The frog is on the desk.

78

Lesson overview

Listening/speaking:	ask and respond to questions about name, age and location; follow and say sentences about interesting places and things in Al Fasher; answer questions about the name and location of the boy speaking
Reading/writing:	read, match to pictures, and write known words; read a simple question; reorder words and write complete sentences; join the letter <i>g</i>
Grammar:	pronouns <i>this, that</i>
Functions:	personal information: talk about how you are feeling; thank people
New language:	<i>from, Sudan, sultan, table, well, year</i>





- Choose pupils to answer the questions: A. (*His name is*) Hassan. B. *He's from Sudan/Al Fasher (in Sudan).*
- Ask: *How old is he? (nine).* Elicit or teach the meaning of (*9*) *years old.* Write it on the board. Help pupils to read it. Practise the pronunciation of *years.*
- Check understanding of *Sudan* and *sultan.* Write the words on the board. Help pupils to read them.
- Practise the words and the sentences.
 - Say: *Point to Hassan/the museum/the well/the market.*
 - Point to the boy. Ask: *Who's this?; How old is he?; Where's he from?*
 - Point to a photo and ask: *What's this? (It's a well/a museum/a market; the Sultan's old/an old table and chair).*

-  Pupils talk about the photos. They take turns to make sentences with *This is...*

2. Read, ask and answer. [10 mins]



Aim: to ask and answer about personal information.

- Explain that the boy is pretending to be the Sultan. He is asking the others questions.
- Prepare the dialogue.
 -  Pupils read the speech bubbles together and think of answers for the questions.
 -  Choose a pupil to read the first question.
 - Elicit the answer *I'm...*
 - Choose a pupil to read the second speech bubble (*How are you?*). Elicit the meaning in Arabic. Revise *I'm fine (thanks/thank you).* Teach *I'm OK, thanks.* Write the words on the board and practise the pronunciation.
 - Read and practise answers for the third and fourth speech bubbles.
-  Practise the dialogue.
 - Divide the class into two groups. One group reads the questions. The other group says the answers.
 - Groups change roles and repeat the dialogue.
-  Act the dialogue.
 - Pupils say the dialogue together. The first pupil reads the questions and the second pupil answers.
 - Pupils change roles and repeat.

Starter activity [5 mins]



Aim: to practise reading known words.

Materials: word cards: add cards for the words *are, boy, hello, how, is, name, old, photo, the, what, where, who, you, your*



- Hold up the cards one at a time for the class to read aloud. Revise the meanings. Practise the pronunciation.
- Go through the cards again. Pupils read each word as quickly as possible.
- Go through the cards several times. Try to move to the next card faster each time.

Pupil's Book page 39

1. Listen and answer. Then point and say. [10 mins]



Aim: to listen to Hassan talking about his town, Al Fasher.

-   Elicit what they can see. Revise *a market, a museum, a chair.* Teach *a table, a well.* Write the words on the board. Help pupils to read them. Practise the pronunciation.
- Read the questions. Elicit the meaning of *from.* Write *from* on the board and practise the pronunciation.
- Say: *Listen to the boy. Then answer the questions. Hello, I'm Hassan. I'm from Al Fasher in Sudan and I'm nine years old. This is a photo of the museum in Al Fasher. This is a photo of the Sultan's old table and chair. This is a well in Al Fasher. Al Fasher has got a market. This is a photo of it.*


Pupil's Book page 79

A. Write and join g. [5 mins]



Aim: to join letters correctly.

- Explain that they are going to learn how to join 'g' to other letters correctly.

- Remind pupils of the name of the letter *g* and its sound /g/.
- Write *g* three times, joining the letters together as you write. Follow the example.
- Demonstrate writing letters together to make words (*egg*, *bag*). Show pupils that they do not lift their pencil off the page until all the letters are finished.
-  Pupils complete the activity. Go around the class, checking that pupils are placing their letters accurately on the lines and joining them correctly.

Homework




Pupils can practise writing strings of letters in their notebooks.

B. Read, match and write. [5 mins]



Aim: to read and write words with known sounds.






- Use the pictures to revise *box*, *hedgehog*, *frog*, *fox*.
- Help pupils to read and write the words.
 - Choose pupils to sound out the first word *f-r-o-g* and say 'frog'.
 - Ask: *What number is 'frog'?* (3)
 - Ask: *What are the letters?* Elicit the letter names: *f, r, o, g*. Write *3. frog* on the board.
 - Repeat for *fox* and *box*.
 - Help pupils to read the underlined letters in *hedgehog*. Help with the pronunciation (h-e-/dʒ/-h-o-g).

-  Pupils read and write the names of the words.
-  Choose pupils to spell out their answers, using the letter names.
-  Write the answers on a line on the board. Pupils check their spelling and handwriting with a partner.

Answers: 1. box, 2. hedgehog, 3. frog, 4. fox

C. Write the words in the correct order. [5 mins]

Aim: to practise the correct word order for questions and answers.

-  Explain the activity. Pupils use each set of words to make a question or a sentence.
- Elicit or remind pupils that the first word in a sentence or question starts with a capital. Help them to find the capital letters. (*Where, I*)
- Remind pupils that sentences finish with a full stop.
-  Pupils write out the sentences correctly.
-  Pupils check their answers together.
-  Choose pupils to read their answers aloud. Write the answers on the board.
-  Pupils check their spelling, handwriting and punctuation.

Answers: 1. Where are you from? 2. I am well, thanks.

End of Lesson 7 Checkpoints:

- Pupils can use *What's/How/Where*.
- Pupils can write and join *g* correctly.

Unit 5

Lesson 7

1. Listen and answer. Then point and say.



- A What is the boy's name?
B Where is the boy from?



2. Read, ask and answer.



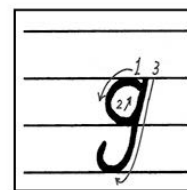
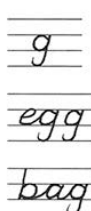
39

Pupils' Book 1

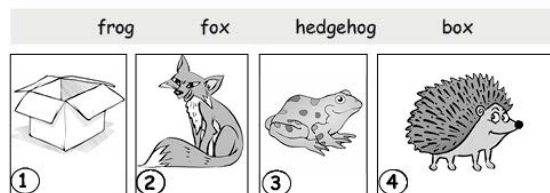
Unit 5

Lesson 7

A. Write and join *g*.



B. Read, match and write.



C. Write the words in the correct order.

1. from? / are / Where / you

2. I / thanks. / am / well,


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Pupils' Book 1


Lesson overview

Listening/speaking:	listen and match words to pictures; follow and say words with another sound to the spelling pattern 'th' (/θ/ as in 'thank'); follow and take part in a question and answer game to guess where something is
Reading/writing:	read words with another sound to the spelling pattern 'th' (/θ/ as in 'thank'); read a simple dialogue; join the letter <i>h</i>
Grammar:	prepositions <i>under, behind, in</i> ; adverb <i>here</i>
Functions:	locations: ask about where things are

- Tell the class to read the speech bubbles aloud without you. Be ready to help with the new words.

-  Divide the class into two groups. The first group reads Eddie's speech bubbles, and the second group reads the other boys' speech bubbles.

-  Act the dialogue.
 - Pupils take turns to read the dialogue with a partner. Go around the classroom, listening and helping with pronunciation.


-  Play the game.
 - Send a pupil out of the classroom.
 - With the class, hide an object somewhere in the classroom.
 - Bring the pupil back in. Say what the hidden object is (a pencil, a book...).
 - The pupil asks questions to find the object. *Is it (under that desk)?*
 - Other pupils help by saying *Yes/No*.

2. Listen and point. Then read and say. [10 mins]



Aim: to teach the spelling pattern *th* (as in *thanks*).

Materials: audio track 5.8

- Write the word *thanks*, on the board. Draw a box round the *th*.
-  Play the audio track. Point to and stress the *th*.
- Elicit that the letters 't' and 'h' together make the sound /θ/.
- Compare /θ/ with /ð/ which they practised in Lesson 4. /θ/ makes a rush of air from the mouth. /ð/ makes a 'buzz' in the throat.
- Elicit other English words with a /θ/ sound. Write them on the board (*three, thirteen, teeth, with, mouth*).
- Look at the picture on page 40. Choose pupils to read the speech bubbles in the first picture.
- Choose pupils to read the speech bubbles in the pictures. Help with pronunciation.

Pupil's Book page 80

A. Write and join *h*. [5 mins]

Aim: to join letters correctly.

- Explain that they are going to learn how to join 'h' to other letters correctly.
- Remind pupils of the name of the letter *h* and its sound /h/.

Starter activity [5 mins]

Aim: to practise reading known words.

Materials: word cards: add cards for the words *bag, behind, door, here, in, is, it, no, ruler, table, the, under, where's*






- Hold up the cards one at a time for the class to read aloud. Revise the meanings. Practise the pronunciation.
- Go through the cards again. Pupils read each word as quickly as possible.
- Go through the cards several times. Try to move to the next card faster each time.


Pupil's Book page 40

1. Read and say. Then play the game. [15 mins]



Aim: to practise prepositions, and *Yes/No* questions with *be*.

-   Prepare the dialogue.
 - Teach *you're*. Explain it is short for *you are*, like *they are* and *they're*.
 - Look at the pictures on page 40. Explain that the boys are playing a game. Eddie hides an object and the others have to find it.
 -  Give pupils time to look at the pictures and find words and phrases they can read. Be ready to help.
-  Practise the dialogue.
 - Read the speech bubbles with the class. Pupils read aloud, along with you.
-  Check pupils understand the whole story.

- Write *h* three times, joining the letters together as you write. Follow the example.
- Demonstrate writing letters together to make words (*had*, *head*). Show pupils that they do not lift their pencil off the page until all the letters are finished.
-  Pupils complete the activity. Remind pupils to complete the activity in their notebooks. Go around the class, checking that pupils are placing their letters accurately on the lines and joining them correctly. Make sure that the 'neck' of the *h* is straight and goes right up to the top line.



Homework

Pupils can practise writing strings of letters in their notebooks.




B. Listen, write the letters and say. [5 mins]



Aim: to practise lesson vocabulary.

-   Look at the pictures with the class. Explain that they have write the letter for each picture. Use the example to demonstrate.
- Read the script below. Leave time to write after each line.

- A: A bag. A bag.
- B: A desk. A desk.
- C: A teacher. A teacher.
- D: A floor. A floor.
- E: A board. A board.
- F: A window. A window.

-  Pupils listen and write each letter under the correct picture.
-  Check the answers. Ask: *What letter is picture (1)?* Elicit *It's letter (E). It's (a board).*
-  Pupils take turns to ask and answer about the objects in the same way.

Answers: 1. board E, 2. window F, 3. bag A, 4. teacher C, 5. desk B, 6. floor D

End of Unit 5 Checkpoints:

- Pupils can talk about where things are with prepositions.
- Pupils can read the sound **th** (as in **three**).
- Pupils can write and join a-h correctly.

Lesson 8

Unit 5

1. Read and say. Then play the game.

2. Point, read and say.

Pupil's Book 1 40

Lesson 8

Unit 5

A. Write and join *h*.

B. Listen, write the letters and say.

Pupil's Book 1 80

APPENDIX I: TAPESCRIPITS

1.1

ABCD
EFG
HIJK
LMNOP
QRS
TUV
WX
Y and Z.

p is in pen.
q is in quiet.
r is in red.
s is in sun.
t is in ten.
u is in up.
v is in van.
w is in window.
x is in box.
y is in yellow.
y is in you.
z is in zero.
z is in zoo.

1.7

Cathy: Hello.
Dalia: Hi Cathy. This is Dalia.
Cathy: Dalia! How are you?
Dalia: I'm fine, thanks.

3.1

Point to yellow. Point to red.
Point to black and point to your head.
Point to green. Point to blue.
Point to white and point to you.

1.8

a is in apple.
b is in bed.
c is in cat.
d is in desk.
e is in egg.
f is in flag.
g is in gate.
h is in hat.
l is in insect.
j is in jam.
k is in kick.
l is in lamp.

3.3

Policeman: The light is red.
Red is for "Stop".
The light is yellow.
Yellow is for "Wait".
The light is green.
Green is for "Go".
Go! Go! Go!

2.1

1 little, 2 little, 3 little crocodiles.
4 little, 5 little, 6 little crocodiles.
7 little, 8 little, 9 little crocodiles.
10 crocodiles in the Nile.

4.1

Fatma: I've got a lemon.
My lemon is yellow.
Dalia: I've got a melon.
My melon is green.
Boys: Fatma's got a lemon.
Dalia's got a melon.
Fatma: A yellow lemon.
Dalia: A green melon.

10 little, 9 little, 8 little crocodiles.
7 little, 6 little, 5 little crocodiles.
4 little, 3 little, 2 little crocodiles.
1 crocodile in the Nile.

4.3

I've got a body,
a neck and a head.
I've got two arms,
I've got two legs.
I've got feet, hands,
a mouth, and a nose.
I've got ears, eyes,
and I've got ten toes.

2.8

m is in man.
n is in neck.
o is in on.

5.1

Point to the window. Point to the door.
Point to the board and point to the floor.
Point to the teacher. Point to the man.
Point to the bin and point to the fan.
Point to the book, the desk and the chair.
Point to the bag and point to your hair.

5.3

Cathy: Look at this photo from school,
Eddie.
Eddie: Is that your teacher next to the
board?
Cathy: Yes, that's Mrs Hind.
Eddie: And who's next to Mrs Hind?
Cathy: That's Marwa,
and the girl next to the door is Dalia.







5.4

This cat is small.
That cat is small.
Look at them.
They are big.

APPENDIX II: Glossary

English	Arabic
<i>to act</i>	يفعل او يؤدي
<i>accurately</i>	بدقة
<i>an activity</i>	نشاط ، تمرين
<i>and so on/etc.</i>	الخ
<i>as appropriate</i>	كما هو مطلوب ، بمستوى معقول
<i>the backstroke (in letter formation)</i>	جرة قلم خلفية (في كتابة الحروف)
<i>character(s) (people in a story)</i>	الشخصيات (شخصيات الكتاب مثل بدر)
<i>to check (monitor)</i>	المراقبة او التحقق
<i>to complete</i>	ينتهي
<i>to chant</i>	ينشد
<i>to demonstrate</i>	يستعرض
<i>to describe</i>	يصف
<i>a dialogue</i>	حوار
<i>down stroke (in letter formation)</i>	جرة قلم الى الاسفل (في كتابة الحروف)
<i>to divide</i>	يقسم
<i>e.g.</i>	مثلا
<i>to elicit</i>	يستخلص (اجابة او حملة من الطلاب)
<i>to encourage</i>	يشجع ، يحمس
<i>to expect</i>	يتوقع
<i>example</i>	مثال
<i>to explain</i>	يشرح
<i>familiar</i>	مألوف
<i>to follow</i>	يتابع ، يتبع
<i>for example</i>	مثلا
<i>greetings</i>	التحايا
<i>a group</i>	مجموعة
<i>in turn</i>	بالدور
<i>an individual</i>	فرد
<i>to introduce</i>	تقديم (درس ، مفردة لأول مرة)
<i>introductions</i>	المقدمات
<i>lower case letters/ small letters</i>	الحروف الصغيرة
<i>numeral</i>	عددي (له علاقة بالاعداد)
<i>an object</i>	شيء
<i>to order,</i> <i>in order,</i> <i>in any order</i>	يرتب بالترتيب على اي ترتيب كان (لا يهم ترتيب معين)
<i>a partner</i>	زميل
<i>to practise</i>	يتدرب ، يمارس
<i>to prepare</i>	يعد
<i>to prompt</i>	يحفز
<i>to pronounce</i>	بنطق

<i>to recognise</i>	يتعرف على
<i>to remind</i>	يذكر
<i>to repeat</i>	يكرر
<i>to respond</i>	يرد
<i>to review</i>	يراجع (التعديل او التاكيد من التفاصيل)
<i>to revise</i>	يراجع (و هي الرجوع الى درس سابق من اجل التذكير و التجويد)
<i>roleplay</i>	لعب دور او اداء دور
<i>a rhyme</i>	قافية
<i>several</i>	متعدد م عدة
<i>silent/not pronounced (letter)</i>	الحروف الصامتة (عكس الحروف الصائتة)
<i>small letters</i>	الحروف الصغيرة
<i>to sound out</i>	ينطق (مثلا كلمة) بصوت مسموع
<i>to stress</i>	النبر (و هو الضغط على مقطع معين في الكلمة او الجملة)
<i>the stress (when saying a word)</i>	مقطع الكلمة الذى يقع عليه النبر
<i>task</i>	مهمة في تمرين ، مسألة
<i>the target (sound)</i>	الصوت المستهدف ، او الصوت الذى عليه تركيز
<i>the text</i>	النص
<i>to trace (verb)</i>	يتبع
<i>upper case letters</i>	الحروف الكبيرة

-  Arabic may be used to explain activity or elicit ideas from pupils.
-  Full class activity
-  Group activity
-  Pair activity
-  Individual activity
-  Audio component to activity

APPENDIX III: Vocabulary

a	1.2	girl	4.2	neck	2.1
am	1.4	go	3.3	next to	5.3
an	1.2	goodbye	1.1	Nile	2.1
and	1.1	green	3.1	nine	1.3
animal	4.5	grey	4.6	nineteen	2.4
apple	1.2	hair	3.7	no	1.4
are	1.4	hand	4.3	nose	4.3
arm	4.3	hard	5.2	not	4.4
bag	1.2	hat	1.5	number	2.1
ball	3.6	he	1.5	of	4.7
bed	1.2	head	3.1	off	2.2
behind	5.4	hedgehog	4.6	OK	3.4
big	4.5	hello	1.1	old	2.2
black	1.7	hen	1.5	on	2.2
blue	3.1	her	3.7	one	1.2
board	5.1	here	5.5	our	3.5
body	4.3	hi	1.1	pen	1.3
book	4.2	his	3.7	pencil	5.3
box	2.6	house	2.6	pencil case	5.3
boy	4.2	how	1.7	photo	4.7
brown	3.2	how many	2.3	picture	3.6
cap	1.3	hungry	4.6	please	3.8
car	5.2	I	1.1	point to	1.1
cat	1.2	in	1.8	pyramid	4.7
chair	5.1	in front of	5.4	quiet	2.3
class	4.2	insect	1.6	rabbit	2.3
classroom	5.5	is	1.4	red	2.3
colour	3.2	jam	1.6	road	3.3
come	3.8	jug	1.6	rule	3.3
crocodile	2.1	kick	1.7	ruler	5.3
desk	1.3	know	3.3	sad	2.5
door	1.2	lamp	1.7	school	4.7
egg	1.3	leg	1.7	seven	1.3
eight	1.3	lemon	4.1	seventeen	2.4
eighteen	2.4	letter	3.4	she	1.5
eleven	2.2	library	5.5	six	1.3
English	1.5	light (n)	3.3	sixteen	2.4
eye	3.7	little	2.1	small	4.5
fan	1.4	long	4.5	son	3.7
feet	4.3	look at	4.7	spine	4.6
fifteen	2.3	lost	2.5	stop	3.3
fine	1.7	man	2.1	Sudan	5.7
five	1.3	market	4.7	Sudanese	1.5
flag	1.4	melon	4.1	sun	2.5
floor	5.1	monkey	2.5	table	5.7
flower	3.6	mosque	2.3	tail	5.6
for	5.6	mouth	4.3	teacher	5.1
four	1.2	Mr	1.1	teeth	4.5
fourteen	2.3	Mrs	1.1	ten	1.3
fox	4.6	mum	2.6	thanks	1.7
frog	1.3	museum	4.7	that	2.6
from	5.7	my	1.4	the	2.1
gate	1.3	name	1.4	them	5.4

there	2.3
they	3.3
thirteen,	2.3
this	1.5
three	1.2
time	2.7
toes	4.3
toy	5.2
T-shirt	3.8
twelve	2.2
twenty	2.4
two	1.2
under	5.4
up	2.5
van	2.5
wait	3.3
wall	2.6
way	2.6
well	5.7
what	1.4
where	2.6
white	3.1
window	2.6
with	2.5
word	5.6
year	5.7
yellow	2.7
yes	1.4
you	1.4
your	1.4
zero	2.7
zoo	2.7

Consonants

/b/	bin
/d/	dog
/ð/	this
/dʒ/	jam, jug
/f/	if, photo
/g/	Gamar
/h/	how
/j/	yes
/k/	cat, key, school
/l/	leg, lemon
/m/	man
/n/	man
/ŋ/	sing
/θ/	think
/p/	pen
/r/	red
/s/	sit, miss
/ʃ/	she, chef, shell
/t/	tea
/tʃ/	check
/v/	van
/w/	wet, when
/z/	zoo, hens
/ʒ/	television

Vowels

/ɑ:/	arm
/ɒ/	hot
/æ/	cat
/aɪ/	nine, fine, Nile
/aʊ/	out, cow, house
/ɛ/	hen, head
/eɪ/	say, came, grey,
	weigh
/ɛə/	air
/əʊ/	cold, boat
/ɪ/	hit
/ɪə/	deer, dear
/i:/	she, see, sea
/ɔ:/	launch, raw
/ɔɪ/	toy, boy
/ʊ/	book, look
/ʊə/	tour
/u:/	room, you, blue
/ʌ/	cup
/ɜ:/	turn, girl, skirt
/ə/	mother, brother

APPENDIX IV: Flashcards

No.	Flashcard
1	Ahmed
2	Badr
3	Mr Gamar
4	Mrs Hind
5	Dalia
6	Fatma
7	Eddie
8	Cathy
9	Ali
10	Amna
11	Gonfooth
12	Hen
13	Rabbit
14	Monkey
15	Fox
16	Reem (5.5)
17	Reem's toy (5.5)
18	Classroom (5.5)
19	Library (5.5)
20	Reem's mum (5.5)

APPENDIX V: Skills Standards

STARTER 1 SKILLS AND STANDARDS

Listening Standards

- L1. Listen, follow and repeat simple single words and essential phrases.
- L2. Listen and respond to basic greetings and requests for personal information.
- L3. Listen and participate in very short structured monologues and dialogues containing familiar information.
- L4. Listen and follow short instructions and directions involving known things, people and places.
- L5. Listen, enjoy and respond to very basic stories, chants and rhymes.

Speaking Standards

- S1. Pronounce different sounds of English and use basic intonations. Correctly say the names of letters, spelling patterns and common, people, places and things.
- S2. Use basic greetings and responses. Ask about and respond to requests for basic personal information.
- S3. Ask, and say some sentences about familiar information. Give some simple instructions/directions.
- S4. With guidance say some phrases and sentences from stories/rhymes and chants.

Reading Standards

- R1. Develop alphabetic and phonic knowledge.
- R2. With guidance, read and follow very short, familiar instructions and simple forms.
- R3. Recognise a limited number of reading words.
- R4. Read and follow some simple phrases and sentences.

Writing Standards

- W1. With guidance, transcribe alphabet, numbers, capitals and small letters.
- W2. Copy familiar words and phrases.
- W3. Write some familiar words (own name, common nouns, short phrases) from memory.
- W4. With guidance, write simple phrases and some complete sentences.

Unit 1	Skills and indicators
Lesson 1	Listening/Speaking: L1/S1 Chant an alphabet rhyme; L2/S2 say and respond to basic greetings and goodbyes Reading/Writing: R1 begin to know the alphabet; begin to recognise some essential whole words; W1 begin to write from left to right

STARTER 1 SKILLS, STANDARD AND INDICATOR DISTRIBUTION

Unit 1 Welcome to English

Unit 1	Skills and indicators
Lesson 1	Listening/Speaking: L5/S1 follow and chant an alphabet rhyme; L2/S2 say and respond to basic greetings and goodbyes Reading/Writing: R1 begin to know the alphabet; recognise <i>Hi</i> and <i>I'm</i> as whole words; W1 begin to write from left to right
Lesson 2	Listening/Speaking: L1/S1 know and say the name of some basic objects; count from 1 to 4, know and say the letters a and b, their names and sounds Reading/Writing: R1 read the letters a and b; recognise <i>a</i> and <i>an</i> as whole words; W1 practise writing from left to right
Lesson 3	Listening/Speaking: L1/S1 know and say the name of some basic objects; count from 5 to 10; know and say the letters c and d, their names and sounds Reading/Writing: R1 read the letters c and d; recognise <i>Mrs</i> as a whole word; W1 write numerals 1 – 10
Lesson 4	Listening/Speaking: L1/S1 know and say the letters e and f, their names and sounds; L2/S2 ask and respond to questions about name and home country Reading/Writing: R1 read the letters e and f; recognise <i>your</i> and <i>my</i> as whole words; W1 write A and a
Lesson 5	Listening/Speaking: L1/S1 know and say the letters g and h, their names and sounds; L2/S2 follow and say the name and nationality of another person Reading/Writing: R1 read the letters g and h recognise <i>this</i> , <i>is</i> and <i>he's</i> as whole words; W1 write B and b
Lesson 6	Listening/Speaking: L1/S1 know and say the letters i and j, their names and sounds L2/S2 politely ask and respond to questions about nationality Reading/Writing: R1 read the letters i and j; recognise <i>are</i> , <i>no</i> , <i>not</i> as whole words; W1 write C and c
Lesson 7	Listening/Speaking: L1/S1 know and say the letters k and l, their names and sounds; L2/S2 politely ask and respond to questions about feelings/health Reading/Writing: R1 read the letters k and l; recognise <i>how</i> and <i>you</i> as whole words; W1 write D and d
Lesson 8	Listening/Speaking: L1/S1 recognise and say the first sound in a word (letters a- l); follow and say known words Reading/Writing: R1 sound out and read simple words with known sounds; recognise some key whole words; R3 read and match known words to pictures

Unit 2 Numbers

Unit 2	Skills and indicators
Lesson 1	Listening/Speaking: L1/S1 know and say the letters m and n, their names and sounds; L5/S1 follow and chant a rhyme involving numbers Reading/Writing: R1 read the letters m and n; read known words by blending the sounds; R3 read and match known words to pictures; W1 write E and e
Lesson 2	Listening/Speaking: L1/S1 know and say the letters o and p, their names and sounds; L2/S2 ask and respond to questions about age Reading/Writing: R1 read the letters o and p; W1 write F and f; W2 to spell simple words by writing the letter for the missing sound

Lesson 3	Listening/Speaking: L1/S1 know and say the letters q and r, their names and sounds; L3/S3 ask and say the number of frogs in a picture Reading/Writing: R1 read the letters q and r; R1 read known words by blending the sounds; R3 read and match known words to pictures; W1 write G and g
Lesson 4	Listening/Speaking: L1/S1 know and say the letters s and t, their names and sounds; L3/S3 ask and say the number of cats in a picture Reading/Writing: R1 read the letters s and t; W1 write F and f; W2 spell simple words by writing the letter for the missing sound
Lesson 5	Listening/Speaking: L1/S1 know and say the letters u and v, their names and sounds; L5/S4 follow, enjoy and say phrases and sentences from a story about a boy getting lost Reading/Writing: R1 read the letters u and v; R3 read and match known words to pictures; R1 read known words by blending the sounds; W1 write I and i
Lesson 6	Listening/Speaking: L1/S1 know and say the letters w and x, their names and sounds; L5/S4 follow, enjoy and retell parts of a story about a boy finding his way home Reading/Writing: R1 read the letters w and x; W1 write J and j; spell simple words by writing the letter for the missing sound
Lesson 7	Listening/Speaking: L1/S1 know and say the letters y and z, their names and sounds; L3/S3 ask and respond to questions about the (o'clock) time Reading/Writing: R1 read the letters y and z; R3 read and match known words to pictures; R1 read known words by blending the sounds; W1 write K and k
Lesson 8	Listening/Speaking: L1/S1 recognise and say the first sound in a word (letters m- z); follow and say known words Reading/Writing: read words with known sounds; W1 write letters Aa-Jj

Unit 3 Colours

Unit 3	Skills and indicators
Lesson 1	Listening/Speaking: L4/S3 carry out and say instructions (point to) Reading/Writing: R1 read known words by blending the sounds; R3 read and match known words to pictures; W1 write L and l
Lesson 2	Listening/Speaking: L1/S3 play a game to recognise and name colours Reading/Writing: R3 read and understand the names of common colours; W1 write K and k; W2 spell simple words by writing the letter for the missing sound
Lesson 3	Listening/Speaking: L4/S1 follow and say a chant about road safety using good intonation Reading/Writing: R3 read and match known words to pictures; R1 read known words by blending the sounds; W1 write N and n
Lesson 4	Listening/Speaking: L3/S3 follow and take part in a question and answer game to guess colours Reading/Writing: W1 write O and o; W3 spell simple words by writing the letter for the missing sound
Lesson 5	Listening/Speaking: L3/S3 follow and say a dialogue about the colours of the Sudanese flag; ask and say the colours of some other flags Reading/Writing: R1 read known words by blending the sounds; R3 read colour names and colour a picture; W1 write P and p
Lesson 6	Listening/Speaking: L3/S3 follow and say sentences about people and their pictures Reading/Writing: R3 read and find colour words in a word search; W1 write Q and q

Lesson 7	Listening/Speaking: L5/S4 follow and say phrases and sentences from a story about a mother looking for her lost child; L3/S3 ask and say a person's age, eye/hair colour; listen to answers and guess the questions Reading/Writing: R1 read known words by blending the sounds; R3 read colour and draw/colour pictures
Lesson 8	Listening/Speaking: L3/S3 listen to answers and guess the questions; L5/S4 follow, and say phrases and sentences from a story about a mother finding her lost child Reading/Writing: R1 read known phrases by blending the sounds; W1 practise writing letters l-r and L-R

Unit 4 About Me

Unit 4	Skills and indicators
Lesson 1	Listening/Speaking: L3/S3 follow, ask and say the names of people and the things they have Reading/Writing: R3 read and match known words to pictures; W1 write S and s
Lesson 2	Listening/Speaking: L1 listen and match words to pictures; L3/S3 follow, ask and say the names of people and the things they have Reading/Writing: W1 write T and t; number pictures in order
Lesson 3	Listening/Speaking: L3/S3 say the names of some parts of the body; follow and say simple instructions about them Reading/Writing: R3 read the names of some parts of body; W1 write U and u; W3 spell and write simple words
Lesson 4	Listening/Speaking: L2/S2 follow and say parts of a dialogue involving questions about age, nationality and class at school; ask and respond to questions about name, age, nationality and class at school Reading/Writing: R3 read the names of some parts of the body and match to a picture; W1 write V and v
Lesson 5	Listening/Speaking: L3/S3 follow and say sentences about the parts of the body of different animals; Reading/Writing: R4 read simple sentences about the parts of the body of different animals; W1 write W and w; R3/W3 read, match to pictures and write known words (adjectives)
Lesson 6	Listening/Speaking: L5/S3 follow, enjoy, and retell a story about friendly and dangerous animals Reading/Writing: R3/W3 read, match to pictures and write the names of known animals; W1 write X and x
Lesson 7	Listening/Speaking: L3/S3 follow and say a dialogue about interesting places in Sudan Reading/Writing: R4/W4 read a question and use picture prompts to write answers; W1 write Y and y
Lesson 8	Listening/Speaking: L3/S3 follow and take part in a questions and answer game to guess what people have Reading/Writing: R3 read and write own first name; W1 write Z and z

Unit 5 My School

Unit 5	Skills and indicators
Lesson 1	<p>Listening/Speaking: L4/S1 follow instructions (point to) and say the names of known objects and people</p> <p>Reading/Writing: R1 read words by blending the sounds; W1 join the letter a; W3 spell words by sounding out the letters</p>
Lesson 2	<p>Listening/Speaking: L3/S3 follow and take part in a question and answer game to guess items in a bag</p> <p>Reading/Writing: R1 read known words by blending the sounds; W1 join the letter b; R4/W4 reorder words and write complete sentences; R3/W2 read, match to pictures and write known words</p>
Lesson 3	<p>Listening/Speaking: L3/S3 follow, ask and say about where people and things are in a group</p> <p>Reading/Writing: R3/W2 read, match to pictures and write known words (classroom items); W1 join the letter c</p>
Lesson 4	<p>Listening/Speaking: L1/S1 follow and say words with one sound of the spelling pattern th (/ð/ as in 'that'); S3/L3 ask and say where an animal is located</p> <p>Reading/Writing: R4/W3 read and complete sentences about where objects are located in pictures R1 read words with one sound of the spelling pattern th (/ð/ as in 'that'); W1 join the letter d</p>
Lesson 5	<p>Listening/Speaking: L5/S4 follow, enjoy and say phrases and sentences from a story/ dialogue about a lost toy</p> <p>Reading/Writing: R4 read phrases from a story/ dialogue about a lost toy; R4/W4 reorder words and write complete sentences; W1 join the letter e; W3 read, match to pictures and write known words</p>
Lesson 6	<p>Listening/Speaking: L5/S3 follow, enjoy and say phrases and sentences from a dialogue about a 'lost' tail</p> <p>Reading/Writing: R3 read and match sentences and pictures; W1 join the letter f</p>
Lesson 7	<p>Listening/Speaking: L2/S2 ask and respond to questions about name, age and location; L3/S3 follow and say sentences about interesting places and things in Al Fasher; answer questions about the name and location of the boy speaking</p> <p>Reading/Writing: R3/W3 read, match to pictures and write known words; R4 read a simple question ; R4/W4 reorder words and write complete sentences; W1 join the letter g</p>
Lesson 8	<p>Listening/Speaking: L1 listen and match words to pictures; L1/S1 follow and say words with another sound to the spelling pattern 'th' (/θ/ as in 'thank'); L3/S3 follow and take part in a question and answer game to guess where something is</p> <p>Reading/Writing: R1 read words with another sound to the spelling pattern 'th' (/θ/ as in 'thank'); R4 read a simple dialogue; W1 join the letter h</p>

Distribution of Domains

Domains	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
faith					
knowledge	1, 3, 5	1, 3, 4, 7	8	3	1, 2
critical thinking			4	6	5, 6
interpersonal skills	2, 6	2, 5, 6	6		8
national pride	7		5	4,	7
dealing with information	8		1, 2	1, 5	3, 4
environmental issues					
life skills	4	8	3	2, 8	

