



The Republic of the Sudan
Federal Ministry of Education
The National Centre for Curricula and
Educational Research (NCCER)



Sudan Modern Integrated Learning of English

SMILE Series

**SMILE Starter 2
Teacher's Book**

Grade 2: Basic Level

**2nd Edition
2020**

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Guidance Notes for SMILE Starter 2

SMILE Starter 2 – 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 VI 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 2 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 2 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 2, 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 2 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.



Unit 1 Home

Unit 1	Grammar	New language	Functions	Materials
Lesson 1	the imperative of <i>put</i>	<i>bath, bathroom, bedroom, fridge, home, kitchen, living room, put, room, TV</i>	instructions: give and follow simple instructions	
Lesson 2	<i>There is... There are...;</i> preposition <i>next to</i>	<i>hospital, park, shop</i>	locations: ask and answer about where things are	
Lesson 3	present simple; first person singular of <i>live</i>	<i>bird, flat, live (v), mouse, tree</i>	locations: talk about where animals and people live	audio track 1.3
Lesson 4	present simple; first person singular of <i>live</i> ; definite and indefinite article: <i>the sea/a well</i>	<i>fish, sea, smell, snail</i>	locations: talk about where animals and people live	audio track 1.3 audio track 1.4
Lesson 5	imperatives: <i>Cut! Stop!</i>	<i>cold, cut, need, new, nice</i>	instructions: give and follow simple instructions	flashcards 1-6
Lesson 6	imperative of verbs: <i>wait, plant, grow, look at</i> ; possessive 's e.g. <i>our children's children</i>	<i>children, grow, hot, plant (v), seed, walk</i>	possession: say who something belongs to; instructions: give and follow simple instructions	word cards flashcards 1-6
Lesson 7	determiner: <i>lots of</i>	<i>lots of, street</i>	describe physical appearance: describe what places look like	word cards
Lesson 8	possessive adjective <i>my</i> ; simple present of <i>have got</i> and <i>live with I</i>	<i>best, cow, field, nest, river</i>	personal information: say where you live	audio track 1.8.1 audio track 1.8.2

Unit 2 My Family

Unit 2	Grammar	New language	Functions	Materials
Lesson 1	conjunction <i>and</i> ; pronoun <i>this</i>	<i>brother, card, father, me, mother, sister</i>	personal information: identify and name family members	a photo
Lesson 2	possessive 's: <i>Dalia's family</i>	<i>baby, family, grandfather, grandmother</i>	personal information: identify and name family members	word cards audio track 2.2
Lesson 3	numbers to 20; determiner <i>any</i> ; question word <i>which...?</i>	<i>any, very, which</i>	numbers: ask and answer about quantity	
Lesson 4	present simple, third person singular of verbs <i>Be</i> and <i>have got</i> ; phrases with adjective + noun	<i>between, short, star, tall</i>	personal information: identify and name family members	audio track 2.4
Lesson 5	imperatives <i>Stand..., Stay (there)</i>	<i>preposition, stand, stay</i>	instructions: give and follow simple instructions	word cards
Lesson 6	present simple, first person plural (<i>We</i>) of verbs <i>eat, go to bed, sleep, wake up</i> ; numbers 1-20	<i>chick, eat, now, sleep, wake up, we</i>	time: ask and say the time by o'clock	word cards audio track 2.6 flashcards 7-12
Lesson 7	subject pronouns <i>I, you, he, she, we, they</i>	<i>after, at, breakfast</i>	time: ask and say the time by o'clock	

Lesson 8	prepositions <i>in, with</i>	<i>garden, people</i>	identify and name common objects and people	audio track 2.8
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Unit 3 Toys and Games

Unit 3	Grammar	New language	Functions	Materials
Lesson 1	<i>can</i> for ability; articles <i>a, an, the</i> , no article with plurals	<i>can, key, remember, sea, sweet (n)</i>	identify and name common objects and animals	
Lesson 2	imperatives of common verbs (<i>Sit, Go</i>); imperatives with <i>don't</i> (<i>Don't sit, Don't go</i>)	<i>game, play, sit, down, write</i>	thank people; instructions: give and follow simple instructions	word cards
Lesson 3	<i>can</i> for ability; question <i>How many?</i> ; numbers 1-20	<i>hop, read, run, skip, talk</i>	numbers: ask and answer about quantity	
Lesson 4	question <i>How many?</i> ; conjunction <i>and</i>	<i>make</i>	numbers: ask and answer about quantity	audio track 3.4
Lesson 5	possessive adjective <i>our</i> ; pronouns <i>this, that</i>	<i>air, fly (v), fruit, sky</i>	describe physical appearance: describe what something looks like	word cards audio track 3.5
Lesson 6	present simple, first person singular (<i>I</i>) with verb <i>like</i> + noun; conjunction <i>and</i>	<i>beach, ice cream, like, sand, tea</i>	preferences: say likes and dislikes	flashcards 13-16
Lesson 7	questions and sentences in the present simple with <i>have got</i> and <i>can</i> (<i>see</i>)	<i>close (v), open (v), round (adv), wheel</i>	numbers: count 1-20	audio track 3.7
Lesson 8	imperatives of common verbs: affirmative and negative forms; object pronoun <i>it</i>	<i>catch, sentence, throw, water (v)</i>	instructions: give and follow simple instructions	audio track 3.8

Unit 4 Animals

Unit 4	Grammar	New language	Functions	Materials
Lesson 1	adverbs <i>here, there, today</i>	<i>farm, goat, say, today</i>	personal information: ask and answer about health	audio track 4.1
Lesson 2	noun phrases: <i>Nile fish, long tails</i> ; first person plural, present simple of verb + noun, e.g. <i>We lay eggs</i> .	<i>hippo, lay, metre, sharp, snake</i>	describe physical appearance: describe appearance using colour, shape and size	
Lesson 3	<i>can</i> (for ability) + verb; nouns: singular and regular plurals	<i>camel, desert, elephant, forest, map, mountain</i>	ability: talk about what people and animals can do	
Lesson 4	<i>can</i> (for ability); conjunction <i>and</i>	<i>alphabet, climb, jump, parrot, sing, swim, swing</i>	ability: talk about what people and animals can do	audio track 4.4
Lesson 5	<i>can/can't</i> (for ability); nouns: singular and regular plurals	<i>bat, but, lion</i>	ability: talk about what people and animals can do	

Lesson 6	statements with <i>have got</i> and <i>can</i> + verb (<i>walk, drink, live</i>); noun phrases: <i>short tails, wide feet</i>	<i>about, drink (v), hump, order, water, wide</i>	describe physical appearance: identify and name parts of the body	
Lesson 7	sentences in present simple with <i>haven't, don't</i> and <i>can't</i> + verb; common adjectives	<i>be, Bedouin, friend</i>	preferences: say likes and dislikes	flashcards 17-20
Lesson 8	<i>can</i> (for ability); prepositions: <i>in, up</i>	<i>grass, phone, whale</i>	ability: talk about people and animals can do	audio track 4.8

Unit 5 Food and Drink

Unit 5	Grammar	New language	Functions	Materials
Lesson 1	<i>there is/there are</i> some with countable and uncountable nouns	<i>banana, bread, juice, milk, some, tomato</i>	identify and name common foods	
Lesson 2	<i>there is/there are</i> some with countable and uncountable nouns	<i>carrot, peanut, potato, shelf, sugar</i>	locations: say where things are	
Lesson 3	conjunction <i>or</i>	<i>or, orange, round (adj), think, vegetable</i>	identify and name common food groups	audio track 5.3
Lesson 4	imperatives of common verbs and <i>don't</i>	<i>add, clean, glass, mango, mix, mixer, wash</i>	instructions: give and follow simple instructions	audio track 5.4
Lesson 5	<i>can</i> (for ability); possessive adjectives <i>your, my</i>	<i>favourite, food, good, smell (v), sweet (adj), taste (v)</i>	preferences: say likes and dislikes	audio track 5.5
Lesson 6	conjunction <i>or</i> ; <i>have got</i>	<i>different, grape, onion, same</i>	identify and name common fruit and vegetables	a soft ball or ball of paper
Lesson 7	<i>would like/d like</i> + noun; conjunctions: <i>and, or</i>	<i>I'd like..., would</i>	preferences: express wants	flashcards 21-24
Lesson 8	<i>is/ is not</i> ; conjunction <i>or</i> ; present simple <i>like/ don't like</i>	<i>garlic, meat</i>	preferences: say likes and dislikes	word cards audio track 5.8

Sudan
Modern
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English

SMILE Series: Starter 2

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

Lesson overview

Listening/speaking:	follow and name common rooms and objects in a house; follow and say instructions to put objects in different rooms of house
Reading/writing:	read and find the names of rooms in a word search; join the letter <i>i</i> ; reorder words and write complete sentences
Grammar:	imperative of <i>put</i>
Functions:	instructions: give and follow simple instructions
New language:	<i>bath, bathroom, bedroom, fridge, home, kitchen, living room, put, room, TV</i>

This is the living room.



This is my bedroom.

- Say: *Point to Ahmed's bed. It is in his bedroom.* Elicit the meaning of *bedroom*.
- Write *bedroom* on the board. Explain it is a *room* for a *bed*.
- Write *room* on the board. Elicit the meaning. Help with the pronunciation.
- Say: *Point to the bathroom.* Pupils point. Explain it is a *room* for a *bath*. Use picture 4 in activity 2 to explain *bath*.
- Tell pupils to point to the kitchen and the living room.

2. Point and say. [10 mins]



Aim: to teach *put* and revise vocabulary related to homes.

-  Use the pictures to teach *chair* and *fridge*. Elicit the Arabic.
- Teach *put*. Say: *Put your hands on your head.* Demonstrate the action. Give more instructions; *Put your hand on the desk. Put your pencil on your book.* Elicit the Arabic.
- Use the example to explain the activity. Pupils work together. The first pupil points at the bed and begins the sentence, *Put the bed...* The second pupil points to the correct room and finishes the sentence *...in the bedroom.*
-  Pupils change roles and repeat the activity.

Answers: A. Put the bed in the bedroom. B. Put the chair in the living room. C. Put the fridge in the kitchen. D. Put the TV in the living room.

Extension

In groups, pairs or individually, pupils make a model room from an empty box or packet. They draw and cut out furniture, and stick it on the walls. They write the name of their room on the floor of the box.

Pupil's Book page 41

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



Aim: to Write and join letters correctly.


- Remind pupils of the name of the letter *i*.
- Explain that they are going to learn how to correctly join 'i' to other letters.
- Write *i* three times, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book. Explain that they should not lift their pencil off the page until all the letters are finished.

Starter activity [5 mins]



Aim: to revise words for things around the house.

- Write these mixed-up words on the board. Explain they are words for things you would find in a house:
deb, rachi, rood, olorf, gtea, sehuo, plam, lateb, lawl, diwwon

-  Pupils write the words out correctly in their notebooks.
- If pupils need help, sketch the items on the board, in a different order.
- Check the answers. Write the answers on the board. Match the answers to the drawings, or elicit the Arabic.




Answers: *bed, chair, door, floor, gate, house, lamp, table, wall, window*

Pupil's Book page 1

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




Aim: to teach the names of the rooms in a house.

-  Pupils talk about the picture of the house.
-   Elicit what they can see. Let them answer in Arabic. Tell them the English and tell them to repeat.
- Read this text one line at a time. Stop after the name of each room. Point to the room in the picture. Pupils point and repeat the name. Elicit or teach the Arabic.

*This is my home
and this is my house.
This is the kitchen.
This is the bathroom.*

- Demonstrate writing letters together to make words (*big, dig*).

-  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. Copy and circle the rooms. [5 mins]

Aim: to practise the names of rooms in a house.

- Choose pupils to read the words. Be ready to help.
- Use the example to show pupils how to do the word search activity.






-  Pupils find and circle the name of each room.

-  Pupils check each other's answers.

Answers: [from top] kitchen, living room, bedroom (example) classroom, bathroom

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

Aim: to practise the correct word order for sentences.

-  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. (*Put, This*)
- 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.

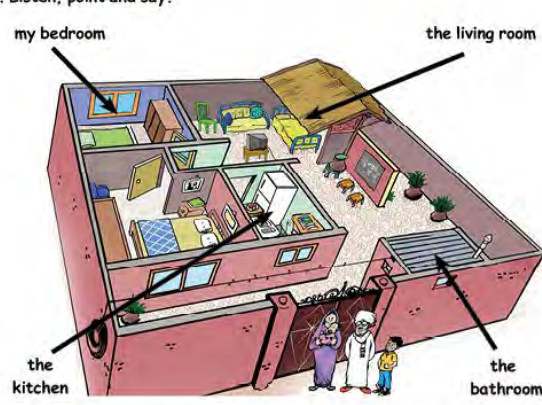
Answers: 1. Put the fridge in the kitchen. 2. This is my desk.

End of Lesson 1 Checkpoints:


- Pupils can understand and name some rooms in a house.
- Pupils can write and join *i* correctly.
- Pupils can use *put* to give orders or instructions.

😊 **Unit 1** **Home** **Lesson 1**


1. Listen, point and say.




2. Point and say.




Put the bed...



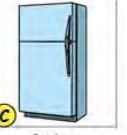
... in the bedroom.




A bed



B chair



C fridge

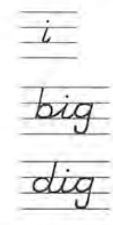



D TV

1

😊 **Unit 1** **Home** **Lesson 1**

A. Write and join *i*.





B. Copy and circle the rooms.

kitchen	y	b	k	i	t	c	h	e	n	g
living room	l	i	v	i	n	g	r	o	o	m
bathroom	a	w	b	e	d	r	o	o	m	y
Bedroom	b	c	l	a	s	s	r	o	o	m
classroom	w	b	a	t	h	r	o	o	m	e


C. Write the words in the correct order.

- the / Put / in / fridge / kitchen. / the
- my / is / desk. / This

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Lesson overview



Listening/speaking:	follow directions to find a place on a map; ask and say directions to find a place
Reading/writing:	read, match to pictures, and write known words (places); join the letter <i>j</i>
Grammar:	<i>There is a.../There are...;</i> preposition <i>next to</i>
Functions:	locations: ask and answer about where things are
New language:	<i>hospital, park, shop</i>

- Prepare the activity.
 - Teach *map*. Elicit the Arabic.
 - Say: *Look at the map. Read the names.*  Pupils look at the map and read the names together.
 - Say: *Point to Nile Road/Main Road/Medani Road.* Pupils point.
- Do the activity.
 - Say: *Listen and point to the boy's house, the school, the market and the mosque.*
 - Read the text. Pause to let pupils find the places and point.

Starter activity [5 mins]



Aim: to revise words for places in a town, *mosque, school, market, library, museum, road.*

- Write these mixed-up words on the board. Explain they are words for places you find around a town: *libarily, tamker, quemos, musmue, dora, looshc*
-  Pupils write the words out correctly in their notebooks.
- If pupils need help, give clues in Arabic (*It's a place to learn/pray/to buy food/books; It's long, and it has houses and shops along it. It has books/interesting old things in it.*) Say the clues in a different order to the words in the list.
- Pupils can use their Pupils' Book to help.
-  Choose pupils to spell out their answers. Write the words on the board. Elicit or revise the Arabic.

Answers: *library, market, mosque, museum, road, school*

Pupil's Book page 2

1. Listen and point. [15 mins]



Aim: to recycle *there is/are* to show the location of places.

- Revise *next to*.
 - Write *next to* on the board. Help pupils to read it.
 - Ask questions with *next to*. (*Who is next to Amna? – Sara; What is next to the book? – a pen.*)
 - Ask questions to elicit answers with *next to*. (*Where's the board? It's next to the window. Where's Ali? He's next to Saeed.*)
- Teach the new words.
 - Look at the pictures of places on page 42. Elicit or teach the meaning of *park, library, hospital, shop*. Write the words on the board and help pupils to read them. Practise the pronunciation.

Hello. My house is in Main Road. It's next to a shop. The hospital is in Main Road next to the mosque. The market is in Nile Road. There's a library next to it. There's a park in Medani Road. It's next to my school.


- Say: *Look at boxes 1, 2, 3 and 4. What's there? Listen and remember.*
- Read the text again. Stop after each line. Pupils note what is at each number (they memorise each one or write a quick note, in English or Arabic).
- Check the answers.
 - Ask: *What's at number 1? (the shop)*
 - Repeat for numbers 2-4.

Answers: 1. the shop, 2. the hospital, 3. the library, 4. the park

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



Aim: to practise *Where's the...?* and naming places in a town.

- Ask: *Where's the shop?* Elicit *It's in Main Road. It's next to the (boy's) house.* (Pupils can use their notes from activity 1.)
- Repeat for *the hospital, the library and the park.*
-  Pupils ask and answer about the places in the same way.
- Pupils change roles and repeat.

Answers:

1. Where's the shop? It's in Main Road. It's next to the (boy's) house.
2. Where's the hospital? It's in Main Road. It's next to the mosque.
3. Where's the library? It's in Nile Road. It's next to the market.
4. Where's the park? It's in Medani Road. It's next to the school.

Extension

Pupils ask about *the boy's house, the mosque, the market and the school* in the same way.

Pupil's Book page 42

A. Write and join j. [5 mins]



Aim: to Write and join letters correctly.

- Remind pupils of the name of the letter *j* and its sound.
- Explain that they are going to learn how to join 'j' to other letters correctly.
- Draw handwriting lines on the board. Following the example in the Pupil's Book, write *j* on the board, starting on the line and finishing with a flick.
- Write *j* three times, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book. Explain that they should not lift their pencil off the page until all the letters are finished.
- Demonstrate writing letters together to make words (*je, jab*).
- 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 'tail' of the *j* goes down below the bottom line.

Homework

Pupils can practise writing strings of letters in their notebooks.

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



Aim: to match known words with pictures.

- Use the pictures to revise *school, mosque, park, market, hospital, museum*.
- Help pupils to read the words. Underlined letters can be sounded out: school, mosque, park, market, clinic, museum. Help with the pronunciation.
- Pupils write each name in their notebooks.
- Pupils check their answers together and practise reading 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. school, 2. mosque, 3. park, 4. market, 5. hospital, 6. museum

End of Lesson 2 Checkpoints:

- Pupils can ask and answer the question *Where's the...? It's next to the...*
- Pupils can name some common places in a town.
- Pupils can write and join *j* correctly.

Unit 1
Lesson 2

1. Listen and point.

	park
	library
	hospital
	shop

2. Look, ask and answer.

Unit 1
Lesson 2

A. Write and join j.

j

je






jab

B. Read, match and write.

hospital market mosque museum park school



Lesson overview

Listening/speaking:	follow and say sentences about own house and its location; follow and say where some animals live
Reading/writing:	read sentences about where animals live; read, match to pictures, and write known words; join the letter <i>k</i> ; reorder words and write complete sentences
Grammar:	preposition <i>in</i>
Grammar:	present simple, first person singular of <i>live</i> (<i>I live</i>)
Functions:	locations: talk about where animals and people live
New language:	<i>bird, flat, live (v), mouse, tree</i>

- Learn the chant. 
 -  Play audio track 1.3 part 1.
 -  Check that pupils understand. Elicit or teach the meaning of *live*. Write it on the board. Practise the pronunciation.
 -  Play the audio again, line by line. Pupils repeat.
 - Play the audio again. Pupils read along with the audio.
 - Pupils read as a class, without the audio.
- Act the chant. 
 - Pupils read the chant, reading alternate pictures/animals. Pupil 1 reads the cat and the bird; Pupil 2 reads the mouse.
 - Pupils read the chant again. They change roles. This time Pupil 2 reads the cat and the bird, and Pupil 1 reads the mouse.

Starter activity [5 mins]

Aim: to review prepositions and words for things around the classroom.



-  Revise *in, on, under, behind, in front of, next to*.
- Tell pupils to demonstrate the sentence *My pencil is (under) my hand*. Pupils do the action. Repeat for the other prepositions, using several different classroom objects (for example *pen, ruler, pencil case, bag, chair, desk*).
-  Pupils practise in the same way. They take turns to say the sentences and do the action. Go around the classroom, listening and helping.

Pupil's Book page 3

1. Listen and read. Then say and act. [10 mins]



Aim: to learn a chant about where animals live.

Materials: audio track 1.3 part 1

- Prepare the chant. 
 - Draw a house on the board. Revise *house*. Write it on the board. Practise the pronunciation.
 -  Draw a block of flats. Draw an arrow to one flat. Write *flat* on the board. Help pupils to sound out the letters. Elicit the Arabic.
 - Draw a tree. Write *tree* on the board. Help pupils to sound it out. (Remind pupils that *e* and *e* together (-*ee*-) make the sound /i:./)
 - Use the pictures to revise *cat*, and to teach *mouse* and *bird*.

2. Talk about you. [10 mins]

Aim: to practise saying where people live.

- Look at the picture in activity 2. Choose a pupil to read the first speech bubble.
- Point to the picture of *house* on the board. Say: *I live in a house*. Tell the class to repeat. Elicit the Arabic.
- Repeat for *flat*.
-  Read the second speech bubble to the class. Choose a pupil. Elicit from him or her for the name of the road where he/she lives. Tell the pupil to read the second speech bubble, putting in the name of his/her own road.
- Tell several other pupils to say the name of their road/street in the same way. [Teaching point: If their road doesn't have a name, help with another description, for example with *next to* or *behind* (and the name of a well-known building). If necessary, teach *near*.
- Choose pupils to say: *I live in a house/flat. I live in...*
-  Pupils tell each other where they live, following the speech bubbles in the picture.
- Pupils change partners several times.


Pupil's Book page 43

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

Aim: to Write and join letters correctly.

- Remind pupils of the name of the letter *k*.
- Explain that they are going to learn how to join 'k' to other letters correctly.
- Write *k* three times, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book.

- Demonstrate writing letters together to make words (*kid, kick*).

-  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 back stroke of the *k* does not start too high up.

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 *shop, frog, stop, fox*.
- Help pupils to read the words.
 - Choose pupils to sound out *frog, fox* and *stop*.
 - Write *shop* on the board. Sound it out /ʃ/ /ɒ/ /p/. Elicit that 's' and 'h' together make the sound /ʃ/.

-  Pupils read and write each word in their notebooks.
-  Pupils check their answers together.
-  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 together.

Answers: 1. shop, 2. frog, 3. stop, 4. fox

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


Aim: to practise the correct word order for sentences.


-  Explain the activity. Pupils use each set of words to make a sentence.
- Elicit or remind pupils that the first word in a sentence always starts with a capital. Help them to find the capital letters. (*I, There*)
- 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. I live in a park. 2. There is a tree in the park.

End of Lesson 3 Checkpoints:

- Pupils can understand and perform a chant about animal homes.
- Pupils can say the road where they live.
- Pupils can write and join *k* correctly.


 Unit 1
Lesson 3

1.  Listen and read. Then say and act.




A

I'm a cat.
I live in a flat.



B


I'm a mouse.
I live in a house.




C

I'm a bird.
I live in a tree.

2. Talk about you.



Pupils' Book 2

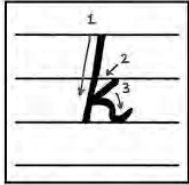
 Unit 1
Lesson 3

A. Write and join *k*.

k


kid

kick




B. Read, match and write.


frog
fox
shop
stop




1



2



3



4

C. Write the words in the correct order.

1. in / I / house. / live / a



2. in / park. / a tree / There / is / the

Pupils' Book 2


Lesson overview

Listening/speaking:	listen and match words to pictures; follow and say words with the spelling pattern 'sh' (/ʃ/ as in 'shop'); follow and say where some animals live
Reading/writing:	read words with the spelling pattern 'sh' (/ʃ/ as in 'shop'); read sentences about; join the letter /
Grammar:	present simple, first person singular of <i>live</i> (<i>I live</i>); definite and indefinite article: <i>the sea/a well</i>
Functions:	locations: talking about where animals and people live
New language:	<i>fish, sea, shell, snail</i>

don't know which one.]

-  Play the audio again, line by line. Pupils repeat.
- Play the audio again. Pupils read along with the audio.
- Pupils read as a class, without the audio.
- Act the chant. 
 - Pupils read the chant, reading alternate pictures/animals. Pupil 1 reads the fish and the frog; Pupil 2 reads the snail.
 - Pupils read the chant again. They change roles. This time Pupil 2 reads the fish and the frog, and Pupil 1 reads the snail.



Extension

-  Pupils say the complete rhyme from Lessons 3 and 4.

Starter activity [5 mins]

Aim: to revise words for the lesson.

- Write these mixed-up words on the board. Tell pupils to write them out correctly as quickly as possible.
amalin, ta, shif, grof, ni, vile, oolk, ym, posh, hatt, het, lelw
Make it a game. The winners will be the pair who finish first.

-  Pupils write the words out correctly in their notebooks. Remind them that they can use their Pupil's Book to help.
-  Choose pupils to spell out their answers. Write the words on the board. Elicit or revise the Arabic.





Answers: *animal, at, fish, frog, in, live, look, my, shop, that, the, well*

Pupil's Book page 4

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

Aim: to learn a chant about where animals live.

Materials: audio track 1.3 part 2





- Prepare the chant. 
 - Use the pictures to revise *fish, frog* and *well*, and to teach *sea, snail* and *shell*.
- Learn the chant. 
 -  Play audio track 1.3 part 2. Pupils follow in their books.
 -  Check that pupils understand. [Teaching point: Point out that in English we can say *the sea* and *my shell*. We say **a** *well* because we

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



Aim: to teach the spelling pattern *sh* (as in *shop*).

Materials: audio track 1.4


- Write the word *shop*, on the board. Draw a box round the *sh*.
-  Play the audio track. Point to and stress the *sh*.
- Remind pupils that the letters 's' and 'h' together make the sound /ʃ/.
- Elicit other English words with a /ʃ/ sound. Write them on the board (*fish, shell, she, t-shirt* and, of course, *English*).
-  Pupils look at the picture on page 44. They read the speech bubbles together and find the words with 'sh'.
-  Choose pupils to read the speech bubbles aloud. Practise the pronunciation.
-  Explain or elicit that *shell* means a sea shell, or a snail's shell.
- Elicit or remind pupils that we use *that* for things that are far away.

Pupil's Book page 44

A. Write and join / . [5 mins]

Aim: to Write and join letters correctly.

- Remind pupils of the name of the letter *l*.
- Explain that they are going to learn how to correctly join 'l' to other letters.



- Write / three times, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book.
- Demonstrate writing letters together to make words (*leg, ball*).
-  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. Listen, write the letters and say. [5 mins]

Aim: to practise 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 tree. A tree.




B: A bird. A bird.

C: A shell. A shell.

D: A well. A well.



E: A mouse. A mouse.

F: A fish. A fish.

-  Pupils listen and write each number in their notebooks.
-  Check the answers. Ask: *What letter is picture (1)?* Elicit *It's letter (D). It's (a well).*
-  Pupils take turns to ask and answer about the objects in the same way.

Answers: 1. well D, 2. fish F, 3. tree A, 4. mouse E, 5. bird B, 6. shell C

Extension

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

End of Lesson 4 Checkpoints:

- Pupils can understand and perform a chant about animal homes.
- Pupils can read and spell the sound /ʃ/ (as in *shop*).
- Pupils can write and join 'l' correctly.

 **Unit 1**

Lesson 4

1.  Listen and read. Then say and act.



I'm a fish.
I live in the sea.



I'm a snail.
I live in my shell.



I'm a frog.
I live in a well.

2.  Listen and point. Then read and say.




Look at that shop.

Look at that shell!

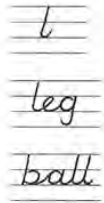
Look at the fish.


4

 **Unit 1**

Lesson 4


A. Write and join l.



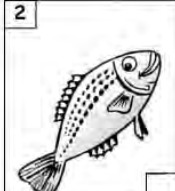


B. Listen, write the letters and say.

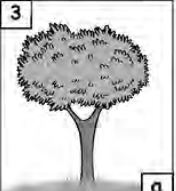
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2




3



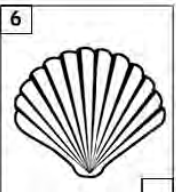
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5



6



44

Lesson overview

Listening/speaking:	follow and enjoy a story about the importance of home, say some phrases from the story using good intonation
Reading/writing:	read some phrases and sentences from a story about the importance of home; read, match to pictures, and write known words; reorder words and write complete sentences; join the letter <i>m</i>
Grammar:	imperatives: <i>Cut! Stop!</i>
Functions:	instructions: give and follow simple instructions
New language:	<i>cold, cut, need, new, nice</i>

Starter activity [5 mins]

Aim: to revise words for the lesson.

- Write the following words on the board: *cold, here, hungry, live, monkey, mouse, rabbit, sad, stop, tree*
- Pupils look and think of a mime for each word.
- Share the mimes with the class. Agree on the best ones. Ensure pupils understand the meanings.

Pupil's Book page 5

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

Aim: to listen to and read a short story.

Materials: flashcards 1-6

- Prepare the story.
 - Teach the Arabic for the new words *cold, cut, need, new, nice*. Write them on the board. Help pupils to read them and practise the pronunciation.
 - Explain they are going to read a story about animals.
 - Pupils look at the pictures and find words they can read.
 - Read the story. Pupils listen and follow in their books.
- A. A monkey, a mouse and a rabbit live in a tree.
 B. Animals: "It's nice here."
 C. [The man says]: "Cut the tree!"
 D. [The animals say]: "Stop!"
 E. [Mouse says]: "I'm cold."

- [Rabbit says]: "I'm hungry."
 F. [Monkey says]: "I'm sad."
 G. The animals need a new home.
 H. They need a new tree.

- Practise the story.
 - Read the sentences and the speech bubbles to the class. Pupils read aloud, along with you.
 - Check pupils understand the whole story.
 - Tell the class to read the speech bubbles aloud without you. Be ready to help with the new words.
 - Divide the class into five groups. The first group reads the sentences, the second group reads the man's speech bubble. The other groups each read one of the animals: *mouse, rabbit or monkey*. (In picture B, the animals all speak at the same time.)
- Act the story.
 - Pupils read the story in groups of five. Go around the classroom, listening and helping with pronunciation. (If the class number do not divide equally by five, then the sentences can be shared between pupils.)

Extension

- Use the flashcards to help pupils to re-tell the story:
 - Put the flashcards on the board. Elicit:
 - F/c 1 A rabbit
 - F/c 2 A monkey
 - F/c 3 and a mouse
 - F/c 4 live in a tree.
 - Teacher: *The man says:*
 - F/c 5 *Cut the tree!*
 - F/c 6 *The animals need a new tree/a new home.*

Pupil's Book page 45

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

Aim: to Write and join letters correctly.

- Remind pupils of the name of the letter *m*.
- Explain that they are going to learn how to correctly join 'm' to other letters.
- Write *m* three times, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book.
- Demonstrate writing letters together to make words (*man, milk*).
- 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 known words.

- Use the pictures to revise *under*, *hungry*, *cut*, *sun*.
- Help pupils to read the words.
 - Write *cut*, *hungry*, *sun*, *under* on the board (in that order).
 - ع Elicit which word is *under*. Pupils sound out the underlined letters to help them find the correct word. Bring a pupil to the board to point it out.
 - Repeat for *hungry*, *cut* and *sun*.



Pupils copy each word in their notebooks.



- 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. under, 2. hungry, 3. cut, 4. sun

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

Aim: to practise the correct word order for sentences.

- ع 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. (*They*, *The*)
- Remind pupils that sentences finish with a full stop.
- ع Pupils write out the sentences correctly.
- ع Pupils check their answers together.
- ع Choose pupils to read their answers aloud. Write the answers on the board.
- ع Pupils check their spelling, handwriting and punctuation.

Answers: 1. They live in a tree. 2. The animals haven't got a home.

End of Lesson 5 Checkpoints:

- Pupils can understand and use a few imperative verbs.
- Pupils can understand and use *hungry*, *cold*, *sad*.
- Pupils can write and join *m* correctly.

Unit 1
Lesson 5

1. Listen, read and repeat.

A monkey, a mouse and a rabbit live in a tree.

Cut the tree!

Stop!

I'm cold. I'm hungry.

I'm sad.

The animals need a new home. They need a new tree.

5

Unit 1
Lesson 5

A. Write and join m.

B. Read, match and write.

cut hungry sun under

C. Write the words in the correct order.

1. tree. / They / in / a / live





2. got / The / home. / haven't / animals / a

45

Lesson overview

Listening/speaking:	follow and enjoy a story about the importance of home, say some phrases from the story using good intonation
Reading/writing:	read and match sentences and pictures; read phrases and sentences from a story about the importance of home; join the letter <i>n</i>
Grammar:	imperative of verbs <i>wait, plant, grow, look at</i> ; possessive ' <i>s, e.g. our children's children</i>
Functions:	possession: saying who something belongs to; instructions: give and follow simple instructions
New language:	<i>children, grow, hot, plant (v), seed, walk</i>

- C. Monkey: *Wait!*
 D. Monkey: *Look at the seeds!*
 E. Monkey: *Plant the seeds and grow new trees.*
 F. Mouse: *Yes, grow them for our children...*
 G. Monkey: *... and for our children's children.*

-  Practise the story.
 - Read the sentence and the speech bubbles to the class. Pupils read aloud, along with you.
 -  Check pupils understand the end of the story.
 - Tell the class to read the speech bubbles aloud without you. Be ready to help with the new words.
 -  Divide the class into three groups. The first group reads the sentence for the first picture, and also Rabbit in the last picture. The second group reads Mouse. The third group reads Monkey.
- Act the story.
 -  Pupils practise reading the story in groups of three. Go around the classroom, listening and helping with pronunciation. (If the class number does not divide equally by three, then the sentences can be shared between pupils.)

Starter activity [5 mins]

Aim: to practise reading known words.




Materials: word cards: add cards for the words *and, animal, for, is, look, new, nice, our, the them, this, tree*

- 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 6

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

Aim: to listen to and act a short story.

-  Prepare the story.
 - Revise *wait*, teach the new words *children, grow, plant (v), seeds, walk (v)*. Write them on the board. Help pupils to read them and practise the pronunciation.
 - Explain they are going to read the next part of the story about the animals.
 -  Pupils look at the pictures and find words they can read.
 -  Read the story. Pupils listen and follow in their books.

Story text (Part 2)

A. The animals walk and walk.

B. Mouse: *This is a nice tree.*

2. Act and say. [10 mins]

Aim: to practise the story about planting trees.


Materials: flashcards 1-6; if possible, animal masks and props for the man and the tree (see the picture on page 46 of the Pupil's Book)

- In groups of five, pupils use the flashcards to practise retelling the whole story (parts 1 and 2).
- Bring groups up to the front to act their story for the class.

Pupil's Book page 46

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

Aim: to Write and join letters correctly.

- Remind pupils of the name of the letter *n*.
- Explain that they are going to learn how to correctly join 'n' to other letters.
- Write *n* three times, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book.
- Demonstrate writing letters together to make words (*nine, neck*).
-  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 ×. [5 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 their notebooks if the sentence is correct or a cross if the sentence is wrong. Revise the word *cold* and teach pupils the opposite, *hot*.
- Pupils look at the first picture. Choose a pupil to read the sentence.
- Ask: *Is this a lemon tree?* Elicit *No, it isn't*.
- Show pupils the cross in the box.
-  Pupils read the other 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:

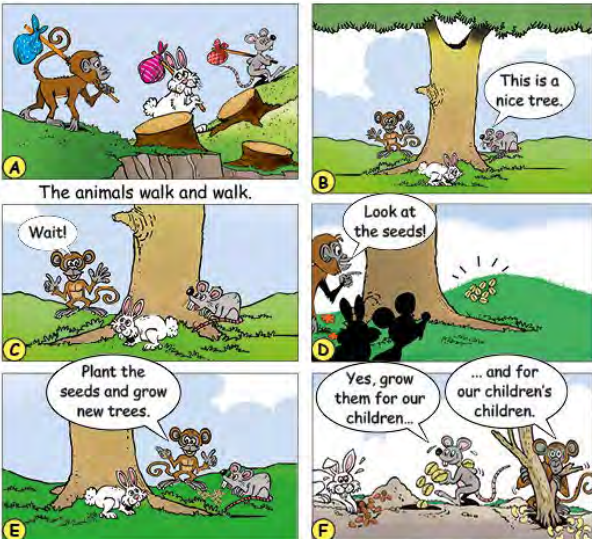
1. This isn't a lemon tree. It's a banana tree.
2. The man isn't cold and hungry. He is hot and thirsty.

End of Lesson 6 Checkpoints:

- Pupils can understand the words *plant*, *grow*, *seeds*.
- Pupils can understand and say some phrases from the story.
- Pupils can write and join *n* correctly.

Unit 1
Lesson 6

1. Listen, read and repeat.



The animals walk and walk.

This is a nice tree.

Wait!


Look at the seeds!

Plant the seeds and grow new trees.

Yes, grow them for our children...

...and for our children's children.

2. Act and say.

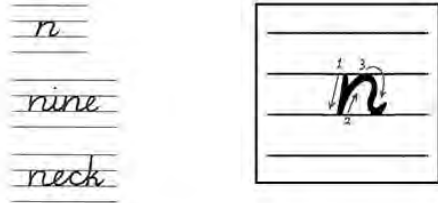


Pupil's Book 5





6

Unit 1
Lesson 6

A. Write and join n.



B. Read and ✓ or X.

1. This is a lemon tree. 
2. The man is cold. 
3. The frogs live in a well. 
4. Plant the seeds and grow a new tree. 



Pupil's Book 5



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Lesson overview

Listening/speaking:	follow and say where different people live and the type of house they live in; say sentences with about own name, town, home type and location
Reading/writing:	read simple questions and complete sentence beginnings involving names, type of house and location; join the letter o; write and complete known words
Grammar:	determiner: <i>lots of</i>
Functions:	describe physical appearance: describe what places look like
New language:	<i>lots of, street</i>

*My flat is near the park.
I live in flat twelve.*

-  Pupils talk about the answers to questions A/B.
-  Choose pupils to answer the questions aloud: A. She's from Port Sudan. B. Her flat is/It's near the park.
- Say: *Now, listen to the boy. Then answer questions C and D.*
- Read the second part of the text:
*Hi. I'm Faisal and I'm eight years old.
I'm from Khartoum.
I live in house number twenty.
It's near the River Nile in Museum Street.
There are lots of trees in my street.*

-  Pupils talk about the answers to questions C/D.
-  Choose pupils to answer the questions aloud: C. His name is/It's Faisal. D. His house is/It's number twenty.
- Elicit more information about the children. If necessary read the texts to the class again. Ask questions, for example:

- Say:  *Tell me about the girl. Ask: What's her name? (Mona); How old is she? (9); What is the name of her street? (Market Street); What number is her flat? (12).*
- Say:  *Tell me about Faisal. Ask: Where is he from? (Khartoum); How old is he? (8); Where is his house? (near the River Nile); What is the name of his street? (Museum Street).*
- Ask: *Who lives in a house? (Faisal). Who lives in a flat? (Mona).*
- Ask: *Who lives in a big street with lots of cars? (Mona). Who lives in street with lots of trees? (Faisal).*

Starter activity [5 mins]

Aim: to practise reading known words.




Materials: word cards: add cards for the words *boy, flat, from, girl, home, house, live, my, name, number, what, where*

- 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 7



1. Listen and answer. Then point and say. [10 mins]

Aim: to understand and talk about two Sudanese children.

-   Look at the picture with the class. Elicit from pupils what they can see. (*Two children outside their homes.*) Explain that they are going to hear the children talking about themselves.
- Teach or revise: *children, lots of, near, street*. Write the words on the board. Help pupils to read them. Practise the pronunciation.
-  Choose pupil to read the questions aloud. Be ready to help. Say: *Listen to the girl. Then answer questions 1 and 2.*
- Read the first part of the text:
*Hello. I'm Mona and I'm nine years old.
I'm from Port Sudan.
I live in a flat in Main Street.
It's a big street with lots of cars.*

2. Read and say. [10 mins]

Aim: to practise giving information about themselves.

- Choose pupils to read the first phrase in the box, and answer about him/herself. (*My name is (Ali/Sara).*)
- Choose pupils to read and complete the other sentences in the same way. Help with the answers.
 -  Talk about the places they live near (*a school, the museum, (Name) Mall*, and so on. Write any words they need on the board.
 - Remind them how to use *a/the*: **a** museum (there are lots of museums), **the** museum (this is the only one); **Khartoum** museum (there is only one. It has a name). If their street doesn't have a name, tell them to leave it out,
 -  Each pupil uses the sentences to tell a

partner all about themselves. Be ready to help.

Pupil's Book page 47

A. Write and join o. [5 mins]



Aim: to Write and join letters correctly.

- Remind pupils of the name of the letter *o*.
- Explain that they are going to learn how to correctly join 'o' to other letters.
- Write *o* three times, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book.
- Demonstrate writing letters together to make words (*book, food*).
- 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. Say, spell and write. [5 mins]



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

- Use the pictures to revise *shop, fish, shell, chair*.
- Choose pupils to sound out each word and name the letters.
- 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 *shop*, 2. a *fish*, 3. a *shell*, 4. a *chair*

C. Read and write. [5 mins]

Aim: to practise writing about where pupils live.

- Choose pupils to read each sentence beginning.
- Pupils compete the sentences about themselves. Go round the class. Be ready to help with vocabulary or spelling. Check that pupils are using the lines and writing the letters correctly.
- Pupils check their handwriting, spelling and punctuation together.
- Choose pupils to read their sentences to the class.

End of Lesson 7 Checkpoints:

- Pupils can say information about where they live.
- Pupils can write and join *o* correctly.

Unit 1

Lesson 7

1. Listen and answer. Then point and say.

A Where is the girl from?
 B Where is the girl's flat?
 C What is the boy's name?
 D What number is his house?

2. Read and say.

My name is...
 I'm from...
 I live near...
 I live in a...

My name is...

Pupil's Book 2

Unit 1

Lesson 7

A. Write and join o.

o

book

food

B. Say, spell and write.

①

②

③

④

_ _ p f _ _ _ _ l l _ h _ _ r

C. Copy and write.

1. *My name is*
2. *I live in a*
3. *My home is near*

Pupil's Book 2

Lesson overview

Listening/speaking:	follow and say words with the spelling pattern 'ch' (/tʃ/ as in 'chair'); follow and say sentences about where animals live
Reading/writing:	read words with the spelling pattern 'ch' (/tʃ/ as in 'chair'); read a rhyme about where animals live; read, match to pictures, and write known words (places); join the letter <i>p</i>
Grammar:	possessive adjective <i>my</i> ; simple present of <i>have got</i> and <i>live</i> with 'I'
Functions:	personal information: say where you live
New language:	<i>best, cow, field, nest, river</i>

Starter activity [5 mins]



Aim: to revise the names of animals.

- Write these mixed-up words on the board. Explain they are all names of animals:
drib, act, lidocorce, shif, yonkem, lains
- Pupils write the words out correctly in their notebooks.
- If pupils need help, sketch the animals on the board, in a different order.
- Pupils can use their Pupil's Book to help.
- Check the answers. Write the answers on the board. Match the answers to the drawings, or elicit the Arabic.

Answers: bird, cat, crocodile, fish, monkey, snail

Pupil's Book page 8

1. Listen, read and point. [12 mins]



Aim: to listen, read and act a chant about where animals and people live.

Materials: audio track 1.8.1

- Prepare the rhyme.
 - Teach the words *best* and *field*. Write the words on the board.
 - Use the pictures in activity 1 to teach *cow* and *nest*. Elicit the Arabic. Add them to the words on the board.

- Help pupils to read and practise the pronunciation of the new words.
- Give pupils time to look at the pictures and find words and phrases they can read. Be ready to help.
- Practise the rhyme.
 - Play the audio. Pupils listen and follow in their books.
 - Check that pupils understand the whole rhyme. [Teaching point: point out that the animals (e.g. birds) can live in several places, e.g. trees, on buildings, on the ground, in holes in the ground.]
 - Tell the class to read the speech bubbles aloud without the audio. Be ready to help with the new words.
 - Divide the class into two groups. The groups take turns to read the speech bubbles.
 - Say the rhyme.
 - Pupils read the rhyme with a partner, taking turns to read the speech bubbles.
 - Go around the classroom, listening and helping with pronunciation. Check pupils are using *a* with most places ('*a field*', and so on), but remembering to use *the* with *sea* (*I live in the sea*).
 - Pupils change roles and read the rhyme again.

Extension



- Elicit the sentence *Children live in houses*. Pupils make similar sentences (in the plural) about where animals live (*Monkeys live in trees*).

Answers: *Cows live in fields; fish live in the sea; crocodiles live in rivers, monkeys live in trees, snails live in shells; birds live in nests; cats live in flats.*

2. Listen and point. Then read and say. [8 mins]



Aim: to teach the spelling pattern *ch* (as in *chair*).

Materials: audio track 1.8.2

- Write the word *chair*, on the board. Draw a box round the *ch*.
- Play the audio track. Point to and stress the *ch*.
- Elicit, or remind pupils, that the letters 'c' and 'h' together make the sound /tʃ/.
- Look at the pictures of the other *ch* words in activity 2: *children, kitchen, teacher*. Write them on the board. Help pupils to read them and practise the

Pupil's Book page 48

A. Write and join p. [5 mins]



Aim: to Write and join letters correctly.

- Remind pupils of the name of the letter *p*.
- Explain that they are going to learn how to correctly join 'p' to other letters.
- Write *p* three times, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book.
- Demonstrate writing letters together to make words (*pen, open*).
- 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 'body' of the *p* sits on the line and that the 'tail' goes down below the bottom line.

Homework

Pupils can practise writing strings of letters in their notebooks.

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



Aim: to match known words with pictures.

- Use the pictures to revise *house, zoo, field, flat, sea, river*.
- Help pupils to read the words. Underlined letters can be sounded out: house, zoo, field, flat, sea, river. Help with the pronunciation.
- Pupils write each word in their notebooks.
- Pupils check their answers together and practise reading the words.
- Choose pupils to spell out their answers using the letter names.
- Write the answers on a writing line on the board. Pupils check their spelling and handwriting with a partner.

Answers: 1. house, 2. zoo, 3. field, 4. flat, 5. sea, 6. river

End of Unit 1 Checkpoints:

- Pupils can say where some animals live.
- Pupils can read the sound *ch* (as in *chair*).
- Pupils can write and join *i-p* correctly.

Unit 1
Lesson 8

1. Listen, read and say.

A: I've got a home. I live in a field.

B: I've got a home. I live in the sea.

C: I've got a home. I live in a river.

D: I've got a home. I live in a tree.

E: I've got a home. I live in my shell.

F: I've got a home. I live in a nest.

G: I've got a home. I live in a flat.

H: My house is my home. My home is best.

2. Listen and point. Then read and say.

chair

children

kitchen

teacher

Unit 1
Lesson 8

A. Write and join p.

p

pen

open

B. Read, match and write.

field flat house river sea zoo

1

2

3


4

5

6

Lesson overview

Listening/speaking:	follow and say sentences about family members
Reading/writing:	read the names of family members; join the letter <i>q</i> ; reorder words and write complete sentences
Grammar:	conjunction <i>and</i> ; pronoun <i>this</i>
Functions:	personal information: identify and name family members
New language:	<i>brother, card, father, me, mother, sister</i>

- Say: *Listen and read*. Read the speech bubble for each picture. Pupils follow in their books.
- Read the whole text again. Pupils read aloud with you.
-  Pupils take turns to read the speech bubbles. Pupil 1 reads the first speech bubble. Go around the class, helping with pronunciation.
- Pupils change roles and read again. This time Pupil 2 reads the first speech bubble.

This is me. I'm with my sister.

This is me and this is my brother.



This is me. I'm with my father.

This is me and this is my mother.

Starter activity [10 mins]



Aim: to learn words for members of the family.

- Write the Arabic words for *father, mother, sister, brother* on the board.
- Write *brother, father, mother, sister* in English, and in that order.
- Explain that these are the English words, but that they are mixed up.
-  Say: *Look at page 9*. Explain that pupils have to find the words *father, mother, sister, brother* in the speech bubbles on page 9, and then use the pictures to work out the meanings.
-  Pairs use the pictures to guess the meanings of the English words.
- Choose pupils to come to the board and match each Arabic word with the correct English word.
- Help pupils to read the English words and practise the pronunciation.
- Rub out the Arabic. Elicit the meanings of the English words. Write the Arabic again.
- Rub out the English. Elicit the English for the first Arabic word and tell pupils to spell it out. Write the word as they spell it. (If pupils need help with the spelling, they can look at their Pupil's Book.)

Pupil's Book page 9

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



Aim: to introduce members of a family.

Materials: a photo of yourself if possible, or a sketch on the board

- Show the photo or sketch a quick drawing of yourself on the board. Say: *This is me*. Elicit or teach the Arabic.
- Look at the first picture on page 9. Ask: *Who's this boy?* Elicit or remind the class *It's Little Ali*.

2. Make a card. [10 mins]



Aim: to show caring for one's mother.


- Show or describe a *card*.
- Look at the picture in activity 2. Elicit what the boy has written on his card.
- Elicit some simple things they would like to write on a card to their mum. Write them on the board.
- Give out pieces of card or paper. Pupils fold and decorate their paper to make cards for their mothers (or another family member. Be sensitive. Some children may have lost their mothers).
- Pupils copy one of the greetings from the board, for example: *I ♥ you, Mum*. If pupils need help with writing, they can lightly draw writing lines with a ruler. [Teaching point: mum doesn't have a capital letter, except when it is being used as her name or title.]
- Pupils show their cards to one another and then take them home.

Pupil's Book page 49

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



Aim: to Write and join letters correctly.

- Remind pupils of the name of the letter *q*.
- Explain that they are going to learn how to correctly join 'q' to other letters.
- Write *q* three times, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book. [Teaching point: There are no words in this lesson, as pupils haven't learned how to join 'q' to 'u' yet.]
-  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 words and strings of letters in their notebooks.

B. Write the words in the correct order. Then draw. [5 mins]

Aim: to practise the correct word order for sentences.

- 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 (*This*).
- 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. This is my mother. 2. This is my father.



End of Lesson 1 Checkpoints:

- Pupils can understand and use some vocabulary terms for members of one's family.
- Pupils can write and join *q* correctly.
- Pupils can order and copy words to make correct sentences.

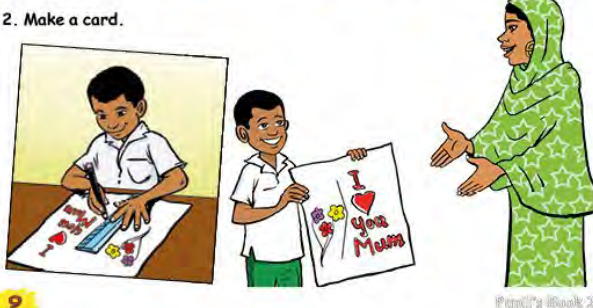
Unit 2 **My Family** **Lesson 1**

1. Listen, read and repeat.

A  **B** 

C  **D** 

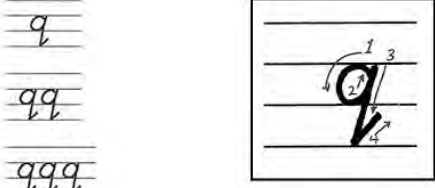
2. Make a card.



9

Unit 2 **My Family** **Lesson 1**

A. Write and join *q*.



B. Write the words in the correct order. Then draw.

1. my / This / is / mother.


2. is / father. / This / my

49

Lesson overview

Listening/speaking:	follow and say sentences about family members; talk about own family members
Reading/writing:	read, match to pictures, and write known words (family members); read and complete sentences about own family; join the letter <i>r</i>
Grammar:	possessive 's: <i>Dalia's family</i>
Functions:	personal information: identify and name family members
New language:	<i>baby, family, grandfather, grandmother</i>

- Read the text.



-  Each pupil reads one speech bubble. Then they take turns to point to someone in the picture and say who he or she is. Pupils 1 starts.
- Pupils change roles and repeat. Pupil 2 starts.

Extension


- One pupil hides a name, points to the person, and asks his/her partner: *Who's this?*
- Pupils change roles and repeat until all they have named all the people.

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

Aim: to recycle the names of family members.

- Look at the picture in activity 2. Elicit that Badr is showing Eddie a picture of his family. He is telling Eddie who everybody is.
 - Ask: *How many brothers and sisters have you got?* Example answers: *I've got (one) brother and (two) sisters.; I've got (two) brothers. I haven't got a sister.; I've got a big sister and a little/baby brother.* and so on. Teach 'big' (meaning 'older') and other words pupils ask about.
 -  Pupils draw a picture of some of the people in their family.
 -  Pupils show their picture to a partner and say who everyone is.


Extension

-  Pupils point to the various people in the picture, say who they are (in the family) and give their names, e.g. Pupil 1: (pointing to the picture): *This is my brother. His name is Abdullah.* Pupil 2: (pointing to the picture): *This is my mother. Her name is Nadia.*

Pupil's Book page 50

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

Aim: to Write and join letters correctly.

- Remind pupils of the name of the letter *r*.
- Explain that they are going to learn how to correctly join 'r' to other letters.
- Write *r* three times, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book.
- Demonstrate writing letters together to make words (*red, room*).
-  Pupils complete the activity. Remind pupils to complete the activity in their notebooks. Go

Starter activity [5 mins]

Aim: to revise vocabulary and pronunciation.

Materials: word cards: write the words *and, brother, her, little, me, mum, my, of, picture, sister, This, with* on

- 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 10

1. Listen and repeat. Then point and say. [10 mins]



Aim: to recycle the names of family members and describe a family.

Material: audio track 2.2

- Prepare the text.
 -  Give pupils a few minutes to look at the picture and find words they can read.
 -  Elicit who they think the people are. Teach *family, father, grandmother, grandfather, baby*. Write the words on the board. Help pupils to read the words. Underlined letters can be sounded out. Practise the pronunciation.
- Practise the text.
 -  Play audio track 2.2. Pupils listen and follow in their books.
 - Play the audio again. Pause after each line. Pupils point and repeat.
 - Tell pupils to read the text without the audio.

around the class, checking that pupils are placing their letters accurately on the lines and joining them correctly.

Homework

Pupils can practise writing words and strings of letters in their notebooks.

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



Aim: to match known words with pictures.

- Use the pictures to revise *mum*, *brother*, *father*, *sister*.
- Help pupils to read the words. Underlined letters can be sounded out: *mum*, *brother*, *father*, *sister*. Help with the pronunciation.



Pupils write each word in their notebooks.



Pupils check their answers together, and practise reading 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. mum, 2. father, 3. brother, 4. sister

C. Write sentences. [5 mins]



Aim: to write short sentences about their own family members.

- Explain the activity. Pupils have to write about their own families.
- Choose pupils to say sentences about members of their family (*mum/mother/father, grandmother/grandfather, big/little/baby brother/sister*).
- Pupils choose members of their family to write about and complete the sentences.
- Pupils change notebooks and read about their partner's family. (Pupils should try to choose a different partner to the one they had for Pupil's Book 2).

Extension

Pupils can write more sentences about their family in their notebooks.

End of Lesson 2 Checkpoints:

- Pupils can use apostrophe 's to indicate possession.
- Pupils can name some family members in English.
- Pupils can write and join *r* correctly.

Unit 2
Lesson 2

1. Listen and repeat. Then point and say.

2. Draw, point and say.

10

Unit 2
Lesson 2

A. Write and join r.

B. Read, match and write.

brother	sister	mother	father
---------	--------	--------	--------

C. Write sentences.

1. My mother's name is...
2. My father's name is...
3. My... name is...
4. My... name is...

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Lesson overview

Listening/speaking:	follow and say phrases and sentences from a dialogue about family members; ask and say sentences about family members
Reading/writing:	read, match to pictures, and write known words (family members); read and complete sentences about own family members; join the letter s numbers to 20; determiner <i>any</i> ; question word <i>Which?</i>
Grammar:	numbers: ask and answer about quantity
Functions:	
New language:	<i>any, very, which</i>

- Read the text. Pupils listen and look at the pictures.

Eddie: *Is your family big?*

Badr: *No, not very big.*


Eddie: *Have you got any brothers, Badr?*


Badr: *Yes, I have.*

Eddie: *How many brothers have you got?*

Badr: *Two. And I've got a sister. She's very small.*

She's a baby.

-  Check that pupils understand.
- Elicit or teach the meaning of *very*.
- Explain that *Is your family big?* here means *Have you got lots of brothers and sisters?*
- Answer the question.
 - Elicit that picture A is the picture of Badr's family.

- Practise the dialogue. 
 - Read the dialogue again, line by line.
 - Pupils say the dialogue along with you several times. Write a chart like this on the board:

Eddie	Badr
big?	×
brothers?	✓
H/m?	2 + ...


- Use the chart to elicit the dialogue. Pupils say the questions and answers without you.
- Pupils say the dialogue together, then change roles.

Extension

Pupils describe Badr's family – practise it first as a class and then in pairs. Target language: *Badr's family isn't very big. He has got two brothers and a sister. His sister is very small. She's a baby.*



2. Ask and answer. [10 mins]

Aim: to practise *How many brothers and sisters have you got?*

- Look at activity 2. Draw a similar chart.
- Ask: *How many brothers and sisters have you got?*
Example answers: *I've got (two) brothers and (one) sister; I haven't got **any** brothers. I've got a baby sister.*
- Complete the chart to show how many pupils have 1, 2, 3... brothers (or sisters).
- Say: *Have you got 1 brother? Put your hand up.* Repeat for the other numbers of brothers, and for sisters.)
- Choose pupils to make sentences about the information in the chart, for example: *10 pupils have got 3 brothers; 5 children haven't got any sisters.*
-  Pupils ask and answer *How many brothers and sisters have you got?*

Starter activity [5 mins]

Aim: to revise words for members of the family.





- Write these mixed-up words on the board.
abby, therbor, ftehra, yamilf, rethaf, fdanerfdthgr, anerdthmorg, thomre, umm, ressit
-  Pupils write the words out correctly in their notebooks.
-  Choose pupils to spell out their answers. Write the words on the board. Elicit or revise the Arabic.

Answers: *baby, brother, father, family, father, grandfather, grandmother, mother, mum, sister*

Pupil's Book page 11

1. Listen and answer. Then repeat and act. [10 mins]

Aim: to listen and act a dialogue about families.

- Prepare the dialogue.  
 - Look at the first picture with the class. Elicit that Badr is telling Eddie more about his family.
 - Say: *Look at picture A. Ask: How many children are there? (4) Are there any babies? (Yes, there's one baby).* Elicit or teach the meaning of *any*. Write it on the board.
 - Repeat the questions for pictures B (5; *Yes, there's one baby.*) and for picture C (4; *No, there aren't.*)
- Listen to the dialogue. 
 - Write *Which is Badr's family?* on the board. Elicit the Arabic. Help pupils to read it. Practise the pronunciation.
 -  Explain the activity. Pupils listen to Badr and say which picture (A, B, or C) is of his family.

A. Write and join s. [5 mins]



Aim: to Write and join letters correctly.

- Remind pupils of the name of the letter s.
- Explain that they are going to learn how to join 's' to other letters correctly.
- Write s three times, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book.
- Demonstrate writing letters together to make words.
- 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 words and strings of letters in their notebooks.

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



Aim: to read and write known words.

- Use the pictures to revise *grandmother, grandfather, mother, father, me, sister, baby, brother*.
 - Choose pupils to sound out *grandmother, grandfather, mother* and *father*.
 - Write *me, sister, baby, brother* on the board. Help pupils to read the words. Elicit that the 't' and 'h' together in *brother* make the /ð/.
- Pupils read and write each word in their notebooks.
- 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 together.

Answers: 1. grandmother, 2. grandfather, 3. mother, 4. baby, 5. father, 6. brother, 7. sister

C. Read and answer. [5 mins]

Aim: to write short sentences about their own family members.

- Explain the activity. Pupils answer the questions about their own families.
- Pupils answer the questions in sentences.
- Pupils change notebooks and read each other's answers.

End of Lesson 3 Checkpoints:

- Pupils can understand a short dialogue about a family.
- Pupils can understand and use the question *How many brothers/sisters have you got?*
- Pupils can write and join s correctly.

Lesson 3

Unit 2

1. Listen and answer. Then repeat and act.

Have you got any brothers, Badr?

2. Ask and answer.

How many... have you got?

I've got...

51

Pupil's Book 3

Lesson 3

Unit 2

A. Write and join s.

5
sea
schools

B. Read, match and write.

grandmother father grandfather baby brother sister mother

1. 2. 3. 4.
5. 6. 7.

C. Read and answer.

1. How many brothers have you got?
I have

2. How many sisters have you got?


51


Pupil's Book 3

Lesson overview

Listening/speaking:	listen and match words to pictures; follow and say words with the spelling pattern 'ar' (/ɑ:/ as in 'car'); follow and say sentences about what family members look like; follow and match words to pictures
Reading/writing:	join the letter t
Grammar:	present simple, third person singular of verbs <i>Be</i> and <i>have got</i> (<i>she's</i> ; <i>she has got</i>); phrases with adjective + noun (<i>long hair</i>)
Functions:	personal information: describe and name family members
New language:	<i>between, short, star, tall</i>

Sara has got short hair. (pupils point to Sara)
Samia has got long hair. (pupils point to Samia)
Lamees is between me and Zeinab. (pupils point to Lamees)
She's has got long hair.
Zeinab is tall and has got long hair. (pupils point to Zeinab)

-  Check that pupils understand. Quickly sketch the five children on the board. Read the text again, line by line. Pupils repeat. After each description, stop and ask: *Which girl is (Samia)?* Write the name under the correct drawing on the board.
- Ask questions about the children: *Who's this?; How many sisters has Rami got? (4); Where is Samia (Between Rami and Sara); Who's got short/ long hair; Who is small/tall?*




- Describe the children. 
 - Pupils talk about the children together. They take turns to ask and answer questions about each child. Go around the class listening and helping.

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



Aim: to teach the spelling pattern *ar* (as in *car*).

Materials: audio track 2.4

- Write the word *car*, on the board. Draw a box round the *ar*.
-  Play the audio track. Point to and stress the *ar*.
- Elicit or explain that the letters 'a' and 'r' together make the sound /ɑ:/. Explain that the letter 'r' is not pronounced.
- Point to each of the other pictures in turn. Say the words (*arm, star, market*), stressing the /ɑ:/ sound. Pupils point and repeat.
- Elicit other English words with an /ɑ:/ sound. Write them on the board (*card, hard, park*).
-  Choose pupils to read the words aloud. Practise the pronunciation.
-  Pupils look at the pictures and read the words together.

Pupil's Book page 52

A. Write and join t. [5 mins]

Aim: to Write and join letters correctly.

- Remind pupils of the name of the letter *t*.
- Explain that they are going to learn how to correctly join 't' to other letters.

Starter activity [5 mins]



Aim: to revise and teach words for the lesson.


- Revise *big, long, small, next to*. Write each word on the board and demonstrate the meaning with your hands (*This is long; This is small*), or with objects around the classroom (for example: *a big/small book; the table is next to the wall*).
- Teach *between, short, tall* in the same way. Elicit the Arabic. Write each word on the board. Use the underlining to help pupils to read the words. Practise the pronunciation. (For *between*, remind pupils that 'e' and 'e' together make the sound /i:/.)
- Practise the words. Say: *Show me 'big'*. Pupils demonstrate.
- Repeat for *small, long, short, next to* and *between*. Pupils can make gestures with their hands, or use objects on their desks to demonstrate the meanings.
- Make the gestures yourself. Elicit the English words.

Pupil's Book page 12

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



Aim: to listen to descriptions of members of the family.



- Practise the descriptions. 
 - Use the pictures to practise *a boy; a small/tall girl; long/short hair* (say: *Point to...*)
- Listen to the descriptions. 
 - Read the text. Pause after each description. Pupils listen and point to the correct character.
My name is Rami.
This is me with my four sisters. (pupils point to Rami)
Samia's between me and Sara.




- Write *t* three times, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book.
- Demonstrate writing letters together to make words (*the, ten trees*).
-  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 words and 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 to write the letter for each picture. Use the example to demonstrate.
- Read the script below. Leave time to write after each line.
 - A: Tall. Tall.
 - B: Long. Long.
 - C: Between. Between.
 - D: Big. Big.
 - E: Next to. Next to.
 - F: Short. Short

-  Pupils listen and write each letter in their notebooks.
-  Check the answers. Ask: *What letter is picture (1)? Elicit It's letter (C). It's (between).*
-  Pupils take turns to ask and answer about the objects in the same way.

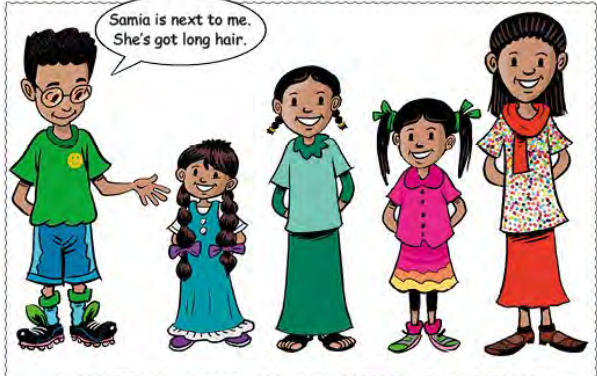
Answers: 1. between C, 2. long B, 3. tall A, 4. short F, 5. big D, 6. next to E


End of Lesson 4 Checkpoints:


- Pupils can understand and say a short text about a family.
- Pupils can understand *big, long, short, small, tall, between*.
- Pupils can read the sound /a:/ (as in *car*).
- Pupils can write and join *t* correctly.

Unit 2 **Lesson 4**


1. Listen, point and say.




2.  Listen and point. Then read and say.




car




star



arm



market



12


Unit 2 **Lesson 4**

A. Write and join *t*.

t


the

ten trees




B. Listen, write the letters and say.


1




2



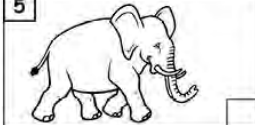
3




4



5



6





12




Lesson overview

Listening/speaking:	follow and take part in a role play about family members getting ready for a family photo
Reading/writing:	read, match to pictures, and write known words ('ar' words); reorder words and write complete sentences; join the letter <i>u</i>
Grammar:	the imperatives: <i>Stand...; Stay (there)</i>
Functions:	instructions: give and follow simple instructions
New language:	<i>preposition, stand, stay</i>

to make *stay*. Tell pupils to spell and read with you. Say: *s,t,a,y, stay*.

- Prepare the roleplay.  
 - Explain that the boys are pretending to take a family photograph.
 - Choose pupils to read the speech bubbles aloud.
 - Bring four pupils to the front. Give them a name card each. Explain that they have to listen to the photographer and follow the instructions.
 - Read the instructions. The four pupils follow the instructions.

Instructions: *Little brother, stay there. Father, stand next to little brother. Grandfather, stand next to little brother. Big brother, stand next to grandfather.*



- Act the roleplay.  
 - Divide the class into groups of about seven.
 - Explain that one pupil in each group is the photographer and decides where everyone stands. The others decide which member of the family they are and follow the photographer's instructions.
 -  Groups role play setting up a photograph.
 - If there is not room for all the groups to role play at the same time part of the class can be the 'audience'.

2. Play 'Bingo'.

Aim: to revise prepositions *behind, between, in, in front of, near, next to, on, under*.

- With pupils, prepare a list of the prepositions they know. Write the list on the board. (See the picture in activity 2.) Elicit an action for each word.
- Each pupil chooses three words or phrases from the list. They write them in their notebooks. Explain how to play.
 - Read out the words from the list in any order. As you say each word, pupils check their own list. If the word is there they give it a tick.
 - The first pupil to tick all three of their words calls out *Stop!* They are the winner.
- Check that the winner has ticked the correct words. Tell him/her to do the action for each word on his/her list.

Pupil's Book page 53

A. Write and join u.  
Aim: to Write and join letters correctly.

- Remind pupils of the name of the letter *u*.

Starter activity [5 mins]

Aim: to revise vocabulary and pronunciation.

Materials: word cards: write the words *baby, behind, between, brother, father, grandfather, grandmother, in front of, mum, near, next to, sister, there*


- 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 13

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

Aim: to practise following simple instructions with prepositions.

Materials: word cards with the names of family members: *mum, father, grandmother, grandfather, brother, sister* (use cards from the starter activity)

- Learn the new words. 
 - Point to a pupil. Say: *Stand!* and use your hand to show that you want him/her to stand up. Say: *Good!* Repeat several times with different pupils.
 - Say: *Stand.* Write it on the board. Choose pupils to read it.
 - Choose a pupil. Say: *Stand. Go to the door. Stay there.* Repeat several times with different pupils. Elicit or explain the meaning.
 - Elicit from pupils what the first two sounds of *stay* are. (/s/ and /t/). Elicit what letters make those sounds (s, t). Write *st* on the board. Elicit that the final sound is /eɪ/. Explain that we spell it -ay. Add *ay* to the letters on the boards

- Explain that they are going to learn how to correctly join 'u' to other letters.
- Write *u* three times, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book.
- Demonstrate writing letters together to make words.
-  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 words and 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 *card, arm, star, car*.
- Help pupils to read and write the words.
 - Choose pupils to sound out the first word /k-ɑ:-/ and say 'car'.
 - Ask: *What number is 'car'?* (4)
 - Ask: *What are the letters?* Elicit the letter names: *c, a, r*. Write 4. *car* on the board.

-  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. card, 2. arm, 3. star, 4. car

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

Aim: to practise the correct word order for sentences.

-  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 (*Stand, Grandmother*).
- 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.

End of Lesson 5 Checkpoints:


- Pupils can understand and use *stand* and *stay* to give instructions.

- Pupils can understand and use a number of common prepositions.
- Pupils can write and join *u* correctly.


Lesson 5

Unit 2

1. Listen, say and act.



2. Play 'Bingo'.

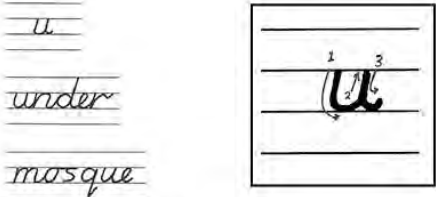


Pupil's Book 2

Lesson 5

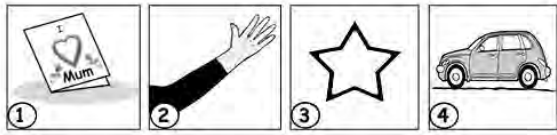
Unit 2

A. Write and join *u*.



B. Read, match and write.

car card arm star



C. Write the words in the correct order.

1. next to / Stand / brother. / your

2. between / Grandmother / father. / is / mother / and

Pupil's Book 2

Lesson overview

Listening/speaking:	follow, enjoy and say phrases and sentences from a story dialogue involving different times of the day
Reading/writing:	read and match words to pictures (verbs); read and follow parts of story/dialogue involving different times of the day; join the letter <i>v</i>
Grammar:	the present simple, first person plural (<i>We</i>) of verbs <i>eat, go to bed, sleep, wake up</i> ; numbers 1-20
Functions:	time: tell and say the time by o'clock
New language:	<i>chick, eat, now, sleep, wake up, we</i>

Starter activity [7 mins]



Aim: to revise words for the unit and telling the time.

Materials: word cards: write the words *animal, bed, cow, cat, go, not, o'clock, sun, to, yes*

- Revise words for the lesson.
 - 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.
- Revise telling the time.
 - Draw a clock on the board with the hands at 10 o'clock. Ask: *What's the time?*
 - Move the clock hands and repeat several times.


Pupil's Book page 14




1. Listen and read. Then repeat and act. [20 mins]











Aim: to listen to and act a short story; to revise telling the time.

Materials: audio track 2.6; flashcards 7-12


-  Prepare the story.
 - Write *chick* on the board. Use picture A on page 14 to teach the meaning.
 - Explain that today's story is about a little chick who wants to be like his father. (Elicit, or explain, that on farms, cockerels make a loud noise in the morning.)

- Mime or teach *now*. Mime the new words *eat, sleep, wake up*. Elicit the meanings. Write all the words on the board.
- Help pupils to read all the new words and practise the pronunciation.
-  Pupils look at the pictures and find words they can read.
-   Elicit from pupils what they think happens in the story.

-  Listen to the story.
 -  Play audio track 2.6. Pupils listen and follow in their books. Stop after pictures C, D, E and F and ask: *What's the time?*
-  Practise the story.
 -  Check pupils understand the end of the story.
 -  Play the audio again, line by line. Pupils listen and repeat.
 - Tell the class to read the story without the audio. Be ready to help with the new words. Remind pupils to say the time after pictures C, D, E, and F. If they need help remembering, write the picture numbers and times on the board.
 -  Divide the class into five groups. Group 1 reads the chick; Group 2 reads the cow; Group 3 reads the donkey; Group 4 reads the sheep; Group 5 reads the cat. It isn't necessary to teach the English names for donkey or sheep.
- Act the story without the books.
 -  Put flashcards 7 to 12 on the board. Point to each flashcard in turn. Elicit the dialogue for that picture. (see audio track 2.6)
 - The class practises acting the story without their books, using the flashcards to help.
 -  Pupils act the story in groups of five, without their books. Go around the classroom, listening and helping with pronunciation. (If the class number does not divide equally by five, then some speech bubbles can be read in pairs.)
 - Pupils change roles and act the story again.

Extension



- Practise asking about the time. Say: *Look at picture 3. What time is it? (12 o'clock)*
-  Pupils ask and answer about the time in pictures

3, 4, 5 and 6, e.g.

Answers: 12 o'clock, 7 o'clock, 3 o'clock, 6 o'clock

Pupil's Book page 54

A. Write and join v. [5 mins]



Aim: to Write and join letters correctly.

- Remind pupils of the name of the letter v.
- Explain that they are going to learn how to correctly join 'v' to other letters.
- Write v three times, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book.
- Demonstrate writing letters together to make words (*five, seven vans*).
- 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 words and strings of letters in their notebooks.

B. Read and ✓ or ×. [8 mins]



Aim: to read and understand known words.

- Read the activity heading. Explain that they are going to read a word for each picture. They put a tick in their notebooks if the word is correct, and a cross if the word is wrong.
- Pupils look at the first picture. Choose a pupil to read the word.
- Ask: *Is that right?* Elicit *No, it isn't*.
- Show pupils the cross in the box.
- Pupils read the other words 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 isn't*.

Answers: 1. × 2. ✓ 3. ✓ 4. × 5. ✓ 6. ✓

End of Lesson 6 Checkpoints:

- Pupils can understand the words *eat, sleep, wake up*.
- Pupils can understand and say some phrases from the story.
- Pupils can write and join v correctly.

Unit 2
Lesson 6

1. Listen and read. Then repeat and act.

Pupil's Book 2 14

Unit 2
Lesson 6

A. Write and join v.

B. Read and ✓ or X.

1. eat 	2. sleep 	3. stop
4. walk 	5. stand 	6. wake up


Pupil's Book 4 54

Lesson overview

Listening/speaking:	follow and say sentences about common habits and the times of day they are done
Reading/writing:	read and follow simple sentences about common habits and times of the day they are done; join the letter <i>w</i> ; write and draw times of day
Grammar:	subject pronouns: <i>I, you, he, she, we, they</i>
Functions:	time: tell and say the time by o'clock
New language:	<i>after, at, breakfast</i>


We go to bed at 9 o'clock. (picture 1)

Extension

-  Pupils take turns to say sentences about the pictures.

2. Read and say. [10 mins]


Aim: to practise saying what they do every day.

- Choose pupils to read the first phrase in the box, and answer about him/herself. (*My name is (Ali/Sara.)*)
- Choose pupils to read and complete the other sentences in the same way. Be ready to help.
-  Each pupil uses the sentences to tell a partner what time they do things every day. Go around the class, listening and helping. Make sure pupils remember to use *at* with times. *I wake up at 6 o'clock.*

Pupil's Book page 55

A. Write and join w. [4 mins]

Aim: to Write and join letters correctly.

- Remind pupils of the name of the letter *w*.
- Explain that they are going to learn how to correctly join 'w' to other letters.
- Write *w* three times, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book.
- Demonstrate writing letters together to make words (*wall, twelve windows*).
-  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 words and strings of letters in their notebooks.

B. Read and draw the times. [3 mins]

Aim: to draw different times of day.

- Practise the words. Ask: *What time do you wake up/go to school/eat lunch/go to bed?* Elicit answers to each question from several pupils. Be ready to help with the new words.
- Draw a clock on the board. Do not add hands. Choose a pupil to read and complete the first sentence, *I wake up at (6 o'clock).*
- Choose another pupil to come to the board to write

Starter activity [5 mins]





Aim: to practise spelling known words.

- Write the Arabic for these words in a list on the board: *bed, brother, go, home, name, school, they, wake, walk, we.*
- Pupils copy the words into their notebooks and write the English for each one. They can use their Pupil's Books to help them.
- Choose one pair to come to the board. Pupil 1 says the first English word and spells it for his/her partner to write on the board. The class says if they are right.
- Repeat with the other words.

Pupil's Book page 15

1. Read, match and say. [15 mins]

Aim: to understand and say what two Sudanese children do every day.

-  Pupils look at the pictures together. Elicit what they think is happening in each picture.
-  Pupils read the sentences in the box together. They try to match each sentence to a picture.
-  Check the answers. Read the first sentence to the class. My brother and I wake up at 6 o'clock. Ask: *Which picture is that?* (picture B)
- Repeat for the other sentences in the box.
-  Elicit or teach the meanings of *breakfast, after,* and *at* (6 o'clock).

Answers:

My brother and I wake up at 6 o'clock. (picture 2)

We go to school at 7 o'clock. (picture 3)

We eat breakfast at 10 o'clock. (picture 4)

After school we walk home. (picture 5)

and draw 6 o'clock.

- Pupils complete the sentences and clocks in their books in the same way.
- Pupils change notebooks and read about their partner's day.
- Choose pupils to read their answers to the class.

C. Read and write the times. [3 mins]

Aim: to write different times of day.

- Pupils complete the sentences in the same way as activity B.

End of Lesson 7 Checkpoints:

- Pupils can read and understand information about a simple routine.
- Pupils can say the time of the day (hours only) when they do routine things.
- Pupils can write and join w correctly.

Lesson 7

Unit 2

1. Read, match and say.

Hello, I'm Adil.

A My brother and I wake up at 6 o'clock.
 B We go to school at 7 o'clock.
 C We eat breakfast at 10 o'clock.
 D After school, we walk home.
 E We go to bed at 9 o'clock.

2. Read and say.

My name is...
 I wake up at...
 I go to school at...
 I eat breakfast at...
 I go to bed at...

My name is... I wake up at...

Pupils' Book 2

15

Lesson 7

Unit 2

A. Write and join w.

w

wall

twelve windows

B. Read and draw the times.

1. I wake up at:

2. I eat breakfast at:

C. Read and write the times.

1. I go to school at _____ o'clock.

2. I go to bed at _____

55

Pupils' Book 2

Lesson overview

- Listening/speaking:** read words with the spelling pattern 'er' (/ə/ as in 'under'); ask and respond to questions about which rooms members of the family are in
- Reading/writing:** read words with the spelling pattern 'er' (/ə/ as in 'under'); read names of family members; read and complete simple sentences about the room a family member is in; join the letter x
- Grammar:** prepositions: *in, with*
- Functions:** identify and name common objects and animals
- New language:** *garden, people*




A		
B	A	A
B	B	A
		A
B	A	A
B	B	A

(examples of completed grids)

Pupil's Book page 16

1. Read and match. Then ask and answer. [10 mins]

Aim: to revise names of rooms and members of a family.

-  Pupils look at the pictures and talk about what they can see.
-  Elicit the names of the rooms for pictures A, B, D and E.
- For picture C, elicit the Arabic. Teach *garden*. Write it on the board and choose a pupil to sound it out. Remind the class that *ar* makes the sound /ɑ:/, and that they shouldn't pronounce the 'r'.
- Choose a pupil to read Eman's speech bubble. Check pupils understand the question. Teach or elicit the meaning of *people*. Write it on the board. Help pupils to read it, and practise the pronunciation.
- Explain the activity. Pupils ask about the people in the word box, and say which room they are in.
- Do the first one as an example. Ask: *Where's Eman's father?* Elicit the answer *He's in the living room.*
-  Pupils ask and answer about the other people in Iman's family.
- Check the answers. Choose pupils to say their questions and answers aloud. The class says if they are right.

Answers: A. Where's Eman's father? He's in the living room. B. Where's Eman's mum? She's in the kitchen. C. Where's Eman's grandmother? She's in the living room (with Iman's father). D. Where's Eman's sister? She's in the garden. E. Where's Eman's brother? He's in the bathroom.

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



Aim: to introduce and practise the spelling pattern *er* (as in *under*).

Materials: audio track 2.8

- Write the word *mother* on the board. Draw a box round the *er*.
- Say: *Listen*. Repeat *mother* two or three times. Point

Starter activity [10 mins]

Aim: to revise the names of rooms and members of a family.

- Play *Make a line*.
 - Draw a 'Make a line' grid on the board, like this:

 - Divide the class into two teams: Team A and Team B.
 - Explain the game.
 - Teams take turns to answer a question. (For example: you say a word in Arabic, and the team has to say the English word.)
 - If the team gets the answer right, they can put their Team name (A or B) in any empty square on the grid.
 - The other team has a turn.
 - The first team to get their name in three squares in a line is the winner. Lines can go in any direction: up, down, across or diagonally. (See example diagrams. Other lines are also possible.)
- Play the game.
 - Ask questions in Arabic to elicit the answers: *kitchen, living room, bedroom, bathroom, grandmother, grandfather, sister, brother, baby*.
 - To make the game more difficult, tell pupils to spell each word.
 - Ask more questions if necessary.
 - Any one from the team can answer, but try to ask different pupils each time.

to and stress the *er*.


- Elicit, or explain, that the letters 'e' and 'r' together make the sound /ə/.
- Look at the pictures of the other *er* words in activity 2: *brother*, *under*, *teacher*. Write the words on the board. Help pupils to read them and practise the pronunciation.

Pupil's Book page 56

A. Write and join x. [5 mins]



Aim: to Write and join letters correctly.

- Remind pupils of the name of the letter *x*.
- Explain that they are going to learn how to correctly join 'x' to other letters.
- Write *x* three times, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book.
- Demonstrate writing letters together to make words (*fox*, *six boxes*).
-  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 words and strings of letters in their notebooks.

B. Draw your family in the rooms. Then write. [5 mins]



Aim: to revise words for members of the family and rooms in the house.


- Draw a house on the board, to show different rooms (*living room*, *kitchen*, *bedroom*). Add objects to show what the rooms are.
- Elicit the name of each room. Tell pupils to spell the word. Label each room.
- Explain the activity. Pupils draw a house and draw people from their family in different rooms. They complete the sentences to say where everyone is.
-  Pupils draw and write. Go around the class to help and check their work.
-  Pupils share their books. They look at the pictures, then read the sentences and say if they are correct. They check the spelling, handwriting and punctuation together.

End of Unit 2 Checkpoints:

- Pupils can name family members and rooms.
- Pupils can read the sound /ə/ (as in *mother*).
- Pupils can write and join *q-x* correctly.


Unit 2
Lesson 8

1. Read and match. Then ask and answer.




Eman


A Eman's father
B Eman's mother
C Eman's grandmother
D Eman's grandfather
E Eman's sister
F Eman's brother




1




2



3




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5


Where is Eman's father?

He's in the living room.

2.  Listen and point. Then read and say.




mother




under

er



brother



teacher

Unit 2
Lesson 8

A. Copy and join x.

x

fox

six boxes



B. Draw your family in the rooms. Then write.

living room	kitchen	bedroom
-------------	---------	---------

My father is in the _____

My mother is in the _____

My _____ is in the _____

Lesson overview

Listening/speaking:	listen and match words to pictures; follow and take part in a game about classroom items seen and remembered
Reading/writing:	join the letter y
Grammar:	can (for ability); articles <i>a, an, the, no article (with plurals)</i>
Functions:	identify and name common objects and animals
New language:	can, key, remember, see, sweet

- Remind pupils that 'ee' makes the sound /i:/. Elicit that *key* ends in the same sound /k i:/.)
- Read Dalia's first speech bubble to the class. Pupils repeat.
 - Write *I can see* on the board. Teach the meaning. Ask: *What can Dalia see? (A book.)*
- Read the second speech bubble (*I can see a book*). The class reads along with you. Ask: *What can Dalia see? (A book.)*
- Read the speech bubble in picture B. Pupils repeat.
 - Write *I can remember* on the board. Teach the meaning, and practise the pronunciation.
 - Ask: *What can Dalia remember? (The book.)*


Starter activity [5 mins]



Aim: to revise the names of common objects.

- Write these mixed-up words on the board. Explain they are words for things you would find around the classroom:

agb, nib, roasbd, koob, ybo, rchari, keds, rood, naf, roof, gril, nep, plenic, celpin scae, nophe, topho, lerru, blate, awll, oniwwd

-  Pupils write the words out correctly in their notebooks.
- Pupils can use their Pupil's Book to help.
- Check the answers. Tell pupils to spell out their answers. Write the answers on the board. Elicit the Arabic.



Answers: *bag, bin, board, book, boy, chair, desk, door, fan, floor, girl, pen, pencil, pencil-case, phone, photo, ruler, table, wall, window*


Pupil's Book page 17

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



Aim: to teach *I can see...* and *I can remember...*

- Look at the pictures. Elicit or explain what is happening. (The girls are playing a memory game.)
 - First (picture A), Dalia looks at the objects on the table.
 - Then (picture B), she names the objects she can remember.
-  Give pupils a few minutes to look at the items.
-  Ask: *What is on the table?* Elicit *a photo, an apple, a pencil/pencils pens/a pen, a pencil case, a ruler*. Make sure that pupils remember to use 'a' and 's' correctly (*a pen, (lots of) pens*).
- Teach the meanings of *a key, a sweet*. Write the words on the board. Help pupils to read them and practise the pronunciation.

-  Play the game.
 - Say: *How many things can you remember? Play the game.*
 - Pupils play with a partner.

Either:

- Pupil 1 closes his/her book and says the names he/she can remember to Pupil 2. Pupil 2 uses his/her Pupil's Book to check.
- They change roles and play again.


or:

- Both pupils close their Pupil's Books, and write down as many things as they can remember.
- They open their Pupil's Books, and use them to check their lists together.

2. Point and say. [10 mins]



Aim: to make sentences with *can* and *see*.

- Look at the picture with the class. Choose a pupil to read the teacher's speech bubble.
- Tell pupils to say what they can see in the picture. If they need help, point and ask: *What's this?* (For ideas, see the list of words in the starter activity.)
- Revise *our*. Teach the question *What can you see in our classroom?*
-  Pupils take turns to ask and answer *What can you see in our classroom?* They answer about their own classroom. Go around the classroom, listening and helping. Point and ask: *What's this/that?* if pupils need ideas.

Pupil's Book page 57


A. Write and join y. [5 mins]



Aim: to Write and join letters correctly.



- Remind pupils of the name of the letter y.
- Explain that they are going to learn how to correctly join 'y' to other letters.
- Write y three times, joining the letters together as you write. Use handwriting lines and follow the

example in the Pupil's Book.

- Demonstrate writing letters together to make words (*you, your yellow toy*).
-  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 the phrase in their notebooks.

- B. Listen, write the letters and say. [5 mins]**  
- Aim:** to practise words from the lesson.

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

- A: A pencil. A pencil
 B: A photo. A photo.
 C: A ruler. A ruler
 D: A key. A key.
 E: A sweet. A sweet.
 F: A monkey. A monkey.

-  Pupils listen and write each letter beside the correct picture.
-  Check the answers. Ask: *What letter is picture (1)?* Elicit *It's letter (F). It's (a ...)*.
-  Pupils take turns ask and answer about the objects in the pictures.

Answers: 1. monkey F, 2. sweet E, 3. pencil A, 4. ruler C, 5. photo B, 6. key D

End of Lesson 1 Checkpoints:

- Pupils can understand the phrase *I can remember (the key)*.
- Pupils can understand and use the phrase *I can see (a pencil)*.
- Pupils can write and join y correctly.

Unit 3 Toys and Games Lesson 1

1. Listen, say and play.



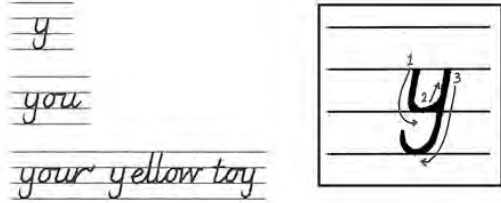
2. Point and say.



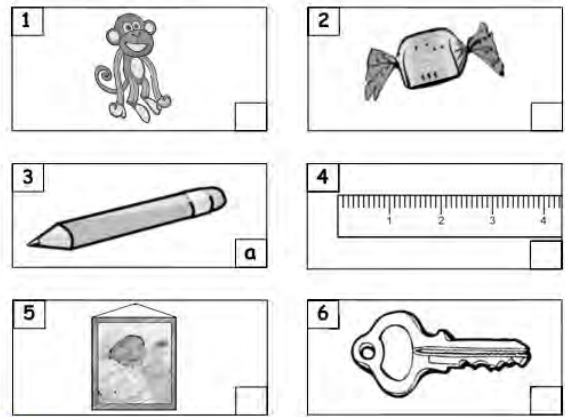
17 Pupil's Book 2

Unit 3 Toys and Games Lesson 1

A. Write and join y.



B. Listen, write the letters and say.



57 Pupil's Book 2

Lesson overview

Listening/speaking:	follow and say simple classroom instructions
Reading/writing:	read simple classroom instructions; join the letter z; write sentence instructions beginning with <i>Don't</i>
Grammar:	imperatives of common verbs (<i>Sit, Go</i>); imperatives with <i>Don't</i> (<i>Don't sit, Don't go</i>)
Functions:	thank people; instructions: give and follow simple instructions
New language:	<i>game, play, sit, down, write</i>

- Choose a few pupils to read the speech bubbles and choose another pupil to do the actions.

2. Read and say. [10 mins]

Aim: to practise simple instructions.

- Choose a pupil to read the first instruction (*Play a game*). Elicit the Arabic from the class.
- Say: *Don't play a game*. Elicit the Arabic from the class.
- Point at a pupil. Say: *Come here*. As he/she starts to come, hold up a hand and say: *Don't come here*. The pupil stops. Elicit the Arabic.
- Say: *Stay here*. Elicit *Don't stay here* from the class.
- Divide the class into two groups. Group 1 says: *Sit down*. Group 2 says: *Don't sit down*.
- The two groups continue with the other instructions in the same way.
- Pupils do the exercise with a partner, then change roles and repeat.

Answers: A. Play a game. Don't play a game. B. Stand up. Don't stand up. C. Come here. Don't come here. D. Write your name. Don't write your name. E. Stay here. Don't stay here. F. Go to your desk. Don't go to your desk. G. Sit down. Don't sit down.

Pupil's Book page 58

A. Write and join z. [5 mins]

Aim: to Write and join letters correctly.

- Remind pupils of the name of the letter z.
- Explain that they are going to learn how to correctly join 'z' to other letters.
- Write z three times, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book.
- Demonstrate writing letters together to make words (*zoo, zero and zoo*).
- 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 the phrase in their notebooks.

B. Copy, read and draw lines. [5 mins]

Aim: to read and understand short instructions.

- Use the example to explain the activity. Pupils find the best ending for each instruction.

Starter activity [5 mins]

Aim: to revise vocabulary and pronunciation.

Materials: word cards: write the words *can, come, desk, don't, down, go, here, name, now, OK, stand, stay, there, to, up, we, 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 several times. Try to move to the next card faster each time.

Pupil's Book page 18

1. Listen and read. Then repeat and act. [10 mins]



Aim: to practise following and giving simple instructions.

- Teach the new words. Say: *Stand up*. Pupils stand. Say: *Sit down*. Make a gesture with your hands to show the meaning. Pupils sit.
- Write *sit down* on the board. Elicit the meaning. Practise the pronunciation.
- Choose a pupil. Say: *Come to the board*. Write your name. Use gesture to show the meaning. Say: *Thank you*. *Sit down*. Practise with a few more pupils.
- Write *write* on the board. Elicit the meaning and practice the pronunciation.
- Say: *Now we can play a game*. Teach the meaning of *play a game*.
- Look at the pictures. Elicit that the boys are in class with Mr Gamar.
- Read each speech bubble in turn. Pupils listen and follow in their books.
- Read the text again. Pupils read aloud with you.
- Tell the class to read the text without you. Be ready to help.

- Check pupils understand *Play a game*.
- Choose pupils to read the other words in the box. Elicit an action from pupils to demonstrate each instruction.

- Pupils read and join the other sentences.
- Pupils check their answers together, and practise reading the sentences.
- Choose pupils to read their answers. Elicit the Arabic.

Answers: 1. Play a game. 2. Stand up. 3. Come here. 4. Go to the desk. 5. Sit down.

C. Write sentences with *Don't*. [5 mins]

Aim: to write instructions about what *not* to do.

- Use the example to explain the activity. Pupils add *don't* to make each instruction negative.

- Pupils write the other sentences.
- Pupils check their spelling, handwriting and punctuation together, and practise reading the sentences.
- Choose pupils to read their answers. Elicit the Arabic.

Answers: 1. Don't play a game. 2. Don't stand up. 3. Don't come here. 4. Don't go to the desk. 5. Don't sit down.

End of Lesson 2 Checkpoints:

- Pupils can understand short instructions.
- Pupils can name some family members in English.
- Pupils can write and join z correctly.

Lesson 2

Unit 3

1. Listen and read. Then repeat and act.

2. Read and say.

Play a game.		Stand up.
Come here.		Write your name.
Stay here.		Go to your desk.
Sit down.		

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Lesson 2

Unit 3

A. Write and join z.

B. Copy, read and draw lines.

1. Play		up.
2. Stand		here.
3. Come		the desk.
4. Go to		down.
5. Sit		a game.

C. Write sentences with *Don't*.

1. *Don't play a game.*

2.

3.

4.

5.

58

Lesson overview

Listening/speaking:	follow and say a rhyme about things pupils can do; ask and say the number of parts of the body and people in pictures
Reading/writing:	read a rhyme about the things pupils can do; read questions about how many objects in a picture; write complete sentence answers; Copy and write a sentence in joined handwriting; write known words to label pictures
Grammar:	can for ability; question <i>How many?</i> ; numbers 1-20
Functions:	numbers: ask and answer about quantity
New language:	<i>hop, read, run, skip, talk</i>

- Choose a pupil to come to the front and mime each action (on the spot).
- Revise *walk*. Add it to the words on the board and practise the pronunciation.
- Tell the class to mime *walk*. Pupils walk (on the spot).
- With the class, agree mimes for *read, talk, write* and *look*.
- Practise with the whole class. Say: *Stand. (Walk.) Stop*. All pupils do the actions (on the spot). Repeat with *run, hop, skip, read, talk, write* and *look*. Use each word several times, but mix up the order between slower and faster actions to give pupils a rest. Make it quick, but keep it fun.

Starter activity [5 mins]

Aim: to revise words for parts of the body.

- Play *Do what I say, (not what I do!)*.
- Explain the game.
 - Pupils each start the game with 10 points.
 - Say: *Point to your (nose)* and point to your (nose). Pupils all point to their own noses.
 - Repeat several times.
 - Say: *Point to your (arm)*, but point to your (head or a different body part than said). Pupils MUST point to their arms. Pupils who copy what you *do* (or point to another wrong part of the body) are 'out'.
 - Pupils who are 'out' lose a point.
 - Make sure pupils understand. Play a few practice rounds. Nobody loses any points.
- Play several rounds. At the end of the time, the winners are pupils with the most points left.

Pupil's Book page 19

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

Aim: to read and say a rhyme about things you can do.

- Teach and revise the words.
 - Write the words *read* and *talk* on the board. Read the words to the class and teach the meanings. Practise the pronunciation.
 - Write the words *run, hop,* and *skip* on the board. Choose pupils to sound out and read each word.

- Tell pupils to listen to the rhyme.
 - Read the rhyme. Pupils listen and look at the pictures.
- Practise the rhyme.
 - Read the rhyme again, sentence by sentence. Pupils repeat.
 - Read the rhyme again. Pupils say the rhyme along with you.
 - Divide the class into three groups. Each group reads the sentences under one of the pictures.
- Say the rhyme.
 - Pupils read the rhyme together. Pupil 1 reads and Pupil 2 mimes. Then they change roles.

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

Aim: to practise using *I can see* and numbers.


- Choose pupils to read the words in the word boxes. Be ready to help. Use the pictures to review the meanings. Practise the pronunciation.
- Choose pupils to read and complete the speech bubble with the word *legs*. (*How many legs can you see?*) Elicit the answer from the class: *I can see 12 legs*.
- Repeat for *eyes, people* and *feet*.
- Pupils ask and answer the questions together. Go around the classroom listening and helping with pronunciation.

Answers: A. How many legs can you see? I can see 12 legs. B. How many eyes can you see? I can see 6 eyes. C. How many people can you see? I can see 5 people. D. How many feet can you see? I can see 10 feet.

Pupil's Book page 59

A. Copy and write. [5 mins]

Aim: to practise writing sentences in joined handwriting.

- Demonstrate writing the words, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book. (*I can skip and I can hop.*)
-  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.
- Remind pupils about capital letters and full stops. (Remind them that the word 'I' always has a capital letter.)





Homework

Pupils can practise writing the sentence in their notebooks.

B. Write the words. [5 mins]





Aim: to spell and write known words.

- Use the pictures to revise *hop, run, skip, stand*.
- Choose pupils to spell out each word.
-  Pupils write the correct word under each picture.
-  Pupils check their answers together.
-  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 together.

Answers: 1. run, 2. hop, 3. skip, 4. stand

C. Read and write answers. [5 mins]

Aim: to practise using *I can see* and numbers.

- Elicit from pupils what they can see in the pictures (feet, keys, pens). Make sure they remember to say *keys* and *pens*.)
- Choose pupils to read the questions. Revise *How many?* if necessary.
- Explain the activity. Pupils look at each picture and answer the question.
-  Pupils answer the questions in sentences. Remind pupils to finish each answer with a full stop.
-  Pupils change notebooks and read each other's answers.
- Choose pupils to read their answers to the class.
- Pupils check their spelling, handwriting and punctuation together.

Answers: 1. I can see 2 feet. 2. 4 keys. 3. 6 pens.

End of Lesson 3 Checkpoints:

- Pupils can understand and use *I can* with simple verbs.
- Pupils can understand and answer the question *How many....can you see?*
- Pupils can copy and write a sentence in joined handwriting.

 **Unit 3**

Lesson 3

1. Listen, read and say.



A
I can point and I can look.
I can read an English book.



B
I can write and I can talk.
I can stand and I can walk.



C
I can skip and I can hop.
I can run and I can stop.

2. Look, ask and answer.

How many... can you see?



19

legs



A

eyes



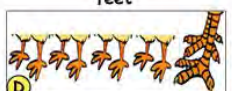
B

people




C

feet



D

Pupil's Book 3

 **Unit 3**

Lesson 3


A. Copy and write.

I can skip and I can hop.

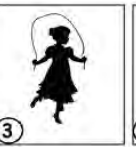
B. Write the words.




1



2



3




4


C. Read and write answers.

1. How many feet can you see?


I can see



2. How many keys can you see?






3. How many pens can you see?



Pupil's Book 3


Lesson overview

Listening/speaking:	read words with the spelling pattern 'ee' (/i:/ as in 'see'); follow, do and say simple adding sums in English
Reading/writing:	read words with the spelling pattern 'ee' (/i:/ as in 'see'); write and answer sums in numbers; read, match to pictures, and write known words ('ee' words); Copy and write a sentence in joined handwriting
Grammar:	question <i>How many?</i> ; conjunction <i>and</i>
Functions:	numbers: ask and answer about quantity
New language:	<i>make</i>

-  Look at the second grid. Explain that this is also a magic square but that some of the numbers are missing.
- Remind pupils that all the lines in a magic square add up to the same number. (It isn't 15 this time!) They have to first find the magic number (the answer to each line of the grid), and then find which numbers complete the square. [If pupils need help, point out that one line of the grid is complete. It gives them the magic number. They have to find the numbers that make all the other lines add up to the same answer.]
-  Pupils do sums in English, until they find the missing numbers.
-  Check the answers. Draw the grid on the board. Choose pupils to come and fill in the numbers. The class says if each one is right.
- Elicit that the magic number is 18.

Starter activity [5 mins]





Aim: to revise numbers 1-20.

- Revise *zero*. Hold up both hands with the fingers and thumbs hidden. Say: *Look, I can see zero fingers.*
- Say: *Show me (7)*. Pupils hold up the right number of fingers.
- Repeat with 1-10.
-  Say: *Show me (17)*. Pupils work with a partner to hold up the right number of fingers. (Pupil 1 holds up 10 fingers and Pupil 2 holds up 7). Pupils take turns to be the 'ten'. Repeat with 11-20.

Pupil's Book page 20

1. Look and say. [10 mins]

Aim: to do simple adding sums in English.

- Practise adding numbers within ten.
 - Look at the grid with the class. Choose two pupils to read the first two speech bubbles.
 -  Elicit or explain the meaning of *make* here (*add up to*).
 -  Tell pupils to ask and answer about each row, each column and each diagonal. (9+5+1; 4+3+8; 2+9+4; 7+5+3; 6+1+8; 2+5+8; 6+5+4)
 - Explain that there is something special about this grid. Can they find what it is?
 -  Pupils ask and answer the sums.
 -  Elicit that each line makes 15. Explain that it is a magic square. Find the missing numbers.

Answers:

5	9	4
5	6	7
8	3	7



Extension

- Divide the class into groups. Each group plays in two teams. The teams take turns to say ten sums for the other group to answer.
- Teams get one point for every correct answer within the time.
 - Set a time limit. After each question is asked, count slowly up to 5 and then say *Stop!* Teams must answer immediately.
 - The winner is the team with the highest score.

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



Aim: to teach the spelling pattern *ee* (as in *see*).

- Write the word *see* on the board. Draw a box round the *ee*.
-  Play the audio track. Point to and stress the *ee*.
- Remind pupils that the letters 'e' and 'e' together make the sound /i:/.
- Point to each of the other pictures in turn. Say the words (*tree, feet, street*), stressing the /i:/ sound. Pupils point and repeat.
- Elicit other English words with an /i:/ sound. Write them on the board (*green, three, thirteen (and numbers 14-19), need, seed, teeth*).
-  Choose pupils to read the words aloud. Practise

the pronunciation.

Pupil's Book copy 60

A. Copy and write. [5 mins]



Aim: to practise writing sentences in joined handwriting.

- Demonstrate writing the words, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book.
- 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.
- Remind pupils to finish with a question mark.

Homework

Pupils can practise writing the question in their notebooks.

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



Aim: to read and write known words.

- Use the pictures to revise *teeth*, *tree*, *sixteen*, *three*, *street*, *seeds*.
- Help pupils to sound out and read each word.
- Pupils write each word in their notebooks.
- Pupils check their answers together.
- Write the answers on a line on the board. Pupils check their spelling and handwriting together.

Answers: 1. teeth, 2. tree, 3. sixteen, 4. three, 5. street, 6. seeds

C. Listen and write the numbers. [5 mins]



Aim: to understand, write and answer simple sums.

- Explain the task. Pupils listen and write the numbers, then answer the sums.
- Read out the sums, one at a time. Pupils write each number in the correct space.
 - Number 1: *Eight and seven make...?*
 - Number 2: *Five and six make...?*
 - Number 3: *Seven and thirteen make...?*
 - Number 4: *Thirteen and four make...?*

- Pupils check their answers together.
- Choose pupils to write each sum and its answer on the board. The class says if they are right.

Answers: 1. $8 + 7 = 15$; 2. $5 + 6 = 11$; 3. $7 + 13 = 20$; 4. $13 + 4 = 17$

End of Lesson 4 Checkpoints:

- Pupils can express simple sums in English using *and* and *make*.

- Pupils can read the sound *ee* (as in *see*).
- Pupils can copy and write a sentence in joined handwriting.

Lesson 4

Unit 3

1. Look and say.

2	7	6
9	5	1
4	3	8

What is 2 and 7 and 6?
2 and 7 and 6 make 15.

What is 9 and 6 and 3?
9 and 6 and 3 make...

5	9	
	6	7
8	3	

2. Listen and point. Then read and say.

see

feet

ee

tree

street

Lesson 4

Unit 3

A. Copy and write.

2 and 7 and 6 make 15.

B. Read, match and write.

three seeds teeth tree sixteen street

①

②

③

16

④

3

⑤

⑥



C. Listen and write the numbers.

1. $\frac{15}{5}$ + $\frac{5}{5}$ = $\frac{20}{5}$ 2. $\frac{11}{5}$ + $\frac{5}{5}$ = $\frac{16}{5}$

3. $\frac{20}{5}$ + $\frac{5}{5}$ = $\frac{25}{5}$ 4. $\frac{17}{5}$ + $\frac{5}{5}$ = $\frac{22}{5}$

Lesson overview

Listening/speaking:	follow, enjoy and say phrases and sentences from a story and rhyme about a friendship between two birds
Reading/writing:	read words and some sentences from a story and rhyme about a friendship between two birds; Copy and write a sentence in joined handwriting; reorder words and write complete sentences
Grammar:	possessive adjective <i>our</i> ; pronouns <i>this, that</i>
Functions:	describe physical appearance: describe what something looks like
New language:	<i>air, fly (v), fruit, sky</i>

- Read the speech bubbles to the class. Pupils follow in their books.
-  Check pupils understand the story. (Elicit that the birds find their tree. They know it's their tree because it's short, and because it's got small fruit and because it's got their nest.)
- Divide the class into two groups. Group 1 is Billi and group 2 is Bulbul.
- Read the text again. Group 1 reads Billi's speech bubbles along with you, and group 2 reads Bulbul speech bubbles along with you.
- The two groups read their speech bubbles without you. Be ready to help.
- The groups change roles and read again.
- Say the dialogue.
-  Pupils read the dialogue together. Go around the class, listening and helping.

Starter activity [5 mins]

Aim: to revise vocabulary and pronunciation.






Materials: word cards: write the words *any, big, bird, hasn't got, it's got, little, nest, our, short, small, tall, That, This, tree*

- 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 21

1. Read and say. [10 mins]






Aim: to practise possessive pronouns in a short story.

- Learn and practise the words.  
 - Write *fruit* on the board. Read it for pupils, explain the meaning and practise the pronunciation.
- Prepare the dialogue.
 -  Pupils look at the pictures and find words they can read.
 -   Elicit from pupils what they think happens in the story. (The two birds are looking for their home/tree.)
 - Explain that the blue bird is called Billi and the purple/pink bird is called Bulbul.


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


Aim: to revise prepositional phrases (*in the...*) and adverbs (*here, there*).

Materials: audio track 3.5

- Prepare the text.
 -  Give pupils a few minutes to look at the pictures.
 -   Elicit what they can see. Remind them of the names of the birds: *Bulbul and Billi*.
 - Teach *air, fly, sky*. Write the words on the board. Read them for the class and practice the pronunciation.
-  Practise the text.
 -  Play audio track 3.5. Pupils listen and point at the pictures in their books.
 - Play the audio again. Pupils repeat.
 - Play the audio again. Pupils say the rhyme along with the audio.

Extension

-  Help the class to say the rhyme without the audio.
 - Write prompt words on the board to help pupils remember, for example:
 - A. *tree/Billi* B. *air/there* C. *sky/fly*
 - Say the beginning of each line and help pupils to use the prompt words to complete it:
 - Teacher: *Two little birds...*
 - Class: *... in the tree*
 - Teacher: *This is...*


- Class: ... Bulbul. This is Billi.
and so on. Give lots of help.
- Repeat several times, until pupils can say it without you.
 -  Pupils can say the rhyme together.

Pupil's Book page 61

A. Copy and write. [5 mins]



Aim: to practise writing sentences in joined handwriting.






- Demonstrate writing the words, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book. (*This isn't our tree. It's tall.*) Pupils may need help with the apostrophes. They don't need to know the English.
-  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.
- Remind pupils to start both sentences with a capital letter and finish each one with a full stop.

Homework

Pupils can practise writing the sentences in their notebooks.

B. Write the words in the correct order. Then draw. [5 mins]


Aim: to practise the correct word order for sentences.

-  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. (*This, This, 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. This is Billi with Bulbul. 2. This is Billi and Bulbul's nest. 3. It has got three eggs in it.


End of Lesson 5 Checkpoints:


- Pupils can understand a short story about two birds.
- Pupils can use the personal pronoun *our*.
- Pupils can copy and write a sentence in joined handwriting.


 **Unit 3**


Lesson 5


1. Read and say.












2.  Listen, point and repeat.








Two little birds in the tree. Two little birds in the air. Two little birds in the sky.

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 **Unit 3**

Lesson 5

A. Copy and write.

This isn't our tree. It's tall.

B. Write the words in the correct order. Then draw.

- is / Bulbul. / This / with / Billi
- nest. / Billi / is / and Bulbul's / This
- has / three / it. / in / It / got / eggs

61 Pupil's Book 2


Lesson overview

Listening/speaking:	follow, enjoy and say parts of a rhyme about a boys visit to seaside; say own likes and dislikes
Reading/writing:	read and match known words to pictures; read and follow a rhyme about a boys visit to the seaside; copy and write a sentence in joined handwriting
Grammar:	present simple, first person singular (<i>I</i>) with verb <i>like</i> + (noun); conjunction <i>and</i>
Functions:	preferences: say likes and dislikes
New language:	<i>beach, ice cream, like, sand, tea</i>

Starter activity [5 mins]



Aim: to revise words for the lesson.

- Write these mixed-up words on the board:
nad, act, drocolice, ton'd, shif, mearc-cie, nomel, dear, ase, spik, nus, aet, het
-  Pupils write the words out correctly in their notebooks.
- Pupils can use their Pupil's Book to help.
- Check the answers. Tell pupils to spell out their answers. Write the answers on the board. Elicit the Arabic.

Answers: *and, cat, crocodile, don't, fish, ice-cream, lemon/melon, read, sea, skip, sun, tea/eat, the*
[Teaching point: The words *lemon* and *tea* can also make the words *melon* and *eat*. Accept these words if some of pupils suggest them, but make sure that *lemon* and *tea* are practised too, as they are needed for the lesson.]




Pupil's Book page 22

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









Aim: to understand and say a short rhyme; to learn *I (don't) like*.

Materials: flashcards 13-16

-  Prepare the story.
 - Use the pictures to elicit or teach the meaning of *beach, sand, ice-cream, tea, like* and *don't like*.
 - Write the new words on the board. Help pupils to read them, and practise the pronunciation.
-  Pupils look at the pictures and find words they can read.
-  Elicit from pupils what they think


happens in the story.

-  Listen to the story.
 - Read the speech bubbles. Pupils listen and follow in their books.
-  Practise the story.
 -  Check pupils understand the end of the story.
 - Read the speech bubbles again line by line. Pupils listen and repeat.
 - Tell the class to read the story without you. Be ready to help with the new words.
-  Pupils take turns to read the story together. Pupil 1 starts.
 - Pupils change roles and read the story again. Pupil 2 starts.
- Act the story without the books.
 -  Put flashcards 13 to 16 on the board. Point to each flashcard in turn. Elicit the text for that picture.
 - The class practises acting the story without their books using the flashcards to help.
 -  Pupil 1 acts the whole story for Pupil 2. Pupil 2 follows in his/her book, and helps if necessary.
 - Pupil 2 acts the story for pupil 1. Pupil 1 follows in the book, and helps if necessary. Go around the classroom listening and helping with pronunciation.

2. Point and say. [10 mins]




Aim: to practise *I like* and *I don't like*.

- Choose pupils to read the two speech bubbles. Explain that they are going to use the pictures to talk about things they *like* or *don't like*.
- Look at the pictures and elicit or revise what everything is, (*ice cream, tea, fish, the sea, crocodiles, cats*).
- Choose pupils to make a sentence about each picture with either *I like* or *I don't like*.
- Remind pupils to say *the sea*, and that *cats* and *crocodiles*, have an 's' but that *ice cream* and *tea* don't.
-  Both pupils make a sentence with *I like* or *I don't like* about each picture.
- Go around the classroom to help. Check that pupils remember to say *the sea* and *cats* and *crocodiles* but *ice cream* and *tea* with no 's'.


Answers: Pupils answer: *I like/I don't like ice cream/tea/fish/the sea/crocodiles/cats*.

Extension

-  Pupils talk about other things that they like or don't like. They can use their Pupil's Book to help them.



Pupil's Book page 62




A. Copy and write. [5 mins]  
Aim: to practise writing sentences in joined handwriting.

- Demonstrate writing the words, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book. (*I like the sand and I like the sea.*)
-  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.
- Remind pupils about capital letters and full stops. (Remind them that the word 'I' always has a capital letter.)

Homework

Pupils can practise writing the sentence in their notebooks.



B. Read and ✓ or ×. [5 mins]  
Aim: to read and understand known words.

- Explain that pupils read the word above each picture. They put a tick in their notebooks if the word is correct, and a cross if the word is wrong.
- Pupils look at the first picture. Choose a pupil to read the word.
- Ask: *Is that right?* Elicit *No, it isn't.*
- Show pupils the cross in the box.
-  Pupils read the other words 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 isn't.*


Answers: 1. × 2. ✓ 3. ✓ 4. × 5. × 6. ✓

End of Lesson 6 Checkpoints:


- Pupils can understand and use *I (don't) like.*
- Pupils can understand the words *sea, sand, beach.*
- Pupils can copy and write a sentence in joined handwriting.


1. Listen, read and say.



2. Point and say.



22

A. Copy and write.


I like the sand and I like the sea.

B. Read and ✓ or X.

1. a beach 2. an ice cream 3. skip



4. lemons 5. read 6. tea



62

Lesson overview







Listening/speaking:	ask and say sentences describing different vehicles; follow and say a chant about the parts of a car
Reading/writing:	read sentences describing different vehicles; copy and write a sentence in joined handwriting; reorder words and write complete sentences
Grammar:	questions and sentences in the present simple with <i>have got</i> and <i>can</i> (see)
Functions:	numbers: count 1-20
New language:	<i>close</i> (v), <i>open</i> (v), <i>round</i> (adv), <i>wheel</i>

Starter activity [5 mins]



Aim: to revise the names of colours.

Materials: examples of the colours (coloured chalk, pens, paper or fabric)

- Put up the examples of the colours round the room, or on the board.
- Say the name of a colour. Pupils point to the colour.
- Revise the colour words.
 - Write *red, black, blue, green, white, yellow, brown* on the board in any order, but not next to their colours.
 -  Choose pupils to come to the board to match the colour words with the correct colour. Be ready to help.
- Play 'Colour Bingo'.  
 -  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.



Pupil's Book page 23

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



Aim: to say and act a chant about a car.

Materials: audio track 3.7

-   Prepare the chant.
 - Use the picture of the car on page 23. Revise

- window, door.* Teach *wheel*. Elicit the Arabic. Write *wheel* on the board and practise the pronunciation.
- Teach *round*. Make several circling movements with your hand to mime (*go*) *round and round*. Write *round* on the board. Elicit the Arabic. Tell pupils to repeat the word and do the action.
- Teach *open, close*.
 - Say: *Look. Open the door.* Demonstrate. Tell pupils to repeat the words.
 - Say: *Close the door.* Demonstrate. Tell pupils to repeat the words.
 - Choose a pupil to open and close the door. Say: *Open the door, please.* The pupil opens the door. Say: *Now close the door.* The pupil closes the door. Say: *Thank you.*
 - Write *open* and *close* on the board. Elicit the Arabic.
- Revise *up* and *down*. Write the words on the board. Say them and mime the actions. Elicit the Arabic. Tell pupils to repeat the words and do the actions.



- Practise the rhyme.



- Play audio track 3.7. Pupils point to *wheel, window, door* on the picture on Pupil's Book page 23, and copy your actions.



- Check that pupils understand the whole chant.
- Play the audio again. Tell the class to chant along and do the actions. Repeat once or twice.




- Say the rhyme.

- Tell the class to say the chant and do the actions without the audio. Help them to remember by pointing to the words on the board or to the drawing of the car.

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



Aim: to ask and answer questions about colours and numbers.

- Look at picture A with the class. Choose pupils to read and answer the questions in the speech bubbles. Repeat for picture B.
- Say: *Look at picture A. Ask: How many wheels can you see?* Choose pupils to ask and answer.
- Choose pupils to ask and answer about the other vehicles in the same way.
-  Pupils take turns to ask and answer the questions about each vehicle. Go around the class, listening and helping.

Answers: A. It's blue and red. I can see 2 wheels. B. It's

black and orange. I can see 2 wheels. C. It's yellow, black and blue. I can see 3 wheels. D. It's yellow and red. I can see 65 wheels. E. It's blue, red and white. I can see 4 wheels. F. It's blue, white and black. I can see 0 wheels.

Pupil's Book page 63

A. Copy and write. [5 mins]



Aim: to practise writing sentences in joined handwriting.

- Demonstrate writing the words, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book. (*The wheels go round and round.*)
- 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.
- Remind pupils about capital letters and full stops.

Homework

Pupils can practise writing the sentence in their notebooks.

B. Read and draw. [5 mins]



Aim: to read sentences and draw pictures to show the meaning.

- Explain the activity. Pupils read each sentence and draw a matching picture in their notebooks.
- Choose a pupil to read the first sentence. Elicit the Arabic. Elicit if the picture is correct (Yes).
- Pupils read the sentences and draw matching pictures in their notebooks. If pupils need more help, read each sentence and elicit suitable pictures as a class, first.
- Pupils change notebooks and check their partner's pictures. Does each one match its sentence?
- Check the answers. Accept any correct suggestions.

Possible answers (in Arabic when necessary) 1. a bicycle, 2. a car, 3. a plane/train, bus... 4. a chair/table/boy/cat...

End of Lesson 7 Checkpoints:

- Pupils can say and act a chant about a car.
- Pupils can understand and answer questions about colours and numbers.
- Pupils can copy and write a sentence in joined handwriting.
- Pupils can show understanding of a sentence by drawing picture.

Lesson 7

Unit 3

1. Listen, chant and act.

The wheels on the car go round and round...
The windows on the car go up and down...
The doors on the car open and close...

2. Look, ask and answer.

A

B

C

D

E

F

What colour is it?

It's... and...

How many wheels can you see?

I can see...

23
Pupil's Book 2

Lesson 7

Unit 3

A. Copy and write.

The wheels go round and round.

B. Read and draw.

1. It's got 2 wheels.

3. It's got lots of wheels.

2. It's got 4 wheels.


4. It hasn't got wheels.

63
Pupil's Book 2

Lesson overview


Listening/speaking:	follow and say words with the spelling pattern 'ea' (/i:/ as in 'sea'); follow and say instructions to do or not do actions
Reading/writing:	read words with the spelling pattern 'ea' (/i:/ as in 'sea'); read and follow simple instructions; copy and write a sentence in joined handwriting; write sentence instructions beginning with <i>Don't</i>
Grammar:	imperatives of common verbs: affirmative and negative forms; object pronoun <i>it</i>
Functions:	instructions: give and follow simple instructions
New language:	<i>catch, sentence, throw, water</i> (v)

same sound as the *-ow* in *grow* (/əʊ/). Help pupils to read *throw* /θ-r-əʊ/. Practise the pronunciation.

- For picture G, write water on the board. Help pupils to read the sounds they know (/w/ and /t/, /ə/). Say the whole word for the class (/w-ɔ:-t- ə/). Use the picture to elicit the meaning of *water* (the noun) and explain that *Water it* means *give it water*.
- Pupils read sentences A to H again as a class. Listen and help with pronunciation.
-  Pupils take turns to read the sentences to each other.

2. Say sentences with *Don't*. [8 mins]



Aim: to practise telling people what *not* to do.

- Explain the activity. Pupils use *don't* to make the instructions in activity 1 negative. (To tell people what *not* to do.)
- Do the first one as an example. Say: *Stand with it – Don't stand with it*. Check pupils understand.
- Choose pupils to do the same with each of the other instructions. Elicit the Arabic.
-  Pupils take turns to say the sentences with *don't* to each other.

3. Listen and point. Then read and say. [8 mins]




Aim: to introduce and practise the spelling pattern *ea*.
Materials: audio track 3.8

- Write the word *sea* on the board. Draw a box round the *ea*.
-  Play the audio track. Point to and stress the *ea*.
- Elicit, or explain, that the letters 'e' and 'a' together make the sound /i:/.
- Look at the pictures of the *ea* words in activity 2. Choose pupils to read them aloud. Practise the pronunciation.
-  Pupils take turns to read the words to each other.

Pupil's Book page 64

A. Copy and write. [4 mins]

Aim: to practise writing sentences in joined handwriting.

- Demonstrate writing the words, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book. (*Cut it, plant it, water it and grow it.*)
-  Pupils complete the activity. Remind pupils

Starter activity [4 mins]




Aim: to revise words from Unit 8.

- Play *Make a line*.
 - Ask questions in Arabic to elicit words from this list: *air, beach, can, close* (v), *fly* (v), *fruit, game, hop, ice-cream, key, like* (v), *make, missing, open* (v), *play, read, remember, round* (adv), *run, sand, see, sit* (down), *skip, sky, sweet* (n), *talk, tea, wheel, write*.

Pupil's Book page 24

1. Look, read and say. [8 mins]

Aim: to practise simple instructions.

-  Revise or learn the words.
 -  Pupils look at the pictures and talk about what they can see. They look for sentences they can read.
 -  Choose pupils to read the instructions under pictures A, B, D, E, F and H. Be ready to help with the pronunciation. Elicit the Arabic for each instruction.
 - For picture C, help pupils to sound out *catch* /k-ae- tʃ/. Use the picture to elicit the Arabic.
 - For picture D, elicit what the boy is doing, and elicit the Arabic for *throw*. Write grow and throw on the board. Help pupils to read th-r (/θ-r/). Explain that the *-ow* in *throw* has the

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.

- Remind pupils about capital letters and full stops. Check they are placing the commas correctly.

Homework

Pupils can practise writing the sentence in their notebooks.

B. Copy, read and draw lines. [4 mins]

Aim: to read and understand short instructions.

- Choose pupils to read the list of verbs (*Go, Eat, Read, Sit*). Elicit the Arabic for each one.
- Choose pupils to read the sentence endings (*the ice-cream, and so on*). Check that pupils understand.
- Use the example to explain the activity. Pupils join each verb to the best sentence ending.

- Pupils read and draw lines to join up the other instructions.
- Pupils check their answers together and practise reading the sentences.
- Choose pupils to read their answers. Elicit the Arabic.

Answers: 1. Go to the classroom. 2. Eat an ice cream. 3. Read that book. 4. Sit on that chair.

C. Write sentences with *Don't*. [4 mins]

Aim: to write negative instructions.

- Elicit that sentences starting with *Don't* tell people *not* to do something.
- Use the example to explain the activity.
 - Pupils write negative instructions.
 - They use the sentences from activity B, with *Don't* as the first word.
 - They remember to use a capital letter with *Don't*, because it is the first word in the sentence.
 - They remember to change each capital letter from the sentences in activity B to a small letter (*Go / Don't go*).

- Pupils write out the other negative instructions. Go around the class to help.
- Pupils check their spelling, handwriting and punctuation together. They practise reading the sentences.
- Choose pupils to read their answers.

Answers: answers from activity A with *Don't*.

End of Unit 8 Checkpoints:

- Pupils can understand and say short instructions.
- Pupils can read the spelling pattern *ea* (/i:/ as in *sea*).

- Pupils can copy and write a sentence in joined handwriting.

Unit 3
Lesson 8

1. Look, read and say.

A Stand with it.

B Kick it.

C Catch it.

D Throw it.

E Cut it.

F Plant it.

G Water it.

H Grow it.

2. Say sentences with *Don't*.

Don't kick it.

3. Listen and point. Then read and say.

eat

ea

read

beach

teacher

24

Unit 3
Lesson 8

A. Copy and write.

Cut it, plant it and water it.

B. Copy, read and draw lines.

1. Go
2. Eat
3. Read
4. Sit

an ice cream.
that book.
on that chair.
to the classroom.

C. Write sentences with *Don't*.

1. *Don't go to the classroom.*
- 2.
- 3.
- 4.

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Lesson overview

Listening/speaking:	listen and match words to pictures; ; ask and respond to questions about how someone feels; follow, enjoy and say a rhyme about animals and greeting; say the names of common animals and the sounds they make
Reading/writing:	read a rhyme about animals and greetings; copy and write a sentence in joined handwriting
Grammar:	adverbs: <i>here, there, today</i>
Functions:	personal information: ask and answer about health
New language:	<i>farm, goat, say, today</i>

Starter activity [5 mins]

Aim: to revise simple instructions.






- Write this list of words on the board: *catch, come, cut, eat, go, kick, play, read, sit, stand, throw, write.*
- Point to and read each word to the class. Mime the meaning and elicit the Arabic. Pupils repeat the word and copy the mime. Repeat once or twice, until pupils are confident.
- Say the words in random order. Pupils mime the action. [Teaching point: for *play*, revise the meaning and let the class decide on the mime. Any simple action will be fine.]





Pupil's Book page 25

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

Aim: to practise greetings and ask about health.



Materials: audio track 4.1

- Learn and practise the words.  
 - Use the pictures to revise the meanings of *hen* and *cow* and to teach *goat*.
 - Use gesture to revise *little*. Elicit the Arabic.
 - Teach the meanings of *farm* and *today*.
 - Write all the words on the board. Help pupils to read them, and practise the pronunciation.
- Prepare the rhyme. 
 - Pupils look at the speech bubbles and find words they can read.
- Listen to and practise the rhyme. 
 -  Play audio track 4.1, verse 1. Pupils follow in their books.

-  Check pupils understand. Repeat for verses 2 and 3.
-   Divide the class into two groups. Group 1 asks the questions and group 2 answers.
 - Play the audio again. Each group reads their part along with the audio.
 - The groups change roles. Play the audio again. The groups read their new parts along with the audio.
 - The two groups read their speech bubbles aloud without the audio. Be ready to help.
 - The groups change roles and read their new speech bubbles aloud.
- Say the rhyme. 
 - Pupils read the rhyme together. Go around the class, listening and helping.

2. Point and say. [10 mins]


Aim: to give example of the noises that common animals make.

- Write *say* on the board. Teach the meaning. Help pupils to read it /s-eI/. Point out that it has the same last sound as *today*.
- Choose a pupil to read Dalia's speech bubble. Teach or elicit the meaning of *Cats say (cats make the sound...)*.
- Look at the pictures with the class and read the names of the animals.
-  Agree with pupils what noises the animals in the pictures make.
- Do an example with the class. Choose a pupil to say a sentence about picture A. *Cats say (meow)*.
-  Pupils take turns to say a sentence about each picture. Pupil 1 starts. Then they change roles and repeat. Pupil 2 starts. Go around the classroom listening and helping.

Pupil's Book page 65

A. Copy and write. [5 mins]

Aim: to practise writing sentences in joined handwriting.

- Demonstrate writing the sentence, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book. (*Three little cats are here to play.*)
-  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.
- Remind pupils about capital letters and full stops.

Homework

Pupils can practise writing the sentence in their notebooks.

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



Aim: to practise words from the lesson.

- 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 cat. A cat.

B: An insect. An insect.

C: A frog. A frog.

D: A rabbit. A rabbit.

E: A cow. A cow.

F: A goat. A goat.

- Pupils listen and write each letter beside the correct picture.
- Check the answers. Ask: *What letter is picture (1)?* Elicit *It's letter (D). It's (a rabbit).*
- Pupils take turns to ask and answer about the objects in the pictures. (*What's this? It's a ...*)

Answers: 1. rabbit D, 2. goat F, 3. cat A, 4. frog C, 5. cow E, 6. insect B

End of Lesson 1 Checkpoints:

- Pupils can say a rhyme to revise greetings and ask about health.
- Pupils can name some common animals in English.
- Pupils can copy and write a sentence in joined handwriting.

Unit 4

Animals

Lesson 1

1. Listen, say and act.

2. Point and say.

A cats

B hens

C goats

D cows

25 Pupil's Book 2

Unit 4

Animals

Lesson 1

A. Copy and write.

Three little cats are here to play.

B. Listen, write the letters and say.

1

2

3

4

5

6

65 Pupil's Book 2

Lesson overview

Listening/speaking:	follow and say simple sentences about Nile animals
Reading/writing:	read and follow simple sentences about Nile animals; reorder words and write complete sentences; read and write words to complete sentences about animals; copy and write a sentence in joined handwriting
Grammar:	noun phrases, for example: <i>Nile fish, long tails</i> ; first person plural, present simple of verb + noun (e.g. <i>We lay eggs</i>)
Functions:	describe physical appearance: describe appearance using colour, shape and size
New language:	<i>hippo, lay, metre, sharp, snake</i>

Starter activity [5 mins]



Aim: to revise the words in the lesson.

- Write these mixed-up words on the board. Tell pupils to work out what they are: *lodicroce, 'tond, geg, shfi, tog, ngol, theet*
- Pupils write the words out correctly in their notebooks.
- Check the answers. Write the answers on the board. Elicit the Arabic.

Answers: crocodile, don't, egg, fish, got, long, teeth

Pupil's Book page 26

1. Read and match. Then listen and check. [10 mins]



Aim: to read and talk about length; to describe some Nile animals and fish.

- Learn and practise the words.
 - Use the pictures to teach *hippo*.
 - Teach the meanings of (to) *lay (eggs)*, *metre* and *sharp*.
 - Write all the words on the board. Help pupils to read them. Practise the pronunciation.
- Prepare the text.
 - Pupils read the sentences in each box. They match each description to one of the animals.
 - Do not check the answers yet.

- Listen to the text. Answer the question.
 - Read the first part of the text. Pause after the first line so pupils can find and follow the description.
 - Check pupils understand the description.
 - Repeat for parts two and three.
 - A. *We're one metre long. We've got sharp teeth. We lay eggs. We're Nile fish.*
 - B. *We're five metres long. We've got sharp teeth. We lay eggs. We're Nile crocodiles.*
 - C. *We're four metres long. We've got long teeth. We don't lay eggs. We're Nile hippos.*
- Read each description again. Pupils read aloud with you. Add the last line for each animal.
- Tell the class to read the complete descriptions.
- Pupils read and say the descriptions together. Go around the class listening and helping.
- Choose individuals or pairs to read or say the description of one of the animals to the class.

2. Read and say. [10 mins]



Aim: to practise describing animals; to describe snakes.

- Use the picture to teach *snake*. Write the word on the board and help pupils to read it. Explain that a_e makes the sound /eɪ/ (the same as the name of the letter 'a').
 - Read the descriptions in the word boxes as a class. Check pupils understand. Elicit the Arabic.
 - Explain the activity. Pupils read the descriptions in the words boxes and make them into sentences with *We're*.
 - Choose a pupil to read the description in the first word box: *3 metres long*. Elicit from the class *We're 3 metres long*.
 - Pupils do the exercise with a partner, then change roles and repeat.
- Answers:** We're snakes. We're three metres long. We have got/we've got sharp teeth. We haven't got legs. We eat frogs and insects. We lay eggs.

Pupil's Book page 66

A. Copy and write. [5 mins]



Aim: to practise writing sentences in joined handwriting.

- Demonstrate writing the sentence, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book. (*We're fish and we've got sharp teeth.*)
- 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.

- Remind pupils about capital letters and full stops.

Homework

Pupils can practise writing the sentence in their notebooks.

B. Read and complete. [5 mins]

Aim: to read and understand simple descriptions.

- Explain the activity. Pupils complete each sentence with a word from the box.
- Choose pupils to read the words in the word box.
- Do sentences number one with the class as an example. Elicit *We are Nile crocodiles.*
- Pupils read and complete the other sentences.
- Pupils check their answers together, and practise reading the sentences.
- Choose pupils to read their answers.

Answers: 1. crocodiles, 2. lay, 3. long, 4. Our, 5. teeth

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

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

- 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. (*What, It*)
- Remind pupils or elicit that questions finish with a question mark and sentences finish with a full stop.
- Pupils write out the question and answer correctly.
- Pupils check their work together.
- Choose pupils to read their answers aloud. Write the answers on the board.
- Pupils check their spelling, handwriting and punctuation.


Answers: 1. What is that big animal? 2. It is a Nile hippo.

End of Lesson 2 Checkpoints:

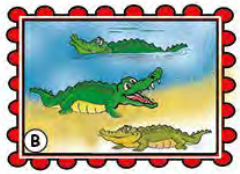
- Pupils can understand and give short descriptions of animals.
- Pupils can name some common animals in English.
- Pupils can copy and write a sentence in joined handwriting.

Unit 4
Lesson 2

1. Read and match. Then listen and check.




A Nile fish



B Nile crocodiles

1 We're 5 metres long. We've got sharp teeth. We lay eggs.




C Nile hippos

2 We're 1 metre long. We've got sharp teeth. We lay eggs.

3 We're 4 metres long. We've got long teeth. We don't lay eggs.

2. Read and say.

... are 3 metres long.



We're snakes. We...

... haven't got legs.

... have got sharp teeth.

... eat frogs and insects.

... lay eggs.

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Unit 4
Lesson 2

A. Copy and write.

We're fish and we've got sharp teeth.

B. Read and complete.

crocodiles got long lay Our teeth

1. We are Nile _____.
2. We _____ eggs.
3. We've got _____ tails and short legs.
4. _____ bodies are 5 metres long.
5. Our _____ are big and sharp.


C. Write the words in the correct order.


1. is / big / that / animal? / What
2. It / Nile / is / a / hippo.

66



Lesson overview



Listening/speaking:	follow and say where different animals live
Reading/writing:	read about places on a map of a Sudan; read, match to pictures, and write known words (animals); copy and write a sentence in joined handwriting
Grammar:	<i>can</i> (for ability) + verb; nouns: singular and regular plurals
Functions:	ability: talk about what people and animals can do
New language:	<i>camel, desert, elephant, forest, map, mountain</i>


- Say the rhyme. 
 - Pupils read the text together. Pupil 1 reads and Pupil 2 points. Then they change roles and read again. Go around the class to help with pronunciation.

- **2. Say. Then listen and check. [15 mins]** 

Aim: to say simple sentences about where animals live.

- Learn and practise the words.  
 - Use the pictures to teach the meaning of *camel* and *elephant*.
 - Help pupils to read the new words by sounding them out.
 - Elicit the names of the other animals.

- Say the sentences. 
 - Explain the activity. Pupils have to say where the animals live.
 - Choose a pupil to read the speech bubble. Help with the pronunciation of *live*. Revise the meaning.
 - Elicit a sentence about monkeys. *Monkeys live in...*
-  Pupils take turns to say a sentence about each of the other animals.
 - Do not check the answers yet.

- Listen to the text. Check your answers. 
 - Read the text below, sentence by sentence. Pause after each one, for pupils to say if they agree or not. [Teaching point: different answers may also be correct. Accept any sensible sentence, e.g. *Monkeys live in trees.*]

*Crocodiles live in rivers.
 Monkeys live in forests.
 Camels live in deserts.
 Elephants live in forests.
 Goats live in the mountains.
 Snakes lives in deserts.*

Extension

- Pupils make sentences about other animals they know – *Ducks live in rivers, Birds live in trees/forests; Cows live in fields/farms; etc.*

Pupil's Book page 67

- **A. Copy and write. [5 mins]**  

Aim: to practise writing sentences in joined handwriting.


- Demonstrate writing the sentence, joining the letters together as you write. Use handwriting lines and

Starter activity [5 mins]

Aim: to revise the names of animals.

- Write these mixed-up words on the board. Explain that each one is the name of an animal. Tell pupils to work out what the animals are:

drib, tac, woc, crolodice, shif, grof, toag, yomken, semou, batbir, lains, esank





-  Pupils write the words out correctly in their notebooks.
- Check the answers. Write the answers on the board. Elicit the Arabic.

Answers: *bird, cat, cow, crocodile, fish, frog, goat, monkey, mouse, rabbit, snail, snake*


Pupil's Book page 27

1. Read and point. [10 mins]

Aim: to read and understand a map of Sudan.

- Teach and revise the words.  
 - Use the picture to elicit or teach the meanings of *map, mountain, desert, forest* and to revise *sea, river*.
 - Write the words on the board. Help the class to read them. Practise the pronunciation.
- Listen to the text. 
 - Explain the activity. You will read the text. Pupils listen for the words *mountains, deserts, forests, rivers, the sea*. They point to where each one is on the map.
 - Read the sentences in the text box. Pupils listen and point.
- Practise the text. 
 - Read the text again. Pupils read along with you.

follow the example in the Pupil's Book. (*There are mountains here.*)





-  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.
- Remind pupils about capital letters and full stops.

Homework

Pupils can practise writing the sentence in their notebooks.

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

Aim: to spell and write known words.

- Use the pictures to revise *hippo, elephant, camel, snake, crocodile*.
- Choose pupils to spell out each word.
-  Pupils write the correct word under each picture.
-  Pupils check their answers together.
-  Choose pupils to say and then spell out their answers using the letter names.
-  Write the answers on a line on the board. Pupils check their spelling and handwriting together.

Answers: 1. snake, 2. camel, 3. hippo, 4. crocodile, 5. elephant

End of Lesson 3 Checkpoints:





- Pupils can understand words for different habitats in Sudan.
- Pupils can say where animals live.
- Pupils can copy and write a sentence in joined handwriting.


Lesson 3

Unit 4


1. Read and point.

This is a map of Sudan. There are deserts, mountains and forests. We can see rivers and the sea.


mountains	
desert	
forest	
sea and rivers	




2. Say. Then listen and check.




A crocodiles




B monkeys




C camels




D elephants



E goats



F snakes



Crocodiles live in rivers.

27
Pupil's Book 2

Lesson 3

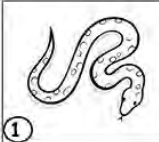
Unit 4

A. Copy and write.

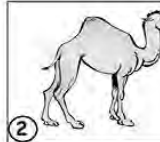
There are mountains here.

B. Read, match and write.

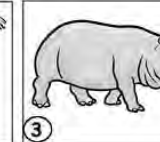
hippo
elephant
camel
snake
crocodile




1



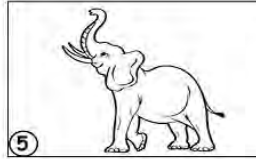
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3



4







5

67
Pupil's Book 2

Lesson overview

Listening/speaking:	follow and say words with the spelling pattern 'ph' (/f/ as in 'phone'); follow and say sentences about what animals can and can't do
Reading/writing:	follow and say words with the spelling pattern 'ph' (/f/ as in 'phone'); match action verbs with places; copy and write a sentence in joined handwriting; write sentences with <i>I can</i>
Grammar:	<i>can</i> (for ability); the conjunction <i>and</i>
Functions:	ability: talk about what people and animals can do
New language:	<i>alphabet, climb, jump, parrot, sing, swim, swing</i>

-   Listen to the chant.
 - Play the first line of the chant. Discuss with pupils which animals can *walk* and *run*. Elicit *cows*, but accept any sensible answers. Repeat for the other lines of the chant.
 -  Practise the chant.
 - Play the audio again. Pause after each line. Pupils point and repeat.
 - Play the audio again. Pupils say the chant along with the audio.
 - Write the verbs on the board like this:

walk / run	hop / jump
swim / walk	fly / talk
climb / swing	talk / sing
 - Help the class to say the chant without the audio using the words on the board.
-  Say the chant.
 - Pupil 1 says the chant and Pupil 2 points to the animals. Change roles.

Starter activity [4 mins]

Aim: to revise common verbs.



- Write the words *catch, fly, hop, kick, play, read, run, skip, talk, throw, walk, write* on the board.
- Read the words aloud along with the class. Revise the meanings.
- With the class, agree a mime for each word.
- Practise with the whole class. Choose any word from the list and say it to the class. Pupils do the action.
- Repeat for the other words on the list.

Pupil's Book page 28

1. Listen, point and say. [8 mins]




Aim: to say a chant about what some animals can do.

Materials: audio track 4.4

- Learn and practise the words.  
 - Use the pictures to revise *monkey, cow, crocodile, rabbit, girls, boys, children, people*.
 - Write *parrot* on the board. Choose a pupil to sound it out and say it. Use the picture to teach the meaning and elicit the Arabic.
 - Teach *climb, jump, sing, swim, swing*. Write the words on the board and help the pupil to read them. [Teaching point: explain that the 'b' is not pronounced in *climb*.]
 - Quietly tell a pupil the meaning of *climb*. Tell him/her to mime the action for the class. Elicit the meaning from the class.
 - Choose different pupils and repeat with the other new words.
- Explain the activity. Pupils will hear a sentence about some animals. They have to point to the animals.

2. Point and say. [8 mins]

Aim: to say make simple sentences about what animals can do.

-   Explain that they are going to use *can* to talk about what the animals can do.
- Choose pupils to make a sentence about each picture.
-  Pupils take turns to say sentences about the animals with *can*. They use the words on the board to help them. Go around the classroom to help.
- Choose pupils to say their sentences to the class.



Sample answers: (other answers are also possible)
Cows can walk/run. Rabbits can hop/jump. Crocodiles can swim/walk. Parrots can fly/talk. Monkeys can climb/swing. Boys/girls/children/people can talk/sing.

3. Listen and point. Then read and say. [7 mins]



Aim: to teach the spelling pattern *ph* (as in *phone*).

Materials: audio track 4.4 (2)

- Use the picture to revise the word *phone*. Repeat *phone* two or three times. Stress the /f/ sound.
- Write *phone* on the board. Draw a box round the *ph*.
- Elicit that the letters 'p' and 'h' together make the sound /f/.
-  Play the audio track. Pupils point and repeat. Elicit the meaning of *alphabet*.
-  Choose pupils to read the words aloud. Practise

the pronunciation.

Pupil's Book page 68

A. Copy and write. [5 mins]

Aim: to practise writing sentences in joined handwriting.

- Demonstrate writing the sentence, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book. (*We can climb and we can swing.*)
- 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.
- Remind pupils about capital letters and full stops.

Homework

Pupils can practise writing the sentence in their notebooks.

B. Copy, read and draw lines. [4 mins]

Aim: to read and understand expressions.

- Explain that pupils match each verb with the best ending.
- Read each verb aloud. Tell pupils to mime each one.
- Pupils read and join the other sentences.
- Pupils check their answers together.

Answers: 1. Swim in a river. 2. Fly in the air. 3. Climb a mountain. 4. Eat lots of fruit.

C. Write sentences with *I can*. [4 mins]

Aim: to write sentences with *I can*.

- Use the example to explain the activity. Pupils use each phrase from activity B to make a sentence. They start each sentence with *I can*.
- Remind pupils to give the first word in each sentence a capital letter and to finish each sentence with a full stop.
- Pupils write out the other sentences. Go round the class to help.
- Pupils check their spelling, handwriting and punctuation together.
- Choose pupils to read their answers.

Answers: answers from activity B with *I can*...


End of Lesson 4 Checkpoints:

- Pupils can use *can* to say what some animals can do.
- Pupils can read and say the spelling pattern **ph** (/f/ as in **phone**).
- Pupils can copy and write a sentence in joined handwriting.


Lesson 4

Unit 4


1. Listen, point and say.




2. Point and say.



3. Listen and point. Then read and say.




phone




elephant

ph



photo



alphabet

28

Lesson 4

Unit 4

A. Copy and write.

We can climb and we can swing.

B. Copy, read and draw lines.

1. Swim
2. Fly
3. Climb
4. Eat

a mountain.
lots of fruit.
in the air.
in a river.

C. Write sentences with *I can*.

1. *I can swim in a river.*
- 2.
- 3.
- 4.

68

Lesson overview

Listening/speaking:	follow and say sentences about what animals can and can't do
Reading/writing:	read words and phrases about what animals can and can't do; copy and write a sentence in joined handwriting; use phrases to write sentences about what animals can do
Grammar:	<i>can/can't</i> (for ability); nouns: singular and regular plurals
Functions:	ability: talk about what people and animals can do
New language:	<i>bat, but, lion</i>

Starter activity [5 mins]

Aim: to revise known vocabulary.

- Play *Guess the word*.
 - Prepare a list of verbs pupils know, for example: *walk, run, jump, hop, skip, sit (down), stand (up), come, go, sleep, wake (up), eat, read, write, say, talk, throw, catch, play, stop*.
 - Remind pupils how to play the game. (*Someone thinks of a word. They say the first letter. The others try to guess the word.*)
 - Explain that all the words are about things animals or people can do.
 - Say: *The letter for this word is 'J'.*
 - Pupils guess the word. (*jump*)
 - If pupils need more help, tell them the number of letters in the word.

Extension: Pupils play in pairs or small groups.

Pupil's Book page 29

1. Read and think. [10 mins]

Aim: to practise *Yes, they can* and *No, they can't*.

- Learn and practise the words.
 - Write *bat* on the board. Pupils point to it in their books. Choose a pupil to sound it out /b-ae-t/ and say *bat*. Use the picture to elicit the Arabic.
 - Write *lion* on the board. Read it for pupils and use the picture to elicit the Arabic. Practise the pronunciation.

- Use the pictures to revise *parrot, people, snake*.
- Pupils look at the words in the box and find words they can read.
- Choose pupils to mime *walk, swim, hop, jump, fly, talk*. Elicit the Arabic
- Say sentences. Answer with *Yes/No*.
 - Explain the activity. You say a sentence about one of the animals, and the class must say *Yes* (if it is true) or *No* (if it isn't true).
 - Say: *Lions can walk*. Elicit *Yes*. Say: *Lions can fly*. Elicit *No*.
 - Write *can't* on the board. Explain it is the same as *can not*.
- Teach *Lions can walk. Yes, they can. Lions can fly. No, they can't*.
 - Say more sentences about the animals. *Snakes can walk. Bats can swim*. Pupils say *Yes, they can*, or *No, they can't*.

2. Point and say. [8 mins]

Aim: to say sentences about what animals, people and birds can and can't do.

- Explain the activity. Pupils take turn to say sentences with *can* and *can't*. They use the words from activity 1.
- Choose pupils to read the speech bubbles as an example.
- Pupil 1 says sentences with *can*. Pupil 2 says sentences with *can't*. Pupils change roles. Pupil 2 says sentences with *can* and Pupil 1 says sentences with *can't*.

Sample answers (Other answers are also possible. Accept all reasonable answers.)


Lions can walk. They can swim. They can hop and jump. They can't fly and they can't talk. Bats can't swim. They can't hop and they can't jump. They can fly. They can't walk and they can't talk. Parrots can fly. They can't swim. People can talk but they can't fly. Snakes can't walk and they can't talk.

3. Play 'Name the animal'. [8 mins]

Aim: to say sentences about what animals, people and birds can and can't do.

- Play *What am I?*
 - Explain the game. Pupils say two or three sentences with *can/can't*, about an animal. Their partner has to guess the name of the animal.
 - Choose two pupils to read the speech bubbles.

Elicit that Dalia's animal is a crocodile, not a lion.


- Play once with the class as an example. Say: *I can walk and I can fly. I can't swim. What am I?* (A bird/parrot)
-  Pupils play the game. They take turns to ask and answer the questions.

Pupil's Book page 69

A. Copy and write. [5 mins]



Aim: to practise writing sentences in joined handwriting.





- Demonstrate writing the sentence, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book. (*Lions can walk but they can't fly.*)
-  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.
- Remind pupils about capital letters and full stops.

Homework

Pupils can practise writing the sentence in their notebooks.

B. Write sentences with *can* (✓) or *can't* (✗). [4 mins]


Aim: to write sentences with *can* and *can't*.

-  Explain the activity. Pupils say and write sentences about what hippos can and can't do.
- Elicit or remind pupils that the first word in a sentence or question starts with a capital letter.
- Remind pupils that sentences finish with a full stop.
-  Pupils write out the sentences in joined handwriting.
-  Pupils check their spelling, handwriting and punctuation.
-  Choose pupils to read their answers aloud. Tell the class to raise their hands if they agree.

Answers: 1. Hippos can swim. 2. Hippos/They can't talk. 3. Hippos/They can't climb trees. 4. Hippos/They can run. 5. Hippos/They can't fly.


End of Lesson 5 Checkpoints:

- Pupils can name some wild animals.
- Pupils can say and write about what some animals can and can't do.
- Pupils can copy and write a sentence in joined handwriting.


 **Unit 4**

Lesson 5

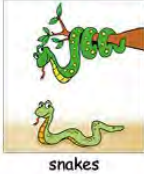
1. Read and think.




bats




lions



snakes



parrots



people


can

walk
swim
hop/jump
fly
talk


can't

walk
swim
hop/jump
fly
talk

2. Point and say.




Lions can walk.



Lions can't fly.


3. Play 'Name the Animal'.



I can swim, I can run and I can jump. What am I?

A lion?

Pupil's Book 2

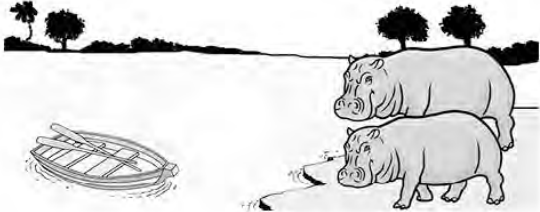
 **Unit 4**

Lesson 5

A. Copy and write.

Lions can walk but they can't fly.

B. Write sentences with *can* (✓) or *can't* (✗).



swim	✓	talk	✗
climb trees	✗	run	✓
fly	✗		

1. *Hippos can swim.*

2. _____

3. _____

4. _____

5. _____

Pupil's Book 2

Lesson overview

Listening/speaking:	use picture labels to say sentences describing camels; ask and say sentences about the length and height of camels
Reading/writing:	reorder words and write complete sentences; read and follow sentences about camels; copy and write a sentence in joined handwriting; write known words to label pictures
Grammar:	statements with <i>have got</i> and <i>can + verb</i> (<i>walk, drink, live</i>); noun phrases: <i>short tails, wide feet</i>
Functions:	describe physical appearance: identify and name parts of the body
New language:	<i>about, drink (v), hump, order, water (n), wide</i>

Starter activity [5 mins]





Aim: to revise words for parts of the body.

- Play *Do what I do*. Follow the instructions on page 37 for the starter activity, Unit 3 Lesson 3.

Pupil's Book page 30

1. Read and say. [12 mins]




Aim: to use *have got* to describe camels.

-  Pupils look at the picture of the camel and find words they can read.
-  Choose a pupil to read Dalia's speech bubble. Elicit the Arabic.
- Use the picture to elicit the meaning of *hump*. Write it on the board. Choose a pupil to sound it out /h-ʌ-m-p/ and say *hump*.
-  Write *wide* on the board. Read it for pupils. Teach the meaning. Practise the pronunciation (/w-aɪ-d/).
- Choose pupils to read the labels on the picture. Elicit the Arabic.
-  Pupils use the labels to make sentences. Go round the class. Make sure pupils use plural 's' (*camels, tails, and so on*).

Answers: Camels have got short tails. Camels/They've got big humps. They've got long necks. They've got long legs. They've got wide feet.

2. Read, ask and answer. [13 mins]

Aim: to teach questions with *How (tall/long)?* and the answer *About (2 metres)*.


- Learn and practise the words.  
 - Revise *tall* and *long*.
 - Teach *How tall...? How long...?*
 - Write *about* on the board. Teach the meaning. Help with the pronunciation /æ-b- aʊ-t/.
- Ask and answer the questions.
 - Choose a pupil to read the first speech bubble. Elicit the meaning. Tell pupils to guess the answer.
 - Choose a pupil to read the first sentence in the sentence box.
 - Elicit if their guesses were right. Show pupils something in the classroom which is about 2 metres high, for example, a door.
 - Repeat for the second speech bubble.
-  Pupils take turns to ask and answer the two questions.

Answers: A. Camels/They are about 2 metres tall. B. Camels/They are about 3 metres long.

Pupil's Book page 70

A. Copy and write. [5 mins]

Aim: to practise writing sentences in joined handwriting.


- Demonstrate writing the sentence, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book. (*Camels have got long legs.*)
-  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.
- Remind pupils about capital letters and full stops.

Homework



Pupils can practise writing the sentence in their notebooks.

B. Look and write. [5 mins]

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

- Use the pictures to revise *cow, goat, bird, hippo, parrot, elephant*.
- Choose pupils to sound out each word and name the letters.
-  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. Tell pupils to raise a hand if they agree.

Answers: 1. a cow, 2. a goat, 3. a bird, 4. a hippo, 5. a parrot, 6. an elephant

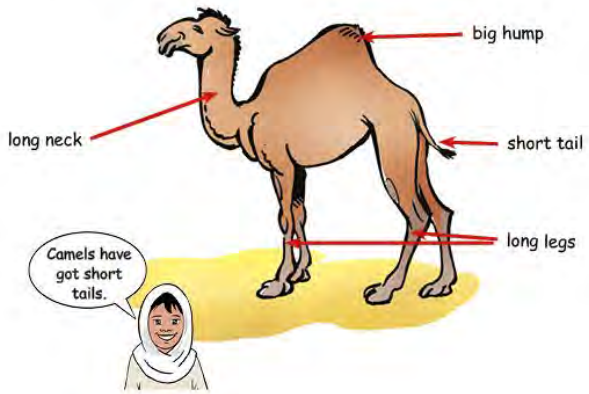
End of Lesson 6 Checkpoints:

- Pupils can understand and say sentences to describe camels.
- Pupils can understand the question *How tall are camels?*
- Pupils can copy and write a sentence in joined handwriting.

Lesson 6

Unit 4

1. Read and say.



2. Read, ask and answer.

Camels are about 2 metres tall.
They are about 3 metres long.

How tall are camels?

How long are camels?

Pupil's Book 2 30

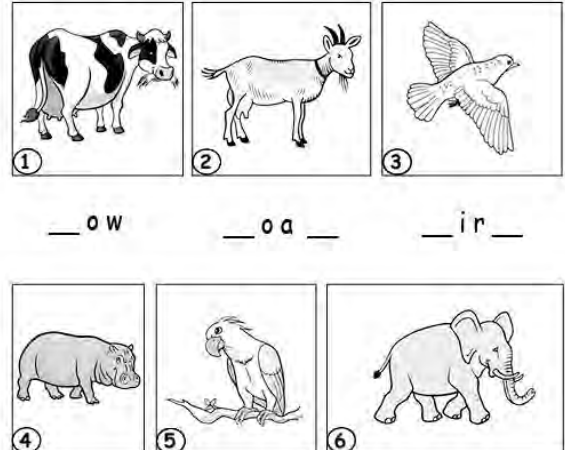
Lesson 6

Unit 4

A. Copy and write.

Camels have got long legs.

B. Look and write.



__ o w __ o a __ __ i r __

__ _ p o __ _ r __ e l e _ _ _ _

Pupil's Book 2 70

Lesson overview

Listening/speaking:	follow and take part in a game using words with opposite meaning (up = down); follow, enjoy and say a story about what different animals and people think about camels
Reading/writing:	read a simple dialogue about likes and dislikes; copy and write a sentence in joined handwriting; use sentences starters to write own likes/dislikes and abilities
Grammar:	sentences in present simple with <i>haven't</i> ; <i>don't</i> and <i>can't</i> + verb; common adjectives
Functions:	preferences: say likes and dislikes
New language:	<i>be, Bedouin, friend</i>

Starter activity [5 mins]

Aim: to practise describing animals.






- Play *What am I?* Pupils say sentences with *can/can't, have/haven't got; I'm (green); I'm (about)...tall*, to describe animals. Their partner guesses the animal.

Pupil's Book page 31

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

Aim: to listen to and act a short story; to revise *like/don't like*.

Materials: flashcards 17-20

-  Prepare the story.
 - Point to the camel. Say: *This is Waheed. He's a camel. He hasn't got any friends.* Teach the meaning of *friend*.
 - Write *Can you be my friend?* on the board. Read it for the class and teach the meaning. Practise the pronunciation.
 - Write *a Bedouin boy* on the board. Read it for the class. Use the picture to teach the meaning. Practise the pronunciation.
 -  Pupils look at the pictures and find words they can read.
 -   Elicit from pupils what they think happens in the story.
-  Listen to the story.
 - Read the text below. Pupils listen and follow in their books.

A. Waheed is in the desert with a fox:

[Waheed]: *Hello Mr Fox. I'm Waheed. I'm*

a camel. Can you be my friend, please?

[Fox]: *No. Camels are big. I don't like camels.*

B. Waheed is in the desert with a snake:

[Waheed]: *Hello Mr Snake. I'm Waheed. I'm a camel. Can you be my friend, please?*

[Snake]: *No. Camels can stand on me. I don't like camels.*

C. Waheed is in the desert with a bird:






[Waheed]: *Hello Mrs Bird. I'm Waheed. I'm a camel. Can you be my friend, please?*

[Bird]: *No. Camels can't fly. I don't like camels.*

D. Waheed is in the desert with a Bedouin boy

[Waheed]: *Hello. I'm Waheed. I'm a camel. Can you be my friend, please?*

[Boy]: *Yes, I can. I like camels.*

-  Practise the story.
 -  Check pupils understand the story.
 - Practise Waheed's lines with the class. Say:
 - *Hello Mr. Fox. I'm Waheed. I'm a camel.* Pupils repeat.
 - *Can you be my friend, please?* Pupils repeat.
 - Repeat for Mr Snake and Mrs Bird.
 - Tell the class to read the story along with you, including Waheed's lines. Be ready to help.
 -  Pupils read the story together. Pupil 1 is Waheed. Pupil 2 reads the other parts.
 - Pupils change roles and read the story again.
- Act the story without the books.
 -  Elicit the story. Draw a camel on the board. Put flashcards 17-20 next to the camel, one under the other.
 - Point to the camel. Elicit what Waheed says to the fox.
 - Point to the fox. Elicit what the fox says.
 - Repeat for the other three flashcards. Start with Waheed each time.
 - The class practises acting the story without their books, using the flashcards to help.
 -  Pupils act the story in groups of five.
 - Pupils change roles and act the story again.

2. Play 'Waheed says'. [10 mins]

Aim: to practise vocabulary.

- Explain the game. You say a word and the class says

the opposite.

- Demonstrate: Say: *big*. Prompt the class to say *small*.



Pupils play with a partner. They take turns.

Example opposites: *black/white, long/short, tall/short, big/small, old/new, up/down, behind/in front of, open/close, sit/stand eat/drink, walk/run, come/go*, and so on.

Pupil's Book page 71



A. Copy and write. [5 mins]

Aim: to practise writing sentences in joined handwriting.

- Demonstrate writing the sentence, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book. (*I'm Waheed. Please be my friend.*) Remind pupils that the word *I* always has a capital letter.



- 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.
- Remind pupils that both sentences need a capital letter and a full stop.

Homework

Pupils can practise writing the sentences in their notebooks.



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

Aim: to complete sentences with *I like/I don't like* and *I can* and *I can't*.

- Explain the activity. Pupils complete each sentence and draw a matching picture in the box. They can choose what to write.
- Elicit examples of things they like/don't like and can/can't do. Remind them that they have to be able to draw these things.
- Pupils complete each sentence (in joined handwriting) and draw matching pictures.
- Pupils read their sentences to a partner.
- Pupils change notebooks and check their partner's pictures. Does each one match its sentence?
- Pupils check their handwriting, spelling and punctuation together.
- Choose pupils to read their sentences to the class. Tell the other pupils to raise a hand if they have the same sentence, for example, *I like ice-cream*.

End of Lesson 7 Checkpoints:

- Pupils understand and act a story about a camel.
- Pupils can understand and use *I like* and *I don't like*.
- Pupils can copy and write a sentence in joined handwriting.

Lesson 7

Unit 4

1. Listen and read. Then say and act.

Panel A: A fox says, "No. Camels are big." and "I don't like camels." Panel B: A snake says, "No. Camels can stand on me." and "I don't like camels." Panel C: A bird says, "No. Camels can't fly." and "I don't like camels." Panel D: A man says, "Yes. I can. I like camels."

2. Play 'Waheed Says'.

Person 1: Up. Person 2: Down.

31

Lesson 7

Unit 4

A. Copy and write.

I'm Waheed. Please be my friend.

B. Read, write and draw.

1. *I like*

2. *I don't like*

3. *I can*

4. *I can't*

① ②

③ ④


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Lesson overview

Listening/speaking:	follow and say words with the spelling pattern 'ay' (/eɪ/ as in 'say'); follow, enjoy and say parts of a rhyme about different animals and the things they can do
Reading/writing:	read words with the spelling pattern 'ay' (/eɪ/ as in 'say'); read and match sentences and pictures; read and follow a rhyme about things animals can do; copy and write a sentence in joined handwriting
Grammar:	<i>can</i> (for ability); prepositions: <i>in, up</i>
Functions:	ability: talk about what people and animals can do
New language:	<i>grass, phone, whale</i>

A whale can sing in the sea.

*A lion can run in the long grass,
And a monkey can climb up a tree
A hippo can swim in the river,
But a whale can sing in the sea.*

- Check that pupils have understood. Elicit the Arabic for each line.
- Read the text again. Pupils read along with you.
- Say the rhyme. 
 - Pupils read the rhyme together. They take turns to read one line each. Pupil 1 starts. Listen and check they all remember to add -s to the animals names.
 - Pupils change roles. Pupil 2 starts. Go around the class to help with pronunciation.




Extension

- Ask: *What can lions do?* Pupils read and answer, *Lions can sleep in the long grass.* Repeat for the other animals in the rhyme.

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

Aim: to teach the spelling pattern *ay* (/eɪ/ as in *say*).

Materials: audio track 4.8

- Point to the letters *ay* in the middle of the activity. Say the sound (/eɪ/as n **say**). Pupils point and repeat.
- Elicit that the letters 'a' and 'y' together make the sound /eɪ/.
-  Play the audio track. Write *say* on the board. Draw a box round the *ay*.
- Point and say *say*. Stress the /eɪ/ sound. Revise the meaning.
- Point to each of the other words in turn. Say the words (*way, play, today, stay*), stressing the /eɪ/ sound. Pupils point and repeat. Revise the meanings.
-  Choose pupils to read all the words aloud. Practise the pronunciation.
-  Pupils look at the pictures and read the words together.

Pupil's Book page 72

A. Copy and write. [5 mins]

Aim: to practise writing sentences in joined handwriting.

- Demonstrate writing the sentence, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book. (*Whales can*

Starter activity [5 mins]




Aim: to revise words from Unit 3.

- Play *Make a line*.
 - See instructions on page 15 (Unit 1 Lesson 8).
 - Say the Arabic, or give clues in simple English to elicit words from this list: *bat, camel, climb, desert, drink, elephant, farm, forest, friend, goat, jump, lion, map, metre, mountain, parrot, sharp, sing, snake, swim, swing, today, water, wide*.

Pupil's Book page 32

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

Aim: to say a rhyme and practise sentences with *can*.


-  Prepare the rhyme.
 - Use the pictures to elicit or teach the meanings of *grass* and *whale*.
 - Write *grass* and *whale* on the board. Help pupils to read *grass*. Read *whale* for them and practise the pronunciation.
 -  Pupils look at the pictures, and find sentences they can read.
-  Listen to the rhyme.
 - Read the text. Pupils listen and point to each animal as it is named.

A lion can sleep in the long grass.

A monkey can swing in a tree.

A hippo can walk in the river.

swim and sing.)

-  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.
- Remind pupils about capital letters and full stops.




Homework

Pupils can practise writing the sentence in their notebooks.

B. Read and ✓ or ×. [5 mins]



Aim: to read and understand simple sentences.

- Explain that pupils read the sentence under 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 that right?* Elicit *No, it isn't.*
- Show pupils the cross in the box.
-  Pupils read the other 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 isn't.*


Answers: 1. × 2. ✓ 3. × 4. ✓ 5. × 6. ×

End of Unit 4 Checkpoints:


- Pupils can use *can* to talk about what some animals can do.
- Pupils can read and say the spelling pattern *ay* (/eɪ/ as in **say**) and *ph* (/f/ as in **phone**).
- Pupils can copy and write a sentence in joined handwriting.

Unit 4
Lesson 8


1. Listen and point. Then read.




A lion can sleep in the long grass.




A monkey can swing in a tree.




A hippo can walk in the river.




A whale can sing in the sea.




A lion can run in the long grass,



and a monkey can climb up a tree.




A hippo can swim in the river,



but a whale can sing in the sea.


2. Listen and point. Then read and say.




Hello!

say


ay



way



play



today

32


Unit 4
Lesson 8

A. Copy and write.

Whales can swim and sing.


B. Read and ✓ or X.

1. This is a whale.

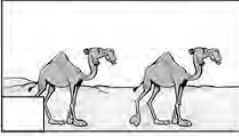


X


2. Birds can fly in the sky.



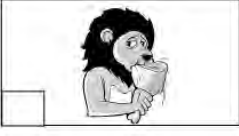
3. Camels live in rivers.




4. People can walk and run.



5. Lions like ice cream.



6. We can see three hens.




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Lesson overview

Listening/speaking:	follow, enjoy and say a rhyme involving instructions and common objects and body parts; say sentences about food items in picture; follow and match people with their belongings
Reading/writing:	read and follow a rhyme involving instructions and common objects; copy and write a sentence in joined handwriting; write sentences about things seen in a picture
Grammar:	<i>there is/there are some</i> with countable and uncountable nouns
Functions:	identify and name common foods
New language:	<i>banana, bread, juice, milk, some, tomato</i>




they hear the words. Pupils point to their legs, feet and head when they hear the words.

- Practise the rhyme.
 - Read the rhyme again, line by line. Pupils repeat.
 - Read the rhyme again. Pupils say the rhyme along with you.
 - Divide the class into three big groups. Each group reads a part of the rhyme. As they read, the other pupils in the class point to the pictures or parts of the body.
-  Say the rhyme.
 - Pupils read the rhyme in small groups of three. Each pupil in the group reads one part of the rhyme. The others point to the pictures or parts of the body.

2. Point and say. [12 mins]



Aim: to say sentences with *there is/there are some*.

- Write *there is some* on the board. Write these words next to it: *milk, water, bread, juice*.
-  Explain that we use *there is some* with things that we cannot count. Explain that we cannot count milk. We cannot say *three milks*.
- Say sentences: *There is some milk/water/bread/juice*. Explain the meanings. Pupils repeat.
- Write *there are some* on the board. Write these words next to it: *lemons, eggs, tomatoes, sweets*.
-  Explain that we use *there are some* with things that we can count. Explain that we can count lemons. We can say *three lemons, four eggs*.
- Say sentences: *There are some lemons/eggs/tomatoes/sweets/bananas*. Explain the meanings. Pupils repeat.
- Elicit sentences about the picture in the Pupil's Book. See example sentences below.
-  Pupils take turns to point to pictures of food and drink in the Pupil's Book and say sentences with *There are some/There is some*. See example sentences below. Go around the classroom, listening and helping.



Example sentences:

There are some lemons in the picture. There are some eggs in the picture. There are some tomatoes in the picture. There is some milk in the picture. There are some sweets in the picture. There are some bananas in the picture. There is some water in the picture. There is some bread in the picture. There is some juice in the picture.

Starter activity [5 mins]



Aim: to revise the names of food and drink.

-  Tell pupils that you will write the names of food and drink on the board. Tell them to raise their hands when they can guess the word.
- Slowly write these letters on the board: *a-p-p-l-e*. Pupils raise their hands and say the word. Write the complete word on the board.
- Repeat with these words: *egg, jam, tea, lemon, melon, water, ice cream, sweets*.
-  Elicit the Arabic for each word.

Pupil's Book page 33

1. Read, say and point. [12 mins]



Aim: to read and say a rhyme about food and drink.

- Teach the new words.
 - Write the words *tomato* and *tomatoes* on the board. Read the words to the class and teach the meanings. Practise the pronunciation.
 - Tell pupils to find a picture of tomatoes in the Pupil's Book.
 - Repeat with these words: *milk, banana/bananas, bread, juice*.
- Listen to the rhyme.
 - Read the rhyme. Pupils listen and point to the pictures of lemons, eggs, tomatoes, milk, sweets, bananas, water, bread and juice when

A. Copy and write. [5 mins]



Aim: to practise writing a sentence in joined handwriting.

- Demonstrate writing the words, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book. (*There are some lemons in the picture.*)
- 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.
- Remind pupils about capital letters and full stops.

Homework

Pupils can practise writing the sentence in their notebooks.

B. Write about the picture. Use *there is* and *there are*.

[6 mins]



Aim: to write sentences with *there is/there are some*.

- Tell pupils to look at the picture in the Pupil's Book. Elicit the names of the food and drink (*melons, bananas, water, milk, lemons*).
- Use the example to explain the activity. Pupils write sentences about the picture using *there is some* or *there are some*.
- ع Remind pupils that we use *there is some* with things that we cannot count, and we use *there are some* with things that we can count.
- Pupils write the other sentences.
- Pupils check their spelling, handwriting and punctuation together, and practise reading the sentences.
- ع Choose pupils to read their sentences. Elicit the Arabic.

Answers: [Sentences 2 and 3 can be in a different order]
 There are some melons in the picture. There are some bananas in the picture. There is some water in the picture.

End of Lesson 1 Checkpoints:

- Pupils can perform a rhyme to say words for food and drink.
- Pupils can use *there is/there are some*.
- Pupils can copy and write a sentence in joined handwriting.

Unit 5 **Food and Drink** Lesson 1

1. Read, say and point.

Point to the lemons. Point to the tomatoes and point to your legs.

Point to the eggs. Point to the monkeys and point to your legs.

Point to the milk. Point to the bananas and point to your feet.

Point to the sweets. Point to the monkeys and point to your feet.

Point to the water. Point to the juice and point to your head.

Point to the bread. Point to the monkeys and point to your head.

2. Point and say.

There is some... in the picture.

There are some... in the picture.

Pupil's Book 2

Unit 5 **Food and Drink** Lesson 1

A. Copy and write.

There are some lemons in the picture.

B. Write about the picture. Use *there is* and *there are*.

1. *There are some melons in the picture.*

2. _____

3. _____


Pupil's Book 2

Lesson overview

Listening/speaking:	listen and match words to pictures; follow, ask and say sentences about where food and drink items are placed in a kitchen and a bag
Reading/writing:	read the names of common food and drink items; copy and write sentences in joined writing
Grammar:	<i>there is/there are some</i> with countable and uncountable nouns
Functions:	locations: say where things are
New language:	<i>carrot, peanut, potato, shelf, sugar</i>

Starter activity [5 mins]

Aim: to revise sentences with *there is/there are some*.

- Tell pupils to open the Pupil's Book at page 34. Pupils look at the picture at the top of the page.
-  Explain that you will say some sentences about the picture. If the sentence is true, they wave their hands in the air. If the sentence is not true, they put their hands on their heads.
- Say: *There are some eggs in the picture.* Pupils wave their hands in the air. (It's true)
- Say: *There is some ice cream in the picture.* Pupils put their hands on their heads. (It isn't true)
- Repeat with these sentences: *There are some lemons in the picture.* (It's true) *There is some bread in the picture.* (It isn't true) *There are some bananas in the picture.* (It's true) *There are some apples in the picture.* (It isn't true) *There is some tea in the picture.* (It isn't true) *There is some water in the picture.* (It's true)




Pupil's Book page 34

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

Aim: to say where food and drink items are using *there is/there are some*.

- Teach new words. Give meanings when needed.
 - Tell pupils that you will say some sentences. They must listen and point to the food or drink in the picture.
 - Say: *There are some peanuts on the table.* Say: *There are some potatoes on the table.*
 - Say: *There is some milk in the fridge.* Pupils point at the milk.
 - Say: *There are some eggs in the fridge.* Pupils point at the eggs.

- Say: *There are some carrots on the table.*
- Say: *There are some sweets on the shelf.* Pupils point at the sweets.
- Say: *There is some sugar on the shelf.*

-  Write these words on the board: *peanuts, potatoes, carrots, sugar, shelf.* Read the words to the class and teach the meanings. Practise the pronunciation. Remind pupils that 'sh' makes the sound /ʃ/. Elicit that *sugar* begins with the same sound.
- Say sentences.
 - Write on the board *There is some.../There are some....* Remind pupils that we use *there is some* with things that we cannot count, and we use *there are some* with things that we can count.
 -  Write on the board *in the fridge/on the table / on the shelf.* Elicit the Arabic for these phrases.
 -  Pupils take turns to point to pictures of food and drink in the picture, and say sentences with *There are some/There is some.* See example sentences below.


Example sentences: There are some carrots/tomatoes/lemons/peanuts/potatoes on the table. There is some water on the table. There are some sweets on the shelf. There is some sugar/jam on the shelf. There is some milk/water/juice in the fridge.

Extension

- Tell pupils to close the Pupil's Book. Divide the class into two teams.
- Pupils from each team take turns to say a sentence about the picture. Give points for each correct sentence.
- The team with the most points wins.

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

Aim: to practise asking questions with *where* and saying where food and drink items are.

- Choose pupils to read the words in the word boxes. Be ready to help. Use the pictures to review the meanings. Practise the pronunciation.
- Choose two pupils to read the speech bubbles.
- Choose two pupils to ask and answer the question about sugar. (*Where is the sugar? It's on the shelf.*)
- Choose two pupils to ask and answer the questions about peanuts. (*Where are the peanuts? They are on the table.*) Remind pupils to say *Where are/They are* for things that we can count.
- Continue with the other words in the word boxes.
-  Pupils take turns to ask and answer the

questions. Go around the classroom listening and helping.

Answers: Where is the water? It's on the table. Where is the sugar? It's on the shelf. Where are the peanuts? They are on the table. Where are the potatoes? They are on the table. Where are the carrots? They are on the table. Where is the jam? It's on the shelf. Where is the melon? It's in the fridge. Where are the sweets? They are on the shelf. Where is the milk? It's in the fridge.

Pupil's Book page 74

A. Copy and write. [5 mins]



Aim: to practise writing a sentence in joined handwriting.

- Demonstrate writing the words, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book. (*There is some sugar and jam.*)
- 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.
- Remind pupils about capital letters and full stops.

Homework

Pupils can practise writing the sentence in their notebooks.

B. Listen, match and draw lines. [5 mins]



Aim: to understand short descriptions.

- Look at the pictures. Elicit the food and drink items in each bag.
- ع Explain the activity. Pupils listen and decide which bag belongs to Ahmed, Dalia and Cathy. They draw lines between the names and the bags.
- Read the script below.
 - There are some lemons and carrots and there is some bread and water in Ahmed's bag.
 - There are potatoes, bananas and lemons and there is some juice in Dalia's bag.
 - There are some bananas, eggs and tomatoes and there is some milk in Cathy's bag.

- Pupils listen and draw lines between the names and bags.

- ع Check the answers.

Answers: Ahmed (bag 2); Dalia (bag 3); Cathy (bag 1)

End of Lesson 2 Checkpoints:

- Pupils can name some food and drink items.
- Pupils can use *there is/there are some* to say where food and drink items are.
- Pupils can copy and write a sentence in joined handwriting.

Lesson 2

Unit 5

1. Listen, point and say.

There are some... on the shelf.

There are some... in the fridge.

2. Look, ask and answer.

	water		potatoes		melon
	sugar		carrots		sweets
	peanuts		jam		milk

Where are the peanuts?

They are on the table.

Pupil's Book 2
34

Lesson 2

Unit 5

A. Copy and write.

There is some sugar and jam.

B. Copy the names, then listen and write the number of the picture.

Ahmed

1

Dalia

2

Cathy

3

Pupil's Book 2
74


Lesson overview

Listening/speaking:	listen and match words to pictures; follow and take part in a guessing game dialogue describing the shapes of fruits and vegetables; ask and respond to questions about fruit and vegetables
Reading/writing:	read a dialogue describing the shapes of fruit and vegetables; copy and write a sentence in joined handwriting
Grammar:	conjunction <i>or</i>
Functions:	identify and name common food groups
New language:	<i>or, orange, round, think, vegetable</i>

Starter activity [5 mins]



Aim: to revise the names of fruit and vegetables.

-  Tell pupils that you will draw some food items on the board. Tell them to raise their hands when they can guess the word.
- Slowly draw an apple on the board. Pupils raise their hands and say the word.
- Repeat with these food items: *banana, lemon, potato, tomato, carrot, melon.*



Pupil's Book page 35

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








Aim: to listen to and say a dialogue; to name fruit and vegetables.

Materials: audio track 5.3

- Prepare the dialogue.
 - Pupils look at the pictures. Elicit the names of the food items that pupils know (*melon, potato, carrot, banana, apple*).
 - Write the word *orange* on the board. Read the word to the class and teach the meaning. Practise the pronunciation.
-  Write these words on the board: *fruit or vegetable*. Give examples of fruit (*melon, banana*) and vegetables (*carrot, potato*). Tell pupils to guess the meanings of the words *fruit* and *vegetable*. Give the meaning of the phrase *fruit or vegetable*.
-  Explain the difference between fruit and vegetables. Fruit have a seed or seeds in them

and vegetables don't.

- Practise the dialogue.
 -  Play audio track 5.3. Pupils listen and follow in their books.
 -  Tell pupils to look at picture E. Read the line *I think it's a banana*. Tell pupils to guess the meaning of the word *think*. Practise the pronunciation of the word (the letters *th* sound like /θ/ as in the word *three*).
 -  Play the audio again. Pause after each line. Pupils point and repeat.
 -  Divide the class into two big groups. Group 1 reads Badr's lines. Group 2 reads Ahmed's lines. They read the dialogue without the audio. Be ready to help.
- Read the dialogue.
 -  Pupil 1 reads Badr's lines, Pupil 2 reads Ahmed's lines. Pupils change roles and repeat.

Extension




Materials: a long piece of material; some fruit (apple, banana, lemon, melon, orange) and vegetables (carrot, potato)

- Play a game.
 - Put the fruit and vegetables on a table.
 - Choose a pupil and tie the material around the pupil's eyes. Give the pupil a piece of fruit or a vegetable. The pupil guesses what it is. Encourage the pupil to say *I think it's a ...*
 - Check pronunciation of the word *think*.
 - Repeat with more pupils.

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



Aim: to put food items into groups by asking *Is a (potato) a fruit or vegetable?*

- Choose pupils to say the names of the food items in the pictures (*apple, carrot, mango, potato*). Be ready to help. Practise the pronunciation.
- Choose a pupil to read the speech bubble. Elicit the answer from the class: *It's a fruit.*
- Choose different pupils to ask questions about pictures B, C, D. Elicit the answers from the class.
-  Pupils take turns to ask and answer the questions. Go around the classroom listening and helping.

Answers:

- Is an apple a vegetable or a fruit? It's a fruit.
- Is a carrot a vegetable or a fruit? It's a vegetable.
- Is a mango a vegetable or a fruit? It's a fruit.

D. Is a potato a vegetable or a fruit? It's a vegetable.

Pupil's Book page 75

A. Copy and write. [5 mins]



Aim: to practise writing a sentence in joined handwriting.

- Demonstrate writing the words, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book. (*Is it an apple? No, it isn't.*)
- 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.
- Remind pupils about the apostrophe in the word *isn't*.

Homework

Pupils can practise writing the sentence in their notebooks.

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



Aim: to understand and say the names of fruit and vegetables.

- Explain the activity. Pupils listen to a sentence describing the food items. They write the letter for each picture.
- Give an example. Say: *A: This is a carrot. This is a carrot.* Explain that the letter A is next to the picture of a carrot.
- Read these sentences:
 - B: This is an orange. This is an orange.*
 - C: This is a tomato. This is a tomato.*
 - D: This is a banana. This is a banana.*
 - E: This is a mango. This is a mango.*
 - F: This is a potato. This is a potato.*

- Pupils write the letters in their notebooks.
- Check the answers. Ask: *What's letter A?* Pupils say *This is a carrot.* Continue with letters B-F.
- Pupils take turns to point to the pictures and say sentences. (*This is a carrot/tomato/orange/banana/mango/potato.*) Go around the classroom, listening and helping.

Answers: 1. tomato C, 2. banana D, 3. carrot A, 4. potato F, 5. orange B, 6. mango E

End of Lesson 3 Checkpoints:

- Pupils can name some fruits and vegetables.
- Pupils use the words *fruit* and *vegetable* correctly.
- Pupils can copy and write a sentence in joined handwriting.

Unit 5

Lesson 3

1. Listen, read and repeat.

A

B

C

D

E

F

2. Look, ask and answer.

Is an apple a fruit or a vegetable?

A

B

C

D

It's a...

Page 75 Book 2

Unit 5

Lesson 3

A. Copy and write.

Is it an apple? No, it isn't.

B. Listen, write the letters and say.

1

2

3

4

5

6

Page 76 Book 2


Lesson overview

Listening/speaking:	follow and say words with the spelling pattern 'ow' (/aʊ/ as in 'how')
Reading/writing:	read words with the spelling pattern 'ow' (/aʊ/ as in 'how'); read and follow instructions for making juice; copy and write a sentence in joined handwriting; write sentence instructions beginning with <i>Don't</i>
Grammar:	imperatives of common verbs and <i>don't</i>
Functions:	instructions: give and follow simple instructions
New language:	<i>add, clean, glass, mango, mix, mixer, wash</i>

Starter activity [5 mins]



Aim: to revise the names of fruit and vegetables.



-  Explain that you will say some words. If the word is a fruit, pupils wave their hands in the air. If the word is a vegetable, they put their hands on their heads.
- Say: *banana*. Pupils wave their hands in the air. (It's a fruit)
- Say: *potato*. Pupils put their hands on their heads. (It's a vegetable)
- Continue with these words: *apple, lemon, melon, potato, orange, mango*.

Pupil's Book page 36




1. Read and match. [10 mins]

Aim: to read and understand instructions for making juice.

- Read the instructions.
 -  Read the first instruction *Wash your hands and the mangoes*. Do the action of washing. Elicit the Arabic for the instruction.
 -  Continue with all the instructions. Do actions for each instruction, and elicit the Arabic for each one.
 - Read the instructions again. Pupils repeat. Check pronunciation of new words: *add, clean, glass, mix, mixer, wash*. Remind pupils that the letters 'ea' in *clean* sound like /i:/. Remind pupils of the sound of the letter 'x'.
 - Read the instructions again. Pupils do the

actions.

- Match the instructions and pictures.
 -  Pupil 1 reads the first instruction. Pupil 2 points to the matching picture. Pupils change roles for the next instruction. Pupils continue reading instructions and pointing to the matching pictures.
 - Check answers. Read the instructions. Pupils say the letter of the matching picture.





Answers: A4, B7, C1, D8, E3, F5, G2, H6

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



Aim: to teach the spelling pattern *ow* (as in *cow*).

Materials: audio track 5.4


- Write the word *cow*, on the board. Draw a box round the *ow*.
-  Play the audio track. Point to and stress the *ow*.
-  Explain that the letters 'o' and 'w' together often make the sound /aʊ/.
- Point to each of the other words in turn. Say: *now, how, down, brown*, stressing the /aʊ/ sound. Pupils point and repeat.
- Write *flower* on the board. Tell pupils to sound out and read the word. Check that they say the /aʊ/ sound.
-  Choose pupils to read the words aloud. Practise the pronunciation.
-  Pupils read the words together.

Pupil's Book page 76



A. Copy and write. [5 mins]

Aim: to practise writing a sentence in joined handwriting.

- Demonstrate writing the words, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book. (*Mix the mangoes, sugar and water.*) Highlight the plural spelling of *mangoes*.
-  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.
- Remind pupils about the comma between the words *mangoes* and *sugar*.

Homework

Pupils can practise writing the sentence in their notebooks.

B. Copy, read and draw lines. [5 mins]



Aim: to read and understand instructions for making juice.

- ع Explain that pupils must match words from the first column with phrases from the second column.
- ع Read the example *Cut up the fruit*. Check pupils understand the phrase. Explain that it is the first instruction for making juice. The other sentences in the activity are more instructions.
- 👤 Pupils read and join the other words and phrases to make instructions.
- 👥 Pupils check their answers together, and practise reading the instructions.
- 👥 Choose pupils to read their answers. Elicit the Arabic.

Answers: 1. Cut up the fruit. 2. Put the fruit in a mixer. 3. Add some clean water. 4. Mix the water and the fruit. 5. Put the juice in a glass.

C. Write sentences with *Don't*. [5 mins]



Aim: to write instructions about what *not* to do.

- Use the example to explain the activity. Pupils add *don't* to make each instruction from activity B negative.
- 👤 Pupils write the other sentences.
- 👥 Pupils check their spelling, handwriting and punctuation together, and practise reading the sentences.
- 👥 Choose pupils to read their answers. Elicit the Arabic.

Answers: 1. Don't cut up the fruit. 2. Don't put the fruit in a mixer. 3. Don't add some clean water. 4. Don't mix the water and the fruit. 5. Don't put the juice in a glass.

End of Lesson 4 Checkpoints:

- Pupils can use and understand instructions for making juice.
- Pupils can write negative instructions.
- Pupils can say and read the spelling pattern **ow** (as in **cow**).
- Pupils can copy and write a sentence in joined handwriting.

1. Read and match.

- A Wash your hands and the mangoes.
- B Cut up the mangoes.
- C Put them in a mixer.
- D Add some clean water.
- E Add some sugar.
- F Mix the sugar, water and the mangoes.
- G Put the juice in a glass.
- H Sit down and drink the juice.



2. Listen, read and say.

how	ow	down
cow	now	brown

A. Copy and write.

Mix the mangoes, sugar and water.

B. Copy, read and draw lines.

- | | | |
|------------------|---|----------------|
| 1. Cut up | } | clean water. |
| 2. Put the fruit | | and the fruit. |
| 3. Add some | | the fruit. |
| 4. Mix the water | | in a glass. |
| 5. Put the juice | | in a mixer. |

C. Write sentences with *Don't*.

- Don't cut up the fruit.*
-
-
-
-


Lesson overview

Listening/speaking:	ask and say favourite drink, food, colour and animal; follow and say a rhyme about seeing, smelling and tasting food
Reading/writing:	read and match sentences and pictures; read a rhyme about enjoying food and what parts of the body can do; copy and write a sentence in joined handwriting
Grammar:	<i>can</i> (for ability); possessive adjectives <i>your, my</i>
Functions:	preferences: say likes and dislikes
New language:	<i>favourite, food, good, smell (v), sweet (adj), taste (v)</i>

Starter activity [5 mins]



Aim: to revise instructions for making juice.

-  Say: *Stand up*. Explain that you will give some instructions. Pupils must listen and do the actions.
- Say the instructions below. Pupils do the actions.
Wash the fruit. Cut up the fruit. Put the fruit in a mixer. Add some clean water. Mix the water and the fruit. Put the juice in a glass.
- Say: *Sit down*. Pupils sit down.



Pupil's Book page 37

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




Aim: to say a chant and practise *see, smell, taste*.

Materials: audio track 5.5

- Teach the new words.
 -  Read the first sentence *I can see the food*. Elicit the Arabic for the sentence. Use the picture to help pupils understand.
 - Repeat with the other sentences.
 - Elicit from pupils which part of the body they use to see food (*eyes*); elicit which part of the body they use to smell food (*nose*); elicit which part of the body they use to taste and eat/taste food (*mouth*).
-  Listen to and practise the chant.
 - Play audio track 5.5. Pupils listen.
 - Play the audio again. Pause after each line. Pupils repeat.
 - Play the audio again. Pupils point to their eyes, nose and mouth and do actions for 'seeing',



'smelling' and 'tasting'.

- Play the audio again. Pupils join in and do the actions.
- Say the chant.
 - Pupils say the chant without the audio. Be ready to help.
 -  Pupils say the chant in small groups. They do the actions.

2. Ask and answer. [10 mins]



Aim: to ask and answer *What's your favourite drink/food/colour/animal?*

- Read the word *drink*. Elicit drink items that pupils know in English (*tea, water, juice, milk*). Write 3-4 words on the board.
- Repeat with the words *food, colour, animal*. Write a few words for each on the board.
- Read the speech bubbles and teach the meanings. Pupils repeat.
-  Choose two pupils. Explain that Pupil 1 asks: *What's your favourite drink?* Pupil 2 says their favourite drink (e.g. *My favourite drink is milk.*)
- Choose two different pupils. Pupil 1 asks: *What's your favourite food?* Pupil 2 says their favourite food. See example answers.
- Choose two different pupils. Pupil 1 asks: *What's your favourite colour?* Pupil 2 says their favourite colour. See example answers.
- Choose two different pupils. Pupil 1 asks: *What's your favourite animal?* Pupil 2 says their favourite animal. See example answers.
-  Pupils take turns to ask and answer the questions. Go around the classroom listening and helping. See example answers.

Example answers:

- A. *What's your favourite drink? My favourite drink is juice/milk/tea/water.*
 B. *What's your favourite food? My favourite food is bananas/ice cream/peanuts.*
 C. *What's your favourite colour? My favourite colour is blue/green/red/yellow.*
 D. *What's your favourite animal? My favourite animal is a cat/camel/elephant.*


Pupil's Book page 77

A. Copy and write. [5 mins]



Aim: to practise writing a sentence in joined handwriting.

- Demonstrate writing the words, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book. (*What's your favourite drink?*)





-  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.
- Remind pupils about capital letters and question marks.

Homework

Pupils can practise writing the sentence in their notebooks.

B. Read and ✓ or ×. [5 mins]

Aim: to read and understand sentences with *can* and *walk/see/smell/read*.

-  Explain that pupils are going to read a sentence for each picture. They put a tick in their notebook 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 that right?* Elicit *Yes, it is*.
- Tell pupils to put a tick (✓) in the box.
-  Pupils read the other 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 isn't*.


Answer: 1. ✓ 2. × 3. × 4. ✓


End of Lesson 5 Checkpoints:

- Pupils can say a chant using *see, smell, taste*.
- Pupils can ask and answer *What is your favourite animal/colour/drink/fruit?*
- Pupils can copy and write a sentence in joined handwriting.

 **Unit 5**

Lesson 5

1.  Listen, say and act.



A
With my eyes, I can see food.



B
With my nose, I can smell food.



C
With my mouth, I can eat food.



D
I can taste the food is good.

2. Ask and answer.



What's your favourite drink, Cathy?
My favourite drink is orange juice.


A drink

B food

C colour

D animal

37 Pupils' Book 2

 **Unit 5**

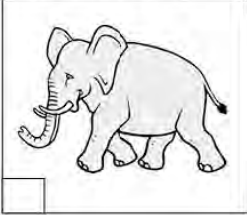
Lesson 5

A. Copy and write.


What's your favourite drink?

B. Read and ✓ or X.


1. I can walk with my legs.




2. I can see with my ears.



3. I can smell with my mouth.



4. I can read with my eyes.



77 Pupils' Book 2

Lesson overview

Listening/speaking:	ask and say the name food items and if they are a fruit or vegetable
Reading/writing:	read and follow a text about the differences between fruit and vegetables; copy and write a sentence in joined handwriting; write and complete known words to label pictures
Grammar:	conjunction <i>or</i> ; <i>have got</i>
Functions:	identify and name common fruit and vegetables
New language:	<i>different, grape, onion, same</i>

Starter activity [5 mins]



Aim: to revise asking and answering *What's your favourite food?*

Materials: a soft ball, or a ball made from paper

- Ask: *What's your favourite food?*
- Throw the ball to Pupil 1. Pupil 1 catches the ball, and answers the question (e.g. *My favourite food is melon.*) Be ready to help.
- Pupil 1 asks the question and throws the ball to Pupil 2. Pupil 2 catches the ball and answers the question. Be ready to help.
- Pupil 2 asks the question and throws the ball to Pupil 3. Pupils continue asking and answering the question, and throwing the ball.
- End the activity after 10 questions/answers.

Pupil's Book page 38

1. Read and point to ✓ or ×. [15 mins]

Aim: to read and understand a short text; to understand the difference between fruit and vegetables.

- Read and understand the text.
 - Read the text. Pupils point to the words as you read it.
 - Read the first sentence again. Tell pupils to guess the meaning of the word *same*. Elicit the Arabic for the sentence.
 - Read the second and third sentences. Elicit the Arabic after each sentence.
 - Read the fourth sentence. Tell pupils to guess the meaning of the word *different*. Elicit the Arabic for the sentence.
 - Read the fifth and sixth sentences. Elicit the Arabic after each sentence.
- Read and understand sentences A-D.

- Explain that two of sentences A-D are correct, and two are wrong. If a sentence is correct, pupils point to the tick, if the sentence is wrong, pupils point to the cross.
- Choose a pupil to read sentence A.
- Ask: *Is that right?* Elicit *Yes, it is*.
- Tell pupils to point to the tick (✓).
- Pupils read the other sentences together and point to the tick or cross.
- Check the answers. For each sentence, ask: *Is that right?* Choose pupils to answer *Yes, it is* or *No, it isn't*.

Answers: A. ✓ B. ✓ C. × D. ×

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



Aim: to name food items, and say if they are a fruit or vegetable.

- Revise food items.
 - Say: *Point to the carrot.* Pupils point to the carrot. Repeat with these words: *melon, potato, apple, orange.*
 - Say: *Point to the grapes.* Pupils point to the grapes. Elicit the Arabic.
 - Say: *Point to the onion.* Pupils point to the onion. Elicit the Arabic.
 - Say: the names of all the food items. Pupils repeat. Practise the pronunciation of *grape* and *onion*.
- Ask and answer questions.
 - Read each speech bubble in turn. Pupils listen and follow in their books.
 - Read the speech bubbles again. Pupils read aloud with you.
 - Choose two pupils. Pupil 1 asks questions about another fruit or vegetable. Pupil 2 answers. See answers below.
 - Explain that fruits have a yellow label, and vegetables have a green label.
 - Pupil 1 points to a fruit or vegetable, and asks the questions. Pupil 2 answers. They take it in turns to ask and answer questions about more fruits and vegetables. Go around the classroom listening and helping. See answers below.

Answers: 1. What's this in English? It's an orange. Is it a fruit or a vegetable? It's a fruit. 2. What's this in English? It's a potato. Is it a fruit or a vegetable? It's a vegetable. 3. What's this in English? It's a grape. Is it a fruit or a vegetable? It's a fruit. 4. What's this in English? It's a melon. Is it a fruit or a vegetable? It's a fruit. 5. What's this in English? It's a carrot. Is it a fruit or a

vegetable? It's a vegetable. 6. What's this in English? It's an onion. Is it a fruit or a vegetable? It's a vegetable. 7. What's this in English? It's an apple. Is it a fruit or a vegetable? It's a fruit.

Pupil's Book page 78

A. Copy and write. [5 mins]



Aim: to practise writing a sentence in joined handwriting.

- Demonstrate writing the words, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book. (*Onions and carrots are vegetables.*)
- 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.
- Remind pupils about capital letters and full stops.

Homework

Pupils can practise writing the sentence in their notebooks.

B. Write the words. [5 mins]



Aim: to practise spelling known words.

- Tell pupils to look at the first picture. Ask: *What's this in English?* Elicit the answer (*It's an apple*).
- Sound out the word *apple* and write the letters on the board: a-p-p-l-e.
- Pupils write the word below the picture of the apple. Explain that they must write a letter in each space.
- Tell pupils to look at the second picture. Ask: *What's this in English?* Elicit the answer (*It's milk*).
- Encourage pupils to sound out the word together. Give them time to write the letters below the picture.
- Elicit the letters *m-i-l-k*, and write the word on the board.
- Continue with the other pictures and words.

Answers: 1. an apple, 2. milk, 3. an onion, 4. a melon, 5. a carrot, 6. a lemon

End of Lesson 6 Checkpoints:

- Pupils can understand the difference between fruit and vegetables.
- Pupils can understand the words *same*, *different*.
- Pupils can ask and answer the question *Is a fruit or a vegetable?*
- Pupils can copy and write a sentence in joined handwriting.

Unit 5
Lesson 6

1. Read and point to ✓ or X.

A fruit or a vegetable?
 Fruit and vegetables are not the same. Most fruit is sweet and there are seeds in it. A banana is a fruit. Vegetables are different. They haven't got seeds in them. A potato is a vegetable.

A	Fruit and vegetables are different.	✓	✗
B	Fruit has got seeds in it.	✓	✗
C	There are seeds in vegetables.	✓	✗
D	Bananas are vegetables.	✓	✗

2. Point, ask and answer.

What's this in English?

Is it a fruit or a vegetable?

It's an orange.

It's a fruit.

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Unit 5
Lesson 6

A. Copy and write.

Onions and carrots are vegetables.

B. Write the words.

1

_____ e _____

2

_____ n _____

3

_____ r _____

4

5




6

78

Lesson overview





Listening/speaking:	follow and say parts of dialogue about a guest visiting for breakfast; ask and say sentences about food and drink items choices
Reading/writing:	read and follow a dialogue about a guest visiting for breakfast; reorder words and write complete sentences; copy and write a sentence in joined handwriting; write sentences about own food or drink choices
Grammar:	would like/'d like + noun; conjunctions <i>and</i> , <i>or</i>
Functions:	preferences: express wants
New language:	<i>I'd like...</i> , <i>would</i>

	Cathy: <i>My favourite breakfast!</i>
Picture D	Dalia: <i>Would you like to drink tea or water?</i>
Picture E	Cathy: <i>I'd like tea, please.</i>
Picture F	Dalia: <i>With milk and sugar?</i>
	Cathy: <i>Yes, I'd like sugar and milk, please.</i>

-  Elicit from pupils if Cathy likes the breakfast. (Yes, it's her favourite breakfast). Elicit from them what Cathy wants to drink. (Tea with milk and sugar). Check pupils understand these words: *favourite*, *milk*, *sugar*.
- Tell pupils to look at picture E. Read Cathy's line: *I'd like tea, please*. Elicit the meaning of *I'd like*. Explain that it is short for *would like*. Explain that it means *want*, and not *like*.
- Practise the dialogue.
 - Read the dialogue. Pupils repeat.
 -  Divide the class into two big groups. Group 1 reads Dalia's lines. Group 2 reads Cathy's lines. Check pronunciation.
 -  Pupil 1 reads Dalia's lines, Pupil 2 reads Cathy's lines. Pupils change roles and repeat.
- Act the dialogue.
 - Put two chairs and a table at the front of the room. Put the flashcards on the table. Choose a few pairs to act the dialogue for the class.

2. Point and say. [10 mins]

Aim: to use *I'd like* to say what you want.

- Elicit the names of the food and drink items in pictures A-D. Check pronunciation.
-  Elicit the meanings of *I'd like* and *please*. Explain that this is a polite way to say what you want.
-  Tell pupils to imagine that they want the things in picture A. Say: *I'd like a banana and an apple, please*. Pupils repeat.
-  Tell pupils to imagine that they want the things in picture B. Elicit the sentence. Continue with C / D.
-  Pupils take turns to say the sentences for pictures A-D. Go around the classroom, listening and helping.

Answers: A. *I'd like a banana and an apple, please.* B. *I'd like some water and some juice, please.* C. *I'd like some water and some tea, please.* D. *I'd like some sweets and some ice cream, please.*

Pupil's Book page 79

A. Copy and write. [5 mins]

Starter activity [5 mins]

Aim: to revise food items and drinks

Materials: flashcards 21, 22


- Show flashcard 21. Ask: *What can you see in the picture?* Pupils say what they can see (*eggs, bread, foul, ta'miya*). Write *foul* and *ta'miya* on the board.
- Point to the word *breakfast*. Tell pupils to guess the meaning. Practise the pronunciation.
- Show flashcard 22. Ask: *What can you see in the picture?* Pupils say what they can see (*milk, water, juice, tea*). Elicit the meaning of the word *drinks*.
- Put the flashcards on the table. Ask: *Can you remember the words?* Pupils say the food items and drinks.

Pupil's Book page 39

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

Aim: to listen to, say and act a dialogue.


Materials: flashcards 21-24

- Listen to the dialogue.
 -  Explain that Cathy is visiting Dalia. Tell pupils to look at the pictures and say why she is visiting (she is going for breakfast).
 - Read the dialogue. Pupils listen.

Picture A	Cathy: <i>Hello, Dalia.</i> Dalia: <i>Cathy! Come in!</i>
Picture B	Dalia: <i>Sit down and eat breakfast.</i> Cathy: <i>Thank you.</i>
Picture C	Dalia: <i>We've got eggs, bread, fuul and ta'miya.</i>

Aim: to practise writing sentences in joined handwriting.

- Demonstrate writing the words, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book. (*Cathy! Come in and eat breakfast.*)

-  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 the sentences in their notebooks.



B. Write sentences with I'd like... please. [5 mins]

Aim: to write sentences with *I'd like... please*.

- Pupils look at the first picture. Tell pupils to choose one of the food items. Elicit the sentences *I'd like carrots/onions, please*.
- Pupils look at the second picture. Tell pupils to choose one of the food items. Elicit the sentences *I'd like mango juice/orange juice, please*.


-  Pupils choose a food item and write the sentences.


-  Pupils check their spelling, handwriting and punctuation together.


-   Choose pupils to read their sentences. Elicit the Arabic.


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


Aim: to practise the correct word order for sentences.

-  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. (*We've, There*)
- Remind pupils that sentences finish with a full stop.

-  Pupils write out the sentences with words in the correct order.

-  Pupils check their answers together.

-  Choose pupils to read their answers aloud.

-  Pupils check their spelling, handwriting and punctuation.

Answers: 1. Would you like juice or water? 2. There are eggs for breakfast.

End of Lesson 7 Checkpoints:

- Pupils can understand and act a dialogue about breakfast.
- Pupils can understand and use the phrase *I'd like ... please*.

- Pupils can copy and write a sentence in joined handwriting.

Lesson 7

Unit 5

1. Listen, read and repeat.



2. Point and say.



Pupil's Book 2

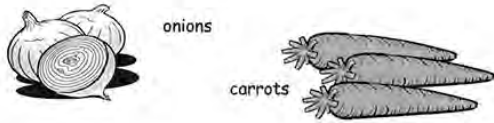
Lesson 7

Unit 5

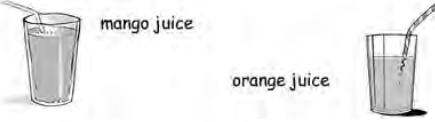
A. Copy and write.

Come in and eat breakfast.

B. Write sentences with *I'd like... please*.



① onions carrots



② mango juice orange juice

C. Write the words in the correct order.

1. juice / water? / or / Would / like / you


2. for / eggs / There / breakfast. / are

Pupil's Book 2

Lesson overview

Listening/speaking:	follow and say words with the spelling pattern 'a-consonant-e' (/eɪ/ as in 'gate' and 'name'); name and sort food items; say the food items they like and don't like
Reading/writing:	read words with the spelling pattern 'a-consonant-e' (/eɪ/ as in 'gate' and 'name'); read known food words and questions; write known food words and sentences about the food or drink item they would like; Copy and write a sentence in joined handwriting; read, match to pictures, and write known words (food items)
Grammar:	<i>is/is not</i> ; conjunction <i>or</i> ; present simple (<i>like/don't like</i>)
Functions:	preferences: say likes and dislikes
New language:	<i>garlic, grape, meat</i>


Arabic for the sentence.

- Tell pupils to look at picture A. Tell pupils to say the food group (fruit). Pupils point to the word *Fruit* at the top of the page. Elicit the sentence *An apple is a fruit.*
- Tell pupils to look at picture B. Teach the word *grape*. Elicit the Arabic. Elicit the sentence *A grape is a fruit.*
- Tell pupils to look at picture C. Tell pupils to say the food group (vegetable). Pupils point to the word *Vegetable* at the top of the page. Elicit the sentence *An onion is a vegetable.*
- Tell pupils to look at picture F. Tell pupils to say the food group (not a fruit or a vegetable). Pupils point to the phrase *Not a fruit or a vegetable* at the top of the page. Elicit the sentence *Sugar is not a fruit or a vegetable.* Continue with more pictures.
-  Divide the class into small groups of three or four. Pupils look at a food item, then point to the group at the top of the page. In their groups, they say a sentence about each food item. See answers for example sentences.

Answers: A. fruit, B. fruit, C. vegetable, D. not a fruit or a vegetable, E. fruit, F. not a fruit or a vegetable, G. A fruit, H. vegetable, I. vegetable, J. not a fruit or a vegetable

2. Point and say. [6 mins]




Aim: to practise saying what you like and don't like.

- Explain the activity. Pupils point to a picture (e.g. banana) and say if they like or don't like the food item. (*I like bananas/I don't like bananas*).
- Choose a few pupils to point to a picture and say if they like or don't like the food item.
-  Pupils take turns to point to picture and make sentences using *I like/I don't like*. Go around the classroom, listening and helping.

3. Listen, read and say. [7 mins]

Aim: to teach the spelling pattern *a - e* (as in *gate*).

Materials: audio track 5.8

- Write the word *gate* on the board.
- Say: *Listen*. Repeat *gate* two or three times.
-  Explain that the letters 'a-consonant-e' make the sound /ei/. Explain that a consonant is any letter except a, e, i, o, u.
-  Play the audio track. Pupils point and repeat.
-  Choose pupils to read the words aloud. Practise the pronunciation

Pupil's Book page 80

A. Copy and write. [5 mins]

Starter activity [5 mins]

Aim: to revise the names of food items.




Materials: word cards: write the words *banana, bread, carrot, grape, ice cream, jam, lemon, onion, potato, mango, sugar, sweet*

- 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. Look, point and say. [8 mins]

Aim: to put food into simple food groups; to revise *is/is not*.

- Sound out the words *mango* and *meat*. Remind pupils that the letters 'ea' in *meat* sound like /i:/.
 Say: *A mango is a fruit*. Elicit what makes it a fruit. (It has got seeds in it.)
-  Say: *Garlic is a vegetable*. Elicit what makes it a vegetable. (It hasn't got seeds in it.)
-  Say: *Meat is not a fruit or a vegetable*. Elicit the

Aim: to practise writing a sentence in joined handwriting.




- Demonstrate writing the words, joining the letters together as you write. Use handwriting lines and follow the example in the Pupil's Book. (*Bread isn't a fruit or a vegetable.*)
-  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.
- Remind pupils about the apostrophe in *isn't*.

Homework

Pupils can practise writing the sentence in their notebooks.

B. Read, match and write. [4 mins]




Aim: to read and write known words.

- Use the pictures to revise the words.
- Help pupils to read the words. Remind pupils that the letters 'ea' in peanuts make the sound /i:/.
-  Pupils write each word in their notebooks.
-  Pupils check their answers together, and practise reading the words.
-  Choose pupils to spell out their answers, using the letter names.

Answers: 1. sugar 2. oranges 3. peanuts 4. tomatoes

C. Read and write answers. [5 mins]

Aim: to read questions and write sentences about favourite things.

- Read question 1. Elicit an answer. (*My favourite food is fuul.*) Write on the board *My favourite food is...*
- Repeat with questions 2 and 3.
- Explain the activity. Pupils write answers about the things that they like. Remind pupils to use capital letters and full stops.
-  Pupils write answers using the sentences on the board.
-  Pupils change notebooks and read each other's answers. They check their spelling, handwriting and punctuation together.
-  Choose pupils to read their answers to the class.



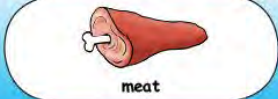
End of Unit 5 Checkpoints:


- Pupils can put food items into simple groups.
- Pupils can say sentences with *I like* or *I don't like*.
- Pupils can say and read the spelling pattern a-consonant-e (as in *gate*) and *ow* (as in *cow*).
- Pupils can copy and write a sentence in joined handwriting.


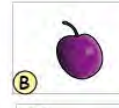
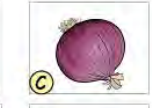






Lesson 8

Unit 5


1. Look, point and say.


Fruit	Vegetable	Not a fruit or a vegetable
 a mango	 garlic	 meat

 An apple is a fruit.

 A	 B	 C
 D	 E	 F
 H	 I	 J

2. Point and say.

 I like apples.

 I don't like onions.

3. Listen, read and say.

gate	a_e	name
make		same
game		grape

40

Lesson 8


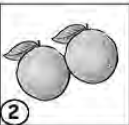


Unit 5

A. Copy and write.

Bread isn't a vegetable.

B. Read, match and write.

peanuts tomatoes oranges sugar

 1	 2	 3	 4
--	---	---	---

C. Read and write answers.

1. What is your favourite food?
2. What is your favourite drink?
3. What is your favourite animal?

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APPENDIX I: TAPESCRIPTS

Unit 1, Lesson 1, Activity 1

This is my home
and this is my house.
This is the kitchen.
This is the bathroom.
This is the living room.
This is my bedroom.

Unit 1, Lesson 2, Activity 1

Hello. My house is in Main Road. It's next to a shop.
The hospital is in Main Road next to the mosque.
The market is in Nile Road. There's a library next to it.
There's a park in Medani Road. It's next to my school.

Unit 1, Lesson 3, Activity 1

Cat: I'm a cat. I live in a flat.
Mouse: I'm a mouse. I live in a house.
Bird: I'm a bird. I live in a tree.

Unit 1, Lesson 4, Activity 1

Fish: I'm a fish. I live in the sea.
Snail: I'm a snail. I live in my shell.
Frog: I'm a frog. I live in a well.

Unit 1, Lesson 4, Activity 2

sh
Look at that shop.
Look at that shell.
Look at the fish.

Unit 1, Lesson 7, Activity 1

Hello. I'm Mona and I'm nine years old.
I'm from Port Sudan.
I live in a flat in Main Street.
It's a big street with lots of cars.
My flat is near the park.
I live in flat twelve.

Hi. I'm Faisal and I'm eight years old.
I'm from Khartoum.
I live in house number twenty.

It's near the River Nile in Museum Street.
There are lots of trees in my street.

Unit 1, Lesson 8, Activity 1

Cow: I've got a home. I live in a field.
Shark: I've got a home. I live in the sea.
Crocodile: I've got a home. I live in a river.
Monkey: I've got a home. I live in a tree.
Snail: I've got a home. I live in my shell.
Bird: I've got a home. I live in a nest.
Cat: I've got a home. I live in a flat.
Boy: My house is my home.
My home is best.

Unit 1, Lesson 8, Activity 2

ch
chair
children
kitchen
teacher

Unit 2, Lesson 2, Activity 1

Cathy: This is a picture of Dalia's family.
This is Dalia's mother.
This is her father.
This is her grandmother.
This is her grandfather.
This is her brother.
This is her sister.
This is her little brother.
This is her baby sister.

Unit 2, Lesson 3, Activity 1

Eddie: Is your family big?
Badr: No, not very big.
Eddie: Have you got any brothers, Badr?
Badr: Yes, I have.
Eddie: How many brothers have you got?
Badr: Two. And I've got a sister. She's very small. She's a baby.

Unit 2, Lesson 4, Activity 1

My name is Rami.
This is me with my four sisters.
Samia's between me and Sara.
Sara has got short hair.
Samia has got long hair.
Lamees is between me and Zeinab.
She's has got long hair.
Zeinab is tall and has got long hair.

Unit 2, Lesson 4, Activity 2

ar
car
star
arm
market

Unit 2, Lesson 5, Activity 1

Little brother, stay there. Father, stand next to little brother. Grandfather, stand next to little brother. Big brother, stand next to grandfather.

Unit 2, Lesson 6, Activity 1

Baby Chick: Chick! Chick!
Chick! Chick!
Cow: Not now, Chick.

Baby Chick: Chick! Chick!
Donkey: Not now, Chick.
We eat now. It's 11 o'clock.

Baby Chick: Chick! Chick!
Sheep: Not now, Chick.
We go to bed now. It's 7 o'clock.

Baby Chick: Chick! Chick!
Cat: Not now, Chick.
We sleep now. It's 3 o'clock.

Baby Chick: Chick! Chick!
Cow: Yes Chick, now.
We wake up now. It's 6 o'clock

Unit 2, Lesson 8, Activity 2

er
mother
under
brother
teacher

Unit 3, Lesson 4, Activity 2

ee
see
feet
tree
street

Unit 3, Lesson 5, Activity 2

Two little birds in the tree.
This is Bulbul. This is Billi.
Two little birds in the air.
See them here. See them there.
Two little birds in the sky.
See them go. See them fly.

Unit 3, Lesson 7, Activity 1

The wheels on the car go round and round,
round and round, round and round.
The wheels on the car go round and round,
round and round.

The windows on the car go up and down,
up and down, up and down.
The windows on the car go up and down,
up and down.

The doors on the car... open and close,
open and close, open and close.
The doors on the car... open and close,
open and close.

Unit 3, Lesson 8, Activity 3

ea
eat
beach
read
teacher

Unit 4, Lesson 1, Activity 1

Children: One little hen is here to play
on a wall in the farm today.
Hello little hen, how are you?
Hen: I'm fine thank you.
Cockle doodle doo.

Children: Two little cows are here to play
under a tree in the farm today.
Hello little cows, how are you?
Cows: We're fine thank you,
Moo, moo, moo.

Children: Three little goats are here to play in
a field in the farm today.
Hello little goats, are you there?
Goats: Yes, we are.
Maaa, maaa, maaa.

Unit 4, Lesson 2, Activity 1

- A. We're one metre long. We've got sharp teeth.
We lay eggs. We're Nile fish.
- B. We're five metres long. We've got sharp teeth.
We lay eggs. We're Nile crocodiles.
- C. We're four metres long. We've got long teeth.
We don't lay eggs. We're Nile hippos.

Unit 4, Lesson 3, Activity 2

Crocodiles live in rivers.
Monkeys live in forests.
Camels live in deserts.
Elephants live in forests.
Goats live in the mountains.
Snakes live in deserts.

Unit 4, Lesson 4, Activity 1

We can walk and we can run.
We can hop and we can jump.
We can swim and we can walk.
We can fly and we can talk.
We can climb and we can swing.
We can talk and we can sing.

Unit 4, Lesson 4, Activity 3

ph
phone
elephant
photo
alphabet

Unit 4, Lesson 7, Activity 1

A. Waheed is in the desert with a fox:

Waheed: Hello Mr. Fox. I'm Waheed. I'm a camel. Can you be my friend, please?
Fox: No. Camels are big. I don't like camels.

B. Waheed is in the desert with a snake:

Waheed: Hello Mr. Snake. I'm Waheed. I'm a camel. Can you be my friend, please?

Snake: No. Camels can stand on me. I don't like camels.

C. Waheed is in the desert with a bird:

Waheed: Hello Mrs Bird. I'm Waheed. I'm a camel. Can you be my friend, please?
Bird: No. Camels can't fly. I don't like camels.

D. Waheed is in the desert with a Bedouin boy

Waheed: Hello. I'm Waheed. I'm a camel. Can you be my friend, please?
Boy: Yes, I can. I like camels.

Unit 4, Lesson 4, Activity 1

ay
say
play
way
today

Unit 5, Lesson 2, Activity 1

There are some peanuts on the table.
There are some potatoes on the table.
There is some milk in the fridge.
There are some eggs in the fridge.
There are some carrots on the table.
There are some sweets on the shelf.
There is some sugar on the shelf.

Unit 5, Lesson 3, Activity 1

Badr: Ok, Ahmed. What's this?
Ahmed: Is it a vegetable or a fruit?
Badr: It's a fruit.
Ahmed: It isn't round?
Badr: No, it isn't.
Ahmed: It's long.
Ahmed: I think it's a banana.
Badr: Yes, it is.

Unit 5, Lesson 4, Activity 2

ow
how
cow
now
down
brown

Unit 5, Lesson 5, Activity 1 

With my eyes, I can see food.
With my nose, I can smell food.
With my mouth, I can eat food.
I can taste the food is good.







Unit 5, Lesson 8, Activity 3 

ae
gate
make
game
name
same
grape

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 الصانئة)
<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 ، مسالة
<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

about	4.6	garden	2.8	plant (v)	1.6
after	2.7	garlic	5.8	play	3.2
air	3.5	glass	5.4	potato	5.2
alphabet	4.4	goat	4.1	put	1.1
any	2.3	good	5.5	read	3.3
at	2.7	grandfather	2.2	remember	3.1
baby	2.2	grandmother	2.2	room	1.1
banana	5.1	grape	5.6	round (adv)	3.7
bat	4.5	grass	4.8	round (adj)	5.3
bath	1.1	grow	1.6	run	3.3
be	4.7	hippo	4.2	same	5.6
beach	3.6	home	1.1	sand	3.6
Bedouin	4.7	hop	3.3	say	4.1
best	1.8	hospital	1.2	sea	1.4
between	2.4	hot	1.6	see	3.1
bird	1.3	hump	4.6	seed	1.6
bread	5.1	ice cream	3.6	sharp	4.2
breakfast	2.7	juice	5.1	shelf	5.2
brother	2.1	jump	4.4	shell	1.4
but	4.5	key	3.1	shop	1.2
camel	4.3	kitchen	1.1	short	2.4
can	3.1	lay	4.2	sing	4.4
card	2.1	like (v)	3.6	sister	2.1
carrot	5.2	lion	4.5	sit	3.2
catch	3.8	live (v)	1.3	skip	3.3
chick	2.6	living room	1.1	sky	3.5
children	1.6	lots of	1.7	sleep (v)	2.6
clean	5.4	make	3.4	smell (v)	5.5
climb	4.4	mango	5.1	snail	6.4
close (v)	3.7	map	4.3	snake	4.2
cold (adj)	1.5	me	2.1	some	5.1
cow	1.8	meat	5.8	stand	2.5
cut (v)	1.5	metre	4.2	stay	2.5
desert	4.3	milk	5.1	street	1.7
different	5.6	mix	5.4	sugar	5.2
down	3.2	mixer	5.4	sweet (n)	3.1
drink (v)	4.6	mother	2.1	sweet (adj)	5.5
eat	2.6	mountain	4.3	swim	4.4
elephant	4.3	mouse	1.3	swing	4.4
family	2.2	need	1.5	talk	3.3
farm	4.1	nest	1.8	tall	2.4
father	2.1	new	1.5	taste (v)	5.5
favourite	5.5	nice	1.5	tea	3.6
field	1.8	now	2.6	think	5.3
fish	1.4	onion	5.6	throw (v)	3.8
flat	1.3	open (v)	3.7	today	4.1
fly	3.5	or	5.3	tomato	5.1
food	5.5	orange	5.3	tree	1.3
forest	4.3	park	1.2	TV	1.1
fridge	1.1	parrot	4.4	vegetable	5.3
friend	4.7	peanuts	5.2	very	2.3
fruit	3.5	people	2.8	wake up	2.6
game	3.2	phone	4.8	walk (v)	6

wash	5.4
water (n)	4.6
water (v)	3.8
we	2.6
whale	4.8
wheel	3.7
which	2.3
wide	4.6
write	3.2

APPENDIX IV: Flashcards

No.	Flashcard
1	Rabbit (1.5, 1.6)
2	Monkey (1.5, 1.6)
3	Mouse (1.5, 1.6)
4	Tree (1.5, 1.6)
5	Cut the tree! (1.5, 1.6)
6	homeless animals sleeping (1.5, 1.6)
7	chick singing: in mirror (2.6)
8	chick singing: cow (2.6)
9	chick singing: donkey (2.6)
10	chick singing: sheep (2.6)
11	chick singing: cat (2.6)
12	chick singing: all animals (2.6)
13	sun and beach (3.6)
14	sea and sand (3.6)
15	ice cream and tea (3.6)
16	I don't like fish. (3.6)
17	Snake (4.7)
18	Bird (4.7)
19	Fox (4.7)
20	Bedouin boy (4.7)
21	Breakfast (5.7)
22	Drinks (5.7)
23	Dalia (5.7)
24	Cathy (5.7)

Common spelling patterns (graphemes) for each of the phonemes in English (RP)

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:/	father, 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
/iə/	deer, dear
/i:/	she, see, sea
/ɔ:/	launch, raw, born, keyboard
/ɔɪ/	toy, boy
/ʊ/	book, look, good
/ʊə/	tour
/u:/	room, you, blue
/ʌ/	cup
/ɜ:/	turn, girl, skirt
/ə/	mother, brother

APPENDIX V: Skills Standards

SMILE STARTER 2 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

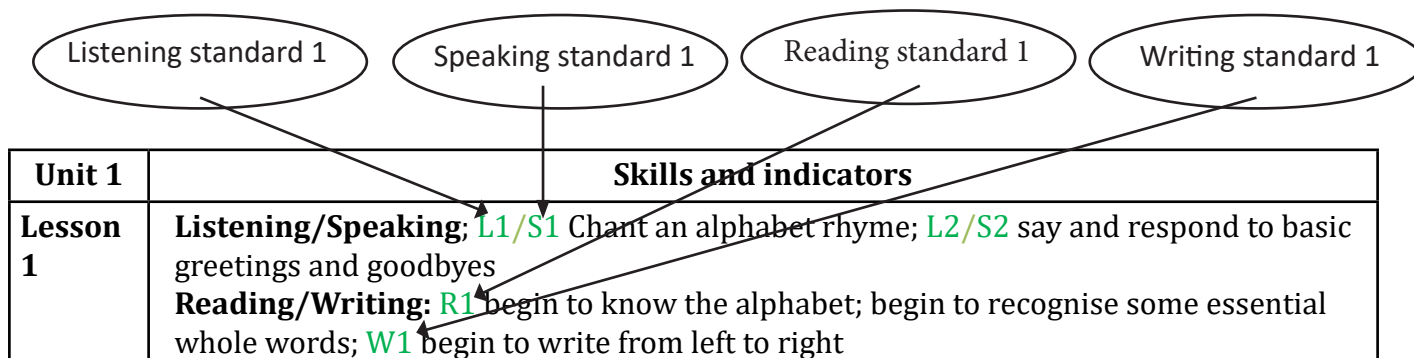
- S1. Pronounce different sounds of English and use basic intonations. Correctly say the names of letters, spelling patterns and common, people, places and things.
- S2. Use basic greetings and responses. Ask about and respond to requests for basic personal information.
- S3. Ask, and say some sentences 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 Welcome to English

Unit 1	Skills and indicators
Lesson 1	Listening/Speaking: L3/S3 follow and name common rooms and objects in a house; L4/S3 follow and say instructions to put objects in different rooms of house Reading/Writing: R3 read and find the names of rooms in a word search; W1 join the letter i; R4/W4 reorder words and write complete sentences
Lesson 2	Listening/Speaking L4/S3 follow directions to find a place on a map; ask and say directions to find a place Reading/Writing: R3/W3 read, match to pictures and write known words (places); W1 join the letter j
Lesson 3	Listening/Speaking: L2/S4 follow and say sentences about own house and its location; L3/S3 follow and say where some animals live Reading/Writing: R4 read sentences about where animals live; R3/W3 read, match to pictures and write known words; W1 join the letter k; R4/W4 reorder words and write complete sentences
Lesson 4	Listening/Speaking: L1 listen and match words to pictures; L1/S1 follow and say words with the spelling pattern 'sh' (/ʃ/ as in 'shop'); L3/S3 follow and say where some animals live Reading/Writing: R1 read words with the spelling pattern 'sh' (/ʃ/ as in 'shop'); R4 read sentences about; W1 join the letter l
Lesson 5	Listening/Speaking: L5/S4 follow and enjoy a story about the importance of home; say some phrases from the story using good intonation Reading/Writing: R4 read some phrases and sentences from a story about the importance of home; R3/W3 read, match to pictures and write known words; R4/W4 reorder words and write complete sentences; W1 join the letter m
Lesson 6	Listening/Speaking: L5/S4 follow and enjoy a story about the importance of home; say some phrases from the story using good intonation Reading/Writing: R3 read and match sentences and pictures; R4 read phrases and sentences from a story about the importance of home; W1 join the letter n
Lesson 7	Listening/Speaking: L3/S3 follow and say where different people live and the type of house they live in; S2 say sentences with about own name, town, home type and location Reading/Writing: R4/W4 read simple questions and complete sentence beginnings involving names, type of house and location; W1 join the letter o; W3 write and complete known words
Lesson 8	Listening/Speaking: L1/S1 follow and say words with the spelling pattern 'ch' (/tʃ/ as in 'chair'); L3/S3 follow and say sentences about where animals live Reading/Writing: R1 read words with the spelling pattern 'ch' (/tʃ/ as in 'chair'); R4 read a rhyme about where animals live; R3/W3 read, match to pictures, and write known words (places); W1 join the letter p

Unit 2 My Family

Unit 2	Skills and indicators
Lesson 1	Listening/Speaking: L2/S2 follow and say sentences about family members Reading/Writing: R3 read the names of family members; W1 join the letter q; R4/W4 reorder words and write complete sentences

Lesson 2	Listening/Speaking: L2/S2 follow and say sentences about family members; talk about own family members Reading/Writing: R3/W3 read, match to pictures, and write known words (family members); R4/W4 read and complete sentences about own family; W1 join the letter r
Lesson 3	Listening/Speaking: L3/S2 follow and say phrases and sentences from a dialogue about family members; ask and say sentences about family members Reading/Writing: R3/W3 read, match to pictures, and write known words (family members); R4/W4 read and complete sentences about own family members; W1 join the letter s
Lesson 4	Listening/Speaking: L1 listen and match words to pictures; L1/S1 follow and say words with the spelling pattern 'ar' (/ɑ:/ as in 'car'); L3/S3 follow and say sentences about what family members look like; L2 follow and match words to pictures Reading/Writing: W1 join the letter t
Lesson 5	Listening/Speaking: L3/S3 follow and take part in a role play about family members getting ready for a family photo Reading/Writing: R3/W3 read, match to pictures, and write known words ('ar' words); R4/W4 reorder words and write complete sentences; W1 join the letter u
Lesson 6	Listening/Speaking: L5/S3 follow, enjoy and say phrases and sentences from a story dialogue involving different times of the day Reading/Writing: R3 read and match words to pictures (verbs); R4 read and follow parts of story/dialogue involving different times of the day; W1 join the letter v
Lesson 7	Listening/Speaking: L3/S3 follow and say sentences about common habits and the times of day they are done Reading/Writing: R4 read and follow simple sentences about common habits and times of the day they are done; W1 join the letter w; W3 write and draw times of day
Lesson 8	Listening/Speaking: L1/S1 read words with the spelling pattern 'er' (/ə/ as in 'under'); L3/S3 ask and respond to questions about which rooms members of the family are in Reading/Writing: R1 read words with the spelling pattern 'er' (/ə/ as in 'under'); R2 read names of family members; R4/W4 read and complete simple sentences about the room a family member is in; W1 join the letter x

Unit 3 Toys and Games

Unit 3	Skills and indicators
Lesson 1	Listening/Speaking: L1 listen and match words to pictures; L3/S3 follow and take part in a game about classroom items seen and remembered Reading/Writing: W1 join the letter y
Lesson 2	Listening/Speaking: L3/S3 follow and say simple classroom instructions Reading/Writing: R2 read simple classroom instructions; W1 join the letter z; W4 write sentence instructions beginning with <i>Don't</i>
Lesson 3	Listening/Speaking: L3/S3 follow and say a rhyme about things pupils can do; S3 ask and say the number of parts of the body and people in pictures Reading/Writing: R4 read a rhyme about the things pupils can do; R4/W4 read questions about how many objects in a picture; write complete sentence answers; W2 copy and write a sentence in joined handwriting; W3 write known words to label pictures

Lesson 4	Listening/Speaking: L1/S1 read words with the spelling pattern 'ee' (/i:/ as in 'see'; L3/S3 follow, do and say simple adding sums in English Reading/Writing: R1 read words with the spelling pattern 'ee' (/i:/ as in 'see'); W1 write and answer sums in numbers R3/W3 read, match to pictures, and write known words ('ee' words); W2 copy and write a sentence in joined handwriting
Lesson 5	Listening/Speaking: L5/S3 follow, enjoy and say phrases and sentences from a story and rhyme about a friendship between two birds Reading/Writing: R4 read words and some sentences from a story and rhyme about a friendship between two birds; W2 copy and write a sentence in joined handwriting; R4/W4 reorder words and write complete sentences
Lesson 6	Listening/Speaking: L5/S3 follow, enjoy and say parts of a rhyme about a boy's visit to the seaside; S2 say own likes and dislikes Reading/Writing: R3 read and match known words to pictures; R4 read and follow a rhyme about a boy's visit to the seaside; W2 copy and write a sentence in joined handwriting
Lesson 7	Listening/Speaking: L3/S3 ask and say sentences describing different vehicles; L5/S3 follow and say a chant about the parts of a car Reading/Writing: R4 read sentences describing different vehicles; W2 copy and write a sentence in joined handwriting; R4/W4 reorder words and write complete sentences
Lesson 8	Listening/Speaking: L1/S1 follow and say words with the spelling pattern 'ea' (/i:/ as in 'sea'); L4/S3 follow and say instructions to do or not do actions Reading/Writing: R1 read words with the spelling pattern 'ea' (/i:/ as in 'sea'); R2 read and follow simple instructions; W2 copy and write a sentence in joined handwriting; W4 Write sentence instructions beginning with <i>Don't</i>

Unit 4 Animals

Unit 4	Skills and indicators
Lesson 1	Listening/Speaking: L1 listen and match words to pictures; L2/S2 ask and respond to questions about how someone feels; L5/S4 follow, enjoy and say a rhyme about animals and greeting; S1 say the names of common animals and the sounds they make Reading/Writing: R4 read a rhyme about animals and greetings; W2 copy and write a sentence in joined handwriting
Lesson 2	Listening/Speaking: L4/S3 follow and say simple sentences about Nile animals; Reading/Writing: R4 read and follow simple sentences about Nile animals; R4/W4 reorder words and write complete sentences; read and write words to complete sentences about animals; W2 copy and write a sentence in joined handwriting
Lesson 3	Listening/Speaking: L3/S3 follow and say where different animals live Reading/Writing: R4 read about places on a map of a Sudan; R3/W3 read, match to pictures, and write known words (animals); W2 copy and write a sentence in joined handwriting
Lesson 4	Listening/Speaking: L1/S1 follow and say words with the spelling pattern 'ph' (/f/ as in 'phone'); L5/S3 follow and say sentences about what animals can and can't do Reading/Writing: R1 follow and say words with the spelling pattern 'ph' (/f/ as in 'phone'); R2 match action verbs with places; W2 copy and write a sentence in joined handwriting; W4 write sentences with I can

Lesson 5	Listening/Speaking: L3/S3 follow and say sentences about what animals can and can't do Reading/Writing: R4 read words and phrases about what animals can and can't do; W2 copy and write a sentence in joined handwriting; W4 use phrases to write sentences about what animals can do
Lesson 6	Listening/Speaking: L3/S3 use picture labels to say sentences describing camels; ask and say sentences about the length and height of camels Reading/Writing: R4/W4 reorder words and write complete sentences; read and follow sentences about camels; W2 copy and write a sentence in joined handwriting W3 write known words to label pictures
Lesson 7	Listening/Speaking: L3/S3 follow and take part in a game using words with opposite meaning (up = down); L5/S3 follow, enjoy and say a story about what different animals and people think about camels Reading/Writing: R4 read a simple dialogue about likes and dislikes; W2 copy and write a sentence in joined handwriting; W4 use sentences starters to write own likes/dislikes and abilities
Lesson 8	Listening/Speaking: L1/S1 follow and say words with the spelling pattern 'ay' (/ei/ as in 'say'); L5/S4 follow, enjoy and say parts of a rhyme about different animals and the things they can do Reading/Writing: R1 read words with the spelling pattern 'ay' (/ei/ as in 'say'); R4 read and match sentences and pictures; read and follow a rhyme about things animals can do; W2 copy and write a sentence in joined handwriting

Unit 5 Food and Drink

Unit 5	Skills and indicators
Lesson 1	Listening/Speaking: L5/S4 follow, enjoy and say a rhyme involving instructions and common objects and body parts; say sentences about food items in picture; L1 follow and match people with their belongings Reading/Writing: R4 read and follow a rhyme involving instructions and common objects; W2 copy and write a sentence in joined handwriting; W4 write sentences about things seen in a picture
Lesson 2	Listening/Speaking: L1 listen and match words to pictures; L3/S3 follow, ask and say sentences about where food and drink items are placed in a kitchen and a bag Reading/Writing: R3 read the names of common food and drink items; W2 copy and write sentences in joined writing
Lesson 3	Listening/Speaking: L1 listen and match words to pictures; L3/S3 follow and take part in a guessing game dialogue describing the shapes of fruits and vegetables; ask and respond to questions about fruit and vegetables Reading/Writing: R4 read a dialogue describing the shapes of fruit and vegetables; W2 copy and write a sentence in joined handwriting
Lesson 4	Listening/Speaking: L1/S1 follow and say words with the spelling pattern 'ow' (/au/ as in 'how') Reading/Writing: R1 read words with the spelling pattern 'ow' (/au/ as in 'how'); R4 read and follow instructions for making juice; W2 Copy and write a sentence in joined handwriting; W4 write sentence instructions beginning with Don't
Lesson 5	Listening/Speaking: L2/S2 ask and say favourite drink, food, colour and animal; L5/S4 follow and say a rhyme about seeing, smelling and tasting food Reading/Writing: R3 read and match sentences and pictures; R4 read a rhyme about enjoying food and what parts of the body can do; W2 copy and write a sentence in joined handwriting

Lesson 6	<p>Listening/Speaking: L3/S3 ask and say the name food items and if they are a fruit or vegetable</p> <p>Reading/Writing: R4 read and follow a text about the differences between fruit and vegetables; W2 copy and write a sentence in joined handwriting; W3 write and complete known words to label pictures</p>
Lesson 7	<p>Listening/Speaking: L2/S2 follow and say parts of dialogue about a guest visiting for breakfast; ask and say sentences about food and drink items choices</p> <p>Reading/Writing: R4 read and follow a dialogue about a guest visiting for breakfast; R4/W4 reorder words and write complete sentences; W2 copy and write a sentence in joined handwriting; W4 write sentences about own food or drink choices</p>
Lesson 8	<p>Listening/Speaking: L1/S1 follow and say words with the spelling pattern 'a-consonant-e' (/ei/ as in 'gate' and 'name'); L3/S3 name and sort food items; S3 say the food items they like and don't like</p> <p>Reading/Writing: R1 read words with the spelling pattern 'a-consonant-e' (/ei/ as in 'gate' and 'name'); R4 read known food words and questions; W4 write known food words and sentences about the food or drink item they would like; W2 copy and write a sentence in joined handwriting; R3/W3 read, match to pictures, and write known words (food items)</p>

Domains	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
faith					
knowledge		8	4, 7	1, 2, 4, 5, 6, 8	1, 2, 3, 5
critical thinking	5, 6	6	6		
interpersonal skills		1, 2, 3, 4	2, 5	7	6, 7
national pride	1			2	
dealing with information					
environmental issues	2, 3, 4, 8				
life skills	7	5, 7	1, 3, 8		4, 8