



## Lesson overview

Listening/speaking:	understand and say simple greetings and introductions; say words with 'e' as in hen; follow and say where people are in groups
Reading/writing:	read and spell words with 'e' as in hen; find important words in very short texts; read and write simple questions and sentences; copy and write phrases and sentences in joined writing
Grammar:	prepositions <i>behind, in front of, next to</i> ; apostrophe <i>s</i> and possessive adjectives: <i>Hassan's seat, his/her, my, your</i>
Functions:	introductions: introduce people
New language:	<i>pupil, seat</i>

## Starter activity [5 mins]



**Aim:** to practise reading known words.





**Materials:** word cards: write the words *and, be, behind, from, got, he, he's, in front of, is, name, new, next to, our, pencil, she, this, twenty, we, where, yellow* on separate cards or pieces of paper

- 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 1

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

**Aim:** to introduce a new course character.




-  Prepare the text.
  - Pupils look at page 1. Use the picture to revise *Mr Gamar* and *class*. Elicit the Arabic.
  -  Pupils look at the speech bubbles and find words or phrases they can read.
-  Read the dialogue with the class.
  - Read the speech bubbles to the class. Pupils read aloud with you.
  -  Help pupils to guess any words they don't know. Teach *pupil* and practise the pronunciation (/pju:pl/). Revise *welcome* and *please*.

- Pupils read the speech bubbles aloud without you. Be ready to help.

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

### 2. Complete and say. [7 mins]






**Aim:** to practise finding important words quickly.

-   Explain. Pupils complete each sentence with the correct word from the speech bubbles.
-  Pupils find the best word to complete each sentence.

**Answers:** 1. Mr Gamar, 2. pupil, 3. from

### 3. Look, read and say. [5 mins]

**Aim:** to practise prepositions *behind, in front of, next to*.

-   Pupils look at the name cards. Explain that they show where the boys in Mr Gamar's class sit. Pupils are going to say where the four boys (Hassan 7, Bilal 12, Malik 14 and Samy 16) sit.
- Help pupils to find Hassan's name card in the picture.
- Teach the meaning and pronunciation of *seat* (/si:t/).
-  Read the first sentence of Badr's speech bubble to the class.
- Pupils point to Ahmed and Abu Bakr's name cards.
- Read the rest of Badr's speech bubble. Pupils point to Osman and Mustafa.
- Do another example. Ask: *Where is Badr's seat?* Elicit *Badr's seat is next to Ahmed. He is in front of Ali and behind Salah.*
-  Pupils take turns to say sentences about the other boys.
-  Choose pupils to say their sentences to the class.




**Answers:**

- Hassan's seat is next to Ahmed and Abu Bakr. He is in front of Osman and behind Mustafa.
- Bilal's seat is next to Osman. He is in front of Samy and behind Abu Bakr.
- Malik's seat is next to Abdullah and Hussein. He is in front of Amin and behind Babiker.
- Samy's seat is next to Hussein. He is in front of Awad and behind Bilal.

# Pupil's Book page 65

## A. Look and write answers. [5 mins]

Aim: to practise *next to*, *in front of*, *behind*.


-  Pupils answer the questions in their notebooks.
-  Pupils check their spelling, handwriting and punctuation together.
-  Choose pupils to read their answers to the class.

Answers: (in any order)

- Salma's seat is next to Zeinab and Amna. She is behind Cathy and in front of Hala.
- Jamila's seat is next to Zeinab. She is behind Dalia and in front of Eman.



## B. Read, say and spell. [5 mins]

Aim: to read and spell words with known sounds.

-  Help pupils to read and spell the words with *-en*.
  - Choose a pupil to sound out the first word: /p ε n/ and say 'pen'.
  - Ask: *What are the letters?* Elicit the letter names: *p, e, n.*
  - Use the picture to revise the meaning.
  - Repeat for the other words.

## C. Copy and read. [5 mins]

Aim: to practise writing phrases in joined handwriting.


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

### End of Lesson 1 Checkpoints:

- Pupils can say *Good morning*.
- Pupils can understand and use prepositions to say where things and people are.
- Pupils can read, say and spell the adjacent sounds /ε/ and /n/.

Unit 1
Welcome Back to English
Lesson 1

1. Look, read and say.



2. Complete and say.

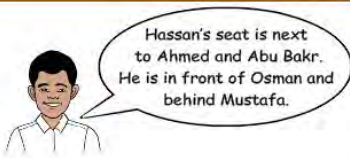
A The teacher's name is...

B Hassan is a new...

C Hassan is... El Fashir.

3. Look, read and say.

Mr Gamar			
1 Salah	2 Khalid	3 Mustafa	4 Nadir
5 Badr	6 Ahmed	7 Hassan	8 Abu Bakr
9 Ali	10 Babiker	11 Osman	12 Bilal
13 Abdullah	14 Malik	15 Hussein	16 Samy
17 Gasim	18 Amin	19 Fady	20 Awad




Unit 1
Welcome Back to English
Lesson 1

A. Look and write answers.

Mrs Hind			
Dalia	Fatma	Cathy	Nadia
Jamila	Zeinab	Salma	Amna
Eman	Badria	Hala	Mariam


- Where is Salma's seat?
- Where is Jamila's seat?

B. Read, say and spell.




pen


en



hen



ten



pencil

C. Copy and read.

- a red pen
- a yellow pencil
- ten hens
- ten and ten are twenty

## Lesson overview




Listening/speaking:	understand and say a chant about the days of the week; ask and answer about activities on different day of the week; say words with 'oo' as in book
Reading/writing:	read and spell words with 'oo' as in book; read simple questions and sentences; read and copy the names of the days of the week; read and write phrases and sentences in joined writing
Grammar:	questions in the present simple; conjunctions <i>and, or</i>
Functions:	date and time: talk about the days of the week
New language:	<i>day, free, pray, these, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday</i>

- Divide the class into three groups. Group 1 says the lines with the days of the week; group 2 says the lines beginning, 'These are...'; group 3 says the lines beginning 'I...'. Be ready to help.
- Groups change roles and say the chant again, until everyone has said the whole chant.

*Sunday, Monday, Tuesday,  
Wednesday and Thursday,  
These are my school days.  
I study in my school.  
Friday and Saturday,  
These are my free days.  
I go to mosque and pray.  
I stay at home and play.*

## 2. Say sentences about different days. [7 mins]

**Aim:** to practise the days of the week and questions with *or*.

-  Revise the question form.
  - Choose two pupils to read the speech bubbles to the class.
  -  Check pupils understand. Revise *or* and *free* if necessary. Elicit the Arabic.
  - Ask: *Is Friday a school day or a free day? (Friday is a free day).*
  - Say: *Wednesday*. Elicit the question: *Is Wednesday a school day or a free day?* and the answer.
-  Pupils take turns to ask and answer about all the days of the week (in any order).




**Answers:** (in any order)

Is Sunday-Thursday a school day or free day? It's a school day.

Is Friday/Saturday a school day or free day? It's a free day.

## 3. Ask and answer. [5 mins]

**Aim:** to introduce the question *What do you do on...?*

-  Teach the new question form.
  - Choose two pupils to read the speech bubbles to the class.
  -  Check that pupils understand. Revise *do, go, school* if necessary. Elicit the Arabic.
  - Ask: *What do you do on Friday?* Elicit *I go to the mosque/I pray*.
-  Pupils take turns to ask and answer about all the days of the week (in any order).

## Starter activity [5 mins]

**Aim:** to practise reading known words.






**Materials:** word cards: write the words *a, do, go, I, in, is, it's, on, or, school, study, to, what, you* on separate cards or pieces of paper

- See page 1 for instructions for the starter activity.

## Pupil's Book page 2

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





**Aim:** to introduce the days of the week.

- Teach the new words.
  -   Use the picture to introduce the days of the week. Practise the pronunciation.
  - Point to the days in any order. Say the name. Elicit the Arabic.
  - Say the names in Arabic in any order. Pupils point to the English word in their books, and say the name in English.
-  Pupils listen to the chant.
  - Read the chant (see the text below). Pause after each line and check that pupils understand. Revise the vocabulary.
-  Practise. Write key words on the board. Read the chant again three times. Pupils:
  1. repeat.
  2. say the chant along with you.
  3. say the chant without you.
-  Say the chant.

# Pupil's Book page 66

## A. Copy and complete the table. [4 mins]

**Aim:** to practise copying the days of the week.


-  Use the example to explain the activity. Pupils copy each word into the correct column of the table. Revise *school days* and *free days* if necessary.
-  Pupils write the days of the week (in any order) into the table.
-  Pupils check their answers and their spelling and handwriting with a partner.
-  Choose pupils to read their answers to the class.

**Answers:** [in any order]

School days	Free days
Sunday [example]	Saturday
Tuesday	Friday
Monday	
Wednesday	
Thursday	



## B. Read, say and spell. [4 mins]

**Aim:** to read and spell words with known sounds.

-  Help pupils to read and spell the words with 'oo'.
  - Choose a pupil to sound out the first word: /b o k/ and say 'book'.
  - Ask: *What are the letters?* Elicit the letter names: *b, o, o, k.*
  - Use the picture to revise the meaning.
  - Repeat for the other words.

## C. Copy and read. [5 mins]

**Aim:** to practise writing phrases in joined handwriting.

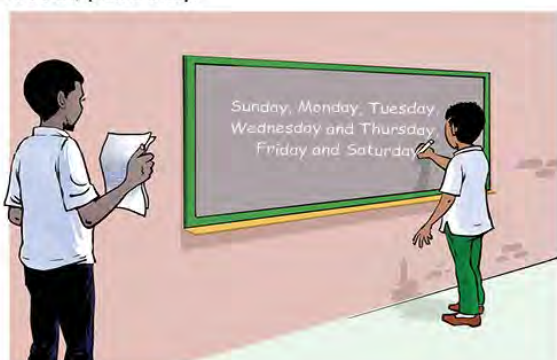
-  Use handwriting lines to demonstrate writing the phrases and sentences, joining the letters together as you write.
-  Pupils complete the activity. Go around the class, checking that pupils are placing their letters accurately on the lines and joining them correctly.

### End of Lesson 2 Checkpoints:


- Pupils can understand and say the days of the week.
- Pupils can understand the question *What do you do on (Sunday)?*
- Pupils can read, say and spell the sound *oo* as in *book*.

Unit 1
Lesson 2


1. Listen, point and say.




2. Ask and answer.




Is Friday a school day or free day?



Friday is a free day.



What do you do on Tuesday?



I go to school.


2

Unit 1
Lesson 2


A. Copy and complete the table.

Friday	Monday	Saturday	Sunday
Thursday	Tuesday	Wednesday	
School days		Free days	
Sunday			

B. Read, say and spell.




book




cook

oo



look



foot





C. Copy and read.

- a big book
- This is my foot.
- Look at the book.
- Look at the book and cook.

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## Lesson overview

Listening/speaking:	follow instructions about caring for SMILE books and match to pictures; say words with 'an' as in hand; say Instructions about caring for a SMILE book
Reading/writing:	read and spell words with 'an' as in hand; read and write phrases and sentences in joined writing; read and write simple instructions; spell the names of the days of the week; reorder words and write complete sentences
Grammar:	imperatives of common verbs including <i>be</i> : affirmative and negative forms
Functions:	instructions: give and follow simple instructions
New language:	<i>careful, cover, look after, page</i>

-   Teach or revise the words.
  - Look at each picture in turn. Elicit from pupils what they think the instructions are. Elicit (in Arabic) e.g. *don't write; write your name; a SMILE book; cover your book; open it (carefully); look at page three.*
-  Read the text.
  - Read the instructions (see text below) to the class. Pupils look at and point to the correct picture.
  - Read the instructions again, one by one. Pause after each instruction. In their notebooks, pupils write the number of the instruction next to the letter of the correct picture.
-  Check the answers and practise the text.
  - Read each instruction again. Elicit the letter of the matching picture.
  - Read each instruction again. Pupils repeat after you and point to the correct picture. Check pupils understand the new words. Teach *cover, be careful, look after, page.*
  - Read each instruction again. Pupils say each instruction along with you.




1. *Look at our new SMILE book, please.*
2. *Put your book in front of you on the desk.*
3. *Please open your book at page three.*
4. *Be careful with your book. Look after it.*
5. *Don't write in your book.*
6. *Cover your book at home.*
7. *Write your name on your book cover.*

**Answers:** A. 1, B. 5, C. 7, D. 2, E. 6, F. 4, G. 3

## 2. Make a cover for your book. [5 mins]

**Aim:** to cover and name the SMILE books.




**Materials:** pen, paper, scissors, glue or tape

-   Show pupils how to make a paper cover for their books.
-  In class or at home, pupils cover and write their names on their books.

## Pupil's Book page 67



### A. Copy and complete the words. [5 mins]

**Aim:** to read and spell known words.

-  Revise the names of the days of the week.
-  Pupils write in the missing letters to complete the words.
-  Pupils use their Pupil's Books to check their

## Starter activity [5 mins]



**Aim:** to practise spelling the days of the week.

- Write these mixed-up words on the board: *driyaf, yomnad, rauydst, dasyun, huystrad, stayude, nadewesyd*
  - Explain they are the names of the days of the week. Tell pupils to write them out correctly as quickly as possible, without using their books to help. Make it a game. The winners will be the pair who finish first, with all the words correct.
  -  Pupils write the words out correctly in their notebooks. Remind pupils to give each word a capital letter.
  -  Choose pupils to spell out their answers. Write the words on the board. Elicit or revise the Arabic.
- Answers:** *Friday, Monday, Saturday, Sunday, Thursday, Tuesday, Wednesday*


## Pupil's Book page 3

### 1. Listen, match and repeat. [10 mins]

**Aim:** to practise following instructions.

-   Prepare the activity.
  - Use the example to explain the activity. Pupils listen to instructions about their books, and point to the matching picture.
  - Pupils write the letters A-G in their notebooks.






answers together.

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

**Answers:** 1. Sunday (example), 2. Wednesday, 3. Friday, 4. Sunday, 5. Thursday, 6. Tuesday, 7. Saturday

**B. 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. Check they can find the capital letters.
- 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. Be careful with your book. 2. Cover your book at home. 3. Don't write in your book. 4. Put your book on the desk.



**C. Read, say and spell. [5 mins]**

**Aim:** to read and spell words with known sounds.

-  Help pupils to read and spell the words with *-an*.
  - Choose a pupil to sound out the first word: /h æ n d/ and say 'hand'.
  - Ask: *What are the letters?* Elicit the letter names: *h, a, n, d*.
  - Use the picture to revise the meaning.
  - Repeat for the other words.

**D. Copy and read. [5 mins]**

**Aim:** to practise writing phrases in joined handwriting.

-  Use handwriting lines to demonstrate writing the phrases and sentences, joining the letters together as you write.
-  Pupils complete the activity. Go around the class, checking that pupils are placing their letters accurately on the lines and joining them correctly.

**End of Lesson 3 Checkpoints:**

- Pupils can understand and say simple instructions about looking after a book.
- Pupils can read, say and spell the adjacent sounds *-an* (as in *hand*).

**Unit 1 Lesson 3**

1. Listen, match and repeat.

Look at our new SMILE book, please.

Today is Sunday.

A

2. Make a cover for your book.

3

**Unit 1 Lesson 3**

A. Copy and complete the words.

1. Sunday      2. Wdesay      3. Frdy

4. ndy      5. Thsday

6. ues      7. tury

B. Write the words in the correct order.

1. with / Be / book. / careful / your

2. home. / your / Cover / book / at

3. your / in / Don't / book. / write

4. desk. / the / Put / your / book / on

C. Read, say and spell.

hand

stand

sand

granddad

D. Copy and read.






1. My hand and my foot.      2. Some yellow sand.

3. Stand and wait.      4. Granddad's fan is in his hands.

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## Lesson overview

Listening/speaking:	follow, match and say positive and negative sentences using <i>don't</i> about classroom rules; say words with 'pl' as in please, 'air' as in hair and 'ere' as in there
Reading/writing:	read and follow classroom rules; read and write simple sentences with <i>don't</i> ; read and spell words with 'pl' as in please, 'air' as in hair and 'ere' as in there; read and write phrases and sentences in joined writing
Grammar:	the present simple (negative); prepositions: <i>in, on, about</i>
Functions:	talk about common activities
New language:	<i>Arabic, forget, playground, speak</i>

-  Pupils look at the list of rules and read what they can.
-   Choose a pupil to read each rule. Elicit the meaning in Arabic. Help pupils to read the new words (*Arabic, forget*). Elicit or teach the meanings, and practice the pronunciation.
- Explain the activity. Pupils match the rule with *don't* with the same rule without *don't*. If necessary, do the first one with the class as an example. (1. *We don't run in the classroom. D. We walk in the classroom.*)
-  Pupils match the other pairs of rules. They write the answers in their notebooks.
-  Check the answers. Read each rule again. Elicit the matching negative rule.
- Practise saying the negative rules.
  - Use flashcards 1-5. Hold up each flashcard in turn, for example, flashcard 1, *We speak English in our English class*. Elicit the matching negative rule *We don't speak Arabic in our English class*.
  - Repeat with the flashcards in any order.

**Answers:** 1. D, 2. A, 3. E, 4. C, 5. B

## Starter activity [5 mins]

**Aim:** to revise words for the lesson.





**Materials:** this list of words from the lesson: *classroom, eat, friend, help, keep, rubbish, rule, run, throw, tidy, walk, we*

- See page 1 for instructions for the starter activity.

## Pupil's Book page 4

### 1. Read the rules for your English class. [10 mins]



**Aim:** to practise reading classroom rules in the present simple.

-  Choose a pupil to read the speech bubble. Check pupils understand *classroom rules*.
-  Pupils look at the list of rules and read what they can.
-   Elicit from pupils what they think each rule means.
- Help pupils to read the new words (*playground, speak*). Elicit or teach the meanings, and practise the pronunciation.
- Check understanding. Say the rules in Arabic, in any order. Choose a pupil to read each rule in English.

### 2. Match the new rules with the rules above. [5 mins]

**Aim:** to teach the present simple (negative).






**Materials:** flashcards 1-5

-   Explain that these are the same rules, but they say what we *don't* do. Revise *don't*.

### 3. Listen, read and say. [5 mins]

**Aim:** to teach the spelling patterns *-air* and *-ere* for the sound / $\epsilon\text{ə}$ / (as in *hair* and *there*).

**Materials:** audio track 1.4





-   Point to the letters *-air* and *-ere* in the middle of the activity. Say the sound (/ $\epsilon\text{ə}$ /). Pupils point and repeat.
- Elicit that the letters 'a' 'i' 'r' together make the sound / $\epsilon\text{ə}$ /.
- Elicit that the letters 'e' 'r' 'e' together also make the sound / $\epsilon\text{ə}$ /.
-  Play audio track 1.4.
- Write *hair* on the board. Draw a box round the *-air*.
- Point and say *hair*. Stress the / $\epsilon\text{ə}$ / sound. Revise the meaning.
- Write *there* on the board. Draw a box round the *-ere*.
- Point and say *there*. Stress the / $\epsilon\text{ə}$ / sound. Revise the meaning.
- Point to and say each of the other words in turn. Pupils point and repeat. Revise the meanings.
-  Choose pupils to read the words to the class. Practise the pronunciation.
-  Pupils point at and read the words together.



## Pupil's Book page 68

### A. Write sentences with *don't*. [5 mins]


**Aim:** to practise writing negative sentences with *don't*.

-  Use the example to explain the activity. Pupils read each rule. They write a negative rule with the same meaning.
-  Pupils write sentences with *don't*.
-  Pupils check their handwriting, spelling and punctuation together.
-  Choose pupils to read their answers to the class. Pupils raise a hand if they think the answer is correct.

**Answers:** 1. We don't speak Arabic in our English class.  
 2. We don't run in the classroom. 3. We don't eat in the classroom.  
 4. We don't put our books on the floor. 5. We don't help our friends in class.  
 6. We don't keep our classroom tidy.



### B. Read, say and spell. [5 mins]

**Aim:** to read and spell words with known sounds.

-  Help pupils to read and spell the words with 'pl'.
  - Choose a pupil to sound out the first word: /pli:z/ and say 'please'. Be ready to help.
  - Ask: *What are the letters?* Elicit the letter names: *p, l, e, a, s, e*.
  - Use the picture to revise the meaning.
  - Repeat for the other words.

### C. Read and copy. [5 mins]

**Aim:** to practise writing phrases in joined handwriting.

-  Use handwriting lines to demonstrate writing the phrases and sentences, joining the letters together as you write.
-  Pupils complete the activity. Go around the class, checking that pupils are placing their letters accurately on the lines and joining them correctly.


#### End of Lesson 4 Checkpoints:


- Pupils can understand the difference between positive and negative sentences in the present simple.
- Pupils can understand and talk about simple classroom rules.
- Pupils can say and read the spelling patterns *-air/-ere* (as in *chair/there*).
- Pupils can read and say the spelling pattern *-pl* (as in *please*).


Unit 1
Lesson 4


1. Read the rules for your English class.


These are our classroom rules for English.




A We speak English in our English class. 

B We help other pupils. 

C We keep the classroom tidy. 

D We walk in the classroom. 

E We eat in the playground. 

2. Match the new rules with the rules above.

1 We don't run in the classroom.

2 We don't speak in Arabic in our English class.

3 We don't eat in the classroom.

4 We don't throw rubbish on the floor.

5 We don't forget to help other pupils.

3. Listen, read and say.

air

hair

chair

air / ere

there

where

4

Unit 1
Lesson 4

A. Write sentences with *don't*.

1. We speak Arabic in our English class.

We don't speak Arabic in our English class.

2. We run in the classroom.


3. We eat in the classroom.

4. We put our books on the floor.

5. We help our friends in class.


6. We keep our classroom tidy.

B. Read, say and spell.




please


pl



plastic



plant



playground

C. Copy and read.

- Stand up, please.
- a small plastic bag
- Eat your apple, please.
- The playground is nice.

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## Lesson overview

Listening/speaking:	ask and answer about things they can and can't do; follow and say sentences from a story about the importance of school; say words with 'ea' as in jeans
Reading/writing:	read and spell words with ea as in jeans; read parts of a story about the importance of school read and write phrases and sentences in joined writing; read and write questions and answers with <i>can</i>
Grammar:	<i>can</i> for ability; question words
Functions:	ability: talk about what you can and can't do
New language:	<i>add, how much, learn, pound, rubber, thing, why</i>

## Starter activity [5 mins]

**Aim:** to revise words for the lesson.

**Materials:** a list of words from the lesson, for example: *add, children, come, know, lots of, number, pencil, read, school, shops, these, this, why*

- Play *Make a line*.
  - Draw a 'Make a line' grid on the board, like the examples below.
  - 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 word in English.)
    - 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 below. Other lines are also possible.)
- Play the game until one team wins. To make the game more difficult, tell pupils to spell each English word. Any one from the team can answer, but try to ask different pupils each time.

A		
	A	A
B	B	B

## Pupil's Book page 5

### 1. Listen, read and repeat. Then say and act. [12 mins]



**Aim:** to revise *can* and *can't* in a story about going to school.

**Materials:** audio track 1.5

- Prepare the story.
  - Pupils look at the pictures and read what they can.
  - Elicit from pupils what they think happens in the story.
  - Write the new words on the board *how much, learn, rubber, pound, thing, why*. Help pupils to read them, teach the meaning and practise the pronunciation.
- Listen to the story.
  - Play audio track 1.5.
  - Practise the story.
  - Check pupils understand the story.
  - Play the audio again, line by line. Pupils listen and repeat.
  - Divide the class into two groups. Tell the class to read the story without the audio. Be ready to help with the new words. Group 1 reads Emad and group 2 reads Emad's mum.
  - The groups change roles and read the story again.

### 2. Ask and answer with *Yes, I can* or *No, I can't*. [8 mins]

**Aim:** to practise *I can* and *I can't*.

- Choose pupils to read the words and phrases in the word boxes. Revise the meaning and practise the pronunciation.
- Choose a pupil to read the speech bubble. Explain that they are going to talk about things they *can* or *can't* do.
- Choose a pupil. Ask: *Can you (swim)?* Elicit *Yes, I can* or *No, I can't*.
- Pupils take turns to ask and answer about each of the activities.

## Pupil's Book page 69

### A. Write questions and answers. [5 mins]

**Aim:** to practise questions with *can*.

- Use the example to explain the activity. Revise the vocabulary.

- Pupils write answers to the questions.

- Pupils read their answers to each other. They check their spelling, handwriting and punctuation together.

### B. Read, say and spell. [5 mins]

**Aim:** to read and spell words with known sounds.

- Help pupils to read and spell the words with 'ea'.
  - Remind pupils that *ea* often makes the sound / i: /.
  - Choose pupils to sound out, say and spell *tea*, *jeans*, *seat*, *peanuts*. Use the pictures to revise the meanings.

### C. Copy and read. [5 mins]

**Aim:** to practise writing phrases in joined handwriting.

- Use handwriting lines to demonstrate writing the phrases and sentences, joining the letters together as you write.
- Pupils complete the activity. Go around the class, checking that pupils are placing their letters accurately on the lines and joining them correctly.

#### End of Lesson 5 Checkpoints:

- Pupils can understand and act a dialogue about why children go to school.
- Pupils can understand questions and negatives with *can* for ability.
- Pupils can read and say the sound *ea* (both as in *sea* and as in *tea*).

Unit 1
Lesson 5

1. Listen, read and repeat. Then say and act.

2. Ask and answer with *Yes, I can* or *No, I can't*.

Can you swim?

A swim	B skip and hop
C read in Arabic	D drive
E climb trees	F speak in English

Pupil's Book 5

Unit 1
Lesson 5

A. Write questions and answers.

1. speak Arabic?  
*Can you speak Arabic? Yes, I can.*

2. drive a car?  
 3. read and write?  
 4. climb tall trees?  
 5. add lots of numbers?

B. Read, say and spell.

tea

ea

jeans

seat

peanuts

C. Copy and read.

1. a cup of tea  
 2. Sit on that seat, please.  
 3. My jeans are on the beach.  
 4. I don't eat meat or peanuts.



Pupil's Book 5

## Lesson overview

Listening/speaking:	listen and match words to pictures; follow and say a chant about buying school equipment; say and respond to polite sentences about school equipment they want; role-play politely buying school equipment from a shopkeeper; say words with 'ar' as in card
Reading/writing:	read and spell words with 'ar' as in card; read simple requests; read and write phrases and sentences in joined handwriting
Grammar:	<i>would like + noun or V can</i> for ability and requests
Functions:	preferences: express wants; make polite requests
New language:	<i>glue, notebook, scissors, sharpener, stickers</i>

## Starter activity [5 mins]

**Aim:** to revise words for the lesson.


- Write these mixed-up words on the board: *yub, yoncar, nep, clipen scae, selape, sponud, burber, lurre, posh, tawn*
- Tell pupils to write them out correctly as quickly as possible. Make it a game. The winners will be the pair who finish first, with all the words correct.
-  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:** *buy, crayon, pen, pencil case, please, pounds rubber, ruler, shop, want*

## Pupil's Book page 6

### 1. Listen, point and chant. [10 mins]


**Aim:** to revise *I want to (buy)* in a chant.

-  Practise the words.
  - Use the picture to revise *pencil, pen, crayon, ruler, rubber*, and to teach *glue-stick, notebook, sharpener, stickers, scissors*. Elicit the Arabic.
  - Write each word on the board with a simple sketch of the item next to it. Follow the same order as the chant.
  - Help pupils to read the words. Practise the meanings and the pronunciation.

-  Teach the chant.
  -  Read the speech bubble. Elicit the Arabic for *I want to buy...*
  - Read the chant, pointing to each item on the board.
  - Tell the class to say the chant with you. Pupils use the pictures and the words on the board to help. Explain that *a rubber or two* means *one or two/a few rubbers*.
  - Tell the class to say the chant without you.
    - I want to buy a notebook, some crayons and some pens.*
    - I want to buy some scissors, and some pencils for my friends.*
    - I want to buy a glue-stick and a rubber or two.*
    - I want to buy a ruler and a sharpener for you.*



### 2. Point and say. [8 mins]

**Aim:** to revise *I'd like..., please*.

- Point to the picture of the glue. Choose a pupil to read the speech bubble. Elicit the Arabic.
- Point to the other items in turn.
- Explain the activity. Pupils point to one of the items and say *I'd like some..., please*.
-  Pupils take turns to point and ask.

### 3. Read, say and act. [7 mins]

**Aim:** to practise a dialogue set in a shop.

-  Teach the new language.
  - Choose a pupil. Ask: *Can I have a pencil, please?* Hold out your hand and indicate that he/she should give you a pencil. Say: *Thank you*.
  - Elicit the Arabic. Choose a pupil to read the first speech bubble on page 6. Read the shopkeeper's speech bubble.
  - Repeat with different pupils. Elicit the Arabic.
  - Repeat with the second speech bubbles.
- Practise the dialogue.
  - Choose two pupils to read the whole dialogue.
-  Act the dialogue.
  - Pupils ask and answer in the same way.
    - A: Can I have (6) (pencils), please?
    - B: Yes. Here you are.
    - A: How much is that?
    - B: (2) pounds, please.
  - Pupils change roles, and repeat the activity several times with different numbers/items.

# Pupil's Book page 70

## A. 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 number each picture.
- Read the script below. Leave time to write after each line.

A: *I'd like a notebook. I'd like a notebook.*




B: *I want to buy some stickers. I want to buy some stickers.*

C: *Can I have a red crayon, please? Can I have a red crayon, please?*

D: *I want to buy a glue-stick. I want to buy a glue-stick.*

E: *I'd like a pencil. I'd like a pencil.*


F: *Can I have the scissors, please? Can I have the scissors, please?*

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

**Answers:** 1. C, 2. F, 3. E, 4. B, 5. A, 6. D

## B. Read, say and spell. [5 mins]

**Aim:** to read and spell words with known sounds.

-  Help pupils to read and spell the words with -ar.
  - Remind pupils not to pronounce the 'r' separately when it follows 'a'. Choose a pupil to sound out the first word: /c a: d/ and say 'card'.
  - Ask: *What are the letters?* Elicit the letter names: c, a, r, d.
  - Use the picture to revise the meaning.
  - Repeat for the other words.

### End of Lesson 6 Checkpoints:

- Pupils can understand *I want to buy* (+ name of object).
- Pupils can understand and use the phrase *I'd like* (+ name of object), *please*.
- Pupils can understand and use the phrase *Can I have* (+ name of object), *please*.
- Pupils can read and say the sound /a:/ (as in *arm*).

Unit 1
Lesson 6

1. Listen, point and chant.



I want to buy some scissors.

2. Point and say.



I'd like some glue, please.

3. Read, say and act.



Can I have 2 notebooks, please?

Yes. Here you are.

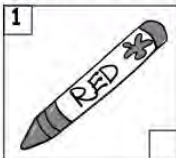
How much is that?

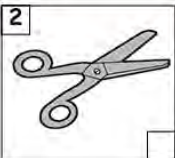
20 pounds, please.

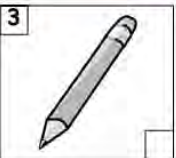
6


Unit 1
Lesson 6

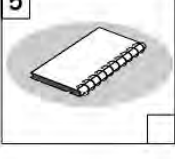
A. Listen, write the letters and say.


1  


2  



3  


4  



5  


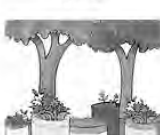
6  


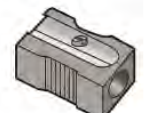
B. Read, say and spell.

  
card

ar

  
farm



  
garden

  
sharpener

70

## Lesson overview

Listening/speaking:	follow and say a chant about activities in school; say words with 'sk' as in sky; say sentences about things they like at school
Reading/writing:	read and respond a text about a girl and her school; read and spell words with 'sk' as in sky; read 1st and 3rd person sentences and rewrite as the opposite; write a sentence about what they like at school
Grammar:	<i>like/enjoy</i> + noun possessive adjective and apostrophe s: <i>the girl's name, my, her</i>
Functions:	preferences: express likes and dislikes
New language:	<i>carry, maths, meet, sport, volleyball</i>








-  Pupils read the other sentences and point to *Yes* or *No* together. Or they write *Yes* or *No* in their notebooks.
-  Check the answers. Elicit the correct information for answers with *No*. (e.g. *No, her name is Huda.*)

**Answers:** A. No, B. Yes, C. Yes, D. No, E. Yes, F. No

## 2. Listen and read. Then chant. [10 mins]

**Aim:** to say a chant in the present simple.

**Materials:** audio track 1.7

-   Prepare the chant.
  - Teach *carry*. Write it on the board, help pupils to read it. Mime carrying a bag. Elicit or teach the meaning and practice the pronunciation.
  - Revise *open* and *say*. Write the words on the board. Say them and mime the actions.
-  Say the chant.
  -  Say the chant to the class, or play audio track 1.7. Pupils follow in their books and do the actions.
  -   Check that pupils understand the whole chant. Explain or elicit the meaning of *This is the way (this is how)* and *in the morning*.
  -  Play the audio again. Tell the class to say along and do the actions. Repeat once or twice.

## Starter activity [5 mins]

**Aim:** to practise reading known words.








**Materials:** word cards: write the words *and, best, can, doesn't, her, I'm, is, it, like, live, my, she, the, there, this,* to on separate cards or pieces of paper

- See page 1 for instructions for the starter activity.

## Pupil's Book page 7

### 1. Read and say Yes or No. [10 mins]






**Aim:** to introduce the third person singular of the present simple (e.g. she likes).

-   Explain that the girl in the picture is Huda, and that they are going to read about her school.
-  Pupils read the text together.
-   Choose a pupil to read each sentence.
- Help pupils to read the new words (*meet, maths, sport, volleyball*). Elicit or teach the meanings and practise the pronunciation.
- Explain the activity. Pupils read the sentences and decide if they are correct or wrong. Do the first one with the class as an example Read: *This girl's name is Hiba*. Pupils say *No* or point to *No*.
-   Choose a pupil to read the next sentence. Point out that after '*she*' (or *he* or *it*) the verb has an '*s*'. Elicit that in sentence F there is no '*s*' on *like*, after *doesn't*.

## Pupil's Book page 71


### A. Write sentences. Change *my* to *her* and *I* to *she*. [5 mins]

**Aim:** to practise making sentences in the 3<sup>rd</sup> person.

-   Use the example to explain the activity. Pupils change the sentences into the 3<sup>rd</sup> person. Elicit that *I* and *my* change to *she* and *her*. Remind pupils to add -s to the verb.
  -  Pupils write the new sentences.
  -  Pupils check their work together.
  -  Choose pupils to read their answers to the class.
- Answers:** 1. Her name is Huda. (example) 2. Her house is near her home. 3. She can walk to her school. 4. She can meet her friends at school. 5. She likes Maths, Arabic and saying.




**B. Read, say and spell. [5 mins]**

**Aim:** to read and spell words with known sounds.

-  Help pupils to read and spell the words with *sk*.
  - Choose a pupil to sound out the first word: /s k aɪ / and say 'sky'.
  - Ask: *What are the letters?* Elicit the letter names: *s, k, y*.
  - Use the picture to revise the meaning.
  - Repeat for the other words.

**C. Draw your school. Write what you like there. [5 mins]**

**Aim:** to begin to write a short sentence to express likes.


-   Explain the activity. Pupils draw a picture of their school. They write a word or words to complete the sentence about what they like at school.
-  Pupils read their sentence to their groups.

**End of Lesson 7 Checkpoints:**

- Pupils can understand that words change when the person of the sentence changes (*my* to *her* and *I* to *she*).
- Pupils can understand simple details in a short text.
- Pupils can read and say the sounds *sk* (as in *ask*).


Unit 1
Lesson 7

**1. Read and say Yes or No.**




Hello, I'm Huda and this is my school. I like my school. It is near my house and I can walk to school in the morning. I can meet my friends here.

I like Maths, Arabic and reading. My best friend is Zeinab and my favourite sport is volleyball.




A This girl's name is Hiba.	Yes / No
B She likes her school.	Yes / No
C She lives near her school.	Yes / No
D She meets her friends at home.	Yes / No
E She likes Maths.	Yes / No
F She doesn't like volleyball.	Yes / No


**2. Listen and read. Then chant.**




This is the way I carry my bag,  
carry my bag, carry my bag.  
This is the way I carry my bag,  
into Class 3 in the morning.



This is the way I open my book,  
open my book, open my book.  
This is the way I open my book,  
in Class 3 in the morning.



This the way I sing my song,  
sing my song, sing my song.  
This is the way I sing my song -  
with Class 3 friends in the morning!



**7**

Unit 1
Lesson 7

**A. Write sentences. Change my to her and I to she.**

1. My name is Huda.

*Her name is Huda.*


2. My house is near my school.

3. I can walk to my school.

4. I can meet my friends at school.


5. I like Maths, Arabic and reading.

**B. Read, say and spell.**




sky


sk



skip



desk



skirt

**C. Draw your school. Write what you like there.**

**71**

## Lesson overview

**Listening/speaking:** make and respond to polite requests to borrow something; follow and say instructions about caring for SMILE books; say words with 'fr' as in frog; say and spell known words ('s' words); answer basic introductory questions

**Reading/writing:** read familiar words; read and match known words to pictures; read and spell words with 'fr' as in frog; read and write simple questions and answers; list known words by category; reorder words and write complete sentences; write classroom rules

**New language:** *borrow*

## Starter activity [5 mins]



**Aim:** to review words from the unit.

- Explain. Pupils choose ten words from the unit and write them in their notebooks. Pupils swap notebooks with a partner and write the Arabic for each of their partner's words as quickly as possible. They check their work together.

## Pupil's Book page 8

### 1. Listen, act and say. [5 mins]

**Aim:** to revise instructions on how to look after SMILE.

- Read the text from Unit 1, Lesson 3. Do the actions. Pupils listen and watch.
- Read the text but don't do the actions. Pupils do the actions.
- Read the text. Pupils say the text with you, and do the actions.
- Do the actions. Pupils say the text without you. Be ready to help. Write key words on the board if necessary.

### 2. Read and say the answers. [3 mins]

**Aim:** to practise writing answers to simple questions.

- Choose two pupils to read and answer the questions.
- Pupils write their answers in their notebooks.

- Pupils read their answers to their group.

### 3. Write three rules for your English class. [5 mins]

**Aim:** to revise imperative verbs and rules for an English class.

- Revise the meaning of classroom rules.
- Elicit some of the rules from Lesson 3.
- Pupils write three rules in their notebooks. Go around the class, helping.
- Pupils check their work together.

### 4. Say it. Spell it. [4 mins]

**Aim:** to revise words from the unit which start with 's'.

- Explain the activity. Pupils say the first sound in each word, then say the word spell it, and say the meaning.
- Choose a pupil to say and spell the first word as an example. /s/; 'sit'; s, i, t; (Arabic) meaning.
- Pupils take turns to say and spell each word. Go around the class, listening and helping.

### 5. Add words. [3 mins]

**Aim:** to revise vocabulary from the unit.

- Explain the activity. Pupils copy the table into their notebooks. They add as many words to each column as they can. Check pupils understand the headings. They may use their books to help them. Make it a game. Set a time limit, e.g. 2 minutes.
- or Pupils work in groups or pairs. Only one person needs to write. The other(s) can find words or check spellings.
- Pairs swap books to count the words and check the spelling. The pair or group with the most words (correct) wins.

### 6. Speak together. [3 mins]





**Aim:** to practise using *can* to make polite requests.

- Revise the classroom items from Lesson 6.
- Write *borrow* on the board. Read it to the class and teach the meaning. Practise the pronunciation (/b ɒ r əʊ/).
- Choose two pupils to read the speech bubbles.
- Pupils take turns to ask and answer about *rubber*, *ruler*, *pencil*, *sharpener* or other classroom items.



**A. Read, number and say. [4 mins]**






**Aim:** to read familiar words from the unit.

-  Explain. Pupils read each word and write the letter beside the matching picture.
-  Pupils complete the activity.
-  Check the answers. Ask: *What letter is picture (1)? Elicit It's letter (F). It's a volleyball.*
-  Pupils take turns to ask and answer about the objects in the pictures. (*What's this? It's a...*)

**Answers:** A. 6, B. 5, C. 3, D. 1, E. 2, F. 4

**B. Write the words in the correct order. [4 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.
- Remind pupils that sentences finish with a full stop, and questions finish with a question mark.
-  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. Can I borrow some glue? 2. She likes Arabic, English and sport. 3. This is the way I carry my bag.

**C. Read, say and spell. [4 mins]**

**Aim:** to read and spell words with known sounds.

-  Help pupils to read and spell the words with *fr*.
  - Choose a pupil to sound out the first word: /f r ɒ g / and say 'frog'.
  - Ask: *What are the letters?* Elicit the letter names: *f, r, o, g*.
  - Use the picture to revise the meaning.
  - Repeat for the other words.

**End of Unit 1 Checkpoints:**

- Pupils can use imperatives of common verbs.
- Pupils can use *would + like* to express wants.
- Pupils can talk about where things/people are.
- Pupils can read and say common spelling patterns in English.

Unit 1
Lesson 8

**1. Listen, act and say.**

Look at your new SMILE book. Put your book...

**2. Read and say the answers.**


What is your name?  
What is your best friend's name?

**3. Write three rules for your English class.**

1. We eat in the playground.

**4. Say it. Spell it.**

sit  
Saturday  
Sunday  
speak  
school



**5. Add words.**

School things	Days	Welcome
pencil case	Sunday	hello


**6. Speak together.**

Can I borrow your notebook?

Thanks.

Yes. Here you are.


That's OK.




Unit 1
Lesson 8

**A. Read, number and say.**


1. Arabic 2. a pupil 3. pray 4. a page 5. Maths 6. volleyball


**A** 

**B**  $2 + 4 = 6$

**C** 

**D** صباح  
مدرج  
خير سلام 1


**E** 

**F** 

**B. Write the words in the correct order.**


1. / glue? / Can / borrow / some
2. English / likes / Arabic, / She / and / sport.
3. is / carry / the way / my bag. / I / This

**C. Read, say and spell.**




frog

fr



fridge




fruit

Saturday 18	Sunday 19	Monday 20
Wednesday 21	Thursday 22	Friday 23

Friday




## Lesson overview

Listening/speaking:	listen and match words to pictures; follow and say a dialogue about where places are; ask and say where places are; name places
Reading/writing:	read and follow a dialogue about where places are; with guidance, read the names of common places; trace and write a sentence in joined handwriting
Grammar:	question word <i>Where...?</i> ; preposition <i>near</i>
Functions:	locations: ask and answer about where things are
New language:	<i>café, excuse me</i>

-  Pupils take turns to read the lines of the boy/man.

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

**Aim:** to revise/learn the names of places; to practise asking and saying where places are in a town.

- Revise and learn names of places.
  - Say: *zoo*. Tell pupils to point to the word. Repeat the word *zoo*. Pupils repeat the word. Elicit the Arabic.
  - Repeat with these words: *museum, mosque, park, market, school*.
  - Say: *café*. Tell pupils to find and point to the word. Use the picture to elicit the meaning. Explain that the word is French but we use it in English. Practise the pronunciation.
  - Say: *hospital*. Tell pupils to find and point to the word. Elicit the meaning, and practise the pronunciation.
- Ask and answer questions.
  -  Explain that the places are in a town. The town has three roads: *Nile Street, Main Road* and *Medani Road*. Say the names of the street and roads. Pupils repeat.
  - Ask: *Excuse me, where's the park?* Elicit the answer. (*The park? It's in Main Road. It's near the zoo.*)
  - Continue with other places.
  -  Pupils take turns to ask and answer questions. See example dialogue below.
  -  Choose a few pairs to act a dialogue in front of the class.

### Example dialogue:

A: *Excuse me, where's the (mosque)?*


B: *The (mosque)? It's in (Medani Road). It's near the (hospital).*

A: *Thank you.*

## Pupil's Book page 73



### A. Read and copy. [5 mins]

**Aim:** to practise writing a question 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. (*Excuse me, where's the hospital?*)
-  Pupils complete the activity. Go around the class, checking that pupils are placing their letters accurately on the lines and joining them correctly.
- Remind pupils to write a question mark at the end of

## Starter activity [5 mins]

**Aim:** to revise known common words.



- Tell pupils to open the Pupil's Book at page 9. Give pupils 20 seconds to look at the picture at the top of the page. Tell them to close their books.
-  Pupils say the names of some of the things in the picture together.
-  Ask: *What's in the picture?* Pupils say some sentences.

**Example sentences:** There is a man/boy/bag. There is some meat. There are some oranges/books.

## Pupil's Book page 9

### 1. Look, read and say. [10 mins]

**Aim:** to read and say a short dialogue.

-  Explain that the boy in the picture is looking for the museum.
- Read the speech bubbles in turn. Pupils listen and follow in their books.
-  Tell pupils to guess the meaning of the phrase *excuse me*. Explain that it is a polite way to get somebody's attention.
- Elicit the Arabic for the text in the speech bubbles.
- Read the speech bubbles again. Pupils repeat.
- Read the speech bubbles again. Pupils read aloud with you.
- Divide the class into two big groups. Group 1 reads the boy's lines. Group 2 reads the man's line.
- Choose two pupils. Pupil 1 reads the boy's lines. Pupil 2 reads the man's line.

the question.

### Homework

Pupils can practise writing the question in their notebooks.

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

**Aim:** to understand and say the names of places.

- ع Explain the activity. Pupils listen to a sentence describing the places in the pictures. They write the letter next to the correct picture.
- Give an example. Say A: *This is a mosque. This is a mosque.* Explain that the letter A is next to the picture of a mosque.
- Read these sentences:
  - B: *This is a market. This is a market.*
  - C: *This is a park. This is a park.*
  - D: *This is a hospital. This is a hospital.*
  - E: *This is a library. This is a library.*
  - F: *This is a café. This is a café.*
- Pupils write the letters under the correct pictures.
- Check the answers. Ask: *What's letter A?* Pupils say *This is a mosque.* Continue with letters B-F.
- Pupils take turns to point to the pictures and say sentences. (*This is a mosque/market/park/hospital/library/café.*) Go around the class, listening and helping.

**Answers:** 1. park C, 2. library E, 3. café F, 4. market B, 5. hospital D, 6. mosque A

### End of Lesson 1 Checkpoints:

- Pupils can use the phrase *excuse me* to get somebody's attention.
- Pupils can ask and say where a place is.
- Pupils can copy and write a question in joined handwriting.

Unit 2 Our Environment Lesson 1

1. Look, read and say.

2. Look, ask and answer.

9

Unit 2 Our Environment Lesson 1

A. Read and copy.

1. Excuse me, where's the hospital?

*Excuse me, where's the hospital?*

2. Excuse me, where's the zoo?      3. Excuse me, where's the mosque?

B. Listen, write the letters and say.

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## Lesson overview

Listening/speaking:	ask and say what people can do at different places
Reading/writing:	read and write sentences about what people can do at different places; trace and write a sentence in joined handwriting
Grammar:	<i>can</i> (for ability); adverb <i>there</i>
Functions:	ability: talk about what people and animals can and can't do
New language:	<i>bus station, buy, catch (a bus), do, doctor, study (v)</i>

## Starter activity [5 mins]





**Aim:** to revise the names of places.


-  Tell pupils that you will write the names of some places on the board. Tell them to raise their hands when they can guess the word.
- Slowly write these letters on the board: *m-a-r-k-e-t*. Pupils raise their hands and say the word. Write the complete word on the board.
- Repeat with these words: *school, hospital, park, library, shop, museum, zoo*.
- Elicit the Arabic for each word.



## Pupil's Book page 10

### 1. Read and point. [15 mins]

**Aim:** to read and understand sentences using *we can*.

- Read and understand sentences A-H.  
  - Read sentences A-H. Pupils point to each sentence as you read it.
  - Read sentence A. Teach the word *study*. Practise the pronunciation. Tell pupils to guess the place.
  - Read sentence B. Teach the word *buy*. Practise the pronunciation. Tell pupils to guess the place.
  - Read sentence C. Elicit the Arabic for the sentence. Tell pupils to guess the place.
  - Read sentence D. Teach the word *doctors*. Practise the pronunciation. Tell pupils to guess the place.
  - Read sentences E, F, G. Elicit the Arabic for each sentence. Tell pupils to guess the places.
  - Read sentence H. Teach the phrase *catch buses*. Practise the pronunciation. Remind pupils that the letters 'ch' in *catch* make the sound /tʃ/. Tell pupils to guess the place. Write the word *bus station* on the board. Practise the pronunciation.

- Point to the places. 


-  Explain the activity. Pupils read each sentence together, then point to the matching picture.
- In pairs, pupils take turns to read sentences A-H and point to the matching pictures.
-  Check the answers. Read each sentence, then ask pupils to say the letter and the place.

**Answers:** A. 2, B. 1, C. 6, D. 5, E. 8, F. 3, G. 7, H. 4

### 2. Ask and answer. [10 mins]



**Aim:** to revise asking questions with *what...*; to describe places using *we can*.

- Read the speech bubbles. Pupils repeat. Elicit the Arabic for the question and answer.
- Choose two pupils. They read the speech bubbles.
- Choose two different pupils. Pupil 1 chooses a place (e.g. market) and asks: *What can we do in a market?* Pupil 2 answers: *We can buy food there*. Be ready to help.
- Choose a few more pairs. Pupil 1 chooses a place and asks a question. Pupil 2 answers. See answers below for examples. Be ready to help.
-  Pupils take turns to ask and answer questions. Go around the class, listening and helping.

**Answers:**


1. What can we do in a market? We can buy food there.
2. What can we do in a school? We can study there.
3. What can we do in a park? We can walk and play there.
4. What can we do in a bus station? We can catch buses there.
5. What can we do in a hospital? We can see doctors there.
6. What can we do in a library? We can read books there.
7. What can we do in a zoo? We can see animals there.
8. What can we do in a shop? We can buy sweets there.

## Pupil's Book page 74

### A. Read and copy. [5 mins]



**Aim:** to practise writing a question 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. (*Can we buy sweets there?*)
-  Pupils complete the activity. Go around the class, checking that pupils are placing their letters accurately on the lines and joining them correctly.
- Remind pupils to write a question mark at the end of

the question.




### Homework

Pupils can practise writing the question in their notebooks.

### B. Write sentences with *We can*. [5 mins]



**Aim:** to write sentences with *we can* to say what we can do in different places.

- Pupils look at picture 1. Elicit the place (*school*). Read the sentence.
- Tell pupils to look at picture 2. Elicit the place (*a library*). Elicit the sentence. (*We can read books at/ in a/the library.*) Pupils can use *at* or *in*. They can use *a* or *the*.
- Repeat with pictures 3 and 4.
-  Pupils write sentences about pictures 2-4.
-  Pupils check their spelling, handwriting and punctuation together, and practise reading the sentences.
-  Choose pupils to read their sentences.

**Answers:** 1. We can study at school. 2. We can read books at the/in a library. 3. We can see animals at the/in a zoo.









### End of Lesson 2 Checkpoints:

- Pupils can name some places in a town.
- Pupils can use *we can* to say what we can do in different places.
- Pupils can copy and write a question in joined handwriting.

Unit 2 Lesson 2

1. Read and match.

A We can study there.	B We can buy food there.
C We can read books there.	D We can see doctors there.
E We can buy sweets there.	F We can walk and play there.
G We can see animals there.	H We can catch buses there.

 1 a market	 2 a school	 3 a park	 4 a bus station
 5 a hospital	 6 a library	 7 a zoo	 8 a shop

2. Ask and answer.

What can we do in a library?

We can read books there.

Pupils' Book 3 10

Unit 2 Lesson 2

A. Read and copy.

1. Can we buy sweets there?

*Can we buy sweets there?*

2. Can we see doctors there? 3. Can we walk and play there?

B. Write sentences with *We can*.

 1	 2	 3
---	--	--

*We can study at school.*


Pupils' Book 3 74

## Lesson overview

Listening/speaking:	follow and say a rhyme about what people can do in a park; ask and say what people can and can't do in a park
Reading/writing:	read a question and write sentences about what people can and can't do in a park; trace and write a sentence in joined handwriting
Grammar:	<i>can</i> (for ability); <i>there are</i>
Functions:	ability: talk about what people and animals can and can't do
New language:	<i>cook (v), dark, drive, when</i>

## Starter activity [5 mins]

**Aim:** to understand descriptions of places.


- Divide the class into two teams.
-  Explain that you will say a sentence about a place to each team. Pupils listen and say what the place is.
- Look at Team 1. Say: *We can study there.* Pupils answer (*a school*). If the answer is correct, give the team a point.
- Look at Team 2. Say: *We can see animals there.* Pupils answer (*a zoo*). If the answer is correct, give the team a point.
- Say these sentences to each team in turn:
  - We can buy food there.* (a market/shop)
  - We can read books there.* (a library)
  - We can see doctors there.* (a hospital)
  - We can buy sweets there.* (a shop/market)
  - We can catch buses there.* (a bus station)
- The team with the most points wins.

## Pupil's Book page 11




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

**Aim:** to listen to, read and say a rhyme to practise *can*.

**Materials:** audio track 2.3

- Teach new words and prepare the rhyme.
  - Write the words *when* and *dark* on the board. Sound out the words and show pupils how to read them. Remind pupils that the letters 'ar' in *dark* make the sound /a:/. Practise the pronunciation. Give the meanings.
  - Tell pupils to find the words in the rhyme. Pupils raise their hands when they find the words.
  -  Say the sentence: *And then we go home to sleep when the sky is dark.* Elicit the Arabic

for the sentence.



-  Explain that pupils will listen to a rhyme.
- Listen to and practise the rhyme.
  -  Play audio track 2.3. Pupils listen and follow in their books.
  - Play the audio again. Pause after each line. Pupils repeat.
  - Play the audio again. Pupils join in.
- Say the rhyme without the audio.
  - Divide the class into four big groups. Group 1 reads the first two lines; Group 2 reads the next two lines; Group 3 reads the next two lines; Group 4 reads the last two lines. Be ready to help.
  -  Pupils say the rhyme in small groups of four. Each pupil says two lines.

## Extension

- Ask: *What can we do in the park?* Pupils answer. (*We can play/skip/jump/hop/run. We can talk to our friends. We can sit in the sun.*)
- Elicit other things we can do in the park. (Examples: *We can walk/eat/drink/read/study/see animals.*)

## 2. Ask and answer. [10 mins]

**Aim:** to ask and answer questions about things people can and can't do.

- Revise and learn the verbs.
  - Say: *swim*. Tell pupils to point to the word. Repeat the word *swim*. Pupils repeat the word.
  - Repeat with these words: *walk, read, run*.
  - Say: *cook*. Tell pupils to find and point to the word. Use the picture to elicit the meaning. Practise the pronunciation.
  - Say: *drive*. Tell pupils to find and point to the word. Use the picture to elicit the meaning. Practise the pronunciation.
- Ask and answer questions.
  -  Explain that you will ask a question about things we can do in a park. Pupils must answer *Yes, we can* or *No, we can't*.
  - Say: *Yes, we can*. Pupils repeat. Say: *No, we can't*. Pupils repeat.
  - Ask: *Can you swim in a park?* Pupils answer *Yes, we can* or *No, we can't*. The answer depends on the park, and where they live.
  - Ask: *Can you read in a park?* Pupils answer *Yes, we can* or *No, we can't*.
  - Choose two pupils. Pupil 1 asks a question using a different verb (e.g. *Can you cook in a park?*), Pupil 2 answers. Be ready to help.
  - Repeat with a few more pairs.
  -  Pupils take turns to ask and answer

questions.


**Answers:** A. Can you swim in a park? No, you can't. B. Can you read in a park? Yes, you can. C. Can you run in a park? Yes, you can. D. Can you cook in a park? No, you can't. E. Can you drive in a park? No, you can't. F. Can you walk in a park? Yes, you can.

## Pupil's Book page 75

### A. Read and copy. [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 trees in the park.*)

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


### Homework

Pupils can practise writing the sentence in their notebooks.


### B. Write sentences with **can** or **can't** about the pictures. [5 mins]


**Aim:** to write sentences about things people can and can't do in a park.


- Ask: *What can you do in a park?* Pupils answer (e.g. *play, skip, jump, hop, run, read, walk etc.*). Write 4-5 verbs on the board. Check pupils understand the verbs.
- Ask: *What can't you do in a park?* Pupils answer (e.g. *swim, drive, cook*). Write verbs on the board. Check pupils understand the verbs.

-  Explain the activity. Pupils must complete the sentences with a verb, then draw a picture (e.g. if the sentence is *We can run*, the pupil draws a picture of a child running).

- Remind pupils that sentence 1 is about things that people **can** do in a park, and sentence 2 is about things that people **can't** do in a park.

-  Pupils write sentences.

-  Pupils check their spelling, handwriting and punctuation together, and practise reading the sentences.

-  Choose pupils to read their sentences. If time, pupils can write more sentences in their notebooks.

### End of Lesson 3 Checkpoints:

- Pupils can ask and answer questions with *Can you...?*
- Pupils can understand the words *dark, drive* and *cook*. Pupils can copy and write a sentence in joined handwriting.

## Unit 2

## Lesson 3

### 1. Listen, read and say.



What can we do, can we do today?  
We can go to the park, to the park and play.  
The sky there is blue. The grass there is green.  
There are trees and the air is clean.  
We can skip. We can jump. We can hop. We can run.  
We can talk to our friends. We can sit in the sun.  
What can we do? We can play in the park.  
And then we go home to sleep when the sky is dark.

### 2. Ask and answer.



A swim



B read



C run



D cook



E drive



F walk

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## Unit 2

## Lesson 3

### A. Read and copy.

#### 1. There are trees in the park.

*There are trees in the park.*

#### 2. There are birds in the park.

#### 3. There are children in the park.

### B. Write sentences with **can** or **can't** about the pictures.

What can you do in a park?



A swim



B read



C run



D cook



E drive



F walk

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## Lesson overview

Listening/speaking:	say words with the spelling pattern 'i-consonant-e' (/aɪ/ as in five and nine); follow and listen for information in a text about a visit to a park; say rules for good behaviour in a park
Reading/writing:	read words with the spelling pattern 'i-consonant-e' (/aɪ/ as in 'five' and 'nine'); read and follow rules about what to do in a park; read sentence starters and say the rest of the sentence; trace and write a sentence in joined handwriting; write sentence instructions beginning with <i>Don't</i>
Grammar:	<i>there is/there are</i> ; imperatives of common verbs and <i>don't</i>
Functions:	instructions: give and follow simple instructions
New language:	<i>drop, keep, pick, pick up, rubbish, tidy</i>

- Write the word *rubbish* on the board. Sound out the word. Remind pupils that the letters 'sh' in 'rubbish' make the sound /ʃ/. Practise the pronunciation. Say: *I can see rubbish in the picture.* Elicit the meaning of the word *rubbish*.
- Say: *I can see a rubbish bin in the picture.* Elicit the meaning of the word *rubbish bin*.

- Listen, complete and say sentences.
  - Choose a pupil to read sentence A. Explain that a word is missing at the end of the sentence. Tell pupils to suggest words. Do not give the answer. Repeat with sentences B-D.
  - Read the text below. Tell pupils to listen for the missing words.





*It's a nice day. The sky is blue. You can hear the birds. You go to the park. You like it. You walk. There is a tall tree in the park. There are some small flowers near the tree. What's that? No! There's some rubbish under the tree. Pick up the rubbish. Put it in the rubbish bin.*

-  Pupils read sentences A-D together.
- Read the text again. Elicit the missing words.
- Listen and act.
  -  Tell pupils to stand up. Explain that you will read the text again, and pupils must mime the actions.
  - Read the text again slowly. Pupils listen and mime the actions at their desks. When you say *pick up the rubbish*, mime the action.
  - Write *pick up* on the board. Sound out the word. Elicit the meaning.

**Answers:** A. blue, B. park, C. tree, D. rubbish/flowers

## 2. Read, choose and say. [8 mins]

**Aim:** to understand written rules.

-  Explain that parks are nice places for everyone, and we all need to look after them. Explain that parks usually have rules.
- Read rules A-C. Teach the words *drop, pick, keep tidy*. Practise the pronunciation of the words.
-  Explain the activity. Pupils read the rules, and decide which is the best one for looking after a park.
-  Pupils read and choose the best rules for looking after a park.  Elicit the answers.

**Answers:** A. Don't drop rubbish. B. Don't pick flowers. C. Keep the park tidy.

## 3. Listen, read and say. [5 mins]

**Aim:** to teach the spelling pattern *i - e* (as in *five*).


**Materials:** audio track 2.4

- Write the word *five* on the board.

## Starter activity [5 mins]



**Aim:** to revise *there is/there are* and common words.

- Tell pupils to open the Pupil's Book at page 12. 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: *The boy is in a shop.* Pupils put their hands on their heads. (It isn't true)
- Say: *The boy is in a park.* Pupils wave their hands in the air. (It's true)
- Continue with these sentences:
  - *There are some flowers in the park.* (It's true)
  - *There are two girls in the park.* (It isn't true)
  - *There are some trees in the park.* (It's true)
  - *Under the tree, you can see a cat.* (It isn't true)
  - *There are four birds in the sky.* (It isn't true)
  - *The trees are tall.* (It's true)

## Pupil's Book page 12

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



**Aim:** to practise listening for information.

- Revise and teach the words.
  - Ask: *What can you see in the picture?* Pupils answer (*sky, park, birds, trees, flowers, a boy*).



- ع Explain that the letters 'i-consonant-e' make the sound /ai/. 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.

## Pupil's Book page 76

### A. Read and copy. [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. (*Keep the room tidy.*)
- Pupils complete the activity. Go around the class, checking that pupils are placing their letters accurately on the lines and joining them correctly.

### Homework

Pupils can practise writing the sentence in their notebooks.

### B. Copy, match and draw lines. [4 mins]

**Aim:** to read and understand words which go together.

- ع Explain that pupils must match words from the first column with phrases from the second column.
- ع Check pupils understand the phrase.
- Pupils read and join the words and phrases.
- Choose pupils to read their answers. Elicit the Arabic.

**Answers:** 1. Go to the park. 2. Pick the flowers. 3. Drop rubbish here. 4. Play in the park. 5. Catch a bus.

### C. Write sentences with *Don't*. [4 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.


#### End of Lesson 4 Checkpoints:

- Pupils can understand written rules.
- Pupils can write negative instructions.
- Pupils can say and read the spelling pattern i-consonant-e (as in *five*).
- Pupils can copy and write a sentence in joined handwriting.


Unit 2
Lesson 4

1. Listen, say and act.

(A) The sky is...      (B) You are in the...  
 (C) There is a tall...      (D) Under the tree, you can see...



2. Read, choose and say.



(A) Drop rubbish.      Don't drop rubbish.  
 (B) Pick the flowers.      Don't pick the flowers.  
 (C) Keep the park tidy.      Don't keep the park tidy.

3. Listen, read and say.

five	i_e	nine
time		drive
Nile		fine

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Unit 2
Lesson 4

A. Read and copy.

1. Keep the room tidy.

*Keep the room tidy.*

2. Keep your school tidy.      3. Keep the streets clean.

B. Copy, match and draw lines.

<p>1. Go 2. Pick 3. Drop 4. Play 5. Catch</p>		<p>in the park. the flowers. to the park. rubbish here. a bus.</p>
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C. Write sentences with *Don't*.

*Don't go to the park.*



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## Lesson overview

Listening/speaking:	follow and say a text about keeping a classroom tidy; say the names of common classroom objects; say instructions to keep a classroom tidy
Reading/writing:	read and complete a text about keeping a classroom tidy; trace and write a sentence in joined handwriting; reorder words and write complete sentences
Grammar:	prepositions: <i>in, on, behind, next to, under</i> ; imperatives of common verbs
Functions:	identify and name common objects; instructions: give and follow simple instructions
New language:	<i>can (n), complete, leave, paper, plastic, tin</i>

## Starter activity [5 mins]



**Aim:** to revise instructions.

- Play *Teacher says*. Explain the rules.
  - Pupils each start the game with 10 points.
  - Pupils stand up. The teacher gives an instruction e.g. *Hop on one leg*. Pupils follow the instruction.
  - The teacher gives an instruction e.g. *Don't jump*. Pupils must not jump. If a pupil jumps, they lose a point.
  - Make sure pupils understand. Practise with a few instructions. (You can use any of these: *pick up some rubbish; put your pencil on the chair; drop your pencil; cook; read a book; drive a car; throw a ball; walk; eat a banana; sleep; skip; run; drink some water; swim; fly; point to the rubbish bin*.)
- Play a few games. At the end of the time, the winners are pupils with the most points left.

## Pupil's Book page 13






### 1. Read and complete. Then listen and say. [15 mins]



**Aim:** to listen to, read and say a chant about the environment.

**Materials:** audio track 2.5

- Teach the new words and prepare the chant.

- Elicit the rubbish that pupils can see in the picture (*food, bananas, water*).
- Show a can or point to the one in the picture. Say the word *can* three times.
- Repeat with a *plastic bag, a tin, paper*.
- Read the chant. Don't say words where there is a gap. Pupils follow in their books. Help pupils to understand by pointing to the floor, door, chair, bin.
- Read *Don't leave it \_\_\_\_\_*. Give the meaning. Practise the pronunciation.
-  Explain that the chant has some missing words. The missing words are in the box above the chant. Pupils must choose which word goes in each gap.
-  Play audio track 2.5. Pupils listen and follow in their books. They listen for the missing words.
-  Pupils write the missing words in their notebooks.
-  Check the answers. Read the chant then pause at each gap. Elicit the missing words.
- Listen and act.
  -  Play the audio again. Teach actions for pupils to do as they listen (e.g. point to the floor, door, window; point under the chair; drop; pick up).
  - Play the audio again. Pupils read and say the chant, and do the actions.

**Answers:** A. classroom, B. behind, C. window, D. there, E. paper

### 2. Act and say. [10 mins]



**Aim:** to say the names of common rubbish items; to understand the importance of a tidy school and classroom.

**Materials:** paper, coloured pencils/markers (if possible)



- Use the picture to elicit rubbish items and write them on the board: *bananas, food, cans, tins, plastic bags*. Elicit the Arabic.
- Give pupils paper and coloured pencils if you have them. If not, pupils can use paper from their notebooks. Tell them to draw an item of rubbish.
-  Pupils each draw an item of rubbish.
- Choose 5-6 pupils to show their drawings to the class. They say what it is (e.g. *This is a plastic bag*.)
- Put the drawings on the board, or on a table. Choose a pupil and say: *Pick up the (plastic bag), please. Put it in the bin. Thank you*. Pupils repeat. The pupil follows the instructions.
-  In groups, pupils put their drawings on the

table. They take turns to give instructions (e.g. *Pick up the apple, please. Put it in the bin.*)

- Explain that it is important to keep the classroom and school tidy. Elicit what we can all do to help.

## Pupil's Book page 77

### A. Read and copy. [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's lots of rubbish on the floor.*)



- Pupils complete the activity. 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 *There's*.

### Homework

Pupils can practise writing the sentence in their notebooks.

### B. Look and ✓ the rubbish. [5 mins]



**Aim:** to identify which items are rubbish; to revise names of common objects and *is/isn't*.

- Ask: *What's number 1 in English?* Pupils answer (e.g. *It's an apple*).
- Continue with numbers 2-8.
- ع Explain the activity. Pupils tick (✓) the items which are rubbish.
- Person icon Pupils choose the items which are rubbish. They tick the items.
- People icon Pupils compare their answers.
- People icon Check the answers. Ask: *Is number 1 rubbish?* Pupils answer *Yes, it is* or *No, it isn't*.

**Answers:** the bin, the can, the plastic bag, the ruler

### Extension



- Point to the picture of the banana and say: *The banana is rubbish*. Pupils repeat.
- Point to the picture of the apple and say: *The apple isn't rubbish*. Pupils repeat.
- Elicit sentences for the other pictures.
- People icon Pupils take turns to point to the pictures and say sentences.

**Answers:** The apple/pen/food/tin isn't rubbish. The banana/can/plastic bag/ruler is rubbish.

### End of Lesson 5 Checkpoints:

- Pupils can say a chant about keeping a classroom tidy.
- Pupils can copy and write a sentence in joined handwriting.

Unit 2
Lesson 5

1. Read and complete. Then listen and say.

behind    classroom    paper    there    window

A There's rubbish in the... It's on the floor.  
 B There's rubbish in the classroom,... the door.  
 C It's next to the..., and under a chair.  
 D Don't drop it on the floor. Don't leave it...  
 E Plastic bags and..., food, cans and tins.  
 F Pick them up and put them in the rubbish bins.

2. Act and say.

Pick up the paper, please.

Put it in the bin. Thank you.

Pupil's Book 3

Unit 2
Lesson 5

A. Read and copy.

1. There's lots of rubbish on the floor.

*There's lots of rubbish on the floor.*

2. There's lots of rubbish on the desks.  
 3. There are lots of pictures on the board.


B. Look and ✓ the rubbish.

1		2	
3		4	
5		6	
7		8	



Pupil's Book 3

## Lesson overview

Listening/speaking:	follow and say instructions about good and bad behaviour
Reading/writing:	read a question and write a sentence about ways to reuse a plastic bottle; trace and write a sentence in joined handwriting; write known words to label pictures; make a poster about keeping places tidy
Grammar:	imperatives of common verbs; <i>can</i> (for ability)
Functions:	instructions: give and follow simple instructions
New language:	<i>help, hurt, tap, turn off</i>

-  Pupils take turns to say each instruction and point to the pictures.




## Extension

-  Say the instructions. Pupils mime the actions (e.g. turning off a tap, switching off lights).
-  Pupils take turns to say each instruction and mime the actions.

## 2. Make a poster. Then say. [12 mins]

**Aim:** to write and say instructions; to understand what we can do to look after their local environment.


**Materials:** chart paper, coloured pencils/markers (if possible)

- Explain that the picture shows a poster. Posters give information.
-  Teach the meaning of *You can help*. Elicit the Arabic for *Put your rubbish in the rubbish bin*.
- Elicit things that we can do to help look after the environment. Pupils say activities from these lessons (e.g. *Turn off the tap*), or give their own ideas (e.g. *Don't waste water*). Write new words on the board.
- Give pupils paper and coloured pencils if you have them. If not, pupils can use paper from their notebooks. Explain the activity. Pupils make a poster in pairs. They write *You can help* at the top. They choose and write an instruction, and draw a picture.
-  Pupils make a poster together. Go around the class and help.
-  Choose some pupils to show their posters to the class. Pupils read their posters (e.g. *You can help. Don't waste water.*).

## Pupil's Book page 78

### A. Read and copy. [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. (*Don't hurt animals.*)
-  Pupils complete the activity. 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.

## Starter activity [3 mins]

**Aim:** to understand instructions; to understand the importance of a tidy school and classroom.

- Elicit pupils if there is any rubbish in the classroom. If there is, choose some pupils and say: *Pick it up, please. Put it in the bin. Thank you.* If there is no rubbish, say: *We like clean classrooms. That's very good. Thank you.*

## Pupil's Book page 14

### 1. Listen and point. Then say and act. [10 mins]

**Aim:** to understand and give instructions; to help pupils understand how to look after the environment.

- Use the pictures to teach *hurt, tap, turn off*. Write the words on the board.
- Tell pupils that you will read some sentences. They must listen and point to the matching picture. Read the sentences below.



*Don't hurt animals.*

*Turn off the tap.*

*Put your rubbish in the rubbish bin.*

*Don't pick the flowers.*

*Turn off the lights.*

-  Pupils listen and point to the pictures.
-  Say: *Look at picture A.* Elicit the instruction (*Don't hurt animals.*) Pupils repeat.
- Repeat with pictures B-E. Pupils repeat each instruction several times.
- Choose two pupils. Tell Pupil 1 to say an instruction. Pupil 2 points to the picture.

**B. Write the words in your notebook. [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 a tap*).
- Sound out the word *tap* and write the letters on the board: *t-a-p*.
- Pupils write the word below the picture of the tap. 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 a bus*).
- Encourage pupils to sound out the word *bus* together. Give them time to write the letters below the picture.
- Elicit the letters *b-u-s*, and write the word on the board.
- Continue with the other pictures and words.

**Answers:** 1. tap, 2. bus, 3. drop, 4. pick up

**C. Copy, draw and write. [5 mins]**



**Aim:** to write a sentence using *we can*; to understand how we can recycle things.

- Elicit what pupils can see in the picture (a plastic bottle).
- Read the question *What can you make from this?* Elicit the Arabic.
- Write *We can make ....* on the board. Elicit the Arabic.
- Elicit ideas from pupils. Write new words on the board (e.g. *a flower pot, a candle holder*).
- Explain the activity. Pupils choose an object we can make from a plastic bottle. Pupils write a sentence using *I can make...* then draw a picture.
- Pupils write their sentence and draw a picture.
- Pupils check their spelling, handwriting and punctuation together, and practise reading the sentences.
- Choose pupils to read their sentences. Elicit the Arabic.

**End of Lesson 6 Checkpoints:**

- Pupils can understand and give simple instructions to look after the environment.
- Pupils can understand how we can look after the environment.
- Pupils can copy and write a sentence in joined handwriting.

Unit 2 Lesson 6

1. Listen and point. Then say and act.

Don't hurt animals.

2. Make a poster. Then say.

14

Unit 2 Lesson 6

A. Read and copy.

1. Don't hurt animals.

*Don't hurt animals.*

2. Don't pick flowers.      3. Don't throw paper on the floor.

B. Write the words in your notebook.

\_\_\_\_\_ up

C. Copy, draw and write.

What can you make from this?

*I can make*

78

## Lesson overview

Listening/speaking:	follow a story comparing a healthy and unhealthy tree; retell the story using key words and phrases
Reading/writing:	trace and write a sentence in joined handwriting; write sentences about the amount of animals in a picture
Grammar:	determiners: <i>lots of/no</i>
Functions:	locations: ask and answer about where things are
New language:	<i>bee, dirty, happy, leaf (leaves)</i>


or fruit. No insects or bees live in the tree. This tree is happy. The air and the water are clean here. The tree can see the sun and drink the water. There are lots of new leaves on the tree. It can grow lots of new fruit and new flowers. Lots of insects and bees live in the tree. Remember: Keep [your city/village] clean. Keep Sudan clean.

## Starter activity [8 mins]



**Aim:** to revise and teach words; to prepare pupils for a story.

**Materials:** flashcards 40-44





- Show flashcard 40. Pupils sound out and read the words *sad* and *happy*. Elicit the meanings. Practise the pronunciation.
- Point to the bees on flashcard 40. Write the word *bee* on the board. Elicit the meaning and practise the pronunciation.
-  Show flashcard 41. Sound out the word *dirty*. Practise the pronunciation.
- Show flashcard 42. Say: *no leaves*. Elicit the meaning. Explain that we say one *leaf*, and two *leaves*. Practise the pronunciation.
- Show flashcard 43. Pupils sound out and read the word *lots of*. Elicit the meaning. Practise the pronunciation.
- Show flashcard 44. Read the sentence. Elicit the meaning. Practise the pronunciation.




## Pupil's Book page 15

### 1. Listen, point and repeat. [12 mins]

**Aim:** to listen to and repeat a story about two trees.

**Materials:** flashcards 40-44

-   Tell pupils to compare the two trees in the picture in pairs. Pupils can use Arabic.
-   Tell pupils that you are going to read a story about the two trees. Pupils must listen, look at the pictures and point to the objects they hear.
- Read the story about the two trees.  
*This tree is sad. The air and the water are dirty here. The tree can't see the sun or drink the water. There are no leaves on the tree or flowers*


-  Tell pupils to say which tree is sad. (The tree on the left). Tell pupils to say why the tree is sad. Pupils can use Arabic.
-  Tell pupils to say which tree is happy. (The tree on the right). Tell pupils to say why the tree is happy. Pupils can use Arabic.
- Read the story again. Pause after each sentence. Pupils repeat.
- Choose a pupil to read the speech bubble. Elicit some things that pupils can see in the picture. (*I can see two trees. I can see lots of bees.*)
-  Pupils take turns to say the things that they can see in the picture. Go around the class, listening and helping.

## 2. Act and say. [10 mins]



**Aim:** to say a simple version of the story and act it.

**Materials:** flashcards 40-44

- Elicit sentences for each picture/flashcard to make a simple version of the story. See example sentences below. Be ready to help.
- Show flashcards and practise the sentences.
-  Organise pupils into groups of three or four. Pupils point to the pictures and say sentences together to make a simple version of the story.
- Choose two or three groups to say their sentences in front of the class. As they tell the story, they can show the flashcards.
- If they like, pupils can act the story. Two pupils can be the sad/happy trees.

### Example sentences:

*This tree is sad. The air and the water are dirty. There are no leaves on the tree.*

*This tree is happy. There are lots of leaves/apples/flowers on the tree.*

*Remember: Keep Khartoum/Sudan clean.*

## Pupil's Book page 79

### A. Read and copy.



**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 tree is happy. The air is clean.*)

- ع Explain that there are two sentences, so there are two capital letters and full stops.
- Pupils complete the activity. Go around the class, checking that pupils are placing their letters accurately on the lines and joining them correctly.

### Homework

Pupils can practise writing the sentences in their notebooks.

### B. Write sentences about the pictures with *lots of* and *no*.

**Aim:** to write sentences with *lots of* and *no*.

- Tell pupils to look at the first picture. Choose a pupil to read *goats/elephants*. Ask: *Are there some goats in this picture?* Pupils answer. (Yes) Ask: *Are there some elephants in this picture?* Pupils answer. (No)
- Read: *There are lots of goats*. Elicit the meaning. Read: *There are no \_\_\_\_\_*. Elicit the meaning and the missing word (*elephants*).
- Use this example to explain the activity. Pupils write sentences about the pictures using *There are lots of...* and *There are no...*

- Pupils write sentences 2-4.
- Pupils check their spelling, handwriting and punctuation together, and practise reading the sentences.
- Choose pupils to read their sentences.

**Answers:** 1. There are lots of goats. There are no elephants. 2. There are lots of keys. There are no pencils.

### End of Lesson 7 Checkpoints:

- Pupils can understand and act a story about two trees.
- Pupils can use *lots of* and *no* to say how many things there are.
- Pupils can copy and write a sentence in joined handwriting.

Unit 2 Lesson 7

1. Listen, point and repeat.

2. Act and say.

This tree is sad.

sad happy

dirty

no leaves

lots of

Keep Sudan clean

15 Pupil's Book 3

Unit 2 Lesson 7

A. Read and copy.

1. This tree is happy. The air is clean.

*This tree is happy. The air is clean.*

2. This tree is sad. The air is dirty.

B. Write sentences about the pictures with *lots of* and *no*.

1 elephants / goats

*There are lots of*

*There are no*

2 keys / pencils

79 Pupil's Book 3

## Lesson overview

Listening/speaking:	follow and say words with the spelling pattern 'oo' (/u:/ as in 'zoo'); follow and say a chant about the amount, size and colours of animals in a picture; give instructions about good and bad actions
Reading/writing:	read words with the spelling pattern 'oo' (/u:/ in 'zoo'); trace and write a sentence in joined handwriting; write sentences about the amount and size of animals in pictures
Grammar:	<i>can</i> (for ability); imperatives of common verbs; common adjectives
Functions:	instructions: give and follow simple instructions; identify and name common objects

## Starter activity [4 mins]



**Aim:** to revise the names of animals.

**Materials:** word cards: write the words *bee, bird, camel, elephant, fish, goat, hen, insect, monkey, snail*





- 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 16

### 1. Look, point and say. [10 mins]



**Aim:** to understand and say a chant; to revise known language.

- Look at the picture and prepare the chant.
  -  Explain that Ali was in earlier lessons. Elicit from pupils what they can remember about Ali.
  - Choose a pupil to read the speech bubble. Elicit the meaning. Practise the pronunciation.
  -  Pupils take turns to say what they can see in the picture (e.g. *I can see a bee*).
  -  Elicit things that pupils can see.
- Listen to and say the chant.
  -  Tell pupils that you will say a chant. They

must listen and point to the things they hear.

- Read the chant below.

Chant: *Ali, Ali, what can you see?*

Ali: *I can see two little birds. They're with a bee.*

Chant: *Ali, Ali, what can you see?*

Ali: *I can see three brown monkeys. They're in a tree.*

Chant: *Ali, Ali, what can you see?*

Ali: *I can see four small fish. They're in the sea.*

Chant: *Ali, Ali, what can you see?*

Ali: *I can see a yellow star with light for me.*

- Elicit the things that Ali can see in the chant: *two little birds with a bee; three brown monkeys in a tree; four small fish in the sea; a yellow star with light.*
- Say the chant again. Pupils repeat.
- Say the chant again. This time, pupils ask the question (*Ali, Ali, what can you see?*), you say the other lines.
- Say the chant again. Pupils join in.




## Extension



Organise pupils into groups of four or five. They say the chant together, using the picture for help.

## 2. Point and say. [10 mins]

**Aim:** to understand and give instructions; to help pupils understand how to look after the environment.

-  Pupils look at the pictures together. They try to remember the instructions for each picture.
-  Elicit the instructions for each picture. Write them on the board. Be ready to help.
- Choose two pupils. Tell Pupil 1 to say an instruction. Pupil 2 points to the picture.
-  Pupils take turns to say each instruction and point to the pictures.

### Answers :

- Turn off the tap.
- Don't hurt animals.
- Put your rubbish in the rubbish bin.
- Don't pick the flowers.
- Turn off the lights.

## 3. Listen, read and say. [7 mins]



**Aim:** to teach the spelling patterns *oo* (as in *zoo*).

**Materials:** audio track 2.8

- Write the word *zoo*, on the board. Draw a box round the *oo*.



- Play the audio track. Point to and stress the oo.
- Explain that the letters 'o' and 'o' together often make the sound /u:/.  
 • Point to each of the other words in turn. Say room, food, school, stressing the /u:/ sound. Pupils point and repeat.
- Choose pupils to read the words aloud. Practise the pronunciation.
- Pupils read the words together.

## Pupil's Book page 80

### A. Read and copy. [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. (*Please don't pick the flowers.*)
- Pupils complete the activity. Go around the class, checking that pupils are placing their letters accurately on the lines and joining them correctly.

### Homework

Pupils can practise writing the sentence in their notebooks.

### B. Write about the pictures with Ali can see... [4 mins]

**Aim:** to write phrases with adjectives.

- Say: *Look at picture 1. Ask: What can Ali see?* Pupils say *Ali can see 2 little birds.*
- Tell pupils to spell *little birds*. Write the words on the board.
- Tell pupils to write the words *little birds* in the gaps in sentence 1.
- Repeat with sentences 2-3. Refer pupils to their Pupil's Book, activity 1.
- Pupils complete the sentences.
- Pupils compare their answers. They check their spelling, handwriting and punctuation together, and practise reading the sentences.
- Check the answers. Choose pupils to read the sentences.

**Answers:** 1. Ali can see 2 little birds. 2. Ali can see 3 brown monkeys. 3. Ali can see 4 small fish.

### End of Unit 2 Checkpoints:

- Pupils can understand and give simple instructions to look after the environment.
- Pupils can say and read the spelling pattern oo (as in zoo) and i\_e (as in five).
- Pupils can copy and write a sentence in joined handwriting.

Unit 2
Lesson 8

1. Look, point and say.

Ali, what can you see?

2. Point and say.

A

B

C

D

E

3. Listen, read and say.

zoo  
food

oo

room  
school

16

Unit 2
Lesson 8

A. Read and copy.

1. Please don't pick the flowers.

*Please don't pick the flowers.*

2. Please don't drop rubbish.      3. Please don't hurt animals.

B. Write about the pictures with Ali can see...

①

②

③

1. Ali can see \_\_\_\_\_ little \_\_\_\_\_.



2. \_\_\_\_\_ brown \_\_\_\_\_.

3. \_\_\_\_\_ small \_\_\_\_\_.

80

### Lesson overview



Listening/speaking:	follow and match words (clothes items) to a picture; name common clothes items and say who they belong to; follow and say a rhyme about clothes on a clothes line; ask and say about the colour of various clothes
Reading/writing:	read and follow a rhyme about clothes on a clothes line; trace and write a sentence in joined handwriting
Grammar:	question <i>what colour</i> ; common adjectives of colour
Functions:	describe physical appearance; describe common clothing items
New language:	<i>blouse, clothes, dress, line, skirt, trousers</i>

-  Play audio track 3.1. Pupils listen and follow in their books. They point to the clothes items when they hear them.
- Play the audio again. Pause after each line. Pupils repeat.
- Play the audio again. Pupils join in.
- Say the rhyme without the audio.
  - Divide the class into three big groups. Group 1 reads the first two lines; Group 2 reads the next two lines; Group 3 reads the next two lines. Be ready to help.
-  Pupils say the rhyme in small groups of three. Each pupil says two lines. They point to the clothes items.

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



**Aim:** to revise the question *what colour is/are*; to revise common clothes items.

- Read the speech bubble (*What colour is the T-shirt*). Elicit the answer (*It's red*).
- Read the other speech bubble (*What colour are the trousers?*). Elicit the answer (*They're white*).
-  Explain that we say *What colour are/They're...* when we talk about trousers and shorts.
- Choose two pupils. Pupil 1 chooses a clothes item and asks a question (e.g. *What colour is the dress?*). Pupil 2 answers (e.g. *It's orange*). Be ready to help.
- Choose a few more pairs. Pupil 1 chooses a clothes item and asks a question. Pupil 2 answers. See example questions and answers below.
-  Pupils take turns to ask and answer questions. Go around the classroom, listening and helping.

#### Example questions and answers:

A: *What colour is the cap?*

B: *It's green.*

A: *What colour are the shorts?*


B: *They're blue.*

### Pupil's Book page 81

#### A. Read and copy. [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 shorts on the clothes line.*)
-  Pupils complete the activity. Go around the class, checking that pupils are placing their letters accurately on the lines and joining them correctly.

### Starter activity [5 mins]



**Aim:** to prepare the rhyme.

- Tell pupils to open their books at page 17. Pupils look at the picture at the top of the page.
- Read the first two lines of the rhyme. Elicit the Arabic for *garden* and *clothes line*.
- Tell pupils to stand up. Tell them to imagine that they are an item of clothing on a clothes line in the garden.
- Tell pupils that the wind is blowing strongly. Pupils move around a lot.
- Tell them that the wind is not blowing very much. They move around less.

### Pupil's Book page 17

#### 1. Listen, match and point. [12 mins]



**Aim:** to understand, read and say a rhyme about clothes.

**Materials:** audio track 3.1

- Revise and teach the names of clothes.
  - Ask: *What can you see on the clothes line?* Pupils say known words (*shorts, T-shirt, blouse, shirt, cap, hat*). Be ready to help.
  - Point to the picture of the trousers. Say *trousers* three times. Pupils repeat. Tell them to find the word *trousers* in the text. They raise their hands when they find it. Write the word *trousers* on the board.
  - Repeat with these new words: *dress, skirt*.
- Listen to and practise the rhyme.

- Remind pupils about the apostrophe in the word *There's*.

**Homework**

Pupils can practise writing the sentence in their notebooks.

**B. Listen, draw and colour. [8 mins]**

**Aim:** to revise colours and the names of common clothes items.

**Materials:** coloured pencils/markers (if possible)

- Point to Ahmed. Elicit the names of the clothes items next to him (*shirt, trousers*). Repeat with Fatma, Eddie and Hassan.
- ع Explain the activity. You will say the colour of the clothes. Pupils listen and write the names of the colours as well as they can.
- Read each sentence twice:
  - Eddie's T-shirt is yellow and his trousers are blue.*
  - Ahmed's shirt is green and his trousers are blue.*
  - Fatma's skirt is long and orange. Her blouse is red.*
  - Hassan's shorts are black and his T-shirt is green.*
- Pupils listen and write the names of the colours.
- Elicit the colours of each clothes item (e.g. *Ahmed's T-shirt is...?*).
- 👥 Pupils point at the clothes items and say sentences about them (e.g. *This T-shirt is yellow / Eddie's T-shirt is yellow*).
- 👤 If pupils have coloured pencils or crayons they colour the clothes items.

**Answers:**

Ahmed: green shirt; blue trousers  
 Fatma: orange skirt; red blouse  
 Eddie: yellow T-shirt; blue trousers  
 Hassan: black shorts; green T-shirt

**End of Lesson 1 Checkpoints:**

- Pupils can use the question *What colour is/are* when asking about clothes.
- Pupils can name common clothes items in English.
- Pupils can copy and write a sentence in joined handwriting.

Unit 3 Eid El Fitr Lesson 1

1. 🎧 Listen, read and point.



Look at the garden, what can you see, there on the clothes line under the tree?

There are shorts and trousers.  
 There's a red T-shirt.  
 There's an orange dress and a long grey skirt.  
 There's a blouse. There's a shirt.  
 There's a cap. There's a hat.  
 There are two jalabeyas and a small black cat.

2. Look, ask and answer.

What colour is the T-shirt?

It's...

What colour are the trousers?

They're...

17

Unit 3 Eid El Fitr Lesson 1













A. Read and copy.

1. There are shorts on the clothes line.

*There are shorts on the clothes line.*

2. There are shirts on the clothes line.

B. Listen, draw and colour.

 Ahmed		
 Fatma		
 Eddie		
 Hassan		


81

## Lesson overview

Listening/speaking:	ask and say who personal items belong to
Reading/writing:	read questions and write sentences about who some personal items belong to; trace and write a sentence in joined handwriting
Grammar:	possessive 's ( <i>Fatma's bag</i> ); demonstrative pronoun <i>this</i>
Functions:	possession: say who things belong to
New language:	<i>whose</i>

**Answers:** A. This is Cathy's flower. B. This is Eddie's book. C. This is Hassan's shirt. D. This is Cathy's blouse. E. This is Ahmed's football. F. This is Hassan's (glass of) juice. G. This is Ahmed's T-shirt. H. This is Eddie's cap.


## Extension

- Point to picture A again. Say: *This is Cathy's flower. It's white. This is Cathy's white flower.*
- Point to pictures B-H and elicit the colours of each object. (E.g. *This is Eddie's cap. It's blue. This is Eddie's blue cap.*)
-  Pupils can say sentences in pairs.

## Starter activity [5 mins]



**Aim:** to revise the names of clothes items.



-  Tell pupils that you will draw some clothes items on the board. Tell them to raise their hands when they can guess the word.
- Slowly draw a skirt on the board. Pupils raise their hands and say the word.
- Repeat with these clothes items: shorts, trousers, T-shirt, dress, blouse, shirt, cap, hat.

## Pupil's Book page 18

### 1. Point and say. [10 mins]





**Aim:** to use possessive 's (e.g. *Ahmed's football*); to revise the names of clothes and personal items.

- Point to pictures A-H. For each picture, ask: *What's this?* Pupils answer. (*It's a flower/book/shirt/blouse/football/glass of orange juice/T-shirt/cap.*)
- Point to picture A again. Write on the board: *This is Cathy's flower.* Read the sentence. Pupils repeat. Elicit the Arabic.
-  Draw a circle around the 's in *Cathy's*. Explain that we write 's after a name to show who the flower belongs to.
- Point to picture B. Elicit the sentence: *This is Eddie's book.* Write the sentence on the board. Elicit the Arabic.
- Continue with the other pictures.
- Choose two pupils. Pupil 1 points to a picture. Pupil 2 says a sentence (e.g. *This is Ahmed's football*).
- Repeat with a few more pairs.
-  Pupils take turns to point to a picture and say a sentence (e.g. *This is Hassan's shirt*). Go around the classroom, listening and helping.

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



**Aim:** to practise asking and answering questions with *whose*.

- Read the question in the speech bubble. Explain the meaning. Practise the pronunciation.
-  Read the answer in the speech bubble. Elicit the Arabic.
- Point to picture B. Elicit the question and the answer. Pupils repeat. (*Whose book is this? It's Eddie's book.*)
- Continue with pictures C-H.
- Choose two pupils. Pupil 1 points to a picture and asks a question (e.g. *Whose cap is this?*). Pupil 2 answers (e.g. *It's Eddie's cap*).
- Choose 3-4 more pupils. Pupil 1 points to a picture and asks a question. Pupil 2 answers. See below.
-  Pupils take turns to point to a picture and ask and answer questions. Go around the classroom, listening and helping.


**Answers:** A. Whose flower is this? It's Cathy's flower. B. Whose book is this? It's Eddie's book. C. Whose shirt is this? It's Hassan's shirt. D. Whose blouse is this? It's Cathy's blouse. E. Whose football is this? It's Ahmed's football. F. Whose is orange juice is this? It's Hassan's orange juice. G. Whose T-shirt is this? It's Ahmed's T-shirt. H. Whose cap is this? It's Eddie's cap.

## Pupil's Book page 82

### A. Read and copy. [5 mins]



**Aim:** to practise writing a question and 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. (*Whose cap is this? It's Eddie's cap.*)
-  Pupils complete the activity. Go around the class, checking that pupils are placing their letters

accurately on the lines and joining them correctly.

- Remind pupils about the punctuation: questions end with a question mark; people's names have a capital letter; there is an apostrophe after *Eddie*.

### Homework

Pupils can practise writing the question and sentence in their notebooks.

### B. Read, copy and answer. [10 mins]



**Aim:** to read and understand questions with *whose*; to write sentences with possessive 's (e.g. *Fatma's bag*).

- Ask: *What can you see in Dalia's picture?* Pupils answer (*a book, a pencil*).
- Repeat with Fatma's and Cathy's pictures.
- ع Choose a pupil to read question and answer 1. Elicit the Arabic.
- ع Use the example to explain the activity. Pupils read the question, find the object in a picture, then write a sentence about who the object belongs to (e.g. *It's Fatma's bag*). See answers below.
- Icon of a person reading. Pupils read questions 2-6 and write answers.
- Icon of two people. Pupils check their spelling, handwriting and punctuation together, and practise reading the sentences.
- Icon of a classroom. Choose pupils to read their answers.

### Answers:

- It's Fatma's bag.
- It's Cathy's flower.
- It's Dalia's book.
- It's Dalia's pen.
- It's Cathy's apple.
- It's Fatma's toy.

### End of Lesson 2 Checkpoints:

- Pupils can use possessive 's to talk about things that belong to people.
- Pupils use understand and use the question *Whose is this (book)?*
- Pupils can copy and write a question and sentence in joined handwriting.

Unit 3
Lesson 2

1. Point and say.

A

Ahmed

B

C

Hassan

D

E

Eddie

F

G

Cathy

H

2. Look, ask and answer.

18

Unit 3
Lesson 2

A. Read and copy.

1. Whose cap is this? It's Eddie's cap.

*Whose cap is this? It's Eddie's cap.*

2. Whose jacket is this? It's Hassan's jacket.

3. Whose drink is this? It's Hassan's drink.

B. Read, copy and answer.

Dalia

1. Whose bag is this?

*It's Fatma's bag.*

Fatma

2. Whose flower is this?

3. Whose book is this?

Cathy

4. Whose pen is this?


5. Whose apple is this?

6. Whose toy is this?

82

## Lesson overview

Listening/speaking:	follow and say a story/ dialogue about new Eid clothes; say a chant celebrating Eid El Fitr
Reading/writing:	read questions and write sentences about favourite Eid clothes and food; trace and write a sentence in joined handwriting
Grammar:	<i>have got</i> affirmative, negative, questions; possessive adjectives <i>my, your</i>
Functions:	preferences: say likes and dislikes; introductions: greet people politely
New language:	<i>everyone, greet, welcome</i>

- Divide the class into three big groups. Group 1 reads Rayan's lines; Group 2 reads Mum's lines; Group 3 reads Grandma's lines.
-  Divide the class into small groups of three pupils. Pupil 1 reads Rayan's lines; Pupil 2 reads Mum's lines; Pupil 3 reads Grandma's lines. Pupils change roles and repeat.
- Act the story.
  - Put three chairs and a table at the front of the room. Put the flashcards on the table. Choose a few groups to act the story in front of the class.

## 2. Listen and say. [5 mins]



**Aim:** to say a chant for Eid El Fitr.

- Read the first speech bubble (*Welcome to Eid, everyone*). Sound out the words, and encourage pupils to join in.
- Elicit the meaning of the text. If necessary, teach the meanings of the words *welcome* and *everyone*.
- Continue with the other speech bubbles. Sound out the words. Remind pupils of spelling patterns (e.g. i-consonant-e in the word *time* sounds like /ai/; the letters 'ee' in the word *greet* sound like /i:/).
 

*Welcome to Eid, everyone.*

*Happy Eid, everyone.*

*A time to eat.*

*A time to greet.*


*Eid Mubarak, everyone.*
- Read each speech bubble again. Pupils repeat.
- Read each speech bubble again. Pupils join in.

## Pupil's Book page 83

### A. Read and copy. [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. (*She has got a new dress.*)
-  Pupils complete the activity. 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, answer and draw. [10 mins]






**Aim:** to write sentences about favourite Eid food and clothes.

## Starter activity [5 mins]



**Aim:** to prepare for the story.

**Materials:** flashcards 45, 46, 47, 48

- Show flashcard 45. Ask questions: *Who is in the picture?* (A boy, a girl, a grandma). *Where are they?* (At home). *Who is talking?* (The boy and the girl and grandma).
- Show flashcard 46. Ask: *Who is talking now?* (Mum)
- Show flashcard 47: Ask: *Who is talking?* (The girl)
- *How do the children feel?* (Happy)
-   Explain that grandma has some new clothes for the children. Ask: *Why does grandma have new clothes?* Pupils discuss in pairs.
-  Elicit pupils' ideas. (If pupils are confused, explain that *grandma* is an informal word for *grandmother*, like *mum/mother*.)



## Pupil's Book page 19




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



**Aim:** to listen to, read and act a story.

**Material:** audio track 3.3; flashcards 45, 46, 47, 48


- Listen to the story.
  -  Play the audio. Pupils listen and follow in their books.
  -  Ask pupils: *Why do the children have new clothes?* (They are Eid clothes)
- Practise the dialogue.
  - Play the audio again. Pause after each line. Pupils repeat.

- Read question 1. Elicit the Arabic.
- Elicit the answer (*My favourite Eid clothes are...*) Write it on the board.
- Tell pupils to give some ideas. If they don't know the English words for their favourite clothes/food, say the words in English and write them on the board.
- Repeat with question 2.
-  Pupils write their sentences and draw pictures.
-  Pupils show each other their sentences and pictures. They check their spelling, handwriting and punctuation together, and practise reading the sentences.
-  Choose pupils to read their answers.

**End of Lesson 3 Checkpoints:**


- Pupils can understand, read and act a short story about Eid.
- Pupils can write sentences about their favourite Eid clothes and food.
- Pupils can copy and write a sentence in joined handwriting.

Unit 3 Lesson 3

1.  Listen, read and say.



2. Listen and say.



19 Page 19 Book 3

Unit 3 Lesson 3

A. Read and copy.

1. She has got a new dress.

*She has got a new dress.*


2. He has got a new shirt.      3. She has got new shoes.

B. Read, answers and draw.

1. What are your favourite Eid clothes?

2. What is your favourite Eid food?

C. Read and say.




23 Page 23 Book 3

## Lesson overview

Listening/speaking:	listen and match words to pictures; follow and say words with the spelling patterns 'ir' and 'ur' (/ɜ:/ as in 'girl' and 'turn'); ask and say sentences about the kind and number of people and animals at a zoo
Reading/writing:	read the spelling patterns 'ir' and 'ur' (/ɜ:/ as in 'girl' and 'turn'); read questions about the kind and number of people and animals at a zoo; trace and write a sentence in joined handwriting
Grammar:	question <i>how many</i> ; <i>there is/there are</i> affirmative
Functions:	identify and name common animals; numbers: ask and answer about quantity
New language:	<i>giraffe</i>





- Read the speech bubble *there is...* Elicit when we use *there is*. (When we are talking about one thing.)
- Read the speech bubble *there are...* Elicit when we use *there are*. (When we are talking about more than one thing.)
- Read question A. Elicit the meaning. Elicit the answer. Be ready to help. (*There are 5 people.*)
- Choose pupils to read questions B-D. After each question, elicit the meanings and answers. Be ready to help. See answers below.

-  Pupils take turns to read and answer questions A-D. Go around the classroom, listening and helping.
- Answers:** A. There are 5 people. B. There are 11 animals. C. There are 2 elephants. D. There is one girl.

## 2. Listen, read and say. [6 mins]

**Aim:** to teach the spelling patterns *ir* (as in *girl*) and *ur* (as in *turn*).


**Materials:** audio track 3.4

- Write the word *girl* on the board. Draw a box round the *ir*.
-  Play the audio track. Point to and stress the *ir*.
-  Explain that the letters 'i' and 'r' together often make the sound /ɜ:/. Explain that we don't pronounce the letter 'r'.
- Point to the words *shirt and skirt*. Say the words, stressing the /ɜ:/ sound. Pupils point and repeat.
- Write the word *turn* on the board. Draw a box around the *ur*.
- Say *Listen*. Repeat *turn* two or three times. Point to and stress the *ur*.
-  Explain that the letters 'u' and 'r' together make the same sound /ɜ:/. Explain that we don't pronounce the letter 'r'.
- Point to the words *hurt and purple*. Say the words, stressing the /ɜ:/ sound. Pupils point and repeat.
- Choose pupils to read the words aloud. Practise the pronunciation.
-  Pupils read the words together.

## Pupil's Book page 84


### A. Read and copy. [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 lots of animals at the zoo.*)
-  Pupils complete the activity. Go around the class, checking that pupils are placing their letters

## Starter activity [5 mins]

**Aim:** to revise *there is/there are*; to revise and teach the names of common African animals.

- Tell pupils to open the Pupil's Book at page 20. Pupils look at the picture at the top of the page.
- Ask: *What animals can you see?* Pupils say the names of animals they know.
- Teach the word *giraffe*. Write it on the board, and practise the pronunciation.
-  Explain that you will say some sentences about the picture. If the sentence is true, pupils wave their hands in the air. If the sentence is not true, they put their hands on their heads.
- Say: *There is one lion*. Pupils wave their hands in the air. (It's true)
- Say: *There are three hippos*. Pupils put their hands on their heads. (It isn't true)
- Continue with these sentences:
  - There are two elephants. (It's true)*
  - There are three giraffes. (It isn't true)*
  - There are four monkeys. (It isn't true)*
  - There are two crocodiles. (It's true)*

## Pupil's Book page 20

### 1. Read and look. Then ask and answer. [8 mins]

**Aim:** to practise saying sentences with *there is / there are*.



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 and write the letters in your notebook. Say the names.

[10 mins]



**Aim:** to understand and say the names of common animals.

- ع Explain the activity. Pupils listen to a sentence describing the animals in the pictures. They write the letter under the correct picture.
- Give an example. Say A: *This is a crocodile. This is a crocodile.* Explain that the letter A is next to the picture of a crocodile.
- Read these sentences:
  - B: *This is a lion. This is a lion.*
  - C: *This is a hippo. This is a hippo.*
  - D: *This is a monkey. This is a monkey.*
  - E: *This is a parrot. This is a parrot.*
  - F: *This is a camel. This is a camel.*

- Pupils write numbers B-F next to the correct pictures.
- Check the answers. Ask: *What's letter A?* Pupils say *This is a crocodile.* Continue with letters B-F.
- Pupils take turns to point to the pictures and say sentences. (*This is a monkey / hippo / crocodile / camel / parrot / lion.*) Go around the class, listening and helping.

**Answers:** 1. monkey D, 2. hippo C, 3. crocodile A, 4. camel F, 5. parrot E, 6. lion B

### End of Lesson 4 Checkpoints:

- Pupils can use *there is/there are* in sentences.
- Pupils can name common African animals.
- Pupils can say and read the spelling patterns *ir/ur* (as in *girl/turn*).
- Pupils can copy and write a sentence in joined handwriting.

Unit 3
Lesson 4

1. Read and look. Then ask and answer.

Welcome to the Zoo. Happy Eid El Fitr.

- A How many people are there?
- B How many animals are there?
- C How many elephants are there?
- D How many girls are there?

2. Listen, read and say.

girl
shirt
skirt

ir/ur

turn
hurt
purple

20

Unit 3
Lesson 4

A. Read and copy.

1. There are lots of animals at the zoo.

There are lots of animals at the zoo.

2. There are two elephants in the zoo. 3. There is a giraffe and a lion.

B. Listen and write the letters in your notebook. Say the names.

1

2

3

4

5

6

84

## Lesson overview


Listening/speaking:	follow and say a chant about an Eid visit; give simple directions
Reading/writing:	read and match words to pictures; trace and write a sentence in joined handwriting; write known words to label pictures; reorder words and write complete sentences
Grammar:	prepositions <i>out of, over, past, through</i> ; imperatives of common verbs
Functions:	instructions: give and follow simple instructions
New language:	<i>out of, over, past, through</i>

- Tell pupils to say who the cat is visiting (grandma).
- Read the chant again. When you say the words *out of, through, past, over*, write them on the board. Elicit the meanings. Practise the pronunciation.
- Read each line of the chant again. Pupils repeat each line.
- Read the chant again. Pupils join in as much as they can.

## 2. Point and say. [8 mins]




**Aim:** to say a chant about an Eid visit.

- Point to picture A. Read the speech bubbles (lines 1 and 2 of the chant).
- Point to picture B. Elicit lines 3 and 4 of the chant. Be ready to help.
- Continue with pictures C-F.
-  Divide pupils into groups of three or four. In groups, pupils point to the pictures and say as much as they can of the chant together. Go around the classroom, listening and helping.

## 3. Read, match and say sentences. [5 mins]



**Aim:** to revise using prepositions.

- Choose a pupil to read the first preposition (*over*). Elicit the matching picture (2).
- Say: *Go over the mountain*. Pupils repeat. Elicit the Arabic.
- Repeat with the other prepositions.
-  Pupils take turns to point to the pictures and say sentences.


**Answer:** A. Go over the mountain, 2. B. Go out of the zoo, 1. C. Go through the forest, 4. D. Go past the pyramid, 3.

## Pupil's Book page 85

### A. Read and copy. [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. (*Go past the shop. Don't stop.*)
-  Pupils complete the activity. 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 sentences in their notebooks.

## Starter activity [4 mins]







**Aim:** to revise a chant for Eid El Fitr.

- Say the chant from Unit 12, Lesson 3.  
*Welcome to Eid, everyone.*  
*Happy Eid, everyone.*  
*A time to eat.*  
*A time to greet.*  
*Eid Mubarak, everyone.*
- Say the chant again. Pupils join in.

## Pupil's Book page 21

### 1. Listen and point. [8 mins]

**Aim:** to understand a chant about an Eid visit; to understand the meaning of prepositions: *out of, over, past, through*.

-   Pupils look at the pictures in pairs. Tell them to discuss what is happening in each picture.
-   Tell pupils to look at picture F. Tell pupils to say who the cat is visiting. Pupils give ideas. Don't give the answer.
- Read the chant. Pupils point at the pictures.  
*Look out of the window,*  
*What can you see?*  
*The flowers in the garden,*  
*And the big tall tree.*  
*Go through the garden,*  
*And walk past the shop.*  
*Don't play with friends.*  
*Don't run, skip or hop.*  
*Climb over the wall,*  
*You know where you are.*  
*Say Eid Mubarak,*  
*To your nice grandma.*

**B. Look and write. [5 mins]**

**Aim:** to practise spelling known words.

- Point to the first picture and ask: *What's this?* Pupils answer (*It's a dress*).
- Choose a pupil to spell the word *dress*.
- Continue with the other pictures.
- Pupils write the correct word under each picture. Explain that they must write a letter in each space.
- Pupils check their answers together.
- Choose pupils to spell their answers, using the letter names.
- Write the answers on a line on the board. Pupils check their spelling and handwriting together.

**Answers:** 1. a dress, 2. a skirt, 3. a shirt, 4. trousers

**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. (*Look, Don't*)
- 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. Write the answers on the board.
- Pupils check their spelling, handwriting and punctuation.


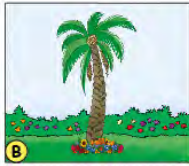




**Answer:** 1. Look out of the kitchen window. 2. Don't walk past the new market.

**End of Lesson 5 Checkpoints:**


- Pupils can understand and say a chant about an Eid visit.
- Pupils can understand and use prepositions *out of*, *over*, *past*, *through*.
- Pupils can copy and write two sentences in joined handwriting.

Unit 3
Lesson 5


**1. Listen and point.**

**2. Point and say.**



Look out of the window.



What can you see?





**3. Read, match and say sentences.**

**A** over

**B** out of

**C** through

**D** past

Pupils' Book 3

Unit 3
Lesson 5

**A. Read and copy.**


1. Go past the shop. Don't stop.


Go past the shop. Don't stop.


2. Wash your hands under the tap.  
3. Put flour, oil and milk in a bowl.  
4. Add salt and sugar and mix.

**B. Look and write.**

  
①

  
②

  
③

  
④

d \_ \_ \_ \_ s \_ \_ \_ \_ t r o \_ \_ \_ \_ r

**C. Write the words in the correct order.**

1. of / window. / kitchen / Look / the / out  
2. the / past / market. / new / walk / Don't

Pupils' Book 3

## Lesson overview



Listening/speaking:	follow and say instructions for making a cake; name some imagined food items in own bag
Reading/writing:	read and match sentences to pictures; follow instructions for making a cake; trace and write a sentence in joined handwriting
Grammar:	<i>there is/there are</i> ; imperatives of common verbs
Functions:	instructions: give and follow simple instructions
New language:	<i>bowl, cake, flour, hour, oil, salt</i>

instruction to the class: *Wash your hands*. Ask: *Which picture is that?* (Picture 5)

- Repeat for the other instructions in the box.

**Answers:** A5, B1, C6, D2, E4, F3







## Extension

-  Tell pupils to cover the instructions in the box (e.g. with a notebook).
- Point to picture 5. Elicit the instruction. (*Wash your hands.*)
- Continue with pictures in this order: 1, 6, 2, 4, 3.
-  Pupils point to pictures and say the instructions.

## 2. Draw or make an Eid bag. [10 mins]

**Aim:** to revise *there is/there are*; to develop the theme of Eid El Fitr.

**Materials:** coloured pencils/crayons (if possible)

-  Elicit from pupils if they collect presents for Eid. Tell pupils to give some examples (dates, sweets etc.). Write the English words for some of the examples on the board. Practise the pronunciation.
-  Elicit from pupils if they have a special bag to keep their Eid presents.
-  Say *Stand up. Close your eyes*. Tell pupils to imagine that they have an Eid bag. The Eid bag has some presents in it. Tell pupils to imagine what is in the bag. Give pupils some time to imagine. Say *sit down*.
- Write on the board: *There is/There are .... in my bag.*
- Ask: *What's in your bag?* Choose some pupils to answer (e.g. *There are some dates, sweets, and a cake in my bag.*) Be ready to help.
-  Divide the class into groups of five or six pupils. Pupils tell each other what is in their bag. They use as much English as they can. Go around the classroom, listening and helping.
-  Pupils draw an Eid bag in their notebooks. If they have coloured pencils, they can colour the picture. They write a sentence about it (e.g. *There are 12 sweets in my bag.*)
-  Choose some pupils to show their pictures to the class. They read the sentences. If possible, put the pictures on the board or classroom wall.

## Extension

**Materials:** paper or card, scissors, coloured pencils/markers

-  Pupils follow the instructions in the Pupil's Book

## Starter activity [5 mins]



**Aim:** to revise and learn new food words; to prepare for the first activity in the Pupil's Book.

- Write on the board: *My favourite Eid food is cake*. Pupils sound out the letters to read the sentence. Remind pupils that the spelling pattern a-consonant-e (as in *cake*) makes the sound /ei/.
- Elicit the Arabic for the sentence.
- Elicit the ingredients for an Eid cake. Write the words on the board (*milk, eggs, sugar, flour, oil, salt*). Practise the pronunciation of *flour, oil, salt*.




## Pupil's Book page 22

### 1. Read and match. [10 mins]

**Aim:** to read and understand instructions for making a cake.

- Read the instructions.
  - Read the first instruction *Wash your hands*. Elicit the Arabic for the instruction. Tell pupils to do the action.
  - Continue with the other instructions. Elicit the Arabic for each one, and tell pupils to do the actions.
  - Choose pupils to read the instructions. Check pronunciation of new words: *bowl, hour*.
- Match the instructions and pictures.
  - Explain the activity. Pupils read the instructions in the box. They try to match each sentence to a picture.
  -  Pupils read the instructions together. After they read each instruction, they point to a matching picture.
  -  Check the answers. Read the first

to make an Eid bag in class or at home. Pupils write sentences about their Eid bag. (e.g. *My bag is red. It's got white stars.*)


-   Pupils show each other their Eid bags.
-  Choose some pupils to show their Eid bags to the class. They say sentences about their bags (e.g. *My bag is blue.*)

## Pupil's Book page 86

### A. Read and copy. [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. (*Add eggs to the flour, oil and sugar.*)
-  Pupils complete the activity. 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 *flour* and *oil*.




### Homework

Pupils can practise writing the sentence in their notebooks.

### B. Read and ✓ or ×. [5 mins]



**Aim:** to read and understand instructions for making a cake.

- Point to the first instruction. Choose a pupil to read it. Elicit the Arabic.
- Point to the picture above the instruction. Tell pupils to say if the picture correctly shows the instruction. (It does not. It shows *milk* instead of *flour*.)
- Tell pupils to draw a cross (×) in the box.
- Explain the activity. Pupils read the instructions. If the picture correctly shows the instruction, they draw a tick (✓). If it doesn't, they draw a cross (×).
-  Pupils read the instructions and draw a tick or a cross.
-  Pupils compare their answers.
-  Check the answers. Write the numbers on the board, and draw a tick or a cross.

**Answers:** 1. × 2. × 3. ✓ 4. ✓


### End of Lesson 6 Checkpoints:


- Pupils can understand and give simple instructions for making a cake.
- Pupils can name some common food items.
- Pupils can copy and write a sentence in joined handwriting.

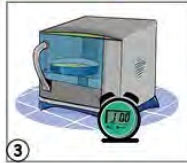
Unit 3
Lesson 6


1. Read and match.


A Wash your hands.  
 B Put flour, oil, milk, salt and sugar in a bowl.  
 C Mix.  
 D Add four eggs and mix.  
 E Put into a cake tin.  
 F Cook the cake for two hours.


  
1

  
2

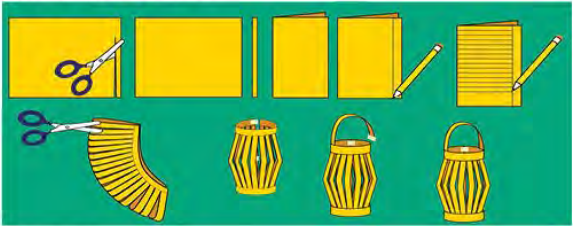
  
3

  
4

  
5

  
6

2. Draw or make an Eid bag.



22

Unit 3
Lesson 6

A. Read and copy.

1. Add eggs to the flour and oil.

Add eggs to the flour and oil.


2. There are shirts on the clothes line.

B. Read and ✓ or X.

1. Put the flour in a bowl.




2. Mix the flour, salt and oil.



3. Cook the cake for an hour.



4. Wash the cake tin.



86

## Lesson overview

Listening/speaking:	follow and say what people do during Eid; talk about own actions during Eid; say the names of family members
Reading/writing:	read the names of family members and match them to a picture; read and write answer to a question about number of brothers and sisters; trace and write a sentence in joined handwriting
Grammar:	present simple affirmative with common verbs
Functions:	time: tell and say the time; personal information: talk about general habits
Vocabulary:	<i>cup, early</i>

practise the pronunciation.

Sentences: Picture 1: On Eid El Fitr morning I wake up early. I wake up at five o'clock.

Picture 2: I wake up early on Eid El Fitr morning. I have a cup of tea and some cake at seven o'clock.

Picture 3: I say Eid Mubarak to my grandfather at nine o'clock on Eid El Fitr morning. Then I put on my new Eid clothes.

Picture 4: On Eid El Fitr morning I have breakfast with my family at ten o'clock.

**Answers:** 1. five o'clock (C), 2. seven o'clock (B), 3. nine o'clock (D), 4. ten o'clock (A)

## 2. Point, act and say. [8 mins]



**Aim:** to practise talking about habits on Eid El Fitr morning; to revise talking about time.

- Point to picture 1 in activity 1. Point to the boy. Tell pupils to imagine that they are the boy and elicit what he says. Pupils can give a simple version e.g. *On Eid El Fitr morning, I wake up at 5 o'clock.*
- Repeat with pictures 2-4. Be ready to help.
- Pupils take turns to point to boys and girls in the pictures and say sentences. See example sentences.
- Choose some pupils to come to the front of the class. They can mime waking up, drinking tea etc.

### Example sentences:

1. On Eid El Fitr morning, I wake up at five o'clock.
2. On Eid El Fitr morning, I have a cup of tea and some cake at seven o'clock.
3. On Eid El Fitr morning, I say Eid Mubarak to my grandfather at nine o'clock.
4. On Eid El Fitr morning, I have breakfast at ten o'clock.

### Extension



- Write on the board: *On Eid El Fitr morning, I ...*
- Tell some pupils to say what they do on Eid El Fitr morning. Be ready to help.
- In small groups, pupils say what they do on Eid El Fitr morning.

## 3. Point and say. [5 mins]



**Aim:** to say the names of family members.

- Choose a pupil to read the speech bubble. (*This is Badria's family.*)
- Point to each person in the picture in turn and say *This is her ...?* Pupils answer (e.g. *This is her father.*)
- Pupils take turns to point to the people and say who they are (e.g. *This is her father.*)

**Example answers:** *This is her father/mother/grandad/grandma/sister/brother/baby brother.*

## Starter activity [4 mins]



**Aim:** to revise telling the time (*o'clock* only).

- 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.
- Draw a clock on the board with no hands. Say: *It's 3 o'clock.*
- Choose a pupil to draw the hands on the clock. Repeat with different clock times and different pupils.

## Pupil's Book page 23

### 1. Listen, match and point. [8 mins]



**Aim:** to understand people talking about habits on Eid El Fitr morning.

- Point to each clock at the top of the page in turn. Ask: *What time is it?* Pupils answer.
- Point to picture 1. Elicit what is happening in the picture.
- Read the speech bubble. Use the picture to elicit the meaning of the word *morning*.
- Read this sentence: *On Eid El Fitr morning I wake up early. I wake up at five o'clock.*
- Tell pupils to say the time they heard. They point to the correct clock on the page.
- Point to pictures 2-3 in turn. For each picture, elicit what is happening. Then read the sentence for each picture. Pupils point to the matching clock.
- Read each sentence again. Use the pictures to elicit the meanings of new words: *early, cup (of tea), put on (clothes)*. Write the words on the board, and

## A. Read and copy. [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. (*It's Eid El Fitr morning.*)
- Pupils complete the activity. Go around the class, checking that pupils are placing their letters accurately on the lines and joining them correctly.

## Homework

Pupils can practise writing the sentence in their notebooks.

## B. Copy, read, match and number. [5 mins]



**Aim:** to read and understand the names of family members.

- Read the name *Badria*. Point to Badria in the picture and say *This is Badria. She's number 6.*
- Point to the words *her grandmother*. Choose a pupil to read them. Ask: *Where is her grandmother? What's the number?* Pupils say number 5. Tell pupils to write number 5 in the box next to the words *her grandmother*.
- Pupils read each phrase together, find the person in the picture, then write the number in the box.
- Check the answers. Read each phrase (e.g. *her mother*). Pupils say the number.

**Answers:** Badria (6); her grandmother (5); her grandfather (4); her sister (8); her father (1); her baby brother (3); her mother (2); her brother (7)

## C. Read and write the answer. [5 mins]



**Aim:** to write a sentence about your family.





- Read the question. Elicit the Arabic.
- Elicit the answer (*I have got...*). Write it on the board.
- Tell some pupils to say a sentence (e.g. *I have got 2 brothers and 1 sister*). Remind pupils about the rule: we say *1 brother/sister*, and we say *2 or more brothers/sisters*.
- Pupils write their sentences.
- Pupils check their spelling, handwriting and punctuation together.
- Choose pupils to read their answers.


## End of Lesson 7 Checkpoints:

- Pupils understand and talk about habits on Eid El Fitr morning.
- Pupils can name family members.
- Pupils can copy and write a sentence in joined handwriting.


Unit 3
Lesson 7

1. Listen, match and point.










1 On Eid El Fitr morning...



2





3 Eid Mubarak.



4

2. Point, act and say.






On Eid El Fitr morning, I wake up at five o'clock.

I say Eid Mubarak to my grandfather at nine o'clock...

3. Point and say.



This is Badria's family.

This is her...

Badria

Pupil's Book 6

Unit 3
Lesson 7

A. Read and copy.


1. It's Eid El Fitr morning.

*It's Eid El Fitr morning.*

2. I wake up at six o'clock.

B. Copy, read, match and number.

<input checked="" type="checkbox"/> 6 Badria	<input type="checkbox"/> her grandmother	<input type="checkbox"/> her grandfather
<input type="checkbox"/> her sister	<input type="checkbox"/> her father	<input type="checkbox"/> her baby brother
<input type="checkbox"/> her mother	<input type="checkbox"/> her brother	




C. Read and write the answer.

How many brothers and sisters have you got?

Pupil's Book 7

## Lesson overview

Listening/speaking:	follow and say words with the spelling pattern 'ou' (/aʊ/) as in 'house'); say if an activity is good or bad during Eid; say sentences about choices for Eid presents
Reading/writing:	read words with the spelling pattern 'ou' (/aʊ/ as in 'house'); read and sort good and bad activities during Eid; trace and write a sentence in joined handwriting; write sentences about personal preferences
Grammar:	present simple negative + <i>want</i> ; <i>would like</i> / <i>'d like</i> + noun
Functions:	preferences: say likes and dislikes
New language:	<i>bad, present, want</i>




-  Choose different pupils to read sentences B-H. After each sentence, the class says *good* or *bad*.
- Say some sentences (e.g. *It's bad to eat lots of sweets. It's good to visit your friends*). Pupils repeat.

**Example answers:** [Pupils can give different answers as they may have different opinions.]

A. It's good to visit your family at Eid El Fitr. B. It's bad to eat lots of sweets at Eid El Fitr. C. It's good to say Eid Mubarak to everyone at Eid El Fitr. D. It's bad to pick flowers in parks at Eid El Fitr. E. It's bad to play in the sun at Eid El Fitr. F. It's bad to swim in a river at Eid El Fitr. G. It's good to eat lots of fruit at Eid El Fitr. H. It's good to visit your friends at Eid El Fitr.

## 2. Choose presents for Eid. Point and say. [10 mins]

**Aim:** to practise saying the phrases.

- Revise the names of common objects.
  - Say: *Look at picture A. What is it?* Pupils answer (*cake*).
  - Repeat with pictures B-F (*a dress, a bag, fruit, a pencil case, shorts*).
- Teach phrases.
  -  Read the first speech bubble (*I'd like..., please*). Elicit the Arabic.
  - Point to the picture of the cake and say *I'd like some cake, please*. Pupils repeat.
  - Point to the picture of the bag and say *I'd like a bag, please*. Pupils repeat.
-  Read the second speech bubble (*I don't want..., thank you*). Explain that we say this when we don't want something.
  - Point to the picture of the fruit and say *I don't want fruit, thank you*. Pupils repeat.
  - Point to the picture of the pencil case and say *I don't want a pencil case, thank you*. Pupils repeat.
- Pupils practise phrases.
  - Choose two pupils. Pupil 1 points to a picture (e.g. a bag). Pupil 2 says *I'd like a bag, please* OR *I don't want a bag, thank you*.
  - Repeat with three or four pairs and pictures.
  -  Pupils take turns to point to pictures and say sentences using *I'd like..., please* OR *I don't want..., thank you*.

## 3. Listen, read and say. [5 mins]





**Aim:** to teach the spelling patterns *ou* (as in *house*).

**Materials:** audio track 3.8

- Write the word *house* on the board. Draw a box round the *ou*. Say: *Listen*. Repeat *house* two or three times. Point to and stress the *ou*.

## Starter activity [4 mins]




**Aim:** to understand the words *good* and *bad*.

- Write the words *good* and *bad* on the board. Pupils sound out the words and give the meanings.
-   In pairs, pupils think of some examples of good and bad habits that people have during Eid.
-   Elicit some examples of good and bad habits. Give English words for some of the habits.

## Pupil's Book page 24

### 1. Read and say. [8 mins]

**Aim:** to read and give simple opinions about habits at Eid El Fitr.

-  Point to the sentences. Explain that they are things that people do at Eid. Explain that some of the things are good, and some are bad.
- Choose a pupil to read sentence A. Elicit the Arabic. Tell pupils to say *good* or *bad*. Most pupils will say *good*. Say: *It's good to visit your family at Eid El Fitr*.
-  Explain the activity. Pupils must read each sentence and say if it's good or bad. Explain that there is often no right or wrong answer. Pupils may have different opinions.
-  Pupils read the sentences together. They say *good* or *bad*. Go around the room, listening and helping.



- ع Explain that the letters 'o' and 'u' together often make the sound /aʊ/.
- Play the audio track. Pupils point and repeat.
- Choose pupils to read the words aloud. Practise the pronunciation.

## Pupil's Book page 88

### A. Read and copy. [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. (*It's good to see friends and family.*)
- Pupils complete the activity. Go around the class, checking that pupils are placing their letters accurately on the lines and joining them correctly.

### Homework

Pupils can practise writing the sentence in their notebooks.

### B. Write sentences with *I'd like..., please* or *I don't want..., thank you*. [8 mins]

**Aim:** to practise writing the phrases *I'd like..., please* and *I don't want..., thank you*.

- Elicit the name of each item in pictures 1-4. Tell pupils to spell the words and write them on the board (*tea, flowers, a banana, cake*).
- ع Explain the activity. Pupils must write a sentence about the object in each picture using *I'd like..., please* OR *I don't want..., thank you*.
- Point to picture 1 and elicit sentences as an example. You can write the sentences on the board. (*I'd like tea, please./I don't want tea, thank you.*)
- Pupils write the sentences.
- Pupils check their spelling, handwriting and punctuation together.
- Choose pupils to read their sentences.

**Answers:** 1. I'd like (a cup of) tea, please./I don't want (a cup of) tea, thank you. 2. I'd like (some) flowers, please./I don't want flowers, thank you. 3. I'd like a banana, please./I don't want a banana, thank you. 4. I'd like (some) cake, please./I don't want cake, thank you.

### End of Unit 3 Checkpoints:

- Pupils can understand *It's good to* and *It's bad to*.
- Pupils can use prepositions to talk about place.
- Pupils can say and read the spelling pattern *ou* (as in *house*) and *ur/ir* (as in *girl*).
- Pupils can copy and write up to two sentences in joined handwriting.

Unit 3
Lesson 8

1. Read and say.

Good or bad?

A Visit your family.  
 B Eat lots of sweets.  
 C Say Eid Mubarak to everyone.  
 D Pick flowers in parks.  
 E Play in the sun.  
 F Swim in a river.  
 G Eat lots of fruit.  
 H Visit your friends.

It's good to visit your family at Eid El Fitr.

It's bad to...

2. Choose presents for Eid. Point and say.

A

B

C

D

E

F

3. Listen, read and say.

house

ou

blouse

mouse

trousers

flour

mountain

24

Unit 3
Lesson 8

A. Read and copy.

1. It's good to see friends and family.

*It's good to see friends and family.*

2. It's good to visit your family.      3. It's bad to eat lots of sweets.

B. Write sentences with *I'd like..., please* or *I don't want..., thank you*.

1

2

3

4

5

6







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## Lesson overview

Listening/speaking:	follow sentences about family names in Sudan and the UK; ask and answer about family names in Sudan and the UK; say sentences about relationships between members of another person's family; say words with 'br' as in bread; say sentences about relationships between own family members
Reading/writing:	read and complete sentences using the information in a family tree; read and spell words with 'br' as in bread; read and write phrases and sentences in joined writing
Grammar:	possessive adjectives: <i>my, his, her</i> ; apostrophe <i>s</i> : <i>Ahmed's father</i> ; question words: <i>how, what, who</i>
Functions:	personal information: talk about the people in your family
New language:	<i> aunt, call, cousin, dad, granddad, grandma, so, uncle, UK</i>




## 2. Say sentences about Ahmed's family. [7 mins]

**Aim:** to teach relationship vocabulary in English.

-   Explain that the diagram shows Ahmed's family.
-   Give pupils a few minutes to talk about the diagram together in Arabic.
-  Teach the new words.
  - Point and say: *Mona is Ahmed's aunt*. Write *aunt* on the board. Elicit the meaning and practise the pronunciation, /a:nt/.
  - Repeat for *Bilal and Samy are Ahmed's uncles* - /ʌŋkəl/.
  - Repeat for *Munir and Sawsan are his cousins* - /kʌzən/. Explain that in the UK, *cousin* can mean a girl or a boy, from either side of the family.
- Elicit sentences about Ahmed's family e.g. *Samy is Khalid's brother*. [Do not teach *husband, wife, nephew, niece* etc. yet.]
-  Give pupils a few minutes to talk about the diagram together in English. Move around the class, listening and helping. Check pupils are using apostrophe 's' correctly.

## 3. Talk about the people in your family. [5 mins]





**Aim:** to practise relationship vocabulary in English.

-  Elicit sentences about pupils' own families: *My granddad's name is...*
-  Pupils say sentences about their families.
-  Choose pupils to say their sentences to the class.

## Pupil's Book page 89

### A. Look and complete the sentences. Use the names in the boxes. [5 mins]

**Aim:** to practise possessive 's and family vocabulary.

-  Explain the activity. Pupils look at the diagram and use a name from the box to complete each sentence. Remind pupils to add 's.
-  Pupils complete the sentences.
-  Pupils check their work together.
-  Choose pupils to read their sentences to the class. The other pupils raise a hand if the sentence is correct.

**Answers:** 1. Warda (example), 2. Yasir's, 3. Mansour, 4. Omer's, 5. Faiza

## Starter activity [5 mins]

**Aim:** to practise reading known words.





**Materials:** word cards: write the words *brother, different, family, father, granddad, grandma, how, mother, name, sister, what, who* on separate cards or pieces of paper

- See page 1 for instructions for the starter activity.

## Pupil's Book page 25

### 1. Listen and read. Then ask and answer. [8 mins]


**Aim:** to read about people's names in Sudan and UK.

-   Teach the meanings of *the UK* and *so*.
- Read the speech bubbles to the class. Pupils follow in their books.
- Check understanding *family name*.
-  Pupils read and answer the question together.
-  Choose pupils to say their answers to the class. Pupils raise a hand if they think the answer is correct.

**Answers:** A. He is Ahmed's father/dad. B. (It is) Mohamed. C. (It is) Harris. D. In Sudan children have the names of their father and grandfather. In the UK people have their name and a family name.



## B. Read, say and spell. [5 mins]

**Aim:** to read and spell words with known sounds.

-  Help pupils to read and spell the words with *br*.
- Choose a pupil to sound out the first word: /b r e d/ and say 'bread'.
- Ask: *What are the letters?* Elicit the letter names: *b, r, e, a, d.*
- Use the picture to revise the meaning.
- Repeat for the other words.


## C. Copy and read. [5 mins]

**Aim:** to practise writing phrases in joined handwriting.

-  Use handwriting lines to demonstrate writing the phrases and sentences, joining the letters together as you write.
-  Pupils complete the activity. Go around the class, checking that pupils are placing their letters accurately on the lines and joining them correctly.

### End of Lesson 1 Checkpoints:

- Pupils can use apostrophe *s* to show relationships between people in a family, e.g. *Khaled is Ahmed's father.*
- Pupils can name words in English for family members.
- Pupils can read and spell the adjacent sounds /b/ /r/.

 Unit 4
Family and Community
Lesson 1

1. Listen and read. Then ask and answer.


My granddad's name is Mohamed. My dad's name is Khalid.

So my name is Ahmed Khalid Mohamed.

Names are different in the UK. My name is Eddie Harris. Harris is my family name.

A Who is Khalid?  
 B What's the name of Ahmed's granddad?  
 C What is Eddie's family name?  
 D How are names different in Sudan and the UK?

2. Say sentences about Ahmed's family.




A Family Tree

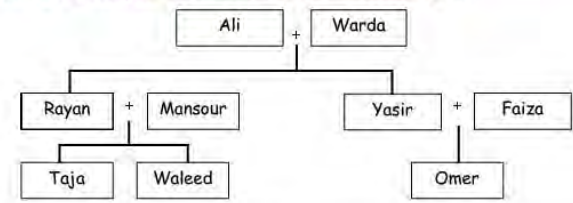
3. Say sentences about your family.

My granddad's name is...  
My...

**25**
Pupil's Book 1

 Unit 4
Family and Community
Lesson 1


A. Look and complete the sentences. Use the names in the boxes.



Faiza
Mansour
Omer's
Warda
Yasir's


- Warda is Waleed's grandma.
- Ali is \_\_\_\_\_ father.
- \_\_\_\_\_ is Omer's uncle.
- Taja is \_\_\_\_\_ cousin.
- \_\_\_\_\_ is Omer's mother.

B. Read, say and spell.




bread


br



breakfast



brother



brown


C. Copy and read.

- a brown box
- my brother
- your brown book
- brown bread for breakfast

**89**
Pupil's Book 1


## Lesson overview

Listening/speaking:	listen and say sentences about what people are currently doing; say words with 'ch' as in catch
Reading/writing:	read a short text about what people are currently doing; read and spell words with 'ch' as in catch; read and write phrases and sentences in joined writing; reorder words and write complete sentences
Grammar:	3 <sup>rd</sup> person singular, present continuous tense; question words: <i>what, who, where, why</i>
Functions:	actions and events: talk about things happening at the time of speaking
New language:	<i>football, listen, story, team, visit, watch (v), win</i>



-  Pupils read the two texts to each other.

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

**Aim:** to practise listening to the third person singular of the present continuous.

-  Give pupils a few minutes to look at the four pictures.
- Read the sentence about Fatma from the text below. Pupils listen and point to the correct picture. (Picture C) Check that pupils understand.  
*Who's Fatma talking to? Her friend. Fatma's talking to her friend.*
- What's Eddie doing? He's playing. Eddie is playing with a ball.*
- Who's eating an ice cream? Badr. Badr's eating an ice cream.*
- What is Cathy doing? She's reading. Cathy is reading a story.*





**Answers:** Picture C; Picture A; Picture D; Picture B

-  Look at the first picture again. Read the words underneath.
  - Say: *Eddie is playing with a ball.* Write it on the board. Pupils repeat.
  - Point and encourage the pupil to say the sentence without you.
  - Explain that pupils can say *Eddie is...* or *Eddie's...*
  - Look at the second sentence. Elicit *Cathy is reading a story.*
  - Repeat for the other pictures.
  -  Pupils practise the sentences with a partner.
- Answers:** 1. Eddie's playing with a ball. 2. Cathy's reading a story. 3. Fatma's talking to her friend. 4. Badr's eating an ice cream.

## Pupil's Book page 90

### A. 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. Check they can find the capital letters.
- 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

## Starter activity [5 mins]





**Aim:** to revise verbs: *catch, drink, eat, play, read, run, sleep, talk, throw, walk.*

- Mime each word in turn. Pupils guess the action. Tell pupils to say and spell the word in English.


## Pupil's Book page 26

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

**Aim:** to introduce *he/she* with *is -ing* (3<sup>rd</sup> person singular, present continuous).

- Read text 1.
  -   Give pupils a few minutes to look at the first picture. Elicit what they think is happening. Teach *football, team, watch, win.*
  -   Read the text under the first picture. Pupils follow in their books. Ask questions to check pupils understand the story. *Who is Ahmed with? What is he doing? Why is he happy?* Check pupils understand that this is happening *now.*
  - Read the text again, sentence by sentence. Pupils read aloud with you.
  - Pupils read without you.
- Read the text under the second picture.
  - Repeat for the text under the second picture.
  - Teach *visit, listen, story.* Ask: *Where is Dalia? Who is reading the story?*

the answers on the board.


-  Pupils check their spelling, handwriting and punctuation.

**Answers:**

1. Eddie is playing with a ball.
2. Cathy is reading a nice story
3. Badr is eating an ice cream.
4. Fatma is talking to her friend.
5. Ahmed is watching football at home.
6. Marwa is listening to her grandma.



**B. Read, say and spell. [5 mins]**

**Aim:** to read and spell words with known sounds.

-  Help pupils to read and spell the words with 'ch' (as in **chair**).
  - Choose a pupil to sound out the first word: /k æ tʃ/ and say 'catch'.
  - Ask: *What are the letters?* Elicit the letter names: *c, a, t, c, h.*
  - Use the picture to revise the meaning.
  - Repeat for the other words.


**C. Copy and read. [5 mins]**

**Aim:** to practise writing phrases in joined handwriting.


-  Use handwriting lines to demonstrate writing the phrases and sentences, joining the letters together as you write.
-  Pupils complete the activity. Go around the class, checking that pupils are placing their letters accurately on the lines and joining them correctly.

**End of Lesson 2 Checkpoints:**


- Pupils can recognise verbs in the present continuous.
- Pupils can understand and answer the question *What is (Eddie) doing?*
- Pupils can read and spell the sound /tʃ/ (*ch* as in **chair**).

 Unit 4
Lesson 2

1. Listen, read and say.




Ahmed isn't at home today. He's watching football with his father and his uncle. Ahmed is happy. His team is winning.




Dalia isn't at home today. She's visiting her grandma. Dalia's grandma is reading a story and Dalia is listening to her.


2. Listen and point. Then point and say.




**A**  
Eddie / play with / a ball.



**B**  
Cathy / read / a story.




**C**  
Fatma / talk to / her friend.



**D**  
Badr / eat / an / ice cream.


26

 Unit 4
Lesson 2

A. Write the words in the correct order.


1. playing / a ball. / is / with / Eddie
2. is / a nice / Cathy / story. / reading
3. an / eating / Badr / is / ice cream.
4. to her / Fatma / talking / is / friend.
5. Ahmed / watching / at home. / football / is
6. to her / is / grandma. / Marwa / listening

B. Read, say and spell.




catch


ch



watch



chair



kitchen



C. Copy and read.






1. a big chair
2. They are watching football.
3. Catch the ball!
4. He's eating in the kitchen.

90

## Lesson overview

Listening/speaking:	listen and match sentences about the things a monkey is currently doing to pictures; follow and say sentences from a story about a fox and some goats; say words with 'v' as in cover
Reading/writing:	read and follow a story about a fox and some goats; read and spell words with 'v' as in cover; read and write phrases and sentences in joined writing; read and complete simple sentences about actions in a story
Grammar:	the present continuous of common verbs; possessive adjectives <i>your, her</i>
Functions:	actions and events: talk about things happening at the time of speaking
New language:	<i>again, ask, hit, knock, someone</i>





-   Elicit from pupils what they think happens in the story.
- Write the new words on the board: *again, ask, hit, knock, someone, story*. Help pupils to read them, teach the meaning and practise the pronunciation.

-  Listen to the story.
  -  Play audio track 4.3. Pupils listen and follow in their books.
-  Practise the story.
  -  Check pupils understand the story.
  -  Play the audio again, line by line. Pupils listen and repeat.



## 2. Read and complete. Then say and act. [10 mins]

**Aim:** to practise the present continuous by re-telling the story.

**Materials:** flashcards 6-11



-   Read the words in the word box with the class. Revise the meanings. Elicit that *hitting* has two letter 't's.
- Explain. Pupils use the words in the boxes to complete the sentences.
-  Pupils take turns to say a complete sentence.
-  Check the answers. Choose pupils to say their sentences to the class. The other pupils raise a hand if the answer is correct.

**Answers:** A. reading, B. asking, C. going, D. opening, E. knocking, F. hitting

-  Retell the story without the books.
  - Put flashcards 6-11 on the board, in order.
  - Point to each picture in turn and elicit the story. Prompt the pupils with questions as necessary *What is grandma doing? Where is the mother goat going? What is she saying?*
  - Practise more than once if necessary. Ensure use of present continuous.
-  Pupils act the story, using the flashcards to help. Pupils take the roles of grandma/narrator, mother goat, baby goats, fox. Go around the classroom, listening and helping.
- Choose groups to act their story to the class.

## Starter activity [5 mins]

**Aim:** to revise words from the lesson.

- Write these mixed-up words on the board: *drenchil, grunhy, moce, nod't, nope, rehe, rood, thomre, toga, won, xof, yats*
- Tell pupils to write them out correctly as quickly as possible. Make it a game. The winners will be the pair who finish first, with all the words correct.
-  Pupils write the words out correctly in their notebooks. They can use their Pupil's Books to help.
-  Choose pupils to spell out their answers. Write the words on the board. Elicit or revise the Arabic.



**Answers:** children, hungry, come, don't, open, here, door, mother, goat, now, fox, stay

## Pupil's Book page 27

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

**Aim:** to practise the present continuous in a story about goats.

**Materials:** audio track 4.3

-  Prepare the story.
  -  Pupils look at the pictures and read what they can.




# Pupil's Book page 91

## A. Listen, write the letter and say. [5 mins]

**Aim:** to practise words from the lesson.

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


- A: *The monkey is in a tree.*
- B: *The monkey is eating a banana,*
- C: *The monkey is watching TV.*
- D: *The monkey is playing with a ball.*
- E: *The monkey is going to the shops.*
- F: *The monkey is sleeping under the tree.*

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

**Answers:** 1. D, 2. F, 3. B, 4. C, 5. A, 6. E


## B. Read, say and spell. [5 mins]


**Aim:** to read and spell words with known sounds.


-  Help pupils to read and spell the words with v.
  - Choose a pupil to sound out the first word: /k ʌ v ə / and say 'cover'.
  - Ask: *What are the letters?* Elicit the letter names: c, o, v, e, r.
  - Use the picture to revise the meaning.
  - Repeat for the other words.

### End of Lesson 3 Checkpoints:


- Pupils can recognise verbs in the present continuous.
- Pupils can understand the verbs *ask, knock, hit*.
- Pupils can read and spell the sound /v/ (as in *seven*).

 Unit 4
Lesson 3


1.  Listen, read and repeat.




**A**  
Dalia's grandma is reading a story to the children.




**B**  
Stay here, children. Don't open the door.




**C**  
Who is it? It's a hungry fox.



**D**  
Can I come in, children?  
No!



**E**  
Can I come in now, please?  
The baby goats open the door.




**F**  
Mother goat is hitting the fox.

2. Read and complete. Then say and act.

asking	going	hitting	knocking	reading	opening
--------	-------	---------	----------	---------	---------


**A** Dalia's grandma is... a story.      **B** Mother goat is... to the shops.  
**C** Someone is... on the door.      **D** Can I come in children? the fox is...  
**E** The baby goats are... the door.      **F** Mother goat is... the fox with her bag.

Pupil's Book 5


 Unit 4
Lesson 3

A. Listen, write the letters and say.


**1**




**2**




**3**



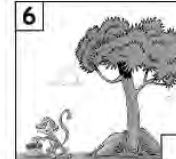
**4**




**5**



**6**



B. Read, say and spell.




cover


V

12

twelve



drive



vegetables




Pupil's Book 5

## Lesson overview

Listening/speaking:	listen, and match sentences about people and animals to pictures; say words with 'st' as in street and 'ing' as in sing; say sentences about people and animals
Reading/writing:	read and spell words with 'st' as in street and 'ing' as in sing; read and write phrases and sentences in joined writing; write sentences about animals using <i>That's</i> and <i>Those are</i>
Grammar:	demonstrative adverbs: <i>this, that, these, those</i>
Functions:	possession: identify family members; identify and name common animals
New language:	<i>those</i>

## 2. Talk about the pictures. [8 mins]

**Aim:** to practise using *that* and *those*.

-  Point to the first picture. Read the speech bubble. Pupils repeat.
- Point to the other pictures in turn. Elicit a sentence with *That's...* or *Those are...* for each one.
-  Pupils take turns to point and name the animals and people in the pictures. Go around the class and check that pupils are using *That's/That is* for one character and *Those are* for more than one character.
-  Choose pupils to say their sentences to the class. Tell the other pupils to raise a hand if the sentence is correct.

**Answers:** A. That is Dalia's grandma. B. That's Dalia. C. That's the fox. D. Those are Dalia's cousins. E. Those are the baby goats. F. That's the mother goat.

## Starter activity [5 mins]

**Aim:** to revise *this, these* and *that*.




**Materials:** a number of classroom objects: books, pencils, crayons, etc.

- Use the objects to revise asking *What is this? What are these? What is that?*
- Choose pupils to ask the questions.

## Pupil's Book page 28

### 1. Listen and point. [8 mins]

**Aim:** to teach *that* and *those*.






-   Write the word *those* on the board. Point to several books on the other side of the classroom. Ask: *What are those? (They're books.)* Elicit the meaning of *those*. (More than one object/person not near the speaker)
-  Give pupils a few minutes to look at the pictures together.
- Read the text below line by line. Pupils point to the matching picture.

*That's the fox.*  
*That is Dalia's grandma.*  
*Those are the baby goats.*  
*That's the mother goat.*  
*That's Dalia.*  
*Those are Dalia's cousins.*

## 3. Listen, read and say. [6 mins]

**Aim:** to teach the spelling pattern *-ing* for the sound /ɪŋ/ (as in *sing*).




**Materials:** audio track 4.4

-   Point to the letters *-ing* in the middle of the activity. Say the sound /ɪŋ/. Pupils point and repeat.
- Elicit that the letters *ing* together make the sound /ɪŋ/.
- Write *sing* on the board. Draw a box around the *-ing*.
-  Play audio track 4.4.
- Point and say *sing*. Stress the /ɪŋ/ sound. Revise the meaning.
- Point to and say each of the other words in turn. Pupils point and repeat. Revise the meanings.
-  Choose pupils to read the words to the class. Practise the pronunciation.
-  Pupils point at and read the words together.

## Pupil's Book page 92

### A. Write sentences about the pictures. Use *that* and *those*. [8 mins]

**Aim:** to practise using *that* and *those*.

-  Use the example to explain. Pupils use *that* or *those* to write sentences about the pictures.
-  Pupils write one sentence about each picture.
-  Pupils check their work with each other. Go around the class checking and helping.



- Choose pupils to read their sentences to the class. The other pupils raise a hand if the sentence is correct.

**Answers:** 1. That's a goat. (example) 2. That's a cat. 3. Those are rabbits. 4. Those are elephants.

**B. Read, say and spell. [5 mins]**

**Aim:** to read and spell words with known sounds.

- Help pupils to read and spell the words with 'st'.
  - Choose a pupil to sound out the first word: /s t r i: t/ and say 'street'. Be ready to help.
  - Ask: *What are the letters?* Elicit the letter names: s, t, r, e, e, t.
  - Use the picture to revise the meaning.
  - Repeat for the other words..

**End of Lesson 4 Checkpoints:**

- Pupils can understand and recognise the words *that* and *those*.
- Pupils can use possessive 's in the context of family relationships.
- Pupils can read and spell the adjacent sounds - /s/ /t/ (as in *stop*) and the sound /ŋ/ (as in *sing*).

**Unit 4 Lesson 4**

1. Listen and match.

2. Say sentences about the pictures.

3. Listen, read and say.

sing      swing      thing

ing

asking      opening      watching

*Pupil's Book 3* **28**

**Unit 4 Lesson 4**

A. Write sentences about the pictures. Use that or those.

1.

2.

3.

4.

B. Read, say and spell.


street      **st**      study


stickers      story

*Pupil's Book 3* **92**

## Lesson overview

Listening/speaking:	follow and say sentences about a Darfuri woman and the ways she helps her community; ask and answer about what people are doing in different pictures; say words with 'y' as in family
Reading/writing:	read sentences about a Darfuri woman and the things she does to help her community; read and spell words with 'y' as in family; read and write phrases and sentences in joined writing; read 3rd person sentences and rewrite as 1st person sentences
Grammar:	1 <sup>st</sup> and 3 <sup>rd</sup> person present continuous tense; determiners: <i>all, lots of, many, some</i>
Functions:	actions and events: talk about things happening at the time of speaking
New language:	<i>all, community, country, teach, village, work (v)</i>

-  Check pupils understand the story.
- Read the story again, sentence by sentence. Pupils listen and repeat.

-  Practise the story.
  - Tell the class to read the story without you. Be ready to help with the new words.



## 2. Say sentences about Taja. [5 mins]

**Aim:** to practise using the first person and third person of the present continuous.

- Point to picture B. Ask: *What is Taja doing here? She is teaching (some children).*
- Repeat for pictures C and D. Elicit for example: *She is cooking some food/for some old people; She is working for her community; She is helping her country.*

## 3. Say sentences about what these people are doing. [5 mins]

**Aim:** to practise the present continuous of simple verbs orally.



-  Point to picture A.
- Ask: *What is the boy doing? (He's running.)*
- Write **running** on the board. Elicit the spelling change.
- Repeat for the other pictures.
- For picture F, elicit the spelling change: *make – making. (No letter 'e.')*
-  Pupils take turns to ask and answer about the pictures, using the words on the board to help them. Go around the class, listening and helping.

**Answers:** A. He's running. B. She's playing volleyball. C. She's cooking. D. She's teaching. E. She's eating an apple. F. He's driving a car. G. He's carrying a bag. H. He's reading a book.

## Pupil's Book page 93

### A. Write sentences. Change *Taja is / She is* to *I am*. [5 mins]


**Aim:** to practise sentences in the present continuous with 'I' and 'She'.

-  Read the sentences and check pupils understand them.
- Use the example to explain the activity. Pupils change all the sentences from *Maryam is/She is* to sentences with *I am*.
-  Pupils write the new sentences.

## Starter activity [5 mins]

**Aim:** to revise words for the lesson.






**Materials:** a list of words from the lesson, for example: *cook, old, people, help, teach, read, write, children, some, everyone, carry, make, favourite, strawberry*



-  Play *Make a line*. See the instructions on page 9 for Unit 1, Lesson 5.

## Pupil's Book page 29

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


**Aim:** to teach *I am/We are + -ing* (first person, present continuous tense).

-  Prepare the story.
  -  Pupils look at the pictures and read what they can.
  -   Elicit from pupils what they think happens in the story.
  - Write the new words on the board: *all, community, country, village, work*. Help pupils to read them, teach the meaning and practise the pronunciation.
-  Read the story.
  - Read the story to the class. Pupils follow in their books.

-  Pupils check their work together.
  -  Choose pupils to read their sentences to the class. Tell the other pupils to raise a hand if the sentences are correct.
- Answers:** 1. I am helping people in my village. (example)  
 2. I am teaching lots of children. 3. I am reading my favourite story. 4. I am helping people in my community  
 5. I am cooking food for my friends.



**B. Read, say and spell. [5 mins]**

**Aim:** to read and spell words with known sounds.

-  Help pupils to read and spell the words ending with 'y'.
  - Choose a pupil to sound out the first word: /f æ m ɪ l i/ and say 'family'. Be ready to help.
  - Ask: *What are the letters?* Elicit the letter names: *f, a, m, i, l, y.*
  - Repeat for the other words.

**C. Copy and read. [5 mins]**

**Aim:** to practise writing phrases in joined handwriting.


-  Use handwriting lines to demonstrate writing the phrases and sentences, joining the letters together as you write.
-  Pupils complete the activity. Go around the class, checking that pupils are placing their letters accurately on the lines and joining them correctly.

**End of Lesson 5 Checkpoints:**


- Pupils can understand verbs in the first and third persons of the present continuous.
- Pupils can read and spell the sound /i:/ (as at the end of *family*).

**Unit 4 Lesson 5**


1. Listen, read and repeat.




**A**  
Hello, I'm Taja.



**B**  
Here, I am teaching some children. I'm teaching them to read and write.




**C**  
In this picture I am cooking for some old people. Everyone likes my food.




**D**  
We are all working for our community and we are all helping our country.


2. Say sentences about Taja.





This is Taja. She is...


3. Say sentences about what these people are doing.


  
**A**


  
**B**


  
**C**

  
**D**

  
**E**

  
**F**

  
**G**

  
**H**


29 Pupils' Book 3

**Unit 4 Lesson 5**


A. Write sentences. Change *Taja is / She is* to *I am*.


- Taja is helping people in her village.  
*I am helping people in my village*
- She is teaching lots of children.
- Taja is reading her favourite story.
- She is helping people in her community.
- Taja is cooking food for her friends.


B. Read, say and spell.

  
family

y

  
country

  
carry

  
strawberry

C. Copy and read.





- the people in our family
- Sudan is a country.
- Please carry the box.
- This strawberry is very nice.

93 UNIT 4

## Lesson overview

Listening/speaking:	listen and decide which person is speaking and where they are going; listen and follow on a map directions involving places in a town; ask and respond to directions to find places in a town; say words with 'i' as in tidy
Reading/writing:	read and spell words with 'i' as in tidy; read and write phrases and sentences in joined writing; write sentences about the different places in a town people would like to go to
Grammar:	<i>would like + noun or verb;</i> prepositions: <i>(on the) left/right; straight on; next to</i>
Functions:	locations: ask and answer about where things are
New language:	<i>bakery, clinic, direction, left, lunch, right, straight on, turn (v)</i>






- Ask: *Where is the...? (It's in School Road/New Road/Green street).*
- Say: *Start at the school. Go straight. What's on the left? (The bakery.)*
- Say: *Turn right. Where's the clinic? (On the right.)*

-   Look at the pictures of the characters. Pupils listen to three dialogues. They say who is talking and where they are going.
-  Play the first part of audio track 4.6.
  - Elicit that:
    - the speakers are Eddie and his father/dad.
    - Eddie wants to go to the bus station.
    - he is at the library.
  -  Play the audio again, sentence by sentence. Pupils repeat and follow the directions on the map in their books.
  - Teach or elicit the meaning of *Go down*. Repeat for the other two dialogues.

**Answers:** Dialogue 1: 1. Eddie and his dad are speaking. Eddie is going to the bus station. Dialogue 2: 1. Badr and his mum are speaking. 2. Badr is going to the bakery. Dialogue 3: 1. Cathy and her mum are speaking. Cathy is going to the museum.

## 2. Give directions from the park. [12 mins]






**Aim:** to give oral directions to places.

-   Read the first speech bubble to the class. Pupils repeat after you.
- Tell pupils to find the park and the library on the map.
-  Give pupils a few minutes to talk about the way from the park to the library.
-  Elicit the directions.
- Repeat for the other three speech bubbles.
-  Pupils take turns to ask and answer.

## Pupil's Book page 94



### A. Write sentences about the pictures. [8 mins]

**Aim:** to practise writing sentences with *would like to*.

-   Use the example to explain. Pupils read the words in the thought bubbles. They write a sentence to say where each character wants to go.
-  Pupils write one sentence about each character.
-  Pupils check their work together.
-  Choose pupils to read their answers to the

## Starter activity [5 mins]

**Aim:** to revise words for the lesson.

- Write these mixed-up words on the board: *cheab, ubs tasstion, cilcin, leworf posh, philosta, barrily, quemos, sumume, prak, loochs*
- Explain they are all places in or around town. Tell pupils to write them out correctly as quickly as possible. Make it a game. The winners will be the pair who finish first, with all the words correct.
-  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:** beach, bus station, clinic, flower shop, hospital, library, mosque, museum, park, school

## Pupil's Book page 30

### 1. Listen, point and match. Then repeat and act. [10 mins]

**Aim:** to introduce *would like to + V* to ask for directions.

**Materials:** audio track 4.6


-   Teach and practise the new language.
  - Demonstrate the meaning of *Go straight (on); Turn left/right* and *(It's on the) left/right*. Elicit the Arabic.
  - Teach *bakery*. Teach *I'd like to go to...*

class. Tell the others to raise a hand if the sentence is correct.

**Answers:** 1. Eddie would like to go to the beach. 2. Ahmed would like to go to the park. 3. Fatma would like to go to the library. 4. Dalia would like to go to the bakery. 5. Badr would like to go to the museum.

**B. Read, say and spell. [5 mins]**

**Aim:** to read and spell words with known sounds.

-  Help pupils to read and spell the words with *i*.
  - Choose a pupil to sound out the first word: /t aɪ d i/ and say 'tidy'.
  - Ask: *What are the letters?* Elicit the letter names: *t, i, d, y*.
  - Use the picture to revise the meaning.
  - Repeat for the other words.

**End of Lesson 6 Checkpoints:**

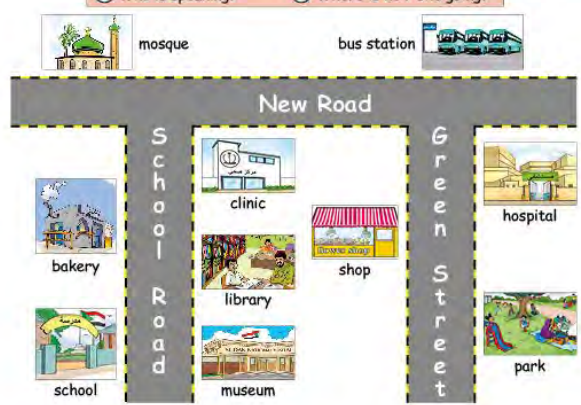
- Pupils can recognise and understand the phrase *would like + verb*.
- Pupils can understand and use the phrases *right, left, straight on*.
- Pupils can say and read the sound /aɪ/ (as in the pronoun *I*).

**Unit 4 Lesson 6**

1. Listen, point and match. Then repeat and act.




A Who is speaking? B Where is he / she going?



**New Road**

School Road Green Street

2. Give directions from the park.




Excuse me, I want to go to the library. Where is it, please? The library...

A library B mosque C clinic D bakery


Pupil's Book 3 30

**Unit 4 Lesson 6**

A. Write sentences about the pictures.

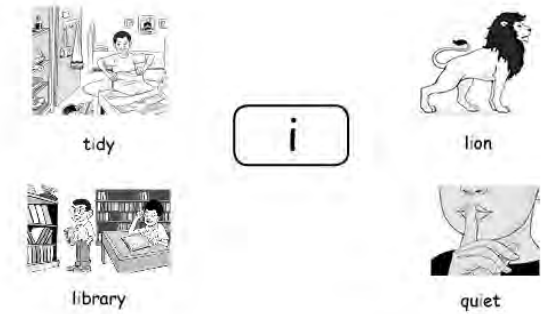


1. Eddie would like to go to the beach.



2. Ahmed 3. Fatma 4. Dalia 5. Badr

B. Read, say and spell.






tidy i lion library quiet

Pupil's Book 3 34

## Lesson overview


Listening/speaking:	listen and say a chant about a large shop; say words with 'o' as in no; say different people's job titles; say sentences about what people do in their jobs
Reading/writing:	read job descriptions and match to pictures; read and spell words with 'o' as in no; read job descriptions and write the name of the job title; complete sentences about places and things in own community
Grammar:	the 1 <sup>st</sup> and 3 <sup>rd</sup> person singular of the present simple tense
Functions:	identify and name common jobs
New language:	<i>baker, chef, dentist, job, nurse, their, town</i>

-  Pupils match each job description with the correct picture and write the answers in their notebooks.
-  Pupils check their answers together.
-  Choose pupils to say their answers to the class. Tell the other pupils to raise a hand if the answer is correct.

**Answers:** A. 3, B. 4, C. 5, D. 5, E. 1

## 2. Say sentences about the jobs. [5 mins]



**Aim:** to practise talking about jobs.

- Explain. Pupils use the sentences from activity 1 to talk about what people do in their jobs.
- Read the first job description: *I work in a bakery. I make bread and cakes.* Pupils repeat.
- Read the speech bubble: *A baker works in a bakery and makes breads and cakes.* Pupils repeat.
- Elicit the changes:
  - the two sentences are joined with *and*.
  - I work* becomes *A baker works*.
- Pupils take turns to make similar sentences about the other people.
-  Choose pupils to say their answers to the class. Tell the other pupils to raise a hand if the answer is correct.

**Answers:** A. A baker works in a bakery and makes breads and cakes. B. A teacher works with children in a school and teaches them. C. A dentist works in a clinic and helps people with their teeth. D. A nurse works in a hospital and helps the doctor. E. A chef works in a kitchen and cooks food for people.


## 3. Chant and act. [5 mins]

**Aim:** to learn a chant about a shop.

-  Teach *town*. Write it on the board. Teach the meaning and practice the pronunciation.
-  Read the chant to the class line by line. Pupils repeat.
- Check pupils understand. Elicit and practise a mime for each action.
- Say the chant as a class. Pupils do the actions along with you.

## Starter activity [5 mins]




**Aim:** to revise known words.

-  Play *What/Who am I?*
- Write *d\_ \_ \_ \_ \_* on the board. Tell pupils to guess the word (*doctor*). Explain that there is one missing letter for each blank. Give clues. For example: *This is someone who works in a hospital.* Repeat the clue in Arabic if necessary.
- Choose a pupil to answer and spell the word. Fill in the missing letters.
- Elicit *cake, bakery, clinic, food, hospital, kitchen, teeth* in the same way.

## Pupil's Book page 31

### 1. Read, answer and match. [10 mins]





**Aim:** to contrast the first and third person singular of the present simple.

-  Explain they are going to read about different jobs people do.
-  Give pupils a few minutes to look at the pictures, and read the job descriptions.
-  Use the pictures to teach *baker, chef, dentist, nurse* and revise *teacher*. Write the words on the board. Read them for the class. Practise the pronunciation.
- Choose pupils to read each job description. Be ready to help.

# Pupil's Book page 95




## A. Copy and match the sentences to the jobs. [5 mins]

**Aim:** to revise the names of jobs.

-  Use the example to explain the activity. Pupils match each word in the word box with the right job description.
  -  Pupils write the answers.
  -  Pupils check their work together.
  -  Choose pupils to read their answers to the class. Pupils raise a hand if they think the answer is correct.
- Answers:** 1. teacher, 2. baker, 3. chef, 4. doctor, 5. dentist, 6. nurse


## B. Draw your community and write two sentences in your notebook. [5 mins]

**Aim:** to write short sentences to describe where you live.

-  Explain the activity. Pupils draw a picture of the place where they live, and write about it.
- Read the sentence beginnings to the class. Elicit ideas for things/places they could write about. Write key words on the board in English.
-  Pupils complete the two sentences.
-  Pupils read their sentences to their groups.

## C. Read, say and spell. [5 mins]

**Aim:** to read and spell words with known sounds.


-  Help pupils to read and spell the words ending with 'o'.
  - Choose a pupil to sound out the first word: /n əʊ/ and say 'no'.
  - Ask: *What are the letters?* Elicit the letter names: *n, o.*
  - Use the picture to revise the meaning. Elicit other words with the same spelling pattern (*go, so*).
  - Repeat for the other words.

### End of Lesson 7 Checkpoints:

- Pupils can understand that grammar forms change when the person of the sentence changes.
- Pupils can give a short description of simple jobs.
- Pupils can read and spell the sounds /əʊ/ (as in *go*).

Unit 4
Lesson 7

1. Read, answer and match.



1


A I work in a bakery. I make bread and cakes. Who am I?

B I work with children in a school. I teach them. Who am I?


C I work in a clinic. I help people with their teeth. Who am I?

D I work in a hospital. I help the doctor. Who am I?


E I work in a kitchen. I cook food for people. Who am I?



2




3




4

2. Say sentences about the jobs.




A baker works in a bakery and makes breads and cakes.



5

3. Chant and act.

**Shop**



There's a tall shop in my town.  
 People go up and people come down.  
 The doors are swinging in and out.  
 People are walking round and round.

Pupil's Book 9

Unit 4
Lesson 7

A. Copy and match the sentences to the jobs.

baker   chef   dentist   doctor   nurse   ~~teacher~~

1. I teach children in a school.

2. I work in a bakery.

3. I cook food in a kitchen.

4. People see me when they are not fine.

5. I help people with their teeth.


6. I work in a hospital and help the doctor.

B. Draw your community and write two sentences in your notebook.

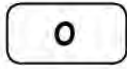
1. *In my community there is*

2. *We have got*


C. Read, say and spell.




no



zero



mango



hello


Pupil's Book 9

## Lesson overview

**Listening/speaking:** say sentences about where they live and what can be seen there; make and respond to polite requests to enter a home; say words with 'dr' as in drive; say and spell known words





**Reading/writing:** read and match known words to pictures; read and spell words with 'dr' as in drive; reorder words and write complete sentences; list known words by category; write sentences about own family members; write sentences to describe where they live sentence

**New language:** *verb*

-  Pupils check their work together.



### 3. Write about your family. [5 mins]

**Aim:** to practise using apostrophe 's'.

-   Choose pupils to read and complete the two sentences to the class. Point out the apostrophe 's'.
- Elicit other words for family members:  *aunt, uncle, cousin, brother* etc.
- Pupils write similar sentences about members of their family in their notebooks. Go around the class, helping.
-  Pupils check their work together.
-  Pupils read their sentences to the group.






### 4. Say it. Spell it. [4 mins]

**Aim:** to revise words from the unit with the letter 'a'.

-  Say each word in turn for the class. Pupils repeat after you.
- Choose pupils to say and spell each word, and give the meaning in Arabic.
-  Pupils take turns to say and spell each word. Go around the class, listening and helping.



### 5. Add words. [3 mins]

**Aim:** to revise vocabulary from the unit.

-   Explain the activity. Pupils copy the table into their notebooks. They add as many words to each column as they can. Check pupils understand the headings. They may use their books to help them. Make it a game. Set a time limit, e.g. 2 minutes.
-  or  Pupils work in groups or pairs. Only one person needs to write. The other(s) can find words or check spellings.
-  Pairs swap books to count the words and check the spelling. The pair or group with the most words (correct) wins.




### 6. Speak together. [3 mins]

**Aim:** to practise using *can* to make polite requests.

-  Divide the class into two groups. Group 1 reads Dalia's speech bubbles; group 2 reads her friend's speech bubbles. Read along with each group.
- Groups swap roles and read again.
-  Pupils say the dialogue together without their

### Starter activity [5 mins]





**Aim:** to review words from the unit.

-   Tell pupils to choose ten words from the unit and write them in their notebooks.
-  Pupils take turns to say one of their words. Their partner spells the word and says the meaning. Pupils get one point for each word they get right. The partner with most points at the end is the winner.

## Pupil's Book page 32




### 1. Say and act. [5 mins]

**Aim:** to describe a street.

- Read the sentence as a class. Elicit the Arabic.
-   Explain the activity. Pupils pretend they are walking down a street. They say what they can see.
- Elicit some suggestions: ... *a mosque, ... our school, a big museum...*
-  Pupils take turns to talk about what they can 'see'.
-  Choose pupils to describe their street to the class.

### 2. Write about where you live. [3 mins]

**Aim:** to describe a place.

-   Read the text as a class. Elicit the Arabic.
-  In their notebooks, pupils write several short sentences about where they live.







books. They swap roles and repeat.

## Pupil's Book page 96

### A. Read, number and say. [4 mins]






**Aim:** to read familiar words from the unit.

-  Explain. Pupils read each word and write the number beside the matching picture.
-  Pupils complete the activity.
-  Check the answers. Ask: *What letter is picture (1)? Elicit It's letter (D). It's 'listen'.*
-  Pupils take turns to ask and answer about what is happening in the pictures. (*What's he/she doing? He's/She's... + ing.*)

**Answers:** A. 4, B.3, C. 1, D. 6, E. 2, F. 5

### B. Write the words in the correct order. [4 mins]


**Aim:** to practise the correct word order for sentences.

-  Explain the activity. Pupils use each set of words to make a sentence.
- Remind pupils to use capital letters and full stops.
-  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, including the apostrophe 's' after *Halima*.

**Answers:** 1. Adam is Halima's brother. 2. Dalia is talking to her friend. 3. I would like to go to the park. 4. Go straight on and turn left.


### C. Read, say and spell. [4 mins]

**Aim:** to read and spell words with known sounds.

-  Help pupils to read and spell the words with *dr* (as in **drop**).
  - Choose a pupil to sound out the first word: /d r ɔ: p/ and say 'drop'.
  - Ask: *What are the letters?* Elicit the letter names: *d, r, o, p.*
  - Repeat for the other words.

#### End of Unit 4 Checkpoints:

- Pupils can read and say common sounds and spelling patterns in English.
- Pupils can recognise verb tenses from the unit.
- Pupils can talk about their family using possessive *s*.

 Unit 4
Lesson 8

1. Say and act.

I am going down the street.  
On my right, I can see...

2. Write about where you live.


I live in Omdurman.  
I like it here.  
There's a library on the...

3. Write about your family.

My granddad's name is...  
My dad's name is...

4. Say it. Spell it.


Family	Job	Directions
mother	teacher	left




5. Add words.

Family	Job	Directions
mother	teacher	left

6. Speak together.




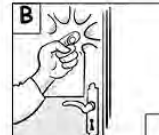
32


 Unit 4
Lesson 8


A. Read, number and say.

1. ask	2. hit	3. knock
4. listen	5. turn	6. watch


A 

B 

C 

D 

E 

F 

B. Write the words in the correct order.


1. brother. / is / Halima's / Adam	2. to her / Dalia / talking / is / friend.
3. would / I / to go / like / the park. / to	4. left. / Go / and turn / straight / on

C. Read, say and spell.



drop

dr



drive

96

65

## Lesson overview

Listening/speaking:	listen and match numbers to pictures; ask and answer about different people and animals; follow and say a simple rhyme about numbers 10 - 100; say words with 'w' as in well
Reading/writing:	read and match questions about ages to pictures; read and spell words with 'w' as in well; read and write phrases and sentences in joined writing; read and complete answers to questions about how old people are
Grammar:	numbers 1-100; imperatives of common verbs
Functions:	numbers: count by tens to one hundred (10-100)
New language:	<i>thirty, forty, fifty, sixty, seventy, eighty, ninety, hundred, naughty, plant, woman/women</i>

10, 20, 30, 40

*Please be good. Don't be naughty.*

50, 60, 70, 80,

*Look at Cathy and look at Katy.*


*90 women and 100 men*

*Now go back to 10 again.*



[Teaching point: For line 5, you can say: *Ninety women and **one** hundred men OR Ninety women and **a** hundred men.* Both are correct.]

## 2. Read and match. Then ask and answer. [10 mins]

**Aim:** to practise numbers 10-80 and revise questions with *how old*.

-  Revise the meaning of *How old...?*
- Choose a pupil to read each question in turn. Elicit the letter of the matching picture.

**Answers:** A. 4, B. 1, C. 2, D. 3



-  Choose pupils to read the questions again. Elicit the answers in complete sentences (see the answers below).
-  Pupils take turns to point to a picture and ask *How old...?* Their partner answers in a complete sentence. Go around the class. Check that pupils are using *he/she/it/they* and *is/are* correctly.

**Answers:** A. How old is it? It's 30 years old. B. How old are they? They're 60 years old. C. How old is she? She's 80 years old. D. How old is he? He's 40 years old.

## Pupil's Book page 97

### A. Listen, number and say. [5 mins]

**Aim:** to practise numbers 10-100.

-  Read the script below. Pupils write each number in the correct box.
- Write the answers on the board.
-  Pupils check their answers together.

*One. Eighty. Eighty.*

*Two. Thirty. Thirty.*

*Three. Sixty. Sixty.*

*Four. A hundred. A hundred.*

*Five. Seventy. Seventy.*


*Six. Ninety. Ninety.*

**Answers:** 1. 80, 2. 30, 3. 60, 4. 100, 5. 70, 6. 90

## Starter activity [5 mins]





**Aim:** to revise numbers to 20.

- Tell pupils to do some sums. Say, for example, *2 and 5...?* (7); *8+6...?* (14) Include *10 and 10*.
-  Pupils ask and answer sums in the same way.

## Pupil's Book page 33

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

**Aim:** to teach numbers in tens to 100; teach *1 woman/2 women*.

-  Give pupils a few minutes to look at the pictures and talk about what they can see.
-  Elicit from pupils what they think is happening in the first picture. Teach *naughty*.
- Read the text below. Pupils follow in their books.
- Elicit or teach the numbers 30-100. Practise the pronunciation, especially *thirty, forty, fifty*: /θ ɜ: t i/; /f ɔ: t i/; /f ɪ f t i/.
- Check that pupils understand the whole rhyme.
- Revise *man/men*. Teach *woman/women*. Practise the spelling and compare the pronunciation: /w ʊ m ə n/, /w ɪ m ɪ n/.
- Read the text again. Pupils read along with you.

**B. Complete the sentences. Use the words in the box. [5 mins]**

**Aim:** to practise asking and answering about someone's age.

- Choose a pupil to read the words in the word box.
- Use the example to explain the activity. Pupils use the words in the box to complete the sentences.
- Pupils complete the sentences.
- Pupils check their work together.
- Choose pupils to read their answers to the class. Tell the other pupils to raise a hand if the answer is correct.

**Answers:** 1. How (example), 2. She, 3. years, 4. father, 5. He, 6. is, 7. old

**B. Read, say and spell. [5 mins]**

**Aim:** to read and spell words with known sounds.

- Help pupils to read and spell the words with w.
- Choose a pupil to sound out the first word: /w ε l/ and say 'well'.
- Ask: *What are the letters?* Elicit the letter names: w, e, l, l.
  - Use the picture to revise the meaning.
  - Repeat for the other words.

**C. Copy and read. [5 mins]**

**Aim:** to practise writing phrases in joined handwriting.

- Use handwriting lines to demonstrate writing the phrases and sentences, joining the letters together as you write.
- Pupils complete the activity. Go around the class, checking that pupils are placing their letters accurately on the lines and joining them correctly.


**End of Lesson 1 Checkpoints:**

- Pupils can count from 10-100 in tens.
- Pupils can use questions with *How old is he/she/it?*
- Pupils can read and spell the sound /w/ (as in *water*).


Unit 5 **People, Plants and Numbers** Lesson 1

1. Look, read and repeat.


10, 20, 30, 40...



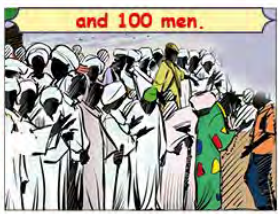
50, 60, 70, 80...



90 women...




and 100 men.




Now go back to 10 again.

2. Read and match. Then ask and answer.


A How old is it? B How old are they? C How old is she? D How old is he?




1



2



3



4

33

Pupils' Book 5

Unit 5 **People, Plants and Numbers** Lesson 1

A. Copy and complete the sentences.

years father How is She He old


① How old is Waleed's grandma?

② \_\_\_\_\_ is 70 ③ \_\_\_\_\_ old.

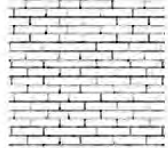
How old is Ali's ④ \_\_\_\_\_ ?

⑤ \_\_\_\_\_ ⑥ \_\_\_\_\_ 40 years ⑦ \_\_\_\_\_.

B. Read, say and spell.




well




wall

W



walk



woman

C. Copy and read.

1. Walk this way.

3. a well with water in it

2. Wait at the wall.



4. Watch from the window.

97

Pupils' Book 5

## Lesson overview





Listening/speaking:	follow and say instructions about how to grow a tomato plant; say words with 'gr' as in grow
Reading/writing:	read instructions about how to grow a tomato plant and match to pictures; read and spell words with 'gr' as in grow; write the correct words to complete sentences (articles); read and write phrases and sentences in joined writing
Grammar:	articles: <i>a, an</i> and <i>the</i> ; imperatives of common verbs
Functions:	instructions: give and follow simple instructions
New language:	<i>get, hole, pot, show, soil</i>

-  Pupils cover the sentences. They point to the pictures in the correct order, and take turns to say the matching instruction. Go around the classroom, listening and helping.
-  Choose pupils to say their sentences to the class.

## Pupil's Book page 98

### A. Copy and complete the sentences. Use the words in the box. [5 mins]

**Aim:** to practise using *a, an*, and *the*.

-  Revise when to use *a, an* and *the*.
  - the:** when there is only one (**the** sky), or we know which one or ones we mean (*He's the teacher* – the teacher of this class; *Ask the pupils* – pupils in this class/school);
  - a:** when there are several/many and we don't mean one in particular (*He's a teacher* -that's his job)
  - an:** instead of 'a' before words beginning with *a, e, i, o, or u.* (*It's a cat. It's an animal.*)
- Use the example to explain the activity. Pupils use *a, an*, or *the* to complete the sentences.
-  Pupils complete the sentences.
-  Pupils check their work together.
-  Choose pupils to read their answers to the class. Tell the other pupils to raise a hand if the answer is correct.

**Answers:** 1. a (example) /a, 2. a/the, 3. an/an, 4. the/the, 5. a/a, 6. a/the

### B. Read, say and spell. [5 mins]


**Aim:** to read and spell words with known sounds.

- Help pupils to read and spell the words with 'gr' (as in grape).
  - Choose a pupil to sound out the first word: /g r əʊ / and say 'grow'.
  - Ask: *What are the letters?* Elicit the letter names: *g, r, o, w.*
  - Use the picture to revise the meaning.
  - Repeat for the other words.

## Starter activity [5 mins]

**Aim:** to revise words for the lesson.






**Materials:** a list of words from the lesson, for example: *cover, grow, make, plant, put, seed, show, soil, tomato, wait, water, window*

-  Play *Make a line*. See the instructions on page 9 for Unit 1, Lesson 5.

## Pupil's Book page 34

### 1. Read and match. Then say how to grow a tomato plant. [20 mins]

**Aim:** to read and say a sequence of instructions.

-   Give pupils a few minutes to talk about the pictures. Elicit what they can see. Teach *get, hole, pot, soil, show*.
-  Read the sentences to the class. Pupils follow in their books.
- Read the text again, sentence by sentence. Pupils repeat.
- The pupils read aloud without you. Listen and help.
-  Pupils read the sentences to each other, and point to the matching pictures.
-  Choose a pupil to read each sentence and say the letter of the matching picture. Tell the other pupils to raise a hand if the answer is correct.

**Answers:** A. 4, B. 6, C. 8, D. 1, E. 5, F. 2, G. 7, H. 3

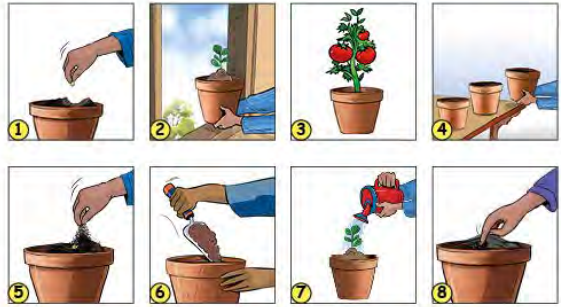
**End of Lesson 2 Checkpoints:**

- Pupils can talk about how to grow tomatoes plants from seeds.
- Pupils can understand the difference between *a*, *an* and *the*.
- Pupils can read and spell the adjacent sounds /g/ and /r/ as in *grape*.

1. Read and match. Then say how to grow a tomato plant.

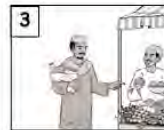


- |                               |                                    |
|-------------------------------|------------------------------------|
| (A) Get a plant pot.          | (B) Put soil in it.                |
| (C) Make a hole in the soil.  | (D) Put a tomato seed in the hole. |
| (E) Cover the seed with soil. | (F) Put the pot near a window.     |
| (G) Water the seed.           | (H) Wait for the plant to grow.    |



A. Copy and complete the sentences. Use the words in the box.

a an the



1. That's ~~a~~ nice picture of \_\_\_ bird.
2. Now make \_\_\_ hole in \_\_\_ soil.
3. Can I have \_\_\_ apple and \_\_\_ orange?
4. Put \_\_\_ tomatoes on \_\_\_ table in the kitchen.
5. Go straight on. There is \_\_\_ shop and \_\_\_ park.
6. Put \_\_\_ seed in \_\_\_ hole.

B. Read, say and spell.








gr




## Lesson overview

Listening/speaking:	follow and say a rhyme about weather and seasons; say words with 'oy' as in boy, 'oi' as in oil and 'ar' as in arm: say sentences to describe what is currently happening in pictures
Reading/writing:	read and match opposite words; read and spell words with 'oy' as in boy, 'oi' as in oil and 'ar' as in arm; read and write phrases and sentences in joined writing
Grammar:	the present continuous singular and plural; adjectives of size, colour and temperature
Functions:	date and time: talk about the seasons
New language:	<i>spring, summer, autumn, winter; cool, fall (v), shine (v), snow (n), warm, weather</i>

-  Listen to the rhyme.
  -  Play audio track 5.3. Pupils listen and follow in their books.
-  Say the rhyme.
  -  Check pupils understand the rhyme. Explain that *all day* means *the whole day*.
  - Play the audio again, line by line. Pupils listen and repeat.
  - Pupils read the rhyme aloud as a class, without the audio.
  -  Pupils read the rhyme with a partner. Go around the class, listening and helping.

## Extension

-  Say the names of the seasons as prompts. Pupils describe the season, e.g. Teacher: *Summer days*. Pupils: *Summer days are blue and the sun shines all day. / Summers are hot*

## Starter activity [5 mins]

**Aim:** to practise reading known words.

**Materials:** word cards: write the words *all, blue, cold, days, green, grey, hot, nests, nice, old, sing, tall, warm, white* on separate cards or pieces of paper





- See page 1 for instructions for the starter activity.

## Pupil's Book page 35

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





**Aim:** to introduce weather adjectives, and the names of the seasons.

**Materials:** audio track 5.3

-  Prepare the rhyme.
  - Pupils look at the pictures of the seasons. Explain that today's lesson is about the weather. Write *weather* on the board. Teach the meaning.
  -  Give pupils a few minutes to talk about the pictures together.
  -   Tell pupils to say what they can see. Accept answers in Arabic, but teach the English sentence and tell pupils to repeat. Write the new words on the board as they are needed.
  - Make sure all the new words are on the board: *spring, summer, autumn, winter; cool, fall (v) shine (v), snow, warm, weather*. Practise the meanings and the pronunciations.

### 2. Say sentences about the pictures. Use the words in the box. [10 mins]

**Aim:** to practise the present continuous.

-   Read the words in the word boxes with the class. Revise the meanings. Elicit that *shining* doesn't have a letter 'e'.
  - Use the example to explain. Pupils use *is* or *are* and the words in the boxes to complete the sentences. Remind pupils that we use *is/are + ing* to talk about what is happening *now*.
  - Revise using *is* with singular words and *are* with plurals.
  -  Pupils take turns to say a complete sentence. Check pupils use *is/are* correctly.
  -  Choose pupils to say their sentences to the class. The other pupils raise a hand if the answer is correct.
- Answers:** A. Snow is falling. B. The plants are growing. C. The sun is shining. D. The birds are singing. E. The leaves are falling.

## Extension

Pupils write the completed sentences in their notebooks.

# Pupil's Book page 99

## A. Copy, match and draw lines. [5 mins]

**Aim:** to revise words from the lesson.

- Use the example to explain. Pupils match the words with opposite meanings.
- Pupils draw lines to join the matching words.
- Pupils check their answers together.
- Choose pupils to read out their matching pairs. The others raise a hand if the words match.

**Answers:** black/white (example); cold/hot; autumn/spring; warm/cool; tall/short; winter/summer;

## B. Read, say and spell. [5 mins]

**Aim:** to read and spell words with known sounds.

- Help pupils to read and spell the words with *ar*.
  - Choose a pupil to sound out the first word: / **a** / **m** / and say *arm*.
  - Ask: *What are the letters?* Elicit the letter names: *a, r, m*.
  - Use the picture to revise the meaning.
  - Repeat for the other words.

## C. Copy and read. [5 mins]

**Aim:** to practise writing phrases in joined handwriting.





- Use handwriting lines to demonstrate writing the phrases and sentences, joining the letters together as you write.
- Pupils complete the activity. Go around the class, checking that pupils are placing their letters accurately on the lines and joining them correctly.

### End of Lesson 3 Checkpoints:

- Pupils can recognise the names of the seasons.
- Pupils can say some verbs in the present continuous.
- Pupils can read and spell the sound /a:/ (as in *car*).

Unit 5
Lesson 3


1. Listen, read and repeat.


Summers are hot and winters are cold. In autumn, leaves fall when they are old. The weather is warm on nice days in spring. And the birds in their nests in the trees all sing. Winter days are white when winter snows fall. Spring days are green. New plants grow tall. Autumn days are cool. Autumn days are grey. Summer days are blue and the sun shines all day.

2. Say sentences about the pictures. Use the words in the box.

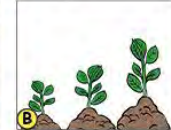
falling
growing
shining
singing
falling




Snow is falling.




A Snow...




The plants...



The sun...



The birds...



The leaves...

Pupil's Book 3

Unit 5
Lesson 3

A. Copy, match and draw lines.

black

cold

autumn

tall

winter

summer

short

hot


cool

warm


white

spring

B. Read, say and spell.




arm




star

ar



park



market

C. Copy and read.

1. It's sharp and hard.

3. Go to the park and the market.

2. In the farm and the garden.

4. It's dark. Look at the stars.


Pupil's Book 3

## Lesson overview

Listening/speaking:	ask and answer about people's height, weight and age; say words with 'all' as in ball; say sentences about people's age, height and weight
Reading/writing:	read and match descriptions of people's age, weight and height to pictures; read and spell words with 'all' as in ball; read and write phrases and sentences in joined writing; reorder words and write complete sentences
Grammar:	numbers 1-100; questions with <i>How: How much, How old, How tall</i>
Functions:	describe physical appearance: describe things by their height and weight; numbers: count 1-100
New language:	<i>kilogram, person, weigh</i>

## Starter activity [5 mins]






**Aim:** to revise the 10s numbers (10 to 100).

- Tell pupils to do some sums using numbers greater than of 10s. Say, for example, *20 and 50...?* (70); *80+10...?* (90). Do not include sums with answers greater than 100.
-  Pupils ask and answer sums in the same way.

## Pupil's Book page 36

### 1. Read and match. [10 mins]



**Aim:** to use numbers to talk about age, height and weight.

-   Write the new words *kilogram, person, weigh* on the board. Teach the meanings and practise the pronunciations (/p ɜː s ə n/, /w eɪ/, /k ɪ l ə g r ə m/). Revise *metre*.
-  Give pupils a few minutes to look at the picture together.
- Read the four texts under the pictures. Pupils follow in their books.
-  Pupils read the texts together and match the names with the descriptions.
-  Check the answers as a class.

**Answers:** A. Ahmed, B. Amani, C. Asma, D. Nadir





### 2. Ask and answer about the people. [6 mins]

**Aim:** to talk about people's age, height and weight.

-  Pupils look at the speech bubbles. Model the three questions and elicit the answers:  
*How old is Nadir? He is 40 years old.*  
*How tall is he? He is 1 metre 80 tall.*  
*How much does he weigh? He weighs 80 kilograms.*
- Remind pupils about the 's' on 'He weighs' in the answer. (Check they don't put an 's' on 'weighs' in the question; there is already an 's' on 'does'.)
- Repeat for the other three characters.
-  Pupils take turns to ask and answer the same questions about the characters. Go around the class, checking and helping.

### 3. Listen, read and say. [8 mins]





**Aim:** to teach the spelling patterns *oi* and *oy* (as in *boy* and *oil*).

-   Point to the letters *oi* and *oy* in the middle of the activity. Say the sound /ɔɪ/. Pupils point and repeat.
- Elicit that the letters *o and i* together and the letters *o and y* together make the sound /ɔɪ/.
- Write *boy* on the board. Draw a box around the *-oy*.
- Point and say *boy*. Stress the /ɔɪ/ sound. Revise the meaning.
- Repeat with *oil*.
- Point to and say each of the other words in turn. Pupils point and repeat. Revise the meanings.
-  Choose pupils to read the words to the class. Practise the pronunciation.
-  Pupils point at and read the words together.

## Pupil's Book page 100


### A. Write the words in the correct order. [3 mins]

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

-  Explain the activity. Pupils use each set of words to make a question or a sentence.
- Remind pupils to use capital letters and full stops or question marks.
-  Pupils write out the questions and 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, including the apostrophe 's' after *Mazen*.

**Answers:** 1. How tall are you? 2. How old is Mazen's brother? 3. How much does Ali weigh? 4. Samy is 11 years old. 5. Hamza weighs about 40 kilograms. 6. Taja is 1 metre 50 tall.



**B. Read, say and spell. [4 mins]**

**Aim:** to read and spell words with known sounds.

-  Help pupils to read and spell the words with 'all'.
  - Choose a pupil to sound out the first word: /b ɔ: l/ and say 'ball'. Be ready to help.
  - Ask: *What are the letters?* Elicit the letter names: *b, a, l, l*.
  - Use the picture to revise the meaning.
- Repeat for the other words.

**C. Copy and read. [4 mins]**

**Aim:** to practise writing phrases in joined handwriting.


-  Use handwriting lines to demonstrate writing the phrases and sentences, joining the letters together as you write.
-  Pupils complete the activity. Go around the class, checking that pupils are placing their letters accurately on the lines and joining them correctly.

**End of Lesson 4 Checkpoints:**


- Pupils can understand how weight is expressed in English.
- Pupils can express numbers 10-100 in English.
- Pupils can use the questions *How much does... weigh?*
- Pupils can read and spell the adjacent sounds /ɔ:l/ (as in *all*) and /ɔi/ (as in *boy*).

Unit 5
Lesson 4


1. Read and match.




Nader



Amani



Ahmed



Asma


**A** This person is 1 metre 50 tall and is 13 years old. This person weighs 40 kilograms.

**B** This person weighs 60 kilograms and is 1 metre 70 tall. This person is 40 years old.

**C** This person is 11 years old and weighs 30 kilograms. This person is 1 metre 30 tall.

**D** This person is 1 metre 80 tall. This person is 40 years old and weighs 80 kilograms.

2. Ask and answer about the people.



How old is... ?      How tall is... ?  
How much does... weigh?

3. Listen, read and say.

boy

oy / oi

toy

oil

point

soil


36

Unit 5
Lesson 4

A. Write the words in the correct order.


- tall / you? / are / How
- old / brother? / is / How / Mazen's
- weigh? / Ali / How / does / much
- years / is / Samy / old. / 11
- kilograms. / weighs / Hamza / 40 / about
- is / Taja / tall. / 1 metre / 50

B. Read, say and spell.




ball


all



tall



small



wall







C. Copy and read.

- a small ball
- a tall wall
- Don't fall on the football.
- We all play volleyball.

100


## Lesson overview

Listening/speaking:	listen and follow a story about a giant potato; say words with 'ou' as in house; retell parts of a story about a giant potato
Reading/writing:	read and spell words with 'ou' as in house; read and write phrases and sentences in joined writing; write the correct words to complete sentences (pronouns)
Grammar:	3 <sup>rd</sup> person present continuous tense, singular and plural; possessive adjectives: <i>my, his, her, your, our</i>
Functions:	actions and events: talk about things happening at the time of speaking
New language:	<i>donkey, give, ground, out, pull, quickly, wife</i>

-  Listen to the story.
  -  Play audio track 5.5 to the class. Pupils follow in their books.
-  Practise the story.
  -  Check pupils understand the whole story. Ask: *Why do the children want bread on Friday?*
  - Read the story, or play the audio again, sentence by sentence. Pupils listen and repeat.
-  Retell the story without the books.
  - Put flashcards 12-19 on the board, in order.
  - Point to each picture in turn and elicit the story. Prompt the children with questions as necessary *What is Abdullah's brother saying? What is Abdullah doing? What is happening to the potato? What is Mum doing?...*
  - Practise more than once if necessary.
  -  Pupils act the story, using the flashcards to help. Pupils take the roles of narrator, Abdullah's brother, Abdullah's wife, the children. Go around the classroom, listening and helping with.
  - Choose groups to act their story to the class.

## Starter activity [5 mins]

**Aim:** to revise the days of the week.

-  Tell the class to say the days of the week in order, starting on Sunday.
- Tell the class to say the days of the week in reverse order, starting on Saturday.
- Choose a pupil to spell *Wednesday* without looking at their books.





## Pupil's Book page 37

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



**Aim:** to practise the present continuous.





**Materials:** audio track 5.5, flashcards 12-19

-  Prepare the story.
  -  Give pupils a few moments to look at the pictures together.
  -   Write the new words on the board: *donkey, give, ground, pull, quickly, wife*. Elicit from pupils what they think happens in the story. Teach the new words and revise the old words as pupils need them for their explanation.
  - Help pupils to read the new words, and practise the pronunciations.

## Pupil's Book page 101

### A. Complete the sentences. Use the words in the box. [5 mins]

**Aim:** to practise possessive adjectives in simple sentences.


-  Revise the possessive adjectives.
  - Write *her, his, my, our, your* on the board.
  - Hold up a classroom object, e.g. a pencil. Elicit the Arabic for *her pencil, his pencil, my pencil, our pencil, your pencil*.
- Use the example to explain the activity. Pupils use *her, his, my, our, your* to complete the sentences.
-  Pupils complete the sentences.
-  Pupils check their work together.
-  Choose pupils to read their answers to the class. Tell the other pupils to raise a hand if the answer is correct.

**Answers:** 1. his (example), 2. my, 3. her, 4. our, 5. his, 6. your

# Pupil's Book page 40



## B. Read, say and spell. [5 mins]

**Aim:** to read and spell words with known sounds.

-  Help pupils to read and spell the words with *ou* (as in *out*).
  - Choose a pupil to sound out the first word: /h aʊ s/ and say 'house'. Be ready to help.
  - Ask: *What are the letters?* Elicit the letter names: *h, o, u, s, e.*
  - Use the picture to revise the meaning.
  - Repeat for the other words.

## C. Copy and read. [5 mins]

**Aim:** to practise writing phrases in joined handwriting.

-  Use handwriting lines to demonstrate writing the phrases, joining the letters together as you write.
-  Pupils complete the activity. Go around the class, checking that pupils are placing their letters accurately on the lines and joining them correctly.

### End of Lesson 5 Checkpoints:

- Pupils can understand the story and can act parts of it.
- Pupils can use possessive adjectives in simple sentences.
- Pupils can read and spell the sound *ou* / aʊ / (as in *out*).

Unit 5
Lesson 5

1. Listen, read and repeat. Then say and act.



A Don't water this potato.



B Look! Abdullah is watering the potato.



C Look! The potato is growing and growing.



D Abdullah, his family and his donkey are pulling the potato out of the ground.



E Abdullah's wife is cooking the potato.



F What's for lunch, mum? Potato.

The children are having lunch now.



G They eat potato on Sunday...



H Can we have bread, mum?


37
Pupil's Book 5

Unit 5
Lesson 5

A. Copy the sentences. Use the words in the box.


her his my our

1




Abdullah and his family.

2




That's \_\_\_\_\_ car.

3




This is Hala with \_\_\_\_\_ sister.

4




These are \_\_\_\_\_ bags.

B. Read, say and spell.




house


ou



ground



trousers



mountain

101
Pupil's Book 5


## Lesson overview

Listening/speaking:	follow and say instructions about ways to be healthy and match to pictures; follow and say instructions to do actions; say words with 'ck' as in kick
Reading/writing:	read and match instructions about ways to be healthy to pictures; read and respond to sentences about healthy habits; read and spell words with 'ck' as in kick; read and write phrases and sentences in joined writing; write sentences about own healthy habits
Grammar:	adverbs of frequency: always; prepositional phrases of time: <i>in the morning/at night</i>
Functions:	instructions: give and follow simple instructions
New language:	<b><i>always, healthy, night, wash</i></b>

## Starter activity [5 mins]








**Aim:** to revise words for the lesson.

-  Play *Guess the word*.
  - Explain the game. You think of a word (for example *vegetables*). Pupils guess letters until they guess the word. There is one letter for each blank.
  - Draw 10 short lines on the board like this: \_ \_ \_ \_ \_ .
  - Choose a pupil to guess a letter, for example 'e'.
  - If 'e' is in the word, write it in the correct place(s) in the word: \_ e \_ e \_ \_ \_ e \_
  - If 'e' is not in the word, write it to one side and cross it off: e. That is one wrong guess.
  - Pupils continue to guess letters until they know the word, or until they have had 10 wrong guesses. After 10 wrong guesses from the class, you win! Tell the class what the word is. Play again with a new word.
  - Revise the meanings.
  - Possible words from the lesson: *clean, drink, eat, fruit, morning, sleep, sport, teeth, wash, water*.

## Pupil's Book page 38



### 1. Read and match. [10 mins]


**Aim:** to introduce adverbs *always* and *healthy*.

-   Explain that today's lesson is about being healthy. Give pupils a few minutes to talk about the pictures.
- Write *always, healthy, night, wash* on the board. Read them for the class. Teach the meaning and practise the pronunciation.
-  Read the sentences to the class. Pupils follow in their books.
- Read the text again, sentence by sentence. Pupils repeat.
- The pupil read aloud without you. Listen and help.
-  Pupils read the sentences to each other, and point to the matching pictures.
-  Choose a pupil to read each sentence and say the letter of the matching picture. Tell the other pupils to raise a hand if the answer is correct.

### 2. Listen and match. Then say and do. [10 mins]

**Aim:** to practise instructions about health.



-   Revise the words.
- Say some short instructions. Do the actions. Pupils copy you.
- Say: *Point to your right leg. Put your left arm in the air. Put your right arm in front of you. Stand up. Kick with your right leg. Turn left. Jump. Sit down.*
- Look at the pictures. Explain the activity. Pupils listen to each instruction. They find the matching picture and say the letter, e.g.: Teacher: *Jump in the air* Pupils: *D*.  
*Kick with your right leg. Kick with your right leg.* [Picture I]  
*Jump in the air. Jump in the air.* [Picture D]  
*Put your right arm in the air. Put your right arm in the air.* [Picture B]  
*Sit down with your arms in front of you. Sit down with your arms in front of you.* [Picture E]  
*Put your arms in front of you. Put your arms in front of you.* [Picture A]  
*Put your left arm in the air. Put your left arm in the air.* [Picture J]  
*Kick with your left leg. Kick with your left leg.* [Picture C]  
*Put your two arms in the air. Put your two arms in the air.* [Picture F]  
*Turn to the right. Turn to the right.* [Picture G]  
*Turn to the left Turn to the left.* [Picture H]

-  Pupils take turns to choose a picture and say the action. Their partner does the action.

# Pupil's Book page 102





## A. Copy and complete the table. [3 mins]

**Aim:** to read and answer about personal habits.

-  Explain. Pupils read the list of healthy habits and tick the ones they do.
-  Pupils tick *I do* or *I don't* for each healthy habit.

## B. Write 5 sentences about what you always do. [4 mins]


**Aim:** to practise using *always* to write about habits.

-  Use the example to explain. Pupils write a sentence with *always* for each of the healthy habits they ticked in activity A.
- Elicit that each sentence starts with *I always*.
-  Pupils write sentences beginning with *I always*.
-  Pupils check their work together.
-  Choose pupils to read their answers to the class.

**Answers:** 1. I always do lots of exercise. (example) 2. I always clean my teeth. 3. I always drink lots of water. 4. I always wash and keep clean. 5. I always eat lots of fruit and vegetables. 6. I always sleep 8 or 10 hours a night.



## C. Read, say and spell. [4 mins]

**Aim:** to read and spell words with known sounds.

-  Help pupils to read and spell the words with *ck*.
  - Choose a pupil to sound out the first word: /k i k/ and say 'kick'.
  - Ask: *What are the letters?* Elicit the letter names: *k, i, c, k*.
  - Use the picture to revise the meaning.
  - Repeat for the other words.
  - Explain or elicit that /k/ is often spelled 'ck' at the ends of English words.

## D. Copy and read. [4 mins]

**Aim:** to practise writing phrases in joined handwriting.

-  Use handwriting lines to demonstrate writing the phrases, joining the letters together as you write.
-  Pupils complete the activity. Go around the class, checking that pupils are placing their letters accurately on the lines and joining them correctly.

### End of Lesson 6 Checkpoints:

- Pupils can understand and give simple instructions.
- Pupils can understand and use the phrases *always*, *at night*, *grow healthily*.
- Pupils can read and spell *ck* (/k/ as in *neck*).

😊 Unit 5
Lesson 6


1. Read and match.

**Grow Healthy**


(A) Always wash and keep clean.

(B) Eat lots of fruit and vegetables.


(C) Clean your teeth in the morning and at night.




1




2




3



4



5




6

(E) Do lots of exercise.


(F) Always drink lots of water.

(G) Sleep for 8 to 10 hours at night.


2. Listen and match. Then say and do.




A




B




C




D




E




F




G



H



I



J

Pupil's Book 5
38

😊 Unit 5
Lesson 6


A. Copy and complete the table.

Grow healthy	I do	I don't
1. Do lots of exercise.		
2. Clean my teeth.		
3. Drink lots of water.		
4. Wash and keep clean.		
5. Eat lots of fruit and vegetables.		
6. Sleep 8 or 10 hours at night.		

B. Write 5 sentences about what you always do.


1. *I always do lots of exercise.*

C. Read, say and spell.




kick


ck



chick



black



sticker

D. Copy and read.

1. a black chick

3. Pick up the sticker.

2. a knock and a kick

4. Look at the neck of the chick.

Pupil's Book 5
102




## Lesson overview

Listening/speaking:	ask and answer about things they can and can't do; say words with 'i_e' as in five; say sentences about what a girl could and couldn't do in the past, and what she can and can't do now
Reading/writing:	read short texts about a girl and things she could and couldn't do in the past and what she can and can't do now; read and spell words with 'i_e' as in five; read and write phrases and sentences in joined writing; write questions about what they can and can't do now; write sentences about what they could do in the past the past simple of <i>be</i> ( <i>was/were</i> ) and <i>can</i> ( <i>could</i> )
Grammar:	
Functions:	actions and events: talk about the past
New language:	<i>could, crawl, month, smile (v), was</i>

- Read the two texts again. Pupils read along with you.




## 2. Say sentences about Warda. [5 mins]

**Aim:** to practise using the past tense forms *could* and *was*.

-   Prepare the activity.
  - Read the first speech bubble. Prompt another sentence from pupils using ... *when she was six months old*.
  - Read the second speech bubble. Elicit something Warda can do now to make another example.
  - Elicit more sentences about Warda, using the information in the text boxes in activity 1.
-  Pupils take turns to talk about Warda in the same way. Go around the class, listening and helping.

## 3. Play 'Yes, I can. No, I can't.' [5 mins]





**Aim:** to review questions and answers with *Can you? Yes, I can/No, I can't*.

-   Explain the activity. Ask: *Can you (skip)?* If the answer is 'yes', pupils answer: *Yes, I can*, and mime the action. If the answer is 'no', pupils answer *No, I can't*, and cross their arms.
- Play as a class. Say each of the actions in turn. Pupils mime.
-  Pupils take turns to ask and answer about each of the actions.

## Pupil's Book page 103

**A. Copy, write questions and circle the answers. Use the words in the boxes. [3 mins]**

**Aim:** to review yes/no questions and answers with *Can you?*

-   Revise the words in the word box.
- Use the example to explain the activity. Pupils use each word in the word box to make a question with *Can you...?* They answer each question about themselves by circling *Yes, I can* or *No, I can't*.
-  Pupils compete the activity.
-  Pupils check their work together.


**B. Write sentences about what you could do. [4 mins]**

**Aim:** to practise sentences with *was* and *could*.

-   Use the example to explain the activity.

## Starter activity [5 mins]





**Aim:** to revise action verbs.

-  Explain the activity. You will name an action. Pupils will do the action (on the spot), or mime it.
- Agree mimes for *talk, skip, drive, cook, sleep*.
- Play. Say: *Stand up*. Pupils stand.
  - Continue with the other verbs in any order: *walk, talk, run, skip, drive, cook, eat, sleep, jump*.
  - Repeat several times, changing the order.
- Finish the game. Say: *Sit down!*

## Pupil's Book page 39

### 1. Read about Warda. [10 mins]

**Aim:** to practise the past tense forms *could* and *was*.

-   Give pupils a few minutes to read what they can and talk about Warda.
-   Read the two texts to the class line by line. Pause to elicit or teach the new words *months, smile, crawl* as they appear. Teach *could* and *was*. Practise the pronunciation (/k ʊ d/, /w ɒ z/).
- Ask questions to check understanding, e.g. *What could Warda do when she was 6 months old? What can she do now?*

Pupils write similar sentences about themselves. They use verbs from activity A.

- Pupils write three sentences about what they could do, and how old they were.
- Pupils read their sentences to their groups.

**C. Read, say and spell. [4 mins]**

**Aim:** to read and spell words with known sounds.

- Help pupils to read and spell the words with 'i-e' (as in *nine*).
  - Choose a pupil to sound out the first word: /f a ɪ v / and say 'five'.
  - Ask: *What are the letters?* Elicit the letter names: *f, i, v, e.*
  - Use the picture to revise the meaning.
  - Repeat for the other words.

**D. Copy and read. [4 mins]**

**Aim:** to practise writing phrases in joined handwriting.


- Use handwriting lines to demonstrate writing the phrases, joining the letters together as you write.
- Pupils complete the activity. Go around the class, checking that pupils are placing their letters accurately on the lines and joining them correctly.

**End of Lesson 7 Checkpoints:**


- Pupils can understand that *was* and *could* are the past tense forms of *is* and *can*.
- Pupils can ask about and say some things they can and can't do.
- Pupils can read and spell *i\_e* (/aɪ/ as in *nine*).

**Unit 5 Lesson 7**


1. Read about Warda.








This was when I was 6 months old. I could smile. I couldn't talk. I couldn't walk or run.



This is me now. I am 10 years old. I can still smile. I can walk, talk and run. I can speak English.



2. Say sentences about Warda.

 smile  
 talk  
 walk  
 run  
 smile
 

Warda couldn't walk when she was six months old.

Warda can walk now.

3. Play 'Yes, I can. No, I can't.'

Can you skip?

Yes, I can.

- A skip
- B smile
- C drive
- D crawl
- E speak English
- F cook

39

**Unit 5 Lesson 7**

A. Copy, write questions and circle the answers. Use the words in the boxes.

1. smile 2. run 3. drive 4. crawl 5. cook

1. *Can you smile?* Yes, I can. No, I can't.

B. Write sentences about what you could do in your notebook.

1. *When I was six months old, I could smile.*

C. Read, say and spell.

5 five smile

i\_e drive crocodile

D. Copy and read.

1. The Nile is wide. 2. This ice cream is nice.

3. What's the time? It's five. 4. Ali can drive a car.

103


## Lesson overview

**Listening/speaking:** ask and answer about own and other people's height and weight; follow and say instructions about how to grow a tomato plant; say words with 'u' as in bus; say and spell known words

**Reading/writing:** read and match known words to pictures; read and spell words with 'u' as in bus; list known words by category; reorder words and write complete sentences and questions; write sentences about the seasons; write instructions about ways to be healthy




**New language:** *season*

- In their notebooks, they write sentences about weather and the seasons. Go around the class, helping.

-  Pupils use their books to check their work.
- Pupils read their writing to their group.


### 3. Write about how to grow healthy. [5 mins]

**Aim:** to revise instructions for healthy living.

-   Choose pupils to read the two sentences to the class.
- Elicit other healthy habits. Pupils can use their books to help them.
- Pupils close their Pupil's Books and Pupil's Books. In their notebooks, they write sentences about how to live healthy. Go around the class, helping.
-  Pupils use their Pupil's Books to check their work.






### 4. Say it. Spell it. [4 mins]

**Aim:** to revise words from the unit with the letter 'w'.

- Say each word in turn for the class. Pupils repeat after you.
- Choose pupils to say and spell each word.
-  Pupils take turns to say and spell each word. Go around the class, listening and helping.



### 5. Add words. [3 mins]

**Aim:** to revise vocabulary from the unit.

-   Explain the activity. Pupils copy the table into their notebooks. They add as many words to each column as they can. Check pupils understand the headings. They may use their books to help them. Make it a game. Set a time limit, e.g. 2 minutes.
-  or  Pupils work in groups or pairs. Only one person needs to write. The other(s) can find words or check spellings.
-  Pairs swap books to count the words and check spelling. The pair or group with the most words wins.




### 6. Speak together. [3 mins]

**Aim:** to practise the questions.

-  Divide the class into two groups. Group 1 reads the questions; group 2 reads the answers.
- Groups swap roles and read again.
-  Pupils say the dialogue together without their books. They swap roles and repeat.

### Starter activity [5 mins]




**Aim:** to review words from the unit.

-   Tell pupils to choose ten words from the unit and write them in their notebooks.
-  Pupils take turns to say one of their words. Their partner spells the word and says the meaning. Pupils get one point for each word they get right. The partner with most points at the end is the winner.

## Pupil's Book page 24



### 1. Say sentences. [5 mins]

**Aim:** to talk about how to plant a tomato seed.

-   Pupils close their Pupil's Books and Pupil's Books. Elicit from them if they remember how to grow a tomato plant. Explain that there are eight steps.
-  Elicit a key word for each step, for example: *pot, soil, hole, seed, cover, window, water, wait*. Write the words on the board. Elicit the correct order.

### 2. Write about the seasons. [3 mins]

**Aim:** to describe the seasons.




-   Choose pupils to read about summer to the class.
- Elicit sentences about the other seasons. Pupils can use their books to help them.



## Pupil's Book page 104

### A. Read, number and say. [4 mins]






**Aim:** to read familiar words from the unit.

-  Explain. Pupils read each word and write the number beside the matching picture.
-  Pupils complete the activity.
-  Pupils take turns to ask and answer about the pictures.

**Answers:** A. 3, B. 6, C. 2, D. 1, E. 4, F. 5

### B. Write the words in the correct order. [4 mins]


**Aim:** to practise the correct word order for sentences.

-  Explain the activity. Pupils use each set of words to make a sentence.
- Remind pupils to use capital letters and full stops or question marks.
-  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, including the comma after *apple*.

**Answers:** 1. How much does Fawzi weigh? 2. Can I have an apple, please? 3. I sleep ten hours at night. 4. I could walk when I was small.


### C. Read, say and spell. [4 mins]

**Aim:** to read and spell words with known sounds.

-  Help pupils to read and spell the words with *u* (as in *up*).
  - Choose a pupil to sound out the first word: /b n s / and say 'bus'.
  - Ask: *What are the letters?* Elicit the letter names: *b, u, s*.
  - Use the picture to revise the meaning.
  - Repeat for the other words.

#### End of Unit 5 Checkpoints:

- Pupils can talk about how to grow a tomato plant.
- Pupils can write about seasons and how to grow healthy.
- Pupils can use the present continuous in English.
- Pupils can talk about things they could/couldn't and can/can't do.
- Pupils can read and spell common spelling patterns in English.

 Unit 5
Lesson 8

1. Say sentences.

Get a plant pot.  
Make a hole...

3. Write about how to grow healthy.

Drink lots of water.  
Do lots of sports.

5. Add words.


Weather	Season	Numbers
hot	winter	20

2. Write about the seasons.


Summers are hot.  
The sun shines.


4. Say it. Spell it.

warm  
wife  
weigh  
winter  
woman  
weather



6. Speak together.





 Unit 5
Lesson 8


A. Read, number and say.

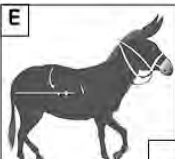
1. a woman 2. a hole 3. forty 4. a donkey 5. autumn 6. soil

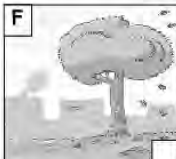
A  
40

B  


C  


D  



E  


F  


B. Write the words in the correct order.


- much / Fawzi / does / weigh? / How
- an / Can I / please? / apple, / have
- ten / I sleep / night. / hours / at
- walk / small. / when / I could / I was

C. Read, say and spell.



bus

u



lunch

### Lesson overview

Listening/speaking:	listen and match people and sports to pictures; say words with 'ng' as in mango; say sentences about the sports they like and don't like; say sentences about the sports their friend likes and doesn't like
Reading/writing:	read and match the sports to pictures; read and spell words with 'ng' as in mango; complete sentences about the sports they and their friend like and doesn't like
Grammar:	<i>like/enjoy</i> + N/V + <i>ing</i> ; present simple affirmative, negative and questions
Functions:	preferences: express likes and dislikes
New language:	<i>basketball, frisbee, karate, kite, table tennis, yourself</i>





- Make a table on the board, like this:

I (don't) like	I (don't) like + <b>playing</b>	I (don't) like + <i>other</i>
running	football	<b>doing</b> karate
swimming	basketball	<b>throwing</b> a Frisbee
	table tennis	<b>flying</b> a kite
	volleyball	

- Pupils copy the table into their notebooks. [Teaching point: some of these activities can be used without a second verb, but the meaning is slightly different, e.g. *I don't like football* can mean *I'm not interested in football.*]

### 2. Say sentences about yourself and your friend. [10 mins]

**Aim:** to practise *I like/don't like* + V + *ing*.

-  Choose two pupils to read the speech bubbles to the class.
- Choose pupils to say similar sentences about themselves.
-  Pupils write two sentences about themselves, following the model in Ahmed's speech bubble. Go around the class. Check pupils are using the correct structure for each activity.
-  Pupils say their sentences to their group.
- Prompt more sentences about Cathy from the class. Say e.g. *karate, running*. Elicit *Cathy likes running. She doesn't like doing karate.*
-  Pupils swap notebooks. They use the sentences from the activity to introduce each other to the group.

### Starter activity [5 mins]





**Aim:** to revise the names of sports (*football, running, swimming, volleyball*).

- Write down the name of one of the sports on paper, and show it secretly to one pupil.
- Tell him/her to mime the word for the class. Tell the other pupils to guess and spell the sport.
- Repeat for the other sports.

### Pupil's Book page 41

#### 1. Read, match and say. [10 mins]

**Aim:** to teach the names of some common sports; to say the ones you like and don't like.

-  Read the words in the box to the class. Pupils repeat. Do not give the meanings yet.
-  Give pupils a few minutes to try to match the pictures to the words.
- Check the answers. Elicit or teach the Arabic for each sport.






**Answers:** A. 4, B. 7, C. 2, D. 5, E. 9, F. 6, G. 1, H. 3, I. 8

- Revise *I like/I don't like*. Teach *I (don't) like playing (volleyball)*. Elicit similar sentences from the class for pictures 2-4.
- Elicit sentences for the other activities. Teach *running, swimming, flying a kite, throwing a frisbee, doing karate*.


### Pupil's Book page 105

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

**Aim:** to practise listening to *likes* + V + *ing*.

-  Explain. Pupils listen and write the number beside the matching picture.
-  Read the script below.
-  Pupils write each number in the correct box.
- Write the answers on the board.
-  Pupils check their answers together.
-  Check the answers. Ask: *What letter is picture (1)?* Elicit *It's letter (D). It's (She likes throwing a*





Frisbee.)

-  Pupils take turns to ask and answer about the pictures. (What does she/he like doing?)  
 A. She likes flying a kite. She likes flying a kite.  
 B. He likes swimming. He likes swimming.  
 C. He likes playing table tennis. He likes playing table tennis.  
 D. She likes throwing a Frisbee. She likes throwing a Frisbee.  
 E. She likes playing volleyball. She likes playing volleyball.  
 F. He likes doing karate. He like doing karate.

Answers: 1. D, 2. F, 3. A, 4. E, 5. C, 6. B


**B. Complete the sentences. [5 mins]**

Aim: to contrast *like/likes* with *don't like/doesn't like*.

-  Use the example to explain. Pupils complete each sentence with *playing* and the name of a sport.
-  Pupils complete the sentences.
-  Pupils check their work together.
-  Pupils take turns to read their sentences to the group.

**C. Read, say and spell. [5 mins]**

Aim: to read and spell words with known sounds.

-  Help pupils to read and spell the words with *ng*.
  - Choose a pupil to sound out the first word: /s i ŋ / and say 'sing'.
  - Ask: *What are the letters?* Elicit the letter names: *s, i, n, g*.
  - Use the picture to revise the meaning.
  - Repeat for the other words.

**End of Lesson 1 Checkpoints:**

- Pupils can name common sports.
- Pupils can understand that the form *likes/doesn't like* is used to talk about what other individuals likes and don't like.
- Pupils can read and spell the spelling pattern *ng* (/ŋ/ as in *long*).

 Unit 6
Sports and Games
Lesson 1

1. Read, match and say.

(A) table tennis
(B) flying a kite
(C) football
(D) karate
(E) running













2. Say sentences about yourself and your friend.




Hi, I'm Ahmed. I like playing basketball. I don't like swimming.







This is Cathy. She likes volleyball. She doesn't like playing table tennis.



Pupils' Book 3

 Unit 6
Sports and Games
Lesson 1

A. Listen, write the letters and say.

B. Complete the sentences in your notebook.

1. I like playing football.


2. I like \_\_\_\_\_

3. I don't like \_\_\_\_\_


4. My friend likes \_\_\_\_\_

5. My friend doesn't like \_\_\_\_\_

C. Read, say and spell.




mango




angry

ng



English




hungry

Pupils' Book 3




## Lesson overview

Listening/speaking:	follow, say and act out chant about different actions; say words with 'cl' as in clap
Reading/writing:	read and match words to pictures; read questions about the location of things in a picture and write answers; read and spell words with 'cl' as in clap; read and write phrases and sentences in joined writing
Grammar:	prepositions: <i>around, behind, down, in, in front of, on, out of, over, through</i> ; imperative verb forms
Functions:	locations: ask and answer about where things are
New language:	<i>around, clap, kind (adj.), shout (v)</i>

-  Play the audio again. Pupils read aloud along with the audio, and do the actions.
- Divide the class into two groups. Group 1 reads the rhyme (without the audio). Group 2 does the actions.
- Groups swap roles and repeat.


## 2. Read and match. [10 mins]

**Aim:** to revise familiar prepositions.

-  Choose pupils to read the words in the box.
- Do picture 1 with the class as an example. Say: *Look at picture 1. Which word is this? Elicit (up).*
-  Pairs match the rest of the words and pictures. They write the answers in their notebooks.
-  Choose pupils to say their answers to the class. The other pupils raise a hand if the answer is correct.

**Answers:** 1. J, 2. A, 3. E, 4. F, 5. H, 6. B, 7. I, 8. G, 9. C, 10. D






## Extension

-  Pupils take turns to point and say short phrases (or sentences) about the pictures. Go around the class, checking pupils are using the prepositions correctly.

## Pupil's Book page 106

### A. Copy the questions and complete the answers to the questions. Use the words in the box. [8 mins]



**Aim:** to practise prepositions; to practise using *It's* and *They're*.

-   Remind pupils to use *It's* about one object and *They're* with more than one.
- Use the example to explain the activity. Pupils use *It's* or *They're* and a word or phrase from the word box to complete each sentence.
-  Pupils complete the sentences.
-  Pupils check their work together.
-  Choose pupils to read their answers to the class. Tell the other pupils to raise a hand if the answer is correct.

**Answers:** 1. It's in front of the chair. (example) 2. It's under (the table). 3. They are/They're in the (box). 4. It's behind (the chair). 5. They are/They're on (the table).

## Starter activity [5 mins]

**Aim:** to review prepositions.







-  Use your hands to demonstrate and revise or teach *in, out (of), on, over, under, behind, in front of, up, down, through*. Write the words on the board.
- Agree mimes with the class. Practise. Say e.g. *in*. Pupils do the mime.
-  Pupils practise in the same way. They take turns to say the words and do the mime. Go around the classroom, listening and helping.

## Pupil's Book page 42

### 1. Listen, say and do. [12 mins]

**Aim:** to revise prepositions in an action rhyme.

**Materials:** audio track 6.2

-   Teach the new words.
  - Demonstrate *clap* and (*turn*) *around*. Elicit the meanings. Teach *kind, shout*.
  - Write all the words on the board, and practise the pronunciation.
-  Listen to the rhyme.
  -  Play audio track 6.2. Pupils listen and follow in their books.
-  Say the rhyme.
  -  Check pupils understand the rhyme. Practise the actions.


**B. Read, say and spell. [5 mins]** 


**Aim:** to read and spell words with known sounds.

- Help pupils to read and spell the words with 'cl' (as in clap).
  - Choose a pupil to sound out the first word: /k l æ p/ and say 'clap'.
  - Ask: *What are the letters?* Elicit the letter names: *c, l, a, p.*
  - Use the picture to revise the meaning.
  - Repeat for the other words.

**End of Lesson 2 Checkpoints:**


- Pupils can perform actions to a chant.
- Pupils can understand and use common prepositions.
- Pupils can read, say and spell the adjacent sounds *c l* (/k l/ as in *clap*).

 Unit 6
Lesson 2

1.  Listen, say and do.

Clap, clap, clap. Stand up and wait.  
 Clap, clap, clap and shout out eight: "Eight!"  
 Stand up. Clap, clap. Now turn around.  
 Clap, clap, clap. Sit on the ground.


Clap. Stand up. Clap, clap. Be kind.  
 Point in front and point behind.  
 Look left. Look right. Look in the air.  
 Clap, clap, clap. Sit on your chair.




2. Read and match.

(A) around
(B) on
(C) down
(D) in front
(E) in


(F) behind
(G) out
(H) over
(I) through
(J) up




1




2




3




4




5



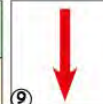
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7



8




9




10

Pupil's Book 3 42

 Unit 6
Lesson 2


A. Copy the questions and complete the answers to the questions. Use the words in the box.

behind
in
in front of
on
under




1. Where is the ball? It's in front of the chair.
2. Where is the cat? \_\_\_\_\_ the table.
3. Where are the toys? \_\_\_\_\_ the box.
4. Where is the mouse? \_\_\_\_\_ the chair.
5. Where are the cups? \_\_\_\_\_ the table.

B. Read, say and spell.



clap

cl



close

Pupil's Book 3 106

## Lesson overview

Listening/speaking:	ask and answer about the activities people are doing; say words with 'o' as in hop
Reading/writing:	read and spell words with 'o' as in hop; read and write phrases and sentences in joined writing; read answers and write questions about what people are doing in a picture
Grammar:	the question word: <i>How many?</i> ; the present continuous (singular and plural)
Functions:	numbers: ask and answer about amount
New language:	<i>hide and seek, hopscotch, leapfrog, marbles, mime, tag, swing (n), slide, skip (with a rope)</i>

- Write all the words on the board, and practise the pronunciations.
- Teach the correct sentence structure. Make a table on the board, like this:

She/He is...	She/He is <i>playing...</i>	She/He is <i>playing on a...</i>
running	leapfrog	swing
swimming	hide and seek	slide
	hopscotch	
	marbles	
	tag	

Pupils copy the table into their notebooks.



- Choose pupils to read the speech bubbles.
- Elicit similar sentences about the pictures. Be ready to help.

**Sample Answers:** (in any order) Two boys are playing leapfrog. Three boys are playing marbles. Two boys are playing tag. One boy is playing on a slide. One boy is running.

Two girls are playing hopscotch. One girl is throwing a ball. Two girls are playing hide and seek. One girl is playing on a swing. Three girls are skipping.

## Starter activity [5 mins]

**Aim:** to revise action verbs.



- Write these mixed-up words on the board: *pho, pumj, yalp, nur, spik, spot, wings, horwt, kwal*
- Explain they are all verbs. Tell pupils to write them out correctly as quickly as possible, without using their books to help. Make it a game. The winners will be the pair who finish first with all the words correct.
-  Pupils write the words out correctly in their notebooks. Remind pupils to give each word a capital letter.
-  Choose pupils to spell out their answers. Write the words on the board. Elicit or revise the Arabic.

**Answers:** *hop, jump, play, run, skip, stop, swing, throw, walk*

## Pupil's Book page 43



### 1. Read and say sentences about the children and the games. [10 mins]

**Aim:** to practise questions in the present continuous singular and plural.

-   Teach the new words.
  - Use the pictures to teach *a swing, a slide, skipping (with a rope), hide and seek, hopscotch, leapfrog, marbles, tag*. Briefly explain each game.

### 2. Ask and answer. [5 mins]



**Aim:** to practise using *how many* with questions.

-  Ask: *How many boys are playing leapfrog?* Elicit *Two*.
- Ask: *How many boys are playing on slide?* Elicit *One*.
- Elicit questions about the pictures from pupils. [Teaching point: The question is always *How many (boys) are..., even when the answer is 'one'*.]
-  Pupils take turns to ask and answer with *How many...?*


**Sample question:** (answers as above) How many boys are playing leapfrog? How many boys are playing marbles? How many boys are playing tag? How many boys are playing on a slide? How many boys are running? How many girls are playing hopscotch? How many girls are throwing a ball? How many girls are playing hide and seek? How many girls are playing on a swing? How many girls are skipping?

### 3. Play the 'Mime game.' [5 mins]

**Aim:** to revise the names of games and activities.

-   Choose pupils to read the speech bubbles. Explain *I think he's...*
- Choose a pupil to come to the front and mime playing one of the games. Ask the class: *What is he/she doing?* Choose a pupil to guess the name of the





activity using *I think he's/she's...*

-  Pupils play the mime game in groups. The pupil doing the miming asks *What am I doing?* One of the other pupils in the group guesses. Switch roles.

## Pupil's Book page 107

### A. Copy the answers and write the questions. [5 mins]


**Aim:** to practice questions in the present continuous with *How many*?

-  Use the example to explain. Pupils write similar questions about the picture.
-  Pupils write a question for each answer.
-  Pupils check their work together.
-  Choose pupils to read out their questions. The others raise a hand if the words match.

**Answers:** 1. How many boys are playing marbles? 2. How many boys are playing on the slide? 3. How many boys are running 4. How many boys are playing leapfrog?

### B. Read, say and spell. [5 mins]

**Aim:** to read and spell words with known sounds.

-  Help pupils to read and spell the words with *o* as in *hop*.
  - Choose a pupil to sound out the first word: / *h* o *p* / and say 'hop'.
  - Ask: *What are the letters?* Elicit the letter names: *h, o, p*.
  - Use the picture to revise the meaning.
  - Repeat for the other words.

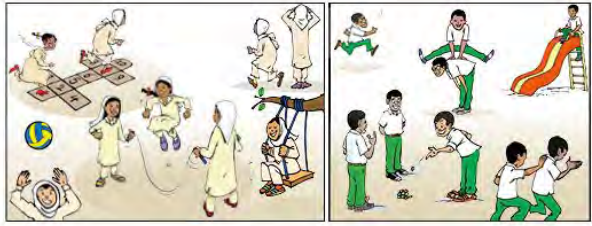
### End of Lesson 3 Checkpoints:

- Pupils can recognise the names of some common games.
- Pupils can ask questions in the present continuous beginning with *how many*.
- Pupils can read and spell the sound /*o*/ ('*o*' as in *hop*).


Unit 6
Lesson 3

1. Read and say sentences about the children and the games.


A play hide and seek    B play marbles    C play on a swing    D skip  
 E play leapfrog    F play tag    G play on a slide    H run  
 I play hopscotch    J play throw a ball



2. Ask and answer.




How many girls are playing hide and seek?




Two girls are playing hide and seek.

3. Play the 'Mime Game.'



What's he doing?




I think he's throwing a ball.

**43**

Unit 6
Lesson 3


A. Copy the answers and write the questions.



1. Two boys are playing marbles.  
*How many boys are playing marbles?*


2. Three boys are playing on the slide.  
 3. Two boys are running.  
 4. Three boys are playing leapfrog.

B. Read, say and spell.




hop


o



frog



stop




hospital

**107**

## Lesson overview

Listening/speaking:	listen and match how often people play different games to a table; ask and answer about how often people do different sports and activities; say words with 'u' as in put, 'oo' as in good and 'ee' as in bee
Reading/writing:	read and spell words with 'u' as in pull, 'o' as in foot and 'ee' as in bee; read and write phrases and sentences in joined writing; read a table and write sentences about how often people do different sports and activities
Grammar:	adverbs of frequency: <i>sometimes, often, never</i>
Functions:	actions and events: describe the frequency of actions
New language:	<i>often, sometimes, never</i>



- Read the teacher's script below. Pupils listen and match each letter at the side of the picture to the correct name.
-  Check the answers as a class. Write them on the board.

*Eddie often swims. He never flies a kite. He sometimes plays table tennis. Mr Gamar never plays tag. He sometimes throws a Frisbee. He often does karate. Badr sometimes plays basketball. He often plays football. He never plays marbles. Ahmed sometimes plays hopscotch. He often runs. He never plays leapfrog.*

**Answers:** A. Badr, B. Mr Gamar, C. Eddie, D. Ahmed

## 2. Ask and answer. [5 mins]




**Aim:** to practise adverbs of frequency and questions with *how often*.

-  Choose a pupil to read the first speech bubble.
- Check pupils understand how to find the answer in the table. Remind them of the answers to activity 1: Badr is number A, Mr Gamar is B, Eddie is C and Ahmed is D.
- Choose a pupil to read the second speech bubble.
- Elicit another example, e.g. *How often does Ahmed run? (He often runs.)*
-  Pupils take turns to ask and answer about how often the characters do things. Go around the class, checking and helping. Remind pupils about the 's' on *plays, runs*, etc. in the answer.

**Sample questions and answers:** How often does Badr play basketball? He sometimes plays basketball. How often does Badr play football? He often plays football. How often does Badr play marbles? He never plays marbles.

## 3. Listen, read and say. [5 mins]

**Aim:** to teach the spelling patterns *u* and *oo* (/ʊ/ as in *put/foot*).

-  Point to the letters *u* and *oo* in the middle of the activity. Say the sound /ʊ/. Pupils point and repeat.
- Elicit that the letter 'u' and the letters *o* and *o* together make the same sound.
- Write *put* on the board. Draw a box around the 'u'.
- Point and say: *put*. Stress the /ʊ/ sound. Revise the meaning.
- Point to and say each of the other words in turn. Pupils point and repeat. Revise the meanings.
-  Choose pupils to read the words to the class. Practise the pronunciation.
-  Pupils point at and read the words together.

## Starter activity [5 mins]



**Aim:** to revise the names of activities.

- Choose a pupil to come to the front and mime playing one of the activities from the unit. Ask the class: *What do you think he's/she's doing?* Choose a pupil to guess the name of the activity. He/She asks *Is he (playing tag?)* The pupil who did the miming says *Yes* or *No*.
- Continue as a class, or play in groups as in lesson 3.

## Pupil's Book page 44

### 1. Listen and match. [10 mins]

**Aim:** to introduce adverbs of frequency.

-  Write the new words *sometimes, often* (/ɒ f ə n/), *never* on the board. Teach the meaning and practise the pronunciation.
- Explain the activity. Pupils listen to the activities Badr, Eddie, Ahmed and Mr Gamar do, and learn how often they do them.
- Explain the table. Person A plays *basketball* *sometimes*, *football* *often* and *marbles* *never*. Point out the names under the table. Pupils decide who is person A, person B and so on.
-  Give pupils a few minutes to look at the pictures together.



# Pupil's Book page 108

## A. Look and write sentences. Use *sometimes*, *often* or *never*. [5 mins]

**Aim:** to practise adverbs of frequency and the present simple.

- Use the example to explain the activity. Pupils use the pictures to write sentences about Dalia and Cathy.
- Pupils write out the sentences.
- Pupils check their answers together.
- Choose pupils to read their answers aloud. Write the answers on the board.
- Pupils check their work together. Remind them to check for the 's' on *plays*.

**Answers:** 1. Dalia sometimes plays volleyball. (example)  
 2. Dalia often plays table tennis. 3. Dalia never swims. 4. Cathy sometimes plays leapfrog. 5. Cathy often throws a Frisbee. 6. Cathy never plays football.

## B. Read, say and spell. [5 mins]

**Aim:** to read and spell words with known sounds.

- Help pupils to read and spell the words with 'ee' (as in *tree*).
  - Choose a pupil to sound out the first word: / bi:/ and say 'bee'.
  - Ask: *What are the letters?* Elicit the letter names: *b, e, e*.
  - Use the picture to revise the meaning. Elicit that this is the insect. Repeat for the other words.

## C. Copy and read. [5 mins]

**Aim:** to practise writing in joined handwriting.


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


### End of Lesson 4 Checkpoints:


- Pupils can use the adverbs *sometimes*, *never*, *often* in present simple sentences.
- Pupils can understand simple questions *how often* about sports and games.
- Pupils can read and spell the sounds /ʊ/ (as in *put/foot*) and /i:/ (*ee* as in *tree*, and *e* as in *me*).


Unit 6
Lesson 4













1. Listen and match.

  
Badr


  
Eddie

  
Ahmed


  
Mr Gamar

	sometimes	often	never
A			
B			
C			
D			

2. Ask and answer.



How often does Badr play basketball?



He sometimes plays basketball.

3. Listen, read and say.

pull

u / oo

foot

put

good



sugar

cook

Pupil's Book 3
44

Unit 6
Lesson 4


A. Write sentences. Use *sometimes*, *often* or *never*.

	sometimes	often	never
 Dalia	 play volleyball	 play table tennis	 swim
 Cathy	 play leapfrog	 throw a frisbee	 play football

*Dalia sometimes plays volleyball.*


*Cathy*

B. Read, say and spell.

  
bee

ee

  
feet


  
seeds

  
street


Pupil's Book 3
108

## Lesson overview

Listening/speaking:	listen and match numbers to pictures; follow instructions to play a board game; follow and say and numbers up to 30; listen and match numbers to pictures; say words with 'ss' as in grass
Reading/writing:	read and follow instructions to play a board game; write instructions using <i>don't</i> ; reorder words and write complete sentences; read and spell words with 'ss' as in grass
Grammar:	numbers to 30; imperatives and negative imperatives with <i>don't</i>
Functions:	numbers: count 1-30
New language:	<i>back, forward, miss (v), square (n), turn (n)</i>

- Say: *20 and 2 is 22*. Pupils repeat.
- Prompt *20 and 3 is...?* (Elicit 23). Continue in the same way until 20 and 9 is 29.
- Count as a class from 20 to 30. Pupils point to the number in their books as they count.
-  Explain pupils can now count to a hundred, as the numbers follow the same pattern from now on.



## Extension

-  Pupils ask and answer sums with answers between twenty and thirty.

## Pupil's Book page 109

### A. Listen, number and say. [5 mins]

**Aim:** to practise numbers 20-30.






-  Read the script below. Pupils write each number in the correct box.
- Write the answers on the board.
-  Pupils check their answers together.

1. *Twenty-eight.*    *Twenty-eight.*
2. *Twenty-two.*    *Twenty-two.*
3. *Twenty-five.*    *Twenty-five.*
4. *Twenty-nine.*    *Twenty-nine.*
5. *Twenty-three.*    *Twenty-three.*
6. *Thirty.*    *Thirty.*

**Answers:** 2, 4, 3, 6, 1, 5


### B. Change the sentences. Use *Don't*. [5 mins]

**Aim:** to practise instructions with *don't*.

-   Use the example to explain the activity. Pupils use *don't* to write negative instructions.
-  Pupils write sentences with *don't*.
-  Pupils check their work together.
-  Choose pupils to read their answers to the class.



### C. Read, say and spell. [5 mins]

**Aim:** to read and spell words with known sounds *ss* (as in *grass*).

-  Help pupils to read and spell the words with *ss* (as in *grass*).
  - Choose a pupil to sound out the first word: /g r a: s / and say '*grass*'. Be ready to help.
  - Ask: *What are the letters?* Elicit the letter names: *g, r, a, s, s*.
  - Use the picture to revise the meaning.
  - Repeat for the other words.

## Starter activity [5 mins]

**Aim:** to revise the numbers 1-20.




-  Tell pupils to do some sums with answers between 11 and 20. Say, for example, *6 and 5...?* (11); *15+4...?* (19).
-  Pupils ask and answer sums in the same way.

## Pupil's Book page 45

### 1. Read and play. [10 mins]


**Aim:** to practise simple instructions for a board game.

**Materials:** Dice/Spinners (one per group or pair)

-   Look at the game board with pupils.
- Read the instructions in the squares with class. Elicit or teach the meanings of the new words and expression: *go back (one) square, go forward, miss a turn, square, (your) turn (again)*.
- Choose two pupils to come to the front and play one or two turns, as an example.
-  Pupils play the game together. Go around the class to help.

### 2. Count to 30. [5 mins]

**Aim:** to practise counting 1-30.

-  Count together as a class from 1-20.
- Count from 1-20 around the class. Be ready to help.
- Write  $20 + 1 = 21$  on the board. Read it aloud. Pupils repeat.

**End of Lesson 5 Checkpoints:**

- Pupils can understand and follow simple instructions.
- Pupils can count to 30.
- Pupils can understand and play a simple board game.
- Pupils can read and spell the spelling pattern ss (/s/ as in *grass*).

**Unit 6 Lesson 5**

1. Read and play.

2. Count to 30.

45 Pupil's Book 5

**Unit 6 Lesson 5**


A. Listen, number and say.

22	29	25
30	28	23

B. Change the sentences. Use Don't.


- Drop the ball. *Don't drop the ball.*
- Play basketball.
- Miss your turn.
- Win the game.
- Swim in the river.

C. Read, say and spell.




grass


SS



miss



dress









class

109 Pupil's Book 5



## Lesson overview

Listening/speaking:	listen and say sentences about a girl who has become healthy; ask and answer about healthy habits; say words with 'ea' as in head
Reading/writing:	read and complete questions and answers in a dialogue about healthy habits; read and spell words with 'ea' as in head; read and write phrases and sentences in joined writing; complete sentences about own healthy habits
Grammar:	past simple of <i>be</i> and <i>can</i> ; adverbs of frequency: <i>often</i> , <i>sometimes</i> , <i>never</i> ; questions with <i>Do you...?</i> and the present simple
Functions:	actions and events: talk about activities now and in the past; describe the frequency of actions
New language:	<i>last (year)</i> , <i>chocolate</i> , <i>cola</i> , <i>exercise (v)</i> , <i>every (v)</i> , <i>fit</i> , <i>healthy</i>

-  Pupils look at the pictures and read what they can.
-  Listen to the dialogue.
  -  Play audio track 6.6. Pupils listen and follow in their books.
-  Practise the dialogue.
  -  Ask questions to check that pupils understand. *Was Maha fit last year? Is she fit now? What exercise does she do? What does she eat? Does she eat chocolate?*
  -  Play the audio again, line by line. Pupils listen and repeat.
    - Divide the class into two groups. Tell the class to read the dialogue without the audio. Be ready to help with the new words. Group 1 reads the reporter and group 2 reads Maha.
  - The groups change roles and read the story again.

## 2. Read and say Yes or No. [5 mins]






**Aim:** to practise questions with *Do you...?* in the present simple.

-  Read the first question to the class. Pupils repeat as a class.
- Elicit the answers *Yes, I do/No, I don't*.
- Read the rest of the questions to the class. Pupils repeat after you.
-  Pupils take turns to ask and answer the questions. (Remind pupils not to write in their pupil's books, if necessary.) Go around the class, listening and helping.

## Pupil's Book page 110

### A. Copy and complete the sentences. Use the words in the box. [5 mins]


**Aim:** to practise questions and answers with *Do you?*

-   Use the example to explain the activity. Pupils use one word from the box to complete each blank.
-  Pupils complete the activity.
-  Pupils check their work together.
-  Choose pupils to read their answers to the class. Pupils raise a hand if the answer is correct.

**Answers:** 1. you (example), 2. Yes, 3. eat, 4. lots, 5. never, 6. Do, 7. No, 8. drink

## Starter activity [5 mins]

**Aim:** to revise words for the lesson.



-  Play *Guess the word*.
  - Possible words from the lesson: *any*, *cola*, *exercise*, *fish*, *fruit*, *little*, *lot*, *meat*, *milk*, *now*, *sport*, *vegetables*, *year*.

## Pupil's Book page 46

### 1. Listen, read and act. [10 mins]


**Aim:** to practise the simple past tense forms: *could/couldn't* and *was/wasn't*.

**Materials:** audio track 6.6

-   Prepare the dialogue.
  - Explain that today's lesson is about exercise and healthy food. Maha is talking to a reporter about how she stays fit.
  - Write the words *last (year)*, *chocolate*, *cola*, *exercise (v)*, *how about?* and *fit* on the board. Read them for the class. Teach the meanings and practise the pronunciations.



## B. Read, say and spell. [5 mins]

**Aim:** to read and spell words with known sounds.

-  Help pupils to read and spell the words with *ea* (/ɜ:/ as in *head*).
  - Choose a pupil to sound out the first word: /h ɜ: d / and say 'head'.
  - Ask: *What are the letters?* Elicit the letter names: h, e, a, d.
  - Use the picture to revise the meaning.
  - Repeat for the other words.
  - Explain or elicit that 'ea' can be pronounced /ɜ:/ (*head*) or /i:/ (*beach*) in English.


## C. Copy and read. [5 mins]


**Aim:** to practise writing phrases in joined handwriting.


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

### End of Lesson 6 Checkpoints:


- Pupils can understand and ask simple questions in the present simple.
- Pupils can understand and use the phrases about exercise.
- Pupils can read and spell *ea* (/ɜ:/ as in *head*).

 Unit 6
Lesson 6


1.  Listen, read and act.




A  
Last year Maha couldn't run. She wasn't fit. But she is fit now.



B  
Do you exercise now, Maha?  
Yes, I exercise every day. I walk, run and I sometimes swim.



C  
What do you eat and drink?  
I eat some fish and meat and lots of fruit and vegetables. I drink water, milk or juice. I never drink cola.




D  
Do you eat any chocolate?  
A little. Not a lot.

2. Read and say **Yes** or **No**.

**Are you fit and healthy?**

Do you exercise?	Yes / No
Do you play any sports?	Yes / No
Do you eat any meat and fish?	Yes / No
Do you eat lots of vegetables?	Yes / No
Do you eat any fruit?	Yes / No
Do you drink any milk?	Yes / No
Do you eat lots of chocolate?	Yes / No
Do you drink lots of cola?	Yes / No

Pupil's Book 3
46


 Unit 6
Lesson 6

A. Copy and complete the sentences. Use the words in the box.

Do drink eat lots never No you Yes


1. Do you eat meat? \_\_\_\_\_, I sometimes eat meat.
2. Do you \_\_\_\_\_ fish? Yes, I eat \_\_\_\_\_ of fish.
3. Do you eat chocolate? No, I \_\_\_\_\_ eat chocolate.
4. \_\_\_\_\_ you eat fruit? Yes, I eat lots of fruit.
5. Do you drink cola? \_\_\_\_\_, I never drink cola.
6. Do you \_\_\_\_\_ milk? Yes, I often drink milk.

B. Read, say and spell.




head


ea



bread



weather



healthy





C. Copy and read.




1. Eddie is healthy.
2. The bread is on the desk.
3. The hat is on his head.
4. The weather is hot.

Pupil's Book 3
110

## Lesson overview



Listening/speaking:	follow and say simple descriptions of sports and games; say words with 'ch' as in chair
Reading/writing:	read and match games and sports to simple descriptions about them; read and spell words with 'ch' as in chair; read and write phrases and sentences in joined writing; read and match familiar verbs to pictures; write sentences about volleyball
Grammar:	impersonal <i>you</i> : <i>You play this...</i> ; sentences in the present simple
Functions:	identify and name some common activities
New language:	<i>basket, net, player, score</i>

-   Read the four texts to the class line by line. Pupils repeat. Revise the vocabulary as necessary. Explain that the 'you' here means 'anyone (playing this game)'.
  -  Read the texts again. Pupils read along with you.
  -  Pupils match the words and descriptions.
  - Check the answers.
- Answers:** A. 1 table tennis, B. 4 swinging, C. 8 football, D. 5 basketball

-   Give pupils time to think of things to say about the other sports in the box (2, 3, 6, 7).
-  Choose pairs to say their sentences to the class. The other pupils guess which activity each sentence describes, e.g. *You play this with small glass balls. (marbles)*

## Starter activity [5 mins]

**Aim:** to revise the names of sports and games.





- Write these mixed-up words on the board: *taskabbell, blotfoal, gralpfloe, brelams, gurninn, wimismng, blovelally*
- Explain they are the names of sports and games. Tell pupils to write them out correctly as quickly as possible, without using their books to help. Make it a game. The winners will be the pair who finish first, with all the words correct.
-  Pupils write the words out correctly in their notebooks. Remind pupils to give each word a capital letter.
-  Choose pupils to spell out their answers. Write the words on the board. Elicit or revise the Arabic.

**Answers:** *basketball, football, leapfrog, marbles, running, swimming, volleyball*

## Pupil's Book page 47





### 1. Read and match. Then say sentences about the other games. [15 mins]

**Aim:** to practise impersonal *you* when describing sports and games.

-   Explain. Pupils match the descriptions to the correct activity.
- Teach the new words: *net, player, score*.
-   Give pupils a few minutes to read and talk about the descriptions.

### 2. Write about volleyball. [5 mins]






**Aim:** to write a simple description of volleyball.

-   Look at the picture with the class. Ask questions to elicit sentences about volleyball: *What do you need? How many teams are there? How many players in a team? How do you play/hit the ball?* Pupils use the information to answer the questions.
  -  Pupils write a short description of volleyball in their notebooks.
  -  Pupils check their work together.
- Answers:** *You need a ball and a net for playing volleyball. There are 6 players in a volleyball team. There are 2 teams in a volleyball game. You hit the ball with your hands or arms.*

## Pupil's Book page 111


### A. Look at write the correct word from the box. [5 mins]

**Aim:** to revise the verbs used to talk about sports.

-   Revise the words in the word box, if necessary.
  - Use the example to explain the activity. Pupils match each word in the word box with one of the pictures.
  -  Pupils compete the activity.
  -  Pupils check their work together.
  -  Check the answers as a class.
- Answers:** [lines to the following pictures] 1. clap, 2. shout, 3. swim (example), 4. win, 5. score, 6. miss

**B. Read, say and spell. [5 mins]**

**Aim:** to read and spell words with known sounds.

-  Help pupils to read and spell the words with 'ch' (as in *much*).
  - Choose a pupil to sound out the first word: / tʃ / εə / and say 'chair'.
  - Ask: *What are the letters?* Elicit the letter names: *c, h, a, i, r.*
  - Use the picture to revise the meaning.
  - Repeat for the other words.

**End of Lesson 7 Checkpoints:**

- Pupils can understand short descriptions of familiar sports and games.
- Pupils can understand that *you* is a general *you* and does not mean *you* as an individual.
- Pupils can read and spell /tʃ/ (*ch* as in *much*).

Unit 6
Lesson 7

1. Read and match. Then say sentences about the other games.

**A** You play this sport with a ball. 2 or 4 players can play. You need a table and a net.

**B** This sport is for 1 person. You sit down and go forward and back on a seat.


1 table tennis  
2 leapfrog  
3 volleyball  
4 swinging  
5 basketball  
6 marbles  
7 running  
8 football

**C** There are 2 teams and 11 players play in a team. You kick a ball with your feet. 1 player can catch the ball.

**D** You play this sport with 5 players in your team. There are 2 teams. You play with a ball and throw it. You throw the ball in a basket.

2.  Write about volleyball.


Volleyball




a net

a team  
6 players

a ball




Hit... hands and arms.





47
Pupil's Book 5

Unit 6
Lesson 7

A. Look and write the correct word from the box.

1 

3 

5 

clap


score


shout


swim

win


miss

2 


4 

6 

B. Read, say and spell.




chair




chocolate

ch



children



hopscotch

111
Pupil's Book 6




## Lesson overview

**Listening/speaking:** ask and answer about which games people play, and how often; follow, say and act a chant about different actions; say words with 'dr' as in drop' say and spell known words

**Reading/writing:** read and match known words to pictures; read and spell words with 'dr' as in drop; list known words by category; reorder words and write complete sentences; write sentences about a sport or game; write about a game they like

## Starter activity [5 mins]

**Aim:** to review words from the unit.






-   Pupils choose ten words from the unit and write them in their notebooks.
-  Pupils take turns to say one of their words. Their partner spells the word and says the meaning. Pupils get one point for each correct answer. The partner with most points wins.

## Pupil's Book page 48

### 1. Listen, say and do. [5 mins]



**Aim:** to say and perform actions to a rhyme.


**Materials:** audio track 6.2

-   Revise the words and the actions.
-   Play audio track 6.2 Pupils read aloud along with the audio, and do the actions.
-  Say the rhyme.
  - Divide the class into two groups. Group 1 reads the rhyme (without the audio). Group 2 does the actions.
  - Groups swap roles and repeat.

### 2. Write about a sport or a game you like. [3 mins]




**Aim:** to practise adverbs of frequency.

-   Read the sentences to the class.
- Revise the meanings of *sometimes*, *often* and *never*, if necessary.

- Elicit the names of other sports and games. Pupils can use their books to help them. Write the names on the board.
- Pupils close their Pupil's Books and Pupil's Books. In their notebooks, they write sentences with *sometimes*, *often* or *never* about activities they do (or don't do). Go around the class, helping.
-  Pupils read their writing to their group.



### 3. Write about a sport or a game. [5 mins]

**Aim:** to recycle impersonal *you* in the context of a game or sport.

-   Choose pupils to read the two sentences to the class.
- Elicit sentences about other activities. Pupils can use their books to help them.
- Pupils close their Pupil's Books and Pupil's Books. In their notebooks, they write sentences to describe how to play a sport or a game.
-  Pupils read their writing to their group.






### 4. Say it. Spell it. [4 mins]

**Aim:** to revise words from the unit.

-  Say each word in turn for the class. Pupils repeat after you.
- Choose pupils to say and spell each word, and give the meaning in Arabic.
-  Pupils take turns to say and spell each word. Go around the class, checking.


### 5. Add words. [3 mins]

**Aim:** to revise vocabulary from the unit.

-   Explain the activity. Pupils copy the table into their notebooks. They add as many words to each column as they can. Check pupils understand the headings. They may use their books to help them. Make it a game. Set a time limit, e.g. 2 minutes.
-  or  Pupils work in groups or pairs.
-  Groups swap books to check their work. The group with the most words (correct) wins.


### 6. Speak together. [3 mins]

**Aim:** to practise the questions *Do you play any sports?* *How often do you play?*

-  Choose two pupils to read the speech bubbles. Elicit the Arabic.








- Divide the class into two groups. Group 1 reads the questions; group 2 reads the answers. Read along with each group.

-  Pupils say the dialogue together without their books. They swap roles and repeat.

## Pupil's Book page 112

### A. Read, number and say. [4 mins]


**Aim:** to read familiar words from the unit.

-   Explain. Pupils read each word and write the number beside the matching picture.
-  Pupils complete the activity.
-  Check the answers. Ask: *What letter is picture (1)? Elicit It's letter (A). It's 'net'.*
-  Pupils take turns to ask and answer about the pictures.

**Answers:** A. 2, B. 6, C. 1, D. 4, E. 3, F. 5

### B. Read, say and spell. [4 mins]

**Aim:** to read and spell words with known sounds.

-  Help pupils to read and spell the words with *dr* (as in **drop**).
  - Choose a pupil to sound out the first word: /d r o p / and say 'drop'.
  - Ask: *What are the letters?* Elicit the letter names: *d, r, o, p.*
  - Use the picture to revise the meaning.
  - Repeat for the other words.

#### End of Unit 6 Checkpoints:

- Pupils can use adverbs of frequency.
- Pupils can use present continuous with *How many...?*
- Pupils can read and say common spelling patterns in English.

 Unit 6
Lesson 8

1.  Listen, say and do.

Clap, clap, clap.  
Stand up and wait.  
Clap, clap, clap and shout out eight: "Eight!"

3.  Write about a sport or a game.

You play table tennis with 2 players.  
You can also play with 4 players.

5.  Add words.

Sports	Sports words
football	win score

6. **Speak together.**

Do you play any sports?

How often do you play?

Yes, I play volleyball.


I play every day.

2.  Write about a sport or a game you like.


I often play tag.  
I sometimes play volleyball.  
I never do Karate.

4. **Say it. Spell it.**

often  
shout  
around  
score  
forward  
hopscotch

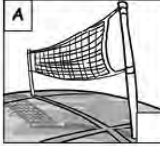


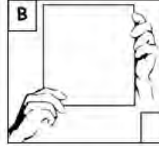
Pupil's Book 3
48


 Unit 6
Lesson 8


**A. Read, number and say.**


1. chocolate 2. a net 3. healthy 4. kind 5. a kite 6. a square

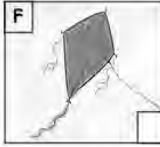
A 

B 


C 

D 

E 


F 

**B. Read, say and spell.**




drop

dr



drink



children

100

hundred

Pupil's Book 3
112

### Lesson overview


Listening/speaking:	follow and point to places on a map of Sudan; ask and answer about where places are in Sudan; say where places on a map of Sudan; say words with 'or' as in forty
Reading/writing:	read and spell words with 'or' as in forty; read and write phrases and sentences in joined writing; write sentences about where places are in Sudan
Grammar:	prepositional phrase: <i>in the north</i> ; articles: use of <i>the</i> '
Functions:	locations: ask and answer about where things are
New language:	<i>east, middle, north, south, west</i>

- Read the script below to the class. Pupils point to each place as it is named.
- Read the script again. Pupils repeat after you. Elicit the Arabic.

*Khartoum is in the middle of Sudan.  
The Nubian Desert is in the north of Sudan.  
The Red Sea is in the east of Sudan.  
The Marra Mountains are in the west of Sudan.  
Dinder Park is in the east of Sudan.  
The Totil Mountains are in the east of Sudan.  
The White Nile is in the South of Sudan.*



### 2. Say sentences about the places on the map. [5 mins]

**Aim:** to say where certain places in Sudan are.

-  Explain the activity. Pupils use the map to say where each place is.
- Say: *Look at Khartoum.* Read the speech bubble to the class.
- Read the other place names to the class. Pupils find the places on the map and answer as a class.

### 3. Ask and answer. [5 mins]





**Aim:** to ask and answer about where places are in Sudan.

-  Explain the activity. Pupils ask and answer about the places in activity 1.
- Practise the dialogues.
  - Read the first pair of speech bubbles to the class. Elicit *Where's Khartoum? It's in the middle of Sudan.*
  - Remind pupils to use *is* for singular places names and *are* for plural ones (e.g. *the Marra Mountains*).
  - Read the second pair of speech bubbles. Elicit *Where are the Marra Mountains? They're in the west of Sudan.*
-  Pupils take turns to ask and answer.

### Pupil's Book page 113

**A. Look and write sentences. Use the words in the box. [5 mins]**

**Aim:** to write where places in Sudan are.

-   Use the example to explain. Pupils use a word from the word box to say where each place is.
-  Pupils write the sentences.
-  Pupils check their answers together.

### Starter activity [5 mins]

**Aim:** to revise words for the lesson.

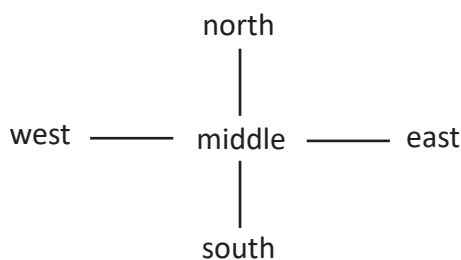
- Play *Guess the word*. Possible words from the lesson: *sea, park, mountain, town, desert, river, map*.



### Pupil's Book page 49

#### 1. Listen, point and repeat. [10 mins]

**Aim:** to teach the points of the compass.

-   Draw a diagram like this on the board:



- Use the diagram to teach *north, south, east, west, middle*. Say and point to each word. Elicit the Arabic.
- Pupils look at the map of Sudan in their books. Say: *Point to the north*. Repeat for *south, east, west, middle*.
-  Give pupil a few minutes to look at the map and read the names of the places.
-  Check pupils understand the Sudanese place names.

- Choose pupils to say their sentences to the class. The others raise a hand if the answer is correct.  
**Answers:** 1. Khartoum is in the middle of Sudan. (2-5 any order) Wadi Halfa is in the north of Sudan. El Fasher is in the west of Sudan/Port Sudan is in the east of Sudan. Kosti is in the south of Sudan.

**B. Read, say and spell. [5 mins]**

**Aim:** to read and spell words with known sounds.

- Help pupils to read and spell the words with *or*.
  - Choose a pupil to sound out the first word: /fɔ: tɪ/ and say 'forty'.
  - Ask: *What are the letters?* Elicit the letter names: *f, o, r, t, y.*
  - Use the picture to revise the meaning.
  - Repeat for the other words.
- Teach the tricky words: *work, word*.
  - Write the words *work* and *word* on the board. Say and sound them both out for pupils (/wɜ: k/, /wɜ: d/). Pupils repeat after you. Revise the meanings if necessary.
  - Practise the pronunciation and the spelling.

**End of Lesson 1 Checkpoints:**

- Pupils can understand and name the main points of the compass (*north, south, east, west*).
- Pupils ask and answer questions describing where certain places in Sudan are.
- Pupils can read and spell *or* (/ɔ:/ as in *forty*).

**Unit 7 Places in Sudan Lesson 1**

1. Listen, point and repeat.

2. Say sentences about the places on the map.

Khartoum is in the middle of Sudan.

3. Ask and answer.

Where's...? It's in...  
Where are...? They're in...

49

**Unit 7 Places in Sudan Lesson 1**

A. Write sentences about the map in your notebook. Use the words in the box.

east    -middle-    north    south    west

1. *Khartoum is in the middle of Sudan.*

B. Read, say and spell.

40

forty

or

north

short


horse

113

## Lesson overview




Listening/speaking:	ask and answer about what people are doing; follow and say a rhyme about the uses of water; say words with 'a_e' as in lake; say sentences about the uses of water
Reading/writing:	read a rhyme about the uses of water; read and spell words with 'a_e' as in lake; read and write phrases and sentences in joined writing; write the correct words to complete sentences (prepositions); write sentences about what people are doing
Grammar:	prepositions: <i>by, for, from, in, on</i>
Functions:	actions and events: talk about things happening at the time of speaking
New language:	<i>boat, by, fish (v), lake, sweet (adj.), travel</i>

understand. Elicit the Arabic for 'Water is **for**...':

- With pupils, agree a mime for each action.
-  Say the rhyme.
  - Divide the class into two groups. Group 1 reads the rhyme. Group 2 does the actions.
  - Groups swap roles and repeat.

## 2. Point and say sentences about the pictures. [5 mins]




**Aim:** to practise using *for* to explain the use of something.

-   Use the speech bubble to explain the activity. Pupils use the picture to give an example of what water is used for.
- Point out the *-ing* form after the preposition.
- Elicit the sentences which go with each picture.
-  Pupils point to each picture and say a sentence about it. Go around the class, listening and helping.

**Answers:** A. In picture A, water is for making sweet tea. B. In picture B, water is for travelling by boat. C. In picture C, water is for swimming. D. In picture D, water is for fishing. E. In picture E, water is for washing clothes. F. In picture F, water is for cooking food.

## 3. Ask and answer. [5 mins]

**Aim:** to practise using *He/she is* and *They are* with the present continuous.

-  Choose two pupils to read the speech bubbles.
- Elicit the question and answer for picture B. Remind pupils to use *The people/They are*, when there is more than one person.
-  Pupils take turns to ask and answer about the other pictures.
-  Choose pupils to say their answers to the class. The other pupils raise a hand if the answer is correct.

**Answer:** A. What's the woman doing in picture A? She's making sweet tea. B. What are the people doing in picture B? They're travelling by boat. C. What's the boy doing in picture C? He's swimming. D. What's the man doing in picture D? He's fishing. E. What's the woman doing in picture E? She's washing clothes. F. What's the man doing in picture F? He's cooking food.


## Pupil's Book page 114

### A. Look and write sentences. [3 mins]

**Aim:** to practise using the present continuous with singular and plural nouns.

## Starter activity [5 mins]




**Aim:** to revise words for the lesson.

-  Play *Make a line*. See page 9 for instructions for Unit 1, Lesson 5.
- Possible words from the lesson: *clothes, cook (v), drink, lunch, make, river, sea, swim, wash, well (n)*.


## Pupil's Book page 50


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

**Aim:** to learn and say an action rhyme with *for*.




-   Prepare the rhyme.
  - Teach the new words: *boat, by, fish (v) lake, sweet (adj.), travel*.
  - Write all the words on the board, and practise the pronunciation. Revise other uses for water. Elicit that water is for drinking.
-  Read the rhyme.
  - Read the script below. Pupils listen and follow in their books.

*Water is for fishing and for washing our clothes.  
Water is for swimming and for travelling by boat.  
Water is for cooking food and for making sweet tea.  
There's water in rivers, wells, lakes and the sea.*

-  Read the rhyme again, line by line. Pupils read along with you. Pause to check that pupils

-  Use the example to explain the activity. Pupils use the words to make sentences about what people in the pictures are doing.




- Elicit that each sentence will begin with 'The' (not 'A' or 'Boys') because we know who we are talking about. (The people in the picture).
- Remind pupils to use 'is' about one person and 'are' with more than one.

-  Pupils write out the sentences.
-  Pupils check their work together.
-  Choose pupils to read their answers to the class. Tell the other pupils to raise a hand if the answer is correct.

**Answers:** 1. The man is washing a car. 2. The girl is cooking lunch. 3. The boys are swimming in the lake. 4. The women are drinking tea.

**B. Copy and complete the sentences. Use the words in the box. [4 mins]**

**Aim:** to practise the use of prepositions.

-  Explain the activity. Pupils use one word from the word box to complete each sentence.
-  Pupils complete the sentences.
-  Pupils check their work together.

**Answers:** 1. in, 2. on, 3. from, 4. by

**C. Read, say and spell. [4 mins]** 

**Aim:** to read and spell words with known sounds.

- Help pupils to read and spell the words with *a-e* (as in *cake*).
  - Choose a pupil to sound out the first word: /l eɪ k/ and say 'lake'.
  - Ask: *What are the letters?* Elicit the letter names: *l, a, k e.*
  - Use the picture to revise the meaning.
  - Repeat for the other words.

**End of Lesson 2 Checkpoints:**


- Pupils can perform actions to a chant.
- Pupils can understand and use common prepositions, e.g. *by, for, from, in, on.*
- Pupils can read and spell *a-e* (/eɪ/ as in *cake*).

Unit 7 Lesson 2


1. Listen, read and repeat.


Water is for fishing and for washing our clothes.  
 Water is for swimming and for travelling by boat.  
 Water is for cooking food and for making sweet tea.  
 There's water in rivers, wells, lakes and the sea.


2. Point and say sentences about the pictures.





In picture A, water is for making sweet tea.













3. Ask and answer.



What are the people doing in picture B?




They are travelling by boat.


50

Unit 7 Lesson 2


A. Write sentences about the pictures in your notebook.




1



2



3



4

1. man / wash / car The man is washing the car.


2. girl / cook / lunch      3. boys / swim / lake      4. women / drink / tea

B. Copy and complete the sentences. Use the words in the box.

by      from      in      on


- Khartoum is \_\_\_\_\_ the middle of Sudan.
- People travel in boats \_\_\_\_\_ the Nile.
- Those boys are drinking water \_\_\_\_\_ a well.
- The women are travelling to Port Sudan \_\_\_\_\_ bus.

C. Read, say and spell.



lake

a\_e





cake

114

## Lesson overview

Listening/speaking:	ask and answer about turtles; say words with 'ir' as in bird and 'ur' as in nurse
Reading/writing:	read a short text about turtles and match sentences to pictures; read and spell words with 'ir' as in bird and 'ur' as in nurse; read and write phrases and sentences in joined writing; tick the correct words to complete sentences (pronouns) correct pronoun; circle the correct words to complete sentences (verbs)
Grammar:	object pronouns <i>her, him, it, me, them, you, us</i> ; the present simple: sentences and questions
Functions:	talk about facts
New language:	<i>come out, cover (v), female, him, island, other, river, turtle, us</i>





-  Pupils take turns to read or point. Pupil 1 reads sentence A and pupil 2 points to the picture. Pupil 2 reads sentence B and pupil 1 points to the picture, and so on. Go around the class to help.

-  Check the answers as a class.

**Answers:** A. 3, B. 5, C. 1, D. 4, E. 6, F. 2





## 2. Ask and answer. [5 mins]

**Aim:** to practise question words *When* and *Where*.

-   Explain that pupils ask and answer questions about the text in activity 1.
  - Revise the meanings of *When* and *Where*, if necessary.
  - Read the first question and the speech bubble. Elicit the end of the sentence ... *in the sea*.
  -  Pupils take turns to ask and answer the questions.
  -  Check the answers as a class.
- Sample answers:** A. Green turtles/They live in the sea. B. They swim to the Red Sea in autumn. C. They lay their eggs on beaches/on small islands/in sand. D. They come out of their eggs in winter.

## 3. Read and match. [5 mins]

**Aim:** to match subject and object pronouns.

-   To explain the activity, do the first question as an example. Say a pair of sentences, e.g. *She is a girl. Can you see...?* Elicit *her*.
-  Pupils match the other pronoun pairs in the same way.
-  Check the answers as a class.

**Answers:** A. 3, B. 3, C. 2, D. 3

## Extension



Elicit pairs of sentences to show the difference.

**Sample sentences:** (many others are possible) B. **He** is a boy. Can you see **him**? C. **We** are pupils. Can you see **us**? D. **They** are teachers. Can you see **them**?

## Pupil's Book page 115





### A. Copy and complete the sentences. [5 mins]

**Aim:** to practice pronouns.

-  Use the example to explain. Pupils choose the correct word to complete each sentence.
-  Pupils tick *A, B, or C* for each sentence.

## Starter activity [5 mins]


**Aim:** to prepare the topic of the lesson.

-   Divide the class into small groups. Pupils have group discussions to share what they already know about the animals in the Red Sea. Go around the class, listening.
-   Choose pupils to share interesting facts with the class.

## Pupil's Book page 51

### 1. Read and match. [10 mins]

**Aim:** to read about green turtles.

-  Teach the new words: *turtle, island, female, other*.
  - Write all the words on the board.
  - Use the pictures to teach: *turtle* and *island*. Teach the Arabic for *female* and *other*.
  - Practise the pronunciation.
- Explain the activity. Pupils read the sentences and point to the matching picture.

- Pupils check their work together.
- Choose pupils to read out their completed sentences. The others raise a hand if the answer is correct.

Answers: 1. A (example), 2. B, 3. A, 4. C, 5. B

**B Read, say and spell. [6 mins]**

**Aim:** to read and spell words with known sounds.

- Help pupils to read and spell the words with *ir/ur* (as in *girl/turn*).
  - Choose a pupil to sound out the first word: / b ɜ: d / and say 'bird'.
  - Ask: *What are the letters?* Elicit the letter names: *b, i, r, d*.
  - Use the picture to revise the meaning.
  - Repeat for the other words.
  - Elicit that some words with the sound /ɜ:/ are spelled with 'ir' and some are spelled with 'ur'. Explain that pupils have to learn which words use *ir* and which words use *ur*.

**C. Copy and read. [4 mins]**

**Aim:** to practise writing phrases in joined handwriting.

- Use handwriting lines to demonstrate writing the phrases and sentences, joining the letters together as you write.
- Pupils complete the activity. Go around the class, checking that pupils are placing their letters accurately on the lines and joining them correctly.

**End of Lesson 3 Checkpoints:**

- Pupils can say some facts about green turtles.
- Pupils can match subject and object pronouns.
- Pupils can read and spell *ir/ur* (/ɜ:/ as in *girl/turn*).

**Unit 7 Lesson 3**

1. Read and match.

A These are green turtles. Green turtles live in the sea.  
 B In autumn, female turtles swim to the Red Sea and visit small islands.  
 C They climb out of the sea and lay eggs on the beaches.  
 D They cover the eggs with sand and then go back to the sea.  
 E In winter, the eggs open and baby turtles come out.  
 F They run to the sea but birds, fish and other animals eat a lot of them.

2. Ask and answer.

A Where do green turtles live?  
 B When do green turtles swim to the Red Sea?  
 C Where do green turtles lay their eggs?  
 D When do the baby turtles come out of their eggs?

Green turtles live in...

3. Read and match.

	1	2	3
A she	we	this	her
B he	them	these	him
C we	you	us	him
D they	we	I	them

51 Pupil's Book 3

**Unit 7 Lesson 3**

A. Copy and complete the sentences.

1. Female turtles live in the sea. \_\_\_\_\_ come to islands near Sudan.  
 (a) They ✓ (b) She (c) Them

2. The turtles lay eggs on the beach and cover \_\_\_\_\_ with sand.  
 (a) her (b) them (c) us

3. Please tell \_\_\_\_\_ more about turtles, teacher.  
 (a) us (b) they (c) we

4. There is a turtle egg there. I can see \_\_\_\_\_.  
 (a) her (b) him (c) it

5. The baby turtles run to the sea and animals eat a lot of \_\_\_\_\_.  
 (a) it (b) them (c) they

B. Read, say and spell.

bird

nurse

turtle

30 thirty

ir/ur

C. Copy and read.

1. dirty shirts and skirts  
 2. thirty turtles on Thursday  
 3. The nurse can see the birds.  
 4. Girls are washing purple clothes.

115 Pupil's Book 3

## Lesson overview

Listening/speaking:	listen to short descriptions of animals and match to pictures; follow, say and act parts of a story about a turtle; say words with 'oa' as in boat, 'o_e' as in nose and 'nk' as in drink
Reading/writing:	read and spell words with 'oa' as in boat, 'o_e' as in nose and nk' as in drink; read and write phrases and sentences in joined writing
Grammar:	adjectives and adjective phrases; the present simple
Functions:	describe physical appearance: use common adjectives to describe objects and animals
New language:	<i>afraid, claw (n), crab, hide, huge, large, last (adj.), rock (n), tiny</i>

## Starter activity [5 mins]



**Aim:** to revise known words.

- Play *What/Who am I?*
- Write      on the board. Explain that pupils have to guess the word. (*sand*). There is one letter for each blank. Give clues. For example: *You find me by the sea*. Repeat the clue in Arabic if necessary.
- Choose a pupil to answer and spell the word. Fill in the missing letters.
- Possible words to use: *egg, bird, fox, turtle, beach, winter, baby* in the same way.

## Pupil's Book page 52

### 1. Listen, read and repeat. Then say and act. [12 mins]



**Aim:** to say and understand a story about a turtle.

**Materials:** audio track 7.4, flashcards 20-25

- Prepare the story.
  - Explain that today's lesson is a story about a turtle called Tiny Turtle. Revise *tiny*.
  - Write the words *afraid, claw (n), crab, hide, huge, large, last (adj.)* and *rock (n)* on the board. Read them for the class. Use the pictures or mime to elicit the meanings of *afraid, claw (n), crab, hide, huge, large, rock*. Teach *last*. Practise the pronunciation.

- Pupils look at the pictures and talk about what they think happens.

- Listen to the story.
  - Play audio track 7.4. Pupils listen and follow in their books.
- Practise the story.
  - Ask questions to check that pupils understand.
  - Play the audio again, line by line. Pupils listen and repeat.
- Retell the story without the books.
- Put flashcards 20-25 on the board, in order.
- Point to each picture in turn and elicit the story. Prompt the children with questions as necessary *What do the eggs do? What do the birds do? What does Tiny Turtle do? Why?*
- Practise more than once if necessary.
- Pupils act the story, using the flashcards to help. Pupils take the roles of narrator, Tiny Turtle, crab, fox. Go around the classroom, listening and helping with.
- Choose groups to act their story to the class.

### 2. Listen, read and say. [12 mins]

**Aim:** to teach the spelling patterns *oa/o-e* (as in *boat/nose*).

- Point to the letter groups *oa* and *o - e* in the middle of the activity. Say the sound /əʊ/. Pupils point and repeat.
- Elicit that these letter groups both make the same sound.
- Write *boat* on the board. Draw a box round the 'oa'.
- Point and say *boat*. Stress the /əʊ/ sound. Revise the meaning.
- Repeat with *nose*. Point out that the 'o' and the 'e' always have another letter between them.
- Point to and say each of the other words in turn. Pupils point and repeat. Revise the meanings.
- Choose pupils to read the words to the class. Practise the pronunciation.
- Pupils point at and read the words together.



# Pupil's Book page 116

## A. Listen, write the letters and say. [6 mins]

**Aim:** to practise the vocabulary of the lesson.

- Explain. Pupils listen to the description and write the number beside the matching picture.
- Read the script below to the class. Pause after each item so pupils can find the right picture.
- Pupils write each number in the correct box.
- Write the answers on the board.
- Pupils check their answers together.
- Check the answers. Ask: *What letter is picture (1)? Elicit It's letter (a). It's a (huge) horse.* Prompt the use of the whole sentence.
- Pupils take turns to ask and answer about the pictures. (*What's this? It's a small crab.*)

- A. A lion with sharp claws. A lion with sharp claws.  
 B. The mouse is afraid. The mouse is afraid.  
 C. A large horse. A large horse.  
 D. A tall rock. A tall rock.  
 E. A huge horse. A huge horse.  
 F. A very small crab. A very small crab.

**Answers:** 1. E, 2. F, 3. A, 4. B, 5. D, 6. C

## B. Read, say and spell. [5 mins]

**Aim:** to read and spell words with known sounds.

- Help pupils to read and spell the words with *nk* (as in *drink*).
  - Choose a pupil to sound out the first word: /d r i ŋ k / and say 'drink'.
  - Ask: *What are the letters?* Elicit the letter names: *d, r, i, n, k.*
  - Use the picture to revise the meaning.
  - Repeat for the other words.

### End of Lesson 4 Checkpoints:

- Pupils can understand and use adjectives when retelling a simple story.
- Pupils can say and act parts of the story about the turtle.
- Pupils can read and spell the sound /əʊ/ (spelling patterns *oa* as in *boat* and *o-e* as in *nose*), and the sound /ŋk/ (*nk* as in *drink*).

Unit 7
Lesson 4

1. Listen, read and repeat. Then say and act.

A) Hungry birds see the baby turtles and eat them.

B) Tiny Turtle is the last baby turtle. She's afraid and she hides.

C) I can help you. No thanks. I'm afraid of your huge claws.

D) I can help you. No thanks. I'm afraid of your sharp teeth.

E) A big bird picks up Tiny Turtle and flies into the sky.

F) Tiny Turtle comes back to the beach again after 25 years.

2. Listen, read and say.

boat

oa / o\_e

nose

goat

home

road

phone

52

Unit 7
Lesson 4

A. Listen, write the letters and say.

1

2

3

4

5

6

B. Read, say and spell.

drink

nk

think

thanks

donkey

116

## Lesson overview

Listening/speaking:	listen and follow a description about the uses of trees; listen and match descriptions about things could be seen on different days to pictures; ask and answer about the uses of trees; say sentences about the differences between two pictures; say words with 'sh' as in shade
Reading/writing:	read and spell words with 'sh' as in shade; reorder words and write complete sentences; write sentences in the past tense <i>there is/there are</i> and <i>there was/there were</i> ; common prepositions of time and place actions and events: talk about the past
Grammar:	<i>there is/there are</i> and <i>there was/there were</i> ; common prepositions of time and place
Functions:	actions and events: talk about the past
New language:	<i>bike, fire, shade, use, wood, yesterday</i>

### Starter activity [5 mins]

**Aim:** to practise reading known words.

**Materials:** word cards: write the words or phrases *boy, rabbit, nest, snake, tree, near, under, in front of, in, for, on the right, on the left, over, behind* on separate cards or pieces of paper





- 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, moving faster each time.

### Pupil's Book page 53

#### 1. Listen and match. [10 mins]




**Aim:** to practise using *for* to explain the uses of wood.

**Materials:** audio track 7.5

- Write: *fire, shade, use, wood* on the board.
-  Teach the meanings and practise the pronunciation
-   Play audio track 7.5. Pupils point to the matching part of the picture.
-  Read the text again, line by line. Pupils repeat.






#### 2. Ask and answer. [5 mins]


**Aim:** to use *for* to answer *How can we use trees?*

-   Explain the activity. Pupils use the picture and words to say what we can use trees for.
- Read the question to the class. Elicit *We can use trees/them for shade.*
- Elicit the answers for the other words.
-  Pupils take turns to ask and answer. Go around the class, helping.

#### 3. Look, listen and repeat. [5 mins]



**Aim:** to use *there was/were* to describe a scene in the past.

-   Teach the new language.
  - Write *There was, There were, Yesterday* on the board. Explain the meanings and practise the pronunciation.
- Pupils look at the pictures. Explain that the 'Today' picture shows how things are today. The 'Yesterday' picture shows how things were yesterday.
-   Give pupils a few minutes to look at the pictures.
-  Explain the activity. Pupils listen and point to the matching part of the picture.
- Read the script below. Pupils listen and point.
 

*Today there is a boy in the shade of the tree.*  
*Yesterday there was a girl in the shade of the tree.*  
*Today there is a car next to the tree.*  
*Yesterday there was a bike next to the tree.*  
*Today there is a bird in the nest.*  
*Yesterday there were two birds in the nest.*  
*Today there are two rabbits in front of the tree.*  
*Yesterday there was one rabbit in front of the tree.*
-  Read the text again, line by line. Pupils repeat. Check that pupils understand. Ask questions. *Where is (the boy)?*
- Read the opening of each sentence. Prompt pupils to complete it: You: *Today there is a boy...* Pupils: *... in the shade of the tree.*

#### Extension: Talk about the pictures.

**Aim:** to practise using *there was/were* and *there is/are*.

-  Explain the activity. Pupils compare the two pictures.
-  Pupil 1 says a sentence about the 'Today' picture. (*Today there is a bird in the nest.*) Pupil 2 says the matching sentence about the 'Yesterday' picture. (*Yesterday there were two birds in the nest.*)

# Pupil's Book page 117

## A. Write sentences in your notebook. Use there was or there were. [5 mins]

**Aim:** to use *there was/were* to talk about a scene in the past.

- Use the example to explain the activity. Pupils use the words to make sentences with *There was a...* or *There were...*
  - Remind pupils to use 'was' about one person (or thing), and 'were' with more than one.
  - Pupils write out the sentences.
  - Pupils check their work together.
  - Choose pupils to read their answers to the class.
- Answers:** 1. There was a bike near the tree yesterday. 2. There was a bird in the nest in the tree yesterday. 3. There were 3 boys under the tree yesterday. 4. There were 2 cars near the tree yesterday. 5. There was a snake in front of the tree yesterday.

## B. Read, say and spell. [5 mins]

**Aim:** to read and spell words with known sounds.

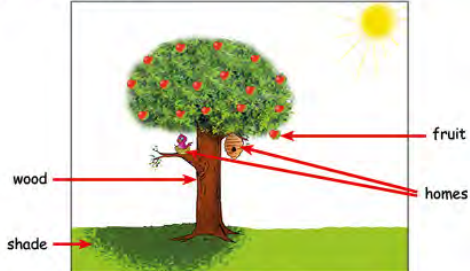
- Help pupils to read and spell the words with *sh* (as in *fish*).
  - Choose a pupil to sound out the first word: /ʃ eɪ d / and say 'shade'. Be ready to help.
  - Ask: *What are the letters?* Elicit the letter names: *s, h, a, d, e.*
  - Use the picture to revise the meaning.
  - Repeat for the other words.

### End of Lesson 5 Checkpoints:


- Pupils can say sentences beginning *We use trees for...*
- Pupils can understand and use *there was/there were* to show the past tense.
- Pupils can read and spell the sound /ʃ/ (*sh* as in *fish*).

Unit 7
Lesson 5

1. Listen and match.




2. Ask and answer.




3. Look, listen and repeat.

Today



Yesterday




What is different?

53
Pupil's Book 3

Unit 7
Lesson 5


A. Write sentences in your notebook. Use There was or There were.

Yesterday



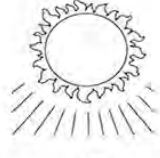
1. a bike / near *There was a bike near the tree*
2. a bird / in / nest
3. 3 boys / under
4. 2 cars / near
5. a snake / in front of

B. Read, say and spell.




shade


sh



shine



sharp



rubbish



117
Pupil's Book 3

## Lesson overview

Listening/speaking:	ask and answer about the number of different sea animals and plants in a picture; ask and answer about how to spell the names of some sea animals and plants; say words with 'ct' as in doctor
Reading/writing:	read and spell words with 'ct' as in doctor; read and match the names of sea animals and plants to pictures; spell the names of some sea animals and plants; write questions about the number of sea animals and plants in a picture
Grammar:	<i>how much/how many</i> ; countable/uncountable nouns; impersonal <i>you</i> ( <i>How do you spell that?</i> )
Functions:	numbers: talk about quantity
New language:	<i>coral, dolphin, octopus, shark, seaweed</i>




## 2. Ask and answer. [5 mins]

**Aim:** to practise impersonal *you* in the question *how do you spell?*

-  Choose two pupils to read the speech bubbles to the class.
- Prompt another example. Choose a pupil. Say: *Ask about 'dolphin'.* The pupil asks *How do you spell 'dolphin'?* and chooses another pupil to answer.
-  Pupils take turns to ask and answer about the other words in activity 1. Go round the class, listening and helping.

## 3. Ask and answer about the things in the picture. [5 mins]

**Aim:** to introduce *how many* and *how much* with countable and uncountable nouns.



-   Explain *countable* and *uncountable*. (Things we can count, and things we can't count.)
- Elicit some examples of things we can count. (*people, cars, pencils, birds, and so on*).
- Elicit some examples of things we can't count. (*jam, chocolate, water, wood, and so on*.)
- With things we can count, we ask *How many... are there?* The answer is a number: *There is one, There are fifty, and so on*.
- With things we can't count, we ask *How much... is there?* The answer is never a number. We answer with phrases like: *There is a little* or *There is a lot*.
- Look at activity 3 with the class. Choose pairs of pupils to ask and answer about each of the words in the word boxes. Pupils follow the model in the speech bubbles.
-  Pupils take turns to ask and answer in the same way. Go around the class to help. Check pupils remembering the 's' on the countable words.

**Answers:** A. How many crabs are there? There are three. B. How many sharks are there? There are two. C. How many whales are there? There is one. D. How many octopuses are there? There is one. A. How much coral is there? There is a little. B. How much is seaweed there? There is a little. C. How much wood is there? There is a little. D. How much water is there? There is a lot.

## Pupil's Book page 118



### A. Copy and complete the words. [5 mins]

**Aim:** to practise the spelling of lesson vocabulary.

-   Use the example to explain the activity. Pupils use one letter to complete each blank. These

## Starter activity [5 mins]

**Aim:** to revise words for the lesson.




- Write these mixed-up words on the board:  
*brac, shif, tillte, yamn, chum, ase, trelut, wreta, leawh, odow*
-  Pupils write the words correctly, without their books.
-  Check the answers as a class. Revise the meanings.

**Answers:** crab, fish, little, many, much, sea, turtle, water, whale, wood

## Pupil's Book page 54

### 1. Say and point. [10 mins]

**Aim:** to practise vocabulary from the lesson.

-   Use the picture to elicit the meanings of *coral, dolphin, octopus, shark* and *seaweed*.
- Practise the pronunciation.
- Say: *Point to the (dolphin).* Pupils point and repeat (*dolphin*).
- Repeat, in any order, for the other words in the word box and on the picture.
-  Pupils take turns to point and name the animals and items. Be ready to help.

all words from the lesson.

- Pupils complete the activity without using their Pupil's book.
- Pupils use their Pupil's books to check their work together.
- Check the answers as a class.

**Answers:** 1. c o r a l, 2. c r a b, 3. s h a r k, 4. w h a l e, 5. w o o d, 6. d o l p h i n, 7. t u r t l e, 8. w a t e r, 9. s e a w e e d

**B. Write questions about the picture. Use *how many* or *how much*. [5 mins]**

**Aim:** to practise *how many* and *how much* with countable and uncountable nouns.

- Use the example to explain. Pupils write a question about the picture to match each answer.
- Pupils write the questions.
- Check the answers as a class. Pupils check their work together.

**Answers:** 1. How many whales are there? (example)  
 2. How many dolphins are there? 3. How much wood is there? 4. How many turtles are there? 5. How much water is there? 6. How many crabs are there?

**C. Read, say and spell. [5 mins]**

**Aim:** to read and spell words with known sounds.

- Help pupils to read and spell the words with **ct** (/k t/as in *doctor*).
- Choose a pupil to sound out the first word: /d ɒ k t ə/ and say 'doctor'.
- Ask: *What are the letters?* Elicit the letter names: d, o, c, t, o, r.
- Use the picture to revise the meaning.
- Repeat for the other words.
- Elicit that the 'r' is not pronounced.

**End of Lesson 6 Checkpoints:**

- Pupils can understand and name some sea animals and plants.
- Pupils can ask simple questions with *How much/ how many*.
- Pupils can read and say the adjacent sounds **ct** (/k t/as in *doctor*).

**Unit 7 Lesson 6**

1. Say and point.  
 (A) crab (B) dolphin (C) octopus (D) shark (E) turtle (F) whale

2. Ask and answer.  
 How do you spell crab?

3. Ask and answer about the things in the picture.

How many		How much	
(A) crabs	(B) sharks	(A) coral	(B) seaweed
(C) whales	(D) octopuses	(C) wood	(D) water

How many crabs are there?  
 There are three.

How much coral is there?  
 There's a little.

Pupil's Book 5 **54**

**Unit 7 Lesson 6**

A. Copy and complete the words.  
 1. c \_ r \_ d \_ l 2. cr \_ b 3. sh \_ \_ k  
 4. wh \_ l \_ 5. w \_ \_ d 6. d \_ l p h \_ n  
 7. t \_ r t l \_ 8. w \_ t \_ r 9. s \_ \_ w \_ \_ d

B. Write questions about the picture. Use *How many* or *How much*.

1. There is one. *How many whales are there?*  
 2. There are two. 3. There is a little.  
 5. There is a lot. 6. There are three.

C. Read, say and spell.

doctor

**ct**

insect

Pupil's Book 5 **118**





## Lesson overview

Listening/speaking:	ask and answer about the Nubian desert and oases; say words with 'ai' as in rain
Reading/writing:	read and follow a short text about the Nubian desert and oases; read and spell words with 'ai' as in rain; circle the correct words to complete sentences (quantifiers); write sentences about a desert
Grammar:	<i>how much/how many</i>
Functions:	numbers: talk about quantity
New language:	<i>dry, find, oasis, only, place, rain</i> (n)

## Pupil's Book page 119

### A. Draw a picture of a desert in your notebook. Write four sentences. [5 mins]





**Aim:** to write simple sentences about deserts.

-  Explain the activity. Remind pupils to draw things they can write about. Elicit some suggestions.
-  Pupils compete the activity. Be ready to help.
-  Pupils check their work together.
-  Pupils share their work in groups.

**Sample answers:** It's very dry. There aren't many animals. There are three camels. There's only a little water. There's a lot of sand. There isn't much grass. There is one tree.

### B. Copy the sentences and complete with the correct word. [5 mins]


**Aim:** to write sentences and questions with countable and uncountable nouns.

-  Use the example to explain. Pupils choose the correct word to complete each sentence.
-  Pupils circle the correct words.
-  Pupils check their work together.
-  Choose pupils to read out their answers. The others raise a hand if they are correct.

**Answers:** 1. many (example), 2. Are, 3. many, 4. isn't, 5. There is

### C. Read, say and spell. [5 mins]

**Aim:** to read and spell words with known sounds.

-  Help pupils to read and spell the words with 'ai' (as in *rain*).
  - Choose a pupil to sound out the first word: /r eɪ n/ and say 'rain'.
  - Ask: *What are the letters?* Elicit the letter names: r, a, i, n.
  - Use the picture to revise the meaning.
  - Repeat for the other words.

## Starter activity [5 mins]






**Aim:** to revise words for the lesson.

- Play *Guess the word*. Possible words from the lesson: *desert, hot, cold, night, day, grass, sand, north, sometimes, animal*

## Pupil's Book page 55

### 1. Read about the desert. Then ask and answer. [20 mins]

**Aim:** to teach the meanings of new words.

-  Explain. Pupils read about deserts and answer the questions.
-  Write the words: *dry, find, oasis, only, rain* (n) on the board. Teach the meanings, and practice the pronunciation. [Teaching point: the plural of 'oasis' is 'oases'.]
-  Give pupils a few minutes to read the text.
-  Read the text to the class. Pupils read along with you.
- Read the first question to the class. Choose a pupil to read the answer from the speech bubble.
- Read the other questions to the class one at a time. Help pupils to find the answers in the text.
-  Pupils take turns to ask and answer the questions. Go round the class to help.

**Answers:** A. There are a lot of deserts in Sudan. B. There is only a little rain and water in them. C. There aren't a lot of animals. D. There isn't a lot of grass. E. You can find water in an oasis. F. No, there aren't.

### End of Lesson 7 Checkpoints:

- Pupils can understand a simple description of deserts.
- Pupils can use *there is/there are* and *much/many* in simple sentences and questions.
- Pupils can read and say the sound /eɪ/ (*ai* in *rain*).

## Unit 7

## Lesson 7

1. Read about the desert. Then ask and answer.

The Nubian Desert is in the north of Sudan. There are a lot of deserts in Sudan. They are dry places. There's only a little rain and water in them. They are hot in the day but cold at night.



There aren't a lot of animals in deserts. There isn't a lot of grass. You can sometimes find water in deserts at an oasis but there aren't a lot of oases.

- A How many deserts are there in Sudan?
- B Why are deserts dry?
- C How many animals are there in deserts?
- D How much grass is there in deserts?
- E Where can you find water?
- F Are there a lot of oases?

There are a lot of deserts in Sudan.



## Unit 7

## Lesson 7

A. Draw a picture of a desert in your notebook. Write four sentences.

B. Copy the sentences and complete with the correct word.

1. How many / much animals are there in deserts?
2. Are / Is there a lot of trees in deserts?
3. How many / much people live in deserts?
4. There isn't / aren't a lot of water in deserts.
5. There is / are a lot of sand in deserts.

C. Read, say and spell.



rain

ai



tail



snail



afraid

## Lesson overview

**Listening/speaking:** follow, say and act out a short rhyme about the uses of water; ask and answer about what they are currently doing; say words with 'st' as in west; say and spell known words

**Reading/writing:** read and match known words to pictures; read and spell words with 'st' as in west; list known words by category; reorder words and write complete sentences; write sentences about the uses of water; write sentences about green turtles

## Starter activity [5 mins]



**Aim:** to review words from the unit.

- Tell pupils to choose ten words from the unit and write them in their notebooks.
- Pupils take turns to say one of their words. Their partner spells the word and says the meaning. Pupils get one point for each word they get right. The partner with most points at the end is the winner.

## Pupil's Book page 56

### 1. Listen, say and act. [5 mins]

**Aim:** to say and perform actions to the rhyme *Water is for...*

- Revise the words and the actions.
- Read the rhyme. Pupils read aloud along with you, and do the actions.
- Say the rhyme.
  - Divide the class into two groups. Group 1 reads the rhyme. Group 2 does the actions.
  - Groups swap roles and repeat.

### 2. Write about uses of water. [3 mins]

**Aim:** to practise *for + ing*.

- Read the sentences to the class.
- Elicit some uses for water. Pupils can use their books to help them. Write the words on the board.
- Pupils close their Pupil's Books and Pupil's Books. In their notebooks, they write sentences *for + ing*. Go around the class, helping.

- Pupils use their Pupil's Books and Pupil's Books to check their work together.
- Pupils share their work with their group.

### 3. Write about green turtles. [5 mins]

**Aim:** to use the present simple to describe something.

- Read the sentences to the class.
- Elicit facts about turtles. Pupils can use their books to help them.
- Pupils close their books. In their notebooks, they write about turtles. Go around the class, helping.
- Pupils use their Pupil's Books and Pupil's Books to check their work together.
- Pupils read their writing to their group.

### 4. Say it. Spell it. [4 mins]

**Aim:** to revise words from the unit with 'i'.

- Say each word in turn for the class. Pupils repeat after you.
- Choose pupils to say and spell each word, and give the meaning in Arabic.
- Pupils take turns to say and spell each word. Go round the class, listening and helping.

### 5. Add words. [3 mins]

**Aim:** to revise vocabulary from the unit.

- Explain the activity. Pupils copy the table into their notebooks. They add as many words to each column as they can. Check pupils understand the headings. They may use their books to help them. Make it a game. Set a time limit, e.g. 2 minutes.
- or Pupils work in groups or pairs. Only one person needs to write. The other(s) can find words or check spellings.
- Group swap books to count the words and check the spelling. The group with the most correct words wins.

### 6. Speak together. [3 mins]

**Aim:** to practise the questions *What are you doing/ reading?*

- Divide the class into two groups. Group 1 reads the questions; group 2 reads the answers. Read along with each group. Elicit the Arabic.
- Groups swap roles and read again.



- Pupils say the dialogue together without their books. They swap roles and repeat.

## Pupil's Book page 120

### A. Read, number and say. [4 mins]

**Aim:** to read familiar words from the unit.

- Explain. Pupils read each word and write the number beside the matching picture.
- Pupils complete the activity.
- Check the answers.

**Answers:** A. 5, B. 6, C. 2, D. 4, E. 3, F. 1

### B. Write the words in the correct order. [4 mins]

**Aim:** to practise the correct word order for sentences.

- Explain the activity. Pupils use each set of words to make a sentence or question.
- Remind pupils to use capital letters and full stops or question marks.
- 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, including the apostrophe in *he's*.

**Answers:** 1. We get fruit from trees. 2. How many crabs are there? 3. Khartoum is in the middle of Sudan. 4. Deserts are places with a little rain. 5. There was a horse next to the tree.

### C. Read, say and spell. [4 mins]

**Aim:** to read and spell words with known sounds.

- Help pupils to read and spell the words with *st* (as in *west*).
  - Choose a pupil to sound out the first word: /w ε s t/ and say '*west*'.
  - Ask: *What are the letters?* Elicit the letter names: *w, e, s, t*.
  - Use the picture to revise the meaning.
  - Repeat for the other words.

#### End of Unit 7 Checkpoints:

- Pupils can correctly use subject and object pronouns.
- Pupils can correct use *-ing*.
- Pupils can read and spell common spelling patterns in English.

Unit 7
Lesson 8

1. Listen, say and act.

Water is for fishing and for washing our clothes. Water is for swimming and for travelling by boat.

3. Write about green turtles.

Green turtles live in the sea. In autumn, female turtles...

5. Add words.

Directions	Water words	Animals
east	river	fox

2. Write about the uses of water.

We use water for lots of things. We use it for...

4. Say it. Spell it.

bike  
fire  
find  
hide  
middle  
island  
dolphin

6. Speak together.

What are you doing?  
I'm reading.  
What are you reading?  
It's a book about deserts.

Unit 7
Lesson 8

A. Read, number and say.

1. a bike   2. a boat   3. a dolphin   4. dry   5. huge   6. a turtle

**A**

**B**

**C**

**D**

**E**

**F**

B. Write the words in the correct order.

1. trees. / fruit / get / from / We  
 2. are / How / there? / many / crabs  
 3. in / the / is / of Sudan. / middle / Khartoum  
 4. with / are / little rain. / Deserts / places  
 5. was / the tree. / a horse / There / next to

C. Read, say and spell.

west

st

story



### Lesson overview

Listening/speaking:	follow and say a rhyme about different kinds of animals; say words with 'al' as in animals; say sentences to name animals and say what kind of animal they are
Reading/writing:	read a rhyme about different kinds of animals; read and spell words with 'al' as in animals; spell known words; write sentences about different objects and animals
Grammar:	no article with plural nouns
Functions:	identify and name common objects and activities
New language:	<i>butterfly, like (prep), mammal, reptile</i>

• Read the rhyme again. Tell pupils to point to the pictures as you say the animal. Revise animal names, if necessary.

### 2. Point and say sentences about the animals. [10 mins]

**Aim:** to practise using *this, that, these, those*.






-  Explain the activity. Pupils say sentences about the pictures with *this, that, these, those*.
- Elicit that we use *this* and *these* for things which are near to us, and *that* and *those* for things which are further away. Show pupils the arrows and words *near* and *far*.
- Elicit that we use *this* and *that* to talk about one thing, and *these* and *those* to talk about more than one thing.
- Choose a pupil to say a sentence with *This is a...* The other pupils raise a hand if the sentence is correct.
- Repeat for *That's a...*, *These are...*, and *Those are*.
-  Pupils take turns to ask and answer in the same way. Go around the class, checking and helping.

**Answers:** A. This is a hippo. B. That's a bird. C. These are camels. D. Those are cats.

### Pupil's Book page 121

#### A. Copy and complete these words. [5 mins]

**Aim:** to practise the spelling of lesson vocabulary.






-   Use the example to explain the activity. Pupils use one letter to complete each blank. These are all words from the lesson.
-  Pupils complete the activity without using their Pupil's Book.
-  Pupils use their Pupil's Books to check their work together.
-  Check the answers as a class.

**Answers:** 1. b a t (example), 2. c a t, 3. c o w, 4. g o a t, 5. c a m e l, 6. s n a k e, 7. i n s e c t, 8. m a m m a l, 9. r e p t i l e

#### B. Write sentences about the pictures in your notebook.

**Use the words in the box. [5 mins]**

**Aim:** to practise the use of demonstrative pronouns.

-   Use the example to revise *this/that/these/those*.
-  Pupils use the words next to each picture to write a sentence.
-  Pupils check their answers together.
-  Check the answers as a class.

### Starter activity [5 mins]






**Aim:** to revise words for the lesson.

- Play *Guess the word*. Possible words from the lesson: *bat, bird, camel, cats, cow, crocodile, fish, goat, insect, snake*.

### Pupil's Book page 57

#### 1. Listen, read and match. [10 mins]

**Aim:** to introduce kinds of living creatures.

-   Write *butterfly, like, mammal, reptile* on the board. Elicit or teach the meanings ('like' here means 'for example'). Practice the pronunciation.
-  Give pupil a few minutes to look at the picture and read the rhyme.
-  Read the script below to the class. Pupils point to each creature as it is named.  
*There are different kinds of animals.  
There are fish, birds and mammals.  
There are insects and reptiles,  
Like butterflies and crocodiles.  
There are goats, snakes and bats.  
There are camels, cows and cats.*
-  Ask questions to check pupils understand. *How many different kinds of animals are mentioned in the rhyme? (5: fish, birds, mammals, insects, reptiles) Give an example of a 'reptile' (a crocodile).*

**Answers:** 1. This is a nice car. (example) 2. That's a tall tree. 3. Those are large bananas. 4. That's a nice bag. 5. These are small butterflies.

**C. Read, say and spell. [5 mins]**

**Aim:** to read and spell words with known sounds.

- Help pupils to read and spell the words with *al* (as in *mammal*).
  - Choose a pupil to sound out the first word: /æ n ɪ m ə l/ and say 'animal'.
  - Ask: *What are the letters?* Elicit the letter names: *a, n, i, m, a, l.*
  - Use the picture to revise the meaning.
  - Repeat for the other words.

**End of Lesson 1 Checkpoints:**

- Pupils can understand three classifications of living creatures.
- Pupils can use demonstrative pronouns to identify and name animals.
- Pupils can read and say *al* (/æ l/as in *mammal*).

**Unit 8 Amazing Animals Lesson 1**

1. Listen, read and match.

There are different kinds of animals. There are fish, birds and mammals. There are insects and reptiles, like butterflies and crocodiles. There are goats, snakes and bats. There are camels, cows and cats.

2. Point and say sentences about the animals.

A This is a... B That's a... C These are... D Those are...

57 Pupil's Book 5

**Unit 8 Amazing Animals Lesson 1**

A. Copy and complete the words.

1. b \_ \_ t      2. c \_ \_ t      3. c \_ \_ w  
 4. g \_ \_ \_ t      5. c \_ \_ m \_ \_ l      6. s n \_ \_ k \_ \_  
 7. \_ \_ n s \_ \_ c t      8. m \_ \_ m m \_ \_ l      9. r \_ \_ p t \_ \_ l \_ \_

B. Write sentences about the pictures in your notebook. Use the words in the box.

this that these those

1. nice car  
*This is a nice car.*

2. tall tree      3. large bananas      4. nice bag      5. small butterflies

C. Read, say and spell.

animals      al      mammals

121 Pupil's Book 5

## Lesson overview 8

Listening/speaking:	listen and follow information in a diagram about the classification of different types of animals; say words with 'sk' as in desk; say sentences describing different types of animals using information from the diagram
Reading/writing:	read the information in a diagram about the classification of different kinds of animals for key details; write sentences about a reptile; read and spell words with 'sk' as in desk; rewrite sentences in the plural
Grammar:	no article with plural nouns; <i>This is/These are</i>
Functions:	describe physical appearance; describe common animals
New language:	<i>backbone, birth, blood, feather, fur, rough, skin</i>

### Starter activity [5 mins]

**Aim:** to revise words for the lesson.

- Ask questions: *What kind of animal is a parrot/bee/cat/crocodile?* Elicit *It's a bird/insect/mammal/reptile.*
- Agree a mime for each animal group (bird: flap 'wings'; insect: point a finger and mime the twisting flight; mammal: rock a baby; reptile: hug self and shiver)
- [Teaching point: explain that in science all creatures are animals.]

### Pupil's Book page 58

#### 1. Listen, match and say. [10 mins]

**Aim:** to find information in a diagram; to recycle *have/haven't got*.

- Prepare the text.
  - Draw the diagram on the board. Check pupils understand the design.
  - Read the labels to the class. Explain or revise the language: *with (no) backbones, warm/cold blood, rough skin, feathers, fur, give birth to babies.*
  - Explain that pupils have to match the animals

(A, B, C, D) with the descriptions (1, 2, 3, 4).

## Lesson 2

- Pupils study the diagram together.
- Read the script. Pupils mime as each animal group is named:
 

*There are some animals with backbones.  
There are other animals with no backbones.  
Insects haven't got backbones.  
Reptiles, birds and mammals have got backbones,  
Reptiles have got cold blood. They've got rough skin.  
They lay eggs.  
Birds can fly. They have got feathers. They lay eggs.  
Mammals have got warm blood. They've got skin and fur. They give birth to babies.*

  - Read the text again, line by line. Pause after *Insects haven't got backbones*. Elicit where the word *Insects* goes on the diagram. (Box 1)
  - Pause after each of the other descriptions, and elicit the name of the animal group. Elicit where each goes on the diagram.
- Say the text.
  - Read the text again. Pause before each of the underlined words and prompt the class to say the next word.

**Answers:** A. 3, B. 1, C. 4, D. 2

#### 2. Say sentences about the animals. [10 mins]

**Aim:** to contrast singular and plural.

- Use the speech bubbles to explain the activity.
- Elicit another example, for example: *That's a duck. A duck is a bird. Those are ducks. Ducks are birds.*
- Pupils take turns to talk about the other animals. Go around the class, listening and helping.
 

**Answers:** That's a hen. A hen is a bird. Those are hens. Hens are birds.  
That's a snake. A snake is a reptile. Those are snakes. Snakes are reptiles.  
That's a turtle. A turtle is a reptile. Those are turtles. Turtles are reptiles.  
That's a goat. A goat is a mammal. Those are goats. Goats are mammals.  
That's a rabbit. A rabbit is a mammal. Those are rabbits. Rabbits are mammals.

**A. Write sentences in your notebook. Change this to these, that to those or is to are. [5 mins]**

**Aim:** to practise singular and plural sentences.

- Use the example to revise the changes from singular to plural: *This/These, is/are, a/an, parrot/parrots/elephant/elephants.*
- Pupils write out the sentences.
- Pupils check their work together.
- Choose pupils to read their answers to the class. Tell the other pupils to raise a hand if the answer is correct.

**B. Draw a picture of a reptile in your notebook. Write four sentences. [5 mins]**

**Aim:** to write sentences about reptiles.

- Elicit some facts about reptiles.
- Pupils each write four sentences.
- Pupils check their work together.
- Pupils share their work with their group.

**C. Read, say and spell. [5 mins]**

**Aim:** to read and spell words with known sounds.

- Help pupils to read and spell the words with *sk* (as in *skip*).
  - Choose a pupil to sound out the first word: /d ε s k/ and say 'desk'.
  - Ask: *What are the letters?* Elicit the letter names: *d, e, s, k.*
  - Use the picture to revise the meaning.
  - Repeat for the other words.

**End of Lesson 2 Checkpoints:**

- Pupils can understand some features of mammals, birds and reptiles.
- Pupils can recognise singular and plural forms of indefinite nouns.
- Pupils can read and spell *sk* (/s k/ as in *skip*).

Unit 8
Lesson 2

1. Listen, match and say.

A birds
 B insects
 C mammals
 D reptiles

**ANIMALS**

animals with backbones

animals with no backbones

2

3

4

- cold blood
- rough skin
- lay eggs

- can fly
- feathers
- lay eggs

- warm blood
- skin and fur
- give birth to babies

2. Say sentences about the animals.

**Birds**

**Reptiles**

**Mammals**

58

Unit 8
Lesson 2

A. Write sentences in your notebook. Change this to these, that to those or is to are.

1. This is a parrot. *These are parrots.*

2. This is an elephant.

3. An elephant is a mammal.

4. That is a green turtle.

5. A green turtle is a reptile.

B. Draw a picture of a reptile in your notebook. Write four sentences.

C. Read, say and spell.

desk

sk

skip

skirt

basketball



122

## Lesson overview

Listening/speaking:	listen and match numbers to pictures; listen and follow information in a diagram about animals with no backbones for key details; say words with 'sp' as in spider; follow and say numbers up to 59; ask and answer a maths sum
Reading/writing:	read a diagram about animals without backbones for key details; read sentences about the diagram and decide if they are true or false; read sentences about different kinds of animals and write the name of the animal; read and spell words with 'sp' as in spider
Grammar:	numbers 31-59; <i>how many?</i>
Functions:	numbers: count 1-59
New language:	<i>mosquito, spider, worm</i>

### Starter activity [5 mins]



**Aim:** to revise words for parts of the body.

-   Say: *Point to your head/leg/body/arm/* and so on. Pupils follow the instructions.


### Pupil's Book page 59


#### 1. Listen, read and say Yes or No. [10 mins]

**Aim:** to understand a text about animals with no backbone.

-   Teach the new words: *mosquito, spider, worm*. Write the words on the board, and practise the pronunciations.
- Explain the activity. Pupils say whether sentences A-E are right or wrong.
- Give pupils a few minutes to study the information box together.
- Read the script.

*Many animals have no backbone. Some are insects, like butterflies, bees and mosquitoes. All insects have got a head and a body, and all insects have got six legs. Some insects, like mosquitoes, can fly. Other animals with no backbone are spiders, snails and worms. All these animals have a head and a body. Some have got eight legs. Some, like worms, have got no legs.*



-  Pupils take turns to read or point. Pupil 1 reads sentence A and pupil 2 points to the answer. Pupil 2 reads sentence B and pupil 1 points to the answer, and so on. Go around the class to help.

-  Check the answers as a class.


**Answers:** A. Yes, B. Yes, C. No, D. No, E. Yes

#### 2. Count and say. [5 mins]

**Aim:** to continue learning to count in ones from 30-59.





-  Remind pupils of the pattern 20, 21, 22 and so on.
- Pupils look at the number line in their books. Say: 30 and 4? Elicit 34. Repeat with e.g. 40 and 9 (49), 50 and 1 (51).
-  Count together as a class from 30-59.

#### Extension

-  Pupils ask and answer sums with answers between thirty-one and fifty-nine.

#### 3. Ask and answer. [5 mins]

**Aim:** to think critically and solve problems.



-   Check pupils know how many legs each animal has. Ask: *How many legs has a spider/bee/worm/snail got?* (8, 6, 0, 0).
- Explain the activity. Use an example if necessary.
-  Pupils write the answers to activity 3 in their notebooks.
-  Check the answers as a class.

**Answer:** A. 40 legs, B. 24 legs

### Pupil's Book page 123

#### A. Listen, number and say. [5 mins]

**Aim:** to practice numbers 30-59.

-  Read the script below. Pupils write each number in the correct box.
- Write the answers on the board.
-  Pupils check their answers together.

One	Fifty-seven	Fifty-seven
Two	Thirty-four	Thirty-four
Three	Thirty-nine	Thirty-nine
Four	Forty-one	Forty-one
Five	Forty-eight	Forty-eight
Six	Fifty-three	Fifty-three

Answers: 1. 57, 2. 34, 3. 39, 4. 41, 5. 48, 6. 53

**B. Read and draw a picture in your notebook. Use the words in the box. [5 mins]**

**Aim:** to read and complete a text about animals.

- Explain. Pupils choose the correct word from the word box to complete each sentence, and then draw a picture of the animal.
- Pupils complete the activity.
- Pupils check their work together.
- Check the answers as a class.

Answers: 1. spider, 2. snail, 3. bee, 4. worm

**C. Read, say and spell. [5 mins]**

**Aim:** to read and spell words with known sounds.

- Help pupils to read and spell the words with *sp* as in *sport*.
- Choose a pupil to sound out the first word: /s p aɪ d ə/ and say 'spider'.
- Ask: *What are the letters?* Elicit the letter names: *s, p, i, d, e, r.*
- Use the picture to revise the meaning.
- Repeat for the other words.

**End of Lesson 3 Checkpoints:**

- Pupils can understand some features of insects and animals with no backbones.
- Pupils can count from 1 to 59.
- Pupils can read and spell *sp* (/s p/ as in *sport*).

Unit 8
Lesson 3

1. Listen, read and say **Yes** or **No**.

**ANIMALS WITH NO BACKBONE**

**insects**

butterflies   bees   mosquitoes

**other animals**

spiders   snails   worms

- All have got a head and a body.
  - All have got six legs.
  - Some can fly.
- All have got a head and a body.
  - Some have got eight legs.
  - Some have got no legs.

A Bees are insects.	Yes / No
B Mosquitoes can fly.	Yes / No
C Snails can walk.	Yes / No
D Spiders are insects.	Yes / No
E Worms have got no legs.	Yes / No

2. Count and say.

3. Ask and answer.

A 5 spiders + 2 worms = ?

B 4 bees + 2 snails = ?

How many legs are there?

Pupils' Book 3

Unit 8
Lesson 3

A. Listen, number and say.

57

34

39

41

48

53

B. Read and draw a picture in your notebook. Write the name. Use the words in the box.

bee   snail   spider   worm

1. Hello. I've got 8 legs. I'm not an insect.

3. Hi. I can fly. I'm an insect.

2. Hi. I live in a shell. I haven't got legs.

4. Hi. I've got a long body. I can't walk. I'm not an insect.

C. Read, say and spell.

spider

sp


HELLO

spea

Pupils' Book 3




## Lesson overview

Listening/speaking:	follow, say and act a chant about animals and their actions; say words with 'ear' as in year, 'ere' as in here and 'nt' as in ant; say suggestions about activities to do
Reading/writing:	read phrases about things to do; read a chant about animals and their actions; read and spell words with 'ear' as in year, 'ere' as in here and 'nt' as in ant; match phrases to pictures and write sentence offering suggestions about things to do
Grammar:	<i>Let's</i> for suggestions; the conjunction <i>or</i>
Functions:	actions and events: make simple suggestions
New language:	<i>ant, hear, let's, move (v), hippo</i>

-  Play the audio again. Pupils read aloud along with the audio.
- Divide the class into two groups. Group 1 reads the chant without the audio. Group 2 does the actions.
- Groups swap roles and repeat.





## 2. Say sentences with *Let's*. [10 mins]

**Aim:** to practise making suggestions with *Let's*.

-   Use the speech bubbles to explain the activity. Pupils make each phrase into a suggestion. Revise *TV*. (Explain it's the letter names – *Tee-Vee*, short for *television*.)
  -  Pupils take turns to say the prompts and make suggestions. Go around the class, listening and helping.
- Answers:** A. Let's watch TV. B. Let's go to the shops. C. Let's play volleyball. D. Let's eat an ice cream. E. Let's walk in the park. F. Let's have a cup of tea.

## 3. Listen, read and say. [5 mins]



**Aim:** to teach the spelling patterns *ear/ere* (as in *hear/here*).

-   Point to the letter groups *-ear* and *-ere* in the middle of the activity. Say the sound /ɪə/. Pupils point and repeat.
- Elicit that these letter groups both make the same sound.
- Write *hear* on the board. Draw a box around the 'ear'.
- Point and say *hear*. Stress the /ɪə/ sound. Teach the meaning.
- Repeat with *here*.
- Point to and say each of the other words in turn. Pupils point and repeat. Revise the meanings. (Make sure pupils understand that *we're* is *we + are*, and not *were* (/w ə/) the past tense verb.)
-  Choose pupils to read the words to the class. Practise the pronunciation.
-  Pupils point at and read the words together.

## Pupil's Book page 124


**A. Look and write sentences with *Let's*. Use the words in the box. [5 mins]**

**Aim:** to practise suggestions with *let's*.

-   Use the example to explain. Pupils match each phrase to the correct picture and write a sentence with *Let's*.

## Starter activity [5 mins]

**Aim:** to revise known words.




-  Play *What/Who am I?*
- Write \_\_\_ on the board. Explain that pupils have to guess the word. (*bee*). There is one letter for each blank. Give clues. For example: *I'm small. I have six legs. I'm often black and yellow.*
- Choose a pupil to answer and spell the word. Fill in the missing letters.
- Repeat with other words from the lesson, for example: *bird, duck, elephant, fish, spider*

## Pupil's Book page 60

### 1. Listen, read and do. [10 mins]

**Aim:** to say and understand a chant about animals.

**Materials:** audio track 6.4

-   Explain that today's lesson is about how animals move. Teach *move*.
- Agree mimes for how all the animals in the picture move. Teach *hippo*.
- Explain *Let's* is short for *Let us* and is one way to make a *suggestion*.
-  Play audio track 8.4. Pupils follow in their books, and do the actions. Revise *jump, climb, run, hop*, if necessary.



- Read the script below to the class. Pause after each item so pupils can find the right picture.
- Pupils write the sentences.
- Pupils check their work together.
- Check the answers as a class.

**Answers:** 1. Let's watch TV. (example) 2. Let's walk on the beach. 3. Let's sit in the shade. 4. Let's play football. 5. Let's go to the zoo. 6. Let's have a cake.

**B. Read, say and spell. [5 mins]**

**Aim:** to read and spell words with known sounds.

- Help pupils to read and spell the words with *nt* (as in *ant*).
  - Choose a pupil to sound out the first word: /æ n t/ and say 'ant'.
  - Ask: *What are the letters?* Elicit the letter names: *a, n, t.*
  - Use the picture to revise the meaning.
  - Repeat for the other words.

**End of Lesson 4 Checkpoints:**

- Pupils can understand and use *let's* in simple suggestions.
- Pupils can say and act a rhyme about animal movements.
- Pupils can read and spell /ɪə/ (spelling patterns *ear* as in *hear* and *ere* as in *here*) and the sounds /nt/ (as in *ant*).

**Unit 8 Lesson 4**

1. Listen, read and do.

Let's move like a spider. Let's move like a spider.  
 Let's crawl like an ant. Let's crawl like an ant.  
 Let's walk like a hippo or a big elephant.  
 Let's fly like a bird. Let's fly like a bird.  
 Let's fly like a bee. Let's fly like a bee.  
 Let's swim like a duck or a fish in the sea.  
 Let's jump. Let's climb. Let's run. Let's hop.  
 Let's jump. Let's climb. Let's run. Let's hop.  
 Now let's sit down. It's time to stop.

2. Say sentences with *Let's*.

Watch TV watch TV  
 go to the shops  
 play volleyball  
 eat an ice cream  
 walk in the park  
 have a cup of tea

Let's watch TV.

3. Listen, read and say.

**ear / ere**

Pupil's Book 3 160

**Unit 8 Lesson 4**

A. Look and write sentences with *Let's*. Use the words in the box.

go to the zoo    have a cake    play football  
 sit in the shade    walk on the beach    watch TV

*Let's watch TV.*

B. Read, say and spell.

ant

**nt**

elephant

Pupil's Book 3 124

## Lesson overview







**Speaking/listening:** say words with 'i\_e' as in bike; say sentences about mosquitoes; say sentences about ways to stay safe from mosquitoes

**Reading/writing:** match sentences about mosquitoes to sentences giving advice about mosquitos; read and spell words with 'i\_e' as in bike; read and write phrases and sentences in joined handwriting; write sentences about mosquitoes; write sentences about ways to stay safe from mosquitoes

**Grammar:** modals for giving advice *you should; like + V + ing*

**Functions:** advice: give simple advice




**New language:** *bite (v), light (adj), malaria, should, spray (n) wear*

-   Teach the new language: *spray, wear, light/dark clothes*
-   Give pupils a few minutes to look at activity 2. Explain that the sentences are facts about mosquitoes, and the word box shows how we can stay safe.
-  Choose pupils to read each sentence. Be ready to help.
-  Pupils match each sentence with the correct advice.
- Check the answers as a class.

**Answers:** A. 2, B. 5, C. 1, D. 3, E. 4

### 3. Say sentences with *should*. [7 mins]

**Aim:** to introduce *should* to give advice.






-   Explain 'advice'. Teach *should*.
- Use the speech bubble to explain. Pupils give advice about mosquitoes. They add *We should* to the phrases from activity 2.
-  Pupils take turns to give advice about mosquitoes. Listen and help.

**Answer:** 1. We should use sprays. 2. We should wear light clothes. 3. We should sleep under a net. 4. We should cut long grass. 5. We should clean dirty water.

### Pupil's Book page 87

#### A. Write sentences with *should* in your notebook. [8 mins]


**Aim:** to practise using *should* to give advice.

-   Use the example to explain the activity. Pupils add *You should* to each phrase.
-  Pupils write the sentences.
-  Pupils check their work together.
-  Choose pupils to read their answers to the class.

**Answers:** 1. You should wear light clothes. (example) 2. You should use a spray. 3. You should cut long grass. 4. You should sleep under a net.


#### B. Draw a picture of a mosquito in your notebook. Write four sentences. [5 mins]

**Aim:** to write descriptive sentences.

-  Explain the activity. Remind pupils to use capital letters and full stops.

### Starter activity [5 mins]





**Aim:** to introduce the topic of the lesson.

-  Explain that today's lesson is about mosquitoes. Have a class or group discussion to find out what pupils know about mosquitoes, the problems they cause, and what we can do about them.

### Pupil's Book page 45

#### 1. Read and say. [5 mins]



**Aim:** to read and talk about mosquitoes.

-  Write: *bite* and *malaria* on the board.
- Teach the meanings and practise the pronunciations.
-   Read the first bullet point: *insects*. Elicit *Mosquitoes are insects*.
- Repeat for the other bullet points. (See sample language below.)
-  Pupils take turns to say the sentences about mosquitoes. Listen and help.

**Sample language:** Mosquitoes are insects. They've got 6 legs, a body and a head. They've got a long mouth. They can fly and they can bite and drink blood. Mosquitoes can give us malaria.


#### 2. Read and match. [5 mins]

**Aim:** to practise matching information in a reading text.

-  Pupils complete the activity.
-  Pupils share their work with their group.


**C. Read, say and spell. [5 mins]**

**Aim:** to read and spell words with known sounds.

-  Help pupils to read and spell the words with *i-e* (as in *five*).
  - Choose a pupil to sound out the first word: / b aɪ k / and say 'bike'. Be ready to help.
  - Ask: *What are the letters?* Elicit the letter names: *b, i, k, e.*
  - Use the picture to revise the meaning.
  - Repeat for the other words.

**End of Lesson 5 Checkpoints:**

- Pupils can give a simple description of mosquitoes.
- Pupils can understand *should* as a way to give simple advice.
- Pupils can read and spell the sound /aɪ/ (*i-e* as in *five*).


 Unit 8
Lesson 5

1. Read and say.

**MOSQUITOES**




- insects
- 6 legs, a body and a head
- a long mouth

- can fly
- can bite and drink blood
- can give us malaria



2. Read and match.

- A Mosquitoes like people in dark clothes. They don't like light clothes.
- B Mosquitoes lay their eggs in dirty water.
- C Mosquitoes don't like sprays.
- D Mosquitoes bite a lot when people are sleeping.
- E Mosquitoes like living in plants and long grass.

**HOW TO STOP MOSQUITOES**

1 Use sprays.


3 Sleep under a net.

5 Cover dirty water.

2 Wear light clothes.


4 Cut long grass.

3. Say sentences with should.



We should use sprays.

Page 61 Book 5

 Unit 8
Lesson 5

A. Write sentences with should in your notebook.

1. Wear light clothes. *You should wear light clothes.*


2. Use a spray.

3. Cut long grass.

4. Sleep under a net.


B. Draw a picture of a mosquito in your notebook. Write four sentences.

C. Read, say and spell.




bike


i\_e



bite



hide







crocodile

Page 125 Book 5

## Lesson overview

Listening/speaking:	follow and say parts of a story about a caterpillar that is cared for by ants; say words with 'sm' as smell and 'sn' as in snail; retell and act parts of the story
Reading/writing:	read and follow parts of story about a caterpillar that is cared for by ants; read sentences from the story and match to pictures; read and write a thank you note; write short suggestions; read and spell words with 'sm' as in smell and 'sn' as in snail
Grammar:	the present simple; <i>Let's</i> for suggestions
Functions:	actions and events: make simple suggestions
New language:	<i>caterpillar, change, dear, its, week</i>

-  Ask questions to check pupils understand the story: *What does the butterfly do? Who comes out? Who finds it?...and so on.*
-  Play the audio again, line by line. Pupils listen and repeat.
- Tell the class they are going to read the story without the audio. Choose a pupil to read the speech bubbles for the caterpillar/butterfly. Choose another pupil to read the speech bubble for the ant. The rest of the class reads the words on the pictures. (Pupils reading the speech bubbles speak *after* the class has read the words on their picture.) Be ready to help.
- Act the story without the books.
  -  Point to each flashcard in turn and elicit the story. Prompt pupils with questions as necessary. *Who is this? What happens? What does it say?*
  - Practise as a class. Encourage pupils to use gesture and expressive tone of voice.
  -  Pupils act the story without their books. One pupil is the narrator, one is the caterpillar/butterfly, and one is the ant.

## Starter activity [5 mins]



**Aim:** to introduce the topic of the lesson.

Have a class discussion about the life cycle of a butterfly.








## Pupil's Book page 62

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



**Aim:** to practise the present simple and *let's*.





**Materials:** audio track 8.6, flashcards 26-31

-  Prepare the story.
  -  Pupils look at the pictures and read what they can.
  -   Elicit from pupils what they think happens in the story.
  - Write the new words on the board: *caterpillar, change, its, week*. Help pupils to read them, teach the meanings and practise the pronunciations.
-  Listen to the story.
  -  Play audio track 8.6. Pupils listen and follow in their books.
-  Practise the story.

### 2. Write a thank you note. [5 mins]








**Aim:** to write a simple thank you note.

-   Explain *a thank you note*.
- Elicit ideas for what the butterfly might want to say: *Thank you for... helping me/the leaves/ looking after me*, and so on. Help with any new vocabulary.
- Read the sample note to the class.
- Point out how the note starts. Teach: *Dear...*
- Point out how the note ends: *from (your name)*.
-  Pupils write a thank you note in their notebooks.
-  Pupils read their notes to their group.

## Pupil's Book page 126

### A. Look and write sentences with Let's in your notebook. [5 mins]






**Aim:** to practise writing suggestions with *Let's*.

-   Use the example to explain the activity. Pupils use the words to make suggestions with *Let's*.
-  Pupils complete the activity.
-  Pupils check their work together.
-  Check the answers as a class.

**Answers:** 1. Let's give it food. (example) 2. Let's give it water. 3. Let's take it to our nest.

**B. Match to the pictures. Copy them in your notebook. [5 mins]**


**Aim:** to understand a story about a caterpillar.


-   Explain. Pupils read each sentence and write the number beside the matching picture.
-  Pupils complete the activity.
-  Check the answers.
-  Pupils read the story in the correct order.


**Answers:** A. 2, B. 3, C. 4, D. 1

**End of Lesson 6 Checkpoints:**


- Pupils can understand and use *let's* and the present simple to retell a simple story.
- Pupils can write a very simple thank you note.
- Pupils can read and spell **sm** (/s m/ as in **smile**) and **sn** (/s n/ as in **snake**).

 Unit 8
Lesson 6


1.  Listen, read and repeat. Then say and act.




**A**  
This is a blue butterfly. It lays eggs near a nest of red ants...




**B**  
Hello ants. I'm here.




**C**  
Let's take it to our nest.




**D**  
For nine months the ants look after the caterpillar.



**E**  
The caterpillar sleeps and its body changes.




**F**  
Goodbye ants. Thank you.

2.  Write a thank you note.


Dear Ants,  
Thank you for the food and water when I was at your nest.  
From  
Blue Butterfly

**62**

 Unit 8
Lesson 6


A. Look and write sentences with **Let's** in your notebook.

**1**



give / food

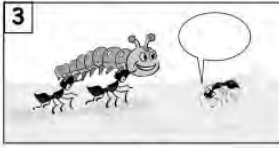
**2**



give / water

Let's give it food.


**3**




take / nest

B. Match to the pictures. Copy them in your notebook.


**A**




**B**



**C**







**D**



**126**

## Lesson overview




Listening/speaking:	play a guessing game about different kinds of animals; say words with 'ar' as in car
Reading/writing:	match questions and answers about a crocodile; read and spell words with 'ar' as in car; read and complete sentences about an octopus; write sentences about an octopus
Grammar:	<i>can</i> for ability; noun phrases with adjectives: <i>a big brain</i>
Functions:	ability: talk about what people and animals can and can't do; describe physical appearance: describe common animals
New language:	<i>brain, guess, heart</i>

-  Give pupils a few minutes to read the word boxes.
-   Elicit what Badr is thinking about. (*A lion*) Explain the game. Read the speech bubbles to the class. Elicit more examples of questions and answers for *lion*.
- Play the game as a class. Think of another animal. Pupils ask questions with *Is it, Has it got? Can it?* until they guess the name. (Do not let pupils make wild guesses. They must use the questions on the page.)
- Let one of pupils lead the game. Check he/she is using the correct form of the answers.
-  Pupils play the game. Pupil 1 thinks of an animal. Pupil 2 asks the questions. Then they swap roles and play again. Go around the class to help.

## Pupil's Book page 127




### A. Draw a picture of an octopus in your notebook. Write four sentences. [5 mins]

**Aim:** to write simple sentences about an octopus.

-  Pupils write without using their Pupil's Book. Be ready to help.
-  Pupils use their Pupil's Books to check their work.
-  Pupils share their work in groups.

### B. Copy and write answers. Use the answers in the box. [5 mins]


**Aim:** to practise *yes/no* questions.

-  Use the example to explain. Pupils choose the correct answer from the word box.
-  Pupils write the answers.
-  Check the answers as a class.

**Answers:** 1. No, it isn't. (example) 2. No, it hasn't. 3. Yes, it can. 4. Yes, it has. 5. No, it can't.


### C. Read, say and spell. [5 mins]

**Aim:** to read and spell words with known sounds.

-  Help pupils to read and spell the words with *-ar*.
  - Remind pupils not to pronounce the 'r' separately when it follows 'a'. Choose a pupil to sound out the first word: /c a: / and say 'car'.
  - Ask: *What are the letters?* Elicit the letter names: *c, a, r*.
  - Use the picture to revise the meaning.
  - Repeat for the other words.

## Starter activity [5 mins]






**Aim:** to revise words for the lesson.

-  Play *What/Who am I?*
- Possible words to use: *crawl, feathers, fur, mammal, reptile, rough, shell*.

## Pupil's Book page 63

### 1. Read, complete and say. [10 mins]



**Aim:** to use *can* and *has got* to talk about an octopus.

-   Write *brain* and *heart* on the board. Use the pictures to elicit the meanings. Practice the pronunciation.
-  Give pupils a few minutes to read the texts.
-  Read the texts to the class. Pupils read along with you. Elicit the correct word from the word box to complete each sentence.
-  Pupils take turns to read the sentences. Go around the class to help.

**Answers:** 1. E arms, 2. F big, 3. C hearts, 4. D shells, 5. A grow, 6. B change

### 2. Play 'Guess the Animal.' [10 mins]

**Aim:** to ask and answer *yes/no* questions.

-   Revise the answers to *Is it?, Has it got? Can it?* (*Yes, it is/No, it isn't; Yes, it has/No, it hasn't; Yes, it can/No, it can't*).


**End of Lesson 7 Checkpoints:**

- Pupils can understand a simple description of an octopus.
- Pupils can ask and answer simple questions about animals using *Is it...?*, *Has it got...?* and *Can it...?*
- Pupils can read and spell the sound /a:/ (*ar* as in *arm*).


**Unit 8** **Lesson 7**

1. Read, complete and say.


(A) grow (B) change (C) hearts (D) shells (E) arms (F) big




1  
An octopus has got 8...




2  
An octopus has got a... brain.




3  
An octopus has got three...



4  
An octopus can make a kind of garden with...



5  
An octopus can... a new arm.



6  
An octopus can... colour to hide.

2. Play 'Guess the Animal.'

Can it  
walk  
swim  
fly  
jump  
crawl  
climb

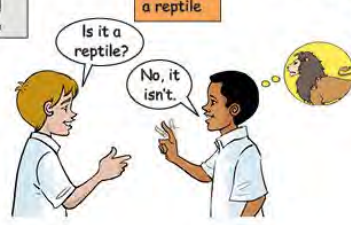
?

Is it  
a bird  
an insect  
a mammal  
a reptile

?

Has it got  
skin and fur  
feathers  
rough skin  
a big body  
4 legs  
6 legs

?




Pupils' Book 2

**Unit 8** **Lesson 7**

A. Draw a picture of an octopus in your notebook. Write four sentences.


B. Copy and write answers. Use the answers in the box.

No, it isn't. Yes, it has. No, it hasn't. Yes, it can. No, it can't.




- Is this animal a bird? No, it isn't.
- Has this animal got feathers?
- Can this animal swim?
- Has this animal got rough skin?
- Can this animal fly?

C. Read, say and spell.




car


ar



sharp



large



market

Pupils' Book 2




## Lesson overview

**Listening/speaking:** ask and answer about the things that different types of animals can and can't do; follow, say and act a chant about animals and their actions; say words with 'ea' as in head; say and spell known words

**Reading/writing:** read and match known words to pictures; read and spell words with 'ea' as in head; list known words by category; reorder words and write complete sentences; write a thank you note; write sentences about mosquitoes

## Starter activity [5 mins]

**Aim:** to review words from the unit.



-   Tell pupils to choose ten words from the unit and write them in their notebooks.
-  Pupils take turns to say one of their words. Their partner spells the word and says the meaning. Pupils get one point for each word they get right. The partner with most points at the end is the winner.

## Pupil's Book page 64

### 1. Listen, say and do. [5 mins]





**Aim:** to say and perform actions to a rhyme.

**Materials:** audio track 8.4

-   Revise the words and the actions.
- Read the rhyme. Pupils read aloud along with you, and do the actions.




### 2. Write a thank you note. [3 mins]

**Aim:** to practise simple *thank you* messages.

-   Revise *a thank you note*, *Dear* and *from*.
- Elicit some ideas of people they could say *thank you* to. (*Their mum, a friend*, and so on.)
-  Pupils write a thank you note in their notebooks. Go around the class to help.
-  Pupils read their notes to their group.



### 3. Write about mosquitoes. [5 mins]

**Aim:** to write a short description.

-   Read the sentences to the class.
- Elicit more facts about mosquitoes. Pupils can use their books to help them.
- Pupils write about mosquitoes in their notebooks Go around the class, helping.
-  Pupils read their writing to their group.






### 4. Say it. Spell it. [4 mins]

**Aim:** to revise words from the unit with 'a'.

-  Say each word in turn for the class. Pupils repeat after you.
- Choose pupils to say and spell each word, and give the meaning in Arabic.
-  Pupils take turns to say and spell each word. Go around the class, listening and helping.


### 5. Add words. [3 mins]

**Aim:** to revise vocabulary from the unit.

-   Explain the activity. Pupils copy the table into their notebooks. They add as many words to each column as they can. Check pupils understand the headings. They may use their books to help them. Make it a game. Set a time limit, e.g. 2 minutes.
-  or  Pupils work in groups or pairs. Only one person needs to write. The other(s) can find words or check spellings.
-  Check the lists of words.

### 6. Speak together. [3 mins]





**Aim:** to practise questions in the present simple.

-  Pupils play *Guess the animal* game from Lesson 7, activity 2.

## Pupil's Book page 128

### A. Read, number and say. [4 mins]

**Aim:** to read and revise words from the unit.


-   Explain. Pupils read each word and write the number beside the matching picture.
-  Pupils complete the activity.
-  Check the answers.

**Answers:** A.2, B. 3, C. 5, D. 6, E. 4, F. 1




**B. Read, say and spell. [4 mins]**

**Aim:** to read and spell words with known sounds.

-  Help pupils to read and spell the words with *ea* (as in *head*).
  - Choose a pupil to sound out the first word: /h e d / and say 'head'.
  - Ask: *What are the letters?* Elicit the letter names: *h, e, a, d.*
  - Use the picture to revise the meaning.
  - Repeat for the other words.

**End of Unit 8 Checkpoints:**

- Pupils can give a simple description of an animal.
- Pupils can use *We/You should* to give advice.
- Pupils can use *Let's* to make suggestions.

 Unit 8
Lesson 8

1. Listen, say and do.

Let's move like a spider.  
Let's move like a spider.  
Let's crawl like an ant...

3. Write about mosquitoes.

Mosquitoes have six legs.  
They are...

5. Add words.


Insects and animals	Kinds of animals	Verbs
butterfly	reptiles	change

2. Write a thank you note.


Dear friend,  
Thank you for...

4. Say it. Spell it.


ant  
warm  
spray  
brain  
change  
mammal  
malaria



6. Speak together.




Pupils' Book 3 64

 Unit 8
Lesson 8


A. Read, number and say.

1. an ant   2. bite   3. fur   4. a heart   5. a spider   6. a worm


A




B




C




D




E



F




B. Read, say and spell.



head

ea



bread

Pupils' Book 3 128