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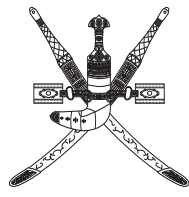
ENGLISH FOR ME

Teacher's Book



تم تحميل الملف من موقع kanz3.com

2020
Ministry of Education
Sultanate of Oman



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His Majesty Qaboos Bin Said, Sultan of Oman

English for Me

Grade 2B Teacher'sbook

Preparation:

This material has been produced, designed and managed by a committee formed by the English Language Curriculum Section of the Department of Human Sciences Curriculum Development, Directorate General of Curriculum Development at the Ministry of Education.

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Contents Map

Unit 1

Free time

Animals

Children will learn how to:	Main Language	Vocabulary
<ul style="list-style-type: none"> ◆ Talk about their free time activities ◆ Contrast likes and dislikes ◆ Express likes and dislikes ◆ Identify and name the letters of the alphabet ◆ Name the days of the week ◆ Sight read these words: Sami, Maha, Vicky, Paul, Soot, Biff, a pencil, a pen, a pencil case, a ruler, a rubber, a bag, a chair, a table, a book, Saturday, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, a stamp, a badge, a postcard, a kite, a doll, a telephone card, a comic, a yo-yo, a cat, an apple, a banana, an orange, a classroom, toilets, a bus, a car, a boat, a bike, a plane, a train, an umbrella, a raincoat, a date, a school, a hen, a tiger, a lion, I like, playing, collecting, football, basketball, volleyball, swimming, reading, watching, television, games, stamps, I don't like. 	<ul style="list-style-type: none"> ◆ This is a ... / that is a ... ◆ Who is it? ◆ What am I doing? ◆ What does ...[Maha] collect? ◆ How many ... ? ◆ What do you collect? I collect ...[stamps]. ◆ I like playing ...[volleyball]. ◆ I like reading comics / watching television / collecting stamps / swimming. ◆ I like ...[reading comics] but I don't like ... [playing basketball] ◆ What do you like doing? ◆ Do you like ...[swimming]? ◆ I spy with my little eye something beginning with ... [c]. 	<ul style="list-style-type: none"> ◆ <i>Parts of the body:</i> leg, mouth, nose ◆ <i>Toys and collections:</i> badges, comics, postcards, stamps, telephone cards, yo-yos, dolls, kites ◆ <i>Sports:</i> basketball, volleyball, swimming, football ◆ <i>Activities:</i> watching television, reading, playing board games ◆ <i>Transport:</i> bike, boat, bus, car, van ◆ <i>Clothes:</i> dishdasha, sock, t-shirt ◆ <i>Animals:</i> cat, dog, elephant, goat, hen, frog, zebra, snake, cow, duck, lion, sheep, shark, wolf, tiger ◆ <i>Weather:</i> rain, sun, snow ◆ <i>Food:</i> apple, jelly, orange, banana, ice cream, onion, milk, ◆ <i>Days of the week</i> ◆ queen, video, x-ray, bed, ink, kite, pen, ruler, sun, tap, umbrella, yo-yo, robot, ball, rubber, pencil
<ul style="list-style-type: none"> ◆ Talk about actions animals can and can't do ◆ Contrast animal abilities ◆ Name parts of animal bodies ◆ Describe animal bodies ◆ Identify wild and domestic animals from more complex descriptions ◆ Give more complex descriptions of animals ◆ Sight read these words: cat, cow, dog, frog, duck, snake, sheep, donkey, tiger, parrot, zebra, kangaroo, crocodile, elephant, giraffe, monkey, camel, lion, tortoise, hare ◆ swim, fly, jump, climb ◆ Write animal names 	<ul style="list-style-type: none"> ◆ It's got [big teeth]. ◆ A crocodile can swim. ◆ A camel can't fly. ◆ A parrot can fly but it can't swim. ◆ It can fly. It's got wings and a tail. ◆ Can a crocodile swim? 	<ul style="list-style-type: none"> ◆ <i>Animals:</i> zebra, kangaroo, crocodile, elephant, giraffe, monkey, tortoise, hare, cat, cow, dog, frog, duck, snake, sheep, donkey, tiger, parrot, camel, lion ◆ <i>Body parts:</i> trunk, neck, ears, eyes, hands, legs, wings, feet, tail, teeth ◆ <i>Colours</i>

Skills	Literacy	Classroom language
<ul style="list-style-type: none"> ◆ Read whole words ◆ Read whole sentences which have been learned orally ◆ Match spoken words and pictures ◆ Match written words and pictures ◆ Match oral information to a picture ◆ Match written information to a picture ◆ Sequence letters of the alphabet ◆ Identify and count letters within words ◆ Sort written words by the numbers of letters ◆ Identify a picture from aural information ◆ Identify a picture from written information ◆ Look for detail in pictures ◆ Recognise plurals ◆ Listen for detail ◆ Listen to longer, more complex texts for general understanding ◆ Ask and answer questions about free time likes and dislikes ◆ Follow the rules of a game ◆ Recognise the rhythm of English through song 	<ul style="list-style-type: none"> ◆ Recycle sounds of letters ◆ Read letter sounds and words beginning with these sounds ◆ Discriminate words by looking at pictures ◆ Read and match sentences to pictures ◆ Identify words from a string of letters ◆ Use the following words: dolls, comics, stamps, kites, telephone cards, badges, postcards to complete sentences ◆ Complete a crossword ◆ Classify and write words into groups ◆ Unjumble letters to write animal words ◆ Read and complete simple sentences ◆ Use like / don't like in sentences 	<ul style="list-style-type: none"> ◆ Look at [the words and pictures]. ◆ TPR instructions
<ul style="list-style-type: none"> ◆ Read whole words ◆ Read whole sentences that have been learned orally ◆ Transfer information from spoken statements to a chart ◆ Transfer information from a chart to spoken statements ◆ Compare and contrast ◆ Apply prior knowledge ◆ Identify detail in pictures ◆ Match spoken words and pictures ◆ Match written words and pictures ◆ Identify and count letters within words ◆ Sort written words by letter numbers (ie. cat = 3 letters) ◆ Identify a picture from aural information ◆ Look for detail in pictures ◆ Ask and answer questions about animal abilities ◆ Give more complex oral descriptions of animals ◆ Listen for detail ◆ Listen to longer more complex texts for general understanding ◆ Follow the rules of a game ◆ Recognise the rhythm of English through song 	<ul style="list-style-type: none"> ◆ Count animals in a picture ◆ Listen to a story ◆ Repeat parts of a story ◆ Label pictures with words ◆ Play guessing games ◆ Make an animal booklet ◆ Create a new verse for a song ◆ Sing songs ◆ Perform actions to a song ◆ Complete charts ◆ Build simple sentences using word cards ◆ TPR activities ◆ Complete simple sentences ◆ Write animal names/spelling of animal names ◆ Identify animal names/ parts of a body ◆ Using a body can/can't in sentences ◆ Write a short paragraph describing animals 	<ul style="list-style-type: none"> ◆ Listen to, read and track sentence / rhymes/ songs/ stories ◆ Sort and write words according to their sounds ◆ Practise reading, saying and writing words beginning with /ck/ /sh/ /ch/. ◆ Learn spelling of animals taught ◆ Use can and can't in sentences ◆ Write simple parallel sentences using can / can't ◆ Write a short paragraph describing an animal

Contents Map

Children will learn how to:	Main Language	Vocabulary
<ul style="list-style-type: none"> Identify and name parts of the face and body Describe what things look, sound, feel, smell and taste like Follow simple written instructions Sight read these words: eye, ear, nose, tongue, arm, hand, elbow, knee, leg, toes, feet, a cat, a duck, a circle, a triangle, a rectangle, a square, an apple, an orange, a banana, happy, sad, thin, fat, tall, short, clown, chips, cake, ice cream, drum, radio, flowers, rubbish, balloon, car, bee, (the) sea, dog, drum, radio, mobile phone, ,beefburger, lemonade, thunder, hear, smell, taste, feel, Read simple sentences Learn spelling 	<ul style="list-style-type: none"> I can see ... [a clown]. I can hear ...[a car]. I can feel ...[a triangle]. It smells like ...[a banana]. It tastes like ...[an apple]. It tastes sweet/sour/salty. My eyes can see. My tongue can taste. 	<ul style="list-style-type: none"> <i>Adjectives:</i> happy, sad, short, tall, fat, thin, soft, hard, rough, smooth, sweet, sour, salty <i>Verbs:</i> see, hear, feel, taste, smell <i>Body parts:</i> tongue, elbow, eye, ear, mouth, nose, hand, foot, arm, leg, knee, toe, feet <i>Animals:</i> dog, bees, duck, cat. <i>Shapes:</i> triangle, rectangle, circle, square <i>Food and drink:</i> beefburger, lemonade, lemon, lime, chips, peanut, onion, sugar, salt, apple, orange, banana, honey, chips, cake, ice cream, chocolate, potato, carrot <i>Nature:</i> trees, flowers, sea, thunder, <i>Other language:</i> clown, drum, radio, rubbish, telephone, car, ball, balloon, teddy bear
<ul style="list-style-type: none"> Use the simple present tense (to tell a story) Use the present continuous to talk about what people are doing Recognise and use prepositions of movement Sight read these words: river, wood, mud, mountain, grass, cave, over, under, through, around, across Read simple sentences in a story 	<ul style="list-style-type: none"> There's some [tall grass]. We can't go [under it]. We've got to go [through it/over it]. There's a mountain/some grass. Vicky's swimming across the river. 	<ul style="list-style-type: none"> <i>Natural features:</i> river, wood, mud, mountain, grass, cave <i>Prepositions of movement:</i> over, under, through, across, around <i>Adjectives:</i> tall, deep, dark <i>Parts of the body :</i> nose, eyes, teeth map, treasure

Skills	Literacy	Classroom language
<ul style="list-style-type: none"> ◆ Recognise objects by touch, smell, sound, taste, sight ◆ Read whole sentences that have been learned orally ◆ Transfer information from spoken statements to a chart ◆ Transfer information from a chart to spoken statements ◆ Give simple descriptions in terms of feelings ◆ Give simple descriptions in terms of appearance and texture ◆ Listen for detail ◆ Express an opinion ◆ Make associations ◆ Compare and contrast ◆ Apply prior knowledge ◆ Identify detail in pictures ◆ Match spoken words and pictures ◆ Match written words and pictures ◆ Identify a picture from aural information ◆ Identify a picture from written information ◆ Follow simple procedures in experiments ◆ Recognise the rhythm of English through songs and rhymes 	<ul style="list-style-type: none"> ◆ Write the names of parts of the body ◆ Complete sentences with adjectives ◆ Write opposites of adjectives ◆ Classify words under different senses ◆ Join two parts of a word ◆ Practise reading and saying words with /f/ sound ◆ Complete sentences about senses ◆ Find words in a square ◆ Complete sentences using visual clues ◆ Categorise objects according to their texture 	<ul style="list-style-type: none"> ◆ What colour is the clown's hat? ◆ How many clowns can you see? ◆ What colour is the happy clown? ◆ What can you ...[see/hear/feel]? ◆ Find things you can ...[see/hear/smell/taste]. ◆ Look at the bottom of ...[page 27]. ◆ Draw ...[a triangle].
<ul style="list-style-type: none"> ◆ Apply prior knowledge ◆ Reason deductively ◆ Sequence events in order and reverse order ◆ Read whole words ◆ Read whole sentences which have been learned orally ◆ Read a story map ◆ Re-tell a story: from visual information, from written information, from aural information ◆ Spell whole words ◆ Match spoken words and pictures ◆ Match written words and pictures ◆ Identify a picture from aural information ◆ Identify a picture from written information ◆ Look for detail in pictures ◆ Listen for detail ◆ Listen to longer, more complex texts for general understanding ◆ Recognise the rhythm of English through songs 	<ul style="list-style-type: none"> ◆ Learn and write numbers from 50 - 60. ◆ Learn and write numbers in words 61 -70. ◆ Consolidate spelling of words, mountain, mud, river, grass, cave. ◆ Write numbers in words 71 - 80. ◆ Understand and use prepositions in sentences. ◆ Listen, track and read a story. ◆ Learn numbers from 80- 89 ◆ Learn numbers from 91- 100 	<ul style="list-style-type: none"> ◆ Label a map ◆ Listen to a story ◆ Participate in shared reading ◆ Read a story ◆ Draw a story route ◆ Make a book ◆ Sing songs

Children will learn how to:	Main Language	Vocabulary
<ul style="list-style-type: none"> Name foods and drinks Categorise foods into fruit and vegetables Categorise foods and drinks Talk about hunger and thirst Express food likes and dislikes Recognise and use the indefinite article a/an [an + noun] * Recognise 'some' for an indefinite number of items and with mass nouns Recognise the connective 'but' Recognise plurals Make and respond to polite requests Make suggestions Sight read these words: bread, carrot, cheese, chicken, fish, honey, onion, potato, rice, egg, tomato, biscuits, cola, milk, orange juice, water, coffee, tea, apple, banana, date, orange, cake, ice-cream, chips, lemonade 	<ul style="list-style-type: none"> I've got a cake. I like/don't like chocolate. Yes, I like [cola]. No, I don't like [fish]. Can I have an apple, please? Here you are. Thank you. I'm hungry/thirsty. Have a/an/some ... 	<ul style="list-style-type: none"> <i>Foods</i>: biscuits, eggs, fruit, vegetable, apple, banana, bread, cake, carrot, cheese, chicken, chips, date, fish, honey, ice-cream, onion, orange, potato, rice, tomato (R) <i>Drinks</i>: coffee, tea, cola, lemonade, milk, orange juice, water (R) hungry, thirsty money, shop
<ul style="list-style-type: none"> Name buildings in a community State what kind of home they live in Ask and answer questions about homes Talk about the relative size of homes Talk about places in a town and their locations Ask and answer questions about the locations of people and buildings State what kind of community they live in Sight read these words: souk, mosque, shop, police station, supermarket, clinic, hospital, post office, toy shop, school, falaj, date palm, house, flat, park, town, village 	<ul style="list-style-type: none"> live in a [house]. I live in a big [flat]. Where's Sami? In the souk. Where's the shop? Opposite the mosque. I live in a [village]. In my village there's a [falaj]. Ali is next to Fatma. Muna is opposite Bader. Muna is between Fatma and Ali. 	<ul style="list-style-type: none"> <i>Buildings</i>: souk, mosque, shop, police station, supermarket, clinic, hospital, post office, toy shop, school, house, flat <i>Places</i>: park, town, village, falaj, date palm <i>Transport</i>: bus, car <i>Parts of a bus</i>: wheels, wipers, lights, horn

Skills	Literacy	Classroom language
<ul style="list-style-type: none"> ◆ Apply prior knowledge ◆ Categorise ◆ Reason deductively ◆ Sort foods by quantity ◆ Sort words into initial vowel groups ◆ Sort foods into fruit and vegetables ◆ Sequence events ◆ Read whole sentences which have been learned orally ◆ Transfer information ◆ Spell food and drink words ◆ Match spoken words and pictures ◆ Match written information to a picture ◆ Look for details ◆ Listen to longer more complex texts for general understanding ◆ Read a cumulative text about food 	<ul style="list-style-type: none"> ◆ Match pictures with words ◆ Learn words for a spelling quiz ◆ Understand the concept of plurals ◆ Unscramble letters to form words ◆ Understand and complete sentences using picture cues ◆ Compare a chart ◆ Classify words under vegetable or fruit ◆ Learn to use the indefinite article a/an ◆ Consolidate understanding of a, an, some ◆ Do crossword puzzles ◆ Complete sentences with like/ don't like ◆ Sort and classify items of food and drink ◆ Identify items of food and drink from descriptions 	<ul style="list-style-type: none"> ◆ What can you see? ◆ How many [carrots]? ◆ Look at [the foods and drinks on page 43]. ◆ How do you spell [date]? ◆ Listen and look at the picture.
<ul style="list-style-type: none"> ◆ Apply prior knowledge ◆ Read whole words ◆ Read whole sentences which have been learned orally ◆ Sequence letters of the alphabet ◆ Match spoken words and pictures ◆ Match written words and pictures ◆ Match oral information to a picture ◆ Match written information to a picture ◆ Match written questions and answers ◆ Identify a picture from aural information ◆ Identify a picture from written information ◆ Ask and answer questions about location ◆ Give a simple oral description of a town/village ◆ Spell building words ◆ Look for detail in pictures ◆ Listen for detail ◆ Recognise the rhythm and stress of English through songs 	<ul style="list-style-type: none"> ◆ Revise the alphabet ◆ Say sounds \c\ g\p\l\d\g\l\bl\tnk\nd\ ◆ Complete words with missing letters ◆ Find words in a string of letters ◆ Copy sentences ◆ Match pictures to sentences ◆ Fill in missing letters to complete names of places ◆ Label pictures ◆ Unscramble letters to make words ◆ Complete missing words in sentences ◆ Understand the use of commas ◆ Use 'next', 'opposite', and 'between' in sentences 	<ul style="list-style-type: none"> ◆ Look at [the picture of Sami's village]. ◆ How do you spell [souk]? ◆ Which picture? ◆ How many [cars] can you see? ◆ Draw a [line from the question to the answer]. ◆ Who is this?Where is this? ◆ Is this a town or a village?

Activities

<p>Unit 1 Free time</p> <ul style="list-style-type: none"> ◆ Say the sounds ◆ Read/circle/match/write/unscramble/complete/label ◆ Label pictures with words ◆ Count items in collections ◆ Build simple sentences using word cards ◆ Complete a chart ◆ Sequence letters of the alphabet ◆ Play The Alphabet Shop game ◆ Play I spy ◆ Sing songs ◆ TPR activities 	<p>Unit 4 Adventure</p> <ul style="list-style-type: none"> ◆ What's [number 3]? ◆ What can you see? ◆ What colour [are the horses]? ◆ How many [horses are there]? ◆ Look at [the sentence on the board]. ◆ Draw [a line from the word to the picture]. ◆ How do you spell [mountain]? ◆ What can you hear? ◆ What am I doing? ◆ What's Sami doing?
<p>Unit 2 Animals</p> <ul style="list-style-type: none"> ◆ Point to the word [crocodile]. ◆ Look at the words and listen. ◆ Find a [tiger's head]. ◆ TPR instructions ◆ What is it? What animal is it? ◆ What number? ◆ How many monkeys are there? ◆ Tigers, stand up 	<p>Unit 5 Food and shopping</p> <ul style="list-style-type: none"> ◆ Draw food and drink for a picnic ◆ Draw foods to complete written sentences ◆ Draw fruit and vegetables ◆ Read a song ◆ Play a spelling game using letter cards/racks ◆ Label pictures with words ◆ Complete charts ◆ Play I spy ◆ Participate in shared reading ◆ Listen, read, and colour pictures ◆ Sing songs
<p>Unit 3 Five senses</p> <ul style="list-style-type: none"> ◆ Sing songs and do action rhymes ◆ Read, match and write ◆ Listen and match ◆ Read, look and colour ◆ Complete charts ◆ Do simple experiments ◆ Build simple sentences using word cards ◆ Do more complex TPR activities ◆ Find words in a square ◆ Listen to sounds, look at spelling 	<p>Unit 6 Town and village</p> <ul style="list-style-type: none"> ◆ Listen and match ◆ Label pictures with words ◆ Sequence ◆ Play a spelling game using letter cards/racks ◆ Read and match ◆ Draw and describe a town or village ◆ Play a place and building name game ◆ Sing songs ◆ Say the sounds, write ◆ Circle the words ◆ Copy

<p>Unit 1 Free time</p> <p><i>General</i></p> <ul style="list-style-type: none"> ◆ Applying prior knowledge ◆ Making associations ◆ Sorting ◆ Sequencing ◆ Classifying ◆ Cause and effect <p><i>Social</i></p> <ul style="list-style-type: none"> ◆ Co-operation ◆ Understanding and following the rules of a game <p><i>Motor skills</i></p> <ul style="list-style-type: none"> ◆ Developing manipulative skills 	<p>Unit 4 Adventure</p> <p><i>General</i></p> <ul style="list-style-type: none"> ◆ Applying prior knowledge ◆ Making associations ◆ Reasoning deductively ◆ Cross referencing <p><i>Story</i></p> <ul style="list-style-type: none"> ◆ We're going on a treasure hunt ◆ Recognising and reversing sequence in a story ◆ Repeating parts of a story <p><i>Social</i></p> <ul style="list-style-type: none"> ◆ Acting out a story ◆ Developing spatial orientation ◆ Following a route on a map ◆ Co-operation and understanding ◆ Turn-taking <p><i>Maths</i></p> <ul style="list-style-type: none"> ◆ Recognising and writing whole numbers (50-60) ◆ Sequencing
<p>Unit 2 Animals</p> <p><i>General</i></p> <ul style="list-style-type: none"> ◆ Reasoning deductively ◆ Applying prior knowledge ◆ Making associations <p><i>Maths</i></p> <ul style="list-style-type: none"> ◆ Interpreting and recording information on a chart <p><i>Story Link</i></p> <ul style="list-style-type: none"> ◆ The Tortoise and the Hare ◆ Repeating parts of a story <p><i>Motor Skills</i></p> <ul style="list-style-type: none"> ◆ Developing manipulative skills <p><i>Art</i></p> <ul style="list-style-type: none"> ◆ Colour recognition ◆ Being creative <p><i>Social</i></p> <ul style="list-style-type: none"> ◆ Acting out parts of a story ◆ Discussing moral issues 	<p>Unit 5 Food and shopping</p> <p><i>General</i></p> <ul style="list-style-type: none"> ◆ Applying prior knowledge ◆ Categorising ◆ Sorting ◆ Reasoning deductively ◆ Sequencing events ◆ Recalling by visualising ◆ Recording information on a chart <p><i>Social</i></p> <ul style="list-style-type: none"> ◆ Developing social skills ◆ Turn-taking ◆ Understanding and following the rules of a game
<p>Unit 3 Five senses</p> <p><i>General</i></p> <ul style="list-style-type: none"> ◆ Making associations ◆ Applying prior knowledge ◆ Reasoning deductively ◆ Classifying <p><i>Science</i></p> <ul style="list-style-type: none"> ◆ Increasing children's awareness of the senses ◆ Discriminating touch, sound, smell, taste and sight <p><i>Maths</i></p> <ul style="list-style-type: none"> ◆ Recording information on a chart <p><i>Social</i></p> <ul style="list-style-type: none"> ◆ Co-operation ◆ Understanding and following the rules of a game 	<p>Unit 6 Town and village</p> <p><i>General</i></p> <ul style="list-style-type: none"> ◆ Applying prior knowledge ◆ Comparing and contrasting ◆ Developing spatial orientation ◆ Cross referencing <p><i>Social</i></p> <ul style="list-style-type: none"> ◆ Co-operation ◆ Understanding and following the rules of a game

I The Course

1.1 Description of the course

English For Me is a four-year course for children in Oman starting English in the first grade of the Basic Education Schools. The syllabus has been modified to meet the needs of young children. The course promotes language learning through activities which are organised around topic areas. The four-year syllabus of Cycle One reflects children's developing awareness and takes into account the cognitive development of children of this age. For example, in year 1 of the course, topics included relate to the children themselves and to their interests. Gradually, in years 2 to 4 these topics are broadened to include topics from the outside world.

Grade 2 of *English For Me* consists of the following components for each semester:

- Classbook
- Skills Book
- Teacher's Book
- Big Books for Shared Reading
- Listening CDs
- Songs and Rhymes CDs
- Resource Packs

1.2 Aims of the course

The aim of the books used in this course is to maximize learning whilst maintaining a fun and enjoyable environment. Children at this age are still learning their mother tongue. That is to say they are still developing literacy in their first language. Also, at this age, they do not have specific foreign language needs. What is evident, however, is that young children have a lot of physical energy that can be utilized to support learning. Total Physical Response (TPR) is very popular with young learners as it develops listening skills and introduces new language in a very visual, contextualised way that involves a lot of activity. (TPR involves movement and activity, and) For young children, this helps to dissipate their excess energy without putting undue pressure on them to speak.

Children learn and forget things easily, so it is important to recycle and use constant repetition, but in a way that is stimulating, as young children have a tendency to get bored very quickly. For this reason, lessons are paced and include a variety of tasks. The purpose of the curriculum is to produce happy, confident children who are interested and enthusiastic about their lessons and who look forward to English periods. The activities that have been included in the course are problem solving activities, identifying, matching, sorting, sequencing, interactive activities such as class surveys, making masks and so on. All these help children to develop communicative competence while at the same time encourage enthusiasm for English learning. Children are also asked to make booklets, posters and to dramatize parts of stories that they are learning. This allows children to better understand why they are learning the language.

1.3 How do children learn?

Young learners need good concentration and memorization skills. Development of these is supported through action songs and rhymes, counting rhymes, stories, the alphabet and counting. Children need to be encouraged in order to help them develop self-esteem and confidence in learning. Children of this age are at the concrete-operational stage, where learning develops only when it is heavily contextualized in concrete situations. The tasks that have been formulated in the course materials encourage the young learners to select, retain, and transform information to construct knowledge which is shaped by their unique ways of interpreting the world around them.

The course uses children's creative energy as a classroom resource. The aim is to encourage children to develop language and educational skills and enjoy the learning process. Children are encouraged to talk first

about themselves and their surroundings and then to broaden their horizons. The course incorporates work from other areas of the curriculum and offers a range of opportunities to learn about other English speaking cultures. The main aims are as follows:

- To create initial interest and enjoyment in learning English and help children develop genuine enthusiasm for language learning through meaningful and enjoyable activities.
- To provide a wide variety of challenging and motivating activities which contribute to the process of children's intellectual, social, emotional, and physical development.
- To enable children to use English for a purpose and to regard English as a means of communicating real information.
- To enable children to talk, and later, to write about themselves.
- To develop the four skills that children need, ie. listening, speaking, reading and writing.
- To develop awareness of how language operates as a rule-governed system.
- To develop awareness of the link between language and culture.
- To lay foundations for future study in terms of basic structures, lexis, language functions and basic study skills.
- To encourage children to continue learning English in later years.
- To support teachers by providing systematic lesson guidance as well as plenty of teaching ideas.
- To translate accepted and recent theories of language learning into practice, with a strong emphasis on songs, stories, games, rhymes, chants, drawing, colouring and making things.

The course provides children with the opportunity to acquire English language skills in an enjoyable and challenging way. The materials are child-centred, activity-based and encourage children to become active participants in the learning process. The emphasis throughout the course is on activities which allow children to work at a pace suitable to their learning skills and developmental stage. The activities also place a strong emphasis on developing cross-curricular skills.

The course has been designed with both children's and teachers' needs in mind. It aims to contribute to educational development in its widest sense. It gives a foundation in essential language learning skills, and develops general conceptual, social, and manipulation skills at the primary level.

1.4 Teaching English to children

The modified *English for Me* course has been formed not just by current theories of language learning, but also by our present understanding of how young children learn. It is based on the following pedagogical principles:

- Children learn best in a stress-free environment. Mistakes should not be regarded as an inevitable evil, but – just as in the acquisition of the mother-tongue – as completely normal and necessary. Patience and understanding towards mistakes on the part of the teacher is an extremely positive support to language learning.

- The development of receptive skills (listening comprehension) takes place before the development of productive skills (speaking). The level of language input is higher than the level of language production expected of children.
- Children of this age are developing cognitively and socially. The content of lessons must relate to children's knowledge of the world and to their cognitive level. Even children of this age can bring a wealth of knowledge to the classroom. They have experiences of their families, homes, friends, etc. They also have likes, dislikes and preferences, which are all very useful in the language classroom. Socialisation is fostered through pair and group work, encouraging children to share information.
- Young children do not have a long concentration span. Variety during the lesson encourages greater concentration and increases children's enjoyment.
- Young children have an active short-term memory but need continual recycling to store items in their long-term memory. Language is constantly recycled through a wide variety of activities. These build children's confidence but avoid boring repetition.
- Children learn by doing. For this reason the activities in the course require children's active participation. Children are given the opportunity to experience English through activities that require physical involvement such as acting out, performing action songs and rhymes, doing Total Physical Response activities, making things, etc.
- Children like to play with language. The course includes a wide variety of songs, rhymes and games related to the content of the units.

1.4.1 Some factors to bear in mind about child learning:

It is important to contextualize language for children. Young children are excellent observers and have a natural ability to grasp meaning from a variety of sources like body language, facial expressions, and visual support like pictures. Source materials that have been developed, encourage this.

Like L1, repetition of words and phrases is important for children to become comfortable with their sounds and meanings, etc. However the repetition should not be mechanical and boring. A wide variety of task types have been included in the Skills Books that are not mechanical, but provide repetition in a meaningful way. When children are acquiring their L1, they hypothesize on the grammar rules, so when they are learning English, they need to mirror what they have done in L1. The stories in the course materials provide children with contextualised, motivating language for them to hypothesize meaning in the story.

Self-assessment is important because children are starting to learn skills such as monitoring their own progress, reflecting on their own abilities, learning to work in different styles and setting achievement goals. At the end of each unit in the Classbooks, children are asked to assess their learning by deciding whether the unit was hard or easy for them and colouring in either a sad or a happy face.

Self-correction is another important factor for young learners and opportunities must be offered to children to check their own work. This helps them take responsibility for their own learning and work out why and where they have made mistakes.

Quizzes have been included in the Skills Books to provide a chance for children to review and to identify what they know and don't know for long term retention. Children also like guessing and prediction and should be given opportunities to do so.

1.5 The syllabus

The syllabus has been designed to satisfy the needs and interests of young children and thus motivate them to want to learn English. It focuses on topics and activities which young children can relate to, and develops appropriate vocabulary and language functions. Language for active use is first introduced, then constantly revised and recycled within each grade and across the four grades, with a gradually increasing degree of complexity to ensure maximum progress for the children. A useful picture glossary of new language items can be found at the end of the *Classbook*. Children are also exposed to other new language through stories, songs and rhymes.

1.6 The development of the four skills

The *English for Me* course aims to develop all four skills equally and provides a balance between listening, speaking, reading and writing. The level of language that children are exposed to in each of the grades has been made deliberately higher than their ability to produce such language themselves. The activities which children perform are designed to develop their general comprehension as well as their ability to extract specific information, but without having to understand every word. At first, children demonstrate their understanding and communicate using non-verbal or very simple language. Later they are required to use more complex personalised language.

1.7 Error correction

Although the ultimate aim of teaching a language is that the learner can communicate effectively using the language correctly, it must be remembered that this course is the first step in learning English. It would be unrealistic to expect all children to produce correct English at this stage. Errors should be recognised as part of the learning process. The following guidelines should be followed:

- Do not interrupt when a child is saying something, even though in the early stages they may use a combination of English, some non-verbal language and some L1. After the child has finished speaking, you can use correct English to gently paraphrase what the child was trying to say.
- Build up children's confidence in attempting to say things in English, even if their production is not accurate to begin with. Remember to praise their attempts.
- Be patient. Remember that mistakes are a natural part of the learning process. Young children learning their first language are exposed to an enormous amount of language for a long time before they are able to produce any language. When they do start producing language, they make mistakes for a long time.

1.8 Approach to the teaching of listening and speaking

Listening comprehension skills are an important feature of the *English for Me* series. Children are exposed to a variety of listening materials ranging from songs and rhymes to simple conversations, dialogues and stories. The language contained in the listening material is usually at a higher level than the language the children are expected to reproduce themselves. Children are required to respond to the listening material in a variety of ways: listen and point, listen and touch, listen and match, listen and draw, listen and colour, listen and guess, listen and tick, listen and do, etc.

Children are asked to use a limited range of spoken English during Grade 2 based on modelled oral messages and descriptions. The listening materials contain native-speaker models of English spoken at just slower than

natural speed. This is to prepare children to use and understand English spoken at a realistic pace. It also gives children the opportunity to acquire and use the natural rhythm and stress of English, which is often distorted when spoken language is recorded at a very slow speed. Transcripts for all the songs and rhymes can be found in the *Teacher's Book*.

1.9 Approach to the teaching of reading and writing

In addition to listening and speaking, children are given a firm foundation in reading and writing. In the *Skills Book*, children are gradually introduced to the letters of the English alphabet in a way which develops their phonological understanding. They become familiar with the main sounds of the letters, the names of the letters and the relationship between letters and sounds. They learn to identify and form the letters. Children also learn to recognise common content words related to topics in the text as well as frequently occurring words related to grammatical structures. Whole word reading is taught through visual aids like word cards, the *Skills Book* and through the shared reading of *Big Books*. Children are also expected to be able to both read and write words and simple sentences.

1.10 Writing

By now children are familiar with all the letter formation. It is important to realize that the more energy put into teaching handwriting, the less time is required later on. At all times clear guidance must be given to the child if he or she is to write well.

The teacher must observe and give priority to the following:

- Writing needs to be legible, so that it is easy to read.
- It must be clear, and speedily executed.
- It must be well taught from the start, and remedial activities be taken immediately before errors become ingrained.
- Children write with left to right, and top to bottom directionality.
- Children use appropriate spacing.
- Children recognize and produce basic sentence patterns.
- Children begin to be sensitized to capitals and punctuation.

Legibility is very important. It is important to ensure that the handwriting of children is easy to read, evenly spaced and evenly written. Speed is the second priority, so learning the correct movements from the beginning helps to develop the necessary fast, smooth and flowing hand. Children need to see for themselves that their control over their handwriting is growing and they have to remain enthusiastic about it. You, the teacher, need to be steady and regular in the teaching of writing. Ask yourself if you have been successful.

If you have been sincere and practised the skill regularly and have supported your pupils by giving individual attention to each one of them when there was a need, you will find this question very easy to answer. Simply look at the child's handwriting from the beginning of the book and compare the handwriting of the beginning units and those that come later. Watch the children as they work and you will see them becoming more confident in what and how they write. You will then know that your efforts have paid off and that the children are well on their way to become proficient writers.

1.11 Hand writing

It is important to continue teaching handwriting skills that were started in Grade One. Children need to be taught to form letters correctly. If teachers ignore handwriting, children will write very poor and badly formed letters and their writing will not be legible. The conventions of print are simple: all round letters are anti-clockwise, and all straight letters begin at the top. It is a skill that is easy to teach but requires constant attention

on the part of the teacher. It is the duty of the teacher to watch a child form letters correctly until the habit is well established. It has been established that the quality of handwriting as well as the speed of writing is highly correlated with spelling attainment. The slow writer is the one who is uncertain about letter formation, and is faced with a decision every time he/she makes an attempt to write a fresh letter. In the process time is wasted with rubbing out the wrong attempts, frustration sets in and soon the child loses interest and in the process becomes a poor speller as well.

In the Skills Book, there is a section called Review and Self Access (starting from page 53) where children can practise writing lower case letters that were taught in Grade One. Please use these pages to do remedial work on letter writing to establish good practice. It is very important that mistakes are caught early and good practice established. Once a bad habit is ingrained or formed, it is very difficult to correct it. The pages can also be used as time fillers, homework, and self-access work.

1.12 Phonics

One of the aims of the syllabus is to build up phonic skills and knowledge in a structured way. All the activities to support phonics have been carefully selected for fun, to motivate, and to aid comprehension. The phonic section provides consolidation practice on individual sounds, but also introduces and practise the following:

- Vowel diagraphs. These are formed with two vowels standing for one sound for example 'oo' and 'ee'
- Consonant blends. These are a combination of consonants such as 'st, sp, sk, sw'
- Consonant diagraphs. Although spelled with two consonants, consonant diagraphs function as a single consonant, examples are; 'th, wh, sh, ch, kn.'

The children can demonstrate through content their understanding of the sounds and words that they are learning.

In the phonic pages, children focus directly on the sounds to be learned. They are also asked to copy out the words. The reason for this is to give them practice in writing, and get them to write at a reasonable speed, but also to consolidate the words and sounds through writing.

There has been a lot of discussion about the value of teaching phonics. However it is safe to say that phonics provide extra support for those children who may find whole word reading difficult. Spelling also cannot be learned without the child looking closely at words. The foundations of spelling cannot be laid by a solely visual methodology. At times, children need to decipher the words in order to learn spelling.

The advantages are as follows:

- Children rapidly develop independence in discovering for themselves what the word is.
- Oral reading and pronunciation is improved through phonic knowledge.
- Spelling is mastered more thoroughly.

It is important however not to depend entirely on phonics for the teaching of reading for the following reasons:

- Phonic teaching leads to boring drills of symbols and sounds.
- Skills in the mechanics of reading are often gained at the expense of meaning.
- Words and phrases are often presented out of context and so are meaningless to children.
- Some words cannot be taught phonically

The rationale for including phonics in the *Skills Book* is to give children an additional strategy that they may use beside whole word reading. Children will learn how to:

- Apply basic and complex letter sound correspondences.
- Use decoding strategies, i.e using phonics to unlock pronunciation.
- Use familiar word parts to identify unknown words.

1.13 The spelling component

When we ask children to read, they look at a word, and if they know it, they will read it. However, if they do not know the word or have never encountered it before, they will try to isolate it and read it phonically. The child is encouraged when he/she can read the word either as a whole or by breaking it down phonically. These same rules apply to spelling. The child gets a sense of success when he/she can spell a word correctly. Good spelling contributes very effectively to the child's self image. It gives the child status that he/she can communicate effectively in writing. It is therefore very important to encourage children to learn spelling.

There are three elements to make learning how to spell successful. One is reading the word aloud. If children can read the word aloud correctly, they are more likely to have success in spelling it correctly. This is especially true of three letter words like cat, pin, pen, etc.

The second element is the visual perception of the word itself. If children are asked to look at the word for a short period of time, then they are asked to spell it, they are likely to recall the order of the letters and spell the word correctly. Time spent on the attention of how a word is written (word structure) is time well spent. This is one of the reasons that a phonic strand has been included in the course and children get the opportunity to look at word structures.

Spelling is a necessary skill and it is a skill that has to be learned. The time spent by teachers on attention to word structure actually determines the progress of children in learning how to spell. Children who do not receive any teaching do not progress with spelling and become poor spellers. In other words, the teacher must teach children to look carefully at the word structure. In their attempts to write, children will make errors, and this ability to have a nearly right spelt word is progress.

The third element to becoming a good speller is the children's quality of handwriting. Children who write carefully also tend to have good handwriting. They also write more swiftly. All these factors correlate significantly with good spelling. Slow handwriting is correlated with the uncertainty of letter formation and sequence which is time consuming. Therefore, writing speed is necessary to progress in spelling. When spelling is poor then communication suffers because the reader is held up trying to puzzle out the word. It is important to realize that spelling is a skill which requires precision.

To achieve results, it is important to spend time training children and to direct their attention to the patterns or letter strings in words. It is unlikely that young children will pay attention to spelling without guidance from the teacher. Within words to be learned there will be difficulties, and it is important for the teacher to point these out so that children are made aware of them. For example in the word 'elephant', the **ph** may cause problems, because the teacher has not directed enough attention to this particular difficulty. Children learn to spell when they look closely at a word and its letter sequence and by then recalling or trying to remember what they have seen. Tracking the directionality of the word pattern also helps children to remember its spelling.

A useful technique to teach spelling is to use the word cards that are available to you. Show a card for a moment. Ask children to look at it carefully, then ask them to try to write the word they have just seen. You can start with short words in the beginning until children become more familiar with the technique.

1.14 Classroom display

Children love to see their work displayed. If possible, find a place in which the materials produced by the children can easily be displayed. For example, use the classroom walls if possible, or a corner of the classroom, or save the children's work in a giant *Classbook*. Decorate the display attractively using card of different colours, cut-outs with English motifs, and other materials that children bring to the class with them. Change the decoration from time to time. Displaying children's work gives status to it, as well as enhancing the learning environment of the classroom. It gives children a real sense of pride and ownership of their work.

1.15 Cross-curricular links and learning strategies

In order to complete many of the activities in the course successfully, children are asked to use skills they have developed across the curriculum. For example, when children are asked to do a class survey this involves more than simple mathematical skills. They must know how to collect and classify the information needed and represent it accurately. This involves interpersonal skills, learning strategies and critical thinking.

The inclusion of pair and group work involves co-operation, adaptability and sharing. Children can contribute their particular skill or knowledge to group work. The artist, the science expert, the actor – all will be pleased to use their special talents to make their group work successful.

The development of effective learning strategies can aid children in their language learning. Each unit in the course includes the use of a variety of strategies such as comparing, classifying, applying prior knowledge, problem solving, sequencing, predicting outcomes, inferring meaning from context, making generalisations, and so on.

1.16 Number of units and timing

Grade 2 of *English For Me* is divided into six units per semester. Each unit has ten lessons of approximately 30 minutes. These lessons have been designed to be taught within the 30 minutes. Suggested time is given for each task, however the time needed for each task may vary depending on the length of the periods in your school. It is important to teach a complete lesson and not to start a new lesson at the end of a lesson. If you finish a lesson early, get children to sing one of the songs, or do a related TPR activity.

During the first semester you will need to spend some time in each lesson establishing classroom routine. This will affect the timing of the lesson and will vary from class to class. Each lesson is divided into tasks to make teaching and learning easier. A task has a focus with special learning aims. In each task, there are a series of steps. It is important to follow these in sequence. The unit then develops by gradually building up the main vocabulary and language connected with the topic over the ten lessons.

In your first year of teaching the modified course, it would be advisable to follow the detailed teaching notes. After teaching the course for a year, you will become familiar with the course as a whole and may wish to make decisions about adapting, supplementing and extending activities.

1.17 Assessment

Assessment and evaluation are important features of the educational process. The terms are often mistakenly used interchangeably.

- **Assessment** is the process of collecting information about a child's attainment. Its function is to determine what a child is actually achieving in relation to agreed criteria. Assessment should form a natural part of classroom activities.
- **Evaluation** is the process of making a judgement about the assessment information in order to reflect between the present situation and what the situation ought to be. Evaluation is a tool for providing a global analysis of the effectiveness of the educational curriculum and for effecting change within it at all levels.

At this very early stage of learning, it would be a mistake to think of assessment in terms of a formal written evaluation given at the end of each semester. At this stage, assessment is mainly based on the teacher's daily observation of the children and the children's own self-evaluation. The units of work in the course are designed to allow you time to observe and assess each child's progress.

It is important, even with young children, to give them a sense of the progress they are making in class, so that eventually they can become autonomous learners, capable of deciding for themselves what they need to learn and how they need to learn it. This autonomy is developed from the very beginning of the course with very simple self-assessment activities. In Grade One this involves children in looking back through their unit of work and indicating whether they found it easy or difficult by colouring in a happy or sad face. The activity itself is very easy, but it begins the process of getting children to reflect on their learning experiences in the classroom. In *Skills Book 1B*, there are quizzes at the back of the book for each unit. Teachers can use these in a variety of ways, either for quiet work, or as a short quiz. These exercises provide both the teacher and the children with the opportunity to monitor progress and comprehension of the unit. The information teachers get from these quizzes can help them to offer more support and adapt their lessons better according to the needs of the students.

In later grades, children will be involved in more complex self-assessment activities.

Teachers must have a clear idea of what is to be learned in the teaching programme for effective teaching and assessment to take place. The Assessment Department is responsible for providing documents to support teachers in assessing their children. Please refer to those documents. Any issues regarding assessment should be addressed to the Assessment Department.

2 Activities

2.1 Games

Besides being enjoyable in themselves, games help children to learn how to co-operate with each other, and work within a set of rules. They are one of the best ways for children to use language in a real way. Games can channel children's natural instinct for fun into successful language learning.

There are many games in the course, including: guessing games, moving games, team games, pair games, card games and board games. These can be used as indicated in the lesson notes or as extra activities.

As with pair work and group work activities, make sure that children understand the games by demonstrating them with a group of children first, or by playing them yourself. Make sure children feel confident with the language need, and encourage them to use it while playing.

2.2 Stories

Children are provided with stories in two ways: in their *Classbooks* and through the *Big Books* in their shared reading lessons.

Stories are a powerful tool in language learning and the development of young children. They are an excellent way to introduce English and contribute to the child's whole development. They can also provide the starting point for a wide range of activities. Stories, and activities based on them, are a very natural way of linking English with other subjects in the primary school curriculum, and of making learning more attractive and interesting.

The course contains many stories which exploit children's natural enthusiasm. The stories are a mixture of original stories, and adaptations. All the stories are recorded on CD and are fully illustrated in the *Classbook*. They have been designed to motivate children, and to provide opportunities to help develop critical stages in the learning process. They achieve this in the following ways:

- Stories expose children to a large amount of comprehensible input. They provide the language to engage children in purposeful communication, and present situations usual in stories and important to the world of children.
- Stories present language in a context which is meaningful to children. The language that appears in the stories plays a specific role within the content. This helps children to understand and memorise this language more easily.
- Children's stories are a rich source of natural repetition. They contain patterns that are repeated throughout the narration. This natural repetition encourages children to participate actively either by joining in, or by creating new sentences.
- Stories help develop children's creativity and a liking for stories. Children who listen to, or read, stories become far more creative and imaginative than those who are deprived of this opportunity.
- Stories often provide models of good behaviour to imitate, or reinforce good patterns of behaviour such as following parents' advice, being kind to animals, etc.

2.3 Shared reading of Big Books

There are a number of shared reading *Big Books* that go with this course. Children enjoy listening to stories in L1 and understand the conventions of narrative. Stories are motivating, fun, help develop positive attitudes and can create a desire to continue learning. Listening to stories in a class is a social experience as storytelling involves a shared response of laughter, sadness, excitement, anticipation and a sense of right and wrong. All these help in building up confidence and encourage social and emotional development. Listening/ reading stories allows the teacher to introduce or revise vocabulary and structures that will expose children to language which will enrich their thinking and gradually enter their own speech. Stories also provide ideal opportunities for presenting cultural information and encouraging cross-cultural comparisons as well as creating tolerance for people of other cultures.

2.4 Songs and rhymes

There are songs and rhymes in every unit of the course because they play an invaluable role in familiarising children with the sounds and rhythms of English. All the songs and rhymes are recorded on the CD. There are many ways of exploiting songs and rhymes in the classroom. Here are a few that are included in the course:

- Talk about the pictures in the *Classbook* in English or L1. Children can try and guess what the song is about.
- When introducing a song for the first time, let the children listen to the music first, getting them to move or clap to the rhythm.
- Play the song again. It helps if you have learnt the words and the children can watch you singing or miming to the tape and doing the actions.
- Don't expect children to sing the song line by line to start with. As they become more accustomed to the sounds of the words, they will join in.
- Once children are used to the music and rhythm you can check pronunciation by pausing the CD after each line and getting the class to repeat the words after you.
- Children can be divided into groups and given a part of the song to sing. Two groups could sing alternate verses, or one group could sing while the other group could do the actions.

Songs and rhymes can be used during the lesson to change the pace, by providing children with more physical involvement before or after more passive parts of the lesson. Children will want to hear their favourite songs many times.

As with the stories, some songs contain vocabulary and structures more advanced than the children have learnt, but there is no need to teach this language in a formal way.

2.5 Arts and crafts

In creative activities, children can display imagination, emotions, knowledge, and personal taste, and they provide an excellent stimulus for language development.

The course includes art and craft activities in which the children are encouraged to make objects related to the content of the units and the characters that appear throughout the book. These activities involve children in

activities they like, and at the same time help them to learn useful language in a natural, realistic way. Very importantly, these activities help children to become skilful with their hands.

Using equipment such as scissors, glue sticks, etc., increases hand control and makes controlling pencils much easier. Throughout the course, the children will draw, colour, cut out and fold paper to make cards, masks, and puppets. The materials needed for each of these activities are listed in the Teacher's Book. Work out how many of each item you will need before the lesson. It is always very useful to prepare a sample of the object the children are going to make in the class beforehand. This helps you to make sure the materials you have are suitable (the right type of glue, the right thickness of card, etc.) and to foresee any potential problems your class may encounter with a particular activity. It is also useful for children to be able to see what they are going to make. Before giving materials to children make sure they know what they have to do by demonstrating, either with the object you have made before the class, or by mime. Organise children into groups and give out the materials necessary. While the children are making the object, go around the class helping where necessary.

It is important with these kinds of activities to keep a careful eye on children. Be particularly careful about glue and felt pens – make sure they are non-toxic. Similarly, be careful when letting young children use scissors – use only the round-ended kind.

2.6 Acting-out activities

There are a number of acting-out activities throughout the course in which children, either in groups or in pairs, reproduce the main dialogues that appear in the stories and character situations.

Children should practise the dialogues by listening to them on the CDs and repeating the sentences with accurate pronunciation and intonation. Once the children feel confident, ask them to rehearse the dialogue in groups or pairs. Then ask volunteers to act it out for the rest of the class. Young children usually enjoy acting in front of the class. However, do not force children to do this if they do not feel confident. Using puppets or wearing masks stimulates children and makes the acting-out activities more enjoyable.

2.7 Total Physical Response (TPR)

Many of the activities in *English for Me* provide opportunities for children to develop language skills through physical movement. These are adapted from Dr. James Asher's Total Physical Response method. Asher discovered that children learning a foreign language had a capacity to process heard information at a much higher level than their capacity to produce language – a physical response to an instruction demonstrated understanding. The children involved in this research were found to have better listening comprehension and, later, better speaking skills than those children taught by traditional methods.

You will find many Total Physical Response activities in the course. (These will be referred to from now on as TPR activities.) These activities give children intensive listening practice and repeated exposure to basic vocabulary items, while requiring a minimal verbal response or no verbal response at all.

The teacher's role in a modern primary classroom is to be a 'facilitator' of learning. This includes initiating language input, helping children to interact with each other, evaluating what children do and providing feedback. Teachers can support children's ability to process language in several ways:

1. by beginning with what children already know about a topic in the first language.
2. by ensuring that language is always supported by visual information.
3. by allowing children to respond with non-verbal physical action at the earliest stages.
4. by giving feedback on what children achieve and praising them for completing tasks.

Classroom Management

3.1 Preparation and organisation

Preparation is the key to any well-organised classroom. If possible, you should try out all the practical activities in advance to check on details and potential problem areas.

Make sure you have provided children with everything they need before you ask them to start an activity. Always have spares of any essential items needed for an activity in case children forget, lose, break, or spoil them.

Establish a routine so that children know where to find and return materials, how to organise the class layout for activities, etc. Organise your classroom so that important equipment is within easy reach of all the children during an activity. After the activity, make tidying up an essential part of the lesson.

The organisation of your classroom is very important. Clear instructions are essential when organising the class for an activity – always make sure children know exactly what they are doing before they start. Children should see and hear a model of the activity, or the language they are expected to produce, so that they understand clearly what to do.

3.2 Use of L1

The amount of time in which children are exposed to English in the school situation is very limited. Therefore English should be used in class as much as possible in order to provide children with the largest possible amount of comprehensible input. Gesture, mime and visuals are all useful aids to teacher talk to make input comprehensible.

In a class of young children, apart from 'what you teach', there are other important factors to be taken into account. For example, when you have your very first contact with the children you need to create a relaxed atmosphere in the class, and make the children feel secure. This is quite difficult, and very time consuming, in English. The only rule on when to use L1 with a class of young children is a simple one – **common sense**. It is important to remember that we are teaching English, but also that we are teaching young children.

For general classroom management, it is useful to think of gradually moving through the following four stages:

1. use L1.
2. use L1 and some English.
3. use English and some L1.
4. use English.

It is preferable to start the course speaking a little English in the class and to finish the course speaking English all the time, rather than to begin by speaking English all the time and ending the school year saying almost everything in L1.

The rate at which you move through these stages with individual classes will, naturally, vary from class to class. It should be possible for many classes to follow most of the lesson in English after the first two semesters of Grade One.

Children will tend to use L1 in the class to begin with. Obviously, at the start of the course they are not able to express things in English, and very often non-verbal language is not sufficient. Gradually children should be encouraged to use English more and more.

It is very important that you give short, clear instructions and make sure that children understand which part of the activity requires them to use English.

At this early stage of learning English, most of the activities are guided or semi-guided. As the course progresses the activities provide situations that encourage children to use English more and more.

Before children begin working on their own, make sure they have understood the instructions. You may want to ask a child to translate what you said, or you can perform the activity with a child or a group of children.

3.3 Classroom language

Using English in classroom routines is a very good way of both introducing and constantly recycling language. Use English as far as possible for organising activities and giving instructions for playing games, and for giving support and praising the children.

This type of language will constantly be needed in the classroom. Children should gradually develop a passive understanding of the expressions, and be able to produce many of them by the end of year 2.

Here is a list of useful phrases to use in classroom routines in English:

Organisation

- Sit down.
- Hands up.
- Come here, please.
- Bring/ Give it to me.
- Put it here/ there.
- Open your books at page
- Look at the pictures/ at page
- Say it with me.
- Say it again.
- Repeat.
- Stop now.
- Listen to me.
- Now you.
- Tell me ...
- Hold up/ Show me a ...
- All together.
- Get into pairs/ groups.
- Try to guess.
- Wait.
- Let's sing a song/ read/ listen to a story.
- Cut out the picture.
- Draw a ...
- Colour.

Providing support and giving praise

- Good/ Very good.
- Well done.
- Yes, that's right.
- No, try again.
- What a lovely picture!

Games

- Let's play a game.
- Ready, steady, go.
- It's your turn now.
- Whose turn is it?
- Who's next?
- ... is the winner.
- You're out.
- It's a draw.
- Pick a card.
- Shuffle the cards.

Some useful classroom phrases for children

- Can I have the scissors/ glue etc.?
- Here you are.
- I don't know.
- It's my/ your turn.
- Sorry.
- Thank you.
- Yes.
- No.
- Finished.

3.4 Classroom organisation

The organisation of your classroom will depend on the number of children in your class and the physical dimensions of the room. Different activities will require different class organisation. Some of these are shown below.

Class work

Sightlines are very important when you are teaching the whole class. Children must be able to see you when you are speaking, holding up a picture, pointing at the board or writing and drawing on the board.

Pair and group work

Opportunities for individual children to interact can be significantly increased by getting them to work in pairs or groups.

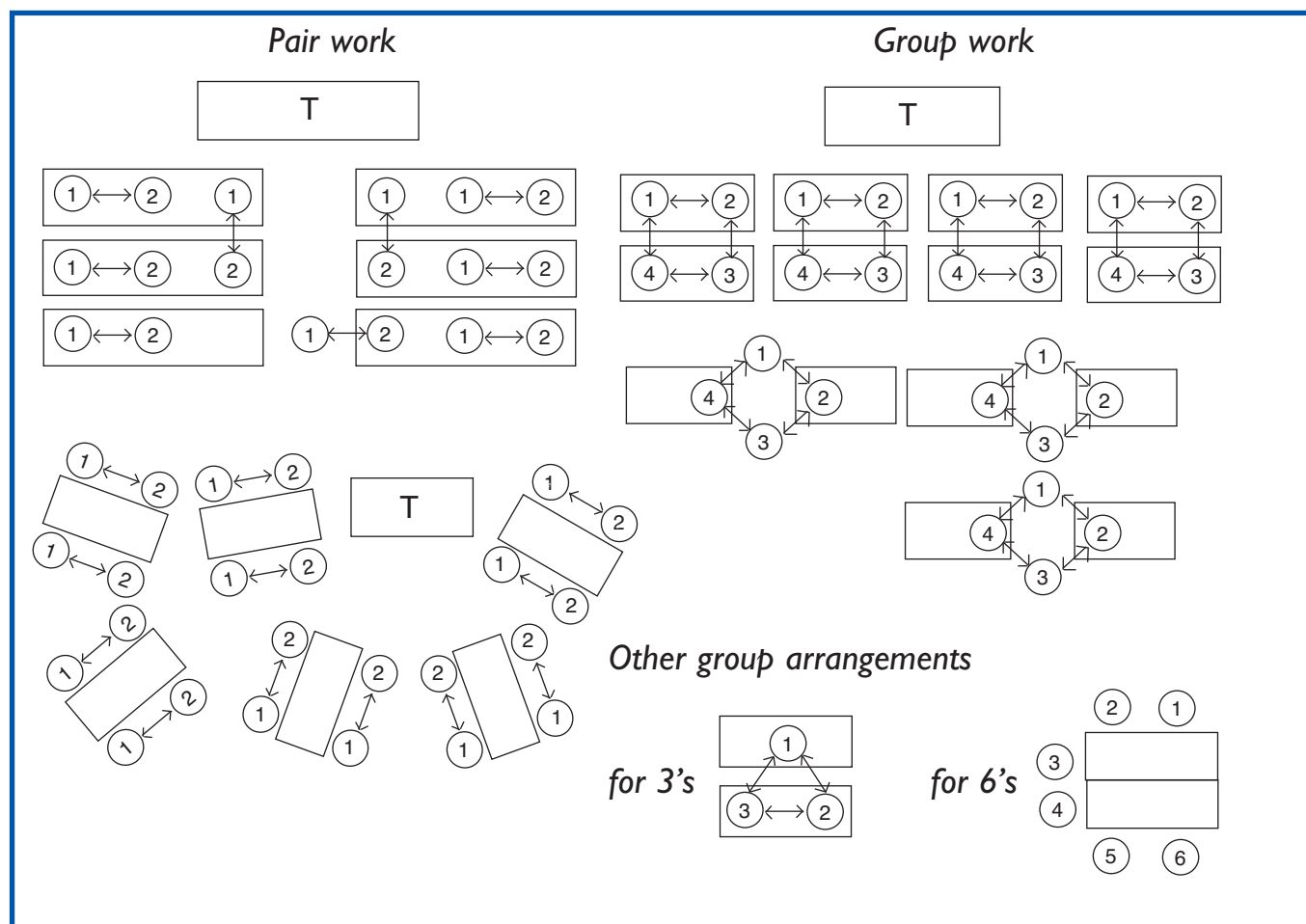
Pair work

Children can easily form pairs with their neighbour. Other arrangements are also possible (see diagram).

Group work

For group work, ensure that children are facing one another and not spread out in a line, which would make communication impossible (see diagram).

Seating Arrangements



The following steps will help you set up pair work and group work effectively:

- Make sure that children have had plenty of opportunity to practise the language needed for the activity.
- Select pairs.
- Give the instructions and check that children have understood, using gestures or L1.
- Always provide children with a very clear model of the task – demonstrate the activity yourself with a confident child, or choose a pair to practise in front of the class.
- Start the activity. Move around the classroom listening, helping and encouraging where necessary.
- Make sure that the pair or group activity doesn't go on too long.
- Follow up pair and group work with feedback to the whole class.

Although it can be more settling for children to work with a regular partner, it can also be useful occasionally to vary the combination of pairs. Finding a new partner can be a useful language activity in itself. One way of forming pairs is to organise it as a game by giving each child half of a matching pair and asking them to find their partner. This can be with distributing pairs of numbers.

Varying the combination of children in groups affords the teacher the opportunity to mix personalities and ability levels. As the best judge of your class, you will know which children work best together.

A certain amount of noise is inevitable with pair and group work. If the class gets too noisy, use one of the following strategies to quieten children down:

- Raise your arm up in the air and wait for children to do the same. As they put their arms up they should stop talking.
- Start counting slowly and clearly in English – the class try and achieve silence in fewer and fewer seconds.

3.5 Classroom discipline

Young children are physically active, and the course includes some activities that will involve a certain degree of noise at times. However, experienced teachers know that in a class of young children, noise and lack of control are not linked. Children can do activities that require them to move furniture very quietly, they just need to be trained to do it. It is extremely important to make children aware of the importance of doing these activities quietly and properly so that they can enjoy them and not disturb other classes.

Flashcards 134-217

- | | |
|--------------------------------|-----------------------|
| 134. a stamp (Unit 1) | 189. thunder |
| 135. a badge | 190. grass (Unit.4) |
| 136. a postcard | 191. mud |
| 137. a kite | 192. a river |
| 138. a doll | 193. a mountain |
| 139. a telephone card | 194. woods |
| 140. a comic | 195. a cave |
| 141. a yo-yo | 196. carrots (Unit.5) |
| 142. a banana | 197. rice |
| 143. a date | 198. bread |
| 144. a hen | 199. water |
| 145. a cat | 200. parrots |
| 146. a tiger | 201. money |
| 147. a lion | 202. egg |
| 148. Sami playing football | 203. biscuits |
| 149. Paul playing basketball | 204. souk (Unit.6) |
| 150. Maryam playing volleyball | 205. mosque |
| 151. Vicky swimming | 206. shop |
| 152. Maha reading | 207. village |
| 153. Soot watching TV | 208. house |
| 154. Biff playing a board game | 209. flat |
| 155. Bader playing with stamps | 210. police station |
| 156. a cow (Unit 2) | 211. clinic |
| 157. a snake | 212. falaj |
| 158. a dog | 213. date palm |
| 159. sheep | 214. hospital |
| 160. a duck | 215. post office |
| 161. a donkey | 216. super market |
| 162. a frog | 217. toy shop |
| 163. a crocodile | |
| 164. a parrot | |
| 165. a giraffe | |
| 166. an elephant | |
| 167. a kangaroo | |
| 168. a monkey | |
| 169. a zebra | |
| 170. a camel | |
| 171. a tortoise | |
| 172. a hare | |
| 173. a clown (Unit.3) | |
| 174. happy clown | |
| 175. sad clown | |
| 176. thin clown | |
| 177. fat clown | |
| 178. tall clown | |
| 179. short clown | |
| 180. drum | |
| 181. radio | |
| 182. balloon | |
| 183. flowers | |
| 184. rubbish | |
| 185. beefburger | |
| 186. lemonade | |
| 187. mobile phone | |
| 188. bee | |

Word Cards 105-197

- | | | | |
|------|------------------|------|------------------|
| 105. | a stamp (Unit.1) | 155. | I |
| 106. | a badge | 156. | can |
| 107. | a postcard | 157. | hear |
| 108. | a kite | 158. | a |
| 109. | a doll | 159. | feel |
| 110. | a telephone card | 160. | flowers |
| 111. | a comic | 161. | rubbish |
| 112. | a yo-yo | 162. | grass (Unit.4) |
| 113. | a date | 163. | mud |
| 114. | a school | 164. | river |
| 115. | a hen | 165. | mountain |
| 116. | a tiger | 166. | wood |
| 117. | a lion | 167. | cave |
| 118. | I like | 168. | under |
| 119. | playing | 169. | over |
| 120. | collecting | 170. | across |
| 121. | football | 171. | through |
| 122. | basketball | 172. | around |
| 123. | volleyball | 173. | carrots (Unit.5) |
| 124. | swimming | 174. | parrots |
| 125. | reading | 175. | money |
| 126. | watching | 176. | egg |
| 127. | television | 177. | rice |
| 128. | games | 178. | water |
| 129. | stamps | 179. | bread |
| 130. | I don't like | 180. | chicken |
| 131. | a cow (Unit.2) | 181. | chips |
| 132. | a snake | 182. | an |
| 133. | a dog | 183. | souk (Unit.6) |
| 134. | a sheep | 184. | mosque |
| 135. | a duck | 185. | shop |
| 136. | a donkey | 186. | village |
| 137. | a frog | 187. | house |
| 138. | a crocodile | 188. | flat |
| 139. | a parrot | 189. | police station |
| 140. | a giraffe | 190. | clinic |
| 141. | an elephant | 191. | falaj |
| 142. | a kangaroo | 192. | date palm |
| 143. | a monkey | 193. | hospital |
| 144. | a zebra | 194. | post office |
| 145. | a camel | 195. | super market |
| 146. | a tortoise | 196. | toy shop |
| 147. | a hare | 197. | school |
| 148. | happy (Unit.3) | | |
| 149. | sad | | |
| 150. | thin | | |
| 151. | fat | | |
| 152. | tall | | |
| 153. | short | | |
| 154. | a bee | | |

Children will learn how to:

- ◆ Talk about their freetime activities
- ◆ Contrast likes and dislikes
- ◆ Express likes and dislikes
- ◆ Identify and name the letters of the alphabet
- ◆ Name the days of the week
- ◆ Sight read these words: Sami, Maha, Vicky, Paul, Soot, Biff, a pencil, a pen, a pencil case, a ruler, a rubber, a bag, a chair, a table, a book, Saturday, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, a stamp, a badge, a postcard, a kite, a doll, a telephone card, a comic, a yo-yo, a cat, an apple, a banana, an orange, a classroom, toilets, a bus, a car, a boat, a bike, a plane, a train, an umbrella, a raincoat, a date, a school, a hen, a tiger, a lion, I like, playing, collecting, football, basketball, volleyball, swimming, reading, watching, television, games, stamps, I don't like

Main language

- ◆ This is a ... / that is a ...
- ◆ Who is it?
- ◆ What am I doing?
- ◆ What does ...[Maha] collect?
- ◆ How many ... ?
- ◆ What do you collect?
- ◆ I collect ...[stamps].
- ◆ I like playing ...[volleyball].
- ◆ I like reading comics/watching television/collecting stamps/swimming.
- ◆ I like ...[reading comics] but I don't like ... [playing basketball]
- ◆ What do you like doing?
- ◆ Do you like ...[swimming]?
- ◆ I spy with my little eye something beginning with ... [c].

Vocabulary

- ◆ *Parts of the body:* leg, mouth, nose
- ◆ *Toys and collections:* badges, comics, postcards, stamps, telephone cards, yo-yos, dolls, kites
- ◆ *Sports:* basketball, volleyball, swimming, football
- ◆ *Activities:* watching television, reading, playing board games
- ◆ *Transport:* bike, boat, bus, car, van
- ◆ *Clothes:* dishdasha, sock, t-shirt
- ◆ *Animals:* cat, dog, elephant, goat, hen, frog, zebra, snake, cow, duck, lion, sheep, shark, wolf, tiger
- ◆ *Weather:* rain, sun, snow
- ◆ *Food:* apple, jelly, orange, banana, ice cream, onion, milk,
- ◆ *Days of the week*
- ◆ queen, video, x-ray, bed, ink, kite, pen, ruler, sun, tap, umbrella, yo-yo, robot, ball, rubber, pencil

Skills

- ◆ Read whole words
- ◆ Read whole sentences which have been learned orally
- ◆ Match spoken words and pictures
- ◆ Match written words and pictures
- ◆ Match oral information to a picture
- ◆ Match written information to a picture
- ◆ Sequence letters of the alphabet
- ◆ Identify and count letters within words
- ◆ Sort written words by the numbers of letters [ie. cat = 3 letters]
- ◆ Identify a picture from aural information
- ◆ Identify a picture from written information
- ◆ Look for detail in pictures
- ◆ Recognise plurals
- ◆ Listen for detail
- ◆ Listen to longer, more complex texts for general understanding
- ◆ Ask and answer questions about free time likes and dislikes
- ◆ Follow the rules of a game
- ◆ Recognise the rhythm of English through song

Literacy

- ◆ Recycle sounds of letters
- ◆ Read letter sounds and words beginning with these sounds
- ◆ Discriminate words by looking at pictures
- ◆ Read and match sentences to pictures
- ◆ Identify words from a string of letters
- ◆ Use the following words: dolls, comics, stamps, kites, telephone cards, badges, postcards to complete sentences
- ◆ Complete a crossword
- ◆ Classify and write words into groups
- ◆ Unjumble letters to write animal words
- ◆ Read and complete simple sentences
- ◆ Use like / don't like in sentences

Classroom language

- ◆ Look at [the words and pictures].
- ◆ TPR instructions

Activities

- ◆ Say the sounds
- ◆ Read/circle/match/write/unscramble/complete/label
- ◆ Label pictures with words
- ◆ Count items in collections
- ◆ Build simple sentences using word cards
- ◆ Complete a chart
- ◆ Sequence letters of the alphabet
- ◆ Play The Alphabet Shop game
- ◆ Play I spy
- ◆ Sing songs
- ◆ TPR activities

Lesson 1

Sunday (shirt, watch)

Monday (cloud, rain)

Tuesday (car, clock)

Wednesday (sailboat, wolf)

Thursday (sun, tiger)

Friday (spider)

Saturday (snowman, bicycle)

My name is _____

This is my book _____

Unit One

Look at the pictures. Say the sounds.
Read the words.

1 a apple	2 b bed	3 c cat	4 d dog	5 e elephant
6 f frog	7 g goat	8 h hen	9 i ink	10 j jelly
11 k kite	12 l leg	13 m mouth	14 n nose	15 o orange
16 p pen	17 q Queen	18 r ruler	19 s sun	20 t tap
21 u umbrella	22 v van	23 w wolf	24 x x-ray	25 y yo-yo
				26 z zebra

You will need:

- **Flashcards:** 1-6 (Sami, Maha, Vicky, Paul, Soot, Biff)
- **Word cards:** 1-6, 55-70 (Sami, Maha, Vicky, Paul, Soot, Biff, a pencil, a pen, a pencil case, a ruler, a rubber, a bag, a chair, a table, a book, Saturday, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday)
- **2A EFM Classbook (optional)**

Children will:

- write their names starting with a capital letter
- revise names, classroom objects, days of the week
- read simple words and sentences
- order the days of the week
- listen to and join in with a song
- recycle sounds of letters of the alphabet
- play a game of Soot Says!

NB: From this lesson on it is assumed that you will always have the Grade 2B Listening CD and the Song and Rhymes CD, a copy of the Classbook, Skills Book and the Teacher's Book, the Class Resource Packs A and B (CRP) and the magnetic board. Each child should always have pencils to write and colour with, a copy of the Classbook and

Skills Book. Children can copy their own names into their Classbooks and Skills Books. Ensure that they start their names with a capital letter.

Task One (5 minutes)

Step one

- ★ Ask children to look around the classroom, use classroom objects and make sentences using **This is a ...** and **That is a ...**. Elicit as much vocabulary as possible and get children to use it in sentences. Hold up classroom object word cards and get children to label things in the classroom.

- ★ Hold up the flashcard of one of the main characters. Ask **Who is it?** When the character is named correctly, put the appropriate flashcard on the board. Repeat with the other five characters.

- ★ Hold up the word card for one of the characters and ask children **Who is it?** Encourage the class to read the name and then put the word card on the board under the corresponding flashcard. Repeat this for all the characters.

Step two

- ★ Tell children to look at **page 1** of their Classbooks. Hold up your book and read the sentence below the child's name – **This is my**

book. Then get the class to read this with you. Make sure you track your finger under the print as you read. Ask children to copy their names in English, making sure they start their name with a capital letter. When children have finished, get them to show their name to a partner and say **My name is ... [Hassan].**

Task Two (10 minutes)

Step one

- ☆ Ask children to look at the pictures on the page. Ask them to read the words they can see – the days of the week. As children call out the names of the days, hold up the corresponding word card.
- ☆ Ask children, **What day is it today?** Try and elicit the day in English. Write the day of the week on the board in English. This activity should be done at the beginning of each lesson from now on.
- ☆ Say the days of the week and get children to repeat the days with you. As you say each day, hold up the corresponding word card and then put it on the board.
- ☆ Chain the days of the week around the class, beginning with **Saturday**. As each child says a day, point to that word card on the board. Remove the word cards from the board at the end of this activity.
- ☆ Ask seven children to come to the front of the class. Mix up the days of the week word cards. Give each child a word card and ask them to put themselves in order. Ask children to start with **Saturday**.

Step two

- ☆ Ask the class if they can remember a song about the days of the week. Remind them that it was about the different activities the characters did each day.
- ☆ Mime or do the following actions and ask children **What am I doing? – swimming, skipping, hopping, jumping, singing, clapping.** If children cannot name the actions say **I'm ... [swimming]** as you perform each action. You may want to use your *2A Classbook* as a reminder to show children the pages that illustrate *The Days of the Weeks Song* (2A pages 36 and 37). Remind children that most families spend Fridays together, so it's called **family day**.

- ☆ Play *The Days of the Week Song* (2B Song CD 1.1) verse by verse. Ask children to watch you as you sing and mime the actions to the song. Some children may feel confident enough to join in with you.

Song Transcript 1.1 [Track 02] The Days of the Week Song



Today's Saturday. Today's Saturday.
Saturday's swimming day,
Is everybody happy?
Oh, yes! Oh, yes! We are!

Today's Sunday. Today's Sunday.
Sunday's hopping day,
Saturday's swimming day,
Is everybody happy?
Oh, yes! Oh, yes! We are!

Today's Monday. Today's Monday.
Monday's skipping day,
Sunday's hopping day,
Saturday's swimming day,
Is everybody happy?
Oh, yes! Oh, yes! We are!

Today's Tuesday. Today's Tuesday.
Tuesday's jumping day,
Monday's skipping day,
Sunday's hopping day,
Saturday's swimming day,
Is everybody happy?
Oh, yes! Oh, yes! We are!

Today's Wednesday. Today's Wednesday.
Wednesday's singing day,
Tuesday's jumping day,
Monday's skipping day,
Sunday's hopping day,
Saturday's swimming day,
Is everybody happy?
Oh, yes! Oh, yes! We are!

Today's Thursday. Today's Thursday.
Thursday's clapping day,
Wednesday's singing day,
Tuesday's jumping day,
Monday's skipping day,
Sunday's hopping day,
Saturday's swimming day,
Is everybody happy?
Oh, yes! Oh, yes! We are!

Today's Friday. Today's Friday.
Friday's family day – we all have fun!

- ☆ Play the song once more. Ask children to join in with the actions and words where they can.

Task Three (5 minutes)

- ☆ Ask children to look at **page 1** of their *Classbooks* again. Tell them to name anything they recognise. As children name things, point to the corresponding item in your *Classbook*. When all items have been named, point to each item in random order, and elicit its name.

Task Four (5 minutes)

- ☆ Play the **Soot Says** game. Include classroom objects and body parts in your instructions. For example, **Soot Says, put a ruler on your head.**
Soot Says, touch your book with your nose.

Task Five (5 minutes)

- ☆ Ask children to open their *Skills Books* at **page 1**. Get children to say only the sounds of the letters, not their names, and then to name the pictures by reading the words. Use this as a model for a sequence, for example (**/a/ is for apple, /b/ is for bed**).
- ☆ When you feel children are confident with this task, say a number, for example **4**. Ask them to repeat the sequence, saying the letter sound and reading the word of the picture. (**/d/ is for dog**). Do this as a quick activity.

For the next lesson

- ☆ The next lesson introduces the idea of collecting things as a hobby. Prepare a collection of your own to bring to share with the class. If you don't have any real objects, bring pictures from magazines such as different types of perfume bottles, cars etc.

Lesson 2

Unit 1 Free time

Listen and speak.

I collect comics. 1 8 9

I collect telephone cards. 2 13 14

I collect postcards. 4 10 11

I collect badges. 3 11 12

2

I collect dolls. 5 4 5

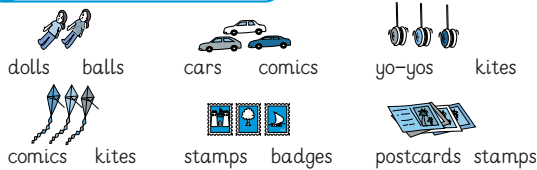
I collect kites. 6 7

I collect stamps. 7 10 11

I collect yo-yos. 8 7 8

3

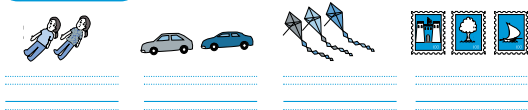
2 Look, read and circle.



3 Read and match.

- She collects dolls.
- He collects kites.
- She collects stamps.
- He collects cars.
- She collects yo-yos.

4 Write.



2

You will need:

- Flashcards:** 134-141 (a stamp, a badge, a postcard, a kite, a doll, a telephone card, a comic, a yo-yo)
- Word cards:** 64-70 (Saturday, Sunday, Monday, Tuesday, Wednesday Thursday Friday)
- Frieze Poster**
- Realia:** a collection of objects - real or pictures from magazines, a stamp, a badge, a postcard, a kite, a doll, a telephone card, a comic, a yo-yo (optional)

Children will:

- follow oral instructions
- revise days of the week
- listen to and join in with a song
- talk about free time activities
- talk about objects they collect [I collect ... stamps.]
- read whole word objects
- read whole sentences
- write names of objects

Task One (5 minutes)

- ☆ Do a TPR activity. Include previously learned vocabulary from classroom objects, body parts, actions and colours in your instructions. For example, **Touch your nose with a pencil. Clap your hands. Touch something blue.**
- ☆ Ask children, **What day is it today?** Try and elicit the day in English from the class. Write the day of the week on the board in English.
- ☆ Say the days of the week and get children to repeat them with you. As you say each day, hold up the corresponding word card and then put it on the board.
- ☆ Chain the days of the week around the class, beginning with **Saturday**. As each child says a day, point to that word card on the board. Remove the word cards from the board at the end of this activity.
- ☆ Ask seven children to come to the front of the class. Mix up the days of the week word cards. Give each child a word card and ask them to put themselves in order starting with **Saturday**.
- ☆ Play *The Days of the Week Song* (Song CD 1.1) and ask children to join in with the words and actions where they can.

Task Two (15 minutes)

Step one

- ☆ Put the *2B Unit 1* frieze poster on the board.
- ☆ Ask children to name anything they can in English. Allow them to name new vocabulary in L1. Ask them if they can guess, from the frieze, what this unit is going to be about. Try and guide the class towards the idea of activities and sports that children play in their free time.
- ☆ Discuss in L1 what **free time** and **hobbies** are. Ask children to tell you what they do in their free time. Allow them to respond in L1.

Step two

- ☆ Display your collection at the front of the class. Say **I like collecting ... [buttons]**. Talk to the class about your collection in L1 and ask if any children have collections of their own. Explain

that collecting things is a very popular hobby and that people collect all kinds of things. Some people collect **postcards**, others collect **dolls** or **toy cars**. Perhaps the most popular collections are of **stamps** and **telephone cards**. Ask children if they have any collections. Do any of them have collections of the objects in the pictures?

Step three

- ☆ Ask children to look at the 8 pictures on **pages 2 and 3** of their *Classbooks*. Tell the class they will hear **Sami, Maha** and their friends talking about their collections. Point to picture **1**, the picture of Maha, and say **Look. There's Maha. What does she collect? Listen.**
- ☆ Play *Listening CD 1.1*. Pause after the first sentence.

Listening Transcript 1.1 [Track 02] Collections



1. **Vicky:** Do you collect anything, Maha?
Maha: Yes. I collect comics.
 2. **Sami:** Do you collect anything, Saeed?
Saeed: Yes. I collect telephone cards.
 3. **Maha:** What about you, Vicky, do you collect anything?
Vicky: Yes. I collect badges.
 4. **Maha:** What about you, Maryam, do you collect anything?
Maryam: Yes, I collect postcards.
 5. **Vicky:** Do you collect anything, Fatma?
Fatma: Yes. I collect dolls.
 6. **Paul:** Do you collect anything, Sami?
Sami: Yes. I collect kites.
 7. **Paul:** Bader, do you collect anything?
Bader: Oh yes. I collect stamps.
 8. **Maha:** Do you collect anything, Paul?
Paul: Yes, I collect yo-yos.
- All:** Oh great! Can we play with them?
Paul: Yes, come on.

★ Ask children **What does Maha collect?** Elicit **comics**. Continue playing the listening, pausing after each question and answer, and asking children **What does ... [Saeed] collect?**

★ Tell children that you will play the listening again and that this time you want them to repeat what each child says they collect. So children should repeat **I collect ... [badges]**. Play again, pausing after each answer to give children enough time to repeat.

Step four

★ Tell the class that they are going to hear the characters talk about what they collect again, but this time they will speak in a different order.

★ Play *Listening CD 1.2*. Ask the class to listen, look at the pictures and call out the number of the picture that shows each character's collection. Pause after each character speaks and elicit the answer. Play the listening twice.

Listening Transcript 1.2 [Track 03]

I collect ...

Saeed: I collect telephone cards.
Vicky: I collect badges.
Maryam: I collect postcards.
Sami: I collect kites.
Fatma: I collect dolls.
Bader: I collect stamps.
Maha: I collect comics.
Paul: I collect yo-yos.



Step five

★ Hold up the flashcards, or realia, of the following objects: **stamp, badge, postcard, kite, doll, telephone card, comic, yo-yo**. As you hold up each object, say **I collect ... [stamps]**. After you have named each object once, hold up the objects and say **I collect ...** and get the class to name the object or the picture on the flashcard you are holding.

★ Quickly distribute the flashcards or realia to confident children around the class. Ask each one to stand up, show his or her object to the rest of the class and say **I collect ... [postcards]**. The rest of the class must look at the object, listen carefully and say **Yes** if the child has named the collection correctly, and **No** if it was named incorrectly. You may want to repeat this

activity a few times.

Task Three (5 minutes)

Step one

★ Ask children to look at **pages 2 and 3** of their *Classbooks* again. Tell them that you will say the number of a picture and they must find that picture, imagine they are that child, and say what they collect. For example, if you say number **3**, the class must say **I collect badges**. Continue with this activity until children have talked about each picture at least twice.

★ Ask a confident child to imagine they are one of the children in the pictures and to say out loud what they collect. The rest of the class must guess what picture it is. Repeat this with a few more children.

★ Organise children into pairs. Tell them to take turns imagining they are one of the children in the pictures and saying what they collect. Their partner must guess the right picture.

Step two

★ Ask children to look at **pages 2 and 3** of the *Classbook*. Tell them to **listen, read and repeat** the sentences after you. Read the sentences below each picture and get children to track the words with their fingers as they read and repeat them.

★ Say a number. Select a child to read the sentence for that number.

Task Four (5 minutes)

★ Ask children to look at **page 2** of their *Skills Books*. Ask children to look at the pictures in activity 2 and to read the words under the pictures. Get children to read out the words and to circle the correct answers. This is a consolidation exercise since children have already met these words.

★ Now ask children to look at activity 3. Get children to read the sentences aloud several times. Ensure that they understand what they have to do. They have to match each sentence to the picture. Point out the example **She collects dolls**.

☆ If time is short, activity 4 can be given as homework. It is a mechanical exercise for writing practice.

For the next lesson

☆ Ask any children who have collections as hobbies to bring them (in whole or part) to the next lesson.

Lesson 3

Unit 1 Free time

Listen and speak.

I collect comics. 1

I collect telephone cards. 2

I collect postcards. 4

I collect badges. 3

11 12

13 14

10 11

8 9

2

I collect dolls. 5

I collect kites. 6

I collect stamps. 7

I collect yo-yos. 8

4 5

6 7

10 11

7 8

3

Listen and read. Vicky's Badges

abc

a apple

b ball

c cat

d dog

h hen

i ice cream

j jelly

k kite

o orange

p plane

q queen

r rabbit

v video

w window

x x-ray

y yo-yo

4

Sing. The Alphabet Song

e ear

f fish

g goat

l lion

m mouse

n nose

s snake

t train

u umbrella

z zebra

5

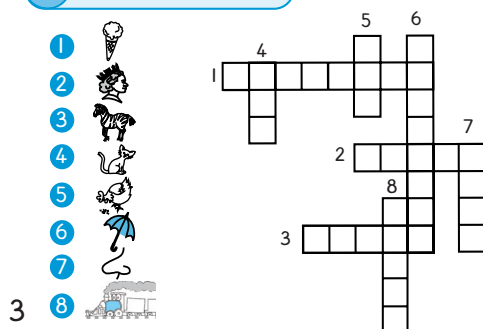
1 Circle the words.



2 Complete the sentences with the words from above.

- 1 Vicky collects _____ badges _____.
- 2 Sami collects _____.
- 3 Maha collects _____.
- 4 Saeed collects _____.
- 5 Maryam collects _____.
- 6 Badr collects _____.
- 7 Fatma collects _____.

3 Write the words.



You will need:

- **Flashcards:** 134-141 (a stamp, a badge, a postcard, a kite, a doll, a telephone card, a comic, a yo-yo)
- **Word cards:** 64-70, 105-112 (Saturday, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, a stamp, a badge, a postcard, a kite, a doll, a telephone card, a comic, a yo-yo)
- **Frieze Poster**
- **Realia:** a badge

Children will:

- revise the days of the week.
- listen to and join in with a song
- match words to objects
- ask and answer questions [How many ... (badges) are there? / picture 3].
- revise letter names
- learn the similarities and differences between the English and Arabic alphabet
- learn the difference between the name of a letter and its sound
- read a string of letters and circle the words
- use the words to complete sentences

Task One (5 minutes)

- ★ Ask children **What day is it today?** Try and elicit the day in English from the class. Write the day of the week on the board in English.
- ★ Say the days of the week and get children to repeat the days with you. As you say each day, hold up the corresponding word card and then put it on the board.
- ★ Chain the days of the week around the class. As each child says a day, point to that word card on the board. Remove the word cards from the board at the end of this activity.
- ★ Ask seven children to come to the front of the class. Mix up the days of the week word cards and give one to each child. Ask children to put themselves in order starting with **Saturday** as in the song.
- ★ Play *The Days of the Week Song* (Song CD 1.1) and ask children to join in with the words and actions where they can.

Task Two (10 minutes)

Step one

- ★ Ask any children who have collections as hobbies and who have brought them to the lesson to display them so that everyone can see.
- ★ Ask the child who owns each collection to talk about it, in L1, for a few minutes. When each child has talked about their collection, help them to say **I collect ...[seashells]** in English. If any of the children have collections of the objects introduced in the last lesson, try and elicit the names in English.

Step two

- ★ Tell children to look at **pages 2 and 3** of their *Classbooks*. Ask questions about the character's collections. For example, ask **What does Maha collect?** Elicit **comics**. As you elicit the name of each collection, put the corresponding flashcard on the board. Ask questions about all the pictures so that all the objects are named.
- ★ Point to each of the flashcards on the board in random order and elicit the names of the objects. As you elicit the name of each object, hold up the corresponding word card and then

put it on the board under the appropriate flashcard. Continue with this until you have a word card on the board for each collection.

- ★ Ask children to look at the words and pictures on the board. Give them some time to study them carefully and then remove the word cards from the board. Distribute the word cards to children. Ask them to come and put the words under the appropriate flashcards. Do this with different set of children.

Task Three (5 minutes)

- ★ Ask children to look at the pictures on pages 2 and 3 of their *Classbooks* again. Point out the numbers in the small boxes in the lower corner of each picture. Tell children to count the number of objects in each picture and draw a circle around the correct number. When children have finished, ask them to compare their answers with a friend.

- ★ Ask children **How many ... [badges] are there?** Tell children to check the picture and call out the number they have circled. Repeat this procedure for all the pictures.

- ★ Randomly choose a picture and ask a confident child a question about it. For example, **How many stamps are there?** Encourage them to find the correct picture in their book and to read out the number they have circled. Ask four or five other children questions about different objects.

- ★ Tell the class that you are going to say a number and that you want them to make the question for that picture with you. For example, you say **picture 2** and then help the class to ask **How many telephone cards are there?** Answer the question. Continue this procedure for the other pictures. After some practice, say only the number and encourage children to ask the questions by themselves.

- ★ Get a confident child to ask another child a question about one of the pictures using **How many ... ?** Repeat this with three or four pairs of children.

- ★ Organise the class into pairs. Tell children to take turns asking and answering questions about the quantity of objects in the pictures.

Task Four (5 minutes)

- ★ Ask the class **What does Vicky collect?** Elicit **badges**. Then say **Vicky's got lots of badges**. Tell children to open their *Classbooks* at pages 4 and 5 and to look at Vicky's alphabet badges.

- ★ Ask children to name anything they recognise in English. Explain that Vicky's badges are all letters of the alphabet used in writing English.

- ★ Tell children that they are going to hear Vicky talking about her badges. Ask them to listen and point to each badge as she describes it. Play *Listening CD 1.3* straight through. Explain in L1 if necessary. Tell children that these are the names of the letters of the alphabet, not the sounds.

Listening Transcript 1.3 [Track 04] Vicky's Badges

Vicky: These are my alphabet badges. I've got ...
a for apple, b for ball, c for cat, d for dog,
e for ear, f for fish, g for goat, h for hen,
i for ice cream, j for jelly, k for kite, l for
lion, m for mouse, n for nose, o for
orange, p for plane, q for queen, r for
rabbit, s for snake, t for train, u for
umbrella, v for video, w for window, x for
x-ray, y for yo-yo, z for zebra.



- ★ Play the listening again. Pause after each letter and item is named, and encourage children to repeat the letters and words after the CD.

- ★ Ask children to read out the word under each badge and then quickly chain the words so all children can be involved.

- ★ Play the listening one more, straight through, and encourage children to join in where they can.

- ★ Ask children **How many badges are there?** Give children time to count the badges and then elicit **twenty-six** from the class. Say **Yes. In English there are twenty-six letters in the alphabet.**

- ★ You may want to take this opportunity to talk about the similarities and differences between the English and Arabic alphabets – the number of letters in the two alphabets, small letters and capital letters, directionality, etc. In L1, explain to

children that in the English alphabet each letter has got **a name** and **a sound**. For example, the letter b's name is **B**, as in **ABC**. The letter sound is how it sounds when spoken – **/b/** as in **book**, **bus**, **Biff**.

Task Five (5 minutes)

- ☆ Ask children to open their *Skills Books* at **page 3** and to look at activity 1. Ask children to look at the string of letters in the snake and to circle the words. Give them a few moments to do this.
- ☆ Ask children to look at activity 2. Get them to use the words from activity 1 to complete true sentences. If children are not sure of the answers, refer them to pages 2 and 3 of the *Classbook* to help them. Children can complete this as homework if time does not allow.

Lesson 4



Listen and read.

Vicky's Badges



apple



ball



cat



dog



hen



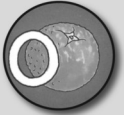
ice cream



jelly



kite



orange



plane



queen



rabbit



video



window



x-ray



yo-yo

4



Sing.

The Alphabet Song



ear



fish



goat



lion



mouse



nose



snake



train



umbrella



zebra



5

1 Circle the words.

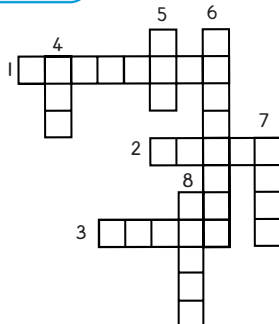
dolls comics stamps kites telephone cards badges postcards

2 Complete the sentences with the words from above.

- 1 Vicky collects badges.
- 2 Sami collects _____.
- 3 Maha collects _____.
- 4 Saeed collects _____.
- 5 Maryam collects _____.
- 6 Badr collects _____.
- 7 Fatma collects _____.

3 Write the words.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8



3

You will need:

- Flashcards:** 134-141 (a stamp, a badge, a postcard, a kite, a doll, a telephone card, a comic, a yo-yo)
- Word cards:** 64-70, 105-112 (Saturday, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, a stamp, a badge, a postcard, a kite, a doll, a telephone card, a comic, a yo-yo)

Children will:

- revise days of the week
- learn to spell a day of the week
- listen to and join in with a song
- ask and answer questions **What does Maha collect?** [comics]
- sequence days of the week
- read individual words [stamps ...]
- recycle the alphabet and words starting with each letter
- read names of objects
- track, read, listen and repeat the names of letters and words
- complete a crossword

Task One (10 minutes)

- ☆ Ask children **What day is it today?** Try and elicit the day in English and write it on the board.
- ☆ Say the days of the week and get children to repeat the days with you. As you say each day, hold up the corresponding word card and then put it on the board.
- ☆ Chain the days of the week around the class. As each child says a day, point to that word card on the board. Remove the word cards from the board at the end of this activity.
- ☆ Divide the class into seven groups. Give each group a word card for one of the days of the week. Explain to children that each group must learn the spelling of their day. Give them a moment to memorize the spelling.
- ☆ Ask children to open their *Skills Books* at the end where there are lined pages for note taking. Go around each group, collect the word cards and ask children to write down the name of their day.
- ☆ Go round the groups collecting and dictating the days of the week. Check childrens' answers. The group with the least mistakes wins.

Task Two (5 minutes)

- ☆ Ask seven children to come to the front of the class. Mix up the day of the week word cards. Give each child a word card and ask them to put themselves in order starting with **Saturday**, as in the song.
- ☆ Play *The Days of the Week Song* (Song CD 1.1) Encourage children to join in with the words and actions.

Task Three (5 minutes)

- ☆ Tell children to look at **pages 2 and 3** of their *Classbooks*. Ask questions about the children's collections. For example, ask **What does Maha collect?** Elicit **comics**. Ask about each collection, and as the object is named, put the corresponding flashcard and word card on the board. Continue asking questions until you have the flashcards and word cards for all of the objects on the board.
- ☆ Ask children to study the words and pictures for a few moments. Point to each flashcard in turn and elicit the name of that object. As children name the objects, point to the word below and

get children to read the word with you aloud. After they have read the word, remove the flashcard from the board. Continue with this procedure until you have removed all the flashcards from the board.

- ☆ Point to one of the word cards and get the class to read the word aloud. If they read it correctly, put the corresponding flashcard back on the board. If children have difficulty with a word, help them out by saying the initial sound. For example, if they have difficulty with **stamps**, say /s/.

Task Four (5 minutes)


- ☆ Ask the class **What does Vicky collect?** Elicit **badges** and then ask children to look at Vicky's badges on **pages 4 and 5** of their *Classbooks*. Give children time to look at the pages. Tell them that they will hear Vicky talking about her badges again. Ask them to listen and point to each badge as she talks about it.
- ☆ Play *Listening CD 1.3* straight through. Remind children that these are the letters of the alphabet. Tell the class that this time you want them to repeat the words they hear, as they point to the badges being described. Play the listening again, pausing after each letter and word combination.
- ☆ Tell children that you are going to say a letter and they must give you the word that goes with it. For example, you say **k is for ...?** and children look at the letter k and respond with **kite**. Name each letter of the alphabet in random order and get children to repeat it and the object that goes with it.

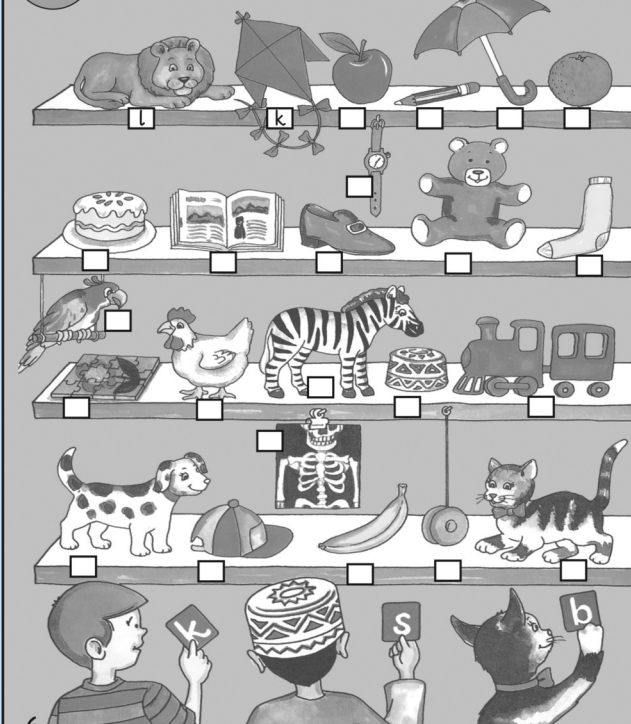
- ☆ Organise children into pairs. Tell children to take turns naming a letter and getting their partner to respond with the object beginning with that letter. Remind them to use **[g] ... is for ... [goat]**.

Task Five (5 minutes)

- ☆ Ask children to open their *Skills Books* at **page 3** and to look at activity 3. Children have been exposed to these words several times now. Ask children to look at each picture, identify it, name it and write the appropriate letter in each square. The words in the crossword are recycled. Point this out to children. The idea is to help children to remember spelling, but also to give them practice in transferring information. Once children have written in all the initial letters, ask them to complete the other squares in each word. Offer help and support as necessary.

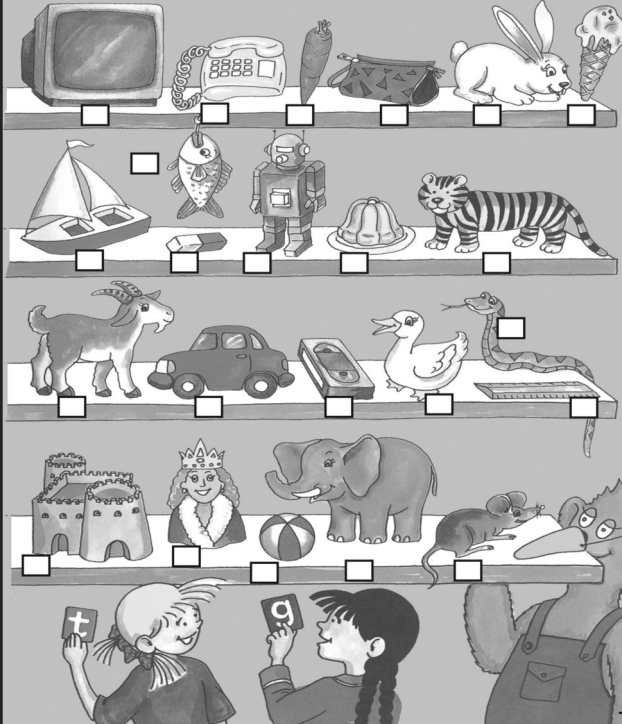
Lesson 5

 Write the letters.



6

At the Shop



7

4 Read and write.

ball robot pencil
banana yo-yo rubber jelly
ice cream ruler

toys

school objects

food

5 Unscramble the letters. Write the words.

lepehnat

elephant

eragt

ebraz

oiIn

toag

4

You will need:

- **Alphabet Poster:** upper and lower case letters

Children will:

- revise letters of the alphabet
- listen to and join in with a song
- identify objects and write the initial letter of the object
- classify words into groups
- unscramble letters to form names of animals

Task One (10 minutes)

Step one

- ★ Put the alphabet poster on the board. Point to each of the letters in sequence. Get children to read out the letters.

- ★ Point to random letters. Ask children to name them. This should be a quick exercise.

- ★ Ask children to say a letter and a word that starts with that letter. For example if a child says the letter y, then they should follow it with a word that they know such as yo-yo.

Step two

- ★ Ask children to look at the picture of Biff on page 5 in their Classbooks. Explain that Biff is

finding it difficult learning the English alphabet. Tell the class that his friends have taught him *The Alphabet Song* to help him learn it. Ask children to listen to the song and encourage those who remember it from Grade 1 and 2A to join in with the words. Play *The Alphabet Song* (Song CD 1.2) straight through.

Song Transcript 1.2 [Track 03] The Alphabet Song

a b c d e f g,
Come and learn with me,
h i j k l m n,
o p q r s t u,
v w x y z,
The alphabet is in my head.



- ★ Now play *The Alphabet Song* (Song CD 1.3). In this version of the song, each line is repeated. Pause after each line is played to allow children time to repeat. Continue with this line-by-line procedure throughout the song.

Song Transcript 1.3 [Track 04] The Alphabet Song

a b c d e f g,
a b c d e f g,
Come and learn with me,
Come and learn with me,
h i j k l m n,
h i j k l m n,
o p q r s t u,
o p q r s t u,
v w x y z,
v w x y z,
The alphabet is in my head.
The alphabet is in my head.



- ★ Tell children that you are going to play the song again. Ask them to join in with the words of the song and watch the board as you point to the letters as they are sung. Play *The Alphabet Song* (Song CD 1.2) again.
- ★ Play the song once more. Ask children to join in with the words of their *Classbooks*, and point to the letters on **pages 4 and 5** as they sing them.

Task Two (5 minutes)

- ★ Ask children to look at **pages 6 and 7** of their *Classbooks*. Tell the class to look at the picture, and tell them these are shelves in a shop. Ask children to name in English anything they recognise in the picture. Explain that they are now going to name each item in the shop and write the first letter of each word in the boxes provided. Ask children to look at the first picture. Say, **It's a lion, so we write letter l**. Do this for the second item. Get children to say **a kite**, and to name the letter **k**. This activity should be done in groups. Offer support and help to groups when needed. When everyone has finished, do a whole class check.

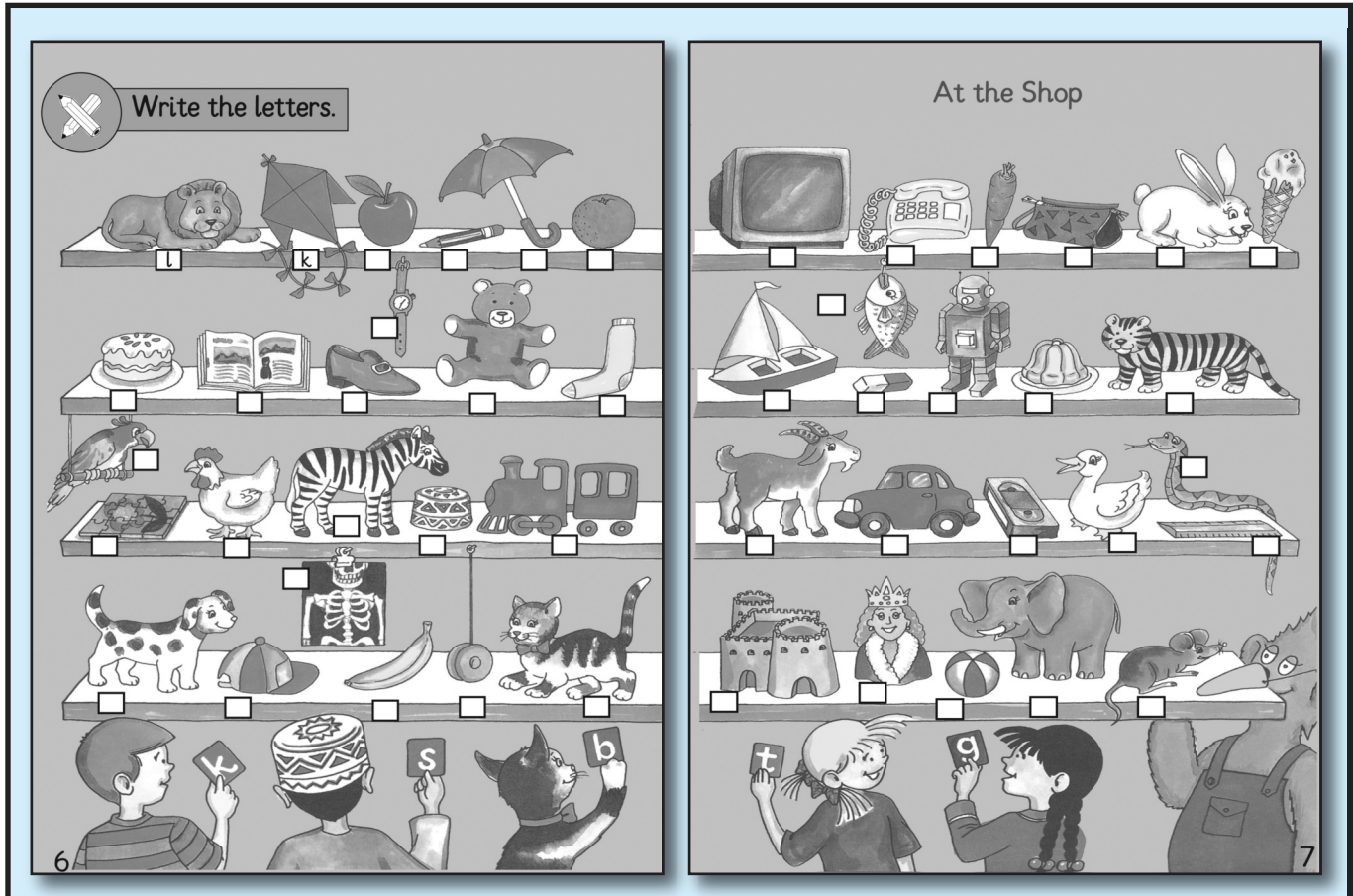
Task Three (5 minutes)

- ★ Ask children to look at the first shelf and to name a toy they can see there. (**a kite**)
- ★ Ask children to find two toys on the second shelf. (**a teddy bear** and **a robot**).
- ★ Get children to name three toys on shelf three. (**a puzzle**, **a train** and **a car**)
- ★ Finally ask children to name two toys on the last shelf. (**a yo-yo** and **a ball**)
- ★ You may repeat this activity, eliciting names of animals, birds, school objects etc. This exercise provides good practice for children to sort and classify.

Task Four (10 minutes)

- ★ Ask children to open their *Skills Books* at **page 4**. Ask children to look at activity 4. Get children to read and name all the words in the cloud. Elicit from children what they think they have to do. Children have to classify the words into three categories - **toys**, **school objects** and **food**. Help and support children as necessary.
- ★ In activity 5, children have to look at the pictures of the animals, unscramble the letters inside each one to spell the name of that animal and write their answers in the spaces provided. This is a difficult task as children have not learned the spelling of these names. The teacher should do the task as a class activity, and make it like a game.

Lesson 6



You will need:

- **Alphabet Poster:** with pictures
- **Flashcards:** 39, 51, 69-77, 85, 87, 92, 94-99, 117, 121, 142-144, 147 (apple, orange, pencil, pen, pencil case, ruler, rubber, bag, chair, table, book, classroom, toilets, school, bus, car, boat, bike, plane, train, umbrella, raincoat, banana, date, hen, lion)
- **Word cards:** 23, 25, 26, 37, 55-63, 71, 73, 78-83, 100, 104, 113-117 (a cat, an apple, a banana, an orange, a pencil, a pen, a pencil case, a ruler, a rubber, a bag, a chair, a table, a book, a classroom, toilets, a bus, a car, a boat, a bike, a plane, a train, an umbrella, a raincoat, a date, a school, a hen, a tiger, a lion)
- **Realia:** a ruler, a book, a pen, a pencil (optional)

Children will:

- listen to and join in with a song
- revise alphabet letters and words that start with each letter
- play a game of **I spy with my little eye**
- revise vocabulary words by matching words to pictures
- count the number of letters in a word

Task One (5 minutes)

- ★ Put the alphabet poster on the board. Play *The Alphabet Song* (Song CD 1.2). Ask children to join in with the words of the song and watch the board as you point to each letter along with the song.
- ★ Play the song again. Ask children to join in with the words and to point to the letters on **pages 4 and 5** of their *Classbooks* as they sing.

Task Two (15 minutes)

Step one

- ★ Hold up a ruler. Say **Here's something beginning with r** (remember to use the letter name, not the sound). Put the word card for **ruler** on the board, point to the letter r and say **r**. Hold up a book and say **Here's something beginning with b**. Put the word card for **book** on the board. Point to the letter b and say **b**.
- ★ Ask the class to point to something beginning with **p**. Go around the class and find children who are pointing to something beginning with **p**. Ask them to say the name of what they are pointing at, for example **pen, pencil**. Put the word cards for **pen** and **pencil** on the board, next to the other word cards.

- ★ Ask for a volunteer to point to a word beginning with **b**. Repeat this procedure with all the words on the board using different volunteers. You may want to use the realia objects or flashcards for extra support. At the end of the activity remove all the word cards from the board.

Step two

- ★ Ask the class to look at **pages 6 and 7** of their *Classbooks*. Hold up your *Classbook* and point to the six characters at the bottom of the pages. Explain that they are playing a game. Ask children to listen to the characters playing the game. Play *Listening Transcript 1.4* straight through.

Listening Transcript 1.4 [Track 05]

I spy ...

Vicky: I spy with my little eye, something beginning with ... f.
Maha: Fish?
Vicky: Yes!



- ★ Describe the game briefly in L1. Explain what would happen next in the game, i.e. that Maha would choose a letter and say **I spy ...** for Vicky to guess the word beginning with that letter.
- ★ Play the listening again and get children to repeat the words after they hear them.

Step three

- ★ Now tell the class that they are going to hear Paul and Sami playing the game on the CD. Ask them to listen carefully. Play *Listening CD 1.5* straight through.

Listening Transcript 1.5 [Track 06]

I spy with my little eye

Sami: I spy with my little eye, something beginning with ... c.
Paul: Cat?
Sami: No.
Paul: Mmm ... car?
Sami: No!
Paul: Ah! Cake!
Sami: Yes!



- ★ Tell children that you are going to play the listening again. Ask them to listen carefully again.

- ★ Play the listening, pausing after Sami says **No** the first time. Ask **Did Sami spy a cat?** Elicit **No** from the class. Play the next part of the listening. Pause after Sami says **No** again, and ask **Did Sami spy a car?** Again, elicit **No** from the class. Play the final part of the listening and ask **Did Sami spy a cake?** Elicit **Yes** from the class.

Step four

- ★ Say to the class **Let's play 'I spy'**. Tell them that you are going to choose something in the classroom and that they have to guess what it is. Make sure you choose classroom objects that the children are very familiar with. Say **I spy with my little eye, something beginning with ... [b]**. Let children guess what the object is. Repeat this two or three times. Allow children who guess correctly to take turns if they wish.

- ★ Get the class to repeat the **'I spy'** rhyme with you.

- ★ Ask children to look at **pages 6 and 7** of their *Classbooks* again. Organise the class into pairs. Tell children to use the shop picture to play **I spy**. Remind them that one child chooses the first letter of an object in the picture, while the other child tries to guess what it is.

Task Three (5 minutes)

- ★ Quickly distribute the following flashcards and word cards in random order to the class: **an apple, a banana, a date, a school, a classroom, toilets, a tiger, a lion, a hen, a cat, a bike, a boat, a car, a plane, a train, a raincoat, an umbrella**. (If you do not have exactly 34 children in your class you may need to reduce the number of cards you give to the class or put children into pairs. Also, please cover the article **a/an** on the word cards before you distribute the cards). Do not give out the **bus** and **orange** flashcards or word cards.

- ★ Tell the class that you are going to name one of the objects and that the children with the corresponding flashcard and word card must hold them up. If they are correct they must sit together. Name the objects until all the children are sitting next to their matching partner.

- ★ Put the flashcard for **bus** on the board. Ask **What is it?** Try and elicit **a bus** from the class, and then put the corresponding word card on

the board. Ask **How many letters are there in bus?** If the class finds this difficult, help them by pointing to each letter and counting **one, two, three**. Repeat this procedure with **orange**.

★ Remove the flashcards and word cards from the board and then draw seven columns on it, wide enough to fit a word card into. Write the numbers **3-9** at the top of the chart, as below.

★ Explain that the number at the top of each column shows how many letters there are in each word.

3	4	5	6	7	8	9

Task Four (5 minutes)

★ Hold up the word card for **bus** and ask again **How many letters are there in bus?** Elicit **three** and then put the word card in the column with 3 at the top. Repeat this procedure with the word card for **orange**.

★ Ask children to work in pairs and to count the number of letters in their word. Tell the class that you are going to name one of the objects, and that the pair of children with that object must come to the board and put their word in the correct column. Get the rest of the class to check if they are correct by asking **How many letters are there in ...[train]?** Encourage the class to count the letters with you. You should have the following words in each column:

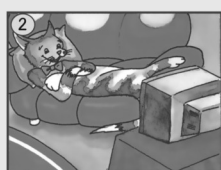
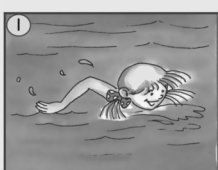
3	4	5	6	7	8	9
bus	date	apple	orange	toilets	raincoat	classroom
hen	lion	tiger	banana		umbrella	
cat	bike	plane	school			
car	boat					

Lesson 7



Listen.

What do you like doing in your free time?



8

Read and complete the sentences.

games comics stamps football
swimming television volleyball

1 Maha likes reading comics.



2 Soot likes watching _____.



3 Sami likes playing _____.



4 Bader likes collecting _____.



5 Maryam likes playing _____.



6 Biff likes playing _____.



7 Vicky likes _____.



5

You will need:

- **Alphabet Poster:** with pictures

Children will:

- listen to and join in with a song
- play a game **I spy with my little eye**
- talk about characters' free time activities
- listen and identify the correct pictures
- listen and repeat characters' answers
- read individual words and whole sentences.
- complete sentences using the correct words
- learn how to add 's' for third person singular

Task One (5 minutes)

★ Put the alphabet poster on the board. Play *The Alphabet Song* (Song CD 1.2). Ask children to join in with the words of the song and watch the board as you point to each letter along with the song.

★ Play the song again. Ask children to join in with the words and to point to the letters on **pages 4 and 5** of their *Classbooks* as they sing.

Task Two (5 minutes)

★ Ask children to look at **pages 6 and 7** of their *Classbooks*. Hold up your *Classbook* and say **I spy with my little eye something beginning with ... [u]**. Encourage children to guess, and allow children who guess correctly to take the next turn and choose an object from the picture.

★ Organise children into pairs and give them a few minutes to play **I spy**.

Task Three (10 minutes)

★ Ask children to look at **page 8** of their *Classbooks*. Ask children to name anything they recognise in the pictures. Try and elicit: **television, football, swimming, comics** and **stamps**. Tell children that they will hear the characters talking about what they do in their free time.

★ Play *Listening CD 1.6* straight through. Tell children to listen and look at the pictures.

Listening Transcript 1.6 [Track 07]

Free time



- Vicky:** What do you like doing in your free time, Sami?
- Sami:** I like playing football. [picture 6]
- Vicky:** Mmm. And what about you, Soot?
- Soot:** Me? I like watching tv. [picture 2]
- Maha:** What about you, Vicky? What do you like doing?
- Vicky:** Oh! I like swimming. [picture 1]
- Maha:** Um. That's nice. What do you like doing, Paul?
- Paul:** Oh, I like playing basketball. [picture 3]
- Paul:** What do you like doing, Maha?
- Maha:** I like reading comics. [picture 5]
- Sami:** What do you like doing, Badr?
- Badr:** I like collecting stamps. [picture 7]
- Vicky:** What do you like doing, Maryam?
- Maryam:** I like playing volleyball. [picture 4]
- Soot:** What do you like doing, Biff?
- Biff:** I like playing games. [picture 8]
- All:** Great! Let's play a game now.

Direct children's attention to the words in the box. Get children to read each word several times. Point to the initial letter of each word and elicit its sound to help children decipher the word. Get children to read the sentences one by one. Point out the third person singular; which we use when we talk about somebody else. Write on the board **I like** and **Maha likes**. Contrast these to show children how an **s** is added when the third person singular is used.

- ★ Ask children to look at the picture for each sentence and to choose a word to complete each sentence. Do this orally first for all the sentences. When you feel that children are confident, ask them to write their answers in the spaces provided.

- ★ Play the listening again, but this time pause after each question and answer, and ask **What picture?** Get children to call out the number of the picture being described.
- ★ Ask children to tell you briefly in L1 if they play indoor games like the one Biff is playing. If they do, ask them to describe the games briefly in L1.
- ★ Tell the class that you are going to play the listening again. Ask children to answer the characters' questions. Play the listening again, pausing after each character answers, to give the class time to repeat the answers.

Task Four (10 minutes)

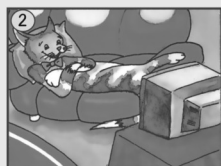
- ★ Ask children to open their *Skills Books* at **page 5**. This is a reading and a vocabulary exercise.

Lesson 8



Listen.

What do you like doing in your free time?



8



Read and match.

Write the letters.

a



1. I like watching television. ☐

b



2. I like playing volleyball. ☐

c



3. I like swimming. ☐

d



4. I like playing basketball. ☐

e



5. I like collecting stamps. ☐

f



6. I like reading comics. ☐

g



7. I like playing games. ☐

h



8. I like playing football. ☐

q

You will need:

- Flashcards:** 148-155 (Sami playing football, Paul playing basketball, Maryam playing volleyball, Vicky swimming, Maha reading, Soot watching TV, Biff playing a board game, Bader playing with stamps).
- Word cards:** 118-129 (I like, playing, collecting, football, basketball, volleyball, swimming, reading, watching, television, games, stamps)

Children will:

- ask and answer questions about the sports and hobbies using [do you like ..]
- talk about sports and hobbies. [I like]
- build up sentences on what they like doing using I like ...
- read whole sentences
- become familiar with using the third person singular [he likes / she likes]

Task One (5 minutes)

- Put the following flashcards on the board: Sami playing football, Paul playing basketball, Maryam playing volleyball, Vicky swimming, Maha reading, Soot watching TV, Biff playing a board game, Bader playing with stamps.

- Ask a confident child a question about one of these sports or hobbies. For example, point to the football flashcard and ask **Do you like ... [playing football?]** Elicit **Yes** or **No** answers from children. Ask several other children questions about the sports and hobbies, making sure you include a question for each flashcard.
- Point to one of the flashcards, start the question with **Do you like ...**, and encourage the class to complete the question with you. After the first model, just point at the flashcard and get the class to ask you the question. Answer the question yourself. Repeat this procedure with all the sport and hobby flashcards.
- Point to one of the flashcards, and get one child to ask another child the **Do you like ...** question about that picture. Repeat this with different pairs of children until all the sports and hobbies have been talked about.

- Organise the class into pairs. Tell children to take turns asking and answering questions about the sports and hobbies on the flashcards on the board.

Task Two (10 minutes)

Step one

- ★ Ask children to look at the pictures on **page 8** of their *Classbooks*. Tell children that they are going to hear the characters talking about what they like doing in their free time.
- ★ Play *Listening CD 1.7*. Pause after each character speaks. Tell children to listen and say what picture shows the activity.

Listening Transcript 1.7 [Track 08]

I like ...

Sami:	I like playing football.	[picture 6]
Soot:	I like watching television.	[picture 2]
Vicky:	I like swimming.	[picture 1]
Paul:	I like playing basketball.	[picture 3]
Maha:	I like reading comics.	[picture 5]
Bader:	I like collecting stamps.	[picture 7]
Maryam:	I like playing volleyball.	[picture 4]
Biff:	I like playing games.	[picture 8]



- ★ Play the listening again. pausing after each sentence to give children time to repeat the words.

Step two

- ★ Tell children that you are going to say the number of one of the pictures. Ask the class to imagine they are the character in that picture and say what they like doing in their free time. For example, if you say **1**, the class responds with **I like swimming**.

Task Three (5 minutes)

- ★ You will need these word cards for the following activity: **I, like, playing, collecting, football, basketball, volleyball, swimming, reading, watching, television, games, stamps**. Tell children that you are going to say the number of one of the pictures. and that you want them to imagine they are the character in that picture again, and say what they like doing in their free time.
- ★ As children give the correct response, put the corresponding flashcard on the board until you have all eight sports and hobbies flashcards on the board.
- ★ Point to each flashcard in turn and elicit **I like ... [playing basketball]**. As the class names each sport or hobby, put the corresponding word card below each flashcard.

- ★ Put the word cards **I like** on the board. Point to the picture of the **swimming** flashcard and elicit **swimming**. Take the word card for **swimming** and put it after **like** so that you have the sentence **I like swimming** on the board. Ask the class to read the sentence with you. Track the words with your finger as you say the sentence with the class. Put the word card for **swimming** back under the corresponding flashcard.

- ★ Repeat this procedure of eliciting sentences from the class in response to you pointing at the flashcard and building up the sentences on the board, until you have built sentences for all the sports and hobbies, one by one. Leave the flashcards and corresponding word cards on the board.

Task Four (10 minutes)

Step one

- ★ Ask children to look at **page 9** of their *Classbooks*. Ask the class if they can guess what they have to do. Allow them to respond in L1. Make sure that children understand that they have to read the sentences and match each one to the character it is true for. They should write the letter of the character in the box next to the sentence, as in the example. Children can use the pictures on **page 8** to help them. Children should be able to recognise the whole words they have already encountered. This will help them sight-read the whole sentence.
- ★ When children have finished, tell them to compare their work with a friend's.

- ★ Remove the flashcards and word cards from the board. Put the flashcard of Maha reading on the board. Ask the class to tell you what the appropriate sentence is. As you elicit **I like reading comics**, put the corresponding word cards next to the flashcard on the board. Ask children to look at page 9 again. Ask them which picture is **Maha**. Elicit **a**. Then ask **What number?** Children should respond with **6**.
- ★ Repeat this procedure until you have checked all the sentences with the class.

Step two

- ★ Now ask children **What does Maha like reading?** Children should respond with **comics**. Say **Yes, She likes reading comics**. Repeat this for all the other characters to familiarize children with the third person singular, **he likes** and **she likes**.

Lesson 9



Read and match.

Write the letters.






- | | |
|---|---|
| <p>a </p> <p>1. I like watching television. d</p> <p>c </p> <p>3. I like swimming. </p> <p>e </p> <p>5. I like collecting stamps. </p> <p>g </p> <p>7. I like playing games. </p> <p>8. I like playing football. </p> | <p>b </p> <p>2. I like playing volleyball. </p> <p>d </p> <p>4. I like playing basketball. </p> <p>f </p> <p>6. I like reading comics. </p> <p>h </p> |
|---|---|

q



Listen. Write ✓ or ✗.

What do you like doing ?

					
Maha					
Paul					
Sami					
Vicky					



Read, draw and write.

Read about Paul. Write about yourself.



I like playing basketball,
but I don't like collecting stamps.

10

You will need:

- **Alphabet Poster**
- **Flashcards:** 1-6, 148-149, 152-153, 155 (Sami, Maha, Vicky, Paul, Soot, Biff, Sami playing football, Paul playing basketball, Maha reading, Soot watching television, Bader playing with stamps)
- **Word cards:** 1-6, 118-129 (Sami, Maha, Vicky, Paul, Soot, Biff, I like, playing, collecting, football, basketball, volleyball, swimming, reading, watching, television, games, stamps)

Children will:

- listen to and join in with a song
- track and read sentences
- build sentences.
- listen to other children talking about what they like/don't like.
- read whole sentences.
- write a short paragraph about their likes and dislikes.
- express likes and dislikes.

Task One (5 minutes)

- ★ Put the alphabet poster on the board. Play *The Alphabet Song* (Song Transcript 1.2). Ask children to join in with the words of the song and watch the board as you point to each letter along with the song.

- ★ Play the song again. Ask children to join in with the words and to point to the letters on pages 4 and 5 of their *Classbooks* as they sing.

Task Two (5 minutes)

- ★ Ask children to look at page 9 of their *Classbooks*. Tell them you are going to read out a sentence, and that you want them to say what number it is. After the children have correctly identified the sentence, ask them to repeat it with you. Tell children to read the sentence from their book and to track the words with their fingers as they read. Build a variety of sentences on the board using the word cards.
- ★ Ask children to tell you the number of the matching sentence. Remember to track the words as you read out the sentences with the class.
- ★ Put the following word cards on your desk: I like, playing, collecting, football, basketball, volleyball, swimming, reading, watching, television, games, stamps. Tell the class that you are going to read a sentence and that you want two volunteers to come to the front of the class and build that sentence on the board using the word cards. Encourage the rest of the class to

check the sentence against the one in their book and say **Yes** if it's correct and **No** if it isn't.

Task Three (15 minutes)

Step one

☆ Ask children to look at the chart on **page 10** of their Classbooks. Give children a few minutes to study the chart. While they are doing this, quickly draw a copy of the chart on the board, using the flashcards and word cards of the characters and actions.

☆ Point to the characters down the side of the chart. Elicit the names from the class. Point to picture 4 across the top of the chart and help children to name the hobbies. Point to one of the hobbies on the chart and say **I like ...[playing basketball]**. Draw a tick (✓) in the chart on the board as an example. Point to another activity and say **I don't like ...[watching television]**. Put a cross (✗) in the chart on the board as an example.

Step two

☆ Tell the class that they are going to hear the characters talking about the things they like doing and the things they don't like doing in their free time.

☆ Play *Listening CD 1.8*. Pause after each character speaks. Ask children to listen and put a tick (✓) in the appropriate in chart if the character likes the activity, and a cross (✗) in the chart if they don't.

Listening Transcript 1.8 [Track 09]

I like... but I don't like ...

Maha: I like reading comics but I don't like playing basketball.

Paul: I like playing basketball but I don't like collecting stamps.

Sami: I like playing football but I don't like reading comics.

Vicky: I like watching television but I don't like collecting stamps.



☆ Tell the class that you are going to play the listening again so that they can check their work.

☆ Play the CD again, pausing after each character speaks. Ask for a volunteer to come and put

ticks (✓) and crosses (✗) on the chart on the board for that character where appropriate. Get the rest of the class to check their answers against the chart on the board. Continue with this procedure until the chart is completed on the board.

Step three

☆ Tell the class that you are going to play the CD again. Ask children to imagine they are the characters and to repeat the words after they hear them. Play the CD again. Pause after each character speaks and get the class to repeat the words.

Step four

☆ Tell children to look at the empty boxes under the characters at the bottom of the chart. Elicit from them what they think they have to do. Get them to draw a picture of themselves in the first box, and to write their name on the line provided. Remind them to start their name with a capital letter. Tell them to put a tick (✓) and a cross (✗) on the chart to show what they like doing and don't like doing.

☆ Get children to work in pairs. They should quickly draw a picture of their partner and write his or her name in the space provided. They should then take turns telling their partner what they like and don't like doing. The other child should listen and put a tick (✓) or a cross (✗) where appropriate for their friend.

Step five

☆ Tell the class that you are going to play the CD again. Ask the children to imagine they are the characters and to repeat the words after they hear them. Play the CD again. Pause after each character speaks and get the class to repeat the words.

Task Four (5 minutes)

☆ Hold up your *Classbook* and point to the text about **Paul** at the bottom of **page 10**. Get children to read the sentence aloud. Explain to children they now have to draw a picture of themselves in the box. They should then write a true sentence about themselves using the information they completed in the chart above.

Lesson 10



Listen. Write ✓ or ✗.

What do you like doing ?

Maha					
Paul					
Sami					
Vicky					



Read, draw and write.

Read about Paul. Write about yourself.



I like playing basketball,
but I don't like collecting stamps.



10

2 Read and complete the sentences.



I don't like
playing basketball.



I like
collecting stamps.



I like
reading comics.



I like
eating onions.



I like fish.



I like milk.



I like ice cream.



I don't like apples.



I like oranges.



I like bananas.



6



Play a game.

The Alphabet Game



11

You will need:

- **Word cards:** 118-130 (I like, playing, collecting, football, basketball, volleyball, swimming, reading, watching, television, games, stamps, I don't like)
- **Dice:** one for each pair of children
- **Counters:** one for child

Children will:

- read a paragraph about Paul
- write a sentence about themselves
- read and track sentences using [I don't like..].
- complete cloze sentences using [don't like/like]
- play a game
- do self-evaluation and reflection

Task One (5 minutes)

- ★ Ask children to look at **page 10** of their Classbooks. Read the sentence about Paul. Get individual children to read out what they have written about themselves.

- ★ Read the second part of the sentence, and build it on the board using word cards – I don't like

collecting stamps. As you read the sentence, track it on the board with your finger, and emphasise the new word **don't**.

Task Two (10 minutes)

- ☆ Ask children to look at **page 6** of their *Skills Books*. Get them to complete the first part of activity 2. Elicit from children what they have written. When they have finished, ask them to look at Soot and to complete the information about him. Help and support as necessary.

Task Three (10 minutes)

- ☆ Ask children to look at **page 11** of their *Classbooks*. Tell them they are going to play a game called **The Alphabet Game**. Demonstrate the game with a confident pair of children at the front of the class. Each pair of children should have two counters and one dice.

Rules of the game

- Both children start at letter **a**.
- One child throws the dice and moves the counter the number of spaces indicated on the dice.
- If the child can name the letter and the object on the block, they stay there. If they answer incorrectly or cannot name the letter or object, they have to move their counter back 1 space.
- The winner is the first child to get to the letter **z**.

- ☆ Organise children into pairs to play the game.
- ☆ Allow children time to play the game several times.

Task Four (5 minutes)

- ☆ Ask children to look at the frieze at the top of **pages 2 and 3** of their *Classbooks* and get them to name all the items.
- ☆ Ask children to look at the two faces at the bottom of **page 11** of their *Classbooks*. In L1, ask them to say which face represents *hard* and which one *easy*. Ask them to think about the

things they did in this unit. Encourage them to look through the pages to remind themselves what they learned. Tell children to colour in a face according to whether the unit was *hard* or *easy* for them.

Children will learn how to:

- ◆ Talk about actions animals can and can't do
- ◆ Contrast animal abilities
- ◆ Name parts of animal bodies
- ◆ Describe animal bodies
- ◆ Identify wild and domestic animals from more complex descriptions
- ◆ Give more complex descriptions of animals
- ◆ Sight read these words:
cat, cow, dog, frog, duck, snake, sheep, donkey
tiger, parrot, zebra, kangaroo, crocodile, elephant,
giraffe, monkey, camel, lion, tortoise, hare
swim, fly, jump, climb
- ◆ Write animal names

Main language

- ◆ It's got [big teeth].
- ◆ A crocodile can swim.
- ◆ A camel can't fly.
- ◆ A parrot can fly but it can't swim.
- ◆ It can fly. It's got wings and a tail.
- ◆ Can a crocodile swim?

Vocabulary

- ◆ *Animals:* zebra, kangaroo, crocodile, elephant, giraffe, monkey, tortoise, hare, cat, cow, dog, frog, duck, snake, sheep, donkey, tiger, parrot, camel, lion
- ◆ *Body parts:* trunk, neck, ears, eyes, hands, legs, wings, feet, tail, teeth
- ◆ *Colours:* main colours

Skills

- ◆ Read whole words
- ◆ Read whole sentences that have been learned orally
- ◆ Transfer information from spoken statements to a chart
- ◆ Transfer information from a chart to spoken statements
- ◆ Compare and contrast
- ◆ Apply prior knowledge
- ◆ Identify detail in pictures
- ◆ Match spoken words and pictures
- ◆ Match written words and pictures
- ◆ Identify and count letters within words
- ◆ Sort written words on letter numbers
(ie. cat = 3 letters)
- ◆ Identify a picture from aural information
- ◆ Look for detail in pictures
- ◆ Ask and answer questions about animal abilities
- ◆ Give more complex oral description of animals
- ◆ Listen for detail
- ◆ Listen to longer more complex texts for general understanding

- ◆ Follow the rules of a game
- ◆ Recognise the rhythm of English through song

Literacy

- ◆ Listen to, reading and tracking sentences / rhymes/ songs/ stories
- ◆ Sort and write words according to their sounds
- ◆ Practising reading, saying and writing words beginning with / ck/ /sh/ /ch/.
- ◆ Learn spelling of animals taught
- ◆ Use can and can't in sentences
- ◆ Write simple parallel sentences using can / can't
- ◆ Write a short paragraph of one of the animals


Classroom language

- ◆ Point to the word [crocodile].
- ◆ Look at the words and listen.
- ◆ Find a [tiger's head].
- ◆ TPR instructions
- ◆ What is it? What animal is it?
- ◆ What number?
- ◆ How many monkey are there?
- ◆ Tigers, stand up


Activities


- ◆ Count animals in a picture
- ◆ Listen to a story
- ◆ Repeat parts of a story
- ◆ Label pictures with words
- ◆ Play guessing games
- ◆ Make an animal booklet
- ◆ Create a new verse for a song
- ◆ Sing songs
- ◆ Perform actions to a song
- ◆ Complete charts
- ◆ Build simple sentences using word cards
- ◆ TPR activities
- ◆ Complete simple sentences
- ◆ Write animal names/spelling of animal names
- ◆ Identify animal names/ parts of a body
- ◆ Using can/can't in sentences
- ◆ Write a short paragraph describing animals

Lesson 1




Unit 2 Animals

 **Listen and write.**




2




1


a frog
a snake
a sheep
a dog
a duck
a donkey
a cat
a cow




4




3




7



5



6



8

12

You will need:

- **Flashcards:** 145,156-162 (cat, cow, snake, dog, sheep, duck, donkey, frog)
- **Word cards:** 23, 131-137 (a cat, a cow, a snake, a dog, a sheep, a duck, a donkey, a frog)

Children will:

- recycle names of different animals
- listen to and join in with a song
- read whole words
- match and write animal names

Task One (5 minutes)

- ☆ Ask children to name as many animals, in English, as they can. As children name the animals, put the corresponding flashcards on the board. Hold up the flashcards of any animals children have not named, and elicit the names before adding them to the board. Some children may remember the word **frog**. If not, teach the word using the flashcard, and ask children to repeat **frog** a few times before adding the flashcard to the board with the others.
- ☆ Ask children to look at **page 12** of their *Classbooks*. Tell the class that they will hear each of the animals. Ask them to point to the picture of the animal they hear in their *Classbooks* and name it.

- ☆ Play *Listening CD 2.1*. Pause after each sound and ask **What is it?** Check that children are pointing at the correct animal. Play the name of each animal after its sound so children can check their answers.

Listening Transcript 2.1 [Track 10] Animal Sounds

[sound of cow mooing]	a cow
[sound of snake hissing]	a snake
[sound of dog barking]	a dog
[sound of sheep baaing]	a sheep
[sound of cat meowing]	a cat
[sound of duck quacking]	a duck
[sound of donkey braying]	a donkey
[sound of frog croaking]	a frog



- ☆ Play the listening again, stopping after each sound. Get children to point to the animals again and name them. Play the name of the animal and get children to repeat it.
- ☆ Name individual animals at random and get children to point to the correct picture and make the sound of the animal.

Task Two (5 minutes)

- ☆ Tell the class that you will call out the number of a picture and they must call out the name of the animal in that picture. For example, you say **number three**, and elicit **donkey** from the class. As children give you the names of the animals, point to the corresponding flashcards on the board until all eight animals have been named.
- ☆ Point to the flashcard of the dog. Ask **What is it?** and elicit **a dog**. As children say **a dog**, put the word card for **dog** on the board, underneath the corresponding flashcard. Repeat this procedure with **cat** and **cow**. Point to each of the three animals in random order and ask children to look at the word and read it.
- ☆ Take the word cards of **dog**, **cat** and **cow** off the board. Hold up one of these three word cards and ask children **What is it?** Get children to read the animal word. Repeat this with the other two words.
- ☆ Ask for a pair of children to come to the board and put the three word cards under the appropriate flashcards.
- ☆ Get the class to watch carefully and say **Yes** if children match the words and pictures correctly and **No** if they get it wrong.
- ☆ Repeat the procedure above with the words **duck**, **frog**, **sheep** and **snake**. After you have introduced

all the animal words, remove the word cards from the board and distribute them amongst the class. Get children to come to the board and to match the word cards to the flashcards.

- ☆ As you teach the word **duck**, point to the **wings** on the duck. Flap your arms to mime **wings**. Remind children, **These are wings. The duck has wings**, and get them to repeat the word **wings** with you. This word was introduced in 1B, but children may not remember it.
- ☆ Finally, point to the flashcard of the donkey. Ask **What is it?** Elicit **a donkey**. As children say **donkey**, put the donkey word card on the board underneath the donkey flashcard. Point to the word card and get children to read it.
- ☆ Point to the donkey's tail and get children to repeat the word **tail**. Point to the other flashcards in turn and ask, **Has the ...[sheep] got a tail?** Elicit **Yes** or **No**.
- ☆ Remove the following flashcards and word cards from the board: **cat, frog, snake, donkey**.

Task Three (10 minutes)

- ☆ Arrange the following flashcards and word cards on the board in this order: **dog, cow, sheep, duck** so that you can refer to them while you sing *Old MacDonald*. Point to them and ask children if they can remember a song about these animals. If necessary, give them the first line – **Old MacDonald has a farm**, and see if they can provide the next line – **E I E I O**. If children can't recall the song at all, play them the first verse as a reminder.
- ☆ Tell children that you are going to play the first verse of the song, and that you just want them to listen this time. Play the first verse.

- ☆ Song CD 2.1 *Old MacDonald*.

Song Transcript 2.1 [Track 05] Old MacDonald

verse 1
Old MacDonald has a farm,
E I E I O,
And on that farm he has a dog,
E I E I O,
With a woof, woof here,
and a woof, woof there,
Here a woof, there a woof,
Everywhere a woof, woof,
Old MacDonald has a farm,
E I E I O.



verse 2

Old MacDonald has a farm,
E I E I O
And on that farm he has a cow,
E I E I O
With a moo, moo here,
and a moo, moo there,
Here a moo, there a moo,
Everywhere a moo, moo,
Old MacDonald has a farm,
E I E I O

verse 3

Old MacDonald has a farm,
E I E I O
And on that farm he has a sheep,
E I E I O
With a baa, baa here, and a baa, baa there,
Here a baa, there a baa,
Everywhere a baa, baa,
Old MacDonald has a farm,
E I E I O

verse 4

Old MacDonald has a farm,
E I E I O
And on that farm he has a duck,
E I E I O
With a quack, quack here,
and a quack, quack there,
Here a quack, there a quack,
Everywhere a quack, quack,
Old MacDonald has a farm,
E I E I O

- ☆ Tell children that you are going to play the first verse again and this time you want them to join in with the words where they can.
- ☆ Play the first verse again.
- ☆ Tell children that you are going to play the rest of the song, and that you want them to join in with the words. Explain that you will point to the animals that come up in each verse on the board.
- ☆ Play the rest of the song.
- ☆ Ask children to sing the song with you without the CD.
- ☆ Remove the flashcards and word cards from the board at the end of this activity.


Task Four (10 minutes)


- ☆ Ask children to look at **page 12** of their *Classbooks*. Ask them to call out the names of the animals one by one. Chain the reading of the names of the animals so that all children get the opportunity to read out the names. Ask children to look at the rubric and to tell you what they have to do. Children need to match the animal names to the pictures and write the names under the pictures. Go round the class to help and support as necessary.


Lesson 2


Unit 2 Animals


Listen and write.


1 


3 


5 

2 

4 

7 

6 

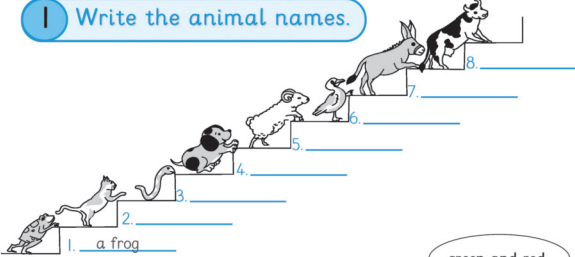
8 

a frog
a snake
a sheep
a dog
a duck
a donkey
a cat
a cow

12

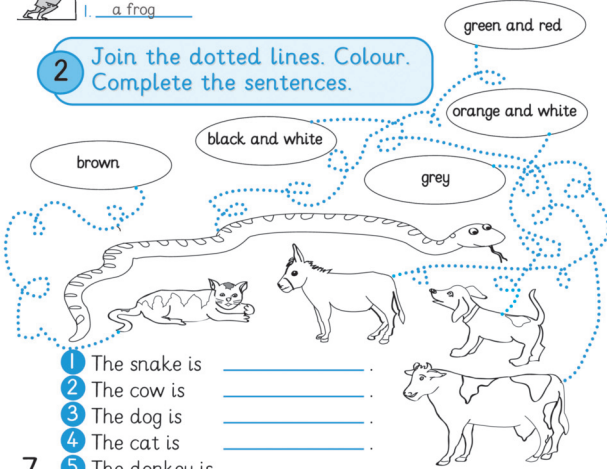
Unit Two

1 Write the animal names.



1. a frog

2 Join the dotted lines. Colour. Complete the sentences.



1 The snake is

2 The cow is

3 The dog is

4 The cat is

7 5 The donkey is

You will need:

- Flashcards:** 145,156-162 (cat, cow, snake, dog, sheep, duck, donkey, frog)
- Word cards:** 23, 131-137 (a cat, a cow, a snake, a dog, a sheep, a duck, a donkey, a frog)

Children will:

- revise animal names
- listen to and join in with a song
- read whole words [car, cow ..]
- spell animal names
- identify animals from description
- describe animal's bodies
- write names of animals
- write simple sentences

Task One (5 minutes)

- Put the following flashcards on the board: **dog, cow, sheep, duck**. Elicit the names of the animals from the class. As children name the animals, put the corresponding word cards on the board below the flashcards.

- Tell children you are going to play *Old MacDonald* and that you want them to join in with the words. Play *Old MacDonald* (Song CD 2.1).

Task Two (10 minutes)

- Tell children to look at **page 12** of their *Classbooks*. Ask **What's number ... [3]?** and elicit **donkey**. Elicit the names of all the animals. As children name animals that don't have a flashcard on the board, add the flashcard and the corresponding word card.
- Tell children that you are going to point to each animal on the board, and that you want them to look at the word and picture. Get them to call out the name of the animal.
- Ask children to look at the words and pictures on the board. Remove the flashcards but leave the word cards up. Point to one of the words and ask **What is it?** As children name the animals, ask for volunteers to come and put the corresponding flashcards back on the board. Continue until all the flashcards are back on the board with the corresponding word cards.

- ★ Remove the word cards from the board. Point to a flashcard of an animal. Ask children to say its name and get individual children to call out the spelling, eg [duck – d-u-c-k]. Other children should check and listen. Do this for all the animals. Repeat with each animal a few times.

Task Three (5 minutes)

- ★ Ask children to look at **page 12** of their *Classbooks* again. Tell the class they will hear some of the animals being described on the listening. Ask them to listen to each one and name the animal they think is being described.
- ★ Play the *listening CD2.2*. Pause after each description and ask, **What animal is it?** Elicit **It's a ...[duck]**.

Listening Transcript 2.2 [Track 11]

Describing Animals



It's got two small ears, and a small tail. [a sheep]
 It's got two legs, and two wings. [a duck]
 It's got two big ears, and a big tail. [a donkey]
 It's got no legs, and no ears. [a snake]

- ★ Tell children that you will play the CD again and that you want them to repeat the description with the CD.
- ★ Play the listening again. Pause after each description and ask **What animal is it?**
- ★ Tell children that you will say the name of one of the animals and that you want them to describe it. For example, if you say **donkey** elicit **It's got two big ears, and a big tail**. Repeat this until the class has described each animal at least once.

Task Four (10 minutes)


- ★ Ask children to open their Skills Books at **page 7** and to look at activity 1. This activity consolidates the spellings that children have just practised orally. Ask children what they have to do. They have to write in the names of the animals beside the pictures.
- ★ Now ask children to look at activity 2. Here children need to draw the lines from the

bubbles to the animals. They should then colour the animal the same colours as written in that bubble. Next, they need to write sentences about each animal. If there is shortage of time do number one with children and ask them to complete the rest as homework.


Before the next lesson

- ★ Prepare activity number cards 1-8.


Lesson 3




Listen. What is it?



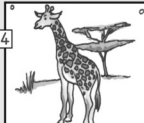
1 a zebra



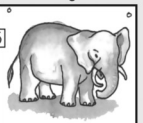
2 a kangaroo




3 a crocodile




4 a giraffe



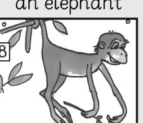
5 an elephant



6 a tiger



7 a parrot

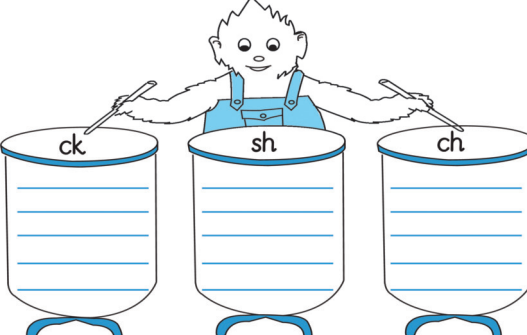


8 a monkey

3 Say the sounds. Spell the words.

ck sa ck	ne ck ne ck	ki ck ki ck	so ck so ck	du ck du ck
sh sh ip	sh ark sh ark	sh op sh op	sh oes sh oes	sh eep sh eep
ch ch air	ch alk ch alk	ch ocolate ch ocolate	ch ips ch ips	cherry cherry

4 Copy the words from above into the drums.



13

You will need:

- **Flashcards:** 145-146, 156, 169 (cat, tiger, cow, snake, dog, sheep, duck, donkey, frog, crocodile, parrot, giraffe, elephant, kangaroo, monkey, zebra)
- **Word cards:** 23, 131, 137 (a cat, a cow, a snake, a dog, a sheep, a duck, a donkey, a frog)
- **Activity cards:** numbers 1-8

Children will:

- revise animal names
- revise parts of the body. **ears, eyes, teeth, neck nose, legs** through TPR activity
- identify wild and domestic animals from descriptions
- describe animals using **it's got**
- say the sounds / ck / / sh / / ch / and words beginning with these sounds.
- read and sort words beginning with / ck / / sh / / ch /

Task One (5 minutes)

- ☆ Distribute the following animal flashcards and word cards around the class: **dog, sheep, donkey, duck, snake, cow, cat, frog.** Tell the class

that you are going to say the name of an animal and that children with the flashcard and word card for that animal must come to the front of the class and stand next to each other. The rest of the class must look carefully and say **Yes** or **No**. Continue with this until the eight animals have been correctly matched. Ask each pair of children to stick their cards on the board.

- ☆ Number the animals on the board from 1–8. Point to your neck and say, **This is my neck.** Repeat a couple of times. Tell children, **Point to your neck** and get them to repeat the word **neck** with you a few times. Repeat with **teeth**.
- ☆ Give each child in the class a number from 1–8. Point to the numbers and animals and say, **number 1 you're ...[cats], number 2 you're ...[sheep], etc.**
- ☆ Do a TPR activity practising **ears, eyes, teeth, nose, neck** and **legs**. Tell children that you will call out the name of an animal and give an instruction. For example, **Ducks, point to your teeth.** Children with the number for **duck** should point to their teeth.

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Unit 2

Task Two (15 minutes)

Step one

- ★ Tell children to look at **page 13** of their *Classbooks*. Ask children if they can name any of the animals.
- ★ Try and elicit the names of the animals in L1. Ask, in L1, if they know where these animals live. Have they ever seen them? What's the difference between these and other animals – wild, farm, domestic? etc.
- ★ Tell the class they will hear Biff asking questions about these animals. Ask them to listen to the questions and look at the pictures. Get them to try and guess which animal is being described. Play *Listening CD 2.3*

Listening Transcript 2.3 [Track 12] What animal is it?



Biff: Oh! What is it? It's got very big feet.

Sami: It's a kangaroo.

Biff: A kangaroo.

[picture 2]

Biff: Aah! What is it? It's very scary.

Vicky: It's a crocodile.

Biff: Oh! A crocodile. Mmm. It's got very big teeth.

[picture 3]

Biff: Look! It's got wings.

Maha: Yes. It's a parrot.

Biff: Look at all the colours, they're lovely.

[picture 7]

Biff: Oh. It's very tall.

Paul: Yes. It's a giraffe.

Biff: A giraffe.

Paul: Yes. It's got a very long neck.

[picture 4]

Biff: Look at that animal. It's got a very, very big nose!

Sami: Yes. It's an elephant.

Biff: An elephant.

Sami: Yes. But that's not a nose. It's called a trunk.

Biff: Oh. A trunk.

[picture 5]

Biff: Look. It's black and white.

Paul: Yes, it's a zebra. It can run very fast.

Biff: Oh, a zebra.

[picture 1]

Biff: I like this animal. It's funny!

Maha: Yes. It's a monkey.

Biff: A monkey.

Maha: Yes, look, it's got a long tail, and it's got hands. It can climb trees!

[picture 8]

Biff: Oh. Look, it's a cat.

Vicky: Yes. It's a tiger.

Biff: A tiger.

Soot: Yes. It's like me!

Vicky: Well, it's a bit bigger than you, Soot. It's a very big orange and black cat.

[picture 6]

- ★ Pause the CD after the first exchange of dialogue, and ask children, **What number?** When they have responded with the correct number [2], say **Yes. A kangaroo. Look at its big feet.** Repeat this procedure for the rest of the listening– eliciting the number of the picture and then reminding children of that animal's particular physical features.

- ★ Play the listening again. Pause after each animal is named, and get children to point at the picture and repeat the name of the animal.

Step two

- ★ Tell children they will hear the animals being described again. They must try and remember each name and call it out.

Listening Transcript 2.4 [Track 13] It's a ...



Paul: It's got a very long neck.//

Biff: A giraffe.

Biff: It's got very big teeth.//

Biff: A crocodile.

Vicky: It's a very big orange and black cat.//

Biff: A tiger.

Biff: It's got a very, very big nose!//

Biff: An elephant.

Biff: It's got wings. //

Biff: A parrot.

Biff: It's got very big feet.//

Biff: A kangaroo.

Biff: It's black and white. //

Paul: It's a zebra

Maha: It's got hands. //

Biff: A monkey.

- ☆ Play *Listening CD 2.4* again. Pause after each description and elicit the name of the animal from the class.
- ☆ Divide the class in half. Tell one half to repeat the description of the animal, and the other half to repeat the name of the animal, after they hear it on the CD. When both parts have been repeated, ask **What number?** Get children to find that animal on the page and call out the number of the picture.
- ☆ Play the listening straight through, pausing to allow children time to repeat the phrases.
- ☆ Play the listening again. Get children to change roles.

Task Three (5 minutes)

- ☆ Ask children to look at the animals on **page 13** of their *Classbooks* again. Tell them that you are going to describe one of the animals, and that you want them to guess which one it is and call out the name. For example, say, **It's got very big teeth** and elicit **crocodile** from the class. Describe all the animals and elicit their names. As children name them, put the corresponding flashcards on the board until you have the following: **crocodile, parrot, giraffe, tiger, elephant, kangaroo, monkey and zebra.**
- ☆ Point to the flashcards in random order and ask, **What is it?** Elicit the names of all the animals again.
- ☆ Point to the kangaroo and get children to repeat the following description with you – **It's got very big feet.** Then get the class to name the animal with you – **It's a kangaroo.** Point to all the other animals in turn, and get children to repeat the descriptions and name the animals with you.
- ☆ Point to one of the animals and get a confident child to describe it. For example, point to the giraffe and encourage the child to say **It's got a very long neck.** Get another child to name the animal – **It's a giraffe.** Repeat this procedure with several pairs of children describing and naming different animals.

- ☆ Organise the class into pairs. Tell children to take turns to think of one of the animals and describe it. Their partner must try and name the animal. Tell children to draw a circle, in pencil, around the number of the animal they are going to describe (without showing their partner), before describing it to their partner.

Task Four (5 minutes)

- ☆ Ask children to open their *Skills Books* at **page 8**. Ask children to look at activity 3. They should say the sounds in the boxes and try to read the words under the pictures **ck, sh** and **ch**. When you are confident that children can discriminate between the sounds and can read the words, ask them to sort and copy them onto the diagram in activity 4 of *Biff with drums*.

Before the next lesson

- ☆ Prepare activity number cards 1-8

Lesson 4

Listen. What is it?

1 a zebra 2 a kangaroo 3 a crocodile
4 a giraffe 5 an elephant 6 a tiger
7 a parrot 8 a monkey

13

Count and write.

tiger	4	monkey	5	snake	7	elephant	2	crocodile	1	giraffe	2	zebra	3
-------	---	--------	---	-------	---	----------	---	-----------	---	---------	---	-------	---

14

1 Look at the animals. Find their names.

2 Unscramble the letters. Write the names.

amcle camel ilno girre neokyd lepehatn

q

You will need:

- Flashcards:** 145-146, 156, 170 (cat, tiger, cow, snake, dog, sheep, duck, donkey, frog, crocodile, parrot, giraffe, elephant, kangaroo, monkey, zebra, camel)
- Word cards:** 23, 116, 131, 145 (a cat, a tiger, a cow, a snake, a dog, a sheep, a duck, a donkey, a frog, a crocodile, a parrot, a giraffe, an elephant, a kangaroo, a monkey, a zebra, a camel)
- Activity cards:** numbers 1-8

Children will:

- listen to and join in with a song
- match animal names with pictures
- match animals with descriptions
- follow oral instructions
- count the number of animals in a picture and circle
- consolidate their knowledge of animal names by circling the names in a square

Task One (10 minutes)

Step one

- ★ Tell children you are going to play *Old MacDonald (Song CD 2.1)* and that you want them to join in with the words. Play the song.

Step two

- ★ Distribute the following animal flashcards and word cards around the class: **a dog, a sheep, a donkey, a duck, a snake, a cow, a cat, a frog**. Tell the class that you are going to say the name of an animal and that children with the flashcard and word card for that animal must come to the front of the class and stand next to each other. The rest of the class must look carefully and say **Yes** or **No**. Continue with this until the eight animals have been correctly matched. Ask each pair to stick their cards on the wall.

Task Two (10 minutes)

Step one

- ★ Ask children to look at the animals on **page 13** of their *Classbooks*. Tell the class that you are going to play *Listening CD 2.4*. Ask them to listen to the descriptions and then name the animals. Play the listening. Pause after each description and elicit the name of the animal from the class. Play the next part of the CD so that children can check their response. For example, play **It's got a very long neck**, pause the track, elicit **It's a giraffe** and then play **It's a giraffe** as a check.

Listening Transcript 2.4 [Track 13]

It's a ...

Paul: It's got a very long neck.
Biff: A giraffe.

Biff: It's got very big teeth.
Biff: A crocodile.

Vicky: It's a very big orange and black cat.
Biff: A tiger.

Biff: It's got a very, very big nose!
Biff: An elephant.

Biff: It's got wings.
Biff: A parrot.

Biff: It's got very big feet.
Biff: A kangaroo.

Biff: It's black and white.
Paul: It's a zebra

Maha: It's got hands.
Biff: A monkey.



their number under an animal. Tell children that you will give instructions for different animals and they must follow the instructions for their animal. For example, 6 – tiger. Say **Tigers, stand up**. All children with the number 6 should stand up. Do a TPR activity revising the new animal names and body parts, for example say, **Monkeys touch your ears**, **Kangaroos point to your nose**.

- ★ At the end of this activity, rub the numbers off the board but leave the flashcards on the board.

Step two

- ★ Tell children that you are going to describe the animals and that you want the class to name them. Either describe them yourself or play the listening CD(2.4) again. As children name the animals, hold up the corresponding word card and put it on the board underneath the flashcard.

- ★ Point to the word cards in random order and elicit the names of the animals from the class.

Task Three (5 minutes)

- ★ Tell children to look at **page 14** of their *Classbooks*. Give children a few moments to study the picture, then ask the class to name any animals they recognise in the picture.

- ★ Ask children to count the monkeys. Give children time to count and then elicit the answer **Five**. Hold up your *Classbook* and say, Point to the word **monkey**. Point to it yourself and get children to point to the word in their own books. Ask them again **How many monkeys?** and point to the two numbers. When children say **five**, mime drawing a circle round number **five** in your *Classbook*. Get children to count all the animals and circle the correct number for each animal next to its name at the bottom of the page.

- ★ Ask children to check their work with a friend's. Then do a whole class check. Ask about all the animals, then write the number on the board under the corresponding flashcard and word card. For example, ask **How many tigers are there?** Elicit **four** and then write number **4** under the tiger flashcard and word card. Repeat this procedure until you have the numbers of all the animals in the picture written on the board.

Task Four (5 minutes)

- ★ Ask children to open their *Skills Books* at **page 9** and look at activity 1. This is a consolidation task on the vocabulary. Children have to find the names of all the animals they have learned in the square on the frog's tummy. Ask children to look at the pictures of the animals around the frog and try and find their names in the square. They should circle the names as shown in the example. Help and support children as necessary.

- ★ Ask children to look at the animal pictures again. Tell them that you will say a number and that you want them to find the picture and name the animal. As the animals are named, put the corresponding flashcards on the board. When all the flashcards are on the board, write the corresponding number from the book underneath each animal. For example, **kangaroo – 2, giraffe – 4, etc.**

- ★ Give each child in the class a number card from 1–8. Ask children to look at the board and find

Lesson 5

Count and write.

tiger	4	5	6	7	8	9	10
monkey	5	6	7	8	9	10	11
snake	6	7	8	9	10	11	12
elephant	7	8	9	10	11	12	13
crocodile	8	9	10	11	12	13	14
giraffe	9	10	11	12	13	14	15
zebra	10	11	12	13	14	15	16

Sing.

The Animals go Marching

The monkeys go marching six by six,
The brown one stops to pick up sticks.

The lions go marching five by five,
The yellow one stops to watch a beehive.

The tigers go marching four by four,
The little one stops to knock on a door.

The zebras go marching three by three,
The big one stops to eat a tree.

The camels go marching two by two,
Hurrah, hurrah!
The camels go marching two by two,
Hurrah, hurrah!
The camels go marching two by two,
The little one stops to tie his shoe,
And they all go marching,
Happily marching on.

1 Look at the animals. Find their names.

2 Unscramble the letters. Write the names.

amcle ilno []

neokyd gitre []

lepehatn []

You will need:

- Flashcards:** 145-147, 156, 170 (cat, tiger, lion, cow, snake, dog, sheep, duck, donkey, frog, crocodile, parrot, giraffe, elephant, kangaroo, monkey, zebra, camel)
- Word cards:** 23, 116-117, 131, 145 (a cat, a tiger, a lion, a cow, a snake, a dog, a sheep, a duck, a donkey, a frog, a crocodile, a parrot, a giraffe, an elephant, a kangaroo, a monkey, a zebra, a camel)

Children will:

- name all the animals they know
- match the animal words to pictures
- revise numbers by counting the number of animals
- listen to and join in with a song
- unscramble letters of animal names
- listen to and join in with a song

Task One (5 minutes)

- ☆ Ask children to look at **page 14** of their *Classbooks*. Ask children to find and count the animals in the picture. As children respond with the correct number, put the flashcard of the animal on the board.

☆ Point to each animal in turn and ask **What's this?** As children give you the name, put the word card below the corresponding flashcard.

☆ Point at random to the word cards and flashcards and ask again **What's this?** As children name the animal, remove the word card. When all the word cards have been removed, ask for children to volunteer to come to the board and put the word cards back below the correct flashcards.

Task Two (5 minutes)

☆ Using the flashcards and word cards, quickly remind children of the word **lion**, and teach them the word **camel**.

☆ Quickly distribute all the animal flashcards and word cards that children are learning in this unit. Tell children that you are going to name an animal. If they have the flashcard or word card for that animal they should hold up their card.

Task Three (10 minutes)

☆ Ask children to look at **page 15** of their *Classbooks*. Ask children to name all the animals in the picture.

☆ Tell children to look at the animals on **page 15**. Ask **How many camels are there?** Give children time to find and count the camels and then elicit **two**. Ask about the number of all the animals on the page.

☆ Tell the class that you are going to play them a funny song about the animals in the picture called *The Animals go Marching*.

☆ Play verse 1 (Song CD 2.2) and sing along. Hold up your *Classbook* and point to the camels as you sing verse 1 with the CD.

Song Transcript 2.2 [Track 06] The Animals go Marching - Verse 1

The camels go marching two by two,
Hurrah, hurrah!
The camels go marching two by two,
Hurrah, hurrah!
The camels go marching two by two,
The little one stops to tie his shoe,
And they all go marching,
Happily marching on.



☆ Ask the class to look at the picture of the camels. Mime marching on the spot and then tying a shoe. Get children to identify these actions in the picture in their book.

☆ Play verse 1 again, line by line. Pause after each line and get children to sing the words with you. Continue with this procedure until you have sung the whole verse.

☆ Play verse 1 again. This time sing and perform the actions for the verse. Ask children to sing with you and watch you perform the actions.

☆ Play verse 1 again, and encourage the class to sing and join in the actions with you.

☆ Play verse 2 of the song (Song CD 2.3). Teach it using the same procedure that you used for verse 1.

Song Transcript 2.3 [Track 07] The Animals go Marching - Verse 2

The zebras go marching three by three,
Hurrah, hurrah!
The zebras go marching three by three,
Hurrah, hurrah!
The zebras go marching three by three,
The big one stops to eat a tree,
And they all go marching,
Happily marching on.



☆ Play verse 3 of the song (Song Transcript 2.4). Teach it using the same procedure as for verse 1 and 2.

Song Transcript 2.4 [Track 08] The Animals go Marching - Verse 3

The tigers go marching four by four,
Hurrah, hurrah!
The tigers go marching four by four,
Hurrah, hurrah!
The tigers go marching four by four,
The little one stops to knock on a door,
And they all go marching,
Happily marching on.



- ☆ Now play all three verses straight through (Song CD 2.5). Encourage the class to join in with the words and actions.

Song Transcript 2.5 [Track 09] The Animals go Marching (part 1)



Verse 1

The camels go marching two by two,
Hurrah, hurrah!
The camels go marching two by two,
Hurrah, hurrah!
The camels go marching two by two,
The little one stops to tie his shoe,
And they all go marching,
Happily marching on.

Verse 2

The zebras go marching three by three,
Hurrah, hurrah!
The zebras go marching three by three,
Hurrah, hurrah!
The zebras go marching three by three,
The big one stops to eat a tree,
And they all go marching,
Happily marching on.

Verse 3

The tigers go marching four by four,
Hurrah, hurrah!
The tigers go marching four by four,
Hurrah, hurrah!
The tigers go marching four by four,
The little one stops to knock on a door,
And they all go marching,
Happily marching on.

Task Four (10 minutes)

- ☆ Ask children to open their *Skills Books* at **page 9** and to look at activity 2. Ask children to look at the jumbled spelling of the names of animals, to unscramble them and to write them in the space provided. If children find this activity difficult, you may want to do it together with them orally first.

Before the next lesson

- ☆ Prepare activity number cards 1-10.

Lesson 6

Sing. The Animals go Marching

The monkeys go marching six by six,
The brown one stops to pick up sticks.

The lions go marching five by five,
The yellow one stops to watch a beehive.

The tigers go marching four by four,
The little one stops to knock on a door.

The zebras go marching three by three,
The big one stops to eat a tree.

The camels go marching two by two,
Hurrah, hurrah!
The camels go marching two by two,
Hurrah, hurrah!
The camels go marching two by two,
The little one stops to tie his shoe,
And they all go marching,
Happily marching on.

15

Listen and read.

1 A kangaroo can jump.

2 A crocodile can swim.

3 A camel can't fly.

4 A giraffe can't climb trees.

Think. Write ✓ or ✗. Check your answers.

	fly	climb	swim	jump
elephant				
parrot				
crocodile				
kangaroo				
giraffe				
camel				

16

3 Write the words.

ears eyes hands legs wings
feet tail teeth trunk neck

hands

10

You will need:

- Flashcards:** 146-147, 163,170 (tiger, lion, crocodile, parrot, giraffe, elephant, kangaroo, monkey, zebra, camel)
- Word cards:** 116-117, 138,145 (a tiger, a lion, a crocodile, a parrot, a giraffe, an elephant, a kangaroo, a monkey, a zebra, a camel)
- Activity Cards:** numbers 1-10

Children will:

- listen to and join in with a song
- revise names of animals by matching words to pictures
- revise parts of the body through TRP activity
- describe animal abilities
- identify body parts that do not belong to animals
- write body parts
- contrast animal abilities

Task One (5 minutes)

☆ Tell the class to look at **page 15** of their *Classbooks*. Ask them to name all the animals on the page.

☆ Play the first 3 verses of *The Animals go Marching* (Song CD 2.5). Ask children to join in with the words where they can.

- ★ Teach the class verses 4 and 5 using the same procedure that you used for teaching verses 1–3 in Lesson 5. Play *Song CD 2.6*.

Song Transcript 2.6 [Track 10] The Animals go Marching (part 2)

Verse 4

The lions go marching five by five,
Hurrah, hurrah!
The lions go marching five by five,
Hurrah, hurrah!
The lions go marching five by five,
The yellow one stops to watch a beehive,
And they all go marching,
Happily marching on.

Verse 5

The monkeys go marching six by six,
Hurrah, hurrah!
The monkeys go marching six by six,
Hurrah, hurrah!
The monkeys go marching six by six,
The brown one stops to pick up sticks,
And they all go marching,
Happily marching on.



being talked about.

- ★ Play *Listening CD 2.5*. Pause after each sentence and ask children **What number?** Repeat this

Listening Transcript 2.5 [Track 14] A crocodile can ...

A crocodile can swim.
A camel can't fly.
A giraffe can't climb trees.
A kangaroo can jump.



procedure for all four sentences.

- ★ Tell the class that you are going to play the listening again. Play it and ask children to point to the picture and then repeat the sentence. Repeat this procedure with all the sentences on the listening.
- ★ Hold up your *Classbook*. Ask children to look at the words under the pictures. Say **Look at picture 1. Look at the words and listen.** Move your finger under the sentence as you read it aloud: **A kangaroo can jump.** Ask the class to read the sentence and repeat it aloud with you. Get children to repeat this sentence with you two or three times. Repeat this procedure with each of the sentences.

Step two

- ★ Tell children that you are going to say the number of one of the pictures, and that you want them to say what the animal **can** or **can't** do. For example, you say **three** and the class responds with **a camel can't fly**. Repeat this procedure until the class has talked about each picture at least twice.
- ★ Organise the class into pairs. Tell children to take it in turns saying the number of a picture and describing what the animal in the picture **can** or **can't** do.

Task Four (10 minutes)

- ★ Ask children to open their *Skills Books* at **page 10**. Ask children to look at each picture and to name the body part. Next ask children to tell you the names of the body parts that are not animal parts. These are **hands, legs** and **feet**.

- ★ Ask children in their groups to read the words in the box aloud. Go round the groups listening to their reading. Ask children to copy each word under the correct picture.

Task Two (5 minutes)

- ★ Put the following flashcards on the board: **tiger, lion, crocodile, parrot, giraffe, elephant, kangaroo, monkey, zebra, camel**. Point to each one in turn and ask **What is it?** Distribute the word cards to children and get them to come to the front and match them to the pictures. Write a number from 1–10 below each animal.
- ★ Give each child a number card from 1–10. Point to the word cards one by one and tell children to read the words. Now point to the word cards again and ask children to read each one, and as they read the word, say the number. For example **Number one, you're parrots, etc.**
- ★ Do a quick TPR activity revising parts of the body, **ears, eyes, head, face, neck, hands, feet, legs, teeth**. Make it fun and include **tail, trunk, and wings**. For example say **Parrots touch your feet, Zebras stand on your left leg, elephants touch your trunks, etc.**

Task Three (10 minutes)

Step one

- ★ Tell children to look at the four pictures at the top of **page 16** of their *Classbooks*. Ask them to name the animals. Tell the class that they will hear about what the animals **can** and **can't** do on the listening. Ask them to listen and say what number picture is

Lesson 7

Listen and read.

1 A kangaroo can jump.

2 A crocodile can swim.

3 A camel can't fly.

4 A giraffe can't climb trees.

Think. Write ✓ or ✗. Check your answers.

fly						
climb						
swim						
jump						

16

1 Write can or can't.

A parrot can fly.

A camel can't fly.

A duck can swim.

A lion can't swim.

A bird can sing.

A fish can't sing.

A horse can run.

A tortoise can't run.

2 Write sentences. Use can or can't.

She can fly.

He can't swim.

She can sing.

He can't run.

You will need:

- **Alphapet Poster**
- **Flashcards:** 146, 156, 157, 162-170 (tiger, cow, snake, frog, crocodile, parrot, giraffe, elephant, kangaroo, monkey, zebra, camel)
- **Word cards:** 116, 131, 132, 137-145 (a tiger, a cow, a snake, a frog, a crocodile, a parrot, a giraffe, an elephant, a kangaroo, a monkey, a zebra, a camel)

Children will:

- read animal names and match them to pictures
- listen to and join in with a song
- read whole sentences
- complete a chart about what animals **can** and **can't** do
- talk about actions animals **can** and **can't** do
- complete sentences about abilities of humans beginning with **he/she**
- practise asking questions about [can a parrot fly?]

Task One (10 minutes)

Step one

- ★ Ask children to look at **page 15** of their *Classbooks*. Get children to name the animals they can see in the picture. As children name the animals, put the corresponding flashcards on the board.

- ★ After all the animals have been named, distribute the matching word cards to children around the class.

- ★ Point to the flashcards in random order. As the class names each animal, ask the child with the matching word card to come and put it on the board. Get the class to say if the word is correct or not.

Step two

- ★ Tell the class that you are going to play *The Animals go Marching* (Song CD 2.7). Encourage them to join in with the words and actions where they can. Play the whole song (verses 1–5).

Song Transcript 2.7 [Track 11] The Animals go Marching



verse 1

The camels go marching two by two,
Hurrah, hurrah!
The camels go marching two by two,
Hurrah, hurrah!
The camels go marching two by two,
The little one stops to tie his shoe,
And they all go marching,
Happily marching on.

verse 2

The zebras go marching three by three,
Hurrah, hurrah!

The zebras go marching three by three,
Hurrah, hurrah!

The zebras go marching three by three,
The big one stops to eat a tree,
And they all go marching,
Happily marching on.

verse 3

The tigers go marching four by four,
Hurrah, hurrah!

The tigers go marching four by four,
Hurrah, hurrah!

The tigers go marching four by four,
The little one stops to knock on a door,
And they all go marching,
Happily marching on.

verse 4

The lions go marching five by five,
Hurrah, hurrah!

The lions go marching five by five,
Hurrah, hurrah!

The lions go marching five by five,
The yellow one stops to watch a beehive,
And they all go marching,
Happily marching on.

verse 5

The monkeys go marching six by six,
Hurrah, hurrah!

The monkeys go marching six by six,
Hurrah, hurrah!

The monkeys go marching six by six,
The brown one stops to pick up sticks,
And they all go marching,
Happily marching on.

individual children. For example, ...[Fatma],
picture 2. The child should read **A crocodile can swim**. Elicit all the sentences from the class.

Task Three (10 minutes)

Step one

☆ Tell children to look at the chart at the bottom of **page 16** of their *Classbooks*. Ask the class to tell you the names of all the animals across the top of the chart. Draw the outline of the chart on the board. Put the flashcards and word cards for these animals across the top of the chart on the board. Now ask children to read the words down the left hand side of the chart in their books – **fly, climb, swim and jump**. Put these word cards down the left-hand side of your chart on the board.

☆ Write the words **can** and **can't** on the board. Explain their meanings by giving example sentences, **I can walk but I can't fly. The elephant can walk but it can't jump. The kangaroo can jump, but it can't swim.**

☆ Using your chart on the board, point to an animal and then to an action and ask the appropriate question. For example, point to parrot and the word **fly** and ask **Can a parrot fly?** Ask a few more questions, and then point to an animal and an action, and get the class to make the question. Repeat this procedure until the class understands how to use the chart to make questions. (NB. *camels don't normally jump, but they do have the ability*).

☆ Tell the class that you want them to look at the chart and put a tick or a cross in the appropriate space according to whether an animal **can** or **can't** do an action. Tell them to do this in pencil. Do an example on your chart on the board. For example, put a cross under **frog** in the fly column. When children have completed their chart, organise them into pairs and ask them to compare their answers.

Step two

☆ Tell the class that they are now going to check their chart by listening to Biff asking his friends about these animals.

Task Two (5 minutes)

☆ Ask children to look at **page 16** of their *Classbooks*. Tell them you will read a sentence and they must look and say what number the picture is. Talk about all four pictures:

- A crocodile can swim.
- A camel can't fly.
- A giraffe can't climb trees.
- A kangaroo can jump.

☆ Tell children that you will call out a number, and that you want them to read the sentence for that picture out loud with you. When you have read all four sentences with the class, elicit sentences from

- ★ Play *Listening CD 2.6*, pausing after each animal has been described.

Listening Transcript 2.6 [Track 15] Can a crocodile swim?



Biff: Can a crocodile swim?
Paul: Yes, a crocodile can swim, but it can't fly, jump or climb trees.

Biff: Can a kangaroo jump?
Maha: Yes, a kangaroo can jump very well, but it can't swim, fly or climb trees.

Biff: Can an elephant swim?
Vicky: Yes, an elephant can swim, but it can't fly, jump or climb trees.

Biff: Can a parrot fly?
Sami: Yes, a parrot can fly, but it can't swim, or climb trees.

Biff: Can a camel climb trees?
Maha: No, a camel can't climb trees or fly or swim.

Biff: Oh. Can a camel jump?
Maha: Yes, a camel can jump.

Biff: Can a frog jump and swim?
Sami: Yes, a frog can jump and swim. Some frogs can climb trees, but they can't fly.

- ★ Activity 2 can be given as homework if time does not allow. However, you may need to do the sentences orally first. Point out to children that they can find the words they need in the previous activity. Write the first sentence on the board as an example.

Before the next lesson

- ★ Have blank sheets of paper ready, with numbers written from **1-18** enough for each group of 4-6 depending on the class size.
- ★ You may want to look at *The Tortoise and the Hare* story, and think about what mime and gestures you will use to illustrate the meaning. The story is on the CD, but you may wish to tell it yourself the second and third times.
- ★ Tell children to revise the names and spellings of the animals in the story at home, as they will need them for the next lesson.

- ★ Point to the chart on the board and ask questions about crocodiles. For example, **Can a crocodile ... [fly/climb/swim/jump]?** Get children to say **Yes** or **No** to each action. After you have asked about each action, play the CD as a check. Put ticks and crosses in the correct places on your chart on the board as you play the CD. Get children to check that their answers match those on the board, then get them to check with a friend.

Task Four (5 minutes)

- ★ Ask children to open their *Skills Book* at **page 11**. Ask them to look at activity 1. This task checks if children have understood the meaning and use of the words **can** and **can't**. Get children to look at the pictures, read the sentences and decide on a true answer for each animal. You may want to do this orally first before children write.

Lesson 8



Listen and track.

The tortoise and the hare were friends. But one day they had an argument.

The tortoise asked the hare, 'Can I have some of your carrot?'

The hare laughed at the tortoise and said, 'Yes, if you can run faster than I can.'

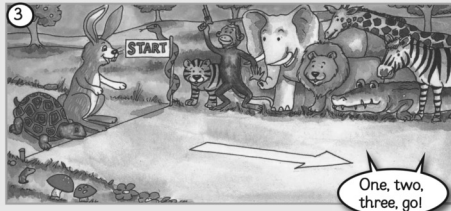
OK, I'll race you. I know I'm slow, but I always finish what I start.

The hare was very proud because he could run very fast. He wanted to have a race with the tortoise to show all the other animals that he was fast and clever.

The tortoise said, 'OK, I'll race you. I know I'm slow, but I always finish what I start.'

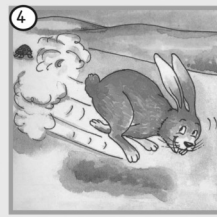
So the next day the race began. All the other animals came to look. The lion, the tiger, the giraffe, the elephant, the zebra, the snake, and the crocodile.

All the animals shouted, 'One, two, three, go!' And the race started.

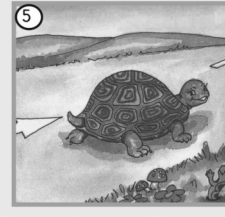


17

The Tortoise and the Hare



The hare ran very fast. He ran and ran and ran.



The tortoise walked very slowly. But he walked and walked and walked. He didn't stop.



The hare stopped and ate some carrots. The tortoise was a long way behind him. Then the hare played with some friends.



After that he felt tired, so he sat down to rest. Soon he was asleep.

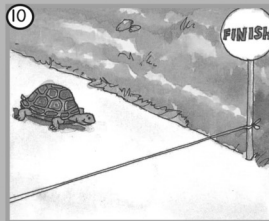


The tortoise walked and walked and walked. He was very slow, but he didn't stop. Slowly the tortoise walked past the hare.

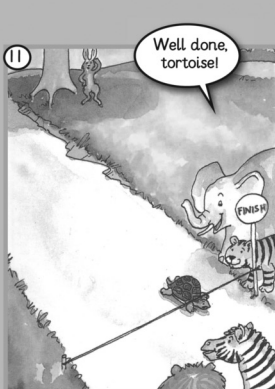
18



The hare didn't know because he was asleep.



Soon, the tortoise was near the finish line. All the other animals were happy for the tortoise.

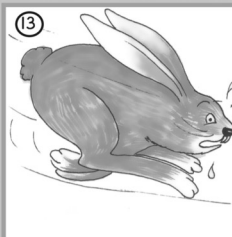


'Well done, tortoise!' they shouted.

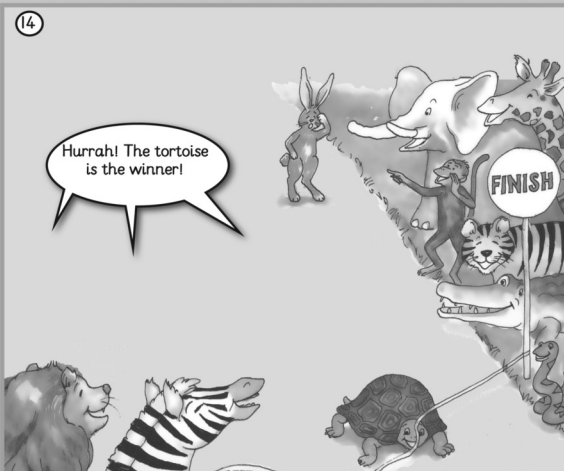


The hare woke up. He could hear noise, but he couldn't see the tortoise. He looked and saw the tortoise near the finish line. 'Oh no!' he said. He started to run again. He ran very fast.

19



He ran faster and faster and faster. But it was too late. The tortoise crossed the finish line first.



'Hurrah! The tortoise is the winner!' shouted the other animals.

20

You will need:

- **Flashcards:** 145-147, 156-172 (cat, tiger, lion, cow, snake, dog, sheep, duck, donkey, frog, crocodile, parrot, giraffe, elephant, kangaroo, monkey, zebra, camel, tortoise, hare)
- **Word cards:** 146, 147 (a tortoise, a hare)

Children will:

- play a spelling game
- learn the names of new animals tortoise, turtle, and hare
- differentiate between a turtle and a tortoise
- listen to a story and look at the pictures
- understand the morals of a story

Task One (15 minutes)

- ☆ Divide children into groups of four – six depending on class size. Distribute the blank sheets of paper that you have prepared with numbers **1-18**. Give each group a number and ask them to write numbers from **1-18** on top of the blank paper. Tell them to close their books and to have only this piece of paper and a pencil on their desks.
- ☆ Tell children they are going to play a game. Tell them you will show them a flashcard. They then have to remember the name of the animal, and the first child with the paper must write the name down beside number one. Children can help each other with the spelling but only one child writes.
- ☆ After the child has written the name, they pass the paper to the second child. Show them the second flashcard. Again they discuss and decide on the name and help and support the second child to write the name.
- ☆ Do this for all the flashcards. These are: **cat, tiger, lion, cow, snake, dog, sheep, duck, donkey, frog, crocodile, parrot, giraffe, elephant, kangaroo, monkey, zebra, camel**. Make sure the piece of paper is circulated among children so that everybody in the group gets the opportunity to write.
- ☆ Collect the pieces of paper, and quickly mark them. The group with the most correct spellings is the winner. You may want to take notes of the names children get wrong, so that you can

practise the spellings in the coming lessons.

Task Two (15 minutes)

- ☆ Tell children to look at **page 17** of their *Classbooks*. Ask the class if they know the names of the animals. Allow them to respond in L1. You may want to talk briefly about the differences between a **turtle** and a **tortoise** – turtles live on land and in the sea, tortoises only live on land, etc.
- ☆ Put the flashcard of the tortoise on the board and say **This is a tortoise**. Get children to repeat the word **tortoise** a few times. Then put the flashcard of the hare on the board and say **This is a hare**. Get children to repeat the word **hare** a few times. Now point to the tortoise again and get children to tell you the name. As you elicit the name, put the word card below the flashcard and get children to read it with you several times. Now point to the hare again and get children to tell you the name. As you elicit the name, put the word card below the flashcard and get children to read it with you several times.
- ☆ Ask children questions about the tortoise and the hare. For example, **Can a tortoise jump? Can a hare fly? Can a tortoise climb?** etc. Then ask **Can a tortoise run faster than a hare?** As you say this, point to the tortoise, look puzzled and mime running fast. Encourage children to respond with **No**.
- ☆ Ask children if they recognise the story, and let them talk about it in L1.
- ☆ Tell the class that you are going to play (or tell) them the story of **The Tortoise and the Hare** on **pages 17-20** of their *Classbooks*. You may decide that you would prefer to play the story (*Listening CD 2.7*), but if you are telling it yourself be sure to use exaggerated gestures, mime, your own sound effects, etc. to enhance the telling, and the children's enjoyment of the story. Give children a few minutes to look at the story. Ask them to name anything they recognise in the pictures, and then to listen to the story and look at the pictures in their books.

☆ Play the whole story straight through once as children look at the pictures.

Listening Transcript 2.7 [Track 16] The Tortoise and the Hare



The tortoise and the hare were friends. But one day they had an argument. The tortoise asked the hare, 'Can I have some of your carrot?'

The hare laughed at the tortoise and said, 'Yes, if you can run faster than I can.'

The hare was very proud because he could run very fast. He wanted to have a race with the tortoise to show all the other animals that he was fast and clever.

The tortoise said, 'OK. I'll race you. I know I'm slow but I always finish what I start.'

So the next day the race began. All the other animals came to look - the lion, the tiger, the giraffe, the elephant, the zebra, the snake and the crocodile.

All the animals shouted, 'One, two, three, go!' And the race started.

The hare ran very fast. He ran and ran and ran.

The tortoise walked very slowly. But he walked and walked and walked. He didn't stop.

The hare stopped and ate some carrots. The tortoise was a long way behind him. Then the hare played with some friends. After that he felt tired, so he sat down to rest. Soon he was asleep.

The tortoise walked and walked and walked. He was very slow, but he didn't stop. Slowly the tortoise walked past the hare.

The hare didn't know because he was asleep.

Soon the tortoise was near the finish line. All the other animals were happy for the tortoise.

'Well done, tortoise!' they shouted.

The hare woke up. He could hear noise but he couldn't see the tortoise.

He looked and saw the tortoise near the finish line. 'Oh no!' he said.

He started to run again. He ran very fast.

He ran faster and faster and faster. But it was too late. The tortoise crossed the finish line first. 'Hurrah! The tortoise is the winner!' shouted the other animals.

NB. Children are not expected to understand every word of the story. There are lots of words in the story that they will not know. The aim here is to get children used to listening to stories and understanding the basic storyline; also to be able to listen and to track the words with their fingers.

☆ Now play or tell the story again slowly. Pause picture by picture, and use mime and gesture to illustrate the meaning where possible. Point to the illustrations in your *Classbook* on **pages 17-20** as you tell the story.

☆ If time allows, you may listen/ tell the story a third time.

☆ You can take this opportunity to discuss moral values with the class in L1: **Do not be too proud. The hare was proud because he was fast. Slow and sensible is better than fast and silly.**

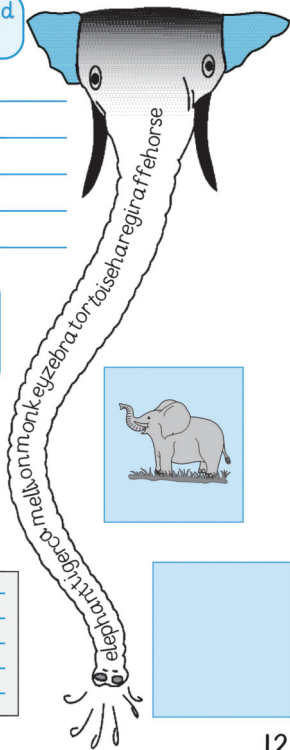
Lesson 9

3 Find ten animals and write their names.

- | | |
|---------|----------|
| 1 _____ | 6 _____ |
| 2 _____ | 7 _____ |
| 3 _____ | 8 _____ |
| 4 _____ | 9 _____ |
| 5 _____ | 10 _____ |

4 Read about one animal. Write about another animal. Draw your animal.

This animal is grey.
It's got four big legs
and big ears. It's an
elephant.



12

Children will:

- listen to the story of the tortoise and the hare
- identify and answer questions about the animals
- listen to the characteristics of the animals
- find and circle animal names from a string of letters
- write a short paragraph about their chosen animal

Task One (10 minutes)

☆ Tell children to look at pages 17 to 20 of their *Classbooks*. Give children a few moments to look at the story of **The Tortoise and the Hare** again.

☆ Play or tell the story all the way through (*Listening CD 2.7*).

☆ Now play or tell the story again slowly, picture by picture, using mime and gesture to illustrate the meaning where possible. Point to the illustrations in your *Classbook* as you tell the story. Get children to join in with the parts of the story in the speech bubbles.

Task Two (10 minutes)

Step one

☆ Tell children to look at picture 3 of the story again (all the animals together). Tell the class that you are going to ask them questions about the animals. Ask questions that refer to the animals' physical characteristics. For example:

- What animal's orange and black? *a tiger*
- What animal's black and white? *a zebra*
- What animal's got a very long neck? *a giraffe*
- What animal's got very big feet? *a monkey*
- What animal's got a big grey body and big ears? *an elephant*
- What animal's got very big teeth? *a lion*

Step two

☆ Tell the class that you are now going to think of one animal and describe it. Ask them to try and guess which animal it is. For example, **It's got four legs and a tail. It's black and white. [a zebra]** **It's got four short legs and very big teeth. [a crocodile]** **It's got four long legs and a tail. It's very tall. [a giraffe]** **It's got four legs and big ears. It's got a grey trunk. [an elephant]**. Use mime and gesture where appropriate to help children. For example, you can mime 'wings' by flapping your arms and gesture high in the air for 'tall'.

Task Three (10 minutes)

☆ Ask children to open their *Skills Books* at page 12. There are two activities on the page. Activity 3 asks children to find the names of the animals in the elephant's trunk. Children are familiar with this kind of task. Show children the example. Children should circle the names first before writing them on the lines provided.

☆ Activity 4 is a parallel writing task. Children should read the description of the elephant, then choose an animal and write a description of that animal similar to the example given.

Lesson 10

Make a book.

Funny animals

1

Cut along the lines so you have six animals.

2

Put their animals one behind the other to make a book, with all the blue borders on the left.

3

Cut carefully along the horizontal lines without cutting into the blue border.

4

Get your teacher to help you staple the blue borders.

5

Turn the pages to make a silly animal.

6

Describe your funny animal to a partner.

21

cut

69

You will need:

- Stapler
- Scissors

Children will:

- make a booklet of funny animals.
- describe a funny animal.
- name animals and spell the words.
- Do self-evaluation

Task One (15 minutes)

Step one

- ★ Ask children to look at **page 69** in the cut-out section at the back of their *Classbooks*. Tell them they are going to make a book of funny animals. Remind them of the words **head**, **body** and **legs** for the three parts of the animals.

- ★ Tell children to look at **page 21** of their *Classbooks* to see how to make the animal book.

- ★ Give out the scissors. Show children how to cut along the vertical dotted lines so that they have six animals, with the blue border on the left of each animal. Now show them how to cut

carefully along the horizontal dotted lines without cutting into the blue border. Tell children to put their animals one behind the other to make a 'book', with all the blue borders on the left.

- ★ Go round the class and staple the blue borders together to make a 'book' for each child. Collect the scissors at the end of the activity.

Step two

- ★ Tell children they are going to make a funny animal.
- ★ Tell them to **Find a monkey's head, find a tiger's body and find a crocodile's legs**. Get them to check with a friend as they do this.

Task Two (10 minutes)

Step one

- ★ Organise children into pairs. Tell each child to take turns making a funny animal, but not to show it to their partner yet. They must then tell their partner to make the animal, using **Find... [a tiger]'s head, ...[a giraffe]'s body and ...[an elephant]'s legs**. Their partner must listen, and make the animal. When they finish, they should

check that they both have the same animal. If not, the first child repeats the description again, and the second child listens again and makes the funny animal. Go round the class listening and helping children where necessary.

Step two

- ☆ Ask children to choose an animal from the book they have created and in pairs to describe it to their partner. Children take turns to describe an animal. You may want to remind them of the language by getting them to do it with the whole class first before going into pairs.
Example: **It is yellow and brown. It has a long neck. It is a giraffe.**

Task Three (5 minutes)

- ☆ Ask children to look at the frieze on **pages 12 and 13** of their *Classbooks* and get them to name all the items.
- ☆ Ask children to look at the two faces at the top of **page 21** of their *Classbooks*. In L1, ask them to say which face represents *hard* and which one *easy*. Ask them to think about the things they did in this unit. Encourage them to look through the pages to remind themselves what they learned. Tell children to colour in a face according to whether the unit was *hard* or *easy* for them.

You need to prepare

- ☆ Word cards of body parts from **1 A** (ear, mouth, face, knees, and you need to prepare new word cards for hand, elbow, leg, toes, feet, eye, nose, tongue, arm).

Children will learn how to:

- ◆ Identify and name parts of the face and body
- ◆ Describe what things look, sound, feel, smell and taste like
- ◆ Follow simple written instructions
- ◆ Sight read these words: eye, ear, nose, tongue, arm, hand, elbow, knee, leg, toes, feet, a cat, a duck, a circle, a triangle, a rectangle, a square, an apple, an orange, a banana, happy, sad, thin, fat, tall, short, clown chips, cake, ice cream, drum, radio, flowers, rubbish, balloon, car, bee, the sea, dog, mobile phone, beefburger, lemonade I, can, thunder, hear, smell, taste, feel
- ◆ Read simple sentences
- ◆ Learn spelling

Main language

- ◆ I can see ... [a clown].
- ◆ I can hear ... [a car].
- ◆ I can feel ... [a triangle].
- ◆ It smells like ... [a banana].
- ◆ It tastes like ... [an apple].
- ◆ It tastes sweet/sour/salty.
- ◆ My eyes can see. My tongue can taste.

Vocabulary

- ◆ *Adjectives:* happy, sad, short, tall, fat, thin, soft, hard, rough, smooth, sweet, sour, salty
- ◆ *Verbs:* see, hear, feel, taste, smell
- ◆ *Body parts:* tongue, elbow, eye, ear, mouth, nose, hand, foot, arm, leg, knee, toe, feet
- ◆ *Animals:* dog, bees, duck, cat
- ◆ *Shapes:* triangle, rectangle, circle, square
- ◆ *Food and drink:* beefburger, lemonade, lemon, lime, chips, peanut, onion, sugar, salt, apple, orange, banana, honey, cake, ice cream, chocolate, potato, carrot
- ◆ *Nature:* trees, flowers, sea, thunder,
- ◆ *Other:* clown, drum, radio, rubbish, telephone, car, ball, balloon, teddy bear

Skills

- ◆ Recognise objects by touch, smell, sound, taste, sight
- ◆ Read whole sentences that have been learned orally
- ◆ Transfer information from spoken statements to a chart
- ◆ Transfer information from a chart to spoken statements
- ◆ Give simple descriptions in terms of feelings
- ◆ Give simple descriptions in terms of appearance and texture
- ◆ Listen for detail
- ◆ Express an opinion
- ◆ Make associations
- ◆ Compare and contrast

- ◆ Apply prior knowledge
- ◆ Identify detail in pictures
- ◆ Match spoken words and pictures
- ◆ Match written words and pictures
- ◆ Identify a picture from aural information
- ◆ Identify a picture from written information
- ◆ Look for detail in pictures
- ◆ Follow simple procedures in experiments
- ◆ Recognise the rhythm of English through songs and rhymes

Literacy

- ◆ Write parts of the body
- ◆ Complete sentences with adjectives
- ◆ Write opposites
- ◆ Classify words under different senses
- ◆ Join two parts of a word
- ◆ Practise reading and saying words with /f/ sound
- ◆ Complete sentences about senses
- ◆ Find words in a square
- ◆ Complete sentences using visual clues
- ◆ Categorize objects according to how they feel

Classroom language

- ◆ What colour is the clown's hat?
- ◆ How many clowns can you see?
- ◆ What colour is the happy clown?
- ◆ What can you ... [see/hear/feel?]
- ◆ Find things you can ... [see/hear/smell/taste].
- ◆ Look at the bottom of ... [page 27].
- ◆ Draw ... [a triangle].

Activities

- ◆ Sing songs and do action rhymes
- ◆ Read, match and write
- ◆ Listen and match
- ◆ Read, look and colour
- ◆ Complete charts
- ◆ Do simple experiments
- ◆ Build simple sentences using word cards
- ◆ Do more complex TPR activities
- ◆ Find words in a square
- ◆ Listen to sounds, look at spelling

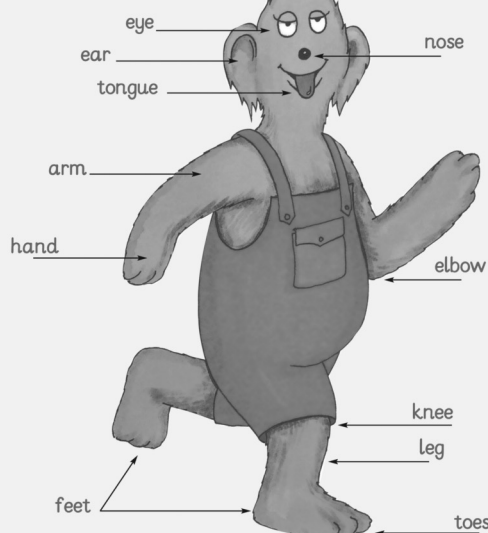
Lesson 1



Unit 3 Five senses

abc

Read.



22

Unit Three

1 Name and write the parts of the body.

The Body



13

You will need:

- **Poster:** Biff's Body
- **Word cards:** parts of the body

Children will:

- listen to and join in with a song
- revise the names of parts of the body
- correct wrongly spelled names of parts of the body
- practise spelling with a partner
- take part in a group spelling competition
- label a picture using parts of the body

Song Transcript 3.1 [Track 12] Head and Shoulders

Head, shoulders, knees and toes, knees and toes,
Head, shoulders, knees and toes, knees and toes,
And eyes and ears and mouth and nose,
Head, shoulders, knees and toes, knees and toes.

Head, shoulders, knees and toes, knees and toes,
Head, shoulders, knees and toes, knees and toes,
And eyes and ears and mouth and nose,
Head, shoulders, knees and toes, knees and toes.

shoulders, knees, toes, eyes, ears, mouth, nose.
Play *Head and Shoulders* twice.



Task One (5 minutes)

- ☆ Do an alphabet chain around the class. Repeat the alphabet two or three times and make sure that every child is included in the chain.
- ☆ Tell children that you are going to play a song they know. Ask them to listen to the song as you do the actions.
- ☆ Play *Head and Shoulders* (Song CD 3.1). (Children first learnt this in *English for Me 1A*) Some children may be able to join in with the words at this stage. Do the actions to the song and try and elicit the words from the class as you touch or point to each part of the body: **head**,

Task Two (5 minutes)

- ☆ Do a quick TPR activity revising facial features (**eye, ear, nose, mouth**), other parts of the body (**hand, finger, arm, leg, knee, toe, feet**), **left** and **right**. For example, **Hold up your right hand, Touch your nose, Close your eyes**, etc.

Task Three (15 minutes)

Step one

- ☆ Put the poster of Biff as on **page 22** of the *Classbook* on the board. Ask children to look at **page 22** of their *Classbooks*. Give children a few minutes to study the picture.

- ☆ Point to the various parts of Biff on the poster. Elicit the names of all the parts of the body and face. As you point to each part of the body, elicit the name of the part, point to the word and get children to repeat it with you. **Elbow** and **tongue** are new words. Get children to identify and repeat these several times.

Step two

- ☆ Tell the class that you are going to put a word card with a name of one of the parts of the body on the board. Encourage children to try and find the matching word in their books, and then read it aloud. Looking at the written word with the visual reminder of the part of the body, and then reproducing the word orally, will aid children's ability to memorise vocabulary. Make this a quick, lively activity.

Step three

- ☆ Tell children that you are now going to write the words on the board, but that they must watch very carefully in case you make a mistake. Write the first word **eye** correctly. Then write the word **nose**, but incorrectly – **noes**. Wait and see if children notice the mistake after they have checked the word in their book. If they see the mistake, ask them what's wrong and encourage the class to help you write the word correctly on the board. Spell the word out using the letter names as you write them on the board: **n – o – s – e**. If children can't see the mistake, point it out to them.
- ☆ Point to the word **nose** and ask the class **How do you spell 'nose'?** Encourage the class to spell out the word with you. Get the class to repeat the question with you **How do you spell 'nose'?** and then spell the word.
- ☆ Write **nee** on the board. Ask children to read it out. Ask them if you have written it correctly. Highlight the fact that you missed out the letter 'k', because it is a silent letter. Let them give you the correct spelling **k-n-e-e**. Do the same with **tose**. Children often make these kinds of errors and they need to be shown.
- ☆ Write the word **tongue** on the board. Point to the word and help the class to ask the question **How do you spell 'tongue'?** Encourage the class to spell the word with you.
- ☆ Identify the hard spot 'ng' and the following

letters **ue**. Show these to children and ask them to be extra careful when using these letters.

- ☆ Write several more body part words on the board and get the class to ask you the appropriate question, using **How do you spell ...?** Spell out the words as the class ask you the correct question.
- ☆ Write a body part word on the board and get a confident child to ask another child the question. Encourage the child who asked the question to spell out the word. For example, write the word **elbow** on the board. One child asks another **How do you spell 'elbow'?** and the other child spells out the word **e – l – b – o – w**. Repeat this with two or three more pairs of children.

Step four

- ☆ Remove the poster from the board. Tell children to close their books and get into their groups. Each group should have a piece of paper and write the numbers **1-11** on it. Tell children that you will dictate words and that they must discuss in their groups how the word is spelt. The first child that has the paper must then write the word beside number 1. The other children in the group should check the spelling and offer support. The piece of paper is then passed on to the next child in the group.
- ☆ Dictate a word for the first child to write down. Members of the group should check what has been written and offer help and support as necessary. Do this for all the eleven words. Quickly correct the pieces of papers after the dictation and declare a winner. Retain the pieces of paper so that you can analyse which words children have problems with in order to give further coaching.

Task Four (5 minutes)

- ☆ Ask children to open their *Skills Books* at **page 13**. Children have consciously learned to spell parts of the body using Biff's body. Ask children to label the body parts of the clown. It will be interesting to see if children can transfer this knowledge and information to a different picture. Ask children to try to do the work without looking at their *Classbooks*. Once they have completed the exercise, they can consult their *Classbooks* to check their spellings. Ask them to correct their work.

Lesson 2

abc Read.

1 Put your hands on your head.

2 Touch your knees.

3 Put your nose on your knee.

4 Touch your toes.

5 Put your elbows on your knees.

6 Put your foot on your head.

Listen, read and match.

1. Touch your head.
2. Put your hands on your ears.
3. Touch your nose.
4. Put your elbow on your knee.

Children will:

- listen to and join in with a song
- spell the names of parts of the body
- listen to and follow oral instructions
- read and follow written instructions
- read and match sentences to pictures
- read sentences and perform actions

Task One (10 minutes)

Step one

- ★ Tell the class that you will play *Head and Shoulders* (Song CD 3.1). Ask children to join in with the words and actions where they can. Play the song.

Step two

- ★ Do a quick TPR activity revising facial features (eye, ear, nose, mouth), parts of the body (hand, finger, arm, leg, knee, toe, feet), and left and right. For example, Hold up your right hand, Put your hands on your ears, Touch your nose, Close your eyes.
- ★ Ask the class How do you spell 'knee'? Ask the whole class to spell three or four more body part words and then ask a few individual children.

Task Two (10 minutes)

Step one

- ★ Ask children to look at page 23 of their *Classbooks*. Give children a few moments to study the pictures.
- ★ Hold up your *Classbook*, point to one of the pictures and ask children to name the characters in the picture. Elicit **Sami** and **Biff**. Explain that Soot is giving the other characters instructions and that they are trying to follow them.
- ★ Read the first instruction to the class – **Put your hands on your head**. Ask children to do this. Now ask children to look at the written instruction in their book. Write the instruction on the board. Get the class to read the instruction aloud with you. Make sure you track under the words with your finger or a ruler as the children read off the board with you. Ask children to look at picture 1 again and ask them who is following the instruction correctly. Elicit **Sami**.

- ★ Repeat this procedure with each picture until children have followed all six instructions, read them off the board and named the character in each picture who is following them correctly. Children will find instruction 6 amusing and will enjoy trying to do it.

Step two

- ★ Tell the class that they will hear Soot giving the instructions on the CD. Ask them to listen and match which instruction goes with which sentence. Children will therefore be matching the spoken word with the written word in this activity.
- ★ Play *Listening CD 3.1*. Pause after each instruction and ask children **What sentence?**

Listening Transcript 3.1 [Track 17] Soot Says

- Soot:** Put your hands on your head. [picture 1]
Put your elbows on your knees. [picture 5]
Touch your toes. [picture 4]
Put your foot on your head. [picture 6]
Put your nose on your knee. [picture 3]
Touch your knees. [picture 2]



- ☆ Play the listening again. This time, ask children to listen and then do the actions. Pause after each instruction and get children to follow it.

Task Three (10 minutes)

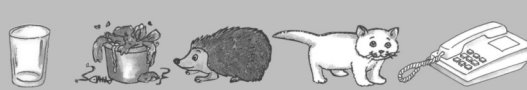
Step one

- ☆ Ask children to look at the four sentences at the bottom of **page 23** of their *Classbooks*. Ask children to read the sentences silently, and to match the sentences to the correct pictures.
- ☆ Ask the class to read the first sentence aloud with you. Then ask **What picture?** Children should match the first sentence with picture 2. Get children to write number **1** in the box provided beside picture 2. You may also want to get them to draw a line from the sentence to the picture. Repeat this procedure with the remaining three sentences.

Step two

- ☆ Tell the class that you are going to say the number of a sentence. Ask them to read the sentence and then do the action.

Lesson 3



abc Read.

Put your hands on your head.

Touch your knees.

Put your nose on your knee.

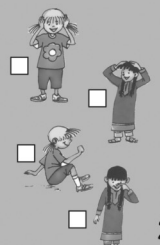
Touch your toes.

Put your elbows on your knees.

Put your foot on your head.

Listen, read and match.

- Touch your head.
- Put your hands on your ears.
- Touch your nose.
- Put your elbow on your knee.



23

Read and write.

I can see a _____ clown.

I can see a _____ clown.

I can see a _____ clown.

I can see a _____ clown.

I can see a _____ clown.

happy sad fat thin tall short

24

Say the rhyme.

My Eyes Can See

I can see a _____ clown.

I can see a _____ clown.

My eyes can see.
My mouth can talk.
My ears can hear.
My feet can walk.
My nose can smell.
My teeth can bite.
My tongue can taste.
My hands can write.

25

You will need:

- Flashcards:** 173-179 (a clown, happy clown, sad clown, thin clown, fat clown, tall clown, short clown)
- Word cards:** 148-153 (happy, sad, thin, fat, tall, short)

Children will:

- revise the names of parts of the body
- listen to and join in with a song
- read and answer questions orally about a picture
- recycle colours
- understand the meanings of adjectives (happy, sad, thin, fat, tall, short)
- read words and match them to pictures
- complete descriptions with the correct adjectives

Task One (5 minutes)

- Do a quick TPR activity revising facial features (eye, ear, nose, mouth), parts of the body (hand, finger, arm, leg, knee, toe, feet), and left and right. For example, Hold up your right hand; Touch your nose; Close your eyes; Put your right hand on your left ear.

- ☆ Tell the class that you will play *Head and Shoulders* (Song CD 3.1). Ask children to join in with the words and actions where they can. Play the song.

Task Two (5 minutes)

- ☆ Tell children to look at the four sentences at the bottom of **page 23** of their *Classbooks*. Ask children to read the sentences to themselves. Now ask the class to read the first sentence aloud with you. Then ask **What picture?** Children should look at the line they drew in their last lesson and say **picture two**. Repeat this procedure with the remaining three sentences.
- ☆ Tell the class that you are going to say the number of a sentence. Ask them to read the sentence and then do the action.

Task Three (10 minutes)

- ☆ Ask children to look at **pages 24** and **25**. Give the class a few minutes to study the picture, then ask children to name anything they recognise. Hold up your *Classbook* and point to the items as they are named by the class. After you have elicited as much language as possible, point to one of the clowns in the picture and say **a clown**. Point to the other clowns and get children to repeat **a clown** with you.
- ☆ Put the flashcard of the clown on the board. Get the class to repeat **a clown** with you again. Point to the clown's hat and say **Look at his hat. What colour is it?** Elicit **black**.
- ☆ Tell children to look at the picture on **pages 24** and **25** again. Ask **How many clowns can you see?** Give children time to search for the clowns, and then elicit **six**. Ask children **What colour are the clowns' hats?** Elicit the colours of the different hats.
- ☆ Put the **happy clown** and **sad clown** flashcards on the board and teach the words **happy** and **sad**. To check that children understand the meanings, ask them to tell you what things make them happy and what things make them sad. Allow children to respond in L1 as well as English.
- ☆ Ask children to look at the picture again and find and point to a happy clown. Give children time to look, and then go round the class to check that if they are pointing to the happy clown. Ask **What colour is the happy clown's hat?** Elicit the colour – **pink** – as a further check for children to

know they have identified the correct clown. Repeat this procedure for the sad clown.

- ☆ Put the **thin, fat, tall** and **short clown** flashcards on the board. Point to each flashcard in turn and say **a thin clown, a fat clown, a tall clown, a short clown**. Get the class to repeat these descriptions with you. Point to the flashcards in random order and elicit the appropriate descriptions. Make sure the class describes each flashcard at least twice.
- ☆ Ask children to look at the picture again and find a thin clown. Give children time to look, and then go round the class to check that children are pointing to the thin clown. Ask **What colour is the thin clown's hat?** Elicit the colour – **orange** – as a further check for children to know they have identified the correct clown. Repeat this procedure for the fat, tall and short clowns.
- ☆ Remove the clown flashcard from the board at the end of this activity, but leave the other flashcards (**happy clown, sad clown, etc.**) up.

Task Four (10 minutes)

- ☆ Hold up your *Classbook* and point to the mice at the bottom of **page 24**. Point to the first mouse and say **a happy mouse** while pointing to the word **happy** in the book. This activity is just to demonstrate that the words relate to the pictures. Point to the other mice in turn and repeat this procedure. Children can look at their own books.
- ☆ Tell children to look at the words and pictures at the bottom of **page 24** again. Ask **What colour is the happy mouse?** Elicit the colour, and then ask questions about the colours of the other mice.
- ☆ Ask children to look at the clown flashcards on the board. Point to each flashcard and elicit **happy, sad, thin, fat, short, tall**. Point to each flashcard again in turn, and as you elicit the correct word, put the corresponding word card beneath the flashcard. Point to the word cards in random order and get the class to read the words off the board.
- ☆ Remove the flashcards and the word cards from the board. Ask children to look at **page 24** again. Get them to read the first sentence and say what they have to do. Children complete the sentence by using one of the words under the mice at the bottom of the page. Do the first sentence as an example.

Lesson 4

Read and write.

I can see a _____ clown.

I can see a _____ clown.

I can see a _____ clown.

I can see a _____ clown.

happy sad fat thin tall short

Say the rhyme.

My Eyes Can See

I can see a _____ clown.

I can see a _____ clown.

My eyes can see.
My mouth can talk.
My ears can hear.
My feet can walk.
My nose can smell.
My teeth can bite.
My tongue can taste.
My hands can write.

2 Complete the sentences.

- I can see a tall clown.
 - I can see a _____ clown.
 - I can see a _____ clown.
 - I can see a _____ clown.
 - I can see a _____ clown.
- short
sad
tall
happy
fat

3 Write the opposites.

opposites	
big	small

You will need:

- Word cards:** 148-153 (happy, sad, thin, fat, tall, short)

Children will:

- listen to and perform the actions of a rhyme
- ask and answer questions about the mice [what colour is the fat mouse?]
- make questions using adjectival clue words
- make sentences using [I can see a ...(fat) mouse]
- choose the correct adjectives to describe pictures orally
- complete sentences with the correct adjectives
- understand the concept of opposites and complete a chart using opposite words

Task One (5 minutes)

- Tell the class that you are going to play them a rhyme. Ask them to listen to the rhyme and watch your actions. Play *My Eyes Can See* (Song CD 3.2) rhyme straight through. Perform the actions as you say the words with the rhyme.

Song Transcript 3.2 [Track 13] My eyes can see



My eyes can see,
My mouth can talk,
My ears can hear,
My feet can walk,
My nose can smell,
My teeth can bite,
My tongue can taste,
My hands can write.

- ☆ The actions for the rhyme are as follows:
 - My eyes can see
make glasses with hands and look around
 - My mouth can talk
bring index finger down on thumb repeatedly
 - My ears can hear
cup hand and put behind ear
 - My feet can walk
walk fingers on desk
 - My nose can smell
touch nose with fingertip and mime smelling
 - My teeth can bite
put your palms together and move fingertips together and back
 - My tongue can taste
point to tongue
 - My hands can write
pretend to hold a pencil and write
- ☆ Play the rhyme again. Ask the class to copy your actions as they listen to it.
- ☆ Now play the rhyme line by line, and get children to repeat the words and actions with you. Play the rhyme once more. Encourage children to join in with the words and actions.

Task Two (5 minutes)

- ☆ Tell children to look at the bottom of **page 24** of their *Classbooks*. Ask questions about the mice. For example, **What colour is the short mouse?** Elicit the colour of the mouse and then ask questions about all the other mice.
- ☆ Now ask children to ask the questions and get other children to answer.
- ☆ Tell children that you are going to show them a word card, and they should use the word card in a question, for example, children should say, **What colour is the (hold up the word card happy) happy mouse?**

Task Three (5 minutes)

- ☆ Ask children to look at **pages 24 and 25** of their

Classbooks. Give children a few minutes to study the scene and then ask children to name anything they can in the picture.

- ☆ Hold up your *Classbook* and point to one of the clowns. Say **I can see a ...[tall] clown**. Point to another clown and say **I can see a ... [fat] clown**. Then ask the class **What can you see?** Encourage the class to find the ...[fat] clown and repeat with you **I can see a ...[fat] clown** as they point to the appropriate picture. Repeat this procedure until you and the class have identified all the clowns in the scene.
- ☆ Ask a confident child **What can you see?** Encourage them to find a clown on the page and say **I can see a ...[tall] clown** whilst pointing at the picture of the clown. Ask the rest of the class to listen to the child and then ask them **What colour is the clown's hat?** The rest of the class must find the clown the child has just described and name the colour of his hat. Repeat this procedure until all the clowns have been identified.

Task Four (15 minutes)

- ☆ Ask children to look at **page 14** of their *Skills Books*. Get children to look at activity 2. Point to the words in the box and get children to read out the words one by one. Repeat as necessary. Now ask children to look at the first sentence and to read it aloud. Point to the answer **tall** (it has been crossed out). Ask children to read the second sentence aloud and elicit the answer orally. Do the same for the remaining sentences. Ask children to write in the answers for all the sentences using the words in the box.
- ☆ Explain the concept of **opposite** to children – the opposite of **tall** is **short**, **fat** – **thin**, **big** – **small**, **black** – **white** etc. Ask children to look at Activity 3. There is a balance scale with words on one side and their opposites on the other side. Children have to read the words, match them with their opposites and write them in the table.
- ☆ Tell children to look at the chart with the heading 'opposites' to the right of the scales. Point out the example of **big** and **small** which has already been done. Tell children to match each of the remaining three adjectives in the scale on the left with its 'opposite' in the scale on the right. They should then write the adjectives into the chart.

For the next lesson
You will need a ball.

Lesson 5

Read and write.

I can see a clown.

I can see a clown.

I can see a clown.

I can see a clown.

I can see a clown.

happy sad fat thin tall short

Say the rhyme.

My Eyes Can See

I can see a clown.

I can see a clown.

I can see a clown.

My eyes can see.
My mouth can talk.
My ears can hear.
My feet can walk.
My nose can smell.
My teeth can bite.
My tongue can taste.
My hands can write.

Read and write.

hear smell taste feel

drum lemonade
flowers rubbish
ice cream
radio ball pencil

2 Read. Complete the words.

1 dr _____

2 flo _____

3 rad _____

4 ba _____

5 pen _____

6 rubb _____

7 ice _____

8 lemon _____

wers
um
ll
io
ish
cream
ade
cil

You will need:

- Flashcards:** 38, 41, 48, 180-186 (chips, cake, ice cream, drum, radio, balloon, flowers, rubbish, beefburger, lemonade)
- realia:** a ball

Children will:

- listen to and join in with a rhyme
- play a game of **I spy with my little eye**
- talk about the five senses and match actions to senses
- listen and find matching pictures
- classify words according to senses
- match two halves of broken words

Task One (5 minutes)

- ★ Tell the class to look at **pages 24 and 25** of their **Classbooks**. Ask **What can you see?** Encourage children to describe anything they recognise.

Task Two (5 minutes)

- ★ Hold up your **Classbook** and point to the rhyme on **page 25**. Ask children to read the sentences aloud with you. Tell the class that you are going to play the **My Eyes Can See** rhyme (Song CD 3.2).

- ☆ Play the rhyme straight through and encourage children to join in with the words and actions where they can.

Task Three (5 minutes)

Step one

- ☆ Chain the alphabet around the class two or three times. Make sure every child is included in the chain.

Step two

- ☆ Ask children to name and point to anything that they already know in their *Classbooks* such as **a kite, a car, a radio, a boy** and **a yo-yo** in preparation for the game they are going to play.
- ☆ Ask children to look at **pages 24** and **25** again. Hold up your *Classbook* and say **I spy with my little eye, something beginning with i**. Give children time to look at the scene and see if anyone can guess **ice cream**.
- ☆ Get children to repeat the **I spy with my little eye, something beginning with ... [b]** phrase with you. Ask a confident child to find something in the picture and say **I spy with my little eye, something beginning with ... [b]**. See if anyone in the class can guess what it is. Repeat this with two or three other children.

Step three

- ☆ Organise the class into pairs. Tell children to play a game of **I spy** using the pictures on **pages 24** and **25**.

Task Four (10 minutes)

Step one

- ☆ Point to your eyes. Ask **What are these?** Elicit **eyes**. Ask **What do we use our eyes for?** You may need to repeat this in L1. Allow children to respond in L1.
- ☆ Explain to the class that **We use our eyes to see the world around us**. Hold up a pencil and ask **What is it?** Elicit **a pencil**. Say **Yes. It's easy because you can see the pencil**.
- ☆ Now ask children to **Close your eyes**. Tell children to keep their eyes closed until you tell them to open them. Hold up a ball and ask **What is it?** Say **Listen** as you bounce the ball on the floor. See if any children can guess what it is.

If anyone guesses correctly, ask the class to open their eyes and show them the ball. Ask the child how they knew it was a ball. Help them to explain that they recognised the sound of the ball.

- ☆ Explain to the class that when people can't use their eyes, they use their other senses to identify things. Repeat some of the lines from the rhyme the children have learnt. Mime the actions as you say the words: **My eyes can see, My ears can hear, My nose can smell, My tongue can taste**. Write these four sentences on the board. Then pick up the ball, close your eyes and make an exaggerated show of feeling the ball and say **My hands can feel**. Write this sentence on the board.
- ☆ Tell children to look at **pages 24** and **25** again. Ask them to look at the picture carefully and say **Find things you can hear**. Cup your ear and mime listening as you say this. Allow children to respond in L1. If children suggest **drum, balloon** and **radio**, teach them the words in English and put the **drum, balloon** and **radio** flashcards on the board.
- ☆ Now ask the class to **Find things you can smell**. Make an exaggerated gesture of smelling something as you say this. Again, allow the children to suggest their ideas in L1 if they don't know the words in English. Teach the words **flowers** and **rubbish** in English. Add these flashcards to the board.
- ☆ Get children to look at the picture again and ask them to **Find things you can taste**. Make an exaggerated gesture of tasting something as you say this. Elicit as many ideas as possible. Children should suggest: **ice cream, chips**, and **cake** in English. Teach the two new words **beefburger** and **lemonade** and put the flashcards on the board.
- ☆ Tell children to look at the flashcards on the board. Ask them to listen and help you finish the sentences. Say **I can hear a ...** and point to the drum. Try and elicit **drum**. Then say **I can smell ...**, point to the flowers, and elicit **flowers**. Repeat this procedure so that all flashcards are named twice.

Step two

★ Ask children to look at **pages 24 and 25** again. Tell them that you are going to play the CD and that they will hear the characters talking about what they can hear, smell, or taste. The children must listen and find the matching pictures on the page.

★ Play *Listening CD 3.2*. Pause after every sentence to give children time to find the correct picture. Get children to point to the picture and then show it to a friend. Hold up your *Classbook* and point to the corresponding item after children have checked their answers with each other.

★ Activity two is a consolidation activity. Children should look at each picture, then look at the first few letters of the word beside it. They should then try to complete the word by matching the correct ending and writing in the missing letters.

Listening Transcript 3.2 [Track 18]

I can smell

Maha: Mmm. I can smell flowers.
Sami: I can hear a drum.
Soot: I can taste ice cream.
Vicky: Ugh! I can smell rubbish. It's horrible.
Biff: I can taste beefburgers. Mmm. Lovely!
Paul: I can hear a radio.



★ Tell children you will play the listening again. Ask them to imagine that they are the characters and to repeat the words after they hear them on the CD.

★ Play the listening again, pausing after each sentence to give children enough time to repeat.

Task Five (5 minutes)

★ Ask children to open their *Skills Books* at **page 15**. Point to the first activity. Children can see Biff pouring words into a big pan. Get children to read out all the words in the pan first. Children should read these words and classify them under the four headings. Get children to read the heading words aloud. Revise the meanings of **hear**, **smell**, **taste** and **feel** if necessary. Get children to explain what they have to do. They have to sort the words according to the correct heading. Do the word **drum** with the class as an example. Ask children where to write it and elicit **under 'hear'**. Get children to classify the rest of the words.

Lesson 6

Read and write.

I can see a _____ clown.

I can see a _____ clown.

I can see a _____ clown.

I can see a _____ clown.

I can see a _____ clown.

happy sad fat thin tall short

Say the rhyme.

My Eyes Can See

I can see a _____ clown.

I can see a _____ clown.

My eyes can see.
My mouth can talk.
My ears can hear.
My feet can walk.
My nose can smell.
My teeth can bite.
My tongue can taste.
My hands can write.

Listen and tick.

I can hear ...

3 Read. Listen to the sounds. Look at the spellings.

f	ph
face	elephant
fish	photo
fat	telephone
gh	tough
	rough
	laugh

4 Complete the sentences.

- My eyes can see .
- My tongue can taste .
- My ears can hear .
- My nose can smell .
- My hands can write .

You will need:

- **Flashcards:** 95, 101, 158, 180, 181, 187, 189, 190 (a car, the sea, a dog, drum, radio, mobile phone, bee, thunder,)
- **Realia:** a ball

Children will:

- listen to and join in with a rhyme
- do a listening race
- talk about sounds made by objects
- listen to and identify sounds
- complete sentences using words in a box

Task One (5 minutes)**Step one**

- ☆ Tell the class that you are going to play the *My eyes can see* rhyme (Song CD 3.2).

- ☆ Play the rhyme straight through and encourage children to join in with the words and actions where they can.

Step two

- ☆ Repeat some of the lines from the *My eyes can see* rhyme. Mime the actions as you say the words: **My eyes can see, My ears can hear, My nose can smell, My tongue can taste.** Write these four sentences on the board. Then pick up the ball, close your eyes and make an exaggerated show of feeling the ball and say **My hands can feel.** Write this sentence on the board.
- ☆ Organise the class into pairs. Ask children to look at **pages 24 and 25** of their *Classbooks* again. Tell them that you are going to play the CD and that they will hear the characters talking about what they can hear, smell, or taste. The children must listen and find the matching picture on the page. Explain that this is a listening race. The first child to point to the correct picture is the winner. If a child points to the wrong picture, they lose a point.
- ☆ Play *Listening CD 3.2*. Pause after every sentence to give children time to find the picture. Get children to point to the picture and then show it to their partner as soon as they have found it. Hold up your *Classbook* and point to the corresponding item so that children can check

to see if they were correct.

Task Two (10 minutes)

- ☆ Say **Let's use our ears to hear.** Close your eyes. **Sshhh! Be very quiet. Now listen. What can you hear?** Encourage children (with their eyes closed) to name any sound they recognise inside or outside the classroom. Allow them to respond in L1 and English. You may want to prompt them with **Can you hear children talking/birds singing/doors closing/cars going by?** etc.
- ☆ Tell children to look at **page 26** of their *Classbooks*. Give them some time to study the picture and then ask them to name anything they recognise. Try and elicit **a drum, a radio, a mobile phone, bees, a dog, birds, a car, a ball, the sea, thunder.**
- ☆ Explain that in the picture there are some things which make noises, and others which don't. Tell children to study the picture again for a few minutes and then close their eyes and imagine they are in this place. Ask **What can you hear?** Give children time to imagine they are in the scene, and then say **Tell me the things you can hear.** Elicit ideas from the class. Remind children to keep their eyes closed. As you elicit ideas, put the corresponding flashcard, or draw a simple picture, on the board.
- ☆ Tell children to **Open your eyes.** Point to the flashcards on the board and say **These are the things you think you can hear in this picture.** Elicit the name of each item again. Elicit any words the children did not say using the flashcards, and then put them on the board.
- ☆ Tell the class that they are going to hear the sounds of the things in the picture on the CD. Ask them to look at the picture and listen.
- ☆ Play *Listening CD 3.3* straight through. Children should listen and look this first time.

Listening Transcript 3.3 [Track 19] Sounds



[general noise: children playing and traffic]

- sound of thunder
- the sea
- a drum
- music playing on a radio
- a telephone ringing
- bees buzzing
- a dog barking
- birds singing
- a car horn beeping
- a ball being kicked

- ☆ Ask children **What did you hear?** Elicit as many of the sounds as possible.
- ☆ Tell the class that you are going to play the CD again. Ask them to look at the picture again. Tell them to listen and tick the things which they hear in the *Classbook*. Show children the boxes where they should put their ticks.
- ☆ Play the listening again. Pause after each sound to give children time to find the object and tick the correct box. When you have finished, ask children to compare their work with a friend's.
- ☆ Play the listening once more. Pause after each sound and ask **What can you hear?** Children should suggest the following: **thunder, the sea, a drum, a radio, a telephone, bees, a dog, birds, a car, a ball.** As children suggest each item, ask them to point to the item in their *Classbooks*.

Task Three (5 minutes)

- ☆ Hold up your *Classbook* and point to the 'thunder' and lightning on **page 26**. Tell the class you are going to play them a rhyme about **thunder**. Remind the class that they learnt this song in 2A.
- ☆ Play *I Hear Thunder* (Song CD 3.3) and perform the actions as you join in with the words. Ask children to listen and watch.

Song Transcript 3.3 [Track 14] I Hear Thunder



I hear thunder,
I hear thunder
Oh, can you?
Oh, can you?
Pitter-patter raindrops,
Pitter-patter raindrops,
I'm wet through,
You are too!

- ☆ The actions for the rhyme are as follows:
 - I hear thunder,
I hear thunder,
put your hand to your ear
Oh, can you?
Oh, can you?
point to a child
 - Pitter-patter raindrops,
Pitter-patter raindrops,
make falling rain movements with your fingers
 - I'm wet through,
pretend to be wet and shake your body
 - You are too!
point to someone else
- ☆ Play the rhyme again. Encourage children to join in with the words and actions with you.

Task Four (10 minutes)

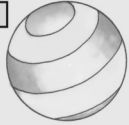
- ☆ Ask children to look at activity 3 on **page 16** of their *Skills Books*. Write on the board the three sounds 'ph' : 'f' : 'gh'. Explain to children that all these letters make one sound **ʃ**. Now get children to read the words in each box. Raise childrens' awareness of spelling by getting children to look at individual words. Say **Look at the word 'elephant'**. Give children time to look at the word, then say, **Cover up the word and say the spelling of 'elephant'**. Do the same with the other words. When children are confident, ask them to close their books, and to spell out the different words. You may also make this into a game where partners ask each other the spellings of the words.
- ☆ Ask children to open their books again at **page 16**. Ask children to look at activity 4. Explain to children what they have to do. Children have to complete the sentences using the pictures and the words in the box.

Lesson 7



Listen, say and read.

1



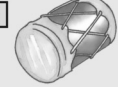
I can hear a ball.

2



I can hear a radio.

3



I can hear a drum.

4



I can hear a telephone.



Read and match.

- ☐ I can hear a dog.
- ☐ I can hear a duck.
- ☐ I can hear a cat.
- ☐ I can hear a car.
- ☐ I can hear a bee.
- ☐ I can hear the sea.



27



Complete the chart.

The 'I Hear' Experiment



	✓	✗



Say the rhyme.

The Shape Rhyme



triangle



rectangle



circle



square



Stand up.



Turn around.



Touch a teddy bear.

28

1 Read and circle the words.



a	f	b	g	r	a	d	i	o
c	a	e	o	t	o	a	a	
a	g	t	b	m	l	d	l	f
t	e	l	e	p	h	o	n	e
o	z	s	j	d	c	g	o	t
d	r	u	m	d	n	m	p	z



telephone

2 Read and write.

1 I can hear a bee.



2 I can hear a _____.



3 I can hear _____.



4 I can _____.



5 I _____.



17 6 _____.



You will need:

- **Word cards:** 23, 79, 84, 133, 135, 154, 155, 156, 157 (a cat, a car, the sea, a dog, a duck, a bee, I, can, hear)
- **Realia:** a pencil, a ruler, a rubber

Children will:

- listen to and join in with a rhyme
- listen to and identify objects according to their sounds
- read and match sentences to pictures
- listen to sounds and build sentences
- do an experiment about sounds
- find the names of objects in a letter square
- complete sentences

Task One (5 minutes)

★ Hold up your *Classbook* and point to the 'thunder' and lightning on **page 26**. Tell the class that you are going to play them a rhyme.

★ Play *I Hear Thunder* (Song CD 3.3) and perform the actions. Encourage children to join in with the words and actions with you.

Task Two (5 minutes)

Step one

- ★ Say **Let's use our ears to hear. Close your eyes. Shhhh! Be very quiet. Now listen. What can you hear?** Encourage children to name any sounds they recognise inside or outside the classroom. Allow them to respond in L1 and English.

- ★ Ask children to look at the top of **page 27** of their *Classbooks*. Hold up your *Classbook* and point to the four pictures. Point to each one in turn and ask **What is it?** Children know each of these items of vocabulary. As you elicit the name of each object, point to the sentence under each picture and get the class to read it with you.

Step two

- ★ Tell the class they will hear the sounds of these four objects on the CD. Ask them to listen and say which picture shows that object.
- ★ Play *Listening CD 3.4*. Pause after each sound and ask children **What picture?** Elicit the picture number for each of the sounds.

Listening Transcript 3.4 [Track 21] Sounds

- a drum beating
- a radio playing
- a telephone ringing
- a ball bouncing



- ★ Call out the number of one of the pictures and ask the class to tell you what the object is. Repeat this until the children have named all the objects again.

Step three

- ★ Organise the class into pairs. Tell children to take it in turns saying a number and identifying the object in that picture. For example, one child says **3**, the other child finds picture 3 and names the object – **a drum**. Give children enough time so that each child has the opportunity to name each of the objects.
- ★ Finally ask the children to track and read out each of the sentences.

Task Three (5 minutes)

- ★ Ask children to look at the sentences at the bottom of **page 27** of their *Classbooks*. Build the first sentence on the board using the word cards **I can hear a dog**. Tell children to look at the sentence and then read it off the board with you. Remove the word **dog**.

- ★ Ask the class to look at the next sentence and to read it aloud with you. Put the word **duck** in the sentence on the board, and get children to read the sentence with you. Repeat this procedure with the rest of the sentences on **page 27**.

- ★ Ask children to look at the numbered pictures to the right of the sentences. Ask children to read each sentence silently, and to match it to the picture by writing the correct number of the picture in the box beside the sentences.

- ★ Do a whole class check. Point to the first sentence, and ask for a volunteer to read the sentence and say what picture it matches. Repeat this procedure until you have checked all the sentences.

- ★ Tell the class they will hear some of these sounds on the CD. They should listen and say what the sound is. Play *Listening CD 3.5*. Pause after each sound and get children to name it.

Listening Transcript 3.5 [Track 20] More sounds

- a dog barking
- a car engine
- the sea



- ★ Ask children to tell you what sounds they heard by reading back the sentences they ticked in their book. Build the sentences on the board as the class tells you what they heard.

Task Four (10 minutes)

- ★ Tell the class they are going to do an experiment in pairs. Make sure every child has a pencil, a ruler, a rubber, and their *Classbook* on their desk. Hold up each of these objects in turn and ask **What is it?** Elicit the names of these classroom objects.

- ☆ Demonstrate to the class what you want them to do. Children should put a *Classbook* between themselves to prevent their partners from seeing what they are dropping. Pick up one of the objects without the class seeing it, and drop it on the table (behind the book). Ask **Did you hear that sound? What is it?** See if they can guess what object you dropped. Do the same with the other objects. Repeat some so that children cannot guess by elimination.
- ☆ Ask children to look at the picture and chart at the top of **page 28** of their *Classbooks*. Hold up your *Classbook* and point to the picture of Maha and Sami. Explain that they are doing the experiment which you just did.
- ☆ Now ask children to do the experiment in pairs. However ask children to choose the objects from the chart randomly, not in order. One child drops an object, while their partner has to say what he/ she heard. For example, if a ruler was dropped and If the partner guesses correctly, he/she puts a tick on the chart. If they guessed incorrectly, they should draw a cross on the chart.
- ☆ When the child has dropped all the objects, their partner should do the same experiment and complete the chart in the same way. When children have finished, get them to compare their charts.
- ☆ Do a class feedback. Try and find out which objects children found most difficult to identify.

Task Five (5 minutes)

- ☆ Ask children to open their *Skills Books* at **page 17**. Ask children to look at the letter square in activity 1 and to read the names of the objects in the letter square. Ask children **What is number 3?** Elicit **a telephone**. Do the same for all the objects. Get children to tell you what they have to do. An example is given to help them understand. Children have to find the names of the objects in the letter square and circle them.

- ☆ Ask children to look at activity 2. Explain to children how the activity works and what they have to do. Children have to complete the missing blanks in the sentences. If time is short, ask them to complete this activity for homework.

For the next lesson

- ☆ In Lesson 8, children will be doing an experiment concerned with touch. This experiment requires resources which cannot be provided in the CRP for very practical reasons.
- ☆ For the 'touch' experiment, you will need to collect a small selection of items that have these properties: **soft, hard, smooth, rough**. For example, **a rock, a piece of sandpaper, a glass, a pebble, cotton wool, a tomato, a peach, a ball**.

Lesson 8



Complete the chart.

The 'I Hear' Experiment



	✓	✗



Say the rhyme.

The Shape Rhyme



triangle



rectangle



circle



square

Stand up.

Turn around.

Touch a teddy bear.



28



Draw and speak.



1	2	3	4
---	---	---	---

1. I can feel a

3. I can feel a

2. I can feel a

4. I can feel a



Read and tick.



	rock	cotton wool	cat	tree	balloon	glass
hard	✓					
soft						
rough						
smooth	✓					



29

3 Complete the table.



tree

hard	soft	rough	smooth
stone			



road



balloon



brick



scarf



cat



cotton



stone

4 Read and complete.



Chocolate is sweet.



Lemons are _____.



Honey is _____.



Chips are _____.



Limes are _____.



Peanuts are _____.

sour

salty

sweet

18

You will need:

- **Word cards:** 7-10, 155, 156, 159 (a circle, a triangle, a rectangle, a square. I, can, feel)
- **Realia:** soft, hard, smooth and rough items for the 'touch' experiment, for example, a rock, a piece of sandpaper, a glass, a pebble, cotton wool, a tomato, a peach, a ball, etc.

Children will:

- listen to and join in with a rhyme
- revise the names of shapes
- draw and guess shapes using the sense of touch
- understand the meanings of **hard, soft, rough, smooth**
- categorise objects according to how they feel

Task One (5 minutes)

- ★ Tell children to look at the bottom of **page 28** of their *Classbooks*. Ask children to look carefully at the pictures. Ask them if they remember a rhyme about shapes.

- ★ Quickly draw a **triangle, a rectangle, a circle** and

a **square** on the board. Point to each one in turn and try to elicit the name of the shape. Point to each shape again, elicit the name from the class and then write the name of the shape inside it or stick a word card on it.

- ☆ Draw a simple teddy bear on the board.
- ☆ Tell the class that you are going to play *The Shape Rhyme*. Ask children to listen to the rhyme and watch you. (You should be sitting down when you start the CD). Play *The Shape Rhyme* (Song CD 3.4). Say the words and do the actions. Point to the picture of the teddy bear on the board.

Song Transcript 3.4 [Track 15] The Shape Rhyme

Triangle, rectangle,
Circle, square.
Stand up.
Turn around.
Touch a teddy bear.



- ☆ Play the rhyme again. Ask children to listen and do the actions with you. They should point to the pictures as they chant the rhyme.
- ☆ Play the rhyme once more. Ask children to join in with the actions and words.
- ☆ Tell the class that you will play the rhyme again. Ask children to say the rhyme and point to each part of it in their book.

Task Two (10 minutes)

- ☆ Ask children to draw a circle in the air. Demonstrate this yourself and then get children to do the same. Get children to draw all four shapes in the air.
- ☆ Tell children to look at the top of **page 29** of their *Classbooks*. Ask children to look at the pictures and see if they can guess what Sami and Maha are doing.
- ☆ Explain that Sami and Maha are drawing shapes on a friend's back. Their friends have to try and guess what shape it is.
- ☆ Ask a child to come to the front of the

classroom. Draw one of the four shapes on the child's back, so that the rest of the class can see what you are doing. Encourage the child to say **I can feel a ...[circle]**.

- ☆ Put the following word cards on the board: **I can feel a**.
- ☆ Draw a ...[circle] at the end of the sentence you have written (draw the same shape which you have just drawn on the child's back). Run your finger along the words as you say **I can feel a ...** and then point to the shape you have drawn. Elicit ...[circle] from the class. Say **I can feel a circle** as you run your finger along the words. Get the class to repeat this with you, again running your finger along the words. Rub out the shape you have drawn, but leave the rest of the sentence.
- ☆ Ask children to draw the four shapes in the boxes under the pictures on **page 29**. They should not however show their drawings to their partners. They should then take turns and draw the shapes, in the order they have drawn them on their chart, on their partner's backs. Their partner should say the shape they feel each time, using **I can feel a ...[circle]**. They should complete the sentences by drawing the shape they felt in the box at the end of each sentence, below the chart. They should then compare what was drawn with what was felt. The children then switch roles and repeat the experiment again.

Task Three (5 minutes)

- ☆ Hold up some cotton wool and a rock or pebble. Ask children to tell you in, L1, what they feel like – **hard** or **soft**. Hold up the cotton wool, squash it in your hand and say **It feels soft**. Now hold up a small rock or pebble, bang it gently on the desk, and say **It feels hard**. Hold up the cotton wool and rock or pebble in turn and get children to repeat **It feels soft/hard** with you. Pass the cotton wool around a few children and get them to feel it. Ask **What does it feel like?** Encourage children to say **It feels soft**. Repeat this procedure with the rock or pebble and get children to say **It feels hard**.
- ☆ Ask children if they can think of any other things which are hard or soft. Allow children to name them in L1 if they don't know the names in

English. Ask children to look around the classroom and see if they can find things that are hard or soft. You may want to give them suggestions such as: **rubbers, chairs, bags, curtains**, etc. Draw a chart on the board with four columns, and write the words **hard** and **soft** in the first two columns. Point to each word and get the class to repeat it with you. As children give you their suggestions for hard and soft things, write them on the board.

- ☆ Hold up two items that demonstrate the properties **smooth** and **rough**. Hold up the smooth item, for example, a pebble, and run your hand over it. Show that you are feeling its texture. Say **It feels smooth**. Now hold up the rough item, for example sandpaper, run your hand over it and say **It feels rough**. Hold up each item in turn and get children to repeat its name with you. Pass the pebble around a few children and get them to feel it. Ask **What does it feel like?** Encourage children to say **It feels smooth**. Repeat this procedure with the sandpaper and get children to say **It feels rough**. Write the words **rough** and **smooth** in the chart you have drawn on the board and get the children to repeat the words with you.

- ☆ Ask children if they can think of any other things which are rough or smooth. Allow children to name them in L1 if they don't know the names in English. As children suggest things, write them on the board in the appropriate columns

Task Four (5 minutes)

- ☆ Ask children to look at the chart at the bottom of **page 29** of their *Classbooks*. Give children a minute to study the chart. While children are looking at the chart, quickly draw a copy of the chart on the board.
- ☆ Hold up your *Classbook* and point to the first item on the chart – **a rock**. Say **A rock is hard and smooth**. Show that there is a tick in the **hard** column, and a tick in the **smooth** column. Put these ticks onto the chart on the board.
- ☆ Tell children to look at the next object – **cotton wool**. Ask the class **Does it feel hard or soft?** Try and elicit **soft** from the class, and as you do, put a tick in the **soft** column on the board. Then ask **Does it feel rough or smooth?** Elicit **smooth** and again put a tick on the chart in the **smooth** column.

- ☆ Now ask children to complete the chart for the rest of the objects. When children have finished, ask them to compare their chart with a friend's.

- ☆ Do a whole class feedback using the chart on the board. Ask the class questions about each of the objects **Does it feel hard or soft?** and **Does it feel rough or smooth?**

Task Five (5 minutes)

- ☆ Ask children to open their *Skills Books* at **page 18**. Ask children to look at the chart in activity 3 and to read out the four words at the top. Now ask children to read out the names of the objects surrounding the chart. Ask children if they know what they have to do. They have to decide whether the objects are **hard, soft, rough** or **smooth**. Some words may fall into two categories. For example, a scarf can be **soft** as well as **smooth**. Accept any reasonable answers.

For the next lesson

- ☆ In Lesson 9, children will be doing an experiment concerned with smell. This experiment requires resources which cannot be provided in the Class Resource Packs for very practical reasons.
- ☆ For the 'smell' experiment, you will need to collect some different types of foods with different smells. For example, a banana, an onion, coffee, an orange, a lemon, an apple. In addition, you will need blindfolds - enough for one for each pair of students, and a number of plastic cups, tissues and elastic bands.






Lesson 9

Write. What can you smell?

It smells like a banana.

Name	1	2	3	4

Write.

1. It smells like a _____ 
2. It smells like an _____ 
3. It smells like _____ 
4. It smells like an _____ 
5. It smells like _____ 



30

You will need:

- **Flashcards:** 39, 51, 142, 183, 184 (an apple, an orange, a banana, flowers, rubbish)
- **Word cards:** 25, 26, 37, 160, 161 (an apple, a banana, an orange, flowers, rubbish)
- **Realia:** blindfolds, plastic cups, tissues, elastic bands, different types of food with different smells (eg. banana, onion, coffee, orange, lemon, apple)

Children will:

- listen to and perform the actions of a rhyme
- guess foods using the sense of smell
- record information onto a chart
- match words and pictures
- complete sentences about how different foods smell

Task One (5 minutes)

- ★ Tell the class that you are going to play the *My eyes can see* rhyme (Song CD 3.2).
- ★ Play the rhyme straight through and encourage children to join in with the words and actions where they can.

Task Two (20 minutes)

- ★ Say the line **My nose can smell**. Tell children to look at the picture of Sami and Maha at the top of **page 30** of their *Classbooks*. Ask children if they can guess what Sami and Maha are doing. If they can't guess, tell them that Sami and Maha are trying to guess what's in the cup from its smell. Tell children that they are going to do the same thing in class.
- ★ Show children the food you have brought into the lesson. If they are foods whose names children already know, elicit them from the class. If not, teach the class the names in English.
- ★ Put a small amount of one of the foods you have selected in a cup, cover it with a paper tissue and secure the tissue with an elastic band. Then smell the cup, and say **It smells like a ...[banana]**. Get the class to repeat this several times. Pass the cup to five or six children, and encourage them to say **It smells like a ...[banana]**.

- ★ Now put a small amount of each of the foods you have selected into four different cups, cover the cups with paper tissues and secure the tissues with elastic bands. Number the cups **1–4**, but do not let the children see which food is in which cup. Depending on the size of your class you may want to have four or five sets of cups, which you will have to prepare at the same time.

- ★ Organise children into pairs. Tell children to look at the chart on **page 30** of their *Classbooks*. Quickly draw a copy of the chart on the board, and point to the first empty space in the first column. Tell children that they must write the name of their partner in this space and underneath they should write their own name. Explain that children will have to take it in turns, in their pairs, to guess the contents of the cups by smell alone.

- ★ Bring a pair of children to the front of the class, and put a blindfold on one of the children. Give cup number **1** to the child who has the blindfold on, and ask them to smell what is in the cup. Encourage them to say **It smells like a ...[banana]**. As the child says what they can smell, the other child should draw a picture of what they say in the first space in the column,

under the number 1. Tell children that they will do this in their pairs for all four cups.

- ★ Distribute the cups on four or five tables around the room. Give each pair of children a blindfold. Ask the children to work together in their pairs, with one cup at a time, to guess the contents of the cup by smell alone. One child puts the blindfold on first, and tries to guess the contents of all four cups, while the other child records their answers onto the chart on page 30 by drawing a picture of what they say in each column. They should then swap roles. Remind them to say **It smells like an ...[orange]**.

- ★ Do a whole class feedback using the chart on the board. As children give you their feedback, encourage them to **It smells like an ... [orange]**. Write the names in the boxes as children tell you their answers.

Task Three (5 minutes)

- ★ Put the flashcards on the board of **an apple, an orange, a banana, flowers, and rubbish**. Point to each one in turn and elicit the names. As the children give you the names, put the corresponding word card next to each flashcard. Then point at the flashcards and word cards in random order, and get the children to say the names.
- ★ Ask children to look at the words and pictures on the board. Remove the flashcards and leave the word cards up. Point to one of the words and ask **What is it?** As children name the word, put the corresponding flashcard back on the board. Continue until all the flashcards are back on the board with the corresponding word cards.
- ★ Write on the board – **It smells like** and then put the flashcard of **a banana** at the end of it. Run your finger along the words as you say **It smells like...** and elicit **a banana** from the class. Then replace the flashcard with the word cards **a banana**, and elicit the words from the class. Get the class to repeat the sentence, as you track your finger along the sentence on the board.
- ★ Ask children to look at the sentences under the chart on page 30. Read the first sentence to the class **It smells like a** Encourage the class to complete the sentence by looking at the picture

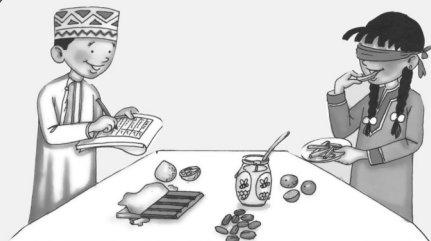
of a banana. Get the class to repeat the sentence **It smells like a banana**, running their finger along the words as they say them. Ask children to complete the sentence by writing the word **banana** in the space provided.

- ★ Do a whole class check. Once children have understood what they have to do, ask them to complete the rest of the sentences.

Lesson 10



Think and write.



	lemon	chocolate	chips	honey	lime	peanuts
sweet						
sour	✓					
salty						

- Sweet foods are _____ and _____.
- Sour foods are _____ and _____.
- Salty foods are _____ and _____.



31

3 Complete the table.

	hard	soft	rough	smooth
tree	stone			
balloon				
brick				
scarf				
cat				
cotton				
stone				

4 Read and complete.

Chocolate is sweet.

Lemons are _____.

Honey is _____.

Chips are _____.

Limes are _____.

Peanuts are _____.

sour

salty

sweet

18

Children will:

- understand and use **sweet, sour and salty**
- talk about whether foods are sweet, sour or salty
- fill in information on a chart
- transfer information from a chart to sentences
- do self - evaluation

Task One (5 minutes)

★ Say the line **My tongue can taste** and get children to repeat it with you. Explain to children that when we eat, we use our tongue to taste the food, and our nose to smell what we are eating.

★ Teach the words **sweet, sour and salty** to the class. Ask **Do you like honey?** Elicit **Yes/No** responses from children and then say **Honey tastes sweet**. Ask **Do you like lemons?** Again, elicit **Yes/No** responses and then say **Lemons taste sour** and mime having eaten something sour. Finally, ask **Do you like chips?** Elicit a response and then say **Chips taste salty**.

★ Write the words **sweet, sour and salty** at the top of the board. Point to each word in turn and get children to repeat it with you. Ask questions about foods children know in English. For example, ask **Do you think chocolate tastes sweet, sour or salty?** When children respond, write the word **chocolate** under the heading **sweet**. Ask questions about these foods: **cake, ice cream, banana, orange**.

★ Ask the class if they can think of any other foods, which are sweet, sour or salty. Allow children to respond in L1 if they don't know the words in English.

★ Call out the name of a food and get the class to respond with **sweet, sour or salty**.

Task Two (15 minutes)

Step one

★ Ask the class to look at the chart on page 31 of their *Classbooks*. Ask children to tell you the names of any foods they can see in the chart. Children already know the words **lemon, chocolate, chips and honey**.

- ☆ Hold up your *Classbook*, point to each food item along the top of the chart and name the food. Get the class to repeat the names with you. Make sure children are familiar with the new food words in L1.
- ☆ Ask children to look at the picture of Sami and Maha above the chart. Explain that they are doing an experiment. Maha is trying to guess what the foods are without looking at them. Tell the class that they will hear Maha talking on the CD. Get children to read the three words in the first column, **sweet, sour, salty**. Ask them to listen and look at the chart. Play *Listening CD 3.6*.

Listening Transcript 3.6 [Track 22] It tastes



- Ugh! It tastes sour. I think it's a lemon.
- Mmm. It tastes sweet. I think it's chocolate.
- Oh! It tastes salty. I think it's a chip.
- Mmm. It tastes sweet. I think it's honey. Lovely!
- Ugh! It tastes sour. I think it's a lime.
- Mmm. It tastes salty. I think it's a peanut.

- ☆ Tell the class that you will play the listening again. Ask children to listen and put a tick in the box that describes what the food is like, i.e. **sweet, sour or salty**. The first food has been done as an example.
- ☆ Play the listening again. Pause after each food is described and give children time to put a tick in the appropriate box.
- ☆ After children have heard the whole listening, tell them to compare their chart with a friend's. While the class are doing this, quickly draw the chart on the board.
- ☆ Ask children about the foods on the chart and put the information on the board. Say the name of the food and elicit **sweet, sour or salty**. For example, say **chocolate** and elicit **It tastes sweet**. Put a tick in the corresponding box on the chart. Repeat this for all the foods until you have completed the chart on the board.
- ☆ Tell the class that you are going to play the listening again. Ask children to listen and imagine they are Maha and to repeat the words after they hear them. Play the listening again. Pause

after each sentence to give children time to repeat Maha's words.

Step two

- ☆ Ask children to look at the sentences under the chart. Get children to read out the sentences. The purpose of this activity is for children to practise transferring information from tables or charts into sentences. Do the sentences orally with children, then get them to complete them in their *Classbooks*.

Task Three (5 minutes)

- ☆ Ask children to open their *Skills Books* at **page 18** and to look at activity 4. Get children to read out the words in the box, then ask children to read out the sentences one by one. This is a consolidation task which children should be able to complete independently.

Task Four (5 minutes)

- ☆ Ask children to look at the frieze at the top of **pages 22 and 23** of their *Classbooks* and get them to name all the items.
- ☆ Ask children to look at the two faces at the bottom of **page 31** in their *Classbooks*. In L1, ask them to say which face represents *hard* and which one *easy*. Ask them to think about the things they did in this unit. Encourage them to look through the pages to remind themselves what they learned. Tell children to colour in a face according to whether the unit was *hard* or *easy* for them.

Children will learn how to:

- ◆ Use the simple present tense (to tell a story)
- ◆ Use the present continuous to talk about what people are doing
- ◆ Recognise and use prepositions of movement
- ◆ Sight read these words:
river, woods, mud, mountain, grass, cave
over, under, through, around, across
- ◆ Read simple sentences in a story

Main language

- ◆ There's some [tall grass].
- ◆ We can't go [under it].
- ◆ We've got to go [through it/over it].
- ◆ There's a mountain/some grass.
- ◆ Vicky's swimming across the river.

Vocabulary

- ◆ *Natural features:* river, woods, mud, mountain, grass, cave
- ◆ *Prepositions of movement:* over, under, through, across, around
- ◆ *Adjectives:* tall, deep, dark
- ◆ *Body:* nose, eyes, teeth
- ◆ *Others:* map, treasure

Skills

- ◆ Apply prior knowledge
- ◆ Reason deductively
- ◆ Sequence events in order and reverse order
- ◆ Read whole words
- ◆ Read whole sentences which have been learned orally
- ◆ Read a story map
- ◆ Re-tell a story: from visual information, from written information, from aural information
- ◆ Spell whole words
- ◆ Match spoken words and pictures
- ◆ Match written words and pictures
- ◆ Identify a picture from aural information
- ◆ Identify a picture from written information
- ◆ Look for detail in pictures
- ◆ Listen for detail
- ◆ Listen to longer, more complex texts for general understanding
- ◆ Recognise the rhythm of English through songs

Literacy

- ◆ Learn and write numbers from 50 - 60.
- ◆ Learn and write numbers in words 61 -70.
- ◆ Consolidate spelling of words, mountain, mud, river, grass, cave, woods.
- ◆ Write numbers in words 71 - 80.
- ◆ Understand and use preposition in sentences.
- ◆ Listen, track and read a story.
- ◆ Learn numbers from 80- 89
- ◆ Learn numbers from 91- 100

Classroom language

- ◆ What's [number 3]?
- ◆ What can you see?
- ◆ What colour [are the horses]?
- ◆ How many [horses are there]?
- ◆ Look at [the sentence on the board].
- ◆ Draw [a line from the word to the picture].
- ◆ How do you spell [mountain]?
- ◆ What can you hear?
- ◆ What am I doing?
- ◆ What's Sami doing?

Activities

- ◆ Label a map
- ◆ Listen to a story
- ◆ Participate in shared reading
- ◆ Read a story
- ◆ Draw a story route
- ◆ Make a book
- ◆ Sing songs

Lesson 1

Unit Four

1 Read and write.

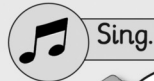
fifty ⁵⁰ fifty-one fifty-two fifty-three fifty-four fifty-five fifty-six fifty-seven fifty-eight fifty-nine sixty

2 Write the missing numbers. Match.

63 sixty-one 67 sixty-
 61 sixty-two 66 sixty-
 62 sixty- 70 sixty-
 65 sixty- 68 sixty-
 64 sixty- 69 seventy



Unit 4 Adventure



Sing.

Suzie's Coming Round the Mountain

Suzie's coming round the mountain on a train.
 Suzie's riding six white horses. Here she comes.
 Singing ay ay yippee yippee ay!
 Oh! We're happy and we're laughing. Suzie's here.
 Suzie's wearing pink pyjamas. Here she comes.



Read and write.

1 2
 3 4
 5 6

woods
 grass
 a river
 mud
 a mountain
 a cave



Read, match and draw.

across under through around over

33

You will need:

- Flashcards:** 190-195 (grass, mud, river, mountain, woods, cave)
- Word cards:** 162-167 (grass, mud, river, mountain, woods, cave)
- Realia:** a ruler, a rubber, a pencil, a book, a bag.

Children will:

- learn and write the numbers from 50-60
- listen to and join in with a song
- revise the preposition **on**, **in**, **under**
- repeat and give instructions using the prepositions
- identify and name words : **grass**, **mud**, **a river**, **a mountain**, **a wood**, **a cave**
- count the numbers of letters in words.

Task One (5 minutes)

☆ Ask children to open their *Skills book* at **page 19**. Write the word **fifty** on the board. Get children to repeat the word several times as you point to it. Now ask children to read the numbers in their *Skills Book*. Ask children if they know, what they have to do. Point to the example given. Ask

children to read and then write the numbers as in the example.

Task Two (10 minutes)

Step one

- ★ Ask the class to look at **page 32** of their *Classbooks*. Give children some time to study the picture and then ask them **What can you see?** Try and elicit as much vocabulary as possible in English. Point to the picture of the girl wearing pink pyjamas and teach this new word. Ask some simple comprehension questions about the pictures. For example, **What colour are the horses? How many horses are there? What colour are the pyjamas?** etc.

Step two

- ★ Tell the class that you are going to teach them a *Song about* the picture. You may want to tell the class in L1 that this is a traditional song, sung by children in America. It was sung by mountain railway workers, and is a typical folk tune.
- ★ Tell the class you are going to play verse 1 of the song. Ask them to listen and look at the pictures on **page 32** of their *Classbooks*.
- ★ Play song CD 4.1 and ask children to point to the picture they think the first verse is about. Check by pointing to the appropriate picture in your *Classbook*. Point to the picture of the mountain in the picture, and repeat the line **Suzie's coming round the mountain**, demonstrating with gesture what this line means.
- ★ [Actions for verse 1 – move your arms like the wheels on a train.]
- ★ Tell children that you are going to play the chorus of the song. Ask them to listen and watch as you sing the chorus and clap the rhythm with the CD.
- ★ Play the chorus. [Actions for chorus – clap your hands with CD.]
- ★ Tell the class that you are going to play the song again. Ask them to listen and watch as you sing and do the actions with the CD.
- ★ Play verse 1 again. Sing the song with the CD

Song Transcript 4.1 [Track 16]



Suzie's coming round the mountain

Verse 1

Suzie's coming round the mountain
On a train.
Suzie's coming round the mountain
On a train.
Suzie's coming round the mountain.
Coming round the mountain.
Coming round the mountain.
On a train.
[Actions for verse 1 – move your arms like the wheels on a train.]

Chorus

Singing ay ay yippee yippee ay,
Singing ay ay yippee yippee ay,
Singing ay ay yippee,
Ay ay yippee,
Ay ay yippee yippee ay.
[Actions for chorus – clap your hands with CD.]

Verse 2

Suzie's riding six white horses,
Here she comes,
Suzie's riding six white horses,
Here she comes,
Suzie's riding six white horses,
Riding six white horse,s
Riding six white horses,
Here she comes.
[Actions for verse 2 – mime holding reins and riding a horse.]

Verse 3

Suzie's wearing pink pyjamas,
Here she comes,
Suzie's wearing pink pyjamas,
Here she comes,
Suzie's wearing pink pyjamas,
Wearing pink pyjamas,
Wearing pink pyjamas,
Here she comes.
[Actions for verse 3 – slap your hands on knees or legs in time to music.]

Verse 4

Oh, we're happy and we're laughing
Suzie's here,
Oh, we're happy and we're laughing,
Suzie's here,
Oh, we're happy and we're laughing,
Happy and we're laughing,
Happy and we're laughing,
Suzie's here.
[Actions for verse 4 – hold your arms in the air and wave them in time to the music.]

and do the actions.

- ☆ Play verse 1 of the CD again, line by line. Get children to join in with the words and actions with you.
- ☆ Play the chorus. Ask children to listen, and then play it again and get them to repeat it with you line by line.
- ☆ Repeat this procedure with the other three verses.

Task Three (5 minutes)

Step one

- ☆ Hold up a book. Ask **What is it?** Elicit **a book**. Put the book on a chair and ask **Where's the book?** Elicit **On the chair**. Use other classroom objects to revise **on**, **in** and **under**.
- ☆ Do a TPR activity. Make sure every child has **a ruler**, **a rubber**, **a pencil**, **a book** and **a bag**. Include classroom objects and the prepositions **in**, **on** and **under** in your instructions. For example, **Pick up a ruler. Put it under your book. Pick up a rubber. Put it on your book. Pick up a pencil. Put it in your bag.**

Step two

- ☆ Tell the class that you want them to watch and listen as you give an instruction. Ask them to copy your actions and repeat the words after you. For example, as you pick up a book say **Pick up a book**. Do this again and get the class to copy your actions and words. Give several instructions including classroom objects and prepositions again.
- ☆ Tell the class that you are going to pick up a classroom object and put it somewhere. Explain that you are not going to say anything but that you want the class to say the instruction. For example, pick up a ruler and put it under your bag. Do this again and encourage the class to say **Pick up a ruler. Put it under your bag**. Repeat this procedure several times, changing the classroom objects and where you put them.

Step three

- ☆ Ask a confident child to come to the front of the class. Give them an instruction such as **Pick up a pencil. Put it on the chair**. Now ask the child to give you an instruction. Follow their instruction and then give them another instruction.
- ☆ Organise the class into pairs. Tell children to take it in

turns giving and following instructions. Remind them to use **in**, **on** and **under**.

Task Four (5 minutes)

- ☆ Ask children to look at the objects in the frieze at the top of **page 32** and **33** of their *Classbooks*. Ask children if they can name the objects in the frieze. Allow children to respond in L1. As children name the objects, put the corresponding flashcards on the board. Teach them the words in English: **grass**, **mud**, **a river**, **a mountain**, **woods**, **a cave**. Explain to children in L1 that Oman has many wadis, and when it rains they fill up with water. In the story later in this unit, they will see and hear a river. Explain the difference to them: that a river has water in it all the time, and a wadi only has water in it after it has rained.
- ☆ Point to each flashcard in turn and name the object. Get children to repeat the words with you. Distribute the word cards and get children to match them with the flashcards. Repeat with different sets of children.
- ☆ Write a number from **1–6** on top of each flashcard. Tell the class that they will hear the objects named on the CD. Ask children to listen to the CD and look at the board to decide which object has been named.
- ☆ Play *listening CD 4.1*. Pause after each item is named and ask **What number?** Children should call out the number of the matching flashcard.

Listening Transcript 4.1 [Track 23] Places

- a river
- a wood
- mud
- a mountain
- grass
- a cave



- ☆ Tell the class you will play the CD again. Ask them to listen and repeat the words with the CD. Point to the word cards as children repeat.

Task Five (5 minutes)

Step one

- ★ Ask children to look at the map on **page 33** of their *Classbooks*. Give children some time to study the map and then hold up your *Classbook*, point to the map and ask **What is it?** Get children to repeat **a map** with you.
- ★ Ask children to name anything they can on the map. Now ask questions about the numbered features. Ask **What's number 1?** Elicit **woods**. Repeat this procedure, asking questions about the map until all the numbered features have been named.
- ★ Hold up your *Classbook* and point to number **1** on the map. Ask **What's number 1?** Get the class to repeat the question with you. Then answer the question yourself.
- ★ Divide the class in half. Get one half to repeat the question **What's number ...[3]?** with you, and the other half to answer **...[a cave]**. Repeat this until one half of the class has asked the other half about all the features on the map.
- ★ Repeat this activity with the half of the class who asked the questions now answering them.
- ★ Ask a confident child **What's number ...[3]?** Elicit **...[a cave]**. Encourage the child to ask you a question about one of the features on the map.
- ★ Organise the class into pairs. Tell children to take it in turns asking and answering questions about the features on the map.

Step two

- ★ Point to each word card and flashcard again and elicit the names of the features. Ask children to look carefully at the words on the board. Ask **How many letters are there in 'mud'?** Point to the word on the board and count the letters **one, two, three** as you point to them. Write the number **3** under the word and letters for mud. Repeat this procedure with **a cave**.
- ★ Ask children to count the number of letters in the other words on the board, and then elicit the answers and write the numbers under the words.

- ★ Take the flashcards and word cards off the board. Distribute them randomly to children around the class. Tell the class that you are going to name one of the objects. Children who think they have the flashcard or word card for that object must stand up with their card and show it to the rest of the class. The rest of the class must decide if they are correct and say **Yes** or **No**. If the pair are correct they should give their cards to children who don't have one. Name each object two or three times.

For the next lesson

- ★ You will need a ball.

Lesson 2

Unit Four

1 Read and write.

fifty ⁵⁰ fifty-one fifty-two fifty-three fifty-four fifty-five fifty-six fifty-seven fifty-eight fifty-nine sixty

2 Write the missing numbers. Match.

63 sixty-one 67 sixty-
61 sixty-two 66 sixty-
62 sixty- 70 sixty-
65 sixty- 68 sixty-
19 64 sixty- 69 seventy

Unit 4 Adventure



Sing.

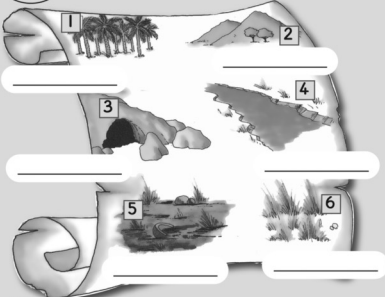
Suzie's Coming Round the Mountain

Suzie's coming round the mountain on a train.
Suzie's riding six white horses. Here she comes.
Singing ay ay yippee yippee ay!
Oh! We're happy and we're laughing. Suzie's here.
Suzie's wearing pink pyjamas. Here she comes.

32



Read and write.



woods
grass
a river
mud
a mountain
a cave



Read, match and draw.

1 under 2 through
3 across 4 around 5 over

33

You will need:

- Flashcards:** 1-6,190-195 (Sami, Maha, Vicky, Paul, Soot, Biff, grass, mud, river, mountain, woods, cave)
- Word cards:** 162-167 (grass, mud, river, mountain, woods, cave)
- Realia:** a ball

Children will:

- learn and write numbers in words from 61-70
- listen to and join in with a song
- sight read the feature words: river, woods, mud, mountain, grass, cave
- recognise and use prepositions of movement over, under, through, around, across
- sight read the prepositions words: of movement over, under, through, around, across

Task One (10 minutes)

- ★ Ask the class to open their *Skills Books* at page 19. Children have encountered the numbers fifty -sixty in the previous lesson. In this lesson, children will work with the numbers sixty-one to seventy.

- ★ Write the number word sixty on the board. Get children to repeat the word as you point

to it. Get children to say the numbers **sixty-seventy**. Point to the balloons. Get children to read out the numbers. Ask children to complete the blanks as in the example, then match the numbers.

- ☆ Ask the class to look at the pictures of the song on **page 32** of their *Classbooks*. Tell children that you are going to play *Suzie's Coming Round the Mountain* (Song CD 4.1). Ask them to join in with the words and actions where they can.

Task Two (10 minutes)

Step one

- ☆ Hold up the **grass, mud, river, woods, mountain, and cave** flashcards one by one and elicit the names of each of the objects. Put the flashcards on the board as they are named.
- ☆ Point to each of the flashcards in turn and elicit the names of the objects again. As you elicit the name, hold up the corresponding word card. Show the class the word card and get the class to repeat the word with you. Put the word card under the flashcard. Do this for all the word cards.
- ☆ Point to each word in turn and get children to read the words. Point to the initial letters to help them decipher the words.
- ☆ Remove the flashcards but leave the word cards on the board.

Step two

- ☆ Ask children to look at the map on **page 33** of their *Classbooks*. Elicit the names of all the features on the map. Ask **What's number 1?** etc. Ask children to look at the words around the map, and to point to the word **woods**. Go round the class checking that they are pointing to the correct word.
- ☆ Ask children to look at the board. Ask **What's number 1?** Choose a child to come to the board to choose a word card [**woods**]. Elicit the name of the feature from the class. Write **1**. Stick the word card beside number 1. Do the same for the remaining features.
- ☆ Ask children to look at the words in the box and to read the words. Ask them to look at the pictures and write the words on the lines provided.

- ☆ Do a class check, and Get children to correct their work if they have made a mistake.

Task Three (5 minutes)

- ☆ Hold up the ball you have brought to class. Ask **What is it?** and get children to say **It's a ball**. Throw it to a child and then get them to throw it back to you. Say **I'm throwing the ball**.
- ☆ Bring two confident children to the front of the class. Give them the ball and demonstrate that you want them to throw the ball to each other gently. Use mime to make your meaning clear. Let them throw the ball to each other two or three times. As they are doing this, say to the class **...[Ahmed] and ...[Fatma] are throwing the ball**.
- ☆ Stand a child either side of your table. Demonstrate that you want them to throw the ball to each other again. The two children should now be throwing the ball over the table. As children continue throwing the ball, say to the class **...[Ahmed] and ...[Fatma] are throwing the ball over the table**. Get the class to repeat this with you.
- ☆ Now demonstrate that you want the two children to roll the ball under the table. Use mime to show what you want them to do. As children are rolling the ball to each other under the desk, say to the class **...[Ahmed] and ...[Fatma] are rolling the ball under the table**. Get the class to repeat this with you.
- ☆ Finally, ask children to **Roll the ball across the table**. Again, use mime to show what you want them to do. As children are rolling the ball across the top of the table, say to the class **...[Ahmed] and ...[Fatma] are rolling the ball across the table**. Get the class to repeat this with you.
- ☆ Now tell the two children to choose for themselves whether to throw the ball over the table, or roll it across or under the table. As they throw or roll the ball, point to them and ask the class **What are they doing?** Help the class to produce **They're ...[rolling] the ball ...[across] the table**. Repeat this several times until the class has described each action two or three times.

- ☆ Say **Thank you** to the two children who demonstrated the activity and tell them to go back to their seats.

Task Four (5 minutes)

Step one

- ☆ Draw a simple picture of a table on the board. Put flashcards of Sami on one side and the flashcard of Maha on the other side. Draw a ball near one character and then draw a line from the ball over the table to the other character. Say **Sami and Maha are throwing the ball over the table**. As you say the word **over**, make an exaggerated gesture of lifting your hand over something. Get the class to repeat the words and action with you.

- ☆ Draw another simple picture of a table on the board. Put the flashcards of Vicky on one side, and Paul on the other side, and draw a line to show them rolling the ball under the table. Say **Vicky and Paul are rolling a ball under the table**. As you say the word **under**, make an exaggerated gesture of moving your hand under something. Get the class to repeat the words and the action with you.

- ☆ Draw a third picture of a table on the board. Put flashcards of Soot on one side and Biff on the other and draw a line to show them rolling the ball across the table. Say **Soot and Biff are rolling the ball across the table**. As you say the word **across** make an exaggerated gesture of moving your hand across the surface of something. Get the class to repeat the words and action with you.

- ☆ Point to each drawing of (**under**, **over** and **across**) in turn and get children to say what the characters are doing. Remind them to include the appropriate action for **under**, **over** and **across**. Then point to the pictures in random order and ask **What are they doing?** Help the class to say **They're ...[rolling] the ball ...[under] the table**. Again, remind children to do the actions as they say the words.

- ☆ Remove the flashcards from the board.

Step two

- ☆ Ask three or four children to come to the front of the class and bring their chairs with them. Make a small obstacle course with the chairs.

Ask children to **Walk around the chairs**. Make a circular motion with your arm to help children understand what they have to do. Ask the class **What are they doing?** Help the class to respond with **They're walking around the chairs**.

Encourage children to make a circular motion with their arms as they say this.

- ☆ Now ask children to walk through the chairs. Again, use gesture to make your meaning clear – move your hand as if it was winding its way through something. Ask the class **What are they doing?** and elicit **They're walking through the chairs**. Encourage children to make the hand movements as they say this.

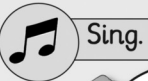
- ☆ Get children to demonstrate walking through and round the chairs once more and then tell them to take their chairs back to their desks.

- ☆ Put the word cards **under**, **over**, **across**, **through** and **around** on the board. Point to each word in turn and make the movement for each one. Point to each word again and get children to repeat the words and actions with you.

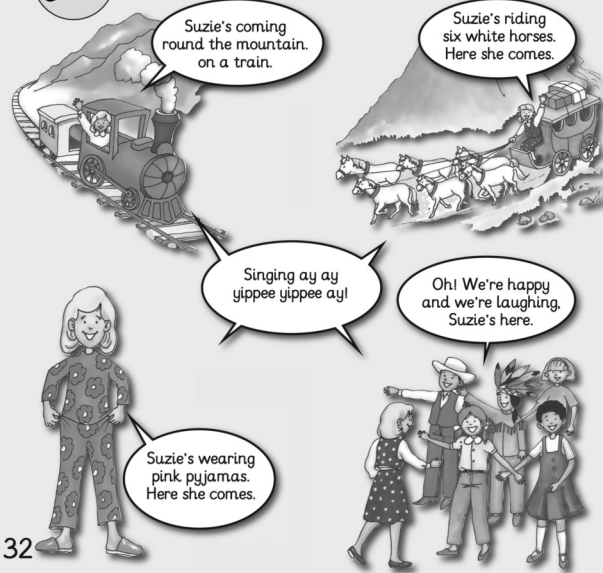
- ☆ Point to each word again and say it. Get the class to do the corresponding movement.

Lesson 3

Unit 4 Adventure



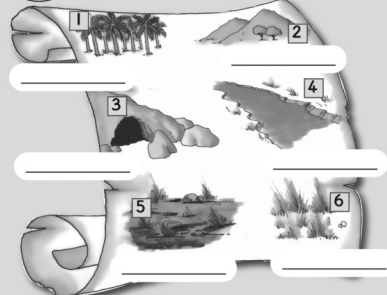
Suzie's Coming Round the Mountain



32



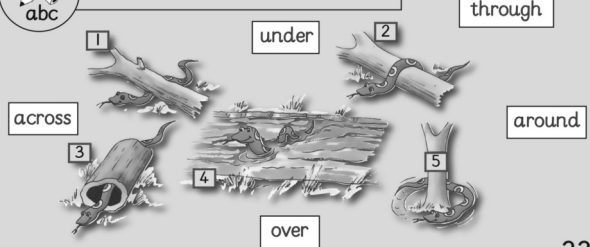
Read and write.



woods
grass
a river
mud
a mountain
a cave

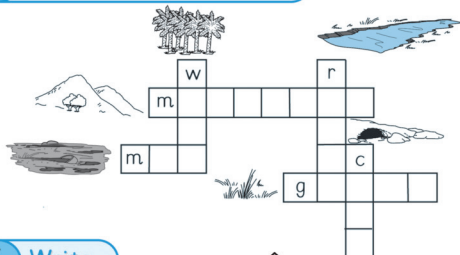


Read, match and draw.

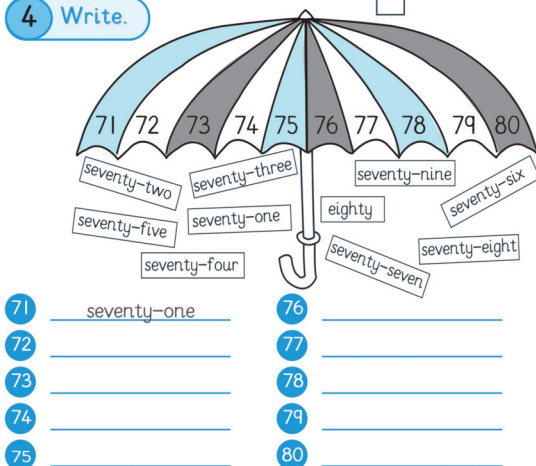


33

3 Complete the crossword.



4 Write.



20

You will need:

- **Flashcards:** 190-195 (grass, mud, river, mountain, woods, cave)
- **Word cards:** 162-167 (grass, mud, river, mountain, woods, cave)

Children will:

- listen to and join in with a song
- revise and sight read the preposition words of movement **over, under, through, around, across**
- listen to sentences and identify prepositions through pictures
- spell words: **woods, grass, river, mud, mountain, cave**
- ask and answer questions [How do you spell mud?]
- complete a crossword to consolidate and revise spelling of the feature words
- Write numbers in words from 71-80.

Task One (5 minutes)

- ★ Ask children to look at the pictures of the song on **page 32** of their *Classbooks*. Tell children that you are going to play *Suzie's Coming Round the Mountain* (Song CD 4.1). Ask them to join in with the words and actions where they can.

Task Two (15 minutes)

Step one

- ☆ Put the word cards **under, over, across, through** and **around** on the board. Point to each word in turn and make the movement for each one. Point to each word again and get children to repeat the words and actions with you.

- ☆ Point to each word again and say it. Do the movements for each word and elicit the word and movement from the class.

Step two

- ☆ Ask children to look at the five small pictures at the bottom of **page 33**. Hold up your *Classbook*, point to the first picture of the snake and ask **What is it?** Elicit **a snake** from the class. As children name the snake say, **Yes, a snake** as you make the slithering movement of a snake with your hand.

- ☆ Point to the first picture of the snake and say **The snake's sliding under a tree**. Get children to repeat this with you. Make it clear through gesture that sliding describes the movement the snake makes.

- ☆ Tell children that they will hear the snake being described on the CD. Ask them to listen and look at the pictures.

- ☆ Play *listening CD 4.2*. Pause after each sentence and ask children **What picture?**

Listening Transcript 4.2 [Track 24]

The snake's sliding under a tree. [picture 1]
 The snake's sliding over a tree. [picture 2]
 The snake's sliding through a tree. [picture 3]
 The snake's sliding around a tree. [picture 5]
 The snake's swimming across a river. [picture 4]



- ☆ Tell children that you will play the CD again. Ask them to listen, look at the pictures and repeat the words after the CD.
- ☆ Play the CD again. Pause after each sentence and encourage children to repeat the words.
- ☆ Point to picture 1 of the snake in your *Classbooks* and say **The snake's sliding ...** Encourage the class to finish the sentence for you – **under a tree**.

- ☆ Point to picture 2 of the snake and start the sentence **The snake's sliding ...** Again, encourage the class to finish the sentence for you – **over a tree**. Repeat this procedure with the remaining three pictures. Make sure that children use swimming, not sliding, with picture 5.

Step three

- ☆ Ask children to look at the words around the pictures. Tell them to **Draw a line from the word to the matching picture**. Demonstrate this in your *Classbook*.

- ☆ When children have finished, ask them to compare their work with a friend's. While children are comparing their work, remove the word cards from the board.

- ☆ Say, **look at picture 1**. Start the sentence: **The snake's sliding ...** and get the class to complete it for you – **under a tree**. Put the word card **under** next to number 1. Repeat this procedure for the remaining four pictures. Remove the word cards at the end of the activity.

Task Three (10 minutes)

Step one

- ☆ Tell children to **Look at the map at the top of page 33**. Ask children to identify all the features on the map. Ask **What's number 1?** etc. As children name the features, put the corresponding flashcards on the board.

- ☆ Put the corresponding word cards on the table in front of you. Tell the class that you are going to spell a word and they must say what it is. Tell children to listen carefully and look at the words around the map.

- ☆ Start with one of the shorter words. For example, spell out **m – u – d**. Elicit **mud** from the class. As children name the word, put the word card under the corresponding flashcard on the board. Repeat this procedure until you have spelled out all the words.

- ☆ Ask the class **How do you spell [grass]?** Encourage the class to spell out the word with you. As children name each letter, point to it in the word.

- ☆ Ask an individual child **How do you spell [river]?** Encourage the child to spell the word. The rest of the class should listen carefully and say **Yes** if they are correct, and **No** if they are wrong.
- ☆ Point to one of the words on the board and encourage the class to ask you the question **How do you spell [mountain]?** Spell out the word. Get the class to ask you to spell two or three more words until you feel they are confident with asking the question **How do you spell ... ?**
- ☆ Organise the class into pairs. Tell them to take it in turns asking and answering **How do you spell ... ?** questions about the six features on the map.
- ☆ Remove the word cards from the board.

Step two

- ☆ Ask children to open their *Skills book* at **page 20** and to look at activity 3. Children have practised spelling the six words orally. The task on the page is to consolidate their learning by getting them to spell the words and to write them down. The first letter of each word is given and there are also picture cues to support children. Encourage children to try to complete the crossword by themselves first. If however, they get into difficulties, you can flash the word cards so that they can be reminded of what the word looks like.

Step three

- ☆ Ask children to look at the numbers on the umbrella in activity 4. Get children to read out the numbers. Get them to tell you what they have to do. This task asks children to transfer and match the numbers. Give the activity as homework if time does not allow,

Lesson 4

The Treasure Hunt



Listen and read.



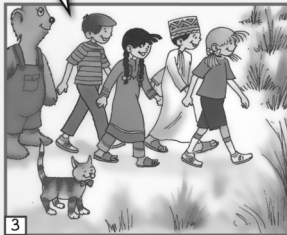
What are you doing?



We're all going on a treasure hunt. Come on.

We can't go over it.
We can't go under it.
Oh! No.
We've got to run through it.
Swish, swash. Swish, swash.
We've got to run through it.

Uh-uh. There's some tall grass.



34



Uh-uh.
There's some deep mud.

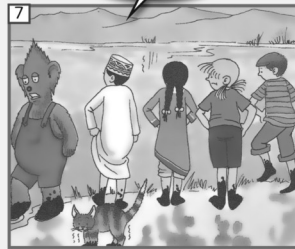


We can't go over it.
We can't go under it.



Oh! No.
We've got to walk through it.
Squelch, squerch. Squelch, squerch.
We've got to walk through it.

Uh-uh.
There's a deep river.
We can't go over it.
We can't go under it.



Oh! No.
We've got to swim across it.
Splash, splash. Splash, splash.
We've got to swim across it.

35

Uh-uh.
There's a dark wood.
We can't go over it.
We can't go under it.



Oh! No.
We've got to walk through it.
Bank, crash. Bank crash.
We've got to walk through it.



Uh-uh.
There's a tall mountain.
We can't go over it.
We can't go under it.



Oh! No.
We've got to go around it.
Puff, pant. Puff, pant.
We've got to go around it.



36

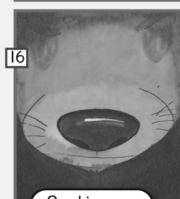
Uh-uh.
There's a dark cave.
We can't go over it.
We can't go under it.



Oh! No.
We've got to go in it.
Tip toe. Tip toe.
We've got to go in it.



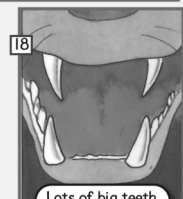
WHAT'S THAT?



One big nose.

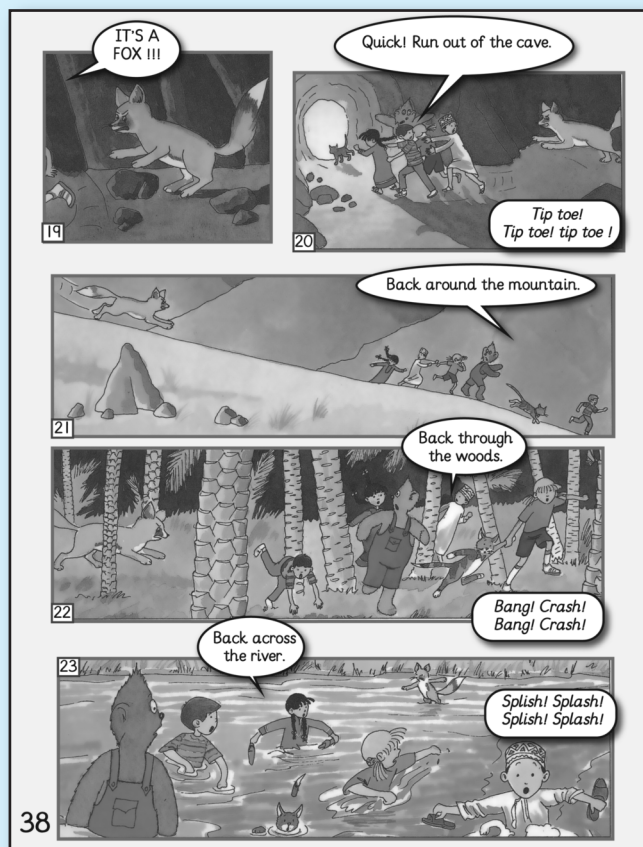


Two big eyes.



Lots of big teeth.

37



You will need:

- **Flashcards:** 106,190-195 (treasure, grass, mud, river, mountain, woods, cave)
- **Word cards:** 162-167 (grass, mud, river, mountain, woods, cave)

Children will:

- listen to and join in with a song
- revise the feature words **river, woods, mud, mountain, grass** and **cave**
- read and match words and pictures for **river, woods, mud, mountain, grass** and **cave**
- read, match and write prepositions of movement through pictures **over, under, through, around, across**
- revise and learn numbers from 71-80
- revise the word **treasure**
- listen to a story for comprehension

Task One (5 minutes)

- ★ Quickly distribute the following word cards and flashcards around the class: **river, woods, mud, mountain, grass, cave**. Tell the class that you will say the name of one of the features. Ask children who think they have the flashcard or

word card for that feature to hold it up. The rest of the class should look and say **Yes** if the cards are correct and **No** if they are incorrect. If the cards are correct, ask the two children to come and put them on the board.

- ★ When all the flashcards and word cards are on the board, point to each one in turn and ask **What is it?** Elicit the name of each object, and then ask the class **How do you spell [river]?** Repeat this procedure until children have named and spelled out each feature.

Task Two (5 minutes)

- ★ Ask children to look at the pictures of the snake at the bottom of **page 33**. Tell them they will hear the snake being described. Ask children to listen and look at the pictures.
- ★ Play the listening CD 4.3. Pause after each sentence and ask the class **What picture?**

NB. The sentences are in a different order from the previous script.

Listening Transcript 4.3 [Track 25]



The snake's sliding around a tree. [picture 5]
 The snake's sliding through a tree. [picture 3]
 The snake's sliding under a tree. [picture 1]
 The snake's swimming across a river. [picture 4]
 The snake's sliding over a tree. [picture 2]

- ★ Tell the class you will play the CD again. Ask them to listen, look at the pictures and repeat the words after the CD.
- ★ Play the listening again. Pause after each sentence and encourage the class to repeat the words after the CD.
- ★ Tell children that you are going to say the number of one of the pictures. Ask them to listen, look at the picture and say what the snake is doing. For example, you say **number 3** and the class say **The snake's sliding through a tree**. Get the class to describe all the pictures.

Task Three (15 minutes)

Step one

- ★ Hold up the treasure flashcard and ask **What is this?** If children can't remember the word, say **It's treasure** and get them to repeat this with you.
- ★ Tell the class they are going to hear a new story. Ask them to look at the pictures of the story on **pages 34 to 39** of their *Classbooks*. Tell children not to look at the words at this stage. Give children a few minutes to look at the story pictures, then ask them to tell you as much as they can about the pictures in English. Ask **What can you see in the pictures?** Children should be able to name **a mountain, a wood, a river, a cave, mud** and **grass**. They may also remember a fox from 'The Fox and the Crow' story in 1B.
- ★ Tell children to look at the story pictures again, and then ask them to find **some grass, some mud, a river, woods, a mountain, and a cave**. Ask them to tell you the number of the picture that they can see each thing in. As children tell you the number of the picture, point out the things out in your *Classbooks*.
- ★ Tell the class that you are going to play them the story on the CD. Ask children to look at the pictures and listen.

- ★ Play listening CD 4.4 straight through the first time. Do not worry that this is a long story. The class can understand it from the pictures alone. It is a highly repetitive story and the more times children hear it, the more confident they will become in their abilities as listeners.

Note: We can use either woods or a/the wood to denote a small forest. Previously in the unit, children learned woods, but in this listening, they will hear a dark wood/the wood.

Listening Transcript 4.4 [Track 26] Treasure Hunt



What are you doing?
 We're all going on a treasure hunt. Come on.
 Uh-uh! There's some tall grass.
 We can't go over it.
 We can't go under it.
 Oh no! We've got to run through it.
Swish, swash, swish, swash.
 We've got to run through it.

Uh-uh! There's some deep mud.
 We can't go over it.
 We can't go under it.
 Oh no! We've got to walk through it.
Squelch, squerch, squelch, squerch.
 We've got to walk through it.

Uh-uh! There's a deep river.
 We can't go over it.
 We can't go under it.
 Oh no! We've got to swim across it.
Splish, splash, splish, splash.
 We've got to swim across it.

Uh-uh! There's a dark wood.
 We can't go over it.
 We can't go under it.
 Oh no! We've got to walk through it.
Bang, crash, bang, crash.
 We've got to walk through it.

Uh-uh! There's a tall mountain.
 We can't go over it.
 We can't go under it.
 Oh no! We've got to go around it.
Puff, pant, puff, pant.
 We've got to go around it.

Uh-uh! There's a dark cave.
 We can't go over it.
 We can't go under it.
 Oh no! We've got to go in it.
Tiptoe, tiptoe.
 We've got to go in it.

WHAT'S THAT?

One big nose.
Two big eyes.
Lots of big teeth.
IT'S A FOX!!

Quick! Run out of the cave!
Tiptoe, tiptoe, tiptoe!

Back around the mountain!
Puff, pant, puff, pant!

Back through the wood!
Bang, crash, bang, crash!

Back across the river!
Splish, splash, splish, splash!

Back through the mud!
Squelch, squerch, squelch, squerch!

Back through the grass!
Swish, swash, swish, swash!

Back to the house!
We're not going on a treasure hunt again!

- *There's a tall mountain ...
Make climbing movements with your arms.*
- *There's a cave ...
Make very small and gentle walking movements with your finger tips on the desk top.*
- *WHAT'S THAT?
One big nose.
Two big eyes.
Lots of big teeth.
Point to your nose, eyes and teeth.*
- *For the return journey of the story:
Do the same actions, but in reverse and very fast!*

Step two

Tell children you are going to play/tell the story again. Ask children to listen and to watch you. As you play or tell the story, do the actions as follows. Get children to copy the actions and do each one with you before you move onto the next stage of the story.

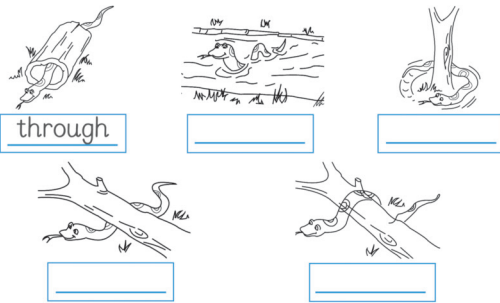
The actions for each stage of the story are as follows:

- *We're all going on a treasure hunt. Come on.
Make walking noises on the desk top with your hands.*
- *There's some tall grass ...
Part the long grass with your arms,
making swishing noises.*
- *There's some deep mud ...
Make squelchy noises and lift your hands as if lifting them from something sticky.*
- *There's a deep river ...
Make swimming movements with your arms.*
- *There's a dark wood ...
Put your hand over your eyes, and peer into the distance looking for the way through the trees.*

Lesson 5

1 Read and label.

over across through under around



2 Complete the sentences.

- The snake's sliding through a tree.
- The snake's swimming _____ a river.
- The snake's sliding _____ a tree.
- The snake's sliding _____ a tree.
- The snake's sliding _____ a tree.

21

Children will:

- consolidate their learning of the prepositions **over, across, through, under** and **around** by labelling pictures
- listen to and track a story
- use the prepositions in sentences
- listen to and join in with a song
- listen to a story
- track and read the words of the story

Task One (10 minutes)

- ★ Ask children to open their *Skills Books* at **page 21**. Children have had exposure and practice with the prepositions on the page. Ask children to look at the pictures and to label the pictures by writing the words that match. Once they finish, ask them to use the words to complete the sentences below in the second task. Ask children to look at the picture cues on the side of the sentences for extra support.
- ★ Ask the class to look at the pictures of the song on **page 32**. Tell children that you are going to play the song *Suzie's Coming Round the Mountain* (Song Transcript 4.1). Ask them to join in with the words and actions where they can.

Task Two (5 minutes)

- ★ Tell the class that you are going to play the 'We're all going on a treasure hunt' story (Listening CD 4.4). Ask children to look at the pictures on **pages 34 to 39** as they listen to the story. Play the CD /tell the story.

Task Three (15 minutes)

- ★ Tell children that you are going to play the story again for the third time. (Listening CD 4.4) section by section.
- ★ Play the first sentence and pause the CD. Point to picture 1 and repeat the sentence **What are you doing?** as you point to this picture in your *Classbook*. Get the class to look at the picture in their *Classbooks* and to track the words.
- ★ Play the next sentence **We're all going on a treasure hunt. Come on.** Point to the picture in your *Classbook* and then get children to point, track and read out the sentences.
- ★ Play this next part of the story: **Uh-uh! There's some tall grass.** Point to picture three in your *Classbook* and get children to point to the picture in their *Classbooks* and to read out the sentence. Now ask children to look at picture four. Play the next part.
We can't go over it.
We can't go under it.
Oh no! We've got to go through it.
Swish, swash, swish, swash.

- ★ Pause the CD and get children to repeat these words with you. As you say the words **over, under** and **through**, make the movements that you have taught the class. As you make the sounds **swish, swash**, mime pushing tall grass out of your way.
- ★ Repeat this procedure with the next five parts of the story:

There's some deep mud.
We can't go over it ... etc.
There's a deep river.
We can't go over it ... etc.
There's a dark wood.
We can't go over it ... etc.
There's a tall mountain.
We can't go over it ... etc.

There's a dark cave.
We can't go over it ... etc.

- ★ Each time, play the sentence stating what the obstacle is. Get children to point to the corresponding picture, and then play the repetitive refrain **We can't go over it ... etc.**, and encourage children to point to the picture and repeat the words and actions with you. Make the appropriate actions for walking through deep mud, swimming across the river, stumbling through the wood, climbing around the mountain, and tiptoeing into the cave.

- ★ Play the next part sentence by sentence:

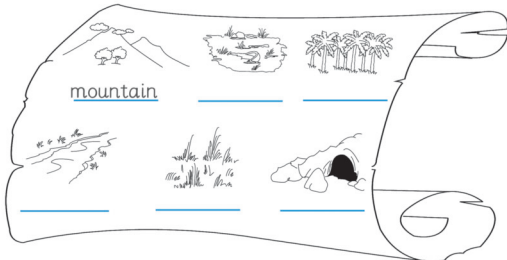
WHAT'S THAT?
One big nose.
Two big eyes.
Lots of big teeth.
IT'S A FOX!!!

- ★ Pause after each sentence. Get children to point to the corresponding picture and repeat the words.
- ★ Play the next part of the story – the return journey – sentence by sentence. Pause after each sentence and get children to point to the appropriate picture and to track the sentences.
- ★ Play the final sentence of the story – **We're not going on a treasure hunt again** – and get children to point to the last picture and repeat the words after the CD.

Lesson 6

3 Read and label.

river grass mud mountain cave woods



4 Read and complete the sentences.

swimming climbing walking running



Sami's walking through the grass.



Maha's _____ across the river.



Biff's _____ over the mountain.



Paul's _____ through the mud.



Soot's _____ around the mountain.

22

★ Play the story (*Listening CD 4.4*).

★ Play the story again. Pause after each obstacle to give opportunities for children to read and track the story.

Step two

★ Once children have tracked and read the whole story, put children into groups so that they can chain the story. Explain that they have to listen and help each other out.

★ Give sufficient time for practice, then ask children in their groups to read and chain the story. In this way, you will come to know children who are faltering or who may require extra support.

Task Three (5 minutes)

★ Tell the class that you are going to play some of the sounds from the story. Ask them to listen and say what it is they can hear.

★ Play the *listening CD 4.5*. Pause after each sound and ask **What can you hear?** Elicit: mud, [someone walking in] a cave, a river, a wood, [tall] grass, [someone walking on] a mountain.

Children will:

- listen to and join in with a song
- listen, and join in with key words from a story
- track and read a whole story
- practise reading a story in groups
- listen to and identify the sound effects from a story
- retell a story using sound effects
- label the map with features: **river, grass, mud, mountain, cave, woods**
- complete sentences using words: **swimming, climbing, walking, running**

Listening Transcript 4.5 [Track 27] Sounds



- *squelching mud*
- *footsteps in a hollow cave*
- *rushing river*
- *wind rustling in trees*
- *long grass being swished from side to side*
- *sound of footsteps/rocks tumbling down mountain*

★ Tell the class that you are going to play the sounds again. This time the sounds are in the same order as the story. Ask the class to help you tell the story using the sounds as prompts.

★ Play *listening CD 4.6*. Pause after each sound and start saying **There's some ...** Try and get the class to join in with **tall grass**. Then try and elicit **We can't go over it. We can't go under it. Oh no! We've got to run through it. Swish, swash, swish, swash.**

Task One (5 minutes)

★ Ask the class to look at the pictures of the song on **page 32** of their *Classbooks*. Tell children that you are going to play the song *Suzie's Coming Round the Mountain* (*Transcript Song CD 4.1*). Ask them to join in with the words and actions where they can.

Task Two (15 minutes)

Step one

★ Ask the class to look at the story on **pages 34 to 39** in their *Classbooks*. Tell the class that you are going to play the story straight through. Encourage children to join in with key words, phrases or sound effects.

Listening Transcript 4.6 [Track 28] Sounds 2



- *long grass being swished from side to side*
- *squelching mud*
- *rushing river*
- *wind rustling in trees*
- *sound of footsteps/rocks tumbling down mountain*
- *footsteps in a hollow cave*

☆ Play each sound effect and try and get the class to help you re-tell the story.

Task Four (5 minutes)

- ☆ Ask children to open their *Skills Books* at page 22. Ask children to read the words at the top of the page and label the places in activity 3 first.
- ☆ Ask children to look at activity 4 and to read the words, then use them to complete the sentences.

Lesson 7

You will need:

- **Flashcards:** 190-195 (grass, mud, river, woods, mountain, cave)
- **Word cards:** 162-167 (grass, mud, river, woods, mountain, cave)

Children will:

- listen to and join in with a song
- listen, track, and read a story
- read and track sentences beginning with [There's some tall ...]
- practise spelling of words [grass, mud, river, wood, mountain and cave]
- write a dictation for [wood grass, mud, river, mountain and cave]



Song Transcript 4.2 [Track 17] Ten Little Indians

verse 1

One little, two little, three little Indians
Four little, five little, six little Indians
Seven little, eight little, nine little Indians
Ten little Indian boys

verse 2

Ten little, nine little, eight little Indians
Seven little, six little, five little Indians
Four little, three little, two little Indians
One little Indian boy

- ★ Tell children you will play the next part of the song. Ask children to listen and watch you.
- ★ Play verse 2. As you sing along with the CD point to the numbers on the board as they are named in the song.
- ★ Play verse 2 again. Ask children to join in with the words when they can.
- ★ Tell children you are going to play the whole song. Ask them to join in with the words when they can. Play the whole song.

Task Two (10 minutes)

- ★ Ask the class to look at the story on pages 34 to 39 of their *Classbooks*. Tell the class that you are going to play the story straight through. Encourage children to join in and track the story with you.

Task Three (5 minutes)

- ★ Write the following sentences on the board. Do not write the words in brackets. Put the corresponding flashcards in their places.

There's some tall [grass].
There's some deep [mud].
There's a deep [river].
There's a dark [wood].
There's a tall [mountain].
There's a dark [cave].

- ★ Ask children to look at the sentences on the board. Track underneath each one and encourage the class to read the sentences with you. Read all the sentences in this way.

Task One (5 minutes)

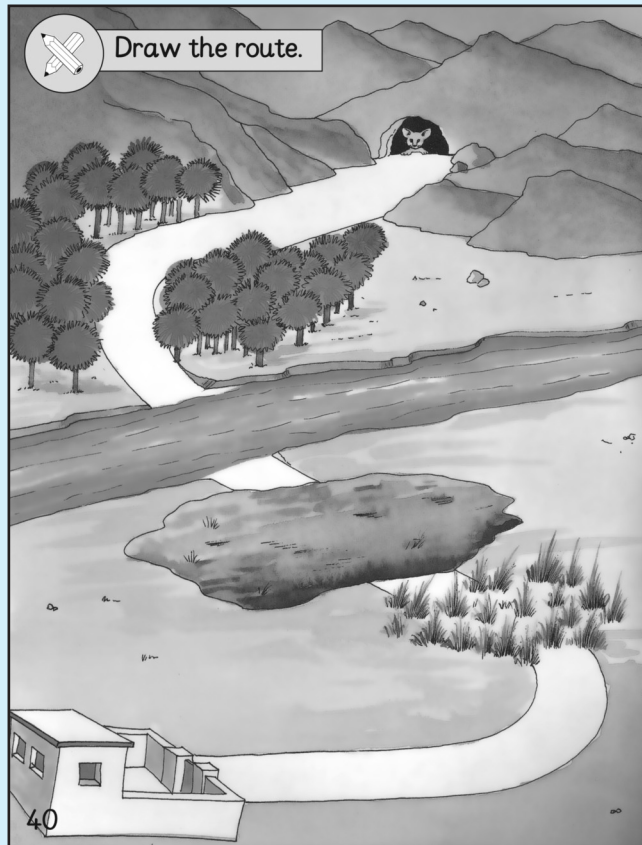
- ★ Ask children to look at page 32 of their *Classbooks*. Hold up your *Classbook* and point to the North American Indian boy in picture four. Ask the class if they can remember a song about Little Indian Boys. If they can't remember, remind them that they learnt a song in 1A about *Ten Little Indians*.
- ★ Write the numbers 1–10 on the board. Point to the picture of the American Indian boy and say **one little Indian**. Get the class to repeat this with you. Then point to the number 2 on the board and say **two little Indians**. Get the class to repeat this with you. Point to the number 3 and try and elicit **three little Indians** from the class. Repeat this procedure until children have counted up to ten little Indians.
- ★ Tell children you are going to play the song. Ask children to listen and watch you the first time.
- ★ Play verse 1. As you sing along with the CD, point to the numbers on the board as they are named in the song.
- ★ Play verse 1 again. Ask children to join in with the words when they can.
- ★ Point to the number 10 on the board and say **Ten Little Indians**. Get the class to repeat this with you. Then point to the number **nine** and elicit **Nine Little Indians** from the class. Continue with this procedure until children have counted back down to one.

- ☆ Point to the flashcard in each sentence and ask for a child to volunteer to come and put the corresponding word card in its place.
- ☆ When all the flashcards have been replaced by word cards, get the class to read the sentences with you again.

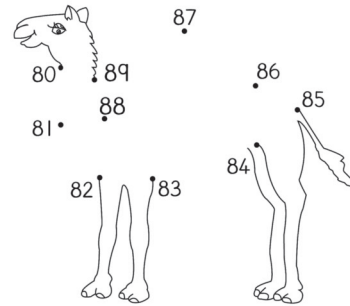
Task Four (10 minutes)

- ☆ Have in your hands the word cards for **grass**, **mud**, **river**, **woods**, **mountain** and **cave**. Flash a card for a moment. Ask children **Who can spell ... [grass]?** Get individual children to spell out the words. Do this several times with all the word cards. When children have had sufficient practice, explain to them that you are going to give them a dictation. Ask children to open their *Skills Books* at **page 56** at the end of the Review section, and to write numbers **1-6**.
- ☆ Say a word and ask children to write it down. Give a dictation for all the words.
- ☆ Ask children to exchange their books.
- ☆ Stick the word cards one by one on the board and get children to correct their partner's dictation. Ask children to copy down the words they spelled wrongly. Make sure that the spellings they copy are correct.

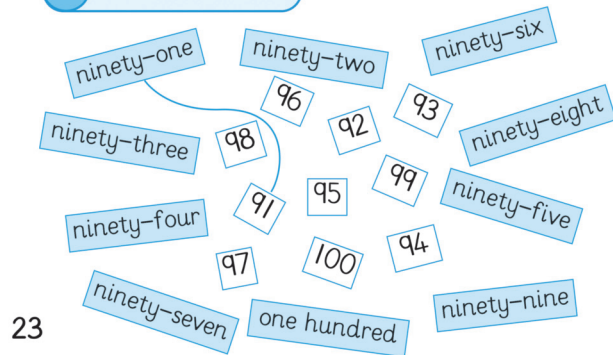
Lesson 8



1 Follow the numbers and join the dots.



2 Read and match.



Children will:

- listen to and join in with a song
- track, read and repeat a story
- draw a route to show the first stage of a story and re-tell the story
- draw a return route to show the second stage of a story and re-tell the story
- learn numbers 80-89 and consolidate them by joining then in sequence
- learn numbers 91-100 and consolidate them by matching numbers to number words

Task One (5 minutes)

- ★ Tell the class that you are going to play *Ten Little Indians* (Song CD 4.2). Ask them to join in with the words when they can.

Task Two (10 minutes)

- ★ Ask the class to look at the story on pages 34 to 39 of their *Classbooks*. Tell the class that you are going to play/tell the story straight through. Encourage children to track and read the story. You may want to pause after every sentence for them to repeat the sentence. Play/ tell the story (*Listening 4.4*).

Task Three (10 minutes)

Step one

- ★ Ask children to look at page 40 of their *Classbooks*. Hold up your *Classbook* and point to the picture of the house. Say **Look, they're going on a treasure hunt. What happens next?** Show children the path and explain that this is the route children took. Track the route with your finger.

- ★ Ask children to remember the story and draw a blue dotted line to show the route the characters took in the story. Ask children to draw the route as far as the cave. While children are drawing the route, draw a very simple copy of the map on the board.

- ★ Get children to show their route to a friend. Show children your map on the board. Ask for a child to volunteer to come and draw the first part of the route on the board. Use this to re-tell the first part of the story. Encourage the class to join in with you. Repeat this procedure until you have re-told the story up to the point where the characters reach the cave.

- ☆ Ask children if they can guess what they have to do next. Tell the class to draw the return route in red. Get children to compare their routes. When children have finished, ask them to complete the route on the board and help you re-tell this part of the story.

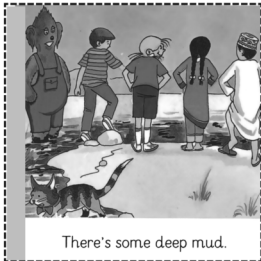
Step two

- ☆ Organise children into pairs. Ask them to re-tell the story using their story map. Encourage children to do the actions as they re-tell the story.

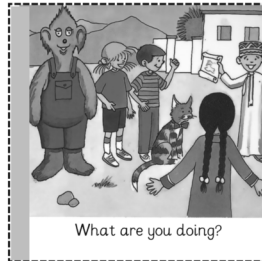
Task Four (5 minutes)

- ☆ Ask children to look at **page 23** of their *Skills Books*. Ask children to look at the first activity. Elicit from children what they think they have to do. They have to join the numbers in sequence to complete the picture.
- ☆ Get children to say the numbers **80 -90** several times.
- ☆ Ask children to look at the numbers in **activity 1** and to join the numbers in sequence. Ask them to tell you the name of the animal when they finish.
- ☆ Get children to chain the numbers **91 to 100**. Get children to look at **activity 2** and tell you what they have to do. Children have to match the numerical numbers to word numbers.

Lesson 9



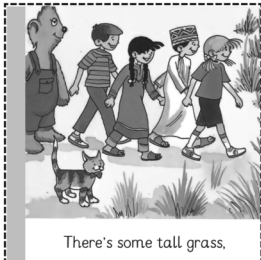
There's some deep mud.



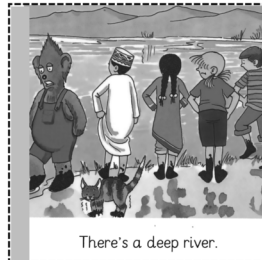
What are you doing?



cut



There's some tall grass.



There's a deep river.

70



We're all going on a treasure hunt. Come on!



We've got to walk through it.



cut

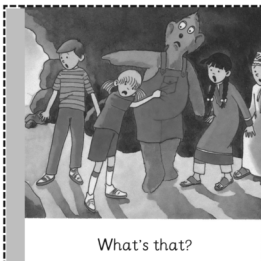


We've got to swim across it.

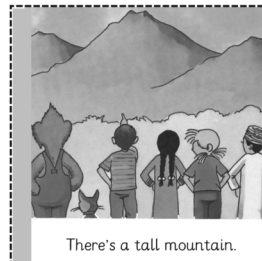


We've got to run through it.

71



What's that?



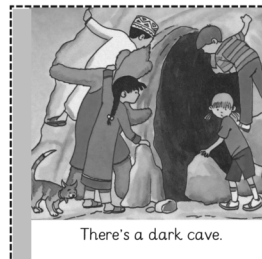
There's a tall mountain.



cut



There's a dark wood.

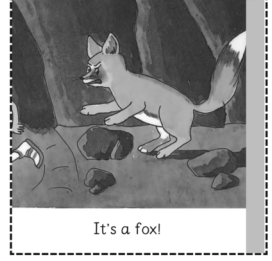


There's a dark cave.

72



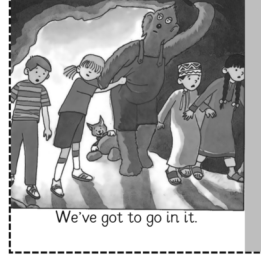
We've got to go around it.



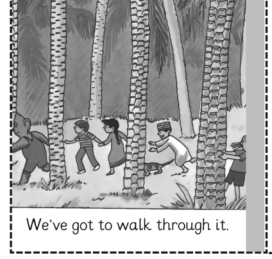
It's a fox!



cut

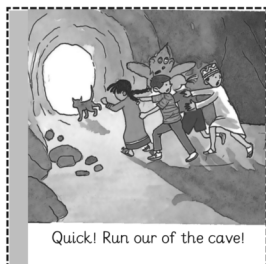


We've got to go in it.



We've got to walk through it.

73



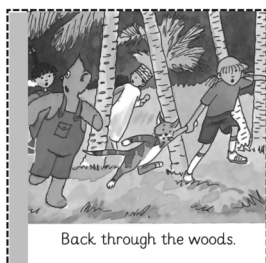
Quick! Run out of the cave!



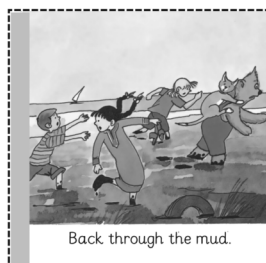
Back to the house.



cut



Back through the woods.

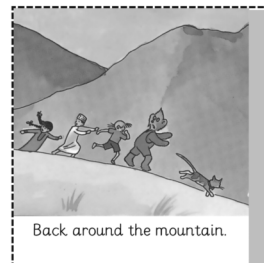


Back through the mud.

74



We're not going on a treasure hunt again.



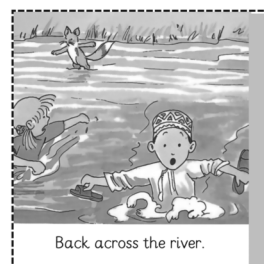
Back around the mountain.



cut



Back through the grass.



Back across the river.

75

3 Read and complete the sentences.



- 1 The monkey is in the tree .
- 2 The elephant is next to the giraffe .
- 3 The spider is on the hippo .
- 4 The frog is under the crocodile .
- 5 The tiger is in the tree .
- 6 The deer is walking through the grass .

through
in
under
next to
above
on

24

You will need:

- **Scissors:** enough for each child to have a pair
- **A stapler**

Children will:

- listen to a story and join in with keywords, phrases, actions and sound effects
- make a story booklet
- read the story in sequence from their booklets
- listen and read to each other
- revise the prepositions **through, in, under, next to, above, on** orally
- consolidate the use of prepositions by completing sentences

Task One (5 minutes)

- ☆ Ask the class to look at the story on **pages 34 to 39** of their *Classbooks*. Tell the class that you are going to play the story straight through. Encourage children to join in with key words, phrases, actions and sound effects when they want.

☆ Play listening CD 4.4.

Task Two (15 minutes)

☆ Ask the class to look at pages 70–75 in the cut-out section at the back of their Classbooks (*pictures to make a Booklet of the story*). Distribute the scissors and tell children to cut out the pictures along the dotted lines. Collect the scissors when all the pictures have been cut out.

☆ Ask children to look carefully at the pictures and put them in the correct order for the story. Check children's sequences by reading the story together using the words on the pages of the tiny books. Ask children to bring their books to you so you can staple them together.

☆ Organise children into pairs. Ask them to read the story to each other.

Task Three (10 minutes)

☆ Ask children to open their *Skills Books* at page 24. Children should now be familiar with a lot of prepositions. Do a quick revision of the prepositions to remind children of their meanings. Once you are satisfied, get them to look at the picture and talk about the picture using the prepositions. Finally ask children to complete the sentences with the words from the box, and using the picture as a cue.

Lesson 10

Read and match.

a

b

c

f

1. Sami's walking through the tall grass. ☐
2. Vicky's swimming across the river. ☐
3. Biff's climbing over the mountain. ☐
4. Maha's walking through the woods. ☐
5. Paul's walking through the mud. ☐
6. Soot's running around the mountain. ☐

d

e

41

Children will:

- listen to a story and join in with keywords, phrases, actions and sound effects
- practise acting out a story
- answer the question **What am I doing?** by using [climbing, running, walking, swimming]
- listen to the question **What is [Sami] doing?** and respond with [He is walking, through the tall grass]
- revise vocabulary by looking at pictures from the frieze
- do self evaluation

Task One (5 minutes)

- ★ Ask the class to look at the story on **pages 34 to 39** of their *Classbooks*. Tell the class that you are going to play the story straight through.

- ★ Play *listening transcript 4.4*.

Task Two (15 minutes)

- ★ Organise the class into groups. Tell them to practise acting out their story.
- ★ Create enough space for groups to act out their story at the front of the class. Get each group in

turn to come to the front of the class. The rest of the class should be an appreciative audience.

Task Three (5 minutes)

- ★ Mime the action of walking through the tall grass. Ask children **What am I doing?** Try and elicit **You're walking ...[through tall grass]**. Now perform all of the following actions: **swimming across the river, climbing over the mountain, walking through the woods, walking through the mud, running around the mountain**. Try and use the same actions that you used when telling the story. Each time, ask **What am I doing?** and elicit the action from the class: **You're ...[walking through the mud]**.
- ★ Tell the class to look at the pictures on **page 41** of their *Classbooks*. Ask questions about all the pictures. For example, ask **What's Sami doing?** Encourage the class to respond with **He's walking through the tall grass**.

- ★ Ask children to look at the six sentences on the page. Tell them to read the sentences and match them with the correct letters. When they have finished, tell them to check their work with a friend's.

- ★ Do a whole class feedback. Say **Sentence 1. Sami's walking through the tall grass. Which picture?** Elicit **b** from the class, and then encourage children to repeat the sentence. Repeat this procedure for all the sentences.

Task Four (5 minutes)

- ★ Ask children to look at the frieze on **pages 32 and 33** of their *Classbooks* and get them to name all the features and prepositions.
- ★ Ask children to look at the two faces at the bottom of **page 41** of their *Classbooks*. In L1, ask them to say which face represents *hard* and which one *easy*. Ask them to think about the things they did in this unit. Encourage them to look through the pages to remind themselves what they learned. Tell children to colour in a face according to whether the unit was *hard* or *easy* for them.

Children will learn how to:

- ◆ Name foods and drinks
- ◆ Categorise foods into fruit and vegetables
- ◆ Categorise foods and drinks
- ◆ Talk about hunger and thirst
- ◆ Associate eat with food and drink with beverages
- ◆ Express food likes and dislikes
- ◆ Recognise and use the indefinite article a/an [an + noun]
- ◆ Recognise some for an indefinite number of items and with mass nouns
- ◆ Recognise the connective but
- ◆ Recognise plurals made by adding s
- ◆ Make and respond to polite requests
- ◆ Make suggestions
- ◆ Sight read these words:
bread, carrot, cheese, chicken, fish, honey, onion,
potato, rice, egg, tomato, biscuits, cola, milk, orange
juice, water, coffee, tea, apple, banana, date, orange,
cake, ice-cream, chips, lemonade
- ◆ Read rebus sentences [where visuals are used to reinforce or replace vocabulary items]
- ◆ Transfer information
- ◆ Spell food and drink words
- ◆ Match spoken words and pictures
- ◆ Match written words and pictures
- ◆ Match oral information to a picture
- ◆ Match written information to a picture
- ◆ Identify a picture from aural information
- ◆ Identify a picture from written information
- ◆ Look for detail in pictures
- ◆ Listen for detail
- ◆ Listen to longer more complex texts for general understanding
- ◆ Read a cumulative food text
- ◆ Recall by visualising
- ◆ Recognise the rhythm and stress of English through songs

Main language

- ◆ I've got a cake.
- ◆ I like/don't like chocolate.
- ◆ Yes, I like [cola].
- ◆ No, I don't like [fish].
- ◆ Can I have an apple, please?
- ◆ Here you are.
- ◆ Thank you.
- ◆ I'm hungry/thirsty.
- ◆ Have a/an/some ...

Vocabulary

- ◆ *Food:* biscuits, eggs, fruit, vegetable apple, banana, bread, cake, carrot, cheese, chicken, chips, date, fish, honey, ice-cream, onion, orange, potato, rice, tomato
- ◆ *Drink:* coffee, tea, cola, lemonade, milk, orange juice, water
- ◆ hungry, thirsty
- ◆ money, shop

Skills

- ◆ Apply prior knowledge
- ◆ Categorise
- ◆ Reason deductively
- ◆ Sort foods by quantity (into only one and more than one)
- ◆ Sort words into initial vowel groups
- ◆ Sort food into fruits and vegetables
- ◆ Sequence events
- ◆ Read whole words
- ◆ Read whole sentences which have been learned orally

Literacy

- ◆ Match pictures with words
- ◆ Learn words for a spelling quiz
- ◆ Understand the concept of plurals
- ◆ Unscramble letters to form words
- ◆ Understand and complete sentences
- ◆ Compare a chart
- ◆ Classify words under vegetable or fruit
- ◆ Learn to use the indefinite article a/an
- ◆ Consolidate understanding of a, an, some
- ◆ Do crossword puzzles
- ◆ Complete sentences with like/ don't like
- ◆ Sort and classify items of food and drink
- ◆ Identify items of food and drink from descriptions

Classroom language

- ◆ What can you see? How many [carrots]?
- ◆ Look at [the foods and drinks on page ...]
- ◆ Listen and look at the picture

Activities

- ◆ Draw food and drink for a picnic
- ◆ Draw foods to complete written sentences
- ◆ Draw fruits and vegetables
- ◆ Read a song
- ◆ Play a spelling game using letter cards/racks
- ◆ Label pictures with words
- ◆ Complete charts
- ◆ Play I spy
- ◆ Participate in shared reading
- ◆ Listen, read, and colour pictures
- ◆ Sing songs

Lesson 1



Unit 5 Food and Shopping

Listen and point. Sing a Song of Baskets

Sing a song of baskets.
A basket full of carrots,
A basket full of chocolate cake,
Or maybe pretty parrots,
A basket full of tasty dates,
A basket full of money.
Or if it's something sweet you want,
A basket full of honey.
Ugh!



Label the pictures.

a carrot 2 bananas	4 carrots a banana	2 cakes a cake	an apple 3 apples
-----------------------	-----------------------	-------------------	----------------------



42

Listen and match.



Draw and write.

My picnic

I've got _____, _____, _____
and _____.

43

You will need:

- **Flashcards:** 39, 41, 45, 47, 51, 142, 196 (apple, cake, dates, honey, orange, banana, carrots)
- **Word cards:** , 27, 31, 33, 175 (cake, dates, honey, money)
- **Realia:** Omani Rials and Baizas, two bottles of water (1 empty, 1 full)

Children will:

- identify and name items of food
- understand the meanings of 'full' and 'empty'
- listen to and join in with a song
- understand the meaning of money
- match pictures with words
- practice spelling
- do a spelling quiz

Task One (10 minutes)

Step one

- ★ Ask the class to look at the frieze on pages 42 and 43 of their *Classbooks*. Get them to name as many items of food and drink in English as they can.

- ★ Ask children to look at the picture on page 42. Give children time to study the picture. Point to the basket in your *Classbook* and say **a basket**. Get children to repeat this with you, and then ask them to name any of the things they recognise in the

baskets. They should be able to name **carrots**, **cake**, **dates**, **parrots** and **honey**.

- ★ Hold up your full bottle of water. Ask **What is it?** Children may remember the word **water** from 2A. If they don't, say **It's water**. Hold up your empty bottle of water. Show children that there is no water in it. Take the top off and turn it upside down. Say **It's empty**. Now hold up your full bottle of water. Indicate the water in the bottle and say **It's full**. Check that children understand these concepts in L1.

Step two

- ★ Tell the class that you are going to play them a song about baskets. Ask them to listen and look at the pictures. Play *Sing a Song of Baskets* (Song CD 5.1) straight through.

Song Transcript 5.1 [Track 18] Sing a Song of Baskets

Sing a song of baskets,
A basket full of carrots, [picture 5]
A basket full of chocolate cake, [picture 2]
Or maybe pretty parrots, [picture 3]
A basket full of tasty dates, [picture 1]
A basket full of money, [picture 4]
Or if it's something sweet you want,
A basket full of honey, [picture 6]
Ugh!



- ☆ Play the song again, line by line. Pause after each line, and ask children to listen and say the number of the picture that shows the basket being described in the line. Children should be able to identify the basket full of money through a process of elimination because they know all the other items. Hold up some rials and baizas and say money. Get the class to repeat this with you two or three times. You may want to remind children of the difference between **sweet** and **sour**.

- ☆ Play the song line by line again. Sing the lines with the CD and then get the class to sing the lines with you. Play the song straight through again. Ask children to join in with the words when they can.

Task Two (10 minutes)

- ☆ Ask children to name all the foods in the song. As children name the foods, put the corresponding flashcard on the board. You should have **a carrot**, **a cake**, **dates**, and **honey** on the board. Point to each one in turn and name them – **carrots**, **dates**, etc. Get the class to repeat the words after you.
- ☆ Ask children to shut their eyes. Remove one of the flashcards from the board. Tell children to **Open your eyes**. Ask them **What's missing?** Use gesture and facial expression to make it clear that something is missing from the board. Try and elicit the name of the missing food from the board. If children cannot remember, hold up the flashcard, elicit the food word from them, and then put it back on the board.

- ☆ Tell children to **Close your eyes again**. Remove a different flashcard. Get the class to open their eyes and say what flashcard is missing. Put it back on the board.

- ☆ Ask children to look at the four flashcards and remember what they are. Give them a moment to look at the flashcards before you remove them from the board. Ask children if they can remember the four food flashcards. As they are named, put them back on the board. The class should find this relatively easy.

- ☆ Add these flashcards to the board: **banana**, **apple**, **orange**. As you put the flashcards on the board, elicit the names of the fruits from the class. Point to each of the seven flashcards on the board in turn and get children to name the foods.

- ☆ Ask children to look at and remember the foods

again. Give them about half a minute to look at the flashcards. Remove the flashcards from the board and write the number **7** on the board.

- ☆ Tell children to compare the names of the foods they remember with a friend. Can they remember all seven? Ask for a pair of children to volunteer to name the foods. Put any foods named correctly back on the board.

Task Three (5 minutes)

- ☆ Quickly chain the alphabet round the class.
- ☆ Point to the flashcards in random order and elicit the names of the foods from the class. As children name the foods, hold up the corresponding word cards and repeat the name of the food. Put the word cards under the flashcards.
- ☆ Point to each flashcard and word card in turn. Name the item of food and ask the class **How do you spell ...[cake]?** Help children to spell out the word as you point to it on the board. Repeat this procedure for the remaining six foods.
- ☆ Ask a confident child **How do you spell [dates]?** The child has to find the word on the board themselves and then spell it out. Get individual children to spell out all the food words on the board. Tell children to take care as you will give them dictation on these words.

Task Four (5 minutes)

- ☆ Write **cake**, **dates**, **honey** and **money** on the board, then ask children to look at each pair of words and to tell you what letters are different in **cake** and **date**. The first and third letters are different, and in **honey** and **money** just the first letter is different.
- ☆ Ask children to look at the words and to learn them as you will give them a spelling quiz. Give children a few moments.
- ☆ Ask children to open their *Skills Books* at the end pages where they can write. Ask children to write the numbers **1-4**. Say each word clearly, three times. Ask children to write **dates**, **cake**, **money** and **honey**.
- ☆ Ask children to exchange their books and correct their partner's work. Put each word card in turn on the board. Get children to make corrections.

Lesson 2



Unit 5 Food and Shopping



Listen and point.

Sing a Song of Baskets



Sing a song of baskets.
A basket full of carrots,
Or maybe pretty parrots,
A basket full of tasty dates,
A basket full of money.
Or if it's something sweet you want,
A basket full of honey.
Ugh!



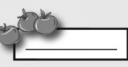
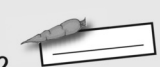
Label the pictures.

a carrot
2 bananas

4 carrots
a banana

2 cakes
a cake

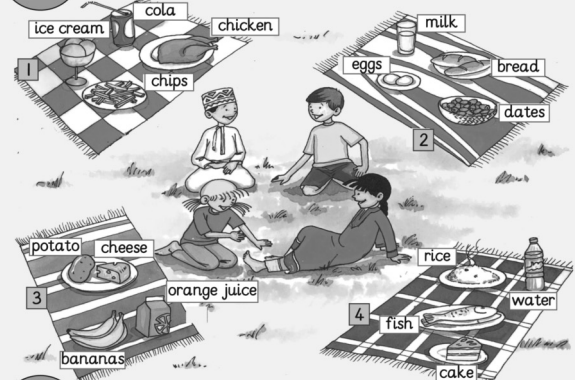
an apple
3 apples



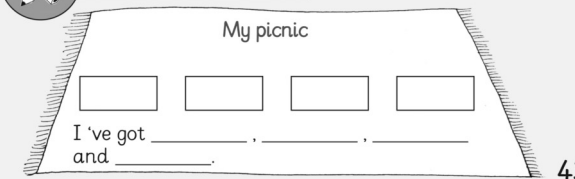
42



Listen and match.



Draw and write.



43

Unit Five

1 Read and write.



bananas



a cake



dates



an apple



cakes



a carrot



apples



a banana



a date



carrots

2 Unscramble the letters. Write the words.



1 c o l a

6



j u e



2 i r e c m e a c e

7



p a t o t



3 b a d e r

8



r i c e



4 g e g

9



f h s i



5 m i k

10



w t a r e

25

You will need:

- **Flashcards:** 37-38, 42, 44-46, 48, 50, 52, 54, 142, 196, 197-199, 202 (chicken, chips, cheese, cola, dates, fish, ice cream, milk, orange juice, potato, banana, carrots, rice, bread, water, egg)
- **EFM 2A Classbook**

Children will:

- revise the names of items of food and drink
- understand the concept of creating plural by adding 's'
- listen and identify pictures
- listen and repeat conversations
- describe pictures and guess characters [I've got {water, rice, fish and a cake} [You are Vicky]

Task One (10 minutes)

- ★ Quickly ask children to look at the words they did for spelling in the previous lesson. Get children to read the words, **dates**, **cake**, **honey** and **money**. Now ask them if they can remember the other three food items they learned in the previous lesson. Elicit **banana**, **apple**, and **orange**.

- ☆ Ask children **Who can spell banana?** Get several children to spell it. Do the same for **apple** and **orange**.
- ☆ Ask children to look at the pictures at the bottom of **page 42**. Point to these in your *Classbook*. Ask children **What food can you see?** Elicit the names of the different foods.
- ☆ Point to a banana in your *Classbook* and ask **How many bananas?** Elicit an answer, **two**.
- ☆ Point to the picture of four carrots and ask **How many carrots?** Elicit **four** from the class.
- ☆ Practise the question **How many...?** using and pointing to the individual foods on the page.
- ☆ Ask children to read the names of the foods in the box aloud. Get children to label the foods.
- ☆ Draw two columns on the board. Write **one** at the top of the first column. Write **more than one** at the top of the second column. Say a food word for example, **a cake**. Point to the two columns and get children to decide whether the word should go into the first column or the second column. Ensure that children understand the meaning of **more than one**.
- ☆ Point to the two cakes, and ask **Which column?** Elicit **2**. Write **cakes** in column two.
- ☆ Point to a carrot. Elicit from children the number of the column. Write **a carrot** under column one. Do the same for the other items of food.
- ☆ Tell children to look at the words in the columns. Ask them to read the words on the board aloud with you. Ask them if they can see the difference between the endings of the words and the 'more than 'one' words. Help children to express the idea that the 'more than one' words all end in 's'. This is a very simple introduction to the notion of discovery learning.

Task Two (5 minutes)

- ☆ Ask children to open their *Skills Books* at **page 25**. Children are now familiar with the idea of 'one' and 'more than one'. Get children to complete the task individually.

Task Three (5 minutes)

- ☆ Ask children to look at **page 43** of their *Classbooks*. Ask children if they can remember anything about the picnic that the characters went on in 2A. You may want to bring your 2A *Classbook* to remind them. Ask **Where were they?** In the park. **What kinds of food did they eat?** etc.
- ☆ Ask the class to look at the items of food and drink on **page 43**. Ask children to name any items of food and drink they remember in English. Put the corresponding flashcards on the board as children name them. Teach the new word **egg** and get children to repeat **an egg** with you several times. Put any remaining food or drink flashcards that children didn't remember on the board and name them. You should have the following flashcards on the board: **milk, egg, cola, chicken, orange juice, cheese, carrots, rice, fish, chips, ice cream, bread, water, dates, banana, potato**. Leave the flashcards on the board.
- ☆ Tell the class that the four blankets show the items of food and drink that Sami, Maha, Paul and Vicky have taken on a picnic with them. Ask the class to listen to Biff and Soot asking questions about the children's picnic.
- ☆ Play *Listening CD 5.1*, section by section, pausing after each dialogue. Ask children to listen and then identify the picnic blankets with those foods. When children have correctly identified the blankets, ask them to draw a line from the character to their picnic blanket.

Listening Transcript 5.1 [Track 29] What have you got?



- Biff:** Maha, what have you got?
Maha: I've got eggs, milk, bread, and dates.
Biff: Mmm. That sounds nice! [picture 2]
- Soot:** Paul, what have you got?
Paul: I've got a cola, chicken, chips, and ice-cream.
Soot: Mmm. Yummy! [picture 1]
- Biff:** Sami, what have you got?
Sami: I've got a potato, orange juice, cheese, and bananas.
Biff: Ooh! What a lot of food! [picture 3]
- Soot:** And what about you, Vicky. What have you got?
Vicky: I've got water, rice, fish, and a cake.
Soot: Oh lovely! I like fish! [picture 4]

- ☆ Play the CD again. Ask children to look at the correct picture as they listen.

Task Four (5 minutes)

- ☆ Tell the class that they are going to hear the CD again. Divide the class in half. Tell one half that you want them to imagine they are Biff or Soot, and repeat the questions after the CD. Tell the other half you want them to imagine they are children with the picnics, and repeat the answers after the CD .

- ☆ Play *Listening CD 5.1* again. Ask children to exchange roles. Pause after each line and encourage children to repeat so that half the class ask four questions and the other half answer them.

Task Five (5 minutes)

- ☆ Ask children to look at the four picnic blankets again. Ask the class questions about what the characters have for their picnic. For example, ask **What's Maha got?** and elicit **milk, [two] eggs, bread, and dates**. Ask questions about all the characters. Accept just the names of items of food and drink at this stage.
- ☆ Tell the class that you are going to pretend to be one of the characters. Describe the items of food and drink. Start describing the food, and drink, on one of the blankets and ask the class to guess who you are. For example, you say **I've got water, rice, fish, and a cake**. Children should listen, look at the pictures, and say **You're Vicky**. Describe each picnic blanket once or twice.
- ☆ Ask a confident child to pretend to be one of the characters and describe what they have on their picnic blanket. The rest of the class should listen, look at the picnic blankets, and try and identify the character. Remind them to use **You're [Sami ...]**. Get two or three more children to volunteer to pretend to be one of the characters and describe their picnic blanket.
- ☆ Organise the class into pairs. Tell children to take it in turns pretending to be a character and describing their picnic blanket. Their partner has to guess who it is and say **You're [Maha]**.

For the next lesson

- ☆ You will need the following flashcard letters: a, b, c, d, e, f, h, i, k, l, m, n, o, p, r, s, t, w, y from grade 1 CRP.

Lesson 3

Listen and match.

Draw and write.

My picnic

I've got _____ and _____.

43

You will need:

- **Flashcards:** 37, 38, 41, 42, 44-48, 50, 52, 54, 142, 196 - 202 (chicken, chips, cake, cheese, cola, dates, fish, honey, ice cream, milk, orange juice, potato, banana, carrots, rice, bread, water, parrots, money, egg)
- **Word cards:** 26-28, 30 - 34, 36, 38, 40, 173 - 181 (a banana, cake, cheese, a cola, dates, fish, honey, an ice cream, milk, orange juice, a potato, carrots, parrots, money, egg, rice, water, bread, chicken, chips)

Children will:

- identify and name items of food and drink
- listen to and join in with a song
- listen and identify pictures
- draw and describe 3 items of food [I've got ...]
- match pictures to words
- learn to spell words beginning with [chips, cheese ...]
- ask and answer questions using ch [What have you got? I've got ...]
- practise spell of words beginning with 'ch'
- play a game of 'I spy with my little eye'

Task One (5 minutes)

★ Ask children to look at the pictures on page 42 of their *Classbook*. Elicit the contents of the baskets from the class. For example, ask **What's in Maha's basket?** Get the class to say what each character has in their basket. As the items are named, put the corresponding word card and flashcard on the board.

★ Play **Sing a song of baskets** (Song CD 5.1). Ask children to join in with the words where they can.

Task Two (5 minutes)

★ Ask the class to look at the picnic blankets on page 43. Tell children they will hear the items of food and drink on each picnic blanket being described. Ask children to listen and say which picture it is.

★ Play **Listening CD 5.2**. Pause after each description and give children time to find the picnic blanket described. Ask **What picture?** and elicit the number of the picnic blanket.

Listening Transcript 5.2 [Track 30] Food

Eggs, milk, bread and dates.
Cola, chicken, chips and ice-cream.
Orange juice, cheese, a potato and bananas.
Water, rice, fish and a cake.



★ Play the CD again. Ask children to listen and repeat the words after the CD.

★ Draw a blanket on the board. Draw three foods and one drink on it. Point to the drawing and describe your picnic. For example, **I've got [an apple, bread, cheese and water].**

★ Ask children to look at the empty picnic blanket at the bottom of page 43 of their *Classbook*. Tell children to draw and write the names of three foods and one drink that they would like to take on a picnic. Tell them to choose from the items of food and drink they can name in English.

★ Ask children to show their picture to a friend when they have finished. Tell them to describe it using **I've got ... [two bananas, chicken, rice and a cola].**

Task Three (10 minutes)

- ☆ Make sure you have the following flashcards and word cards on your desk: **banana, bread, cake, cheese, chicken, chips, cola, date, egg, fish, ice-cream, milk, orange juice, potato, rice, water.**
- ☆ Hold up the flashcards one by one and elicit the names. As children give you each name, put the flashcard on the board.
- ☆ Point to each flashcard in turn and elicit the names again. As children give you each name, hold up the corresponding word card and then put it on the board next to the flashcard.
- ☆ Remove all the flashcards from the board. Point at each word card in turn and elicit the word. As children give you the word, ask for a volunteer to come and put the corresponding flashcard back on the board with the word card. Repeat this process for all 16 words, asking for a different volunteer each time.
- ☆ Ask two children to come to the front of the class. Give one child a flashcard and give the other child a word card. Get them to ask each other **What have you got?** Look at their flashcard or word card, and respond with **I've got ...[fish].**
- ☆ Tell children that you are going to give each of them a flashcard or a word card. Ask them to walk around the class asking **What have you got?** until they find their partner. When children find their partner, they should bring their cards to you and say what they've got. If they are a correct match, tell children to put the word card and the flashcard together on the board. If you have a class with more than 32 children, use some of the flashcards and word cards from lesson 1.
- ☆ When all the flashcards and word cards are back on the board, point to each of pair of cards and elicit the name of the items of food or drink. Tell the class to find the picture of the food on one of the picnic blankets and look at the word written next to it. Repeat this procedure for all the items of food and drink.
- ☆ Take the 16 word cards off the board. Give a child a word card and ask **What have you got?** The child should read the word off the card and

say **I've got ...[bread].** If children need help, tell them to find the word on the page and look at the picture. Quickly distribute the 16 word cards around the class. Ask individual children to hold up their word for the rest of the class to see and say **I've got [milk].** The rest of the class must say if the child is correct or not. If they are not sure, they should check the words using the pictures and words on their *Classbook* page 43. Collect the word cards as each child names the item correctly. This very simple activity is the beginning of basic referencing skills.

Task Four (5 minutes)

- ☆ Tell children that they are going to learn the spellings of three food words beginning with **ch**. Write the letters **ch** on the board and underneath stick on the word cards **cheese, chicken, chips**. Point to each word in turn and get children to spell the words out. When you feel that they are getting confident, remove the word cards from the board. Ask children to open their *Skills Books* at the end where there are empty pages. Ask children to write the numbers **1-3**. Dictate each of the three words. When you have finished, ask children to exchange their books. Stick the word cards one by one on the board. Get children to check on each individual spelling and correct their partners work.

Task Five (5 minutes)

- ☆ Hold up your *Classbook* and point to the items of food and drink on the picnic blankets. Elicit the names from the class. Say **I spy with my little eye something beginning with m.** Ask the class to look at the pictures and try and guess what you are thinking of. They should be able to guess **milk** as it is the only food on the page beginning with 'm'. Use the flashcards as cues.
- ☆ Say the phrase **I spy with my little eye ...** and get the class to repeat it with you. Ask children to play the game using the foods and drinks on their *Classbooks* page 43 (**milk, egg, cola, chicken, orange juice, cheese, carrot, rice, fish, chips, ice cream, bread, water, dates, banana, potato.**)

Lesson 4



Read. Write ✓ or ✗.



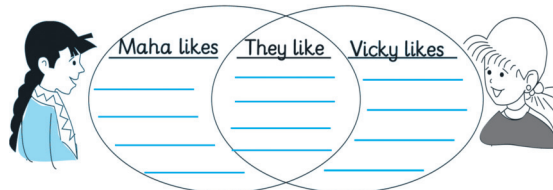
		me	my friend
		✓ ✗	✓ ✗
1. Do you like chicken?			
2. Do you like bananas?			
3. Do you like carrots?			
4. Do you like cake?			
5. Do you like fish?			
6. Do you like milk?			
7. Do you like potatoes?			
8. Do you like chocolate?			
9. Do you like rice?			
10. Do you like dates?			

I like _____, _____ and _____,
but I don't like _____.

44

3 Read and write.

Maha and Vicky are friends. Maha likes eggs, milk, bread and dates. Vicky likes water, rice, fish and cakes. They both like ice cream, chips, cheese and soda.



4 Read. Complete the text. Complete the table.

Biff and Ronnie are friends. Biff likes carrots and ice cream,
but he doesn't like fish. Ronnie likes potatoes and milk,
 chocolate, but he doesn't like dates.

Name	He likes...	He doesn't like...

26

You will need:

- Flashcards:** 37,39, 41,42, 44 - 48, 50, 52, 54, 142, 196 - 202 (chicken, chips, apple, cake, cheese, cola, dates, fish, honey, ice-cream, milk, orange juice, potato, banana, carrots, rice, bread, water, parrots, money,
- Word cards:** 25 - 28, 30 - 34, 36 - 38, 40, 176 - 181 (an apple, a banana, cake, cheese, a cola, dates, fish, honey, an ice-cream, milk, an orange, orange juice, a potato, egg, rice, water, bread, chicken, chips)

Children will:

- listen to and join in with a song
- match words with pictures
- talk about their food and drink [likes and dislikes]
- fill in information on a chart about their food likes and dislikes
- ask and answer questions about their food likes and dislikes, and fill in information on a chart
- transfer information from a text to a diagram and a table

Task One (5 minutes)

- ☆ Ask children to look at the pictures on page 42

of their *Classbooks*. Elicit the contents of the baskets from the class. For example, ask **What's in Maha's basket?** Get the class to say what each character has in their basket. As the items are named, put the corresponding word card and flashcard on the board.

- ☆ Play *Sing a Song of Baskets* (Song CD 5.1). Ask children to join in with the words where they can.

Task Two (5 minutes)

- ☆ Distribute the food flashcards and word cards around the class (cake, carrot, honey, bread, cheese, chicken, chips, cola, egg, fish, ice cream, milk, orange juice, potato, rice, water, apple, banana, dates). Ask children to find the matching picture or word. Remind children to use **What have you got?** and **I've got [a cake]**.
- ☆ When children have matched their words with pictures, ask them to come and tell you what they've got. If they are correct, tell them to put their flashcard and word card on the wall.

Task Three (5 minutes)

- ☆ Point to one of the items of food and drink and say **I like [dates]**. Name a few other foods you like and then name some things you don't like.

Say I don't like [fish].

- ☆ Divide the board in half down the middle. Write **We like ...** on one side of the board, and **We don't like ...** on the other side. Ask children to name their favourite foods. Write or put the word cards and flashcards on the board under **We like ...**. Repeat with foods they don't like.
- ☆ Ask children to look at **page 44** of their *Classbooks*. Ask children to name all the foods they can see on the questionnaire on the chart.
- ☆ Hold up your book and point to the first question on the chart. Read it aloud: **Do you like chicken?** Point to the next question and ask the class to read it aloud with you. Read all the questions aloud with the class.
- ☆ Call out the number of a question and ask children to volunteer to read it aloud. Tell the rest of the class to listen carefully to see if it is correct.
- ☆ Draw a simple copy of the chart on the board. Write the first question on the board **Do you like chicken?** Track across and put a tick or cross – whichever is appropriate for you. Then say **I like chicken** or **I don't like chicken**. Repeat this with the first three questions. Make one of the foods a negative response so that you can model **I don't like [carrots]**.
- ☆ Ask children to complete the questionnaire about themselves. Make sure they understand they should only complete the first column about their own likes and dislikes. While children are completing their charts, complete the chart on the board about yourself.
- ☆ When children have completed their questionnaires, ask them questions about their likes and dislikes. For example, ask **[Raya]. Do you like fish?** Encourage the child to look at the questionnaire, find the appropriate written question and then track along to the ✓ and ✗ column and say **Yes, I like fish** or **No, I don't like fish**. Ask several children questions about their food likes and dislikes.

the question about yourself. Point to the relevant space in the second column on the board and say **Yes, I like chicken** or **No, I don't like chicken**. Put a tick or a cross as appropriate.

- ☆ Point to the next question on the board and get the class to ask you the question **Do you like bananas?** Answer the question and put a tick or cross in the appropriate space on the board, again in the second column.
- ☆ Organise children into pairs. Use your *Classbook* to show the second column on the chart. Explain that you want each pair to take it in turns asking each other the questions and completing the second column about each other. Remind children to ask **Do you like ...[fish]?** and answer using **Yes, I like ...[fish]** or **No, I don't like ...[fish]**.

Task Five (10 minutes)

- ☆ Ask children to open their *Skills Books* at **page 26**. Show them activity 3.
- ☆ Read the text while children track the words. Then get children to read and track the sentences. Direct children to the diagram. Ask children to write on the lines what Maha likes, then what Vicky likes and what they both like in the section where their likes overlap. This is the first time children meet this kind of task. It is a complex task as they need to read a text and transfer the information to a diagram. Support children while they work.
- ☆ Ask children to look at activity 4. Read the text with children.
- ☆ Ask children to complete the blanks by using the pictures cues. The use of rebus sentences (where pictures support the word) is helpful in building up children's confidence and help them become independent in reading. Ask children to look at the table below. As in the first diagram, they are transferring information from a text to a table. Again support children while they work.

Task Four (5 minutes)

- ☆ Point to the first question on the chart again and get children to read it aloud with you. Answer

Lesson 5



Read. Write ✓ or ✗.



		me	my friend
		✓ ✗	✓ ✗
1. Do you like	chicken?		
2. Do you like	bananas?		
3. Do you like	carrots?		
4. Do you like	cake?		
5. Do you like	fish?		
6. Do you like	milk?		
7. Do you like	potatoes?		
8. Do you like	chocolate?		
9. Do you like	rice?		
10. Do you like	dates?		

I like _____, _____ and _____,
but I don't like _____.

44



Listen. Write ✓ or ✗.

	Maha	Paul	Biff	Sami	Vicky	Soot
cheese	✓					
biscuits						
onions						
chocolate						
chicken						
milk						
cake						
carrots						



Read and write.

I like _____ and _____,
but I don't like _____.

I like _____ and _____,
but I don't like _____.

I like _____ and _____,
but I don't like _____.

45

You will need:

- **Flashcards:** 37, 40, 41, 43, 45 - 47, 50, 54, 196, 197, 200, 201, 203 (chicken, bananas, cake, chocolate, dates, fish, honey, milk, potato, carrots, rice, parrots, money, biscuits)
- **Word cards:** 26, 27, 29, 31-33, 36, 40, 173 - 175, 177, 180 (a banana, cake, chocolate, dates, fish, honey, milk, carrots, parrots, money, rice, chicken, a potato)

Children will:

- listen to and join in with a song
- talk about their food likes and dislikes
- complete a written sentence about their food likes and dislikes
- listen and fill in a chart
- ask and answer questions about information on a chart
- transfer information from a table to a text

Task One (5 minutes)

- ★ Ask children to look at the pictures on page 42 of their *Classbooks*. Elicit the contents of the baskets from the class. For example, ask **What's in Maha's basket?** Get the class to say what each character has in their basket. As the items are named, put the corresponding word card and flashcard on the board.

- ★ Play *Sing a Song of Baskets* (Song CD 5.1). Ask children to join in with the words where they can.

Task Two (5 minutes)

- ★ Tell the class to look at page 44 of their *Classbooks*. Ask a few children about their likes and dislikes. For example, [Ali]. **Do you like [milk]?** Encourage children to respond with **Yes, I like [milk]** or **No, I don't like [milk]**.
- ★ Hold up your book and point to the sentence at the bottom of page 44. Point to, and say, **I like** and then point to the three lines after it. Then point to, and say, **but I don't like** and then point to the line after it.
- ★ Write the following sentence on the board – **I like** – then put up three flashcards of things you like. Then write the next part of the sentence – **but I don't like** and put up one other flashcard of something you don't like.
- ★ Track along the words and flashcards and encourage the class to try and read the sentence with you. For example, **I like rice, cake, and milk], but I don't like fish]**. Get the class to read this with you again.
- ★ Read the sentence on the board again. As children name the items of food or drink, replace the flashcards with word cards. For example, your

sentence should now read **I like rice, cake, and milk, but I don't like fish.**

- ★ Encourage the class to read the sentence off the board one more time.
- ★ Tell children it is now their turn to think of items of food and drink they like and don't like. Get children to write their favourite foods on the lines after **I like** and one thing they dislike on the line after **but I don't like**.

NB: The use of rebus sentences [where pictures support the word] is useful in building up childrens' confidence and independence.

- ★ When children have completed their word and picture sentence, ask them to compare it with a friend's and to read it to them. Ask for children to volunteer to read out their sentences to the rest of the class.

Task Three (10 minutes)

- ★ Ask children to look at the chart at the top of page 45 of their *Classbooks*. Give children some time to study the chart. Quickly draw a very simple copy of it onto the board. Write the corresponding food and drink words down the side of the chart. You may want to use the corresponding flashcards where you can and place them next to the words.
- ★ Elicit the names of all the items of food children recognise on the chart. Remind children of the word **onion**. **Biscuits** is a new word. Point to the flashcard and say **biscuits**. Get children to repeat this with you several times.
- ★ Tell the class they will hear the characters talking about the items of food they like and don't like. Ask them to listen and complete the chart. Ask them to put a tick on the chart to show the items of food the characters like and a cross for those they dislike.
- ★ Play *Listening CD 5.3*. Ask children to listen and look at the chart. Pause after each character speaks and elicit the names of the items of foods the character likes and dislikes.

Listening Transcript 5.3 [Track 31] I like, I don't like

- Maha:** I like cheese and cake, but I don't like onions. I like cheese and cake, but I don't like onions.
- Paul:** I like chocolate and chicken, but I don't like cheese. I like chocolate and chicken, but I don't like cheese.



- Biff:** I like carrots and onions, but I don't like milk. I like carrots and onions, but I don't like milk.
- Sami:** I like biscuits and chicken, but I don't like carrots. I like biscuits and chicken, but I don't like carrots.
- Vicky:** I like milk and cheese, but I don't like chocolate. I like milk and cheese, but I don't like chocolate.
- Soot:** I like everything! I like cheese, chocolate, cake, carrots, milk, chicken, onions and biscuits! I like everything! I like cheese, chocolate, cake, carrots, milk, chicken, onions and biscuits.

- ★ Tell the class they will hear the same character speaking again. This time they should listen and complete the information on the chart for that character.
- ★ Check the answers by asking questions about the characters' likes and dislikes. For example, ask **Does Maha like cheese?** Encourage children to refer to their charts and say **Yes**. Then ask **Does Sami like carrots?** and elicit **No** from the class.

Task Four (10 minutes)

- ★ Ask children to look at the speech bubbles the bottom of page 45. Give children some time to look at the sentences in each speech bubble.
- ★ Hold up your book and point to the first speech bubble next to the picture of Maha. Track underneath the words and read the sentence aloud to the class. Say **I like** and encourage the class to supply the next word **cheese**, which they should get from looking at the first column in the top table at the top of the page. Continue reading the sentence and try and get the class to say the next word **cake**. Then continue **but I don't like** and try and elicit **onions** from the class. Children can get the information by scrolling down the column under Maha. Now get the class to read the whole sentence aloud with you. The point here is to show children how to transfer information from one task to another. This is a high order activity which develop children's analytical skills.
- ★ Point to the next sentence about Paul, and get the class to use the completed table above and read the sentence aloud with you. Repeat the procedure for all the sentences.
- ★ When children have understood the procedure, get them to write and complete the speech bubble for each child.

Lesson 6

Read and write.

Circle the odd one out.

a carrot	an apple	a banana	a date
an onion	an apple	a potato	a carrot
a banana	a potato	a date	an apple
a carrot	an orange	an onion	a potato

46

1 Sort the fruit and vegetables.

2 Sort and write.

27

You will need:

- **Flashcards:** 41, 45, 47, 196, 200, 201 (cake, dates, honey, carrots, parrots, money)
- **Word cards:** 27, 31, 33, 173-175 (cake, dates, honey, carrots, parrots, money)

Children will:

- listen to and join in with a song
- identify and name fruit and vegetables
- sort food into categories of fruit and vegetables
- find the odd item

NB: Please note that in this unit a tomato is classified as a fruit. You may need to point this out to children, and tell them that a tomato is not actually a vegetable, even though it is not sweet like most fruit.

Task One (5 minutes)

- ★ Ask children to look at the pictures on page 42 of their *Classbooks*. Elicit the contents of the baskets from the class. For example, ask **What's in Maha's basket?** Get the class to say what each character has in their basket. As the items are named, put the corresponding word card and flashcard on the board.

- ★ Play **Sing a Song of Baskets** (Song CD 5.1). Ask children to join in with the words where they can.

Task Two (10 minutes)

- ★ Ask children to look at **page 46** of their *Classbooks*. Hold up your book and point to the small pictures of fruits and vegetables. Ask children to name the foods they recognise. Children may not remember **tomato** from Grade 1. You may want to name it and get the class to repeat it with you a few times.
- ★ Point to the two boxes on either side of the small pictures. Point to the words and say **fruit** and **vegetables**. Ask children, in L1, if they know what the difference is between the two categories.
- ★ Ask children to look at the words under each picture and decide if they are fruits or vegetables. Get children to classify the words.
- ★ Tell children that they will hear the foods being described on the CD. Ask them to listen and check if they have put their words in the right boxes.

- ★ Play *Listening CD 5.4*. Pause after each food is described, and give children time to check their work and re-write if necessary.

Listening Transcript 5.4 [Track 32] Fruit and Vegetables



A carrot is a vegetable.
A banana is a fruit.
A tomato is a fruit.
An onion is a vegetable.
A potato is a vegetable.
An orange is a fruit.

- ★ Tell children that you will play the CD again. Ask them to listen and repeat.
- ★ Play the CD again. Pause after each sentence and encourage children to repeat the words as they point to the fruit or vegetable described.

Task Three (5 minutes)

- ★ Ask children to look at the words and pictures at the bottom of **page 46**. Hold up your *Classbook* and point to the first row of words and pictures. Point to each food and elicit the names from the class.
- ★ Point to the word and picture of a carrot. Ask children if there is anything different about a carrot from the other things in the row.
- ★ Get children to read the words in the row again, and if no child offers an explanation, ask **Is a carrot a fruit or a vegetable?** Elicit **a vegetable** from the class. Ask the same question about **an apple**, **a banana**, and **a date**. Children should now guess that a carrot is different because it is a vegetable and all the other things are fruits. Draw a circle around the word and picture of a carrot in your *Classbook*, and tell children to do the same.
- ★ Ask children to read the words and look at the pictures, and draw a circle around the item on each line that is different. When children have finished, ask them to compare their work with a friend's.
- ★ Hold up your *Classbook* and point to the second row of words. Ask **Which one is different?** Try and elicit an **apple** and then ask **Why?** Help the class to say **An apple is a fruit** (all the others are vegetables).

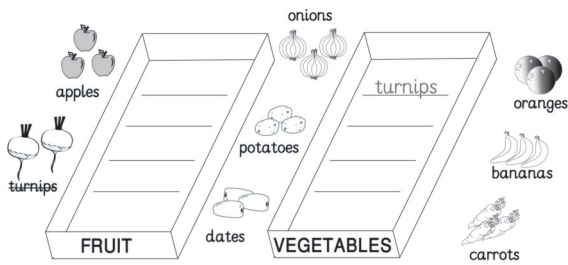
- ★ Repeat this procedure with the last two rows of words. The odd ones are:
row 3 – a potato, (the others are fruits).
row 4 – an orange, (the others are vegetables).

Task Four (10 minutes)

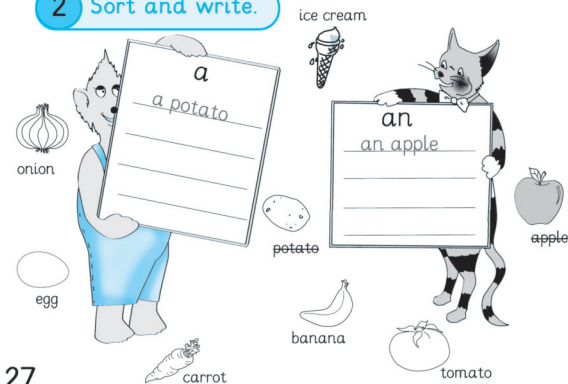
- ★ Ask children to open **page 27** of their *Skills Books* and look at activity 1. Children have learned to classify food as **vegetables** or **fruit**. This task consolidates their knowledge.
- ★ Get children to look at the pictures and to read out the names. Get children to say whether the food is **a vegetable** or **a fruit**. When all the items have been classified orally, get children to write in the names in the appropriate boxes.

Lesson 7

1 Sort the fruit and vegetables.



2 Sort and write.



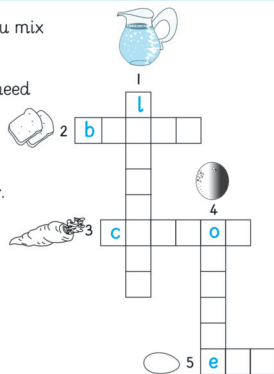
27

3 Write a, an or some



4 Read. Look at the pictures. Write the words.

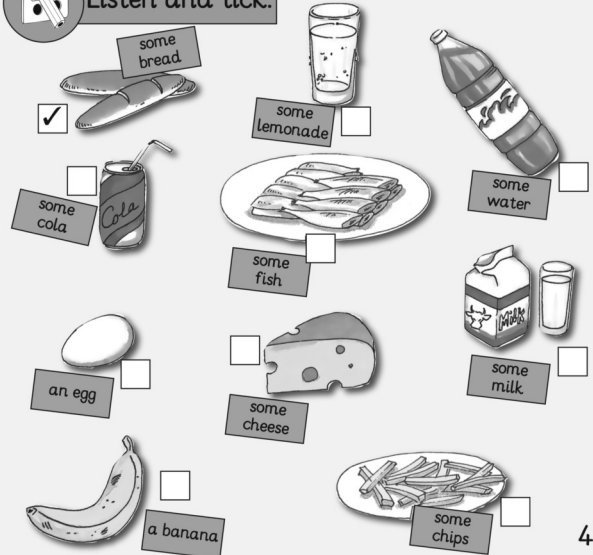
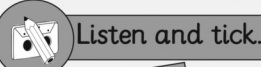
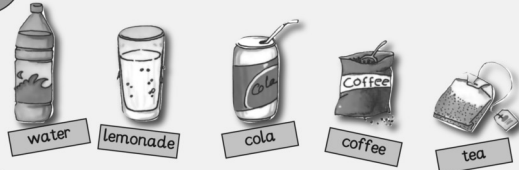
- 1 A drink you make when you mix water, sugar and lemon.
- 2 To make a sandwich, you need this.
- 3 A long, orange vegetable.
- 4 This is a fruit and a colour.
- 5 It comes from a hen.



28



The Drinks Song



47

You will need:

- **Flashcards:** 39, 48, 51, 53, 54, 142, 196, 202 (an apple, banana, ice cream, orange, tomato, potato, carrots, egg)
- **Word cards:** 25, 26, 34, 37, 39, 40, 158, 173, 176, 182 (an apple, a banana, an ice cream, an orange, a tomato, a potato, carrots, egg)
- **Realia :** sugar, rice, nuts, bottle of water, one piece of fruit, one piece of vegetable, piece of cheese

Children will:

- revise the names of fruits and vegetables
- learn to use indefinite article
- listen to and join in with a song
- learn the meaning of the words **hungry** and **thirsty**
- learn the word **some** -when there are more than one meaning of some of the word, and when something to taken from a bigger portion
- consolidate understanding of words **a**, **an** and **some** through writing

Task One (5 minutes)

- ★ Stick the following flashcards on the board .
apple, orange, ice cream, banana, egg, potato, carrot, and tomato. Distribute the word cards to children and ask them to match the word cards with the flashcards. Get children to read out the words as you point to each individual word.

- ★ Put the word cards **a** and **an** on the board. Get children to read them out. Explain to children that we usually put **a / an** before a word, so we say **a banana, a potato, but an orange, an egg.** Explain to children that it is difficult to say **a ice cream, a egg** etc. Explain that any food beginning with any of the five vowels **a, e, i, o, u** will have **an** before it while all the remaining foods that don't have these will have **a**.

- ★ Point to each flashcard and word card on the board and ask **a or an** ? Get children to respond and say the name for example **a banana , an orange** etc.

- ★ Practise till children are confident then get them to complete task two on **page 27** of their *Skills Books*.

Task Two (5 minutes)

- ★ Tell children to open their *Classbooks* and look at **page 47**. Ask children to name any of the drinks they recognise at the top of the page. Teach the words **tea** and **coffee**.

- ★ Tell children that you are going to play them a song about these drinks. Play *The Drinks Song* (Song CD 5.2). Ask children to listen and point to the pictures of drinks they hear named.

Song Transcript 5.2 [Track 33] The Drinks Song

Water, water,
Water, water,
Lemonade,
Lemonade,
Cola, cola, cola,
Cola, cola, cola,
Coffee, tea,
Coffee, tea.



- ★ Play the song again. Clap out the number of syllables in each word as you sing the song with the CD.

Water = 2 claps
lemonade = 3 claps
Cola = 2 claps
Coffee = 2 claps
Tea = 1 clap

- ★ The clapping for the whole song is as follows:

Water [2 claps], water [2 claps],
Water [2], water [2],
Lemonade [3],
Lemonade [3],
Cola [2], cola [2], cola [2],
Cola [2], cola [2], cola [2],
Coffee [2], tea [1],
Coffee [2], tea [1].

- ★ Say **water** and clap out the two syllables as you do so – **wa-ter**. Ask children to repeat this with you. Say **lemonade** and clap out the three syllables as you do so – **lem-on-ade**. Get children to repeat this with you. Continue with this procedure until children have named and clapped out the syllables for each word in the song – **wa-ter, lem-on-ade, co-la, cof-fee, tea**.

- ★ Teach the class the words to the song and clap out the syllables all the way through.

- ★ Tell children you are going to play the song again. Ask them to join in with the words and clapping where they can. Practise the song again with children.

Task Three (10 minutes)

Step one

- ★ Ask children to look at **page 47** in their *Classbooks*. Hold up your book and point to the items of food and drink on the page. Say **Look at the pictures** and elicit the names.

- ★ Tell the class that they will hear the characters talking about items of food and drink on the CD. Ask children to listen and put a tick in the box next to the food or drink they hear mentioned.

- ★ Play *Listening CD 5.5*. Pause after each statement and reply, and allow children time to find the food or drink and put a tick in the box.

- ★ Tell the class that you are going to play the song again. Ask children to listen and watch.

Listening Transcript 5.5 [Track 34] I'm hungry

Sami: I'm hungry.
Vicky: Have some bread.
Maha: I'm thirsty.
Paul: Have some water.
Soot: I'm hungry.
Biff: Have a banana.
Paul: I'm thirsty.
Sami: Have some lemonade.
Biff: I'm hungry.
Maha: Have an egg.
Vicky: I'm thirsty.
Soot: Have some milk.



- ★ When children have listened to the whole CD, tell them to look at the boxes they ticked and name the items of food and drink they heard.

Step two

- ★ Talk about the meaning of **I'm hungry** and **I'm thirsty** in L1. Write the two words **hungry** and **thirsty** on the board.
- ★ Tell the class you will play the CD again. Ask children to listen again and say what items of food or drink they named.
- ★ Play the listening. Pause after each dialogue and ask children to tell you what items of food or drink they named. As children name the foods and drinks, write them on the board under the appropriate heading – **hungry** or **thirsty**. Encourage children to use **some bread, some water, a banana**, etc. When you write the items of food and drink on the board, write: **some bread, some water, a banana, some lemonade, an egg, some milk**.
- ★ Point to the words on the board. Get the class to read aloud all the words in the 'hungry' column with you – **some bread, a banana, an egg**. Then get children to read aloud all the words in the 'thirsty' column – **some water, some lemonade, some milk**.
- ★ Ask children to look at the pictures and words on page 47 again. Hold up your *Classbook* and show that you mean the pictures and words in the lower part of the page.
- ★ Tell children to look at the 'hungry' column on the board again. Then ask if they can see any other food in the pictures that could be added.

Encourage children to suggest **some fish, some cheese, some chips**.

- ★ Now ask children if they can see anything they could add to the 'thirsty' column. Encourage children to suggest **some cola**.

Task Four (5 minutes)

- ★ Rub all the words off the board. Write **some** on one side of the board, and **a/an** on the other side of the board. Ask children to look at the food and drink on **page 47** of their *Classbooks* and tell you which ones you should put in the 'some' column. Elicit **some bread, some lemonade, some water, some cola, some fish, some milk, some cheese, some chips**.
- ★ Now ask children which ones you should put in the 'a/an' column. Elicit **an egg** and **a banana**.
- ★ Remind children that we use **a** or **an** when there is only one. Explain that we use **some** when there are more than one, and when it is food or drink that we take from a bigger portion.
- ★ The idea of something coming from a larger portion is an abstract one which children of this age will find quite difficult to understand. Demonstrating with concrete examples will help children to understand more easily.
- ★ If you can bring in realia to demonstrate this idea it will be very helpful. Try and get children to sort your items into **a/an** and **some**. A good range of realia for this would be, for example: **some sugar, some rice, some nuts, a bottle of water, one piece of fruit, one vegetable, a piece of cheese**.
- ★ Put a small amount of the rice or the sugar or nuts onto a plate or into a bowl and say **I've got some ...[rice]**. Then do the same with one of the other foods and say **I've got ...**. Encourage the class to complete the sentence for you **... some [sugar]**. Repeat this with the other foods.
- ★ Hold up one of the pieces of fruit or vegetable and say **I've got ...**. Again, encourage the class to finish the sentence for you with **a [banana]** or **an [apple]** as appropriate.
- ★ This is a difficult concept for children of this age so do not expect children to understand and apply it consistently.

Task Five (5 minutes)

- ☆ Tell the class to open their *Skills Books* at **page 28**. Children are now familiar with the three words **a**, **an** and **some**. Ask children to look at the pictures in activity 3 and write the appropriate word in the blanks.

Lesson 8

3 Write a, an or some



___ rice



___ egg



___ banana



___ onion



___ coffee



___ apple

4 Read. Look at the pictures. Write the words.

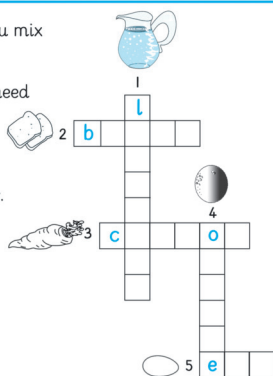
1 A drink you make when you mix water, sugar and lemon.

2 To make a sandwich, you need this.

3 A long, orange vegetable.

4 This is a fruit and a colour.

5 It comes from a hen.



28

Write hungry or thirsty. Listen and check.



Sami is _____.



Vicky is _____.



Biff is _____.



Maha is _____.



Paul is _____.



Soot is _____.

48

You will need:

- Flashcards: 142, 199 (banana, water)

Children will:

- do a crossword puzzle
- listen to a song and clap out the syllables
- listen and repeat dialogues and consolidate the words **hungry/thirsty**
- suggest items of food and drink to a partner
- decide if characters are hungry or thirsty and complete sentences
- listen and check their answers

Task One (5 minutes)

- Ask children to open their *Skills Books* at page 28. Get children to do the crossword puzzle. Get children to read the sentences in activity 4, look at the relevant picture, then write in the letters.

Task Two (5 minutes)

- Ask children to look at page 47 of their *Classbooks*. Hold up your book and point to the pictures of the drinks at the top of the page. Elicit the names of the drinks.

- Tell the class that you are going to play the *The Drinks Song* that they learned in the last lesson.

- Play *The Drink Song* (Song CD 5.2). Sing and clap the syllables with the CD. Encourage children to join in with the words and clapping where they can.

Task Three (5 minutes)

- Tell the class that you are going to play the CD from the last lesson (*Listening CD 5.5*). They will hear the characters talking about being hungry and thirsty again.
- Divide the class in half. Tell one half to listen and repeat **I'm hungry** or **I'm thirsty** after the CD, and the other half to listen and make the suggestion – **Have a banana**, etc.
- Play the CD. Pause after each character speaks and get children to repeat the words.

- ☆ Get the two halves of the class to exchange roles. Play the dialogues again.

Task Four (5 minutes)

- ☆ Ask a confident child to come to the front of the class. Encourage them to say **I'm hungry**. Say **Have a banana** as you give them the banana flashcard. Now encourage the child to say **I'm thirsty**. Say **Have some water** as you give them the water flashcard.
- ☆ Organise children into pairs. Tell them to take it in turns saying **I'm hungry** or **I'm thirsty** and suggesting foods and drinks. Remind children to look at **page 47** of their *Classbooks* for ideas.

- ☆ Play *Listening CD 5.6*. Pause after each sentence and give children time to check if they guessed correctly.

Listening Transcript 5.6 [Track 35] Sami's hungry



Sami's hungry.
Vicky's thirsty.
Biff's hungry.
Maha's thirsty.
Paul's hungry.
Soot's hungry and thirsty.

Task Five (10 minutes)

- ☆ Tell the class to look at **page 48** of their *Classbooks*. Hold up your book and point to the 6 pictures of the characters thinking about food or drink. Point to picture **1** and say **Is Sami hungry or thirsty?** Give children time to look at the picture of Sami thinking about food and then try and elicit **hungry** from the class. Say **Yes. Sami's hungry**.
- ☆ Write the number **1** on the board and write the sentence **Sami is hungry** next to it. Tell children to copy the word **hungry** into the blank space at the end of the sentence about Sami. Read the sentence aloud and get children to repeat it – **Sami is hungry**.
- ☆ Write the number **2** on the board and write the sentence **Vicky is thirsty** next to it. Tell children to copy the word **thirsty** into the blank space at the end of the sentence about Vicky. Read the sentence aloud and get children to repeat it – **Vicky is thirsty**.
- ☆ Show children the remaining pictures, and ask them if each character is **hungry** or **thirsty**. When you have elicited the answers orally, tell them to complete the sentence under each character with **hungry** or **thirsty**. Then tell the class that they will hear the answers on the CD.

Lesson 9

Listen, ask and answer.

49

1 Look at the pictures. Write the names.

2 Write I like or I don't like.

1 I <u>like</u>	milk.	
2 I <u>don't like</u>	coffee	
3 _____	biscuits.	
4 _____	tomatoes.	
5 _____	fish.	
6 _____	potatoes.	

29

Children will:

- identify and name items of food and drink
- listen to a dialogue in a shop and repeat it
- act out the roles of customer and shopkeeper using 'Can I have . . . please?'
- practise using Can I have with a/an some
- revise vocabulary and spelling by completing crosswords from picture clues
- complete sentences about food and drink preferences

Task One (5 minutes)

- ★ Ask children to look at **page 49** of their *Classbooks*. Give children some time to study the picture.
- ★ Hold up your *Classbook* and point to the whole picture. Say **This is a food shop**. Ask the class **What can you see?** Try and elicit as much food and drink vocabulary as possible.
- ★ Ask children, in L1, to imagine they are going shopping. Ask them to think about what they might say to the shopkeeper and what the shopkeeper might reply.

- ★ Tell the class they will hear Vicky talking to the shopkeeper on the CD.

- ★ Play *Listening CD 5.7* straight through. Ask children to listen and look at the picture.

Listening Transcript 5.7 [Track 36] Vicky and the shopkeeper



Vicky: Hello. Can I have some eggs, please?
 Shopkeeper: Yes. How many?
 Vicky: Six, please.
 Shopkeeper: Here you are.
 Vicky: Thank you.

- ★ Play the listening again. Pause after Vicky asks for eggs and ask the class to point to, and name the item of food they heard. Then ask them **How many eggs?** Elicit **six**.
- ★ Divide the class in half. Ask one half to be the shopkeeper and the other half to be Vicky.
- ★ Play the listening again. Ask children to listen and repeat the words after the CD.
- ★ Reverse the roles for each half of the class and

get children to repeat the words after the CD again. Play the listening again.

Task Two (5 minutes)

- ☆ Ask children to look at the picture of Maha. Ask the class if they can guess what Maha asks the shopkeeper. Some children may be able to suggest **Can I have an apple, please?** from the information in the picture. Tell the class they will hear Maha talking to the shopkeeper on the CD.

- ☆ Play *Listening CD 5.8* straight through. Ask children to listen and look at the picture.

Listening Transcript 5.8 [Track 37] Maha and the shopkeeper

Maha: Can I have an apple, please?
Shopkeeper: Yes. Here you are.
Maha: Thank you.



- ☆ Play the listening again. Pause after Maha asks for an apple. Ask children to point to, and name, the food they heard on the CD. Then ask them **How many apples?** and elicit **one** from the class.
- ☆ Divide the class in half. Ask one half to be the shopkeeper and the other half to be Maha.
- ☆ Play the CD again. Ask children to listen and repeat the words after the CD.
- ☆ Reverse the roles for each half of the class and get children to repeat the words after the CD again. Play the CD again.

Task Three (10 minutes)

- ☆ Bring a confident pair of children to the front of the class with their *Classbooks* open at **page 49**. Ask one child to be the shopkeeper and the other child to be the customer.. Ask the child who is the customer to look at **page 49** and ask for an item on the page, using **Can I have ...[a banana] please?** Help the child playing the shopkeeper to find what the other child asks for, point to it on the page, and encourage them to mime giving it to the child as they say **Here you are**. Repeat this with several other pairs of children.

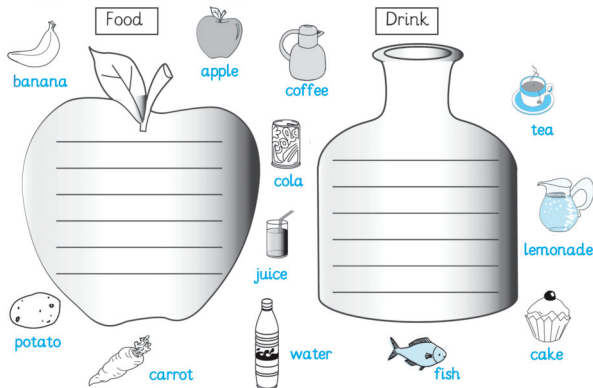
- ☆ Organise the class into pairs. Tell them that you want them to take it in turns to be the shopkeeper and the customer. Ask children to ask for the items of food and drink they see in the shop and to put a tick in the box beside it when they have bought it. Allow children to continue until they have bought all the items of food and drink in the shop.

Task Four (10 minutes)

- ☆ Ask student to open their *Skills Books* at **page 29**. There are two activities. The first one revises vocabulary and spelling. Get children to look at the crosswords and picture clues. Get children to say the names of the items, then to spell and write down the names.
- ☆ Activity 2 revises preferences. Get children to read the names of foods, then read the first two examples. Ask children to write true sentences about their own preferences.

Lesson 10

3 Sort the words.



4 Read the descriptions. Write the names.

- 1 We get this food from the sea. _____
- 2 This is the name of a colour and a fruit. _____
- 3 A fruit that is yellow outside but white inside. _____
- 4 I drink this when I am thirsty. _____
- 5 This vegetable is brown outside but white inside. _____

30

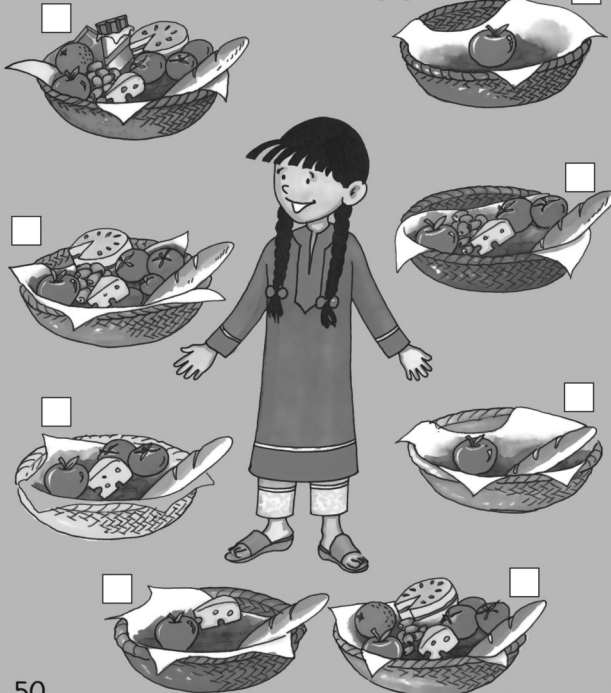
Listen, ask and answer.



49

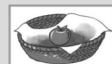
Listen, look and write.

Maha was hungry ...

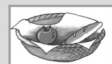


50

Read and write.



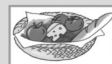
She bought an apple.



She bought an apple and some _____.



She bought an apple, some bread and some _____.



She bought an apple, some bread, some cheese and some _____.



She bought an apple, some bread, some cheese, some tomatoes and some _____.



She bought an apple, some bread, some cheese, some tomatoes, some dates and a _____.



She bought an apple, some bread, some cheese, some tomatoes, some dates, a cake and an _____.



She bought an apple, some bread, some cheese, some tomatoes, some dates, a cake, an orange and some _____.

51

You will need:

- **Flashcards:** 37-39, 41-48, 50-54, 142, 196-199, 202, 203 (chicken, chips, apple, cake, cheese, chocolate, cola, dates, fish, honey, ice-cream, milk, orange, orange juice, tomato, potato, banana, carrots, rice, bread, water, egg, biscuits)
- **Word cards:** 25, 34, 36-40, 173, 176-181 (an apple, a banana, cake, cheese, chocolate, cola, dates, fish, honey, an ice-cream, milk, an orange, orange juice, a tomato, a potato, a carrot, egg, rice, water, bread, chicken, chips)

Children will:

- sort items of food and drink into categories and write the names
- read the description of items of food and drink and write their names
- act out the roles of customer and shopkeeper using 'Can I have . . .?'
- repeat sentences starting with 'I went', 'I bought' and adding food items
- write in the words of the pictures according to the number of food items
- listen and check their answers
- do self-evaluation

Task One (5 minutes)

- ☆ Ask children to open their *Skills Books* at page 30. Children are now familiar with items of food and drink. Get children to look at Activity 3 which is to sort the items into food and drink. Get children to do the task independently and to write in the answers.
- ☆ Now ask children to look at activity 4. Here children must read each sentence, understand the description and identify the food or drink. show children that all the answers can be found in activity 3.

Task Two (5 minutes)

- ☆ Bring a pair of confident children to the front of the class. Give one child a flashcard and the other child the matching word card. Tell the child with the flashcard that they are the customer, and the child with the word card that they are the shopkeeper. The customer must ask the shopkeeper for the item on the flashcard, using **Can I have ...[some milk] please?** Tell the

shopkeeper to respond with **Yes. Here you are** and then give the customer the word card.

- ☆ Give one half of the class the flashcards and the other half of the class the word cards. Tell children with the flashcards they are the customers and that they want to buy the item of food or drink on their flashcard. Tell children with the word cards that they are the shopkeepers.
- ☆ Tell the shopkeepers that if a customer asks them for the item of food or drink on their word card they should say **Yes. Here you are** and give the customer the card. If the customer asks for something they don't have, they should say **No**.
- ☆ When a child has 'bought' what they want, the shopkeeper and the customer should bring you the matching flashcard and word card.
- ☆ When all the flashcards and word cards have been returned to you, give them out again. Give the half of the class who were shopkeepers the flashcards this time. Give the half who were customers the word cards.

Task Three (5 minutes)

- ☆ Hold up your *Classbook* and point to the picture of the shop on page 49. Say **I went to the shop and I bought ...[an apple]**. Get the class to repeat this with you. Then say **I went to the shop and I bought ...[an apple] and ...[some cheese]**. Again, get children to repeat this with you.
- ☆ Hold up one of the flashcards and say **I went to the shop and I bought ...[a banana]**. Get children to repeat this with you.
- ☆ Hold up one of the food flashcards and encourage the class to say the sentence themselves. Repeat this a few more times, holding up different flashcards each time.
- ☆ Tell children to look at the pictures of the items of food and drink on page 49. Say **I went to the shop and I bought ...[an orange]**. Get the class to repeat this with you. Then say **I went to the shop and I bought ...[an orange] and ...[some rice]**. Get a confident child to repeat what you have said, and then add another item. Continue around the class until a child makes a mistake. He or she then starts a new shopping list.

Task Four (10 minutes)

Step one

- ★ Ask children to look at the picture of Maha on page 50 of their *Classbooks*.
- ★ Explain to children that Maha went to the shop the first time and she bought an apple [picture 1]. Tell children that Maha went to the shop again and bought a second item. Now there are two items in the basket. Children should find the basket with two items and write **two**. Explain that Maha went to the shop again and bought three items. Children then have to find a basket with three items and write **three**. Get children to identify all the baskets and write in the numbers 1-8 in the boxes.
- ★ Tell children that you are going to play the CD so they can check their answers. Write the numbers 1-8 on the board.
- ★ Play *Listening CD 5.9*. Pause after each sentence. Ask children to name the food they heard.

Listening Transcript 5.9 [Track 38] Maha was hungry



Maha was hungry so she went to the shop to buy some food.

She bought an apple.

She bought an apple and some bread.

She bought an apple, some bread and some cheese.

She bought an apple, some bread, some cheese and some tomatoes.

She bought an apple, some bread, some cheese, some tomatoes and some dates.

She bought an apple, some bread, some cheese, some tomatoes, some dates and a cake.

She bought an apple, some bread, some cheese, some tomatoes, some dates, a cake and an orange.

She bought an apple, some bread, some cheese, some tomatoes, some dates, a cake, an orange and some chocolate.

- ★ As children give you the names of the items of food, write them on the board next to their corresponding number.

- ★ When you have played the whole CD, check the sequence again by asking questions about the contents of the baskets. For example, ask **What food is in basket 1?**

Step two

- ★ Tell the class that you are going to play the CD again. Play the CD. Encourage children to join in with the words where they can.

Step three

- ★ Ask children to look at the sentences on page 51 of their *Classbooks*. Give children time to look at the sentences.
- ★ Read the first sentence aloud. Get the class to look at the sentence in their books and read it aloud with you.
- ★ Point to the next sentence and encourage a child to volunteer to read the sentence. Ask children to write in the missing word. Get the whole class to read the sentence aloud.

- ★ Repeat this procedure until all the sentences have been completed and read aloud.

Task Five (5 minutes)

- ★ Ask children to look at the frieze at the top of pages 42 and 43 of their *Classbooks* and get them to name all the items of food and drink, and to recall the spelling of each orally.
- ★ Ask children to look at the two faces at the top of page 51 of their *Classbooks*. In L1, ask them to say which face represents *hard* and which one *easy*. Ask them to think about the things they did in this unit. Encourage them to look through the pages to remind themselves what they learned. Tell children to colour in a face according to whether the unit was *hard* or *easy* for them.

Children will learn how to:

- ◆ Name buildings in a community
- ◆ State what kind of home they live in
- ◆ Ask and answer questions about homes
- ◆ Talk about the relative size of homes
- ◆ Talk about places in a town and their location
- ◆ Ask and answer questions about the locations of people and buildings
- ◆ State what kind of community they live in
- ◆ Sight read these words:
souk, mosque, shop, police station, supermarket, clinic, hospital, post office, toy shop, school, falaj, date palm, house, flat, park, town, village

Main language

- ◆ Do you live in a house or a flat?
- ◆ I live in a [house].
- ◆ I live in a big [flat].
- ◆ Where's Sami? In the souk.
- ◆ Where's the shop? Opposite the mosque.
- ◆ I live in a [village].
- ◆ In my village there's a [falaj].
- ◆ Ali is next to Fatma.
- ◆ Muna is opposite Bader.
- ◆ Muna is between Fatma and Ali.

Vocabulary

- ◆ *Prepositions:* near in, next to, opposite
- ◆ *Buildings:* souk, mosque, shop, police station, supermarket, clinic, hospital, post office, toy shop, school, house, flat
- ◆ *Places:* park, town, village
- ◆ *Transport:* bus, car
- ◆ *Parts of a bus:* wheels, wipers, lights, horn
- ◆ *Other:* falaj, date palm

Skills

- ◆ Apply prior knowledge
- ◆ Read whole words
- ◆ Read whole sentences which have been learned orally
- ◆ Sequence letters of the alphabet
- ◆ Match spoken words and pictures
- ◆ Match written words and pictures
- ◆ Match oral information to a picture
- ◆ Match written information to a picture
- ◆ Match written questions and answers
- ◆ Identify a picture from aural information
- ◆ Identify a picture from written information
- ◆ Ask and answer questions about location
- ◆ Give a simple oral description of a town/village

- ◆ Spell building words
- ◆ Look for detail in pictures
- ◆ Listen for detail
- ◆ Recognise the rhythm and stress of English through songs

Literacy

- ◆ Revise the alphabet
- ◆ Say sounds \c\ g\p\l\d\g\b\l\t\k\nd\
- ◆ Complete words with missing letters
- ◆ Find words in a string of letters
- ◆ Copy sentences
- ◆ Match pictures to sentences
- ◆ Fill in missing letters to complete names of places
- ◆ Label pictures
- ◆ Unscramble letters to make words
- ◆ Complete missing words in sentences
- ◆ Understand the use of commas
- ◆ Use 'next', 'opposite', and 'between' in sentences

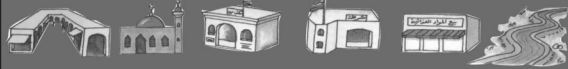
Classroom language

- ◆ Look at [the picture of Sami's village].
- ◆ How do you spell [souk]?
- ◆ Which picture?
- ◆ How many [cars] can you see?
- ◆ Draw a [line from the question to the answer].
- ◆ Who is this? Where is this?
- ◆ Is this a town or a village?

Activities

- ◆ Listen and match
- ◆ Label pictures with words
- ◆ Order written letters of the alphabet
- ◆ Play a spelling game using letter cards/rack
- ◆ Read and match
- ◆ Draw and describe their town or village
- ◆ Play a place and building name game
- ◆ Sing songs
- ◆ Say the sounds, write
- ◆ Circle the words
- ◆ Copy

Lesson 1



Unit 6 Town and Village



Sami's in the Souk

Hey ho skip to my Lou,
Hey ho skip to my Lou,
Hey ho skip to my Lou,
Skip to my Lou my darling!



Sami's in the Souk
Skip to my Lou!



Paul's in the park
Skip to my Lou!



Vicky's in the village
Skip to my Lou!



Soot's in the shop
Skip to my Lou!



Maha's near the mosque
Skip to my Lou!



Biff's in the bus
Skip to my Lou!

52

You will need:

- Flashcards: 1-6, 26, 94, 204-207 (Sami, Maha, Vicky, Paul, Soot, Biff, souk, mosque, shop, park, village,)

Children will:

- talk about different locations
- understand the difference between a town and a village
- make sentences
- listen to and join in with a song
- identify characters and places in a song
- ask and answer questions
- revise the alphabet
- say sounds and complete words with missing letters

Task One (15 minutes)

Step one

- Ask children to look at page 52 of their *Classbooks*. Give children some time to look at the pictures.
- Hold up your *Classbook*, point to Sami, and ask **Who is this?** Elicit **Sami** and say **Yes. Sami's in the souk** as you point to the picture of the souk. Get the class to repeat this with you. Put

the flashcard of **souk** on the board and put the flashcard of **Sami** next to it.

- Repeat this procedure with all the pictures until you have elicited: **Sami's in the souk, Maha's near the mosque, Soot's in the shop, Biff's in the bus, Paul's in the park, Vicky's in the village**. Put the corresponding flashcards of the places and characters on the board as you elicit the sentences. Check, in L1, that children understand the difference between a town and a village.

- Point to each pair of flashcards and say the appropriate sentence. Get the class to repeat the sentences with you. For example, point to the flashcards of **Paul** and **park** and say **Paul's in the park**. Get the class to repeat this. Make sure children talk about each pair of flashcards at least twice.

Step two

- Ask children to look at the pictures on page 52 again. Tell the class that you are going to teach them a song about the pictures.

Unit Six

1 Say the sounds. Write. c g pl d



ake



ate



ate



ate

2 Say the sounds. Write. c gl bl t



ube



ube



ue



ue

3 Write the letters. Write the words.

nk



pi



dri



thi

nd



ha



ba



sa

31

Song Transcript 6.1 [Track19] Skip to my Lou



Chorus

Hey ho, skip to my Lou,
Hey ho, skip to my Lou,
Hey ho, skip to my Lou,
Skip to my Lou, my darling.

- ☆ Play the chorus of the song and ask children to listen carefully.
- ☆ Say the first line of the chorus **Hey ho, skip to my Lou** and get children to repeat the words with you. Say the last line of the chorus **Skip to my Lou, my darling** and get children to repeat the words.
- ☆ Play the chorus again. Encourage children to read the chorus in their *Classbooks* and join in with the words.
- ☆ Tell the class that they will hear about one of the characters on the next part of the CD. Ask them to listen carefully and point to the picture. Play verse 1.
- ☆ Pause after this verse and ask **Where's Sami?** Elicit **in the souk**.

Verse 1

Sami's in the souk, skip to my Lou,
Sami's in the souk, skip to my Lou,
Sami's in the souk, skip to my Lou,
Skip to my Lou, my darling.

Chorus

Hey ho, skip to my Lou,
Hey ho, skip to my Lou,
Hey ho, skip to my Lou,
Skip to my Lou, my darling.

- ☆ Play verse 1 again and encourage children to join in with the words. Play the chorus of the song and encourage children to join in with the words.
- ☆ Repeat the procedure above with the remaining five pictures. First, play the verse while children listen. Ask where the character is and elicit **in the [park]**. Then play the verse again and then the chorus, and encourage children to join in

with the words. Remember that the chorus comes after every verse.

This is a long song, but it teaches valuable

Verse 2

Paul's in the park, skip to my Lou,
Paul's in the park, skip to my Lou,
Paul's in the park, skip to my Lou,
Skip to my Lou, my darling.

Chorus

Verse 3

Soot's in the shop, skip to my Lou,
Soot's in the shop, skip to my Lou,
Soot's in the shop, skip to my Lou,
Skip to my Lou, my darling.

Chorus

Verse 4

Vicky's in the village, skip to my Lou,
Vicky's in the village, skip to my Lou,
Vicky's in the village, skip to my Lou,
Skip to my Lou, my darling.

Chorus

Verse 5

Maha's near the mosque, skip to my Lou,
Maha's near the mosque, skip to my Lou,
Maha's near the mosque, skip to my Lou,
Skip to my Lou, my darling.

Chorus

Verse 6

Biff's in the bus, skip to my Lou,
Biff's in the bus, skip to my Lou,
Biff's in the bus, skip to my Lou,
Skip to my Lou, my darling.

Chorus

vocabulary in an enjoyable way.

Step three

- ☆ Hold up your *Classbook* and point to the pictures of the characters on **page 52** in random order. Ask where the characters are. For example, point to the picture of Maha and ask **Where's Maha?** Ask questions about all the location of all the characters on the page.
- ☆ Point to the board again and ask **Where's ...[Vicky]?** Ask about all the characters again.

Ask **Where's ...[Sami]**? and get the class to repeat the question with you. Answer the question yourself.

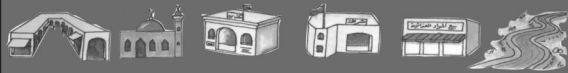
- ☆ Point to one of the characters and encourage the class to ask you the question **Where's ...[Maha]**? Answer the question. Get the class to ask you about all the characters on the board.
- ☆ Point to one of the characters and get one child to ask another child **Where's ...[Paul]**? Help the other child to reply **In the ...[park]**. Repeat this procedure until individual children have asked and answered questions about the location of all the characters.
- ☆ Organise children into pairs. Tell them to take turns asking and answering questions about where the characters are.

Task Two (5 minutes)

- ☆ Quickly chain the alphabet around the class. Make sure all children are included. Repeat the alphabet two or three times.
- ☆ Ask children to open their *Classbooks* at **pages 4 and 5** and say the letter of the alphabet with the name of the item, for example **a is for apple**. Chain this around the class.

Task Three (10 minutes)

- ☆ Ask children to open their *Skills Books* at **page 31**. Get children to look at activity 1 and to read the sounds. \ake\ \ate\. Ask children to look at the pictures and to complete the words by using the letters **c, g, pl, d**. Help and support children as necessary. Get children to read and repeat the words several times.
- ☆ When children have completed the first activity, repeat the procedure for the second activity.
- ☆ Now ask children to look at activity 3. This time children should complete the endings of the words. Get children to read the endings/ sounds of the words \nk\ and \nd\. Get children to complete the words, then read the words aloud several times. Get children to copy the words in full into the blank spaces.



Unit 6 Town and Village



Sami's in the Souk

Hey ho skip to my Lou,
Hey ho skip to my Lou,
Hey ho skip to my Lou,
Skip to my Lou my darling!



Sami's in the Souk
Skip to my Lou!



Paul's in the park
Skip to my Lou!



Vicky's in the village
Skip to my Lou!



Soot's in the shop
Skip to my Lou!



Maha's near the mosque
Skip to my Lou!



Biff's in the bus
Skip to my Lou!

52

4 Circle the words. Label the pictures.

souk mosque shop park village house flat



souk

5 Copy.



I live in a flat.

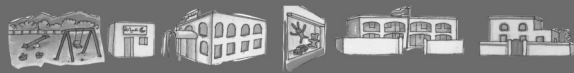


I live in a big house.



I live in a small house.

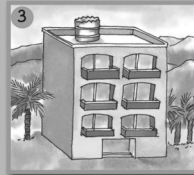
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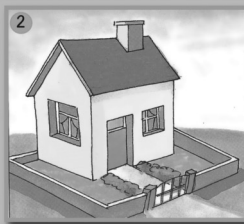
Listen and match.



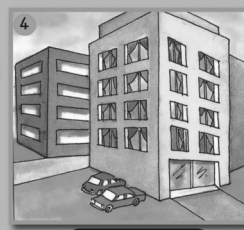
I live in a big house.



I live in a flat.



I live in a small house.



I live in a flat.



Write about yourself.

53

You will need:

- **Flashcards:** 1-6, 26, 94, 204-209 (Sami, Maha, Vicky, Paul, Soot, Biff, park, bus, souk, mosque, shop, village, house, flat)
- **Word cards:** 1-6, 16, 78, 183-186 (Sami, Maha, Vicky, Paul, Soot, Biff, a park, a bus, a souk, a mosque, a shop, a village)

Children will:

- revise locations
- listen to and join in with a song
- match flashcards with word cards
- listen and identify where characters live and repeat sentences and dialogues
- talk about where they live
- write a sentence about where they live and copy the words
- find words in a string of letters
- copy sentences beginning 'I live in a ...'

Task One (5 minutes)

- ★ Tell children to look at page 52 of their *Classbooks*. Ask questions about the location of each character. As you elicit the answers, put the flashcards on the board.

- ★ Tell the class that you are going to play the song *Skip to my Lou* (Song CD 6.1). Ask children to listen and join in with the words where they can. Play the song straight through.

Task Two (5 minutes)

- ★ Put the flashcards of the characters on the board. Point them and ask **Where's ...[Vicky]?** As you elicit the response **in the ...[village]**, put the word card below the flashcard. Repeat this procedure until the location of all the characters has been identified again and the corresponding word cards have been put on the board.

- ★ Ask questions about the location of all the characters again. As children name their location, point to the flashcard on the board and say **Yes ...[Sami's in the souk.]**

- ★ Point to each word card in turn and elicit the name of each place or thing.

- ★ Take all the word cards and flashcards off the board. Distribute them randomly to one half of the class. Tell the class that you are going to say where one of the characters is. Children who have the flashcard of the character, or the flashcard or word card of the place, should come to the front of the class and show the rest of the class their cards. For example, if you say **Paul's in the park**, the child with the flashcard of Paul and the child with the flashcard for **park** and the word card for **park** should all come to the front of the class.

- ★ The rest of the class should listen and look carefully and say **Yes** if children are correct and **No** if not. Describe where each of the characters is. Collect the cards on your desk as children come to the front of the class with the correct combinations of cards.

- ★ When you have described where all the characters are, redistribute the cards to the other half of the class and repeat the activity.

Task Three (15 minutes)

Step one

- ★ Tell the class to look at **page 53** of their *Classbooks*. Give children some time to study the pictures.

- ★ Ask children if they can name the types of buildings in L1. Give them the names in English: **a house** and **a flat**. As you do this, put the flashcards on the board. Explain that two of the pictures show where Paul and Vicky live in England. Get children to guess which pictures these are. Let them give their reasons in L1. Tell the class they will hear the characters asking and answering questions about where they live.

- ★ Play *Listening CD 6.1* straight through. Ask children to listen and look at the pictures on **page 53**.

Listening Transcript 6.1 [Track 39]



Paul: Do you live in a house or flat?
Sami: I live in a big house.

Maha: Do you live in a house or flat?
Vicky: I live in a small house

Sami: Do you live in a house or flat?
Paul: I live in a flat.

Vicky: Do you live in a house or flat?
Maha: I live in a flat.

- ★ Tell children they will hear the listening again. This time, ask them to identify the character who is answering the question.
- ★ Hold up your *Classbook* and point to Paul. Say **Paul. Which picture?** Get children to look at the number in their books and elicit number **three**. Repeat this procedure for the other pictures.
- ★ Tell children they will hear the listening again. This time, ask them to listen and repeat the questions and answers after the characters.
- ★ Play the listening again. Pause after each character speaks and encourage the class to repeat each line.
- ★ Tell the class they will hear the listening again. Pause after each dialogue and encourage the class to repeat it.

Step two

- ★ Divide the class in half. Tell one half they have to repeat the questions and the other half the answers. Play the listening. Pause after each

question and answer, and get the class to repeat their part of the dialogue. Get children to switch roles.

☆ Ask an individual child **Do you live in a house or a flat?** Help them to respond with **I live in a house** or **I live in a flat**. Ask several other children this question.

☆ Get children to repeat the question **Do you live in a house or a flat?** with you and then answer the question yourself.

☆ Ask a confident child to ask another child about their home. Encourage them to use **Do you live in a house or a flat?** Repeat this with several other pairs of children.

☆ Get children to ask and answer questions with their friends about their homes.

Step three

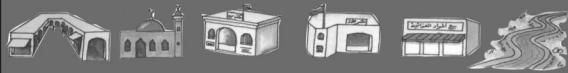
☆ Tell children to look at **page 53** again. Ask the class to read the sentence under each picture. Tell children that you are going to say the number of one of the pictures and that they must read the sentence out loud. For example, you say **picture 2** and children read **I live in a small house**. Repeat this until children have read each sentence, in random order, at least twice

☆ Tell children to look at the box at the bottom of **page 53**. Ask children if they can guess what they have to do. They have to write about where they live on the writing lines.

Task Four (5 minutes)

☆ Ask children to open their *Skills Books* at **page 32**. Get children to look at activity 4. Read the rubric with children. Get children to tell you what they have to do. Children have to circle the individual words in a string of letters, then copy the words onto the lines under the pictures. This should be done in class and checked.

☆ Ask children to look at activity 5. This is a mechanical exercise to practise handwriting, legibility and speed. You can give this activity as homework if you are pressed for time.



Unit 6 Town and Village



Sami's in the Souk

Hey ho skip to my Lou,
Hey ho skip to my Lou,
Hey ho skip to my Lou,
Skip to my Lou my darling!



Sami's in the Souk
Skip to my Lou!



Paul's in the park
Skip to my Lou!



Vicky's in the village
Skip to my Lou!



Soot's in the shop
Skip to my Lou!

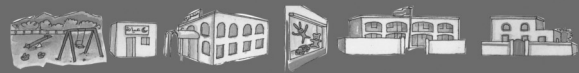


Maha's near the mosque
Skip to my Lou!



Biff's in the bus
Skip to my Lou!

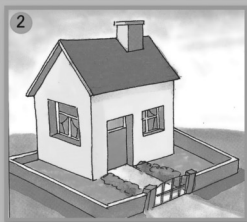
52



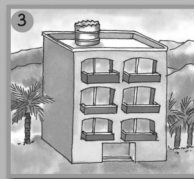
Listen and match.



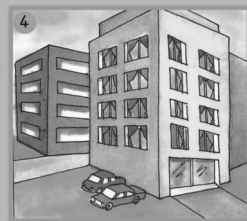
I live in a big house.



I live in a small house.



I live in a flat.



I live in a flat.



Write about yourself.

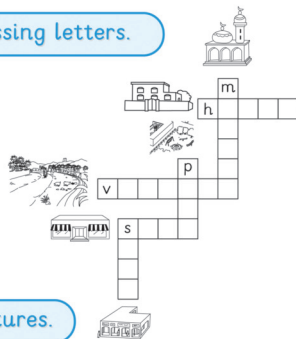
53

1 Match the sentences to the pictures.

- I go to get food in this place.
- I go to pray in this place.
- I go to play in this place.
- I live in this place.



2 Write the missing letters.



3 Label the pictures.



33

You will need:

- Flashcards:** 1-6, 26, 94, 204-209 (Sami, Maha, Vicky, Paul, Soot, Biff, park, bus, souk, mosque, shop, village, house, flat)
- Word cards:** 1-6, 78, 183-188 (Sami, Maha, Vicky, Paul, Soot Biff, a park, bus, souk, mosque, shop, village, house, flat)

Children will:

- revise locations
- listen to and join in with a song
- listen and identify pictures
- read short sentences
- match flashcards and word cards
- match pictures and sentences
- fill in missing letters to complete names of places
- label pictures

Task One (10 minutes)

Step one

- ★ Tell children to look at page 52 of their *Classbooks*. Ask questions about the location of each character. As you elicit the answers, put flashcards of the characters and places on the board.

- ★ Tell the class that you are going to play **Skip to my Lou**. Ask children to listen and join in with the words where they can.

- ★ Play the song straight through (Song CD 6.1).

Step two

- ★ Ask children to look at **page 53** of their *Classbooks*. Tell children they will hear the characters talking about where they live. Ask them to listen and find the matching picture.

Listening Transcript 6.2 [Track 40] I live in a...



Vicky:	I live in a small house.	[picture 2]
Maha:	I live in a flat.	[picture 4]
Paul:	I live in a flat.	[picture 3]
Sami:	I live in a big house.	[picture 1]

- ★ Play the CD. Pause after each sentence and ask **Which picture?**
- ★ Children should be able to guess **picture 2** easily, as it is the only small house. Children will have to think carefully about the second sentence because there are two pictures of flats. They will need to reason deductively and work out that one flat is the home of Paul and the other the home of Maha. As the voice they hear on the CD is a girl's, they should be able to guess that it is Maha's home – **picture 4**. This reasoning should then help them guess that the next sentence they hear must relate to Paul's home – **picture 3**. The final sentence should be easy for children as there is only one picture of a big house.
- ★ Hold up your *Classbook* and point to picture 1. Point to the sentence under the picture – **I live in a big house**. Read the sentence aloud to the class. Write the sentence on the board. Repeat this procedure with the remaining three pictures and sentences.
- ★ Read each sentence off the board with the class. Remember to track under the words with your finger or a ruler.
- ★ Tell children to look at **page 53** again. Ask the class to read the sentence under each picture. Tell children that you are going to say the number of one of the pictures and that they must read

the sentence out loud. For example, you say **picture 3** and children read **I live in a flat**. Repeat this until children have read each sentence, in random order, at least twice.

Task Two (10 minutes)

- ★ Ask children to look at **page 52** of their *Classbooks* again. Point to one of the characters in your *Classbook* and ask **Where's ...[Vicky]?** As you elicit the response **In the ...[village]**, put the corresponding word card and flashcard on the board. Repeat this procedure until the location of all the characters has been identified again, and the corresponding word cards and flashcards have been put on the board.
- ★ Ask questions about the location of all the characters again. As children name their location, point to the corresponding word card and flashcard on the board and say **Yes ...[Sami's in the souk]**
- ★ Point to each word card in turn and elicit the name of each place or thing.
- ★ Take all the word cards and flashcards off the board. Distribute them randomly to one half of the class. Tell the class that you are going to say where one of the characters is. Children who have the flashcard of the character, or the flashcard or word card of the place, should come to the front of the class and show the rest of the class their cards. For example, if you say **Paul's in the park**, the child with the flashcard of **Paul** and the child with the flashcards for **park** and the word card for **park** they should all come to the front of the class.
- ★ The rest of the class should listen and look carefully and say **Yes** if children are correct and **No** if they are not. Describe where each of the characters are. Collect the cards on your desk as children come to the front of the class with the correct combinations of cards.
- ★ When you have described where all the characters are, redistribute the cards to the other half of the class and repeat the activity.
- ★ At the end of the activity put the following flashcards and word cards on the board: **house, shop, souk, park, mosque, village**. Point to the first pair of flashcards and word cards. Get

children to look at the flashcard and to read the name **house** on the word card. Tell children to spell the word **house** by looking at the word card. As children spell the letters, track and point to the letters. Remove the word card and get children to spell the word **house** without the support of the word card. Get children to spell the word **house** several times. Do this for all the words.

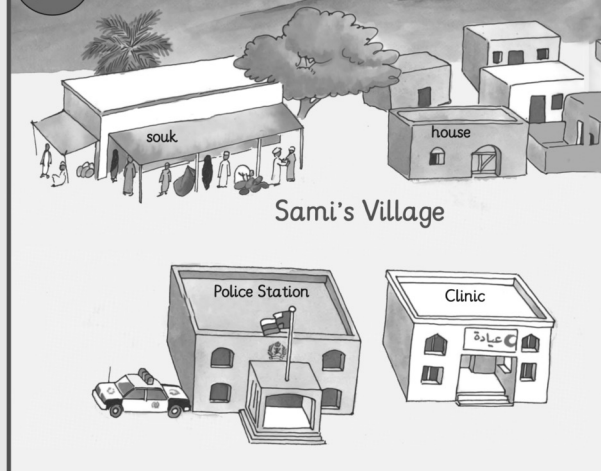
Task Three (10 minutes)

- ☆ Ask children to open their Skills Books at **page 33**. Ask them to look at activity 1. Read the four sentences together with children several times, and make sure that they understand the meaning of each sentence. Get children to say what they have to do. They have to match the sentences to the four pictures by writing the number of each sentence in the box above the correct picture.
- ☆ Ask children to look at the crossword in activity 2. Ask them to look at the six small pictures and say the name of each place - **mosque, house, park, village, shop, souk**. Tell children to write the missing letters into the appropriate squares to form the names of these places. You may want to use word cards and flashcards to help children remember the spellings.
- ☆ Ask children to look at activity 3. Tell them to label the pictures by writing the name of each place under the appropriate picture. If you are pressed for time, this task can be given as homework.

Lesson 4



Listen and speak.



Sami's Village



Where's the shop?

Opposite the police station.

Where's the souk?

Next to the falaj.

Where's Biff?

Next to the mosque.

54



Read and write.



1. Where's the mosque? Next to the _____.

2. Where's the police station? Opposite the _____.

3. Where's the clinic? Between the _____ and the _____.

55

You will need:

- **Flashcards:** 1-6, 26, 94, 204-208, 210 -213 (Sami, Maha, Vicky, Paul, Soot, Biff, souk, mosque, shop, house, police station, clinic, falaj, date palm)
- **Word cards:** 1-6, 16, 78, 183-187, 189-192 (Sami, Maha, Vicky, Paul, Soot, Biff, souk, mosque, shop, village, house, police station, clinic, falaj, date palm)

Children will:

- revise locations
- listen to and join in with a song
- identify and name buildings and features in a village
- listen to and repeat a description of a village
- understand the concept of **next to**, **opposite** and **between**
- practise the use of **next to**, **opposite** and **between**

Task One (5 minutes)

- ★ Tell children to look at **page 52** of their *Classbooks*. Ask questions about the location of each character. As you elicit the answers, put

the flashcards of the corresponding characters and places on the board.

- ★ Tell the class that you are going to play *Skip to my Lou* (Song CD 6.1). Ask children to listen and join in with the words where they can.

- ★ Play the song straight through.

Task Two (10 minutes)

- ★ Ask children to look at **pages 54 and 55** of their *Classbook*. Give the class some time to study the picture of the village.
- ★ Hold up your *Classbook* and show children the picture. Tell children **This is Sami's village**. Explain that he is showing his friends around his village. Ask children to look carefully at the picture and name anything they can in English. Children should be able to name **a supermarket**, **a shop**, **a mosque**, **a souk** and **a house**. Allow children to name other buildings in L1. Make sure children identify the **police station**, **the clinic**, **the falaj**, and **the date palms**. As children identify each building or feature in English and in L1, put the corresponding flashcard on the board and repeat the name in English.

- ★ You should have the following flashcards on the board: **shop, mosque, souk, house, police station, clinic, falaj, date palm**. Point to each one in turn, name it in English, and get children to repeat the name with you.

- ★ Tell the class they will hear Sami describing his village to his friends on the CD. Ask children to listen and point to the buildings or features they hear mentioned on the CD.

- ★ Play *Listening CD 6.3* straight through.

Listening Transcript 6.3 [Track 41] Sami's Village

In my village there's a mosque, a souk, and a shop. Umm, and there's a police station, and a clinic. Umm, and there's a falaj, some date palms, and some houses.



- ★ Tell children that you will play the listening again. Ask them to listen and point to each building or feature they hear mentioned.
- ★ Play the listening. Pause after each building or feature is named and point to the corresponding flashcard on the board. Ask children to check that they are pointing to the same thing in their *Classbooks*.
- ★ Tell the class that you will play the listening again. Ask children to imagine they are Sami and repeat the words.
- ★ Play the CD. Pause after each short sentence and encourage the class to repeat the words.

Task Three (10 minutes)

- ★ Distribute the following flashcards randomly around the class: **shop, mosque, souk, house, police station, clinic, falaj, date palm**. Tell the class that you will play the CD again. As children hear the building or feature on their flashcard named on the CD, they should hold it up. If it is correct, the child should come to the front of the class and put it on the board.
- ★ Play the CD again. Pause after each building or feature is named. After playing the listening, you should have the following flashcards on the board in this order: **mosque, souk, shop, police**

station, clinic, falaj, date palm, house.

- ★ Tell the class you will play the CD again. Ask children to imagine they are Sami talking about his village.
- ★ Play the CD. Pause after each sentence and encourage children to repeat the words after the CD. Ask them to look at the flashcards on the board as they do this. As the class names each building or feature, point to the corresponding flashcard on the board.
- ★ Tell the class that you want them to imagine that they are Sami talking about his village. Explain that this time, you want them to describe the village without the CD. Tell the class to say the words with you. Say **In my village there's a ...** [point to the picture of the **mosque** and elicit the word from the class], **a ...** [point to the picture of the **souk** and elicit the word] **and a ...** [point to the picture of the **shop** and elicit the word]. Continue with this procedure until the class has described Sami's village using the flashcards as prompts.
- ★ Get the class to say the description once more. Then encourage children to volunteer to come to the front of the class and imagine they are Sami describing his village. Ask children to point to each flashcard as they name it in their description.

- ★ Organise children into pairs. Tell them to take turns pretending to be Sami describing his village. Tell children that as they describe the village to their partner, they should point to each building or feature in their *Classbook*.

- ★ Get the class to repeat the description of Sami's village with you again. As children name the buildings and features, put the corresponding word cards below each flashcard: **mosque, souk, shop, police station, clinic, falaj, date palm, house.**

- ★ Point to each word card in turn and elicit the names of the buildings or features.

Task Four (5 minutes)

- ★ Ask four children to come to the front of the class. Put them into position and use them to demonstrate the prepositions **next to** and

opposite. For example, say Ali, Fatma, Bader and Muna come here. Ali, stand here. Fatma, stand next to Ali. Bader, stand opposite Ali. Muna, stand opposite Fatma.

★ Keep children in these positions and say Ali is next to Fatma. Ali is opposite Bader. Fatma is next to Ali. Muna is opposite Fatma. Muna is next to Bader. Reinforce the spatial relationships between children by using gestures as you speak.

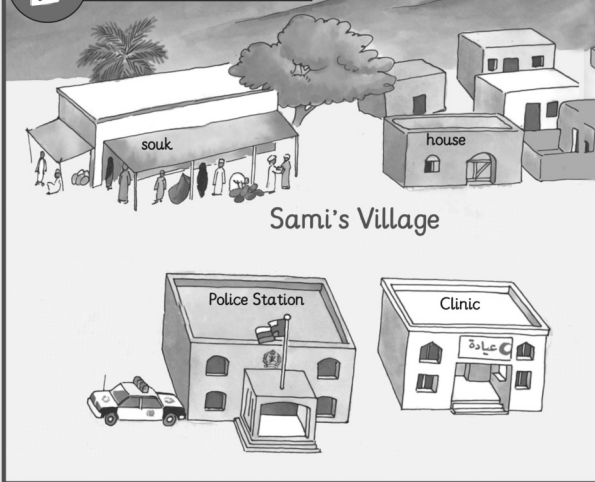
★ Ask the class Who's opposite Ali? Who's next to Bader? Ask about the spatial relationships between all of the children.

★ Finally, use the children to teach the word **between**. Ask three children to stand side by side. Point to the middle child and say, for example, Look, Muna is between Fatma and Ali.

Lesson 5



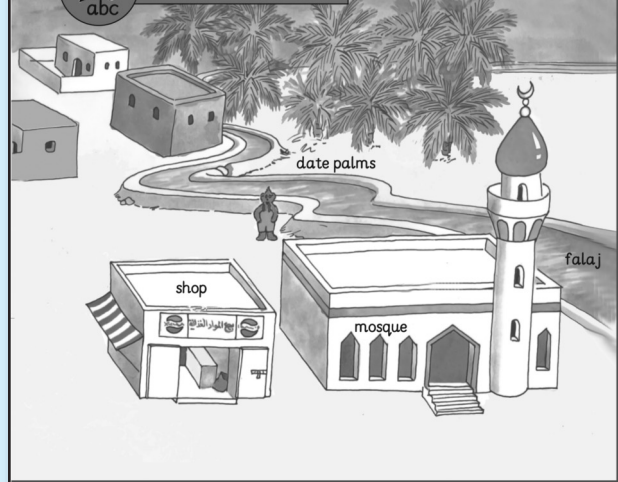
Listen and speak.



54



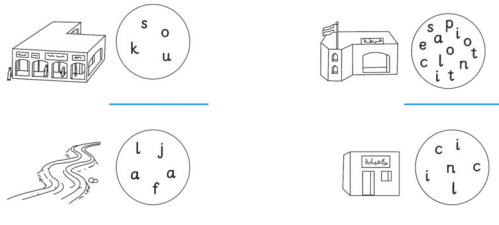
Read and write.



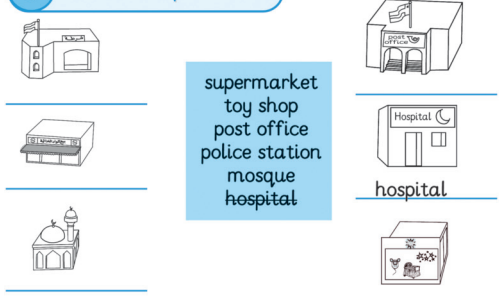
- Where's the mosque? Next to the _____.
- Where's the police station? Opposite the _____.
- Where's the clinic? Between the _____ and the _____.

55

4 Unscramble the letters. Write the words.



5 Label the pictures.



6 Write the name.

- I buy my toys here. _____
- I see the doctor here. _____
- I buy stamps here. _____

34

You will need:

- Flashcards:** 204-206, 208, 210-213 (souk, mosque, shop, house, police station, clinic, fala.j, date palm)
- Word cards:** 183-185, 187, 189-192 (souk, mosque, shop, house, police station, clinic, fala.j, date palm, park)

Children will:

- revise the names of buildings and features
- listen to and repeat a description of a village
- revise the use of **opposite**, **next to** and **between**
- describe the location of buildings, and ask and answer questions
- listen to and repeat a dialogue about the location of buildings
- practise spelling
- unscramble jumbled letters to form words

Task One (10 minutes)

- ★ Ask children to look at **pages 54 and 55** of their *Classbooks*. Tell the class they will hear Sami talking about his village on the CD again. Ask children to listen, look at the picture in their books, and repeat the description of Sami's village after the CD.

- ☆ Play *Listening CD 6.3*. Pause after each sentence and encourage children to repeat the description.
- ☆ Put the flashcards of the buildings and features on the board in the same order as they appear in the description.
- ☆ Tell the class that you want them to imagine that they are Sami talking about his village. Explain that this time you want them to describe the village without the CD. Tell the class to say the words with you. Say **In my village there's a ...** [point to the picture of the **mosque** and elicit the word from the class], **a ...** [point to the picture of the **souk** and elicit the word] **and a ...** [point to the picture of the **shop** and elicit the word]. Continue with this procedure until the class has described Sami's village using the flashcards as prompts.
- ☆ Ask the class to repeat the description of Sami's village. As children name the buildings and features, put the following corresponding word card below each flashcard: **mosque, souk, shop, police station, clinic, falaj, date palm, house.**
- ☆ Point to each word card in turn and elicit the names of the building or feature. Then point to the word cards in random order and elicit the names.

Task Two (5 minutes)

- ☆ Ask four children to come to the front of the class. Put them into position and use them to demonstrate the prepositions **next to** and **opposite**. For example, say **Khalid, Habiba, Waleed and Huda come here. Khalid, stand here. Habiba, stand next to Khalid. Waleed, stand opposite Khalid. Huda, stand opposite Habiba.**
- ☆ Keep children in these positions and say **Khalid is next to Habiba. Khalid is opposite Waleed. Habiba is next to Khalid. Huda is opposite Habiba. Huda is next to Waleed.** Reinforce the spatial relationships between children by using gestures as you speak.
- ☆ Ask the class **Who's opposite Khalid? Who's next to Waleed?** Ask about the spatial relationships between all the children.
- ☆ Revise the preposition **between** by getting three children to stand side by side. Make a sentence about the middle child. For example **Khalid is standing between Huda and Habiba.**

Task Three (5 minutes)

- ☆ Tell children to look at the picture of the village on **pages 54 and 55** of their *Classbooks*. Ask them questions about the location of different buildings. For example, ask **Where's the shop?** Elicit **Next to the mosque**. Ask questions about the location of the following buildings: the **shop, mosque, souk, police station** and **clinic**.
- ☆ Hold up the flashcard and corresponding word card for one of these buildings and encourage the class to ask you a question about it. For example, hold up the word card and flashcard for **souk** and get the class to ask you **Where's the souk?** You reply **Opposite the police station**. Get the class to ask you questions about the location of all the buildings.
- ☆ Repeat the procedure above with one child asking another child a question about the location of the building you are holding up. Repeat this with three or four pairs of children.
- ☆ Finally ask children to look at the picture again and make sentences using **between**. For example: **The shop is between the mosque and the clinic. The clinic is between the shop and the police station.**
- ☆ Organise the class into pairs. Tell them to take turns asking and answering questions about the location of the buildings in Sami's village.

Task Four (5 minutes)

- ☆ Ask children to look at the speech bubbles below the picture of Sami's village on **page 54**. Hold up your *Classbook* and point to the questions and answers. Tell the class they will hear the characters asking and answering questions about Sami's village on the CD. Ask children to listen to the CD and look at the words.
- ☆ Play the *Listening CD 6.4*. Pause after each question and answer and get children to repeat the words after the CD as they follow the words in their books.

Listening Transcript 6.4 [Track 43] Where's the shop?



Vicky: Where's the shop?
Maha: Next to the mosque.
Paul: Where's the souk?
Sami: Opposite the police station.
Soot: Where's Biff?
Maha: Next to the falaj.

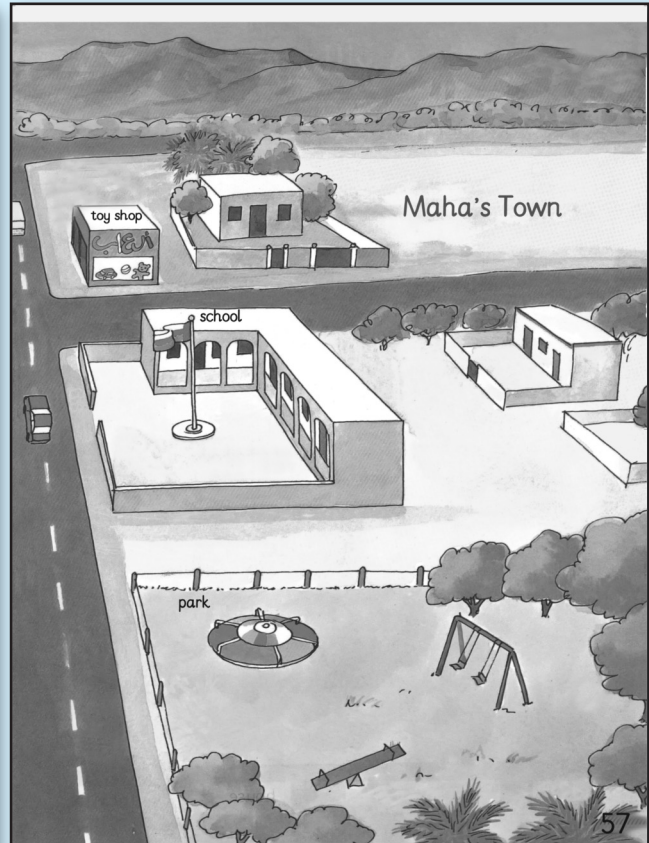
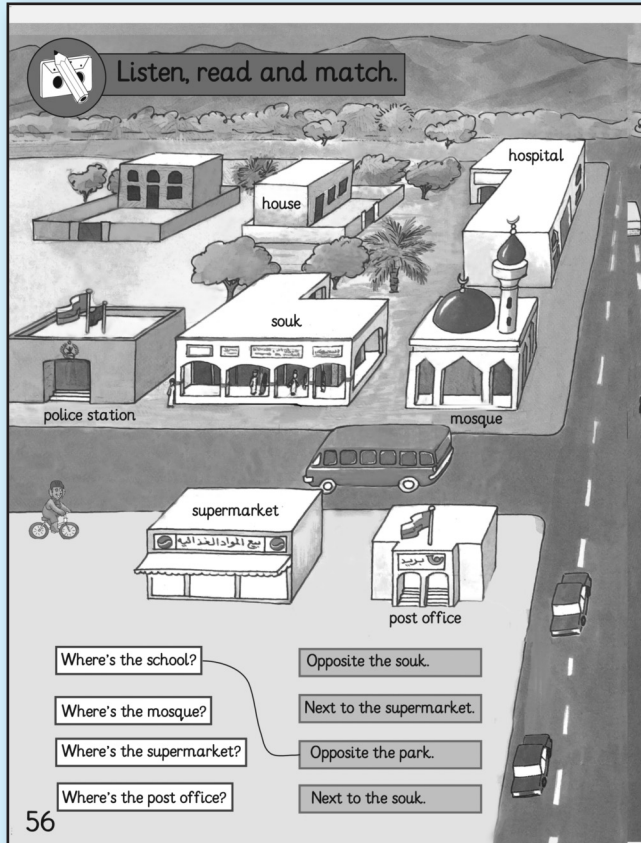
- ★ Ask children to practise this dialogue in pairs. They then exchange roles. Call on a few pairs to demonstrate their dialogues to the rest of the class.

Task Five (5 minutes)

- ★ Stick flashcards of the **souk**, **police station**, **falaj** and **clinic** on the board. Number the flashcards 1-4.
- ★ Say **number one**. Get children to say the name of the picture, for example, **souk**. Ask children to spell the word **souk** orally. As children spell the word, write the letters on the board. Ask children **Is this correct?**. Ask children again. **How do you spell souk?** Children spell the word by looking at the letters on the board. Repeat with all the words till children become confident. Remove all the flashcards and rub out all the words.
- ★ Ask children to open their *Skills Books* at **page 34**. Get children to look at each picture in activity 4. Ask children to unscramble the letters beside each picture and to write out each name correctly on the line under the jumbled letters.

Town and Village

Lesson 6



4 Unscramble the letters. Write the words.



5 Label the pictures.



supermarket
toy shop
post office
police station
mosque
hospital

6 Write the name.

- I buy my toys here. _____
- I see the doctor here. _____
- I buy stamps here. _____

34

You will need:

- Flashcards:** 26, 92, 204-206, 208, 210, 214-217 (park, school, souk, mosque, shop, house, police station, hospital, post office, supermarket, toy shop)
- Word cards:** 16, 183-185, 187, 189, 193-197 (a park, a souk, a mosque, a shop, a house, a police station, a hospital, a post office, a supermarket, a toy shop)

Children will:

- revise prepositions **opposite**, **next to** and **between**
- listen to and repeat a dialogue
- talk about whether they live in a town or a village
- ask and answer questions with a partner
- listen to a recording and identify buildings
- listen to and repeat a description of a town
- label pictures of buildings

Task One (5 minutes)

★ Ask children to look at **pages 56** and **57** of their *Classbooks*. Give the class some time to study the picture. Write the words, **next to**, **opposite** and **between** on the board. Read these words as you point to them. Ask children to look at the picture on **pages 56** and **57** and make

sentences orally using these words. Help and support children as and when necessary. For example point to the souk and ask them to give you a sentence. Elicit **The souk is between the mosque and the police station.** Ask about the school. Elicit **The school is opposite the park.** Point to the post office. Get children to say **The post office is next to the supermarket.**

Task Two (5 minutes)

- ★ Tell the class they will hear the characters talking about where they live.
- ★ Play the first question and answer on *Listening CD 6.5*. Ask the class **Does Paul live in a town or a village?** Elicit **a town** from the class. Ask children to tell you how towns are different from villages. (many people, bigger buildings, more roads and more traffic, etc). Allow children to respond in L1. Then play the next two questions and answers in the same way.

Listening Transcript 6.5 [Track 44] Do you live in a town or a village?



Samir: Paul, do you live in a town or a village?
Paul: I live in a town.

Maha: Vicky, do you live in a town or a village?
Vicky: I live in a village.

Vicky: Maha, do you live in a town or a village?
Maha: I live in a town.

- ★ Tell the class that you will play the CD again. Ask children to listen and repeat the questions and answers after the CD.
- ★ Play the listening again. Pause after each line and encourage children to repeat the words after the CD.
- ★ Ask a confident child **Do you live in a town or a village?** Encourage the child to respond with **I live in a ...[town]**. Ask several other children the same question.
- ★ Get one child to ask another child the question **Do you live in a town or a village?** and encourage the other child to answer **I live in a ...[town]**. Repeat this with several pairs of children.

- ★ Organise the class into pairs. Tell children to ask each other about where they live. Remind them to say **Do you live in a town or a village?** and **I live in a ...[village]**.

Task Three (5 minutes)

- ★ Tell children to look at **pages 56 and 57** again. Ask **Is this a town or a village?** Try and elicit a **town** from the class.
- ★ Ask children to name anything they recognise in the picture in English. Try and elicit: **mosque, souk, school, park, police station, house, cars, bus.** Ask children if they can name anything else in L1. Children may suggest **a hospital, a supermarket, a post office, a [toy] shop.** As children name the buildings and places, in English and L1, put the corresponding flashcards on the board.
- ★ Point to each flashcard in turn and name each one. Get the class to repeat the words with you.
- ★ Tell the class that they are going to hear Maha talking about her town. Ask them to listen to the CD and look at the picture of Maha's town.
- ★ Play *Listening CD 6.6* straight through.

Listening Transcript 6.6 [Track 45] I live in a town



Maha: I live in a town. In my town, there's a hospital, a mosque, a souk. Umm ... Oh, and a post office, a supermarket, a school. Umm, and there's a toy shop, a police station and a park.

- ★ Tell the class that you will play the listening again. Ask children to listen and look at the board.
- ★ Play the CD straight through. As each place is named on the CD, point to the corresponding flashcard on the board.
- ★ Tell the class you will play the CD once more. Ask children to imagine they are Maha talking about her town. Encourage the class to repeat the words after the CD.

- ☆ Play the CD. Pause after each sentence and get children to repeat the words.

Task Four (10 minutes)

- ☆ Distribute the following flashcards randomly around the class: **hospital, mosque, souk, post office, supermarket, police station, school, toy shop** and **park**. Tell the class that you will play the CD again. As children hear the building or feature on their flashcard named on the CD, they should hold it up. If it is correct, the child should come to the front of the class and put it on the board.
- ☆ Play *Listening CD 6.6* again. Pause after each feature is named. After playing the CD, you should have the following flashcards on the board in this order: **hospital, mosque, souk, post office, supermarket, school, toy shop, police station, park**.
- ☆ Tell the class you will play the listening again. Ask children to imagine they are Maha talking about her town.
- ☆ Play the listening again. Pause after each sentence and encourage children to repeat the words after the CD. Ask them to look at the flashcards on the board as they do this. As the class names each building or feature, point to the corresponding flashcard on the board.
- ☆ Tell the class that you want them to imagine they are Maha talking about her town again. Explain that this time you want them to describe the town without the CD. Tell the class to say the words with you. Say **I live in a town. In my town there's a ...** [point to the picture of the **hospital** and elicit the word from the class], **a ...** [point to the picture of the **mosque** and elicit the word] **a ...** [point to the picture of the **souk** and elicit the word]. Continue with this procedure until the class has described Maha's town using the flashcards as prompts.
- ☆ Get the class to say this description once more. Then encourage children to volunteer to come to the front of the class and imagine they are Maha describing her town. Ask them to point to each flashcard as they name it in the description.

- ☆ Organise children into pairs. Tell them to take it in turns pretending to be Maha describing her town. Tell children that as they describe the town to their partner, they should point to each building or feature in their *Classbooks*.

- ☆ Get the class to repeat the description of Maha's town with you again. As children name the buildings and features, put the corresponding word cards below each flashcard: **hospital, mosque, souk, post office, supermarket, police station, school, toy shop, park**.

- ☆ Point to each word card in turn and elicit the name of the building or feature.

Task Five (5 minutes)

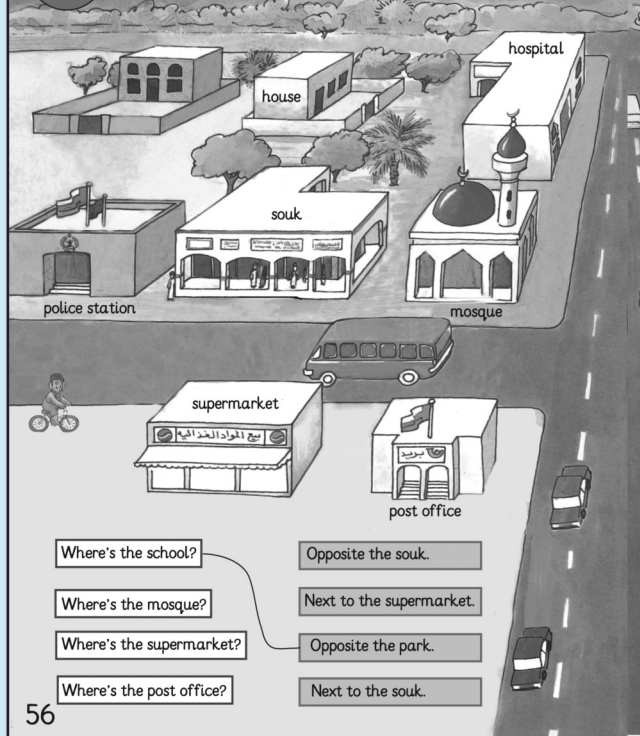
- ☆ Ask children to open their *Skills Books* at **page 34** and to look at activity 5. Get children to point to and name the buildings that they see. Get them to read the names in the box in the centre. Children have to use the names to label the buildings. Go round helping and supporting children.
- ☆ Now ask children to look at activity 6. Get children to read out the sentences one by one. Elicit answers from children. They have to say the name of each place being described, then write the name on the line after each sentence. You may give this task as homework if pressed for time but ensure that you do it first orally in class.

Town and Village

Lesson 7

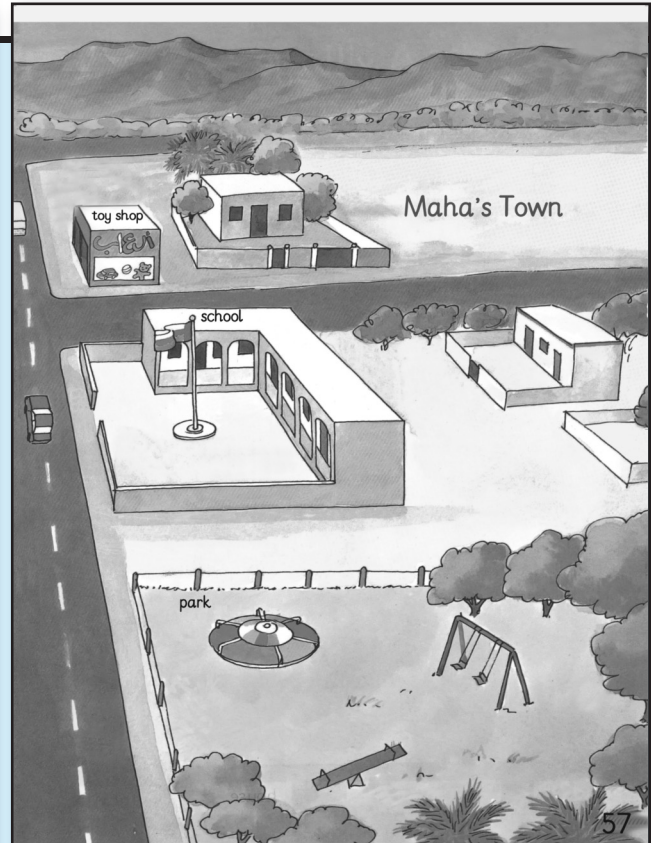


Listen, read and match.



- Where's the school?
Where's the mosque?
Where's the supermarket?
Where's the post office?
- Opposite the souk.
Next to the supermarket.
Opposite the park.
Next to the souk.

56

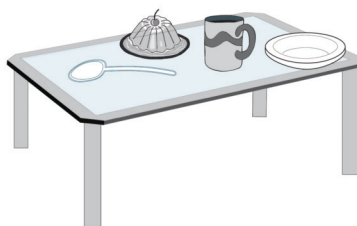


57

1 Read.

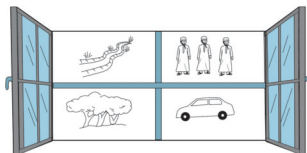
We use commas to separate items in a list.
We do not put a comma before **and**.

2 Look at the pictures. Complete the sentences. Use commas.



a spoon
a jelly
a cup
a plate

On the table, there is _____



a falaj
three men
trees
a car

Through the window, I can see _____

35

You will need:

- Flashcards:** 26, 92, 94, 204, 205, 208, 210, 214-217 (park, school, bus, souk, mosque, shop, house, police station, hospital, post office, supermarket, toy shop)
- Word cards:** 16, 183, 184, 187, 189, 193-197 (a park, a souk, a mosque, a shop, a house, a police station, a hospital, a post office, a supermarket, a toy shop)

Children will:

- listen to and join with a song
- listen to and repeat a description of a town
- match flashcards and word cards
- revise and practise the use of **opposite**, **next to** and **between**
- ask and answer questions about buildings using prepositions
- understand the use of commas
- complete sentences by using commas

Task One (5 minutes)

- ★ Ask the class if they remember a song about a bus from 2A. Some children may remember some of the words. Put the **bus** flashcard on the

board to remind children of the song.

- ★ Tell the class you will play the song. Ask them to listen and watch as you perform the actions.

Song Transcript 6.2 [Track 20] The Wheels on the Bus



verse 1

The wheels on the bus go round and round,
Round and round,
Round and round,
The wheels on the bus go round and round,
All day long.

verse 2

The wipers on the bus go swish, swish, swish,
Swish, swish, swish,
Swish, swish, swish,
The wipers on the bus go swish, swish, swish,
All day long.

verse 3

The lights on the bus go flash, flash, flash,
Flash, flash, flash,
Flash, flash, flash,
The lights on the bus go flash, flash, flash,
All day long.

verse 4

The horn on the bus goes beep, beep, beep,
Beep, beep, beep,
Beep, beep, beep,
The horn on the bus goes beep, beep, beep,
All day long.

verse 5

Children on the bus go up and down,
Up and down,
Up and down,
Children on the bus go up and down,
All day long.

Round and round

Flash, flash, flash,



Swish, swish, swish

Beep, beep, beep

Finally, do the same with the **horn** – mime beeping a horn with your hand – and say **beep, beep**. Repeat the actions (see *diagram*).

Task Two (5 minutes)

- ★ Ask children to look at **pages 56 and 57** of their *Classbooks*. Tell the class they will hear Maha talking about her town on the CD again. Ask children to listen, look at the picture in their books, and repeat the description of Maha's town after the CD.
- ★ Play the CD (*Listening CD 6.6*). Pause after each sentence and encourage children to repeat the description.
- ★ Put the flashcards of the buildings and features on the board in the same order as they appear in the description.
- ★ Tell the class that you want them to imagine they are Maha talking about her town. Explain that this time you want them to describe the town without the CD. Tell the class to say the words with you. Say **I live in a town. In my town there's a ...** [point to the picture of the **hospital** and elicit the word from the class], a ... [point to the picture of the **mosque** and elicit the word] a ... [point to the picture of the **souk** and elicit the word]. Continue with this procedure until the class has described Maha's town using the flashcards as prompts.

- ★ Play the song. Do the actions and sing the words with the CD. Encourage children to join in with any of the actions or words they can remember.

- ★ The actions for the song are as follows: **The wheels on the bus go round and round.** Demonstrate the action by rolling your hands over each other. **The wipers on the bus** – move your index fingers from side to side – and then practise the sound effects – **swish, swish**. Do the same with the **lights** – open and close the fingers on your hands – and say **flash, flash**.

- ★ Get the class to repeat the description of Maha's town with you again. As children name the buildings and features, put the corresponding word cards below each flashcard: **hospital, mosque, souk, post office, supermarket, police station, school, toy shop, park**.

- ☆ Point to each word card in turn and elicit the names of the buildings or features. Then point to the word cards in random order and elicit the names.

Task Three (5 minutes)

- ☆ Ask four children to come to the front of the class. Put them into position and use them to demonstrate the prepositions **next to** and **opposite**, as before. For example, say Mohammed, Raya, Said and Fatma come here. Mohammed, stand here. Raya, stand next to Mohammed. Said, stand opposite Mohammed. Fatma, stand opposite Raya.
- ☆ Keep children in these positions and say Mohammed is next to Raya. Mohammed is opposite Said. Raya is next to Mohammed. Fatma is opposite Raya. Fatma is next to Said. Reinforce the spatial relationships between children using gesture as you speak. Include and revise the preposition **between** by putting three children side by side and asking about the child in the middle.

Task Four (10 minutes)

- ☆ Tell the class they will hear the characters asking and answering questions about Maha's town on the CD. Ask children to listen to the CD and look at the picture.
- ☆ Play *Listening CD 6.7*. Pause after each question and answer and get children to repeat the words after the CD as they look at the picture in their book.

Listening Transcript 6.7 [Track 46]

Vicky: Where's the school?
Maha: Opposite the park.

Sami: Where's the mosque?
Maha: Next to the souk.

Paul: Where's the supermarket?
Maha: Opposite the souk.

Vicky: Where's the post office?
Maha: Next to the supermarket.



- ☆ Divide the class in half. Tell one half to repeat the questions after the CD and the other half to answer them. Tell children to look at the places in the picture that are being asked about as they

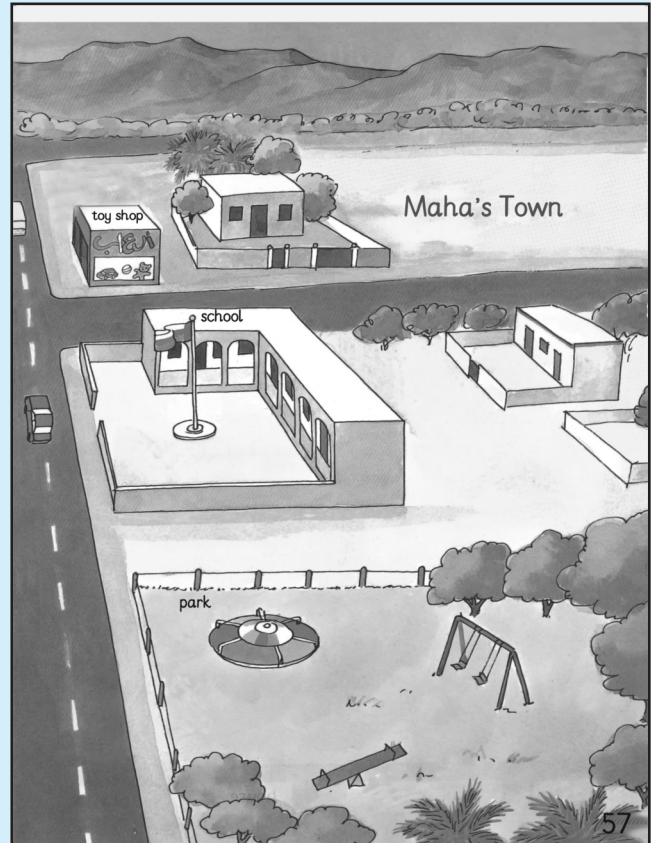
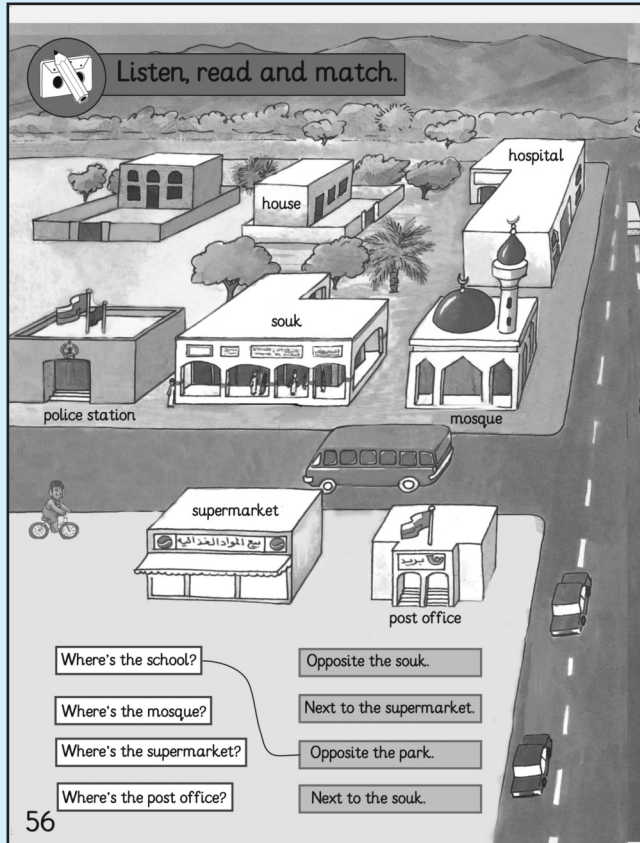
do this. Reverse the roles and play the CD again repeating the above procedure .

- ☆ Ask children to look at the picture again and use the word **between** to make sentences. Elicit from children the following sentences. As children make these sentences get them to point to the relevant parts of the picture. **The school is between the park and the toyshop. The souk is between the mosque and the police station.**

Task Five (5 minutes)

- ☆ Introduce the idea of a **comma**. Explain in L1 that we use commas to separate items in a list. For example, write on the board **I live in a town. In my town there's a hospital a school a bus station a hotel and a park.**
- ☆ Show children by using a different coloured marker where we put the commas. Also explain to children that we do not put a comma before the word **and**.
- ☆ Your sentence on the board should look like this. **I live in a town. In my town there's a hospital, a school, a bus station, a hotel and a park.**
- ☆ Ask children to open their *Skills Books* at **page 35**. Read out the two sentences about commas in activity 1 and check children's understanding. Then ask children to look at the picture of the table in activity 2. Read out the beginning of the sentence under the picture, and explain that children should look at the pictures of the items on the table in order to complete sentence. Elicit the sentence orally.
- ☆ Get children to write out the sentence on the writing lines provided. Tell them they must put commas in the appropriate places. Point to the words in the box and get children to read them aloud. Explain that the words are there to help them with their spelling. Repeat the procedure with the picture of the window. If you are pressed for time, tell children to complete writing the sentences at home. However, go over the sentences with them orally in class, and make sure that they understand that they must use commas when completing the sentences.

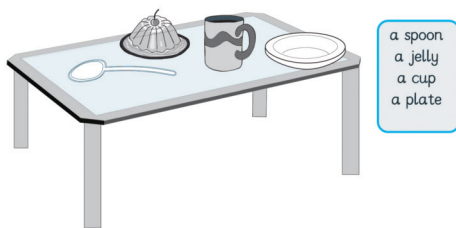
Lesson 8



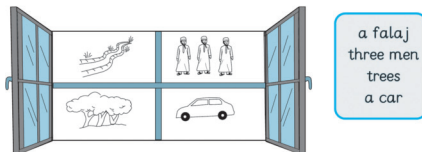
1 Read.

We use commas to separate items in a list.
We do not put a comma before **and**.

2 Look at the pictures. Complete the sentences. Use commas.



On the table, there is _____



Through the window, I can see _____

35

You will need:

- Flashcards:** 26, 92, 204, 205, 208, 210, 214-218 (park, school, souk, mosque, house, police station, hospital, post office, supermarket, toy shop)
- Word cards:** 16, 183-185, 187, 189, 193-197 (a park, a souk, a mosque, a shop, a house, a police station, a hospital, a post office, a supermarket, a toy shop a school)

Children will:

- listen to and join in with a song
- listen to and repeat a description of a town
- match flashcards to word cards
- ask and answer questions about location of buildings
- match questions to answers
- listen to and repeat questions and answers about location

Task One (5 minutes)

- ★ Put the **bus** flashcard on the board. Tell children that you are going to play *The Wheels on the Bus* (Song CD 6.2). Play the song and encourage children to join in with the words and actions.

Task Two (5 minutes)

- ☆ Ask children to look at **pages 56 and 57** of their *Classbooks*. Tell the class they will hear Maha talking about her town on the CD again. Ask children to listen, look at the picture in their books, and repeat the description of Maha's town after the CD.
- ☆ Play *Listening CD 6.6*. Pause after each sentence and encourage children to repeat the description.
- ☆ Put the flashcards of the buildings and features on the board in the same order as they appear in the description.
- ☆ Tell children that you want them to imagine they are Maha talking about her town. Explain that this time you want them to describe the town without the CD. Tell the class to say the words with you. Say **I live in a town. In my town there's a ...** [point to the picture of the **hospital** and elicit the word from the class], **a ...** [point to the picture of the **mosque** and elicit the word] **a ...** [point to the picture of the **souk** and elicit the word]. Continue with this procedure until the class has described Maha's town using the flashcards as prompts.
- ☆ Ask the class to repeat the description of Maha's town again. As children name the buildings and features, put the corresponding word cards below each flashcard: **hospital, mosque, souk, post office, supermarket, police station, school, toy shop, park**.
- ☆ Point to each word card in turn and elicit the names of the buildings and features. Then point to the word cards in random order and elicit the names.

Task Three (5 minutes)

- ☆ Ask children to look at **pages 56 and 57** of their *Classbooks* again. Ask them questions about the location of different buildings. For example, ask **Where's the police station?** Elicit **Next to the souk**. Ask questions about the location of the following buildings: **the toy shop, the mosque, the souk, the police station, the post office, the school, the supermarket, the park, the hospital**.
- ☆ Hold up the flashcard and corresponding word card for one of these buildings and encourage

the class to ask you a question about it. For example, hold up the word card and flashcard for **souk**, and get the class to ask you **Where's the souk?** You reply **Next to the mosque**. Get the class to ask you questions about the location of all the buildings.

Task Four (10 minutes)

- ☆ Ask children to look at the questions and answers on **page 56** of their *Classbooks* below the picture of Maha's town. Tell the class that the questions and answers have got muddled up.
- ☆ Hold up your *Classbook* and show how a line has been drawn from the first question to the correct answer. Write the question and answer on the board. Read the question and answer aloud to the class as they look at the words on the board.
- ☆ Ask the class to read the question and answer off the board with you.
- ☆ Tell children to look at the next question in their book – **Where's the mosque?** Write this question on the board. Ask children to read the question out loud with you. Now ask them to look at the picture and try and answer the question. They may respond with **Next to the souk** or **Opposite the post office**. Both are correct.
- ☆ Ask children to look at the answers written on the page and read out the one they think is correct. **Next to the souk** is the only correct answer written on the page. Write this answer on the board. Ask children to draw a line from the question to the answer in their books.
- ☆ Repeat this procedure with the remaining two questions and answers.

Task Five (5 minutes)

- ☆ Tell the class that they will hear the characters asking and answering questions about Maha's town. Ask children to listen to the CD and read the questions and answers as they listen.
- ☆ Play *Listening CD 6.7*. Pause after each question and answer, and get children to repeat the words as they read them in their books.

- ☆ Ask the class one of the questions you have written on the board. Tell children to look at the answers written in their books and to read them aloud to you. Ask all the questions in random order.
- ☆ Divide the class in half. Point to one of the questions written on the board and get one half of the class to read the question aloud and the other half to read the answer aloud. Reverse roles after one half of the class has asked all four questions.
- ☆ Organise the class into pairs. Tell them to take turns asking and answering the questions written on the page.

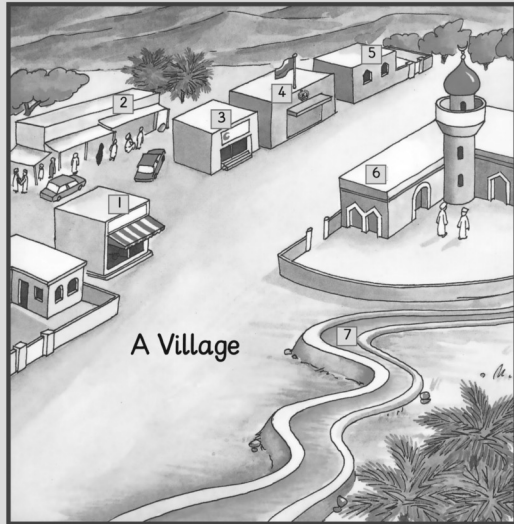
Town and Village

Lesson 9



Look at the number and write the name.

souk mosque house police station
shop clinic falaj



A Village

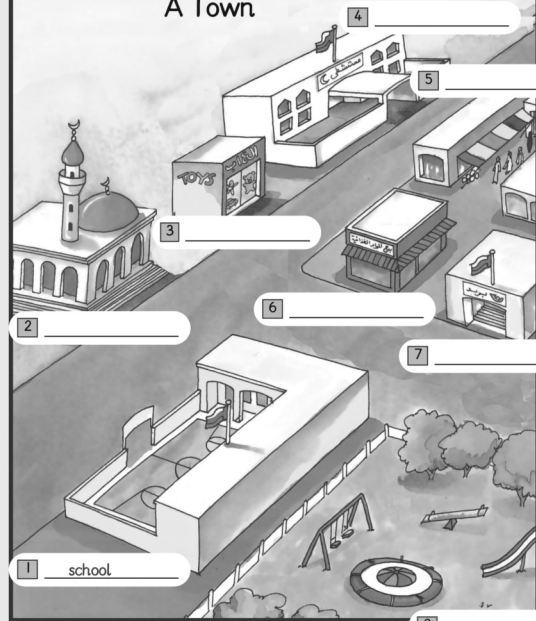
1. supermarket
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

58



Read and label.

A Town

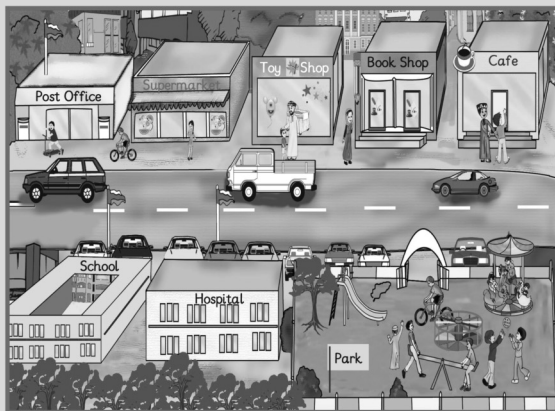


toy shop mosque park
hospital post office supermarket
souk school

59



Look and speak.



60

Children will:

- listen to and join in with a song
- identify and name places in pictures of a village and a town
- match and label places in the pictures
- make sentences about places using **opposite**, **next to** and **between**

Task One (5 minutes)

- ★ Put the **bus** flashcard on the board. Tell children that you are going to play *The Wheels on the Bus Song*. (Song CD 6.3). Encourage children to join in with the words and actions.

Task Two (15 minutes)

- ★ Ask children to look at **pages 58 and 59** of their *Classbooks*. Ask children to name anything they recognise in the pictures. Elicit as much vocabulary as possible.

- ★ Hold up your *Classbook* and show children the words at the top and bottom of the pictures. Ask the class if they can guess what they have to do. Make sure children understand that they

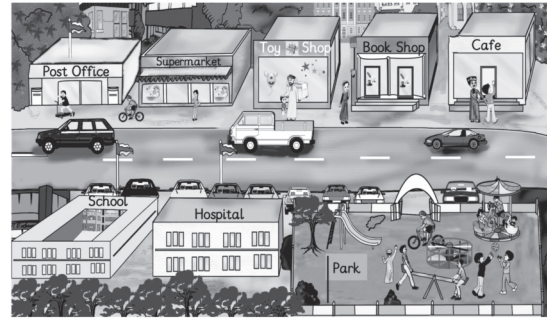
have to label the pictures with the words. Get children to complete the task on page 58 first. Go round the class helping and supporting.

Task Three (10 minutes)

- ☆ Ask children to Look at **page 60** of their *Classbooks*. Ask children to look at the picture and elicit sentences using prepositions that they have learned. Get a child to make a sentence while the remaining children say whether it is true or not. Children may say the following: **The toy shop is between the supermarket and the book shop. The park is next to the hospital. The school is opposite the toyshop.** There are a few other possibilities. Accept any true sentence.



3 Look at the picture. Write sentences using **next to**, **opposite** and **between**.



- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

36

Children will:

- ask and answer questions about a picture using **opposite**, **next to** and **between**
- write sentences about a picture using **opposite**, **next to** and **between**
- play a game in groups
- identify and name places and things in a frieze
- do self-evaluation

Task One (15 minutes)

- ★ Ask the class to open their *Classbooks* at **page 60**. Get children to make sentences orally using the prepositions they have learned.
- ★ Now ask children to open their *Skills Books* at **page 36** and look at the picture. Tell children they have to write six sentences to describe the location of the places in the picture using the prepositions **opposite**, **next to** and **between**. They should write these sentences on the writing lines under the picture, and use each preposition twice – i.e in two different sentences. Children should write out the first three sentences in class, but they can write the other three sentences for homework. Elicit some sentences orally from them as examples.

Task Two (10 minutes)

- ★ Ask children to look at **page 61** of their *Classbooks*. Tell them that they are going to play a game.
- ★ Organise children into groups of four. They will need one book per group.
- ★ Give children a counter each, and a dice for each group.

The rules of the game are as follows:

- Children start at the school at the bottom left of the page. The winner of the game is the child who gets home first (at the top left of the page).
- Children throw the dice and move their counter that number of spaces.
- If they land on a square with a building, they have to name the building. If they cannot name it, they have to go back to the school and start again.
- If they land on a square with a stop sign, they have to stop and miss a turn.

- If they land on a square with a green traffic light, they should go forward two spaces.

Task Three (5 minutes)

- ☆ Ask children to look at the frieze at the top of **pages 52 and 53** of their *Classbooks* and get them to name all the places and things in the frieze.
- ☆ Ask children to look at the two faces at the bottom of **page 61** in their *Classbooks*. In L1, ask them to say which face represents *hard* and which one *easy*. Ask them to think about the things they did in this unit. Encourage them to look through the pages to remind themselves what they learned. Tell children to colour in a face according to whether the unit was *hard* or *easy* for them.

"Teaching is the profession that
teaches all the other professions."

-- Author Unknown



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