



**Republic of yemen**  
**Ministry of Education**  
**Curricula & Supervision Sector**  
**Genral Directorate of curricula**

# **English Course**

# **For Yemen**

# **Teacher's Book 1**



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# **ENGLISH COURSE**

## **For Yemen**

# **TEACHER'S BOOK 1**

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# Introduction

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## ***Crescent English Course* - the background**

The *Crescent English Course*, specially developed for the teaching of English in Arab schools, was first published in 1977 after research, conference and seminar discussions over a number of years. It pioneered the communicative approach to language learning and teaching. Since 1977, the Course has been amended from time to time and tailored to meet changing situations in the different countries using it. This policy of regular updating has ensured the continued success of the Course throughout the Arab world.

This new edition of the *Crescent English Course* is firmly based on the same theoretical and pedagogical principles as the original. The changes reflect both the wide experience gained by the authors over the years since first publication and the need to provide teachers with something new.

A larger format has been chosen for the books to allow a large print size and clear illustrations at the lower levels of the Course, and sufficiently large print sizes for the longer texts needed at the higher levels. The new materials continue to provide those features most likely to appeal to learners such as varied text types with attractive illustrations for language presentation and skill development, and games and songs at the early levels.

The Course has a combined functional /structural syllabus and the recommended methodology is drawn from a variety of old and new sources. The new Workbooks provide carefully graded and systematic practice and consolidation exercises as well as communicative language learning tasks. Although the new Course includes group activities, there is a greater use of pairwork. A system of signposting in the new edition makes the books easily accessible to pupils and teachers.

## **Materials for the pupil**

*Pupil's Book 1* This book presents the language through a variety of text types. Colour pictures provide meaning and context support and also stimulate discussion. Language tables and model exchanges contain the main structures; they are intended for controlled practice in class and as a reference for the pupils. Vocabulary is presented with illustrations. After presentation, the language is used in simple cartoon stories and short texts to develop reading.

All the Pupil's Book pages have headings describing the main use of the page. These are intended primarily for teachers and parents. For example, the heading on page 4 is 2.1 2.2 *Learn the words*. The references 2.1 and 2.2 mean that the page will be used in class in Unit 2, Step 1 and Unit 2, Step 2. The heading means also that this is a reference page for the pupils to use at home to learn vocabulary.

**Workbook 1** This book contains speaking, listening, reading and writing tasks and practice exercises, often in the form of puzzles. The Workbook instructions are very simple and contain the skill words for the particular task. For example, *Read and do*, *Read and write*, *Listen and do*. These have been chosen so that the pupils can gradually learn to read them. The Workbook activities are closely linked to the Pupil's

Book. Therefore the two books must be used when specified in the teaching notes. The simple system of signposting the Unit and Step, for example 2.1, is used in both books and also in the Teacher's Book.

**Handwriting Book 1A** This book introduces the pupils to the lower and upper case alphabet in letter forms exactly matching the printed letter forms which the pupils see in the Pupil's Book and Workbook and on the *Crescent* flashcards. The book contains trace and copy exercises as follows:

- 1 - 13      lower case letters
- 14 - 21     upper case letters and proper nouns
- 22 - 39     words, phrases and sentences

There is a Picture Alphabet on pages 10 and 11.

**Handwriting Book 1B** This book introduces and practises cursive writing. The exercises are as follows:

- Patterns 1 - 8 for hand fluency
- Six exercises showing how letters join
- Trace, copy and label exercises 1 - 19

## **Materials for the teacher**

### ***Class Cassette 1***

This contains songs and other texts such as model exchanges which are aids to pronunciation as well as texts for developing the listening skill. The stories are recorded as a pronunciation aid and also to consolidate reading.

### ***Teacher's Book 1***

The contents are listed at the beginning of the book. The Unit teaching notes include the following:

- Unit content summaries
- Unit lists of the new vocabulary
- The scripts of the cassette sections where these are not in the pupils' materials

The Appendix contains the Book 1 Word list.

### ***Teacher's Pack***

This contains Wallsheets, number flashcards and word flashcards.

***Abbreviations used:***

PB5	Pupil's Book page 5
WB7	Workbook page 7
CS3	Cassette Section 3
HWB	Handwriting Book
WS2	Worksheet 2
TB	Teacher's Book
FCs	Flashcards
No. FCs	Number Flashcards
TP L1	Teaching Procedure Listening 1
T	Teacher
P	Pupil
C	Class
G	Group

***Using the teaching notes***

Each Step begins with a table at the top of the page containing the following information:

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Unit and step number	Materials needed
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**Learning objectives**

**Language**      S =spoken  
                         R = read

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This table is followed by the recommended teaching plan divided into numbered stages. The activity taking place at each Stage is stated on the left-hand side of the page. The time needed is shown in brackets, and the materials to be used, if any, are listed. The suggested method of teaching this Stage is on the right.

**Organization of *Crescent 1***

The material is organized into eight units mainly on a grammatical basis. Each Unit has a total of 15 Steps. The whole book therefore comprises *120 Steps*. *Each Step is intended to be taught in one lesson period.*

Topics have been chosen to allow coverage of notions and functions and to provide intrinsically interesting material for the pupils to study. Functions and notions at this level relate to the pupil personally and include describing self, family and home, expressing likes, dislikes, wants and preferences, making offers, requests and suggestions.

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# Overview of main grammatical areas

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*Numbers in brackets refer to the Unit in which the item first occurs.*

## Adjectives

- before nouns (2) *a red book*
- after *be* (2) *It's red.*

## Adverbial phrases

- of location
  - (2) *in/on/under the car*
  - (6) *at the beach, at home, in the park*
  - (7) *next to/in front of/behind the (sofa), on the (fourth) floor*
- of direction (5) *(go) to the beach/park, come to school*
- of time
  - (5) *at (10) o'clock, on Friday; every day/Friday*
  - (8) *last Saturday, last night/week, yesterday evening/afternoon, the day before*

## Conjunctions and link-words and

- in compound phrases (2) *red and blue*
- sentences (4) *I like (apples) and (I like) (dates).*
- or after a negative verb (4) *I don't like (tea) or (coffee).*
- but (3) *It can't walk, but it can swim.*

## Determiners

- Indefinite articles *a* (1) *a bus*
- an* (4) *an apple*

## Definite article *the*

- for specific reference
  - (2) *Have you got the rubber? (The one we all know about.)*
  - (2) *on the wall (The only one in the picture.)*
- for second mention (7) *There is a lamp ... The lamp ...*
- in certain place phrases (6) *at the beach / at school*

## Zero article

- with plural nouns (4) *I like dates.*
- with uncountable nouns (4) *I like cheese.*
- in idiomatic phrases (5/6) *at school, at home, (go) to bed, (come) to school*

## Gerund (-ing form)

- after *like* (6) *I like (reading books).*

## Imperatives

- in instructions (1) *Stand up, please.*

## Infinitive

- after *want* (6) *Do you want to play football?*



## Modals/auxiliaries/verb to be

<i>be</i> present tense	(1)	<i>I'm (name). It's a (car).</i>
past tense	(8)	<i>I was at (the beach) yesterday.</i>
<i>doldon't, does/doesn't</i> in questions and negatives	(4)	<i>Do you like (apples)? I don't like (apples). Does he like (apples)? No, he doesn't.</i>
<i>did/didn't</i> in questions and negatives	(8)	<i>What did you do yesterday? Did you (go swimming)? No, I didn't.</i>
<i>have got</i> for possession	(1)	<i>Have you got a rubber?</i>
	(2)	<i>He has got a bicycle.</i>
<i>can/can't</i> for ability	(3)	<i>I can (ride a bike). I can't (swim).</i>
for requests	(4)	<i>Can I have 4 apples, please?</i>
Let's in suggestions	(8)	<i>Let's go to the park.</i>

## Nouns

singular countable	(1)	<i>a pen, pencil, etc</i>
regular plural	(2)	<i>2 cars, etc</i>
irregular plural	(5)	<i>men, women</i>
uncountable	(4)	<i>coffee, tea, etc</i>

## Possessives

apostrophe s	(3)	<i>Fatma's brother</i>
adjectives	(1/3)	<i>my, your, his, her, our, their</i>

## Prepositions

- of place	(2/7)	<i>in, on, under, behind, next to, in front of</i>
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## Pronouns

- personal (subject)	(1 /2/3)	<i>I, you, it, he, she, they, we</i>
- demonstrative	(1/3)	<i>this, that, these, those</i>

## Punctuation

Apostrophe		
- in contracted forms	(2)	<i>What's this?</i>
- for possession	(3)	<i>Fatma's brother</i>

## Capital letter

- for beginning of sentence	(2)
- for proper nouns	(2)

## Comma

- before <i>but</i>	(3)	<i>It can't walk, but it can swim.</i>
- + <i>and</i> in lists	(4)	<i>Bill wants some bread, some rice and 6 eggs.</i>
Exclamation mark (receptive)	(3)	<i>Oh, no!</i>

## Full stop

- at end of sentence	(2)	
- in abbreviations	(5)	<i>Sat.</i>

Question mark	(2)	<i>Is this white?</i>
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## Quantifiers

some for 'indefinite quantity

- with uncountable nouns
- with plural countable nouns

(4) *Do you want some meat'?*

(7) *There are some books on the shelf.*

## Questions Yes / No type

Yes / No

(1) *Are you (Ali)?*

(1) *Have you got a (pencil)?*

(2) *Is this white?*

(3) *Can you (swim)?*

(4) *Do you like (oranges)?*

(6) *Is (Ali) reading?*

(8) *Did you (go shopping) yesterday?*

Wh- type

- What

(1) *What's this?*

- Who

(3) *Who has got Fatma's camera?*

- Where

(2) *Where is he /she/it?*

(3) *Where are you/is he/e/ she from?*

- How old

(3) *How old are you/is he/she?*

- How many

(3) *How many (sisters) has he/she have you got?*

- When

(5) *When do you does he/she watch TV?*

- Why

(8) *Why have you got my bicycle?*

## Tenses

Present simple for habitual

(5) *I (go swimming) every Saturday.*

actions

Present continuous for actions in

(6) *He / She is / They are (watching TV).*

progress

Past simple of regular /irregular

(8) *talked, phoned, was / were, had, ran, drove, etc*

verbs

There is /are

- in descriptions

(7) *There is a clock on the wall. There are some books on the shelf.*

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## Advice to teachers

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### The classroom

A good classroom atmosphere is very important. The following points should be borne in mind:

- The room itself should promote communication. The arrangement of furniture should allow for constant pair work and occasional group work.
- The walls of the room should display appropriate language prompts; the pupils themselves can help to provide these.
- If real oral communication is taking place, the classroom cannot be silent. This does not mean that it must be noisy; provided the pupils understand the purpose of pair and group interaction, and provided the teacher exercises the right degree of control, a whole room of pupils talking simultaneously should not be unreasonably noisy.

The following materials will be needed in the language class:

**white card** This is needed to make extra word flashcards and pupil name cards. It may also be needed to make wall display material.

**pictures** A supply of pictures is invaluable for activities relating to vocabulary, speaking and writing. Excellent pictures can be found in magazines and the pupils can be asked to help supply these. They will be more easily used in the class and will last longer if they are mounted on card. others Scissors, coloured chalk, coloured pens, Sellotape and Blu-Tack.

### Pair and group work

Pair and group activities have these advantages:

- They promote communication in the classroom.
- They allow for oral practice by all rather than a few pupils.
- They place responsibility for learning on the pupil.

It is important that pupils understand these benefits. They are more likely to use the opportunities well if they do. Having permanent pairs is most efficient, but it may be necessary to change these from time to time.

The teaching notes frequently suggest pair practice and occasionally group practice when appropriate. In general, all the language exchanges, whether new or revised, need to be practised in simultaneous pairs after class presentation and demonstration. The pupils should also be trained to discuss their answers with their partners. Both of these situations allow real communication and should be exploited fully.

Group activities must be well-organized to be effective and they need very careful advance planning. The pupils must be willing to participate fully and they must understand exactly what is required of them. The activity itself must be suitable in that it demands several participants. Unless this is so, some pupils will remain silent.

Demonstration with one group is needed before the whole class carry out group activities. As with pairs, having permanent groups is most efficient.

### Mixed abilities

Apart from promoting pupil-centred learning, group work has the additional advantage of releasing the teacher to devote time to pupils who need special attention. When abler pupils are carrying on with an activity by themselves, the teacher can work intensively with an individual or a small group. Provided the pupils are working effectively, it is possible to carry out this remedial teaching tactfully and quietly so that the pupils are not embarrassed.

## Using Arabic

It is obviously important that English is used as much as possible during the English lessons. However, there are occasions when it is necessary and natural for both teacher and pupils to use Arabic.

Explanations of new activity types may have to be given in Arabic, as may explanations of grammatical and cultural points. *Frequently repeated classroom instructions should be in English.* Sometimes the teacher may have to use Arabic to explain a word or phrase. However, where possible, it is preferable for the teacher to use English and then ask the pupils for the Arabic. If they can translate, they have understood.

## Lesson planning

Good lesson planning results in efficient use of classroom time. Students respond to a well-organized lesson where no time is wasted, and the teacher's job is thus made less arduous.

### *Planning ahead*

At the beginning of the year, read the whole of the introductory section in the Teacher's Book so as to understand the nature of the material and the learning and teaching principles intended.

Familiarize yourself with the language content on pages 4 to 6.

Before beginning to teach a Unit, read all the student material for that Unit as well as the teaching notes. Use the Unit summary to see how many lessons deal with the same language area. This will give you an overview of the whole and enable you to avoid over-teaching.

### *Planning each lesson*

- 1 Read the lesson notes and the student materials and listen to the cassette section where relevant.
  - 2 Think about the stated learning objectives and consider whether the recommended procedure will achieve this aim.  
If necessary, amend the procedure to suit the particular needs of your pupils.
  - 3 Think about any difficulties your pupils may have and decide how you can best present the materials so as to deal with these.
  - 4 If the procedure advises asking questions and provides one or two examples, decide on other suitable questions and write them in your plan.
  - 5 Estimate the time needed for each stage of your lesson. If you want to set homework, prepare it now.
- 6 Make sure that your plan allows adequate time for pupil to pupil interaction. Make sure also that there is a variety of activities in the lesson. The general pattern of a lesson should be:
- A short teacher-led introduction
  - B pupil activities
  - C short teacher-led conclusion

Stage B takes most of the lesson time. There may be several activities Within this stage and you will have to start and stop these and take control from time to time. Nevertheless, the teacher should talk much less than the pupils in any lesson.

## 7 Prepare your teaching aids.

**Remember!** Lessons need to be enjoyable as well as efficient. Think about how to interest your class right from the start of the lesson. All texts should be introduced and generally it is left to the teacher to decide on how to do this. Try to relate the topic to your pupils' own experience.

### *During the lesson*

Be prepared to be flexible and change your plan if necessary. Make notes of common language problems so that you can prepare a controlled activity to remedy the problem in another lesson. Make a note of anything you have not been able to cover in the lesson so that you can do it later.

### **Classroom language**

You can 'teach' your pupils a great deal of language without actually teaching it. If you use English naturally in the classroom, the pupils will acquire it. Some essential classroom instructions are included in the teaching notes, for example:

***Open your Pupil's Book.*** However, there is a large body of language which can be used. Don't be afraid to use vocabulary and structures which have not been formally presented. Being in a natural language environment which requires the pupils to listen and think will help them learn. Encourage them from the beginning to say they do not understand and ask for clarification.

### **Assessment**

Most of the activities in *Crescent 1* are designed for learning purposes, not testing. However, on-going assessment of pupils' progress can be carried out through their performance in these activities. When oral pair practice is taking place, you can concentrate on a few pairs each day and give them a mark or grade for speaking without the pupils knowing that they are being assessed. Reading and listening can be assessed by checking pupils' performance in the Workbook tasks. You can also assess reading ability by asking individual pupils about the text they are reading while you are circulating and observing. When the Workbooks are collected from time to time, marks can be allocated for writing.

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# Teaching techniques and procedures

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## General approach to the skills

Since real communication generally involves more than one skill, Crescent adopts an integrated skills approach. The materials and methodology are essentially pupil-centred, aiming to promote learning through meaningful individual and interactive tasks. The early levels of *Crescent*, however, recognize that young learners need controlled input and systematic practice of language before they can use it. Lower levels of Crescent therefore provide such activities as choral repetition, and picture to word, phrase or sentence matching and copying exercises in preparation for using the language in oral games and simple listening, reading and writing tasks.

As the Course develops and pupils become familiar with the mechanics of the language, they are expected to do more for themselves, for example by memorizing vocabulary and spelling at home. The Course gradually puts more and more emphasis on skill development and activities become more varied and more task-based.

## Listening

### *Objectives*

Activities in Crescent 1 aim to develop the following types of listening:

- For detail
  - For specific information, ie only the information specified by the task
  - For details of language patterns and pronunciation / intonation, ie imitating a model
- Much of the listening in the early part of Year 1 consists of listening to the Teacher and to each other.

The songs in *Crescent 1* are language-specific, ie designed to practise particular language. Additionally, songs provide an enjoyable means of listening for pronunciation.

## TP L1 - General procedure for task listening activities

### 1 Introduce the text

Always prepare the pupils in some way for the listening so they know what to expect. Tell the class what kind of text they are going to hear, eg a conversation between two or more people. The names and location of participants should be given to the pupils in this introduction (unless it is part of the task to pick out this information). Any such names should usually be written on the board and pronounced by the teacher so that pupils will recognize them and not be distracted by them when they hear the recording.

### 2 Introduce the task

Read new instructions aloud. Have a pupil read familiar instructions. Make sure that all pupils understand the task. To do this you may need to check recognition of words, ask questions to check understanding or go through an example. The amount of preparation will vary from class to class and from task to task. Remember, however, that this is preparation only; the pupils must still have a reason for listening and the task must not be done at this stage.

### 3 Play the cassette / pupils do the task

As a general rule, play the cassette as many times as necessary for the majority of the class to be able to do the task. At the same time, do not give the impression that pupils will be allowed to hear the recording as many times as they want as this will reduce their concentration and the effectiveness of their listening. Use of the pause button at strategic points will often reduce the number of replays needed.

After a brief pause, repeat the section for pupils to check their answers.

### 4 Check answers

See teaching notes for this stage. Sometimes the class may be asked to check their answers in pairs before the teacher carries out a class check. Sometimes the pupils have to read the text to check their own answers. If so, a class check must take place later.

### 5 Consolidate and transfer

Whether or not a listening task is followed by or leads on to another task, always allow some discussion of what has just been done, trying to allow the pupils to comment on what they have heard.

#### TP L2 - General procedure for songs

These help pupils practise English pronunciation in an enjoyable and stimulating way. They also enable beginners to memorize structures and vocabulary. The song should be introduced in one lesson but then learned over several lessons. Do not expect pupils to memorize all the words in one lesson, or they will become bored by the constant repetition. After they have been learned, songs can often be used to bring a lesson to a pleasant end and to fill in any time left at the end of a lesson.

Detailed procedures for each of the songs in Crescent 1 are suggested in the relevant Steps. The songs are:

Unit 1 - *The Alphabet Song*

Unit 2 - *Is this white? and Put them together*

Unit 4 - *I like apples*

Unit 5 - *This is the way*

Unit 6 - *Where's Hassan?*

Unit 7 - *My house*

Unit 8 - *All on my way to school*

# Speaking

## **Objectives Crescent 1 aims:**

- to provide opportunities for all the pupils to use the language in situations that are as realistic as the classroom and the limits of the language allow.
- to develop in the pupils the confidence to use the language outside the classroom.
- to provide a solid foundation of essential language patterns and vocabulary from which the learner may develop an awareness of the language system and on which he can build at later levels of the Course.

## **Presenting vocabulary orally**

Crescent 1 provides Wallsheets, and illustrated pages in the Pupil's Book and Workbook for presentation and practice of concrete vocabulary items. The pupils must hear the item correctly pronounced and, at the same time, understand what it represents.

The object itself, a picture or a drawing can be used to convey the meaning of concrete items; mime or gesture may convey the meaning of some words; translation may sometimes be necessary, for example for function words. However, keep translation as far as possible for **checking** understanding.

For example, having presented the English names *car*, *bus*, *boat*, ask the pupils for the Arabic equivalents.

All the vocabulary is listed at the end of this book. However, the teacher need not be restricted to this list. This is what all the pupils must know at the end of the first year, but this does not mean that they cannot know more. The use of English by the teacher in all classroom situations will broaden the pupils' vocabulary and their understanding of English.

## **TP V1 - General procedure for presenting and practising vocabulary orally**

### **1 Present**

Present each item along with its meaning. Use an object, picture, mime or translation. Get the class to repeat in chorus.

### **2 Practise**

Show the meaning cues and get the class, groups, then individuals to say the names.

### **3 Recycle frequently**

**Note:** These are six suggested ways of recycling.

- 1 Use the vocabulary pages in the Pupil's Book and Workbook for pair practice:  
P1: What's this?  
P2: A (car).
- 2 Use these vocabulary pages (and any PB pages where pictures are numbered) as follows: Teacher says a number; pupils call out the name. Teacher says a name; pupils call out the number.
- 3 Check understanding by saying Show me your (book). The pupils hold up the item. This can be extended beyond understanding to production.  
Pupils chorus *This is my (book)*.
- 4 Hold up objects and get the pupils to name them.
- 5 For the names of parts of the body (Unit 2) and actions in the song This is the Way, mime actions; pupils identify and speak.
- 6 Use Crescent I language games and any others you know yourself whenever you have time.



### ***Learning vocabulary***

Encourage your pupils to work on learning vocabulary at home. They can use the reference pages in the Pupil's Book and the nit word lists at the end of the Workbook. Class competitions may motivate them. Always tell them which words they need to work on in preparation for a competition or for dictation.

### **Presenting and practising exchanges**

Speaking activities in *Crescent 1* are of two types:

**1 Controlled** These are signalled in the stage heading by the words *Presentation of ...*. The focus is on accuracy. (See TP S1 Stages 1 to 3 for the procedure.)

**2 Guided** Pair and group activities are designed to use language first presented and practised in a controlled way. The focus here is on fluency. Speaking practice of this type is provided in the following activities:

Talking about pictures (Teacher - class)

Role-playing stories presented in the Pupil's Book Language games

Workbook activities signalled by *Ask and answer*.

**Note:** Pronunciation models are provided on the class cassette.

### **TP S1 - General procedure for presentation and controlled practice of exchanges**

#### **1 Present**

Introduce the first item and give its meaning by means of a picture, object, gesture or Arabic. The class repeat in chorus. Introduce the other items in the exchange in the same way.

#### **2 Practise with whole class**

Divide the class into two groups so that each half says one part of the exchange in chorus, prompted by word or picture cues.

#### **3 Pairs demonstrate**

Prompt pairs of pupils as in Stage 2 above. This is called 'open pair practice'.

#### **4 Simultaneous pairs**

The whole class practise simultaneously in pairs. The teacher circulates and observes.

## TP S2 - General procedure for substitution and tree dialogues

### 1 Introduce the dialogue

Make sure the pupils understand any pictorial cues. Practise a basic dialogue before starting to substitute different items. If there is a recorded model, let the pupils listen to the model while following in their books. Then play the cassette for class repetition.

### 2 Demonstrate the activity

Demonstrate how to use the dialogues for substitution with different pupils.

### 3 Pairs demonstrate

Pupils practise making different substitutions in open pairs.

### 4 Simultaneous pairs

Pupils practise in simultaneous pairs. The teacher circulates, observes and helps where necessary. Make sure the pairs change roles.

## Reading

### *Approach*

Reading' means understanding and interpreting stretches of written language. It should not be confused with 'reading aloud' which proves the ability to pronounce what is written but does not prove understanding.

Reading is a complex skill which learners acquire at different rates. The foundations established in the first year are crucial and require patience and understanding on the part of the teacher. The ultimate aim is to enable the pupils to read independently either for enjoyment or for information. Later levels of *Crescent* will equip them with a variety of strategies for handling texts in different ways, depending on their reason for reading. They will only be able to acquire these skills if they have a proper introduction to reading in the early years.

Learning to read a foreign script is similar to learning to read one's first language. It is necessary to separate the process into *pre-reading* and *reading*. The approach we have adopted in *Crescent* for the pre-reading stage is the whole word (and phrase) recognition approach (also known as Look and Say), supported by word-attack activities. Our teaching of reading proceeds from the basis that pupils need to build up a substantial sight vocabulary - a core of language they can recognize instantly. They can then begin to develop reading as a skill. Reading development in *Crescent 1* therefore follows this sequence:

*Sight recognition of single words* which have been presented orally. Flashcards are used to present and practise the words (See TP FC1 below). Pupils then do practice and consolidation activities in the Workbook and through classroom games. They can also learn the words at home using the illustrated vocabulary pages in the Pupil's Book. *Sentence building* Flashcards of familiar words are used (See TP FC2 below). There are practice and consolidation activities in the Workbook.

*Silent task reading* The language of the text has been taught in the pre-reading stage. The pupils can now move on to reading in the real sense. The task may be a Workbook exercise or questions printed along with the Pupil's Book text. The task gives the learner a reason for reading and also checks his understanding of the text.

## Language awareness

Along with sight recognition activities in the pre-reading stage, *Crescent 1* contains activities which allow the pupils to realize for themselves some of the basic sound and spelling relationships in the language. These activities are the *Sounds* and *Letters* pages in the Pupil's Book, practice exercises in the Workbook, and the Picture Alphabet pages in the Handwriting Book. Additional activities occur in the teaching notes. This strand of the approach to reading is the first step towards the acquisition of essential word-attack strategies.

**Note:** These activities allow the pupils to make their own analysis of the sound /spelling relationship; they are not taught that any one letter has one sound - an approach which has been proved to retard reading development.

## Objectives

Although *Crescent 1* is mainly concerned with laying reading foundations and therefore most 'reading' is reading aloud, the pupils are introduced to silent task reading in the first half of the year. For example, see Pupil's Book pages 8 and 17 and gap-filling exercises such as on Workbook page 14.

By the end of the year the pupils should be able to read (decode) all the material in their books and to read the same language in different contexts. As the year progresses, the teaching notes frequently recommend *inviting* pupils to try to read words and whole utterances before the teacher presents them. This is an essential part of the whole approach.

## Reading text types in *Crescent 1*

Reading text types include dialogues, short descriptive and narrative passages, puzzles, cartoon stories and language tables. Illustrations provide context and meaning support.

The dialogues are usually intended to be read aloud. Often, however, they have to be read silently first so as to complete a task or check a listening task. The descriptive and narrative passages and the puzzles are intended for silent reading only.

The cartoon stories are intended as the first step towards reading for enjoyment. They are primarily intended for silent reading. However, they may be used for reading aloud or role play at the teacher's discretion. The language tables are intended to be read aloud and are printed as a reference for the pupils.

**Note:** The songs are printed only as a reference for the pupils.

Most of the vocabulary in the songs is for receptive understanding only.

## **TP FC1 - Using Flashcards for sight recognition of words**

### **1 Present word and meaning**

Use a picture or drawing with the FC underneath. Point to the word, say it and get the class to chorus it.

### **2 Practise with meaning cues**

Point to the words and get the class, then groups, then individuals to read and say them aloud.

### **3 Practise without meaning cues**

Remove the cues. Then point to the words and practise as in 2 above.

## **TP FC2 - Using Flashcards for sentence building**

**Note:** Use this procedure only when pupils are familiar with a sentence pattern orally and when all the words have been presented and practised. The Step notes will suggest a context and substitutions.

### **1 Present sentence and meaning**

Provide a context for the sentence (or question). Use Flashcards to build the sentence on the board or FC holder. Get the class to say each word as you position the FC. Get the class to read the whole sentence in chorus.

### **2 Substitute words**

Substitute words in the sentence, always ensuring that the meaning is supported by a board drawing or a picture or text in the pupil materials. Ask the class, then individuals to read the sentence aloud.

**Note:** Sentence building is a meaningful way of focusing on form. For example, substituting *They* for *He* in the sentence *He is in the house*. allows the teacher to ask the class what other word needs to be changed, thus focusing on the need to make both subject and verb plural.

## **TP FC3 - Using Flashcards to check and consolidate sight recognition**

**Note:** These are suggestions for four ways of using FCs for consolidation, not one TP. The Step notes will describe each more fully.

- 1** Show FCs one at a time and ask the class, groups, then individuals to read the word. This can be done as a competition.
- 2** Show FCs and ask the pupils to find the words in their books. This is useful preparation for task reading.
- 3** Display FCs. Then ask individual pupils to come to the front and point to the word you say.
- 4** Hold a set of FCs with the words facing the class so that you cannot see the words. Ask, for example, *bus*? Pupils respond *Yes bus* or *No, (correct word)*. Check the FC and put it at the back of the set so that the next word is facing the class. In *Crescent I*, this is called *The Teacher Guessing Game*.

**Note: Making Flashcards** If you do not have all the cards you need, use white card and thick felt-tipped pens to make your own. Make sure the letters are the same size and shape on all the cards.

**Storage** It is most convenient to keep Flashcards in alphabetical order in a box.

## **TP R1 - General procedure for task reading**

### **1 Introduce the text**

With beginners, it is usually best to do this by focusing on any pictures supporting the text. Ask questions and encourage the pupils to talk about what they can see.

### **2 Check word recognition**

Use FCs. Ask the class to find the word you are showing. (The amount of time needed will depend on the particular class and on how recently the words were introduced.)

### **3 Introduce the task**

If there is a Workbook task, check that the pupils can read all the words in it and that they understand what they have to do.

An example may have to be done on the board, especially if it is a new exercise type.

If the task is an oral one - finding the answer to a question - focus on the question and get a pupil to read it aloud. Check that everyone understands it.

### **4 Pupils read silently and do task**

If there is a Workbook task, go round the class helping any pupils who are having difficulties. Train the pupils to check their answers with their partner when they finish reading.

### **5 Class check**

The Step notes will often suggest how to do this. Make sure that everyone knows the correct answers and understands why answers are wrong.

### **6 Discussion**

Even at this level, try to get the pupils used to talking about what they have read. (This may be in Arabic.)

## ***Cartoon stories***

The cartoon or comic strip style of presenting stories is used in *Crescent* because it generally appeals to learners. The cartoon stories are intended to encourage the habit of reading for enjoyment. Much of the meaning is conveyed by the pictures. Therefore relatively few words are needed to tell the story.

Methods of handling each of the cartoon stories in *Crescent 1* are contained in the relevant Steps. They are all intended to be read silently first, but this may be followed by a Workbook activity and by role-play, depending on the content of the particular story.

# Writing

## Objectives

Since the English script is foreign to our learner, writing must be viewed for teaching purposes as having two stages. These are:

**Stage 1** the mechanical stage

**Stage 2** writing as a skill

The mechanical stage involves:

- learning to recognize and name the lower and upper case letters of the alphabet
- learning how to write the alphabet.
- learning the essential conventions of punctuation in writing English, ie capital letters, full stops and question marks.

This amounts to a heavy learning load which takes time. Writing as a skill cannot really begin until pupils have mastered the mechanics. Therefore we must have realistic objectives for the development of the writing skill. *Writing objectives in Crescent 1* are:

- competence in the mechanics of writing.
- elementary skill writing: a paragraph of approximately five sentences.

## Writing in *Crescent 1*

The lower case alphabet is introduced in a form of print script which matches the letter forms the pupils will see in print in their books and on flashcards. It is also a fairly simple letter form for the pupils to write initially. Both the lower case and the capital letters are covered in Units 1 and 2. The capital letters are practised along with proper nouns eg names of countries. This gives the pupils meaningful practice of capitals and also recycles the lower case letters in words.

The handwriting exercises that accompany Units 3 and 4 are a bridge between mechanical copying and skill writing. Cursive writing begins in Unit 5 with pattern and letter practice. Trace, copy and label exercises follow. The pupils need a lot of handwriting practice. The exercises in *Crescent Handwriting Books 1 A* and *1 B* provide the most that can be covered in class time. The pupils can be asked to do more at home in their copybooks.

Writing activities in Workbook 1 mainly aim to reinforce vocabulary and structure. Basic punctuation is taught and spelling activities begin in Unit 3.

Though there is little scope for skill writing in this first year, short transfer exercises begin in Unit 3.

The writing activities in *Crescent 1* are guided. They include filling in the missing words, sentence completion, writing sentences, dialogues and paragraphs based on models.

The focus in these writing exercises is on accuracy in language, spelling and punctuation first, and on appearance second. However, the good habits taught through the Handwriting Books should be encouraged. Look for correct formation and size of letters.

## TP HW1 - Using Handwriting Book 1A

**Note:** All exercises introducing the letter shapes follow oral recognition. A four-line stave is needed on the board and also coloured chalk for demonstration purposes.

### 1 Identify the letter

(Pencils down) Ask the class to name the first letter they are going to write.

### 2 Demonstrate the letter

To allow the pupils to see the direction of the chalk clearly, first draw the letter outside the stave and larger than stave size. Describe the directions as you form the letter. Then write the letter on the stave. Write a few more letters. Then use a different coloured chalk to demonstrate how to trace over the letters.

### 3 Pupils trace and copy

Go round the class checking and helping as necessary.

**Note:** Try to establish good habits right from the start, but do not expect perfection. Sharp pencils and rubbers are needed. Show your pupils how to sit in a good position for writing and how to hold their pencils. Always provide a good model of writing yourself.

## Using the Picture Alphabet in Handwriting Book 1A

When the pupils finish an exercise introducing lower case letters, ask them to turn to the Picture Alphabet on pages 10 and 11. For example, after finishing Exercise 1, say:

Find letter o. (Arabic, then English)

When all the pupils are pointing at the letter, say:

Look at the picture. What is it?

The pupils can name the object in Arabic or in English, if they know it (*orange*). Say the word clearly, and get the class to repeat it. Then tell the pupils to look at the word orange and say:

It begins with letter o.

Write o, please.

**Note:** The purpose of the Picture Alphabet is to allow the pupils:

- to locate the letters they are learning to write in the context of the whole alphabet.
- to see the letters in initial position in words.
- to hear the sound of each letter in one initial position.

These words should not be taught at this stage. They have been selected for various reasons. Primarily, they are words which provide a close sound and grapheme correspondence. The pupils may already know some of the names because they occur in Arabic. Some of the words are taught in *Crescent 1*.



## TP HW2 - Using Handwriting Book 1B

See the notes in Unit 5 for the procedure recommended for introducing cursive script in Handwriting Book 1B. This is the procedure for using the practice exercises:

### 1 Check word / sentence recognition

Use FCs. Ask the class to find the words in their books. Ask the class, then individual pupils to read them aloud.

### 2 Pupils do the task/ teacher circulates

While the pupils are working, go round the class checking that they are forming the letters correctly. If you find that a lot of pupils are having difficulty with a particular word, draw a four-line stave on the board and demonstrate slowly and clearly. Describe the directions of the letters as you write.

### 3 Marking

Collect the Handwriting Books regularly for marking. Be constructive by writing encouraging comments. If a pupil is having particular difficulty, make a note and give him special attention during the next handwriting session. Remember Whenever you write on the board or on the pupil's work, use the same script as in the Handwriting Book.

## TP W1 - General procedure for Workbook writing exercises

### 1 Introduce / prepare for the task

Make sure the pupils understand what they have to do. If they have to use information from a previous exercise, point this out. If there is a model sentence, check that they can read it. The amount of preparation needed will vary depending on the task and the pupils. You can:

- go through the exercise orally.
- elicit the answers, write them on the board, then rub them off.
- practise sentence building to focus on syntax. This is best done before the task is introduced.
- write key words on the board in random order.

Remember that this is preparation only. You still want the pupils to complete the exercise on their own. It should not be copied from the board.

### 2 Pupils write

While the Pupils are writing, go round the class helping and encouraging. If a pupil has spelled a word wrongly, point this out. If necessary, tell the pupil to find the word in his book. If a pupil has forgotten to use a capital letter or full stop, point and ask *What's wrong?* or *What's missing?*

**Note:** With some of the transfer writing exercises, you can get the pupils to do a draft in their copybooks first. You can check this before they write a fair copy in their Workbooks.

### 3 Check answers

You can do a class check in the following ways:

- Ask individual pupils to read out a sentence each. The rest of the class confirm or correct.



- Write gapped sentences or paragraphs on the board and get the pupils to help you fill in the gaps.
- Build up gapped sentences in the FC holder and ask individual pupils to complete the sentences by inserting the correct FCs.

The teaching notes will usually give guidance.

**Note:** The Workbooks should be collected regularly for marking. Be constructive by writing encouraging comments on pupils' work.

### **Language awareness/spelling**

Pupils need a lot of help and encouragement to learn to spell correctly. They will not necessarily develop good spelling unconsciously through reading and writing activities. To be able to spell, the learner needs to develop an awareness of common letter combinations in English and an awareness of letters that never combine. Activities which encourage pupils to look at words carefully and focus on word structure should be carried out regularly. Workbook 1 contains the following language awareness exercises:

Say and write.  
Make the words.  
Write the letters. Say the words.  
Read and write the letters.  
Match the sounds.

### **Language work**

Language tables in the Pupil's Book and Workbook contain the main structures taught in. *Crescent 1*. They are there for controlled practice and for the pupils' reference.

Sentence building using FCs can also provide useful practice in focusing on certain aspects of sentence structure. At the simplest level, substituting single lexical items in object position helps draw pupil's attention to the subject - verb - object pattern in English. Getting pupils to substitute words in subject position and make the necessary alteration to the verb helps focus on subject / verb agreement in the present simple tense. If pupils are having difficulty with questions, FCs can be used to demonstrate clearly how they are formed.

The Workbook also has exercises headed *Re-order* and write in which pupils are presented with sentences in jumbled order. They have to rewrite the sentences in the correct order. Sense groups rather than individual words are jumbled. This helps pupils to see that sentences are made up of groups of words. Being able to identify words which go together, ie sense groups, will help them read faster and this in turn will enable them to grasp the meaning of a sentence more easily. Reading sentences word by word overburdens short-term memory and hampers comprehension of the whole.

Formal aspects of the language are focused on throughout the Workbook. See, for example, pages 11, 17, 24, etc. The Pupil's Book contains Unit language summaries. These are intended for classroom use at the end of the Unit and as a reference for the pupils for self-study. Pupils should also be directed to these pages by the teacher in order to correct their own written work wherever possible.

**Dictation** Dictation provides useful listening and handwriting practice. Early in the first year, numbers and letters can be dictated. Gradually this can progress to words and then short sentences. Only language which pupils have practised orally, read and written should be used for dictation.

Correction should take place immediately. Elicit the letters, numbers or words from a pupil and write them on the board so that pupils can correct their own work as necessary.

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## Unit 1      Summary

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### Materials

Pupil's Book pages 1/2  
Workbook 1 pages 1-5 and 82  
Handwriting Book 1A pages 1-15  
Cassette Sections 1-4  
Number flashcards  
Worksheets, 1, 2, 3  
Name cards

### Lexical areas

The alphabet  
Numbers 0 to 10  
Names of classroom and some common objects

### Grammatical areas

<b>Patterns:</b>	I'm (name).	
	Are you (name)?	
	This is my (book).	
	Is this your (book)?	
	What's this? A (pencil).	
	Have you got a (rubber)?	No. Sorry./Yes.
	Can I have it, please?	Yes. Here you are.
	Thank you.	

### Learning objectives

Understand simple classroom language eg *Stand up, please./ Open your Workbooks./ Pairs, please.* Understand and use orally the language presented in the Unit.  
Recognize, say and write numbers 0 to 10.  
Recognize, say and write lower case and capital letters.

### Unit features

Unit 1 is mainly concerned with the alphabet. The twenty-six letters, both lower case and capitals, have to be recognized, named and written. This will be quite demanding. Fifteen minutes have been allocated for each lower case handwriting exercise, and twenty minutes for each capital letter exercise.

Classroom routines have to be established and the pupils should understand a large body of classroom English by the end of Unit 1. It is important that the pupils enjoy their first lessons in English if their interest is to be maintained.

Step	Activities and skills	Language
<b>1-3</b> WB1 /2 HWExs1 /2 CS1 /2 No.FCs, WS1	Understand and respond to oral greetings and introductions.  Recognize, say and trace numbers. Begin learning the lower case alphabet. Trace and write letters. Name classroom objects.	<i>Good morning, (T's name). Goodbye. Hello. I'm (Ali). Are you (Ali)? Yes. I'm Ali- / No. I'm Ahmed. 1-10  o, c. a, e book, pen, pencil, rubber</i>
<b>4/5</b> WB3 HWExs3-6 CS1-3 WS1/2	Name classroom objects Ask and answer questions about objects. Trace and write letters.	<i>desk, chair, bag, ruler What's this? A (book)? i, u / d, l, b / p. n. m</i>
<b>6-9</b> WB3 HWExs7-13 CS1-3 WS1/2	Ask and answer questions about ownership. Name common objects.  Trace and write letters.	<i>Is this your (book)? Yes. Thank you. / No. This is my (book). table, telephone, bicycle, car, boat, bus, plane h, r, j, y, s, f, g, q / t, k, v. w, x, z</i>
<b>10-15</b> PB1 WB4/5/82 HWExs14-21 CS4 WS3	Make oral requests, following model on cassette.    Recognize the capital alphabet. Write capital letters and trace words. Trace and copy numbers.	<i>Have you got a (pen)? No. Sorry. / Yes. Can I have it, please? Yes. Here you are. Thank you. A-Z  0-9</i>

**Learning objectives** Greet someone.  
Introduce oneself.  
Say, recognize and trace numbers 1-5.

<b>Language</b>	<b>S</b>	Good morning, (Teacher's name), Goodbye. Hello. I'm (name). Yes, No
	<b>R</b>	1,2,3,4,5

## 1 Presentation - a greeting and introduction (5 minutes)

**A** Greet the class: Good morning. Get the class to chorus this greeting. Practise it a few times. Then introduce yourself:

I'm (name). (Mr ... / Mrs ... / Miss ... )

Get the class to chorus your name, then add it to the greeting:

T: Good morning, boys/girls.

C: Good morning, (T's name).

**B** Go up to one pupil and say **Hello. I'm (name)**. Prompt the pupil to respond in the same way. Tell the class you want to learn their names. You want the pupils in the first two rows to stand up one after another and tell you and the class their names: Hello, I'm (name). The other rows will do this in later lessons. Use **Stand up, please** during this activity.

## 2 Find out what the pupils already know (5 minutes)

As a warm-up on the first day, invite the class to tell you any English they already know.

## 3 Presentation - numbers 1-5 orally (5 minutes)

**A** Say in Arabic, then in English, **Look and listen**. Then use your fingers to count and say the numbers. Next tell the class to use their fingers and repeat the numbers after you. Do this twice.

**Note:** **Look and listen** is for receptive use only. Such language should be explained by gesture, action or example if possible.

Gradually, you can ask the class for the Arabic for such classroom language, instead of saying it first in Arabic yourself.

**B** Use a class chain to practise the numbers in sequence. Explain or show by gesture that you want each pupil in turn to say one number. One pupil says 1, the next 2, and so on to 5. The next pupil begins at 1 again. Pupils continue the activity in a chain around the room as they are seated. If a pupil cannot say the next number, say it and get the pupil to repeat it. Try to speed the chain up.

## 4 Presentation - Yes / No (5 minutes)

To check understanding of numbers, hold up three fingers and ask 4?

Present No, 3. Hold up two fingers and ask 2? Present Yes, 2.

Continue this activity to allow practice of both **Yes** and **No**.

## 5 Recognize 1-5 (5 minutes) No. FCs

**A** Ask five pupils to come to the front. Give each a Number FC and say *You're a number (1)*. The pupils face the class with the FCs held in front of them so that the class can see them clearly in sequence **1-5** from left to right. Stand behind the row of pupils and say in Arabic, then English, Look at the numbers. Say them after me. Move along the row, touching each of the five heads as you say each number.

T: Number 1.

C: Number 1. etc

**B** Tell the pupil with FC 1 to look at his card, say the number, then hold it up for the class to repeat. Do this with all five pupils.

Collect the FCs like this: *Number 1, please.* (Take the card.) **Thank you. Sit down, please.**

**C** Introduce **The Teacher Guessing Game**. Hold the FCs in front of you so that the class can see them but you cannot. Guess what number is showing. For example:

T: 3?

C: Yes, 3. OR No, (number).

## 6 Introduction to the Workbooks (5)

Give out the Workbooks and introduce the name Workbook. Let the pupils look at their books for a minute. Then say in Arabic, then in English, **Open your books, please. Look at page 1**. Introduce the class briefly to the system of exercises in this book. Tell them what 1.1 means (Unit 1, Step 1). Direct them to the instruction at the beginning of the exercise: **Trace**. Say it and explain it. Tell the class that they will learn to read the English if they always look at the words as you read them.

## 7 Trace 1-5(10) WB1.1

**A** On the board, draw five boxes with dots as in WB1.1. Point to the first box and ask in Arabic, then English, *How many?* Elicit 1. Then demonstrate how to write number 1. Use a different colour of chalk to trace over the number. Tell the pupils to trace number 1 in their Workbooks.

**B** Follow the same procedure for numbers 2 to 5. At the end of the lesson, say **Goodbye, girls / boys**. Prompt the class to say **Goodbye, (T's name)**. Do this in every lesson.

### Preparation

You need to prepare a name card for each pupil. These are used from Step 11 onwards. Use white card. Write the name in Arabic on one side and in English on the other. Use letters of the same shape and size as in Handwriting Book 1 A. Print the name in English with an initial capital letter.

<b>Learning objectives</b>	Greet someone and introduce oneself. Say and recognize numbers 1-10. Trace 6-10. Name four classroom objects. Begin to name the letters of the alphabet.
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<b>Language</b>	<b>S</b> a-z book, pen, pencil, rubber
	<b>R</b> 1-10

### 1 Introduce oneself (5)

Greet the class. (Do this every day.)

T: Good morning, boys /girls.

C: Good morning, (T's name).

Then get any remaining rows of pupils to introduce themselves as in Step 1.1, Stage 1B.

### 2 Recognize and say numbers 6-10 (5) No. FCs

**A** Revise 1 to 5 orally and present 6 to 10 as in Step 1, Stage 3. Use a class chain for oral practice. Then use FCs to present and practise recognition.

**B** Use *The Teacher Guessing Game* and FCs to practise recognition of 1 to 10.

### 3 Trace 6-10 (5) WB1.2, page 1

Draw boxes with dots as in WB1.2. Ask *How many?* Point to each box and demonstrate each of the numbers 6 to 10 on the board before getting the pupils to trace them.

### 4 Vocabulary presentation (5)

Use classroom objects to present *book, pen, pencil, rubber*. Use TPV1.

### 5 Introduction to the alphabet (10) CS1 WS1

**A** Attach WS1 to the board or the wall. Make sure that all the pupils can see it clearly. Ask if anyone knows what it is. Talk about the English alphabet briefly in Arabic. Tell the pupils that there are twenty-six letters and that they are going to learn their names. Tell them to look at the WS and listen to the names on the cassette as you point to the letters. Explain that English is written from left to right. Play CS1 and point to each letter.

**B** Tell the class to repeat the letters after the cassette. Point to each letter as it is said.

## 6 Introduction to a song (5) CS2 WS1

Tell the class that they are going to learn *The Alphabet Song*. This will help them learn the names of the letters. Tell them to look at the letters as they listen to the song. Play CS2 and point to the letters. The pupils can try to join in or they can hum the tune.

**Note:** This is just the introduction to the alphabet. From now on, each lesson will contain work on letter naming and recognition. The purpose of the song is to help them learn the names, but it will take time.

## 7 Match letters (5) WB1.2, page 2

**Note:** The purpose of this introductory exercise is to make the pupils concentrate on the letter shapes. They have to learn to distinguish the slight differences in order to recognize the alphabet easily.

**A** Prepare the WB task by writing letters in a circle on the board as on WB page 2. Point to two different letters and ask in Arabic, then in English:

Are they the same? (No.)

Point to two letters that are the same and ask:

Are they the same? (Yes.)

Elicit Yes and join the two letters with a line. Go through all the letters in the circle.

**B** *Open your Workbooks. Page 2.* Tell the pupils to do the exercise. Go round checking.

**Cassette Section 1 is the alphabet spoken with pauses for the pupils to repeat the names of the letters.**

**Cassette Section 2 is The Alphabet Song.**

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## 1.3 HWB3 CS1/2 Number FCs WS1

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**Learning objectives**      Ask and answer questions about identity.  
Continue learning to name and recognize the letters of the alphabet.  
Write letters *o, c, e, a*.

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<b>Language</b>	<b>S</b>	Are you (name)? Yes. /No. I'm (name).
	<b>a-z</b>	
	<b>R</b>	<i>o, c, e, a</i>

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### 1 Presentation of a question (5)

Ask a pupil *Are you (Ali)?* Prompt the response *Yes. I'm Ali.* or *No. I'm (Ahmed).*

Use TP S1 for choral practice of the question like this:

T: Ali (or Miriam in Girls' class)

C: Are you Ali?

T: Ahmed

C: Are you Ahmed? etc

Then use a class chain to practise both the question and answer.

P1: Are you (Ali)?

P2: Yes./ No. I'm (Ahmed).

P2: Are you (Hassan)?

P3: Yes./ No. I'm (Fuad).

### 2 Recognize 1-10 (5) No. FCs

Use *The Teacher Guessing Game* to revise numbers *1 to 10*.

### 3 Practise the alphabet orally (5) CS1 /2 B WS1

**A** Use WS1 and CS1 as in Step 1.2, Stage 5B for pronunciation of the names of the letters.

**B** Use WS1 and CS2, *The Alphabet Song*. Point to the letters and encourage the pupils to sing with the cassette. Then ask them to sing as you point to the letters only.

### 4 Introduction to the Handwriting Book (10) HWB1A

**A** Give out Handwriting Books 1 A. Talk to the pupils about handwriting so as to establish your own rules from the beginning. Include such points as the need for sharp pencils and rubbers. Tell the class to look at the board. Use a ruler to draw a base line with coloured chalk. Tell the pupils that English letters all sit on the line. Even if people write on paper without lines, the bottom of each letter will be level. Draw a different coloured upper line and show a few letters such as **a, c, o, e** touching the top and bottom lines. Then draw two more lines and show how these are needed for letters which have ascenders and descenders such as **b, p, d, g**.

**B** Look at pages 1 and 2, please. Explain that these pages show them how to draw the letters. They are reference pages. The pupils should not write on them.



## 5 Trace and copy letters (15) HWB Exsl / 2

**A** *Look at page 3, please.* Explain the system of exercises: tracing and copying.

**B** Demonstrate letter **o** on the board. Make a very large letter first, not on lines so as to show the direction clearly. Then write it on a stave starting with a dot. Trace over it with another colour. Then tell the pupils to trace and copy letter **o**. Demonstrate **c**, **e** and **a** similarly before the pupils trace and copy. Circulate and check.

**Note:** (i) Always demonstrate the letters on the board in this way.

(ii) Gradually use English to describe what you are doing to form a letter.

Much useful language can be learned, for example:

Letter **o** starts at the dot and goes round and down and to the left and up again to the dot.

**C** When both exercises are finished, tell the pupils to look at the picture alphabet on pages 10 and 11. Say to them Find letter **o**. Elicit the name of the object under the letter. If the pupils only know the name in Arabic, say the English word clearly and tell them to look at the word under the picture. Tell the pupils that the word **orange** begins with **o**. Ask them to write **o** to complete the word. Use the same procedure with the letters **c**, **e**, and **a**.

**Note:** Do not teach these words. Just pronounce them clearly.

(See TB19 *Using the Picture Alphabet.*)

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## 1.4 HWB4 CS1 / 2 WS1 WS2 (Objects)

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<b>Learning objectives</b>	Name and recognize letters. Name classroom objects and respond to the question <i>What's this?</i> Respond to the instruction <i>Show me a (pen).</i> Write letters i, u, l, d.
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<b>Language</b>	S      A desk, chair, bag, ruler R <b>a-g</b>
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### 1 Revision of the alphabet (5) CS1 / 2 WS1

Use CS1 and 2 and WS1 to revise the names of the letters.

### 2 Recognize a-g (5) WS1

Point to the letters **a** to **g** in sequence and get the class to repeat the names. Then point to letters in random order and ask the class, then individuals to name the letters.

### 3 Vocabulary revision and presentation (10)

**A** Revise ***pen, pencil, book and rubber*** orally. Hold up each object and elicit the name from the class.

**B** Use classroom objects to present ***chair, desk, bag and ruler***.

**C** Introduce ***Show me a (pen).*** Say it and explain it in Arabic. Then tell the class to show you an object by holding it up or touching it. Go through the eight vocabulary items like this:

T: Show me a book.

C: (All pupils hold up a book.)

T: Show me a desk.

C: (All the pupils touch their desks.)

### 4 Answer questions (5) WS2

Point to the picture of a pen on WS2 and introduce *What's this?*

Explain the question. Then present the response ***A pen.***

Explain **a**. Use WS2 to practise the eight items in Stage 3 like this:

T: (Pointing to picture.) What's this?

C: A book.

When the class can respond easily, ask individual pupils.

### 5 Trace and copy letters (15) HWB Exs3/4

Demonstrate each letter before telling the pupils to trace or copy.

Demonstrate the letter sequencing task also. When they have finished, use the picture alphabet as in Step 1.3, Stage 5C to find the letters, name the pictures and complete the words.

Learning objectives		Name and recognize letters.
		Write letters b, p, m, n.
		Understand and carry out this instruction: <i>Find a (chair).</i>
		Ask about and name objects.

Language	S	What's this? A (pencil).
	R	a-n

## 1 Oral practice of the alphabet (5) CS1 /2 WS1

Vary the oral practice to suit the needs of your pupils. Some suggestions are:

- 1 Get the class to sing the song. Ask one pupil to point to the letters on WS1 as they sing.
- 2 Group oral practice, using rows of pupils:
  - Row 1: a to g
  - Row 2: h to n
  - Row 3: o to u
  - Row 4: v to z
  - Row 5: a to g etc
- 3 Use CS1 for pronunciation.
- 4 Use a class chain.

## 2 Recognize a-n (5) WS1

Use WS1 as in Step 1.4, Stage 2.

## 3 Trace and copy letters (15) HWB Exs5/6

Demonstrate each letter before telling the pupils to trace and copy. Demonstrate the sequencing task also. When they have finished, use the Picture Alphabet to find the letters, name the pictures and complete the words.

## 4 Listen and identify objects (5) WB1.10 CS3, Band 1

**A** Ask the pupils to look at Workbook page 3. Introduce *Find a (chair)*. Say it and explain it in Arabic. Tell the pupils to point to the object when they find it.

**B** Tell the pupils to listen to the cassette and look at WB3. Begin to play Band 1. Stop the cassette after the first item to check that pupils understand the task. (listen and point to the item named.) Explain that today they will only hear the eight names they have learned. They will use the page again. Play Band 1 and stop it after Find *a ruler*. Repeat the activity, but this time tell the pupils to name the object when they point to it. For example:

CS: Find a book.

C: A book.

**5 Ask about and name objects (10) CS3, Band 2 WS2**

**A** Tell the pupils to look at WS2 and listen to the cassette.  
Play Band 2, which presents **What's this?**

**B** Ask two pupils to come to the front of the class and use WS2 to ask each other the question:

P1: What's this?

P2: A (pen).

**C** Tell the pupils they are going to use Workbook page 3 to ask and answer questions about the pictures in -pairs. Tell them that you will often ask them to work together.

Say and explain the instruction you will use. For example ***Pairs, please. or Work in pairs, please.***

Tell them to work in pairs using WB page 3. Make sure that they take turns to ask and answer.

**Cassette Section 3**

**Band 1** Listen and do.

Find a book.

Find a pen.

Find a pencil.

Find a rubber.

Find a desk.

Find a chair.

Find a bag.

Find a ruler.

Find a table

Find a telephone.

Find a bicycle.

Find a car.

Find a boat.

Find a bus.

Find a plane.

**Band 2** Point to a picture and ask your friend.

Voice 1: What's this?

Voice 2: A pen.

Voice 3: What's this?

Voice 4: A bag.

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<b>Learning objectives</b>	Name and recognize letters. Write letters <b>h, r, j, y</b> . Identify possessions.
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<b>Language</b>	S R	This is my (book). a-u
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**1 Oral practice of the alphabet (5) CS1 /2 WS1**

Use suggestions as in previous Steps.

**2 Recognize a-u (5) WS1**

Practise recognition of the letters as in previous Steps.

**3 Trace and copy letters (15) HWB Exs7/8**

Carry out the handwriting practice in the usual way. Remember to use the Picture Alphabet.

**4 Presentation of new language (10)**

Hold up your own book and say ***This is my book.***

Repeat with objects of your own such as your pen and your pencil.

Then give instructions and drill choral statements like this:

T: Show me your book.

C: (Holding up books.) This is my book.

T: Show me your pencil.

C: (Holding up pencils.) This is my pencil.

Use the eight classroom objects presented so far. For ***chair*** and ***desk***, get the pupils to touch these objects.

**5 Number revision (5) No. FCs**

Use ***The Teacher Guessing Game*** to revise recognition of 1 to 10.

Draw groups of dots on the board as on Workbook page 1. Elicit each number by pointing to each group and asking ***How many?***

Call a pupil to the board to write the number.

<b>Learning objectives</b>	Name and recognize letters. Ask and answer questions about ownership. Write letters <b>s, f, g, q</b> .
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<b>Language</b>	<b>S</b> Is this your (book)? No./ Yes. Thank you. <b>R</b> a - z
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### 1 Recognize and name letters.a-z (5) CS1 /2 WS1

Sing *The Alphabet Song*. Then practise recognition of all the letters .

### 2 Presentation of new language (10)

**A** Revise this instruction and response:

T: Show me your (book).

C: This is my (book).

**B** Present the question *Is this your (book)?* Pick up a pupil's book and ask one of the pupils at that desk *Is this your book, (Ali)?*

Gesture to the class to repeat the question. Elicit *Yes* or *No* from (Ali). Repeat this choral procedure with different objects belonging to different pupils.

**C** Collect a book, a pencil, a rubber and a pen from four pupils. Ask those pupils to stand at the front, facing the class. Hold up the book and prompt the class to ask one pupil:

C: Is this your book, (Ali)?

Ali: No. / Yes.

If the response is *Yes*, give the book to the pupil and prompt him to say *Thank you*. Do the same with the other objects.

### 3 Ask and answer questions about ownership (10)

If you can organize group activities in your classroom, use the following procedure. Demonstrate with one group first. Tell each pupil to put one of his belongings on the desk in a pile - a pencil, rubber, ruler or a book. Then tell one member of the group to pick up one object and find out whose it is by asking questions:

Pl: Is this your (book), (Ali)?

Ali: No.

Pl: Is this your (book), (Ahmed)?

Pupil 1 continues until the owner says *Yes*. He gives the book to the owner, who says *Thank you*.

**Alternative procedure:** Pick up pupils' belongings and put them on different desks. Then ask individual pupils to hold up the object on his desk and find out who it belongs to by asking around the class:

Is this your (pen), (Hassan)?

He continues asking different pupils until he gets the answer Yes. Then he hands over the pen and the owner says *Thank you*.

**Note:** The group activity allows all the pupils to practise the language, whereas you will not have time to let every pupil participate in the open pair practice. *Group work* is therefore preferable.

### 4 Trace and copy letters (15) HWB Exs9/10

Carry out the handwriting practice in the usual way. Remember to use the Alphabet Picture .

<b>Learning objectives</b>		Write letters <b>t, k, v, w</b> . Ask and answer questions about ownership. Expand vocabulary.
<b>Language</b>	<b>S</b>	Is this your (book)? Yes, thank you./ No. This is my (book). table, telephone, bicycle, car
	<b>R</b>	<b>a-z</b>

### 1 Recognize and name letters *a-z* (5) WS1

Practise recognition of all the letters.

### 2 Trace and copy letters (15) HWB Exs11 / 12

Follow the usual procedure for handwriting practice.

### 3 Ask and answer questions about ownership (10)

Use either the group or the open pair activity in Step 1.7 Stage 3 for practice of questions and answers.

### 4 Language revision (5)

**A** Collect three pencils from three pupils. Put them on your table. Ask the pupils to stand beside your table facing the class. Pick up a pencil and ask one of the pupils:

Is this your pencil, (Ali)?

If the response is *Yes*, give the pencil to the pupil, prompt him to say *Thank you*, and then sit down. If the response is *No*, prompt the pupil to pick up his own pencil and say *No, this is my pencil*. Tell this pupil to sit down.

**B** Ask another pupil to come out to your table. Tell him to take over your role, asking the questions.

**C** Repeat the practice with different objects and four different pupils. You can use pens, rubbers, rulers and bags.

### 5 Vocabulary presentation (5) WS2

Use WS2 to present *table, telephone, bicycle* and *car* orally. Practise by pointing to them and asking *What's this?* Include the eight objects presented already.

<b>Learning objectives</b>	Expand vocabulary. Ask about and name objects. Write letters x and z and the whole alphabet.
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<b>Language</b>	<b>S</b>	boat, bus, plane What's this? A (car).
	<b>R</b>	<b>a-z</b>

### 1 Vocabulary revision and presentation (10) WS2

**A** Use WS2 to revise the names of all the objects already presented.  
Point to a picture and ask ***What's this?*** Elicit choral then individual responses.  
For example A (***rubber***).

**B** Present ***boat, bus, and plane***.

### 2 Listen and identify objects (15) WB1.5 CS3

**A** Tell the pupils to look at Workbook page 3. Prepare them for the task by giving a few instructions:

T: Find a telephone.  
Find a table.

Then tell them to listen to the cassette and point to the objects in their Workbooks.  
Play Band 1. Go round checking as many pupils as possible.

**B** Play Band 2 to remind the pupils of the question and answer forms. Then tell them to work in pairs, taking turns to ask and answer questions about all the pictures on the page. Go round listening and helping as necessary.

### 3 Trace and copy letters (15) HWB Ex13

Follow the usual procedure for the new letters and the Picture Alphabet pages.  
Then tell the pupils to trace and copy the whole alphabet.



<b>Learning objectives</b>	Ask about and name objects. Begin learning to recognize the capital alphabet.
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<b>Language</b>	<b>S</b>	Revision
	<b>R</b>	<b>A-Z</b>

### 1 Listen and identify objects (10) WB1.5 CS3

**A** For listening practice, use WB page 3 and CS3 Bands 1 and 2 again.

**B** Tell the pupils to work in pairs asking and answering questions about all the pictures on page 3.

### 2 Introduction to the Pupil's Book (5)

Give out the Pupil's Books and let the class look at them for a few minutes.

### 3 Introduction to the capital alphabet (10) PB1

**A** Tell the pupils to look at page 1. Introduce *capital alphabet* and explain that they now have to learn it in order to read and write English. Tell them that the red letters on page 1 are the capitals. They already know the blue letters beside each capital letter. Tell them that the names are the same, but the shapes are not always the same.

**B** Ask the pupils to look at the letters and find ones where the capitals are the same as the small ones. Elicit these and write them on the board. They are:

Cc / Oo / Pp / Ss / Vv / Ww / Xx / Zz

Some others are nearly the same. Write these on the board, eliciting the names from the class. They are:

Ii / Jj / Kk / Uu / Yy

Elicit the remaining letters of the alphabet and write them on the board:

Aa / Bb / Dd / Ee / Ff / Gg /

Hh / Ll / Mm / Nn / Qq /

Rr / Tt

### 4 Recognition practice (15) PB1

**A** Books closed. Use the first set of letters on the board to practise recognition. Point to the capitals and elicit the names. Rub out the small letters and practise the capitals alone.

**B** Use the second set of letters on the board. Practise a few times before rubbing out the small letters.

**C** Use the third set of letters on the board in two stages. When you rub out the small letters, tell the pupils to find the capital on PBI if they cannot name it.

<b>Learning objectives</b>	Ask and answer questions about possessions. Recognize and name the capital alphabet. Begin to recognize own name in English. Write dictated numbers.
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<b>Language</b>	<b>S</b>	Have you got a (pencil)? Yes./ No. This is my name (in English).
	<b>R</b>	<b>A-Z</b>

### 1 Vocabulary revision and presentation of new language (10)

**A** Introduce and explain ***Have you got?*** Then ask five pupils to come to the front. Each pupil brings one object - a pen, a pencil, a book, or a rubber - and holds it behind his back. Use this procedure to contextualize ***Have you got?***

T. Have you got a pencil, Ali?

If he answers **No**, ask the others the same question until you elicit **Yes**. Then say:

Show me your pencil, please.

Thank you.

Ask questions about the other objects in the same way.

**B** Practise understanding of ***Have you got?*** with the whole of, the class as follows:

T: Have you got a (rubber)?

C: Yes.

T: Show me your (rubber), please.

C: (Pupils hold up object.)

Use ***pencil, book, pen, rubber, ruler, desk, chair, bag, car, bus, plane, telephone***. If any pupils respond **Yes** to questions about non-classroom objects, say Show me your (car). Then repeat the question and elicit **No**.

**C** Use TP S1 to practise the exchange. Divide the class into two groups, and cue the questions like this:

T: (Show a rubber to Group 1.)

G1: Have you got a rubber?

G2: Yes. (Pupils hold up rubbers.)

T: (Show a pencil to Group 2.)

G2: Have you got a pencil?

G1: Yes. (Pupils hold up pencils.)

Continue with other objects.

### 2 Recognize and name capitals (15) PB1 WB1.11 WS3

**A** Point to and name **A** to **G** on WS3. Elicit each letter first in sequence and then in random order. Practise the seven letters thoroughly for class and individual recognition.

**B** Introduce WB1.11 by demonstrating on the board. Then tell the pupils to do the first part of the matching exercise in WB1.11. When they have finished, they should check their work by referring to PB1. Circulate and check.

**C** Repeat stages **A** and **B** above with letters **H** to **N**, **O** to **U** and **V** to **Z**.

### 3 Presentation of new language (10) Name cards

**A Groups, please.** Introduce the Name cards to one group. Hold a card with a pupil's name in Arabic facing him and ask:

Is this your name? (Arabic, then English)

Elicit *No* or *Yes*. When a pupil in the group answers Yes, turn the card over and say:

This is your name in English.

Give the pupil his name card and prompt *Thank you*.

**B** Give each group their name cards in a pile and tell the pupils to find their own name cards by reading the Arabic. When each pupil is holding his name card, show the class your own name card and say:

This is my name in English.

Prompt the class to hold their own cards up and chorus:

This is my name.

**C** Give practice like this:

T: Show me your name in English, please. Group (1).

Gl: (Holding up cards with English facing you.) This is my name.

T: Thank you.

Move on to individuals:

T: Show me your name in English, please. (Ali.)

Ali: This is my name.

T: Thank you.

**D** Tell the pupils to look at the first letters in their names. Point out that they are capital letters. Tell them that when we write the names of people in English, the first letter is a capital. Tell the class they must look after their name cards, and have them in every lesson.

### 4 Write dictated numbers (5) Copybooks

Dictate numbers out of sequence. Keep a note of them so that you can check answers. For example, tell the pupils to write:

3    7    4    8    5.

To check, ask one pupil to read out his numbers. Write the numbers he says on the board. Let the other pupils say whether this is correct or not.

<b>Learning objectives</b>	Write capital letters <i>I, E, F, L, H, T</i> . Trace words. Ask and answer questions about possessions.
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<b>Language</b>	<b>S</b> Have you got a (rubber)? Yes./ No. Sorry. <b>R</b> <b>A-G</b>
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### 1 Recognize and name capital letters (5) WS3

Point to the letters in sequence and get the class to repeat the names. Then point to the letters in random order, and ask for class and individual responses.

### 2 Write capital letters and words (20) HWB Exs14/15

**A** Demonstrate the letters before telling the pupils to trace and copy them.

**B** Read the words for the pupils, but tell them that these are for handwriting practice only. They don't have to be learned. This is the introduction of word writing, so demonstrate carefully, pointing out how the letters in a word are written close to each other. Get the class to read the letters aloud in chorus. Then demonstrate how to write the word before telling the pupils to trace.

**Note:** In all the capital letter writing lessons, as you go round checking, ask pupils to show you their name cards. Ask them to spell their names. When the first letter has been introduced, for example, *F (Fuad)* or *L (Laila)* in this lesson, encourage them to practise writing their names in their copybooks.

### 3 Ask and answer questions (10)

**A** Remind the class of the question *Have you got?* by asking one or two pupils. Then invite pupils to ask you questions. When you don't have the object asked about, say *No, sorry*. Explain the phrase and get the class to repeat it. Do some open pair practice.

**B** Tell the pupils to work in pairs asking and answering in the same way. Go round listening and checking.

### 4 Revision (5) Name cards

Tell the pupils to put their name cards on their desks. Then use this exchange to revise language:

T: Are you Ali?

P: Yes. I'm (Ali). This is my name.

(Pupils hold up name card.)

Prompt the pupil to spell his name, helping with the capital letter as necessary.

<b>Learning objectives</b>	Make polite requests. Write capital letters B, D, P, R, O, Q, G, C Trace words.
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<b>Language</b>	<b>S</b>	Have you got a (pen)? No. Sorry. / Yes. Can I have it, please? Yes. Here you are. Thank you.
	<b>R</b>	<b>A-N</b>

### 1 Presentation of new language (10) C54

**Note:** Use only *rubber, pencil, ruler* and *pen* in this activity.  
These are the things they may need to borrow in class.

**A** Ask a pupil:

T: Have you got a (pencil)?

P: Yes.

T: Can I have it, please?

Explain the request by gesture or translation. When the pupil gives you the pencil, prompt him to say:

P: Yes. Here you are.

T: Thank you.

Repeat the conversation with another pupil. Ask for a different object this time.

**B** Tell the pupils to listen to two conversations on the cassette.  
Play CS4, Bands I and 2.

**C** Divide the class into two groups. Get each group to listen and repeat one part of each conversation on CS4. Reverse the roles of the groups so that all the pupils practise both questions and answers.

**Note:** Introduce the words *Ask* and *Answer* during this activity.

### 2 Make polite requests (5)

Use open pairs to practise requests. Encourage them to add names and to ask someone else if they get a negative response first. For example:

Pl: Have you got a rubber, (Ali)?

Ali: No, sorry.

Pl: Have you got a rubber, (Ahmed)?

Ahmed: Yes.

Pl: Can I have it, please?

Ahmed: Yes. Here you are.

Pl: Thank you.

### 3 Recognize and name capital letters (5) WS3

Use WS3 as in Step 1.12, Stage 3.

#### **4 Write capital letters, trace words (20) HWB Exs16 / 17**

Do the handwriting practice as in Step 1.12, Stage 3.

#### **Cassette Section 4**

Presenter: Listen and repeat.

##### **Band 1**

Boy 1: Have you got a pen?

Boy 2: No, sorry.

Presenter: **Band 2**

Girl 1: Have you got a ruler?

Girl 2: Yes.

Girl 1: Can I have it, please?

Girl 2: Yes. Here you are.

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# 1.14

WB3

HWB14

CS4

WS3

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## Learning objectives

Make polite requests.

Write capital letters **A, M, N, V, K Z, X**.

Trace words.

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## Language

**S**

Revision of 1.13

**R**

**A-Z**

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### 1 Make requests (10) CS4

**A** Play CS4 to remind the pupils of the language. Get them to listen and repeat as in Step 1.13, Stage 1C.

**B** Use open pairs to practise making requests as in Step 1.13, Stage 2.

**C** Tell the class to work in pairs asking for things in the same way.

### 2 Recognize and name letters (5) WS3

Use WS3 to practise recognition of the capital letters.

### 3 Write capital letters, trace words (20) HWB Exs18 / 19

Do the handwriting practice in the usual way.

### 4 Revision (5) WB page 3

**A** Give the instruction *Find a (chair)*, etc.

**B** Tell the pupils to work in pairs asking and answering like this:

Pl: What's this?

P2: A (table).

P2: What's this?

Pl: A (bicycle).

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# 1.15

HWB15 WB82 WS3 Number FCs

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**Learning objectives** Write capital letters *Y, K, U, S*,  
Trace and copy numbers 0-9.

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**Language** S zero  
R A-Z

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## 1 Recognize and name A-Z (5) WS3

Use WS3 to practise recognition of the capital alphabet.

## 2 Write capital letters and words (20) HWB Exs20 / 21

Do the handwriting practice in the usual way.

## 3 Trace and copy numbers 0-9 (10) WB82 No. FCs

**A** Revise numbers 1 to 9 using the number flashcards.  
Introduce and explain 0 (*zero*).

**B** Ask the pupils to look at Workbook page 82. Present zero and demonstrate how to write it. Tell the pupils to trace and copy 0 to 9. Go round checking correct formation of the numbers.

## 4 Revision (5)

Complete any outstanding material. Then revise any of the language of the Unit in which you feel pupils need more practice. Please see the Unit 1 Summary on page 24.



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## Unit 2      Summary

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### Materials

Pupil's Book pages 3-9  
Workbook pages 6-12 and 82  
Handwriting Book 1 A pages 16-20  
Flashcards Cassette Sections 5-8  
Worksheets 4 / 5

### Lexical areas

Greetings  
Names of classroom and common objects  
Colours  
Names of persons  
Names of parts of the body  
Numbers to 19

### Grammatical areas

- Regular plural nouns eg *pens*
- Adjectives before nouns eg *a red bus*
- Adjectives after verb *to be* eg *It's red.*
- Indefinite and definite articles *a / the*
- Third person subject pronouns *He, She, They* in patterns with verbs *to be* and *have got*
- Prepositions *in, on, under*

### Learning objectives

Understand classroom language and instructions eg *Put your hands on your head.*  
Recognize, say and write numbers *to 19.*  
Understand and use orally the language presented in Units 1 and 2.  
Recognize Unit 2 words and sentences.  
Identify objects and people by reading sentence descriptions.  
Copy words and phrases.

### Unit features

The Unit has two songs to aid pronunciation and memorization of language.  
Word recognition begins and develops to phrase and sentence reading.  
Elementary task-reading occurs on PB6. There is a language awareness activity in the final Step. (WB12) Writing develops through tracing and copying to labelling pictures on a two-line stave and to a simple skill exercise on WB 10.

Step	Activities and skills	Language
<b>1/2</b> PB3/4 HW Exs 22/23 CS5 FCs,	Listen, respond to and recognize greetings. Name objects and recognize words. Trace and copy words; label pictures.	<i>Hello. Good morning. Goodbye. 'Bye. bus, car, plane, pencil, book. ruler, rubber, pen, desk, chair</i>
<b>3-5</b> PB5 WB6/82 CS6 FCs WS4	Understand and express quantity. Sing a song. Name colours, recognize words, phrases and a question and answer. Talk about possessions. Recognize, say and write numbers.	<i>eg 3 pens white, red, blue, yellow, green, black, brown, Is this (white)? Yes, it's (white).114o, it's (red). I've / He's / She's got a... 11-19</i>
<b>6-9</b> PB4/6 WB7/8 HW Exs 25-27 FCs	Develop vocabulary - all skills. Talk about possessions.	<i>boy, girl, man, woman, boat, ball, cake, radio, camera, bicycle, bag, table, the What has he / she / have they got? + responses</i>
<b>10</b> PB7 CS7 WB9 WS5	Do word and sentence reading exercises. Trace and copy words. Learn names of parts of the body orally through a song. Do a number exercise.	<i>My arms, legs, fingers, toes, eyes, ears, mouth, nose, feet, hands, head, knee. Put them together. That's me. plus, minus, equals</i>
<b>11-13</b> PB8/9 WB10 HW Exs 28/29 FCs	Ask and answer questions about location. Recognize words and phrases. Identify objects by reading sentences. Carry out oral instructions. Trace and copy location phrases. Read sentences, write phrase answers. Trace and copy words.	<i>Where is (it)? in / on / under the (car) board, door, window, house, wall, are</i>
<b>14</b> PB9 WB11	Language focus: <b>Verbs be, have got - do a gap-fill</b> exercise. Carry out oral instructions.	
<b>15</b> WB12 CS8	Answer recorded questions about objects. Write initial consonants of names of objects.	

<b>Learning objectives</b>	Recognize and respond to greetings. Identify objects and recognize words. Label pictures.
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<b>Language</b>	S/R      A bus, car, plane, pencil, book Anne, Tom, Hello, Good morning, Goodbye, 'Bye
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**Note:** The pupils begin sight recognition of words in this Unit beginning with language on PB2 and 3 presented orally in Unit 1. The purpose of the greetings and names on PB2 is to introduce the pupils to some conventions of written English which must be known in order to read and write English. These are:

- capital letter at the beginning of a person's name.
- capital letter at the beginning of a complete utterance and full stop at the end.

Use the page for this purpose. The words will occur again in Book 1. Don't expect proper sight recognition at this stage.

### 1 Respond to greetings (15) PB3 CS5

**A** Introduce PB3. Talk about the page, using the English words *boy, girl, woman, man, and teacher*. (The words are receptive only in this Step.)

**B** Read aloud and explain the instruction *Look, listen and answer* and the cassette symbol. The pupils are not expected to read these, but some pupils will be able to do so by the end of the year. Tell the pupils they are going to hear these people talking. Ask them to listen and look at the words in the speech bubbles on the page. Tell them to answer the people. Play CS5. Prompt the pupils to say *Hello, Good morning, Goodbye* and *'Bye*.

**C** Write *Hello*. on the board and ask the pupils to find the word on PB3. Explain the full stop and the capital *H*. Do the same with the other greetings on the page. *Then present* the names *Anne* and *Tom*. Tell the pupils that Anne and Tom are brother and sister. They appear frequently in their books.

**D** Tell the pupils to look, listen and answer again. This time they can add the names *Anne* and *Tom* when they answer. Play C55.

### 2 Identify objects (5) PB4

**A** Introduce PB4. Write the title What's this? on the board. Point to it and read it aloud. Explain the question mark.

**Note:** Always present page titles. They are part of the word recognition objectives for this year. Explain the instruction also.

**B** Check identification of the objects by asking:  
What's number (1)?

### 3 Word recognition (10) PB4 FCs

**A** Use FCs of *bus, car, plane, pencil and book*.

*Show a word. Ask the pupils to find it* on PB4 and put their hands up when they know what the word is. Elicit the word.

**B** To get the pupils to look at the words, ask them to spell them.

T: Spell bus.

C: (looking at PB4) b - u - s.

**C** Practise recognition with FCs only.

Fix the five FCs on the board in the same sequence as on PB4. Point to each word in sequence as on PB4. Point to words out of sequence. Finally ask individual pupils to read words.

**D** Use *The Teacher Guessing* Game for further practice.

### 4 Trace and copy words (10) HWB Ex22

Introduce the handwriting exercise. Check recognition of the words.

Demonstrate how to write them. Then tell the pupils to trace and copy them, and finally label the pictures. Go round checking correct formation of letters and ability to read what they are writing.

**Cassette Section 5 is the text on PB3.**

<b>Learning objectives</b>		Respond to greetings.
		Ask and answer questions about names of objects.
		Develop sight reading - words.
		Label pictures.
<b>Language</b>	S	boy, girl, man, woman, teacher
	R	ruler, rubber, pen, desk, chair, What's / What is, number, this?

### 1 Respond to greetings (5) PB3 CS5

**A** Ask the pupils to look at PB3. Ask if they can remember the children's names. Tell the class to listen, look and answer. Play CS5.

**B** Present *boy, girl, man, woman and teacher* orally.

### 2 Language presentation (5) PB4

Present *What's number 1* ? Say it and get the class to repeat the question in chorus. Drill the question like this:

T: 4.

C: What's number 4?

T: 6.

C: What's number 6?

### 3 Ask and answer questions (10) PB4

**A** Demonstrate this activity:

T: (with PB closed) What's number 5?

C: A book.

T: What's number 8?

C: A pen.

**B** Choose two pupils to do the activity.

Pupil 1 closes his book and faces his partner who holds a book up in front of him.

Pl: What's number 7?

P2: A rubber. Tell the class to correct pupil two if necessary.

**C** *Pairs, please.* Tell the class to practise as above. After a few minutes, tell the pairs to reverse their roles.

### 4 Word recognition (10) PB4 FCs

**A** Present and practise *ruler, rubber, pen, desk* and *chair* as in Step 2.1, Stage 3. When you use *The Teacher Guessing Game* for final practice, include the FCs for *bus, car, plane, pencil* and *book*.

**B** Elicit the questions and answers in the speech bubbles at the bottom of PB4.

### 5 Trace and copy words (10) HWB Ex23

Carry out the handwriting practice as in Step 2.1, Stage 4.

<b>Learning objectives</b>	Understand and express quantity. Identify colours and recognize words. Sing a song: <i>Is this white?</i>
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<b>Language</b>	S	Is this (white)? No. It's (red). Red and blue and yellow.
	S/R	2 books, 4 pens, etc red, blue, yellow, white

### 1 Language presentation (10)

**A** Go round the class collecting classroom objects: *pens, pencils, rubbers, rulers and books* by asking:

Can I have a (rubber)?

Prompt the pupils to say *Here you are*, but don't insist on its use.

**Note:** You are going to use the objects to introduce plurals, so get different quantities of each.

**B** Hold up each group of objects and say, for example:

Three pens.

Ask the class to repeat each phrase in chorus.

**C** Elicit how the plural is formed in English with the addition of the sound / s / or / z /.

**D** To practise quantity, use the following exchange:

T: (Holds up two books.) Two books?

C: Yes. Two books.

Continue in the same way with groups of different objects.

Change the practice and make deliberate mistakes. For example:

T: (Holds up five rubbers.) Four rubbers?

C: No. Five rubbers.

Finally, practise using both of the above.

### 2 Read phrases (5) FCs

**A** Use the FC holder or blackboard to display the words practised above. Add s to each word in turn and elicit the word orally.

**B** Use the s FCs and add them to three words. For example:

book	s	pen	ruler	s
pencil	s	rubber		

Ask the class to read the five words. Change the s FCs around and ask the class to read the new set of words. Practise as a class and with individual pupils.

### 3 Count objects and complete phrases (5) WB2.3

**A** Books closed. Draw simple pictures of a car, a desk, a chair and a pencil on the board. Elicit what they are as you draw them. Then draw another car, two more desks and four more pencils. Elicit:

Two cars.

Three desks. etc

**B** Label the pictures on the board: **2 cars, 3 desks**, etc. Highlight the number and **s** in a different colour of chalk. Rub out the drawings and elicit what each label says. Then rub out the labels and tell the pupils to do WB2.3. Go round checking while the pupils do the exercise.

### 4 Vocabulary presentation (5) PB5 WS4

**A** Tell the pupils that they are going to learn the colours in English. With books closed, point to **red, blue, yellow** and **white** on the WS. Say each name and get the class to repeat it. Do this **twice**. Then point to the colours and get the class to chorus the names.

**B** Books open. Page 5. Move round the class saying **Show me (red)**. Practise the four colours.

### 5 Language presentation - a question and answer (10) CS6 WS4

**A** Books closed. Tell the class to listen to a song and look at the WS. Play the first verse, pointing to the three colours to match the song.

**B** Practise the question and answer without the cassette. Point to **red** on the WS and ask **Is this white?** Present and practise the response **No. It's red**. Follow the same procedure for **blue** and **yellow** and for the last line of the song: **red** and **blue** and **yellow**.

**C** Tell the class to try to join in the song now. Play the first verse again and point to the colours on the WS.

### 6 Word recognition (5) PB5 FCs

Show a FC of the word red. Tell the pupils to find the word in their books and point to it. Then ask:

T: What's this word?

C: Red.

T: Spell it, please.

C: r - e - d.

Continue in the same way with **blue, yellow** and **white**.

**Note:** Make sure they understand the question **What's this word?** by translating into Arabic. Make regular use of this language from this point onwards.

## Cassette Section 6

Presenter: A song: Is this white?

Is this white?  
No. It's red.  
Is this white?  
No. It's blue.  
Is this white?  
No. It's yellow.  
Red and blue and  
yellow.

Is this white?  
No. It's green.  
No. It's green.  
Is this white?  
No. It's brown.  
Is this white?  
No. It's black.  
Green and brown and  
black.

Is this white?  
Yes. It's white.  
Yes. It's white.  
Is this white?  
Yes. It's white.  
Is this white?  
Yes. It's white.  
It's white. It's white.  
It's white.



<b>Learning objectives</b>	Identify colours and recognize words. Sing a song: Is this white? Write a question and answer.
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<b>Language</b>	S a (red) (bus) R green, black, brown, Is, Yes, No, It's, and
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## 1 Vocabulary revision and presentation (10) WS4

**A** Use the WS and the first verse of the song to revise red, *blue, yellow and white*.

**B** Present the colours *green, brown and black* as in Stage 4 of the previous lesson. The final practice should include all seven colours.

## 2 Sing a song to practise colours (10) CS6 WS4

**A** Books closed. Use the WS to practise questions and answers with all the colours as in Step 2.3, Stage 5B.

**B** Books open. Divide the class into two groups in order to sing the song with the cassette. One group sings the question and the other the response. As they sing, they point to the appropriate colours in their books. Play CS6.

## 3 Word recognition (5) PB5 FCs

**A** Present and practise the words *green, brown, black, and*.

**B** Use *The Teacher Guessing Game* to practise recognition of the seven colour words.

## 4 Read questions and answers (5) PB5 FCs

**A** Focus on the two children at the bottom of PB5. Ask if anyone can read what they are saying. Elicit the two questions and answers. Then use FCs of *Is, It's, No, Yes* and elicit the words.

**B** Write these four new words on the board with initial capital letters and also with lower case letters. Practise recognition of all eight words.

Briefly explain that the apostrophe in *It's* means that the letter i is left out. Tell them that we usually say *It's* but write *It is*.

**C** Elicit the two phrases describing the balls at the bottom of PB5.

## 5 Trace and copy a question and answer (10) HWB Ex24

**A** Elicit the question and answer. Demonstrate both and point out that *a space must be left between words*. Explain and demonstrate all the punctuation marks: capital letters, question mark, full stop and apostrophe. Elicit what the apostrophe represents in *It's*. Tell the pupils to trace and then copy.

**B** Demonstrate how to write on two lines. Explain that even when there is no top or bottom line, we have to try to imagine them so that letters like capital *I* and *t* are the same height and letters like *p* and *g* are the same depth. Demonstrate the question. Then elicit which boy is asking the question on page 17 and which is answering. Tell the pupils to write the question and answer.

**Learning objectives**

Talk about possessions.

Say, recognize, trace and write numbers 10-19.

**Language**

S

I've got a (red) (pencil).

He's / She's got

R

11-19

**1 Sing a song (5) PB5 CS6 FCs**

Sing *Is this white?* to recycle the colour words orally. Then use FCs to revise recognition of the words.

**2 Language presentation (10) Coloured pencils**

**A** Hold up different coloured pencils and ask *What's this?* Prompt the reply **A (red) pencil.** and get the class to repeat it. Practise choral and individual responses with all the colours.

**B** Hold up a red pencil and say *I've got a red pencil. Show me a red pencil.* If pupils hold up the wrong colour in response, ask *Is it red?* Prompt those who do have a red pencil to hold it up and chorus the sentence *I've got a red pencil.* Then ask:

*Have you got a blue pencil?*

Those who do, hold them up and say *I've got a blue pencil.* Continue with each of the coloured pencils in turn. Then ask different pupils to hold up their pencils and describe them in the same way.

**3 Language presentation He's got / She's got (15)**

**A** Ask one pupil to come to the front with his pencil. Hold up your own pencil and say:

I've got a (yellow) pencil.

(Point to pupil.) He's got a (red) pencil.

Get the whole class to point to the pupil at the front and chorus the second sentence.

**B** Go round the class picking up different pencils and holding them up. The class points to the owner and says:

He's got a (black) pencil.

**Note:** Substitute *She's got in a girls' school.*

**C** Ask another pupil to come to the front of the class. Give him 2 red pencils. Elicit from the class *He's got 2 red pencils.* Now go round the class as before practising plural forms.

**D** To present *She's or He's* as necessary, draw a stick figure on the board, (a girl in a boys' school, a boy in a girls' school). Give her / him a coloured pencil. Point to the figure and say: *She's got a blue pencil.*

Elicit the meaning of *She* OR *He*. Then get the class to chorus the sentence.

**E** Practise *I've, He's, She's got*. Bring a pupil to the front with a coloured pencil.

Get the class to repeat after you:

I've got a (red) pencil.

(Class repeats and shows a red pencil.)

He's got a (blue) pencil. (Pointing to pupil at the front.)

She's got a (yellow) pencil. (Pointing to board.)

Practise this by bringing two pupils to the front, each with different coloured pencils.

Each in turn says:

I've got a ...

He's got a ... (Pointing to second pupil.)

She's got a ... (Pointing to board.)

#### **4 Say and recognize 1-19 (5)**

Use a class chain to revise numbers *1* to *10*. Write *11* and *12* and present them. Write 13 to 19 on the board. Say the numbers as you write. Then get the class to repeat the numbers in chorus.

Practise by eliciting the numbers in random order. Elicit in Arabic how the English system is similar to Arabic. (From 13 both languages add a syllable to signify the ten.)

4 = four

4 + 10 = fourteen

Focus on the pronunciation of *three* and *thirteen*, *five* and *fifteen*.

#### **5 Trace and copy 10-19 (5) WB82**

Tell the pupils to trace and write *10* to *19*.

<b>Learning objectives</b>	Understand the use of indefinite and definite articles. Talk about possessions. Develop sight reading - words. Label pictures.
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<b>Language</b>	S	ball, radio, camera, cake
	R	boy, girl, man, woman, The (bus) is (red).

### 1 Identify objects using the indefinite article (5) PB4

Look at PB4. Ask *What's number 1?* Elicit A *bus*.

Check understanding of *a*.

### 2 Language presentation - the (10) PB4 FCs

**A** Ask *What colour is the bus?* Present this response for choral repetition:

The bus is red.

Build the sentence using FCs. Do the same with two or three other items on PB4.

**B** See if you can elicit the meaning of *the* in Arabic. Explain that it is used when talking about an object which has already been referred to. Contrast with *a*.

### 3 Vocabulary presentation (10) PB6

**A** Look at PB6. Say in Arabic, then English:

What can you see in the pictures?

Encourage the pupils to name all the things they know:

*A bicycle, A boat, A bag, A boy, A girl, A man, A woman, A table, 2 boys.*

**B** Present *ball, radio, camera and cake* orally.

**C** To elicit *He's got* and *She's got*, ask these questions:

What has the	boy	got?
	girl	
	man	
	woman	

### 4 Word recognition (5) PB6 FCs

Use FCs of *boy, girl, man* and *woman* and the usual procedure to present and practise words.

### 5 Trace and copy words (10) HWB Ex25

Carry out the handwriting practice in the usual way. Remind the pupils about writing on a two-line stave.

<b>Learning objectives</b>	Understand the use of indefinite + definite articles. Talk about possessions. Develop sight reading - words and sentences. Label pictures.
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<b>Language</b>	S/R ball, bicycle, radio, boat He / She has got, They have got
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### 1 Listen and identify people (5) PB6

**A** Tell the pupils to look at PB6. You will describe someone in the pictures. You want them to say who it is. Make statements and elicit answers with ***The***. Elicit the correct answer from one pupil. Then get the class to chorus it.

T: She's got a radio.

C: The girl.

T: She's got a cake.

C: The woman.

T: He's got a camera.

C: The man.

T: He's got a ball.

C: The boy.

**B** Describe pictures 3 and 6 so that the pupils hear ***They've got***:

T: They've got a boat.

C: The girl and the boy.

T: They've got a table.

C: The boys.

### 2 Answer questions (10) PB6

**A** Ask questions about pictures 1, 2, 4 and 5 and elicit answers with ***He's got and She's got***.

T: What has the girl got?

etc

**B** Ask questions about pictures 3 and 6 and present ***They've got***.

### 3 Word and sentence recognition (10) PB6 FCs

**A** Use FCs to present and practise the words ***ball, bicycle, radio*** and ***boat***.

**B** Books closed. Write ***He's got*** and ***She's got*** on the board.

Underneath these, write the full form ***has*** and explain that the apostrophe stands for ***ha*** here.

**C** Use FCs to build on the board the sentences in the language table on PB6. Build them exactly as on PB6 and draw lines to form a table. Point to words in the table to elicit statements from the class. Show them how language tables work - you can't read across diagonal lines.

**4 Read aloud from a language table (5) PB6**

Use the language table on PB6. Ask a pupil to read a sentence. Ask the class to listen and identify the person or persons described.

**5 Trace and copy words (10) HWB Ex26**

Carry out the handwriting practice in the usual way. (*bus* is included in the exercise rather than *bicycle* because it is much easier to spell.)

**Learning objectives**

Ask and answer questions about possessions.  
Develop sight reading - words and sentences.  
Label pictures.

**Language**

S What has he / she / have they got? + responses  
R camera, cake, table, bag

**1 Talk about pictures (5) PB6**

Invite the pupils to talk about the pictures on PB6. Begin by saying *What can you see?* Let the pupils talk freely, prompting only if they don't cover all the pictures and all the language.

**2 Ask and answer questions (10) PB6**

**A** Elicit or read aloud the page title. Explain that the question *What have they got?* applies to the whole page - *they* means all the people in the pictures.

Elicit and then present for choral repetition questions about each picture, like this:

T: Picture 1.

C: What has the boy got?

T: He's got a ball and a bicycle.

**B** Use open pairs to practise questions and answers, like this:

T: Picture 3, (Ali) and (Ahmed).

Ah: What have the boy and the girl got?

Ahmed: They've got a boat.

**3 Word recognition (5) PB6 FCs**

**A** Use FCs of *camera*, *cake*, *bag* and *table* to present and practise the words.

**B** Use The *Teacher Guessing Game* to practise all the words on PB6.

**4 Read sentences aloud (5) PB6 FCs**

Build sentences with FCs on the board to match the pictures on PB6

**5 Trace and copy words (10) HWB Ex27**

Carry out the handwriting practice in the usual way.

**6 Read sentences aloud (5) PB6 FCs**

Build sentences with FCs on the board to match the pictures on PB6- Tell the pupils to read the sentence and tell you which picture it matches. For example:

They	have	got	a	table.
------	------	-----	---	--------

P: Number 6.

Then ask the class to read the sentence aloud in chorus.

<b>Learning objectives</b>		Play a game using <i>the</i> . Check word recognition by doing a discrimination exercise. Do a sentence reading puzzle.
<b>Language</b>	S	Have you got the (rubber)? Yes. Here you are. No. Sorry.
	R	Revision

### 1 Preparation for a game (10)

Hold up a rubber and ask ***What's this?*** Elicit ***a rubber***. Give the rubber to a pupil and then get the class to pass it among themselves while you turn your back on them. Tell them to stop. Turn round and try to find the rubber. Ask:

Have you got the rubber?

Continue asking different pupils until you find it. Prompt the responses

***No. Sorry. or Yes. Here you are.*** When you have the rubber in your hands, say ***I've got the rubber.*** Ask a pupil:

Have you got a rubber?

The pupil should show you his own rubber. Point out the different meanings of ***a*** and ***the***. ***A*** means any rubber, whereas ***the*** means a particular rubber - the one you gave the class.

### 2 Play a game to practise the definite article (5)

Organize the class into groups. Each group puts a rubber on the desk. One pupil (P1) in each group turns his back on the class. Another (P2) takes the rubber. P1 asks questions to find who has got it. For example:

P1: Have you got the rubber, Ahmed?

P2: Yes. Here you are.

(Hands it over.)

OR

No, sorry.

Each pupil takes it in turns to find the rubber. The aim is to find it with the least number of questions.

**Note:** If you cannot organize groups in your classroom, play the game as in Stage 1, letting a pupil take your role.

### 3 Check word recognition (10) WB2.9A

**A** Before telling the pupils to open their Workbooks, prepare the new activity. Draw a bus on the board and write underneath it:

a book

a bus

Point to both phrases, getting the class to read them. Then point to the picture and ask ***Is it a book?*** Elicit ***No. A bus.*** Show them how to tick the correct phrase.

**B** Tell the pupils to do Exercise 2.9A. While they work, go round checking that they are able to read the phrases.



**C** Class check. Elicit answers from individual pupils like this:

T: Number 2?

C: A car.

T: Spell car, please.

P: c - a - r

**4 Do a puzzle. Match sentences to the puzzle (10) WB2.9B**

**A** Focus on the pictures. *Ask what can you see?* Elicit a man, **2 boys**, etc.

**B** Read aloud the question in the speech bubble. Then add:

Has the man got the radio?

The pupils will probably understand how to do the puzzle without explanation. If they don't, explain that they should follow the line from the man to find out what he has got. Give them half a minute to do this. Repeat the question ***Has the man got the radio?*** Elicit this answer:

No. The man has got the camera.

Ask these questions one by one and elicit oral answers as above:

Have the boys got the bicycle?

Have the girls got the bag?

Has the woman got the bag?

**C** Tell the pupils to look at the words below. Ask them to read the first line on the left in chorus: ***The girls have got.*** Then tell them to find the correct words to complete the sentence on the right and draw a line to join the two parts.

**D** Let the pupils do the rest of the activity themselves. Go round the class checking. Ask some pupils to read sentences aloud.

**E** Class check. Elicit sentence answers from individual pupils.

Let the others confirm or correct.

<b>Learning objectives</b>		Begin to learn parts of the body through a song. Do simple addition and subtraction.
<b>Language</b>	S	My arms, legs, fingers, toes, eyes, ears, mouth, nose, feet, hands, head, knee. Put them together. That's me. plus, minus, equals

### 1 Oral vocabulary presentation through a song (20) PB7 CS7 WS5

**A** Use WS5 to present the names of parts of the body. Say ***Listen*** and ***look***.  
Point to the pictures and say the words:

arms, legs, fingers, toes, eyes, ears, mouth, nose, hands, feet, head, knee.

Then tell the class to repeat the words. This time say the words with actions: ***raise your arms, touch your legs, toes, eyes, ears, mouth, nose, head and knee, stamp your feet, move your fingers, clasp your hands together.***

**B** Tell the class to look at PB7 and listen to a song. Explain the title, ***Put them together.*** Ask the class to point to the pictures as they listen. Play CS7, Bands 1, 2 and 3.

**C** Practise all the names of parts of the body. Begin by eliciting actions in response to ***Show me your (arms).*** Then get the pupils to chorus ***My (arms)*** along with the actions.

**D** Play CS7 again after telling the class to do the actions and join in the song if they can.  
**Note:** It will take time for the pupils to learn all of these names. Do not expect them to learn everything perfectly in one lesson. You will repeat the song many times throughout the year.

### 2 Do number exercises (20) WB2.10

**A** Books closed. Use a class chain to revise ***1*** to ***19***. Introduce WB Exercise a. Demonstrate the beginning of it on the board. Then tell the pupils to do exercises a, b, c, d and e. Go round checking.

**B** Write these mathematical symbols on the board: + - = .  
Elicit their Arabic meanings and introduce the English words ***plus, minus*** and ***equals***.

Tell the pupils to look at Exercise ***f***. Elicit the sum orally:

***five plus one equals six***

Elicit the first sum in Exercise ***h***:

***six minus four equals two.***

Tell the pupils to do Exercises ***f, g, h*** and ***i***.

**C** Class check. Elicit all the answers as in Stage B.

Cassette Section 7 is the song ***Put them together.***

Bands 1 and 3 have music and words; Band 2 has music only.

<b>Learning objectives</b>	Express and understand location. Trace and copy a question and location phrases. Label pictures. Name parts of the body.
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<b>Language</b>	S / R Where is (it)? in, on, under the (car)
-----------------	--

### 1 Language presentation (10)

**A** Use a book and a pencil to present *on, in, under*. Say **Look!** Put the pencil on top of the book and say *on*. Put the pencil inside the book and say *in*. Put it under the book and say *under*. Repeat these actions, this time getting the class to chorus the words. Practise by doing the actions only and getting the class, then groups, then individuals to say the words.

**B** Expand the new language to *on / in / under the book*. Then introduce the question *Where is it?* and elicit answers from individual pupils.

### 2 Read phrases (10) PB8 FCs

**A** Focus on the three pictures at the top of the page. Ask **Picture 1. What can you see?** Elicit *a car and a ball*. Ask **Where is the ball? Is it under the car?** Elicit *No. On the car*. Do this with pictures 2 and 3. Then ask the class what *Where* means. (Arabic.) Confirm the meaning. Read the page title and get the class to repeat it.

**B** Practise orally.

T: Where is the ball? Picture 1.

C: On the car.

Use the three pictures in random order.

**C** Ask the pupils to look at the words under each picture and try to read them. Check recognition of the new words by asking the pupils to spell *on, in, under*. Use *The Teacher Guessing Game* for further practice.

### 3 Trace, copy and label (15) HWB Ex28

**A** Elicit the question on the first stave. Demonstrate how to write it. Point out the capital **W** at the beginning. Remind the class of the space needed between words when writing phrases or sentences. Remind them how to form a question mark. Tell the pupils to trace and copy the question. Then elicit the three phrases and tell the pupils to trace and copy them.

**Note:** The phrases are written without punctuation at this stage because they will appear in sentences in the next Step.

**B** Prepare the labelling task orally. Remind the class about copying on to two lines instead of four.

### 4 Name parts of the body (5) WS5 CS7

**A** Tell the pupils to look at the pictures and listen to the song. Play CS7, Band1 and point to the pictures on WS5. Ask the pupils to listen to Band 2 and try to hum the tune. Then ask them to try to join in the song. Play Band 3 and point to the picture on WS5.

**B** Practise the names orally. Ask the class to name the parts of your body that you touch or point to. Ask them to chorus *Your (head)*.

<b>Learning objectives</b>	Write answers to questions about location of objects in a picture. Identify objects by reading sentences. Develop sight reading - words.
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<b>Language</b>	S	Revision
	R	board, door, window

### 1 Answer questions about location (5)

Books closed. Use an object of your own such as a pen. Put it in different places in the room and ask **Where is my (pen)?** the first time, then **Where is it?** Place it on, in and under objects so as to practise both **a** and **the**. For example:

(under one of the chairs):      *under a chair*  
(on your table, if it is  
the only one):                      *on the table*  
(in your handbag):                *in the bag*  
(in a schoolbag):                  *in a bag*

### 2 Preparation for reading (10) PB8

**A** Elicit the title and the three phrases at the top of PB8.

**B** Tell the class to look at the large picture and tell you what they can see. Elicit, for example, **4 chairs, 2 desks, a table, 2 bags, a pencil**. The pupils may also locate some items without prompting. For example:

The pencil is under a chair.

### 3 Read to identify objects (10) PB8

**A** Ask the pupils to look at the words in the yellow box on PB8. Ask someone to read the question aloud. Then explain the task: they must read the sentences themselves, not aloud, and look at the picture to find the thing that the sentence describes. Tell them to read number **1** and put their hands up when they can answer.

**B** Elicit an answer and find out if all the pupils agree. If they don't, discuss which answer is correct (**a book / a blue book**). Deal with items 2 and 3 in the same way. The answers are:

2 a pencil  
3 a plane

### 4 Read questions and write answers (10) WB2.12

**A** Introduce WB2.12. Ask the class what they can see in the picture. Get the class to read the phrases in the boxes aloud. Tell them these are the answers to the three questions about the picture. Ask individual pupils to read each question aloud and others to answer.

**B** Tell the pupils you want them to read each question and copy the correct answer. Point out that in this writing exercise there are only two writing lines. Use the board to remind them how to use the writing lines. Circulate and check.

### 5 Word recognition (5) PB8 FCs

Use the classroom **board, door** and **window** to present these names orally. Tell the pupils to find the objects in the picture on PB8 and spell the words aloud. Use FCs to practise the words.

**Learning objectives**

Talk about location of people in a picture.

Develop sight reading - construct sentences to match the picture.

Write words.

Carry out instructions.

**Language**

S / R

house, wall, are

(verb to be: 3rd person singular / plural contrast)

**1 Vocabulary revision and presentation (10) PB9**

**A** Tell the pupils to look at the picture. Ask *What can you see?* Elicit *a woman, a girl, a man, 2 boys, a car, a ball, a bicycle*. Ask questions like these:

Is the man on the bicycle?

Is the girl on the bicycle?

Is the girl in the car?

Is the ball on the car?

Elicit the correct answers in full. For example:

No. The man is in the car.

**B** Present *house* and *wall*. Show the FC, say the word and tell the pupils to find the word in the picture. Repeat the word and elicit the Arabic equivalent. Then ask *Where are the boys?* Present the full sentence answer *The boys are on the wall*. Write *is* and *are* on the board and explain them.

**2 Sentence building (15) PB9 FCs**

**A** Build sentences on the board in six columns to form a language table. Start with one sentence which is true for the picture. Ask *Where is the man?* Build the answer with FCs on the board, getting the class to chorus each word as you fix it to the board. Draw vertical lines and write numbers like this:

1	2	3	4	5	6
The	man	is	in	the	car.

Then fix FC of *ball under man*. Point to each element in the sentence as the class read aloud *The ball is in the car*. Elicit (Arabic, then English) that this is not true. Get the class to tell you where to put the word *under*.

Follow the same procedure with *girl, on, bicycle, and woman, house* adding the FCs as in the language table at the bottom of PB9.

**B** Books closed. Point to each word in sentences that are true for the picture and get the class to read aloud.

**C** Books open. Ask *Where are the boys?* Elicit the answer and complete the table on the board by adding FCs *boys, are, wall*. Draw a horizontal line above *boys are* and remind the pupils that you must not read across a diagonal.

**3 Trace, copy and label (10) HWB Ex29**

Carry out the handwriting practice in the usual way.

**4 Carry out instructions (5) WS5 CS7**

**A** Use WS5 and CS7 to revise the vocabulary through the song as in Step 2.11, Stage 4 A.

**B** Present instructions and tell the pupils to chorus phrases like this:

T: Show me your arms.

C: (Holding arms up.) My arms.

T: Touch your head.

C: (Touching heads.) My head.

etc

**Learning objectives**

Ask and answer questions about location.

Read and complete sentences with *has, have, is, are*.**Language**

S/R

Revision

**1 Ask and answer questions about people (10) PB9****A** Tell the class to look at the picture on PB9. Ask *What can you see?*Elicit *a girl, a man, a car, 2 boys*, etc. As you elicit each item, write the noun on the board. Encourage the pupils to try to spell the words for you without looking at their books.

Write the words in two columns like this:

girl	car
man	house
woman	bicycle
ball	wall
boys	

**B** Keeping your own PB closed, ask questions with *Where*. For example *Where is the woman?* Tell the pupils to look at the picture in their books. Elicit the answer from one pupil and get the rest of class to confirm or correct the answer. Encourage the pupils to use *He, She, It* or *They* in their answers.**C** Tell half of the class to close their books. This group will ask questions, the other group will answer them. Point to a word on the board, for example *boys*, to cue the question *Where are the boys?* The other group respond *They are on the wall*. Reverse the groups so that they all practise questions and answers.**2 Ask and answer questions about possessions (10)****A** Walk round the classroom so that you can ask individual pupils questions like these, depending on where their belongings are located:

Where is your ruler?

Where are your books?

Where is your bag?

Prompt answers like these:

It's / They are	in my bag.
	on my desk.
	under my desk.

**B** Move on to open pair practice.

### 3 Language work (10)

Write *has got a car.* and *have got a car.* on the board, leaving plenty space to allow you to write subjects before each. Tell the class to listen and tell you where to write - in front of *has got* or in front of *have got.* Use the subjects which the pupils will see later in WB11. For example:

T: The man

P: The man has got a car.

Write *The man* on the board. Use *Anne, The girls, He, Tom and Bill, She and They.* Use *It*, but don't write it on the board. Explain it in a meaningful context such as *The table. It has got 4 legs.*

### 4 Read and complete sentences (10) WB2.14

**A** Tell the pupils to look at WB11. Explain that the tables are on the page as a reference for them. Ask them to look at the second two boxes on the page and read aloud sentences ending with the phrase *in the house.*  
Elicit sentences from individual pupils.

**B** Introduce the sentence completion exercise and tell the pupils to do it.

**C** Check the exercise by asking individual pupils to read a sentence aloud.



<b>Learning objectives</b>	Develop awareness of sound and spelling relationships - initial consonant.
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<b>Language</b>	S/R	Revision
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### 1 Identify objects (10) WB2.15 CS8, Band 1

**A** Introduce WB2.15 and prepare the pupils for the listening activity.

Ask about a few objects on the page and present the response It's a (bag).

T: What's number (3)?

C: It's a boat.

**B** Tell the pupils to look at their Workbooks and answer the questions they will hear.  
Play CS8, Band 1.

### 2 Write first letters of names of objects (20) WB2.15 CS8, Band 2

**A** Prepare the task. Ask about a few objects like this:

T: What's number 8? (It's a door.)

What does **door** begin with? (d)

Don't let the pupils write yet.

**B** Tell the pupils to say the name of each object quietly, think about the letter it begins with and write the letter. Circulate and check. Provided the pupils are doing the task reasonably well, let them check the exercise as suggested in Stage **C** below. If they are not able to do it very well, elicit the letters orally now.

**C** Tell the pupils to listen. Play Band 2 and pause the cassette after the first question **How many b's have you got?** Elicit and answer, and ask the pupil to say names that begin with **b**. Present the response as it is on the cassette:

I've got four: bag, boy, boat and board.

Then tell the class to listen and check their own answers.

Play the whole of Band 2

**D** Ask the questions yourself and elicit the answers from individual pupils.

**Note:** This WB page can be used for revision throughout the year.

### 3 Revision (10)

Complete any outstanding material. Then revise any of the language of the Unit in which you feel pupils need more practice.

## Cassette Section 8

Presenter: **Band 1** Listen and answer.

### **Voice 1**

What's number 1?  
What's number 2?  
What's number 3?  
What's number 4?  
What's number 5?  
What's number 6?  
What's number 7?  
What's number 8?  
What's number 9?  
What's number 10?  
What's number 11?  
What's number 12?  
What's number 13?  
What's number 14?  
What's number 15?

### **Voice 2**

It's a bag.  
It's a boy.  
It's a boat.  
It's a board.  
It's a cake.  
It's a camera.  
It's a desk.  
It's a door.  
It's a girl.  
It's a house.  
It's a man.  
It's a radio.  
It's a wall.  
It's a window.  
It's a woman.

Presenter: **Band 2** Listen.

### **Voice 1**

How many b's have you got?  
How many c's have you got?  
How many d's have you got?  
How many g's have you got?  
How many h's have you got?  
How many m's have you got?  
How many r's have you got?  
How many w's have you got?

### **Voice 2**

I've got four: bag, boy, boat and board.  
I've got two: cake and camera.  
I've got two: desk and door.  
I've got one: girl.  
I've got one: house.  
I've got one: man.  
I've got one: radio.  
I've got three: wall, window and woman.

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## Unit 3      Summary

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### Materials

Pupil's Book pages 10-19  
Workbook pages 13-21 and 82  
Handwriting Book 1A pages 21-23  
Flashcards  
Cassette Sections 9-13  
Wallsheets 5, 6

### Lexical areas

Personal information (name, age, where from)  
Family relationships  
Numbers to 29  
Names of animals  
Personal abilities

### Grammatical areas

- Possessive adjectives *my, his her, your*
- Apostrophe for possession eg *Fatma's sister*
- Apostrophe indicating missing letters eg *I've*
- Singular and plural demonstrative pronouns
- Modal verb *can, can't*

### Learning objectives

Understand details in a recorded statement.  
Ask for, give read and write personal information - name, age, where from, number of brothers / sisters, things one can and cannot do.  
Understand and use orally the language presented in Units 1, 2 and 3.  
Read unfamiliar words aloud and spell words with regular patterns.  
Recognize Unit 2 and 3 words, statements and questions.  
Identify animals by reading short descriptions and read a cartoon Story.

### Unit features

This Unit has several pair activities for speaking practice and there is a poem on PB15. Step 9 has a task-listening exercise.  
The Unit introduces language awareness as well as developing sight recognition. There is task-reading on PB17 and a cartoon story on PB18.  
The Workbook has integrated reading-writing tasks leading to transfer writing. PB19 contains a grammar summary and exercises in the Workbook focus on formal aspects of the language.

Step	Activities and skills	Language
<b>1-5</b> PB10-13 WB13/14 HW Exs 30/31 CS9 /10 WS6 FCs Name cards	Read unfamiliar words aloud. Spell words. Recognize, say and write numbers. Develop sight reading. Ask for and give personal information. Trace and copy sentences. Write information about self following a model.	(sounds of <i>a, e</i> and <i>i</i> )  20-29 Possessives: <i>His, Her, My, Your</i> <i>Wh-</i> questions
<b>6-10</b> PB14/15 WB15-17 HW Exs 32/33 CS11 /12 WS5/6 FCs	Recognize language. Ask and answer questions on family relationships. Trace and copy words and sentences. Write about own family following a model. Read unfamiliar words aloud. Do a reading-listening task. Work out meanings of apostrophe. Begin to learn a poem: My family.	<i>Fatma's family, mother, father, sister, brother</i> <i>that, these</i>  (sounds of <i>i, o, u</i> ) (omission- and possession)
<b>11-13</b> PB15-17 WB18/19 HW Ex 34 CS! 2 FCs	Recognize words. Ask and answer questions on ability. Trace and copy sentences. Fill in questionnaire on own ability and write sentences. Identify animals by reading sentences.	eg <i>walk, jump</i> eg <i>Can you swim? Yes, I can./ No. I can't.</i>  <i>camel, fish, bird, cat</i>
<b>14/15</b> PB18/19 WB20/21 CS1 3	Read a cartoon story. Do spelling and sentence syntax exercises. Revise language of the Unit.	-

<b>Learning objectives</b>		Read unfamiliar words.
		Spell familiar words.
		Introduce oneself and another person.
		Say, recognize and write 20-29.

<b>Language</b>	S	Hello. I'm (name). This is (name).
	R	20-29

The purpose of the activities on pages 10 and 11 is to begin to make the pupils aware of the relationship between letters and their sounds. This will help them to pronounce unfamiliar words and therefore enable them to read aloud words which have not been presented for sight recognition. It will also help them learn to spell.

Each numbered set deals with one sound. The first word is always one which the pupils already know. All the other words contain the same vowel sound. The pupils have had some experience of the sound of consonants in initial position through the picture alphabet pages, so they can try to sound out the words. Tell the pupils they are going to read new words for themselves. The procedure is as follows:

### 1 Read unfamiliar words (10) PB10

**A** Ask the class to look at the first picture and word in Set 1 and spell it:

m - a - n, man

Tell them to look at the next picture and word, and read it aloud. Guide them as necessary. For example:

T: m - a - n, man.

f - a - n?

Always let the pupils try to pronounce the word. Say it correctly only after several pupils have tried. Get the class to repeat it. Then move on to the next word.

**Note:** The words are not intended to be learned. This is not their purpose.

The pictures provide the meaning.

**B** Use the same procedure for Sets 2 and 3. Then ask the class to read the three words at the bottom of the page. These use the three sounds of a demonstrated above. Note that you may have to point out that the sound of *c* in *face* is / s /. The pupils only know it in first position as *k* in *car*.

### 2 Spell words(10) WB3.1

**A** Exercise 3.1 practises spelling known words with the sounds featured in the activities above. Introduce this new Workbook activity. Say:

Look at the pictures. What's number (1)?

Elicit the names of all six. Then demonstrate one example. Write on the board:

a  
m                  n  
-                  -                  -

Say Spell *man*. Elicit each letter. Draw a line through it and write it on the line below.

**B** Let the pupils do 2 - 6 themselves. Tell them to check their answers with their partners. Then check as a class and write each word on the board:

T: Number 1?

C: m - a - n, man.

### **3 Introduce self and another person (10)**

**A** Choose two pupils (1 and 2) who sit beside each other and another pupil (3) from a different part of the classroom. Use questions to prompt pupil 1 to introduce himself and pupil 2 as follows:

P1: Hello. I'm (name).

(pointing to P2): This is (name).

P3: Hello. (name 1).

Hello. (name 2).

**B** Repeat the exchange with two or more groups of three. Then use TP S1 for controlled class practice.

**C** If possible in your classroom, divide the class into groups of three for simultaneous practice of the exchange.

### **4 Say, recognize and write 20-29 (10) WB82**

**A** Use a class chain to revise numbers 1 to 19 orally. Then write the numbers 20 to 29 on the board. Say the numbers as you write. Then get the class to repeat them in chorus. Practise by eliciting the numbers in random order. Elicit in Arabic how the English system is similar to Arabic.

**B** Tell the pupils to trace the number 20 and write 21 to 29 in their Workbooks.

**Note:** whenever you have time in this Unit, revise the numbers to 29. Use a class chain for oral practice and dictation for written practice.

**Learning objectives**

Ask and answer questions about identity.

Develop sight reading - sentences.

Trace, copy and write - statement, question and answer.

**Language**

S

I don't know.

R

What's his / her / your name?

His / Her / My name is Bill / Jack.

**1 Language presentation (5) WS6****A** Present a new way of introducing yourself. Say:

I'm (name). My name is ( ... ).

Then ask a few pupils and prompt the answer:

T: What's your name?

P: My name is (Ali).

**B** Use WS6. Point to Tom and ask **What's his name?** Elicit **Tom**, then present this response for choral repetition: **His name is Tom**. Use the picture of **Anne** to present **Her**. Use the other two pictures to present **I don't know**.**2 Listen for people's names (10) PB12 CS9****A** Tell the pupils to look at PB12. Talk about the people in the pictures. Elicit orally **His name is Tom**, **Her name is Anne** and **I don't know** for the other boy and the man. Read the page title aloud.**B** Tell the pupils to listen to the cassette and look at the pictures to find out the name of the boy in the second picture. Play CS9, Band 1.**C** Elicit the name of the second boy (**Bill**). Ask the pupils to find the name in the speech bubble and spell it.**D** Use Band 2 to elicit the name **Jack**. Ask the pupils to find the name in the text.**3 Ask and answer questions (5) WS6**

Divide the class into two groups for controlled practice of the new language:

G1: What's his / her name?

G2: His / Her name is ...

OR

I don't know.

#### 4 Word recognition (10) FCs Name cards

Use FCs to present the new words. Build up a language table on the board:

His	name	is	Tom.
Her			Jack.
			Anne.

Give practice in reading aloud. Then add the FC My. Present the word and invite a pupil to bring out his name card. Fix the card on to the board and get the pupil to read aloud as you point to the words **My name is ....**

Build a table for the questions so that the pupils will see the words with lower case first letters and also to present **your** and

**What's**. Elicit the full form of What's.

What's	his	name?
	her	
	your	

#### 5 Trace and copy new language (10) HWB Ex30 Name cards

Carry out the handwriting practice in the usual way. Make sure the pupils know how to answer the question. They can use their name cards for correct spelling.

**Cassette Section 9 is the text on PB12.**

**Band 1** has Tom's text.

**Band 2** has Jack's.



<b>Learning objectives</b>	Understand, ask for and give personal information. Read unfamiliar words. Spell words.
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<b>Language</b>	S	How old is he / are you? + response Where are you from? + response
	R	I'm, I am, from, friend, England

### 1 Language presentation (10)

**A** Ask a pupil *What's your name?* Then ask and explain *How old are you?*

*and Where are you from?* Ask a few more pupils the same questions.

Elicit these responses:

I'm (name).

I'm (age).

I'm from (country).

Write *I'm from* on the board and show the class that *I'm* is the short form of *I am*.

**B** Present *How old are you?* and *Where are you from?* for choral repetition. Then use open pairs to ask and answer these questions.

### 2 Read for specific information (10) PB12

**A** Tell the pupils to look at PB12. Ask about the names of the people on the page and elicit *His / Her name is Tom / Bill / Anne / Jack*.

**B** Ask *How old is Tom?* Tell the pupils to look at the speech bubble in the first picture to find the answer. Elicit 11. Ask *Where is he from?* Elicit or present *England*. Invite a pupil to read aloud the first speech bubble.

**C** Tell the pupils to look at the next speech bubble. Ask *How old is Bill?* Elicit the answer. Invite a pupil to read this speech bubble aloud. Present *friend*.

**D** Ask these questions:

How old is Bill /Tom?

How old are you?

Where is Tom from?

Where are you from?

Elicit full answers to allow practice in both *He's* and *I'm*.

### 3 Read aloud (5) PB12 CS9

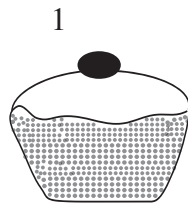
Invite different pupils to read aloud the three texts at the bottom of the page. Then tell the pupils to listen to the cassette and look at the speech bubbles. Play CS9 to give the pupils a pronunciation model. Ask some more pupils to read aloud.

#### 4 Read unfamiliar words (10) PB10/11

Use Sets 1-3 again for practice in reading unfamiliar words aloud.  
Then use Sets 4 and 5. (See Step 3.1 for the procedure).

#### 5 Spell words (5) WB3.3

**A** Books closed. Prepare the Workbook exercise. Draw some objects on the board with consonants and spaces underneath. For example:



c \_ \_ k \_



h \_ \_ n d

3

**10**

t \_ \_ n

Ask the pupils to say the name quietly to themselves and think of the missing letters. Tell them to put their hands up when they can answer. Elicit the letters and write them in the gaps.

**B** Tell the pupils to do WB3-3 on their own. Tell them to check their answers in pairs. Finally, check as a class:

T: Number 1?

C: pen, p-e-n  
etc

<b>Learning objectives</b>	Develop sight reading. Ask for and give personal information. Trace, copy and write - statement, question and answer.	
<b>Language</b>	S R	See Step 3.3
		How old are you? Where are you from? Yemen, Sana'a, Aden

**1 Read aloud** (5) PB1 2

To revise the language, ask pupils to read aloud. Ask individual pupils to read one speech bubble.

**2 Listen and repeat** (5) CS10

**A** Introduce the listening. Write *Tom* on the board and elicit the name. Tell the class they are going to hear another boy talking to Tom. Tell them to listen. Play CS10, Band 1.

**B** Use Band 2 with the whole class repeating both the questions and the answers. Then divide the class into two groups, one to be Tom and the other to be the boy asking questions.

**3 Read questions aloud** (10) PB13

**A** Present the word *map* orally. Let the pupils talk about the map and the countries labelled on it. Ask them to try to read the names. Present *Yemen, Sana'a and Aden*.

**B** Elicit the page title. Then ask if anyone can read the questions under the map. Let one or two pupils read.

**C** Check recognition of individual words. Ask the class to spell words, for example, *What, How, old, Where, from, name*. Write each on the board as it is spelled. Then practise recognition by pointing to the words on the board and getting the class and individuals to read them. Remember to point to *How old* as two words.

**D** Invite the class to read what Jack is saying. Present *Look!* and *explain* the exclamation mark. Then go through the language box. Explain that *I'm, He's, She's* are used when speaking English. The full forms are used when writing. Elicit other words they have seen like this. For example, *It's, What's*.

**Ask and answer questions** (10) PB13

**A** Prepare the pupils for simultaneous pair practice. Demonstrate with one pair of pupils. They should not read the questions, but they may need to look at them to remind themselves of what to ask.

**B** Tell the class to ask and answer the three questions in pairs. Circulate and check.

## **5 Trace and copy new language (10) HWB Ex31**

Prepare the handwriting exercise. The pupils can find the name of their country on the map on PB13, but it is quicker to elicit the spelling and write it on the board.

Remind the class of all the punctuation marks that occur in this exercise.

### **Cassette Section 10**

Presenter: Band 1 Listen.

Boy: What's your name?

Tom: My name is Tom.

Boy: How old are you?

Tom: I'm eleven.

Boy: Where are you from?

Tom: I'm from England.

Band 2 Listen and repeat.

(Text repeated, with pauses.)

**Learning objectives** Write personal details, following a model.

**Language** R Revision

### 1 Oral revision of language (5) WS6

**A** Use the characters to revise orally What's his name? and full sentence responses, including I don't know.

**B** Ask further questions about Tom, Bill and Anne to give practice of the pronouns He and She. For example:

How old is Tom?

Is he from Yemen?

### 2 Read aloud (5) PB12 FCs

Ask questions which will direct the pupils to the text. For example:

(a) Spell Tom. (Bill) (Anne) (Jack) (England)

(b) Show a FC of a name. The pupils find the word on the page and read aloud the sentence containing the word. For example:

T: shows Tom

P: I'm Tom and I'm 11.

T: s h o w s England

P: I'm from England.

etc

### 3 Ask and answer questions (10) PB13

**A** Tell the pupils to look at the questions on PB13 and number them 1, 2, 3. Ask individual pupils to read a question aloud:

T: Question 2. (Ali).

**B** Tell the pupils to ask and answer these questions in pairs.

### 4 Complete gapped sentences (10) WB3.53

**A** Elicit the words in the box in WB3.5. Ask the pupils to look at the pictures and tell you the names of the boy and the girl. Then ask them to read the first line of words next to Tom. Elicit the missing word. Prepare the next three lines in the same way. Tell the pupils to do the exercise.

**B** Check the exercise by eliciting sentences orally.

### 5 Write about self (10) WB3.5

Prepare the transfer part of the exercise orally. There is no need to write anything on the board. The description of Tom provides the model. Ask the class what goes in the box on the left. (A drawing of the pupil.) Go round the class as the pupils do this exercise which is the first real skill-writing activity. Guide them towards self correction.

<b>Learning objectives</b>	Expand vocabulary and develop sight-reading - family words. Trace and copy words; label pictures. Ask and answer questions.
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<b>Language</b>	S	How many brothers / sisters have you got? I've got
	R	mother, father, sister, brother, Fatma's family, Fuad

### 1 Vocabulary presentation (10) PB14 FCs WS6

**A** Books closed. Using W56, elicit the names **Tom, Anne** and **Jack**.

Use these two question forms:

Who's this?

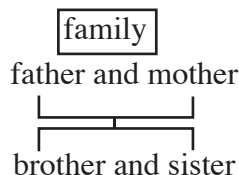
What's his / her name?

Elicit short and long answers respectively. Ask about the other girl and elicit **I don't know**. Then introduce her **This is Fatma**. Write her name on the board and tell the pupils that they are going to see pictures of **Fatma's family**. Add the apostrophe *s* and **family** beside **Fatma** on the board. Explain and present the phrase.

**B** Tell the pupils to look at PB14. Ask them to find the phrase **Fatma's family**. Then ask them to find Fatma in the pictures. To present the new vocabulary, say **Find a man**. Elicit in Arabic who he is. Then introduce him **He is Fatma's father**. Repeat **father** and get the class to repeat it. Use the same procedure to present **mother, sister and brother**.

### 2 Word recognition (5) FCs

Draw this diagram on the board with labels:



Explain the diagram as you draw it. Use **parents** and **children** in your explanation. (Don't teach these now.) Then practise recognition of the words.

### 3 Trace and copy new vocabulary (15) HWB Ex32

Prepare the exercise orally. Present **Fuad** for recognition. Make sure the pupils understand that **Fuad's family** is the title of the lower part of the page, and that **His** refers to Fuad. Then let the pupils do the exercise.

### 4 Ask and answer questions (10)

Ask different pupils How many brothers / sisters have you got?

Elicit full answers, for example:

I've got two brothers.

Present no **sisters / brothers** if necessary. (avoid **not + any**.) Model this response:

I've got two brothers - Hassan and Ali.

Encourage the pupils to add the names of their brothers and sisters when they respond. Prompt then if necessary by asking **What are their names?**

Move on to open pair practice of questions and answers.

<b>Learning objectives</b>	Understand information contained in text, pictures and a diagram. Trace and copy two sentences. Carry out instructions.
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<b>Language</b>	S	this, that, these, those
	R	that, that's, these, How many, Hassan, Amna

### 1 Language presentation (5)

Present **that** by contrasting it with **this**. For example, touch a pupil and say This is (Ali). Point to a pupil at a distance from you and say **That's (Ahmed)**. Give some more examples. Then ask if the pupils can tell you the Arabic for **this** and **that**. Present **these** as the plural form of **this** by holding up some pencils in one hand and a pen in the other and saying **These are pencils. This is a pen**. Present **those** by pointing to two pupils at the back of the class and saying **Those two (boys) are (Saleh) and (Fuad)**. Write the words on the board to present and practise them.

### 2 Answer questions (15) PB14 FCs

**A** Books closed. Use FCs to revise the family words presented in Step 3.6. Then tell the pupils to look at PB14. Invite pupils to read aloud what Fatma says in the two speech bubbles.

**B** Focus on the language table below the pictures. Write How many on the board. Don't read these words. Tell the pupils to find these words in their books and read the other words in the table. Invite them to read How many from the board. Then ask a pupil to read a question from the table and another pupil to answer. For example:

- P1: How many sisters has Fatma got?  
 P2: She's got one. (sister).  
 P3: How many brothers has Fatma got?  
 P4: She's got 2. (brothers).  
 P5: How many sisters have you got?  
 P6: I've got ...  
 etc

**C** Tell the pupils to look at the names below the language table. Invite the class to read them aloud. (As they are all Arabic names written in English, they should be able to do this.) Ask questions about Fatma's family:

- What is Fatma's sister's name?  
 How old is she?  
 What are her brother's names?  
 How old is (Fuad)?

**D** Invite pupils to read aloud the two sentences at the bottom of PB14.

**3 Trace and copy sentences (10) HWB Ex33**

Carry out the handwriting practice in the usual way. Explain the apostrophe again and demonstrate how to write it.

Carry out the rest of the handwriting practice in the usual way.

**4 Name parts of the body (5) WS5 CS7**

Point to the WS pictures and elicit the names orally *arms, legs*, etc. Tell the class to listen to the song Put them together. Play CS7.

Then ask the class to sing the song.

**5 Carry out instructions (5)**

Give instructions. Use *Show me your, Touch your and Put*. For example:

Show me your fingers.

Touch your ears.

Put your hands on your head / knees/desk

Put your hands under your desk.

You can also include *Close / Open your eyes*.



**Learning objectives** Write about own family.

**Language** S/R Revision

**1 Read aloud** (10) PB14 FCs

**A** To revise word recognition, ask different pupils to read aloud the text on PB14. Include the page title, the speech bubbles, the language table, the names and the last two sentences. Ask each pupil to read only one section.

**B** Use FCs to practise recognition of the words in isolation.

**2 Check reading comprehension** (10) WB3.8A/B

**A** Prepare Exercise A orally. Then tell the class to do it. Check as many pupils as possible while they are writing.

**B** Prepare Exercise B. Check reading of both sentences and of the headings **You / Your friend**. Write the two headings on the board. Ask a pupil question 1 and write his answer under the first heading. Then tell the pupil to ask his partner the same question. Write the answer under the second heading. Write a **zero** on the board and explain that this is what they write if the answer to a question is **no (sisters)**. Try to make sure that the pupils do ask each other the full questions. In preparation for Exercise C, find out if any pupil has neither brothers nor sisters.

**3 Write about own family** (10) WB3.8C

Prepare the writing exercise. Demonstrate some answers on the board, pointing out that spaces must be left between words. Write the following examples:

I have got 3 brothers.

I have got 2 brothers and I sister.

If anyone has neither brothers nor sisters tell them to write **0 brothers** and **0 sisters**. Write this example on the board only if it applies in your class.

Read it as **I have no brothers and no sisters**.

**4 Ask and answer questions** (10) PB14

**A** Tell the pupils to look at PB14. Close your own book and ask questions about Fatma's family. For example:

How old is Fatma?

How many (brothers) has she got?

What are their names?

**B** Write **Fatma's family** on the board. Then tell the pupils to close their books and ask you questions. Open your own book. As you answer, build up a diagram of Fatma and her brothers and sister with their ages on the board like the one on PB14. This will help to guide the questions.

<b>Learning objectives</b>	Understand details in recorded statements. Read questions and answers aloud. (Focus on contracted negatives.) Write dictated words.
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<b>Language</b>	S/R isn't, aren't, not
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### 1 Read sentences and listen for detail (10) WB3.9A CS11

**A** Introduce Exercise A. Explain that one of the boxes in each sentence is true; the other is not true. Ask the class to read sentence 1 silently. Then ask True? Is Tom 12? They may not remember Tom's age. Tell them they will hear it on the cassette.

**B** Tell the pupils to read all the sentences silently and think about true and not true boxes. Tell them not to tick or cross out boxes yet. They may put a cross above the box they think is not true. Check some pupils while they are reading to find out how well the pupils are able to read. If they do not seem able to read with enough understanding to do the task, elicit the sentences orally.

**C** Tell the class to listen to the cassette and tick the true boxes. Play CS11.  
Check by asking questions:

T: Is Tom 12?

C: No. Tom is 11.

Tell the class to draw a line through 12. Check the remaining sentences in the same way.

### 2 Read questions and answers aloud (15) WB3.9B

**A** Tell the class to look at the pictures in Exercise B. Explain that the boy on the left is asking questions and the boy on the right is answering them. Tell the class to follow the conversation in the Workbook. Choose a pupil to read the questions while you read the answers. Then divide the class into two groups for controlled practice of all the questions and answers.

**B** Tell the pupils to ask and answer in pairs.

### 3 Rewrite contracted forms in full (5) WB3.9C

**A** Write *I'm* on the board with an equals sign beside it. Elicit what to write next *I am*.

**B** Tell the pupils to look at Exercise C. Elicit the full forms of *isn't* and *aren't*. If they have difficulty answering, direct them to the conversation above. When they can answer, tell them to write the words in their books.

#### **4 Word recognition (5) FCs**

Use FCs and *The Teacher Guessing Game* to revise recognition of all the words presented so far.

#### **5 Write dictated words (5) Copybooks**

Words from the following list are suggested for dictation because they have letters and sounds focused on in this Unit:

bag, man, and  
ball, wall, car  
cake, plane  
red, pen, pencil, desk  
in, Bill

#### **Cassette Section 11**

Presenter: Listen and do.  
Tom is eleven.  
Bill is Tom's friend.  
He is twelve.  
Anne is Tom's sister.  
She is ten.

<b>Learning objectives</b>		Read unfamiliar words.
		Understand the uses of the apostrophe.
		Begin to learn a poem.

<b>Language</b>	S	big, small short, tall, live, next to, sea, all, happy
	R	big, small, me

### 1 Read unfamiliar words (10) PB10/11

**A** Use PB10 again. Let the pupils read the words aloud in chorus. Then do the following listening - reading activity. Tell the class you will say a word in Set 1. You want them to find the word on the page and spell it.

**B** Use Sets 4 and 5 on PB11 again for reading aloud. Then use the standard procedure for the remainder of PB11 .

### 2 Write contracted forms (10) WB3.10

**A** Prepare the first part of Exercise 3.10 orally. Get the class to read aloud ***I have got*** and ***I've got***. Write these on the board. Explain that they are the same, but when speaking, English people most often use the short form. Then ask the class to say the equivalents of the other full forms. Tell them to write the four answers. When they have finished, elicit what the apostrophe stands for (***ha***), and write on the board ***= ha***.

**B** Go through Exercise 2 in the same way. and elicit that the apostrophe stands for ***a*** and ***i*** here. Write a large apostrophe on the board and elicit from the class that it means that letters have been missed out. Demonstrate this in context. Write on the board:

He's 9.

He's got 1 sister.

Elicit what the apostrophe stands for in both places.

**C** Read the sentences in Exercise 3 aloud and ask the class what the apostrophe means. Elicit in Arabic that here the apostrophe does not stand in place of missing letters. Give then an Arabic explanation for ***Fatma's sister*** to write on the last line.

### 3 Vocabulary presentation (10) PB15

**A** Focus on the picture on PB15. Read the page heading aloud and explain ***poem***. Then invite a pupil to read the title aloud. Present ***me***. Tell the pupils to look at the boy on the left. Explain that he is talking about his family.

**B** Ask the pupils about this family. Elicit as much as possible about the picture. include the family members - ***his mother and father, two brothers and two sisters, his house.***

**C** Use Arabic to elicit information about the relative ages of the children in this family from the picture. Ask if the boy's brothers and sisters are older or younger than he is. Present *big* and *small*. Explain their literal meanings and also explain that we often use them in English to refer to age. For example *I've got a big brother* can mean that my brother is bigger in size than I am and older than I am. Present *tall* and *short*. Use these to describe people in the class, if possible. Present *the sea* orally.

**4 Listen and repeat (10) PB15 CS12**

Tell the pupils to listen to the cassette and follow the words on PB15. Play CS12.

Then use the pause button after each line so that the class can repeat.

Explain *We live in, next to and happy*.

**Cassette Section 12 is the poem on PB15.**

<b>Learning objectives</b>	Ask and answer questions about ability to do things. Develop sight reading - words and sentences. Trace and copy two sentences. Continue learning a poem.
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<b>Language</b>	S	Can you walk / hop / jump / swim / ride a bike / climb / run fast / touch your toes? Yes, I can. / No, I can't.
	R	walk, hop, jump, swim, can, can't

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### 1 Oral language presentation (15) PB16

**A** Use the pictures on PB16 to present the eight new items orally. Use this procedure:

T: Number 1, walk.

C: Walk.

T: Walk, please, (Ali).

(This is to check understanding.)

Thank you. Sit down.

etc

Explain that **bike** is short for **bicycle**. Explain **run** and **run fast**.

**B** Practise the words orally:

T: Number 3.

C: jump.

etc

**C** Present **can / can't** orally: use it in context and demonstrate.

For example:

I can walk. (Walk a few steps.)

I can't hop. (Try to hop, but fail.)

Ask a pupil **Can you hop?** Prompt the response **Yes, I can** or **No, I can't**. If he says **Yes**, ask him to show you; if he says **No**, ask him to try.

Ask questions in this way using **walk, hop, jump** and **touch your toes**, which can all be demonstrated in class. When you use the other four items, check that the answers are true.

**D** Use open pairs for practice of questions and answers.

### 2 Word recognition (10) PB16 FCs

**A** Use FCs to present and practise **walk, hop, jump, swim**. Show a FC. Ask the class to find the word on PB16 and say it.

**B** Practise recognition of the four words with FCs only.

**C** Build these two sentences with FCs:

I can swim.

I can't hop.

**Note:** (1) The noun *can* appears on PB10. You may want to mention this to the class and briefly explain the different meanings and functions of *can*.

**Note:** (2) Pronunciation Practise the different *a* sounds in *can* / *can't*. Practise *weak* and *strong* forms of *can*. For example:

I can swim. (weak)

Yes. I can. (strong)

The noun *can* is always strong. Substitute FCs to give practice in reading different statements with *can* and *can't*. Then practise reading questions with *can*.

### 3 Trace and copy sentences (10) HWB Ex34

Carry out the handwriting practice in the usual way.

### 4 Listen and repeat (5) PB15 CS12.

Tell the pupils to look at the poem on PB15 and listen to the cassette. Play CS12

Books closed. Tell the pupils to listen and repeat. Play the cassette line by line. Play it again, this time pausing after every two lines. Then ask the pupils how much of the poem they remember. Ask them to try saying it.

Help them through the whole poem as necessary.

<b>Learning objectives</b>	Develop sight-reading - words and sentences. Ask and answer questions about ability to do things. Write about things one can and can't do.
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<b>Language</b>	S Revision R ride a bike, climb, touch (my) toes, run fast, but
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### 1 Name actions (5) PB16

Use PB16 to revise the eight actions orally. Use both these procedures:

T: Walk?

C: Number 1.

T: Number 4?

C: Ride a bike.

### 2 Word recognition (5) PB16 FCs

Present the new reading words and phrases and practise them along with those presented in Step 3.11. Practise *bicycle* as well as *bike*.

### 3 Ask and answer questions (5) PB16

Elicit what the boy is asking at the bottom of PB16, and the two answers in the box. Then use open pairs to ask and answer questions with *can*.

### 4 Read and answer questions (5) WB3.12A

**A** Introduce WB3.12A. Elicit the five questions orally.

**B** Tell the pupils to read the questions and answer with a tick or a cross under *You*.

### 5 Read, ask and answer questions (5) WB3.12A /B

Introduce Exercise B. Tell the pupils to work in pairs; pupil 1 should ask his partner all five questions and write a tick or a cross under *Your friend*. Then pupil 2 should ask all the questions.

### 6 Write sentences (15) WB3.12C

**A** Ask a pupil to look at his answers in 3.12A and tell you one or two things that he can do. Elicit *I can ... and I can ...*. Elicit some different answers. Then tell the pupils to finish the first sentence in Exercise C by writing either one or two things they can do.

**B** Ask the class to look at their answers in Exercise A. Elicit from a pupil, if possible, one thing that he can do and one thing he can't do. Then present *but* and write it on the board. For example *I can ride a bicycle, but I can't swim*. Elicit similar comparative statements. If several pupils can do everything listed in the questionnaire, talk about other activities, for example drive a car, ride a camel / horse. Write any new words needed on the board. Then tell the pupils to write a sentence with *but* in their Work books.



**Learning objectives**

Expand vocabulary and develop sight reading.  
 Identify animals by reading short paragraph descriptions.  
 Check sentence reading.

**Language**

S/R

fish, camel, cat, bird  
 hands, legs, sing, hasn't

**1 Language revision (10) FCs**

Use FCs to revise recognition of the language on PB16.  
 Then use the FCs to cue questions.

T: swim

C: Can you swim?

T: Yes, I can. / No. I can't.

Elicit statements about things pupils can and can't do to revise *and* and *but*.

**2 Vocabulary presentation (10) PB17**

Elicit the page title. Then tell the pupils to look at the four pictures and invite them to read the names of the animals aloud. Elicit *fish*, *camel*, *cat* and *bird* and write them on the board. Ask the pupils to try to read more new words. Write each of the other new words on the board *hands*, *legs*, *sing*, *hasn't*. Practise recognition of all the words.

**3 Read silently (10) PB17 FCs**

**A** Explain the task. Tell the pupils to read paragraph number 1 and tell you which animal it describes. When they know the answer, they should put up their hands.

**B** When they have all raised their hands, elicit an answer. Before saying whether or not it is correct, ask the class if they agree. (Number 1 is the bird.)

**C** Follow the same procedure with the other three paragraphs.

**Answers** 2 is the camel.

3 is the cat.

4 is the fish.

**4 Check understanding of positive / negative (10) WB3.13**

**A** Introduce Exercise A. Ask *What has the man got?* Elicit *He has got a camera*. Tell the pupils to look at sentence one and draw a line through the words that are wrong. Elicit the correct sentence. Tell the pupils to do the next two sentences in the same way. Elicit the answers.

**B** Introduce the task in Exercise B. Tell the pupils to do it. Check the answers orally.

Learning objectives	Understand a cartoon story. Re-order words to make sentences.	
Language	S/R	Who, Dad, Mum, find, Ask, Maybe Oh,no!

### 1 Preparation for reading (10) PB18

**A** Present **Who** and ask the pupils to read the page title aloud. Introduce the cartoon story. Ask the pupils if they read stories like these in Arabic. Tell them that the pictures tell the Story as well as the words.

**B** Ask the pupils to say what they can see in the pictures. Elicit **Fatma, a man, a woman, a boy, a girl**. Ask who they think these people are and elicit **Fatma's father, mother, brother** and **sister**. Focus on the sister and ask if she is **big** or **small**.

### 2 Interpret pictures (5) PB18

**Note:** The following procedure focuses on using non-linguistic clues first as a means of understanding the story. This is a good way to promote development in the reading skill.

**A** Tell the pupils to look at the story and find out how much of it they can understand from the pictures. Give them one or two minutes to do this.

**B** Ask the class **Who has got Fatma's camera?** They should be able to answer without reading **Her sister**. Ask **What's her name?** Tell the pupils to look at the picture on the left at the bottom of the page. Elicit **Her name is Amna**. Ask in Arabic **What has Amna done?** Elicit in Arabic that she has taken the film out of the camera and spoilt it because she is a little girl and doesn't understand **what she has done**.

### 3 Listen to the story and read aloud (10) PB18 CS13

**A** Tell the pupils to follow the story in their books as they hear it. Play CS13.

**B** Ask the pupils **Who is in picture 1?** Elicit **Fatma and her father**. Ask them what name Fatma uses for her father. Direct them to the first speech bubble and elicit **Dad**. Elicit **Mum** in the same way. Invite pupils to read aloud. Let them try to pronounce the new words as they arise. Explain them. They are **Ask, find, Maybe, Oh, no!** Let the pupils listen to the story again.

### 4 Re-order words to make sentences (15) WB3.14

**A** Tell the class they are going to write about the story in their Workbooks. Explain **Re-order and write**. Ask a pupil to read the words in number 1. Then elicit the correct order from the class and write the sentence on the board. Remind the pupils of the full stop at the end. Tell them to write the sentence in their Workbooks.

**B** Elicit the other sentences orally. Tell the pupils that there are two clues in each group of words. They are a **capital letter and a full stop**.

**C** Tell the pupils to write the sentences. Circulate and check.

**Cassette Section 13 is the story on PB18.**

Learning objectives	Revision
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Language	S/R we, our, their
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### 1 Do spelling exercises (20) WB3.15

**A** Ask the pupils to look at the pictures in Exercise A and tell you what they can see. Elicit *a fish, a boy on a bike*. Ask them to look at the first sentence and read it aloud. Then ask what letters are missing. Elicit *letter i* and tell them to write it in both words. Use the same procedure for the second sentence.

**B** Elicit all the words in Exercise B. Then explain the instruction and ask the pupils to find other words with the same sound as *he* and *she*. Elicit *me* and *we* and tell the pupils to join them up with lines. Elicit the other three sets of rhyming words and tell the pupils to join up each set. They are:

ball small wall  
run sun  
look book

**C** Explain Exercise C. Tell the pupils to copy the words so that words with the same sound are on the same line. For example *he, she, me, we*.

**D** Read the instruction in Exercise D. Demonstrate numbers 1 and 2 on the board. Elicit the words in 3 to 7 orally. Then tell the pupils to write the words.

### 2 Presentation of *Language summary* (20) PB19

**A** Explain *Language summary* and tell the pupils that there will be one at the end of every Unit in the book from now on. It covers the most important elements of language in the Unit. They can use the summary in class to correct their Workbook exercises and also at home to revise.

**B** Explain the three verb tables, pointing out that these show how the verbs work with different persons. They are not complete sentences. Point out that *can* does not change:

*I can, He can, etc.* Explain *possessives* and elicit sentences from the box.

**C** Use the rest of the page for oral practice. Use your own method. Here are suggestions:

- 1 Ask a pupil to read a statement aloud.  
Give a substitution word; the pupil makes a statement with the substitution.  
For example:  
P: Tom isn't from Yemen.  
T: England.  
P: Tom is from England.

**2** Ask the class to read a statement silently. Ask them to form the question that the statement answers. For example:

T: Read sentence number 1. (Pause for class to read.)

What is the question, (Ali)?

Ali: How old are you?

C: I'm 12.

**3** With questions as on PB19, ask one pupil to read a question and another to answer. Make sure that the questions are meaningful. For example, the pupil asking *Is this white?* must point to or hold up something.

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## Unit 4    Summary

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### Materials

Pupil's Book pages 20-28  
Workbook pages 22-34 and 82 / 83  
Handwriting Book 1 A pages 24-26  
Flashcards  
Cassette Sections 14-22  
Wallsheets 7a / b

### Lexical areas

Fruit (countable nouns)  
Drinks (uncountable nouns)  
Container words  
Numbers to 49

### Grammatical areas

- I like /don't like statements with countable and uncountable nouns
- Questions with **Do** and **Does** and short answers, positive and negative
- Article **an** / zero article
- Third person present tense: *wants, likes*

### Learning objectives

Understand details in recorded conversations.  
Ask and answer about likes and dislikes; make and accept offers; read and write the same language.  
Understand and use orally the language presented in Units 1, 2, 3 and 4.  
Spell words with regular patterns.  
Recognize Unit 2, 3 and 4 words, statements and questions.  
Perform conversations in a shop.  
Read a cartoon story.

### Unit features

Activities for skill development in this Unit are similar to those in Unit 3. There are several pair activities for speaking practice; further speaking practice is introduced with substitution conversations. The development of language awareness and sight recognition is continued. Steps 5 and 12 have task listening exercises. There is a cartoon story on PB26 / 27. The Workbook has integrated reading-writing tasks leading to transfer writing. PB28 contains a grammar summary and exercises in the Workbook focus on formal aspects of the language.

Step	Activities and skills	Language
<b>1/2</b> PB20/21 WB22 HWB24 CS14 FCs	Ask and answer about likes and dislikes. Learn a song: <i>I like apples</i> . Spell words.	<i>I like / don't / don't like (apples).</i> <i>Do you like (apples)?</i>
<b>3-5</b> PB21/22 WB23/82 / 83 HWB24 CS15/16 FCs	Understand how to use <i>a</i> and <i>an</i> . Make and accept offers.  Recognize, say and write numbers. Write about likes.  Trace and copy sentences. Listen for specific information. Use the information to write sentences.	<i>a date, an apple</i> <i>Do you want (an orange)?</i> <i>Yes, please. / No. thanks.</i> 30-49 Subject - verb - object pattern Third person, present simple tense markers  <i>Tom wants an orange.</i>
<b>6-10</b> PB23/24 WB24-27 HWB25 CS17 FCs WS7a/b	Develop vocabulary and sight reading. Ask and answer about likes and dislikes. Identify countable and uncountable nouns and use <i>some</i> . Trace and copy words. Read a conversation. Read and complete a table.  Do spelling exercise: sound / letter matching, pictures labelling and a word tree.	<i>Do you like (cakes)? Yes I do. / No, I don't.</i> <i>three apples, some milk</i>  <i>Present simple tense: want / like + negative</i>
11-13 PB25 WB28-31 CS1 8-20 FCs	Read and respond to questions. Do a spelling and syntax exercise. Listen for specific information. Use answers to ask and answer questions. Write about self. Write a shopping list. Role play a conversation in a shop.	<i>Can I have a (cup of coffee), please?</i> <i>Yes.</i> <i>Here you are.</i> <i>Does Bill want a (glass of water) ? Yes, he does. / No. he doesn't.</i> <i>I want a (bottle of Pepsi), please.</i>
<b>14/15</b> PB26-28 WB32-34 HWB26 CS21/22 FCs	Read a cartoon story. Write a sequence of items - comma + <i>and</i> . Do spelling exercises: sound / letter matching, picture labelling. Use indefinite article and <i>some</i> . Revise language of Unit.	<i>I want (10 apples), (6 eggs) and (an orange).</i>  <i>a date, an orange, some tea</i>

**Learning objectives**

Expand vocabulary and develop sight reading.  
Express likes and dislikes.  
Sing a song to practise do / don't.

**Language**

S/R

I like / I don't like (cakes). Do you like (cakes)?  
apples, bananas, dates

**1 Vocabulary presentation (5) PB20 FCs**

**A** Present the three new items orally and revise cakes. Practise the names, using this exchange:

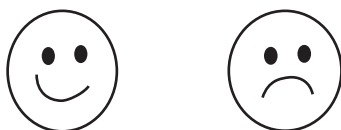
T: Number 1. What are these?

P: Apples. etc

**B** Focus on the words. Ask the class to spell them. Then use FCs to practise recognition of the written form.

**2 Language presentation (10) PB20 FCs**

**A** Draw two faces on the board to present like and don't like orally:



Practise both expressions.

**B** Use a class chain to practise the new language orally. Tell the class that what they say should be true. If they don't like any of these four, they should say ***I don't like*** ... For example:

P1: I like bananas.

P2: I like apples.

P3: I don't like cakes. etc

**C** Under the two faces on the board, write ***like*** and ***don't like***. Practise recognition. Ask the class what ***don't*** equals. Elicit ***do not*** and write it.

**D** Tell the pupils to look at the two boys at the bottom of PB20. Invite two pupils to read aloud what they are saying.

**Note:** Don't spend too much time on this new language. The pupils will get a lot of practice in the next stage.

**3 Sing a song (15) PB21 CS1 4**

**A** Introduce PB21. Ask someone to read the title. Then focus on the pictures. Elicit the things in the 'think' bubbles. Ask if the characters are saying ***I like*** or ***I don't like***.

**B** Tell the class to look at the pictures as they listen to the whole song. Play CS14.

**C** Teach the first four lines. Let the class listen to them on CS14. Then get them to repeat them with correct stress and rhythm but without the cassette. Follow this procedure with the rest of the song, breaking it into two four-line sections.

**D** Tell the class to try to join in the song. Play CS14 right through.

**4 Trace and copy sentences (10) HWB Ex35**

Carry out the handwriting practice in the usual way.

**Cassette Section 14 is the song I like apples on PB21.**

It is recorded thus: words and music; music only; words and music.



**Learning objectives**

Sing a song to practise *do / don't*.  
 Read questions and answers aloud.  
 Ask and answer questions about likes.  
 Revise numbers 1-29.

**Language**

S/R

Revision

**1 Revision (5) PB20 FCs**

**A** Use PB20 to revise the language orally.

**B** Draw two faces on the board. Write or stick FCs of *I like* and *I don't like* under each. Then use FCs of *apples, cakes, dates, bananas* and elicit the sentences from the class in chorus.

**2 Sing a song (10) PB21 CS14**

Tell the pupils to listen to the song and look at the words. Play the whole of CS14. Then practise the song with the class divided into two groups.

**3 Read questions and answers aloud (5) PB21**

Divide the class into two groups. Then practise the words of the song with Group 1 reading aloud the first four lines in chorus, Group 2 reading the answer in the next four lines and Group 1 reading the last four lines. Reverse the roles of the two groups.

**4 Do a vocabulary exercise (5) WB4.2A**

**A** Introduce WB4.2A. Elicit the question *What are these?* Elicit the names of the four objects and the missing letters in the words under them. Tell the pupils to write them.

**B** Elicit the spelling of each word.

**5 Fill in a questionnaire (15) WB4.2B / C**

**A** Tell the class to ask you questions about the four things in Exercise A. Use short answers like this:

T: Number 1.

C: Do you like apples?

T: Yes, I do.

Number 2.

C: Do you like bananas?

T: No, I don't.

**B** Remind the pupils of the questionnaire they completed in WB3.12A. Explain how to do the new questionnaire. First they complete the column *You* about themselves, 4.2B. Then they ask their partners the two questions and complete the column *Your friend*, WB4.3C.

**6 Revise numbers (5) 1-29**

Use a class chain to revise numbers to 29 orally.

<b>Learning objectives</b>	Develop vocabulary and sight reading. Understand offers and responses. Say, recognize and write 30-39.
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<b>Language</b>	S/R Do you want a date/an orange? Yes, please. / No, thanks. orange, 30-39
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### 1 Revision (5)

Draw groups of cakes, bananas, apples and dates on the board. Point to the group of cakes and ask **How many?** Elicit the number and the spelling of cakes and label the drawing. Label the other drawings in the same way.

### 2 Language presentation (10) PB22 CS15, Band 1

**A** Identify Jack and elicit what he is saying. Remind them that this means Jack is telling them something about the language. Focus on the three small pictures of fruit. Elicit each one orally. The pupils may remember orange from the picture alphabet in their Handwriting Books. If not, present **orange** orally.

**B** Ask the class to say each name and tell you what letter it begins with. Elicit **date - d, apple - a, orange - o**. Then ask them to look at the words and listen. Play CS15, Band 1.

**C** Ask the class to read each phrase in chorus. Write each on the board in a column. Then write **banana** under **orange**. Ask the class to read the word aloud. Then ask what to write before **banana: a or an?** Explain the need for an by getting the class to say **a apple, a orange**. Highlight the fact that it is easier to say **an orange / apple**. Write a few known words such as **pen, rubber, wall, chair** on the board and elicit the article **a** before each.

**D** Practise reading by pointing to the phrases and getting the class to chorus them.

### 3 Listen and repeat (10) PB22 CS15, Bands 2/3

**A** Look at the picture of two boys. Ask **What can you see?** and elicit **2 boys**. In Arabic, elicit or explain that one boy is offering the other a date. Use the picture of the two girls in the same way.

**B** Tell the pupils to listen to the conversations and look at their books. Play Bands 2 and 3. Divide the class into two groups and use Bands 2 and 3 with pauses for the pupils to listen and repeat.

**C** Elicit the meaning of the phrase **Do you want?** in Arabic.

#### 4 Make offers (5)

Use open pairs to practise the new language. Cue the pupils like this:

T: Apple.

P1: Do you want an apple?

P2: Yes, please./ No, thanks.

**Note:** There are three syllables in the word oranges. Make sure the third syllable is pronounced /iz/.

#### 5 Present numbers 30-39 (10) WB82

**A** Ask the pupils to try and count the dates on PB21. The exact number is not important, but there are more than 29. Present **30-39**.

**B** Tell the pupils to trace number **30** and write **31-39** on WB82.

#### Cassette Section 15

Presenter: Do you want a date? Listen.

**Band 1**

a date

an apple

an orange

Presenter: **Band 2**

Boy 1: Do you want a date?

Boy 2: Yes, please. I like dates.

Presenter: **Band 3**

Girl 1: Do you want an apple?

Girl 2: No, thanks. I don't like apples.

**Learning objectives**

Report what people like.

Re-order jumbled words and write correct sentences.

**Language**

S/R

He / She likes (apples). I / We / They like (apples).

**1 Read questions aloud** (10) FCs**A** Build questions with FCs in the FC holder. For example:

Do you want a date?

Practise this question with substitutions. Use *a cake, a banana, an orange* and *an apple*. Practise with the class, groups and individuals. (See TP FC2.)

**B** Practise the question *Do you like (dates)?* as above. Tell the class, in Arabic, that no article is needed. Here you are talking about liking or not liking a type of fruit. With *oranges*, make sure the ending is pronounced /iz/.

**2 Language presentation** (10) PB21/22**A** Tell the class to look at the two boys on PB22. Ask these questions:

T: Does the boy want a date?

C: Yes.

T: Does he like dates?

C: Yes.

Say to the pupils **Listen. The boy likes dates.** Write on the board:

I like dates.

He likes dates.

Get the class to read the two sentences aloud.

**B** Tell the class to look at PB21.

T: Look at the boy - what does he like?

C: He likes apples and dates.

T: Look at the girl - what does she like?

C: She likes bananas and cakes.

**C** Books closed. Find two pupils who like dates by asking individuals *Do you like dates?* When a pupil answers *Yes*, ask him or her to stand up. Ask the next pupil who answers *Yes* to stand up also. Then, pointing to the two pupils, say *They like dates.* Write this sentence on the board under *I like dates.* Bring the two standing pupils to the board. Point to yourself, then to the sentence on the board and read it aloud *I like dates.* Show PB21. Point to the boy on the page, then to the sentence with *He* on the board and get the class to read it aloud. Point to the two pupils at the front, then to the sentence with *They* on the board and get the class to read it aloud.

**D** Gesture to yourself and the two pupils at the front to present *We*. Write it on the board under ***They*** and elicit from the class how to complete the sentence.

### 3 Re-order words and write sentences (10)

**A** Draw the following on the board:



Anne



Fuad



Fatma



Hassan



Point to Anne and ask What does she like? Elicit ***She likes oranges.***

Do the same with the other characters and elicit :

They like bananas

He likes apples

**B** Write the sentences in jumbled form on the board:

apples.      He      likes  
like          They      bananas.  
oranges.      likes      She

Tell the pupils to write the sentences in the correct order in their copybooks.

Remind them to use capital letters and full stops. When they finish, elicit and write the sentences on the board. Then elicit the pronoun reference:

He - Hassan    They - Fuad and Fatma    She - Anne

### 4 Trace and copy sentences (10) HWB Ex36

Carry out the handwriting practice in the usual way.

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<b>Learning objectives</b>	Extract information from a recorded conversation. Use information to complete written sentences. Say, recognize and write 40-49.
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<b>Language</b>	S/R (Tom) wants (an orange). 40-49
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### 1 Listen for specific information (10) WB4.5A CS16

**A** Prepare the task by introducing the chart in Exercise A. Get the class to identify the pictures as ***a banana, an apple, an orange, 2 apples***. Elicit the four names, then invite the class to read the question at the top of the page.

**B** Play CS16 up to ... ***are in Tom's house***. Then elicit from the pupils who is in Tom's house. Explain that they are going to hear Tom's mother ask each of them ***What do you want?*** They should put a tick under the appropriate picture in the chart. Demonstrate this on the board.

**C** Continue playing CS16. You may want to pause the cassette after the conversation with Tom to check they all understand the task. Play the rest of the section without pausing. Play the cassette a second time so the pupils can check their answers.

### 2 Answer questions (10) WB4.5A

**A** Elicit the words and the spelling for each of the four items.  
Write these on the board:

a banana      an apple      an orange      2 apples

Then write the four names in a column on the left as in the Workbook. Check the answers by asking questions and eliciting full answers:

T: What does Tom want?

P: He wants an orange.

Ask the class if they agree. Put a tick under ***orange***. Complete the chart in this way.

**B** Elicit statements first in chorus, then from individuals. Cue the statements by pointing to each of the names on the board.

### 3 Write sentences to consolidate language (10) WB4.5B

Introduce Exercise B. Tell the pupils to finish the sentences. Circulate and check that the pupils are writing complete sentences and using the correct articles ***a*** and ***an***.

### 4 Present numbers 40-49 (10) WB83

**A** Revise the numbers 1-39 using a class chain. Then present ***40-49***.

**B** Tell the pupils to write ***40-49*** on WB83.

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## Cassette Section 16

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Presenter: What do they want? Listen.

Tom, Bill, Anne and Jack are in Tom's house.

Tom's mother asks:

Mother: What do you want, Tom?

Tom: An orange, please. I like oranges.

Mother: Here you are.

Tom: Thank you.

Mother: And you, Bill. Do you want an orange?

Bill: No, thank you. Can I have a banana, please?

Mother: Yes, of course. Here you are.

Bill: Thank you. I like bananas.

Mother: Anne?

Anne: An apple, please, Mummy.

A red apple.

Mother: Here you are.

Anne: Thanks, Mummy.

Mother: Now, Jack. What do you want? A banana? An apple?

An orange?

Jack: Er ... Em ... No, thank you. Can I have two apples, please?

A red apple and a green apple? You see, I like red apples  
and I like green apples.

Mother: (laughing) All right, Jack. Two apples for you.

Jack: Thank you very much.

All: Goodbye.

<b>Learning objectives</b>	Develop vocabulary and sight reading - uncountable nouns. Ask and answer questions about likes. Trace and copy words, label pictures.
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<b>Language</b>	S/R Do you like (milk)? Yes, I do. / No, I don't. Things to eat and drink, coffee, tea, juice, milk, water
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### 1 Vocabulary presentation (10) PB23 WS7a / b

**A** Present the page title *Things to eat and drink*. Then present the drinks *coffee, tea, juice, milk* and *water* orally using WS7a/b. Use this procedure to practise the new words:

T: What's number 1?

C: Coffee. etc

**B** Explain why we cannot use the indefinite article *a* or *an* with these words. Make sure the pupils understand that the four names presented refer to the liquids, not to their containers. Explain that liquids cannot be counted. Draw four oranges and a glass of water on the board as follows:



Ask *How many oranges?* Elicit 4. Then ask *How much water?*  
Elicit that you can't count water.

**C** Use open pairs to ask and answer:

P1: What's number 2?

P2: Tea. etc

### 2 Ask and answer questions about likes (5) PB23

**A** Ask individuals Do you like (milk)? and elicit short answers *Yes, I do. or No, I don't*. Add plural countable nouns *apples, bananas, cakes, dates, oranges* to the practice.

**B** Use open pairs to ask and answer questions about the five new items on PB23.

### 3 Word recognition (5) PB23 FCs

**A** Present the written form of the words using FCs. Tell the pupils to look at the FC, find the word on PB23 and put up their hands when they can read it.

**B** Practise recognition of the words with FCs only.



#### 4 Language work (10)

Build questions on the board to focus on the difference between countable and uncountable nouns. Write Do you like. Then get individual pupils to ask you questions about your likes. For example, one pupil asks ***Do you like milk?*** Elicit the spelling of ***milk*** and add it to the board. Answer this question, then elicit others and continue in the same way. Aim to build up a table like this:

Do you like	apples?
	dates?
	_____
	milk?
	water?
	juice?

Ask the pupils why you wrote the words in this way on the board. Guide them towards seeing that the words at the top all have an *s* ending. Elicit or explain again that with things you cannot count, like ***milk*** or ***water***, you cannot use the plural form.

#### 5 Trace, copy and label (10) HWB Ex37

Carry out the handwriting practice in the usual way.

<b>Learning objectives</b>	Develop vocabulary and sight reading - uncountable nouns. Express likes and dislikes. Trace and copy words, label pictures.
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<b>Language</b>	S/R Do you want some (meat)? rice, bread, cheese, chicken, lamb, meat, some, Does
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### 1 Vocabulary revision and presentation (10) PB23 WS7a/b

**A** Revise the names of the five drinks on PB23 using WS7a / b. Present the five food items as in Step 4.6, Stage 1.

**B** Close your own book and ask *What's number 6 (Ali)?*, etc. Get the class to confirm or correct each time.

**C** Demonstrate the activity in Stage B above with one group. One person in each group closes his book and asks each member of the group one question *What's number (4), Ahmed?* When his turn is finished, another member of the group closes his book and asks questions.

Only the named person should answer. The others should confirm or correct.

### 2 Language presentation (10) PB20 / 23

**A** Draw four oranges and some water on the board as in the last Step. Ask *How many oranges?* Elicit **4** and write **4 oranges** on the board. Then ask *How much water?* Elicit that you can't count water. Present *some* and write **some water** next to the tap.

**B** Look at PB20 Picture 1. Ask What can you see? and elicit **3 apples**. Ask about Picture 2 and elicit **some dates**. Elicit all the food and drink items on PB23 in the same way.

### 3 Word recognition (5) PB24 PB23

Use FCs to present and practise the five food items. Include the drinks in the final practice. Elicit the text in the speech bubbles on PB23.

### 4 Read a conversation (5) PB24

**A** Elicit the title on PB24 and identify Bob in the picture. Ask different pupils to read the text in the speech bubbles aloud. Then ask *Does Bob want some meat?* and elicit *No, he doesn't*.

**B** Get the pupils to read the conversation in groups of three.

### 5 Trace, copy and label (10) HWB Ex38

Carry out the handwriting practice in the usual way.

**Learning objectives**

Understand and write present simple tense forms.  
Read and answer questions.

**Language**

S/R Revision

**1 Language revision (10) PB23**

**A** Ask the class to look at the food and drink items on PB23. Tell them to imagine it is time to eat. Ask individual pupils ***What do you want?*** Elicit full answers.

For example:

I want some cheese.

Check that the class is following by pointing to pupils who have already answered and say:

What does he want?

Make sure they use the third person *s* in their answers.

**B** Invite two pupils who have answered to the front of the class. Ask the others ***What do they want?*** If the class can't remember, ask the two pupils individually ***What do you want?*** and ask the class again. Tell the class what you want. Then ask: What do we want?

**2 Write present simple tense forms - want (10) WB4.8A**

**A** Write ***I want*** on the board. Build up the complete paradigm with the help of the pupils as in WB4.8A example 1.

**B** Clean the board. Then ask the pupils to complete the first table in their Workbooks.

**C** Elicit the verb forms for like orally. Then tell the pupils to complete the second table in the same way.

**3 Write present simple tense forms - like (10) PB23 WB4.8A**

**A** Ask the class to look at PB23 and tell you the things they don't like. Continue the procedure as in Stage 1 above.

**B** Complete paradigm 3 on the board. Then remind the pupils of the contracted form ***n't***. This is used in speech but not usually in the written form. Write:

*n't* = not

*doesn't* = does not

*don't* = do not

Make it clear that the contracted form is one word and the uncontracted form is two words. Check that the class understand that the apostrophe (') replaces the letter ***o***.

**C** Tell the pupils to complete the third table in their Workbooks.

**4 Read and answer questions (10) PB24 WB4.8B CS1 7**

**A** Tell the pupils to look at the conversation on PB24. Elicit which character is Bob. Ask the class to read silently and find what he likes and what he doesn't like. Elicit the answer. Then play the cassette for consolidation.

**B** Elicit the two questions and answers beneath the conversation. Focus on the two explanations to remind the pupils:

don't = do not

doesn't = does not

**C** Workbooks open. Elicit the answers to WB4.8B orally.

Tom *likes* meat.

He *doesn't* like juice.

He *wants* some water.

Tell the pupils to complete the sentences on their own.

**Note:** Only the last sentence takes wants because it is followed by some water.

**Cassette Section 17 is the conversation on PB24.**

**Learning objectives**

Ask and answer about likes and fill in a questionnaire.  
Complete sentences about own likes and dislikes.

**Language**

S/R

I like (cakes and tea). I don't like (cheese or meat).  
or

**1 Vocabulary revision (5) PB23/24 FCs**

**A** Ask what food and drink the pupils can see on PB23. Then ask them to tell you which of these they can see on PB24

**B** Use techniques from TP FC3 to practise reading the words.

**2 Fill in a questionnaire about self (10) WB4.9A**

**A** Ask several pupils about their likes and dislikes. Use the question:  
Do you like (bananas)?

Elicit the full answer *Yes, I do* and *No, I don't*. Then look at the language table in WB4.9A and elicit the two questions and answers.

**B** Remind the pupils of the questionnaire they did in WB4.2B. Tell them they are going to do a bigger one. First they should complete the column headed *You*. Tell them to put a tick for the things they like and a cross for the things they don't like.

**3 Ask and answer (10) WB4.9B FCs**

**A** Ask a pupil *Do you like dates?* Elicit *Yes, I do.* or *No, I don't*. Check that his answer is the same as he put in the questionnaire. Ask different pupils about the seven other items.

**B** Tell the pupils to ask and answer in pairs and complete the column headed *Your friend*.

**4 Sentence building (10) FCs**

Follow the stages in TP FC2 to build up sentences such as:

I like apples and cheese.

Repeat for the sentence pattern:

I don't like dates or tea.

**5 Complete sentences about self (5) WB4.9C**

**A** Point out that we have to use *or* when the sentence is negative.  
Repeat the procedure with sentences beginning *My friend*.

**B** Tell the pupils to complete WB4.9C on their own. Get them to write similar sentences about colours in their copybooks if they finish quickly.

**Preparation**

Ask the class to learn the spelling of the ten food and drink items they have practised so far.

Bring food items to demonstrate countability and uncountability, for example:

countable: *bananas, apples, oranges, dates* uncountable: *tea (loose, not teabags), ground coffee, milk, cheese, bread, honey*

**Learning objectives** Identify pronunciation of initial letters.  
Develop spelling using two puzzles.

**Language** S/R Revision

**1 Revision (5)** WB4.10A FCs

**A** Elicit the different objects on WB26 orally.

**B** Practise recognition of the words on flashcards.

**2 Sound discrimination (10)** FCs

**A** Use FCs of *pen*, *pencil* and *bag*. Show them one by one and say either the sound /p/ or /b/ and elicit a response from the class as follows:

T: Shows pen and says b.

C: No.

T: Shows pencil and says p.

C: Yes.

Recycle each word and sound several times.

**Note:** You should make the sounds and not name the letter.

**B** Continue in the same way to contrast *b / d* and *c / ch*

**3 Label pictures (5)** WB4.10A

Tell the pupils to write *p* or *b* under the first three pictures.

Check that they know what they are doing. Then get them to complete the rest on their own.

**4 Make words (10)** WB4.10B FCs

**A** Show FCs of the six words in WB4.10B. Elicit the word and then the spelling.

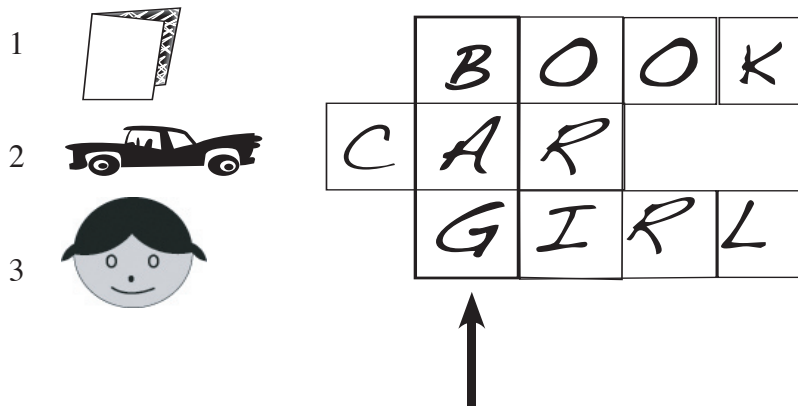
**B** Remind the pupils how to do the spelling exercises.

Complete the first one on the board with the class. Elicit the first letter *c*, write it in the space and cross out the one in the book.

Continue in this way until the word is complete. Let the pupils work in pairs to spell the remaining words.

**5 Do a word tree (10)** WB4.10C

**A** Explain a word tree. Mention crossword puzzles which the pupils may know. Tell them that word trees are easier. (These revise vocabulary and spelling.) Do an example on the board.



**B** Explain that when they complete the three clues another (vertical) word appears in the darker part of the tree. Tell the pupils to do the puzzle in their Workbooks. While they work, write the following references on the board:

PB6  
PB16  
PB17

Tell the class to find the correct spelling and check their work. When they have finished, elicit the vertical word *climb*. Ask several pupils *Can you climb?*

<b>Learning objectives</b>		Develop vocabulary and sight reading - phrases. Read a conversation aloud - making requests. Write guided questions with <i>Do</i> .
<b>Language</b>	R	Can I have a (glass of milk), please? Yes. Here you are. a bottle / cup / glass / can of, thirsty

### 1 Vocabulary presentation (5)

**A** Draw a glass, a bottle, a cup and a can on the board. Present the names *glass, bottle, cup, can* orally. Then point to each and ask *What's this?* Elicit *a + name*.

**B** Draw groups of the four objects, for example *two cups, four glasses, three bottles, five cans*. Point to each and ask *How many (cups)?* Elicit *2 cups*.

**Note:** Make sure pupils pronounce glasses with /iz/ at the end.

### 2 Word and phrase recognition (5) PB25 CS18, Band 1

**A** Books closed. Use FCs of *glass, bottle, cup* and *can*. Fix them under the drawings of the single objects on the board to present the words. Then practise recognition of the words without the picture support. (See TP FC1.)

**B** Books open. Tell the pupils to find and point to *a glass, a cup, a bottle and a can* on PB25. Then tell them to look at the words under pictures 1, 2 and 3, listen to and repeat after the Cassette. Play CS18, Band 1.

### 3 Language presentation (10) PB25 CS18, Band 2

**A** Elicit the page title *Can I have a glass of water, please?* Explain that this is a polite way of asking for something. Then tell the pupils to look at the boy in the picture. Ask *Does he want a glass of water?* Elicit:

No. He wants a glass of milk.

Present the word *thirsty*.

**B** Tell the pupils to listen to the conversation and look at the words in their books. Play CS18, Band 2. Demonstrate the meaning of *Here you are* using gesture.

**C** Use Band 2 for pronunciation practice. Tell the pupils to listen and repeat. Use the pause button. After the pupils have repeated the conversation, divide the class into two groups and practise the conversation with one group taking the part of the boy and the other group taking the part of the mother. Then reverse the roles.



#### **4 Read and copy words (10) WB4.11A**

**A** Introduce Exercise A. Tell the pupils that the three hidden words on the left are containers, the three on the right are things to drink. Tell them to find the hidden words and underline them.

**B** Elicit the answers. Get the pupils to say and spell each word.

**C** Tell the pupils to write the six hidden words.

#### **5 Write guided sentences (10) WB4.11 B**

**A** Introduce Exercise B1. Elicit the complete sentences orally.

**B** Tell the pupils to write the sentences. Ask them where they can find the words they need. (They are in Exercise A.)

Circulate and check this exercise while the pupils are doing it.

#### **Cassette Section 18**

**Band 1** has the first four numbered phrases on PB25 with pauses for repetition.

**Band 2** is the first conversation on PB25.

**Learning objectives**

Extract information from a recorded conversation and use it to ask and answer questions about what people want.  
Answer a question in writing.

**Language**

S/R Does (he) want ...? Yes, (he) does./ No, (he) doesn't.

**1 Revision (5) PB25**

Ask the pupils to look at the five drinks on PB25. Say **bottle** and prompt them to respond **Pepsi**. Continue in the same way with the other three. Recycle the language several times. Then reverse the procedure. Say **coffee** and elicit **cup**, etc.

**2 Listen for specific information (10) WB4.12A CS19**

**A** Introduce Exercise A. Elicit the question at the top of the page. Then ask the pupils to look at the pictures and name the objects. Elicit **a glass of water, a glass of milk, a bottle of Pepsi** and **a cup of tea** and draw each one on the board. Elicit the names and write them in a column on the board as in the Workbook so that you can complete the chart to check the task later.

**B** Use the cassette to introduce the conversation. Then tell them to listen to the whole conversation without writing anything and find out what Tom's mother wants to drink. Play CS19.

**C** Ask the question and elicit the answer:

T: What does Tom's mother want?

C: She wants a cup of tea.

Elicit where the tick goes in the chart on the board. Tell the pupils to do the same in their Workbooks. Then tell them to listen to the conversation again and tick the things Bill, Tom and Anne want. Play CS19 again.

**D** Ask questions to elicit the answers and fill in the chart on the board. Tell the pupils to make sure they have filled in their charts correctly.

**3 Ask and answer questions (15) WB4.12B**

Elicit the question in Exercise B. Tell the pupils to look at the chart and give the true answer. Then divide the class into two groups and use the board chart to cue questions and answers. For example:

T: (Point to **Bill** and the picture of a glass of water)

G1: Does Bill want a glass of water?

G2: No, he doesn't. He wants a glass of milk.

Give both groups practice in asking and answering. Continue with open pair practice. Finally get the pupils to work in simultaneous pairs. (See TP S1.)

**4 Write a sentence (10) WB4.12C**

**A** Ask several pupils what they want to drink. Then tell the class what you want and write it on the board.

**B** Tell the class to write about themselves in WB4.12C. Rub off the model sentence and let them write.

**Cassette Section 19**

Presenter: Bill is at Tom's house. Tom, Anne and Bill are thirsty.  
Listen. What do they want?

Anne: Mummy, we're very thirsty. Can we have a drink?

Mother: Yes, of course. What do you want, Bill?

Bill: A glass of milk, please.

Mother: A glass of milk. Here you are, Bill.

Bill: Thank you very much.

Tom: Water for me, please.

Mother: Water, Tom? Don't you want milk or Pepsi?

Tom: No, thanks. Just a glass of water.

Mother: All right, Tom. Water is very good for you. And you, Anne?

Anne: Can I have a bottle of Pepsi, Mummy?

Mother: Mm, yes. Pepsi isn't very good for you, but you can have a bottle today.  
Here you are.

Anne: Thank you.

Mother: Now I'm thirsty too.

Anne: Do you want a bottle of Pepsi, Mummy?

Mother: No, I don't. Er ... I want a cup of tea.

<b>Learning objectives</b>	Develop vocabulary Role play conversations in a shop.
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<b>Language</b>	S/R I want (four apples/some rice), please. Anything else?
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### 1 Vocabulary presentation (10) PB25 CS20, Band 1

**A** Books closed. Draw a jar, carton, packet and bag on the board.  
Present the names orally.

**B** Books open. Tell the pupils to find and point to *a jar, a carton, a packet and a bag* on PB25. Then tell them to look at the words under pictures 5, 6, 7 and 8, listen to and repeat after the cassette. Play CS20, Band 1.

**C** Say *packet* and elicit the word *tea*. Continue in the same way with items 5, 6 and 8. Recycle each word several times. Then reverse the procedure. Say *coffee* and elicit the word *jar*, etc.

### 2 Perform three conversations with substitution (10) WB4.13A CS20, Band 2 FCs

**A** Play CS20, Band 2 and let the pupils follow in their books.  
Encourage them to guess the meaning of Anything else? Then ask them to repeat after the cassette.

**B** Focus on the first conversation in WB4.13A. Ask *What does the girl want?* and elicit *4 apples*.  
Demonstrate the conversation with one pupil. Then divide the class into two groups and practise chorally. Prompt substitution of different food and drink items and different numbers using FCs. (See TP S2.)

**C** Practise the other two conversations in the same way.

### 3 Write a shopping list (10) WB4.13B

Tell the class you want them to write a shopping list. Remind them of how to deal with countable and uncountable nouns by eliciting a sample list on the board:

4 apples  
some honey  
3 cartons of milk etc

Ask the pupils to choose four items and write a list of their own in their Workbooks.

### 4 Role play (10) WB4.13A / B

**A** Get the pupils to use the shopping lists they have written to role play shopping conversations in pairs. Demonstrate first with one of the better pupils. You take the role of the shopkeeper. Continue to ask *Anything else?* until the 'customer' has bought everything on his shopping list. Tell the pupils to do the same in simultaneous pairs.

**B** Role play a shopping conversation at the front of the class. Invite one pupil to be the shopkeeper and three others to be customers.  
Encourage them to act out the conversation as realistically as possible.

**Cassette Section 20**

**Band 1** has the second four numbered phrases on PB25 with pauses for repetition.

**Band 2** is the second conversation on PB25.

<b>Learning objectives</b>	Read a cartoon story. Do a word puzzle to develop language awareness. Trace and copy sentences.
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<b>Language</b>	S/R shop, know, Oh!
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**Note:** The cartoon stories are meant for silent reading practice. (See TP R2.) When you have achieved this objective they can be re-used for other purposes: listening for enjoyment, reading aloud, etc.

### 1 Talk about pictures (5) PB26/27

Elicit where Anne is using picture 1. Then ask one pupil to read the title aloud.

Ask questions about other pictures:

- Picture 2: What can you see? (a man, Anne, apples)  
What colour are the apples? (red and green)
- Picture 3: What colour does Anne have? (green)
- Picture 6: What can you see? (bananas, bread)
- Pictures 7/8: Is Anne happy? (no)  
Why not? (accept answers in Arabic)

### 2 Read the story (10) PB26/27 WB4.14A

Ask a pupil to read the question under the title *What does Anne want?* Get the class to read the story silently and write down Anne's shopping list on a piece of paper:

10 green apples  
5 bananas  
some bread  
6 brown eggs

Get different pupils to read out their lists. Then ask *How many eggs does Anne buy?* The answer is either 12 (she has to buy 6 more eggs) or 6 (the shopkeeper gives her six more eggs). Let the class discuss this in Arabic.

### 3 Write two sentences - punctuation (10) WB4.14A / B

**A** Elicit what Anne wants as a complete sentence. Build it up step by step:

Anne wants 10 green apples, 5 bananas, some bread and 6 eggs

Then write it on the board. Highlight the commas and the word *and* in different coloured chalk. Explain why the comma is used - so we don't have to repeat *and*.

**B** Elicit the question in WB4.14B. Then remind the pupils of the list they wrote in WB4.13B. Tell them to write it as a sentence with the appropriate use of commas and *and*.

**4 Listen for consolidation (5) PB26/27 CS21**

Play the cassette and let the pupils follow in their books. Ask them to concentrate on the way the two characters speak. At the end elicit how the shopkeeper asks *Anything else?* (his voice goes up).

**5 Match words (10) WB4.14C/D**

**A** Remind the pupils of the matching exercise in WB3.15B. Read the words with matching sounds and let the pupils follow in their books. Tell the class to draw a line between each matching word as in the example.

**B** Explain Exercise D. Tell the pupils to copy the words so that those with the same sound are on the same line.

**Cassette Section 21 is the text of the story on PB26/27.**

**Learning objectives**

Revision

**Language**

S/R

Revision

**1 Vocabulary revision -oral (10) WB4.15A**

**A** Say one of the words in WB4.15A. Tell the pupils to find the item and tell you the number. For example:

T: Cheese.

P: 14.

Practise most of the vocabulary in this way.

**B** Prompt the pupils to say the words using the numbers. For example:

T: Number 7.

P: Eggs.

**2 Vocabulary revision - writing (10) WB4.15A FCs**

Show FCs of the food and drink items and elicit the number. For example:

T: Shows coffee

P: 5.

Let the pupils study the spelling of the word for about 10 seconds. Then tell them to write it. Continue in this way with a selection of the words. Let them complete the labelling activity for homework.

**3 Vocabulary revision -spelling (5) CS22**

Play CS22. Pupils listen and write down the spellings of words from the Unit. Pupils check their words in pairs before a class check.

**4 Language work (10) PB22 / 23 WB4-15B / C**

**A** Look at PB22 and elicit the names of the food that Jack is pointing at. Then ask what the pupils can see on PB23. Elicit *some water*, etc. Make sure the class understands the different use of *a*, *an* and *some*. Tell them to complete WB4.15B.

**B** Introduce WB4.15C Exercise 1. Elicit the first word, *water*. Tell the pupils to add *er* to the next word and tell you what it is. Elicit *ruler*. Then tell the pupils to complete all the words and find out what they are. Elicit the words orally.

**C** Do Exercise 2 in the same way.

**5 Revision (10) PB28**

**A** Remind the pupils of the purpose of the *Language summary*. It covers the most important elements of language in the Unit. They can use the summary in class to correct their Workbook exercises and also to revise at home.

**B** Explain the three language tables. Point out that they show how the verb *like* works in different persons, the negative and the *Yes / No* question and answer form. Elicit sentences from the boxes.



**C** Use the rest of the page for oral revision or writing practice. Use your own method. Here are some suggestions:

**1** Prompt substitutions. For example:

T: I like eggs. I like meat.

P: I like eggs and meat.

**2** Ask pupils to work in pairs and ask questions, either offering or asking for things. Partners should give the appropriate responses. These are:

Yes, please.

No, thanks.

Yes. Here you are.

**3** Do a class chain as follows. Say ***Bill wants some bread.*** Get another pupil to add the next item in the book ***Bill wants some bread and some rice.*** Get another pupil to add the third sentence in the book ***Bill wants some bread, some rice and 6 eggs.*** Continue in the same way by extending the sentence in the book with each new pupil adding an extra item.

## **6 Trace and copy sentences HWB Ex39**

Ask the pupils to do the handwriting practice at home.

### **Cassette Section 22**

Presenter: Listen.

Man: Number 1. Apples. a-p-p-l-e-s

Woman: Number 2. Dates. d-a-t-e-s

Man: Number 3. Oranges. o-r-a-n-g-e-s

Woman: Number 4. Milk. m-i-l-k

Man: Number 5. Coffee. c-o-f-f-e-e

Woman: Number 6. Tea. t-e-a

Man: Number 7. Eggs. e-g-g-s

Woman: Number 8. Lamb. l-a-m-b

Man: Number 9. Rice r-i-c-e

Woman: Number 10. Water. w-a-t-e-r

Man: Number 11. juice. j-u-i-c-e

Woman: Number 12. Bananas. b-a-n-a-n-a-s

Man: Number 13. Bread. b-r-e-a-d

Woman: Number 14. Cheese. c-h-e-e-s-e

Man: Number 15. Chicken. c-h-i-c-k-e-n

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## Unit 5      Summary

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### Materials

Pupil's Book pages 29-35  
Workbook pages 35-46 and 83  
Handwriting Book 1B pages 1-13  
Flashcards Cassette Sections 23-25  
Lexical areas  
Personal activities  
Time  
Days of the week  
After school activities  
Numbers to 100

### Grammatical areas

- Present simple tense
- Time adverbials

### Learning objectives

Develop cursive handwriting.  
Ask and answer, read and write about routine daily activities.  
Develop understanding of plural forms.  
Ask, answer and recognize time in hours.  
Understand details in a recorded conversation.  
Write a paragraph about self.  
Understand and use the language of Units, 1, 2, 3, 4 and 5, both orally and in writing.

### Unit features

Activities for skill development are similar to those in Unit 3.  
Cursive handwriting is introduced in the Handwriting Book.  
There is more development of the reading and writing skills.

Step	Activities and skills	Language
<b>1-3</b> PB29 WB35/36/ 83 HWP14 CS23 FCs	Say and recognize days of the week (long and short forms). Talk about daily activities. Sing a song: This is the way. Develop cursive handwriting. Develop understanding of numbers and their use.	<i>Sat. Saturday, etc</i> Personal activities, <i>eg wash your hands</i>  <b>50-59</b> <i>10 + 10, 28 - 7, etc</i>
<b>4-10</b> PB30-32 WB36-40 HWP5-8 CS24 FCs	Read and talk about routine activities. Ask about and tell the time in hours. Develop understanding of plural forms.  Ask and answer about timing of daily activities. Recognize written form of numbers. Develop cursive handwriting. Write about daily activities.  Do spelling exercises: sound / letter matching, word tree. Recognize, say and write numbers.	Present simple tense, first person, I <i>get up / go to bed, etc</i> <i>What's the time, please? It's (ten) o'clock.</i> <i>cars, watches, men, etc</i>  <i>When does (Ali get up)?</i> <i>He gets up at (six).</i> <i>one - twelve</i>  <i>Tom gets up at 8 o'clock.</i> <i>I get up at 6 o'clock.</i>  <b>60-79</b>
<b>11-13</b> PB33 WB41-43 HWP11-13 FCs	Develop sight reading of phrases. Trace and copy sentences. Ask and answer about daily activities. Match words to make phrases. Re-order and write sentences.	<i>go swimming, read books, etc</i>  <i>What does Tom do every Wednesday?</i> <i>He plays football.</i>
<b>14</b> WB44/45 CS25 FCs	Extract specific information from a recorded conversation. Ask and answer about personal information / pastimes.	<b>Revision</b>
<b>15</b> PB34/35 WB46	Extract information from two written texts and complete a chart. Use the information to complete a paragraph. Write about self. Recognize, say and write numbers. Revise the language of the Unit.	<b>Revision</b>  <b>80-100</b>

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## 5.1 PB29 HWB1-3 CS23 FCs

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<b>Learning objectives</b>		Expand vocabulary through a song.
		Understand cursive script.
		Sing a song: This is the way.
<b>Language</b>	S	This is the way I wash my face / hands, brush my teeth/hair
	R	day, Saturday, Sunday, Monday, Tuesday

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### 1 Introduce a song (5) PB29 CS23, Band 1

**Note:** The purpose of this song is to help the pupils learn the names of the days and some useful vocabulary. It is the only song in *Crescent 1* which is not totally language specific. *This is the way* and all on *a... morning*, should be explained by translation and the pupils should understand that these phrases are only important in the song itself.

Explain that this is a song about the days of the week. Let the class listen to Band 1 on CS23 and look at the pictures.

### 2 Presentation of vocabulary (10)PB29

**A** If you have been naming and writing the days of the week since the beginning of the year, it will be easy for the pupils to read and write them now. Present the first four initially, and the four actions that go with them. Say the phrase and mime the action. Get the pupils to copy the action and repeat the phrase.

Practise understanding of the phrases by giving instructions:

T: Wash my face.

C: (mime action) etc

Then perform the actions and elicit the phrases.

**B** Books closed. Teach Verse 1 of the song orally, line by line. Say each line in the rhythm of the song. The class repeats in chorus. Teach Verse 2 in the same way.

### 3 Sing a song (10) PB29 CS23

**A** Play CS23, Band 1 and encourage the pupils to join in. Play Band 2 which is the music without the words. Tell the pupils to listen and hum the tune if they wish.

**B** Tell the pupils to look at the first four pictures. Elicit the actions in each:

T: Picture 1 - Saturday.

C: Wash my face.

Then ask the pupils to try singing the first four verses of the song. Use Band 3.

### 4 Introduction to cursive script (15) HWB1-3

**A** Use Arabic as required to present the introductory page.

Demonstrate clearly the difference between printed script and cursive writing on the board. For example, print and write these names:

*Tom Brown*

*Tom Brown*

Tell the pupils that they are going to learn how to join letters. Explain that it is quicker than printing and people usually write English this way.

**B** Demonstrate the basic principle of cursive writing. Show the class that each word is written, if possible, without raising the pencil. Use large letters without lines. Demonstrate each word in print and cursive script to show the difference clearly. Use words without ascenders and also without letters which do not join (*g, q, j, y, x, z*). Suitable words are *car, pen, name*.

**C** Tell the pupils that they are going to do some patterns to help use a continuous hand movement. Demonstrate Pattern 1 on the board on a 4-line stave. Demonstrate two more examples starting at dots as in the Handwriting Book. Make sure the pupils have sharp pencils. Tell them to copy Pattern 1.

**D** Demonstrate and practise Patterns 2, 3 and 4 as above.

**Note:** Be patient and realistic. Don't expect perfection immediately. Encourage fluency and speed.

### Cassette Section 23

Presenter: A song: This is the way

This is the way I wash my face,  
wash my face, wash my face.  
This is the way I wash my face,  
all on a Saturday morning.

This is the way I wash my hands,  
wash my hands, wash my hands.  
This is the way I wash my hands,  
all on a Sunday morning.

This is the way I brush my teeth,  
brush my teeth, brush my teeth.  
This is the way I brush my teeth,  
all on a Monday morning.

This is the way I brush my hair,  
brush my hair, brush my hair.  
This is the way I brush my hair,  
all on a Tuesday morning.

This is the way I clean my shoes,  
clean my shoes, clean my shoes.  
This is the way I clean my shoes,  
all on a Wednesday morning.

This is the way I eat my food,  
eat my food, eat my food.  
This is the way I eat my food,  
all on a Thursday morning.

This is the way I drink my tea,  
drink my tea, drink my tea.  
This is the way I drink my tea,  
all on a Friday morning.

**Band 1** - first 2 verses

**Band 2** - music only

**Band 3** - whole song

<b>Learning objectives</b>		Sing This is the way to expand vocabulary. Develop sight reading - days of the week. Develop understanding of numbers and their use.
<b>Language</b>	S R	clean my shoes, eat my food, drink my tea, times, divided by Wednesday, Thursday, Friday, 50-59

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**1 Word recognition (5) PB29 FCs**

**A** Revise four days of the week orally and present the remaining three.

**B** Use FCs to practise recognition of all the days of the week.

**2 Vocabulary revision and presentation (10) PB29**

**A** Revise the four activities already presented. Then present the three new ones as in Step 5.1, Stage 2A.

**B** Elicit all the words of the song orally. Say the day, for example ***Saturday***. Then help the pupils to chorus the verse rhythmically. Go through all seven verses.

**3 Sing a song (5) PB29 CS23**

Ask the pupils to join in the song as they hear it. Play CS23.

**4 Present numbers 50-59 (10) WB83**

**A** Revise the numbers 1-49 using a class chain. Then write 50-59 on the board and practise recognition of the numbers.

**B** Tell the pupils to trace the number 50 and write 51-59 on WB83.

**5 Do number exercises (10) WB5.2**

**A** Tell the class to complete Exercise (a) on their own. Check their answers on the board. Then get them to do Exercise (b) and then Exercise (c).

**B** Let the pupils work in pairs and do Exercise (d) and (e).

**C** Write the mathematical symbols **+** and **x** on the board. Elicit their Arabic meanings and present the English words ***times*** and ***divided by***. Do the Exercises (f) and (g) orally. Then tell the pupils to complete them in their books.

**Learning objectives**Sing *This is the way*.

Check recognition and sequence of days of the week.

Practise cursive script.

**Language**

S/R

(abbreviated forms of days of the week)

**1 Sing a song** (15) PB29 CS23**A** Revise the seven activities. Give an instruction; the pupils mime the action.**B** Revise the names of the days. Name an activity; the pupils name the day.**C** Sing *This is the way*.**2 Read and number the days** (5) WB5.3A**A** Books closed. Practise saying the days in sequence as a class chain. Then introduce Exercise A. Ask *How many days in a week?* Elicit 7. Ask What's day 1 ? Elicit *Saturday*. Tell the pupils to find *Saturday* in Exercise A with number 1 in the box beside it. Ask *What day* is 2? Elicit *Sunday*. Tell the class to write **2** in the box beside it. Tell them to continue numbering the days in the correct sequence to 7.**B** Check Exercise A. Ask *What's day (1)?* When a pupil answers, (*Saturday*), ask the class if he is correct. Then get the class to spell the word.**3 Match abbreviations with full forms of the days** (10) WB5.3B**A** Books closed. If you have an English calendar or diary with abbreviated days, show it to the class. Otherwise, tell the pupils that the names of the days are often written in short forms. Write *Sat.* on the board and ask them what day they think this is. Elicit *Saturday*. Tell them that *the full stop* shows that this is a short form. Write the other abbreviated forms and elicit the full forms.**B** Introduce Exercise B and tell the pupils to do it.**C** Check the exercise orally.

P: Sat. - Saturday etc

**4 Practise writing cursive letters** (10) HWB4Patterns 5 to 8 are the real letters *c*, *a*, *d* and *p*. Demonstrate each shape and pattern before asking the pupils to copy it as in Step 2.

**Learning objectives**

Understand routine personal activities.  
 Develop sight reading.  
 Develop cursive handwriting.

**Language**

S/R

I get up / have breakfast / come to school / go home / go to bed.

**1 Presentation of new language (10) PB30 CS24**

**A** Focus on the pictures. Tell the pupils to look at the page by themselves for a minute. Then let them tell you anything they want to say about it.

**B** Ask *What's the boy's name?* Elicit *Ali* and the page title. Tell the class they are going to hear Ali saying what he does every day. Tell them to listen and point to the pictures as Ali speaks. They should not say anything at this stage. Play CS24. Then tell the pupils to look at the words under each picture and repeat them after Ali. Play CS24 again.

**C** Check understanding of each sentence. Say each one and elicit the meaning in Arabic. Then practise class, group and individual reading aloud of the sentences in the sequence on the page.

**2 Word and phrase recognition (15) PB30 FCs**

**A** Practise elements of the phrases separately with FCs.

**B** Practise combining the FCs to build complete phrases using the FC holder. Show *breakfast, school, home and bed*. Then elicit the words that precede these nouns. This will allow you to demonstrate that we don't put *to* before *home*, and that there are no articles in these phrases.

**3 Practise cursive handwriting (15) HWB5**

**A** Books closed. Use a 4-line stave on the board to demonstrate the 12 letters which have upward joining strokes. Get the pupils to name each letter as you write it. Then demonstrate the combined letters. Tell the pupils those that are not words; explain that they are common letter combinations.

**B** Tell the pupils to look at page 5 and copy the first two staves in Exercise A.

**C** Demonstrate each of the following staves before telling pupils to copy. Elicit the names of the letters as you write, and point out which letter strings are words.

**Note:** Tell the pupils to dot letter *i* and cross letter *t* after the whole word has been written.

**Cassette Section 24**

Presenter: Ali's day. Listen and repeat.

Ali: Every day,

I get up.

I have breakfast.

I come to school.

I go home.

I go to bed.



<b>Learning objectives</b>		Ask and answer about days of the week. Develop sight reading. Develop cursive handwriting.
<b>Language</b>	S/R	Do you come to school (on Saturday)? I come to school (on Saturday). I don't come to school on Friday. seven, eight, nine, ten, eleven, twelve

### 1 Sing a song (5) CS23

Sing *This is the way* to revise the days of the week.

### 2 Answer questions (10) WB5.5

**A** Books closed. Ask the class *How many days are in a week?* Elicit *seven*. Then ask the class to say the names beginning with Saturday. Ask *Do you come every day?* Explain *every day*.

**B** Introduce WB5.5. Elicit the question. Focus on the phrase *on Saturday*. You will have to explain this in Arabic and show that *on* does not have the meaning of location presented in Unit 3. Elicit a response to the question. Then tell the pupils to look at the line of abbreviated days and ask a question about Sunday. Elicit *Do you come to school on Sunday?* Answer the question yourself. Go through each day of the week in this way. Then make two statements:

I come to school on Saturday, Sunday, Monday, Tuesday Wednesday and Thursday.  
I don't come to school on Friday.

**C** Elicit the incomplete statement on WB36 and tell the pupils to complete it. They can copy the word from the top of the page. Demonstrate writing on a single line.

### 3 Revise numbers (5)

Revise the written form one to six and introduce the new words *seven* to *twelve*. Practise the numbers by doing sums on the board. For example:

six + three  
five x four etc

### 4 Practise cursive handwriting (15) HWB6

Demonstrate the first line in Exercise B. Then let the pupils do the copying. Continue with each line, one by one. Go round the class while they are working and check their hand movements.

<b>Learning objectives</b>	Ask and answer questions about days of the week. Enquire about and tell the time in hours. Develop understanding of plural forms
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<b>Language</b>	S/R Do you come to school on (Saturday)? What's the time, please? It's (one) o'clock.
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### 1 Word recognition (10) FCs

**A** Use FCs to revise recognition of *get up, breakfast, school, go, home, bed*.

**B** Build the phrases on the board out of sequence. Then ask the pupils in Arabic to number them in the sequence in which they occur in a day. Elicit the numbers **1 to 5** and write them beside the phrases. For example:

- 3 come to school
- 1 get up
- 5 go to bed
- 2 have breakfast
- 4 go home

### 2 Language presentation (10) PB31 No / FCs

**A** Ask if anyone knows the name of the twelve objects on PB31. Elicit or present clocks and write it on the board. Present the page title *What's the time?* Ask the pupils to find the question somewhere else on PB31. Elicit the boy's question at the bottom of the page and present the other boy's answer: *It's ten o'clock*. Write *o'clock* on the board. (You may want to explain that it stands for 'of the clock', but we use only *o'clock*.)

**B** Divide the class into two groups to practise asking and answering:

G1: What's the time, please?

G2: It's (4) o'clock.

Cue the answer by showing a Number FC.

### 3 Word recognition (5) PB31 FCs

**A** Tell the pupils to look at the first six clocks on PB31. Ask *What's the time?* (If the pupils can't tell the time, explain that the short hand on a clock shows the hour.) Get individual pupils to tell the time using the six clocks.

**B** Practise recognition of *one, two, three, four, five, six* with FCs. Then elicit the spelling and write the numbers on the board.

#### 4 Write plural forms (15) WB5.6

**A** Workbooks open. Ask the pupils to count the cans in the right hand picture. Then elicit the label **3 cans**. Do the same for the picture on the left and elicit the label **a car**. Ask about the labels for the rest of the pictures on the left. Remind the pupils of the use of **an**. Then ask them to complete Exercise 1.

**B** Elicit the two labels in Exercise 2, **a watch** and **4 watches**. Get the pupils to tell you why the plural **watches** is different from the plural forms in Exercise 1. Make sure that they understand that the four words in Exercise 2 take **es** in the plural. The pronunciation is / iz / as in **oranges** in Exercise 1. Tell the pupils to complete the exercise. Check their answers orally.

**C** Ask the class what is different about the last three plurals. Elicit that none of them take **s** or **es** at the end of the word. Explain in Arabic that there are many exceptions in English and they have to be learned.

<b>Learning objectives</b>	Tell the time in hours.	
	Read, ask and answer questions with <i>When</i> .	
	Write words.	
	Develop cursive handwriting.	

<b>Language</b>	S/R	When does (Ali)(get up)? At (six) o'clock.
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### 1 Word recognition (5) PB31 FCs

**A** Show FCs of *one to six*. Tell the pupils to find the word on PB31 and look at the clock face if they can't read the flashcard. Elicit each number.

**B** Practise with FCs *one to twelve*.

### 2 Match words and figures; write words (5) W135.7

**A** Introduce and demonstrate WB5.7. Then tell the pupils to do the exercise on their own.

**B** Check the exercise on the board. Write 1, elicit the word and spelling and write it next to the figure. Continue in the same way with the other figures.

### 3 Ask and tell the time orally (10) PB31

Revise the question and answer at the bottom of PB31. Then demonstrate a pair activity. One pupil points to any clock on the page and asks *What's the time, please?* His partner looks at the small hand on the clock, reads the number and answers. Tell the class to ask and answer with their partners. Go round the class helping and encouraging as they work.

### 4 Answer questions (10) PB32

**Note:** The purpose of PB32 is to model third person present simple tense statements. The page is used again in the next Step along with a Workbook exercise.

**A** Elicit the page title. Then elicit which boy is shown in each picture.

T: Picture 1 - who's this?

C: Ali. etc

**B** Tell the pupils to answer your questions about Ali and Tom by looking at the pictures. Ask *When does Ali get up?* Explain when. The pupils should be able to answer *six or six o'clock* by reading the time on the clock in the picture. Present the responses *at six and at six o'clock*. Elicit the sentence in picture 1. Then read the sentence yourself for choral repetition. Use this procedure with the other five pictures.

## 5 Practise cursive handwriting (10) HWB7

**A** Begin the practice by writing in sequence the letters with tails that have been introduced so far. Remind the pupils how to write them. Leave spaces for the missing letters:

*a - c d e f - h i - k l m*  
*n q - - r - t u v w - - -*

**B** Elicit the letters that are missing after *a, o* and *r*.  
Then demonstrate *b, p and s* on a 4-line stave.

**C** Tell the pupils to look at page 7, Exercise C. Elicit the words *bag, pen* and *sun*, before telling the pupils to copy the line. Demonstrate the next line, then tell the pupils to copy it.

**D** Elicit the names of the letters in Exercise D. Demonstrate them, and explain that they do not join. Demonstrate some of the words in the exercise. Elicit all the words before telling the pupils to copy them.

**Learning objectives**

Check word recognition and write words.  
 Ask and answer questions with **When**.  
 Develop cursive handwriting.

**Language**

S/R

When does (Ali) (get up)? He (gets up) at (six).  
 When, at, goes, gets up, comes

**1 Match words and figures (15)** PB31 WB5.8 FCs

**A** Ask the pupils to show understanding of the numbers using PB31. Say, for example, **Show me seven o'clock**. Get the pupils to point to the appropriate clock.

**B** Practise recognition of **one** to **twelve** using FCs.

**C** Tell the pupils to do WB5.8.

**D** Check the exercise in the same way as WB5.7. Focus on the spelling of eight.

**2 Ask and answer questions (10)** PB32

**A** Elicit the first question at the bottom of PB32. Choose a pupil to answer. Tell him to read the answer aloud. Elicit the second question and then answer in the same way.

**B** Practise the question **When does Ali get up?** with choral repetition. Then use the following FC prompts to practise substitution:

come to school    go home    get up    Ali    Tom

**C** Divide the class into two groups and practise the question and answer. Continue with open pair practice and finally let the pupils work in simultaneous pairs. (See TP S1.)

**3 Transfer (5)** PB32

Elicit the last question on PB32 and answer about yourself.

Then ask a few pupils:

When do you get up?

When do you go to school? etc

**4 Practise cursive handwriting (10)** HWB8

**A** Elicit the four words in Exercise E. Explain that the capital letters **do not join**. Demonstrate the exercise in the usual way.

**B** Books closed. Explain and demonstrate how to join the letters with ascenders - **b, f, h, k, l, t**. The method in this book is to raise the pencil after writing the link stroke; the tall letter is then started from the top of the ascender and a downward stroke is made to touch the tail of the previous letter.

Demonstrate each line of this exercise in the usual way. Pupils complete Exercise F

**Note 1:** Use page 9 of the Handwriting Book for further practice as required.

**Note 2:** Refer the pupils to page 2 of the Handwriting Book. Tell them that this page shows them how to write the letters. If they forget how to write a letter, they can look at these pages.

<b>Learning objectives</b>	Check reading comprehension by completing sentences. Write about own routine activities.
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<b>Language</b>	S/R	Revision
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### 1 Ask and answer questions (10) PB32

**A** Keep your own book closed and ask questions about Ali and Tom. Tell the pupils to read the answers on PB32 and elicit answers in chorus. Then ask individual pupils.

**B** Tell the pupils to ask and answer questions about Tom and Ali in pairs. Circulate and listen to as many pupils as possible.

### 2 Read and write (10) PB32 WB5.9

**A** Introduce WB5.9. Tell the pupils that the two boxes at the top of the page are there to remind them of the language they will need when they do this exercise.

**B** Elicit the words in the gapped paragraph about Ali. Write them on the board with lines for the missing words as in the Workbook. Elicit what comes after *Ali*, (the answer is *gets*), and write it on the board. Then tell the pupils to look at PB32 to find when Ali gets up. Elicit and write *six*. Go through the next two sentences in the same way. Focus on the spelling of *goes*. Then tell the pupils to write about Ali in their Workbooks.

**C** Go through the gapped paragraph about Tom orally. Then tell the pupils to complete it on their own in writing.

**Note:** While the pupils are working, circulate and check that they are writing the verbs correctly. If there are mistakes, direct the pupil to the boxes at the top of the page.

### 3 Write about self (10) WB5.7-9

Elicit the question and ask the pupils what they are going to write. Remind them about punctuation; capital letter at the beginning of the sentence and full stop at the end. Ask them how many sentences they have to write. Elicit 3. Tell them to look at Workbook page 38 if they need to check spelling of number words. Circulate and check.

### 4 Practise handwriting (10) HWB10

**A** Elicit what the two sentences say. Then draw a four-line stave on the board and demonstrate how to write the first sentence. Describe the direction of the letters as you write. Instructions can be in Arabic at this stage but make sure you use English as soon as the instructions are familiar.

**B** Tell the pupils to first trace and then copy the sentences. They then label the pictures. While they are working, go round quickly checking their hand movements. If you find a lot of pupils are having difficulty with a particular letter or word, stop the class and demonstrate again on the board. (See TP HW1 for the full procedure.)

**Learning objectives**

Recognize the sound **th**.  
 Check vocabulary through a puzzle.  
 Say, recognize and write 60-79.  
 Ask and answer about routine activities.

**Language**

S/R When do you (get up)? I get up at (six) o'clock.

**1 Do a sound/spelling exercise (10) WB5.10A**

**A** Introduce WB5.10A. Elicit the first word **the**. Tell the pupils to add **th** to the word underneath and tell you what it is. Elicit this. Then tell the class to complete all the words on the left of the vertical line and find out what they are. Elicit all the words orally.

**B** Introduce the first word on the right of the line. Say **thanks** and see if the pupils can hear the difference in pronunciation of the sound **th**. Elicit the second word thing. Make sure they can pronounce the two words properly. Then continue as in Stage A above.

**Note:** Explain to the pupils that the letters **th** can represent two sounds - as in **this** and **thanks**.

**2 Do a word tree (10) WB5.10B**

Remind the class of the word tree they did in WB4.10C. Let the pupils attempt the puzzle in their Workbooks. While they are doing it, write the following page references on the board:

- |        |        |
|--------|--------|
| 1 PB23 | 4 WB38 |
| 2 WB40 | 5 PB25 |
| 3 PB30 | 6 WB36 |

Tell the class to find the correct spelling of the words and check their work. When they have finished, elicit the vertical word **eleven**. Ask the question **What's the time, please?** and elicit **Eleven o'clock**.

**3 Present numbers 60-79 (10) WB30**

**A** Revise the numbers **1-59** using a class chain. Then write **60-79** on the board and practise recognition.

**B** Tell the pupils to trace the numbers **60** and **70** and write **61-79** on WB83,.

**4 Ask and answer (10) PB30**

Look at the first picture on PB30. Ask one pupil **When do you get up?**  
 Continue asking questions relating to the other four pictures.  
 Get the class to ask you the five questions in chorus:

C: When do you get up?

T: I get up at 5 o'clock. etc

Finally ask the pupils to ask and answer in simultaneous pairs.

**Note:** If the pupils need more practice, follow the stages in TP S1.



<b>Learning objectives</b>	Expand vocabulary and develop sight reading - phrases. Make statements about leisure activities. Trace, copy and match phrases.
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<b>Language</b>	S/R Do you (help your mother)? + response help, listen to, play with, go swimming, After
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### 1 Talk about pictures (5) PB33

Present the page *title After school*. Explain that PB33 shows pictures of things that they may do when they are not in school.

They are going to learn the first five today. Ask the pupils to say what they can see in the pictures. In picture 1, for example:

P: I can see a boy and a woman.

T: Is the woman his sister?

Elicit *mother either* from the picture or from the caption.

Elicit the following from the other pictures:

2: a girl, a radio, a table and a chair.

3: a big girl and a little girl.

4: a boy - he can swim.

### 2 Word recognition (15) PB33 FCs

**A** Invite the pupils to try reading the captions aloud. Repeat each phrase for choral repetition. The first three should be clear from the pictures. Elicit the meaning of **4** and **5** in Arabic to make sure they understand.

**B** Use FCs to practise recognition of all the new words.

**C** Build phrases with FCs. Substitute different family words for *friends* and *mother*.

### 3 Match pictures to phrases (5) WB5.11

Tell the pupils to do WB5.11. Check it like this:

T: Number 1?

P: Help my mother. etc

### 4 Make statements (5) PB33

Ask the pupils to look at the speech bubbles at the bottom of PB33. Choose two pupils to read them aloud. Practise the sentences with choral repetition. Then get individual pupils to substitute other activities and describe *what they do after school*. For example *After school I listen to cassettes*.

### 5 Practise handwriting (10) HWB11

Elicit the five phrases in HWB11. Then demonstrate *read books* on the board. Tell the pupils to trace and copy the words and then label the pictures. (See TP HW1.)

**Learning objectives**

Expand vocabulary and develop sight reading.  
 Recognize the sounds *ee* and *ea*.  
 Trace, copy and match phrases.

**Language**

S/R football, volleyball, read, watch TV, visit

**1 Read aloud and work out meaning from context (10) PB33**

**A** Ask individual pupils to read aloud the captions of pictures 1-5 on PB33.

**B** Ask the pupils about pictures 6-10. Elicit what they can see.  
 Then ask them to try to read the caption aloud and work out from the picture what it means.

**2 Word recognition (15) PB33 FCs**

**A** Use FCs to practise recognition of all the new words on PB33.

**B** Display all the verbs in the FC holder. Do the same for the nouns (and gerunds shopping / swimming) that follow, plus *my*, *the* and *to*. Invite individual pupils to come out and make phrases by joining the two sets of words.

**3 Match pictures to phases (5) WB5.12A**

Tell the pupils to do WB5.12A. Check it as in Exercise 5.11.

**4 Do a sound/spelling exercise (5) WB5.12B**

**A** Focus on the two letter groupings *ee* and *ea*. Elicit the pronunciation /i:/ Tell the class to complete all the words on the left of the vertical line and find out what they are. Elicit them all orally.

**B** Write the word bread on the board and ask the class to say it. Elicit the pronunciation of *ea*, in this case /e/ Tell the pupils to complete the words as above.

**5 Practise handwriting (10) HWB12**

Follow the procedure described in TP HW1.

<b>Learning objectives</b>	Understand a simple timetable. Use it to answer questions about a third person. Match words to make phrases. Re-order words and write correct sentences. Trace, copy and match sentences.
<b>Language</b>	S/R What does (Tom) do on (Saturday)?

### 1 Ask and answer questions (15) WB5.13A FCs

**A** Introduce the timetable in WB5.13A. Elicit the names *Tom* and *Anne* and the full forms of the days orally. Elicit a question from the language table. For example:  
What does Tom do every Friday?  
Tell the pupils to look at the timetable to find the answer. Elicit *He listens to cassettes*. Ask the same question about Fatma and elicit *She reads books*.

**B** Use open pairs to ask and answer questions about Tom and Anne. Cue the question by showing the name of a day:

T: Shows Wednesday

Pl: What does Tom do every Wednesday?

P2: He plays football.

Pl: What does Fatma do every Wednesday?

P2: She goes swimming.

**C** Continue the practice using the stages in TP S1. Remember to finish with simultaneous pair practice.

### 2 Complete the phrases (10) WB5.13B

Introduce the task using the example *go swimming*. Tell the class that each time they match a word or phrase they should cross it out. This will make the task easier. Point out that there are twelve items in the box but only nine phrases to complete.

### 3 Write sentences (5) WB5.13C

Tell the pupils to do the writing task on their own. Check the answers orally.

### 4 Practise handwriting (10) HWB13

Follow the procedure described in TP HW1.

<b>Learning objectives</b>	<p>Answer questions about personal information /pastimes.</p> <p>Extract specific information from a recorded conversation.</p> <p>Write about self.</p> <p>Ask for and give personal information.</p>
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<b>Language</b>	S/R	Revision
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### 1 Answer questions (10) WB5.14

**A** Prepare the class for the listening task by asking the questions on WB44. When you ask **What's your name?** add the question **How do you spell it?** Also add the question **When?** as follows:

T: Do you play football?

P: Yes.

T: When?

**Note:** The pupils do not need to ask the questions themselves at this stage.

**B** Write numbers **1-8** on the board in a vertical line. Elicit what each number represents from the chart. For example:

1 = What's your name?

Invite one pupil to the front of the class. Ask him all the questions and write the answers next to the numbers. Point to **age** and elicit the meaning in Arabic. Let the class try to read it. Then give a model for repetition.

### 2 Listen for specific information (10) WB5.14 CS25

Tell the class they are going to hear a conversation similar to the one they practised with you. Tell them to write the answers in their Workbooks as they listen. Play CS25 twice so they can check their answers. Then elicit answers from different pupils. Add them to the chart on the board. (See TP L1.)

**Note:** The pupils should use one word answers and the numbers should be written as figures as this is a listening task.

### 3 Complete chart with information about self (5) WB5.14

Tell the class to complete the second column of the chart on WB45 with information about themselves.

### 4 Ask and answer (10) WB5.14 FCs

**A** Practise these questions with choral repetition:

Do you | play football/ volleyball?  
           | visit friends?  
           | swim?

Then prompt groups with FCs to ask you questions. Remember that they must ask you **When?** if you say **Yes**.

**B** Get the class to practise all the questions on WB44. Use FCs to prompt one group to ask the questions. Another group should answer using the information about Bob in the chart on WB45.

## 5 Interview a partner (5) WB5.14

Tell the pupils to ask and answer about each other in pairs and complete the third column on WB45. If they need help with the questions they can look across to the opposite page. Go round the class helping and encouraging. Pupils who finish early can find another partner and continue the activity writing the answers in their copybooks.

### Cassette Section 25

Presenter: Listen and write.  
Bill: What's your name?  
Bob: Bob. B-o-b-  
Bill: How old are you?  
Bob: Eleven.  
Bill: How many brothers have you got?  
Bob: Two.  
Bill: How many sisters have you got?  
Bob: One.  
Bill: Do you play football?  
Bob: Yes.  
Bill: When?  
Bob: Every Saturday.  
Bill: Do you go shopping?  
Bob: No. I don't like shopping.  
Bill: Do you go swimming?  
Bob: Yes.  
Bill: When?  
Bob: Every Friday.  
Bill: Do you visit friends?  
Bob: Yes.  
Bill: When?  
Bob: Every Sunday.

<b>Learning objectives</b>	Extract personal information from two texts. Use the information to complete a paragraph. Write a similar paragraph about self.
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<b>Language</b>	S/R	Revision
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### 1 Read silently (15) PB34 WB5.15A

**Note:** This task is an end-of-Unit reading objective. Let the pupils do it with a minimum of preparation so you can assess their reading ability.

**A** Books closed. Write the words in WB5.15A in a column on the board. Change *Sat. to Fri.* Elicit each word as you write it. Remind the pupils of the word *age*.

**B** Ask one pupil to come to the board. Ask him questions and fill in the chart on the board with his details. For example:

name	Ali
age	11
from	Yemen
sisters	2
brothers	3
every Sat.	go to school
every day	read books

**C** Tell the pupils to look at PB34 and elicit who the first text is about. Tell them to read what Bill says and fill in the chart in their Workbooks as you did on the board. Circulate and check. When the pupils finish, tell them to read what the girl on PB34 says and fill in the second column in WB5.15A.

### 2 Complete a gapped paragraph (5) WB5-15B

Tell the pupils to read the words in Exercise B and use their answers about Aisha in Exercise A to write the missing words. Circulate and check.

### 3 Write a paragraph about self (10) WB5.15C

**A** Tell the pupils to complete the first sentence in Exercise C. Pencils down, ask how many sentences they will write. Ask them to look at Exercise B and count. Elicit **4**. Tell them to write about themselves remembering to use capital letters at the beginning of sentences and full stops at the end.

**B** Circulate and help. Collect the Workbooks for correction.

### 4 Present numbers 80-100 (5) WB83

Revise numbers 1-79. Then introduce **80-100**. Tell the pupils to trace the numbers **80**, **90** and **100** and write **81-89** and **91-99**.

### 5 Revision (5) PB35

Use the *Language summary* for revision in the usual way. Remind the pupils that they should use it at home to help them understand what they have learned in Unit 5.

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## Unit 6      Summary

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### Materials

Pupil's Book pages 36-43  
Workbook pages 47-57  
Handwriting Book 1B pages 14-18  
Flashcards  
Cassette Sections 26-32

### Lexical areas

Places  
Personal activities  
Clothing

### Grammatical areas

- Present continuous tense
- Present simple tense
- Position of adjectives: *before nouns* and *after be*

### Learning objectives

Ask and answer, read and write about present actions.  
Understand prepositional phrases.  
Develop silent reading for understanding.  
Perform a telephone conversation.  
Sing a song: *Where is Hassan?*  
Develop cursive handwriting.  
Understand descriptions of dress; describe orally and in writing.  
Ask and answer, read and write about likes and dislikes -activities / pastimes.  
Read a cartoon story.  
Develop understanding of spelling and punctuation.

### Unit features

Activities for skill development are similar to those in Unit 5.

Step	Activities and skills	Language
<b>1-5</b> PB36-38 WB47-49 HWB14-15 CS26-28 FCs	Ask and answer about present actions. Trace and copy sentences. Write about present actions. Understand prepositional phrases. Develop silent reading for understanding. Perform a conversation in groups. Sing a song: <b>Where is Hassan?</b>	<i>What is Tom doing? He's watching TV, etc</i>  <i>at the beach, at home, etc</i>
<b>6-8</b> PB39 WB50 HWB16 FCs	Expand vocabulary and develop sight reading. Identify characters from oral descriptions. Trace and copy words. Describe what people are wearing. Develop silent reading for understanding. Write about self.	<i>He's wearing a white shirt and blue trousers.</i>  <i>I'm wearing a white shirt. My trousers are blue. I've got black shoes.</i>
<b>9-13</b> PB40/41 WB51-55 HWB17 CS14/29-31 FCs	Ask and answer about likes and complete a questionnaire. Write about likes and dislikes. Read three conversations and show understanding with a matching exercise. Understand sentence formation by re-ordering sentences. Ask about and express preferences.  Read for specific information. Listen for specific information. Write about preferences.	<i>Do you like (swimming)? Yes, I do./ No, I don't.</i> <i>I like swimming and watching TV, but I don't like washing the car and shopping.</i>  <i>Ali likes playing football.</i>  <i>What's your favourite (food)? My favourite food is (eggs).</i>  <i>I like eggs and cheese, but my favourite food is lamb.</i>
<b>14/15</b> PB42/43 WB56/57 HWB18 CS32 FCs	Read a cartoon story. Do a spelling exercise. Develop understanding of punctuation. Do a crossword puzzle. Revise language of the Unit.	<i>playing/doing, have / having, swim / swimming</i> <i>Capital letters, apostrophe, comma, question mark, full stop</i>



**Learning objectives** Ask and answer about present actions.

**Language** S / R What is Tom doing? He's watching TV.  
eating, drinking, reading, watching

**1 Present language (10)** PB36 WB5.13A

Use the chart on WB42 to elicit what Tom does on different days. Write one example on the board. Then look at the picture on PB36. Identify Tom and ask ***What is Tom doing now?*** Present ***Tom's watching TV.*** and write it on the board under the other sentence in its uncontracted form. Write clearly to show the difference in form. For example:

Tom visits his friends every Thursday.

Tom is watching TV.

Highlight the different verb forms in the two sentences.

Explain briefly in Arabic that the first sentence describes what Tom does every Thursday; something regular. The second sentence describes what Tom is doing now.

**2 Talk about a picture (10)** PB36 FCs

**A** Introduce the other characters in the picture. They are Anne, her mother and father. Ask what each one is doing and elicit the following:

Tom is | eating a banana.  
| watching TV.

Anne is eating an apple.

Her father is | watching TV.  
| drinking tea.

Her mother is reading a book.

**Note:** Anne's father is not actually drinking in the picture. Explain that when you are in the middle of an activity, even if you stop for a moment, you use the form ***is /are doing.***

**B** Write ***Anne, Tom, Tom's father and Tom's mother*** on the board. Prompt the pupils to make statements about the picture by holding a FC against one of the characters. For example, put the FC ***watching against Tom*** and elicit:

He's watching TV.

Practise with choral and individual recognition.

**Note:** Don't elicit the name because at this stage it is confusing to say, for example, Tom's mother's reading. Also it is good practice to associate ***Tom's mother*** with ***she***, etc.

**C** Continue as above but this time mix true and false prompts. For example, put the FC ***eating against Tom's father*** and elicit:

No. He's drinking tea.

**3 Ask and answer** (10) PB36

**A** Draw two heads on the left of the board and two on the right as follows:



Tom



Anne



father



mother

Point to the left of the board and ask *What's she doing?* Prompt the pupils to connect *she* with Anne in the picture. Elicit:

She's eating an apple.

Ask questions about the others using a similar technique.

**B** Practise the questions with choral repetition. Then get the pupils to ask and answer in open pairs.

**4 Practise handwriting** (10) HWB14

Follow the stages described in TP HWL

<b>Learning objectives</b>	Understand how to use <i>to be</i> in third person singular and plural. Show understanding by completing gapped sentences. Ask and answer questions.
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<b>Language</b>	S/R	What is he doing? He is reading a book. What are they doing? They are playing football. talking to
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### 1 Discuss a picture (10) PB36

**A** Look at the picture on PB36. Ask about the people as follows:  
Who's drinking tea?  
Who's eating a banana? etc

**B** Ask the class to look at Anne. Say *She is talking to her father*. Present *talking to* then get the pupils to find the expression in the language table beneath the picture. Ask what the men on TV are doing and elicit *They are playing football*. Practise with choral repetition.

### 2 Read a language table (15) PB36

**A** Elicit the five questions in the language table at the top of the page, plus suitable answers.

**B** Elicit true statements from the language table under the picture.  
After each statement ask *Who?* For example:

P: He is eating a banana.  
T: Who?  
P: Tom.

**C** Write *is* and *are* on the board. Under *is* write *He*. Elicit what else goes with *is* and elicit *She*. Then elicit what goes under *are*. The board will end up looking like this:

<u>is</u>	<u>are</u>
He	They
She	

Check recognition of the five words.

### 3 Complete gapped sentences (5) WB6.2

Elicit the four sentences in WB6.2 orally- Then tell the pupils to complete them on their own.

### 4 Ask and answer (10) WB6.2 FCs

**A** Practise the question *What's he doing?* with choral repetition.  
Then prompt the pupils to substitute *She* and *They* with FCs.

**B** Get the pupils to ask and answer about the pictures in WB6.2 in groups, open pairs and simultaneous pairs.

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<b>Learning objectives</b>	Listen for specific information. Ask and answer questions. Write sentences.
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<b>Language</b>	S/R (abbreviated forms of days of the week)
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**1 Revision** (5) PB36

Ask questions like *Who is eating an apple?* about the pictures on PB36. Then get the pupils to produce sentences by asking *What is Tom doing?*, etc.

**2 Listen for specific information** (10) WB6.3A CS26

**A** Introduce the chart in WB6.3A. Explain that they are going to listen to four conversations and find out what the four children are doing. Play the cassette. Pause after each band to give the pupils time to think and tick.

**B** Check their answers orally.

**3 Ask and answer** (10) WB6.3B

Demonstrate the mini tree conversation in WB6.3B with one pupil. Then practise the questions and answers chorally. Continue the practice as in TP S2. Make sure you give the pupils an opportunity to speak in simultaneous pairs.

**4 Write sentences** (15) PB36 WB6.3C

**A** Tell the pupils to use the information in the chart to write four sentences. Point out that the first sentence contains the verb *is*. In the other sentences they have to add the verb.

**B** Write *Tom's mother*, *Tom's father*, *Tom's sister* and *Tom* on the board. Remind the class of the picture of the family in the Pupil's Book. Get them to write one sentence about each in their copybooks from memory. Tell them to check what they have written on PB36 when they have finished.

## Cassette Section 26

Presenter: Listen and do.

### **Band 1**

Man: Hello, Ali. What are you doing?

Ali: I'm watching TV.

Man: Great! I like TV. Can I watch?

Ali: Yes. Of course.

### **Band 2**

Girl: Hello, Amna. What are you doing?

Amna: I'm reading a book.

Girl: Reading? Do you like reading?

Amna: Yes, I do.

### **Band 3**

Man: Hello, Tom. What are you doing?

Tom: I'm eating an apple. Do you want one?

Man: Yes, please. I like apples.

### **Band 4**

Woman: Where's Fatma?

Girl: She's in the garden.

Woman: What's she doing?

Girl: She's talking to Aisha.

<b>Learning objectives</b>	Understand prepositional phrases.	
	Read a conversation for understanding.	
	Perform the conversation in groups.	
	Ask and answer about location.	
<b>Language</b>	S/R	I get up/have breakfast/come to school/go home/go to bed. supermarket, beach

### 1 Presentation of new language (10)

Present and practise phrases of location as follows. Ask *Where are you now?* Elicit *At school*. Then ask *Where do you sleep?* and elicit *At home*. Practice both expressions with choral repetition. Present the new language in the same way with the following :

Where do you buy food? (at the supermarket)

Where do you swim? (at the beach)

Practise the questions and answers thoroughly.

### 2 Read a story (5) PB37

**A** Look at the pictures on PB37. Tell the pupils that Hassan is looking for Ali. In the first picture he is at Ali's house talking to Ali's brother, Ahmed. Get the pupils to tell you where Hassan is in pictures 2, 3 and 4.

**B** Tell the pupils to read the conversations silently and see if Hassan finds Ali. Elicit the answers, then check comprehension using True / False statements. For example:

T: Picture 1. Ali's at the supermarket.

P: No, he's at the beach.

### 3 Read the story aloud (10) PB37 CS27

**A** Tell the pupils to listen to the cassette and follow in their books. Then play the cassette line by line for class repetition.

**B** Get the pupils to read the story aloud in pairs. One pupil should take the role of Hassan and his partner all the other roles. When they finish they can exchange roles.

### 4 Ask and answer (10) WB6.4A

**A** Introduce the exchange in WB6.4A. Explain that this is a telephone conversation. Demonstrate the basic conversation with one pupil. Then demonstrate how to make the substitutions with four different pupils.

**B** Elicit conversations from the pupils in open pairs. Then let them practise simultaneously with their partners.

### 5 Write sentences (5) WB6.4B

Elicit the first sentence orally. Then tell the class to work on their own and complete all three in writing.

**Cassette Section 27 is the text of the conversations on PB37.**

<b>Learning objectives</b>	Play a game. Sing <i>Where's Hassan?</i> to practise questions. Trace, copy and match sentences.
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<b>Language</b>	S really, anywhere, getting dark R here, there, sitting
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### 1 Language revision (5) PB36

Ask about the people in the picture as follows:

T: Is Anne reading a book?

Pl: No, she isn't.

T: What's she doing?

P2: She's watching TV. etc

**Note:** Ask questions where the answer is both *Yes* and *No*.

### 2 Play a guessing game (10)

Get a pupil to mime an action from PB36 in front of the class. Tell the rest of the class to guess what he is doing. For example:

Pl: Are you eating an apple?

P: No.

P2: Are you eating a banana?

P: Yes.

When they have guessed the mime, tell another pupil to come to the front and continue.

**Note:** The pupil miming the action should be able to say what he is doing in English.

### 3 Sing a song (15) PB38 CS28

**A** Introduce and practise the song using TP 1-2. First discuss the picture on PB38 and present *park* and *sea*. Then play Band 1 while they follow in their books. Ask what the song is about. You can accept answers in Arabic.

**B** Play Band 2 (music only). Pupils hum the tune.

**C** Play Verse 1, Band 3, line by line. Practise until the pupils can sing a complete verse. Translate the new vocabulary.

### 4 Practise handwriting (10) HWB15

Follow the stages described in TP HWI.

**Cassette Section 28 is the song *Where's Hassan?* on PB38.**

It is recorded thus: words and music; music only; words and music.

<b>Learning objectives</b>	Expand vocabulary and develop sight reading - clothing. Identify characters from oral descriptions. Sing a song: <i>Where's Hassan?</i> Trace, copy and match words.
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<b>Language</b>	S	(She)'s wearing a (red dress). I'm wearing a (green shirt).
	R	dress, trousers, shirt, blouse, T-shirt, sweater

### 1 Vocabulary presentation (10) PB39 FCs

**A** Say *Look at number 1. It's a dress.* Practise the word with choral repetition. Ask *What number is the dress on Pupil's Book page 39?* Continue in the same way with the other items.

**B** Present the new words on FCs and practise recognition.

### 2 Language presentation descriptions (10) PB33/34/36

Describe what you are wearing yourself using the vocabulary you have introduced.  
For example:

I'm wearing a white shirt and brown jacket.

I'm also wearing black trousers.

Look at the people on PB33. Say for example:

He's wearing a blue shirt. Who is it?

Get the pupils to point to the picture of the boy listening to the cassettes. Then ask *What is he doing?* Continue in the same way with other pictures. Include PB34 and 36 in the practice.

### 3 Transfer (5)

Let the pupils try and describe what, they are wearing to their partners. Then elicit several descriptions from individual pupils. This is an opportunity for them to use the language. Don't expect too much at this stage.

### 4 Sing a song (10) PB38 CS28

Practise Verse 1 of the song. Then present and practise Verse 2.

### 5 Practise handwriting (5) HWB16

Follow the stages described in TP HW1.



<b>Learning objectives</b>	Expand vocabulary and develop sight reading - clothes. Describe what people are wearing. Recognize sounds and make words. Play a game.
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<b>Language</b>	S	He's wearing a (green shirt). His (trousers are black). He has got (brown shoes).
	R	jacket, skirt, shoes, socks, belt, scarf

### 1 Vocabulary revision and presentation (10) PB39 FCs

**A** Revise the first six items of vocabulary on PB39. Ask *What number is the T-shirt?*, etc to practise understanding. Then ask *What's number 3?*, etc to practise production of the words.

**B** Present the new words as in Stage 1 of the last Step.

**C** Present the new words on FCs and practise recognition.

### 2 Language presentation - descriptions (10) PB33 / 34 / 36

**A** Develop understanding of descriptions using the procedure in Stage 2 of the last Step.

**B** Ask the pupils to look at picture 4 on PB33. Say *He's wearing a black jacket.* Practise the sentence with choral repetition. Then ask what the characters are wearing in other pictures. Elicit complete sentences.

### 3 Do a sound/spelling exercise (10) WB6.7

**A** Do the first set of four words as a class. Say *tousers or trousers?* and elicit the correct word. Continue in the same way with the other three words.

**B** Tell the class to complete the rest of the exercise with their partners. They should try saying the words as you did to find the right one. Check their answers orally.

### 4 Play a game (10)

Choose one of the pupils and describe what he is wearing. Get the rest of the class to guess who it is. Use the game to practise other ways of describing (as in description on PB39). For example:

His shirt is red.

He's got black shoes.

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**Learning objectives**      Develop silent reading for understanding.  
Write a description about self. Trace, copy and match words.

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**Language**                      S/R      I'm wearing a (white shirt). My (trousers are black).  
I have got (black shoes).

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**1 Revision of vocabulary**    (10) PB39    FCs

**A** Revise vocabulary as in Stage 1A of the last Step.

**B** Practise recognition of the words on FCs.

**2 Do a reading puzzle** (10)    PB33/39

**A** Use FCs and the FC holder to build up sentences describing the characters on PB33. Practise all the language used in the description on PB39. (See TP FC2 for the procedure.)

**B** Introduce the task on PB39. Tell the pupils that the description is about one of the boys. They should read and identify which one. Tell the pupils to read the text silently.

**C** Check the answer as a class. Check understanding by asking questions like *Why isn't it A?* (His trousers aren't blue.)

**3 Write about self** (15) WB6.8

**A** Describe what you are wearing in a similar way to the description on PB39. Highlight the position of the adjectives in the two patterns:

My (trousers) are (blue).

I've got (black shoes).

Ask the pupils to try and describe themselves to their partners following a similar pattern. Then elicit different descriptions from individual pupils.

**B** Elicit a description and write it on the board. Then rub out the details. Tell the pupils to use it as a model to write about themselves in their Workbooks.

**4 Practise handwriting** (5) HWB16

Follow the stages described in TP HW1.

**Learning objectives**Sing a song to revise *Do you like ... ?*

Ask and answer about likes and fill in a questionnaire.

Use the information to write about self and partner.

**Language**

S/R

Revision

**1 Sing a song (5) CS14**

Play CS14 to remind the pupils of the song I like apples. Then get them to join in.

Practise singing in two groups.

**2 Ask questions (5) PB33**

Look at PB33, picture 1. Elicit what the boy is doing. Then ask several pupils

*Do you like reading books?* Elicit *Yes, I do or No, I don't*. Continue in the same way with the other pictures.**3 Ask and answer questions (10) FCs****A** Practise recognition of activities listed in WB6.9A using FCs.**B** Practise the question *Do you like swimming?* with choral repetition. Then prompt the pupils to substitute different activities using FCs. Answer each question yourself.**C** Prompt pupils to ask and answer in open pairs.**4 Do a questionnaire (10) WB6.9A / B****A** Remind the pupils of the questionnaire they did in WB4.9A and introduce the new one. Tell them to complete the column headed *You*. They should tick the things they like and put a cross for the things they don't like.**B** Elicit the two questions in the language table. Then elicit more examples using the words in the questionnaire. Tell the class to complete the column headed *Your friend* by asking and answering in simultaneous pairs.**5 Write sentences (10) WB6.9C**

Write a sentence about yourself on the board. For example:

I like swimming and watching TV, but I don't like washing the car or shopping.

Highlight the use of the comma, *but* and *or*. Make sure the pupils know why they are used.

Elicit similar oral sentences from the pupils about their partners. Then tell them to write about themselves and their partners in their Workbooks.

<b>Learning objectives</b>		Understand three written conversations. Use the information to complete matching and re-ordering exercises. Listen to model conversations; read and perform.
<b>Language</b>	S/R	Do you want to (come to the shop)? Yes, please. /No, thanks. I like/don't like (watching TV).

### 1 Revision (10) WB51

**A** Ask the pupils to look at the questionnaire they completed on WB51. Say to a pupil *Tell me about your friend. Does he like swimming?* Ask other pupils in the same way.

**B** Continue as above, but now when a pupil replies *Yes, he does*, ask the partner *Do you want to go swimming?* Make sure they understand you are asking whether they want to do the activity now. Prompt the reply *Yes, please or No, thanks*.

### 2 Read three conversations (10) PB40

**A** Look at the first picture and elicit the names of the two boys.  
Ask *Do you think Ali wants to play football?* Elicit answers from different pupils.  
Then tell them to read the conversation silently and find out.

**B** Look at the second picture and elicit the names of the two girls. Ask what Salwa is doing and what Fatma has in her hand. Say that Fatma wants to go shopping. Tell the pupils to read silently and see if Salwa wants to go with her.

**C** Carry out a similar procedure for the final conversation.

### 3 Produce sentences (10) WB6.10A/B

**A** Explain the task in WB6.10A. Elicit the first sentence and show how to join the two sentence halves. Let the pupils complete the rest on their own.

**B** Tell the class to write sentences about the three pictures using the jumbled words to help them. When they have finished, tell them to check their work by referring to WB6.10 A.

### 4 Read conversations aloud (10) PB40 CS29

**A** Play CS29 and let the pupils follow in their books. Play the cassette again line by line for class repetition.

**B** Tell the pupils to read the conversations with their partners. Go round the class listening and giving help where necessary. Then choose pupils to read in open pairs.

**Cassette Section 29 is the text of the conversations on PB40.**

<b>Learning objectives</b>		Develop sight reading using a classification exercise. Express preference. Extract specific information from a written conversation. Use the conversation to practise reading aloud.
<b>Language</b>	S/R	What's your favourite (colour)? My favourite colour is (yellow). pastime, favourite

### 1 Classify vocabulary (10) WB6.11A FCs

**A** Practise recognition of the words in WB6.11A using FCs.

**B** Look at the box in WB6.11 A. Ask the pupils to find all the colours. Elicit each one. As you do, get the pupils to cross them out. Then tell them to write them in the column marked Colours.

**C** Focus on the other three categories. Present the new word *pastimes*. Tell the class to work on their own and complete the activity as above.

### 2 Language presentation (10)

**A** Ask pupils as follows:

T: What colour do you like?

P: (Blue).

T: Anything else?

P: (Red).

Then ask *What colours do you like?* Elicit, for example Red and green.

**B** Say, for example:

I like yellow and green.

My favourite colour is yellow.

Make sure the pupils understand that you like more than one colour but have one favourite. Ask the pupils as follows:

T: What colours do you like?

P: (Red and green).

T: What's your favourite colour?

P: (Green).

**C** Follow the same procedure for *food* and *drink*.

### 3 Read a conversation (10) PB41 WB6.11B CS30, Band 1

**A** Introduce the conversation on PB41. Tell the class to read the first section silently and find Tom's favourite colour. Elicit the answer. Tell them to write the answer in WB6.11B. Then tell them to read the rest of the conversation and complete the exercise.

**B** Play Band 1 of the cassette and tell the pupils follow in their books. Let them change their answers if they wish. Then check as a class.

**4 Perform an exchange** (10) PB41 CS30, Band 2

Play Band 2 of the cassette and get the class to repeat in chorus.

Then practise the question and answer in open pairs with substitution. (See TP S2.)

**Cassette Section 30**

**Band 1** is the text of the conversation on PB41.

Presenter: **Band 2** Listen and repeat.

A: What's your favourite colour?

B: My favourite colour is yellow.

Presenter: **Band 3** Listen and repeat.

C: What's your favourite pastime?

D: I like listening to cassettes, shopping and watching TV.

<b>Learning objectives</b>	Extract specific information from recorded conversations. Ask and answer questions about preferences.
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<b>Language</b>	S/R	Revision
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### 1 Perform a conversation (10) CS30, Band 3

**A** Ask a few pupils about their favourite colour, food, drink and pastime. Then practise the question and answer in open pairs.

**B** Practise the four-line conversation on Band 3 of the cassette using the stages in TP S2.

### 2 Listen for specific information (10) WB6.12A CS31

**A** Introduce the chart. Tell the class they will hear a conversation between Bill and a friend. They will find out his favourite colour, food, etc. Play Band 1. Give them time to write. Then play it again so they can check their answers.

**B** Tell the pupils to complete the second column about Kim in the same way. Play Band 2.

### 3 Ask and answer (10) WB6.12B

**A** Tell the class to fill in the third column about themselves. While they are doing this, go round and check their work.

**B** Tell the pupils to ask and answer in pairs and complete the column marked Your friend. When they have finished, ask questions about the four columns:

What's Bill's favourite colour?

What's your favourite food?

What's your friend's favourite drink? etc

Check that the answers about themselves and their partners are the same as the ones they have written in their chart.

### 4 Practise handwriting (10) HWB17

Follow the stages described in TP HWI.

## Cassette Section 31

Presenter: Listen and write. **Band 1**

Girl: Bill! Bill! Where are you?

Bill: Here!

Girl: Oh, good. Bill, what's your favourite colour?

Bill: My favourite colour! That's easy. Blue.

Girl: And your favourite food?

Bill: That's not easy. My favourite food! Mm. Bananas.

Girl: Bananas. OK. Now your favourite drink?

Bill: Tea.

Girl: And your favourite pastime?

Bill: I'm lazy. My favourite pastime is watching TV.

Presenter: **Band 2**

Girl: Kim!

Kim: Yes. What do you want?

Girl: I've got some questions.

Kim: OK.

Girl: Kim, what's your favourite colour?

Kim: That's easy. Red. Yes, definitely red.

Girl: And what's your favourite food?

Kim: Chicken.

Girl: And your favourite drink?

Kim: Mm. Pepsi.

Girl: Last question. What's your favourite pastime?

Kim: Well, I don't like swimming. And I don't like playing volleyball.

I like watching TV. But my favourite pastime reading. Yes. Definitely reading.



<b>Learning objectives</b>	Develop vocabulary, sight reading and spelling. Describe likes and preferences in writing.
<b>Language</b>	S/R I like / He likes (blue and green), but my / his favourite (colour) is (red).

### 1 Flashcard dictation (10) PB39 FCs

**A** Choose five or six words from PB39. Explain that you are going to show a **FC for 5 - 10 seconds**. Tell them to look at it carefully. When you put it down they should write the word. Do this with all the words you have chosen.

**B** When you have used all the FCs, ask a pupil to read out the first word. Let the pupils check their spelling by referring to PB39. Continue in the same way with each word. **Note:** This technique trains the pupils to look at the words with attention.

### 2 Revision (5) PB41

Books closed. Ask about Tom's favourite colour, food, drink and pastime. Encourage the pupils to try and remember; it doesn't matter if they get the wrong answer. Write different answers on the board then tell the pupils to look at PB41 to check. Elicit the real answers.

### 3 Write sentences (15) PB41 WB6.13A

**A** Elicit what Tom's favourite colour is. Then ask the pupils to look at PB41 and find what other colours he likes. Write on the board:

Tom likes blue, green and yellow,

Elicit from the class how to finish the sentence **but his favourite colour is red**. Follow the same procedure with favourite food.

**B** Elicit Tom's favourite drink and then ask what else he likes as above. Encourage the pupils to tell you that they don't know. Then try and elicit the third sentence on the board. It will be only:

His favourite drink is Pepsi.

Finally elicit a sentence about pastimes and write it on the board.

**C** Tell the class you want them to write similar sentences to the one on the board. Ask the pupils to study them carefully, then rub them off. Workbooks open. Ask one pupil to read the first sentence in WB6.13A. Then elicit the completion of the second sentence and how to write the third and fourth. Tell the pupils to complete the writing exercise on their own.

### 4 Write about self (10) WB6.13B

Elicit the sentence about Tom's pastimes and write it on the board. Then write a similar sentence about yourself. Highlight the different pronoun in coloured chalk. For example:

He likes swimming, but his favourite pastime is playing football.

I like reading, but my favourite pastime is watching TV.

Tell the pupils to write about themselves following a similar pattern to the one they used for Tom.

<b>Learning objectives</b>	Read, understand and perform a cartoon story. Understand different spelling rules.
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<b>Language</b>	S/R    What's wrong?, take / taking, money
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### 1 Vocabulary presentation and revision (10) FCs

**A** Introduce the topic of crime in Arabic. Discuss what sort of crimes there are, for example, robbery and violent crime. During the discussion present the new words.

**B** Practise recognition of the new words with FCs. Include any others from the story you think the pupils need to practise, for example, *house, homework, father*.

### 2 Talk about the pictures (5) PB42

Elicit the title. Then ask the pupils to identify Fatma and Salwa.

Ask questions about the pictures as follows:

Picture 1: Where are Fatma and Salwa?

What is Fatma doing? (homework)

What is Salwa doing?

Picture 2: Who's at the window?

What is she looking at? (Direct pupils' attention to Picture 6)

Picture 6: What can you see?

What is the man doing? (Accept answers in Arabic and translate into English)

Don't ask about the last picture. Let the pupils discover what happens for themselves when they read.

### 3 Read silently (5) PB42

**A** Tell the pupils in Arabic that Salwa is worried. Tell the pupils to read the story silently and find out why.

**B** Elicit the answer and ask if Salwa is still worried at the end. Go through each picture again and elicit the story as it happens.

### 4 Listen and perform the story (5) PB42 CS32

**A** Tell the class they are going to hear the story on cassette. Ask them to listen carefully to how the characters speak and the sound effects.  
Encourage them to imagine the story as it is happening.

**B** Tell them to read the story in pairs. Encourage the pupils to put expression into their reading by imitating the way the characters spoke on the cassette.

### 5 Do a spelling exercise (10) WB6.14

**A** Go over the exercise orally. Elicit the verbs in both their forms and the spelling rule. The rule for group 3 and 4 might be confusing for the pupils. It might be helpful to refer to the short and long vowel sounds in Arabic.

**B** Tell the pupils to complete the exercise in writing. Go round the class as they write and make sure they are applying the correct rules in each case.

**Cassette Section 32 is the text of the story on PB42.**

**Learning objectives**

Develop understanding of punctuation.  
Trace, copy and match sentences.  
Revision.

**Language**

**S**  
**R**

capital letter, apostrophe, comma, question mark, full stop  
Revision

**1 Do a punctuation exercise (15) WB6-15A / B**

**A** Write the following sentence on the board:

My friend Hassan doesn't like tea, coffee or milk.

Highlight the two capital letters, the apostrophe, the comma and full stop in different coloured chalk. Discuss in Arabic why they are all used.

**B** Tell the pupils to look at WB6.15A and find the one which has not been discussed  
- the question mark.

**C** Introduce the activity. Tell the pupils to label the different punctuation by numbering the boxes. Check that they understand why the first one is labelled number 1 (capital letter), then elicit the second (number 2). Tell them to do the rest on their own.

**D** Tell the class to punctuate the four sentences on their own. When they have finished they should check their work with their partners. Finally go over the exercise on the board.

**2 Do a crossword (10) PB39 WB6.15C**

Explain how to do the crossword. Tell the pupils that it is similar to a word tree but in a crossword they write words both horizontally and vertically:

d  
t r o u s e r s  
e  
s  
s

Tell the pupils to complete the rest of the crossword on their own. They can check their spelling by looking at PB39.

**3 Practise handwriting (10) HWB18**

Follow the stages described in TP HW1.

**4 Revision (10) PB43**

Use the *Language summary* for revision in the usual way. Remind the pupils that they should use it at home to help them understand what they have learned in Unit 6.

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## Unit 7      Summary

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### Materials

Pupil's Book pages 44-52  
Workbook pages 58-73  
Handwriting Book 1B pages 19-23  
Flashcards  
Cassette Sections 33-38  
Worksheet 11

### Lexical areas

Ordinal numbers  
Rooms of the house  
Prepositions  
Furniture  
Buildings

### Grammatical areas

- Present simple tense
- Present continuous tense
- *There is / are*

### Learning objectives

Understand ordinal numbers orally and in writing.  
Describe accommodation orally.  
Develop cursive handwriting.  
Develop silent reading for understanding; read for specific information; do a reading puzzle; follow written instructions.  
Describe the contents of a room orally and in writing.  
Sing a song: *My house*.  
Read and perform conversations with substitutions.  
Develop understanding of spelling.  
Listen for specific information.  
Develop understanding of *Yes / No* question formation.  
Understand descriptions of a street scene and describe orally and in writing.

### Unit features

Activities for skill development are similar to those in Unit 6.



**Learning objectives**

Understand ordinal numbers.  
Talk about accommodation.

**Language**

S/R 1st, 2nd, 3rd, 4th, 5th, 6th, 7th  
first, second, third, fourth, fifth, sixth, seventh  
flat, block of flats, ground, floor

**Note:** PB44 is a Picture dictionary for use in Unit 7. The words should not be presented at the beginning of the Unit. Instructions for presentation are contained in the Step procedures.

**1 Presentation of ordinals (10)**

**A** Give five pupils numbers 1 - 5. Then ask them to come to the front of the class and line up one behind the other facing the class in the number order. When they are in line present the ordinals. Say, for example *Ahmed is first, Saleh is second*, etc.

Practise each ordinal with choral repetition.

**B** Mix up the line of pupils. Then ask the class *Who is first?* See if they can remember the name of the pupil who was first. Elicit the rest of the order from the class and get them back in the correct place.

**C** Once the pupils are back in line, check understanding by naming one and eliciting his position. For example:

T: Where's Hassan?

P: He's third. etc

**2 Recognize ordinals (10) PB45 WB7.1 FCs**

**A** Look at the picture on PB45. Present *block of flats*. Tell the class that Jack lives on the fifth floor. Get the pupils to point to the fifth floor in their books. **Write *fifth floor*** on the board and elicit the meaning in Arabic. Ask the pupils to read silently the two sentences at the top of the page. Then ask two pupils to read them aloud.

**B** Show FCs of the ordinals *1st - 5th* and get the pupils to point to the appropriate floor in the block of flats. Keep the activity moving quickly by checking only a few pupils before changing the ordinal. Continue the practice using the words *first - fifth*.

**C** Introduce WB7.1. Tell the pupils to match the words to the figures. When they finish they should write the five ordinals.

### 3 Transfer (10)

Ask who lives in a house and who lives in a flat. If a pupil lives in a flat ask:

What floor do you live on?

If a pupil lives in a house ask:

How many floors are there?

Where is the living room / bedroom? (ground / first floor)

Elicit short answers so the pupils can concentrate on understanding the questions and using ordinals. Present **ground floor** during the discussion.

### 4 Understand formation of ordinals (10) PB45

**A** Write **1-5** on the board. Show how to change **1 to 1st** by adding **st**. Invite a pupil to the front and say **second**. Ask him to try and change the **2 to 2nd**. Continue with the other three numbers.

**B** Ask the pupils to study the explanation at the bottom of PB45. Point out that **four, six and seven** just add **th**.

**C** Books closed. Dictate the ordinal figures.  
Then get the pupils to write them in words.

<b>Learning objectives</b>	Develop silent reading. Talk about accommodation. Write two sentences. Trace, copy and match sentences.
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<b>Language</b>	S/R I live on the (third) floor.
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### 1 Revise ordinals (5) FCs

Show FCs of the ordinals in random order. Get the pupils to say the number:

T: Shows fifth

P: Five.

Reverse the procedure. Show FCs of numbers and get the pupils to say the corresponding ordinal.

### 2 Talk about a picture (10) PB45

**A** Ask the class to look at the block of flats. Tell them to count the number of floors. If they say five explain that they should include the ground floor. Discuss the circular picture in Arabic.

These are called *entryphones* but they need not know this.

**B** Tell the pupils to try and read the short text silently and give the answer.  
Then ask similar questions orally.

### 3 Read and match (5) WB7.2A

Introduce the Workbook activity. Explain that the picture is of a different flat. In this one there are four children, Amna, Ali, Fatma and Najeeb. Tell the pupils to read, find out where they live and draw lines.

### 4 Transfer writing (10) WB7.2B

**A** Ask who lives in a house and who lives in a flat. Ask questions as in Stage 3 of the last Step.

**B** Use information from the above stage to write descriptions on the board.  
For example:

Hassan lives in a flat.

He lives on the fourth floor.

Saleh lives in a house.

It has got three floors.

**C** Tell the pupils to write similar sentences about themselves using  
*I live ...* instead of (*Hassan*) *lives ...*

### 5 Practise handwriting (10) HWB19

Follow the stages described in TP HW1.



**Learning objectives** Develop silent reading for information.  
Write five sentences.

**Language** S/R living room, kitchen, bedroom, stairs, hall

**1 Vocabulary presentation** (10) WS11 FCs

**A** Present the new vocabulary *living room, kitchen, bedroom, hall* and *stairs* using WS11

**B** Practise recognition of the words using FCs.

**2 Preparation for reading** (10) PB46 FCs

**A** Talk about the picture. Ask:  
How many room / floors has the house got?  
What are the children doing?

**B** Practise recognition of the words *watching, doing, cleaning and drinking*. When the pupils can recognize them easily, get them to expand the words into phrases related to the things happening in the picture. For example:

T: Shows reading  
P: Reading a book.

**C** Show FCs of the activities and get the pupils to tell you where they are taking place and what is happening. For example:

T: Shows cleaning  
P: In the kitchen.  
T: What's he cleaning?  
P: He's cleaning his shoes.

**3 Do a matching task** (10) PB46 WB7-3A

**A** Introduce the text. Ask a pupil to read the first sentence aloud. Ask a few questions, then do the same with the second.

**B** Ask the pupils to read the rest of the text silently and find what the five children are doing. Tell them to demonstrate understanding by completing WB7.3A.

**4 Describe location in writing** (10) PB46 WB7.3B

**A** Elicit what Salwa is doing. Then ask the pupils to find where she is in the picture. Do the same for the other children.

**B** Introduce WB7.3B. Tell the pupils to write the location of each child. Make sure they understand that the first one acts as a model. They just have to write the name of the room.

<b>Learning objectives</b>	Understand descriptions of location. Do a reading puzzle. Trace, copy and match sentences.
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<b>Language</b>	S/R next to, in front of, behind
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### 1 Present vocabulary (10)

**A** Ask three pupils to come to the front and stand facing the class. Place two next to each other and the other behind one of these. Present *next to*, *in front of* and *behind*.

**B** Ask where pupils are sitting in the class to check understanding. For example, *Who's in front of Hassan?*, etc

**C** Use a book and a pen to practise saying the words. Place the pen in front of the book and elicit *in front of*. Place it behind and elicit *behind*, etc. Practise chorally and with individual pupils.

### 2 Word recognition (5) WB7.4A FCs

**A** Show FCs and get the pupils to demonstrate understanding using their books and pens as above.

**B** Tell the pupils to draw lines to match the appropriate phrase to each picture.

### 3 Solve a puzzle (10) WB7.4B

**Note:** This puzzle is to help the Pupils read and think. It is important that they try it on their own.

**A** Introduce the picture in WB7.4B. Explain that it is a classroom with five pupils in it. The front of the class is the wall with the posters on it.

**B** Ask the pupils to show you where Aisha is sitting. Then tell them to read the text and find where the other girls are sitting and write their names on the desks. Draw the picture on the board and check answers.

### 4 Practise handwriting (10) HWB20

Follow the stages described in TP HW1.

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<b>Learning objectives</b>	Talk about the contents of a room and the position of the objects. Follow written instructions and arrange furniture in a room.
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<b>Language</b>	S/R Put the (sofa in front of the window). armchair, sofa, lamp, cushions, put
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### 1 Revision (5) PB46

Ask about the room in the house on PB46. Elicit:

The kitchen is next to the hall.

The hall is in front of the living room.

The bedroom is on the first floor. etc

### 2 Presentation of vocabulary (10) PB44 WS11 FCs

**A** Use the WS11 to present the vocabulary *armchair, sofa, lamp and cushions*.

**B** Check understanding using PB44. Ask questions such as *What number is the sofa?* Involve the class by recycling each item of vocabulary several times.

Then revise the procedure and ask *What's number 3?*, etc

**C** Practise recognition of the new words using FCs.

### 3 Talk about a room (10) PB47

**A** Introduce Jack's room. Ask what the pupils can see. Recycle the new words and other known vocabulary.

**B** Ask about the location of objects in the room:

What's behind the sofa? (the lamp)

What's in front of the sofa? (the small table)

What's on the table? (some bananas / books) etc

### 4 Follow written instructions (10) WB7.5

**A** Present the instruction put as follows. Say:

*Stand up.*

*Put your books on your chair.*

*Put your chair next to your desk.*

**B** Introduce the task in WB7.5. Tell the pupils to follow the written instructions and draw the furniture in the correct place in the room. Let them work in pairs if they wish.

### 5 Transfer (5)

Ask the pupils to try and describe the living room in their own house or flat. Don't expect too much. This is just an opportunity to use some of the language they have learned.

<b>Learning objectives</b>		Describe the contents of a room. Do a <b>True / False</b> exercise. Re-order and write sentences.
<b>Language</b>	S/R	There is a (sofa). There are some (cushions). stereo, carpet, picture, shelf, curtains

### 1 Read a descriptive text (5) PB47

Ask **What does Jack like doing?** Tell the pupils to read the text silently and find out. Then ask a few more comprehension questions:

What colour does he like?

Does he like watching TV?

Does he like his room?

Let the pupils reread the text to find the answers.

### 2 Presentation of vocabulary (10) PB44 WS1 1 FCs

**A** Revise and present the new vocabulary in a similar way to Stage 2 in the last Step.

**B** Practise recognition of all the words on FCs.

### 3 Presentation of language (10) PB47

**A** Describe Jack's room on PB47 as follows:

There is a	sofa	in the room.
	stereo	on the shelf.
	clock	on the wall. etc

Continue the description with plural objects:

There are some	cushions	on the sofa.
	books	on the shelf.
	pictures	on the wall. etc

**B** Elicit the meaning of There is/are. Write it on the board and elicit descriptions from the pupils.

**C** Look at the language tables at the bottom of PB47. Elicit the first sentence, identify the sofa in the picture and mark it with an X. Tell the pupils to do the same. Ask them to read the other four sentences and mark the picture in the same way.

Go round checking their work.

### 4 Do a True/False exercise (10) PB47 WB7.6A

**A** Introduce the task. This is the first **True / False** exercise so make sure the pupils know exactly what to do. Check understanding of the sentences as follows. Say one sentence and elicit the number. For example:

T: There are some bananas on the table.

P: Number 5.

**B** Tell the pupils to do the task on their own from memory. (Books closed.)  
When they finish let them look at the picture to check their answers. During the feedback elicit the correct sentences for 3, 4 and 6.

**5 Re-order sentences (5) WB7.6B.**

Tell the class you want them to correct the false sentences.

Explain that they can do them by re-ordering the sentences in WB7.6B

**Learning objectives**Sing a song: *My house*.

Compare two pictures orally and in writing.

Trace, copy and match sentences.

**Language**

S

bathroom, London

R

up, down

**1 Sing a song** (15) PB48 CS33**A** Use the picture to introduce the situation. Ask *What can you see?* Elicit:

There's a house.

There's a boy on a bicycle. etc

**B** Explain that the song is a description of someone's house. Write on the board *Where is the house?* Play Band 1 and elicit *London*. Then try and elicit the number of rooms and what they are. Play the cassette again if necessary. Present the new word *bathroom*.**C** Play Band 2. Get the class to sing the melody. Practise until they can sing without the cassette.**D** Play Band 3 line by line. The class should repeat each line after the cassette. Practise as far as line four. Check understanding of *up* and *down*.**2 Compare two pictures** (15) WB7.7**A** Look at the two pictures in the Workbook. Ask the pupils to work in pairs and find differences between them. Then elicit the differences as follows:

T: Picture 1

P1: There are three chairs.

T: Picture 2.

P2: There are four chairs.

**B** Go through the written exercise orally. Then tell the pupils to fill in the missing information in writing.**3 Practise handwriting** (10) HWB21

Follow the stages described in TP HW1.

**Cassette Section 33 is the song *My house* on PB48.**

It is recorded thus: words and music; music only; words and music.

**Learning objectives**Sing a song: *My house*.

Write a guided paragraph about own house or flat.

Do a True / False exercise.

**Language**

S

I think that's all.

**1 Sing a song** (10) PB48 CS33

**A** Tell the pupils to listen to Band 1. Then play Band 2 and get the pupils to sing the first four lines to the music.

**B** Play Band 3. Practise the first four lines. Then teach the last four lines. Practise until the class can sing without the cassette. Then sing the whole song.

**Note:** Translate the phrase *I think that's all*.

**2 Write a guided paragraph** (15) WB7.8

**A** Demonstrate what you want the class to do by describing your own home. Use the paragraph framework in WB7.8. Then get two or three pupils to give oral descriptions. Build up a model paragraph on the board. Highlight the use of capital letters and full stops.

**B** Tell the pupils to write a draft description in their copybooks starting *In the living room there are ...* While they work, go round helping and encouraging. When they have finished, tell them to write a neat copy in their Workbooks. Get some of the class to read their descriptions aloud at the end.

**3 Do a True / False exercise** (10) PB47

**A** Make *True / False* statements about the picture on PB47.

For example:

There's a clock on the wall. (T)

There's a ball next to one armchair. (T)

There are some books on the floor. (F)

**B** Continue the practice with pupils making up statements. Finally let them work with their partners in simultaneous pairs.

**4 Word recognition** (5) FCs

Practise recognition of the furniture words using techniques in TP FC3.

<b>Learning objectives</b>	Extract specific information from written conversations. Perform a conversation. Recognize the sounds s, sh and ch.
<b>Language</b>	S/R Answer the phone, please. I can't. I'm (washing my hair). Mr, Mrs, phone, answer (the phone), ring / ringing

### 1 Talk about a picture (15) PB49 FCs

**A** Elicit the title. Present *ringing* using the picture of the phone. Mime picking up the phone to present *answering the phone*. Check recognition of *answer* and *ring* using FCs.

**B** Explain the titles *Mr* and *Mrs*. Tell the pupils that Mr and Mrs White are the father and mother of Tom and Anne. Get the pupils to point to these four characters in the picture. Ask them to look at the conversation and find one more name - Kim. Then get them to decide which one is Kim. Finally introduce the two boys in Tom's bedroom. These are his friends, Tim and Bill.

**C** Ask where all the characters are and what they are doing.

### 2 Read and complete three sentences (5) PB49 WB7.9A

**A** Elicit the question under the picture *Who answers the phone?*  
Tell the class to read the conversation and find out.

**B** Pupil's Book closed. Look at WB7.9A and elicit the question. See if the pupils can remember what the characters were doing. Elicit answers orally. Then let them reread the conversation, check their answers and complete the sentences.

### 3 Perform a conversation (10) PB49 CS34

**A** Play the cassette and let the class follow in their books. Then play it again line by line for class repetition. Practise the conversation using four groups. Get the groups to change roles.

**B** Organize the class into groups of four to perform the conversation.

### 4 Do a sound / spelling exercise (10) WB7.9B

**A** Introduce WB7.9B by doing three examples on the board. First write:  
s sh ch

Practise pronunciation of these three sounds. Then write:

- air -ofa cu - ion

Get the pupils to try each of the sounds and decide which makes the correct word.

For example:

P1: Sair.

P2: Shair.

P3: Chair.

Do the same with the other two words.

**B** Tell the pupils to complete the activity with their partners. Tell them to try saying the words as in the demonstration.

**Cassette Section 34 is the conversation on PB49.**



<b>Learning objectives</b>	Extract specific information from recorded conversations. Question formation. Write about days of the week.
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<b>Language</b>	S/R	Is he (reading)? Yes, he is./ No he isn't.
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### 1 Listen for specific information (10) WB7.10A CS35

**A** Introduce *Sam* and elicit what he is doing in some of the pictures in WB7.10A. Get the pupils to choose any picture and practise as follows:

Pl: He's playing football.

T: Which picture?

P2: 5B.

**B** Demonstrate the listening. Play Band 1. Then elicit which picture is true. Tell the class to tick the picture. Tell them to complete the rest of the task in the same way. Play Bands 2 - 6.

**C** Check answers by asking questions as follows:

T: Picture 1. Is he buying bread?

P: No, he's buying a chicken. etc

### 2 Language presentation (10) WB7.10A FCs

Use the FC holder to form the sentence *He is buying a chicken*. Show how the question is formed by changing the position of the subject and verb and adding a question mark. Elicit what other change is necessary - capital *I* and small *h*. Practise the sentence with choral repetition. Continue using substitution.

For example:

T: 4C.

C: Is he reading?

T: Yes, he is.

### 3 Play a guessing game (5) WB7.1 OA

Choose one picture and ask the class to guess which one it is by asking questions.

For example:

Pl: Is he reading?

T: No, he isn't.

P2: Is he playing football?

T: Yes, he is.

P3: Is it 5B?

T: Yes, it is.

### 4 Revision (10) WB7.10B FCs

**A** Elicit what day it is. Then say, if for example it is Monday:

Monday is the third day of the week.

Ask what is the first day of the week and elicit *Saturday*.

Continue with all seven days.

**B** Show FCs of the days. Get the pupils to respond as follows:

T: Shows 

Sunday
--------

P: The second day.

Reverse the procedure. Show the ordinal number and get the pupils to respond with the day of the week.

**C** Tell the pupils to do the matching exercise in WB7.10B.

**5 Write sentences (5) WB 7. 10 C**

Introduce the task. Tell the pupils to write the sentences

**Cassette Section 35**

Presenter: Listen and do.

**Number 1**

Sam isn't at home. He's shopping. He's buying a chicken.

**Number 2**

Now he's at home. He's in the bathroom. He's washing his hair.

**Number 3**

Now he's in the living room. He's sitting on the sofa.

**Number 4**

He isn't watching TV. He doesn't like watching TV. He's reading a book.  
He likes reading.

**Number 5**

Sam is out. He's in the park. He likes going to the park. He's playing football.

**Number 6**

Now he's coming home. He's talking to his friend, Ted.

**Learning objectives**

Describe a street scene.

Understand written descriptions.

**Language**

S/R

There's a man in front of the bank. He's reading a book.

post office, bank, bookshop, restaurant, post / posting, letter, building street

**1 Vocabulary presentation (10) PB44/50 FCs****A** Present the five buildings using the pictures on PB50.Discuss what you can do in each building. Use the discussion to introduce *letter* and the verb *post*.**B** Check understanding using the picture page on PB44.**C** Practise recognition of the words using FCs.**2 Describe a street (10) PB50****A** Ask the class how many people they can see in the picture. There are 7 men, 6 women, 8 boys and 7 girls. Tell the class you are going to describe one of the numbered people. For example, tell them to look at number 4. Give a description as follows:

There are two girls in front of the bakery.

They are eating apples.

Explain that you are going to give more descriptions. They should look at the picture and find out who you are talking about. Give descriptions as follows (but out of sequence):

1 There's a man in front of the bank. He's reading a book.

2 There's a boy in front of the Post Office. He's posting a letter.

3 There's a boy in the bakery. He's buying some bread.

4 There are two girls in front of the bakery. They are eating apples.

5 There are two men in front of the bookshop. They are talking.

6 There are two men in front of the restaurant. They are drinking tea.

7 There are two women on the first floor. They are talking.

8 There is a boy on the second floor. He's listening to the radio.

**B** Continue the practice by giving half the description only. The pupils should find the person and complete the description. For example:

T: There are two girls in front of the bakery.

P: They are eating apples.

Practise thoroughly then change as follows:

T: They are drinking tea.

P: Two men in front of the restaurant.

**3 Understand written descriptions (5) PB50**

**A** Tell the pupils to listen to you read the first description on PB50 and tell you if it is correct. Read it aloud with a slight change. For example:

There is a boy in the Post Office

Elicit the mistake *He's in front of the Post Office*. Read the text several times with slight changes before reading it correctly. Do the same for the second description.

**B** Ask several pupils to read the descriptions aloud.

**4 Read and identify descriptions (5) PB50 WB7.11 A**

Tell the pupils to read the four descriptions in WB7.11 A, find the person on PB50 and write the number.

**5 Write descriptions (10) WB7.11B**

**A** Elicit the descriptions of 5 and 8 orally.

**B** Tell the pupils to write descriptions in their Workbooks.  
They can use the descriptions in their books to help them.

<b>Learning objectives</b>	Solve a puzzle by understanding a written description. Recognize the sounds fr, fl, st and str. Trace, copy and match sentences.
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<b>Language</b>	S/R drive/driving
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### 1 Language revision (10) PB50

**A** Make *True / False* statements about the picture on PB50- For example:

There's a boy on the second floor.

He's listening to the radio. (T)

There's a boy in the bakery.

He's eating an apple. (F)

Make sure you give the pupils enough time to look at the picture before replying *Yes or No*.

**B** Get the pupils to do the same in simultaneous pairs. Go round the class helping and encouraging. As you go round, take part in the practice with different pairs.

### 2 Revise prepositions (5) FCs

Revise behind, next to and in front of using the FCs of buildings.

For example, hold a FC of house behind a FC of Post Office and elicit:

The house is behind the Post Office

OR The Post Office is in front of the house.

### 3 Solve a reading puzzle (10) WB7.12A

**A** Get the pupils to look at the text in WB7.12A and tell you how many names they can see. Elicit the names and write them on the board. Ask the pupils to tell you the first letter of each name. Then write them next to the names.

**B** Ask the class to read the text and find where each person lives. They should mark the building with the first letter of the name. Go round the class helping and encouraging as they complete the exercise.

### 4 Do a sound/spelling exercise (5) WB7.12B

Write these four letter clusters on the board:

fr fl st str

Elicit how to pronounce them. Then tell the pupils to complete WB7.12B in the usual way.

### 5 Practise handwriting (10) HWB22

Present the word *drive / driving*. Then follow the usual procedure for handwriting.

**Learning objectives**

Understand a recorded conversation.

Read, perform and write the conversation.

**Language**

S/R

speak English, over there

**1 Listen for specific information** (10) PB51 CS36 Band 1

Ask what the pupils can see in the picture on PB51. Books closed. Tell them they are going to hear a conversation between the two boys.

Explain that one boy wants to buy something but doesn't know where to go. Ask the class to listen and answer the question:

What does he want to buy?

Play Band 1 and elicit the answer. Ask them to listen again and answer the question:

Where is the supermarket?

Play Band 1 and elicit the answer. Then ask two more questions ***What are their names?*** and ***Does Saleh speak English?***

**2 Guess meaning in context** (10) PB51 CS36, Band 1

**A** Write ***It's over there on the board.*** Tell the pupils to find the expression in the conversation and guess the meaning. Translate if necessary.

**B** Play ***Band 1*** again and let the pupils follow the conversation in their books.

**3 Perform a conversation** (15) WB7.13 CS36, Band 2

**A** Band 2 is a shortened version of the conversation with pauses for repetition. Play Band 2 line by line for class repetition.

**B** Look at the substitution conversation in WB7.13. Elicit the conversation line by line using the words and pictures as prompts. Then play ***Band 2*** and let the pupils follow in their Workbooks.

**C** Demonstrate with a pupil how to use the Workbook page for substitution. Take the part of Tim and get the pupil to take the part of Saleh. Use the pictures as prompts for substitution. Use your own names at the end. Ask two pupils to demonstrate in open pairs. Then get the whole class to practise in simultaneous pairs. (See TP S2.)

**Note:** This is the first time the pupils have done one of these substitution conversations so make sure you explain it clearly.

**4 Write a conversation** (5) PB51 WB7.13

Get the pupils to write their own conversation in their copybooks. They can refer to the conversation on PB51 to help them.

## Cassette Section 36

**Band 1** is the text of the conversation on PB51.

### **Band 2**

Tim: Where can I buy orange juice?

PAUSE

Saleh: At the supermarket.

PAUSE

Tim: Where's the supermarket?

PAUSE

Saleh: It's over there, next to the bookshop.

PAUSE

Tim: Thanks. Oh, my name's Tim.

PAUSE

Saleh: Hello, Tim. I'm Saleh.

<b>Learning objectives</b>	Extract specific information from a recorded conversation. Use the information to do a <b>True / False</b> exercise. Read and perform the conversation. Write about self.
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<b>Language</b>	S/R    hospital, police station, mosque
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### 1 Revision (5) PB51

- A** Look at the picture on PB51. Elicit the names of the two boys. Ask:  
 What does Tim want?  
 Where can he buy orange juice?  
 Where's the supermarket?

- B** Get a pair of pupils to take the parts of Tim and Saleh and read the conversation aloud.

### 2 Listen for specific information (10) WB7.14A CS37, **Band 1**

- A** Introduce the situation. Explain that an English girl, Kim, is looking for a shop. She meets Fatma and asks where she can find what she wants. Check understanding of the **True / False** sentences by saying a sentence and eliciting the number. For example:

T: Fatma lives behind the supermarket.

P: Number 5.

- B** Play the conversation through once. Then give the pupils time to tick and cross. Play the cassette again and let them check their answers. If necessary play a third time. During the feedback elicit the correct sentence for **2, 3** and **6**.

### 3 Re-order sentences (5) WB7.14B

- Tell the class you want them to correct the false sentences in writing. Explain that they can do this by re-ordering the sentences in WB7.14B.

### 4 Vocabulary presentation (5) PB44 FCs

- A** Use the picture page PB44 to present *hospital, police station* and *mosque*.

- B** Use FCs for recognition practice. Then revise location by holding one FC behind or next to another. Elicit sentences such as *The mosque is next to the police station*.

### 5 Perform a conversation (10) WB7.14C CS37, **Band 2**

- A** **Band 2** is a shortened version of the conversation with pauses for repetition. Play **Band 2** line by line for class repetition.

- B** Look at the tree conversation in WB7.14C. Elicit the conversation following one line of the tree. Then play Band 2 again and let the pupils follow in their books.

- C** Demonstrate a complete conversation with one pupil. Take the part of Boy 1 and get the pupil to play Boy 2. Then ask the whole class to practise in simultaneous pairs. (See TP S2.)



**6 Write about self (5) WB7.14C / D**

Write where you live on the board using the pattern *I live (behind the mosque)*.  
Elicit where different pupils live. Then get them to write about themselves in their Workbooks.

**Cassette Section 37**

Presenter: **Band 1**

Kim: Hello. Do you speak English?  
Fatma: Yes, I do.  
Kim: Oh, good. Where's the bakery, please? I want to buy some bread.  
Fatma: It's over there, behind the Post Office.  
Kim: Thank you. Oh, my name's Kim. I'm from England.  
Fatma: And I'm Fatma. Nice to meet you. Kim, do you want to come to my house some time?  
Kim: Oh, yes, please. When can I come?  
Fatma: On Friday.  
Kim: What time?  
Fatma: Four o'clock.  
Kim: Four o'clock. OK.  
Fatma: Good. You can tell me all about England and your family.  
Kim: See you on Friday at four. Oh, Fatma, where do you live?  
Fatma: I live in that block of flats over there, behind the supermarket, My flat's on the sixth floor.

Presenter: **Band 2** Listen and repeat.

Boy 1: Do you want to come to my house some time?  
PAUSE  
Boy 2: Yes, please. When?  
PAUSE  
Boy 1: On Monday.  
PAUSE  
Boy 2: What time?  
PAUSE  
Boy 1: At five o'clock.  
PAUSE  
Boy 2: Where do you live?  
PAUSE  
Boy 1: In a flat behind the hospital.  
PAUSE  
My flat is on the third floor.

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**Learning objectives** Recognize the sounds oo, ou and ow.  
Revision.

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**Language** S/R Revision

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**1 Vocabulary revision (10) WB7.15A**

**A** Say one of the words on WB7-15A and elicit the number. For example:

T: Bakery.

P: Number 10.

Reverse the procedure. Say a number and elicit the word

**B** Tell the pupils to work with their partners and practise as above.

**2 Vocabulary revision -reading/writing (15) WB7.15A / B**

**A** Show FCs of the vocabulary items in WB7.15A and elicit the number:

For example:

T: Shows lamp

P: Number 11.

Let the pupils study the spelling for **5 - 10** seconds. Then tell them to write it next to the appropriate number in the list. continue in this way with a selection of words.

Tell the class to complete the list.

**B** Ask pupils to look again at the pictures and the list of words they have written on WB7.15A. Tell them to decide whether the words belong to the class of Furniture or Buildings. If a word is a piece of furniture they should write F in the vacant column. If a word is a building they should write

B: For example:

11 lamp E 12 hospital B

Tell the class to complete the exercise.

**3 Do a sound/spelling exercise (10) WB7.15C**

**A** Introduce the two sounds for the letters **oo**. One is a short sound as in **book**, the other is a long sound as in **food**. Tell the pupils to complete the words and discover what they are. When they have finished point out the pronunciation of cushion

(short **oo** sound) and you / ruler (long **oo** sound).

**B** Introduce the pronunciation of **ou** and **ow** (same pronunciation). Tell the pupils to complete the words and discover what they are.

**C** Elicit all the words orally.

#### 4 Practise handwriting (10) HWB23

Follow the procedure described in TP HW1.

#### 5 Revision PB52 CS38

Use the *Language summary* for revision in the usual way if you have time.

Remind the pupils that they should use it at home to help them understand what they have learned in Unit 7. Use CS38 to revise and practise the spelling of words in the Unit.

#### Cassette Section 38

- Presenter: Listen.
- Woman: Number 1. An armchair. a-r-m-c-h-a-i-r
- Man: Number 2. A sofa. s-o-f-a
- Woman: Number 3. A mosque. m-o-s-q-u-e
- Man: Number 4. A flat. f-l-a-t
- Woman: Number 5. Cushions. c-u-s-h-i-o-n-s
- Man: Number 6. A carpet. c-a-r-p-e-t
- Woman: Number 7. A bookshop. b-o-o-k-s-h-o-p
- Man: Number 8. A shelf. s-h-e-l-f
- Woman: Number 9. A post office. p-o-s-t-o-f-f-i-c-e
- Man: Number 10. A bakery. b-a-k-e-r-y
- Woman: Number 11. A lamp. l-a-m-p
- Man: Number 12. A hospital. h-o-s-p-i-t-a-l
- Woman: Number 13. A stereo. s-t-e-r-e-o
- Man: Number 14. Curtains. c-u-r-t-a-i-n-s
- Woman: Number 15. A restaurant. r-e-s-t-a-u-r-a-n-t
- Man: Number 16. A picture. p-i-c-t-u-r-e
- Woman: Number 17. A bank. b-a-n-k
- Man: Number 18. A police station. p-o-l-i-c-e-s-t-a-t-i-o-n

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## Unit 8      Summary

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### Materials

Pupil's Book pages 53-62  
Workbook pages 74-81  
Handwriting Book 1B pages 24-27  
Flashcards  
Cassette Sections 39-45

### Lexical areas

Personal activities / pastimes  
Food / drink

### Grammatical areas

- Present simple tense
- Past simple tense

### Learning objectives

Understand the concept of past time.  
Ask and answer, read and write about past actions.  
Develop cursive handwriting. Perform conversations with substitution.  
Solve a reading puzzle. Listen for specific information.  
Make suggestions and refuse to give reasons.  
Sing a song: *All on my way to school*.  
Listen for gist.  
Read a cartoon story.

### Unit features

Activities for skill development are similar to those in Unit 7

Step	Activities and skills	Language
<b>1-5</b>	Understand the concept of past time.	
PB53-57	Say and recognize past simple tense	<i>worked, helped, drove, bought, etc</i>
WB74-76	forms (regular and irregular).	
HWB24-26	Ask and answer about past actions.	<i>Did you go to a restaurant yesterday?</i>
CS39-41	Trace and copy sentences.	<i>Yes, I did. / No, I didn't.</i>
FCs	Write about self.	<i>Yesterday I went shopping, read a book</i>
	Perform a 4-line conversation.	<i>and prayed at the mosque.</i>
		<i>Where were you yesterday?</i>
		<i>I was at the beach.,etc</i>
	Solve a reading puzzle.	
	Listen for specific information.	
	Perform a tree conversation.	
<b>6-9</b>	Make suggestions and refuse to give	<i>Let's go to the beach.</i>
PB58/59	reasons.	<i>No, we went to the beach last Friday.</i>
WB77-81	Perform a conversation. Write the	
HWB27	conversation.	
CS42-44	Sing a song: <i>All on my way to school.</i>	
FCs	Trace and copy sentences.	
	Ask and answer about past actions.	<i>What did Hassan do last Tuesday?</i>
	Write about past actions.	<i>He played football.</i>
	Understand the sequence of a	
	recorded conversation. Use the	
	information to complete a gapped	
	paragraph. Retell the story orally.	
	Write about self.	
<b>10</b>	Read a cartoon story. Show	
PB60-62	understanding by doing a <i>True / False</i>	-
WB81	exercise. Correct false sentences by	
CS45	re-ordering words.	
FCs	Revise the language of the Unit.	

<b>Learning objectives</b>	<p>Understand the concept of past time.</p> <p>Understand regular past simple tense forms.</p> <p>Answer questions about pictures by reading captions.</p> <p>Trace, copy and match sentences.</p>
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<b>Language</b>	S/R	<p>What did he / they / you do (yesterday)?</p> <p>He / They / I (played football).</p> <p>played, prayed, visited, helped, worked, phoned,</p> <p>yesterday, last (Friday), evening</p>
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### 1 Introduction of past time concept (10)

**A** If, for example, this lesson is taking place on a Tuesday, ask *Is it Monday today?*  
When the class say *No*, present and chorus:

Yesterday was Monday.

Write *today* to the right of the board and *yesterday* to the left of it. Write the names of the days underneath in abbreviated form. For example:

yesterday	today
Mon.	Tues.

Point to *yesterday*, indicate the day before and ask:

What was the day before Monday?

Elicit *Sunday* and *write* Sun. to the left of *Mon.*

Use this procedure to build up the days backwards for a week.

Then add last as follows:

	last							yesterday	today			
Tues.	←	Wed.	←	Thur.	←	Fri.	←	Sat	←	Sun.	Mon.	Tues.

Explain that *last (Sunday)* is used to talk about days before yesterday.

**Note:** The arrangement of the days on the board will depend on the day of the week on which you teach this lesson.

**B** Practise *today*, *yesterday* and *last (Friday)* by pointing to a day on the board and getting the class to respond. For example:

T: Points to Thur.

C: Last Thursday.

T: Points to Mon.

C: Yesterday.

## 2 Contrast present and past simple forms (10) FCs

Write the two headings ***Every day*** and ***Yesterday*** on the board. Check comprehension. Then show the FC play. Elicit the word and say:

Every day I play football.

Stick the FC on the board under Every day. Next show the FC played and say:

Yesterday I played football.

Check pronunciation of ***played***. Then stick the FC under ***Yesterday***. Elicit the two sentences again. Prompt by pointing to the heading and FC. Continue in the same way with the following pairs:

### **Every day ...**

I pray.

I visit my friend.

I help my mother.

I work on the farm.

I phone my friend.

### **Yesterday ...**

I prayed.

I visited my friend.

I helped my mother.

I worked on the farm.

I phoned my friend.

Highlight the fact that the past is formed by adding (e) d.

## 3 Read captions (10) PB54/55

**A** Elicit the title ***What did they do?*** Then ask ***What did Fatma do last Saturday?***

Encourage the pupils to replace the name with the pronoun ***She*** in the answer:

She visited her friend.

Continue asking about the pictures in random sequence.

**B** Continue the practice by asking questions with ***When***. For example ***When did Ahmed and Saleh work on the farm?*** Elicit short answers ***Last Wednesday***, etc. Present the new word ***evening*** during the practice.

## 4 Practise handwriting (10) HWB24

Follow the stages described in TP HW1.

**Learning objectives**

Understand irregular past simple forms.  
 Answer questions about pictures by reading captions.  
 Do a questionnaire by asking and answering questions.  
 Write about self.

**Language**

S/R

What did he/they/you do (yesterday)?  
 He / They/I (read a book). did, went, drove, bought, read

**1 Presentation of irregular past simple tense forms (10)**

Present the five irregular past simple tense forms as in the last Step.

Use the following pairs of sentences:

**Every day**

I do my homework.

I drive to town.

I go swimming.

I buy some food.

I read a book.

**Yesterday**

I did my homework.

I drove to town.

I went swimming.

I bought some food.

I read a book.

Point out that the new verbs are irregular. The past simple tense form is sometimes very different from the present form. Explain that they have to be learned.

**2 Read captions (5) PB55**

Ask about the pictures on PB55 using questions like *What did Hassan do last Tuesday?* (See Stage 3 of the last Step.)

**3 Ask and answer (10) PB54/55 WB8.2A**

**A** Ask the pupils what they did the day before. Say, for example *Look at picture 8. Did you go to a restaurant yesterday?* Elicit *Yes, I did or No, I didn't*. Use simplified questions as in WB8.2A.

**B** Look at the questionnaire in WB8-2A- Elicit the two questions and answers in the language table. Practise the first question with choral repetition. Then prompt the pupils to make new questions:

C: Did you phone a friend yesterday?

T: Go shopping.

C: Did you go shopping yesterday?

Let the class use the list in the questionnaire to help them.

**C** Get the pupils to practise asking and answering in groups and open pairs.

**4 Do a questionnaire (10) WB8.2A**

**A** Remind the pupils of previous questionnaires they have done. Tell them to complete the column headed *You* about themselves.

**B** Tell the pupils to complete the column headed *Your friend* by asking and answering in simultaneous pairs.

**5 Write about past events (5) PB53 WB8.2B**

Write a model sentence on the board:

Yesterday I went shopping, read a book and prayed at the mosque.

Tell the pupils to write similar sentences about themselves and their friend. Tell them to use PB53 to help them with the past simple forms.



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**Learning objectives** Ask and answer about the past - perform a four-line conversation.  
Trace, copy and match sentences.

---

**Language** S/R Where were you yesterday? I was (at home).  
was, were

---

### 1 Presentation of past simple tense to be (5)

**A** Ask one pupil *Where were you yesterday?* Prompt him to answer by offering possibilities *at the beach? at home?, etc.* Ask several pupils.

**B** Write the question on the board. Then elicit an answer from one pupil and write a complete sentence. For example:

I was at my friend's house.

Point out the form of the verbs *I was, you were*. Ask more questions and elicit full answers.

### 2 Listen and answer (10) PB56 CS39

**A** Tell the class they are going to hear a short conversation between two boys. One boy is asking *Where were you? What did you do?* Tell them to listen and find out. Play Band 1 and elicit the answers. Repeat the procedure for the conversation between the two girls on Band 2.

**B** Books open. Elicit the boys' questions and answers. Then tell the class to look at the language table, find what the second girl said and underline the words.

### 3 Ask and answer (10) PB56 FCs

**A** Play Band 1 and 2 line by line for class repetition.

**B** Ask individual pupils *Where were you yesterday?* Elicit replies from the language table. Do the same with the question *What did you do?*

**C** Divide the class into two groups and practise different conversations. Prompt with FCs. Continue in open pairs and complete the practice in simultaneous pairs. (See TP S2.)

### 4 Play a game

Tell the pupils you want them to ask you questions to find out (5) *where you were yesterday*. Tell them you can only answer *Yes or No*. For example:

P1: Were you at the beach?

T: No, I wasn't.

P2: Were you at home?

T: No, I wasn't. etc

When they have guessed where you were, tell them to guess what you did. Follow the stages described in TP HWI.

## **5 Practise handwriting (10) HWB25**

Follow the procedure described in TP HWL

### **Cassette Section 39**

Presenter: **Band 1**

Boy 1: Where were you yesterday?

Boy 2: I was at the beach.

Boy 1: What did you do?

Boy 2: I played football.

Presenter: **Band 2**

Girl 1: Where were you yesterday?

Girl 2: I was at home.

Girl 1: What did you do?

Girl 2: I listened to cassettes.

<b>Learning objectives</b>	Solve a reading puzzle. Extract specific information in recorded conversations. Use the information to do a <b>True / False</b> exercise. Trace, copy and match sentences.
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<b>Language</b>	S/R	What did you have (for breakfast) yesterday? I had (bread and cheese). had, hungry
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### 1 Contrast have and had (10) FCs

**A** Ask the class ***What do you have for breakfast every day?*** Elicit different food and drink items from the class. Accept short answers to involve lots of pupils. Then write on the board:

I have (bread) every day.

Get the class to talk about themselves in the same way.

**B** Say ***I had (eggs) yesterday.*** Write it on the board next to the other sentence. Then ask different pupils ***What did you have for breakfast yesterday?***

**C** Use the two sentences on the board to contrast the past and present. Then use FCs of ***every day*** and ***yesterday*** to prompt the pupils to talk about themselves.

**Note:** Let the pupils use words for food in Arabic if they don't know the English.

### 2 Do a reading puzzle (10) PB57

**A** Ask where the boys are. Then elicit different food and drink items that they can buy at the restaurant. Use the situation to present the word ***hungry***. Ask the pupils to find the word in the text.

**B** Elicit the question on PB57. Tell the pupils you want them to find the answer by solving a puzzle. In the story they will read what Saleh and Ahmed ate. They should then look at the picture and identify Saleh and Ahmed. The other boy will be Fuad- They can see what he had by looking at the food he has in front of him. Tell the class to read silently and complete the task.

### 3 Listen for specific information (10) WB8.4 CS40

**A** Prepare for the ***True / False*** exercise. Tell the class to number the pictures in WB8-4. Then read the sentences aloud out of sequence. The pupils should find the sentence and say the number of the picture it goes with.

**B** Play Band 1. Stop the cassette to give the class enough time to tick or cross the first two items. Play the other three bands, pausing between each.

**C** Play all four conversations straight through. Let the class check their answers.  
Then do a class check.

#### **4 Practise handwriting (10) HWB26**

Follow the procedure described in TP HW1.

#### **Cassette Section 40**

Presenter: Where did they go? And what did they have? **Band 1**

Father: Ali, where did you go for lunch?

Ali: We went to the Sheba Restaurant.

Father: And what did you have?

Ali: Oh - I had a burger.

Presenter: **Band 2**

Mother: Aisha?

Aisha: Yes, Mum?

Mother: Aisha, what would you like to drink?

Aisha: Can I have an orange juice, please?

Mother: Of course. And what would you like to eat?

Aisha: Nothing, thanks, Mum. I'm not hungry.

Mother: Right. Waiter!

Presenter: **Band 3**

Waiter: Tim?

Tim: Oh, hello. Can I have a cheese sandwich, a burger and an apple juice, please?

Waiter: A cheese sandwich and a burger and an apple juice?

Tim: Yes, please. I'm hungry.

Waiter: A cheese sandwich, a burger and an apple juice!

Presenter: **Band 4**

Fatma: Mona, where do you want to go?

Salwa: I don't know. What about you? Where do you want to go?

Fatma: Well, I want to go to the Beach Restaurant.

Salwa: I don't.

Fatma: Why not?

Salwa: I don't like the Beach Restaurant. I want to go to the Park Restaurant.

Fatma: OK. The Park Restaurant. Let me get my bag.

<b>Learning objectives</b>	<p>Play a game.</p> <p>Perform a tree conversation - ask and answer about the past.</p> <p>Develop vocabulary and word recognition by doing a word puzzle.</p>
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<b>Language</b>	S / R    great, terrible
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### 1 Play a game (10)

Explain the game. Pupil 1 asks the question *What did you have for breakfast yesterday?* Pupil 2 answers, for example:

I had a burger.

Pupils 2 asks Pupil 3 *What did you have for breakfast yesterday?*

Pupil 3 answers using Pupil 2's answer plus another food / drink item, for example:

I had a burger and some milk.

Pupil 3 then asks Pupil 4 who must add a third item to his answer. This continues until one of the pupils forgets an item on the list. He is then out and the game starts again.

### 2 Presentation and revision of adjectives (10) FCs

**A** Ask individual pupils *What did you have for dinner yesterday?*

Ask rapidly round the class eliciting short answers. Let the pupils use Arabic and English names for food. After eliciting 10 - 15 answers begin to respond to their answers by asking *Was it good?* Elicit *Yes or No*.

**B** Say to the class *I had (eggs and bread) for breakfast. It was terrible*. Indicate from your facial expression that you didn't like it. Then say *I had (meat and rice) for dinner. It was great*. This time indicate from your expression that you enjoyed it. Prompt the pupils to make similar statements.

### 3 Perform a conversation (10) WB8.5A CS41

**A** Tell pupils they are going to listen to some people talking about what they had to eat yesterday. Ask *What did they eat?* and *Was it good?* Play Bands 1 and 2 of CS41 and elicit the answers.

**B** Practise the tree conversation in WB8.5A using the stages in TP S2. Make sure the class use the words *a, an* and *some* with the appropriate food / drink items.

### 4 Find the hidden words (10) WB8-5B

**A** Introduce WB8.5B. Tell the class that there are eight hidden verbs for them to find. Elicit the first one. Then tell the class to find, circle and write them.

**B** Elicit the verbs in random sequence. Say, for example *Number 3* and elicit the verb. Then continue by eliciting the past forms.

## Cassette Section 41

Presenter: Listen.

### **Band 1**

Man 1: What did you do yesterday?

Man 2: I went to a restaurant.

Man 1: What did you have?

Man 2: I had an egg sandwich.

Man 1: Was it good?

Man 2: Yes, it was great.

### **Band 2**

Woman 1: What did you do yesterday?

Woman 2: I went to a restaurant.

Woman 1: What did you have?

Woman 2: I had some chicken.

Woman 1: Was it good?

Woman 2: No, it was terrible.

<b>Learning objectives</b>		Talk about the past Make suggestions. Read and perform a conversation - suggestions.
<b>Language</b>	S	fed up
	R	Let's (go to the park). No, we went( to the park) yesterday. listened to, last night, game

### 1 Vocabulary presentation and revision (10)

**A** Write the following table on the board:

yesterday	every	day
last	week	morning
	Saturday	week
	Sunday etc	

Ask the class to read aloud as you write. Then read each word or phrase aloud for class repetition.

**B** Say to the class ***I go swimming ...*** Ask individual pupils to finish the sentence using an appropriate word or phrase from the board, for example, ***every week***. Make up sentences using the following verbs:

play / played	phone / phoned	do/did
ray / prayed	help / helped	work / worked
visit / visited	go / went	buy / bought
drive / drove	is / was	have / had

For example:

**Teacher**

I had a burger ...

I play football ...

I read a book ...

**Pupils**

last Sunday.

every day.

last week.

Every time a sentence is completed, write the verb form under the correct column. When you have finished, get the class to read the two forms of each verb from the board.

### 2 Language presentation (10) PB58 FCs

**A** Look at the pictures on PB58. Introduce the situation - it's Friday, Tom and Anne have nothing to do. Say ***They are fed up***. Check understanding of ***fed up***. Then explain that Tom has an idea. He says:

Let's go to the park.

Get the class to try and guess the meaning of the expression ***Let's***. Explain in Arabic if necessary.

**B** Practise making suggestions as a class using FC prompts:

T: Shows Let's and watch

C: Let's watch TV.

T: Shows Let's and visit

C: Let's visit our friends. etc

**Note:** The pupils might need some help with the use of *our*.

### **3 Read a conversation(10) PB58**

**A** Elicit the title. Get the whole class to underline it. Then tell them to read the whole conversation and underline all the suggestions. Elicit what they are. Then present the new word *game* and elicit some examples of games in Arabic.

**B** Look at the last picture. Ask *Why is Tom fed up?* Tell the class to read the text silently and find the answer - he doesn't like doing homework.

### **4 Perform the conversation (10) PB58 CS42**

**A** Write on the board:

When did they watch TV?

Play CS42. Elicit the answer *last night*. Encourage the pupils to guess the meaning.

**B** Play the cassette line by line for class repetition. Then tell the pupils to practise the conversation in pairs. Make sure they exchange roles.

**Cassette Section 42 is the conversation on PB58.**



<b>Learning objectives</b>	Perform a true conversation - making suggestions. Write a four-line conversation. Sing a song: <i>All on my way to school</i> . Trace and copy sentences.	
<b>Language</b>	S	one morning, like this, on my way to school
	R	Let's (go to the park). No, we (went to the park) yesterday.

### 1 Language revision (10) PB54/55/58

**A** Look at the first picture on PB58. Elicit how Tom feels. Tell the pupils to imagine they are Tom. Elicit some of the suggestions he makes. Turn to PB54 / 55 and elicit more suggestions using the pictures. If the class has difficulty with any of them, give a model and Practise with choral repetition.

**B** Make suggestions to the class and get them to refuse as follows:

T: Let's do our homework.

C: No. We did our homework yesterday.

Practise as a class, with individuals and then in open pairs.

### 2 Perform a conversation (10) WB8.7A

Demonstrate the two conversations with one pupil. Continue the practice using TP S2.

### 3 Write a conversation (5) WB8.7B

Tell the pupils to use the information in WB8.7A to write their own conversation.

### 4 Sing a song (10) PB59 CS43, Band 1 / 2

**A** Ask what the boy is doing in each picture (*walking, talking and running*). Ask the class how they think he went to school. Tell them to listen to Verse 1 and find the answer. Play Band 1 and elicit *He walked*.

**B** Teach the melody using Band 2. Then teach the words of Verse 1 using Band 1. Explain that *one morning refers to the past*, for example, one day last week. *Translate like this and on my way to school*. Practise Verse 1 until they can sing without the cassette. (See TP L2.)

### 5 Practise handwriting (10) HWB27

Follow the procedure described in TP HW1.

**Cassette Section 43 is the song All on my way to school on PB59.**

It is recorded thus: words and music (Verse 1); music only; words and music (Verses 1 & 2); words and music (whole song).

<b>Learning objectives</b>	Understand and write past simple tense forms. Ask and answer about the past. Sing a song: <i>All on my way to school.</i>
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<b>Language</b>	S/R hear / heard, saw
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### 1 Match present and past simple forms (5)

Write the four verb pairs in random sequence on the board:

1 go            2 drove            3 buy            4 went    etc

Then say a number and get a pupil to tell you the number of the verb that matches.

Ask another pupil to read it aloud. Practise each verb several times.

### 2 Write past simple forms (10) WB8.8A

**A** Look at WB8.8A. Explain that the first seven verbs are regular and take (e)d in the past. Tell the pupils to look at the verb *hop*. Elicit what else changes - extra *p* added. Remind the class of the rule by referring to the exercise in WB6.14.

Tell the pupils to write the regular verbs in the space provided.

**B** Explain that the verbs 8 - 17 are all irregular. Tell the pupils to try and write the past simple forms from memory. When they have finished let them check their work by referring to PB53.

### 3 Ask and answer (10) WB8.8B

Ask questions about the three characters in the Workbook. For example:

What did Aisha do last Friday?

Practise in groups, open pairs and simultaneous pairs. (See TP S1.)

### 4 Write sentences (5) WB8-8C

Tell the class to choose one thing each character did and write about it. When they finish they can write about themselves.

### 5 Sing a song (10) PB59 CS43

**A** Revise the first verse of the song. Play Band 1. Get the pupils to sing Verse 1 with the cassette. Ask them to sing it again with the music only. Play Band 2.

**B** Ask about the boy in the second and third picture:

Who did he see one morning?

What did he do?

What happened next?

Play the whole of Band 3 and elicit the answers. Highlight the past forms *saw* and *heard*.

**C** Teach Verses in 2 and 3 in the usual way. (See TP L1.)

<b>Learning objectives</b>	Understand the sequence of a recorded text. Use the information to complete a gapped paragraph. Retell the story from picture prompts. Write about self.
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<b>Language</b>	<b>S/R</b>	Revision
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### 1 Revise past simple tense forms (5) FCs

**A** Ask different pupils to tell you what they did yesterday.

**B** Use FCs to practise recognition of past simple tense forms. Include those in the story in WB8.9A.

### 2 Listen for gist (10) WB8.9A C544

**A** Explain that the pictures of Ali in WB8.9A tell the story of what he did yesterday. Tell them that they are in the wrong order. Ask the pupils to work in pairs and try and decide on the correct order.

**B** Tell the class to listen to the cassette to see if they were correct. Play CS44.

### 3 Retell the story (10) WB8.9A / B

**A** Get several pupils to retell the story in their own words, picture by picture.

**B** Ask different pupils to read the story as it is written in WB8.9B, filling in the gaps as they read.

### 4 Complete a gapped paragraph (5) WB8.9B

Tell the pupils to work on their own and fill in the gaps. Tell them to check their answers in pairs before doing a class check.

### 5 Write about self (10) WB8.9C

Write what you did yesterday on the board following the same outline as in the paragraph in WB8.9B *I went out (at ten o'clock). First I (visited my friend).*, etc. Rub out the outline and just leave the prompts. Tell the pupils to write a similar paragraph about themselves.

### Cassette Section 44

Presenter: What did Ali do yesterday? Number the pictures in the correct order. Ali went out at five o'clock. First he walked to the supermarket. He bought some apples and some bananas. After that he went to the hospital. He gave the fruit to his friend. Then he went home.

<b>Learning objectives</b>	Read and understand a cartoon story. Re-order and correct sentences. Understand pronoun reference.	
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<b>Language</b>	S	angry
	R	Why?

### 1 Vocabulary revision (5) FCs

**A** Draw two boys on the board, Ali and Rashid, and say:

Ali didn't eat any breakfast. He is hungry.

Rashid ran to school. He is thirsty. He wants a drink.

Check understanding in Arabic. Then ask **Why is Ali hungry?** and **Why is Rashid thirsty?**

**B** Practise recognition of key words from the story on FCs.

### 2 Talk about the pictures (5) PB60 / 61

Elicit the title and the questions under it. Then ask questions as follows:

Picture 1: What is Anne doing?

What is Tom doing? (He's talking to Anne.)

Picture 2: What is Tom doing? (He's looking out of the window.)

Why? (He wants his bicycle.)

Pictures 3/4: Is Tom happy?

Present the word **angry**. Elicit the reason - his bicycle isn't there. Don't ask questions about the remaining pictures. Let the pupils find out who took Tom's bicycle when they read the Story.

### 3 Read the story and do a True / False exercise (10) PB60 / 61 WB8.10A

**A** Write on the board Who's got Tom's bicycle? Get the pupils to read the story silently and find out. Go round checking their progress. As you go round ask pupils to read words and phrases aloud.

**B** Tell the pupils to do the **True / False** exercise on their own.

### 4 Re-order three sentences (5) WB8.10B

Tell the pupils to correct the false sentences. They can do this by re-ordering the sentences in WB8.10B.

### 5 Listen to the story (5) PB60 / 61 CS45

Ask the pupils to listen carefully to how the characters speak and the sound effects. Encourage them to imagine the story as it is happening.

### 6 Follow-up (10) PB60 / 61

Encourage discussion of the story in Arabic or English. Then get the pupils to read the story aloud in groups of three.

### 7 Revision P62

If there is time, use the Language summary in the usual way. Remind the pupils that they should use it at home to help them understand what they have learned in Unit 8.

**Cassette Section 45 is the text of the story on PB60/61.**

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## Glossary of key instruction words used in the Teaching Procedures

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### Check understanding

This is to find out what the pupils know at a particular point in the lesson. For example:

- after the presentation of new language.
- after introducing a task.
- at the end of the lesson,

Checking understanding should not be seen as testing the pupils, as this can be discouraging during the teaching process. It is just a way of finding out how much the pupils have understood and what needs further clarification.

### Demonstrate

Demonstration is mainly used in connection with the introduction of Workbook activities. It involves **showing** the pupils what to do. This can be done using a similar activity or using some of the material from the book. Two important points to remember are:

- Workbook material should not be wasted by using more than a small part in a demonstration.
- If the activity involves writing, the pupils should not write during the demonstration.

### Discuss

This indicates that the pupils should be asked for their own ideas about such things as the topic of the lesson, pictures in the pupils' material or even aspects of the language. It is a useful opportunity to present new vocabulary in a context familiar to the pupils. If they are not capable of a 'real' exchange of ideas, prompt the pupils, for example, by asking questions. In a 'discussion', the pupils can respond with one-word answers or short phrases. Sometimes it is appropriate for the discussion to take place in Arabic. However the discussion is carried out, the pupils should be encouraged to say what **they** think.

### Elicit

This involves getting information *from the pupils*. There are many reasons why the teacher might want to do this, for example:

- to check understanding.
- to get information about a picture.
- to get the pupils reading phrases and sentences aloud.
- to find out what they think / know.

Eliciting from the pupils helps make sure they are following and keeps them involved in the lesson. It is always done orally; the pupils speak in response to a question or other prompt from the teacher.

### Explain

This is a point in the lesson when the teacher is required to clarify what to do or give precise information on aspects of the language. It is important that any explanation is clear, simple and short. For example, it is enough to say 'A verb is a doing word.' as long as the pupils are then asked to give some examples. Misunderstandings can then be followed by another short explanation. English should generally be used for explanations, but there are times when Arabic is more appropriate, for example, with grammar explanations or during the introduction of cultural background information.

### Introduce

This is often used when talking about Workbook activities. It is also used in relation to the topic, language point, or reading / listening texts. One reason for introducing aspects of the lesson is to raise interest among the pupils in what they are about to do, and thus help

motivation. When introducing a Workbook activity it also helps give the pupils an idea of the purpose behind the activity; this will help the pupils do it with understanding rather than in a mechanical way. It is important to involve the pupils during the introduction stage using discussion, eliciting and reminding as well as some explanation.

### **Present**

This is carried out with new vocabulary or a new language point and involves making the meaning clear for the class. Ideas are sometimes given in the teaching procedures; at other times it is up to the teacher to think of the most suitable presentation. Arabic translation would not normally be used to present the meaning, but Arabic can sometimes be elicited from the pupils to check understanding.

### **Prompt**

This involves giving the pupils some help in the form of words, pictures, gesture etc, in order to get them speaking - or sometimes writing. It involves guiding the pupils to find answers for themselves using whatever knowledge they have. By encouraging involvement from the pupils, learning becomes memorable as well as interesting. The use of prompts contributes to the smooth running of the lesson.

### **Remind**

This is carried out when the pupils need to make use of something they have done before. It might be a familiar-topic where a picture would be enough to remind them. It could also be a familiar rule, such as punctuation, which pupils tend to forget; reminding in this case could be just highlighting the full stop and capital letter in a sentence on the board. On the other hand it might be something the pupils have only done once before such as a particular Workbook activity. Here they could be reminded by being shown what they had done with reference to the previous activity in the book.

Reminding should always be a quick process. Of course, if the pupils can't remember, it might be necessary to introduce the activity again, present the language a second time or further discuss the topic.

## Crescent 1 for Yemen Word List

### A

A/a  
After  
afternoon  
Ahmed  
Aisha  
Ali  
\*all  
am  
Amna  
an  
and  
Anne  
answer  
Anything else?  
\*anywhere  
\*apostrophe  
apple  
are  
\*arm  
armchair  
ask  
at

### B

bag  
bakery  
ball  
banana  
bank  
bathroom  
beach  
bed  
bedroom  
behind  
belt  
bicycle  
big  
bike  
Bill  
bird  
black  
block of flats  
blouse  
blue  
board  
boat  
Bob  
book  
bookshop

bottle  
bought (*buy / bought*)  
boy  
bread  
breakfast  
brother  
brown  
brush / brushes  
building  
burger  
bus  
but  
buy / buying  
'Bye

### C

cake  
came (*come / came*)  
camel  
camera  
Can I have ... ?  
can / can't  
can (n)  
\*capital letter  
car  
carpet  
carton  
cassette  
cat  
chair  
cheese  
chicken  
clean / cleaning  
climb  
clothes  
coffee  
colour  
come / coming  
\*comma  
cup  
curtains  
cushion

### D

Dad  
date (*food*)  
day  
desk  
did (*do / did*)

\*divided by ( *maths*)  
do/does  
doing  
door  
down  
drink / drinking  
dress  
drive / drove

### E

\*ear  
eat / eating  
egg  
Egypt  
eight  
eleven  
England  
English  
evening  
\*equals  
every  
\*eye

### F

face  
family  
farm  
fast (*adj*)  
father  
Fatma  
favourite  
\*fed up  
\*feet  
fifth (5th)  
find  
\*finger  
first (1st)  
fish  
five  
flat  
floor  
food  
football  
four  
fourth (4th)  
Friday  
friend  
from  
fruit  
Fuad

\*full stop  
furniture

## G

game  
\*getting dark  
get up  
girl  
give / gave  
glass  
go shopping  
go swimming  
go / goes  
going  
Good morning  
good  
Goodbye  
great  
green  
ground floor

## H

had  
hair  
hall  
hand  
\*happy  
Hassan  
have breakfast  
have / has got  
having  
He / he  
\*head  
hear / heard  
Hello  
help / helping  
helped  
her  
Here you are.  
here  
Hi  
his  
home  
homework  
hop  
hospital  
house  
How many  
How old  
hungry

## I

I / I'm  
in  
in front of  
Is / is  
It's  
It / it

## J

Jack  
jacket  
jar  
juice  
jump

## K

Kim  
kitchen  
\*knee  
know

## L

lamb  
lamp  
last (Monday)(night)  
leg  
Let's  
letter  
like  
listen / listening to  
listened to  
little  
live  
living room  
\*London  
look

## M

man  
maybe  
me  
meat  
men  
milk  
\*minus  
Monday  
money  
\*month  
morning  
mosque  
mother

## Mr

Mrs  
Mum  
my

## N

Najeeb  
name  
next to  
night  
nine  
No  
\*nose  
not  
now  
number

## O

o'clock  
of  
Oh  
OK  
on  
one  
or  
orange  
our  
over there

## P

packet  
park  
pastime  
pen  
pencil  
Pepsi  
phone (n)  
phone / phoned  
picture  
plane  
play / playing  
played  
please  
\*plus  
police station  
post / posting  
post office  
pray / prayed  
put

## Q

\*question mark



**R**

radio  
 ran (*run / ran*)  
 read (*read / read*)  
 reading  
 \*really  
 red  
 restaurant  
 rice  
 ride / riding  
 ring / ringing  
 room  
 rubber  
 ruler  
 run / running

**S**

Saleh  
 Salwa  
 Sameera  
 Sana'a  
 sandwich  
 Saturday  
 saw (see / saw)  
 scarf  
 school  
 sea  
 second (2nd)  
 see  
 seven  
 7-up  
 seventh (7th)  
 She/she  
 shelf  
 shirt  
 shoe  
 shop  
 sing  
 sister  
 sit/sitting  
 six  
 sixth (6th)  
 skirt  
 small  
 sock  
 sofa  
 some  
 sorry  
 speak  
 stairs  
 stereo  
 street

**Sunday**

supermarket  
 sweater  
 swim / swimming

**T**

table  
 take / taking  
 talk to / talking to  
 talked to  
 tea  
 teeth  
 telephone  
 ten  
 terrible  
 Thank you  
 thanks  
 that  
 That's all  
 The / the  
 their  
 Then  
 There is / are  
 there  
 these  
 They / they  
 thing  
 think  
 third (3rd)  
 thirsty  
 this  
 This is the way  
 three  
 Thursday  
 Tim  
 time  
 to  
 today  
 toes  
 \*together  
 Tom  
 touch  
 town  
 trousers  
 T-shirt  
 Tuesday  
 TV  
 twelve  
 two

**U**

under

**up****V**

\*very  
 visit / visited  
 visiting

**W**

walk / walked  
 wall  
 want  
 want to  
 was  
 wash/washes  
 washing  
 watch/watches  
 watched  
 watching  
 water  
 we  
 wear / wearing  
 Wednesday  
 week  
 went (*go / went*)  
 were  
 What  
 What's  
 What's the time?  
 What's wrong?  
 When  
 Where  
 white  
 Who  
 Why  
 window  
 with  
 woman  
 women  
 work / worked

**y**

yellow  
 Yemen  
 Yes  
 yesterday  
 you  
 your

**Z**

\*zero