

# Teacher's Guide Grade 1

## The components of the course are as follows:

- **Pupil's Book**

The pupil's book consists of twenty units. Every fourth unit being a revision unit. Each unit starts with listening task represented by a dialogue then it is followed by a speaking task encouraging learners to speak, then read and write.

- **Workbook**

The workbook contains a range of exercises. It begins with practice through enjoyable activities such as drawing lines to accustom pupils to write from left to right. Then pupils trace and copy the letters and are encouraged to think about their sounds. At the end of the book, there is a handwriting file to reinforce pupils' writing skill.

- **Teacher's guide**

The teacher's guide contains easy-to-follow instructions that help teachers implement the lessons.

- **Audio materials**

## The aim of the course

This course stimulates the pupils interest in learning English and acquiring language through active participation in songs, games, projects, puzzles and other enjoyable activities.

## Types of activities in the pupil's book:

**Listen and repeat.**

Pupils listen to the audio while following the pictures in the dialogues. After listening to the cassette at least twice, pupils repeat the dialogue one sentence a time.

### **Ask and answer**

This exercise follows the presentation stage to reinforce the new structure. Pupils are encouraged to talk and communicate (in pairs) and have the opportunity to practice the target language in meaningful situations.

### **Point and say**

This exercise tests pupil's ability to recognize the letters and words as well as consolidate their sounds.

### **Listen and sing**

Songs give pupils the opportunity to have fun whilst learning, encouraging all pupils to participate in singing with the class. In this way songs will consolidate the target language.

### **Play**

Play activities are important because they help to sustain the motivation of pupils and promoting their interaction, so pupils can experience the language in a vivid way.

### **Projects**

They provide practical application for what children are learning. Projects allow the pupil to demonstrate his/her capabilities while working independently as well as it develops his/her ability to work with his/her peer, building teamwork and group skills. Projects create some real-world learning experiences.

### **Types of activities in the workbook:**

## **Trace**

Learning to write from left to right is a prewriting practice. It is an important element in the handwriting development of pupils.

## **Copy**

Pupils are introduced to new letters. First, they trace bold model letters then they copy them.

## **Match**

There are many formats for the matching exercises. First, to match the letter with the object. Second to match the word with its picture. Third, to match the picture with beginning letter of the word. Fourth, to match capital letters with small ones.

## **Circle**

These exercises help pupils to recognize sounds, letters and words.

## **Draw**

Drawing exercises provide an opportunity for pupils to create their own materials for interactive discussion.

## **The general teaching approach**

The adopted approach is action oriented approach to learning English. This approach considers pupils as social agents who have tasks to perform in a specific environment.

The topics have been chosen to be familiar to the level of the pupils and are presented with language that is relevant to their environment.

The tasks of the course book are centered on learners. They focus on the learners' capacities to acquire English corresponding to their in-school and out of school needs.

The curriculum takes into consideration the main skills and sub-skills and presents tasks with integrated skills

The curriculum responds to the standards approved by the Ministry of Education.

### Grade One - Listening

<b>Overall expectation , by the end of grade 1, students will be able to: Listen in order to demonstrate recognition of both sounds of English letters, their combinations in some basic words, plus sounds of some basic entire words</b>	
<b>Standards Students should:</b>	<b>Performance Indicators Students should:</b>
1.L.1.recognize sounds of English letters and their combinations in basic words(sound-letter relation), and sounds of some basic words	1.L.1.1 distinguish the correct sounds of English letters 1.L.1.2 connect sounds with correct letters or group of letters 1.L.1.3 distinguish the correct sounds of numbers (1 – 10) 1.L.1.4 distinguish the correct sounds of some <u>basic words</u> 1.L.1.5 identify the correct subjective pronoun pointing to the meant person(s)/thing(s) when listening (e.g. I, you, he, she, it, we , they) 1.L.1.6 recognize initial/final consonant/ vowel sound that rhymes (e.g. ball, doll/ chair, air/ cat, car)
1.L.2.understand some basic words following simple listening strategies	1.L.2.1 match letters to their corresponding sounds 1.L.2.2.point to the correct picture representing some basic words when listening (e.g. numbers, colors, basic objects) 1.L.2.3.use gestures, body language, facial expressions to show understanding / non understanding or enjoyment when listening(e.g. simple songs, rhymes)
1.L.3.understand basic words in greetings and classroom instructions	1.L.3.1 respond to short simple greetings (e.g. A: Good morning! B:Good morning) 1.L.3.2 respond to simple instructions ( e.g. stand up, open your book) 1.L.3.3 distinguish between statements and questions when listening (e.g. Is this a sandwich?)

### Grade One - Speaking

**Overall expectation, by the end of grade 1, students will be able to:**

<b>Pronounce English letters and some basic words correctly, and use them in familiar situations, exchanges and presentations</b>	
<b>Standards</b>	<b>Performance Indicators</b>
<b>Students should:</b>	<b>Students should:</b>
1.S.1.Pronounce English letters and some basic repeated words correctly	1.S.1.1 say the letters of the alphabet correctly 1.S.1.2 say the numbers correctly (from one to ten) 1.S.1.3 imitate the pronunciation of some basic words after listening to a tape (e.g. classroom objects) 1.S.1.4 pronounce correctly some basic words for objects, actions, colours...etc. 1.S.1.5 pronounce correctly repeated foreign names in textbook 1.S.1.6.pronounce simple contractions(e.g. It's, I'm)
1.S.2. Speak in basic familiar situations, short guided exchanges, simple presentations, songs using basic learned words	1.S.2.1 ask and respond correctly to some basic simple questions of four-words about persons, objects, and numbers (e.g. age, name, colour,...) 1.S.2.2 give basic short instructions and respond to them (e.g. stand up, open your book ) 1.S.2.3 repeat short, simple rhymes with the teacher after listening to a tape 1.S.2.4 sing along short, simple songs with the teacher when listening to a tape 1.S.2.5 say a letter and a word starting with that letter (e.g. "a" for" apple") 1.S.2.6 present letters of the alphabet to the class 1.S.2.7 participate in basic, short, simple guided exchanges with a peer considering statements and questions (e.g. it's a big ball.) 1.S.2.8 maintain eye contact with the audience (peers, teachers,..)

## Grade One - Reading

**Overall expectation, by the end of grade 1, students will be able to:**  
**Demonstrate recognition of English letters and their combinations in basic**

<b>words, and some basic words when reading</b>	
<b>Standards Students should</b>	<b>Performance Indicators Students should</b>
1.R.1.recognize English letters and their combinations in familiar basic words, some repeated words and simple phrases	1.R.1.1. identify English letters correctly 1.R.1.2.identify capital and small letters correctly for proper nouns; people’s names 1.R.1.3.recognize correctly basic words (e.g. numbers, colours, names....) 1.R.1.4.recognize correctly short simple phrases (e.g. It’s a table, My name’s....)
1.R.2.understand basic words in reading materials using simple reading strategies	1.R.2.1. read English from left to right 1.R.2.2. label objects correctly 1.R.2.3. respond to direct instructions (count, match, trace, etc.) 1.R.2.4. fill in a missing word to show understanding of learned basic words using pictures (e.g. objects, numbers) 1.R.2.5. recognize repeated characters' names in the textbook
1.R.3.make connections between prior knowledge and understanding basic words	1.R.3.1.match words with pictures to determine the meaning of these words, using picture clues and illustrations 1.R.3.2. recognize basic familiar expressions when reading (e.g. greetings)using pictures 1.R.3.3. consider the statements and questions when reading

## Grade One- Writing

<b>Overall expectation, by the end of grade 1, students will be able to:</b> <b>Write English letters (capital and small) and some basic single words correctly, legibly and neatly according to appropriate simple organizational patterns</b>	
<b>Standards Students should</b>	<b>Performance Indicators Students should</b>

1.W.1. write English letters, and some basic single words correctly, legibly and neatly	1.W.1.1. <u>Trace</u> English letters (capital and small) legibly 1.W.1.2. Trace English numbers (1-10) legibly 1.W.1.3. <u>Copy</u> English letters (capital and small) legibly and neatly . 1.W.1.4. <u>copy</u> numbers (1-10) legibly and neatly . 1.W.1.5. <u>write</u> English letters (small and capital) correctly 1.W.1.6. trace and copy basic single words neatly and correctly (e.g. basic objects, colours....)
1.W.2. write letters and some basic words for specific purposes	1.W.2.1. label objects correctly 1.W.2.2. fill in missing letters to complete a word indicated in a picture
1.W.3. write letters and words according to appropriate basic organizational patterns	1.W.3.1. write from left to right following the teacher's model 1.W.3.2. use regular and appropriate spacing between letters, words, ... 1.W.3.3. alphabetize by first letter (e.g. a list of friends' names)
1.W.4. begin to revise basic written work with teacher's assistance applying prior knowledge of basic spelling and punctuation	1.W.4.1. correct the spelling and capitalization of simple basic words (e.g. pen, car, <u>S</u> alma.....)

## Unit 1

### Hello!

#### Aims

To teach pupils to introduce themselves

To teach the new vocabulary related to greetings

To ask *wh*-question

#### Structures

*Hello. I'm (Miss) ...*

*What's your name?*

*How are you?*

#### Functions

Greeting and responding introducing oneself

#### Target vocabulary

hello, fine, thank you, good morning, goodbye, name

## Materials

Pupil's book-unit 1

Workbook-unit 1

Visual aids: Character flashcards, real characters (pupils)

Audio file: Pupil's book. Exercise No. (1-2-3-4)

Workbook. Exercise No. (3)

## Presentation

- Introduce yourself to the pupils. Say: 'Hello', and ask the class to repeat. Then say: 'Hello, I'm Miss/ Mrs. / Mr.... !'.
- Walk around the classroom saying 'Hello' to individual pupils. Ask the class to respond with 'Hello (+ your name)'. Smile at pupils to make them feel relaxed. Repeat: 'Hello, I'm' Miss /Mrs. /Mr. ...' and invite individuals to say: ' Hello, I'm (Tala, Rami..).
  - Ask one pupil to come to the front of the class then ask him\ her 'What's your name?' whispering to the pupil to say his \ her name.
  - Ask pupils to repeat the question many times in groups.
  - Ask pupils to practise the question and answer in pairs.
  - Now tell pupils that they are going to say 'goodbye'.
  - Gesture 'goodbye' with a wave to help them understand the meaning.
  - Ask group A to say: 'Goodbye' to group B, and then group B to reply, 'Goodbye' to group A.
  - Hold up the character flashcards or point to the characters in the lesson (Tom, Mary, Miss Kate) and repeat the name of each character and ask the class to repeat each name after you in groups then individually.

## Exercise 1

- Tell the class to open their Pupil's Books.
- Ask them to point to the characters they see and name them.
- Tell the class that they are going to listen to the audio, then play the audio all the way through.
- Play the audio a second time, pausing after each speech bubble and ask the pupils to repeat.

## Audio script

*Hello!*

*Hello.*

*I'm Tom. What's your name?*

*I'm Mary.*

*Tom, Tom. Come here!*



*Goodbye Mary!*

*Goodbye!*

### Extra activity

Throw a small ball ( paper / wool / or sponge ball...) towards the pupils and ask the one who gets the ball 'What's your name?', he / she answers, then he / she throws the ball to another pupil and asks the same question and so on.

### Exercise 2

- Introduce 'Good morning' through acting, showing a video or using visual cards.
- Ask a pupil to come to the front of the class and say to him / her: 'Good morning' whispering the response to him /her.
- Pupils practice 'Good morning' individually and in groups.
- Prepare the pupils for listening and ask them about the characters' names.
- Play the audio all the way through then play it a second time, pausing after each phrase and asking the class to repeat after you.
- Make sure that pupils are following the pictures as they listen to each phrase.

### Audio script

*Good morning, I'm miss Kate.*

*Good morning.*

*What's your name?*

*I'm Tom.*

### Exercise 3

- Tell the class that they are going to sing a song and ask them to open their Pupil's Books.
- Ask pupils to tell you what the names of the boy and the girl are.
- Play the audio all the way through once or twice. Play the audio again, pausing at the end of each line for the class to repeat.
- Let pupils sing the song with music only. Make this activity fun.

### Audio script

*Hello, hello,*

*how are you?*

*I'm fine, I'm fine,  
thank you.*

#### Exercise 4

- Present 'How are you? I'm fine, thank you.' through acting, showing a video or using visual aids.
- Let them repeat the question and the answer many times in groups.
- Let them practice the question and answer in pairs.
- Tell the pupils that they are going to listen to the audio, then play the audio all the way through.
- Play the audio a second time, pausing after each phrase (or sentence) and ask the class to repeat in groups then individually.

#### Audio script

*Good morning!*

*Good morning.*

*How are you?*

*I'm fine, thank you.*

#### Exercise 5

- Ask two confident pupils to act out the following dialogue in front of the class then ask the class to practise the dialogue in pairs.
- Walk round and help pupils if needed.

*Pupil A: Good morning.*

*Pupil B: Good morning.*

*Pupil A: How are you?*

*Pupil B: I'm fine, thank you.*

## Workbook

#### Exercise 1

- Tell pupils that they are going to trace the lines from left to right.
- Stand with your back to the class and draw a straight line in the air with your finger from left to right.
- Tell pupils to draw in the air with their fingers in the same way. Walk round and make sure they are moving their fingers from left to right.
- Ask pupils to trace the lines in their books neatly.
- Walk round monitoring pupils' work and help if needed.

### Exercise 2

- Ask pupils to point to the monkey on the page.
- Explain that they must help the monkey to find the bananas by drawing a line from the monkey to the bananas as neatly as possible.

### Exercise 3

- Tell pupils that they are going to listen and match.
- Play the audio all the way through once and ask them to listen carefully.
- Play the audio a second time, pausing after each sentence for them to match.
- Check pupils' work.

### Audio script

*Good morning.*

*Good morning.*

*How are you?*

*I'm fine.*

*What's your name?*

*I'm Mary.*

*Goodbye.*

*Goodbye!*

## Unit 2

### My Classroom

#### Aims

To teach classroom objects

To teach wh-question: *What's this?*

#### Structures

*What's this? It's a pencil.*

### **Functions**

Asking about classroom objects

### **Target vocabulary**

book, pencil, bag, desk, table

### **Materials**

Pupils' book-unit 2

Workbook-unit 2

Visual aids: Flashcards, real objects

Audio file: Pupil's book. Exercise No. ( 1-2-5)

Workbook. Exercise No. (2- 3)

### **Presentation**

- Use visual aids / flashcards.... etc. to introduce the new vocabulary and structures.
- Have pupils repeat the vocabulary and the structures in groups then individually.

### **Exercise 1**

- Tell the pupils that they are going to listen to the audio, then play the audio all the way through.
- Play the audio a second time, pausing after each sentence and ask the class to repeat in groups and individually.

### **Audio script**

*What's this? It's a book.*

*What's this? It's a desk.*

*What's this? It's a table.*

*What's this? It's a pencil.*

*What's this? It's a bag.*

### **Exercise 2**

- Have pupils listen to the words one by one, point to each one they hear and say it again.

### Audio script

*table bag desk pencil book*

### Exercise 3

- Tell the class that they are going to play a game by asking them to touch a classroom object quickly when hearing the target word individually. Then name the word again.
- Ask several pupils to come to the front and play the game.
- Make the activity fun.

### Exercise 4

- Revise the vocabulary and structures if necessary.
- Start asking and answering as in the example (teacher-pupil) then (pupil-teacher).
- All students ask and answer in pairs (pupil-pupil).
- Have two pupils ask and answer in front of the class.

### Exercise 5

- Tell the pupils that they are going to listen to a song, point to an object in the classroom and say the first part of the song.
- Play the song all the way through once or twice.
- Play the song again, pausing at the end of each line for the class to repeat.
- Play the audio all the way through and let pupils sing along.
- Pupils sing the song with music only.

### Audio script

*In my classroom,*

*I can see,*

*point with me,*

*point with me.*

*I can see a chair,*

*can you see?*

*In my classroom ,  
I can see,*

*point with me,  
point with me.*

*I can see a desk,  
can you see?*

### **Exercise 6**

- Have pupils look at the pictures and guess the suitable face, then they draw the suitable mouth for each behaviour individually.

## **Workbook**

### **Exercise 1**

- Have pupils trace the lines.
- Go round the classroom and check pupils' work.

### **Exercise 2**

- Tell the pupils that they are going to listen to the audio and match the word to the correct picture individually.
- Play the audio, pause after each word and give them time to match.
- Go round the classroom and check pupils' answers.

### **Audio script**

*book table desk bag pencil*

### **Answers**

1. Picture 2    2. Picture 4    3. Picture 1    4. Picture 3    5. Picture 5

### **Exercise 3**

- Tell the pupils that they are going to listen to the audio then circle the correct picture.
- Play the audio pausing after each sentence to give them time to circle.

- Go around and help if needed.

### Audio script

*It's a book.*

*It's a desk.*

*It's a bag.*

*It's a pencil.*

### Exercise 4

- Have pupils look at the pictures and match them with the words in pairs. Then they say the name of each one individually.
- Praise the pupils' work.

## Unit 3

### In the Classroom

#### Aims

To teach new vocabulary about classroom instructions

To count from one to five

To use **please** and **thank you**

#### Structures

*stand up, please, sit down, come here, open your book, close the door*

#### Functions

Counting

Giving commands

#### Target vocabulary

stand up, sit down, open, close, door, window, come

#### Phonics

The 'I' sound

#### Materials

Pupil's book-unit 3

Workbook-unit 3

Visual aids: classroom objects e.g. pencils, books....

Things that contains L sound

Audio file: Pupils book. Exercise No.(1-2-3-5-6 )

Workbook. Exercise No.(1-5)

### Presentation

- Start your lesson by acting out '**stand up, sit down**', you can move your arms up and down or you stand then sit many times saying 'stand up, sit down'.
- Do the same for the other instructions you can use flashcards or show them a video.
- Pupils repeat the structures in groups then individually.

### Exercise 1

- Prepare the class for listening, play the audio for the first time all the way through
- Play it a second time, pausing after each sentence for them to repeat.

### Audio script

*Stand up, please!*

*Sit down, please!*

*Come here.*

*Close the window.*

*Open the door.*

### Exercise 2

- Choose a pupil and say: '**Sit down, please!**'.
- After he/ she does that, say: '**Thank you!**'.
- Invite a pupil to give you commands and you perform.
- Prepare them for listening, play the audio twice.
- Practice the instructions with the whole class in groups then individually.
- Ask two pupils to practise that in front of the class then the whole class practise them in pairs.

### Extra activity

Play a game, give the class instructions and they have to perform quickly all together and the one who doesn't perform correctly leaves the game.

### Audio script



*Open your book, please!*

*Thank you!*

### **Exercise 3**

- Use things (pencils- books.....etc.) to count, try to count many kinds of things.
- Ask pupils to open the books, help them to count the bananas.
- Prepare them for listening. Play the audio all the way through for the first time.
- Play it a second time pausing after each number and encouraging them to repeat.

### **Audio script**

*one two three four five*

### **Exercise 4**

- Look at the picture of the bag and give the pupils time to name and count the items.
- Help them to circle the numbers correctly.
- Check the answers.

### **Extra activity**

Choose a bag at random. Let them count the books, pencils ....etc.

### **Answers**

3 pens    1 ruler    4 pencils    2 books

### **Exercise 5**

- Prepare the class for listening.
- Play the audio all the way through for the first time, then a second time pausing after each sentence to repeat.
- The pupils start singing in groups.
- Pupils sing the song with the music only then they sing it in groups.
- Ask some pupils sing in front of the class.

### **Extra activity**

You can show them videos and songs about numbers from 1 to 5.

### Audio script

*One two three,  
four and five.*

*Let's play,  
count and say:*

*One two three,  
four and five.*

### Exercise 6

- Introduce the sound 'I', then play the audio many times and let them repeat in groups then individually.
- Write the letter on the board and pronounce it many times, then play the audio and let the pupils repeat.
- You can use a picture, a flashcard or a real lemon to introduce the word. Pronounce the sound 'I' within the word, then write letter 'I' on the board or show a flashcard.
- Pronounce it and let them repeat many times in groups and individually.

### Audio script

*L l lemon*

### Exercise 7

- Give pupils time to find the small 'l' and the capital 'L' and circle them in pairs.
- Help if needed.

### Extra activity

You can write many letters on the board and let them circle the letter L l.

## Workbook

### Exercise 1

- Illustrate that the pupils are going to listen and tick the correct picture.
- Give them time to look at the pictures.
- Play the audio for the first time, pausing after each sentence then play it again all the way through.
- Check the answers.

### Audio script

1. *Sit down.*
2. *Open the window.*
3. *Come here.*
4. *Close the door.*

### Answers

1. Picture .1
2. Picture .2
3. Picture .2
4. Picture .2

### Exercise 2

- Illustrate that the pupils are going to count and colour according to the number.
- Give them time to do the exercise, help if needed.
- Check the answers.

### Exercise 3

- Illustrate that the class are going to count and write the number.
- Give them time to do the exercise and help if needed.
- Check the answers.

### Answers

5 stars    1 seahorse    4 fish    2 crabs    3 octopuses

### Exercise 4

- Write letter **L** on the board.
- Standing with your back to the class, write the letter in the air. Have the pupils imitate you.

- Ask some pupils to write the letter on the board.
- Ask them to trace then copy the letter in their books.
- Go around and check.

### Exercise 5

- Tell the pupils that they are going to listen and match the words that have the sound **T**.
- Play the audio pausing after each word for them to match, then play it again.
- Go around and check their answers.

### Audio script

*pencil lemon book*

### Answers

pencil - lemon

## Unit 4

### A boy and a Girl

#### Aims

To teach pupils about gender

To teach the personal pronouns: **he / she**

To teach *wh*-question

To introduce plurals with **s**

To teach new vocabulary about gender

#### Structures

*I'm a boy. I'm a girl.*

*He's a boy. She's a girl.*

*How many boys?*

#### Functions

Talking about gender

Counting from 1 to 5

#### Target vocabulary

girl, boy, How many

## Phonics

The 'o' sound

## Materials

Pupils' book-unit 4

Workbook-unit 4

Visual aids: Classroom objects, flashcards, real objects, real characters (pupils)

Audio file: Pupil's book. Exercise No. (1-3-6)

Workbook. Exercise No. (5)

## Presentation

- Present the words **boy** / **girl** by pointing to the pupils in the class saying **a boy** / **a girl**. Let the pupils repeat chorally.
- Encourage pupils to talk about themselves saying: **I'm a boy** / **I'm a girl**.
- Point to a male pupil in the class and say: (Sami) is a boy. He's a boy. Then point to a female pupil and say:(Tala) is a girl. She's a girl. Do this with several different pupils.
- Ask pupils to talk about the pupil next to them using the correct pronoun individually.

## Extra activity

The teacher writes '**I'm a boy**' on the right side of the board and '**I'm a girl**' on the left side of the board. The teacher asks each group to go to the correct side according to their gender.

## Exercise 1

- Ask pupils to look at the pictures in the first exercise and ask them to point at the characters and say their names (Tom, Sally, Jack and Mary). Then, let pupils say if the character is a boy or a girl. e.g. Sally is a girl. She is a girl.
- Tell the pupils that they are going to listen to the audio, then play the audio all the way through.
- Play the audio a second time, pausing after each sentence and ask the class to repeat.
- Make sure that pupils are following the pictures as they listen to each sentence.

## Audio script

*I'm a boy.*

*I'm a girl.*

*He's a boy.*

*She's a girl.*

## Exercise 2

- The pupils look at the picture, then they repeat the sentence written in the speech bubble after you.
- Have them work in pairs talking about the other characters in the same way.

## Extra activity

Choose some pupils to come to the front and let them talk about themselves saying: **I'm a boy / I'm a girl**. Then, let the other pupils talk about their friends saying: **He's a boy / She's a girl**.

## Exercise 3

- Pupils revise classroom objects and numbers from one to five.
- Pick up for example 3 books and each time you pick one up, count it, saying, 'One book. Two books. Three books. Then ask: **How many?**' Wait for pupils to give the answer 'three'. If no pupil answers you, repeat the question and then model the answer, 'three'. Let pupils repeat the structure giving more examples.
- Tell them that they are going to listen to a conversation, then play the audio.
- The pupils listen to the first question and repeat. Pause and wait for them to count and say the answer. Then play the audio to listen to the answer.

## Audio script

A: *How many boys?*

B: *Two boys.*

A: *How many girls?*

B: *Three girls.*

### Exercise 4

- Ask pupils to look at the picture. You read the question in the speech bubble '**How many lemons?**'. Let pupils repeat the question after you then they count and say the answer: '**five lemons.**'.
- Ask pupils to work in pairs asking and answering about the number of the other objects in the picture.
- Walk round the class listening and helping if needed.
- Encourage two pupils to act the conversation in front of the class.

### Exercise 5

- Explain to pupils that they are going to guess if the shadows of the characters are girls or boys.
- Ask pupils: '**How many boys / girls?**'. The pupils count and say the correct number.

### Answers

*One girl.*

*Three boys.*

### Extra activity

- Ask some pupils (boys and girls) to come to the front of the class. Let them hide their faces using books or by putting jackets on their heads. Now, ask the class to guess and say: '**She's a girl.**' or '**He's a boy.**' individually.
- When they finish, ask them about the number: 'Count. How many boys \ girls?'.

## Exercise 6

- The teacher asks the pupils to listen to the sound 'o' and let them repeat in groups then individually.
- Introduce the word '**orange**' by using a real orange, a flashcard or by drawing it on the board. Pronounce the sound within the word.
- Write letter 'o' on the board or show them a flashcard and pronounce it many times.

## Audio script

*O o orange*

## Exercise 7

- Tell pupils that they are going to find letter 'o' in the words and circle it.
- Read the words (**boy, olive, door, orange**) slowly and repeat each word twice.
- Walk round the class checking their answers helping when necessary. Then, write the words on the board and encourage pupils to circle letter 'o'.

## Workbook

### Exercise 1

- The pupils look at the first two pictures, they say if the character is a girl or a boy. Then the teacher reads the first sentence and the pupils tick the correct picture.
- Do the same with the other statement.
- Walk round the class checking their answers.

### Exercise 2

- Ask pupils to look at the picture and say what they can see.



- Ask pupils to count the required items and circle the correct number.
- Walk round the class to check the pupils' answers then, do it along with the pupils.

### Answers

4 books      2 pens      4 oranges      3 apples

### Exercise 3

- Read the sentence and ask the pupils to repeat, then ask them to match it to the suitable picture. Walk round checking their answers.

### Exercise 4

- Let each pupil colour the picture which indicates his \ her gender.
- Girls tick the sentence: '**I'm a girl**'. Boys tick the sentence: '**I'm a boy**'.
- Walk round the class to check their answers.

### Exercise 5

- Tell pupils that they are going to listen to the audio and draw what they hear.

### Audio script

*Draw two lemons.*

*Draw five pens.*

*Draw one book.*

### Exercise 6

- Ask pupils to point to the letter 'o' and pronounce it. Then, point to the picture of the orange and say its name and let the pupils repeat.
- Ask them to trace and copy the letter showing them the way on the board and in the air.

- Pupils pronounce the letter 'o' as they write it.
- Walk round monitoring pupils' work, praising their accuracy and neatness.

### **Exercise 7**

- Tell pupils to look at the train of the letters and circle letter 'o' only.
- Walk around the class to check their answers.

## **Unit 5**

### **Revision 1**

#### **Aims**

To revise the vocabulary from unit 1 to 4

To revise imperative

To revise gender

To revise greeting and introducing oneself

To revise numbers from 1 to 5

#### **Structures**

To revise previous structures

#### **Functions**

To revise previous functions

#### **Target vocabulary**

To revise previous vocabulary

#### **Phonics**

To revise the **o** and **l** sounds

#### **Materials**

Pupil's book-unit 5

Workbook-unit 5

Visual aids: Flashcards, realia

Audio file: Pupil's book. Exercise No. (1- 3)

Workbook. Exercise No. (1)

- This is the first revision unit in the book and it presents the opportunity for pupils to demonstrate what they have learnt through different activities.

### Exercise 1

- Ask pupils to point to each of the items and ask them: '**What's this?**' to elicit '**It's (a pencil, a bag....!'**
- Tell pupils that they are going to listen to the audio and tick the pictures.
- Play the audio pausing after each word. Ask pupils to tick the pictures.
- Play the audio a second time for pupils to check their answers.
- Go around the classroom, encouraging the pupils and helping if necessary.
- Ask the pupils to point to the pictures and say what all the items are.

#### Audio script

*It's a table.*

*It's a book.*

*It's a girl.*

*It's a bag.*

### Exercise 2

- Ask the pupils to look at the pictures.
- Point to the first sentence. Read it out, then ask pupils to match it to the correct picture.
- Give them time to do the exercise, move around to help when necessary.
- Check the matching with the whole class.

#### Answers

1. Picture 3

2. Picture 4

3. Picture 1

4. Picture 2

### Exercise 3

- Tell the pupils that they are going to listen to a conversation. Play the audio all the way through and ask pupils to listen carefully. Then play the audio a second time, pausing after each sentence for pupils to repeat.
- Tell pupils that they are going to work in pairs and have a similar conversation.
- Ask some pairs of pupils to come to the front of the class and act out the dialogue.

### Audio script

*Hello.*

*Hello.*

*I'm Tom. What's your name?*

*I'm Mary.*

*How are you?*

*I'm fine. Thank you.*

### Exercise 4

- Point to each of the items on the cubes and ask '**What's this?**' to elicit '**It's (a book, bag, a lemon).**
- Hold up your book and point to the boy on the left. Read out his speech bubble.
- Let some pupils work in pairs. They ask and answer about the items, like the children in the exercise.
- Go around the classroom, encouraging the pupils and helping where necessary.

### Exercise 5

- Hold some books and ask '**How many books?**'. Then elicit the answer '**3**'.
- Ask the pupils to point to the picture of the girls and boys in their books.
- Divide the class into two groups. Ask the first group to count the girls and the other group to count the boys, then circle the correct number. Ask the first group about the number of girls and the other group about the number of boys using '**How many?**'.

- Have pupils practise asking and answering about the pictures in pairs.

### Answers

4 boys                  3 girls

### Exercise 6

- Tell the pupils that each one is going to make a stick puppet of a boy or a girl.
- Show or provide the pupils with the materials they need to do the project (glue, sticks, coloured pieces of paper, pencils).
- Show the pupils a sample of the project.
- Show the pupils the steps of the project.
- Walk round the classroom, helping any pupils having difficulties.
- Let them show their puppets and say: '**I'm a boy/ girl.**'.

### Extra Activity

- Display their work in the classroom.

### Workbook

#### Exercise 1

- Tell pupils that they are going to listen and match.
- Play the audio all the way through once and ask them to listen carefully.
- Play the audio a second time, pausing after each word or statement, encouraging them to match.
- Go round the classroom, checking pupils' answers.

#### Audio script

1-Hello.

2-How are you ?

3- Goodbye.

4- What's your name?

#### Answers

1- Hello.                                  - Hello.

2-How are you ?                         - I'm fine. Thank you.

3- Goodbye.                      - Goodbye

4- What's your name?        -I'm Mary..

### Exercise 2

- Hold up phonics cards 'o' and 'l' and ask the pupils to pronounce the letters.
- Draw a circle with your finger in the air as you say the word circle.
- Ask pupils to circle the suitable letter for each picture then write the letters in the spaces.
- Go around the class and check their answers.

### Extra activity

Ask the pupils to find other examples they have learnt with the letters 'o' and 'l'.

### Exercise 3

Ask pupils to look at the pictures, count the items then tick or cross.

#### Answers

1- X        2-√        3- X        4-√

### Exercise 4

- Use objects in the classroom to revise the numbers 1–5. Hold up different numbers of pencils and ask: 'How many pencils?'. Pupils respond as quickly as they can with the correct number.
- Ask the pupils to work individually and count the objects in each picture then write the number.
- Go around the classroom and check their answers.

#### Answers

1-1        2-5        3-4        4-2

### Exercise 5

- Tell pupils that the butterfly needs help to go to the flower. Ask them to follow the way.
- Go around and help if necessary.

### Exercise 6



- Teach pupils the question, '**What colour is this?**' and ask pupils to repeat the question in groups. Next, model the answer, 'It's (blue).!'
- Point to a pupil 's rubber and ask '**What colour is your rubber?**'. Then elicit the answer '**It's yellow.**'.
- Do this with several objects asking pupils to repeat the questions and the answers in groups.

### Exercise 1

- Ask the pupils to look at the pictures and ask them about the items.
- Tell the pupils that they are going to listen to the audio. Then play the audio all the way through .
- Play the audio a second time, pausing after each sentence and ask the class to repeat in groups then individually.

### Extra activities

- Ask individuals to come to the colour wall chart. Say a colour and encourage the pupil to point to the correct colour on the chart. Now ask pupils in the class to say a colour. The pupil at the front points to the correct colour on the chart.
- The teacher can ask the pupils to show things they have by saying: 'Show me something blue' . So the pupils can show the teacher different things and the teacher may ask any of them: 'What colour is this?'

### Audio script

*What colour is this?*

*It's yellow.*

*What colour is your pencil?*

*It's red.*

*Is it green?*

*Yes, it is.*

*Is this ruler black?*

*No, it isn't. It's blue.*

### Exercise 2

- Tell the class they are going to listen to an audio about colours. They have to point to the colour and say the word.
- Play the audio, pausing after each word to point and say the word in groups then individually.

### Audio script



*black yellow red blue green*

### Exercise 3

- Ask pupils to point to each of the items and ask them: 'What's this?' to elicit 'It's (a table, a book, a bag).
- Tell pupils that they are going to listen to the audio and circle the pictures.
- Play the audio pausing after each sentence. Ask pupils to circle the correct picture.
- Play the audio a second time for pupils to check their answers.
- Go around the classroom, checking their answers.

### Audio script

*Circle the green table.*

*Circle the red book.*

*Circle the blue bag.*

### Exercise 4

- Tell the class they are going to work in pairs as in the example.
- Revise the colours and the question if necessary.
- Ask one of the pupils to act the dialogue with you in front of the class.
- Start asking the pupil '**What colour is it?**' and the pupil answers '**It's red.**' (teacher-pupil).
- Now, the pupil asks you the same question, then you answer it (pupil-teacher).
- Give the pupils the suitable instructions to ask about different colours in pairs (pupil-pupil).
- Ask two pupils to act the dialogue in front of the class then praise them.

### Exercise 5

- Play the audio and let the pupils repeat the sound 't' in groups then individually.
- Write the letter 't' on the board or show a flashcard. Pronounce it many times.
- Draw a tree on the board or use a flashcard.
- Pronounce the sound 't' several times then pronounce the word 'tree'.

- Play the audio a second time and ask them to repeat in groups then individually.

### Audio script

*T t tree*

### Extra activity

- Ask your pupils to mention words they know which begin with 't'.

### Exercise 6

- Point to the picture and say: '**It's a teddy bear**'. Then let them repeat many times.
- Tell pupils that they are going to find letter '**t**' in the sentence and circle it.
- Read the sentence slowly twice.
- Walk round the class checking their answers helping if necessary. Then, write the sentence on the board and encourage pupils to circle letter '**t**'.

### Exercise 7

- Tell the pupils that they are going to listen to a song. Present the word '**sun**' and '**sky**' using flashcards. Then ask them '**What colour is the sun/ sky?**'.
- Play the song all the way through once or twice.
- Play the song again, pausing at the end of each line for the class to repeat.
- Play the audio all the way through and let pupils sing along.
- Pupils sing the song with music only.

### Audio script

*The sun is yellow,  
yellow, yellow, yellow.*

*The sky is blue,  
blue, blue, blue.*

*The apple is red,  
red, red, red.*

*The tree is green,  
green, green, green.*

### Workbook

### Exercise 1

- Revise the colours if needed.
- Ask pupils to colour the picture.
- Go around and help if needed.
- Let them check their work.

### Exercise 2

- Ask pupils to match the identical words and colour the squares according to the colour written.
- Go round the class monitoring and helping.

### Exercise 3

- Ask the pupils about the items in the pictures.
- Tell them that they are going to listen to the audio and match.
- Play the audio for the first time, pausing after each item, giving time for them to match individually.
- Play the audio for the second time to check their answers.
- Go round the class and check their answers.

### Audio script

*Is it yellow?*

*Is it red?*

*Is this tree green?*

*Is it blue ?*

### Answers

Is it yellow? Yes, it is.

Is it red? No, it isn't.

Is this tree green? Yes, it is.

Is it blue ? No, it isn't.

### Exercise 4

- Ask pupils to point to the letter 't' and pronounce it. Then, point to the picture of the tree and say its name.
- Standing with your back to the class, write the letter in the air. Then, ask the class to imitate you.
- Pupils pronounce the letter 't' as they write it.
- Walk round monitoring pupils' work, and praising their accuracy and neatness.

### Exercise 5

- Tell the pupils that they are going to listen to the audio and circle the words with 't' sound.
- Play the audio and let them listen carefully pausing after each word.
- Let them listen to the audio a second time to check their work.

### Audio script

*tree book lemon table*

### Exercise 6

- Ask about the pictures.
- Tell pupils that they are going to complete the words using the letter 't'.
- Walk around and help if needed.
- Have them say the words after completing the words.

## Unit 7

### My body

#### Aims

To teach new vocabulary about the parts of the body

To ask Yes/No questions

To play a game using the imperative (touch, point)

To sing a song about the days

#### Structures

*What's this? It's my eye.*

*Is it a head? Yes, it is./ No, it isn't.*

#### Functions

Talking about parts of the body

Naming the days of the week

#### Target vocabulary

eye, ear, mouth, nose, foot, hand

#### Phonics

The 'c' sound

#### Materials

Pupil's book-unit 7

Workbook-unit 7

Visual aids: Body wall charts, drawings, real objects  
Audio file: Pupil's book. Exercise No. (1-2-4-6)  
Workbook. Exercise No. (1-3)

## Presentation

- Use your own body or the body charts to introduce the new vocabulary and structures.
- Have pupils repeat the vocabulary and the structures chorally then individually.

## Exercise 1

- Tell the pupils that they are going to listen to the audio. Then play the audio all the way through.
- Play the audio a second time, pausing after each sentence and ask the class to repeat in groups then individually.

## Audio script

*What's this?*

*It's your hand.*

*Is it a mouth?*

*Yes, it is.*

*This is my eye.*

*This is my ear.*

*Is it your hand?*

*No, it isn't.*

*It's my nose.*

*It's a foot.*

**Note :** You may need to play the audio or the recorder several times.

## Exercise 2

- Tell the class they are going to listen to the six parts of the body. They have to point to the proper picture and say the word.

- Play the audio, pausing after each word to point and say the word in groups.

### Audio script

*eye hand ear nose foot mouth*

### Exercise 3

- Tell the class they are going to work in pairs as in the example.
- Revise the vocabulary and the structures if necessary.
- Ask one of the pupils to act the dialogue with you in front of the class.

Point to your mouth. Start asking the pupil: '**Is it a nose?**' and the pupil answers: '**No, it isn't. It is a mouth**' (teacher -pupil).

- Now, the pupil asks you the same question, then you answer it (pupil-teacher).
- All the pupils ask and answer in pairs (pupil -pupil).
- Ask two pupils to act the dialogue in front of the class.

### Exercise 4

- Tell the class that they are going to listen to a song about the days of the week.
- Show them flashcards of the days.
- Read and encourage them to repeat after you chorally.
- Play the audio all the way through once.
- Play the song again, pausing at the end of each line for the class to repeat.
- Play the audio all the way through and let pupils sing along.
- Pupils sing the song with music only.

### Extra activities

- Show them a video about the days.
- Play a game: ask pupils to stand or clap when they hear the sound 't' in the song.

### **Audio script**

*Sunday*

*Monday*

*Tuesday*

*Wednesday*

*Thursday*

*Friday,*

*Saturday*

### **Exercise 5**

- Tell the class they are going to play a game in groups about the parts of the body as the children in the picture.
- Give them your instructions.
- Monitor the activity.

### **Extra activities**

- The game of 'Simon says'.
- Ask one of your pupils to play the following game.

Have one of the pupils come to the front of the class. He/ She asks the class to point to one part of the body.

### **Exercise 6**

- Write the letter 'c' on the board or show a flashcard. Pronounce it many times and let the class repeat chorally and individually.

- Use a real carrot, a model or a flashcard to introduce the word and let them repeat it.
- Play the audio and let them repeat in groups then individually.
- Play the audio several times.

### Audio script

*C c carrot*

### Exercise 7

Tell the pupils to work individually helping the rabbit to get to the carrot.

Tell them to follow the letter c.

Walk round checking pupils' work.

### Workbook

#### Exercise 1

- Have the pupils look at the pictures.
- Tell the class they are going to listen to the audio and tick the body parts only.
- Play the audio, pausing after each word, giving them time to tick the pictures.
- Go around and check their answers.

### Audio script

*ear lemon eye foot book mouth*

### Answers



eye - ear - foot - mouth

### Exercise 2

- Have pupils look at the pictures carefully.
- Tell them to tick the correct picture individually.
- Go around and check their answers.

### Answers

1- eye 2- mouth 3- nose

### Exercise 3

- Tell the class they are going to listen to the audio and circle the correct picture.
- Play the audio, pausing after each sentence, giving enough time to the class to circle the correct answer.
- Play the audio a second time all the way through for pupils to check their answers.
- Go around and check their answers.

### Audio script

1-Is it a hand?

Yes, it is.

-No, it isn't.

2-Is it a foot?

-Yes, it is.

-No, it isn't.

3-Is it a mouth?

-Yes, it is.

- No, it isn't.

### Answers

1-yes, it is.

2-No, it isn't.

3-Yes, it is.

### Exercise 4

- Present a sample of the dialogue in front of the class.
- Ask pupils to work in groups to ask and answer using yes/no questions.

## Exercise 5

- Ask pupils to point to the letter 'c' and pronounce it. Then, point to the picture of the tree and say its name.
  - Standing with your back to the class, write the letter in the air. Then, ask the class to imitate you.
  - Pupils pronounce the letter 'c' as they write it.
- Walk round monitoring pupils' work, and praising their accuracy and neatness.

## Exercise 6

-Have the pupils look at the pictures and label them.

-Circle the letter /c/ in each word then say it.

-Check their answers.

## Unit 8

### My family

#### Aims

To talk about family members

To ask and answer wh-questions: **Who's he/she?**

To use the possessive pronoun **my**

#### Structures

*who's she/he?*

*This is my mother. / father ....etc.*

*She's my sister. / He's my brother.*

#### Functions

Talking and asking about family members

#### Target vocabulary

father, mother, sister, brother, grandmother, grandfather

#### Phonics

The 'a' sound

#### Materials

Pupil's book-unit 8

Workbook-unit 8

Visual aids: Flashcards, photo of family members

Audio file: Pupil's book. Exercise No. (1-2-4-5)

Workbook. Exercise No. (1- 3)

## Presentation

- Hold up a suitable family member photo.
- Tell the class you are going to introduce your family members.
- Point to each member of the family one by one and say: (mother, father, sister, brother, grandfather, grandmother).
- Ask the class to repeat in groups then individually.
- Hold the mother flashcard up and ask with rising intonation: '**Who's she?**'
- Ask class to repeat the question chorally several times.
- Say the answer: '**She's my mother.**'
- Ask pupils to repeat the answer several times chorally.
- Ask the pupils to repeat the question and the answer in groups (group **A** asks and group **B** answers).

## Extra activity

- Choose six pupils to come to the front and give each one a character flashcard.
- Have pupils name the characters (father, mother ... )

## Exercise 1

- Tell the pupils that they are going to listen to the audio, then play the audio all the way through.
- Play the audio a second time, pausing after each sentence and ask the class to repeat in groups, then individually.

## Audio script

*This is my father.*

*This is my mother.*

*Who's he?*

*He's my brother.*

*Who's she?*

*She's my sister.*

*He's my grandfather.*

*She's my grandmother.*

## Exercise 2

- Revise the vocabulary if necessary.
- Tell the pupils that they are going to listen to the audio, then play the audio, pausing after each word giving them time to match.
- Play the audio a second time all the way through.
- Move around to help and check their answers.

## Audio script

*Brother mother father grandmother sister grandfather*

## Exercise 3

- Revise the vocabulary and structure if needed.
- Have a confident pupil come to the front of the class.
- Start asking the pupil about one of the pictures: '**Who's he?**' and encouraging the pupil to answer: '**He's my father.**' (teacher-pupil).
- Give the pupil a chance to ask the question and the teacher answers: (pupil-teacher).

- Have all pupils ask and answer in pairs (pupil-pupil).
- Ask two pupils to act the dialogue in front of the class.

#### Exercise 4

- Tell your class that they are going to listen to a song.
- Play the song all the way through once or twice.
- Play the song again, pausing at the end of each line for the class to repeat.
- Play the audio all the way through and let pupils sing along.
- Pupils sing the song with music only.

#### Audio script

*Father, mother, sister, brother,*

*who is she?*

*She's my sister, she's my sister,*

*oh, I see.*

*Father, mother, sister, brother,*

*who is he?*

*He's my brother, he's my brother,*

*oh, I see.*

#### Exercise 5

- Tell the class they are going to listen to a new sound.
- Show the 'A-a' flashcard.

- Play the audio several times.
- Let pupils listen to the sound and repeat it in groups, then individually.
- Use a flashcard, or a picture of an **ant**.
- Pronounce the sound within the word.
- Play the audio several times, then let pupils repeat in groups then individually.

### Audio script

A a ant

### Exercise 6

- Ask the pupils to circle the letter 'a' in each word.
- Give pupils time to do the exercise.
- You can write the words on the board and ask pupils to circle the letter 'a'.

### Workbook

#### Exercise 1

- Revise the family members using flashcards.
- Move to workbook and let pupils name the characters.
- Tell class they are going to listen to the audio and circle the correct word.
- Play the audio and pause after each word to let pupils circle the correct answer.
- Go around to check their answers and help if needed.

### Audio script

1-father/ sister

*2-brother/ grandfather*

*3-sister/mother*

*4-grandmother/father*

### **Answers**

1.father 2.brother 3.sister 4.grandmother

### **Exercise 2**

- Remind the class of the structures 'Who's he/she?. He's/ She's my.....
- Ask class about the pictures.
- Tell class they are going to read the sentence then circle the correct word.
- Check their answers.

### **Answers**

*1-She*

*2-brother*

*3-mother*

### **Exercise 3**

- Ask pupils to look at the pictures, work in pairs to name the members of the family.
- Tell the class they are going to listen to the audio and tick the correct picture.
- Play the audio and pause after each sentence to let pupils tick the correct picture.
- Go round to check their answers.

### Audio script

1-*she's my mother.*

2-*He's my grandfather.*

3-*She's my grandmother.*

4-*He's my brother.*

### Answers

1.the second picture

2.the first picture

3. the second picture

4. the first picture

### Exercise 4

- Hold up the letter flashcard 'A-a'.
- Pronounce it several times, then pronounce the sound within the word.
- Have pupils repeat the sound and the word in groups, then individually.
- Show them how to write it on the board then in the air.
- Ask the class to draw it in the air and pronounce it.
- Tell pupils that they are going to trace the letter (**A a**), then copy it.
- Give them time to trace and copy the letter.
- Go round, check their work and help when necessary.
- Praise their work using encouraging words and phrases.

### Extra activities

- Ask some pupils to write the letter on the board.
- Put some flashcards or pictures of the letter 'a' within these words (father, bag, hand, table) in a box or on the table. Then ask pupils to select one and circle the letter 'a'.



## Exercise 5

- Tell pupils they are going to work individually and look carefully to find the letters (**A-a**), then colour them.
- Give them enough time to colour.
- Walk around and help if needed.

## Unit 9

### My Birthday

#### Aims

To teach pupils to ask and answer about age

To teach pupils to count from 6 to 10

#### Structures

*How old are you? How old is he/she?*

*She's six.*

#### Functions

Asking about how old someone is

Counting from 6 to 10

#### Target vocabulary

numbers from 6 to 10, how old, doll

#### Phonics

The 'd' sound

#### Materials

Pupil's book-unit 9

Workbook-unit 9

Visual aids: Real materials (pens, balloons, books....), flashcards

Audio file: Pupil's book. Exercise No. (1-2-4-5)

Workbook Exercise No. (2)

#### Presentation

- Ask pupils to say the numbers from 1 to 5.
- Use visual aids and flashcards to introduce the numbers from 6 to 10. Ask pupils to repeat the numbers chorally.

- The teacher can hold the book and point to the picture of Ex.1 and asks: **'How old is Tom?'**.
- Encourage the pupils to count the candles, after that the teacher says: **'Tom is six.'**
- The teacher asks a pupil to come to the front of the class and asks him / her: **'How old are you?'**. He/she answers: **'I'm six.'**
- Have the pupils repeat the structure 'How old are you?'

### Exercise 1

- Tell the class they are going to listen to the audio.
- Play the audio all the way through.
- Play the audio a second time, pausing after each sentence and ask the class to repeat.

### Audio script

*Happy birthday, Tom.*

*I'm six.*

*How old are you?*

*I'm ten.*

*How old is Tom's sister?*

*She's five.*

### Exercise 2

- Ask the pupils to look at the pictures. Tell them they are going to listen to the audio.
- Play the audio all the way through. Play it a second time, pausing after each number and ask the class to repeat.

### Audio script

*six seven eight nine ten*

### Exercise 3

- Revise the structure 'How old is .....?'

- Start asking and answering (teacher-pupil) then (pupil-teacher).
- Ask pupils to look at the pictures. Then they work in pairs asking and answering about the age of the characters Sandy/Mary/Peter (pupil- pupil).

#### Exercise 4

- Tell the class that they are going to listen to a song about birthday.
- Play the song all the way through once or twice.
- Play the song again, pausing at the end of each line for the pupils to repeat.
- Play the audio all the way through and let the pupils sing along.
- Pupils sing the song with music only.

#### Audio script

*Happy birthday to you,  
happy birthday just for you.  
Happy birthday to you,  
happy birthday to me and you.*

#### Exercise 5

- Ask pupils to listen to the sound 'd' and let them repeat in groups then individually.
- Use a flashcard or a real thing to introduce the word '**doll**'.
- Pronounce the sound within the word, and ask the pupils to repeat.

#### Audio script

*D d doll*

#### Exercise 6

- Write the letter 'd' on the board OR show them a flashcard and let pupils pronounce it chorally.

- Ask them to circle the letter 'd' in each word individually.
- Give them time to do the exercise then correct it.
- You can write the words on the board and invite pupils to circle the letter 'd'.

## Workbook

### Exercise 1

- Revise the numbers from 1 to 10 with the class.
- Ask pupils to count then match each picture with the correct number individually.
- Go round the class to check their answers.
- You can write the answers on the board.

### Answers

Picture 1: 10      picture2: 7      picture3: 9      picture4: 6  
picture5: 8

### Exercise 2

- Tell the pupils that they are going to listen to sentences and match them with the correct picture.
- Play the audio all the way through once.
- Play the audio a second time, pausing after each sentence and giving them time to match.
- Go round the class checking their answers.

### Audio script

- He is ten.
- She is six.
- Ted is three.

- Sandy is five.

### Answers

Sandy is five.

He is ten.

Ted is three.

She is six.

### Exercise 3

- Revise the numbers from 6 to 10 with the class.
- Ask the pupils to trace the numbers then copy them.
- Go round and check their work.

### Exercise 4

- Ask pupils to count from 6 to 10. Then ask the class to write the missing number in each part of the train.
- Walk round and check pupils' work.
- You can write the answers on the board.

### Exercise 5

- Revise the letter 'd' with the class and ask them to pronounce it.
- Ask the class to trace letter 'd' then copy it after showing them how to write it on the board and in the air.
- Go round and help if needed.

### Exercise 6

- Ask pupils about the pictures. Then ask pupils to say the words individually.

- Ask pupils to write the letter 'd' in each space.

## Phonics Corner 1

### Exercise 1

-Have the pupils listen to the audio twice, then play and pause after each word to repeat it in groups then individually.

### Exercise 2

-Have pupils listen to each group of words then give them time to match the pictures with words that have the same initial sounds.

-Check their answers.

### *Audio script*

1. cow cat car

2. cow cat car tree orange ant

## Unit 10

### Revision 2

#### Aims

To revise colours, body parts and family members

To revise counting to ten

#### Structures

To revise previous structures

#### Functions

To revise previous functions

#### Target vocabulary

To revise previous vocabulary

#### Phonics

To revise the (t, c, a, d) sounds

#### Materials

Pupil's book-unit 10

Workbook-unit 10

Visual aids

Audio file: Pupil's book. Exercise No. (1-2)

Workbook. Exercise No. (1-2)

### Exercise 1

- Introduce Sandy and her family.
- Prepare them for listening, play the audio the first time pausing after each sentence for them to match.
- Play the audio again all the way through.
- Go around and check the answers.
- The pupils repeat the sentences in groups then individually.

### Audio script

*I'm Sandy.*

*1- He's my father.*

*2- She's my mother.*

*3- He's my brother.*

### Answers

1- Picture 2

2- Picture 1

3- Picture 3

### Exercise 2

- Tell the pupils that they are going to listen and tick the correct sentence.
- Revise the vocabulary **tree, banana, flower**.
- Prepare them for listening, play the audio the first time pausing after each sentence for them to tick.
- Play the audio again all the way through.
- Go around and check the answers.
- The pupils repeat the sentences in groups then individually.

### Audio script

*1- What's this?*

*It's a tree.*

*2- Is it a red flower?*

*No, it isn't.*

3- *How old is Suzan?*

*She's ten.*

### **Exercise 3**

- Start with revising the numbers from 1 to 10.
- Count things around you, for example: desks, pens...etc.
- Tell the pupils that they are going to count the balloons and write the numbers.
- Put them in groups, go around and help if needed.
- Check their answers.

### **Answers**

8 green balloons.

4 blue balloons.

5 red balloons.

7 yellow balloons.

### **Exercise 4**

- Revise the words and the sounds.
- Write the letters on the board or show the class flashcards.
- Tell them that they are going to match the word with the letter in pairs.
- Give them time to match.
- Check their answers.

### **Extra activity**

You can write many letters on the board and let pupils find and circle specific letters e, l, d.

Do the same with all the letters they know.

### **Answers**

t tree

c cat



a ant  
d doll

### Exercise 5

- Revise the words by pointing to the part of the body or using flashcards.
- Give them time to match the words with the suitable parts of the body individually.
- Check their answers.
- Pupils say the words in groups then individually.

### Extra activity

Play the pointing game: Point to your mouth \ eye...etc.

### Exercise 6

- Introduce the project by showing pupils a sample.
- Provide them with the materials.
- Go around and help them to make the fingers shapes.
- When they finish ask them to come to the front and talk about their families.
- Display their work in the classroom if that possible.

## Workbook

### Exercise 1

- Revise the vocabulary if necessary.
- Tell the pupils that they are going to listen and match the sentence to the picture.
- Play the audio the first time pausing after each sentence for them to match.
- Play the audio again all the way through.
- Go around and check the answers.
- The pupils repeat the sentences in groups then individually.

### Audio script

1- *He's my brother.*

2- *It's my hand.*

3- *She's five.*

4- *It's a doll.*

### Answers

1.picture 2

2.picture 1

3.picture 4

4.picture 3

### Exercise 2

- Clarify the task by giving them an example.
- You can show them four pictures, three of them are related and one is different and ask them to point at the different one.
- Play the audio for the first time pausing after each group of words to odd the different word out.
- Play the audio again all the way through if necessary.
- Check the answers.

### Audio script

1- *father*     *mother*     *leg*     *sister*

2- *eye*     *mouth*     *hand*     *red*

3- *blue*     *nose*     *green*     *yellow*

### Answers

1.leg

2.red

3.nose

### Exercise 3

- Read the words and revise them.
- Illustrate that they are going to find the words in the box and circle them in groups.
- Go around and help if needed.
- Check their answers.

#### Exercise 4

- Revise the numbers from 1 to 10.
- Illustrate that they are going to count and write the number in pairs.
- Go round and help if needed.
- Check the answers.

#### Answers

10    6    9    7    8

#### Exercise 5

- Put the pupils in groups and tell them that they are going to match the capital letter with the small one then to the suitable word. Have them trace the initial letter.
- Do an example in front of the class.
- Go around and help if needed.
- Check their answers.

#### Answers

C c carrot

T t tree

A a ant

D d doll

#### Exercise 6

- Let the pupils look at the pictures and name them.
- Tell them they are going to write the missing letters.
- Give them time to do the exercise in pairs.
- Go around and check their answers.

## Answers

tree            doll            carrot

## Unit 11

### My house

#### Aims

To teach new vocabulary about the parts of the house

To teach the prepositions: **in /on**

To teach wh-question: **Where is Ted?**

#### Structures

*Where is Ted? He is/isn't in the kitchen.*

*The ball is in the box. The ball is on the table.*

#### Functions

Talking about location

Talking about parts of a house

#### Target vocabulary

bedroom, living room, bathroom, kitchen, garden

#### Phonics

The 'f' sound

#### Materials

Pupil's book-unit 11

Workbook-unit 11

Visual aids: home wall chart, flashcards

Audio file: Pupil's book. Exercise No. (1-2-3- 5)

Workbook. Exercise No. (1)

#### Presentation

- Use the home wall chart or flashcards to present the new vocabulary 'living room, bedroom, bathroom, kitchen, garden'.
- Let the class repeat each word many times in groups then individually.
- Put a pencil on a desk and say: 'The pencil is **on** the desk.'. Ask the class to repeat the sentence, stressing the preposition '**on**'.
- Put the pencil inside your bag and say: 'The pencil is **in** the bag.'. Ask the class to repeat the sentence, stressing the preposition '**in**'.
- Present the wh-question. Say: '**Where's the pencil?**' hold the bag and say: 'It's in the bag.'.
- Pupils repeat the question and the answer in groups ( group **A** asks the question and group **B** answers ).

#### Extra activity

- Tell the class that you are going to play a game with them. Explain that pairs are going to Put objects in different places and ask then

answer about their location.  
Example: Pupil A: Where's the book?  
Pupil B: It's on the table.

### Exercise 1

- Tell the pupils that they are going to listen to the audio, then play the audio all the way through.
- Play the audio a second time, pausing after each sentence and ask the class to repeat in groups then individually.

### Audio script

*Where's Ted?*  
*He isn't in the living room.*  
*Is he in the bedroom?*  
*He isn't in the bedroom.*  
*He isn't in the bathroom.*  
*He isn't in the garden.*  
*Mum! Ted is in the kitchen.*

### Exercise 2

- Tell the class they are going to listen to the parts of the house and they have to point to the proper picture and say the words.
- Play the audio pausing after each word and have the pupils point and repeat.

### Audio script

*bed room*  
*living room*  
*bathroom*  
  
*kitchen*  
*garden*

### Exercise 3

- Ask the pupils to look at the two pictures.
- They listen to the audio all the way through. Play the audio second time, pausing after each sentence and ask the class to repeat in groups and individually .

### Audio script

*The mouse is in the box.*

*The mouse is on the box.*

#### **Exercise 4**

- Revise the vocabulary and structure if needed.
- Have a confident pupil come to the front of the class.
- Start asking the pupil about the first picture reading the question in the speech bubble: 'Where's my father?' and encouraging the pupil to answer: 'He's in the garden.' (teacher- pupil).
- Give the pupil a chance to ask the question to the teacher then the teacher answers (pupil-teacher).
- Have all pupils ask and answer in pairs (pupil-pupil).
- Ask pairs of pupils to act the dialogue in front of the class.

#### **Exercise 5**

- Ask the pupils to listen to the 'f' sound and let them repeat in groups then individually.
- Introduce the word 'fish' by using a flashcard or by drawing it on the board.
- Pronounce the sound within the word.
- Play the audio several times, then let pupils repeat in groups then individually.

#### **Audio script**

*F f fish*

#### **Exercise 6**

- Ask the pupils to find the letter f and circle it individually.
- Give pupils time to do the exercise.
- Walk round and help if needed.

#### **Workbook**

## Exercise 1

- Tell the class that they are going to listen and match.
- Play the audio, pausing after each word giving them time to match.
- Play the audio all the way through for pupils to check their answers.
- Go round the classroom, help them if necessary.

## Audio script

*living room garden bedroom kitchen bathroom*

## Exercise 2

- Tell pupils to look at the picture and ask them: 'Where is Tom?'. After they have responded, say clearly: 'Tom is **in** the bedroom.', stressing the preposition **in**.
- Point to the preposition '**in**' in the sentence and circle it.
- Repeat the procedures with the other sentences.

## Answers

1.in      2.on      3.in      4.on

## Exercise 3

- Tell the pupils to look at the pictures and circle the correct answers.
- The teacher begins reading and giving them time to circle the correct answer.
- Check the answers with the class.

## Answers

1-My mother is in the kitchen.

2-He's in the garden.

3-Yes, she is.

4-No, he isn't.

## Exercise 4

- Revise the letter '**f**' and ask the class to pronounce it.
- Ask them to pronounce the word '**fish**'.
- Write the letter on the board, showing them how to write it.

- Teacher can bring a **sand box** to the classroom and show the pupils the way of writing the letter 'f' then they take the chance to try writing it in the sand box.
- Ask the class to trace the letter 'f' then copy it in their books.
- Go around and help pupils if necessary.

### Exercise 5

- Ask the pupils to write the letter 'f'. Then they read the word and match it to the suitable picture.
- Walk round the classroom, helping if needed.

## Unit 12

### Clothes

#### Aims

- To teach new vocabulary about clothes
- To teach wh-question: **Who's that /she?**
- To introduce the verb: **to have**

#### Structures



*Who's that/she? She is....*

*This/That is .....*

*She has a green dress.*

### **Functions**

Asking about people

Describing what people are wearing

Asking about possessions

### **Target vocabulary**

dress, shirt, tie, hat, jacket

### **Phonics**

The 'h' sound

The 'p' sound

### **Materials**

Pupil's book-unit 12

Workbook-unit 12

Visual aids: Flashcards, pictures, real clothes

Audio file: Pupil's book. Exercise No. (1-2- 4-5-7)

Workbook. Exercise No. (1)

### **Presentation**

- Use visual aids / flashcards..... etc. to introduce the new vocabulary.
- Have pupils repeat the vocabulary in groups then individually.
- Ask a boy and a girl to come to the front and introduce the girl to the class by asking '**who's this?**' **She's Tala**' describing what she is wearing for example: **She has a red dress.**
- Do the same with the boy.
- Point to a pupil sitting at the back of the class and ask: '**Who's that?**'. Then use his name to form a sentence describing what he is wearing and say for example: '**Rami has a blue hat.**'

### **Extra activity**

Show pupils a video about a theater with many children wearing different clothes. Let pupils describe their clothes.

### **Exercise 1**

- Introduce the characters in the lesson.
- Tell the pupils that they are going to listen to the audio, then play the audio for exercise one all the way through.

- Play the audio a second time, pausing after each sentence and ask the class to repeat in groups then individually.

### **Audio script**

*Who's this?*

*Jack. Jack has a red hat.*

*Who' that?*

*That's Peter. He has a black jacket.*

*This is Tom. He has a blue shirt, and a yellow tie.*

*That's Mary.*

*Mary has a green dress.*

### **Exercise 2**

- Tell pupils that they are going to listen to the words, play the audio the first time pausing after each word then play it again all the way through.
- Pupils repeat in groups then individually.

### **Audio script**

*shirt hat tie jacket dress*

### **Exercise 3**

- Revise the vocabulary and structures if necessary.
- Start asking and answering as in the example ( teacher- pupil), then the pupil asks and the teacher answers (pupil- teacher).
- All pupils ask and answer in groups (pupil- pupil).
- Ask pairs of pupils to ask and answer in front of the class.

### **Exercise 4**

- Ask about the picture, then ask questions about clothes and colours.
- Tell pupils that they are going to listen then match the sentences to the correct pictures.
- Play the audio, pause after each sentence to give pupils time to match.
- Play it again all the way through to check their answers.
- Go round the classroom checking pupils' answers.

### Audio script

1. *Tom has a blue shirt.*
2. *She has a red dress.*
3. *He has a yellow hat.*

### Exercise 5

- Ask pupils to listen to the sounds 'h' and 'p' and let them repeat in groups then individually.
- Introduce the words 'pen' and 'hen' by using flashcards.
- Pronounce the sounds within the words.
- Write the letters 'p' and 'h' on the board or show them flashcards and pronounce them many times.

### Audio script

*P p pen*  
*H h hen*

### Exercise 6

- Pupils pronounce the two letters 'p' and 'h' in groups.
- Ask pupils to look at the words and circle the letters 'p' and 'h' in each word.
- Go round the classroom checking pupils' answers.

### Exercise 7

- Hold a pen and say the first sentence of the song.
- Show pupils a photo of a hen then say the second sentence of the song.
- Use the pen to draw a hen while saying the last sentence.
- Tell pupils that they are going to listen to a song.
- Play the song all the way through once or twice.
- Play the song again, pausing at the end of each line for the class to repeat.

- Play the audio all the way through and let pupils sing along.
- Pupils sing the song with music only.

### Audio script

*This is a pen, p, p, pen.*

*This is a hen, h, h, hen.*

*I draw a hen with my pen.*

## Workbook

### Exercise 1

- Have pupils look at the pictures and name the items of clothes.
- Tell pupils that they are going to listen to the audio and match the words to the correct pictures individually.
- Play the audio, pausing after each word to give pupils time to match.
- Go round the classroom, checking pupils' work.

### Audio script

*jacket tie dress shirt hat*

### Exercise 2

- Have pupils look at the two pictures.
- Point to near and far things to remind pupils of using **this/ that**.
- Read each question for pupils to match the sentence to the correct picture.
- Go round the classroom, and help if necessary.

### Exercise 3

- Tell the pupils that they are going to find the words of clothes in the chart, circle them then write them in the spaces individually.

- Go around and help if needed.

#### Exercise 4

- Ask pupils to point to the letter 'p' and 'h' and pronounce them. Then point to the pictures of the **pen** and the **hen** and say their names.
- Ask pupils to trace and copy the letters showing them the correct way on the board.
- Praise the pupils' work.

#### Exercise 5

- Have pupils look at the pictures in each line, then encourage them to say the name of each picture.
- Ask pupils to circle the pictures with letter 'p' in the first line then the pictures with letter 'h' in the second one individually.
- Let pupils colour the pictures they have circled.

## Unit 13

### My food

#### Aims

To teach new vocabulary about food

To teach questions about food

To revise Yes/ No question

#### Structures

*Is it my sandwich? Yes, it is / No, it isn't.*

*What do you like? I like rice.*

#### Functions

Asking and answering about food

Expressing likes about food

#### Target vocabulary

rice, chicken, cheese, juice, sandwich, milk, delicious

#### Phonics

The 'i' sound  
The 'k' sound

### Materials

Pupils' book-unit 13

Workbook-unit 13

Visual aids: Flashcards, videos, songs about food, real food if available

Audio file: Pupils' book. Exercise No.(1-2-5-6)

Workbook. Exercise No.(1)

### Presentation

- Introduce the vocabulary using flashcards, a video or realia.
- Pupils repeat them in groups then individually.
- Hold the flashcards presenting a sample (**chicken**) asking and answering, '**What do you like? I like chicken.**'

Have the pupils practice asking and answering in groups then in pairs.

### Exercise 1

- Tell the the class they are going to listen to the audio.
- Play the audio for the first time all the way through , then play it a second time, pausing after each sentence for them to repeat chorally then individually .

### Audio script

*What do you like? I like rice.*

*Is this my sandwich? Yes, it is.*

*I like cheese and juice.*

*I like chicken. It's delicious.*

*I like milk, meow, meow.*

### Exercise 2

- Tell the pupils they are going to listen to the audio, point and say.
- Play the audio for the first time, pause after each word for them to point and repeat chorally, then play it again all the way through and let them repeat individually.

### Extra activity

- Put the flashcards on the table, but make the drawings face of the card hidden, let them guess what the food is.

### Audio script

*cheese milk juice chicken sandwich rice*

### Exercise 3

- Read the sentences and have the pupils repeat aloud in groups.

- Invite a pupil to come to the front, act the conversation then change places (teacher- pupil) (pupil-teacher).
- Ask pairs of pupils to act the dialogue in front of the class (pupil-pupil).
- Ask pairs of pupils to work in pairs asking and answering about their food.

#### Exercise 4

- Prepare the class for the game, hold a sandwich box and ask them: 'What's in my box?' Encourage them to guess (teacher-pupil).
- Repeat the game again. Ask a pupil to act the game (pupil-pupil).
- Make the activity fun.

#### Exercise 5

- Ask your pupils to name the food items.
- Tell the pupils they are going to listen to a song.
- Play the audio all the way through for the first time, then a second time pausing after each sentence to repeat chorally.
- Pupils sing the song with the music only then they sing it in groups.
- Have some pupils sing in front of the class.

#### Audio script

*I like to eat,  
eat eat eat,  
apples and bananas.  
I like to eat,  
eat eat eat,  
apples and bananas.*

#### Exercise 6

- Introduce the sound 'i', and show them a flashcard or write the letter 'i' on the board, then play the audio many times and let them repeat in groups then individually.
- Use a flashcard to introduce the word 'insect' then play the audio and have them repeat in groups then individually.
- Do the same for the sound 'k' and the word 'kangaroo'.

#### Audio script

I i insect  
K k kangaroo

#### Exercise 7

- Illustrate that pupils are going to find the correct path to match the letters 'i' and 'k' with the pictures 'insect' and 'kangaroo' in pairs and say the letters.
- Go around and help if needed.

### Extra activity

- you can draw many letters on the board and let them circle the letters 'i' and 'k'.

## Workbook

### Exercise 1

- Illustrate that pupils are going to circle the correct answer individually.
- Give them time to look at the pictures .
- Play the audio pausing after each sentence for the first time, then play it again all the way through.
- Check the answers.

### Audio script

1. *Is it chicken? Yes, it is*
2. *Is it milk? No, it isn't.*
3. *What do you like?*  
*I like sandwiches.*
4. *What do you like?*  
*I like rice.*

### Answers

- 1- Yes, it is.
- 2- No, it isn't.
- 3- I like sandwiches.
- 4- I like rice.

### Exercise 2

- Illustrate that the pupils are going to draw the food they like in the plate and write its name.
- Give them time to do the exercise, help if needed.
- Praise their efforts.

### Exercise 3

- Ask the pupils to look at pictures and name them.
- Illustrate that they have to circle the words in the box.
- Put them in groups, go around monitoring and checking their work.



## Answers

apple    chicken    milk    juice    sandwich    bananas

### Exercise 4

- Write the letter 'k' on the board.
- Standing with your back to the class write the letter in the air or use clay, let them imitate you.
- Ask some pupils to come to the board and write the letter.
- Help them to trace then copy it, go around and check.
- Do the same for letter 'i'.

### Exercise 5

- Tell the pupils that they are going to circle letter 'i' and 'k'.
- Read the words one by one and give them time to circle the letters.
- Go around and check their answers.

## Unit 14

### Seasons

#### Aims

To teach new vocabulary related to seasons

To teach wh-question about seasons

To teach the adjectives: **hot/cold**

To ask and answer about someone's favourite season

#### Structures

*What is your favourite season? It's summer.*

*It's cold in the winter.*

#### Functions

Asking about the favourite season

Describing the weather

#### Target vocabulary

winter, summer, spring, autumn, hot, cold

#### Phonics

The 'n' sound

The 'g' sound

#### Materials

Pupil's book-unit 14

Workbook-unit 14

Visual aids: Seasons flashcards

Audio files: Pupil's book. Exercise No. (1-2-6)

Workbook. Exercise No. (2-4)

## Presentation

- Use flashcards to present the seasons to the class. Let them repeat each word many times in groups and individually.
- Present the question: '**What's your favourite season?**'
- Ask pupils to repeat the question. Then, hold up the spring flashcard for example and say, '**It's spring\I like spring**'.
- Pupils repeat the question and the answer in groups according to the flashcard you are holding.
- Pupils work in pairs asking and answering about their favourite season.
- Use pictures or mime to teach the two adjectives **hot** and **cold**. Let pupils repeat in groups and individually.

## Extra activity

- Ask a pupil to come to the seasons flashcards then he \ she picks up the card of the season you say.

## Exercise 1

- Tell pupils to listen to the conversation. Then play the audio all the way through.
- Play the audio a second time, pausing after each sentence and asking the class to repeat the sentences chorally then individually.
- Tell pupils to follow the pictures as they listen to each sentence.
- Play the audio a final time all the way through.

## Audio script

*I like spring. What's your favourite season, Mary?*

*I like summer. It's hot. What's your favourite season, Sally?*

*I like autumn. What about you, Jack?*

*I like winter. It's cold in winter.*

## Extra activity

Write the names of the characters (Mary, Tom, Mark and Sally) on the left side of the board and the names of the four seasons (or their pictures) on the right side. Let pupils close their books and match each

character to his\her favourite season.

## Exercise 2

- Pupils look at the pictures. They listen to the audio, and point to the picture of the season they hear and repeat the word.
- Play the audio pausing after each word, giving them time to point and say chorally.
- Walk round the class making sure that they are pointing to the correct picture.

### Audio script

*autumn summer winter spring*

## Exercise 3

- Read the question and the answer in the speech bubbles and ask the pupils to repeat in groups.
- Pupils work in pairs asking and answering.
- Walk round the class helping pupils if necessary.

### Extra activity

- Now ask a small group of pupils to come to the front: one pupil asks the question and the others give the answer. Pupils can take turns to be the questioner.

Give as many pupils as possible the opportunity to practise the language in this way.

## Exercise 4

- Read aloud the sentences, ask pupils to repeat and match each sentence to the correct picture individually.
- Walk round the class checking their answers.

## Exercise 5

- Explain that the pupils should guess the season shown on the card with the other pupil.
- Pupils use cards that represent the four seasons; (sun for summer ) (snow and rain for winter) (flowers for spring) (yellow fallen leaves for autumn) to play the game in the class.

### Exercise 6

- The teacher asks the pupils to listen to the sound 'n' and 'g' and let them repeat in groups then individually.
- Introduce the words 'nest' and 'goat' by using flashcards.
- Pronounce the sounds within the words.
- Write the letters 'n' and 'g' on the board or show them flashcards and let them pronounce the sounds many times.

#### Audio script

*N n nest*

*G g goat*

### Exercise 7

- Pupils pronounce the two letters 'n' and 'g'.
- Ask them about the first picture. Get the answer from them 'goat' and ask them to match it to the letter 'g'.
- Ask them to work individually matching each picture to its initial letter.
- Walk round the class checking their answers. Then, do it along with the pupils.

#### Answers

**n:** nest, nose

**g:** girl, grandfather, goat

### Workbook

#### Exercise 1

- Read the words aloud, ask pupils to repeat them, then they match them to the right pictures.

- Walk round the class checking their answers.

### Answers

1.picture 2            2. Picture 4            3. Picture 1            4. Picture 3

### Exercise2

- Tell pupils that they are going to listen then circle the correct choice individually.
- Play the audio all the way through, then play it again pausing after each sentence waiting for the pupils to circle the answers.
- Go round and check their answer.

### Audio script

1-There are **four** seasons.

2-It's cold in **winter**.

3-It's **hot** in summer.

### Answers

1.four            2.winter            3.hot

### Exercise 3

- Show the pupils the starting point to find out Tid's favourite season, then walk round the class checking their work and help if necessary.
- Now ask them what Ted's favourite season is, get their answer and ask them to write it below the maze.
- Read the sentence aloud and make the class repeat after you.

### Answer

spring

### Exercise 4

- Ask pupils to look at the first picture, then play the audio. Ask them to tick the sentence if it's correct and cross it if it's wrong.

- Walk round the class checking their answers as they listen to the other sentences.

### Audio script

1- *It's cold.*

2- *I like autumn.*

3- *It's hot.*

### Answers

1- X

2- ✓

3- X

### Exercise 5

- Ask pupils to point to the letter '**n**' and '**g**' and pronounce them.
- Point to the picture of the '**nest**' and the '**goat**' and say their names and ask the class to repeat chorally.
- Ask them to trace and copy the letters showing them the way on the board.
- Pupils pronounce the letters '**n**' and '**g**' as they write them.
- Walk round monitoring pupils' work, and praising their accuracy and neatness.

### Exercise 6

- Ask the pupils to work individually looking at each picture pronouncing its name and writing the suitable letter '**n**' or '**g**' to complete the words.
- Walk round the class checking pupils' answers.
- Write the words on the board and do the exercise along with the pupils.

### Answers

goat      grandfather      nest      ten

### Phonics Corner 2

### Exercise 1

-Have the pupils listen to the audio twice, then play and pause after each word to repeat it in groups then individually.

### Exercise 2

-Have pupils listen to each group of words then give them time to tick the words that have the same final sound.

-Check their answers.

### *Audio script*

3- *hat skirt cat*

4- *hat bed cat*

*dog rabbit rat*

*milk cat skirt*

## Unit 15

### Revision 3

#### **Aims**

To revise previous vocabulary from unit 11 to 14

To revise prepositions **in** and **on**

To revise previously learnt wh-questions

To revise asking Yes/No questions

To revise colours

#### **Structures**

To revise previous structures

#### **Functions**

To revise previous functions

#### **Target vocabulary**

To revise previous vocabulary

#### **Phonics**

To revise the (f, h, p, g, n, k, i) sounds

#### **Materials**

Pupil's Book-unit 15

Workbook-unit 15

Visual aids: Realia , flashcards

Audio files: Pupils book. Exercise No. (3-4)

Workbook. Exercise No. (3-5)

**Exercise 1**

- Tell the class to look at the picture of Tom's bedroom in their books. Revise the objects (**doll –ball- box - etc ...**).
- Ask your pupils: '**Where is the doll?**'. Invite volunteers to answer the questions 'It is on the table.'.
- Read the questions and the answers and have them tick the correct answer individually.
- Let them check their answers in pairs.

**Answers**

1- b    2- b    3- a

**Exercise 2**

- Clarify the task by giving them an example.
- You can show them four pictures, three of them are related and one is different and ask them to point at the different one.
- Give them time to do the exercise in pairs then check the answers together.

**Answers**

1.doll        2.chair        3.blue

**Exercise 3**

- Tell the class they are going to listen to the audio and circle the correct letter.
- Play the audio pausing after each word then ask pupils to circle the correct sound related to the picture in pairs.
- Check their answers.

**Audio script**

*hen   nest   fish   insect   goat   kangaroo*

**Answers**

**hen        nest        fish        insect        goat        kangaroo**

**Exercise 4**

- Revise the seasons, clothes and colours.
- Play the audio, pausing after each sentence and asking the class to tick the correct sentences.
- Play the audio again all the way through, then check the answers.



### Audio script

1. My favourite season is *winter*.
2. The weather is *cold*.
3. My brother has a green *jacket*.

### Answers

1.b    2.a    3.b

### Exercise 5

- Divide the pupils into small groups.
- Ask pupils to look at the pictures, read the sentences and give them time to circle the correct word.
- Check their answers.

### Answers

ant      small      summer

### Exercise 6

- Divide the pupils into groups to make clothing boxes.
- Show the pupils the materials they need to do the project / two cardboard boxes, pictures of winter and summer clothes, glue and colours.).
- Show the pupils a sample of the project.
- Show the pupils the steps of making the project.
- Walk round the classroom, helping any pupils having difficulties.
- Let them present their projects and talk about them.

## Workbook

### Exercise 1

- Read the questions one by one, then ask pupils to circle the correct words.
- Give them time to do the exercise individually, move around to help when necessary.
- Check the answers in pairs.

### Answers

bedroom    garden    kitchen    He's

### Exercise 2

- Read the questions, and ask the pupils to tick the correct sentence individually.
- Go around the classroom, encouraging the pupils and helping where necessary.
- Check the correct answers with the class.

### Answers

1- The fox is **on** the box.      2- The fox is **in** the box.

### Exercise 3

- Tell the pupils that they are going to listen to the audio and match individually.
- Play the audio all the way through and ask pupils to listen carefully. Then play the audio a second time, pausing after each word for pupils to match.
- Go round and check pupils' answers.

### Audio script

*shirt dress cheese chicken rice tie*

### Answers

In the kitchen: (chicken-rice-cheese)

In bedroom: (shirt-tie-dress)

### Exercise 4

- Revise the sounds and words. Use flashcards to make them clear.
- Tell pupils to work in pairs and find the letters within the words then circle them.
- Let them read the words.
- Walk round the class checking their answers.

### Exercise 5

- Use flashcards for the target words and ask pupils about the items.
- Tell pupils that they are going to listen to the audio.
- Ask pupils to find the words and circle them one by one then match.
- Play the audio pausing after each word.
- Go around the classroom, encouraging the pupils and helping when necessary.
- Check the answers with the whole class.

### Audio script

*tie hat dress Jacket shirt*

### Answers

jacket dress hat shirt tie

### Exercise 6

- Revise the seasons.
- Ask them to write the correct word individually.
- Walk round checking their answers.

### Answers

1. winter 2- spring- 3-summer 4-autumn

### Exercise 7

- Ask pupils to match the capital letters to the small ones then pronounce them.
- Walk round checking their answers.

## Unit 16

### Animals

#### Aims

To teach new vocabulary about animals

To introduce **There is / are** .....

To teach Yes / No question

To teach the new adjectives: **small, big, funny**

#### Structures

*There is/are..... .*

*Is /Are there.....? Yes, there is / are. No, there isn't / aren't.*

*The cat is small. The horse is big.*

*There is one cat. There are small rabbits.*

#### Functions

Asking about animals

Describing animals

#### Target vocabulary

tiger, elephant, rabbit, monkey, parrot

#### Phonics

The 's' sound

The 'b' sound

#### Materials

Pupil's Book-unit 16

Workbook-unit 16

Visual aids: Animal flashcards

Audio files: Pupil's book. Exercise No.(1-2-3-5)  
Workbook. Exercise No.(3)

### Presentation

- Place a book on your desk, point to the book and say: '**There is a book.**'.
- The teacher points to two bags and says: '**There are two bags.**'.
- Ask the pupils to repeat the structures in groups then individually.
- Ask one of the pupils to come to the front. Ask him/her the question: '**Is there a table in the classroom?**'. The teacher whispers the answer to the pupil : 'Yes, there is.' OR 'No, there isn't'.
- Let them repeat the question and the answer in groups then individually.
- The teacher uses animal flashcards to teach the vocabulary: ( tiger, elephant, rabbit, monkey, and parrot.).
- Draw a ball on the board and say: '**It's a small ball.**'. Make the gesture for the small ball with your thumb and fingers. Then draw a much larger ball next to the first one and say: '**It's a big ball.**'. Make the gesture for a big ball with your arms.

### Exercise 1

- Ask the pupils to look at the pictures and ask them to name the animals. The teacher can use a flashcard of monkeys and say: '**I like monkeys. They are funny!**' with a laugh.
- Tell the pupils that they are going to listen to the audio. Then play the audio all the way through .
- Play the audio a second time, pausing after each sentence and ask the class to repeat in groups then individually.

### Audio script

*Look! There are four elephants.*

*They are big.*

*There is a monkey.*

*It's funny.*

*Is there a tiger?*  
*Yes, there is.*  
*Are there parrots?*  
*No, there aren't.*  
*Look, it is a small rabbit.*

### **Exercise 2**

- Tell the class they are going to listen to the audio about animals .
- They listen, point to the animal and say the words.
- Play the audio, pausing after each word for them to point and say the words in groups.

### **Audio script**

*parrot tiger rabbit elephant monkey*

### **Extra activity**

- The teacher can display the pictures of the new vocabulary on the board and ask a pair of pupils to come to the board . The teacher says a word, the faster of the pupils to touch the picture gets a point. The teacher goes on saying the words. The winner is the one who gets more points.

### **Exercise 3**

- Ask the pupils to name the animals in the pictures.
- Tell them that they are going to listen to the audio and that they have to tick or cross the pictures.
- Play the audio all the way through and ask them to listen carefully.
- Play the audio again, pausing after each sentence allowing them to check their answers.
- Check the answers with the pupils and don't forget to praise them for the correct answers.

### **Audio script**

*1-There is one elephant.*  
*2-There are three tigers.*  
*3-There are four monkeys.*

### **Answers**

1-  $\checkmark$                       2-  $\checkmark$                       3- X

#### Exercise 4

- Have your pupils look at the pictures then start asking a pupil '**Is there an elephant?**', and the pupil answers, '**Yes there is.**' (teacher-pupil).
- Now, the pupil asks you the same question, then you answer it (pupil-teacher).
- Give the pupils the suitable instructions to ask about the animals in pairs (pupil -pupil).
- Ask pairs of pupils to act the dialogue in front of the class then praise them.

#### Exercise 5

- Tell the class they are going to listen to new sounds.
- Play the audio and let the pupils repeat the sound 's' in groups then individually.
- Write the letter 's' on the board or show a flashcard. Pronounce it many times.
- Draw a **strawberry** on the board or use a flashcard.
- Pronounce the sound 's' several times then pronounce '**strawberry**'.
- Play the audio a second time and ask them to repeat in groups then individually.
- Do the same with the sound 'b' and the word '**basket**'.

#### Audio script

*B b basket*

*S s strawberry*

#### Extra activity

- The teacher asks the pupils to raise the right hand when pronouncing 's' and the left hand when pronouncing 'b'. Make the activity fun.

#### Exercise 6

- Tell pupils that they have to find letters 's' and 'b' in the sentence and circle them.
- Read the sentence slowly twice.
- Walk round the class checking their answers helping if necessary.

- Write the sentence on the board and encourage pupils to circle the letters.

### Exercise 7

- Have your pupils look at the pictures. Point to each picture and ask: 'What's **this**?' encouraging them to answer.
- Tell them to match the pictures to the suitable sound according to the initial sound in pairs. Do an example with them.
- Give them time to do the exercise in pairs.
- Go around the class monitoring and helping then check their answers.

### Answers

s: ( sandwich, snake, strawberry )

b: ( basket, box, bag )

## Workbook

### Exercise 1

- Ask the pupils to name the animals in the pictures.
- Tell them they are going to write the numbers of the pictures.
- Read the first example and give them time to do the exercise in pairs.
- Check the answers with the pupils.

### Exercise 2

- Tell the pupils that they are going to circle each name of the animals and match it to the proper picture.
- Encourage them to read the first word which is circled.
- Give them time to do the exercise. Then go around the class and check their answers

### Answers

parrot   elephant   rabbit   monkey   tiger

### Exercise3

- Ask the pupils to name the things they see.
- Revise the adjectives '**big**' and '**small**'.

- Tell the class they are going to listen to the audio and circle the correct picture.
- Play the audio and pause after each sentence to circle the correct picture.
- Go around to check their answers.

### Audio script

1- *There is a small sandwich.*

2- *There is a big doll.*

3- *There is a big box.*

4- *There is a small bag.*

### Exercise 4

- Point to the first sentence. Read it out, then ask pupils to repeat after you.
- Ask them to try to read the other sentences. More able pupils should recognise that all the sentences begin with 'There is /are ...'
- Now explain that they are going to look at the pictures and read the sentences then choose '**There is**' or '**There are**'.
- Give them time to do the exercise in pairs. Then check their answers.

### Answers

1- There are

2- There is

3- There are

4- There is

### Exercise 5

- Ask the pupils to point to the letter '**b**' and pronounce it. Then, point to the picture of the **basket** and say its name.
- Ask them to trace and copy the letter showing them the way on the board.
- Pupils pronounce the letter '**b**' as they write it.
- Walk around monitoring pupils' work, and praising their accuracy and neatness.
- Do the same with letter '**s**'.

### Exercise 6



- You can use flashcards of the pictures (book, snake , bag, sandwich) and ask the pupils to name them.
- Tell your pupils that they are going to circle the initial letter.
- Give them time to do the exercise individually. Then check the answers with them.

### Answers

b      s      b      s

### Exercise 7

- Tell the pupils to look at the picture, then ask them: '**Where is the snake?**' .
- Help them to say: '**The snake is in the basket.**'
- Read the sentence first then ask the pupils to write 's' or 'b' in the spaces.
- Check their answers on the board.

## Unit 17

### Vehicles

#### Aims

To teach new vocabulary related to vehicles (transportations)

To teach the adjectives **fast** / **slow**

To teach wh-question '**What is this / that?**'

To revise Yes/No question: Is the (plane) fast (...)?

To ask and answer about vehicles

#### Structures

*What's this/that? It's a bus.*

*Is the plane fast? Yes, it is. / No, it isn't.*

*The bike / It is slow.*

#### Functions

Asking about vehicles

Describing vehicles

#### Target vocabulary

train, bus, plane, bike, car, slow, fast

## Phonics

The 'm' sound

The 'j' sound

## Materials

Pupils' Book-unit 17

Workbook-unit 17

Visual aids: Vehicle flashcards, vehicle toys

Audio files: Pupils book. Exercise No. (1-2- 4-5-6-7)

Workbook. Exercise No. (1-6)

## Presentation

- The teacher holds up the toys or the flashcards and names them one by one.
- Ask the class to repeat chorally then individually.
- Invite some pupils to come to the front, give each one a toy and the pupils name them.
- Revise the structure, 'What's this? This is a car.'. Then introduce demonstrative adjective: '**That**'. Put a book near the board, go away, point and say: '**That is my book.**'. Then ask: '**What's that?** The pupils answer: That is a book. '.
- Introduce the words '**fast**' and '**slow**' using flashcards/ gestures/ video/ song .... etc.
  - Explain to the pupils that the bus is slow / the train and plane are fast. Give more examples from real life.

## Extra activity

- Teacher can remind the pupils with the story of the rabbit and tortoise. Say: 'The rabbit is fast, the tortoise is slow.'.

## Exercise 1

- Ask the pupils to open their books and tell them to look at the pictures carefully.
- Tell them they are going to listen to the audio.
- Play the audio the first time all the way through.
- Play the audio a second time, pausing after each sentence and asking the class to repeat the sentences after you chorally then in groups.

## Audio script

*What's this, Dad?*

*This is a bus.*

*The bus is slow!*

*That train is fast.*

*Is this bike fast, Mum? No. It's slow. Our car is fast.  
What's that, Dad?  
That's a plane.  
It's fast.*

### Exercise 2

- Tell the class that they are going to listen to the audio, point to the pictures and say.
- Play the audio the first time all the way through.
- Play the audio a second time, pausing after each word and asking the class to point and say.

### Audio script

*plane bike train car bus*

### Exercise 3

- Model the conversation using flashcards.
- Tell pupils to work in pairs, pointing to the pictures in their books and asking/answering the questions, the teacher asks: '**Is the plane fast?**' Someone answers: '**Yes, it is.**' '**Is the car slow?**' '**Yes, it is.**'
- Ask about other vehicles (teacher-pupil) then (pupil-teacher).
- Walk round the class making sure that pupils in the pairs take turns to ask and answer the questions (pupil-pupil).

### Exercise 4

- Tell the class that they are going to learn a new song.
- Ask the pupils to tell you which vehicles they can see (train, bus, car, bike, plane).
- Play the song all the way through once or twice.
- Play the song again, pausing the audio at the end of each line for the class to repeat. Make this activity fun. Tell pupils to point to the vehicles as they make the sound of each one.
- Finally, play the audio all the way through and let pupils sing along with music only.

### Audio script

*It's a big train,  
toot, toot, toot.  
It's a big plane,  
zoom, zoom, zoom.  
It's a big bus,  
beep, beep, beep.  
It's a big car,  
broom, broom, broom.*

### Exercise 5

- Ask the class to look at the pictures and name them.
- Play the audio all the way through once and then a second time, pausing after each sentence and asking the class to tick the correct answer.
- Make sure they are following the pictures as they listen.
- Go round and check the answers.

### Audio script

*That is a bus.*

*This is a bus.*

*This is a plane.*

*That is a plane.*

### Answers

This is a bus.

That is a plane

### Exercise 6

- Listen to the sound '**m**' and let them repeat in groups then individually.
- Use a flashcard or a picture to introduce the word '**moon**'.
- Pronounce the sound '**m**' within the word.
- Write the letter on the board OR show them a flashcard and pronounce it many times.
- Introduce the sound '**j**' and the word '**jar**'.
- Use the alphabet chart. Put a cover on the letter '**j**'. Present many words begin with the letter '**j**' then pronounce the sound first and let them uncover the letter '**j**' on the chart and say it again individually and in groups.

### Audio Script

*M m moon*

*J j jar*

### Exercise 7

- Tell pupils to look at the pictures carefully. Ask them what the words are.
- Tell them to match the pictures to the sounds '**m**' and '**j**'.
- Play the audio the first time all the way through.
- Play the audio a second time, pausing after each word and asking the class to repeat.
- Finally, go round and check the answers.

## Audio Script

*moon jacket mouth jar*

## Answers

m: (moon, mouth)

j: (jacket, jar)

## Workbook

### Exercise 1

- Tell your pupils to look carefully at the pictures and name them.
- Play the audio all the way through once then a second time, pausing after each word to match the pictures with the words.
- Pupils are going to trace the initial letters.
- Walk round the class, praising pupils for their efforts.

## Audio Script

*plane bus train bike car*

### Exercise 2

- Tell the pupils they are going to work in pairs to choose the correct word (**this**) or (**that**) according to the sign.
- Do the first example with them, then ask pupils to circle the correct word.
- Walk round helping pupils if needed.
- Check the answers with the class.

## Answers

1. That 2. This 3. That 4. This

### Exercise 3

- Tell pupils to look at the pictures and name them.
- Ask pupils to find and draw **fast** and **slow** items in the suitable boxes.
- Help if needed.

## Answers

Train and rabbit are fast. / Bike and tortoise are slow.

### Exercise 4

- Tell pupils to look at the picture. Explain that they are going to find and colour the **bus** and the **plane** among many objects.

- Walk round monitoring pupils' work.

### Exercise 5

- Use flashcards to present the letters '**m**' and '**j**' within the words '**moon**' and '**jar**'. Say the words and ask them to repeat chorally.
- Tell them that they are going to trace these letters, but first show them how to write them on the board then in the air.
- Now ask pupils to trace the letters '**m**' and '**j**' in the same way in their books. Explain that for the letter '**m**' they must keep it within the middle two lines of the grid and follow the lines they are tracing as carefully as possible.

### Exercise 6

- Tell pupils to look at the pictures. Ask pupils to listen carefully. Play the audio twice or more.
- Ask pupils what the words are, and tell them to trace the target letter of each word in the space and say it again.

### Audio Script

*moon monkey juice jar*

### Answers

**moon monkey juice jar**

## Unit 18

### Jobs

#### Aims

To teach new vocabulary about jobs

To teach how to ask and answer about jobs

#### Structures

*He's / She's a teacher.*

*Is she a teacher?*

*Yes, she is./ No, she isn't. She's a doctor.*

#### Functions

Talking about jobs

Asking and answering about jobs

#### Target vocabulary

teacher, farmer, pilot, doctor, policeman

#### Phonics

The '**r**' sound

The '**v**' sound

#### Materials

Pupil's book-unit 18

Workbook-unit 18

Visual aids: Flashcards, pictures  
Audio file: Pupil's book. Exercise No. (1-2-5)  
Workbook. Exercise No. (3)

### **Presentation**

- Use pictures or flashcards to introduce the names of the jobs one by one.
- Ask pupils to repeat the names of the jobs chorally then individually.

### **Exercise 1**

- Tell pupils that they are going to listen to the audio.
- Play the audio all the way through.
- Play the audio a second time, pausing after each sentence and ask the class to repeat.

### **Audio script**

*He is a policeman.*

*She is a doctor.*

*He is a farmer.*

*She is a teacher.*

*Look! He is a pilot.*

### **Exercise 2**

- Ask pupils to look at the pictures. Tell them they are going to listen to the audio.
- Play the audio all the way through.
- Play it a second time, pausing after each word and ask the class to repeat.
- Ask individual pupils to repeat the words.

### **Audio script**

*pilot policeman teacher farmer doctor*

### **Extra activity**

The teacher can have pictures of the jobs and say the name of a job and

a pupil chooses the correct picture and show it to the class.

### Exercise 3

- Use your job flashcards Ex.(policeman) and invite a pupil to the front then ask him / her: '**Is he a teacher?**'. Encourage the pupil to say: '**No, he isn't. He's a policeman.**' (teacher-pupil) then (pupil-teacher).
- Repeat the same procedure with the other pictures.
- Ask a pair of pupils to come to the front and ask and answer about a job (pupil-pupil).

### Exercise 4

- For Ex.4, bring the tools of each job or use pictures to revise the names of the jobs.
- The teacher can show the pupils the tool of a doctor and ask them to guess the job.
- Have pupils ask and answer about the jobs in pairs using the tools.

### Exercise 5

- Ask pupils to listen to the '**r**' sound and let them repeat in groups then individually.
- Use a flashcard or a real thing to introduce the word '**ring**'. Pronounce the sound within the word. Ask pupils to repeat after you in groups then individually.
- Repeat the same procedure with the '**v**' sound and the word '**van**'.
- Ask them to listen to the audio and repeat chorally then individually.

#### Audio script

*R r ring*

*V v van*

### Exercise 6

- Tell the pupils to choose the right letter for each picture and circle it.



- Go round and check their answer.
- You can write the correct answers on the board.

### Answers

1- v            2- r            3- r

## Workbook

### Exercise 1

- Ask the pupils to look at the first picture and tell you the name of the job.
- Ask them to choose the correct word and circle it. Tell them to do the same with the other pictures. Ask the pupils to do the exercise in pairs.
- Go round and check their answers.
- You can tell them about the correct answers by either pointing at the word on your book OR by writing the correct words on the board.

### Answers

teacher    policeman    farmer    pilot    doctor

### Exercise 2

- Ask the pupils to name the jobs.
- Ask them to read the sentences and match the sentences with the correct pictures individually.
- Go round and check their answers.
- You can write the answers on the board.

### Exercise 3

- Ask the pupils to look at the pictures.
- Ask the pupils to listen to the audio and tick the correct answer.
- Play the audio pausing after each question.

- Let the pupils do the exercise individually.
- Walk round and check their answers.

### Audio script

1. *Is she a pilot?*
2. *Is she a teacher?*
3. *Is he a farmer?*

### Answers

1-No, she isn't.    2- Yes, she is.    3- Yes, he is.

### Exercise 4

- Ask pupils to think about a job they like and to draw it. Then they colour it.
- Accept any job they choose. Let them have fun.
- Let them say the job they have drawn.

### Exercise 5

- Revise the letters 'r' and 'v' with the class and ask them to pronounce them.
- Ask them to pronounce the words '**rabbit**' and '**van**'.
- Write the letters on the board, showing pupils how to write them.
- Go round and help pupils if needed.

### Exercise 6

- Ask pupils to name each picture.
- Have them write the missing letter in each space individually.
- Let pupils say the words chorally.

### Answers

r            v            r            v

## Unit 19

### In the Park

#### Aims

To teach new vocabulary related to the park

To revise the wh-questions: **Where is / are...?**

To revise asking Yes/No questions about location

To teach the prepositions: **next to / under**

#### Structures

*What is that? It's a tree.*

*Where is the bird? It's in the tree.*

*The ball is next to the box.*

*The ball is under the table.*

#### Functions

Asking about nature

Asking about location

#### Target vocabulary

flower, river, sun, grass, tree

#### Phonics

The 'e' sound

The 'q' sound

#### Materials

Pupil's Book-unit 19

Workbook-unit 19

Visual aids: Nature flashcards /real objects

Audio file: Pupil's book. Exercise No. (1-2-3-5)

Workbook. Exercise No. (3)

#### Presentation

- Introduce the new vocabulary by using flashcards about nature.
- Let your pupils repeat many times chorally then individually.
- Ask :'**What's this? Where's the ...?**'. Encourage pupils to answer.

#### Exercise 1

- Tell the pupils they are going to listen to the audio.
- Play the audio the first time all the way through.
- Play the audio a second time, pausing after each sentence and asking the class to repeat the sentences after you.
- Tell pupils to repeat chorally then individually.

#### Audio Script

*Mary, look at the sun and birds!*

*There are nice flowers!*

*What's this on the grass?*

*It's a butterfly.*

*It's beautiful!*

*What's that in the river?*

*It's a duck.*

*Where's the bird?*

*The bird is on the tree.*

## Exercise 2

- Tell your pupils that they are going to listen to the audio.
- Play the audio all the way through.
- Play the audio a second time, pausing at the end of each word and asking the class to repeat it chorally. Make sure that pupils are pointing to the picture as they listen to the audio.

## Audio Script

*grass flower river bird*

## Exercise 3

- Present an example showing the location using the prepositions '**next to**' and '**under**'.
- Have them ask and answer in pairs using the prepositions '**next to**' and '**under**'.
- Play the audio, pausing after each sentence and asking the class to repeat the sentences chorally then individually.
- Play the audio again all the way through.

## Audio Script

*The mouse is **next to** the box.*

*The mouse is **under** the box.*

## Exercise 4

- Ask the pupils to describe the items they see in the picture.
- Divide the class into small groups.
- Give an example, '**Where's the (bird)?**' to elicit the answer: '**It's in the tree.**'.
- Have the pupils ask and answer in pairs about the location of the items in the picture.

## Exercise 5

- Use a flashcard of the letter '**e**' then ask pupils to listen and repeat in groups then individually.

- Introduce the word '**egg**'. Pronounce the sound within the word. Ask pupils to repeat in groups then individually.
- Repeat the same steps with the sound '**q**' and the word '**queen**'. Ask them to listen to the audio and repeat.

### Audio script

*E e egg*

*Q q queen*

### Exercise 6

- Revise the sounds and the words .Use flashcards to make them clear.
- Have them match the words with the correct letters '**e**' or '**q**' individually.
- Let them check their answers in pairs.
- Go round and check pupils' answers.

### Exercise 7

Ask pupils what animals they can see in the picture.

- Tell them to think and say what the monkey and the hen can find.
- Ask them to work in pair and tell thje monkey and the hen what they can find.

## Workbook

### Exercise 1

- Tell the class to look at the pictures and name them.
- Tell your pupils they are going to match the words with the related pictures then trace the initial letters.
- Walk round the class and check their answers.

### Exercise 2

- Ask the pupils to look at the pictures and say what they can see.
- Read the prepositions.
- Have them work in pairs to fill the prepositions in the blanks.
- Check their answers.

### Answers

*next to under on in*

### Exercise 3

- Ask pupils to look at the pictures and tell what they can see.
- Clarify the task.
- Play the audio all the way through while pupils listen to the sentences.
- Play the audio a second time, pausing after each sentence and asking the class to tick the correct answer.
- Have them check their answers in pairs.

### Audio Script

1. *Where's the fish?*

*It's in the jar.*

*It's next to the jar.*

2. *Is the flower under the fish?*

*Yes, it is.*

*No, it isn't.*

### Answers

1. *It's in the jar.*      2. *Yes, it is.*

### Exercise 4

- Divide the class into groups. Revise the items and ask the groups to read and write the words related to vehicles and the park in the suitable box.
- Go around checking pupils' answers.

### Answers

Vehicles:( plane, train, car, bus)

In the park: (sun, river, grass, flower)

### Exercise 5

- Point to each sound then let the pupils repeat in groups then individually.
- Ask pupils to colour the letter **E e** in one colour and the letter **Q q** in another one.
- Walk round the class checking pupils' work.

### Exercise 6

- Pronounce the sounds 'q', 'e' and the words .Use flashcards to make them clear.
- Use flashcards of the words '**queen**' and '**egg**'. Say the words and let pupils repeat chorally and individually.
- Tell them that they are going to trace these letter shapes, but first you are going to show them how by using the usual procedure.
- Now ask pupils to trace the lines in the same way.

### Exercise 7

- Ask the pupils to look at the pictures and name them.
- Have them work in pairs to circle the initial letter for each picture and write it in the space.
- Walk around and check their answers.

### Answers

e            q            e

### Phonics Corner 3

#### Exercise 1

-Have the pupils listen to the audio twice, then play and pause after each word to repeat it in groups then individually.

#### Exercise 2

-Have pupils listen to each group of words then give them time to tick the rhyming words.

-Check their answers.

#### *Audio script*

1- *box fox ox*

2- *- fox box*

- *ox carrot*

- *fox ox*

## Unit 20

### Revision 4

#### Aims

To revise the vocabulary from units 16 to 19

To revise prepositions **on/ under/ next to**

To revise wh-question: 'Who's he/she?' 'Where's....?'

To revise Yes\ No question: 'Are there / Is there...?'

To revise adjectives: **slow / fast**

#### Structures

To revise previous structures

#### Functions

To revise previous functions

#### Target vocabulary

To revise previous vocabulary

### **Phonics**

To revise the (s, b, m, r, v, j, e, q) sounds

### **Materials**

Pupil's book-unit 20

Workbook-unit 20

Visual aids: Flashcards, real objects

Audio file: Pupil's book. Exercise No. (2)

Workbook Exercise No.(4)

### **Exercise 1**

- Ask pupils what and who they can see in the pictures. Then read the question, make several pupils repeat the question chorally then individually.
- Read the two answers, tell the pupils to tick the correct answer individually.
- They check their answers in pairs.
- Walk round the class checking their answers. Do the same with the other pictures.

#### **Answers**

1. He's a pilot.
2. It's a plane.
3. Yes, there are.
4. It's on the table.

### **Exercise 2**

- Tell the pupils that they are going to listen to the sentences and match each one to the correct picture individually.
- Play the audio for the first time pausing after each sentence waiting for the pupils to match.
- Play the audio all the way through for the pupils to check their answers.
- Walk round the class, checking pupils' answers.

### **Audio script**

- 1- *There are four elephants.*
- 2- *She's a teacher.*
- 3- *There's a rabbit under the tree.*
- 4- *It's a blue train.*

#### **Answers**

1. Picture Four



2. Picture Two
3. Picture One
4. Picture Three

### Exercise 3

- Ask the class about the items in the pictures.
- Read each question and ask pupils to repeat chorally then individually.
- Encourage your pupils to answer each question individually.

### Answers

1. It's under the table.
2. Yes, he is.
3. No, it isn't. It's fast.

### Exercise 4

- Tell the class they are going to work in groups to match the sentences with the correct pictures.
- Read each sentence and give them time to match.
- Go round and check their answers.

### Answers

1. Picture 2                      2. Picture 3                      3. Picture 4                      4. Picture 5  
5. Picture 1

### Exercise 5

- Tell the pupils that they are going to draw a tree and use the leaves they have collected to decorate it.
- Show pupils a sample of the project.
- Ask the pupils to work in groups helping each others painting and gluing the leaves.
- Ask a group to present their work in front of the class.
- Walk round the class help if necessary.
- Pupils show the tree they have made to their friends.

## Workbook

### Exercise 1

- Ask the pupils about the pictures.
- Ask them to work in pairs reading and match each word to the suitable picture.
- Walk round checking their answers.

### Exercise 2

- Clarify the task by giving them an example.
- You can show them four pictures, three of them are related and one is different and ask them to point at the different one.
- Give them time to do the exercise in pairs then check the answers together.

#### Answers

1. flower      2.doctor      3.snake      4.plane

#### Exercise 3

- Ask pupils to work in pairs.
- Ask them to look at the pictures, read the sentences then circle the correct word.
- Walk round to help if necessary then check their answers.

#### Answers

1. next to      2.She's      3.sun      4.is

#### Exercise 4

- Pupils say what they can see in the pictures.
- Tell them that they are going to listen to the audio and they have to circle what they hear in each row.
- The teacher plays the audio, pupils listen carefully to each sentence and circle the related picture.
- Walk round checking pupils' answers.

#### Audio script

1-The fox is under the box.

2-He is a policeman.

3-It is a cat.

4-It's a bus.

#### Answers

1.Picture 2      2. Picture 2      3. Picture 3      4. Picture 2

#### Exercise 5

- Tell pupils to look at each picture and write the missing letter completing the word.
- Ask the pupils to say the words.
- Walk round checking pupils' answers.

#### Answers

1. moon      2. policeman      3. rabbit      4. jar      5. bike

#### Exercise 6

- The pupils read the words in the list.
- Ask pupils to work in groups using the words to complete the sentences.

- Go round the class help if necessary and check their answers.

### Answers

1. big
2. pilot
3. teacher
4. green

## Unit 21

### Music

#### Aims

To teach pupils new vocabulary related to music

To ask wh-questions about musical instruments

To ask Yes/No questions about possessions

#### Structures

*What's this? It's a piano.*

*Is that Lama's piano?*

*Yes, it is. / No, it isn't.*

#### Functions

Asking about musical instruments

Asking about possessions

#### Target vocabulary

piano, violin, trumpet, drum

#### Phonics

The 'z' sound

#### Materials

Pupil's book-unit 21

Workbook-unit 21

Visual aids: Flashcards, pictures, toys of instruments

Audio file: Pupils book. Exercise No. (1-2-6)

Workbook. Exercise No. (2)

## Presentation

- Use the flashcards or pictures to introduce the musical instruments using the question: 'What's this?'. Then ask: 'Is it Salma's piano?' Yes, it is. No, it isn't'.
- Have the pupils repeat the words and the structure several times in groups then individually.

## Exercise 1

- Ask the class to listen to the audio.
- Play the audio the first time all the way through.
- Play it again pausing after each sentence and ask the pupils repeat.

## Audio script

*What's this?*

*It's a piano.*

*Is it Sally's piano?*

*No, it isn't.*

*It's Lara's.*

*What's this?*

*It's a drum.*

*Is it Peter's drum?*

*Yes, it is.*

*Is this Tom's violin? Yes, it is.*

*Look! It's a trumpet.*

*Is it Mary's trumpet?*

*No, it isn't. It's Jack's.*

## Exercise 2

- Have the pupils listen to the words and point to the correct picture.

- Play the audio pausing after each word. Pupils point to the pictures and repeat chorally.

### Audio script

*drum violin trumpet piano*

### Exercise 3

- Focus pupils' attention on the picture asking them to name the characters and the musical instruments.
- Give a model:
  - T: What's this?
  - P: It's a drum.
  - T: Is it Peter's drum?
  - P: Yes, it is.
- Have a pupil ask the teacher and then let the class work in pairs.
- Ask some pairs to do the dialogue in front of the whole class.

### Exercise 4

- Have the pupils look at the pictures and tell you what they can see.
- Ask the pupils to read the sentences and circle the correct answer individually.
- Walk round to monitor their work.
- Have the pupils check their answers in pairs.

### Answers

1.drum 2.big 3.No, it isn't.

### Exercise 5

- Have the pupils work in groups, look at the pictures and name them. Then, they write the missing letters individually.
- Walk round to help if necessary.
- Have the pupils say the complete words.
- Write the words on the board.

### Answers

drum trumpet piano violin

## Exercise 6

- Write the letter 'z' on the board or use a flashcard. Pronounce the sound many times.
- Play the audio and let the pupils repeat in groups then individually.
- Introduce the word 'zoo' using a flashcard.
- Pronounce the sound several times then pronounce the word.
- Ask the pupils to repeat in groups then individually.

### Audio script

Z z zoo

## Exercise 7

- Have the pupils work in pairs and circle the letter 'Z z' and say its sound.

## Workbook

### Exercise 1

- Have pupils look at the pictures, name and match them to their pictures, then trace the words.
- Walk round monitoring pupils' work and help if needed.

### Exercise 2

- Ask pupils to listen to the audio.
- Play the audio the first time for them to match each instrument to its owner.
- Play it again to check their answers in pairs.

### Audio script

1. *It's Sandy's violin.*
2. *It's Lara's piano.*
3. *It's Jack's trumpet.*

4. *It's Peter's drum.*

Answers

(Sandy – violin) (Lara – piano) (Jack – trumpet) (Peter – drum)

Exercise 3

- Have pupils look at the pictures, then in pairs they read the sentences and tick the correct answer.
- Walk round monitoring pupils' work and help if needed.
- Check the answers with the class.

Answers

1. It's a trumpet.
2. It's Sally's piano.
3. Yes, it is.
4. Yes, it is.

Exercise 4

- Show the pupils how to trace the letter by writing it on the board many times saying the sound as you write.
- With your back to the class trace the letter 'z' in the air and let the class imitate you while repeating the sound 'z'.
- Have two or three pupils write the letter 'z' on the board.
- Ask the pupils to trace the letter on the books.
- Walk round monitoring pupils' work and help if needed.

Exercise 5

- Have the pupils look at the pictures, then write the missing letters individually.
- Walk round monitoring pupils' work and help if needed.
- Have them check answers in pairs.

Answers

piano          zoo          music

## Unit 22

### At the Beach

#### Aims

To revise the modal verbs: **can** / **can't**

To teach new vocabulary about actions done at the beach

To ask and answer Yes /No questions using can

#### Structures

*He can swim.*

*Can he fly a kite? Yes, he can. / No, he can't.*

#### Functions

Asking and talking about ability

#### Target vocabulary

beach, fly, swim, run, jump, kite

#### Phonics

The 'w'sound

The 'x'sound

#### Materials

Pupil's book-unit 22

Workbook-unit 22

Visual aids: Pictures, flashcards, real objects of (a kite, ball...)

Audio files: Pupil's book.Exercise No. (1-2-4-5)

Workbook.Exercise No. (1)

#### Presentation

- Teach the new vocabulary (fly, swim, run, jump, beach ) using miming, flashcards and real objects.
- Have the teacher use the body gestures to show the ability of making or not making the actions of ( swim,run... ).
- Ask two pupils to come to the front of the class and mime one of the previous actions (e.g. run)then say: '**They can run.**'.
- Ask other pupilsto mime actions they can't do,then say: '**They can't run.**'.
- Have the pupils repeat the new vocabulary and the structures chorally and individually.

#### Exercise 1



- Ask the pupils about the pictures.
- Tell the class that they are going to listen to the audio, then play the audio all the way through.
- Play the audio a second time, pausing after each sentence and ask the class to repeat chorally.

### Audio script

*Look! I can swim.*

*Can you swim?*

*No, I can't.*

*They can fly kites.*

*We can jump.*

*I can run.*

### Exercise 2

- Tell the pupils they are going to listen to the audio once, point to the picture and say the words.
- Play the audio, pausing after each word, giving them time to point and say the words chorally.

### Audio script

*fly swim run jump*

### Exercise 3

- Clarify the structure '**Can he/she / they.....?**' using flashcards.
- Start asking one of the pupils about the person in the flashcard using the correct intonation e.g. '**Can he fly the kite?**'(teacher-pupil).
- Encourage him/her to respond using the form 'Yes, he can.'.
- Then, show him/her another flashcard and ask : 'Can they jump?'

- Encourage him/her to respond using the form 'No, they can't.'.
- Swap the dialogue (pupil-teacher).
- Distribute the flashcards, give your class time to work in pairs (pupil-pupil).
- Check their work.
- Ask some pairs to act the dialogue out.
- Enhance them.

#### Exercise 4

- Ask the class about the pictures.
- Tell the class they are going to listen to a song.
- Play the audio all the way through once or twice.
- Play the song, pausing at the end of each line for the class to repeat the words chorally.
- Play the audio all the way through and let the pupils sing along.
- Pupils sing the song with music alone.

#### Extra activity

- Divide the class into two groups. Ask group **A** to sing the questions and group **B** sing the answers. Let pupils have fun with the activity.
- Ask the class to work in two groups. Ask group **A** to circle and count (can) and group **B** count (can't).

#### Audio script

*Little bird, little bird,  
can you clap?  
No, I can't. No, I can't.  
  
I can't clap.*

*Little bird, little bird, can you fly?*

*Yes, I can. Yes, I can.*

*I can fly.*

*Little fish, little fish, can you swim?*

*Yes, I can. Yes, I can.*

*I can swim.*

### **Exercise 5**

- Tell the class they are going to listen to new sounds.
- Show them the letter flashcards 'w' and 'x'.
- Play the audio for each sound alone several times.
- Let the pupils pronounce each sound many times in groups then individually.
- Use a flashcard or a real thing to introduce the word.
- Pronounce the sound within the word many times. Then, let your class repeat in groups then individually.
- Write each letter on the board and pronounce it.
- Ask the class to pronounce each sound individually.

### **Audio script**

*W w water*

*X x fox*

### **Exercise 6**

- Ask the pupils to name the items in the pictures.
- Have them circle the letter 'w' in the words.
- Give them time to work individually.
- Go around, checking and helping if necessary.

### **Exercise 7**

- Follow the same procedures of exercise 6.

### **Extra activity**

- Divide the class into groups .Ask each group to do one of the exercises(6-7)as a competition.
- Monitor the activity.

## **Workbook**

### **Exercise 1**

- Ask the class about the pictures, then ask what each one can do.
- Tell the pupils they are going to listen to the audio to match each sentence with its correct picture.
- Play the audio all the way once.
- Play the audio a second time,pausing after each sentence giving them time to match individually.
- Go around the classroom, checking pupils' answers.

### **Audio script**

1. *They can swim.*
2. *It can fly.*
3. *He can run.*
4. *She can jump.*

### **Answers**

1.Picture 4 2.Picture 3 3.Picture 1 4.Picture 2

### **Exercise 2**

- Revise the structures if necessary.
- Divide the class into groups.
- Do an example with the pupils.
- Give them time to do the exercise, move around to help when necessary.

- Check the answers with the whole class.

### **Answers**

1-Yes, he can.

2-Yes, they can.

3-Yes, she can.

### **Exercise 3**

- Tell the class they are going to work in pairs.
- Tell them that each pair is going to ask his / her partner about what he/ she can or can't do.
- Do an example with the pupils.
- Give them clear instructions, make sure the pupils understand the task.
- Give them time to do the exercise, move around to help if necessary.
- Check their answers.

### **Answers**

Answers vary

### **Exercise 4**

- Pronounce the sound within the word.
- Write the letter on the board and show them how to write it.
- Ask the class to stand up and write it in the air correctly several times.
- Ask some pupils to write it on the board and pronounce it. Give the class enough time to write it on their books individually.
- Go around and check their work.

### **Exercise 5**

- Ask the class about the pictures.

- Tell them they are going to write the missing letters (**w-x**) according to the pictures.
- Do an example with the class.
- Give them time to write the letter individually.
- Go around, checking and helping if necessary.
- Let some pupils say the word and write the letter on the board.

### Answers

box six window water

## Unit 23

### Sports

#### Aims

To teach new vocabulary about sports

To revise likes and introduce dislikes

To revise the verb **can**

#### Structures

*I can play.....*

*What's your favourite sport?*

*I like / don't like .....*

#### Functions

Talking about abilities

Asking about sports

Expressing likes / dislikes about sports

#### Target vocabulary

football, tennis, volleyball, basketball

#### Phonics

The 'u' sound

The 'y' sound

#### Materials

Pupil's book-unit 23

Workbook-unit 23

Visual aids: Sports flashcards, pictures, realia

Audio file: Pupil's book. Exercise No. (1-2-4-5)

Workbook Exercise No. (1)

#### Presentation

- Introduce the new vocabulary by using flashcards.
- Have pupils repeat the vocabulary in groups then individually.
- Choose a sport and say for example: '**I can play football. I like football**', then say: '**My favourite sport is football.**'
- Ask the pupils: '**What is your favourite sport?**' using their answers to revise 'I like'.
- Choose another flashcard that you don't like and say: '**I don't like tennis**'. Use facial expressions.
- Let them talk about the sports they don't like individually.

### Exercise 1

- Tell the pupils that they are going to listen to the audio, then play the audio for exercise one all the way through.
- Play the audio a second time, pausing after each sentence and ask the class to repeat in groups and individually.

### Audio script

*We can play football.*

*I like basketball.*

*I don't like football.*

*What is your favourite sport?*

*Tennis.*

*I like volleyball.*

*I don't like basketball.*

### Exercise 2

- Tell pupils that they are going to listen to the words.
- Play the audio the first time pausing after each word then play it again all the way through.
- Pupils repeat in groups then individually.

### Audio script

*volleyball    basketball    tennis    football*

### Exercise 3

- Revise the vocabulary and structures if necessary.
- Start asking and answering as in the example(teacher-pupil), then the pupil asks and the teacher answers (pupil-teacher).
- All pupils ask and answer in groups ( pupil-pupil).
- Ask pairs of pupils to ask and answer in front of the class.

### Exercise 4

- Have pupils look at the pictures.
- Tell pupils that they are going to listen then tick the correct pictures individually.
- Play the audio for exercise 4, pause after each sentence to give pupils time to tick.
- Play it again all the way through to check their answers.

### Audio script

1. *I like football.*
2. *They like basketball.*
3. *We like tennis.*
4. *We like volleyball.*

### Exercise 5

- Ask pupils to listen to the sounds 'u' and 'y' and let them repeat in groups then individually.
- Introduce the words '**umbrella**' and '**yo-yo**' by using flashcards or real objects.
- Pronounce the sounds within the words.
- Write the letters '**u**' and '**y**' on the board or show them flashcards and pronounce them many times.
- Have pupils repeat in groups.

### Audio script



U u umbrella

Y y yo-yo

### Exercise 6

- Divide the pupils into groups and tell them that they are going to match the letters 'u' and 'y' to the correct pictures.
- Encourage them by saying that the fastest group is the winner.
- Go around and help if necessary.

### Answers

y: (yo-yo, yellow)

u: (umbrella)

## Workbook

### Exercise 1

- Have pupils look at the pictures.
- Tell the pupils that they are going to listen and tick the correct sentence individually.
- Play the audio pausing after each number waiting for the pupils to tick and cross.
- Play it again all the way through.
- Go round the classroom, checking pupils' work.

### Audio script

*I can play basketball.*

*I can play tennis.*

*They can play volleyball.*

*They can play football.*

### Answers

*I can play basketball. X*

*I can play tennis. ✓*

*They can play volleyball. X*

*They can play football. ✓*

### **Exercise 2**

Draw a happy face on the board and say: '**I like tennis.**'. Then draw a sad face and say: '**I don't like football.**'.

- Ask the pupils to work individually and colour the face which expresses their states towards the sport in each sentence.
- Go round the classroom, and help if necessary.

### **Exercise 3**

- Tell the pupils to work in pairs and fill in the blanks according to the face in each sentence.
- Go around and check their answers.

### **Answers**

1. don't like
2. like

### **Exercise 4**

- Ask pupils to circle the sport each one of them likes individually, then complete the sentence by writing the name of the sport he/she circles.
- Have pupils read their answers aloud.

### **Exercise 5**

- Have pupils look at the pictures, then have them work in pairs and draw the suitable face to each behaviour.
- Go around and check their answers.

### **Exercise 6**

- Ask the pupils to point to the letters 'u' and 'y' and the pictures then pronounce them.
- Ask the pupils to trace and copy the letters showing them the correct way on the board or in the air.
- Check the pupils' writing.

### Exercise 7

- Divide the pupils into pairs.
- Tell them to look at the pictures and name them.
- Ask them to circle the initial letter of each word.
- Go round and check their answers.

### Answers

t      u      y

## Unit 24

### Look at me

#### Aims

To teach describing people

To teach asking and answering about people's description

#### Structures

*You're tall/short. They're slim.*

*Is she tall? No, she isn't. She is short.*

#### Functions

Describing people

Asking Yes/No questions about people's description

### **Target vocabulary**

short, tall, slim, plump

### **Materials**

Pupil's book-unit 24

Workbook-unit 24

Visual aids: Flashcards, pictures, photos

Audio file: Pupil's book. Exercise No. (1-2-5-6)

Workbook. Exercise No. (3)

### **Presentation**

- Use visual aids and flashcards to introduce the new vocabulary one by one.
- Have the pupils repeat the new vocabulary in groups then individually.

### **Exercise 1**

- Tell the class they are going to listen to the audio. Play the audio all the way through.
- Play the audio a second time, pausing after each statement and ask the class to repeat chorally.

### **Audio script**

*I'm short.*

*You are tall.*

*Are they slim?*

*Yes, they are.*

*Look! They are plump.*

### **Exercise 2**

- Ask pupils to look at the pictures. Tell them they are going to listen to the audio, point and repeat the word.
- Play the audio all the way through. Play it a second time, pausing after each word.
- Have them point to the picture while listening then ask the class to repeat.

### **Audio script**

*short          plump          tall          slim*

### Exercise 3

- Ask the pupils to look at the picture.
- Start asking and answering (teacher-pupil) then (pupil-pupil).
- Ask pairs of pupils to come to the front and ask and answer about each character as in the example.

### Exercise 4

- Have pupils look at the pictures. Ask them about the first picture, using the structure: **'Is she slim?'**
- Tell them to circle the correct answer. Give them time to do the exercise in pairs. Go round and check their answers.
- Ask pairs to say their correct answers OR write the correct answers on the board.

### Answers

- 1-Yes, she is.
- 2-We are short.
- 3-Yes, They are.
- 4-No, he isn't.

### Exercise 5

- Ask the pupils about the pictures.
- Tell them they are going to listen to the audio and point to the right character.
- Play the audio pausing after the first sentence. Tell the pupils to point to the tall girl in the picture.
- Play the audio a second time, pausing after each sentence and telling them to point to the correct character.

## Audio script

*Point to the tall girl.*

*Point to the short boy.*

*Point to the plump boy.*

*Point to the slim boy.*

## Exercise 6

- Revise the alphabets with the class.
- Tell the class that they are going to listen to a song about the alphabets.
- Play the song all the way through once or twice.
- Play the audio all the way through and let the pupils sing along.
- Pupils sing the song with music only.

## Audio script

*The alphabets Song*

## Workbook

### Exercise 1

- Ask pupils to tell you about the pictures.
- Ask pupils to match each picture with the correct word in pairs. Then they say the word.
- Go round the class to check their answers.
- You can write the answers on the board.

### Answers

short (Frinky)      tall (Pinky)      plump (Twinky)  
slim (Winky)

### Exercise 2

- Revise the words: (slim/ tall/ plump/ short) with the class.
- Ask the pupils do the cross words individually then write them.
- Go round and check their work and help if necessary.
- You can write the answers on the board.

### Exercise 3

- Ask pupils to look at the pictures.
- Tell the pupils that they are going to listen to sentences and tick the correct picture.
- Play the audio all the way through once.
- Play the audio a second time, pausing after each sentence and giving them time to tick.
- Go round the class, checking their answers.

### Audio script

#### Answers

1- They are short girls. (1)

2-He is a tall boy. (2)

3-She is a slim girl. (1)

### Exercise 4

- Revise the numbers from 1 to 10.
- Ask pupils to match the numbers. Give them time to do the exercise.
- Go around and offer help if necessary.
- When they finish, ask pupils to say the numbers chorally.

## Answer

kite

### Exercise 5

- Revise the target letters.
- Tell them to match the capital letter with its equivalent small letter. Do the first one with the class.
- Go around and check their answer. Offer help if necessary.

### Exercise 6

- Revise the alphabets with the class. You can use the song of the alphabets if you want.
- Ask pupils to name each picture.
- Tell them to write the correct number under each word.
- Go around and check their answer. Offer help if necessary.

## Answers

1.ant      2.banana      3.carrot      4.doll      5.egg      6.fish

## Phonics Corner 4

### Exercise 1

-Have the pupils listen to the audio twice, then play and pause after each word to repeat it in groups then individually.

### Exercise 2

-Have pupils listen to each group of words then give them time to tick the rhyming words.

-Check their answers.

### Audio script

1- Pen hen ten

2- pen doll ten

pen hen tree



*ant ten hen*

## **Unit 25**

### **Revision 5**

#### **Aims**

To revise the verbs mentioned previously  
To revise the previous vocabulary and structures

#### **Structures**

To revise previous structures

#### **Functions**

To revise the previous functions.

#### **Target vocabulary**

To revise the previous vocabulary

#### **Materials**

Pupil's Book-unit 25

Workbook-unit 25

Visual aids: Realia, flashcards

Audio files: Pupil's book. Exercise No. (1-5)

Workbook. Exercise No. (1)

#### **Exercise 1**

- Revise the vocabulary and some of the questions needed for this exercise by using flashcards and real objects.
- Tell the class they are going to listen to the audio to match.
- Play the audio for the first time, pausing after each sentence, giving them time to match.
- Play it again all the way through.
- Go round the classroom checking pupils' answers.

#### **Audio script**

1- *This is my violin.*

2- *It can jump.*

3- *He is plump.*

4- *I fly my kite.*

### Answers

1. Picture 2  
1

2. Picture 4

3. Picture 3

4. Picture

### Exercise 2

- Tell the class to look at the picture and describe what they can see, e.g. (plump cat, blue fish, table).
- Ask pairs of pupils to come to the front to ask and answer about the picture.
- The pupils practice asking and answering in pairs.
- Walk around the class and help if necessary.

### Exercise 3

- Ask the pupils to look at the pictures.
- Tell them that they are going to read the sentences and tick or cross depending on the pictures in pairs.
- Check their answers.

### Answers

1-Yes, they can. √

2-Yes, it is.√

3-Yes, he is. √

4-Tennis. √

### Exercise 4

- Tell the class that are going to pronounce each letter, and they have to think of at least one word that begins with the sound of the letter.

- Help them by pointing to real objects, or by holding up the flash cards.
- (m mouth)

### Exercise 5

- Tell pupils that they are going to learn the goodbye song.
- Play the song all the way through once or twice.
- Play the song again, pausing at the end of each line for the class to repeat.
- Play the audio all the way through and let pupils sing along.
- Pupils sing the song with music only.

#### Audio script

*Goodbye,  
goodbye,  
goodbye friends,  
It's time, it's time to say goodbye.*

### Exercise 6

- Tell pupils that they are going to play a miming game.
- They have to mime the action .
- Ask pupils to look the picture and choose the correct answer in pairs.
- Go around and check their answers.

#### Answers

1-fly    2- can    3- jump    4-can

#### Extra activity

- Tell pupils that they are going to play a miming game. Explain that you are going to walk round the class and show a pupil an animal flashcard and whisper an action to them. First, they have to mime the animal so that the other pupils guess what it is.
- Then they mime the action. When the other pupils think they know what the mime is they have to say, 'A bird can fly'.

## Exercise 7

- Tell the pupils that they are going to draw something e.g. 'a flower'.
- They can write their names, age and their favorite things on the paper.
- Ask them to glue the paper on their flowers as shown in the model.
- Go round and help if needed, making sure that pupils work correctly.
- Ask pupils to present their work individually.

## Workbook

### Exercise 1

- Revise the vocabulary if necessary.
- Tell the pupils to look at the pictures then illustrate that they are going to listen and circle.
- Play the audio for the first time, pausing after each sentence, giving them time to circle.
- Play the audio all the way through again.
- Go round the classroom, checking pupils' answers.

### Audio script

1- *She can jump.*

2- *I like chicken.*

3- *It's a piano.*

4- *He's slim.*

### Exercise 2

- Tell the pupils that they are going to put the letters in the first bag and the numbers in the second one.
- Give them time to work in pairs.
- Go around and help if needed.

### Answers

Letters: E O A R q k h I

Numbers: 4 8 7 5

### Exercise 3

- Have pupils circle the correct small letter for the capital letter in each row in pairs.
- Go around and help if needed.

#### Answers

A a    G g    D d    B b    H h

### Exercise 4

- Divide the class in groups. Revise the items and ask the groups to read and write the words related to **sports** and **music** in the suitable box.
- Go around checking pupils' answer.

#### Answers

Music: guitar, violin

Sports: basketball, football

### Exercise 5

- Show the pupils flashcards or let them look at the pictures in the book and name them.
- Tell them they are going to write the missing letter.
- Give them time to do the exercise in pairs.
- Go around and check their answers.

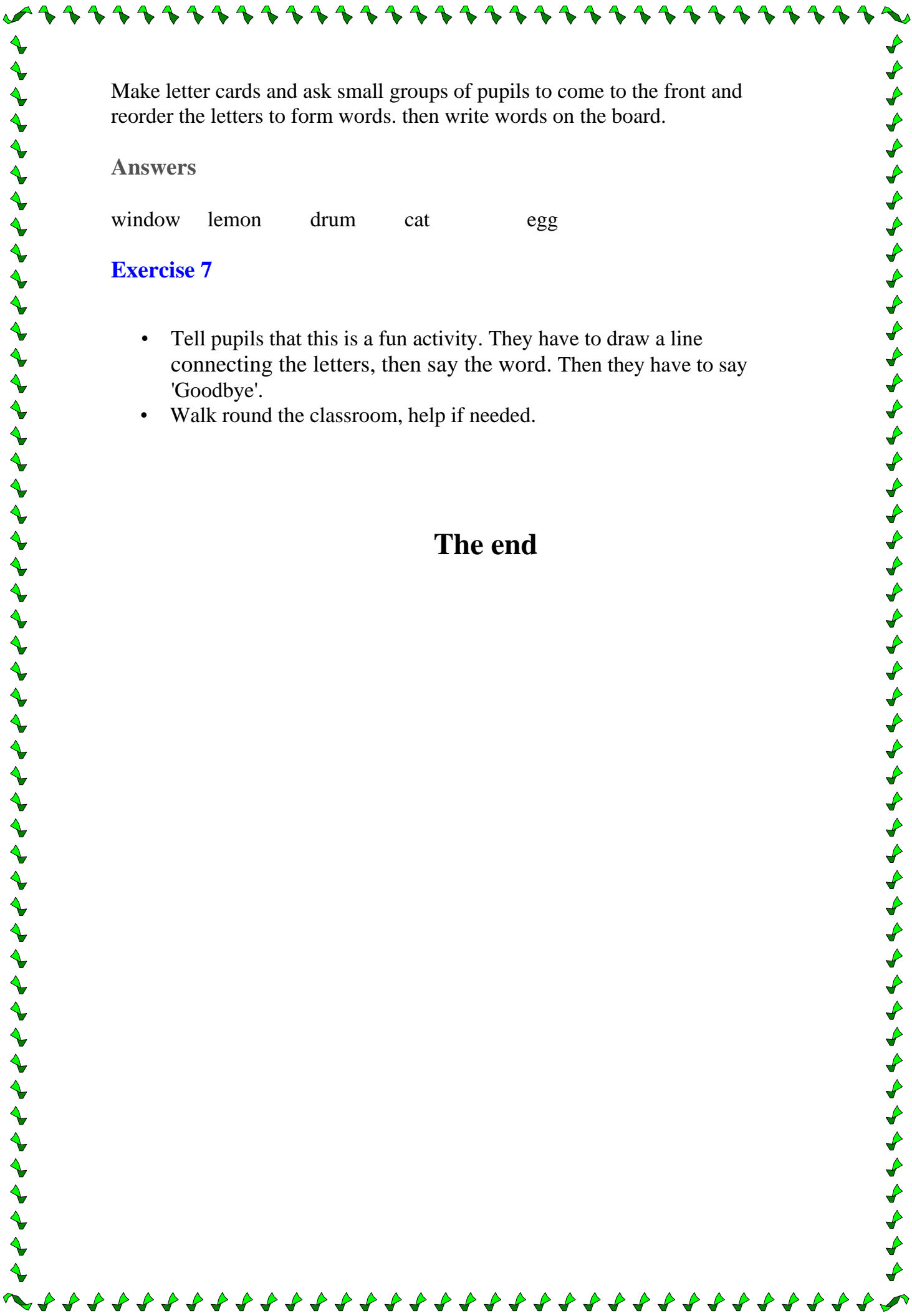
#### Answers

umbrella    yoyo    tennis    water

### Exercise 6

- Explain that pupils should unscramble the letters.
- Do the first one as an example. Give the pupils time to complete the task individually ,then check answers.

### Extra activity



Make letter cards and ask small groups of pupils to come to the front and reorder the letters to form words. then write words on the board.

### Answers

window    lemon    drum    cat    egg

### Exercise 7

- Tell pupils that this is a fun activity. They have to draw a line connecting the letters, then say the word. Then they have to say 'Goodbye'.
- Walk round the classroom, help if needed.

**The end**