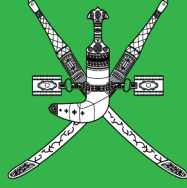


1A

نتقدم بثقة  
Moving Forward  
with Confidence



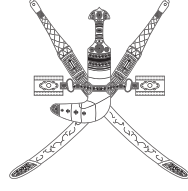
# ENGLISH FOR ME

## Teacher's Book



2020

Ministry of Education  
Sultanate of Oman



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2020

Ministry of Education  
Sultanate of Oman







**His Majesty  
Sultan Haitham Bin Tarik**



**The Late Sultan,  
Qaboos Bin Said**



# English for Me

## Grade 1A Teacher's Book

### Preparation:

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

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Detailed contents list	page II
Contents map	IV
Activities	VIII
Introduction	X

1. The course	X
2. Activities	XVIII
3. Classroom management	XXII
4. Materials	XXVIII
5. List of flashcards	XXX
6. List of wordcards	XXXI
7. Shared Reading of Big Books	XXXII
8. Sample Lesson	XXXIV

Notes on pre-writing activities	xx
Detailed teaching notes	1

Unit 1 Introduction to English	1
Unit 2 Colours and Objects	23
Unit 3 Numbers and Body Parts	45
Unit 4 Numbers and Shapes	67
Unit 5 My Face	89
Unit 6 My Classroom	111

Assessment	132
Syllabus	134
Additional activities	140



## 1 The course

×

- 1.1 Description of the course
- 1.2 Aims of the course
- 1.3 Teaching English to children
- 1.4 The syllabus
- 1.5 The development of the four skills
- 1.6 The approach to the teaching of listening and speaking
- 1.7 The approach to the teaching of reading and writing
- 1.8 Posture for writing
- 1.9 Writing implements
- 1.10 Pen grip
- 1.11 Paper position
- 1.12 The left-hander
- 1.13 General Procedure
- 1.14 How parents can help
- 1.15 Cross-curricular links and strategies
- 1.16 Number of units and timing

## 2 Activities

XVIII

- 2.1 Games
- 2.2 Stories
  - 2.2.1 How to use stories from the *Classbook*
  - 2.2.2 Before you start telling the story
  - 2.2.3 While telling the story
- 2.3 Shared reading of Big Books
- 2.4 Songs and rhymes
- 2.5 Arts and crafts
- 2.6 Acting-out activities
- 2.7 Total Physical Response

### 3 Classroom management XXII

3.1 Preparation and organisation

3.2 Use of L1

3.3 Classroom language

3.4 Classroom organisation

3.5 Classroom discipline

3.6 Error correction

3.7 Classroom display

### 4 Materials XXVIII

4.1 Classbook

4.2 Skills Book

4.3 Teacher's Book

4.4 CDs

4.5 Resource Packs

### 5 List of flashcards and wordcards XXX

# Contents Map

	The children will learn how to:	Main language	Vocabulary
<b>Unit 1</b> <b>Introduction to English</b>	<ul style="list-style-type: none"> <li>Identify themselves</li> <li>Identify others</li> <li>Use greetings</li> <li>Identify objects</li> <li>Follow oral commands</li> <li>Read and write letters of the English alphabet</li> <li>Ask and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>What's your name? I'm ...</li> <li>Hello/ Goodbye</li> <li>Hello, I'm ... [Maha]</li> <li>Who is it? It's ... [Sami]</li> <li>What is it? A ... [teddy bear] / It's a ... [car]</li> <li>Yes/No</li> <li>How are you? (Passive recognition)</li> <li>This is ... [Biff]</li> <li>Where's [Biff]?</li> <li>Soot Says</li> </ul>	<ul style="list-style-type: none"> <li>Greetings</li> <li>Objects: a car, a computer, a football, a teddy bear, a telephone, a television</li> <li>Bingo!</li> <li>Characters' Names (Sami, Maha, Vicky, Paul, Biff, Soot)</li> <li>a leg/ an ice-cream/ an umbrella</li> </ul>
<b>Unit 2</b> <b>Colours and Objects</b>	<ul style="list-style-type: none"> <li>Identify colours</li> <li>Identify classroom objects</li> <li>Identify and describe the colour of objects</li> <li>Follow simple instructions</li> <li>Give simple instructions</li> <li>Ask and answer questions</li> <li>Read and write letters of the English alphabet</li> </ul>	<ul style="list-style-type: none"> <li>What's your favourite colour?</li> <li>It's a blue pencil [adjective + noun]</li> <li>There's [article + adjective + noun]</li> <li>Imperatives: Stand up. Sit down. Turn around. Point to a [chair]. Touch a [table].</li> <li>What is it? A [pencil]. / It's a [book].</li> <li>Who is it? It's [Maha]</li> <li>What colour is the [table]?</li> </ul>	<ul style="list-style-type: none"> <li>a door, a ball, ground</li> <li>Classroom objects: a book, a (school)bag, a chair, a table, a whiteboard, a pencil</li> <li>Colours: red, green, blue, yellow, orange, pink, purple</li> <li>Objects: a car, a computer, a football, a teddy bear, a telephone, a television</li> <li>Snap</li> <li>a jelly/ a yo-yo/ a fish/ a zebra/ a window/ a van</li> </ul>
<b>Unit 3</b> <b>Numbers and Body Parts</b>	<ul style="list-style-type: none"> <li>Count from 1–5</li> <li>Identify parts of the body</li> <li>Recognise and use plural 's'</li> <li>Identify and describe physical appearance</li> <li>Ask and answer questions about physical appearance</li> <li>Follow oral instructions</li> <li>Identify colours</li> <li>Identify objects</li> <li>Read and write letters of the English alphabet</li> </ul>	<ul style="list-style-type: none"> <li>I've got [one red leg] / [two red hands].</li> <li>Have you got ... ?</li> <li>Hello, I'm [name]</li> <li>Yes / No</li> <li>How many [legs] are there?</li> <li>What's its name?</li> <li>What's missing?</li> <li>How many legs have you got / has it got?</li> <li>Who's got [a green head]?</li> <li>Number one is [a leg].</li> <li>What's number 1?</li> <li>What colour is [number one ] / [Timmy's head]?</li> <li>What colour is its head / are its arms?</li> <li>What colour is Timmy's head / are Timmy's legs?</li> <li>This is my [arm].</li> </ul>	<ul style="list-style-type: none"> <li>Body: a head, an arm, a hand, a foot, a toe, a leg, a body, a finger, a thumb</li> <li>door, floor, window</li> <li>Numbers 1–5</li> <li>Colours: red, green, blue, yellow, orange, pink, purple</li> <li>Objects: a computer, a ball, a book, a teddy bear, a pencil, a car</li> <li>Finished</li> <li>a bed/ a pencil/ a hen/ a ruler/ a nose/ a mouth</li> </ul>

Skills	Literacy	Classroom language
<ul style="list-style-type: none"> <li>◆ Distinguishing sounds</li> <li>◆ Identifying and naming objects</li> <li>◆ Making associations</li> <li>◆ Reproducing and acting out a dialogue</li> <li>◆ Reproducing and answering questions orally</li> <li>◆ Taking part in guessing games</li> <li>◆ Following oral instructions</li> <li>◆ Listening for detail</li> <li>◆ Applying prior knowledge</li> <li>◆ Recognising the rhythm of English through a song</li> <li>◆ Developing fine motor control of hands and fingers</li> <li>◆ Co-ordinating hand-eye movement</li> </ul>	<ul style="list-style-type: none"> <li>◆ Develop fine motor skills</li> <li>◆ Control fine motor skills</li> <li>◆ Understand about directionality in written English [left to right]</li> <li>◆ Draw descending lines</li> <li>◆ Draw descending curves</li> <li>◆ Recognise letter shapes [l/ t/ i/ u]</li> <li>◆ Recognise initial letter sounds [l/ t/ i/ u]</li> <li>◆ Read and write letters [l/ t/ i/ u]</li> <li>◆ Read words starting with initial letters [l/ t/ i/ u] (leg, teddy bear, ice-cream, umbrella)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Stand up, sit down, turn around, point to, everybody, good, try again, Show me the ....</li> </ul>
<ul style="list-style-type: none"> <li>◆ Matching spoken words with pictures</li> <li>◆ Colouring a picture from spoken instructions</li> <li>◆ Following oral instructions</li> <li>◆ Giving simple oral instructions</li> <li>◆ Identifying and naming objects</li> <li>◆ Associating a part of a picture with an object</li> <li>◆ Listening for detail</li> <li>◆ Applying prior knowledge</li> <li>◆ Asking and answering questions about colours of objects</li> <li>◆ Colouring a picture from spoken instructions</li> <li>◆ Understanding sequence</li> <li>◆ Listening and sequencing</li> <li>◆ Reproducing oral descriptions</li> <li>◆ Following the rules of a card game</li> <li>◆ Recognising the rhythm of English through song and rhyme</li> <li>◆ Developing fine motor control of hands and fingers</li> <li>◆ Co-ordinating hand-eye movement</li> </ul>	<ul style="list-style-type: none"> <li>◆ Understand directions in writing English (top to bottom)</li> <li>◆ Understand directionality in written English (left to right)</li> <li>◆ Control fine motor skills</li> <li>◆ Form descending patterns</li> <li>◆ Form descending curve patterns</li> <li>◆ Make curved patterns from left to right.</li> <li>◆ Form zigzag patterns</li> <li>◆ Practise writing the letters [j/ y/ f/ v/ w/ z]</li> <li>◆ Recognise letter shapes [j/ y/ f/ v/ w/ z]</li> <li>◆ Recognise initial letter sounds [j/ y/ f/ v/ w/ z]</li> <li>◆ Read and write letters [j/ y/ f/ v/ w/ z]</li> <li>◆ Read words starting with initial letters [j/ y/ f/ v/ w/ z] (jelly, yo-yo, fish, van, window, zebra)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Stand up, sit down, turn around, point to, good, try again, Touch the ....</li> </ul>
<ul style="list-style-type: none"> <li>◆ Colouring a picture from spoken instructions</li> <li>◆ Counting and identifying numbers of objects</li> <li>◆ Transferring information from a colour key to complete a picture</li> <li>◆ Numbering parts of the body from spoken instructions</li> <li>◆ Designing and drawing an imaginary character</li> <li>◆ Matching pictures to numbers from spoken descriptions</li> <li>◆ Reproducing oral descriptions</li> <li>◆ Listening for detail</li> <li>◆ Comparing and contrasting</li> <li>◆ Following the rules of a game</li> <li>◆ Asking and answering questions about number and colour of body parts</li> <li>◆ Following oral instructions</li> <li>◆ Categorising</li> <li>◆ Listening for detail</li> <li>◆ Recognising the rhythm of English through song and rhyme</li> <li>◆ Developing fine motor control of hands and fingers</li> <li>◆ Co-ordinating hand-eye movement</li> </ul>	<ul style="list-style-type: none"> <li>◆ Control fine motor skills</li> <li>◆ Understand left to right directionality</li> <li>◆ Draw descending curves</li> <li>◆ Count, read and write numbers [1-5]</li> <li>◆ Recognise letter shapes [b/ p/ h/ r/ n/ m]</li> <li>◆ Form letters [b/ p/ h/ r/ n/ m]</li> <li>◆ Differentiate between letter sounds [b/ p]</li> <li>◆ Recognise initial letter sounds [b/ p/ h/ r/ n/ m]</li> <li>◆ Read words starting with initial letters [b/ p/ h/ r/ n/ m] (bed, pencil, hen, ruler, nose, mouth)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Touch your [knees]</li> <li>◆ Open your eyes / Close your eyes</li> <li>◆ Look at [picture 1]</li> <li>◆ Stand up, turn around, sit down, touch a [book], point to a [chair], good, try again</li> </ul>

# Contents Map

	The children will learn how to:	Main language	Vocabulary
<b>Unit 4</b>  <b>Numbers and Shapes</b>	<ul style="list-style-type: none"> <li>◆ Identify shapes</li> <li>◆ Count from 6–10</li> <li>◆ Identify new colours and revise previously learnt colours</li> <li>◆ Learn left, right</li> <li>◆ Identify and describe the colour of shapes</li> <li>◆ Identify the size of shapes</li> <li>◆ Follow oral instructions</li> <li>◆ Ask and answer questions</li> <li>◆ Do simple sums [1-6]</li> <li>◆ Read and write letters of the English alphabet</li> </ul>	<ul style="list-style-type: none"> <li>◆ Number 6 is [blue].</li> <li>◆ It's a [blue circle]</li> <li>◆ Imperatives: stand up, turn around, touch a ... , sit down, point to a ...</li> <li>◆ What colour is [number 9]?</li> <li>◆ Count the [circles.]</li> <li>◆ What colour is the [triangle]?</li> <li>◆ What colour is/are the [little triangle/s]?</li> <li>◆ Colour the [little circles red.]</li> <li>◆ What number's missing?</li> <li>◆ How many [circles] are there?</li> <li>◆ How many [circles ] in the [cat]?</li> </ul>	<ul style="list-style-type: none"> <li>◆ Shapes: a triangle, a circle, a square, a rectangle</li> <li>◆ Size: little, small</li> <li>◆ left, right</li> <li>◆ door, window, floor</li> <li>◆ Colours: black, white, brown, red, green, blue, yellow, orange, pink, purple</li> <li>◆ Numbers: 6–10, 1–5</li> <li>◆ Body parts: a leg, a hand, a head, a foot</li> <li>◆ Classroom objects: a book, a schoolbag, a chair, a table, a white board, a pencil</li> <li>◆ Objects: a teddy bear, a cat, a telephone</li> <li>◆ a kite/ an x-ray/ a goat/ a queen</li> </ul>
<b>Unit 5</b>  <b>My Face</b>	<ul style="list-style-type: none"> <li>◆ Use plurals with 's'</li> <li>◆ Identify and name facial features</li> <li>◆ Describe their own facial features</li> <li>◆ Recognise and use pronouns 'he' and 'she'</li> <li>◆ Recognise and use 'and'</li> <li>◆ Identify and describe character's facial features</li> <li>◆ Answer questions about facial features</li> <li>◆ Follow oral commands</li> <li>◆ Identify and name parts of the body</li> <li>◆ Read whole words</li> <li>◆ Talk about relative size</li> <li>◆ Read and write letters of the English alphabet</li> </ul>	<ul style="list-style-type: none"> <li>◆ I've got [short black hair] and [brown eyes]</li> <li>◆ I've got [two eyes.]</li> <li>◆ He's/She's a boy/girl. He's/She's got ...</li> <li>◆ Hello, I've got [two ears]</li> <li>◆ It's [Maha]</li> <li>◆ Yes / No</li> <li>◆ What is it/are they?</li> <li>◆ Who is it?</li> <li>◆ Who's got [blue eyes]?</li> <li>◆ Is it a girl or a boy? It's a girl/boy.</li> <li>◆ How many boys/girls are there?</li> <li>◆ How many eyes/ears has he/she got?</li> <li>◆ What colour is his nose?</li> <li>◆ What colour is Vicky's hair?</li> <li>◆ What colour are your eyes?</li> <li>◆ Have you got [long black hair]?</li> <li>◆ Has Sami/Vicky got [short blonde hair]?</li> </ul>	<ul style="list-style-type: none"> <li>◆ Facial features: an eye, an ear, a nose, a mouth, hair, a face</li> <li>◆ Body parts: shoulders, knees, hands, toes, knees, head, arms, legs, body</li> <li>◆ long, short, little, big</li> <li>◆ a boy, a girl</li> <li>◆ Colours: blonde, blue, brown, black, green</li> <li>◆ Numbers 1–10</li> <li>◆ sky, sleep, me</li> <li>◆ Characters' Names (Sami, Maha, Vicky, Paul, Biff, Soot)</li> <li>◆ an orange/ an apple/ a cat/ an egg</li> </ul>
<b>Unit 6</b>  <b>My Classroom</b>	<ul style="list-style-type: none"> <li>◆ Identify classroom objects</li> <li>◆ Recognise and use 'and'</li> <li>◆ Identify and describe the colour of classroom objects</li> <li>◆ Count and describe the quantity of classroom objects</li> <li>◆ Talk about the location of classroom objects</li> <li>◆ Ask and answer questions about the location of classroom objects</li> <li>◆ Follow more complex oral commands</li> <li>◆ Identify and read colour words</li> <li>◆ Read and write numbers [1-10]</li> <li>◆ Read and write letters of the English alphabet</li> </ul>	<ul style="list-style-type: none"> <li>◆ What is it? A [ruler] / It's a [rubber].</li> <li>◆ Imperatives: Hold up a [book]. Touch a [ruler]. Pick up a [book]. Put it under something red.</li> <li>◆ What colour is it?</li> <li>◆ A blue and white book.</li> <li>◆ 1,2,3, I can see – [a red ruler] (adjective + noun)</li> <li>◆ Where's the [pencil case] / [yellow frog]?</li> <li>◆ The ruler's [on/in/under] the book</li> <li>◆ There's a [blue frog] on the chair.</li> <li>◆ How many [brown pencils] can you see?</li> <li>◆ How many [yellow pencils] are there?</li> <li>◆ What can you see?</li> <li>◆ Number 5, put your ruler under your chair.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Classroom objects: a ruler, a rubber, a pencil case, scissors, a book, a pencil, a table, a chair, a whiteboard, a (school)bag</li> <li>◆ Colours: red, green, blue, yellow, orange, pink, purple, black, white, brown</li> <li>◆ Numbers: 1–10</li> <li>◆ Prepositions: in, on, under</li> <li>◆ Objects: a television, a car</li> <li>◆ a door/ a snake</li> </ul>

Skills	Literacy	Classroom language
<ul style="list-style-type: none"> <li>◆ Counting and identifying numbers</li> <li>◆ Following oral instructions</li> <li>◆ Matching actions to pictures from spoken descriptions</li> <li>◆ Identifying missing numbers in a sequence from 1–10</li> <li>◆ Sequencing numbers from 1–10</li> <li>◆ Sequencing numbers from 1–10 in reverse order</li> <li>◆ Colouring a picture from spoken instructions</li> <li>◆ Listening for detail</li> <li>◆ Completing a colour key from spoken instructions</li> <li>◆ Transferring information from a colour key to complete pictures</li> <li>◆ Transferring information from a picture to complete oral descriptions</li> <li>◆ Matching pictures to numbers from spoken instructions</li> <li>◆ Recognising the rhythm of English through song and rhyme</li> <li>◆ Giving a simple oral description of a picture</li> <li>◆ Applying prior knowledge</li> <li>◆ Making associations</li> <li>◆ Developing fine motor control of hands and fingers</li> <li>◆ Co-ordinating hand–eye movement</li> </ul>	<ul style="list-style-type: none"> <li>◆ Count, read, write, and identify numbers 1-10</li> <li>◆ Sequence numbers [1-10]</li> <li>◆ Count numbers (ascending and descending order)</li> <li>◆ Do simple sums [1-6]</li> <li>◆ Recognise letter shapes [k/ x/ g/ q]</li> <li>◆ Recognise initial letter sounds [k/ x/ g/ q]</li> <li>◆ Read and write letters [k/ x/ g/ q]</li> <li>◆ Identify, count and name shapes [triangle/ circle/ rectangle/ square]</li> <li>◆ Use visual discrimination skills to find and count shapes</li> <li>◆ Read words beginning with initial letters [k/ x/ g/ q] (kite, x-ray, goat, queen)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Pick up [a circle]</li> <li>◆ Draw a [a triangle]</li> <li>◆ Open your eyes / Close your eyes</li> <li>◆ Stand up, turn around, sit down, touch a [book], touch your [knees], point to a [chair], hold up/ put/ stand on</li> <li>◆ look at [picture 1], good, try again</li> </ul>
<ul style="list-style-type: none"> <li>◆ Following oral instructions</li> <li>◆ Numbering parts of the face from spoken instructions</li> <li>◆ Following the rules of a game</li> <li>◆ Matching pictures to numbers from spoken descriptions</li> <li>◆ Designing and describing an imaginary creature</li> <li>◆ Drawing and colouring an imaginary creature from a spoken description</li> <li>◆ Colouring a picture from spoken instructions</li> <li>◆ Listening for detail</li> <li>◆ Comparing and contrasting</li> <li>◆ Reproducing and acting out a dialogue</li> <li>◆ Reproducing oral descriptions</li> <li>◆ Recognising the rhythm of English through a song, poem and rhyme</li> <li>◆ Following visual instructions</li> <li>◆ Developing fine motor control of hands and fingers</li> <li>◆ Co-ordinating hand–eye movement</li> </ul>	<ul style="list-style-type: none"> <li>◆ Control fine motor skills</li> <li>◆ Form anticlockwise circles</li> <li>◆ Read and identify names of characters (Paul, Biff, Maha, Sami, Soot, Vicky)</li> <li>◆ Counting</li> <li>◆ Recognise letter shapes [o/ a/ c/ e]</li> <li>◆ Recognise initial letter sounds [o/ a/ c/ e]</li> <li>◆ Read and write letters [o/ a/ c/ e]</li> <li>◆ Recognise letters and their sounds [o/a/c/e]</li> <li>◆ Form anticlockwise c patterns</li> <li>◆ Identify and write missing vowels [a/ e/ i/ o/ u]</li> </ul>	<ul style="list-style-type: none"> <li>◆ Cut out the ...</li> <li>◆ Colour the ...</li> <li>◆ Make ...</li> <li>◆ Put some ...</li> <li>◆ Don't ...</li> <li>◆ Pick up [a pencil], draw a [clown], open your eyes / close your eyes</li> <li>◆ Stand up, turn around, sit down, touch a [book], touch your [knees], point to a [chair], look at [picture 1], good, try again</li> </ul>
<ul style="list-style-type: none"> <li>◆ Following more complex oral instructions</li> <li>◆ Matching actions to numbers from spoken descriptions</li> <li>◆ Counting and identifying numbers of classroom objects</li> <li>◆ Asking and answering questions about the location of classroom objects</li> <li>◆ Reproducing oral descriptions</li> <li>◆ Matching pictures to numbers from spoken descriptions</li> <li>◆ Listening for detail</li> <li>◆ Identifying the correct picture from spoken descriptions</li> <li>◆ Comparing and contrasting</li> <li>◆ Colouring a picture from spoken descriptions</li> <li>◆ Following the rules of a game</li> <li>◆ Recognising the rhythm of English through a chant and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>◆ Form anticlockwise circle patterns</li> <li>◆ Recognise letter shapes [d]</li> <li>◆ Recognise initial letter sounds [d]</li> <li>◆ Read and write letters [d]</li> <li>◆ Recognise and use prepositions [on/ in/ under]</li> <li>◆ Recognise letters [a/ d]</li> <li>◆ Recognise and read whole colour words [red/ green/ yellow/ brown/ blue/ white/ black/ purple/ pink/ orange]</li> <li>◆ Read the alphabet</li> <li>◆ Read words beginning with the initial letters [d/ s] (door, snake)</li> <li>◆ Practise writing the letter shape s</li> </ul>	<ul style="list-style-type: none"> <li>◆ Hold up [a book]</li> <li>◆ Colour the [picture], Don't [sit down], pick up [a pencil], draw a [a clown], open your eyes / close your eyes, stand up, turn around, sit down, touch a [book], touch your [knees], point to a [chair], look at [picture 1], good, try again</li> </ul>



## Activities

<p><b>Unit 1</b></p> <p><b>Introduction to English</b></p> <ul style="list-style-type: none"> <li>◆ Singing a song</li> <li>◆ Making a finger puppet</li> <li>◆ Dialogue</li> <li>◆ Join the dots picture</li> <li>◆ Drawing a self portrait</li> <li>◆ Making cards for a game</li> <li>◆ Playing a game of bingo</li> <li>◆ Playing a game of <b>Soot Says</b></li> <li>◆ TPR activities</li> </ul>	<p><b>Unit 4</b></p> <p><b>Shapes</b></p> <ul style="list-style-type: none"> <li>◆ Playing a game of <b>Soot Says</b></li> <li>◆ Playing a physical number game</li> <li>◆ Doing picture dictations</li> <li>◆ Singing a number song</li> <li>◆ Colouring a number code picture</li> <li>◆ Air drawing – shapes</li> <li>◆ Performing an action rhyme</li> <li>◆ Playing shape guessing games</li> <li>◆ TPR activities</li> <li>◆ Playing shape guessing games</li> <li>◆ TPR activities</li> </ul>
<p><b>Unit 2</b></p> <p><b>Colours and objects</b></p> <ul style="list-style-type: none"> <li>◆ Performing an action rhyme</li> <li>◆ Playing a colour team game</li> <li>◆ Making cards for a game</li> <li>◆ Singing a song</li> <li>◆ Drawing and colouring a self portrait</li> <li>◆ Doing picture dictations</li> <li>◆ Playing a card game of <b>Snap</b></li> <li>◆ TPR activities</li> </ul>	<p><b>Unit 5</b></p> <p><b>My face</b></p> <ul style="list-style-type: none"> <li>◆ Playing a game of <b>Soot says</b></li> <li>◆ Singing a song</li> <li>◆ Playing a dice game</li> <li>◆ Drawing and colouring imaginary creatures</li> <li>◆ Spot the difference</li> <li>◆ Doing a picture dictation</li> <li>◆ Performing an action rhyme</li> <li>◆ Making a mask</li> <li>◆ Dialogue</li> <li>◆ TPR activities</li> </ul>
<p><b>Unit 3</b></p> <p><b>My Body</b></p> <ul style="list-style-type: none"> <li>◆ Playing a game of <b>Soot Says</b></li> <li>◆ Performing an action rhyme</li> <li>◆ Drawing and colouring funny creatures</li> <li>◆ Singing an action song</li> <li>◆ Doing a jigsaw</li> <li>◆ Colouring a number code picture</li> <li>◆ Doing picture dictations</li> <li>◆ Making cards for a game</li> <li>◆ Playing a card game</li> </ul>	<p><b>Unit 6</b></p> <p><b>My classroom</b></p> <ul style="list-style-type: none"> <li>◆ Performing action chants</li> <li>◆ Playing a 'tactile' guessing game</li> <li>◆ Playing counting games</li> <li>◆ Doing a picture dictation</li> <li>◆ Playing a board game</li> <li>◆ TPR activities</li> </ul>



## The Course

### 1.1 Description of the course

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

Grade 1 of *English For Me* consists of the following components for each semester:

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

### 1.2 Aims of the course

The course uses children's creative energy as a classroom resource. The aim is to encourage children to develop language and educational skills and to enjoy the learning process. Children are encouraged to talk first about themselves and their surroundings and then to broaden their horizons. The course incorporates work from other areas of the curriculum and offers a range of opportunities to learn about other English speaking cultures.

The main aims are as follows:

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

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

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

### 1.3 Teaching English to children

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

- Children learn best in a stress-free environment. Mistakes should not be regarded as an inevitable evil, but – just as in the acquisition of the mother-tongue – as completely normal and necessary. Patience and understanding towards mistakes on the part of the teacher is an extremely positive support to language learning.
- The development of receptive skills (listening comprehension) takes place before the development of productive skills (speaking). The level of language input is higher than the level of language production expected of children. The activities in grade 1 in particular have been chosen because they enable children to participate with a minimal verbal response or no verbal response at all.
- Children of this age are developing cognitively and socially. The content of lessons must relate to children's knowledge of the world and to their cognitive level. Even children of this age can bring a wealth of knowledge to the classroom. They have experiences of their families, homes, friends, etc. They also have likes, dislikes and preferences, which are all very useful in the language classroom. Socialisation is fostered through pair and group work, encouraging children to share information.
- Young children do not have a long concentration span. Variety during the lesson encourages greater concentration and increases the children's enjoyment.
- Young children have an active short-term memory but need continual recycling to store items in their long-term memory. Language is constantly recycled through a wide variety of activities. These build children's confidence but avoid boring repetition.
- Children learn by doing. For this reason the activities in the course require children's active participation. Children are given the opportunity to experience English through activities that require physical involvement such as acting out, performing action songs and rhymes, doing Total Physical Response activities, making things, etc.
- Children like to play with language. The course includes a wide variety of songs, rhymes and games related to the contents of the units.

## 1.4 The syllabus

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

## 1.5 The development of the four skills

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

## 1.6 The approach to the teaching of listening and speaking

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

Children are asked to use a limited range of spoken English during Grade 1 based on modelled oral messages and descriptions. The listening materials contain native-speaker models of English spoken at just slower than natural speed. This is to prepare children to use and understand English spoken at a realistic pace. It also gives children the opportunity to acquire and use the natural rhythm and stress of English, which is often distorted when spoken language is recorded at a very slow speed. Transcripts for all the songs and rhymes can be found in the *Teacher's Book* as well as at the back of the *Classbook*.

## 1.7 The approach to the teaching of reading and writing

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

Teaching children to read and write in a script other than their mother tongue is very different from teaching children whose mother-tongue is the Roman script. Those children are already familiar with the script: it moves

in the same direction across the page, children are already familiar with writing the letters, some of the words may be similar and so on. Children who are learning to read and write using a completely different script need to follow more closely the stages a native-speaker child goes through in the development of these skills. Therefore, before children start to read and write in English, they carry out important pre-reading and pre-writing activities which will greatly assist them in learning to read and write. The *Skills Book* contains a variety of such activities which are presented in a fun way especially to appeal to young learners and are accompanied by attractive illustrations which children can colour in themselves.

Pre-reading activities are designed to develop visual discrimination and comparison skills, training the eye to move from left to right and improving visual and aural memory. Children learn to recognise letters - both how these look visually on the page, and also to identify the sounds associated with the different letters. Most of the pages in the *Classbook* contain very simple text including basic instructions which children will learn to recognise and read, for example, listen, say, count, draw.

Pre-writing activities are designed to develop children's fine motor control skills. Before attempting to write the letters, children learn to trace lines, shapes and patterns. These tracing activities are a preparation for forming the shapes of English letters correctly as they help to develop the rhythmic flowing movements needed for writing. The activities give practice with left to right directionality, hand to eye co-ordination; spatial awareness; making relaxed and comfortable hand movements with a pen or pencil and generally increasing children's confidence in forming the letters.

## 1.8 Posture for writing

Before you begin any of the pre-writing activities, it is important that you demonstrate to children the correct posture for writing.

- Children should be encouraged to sit well back on their chairs in order to give them maximum stability. They should have both feet firmly on the floor. Smaller children may not be able to reach the floor with their feet. If this is the case, you may discreetly need to request a smaller table and chair for the child, or provide some kind of foot rest. Telephone directories make excellent foot rests for young children.
- Children's arms and hands should rest on the writing surface. The free hand should control the paper.
- Children should not sit hunched over their work. This is generally caused by the child being too tall for the chair and table. If this occurs, you should discreetly arrange for a table and chair of a more appropriate height to be provided.

## 1.9 Writing implements

- Different writing implements can be used. Generally, the thicker the barrel of the pencil or pen, the easier it is to produce fine motor control.
- The patterns on each page can be repeated several times if children are able to change their writing implement. If possible, it is useful for children to complete the activity first in pencil, and then in felt tip, wax crayon or ink.



## 1.10 Pen grip

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- Show children the grip they should hold their pen in – with the pen positioned between the thumb and the first finger, and with the second finger acting as a support.
- The child's pen/pencil grip should be comfortable and relaxed. It is important that children do not adopt awkward or tense pen holds, as this will restrict the speed of their writing later on.

## 1.11 Paper position

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- The page should be positioned at an angle of approximately 30 to 40 degrees to the right, or left, of the child according to their preferred hand, and not directly in front.
- Young children often prefer to have work placed directly in front of them but they should be gently persuaded to move the page either to the left or right of their body according to their writing hand.
- There is no exact position for all children, but care must be taken that children adopt the most comfortable position to allow them to make relaxed and fluid movements across the page.

## 1.12 The left-hander

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- Encourage the left-hander to try to hold the pencil farther from the point. This allows them to see what they have written.
- If possible, sit the left-handed child on a slightly higher chair. This will allow the child to see over the top of the piece of work.
- Left-handers often hold the pencil very tightly. This can cause discomfort. If possible, you may want to provide a pencil grip.
- Left-handed children need space on their left-hand side. They should not be positioned to the right of another child or next to the wall.
- The writing page should be positioned to the left of centre and tilted slightly to the right. This will give the child more freedom of movement. At first, children will find this strange, but with gentle encouragement the left-handed child will find this a more comfortable position to work in.

## 1.13 General procedure

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It is very important to follow all stages in the procedure, in order to give children the opportunity to feel the rhythm of the movement required before having to reproduce the movement in a finer, more controlled way.

The development of handwriting requires lots of hard work and practice. When using these pre-writing activities, it is important to remember that short periods of practice achieve most, as children tire easily when learning a new motor skill. The new skill should be regularly practised. Remember to praise and encourage both effort and achievement. The following comprise a series of steps that can be used to develop the childrens' handwriting.

- Show children the activity on the page.

- Make the movement in the air. Stand with your back to the children and make sure you demonstrate the movement you want the children to make. For example, if you want children to make zig zag patterns from left to right you must also make zig zag patterns from left to right. Ask children to copy your movements.
- Draw the patterns or write the letters on the magnetic board. Ask children to draw the patterns or write the letters with the index fingers of their writing hands on the tops of their desks.
- Ask children to copy over the patterns or letters in their books with their index fingers.
- Ask children to copy over the patterns or letters using a pencil.
- Ask children to copy over the patterns or letters using a pen or coloured crayon.

### 1.14 How parents can help

As children progress step by step through the *Skills Book*, they build up a solid foundation in reading and writing the letters of the English alphabet. They also learn to read, identify and write numbers and practise simple counting skills in English. The activities become more complex as the book progresses.

The *Skills Book* recognises the enormous importance of parental support, and parents' crucial role in encouraging children to learn more quickly. Therefore a special section of notes for parents has been included to help parents understand better the aims of the book and make the learning process more effective.

### 1.15 Cross-curricular links and learning strategies

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

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

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

### 1.16 Number of units and timing

Grade 1 of *English For Me* is divided into six units per semester. Each unit has ten lessons of approximately 30 minutes. In the first grade of *English For Me*, the lessons have deliberately been designed to be comfortably taught within the 30 minutes. Suggested time is given for each task, however the time needed for each task may vary depending on the length of the periods in your school. It is important to teach a complete lesson and not to start a new lesson at the end of a lesson. If you finish a lesson early, use one of the additional activities, or get children to sing one of the songs, or do a related TPR activity. You may find it useful before you start

planning each unit of work to refer to the additional activities section at the back of this book, which contains activities that will consolidate your lessons.

During the first semester you will need to spend some time in each lesson establishing classroom routine. This will affect the timing of the lesson and will vary from class to class.

Each unit begins with a task that introduces the lesson and often involves children sharing their knowledge in L1. This is a very useful stage in the learning process and gives children the confidence to build on something they are already familiar with. Each lesson is divided into tasks to make teaching and learning easier. A task has a focus with special learning aims. In each task, there are a series of steps. It is important to follow these in sequence. The unit then develops by gradually building up the main vocabulary and language connected with the topic over the ten lessons.

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



## Activities

All the activity types used in the course have been designed to encourage children to use English in a way which is enjoyable and purposeful for children of this age. Many of these activities replace the need for drills because they practise the language items over and over again in an enjoyable way, for example, in songs, rhymes, stories and games. These activities have the additional advantage of involving children on many different levels. They involve children affectively by relating to the child's experiences, intellectually by providing challenge and physically by extending the child's use of motor skills. Physical involvement is a very important part of the course. Doing the actions to a song, pointing to things in a picture or the classroom, making things and acting out the parts in stories support the new language and reinforce understanding.

### 2.1 Games

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

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

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

### 2.2 Stories

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

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

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

- Stories expose children to a large amount of comprehensible input. They provide the language to engage children in purposeful communication, and present situations usual in stories and important to the world of children.
- Stories present language in a context which is meaningful to children. The language that appears in the stories plays a specific role within the content. This helps children to understand and memorise this language more easily.
- Children's stories are a rich source of natural repetition. They contain patterns that are repeated throughout the narration. This natural repetition encourages children to participate actively either by joining in, or by creating new sentences.
- Stories help develop children's creativity and a liking for stories. Children who listen to, or read, stories become

far more creative and imaginative than those who are deprived of this opportunity.

- Stories often provide models of good behaviour to imitate, or reinforce good patterns of behaviour such as following parents' advice, being kind to animals, etc.

### 2.2.1 How to use stories from the Classbook

Although all the stories are recorded on tape, you may want to read them to the children yourself. This is usually much more involving for the children, and allows you more time for using realia, gestures and expressions at the appropriate moments.

If you decide to tell the stories yourself, here are some suggestions that can help you:

- Read and listen to the story several times until you have learnt it by heart. It may be useful to record yourself telling the story to make sure you get the correct intonation, and your voice conveys the right feelings.
- When you have memorised the story, rehearse it, in front of a mirror if possible, using all the realia, gestures, and expressions, as if you were in front of the class.
- Organise any realia and visuals beforehand so that you have what is necessary to reinforce the meaning and make the story come alive.

### 2.2.2 Before you start telling the story

- Before listening to, or reading, the story, allow the children to focus on the pictures in the Classbook. Ask the children questions about the pictures so that they are more familiar with the subject matter before they hear the story.
- Elicit the vocabulary they already know and teach any key vocabulary essential to general understanding.

### 2.2.3 While telling the story

- Point to the appropriate pictures in the book as you tell the story.
- Speak with a clear voice, and tell the story at the right pace, not too slowly and not too fast.
- Use gesture, expression, mime, realia and change of voice to help children understand the story better.
- Encourage children to participate in the story by asking them questions, getting them to predict what happens next and encouraging them to join in when there is a repeated pattern.

Some of the stories contain words and sometimes tenses which the children will not have learned. However, understanding key words and the central events is all that is required of the children at this stage.

## 2.3 Shared Reading of Big Books

There are a number of shared reading *Big Books* that go with this course. Children enjoy listening to stories in L1 and understand the conventions of narrative. Stories are motivating, fun and help develop positive attitudes and can



create a desire to continue learning. Listening to stories in a class is a social experience as storytelling involves a shared response of laughter, sadness, excitement, anticipation and a sense of right and wrong. All these help in building up confidence and encourage social and emotional development. Listening/ reading stories allows the teacher to introduce or revise vocabulary and structures that will expose children to language, which will enrich their thinking and gradually enter their own speech. Story also provide ideal opportunities for presenting cultural information and encouraging cross-cultural comparisons as well as creating tolerance for people of other cultures. Please refer to the Shared Reading section on how to utilize the *Big Books* in shared reading lessons (pages XXXII-XXXVII).

## 2.4 Songs and rhymes

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

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

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

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

## 2.5 Arts and crafts

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

The course includes art and craft activities in which the children are encouraged to make objects related to the content of the units and the characters that appear throughout the book. These activities involve children in activities they like, and at the same time help them to learn useful language in a natural, realistic way. Very importantly, these activities help children to become skilful with their hands.

Using equipment such as scissors, glue sticks, etc., increases hand control and makes controlling pencils much easier. Throughout the course, the children will draw and colour, cut out and fold paper, to make cards, masks, and

puppets.

The materials needed for each of these activities are listed in the Teacher's Book. Work out how many of each item you will need before the lesson. It is always very useful to prepare a sample of the object the children are going to make in the class beforehand. This helps you to make sure the materials you have are suitable (the right type of glue, the right thickness of card, etc.) and to foresee any potential problems your class may encounter with a particular activity. It is also very useful for children to be able to see what they are going to make.

Before giving materials to children make sure they know what they have to do by demonstrating, either with the object you have made before the class, or by mime. Organise children into groups and give out the materials necessary. While the children are making the object, go around the class helping and encouraging where necessary.

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

## 2.6 Acting-out activities

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

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

## 2.7 Total Physical Response (TPR)

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

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

## Classroom Management

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

Teachers can support children's ability to process language in several ways:

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

### 3.1 Preparation and organisation

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

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

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

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

### 3.2 Use of L1

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

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

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

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

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

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

Children will tend to use L1 in the class to begin with. Obviously, at the start of the course they are not able to

express things in English, and very often non-verbal language is not sufficient. Gradually children should be encouraged to use English more and more.

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

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

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

### 3.3 Classroom language

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

This type of language will constantly be needed in the classroom. Children should gradually develop a passive understanding of the expressions, and be able to produce many of them by the end of year 1.

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

#### Organisation

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

#### Providing support and giving praise

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

#### Games

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

#### Some useful classroom phrases for children

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

## 3.4 Classroom organisation

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

### Class work

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

### Pair and group work

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

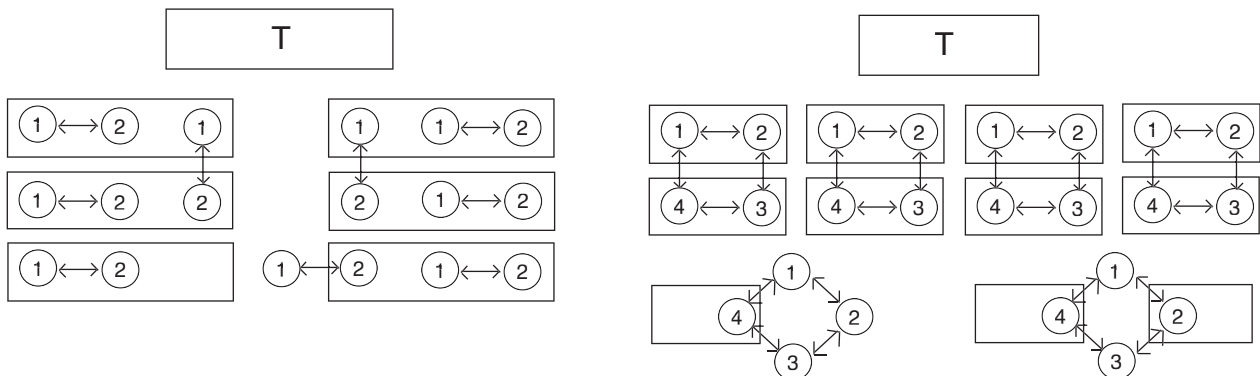
### Pair work

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

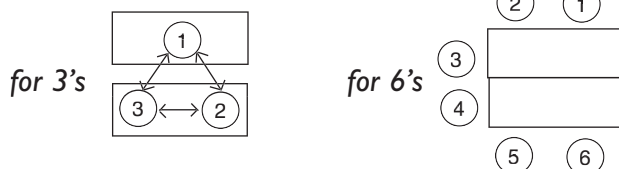
### Group work

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

### Seating Arrangements



### Other group arrangements



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

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

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

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

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

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

### 3.5 Classroom discipline

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

### 3.6 Error correction

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

- Do not interrupt when a child is saying something, even though in the early stages they may use a combination of English, some non-verbal language and some L1. After the child has finished speaking, you can use correct English to gently paraphrase what the child was trying to say.

- Build up children's confidence in attempting to say things in English, even if their production is not accurate to begin with. Remember to praise their attempts.
- Be patient. Remember that mistakes are a natural part of the learning process. Young children learning their first language are exposed to an enormous amount of language for a long time before they are able to produce any language. When they do start producing language, they make mistakes for a long time.

## 3.7 Classroom display

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

Displaying children's work gives status to it, as well as enhancing the learning environment of the classroom. It gives children a real sense of pride and ownership of their work.





## Materials

The Course components for Grade 1A are:

- Classbook
- Skills Book
- Teacher's Book
- Big Books for Shared Reading
- CDs
- Resource Packs

### 4.1 Classbook

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The *Classbook* contains the core stimulus material for classroom activities. These include songs, rhymes, stories, games, craft activities and listening comprehension. It is also a child-centred workbook of pen-and-paper activities, including tasks such as colouring and drawing, matching and categorising, joining the dots and making things.

The back of the *Classbook* contains pages that children need to cut out in order to complete some activities, such as making a mask, making a jigsaw, etc. If children spoil their cut-out page, you can make them a photocopy from your *Classbook*.

At the end of each unit in the *Classbook*, there are a pair of smiley faces where children record their reaction to the activities in the unit. This encourages children to become more involved in the learning process and provides useful feedback for you.

Each unit in the *Classbook* has a frieze across the top of the first two pages of the unit which reflects the theme of the unit and can be used for teaching and revising vocabulary.

### 4.2 Skills Book

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The Skills Book has been designed to introduce children to English writing patterns and directionality. Throughout the units, children will learn the English alphabet. The letters have been included, not in alphabetical order, but according to patterns such as **b** and **p** (both use straight lines and clockwise curves.) Children will also have a chance to practice writing numbers 1-10 in English. Additional exercises give children the opportunity to count, do simple sums, read whole words and colour pictures and letters to consolidate what they have learned. All of these activities help develop fine motor control skills, which is important in early writing development.

### 4.3 Teacher's Book

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The *Teacher's Book* aims to provide full support for the teacher in planning the programme for the semester. The course introduction (pages X-XIV) describes the aims of the course and gives a rationale for the approach to language teaching in the course. The classroom management section (pages XXII-XXVI) suggests ways of managing the different types of activities and using the routines of classroom interaction as a context for language learning.

A special section on shared reading of the Big Books has been included. Please read the notes carefully. There is also a sample of three lessons for the *Big Bad Monster* to be used as a guide.

The *Teacher's Book* provides step-by-step lesson notes for each unit, which help the teacher create a suitable environment for effective and enjoyable language learning. The lesson notes highlight the language used by the teacher and the children. The language to be used by the teacher is highlighted in the lesson notes in bold; for example, **What is it?** **Open your eyes**, etc. Children's expected responses are also highlighted in bold; for example,

It's Maha. I've got two ears, etc. Suggested teacher and children's language often includes [square brackets]. This indicates that you should choose appropriate vocabulary from the target language; for example, **Where's [Sami]?** I've got [colour] hair, etc.

In the units, **bold** lettering is used to indicate specific language used by the teacher as part of an activity; for example, 'This is ... [Biff].', 'Soot says...' etc. Specific classroom language is also suggested, which should be used more and more frequently in the class.

The *Teacher's Book* also includes reproduced pages from the *Classbook* as well as the *Skills Book* for easy reference.

#### 4.4 CDs

The Listening CD and the Songs and Rhymes CD feature both child and adult speakers, and provide a wide variety of natural listening materials including the songs, rhymes, stories and specific listening tasks.

#### 4.5 Resource Packs

There are two types of resource packs. The *Class Resource Pack* (CRP) and the *Teacher's Resource Pack* (TRP). These are given to the schools at the beginning of the academic year. Included in the packs are flashcards, wordcards and activity cards. There is a list of the flashcards on the following page. There are Frieze posters for each unit which can be used for vocabulary work at your discretion in lieu of the friezes in the *Classbook*. Feel free to keep these posters up in your classroom throughout the semester as a reminder to students of what they have learned.

## Flashcards 1-62

1	Sami	26	1
2	Maha	27	2
3	Vicky	28	3
4	Paul	29	4
5	Soot	30	5
6	Biff	31	head
7	computer	32	body
8	football	33	arm
9	car	34	hand
10	teddy bear	35	leg
11	television	36	foot
12	telephone	37	finger
13	whiteboard	38	thumb
14	book	39	toe
15	table	40	6
16	chair	41	7
17	bag	42	8
18	pencil	43	9
19	red	44	10
20	blue	45	triangle
21	yellow	46	circle
22	pink	47	square
23	purple	48	rectangle
24	orange	49	eye
25	green	50	nose

## Wordcards I-2I

- 51 ear
- 52 mouth
- 53 face
- 54 hair
- 55 shoulder
- 56 knees
- 57 rubber
- 58 ruler
- 59 pencil case
- 60 black
- 61 white
- 62 brown

- 1 Maha
- 2 Vicky
- 3 Sami
- 4 Paul
- 5 Biff
- 6 Soot
- 7 red
- 8 yellow
- 9 orange
- 10 pink
- 11 green
- 12 blue
- 13 purple
- 14 white
- 15 black
- 16 brown
- 17 bag
- 18 pencil
- 19 rubber
- 20 ruler
- 21 pencil case

## Shared Reading of Big Books

Shared reading is the practice where the teacher and the children read a text together with the aim of supporting literacy development. Through sharing the reading of a text, children can develop an awareness of how words carry meaning, where to start reading, the direction in which to read, how stories are structured and that reading is an enjoyable activity. Teachers can also model a range of effective reading strategies, from top down strategies such as guessing and predicting meaning from pictures and context, to bottom up strategies such as sounding out difficult words. Children see the words as they are being said, and by taking part in the reading through the repeated chunks of language are able to develop their confidence and motivation to read texts themselves.

### General Guidelines for the Shared Reading of Big Books

- Before the class, make sure that you are familiar with the story yourself. Practise reading it aloud.
- Arrange the children so that everyone is sitting comfortably and in a position where they can see both text and pictures in the Big Book easily.
- Use your finger or a pointer to demonstrate directionality. Show children that in English we read from left to right, and from top to bottom.
- As you read, point to the words clearly, using your finger or a pointer.
- As you read, demonstrate reading strategies such as sounding out unknown or difficult words or guessing meanings from pictures or context.
- Read slowly and clearly. As you read, pause in appropriate places to talk about the pictures, make predictions and check understanding.
- Vary the pace, tone and volume of your voice by sometimes speaking in a whisper and at other times in a loud voice. Use intonation to convey emotions such as surprise and fear. Pause to build suspense.
- If different characters are speaking, mimic different voices. Create interesting sound effects where possible.

### Three sessions of approximately 30 minutes each

#### Preparation

Prepare helpful background material to support children's understanding of the story, for example, objects related to the story and flashcards of pictures and/or words.

#### First Session

##### – Introduction and First Reading

- Show children the cover of the book. Read the title of the story, pointing to the words as you read. Ask questions to arouse children's interest, e.g. What's this? Who do you think these people are? What do you think this story will be about?
- Use the background material you have prepared to give the story a setting and support children's understanding.
- Read the story. Look at the children while reading. Keep a good pace. Take time for the children to enjoy the story and pictures, but keep the story moving. Pause during reading to ask children to predict what might happen.
- After reading, close the book and talk to children about the story. Ask them if they liked it. What did they like about it? Can they remember the key characters and events?
- If there is time, and if children are interested, read the story again.

## Second Session

### – Second Reading and Development of Language Activities

- Review the story. Without opening the book, ask children if they can remember the key characters and events, and describe them. Ask them to read the names on wordcards.
- Open the book and read the story. Encourage children's active participation, especially with repetitive language.
- Help children to focus on relating the sounds of words to the text on the page.
- Before turning some pages, ask children if they can remember what happens next.
- After reading, focus on language through some of the following suggested activities: repeating names, for example, of animals in the story; repeating rhyming words; matching pictures to words from the story; covering key words; and asking children to guess what the words might be.

## Third Session

### – Review and Follow-up Activities

- Read the story to children again. By this time, children should be very familiar with it so encourage them to participate very actively. Let children share the retelling of the story with you.
- After reading, do some fun extension activities such as the following: Allocating children characters from the story, reading the story again and asking them to stand up and sit down when they hear their character's name mentioned, or to say the words of those characters. Retelling the story through role-play – e.g. miming or acting out key scenes from the story, maybe with masks. Retelling the story through the use of puppets. Getting children to make and/ or colour their own puppets or masks of characters in the story. Asking children to draw a picture of their favourite character from the story
- Display children's work, e.g. puppets or pictures, in the classroom

## Sample Lesson for Shared Reading

### A suggested lesson plan for *The Big Bad Monster*

The lesson plan suggested below is only ONE way to teach this story. Teachers may have their own variations. They may adapt the plan to include other activities, or omit some of those suggested, depending on what is most suitable for their class. The timings given are approximate timings.

### Preparation

Before the first lesson, take time to familiarise yourself with the story

#### The Story - *The Big Bad Monster*

The story is about a family of goats – father (Dad), mother (Mum) and Baby Goat. The goats want to eat the sweet grass on the other side of a bridge. However, a big bad monster lives under the bridge and he tells the goats that they cannot cross his bridge. Baby Goat tries to cross the bridge but the monster threatens to eat him. Baby Goat says he is too small to eat so the monster lets him cross. The same thing happens with Mum. But when Dad tries to cross the bridge and the monster tries to eat him, Dad pushes the monster into the water and crosses the bridge. So the three goats are able to eat the sweet grass on the other side in peace.

Make eight wordcards for the following words: monster, goat, Dad, Mum, Baby, bridge, grass, SPLASH.

Example of wordcard:

monster

### First Session

#### – Introduction and First Reading

### *The Big Bad Monster* Sample Lesson 1

Talking about the cover and the contents page (10 minutes)

Hold up the book and point to the cover. Read the title to the class. Read it again and ask the children to repeat it after you.

Point to the picture. Ask What can you see in the picture? Teach the word monster in English. Ask children to repeat it after you. Talk about the monster's appearance and colour. Point to his face and feet. Ask children to describe him in Arabic. He is big. He has an ugly green face, a big mouth and sharp teeth. How does the monster look? Surprised, frightened.

Teach big. Mime a shape that is big with your hands. Teach bad. Frown, shake your finger and say bad in an angry voice. Ask children to guess the meanings of big and bad. If they cannot, tell them what big and bad mean in Arabic.

Ask children what animal they can see at the front of the picture [a goat.] Teach a goat in English. Ask children to repeat it after you. Ask them how many goats they can see in the picture. Three. Ask children what else they can see in the picture [a field, trees, flowers, a butterfly, a frog, a snail, a river, a bridge, a knife, a fork.] Why does the monster have a knife and fork? He is going to have dinner.

Open the book at the contents page. Point to the picture of the three goats. Explain this is a goat family. Teach Dad, Mum, Baby. Ask children to repeat the words after you.

Ask children if there are goats in Oman. [Yes.] Where do they live? [In the countryside, in the mountains, in the wadis.] What do goats eat? [Grass.] Ask children what noise goats make. Let the children makes a noise like a goat.

Ask children to describe the goats in the picture. Dad is the biggest goat. He is grey with big horns. He is wearing a scarf. The scarf is red and yellow. Mum is a medium sized goat. She is brown and white with medium-sized horns... She is wearing a pink necklace. The smallest goat is Baby. Baby goat is white. He has small horns. Ask children what the goats are doing. They are eating grass. **Do they look happy?** [Yes.]

### Reading the story (10 minutes)

Read the story to the children (pages 2–21). Turn the pages slowly and give the children time to look at the pictures on each page. Look at the children while you are reading and check after you have read each page that the children are following the story.

If you can, make the story come alive by putting on different voices for the three different goats, and for the monster.

Choose suitable places in the story to pause and ask the children to predict what might happen next. For example, after reading page 11, pause and ask the children: **Do you think the monster will eat Baby Goat?**

### After reading (10 minutes)

Close the book and talk to the children about the story. Ask them if they liked it. Can they tell you what happened in the story? Who is their favourite character?

Hold up the wordcard of Baby. Ask children to repeat it after you. Open the book at page 2. Ask children to point to Baby in the picture. Repeat the word again. Follow the same procedure with the wordcards for **Mum, Dad, goat, grass, monster, SPLASH**. Hold up each wordcard in turn, say the word and ask the children to repeat it, then find a page which contains a matching picture in the book, e.g. Mum – p. 2, Dad – p. 2, grass – p. 4, bridge – p. 6, goat – p. 8, monster – p. 3, SPLASH – p.19.

If you have time, and if the children are interested, read the story again.



## Second Session

### – Second Reading and Development of Language Activities

#### Preparation

Prepare wordcards for each of the following words – I, am, the, big, bad, monster. Choose two or three other sentences from the list below and prepare wordcards for each of the words in them.

- Can we eat the grass?
- No, you can't eat the grass.
- It is my grass.
- And this is my bridge.
- You are a bad goat.
- I will eat you.
- Please don't eat me.
- I'm too small.

## The Big Bad Monster Sample Lesson 2

### Reviewing characters and events in the story (10 minutes)

Without opening the book, ask children if they can remember the title of the story, and the characters in the story. Ask them to describe the characters. Then ask them to tell you what happens in the story. Hold up the eight wordcards from the previous lesson and ask them to repeat the words. Ask children if they can remember what each word means.

Turn to pages 22 and 23. Teach children **where**. Ask them **Where is the big bad monster?** Teach **under**, in and **on**. Practise these words with classroom objects to make the meaning clear, e.g. **Where is the pencil?** It's **under the book**.

### Reading the story again (10 minutes)

Open the book and read the story again. Encourage children's active participation. Put on different voices for the four different characters. Ask children to repeat the sentences after you. Pause from time to time and ask children questions about the pictures. For example, before you read page 4, ask, **Who is hiding under the bridge? Why is he hiding there?** Ask children if they can remember what happens next. For example, after you have read page 4, ask **Why do the goats decide to cross the bridge?** After reading page 7, ask, **What do the goats do now?**

### After reading (10 minutes)

Write the following names on the board – Dad, Mum, Baby, monster. Say each word out loud as you write it and ask the children to repeat it after you. Read through the names together. Give four children one wordcard each and ask them to match their card with the correct word on the board.

Write I am the big bad monster on the board. Say each word out loud as you write it and ask the children to repeat it after you. Read the complete sentence with the class. Give six children one wordcard each and ask them to match their card with the correct word on the board. Arrange the children with their wordcards in a line at the front of the class in the same order as the words in the sentence.

Select the other sentences from the book, for which you have prepared wordcards. Follow the same procedure with these sentences. Write them on the board and read the complete sentence with the children. Then give the appropriate number of children a wordcard each and ask them to match their card with the correct word on the board. Arrange the children in the same order as the words in the sentences.

Ask children if they can say the word on their wordcard or the first sound of their word.

Select different pages and ask them what animals they can see on the pages. For example, on page 11, there is Baby Goat, Mum Goat, a butterfly and a bird.

### Third Session – Review and Follow-up Activities

## *The Big Bad Monster* Sample Lesson 3

#### Reviewing the story (10 minutes)

Read the story to the children again. By now they should be very familiar with it. Let them share in the retelling, using different voices for each character for fun.

#### Follow-up activities (20 minutes)

Choose two or three follow-up activities from the suggestions below.

- 1 Allocate ONE of the following words to each child in the class – big, bad, monster, grass, bridge, goat, eat, small, or good. So in a class of 36, for example, four children will be allocated the word big, four children the word bad, etc. Tell children they are going to hear the story again. Ask them to stand up and sit down when they hear their word mentioned. Read the story again.
- 2 Divide the class into four groups – Dad, Mum, Baby and monster. Read the story again. Each group should repeat their character's words after you read them. Choose one child from each group to come and act out their character's part in front of the class. Repeat with other children so that as many as possible have a turn at acting out the story.
- 3 Choose words from the following list: Dad, Mum, Baby, monster, bridge and grass. Say the words, and ask children to draw a picture of the word as you say it. If children can cope, add more challenging words such as a tree, a bird, a frog, a butterfly, and a snail.
- 4 Show children how to make puppets or masks of characters in the story. These can also be used in role play.
- 5 Ask children to draw a picture of their favourite character from the story and write the name of the character at the top of their picture. Display the pictures round the classroom.



## The children will learn how to:

- ◆ Identify themselves
- ◆ Identify others
- ◆ Use greetings
- ◆ Identify objects
- ◆ Follow oral commands
- ◆ Read and write letters of the English alphabet
- ◆ Ask and answer questions

## Main language

- ◆ What's your name? I'm ...
- ◆ Hello / Goodbye
- ◆ Hello, I'm ... [Maha]
- ◆ Who is it? It's ... [Sami]
- ◆ What is it? A ... [teddy bear] / It's a ... [car]
- ◆ Yes/No
- ◆ How are you? (Passive recognition)
- ◆ This is ... [Biff]
- ◆ Where's [Biff]?
- ◆ Soot Says

## Vocabulary

- ◆ Greetings
- ◆ Objects: a car, a computer, a football, a teddy bear, a telephone, a television
- ◆ Bingo!
- ◆ Characters' Names (Sami, Maha, Vicky, Paul, Biff, Soot)
- ◆ a leg/ an ice-cream/ an umbrella

## Skills

- ◆ Distinguishing sounds
- ◆ Identifying and naming objects
- ◆ Making associations
- ◆ Reproducing and acting out a dialogue
- ◆ Reproducing and answering questions orally
- ◆ Taking part in guessing games
- ◆ Following oral instructions
- ◆ Listening for detail
- ◆ Applying prior knowledge
- ◆ Recognising the rhythm of English through a song
- ◆ Developing fine motor control of hands and fingers
- ◆ Co-ordinating hand-eye movement

## Literacy

- ◆ develop fine motor skills
- ◆ control fine motor skills
- ◆ understand about directionality in written English [left to right]
- ◆ draw descending lines
- ◆ draw descending curves
- ◆ recognise letter shapes [l/ t/ i/ u]
- ◆ recognise initial letter sounds [l/ t/ i/ u]
- ◆ read and write letters [l/ t/ i/ u]
- ◆ read words starting with initial letters [l/ t/ i/ u] (leg, teddy bear, ice-cream, umbrella)

## Classroom language

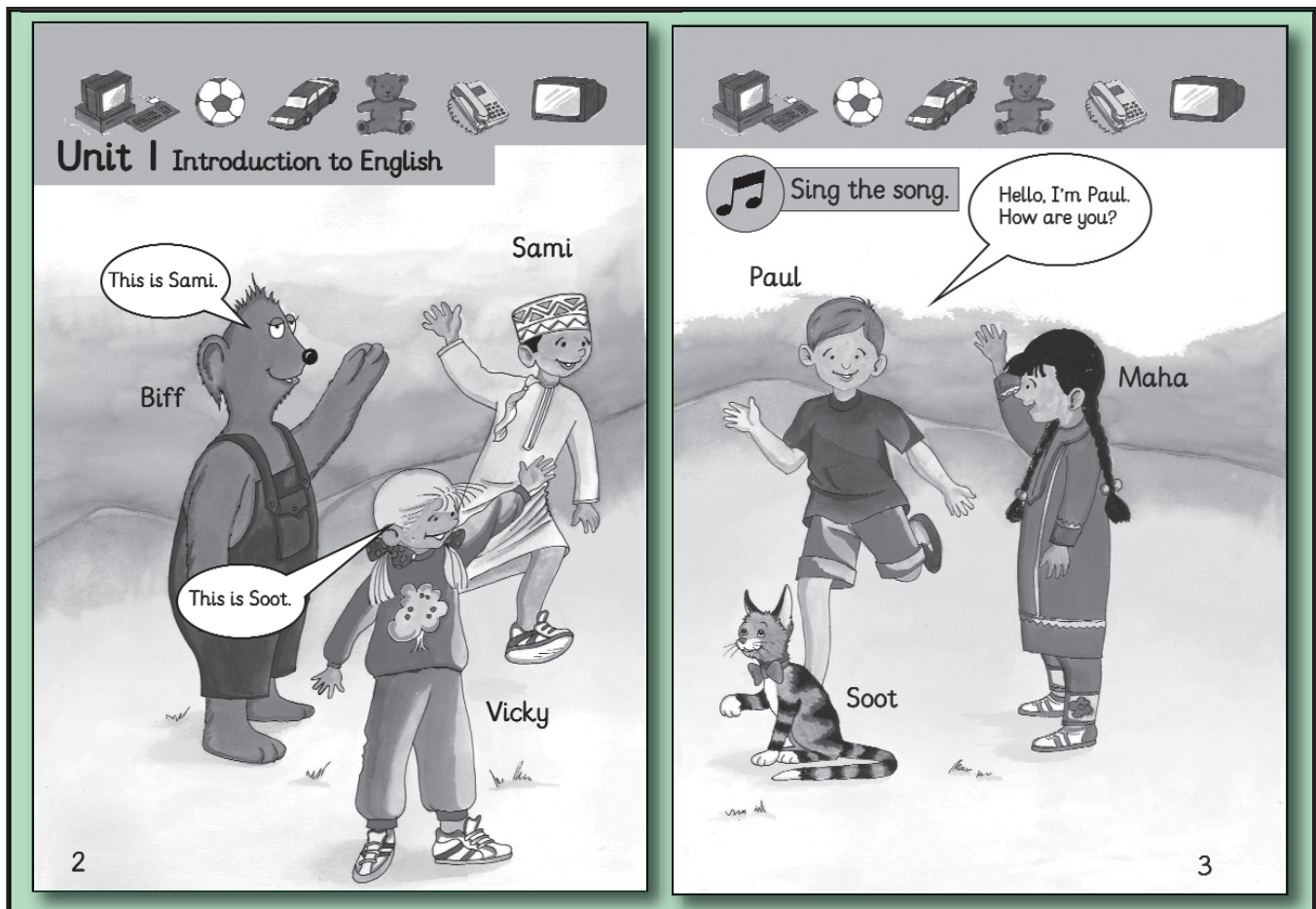
- ◆ stand up, sit down, turn around, point to, everybody, good, try again, Show me the ...

## Activities

- ◆ Singing a song
- ◆ Making a finger puppet
- ◆ Dialogue
- ◆ Join the dots picture
- ◆ Drawing a self portrait
- ◆ Making cards for a game
- ◆ Playing a game of bingo
- ◆ Playing **Soot Says**
- ◆ TPR activities

# Introduction to English

## Lesson 1



### You will need:

- **Flashcards:** 1-6 (Sami, Maha, Vicky, Paul, Soot, Biff)

### Learning Objectives:

- introduce English to children
- greet and introduce people [Hello/ Goodbye/ This is ... Mohammed]
- identify and name characters [Biff/ Soot/ Maha/ Sami/ Paul/ Vicky]

NB: Please note that you will be expected to have your CD player, Listening CD and Song CD ready for each class. You will also be expected to have your Teacher's Resource Pack (TPR) and Class Resource Pace (CRP) as well as the magnetic board for all future classes.

### Task One (10 minutes)

#### Introduction

- ☆ Greet the children. In the future, try to vary the greetings. For example, you might say, 'Hello children!', 'Hello Class!' or 'Good Morning.' Encourage the children to call you 'Miss ... Nadia [your first name]', instead of 'Teacher.'

- ☆ Introduce the name of the day and write it on the board (e.g. **Sunday**), encouraging children to join in saying the day with you. Then write the date, saying it clearly as you do, e.g. **6 September, 2009.**

- ☆ Spend a minute or two becoming familiar with the children by asking their names. This social interaction can be mainly conducted in L1, but L2 could also be used.

- ☆ As this is their first lesson, introduce the topic of languages. Ask children how many of them speak Arabic at home. Then ask how many speak another language. If any do, ask them to give you examples of a word in Arabic and another language.

- ☆ Ask children if they have heard English spoken on television, in films, in songs, or by people they have met. If so, ask children to demonstrate what English sounds like. Children do not have to say words; just make mimicking sounds to give an impression of English sounds. Ask if any children can speak English or if they know someone who speaks English. Can they

say any English words?

- ☆ Distribute the *Classbooks* to the children. Get the children to look through the books and to show their friends their favourite pages.
- ☆ Advise the children to take care of their books and tell them not to do the activities at home.

## Task Two (10 minutes)

- ☆ Inform the children, in L1, about the topic that they will be doing in the unit, e.g. 'In this unit we will be looking in our new *Classbooks*, and meet some of the new characters in the books and sing a song.'
- ☆ Hold up your *Classbook* to show children pages 2 and 3. Tell children that they will see the characters on these pages very often in their books. You can also use the character poster at this time along with the book and flashcards to introduce the characters. Ask children to open their *Classbooks* at pages 2 and 3.
- ☆ Put the character flashcards on the board. Introduce each character. Point to the characters in turn. Say, 'This is Biff. This is Vicky. This is Sami ...' etc.
- ☆ Hold up your book so that the class can see. Ask them to point in their own books as you name and point to the characters in your book.
- ☆ Ask children to repeat the characters' names, first of all chorally (the whole class), then in smaller groups, and then individually. Point to the flashcard of the characters as you say the names. Encourage children to point to the character in the book as they repeat the names with you.
- ☆ Discuss the four characters in L1. Establish that **Biff** and **Soot** are fantasy characters while **Maha**, **Sami** **Vicky** and **Paul** are 'real'. Ask children if they know any other fantasy characters (ex. Cinderella, Aladdin, Sinbad or cartoon characters from other stories.)

## Task Three (10 minutes)

- ☆ Tell the children they are going to listen to the characters singing a song in which they all say their names. Ask children to guess what **Soot**

(the Cat) and **Biff** (the creature) will sound like when they sing in English. Ask children to listen to the song and to point to the flashcard of the character they think is singing each verse.

- ☆ Play *The Hello Song* (Song CD 1.1), stopping after each verse so that children can point to the character they think is singing. Help children by asking questions in L1, e.g. 'Do you think that sounds like a girl, a cat or a monster? Do you think that's the Omani boy or the English boy?'

### Song Transcript 1.1 The Hello Song



Hello, I'm Sami. How are you?  
Hello! Hello!  
Welcome Sami, we welcome you.  
Hello! Hello!

Hello, I'm Vicky. How are you?  
Hello! Hello!  
Welcome Vicky, we welcome you.  
Hello! Hello!

Hello, I'm Soot. How are you?  
Hello! Hello!  
Welcome Soot, we welcome you.  
Hello! Hello!

Hello, I'm Maha. How are you?  
Hello! Hello!  
Welcome Maha, we welcome you.  
Hello! Hello!

Hello, I'm Paul. How are you?  
Hello! Hello!  
Welcome Paul, we welcome you.  
Hello! Hello!

Hello, I'm Biff. How are you?  
Hello! Hello!  
Welcome Biff, we welcome you.  
Hello! Hello!

Goodbye!

- ☆ At the end of the lesson, say 'Goodbye' to the children.



## Lesson 2

### Unit One

#### 1 Trace.

#### 2 Trace and colour.

#### 3 Trace.

#### 4 Trace.

### You will need:

- **Flashcards:** 1-6 (Sami, Maha, Vicky, Paul, Soot, Biff)

### Learning Objectives

- name others
- greet people [Hello/ Goodbye]
- identify and name characters [Biff/ Soot/ Maha/ Sami/ Paul/ Vicky]
- develop fine motor skills
- understand about directionality in written English [left to right]

N. B. From this lesson onwards greet children every time you come into the class and say goodbye as you leave.

### Task One (10 minutes)

- ☆ Ask children in L1 if they know any greetings in English. Explain that 'Hello!' is a common greeting in English between friends. They may suggest 'Hi!' or 'Good morning/ afternoon/ evening.' They may even suggest the chunk 'How are you?'

- ☆ Practise saying, 'Hello!' chorally and individually. Encourage the children to greet each other, saying, 'Hello, Ahmed. Hello, Fatma.' etc.

- ☆ Put the flashcards of the characters on the board. As you hold up each flashcard, elicit their names.

- ☆ Tell children that they are going to listen to *The Hello Song*. Explain that they will hear the word 'welcome' and that it is used to make visitors feel comfortable. It is used here because the characters are visitors to the class. Also use L1 to explain 'goodbye'.

- ☆ Play *The Hello Song* (Song CD 1.1), and get children to join in whenever they can.

### Task Two (20 minutes)

#### Step one

- ☆ Distribute the *Skills Books* to the children. Get the children to look through the books and to show their friends their favourite pages. Tell the children to look after their books and only to do the activities at home if you tell them to.

- ☆ Ask children to look at **activity 1** on **page 1** of

the *Skills Book*. Get children to draw a straight line in the air, first from left to right and then on the desk using their fingers.

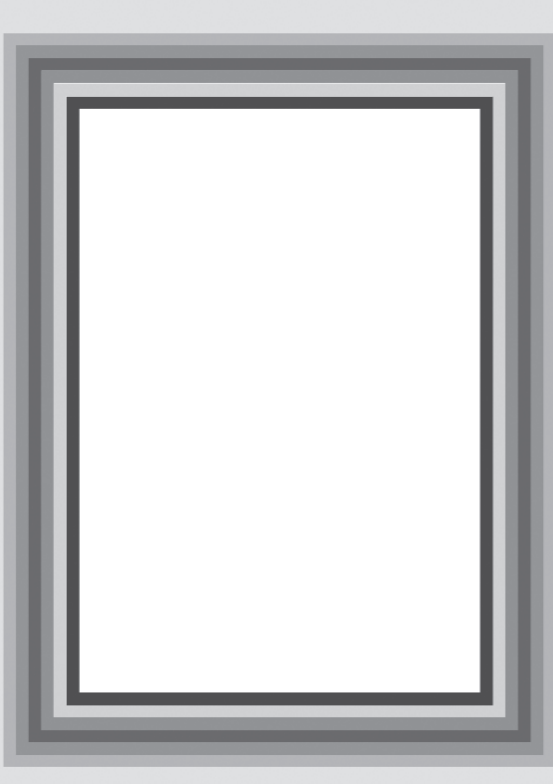
- ☆ When you are satisfied, get children to trace over the dotted lines. This helps develop children's knowledge of left to right directionality. Check posture, position and pencil grip.

### Step two

- ☆ Now ask children to look at **activity 2**. Again they have to draw from left to right. Make sure children are not holding or gripping their pencils too tightly.
- ☆ Tell children to look at **activity 3** on **page 2**. Explain to them that the animals on the left have to get to the right and that they must help them get there by drawing straight lines.
- ☆ Ask children to look at **activity 4**. Discuss with children the importance of following traffic rules and regulations. Focus the children's attention on the traffic lights. In L1, elicit from children what red and green lights mean. Get children to tell you what happens when drivers fail to follow the signs.
- ☆ The traffic lights on the left have been coloured green. Ask the children '**What does this colour tell the drivers they can do?**' (Drivers have to go when the traffic lights are green.) Ask children to put their pencils on the starting point on the left and 'drive' the first car to the stopping point on the right. This develops children's knowledge of left to right directionality. Check posture, position and pencil grip. Ask children to drive the remaining cars by tracing over the dotted lines.
- ☆ When children have finished they can begin to colour in the drawings.

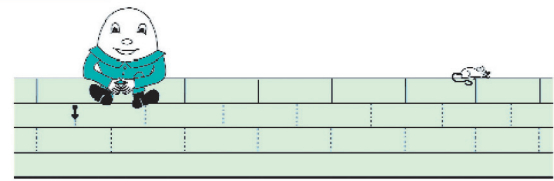


## Lesson 3

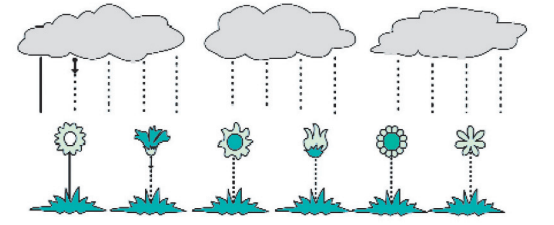


*I'm* \_\_\_\_\_

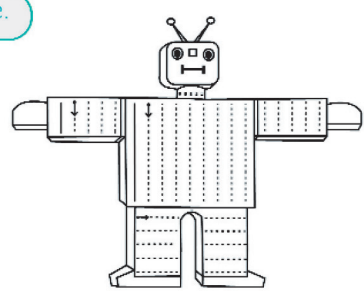
**1 Trace.**



**2 Trace.**



**3 Trace.**



3

### You will need:

- **Flashcards:** 1-6 (Sami, Maha, Vicky, Paul, Soot, Biff)

### Learning Objectives

- greet people [Hello/ Goodbye]
- ask and answer questions [What's your name?/ I'm ... Said.]
- control fine motor skills
- Follow commands [stand up/ sit down/ turn around/ point to]

### Task One (10 minutes)

#### Step one

- ☆ Put the character flashcards on the board. Say, 'I'm ... [your real name].' Point to the characters, one by one, and say their names 'This is ... [Biff]'.
- ☆ Ask individual children to introduce themselves in the same way, 'I'm ... [name].' Go round the class at random asking children to introduce themselves in English.
- ☆ Wave to the class and say, 'Hello!' Get children to wave and say, 'Hello!'

- ☆ Pretend to walk out of the classroom door, and say, 'Goodbye!' Get children to repeat, 'Goodbye!'
- ☆ Choose two children to come to the front of the class. Direct them to walk towards each other, and say, 'Hello!' Then get them to walk away, saying 'Goodbye!' and waving.
- ☆ In groups, encourage children to role play with the other children in their group. They should say 'Hello! I'm ... [name].' Their friend should reply 'Hello! I'm ... [name].' Then they should say, 'Goodbye!' to each other. If possible, get children to shake hands when they say 'Hello' and to wave when they say 'Goodbye.' They should try and do this with everyone in their group.

#### Step two

- ☆ Play *The Hello Song* (Song CD 1.1). Get children to join in singing the song and doing the actions, waving when they hear 'Hello!' and 'Goodbye!'
- ☆ Tell children that when people who know each other meet, they often ask, 'How are you?'

## Task Two (10 minutes)

- ☆ Ask children to look at **activity 1** on **page 3** of the *Skills Book*. Before they write using their pencils, get the children to practise drawing descending lines in the air and on their desks with their fingers. Check posture, position and pencil grip and get children to draw the lines. Encourage children to make each line a continuous, smooth movement. Point out the small arrows, which show them the direction of how to draw the lines. When children have successfully completed **activity 1**, ask them to do **activities 2** and **3**.

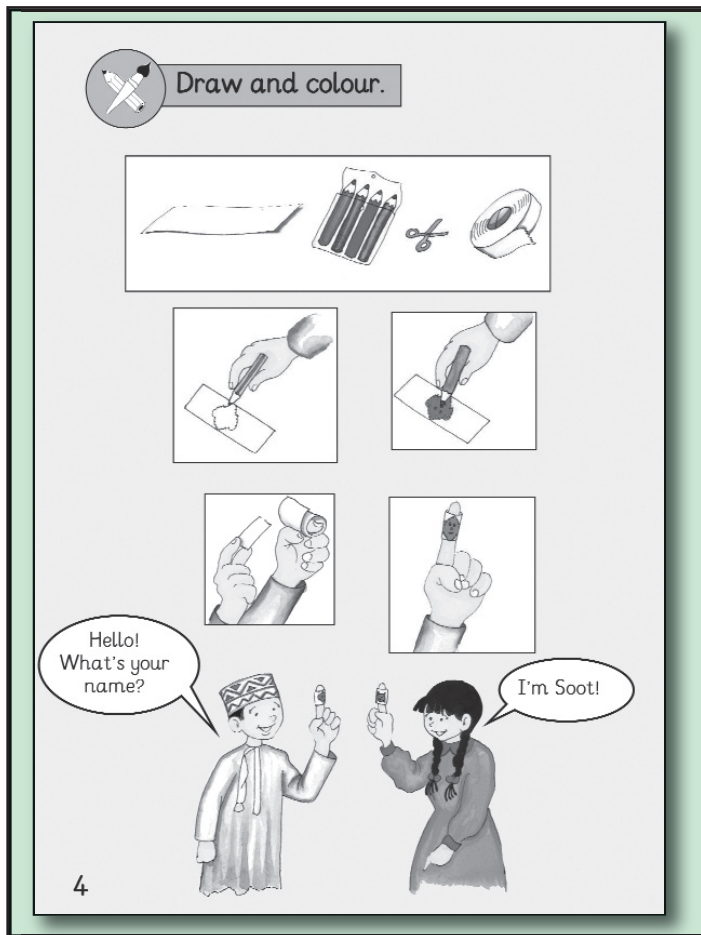
## Task Three (10 minutes)

- ☆ Tell children to look at **page 1** of their *Classbooks*. Hold up your book to help them find the page.
- ☆ Tell children that they will draw a picture of themselves in the picture frame. This activity develops fine motor skills. Encourage children to draw a big picture of themselves and possibly model some drawings on the board (but don't leave them for the children to copy). If there is time, they can colour their pictures.
- ☆ Let the children hold up their completed drawings and say 'I'm [Faisal].'
- ☆ Children who can't finish the task in class, can finish it at home.

Before the next lesson:

- ☆ Make a finger puppet using the instructions on **page 4** of the *Classbook*. Also prepare sufficient paper strips for your class.

## Lesson 4



### You will need:

- **Sticky tape:** for each child
- **Paper strips:** enough for each child, and a few extra strips for those children who make mistakes.
- **Flashcards:** 1-6 (Sami, Maha, Vicky, Paul, Soot, Biff)

### Learning Objectives

- greet people [Hello/ Goodbye]
- ask and answer questions [What's your name?/ I'm ... Said.]
- control fine motor skills
- Follow commands [stand up/ sit down/ turn around/ point to]

### Task One (5 minutes)

- ☆ Bring five chairs and four children to the front of the class. You should sit in the centre chair with two children seated on either side.
- ☆ Say, 'Stand up' and perform the action. Motion the four children to follow. Then say, 'Sit down.' Repeat.

- ☆ Repeat using the names of the four children, e.g. 'Salima, stand up.' Repeat several times.
- ☆ Say, 'Everybody, stand up' and motion for the whole class to stand, then, 'Everybody, sit down.'
- ☆ Repeat several times. Then name individual children in the class to follow the instructions.
- ☆ Bring four different children to the front. Using the children at the front again, say, 'Stand up,' then, 'Turn around' and perform the actions yourself.
- ☆ Repeat several times with the whole class 'Everybody, stand up. Turn around. Sit down.' Then repeat using individual children's names.
- ☆ To check on comprehension, use 'Sit down' when the children are already seated.
- ☆ Finally, introduce 'point to.' For example, 'Salima. Stand up. Point to Mariam. Turn around. Sit down.' Mix up the combination of commands. For example, 'Mariam, stand up. Turn around. Sit down. Point to Salima,' etc.

### Task Two (5 minutes)

- ☆ Play *The Hello Song* (Song CD 1.1). Encourage the children to join in with the words and do the actions.

### Task Three (20 minutes)

#### Step one

- ☆ Show the children your finger puppet. Use the finger puppet to speak to the children, and say 'Hello. I'm ...[Maha].' Tell the children that they are also going to make finger puppets.
- ☆ Get children to open their *Classbooks* at page 4. Give them some time to look at the pictures and talk about them in their groups.
- ☆ Ask children to watch you as you demonstrate making a finger puppet. Make another puppet, demonstrating to the class how to do it. Show the children how to draw and colour the face of one of the characters (Biff, Sami, etc) onto the strip. Finally tape the sides together to make a ring that will fit on top of the finger.
- ☆ Tell children to look at the pictures on page 4

of the *Classbooks* again to help them make their own finger puppets. Distribute the paper strips and let children draw the faces of their puppets. Help children tape their finger puppets.

- ☆ Put the character flashcards on the board to help children create their puppet.

### Step two

- ☆ Introduce your two finger puppets to each other. Say:

[Puppet 1]	Hello!
[Puppet 2]	Hello!
[Puppet 1]	What's your name?
[Puppet 2]	I'm ... [Maha]. What's your name?
[Puppet 1]	I'm ... [Biff]. Goodbye!
[Puppet 2]	Goodbye!

- ☆ Repeat the dialogue two or three times and encourage the class to repeat it with you.
- ☆ Now introduce one of your finger puppets to a child. Prompt him or her to reply with his or her own finger puppet using the name of the character they have drawn. Repeat several times.
- ☆ Organise the children into pairs. Ask the children to introduce their character to their partner using the language they have just practised but changing the names where appropriate.
- ☆ Give children time to practise this dialogue several times with different children in their group.
- ☆ At the end of the activity, tell children to store their finger puppet carefully in the flap at the back of the book.

### Step three

- ☆ Choose a confident child and introduce yourself to him/her using the dialogue practised with the finger puppets, but using your real names.
- ☆ Model this with several children and then organise the class into pairs to practise the dialogue. Try and organise different pairs from those in the previous activity. You can also encourage children to stand up and move around the classroom greeting their classmates whom they don't know very well.

### Before the next lesson:

- ☆ Collect pieces of materials (eg. hijabs or scarves) to be used as blindfolds. Each group of four or five children in your class should have one blindfold.

## Lesson 5



Draw and colour.



5

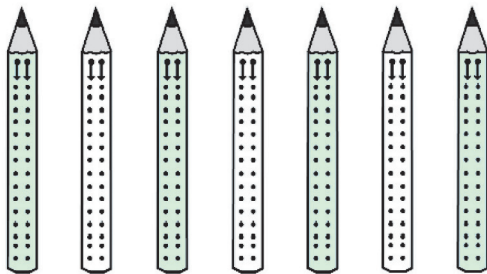


Listen.

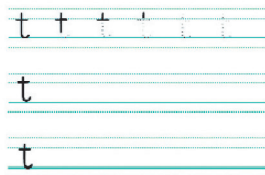
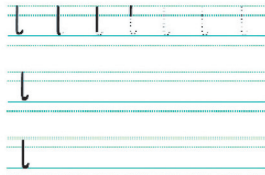
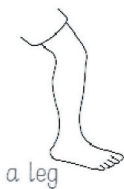


6

4 Trace.



5 Read and write.



4

### You will need:

- **Blindfolds**
- **Flashcards:** 1-6 (Sami, Maha, Vicky, Paul, Soot, Biff)

### Learning Objectives

- name others
- identify and name characters [Biff/ Soot/ Maha/ Sami/ Paul/ Vicky]
- ask and answer the question [Who is it?/ It's... Vicky.]
- give affirmative and negative responses [Yes/ No]
- control fine motor skills
- draw descending lines
- recognise letter shapes [l/ t]
- recognise initial letter sounds [l/ t]
- read and write letters [l/ t]

### Task One (5 minutes)

- ☆ Ask children to look at **page 5** of their *Classbooks*. Hold up your book and point to one of the dotted outlines and ask, 'Who is it?' See if children can guess who the outlines are.



- ☆ Ask children to join the dots and in pairs ask and answer, 'Who is it?'
- ☆ Let the children complete the pattern in the frame by following directional arrows. Ask the children to colour the pictures at home.

## Task Two (15 minutes)

### Step one

- ☆ Ask children to look at **page 6** of their *Classbooks*. Show the page. Explain that the characters are playing a game – Biff is trying to guess who is talking, the other characters are using disguised voices. Hold up your book and point to the blindfolded character. Ask 'Who is it?'
- ☆ Tell children to listen to the characters and point to the person they think is talking.
- ☆ Play *Listening CD 1.1*. Check that children are pointing to Vicky.

### Listening Transcript 1.1 Who is it?

Girl's voice:	Hello!
Others:	Who is it?
Biff:	It's...er... Maha!
Others:	No!
Biff:	It's... Vicky!
Others:	Yes!
Teacher:	Good! Now it's your turn, Paul.



### Step two

- ☆ Tell children that you are going to play the recording again and you want them to listen very carefully. Play the first line – 'Hello!' – and ask 'Who is it?' Play the next three lines, 'It's... er... Maha.', 'No!'
- ☆ Now point to the picture of Vicky and say 'It's Maha!' – shake your head and say 'No!'. Ask the class to repeat with you – point at the picture of Vicky and say, 'It's Maha.' Shake your head and say, 'No!' Then point to other characters and say the wrong name – elicit 'No!' from the children. Point to a child and name him or her incorrectly – elicit 'No!' from the class. Repeat.
- ☆ Ask children to listen to the next part of the recording and tell them to point to the person Biff names – eg. **Vicky**. Now point to the picture

of Vicky and say, 'It's Vicky.' Nod your head and say, 'Yes.' Ask the class to repeat this with you. Then point to other characters on the page and say the correct names – elicit 'Yes' from the children.

- ☆ Point to children in the class – name them correctly and elicit **Yes** from the class. Repeat. Then point to other children. Name some correctly and others incorrectly – elicit **Yes** and **No**. Repeat using characters on flashcards and again elicit 'Yes' and 'No.'

### Step three

- ☆ Now play the same game using the voices of the children in the class. Demonstrate the game with a group of children at the front of the class.
- ☆ Let the children play in groups of four or five. Blindfold a child. He or she has three guesses to identify another child in the group by his or her voice. When the blindfolded child guesses correctly, then they can switch places with the child whose voice was guessed.

## Task Three (10 minutes)

- ☆ Get children to open their *Skills Books* at **page 4** and to look at **activity 4**. Ask them to draw descending lines in the air. Then let them trace the lines with their fingers. Ask them to draw on the lines with their pencils.
- ☆ Tell children to look at **activity 5**. Explain to them that they have been practising writing letter shapes and now they will be writing real letters. Ask them to look at letter **l** and the leg. Repeat and point to the word. Ask them to repeat 'a leg.' Now point to the initial letter and say the sound **/l/**. Ask children to repeat. Get children to trace with their fingers the large letter **l**.
- ☆ When you are satisfied that they are tracing correctly, demonstrate writing the letter, using the magnetic board. Ask them to use their pencils to draw over the large letter. They should then complete writing letter **l** in the lines provided. Repeat for the letter **t**.
- ☆ When children have finished, ask them to close their books and write the two letters on the board. Point to letter **l** and elicit from students its name or sound and then do the same for **t**.

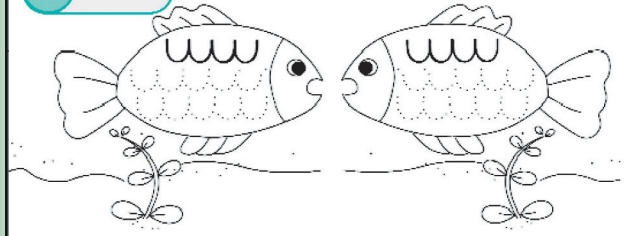
## Lesson 6

1 Trace.



5

2 Trace.



3 Read and write.



an ice-cream



an umbrella



6



### Learning Objectives

- identify and name characters [Biff/ Soot/ Maha/ Sami/ Paul/ Vicky]
- ask and answer questions [Who is it?/ Is it ... Maha?/ It's ... Soot/ Yes/ No]
- control fine motor skills
- understand about directionality in written English [left to right]
- draw descending curves
- recognise letter shapes [i/ u]
- recognise initial letter sounds [i/ u]
- read and write letters [i/ u]

### Task One (10 minutes)

#### Step one

- ☆ Ask children to open their *Skills Books* to page 5 and look at **activity 1**. Get children to use their fingers to make the descending curve in the air first, then on their desks. You may face the whiteboard to show them the correct direction.
- ☆ Ask children to use their pencils carefully and draw over the dotted lines in the first shape and to carry on with the pattern in the second and

third shapes.

- ☆ Now ask children to look at **activity 2** on **page 6** and to draw the shapes on the fish.

## Task Two (10 minutes)

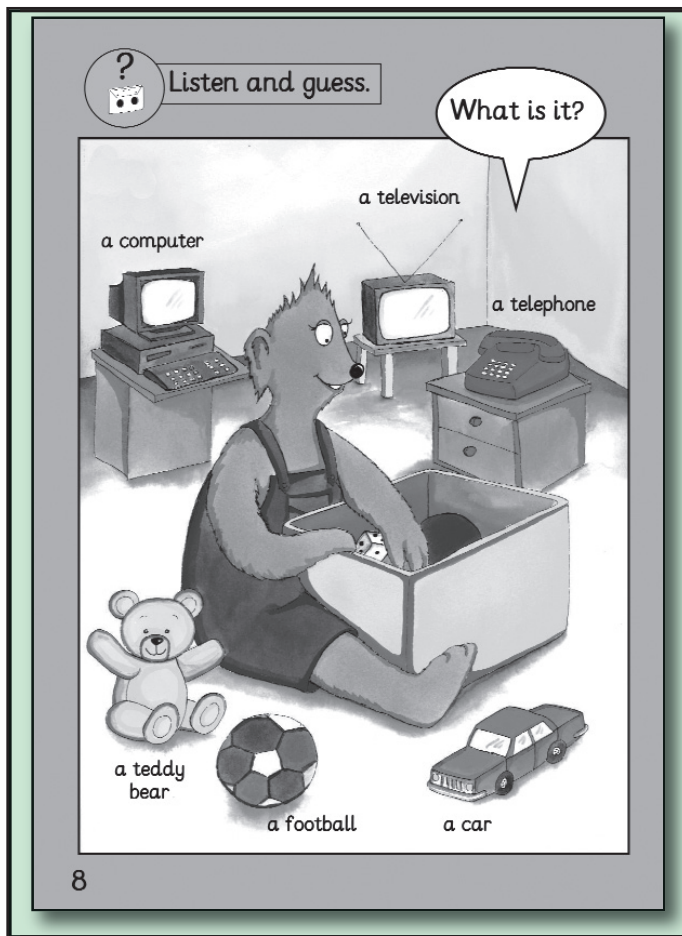
- ☆ Tell children to look at **activity 3**. Ask them to look at letter **i** and the ice-cream. Repeat and point to the word. Ask them to repeat '**an ice-cream.**' Now point to the initial letter and say the sound /i/. Ask children to repeat. Get children to trace the large letter **i**, using their fingers.
- ☆ When you are satisfied that they are tracing correctly, demonstrate writing the letter, using the magnetic board. Ask them to use their pencils to draw over the large letter. They should then complete writing letter **i** on the lines provided. Repeat for the letter **u**.
- ☆ When children have finished, ask them to close their books and write the two letters on the board. Point to letter **i** and elicit from students its name or sound and then do the same for **u**.

## Task Three (10 minutes)

- ☆ Ask children to look at **page 7** of their *Classbooks*.
- ☆ Ask the children to work in their groups. They should look at the picture and guess who is hidden.
- ☆ Hold up your *Classbook*. Point to a character and ask a group, '**Who is it?**' Elicit an answer from the group. Respond with '**Yes**' or '**No.**' Repeat with all characters making sure you ask each group a question.
- ☆ Organise children into pairs. Explain that one child should point to a character and ask, '**Who is it?**' The other child has to answer. The first child should then respond using **yes** or **no**. Alternatively, you could get the groups to take turns asking other groups, '**Who is it?**'



## Lesson 7



### You will need:

- **Flashcards:** 7-12 (computer, football, car, teddy bear, television, telephone)

### Learning Objectives

- identify and name objects [a car/ a computer/ a football/ a television/ a telephone/ a teddy bear]
- ask and answer [What is it?/ It's a ... car]

### Task One (5 minutes)

- ☆ Play *The Hello Song* (Song CD 1.1). Encourage the children to join in with the words and do the actions. You can do this task at any part of the lesson.

### Task Two (15 minutes)

#### Step one

- ☆ Tell children to turn to **page 8** of their *Classbooks*.
- ☆ Ask the children, 'Where's Biff?' As you ask the question, make a gesture to suggest you are

looking for Biff on the page. Get children to point to Biff in their books.

- ☆ Ask the children to say all the objects they can see in the book in L1. Tell the class that they are going to learn how to say these words in English.
- ☆ Tell the children they are going to hear a sound and they have to guess, from the sound, which word they are going to hear.
- ☆ Play the first sound of *Listening CD 1.2* only and pause. Children listen to the sound and then point to the object they think it will be. Continue so that children hear the word 'a car' being spoken. Continue playing the tape, stopping at each sound, then each word, as above.

### Listening Transcript 1.2 Sounds?



[sound of car horn beeping]

- a car

[sound of tapping computer keys]

- a computer

[sound of football being bounced]

- a football

[extract of children's TV cartoon]

- a television

[sound of telephone ringing]

- a telephone

[sound of teddy bear squeaking]

- a teddy bear

- ☆ Now play the recording a second time without stopping. This time, get children to point to the objects.
- ☆ Say individual words at random and get children to point to the object and repeat the word.
- ☆ Now point to the objects one by one, name them and get children to repeat.

#### Step two

- ☆ Tell the class that they will hear these sounds again but in a different order. Ask them to listen to the sound and point to the picture.

- ☆ Encourage them to name the objects with their friends in English.
- ☆ Play *Listening CD 1.3*, pausing after each sound. Give the children a minute to discuss their guesses in their groups. Elicit ideas from groups (not individuals).

### Listening Transcript 1.3

#### More Sounds

[sound of football being bounced]

- a football

[sound of car beeping horn]

- a car

[extract of children's TV cartoon]

- a television

[sound of teddy bear squeaking]

- a teddy bear

[sound of telephone ringing]

- a telephone

[sound of computer keys tapping]

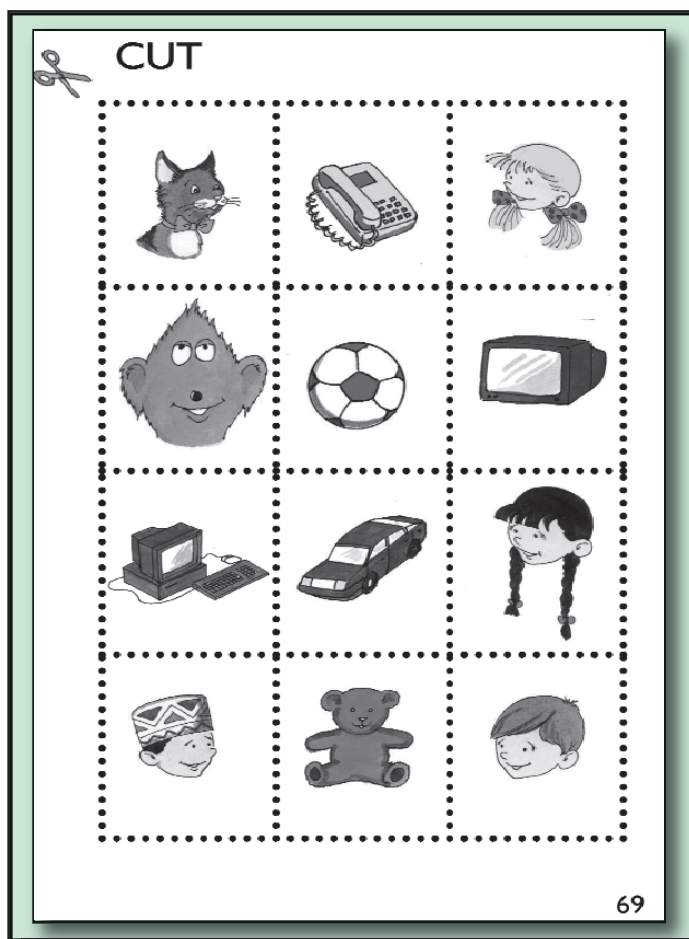
- a computer

- ☆ Put flashcards 7-12 on the board. Point to each object and ask, 'What is it?' Elicit the names of all objects. Respond with 'Yes, Good', No, try again,' if an object is named incorrectly.

### Task Three (10 minutes)

- ☆ Play a game of *What's Missing*. Shuffle the flashcards and place them back on the board. Ask the children to close their eyes, then remove one of the cards. Give the children a minute to discuss **what's missing** in their groups. Move around the class and get each group to whisper the answer to you.
- ☆ Distribute the flashcards to groups and tell them not to show anyone. Give the children a few seconds to agree on the name of their object. Encourage them to ask another group 'What is it?' That group will have to guess. If they guess incorrectly, another group can be asked, and so on. Gather flashcards from the groups.
- ☆ Finally, ask children to point to each object in their books as you say it. Say an object, for example, 'a computer.' Children should point to it. Go around the class to check. Name all the objects and get children to point to the objects.

## Lesson 8



### You will need:

- **Flashcards:** 1-6 (Sami, Maha, Vicky, Paul, Soot and Biff), 7-12 (computer, football, car, teddy bear, television, telephone)
- **Scissors**

### Learning Objectives

- identify and name objects [car/ computer/ football/ television/ telephone/ teddy bear]
- identify and name characters [Sami/ Maha/ Vicky/ Paul/ Soot/ Biff]
- ask and answer questions [What is it?/ Who is it?/ Yes/ No/ It's a football/ It's Sami]
- control fine motor skills
- follow oral instructions [stand up/ sit down/ turn around/ etc.]

### Task One (5 minutes)

- ☆ Revise TPR commands with individual children, for example, 'Asma, stand up. Ahmed sit down.' 'Fatma, turn around.' then repeat using 'everybody' instead of individual names, so the entire class can participate. For example, 'Everybody stand up, turn around, sit down.'

### Task Two (5 minutes)

- ☆ Play *The Hello Song* (Song CD 1.1). Encourage the children to join in with the words and do the actions.

### Task Three (20 minutes)

#### Step one

- ☆ Put flashcards 7-12 around the classroom. Put them where children can see them clearly.
- ☆ Point to each object in turn and ask, 'What is it?' Elicit a 'computer,' etc.

#### Step two

- ☆ Ask children to look at page 69 in the cut-out section of their *Classbooks*. Show them the page to help them.
- ☆ Demonstrate how to cut out the cards. 'You should cut around all 12 pictures first, then down the columns, and finally each picture.' Tell them that you want them to cut their cards out very carefully.

- ☆ Distribute scissors and ask children to cut out their cards.

- ☆ When children have finished cutting out the cards, hold flashcards of objects up and ask, 'What is it?' Get children to hold up matching cards and respond 'It's a ...'. Respond with 'Yes' or 'No' as appropriate. Put the flashcards on one side of the board, perhaps under a symbol of a square (to represent an object).

- ☆ Then hold up character flashcards (1-6) and ask, 'Who is it?' Get children to hold up matching cards and respond, 'It's ...'. Respond with 'Yes' or 'No' as appropriate. Put the flashcards on the other side of the board, perhaps under the symbol of a smiley face (to represent a person).

- ☆ Take the flashcards off the board. Get the children to mix their cards, then sort them into a pile.

#### Step three

- ☆ Hold up flashcards of objects and then characters and ask children (perhaps in groups) to repeat the question, 'Who is it?' or 'What is it?' as appropriate.

#### Step four

- ☆ When you are satisfied that children have understood when to use the different question forms, set up a pair work guessing game.
- ☆ Model the game with a child. Mix up your set of cards. Put them face down in a pile in front of you. Get your partner to do the same. Pick up the top card and look at it. Keep it hidden and ask, 'Who is it?' or 'What is it?' as appropriate. The child has to guess. Keep saying 'No' until they guess correctly. It is then their turn to ask.
- ☆ Get the children to play in pairs.
- ☆ At the end of the activity, tell children to store their cards in their envelopes.

## Lesson 9

Listen.


9


### Learning Objectives

- identify and name objects [a car/ a computer/ a football/ a television/ a telephone/ a teddy bear]
- identify and name characters [Biff/ Soot/ Maha Sami/ Paul/ Vicky]
- follow instructions: [Touch the ... teddy bear./ Point to the ... door./ Show me the ... ball.]

you want them to choose 8 cards. They should return the four spare cards to the envelopes. Tell them to put their cards face up on the grid.

- ☆ This means that children will have different cards on their bingo grids. Tell them that you will say the name of an object or character and that if they have that picture on their bingo card, they should turn it over – face down.

- ☆ Explain that the winner is the first child to turn over all his or her cards, shout out the word 'Bingo' and then to do a check back, reading the names of the characters and objects on his or her grid. Practise saying the word 'Bingo' with the class and then play the game.

### Step two

- ☆ Organise the class into groups of five.

- ☆ Explain that one child will be the bingo caller and the others will play the game.

- ☆ The caller uses all twelve cards. The other children choose their eight cards.

- ☆ The game is then played as above, with the

### Task One (10 minutes)

#### Step one

- ☆ Use the frieze on pages 2 and 3 of the *Classbook* to revise the vocabulary, by getting children to tell you the name of each item.

#### Step two

- ☆ Revise TPR commands to review vocabulary, 'Touch the ... [teddy bear]. Point to the ...[ball]. Show me the ....[computer].'

### Task Two (20 minutes)

#### Step one


- ☆ Tell children to get their cards from their envelopes. Ask them to turn to page 9 of their *Classbooks*. Show them the page. Explain that













caller picking up one of their cards and saying the name. The other children have to listen and turn over their cards. The first child to turn over all eight cards is the winner.

- ☆ Emphasise that the winning children must do the check back at the end of the game by saying the names of the characters and objects..
- ☆ Allow enough time for each child to be a caller.
- ☆ At the end of this activity, tell children to store their cards in their envelopes.



## Lesson 10

 Listen.

9

2 Colour the alphabet.

a b c d e  
f g h i j k  
l m n o p  
q r s t u  
v w x y z

42

### You will need:

- Glue
- Alphabet Poster

### Learning Objectives

- consolidate vocabulary
- name objects and characters

### Task One (10 minutes)

- ☆ Ask children to take all of their cards from their envelopes. Tell them to open their books to the bingo grid on **page 9**, ready to play a whole class game of **Bingo**.
- ☆ Tell children to choose four characters and four objects to put on their bingo grids. They should put their four spare cards under their books. Tell them you will say the name of an object or character and that if they have that picture on their grid, they should turn it over – face down.
- ☆ Remind them that the winner is the first child to turn over all their cards and shout out the word 'Bingo!'
- ☆ Play the game. The winner should read back the

names of the characters and objects on their grid as a check. Children play several times so that all children get a turn as the caller.

### Task Two (10 minutes)

- ☆ Tell children that you want them to put their cards on their bingo grids in a particular order. Explain that they are going to listen to the objects and characters being named and that you want them to put them on their bingo grids in the order they hear them.
- ☆ Tell them to start with the top row from left to right, then the second and third rows from left to right, and finally the bottom row from left to right. Demonstrate this. Make sure children have all 12 cards ready.
- ☆ Play *Listening CD 1.4*. Pause after each sequence.

### Listening Transcript 1.4 Things

Soot. A football. Maha.  
A telephone. Biff. A television.  
Sami. A computer. Vicky.  
A toy car. Paul. A teddy bear.



☆ Play the listening again. Check comprehension with the whole class. Point to the bingo grid and elicit the names of the characters and objects that should be in each space. As you elicit the names, put your cards on the grid on the board for children to check their work.

☆ When you are sure children have their cards in the correct spaces, distribute glue and tell them to stick the cards in their books.

### Task Three (5 minutes)

☆ Ask children to open their *Classbooks* at pages 2 and 3. Look at the frieze and elicit the names of the objects.

☆ Ask the children to look through pages 2-9 and let them decide if they enjoyed learning this unit or not. If they liked the unit they should colour in the smiley face on page 9 and if they didn't they can colour in the gloomy face.

### Task Four (5 minutes)

☆ Put the alphabet poster on the board. Elicit from children which letters they have learned in this unit (l, t, i, u). Get children to turn to page 42 of their *Skills Books* and colour in only these letters.





### The children will learn how to:

- ◆ Identify colours
- ◆ Identify classroom objects
- ◆ Identify and describe the colour of objects
- ◆ Follow simple instructions
- ◆ Give simple instructions
- ◆ Ask and answer questions
- ◆ Read and write letters of the English alphabet

### Main language

- ◆ What's your favourite colour?
- ◆ It's a blue pencil [adjective + noun]
- ◆ There's [article + adjective + noun]
- ◆ Imperatives: Stand up. Sit down. Turn around. Point to a [chair]. Touch a [table].
- ◆ What is it? A [pencil]. / It's a [book].
- ◆ Who is it? It's [Maha]
- ◆ What colour is the [table]?

### Vocabulary

- ◆ a door, a ball, ground
- ◆ Classroom objects: a book, a (school)bag, a chair, a table, a whiteboard, a pencil
- ◆ Colours: red, green, blue, yellow, orange, pink, purple
- ◆ Objects: a car, a computer, a football, a teddy bear, a telephone, a television
- ◆ Snap
- ◆ a jelly/ a yo-yo/ a fish/ a zebra/ a window/ a van

### Skills

- ◆ Matching spoken words with pictures
- ◆ Colouring a picture from spoken instructions
- ◆ Following oral instructions
- ◆ Giving simple oral instructions
- ◆ Identifying and naming objects
- ◆ Associating a part of a picture with an object
- ◆ Listening for detail
- ◆ Applying prior knowledge
- ◆ Asking and answering questions about colours of objects
- ◆ Colouring a picture from spoken instructions
- ◆ Understanding sequence
- ◆ Listening and sequencing
- ◆ Reproducing oral descriptions
- ◆ Following the rules of a card game
- ◆ Recognising the rhythm of English through song and rhyme
- ◆ Developing fine motor control of hands and fingers
- ◆ Co-ordinating hand-eye movement

### Literacy

- ◆ Develop fine motor skills
- ◆ Control fine motor skills
- ◆ Understand about directionality in written English [left to right]
- ◆ Draw descending lines
- ◆ Draw descending curves
- ◆ Recognise letter shapes [j/ y/ f/ v/ w/ z]
- ◆ Recognise initial letter sounds [j/ y/ f/ v/ w/ z]
- ◆ Read and write letters [j/ y/ f/ v/ w/ z]
- ◆ Read words starting with initial letters [j/ y/ f/ v/ w/ z] (jelly, yo-yo, fish, van, window, zebra)

### Classroom language

- ◆ Stand up, sit down, turn around, point to, good, try again, Touch the ....

### Colours and objects

- ◆ Performing an action rhyme
- ◆ Playing a colour team game
- ◆ Making cards for a game
- ◆ Singing a song
- ◆ Drawing and colouring a self portrait
- ◆ Doing picture dictations
- ◆ Playing a card game – **Snap**
- ◆ TPR activities

## Lesson 1

Unit 2 Colours and Objects

Sing the song.

10

### You will need:

- **Flashcards:** 7-12 (computer, football, car, teddy bear, television, telephone)

### Learning Objectives

- understand instructions [stand up/ sit down/ point to ... the window/ touch the ... door]
- understand directions in writing English (top to bottom)
- revise vocabulary [computer/ football/ car/ teddy bear/ television/ telephone]
- control fine motor skills
- form descending curve patterns
- recycling questions [What is it? Who is it?]

### Task One (10 minutes)

#### Step one

- ☆ It is important that you talk with the children for at least two minutes to introduce the unit to them. Let the children share with you what they already know about the topic.

#### Step two

- ☆ Revise 'Stand up, Sit down, Turn around and 'Point to ...' Introduce Touch the...'

Unit Two

1 Trace.

7

- ☆ Ask children to look at page 10 of their *Classbooks*. Hold up your *Classbook*, point to the teddy bear and ask, 'What is it?'

- ☆ Explain to the children that they will hear a rhyme describing what the teddy bear is doing. Ask children to look carefully at the pictures and then to listen to the rhyme. Play *The Teddy Bear Rhyme* (Song CD 2.1).

### Song Transcript 2.1

#### The Teddy Bear Rhyme

Teddy bear, teddy bear  
Turn around  
Teddy bear, teddy bear  
Touch the ground  
Teddy bear, teddy bear  
Point to the door  
Teddy bear, teddy bear  
Do it once more.  
Teddy bear, teddy bear  
Turn around  
Teddy bear, teddy bear  
Touch the ground  
Teddy bear, teddy bear  
Point to the ball  
Teddy bear, teddy bear  
Now that's all!



- ☆ Get the children to close their books. Play the rhyme a second time, performing the actions yourself.
- ☆ Play the rhyme again. Pause after each instruction and ask children to point to the picture which illustrates the teddy bear following the instructions.
- ☆ Ask children to stand up. Play the rhyme again and encourage children to do the actions as they listen to the rhyme

## Task Two (10 minutes)

- ☆ Stand in front of the class and demonstrate how to draw the descending shapes. Get the children to draw the shape in the air first, then on their desks with their fingers.
- ☆ Tell children to draw the pattern on the cats' tails first with their pencils. Check for children's posture, position and pencil grip as they write. As they finish, ask them to trace the other patterns on the monkeys' tails and the caterpillar's body.
- ☆ As children continue drawing the patterns, walk around the class to ensure they are drawing the patterns correctly.

## Task Three (10 minutes)

### Step one

- ☆ Ask the children to remember the words they learned in the first unit without looking at their books. Have flashcards 7-12 of objects from unit 1 ready to put on the board as children suggest them.
- ☆ Tell children to open their *Classbooks* to pages 2 and 3. Hold up the page. Ask them to look at the pictures across the top of the page. They can remind themselves of any words they forgot to say. Get the children to say all the words in the frieze starting on the left.

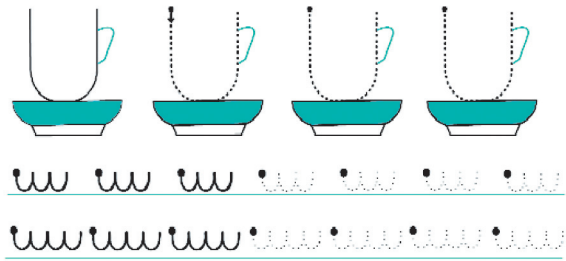
### Step two

- ☆ Put flashcards of the objects and characters introduced in unit 1 on the board.
- ☆ Point to the flashcards and ask children 'What is it?' 'Who is it?' Elicit 'It's a...' or 'It's...' as appropriate.

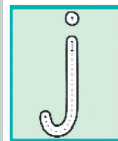
## Lesson 2



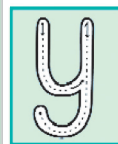
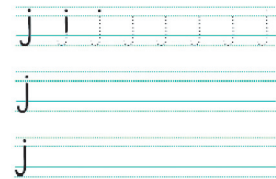
### 2 Trace.



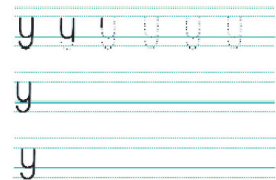
### 3 Read and write.



a jelly



a yo-yo



8

### You will need:

- **Flashcards:** 13-18 (whiteboard, book, table, chair, bag, pencil)

### Learning Objectives

- control fine motor skills
- form descending curve patterns
- identify and name classroom objects  
[whiteboard/ book/ table/ chair/ bag/ pencil]
- ask and answer [What is it? It's a ... pencil.]
- practise writing letters [j/ y]

### Task One (20 minutes)

#### Step one

- ★ Ask the children to look at **page 11** of their *Classbooks*. There are six small illustrations of Biff in a classroom looking puzzled and pointing at various objects – a chair, a book, a school-table, a schoolbag, a whiteboard, and a pencil.

- ★ Ask children if they can guess what question he is asking. Try to elicit, “**What is it?**” Tell the children that they are going to hear the child characters telling Biff the names of the objects.

- ★ Play *Listening CD 2.1*. Ask children to point to the pictures as they listen to the conversation.

### Listening Transcript 2.1 What is it?



- Biff: What is it?  
Sami: It's a chair.  
Biff: A ch ... a ch ...  
Sami: A chair.  
Biff: Oh! A chair.  
Sami: Good.
- Biff: Uum! What is it?  
Paul: It's a book.  
Biff: Oh! A book.
- Biff: What is it?  
Vicky: It's a table.  
Biff: A table. A table.
- Biff: Uum ... what is it?  
Maha: It's a bag.  
Biff: A bag. A bag.
- Biff: Uum ... What is it?  
Vicky: It's a whiteboard.  
Biff: A w ... a w...

Vicky: A whiteboard.  
Biff: A whiteboard.  
All: Yes. Good.

Biff: Uum ... what is it?  
Paul: It's a pencil.  
Biff: A pencil.

- ☆ Tell the children they will hear the names of the objects again. This time, they have to listen, repeat and point to the objects on the page. Play *Listening CD 2.2*.

### Listening Transcript 2.2 Classroom Objects

- a chair
- a book
- a table
- a bag
- a whiteboard
- a pencil



#### Step two

- ☆ Give each group a flashcard.
- ☆ Tell children they will hear the objects on the flashcards being named. The groups with that flashcard should hold it up, when they hear it being named. Play *Listening CD 2.3*.

### Listening Transcript 2.3 Classroom Object Flashcards

- a bag
- a chair
- a pencil
- a book
- a table
- a whiteboard



#### Step two

- ☆ Ask the children to look at letter j and the jelly. Repeat and point to the word. Ask them to repeat the word **a jelly**. Now point to the initial letter and say the sound /j/. Ask children to repeat. Get children to trace with their fingers the large letter j.
- ☆ When you are satisfied that they are tracing correctly, demonstrate writing the letter, using the magnetic board. Ask them to use their pencils to draw over the large letter. They should then complete writing letter j on the lines provided. Repeat for the letter y.
- ☆ When children have finished, ask them to close their books and write the two letters on the board. Point to letter j and elicit from children its sound and then do the same for y.

## Task Two (10 minutes)

#### Step one

- ☆ Get children to look at **page 8** of their *Skills Books*, **activity 2**. Ask them to first draw the descending curve shape in the air using their fingers. You may turn your back to the children so that they can see the left to right direction. Get them to draw the shape on the desks with their fingers. Finally, they can trace the shapes in their *Skills Books* using pencils, ensuring that they trace from left to right.



## Lesson 3

**Speak.**

What is it?

It's a ...

12

### 2 Read and write.

**f** a fish

f f f f f

f

f

### 3 Trace.

10

### 1 Trace.

9

### Learning Objectives

- identify and name classroom objects [whiteboard/ book/ table/ chair/ bag/ pencil]
- follow and give oral instructions [stand up/ sit down/ point to/ touch]
- ask and answer [What is it?/ It's a ... book.]
- develop knowledge of directionality in English (left to right)
- control fine motor skills
- form descending patterns

### Task One (5 minutes)

- ☆ Play *The Teddy Bear Rhyme* (Song CD 2.1). Get children to join in with the words and actions where they can.

### Task Two (10 minutes)

#### Step one

- ☆ Tell children to look at the frieze at the top of pages 10 and 11 of their *Classbooks* and name the objects.

## Step two

- ☆ Ask children to look at the pictures on page 12 of their *Classbooks*. The images are parts of objects at unusual angles: a computer, a TV, a telephone, a football, a car, a teddy bear, a book, a bag, a pencil, a chair, a table, a whiteboard.
- ☆ Point to each one in turn and ask different groups what the pictures are. Give them time to talk with one another and compare their answers. Ask about all the pictures using the question, 'What is it?'

## Step three

- ☆ Ask children to practise the exchange in pairs; one child points to a picture and asks 'What is it?' and the other child replies 'It's a ...'. Children take turns to ask each other questions about the pictures.

## Task Three (10 minutes)

## Step one

- ☆ Do a quick whole class TPR activity using 'stand up, sit down, turn around, point to and touch.'
- ☆ Do another TPR activity with the whole class, this time including the signals required for each instruction. Use the following signals.
  - raise your hands – stand up
  - lower your hands – sit down
  - point to a bag – point to a bag
  - touch a book – touch a book.
- ☆ Ask children to repeat the instructions with you as they do the actions.
- ☆ Now tell children that you will give them the signals and they must say the commands and do the actions. Incorporate the new vocabulary from the last lesson.

## Step two

- ☆ Divide the class into two groups. You continue to give the signals, but this time one group gives the commands, and the other does the actions.
- ☆ Pair up the children to take turns with each other - one giving instructions while the other does the actions. Demonstrate the pair work with a child at the front with you giving the instructions and the child doing the actions, then exchange roles.

- ☆ Make sure the children say **touch** and **point to** ...(classroom object) when they give their instructions.

## Task Four (5 minutes)

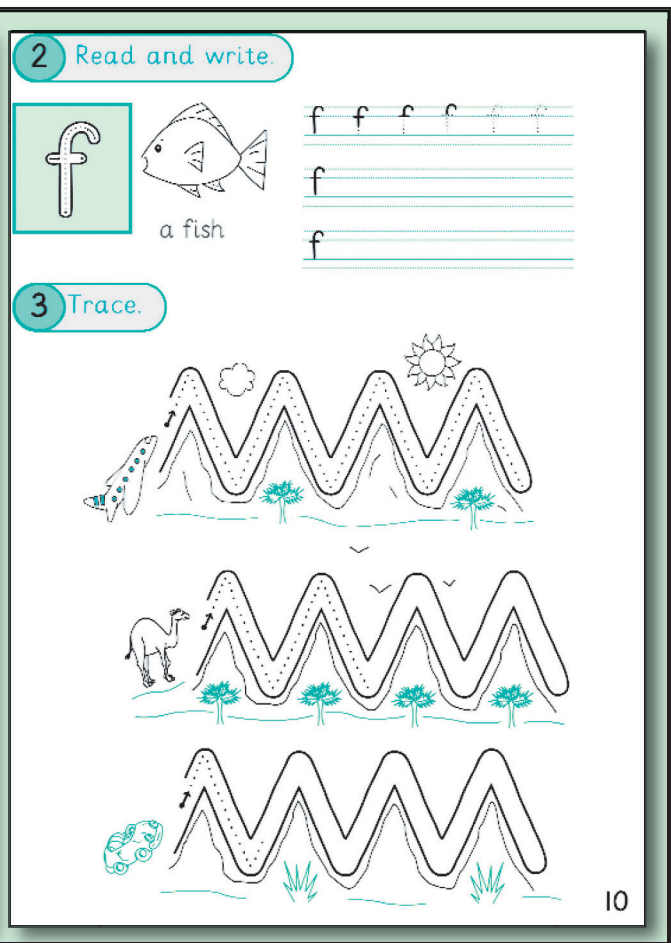
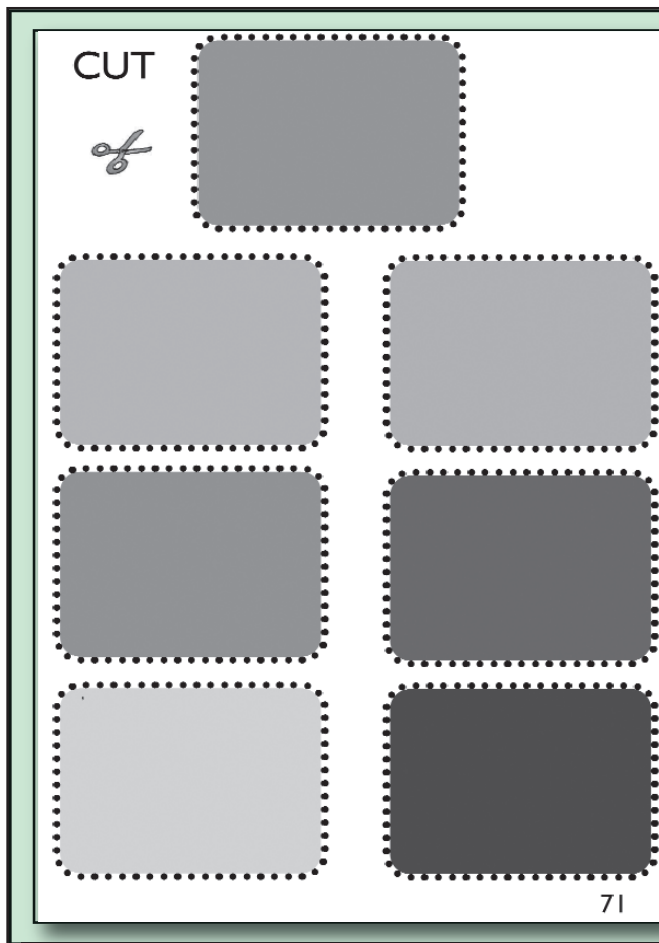
- ☆ Ask children to open their *Skills Books* at page 9. Get the children to draw in the air first before tracing the descending shape with their pencils. When they finish, ask them to open their *Skills Books* at page 10.
- ☆ Ask them to look at letter **f** and a **fish**. Repeat and point to the word. Ask them to repeat the word **a fish**. Now point to the initial letter and say the sound /f/. Ask children to repeat. Get children to trace with their fingers the large letter **f**.
- ☆ When you are satisfied that they are tracing correctly, demonstrate writing the letter, using the magnetic board. Ask them to use their pencils to draw over the large letter. They should then complete writing letter **f** on the lines provided.
- ☆ When children have finished, ask them to close their books. Write the letter on the board. Point to letter /f/ and elicit its sound.

## Homework

- ☆ Point out to the children the pattern in the frame on page 12 of their *Classbooks*. Ask them to follow the arrows and to trace the dots with their pencils.
- ☆ Children can colour the pictures on pages 9 and 10 of their *Skills Books*, if they wish.



## Lesson 4



### You will need:

- **Flashcards:** 19-25 (red, blue, yellow, pink, purple, orange, green)
- **Colour Name Cards:** one for each group
- **Coloured Realia:** (red, blue, yellow, pink, purple, orange, green)
- **Scissors**

### Learning Objectives

- identify and name colours [red/ blue/ yellow/ pink/ purple/ orange/ green]
- follow oral instructions
- understand directionality in written English (left to right)
- control fine motor skills
- form zigzag patterns

### Task One (20 minutes)

#### Step one

- ☆ In L1, ask the children, 'How many colours can you think of?' Ask them, one by one, what their favourite colours are. Hold up the coloured flashcards – red, blue, green, yellow, pink, purple, orange. As you hold up each flashcard, say the colour in English.

#### Step two

- ☆ Have a variety of red, yellow, blue, green, pink, purple and orange coloured objects on your desk. If this is not possible, have a set of coloured pens or pencils that include these colours.
- ☆ Tell children to open their *Classbooks* at page 71, a page of coloured cards to be cut out.
- ☆ Demonstrate how to cut the cards out.
- ☆ Distribute scissors and ask children to cut out the cards carefully. When children have finished, ask them to write their names (or initials) on the back of all their cards in L1. Tell them to lay their cards on the desk in front of them.
- ☆ Pick up a blue object and say, 'Blue.' Get children to pick up their blue cards and say, 'Blue' with you. Do the same for the other colours.
- ☆ When you feel the children have understood the colour/word association, ask them to hold up their cards when you say the colour – without giving them a visual prompt. When you

have finished this activity, get children to store their colour cards in their envelopes.

### Step three

- ☆ Divide the class into teams. Give each group one of the colour name cards you prepared. Make sure that everyone knows the colour of their team.
- ☆ Ask the children in each team to hold up their team colour card. Give team instructions – 'Reds, stand up. Blues, sit down. Yellows, point to the blackboard. Pinks, turn around,' etc.

## Task Two (10 minutes)

### Step one

- ☆ On the board, demonstrate how to draw a zigzag pattern going from left to right. Draw children's attention to the starting point (you will need to draw the starting point and an arrow as shown in the *Skills Book*, page 10). Using your finger, trace an exaggerated zigzag pattern in the air. Get the children to stand up and trace another pattern in the air with you, observing their hand movements and directionality. Ask children to sit down and trace another pattern on their tables with their eyes closed to help them imagine the shape.

### Step two

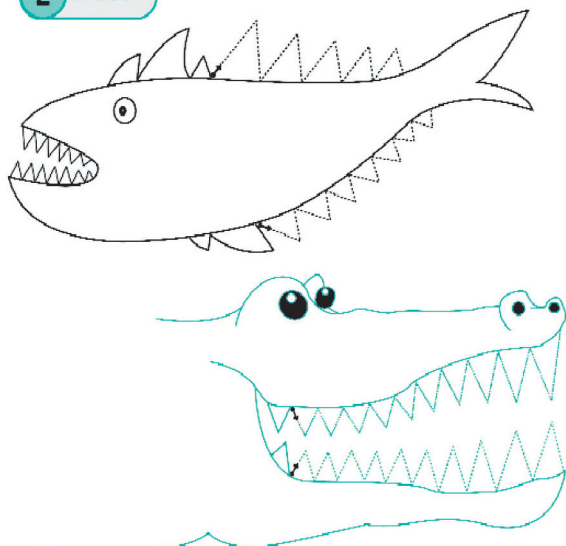
- ☆ Ask children to open their *Skills Books* to page 10 and look at **activity 3**. Show the children the starting point and ask them to trace over the patterns with their fingers. Next, ask the children to draw the pattern with their pencils, focusing their attention on the starting point again. Encourage children to move their hands along each zigzag in one continuous movement. Check for posture, position and pencil grip.
- ☆ As children draw the patterns, walk around to ensure they are doing so correctly.

## Lesson 5

1 Trace.



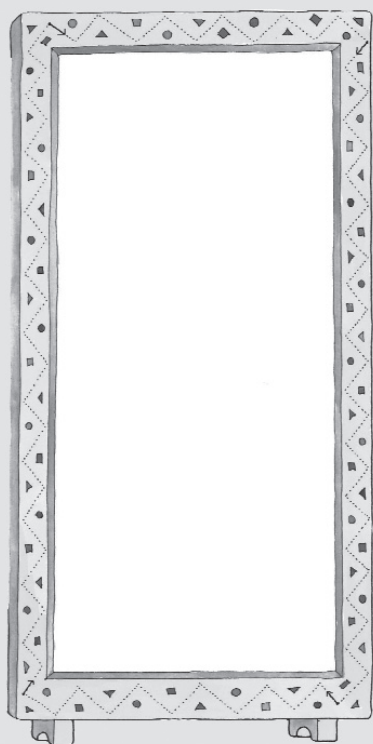
2 Trace.



11



Draw and colour.



14



Listen and Colour.



13

**You will need:**

- **Flashcards:** 19-25 (red, blue, yellow, pink, purple, orange, green)

**Learning Objectives**

- identify and name colours [red/ blue/ yellow/ pink/ purple/ orange/ green]
- answer the question [What's your favourite colour?]
- form zigzag patterns
- control fine motor skills

**Task One (5 minutes)**

- ☆ Ask children to open their *Skills Books* at page 11 and to trace the first zigzag pattern with their fingers, going from left to right. Go around the class to ensure that they are tracing in the correct direction. Once you are satisfied, get them to trace the pattern using their pencils. When they are finished, they can move on to trace the patterns on the fish and crocodile.

**Task Two (10 minutes)**

Step one

- ☆ Place the colour flashcards around the

classroom. Call out the names of the colours and ask the children to point to the corresponding flashcard.

### Step two

- ☆ Ask children to take out their colour cards from their envelopes and place the cards on the desk in front of them.
- ☆ Ask them to hold up the corresponding cards as you call out different colours. They should say the name of the colour as they hold up their cards.

### Step three

- ☆ Divide the class into pairs. Explain that one child should say the name of a colour and the other child should hold up the appropriate card. Tell them to do this for all colour cards, and then get them to change roles.

## Task Three (10 minutes)

- ☆ Ask the children to open their *Classbooks* to page 13.
- ☆ Explain that they will hear the characters from the book telling Biff what their favourite colours are.
- ☆ Play *Listening CD 2.4* once through without pausing.

### Listening Transcript 2.4 Favourite Colours




Biff: What's your favourite colour, Maha?  
Maha: Yellow.  
Biff: What's your favourite colour, Paul?  
Paul: Pink.  
Biff: What's your favourite colour, Sami?  
Sami: Purple.  
Biff: What's your favourite colour, Vicky?  
Vicky: Blue.

- ☆ Play the listening a second time. This time, pause after each child has spoken and ask the class to draw a line to match the picture of the character to the correct colour.
- ☆ Tell the class to colour the clothes of the children in the book using the character's favourite colour. As homework they can colour Biff in any colour they want.

## Task Four (5 minutes)

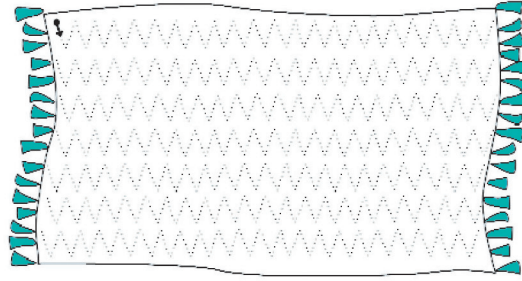
- ☆ Ask individual children, 'What's your favourite colour?' Elicit five or six different colours from the class.
- ☆ Ask them to look at **page 14** of their *Classbooks*. Ask children to draw the zigzag on the frame and complete the pattern.
- ☆ Explain that this is a mirror and in the mirror they have to draw a picture of themselves wearing their favourite clothes and to colour their clothes with their favourite colours. Ask children to do these tasks at home if there is not enough time in class.

## Lesson 6




15

**3 Trace.**



**4 Read and write.**




a van

V V V V V

v

v



a window

W W W W W

w

w

### You will need:

- **Flashcards:** 19-25 (red, blue, yellow, pink, purple, orange, green)

### Learning Objectives

- identify and name colours [red/ blue/ yellow/ pink/ purple/ orange/ green]
- ask and answer [What's your favourite colour?/ It's ... red.]
- understand directionality in written English (left to right)
- control fine motor skills
- form zigzag patterns
- practise writing the letters v and w

### Task One (20 minutes)

#### Step one

- ☆ Ask children to open their *Classbooks* at page 14. Ask a child, 'What's your favourite colour?' Repeat with several children. Do cross-class questions and answers by getting children to call out a name and ask questions. For example, 'Mariam, what's your favourite colour?' Mariam replies by naming her favourite colour. Then get Mariam to call out to another child and ask,

'Asma, What's your favourite colour?'

- ☆ Ask children to remove the coloured cards from their envelopes and put them face-up on their desks.
- ☆ Explain that they will hear the characters saying the names of three colours. They must listen and put their cards on the desk in the correct sequence – from top to bottom. Quickly demonstrate this by saying three colours and placing the corresponding colour flashcards on the board in order, one under the other.
- ☆ Play *Listening CD 2.5*. Stop after each sequence and check the order of the children's cards.

### Listening Transcript 2.5 Colours

Vicky:	Purple, blue, yellow.
Sami:	Red, orange, green.
Maha:	Pink, yellow, blue.
Paul:	Orange, red, purple.
Biff:	Pink, green, yellow.





## Step two

- ☆ In pairs, one child puts a sequence of three colours on the desk so that their partner cannot see them. They must tell their partner the sequence from top to bottom, while their partner then places his/her own cards in the same order. They can then both compare their answers.
- ☆ Children take turns describing card sequences.

## Step three

- ☆ Make sure children still have their colour cards on their desks.
- ☆ Ask the children to look at the picture on page 15 of their *Classbooks*. Tell them that it is a rainbow. Ask, in L1, if they have ever seen a rainbow. Try and elicit the names of the colours of the rainbow.
- ☆ Tell the children to close their *Classbooks*. The colours in the rainbow on page 15 are shown in the order in which they naturally occur. [NB: Children are asked to close their books because the activity with the song and colour cards is separate and not designed to teach the sequence of colours in a rainbow.]
- ☆ Tell the children they are going to hear a song about the colours of the rainbow. Play *I Can Sing a Rainbow* (Song CD 2.2), and ask the children just to listen.

### Song Transcript 2.2

#### I Can Sing a Rainbow

Red and yellow and pink and green  
Purple and orange and blue  
I can sing a rainbow  
Sing a rainbow  
Sing a rainbow too.

Red and yellow and pink and green  
Purple and orange and blue  
I can sing a rainbow  
Sing a rainbow  
Sing a rainbow too.



- ☆ Play the song again. This time, ask the children to listen and then put their coloured cards on the desk in the order they hear the colours in the song. Tell the children to sequence their cards from top to bottom again. Pause the

listening after the first and second lines to give children time to sequence the cards.

- ☆ Give the children the opportunity to check their sequence in their groups. Then use the flashcards to check the sequence of colours.
- ☆ Play the song again, pointing at the flashcards and encouraging the children to sing along.
- ☆ At the end of this activity, tell children to store their cards in their envelopes.

## Step four

- ☆ Get the children to colour the picture on page 15 in their *Classbooks* for homework.

## Task Two (10 minutes)

## Step one

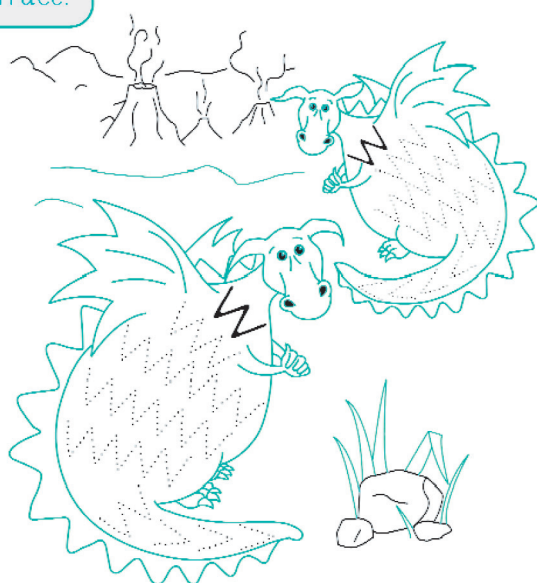
- ☆ Get children to look at the pattern on the carpet in activity 3 on page 12. of their *Skills Books*. Ask children to draw the pattern in the air. Focus on their hand movements; you can stand at the back of the classroom to check this. Then get them to trace the pattern with their pencils.
- ☆ Ask them to look at letter **v** and **a van**. Repeat and point to the word **a van**. Ask them to repeat the word. Now point to the initial letter and say the sound /v/. Ask children to repeat. get children to trace with their fingers the large letter **v**.
- ☆ When you are satisfied that they are tracing correctly, demonstrate writing the letter, using the magnetic board. Ask them to use their pencils to draw over the large letter. They should then complete writing letter **v** on the lines provided. When they have finished, repeat the procedure for letter **w**.
- ☆ When children have finished, ask them to close their books and write the two letters on the board. Point to letter **v** and elicit from children its sound. Do the same with **w**.

## Before the next lesson:

- ☆ Sort the classroom object *Snap Activity Cards* into sets for a group Bingo game. Each group should get a set of one of each card.

## Lesson 7

**1 Trace.**



**2 Read and write.**

**Z**



a zebra

Z Z Z Z Z Z

Z

Z

13

**Listen and Point.**

What is it?

It's a ...



16

### You will need:

- **Flashcards:** 13-18 (whiteboard, book, table, chair, bag, pencil)
- **Activity Cards:** Snap cards
- **Coloured Pencils**

### Learning Objectives

- identify and name colours [red/ blue/ yellow/ pink/ purple/ orange/ green]
- identify and name classroom objects
- describe objects (adjective + noun)
- control fine motor skills
- form zigzag patterns
- practise writing the letter z
- ask and answer questions using colour + object [What is it?/ It's a ... red pencil.]

### Task One (5 minutes)

- ☆ Get children to look at **Activity 1** on page 13 of the *Skills Books*. Ask them, to trace the pattern on the dragons using their pencils. Ensure that children are writing from left to right.

### Task Two (5 minutes)

- ☆ Ask the children to look at letter z and the

zebra. Repeat and point to the word **a zebra**. Ask them to repeat the word **a zebra**. Now point to the initial letter and say the sound /z/. Ask children to repeat. Get children to trace with their fingers the large letter z.

- ☆ When you are satisfied that they are tracing correctly, demonstrate writing the letter, using the magnetic board. Ask them to use their pencils to draw over the large letter. They should then complete writing letter z on the lines provided. When children have finished, ask them to close their books. Write the letter on the board. Point to letter z and elicit from children its sound.

### Task Three (20 minutes)

#### Step one

- ☆ Hold up flashcards [13–18] of classroom objects one by one. Ask children, 'What is it?' Elicit the names of all the objects.
- ☆ Now hold up a coloured pencil. (Make sure it's one of the seven colours taught.) Ask the class, 'What is it?' Elicit, 'It's a pencil.' Then say, 'It's [blue].' and then give a clear model – for example, 'It's a [blue] pencil.'

- ☆ Repeat with other classroom objects, eliciting colour + object.

### Step two

- ☆ Ask children to look at **page 16** of their *Classbooks*.
- ☆ Tell them they will hear these objects being described. Ask them to point to each object as they hear it.
- ☆ Play *Listening CD 2.6*. Pause after each object and check that they are pointing to the correct pictures.

### Listening Transcript 2.6 Objects

a green book  
a blue teddy bear  
a purple bag  
a red computer  
a pink football



- ☆ Play the recording a second time. This time, pause after each object and get children to repeat the description.
- ☆ Hold up your *Classbook*. Point to a picture and ask, 'What is it?' Get the class to respond, 'It's a [red computer].' Do this until all of the pictures have been described.
- ☆ Get the children to work in pairs asking each other questions about the pictures, using the language they have learned.

### Step three

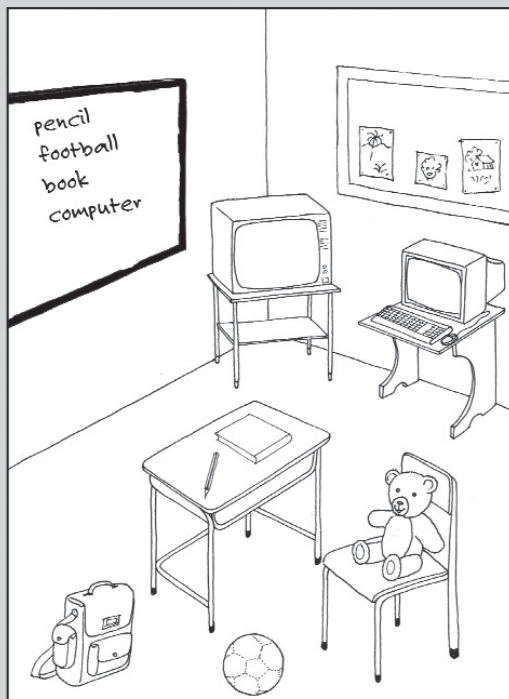
- ☆ Play a game of **Bingo** with the class. Distribute one set of the **Snap Activity Cards** to each group. Tell them to choose nine of the cards and to lay them on the table face up in a grid (three by three). You can demonstrate on the board with blu-tac or magnets if necessary. The children have to listen carefully while you call out descriptions of objects e.g. 'a green book.' They turn over the cards when they match the descriptions, and the first group to turn over all their cards shouts, 'Bingo.'



## Lesson 8



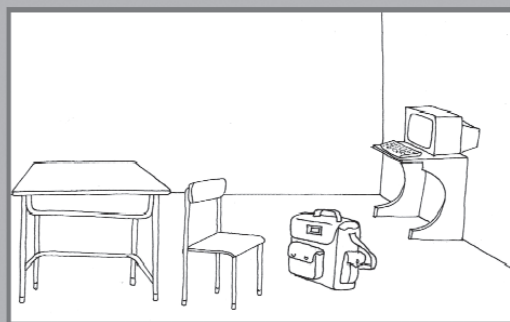
Listen and Colour.



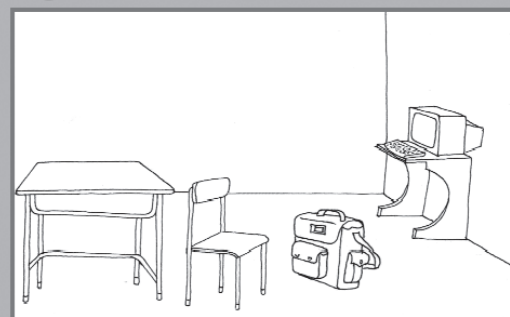
17



Colour.



Listen and Colour.



18

### Learning Objectives

- identify and name colours [red/ blue/ yellow/ pink/ purple/ orange/ green]
- identify and name classroom objects
- describe objects using adjective + noun
- ask the question [What colour is ... the teddy bear?]
- control fine motor skills

### Task One (15minutes)

- ☆ Tell children to look at **page 17** of their *Classbooks*, holding up the page to help them.
- ☆ Ask the children to name the objects they can see in the picture, e.g. a table.
- ☆ Tell them they will hear the classroom objects being described and they should listen and point to the objects in the picture.
- ☆ Play *Listening CD 2.7*, pausing after each sentence to give children time to locate each object on the page.

### Listening Transcript 2.7 What is it?



There's a yellow table  
a blue book.  
a pink computer  
a green chair  
a purple bag  
a red teddy bear  
a blue television  
a pink pencil  
an\* orange football

[\* NB. An is for recognition only at this stage.]

- ☆ Tell children to listen again and colour in the pictures with the correct colour, as they listen. Pause after each object to give children time to mark the pictures with a colour. They do not have to colour the whole object, but just enough to show what colour the object should be – they can finish colouring their pictures after they have completed the listening task or as homework.
- ☆ Help children check their pictures. Ask, 'What colour is the [table]?' Elicit yellow. Confirm the answer by saying 'a yellow table.' Get children to

repeat the description. Do this for all of the objects.

## Task Two (15minutes)

☆ Now ask the children to look at **page 18** of their *Classbooks*. This is the first information gap that children will do, so you will have to spend some time setting it up carefully.

☆ Quickly get children to name the objects they can see (**a table, a chair, a bag, a computer**). Ask children to colour the four objects in the top picture using any colours they want from the colours taught in this unit.

☆ When children have finished colouring, get them to close their books and to keep the pictures they have coloured a secret. Give children new partners who are not in their group. This will ensure that no one has seen their new partner's picture.

☆ Tell one child to describe their whole picture first. For example, A [yellow] table, a [blue] chair, a [green] bag, a [red] computer. Their partner should listen and colour the bottom picture in their *Classbook* according to what their partner describes.

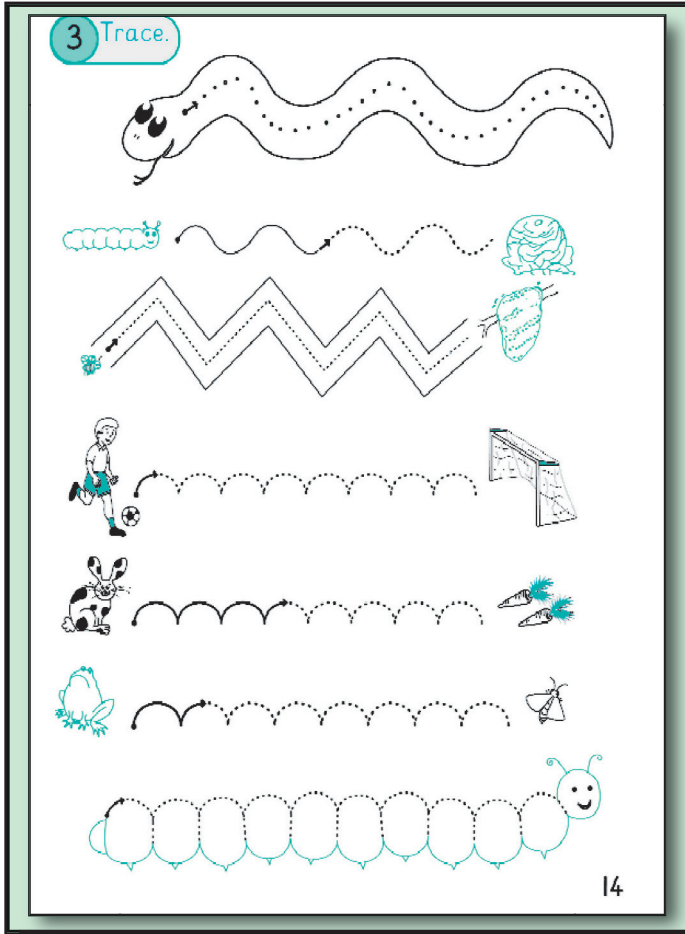
☆ Then get children to change roles.

☆ When the children have completed their pictures, ask them to compare their pictures to see how well they managed to describe their pictures to each other.

**Before the next lesson:**

☆ Sort the classroom **Snap Activity Cards** into sets for a snap game. Each group should get one set of each card.

## Lesson 9



### You will need:

- **Flashcards:** 13-18 (whiteboard, book, table, chair, bag, pencil)
- **Activity cards:** Snap cards

### Learning Objectives

- describe objects (adjective + noun)
- understand directionality in written English (left to right)
- control fine motor skills
- make curved patterns from left to right.

### Task One (5 minutes)

- ☆ Play the *I Can Sing a Rainbow Song* (Song CD 2.2). Get the children to join in with the words and actions.

### Task Two (15 minutes)

- ☆ Hold up flashcards 13–18 of the following classroom objects: **whiteboard, book, table, chair, bag, pencil**. Elicit descriptions from the class. For example, a **green chair**, a **pink bag**, etc.

- ☆ Tell the class that you are going to teach them a card game called **Snap**. Get the children to repeat the word 'Snap!' after you. Repeat this several times.

- ☆ Get one of your Snap card packs from the Class Resource Pack and select four children to come to the front of the class.

- ☆ Give the following instructions. Use some L1 if needed:

- Shuffle/mix the cards well and share them equally.
- Hold the cards face down.
- In groups, take turns, turning cards over and putting them in a single pile on the desk.
- When two identical cards have been turned over, one right after another, the first child to shout. "Snap!" gets all of the cards in the pile – after they have correctly described the object and colour of the card, for example a **yellow book**.

- ☆ Get four children at the front of the class to demonstrate playing the game.

- ☆ When you feel the rest of the children have understood how the game works, organise the class into groups of four or five, depending on your class size. Give each group a set of Snap cards.

- ☆ Allow children enough time to play the game several times. The winner is the child who gets the most snap cards.

### Task Three (10 minutes)

#### Step one

- ☆ Ask children to open their *Skills Books* to page 14, and look at **activity 3**. Get children to draw over the dots in a continuous movement.
- ☆ Check posture, position and pencil grip. Children who finish early can colour the pictures.



## Lesson 10

Listen and Match

19

### 2 Colour the alphabet.



#### You will need:

- **Alphabet Poster**

#### Learning Objectives

- listen and follow instructions
- listen and understand short descriptions using adjective + noun [It's a ... blue car.]
- ask and answer [What is it? / It's a ... red book. (colour + object)]

#### Task One (5 minutes)

- ☆ Play either the *I Can Sing a Rainbow Song* (Song CD 2.2)" or *The Teddy Bear Rhyme* (Song CD 2.1)". Get children to join in with the words and actions.

#### Task Two (15 minutes)

##### Step one

- ☆ Ask children to take their colour cards from their envelopes and place them on their desks.

- ☆ Tell them to look at **page 19** of their *Classbooks*.

- ☆ Hold up your book for students to see. Point to the picture in each box and ask 'What is it?' Start

with the picture in the top box and move down and along the boxes from left to right, eliciting the names of the objects in the pictures.

##### Step two

- ☆ Tell the class that they will hear the names and colours of the objects in the boxes. Ask them to listen to the recording and to place the correct colour card over the object that is described in the listening.

- ☆ Play *Listening CD 2.8*. Pause after each description to give children time to select a colour card and put it on the correct box

#### Listening Transcript 2.8 Objects and Colours

- an orange teddy bear
- a blue book
- a pink telephone
- a green bag
- a red pencil
- a yellow football
- a purple table



- ☆ Ask children to compare the colours on their pages with a partner.
- ☆ Draw a copy of the boxes on the board. Point to the top box and ask 'What is it?' Let children guess then tell them to check their page for the correct answer. Try and elicit the **article + adjective + noun**, such as 'a green bag.' When they have given you the correct answer, tell them to colour the object in their books with the corresponding colour.
- ☆ Repeat this procedure for all the boxes starting at the top and moving down the columns.

### Task Three (5 minutes)

#### Step one

- ☆ Tell children to look at the frieze on **pages 10 and 11** of their *Classbooks*. Name an object and ask children to point to it. Check that children are pointing to the correct objects.
- ☆ Tell the children to work with a partner and take turns naming and pointing at the objects. This is a good opportunity to observe and assess the children and to see if they can recall the names of the objects.

#### Step two

- ☆ Help the children remember the things they did in this unit. Ask children in L1 to look at the faces on **page 19** and ask if they know which face represents 'like' and 'don't like'. Tell them to think about the things they did in this unit. Encourage them to look through the pages as a reminder. Tell them to colour in the 'sad' face if they didn't like the unit and the 'happy' face if they liked it.

### Task Four (5 minutes)

- ☆ Put the alphabet poster on the board. Elicit from children which letters they have learned in this unit (j, y, v, w, z). Tell children to turn to **page 42** of their *Skills Books* and colour in only these letters.

#### Before the next lesson:

- ☆ Sort out the number activity cards. Make sure you have enough cards for each child to have a number from 1 – 5.



### The children will learn how to:

- ◆ Count from 1–5
- ◆ Identify parts of the body
- ◆ Recognise and use plural 's'
- ◆ Identify and describe physical appearance
- ◆ Ask and answer questions about physical appearance
- ◆ Follow oral instructions
- ◆ Identify colours
- ◆ Identify objects
- ◆ Read and write letters of the English alphabet

### Main language

- ◆ I've got [one red leg] / [two red hands].
- ◆ Have you got ... ?
- ◆ Hello, I'm [name]
- ◆ Yes / No
- ◆ How many [legs] are there?
- ◆ What's its name?
- ◆ What's missing?
- ◆ How many legs have you got / has it got?
- ◆ Who's got [a green head]?
- ◆ Number one is [a leg].
- ◆ What's number 1?
- ◆ What colour is [number one] / [Timmy's head]?
- ◆ What colour is its head / are its arms?
- ◆ What colour is Timmy's head / are Timmy's legs?
- ◆ This is my [arm].

### Vocabulary

- ◆ Body: a head, an arm, a hand, a foot, a toe, a leg, a body, a finger, a thumb
- ◆ door, floor, window
- ◆ Numbers 1–5
- ◆ Colours: red, green, blue, yellow, orange, pink, purple
- ◆ Objects: a computer, a ball, a book, a teddy bear, a pencil, a car
- ◆ Finished
- ◆ a bed/ a pencil/ a hen/ a ruler/ a nose/ a mouth

### Skills

- ◆ Colouring a picture from spoken instructions
- ◆ Counting and identifying numbers of objects
- ◆ Transferring information from a colour key to complete a picture
- ◆ Numbering parts of the body from spoken instructions
- ◆ Designing and drawing an imaginary character
- ◆ Matching pictures to numbers from spoken descriptions
- ◆ Reproducing oral descriptions

- ◆ Listening for detail
- ◆ Comparing and contrasting
- ◆ Following the rules of a game
- ◆ Asking and answering questions about number and colour of body parts
- ◆ Following oral instructions
- ◆ Categorising
- ◆ Listening for detail
- ◆ Recognising the rhythm of English through song and rhyme
- ◆ Developing fine motor control of hands and fingers
- ◆ Co-ordinating hand–eye movement

### Literacy

- ◆ control fine motor skills
- ◆ understand left to right directionality
- ◆ draw descending curves
- ◆ count, read and write numbers [1–5]
- ◆ recognise letter shapes [b/ p/ h/ r/ n/ m]
- ◆ form letters [b/ p/ h/ r/ n/ m]
- ◆ differentiate between letter sounds [b/ p]
- ◆ recognise initial letter sounds [b/ p/ h/ r/ n/ m]
- ◆ read words starting with initial letters [b/ p/ h/ r/ n/ m] (bed, pencil, hen, ruler, nose, mouth)

### Classroom language

- ◆ Touch your [knees]
- ◆ Open your eyes / Close your eyes
- ◆ Look at [picture 1]
- ◆ Stand up, turn around, sit down, touch a [book], point to a [chair], good, try again

### Activities

- ◆ Playing a game of **Soot Says**
- ◆ Performing an action rhyme
- ◆ Drawing and colouring funny creatures
- ◆ Singing an action song
- ◆ Doing a jigsaw
- ◆ Colouring a number code picture
- ◆ Doing picture dictations
- ◆ Making cards for a game
- ◆ Playing a card game



## Lesson 1

### Unit 3 Numbers and Body Parts

**Listen and colour.**

20

### Unit Three

**Trace.**

15

#### You will need:

- **Flashcards:** 26-30 (1, 2, 3, 4, 5)
- **Activity Cards:** Numbers (1-5)

#### Learning Objectives

- identify colours
- count and read numbers [1-5]
- control fine motor skills
- understand left to right directionality
- draw descending curves

### Task One (10 minutes)

#### Step one

- ☆ Get children to spend a few minutes looking through the unit in their **Classbooks**. Let them tell you in L1 what they think they are going to learn in the unit.

#### Step two

- ☆ Hold up your hand and demonstrate counting on your fingers 'one, two, three, four, five.' Get children to join in with you counting on their fingers and repeating the names of the numbers.

- ☆ Hold up flashcards of numbers 1-5 and say the numbers again. Get children to join in. Say a number. Get them to hold up the correct number of fingers. Do this a number of times.

- ☆ Distribute a flashcard to each group. Call out a number. That group should stand up, show the number and repeat it. Do this a number of times. Collect the flashcards.

#### Step three

- ☆ Give each group a set of number activity cards from 1-5.
- ☆ Hold up a flashcard and say the number. Get children to work as a group to hold up the correct matching activity card. Do this for all five flashcards.
- ☆ Next, say the number without holding up the corresponding flashcard. Children should work together to find and hold up the matching activity card.
- ☆ Ask the children to take one activity card each. Give additional cards if there are more than five children in the group. Call out a number, and

children with that number should stand up and show their card. Repeat a number of times.

- ☆ At the end of the activity, collect the cards from the children.

## Task Two (10 minutes)

### Step one

- ☆ Ask the children to look at the numbers at the top of **page 20** of their *Classbooks*. Say a number and get them to point to the number in the book. Now ask them about the colours of the numbers (i.e. **What colour is number 1?**) Elicit the different colours for all the numbers.

### Step two

- ☆ Ask the children to look at the outline drawings of the numbers at the bottom of **page 20**. Tell children that you want them to listen and colour the numbers correctly as described in the recording. They only need to make a mark with the correct colour as they listen in order to save time. They can complete the colouring as homework.
- ☆ Play *Listening CD 3.1*. Pause after each number is described to allow children time to find the right colour and mark the number.

### Listening Transcript 3.1 Numbers and Colours

- Number 1 is blue.
- Number 2 is yellow.
- Number 3 is red.
- Number 4 is green.
- Number 5 is purple.

- ☆ Repeat the listening again.

## Task Three (5 minutes)

- ☆ Tell children that you are going to play them a song called *The Alphabet Song* (Song CD 3.1). Tell them that they may already recognise some of the letter that they have learned. Explain that this song will help them to remember the letters in the English alphabet. You can use the alphabet poster as a tool to point out the letters as they are heard in the song. Let children join in singing where they can.

### Song Transcript 3.1 The Alphabet Song

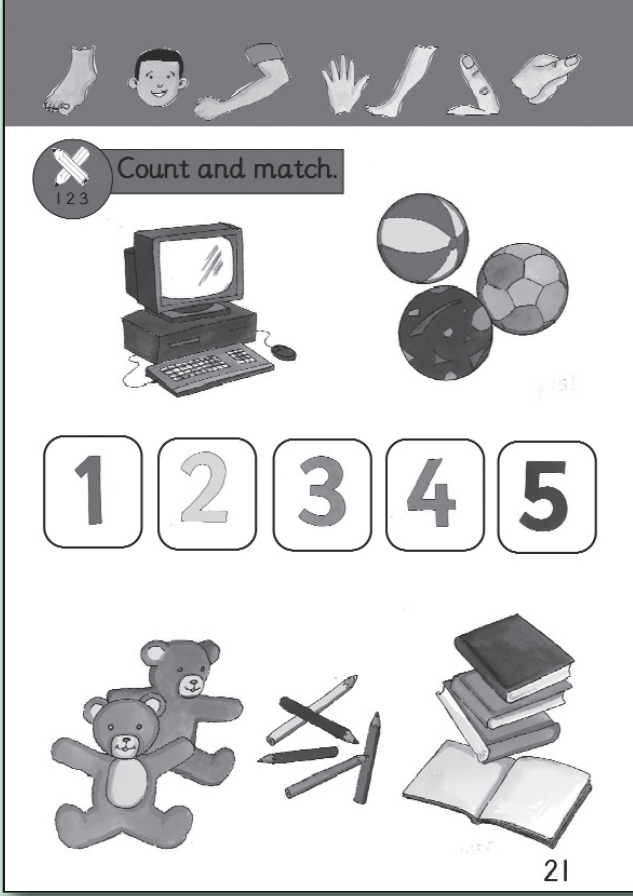
a b c d e f g,  
Come and learn with me,  
h i j k l m n,  
o p q r s t u,  
v w x y z,  
The alphabet is in my head.

- ☆ Repeat the song.

## Task Four (5 minutes)

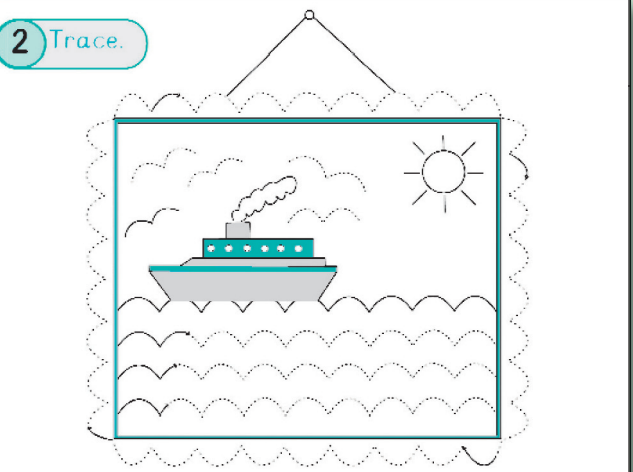
- ☆ Ask children to look at **page 16** of their *Skills Books*. Demonstrate the pattern by drawing it on the board, then in the air. You may want to face the board as you draw the pattern so that the children do not get confused with the direction. Ask the children to practise drawing it in the air. Then ask them to trace the pattern with their fingers. Once you are satisfied that they are tracing from left to right, ask them to trace the patterns using their pencils. They can colour the patterns as homework.

## Lesson 2

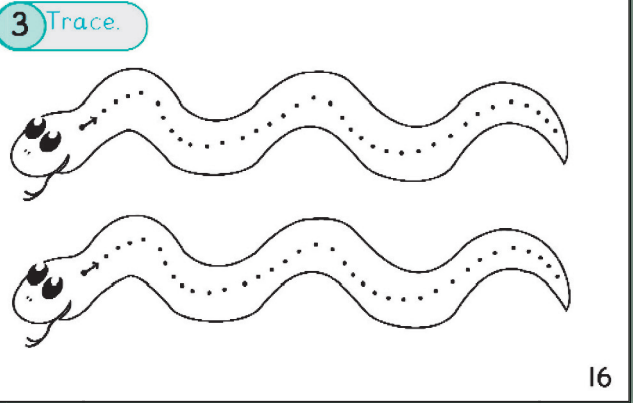


21

2 Trace.



3 Trace.



16

### You will need:

- **Flashcards:** 7-12 (computer, football, car, teddy bear, television, telephone) 26-30 (1, 2, 3, 4, 5)
- **Activity Cards:** Numbers (1-5)

### Learning Objectives

- follow simple oral instructions
- count objects [1-5]
- read numbers [1-5]
- name objects [computer/ football/ teddy bear/ pencil/ book]
- control fine motor skills
- understand left to right directionality
- draw descending curves

### Task One (5 minutes)

- ☆ Revise basic instructions – stand up, sit down, turn around, touch the ..., point to the ..., etc.

### Task Two (10 minutes)

#### Step one

- ☆ Hold up flashcards of numbers and say the numbers 1-5 again. Get the children to join in

with you.

- ☆ Hold up the numbers in random order and ask the children to call out the name of the number. Repeat this several times.
- ☆ Play the **What's Missing Game** with children using the flashcards on the board. Say, 'Close your eyes' – demonstrate what you mean. When the children have their eyes closed, take away one of the flashcards. Tell the children to 'Open your eyes' and then, looking at the cards with a puzzled expression. Ask them, 'What's missing?' When you get the correct answer, put the missing flashcard back with the rest.
- ☆ Repeat this activity several times, each time removing a different number.
- ☆ Point to and say each number 1-5. Say 'This is one,' and hold up one finger. Get children to repeat. 'One' and hold up one finger. Repeat this with each number, holding up the correct number of fingers.

#### Step two

- ☆ Say the names of the numbers in turn without pointing or showing the flashcards. Children

have to listen and hold up the correct number of fingers.

### Task Three (10 minutes)

- ☆ Hold up flashcards or real objects from Units 1 and 2 (flashcards 7-12). Pretend that you have forgotten the names of these objects, look puzzled and ask children, 'What is it?' Do this a few times.
- ☆ Ask children to look at **page 21** of their *Classbooks*. Ask them to name the objects on the page.
- ☆ Ask them to count the number of objects, saying, 'How many pencils are there?' Make the meaning clear by holding up your *Classbook* and counting the number of one of the objects. Children have to count the objects in their groups and to respond with a number, for example '5'.
- ☆ Tell children to draw a line from the number to the matching number of objects individually.
- ☆ After children have finished, get them to check their answers with each other.
- ☆ Now do a whole class check by getting children to respond with the number and object. For example, 'five pencils.'

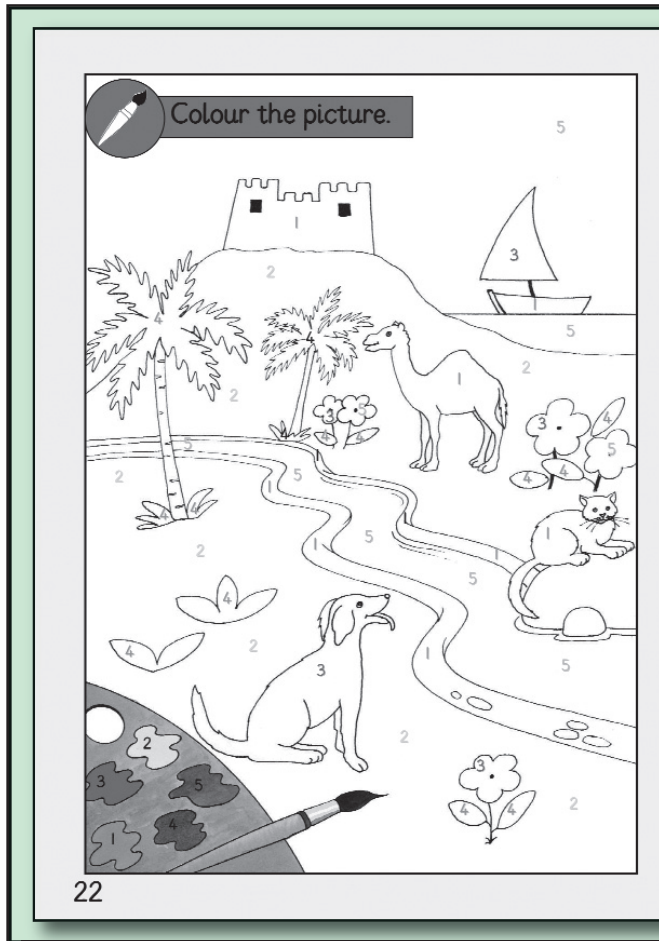
### Task Four (5 minutes)

- ☆ Ask the children to open their *Skills Books* to **page 16** and to look at **activities 2 and 3**. They have already had experience making this pattern. Get them to trace the pattern with their pencils, making sure that they are moving from left to right and using directional arrows as guides.

Before the next lesson:

- ☆ Complete colouring the drawing on **page 22** of the *Classbook* using the number code. This will be used as a model for the children.

## Lesson 3



1 Read and write.



a bed

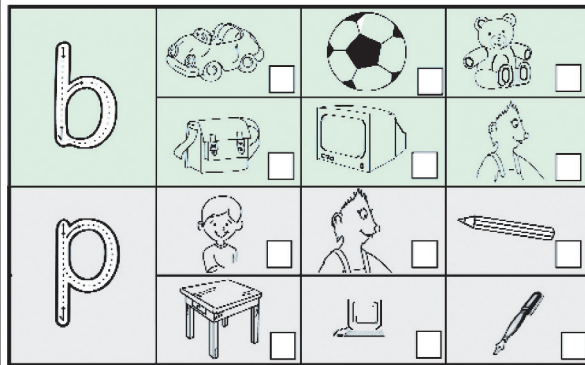
b b b b b b  
b  
b



a pencil

p p p p p p  
p  
p

2 Say and tick.



17

### You will need:

- Flashcards: 26-30 (1, 2, 3, 4, 5)

### Learning Objectives

- identify and name colours
- identify and name objects (door/ floor/ window)
- follow simple instructions
- recognise initial letter sounds [b/p]
- read numbers [1-5]
- write letters b and p

### Task One (10 minutes)

#### Step one

- Put flashcards of numbers 1-5 around the classroom.
- Using the flashcards, review the numbers 1-5 and teach the words **door**, **floor** and **window**.
- Play a quick game of **Soot Says** using numbers 1-5 and the new words. Tell children that you are going to give them instructions such as 'Point to the window; Point to number 3.' Tell them that when they hear the instructions starting with 'Soot Says' they should do the

actions. If they hear only the instruction without **Soot Says** then they should do nothing. At random, say the instruction without **Soot Says**. The children who do the action are 'out' – they must only do the action that 'Soot says'. The winner is the last child in the game.

#### Step two

- Tell children that you are going to play them a rhyme and that you want them to listen to the numbers in the rhyme. Play **The Numbers Rhyme** (Song CD3.2) and demonstrate the actions.

### Song Transcript 3.2 The Numbers Rhyme

1, 2, 3, 4,  
Point to the whiteboard,  
Point to the door,  
1, 2, 3, 4,  
Point to the window,  
Point to the floor.  
1, 2, 3, 4,  
Point to the whiteboard,  
Point to the door,  
1, 2, 3, 4,  
Point to the window,  
Point to the floor.





- ☆ Ask children what numbers they heard in the rhyme.
- ☆ Say the instructions from the rhyme and do the actions. Get the children to repeat the instructions and follow the actions.
- ☆ Now play the whole rhyme a second time and ask the children to join in with the actions. Encourage them to join in with the words where they can.

## Task Two (5 minutes)

- ☆ Ask the children to look at **page 22** of their *Classbooks*.
- ☆ Tell children to look at the paint palette at the bottom of the page and elicit the names of the colours they can see.
- ☆ Point to each colour in turn and ask, '**What colour is number 1?**' Ask them what they think they have to do. If they can't guess, explain that they have to colour the picture using the number code. [ i.e. they look at the colour of number 1 in the palette and colour all objects numbered 1 with that colour.] Show children your complete coloured picture and again explain that you have coloured all the numbers.
  - 1-orange
  - 2-yellow
  - 3-red
  - 4-green
  - 5-blue

- ☆ Ask children to complete the colouring at home.

## Task Three (15 minutes)

- ☆ Get the children to look at **activity 1** on **page 17** of their *Skills Books*. Ask children to look at the letter **b** and **a bed**. Repeat and point to the word. Ask them to repeat the word **a bed**. Now point to the initial letter and say the sound /b/. Ask children to repeat. Get children to trace with their fingers the large letter **b**.
- ☆ When you are satisfied that they are tracing correctly, demonstrate writing the letter, using the magnetic board. Ask them to use their pencils to draw over the large letter. They should then complete writing letter **b** on the lines provided. Repeat the same procedure for

the letter **p**.

- ☆ When children have finished, ask them to close their books and write the two letters on the board. Point to letter **b** and elicit from students its sound and then do the same for **p**. These two letters have been placed together specifically to help children recognise the differences of the sounds between **b** and **p**. If children still seem to have difficulties, you can demonstrate the difference between the sounds by holding a piece of tissue paper in front of your mouth. When you say the letter **p**, the paper will move. It will remain still when you make the **b** sound.
- ☆ Ask children to look at **activity 2**. Show them how to make a tick, by drawing one on the whiteboard. Ask the children to name the six pictures next to the letter **b**. They should tick those pictures that begin with the sound /b/. Do the same for letter **p**.
  - Answers:
  - /b/ bag, ball, biff
  - /p/ Paul, pen pencil
- ☆ After children have finished, ask them to write over the big letters.

## Lesson 4



23

### You will need:

- **Flashcards** :31-39 (head, body, arm, hand, leg, foot, finger, thumb, toe)
- **Alphabet Poster**

### Learning Objectives

- identify and name body parts [head/ body/ arm/ hand/ leg/ foot/ finger/ thumb toe]
- follow simple oral instructions
- read numbers [1-5]
- name alphabet letters

### Task One (5 minutes)

- ☆ Play *The Number Rhyme* (Song CD 3.2) and encourage children to join in the actions and words with you as you repeat the rhyme.

### Task Two (20 minutes)

#### Step one

- ☆ Point to and say each body part – a head, a body, an arm, a hand, a leg, a foot, a finger, a thumb, a toe. Say, 'This is my leg,' and get the children to repeat the word 'leg' and point to their legs. Repeat with other body parts. Children

can take their shoes and socks off for this step.

- ☆ Hold up flashcards of the parts of the body parts, say the word and get the children to hold up or touch the same part of their body.

#### Step two

- ☆ Say the names of the body parts in turn without pointing or showing the flashcards. Children have to listen and show that part of their body.

- ☆ Repeat the same activity by asking groups to show their body parts. This activity could be done as a group competition.

#### Step three

- ☆ Draw a large, simple outline of the body on the board, like this:



- ☆ Say, 'Close your eyes,' demonstrating what you mean. When children have their eyes closed, rub out one body part. Tell them, 'Open your eyes,' and then, looking at the board with a puzzled expression and ask, 'What's missing?' When you get the correct answer, draw the missing part back on the board.

- ☆ Repeat this activity several times. Each time remove a different body part.

#### Step four

- ☆ Now ask them to look at **page 23** of their *Classbooks*.

- ☆ Explain that they will hear the parts of the picture being numbered – for example, 'Number 1 is an arm. Number 2 is a foot,' etc. Ask them to draw a line from the number to the correct body part.

- ☆ Play *Listening CD 3.2*, pausing after each sentence to give children time to draw a line from the number to the body part.



### Listening Transcript 3.2 Body Parts



Number 1 is an arm.  
Number 2 is a foot.  
Number 3 is a head.  
Number 4 is a hand.  
Number 5 is a leg.

- ☆ Give the children some time to compare their answers in their groups, then do a whole class check by asking 'What's number 1?' etc.
- ☆ You can ask the children to listen again to check their work.

### Task Three (5 minutes)

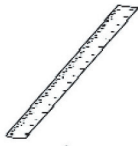
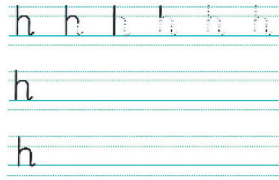
- ☆ Play *The Alphabet Song* (Song CD 3.1). Point to the letters on the poster or a wall display as they are mentioned in the song (you could get a confident child to point to the letters for you). Encourage children to join in with the singing.

## Lesson 5

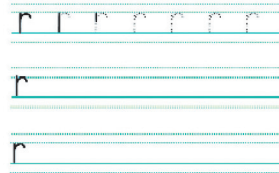
### 3 Read and write.



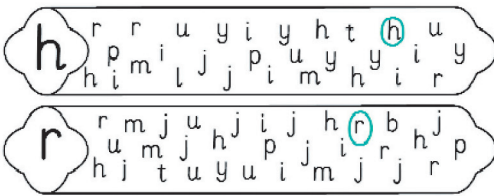
a hen



a ruler



### 4 Look and circle.



18

### You will need:

- **Flashcards:** 31-39 (head, body, arm, hand, leg, foot, finger, thumb, toe)

### Learning Objectives

- identify and name body parts [head/ body/ arm/ hand/ leg/ foot/ finger/ thumb toe]
- say numbers [1-5]
- follow simple instructions
- recognise and use plural 's'
- recognise letter shapes [h/r]
- form letters h and r
- recognise initial letter sounds (h/r)

### Task One (20 minutes)

#### Step one

☆ Play a guessing game with children using the parts of the body flashcards. Remind children that all these flashcards are about the parts of the body. Hide all the flashcards (behind your back or facing your body) and ask **What is it?** They should guess by saying a body part. This activity could be a group competition.

#### Step two

☆ Hold up one hand and say, 'one hand.' Then hold

up two hands and say, 'two hands.'

☆ Get the children to copy you – holding up first one hand and then both, repeating, 'one hand, two hands.'

☆ Repeat this several times. Gradually get the class to repeat the words and actions with you.

☆ Hold out your arm and say, 'one arm.' Then hold out two arms and say, 'two arms.' (NB. leave out 'feet' at this stage.) Now repeat this with **leg/legs, thumb/thumbs**.

☆ Finally, do this with fingers – **one finger** and **five fingers**. Start with children copying your actions and gradually encourage them to repeat the words with you as well.

#### Step three

☆ Tell children they are going to listen to a song about parts of the body. Ask children to touch any body part they hear in the song.

☆ Play *One Finger, One Thumb* (Song CD 3.3) straight through. Do the actions to the words of the song as children listen: hold up one finger, one thumb, etc. Encourage children to join in with actions and words where they can. Check to see if they are holding up their fingers or thumbs.

### Song Transcript 3.3 One Finger, One Thumb

#### Verse 1

One finger, one thumb, keep moving.  
One finger, one thumb, keep moving.  
One finger, one thumb, keep moving.  
One, two, three, four, five.

#### Verse 2

One finger, one thumb, one arm, one leg, keep moving.  
One finger, one thumb, one arm, one leg, keep moving.  
One finger, one thumb, one arm, one leg, keep moving.  
One, two, three, four, five.

#### Verse 3

One finger, one thumb, one arm, one leg, one nod of the head, keep moving.  
One finger, one thumb, one arm, one leg, one nod of the head, keep moving.  
One finger, one thumb, one arm, one leg, one nod of



the head, keep moving.  
One, two, three, four, five.

#### Verse 4

One finger, one thumb, one arm, one leg, one  
nod of the head, stand up, sit down,  
keep moving.

One finger, one thumb, one arm, one leg, one  
nod of the head, stand up, sit down,  
keep moving.

One finger, one thumb, one arm, one leg, one nod  
of the head, stand up, sit down,  
keep moving.

One, two, three, four, five.

#### Verse 5

One finger, one thumb, one arm, one leg, one nod  
of the head, stand up, sit down, and  
turn around keep moving.

One finger, one thumb, one arm, one leg, one nod  
of the head, stand up, sit down, and  
turn around keep moving.

One finger, one thumb, one arm, one leg, one nod  
of the head, stand up, sit down, and  
turn around keep moving.

One, two, three, four, five.

- ☆ Repeat the song again and get children to join in with the actions.

### Task Two (5 minutes)

- ☆ Ask children to open their *Skills Books* at page 18, and look at **activity 3**. Ask children to look at the letter **h** and **a hen**. Repeat and point to the word. Ask them to repeat the word **a hen**. Now point to the initial letter and say the sound /h/. Ask children to repeat. Get children to trace with their fingers the large letter **h**.

- ☆ When you are satisfied that they are tracing correctly, demonstrate writing the letter, using the magnetic board. Ask them to use their pencils to draw over the large letter. They should then complete writing letter **h** on the lines provided. Repeat the same procedure for the letter **r**.

- ☆ When children have finished, ask them to close their books and write the two letters on the board. Point to letter **h** and elicit from students its sound and then do the same for **r**.

### Task Three (5 minutes)

- ☆ Get children to look at **activity 4** on page 18 of

their *Skills Books*. Explain to the children that they have to find and circle the letters in the box that match the letter on the side. This develops their visual discrimination skills and helps them to notice the shape and the form of the letters. Get children to work alone, and then check their work with their friends.

## Lesson 6

**Listen and circle.**

24

**1 Match.**

**2 Read and write.**

**n**

a nose

**m**

a mouth

19

### You will need:

- **Realia:** different coloured realia

### Learning Objectives

- identify and name body parts [head/ body/ arm/ hand/ leg/ foot/ finger/ thumb toe]
- recognise letter sounds [n/m]
- count objects [1-5]
- identify physical appearance [I've got a blue body.]
- recognise and use plurals'
- read numbers [1-5]
- write letters [n/m]

### Task One (5 minutes)

☆ Play verse 1 of the song *One Finger, One Thumb* (Song CD 3.3) and get the children to do the actions as they sing.

☆ Play the whole song, getting children to do the actions and sing where they can.

### Task Two (10 minutes)

#### Step one

☆ Revise the name of the colours by using the

realia you brought to class. For example, a blue pen, a green book, etc.

#### Step two

☆ Ask children to open their *Classbooks* at page 24.

Give them some time to look at the pictures of the four teddy bears.

☆ Ask some questions about the teddy bears, For example, ask, 'What teddy has got a blue head?' Elicit '1.' Do the same for blue arms (picture 4), green arms (picture 2) and blue legs (picture 3).

☆ Now tell the children that they are going to listen to one of the teddies talking about himself and they have to circle the correct teddy.

☆ Play *Listening CD 3.3* straight through.

### Listening Transcript 3.3 Teddy Bear Colours

I've got a yellow head.  
I've got a blue body.  
I've got a green arm ... two green arms.  
I've got a red leg .... two red legs.



- ☆ Play the listening again to give children another opportunity to check their answers.
- ☆ Check children's answers by asking, 'What teddy has a yellow head. a blue body, green arms and red legs?' Elicit picture '2.'

### Task Three (15 minutes)

#### Step one

- ☆ Ask children to use their fingers to count from 1 to 5.
- ☆ Write the numbers on the board in descending order.

5  
4  
3  
2  
1

- ☆ Get children to count from up to down first, then from down to up.
- ☆ Get children to look at **activity 1 on page 19** of the *Skills Books*. Give them a minute to look at the pictures and try to understand the task. Get the children to tell you what they have to do. Elicit that they should count the objects in each picture and match them with the right numbers. Get the children to do this task individually.
- ☆ When children have finished, get them to check their work with their groups or partners.
- ☆ Do a whole class check on the board.

#### Step two

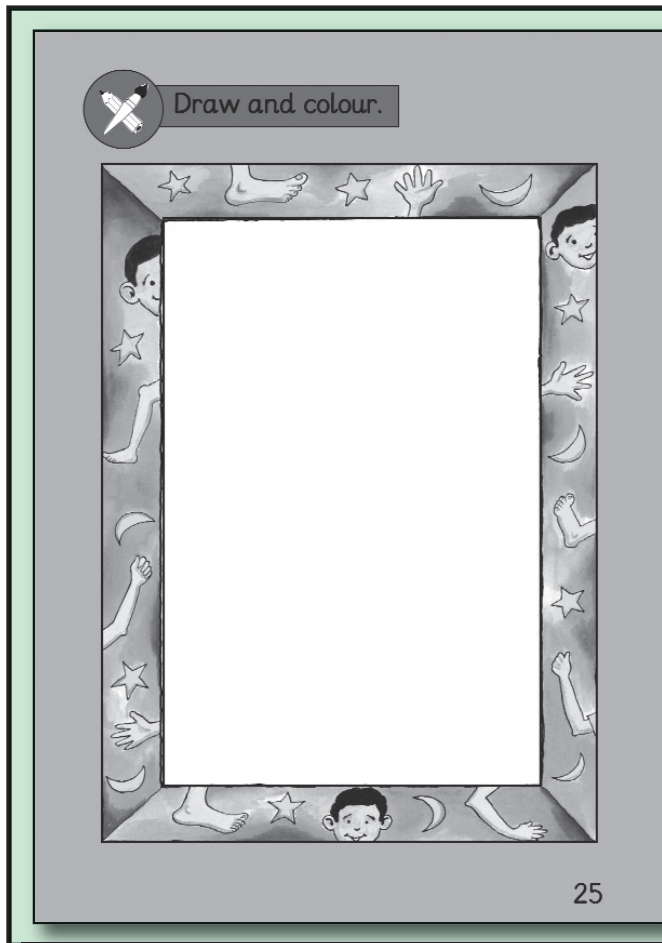
- ☆ Ask children to open their *Skills Books* to **page 19**, and look at **activity 2**. Ask children to look at the letter **n** and **a nose**. Repeat and point to the word. Ask them to repeat the word **a nose**. Now point to the initial letter and say the sound /n/. Ask children to repeat. Get children to trace with their fingers the large letter **n**.
- ☆ When you are satisfied that they are tracing correctly, demonstrate writing the letter, using the magnetic board. Ask them to use their pencils to draw over the large letter. They should then complete writing letter **n** on the lines provided. Repeat the same procedure for the letter **m**.
- ☆ When children have finished, ask them to close

their books and write the two letters on the board. Point to letter **n** and elicit from children its sound and then do the same for **m**.

#### Before the next lesson:

- ☆ Draw and colour a funny creature with different coloured body parts. You may want to ask children to bring their drawing books to the next lesson if you think they will need to do a rough drawing before using their *Classbooks*.

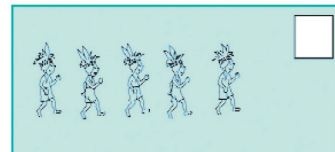
## Lesson 7



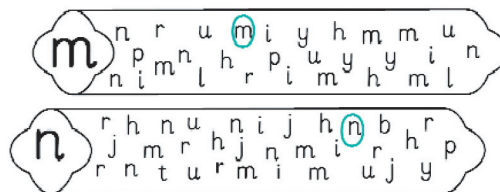
Draw and colour.

25

### 3 Write the numbers.



### 4 Look and circle.



20

### You will need:

- **Realia:** your drawing of a funny creature

### Learning Objectives

- describe physical appearance [I've got a yellow head.]
- recognise and use plurals
- ask and answer questions about physical appearance
- recognise letter shapes [n/m]
- count and write number 1-5
- Language [Hello, I'm ..., I've got ....]

### Task One (20 minutes)

#### Step one

- ☆ Show children the funny creature that you have drawn. Introduce your funny creature to the class using 'Hello, I'm ... . I've got ... [four pink legs] .' Repeat the description one more time.

- ☆ Now ask children to look at page 25 of their *Classbooks*. Ask them to draw their own funny

creature in their books. Tell children that when they have finished, they should think of a name for their creature. Set a maximum time limit of 5-10 minutes for this activity and tell them they must finish drawing and colouring their creatures within the time period.

- ☆ As children complete their creatures, go round the class asking questions about their drawings. For example, 'What's its name? How many arms has it got? What colour are its legs?' etc.

#### Step two

- ☆ Ask a child to hold up his or her creature. Introduce your funny creature to his or hers. Help the child to introduce the funny creature to yours, using the language they have already practised, 'Hello, I'm (Faisal) ... . I've got ... (5 blue arms .)' Repeat with several children.

- ☆ Organise the class into pairs. Tell children to take turns introducing their funny creatures to each other.

#### Step three

- ☆ Get five children to bring their *Classbooks* to the

front of the class and hold up their funny creatures so that the class can see them.

- ☆ Describe one of the creatures using **Hello, I'm ...** .  
**I've got ...** . When the description is finished, ask the class to identify the correct creature. Repeat this with the other pictures. Invite a confident child to 'be teacher' and take on the role of describing one of the pictures.

### Task Two (5 minutes)

#### Step one

- ☆ Get children to look at **activity 3** on **page 20** of the *Skills Book*. In this step children have to count and write the number of the items in the box as in the example shown.

### Task Three (5 minutes)

- ☆ Get children to look at **activity 4** on **page 20** of their *Skills Books*. Explain to the children that they have to find and circle the letters in the box that match the letter on the side. This develops children's visual discrimination skills and helps them to notice the shape and the form of the letters. Get children to work alone, and then check with their friends.



## Lesson 8

**1 Count and write.**

1 2 3 4 5

**2 Count and circle.**

3 2 4 1 5

21

**Listen and draw.**

1 2 3 4

26

### Learning Objectives

- identify and name parts of the body [head/ body/ arm/ hand/ leg/ foot/ finger/ thumb/ toe]
- describe physical appearance [I've got a yellow head.]
- count numbers [1-5]
- recognise and use plurals
- write numbers 1-5

### Task One (10 minutes)

★Ask children to look at **activity 1** on **page 21** of the *Skills Book*. Get children to write numbers from 1-5.

### Task Two (20 minutes)

#### Step one

★Ask children to look at **page 26** of their *Classbooks*. Tell children to study the pictures carefully.

★Explain that the funny creatures are friends of Biff and that they are going to introduce themselves to the class. Children should try and match the number to the creature by drawing a line from the picture to the number.

★Play *Listening CD 3.4*, pausing after each description to give children time to draw the line from the number to the picture. Play each description twice.

### Listening Transcript 3.4 Monsters



- Hello. I'm Tweek. I've got two pink heads and three red legs. And I've got four blue fingers
- Hello. I'm Zag. I've got one blue head and five pink fingers. And I've got two red legs.
- Hello. I'm Blop. I've got one orange head and four purple arms. And I've got three green legs.
- Hello. I'm Zark. I've got one green body, two yellow arms and five orange toes.

#### Step two

★Tell children that you are going to imagine that you are one of the funny creatures. Explain that you are going to describe yourself and they have

to guess which number creature you are. Do not name the creature. Children have to guess from the description and call out the number. You could do this as a group competition and give the children time to discuss before answering.

### Step three

☆ Ask children to look at the four creatures again.

Explain that you want them to imagine that they are one of the creatures and that they are describing themselves to the other children in their group. They should give a full description and then the other children should try and guess which number creature they are. Children should use I've got ... [number + colour + body part].

## Lesson 9

**Listen and match.**

1

2

3

4

27

**1 Count and write.**

1 1 1 1 1 1 1

2 2 2 2 2 2 2

3 3 3 3 3 3 3

4 4 4 4 4 4 4

5 5 5 5 5 5 5

**2 Count and circle.**

3

2

4

1

5

21

### Learning Objectives

- identify and name parts of the body [head/ arm/ hand/ leg/ foot/ finger/ thumb/ toe]
- identify and name colours
- answer questions about physical appearance
- count numbers [1-5]
- recognise and use plural 's'
- say the alphabet

### Task One (5 minutes)

☆ Play *The Number Rhyme* (Song CD 3.2). Get children to demonstrate the actions as they listen.

### Task Two (20 minutes)

#### Step one

☆ Quickly revise the names of body parts. Touch a part of the body and ask the children to give you the name. Then name a body part and ask them to point to it.

#### Step two

☆ Tell children to look at **page 27** of their

*Classbooks.* Ask them to look at the four creatures. Hold up your *Classbook*, point to the body parts and explain that the colouring has not been completed. Tell children to listen and finish colouring the creatures.

☆ Play *Listening CD 3.5*. Pause after each description to give children time to colour the pictures.

### Listening Transcript 3.5 Who am I?



1. Hello. I've got a green body. And ... I've got three orange legs and two red arms.
2. Hello. I've got a purple body. And ... I've got four blue arms and five pink toes.
3. Hello. I've got two yellow heads and three green legs. And ... I've got five orange fingers.
4. Hello. I've got one pink head, four red fingers and five blue toes.

☆ Do a whole class check. Ask questions about the colour of the body parts. For example, say, 'Look

at creature 1. What colour are its arms?' etc.

Children only have to respond with the names of colours.

### Task Three (5 minutes)

☆ Ask children to look at **activity 2** on **page 21** of their *Skillbooks*. Get children to read the numbers on the left.

☆ Ask children to tell you for example, **How many ice-creams are there?** Children need only to answer with the number of total ice-creams [5]. Then ask them how many ice-creams they need to circle. Children should answer, '3'.

☆ Now, explain to children they have to look at the number on the left and circle the three ice-creams as shown in the example.

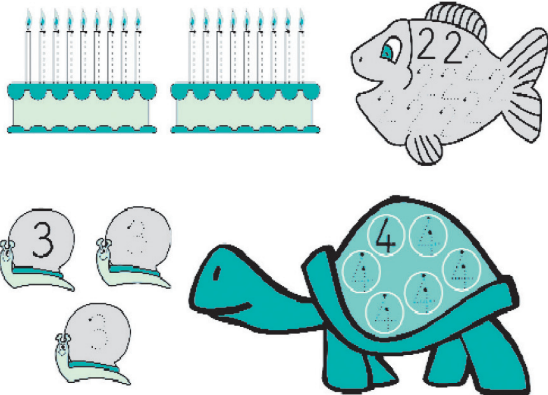
☆ Ask children to do the same for the remaining pictures.

Before the next lesson:

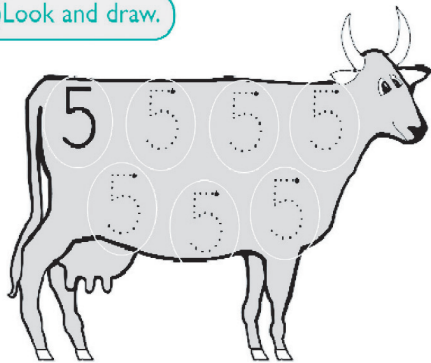
☆ Sort out the Snap activity cards into sets. Each set should contain two of each of the following cards: a green book, a pink book, a red book, a blue table, a yellow table, a purple table, a red chair, a green chair, a blue chair, an orange bag, a purple bag, a yellow bag, a yellow pencil, a pink pencil, an orange pencil.

## Lesson 10

3 Write.



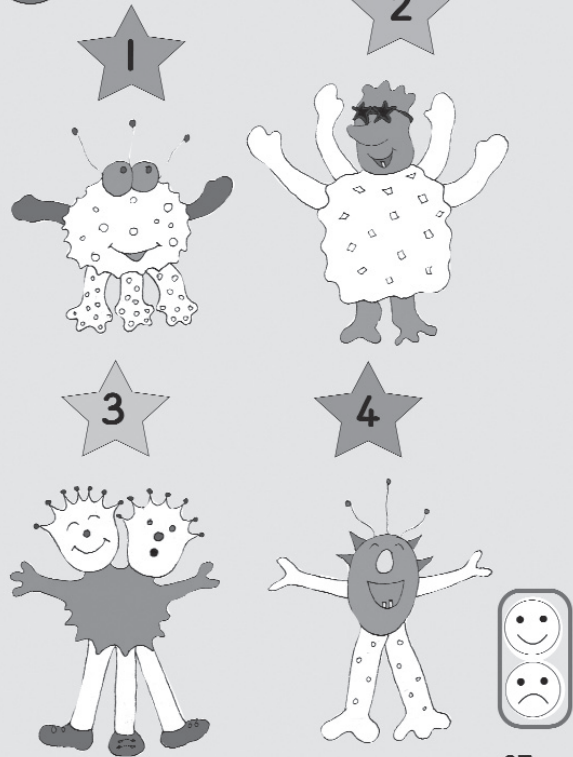
4 Look and draw.



22



Listen and match.



27

2 Colour the alphabet.



42

**You will need:**

- Alphabet Poster
- Snap Activity Cards

### Learning Objectives

- recycle colours and objects [a green book, a pink book, a red book, a blue table, a yellow table, a purple table, a red chair, a green chair, a blue chair, an orange bag, a purple bag, a yellow bag, a yellow pencil, a pink pencil, an orange pencil]
- recognise letter shapes [f, u, j, i, t, l, y]

### Task One (5 minutes)

- ☆ Play *The Alphabet Song* (Song CD 3.1). Point to the letters on the poster or a wall display as they are mentioned in the song (you could get a confident child to point to the letters for you). Encourage children join in with the singing.

### Task Two (5 minutes)

- ☆ Tell children to open their *Skills Books* at page 22 and to look at activity 3. Get them to tell you



what they need to do.

☆As a class, practise drawing the numbers 1-4 in the air and then get children to trace them on their desks. They can then write over the number outlines in the exercise using their pencils.

☆Repeat the same procedure for **activity 4**.  
Children can colour in the pictures at home.

### Task Three (10 minutes)

☆Tell the class that they are going to play a game of **Snap**. Remind the children of the word **Snap** and get them to repeat it several times.

☆Get one of your Snap card packs from the CPR and select four children to come to the front of the class to play a quick game as a reminder.

☆Give the following instructions, use some L1 if needed:

- Shuffle/the cards well and share them equally.
- Hold the cards face down.
- In groups, take turns, each turning a card over and putting it on the desk. Continue taking turns putting the next card on your own pile.
- When two identical cards have been turned over, one right after another, the first child to shout. "Snap!" gets all of the cards in both piles – after they have correctly described the object and colour of the card, for example **a yellow book**.
- At the end of the game, the winner is the child who gets the most cards.

☆When you feel the children have understood how the game works, organise the class into groups of four or five, depending on your class size. Give each group a set of Snap cards.

☆Allow children enough time to play the game several times.

### Task Four (10 minutes)

#### Step one

☆Get the children to open their *Classbooks* at **pages 20 and 21** and look at the frieze. Get children to name the numbers and body parts.

#### Step two

☆Get the children to recall what activities they have done in their *Classbooks* and what they found easy, difficult, fun etc. It is important to notice individual achievement and to praise effort and hard work.

#### Step three

☆Go through the pages of the unit in the *Classbook* with the children, helping them to remember the activities they did and some of the language they learned. Make this quite a fun and enthusiastic activity. Ask children in L1 to look at the faces at the bottom of **page 27** and say which face represents 'like' and 'don't like'. Tell them to think about the things they did in this unit. Encourage them to look through the pages to remind themselves. Tell them to colour the 'sad' face if they didn't like the unit and the 'happy' face if they liked the unit.

#### Step four

☆Put the alphabet poster on the board. Elicit from children which letters they have learned in this unit (**b, p, h, r, n, m**). Get children to turn to **page 42** of their *Skills Books* and colour in only these letters.





### The children will learn how to:

- ◆ Identify shapes
- ◆ Count from 6–10
- ◆ Identify new colours and revise previously learnt colours
- ◆ Learn left, right
- ◆ Identify and describe the colour of shapes
- ◆ Identify the size of shapes
- ◆ Follow oral instructions
- ◆ Do simple sums [1-6]
- ◆ Read and write letters of the English alphabet

### Main language

- ◆ Number 6 is [blue].
- ◆ It's a [blue circle]
- ◆ Imperatives: stand up, turn around, touch a ... , sit down, point to a ...
- ◆ What colour is [number 9]?
- ◆ Count the [circles.]
- ◆ What colour is the [triangle]?
- ◆ What colour is/are the [little triangle/s]?
- ◆ Colour the [little circles red.]
- ◆ What number's missing?
- ◆ How many [circles] are there?
- ◆ How many [circles ] in the [cat]?

### Vocabulary

- ◆ Number 6 is [blue].
- ◆ It's a [blue circle]
- ◆ Imperatives: stand up, turn around, touch a ... , sit down, point to a ...
- ◆ What colour is [number 9]?
- ◆ Count the [circles.]
- ◆ What colour is the [triangle]?
- ◆ What colour is/are the [little triangle/s]?
- ◆ Colour the [little circles red.]
- ◆ What number's missing?
- ◆ How many [circles] are there?
- ◆ How many [circles ] in the [cat]?

### Skills

- ◆ Counting and identifying numbers
- ◆ Following oral instructions
- ◆ Matching actions to pictures from spoken descriptions
- ◆ Identifying missing numbers in a sequence from 1–10
- ◆ Sequencing numbers from 1–10
- ◆ Sequencing numbers from 1–10 in reverse order

- ◆ Colouring a picture from spoken instructions
- ◆ Listening for detail
- ◆ Completing a colour key from spoken instructions
- ◆ Transferring information from a colour key to complete pictures
- ◆ Transferring information from a picture to complete oral descriptions
- ◆ Matching pictures to numbers from spoken instructions
- ◆ Recognising English rhythm through song and rhyme
- ◆ Giving a simple oral description of a picture
- ◆ Applying prior knowledge
- ◆ Making associations
- ◆ Developing fine motor control of hands and fingers
- ◆ Co-ordinating hand–eye movement

### Literacy

- ◆ count, read, write, and identify numbers 1-10
- ◆ sequence numbers [1-10]
- ◆ count numbers (ascending and descending order)
- ◆ do simple sums [1-6]
- ◆ recognise letter shapes, letter sounds and read and write [k/ x/ g/ q]
- ◆ identify, count and name shapes [triangle/ circle/ rectangle/ square]
- ◆ use visual discrimination skills to find and count shapes
- ◆ read words beginning with initial letters [k/ x/ g/ q] (kite, x-ray, goat, queen)

### Classroom Language

- ◆ Pick up [a circle]/ Draw a [a triangle]/ Open your eyes/ Close your eyes
- ◆ Stand up, turn around, sit down, touch a [book], touch your [knees], point to a [chair], hold up/ put/ stand on
- ◆ Look at [picture 1], good, try again

### Activities

- ◆ Playing a game of **Soot Says**
- ◆ Playing a physical number game
- ◆ Doing picture dictations
- ◆ Singing a number song
- ◆ Colouring a number code picture
- ◆ Air drawing – shapes
- ◆ Performing an action rhyme
- ◆ Playing shape guessing games
- ◆ TPR activities

## Lesson 1

1 2 3 4 5 6 7 8 9 10

**Unit 4 Numbers and Shapes**

**Count and Draw.**

**3**

**6**

**5**

28

**4**

**9**

**8**

**10**

**2**

29

### You will need:

- **Flashcards:** 26-30 (1, 2, 3, 4, 5), 40-44 (6, 7, 8, 9, 10)

### Learning Objectives

- identify and name colours [red/ orange/ yellow/ green/ blue/ purple/ pink/ black/ white/ brown]
- count numbers [1-10]
- form descending curves

### Task One (15 minutes)

#### Step one

- ☆ Tell children to look through the unit and let them predict what they are going to learn.

#### Step two

- ☆ Revise numbers 1–5. Hold up your hand and demonstrate counting on your fingers – ‘one, two, three, four, five.’ Get the children to join in with you counting on their fingers.
- ☆ Now teach numbers 6–10. Get children to join in with you counting on their fingers. Repeat

several times.

- ☆ Call out numbers from 1–10 and ask children to hold up the correct number of fingers.

#### Step three

- ☆ Hold up the flashcards one by one (1-10) . As you hold them up, say the numbers.
- ☆ Hold up the flashcards again. This time get the children to say the numbers.
- ☆ Put the flashcards on the board at random and get children to say the number.
- ☆ Play **What’s missing?** Get children to close their eyes. Remove one of the flashcards and ask children to open their eyes. Look puzzled and ask children, ‘**What’s missing?**’ Elicit the missing number.

#### Step four

- ☆ Hold up the 1 flashcard and ask children, ‘**What colour is number 1?**’ Elicit the colours of the numbers from 1–5. (These are all recycled words.)

☆ Introduce the new colours for numbers 6, 7, 8 and 9 using the flashcards, e.g. 'Number 6 is **brown**'. then reinforce this by pointing to other objects in the classroom that are the same colour and ask, 'What colour is number 6?' Do the same for 7, 8 and 9.

☆ Repeat the same procedure for the colours in number 10 – **brown** and **orange**. Ask children, 'What colour is number 10?' Children will probably reply, 'brown/ orange,' but some may have picked up **and**, and may say 'brown and orange.' Model **brown and orange** and get children to repeat it with you.

## Task Two (5 minutes)

☆ Play the *Number Rhyme* (Song CD 3.2)  
Encourage children to join in the actions and words with you as you repeat the rhyme. Point to different objects in the classroom that are brown, black and white. Ask children, 'What colour is the ...(bag)?' etc

## Task Three (10 minutes)

### Step one

☆ Tell children to look at **pages 28 and 29** of their *Classbooks*. Ask children to tell you the colours of the different numbers in the frieze. Ask, 'What colour is number two?' Reply, 'It's yellow.' Repeat this for all the numbers.

☆ Get children to look at the numbers on **page 28 and 29**. Ask the children 'What colour is number 6?' Elicit from children 'It's blue and purple.' Do the same for the remaining numbers.

### Step two

☆ Ask children to count the numbers of frogs on each lily pad and to draw a line from the number to the lily pad. Do number 1 as an example, then ask children to complete the other numbers by themselves. They can check their work with other members in their groups.

☆ Ask children to complete the pattern under the picture, using directional arrows as guides.

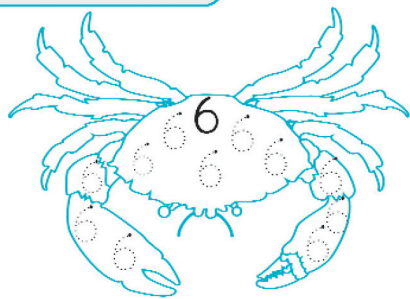
### Before the next lesson:

☆ Sort out the activity cards (numbers 1–10).

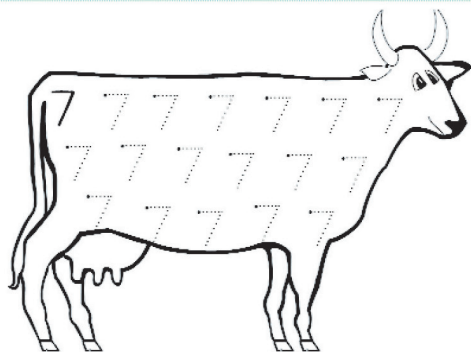
## Lesson 2

### Unit Four

1 Write and colour.



6 6 6 6 6



7 7 7 7 7

23



Listen and draw.



30

#### You will need:

- **Flashcards:** 26-30 (1, 2, 3, 4, 5) 40-44 (6, 7, 8, 9, 10)
- **Activity Cards:** numbers 1-10

#### Learning Objectives

- recognise and use directions [left/ right]
- write number 6
- follow oral instructions [touch/ point to/ hold up/ put/ stand up/ sit down/ stand on]
- count numbers [1-10]
- read numbers [1-10]

#### Task One (5 minutes)

☆ Ask children to open their *Skills Books* at page 23 and to look at activity 1.

☆ Get children to draw the number 6 in the air, making sure that they are following the right direction. Stand in front of the class with your back to the children so they can see the direction. Guide them, by giving them directions (up, down and around). Get children to trace the number with their fingers on their desks. When you are satisfied that they are tracing

correctly, demonstrate writing number 6 on the magnetic board. Ask them to use their pencils to draw over the numbers in their books. They should then complete writing the number 6 on the lines provided. Children can colour the crab at home.

#### Task Two (25 minutes)

##### Step one

☆ Revise TPR instructions – stand up, sit down, turn around, point to the board, touch the desk, etc.

☆ Teach left and right.

☆ Play *Soot Says* incorporating all TPR instructions, including left and right. For example, say, 'Stand on your left leg. Stand on your right leg. Put up your left hand,' etc.

##### Step two

☆ Revise numbers 1-10 using flash cards.

☆ Give each child a number activity card from 1-10. As you call out numbers, children with that number must stand up, holding their cards in the air.

- ☆ Call out the numbers and the action e.g.  
'Number 6, stand up. Number 5, hold up your right hand. Number 10, stand on your right leg.'  
Children should hold up the activity card and do the action.

- ☆ Collect the activity cards from children at the end of this activity.

### Step three

- ☆ Tell children to look at **page 30** of their *Classbooks*.
- ☆ Ask children to say what they can see in the picture. Tell them that the characters are playing the same game they have just played in class.
- ☆ Children often find **left** and **right** confusing in pictures because of the 'mirror image' so spend some time asking questions about the pictures. For example, get children to look at Vicky. Ask, 'What leg is Vicky standing on?' Help children see that she is standing on her left leg. Get them to look at Sami. Ask, 'What hand is Sami holding up?' Help children see that he is holding up his left hand.
- ☆ Now, ask children to listen to the recording and draw a line from the number to the character performing that action. Do numbers 1 and 2 as examples with the class.
- ☆ Play *Listening CD 4.1* and pause after each numbered instruction to give groups the chance to discuss and draw a line. Do not check or confirm answers yet.

Before the next lesson:

- ☆ Sort out the activity cards (numbers 1–10).  
You will need a set for each group.

### Listening Transcript 4.1 Numbers and Actions

Number 1, point to the floor.  
Number 2, stand on your left leg.  
Number 3, turn around.  
Number 4, put up your right hand.  
Number 5, touch your head.  
Number 6, sit down.  
Number 7, stand on your right leg.  
Number 8, touch your foot.  
Number 9, put up your left hand.  
Number 10, stand on your head!



- ☆ After children have listened to all the instructions do a class check. For example, say, 'Point to the floor,' and elicit the number 1.



## Lesson 3



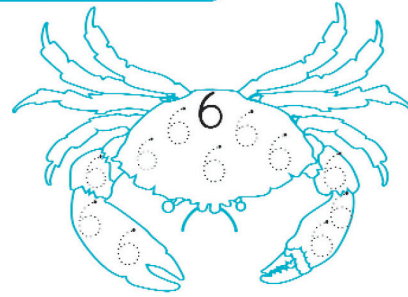
Count and Draw.



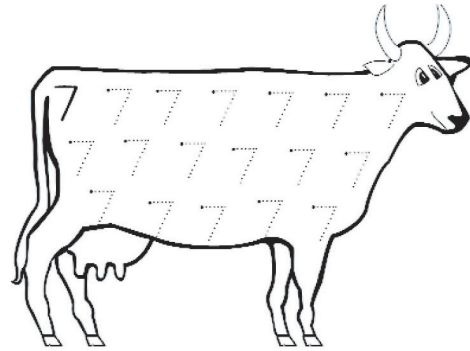
31

### Unit Four

1 Write and colour.



6 6 6 6 6



7 7 7 7 7  
23

#### You will need:

- **Flashcards:** 26-30 (1, 2, 3, 4, 5) 40-44 (6, 7, 8, 9, 10)
- **Activity Cards:** Numbers (1-10)

#### Learning Objectives

- count numbers [1-10]
- write number 7
- sequence numbers [1-10]

### Task One (20 minutes)

#### Step one

- ☆ Put the flashcards of numbers 1-10 on the board from left to right. Point to each number and say the numbers with the children.
- ☆ Now remove all of the even numbers from the sequence (2, 4, 6, 8, 10).
- ☆ Point to number 1 and say, 'one,' then point to the space and say, with a puzzled expression on your face, 'What number's missing?' Elicit

from the class what number comes next. When the children respond with the correct number, put it back on the board. Complete the sequence.

- ☆ Repeat this activity removing the odd numbers (1, 3, 5, 7, 9). Then remove numbers randomly.
- ☆ Finally, put the number flashcards back on the board in random order. Bring pairs of children up to the board and ask them to put the numbers on the board in the correct sequence.
- ☆ Remove the flashcards from the board, unless you feel children need support for the next activity.

#### Step two

- ☆ Distribute a set of activity cards (numbers 1-10) to each group. Make sure the cards are mixed up. Get groups to sequence the numbers from left to right. Go around checking. Collect the activity cards.

#### Step three

- ☆ Tell children to look at **page 31** of their *Classbooks*. This is a picture of a frog leaping from rock to rock to find his way home.

Children have to join the numbers to show his route.

- ☆ Now ask the children to join the numbered rocks in sequence to show the frog his way home.

## Task Two (10 minutes)

- ☆ Ask children to open their *Skills Books* at page 23 and look at the cow in **activity 1**.
- ☆ Get children to draw the number 7 in the air, making sure that they are following the right directions. Stand in front of the class with your back to the children so they can see the direction. Guide them by giving them directions (**right and down**). Get children to trace the number with their fingers on their desks. When you are satisfied that they are tracing correctly, ask them to look at how you are writing the number 7 on the magnetic board. Get them to use their pencils to draw over the numbers in their books. They should then complete writing the number 7 on the lines provided.
- ☆ Children can colour the cow at home.



**2 Write and colour.**

8 8 5 8 8

9 9 0 9 9

24

**Listen to the countdown.**

10, 9 ...  
8, 7 ...  
6, 5 ...  
4, 3 ...  
2, 1 ...  
0...

**Listen and Colour.**

Number 1 is ...

32

### Learning Objectives

- write numbers [8 and 9]
- count numbers (ascending and descending order)
- read numbers [1-10]

### Task One (15 minutes)

#### Step one

- ☆ Quickly revise numbers 1–10 by writing them on the board and getting children to say them.

#### Step two

- ☆ Ask children to open their *Skills Books* to page 24, and look at activity 2.
- ☆ Get children to draw the number 8 in the air, making sure that they are following the right directions. Stand in front of the class with your back to the children so they can see the direction. Guide them, by giving them directions (up and around, down, around and up). Get children to trace the number with their fingers on their desks. When you are satisfied that they are tracing correctly, demonstrate how to write number 8 using the magnetic board. Tell

children to use their pencils to draw over the numbers in their books. They should then complete writing the number 8 in the space provided.

- ☆ Repeat the same for number 9.

- ☆ Children can colour the snake and house at home.

### Task Two (10 minutes)

#### Step one

- ☆ Write the number 10 at the top of the board. Ask children to tell you what number comes before 10. Elicit 9, 8, 7, etc.

- ☆ Explain the concept of zero [0] in L1 and write it on the board..

- ☆ Tell children 'Close your eyes', and then rub some of the numbers off the board. Ask children to say what numbers are needed to complete the sequence.

#### Step two

- ☆ In L1, ask children if they have ever seen or

heard a rocket launch – some may have seen them on TV cartoons. Ask if they know what a countdown is.

☆ Tell them to look at the top of **page 32** of their *Classbooks*. Point to the picture of the rocket and say the word **rocket**. This is for recognition only.

☆ Now ask the children to look at the numbers. Tell them they will hear the numbers and that you want them to point to the numbers as they hear them. Play *Listening CD 4.2*

### Listening Transcript 4.2 Rocket Launch



10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0 – [rocket launch]

☆ Play listening. This time get children to say the numbers with the recording.

### Task Three (5 minutes)

☆ Play **The Number Rhyme** (*Song CD 3.2*).

☆ Encourage children to join in with the actions and the words with you as you listen to the rhyme. Repeat the rhyme a few times and encourage children to join in with the words.

## Lesson 5

**Listen to the countdown.**

**Listen and Colour.**

Number 1 is ...

32

**1 Count and write.**

$\begin{array}{|c|} \hline \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \bullet \\ \hline \end{array} = 5$

$\begin{array}{|c|} \hline \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \\ \hline \end{array} = \square$      $\begin{array}{|c|} \hline \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \bullet \bullet \\ \hline \end{array} = \square$

$\begin{array}{|c|} \hline \bullet \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \bullet \\ \hline \end{array} = \square$      $\begin{array}{|c|} \hline \bullet \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \\ \hline \end{array} = \square$

**2 Read and write.**

**k**    a kite    k k k k k k k

**x**    an x-ray    x x x x x x x

25

### Learning Objectives

- give simple descriptions [Number 2 is blue.]
- identify and name colours [red/ orange/ yellow/ green/ blue/ purple/ pink/ black/ white]
- do simple sums [1-6]

### Task One (15 minutes)

#### Step one

- ☆ Ask children to look at the top of **page 32** of their **Classbooks**. Elicit the names of the colours they can see in the rocket. Ask them to read the numbers.
- ☆ Now get children to look at the black and white pictures of the rockets at the bottom of **page 32**. Explain that they are going to colour rocket 1. Children will hear the colour code for the picture and that they must colour in rocket 1 using the code they hear.
- ☆ Play **Listening CD 4.3**, pausing to allow children time to mark the numbered spaces with the colour.

### Listening Transcript 4.3 Numbers and Colours

Number 1 is yellow.  
Number 2 is blue.  
Number 3 is brown.  
Number 4 is pink.  
Number 5 is purple.  
Number 6 is white.  
Number 7 is orange.  
Number 8 is green.  
Number 9 is red  
and number 10 is black.

- ☆ Help children check their work by asking questions about the colours in the rocket. For example, 'What colour is number [8]?' Elicit [Green].
- ☆ Tell children to complete the colouring quickly.
- ☆ Tell children to compare their rockets with a partner.

#### Step two

- ☆ Explain that you are going to play the rocket



countdown again, but it has got damaged and that the information about the rocket is incomplete. They have to complete the sentences about the rocket using the information from their picture.

- ☆ Play *Listening CD 4.4*. Pause long enough for children to refer to their pictures, find out what the colours are for each number and say them. Children need only use the colour word here.

on the board with the answer. Do the counting of the dots together with the children to arrive at the answer. Use the following language, '2 plus 3 equals 5,' etc.

- ☆ Once the children understand the activity, get them to complete the four sums on their own.

### Listening Transcript 4.4 Lift off



Number 1 is ... [hissing sound] yellow.  
Number 2 is ... [hissing sound] blue.  
Number 3 is ... [hissing sound] brown.  
Number 4 is ... [hissing sound] pink.  
Number 5 is ... [hissing sound] purple.  
Number 6 is ... [hissing sound] white.  
Number 7 is ... [hissing sound] orange.  
Number 8 is ... [hissing sound] green.  
Number 9 is ... [hissing sound] red  
and number 10 is ... [hissing sound] black.

- ☆ Play the listening again. This time ask children to say 'Number 1 is yellow, number 2 is blue,' etc.

## Task Two (10 minutes)

- ☆ Ask children to look at rocket 2 at the bottom of **page 32** in the *Classbook*. Explain that they must colour rocket 2 themselves, keeping it a secret and not to show their colours to their friends.

- ☆ When children have finished colouring rocket 2, get them to close their *Classbooks*.

- ☆ Get children to move to a different group and sit next to a new partner. Alternatively, get children to sit 'back to back' with their neighbour so they cannot see each other's pictures. Tell them to describe their pictures to a partner using the language 'Number 1 is red, number 2 is yellow, etc.'. Their partner must colour in rocket 3 following their partner's description. Children take turns describing their rockets.

## Task Three (5 minutes)

- ☆ Ask children to open their *Skills Books* to **page 25** and to look at **activity 1**. Draw the example

## Lesson 6

1 Count and write.

$$\begin{array}{|c|} \hline \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \bullet \\ \hline \end{array} = 5$$

$$\begin{array}{|c|} \hline \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \\ \hline \end{array} = \square$$

$$\begin{array}{|c|} \hline \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \bullet \bullet \\ \hline \end{array} = \square$$

$$\begin{array}{|c|} \hline \bullet \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \bullet \\ \hline \end{array} = \square$$

$$\begin{array}{|c|} \hline \bullet \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \\ \hline \end{array} = \square$$

2 Read and write.



a kite

k k k k k k k



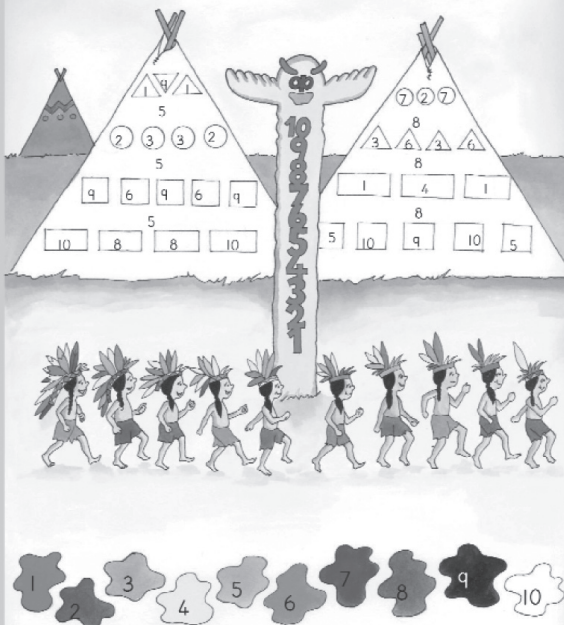
an x-ray

x x x x x x x

25



Sing the song.



33

### You will need:

- **Realia:** various items to show big and small

### Learning Objectives

- recognise letter shapes [k/ x]
- recognise initial letter sounds [k/ x]
- read and write letters [k/ x]
- identify and name colours
- count numbers (ascending and descending order)

### Task One (10 minutes)

- ☆ Ask children to open their *Skills Books* to page 25 and to look at activity 2. Tell them to look at letter k and the kite. Repeat and point to the word. Ask them to repeat the word **a kite**. Now point to the initial letter and say the sound /k/. Ask children to repeat. Get children to trace with their fingers the large letter k.

- ☆ When you are satisfied that they are tracing correctly, demonstrate writing the letter, using the magnetic board. Ask them to use their pencils to draw over the large letter. They should then complete writing letter k on the lines provided. Repeat for the letter x.

- ☆ When children have finished, ask them to close their books and write the two letters on the board. Point to letter k and elicit from children its sound and then do the same for x.

### Task Two (10 minutes)

#### Step one

- ☆ Tell children to look at page 33 of their *Classbooks*. You may want to give the class some background information in L1 about Native American Indians or they may already know something from TV. You can tell children that in many parts of the US and Canada the first people who lived there traditionally lived in tents called **tee-pees** or **wigwams** and built **totem poles** from trees to represent animals.

- ☆ Ask them to read the numbers on the totem pole with you. Then ask them to point to, and count, the number of Indian boys on the page.

#### Step two

- ☆ Tell the class that they will hear a song about the Indian boys. Ask them to only listen the first time. Play the first verse of the song **Ten Little Indians** (Song CD 4.1).



### Song Transcript 4.1 Ten Little Indians



#### Verse 1

One little, two little, three little Indians  
Four little, five little, six little Indians  
Seven little, eight little, nine little Indians  
Ten little Indian boys

#### Verse 2

Ten little, nine little, eight little Indians  
Seven little, six little, five little Indians  
Four little, three little, two little Indians  
One little Indian boy

- ☆ Say the first line of the song – ‘One little, two little, three little Indians.’ Demonstrate the meaning of **little** – use realia or draw on the board to exemplify **big/little**. For example, **a little ball, a big ball**.

- ☆ Play both verses and encourage children to join in with the words. You may want to tell the children to point to the Indian boys as they sing the song.

### Task Three (10 minutes)

- ☆ Tell children to look at **page 33** of their *Classbooks* again.
- ☆ Show them the black and white outline of the circles, triangles, squares and rectangles on the teepees with the numbers in them.
- ☆ Tell children to look at the colour code at the bottom of the page. Elicit from the children the names of the colours. Get children to colour the shapes in the picture using the colour code. When they finish, ask them to compare their pictures with a partner. Ask children to name the colours in their groups.

#### Before the next lesson:

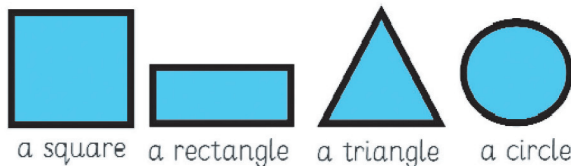
- ☆ Sort out the *Shape Activity Cards*. Make sure you have enough for each child in the class to have one shape.

# Numbers and Shapes

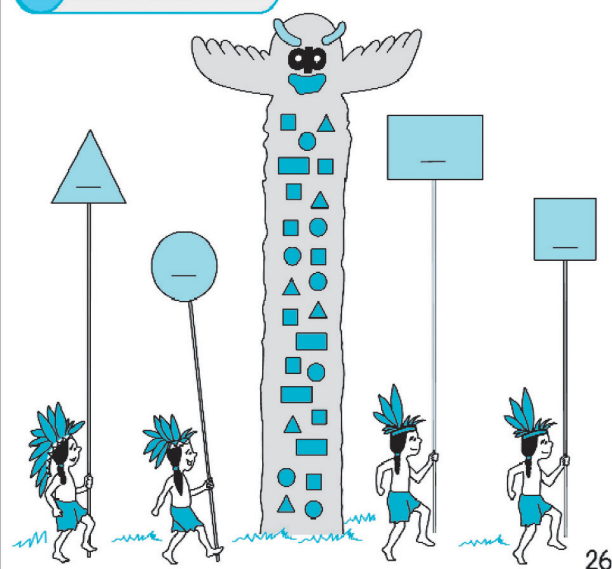
## Lesson 7



3 Read.



4 Count and write.



### You will need:

- **Flashcards:** 45-48 (triangle, circle square, rectangle)
- **Activity Cards:** Shapes (triangle, circle square, rectangle)

### Learning Objectives

- identify, count and name shapes [triangle/ circle/ rectangle/ square]
- count and write numbers
- follow oral instructions

### Task One (5 minutes)

- ☆ Play the *Ten Little Indians* (Song CD 4.1) song. Encourage children to join in with the words.

### Task Two (15 minutes)

#### Step one

- ☆ Put the black and white flashcards of shapes on the board (triangle, circle, rectangle, square).
- ☆ Elicit names of the shapes in L1.

- ☆ Ask children what things they can think of in everyday life that have these shapes. (eg. a wheel, a clock, a tent, a bus, a window.) Try to establish that each child knows these shapes in L1.

- ☆ Tell children that they are going to listen to the names of the shapes.

- ☆ Play *Listening CD 4.5*. As each shape is named, point to the corresponding shape flashcard on the board.

### Listening Transcript 4.5 Shapes

- a triangle
- a circle
- a square
- a rectangle



- ☆ Tell children to open their *Classbooks* at page 29. Ask them to look at the shapes in the frieze. Tell them that you will play the listening again. Ask them to point to the corresponding shapes in the frieze as they listen. Play the



listening again.

- ☆ Ask them to draw the shape you say in the air. Say 'Draw a triangle.' As you say this, draw the shape in the air. Repeat this until children have drawn all four shapes in the air at least twice.

#### Step two

- ☆ Give each child a shape activity card. Tell the class that when you say the name of their shape they must hold up their shape card and say its name. Name all shapes several times.
- ☆ Draw shapes in the air. Ask children to guess which shape you are drawing. Children with the corresponding shape card should hold up their card and name it. At the end of this activity, collect the cards.

### Task Three (10 minutes)

#### Step one

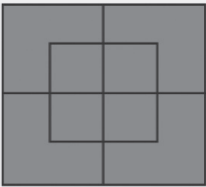
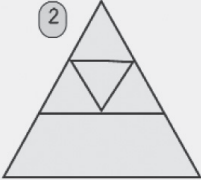
- ☆ Get children to open their *Skills Books* at page 26, activity 3. Ask them to point to the first shape. Get children to name the shape. Repeat for all the other shapes.



#### Step two

- ☆ Tell children to look at activity 4. See if they can guess what they have to do. Explain to them that they need to count each of the shapes on the totem pole and write the numbers inside the shapes at the tip of the spears that the little Indian boys are holding.






## Lesson 8

**Count.**

1  2 



3  4 



**Say the rhyme.**










34

**1 Read and write.**

  a goat

  a queen

**2 Count and circle.**

## Answers:

Squares:	10
Triangles:	6
Circles:	6
Rectangles:	8

## Task Two (5 minutes)

- ☆ Tell children that you are going to play them a rhyme about shapes. Ask them to listen for the names of shapes in the rhyme. Play *The Shape Rhyme* (Song CD 4.2) straight through.

Song Transcript 4.2  
The Shape Rhyme

Triangle, rectangle, circle, square,  
Stand up. Turn around.  
Touch a teddy bear.  
Triangle, rectangle, circle, square,  
Sit down. Touch the ground.  
Point to a chair.



the magnetic board. Ask them to use their pencils to draw over the large letter. They should then complete writing letter **g** on the lines provided. Repeat for the letter **q**.

- ☆ When children have finished, ask them to close their books and write the two letters on the board. Point to letter **g** and elicit from children its sound and then do the same for **q**.

## Task Four (5 minutes)


- ☆ Get children to look at **activity 2**. Explain to them that they have to find and circle the letters in the box that match the letter on the side. Then they should count the number of times that letter appears and circle the correct number on the other side.  
Answers: g=8. q=8

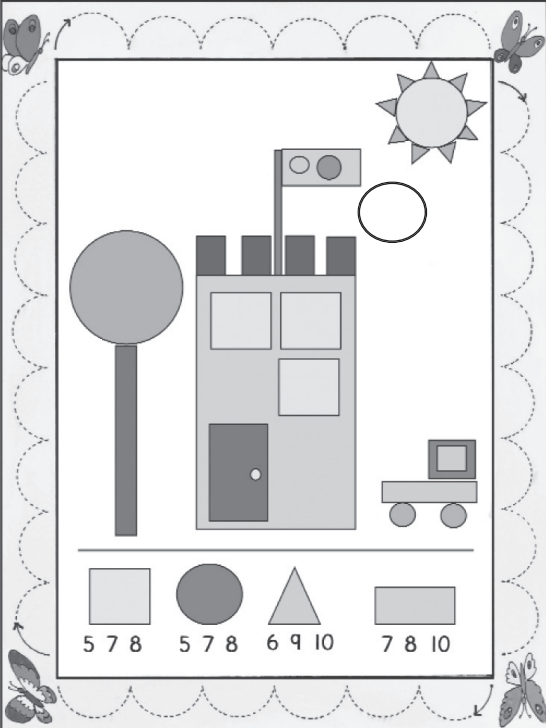
- ☆ Ask children to look at the shapes at the bottom of **page 34** of their *Classbooks*. Hold up your book and point to each shape in turn. Ask, 'What is it?' Elicit the names of the shapes and the word **teddy bear**.
- ☆ Play the rhyme again. Do the actions yourself and touch the shapes in your book.
- ☆ Now ask children to listen to the whole rhyme, do the actions and join in with the words if they can. Play the whole rhyme again.

## Task Three (10 minutes)


- ☆ Ask children to open their *Skills Books* at **page 27, activity 1**.
- ☆ Ask them to look at letter **g** and the goat. Say a **goat** and point to the word. Ask them to repeat the word **a goat**. Now point to the initial letter and say the sound /g/. Ask children to repeat. Get children to trace with their fingers the large letter **g**.
- ☆ When you are satisfied that they are tracing correctly, demonstrate writing the letter, using

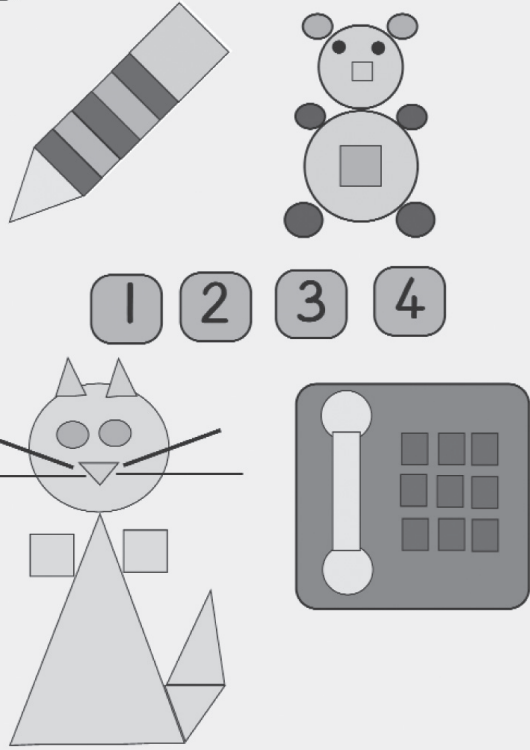
## Lesson 9

 Listen and draw.



35

 Listen and Match.



36

### Learning Objectives

- identify, count and name shapes [triangle/ circle/ rectangle/ square]

### Task One (5minutes)

- ☆ Ask children to look at the bottom of **page 34** of their *Classbooks*. Tell them that you are going to play *The Shape Rhyme* (Song CD 4.3). Encourage children to join in with the words and actions.

### Task Two (10 minutes)

- ☆ Ask children to look at **page 35** in their *Classbooks*. Get them to count the number of squares in the picture. Get them to circle the correct number at the bottom of the square at the bottom of the page. Do the same for the other shapes.
- ☆ Ask children to compare their answers with a friend.
- ☆ Do a whole class check. Ask, 'How many [circles, triangles, etc] are there?'. Children have

to respond with the number.

[Squares 5, circles 7, triangles, 9, and rectangles 10.]

### Task Three (15minutes)

#### Step one

- ☆ Draw a picture of a pencil on the board made up of a rectangle and a triangle.

For example, 

- ☆ Ask children 'What is it?' Try and elicit, 'a pencil.'
- ☆ Now ask children to look at **page 36** of their *Classbooks*. There are shape pictures of a pencil, a teddy bear, a cat and a telephone to be matched to numbers 1–4 on the page.
- ☆ Hold up your book and point to the picture of the pencil and ask, 'What is it?' Try and elicit a pencil.
- ☆ Now ask children about the other three pictures. Point to each one in turn and ask, 'What is it?' Help children to respond with a

teddy bear, a cat and a telephone.

- ☆ When all the pictures have been identified, ask children about the shapes in the pictures. For example, point to the picture of the cat and ask, 'How many triangles are in the cat? How many circles are in the cat?' etc. Ask about all the shapes in all the pictures.
- ☆ Tell children that you are going to describe the shapes in one of the objects. They must try and guess which object you are describing. Describe the telephone: say, 'Ten squares, two circles, and one rectangle.' Encourage children to respond with 'a telephone.'
- ☆ Now tell children that they are going to listen to the objects being described on the tape. Ask children to listen for the shapes and then find which object is being described. Tell children to draw a line from the number to the object being described.
- ☆ Play *Listening CD 4.6*, pausing after each description to allow children enough time to find the object being described. Children should listen and say which object is being described.

#### Listening Transcript 4.6 Counting Shapes



1. A triangle, a square and five rectangles.
2. Two squares and ten circles.
3. Six triangles, two squares and three circles.
4. Ten squares, two circles and one rectangle.

Answers

1. a pencil
2. a teddy bear
3. a cat
4. a telephone

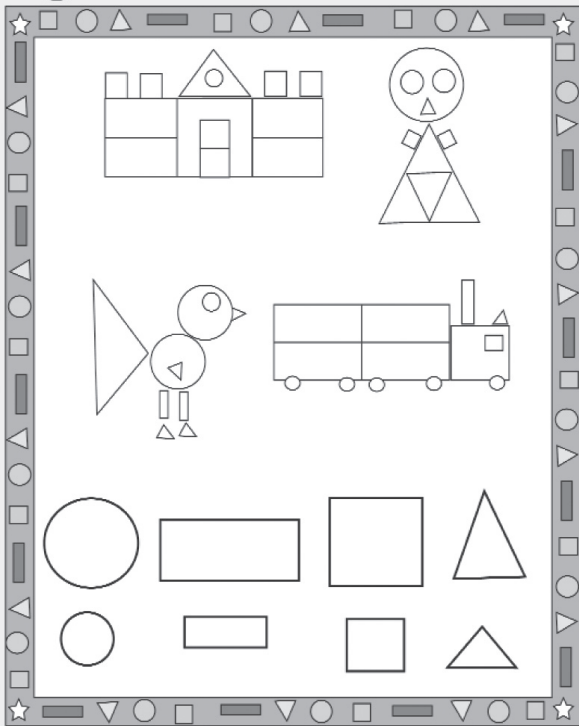
- ☆ Play the listening again. Ask children to listen and to match the objects to the number. Check answers with the class, 'What's number 1, 2?' etc.
- ☆ As homework, ask children to trace the pattern on **page 35** of their *Classbooks*, following the directional arrows.

# Numbers and Shapes

## Lesson 10



Listen and draw.



37

3 Write.



10 10 10 10

4 Find and circle.

1 3 2 10 1

3 4 2 1

3 3 10 4

4 2 5 4 3

5 4 5 1 2

6 7 8 6 10

7 8 10 9 7

8 9 6 10 8

9 10 9 8 7

10 9 10 8 7

5 Write.

1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10

28

2 Colour the alphabet.

a b c d e  
f g h i j k  
l m n o p  
q r s t u  
v w x y z

42

**You will need:**

- **Alphabet Poster**

### Learning Objectives

- identify and name shapes [triangle/ circle/ rectangle/ square]
- identify and count shapes [triangle/ circle/ rectangle/ square]
- use visual discrimination skills to find and count shapes
- learn **big** and **small**
- read, write and identify numbers 1-10

### Task One (5 minutes)

- ★ Draw one large and one small triangle on the board. Point to the big triangle and say, 'It's a big triangle.' Point to the little triangle and say, 'It's a little triangle.'
- ★ Draw little and big versions of the other three shapes on the board. (ie, **rectangle**, **circle** and **square**) Point to each shape and describe them using 'It's a little/ big ...'



## Task Two (10 minutes)

### Step one

- ☆ Ask children to open their *Classbooks* at **page 37**. Tell children that they will hear instructions on the listening to colour the picture.

- ☆ Show children the shapes at the bottom of the page. Explain to them that this is a colour key and that they need to listen to the instructions and colour the shapes accordingly. This enables children to transfer the information about the colours quickly.

- ☆ Play *Listening CD 4.7*. Stop after each instruction to give children time to colour the key code for the picture at the bottom of the page.

### Listening Transcript 4.7 Colouring Shapes

Colour the little triangles purple.  
Colour the big triangles red.  
Colour the little circles brown.  
Colour the big circles yellow.  
Colour the little squares green .  
Colour the big squares orange.  
Colour the little rectangles pink.  
Colour the big rectangles blue.



- ☆ When the children have completed the listening task, ask them about the colours in the picture. Say, '**What colour are the little squares? What colour are the big circles?**' etc. Ask about all the shapes in the picture.
- ☆ Give children time to colour their pictures using the information in the colour key. When they have finished, tell them to compare their pictures with a friend's.

### Step two

- ☆ Get the children to look at the frieze on **pages 28 and 29**. Ask children to name the numbers and shapes and point to them. Check that children are pointing to the correct numbers or shapes.

### Step three

- ☆ Help children remember the things they did in this unit. Ask children in L1 to look at the faces on **page 37** and ask if they know which face represents 'like' and 'don't like'. Tell them to think about the things they did in this unit. Encourage them to look through the pages as a

reminder. Tell them to colour in the 'sad' face if they didn't like the unit and the 'happy' face if they liked it.

## Task Three (10 minutes)

### Step one

- ☆ Get children to count from **1 to 10** on their fingers in ascending and descending order.
- ☆ Tell them to open their *Skills Books* at **page 28, activity 3**. Remind them that they have already learned how to write numbers 1-9 and that now they are going to learn to write number 10. Ask children in L1, '**What two digits make the number 10?**' Elicit **1** and **0**. Get them to first draw the number in the air, making sure they are using correct directionality, with your back to them so that they can follow you (**one** is down and zero is around).

- ☆ When you are confident that children can do this, ask them to trace the shape on their desk. Then get them to write the number on the lines provided in **activity 3**.

### Step two

- ☆ Tell the children to look at **activity 4**. Elicit from them what they think they have to do. Tell the children that they have to identify the number in the list as in the green box and circle it. Do the example with them.

- ☆ Tell students to compare their answers with a friend,

### Step three

- ☆ Ask students to look at **activity 5** and count the numbers from 1-10.
- ☆ Get children to then write over the numbers. Ask them to start from the starting points.
- ☆ When you are confident that children can write all of the numbers correctly, get them to write the numbers in their *Skills Books*.

## Task Four (5 minutes)

- ☆ Put the alphabet poster on the board. Elicit from children which letters they have learned in this unit (**k, x, g, q**). Get children to turn to **page 42** of their *Skills Books* and colour in only these letters.





## The children will learn how to:

- ◆ Use plurals with 's'
- ◆ Identify and name facial features
- ◆ Describe their own facial features
- ◆ Recognise and use pronouns 'he' and 'she'
- ◆ Recognise and use 'and'
- ◆ Identify and describe character's facial features
- ◆ Answer questions about facial features
- ◆ Follow oral commands
- ◆ Identify and name parts of the body
- ◆ Read whole words
- ◆ Talk about relative size
- ◆ Read and write letters of the English alphabet

## Main language

- ◆ I've got [short black hair] and [brown eyes]
- ◆ I've got [two eyes.]
- ◆ He's/She's a boy/girl. He's/She's got ...
- ◆ Hello, I've got [two ears]
- ◆ It's [Maha]
- ◆ Yes / No
- ◆ What is it/are they?
- ◆ Who is it?
- ◆ Who's got [blue eyes]?
- ◆ Is it a girl or a boy? It's a girl/boy.
- ◆ How many boys/girls are there?
- ◆ How many eyes/ears has he/she got?
- ◆ What colour is his nose?
- ◆ What colour is Vicky's hair?
- ◆ What colour are your eyes?
- ◆ Have you got [long black hair]?
- ◆ Has Sami/Vicky got [short blonde hair]?

## Vocabulary

- ◆ eyes, ears, a nose, a mouth, hair, face, shoulders, knees, hands, toes, knees, head, arms, legs, body
- ◆ long, short, little, big
- ◆ a boy, a girl
- ◆ Colours: blonde, blue, brown, black, green
- ◆ Numbers 1–10
- ◆ sky, sleep, me
- ◆ Characters' Names (Sami, Maha, Vicky, Paul, Biff, Soot)
- ◆ an orange/ an apple/ a cat/ an egg

## Skills

- ◆ Following oral instructions
- ◆ Numbering parts of the face from spoken instructions

- ◆ Following the rules of a game
- ◆ Matching pictures to numbers from spoken descriptions
- ◆ Designing and describing an imaginary creature
- ◆ Drawing and colouring an imaginary creature from a spoken description
- ◆ Colouring a picture from spoken instructions
- ◆ Listening for detail
- ◆ Comparing and contrasting
- ◆ Reproducing and acting out a dialogue
- ◆ Reproducing oral descriptions
- ◆ Recognising the rhythm of English through a song, poem and rhyme
- ◆ Following visual instructions
- ◆ Developing fine motor control of hands and fingers
- ◆ Co-ordinating hand–eye movement

## Literacy

- ◆ control fine motor skills
- ◆ form anticlockwise circles
- ◆ read and identify names of characters (Paul, Biff, Maha, Sami, Soot, Vicky)
- ◆ counting
- ◆ recognise letter shapes [o/ a/ c/ e]
- ◆ recognise initial letter sounds [o/ a/ c/ e]
- ◆ read and write letters [o/ a/ c/ e]
- ◆ recognise letters and their sounds [o/a/c/e]
- ◆ form anticlockwise c patterns
- ◆ identify and write missing vowels [a/ e/ i/ o/ u]

## Classroom Language

- ◆ Cut out the .../ Colour the .../ Make ... / Put some .../ Don't .../ Pick up [a pencil], draw a [clown], open your eyes / close your eyes
- ◆ Stand up, turn around, sit down, touch a [book], touch your [knees], point to a [chair], look at [picture 1], good, try again

## Activities

- ◆ Playing a game of **Soot says**
- ◆ Singing a song
- ◆ Playing a dice game
- ◆ Drawing and colouring imaginary creatures
- ◆ Spot the difference
- ◆ Doing a picture dictation
- ◆ Performing an action rhyme
- ◆ Making a mask
- ◆ Dialogue
- ◆ TPR activities

## Lesson 1

### Unit 5 My Face



Sing the song.

head

shoulders

knees

toes

eyes

ears

mouth

nose

38

### Unit Five

#### I Match and colour.



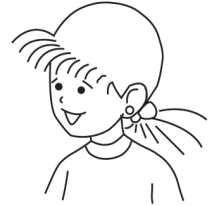
Paul



Biff



Maha



Soot



Sami



Vicky

29

#### You will need:

- **Flashcards:** 1-6 (Sami, Maha, Vicky, Paul, Soot, Biff) 49-54 (eye, nose, ear, mouth, face, hair)
- **Word Cards:** Sami, Maha, Vicky, Paul, Soot, Biff

#### Learning Objectives

- identify and name parts of the body [head/ shoulders/ knees/ toes]
- identify and name facial features [eye/ nose/ ear/ mouth/ face]
- follow oral instructions [touch/ point to/ hold up/ put/ open/ close]
- recognise and use plurals
- read whole words [Sami/ Maha/ Paul/ Vicky/ Biff/ Soot]

### Task One (10 minutes)

#### Step one

- ☆ Get children to look through the unit and predict what they think they are going to learn.

#### Step two

- ☆ Do some TPR to quickly revise body parts that children learned from Unit 3. For example say

'Put your thumb on your head'. 'Put your hands on your feet'.

- ☆ Now touch your head and say 'head'. Get children to repeat with you and touch their heads as they say the words. Touch one shoulder and say 'shoulder'. Do the same for knee and toe.
- ☆ Touch both your shoulders and say 'shoulders'. Do the same for knees and toes.
- ☆ Practise the singular and plural quickly by touching one shoulder and then both shoulders.
- ☆ Tell children that you are going to say the name of a body part and that they must touch it. Repeat this several times with each body part.

#### Step three

- ☆ Using your own face, point to your eye and say 'eye'. Get children to point to their eye and repeat the word. Do the same for, nose, ear, mouth, face and hair.
- ☆ Play a game of **Soot Says**. Incorporate touch, facial features and body parts - particularly head,

knees, shoulders and toes in preparation for the song to follow. Also combine open and close with eyes and mouth.

- ☆ Draw a large face on the board. Draw a mouth on the face and ask children, 'What is it?' Draw a nose on the face. Again ask children, 'What is it?' Now draw two ears and ask children, 'What are they?' Do the same for all parts of the face.
- ☆ Ask children to close their eyes. Rub out a facial feature. Tell children to open their eyes and ask them 'What's missing?' When children respond with the correct facial feature, draw it back on the face. Repeat several times with other features.
- ☆ Now put flashcards of the following facial features on the board: **eye, nose, ear, mouth, face** and **hair**. Elicit the names of the facial features from the class.

## Task Two (10 minutes)

### Step one

- ☆ Ask children to look at **page 36** of their *Classbooks*. Tell the children to look at the pictures.
- ☆ Point to each character touching a different part of the body and ask 'What is it?' Elicit **head, shoulders, knees, toes, eyes, ears, mouth** and **nose**
- ☆ Play *Head and Shoulders* (Song CD 5.1). Sing and mime the actions for the class. Each time a body

### Song Transcript 5.1 Head and Shoulders

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

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



part is mentioned, touch it with two hands.

- ☆ Ask the children to stand and go through the actions with you – they may want to sing the words with you as well.

- ☆ Play the song again, with children doing the actions and joining in with the words.

## Task Three (10 minutes)

### Step one

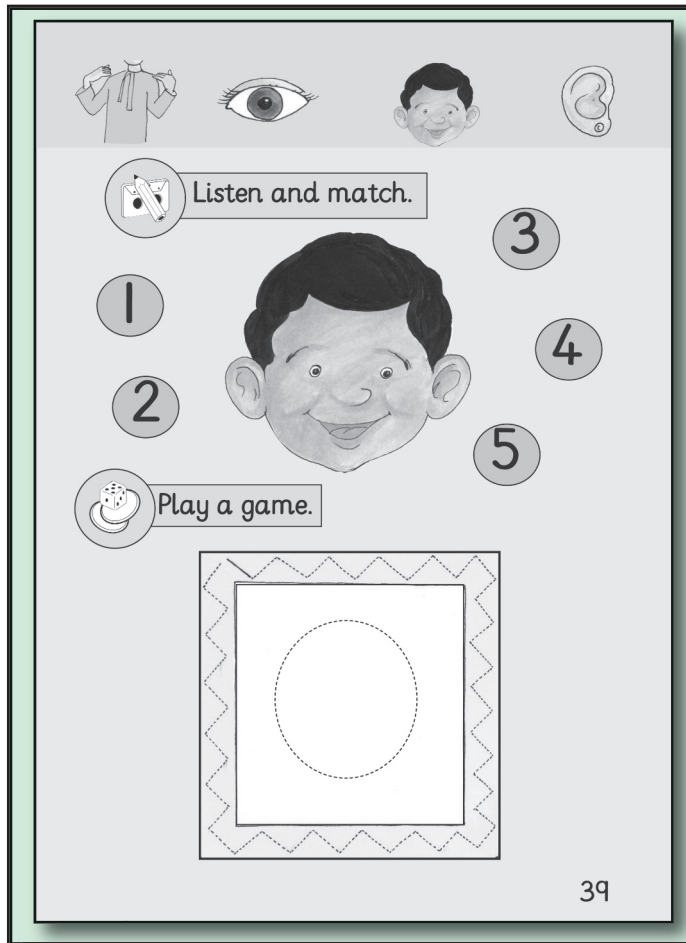
- ☆ Put the flashcards of the main characters on the board. Point to each one in turn and ask, 'Who is it?' Elicit the names of all the characters **Sami, Maha** etc.
- ☆ Give individual children name cards and ask them to come up to the board and match the name cards to the flash cards.

- ☆ Take the word cards off the board. Point to each character and, 'Who is it?' As children call out the name look puzzled and hold up the wrong word card. Show them to the children and elicit **Yes** or **No** from children. Continue with this until all the names are on the board again.

### Step three

- ☆ Ask children to open their *Skills Books* at **page 29**. Let the children tell you what they are expected to do. Do the example with them, matching the characters to their names,
- ☆ Tell them to check their answers with a partner.

## Lesson 2



### You will need:

- **Dice:** enough for each pair of children to have one

### Learning Objectives

- listen to and understand simple descriptions [I've got hair.]
- identify and name parts of the body [head/ shoulders/ knees/ toes]
- identify and name facial features [eye/ nose/ ear/ mouth/ face/ hair]
- describe facial features [I've got two ears.]

### Task One (5 minutes)

#### Step one

- ☆ Do a quick warmup with the children using the following instructions: touch your head, touch your shoulders, touch your eyes, point to your nose, point to your mouth, touch your knees and point to your toes.

#### Step two

- ☆ Play *Head and Shoulders* (Song CD 5.1). Encourage children to do the actions and join in with the words.

### Task Two (10 minutes)

#### Step one

- ☆ Play **What's missing?** with groups. Draw a large face and its features on the board. Ask children to close their eyes. Rub out a facial feature. Tell children to open their eyes and ask them 'What's missing?' Elicit answers from different groups. You may wish to keep scores on the board.

#### Step two

- ☆ Using your own face, point to facial features and say, 'I've got hair, one nose, two eyes, two ears and one mouth.' Get children to point to their own features and repeat the words with you.
- ☆ Check understanding by pointing to your eyes and saying, 'I've got three eyes,' and by touching your hair and saying, 'I've got one nose!'
- ☆ Ask children to look at the top half of page 39 of their *Classbooks*.
- ☆ Explain that they will hear the character talking about himself. They must listen and then draw a line from the number they hear to the correct part of the face.
- ☆ Play *Listening CD 5.1*. Pause after each number to give children time to draw a line from the number to the facial feature. Ask children to work individually for this task.

### Listening Transcript 5.1 My Face



1. I've got hair.
2. I've got two eyes.
3. I've got two ears.
4. I've got one nose.
5. I've got one mouth.

- ☆ Ask children to show each other their pictures and compare them. Do a whole class check.

### Task Three (15 minutes)

#### Step one

- ☆ Tell children they are going to play **The Face Game**.
- ☆ Write numbers 1–5 on the board. Against the

numbers draw a facial feature –  
1. hair, 2. eye, 3. nose, 4: ear, 5. mouth.

- ☆ Explain the rules of the game. Demonstrate the game with a pair of children at the front of the class. Draw two circles on the board, one for each child.
- The two children should take turns to throw a dice.
- The numbers on the board correspond to the numbers on the dice. If they throw number 1 they must say **hair** and draw hair on the head. If they throw number **2** they must say **eye** and draw an eye on the face, and so on for all parts of the face. They need to throw number 2 and number 4 twice to get two eyes and two ears.
- If a player throws a number, but they have already finished drawing that feature on their face, they pass the dice to their partner.
- If the children throw a 6, they miss a turn.
- The first player to finish the complete face calls out, 'finished!' They must say, 'I've got hair, two eyes, a nose,' etc. to complete the game and be the winner.
- ☆ Tell children to look at the bottom half of **page 39** of their *Classbooks*.
- ☆ Organise children into pairs. Give each pair a dice and let them play the game. While they are playing, move around checking that children are following the rules and using the target language.



## Lesson 3



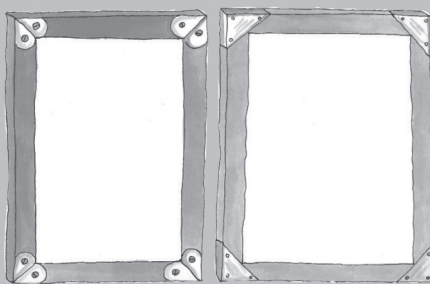
Listen and match.



1 2 3 4

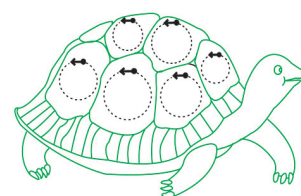
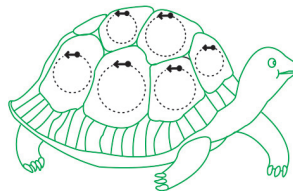
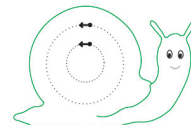
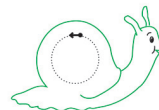
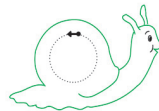


Draw and colour.



40

2 Trace and colour.



30

### Learning Objectives

- listen to and understand longer descriptions [I've got a big nose and four little eyes.]
- describe facial features [I've got two ears.]
- talk about relative size [a big ... eye/ a little ... eye]
- control fine motor skills
- form anticlockwise circles

### Task One (25 minutes)

#### Step one

- ☆ Draw one little eye and one big eye on the board. Point to the little eye and ask, 'What is it?' Elicit **eye**. Say 'a little eye'. Use gestures to indicate **small**. Repeat and ask children to repeat with you.

- ☆ Now point to the big eye and say 'a big eye'. Again, use gestures to indicate **big**. Repeat and ask children to repeat with you.

- ☆ Follow the same process with **ears**, **nose** and **mouth**. When you have a complete set of little and big features on the board, ask them to come to the board and point to a **big nose**, a **little ear** etc. Say, 'Point to a [big .../little ..., etc].'

#### Step two

- ☆ Ask children to look at **page 40** of their *Classbooks*.
- ☆ Tell children to look at the four funny creatures and ask them questions about the features. Hold up your book, point to each creature and ask, 'How many eyes? How many ears?' etc.
- ☆ Tell children they will hear the funny creatures talking about their faces. Ask children to match the faces to the descriptions. Tell them to draw a line from the number to the picture.
- ☆ Play *Listening CD 5.2*. Pause after each description to give children time to draw a line from the number to the picture.

### Listening Transcript 5.2 My Face



1. Hello. I've got a little nose, two big ears, three little eyes and a big mouth.
2. Hello. I've got a big nose, four little ears, two big eyes and a little mouth.

3. Hello. I've got a little nose, two big ears, four little eyes and a big mouth.
4. Hello. I've got a big nose, two little ears, two little eyes and two little mouths.

- ☆ Ask children to compare answers in their groups. Do a whole class check.
- ☆ Play the listening a second time and get children to listen and repeat the descriptions. Encourage children to mime as they repeat.

### Step three

- ☆ Tell the class they are going to play a guessing game and that they each have to imagine they are one of the funny creatures and describe themselves to their partner. Their partners have to guess which creature they are. You may want to demonstrate the game at the front of the class. Organise children into pairs.
- ☆ One child ticks the creature they are going to describe in order to avoid cheating. Make sure they do not show their selection to their partner. Then, they describe the creature they selected. Their partner listens and says the number of the creature being described. Children take turns to describe the creatures. Remind children to use *I've got ...*

### Task Two (5 minutes)

- ☆ Ask children to look at **activity 2** on **page 30** of their **Skills Books**. Ask them to tell you what they have to do. Stand in front of the class with your back to the children and make anticlockwise circular movements with your arm. Ask children to make the pattern in the air with you. When you are satisfied that they are making the correct shape using correct directionality, get them to repeat this by tracing the shape with their fingers on their desks. Next tell them to complete the patterns in their books using their pencils.
- ☆ Children can colour in the pictures at home.

## Lesson 4



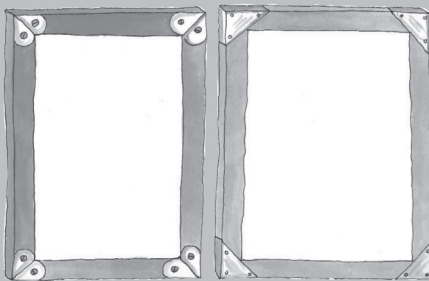
Listen and match.



1 2 3 4



Draw and colour.



40



Listen and guess.

I've got two big ears and ....

I've got 8 little fingers and ....

1



2



Say the rhyme.

41

### Learning Objectives

- listen to and understand longer descriptions [I've got a big nose and four little eyes.]
- recognise and use plurals with s
- describe facial features [I've got two, purple ears.]

### Task One (25 minutes)

#### Step one

- ☆ Tell children they are going to do a group quiz. Ask children to look at the top of **page 40** of the *Classbook* again.

- ☆ Describe a 'funny face' on **page 40**. For example, say 'I've got three little eyes'. Nominate a group and get them to identify the picture [1]. Give the group a point if they get the picture correct. Use the descriptions that follow, or ones of your own for this group quiz. Make it a quick activity.

I've got red hair. [picture 2]  
I've got a big red nose. [picture 4]  
I've got four little eyes. [picture 3]  
I've got a little red nose. [picture 1]  
I've got four green ears. [picture 2]

I've got two mouths. [picture 4]  
I've got a little nose and four little eyes. [picture 3]  
I've got big ears and three little eyes. [picture 1]  
I've got a big nose and four ears. [picture 2]  
I've got two little ears and big nose. [picture 4]  
I've got big green ears and a little purple nose. [picture 3]  
I've got a big purple head, green hair and a little red nose. [picture 1]

#### Step two

- ☆ Ask children to look at the bottom of **page 40** of the *Classbook*. Get children to guess what they have to do. This is the third information gap activity they have done, so children should be familiar with the procedure.
- ☆ Tell children they have to draw and colour a 'funny face' in the first picture frame. Get them to think about the **size**, **colour** and **number** of the facial features.
- ☆ When they have finished drawing, mix up groups so that each child has a new partner.

Remind children to hide their books from their partners. Partners take turns describing their **funny faces** to each other. Their partner must listen and draw and colour the face in the second frame of their own books. Children should describe the creature as if it were themselves, using the language from the previous activity – **I've got ....** Once they finish, ask them to compare their pictures and say how similar or different they are.

## Task Two (5 minutes)

### Step one

- ☆ Tell children to look at **page 41** of their *Classbooks*. Organise children into pairs.
- ☆ Tell children that you are going to describe one of the creatures and that they have to listen and say the picture number. For example, say, '**He's got a blue nose.**' Elicit **2** from the children.

### Step two

- ☆ Tell children that one of these two creatures is Biff's friend. Explain that they are going to hear Biff's friend saying a poem about himself. Tell them to look carefully at the pictures as they listen.
- ☆ Play *The Creature Poem* (Song CD 5.2) straight through. Ask if anyone knows which picture it is.

### Song Transcript 5.2 The Creature Poem

I've got two purple eyes and my hair is red,  
Two big ears and a big green head.  
I've got six little fingers and a big pink nose,  
Two big legs and eight little toes.

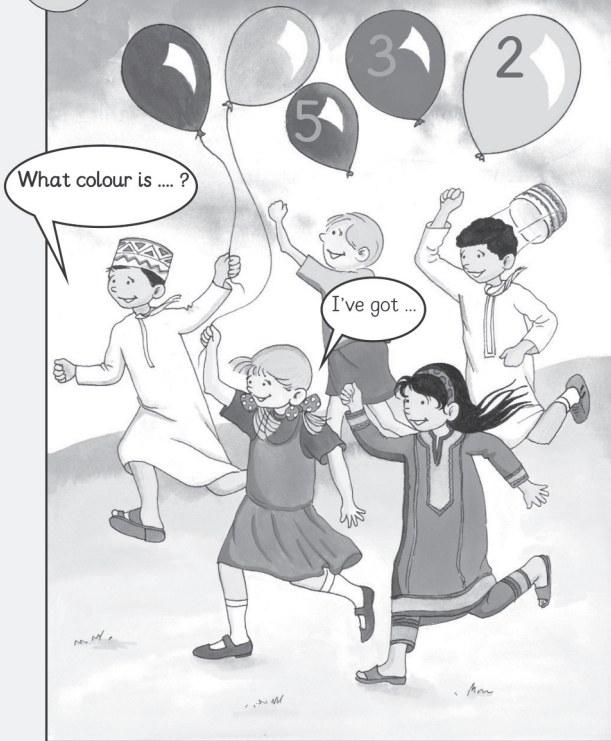


- ☆ Play the poem again, but this time pause after each line and ask children to repeat the words as they point to the features on the page.

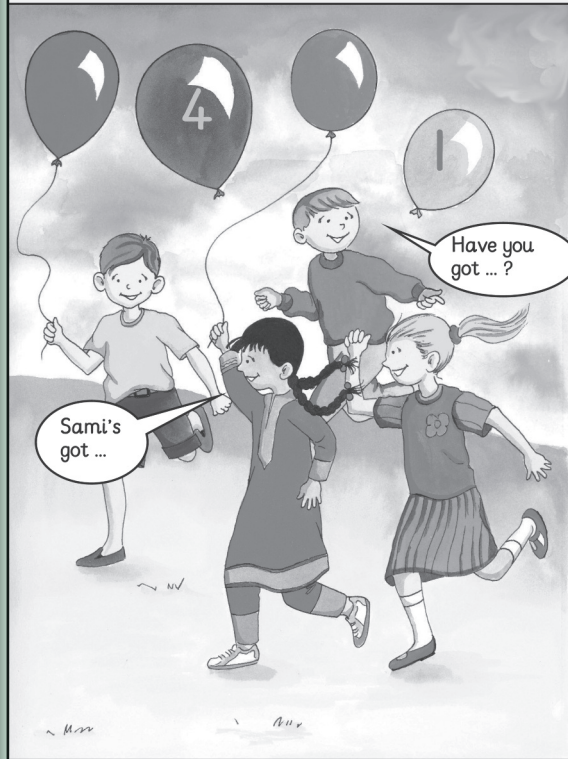
## Lesson 5



Listen and match.

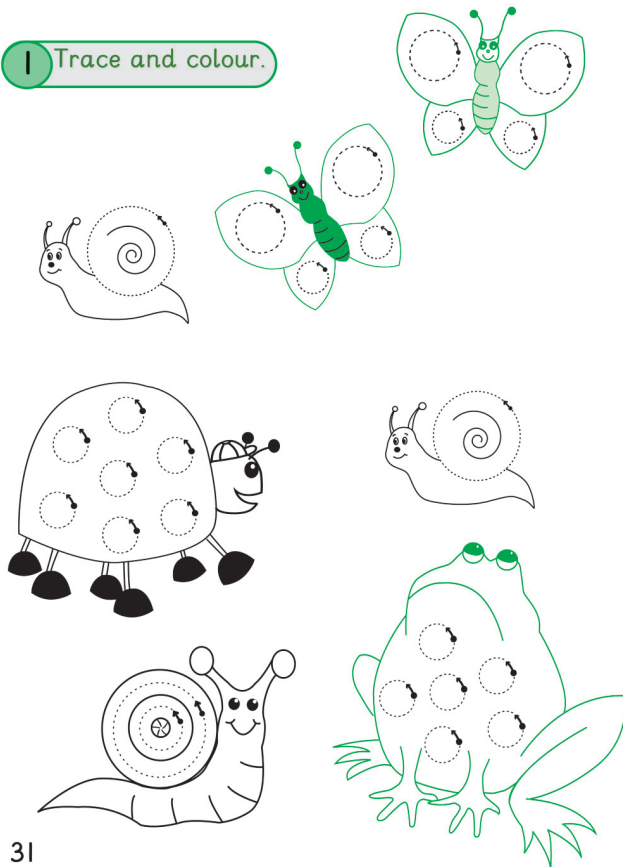


42



43

1 Trace and colour.



31

### Learning Objectives

- listen to and understand longer descriptions [I've got long blonde hair and green eyes.]
- describe facial features [I've got two ears.]
- answer questions about facial features [Have you got blue eyes? Yes/No]
- form anti-clockwise circles
- using colours as adjectives [blue eyes/ blonde hair]
- recognise the conjunction and
- control fine motor skills

### Task One (5 minutes)

Step one

- ☆ Play *The Creature Poem* (Song CD 5.2) and get children to join in when they can.

### Task Two (20 minutes)

Step one

- ☆ Ask children to look at pages 42 and 43 of their *Classbooks*. Get children to look at the balloons and name the colours.



- ☆ Tell them to find the four main characters on the page. Say, 'Point to Sami. Point to Vicky'. Repeat for Paul and Maha.
- ☆ Touch your hair and say, 'I've got [brown] hair.' Ask children, 'What colour's your hair?' Children should reply with 'I've got [black] hair.'
- ☆ Hold up your book and point to Vicky's hair. Teach children the new colour word **blonde**. Ask 'What colour is Vicky's hair?' Ask the same question about Sami, Paul and Maha. Children should reply with a colour word.

### Step two

- ☆ Touch your hair again and say 'I've got long/short [brown] hair' as appropriate. Try and show someone in the class with long/short hair if possible. If not, use the pictures in the book.
- ☆ Point to individual children and ask 'Have you got short/long brown/blonde/black hair?' Elicit Yes or 'No I've got long/short [colour] hair' from the children.
- ☆ Point to the children in the book and say, 'Sami's got short black hair. Vicky's got long blonde hair. Maha's got long black hair. Paul's got short brown hair.'
- ☆ Now ask questions about the characters. For example, 'Has [Sami] got [long] [blonde] hair?' Elicit Yes/No.

### Step three

- ☆ Point to your eyes and say, 'I've got [brown] eyes.' Ask children, 'What colour are your eyes?' Children should reply with 'I've got [brown] eyes.'
- ☆ Ask individual children 'Have you got ... [brown/ blue/green/ etc] eyes?' Elicit Yes or No I've got .... [colour] eyes.
- ☆ Point to yourself and say, 'I've got long [brown] hair and [brown] eyes'. Get a few children to describe their hair and eyes, for example I've got short brown hair and black eyes.

### Step four

- ☆ Ask children to look at the pages again. Children have to listen and draw a line from the number to the character.

- ☆ Tell children to listen and say what number they think each child is. Tell them to listen carefully to the description of each child's hair because the colour of their eyes is more difficult to see. Play *Listening CD 5.3*, pausing after each description.

### Listening Transcript 5.3

Hello, I'm...



1. Hello. I'm Susan. I've got long, blonde hair and green eyes.
2. Hello. I'm Saeed. I've got short, black hair and black eyes.
3. Hello. I'm Fatma. I've got long, black hair and brown eyes.
4. Hello. I'm Joe. I've got short, brown hair and blue eyes.
5. Hello. I'm David. I've got short, blonde hair and blue eyes.

- ☆ Play the listening again. Tell children to draw the balloon string from the matching number on the balloon to the child being described. Pause after each description to give children time to draw the string.
- ☆ Ask children to compare their work in their groups. Do a whole class check.

### Task Three (5 minutes)

- ☆ Ask children to look at **activity 1** on **page 31** of their *Skills Books*. Ask children to trace the anticlockwise circles using their pencils and to colour the pictures.



## Lesson 6



44



Say the rhyme.



45

### You will need:

- **Word Cards:** (Sami, Maha, Vicky, Paul, Soot, Biff)

### Learning Objectives

- listen to and understand longer descriptions [eg. He's got short black hair and brown eyes.]
- recognise and use [boy/ girl]
- recognise and use pronouns [he/ she]
- follow oral instructions [clap/ turn/ touch/ stamp/ nod/ go]
- recognise and use the conjunction and

### Task One (10 minutes)

#### Step one

- ☆ Introduce the new vocabulary **boy** and **girl** by pointing to children in the classroom and saying [name of the child] is a **boy/ girl** as appropriate. Repeat this with a few children.

- ☆ Ask, 'Is ..... [name of child in class] a boy or a girl?' Children answer a **boy/ a girl**. Repeat this several times. Now ask the same question about the main characters.

- ☆ Give instructions - 'Boys stand up. Girls point to the floor. Boys sit down. Girls stand up. Boys point to the window. Girls point to the door.' etc'.

#### Step two

- ☆ Ask children to look at **pages 44 and 45** of their *Classbooks*.

- ☆ Point to one of the main characters on the page and ask **Who is it?** Elicit the name – It's [Vicky]. Point to the character again and say **He's a boy/She's a girl** as appropriate. Repeat with all main characters.

- ☆ Make sure children understand that in English, **he** is used for **boys**, and **she** for **girls**.

#### Step three

- ☆ Ask children to look at **pages 44 and 45** again. Tell them that you are going to play a group game with them. Describe one of the characters and in their groups they must guess who it is. Say, 'It's a **girl/ boy**. He's/ She's got ..... **hair** and ..... **eyes**. **Who is it?**' Children should answer, 'It's .....'. Go around the class and get each group to whisper their answer to you.

## Task Two (10 minutes)

- ☆ Ask children to look at **page 44** of their *Classbooks*. Tell the class they will hear the children in the picture being described.
- ☆ Ask children to listen carefully to each description and point to the picture of the child being described.
- ☆ Play *Listening CD 5.4* pausing after each description to allow children time to find the correct picture. Ask children to discuss their answers in their groups
- ☆ Ask children to **stand up**. Say the first verse of the rhyme, line by line, and do the actions. Get the class to join in with you. Teach the word **sky**. Do the same with verse 2.
- ☆ Play the whole rhyme a second time. Get children to join in with the actions and the words when they can.

### Listening Transcript 5.4 He's/ She's got...



He's got short, black hair and black eyes. [Sami]  
 She's got long, blonde hair and green eyes. [Vicky]  
 He's got short, brown hair and blue eyes. [Paul]  
 She's got long, black hair and brown eyes. [Maha]

- ☆ Play the recording again. Pause after each description and get children to give you their answers.

## Task Three (10 minutes)

- ☆ Tell children to look at **page 45** of their *Classbooks*. These are illustrations of Sami, Vicky, Biff and Soot performing the *Clap Your Hands Rhyme*. Tell children that the characters are following the instructions in the rhyme.
- ☆ Play the *Clap Your Hands Rhyme*. (Song CD 5.3). Ask children to listen and point at the pictures in the book .

### Song Transcript 5.3 Clap your Hands Rhyme



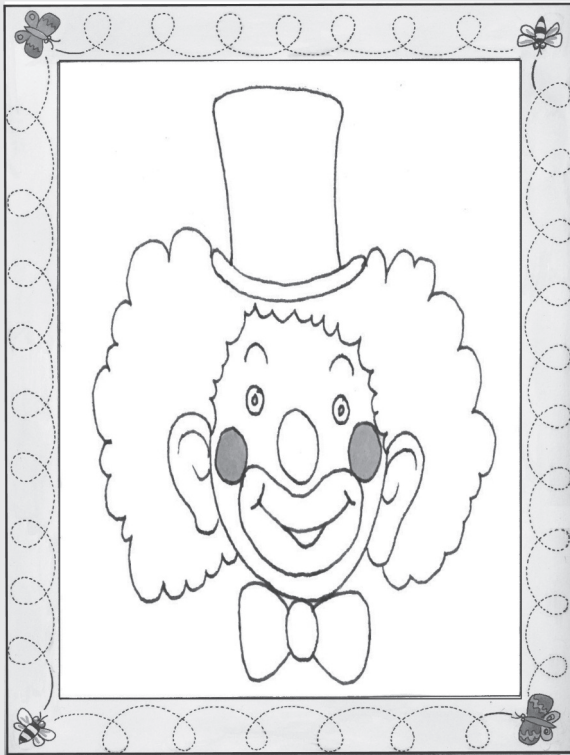
Verse 1  
 Clap your hands,  
 Turn around,  
 Touch the sky,  
 Touch the ground.

Verse 2  
 Clap your hands,  
 Stamp your feet,  
 Nod your head,  
 Go to sleep.

## Lesson 7

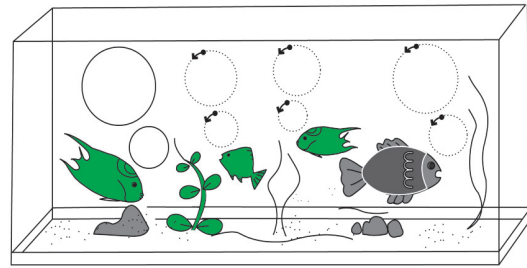


Listen and colour.

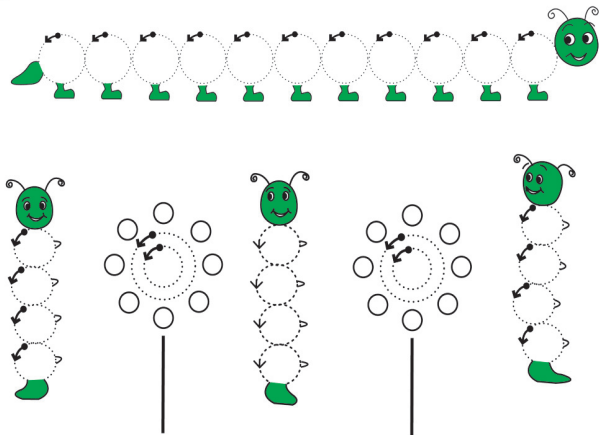


46

2 Trace and colour.

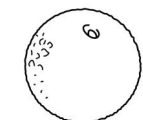
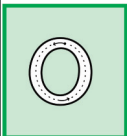


3 Trace and colour.



32

1 Read and write.



an orange

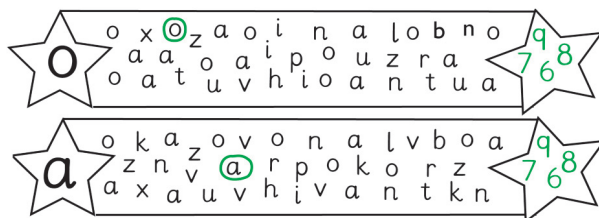
o o o o o o o  
o  
o



an apple

a a a a a a a  
a  
a

2 Count and circle.



33

### Learning Objectives:

- recognise and use pronouns [he/ she]
- control fine motor skills
- visual discrimination
- counting
- recognise letter shapes [o/ a]
- recognise initial letter sounds [o/ a]
- read and write letters [o/ a]

### Task One (10 minutes)

★ Ask children to look at page 46 of their *Classbooks*. Tell them that they will hear the face of the clown being described and that they have to listen and colour the clown's face.

★ Play *Listening CD 5.5*, pausing after each sentence to allow children time to mark the clown's face with the appropriate colour.

### Listening Transcript 5.5

#### Clown Face

He's got a big red nose.  
He's got a big purple mouth.  
He's got little blue eyes.  
He's got big green ears.  
He's got orange hair.



- ☆ Then give children time to complete the colouring.
- ☆ Get children to compare their pictures in their groups. Then play the recording again and get children to repeat the description.

### Task Two (5 minutes)

- ☆ Ask children to look at **page 32** of their *Skills Books* and practise drawing the anticlockwise movements, first in **activity 2** and then in **activity 3**.

### Task Three (10 minutes)

- ☆ Ask children to turn to **page 33** in their *Skills Books*. Tell them to look at letter **o** and **an orange**. Repeat and point to the word. Ask them to repeat the word **an orange**. Now point to the initial letter and say the sound /o/. Ask children to repeat. Get them to trace with their fingers the large letter **o**.
- ☆ When you are satisfied that they are tracing correctly, demonstrate writing the letter, using the magnetic board. Ask them to use their pencils to draw over the large letter. They should then complete writing letter **o** on the lines provided. Repeat for the letter **a**.
- ☆ When children have finished, ask them to close their books and write the two letters on the board. Point to letter **o** and elicit from children its sound and then do the same for **a**.

### Task Four (5 minutes)

- ☆ Get children to look at **activity 2**. Explain that they have to find and circle the letters in the box that match the letter on the side. Then they should count the number of times that letter appears and circle the correct number on the other side.  
Answers: o=9. a=7

#### Before the next lesson

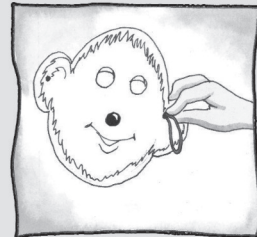
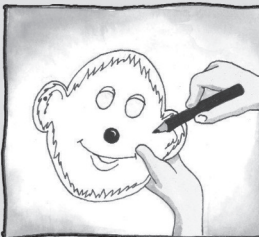
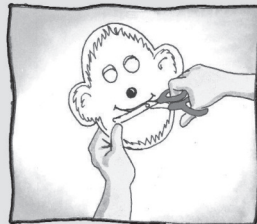
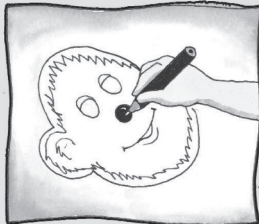
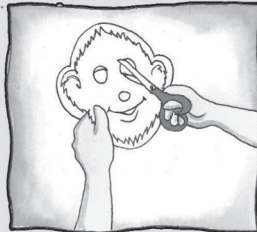
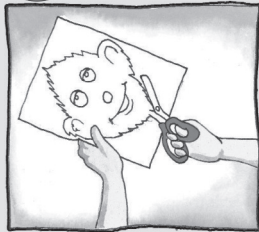
- ☆ Cut up the elastic in your CRP for each child to have a piece about 30cm long. Prepare a mask of your own to show the children. Make sure you use different colours for the nose, ears, eyes and hair.



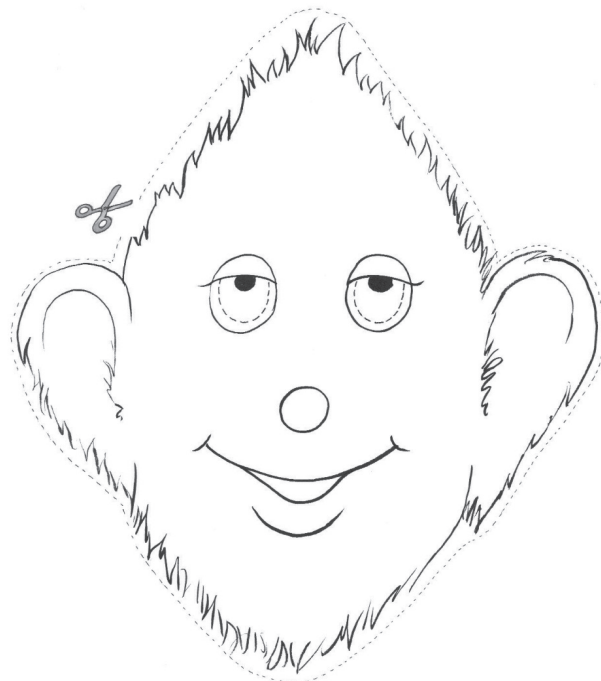
## Lesson 8



Listen and cut.

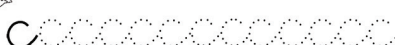
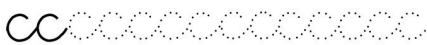
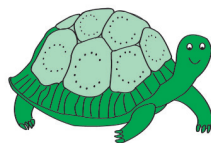
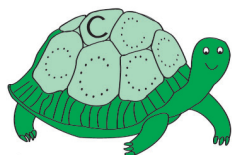
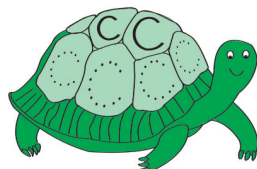
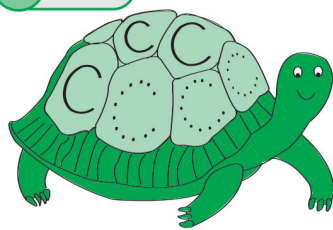


47



73

3 Trace.



34

### You will need:

- **Teacher's Biff Mask**
- **Elastic:** enough for one piece per child
- **Scissors**

### Learning Objectives

- follow oral instructions [Cut out the mask/ Colour the nose/ Make two holes/ Put some elastic.]
- control fine motor skills
- form anticlockwise c patterns

### Task One (20 minutes)

#### Step one

☆ Show your mask to the children. Introduce the mask by giving it a name and telling them it is 'Biff's friend'. Ask them, 'What colours are the [eyes/nose/ears/hair]?' Elicit answers. Tell children that you are going to teach them how to make a mask.

☆ Ask children to turn to page 47 of their *Classbook*. Describe the process of making the mask by pointing to the appropriate pictures as you do so. Make it clear that the face, eyes and

nose can be any colour the children choose.

☆ Now ask children to close their books and demonstrate the process of making a mask.

☆ Describe what you are doing using the following instructions:

- Cut out the mask.
- Cut out the eyes.
- Colour the nose.
- Cut out the mouth.
- Make two holes in the ears.
- Put some elastic in the ears.

### Step two

☆ Tell children that they are going to make a Biff mask. Ask them to turn to **page 73** of their *Classbooks*. Get children to carefully remove the cut-out page.

☆ Distribute the scissors. Tell children to **Cut out the mask**.

☆ Now allow children to work at their own pace to make their masks. Encourage them to follow the instructions on **page 47** of their *Classbooks*. Remind children to colour their masks in any colours they want. They should use different colours for the eyes, ears, nose and hair. Make sure children sitting in the same group use different colours to colour Biff's facial features.

☆ Show children how to attach the elastic to their masks.

☆ Tell children to think of a name for their mask.

☆ At the end of the activity, tell children to store their masks in the pocket at the back of their books. Explain that they will use their masks in the next lesson.

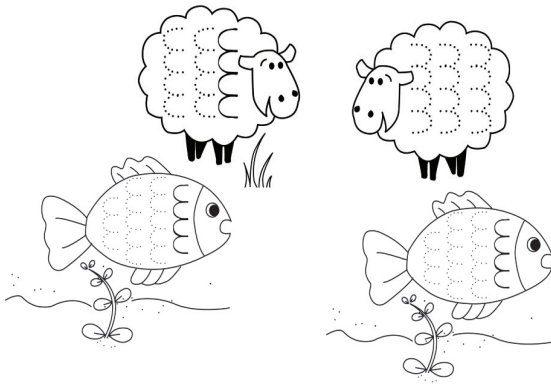
### Task Two (10 minutes)

☆ Ask children to look at **activity 3** on **page 34** of their *Skills Books*. Get children to make the anti-clockwise **c** pattern using their fingers on their desks. Then get them to draw the letter on the turtles' shells using their pencils. When you are satisfied that they can make the letter, get them to complete the pattern lines below.



## Lesson 9

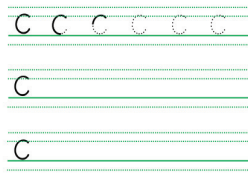
### 1 Trace and colour.



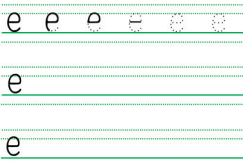
### 2 Read and write.



a cat



an egg



35

### You will need:

- **Teacher's Biff Mask**
- **Alphabet Poster**
- **Realia [Optional]:** objects of different lengths such as 2 rulers, 2 pencils and 2 toy snakes

### Learning Objectives

- recycle language of introduction [Hello, I'm ... Ali.]
- describe physical appearance [eg. I've got purple hair, pink ears and blue eyes.]
- follow oral instructions [eg. Don't .../ touch/ point to/ hold up/ put/ stand up/ sit down/ clap your hands]
- control fine motor skills
- form c patterns
- recognise letter shapes [c/ e]
- recognise initial letter sounds [c/ e]
- read and write letters [c/ e]

### Task One (15 minutes)

#### Step one

- ☆ Tell children you are going to give them some instructions. If children hear an instruction such

as **stand up**, they should do it. If they hear the word **don't...** in front of the instruction, they shouldn't do the action.

- ☆ Say instructions slowly at first, until the children get used to not responding to instructions beginning with **don't**. For example, say, 'Stand up. Touch your nose. Don't sit down. Close your eyes. Clap your hands.' (Make sure children keep their eyes closed until you tell them to open them.) Touch your ears. Open your eyes. Don't turn around. Sit down.' Give another two or three sequences of instructions as above.

#### Step two

- ☆ Get children to take out their masks. Ask some questions about the colour of the facial features of their masks. Say **Who's got a pink nose?** **Who's got blue hair?** **Who's got green ears?** etc. Tell children to respond by standing up and holding up their hands. Ask several questions until most of the class has responded.

- ☆ Ask about features that your own mask has and respond by holding up your hand and saying, 'Me.' Repeat this a few times. Gradually get children to say, 'Me' as they hold up their hands in response to the questions.

- ☆ Explain that now you will ask a question and then follow it with an instruction. For example, 'Who's got brown eyes? Stand up. Who's got a pink nose? Clap your hands. Who's got red ears? Touch your toes.' etc.

#### Step three

- ☆ Put your mask on and introduce yourself to the class. Say, 'Hello. I'm [Wilf].' Explain that you are a friend of Biff's. 'I've got [purple] hair, a [green] nose, [pink] ears and [blue] eyes.' The description will depend on how you colour your mask. Repeat this several times.

- ☆ Ask children to get their masks from their envelopes. Ask a confident child to put on their mask and help them to introduce themselves to you. Help them to say, 'Hello. I'm [name]. I've got ... .' Ask if there are any other children who would like to introduce themselves. Encourage two or three more children to do this if you can.

- ☆ Organise children into pairs. Ask them to put on their masks and introduce themselves to their partner using **Hello. I'm [name]. I've got [purple] hair, a [green] nose, [pink] ears and [blue] eyes.**

- ☆ At the end of the activity, tell children to keep their masks safe or to store them in their files. Alternatively, ask children to take their masks home and describe them in English to their family.

## Task Two (10 minutes)

### Step one

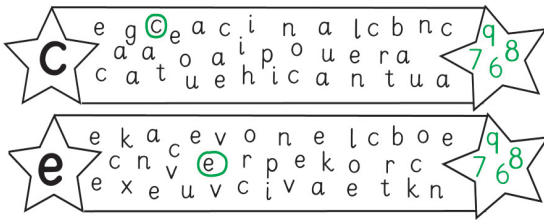
- ☆ Ask children to open their *Skills Books* at page 35, and look at **activity 1**. Get children to trace the pattern on the pictures using their pencils.
- ☆ Ask them to look at **activity 2** in their *Skills Books*. Tell them to look at letter **c** and **a cat**. Repeat and point to the word. Ask them to repeat the word **a cat**. Now point to the initial letter and say the sound /c/. Ask children to repeat. Get children to trace with their fingers the large letter **c**.
- ☆ When you are satisfied that they are tracing correctly, demonstrate writing the letter, using the magnetic board. Ask them to use their pencils to draw over the large letter. They should then complete writing letter **c** on the lines provided. Repeat for the letter **e**.
- ☆ When children have finished, ask them to close their books and write the two letters on the board. Point to letter **c** and elicit from children its sound and then do the same for **e**.

## Task Three (5 minutes)

- ☆ Play the *Clap Your Hands Rhyme* (Song CD 5.3). Encourage children to join in with the actions and words.

## Lesson 10

### 3 Count and circle.



### 4 Write the missing letters.

a e i o u



an \_ pple



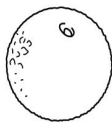
an \_ ce cream



an \_ gg



an \_ mbrella



an \_ range

36

### 2 Colour the alphabet.



42

### You will need:

- **Flashcards:** Alphabet letters (v, w, k, x, z)
- **Alphabet Poster**

### Learning Objectives

- recognise letters and their sounds [o/a/c/e]
- recognise letter shapes [c/ e]

### Task One (5 minutes)

- ☆ Ask children to look at **activity 3** on **page 36** of the **Skills Book**. Explain to them that they have to find and circle the letters in the box that match the letter on the side. Then they should count the number of times that letter appears and circle the correct number on the other side. Answers: c=6. e=9

### Task Two (10 minutes)

- ☆ Ask children to look at **activity 4**. Tell them to look at the pictures and read the words below. Explain to them that each word is missing a letter. They have to choose a letter from the box in order to complete the word.

- ☆ Get them to compare their answers with their partners, then do a class correction.

### Task Three (5 minutes)

- ☆ Put the alphabet poster on the board. Elicit from children which letters they have learned in this unit (o, a, c, e). Get children to turn to **page 42** of their **Skills Books** and colour in only these letters.

### Task Four (5 minutes)

#### Step one

- ☆ Get the children to look at the frieze on **pages 38 and 39** of the **Classbook**. Ask them to name the body parts and point to them. Check that children are pointing to the correct parts.

#### Step two

- ☆ Use your **Classbook** to go through the pages of the unit with the children, helping them to remember the activities they did and some of the language they have learned. Make this quite a fun and enthusiastic activity. Ask children in L1 to look at the faces at the top of **page 47** and

say which face represents 'like' and 'don't like'. Tell them to think about the things they did in this unit. Encourage them to look through the pages to remind themselves. Tell them to colour the 'sad' face, if they didn't like the unit and the 'happy' face, if they liked the unit.

### Task Five (5 minutes)

- ☆ Play *The Alphabet Song* (Song CD 3.1). Point to the letters on the poster or a wall display as they are mentioned in the song (you could get a confident child to point to the letters for you). Encourage children join in with the singing

Before the next lesson:

- ☆ Bring a bag and the following classroom objects to Lesson One of the next unit, **pencils**, **rulers**, **rubbers**, **books**, and **pencil cases**.



## The children will learn how to:

- ◆ Identify classroom objects
- ◆ Recognise and use 'and'
- ◆ Identify and describe the colour of classroom objects
- ◆ Count and describe the quantity of classroom objects
- ◆ Talk about the location of classroom objects
- ◆ Ask and answer questions about the location of classroom objects
- ◆ Follow more complex oral commands
- ◆ Identify and read colour words
- ◆ Read and write numbers [1-10]
- ◆ Read and write letters of the English alphabet

## Main language

- ◆ What is it? A [ruler] / It's a [rubber].
- ◆ Imperatives: Hold up a [book]. Touch a [ruler]. Pick up a [book]. Put it under something red.
- ◆ What colour is it?
- ◆ A blue and white book.
- ◆ 1,2,3, I can see – [a red ruler] (adjective + noun)
- ◆ Where's the [pencil case] / [yellow frog]?
- ◆ The ruler's [on/in/under] the book
- ◆ There's a [blue frog] on the chair.
- ◆ How many [brown pencils] can you see?
- ◆ How many [yellow pencils] are there?
- ◆ What can you see?
- ◆ Number 5, put your ruler under your chair.

## Vocabulary

- ◆ Classroom objects: a ruler, a rubber, a pencil case, scissors, a book, a pencil, a table, a chair, a whiteboard, a (school) bag
- ◆ Colours: red, green, blue, yellow, orange, pink, purple, black, white, brown
- ◆ Numbers: 1–10
- ◆ Prepositions: in, on, under
- ◆ Objects: a television, a car
- ◆ a door/ a snake

## Skills

- ◆ Following more complex oral instructions
- ◆ Matching actions to numbers from spoken descriptions
- ◆ Counting and identifying numbers of classroom objects

- ◆ Asking and answering questions about the location of classroom objects
- ◆ Reproducing oral descriptions
- ◆ Matching pictures to numbers from spoken descriptions
- ◆ Listening for detail
- ◆ Identifying the correct picture from spoken descriptions
- ◆ Comparing and contrasting
- ◆ Colouring a picture from spoken descriptions
- ◆ Following the rules of a game
- ◆ Recognising the rhythm of English through chant and rhymes

## Literacy

- ◆ Form anticlockwise circle patterns
- ◆ Recognise letter shapes [d]
- ◆ Recognise initial letter sounds [d]
- ◆ Read and write letters [d]
- ◆ Recognise and use prepositions [on/ in/ under]
- ◆ Recognise letters [a/ d]
- ◆ Recognise and read whole colour words [red/ green/ yellow/ brown/ blue/ white/ black/ purple/ pink/ orange]
- ◆ Read the alphabet
- ◆ Read words beginning with the initial letters [d/ s] (door, snake)
- ◆ Practise writing the letter shape s

## Classroom language

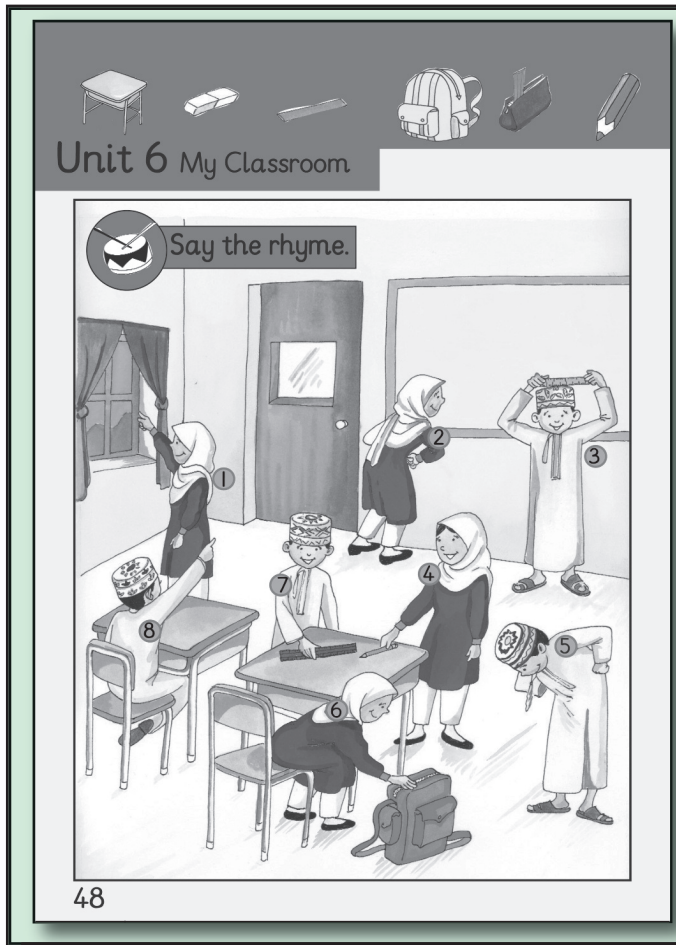
- ◆ Hold up [a book]
- ◆ Colour the [picture], Don't [sit down], pick up [a pencil], draw a [a clown], open your eyes / close your eyes, stand up, turn around, sit down, touch a [book], touch your [knees], point to a [chair], look at [picture 1], good, try again

## Activities

- ◆ Performing action chants
- ◆ Playing a 'tactile' guessing game
- ◆ Playing counting games
- ◆ Doing a picture dictation
- ◆ Playing a board game
- ◆ TPR activities



## Lesson 1



### You will need:

- **Flashcards:** 14 (book) 17-18 (bag, pencil), 57-59 (rubber, ruler, pencil case)
- **Realia:** bag, pencils, rulers, rubbers, books, pencil cases

### Learning Objectives:

- identify and name classroom objects [a book/ a bag/ a pencil/ a rubber/ a ruler/ a pencil case/ a table]
- follow oral instructions [look at/ point to/ pick up/ touch]
- ask and answer the question What is it?

### Task One (20 minutes)

#### Step one

- ☆ It is important that you spend some time introducing the unit to the children. Get the children to look through their *Classbooks* and predict what they will learn.

#### Step two

- ☆ Have the following objects available: pencils, books, rulers, rubbers, and one or more pencil cases.

- ☆ Pick up an object and name it. For example, say 'Book. It's a book.' Do the same with all the objects.

- ☆ Touch a table and say, 'Table. It's a table.' Do the same with chair, bag, etc. Encourage children to repeat with you.

- ☆ Now hold up objects and elicit names. 'It's a ...'

- ☆ Make sure that each child in the class has a pencil, a rubber, a ruler, a pencil case and a book.

- ☆ Say the name of an object and get children to hold it up or touch it. Show them what you want them to do. Say 'a pencil' and hold up a pencil, then get the children to hold up their pencils.

- ☆ Repeat several times with each object. You name the object and children respond physically by holding up or touching the object you name.

#### Step three

- ☆ Play **What's missing?** Put the flashcards of classroom objects on the board. Ask children to close their eyes. Remove one of the flashcards. Ask children to open their eyes. Look at the board with a puzzled expression on your face. Ask children, 'What's Missing?' They should reply by giving the objects' name, for example, 'It's a pencil.'

#### Step four

- ☆ Organise children into groups of three or four. Each child takes a turn naming an object. The others have to hold up or touch the objects named.

- ☆ Ask children to look at the frieze at the top of page 48 in their *Classbooks*. Point to the first object on the left and ask, 'What is it?' Elicit the names of all the objects.

- ☆ Organise children in pairs. Children take turns to point at objects in the frieze and ask their partners 'What is it?' Their partner has to name the object.

### Task Two (10 minutes)

- ☆ Ask children to look at the main picture on

page 48 of their *Classbooks*. This is a picture of a classroom scene where the boys and girls are performing the actions from the rhyme.

- ☆ Ask groups to look at the picture and name the objects they can see. Hold up any objects children can't identify, name them and get children to repeat the names.
- ☆ Tell children you are going to play a rhyme. Tell them to listen, look at the picture and find the character performing the action. Ask children to give you the number. Pause the recording after each phrase for children to call out the number of the child in the picture performing the action. Play *The Classroom Rhyme* (Song CD 6.1).

### Song Transcript 6.1 The Classroom Rhyme



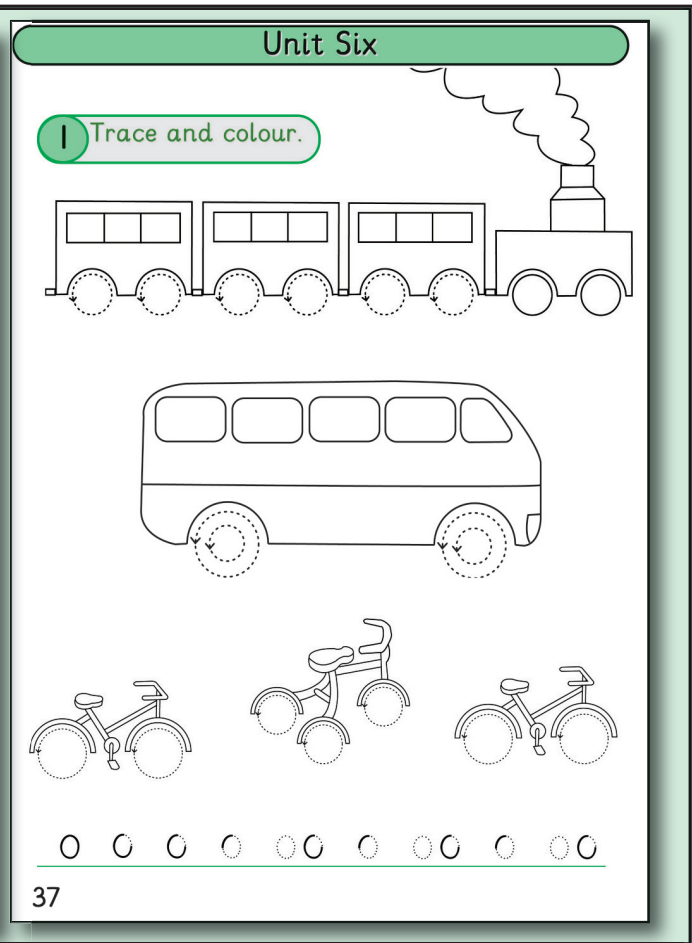
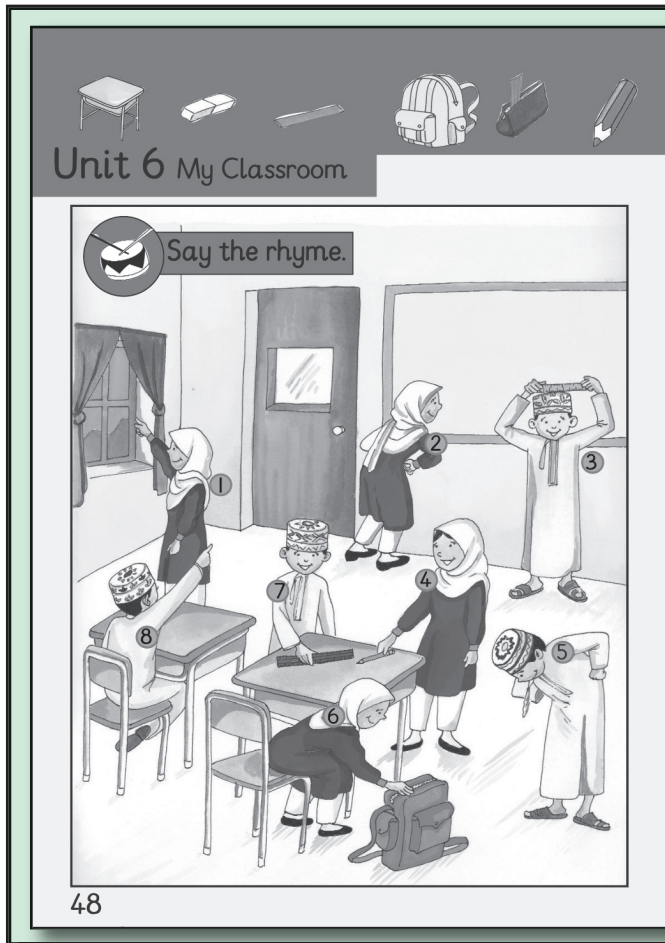
Look at the whiteboard, (2)  
look at the floor. (5)  
Point to the window, (1)  
point to the door. (8)  
Pick up a ruler, (7)  
put it on your head. (3)  
Pick up a pencil (4)  
and touch something red. (6)

- ☆ Play the whole rhyme a second time. Say and mime the actions for the class. Practise this before the lesson because you want to be confident in class.
- ☆ Now play the rhyme straight through a final time. Get children to perform the actions and join in with the words. Tell children to touch the red bag in the picture if they have nothing red to touch. This is necessary every time the class does the classroom rhyme.

**Before the next lesson:**

- ☆ You will need a rucksack or a shopping bag to play the feely bag game.

## Lesson 2



### You will need:

- **Realia:** shopping bag, rucksack, bag, all colours of pencils, rulers, rubbers, books, pencil cases
- **Optional:** a schoolbag, rucksack or shopping bag or pencil case - one for each pair

### Learning Objectives

- identify and name classroom objects [book/ bag/ pencil/ rubber/ ruler/ pencil case/ table]
- ask and answer questions [What is it?/ What colour is it?/ It's a ... pencil.]
- form anticlockwise circle patterns
- give and follow instructions [Close your eyes.]

### Task One (5 minutes)

- ☆ Tell children to look at **page 48** of their *Classbooks*.

- ☆ Play *The Classroom Rhyme* (Song CD 6.1) and encourage children to join in with the words and actions.

### Task Two (10 minutes)

#### Step one

- ☆ Play the **Feely Bag** game. A schoolbag, rucksack

or shopping bag is needed for this game, but if these are not available a pencil case will do.

- ☆ Put a **pencil, a rubber, a ruler**, and a book on your table next to the bag.
- ☆ Ask a child to come to the front of the class to help you demonstrate the game. Tell the child, '**Close your eyes.**' Put one of the objects in the bag. Hide the other objects with a bag or cloth.
- ☆ Now tell the child to put their hand into the bag and feel the object. Ask, '**What is it?**' Encourage the child to guess [**a ruler?**]
- ☆ Now bring two children to the front of the class. One child says, '**Close your eyes**' and puts an object in the bag. This child then asks their partner, '**What is it?**' The other child puts his or her hands into the bag and tries to guess. Practise **Close your eyes** and **What is it?** with the whole class.
- ☆ Organise the class into pairs. Children can use their schoolbags or pencil cases for this game, or you may want to provide them with carrier bags from shops. Make sure they have rulers,

pencils, rubbers etc. on their desks before they start. Allow children enough time so that each has several turns at guessing and practising the question **What is it?**

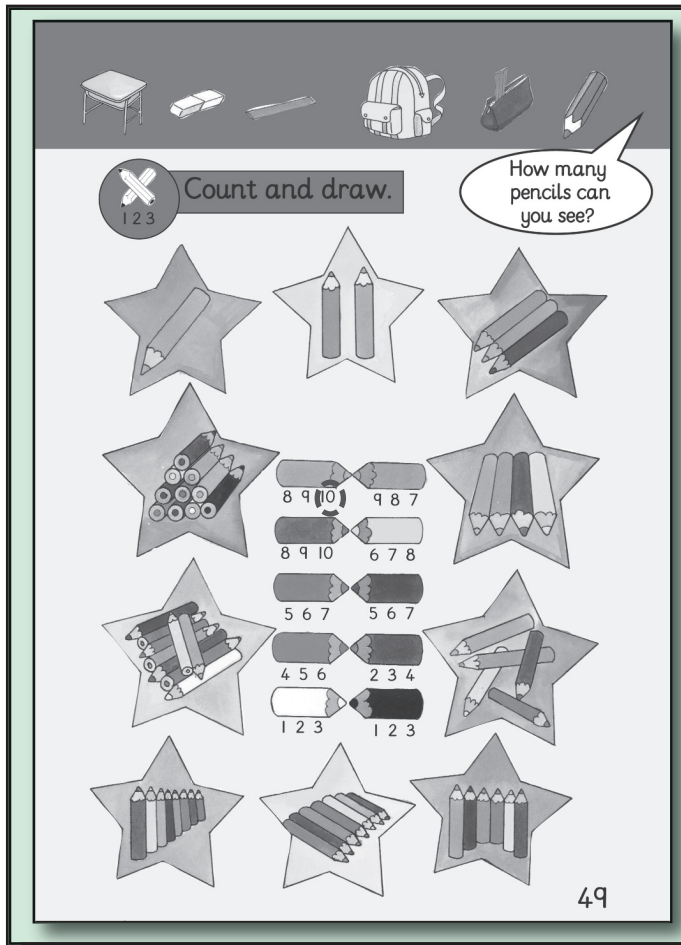
### Task Three (10 minutes)

- ☆ Elicit names of the ten colours learned from the children using coloured pencils and the question **What colour is it?**
- ☆ Make sure children have their coloured pencils and tell them to follow your instructions.
- ☆ Say, '**Hold up a pink pencil,**' holding up your pink pencil as you do so. Repeat this procedure with all colours. After several repetitions, give the instructions without showing them the pencil.
- ☆ Hold up a pencil and ask children, '**What colour is it?**' After they have answered, get them to repeat the question with you. Get individual children to hold up a pencil and ask you, '**What colour is it?**' Answer using, '**It's ... [green].**'
- ☆ Organise children into pairs. Ask them to take it in turns to hold up a pencil and ask each other about the colours. Give children enough time to ask about five questions each. Ensure that they are using the question **What colour is it?**

### Task Four (5 minutes)

- ☆ Ask children to open their *Skills Books* at **page 37**. Take a moment to remind them how to make an anticlockwise circle, tracing a circle in the air with your forefingers, and then get children to do the same on their desks using their fingers. Next get them to trace the circles using their pencils. Watch to ensure that they are following anticlockwise directionality.

## Lesson 3



### You will need:

- **Flashcards:** 19-28 (red, blue, yellow, pink, purple, orange, black, white, brown, green)
- **Word cards:** red, blue, yellow, pink, purple, orange, black, white, brown, green
- **Realia:** a pencil, a pencil case, a rubber, a ruler, a book, a bag.

### Learning Objectives

- identify and read colour names [red/ blue/ yellow/ pink/ green]
- count classroom objects [1-10]
- recognise questions [What colour is it?/ How many ... orange pencils can you see?]

### Task One (10 minutes)

#### Step one

- ☆ Hold up flashcards one by one, and ask, 'What colour is it?' As children name each colour, put that flashcard on the board. When you have all the flashcards on the board, ask groups again, 'What colour is it?' Put the written word underneath the flashcard.

- ☆ Point to each flashcard in random order and ask groups, 'What colour is it?' Point to the written words as children answer.
- ☆ Take the word cards off the board, point to each flashcard and ask 'What colour is it?' As children call out the colour, look puzzled and hold up the wrong word card. Show a card to the children. Try and elicit **Yes** or **No**. When children say, 'Yes,' - if it is the correct word, put it back on the board under the corresponding flashcard. Continue with this until all the colour word cards are on the board again.
- ☆ Take the word cards off the board again and distribute them to groups. Groups need to read their word and choose one member of the group to come to the board to put it under the appropriate flashcard. Check group work and praise groups that are working well together.
- ☆ Remove the colour flashcards. Point to the word cards and see if children can read the colour words with you.

### Step two

- ☆ Remove the word cards from the board. Distribute the flashcards and the word cards to children around the classroom at random. Ask the children with the flashcards and word cards to stand up and move around to find their partners. For example, the child with the flashcard of the colour **red** must find the child with the word card **red**. When children find their partner, they should stand together around the classroom. Get the class to check the pairs of flashcards and words. Repeat this activity with another group of children.

### Task Two (10 minutes)

- ☆ Tell children to look at **page 49** of their *Classbooks*. Give them some time to look at the activity and guess what they have to do. Explain that they have to count the number of coloured pencils and draw a circle around the correct answer.
- ☆ Do an example with the class. Hold up your book, point to the orange pencil in the middle of the page and ask, 'How many orange pencils can you see?' Hold up your book and



demonstrate counting the orange pencils in all of the stars. Show children how to circle the number **10**, under the orange pencil. Let children complete the rest of the activity on their own.

- ☆ When children have finished, tell them to check their answers with a partner. Then, ask, '**How many [orange] pencils are there?**' Elicit, '**Ten orange pencils,**' and write the colour and number on the board so children can check their answers. Do the same for all the coloured pencils.

#### Answers:

orange	10
green	9
pink	4
brown	3
red	6
purple	5
blue	8
yellow	7
white	2
black	1

### Task Three (10 minutes)

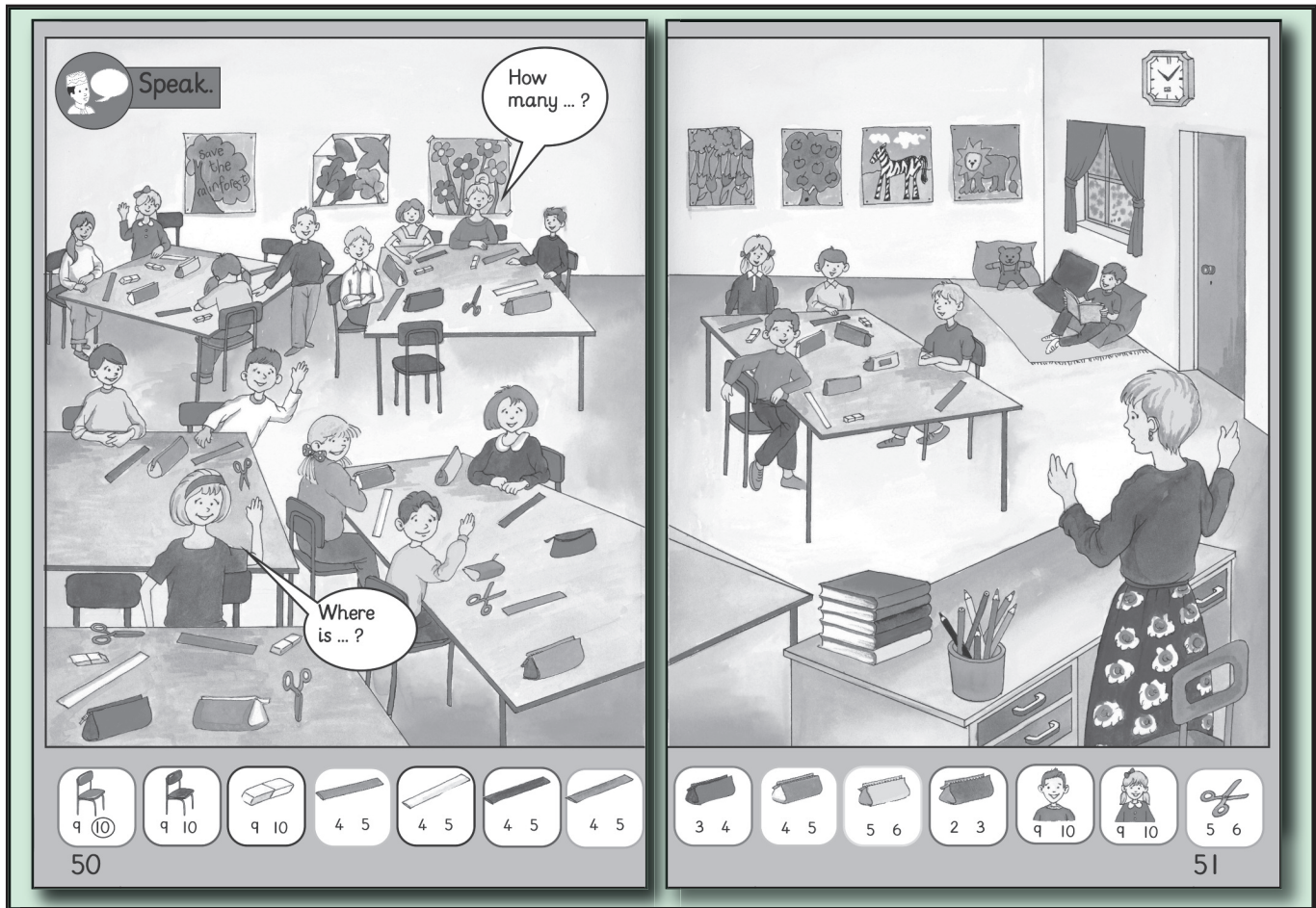
- ☆ Make sure children have the following objects on their desk: **a pencil, a pencil case, a rubber, a ruler, a book, and a bag.** Make an exaggerated gesture of looking around the classroom and say the rhyme **1, 2, 3, I can see – a pencil.** Hold up whatever object you name.
- ☆ Repeat the rhyme two more times with different objects.
- ☆ Now ask children to repeat this with you, for example, **1, 2, 3, I can see – a rubber.** Hold up the rubber as you say the word. Check that children have picked up the correct object.
- ☆ Now say **1, 2, 3, I can see – a b...** Say the initial sound of the word, not the letter. Get children to guess what you are thinking of. If children find this difficult, help them by holding up the object and eliciting the name from them, e.g. '**a b..., a book, a p..., a pencil, a r..., a rubber.**'
- ☆ Repeat this activity several times until children can discriminate the initial 'b', 'p', 'r' sounds.
- ☆ Say the rhyme again and get children to repeat it with you: '**1, 2, 3, I can see a b...**' Hold up a

book as you say this. Make sure children just say the initial sound. Repeat with all objects.

- ☆ Organise children into pairs. They take it in turns to say the rhyme and the initial sound. One partner says the rhyme, while the other partner must guess and pick up the object.



## Lesson 4



### You will need:

- **Flashcards:** 19-28 (red, blue, yellow, pink, purple, orange, black, white, brown, green)
- **Word Cards:** red, blue, yellow, pink, purple, orange, black, white, brown, green

### Learning Objectives

- describe classroom objects [five red pencils]
- read numbers [1-10]
- write numbers [6-10]
- identify and read colour names [red/ blue/ yellow/ pink/ green/ orange/ black/ white/ brown/ purple]
- asking the questions [How many ... red chairs do you see?/ Where is ... Soot?]

### Task One (10 minutes)

#### Step one

- ☆ Put the flashcards on the board. Hold up the five word colour flashcards colours **red, blue, yellow, pink** and **green** and elicit each colour word from children. As children name each colour, put the corresponding word card underneath the flashcards.

- ☆ Now hold up the **purple** flashcard. Elicit the colour and put it on the board. Hold up the **purple** word card, read it and put it under the corresponding flashcard. Do the same for **orange**.
- ☆ Do the same for the three colours **black, white** and **brown**. Introduce the colours and stick the flashcards on the board. Hold up the word cards, read them and put them under the corresponding colours.
- ☆ Now point to the ten word cards and read them with the children. These are **red, blue, yellow, pink, green, purple, orange, black, white** and **brown**.

#### Step two

- ☆ Remove the word cards and distribute them to children. Get the children to read the cards and put the cards under the relevant colours. Repeat the procedure with another group of children.
- ☆ Distribute the ten word cards to groups. Ask each group to read their word. Say a colour. Children in the group with that colour stand up and show the word card to the class. Then get

one child from each group to go and put the word card under the flash card.

## Task Two (20 minutes)

### Step one

☆ Ask children to look at **pages 50 and 51** of their *Classbooks*. Give children a few minutes to look at the picture and then explain that this is Vicky and Paul's classroom.

☆ Ask, '**Where is Vicky?**' Get them to find and point to her. Now ask them to find and point to Paul. Children may find it difficult to recognise Paul. If they do, point him out in your book - he's sitting on the cushion on the floor.

☆ Introduce the word **scissors**. Get children to repeat the word with you several times. At this stage, do not introduce **a pair of scissors** – plural nouns are very confusing for children of this age.

☆ Get the class to look at the rest of the small pictures and point to each and ask, '**What is it?**' Elicit **a blue chair, a yellow rubber, a pink ruler**, etc., until all the small pictures have been described.

☆ Ask children to look at the picture and to name as many objects as they can.

☆ Tell children that you are going to describe an object and they must find it on the page. First describe the objects of one colour only. For example say, '**a brown ruler.**' Once children are confident, add two colours. For example, **a yellow and orange pencil case**. Do two or three more examples with the whole class.

☆ Organise children into pairs. Explain that one child must describe an object in the picture. The other child must find it on the page. If the other child finds the object, it's their turn to name an object. If they can't find an example of the object, their partner shows them where the object is and then has another turn.

☆ Allow children enough time to describe and name most of the objects on the page.

### Step two

☆ Hold up your *Classbook*. Explain that children have to find the different objects under the main picture, count them and circle the number.

☆ Do an example with the class. Ask, '**How many red chairs can you see?**' Get children to count and call out answers. Then find and count the ten red chairs in the picture with the children. Point to the small picture of the red chair at the bottom of the page and show how the number **10** has been circled. If necessary, do another example with the class.

☆ Let children complete the activity by themselves.

☆ This will take quite a long time, but it should be a quiet and involving activity. Allow children to check with each other when they have finished and then check the answers with the whole class.

### Answers:

red chairs: 10  
blue chairs: 10  
rubbers: 10  
pink rulers: 5  
white rulers: 5  
blue rulers: 5  
brown rulers: 4  
red/blue pencil cases: 4  
pink/white pencil cases: 5  
yellow/orange pencil cases: 5  
purple/green pencil cases: 3  
boys: 10  
girls: 9  
scissors: 5

## Lesson 5

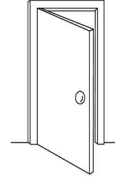


Say the rhyme.



52

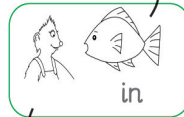
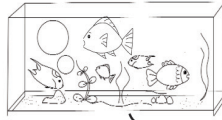
### 2 Read and write.



a door



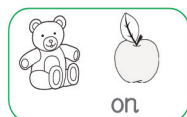
### 3 Match.



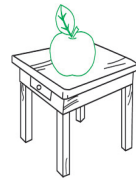
in



under



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38

### You will need:

- **Flashcards:** 19-28 (red, blue, yellow, pink, purple, orange, black, white, brown, green)
- **Word Cards:** red, blue, yellow, pink, green, purple, orange, brown, black, white
- **Realia:** bag, pencils, rulers, rubbers, books, pencil cases and something red

### Learning Objectives

- identify, name and read colour words [red/ blue/ yellow/ pink/ green/ purple/ orange/ brown/ black/ white]
- follow oral instructions: [Pick up a ... pencil/ Put the book on a ... table.]
- talk about location of classroom objects [The pencil is on/ in/ under the book]
- recognise letter shapes [d]
- recognise initial letter sounds [d]
- read and write letters [d]

### Task One (5 minutes)

- ☆ Play *The Classroom Rhyme* (Song CD 6.1). Encourage children to join in with the words and actions.

### Task Two (10 minutes)

#### Step one

- ☆ Revise colours by getting the children to match the flashcards to word cards.
- ☆ Play the 1, 2, 3, guessing rhyme, e.g. 1, 2, 3, I can see a r.... Make sure children have their pencils, pencil cases, rubbers, rulers, books, and bags on their desks. Get children to call out the name of the object they think you are going to say and hold it up.

#### Step two

- ☆ Tell children to watch what you do with the classroom objects on your table. Put your ruler on your book – make sure it is clearly visible – and say, 'The ruler's on the book.'
- ☆ Now give other examples of **on**, for example, The book's on the table. The bag's on the chair. The rubber's on the pencil case.
- ☆ Tell children to follow your instructions. Help at first by doing the actions with them. Say, 'Pick up a book. Put the book on the table.' Give more examples until you are satisfied that children have understood the meaning of **on**.

- ☆ Repeat this procedure with **in**, and then with **under**.

### Step three

- ☆ Check that children have all the classroom objects on their desk and something **red**.
- ☆ Ask them to pick up different objects including 'pick up something red.'
- ☆ Now say, 'Pick up a book. Put the book on the table. Pick up the rubber. Put the rubber in the pencil case. Pick up the ruler. Put it under something red.' Give another two sequences of instructions combining **in**, **on**, **under** with classroom objects and 'Pick up ...[a ruler] and put it ...[on the book].'

### Task Three (10 minutes)

- ☆ Ask children to look at **page 52** of their *Classbooks*.
- ☆ Elicit classroom vocabulary by asking, 'What can you see?'
- ☆ Tell children that they are going to hear a rhyme. Ask them to find the number of the child performing each part of the rhyme.
- ☆ Play *The Preposition Rhyme* (Song CD 6.2) rhyme, stopping after each phrase to allow children time to match the action to the child in the picture. Ask children to say the number of the child that matches each action.

#### Song Transcript 6.2 The Preposition Rhyme

Pick up a book, [6]  
put it on your head. [5]  
Pick up a pencil, [4]  
put it under something red. [7]  
Pick up a rubber, [3]  
put it on your nose. [2]  
Pick up a ruler [1]  
and touch your toes! [8]



- ☆ Finally, play the rhyme a third time and tell children that you want them to follow the instructions. Make sure they have all the objects they will need to do this. Children should have fun trying to perform these actions.

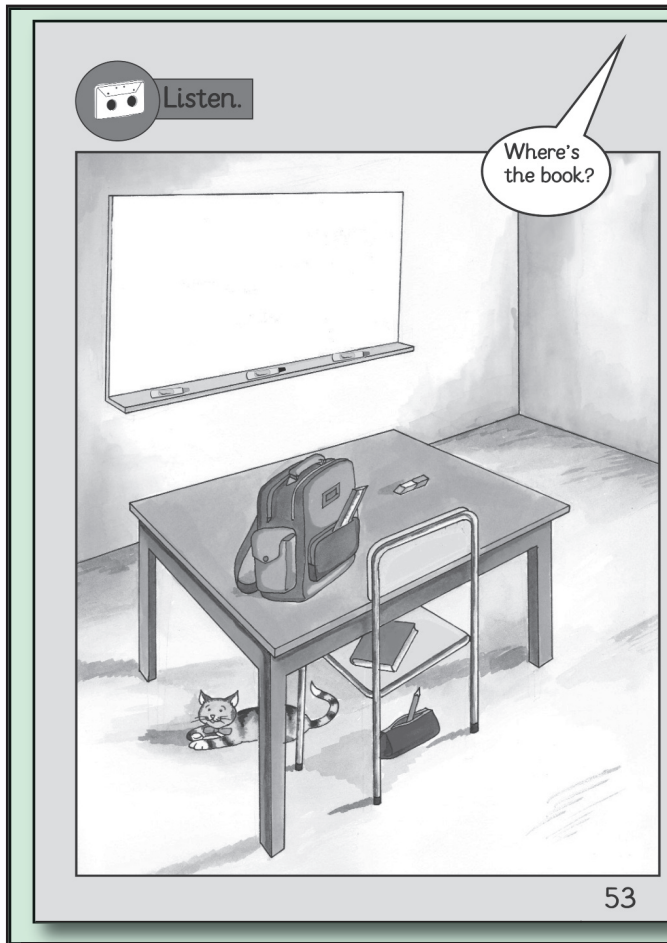
### Task Four (5 minutes)

- ☆ Get children to open their *Skills Books* at **page 38** and to look at **activity 2**. Ask them to look at letter **d** and the door. Repeat and point to the word. Ask them to repeat 'a door.' Now point to the initial letter and say the sound /d/. Ask children to repeat. Demonstrate how to draw the letter in the air. Stand with your back to the children so that they can see the directionality. Get children to draw the letter in the air for practise, and then on their desks. Next get children to trace the large letter **d** in their books with their fingers.
- ☆ When you are satisfied that they are tracing correctly, demonstrate writing the letter, using the magnetic board. Ask them to use their pencils to draw over the large letter. They should then complete writing letter **d** on the lines provided.
- ☆ When children have finished, ask them to close their books. Write the letter **d** on the board. Point to letter **d** and elicit from children its sound.

- ☆ Say the rhyme and ask children to repeat and follow the instructions with you.

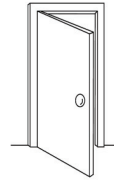


## Lesson 6

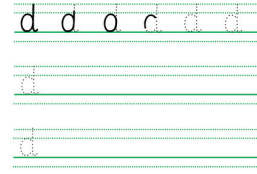


53

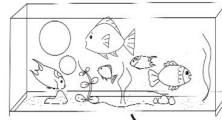
### 2 Read and write.



a door



### 3 Match.



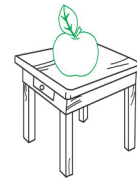
in



under



on



38

### You will need:

- **Realia:** book, pencil, pencil case, rubber, ruler

### Learning Objectives:

- listen to and understand questions about location
- ask and answer questions about location: **Where's the ... [ruler]?, It's [in/ on/ under] the book.**
- recognise and use prepositions [on/ in/ under]

### Task One (5 minutes)

- ☆ Play *The Preposition Rhyme* (Song CD 6.2) and encourage the children to sing and do the actions. Repeat it at least twice.

### Task Two (10 minutes)

- ☆ Elicit the names of the following classroom objects and put them on your desk: **pencil, book, pencil case, rubber, ruler.**
- ☆ Tell children that you are going to put the objects in different places. Put them in different positions, for example, a pencil in a pencil case. Then ask, **'Where is the pencil?'** Elicit from children, **'In the (a) pencil case.'**

- ☆ Practise the prepositions **on, in and under** using the realia.

- ☆ Check that children have the following items on their desks: **pencil, ruler, rubber, book, pencil case.**

- ☆ Tell children you are going to give them instructions and you want them to follow them. Say, **'Put the pencil under the book. Put the rubber in the pencil case,'** etc.

- ☆ Help the children at first by doing the actions with them. Once you feel they can follow the instructions by themselves, ask, **'Where's the pencil/ruler?'** etc. Repeat this a few times, changing the position of the objects.

- ☆ Tell children to look at the classroom scene on **page 53** of their *Classbooks*. Tell children that they are going to listen to some questions. Ask children to look at the picture and answer the questions they hear. Play *Listening CD 6.1*, pausing after each question to allow children time to answer, then play the answer.

## Listening Transcript 6.1

### Where's ...?



Sami: Where's the pencil?  
 Maha: In the pencil case.  
 Sami: Where's the chair?  
 Maha: Under the table.  
 Maha: Where's the book?  
 Sami: On the chair.  
 Maha: Where's the ruler?  
 Sami: In the bag.  
 Sami: Where's the pencil case?  
 Maha: Under the chair.  
 Sami: Where's the bag?  
 Maha: On the table.  
 Maha: Where's the rubber?  
 Sami: On the table.  
 Maha: Where's Soot?  
 Sami: Under the table.

## My Classroom

sentences using the words. such as Biff is in the car. The book is under the ball. The teddy bear is on the bed, etc.

### Task Three (10 minutes)

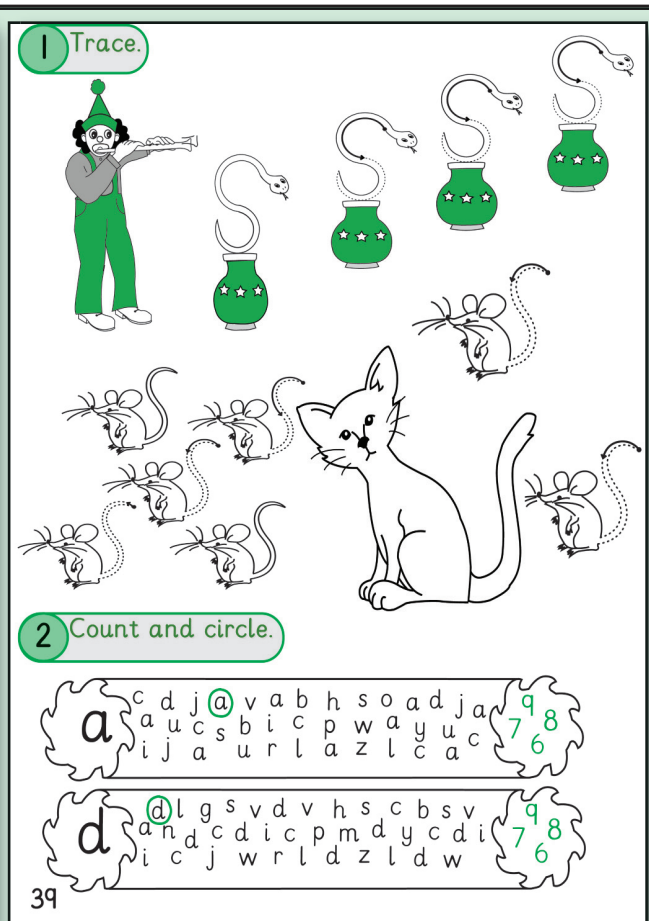
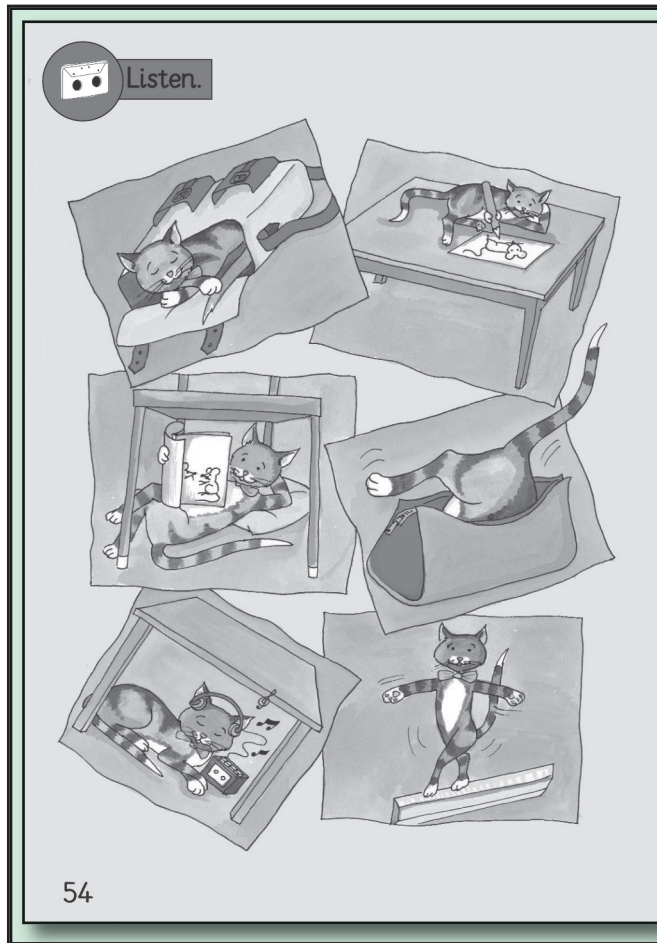
- ☆ Tell children to look at the classroom scene on **page 53** again. Hold up a pencil and ask, 'Where's the ...?' Don't complete the question. Get the class to complete the question.
- ☆ Now get them to repeat the whole question. Then get them to look at the picture and give an answer [**in the pencil case**]. Say, 'Yes, good,' if they are correct, and, 'No, try again,' if not.
- ☆ Repeat this procedure with two or three more objects.
- ☆ Now hold up an object without saying anything and get the class to ask you. 'Where's the ...?' Answer and repeat with several objects. Sometimes give the wrong answer to encourage children to listen carefully. Encourage the class to say **yes** or **no** when you answer their questions.
- ☆ Organise children into pairs. Tell them to take turns asking each other questions about the objects on **page 53** of their *Classbooks*.

### Task Four (5 minutes)

- ☆ Ask children to look at **activity 3** on **page 38** of their *Skills Books*. Read the words **in**, **under**, **on** together with the children. Ask them to match the words to the pictures by drawing lines. If time allows, get them to make



## Lesson 7



### You will need:

- **Realia:** book, pencil, pencil case, rubber, ruler
- **Number Cards** 1-10

### Learning Objectives

- listen to, understand, ask and answer questions about location [Where's Soot?/ On/ in/ under ... the table.]
- Practise writing the letter shape s
- Recognise letters [a/ d]

### Task One (5 minutes)

- ☆ Play *The Preposition Rhyme* (Song CD 6.2). and get children to try and join in with the words as they perform the actions.

### Task Two (10 minutes)

- ☆ Tell children to turn to page 54 of their **Classbooks**. Give them a few minutes to look at the pictures. Ask them to number the pictures 1-6 in their books, starting at the top and going from left to right.

- ☆ Explain that they will hear the pictures being described and that you want them to listen and point to the picture that is described. Say 'Listen and point.'

- ☆ Play *Listening CD 6.2*, pausing after each question and answer.

### Listening Transcript 6.2 Where's Soot?



- Paul: Where's Soot?  
Vicky: In the pencil case. [picture 4]
- Paul: Where's Soot?  
Vicky: In the bag. [picture 1]
- Paul: Where's Soot?  
Vicky: On the ruler. [picture 6]
- Vicky: Where's Soot?  
Paul: Under the chair. [picture 3]
- Vicky: Where's Soot?  
Paul: Under the table. [picture 5]
- Vicky: Where's Soot?  
Paul: On the table. [picture 2]

- ☆ Now tell children that you will play the tape again and that this time they must call out the number of the picture that is being described. Rewind the tape and play it again.

### Task Three (5 minutes)

- ☆ Ask children to get into pairs. The first child asks, 'Where's Soot?' while pointing at a picture in the *Classbook* on page 54. The second child answers, 'Under the table.' Get pair practice going for all the pictures.

### Task Four (5 minutes)

- ☆ Ask children to look at page 39, activity 1 of their *Skills Books*. Children are going to practise the letter shape **s**. Practise writing the shape in the air with children, then get them to trace the letter on the animals.









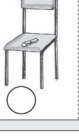





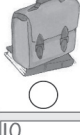
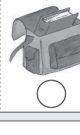




### Task Five (5 minutes)

- ☆ Get children to look at activity 2. Explain to the children that they have to find and circle the letters in the box that match the letter on the side. Then they should count the number of times that letter appears and circle the correct number on the other side.

Answers: a=9. d=8

## Lesson 8

**Listen and tick.**

1  	2  
3  	4  
5  	6  
7  	8  
9  	10  

55

**3 Trace.**

**4 Read and write.**

**5 Write.**

40

### Learning Objectives

- revise prepositions [under/ on/ in]
- listen to and understand statements about location [under/ on/ in]
- practise making letter shapes for s

### Task One (15 minutes)

- ☆ Do a quick revision of prepositions (on, in and under)
- ☆ Tell children to look at page 55 of their *Classbooks*.
- ☆ Ask children to look at set 1 (two pictures with the same objects but in different places).
- ☆ Explain that they will hear the pictures being described. They must put a tick [✓] in the box next to the picture that matches the description on they hear, and a cross [✗] next to the picture that does not match the description. Number 1 is done as an example.
- ☆ You may want to get children to practise drawing ticks and crosses if you think this is new for them.

- ☆ Draw sets numbered 1–10 on the board. Show children where they should put their ticks and crosses. Make sure you draw them low enough so that children can reach them.
- ☆ Play *Listening CD 6.3*, pausing after each description to give children time to put ticks and crosses in the boxes in their books.

### Listening Transcript 6.3 Where's ...?



1. The bag is under the chair.
2. The book is on the table.
3. The rubber is in the pencil case.
4. The pencil is on the book.
5. The rubber is under the chair.
6. The ruler is in the bag.
7. The pencil case is under the table.
8. The book is under the bag.
9. The chair is on the table.
10. The ruler is in the pencil case.

- ☆ Play it again for children to check their answers or to complete any answers they missed the first time.

- ☆ Ask for volunteers to come and draw ticks and crosses in the boxes on the board. After each volunteer has put a tick or cross against a number, play the appropriate part of the listening to check.
- ☆ Play again and ask children to repeat the descriptions.

## Task Two (5 minutes)

- ☆ On the board draw a circle around the ticked box for set 3. Ask children to point to those pictures in their books. Now describe the correct picture. Say 'The rubber is in the pencil case.' Get children to repeat this with you.
- ☆ Now draw a circle around the crossed box for set six. Ask children to find the picture and point to it. Describe the picture. Say, 'The ruler is under the bag.'
- ☆ Draw a circle around the crossed box of set 2. Ask if anyone can describe the picture. Elicit two or three more descriptions from children.

## Task Three (10 minutes)

- ☆ Ask children to look at **activity 3** on **page 40** of their *Skills Books*. Ask children to trace the letter **s** first before writing it.
- ☆ Get children to look at **activity 4**. Ask children to trace the big letter with their pencils. Get them to write the letter **s** on the lines.
- ☆ Finally ask children to go to **activity 5** for further practice in writing the letter **s**.

## Lesson 9



### You will need:

- **Flashcards:** 19-28 (red, blue, yellow, pink, purple, orange, black, white, brown, green) •
- **Flashcards:** 5, 9, 11, 15, 16 (cat, car, television, table, chair)
- **Realia:** bag, pencils, rulers, rubbers, books, pencil cases, coloured pencils
- **Number Cards** 1-10

### Learning Objectives

- identify colours [red/ blue/ yellow/ pink/ green/ purple/ orange/ brown/ black /white]
- describe classroom objects (colour + noun)
- ask and answer questions about location [Where's ... the frog?/ On/ in/ under ....]
- understand instructions [Number 5, pick up your pencil./ Number 9, put your ruler under your chair./ Number 2, don't stand up.]

### Task One (10 minutes)

- ☆ Revise the names of colours - red, blue, yellow, pink, purple, orange, green, brown, black, white - using colour flashcards or objects in the

classroom. Point to flashcards or objects and ask, 'What colour is it?'

- ☆ Divide the class into teams of approximately ten.
- ☆ Give each child in the team a number card from 1–10 from the CPR. (If there are more than ten children in each team, give the same number to more than one team member.)
- ☆ Tell the class that they are going to play a game. Explain that you are going to give an instruction and that the first player to follow the instruction correctly wins the team a point. However, if the instruction is followed incorrectly or the wrong player follows the instruction, their team loses a point.
- ☆ Give two or three instructions as examples: 'Number 5, pick up your pencil. Number 9, put your ruler under your chair. Number 2, don't stand up.' Use any of the instructions children are familiar with combined with classroom objects, prepositions, body parts etc.
- ☆ Give each team the name of a colour for the purpose of scoring, e.g. **the red team, the blue team.** Keep a record of the score on the board.

### Task Two (10 minutes)

- ☆ Ask children to look at **page 56** of their *Classbooks*.
- ☆ Ask children, 'What can you see?' Elicit **cats, frogs** and the names of objects – you may want to use flashcards of the objects in the picture to revise the vocabulary.
- ☆ Tell the class they will hear the picture being described on the recording. Explain that the first time they just have to listen and find the animals in the picture.
- ☆ Play *Listening CD 6.4*, pausing after each sentence to give children time to find the cats and frogs.

## Listening Transcript 6.4

### Where's ...?



There's a yellow frog in the pencil case.  
 There's a black cat on the chair.  
 There's a red frog under the television.  
 There's a pink cat on the table.  
 There's a green frog in the car.  
 There's an orange cat under the table.  
 There's a blue frog on the television.  
 There's a brown cat in the bag.  
 There's a purple frog under the chair.

- ☆ Tell children that they will hear the listening again and that this time they must listen and colour part of the picture. Make sure children have their coloured pencils ready.
- ☆ Play the listening again, pausing after each sentence to give children enough time to colour a part of each animal. Tell children they can finish the colouring at the end of the listening. Let children compare their work with a friend. Repeat each line as often as necessary.
- ☆ Now do a whole class check. Ask, 'Where's the yellow frog?' Elicit 'in the pencil case.' Do the same for all the cats and frogs.

### Task Three (10 minutes)

- ☆ Tell children that you are going to play the listening again and you want them to point to the animal and repeat the sentence. Play the listening, pausing after each sentence, and get the children to repeat what they hear.
- ☆ Now explain that you are going to say the first part of a sentence and that children must find the animal in the picture and complete the sentence. For example, you say, 'There's a blue frog ....' Children must find the blue frog and then complete the sentence with 'on the television.' Ask children to put their hands up if they can complete the sentence. Once a child has replied with the correct description, get the class to repeat the whole sentence. Elicit descriptions for all the animals in the picture.
- ☆ Organise children into pairs. One partner says a sentence describing the location of one of the animals. The other has to find it in the picture and point to it. Children take it in turns to describe the picture.



## Lesson 10

**Play a game.**

57

**1 Read and colour.**

41

**2 Colour the alphabet.**

42

### You will need:

- **Realia:** bag, pencils, rulers, rubbers, books, pencil cases, coloured pencils
- **Dice:** enough for every pair of students

### Learning Objectives

- identify and name classroom objects [book/ bag/ pencil/ rubber/ ruler/ pencil case/ table]
- ask and answer questions: [What is number ... 4?/ It's a ... pencil.]
- recognise and read whole colour words [red/ green/ yellow/ brown/ blue/ white/ black/ purple/ pink/ orange]

### Task One (10 minutes)

- ★ Ask children to look at **page 57** of their *Classbooks*.
- ★ Get the children to name the objects on the page. Ask the children, 'What is number 3?' Get children to answer 'a yellow pencil or a red bag.' Make children aware that there are two objects for each number. Review all the items in the

balloons by asking, 'What is number ...?'

- ☆ Tell children that they are going to play a game. Explain that this is a dice game played in pairs.
- ☆ Demonstrate how the game is played with a group of children at the front of the class.
- ☆ Tell both partners to throw the dice to decide who begins. The child with the highest number goes first.
- ☆ Explain that each child takes turns to throw the dice and counts the number of dots on the dice. If the dice has numbers written on it, they should just find that number. Then they find a balloon with the same number. They should then describe the picture to their partner (eg. a blue table). If they are correct, they can write their initials on the balloon in pencil. If they are incorrect, they miss their turn and the next child gets to go. There are two balloons for each number. The second child takes his/her turn. If the child rolls a number, but they have already been marked, they miss a turn.
- ☆ The child who marks the most balloons wins.

### Task Two (5 minutes)

- ☆ Ask children to look at **page 41** of their *Skills Books*. Elicit from children what they think they need to do. Get children to tell you that they have to read the colour words under the objects and colour them accordingly.

### Task Three (5 minutes)

- ☆ Ask children to look at the frieze on **pages 48** and **49** of their *Classbooks*. Quickly remind them of the vocabulary they have learned by asking them to name and point to the objects in the frieze.
- ☆ Ask children in L1 to look at the faces at the bottom of **page 57**. Say which face represents 'like' and 'don't like'. Encourage children to think about the things they did in this unit. Get them to look through the pages to remind themselves what they learnt. Ask children to colour a face according to whether it was hard or easy for them.

### Task Four (5 minutes)

- ☆ Put the alphabet poster on the board. Elicit from children which letters they have learned in this unit (d, s). Get children to turn to **page 42** of their *Skills Books* and colour in these letters.

### Task Four (5 minutes)

- ☆ Play *The Alphabet Song*. Get children to point to the letters that they have coloured in their *Skills Books*. Encourage them to sing along.

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

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

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

It is important, even with young children, to give them a sense of the progress they are making in class, so that eventually they can become autonomous learners, capable of deciding for themselves what they need to learn and how they need to learn it. This autonomy is developed from the very beginning of the course with very simple self-assessment activities. In grade 1 this involves children in looking back through their unit of work and indicating whether they found it easy or difficult by colouring in a happy or sad face. The activity itself is very easy, but it begins the process of getting children to reflect on their learning experiences in the classroom.

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

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



FUNCTIONS	LANGUAGE FOCUS	VOCABULARY	CONCEPTS AND CROSS CURRICULAR LINKS
Greetings Farewells	Hello! Goodbye! What's your name? I'm [Sami].	computer football car teddy bear telephone television  bingo	<i>General:</i> Making associations Applying prior knowledge Following steps and instructions  <i>Art:</i> Being creative – Drawing Using tools – scissors Making things – Finger puppets  <i>Social:</i> Co-operation Understanding and following the rules of a game
Identifying people by name	Who is it? It's [Maha].		
Asking about and identifying objects	What is it? a [teddy bear] It's a [car].		<i>Science:</i> Identifying some animals and body parts while developing motor skills  <i>Life Skills:</i> Understanding road safety and regulations Recognition of traffic lights
Responding to simple oral instructions	<i>Recognition:</i> Stand up. Sit down. Turn around. Point to [a teddy bear]. Touch the ...		<i>Motor skills:</i> Developing fine motor control of hands and fingers Co-ordinating hand–eye movement  <i>Citizenship:</i> Being Sociable (greeting people) PhE/ TPR

Unit 2 Colours and Objects

FUNCTIONS	LANGUAGE FOCUS	VOCABULARY	CONCEPTS AND CROSS CURRICULAR LINKS
Identifying colours	What is it? A [pencil] It's a [book].	red pink green blue yellow orange purple	<i>General:</i> Making associations Applying prior knowledge
Identifying and describing the colours of objects	It's a [blue pencil].	book bag chair table blackboard pencil	<i>Art:</i> Colour recognition Being creative Using tools – scissors
Following simple oral instructions	Stand up. Sit down. Turn around. Touch the ... Point to ... Draw a ...	computer football car teddy bear telephone television	<i>Maths:</i> Understanding sequence  <i>Social:</i> Co-operation Understanding and following the rules of a game
Giving simple oral instructions	Stand up. Sit down. Turn around. Touch the [table]. Point to a [chair].		<i>Motor skills:</i> Developing fine motor control of hands and fingers Co-ordinating hand–eye movement  <i>Science:</i> Recognising the natural phenomenon of the rainbow recognising the order of the colours which naturally occur in rainbows



FUNCTIONS	LANGUAGE FOCUS	VOCABULARY	CONCEPTS AND CROSS-CURRICULAR LINKS
Talking about parts of the body	I've got 2 heads. I've got 4 legs. I've got 3 blue arms	body head/s arm/s hand/s finger/s thumb/s leg/s foot toe/s	General: Comparing and contrasting Categorising Developing basic skills for giving presentations
Responding to simple instructions	Colour the legs green / the head yellow.		Art: Colour recognition Being creative Using tools – scissors
Asking and answering questions about physical characteristics	Have you got a red head? Have you got 2 blue arms? Yes / No	numbers 1–5	Maths: Recognising whole numbers [1–5] Counting [1–5] Asking about quantity
Identifying 'creatures' from physical descriptions	I've got 2 green heads, 4 blue legs and three red arms. It's number 3.	red yellow green blue orange purple pink	Social: Co-operation Understanding and following the rules of a game
Answering questions about quantity	How many fingers are there? 5		Motor skills: Developing fine motor control of hands and fingers Co-ordinating hand–eye movement
			Science: Identifying (Parts of the human body and creatures' bodies)
			Social Studies: Recognising directions Higher order thinking skills Developing visual discrimination skills

Unit 4 Numbers and Shapes

FUNCTIONS	LANGUAGE FOCUS	VOCABULARY	CONCEPTS AND CROSS-CURRICULAR LINKS
Identifying shapes	It's a circle / square.	circle square triangle rectangle	<i>General:</i> Making associations Applying prior knowledge Transferring information from one model to another  <i>Art:</i> Colour recognition, Being creative, Using tools – scissors  <i>Maths:</i> Recognising whole numbers [1–10] Counting [1–10] Identifying even and odd numbers [1–10] Understanding the concept of zero Recognising sizes (small, little, big, large) Identifying shapes and understanding sequence
Asking and answering questions about shapes	What is it? It's a circle.		
Asking and answering questions about quantity	How many circles are there? 4	<i>Prepositions of place:</i> in on	
Counting from 1–10	numbers 6–10	6–10	
Asking and answering questions about location	Where's the red circle? in the blue box on the green chair	red blue green yellow orange purple pink	
Responding to and giving simple instructions	Colour the square blue.	1–5  table chair book	<i>Social:</i> Co-operation Understanding and following rules of a game  <i>Motor skills:</i> Developing fine motor control of hands and fingers Co-ordinating hand–eye movement  <i>Science:</i> Recognising parts of the human body  <i>History:</i> Raising awareness of the history of Native American Indians

FUNCTIONS

- Talking about parts of the face
- Giving descriptions in terms of physical characteristics
- Giving descriptions in terms of physical characteristics and size
- Describing people and monsters in terms of physical characteristics
- Responding to and giving simple oral instructions

LANGUAGE FOCUS

- I've got 2 eyes.
- I've got 1 nose.
- I've got 2 yellow eyes.
- I've got 3 blue ears.
- I've got a big nose.
- I've got small ears.
- I've got short hair.
- I've got long hair.
- It's got ...
- It's a girl. She's got ...
- It's a boy. He's got ...
- Touch your nose.
- Draw a face.
- Colour his face blue.

VOCABULARY

- eye/s
- ear/s
- nose/s
- mouth/s
- face
- hair
- big
- small
- long
- short
- girl
- boy
- 1–10
- red
- blue
- blue
- green
- yellow
- orange

CONCEPTS AND  
CROSS-CURRICULAR LINKS

- General:*
  - Comparing and contrasting
- Art:*
  - Colour recognition
  - Being creative
  - Using tools – scissors
- Maths:*
  - Recognising whole numbers
  - Relative size
  - Recognising clockwise and anticlockwise directions
- Social:*
  - Co-operation
  - Understanding and following the rules of a game
- Motor skills:*
  - Developing fine motor control of hands and fingers
  - Co-ordinating hand–eye movement
- Science:*
  - Recognising parts of the body
  - Identifying size, colour and number of facial features

Unit 6 My Classroom

FUNCTIONSFUNCTIONS	LANGUAGE FOCUS	VOCABULARY	CONCEPTS AND CROSS-CURRICULAR LINKS
Identifying objects in the classroom	What is it? It's a table.	ruler rubber pencil case scissors	General: Comparing and contrasting
Describing the colour of classroom objects	A blue book.	<i>Prepositions of place:</i> in, on, under	Story: Lulu's Walk Sequencing a story Re-telling a simple story
Recognising and using 'and'	A pink and green pencil.	1–10	Art: Colour recognition Using tools – scissors
Asking and answering location questions about objects in the classroom	Where's the purple book? It's on the table. It's in the pink bag. It's under the yellow chair.	bag pencil chair table book whiteboard  television car computer  red green yellow blue pink purple orange	Maths: Recognising whole numbers Counting [1–10]  Social: Co-operation Understanding and following the rules of a game  Motor skills: Developing fine motor control of hands and fingers Co-ordinating hand–eye movement

This additional activities section is a resource for teachers wishing to adapt and supplement the course to suit the particular interests and abilities of their classes.

The first set of activities are arranged under topic headings for ease of reference. However, many of these activities can be adapted and used with other topics. A lot of the activities are suggestions for class-produced display work that can be a very valuable asset to a busy teacher. A set of more general activities and games are included after the topic-specific activities.

- You will need to re-arrange your furniture, move outside, or go to a hall or gymnasium for some of the activities described in this section.
- Some of the activities require that you, or the children, collect magazines, empty cereal boxes, etc. Please remember that these are additional activities
  - do not worry if you are unable to use these activities due to lack of local resources.

## Introductions

- Divide the class into two equal groups. Tell the groups to form circles, one inside the other. Make sure the children are facing each other. Clap your hands. As you clap, tell the circles to move in opposite directions. When you stop clapping, the two circles have to stop moving. Ask the children to introduce themselves to the person in front of them.
- **YOU WILL NEED: A BALL**  
Make one big circle. Stand in the circle as a member of it. Ask the children to be quiet and then show the ball to them. Throw the ball to one of the children. Invite the child – with a gesture – to throw the ball to another child. Allow the children to throw the ball in silence for a few minutes.  
  
Now get the ball again. This time as you throw the ball to a child say, 'Hello!' Tell the child who catches the ball to throw the ball to another child saying, 'Hello!' as s/he does so. This game can be used to practise Hello!/ Goodbye!/Hello, I'm [Fatma/Saeed], etc. You may want to adapt it to use with smaller groups of children once they become familiar with the rules.
- **Drawing**  
**YOU WILL NEED: PAPER** – one sheet of paper for each child  
Ask children to draw self-portraits to be displayed on a class poster.

## Colours, Objects and Numbers

- **Colour posters**  
**YOU WILL NEED: PAPER** – one sheet of paper for each child  
**LARGE PIECES OF POSTER PAPER**  
**SCISSORS**  
**GLUE**  
Divide the class into five or six groups and give each group a colour name. Give each group an assortment of magazines. Explain that you want the children in the blue colour group to find blue things in the magazines, and cut them out. Explain that the other groups should do the same for their colours. When each group has collected several pictures, tell them to stick them on a large sheet of poster paper. If possible, display the colour posters in the classroom and use them to revise colour vocabulary.

- 2 • **Colour team game**  
**YOU WILL NEED: ACTIVITY CARDS** Numbers 1–10 from the Class Resource Pack  
 Divide the class into four equal teams. Give each child in the team a number from 1–10. Say, 'one' and indicate that you want all children with that number to come to the front of the class. Explain that you are going to name a colour and that these children must find something of that colour and be the first to reach you with it. The first child to reach you wins a point for their team.

Repeat the activity with different numbers and colours until you have called out all the numbers.

- 3 • **Number groups**  
**YOU WILL NEED: ACTIVITY CARDS** Numbers 1–10 from the Class Resource Pack  
 Give each child a number from 1–10. Tell children that when you clap your hands you want all the number ones to form a group, all the number twos, etc.

- 4 • **Sound counting**  
**YOU WILL NEED: ACTIVITY CARDS** Numbers 1–5 from the Class Resource Pack  
 Give each child a number from 1–5. Ask the class to listen and count the number of sounds you make, such as a knock on the door, hand claps, etc. Tell children with the matching number to hold it up.

- 5 • **Number pass ball-relay**  
**YOU WILL NEED: 3 – 4 LARGE BALLS**  
 Divide the class into 3 or 4 equal teams. (You may need to make some children referees if it is not possible to make equal teams.) Ask children to line up one behind the other, close enough so that they can easily pass a ball overhead to each other.

Demonstrate the activity with one group before handing out the balls to the other groups.

Tell the child at the front of the line that he or she is number one and then get the rest of the line to say what their numbers are – two, three and so on. On a signal – clapping your hands or blowing a whistle – tell children to pass the ball backwards over their heads until it reaches the end of the line. Tell children that as they pass the ball over their head, they must call out the number of their position in the line, such as one, two, three etc. until the ball reaches the end of the line. When the last child on the team receives the ball, he or she calls out his or her number and then passes the ball forward again. The children continue to pass the ball forwards saying their number as they do so. The winning team is the first to pass the ball backwards and forwards with the correct number-counting backwards and forwards.

VARIATION: The ball may be passed in different ways, for example under the legs, alternating over and under, etc.

## My Body

- 1 • **Touching game**  
 Organise the class into pairs. Demonstrate the activity with a pair of children at the front of the class. When you say hands get children to touch each other's hands, when you say knees get children to touch each other's knees, and so on. Use this as a way of revising all the body vocabulary taught to date.
- 2 • **Hand collage**  
**YOU WILL NEED: PAPER** – one sheet of paper for each child  
**LARGE PIECES OF POSTER PAPER**  
**SCISSORS**  
**GLUE**



Give each child a piece of paper to draw their hands on. Get children to draw round their hands on the paper, colour their hands in, and then cut them out. Either stick the children's hands onto a shape that you have already prepared (for example, you could make the shape of a hedgehog with all the hands), or organise children into groups, give them a sheet of poster paper and some glue, and ask them to make their own collage.

### 3 • Consequences

**YOU WILL NEED: PAPER – one sheet for every group of four children**

Organise children into groups of four. Demonstrate that you want each group to fold their sheet of paper into four horizontal sections. Tell children that they are going to draw a funny creature in their group, and that each child is going to draw a different part. Say, '**Draw a head.**' The first child in the group draws a head on the first section of the paper without showing the other children. He or she then folds the paper back so that all that can be seen is two short lines where the neck finishes. Now the paper is passed to the second child. Say, '**Draw the body and arms.**' The child draws in these parts on the second section of the paper, again without letting the other children see. This child now folds the paper to hide their drawing, leaving only two short lines showing, denoting the sides of the body at waist level, and passes it to the third child. Now say, '**Draw the legs.**' When the child has finished, again get them to fold the paper, leaving only the lines showing the very bottom of both legs. This child now passes the paper to the fourth child. Say, '**Draw the feet.**' The fourth child draws in the feet and then the children open out the paper to find their funny creature. Let the groups compare their pictures to see which group has the funniest, strangest, or ugliest creature.

## Shapes

### 1 • Group shapes

Divide the class into three or four equal groups. Tell them you are going to say the name of a shape, and each group must form itself into that shape. The quickest group to form the shape correctly wins two points.

### 2 • Shape posters

**YOU WILL NEED: PAPER – one sheet of paper for each child**

**LARGE PIECES OF POSTER PAPER**

**SCISSORS**

**GLUE**

Divide the class into five or six groups and give each group a shape name. Give each group an assortment of magazines. Explain that you want the children in the circle group to find circular things in the magazines and cut them out, and that the other groups should do the same for their shapes. When each group has collected several pictures tell them to stick them on a large sheet of poster paper. If possible, display the shape posters in the classroom and use them to revise shape vocabulary.

## My Face

### 1 • Make a mask

**YOU WILL NEED: PAPER PLATES or CARDBOARD CIRCLES or PAPER BAGS – one for each child**

**STRING**

**WOOL**

**COTTON WOOL**

**ELASTIC**

**YOGHURT CARTONS**

**SCISSORS**

**GLUE**

If you are able to get any or all of the above materials, show children different ways of making masks. Use similar instructions to those given in making the Biff mask in Unit 5.

Once children have made their masks, ask them to think of a name for themselves and go around the class introducing themselves to other children.

- 2 • **Make a face bookmark**  
YOU WILL NEED: CARD – one piece for each child  
STRIPS OF STIFF CARD – one for each child  
GLUE  
SCISSORS

Explain to children, in L1, that they are going to make a bookmark. Demonstrate the process on the board before you give children the materials.

Give each child a piece of card and distribute the scissors and glue. Tell children to draw around their hands. Now explain that you want them to draw a face on the hand on the card. Say, '**Draw the eyes. Draw the nose. Draw the mouth.**' When children have finished drawing the face, ask them to colour the hand and then cut it out.

Show children how to stick the hand onto the strip of card. Give each child a piece of card and tell them to stick the hand onto the card. When they have completed their bookmark, show them how they can put it in a book so that the fingers show them where they are in the book.

- 3 • **Funny faces**  
YOU WILL NEED: OLD MAGAZINES  
PAPER PLATES or CARDBOARD CIRCLES – one for each child  
WOOL or STRIPS OF COLOURED PAPER  
SCISSORS  
GLUE

Divide the class into groups of four or five. Give each group an assortment of magazines, some wool or paper strips, scissors and glue. Ask the children to look through the magazines and cut out lots of eyes, noses, mouths and ears. Give children time to find, and cut out, at least five of each and then ask them to sort their pictures into facial features. Ask children to choose facial features and some pieces of wool or paper strips, and put them on their paper plate to make a funny face. When children have placed the features on the plate, tell them to stick them on the plate. If you have the space, you may like to use the funny faces as part of a classroom display about faces.

## My Classroom

- 1 • **Classroom poster**  
YOU WILL NEED: OLD MAGAZINES  
POSTER PAPER  
SCISSORS  
GLUE
- 2 • **Classroom objects**  
YOU WILL NEED: PAPER – one sheet for each child  
3 LARGE PIECES OF POSTER PAPER  
BLUE-TAC

Say, '**Hold up a pencil.**' Check that all children are holding pencils. Then say, '**Hold up a rubber.**' Again check that children are holding the correct object. Finally, say, '**Hold up a ruler**' and check that the objects the children are holding are correct. Hold up a ruler and draw around it on the board. Do the same with a

rubber and a pencil.

Give each child a piece of paper. Tell children that you want them to choose a classroom object and that you want them to draw around it four or five times. Tell them to draw around it in different positions on the paper and then colour it.

While the children are drawing and colouring their classroom objects, put three large pieces of poster paper up on the classroom walls. Have a large picture of a pencil, rubber, or ruler at the top of each one. When the children have finished drawing and colouring their classroom objects, ask them to put their paper on the matching poster.

### 3. • Chinese Whispers

**YOU WILL NEED: PENCILS, RULERS, RUBBERS, BOOKS – one set for each team**

**BOXES – one for each team**

Divide the class into three or four teams. Put a set of the four classroom objects for each team, and a box for each team, on your desk. Ask the members of each team to stand behind one another, in a line, in front of your desk. Stand at the back of your class and get the last child in each team to stand in front of you. Whisper an instruction to these children, for example, **'Put the rubber in the box.'** Then get the children to return to the back of their line and whisper the instruction to the child in front of them. Get children to whisper the instruction to each other in turn, up the line to the child at the front. The child who is first to carry out the instruction correctly scores a point for his/her team.

The child at the front now moves to the back of the team, and the game is repeated with different instructions until every child has had a turn at the front of the line.

### 4. • Blackboard dictation

**YOU WILL NEED: PAPER – one sheet for each pair of children**

Organise children into pairs. Give each pair a sheet of paper. Explain that you want one child in each pair to turn his or her back to the board and face the back of the classroom, and the other to face the board. Draw a simple picture of classroom objects on the board, for example, two rulers under a book. The child facing the board must describe the picture to his or her partner, in English. The child describing the picture must not help his or her partner by pointing or correcting in any way. The partner listens and draws the picture he or she thinks is on the board. At the end of the activity children can check against the original.

## Other activities

In addition to the activities suggested above, the flashcards and activity cards, and the songs, rhymes, and games can all be used as additional activities in the classroom.

- Using the flashcards

### 1. • What's missing?

Put the flashcards of all the vocabulary learnt so far in the lesson/unit on the board. Give children 30 seconds to memorise them. Ask children to close their eyes. Remove one of the flashcards. Tell children to open their eyes and ask, **'What's missing?'** Children try and identify the missing item. Tell the children to close their eyes again and remove a second flashcard. Again, tell children to open their eyes and ask **'What's missing?'** Children have to name both missing items. Continue with this procedure until there are no flashcards left on the board. Pointing to the empty spaces where the flashcards were will help children remember.

### 2. • Kim's Game

Organise the class into five or six teams. Put a set of 8–10 flashcards on the board. Give children one minute to look at the flashcards. Take all the flashcards off the board. Remove two of the flashcards and put the remaining flashcards back on the board in a different order. Give the teams a time limit and ask

them to work out which flashcards have been removed. The first team to name the two missing items is the winner.

- 3 • **Chinese Whispers**  
Organise the class into teams of equal numbers. Stand the teams in line, one child behind the other. Show the first child in each team a flashcard. They should whisper the word to the next child in their team, who whispers it to the next one, and so on, until the word reaches the last child in the team, who says it aloud. The first team to finish wins the game.
- 4 • **Guessing game**  
Hide a flashcard from a topic set behind your back. Get children to guess which word it is.
  - Using the activity cards  
The activity cards can be used throughout the course to play Snap and Bingo.

- Games

- 1 • **What's missing?**
- 2 • **Kim's Game**
- 3 • **Chinese Whispers**

These can all be played following the same procedure suggested above, using realia instead of the flashcards.

- 4 • **1,2,3, I can see ...**  
This game can be played either in pairs, groups, or as a whole class activity. Referring to objects in the classroom, pictures in the *Classbook*, or flashcards on the board, say, '**1,2,3, I can see something beginning with 'p'.**' Remember to use the sound of the letter, not the name. Children try and guess the object. If children are confident enough, ask the winner to think of the next object.
- 5 • **Soot Says**











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