

Children will learn how to:

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

Main language

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

Vocabulary

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

Skills

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

Literacy

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

Classroom language

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

Activities

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

Free Time

Lesson 1

Unit One

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

1 apple	2 bed	3 cat	4 dog	5 elephant
6 frog	7 goat	8 hen	9 ink	10 jelly
11 kite	12 leg	13 mouth	14 nose	15 orange
16 pen	17 Queen	18 ruler	19 sun	20 tap
21 umbrella	22 van	23 wolf	24 x-ray	25 yo-yo
26 zebra				

You will need:

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

Children will:

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

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

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

Task One (5 minutes)

Step one

- ☆ Ask children to look around the classroom, use classroom objects and make sentences using **This is a ...** and **That is a ...**. Elicit as much vocabulary as possible and get children to use it in sentences. Hold up classroom object word cards and get children to label things in the classroom.
- ☆ Hold up the flashcard of one of the main characters. Ask **Who is it?** When the character is named correctly, put the appropriate flashcard on the board. Repeat with the other five characters.
- ☆ Hold up the word card for one of the characters and ask children **Who is it?** Encourage the class to read the name and then put the word card on the board under the corresponding flashcard. Repeat this for all the characters.

Step two

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

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

Task Two (10 minutes)

Step one

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

Step two

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

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

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

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

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

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

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

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

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

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

Free Time

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

Task Three (5 minutes)

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

Task Four (5 minutes)

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

Task Five (5 minutes)

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

For the next lesson

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

Free Time

Lesson 2

Unit 1 Free time

Listen and speak.

I collect comics.

I collect telephone cards.

I collect postcards.

I collect badges.

2

I collect dolls.

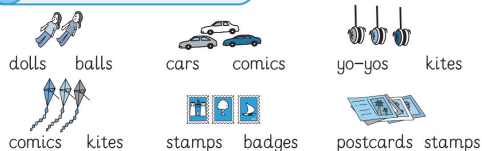
I collect kites.

I collect stamps.

I collect yo-yos.

3

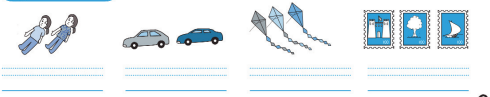
2 Look, read and circle.



3 Read and match.

- 1 She collects dolls.
- 2 He collects kites.
- 3 She collects stamps.
- 4 He collects cars.
- 5 She collects yo-yos.

4 Write.



You will need:

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

Children will:

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

Task One (5 minutes)

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

Task Two (15 minutes)

Step one

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

Step two

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

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

Step three

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

Listening Transcript 1.1 [Track 02] Collections

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

Free Time

- ☆ Ask children **What does Maha collect?** Elicit **comics**. Continue playing the listening, pausing after each question and answer, and asking children **What does ... [Saeed] collect?**
- ☆ Tell children that you will play the listening again and that this time you want them to repeat what each child says they collect. So children should repeat **I collect ... [badges]**. Play again, pausing after each answer to give children enough time to repeat.

Step four

- ☆ Tell the class that they are going to hear the characters talk about what they collect again, but this time they will speak in a different order.
- ☆ Play *Listening CD 1.2*. Ask the class to listen, look at the pictures and call out the number of the picture that shows each character's collection. Pause after each character speaks and elicit the answer. Play the listening twice.

Listening Transcript 1.2 [Track 03] I collect ...

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

Step five

- ☆ Hold up the flashcards, or realia, of the following objects: **stamp, badge, postcard, kite, doll, telephone card, comic, yo-yo**. As you hold up each object, say **I collect ... [stamps]**. After you have named each object once, hold up the objects and say **I collect ...** and get the class to name the object or the picture on the flashcard you are holding.
- ☆ Quickly distribute the flashcards or realia to confident children around the class. Ask each one to stand up, show his or her object to the rest of the class and say **I collect ... [postcards]**. The rest of the class must look at the object, listen carefully and say **Yes** if the child has named the collection correctly, and **No** if it was named incorrectly. You may want to repeat this

activity a few times.

Task Three (5 minutes)

Step one

- ☆ Ask children to look at **pages 2 and 3** of their *Classbooks* again. Tell them that you will say the number of a picture and they must find that picture, imagine they are that child, and say what they collect. For example, if you say number **3**, the class must say **I collect badges**. Continue with this activity until children have talked about each picture at least twice.
- ☆ Ask a confident child to imagine they are one of the children in the pictures and to say out loud what they collect. The rest of the class must guess what picture it is. Repeat this with a few more children.
- ☆ Organise children into pairs. Tell them to take turns imagining they are one of the children in the pictures and saying what they collect. Their partner must guess the right picture.

Step two

- ☆ Ask children to look at **pages 2 and 3** of the *Classbook*. Tell them to **listen, read and repeat** the sentences after you. Read the sentences below each picture and get children to track the words with their fingers as they read and repeat them.
- ☆ Say a number. Select a child to read the sentence for that number.

Task Four (5 minutes)

- ☆ Ask children to look at **page 2** of their *Skills Books*. Ask children to look at the pictures in activity 2 and to read the words under the pictures. Get children to read out the words and to circle the correct answers. This is a consolidation exercise since children have already met these words.
- ☆ Now ask children to look at activity 3. Get children to read the sentences aloud several times. Ensure that they understand what they have to do. They have to match each sentence to the picture. Point out the example **She collects dolls**.

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

For the next lesson

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

Free Time

Lesson 3

Unit 1 Free time

Listen and speak.

I collect comics.

I collect telephone cards.

I collect postcards.

I collect badges.

2

I collect dolls.

I collect kites.

I collect stamps.

I collect yo-yos.

3

Listen and read. Vicky's Badges

a apple b ball c cat d dog

h hen i ice cream j jelly k kite

o orange p plane q queen r rabbit

v video w window x x-ray y yo-yo

4

Sing. The Alphabet Song

e ear f fish g goat

l lion m mouse n nose

s snake t train u umbrella

z zebra

5

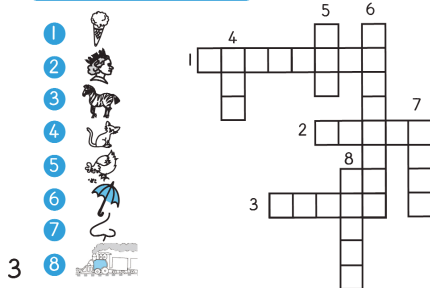
1 Circle the words.



2 Complete the sentences with the words from above.

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

3 Write the words.



You will need:

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

Children will:

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

Task One (5 minutes)

☆ Ask children **What day is it today?** Try and elicit the day in English from the class. Write the day of the week on the board in English.

☆ Say the days of the week and get children to repeat the days with you. As you say each day, hold up the corresponding word card and then put it on the board.

☆ Chain the days of the week around the class. As each child says a day, point to that word card on the board. Remove the word cards from the board at the end of this activity.

☆ Ask seven children to come to the front of the class. Mix up the days of the week word cards and give one to each child. Ask children to put themselves in order starting with **Saturday** as in the song.

☆ Play *The Days of the Week Song* (Song CD 1.1) and ask children to join in with the words and actions where they can.

Task Two (10 minutes)

Step one

☆ Ask any children who have collections as hobbies and who have brought them to the lesson to display them so that everyone can see.

☆ Ask the child who owns each collection to talk about it, in L1, for a few minutes. When each child has talked about their collection, help them to say **I collect ...[seashells]** in English. If any of the children have collections of the objects introduced in the last lesson, try and elicit the names in English.

Step two

☆ Tell children to look at **pages 2 and 3** of their *Classbooks*. Ask questions about the character's collections. For example, ask **What does Maha collect?** Elicit **comics**. As you elicit the name of each collection, put the corresponding flashcard on the board. Ask questions about all the pictures so that all the objects are named.

☆ Point to each of the flashcards on the board in random order and elicit the names of the objects. As you elicit the name of each object, hold up the corresponding word card and then

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

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

Task Three (5 minutes)

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

- ☆ Ask children **How many ... [badges] are there?**

Tell children to check the picture and call out the number they have circled. Repeat this procedure for all the pictures.

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

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

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

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

Task Four (5 minutes)

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

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

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

Listening Transcript 1.3 [Track 04] Vicky's Badges

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

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

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

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

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

- ☆ You may want to take this opportunity to talk about the similarities and differences between the English and Arabic alphabets – the number of letters in the two alphabets, small letters and

capital letters, directionality, etc. In L1, explain to children that in the English alphabet each letter has got **a name** and **a sound**. For example, the letter b's name is **B**, as in **ABC**. The letter sound is how it sounds when spoken – **/b/** as in **book**, **bus**, **Biff**.

Task Five (5 minutes)

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

Free Time

Lesson 4



Listen and read.

Vicky's Badges

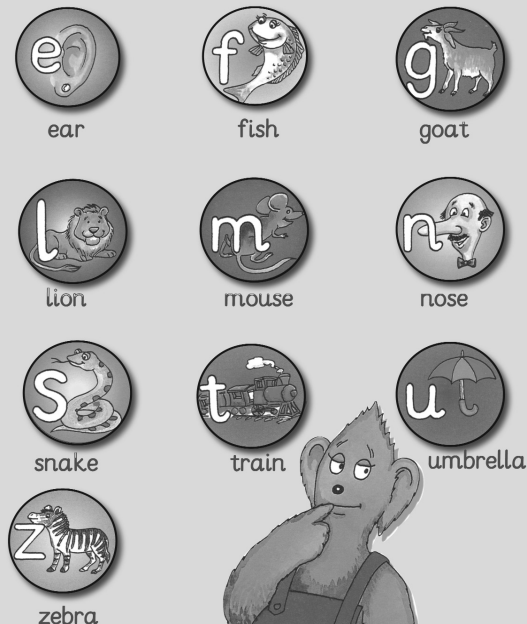


4



Sing.

The Alphabet Song



5

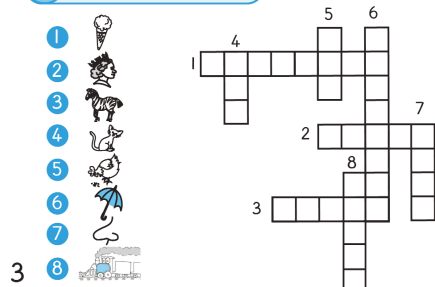
1 Circle the words.



2 Complete the sentences with the words from above.

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

3 Write the words.



3

You will need:

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

Children will:

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

Task One (10 minutes)

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

Task Two (5 minutes)

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

Task Three (5 minutes)

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

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

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

Task Four (5 minutes)

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

Task Five (5 minutes)

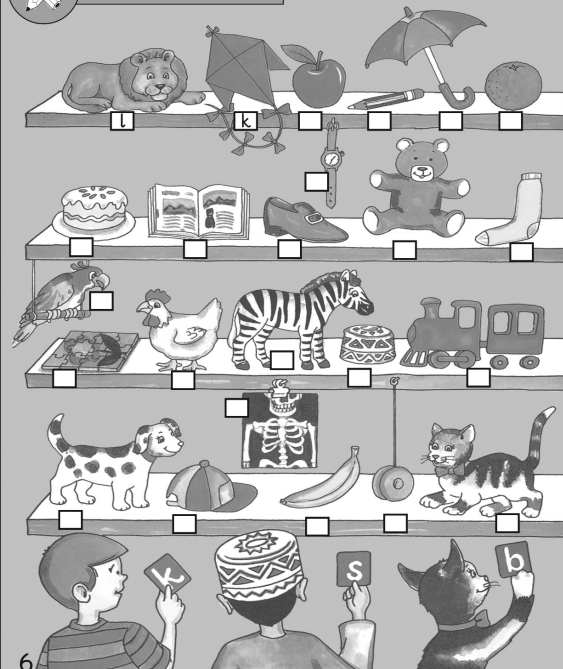
- ☆ Ask children to open their *Skills Books* at **page 3** and to look at activity 3. Children have been exposed to these words several times now. Ask children to look at each picture, identify it, name it and write the appropriate letter in each square. The words in the crossword are recycled. Point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

Free Time

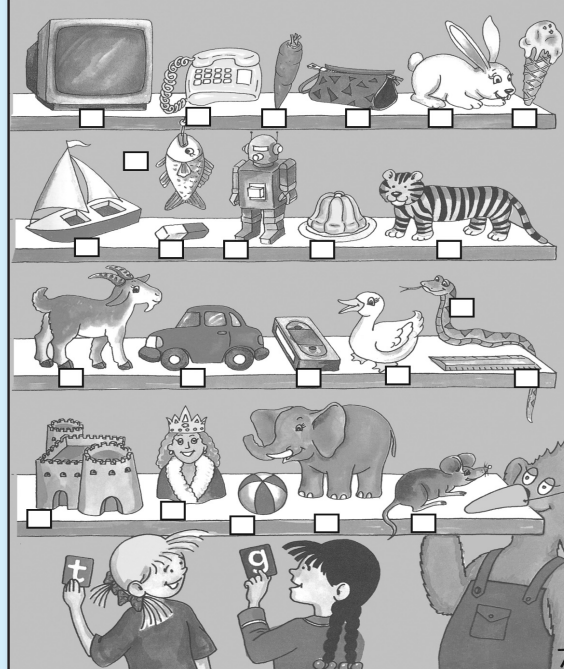
Lesson 5



Write the letters.

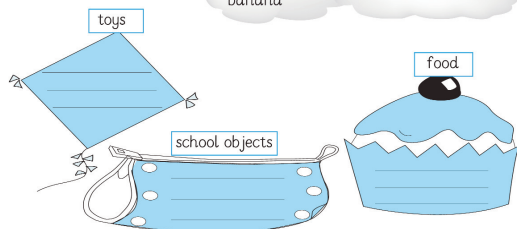


At the Shop

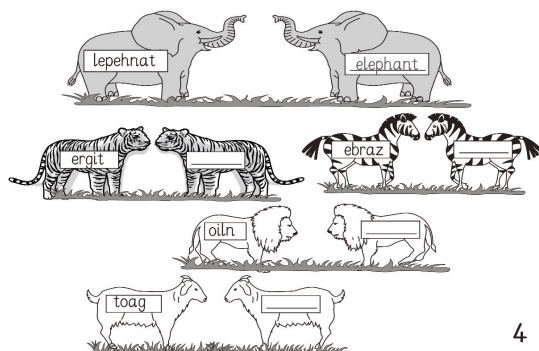


4 Read and write.

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



5 Unscramble the letters. Write the words.



4

You will need:

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

Children will:

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

Task One (10 minutes)

Step one

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

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

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

Step two

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

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

Song Transcript 1.2 [Track 03]
The Alphabet Song

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

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

Song Transcript 1.3 [Track 04]
The Alphabet Song

a b c d e f g,
a b c d e f g,

Come and learn with me,
Come and learn with me,

h i j k l m n,
h i j k l m n,

o p q r s t u,
o p q r s t u,

v w x y z,
v w x y z,

The alphabet is in my head.
The alphabet is in my head.

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

Task Two (5 minutes)

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

Task Three (5 minutes)

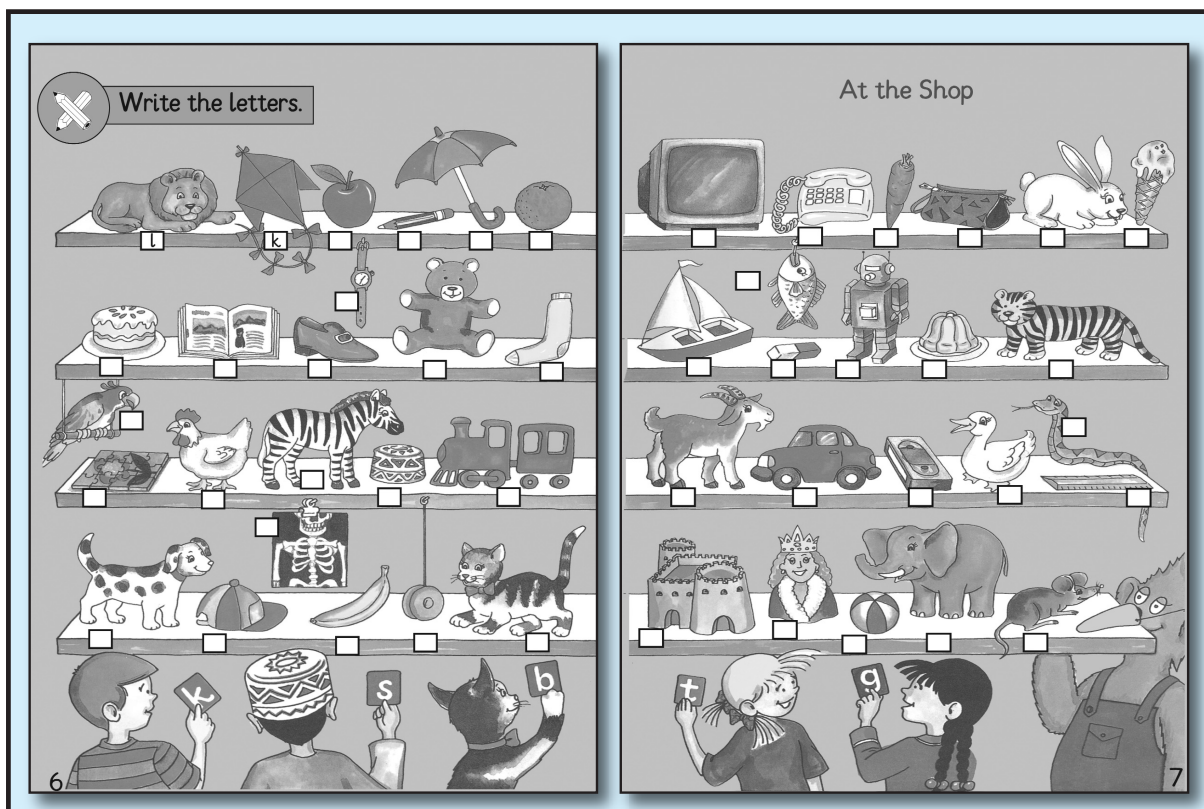
- ☆ Ask children to look at the first shelf and to name a toy they can see there. (**a kite**)
- ☆ Ask children to find two toys on the second shelf. (**a teddy bear** and **a robot**).
- ☆ Get children to name three toys on shelf three. (**a puzzle**, **a train** and **a car**)
- ☆ Finally ask children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

Task Four (10 minutes)

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

Free Time

Lesson 6



You will need:

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

Children will:

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

Task One (5 minutes)

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

Task Two (15 minutes)

Step one

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

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

Step two

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

Listening Transcript 1.4 [Track 05] I spy ...

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

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

Step three

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

Listening Transcript 1.5 [Track 06] I spy with my little eye

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

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

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

Step four

- ☆ Say to the class **Let's play 'I spy'**. Tell them that you are going to choose something in the classroom and that they have to guess what it is. Make sure you choose classroom objects that the children are very familiar with. Say **I spy with my little eye, something beginning with ... [b]**. Let children guess what the object is. Repeat this two or three times. Allow children who guess correctly to take turns if they wish.
- ☆ Get the class to repeat the **'I spy'** rhyme with you.
- ☆ Ask children to look at **pages 6 and 7** of their *Classbooks* again. Organise the class into pairs. Tell children to use the shop picture to play **I spy**. Remind them that one child chooses the first letter of an object in the picture, while the other child tries to guess what it is.

Task Three (5 minutes)

- ☆ Quickly distribute the following flashcards and word cards in random order to the class: **an apple, a banana, a date, a school, a classroom, toilets, a tiger, a lion, a hen, a cat, a bike, a boat, a car, a plane, a train, a raincoat, an umbrella**. (If you do not have exactly 34 children in your class you may need to reduce the number of cards you give to the class or put children into pairs. Also, please cover the article a/an on the word cards before you distribute the cards). Do not give out the **bus** and **orange** flashcards or word cards.
- ☆ Tell the class that you are going to name one of the objects and that the children with the corresponding flashcard and word card must hold them up. If they are correct they must sit together. Name the objects until all the children are sitting next to their matching partner.
- ☆ Put the flashcard for **bus** on the board. Ask **What is it?** Try and elicit **a bus** from the class, and then put the corresponding word card on

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

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

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

3	4	5	6	7	8	9

Task Four (5 minutes)

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

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

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

Free Time

Lesson 7

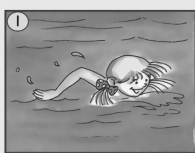


Listen.

What do you like doing in your free time?



8



1 Read and complete the sentences.

games comics stamps football
swimming television volleyball

1 Maha likes reading comics.



2 Soot likes watching _____.



3 Sami likes playing _____.



4 Bader likes collecting _____.



5 Maryam likes playing _____.



6 Biff likes playing _____.



7 Vicky likes _____.



5

You will need:

- **Alphabet Poster:** with pictures

Children will:

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

Task One (5 minutes)

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

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

Task Two (5 minutes)

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

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

Task Three (10 minutes)

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

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

Listening Transcript 1.6 [Track 07] Free time

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

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

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

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

Task Four (10 minutes)

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

Free Time

Lesson 8



Listen.

What do you like doing in your free time?



8



Read and match.

Write the letters.

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

9

You will need:

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

Children will:

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

Task One (5 minutes)

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

- ☆ Ask a confident child a question about one of these sports or hobbies. For example, point to the **football** flashcard and ask **Do you like ... [playing football?]** Elicit **Yes** or **No** answers from children. Ask several other children questions about the sports and hobbies, making sure you include a question for each flashcard.

- ☆ Point to one of the flashcards, start the question with **Do you like ...**, and encourage the class to complete the question with you. After the first model, just point at the flashcard and get the class to ask you the question. Answer the question yourself. Repeat this procedure with all the sport and hobby flashcards.

- ☆ Point to one of the flashcards, and get one child to ask another child the **Do you like ...** question about that picture. Repeat this with different pairs of children until all the sports and hobbies have been talked about.

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

Task Two (10 minutes)

Step one

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

Listening Transcript 1.7 [Track 08]		
I like ...		
Sami:	I like playing football.	[picture 6]
Soot:	I like watching television.	[picture 2]
Vicky:	I like swimming.	[picture 1]
Paul:	I like playing basketball.	[picture 3]
Maha:	I like reading comics.	[picture 5]
Bader:	I like collecting stamps.	[picture 7]
Maryam:	I like playing volleyball.	[picture 4]
Biff:	I like playing games.	[picture 8]

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

Step two

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

Task Three (5 minutes)

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

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

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

Task Four (10 minutes)

Step one

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

- ☆ When children have finished, tell them to compare their work with a friend's.

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


- ☆ Repeat this procedure until you have checked all the sentences with the class.

Step two


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

Free Time


Lesson 9

 **Read and match.**


Write the letters.

a  1. I like watching television. d


2. I like playing volleyball.

c  3. I like swimming.


4. I like playing basketball.


e  5. I like collecting stamps.


6. I like reading comics.


g  7. I like playing games.

8. I like playing football.


b 

d 






f 


h 

9


 **Listen. Write ✓ or ✗.**

What do you like doing ?

					
Maha					
Paul					
Sami					
Vicky					

 **Read, draw and write.**

Read about Paul. Write about yourself.



Paul

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

10

You will need:

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

Children will:

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

Task One (5 minutes)

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

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

Task Two (5 minutes)

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

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

Task Three (15 minutes)

Step one

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

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

Step two

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

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

Listening Transcript 1.8 [Track 09] I like... but I don't like ...

- Maha:** I like reading comics but I don't like playing basketball.
Paul: I like playing basketball but I don't like collecting stamps.
Sami: I like playing football but I don't like reading comics.
Vicky: I like watching television but I don't like collecting stamps.

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

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

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

Step three

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

Step four

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

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

Step five

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

Task Four (5 minutes)

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

Free Time

Lesson 10



Listen. Write ✓ or ✗.

What do you like doing ?

Maha				
Paul				
Sami				
Vicky				



Read, draw and write.

Read about Paul. Write about yourself.



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



10

2 Read and complete the sentences.



✗

I don't like
playing basketball.



✗

I like
collecting stamps.



✗

I like
reading comics.



✗

I like
eating onions.



I like fish.
I like milk.
I like ice cream.



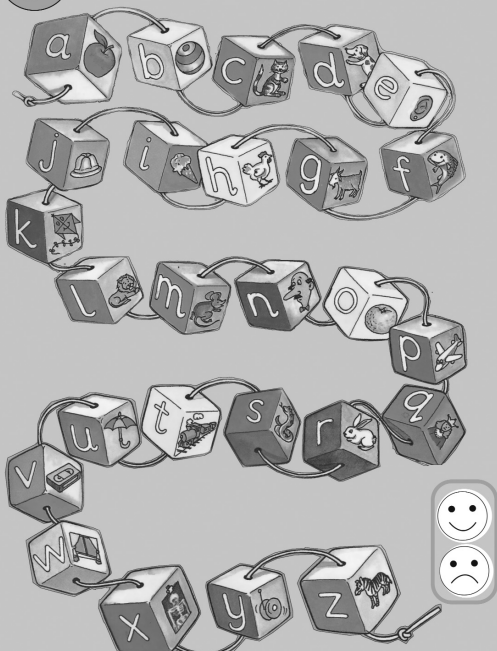
I don't like apples.
I like oranges.
I like bananas.

6



Play a game.

The Alphabet Game



11

You will need:

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

Children will:

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

Task One (5 minutes)

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

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

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

Task Two (10 minutes)

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

Task Three (10 minutes)

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

Rules of the game

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

Task Four (5 minutes)

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

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