

BACK UP



Teacher Book

Book

1

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1

Greetings (1)

Objectives

At the end of this lesson the children will be able to:

- Introduce themselves using I am.
- Respond to a greeting.
- Carry out the left-to right hand movement.

New language

Good morning,
Mr. Miss
I am.....

Bring to the class

- The tape.
- The flashcards.
- Name card for each child in the class.

Preparation

- Make a name card for each child in the class and for Miss Batool too
Batool .

Warm-Up

- Ask the children what English words they can remember, from the previous class (KG2) make this very informal and praise children for what they can say. Correct errors simply by repeating correctly yourself without drilling.
- Ask the children if they remember any song too.

1

Greetings (1)

LESSON 1

A. Listen and follow

- Good morning
- Mr. Miss.
- Left-to-right hand movement

Good morning, children.
I am Miss Batool.

Good morning, Miss Batool.



Good morning, children.

Good morning, Mr Bilal.

**B. Oral practice: See Teacher's Book (T/B).**

- Good morning (name).
- Good morning (name).

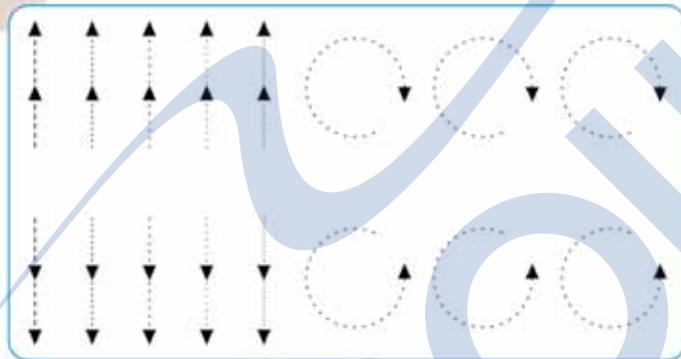
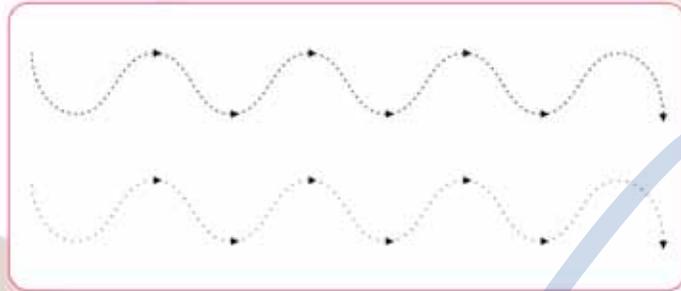
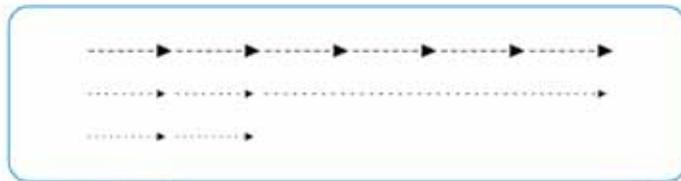
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Presentation
BOOKS CLOSED

(A) Introduce the dialogue.

- Use puppets to introduce the dialogue.
Puppet A: Good morning, children. I am Miss Batool.
Puppet B: Good morning, Miss Batool.
Puppet C: Good morning, children. I am Mr. Bilal.
Puppet B: Good morning, Mr. Bilal.

TRACE FOLLOW THE ARROWS



BOOKS OPEN

A. Listen and follow.

- Children look at the picture on page 4. Hold up your book, point to miss Batool, and say Miss Batool, children repeat.
- Tell children to listen. Play the tape. Hold up the flashcard of Batool. Point and say Batool. Prompt the children to do the same.

B. Oral practice: see teacher's book(TB).

- Children take turns to come forward, hold up the Batool flashcard and say to the class Good morning, my name is Batool. Class replies good morning Miss Batool.
- Give each child his name flashcard and ask them to introduce themselves to the class.

C. Trace and copy follow the Arrows.

- Ask the children to trace and copy -follow the arrows.

2 Classroom Language

Objectives

At the end of this lesson the children will be able to:

- Understand and carry out two classroom instructions.
- Recognize the capital and small letter A, a.

New language

Stand up, sit down
Please, thank you
Children, teacher
The letter A, a.

Review language

- Greeting.

Bring to the class

- The tape
- The alphabet flashcard: A, a.
- The alphabet exemplar for the letter A.

Preparation

- Use the Alphabet exemplars file to prepare an alphabet exemplar for the letter Aa.
- Copy as many as needed and bring them to the class for the children to color them.

Warm-Up

- Bring several children to the front. In turn they greet the class and introduce themselves.

2 Classroom Language

LESSON 2

A. Listen and follow

Stand up, please.
Good morning, children

Thank you, sit down.

Good morning, Miss Batool.

B. Oral practice (as usual).

- Stand up, please.
- Thank you, sit down.

C. Read and match.

- children
- teacher
- sit down
- stand up

Presentation

BOOKS CLOSED

(A) *Introducing the alphabet A.*

- Show letter A, a on the first flashcard and say the name of the letter. Ask the children to repeat. Write the letters A and a on the board. Point to the capital and say the name. Have the children repeat. Do the same with the small letter. Show the picture and say *Apple*, children repeat. Stick the flashcard on the board above the letter with the picture facing the class. Show the picture and say *Ant* then stick the picture above the letter.

(B) *Introduce the dialogue.*

- Use puppets to introduce the dialogue
Puppet A: stand up, please. Good morning, children
Puppet B: good morning, Miss Batool
Puppet A: thank you, sit down.

D. Trace and copy - follow the arrows.

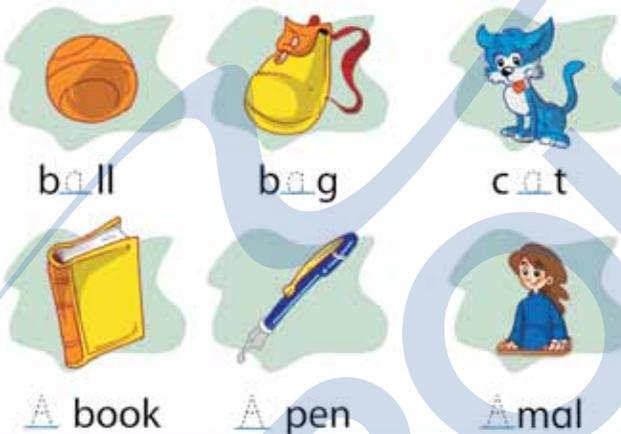
a a a a

Blank handwriting lines for practicing the letter 'a'.

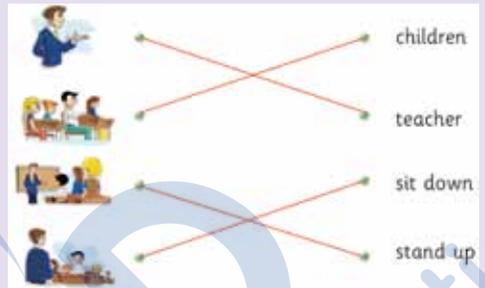
A A A A

Blank handwriting lines for practicing the letter 'A'.

E. Read and write(A/a).



C. Read and match.



D. Trace and copy-follow the arrows.

- Ask the children to write over the dotted lines inside the letter A, a.

E. Read and write (A, a).

- Show the children the alphabet exemplar for the letter A and ask them to trace the dotted letter "a".
- Show the children more flashcards for words start with the letter "A" like Apple, Ant, Ape ...

BOOKS OPEN

A. Listen and follow.

- Ask the children to look at the picture on page 6. Hold, up your book, point to miss Batool, and say Miss Ba-tool children repeat.
- Play the tape, tell children to listen and be ready to point in their books.

B. Oral practice: see teacher's book (TB).

- Introduce stand up, sit down. Use hand gestures to prompt the correct action.
- Once children are familiar with the class language you may wish to introduce *please* and *thank you*.
- Play with the children the Simon says game: Simon says stand up, Simon says sit down, when you say Simon says stand up the class should stand up and when you say sit down they have to sit down, and who confused will be out of the game.

3

Names

Objectives

At the end of this lesson the children will be able to:

- Recognize their own names written in English.
- Ask someone his/her name.
- Write B and b correctly.

New language

Hello...

I am...

My name is...

Review language

- Introductions.
- Classroom instruction.

Bring to the class

- The tape.
- The flashcards.
- A name card for each child in the class, and for yourself.
- Flashcards for the warm-up activities. " letter A, a, letter B,b".

Preparation

- Prepare a flashcard says "what's your name?".
- Prepare the card name for each child in the class and for yourself.
- Prepare as many as needed for the letter B exemplars.

Warm-Up

- Say hello to the class.
- Hold up letter A flash card. Ask what letter is it?

3

Names

LESSON 3

A. Listen and follow



C. Song



Good morning, teacher,
Good morning, Good morning,
Good morning, children,
Thank you, sit down.

-What's your name?
-My name is...

B. Oral practice (as usual).

- What's your name?
- My name is...

Presentation BOOKS CLOSED

- Write your name on the board. Say Name. ask the children to repeat.
- Say to several children Hello, what's your name? Prompt, e.g. I am Dana.
- Show letter B, b on the first flashcard and say the name of the letter. Ask the children to repeat. Write the letters B and b on the board. Point to the capital and say the name. Have the children repeat. Do the same with the small letter. Show the picture and say *Ball*, children repeat. Stick the flashcard on the board above the letter with the picture facing the class. Show the picture and say *Bird* then stick the picture above the letter.
- Hold up a flash card "what's your name?" And ask the children to answer my name isand they have to hold their name card up.

D. Listen and follow 

Hello, I am Tom.

Hello, I am Amal.

- Hello, Hi
- My name is... I am
- The letter (b,B)



1.



2.

Goodbye Dana.



3.

Hi. My name is Basim.

Hello, Basim. My name is Dana.



Goodbye Basim.

E. Acting out the dialogues, then role play (See Teacher's Book)

9

BOOKS OPEN

A. Listen and follow.

- Ask the children to look at the picture on page 8. Hold up your book, Play the tape, tell children to listen and be ready to point in their books.
- Play the audio again. Students listen and repeat.

B. Oral practice.

- Bring student volunteers, to the front of the class and do the following: one asks the other should answer:
Student A: what's your name?
Student B: my name is

C. Song.

- Play the song. Children listen to the song and identify words they recognize from the lesson.
- Sing the song again and ask the children to repeat.

- Play the song again. This time have half of the class sing the children's part of the song: *Good morning, teacher* and half sing the teacher's part of the song: *good morning, children.*

D. Listen and follow.

- Ask the children to look at the picture on page 9 Hold up your book, Play the tape, tell children to listen and be ready to point in their books.
- Play part one of page 9. Students listen and repeat.
- Read part 1 aloud: have children repeat after you.
- Ask the students to practice greeting.
- Play part two of page 9. Students listen and repeat each line after the characters.
- Read part 2 aloud: children repeat after you.
- Ask the students to practice introducing themselves.

E. Acting out the dialogues, then role play.

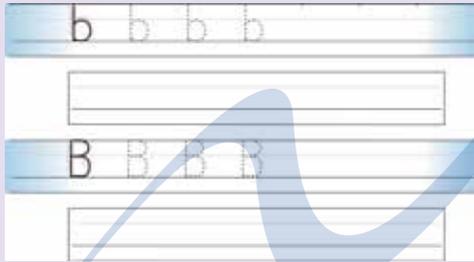
- Have the children practice the conversation in groups of two in front of the class.

F. Song.

- Play the song. Children listen to the song and identify words they recognize from the lesson.
- Sing the song again and ask the children to repeat.

G. Trace and copy-follow the arrows.

- Ask the children to write over the dotted lines inside the letter B, b.



F. Song 



Hello, Basim
Hello, Tom
Goodbye, teacher
Let's go home.



G. Trace and copy - follow the arrows.

b b b b

Blank lines for copying lowercase 'b'.

B B B B

Blank lines for copying uppercase 'B'.

H. Circle the letter (b, B).



book



ball



Bag



Bananas



A bird



a bus

I. Read and circle the letter (b, B) and (a, A).

1. I am Amal.
2. Goodbye Basim.
3. My name is Dana.

11

I. Read and circle the letter (b, B) and (a, A).

- Write the words on the board and ask some students to come to the front and circle the letter A, ask others to circle the letter b.
- Ask them to do this exercise on their books.

1. I am Amal.
2. Goodbye Basim.
3. My name is Dana.

H. Circle the letter (b, B).



book



ball



Bag



Bananas



A bird



a bus

4 Identifying Objects (1)

Objectives

At the end of this lesson the children will be able to:

- Identifying and ask about different things.

New language

What's this?

It's a...

Banana, bird, bus, bag.

Review language

- What's your name?
My name is.....
- Letter B, b

Bring to the class

- The tape.
- The alphabet flashcards: A, a and B, b.
- Real items (bag, bus toy, car toy, bird toy) or picture cards.

Preparation

- Use the Alphabet exemplars file to prepare picture cards for a bird, car, bus, banana, and a bag.

Warm-Up

- Bring several children to the front.
Ask each of them:
What's your name?
Then have them ask each other about their names?

4 Identifying Objects (1)

LESSON 4

A. Listen and follow

- What's this?
- It's a
- banana, bird, bus, bag

1. What's this?
It's a banana.

2. What's this?
It's a bird.

3. What's this?
It's a bus.

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

Presentation

BOOKS CLOSED

(A) Introduce the words.

- Use the flashcards you prepare to introduce the words. Show one card at a time and say the name of the object. Students repeat each word several times.
- Conduct a quick drill of the words. Do not speak as you show the cards. Have students identify the new object plus all the previously learned objects. Gradually pick up speed as students get used to saying the words.

(B) Introduce the question form.

- Use puppet or students to present the question and answer.

Puppet A: what's this?

Puppet B: it's a bag.

B. Draw a line between the word and the picture.

a banana



a bird



a bus



a bag



C. Oral practice. (Ask and Answer about the pictures in B).
See T/B.

-What's this?

- It's a.....

13

a banana

a bird

a bus

a bag



C. Oral practice. (Ask and answer about the pictures in B.)

- Write (what's this? = *what is this?*)
On the board have the students practice saying both. What's this and what is this write *it's a bird?* = *it is a bird?* On the board. Have the students practice saying both. It's a bird and it is a bird.

- Have the students say the sentence *it's a ...*
- Ask *what's this?* Before you show each card.
- Have students repeat the question. Model the question and help students with pronunciation.

BOOKS OPEN

A. Listen and follow.

1. Play the tape. Have students listen and point to the words.
2. Play the tape again and stop after each question or sentence and have the students repeat.

B. Draw a line between the word and the picture.

- Have the students look at the pictures and identify the objects they know.

D. Write the missing letters.

- Write the words in part D on the board and ask the children to write the missing letters.
- Have them do that on their books too.



Book



Ball



Banana



Bird



Bus



Bag

D. Write the missing letters.



_ook



_ll



_n_n_



_ird



_us



_g

5

Colours (1)

LESSON 5



- red, green, blue, yellow, black
- The letter (n).

A. Listen and follow.



a red pencil



a green book



a black cat



a blue pen



a yellow bag

B. Match words and pictures.

a blue book

a green bus

a yellow bird

a red pen

a black bag



15

Objectives

At the end of this lesson the children will be able to:

- Identify some colors.
- Recognize the capital and small letter N, n.

New language

Pen, Pencil.

Red, Green, black, yellow, blue

The letter N, n.

Review language

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

Bring to the class

- The tape.
- Picture cards for pen, pencil, bag, bird, and banana.
- Red, yellow, black, green, and blue flashcards.
- The alphabet flashcard: N, n.
- The alphabet exemplar for the letter N (e.g. nest, nail...)

5

Colours (1)

Preparation

- Use the Alphabet exemplars file to prepare an alphabet exemplar for the letter N, n.
- Copy as many as needed and bring them to the class for the children to color them.

Warm-Up

- Ask what's this? And quickly flip through the flashcards. Students must answer quickly in a complete sentence *it's a bird...*
- Divide the class into two groups and do quick group review.
Group A: what's this?
Group B: it's a banana.

Presentation
BOOKS CLOSED

(A) Introduce the letter.

- Show letter N, n on the first flashcard and say the name of the letter. Ask the children to repeat. Write the letters N and n on the board. Point to the capital and say the name. Have the children repeat. Do the same with the small letter. Show the picture and say *Nest*, children repeat. Stick the flashcard on the board above the letter with the picture facing the class. Show the picture and say *Nail* then stick the picture above the letter.

(B) Introduce the words.

- Use the colored flashcards to introduce the words. Show one flashcard at a time and say the color. Students repeat each word several times.

- Practice the colors by saying the color and having the students point to objects and cloths around the classroom that are that color. Have students repeat the color.
- Repeat with all the colors.
- Perform a quick drill of the colors after introduce each color. Use the colored flashcard. Don't speak as you show the cards. Have students identify the new colors plus all the previously learned colors.
- Play the color race, practice identifying the colors. Have the students stand around the classroom. Call out a color (red). Students run to touch an object with the correct color.

BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to the colors.
- Play the tape again and have students repeat the color names.

B. Match words and pictures.

- Have the students look at the pictures and identify the colors they know.
- Ask the children to match the object with the correct color.



C. Song



My pencil is red.
My pen is blue.
My bag is green.
It's yellow, too.

D. Trace and copy - follow the arrows.

16

Handwriting practice lines for the letter 'n'. The first row shows five dotted lowercase 'n's on a four-line grid. Below it is a blank four-line grid for copying. The second row shows five dotted uppercase 'N's on a four-line grid. Below it is a blank four-line grid for copying.

C. Song.

- Play the song. Children listen to the song and identify words they recognize from the lesson.
- Sing the song again and ask the children to repeat.

D. Trace and copy-follow the arrows.

- Ask the children to write over the dotted lines inside the letter N, n.

Handwriting practice lines for the letter 'n'. The first row shows five dotted lowercase 'n's on a four-line grid. Below it is a blank four-line grid for copying. The second row shows five dotted uppercase 'N's on a four-line grid. Below it is a blank four-line grid for copying.

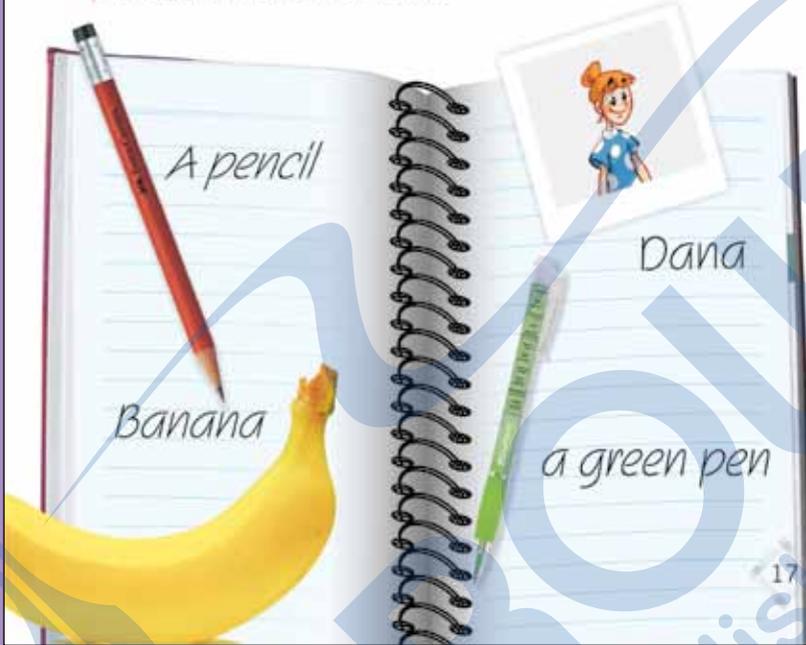
B. Read, then write the missing letters.

Sta__d up. Sit dow__.

My __ame is Da__a.

Good mor__i__g childre__.

C. Read and circle the letter (n).



F. Read and circle the letter (n).

- Read the words one at a time and have the students circle the letter (n) on their books.



E. Read, and then write the missing letters.

- Write the words on the board, ask the students to write the missing letters.

Sta n d up. Sit dow n.

My n ame is Da n a.

Good mor n i n g childre n.

- Ask the children to do this exercise on their books.

6 Greetings (2)

Objectives

At the end of this lesson the children will be able to:

- Ask each other how they are.
- Recognize the capital and small letter C, c.

New language

How are you?

I am fine, thank you.

Review language

- Colors (red, blue, green, black, yellow).

Bring to the class

- The tape
- The alphabet flashcards: C, c and N, n).

Preparation

- Use the Alphabet exemplars file to prepare picture cards for a cat, car, pencil.

Warm-Up

- Review colors. Arrange students in two lines. Place the color cards on the board. Say a color. The first student in each line races to the rail to touch the correct color. The student who touches the card first and correctly names it wins a point for his or her team.

Presentation

BOOKS CLOSED

(A) Introduce the letter.

- Show letter C, c on the first flashcard and say the name of the letter. Ask the children to repeat. Write the letters C and c on the board.

6 Greetings (2)

LESSON 6

A. Listen and follow

- How are you?
- I am fine, thank you
- The letter (c, C)..

Hello, Tom.
How are you?
I am fine,
thank you.

Hello, Dana.
How are you?
I am fine,
thank you.

B. Oral practice (Act out the dialogues, then Role Play).

- Hello, (name). How are you?
- I am fine, thank you.

C. What are they saying?

Hello, Tom.
How are you?

_____?

I am fine,
thank you.

Point to the capital and say the name. Have the children repeat. Do the same with the small letter. Show the picture and say *Cat*, children repeat. Stick the flashcard on the board above the letter with the picture facing the class. Show the picture and say *Car* then stick the picture above the letter.

(B) Introduce the dialogue.

- Use a puppet to introduce the dialogue.

Puppet A: hello, Tom. How are you?

Puppet B: I am fine, thank you.

Puppet A: hello, Dana. How are you?

Puppet B: I am fine, thank you.

- Have the students identify words they already know.

(C) Introduce the dialogue question.

- Have the students repeat *How are you?* Several times:

D. Trace and copy - follow the arrows.

C C C C

Blank handwriting practice lines.

C C C C

Blank handwriting practice lines.

E. Read, then circle the letter (c, C).



Cat

a black bag



Car



car



cat

pencil



19

How are you? How are you? How are you? Gradually pick up speed until they are able to say it at natural speed.

BOOKS OPEN

A. Listen and follow.

- Play the dialogue. Have the students listen to the dialogue and point to the speech bubble. Then have them identify the words they hear.
- Play the dialogue again and have students repeat each line after the characters.
- Have the students practice the full dialogue in pairs. Be sure to repeat the dialogue at least two to three times so that students can practice both parts.

B. Oral practice (act out the dialogues, then role play).

- Divide the class into two groups. Practice the question-

and-answer.

Group A: how are you?

Group B: I am fine, thank you.

- Divide the class into pairs. And have them practice the question-with their partner's name.

Student 1: Hello, Dana. How are you?

Student 2: I am fine, thank you.

C. What are they saying?

- Play the audio and ask the students to write on their books what the character is saying.

Hello, Tom. How are you?

I am fine, thank you

Hello, Dana. How are you?

I am fine thank you.

D. Trace and copy-follow the arrows.

- Ask the children to write over the dotted lines inside the letter C, c.

C C C C

Blank handwriting practice lines.

C C C C

Blank handwriting practice lines.

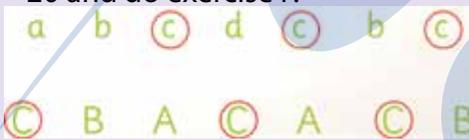
E. Read and circle the letter (c,C).

- Write the words on the board and ask some students to come to the front and circle the letter c.
- Ask them to do this exercise on their books.



F. Circle the letter (c, C).

- Ask the children to look on page 20 and do exercise F.



G. Song.

- Play the song. Children listen to the song and identify words they recognize from the lesson.
- Sing the song again and ask the children to repeat.

F. Circle the letter (C, c).

a b c d c b c
C B A C A C B

G. Song

Hello boys, how are you?
We are fine, thank you.
Hello girls, how are you?
We are fine, thank you.

7

My Family (1)

LESSON 7



A. Listen and follow



- This is my...
- father, mother, brother, sister
- the letter (d, D).

This is my father.
This is my mother.
This is my brother.
This is my sister.

B. Read and match.

Father •

Mother •

Brother •

Sister •



21

Objectives

At the end of this lesson the children will be able to:

- Identify the members of their families.
- Recognize the capital and small letter D, d..

New language

This is my...

Father, Mother, Brother, and Sister.

Review language

- Greeting: hello, how are you? I am fine thank you.

Bring to the class

- The tape.
- The alphabet flashcard: D, d.
- The picture cards for a: father, mother, brother, and sister.
- A family picture (or poster as in page 21).
- Picture flashcards for a Dog, dolphin, door.

7

My Family (1)

Preparation

- Use the Alphabet exemplars file to prepare picture cards for a family tree.

Warm-Up

- Review greetings. Have the students get into pairs and practice greeting each other.

S1: hello (name), how are you?

S2: I am fine thank you.

Presentation**BOOKS CLOSED**

(A) Introduce the letter D, d.

- Show letter D, d on the first flashcard and say the name of the letter. Ask the children to repeat. Write the letters D and d on the board. Point to the capital and say the name. Have the children repeat. Do the same with the small letter. Show the picture and say *Door*, children repeat. Stick the flashcard on the board above the letter with the picture facing the class. Show the picture and say *Dog* then stick the picture above the letter.

(B) Introduce the sentences.

- Use a puppet to introduce the sentences on page 21.
- Stick a family picture on the board and use a puppet to introduce the sentences and point to the picture while introducing each family member:
This is my father.
This is my mother.
This is my brother.
This is my sister.

- Have the students identify words they already know.
- Practice the sentences. This is my father, this is my mother. Until the students say them fluently.

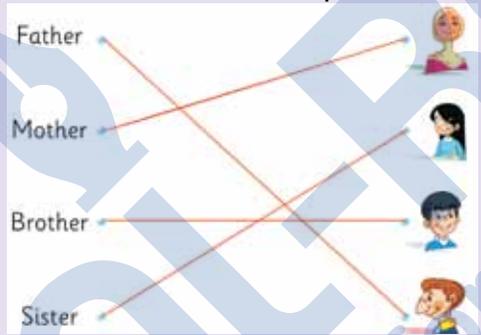
BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to the words as they listen (*father, mother, brother, and sister*).
- Play the tape again and have the students repeat the sentences.
- Read the sentences on page 21 again and have the students repeat after you.

B. Read and match.

- Ask the students to look at their book on page 21 and matches the word with the correct picture.



C. Draw your family, then point and say.

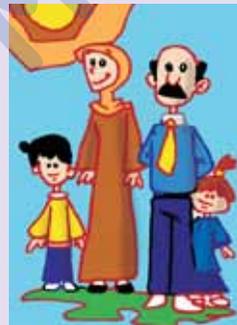
- Ask the students to draw a picture for their family member, *father, mother, sister and brother*. And then ask them to point on each picture and say the word.

C. Draw your family, then point and say.



D. Trace and copy - follow the arrows.

Handwriting practice for the letter 'd'. The first row shows a solid 'd' followed by three dotted 'd's with arrows indicating the stroke direction. Below this is a blank line for copying. The second row shows a solid 'D' followed by three dotted 'D's with arrows indicating the stroke direction. Below this is another blank line for copying. A small box with the number '22' is located at the bottom left of this section.



D. Trace and copy-follow the arrows.

- Ask the children to write over the dotted lines inside the letter D, d.

Handwriting practice for the letter 'd'. The first row shows a solid 'd' followed by three dotted 'd's with arrows indicating the stroke direction. Below this is a blank line for copying. The second row shows a solid 'D' followed by three dotted 'D's with arrows indicating the stroke direction. Below this is another blank line for copying.

E. Circle the letter (D/d).

a b c d c D c
D/d C B D C A d B

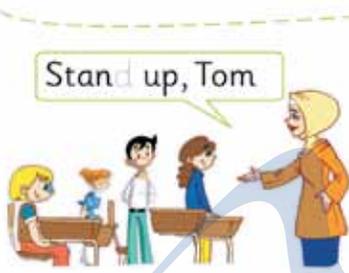
F. Read, then write (D/d).



Goodbye, Amal.



Sit down,
Dana.



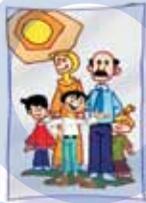
Stand up, Tom



This is my father.

G. Song

This is my father,
and brother, Jim.
This is my mother,
and sister, Kim.



E. Circle the letter (D, d).

• Ask the children to look on page 23 and do exercise E.

a b c d c D c
D/d C B D C A d B

F. Read, then write (D/d).

• Read the dialogue on page 23 and ask the children to point while you are reading, then ask them to write the missing letter D/d.

G. Song

• Play the song. Children listen to the song and identify words they recognize from the lesson.
• Sing the song again and ask the children to repeat.

8 Giving and Thanking

Objectives

At the end of this lesson the children will be able to:

- Present something for a friend.
- Thank someone for giving something.
- Recognize the capital and small letter E, e.

New language

This is for you.
Oh, thanks you.
The letter E, e.

Review language

- Review the family member.

Bring to the class

- The tape.
- The alphabet flashcard: E, e.
- Family picture cards.

Preparation

- Use the Alphabet exemplars file to prepare picture cards *Elephant, ear*.

Warm-Up

- Conduct a quick drill of the family member words; don't speak as you show the picture cards. Have the students identify the new item plus the previously learned family members.

8 Giving and Thanking

LESSON 8

A Listen and follow

- This is for you.
- Oh! Thank you
- The letter (e,E).

This is for you, Dana.

Oh! Thank you, Dad.

This is for you, Dana.

Oh! Thank you, Mum.

B. Act out the dialogues, then role play. (See T/B).

24

Presentation BOOKS CLOSED

(A) Introduce the letter.

- Show letter E, e on the first flashcard and say the name of the letter. Ask the children to repeat. Write the letters E and e on the board. Point to the capital and say the name. Have the children repeat. Do the same with the small letter. Show the picture and say *Elephant*, children repeat. Stick the flashcard on the board above the letter with the picture facing the class. Show the picture and say *Ear* then stick the picture above the letter.

(B) Introduce the sentences.

- Use a puppet to introduce the sentences on page 24.
Puppet A: *this is for you, Dana.*
Puppet B: *oh thank you, Dad.*
Puppet C: *this is for you, Dana.*
Puppet B: *oh thank you, Mum.*

C. What are they saying?

Hello, Dana.
How are you?





I m fine, thank you.

This is for you, Dana.





Oh! Thank you Amal.

B. Act out the dialogues, then role play.

- Divide the students into pairs to practice the giving and thanking.
S1: this is for you (Name).
S2: oh thank you (Name).

C. What are they saying?

- Help the students recognize the missing part of the dialogue, ask them to look at page 25 and complete the missing part of the dialogue.
Hello, Dana. How are you?
I am fine, thank you.
This is for you Dana.
Oh! Thank you, Basim.
This is for you Tom.
Oh! Thank you, Amal.

- Have the students identify words they already know.
- Practice the sentences.
This is for you, Dana.
Oh, thank you dad. Until the students say them fluently.
- Divide the students into pairs to practice the giving and thanking.
S1: this is for you (Name).
S2: oh thank you (Name).

BOOKS OPEN

A. Listen and follow.

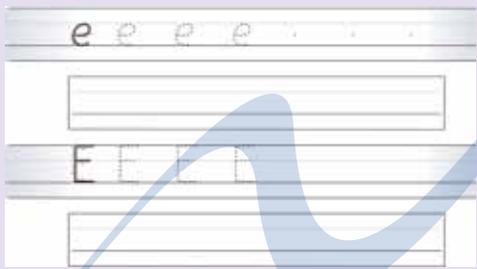
- Play the dialogue. Have the students listen to the dialogue and point to the speech while listening. Then have them identify the words they hear.
- Play the dialogue again and have students repeat each line after the characters.
- Have the students practice the full dialogue in pairs. Be sure to repeat the dialogue at least two to three times so that students can practice both parts.

D. Song.

- Play the song. Children listen to the song and identify words they recognize from the lesson.
- Sing the song again and ask the children to repeat.

E. Trace and copy-follow the arrows.

- Ask the children to write over the dotted lines inside the letter E, e.



D. Song 

This is for you,
My dear Mum.
Thank you, thank you,
My dear son.



E. Trace and copy - follow the arrows.



F. Read and circle the letter(E/e).



a red pen



a pencil



a green car

Hello Nabeel

Good morning, teacher

G. Write the missing letter.

r _ d p _ n



gr _ _ n p _ ncil



Thr _ _ cats



G. Write the missing letter.

- Write the words on the board, ask the students to come to the front and write the missing letters.

r _ e d p _ e n



gr _ e _ n p _ e ncil



Thr _ e _ cats



- Ask the children to do this exercise on their books.

F. Read and circle the letter (E, e).

- Write the words on the board and ask some students to come to the front and circle the letter E,e.
- Ask them to do this exercise on their books.

a r e d p e n a p e ncil a gr e e n car

He ll o Nabe e l Good morning, t e a c h e r

9 Colours (2)

Objectives

At the end of this lesson the children will be able to:

- Identify and ask about colors.

New language

This is a (bus).
It's (red).
The letter O, o.

Review language

- Thanking and giving.

Bring to the class

- The tape.
- The alphabet flashcard: O, o.
- Colored picture cards: red bus, black car, green book, blue pen, yellow pencil.

Preparation

- Use the Alphabet exemplars file to prepare picture cards *Owl, orange, olive*.

Warm-Up

- Ask two students to come to the front and review giving and thanking. Ask the first student to give a book for the second student.
S1: this is for you, (name).
S2: Oh, thank you, (name).

Presentation

BOOKS CLOSED

(A) Introduce the letter.

- Show letter O, o on the first flashcard and say the name of the letter. Ask the children to repeat. Write the letters O and o on the board. Point to the capital and say the name. Have the children repeat.

9 Colours (2)

LESSON 9

A. Listen and follow

- This is a...
- It's.....
- The letter (o).

This is a bus.
It's red.



This is a car.
It's black.



This is a book.
It's green.



This is a pencil.
It's yellow.



This is a pen.
It's blue.



B. Listen to the teacher and point.



28

Do the same with the small letter. Show the picture and say *Owl* children repeat. Stick the flashcard on the board above the letter with the picture facing the class. Show the picture and say *Orange* then stick the picture above the letter.

(B) Introduce the sentences.

- Use a puppet to introduce the sentences on page 11.

Puppet A: this is a bus, its red.

Puppet B: this is a car, its black.

Puppet C: this is a book, its green.

Puppet D: this is a pencil, its yellow.

Puppet F: this is a pen, its blue.

- Have the students identify words they already know.
- Ask the students to practice the sentences. Until they say it fluently.
This is a (object), its (color).
- Remind the students that :

C. Trace and copy - follow the arrows.

O O O O

Blank writing lines for practicing the letter O.

O O O O

Blank writing lines for practicing the letter O.

D. Read and circle the letter (o).

- 1- Hello! How are you?
- I'm fine, thank you.
- 2- This is for you.
- Oh! Thank you.



E. Write the missing letter (o) in the following words. then read the words.

B__k, T__m
G__dbye, Hell__

29

Its= it is, write it on the board and ask the student to say both it's and it is.

BOOKS OPEN

A. Listen and follow.

- Play the dialogue. Have the students listen to the dialogue and point to the speech while listening. Then have them identify the words they hear.
- Play the dialogue again and have students repeat each line after the characters.
- Have the students practice the sentences. Be sure to repeat the sentences at least two to three times so that students can say it fluently.

B. Listen to the teacher and point.

- Say the name of each picture on page 28 part B, and ask the student to point to the picture corresponding to the word you said.

- Say *Bird* and have them point to the bird picture. Then say *Ball* and have them point to the ball picture. And so on (*bus, cat, and car*).

C. Trace and copy-follow the arrows.

- Ask the children to write over the dotted lines inside the letter O, o.

O O O O

O O O O

D. Read and circle the letter (O,o).

- Write the words on the board and ask some students to come to the front and circle the letter O, o.

1- Hello! How are you?
- I'm fine, thank you.

2- This is for you.
- Oh! Thank you.

- Ask them to do this exercise on their books.

E. Writes the missing letter.

- Write the words on the board, ask the students to come to the front and write the missing letters.

B__k, T__m
G__dbye, Hell__

- Ask the children to do this exercise on their books.

10 Counting (1)

Objectives

At the end of this lesson the children will be able to:

- Recognize numbers and count from 1-5.
- Ask and answer questions about quantity.

New language

Numbers 1-5.
How many?

Review language

- Review the Colors.

Bring to the class

- The tape.
- The number flashcards: 1-5.
- Picture flashcards (one bird, two birds, one car, three cars, one pen, four pens)
- Colored flashcards.

Warm-Up

- Conduct a quick drill of the colors; don't speak as you show the picture cards. Have the students identify the new color plus the previously learned colors.

Presentation BOOKS CLOSED

(A) Introduce the Numbers 1-5.

- Show Number 1 on the first flashcard and say the name of the number. Ask the children to repeat. Write the number 1 on the board.
- Point to the number and say the name. Have the children repeat. Do the same with the other number from 1-5.
- Show the picture and say *one bird*, children repeat.

10 Counting (1)

LESSON 10

A. Listen and follow

- numbers 1-5
- How many?
- Reading and writing No. 1-5

One bird
Two birds
Three birds
Four pens
Five pens

1 2 3 4 5

30

Stick the flashcard on the board above the number with the picture facing the class. Show the picture and say *two birds* then stick the picture above the number. Show the picture and say *three birds* then stick the picture above the number.

- Show the picture and say *four pens*, children repeat. Stick the flashcard on the board above the number with the picture facing the class. Show the picture and say *five pens* then stick the picture above the number.

(B) Introduce the sentences.

- Use a puppet to introduce the sentences on page 30.
Puppet A: one bird.
Puppet A: two birds.
Puppet A: three birds
Puppet B: four pens.
Puppet B: five pens.

B. Listen and circle the number 🎧

1 2 3 4 5

C. Listen and follow 🎧



- Have the students identify words they already know.
- Use the picture cards for a (pen, bird, car) **singular** to introduce the new words. Hold up one picture card at a time and say the name of the object. Students should repeat each word several times.
- Add the picture cards (pens, birds, cars) **plural** forms of the words. Hold up the picture cards for the *one bird* and say *one bird* then hold the picture cards for the *two birds* and say *two birds*. alternate showing singular and plural cards, and emphasize the plural ending. Have the student repeat both forms.

BOOKS OPEN

A. Listen and follow.

- Play the audio. Have the students listen and point to the numbers while listening. Then have them identify the numbers they hear.

- Play the audio again and have students repeat each line.

B. Listen and circle the number.

- Play the audio again and ask the students to circle the number they hear.

BOOKS CLOSED

(B) Introduce the question.

- Use actual objects like pens, or pencils. And ask *how many pens?* Have the students answer .repeat for each number.
- Ask students to repeat the question. Model the question and help students with pronunciation.
- Hold up the picture cards and have students practice forming questions.

S: *How many (birds)?*

T: *four.*

- Divide the class into two groups. Use the picture flashcards to hint the asking group. Groups take turns asking and answering questions.

Group A: *how many (pens)?*

Group B: *four.*

Pronunciation tip: the voice comes down at the end of the question like *how many (birds)?*

BOOKS OPEN

C. Listen and follow.

- Play the audio and have the students look at page 31 and describe things they see.
- Play the audio again and have the students listen and point to the speech.
- Play the audio again. Students listen and repeat after the speakers.

D. Ask and answer .

- Arrange the class into pairs and have them ask and answer:
S1: how many birds?
S2: five.
S3: how many books?
S4: three.
S5: how many cars?
S6: four.
S7: how many buses?
S8: one.
S9: how many cats?
S10: one.

E. Trace and copy-follow the arrows.

- Ask the children to write over the dotted lines inside the numbers 1-5.



D. Ask and answer (Use also pictures and things in the classroom).

- How many (pens)?
- (number).



E. Trace and copy - follow the arrows.



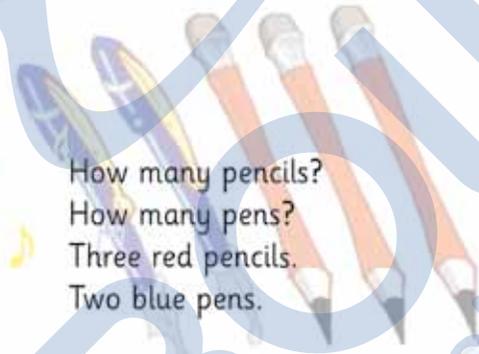
F. Song 

One, two, three,
One, two, three,
My sisters Sara
Zein and Lee.
Four, five
Four, five
My brothers Shadi
and Saif.



G. Song 

How many pencils?
How many pens?
Three red pencils.
Two blue pens.



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F. Song.

- Play the song. Children listen to the song and identify words they recognize from the lesson.
- Sing the song again and ask the children to repeat.

G. Song.

- Play the song. Children listen to the song and identify words they recognize from the lesson.
- Sing the song again and ask the children to repeat.

11 What Is It ?

Objectives

At the end of this lesson the children will be able to:

- Identify and ask about some objects.

New language

What is it? It's a...

Is it a....? Yes/No.

Review language

- Review counting from 1-5.

Bring to the class

- The tape.
- Flashcards.

Warm-Up

- Review asking and answering about quantity.
- Draw on the board or use actual thing and ask two students to ask and answer.

S1: *How many pens?*

S2: *Three.*

Presentation BOOKS CLOSED

(A) *Introduce the dialogue.*

- Use a puppet to introduce the dialogue:

Puppet A: what is it?

Puppet B: is it a pen?

Puppet A: No.

Puppet B: is it a bag?

Puppet A: No.

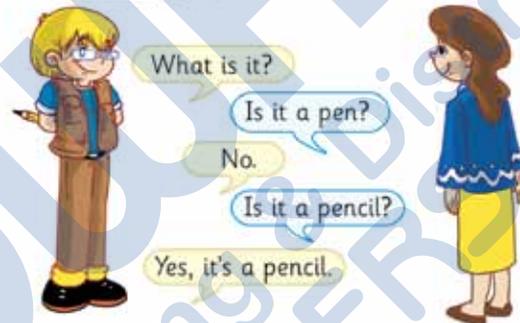
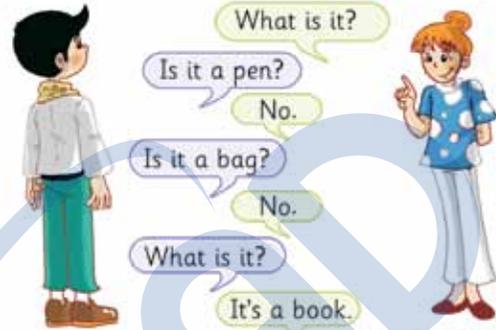
Puppet B: what is it?

Puppet A: is it a book.

11 What Is It ?

LESSON 11

A. *What is it? (a game)*



B. *Act out the dialogues. Use things in the classroom.*

34

- Hide an object behind your back and ask the class :
What is it? Select one student at a time and ask him to answer:

Is it a (...)

Yes/ No.

- Divide the class into two groups. Use the real objects to cue the answering group. Groups take turns asking and answering questions.

Group A: what is it?

Group B: is it a pen?

Group A: No.

Group A: it is a bag.

Group A: what is it?

Group B: is it a bird?

Group A: yes. It's a bird.

Look! Look!
Is it a bird?
No, No.
No, No.
Look! Look!
Is it a rabbit?
No, No.
No, No. 
Look! Look!
Is it a cat? 
No, No.
No, No.
Oh! What is it?
It's a monkey!



Group A: No.
Group B: is it a bird?
Group A: No.
Group B: what is it?
Group A: it is a bag.
Group A: what is it?
Group B: is it a bird?
Group A: yes. It's a bird.

C. Song.

- Play the song. Children listen to the song and identify words they recognize from the lesson.
- Sing the song again and ask the children to repeat.

BOOKS OPEN

A. What is it? (A game).

- Play the dialogue. Have the students listen to the dialogue and point to the speech while listening. Then have them identify the words they hear.
- Play the dialogue again and have students repeat each line after the characters.
- Have the students practice the asking and answering. Be sure to repeat the sentences at least two to three times so that students can say it fluently.

B. Act out the dialogues, use things in the classroom.

- Divide the students into pairs to practice the asking and answering.
Group A: what is it?
Group B: is it a pen?

12 Clothes

Objectives

At the end of this lesson the children will be able to:

- Recognize some cloths.
- Recognize the capital and small letter S, s.

New language

A dress, a jacket, a scarf, a skirt, a T-shirt.

The letter S, s

Review language

- What is it?
- Is it a? Yes, No

Bring to the class

- The tape.
- The alphabet flashcard: S, s.
- The alphabet exemplar for the letter S (e.g. Star, Skirt, Sun).

Preparation

- Use the Alphabet exemplars file to prepare an alphabet exemplar for the letter S, s.
- Copy as many as needed and bring them to the class for the children to color them.

Warm-Up

- Divide the class into two groups and do quick group review.

Group A: *what is it?*

Group B: *is it a...? Yes, No*

Presentation

BOOKS CLOSED

(A) *Introduce the letter.*

- Show letter S, s she first flashcard and say the name of the letter. Ask the children to repeat. Write

12 Clothes

LESSON 12

A. Listen and follow.

A blue dress.



A black jacket.



A red skirt.



A green scarf.



A yellow T-shirt.



B. Point to the picture of what the teacher says.

- a dress, a jacket, a scarf
- a skirt, a T-shirt
- The letters s, t



A red dress



A black jacket



A yellow scarf



A red T-shirt



A blue dress



A green skirt

36

the letters S and s on the board. Point to the capital and say the name. Have the children repeat. Do the same with the small letter. Show the picture and say *Sun*, children repeat. Stick the flashcard on the board above the letter with the picture facing the class. Show the picture and say *Star* then stick the picture above the letter.

BOOKS OPEN

A. Listen and follow.

- Play the audio. Have the students listen and point to the speech while listening. Then have them identify the word they know.
- Play the audio again and have students repeat each sentence.
- Read the sentences and ask the students to point on their books.

C. Circle the correct answer.



How many yellow dresses? 1 2 3 4 5

How many green scarfs? 1 2 3 4 5

How many blue skirts? 1 2 3 4 5

How many black jackets? 1 2 3 4 5

D. Listen and point to the picture described by the teacher.



E. Read and colour the pictures.



a red dress a yellow skirt a green scarf a black jacket

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D. Listen and point to the picture described by the teacher.

- Describe the clothes on the picture randomly and ask the students to point to the corresponding cloth.

E. Read and color the pictures.

- Read the sentence below each picture and ask the children to color the picture with the right color.



B. Point to the picture of what the teacher says.

- Read aloud one of the sentences in B and have the students point to the cloth you are talking about.

C. Circle the correct answer.

- Read the questions and ask the students to count and circle the correct number.

How many yellow dresses? 1 **2** 3 4 5

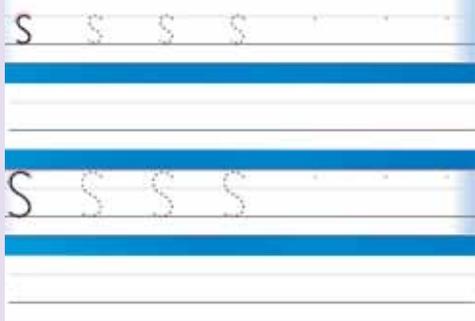
How many green scarfs? 1 2 3 **4** 5

How many blue skirts? 1 2 3 **4** 5

How many black jackets? 1 2 3 4 **5**

F. Trace and copy-follow the arrows.

- Ask the children to write over the dotted lines inside the letter S s.



G. Writes the missing letter.

- Write the words on the board, ask the students to come to the front and write the missing letters.



F. Trace and copy - follow the arrows.

S S S S



S S S S



G. Write the missing letter.

__ kirt



__ scarf



dre __



Bu __



__ tand up



__ it down



C. Song

My shirt, is red
My jacket is blue
My scarf is green
My trousers And yellow, too.



G. Song.

- Play the song. Children listen to the song and identify words they recognize from the lesson.
- Sing the song again and ask the children to repeat.

13 Revision

Objectives

This lesson is to:

- Revise the new words and languages taken in the previous 12 lessons.
- Recognize the letter T, t.

Bring to the class

- The tape.
- Picture flashcards (tiger, table, telephone).

BOOKS OPEN

A. What are they saying?

- Play the audio and ask the student to write on their book what is the character is saying.
What's your name?
I'm Basim.
What's your name?
I'm Tom.
What is this?
It's a Rabbit.
What is this?
It's a cat.

13 Revision

LESSON 13

A. What are they saying?

- Revision
- the letter (t).



What's your name?

I'm Basim.

What is this?

It's a rabbit.

What is this?

40

The illustration shows two dialogues. In the first, a boy asks 'What's your name?' and the other boy replies 'I'm Basim.' In the second, a boy asks 'What is this?' and a girl replies 'It's a rabbit.' There are also speech bubbles with question marks and a girl holding a cat.

B. Match the picture and the word.

rabbit

cat

skirt

T-shirt

jacket

scarf

dress



41

B. Match the picture and the word.

- Ask the students to look at page 41 and draw a line between the word and its corresponding pictures.

rabbit

cat

skirt

T-shirt

jacket

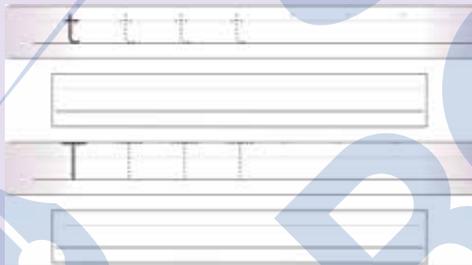
scarf

dress



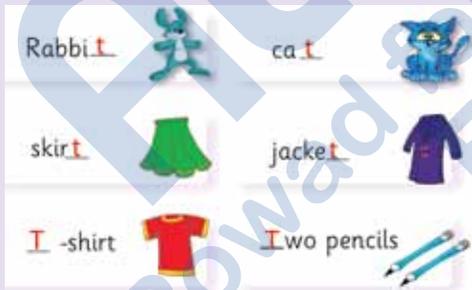
C. Trace and copy-follow the arrows.

- Introduce the letter.
- Show letter T, t on the first flashcard and say the name of the letter. Ask the children to repeat. Write the letters T and t on the board. Point to the capital and say the name. Have the children repeat. Do the same with the small letter. Show the picture and say *Tiger* children repeat. Stick the flashcard on the board above the letter with the picture facing the class. Show the picture and say *Table* then stick the picture above the letter.
- Ask the children to write over the dotted lines inside the letter T.



D. Writes the missing letter.

- Write the words on the board, ask the students to come to the front and write the missing letters.



C. Trace and copy - follow the arrows.

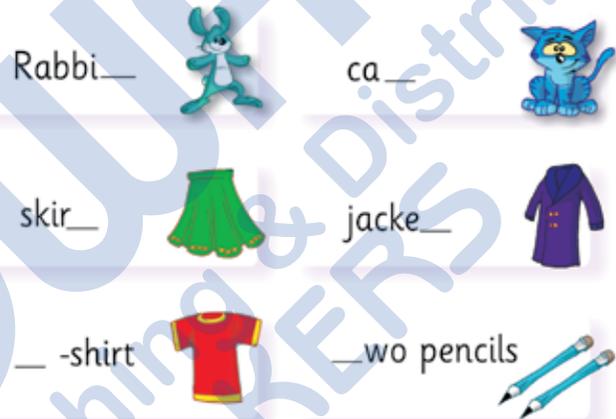


Blank writing lines for copying the letter 't'.



Blank writing lines for copying the letter 'T'.

D. Write the missing letter.



C. Read and circle the letter(T/ t).



rabbit



cat



skirt



sit down



jacket



Stand up



T-shirt



Two books

D. Read and circle the letter(T/ t).

D b c t c T t S

C e d A C A T B s

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F. Read and circle the letter T, t.

D b c t c T t S

C e d A C A T B s

E. Read and circle the letter (T, t).

- Write the words on the board and ask some students to come to the front and circle the letter T, t.
- Ask the students to circle the letter T on their books.



14 Who is this ?

Objectives

At the end of this lesson the children will be able to:

- Identify and asking about people.

New language

This is my..

Who is this? He/she/ is...

Teacher, student, friend

The letter M, m

Bring to the class

- The tape.
- The alphabet flashcard: M, m
- Picture cards: Teacher, Friend, Student Monkey, Moon, Mother.

Preparation

- Use the Alphabet exemplars file to prepare picture cards *Monkey, Moon, Mother*.

Presentation

BOOKS CLOSED

(A) Introduce the letter.

- Show letter M, m on the first flashcard and say the name of the letter. Ask the children to repeat. Write the letters M and m on the board. Point to the capital and say the name. Have the children repeat. Do the same with the small letter. Show the picture and say *Moon* children repeat. Stick the flashcard on the board above the letter with the picture facing the class. Show the picture and say *Monkey* then stick the picture above the letter.

14

Who is this ?

LESSON 14



A. Listen and point, then read



- This is my...
- Who is this? He/She/ is...
- Teacher, student, friend
(the letter m)



B. Listen and point to what the teacher says (pictures in A).

C. Listen and follow, then read.

This is my mother.
She is a teacher.



My name is Amal.
I am a student.



This is my brother,
Bassam. He is a student.

This is my father.
He is a teacher.

This is my sister, Basma.
She is a student, too.



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This is my friend, Tamam
She is a student, too.

(B) Introduce the word.

- Use the picture cards to introduce the words (*Teacher, Student, and Friend*). Show one flashcard at a time and say the word. Students repeat each word several times.
- Practice the new words by saying them and have the students point to you (*Teacher*) and to their classmate as *a Friend* and *a Student*. Have students repeat the word.
- Perform a quick drill of the words after introduce each word. Use the picture flashcard. Don't speak as you show the cards. Have students identify the new word plus all the previously learned words.

(C) Introduce the sentences.

- Use a puppet to introduce the sentences on page 44.
Puppet A: My teacher.

D. Oral practice (as usual).

- Who is this?
- He is Bassam. He is a student.



E. Draw your family, your teacher, and your friend, then ask and answer one another.

- Who is this?
- He is...

45

Puppet B: My friend.

Puppet C: a student.

- Have the students identify words they already know.
- Ask the students to practice the sentences. Until they say it fluently.
My teacher
My friend.
A student.

(D) Introduce the sentences.

- Use a puppet to introduce the sentences on page 44.

Puppet A:

My name is Amal. I am a student.

This is my mother. She is a teacher.

This is my father. He is a teacher.

This is my brother, Bassam. He is a student.

This is my sister, Basma. She is a student too.

This is my friend, Tamam. She is a student, too.

- Practice the sentences in page 44, until the students can say them fluently.

My name is Amal.

I am a student.

This is my mother.

She is a teacher.

This is my father.

He is a teacher.

This is my brother, Bassam. He is a student.

This is my sister, Basma. She is a student too.

This is my friend, Tamam. She is a student, too.

- Put the flashcards for the teacher, student, and friend together and drill them quickly. Ask the students *who is this?* And let them practice answering.
This is my mother.
This is my teacher.
This is my friend.

BOOKS OPEN

A. Listen and point then read.

- Play the audio. Have the students listen and point to the words while listening. Have them identify the words they hear.
- Play the audio again and have students repeat each line.

B. Listen and point to what the teacher says (picture in A).

- Play the audio again and have students point to what the speaker says.

C. Listen and follow then read.

- Play the audio. Have the students listen and point to the words while listening. Have them identify the words they hear.
- Play the audio again and have students repeat each line.
- Ask a student to come to the front and introduce himself, and practice the dialogue:
My name is (name).
I am a student.
This is my teacher...
This is my friend (name).
He is a student.
This is my friend, (name). She is a student, too.

D. Oral practice.

- Divide the class into groups of two. Let one student ask and the other answers:
-Who is this?
He is Bassam. He is a student.
-Who is this?
She is (name). She is my friend.
-Who is this?
She is (name). She is my teacher.
- Ask the student to look at page 45, and ask them in pairs to practice ask and answering, using the pictures.



F. Trace and copy - follow the arrows.

m m m m

Blank handwriting practice lines for the letter 'm'.

M M M M

Blank handwriting practice lines for the letter 'M'.

G. Circle the letter (M/m).

m b c l c m t
C M A M A L B

H. Spell and Read the following names.

Bassam Basma Tamam

I. Write the missing (m), then read.

1. This is ___y brother Basi___.

2. ___y na_e is A_al.

46

E. Draw your family, your teacher, and your friend then ask and answer one another.

- Ask the students to have a piece of paper and draw a character on it (father, mother, sister, brother, or a friend) show it to your partner and ask him
Who is this?
He is ...

F. Trace and copy-follow the arrows.

- Ask the children to write over the dotted lines inside the letters M, m.

m m m m

Blank handwriting practice lines.

M M M M

Blank handwriting practice lines.

G. Circle the letter (M/m).

m b c l c m t
C M A M A L B

H. Spells and read the following names.

- Read the following words, and ask the students to repeat after you.
Bassam, Basma, Tamam.

I. Write the missing (m) then read.

- Read the following sentences for the students and ask them to write the missing letter.

1. This is my brother Basim.

2. My name is Amal.

15 Fruits

Objectives

At the end of this lesson the children will be able to:

- Recognize some kind of fruit.
- Ask and answer questions about quantity.

New language

An Apple, An orange, a banana, Apples, Oranges, Bananas. A melon, a date, a grape.

Review language

- Review, *who is this?*

Bring to the class

- The tape.
- The picture flashcard: melon, apple, banana, orange, date, oranges, apples, bananas.
- flashcard for the teacher, student and friend.

Warm-Up

- Put the flashcard for the *teacher, student and friend* together and drill them quickly. Ask the students *who is this?* And let them practice answering.

This is my mother.

This is my teacher.

This is my friend.

Presentation

BOOKS CLOSED

(A) Introduce the word.

- Show *An apple* on the first flashcard and say the name of the fruit. Ask the children to repeat. Write *An apple* on the board. Point to the fruit and say the name. Have the children repeat.

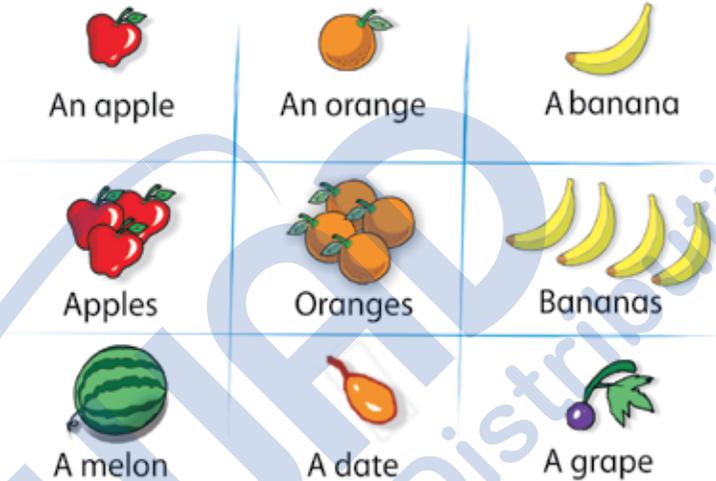
15 Fruits

LESSON 15



- apple, orange, banana,
- melon, date, grape
- forming the plural

A. Listen and point, then read.



B. Listen and point (pictures in A)- See T/B.

C. Ask and answer about the pictures in (A).

- How many melons?
- One melon.
- How many oranges?
- Four oranges.

47

- Do the same with the other fruits (orange, banana, date, grape, melon).
- Show the picture and say *An apple*, children repeat. Stick the flashcard on the board above the word with the picture facing the class. Show the picture and say *Two apples* then stick the picture above the word. Show the picture and say *Three oranges* then stick the picture above the word.
- Show the picture and say *Four bananas* children repeat. Stick the flashcard on the board above the number with the picture facing the class. Show the picture and say *Five pens* then stick the picture above the word.
- Use the picture cards for a (*Apple, orange, banana*) **singular** to introduce the new words. Hold up one picture card at a time and say the name of the fruit. Student should repeat each word several times.

A. Match the picture and the word.

apples •



a banana •



an orange •



melons •



grapes •



dates •



48

- Add the picture cards (*apples, oranges, bananas*) **plural** forms of the words. Hold up the picture cards for the *An apple* and say *An apple* then hold the picture cards for the *Apples* and say *Apples*. alternate showing singular and plural cards, and emphasize the plural ending. Have the student repeat both forms.
- When introducing *An apple*, compare it with other words (*a melon, a date, a banana*) and have the students listen for change a/ an. It is not necessary here to give them the rules of how an is formed, but have students drill, saying an apple, an orange many times so they can say it automatically.

BOOKS OPEN

A. Listen and point, then read.

- Play the tape. Have the students listen and point to the fruits.

- Play the tape again and have students repeat the fruit names.

B. Listen and point (pictures in A).

- Read aloud the sentences on A. Have the students listen and point to each pattern while you reading. And have the students listen for change a/ an. (an apple/ a banana).
- Play the tape again and have students repeat the fruit names.
- Ask some student to read aloud.

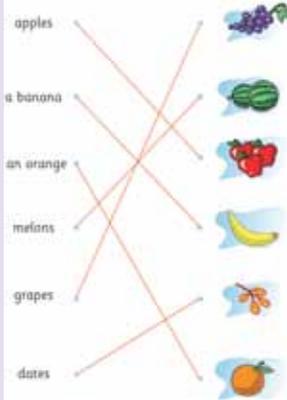
C. Ask and answer about the pictures in (A).

- Arrange the class into pairs and have them ask and answer about the pictures in A.

 An apple	 An orange	 A banana
 Apples	 Oranges	 Bananas
 A melon	 A date	 A grape

- How many melons?
- One melon.
- How many oranges?
- Four oranges.
- How many Apples?
- Three apples.

D. Match the picture and the word.



E. Guess the word, then write the missing letter/s.



A p p l e s

B a n a n a s



o r e n g e s

m e l o n s



g r a p e s

D a t e s

B. Guess the word, then write the missing letter/s.



__ p p l __ __



o r __ g __

m __ l o __



g r __ p __

16

Likes and Dislikes

LESSON 16



A. Listen and point, then read 

I like apples.



I don't like apples.

I like oranges.



I don't like oranges.

I like bananas.



I don't like bananas.

I like melons.



I don't like melons.

B. Listen to the teacher and point (pictures in A).

50

Objectives

At the end of this lesson the students will be able to:

- Tell each other about fruits they like or dislikes
- Write L, I correctly.

New language

I like, I don't like
The letter L, I.

Review language

- Review fruits.

Bring to the class

- The tape.
- Picture cards for apple, apples, melon banana, leg, lamp, lemon.
- The alphabet flashcard: L, I.

16 Likes and Dislikes

Preparation

- Use the Alphabet exemplars file to prepare an alphabet exemplar for the letter L, I.
- Copy as many as needed and bring them to the class for the children to color them.

Warm-Up

- Conduct a quick review for the fruit; hold up *An apple* picture card and say *An apple*, then hold up *Apples* picture card and say *Apples*. Alternate showing singular and plural cards, and emphasis the plural ending, student should repeat both forms.
- Show different singular and plural cards and ask the students to say loudly the name of the fruit and emphasis the plural ending.

Presentation

BOOKS CLOSED

(A) Introduce the letter.

- Show letter L, I on the first flashcard and say the name of the letter. Ask the children to repeat. Write the letters L and I on the board. Point to the capital and say the name. Have the children repeat. Do the same with the small letter. Show the picture and say *Leg*, children repeat. Stick the flashcard on the board above the letter with the picture facing the class. Show the picture and say *Lemon* then stick the picture above the letter.

(B) Introduce the sentences.

- Hold up the flashcard for the *apples* and say *I like apples*.

Students repeat. Have the students repeat the pattern with the other three fruits (*I like oranges, I like bananas, I like melons*).

Pronunciation hint :

Emphasize the plural ending. Note the Z sound ending after the voiced consonants and vowels, such as *bananas, oranges, apples*.

BOOKS OPEN

A. Listen and point, then read.

- Play the tape. Have the students listen and point to the words on their books.
- Play the tape again and have students repeat each sentence.
- Divide the class into two groups ,
Group A: I like apples.
Group B: I don't like apples.
Alternate all kind of fruits.

B. Listen to the teacher and point (pictures in A).

- Read aloud the sentences on A. Have the students listen and point to each pattern while you reading.
- Arrange the students into pairs and ask them to practice the dialogue.
Student A: I like apples.
Students B: I don't like apples.
Student A: I like melons.
Students B: I don't like melons.

C. Draw a line between the sentence and the picture.

I like bananas	•	
I don't like dates	•	
I like pears	•	
I don't like oranges	•	
I like apples	•	
I don't like melons	•	

D. Look and say.

- I like melons. I don't like bananas.



C. Draw a line between the sentence and the picture.

I like bananas	•	
I don't like dates	•	
I like pears	•	
I don't like oranges	•	
I like apples	•	
I don't like melons	•	

D. Look and say.

- Read aloud the following sentence and ask the students to form similar sentences.
- I like melons. I don't like bananas.
- I like pears. I don't like apples. Etc...

E. Trace and copy - follow the arrows.

Handwriting practice lines for the letter L. The first row shows a solid 'L' with a red arrow indicating the downward stroke, followed by dotted 'L's for tracing. Below this is a blank box for copying. The second row shows a solid 'l' with a red arrow indicating the downward stroke, followed by dotted 'l's for tracing. Below this is another blank box for copying.

F. Read and circle the letter (l).

s l b c l c L t e
L/l
C B A L A L B S

F. Read and circle the letter (l).

- Read the following letters and ask the students to circle the letter L, l.

s l b c l c L t e
L/l
C B A L A L B S

52

E. Trace and copy-follow the arrows.

- Ask the children to write over the dotted lines inside the letter L, l.

Handwriting practice lines for the letter L. The first row shows a solid 'L' with a red arrow indicating the downward stroke, followed by dotted 'L's for tracing. Below this is a blank box for copying. The second row shows a solid 'l' with a red arrow indicating the downward stroke, followed by dotted 'l's for tracing. Below this is another blank box for copying.

G. Write the missing letter.

- Read the sentences for the students and ask them to write the missing letter.

I like melons. 

I don't like bananas. 

I like blue T-shirts. 

H. Song.

- Play the song. Children listen to the song and identify words they recognize from the lesson.
- Sing the song again and ask the children to repeat.

G. Write the missing letter.

I like melons.



I don't like bananas.



I like blue T-shirts.



H. Song



Apples apples
I like apples
I like bananas
and grapes
Oranges, melons!
I don't like
I like, pears and dates

17

Requesting and Giving Politely

LESSON 17

A. Listen and follow, then read

A red pencil, please.

Here you are.



Thank you.



- A red pencil, please.
- Here you are.
- Thank you.
- The letter (r),(R).

A blue pen, please.

Here you are.



Thank you.

A green bag, please.

Here you are.



Thank you.

A yellow jacket, please.

Here you are.



Thank you.

B. Act out the dialogues in A. (Pupils may use other things.)

54

17

Requesting and Giving Politely

Preparation

- Use the Alphabet exemplars file to prepare an alphabet exemplar for the letter R, r.
- Copy as many as needed and bring them to the class for the children to color them.

Warm-Up

- Conduct a quick review for the like and dislikes.
- Show the children a piece of fruit and ask them to express if they like it or don't like it.
I like bananas.
I don't like bananas.

Presentation

BOOKS CLOSED

(A) Introduce the letter.

- Show letter R, r on the first flashcard and say the name of the letter. Ask the children to repeat. Write the letters R and r on the board. Point to the capital and say the name. Have the children repeat. Do the same with the small letter. Show the picture and say *Rabbit*, children repeat. Stick the flashcard on the board above the letter with the picture facing the class. Show the picture and say *Ruler* then stick the picture above the letter.

(B) Introduce the dialogue.

- Use puppets to introduce the dialogue.
Puppet A: A red pencil, please.
Puppet B: Here you are.
Puppet A: thank you.
Puppet A: A green bag, please.
Puppet B: Here you are.
Puppet A: thank you.

Objectives

At the end of this lesson the students will be able to:

- Ask for something (request)
- Express thanks politely.
- Write R, r correctly.

New language

A red pencil, please.
Here you are.
Thank you,
The letter R, r.

Review language

- Review like and dislikes.

Bring to the class

- The tape.
- Picture cards for Rabbit, ruler, room.
- The alphabet flashcard: R, r.

Puppet A: A blue pen, please.

Puppet B: Here you are.

Puppet A: thank you.

Puppet A: A yellow jacket, please.

Puppet B: Here you are.

Puppet A: thank you.

BOOKS OPEN

A. Listen and point, then read.

- Play the dialogue. Have the students listen to the dialogue and point to the speech while listening. Then have them identify the words they hear.
- Play the dialogue again and have students repeat each line after the characters.
- Have the students practice the requesting and giving. Be sure to repeat the sentences at least two to three times so that students can say it fluently.

B. Act out the dialogues in A.

- Read the dialogue and ask the students to repeat after you.
- Arrange the students into pairs and ask them to practice the dialogue, have them substitute a new object like (*pencil, ruler, and scarf*).

C. Trace and copy-follow the arrows.

- Ask the children to write over the dotted lines inside the letters R, r.

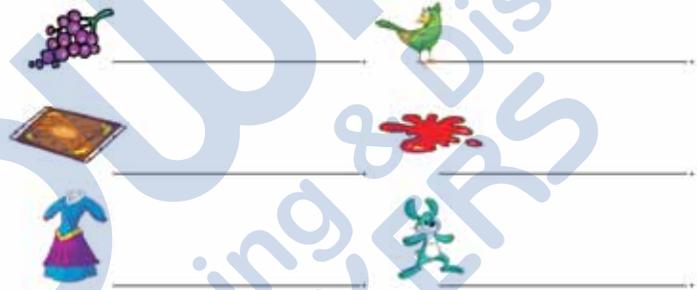


C. Trace and copy - follow the arrows.



D. Write the word beside the picture.

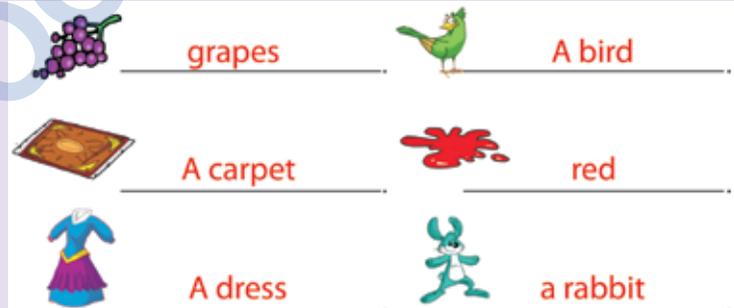
A rabbit, A bird, red, A dress, A carpet, grapes



55

D. Write the word beside the picture.

- Read the words on page 55 and ask the children to point to the corresponding picture in their books.
- Ask the students to write the words beside each picture.



E. Read and circle the letter (r).



1- a yellow dress.



2- a green bag.



3- a black scarf.



4- a blue jacket.



5- a red skirt.

56

E. Circle the letter (r).

- Read the sentences on E and ask the students to circle the letter r.



1- a yellow dress.



2- a green bag.



3- a black scarf.



4- a blue jacket.



5- a red skirt.

18 Revision

Objectives

This lesson is to:

- Revise the new words and languages taken in the previous 12 lessons.
- Recognize the letter K, k.

Bring to the class

- The tape.
- Picture flashcards (Kangaroo, King)

BOOKS OPEN

A. Ask and answer.

- Explain to the students that when we need to ask about *animals* (cat, dog, and kangaroo) or *objects* (dress pen, pencil, and skirt) we use (what is this?).

- Ask the students to look at their book and let them practice asking about objects and animals as in the example shown:

What is this?

It is a cat.

What is this?

This is a red skirt.

What is this?

This is a blue dress.

- **Explain** to the students that when we need to ask about people we use (who's this?).

- Ask the students to look at their book and let them practice asking about people as in the example shown:

Who is this?

He is Nabeel.

18

Revision

LESSON 18



- Revision
- The letter (k).



A. Ask and answer.

- What is this?
It is a cat.

- Who is this?
He is Nabeel.



a cat



a skirt



a dress



Nabeel



Tamam



Lama



Talal

B. Look and say.



57

Who is this?

She is Tamam.

Who is this?

She is Lama.

Who is this?

He is Talal.

- **Remind** the students that names should start with capital letters: Nabeel, Tamam, and ask them to look at the names in this part and notice that...

- **Explain** to them that when we are talking about girls we use (She), and when we are talking about boys we use (He).

C. Listen and point. See T/B.



D. Ask and answer about pictures in (C)

- How many melons?
- One melon.

E. Look and say.

- I like.....
- I don't like.....



58

B. Look and say.

- Ask the students to look at page 57, and say what they are seeing:



Possible answers:

- I like apples.*
- I like bananas.*
- I don't like dates.*
- Orange balls.*
- Blue pens.*

C. Listen and point.

- Read a loud and ask the students to point to the corresponding picture:
Two oranges.
Five bananas.
One melon.
Four dates.
Three pears.
Four apples.

D. Ask and answer about pictures in (c) .

- Practice the example and ask the students in pairs to do the same.
How many melons?
One melon.
How many oranges?
Two oranges.
How many bananas?
Five bananas.
How many dates?
Four dates.
How many pears
Three pears.
How many apples
Four apples.

E. Look and say.

- Ask the students to look at the picture and say what colors they like and what colors they dislike.
I like red.
I don't like yellow.
I like green.
I don't like black.

G. Spell and guess the name.

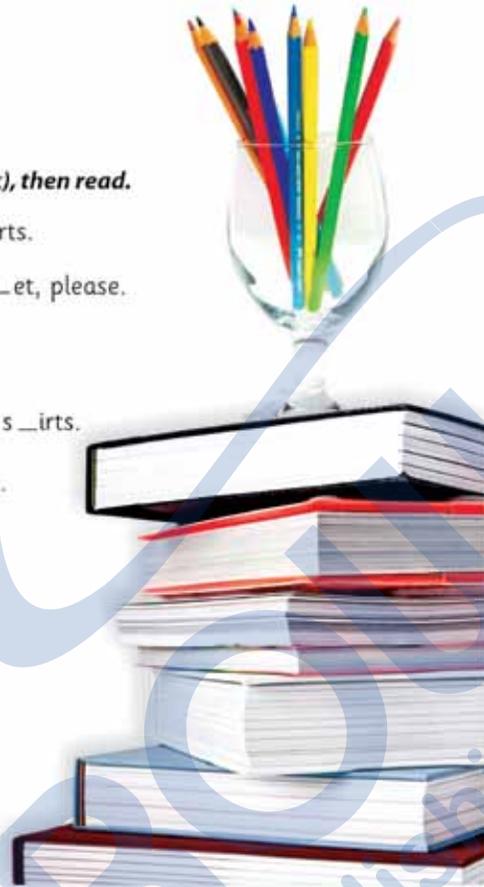
Kamal

Kameel

Akram

H. Write the letter (k), then read.

1. I li_e blue s_irts.
2. A blac__ Jac__et, please.
Here you are.
Than__ you.
3. I don't li_e red s_irts.
4. My boo__ is red.



60

G. Spell and guess the name.

- Ask the students to spell the letters and try to pronounce the right sound of letters to figure out what is the name.

Kamal
Kameel
Akram

H. Write the letter (k), then read.

- Read the first sentence to the students and ask them to write the missing letter and then ask one student to read the whole sentence.

1. I li_k_e blue s_k_irts.
2. A blac_k_ Jac_k_et, please.
Here you are.
Than_k_ you.
3. I don't li_k_e red s_k_irts.
4. My boo_k_ is red.

19 Colours (3)

Objectives

At the end of this lesson the children will be able to:

- Identify and ask about colors.
- Write the letter G, g correctly.
- Recognize the *My, your, and*.

New language

My bag is....
Red and green.
Your bag is....
The letter G, g.

Review language

- Requesting and giving politely.

Bring to the class

- The tape.
- The alphabet flashcard: G, g.
- The alphabet exemplar for the letter G (e.g. Goat, Guitar, grapes...)

Preparation

- Use the Alphabet exemplars file to prepare picture cards *Green, Guitar, Grapes*.

Warm-Up

- Ask two students to come to the front and review Requesting and giving politely.
S1: *a red pen please.*
S2: *here you are.*
S1: *Thank you.*

Presentation

BOOKS CLOSED

(A) Introduce the letter.

- Show letter G, g on the first flashcard and say the name of the letter.

19 Colours (3)

LESSON 19



A. Listen and follow, then read



- and, my, your
- The letter (G).



1

My dress is blue and red



2

My scarf is yellow and red



3

My bag is yellow and green



4

My skirt is red and black



B. Circle the number of the picture the teacher says.

61

Ask the children to repeat.

Write the letters G and g on the board.

Point to the capital and say the name. Have the children repeat. Do the same with the small letter. Show the picture and say *Green* children repeat. Stick the flashcard on the board above the letter with the picture facing the class. Show the picture and say *Guitar* then stick the picture above the letter.

(B) Introduce the sentences.

- Use a puppet to introduce the sentences on page 61.

Puppet A: *My dress is blue and red.*

Puppet B: *My scarf s yellow and red.*

Puppet C: *My bag is yellow and green.*

Puppet D: *My skirt s red and black.*

C. Listen and follow, then read.



D. Pupils describe their clothes as in the example.

My (T-shirt) is blue. Your shirt is red.



62

- Have the students identify words they already know.
- Ask the students to practice the sentences. Until they say it fluently.
My (object) is (color) and (color).

(C) Introduce the sentences.

- Use a puppet to introduce the sentences on page 62.
Puppet A: your bag is yellow.
My bag is blue.
Puppet B: your skirt is green and black.
My skirt is green.
- Ask the students to practice the sentences. Until they say it fluently.
My (object) is (color).
Your (object) is (color).

BOOKS OPEN

A. Listen and follow then read.

- Play the audio. Have the students listen and point to the speech bubble while listening.
- Play the audio again and have students repeat each line.

B. Circle the number of the picture the teacher says.

- Read one sentences from section A , and ask the students to circle the number of the picture: so when you read the following sentence they have to circle number 4 My skirt is red and black. Alternate reading and have the students circle the number as you read.

C. Listen and follow, then read.

- Play the audio. Have the students listen and point to the speech bubble while listening.
- Play the audio again and have students repeat each line.
- Ask the student to complete the sentences for picture 3 and 4
Possible answers:
3- My jacket is black and red.
4- My dress s red and blue.

D . Pupils describe their clothes as in the example.

- Ask one student to come to the front and have him/her describe her cloth as they learn from the previous example.

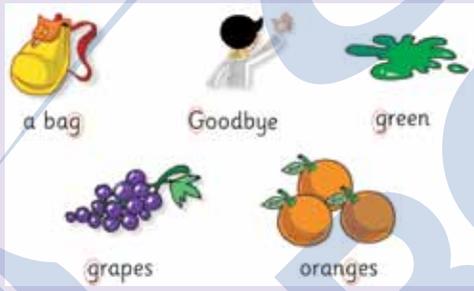
E. Trace and copy-follow the arrows.

- Ask the children to write over the dotted lines inside the letter G, g.



F. Read and circle the letter (G , g).

- Read the words on this exercise and ask the student to notice the letter G, g and circle it.



E. Trace and copy - follow the arrows.



F. Read and circle the letter (G).



a bag



Goodbye



green



grapes



oranges

G. Write the word beside the picture.

A bag



Goodbye



green



oranges



Grapes



64

G. Write the word beside the picture.

- Ask the students to copy the word corresponding to each picture.

A bag



Goodbye



green



oranges



Grapes



20 Counting (2)

Objectives

At the end of this lesson the children will be able to:

- Recognize numbers and count from 6-10.
- Ask and answer questions about quantity.
- Write the letter J, j correctly.

New language

Numbers 6-10.
How many?

Review language

- Review the Colors.

Bring to the class

- The tape
- The number flashcards: 6-10.
- Picture flashcards (*One monkey, Two cars, Three dresses, Four rulers, Five buses, Six balls, Seven apples, Eight pencils, Nine oranges, Ten dates*).

Warm-Up

- Conduct a quick drill of the colors; Have the students describe the colors of any object in the class room.
- *The door is black and yellow.*
- *The teacher's dress is green and red...etc.*

20 Counting (2)

LESSON 20



A. Listen and follow, then read



- Numbers 6-10
- The letter (J)



① One monkey



② Two cars



③ Three dresses



④ Four rulers



⑤ Five buses



⑥ Six balls



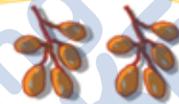
⑦ Seven apples



⑧ Eight pencils



⑨ Nine oranges



⑩ Ten dates

65

Presentation BOOKS CLOSED

(A) Introduce the Numbers 6-10.

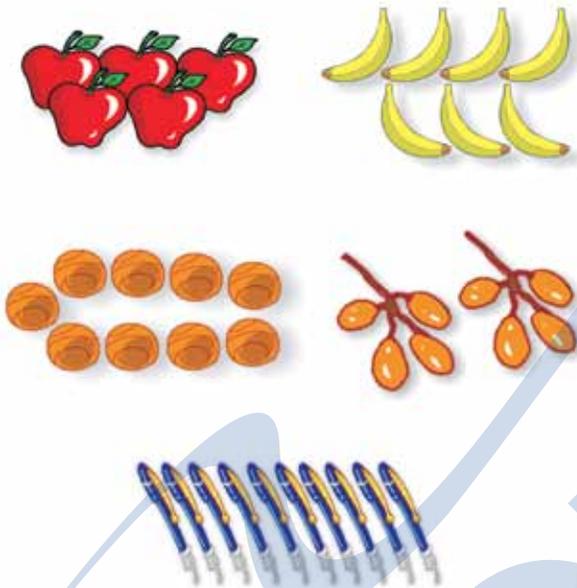
- Show Number 6 on the first flashcard and say the name of the number. Ask the children to repeat. Write the number 6 on the board. Point to the number and say the name. Have the children repeat. Do the same with the other numbers from 6-10.
- Show the picture and say *one monkey*, children repeat. Stick the flashcard on the board above the number with the picture facing the class. Alternate showing the pictures then stick them above the corresponding number.

(B) Introduce the sentences.

- Use a puppet to introduce the sentences on page 30.
Puppet A: one monkey.
Puppet A: two cars.

B. Ask and answer about the following pictures.

- How many oranges?
- Nine oranges.



C. Game. Number ten out. (see T/B).

66

Puppet A: three dresses

Puppet A: four rulers.

Puppet A: five buses.

Puppet B: six balls.

Puppet B: seven apples.

Puppet B: eight pencils.

Puppet B: nine oranges.

Puppet B: ten dates.

- Have the students identify words they already know.

(C) Introduce the question.

- Use actual objects like pens, or pencils. And ask *how many pens?* Have the student answer .repeat for each number.
- Ask students to repeat the question. Model the question and help students with pronunciation.
- Hold up the picture cards and have students practice forming questions.

S: How many (name)?

T: number.

- Divide the class into two groups. Use the picture flashcards to hint the asking group. Groups take turns asking and answering questions.
- Group A: how many (object)?
- Group B: number.

BOOKS OPEN

A. Listen and follow, then read.

- Play the audio and have the students look at page 65 and describe things they see.
- Play the audio again and have the student listen and point to the words of the sentences.
- Play the audio again. Students listen and repeat after the speakers.
- Read aloud and students repeat after you.

B. Ask and answer about the following pictures.

- Arrange the students in groups of two and let them ask and answer about the objects in the pictures below :



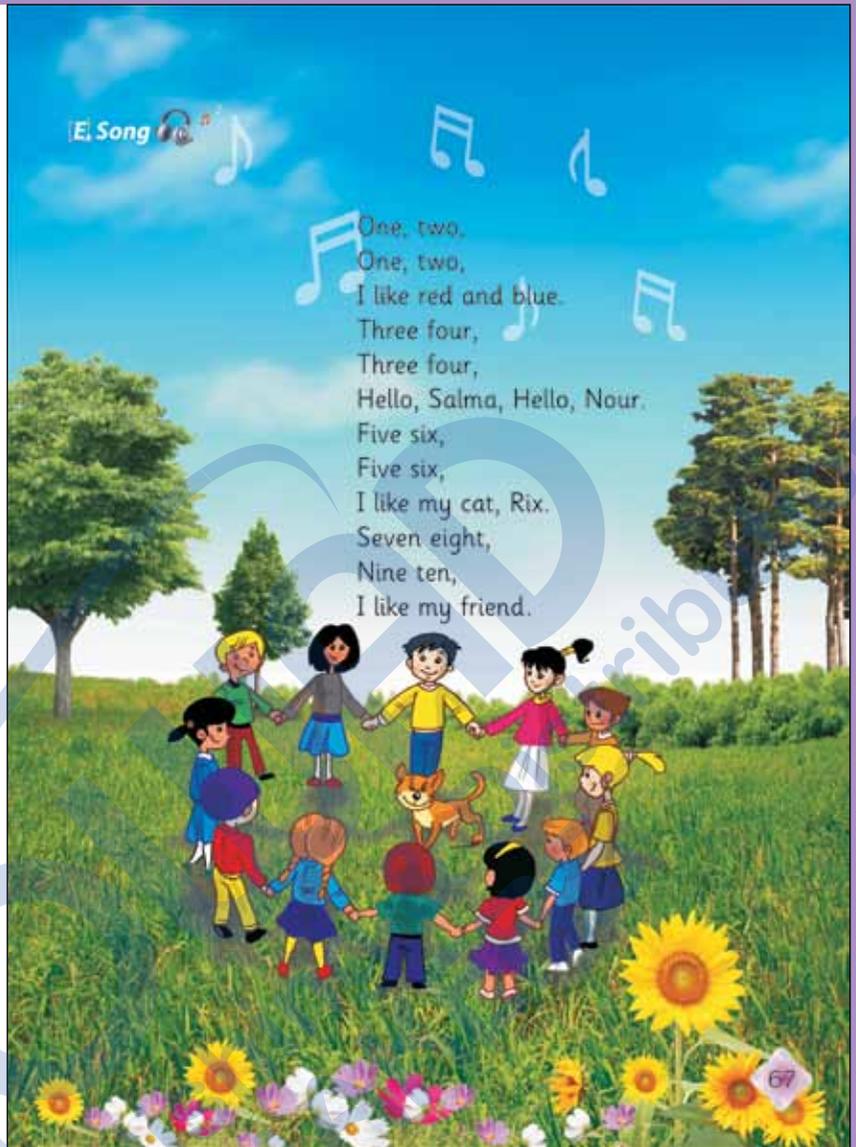
- How many apples?
Five apples.
- How many bananas?
Seven bananas.
- How many balls?
Nine balls.
- How many dates?
Six dates.
- How many pens?
Ten pens.

C. Game. Number ten out.

- Arrange the class in a big circle and start counting them and the student number ten should go out the circle. Repeat until the number of students less than ten.

D. Song.

- Play the song. Children listen to the song and identify words they recognize from the lesson.
- Sing the song again and ask the children to repeat.



E. Song

One, two,
One, two,
I like red and blue.
Three four,
Three four,
Hello, Salma, Hello, Nour.
Five six,
Five six,
I like my cat, Rix.
Seven eight,
Nine ten,
I like my friend.

F. Trace and copy - follow the arrows.

J J J J

Blank handwriting lines for copying uppercase letter J.

J J J J

Blank handwriting lines for copying lowercase letter j.

G. Read and circle the letter (J).

My jacket is black.



Who is this boy?
He is Jalal.



Jameel and Jamal.



68

F. Circle the letter (J).

- Read the sentences on G and ask the students to circle the letter J.

My jacket is black.



Who is this boy?
He is Jalal.



Jameel and Jamal.



E. Trace and copy-follow the arrows.

- Ask the children to write over the dotted lines inside the letter J, j.

J J J J

Blank handwriting lines for copying uppercase letter J.

J J J J

Blank handwriting lines for copying lowercase letter j.

G. Write the words.

- Ask the students to copy the words.

Jacket _____

Rajab _____

Jameel _____

Jihad _____

H. Read and circle the letter (J,j)

m n j d m t j s j

J C A J E J D N

H. Write the words.

Jacket _____

Rajab _____

Jameel _____

Jihad _____

I. Read and circle the letter (J/j).

m n j d m t j s j

J C A J E J D N

LESSON 21



A. Listen and follow, then act out the dialogues.



- How many?
- How many are (blue)?
- Writing numbers 6 - 10

How many pens?

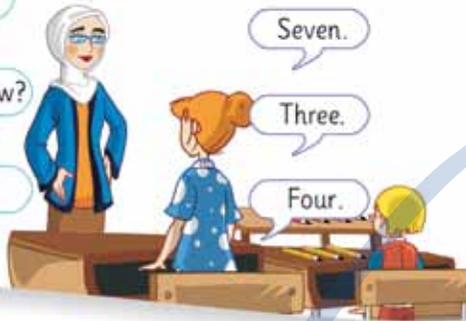
Seven.

How many are yellow?

Three.

How many are red?

Four.



How many bags?

Six.

How many are green?

Two.

How many are blue?

Four.



70

Objectives

At the end of this lesson the children will be able to:

- Identify and asking about quantities.

New language

How many?

How many are (color)?

Bring to the class

- The tape.
- Picture flashcards (Six balls, Seven books, Eight birds, Nine buses, Ten dresses).

Presentation

BOOKS CLOSED

(A) Introduce the Question form.

- Holds up a picture card (or use actual objects) ask *how many books?* Have students answer *seven*. Repeat for each flashcard you have.
- Divide the class into two groups use the picture flashcards to cue the asking group. Groups take turns asking and answering questions.

BOOKS OPEN

A. Listen and follow, then act out the dialogues.

- Play the dialogue. Have the students listen to the dialogue and point to the speech while listening. Then have them identify the words they hear.
- Play the dialogue again and have students repeat each line after the characters.
- Have the students practice the asking about quantities. Be sure to repeat the sentences at least two to three times so that students can say it fluently.

B. What are they saying?

- Ask the children to look at their books page 71 and ask them to guess what did the teacher ask?

(answers are):

How many dresses?

How many are yellow?

How many are black?

- Now ask them to look on the second picture and repeat.

(answers are):

Nine birds

How many are green?

How many are red?

B. What are they saying?

_____?

_____?

_____?

eight.

Six.

Two.

How many birds?

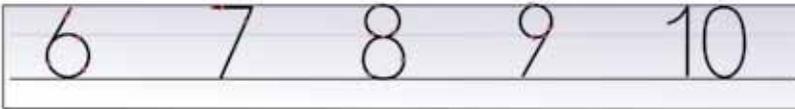
_____?

_____?

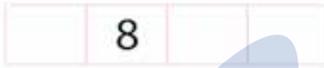
Five.

Four.

C. Trace and copy - follow the arrows.

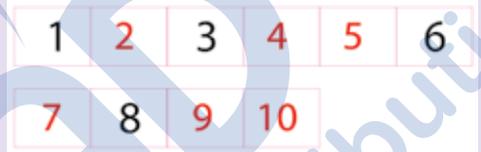


D. Write the missing number.



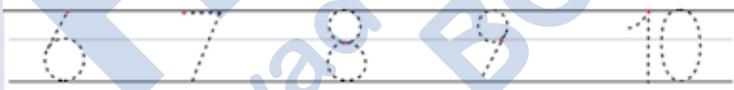
D. Write the missing number.

- Count loudly from 1-10 then ask the students to count from one to ten, repeat until they count fluently.
- Ask them to write the missing numbers in the boxes.



C. Trace and copy-follow the arrows.

- Ask the children to write over the dotted lines inside the numbers 6-10.



E. Copy.

- Ask the students to copy the sentences on page 73 , make sure they write the letters correctly.



Nine oranges



Eight bananas



Six pencils



Five birds



Ten pens



Seven books

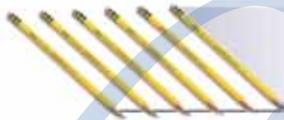
E. Copy.



Nine oranges



Eight bananas



Six pencils



Five birds



Ten pens



Seven books



D. Circle the number.

How many cars? 6 7 9 10

How many cars are blue? 4 6 3 1

How many cars are red? 2 8 9 5

How many cars are yellow ? 6 7 4 3

74

F. Circle the number.

- Ask the students to look on the picture on page 74 and circle the right number.

How many cars? 6 7 9 10

How many cars are blue? 4 6 3 1

How many cars are red? 2 8 9 5

How many cars are yellow ? 6 7 4 3

22 Identifying Objects (2)

Objectives

At the end of this lesson the children will be able to:

- Identifying and ask about singular and plural objects.
- Write the letter F, f correctly.

New language

What's this?

What are these?

Flower, carpet, T-shirt, Bottle, Trousers, Shoes.

Review language

- How many (object)?
- How many (object) are (color)?

Bring to the class

- The tape
- The alphabet flashcard: F, f
- Picture cards (*Flower, flowers, carpet, T-shirt, Bottle, bottles, Trousers, shoes*).

Preparation

- Use the Alphabet exemplars file to prepare picture cards for a Flower, fish, and frog.

Warm-Up

- Bring several children to the front. Ask each of them:
How many bags?
How many bags are blue?
How many bags are red?

Presentation

BOOKS CLOSED

(A) Introduce the words.

- Use the flashcards to introduce the words (*Flower, carpet, T-shirt, Bot-*

22 Identifying Objects (2)

LESSON 22

A. Listen and follow, then read

- What's this? What are these?
- flower, carpet, T-shirt, bottle, trousers, shoes
- the letter(f).

B. Listen and point at what the teacher says (pictures in A).

75

tle, Trousers, and Shoes).

Show one card at a time and say the name of the object. Students repeat each word several times. Ask them to notice the singular objects (*flower, carpet, bottle*) and the plural objects (*bottles, flowers, shoes*).

- Conduct a quick drill of the words. Do not speak as you show the cards. Have students identify the new object plus all the previously learned objects. Gradually pick up speed as students get used to saying the words.

(B) Introduce sentence form.

- Hold up the picture card for the flower. and model the pattern. *It's a flower.*
- Have the students repeat the pattern for each word (*Flowers, shoes, Bottles*).

C. Listen and follow then read 



D. What are they saying?



1. Ali: What's this?

Sami: _____



2. Samar: _____

Samia: They are bottles.



3. Jameel: _____

Rajab: It's a carpet.



4. Kamal: _____
Akram: They are trousers.



Ali: What are these?

Sami: _____

76

B. Listen and point at what the teacher says (pictures in A).

- Say one word and ask the students to point at the picture corresponding to the word you said.

C. Listen and follow then read.

- Play the audio. Have the students listen and point to the speech
- Play the audio again and have students repeat each sentence.

D. What are they saying?

- Ask the students to look on page 76 and complete the question forms.

1. Ali: what's this?
Sami: it's a bottle.
2. Samar: what are these?
Sami: they are bottles.
3. Jameel: what's this?
Rajab: it's a carpet.
4. Kamal: what are these?
Akram: they are trousers.
5. Ali: what are these?
Sami: they are shoes.

- Hold up the picture card for the flowers. and model the pattern . *They are flowers.*

(C) Introduce Question form.

- Ask *what's this?* Before you show each card for the singular object.
- Ask *what are these?* Before you show each card of the plural objects.

BOOKS OPEN

A. Listen and follow then read.

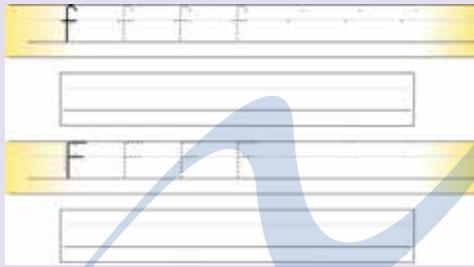
1. Play the tape. Have students listen and point to the words.
2. Play the tape again and stop after each word and ask the student to repeat.

E. Song.

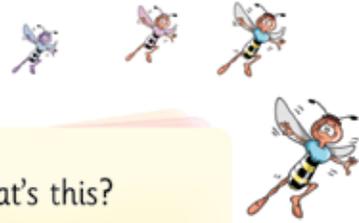
- Play the song. Children listen to the song and identify words they recognize from the lesson.
- Sing the song again and ask the children to repeat.

F. Trace and copy-follow the arrows.

- Ask the children to write over the dotted lines inside the letter F, f.



E. Song 



What's this?
What's this?
It's my cat, Rix.
What are these?
What are these?
They are four bees.

F. Trace and copy - follow the arrows.



G. Complete the words.



— ou —



— iv —



— ow —

I. Spell the following names and read them.

■ Faraj

■ Fareed

■ Afaf

■ Afeef

H. Read the letters and circle the letter (F).

F f D d S s E r
F N n c C g f A F R

I. Spell the following names and read them.

- Spell each name and ask the students to repeat.

■ Faraj

■ Fareed

■ Afaf

■ Afeef

H. Read the letters and circle the letter (F).

F f D d S s E r
F N n c C g f A F R

78

G. Complete the words.

- Have the students look at the picture and complete the missing letters.



23 How old you?

Objectives

At the end of this lesson the children will be able to:

- Asking and answering questions about age.
- Recognize the capital and small letter I, i.

New language

How old are you?

I am (number)

Happy birthday

A present

The letter I, i

Review language

- What are these?

Bring to the class

- The tape.
- The alphabet flashcard: I, i.
- The alphabet exemplar for the letter S (e.g. ink, ill...)

Preparation

- Use the Alphabet exemplars file to prepare an alphabet exemplar for the letter I, i.
- Copy as many as needed and bring them to the class for the children to color them.

Warm-Up

- Divide the class into two groups and do quick group review.

Group A: what are these?

Group B: they are bottles.

Group B: what are these?

Group A: they are flowers.

23 How old you?

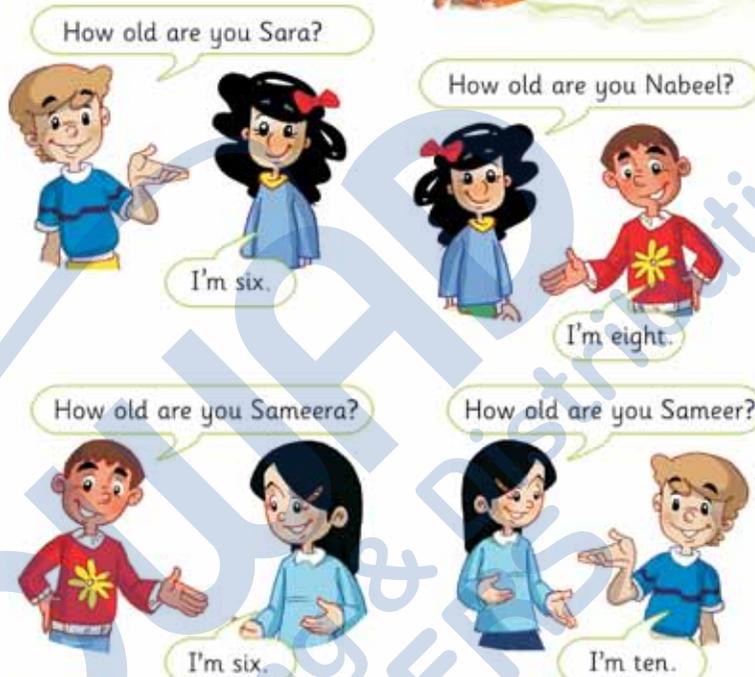
LESSON 23



A. Listen and follow, then read



- How old are you?
- I am six.
- Happy birthday.
- a present
- The letter(i).



B. Ask and answer about the pictures in A.

- How old is Sara?
- She is six.

Presentation BOOKS CLOSED

(A) Introduce the letter.

- Show letter I, i on the first flashcard and say the name of the letter. Ask the children to repeat. Write the letters I and I on the board. Point to the capital and say the name. Have the children repeat. Do the same with the small letter. Show the picture and say *ink*, children repeat. Stick the flashcard on the board above the letter with the picture facing the class. Show the picture and say *ill* then stick the picture above the letter.

(B) Introduce the Question form.

- Use a puppet to introduce the dialogue
Puppet A: how old are you Sara?

C. Ask and answer (Students ask one another about their age as in A).

D. Learn the following word and expression.



a present



Happy Birthday

E. Listen and follow, then act out the dialogue.

Happy birthday.
How old are you?

I'm seven.

This is for you.

Oh! Thank you.



Puppet B: I'm six.

Puppet A: how old are you Nabeel?

Puppet B: I'm eight.

Remind the students that (I'm= I am).

- Choose some students and ask him/her on at a time how old are you ? let them answer with I'm six, seven, eight.....
- Arrange the students into pairs and ask them to practice asking:
S1: how old are you?
S2: I'm (number).

BOOKS OPEN

A. Listen and follow, then read.

- Play the audio. Have the students listen and point to

the speech while listening. Then have them identify the word they know.

- Play the audio again and have students repeat each sentence.
- Read the dialogue and ask the students to point on their books.

B. Ask and answer about picture in A.

- Ask the students to come to the front in pairs and let them act the dialogue in A:

S1: How old are you Sara?

S2: I am six.

S1: How old are you Nabeel?

S2: I am eight.

C. Ask and answer(students ask each others about their age as in A .

- Ask the students on each bench to ask and answer each other about their ages.

S1: how old are you (Name).

S2: I am (number).

D. Learn the following expression.

- Hold the flashcard for the present and say (a present), explain to the children that we give presents in happy occasions like birthdays and we say (Happy Birthday).
- Ask the students to look on the pictures on page 80 to see the present and the birthday.

E. Listen and follow, then act out the dialogue.

- Use a puppet to introduce the

dialogue on page 80 .

Puppet A: happy birthday.

How old are you?

Puppet B: I am seven.

Puppet A: this is for you.

Puppet B: oh, thank you.

- Divide the class into two groups, and ask them to practice giving presents.

Group A: happy birthday.

How old are you?

Group B: I am seven

Group A: this is for you.

Group B: oh, thank you.

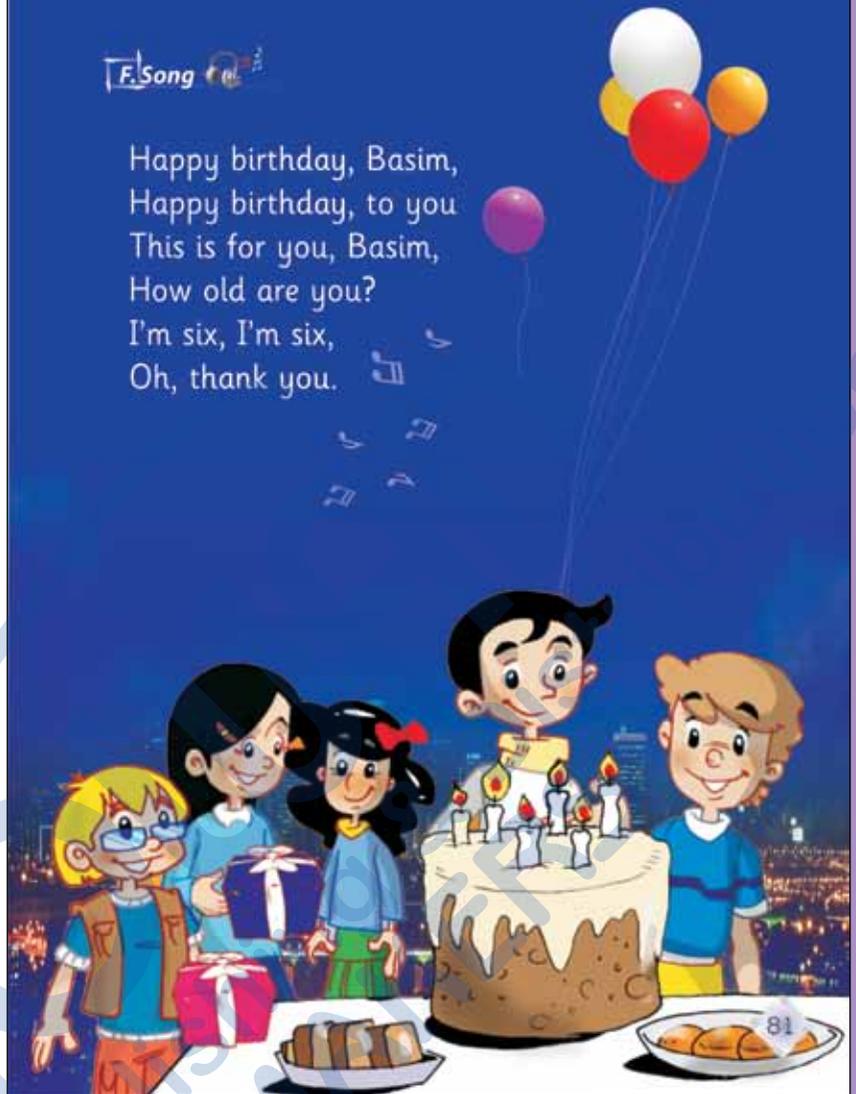
- Repeat at least two times so the students say them fluently.

F. Song.

- Play the song. Children listen to the song and identify words they recognize from the lesson.
- Sing the song again and ask the children to repeat.

F. Song 🎵

Happy birthday, Basim,
Happy birthday, to you
This is for you, Basim,
How old are you?
I'm six, I'm six,
Oh, thank you.



G. Trace and copy - follow the arrows.

l l l l

Blank handwriting lines for copying the letter 'l'.

i i i i

Blank handwriting lines for copying the letter 'i'.

H. Read and circle the letter (i).

Six birds.

Five taxis.

This is a pencil.

She is a girl.

I like bananas.

I. Spell and read the names.

Faris

Fatin

Firas

H. Read and circle the letter(i).

- Ask the students to look on their books and circle the letter i.

Six birds.

Five taxis.

This is a pencil.

She is a girl.

I like bananas.

I. Spell the following names and read them.

- Spell each name and ask the students to repeat.

Faris

Fatin

Firas

G. Trace and copy-follow the arrows.

- Ask the children to write over the dotted lines inside the letter l, i.

l l l l

Blank handwriting lines for copying the letter 'l'.

i i i i

Blank handwriting lines for copying the letter 'i'.

J. Write the word beside the picture.

- Ask the students to copy each word on page 83.

Nine _____ 

Rabbit _____ 

A bird _____ 

Basim _____ 

J. Write the word beside the picture.

Nine _____



Rabbit _____



A bird _____



Basim _____





- run, hop, skip, jump, go,
come here, read, write,
sing wave goodbye.
- Let's play/ go home.
- The letter (p).

A. Listen and follow



D. Listen and follow, then read.



B. Listen and point to the pictures in A.

C. A game: Simon says. See T/B

Objectives

At the end of this lesson the children will be able to:

- Understand and carry out some actions: run, hop, skip, go, come here, read, write, sing, wave goodbye.
- Recognize the actions: let's play/go home
- Recognize the capital and small letter P, p.

New language

Run, hop, skip, go come here, read, write, sing, wave goodbye.

Let's play/go home.

The letter P, p.

Review language

- How old are you.

Bring to the class

- The tape.
- The alphabet flashcard: P, p.
- The alphabet exemplar for the letter P: *Pen, Penguin, Pencil.*

Preparation

- Use the Alphabet exemplars file to prepare an alphabet exemplar for the letter P, p.
- Copy as many as needed and bring them to the class for the children to color them.

Warm-Up

- Bring several children to the front and let them ask each other about their ages.

Presentation BOOKS CLOSED

(A) *Introducing the alphabet A.*

- Show letter P, p on the first flashcard and say the name of the letter. Ask the children to repeat. Write the letters P and p on the board. Point to the capital and say the name. Have the children repeat. Do the same with the small letter. Show the picture and say *Pen*, children repeat. Stick the flashcard on the board above the letter with the picture facing the class. Show the picture and say *Penguin* then stick the picture above the letter.

(B) *Introduce the actions.*

- Read each action on A and act it out so that the students recognize the action.

Act as if you are running and say run.

Act as if you are hopping and say hop.

Act as if you are jumping and say jump.

Act as if you are skipping and say skip.

- Explain to the students the following action by performing them: *stop, let's play wave goodbye, let's go home.*

BOOKS OPEN

A. Listen and follow.

- Play the audio. Have the students listen to the words and point to the speech while listening. Then have them identify the words they hear.
- Play the audio again and have students repeat each word after the characters.
- Have the students practice the actions (run in their places, or hopping in their places....)

B. Listen and point to the picture in A.

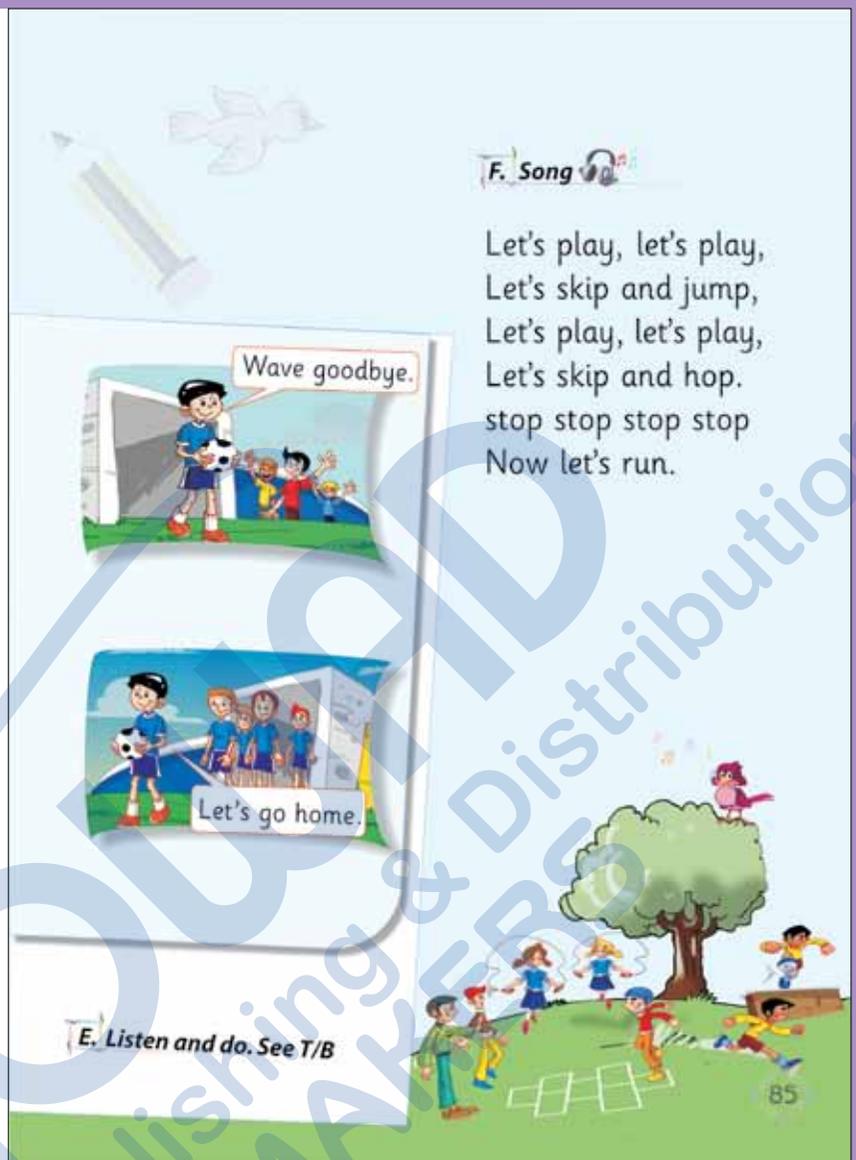
- Read each word on A and ask the students to point to the corresponding picture.

C. A game : Simon says.

- Bring the students attention to you and tell them the role of Simon says game.
- Say: Simon says run : they have to run in their places.
- Say: Jump: they have to do nothing because you didn't say Simon says.

D. Listen and follow, then read .

- Play the audio. Have the students listen to the sentences and point to the speech while listening.



F. Song

Let's play, let's play,
Let's skip and jump,
Let's play, let's play,
Let's skip and hop.
stop stop stop stop
Now let's run.

Then have them identify the words they hear.

- Play the audio again and have students repeat each sentence after the characters.
- Explain to the students the meaning of each action .

E. Listen and do.

- Ask the students to do some actions in their places such as (run, stop, hop, jump,etc....)

F. Song.

- Play the song. Children listen to the song and identify words they recognize from the lesson.
- Sing the song again and ask the children to repeat.

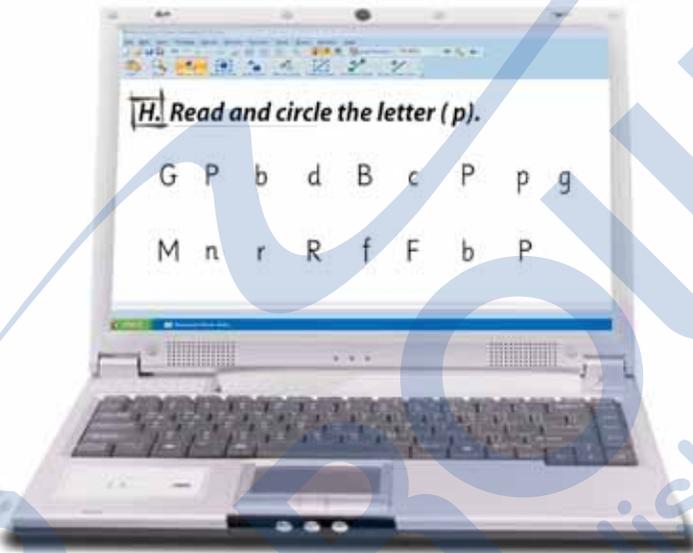
G. Trace and copy - follow the arrows.

p p p p

Blank handwriting lines for copying lowercase 'p'.

P P P P

Blank handwriting lines for copying uppercase 'P'.



H. Read and circle the letter (P,p).

G P b d B c P p g

M n r R f F b P

E. Trace and copy-follow the arrows.

- Ask the children to write over the dotted lines inside the letter P, p.

p p p p

Blank handwriting lines for copying lowercase 'p'.

P P P P

Blank handwriting lines for copying uppercase 'P'.

I. Write the missing letter, then read.

- Read each word on page 87 and ask the students to fill in the blanks with the suitable letters.



I. Write the missing letter, then read.



_en



_encil



a _ _ le



jum _



ski _



ho _

25

People

LESSON 25



A. Listen and point, then read

- he/ she/ it is
 - This is..., These are
 - boy, girl, man, woman
 - The letter (h).



a boy



a girl



a child



a woman



a man

88

Objectives

At the end of this lesson the children will be able to:

- Identify some new words (a boy, a girl, a child, a man, and a woman).
- Recognize the capital and small letter H, h.

New language

He is, she is, it is

This is ..., these are

Boy, girl, man, woman

The letter H, h

Review language

- Actions: stop, run, hop, skip..

Bring to the class

- The tape.
- Picture cards for: man, woman, child , boy girl.
- The alphabet flashcard: H, h.
- The alphabet exemplar for the letter N (e.g. hand, hop).

25 People

Preparation

- Use the Alphabet exemplars file to prepare an alphabet exemplar for the letter H, h.
- Copy as many as needed and bring them to the class for the children to color them.

Warm-Up

- Review some actions with the students and have them act them out.

Presentation

BOOKS CLOSED

(A) Introduce the letter.

- Show letter H, h on the first flashcard and say the name of the letter. Ask the children to repeat. Write the letters H and h on the board. Point to the capital and say the name. Have the children repeat. Do the same with the small letter. Show the picture and say *Hop*, children repeat. Stick the flashcard on the board above the letter with the picture facing the class. Show the picture and say *Hand*, then stick the picture above the letter.

(B) Introduce the words.

- Use the picture flashcards to introduce the words. Show one flashcard at a time and say the word. Students repeat each word several times.
- Perform a quick drill of the peoples after introduce each word. Use the picture flashcard. Don't speak as you show the cards. Have students identify the new word plus all the previously learned words.

(C) Introducing the sentences.

- Use puppet to introduce the dialogue in C.

Puppet A: this is Basim. He's my friend.

Puppet B: this is Amal. She's my friend.

Puppet C: these are Ali, Basim, and Tom. They are my friends.

Puppet D: these are Lila, and Dana. They are my friends.

BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to the words as they listen (*A boy, A girl, A child, A woman, A man*).
- Play the tape again and have the students repeat the words.
- Read the words on page 88 again and have the student repeat after you.

B. Match.

Amal	→	a man
Tom	→	a girl
My father	→	a boy
My mother	→	a woman
Mr. Bilal	→	a man
Miss Batool	→	a woman

C. Listen and follow, then read.

- Play the tape. Have the students listen and point to the words as they listen to the dialogue.
- Play the dialogue again and have the students repeat the sentences.

B. Match

Amal	→	a girl
Tom	→	a boy
My father	→	a man
My mother	→	a woman
Mr. Bilal	→	a man
Miss Batool	→	a woman

C. Listen and follow, then read.

This is Basim. He's my friend.

This is Amal. She's my friend.

These are Ali, Basim and Tom. They are my friends.

These are laila and Dana. They are my friends.

D. Students act the parts of the lesson to practice the sentences of the lesson. Encourage students to say true sentences about their friends.

E. Ask and answer as in the example.

- Who's this boy?
- He's my brother.



90

He's my brother.
Who's this man?
He's my father.
Who's this girl?
She's my sister.
Who's this woman?
She's my mother.
Who are these?
They are my friends.

D. Students act the parts of the lesson to practice the sentences of the lesson. Encourage students to say true sentence about their friends.

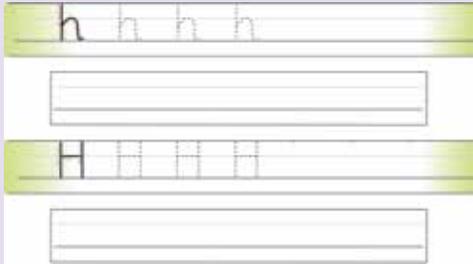
- Ask the students to come to the front and introduce each other as in the dialogue:
S1: this is (name), he's is my friend
S2: these are (name, name, and name) they are my friends.
- **Remind the students that** : *he's = he is*
She's = she is

E. Ask and answer as in the example.

- Ask the students to look in the picture at page 90 and ask and answer as in the example:
Who's this boy?

F. Trace and copy-follow the arrows.

- Ask the children to write over the dotted lines inside the letter H, h.



G. Circle the letter (h).

- Ask the students to circle the letter H, h in the following sentences.

- 1). Hello.
- 2). How many books?
- 3). How old are you?
- 4). let's hop.
- 5). Who is she? She is Huda.

H. Read, then write.

- Read aloud the sentences and then ask the students to write them down in their books.

F. Trace and copy - follow the arrows.

h h h h

A blank writing line with a dotted line in the middle, intended for copying the lowercase letter 'h'.

H H H H

A blank writing line with a dotted line in the middle, intended for copying the uppercase letter 'H'.

G. Circle the letter (h).

- 1). Hello.
- 2). How many books?
- 3). How old are you?
- 4). let's hop.
- 5). Who is she? She is Huda.

H. Read, then write.

Hello Hani.

Let's hop.

A blank writing line for copying the sentences from the previous section.

LESSON 26



A. Listen and point, then read



- a taxi, a car, a truck, a bus,
a bike
- The letter (y).

a car



a taxi



a truck



a bike



a bus



C. Read and match.



a red and
blue bike.



a yellow
and
red bus.



a black and
green truck.

B. Listen and point. (pictures in A).

92

Objectives

At the end of this lesson the children will be able to:

- Identify some vehicles.
- Recognize the capital and small letter Y, y.

New language

A taxi, a car, a truck, a bus, a bike
The letter Y, y.

Review language

- Boy, girl, woman, man
- This is ...

Bring to the class

- The tape.
- Picture cards for *Bus, Taxi, Car, Truck, and A bike*.
- The alphabet flashcard: Y, y.
- The alphabet exemplar for the letter Y (e.g. Yo-yo, yellow...)

26 Vehicles

Preparation

- Use the Alphabet exemplars file to prepare an alphabet exemplar for the letter Y, y.
- Copy as many as needed and bring them to the class for the children to color them.

Warm-Up

- Show the students a boy, a girl, a woman, or a man picture and ask: who is this? And quickly flip through the flashcard. Students must answer quickly in a complete sentence *He's a man, she's a woman, she's a girl, he's a boy*.
- Divide the class into two groups and do quick group review.
Group A: Who's this?
Group B: he's a boy.

Presentation

BOOKS CLOSED

(A) Introduce the letter.

- Show letter Y, y on the first flashcard and say the name of the letter. Ask the children to repeat. Write the letters Y and y on the board. Point to the capital and say the name. Have the children repeat. Do the same with the small letter. Show the picture and say *Yo-yo*, children repeat. Stick the flashcard on the board above the letter with the picture facing the class. Show the picture and say *Yellow* then stick the picture above the letter.

(B) Introduce the words.

- Use the picture flashcards to introduce the words. Show one flashcard at a time and say the vehicle's

name. Students repeat each word several times.

- Perform a quick drill of the vehicles after introduce each one. Use the flashcard. Don't speak as you show the cards. Have students identify the new vehicles plus all the previously learned vehicles.

BOOKS OPEN

A. Listen and point , then read.

- Play the tape. Have the students listen and point to the words.
- Play the tape again and have students repeat the words.

B. Listen and point.

- Say one word at a time and ask the students to point to the corresponding picture.

C. Read and match.

- Read the sentences and ask the students to match with the corresponding pictures:

a red and blue bike.

a yellow and red bus.

a black and green truck.

D. What are they saying?

What's this?

_____?

They are trucks.

Is it a bus?

What is this?

How many red bikes?

_____?

six.

_____?

_____?

Four.

Four.

D. What are they saying?

- Read the dialogue and ask the students to guess what they are saying.
- Write the right answer on the board and ask the students to write it down in their books.

E. Trace and copy - follow the arrows.

y y y y

Y Y Y Y

F. Read and circle the letter (y).

1. what's your name ?
2. I like yellow.
3. Goodbye, Ali.
4. Let's play.

94

F. Read, and circle the letter (y).

- Write the words on the board, ask one student at a time to come to the front and circle the letters y.

1. what's your name ?
2. I like yellow.
3. Goodbye, Ali.
4. Let's play.

- Ask the children to do this exercise on their books.

E. Trace and copy-follow the arrows.

- Ask the children to write over the dotted lines inside the letter Y, y.

y y y y

Y Y Y Y

G. Spell and guess the names.

- Spell each name and ask the students to repeat.



Yasmeen



Yaseen



Hanya

H. Read, then write .

- Read the words and ask the students to write them down.

C. Spell and guess the names.



Yasmeen



Yaseen



Hanya

D. Read, then write.

Goodbye Play hop

27

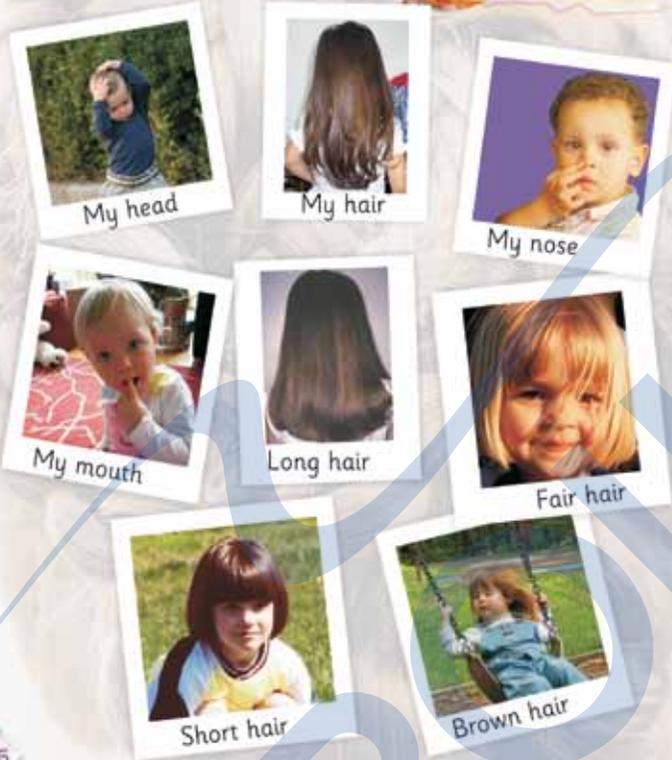
My Body (1)

LESSON 27



- head, hair, nose, mouth.
 Long hair, short hair, fair
 hair, too
 - The letters (u).

A. Listen and point, then read 



96

Objectives

At the end of this lesson the children will be able to:

- Identify some of the body parts.
- Recognize the capital and small letters U, u.

New language

Head, hair, nose, mouth, long hair, short hair, fair hair, too.

The letter U.

Review language

- Review the type of vehicles.

Bring to the class

- The tape
- The alphabet flashcard: U, u.
- The picture cards for a: Head, hair, nose, mouth, long hair, fair hair, short hair.

27 My Body (1)

Preparation

- Use the Alphabet exemplars file to prepare picture cards for the body parts.

Warm-Up

- Review with the class the vehicles, use real stuff like car toy or bus toy and conduct a quick drill .
 S1: How many red buses?
 S2: Three.
 S1: How many yellow bikes?
 S2: Four.

Presentation**BOOKS CLOSED**

(A) Introduce the letter U, u.

- Show letter U, u on the first flashcard and say the name of the letter. Ask the children to repeat. Write the letters U and u on the board. Point to the capital and say the name. Have the children repeat. Do the same with the small letter. Show the picture and say *Umbrella*, children repeat. Stick the flashcard on the board above the letter with the picture facing the class. Show the picture and say *Umbrella* then stick the picture above the letter.

(B) Introduce the words.

- Use the Picture flashcards to introduce the words. Show one flashcard at a time and say the word. Students repeat each word several times.
- Point to various parts of your body (e.g. nose, eye, mouth, long hair, brown hair etc) and see if students know any of English word's for them.

Don't feel that you need to correct them at this point-the goal is to see what they already know about this topic.

- Make a clear gestures to contrast the meanings: *tall/short, black/fair/brown.*
- Point to your *eye, mouth, nose, etc.* and say the name in English. Students also point and repeat the word.

BOOKS OPEN

A. Listen and point then read.

- Play the tape. Have the students listen and point to the words as they listen.
- Play the tape again and have the students repeat the word.
- Read the words on page 96 again and have the students repeat after you.

B. Listen and point.

- Say one word and ask the students to point on their books at the corresponding picture.

C. Point to your body and say.

- Say one word and ask the students to point on their body at the corresponding part. Say *eye* and have the students point to their eyes, say *nose* and have them do the same. Repeat for all the words on part A.

B. Listen and point. (pictures in A).

C. Point to your body and say as in A.

D. Practice in pairs.

My hair is (black/ brown/ fair/ long/ short).

Your hair is (black/ brown/ fair/ long/ short).

Or:

My hair is (black). Your hair is black, too.

E. Match

Long hair

Short hair

Fair hair

Black hair

Head

Mouth

Nose



97

D. Practice in pairs.

- Arrange the students into pairs and ask them to talk about themselves as in the following example.

My hair is (black/ brown/ fair/ long/ short).

Your hair is (black/ brown/ fair/ long/ short).

Or:

My hair is (black). Your hair is black, too.

F. Trace and copy - follow the arrows.

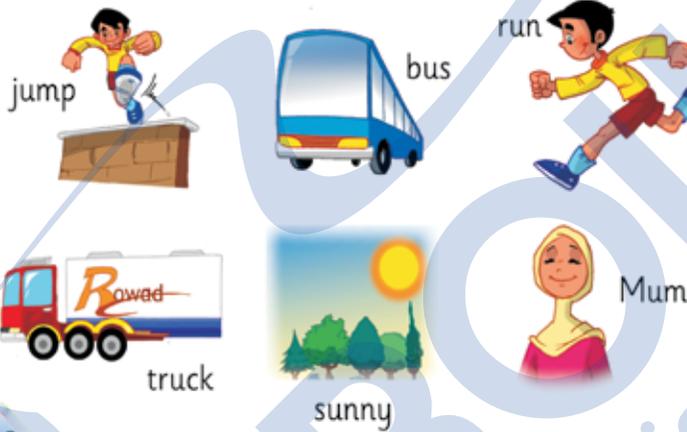
u u u u

Blank handwriting lines for copying the lowercase letter 'u'.

U U U U

Blank handwriting lines for copying the uppercase letter 'U'.

G. Read and circle the letter (u).



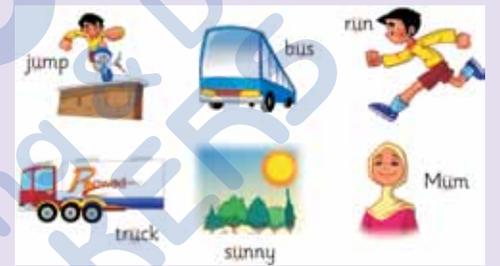
F. Trace and copy-follow the arrows.

• Ask the children to write over the dotted lines inside the letter U, u.

Handwriting practice lines with dotted uppercase 'U' and lowercase 'u' for tracing and copying.

G. Read and circle the letter (u).

• Ask the students to read the words and circle the letter u .



E. Match.

• Ask the students to match the word with the corresponding picture:



H. Write the following words.

- Ask the students to copy the words in this exercise .

Jump 

Run 

Bus 

Truck 

H. Write the following words.

Jump _____



Run _____



Bus _____



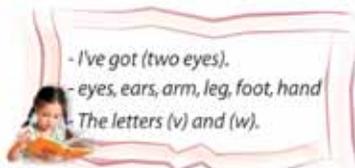
Truck _____



LESSON 28



A. Listen and point, then read



100

Objectives

At the end of this lesson the children will be able to:

- Identify some of the body parts.
- Recognize the capital and small letters V, W.

New language

I've got (two eyes), eyes, ears, arm, leg, foot, and hand.
The letter V, W

Review language

- Review the body parts.

Bring to the class

- The tape
- The alphabet flashcards: V, v and W, w.
- The picture cards for: eye, nose, leg, foot, van, violin, water, wing).

Preparation

- Use the Alphabet exemplars file to prepare picture cards for the body parts.

Warm-Up

- Review with the class the body parts learned in the previous lesson:
Play a game (Simon says touch your ear, Simon says touch your head...and so on).

Presentation

BOOKS CLOSED

(A) Introduce the letter V, v.

- Show letter V, v on the first flashcard and say the name of the letter. Ask the children to repeat. Write the letters V and v on the board. Point to the capital and say the name. Have the children repeat. Do the same with the small letter. Show the picture and say *Van*, children repeat. Stick the flashcard on the board above the letter with the picture facing the class. Show the picture and say *Violin* then stick the picture above the letter.

(B) Introduce the letter W, w.

- Show letter W, w on the first flashcard and say the name of the letter. Ask the children to repeat. Write the letters W and w on the board. Point to the capital and say the name. Have the children repeat. Do the same with the small letter. Show the picture and say *Water*, children repeat. Stick the flashcard on the board above the letter with the picture facing the class.

Show the picture and say *Wing* then stick the picture above the letter.

(C) *Introduce the words.*

- Use the Picture flashcards to introduce the words. Show one flashcard at a time and say the word. Students repeat each word several times.
- Point to various parts of your body (e.g. *nose, eye, foot, leg etc*) and see if students know any of English words for them. Don't feel that you need to correct them at this point-the goal is to see what they already know about this topic.
- Point to your *eye, hand, arm, leg, etc.* and say the name in English. Students also point and repeat the word.

(D) *Introduce the question form.*

- Use a puppet or teacher cards to illustrate the question and answer forms.

Puppet A: how many (body part) have you got?

Puppet B: I've got (number).

- Divide the class into two groups and practice the questions and answers.

BOOKS OPEN

A. Listen and point then read.

- Play the tape. Have the students listen and point to the words as they listen.
- Play the tape again and have the

B. Listen and point (pictures in (A)).

C. Point to your body and say as in A.

D. Ask and answer(pair work).

- How many (eyes, heads, ...) .

have you got ?

- I've got two (eyes, ...) .

E. Pair work, as in the example.

- I've got brown eyes.

- You've got brown eyes, too.

- I've got black eyes.

- You've got blue eyes.



101

students repeat the word.

- Read the words on page 100 again and have the students repeat after you.

B. Listen and point.

- Say one word and ask the students to point on their books at the corresponding picture.

C. Point to your body and say.

- Say one word and ask the students to point on their body at the corresponding part. Say eye and have the student point to their eyes, say nose and have them do the same. Repeat for all the words on part A.

F. Trace and copy - follow the arrows.

W W W W

W W W W

G. Trace and copy - follow the arrows.

V V V V

V V V V

102

D. Practice in pairs.

- Arrange the students into pairs and ask them to talk about themselves as in the following example.

- How many (eyes, heads, ...) .
have you got ?
- I've got two (eyes, ...) .

Explain to the children that I've= I have and ask them to read the both expression I have got and I've got.

E. Pair work, as in the example.

- Arrange the students into pairs and ask them to talk about themselves as in the following example.

- I've got brown eyes.
- You've got brown eyes, too.
- I've got black eyes.
- You've got blue eyes.

F. Trace and copy-follow the arrows.

- Ask the children to write over the dotted lines inside the letter W, w.

W w w w

W w w w

G. Trace and copy-follow the arrows.

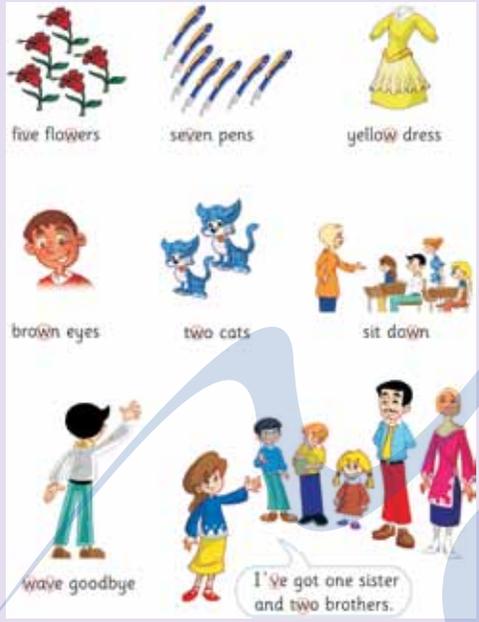
- Ask the children to write over the dotted lines inside the letter V, v.

V v v v

V v v v

H. Read and circle the letter (v) and (w).

- Read the words on page 103 and ask the students to circle the letters V, and W.



H. Read and circle the letters (v) and (w).



five flowers



seven pens



yellow dress



brown eyes



two cats



sit down



wave goodbye



I've got one sister and two brothers.

I. Write the following words under their pictures.

yellow flowers seven pens five cats two cars





J. Song



She's got blue eyes.
Pretty, pretty and nice.
She's got long hair,
Long, long and fair.
Look, look, Miss Reem,
How cute this girl!

104

I. Write the following words under their pictures.

- Read the words and ask the students to write the right word under each picture.



Yellow flowers



Seven pens



Five cats



Two cars

J. Song.

- Play the song. Children listen to the song and identify words they recognize from the lesson.
- Sing the song again and ask the children to repeat.

29 My Family (2)

Objectives

At the end of this lesson the children will be able to:

- Describe their family member and ask Yes/No questions about them.
- Recognize the capital and small letters X, x, Z, z, and Q, q.

New language

Family, house, big, small
The letters x, z and q.

Review language

- Review the body parts.

Bring to the class

- The tape
- The alphabet flashcards: X, x, Z, z, and Q, q.
- The picture cards for a: Zoo, Question (?), Xylophone, A king, A queen, A zebra, A taxi).

Preparation

- Use the Alphabet exemplars file to prepare picture cards for the new words.

Warm-Up

- Review with the students the body parts.
- Ask two students to come to the front and ask and answer about their body as in the following example:

How many (eyes, noses, legs...) have you got?

I've got (two, one.....)

29

My Family (2)

LESSON 29



A. Listen and point, then read



- family, house, big, small

- The letters, (x), (z), (q).



Small ball



Big ball



House



family

B. Read, then answer the questions.

This is my house.

It's a big house.

This is my family.

It's a small family.

I've got one brother and one sister.

My brother is six years old.

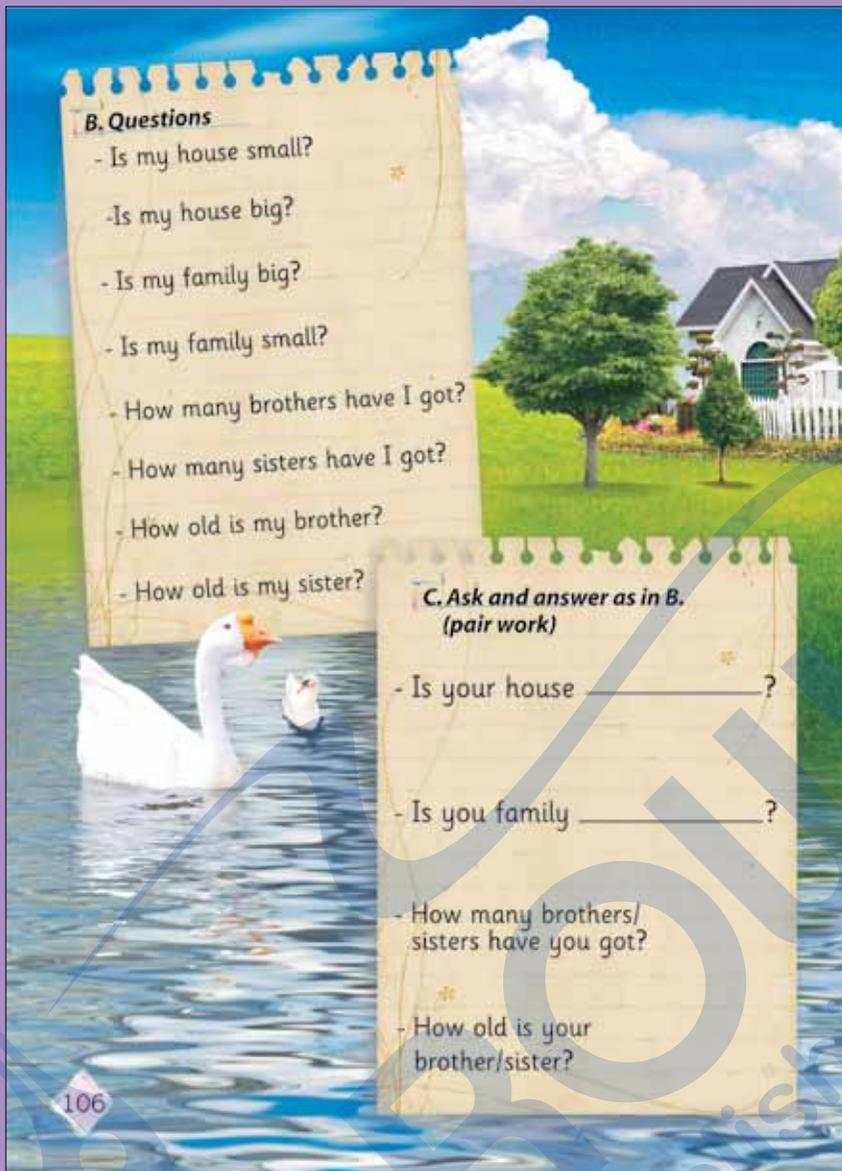
My sister is eight years old.

105

Presentation BOOKS CLOSED

(A) Introduce the letter X, x, Z, z, and Q, q.

- Show letter Q, q on the first flashcard and say the name of the letter. Ask the children to repeat.
- Write the letters Q and q on the board. Point to the capital and say the name. Have the children repeat. Do the same with the small letter. Show the picture and say *Queen*, children repeat. Stick the flashcard on the board above the letter with the picture facing the class. Show the picture and say *Question?* Then stick the picture above the letter.
- Repeat the same for the letters Z, z, and Q, q.



106

(B) Introduce the words.

- Use the Picture flashcards to introduce the new words. Show one flashcard at a time and say the word. Students repeat each word several times.
- Make clear gestures to contrast the meanings: *Big/ Small*. Bring the students attention to some stuff around them in the class that are (big/small).

BOOKS OPEN

A. Listen and point then read.

- Play the tape. Have the students listen and point to the words as they listen.
- Play the tape again and have the students repeat the

word.

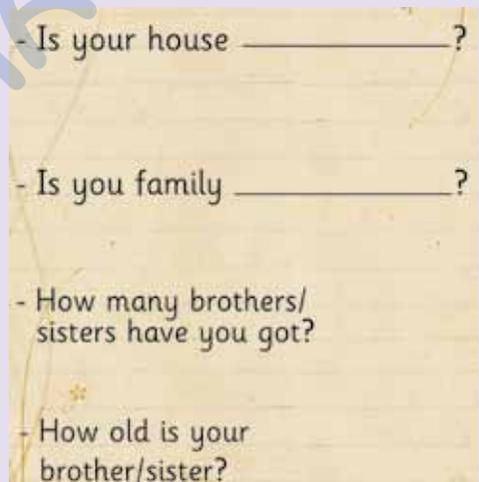
- Read the words on page 105 again and have the student repeat after you.

B. Read , then answer the questions.

- Read the sentences on page 105 and ask the students to point to the sentences as you read.
- Read each sentence and ask the students to repeat after you.
- Ask the students to repeat at least twice until they be able to say the sentences fluently.
- Choose one student at a time and ask questions on page 106 , have them answer the question.

C. Ask and answer as in B.(pair work)

- Arrange the students in pairs and let them practice asking and answering as in part B.



107

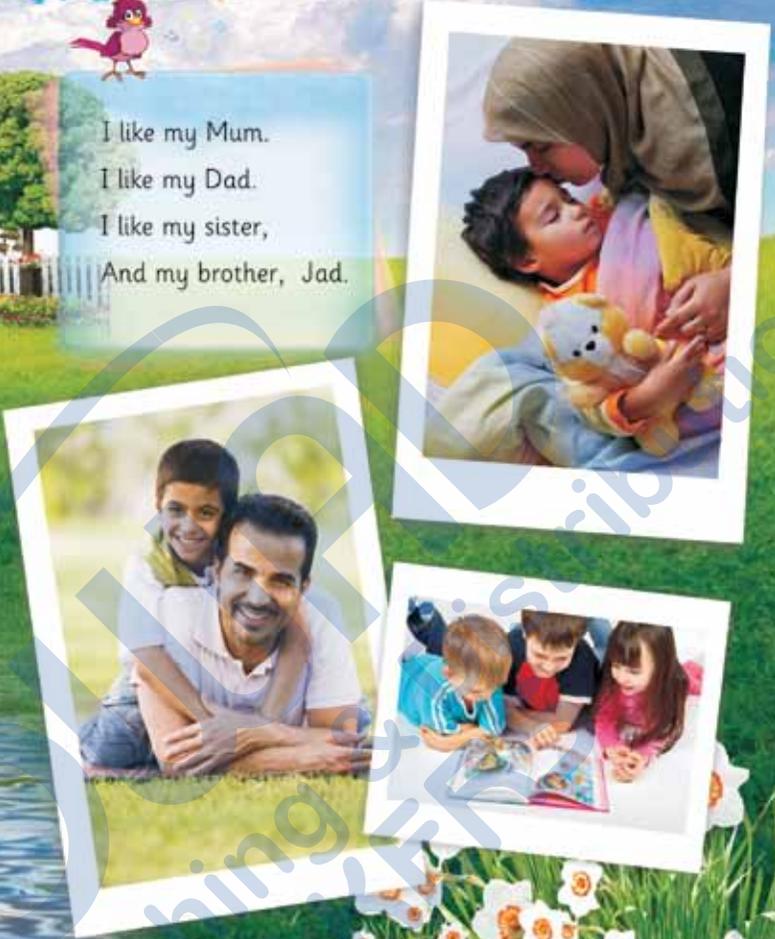
D. Song.

- Play the song. Children listen to the song and identify words they recognize from the lesson.
- Sing the song again and ask the children to repeat.

D. Song 



I like my Mum.
I like my Dad.
I like my sister,
And my brother, Jad.



107

E. Trace and copy - follow the arrows.



108

E. Trace and copy-follow the arrows.

- Ask the children to write over the dotted lines inside the letter Q, q, Z, z, and X, x.



F. Learn these words.

- Use the flashcards to introduce these new words (*A king, A queen, A zoo, A zebra, A taxi*).

G. Spell , then write.

- Stick the picture cards on the board and spell the word then ask students to write the word down.

F. Learn these words.



a king



a queen

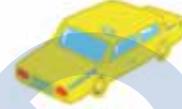


a zoo

a zebra



a taxi



G. Spell, then write.

1



2



3



4



5



6



30

The Weather

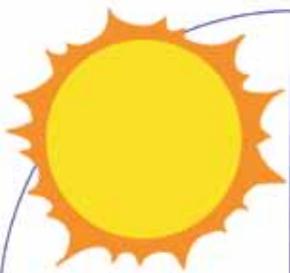
LESSON 30



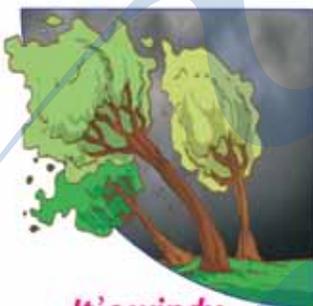
A. Listen and point, then read



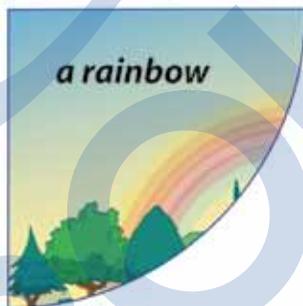
- sunny, windy, rainy, rainbow
- What's the weather like?
- The letter combination (th).



It's sunny



It's windy



a rainbow

110

Objectives

At the end of this lesson the children will be able to:

- Identify different weather (sunny, rainy ,windy)
- Distinguish the sound for the letter combination (th).

New language

Sunny, windy, rainy, rainbow

What's the weather like?

The letter combination (th).

Review language

- Ask and answer question about family.

Bring to the class

- The tape.
- Picture cards for different kind of weather (Sunny, Windy, and Rainy) and for a rainbow.

30 The Weather

Preparation

- Use the Alphabet exemplars file to prepare an alphabet exemplar for the letters th.
- Copy as many as needed and bring them to the class for the children to color them.

Warm-Up

- Divide the class into two groups and do quick group review.
Group A: is your house small?
Group B: No it isn't.
Group A: is your family big?
Group B: yes it is.

Presentation**BOOKS CLOSED**

(A) Introduce the words.

- Use the picture flashcards to introduce the words. Show one flashcard at a time and say the weather. Students repeat each word several times.
- Perform a quick drill of the weather after introduce each one. Use the flashcard. Don't speak as you show the cards. Have students identify the new word plus all the previously learned words.

(B) Introduce the question form.

- Use a puppet to introduce the question :
Puppet A: What's the weather like?
Puppet B: It's windy/ rainy, sunny.
- Ask the students (in pairs) to practice asking about weather.
- Explain the YES /NO question to the students .

- Use a puppet to introduce the question pattern as follow
Is it windy?
No it isn't/ yes it is.
- Divide the class into two groups and let them practice asking and answering yes /No questions.

BOOKS OPEN

A. Listen and point , then read.

- Play the tape. Have the students listen and point to the words as they listen.
- Play the tape again and have the students repeat the word.
- Read the words on page 110 again and have the students repeat after you.

B. Listen and point.

- Read one sentence and ask the students to point on their books at the corresponding picture.
- Repeat for all the words on A.

C. Ask and answer about picture in A.

- Have the students practice asking and answering questions about the pictures in page 110
What's the weather like?
It's rainy.
What's the weather like?
It's windy.

B. Listen and point (The pictures in A).

C. Ask and answer about the pictures.

What's the weather like?

It's windy



D. Ask and answer about the pictures in C.

- Is it windy / rainy / sunny ?

Yes, it is / No, it's not. It's windy / rainy / sunny .

111

D. Ask and answer about the pictures in c.

- Have the students practice asking and answering questions about the pictures in page 111.
Is it windy/rainy/sunny?
Yes, it is
No it's not. It's sunny /windy /rainy.

E. Song



It's sunny, sunny, sunny,
Let's run and play.
It's rainy, rainy, rainy,
Let's sing, Hurray Hurray!
It's windy, windy, windy,
What a day, what a day!



F. Read the letter combination (th), then write.

Thank you Three birds My mouth

This These My father My mother

112

E. Song.

- Play the song. Children listen to the song and identify words they recognize from the lesson.
- Sing the song again and ask the children to repeat.

F. Read the letter combination (Th), and then write.

- Review the sound of the letters combination (th) hold up objects or pictures of objects that begin with the sound (th). Have the student identify the initial sound of them.
- Read the letters and ask the students to repeat after you , make sure they pronounce it correctly
- Ask the students to write the words on their books.

Alphabet Exemplars:



Apple



Ant



Ape



Book



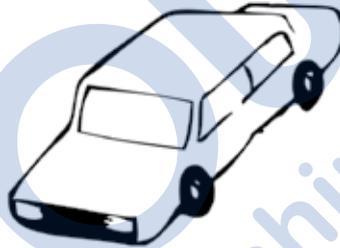
Ball



Bird



Cat



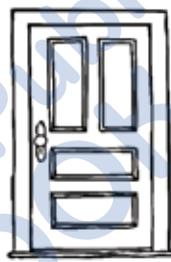
Car



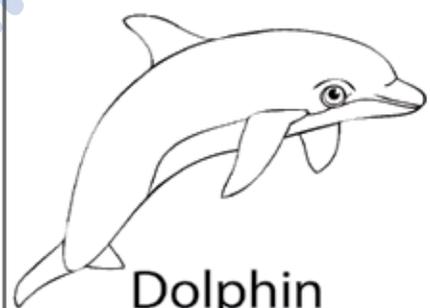
Crayon



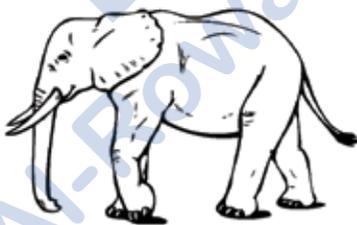
Dog



Door



Dolphin



Elephant



Ear



Eraser



Orange



Owl



Olive



Queen



Question



Bag



Banana



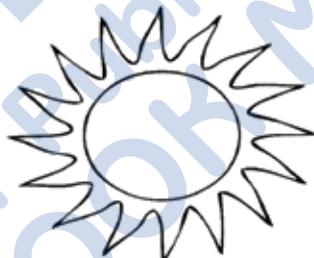
Nail



Nest



Star



Sun



Skirt



Tiger



Telephone



Tabel



Moon



Mother



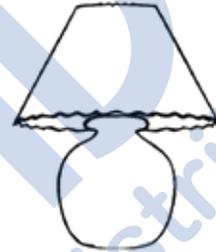
Monkey



Leg



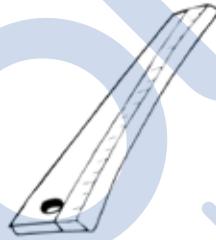
Lemon



Lamp



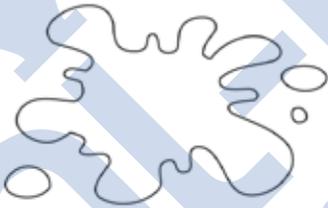
Rabbit



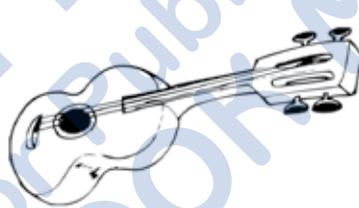
Ruler



Room



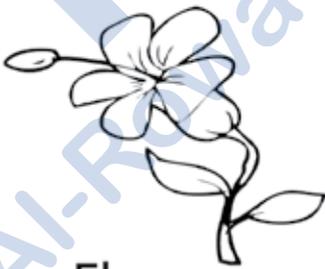
Green



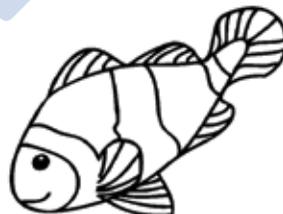
Guitar



Grapes



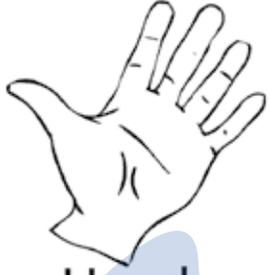
Flower



Fish



Frog

 <p>Pen</p>	 <p>Penguin</p>	 <p>Pencil</p>
 <p>Hand</p>	 <p>Hob</p>	 <p>Head</p>
 <p>Nose</p>	 <p>Leg</p>	 <p>Eye</p>
 <p>Ear</p>	 <p>Foot</p>	 <p>Arm</p>
 <p>Hiar</p>	 <p>Van</p>	 <p>Violin</p>



Wing



Water



Umbrella



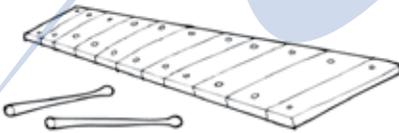
Unicorn



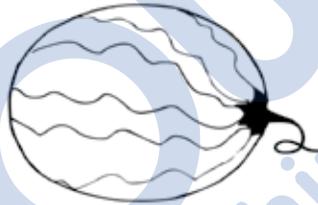
Zoo



Zebra



Xylophone



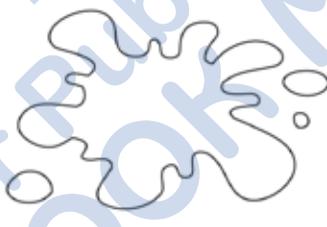
Melon



Date



Yoyo



Yelow