

CONTENTS

	1.Time	4-11
	2.Food (1)	12-18
	3.Days of the week	19-23
	4. Numbers	24-30
	5.Food (2)	31-36
	Revision(1)	37-42
	6.Vehicles	43-51
	7. Ainmals	52-59
	8.Food (3)	60-65
	Revision (2)	66-70
	9.My house	71-78
	10.Likes and Dislikes	79-85
	11. Describing Appearance	86-91
0	12.What's the Matter ?	92-98
ZX	Revision(3) In the zoo . A play	99-104
Y	General Revision	105-112



LESSON 1

Objectives

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

- Tell what time it is.
- Ask and answer question about the time.

New language

What's the time? It's (number) Clock, watch In the morning, in the afternoon, in the evening, at night.

Bring to the class

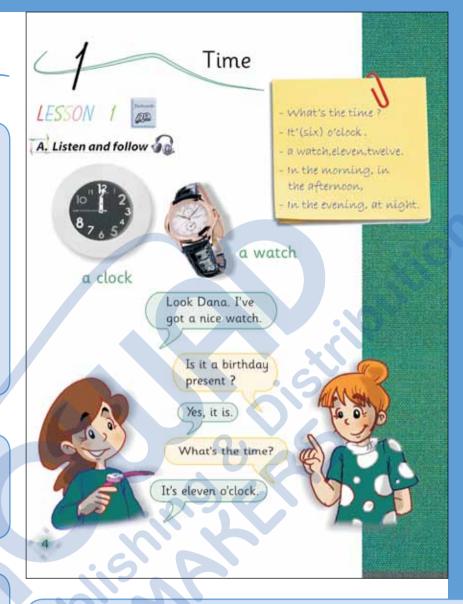
- The tape.
- The flashcards for (clock ,and watch).
- A clock sample.

Preparation

• Make a clock using a cardboard.

Warm-Up

- Ask the children what English words they can remember, from the previous class 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.
- Review the numbers.



Presentation BOOKS CLOSED

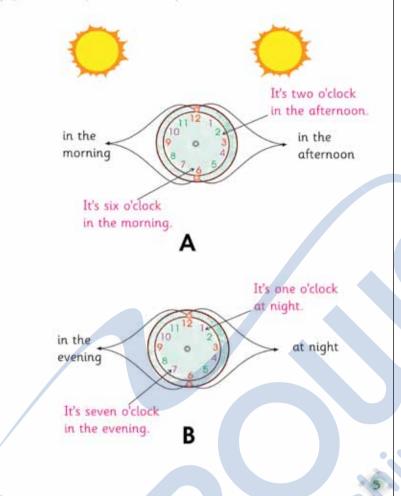
(A) Introduce the word.

- Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students repeat each word several times.
- Explain to the students the difference between the clock and the watch.

(B) Introduce the sentence.

- Draw a clock on the board or use the sample clock, and explain to the students how we say the time.
- Show them the morning time, and practice saying the time (*it's six o'clock in the morning*).

B. Point and say as in the example.



- Show them the afternoon time, and practice saying the time (*it's two o'clock in the after noon*).
- Show them the evening time, and practice saying the time (*it's seven o'clock in the evening*).
- Show them the night time, and practice saying the time (*it's one o'clock at night*).

(C) Introduce the dialogue.

• Use puppets to introduce the dialogue. Puppet A: Look Dana. I've got a nice watch. Puppet B: Is it a birthday present? Puppet A: yes it is. Puppet B: what's the time? Puppet A: it's eleven o'clock.

BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to the speech bubble while listening.
- Play the tape again and have students repeat after each character.
- Read each sentence and ask the students to repeat after you, repeat at least twice so that the students are able to ask and answer fluently.

B. Point and say as in the example.

- Ask the students to look at page 5 and explain to them the time using the clock sample or draw it on the board.
- Ask the students to come to the front and practice saying the time.

C. Point at the number on the face of the clock in B, then ask and answer(pair work) as in the example.

• Ask the students in pair to practice asking and answering about the time as the following:

What's the time?

It's (number) o'clock in the morning/in the afternoon/in the evening/at night.

D. Answer the following questions.

- Ask the students to answer the question on part D.
- 1.Have you got a watch? Yes I have got a watch/ no I haven't got a watch.
- 2.ls it a birthday present? Yes it is/ no it is not.
- 3. Have you got a clock at home? Yes I have got a clock / no I haven't got a clock.

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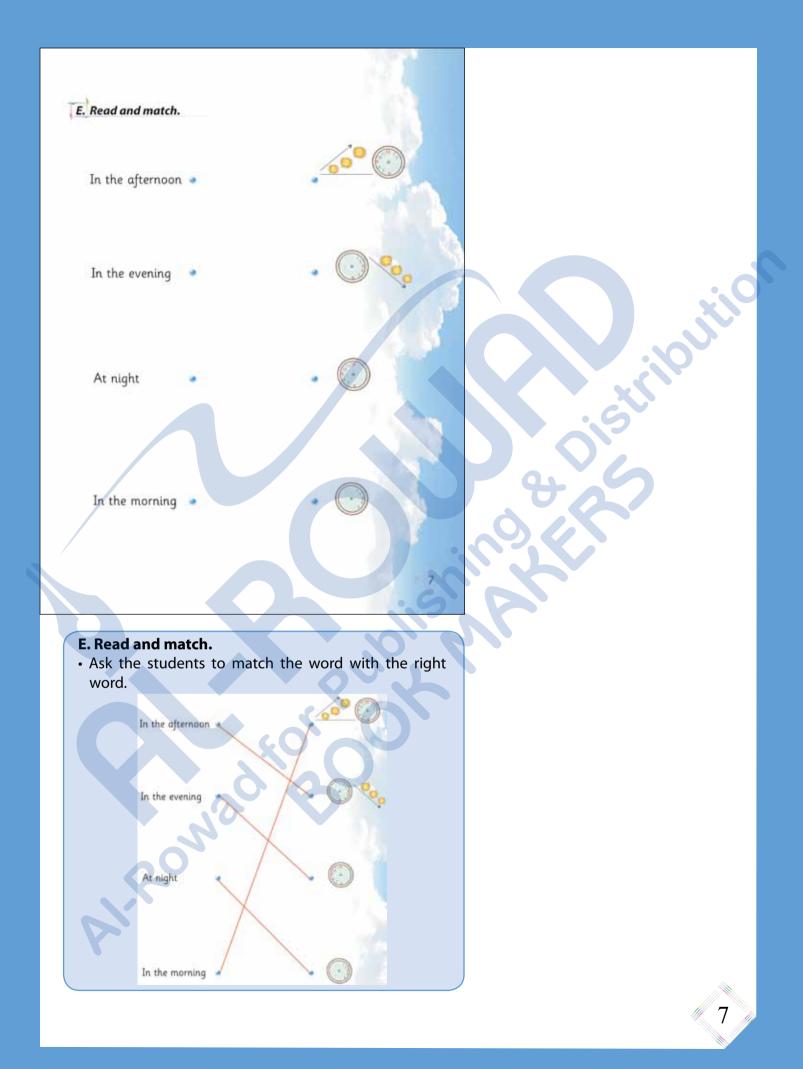
C. Point at the number on the face of the clock in B, then ask and answer (pair work) as in the example.

- What's the time?

 It's (eight) o'clock in the morning/in the afternoon /in the evening /at night.

D. Answer the following questions.

- 1 Have you got a watch ?
- 2 Is it a birthday present ?
- 3 Have you got a clock at home ?



F. Read, then draw the hands of the clock to show the time indicated in the sentence.

- 1. It's seven o'clock in the morning.
- 2. It's twelve o'clock at night.
- 3. It's eleven o'clock in the evening.
- 4. It's three o'clock in the afternoon.
- G. Read then write.
 - It is eleven o'clock in the morning.

F. Read, then draw the hands of the clock to show the time indicated in the sentence.

- Read each sentence and ask one student to come to the front and draw it on the board.
- 1.It's seven o'clock in the morning.
- 2.lt's twelve o'clock at night.
- 3.It's eleven o'clock in the evening.
- 4.It's three o'clock in the afternoon.

G. Read then write.

• Ask the students to read the sentence and then ask them to write it down in their books.

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Objectives

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

- Tell the time.
- Distinguish between what we do in the (morning, afternoon, and evening).

New language

It's time to go to... (Go home, have lunch, have breakfast, get up...)

Bring to the class

- The tape.
- The picture flashcard for (go home, go to school, go to bet, get up).
- A clock sample.

LESSON 2

Warm-Up

- Point to the classroom clock and ask students *what time is it?*
- Use a clock face drawn on the board, move the hand and model a time.

Presentation BOOKS CLOSED

(A) Introduce the phrases.

• To present the daily activity, use the flashcards to introduce the new phrases.

Go to school, go home, go to bed, and get up.

(B) Introduce the dialogue.

- Use puppets to introduce the dialogue.
 - Puppet A: Good morning mum. What's the time?
 - Puppet B: it's seven o'clock.
 - Puppet A: oh, it's time to go to school. My lunchbox, please
 - Puppet B: here you are.

Puppet A: thank you, Mum Goodbye.

Puppet B: Goodbye.

BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to the speech bubble while listening.
- Play the tape again and have students repeat after each character.

B. Learn the following phrases.

- Ask the students to look at page 10, or use the flashcards and explain to them the daily activity.
- Ask the students to come to the front and practice talking about time in their personal lives.
- Have the students complete a typical daily schedule, assigning approximate times for each activity. For example:

I get up at 6:00 in the morning. I go to school at 7:30 o'clock morning.

I go home at 2:00 o'clock in the afternoon.

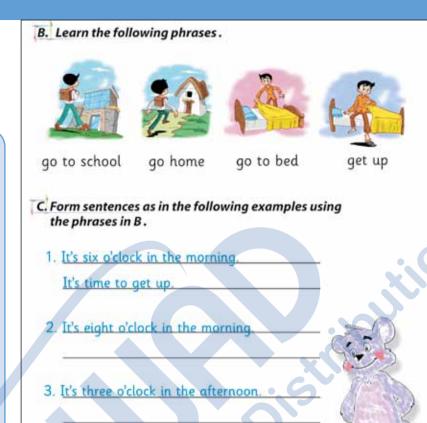
I go to bet at 8:00 o'clock in the evening.

C. Form sentences as in the following examples using the phrases in B.

- Ask the students to practice talking about the activity they did at a certain time as the following.
 - It's six o'clock in the morning It's time to get up.
 - It's eight o'clock in the morning It's time to go to school.
 - It's three o'clock in the afternoon It's time to go home.
 - It's ten o'clock in the morning. It's time to go to bed.

D. Act the dialogue in A.

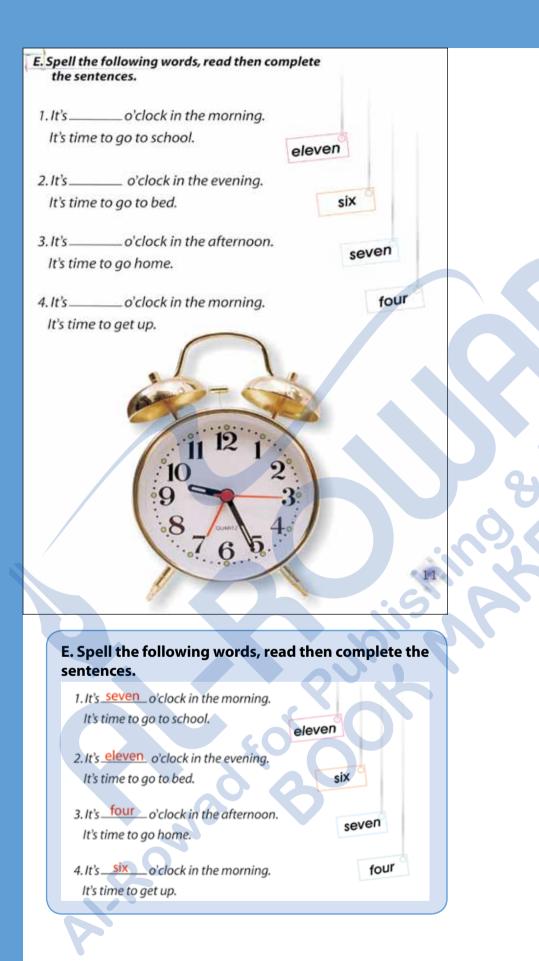
• Ask two students to come to the front and act the dialogue page 9.



4. It's ten o'clock in the evening

D. Act out the dialogue in A.

10







LESSON 1

Objectives

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

- Recognize the meals: breakfast, lunch, and dinner.
- Recognize the meals time: breakfast time, lunch time, and dinner time.

New language

Breakfast, lunch, and dinner. Breakfast time, lunch time, dinner time.

Bring to the class

- The tape.
- Picture cards: breakfast, lunch and dinner.

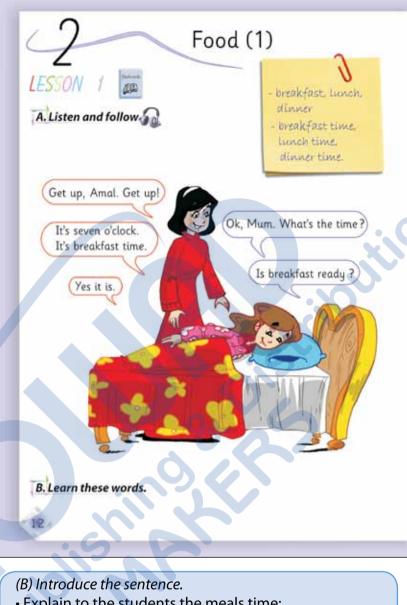
Warm-Up

• Review the time with the students. Divide the class into two groups: Group 1: its (time) o'clock in the (morning/afternoon/evening). Group 2: its time to (do something).

Presentation BOOKS CLOSED

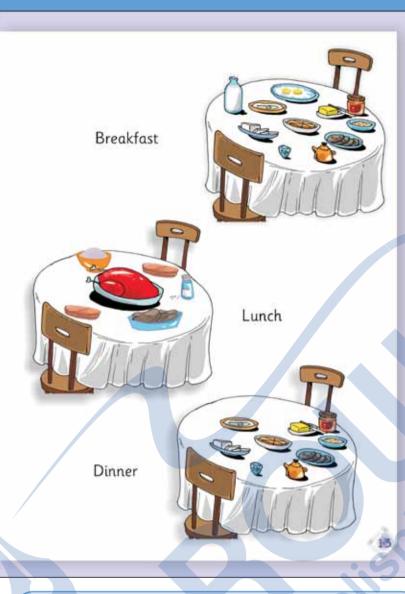
(A) Introduce the word.

- Use the flashcards to introduce the words. Show one picture card at a time and say the word. Students repeat each word several times.
- Explain to the students the difference between the *breakfast*, *lunch*, *and dinner*.



- Explain to the students the meals time: In the morning: it's breakfast time. In the afternoon: it's lunch time. In the evening: it's dinner time.
- (C) Introduce the dialogue.
- Use puppets to introduce the dialogue. Puppet A: get up Amal. Get up! Puppet B: Ok, Mum. What's the time? Puppet A: it's seven o'clock. It's breakfast time. Puppet B: is breakfast ready? Puppet A: yes it is.





BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to the speech bubble while listening.
- Play the tape again and have students repeat after each character.
- Read each sentence and ask the students to repeat after you, repeat at least twice so that the students are able to ask and answer fluently.

B. Learn these words.

- Ask the students to look at page 13 and explain to them what is the time for each meal (breakfast, lunch and dinner) and what we have for each meal too.
- Ask the students to practice saying the meals (breakfast, lunch and dinner).

C. Complete the following sentences with words from the list as in the example.

- 1. It's eight o'clock in the morning. It's breakfast time.
- 2. It's one o'clock in the afternoon. <u>It's lunch time</u>
- 3. It's seven o'clock in the evening. <u>It's dinner time</u>

D. Complete the following.

• Ask the students to complete the sentences with words from the list.

1.1 have lunch	at one o'clock in the afternoon.
21 go to school	at seven o'clock in the morning.
3.1 get up	_ at six oʻclock in the morning.
41 have dinner	at seven o'clock in the evening.

Rowal

C. Complete the following sentences with words from the list as in the example.

lunch time

dinner time

the hash hash hash hash hash

1. It's eight o'clock in the morning.

It's breakfast time

breakfast time

1.I

2I

3.I

4.I

14

2. It's one o'clock in the afternoon.

3. It's seven o'clock in the evening.

D. Complete the following sentences with words from the list .

have breakfast go to school have dinner

have lunch get up

____at one o'clock in the afternoon.

____ at seven o'clock in the morning.

at six o'clock in the morning.

at seven o'clock in the evening.

E. Draw a line between the word and its jumbled letters, then write the words on the right .

unlhc

rdeinn

lunch

breakfast

fasbtreka

dinner

F. Write the following in order of time .

go to school, have breakfast, get up, have lunch, have dinner, go home.



F. Write the following in order of time.

- Before doing this exercise ask several students to talk about their daily actions, and do comparison between them.
- 1. Get up.
- 1. Have breakfast.
- 2. Go to school.
- 3. Go home.
- 4. Have lunch.
- 5. Have dinner.

E. Draw a line between the word and its jumbled letters, then write the words on the right.

• Ask the students to match the word with the right word.

unlhc

rdeinn-

fasbtreka

lunch

dinner

breakfast

LESSON 2

Objectives

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

• Recognize things we use to eat: plate, cup of tea, fork, and a spoon.

New language

Breakfast, lunch, and dinner. Breakfast time, lunch time, and dinner time.

Bring to the class

- The tape.
- Flashcards for: plate, cup, fork, and a spoon.

Warm-Up

 Review the meals time with the students. Divide the class into two groups:

Group 1: its (time) o'clock in the (morning/afternoon/evening). Group 2: its (breakfast, lunch, or dinner) time.

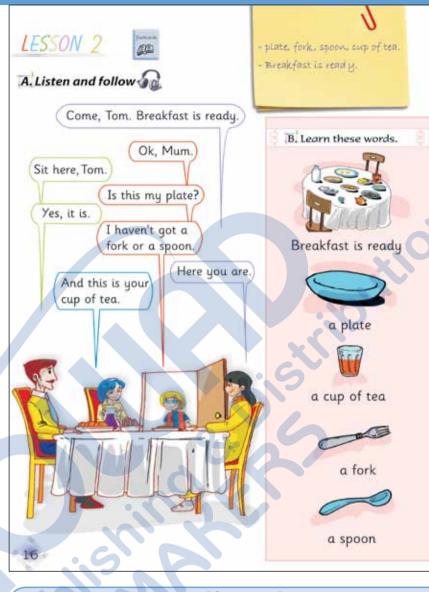
Presentation BOOKS CLOSED

(A) Introduce the word.

• Use the flashcards to introduce the words. Show one picture card at a time and say the word. Students repeat each word several times.

(B) Introduce the dialogue.

• Use puppets to introduce the dialogue.



Puppet A: come, Tom. Breakfast is ready. Puppet B: Ok, Mum. Puppet C: sit here tom. Puppet B: is this my plate? Puppet C: yes it is. Puppet B: I haven't got a fork or a spoon. Puppet A: here you are. Puppet D: and this is your cup of tea.

BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to the speech bubble while listening.
- Play the tape again and have students repeat after

C. Listen and point at the pictures in A. See T/B.

D. Ask and answer about the pictures below. (Pair work)

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

F. Song

- What are these?
- They are spoons.



E. Act out the dialogue in A.

What's the time? What's the time? It's seven o'clock, Breakfast time. Get up! Get up! breakfast's ready, Get up now, it's breakfast time.

What's the time? What's the time? It's three o'clock, Miss Ilham. It's time to go home and play, with my friends Zein and Ansam.

each character.

 Read each sentence and ask the students to repeat after you, repeat at least twice so that the students are able to ask and answer fluently.

B. Learn these words.

- Ask the students to look at page 16.
- Ask the students to practice saying the words (breakfast is ready, a plate, a cup of tea, a fork, a spoon).

C. Listen and point at the pictures in A. see T/B.

• Read aloud the dialogue and ask the students to repeat after you.

D. Ask and answer about the pictures below.(pair work)

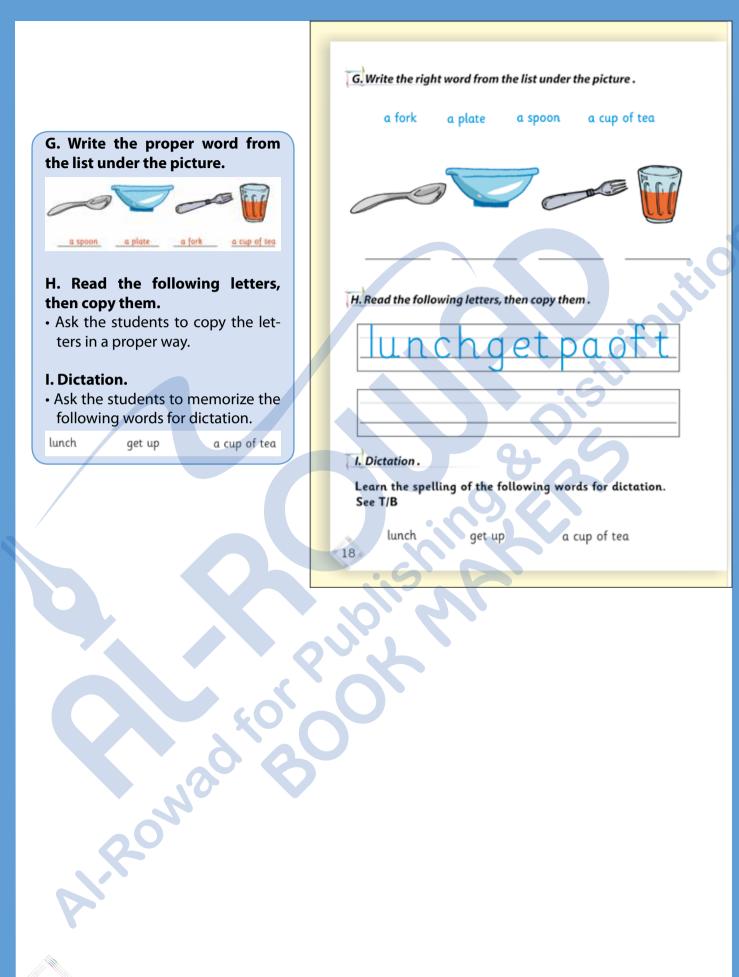
- Explain to the students the singular and the plural.
- Explain to the students that we ask about a singular item as the following :
 - What's this?
 - And when we want to ask about plural items we say:
 - What are these?
- Ask the students (in pair) to ask and answer about the picture in page 17.
 - What's this? It's a cup of tea. What are these? They are cups of tea. What's this? It's a plate. What are these? They are plates.

E. Act the dialogue in A.

• Divide the class into groups of four and ask each group to act the dialogue.

F. Song.

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





Objectives

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

Identify the names and sequence of the days of the week.

New language

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

Bring to the class

- The tape.
- The flashcards.
- Calendar.



Warm-Up

 Review the singular and the plural with the students. Ask them about a singular item: What's this?
 It's a (...).

Then ask them about plural items: What are these? They are (....)

Presentation BOOKS CLOSED

(A) Present the topic: days of the week.

- Show a calendar (or draw a simple calendar on the board) and ask students to tell you the names for the days of the week in native language. Then as if students know any of the English words for the days. Don't feel that you want to correct them at this point-the goal is to see what they already know about this topic.
- Use the flashcards to introduce the days of the week. Show flashcard at a time and say the word. Students repeat each word several times.
- Explain to the students the sequence of the days of the week.

(B) Introduce the words.

- Draw a simple, one week calendar on the board. Point to each day of the week and say its name. Student repeat.
- Point to a day of the week, at random, on the calendar. Students say the appropriate name of the day.

(C) Introduce the question and answer form.

- Point to Sunday, or show a flashcard, as you model the sentence. Teacher: it's Sunday. Students repeat. Repeat for each day of the week.
- Point to a day, or show the flashcard, and model the question Teacher: what day is it today? Student answer: it's Sunday. Have the students answer for each day of the week.
- Ask the students to repeat the question, and then correct student pronunciation as needed. Have students ask the question several days for various days of the week. You answer.

(D) Introduce the dialogue.

- Use puppets to introduce the dialogue.
 - Puppet A: what are the days of the week, Dad?

Puppet B: they are Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday. Puppet A: what day is it today? Puppet B: Its Saturday. Puppet A: what day is a holiday? Puppet B: Friday is a holiday. Puppet C: and Saturday is a holiday. Puppet A: Hooray! Today is a holiday!

B. Answer the following questions.

- 1. What are the days of the week ?
- 2. What day is it today ?
- 3. Is today a holiday ?
- 4. Is Friday a holiday ?
- 5. Is Saturday a holiday ?

C. Let's sing

Sunday, Monday. Tuesday, Wednesday, and Thursday, too, I go to school, With friends I play. Friday, Saturday, Holiday, holiday, Hooray!

BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to the speech bubble while listening.
- Play the tape again and have students repeat after each character.
- Read the days of the week and ask the students to repeat after you, repeat at least twice so that the students are able to say them fluently, and in sequence.

D. Write the missing letters.

S_tur_y.	S_nday.	onay
Wedne,	F_ida_,	
ues y.	Thday	J.

E. Read, then copy the sentence.

Friday is a holiday.

F. Read the following letters, then write the small letter and the capital letters beside one another as in the example.

B. Answer the following questions.

- Ask the students to look at page 20 and answer with them the questions:
- 1. What are the days of the week? Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.
- 2. What day is it today? It is (day)
- Is today a holiday? No isn't.
- 4. Is Friday a holiday? Yes it is.
- 5. Is Saturday a holiday? Yes it is.

C. Let's sing.

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

D. Write the missing letters.

• Write the words in the board and ask the student to come to the front and write the missing letters.

Sa tur<u>day</u>. S<u>u</u>nday, <u>M</u>on<u>d</u>ay

Wedne<u>s d</u> <u>a</u> <u>y</u> , F<u>r</u>ida<u>y</u>,

Iuesday. Thursday.

21

• Ask the students to complete the exercise on their books.

E. Read then copy the sentence.

• Ask the students to copy the sentence on their books.

F. Read the following letters, then write the small letter and the capital letters beside one another as in the example.

• Ask the students to write the letters on their books.

LESSON 2

Objectives

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

• Ask and answer questions about activities.

New language

What do you do on (day Name)? Play football, red, write, skate, watch TV, ride my bike.

Bring to the class

- The tape.
- The Activities flashcards (read, write, skate, ride a bike, play foot-ball).

Warm-Up

• Review the days of the week, ask the students: *What day is it today?* Students answer: *It's Sunday*. Ask the students to repeat the question, and then correct students pronunciation as needed. Have students ask the question several times for various days of the week. You answer.

Presentation BOOKS CLOSED

(A) Introduce the words.

- Show the flash cards for the activities (play football, read, write, skate, and ride a bike) and tell the words, students repeat the words several time.
- Point to each picture, at random, on the board. Students say the appropriate name of the activity.



(B) Introduce the question and answer form.

- Stick the picture cards on the board (read, write, skate,).
- Point to read and write, or show picture cards, as you model the sentence.

Teacher: in the morning, I read and write. In the afternoon, I play football.

- Students repeat. Repeat for each activity (read, write, skate, play football, ride a bike...).
- Point to the activity, or show the picture card, and model the question Teacher: what do you do on Friday...? Students answer:

In the morning, I read and write. In the afternoon, I play football.

· Ask the students to repeat the question, and then cor-

C. Listen and point (the pictures in B).

D. Ask and answer as in the example using words and phrases from the list (pair work).

read, write, skate, ride my bike, go to school, watch T/V, play football.

- What do you do on Sunday?
- In the morning, I go to school.
- In the afternoon, I play football.

E. Read, then copy.

I play football on Friday.

F. Dictation.

spell, copy, then prepare for dictation.

school, spoon, afternoon.

rect students pronunciation as needed.

 Divide the class into two group and have them ask the question several times:
 Group A: what do you do on Saturday?
 Group B: In the morning I read a book In the afternoon I skate.

(C) Introduce the dialogue.

Use puppets to introduce the dialogue. Puppet A: what do you do on Friday, Basim? Puppet B: In the morning I ride my bike. In the evening I watch TV. Puppet A: and you, tom what do you do on Friday? Puppet C: In the morning I read and write. In the afternoon I play football.

BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to the speech bubble while listening.
- Play the tape again and have students repeat after each character.

B. Learn these words.

- Ask the students to look at page 22.
- Ask the students to practice saying the words (play football, read, write, skate, ride my bike).

C. Listen and point.

• Point to one of the activates on B, and ask the students to say the proper word.

D. Ask and answer as in the example using the words and phrases from the list .

- Read, write, ride my bike, go to school, watch TV, play football.
- Divide the students into a groups of two:
 - Student A: what do you do on Sunday?

Student B: In the morning, I go to school.

In the afternoon, I play football.

E. Read then copy.

• Read the sentence loudly and ask the students to write it down on their books.

F. Dictation.

• Ask the students to memorize the following words for dictation. *School, spoon, afternoon.*



LESSON 1

Objectives

At the end of this lesson the students will be able to: • Identify numbers from: 10 to 20.

New language

Numbers: eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.

Bring to the class

- The tape.
- The picture cards for (Numbers: 11-20).

Warm-Up

• Review with the students the numbers.

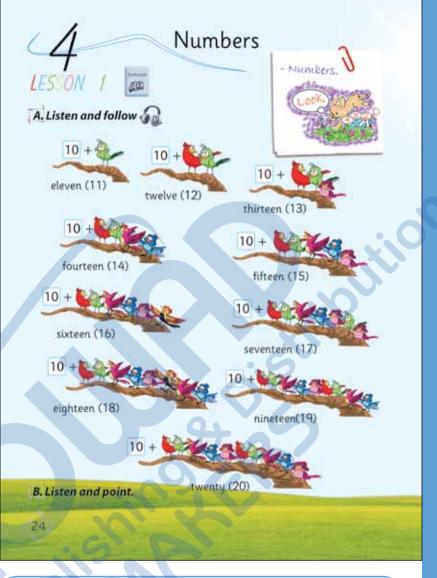
Presentation BOOKS CLOSED

(A) Introduce the word.

• Use the picture cards to introduce the numbers. Show one flashcard at a time and say the number. Students repeat several times.

(B) Introduce the pattern.

- Explain to the students that : 11=10+1.
 - 12=10+1.
 - 13=10+3...and so on.



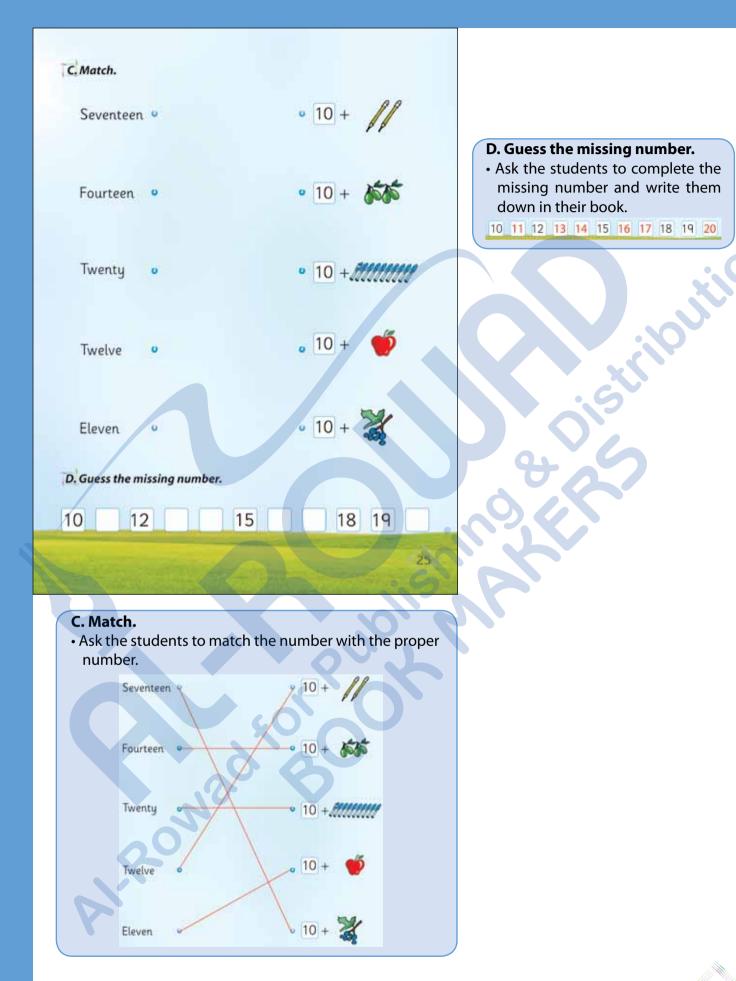
BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to the pictures. While listening.
- Explain to the students that 10+1=11, 10+2=12 and so on...

B. Listen and point.

• Say one number from the number listen in A and ask the students to point to the proper picture.



READING AND WRITING

A

Reading and writing

A. Write the numbers under the words.

• Ask the students to write the proper number below each word.

eleven	twelve	thirteen	
11	12	13	
fourteen	fifteen	sixteen	
14	15	16	
seventeen	eighte	en nineteen	twenty
17	18	19	20

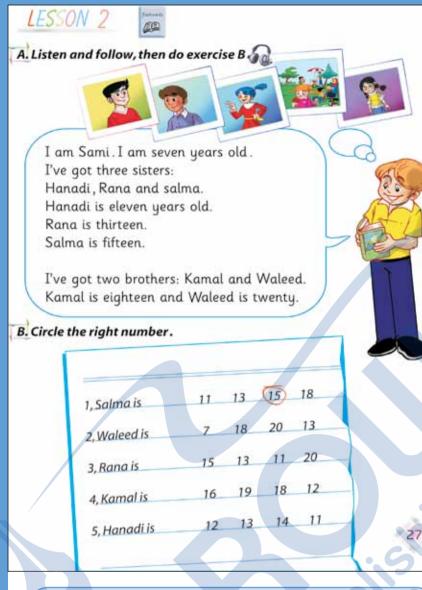
B. Write the word beside the number.

• Ask the students to look in their books and write the proper number in letters beside each number.

Rowa



a .)	Write the numbers under the words.
	eleven twelve thirteen
	fourteen fifteen sixteen
	seventeen eighteen nineteen twenty
в.	Write the word beside the number.
	20
L	
-	
26	



Objectives

At the end of this lesson the students will be able to: • Identify numbers from: 10 to 20.

New language

Numbers: eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.

Bring to the class

- The tape.
- The picture cards for (Numbers: 11-20).

Warm-Up

• Review with the students the numbers.

LESSON 2

BOOKS OPEN

A. Listen and follow, then do exercise B.

- Play the tape. Have the students listen and point to the words while listening.
- Play the tape again and stop after each sentence. Ask the students to read it aloud.

B. Circle the right number.

• Ask the students to look in their books and read the names listen in B then try to find the right number (age) for each name.

Salma is	11	13	15	18
Waleed is	7	18	20	13
Ranais	15	13	11	20
Kamal is	16	19	18	12
, Hanadi is	12	13	14	11



C. Answer the following questions.

- 1. How many brothers have you got ?
- 1. Who are they?
- 3. How old are they?
- 4. How many sisters have you got ?
- 5. Who are they?
- 6. How old are they?

D. A game. See T/B

	A	19	14	16	13	20	15	12	
	В	12	16	19	13	14	15	20	
	С	15	12	14	19	13	16	20	
	D	14	13	16	12	20	19	14	
28	E	16	13	15	12	20	15	14	

C. Answer the following questions.

- Ask each student to read the questions on C and answer them depending on their family size..
- 1. How many brothers have you got?
- 2. Who are they?
- 3. Who old are they?
- 4. How many sisters have you got?
- 5. Who are they?
- 6. How old are they?

D. A game. See T/B.

- Ask the students to listen to the numbers you say and then circle the proper number on their books.
- For example say :

A= twenty, the students have to circle the number 20 on their books.

B= twelve, the students have to circle the number 12 on their books. And so on.

2012

C. Let's sing

LOOK, Sara, look look, Ten yellow birds are in the tree Eleven birds, twelve birds, Thirteen birds, in the tree. Fourteen, fifteen, sixteen, seventeen, Eighteen, nineteen in the tree. Look Zeena, look, look, Twenty birds are in the tree, Let's sing with them this numbers song.

1 2

E. Let's sing.

Rowa

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

triputio

Reading and writing

A. Use one of the words in the list to write the number of objects in the pictures in words and numbers.



B. Read, then copy the following sentence.

- Read the sentence aloud and ask the students to repeat after you, repeat it several times until the students say it fluently.
- Ask then to write it on their books, watch them for a perfect handwriting.

C. Dictation: spell, read, then copy. Prepare for dictation.

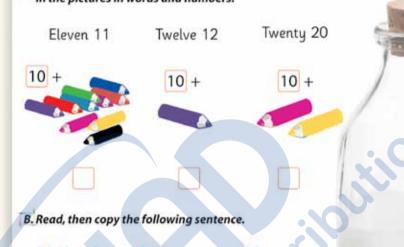
• Read the words loudly and ask the students to notice the sound for the (ea part).

Tea read please

• Ask them to memorize these words for dictation.

20118

READING AND WRITING A. Use one of the words in the list to write the number of objects in the pictures in words and numbers.



My brother is thirteen years old

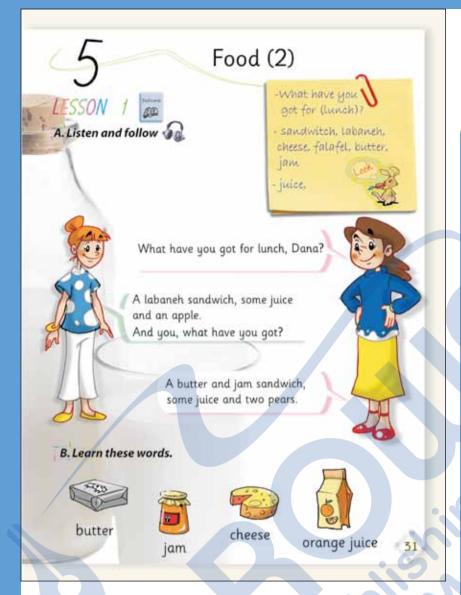
C. Dictation: Spell, read, then copy. Prepare for dictation.

read

tea

30

please



Objectives

At the end of this lesson the students will be able to: • Ask and answer questions about food.

•Recognize some new words: sandwich, labaneh, cheese, falafel, butter, jam, juice.

New language

What have you got for (lunch)? Sandwich, Labaneh, Cheese, Falafel, Butter, Jam, Juice.

Bring to the class

- The tape.
- Picture cards: butter, jam, cheese, orange juice.

Warm-Up

• Review the numbers with the students.

5 Food (2)

Presentation BOOKS CLOSED

- (A) Introduce the word.
- Use the flashcards to introduce the words. Show one picture card at a time and say the word. Students repeat each word several times.

(B) Introduce the question and answer form.

• Show a flashcard, as you model the sentence.

Teacher: A butter and jam sandwich. Students repeat. Repeat for each kind of food.

- Point to a food, or show the flashcard, and model the question Teacher: What have you got for lunch, Dana? Student answer: A butter and jam sandwich. Have the students answer for each kind of food.
- Ask the students to repeat the question, and then correct students pronunciation as needed. Have students ask the question. You answer.

(C) Introduce the dialogue.

• Use puppets to introduce the dialogue.

Puppet A: What have you got for lunch, Dana?

Puppet B: A labaneh sandwich, some juice and an apple. And you, what have you got?

Puppet A: A butter and jam sandwich, some juice and two pears.

• Read each speech bubble and have the student repeat after you.

BOOKS OPEN

A. Listen and follow.

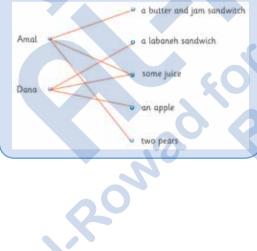
- Play the tape. Have the students listen and point to the speech bubble while listening.
- Play the tape again and have students repeat after each character.
- Read each sentence and ask the students to repeat after you, repeat at least twice so that the students are able to ask and answer fluently.

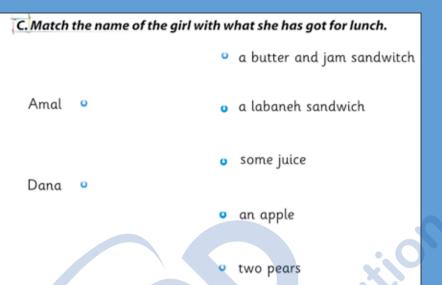
B. Learn these words.

- Ask the students to look at page 31 and ask them to read the words loudly.
- Ask the students to practice saying the words.

C. Match the name of the girl with what she has got for lunch.

• Ask the students to recognize what Amal and Dana have got for their lunch and match their names with the proper food.





D. Ask and answer as in dialogue A. You can use words from the list.

- What have you got for lunch?

- I've got a_____sandwich,

(labaneh/falafel/butter and jam/cheese)

some juice, and one / two_

(apples, oranges, pears, dates, apricots, jwavas).

And you ?

and

32

- I've got a ______sandwich, some juice,

D. Ask and answer as in dialogue A. you can use words from the list.

• Ask the students to complete the sentences with words from the list.

- What have you got for lunch?

- I've got a cheese sandwich,

(labaneh / falafel / butter and jam / cheese)

some juice, and one / two____pears

(apples, oranges, pears, dates, apricots, jwavas). And you ?

- I've got a <u>falafel</u> sandwich, some juice, and <u>jwavas</u>

• Divide the students into pairs and ask them to ask and answer as in A ask them to use words from the list.

READING AND WRITING

A. Read, then odd one out.

- 1. apple, pear, cheese, orange.
- 2. cheese, butter, jam, apricot.

B. Form names of fruits from the groups of letters, then write.

rpea, vajwa, cotapri

C. Read, then copy.

I have got a butter - and - cheese sandwich for lunch.

C. Read, then copy.

3

- Read the sentence aloud, ask the students to repeat after you.
- Ask the student to copy the sentence in their books.

Reading and writing

A. Read then odd one out.

- Read the words and explain to the students that some words have something in common and other is not, so ask them to circle the odd one.
- 1. Apple, pear, cheese, orange. (cheese is odd others are fruits)
- 2. Cheese, butter, jam, apricot. (apricot is odd since it is the only fruit).

B. Form names of fruits from the groups of letters, then write.

• Ask the students to recognize the word then write the letters in the right order.

Rpea Pear Vajwa jwava Cotapri apricot

LESSON 2

Objectives

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

- Identify some new words: bread, milk, meat, beans, and rice.
- Recognize the new expression: (food) is good for you/ health.
- The writing of letter combination (ch).

New language

Bread, milk, meat, beans, and rice. (food) is good for you/ health.

Bring to the class

- The tape.
- Picture cards: Bread, milk, meat, beans, and rice.

Warm-Up

• Divide the students into pairs and have them ask and answer as the following:

Student A: what have you got for lunch?

Student B: butter and jam sandwich, juice and an apple.

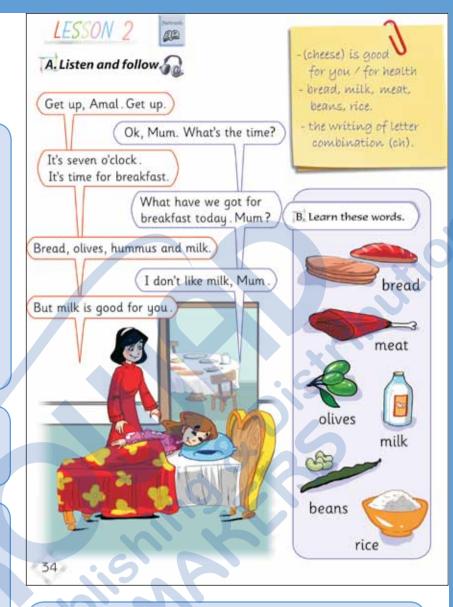
Presentation BOOKS CLOSED

(A) Introduce the word.

• Use the flashcards to introduce the words. Show one picture card at a time and say the word. Students repeat each word several times.

(B) Introduce the question and answer form.

• Show a flashcard, as you model the



the sentence.

Teacher: A butter and jam sandwich. Students repeat. Repeat for each kind of food.

- Point to a food, or show the flashcard, and model the question Teacher: What have we got for breakfast today? Students answer: bread, olives, hummus, and milk. Have the students answer for each kind of food.
- Ask the students to repeat the question, and then correct students pronunciation as needed. Have students ask the question. You answer.

(C) Introduce the dialogue.

- Use puppets to introduce the dialogue, (as usual) .
- Read each speech bubble and have the student repeat after you.



C. Listen and point (pictures in B).

D. Ask and answer as in the example. You may use the words in the list. You can use Arabic names of food .

- 1. What have you got for breakfast?
- I've got ___

(bread, olives, cheese, jam, butter, cornflakes, labaneh, ...).

- I like(labaneh). It is good for health.
- 2. What have you got for dinner ?
- I have got ____

(meat, beans, rice, mansef, maqloobeh,...).

- I like (mensef). It is good for health.

E. Act out the dialogue in A.

BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to the speech bubble while listening.
- Play the tape again and have students repeat after each character.
- Read each sentence and ask the student to repeat after you, repeat at least twice so that the students are able to ask and answer fluently.

B. Learn these words.

- Ask the students to look at page 34 and ask them to read the words loudly.
- Ask the students to practice saying the words.

C. Listen and point (pictures in B).

• Stick the picture cards on the board, and say one word at a time, ask the students to point to the word you said.

D. Ask and answer as in the example. you may use the words from the list . you can use Arabic names of food.

- Ask the students to complete the sentences with words from the list.
- 1. What have you got for breakfast? - I've got cheese sandwich
- (bread, olives, cheese, jam, butter, cornflakes, labaneh, ...).
- I like (cheese). It is good for health.

2. What have you got for dinner ?

- I have got maqloobeh

(meat, beans, rice, mansef, maqloobeh ,...).

- I like (maqloobeh). It is good for health.

• Divide the students into pairs and ask them to ask and answer as in the example. ask them to use words from the list.

E. Act out the dialogue in A.

- Ask two students to come to the front and act the dialogue.
- Ask them to choose different food kind each time.

Reading and writing

A. Odd one out.

• Read the words and explain to the students that some words have something in common and other is not, so ask them to circle the odd one.

1. bread cheese olives milk.

2. milk tea <u>rice</u>.

(milk is odd the only drink) . (rice is odd the only food).

B. Form names of fruits from the groups of letters, then write them.

• Ask the students to recognize the word then write the letters in the right order.

Eatm	meat			
Bsean	beans			
Brdea	bread			
Mlki	milk			
Rcei	rice			

C. Dictation: copy then prepare for dictation.

- Ask the students to copy the words on page 36.and ask them to notice the sound of the letters (ch).
- Ask them to memorize these for dictation.

Rowi

READING AND WRITING

A. Odd one out.

- 1. bread cheese olives milk.
- 2. milk tea rice .

B. Form words from the groups of letters, then write them.

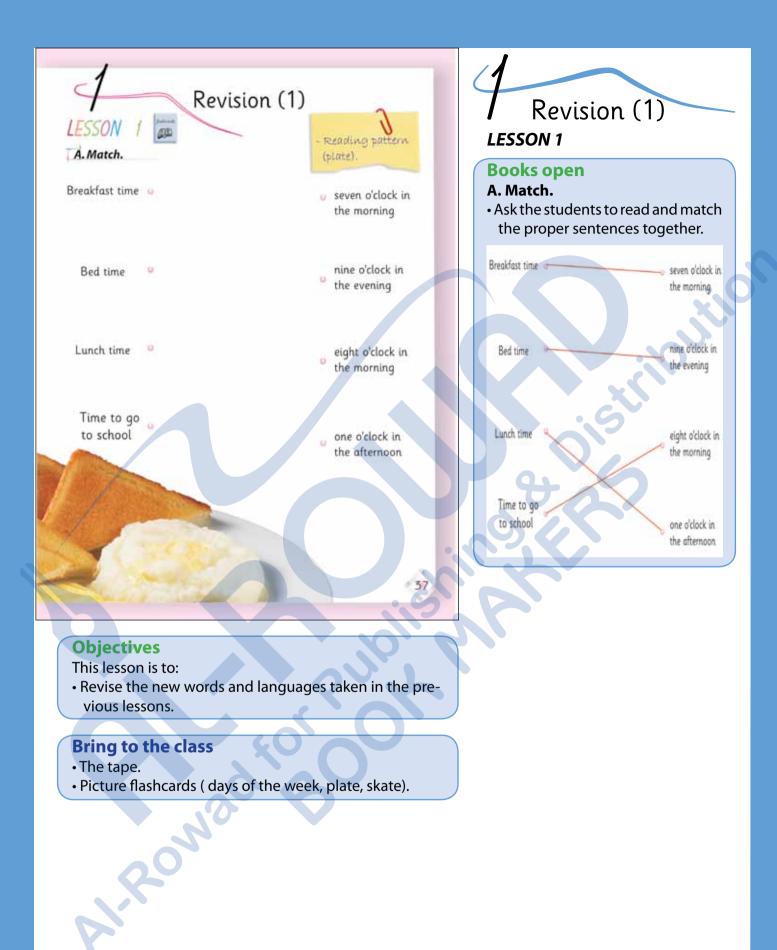
eatm, bsean, brdea, mlki, rcei

C. Dictation: Copy, then prepare for dictation.

meat, beans, read, please, tea, pear

sandwich, cheese, chair

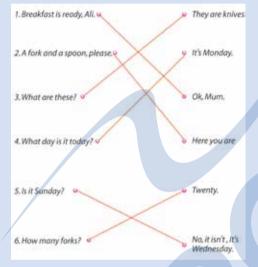
36



B. Match between what the student in the left column says and what the other in the right column responds.

B. Match between what the student in the left column says and what the other in the right column responds.

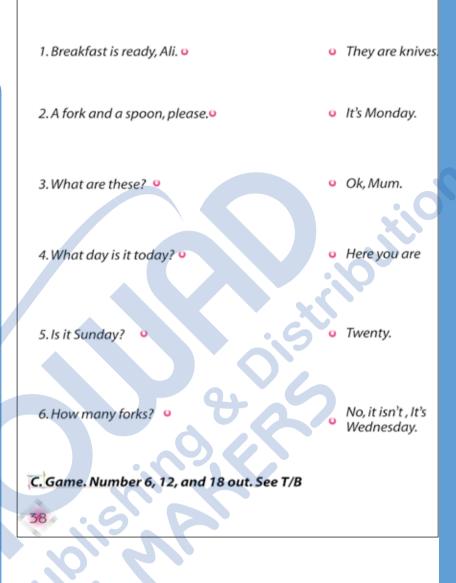
 Read the first column first and then the second column, then ask the students to match each two proper sentences.



C. Game. Number 6, 12, and 18 out. see T/B

 Ask 20 students to form a circle, start counting them and the students who have the number 6, 12, or 18 go out the circle. Replace the students with new ones and repeat the game.

Rows



READING AND WRITING

1. Write the days that have the letter (u) in them.

2. Read, then write the days of the week in order.

Monday Wednesday Sunday Friday Thursday

Tuesday

Saturday

39

Reading and writing.

A. Write the days that have the letter u in them.

• Remind the students with the days of the week, write them on the board then ask the students to do the exercise.

Tuesday, Saturday, Sunday, Thursday.

B. Read, then write the days of the week in order.



C. Read the following, then write.

• Read the following sentence aloud and then ask the students to write it in their books.

I watch television in the evening.

D. Dictation: read the following words, then try to read word in list.

 Ask the students to memorize the following words for dictation. Ask them to notice the (*ate* sound in both words).
 Plate skate.

E. Now, spell and read the following words, copy them, and prepare for dictation.

- Ask the students to memorize the following words for dictation.
- Read the words and ask the students to repeat after you , then copy the following words in their books:

Skate hate mate base same.

200

B. Read the following, then write. I watch television in the evening. C. Dictation : Read the following words, then try to read the words in the list. Plate Skates D. Now, spell and read the following words, copy them, and prepare for dictation. skate hate mate base 40

LESSON 2

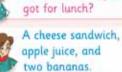
A. Read the following dialogue, then answer the questions.

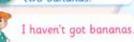


It's one o'clock. Ok. What have you

Let's have lunch, Dana.

ED







Thank you.

True or false:

- 1. It's breakfast time.
- 2. It's one o'clock in the morning.
- 3. Dana likes bananas.
- 4. Amal is a good girl.
- B. Act out the dialogue .

A. Read the following dialogue and then answer the questions.

41



LESSON 2

True or false:

- 1. Its breakfast time. (F)
- 2. Its one o'clock in the morning. (F)
- 3. Dana likes bananas. (F)
- 4. Amal is a good girl. (T)

B. Act out the dialogue.

• Ask two students at a time to come to the front and act the dialogue.

C. Crosswords.

• Ask the students to complete the crosswords.

1	(1,3)					
j	ь	u	t	t	e	r
а	r	i	c	e	×	X
^{3,2)} m	e	a	t	a	×	×
i	a	X	×	×	X	×
1	d	X	X	×	X	×
k	⁴ c	h	e	e	s	e

D. Find the words, circle them, then write them.

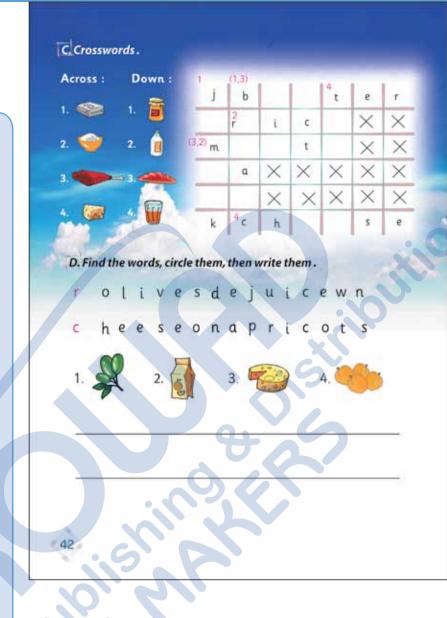
• Ask the students to find the words, and then write them down in their books.

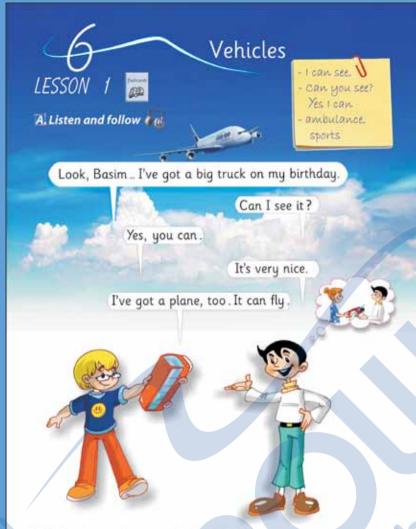
Olives de juicewn

heeseonapricots

Rowal

- 1. Olives.
- 2. Juice.
- 3. Cheese.
- 4. Apricots.





B. What has Basim got on his birthday ?

Objectives

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

- Identify some vehicles.
- Ask and answer questions: Can you see? Yes I can.

New language

l can see can you see? Yes I can Ambulance, sports car.

Bring to the class

- The tape.
- Picture cards for ambulance, sports car.

Vehicles

Presentation BOOKS CLOSED

(A) 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.

(B) Introduce the dialogue.

- Read the dialogue or use a puppet to act it out:
- Ask two students to come to the front and act the dialogue.
- Explain to the students the yes/no question form: *Can I see it?*
 - Yes, you can.

BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to the speech bubble while listening.
- Play the tape again and have students repeat after each character.

B. What has Basim got on his birthday?

• He has got a plane.

C. Learn the following words.

- Ask the students to look at page 44 and read the words loudly.
- Ask the students to practice saying the words.

D. Look at the pictures and say what you can see as in the example.

- Ask the students to look at page 44 and do the exercise.
 I can see two taxis.
 - I can see two ambulances.
 - I can see three buses.
 - I can see three sports cars.

Romal

- I can see four trucks.
- I can see one spaceship.
- I can see five planes.



E. Ask and answer about the pictures in D as in the examples.

- Can you see an ambulance in the picture?
- Yes I can/ No, I can't.
- How many cars can you see?
- I can see three cars?
- What colour are they/ is it ?
- They are/ It is black.

F. Act out dialogue in A.

E. Ask and answer about the pictures in D as in the examples.

• Divide the students into pairs and ask them to ask and answer about what they can see in part D, as the following.

Student A: can you see an ambulance in the picture? Student B: yes I can/No I can't. Student A: How many cars can you see? Student B: I can see three cars. Student A: what color are they/ is it? Student B: they are /it is black.

F. Act out dialogue in A.

• Ask two students to come to front and act the dialogue.

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READING AND WRITING

A. What can you see in the classroom ? Write two sentences . You may need the following words .

the teacher, students, a chair, books, pencils, bags.

Reading and writing.

A. What can you see in the classroom? Write two sentences. You may need the following words.

Ask the students to write two sentences on their book about what they can see in the class, they may use the words listed below :
The teacher: I can see the teacher. Students: I can see students.
A chair: I can see a chair.
Books: I can see books.
Pencils: I can see pencils.
Bags: I can see bags.

B. Dictation: read the following words, notice how the K sound is written, then copy the words and prepare for dictation.

- Review with the students the letter K and explain to them how we pronounce it.
- Ask them to memorize the following words for dictation. *Bike car truck can.*

2002

B. Dictation : Read the following words , notice how the (K) sound is written , then copy the words and prepare for dictation .

bike car truck

46



A. Listen and follow

- swim, fly, draw, ride - pink, brown, purple, white.

- Can you swim, Amal? No, I can't, but I can skip,skate and ride a bike.
 - I can swim, but I can't ride a bike or skip. Can you swim, Tom?

Yes, I can, I can swim, and I can ride a bike, but I can't skip. And you Dana?

I can draw, skip, jump, hop and run.

B. Match with what each one can do as in the example.



jump hop

47

Objectives

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

- Recognize some new colors and verbs.
- Ask and answer questions about verbs they can do.

New language

swim, fly, draw, ride, skip, run. Pink, brown, purple, white .

Bring to the class

- The tape.
- Picture cards: swim, fly, draw, and ride.
- Colored cards: pink, purple, white, and brown.

LESSON 2

Presentation BOOKS CLOSED

(A) Introduce the verbs.

- Say swim with action, and repeat the action several times. Have the students repeat several times with action before going to the next word. Repeat with the other verbs (fly, draw, skip, run and ride).
- To check understanding say the words in random order have the students do appropriate action.
- Perform a quick drill. Use the flashcard. Don't speak as you show the cards. Have students both say and do the action.

(B) Introduce the words.

• Use the colored cards say the word and have the students repeat each word three times before going to the rest of the words.

(C) Introduce the dialogue.

• Use a puppet or students to introduce the dialogue

Puppet A: can you swim, Amal? Puppet B: No, I can't but I can skip skate and ride a bike.

Puppet A: I can swim, but I can't ride a bike or skip. Can you swim, Tom? Puppet C: yes I can, I can swim, and I can ride a bike, but I can't skip and you Dana?

Puppet D: I can draw, skip, jump, hop and run.

C. Look at the pictures and say what you can do, and what you can't do as in the example.

- I can ride a bike, but I can't swim.

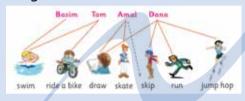
BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to the speech bubble while listening.
- Play the tape again and have students repeat after each character.

B. Match with what each one can do as in the example.

• Ask the students to read the dialogue and do this exercise.



C. Look at the pictures and say what you can do, and what you can't do as in the example.

- Ask the students to look at page 48 and say the verbs loudly.
- Ask the students to practice saying the words, several times.
- Now, ask them to say what they can do and what they can't do as in the example,

I can ride a bike, but I can't swim. I can play football, but I can't jump rope.

I can read and write, but I can't dance.

Roni



D. Learn these words .

- Ask the students to look at page 48 and say the colors.
- Ask them to find objects in the classroom that are pink, white brown or purple.

E. Look at the pictures and answer the following questions.

- 1- How many brown trucks can you see?
 - ------
- 2- How many white ambulances can you see?
- 3- How many purple sports cars can you see?
- 4- How many pink spaceships can you see?

F. Let's sing

I can draw and read and write. I can ride my little bike, I can skip, jump and skate, But I can't fly like a bird.

E. Look at the pictures and answer the following questions..

- 1. How many brown trucks can you see? I can see four brown trucks.
- 2. How many white ambulances can you see? I can see two white ambulances.
- 3. How many purple sports cars can you see? I can see two purple sports cars.
- 4. How many pink spaceships can you see? I can see two pink spaceships.

F. Let's sing.

• Play the song and have the students identify words they recognize from the lesson.



C. Form sentences from the following words and write them.

1. skate I can can't , but I fly I

2. a cat swim can can't jump but it

D. Dictation : Copy, then prepare for dictation.

I can read and write English.



C. Form sentences from the following words and write them .

 skate I can can't , but I fly I I can skate but I can't fly.
 a cat swim can can't jump but it A cat can jump but it can't swim.

D. Dictation: copy, then prepare for dictation.

• Ask the students to memorize the following sentence for dictation. I can read and write English.

51



LESSON 1

Objectives

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

- Recognize animal's name.
- Identify some characteristics: tall, short, thin, fat, big, small.

New language

Zoo, animal, lion, giraffe, camel, monkey, elephant. Tall, short, thin, fat, big small. Tail, nick.

Bring to the class

- The tape.
- The picture cards for (Zoo, animal, lion, giraffe, camel, monkey, elephant, Tall, short, thin, fat, big small, Tail, nick).

Warm-Up

- Review with the students the verbs (run, fly, ride, skip, jump)
- Conduct a quick drill say the word and ask the student to act the action.

Presentation BOOKS CLOSED

(A) Introduce the word.

• Use the picture cards to introduce the numbers. Show one flashcard at a time and say the number. Students repeat several times.

(B) Introduce the sentence pattern.

• Show the picture cards (elephant, giraffe) and say the sentence *It has got a long nose. It has a long neck.*



- Practice the pattern; substituting all the words, students should say the sentence at the same time as the teacher, not repeat after the teacher.
 (Monkey) it has got a long tail.
 (Elephant) it has got big ears.
- (C) Introduce the dialogue.
- Use a puppet to act the dialogue.

BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to the speech bubble while listening.
- Read the dialogue loudly and ask the students to point to the speech and read after you.

-	
B. Listen and point at the	e animal (pictures in A).
C. Point at the animal ar	nd say its name (pictures in A).
D. Match .	
Giraffe	It has got a long nose
Camel	It has got a long tail.
Monkey	It is a tall animal.
Elephant	It is big and fat.

E. Let's sing

I like the animals in the zoo, I like the elephant, How big its ears, how long its nose! I like the giraffe, How long its legs, how high its neck! I like the camel, How big and fat? How big and fat! I like the monkey, How funny funny the monkey is! But the lion, I fear the lion, How big its mouth, how long its teeth!

B. Listen and point at the animal .

• Read the description for each animal in A and ask the students to say what animal you are talking about.

C. Point at the animal and say its name.

• Ask the students to look at the picture in page 52 and ask them to mention one thing to describe it.

D. Match.

• Read the animal name and in the first column then ask the children to match it with the proper sentence in the second column.

Giraffe	It has got a long nose .
Camel	It has got a long tail.
Monkey	It is a tall animal.
Elephant	It is big and fat.
	· · · · · · · · · · · · · · · · · · ·

E. Let's sing.

- Play the song and ask the students to identify the words they recognize from the lesson.
- Sing the song and ask the students to sing with you.

Reading and writing .

A. What is it? Write the name of the animal.

 Read the sentences in A and ask the students to guess the animal and say its name loudly, then ask them to write it in their books.

1. It has got a long nose. It's the	elephant
2. It's big and fat . It's the	camel
 It has got a long neck. It's the 	giraffe
 It has got long teeth. It's the 	lion
5	monkey
It has got a long tail. It's the	moniej

B. Write the opposite word. Choose from the list.

- Show the students the flashcards and act it out, for example show them the tall card and act as if you are taller, show the short and shrink your self to become shorter. And so on.
- Now, show the picture card and ask the students to act it out. Make sure that they understand each word.
- Now say the word and its opposite, then say the word and ask the students to say it's opposite.
- Ask the student to do part B.



C. Read the following sentence and copy it.

• Read the sentence loudly and ask the students to read it in turn. Then ask them to write it in their books.

I like the animals in the zoo.

READING AND WRITING

A. What is it ? Write the name of the animal. monkey, elephant, camel, giraffe, lion It has got a long nose. It's the ______ It's big and fat. It's the ______ It has got a long neck. It's the _____ 5. It has got a long tail . It's the ____ B. Write the opposite word . Choose from the list . thin short small 2. tall 1. big_ 4. long fat_ C. Read the following sentence, then copy it .

I like the animals in the zoo.

D. Form a sentence from the following words and write it.

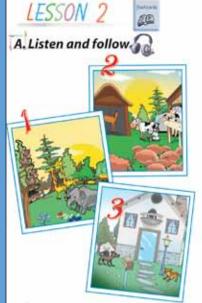
fat big and the camel is

D. Form a sentence from the following words and write it.

• Read the words and ask the students in turns to guess the sentence and when they say it right ask them to write it down in their books.

Fat big and the camel is

The camel is big and fat.



The lion, the giraffe, the monkey and the elephant are wild animals. They live in the forest.

The goat and the cow are farm animals . They live in the farm .

The cat and the dog are pets . They live in houses .



Objectives

At the end of this lesson the students will be able to: • Recognize the wild animals, pets, and the farm animals.

New language Wild animals, pets, farm animals. Forest, farm.

Bring to the class

- The tape.
- The picture cards for (wild animals, pets, farm animals).

Warm-Up

- Review the animals name with the students (giraffe, lion, monkey, camel).
- Conduct a quick drill say the adjective and ask the students to say the opposite (*tall: short, fat: thin, long short*).

LESSON 2

Presentation BOOKS CLOSED

(A) Introduce the word.

- Use the picture cards to introduce the new words. Show one flashcard at a time and explain it to the students: say *wild animals* and explain to the students that these animals live in *the forest*.
- Show them the *farm animal's* card and explain to them that cow and horses are farm animals.
- Now show the pet's picture and explain to the students that cat and dogs are pets and live in houses.

(B) Introduce the sentence pattern.

- Show the picture cards (cow and horse) and say the sentence *They live in the farm*.
- Show the picture cards (cat and dog) and say the sentence *They live in houses*.
- Show the picture cards (giraffe and monkey) and say the sentence *They live in the forest.*

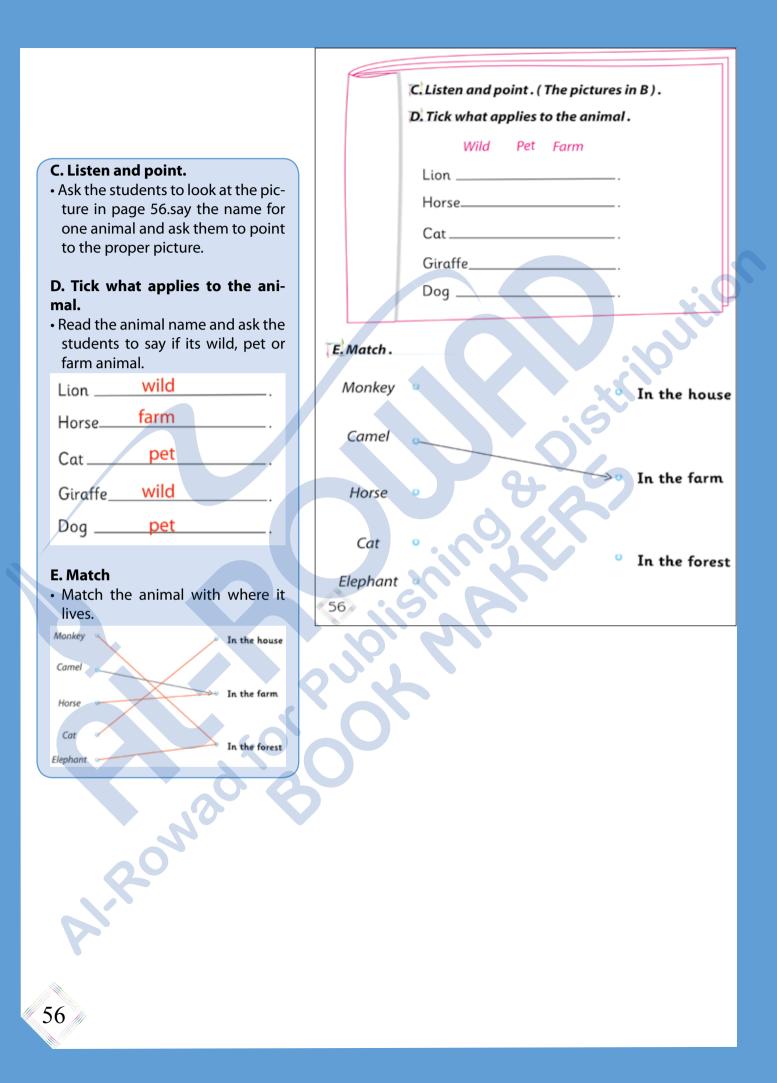
BOOKS OPEN

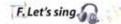
A. Listen and follow.

- Play the tape. Have the students listen.
- Read the loudly and ask the students to read after you.
- Ask one student to come to the front and read the first paragraph loudly.
- Ask another two to read the other two paragraphs, one for each.

B. Learn these words.

• Read the words and ask the students to repeat after you.





All animals are my friends, Wild animals, farm animals, and pets. I like monkeys and giraffes, I like horses, goats and cows. And I like my cat Rex.

10 mg

;triputio

F. Let's sing.

Romar

- Play the song and ask the students to identify the words they recognize from the lesson.
- Sing the song and ask the students to sing with you.

READING AND WRITING

D. Complete the following sentences with words from the list.

farm, pet, wild, lives, houses, The horse

- 1. A monkey_____ in the forest .
- 2. Cats and dogs live in _____
- 3. _____ lives in a farm.
- 4. The giraffe is a _____ animal.
- 5. The dog is a _____ animal.
- 6. The horse is a _____animal.

58

Reading and writing

A. Complete the following sentences with words from the list.

- Read the sentences and ask the students to say the proper word, then ask them to write it in their books.
 - 1. A monkey_____lives_____ in the forest .
 - 2. Cats and dogs live in <u>houses</u>
 - 3. The horse lives in a farm.
 - 4. The giraffe is a <u>wild</u> animal.
 - 5. The dog is a _____ animal.
 - 6. The horse is a <u>farm</u> animal.

Rowa

B. Put each of the following animals in the right category.

dog, lion, horse, cat, goat, giraffe, cow, goat.

1.. Wild animals.

2... Farm animals.

3.. Pets.

C. Form a sentence from the following group of words, then copy it.

lion in forest lives The the

D. Dictation : Prepare the sentence in C for dictation .

B. Put each of the following animals in the right category.

1.. Wild animals.

lion, giraffe

2.. Farm animals.

cow, goat, horse

3.. Pets .

cat, dog

C. Form a sentence from the following group of words then copy it.

• Read the words loudly and ask the students to arrange them. Then ask them to write it in their books. *Lion in forest lives The the The Lion lives in the forest.*

D. Dictation: prepare the sentence in C for dictation.

• Ask the students to memorize the sentence in C for dictation .



LESSON 1

Objectives

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

- Talk about food they like or they don't like.
- Recognize the following adverbs: hungry, thirsty, tired.

New language

I want to sleep, I want juice. Hungry, thirsty, tired. Yogurt, salad, sausage, eggs.

Bring to the class

- The tape.
- Flashcards: Yogurt, salad, sausage, egg.
- Picture cards: thirsty, tired, hungry.

Warm-Up

 Review the animal's categories with the students. For example say, *lion* the students say wild animal, then say *cat* the students say pet and so on.

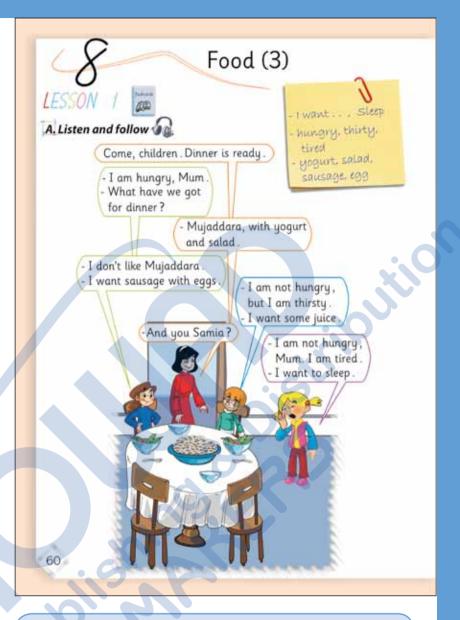
Presentation BOOKS CLOSED

(A) Introduce the word.

• Use the flashcards to introduce the words. Show one picture card at a time and say the word. Students repeat each word several times.

(B) Introduce the sentence pattern.

 Show a picture card, as you model the sentence.
 Teacher: *I want some juice*. Students repeat.



- Repeat for (I want to sleep, I want to eat).
- Show the flashcard, and model the sentence: Teacher: I am hungry Student: I want sausage. Teacher: I am thirsty.
 Student: I want some juice. Teacher: I am tired.
 Student: I want to sleep

(C) Introduce the dialogue.

- Use puppets to introduce the dialogue.
- Read each speech bubble and have the student repeat after you.
- Ask the student to recognize the new words (*thirsty, hungery, tired*) while they reading.

B. Learn these words.

tired

eggs

C.Listen and point(picture in B).

 Say one word from B, then ask the students to recognize what you said, and have them point to the word on their books.

D. Act out the dialogue in A.

• Ask students to come to the front and have them act the dialogue.

C. Listen and point (pictures in B).

D. Act out the dialogue in A.

BOOKS OPEN

A. Listen and follow.

• Play the tape. Have the students listen and point to the speech bubble while listening.

thirsty

yogurt

sausage

hungry

salad

61

- Play the tape again and have students repeat after each character.
- Read each sentence and ask the students to repeat after you, repeat at least twice so that the students are able to ask and answer fluently.

B. Learn these words.

- Ask the students to look at page 61 and ask them to read the words loudly.
- Ask the students to practice saying the words.

Reading and writing

A. Fill the blank spaces with words from the list.

A Fill the blank spaces with words from the list. 1. I am thirsty. I want to hungry	thirsty
2.1 am hungry I want to eat	sleep
3. I am tired, 1 want tosleep	eat
4.1 am thirsty	drink
5. I am hungry I want a cheese sandwich .	tired
6. I am tired I can't play.	hungry
7.1 am thirsty. 1. Want some juice.	Want

B. Form words from the group of letter to fill the blank spaces.

• Ask the students to recognize the word then write the letters in the right order.

I like sausage with egges (gegs).
 <u>yogurt</u> is good for children. (oygtur).
 I like mujaddara with salad (adsla).

4. I don't like <u>sausage</u> (aussgeas).

C. Dictation, copy, and prepare for dictation.

- Read the sentence aloud, ask the students to repeat after you.
- Ask the students to copy the sentence in their books.
- Ask the students to memorize it for dictation.

Rows

READING AND WRITING

3. I am tired, I want to___

4. I don't like _

62

A. Fill the blank spaces with words from the list .

- I am thirsty. I want to ______
 I am hungry. I want to ______
- 4. I am ______. I want some water.
- 5. I am_____. I want a cheese sandwich.
- 6. I am_____. I can't play.
- 7. I am thirsty . I______some juice .

B. Form words from the group of letters to fill the blank spaces.

- 1. I like sausage with
- ______is good for children. (oygtur).
- 3. I like mujaddara with _____(adsla).
 - - _(aussgeas).

thirsty

sleep

eat

drink

tired

hungry

(gegs).

want

- C. Dictation : Copy, and prepare for dictation.
 - I am not hungry. I am thirsty.



A. Listen and follow 🛺



It's time for dinner, Dad . I am hungry .

et's go to a restaurant.



Ok, children. Let's go to Al-Salam restaurant.
It is a good restaurant.
What do you want to eat, children?



I want a hamburger sandwich .



I want a hot dog sandwich .



Fast food is not good for you, children.

Objectives

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

- Ask and answer questions about what they want?
- Recognize the following new words (fast food, hamburger, restaurant, and hotdog).

New language

What do you want to...?. Good for you. Fast food, hamburger, restaurant, and hotdog.

Bring to the class

- The tape.
- Flashcards: Fast food, hamburger, restaurant, and hotdog.

What do you Wantto...? - Good for you - Fast food, hamburger. restaurant, hot dog.

B. Learn these words restaurant

hamburger

63

hot dog

LESSON 2

Warm-Up

 Review the adverbs with the students. For example: Teacher: *Thirsty*.

Student: *I want some juice*. Then say tired the student say I want to sleep.

Presentation BOOKS CLOSED

- (A) Introduce the word.
- Use the flashcards to introduce the words. Show one picture card at a time and say the word. Students repeat each word several times.

(B) Introduce the dialogue.

- Use puppets to introduce the dialogue.
- Read each speech bubble and have the student repeat after you.
- Ask the students to recognize the new words (restaurant, fast food, hamburger, hot dog) while they reading.

BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to the speech bubble while listening.
- Play the tape again and have students repeat after each character.
- Read each sentence and ask the students to repeat after you, repeat at least twice so that the students are able to ask and answer fluently.

C. Listen and point (pictures in B).

D. Read the dialogue in A, then say if the following sentences are true or false.

- 1. It's time for lunch ().
- 2. They go to a restaurant to have dinner (
- 3. Amal wants a cheese sandwich ().
- 4. Omar wants a hot dog sandwich ().
- 5. Hamburger sandwiches are good for children ()
- E. Act out the dialogue in A.

64

B. Learn these words.

- Ask the students to look at page 63 and ask them to read the words loudly.
- Ask the students to practice saying the words.

C. Listen and point(picture in B).

 Say one word from B, then ask the students to recognize what you said, and have them point to the word on their books.

D. Read the dialogue in A, then say if the following sentences are true or false.

- Read the dialogue loudly and ask the students to pay attention so that they can solve the questions below.
- 1. It's time for lunch (X).
- 2. They go to a restaurant to have dinner (*)
- 3. Amal wants a cheese sandwich (🗱).
- 4. Omar wants a hot dog sandwich (#).
- 5. Hamburger sandwiches are good for children (x).

E. Act out the dialogue in A.

Rowi

• Ask three students to come to the front and act the dialogue out.

READING AND WRITING

A. Odd word out.

- 1. restaurant hot dog sausage hamburger
- 2. eggs/ 🎼 bread jwava juice

B. Complete the following sentences with words from the list.

children yogurt restaurant hungry 1. I am

- Let's go to a _____
- 2. I like to eat _____
 - It is good for _____

C. Form a sentence from the following words, then write it.

like I don't sandwiches hamburger

D. Dictation : Copy the following sentence, then prepare for dictation.

Fast food is not good for health.

Reading and writing A. Odd word out.

hot dog sausage hamburger 1. restaurant

jwava

juice

2. eggs

7.Rox

(restaurant is the only place). (juice is the only drink).

B. Complete the following sentences with words from the list.

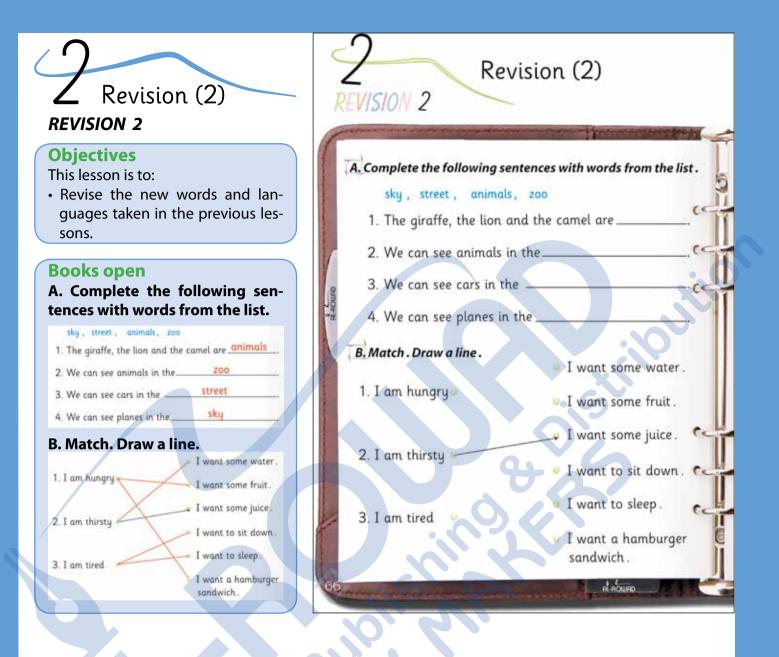
yogurt	children	restaurant	hungry
1. I am	hungr	y	
Let's go t	o a rest	aurant	
2. I like to	eat yo	ogurt	
It is good	for	ldren	

C. Form a sentence from the following words, then write it.

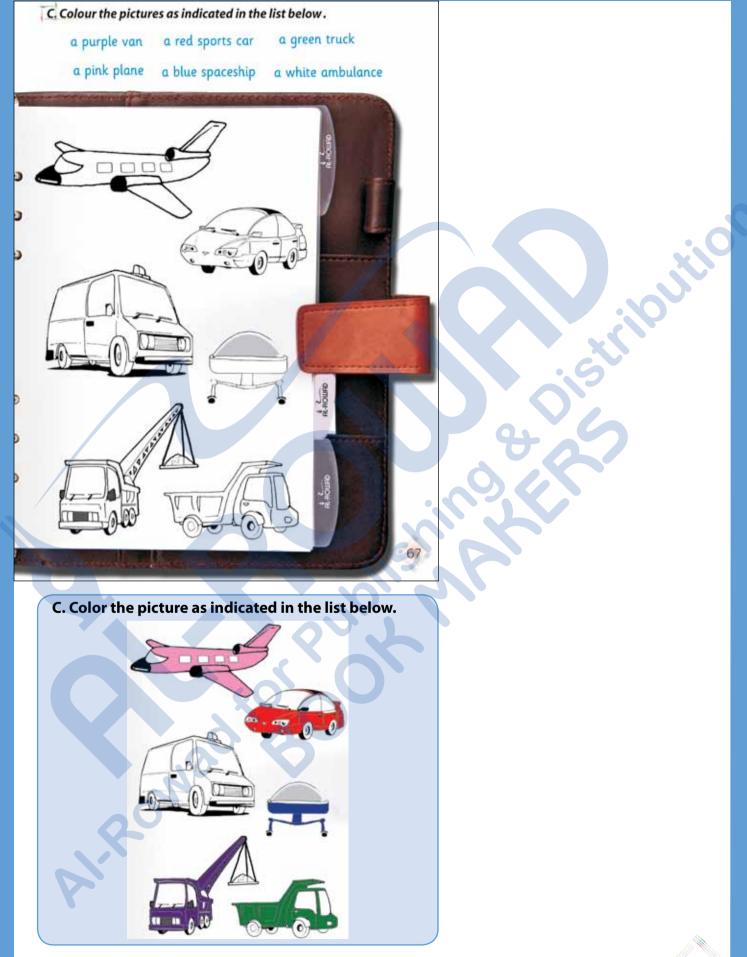
Like I don't sandwiches hamburger I don't like hamburger sandwiches.

D. Dictation, copy the following sentence, then prepare for dictation.

- Read the sentence aloud, ask the students to repeat after you.
- Ask the students to copy the sentence in their books.
- Ask the students to memorize it for dictation.



Rows



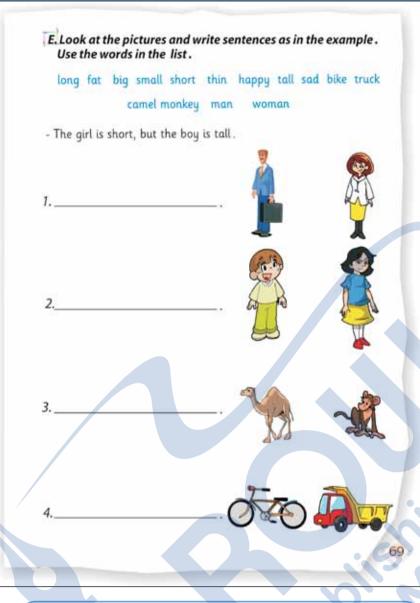
D. Look at the picture and say as in the example, using the phrases: in the zoo, in the sky, in the tree, in the street.

I can see four birds in the sky.
I can see three plains sky.
I can see animals in the zoo.
I can see ambulance in the street.
I can see an ambulance and two sports cars in the street.

Rowad

D. Look at the pictures and say as in the example, using the phrases : in the zoo, in the sky, in the tree, in the street.

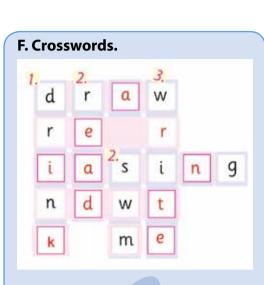
- I can see four birds in the sky.



E. Look at the picture and write sentences as in the example. Use the words in the list.

- 1. The man is thin, but the woman is fat.
- 2. The boy is happy, but the girl is sad.
- 3. The camel is big, but the monkey is small.
- 4. The bike is small, but the truck is big. Rowa

triputio



G. A bingo game. Cross out the word you hear.

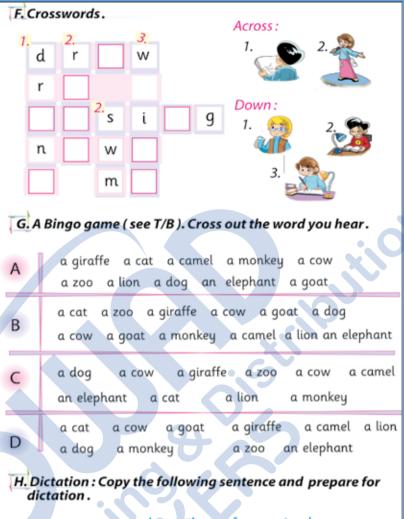
• Play with the students the bingo game, and ask them to cross out the word they hear.

H. Dictation: copy the following sentence and prepare for dictation.

• Ask the students to copy the words in their books then ask them to memorize them for dictation.

Rowa

70



cows, goats, and camels are farm animals.

My House

House, garden, living room sofa, stove. table, picture, wall -On, behind, in front of Where is the ... It is (ou) the ...

C. Look at the pictures in A, and answer the following questions as In the example.

- Where is the garden?
- It is in front of the house.
- 1 Where is the television?
- 2-Where is the sofa?
- 3-Where is the picture?

4-Where is the stove?

This is the living room. The television is on the table. The sofa is in front of the television. The picture is on the wall. The stove is behind the sofa.

A. Listen and follow

This is my house.

of the house

The garden is in front

B. Listen and point (the pictures in A), then read the words in the list.

television, sofa, garden, living room, table, house, picture, stove.

Objectives

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

- Identify and ask about things found in the house.
- · Identify and ask about the location of items in the house.
- Recognize prepositions (on , in behind, in front of).

New language

Where is the? It is (on/behind /in) the..... House, garden, living room, sofa, stove, table, picture, wall.

Bring to the class

- The tape.
- Picture cards: house, garden, living room, sofa, stove, table, picture, wall.

Warm-Up

Review the food with the student.

My House **LESSON 1**

Presentation BOOKS CLOSED

(A) Introduce the word.

- Use the flashcards to introduce the words. Show one picture card at a time and say the word. Students repeat each word several times.
- Conduct a guick drill of the objects from the lesson. Don't speak as you show the cards. Have the students identify the new words plus all the previous words.
- Use the classroom objects to present the prepositions (in, on, behind, in front of). Arrange the two objects (to show in front of) and make a sentence describing their position. Touch each object as you say it in the sentence to help students understand the word order relative to the preposition.

(B) Introduce the sentence patterns.

- Use the flashcards. Show each card and say the sentence the (television) is (on) the (table). Have the students repeat the sentence pattern several times before moving to the next preposition.
- Practice the sentence pattern with all the prepositions.

(C) Introduce the question and answer pattern.

- · Show a book and the flashcard of the sofa. Put the book on the card. Model the question where is the book? Have the student repeat several times.
- Still showing the book and the card. Ask where is the book? Model the answer it is on the sofa.

D. Ask and answer (pair work) about this picture?

- Where is the ball?
- It is on the chair.

Have students repeat several times.

- Use other cards or actual items. Put them in different positions and have volunteers take turns asking the question and answering. *Student 1: where is the stove? Student 2: it is behind the sofa.*
- Divide the class into pairs. Have students take turns putting classroom objects in different position and then asking and answering questions.

BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to the words while listening.
- Play the tape again and have students repeat after each sentence.
- Read each sentence and ask the students to repeat after you, repeat at least twice so that the students are able to ask and answer fluently.

B. Listen and point (picture in A), then read the words in the list.

- Ask the students to look at page 71 say one word then ask them to point to the proper picture.
- Ask the students to practice saying the words in the list.

C. Look at the picture in A and answer the following questions as in the example.

- 1. Where is the television? It is on the table.
- 2. Where is the sofa? It is in front of the television.
- 3. Where is the picture?

E. Let's sing 🔬

Where is my pencil, Where is it where? In my bag, Or on the chair? Behind my lunchbox Or on the floor?

Oh! Here it is, behind my ears.

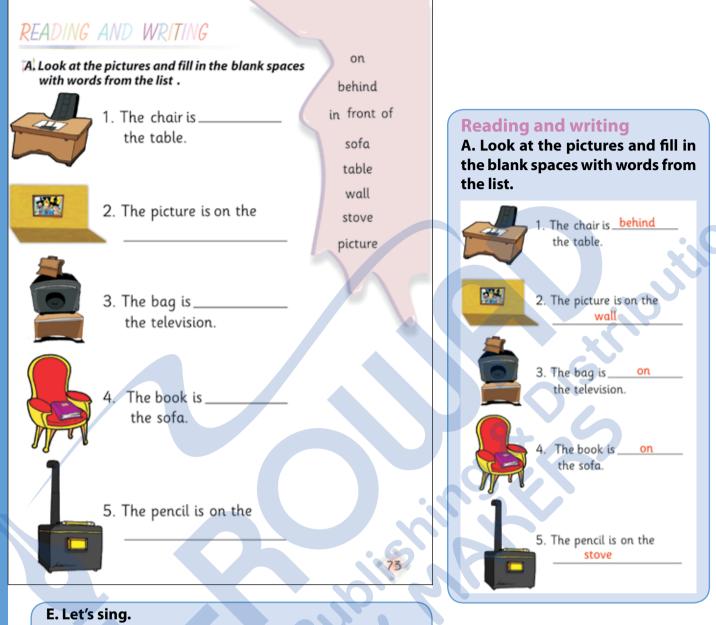
It is on the wall.

72

4. Where is the stove? It is behind the sofa.

D. Ask and answer (pair work) about this picture.

- 1. Where is the ball?
- It is on the chair.
- 2. Where is the bag? It is under the table.
- 3. Where is the pencil? It is on the bag. Or it is under the table.
- 4. Where is the cat?
- It is under the chair.
- 5. Where is the book?
 - It is on the cabinet.
- 6. Where is the table?
- It is in front of the chair.



- Play the song and ask the students to identify the words they recognize from the lesson.
- Sing the song and ask the students to sing with you.

Rować

B. Form words from the groups of letters, then write them.

• Ask the students to recognize the word then write the letters in the right order.

Fsoa	sofa		
Geardn	garden		
Tosev	stove		
Picute	picture		

C. Odd one out.

• Ask the students to recognize the word which doesn't belong to the category.

1. sofa 2. stove	television	picture	garden	
2. stove	table	lion	sofa	

D. Dictation: copy the following sentence, then prepare for dictation.

Rowa

The picture is on the wall.





This is my bedroom. I sleep in my bed. The table is near my bed. The chair is in front of the table.

The lamp is on the table. My bag is under the table. My pencils box is near my bag. I make my bed in the morning.

B. Listen and point(the pictures in A), then read the words in the list .

bedroom, bed, lamp, pencils box, chair

C. Look at the pictures in A and answer the following questions, as in the example.

- Where is my bed?
- It is in my bedroom.
- 1. Where is the table?
- 2. Where is the chair?
- 3. Where is the lamp?
- 4. Where is my pencils box?

Objectives

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

- Identify and ask about things found in the house.
- Identify and ask about the location of items in the house.
- Recognize prepositions (in, under, near).

New language

Where is the? It is (in, under, near) *the*. Bedroom, bed, table, lamp, box.

Bring to the class

- The tape.
- Picture cards: Bedroom, bed, table, lamp, box.

Warm-Up

• Review the preposition with the students. Ask *where is it*? Practice using it is, preposition, and vocabulary. Have students answer.

bedroom, bed, table, Lamp, box In, under, near



LESSON 2

Presentation BOOKS CLOSED

(A) Introduce the word.

- Use the flashcards to introduce the words. Show one picture card at a time and say the word. Students repeat each word several times.
- Conduct a quick drill of the objects from the lesson. Don't speak as you show the cards. Have the students identify the new words plus all the previous words.
- Use the classroom objects to present the prepositions (in, on, behind, in front of). Arrange the two objects (to show in front of) and make a sentence describing their position. Touch each object as you say it in the sentence to help students understand the word order relative to the preposition.

(B) Introduce the sentence patterns.

- Use the flashcards. Show each card and say the sentence the *(television)* is *(in)* the *(table)*. Have the students repeat the sentence pattern several times before moving to the next preposition.
- Practice the sentence pattern with all the prepositions.

(C) Introduce the question and answer pattern.

- Show a books and the flashcard of the bed. Put the book under the card. Model the question *where is the book?* Have the students repeat several times.
- Still showing the book and the card. Ask where is the book? Model the answer: *it is under the bed*.

Have students repeat several times.

- Use other cards or actual items. Put them in different positions and have volunteers take turns asking the question and answering. *Student 1: where is the book? Student 2: it is under the bed*.
- Divide the class into pairs. Have students take turns putting classroom objects in different position and then asking and answering questions.

BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to the words while listening.
- Play the tape again and have students repeat after each sentence.
- Read each sentence and ask the students to repeat after you, repeat at least twice so that the students are able to ask and answer fluently.

B. Listen and point (picture in A), then read the words in the list.

- Ask the students to look at page 75 say one word then ask them to point to the proper picture.
- Ask the students to practice saying the words in the list.

C. Look at the picture in A and answer the following questions as in the example.

- Where is my bed?
- It is in the bedroom.
- 1. Where is the table? It is near the bed.
- 2. Where is the chair? It is under the table.

D. Ask and answer questions about the pictures as in the example.

- Where is the box?

- It's under the table.



E. Let's sing

Where are my glasses, Where are they? Under my bag. Or on the chair? Behind the lamp. Or on my head?

76 Oh! Here they are, on my eyes!

 Where is the lamp? It is on the table.
 Where is the pencil box? It is under the table.

D. Ask and answer about this picture as in the example.

- Where is the box?
- It is under the table.
- Where is the bag? It is on the bed.
- Where is the stove? It is behind the cat.
- Where is the lamp? It is on the table.
- Where is the pencil box?
 - It is behind the lamp.

READING AND WRITING

A. Rearrange the following groups of words to form meaningful sentences, then write them.

- 1. bedroom, sleep, I, in, my.
- 2. watch, television, in, I, the living room.

B. Look at the pictures and fill in the blank spaces using the words in the list.

in under near behind in front of on

1. The bag is_____ the bed.

2. My pencils box is ______the lamp.

3. The chair is ______ the table.

4. The books are _____ the bag.

5. The pencil is______the pencils box.

E. Let's sing.

- Play the song and ask the students to identify the words they recognize from the lesson.
- Sing the song and ask the students to sing with you.

Reading and writing

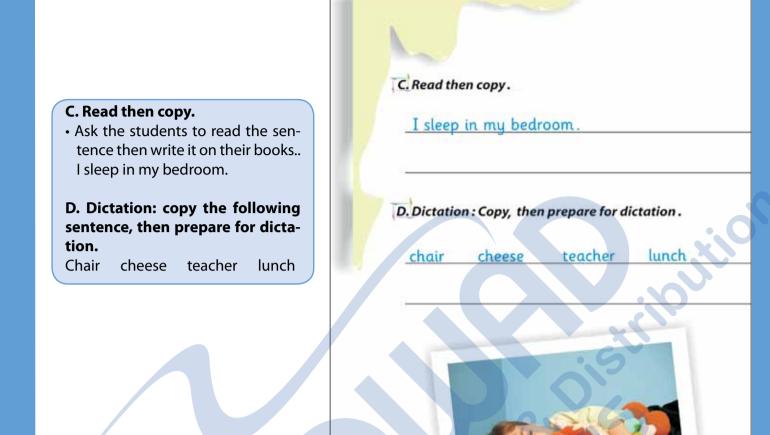
A. Rearrange the following groups of words to form meaningful, sentences , then writ them .

- 1. Bedroom, sleep, I, in, my. I sleep in my bedroom.
- 2. Watch, television, in, I, the living room.
- I watch television in the living room.

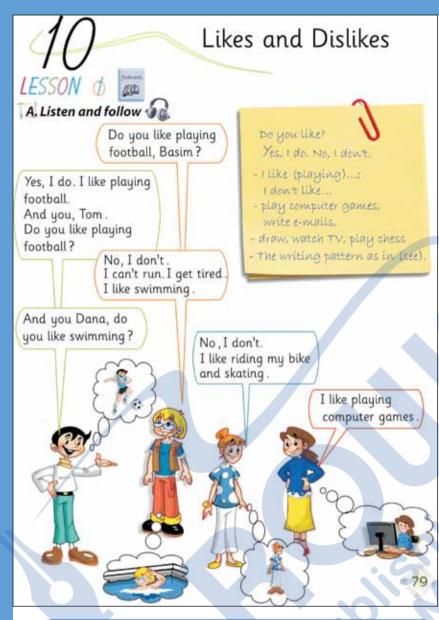
B. Look at the pictures and fill in the blank spaces using the words in the list.

- 1. The bag is______ the bed.
- 2. My pencils box is behind the lamp.
- 3. The chair is <u>near</u> the table.
- 4. The books are ______ the bag.
- 5. The pencil is under the pencils box.





Rować



Objectives

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

- Talk about actions with like and dislike.
- Recognize some more verbs (draw, watch TV, play chess, play compute games, writing e-mails).

New language

Do you like? Yes I do/No, I don't. I like (playing)/ I don't like

Bring to the class

- The tape.
- Flashcards: draw, watch TV. Play chess.

Warm-Up

• Review the prepositions with the students.



Presentation BOOKS CLOSED (A) Introduce the verbs.

• Use the flashcards to introduce the verbs. Show one picture card at a time and say the verb. Students repeat each verb several times.

(B) Introduce the sentence pattern.

- Use the flashcards. Show each card and say the sentence I like playing computer games. Have the students repeat the sentence pattern several times before moving to the next verb.
- Practice the sentence pattern with all the verbs.

(C) Introduce the question and answer pattern.

- Show the flashcard of the play chess action. Model the question do you like playing chess? Have the students repeat several times.
- Still showing the card. Ask do you like playing chess ? Model the answer Yes I do/No, I don't. Have students repeat several times.
- Use other cards. and have volunteers take turns asking the question and answering.

Student 1: do you like watching TV? Student 2: Yes I do.

Student 1: do you like playing computer games?

- Student 2: No, I don't.
- Divide the class into pairs. Have students take asking and answering questions.

B. Draw a line between the name, and what he / she likes.

(D) Introduce the dialogue.

- Use puppets to introduce the dialogue.
- Read each speech bubble and have the students repeat after you.
- Ask the students to recognize the new words while they reading.

BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to the speech bubble while listening.
- Play the tape again and have students repeat after each character.
- Read each sentence and ask the students to repeat after you, repeat at least twice so that the students are able to ask and answer fluently.

B. Draw a line between the name, and what he/she likes.

Basim u Tom u Amal u Dana

C. Look at the pictures in B and say what do you like or don't like doing as in the example.

- Ask the students to talk about what they like or dislike.
- I like swimming, but I don't like skating.
- I like playing computer games, but I don't like playing football.



- I like swimming, but I don't like skating.

D. Ask and answer using the pictures in B as in the example.

- Do you like playing football?
- Yes, I do .

80

- No, I don't . I like playing tennis .

E. Act out the dialogue in A.

F. Let's sing

I like playing tennis, I like going to the zoo, I like riding my bike, And riding horses, too.

I like reading books, I like drawing pictures, I like writing e-mails, And watching TV, too.

But washing dishes! I don't like, Please my mother, Don't ask me.

D. Ask and answer using the pictures in B as in the example.

- Divide students into pairs and have them practice asking and answering as in the example below.
 Do you like playing football?
 Yes I do.
 - No, I don't. I like playing tennis.

E. Act out the dialogue in A.

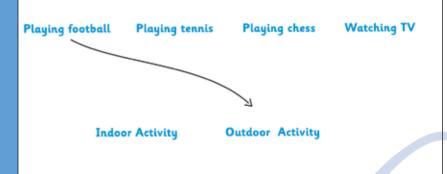
• Ask four students to come to the front and act the dialogue out.

F. Let's sing.

- Play the song and ask the students to identify the words they recognize from the lesson.
- Sing the song and ask the students to sing with you.

READING AND WRITING

A. Draw a line between the activity, and its category as in the example .



Writing e-mails

Playing computer games

Riding your bike

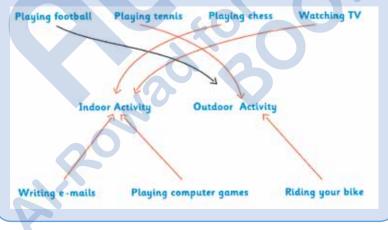
B. Write two sentences, one about what you like, and the other about what you don't like as in the example.

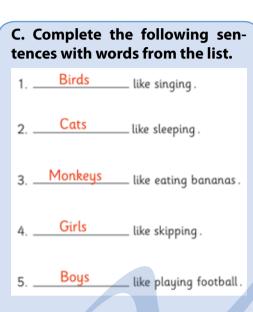
- I like swimming.
- I don't like skating

B. Write two sentences, one about what you like, and the other about what you don't like as in the example. I like swimming. I don't like skating.

Reading and writing

A. Draw a line between the activity, and its category as in the example.

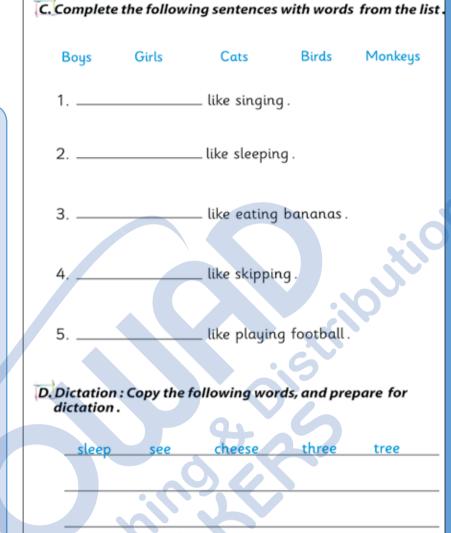




D. Dictation, copy the following sentence, then prepare for dictation.

- Read the words aloud, ask the students to repeat after you.
- Ask the students to copy the words in their books.
- Ask the students to memorize it for dictation.

Rows



A. Listen and follow

LESSON 2

A. Listen and follow

Dana: I can't find Rix, Mum. Where is it?

Mother: Is it on the sofa? It likes sleeping on the sofa.

Dana: It isn't on the sofa, Mum.

Mother: Is it in front of the stove? It likes sitting in front of the stove.

Dana: It isn't in front of the stove.

Mother: Look in the garden . It likes climbing trees .

Dana: It isn't in the garden, Mum Where is it? Oh! Here it is in the box.

B. Ask and answer (pair work) as in the example. The following words may help you .

climb (trees) skate watch TV draw write e-mail sing skip run jump read (books) play chess play football

- What do you like?

I like skating.

C. Act out the dialogue in A .

Objectives

At the end of this lesson the students will be able to: • Ask questions about what they like or dislike.

New language What do you like? I like swimming.

Bring to the class

- The tape.
- Flashcards: play computer games, play chess.

Warm-Up

• Review Like and dislike with students.

LESSON 2

-what do you like?

- play chess, play

computer games.

I like swimming.

Presentation BOOKS CLOSED

(A) Introduce the sentence pattern.

- Use the flashcards. Show each card and say the sentence I like playing computer games. Have the students repeat the sentence pattern several times before moving to the next verb.
- Practice the sentence pattern with all the verbs.

(B) Introduce the question and answer pattern.

- Show the flashcard of the play chess action. Model the question what do you like? Have the students repeat several times.
- Still showing the card. Ask *what do you like?* Model the answer *I like playing chess.* Have students repeat several times.
- Use other cards. And have volunteers take turns asking the question and answering.

Student 1: what do you like? Student 2: I watching TV. Student 1: what do you like? Student 2: I like playing computer games.

• Divide the class into pairs. Have students take asking and answering questions.

(C) Introduce the dialogue.

- Use puppets to introduce the dialogue.
- Read each speech bubble and have the students repeat after you.
- Ask the students to recognize the new words while they reading.

READING AND WRITING

A. Draw a line between the game and what you need to play it .

A. Listen and follow.

- Play the tape. Have the students listen and point to the speech bubble while listening.
- Play the tape again and have students repeat after each character.
- Read each sentence and ask the students to repeat after you, repeat at least twice so that the students are able to ask and answer fluently.

B. Ask and answer (pair work) as in the example. The following words may help you.

-What do you like? I like climbing trees. I like skating. I like drawing. I like writing emails. I like singing. I like jumping...and so on.

C. Act the dialogue.

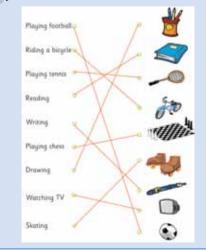
• Ask two students to come to the front and act the dialogue.

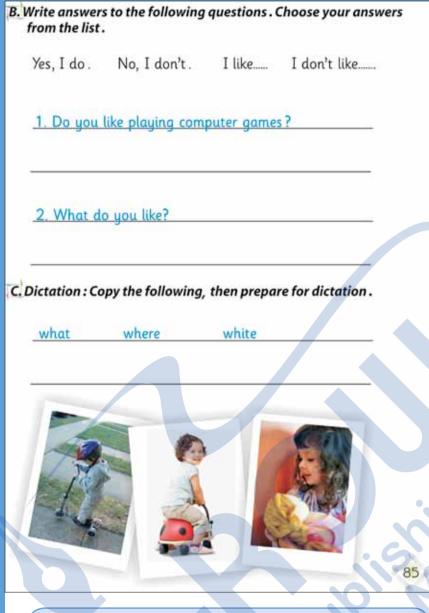
Rows



Reading and writing

A. Draw a line between the game, and what you need to play it.





B. Write answers to the following questions. Choose answers from the lists.

- 1. Do you like playing computer games? Yes I do/no I don't.
- 2. What do you like? I like swimming/ I don't like playing football.

C. Dictation, copy the following sentence, then prepare for dictation.

- Read the words aloud, ask the students to repeat after you.
- Ask the students to copy the words in their books.
- Ask the students to memorize it for dictation.



Objectives

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

- Describe the appearance of people, and other objects.
- Asking questions about the appearance of things.

New language

What does it look like....? It is (small, big, thin).

Bring to the class

- The tape.
- Picture cards: camel, elephant, monkey, cat.

Warm-Up

• Review with the students asking question about what do they like.

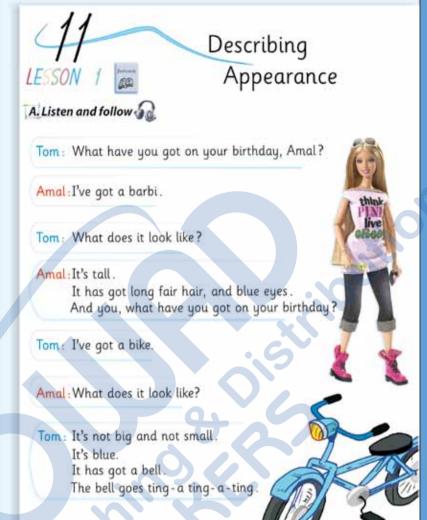
Presentation BOOKS CLOSED

(A) Introduce the sentence patterns.

- Use the flashcards. Show each card and say the sentence, for example: Show the elephant picture and say: *it is big*, it has got a long nose,. Have the students repeat the sentence pattern several times before moving to the next picture.
- Practice the sentence pattern with all the pictures.

(B) Introduce the question and answer pattern.

• Show the camel picture. Model the question "What does the camel look like?" Have the students repeat several times.



- Still showing the card. Ask what does the camel look *like?* Model the answer *it is big and fat, it has a brown hair.* Have students repeat several times.
- Use other cards or actual items. and have volunteers take turns asking the question and answering. Student 1: What does it look like...? Student 2: it is...
- Divide the class into pairs. Have students take turns asking and answering questions.

BOOKS OPEN

86

A. Listen and follow.

- Play the tape. Have the students listen and point to the sentences while listening.
- Play the tape again and have students repeat after



6. What does it look like?

each character.

· Read each sentence and ask the students to repeat after you, repeat at least twice so that the students are able to ask and answer fluently.

B. Learn these words.

- Ask the students to look at page 87 say one word then ask them to point to the proper picture.
- Ask the students to practice saying the words in the picture.

C. Ask and answer questions about A.

- Ask the students to answer the question below.
- 1. What has Amal got on her birthday? She has got a Barbie.

D. Ask and answer as in the example. Look at the picture and use the words under the picture.

big, a long nose

tall, brown and yellow

brown, big and fat

thin, a long tail

small, soft hair small, wings 2. is it tall or short? It is tall.

- 3. What color is its hair? It has long fair hair.
- 4. Is its hair long or short? Its hair is long.
- 5. What has Tom got on his birthday?
- He has got a bike.
- 6. What does it look like? It's not big and not small. It's blue. And it has got a bell.

D. Ask and answer as in the example. Look at the picture and use the words under the picture.

- 1. What does the giraffe look like? It's tall; it has got a brown and yellow spots.
- 2. What does the camel look like? It's big and fat, it has a brown hair.
- 3. What does the monkey look like? Its thin, it has got a long tail.
- 4. What does the cat look like? Its small, it has aot soft hair.
- 5. What does the bird look like? Its small, it has got wings.

READING AND WRITING

A. Answer the questions, filling the blank spaces.

1. What does your sister look like?

She is_____ She has got _____

2. What does your brother look like?

He is _____ He has got _

3. What does your friend look like?

He is _____ He has got

B. Dictation : Copy the following sentence and prepare for dictation .

My sister has got fair hair and blue eyes

88

Reading and writing

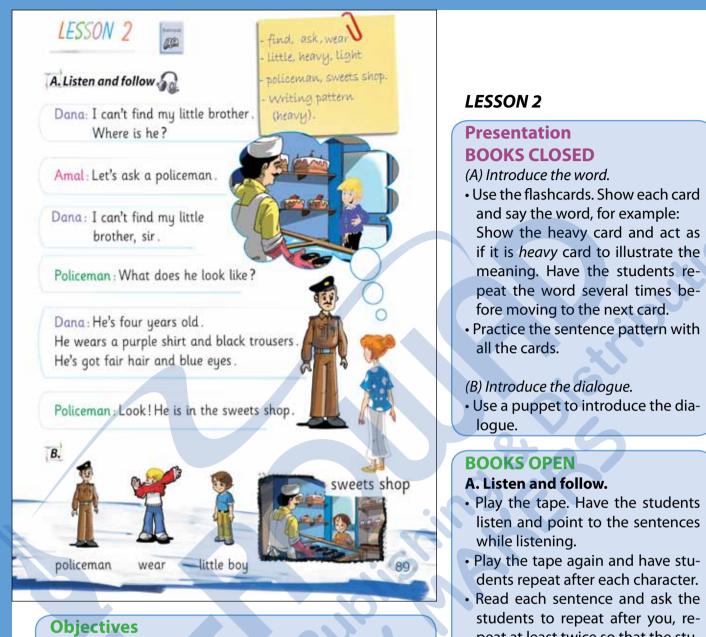
A. Answer the questions, filling in the blank spaces.

- 1. What dose your sister look like? She is tall she has got a brown eyes.
- 2. What does your brother look like? He is small he has got a fair hair.
- 3. What does your friend look like? He is big he has got a blue eyes.

B. Dictation: copy the following sentence, and prepare for dictation.

My sister has got fair hair and blue eyes.

Rows



At the end of this lesson the students will be able to: • Recognize the verbs: Find, ask, and wear.

· Identify the new words: Policeman, sweetshop, heavy, little, light.

New language

Find, ask, and wear. Policeman, sweetshop.

Bring to the class

- The tape.
- Picture cards: Policeman, sweetshop, heavy, little, light.

Warm-Up

 Review with the students asking guestion about what appearance of some items in the classroom.

peat at least twice so that the students are able to ask and answer fluently.

B. Learn these words.

- Ask the students to look at page 89, say one word then ask them to point to the proper picture.
- Ask the students to practice saying the words in the picture.

C. True or false .

- 1. Her brother is a big boy.
- 2. Dana can't find her friend.
- 3. They ask a policeman.
- 4. The boy is six years old.
- 5. The little boy wears pink shorts.
- 6. The little boy has got green eyes and fair hair .
- 7. The little boy is in the sweets shop.

D. Riddles . Guess what it is .

- He is a man or a woman. He stands in front of the class. He writes on the blackboard.
- 2. It is black or green . It is in front of the class We write on it .
- 3. It's blue, green or black Your books are in it . It is in your desk.

E. Ask and answer as in D

F. Act out the dialogue in A .

C. True or false.

- Ask the students to state weather the sentence is true or false.
- 1. False.
- 2. False.
- 3. True.
- 4. False.
- 5. False.
- 6. False.
- 7. True.

D. Riddles. Guess what it is.

- 1. He \ She is Teatcher.
- 2. It is blackboard.
- 3. It is a bag.
- 4. It is a giraffe.
- 5. It is a cat.
- 6. It is a tabel.

E. Ask and answer as in D.

• Divide the students into two groups. And ask them to ask and answer about objects in house or in the classroom, as in the D part.

F. Act out the dialogue in A.

• Ask three students to come to the front and act the dialogue out.

- 4. It's an animal . It has got a long neck It's very tall.
- 5. It's a small animal.
 It has got soft hair.
 You see it in your house
 It's brown and white.
 - . It's heavy . It has got four legs . The television is on it .

READING AND WRITING

A. What does your father look like ? Fill in the blank spaces choosing the suitable words .

- 1. My father is_____(tall, short, not tall and not short).
- 2. He _____ (has got/ hasn't got a beard).
- 3. He_____(has got/ hasn't got a moustache).

B. Fill in the blank spaces with words from the list.

heavy

light

- 1. The table is _____, but the bag is _____
- 2. The television is _____. The sofa is _____, too .

C. Dictation : Copy the following words, and prepare for dictation .

heavy ready bread breakfast head

tion. Heavy ready bread breakfast

C. Dictation: copy the following sentence, and prepare for dicta-

breaktast

Reading and writing

A. What does your father look like? Fill in the blank spaces choosing the suitable words.

- 1. My father is tall (tall, short, not tall and not short).
- hasn't got a beard 2. He ______ (has got / hasn't got a beard).
- has got a moustache 3. He_____(has got/ hasn't got a moustache).

B. Fill in the blank spaces with words from the list.

- 1. The table is <u>heavy</u>, but the bag is <u>light</u>.



Objectives

At the end of this lesson the students will be able to: • Talk about how they feel.

New language

What's the matter with you? You look angry, sad, tired. I've got a headache/ toothache/ stomachache/earache.

Bring to the class

- The tape.
- Picture cards: *headache/* toothache/stomachache/earache.

Warm-Up

 Review with students the appearance for some classroom objects.

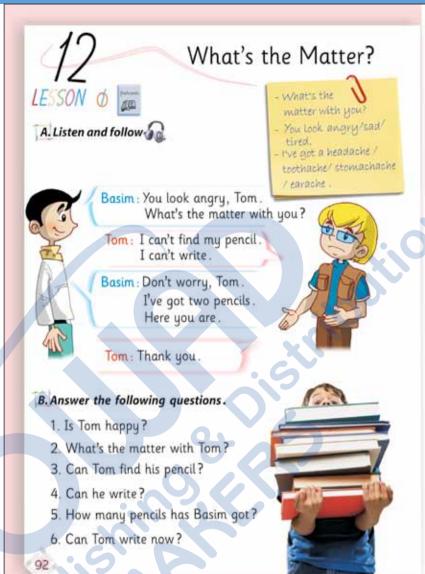
Presentation BOOKS CLOSED

(A) Introduce the word.

• Use the flashcards to introduce the words. Show one picture card at a time and say the word. Students repeat each word several times.

(B) Introduce the dialogue.

- Use a puppet or students to introduce the dialogue. Have the students identify the words they already know.
- Read the dialogue and ask the students to repeat after you.
- Explain to the students that we use (what's the matter to ask someone how he feels.



BOOKS OPEN

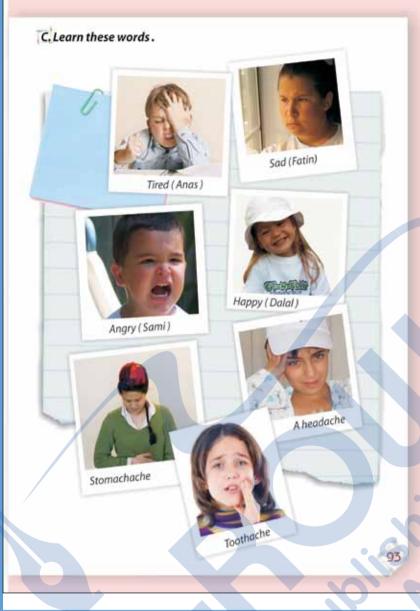
A. Listen and follow.

- Play the tape. Have the students listen and point to the words while listening.
- Play the tape again and have students repeat after each sentence.
- Read each sentence and ask the students to repeat after you, repeat at least twice so that the students are able to ask and answer fluently.

B. Answer the following questions.

• Ask the students to answer the questions on page 92.





- 1. Is Tom happy? No he isn't.
- 2. What's the matter with Tom? He looks angry.
- 3. Can Tom find his pencil? No he can't find his pencil.
- 4. Can he write? No, he can't write.
- 5. How many pencils has Basim got? He has got two pencils.
- 6. Can Tom write now? Yes he can.

C. Learn these words.

- Ask the students to look at page 63 and ask them to read the words loudly.
- Ask the students to practice saying the words.
- Divide the students into pairs and have them ask and answer questions about the picture as the following:

What's the matter with Anas? He looks tired. What's the matter with Fatin? She looks sad.

D. Look and say (the picture in C) as in the example.

 Ask the students to look at the pictures in C and do as in the example.
 Sami looks angry He hasn't got a pencil.

E. Ask and answer as in the example (one student pretends to be suffering from something).

• Divide the students into pairs and have them ask and answer as in the example:

What's the matter with you? I've got headache/stomachache/ toothache.

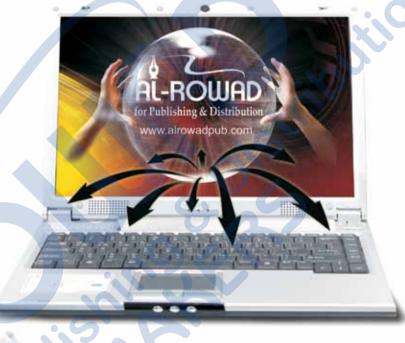
F. Act out the dialogue in A.

• Ask three students to come to the front and act the dialogue out.

Rows

D. Look and say (the pictures inC) as in the example.

- Sami looks angry.
 He hasn't got a pencil.
- **E**. Ask and answer as in the example (one student pretends to be suffering from something).
 - What's the matter with you?
 - I've got a headache/
 - stomachache / toothache
- F. Act out the dialogue in A.



READING AND WRITING

A. Copy the following question and answer.

What's the matter with you ?

<u>- I've got a hedache .</u>

B. Form words from the following groups of letters and write them.

ppyha das

edtir

C. Form two sentences from the following groups of words and write them.

Sami, tired. looks He. sleep, to, wants

D.Dictation : Copy the following sentence, then prepare for dictation.

I have got a headache.

Reading and writing

A. Copy the following questions and answer.

• Ask the students to copy the question and the answer in their books.

B. Form words from the groups of letters, then write them.

• Ask the students to recognize the word then write the letters in the right order.

Ppyha happy Das sad Edtir tired

C. Form two sentences from the following groups of words and write them.

- Ask the students to form two sentences as the following.
 - Sami, tired. looks he . sleep, to, want.
 - Sami looks tired, he wants to sleep.

D. Dictation: copy the following sentence, then prepare for dictation. I have got a headache.

LESSON 2

Objectives

At the end of this lesson the students will be able to: • Talk about how they feel.

New language

I've got bad leg/bad foot/bad arm/ bad hand.

Bring to the class

- The tape.
- Picture cards: headache/ toothache/stomachache/earache.

Presentation BOOKS CLOSED

(A) Introduce the word.

• Use the flashcards to introduce the words. Show one picture card at a time and say the word. Students repeat each word several times.

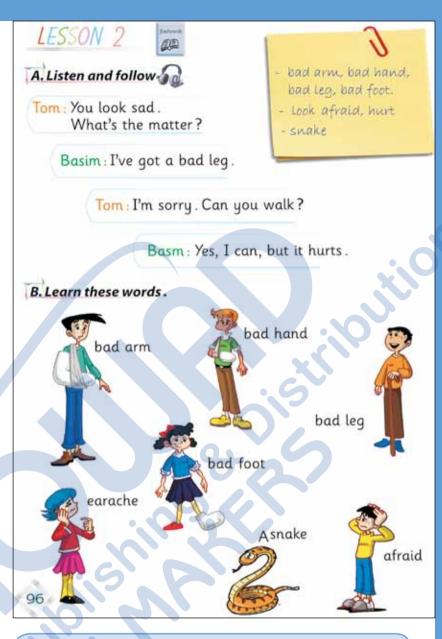
(B) Introduce the dialogue.

- Use a puppet or students to introduce the dialogue. Have the students identify the words they already know.
- Read the dialogue and ask the students to repeat after you.
- Explain to the students that we use (what's the matter to ask someone how he feels.

BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to the words while listening.
- Play the tape again and have students repeat after each sentence.



• Read each sentence and ask the students to repeat after you, repeat at least twice so that the students are able to ask and answer fluently.

B. Learn these words.

- Ask the students to look at page 96 and ask them to read the words loudly.
- Ask the students to practice saying all the words.
- Divide the students into pairs and have them ask and answer questions about the picture as the following: What's the matter with you? I've got a bad arm. What's the matter with Tom? His ear hurts.

C. Read the dialogue in A and answer the following questions.

True or false

- 1. Basim is afraid.
- 2. Basim has got earache.
- 3. Basim can walk.
- 4. His ear hurts.
- D. Ask and answer as in the example (pair work). Students act out the situations making the necessary gesticulation.
 - You look sad . What's the matter?
 - I've got a bad leg / foot / arm / hand / earache.

E. Act out the dialogue in A.

F. Let's sing (students gesticulate while singing)

- You look angry, What's the matter?
- I can't find my ruler.
- You look sad. What's the matter?
- I've cut my little finger.
- You look afraid, What's the matter?
- A mouse in my house, eating butter.

C. Read the dialogue in A and answer the following questions.

• Ask the students to look at the pictures and answer the question below:

True or false

- 1. Basim is afraid.(F)
- 2. Basim has got earache.(F)
- 3. Basim can walk . (T)
- 4. His ear hurts . (F)

D. Ask and answer as in the example (pair work). Students act out the situation making the necessary gesticulation.

- You look sad. What's the matter?
- I've got a bad leg/foot/arm/hand/ earache.

E. Act out the dialogue in A.

• Ask two students to come to the front and act the dialogue out.

F. Let's sing(students gesticulate while singing).

- Play the song and ask the students to identify the words they recognize from the lesson.
- Sing the song and ask the students to sing with you.

Reading and writing

A. Fill in the blank spaces with words from the list.

- He looks <u>afraid</u> A snake is in the garden.
 He can't walk. He's got a <u>bad leg</u>
- 3. He can't write . He's got a bad hand
- 4. My ear hurts . I've got _____ earache___

5. My stomach <u>hurts</u>. I've got stomachache.

B. Copy the following sentence.Ask the student to copy the sentence in their books.

I can not walk. I have got a bad leg.

C. Dictation: copy the following sentence, then prepare for dictation.

 Ask the students to memorize these words for dictation.
 Leg foot hand arm.

Rows

READING AND WRITING

A. Fill in the blank spaces with words from the list.

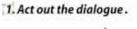
- bad hand bad leg earache afraid hurts
- 1. He looks _____ A snake is in the garden.
- 2. He can't walk . He's got a _____
- 3. He can't write. He's got a
- 4. My ear hurts. I've got_
- 5. My stomach _____. I've got stomachache.
- B. Copy the following sentence.
 - I can not walk. I have got a bad leg.

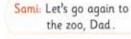
C. Dictation : Copy the following, then prepare for dictation .

arm

leg foot hand

3 REVISION In the Zoo (A Play)





Father: Ok, children.

Sami and Hind Hooray! Hooray!

Sami: I like animals, Dad. I want to see the elephant and the lion.

Hind: And I want to see the giraffe and the monkey.

).

Father: Ok. Let's go.

).

- 2. Put a () if the sentence is true and (×) if the sentence is wrong.
- 1. The children like going to the zoo (
- 2. Sami wants to see the giraffe and the lion (
- 3. Hind wants to see the lion and the monkey (
- 4. The children are happy (

This lesson is to:

 Revise the new words and languages taken in the previous lessons.

Books open

Scene 1

1. Act out the dialogue.

- Use a puppet to introduce the dialogue.
- Ask three students to come to the front and act the dialogue.

Revision (3) SCENE 1 (at home)

2. Put a () if the sentence is true and () if the sentence is wrong.

- 1. The children like going to the zoo (候).
- 2. Sami wants to see the giraffe and the lion (🗰).
- 3. Hind wants to see the lion and the monkey (💢).
 - 4. The children are happy (🌱).

SCENE2 (In the zoo)

1. Read and answer the questions.

SCENE 2 (in the zoo)

1. Read and answer the questions.

- Read the dialogue loudly and ask the students to repeat after you, and ask them to point to the speech while reading.
- Ask three students to act the dialogue.

2. Ask and answer questions about each animal as in the example.

• Divide the students into pairs and ask them to form questions about the scene (in the zoo). Student 1: can hind see the monkey?

Student 2: No she can't. Student 1: where is the lion? Student 2: it's under the tree.

Rows

100

Hind: Where is the monkey? I can't see the monkey.

Father: It's in the tree . The monkey likes climbing trees .

Sami: Where is the lion? I can't see the lion.

Father: It's under the tree. The lion likes sleeping under the tree.

Hind: Where is the giraffe? I can't see the giraffe.

Father: It's behind the tree. It likes eating leaves.

2. Ask and answer questions about each animal as in the example. - Can (Hind) see the (monkey)?

- Where is it ?

100 - What does it like doing?

3. Complete the sentences.

1. The monkey likes ______.

2.The giraffe likes _____

3. The______ likes sleeping under the tree.

4. The monkey is in the_

5. The giraffe is ______ the tree.

4. Act out the dialogue.

5. Read, then do the following exercise . Scene : 3

At a fast food restaurant in the zoo.

Hind: I am hungry, Dad. It's lunch time. Sami: I am hungry and thirsty, too. Father: Let's go to a restaurant. 4. Act out the dialogue.

5. Read then do the following exercise.

At a fast food restaurant in the zoo.

· · · · ·

3. Complete the sente	inces.
1. The monkey likes	climbing trees
2.The giraffe likes	eating leaves
3. The lion	likes sleeping under the tree.
4. The monkey is in the	e tree
5. The giraffe is behi	nd the tree.



 Sami wants a mortadella <u>sandwich</u> and a bottle of <u>juice</u>
 Hind wants a cheese sandwich and <u>a bottel</u>
 of <u>water</u>

Rowad

Hind (to the waiter): I want a cheese sandwich and a bottle of water.

Waiter : Here you are.

Sami : I want a mortadella sandwich and a bottle of orange juice .

Waiter : Here you are .

Hind : And you father, what do you want to eat?

Father : I don't like fast food . I like eating at home .

6. Complete the sentences.

1. Sami wants a mortadella

and a bottle of .

2. Hind wants a cheese sandwich and

102

of

7. Read, then do the following exercise .

In the Zoo (in the afternoon).

Father : What's the matter with you, Hind . You look sad .

Hind: I've got a headache, Dad. I want to go home.

Sami: I want to go home, too, Dad. I am tired.

Father: Ok. As you like. Let's go home.

Answer the questions :

- 1. What's the matter with Hind?
- 2. What's the matter with Sami?

8. Act out the dialogue.



103

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103

7. Read, and then do the following exercise.

In the zoo (in the afternoon).

- Read the dialogue, then answer the following questions:
- 1. What's the matter with Hind? She got a headache.
- 2. What's the matter with Sami? He is tired.

8. Act out the dialogue.

• Ask volunteer students to act out the dialogue.

9. Let's sing.

 Play the song and ask the students to recognize and identify words and phrases they learn in the lessons.

Rowad

9. Let's sing

In my garden I can see, Green birds in the tree. Happy happy happy birds, Singing jumping in the tree.

In my garden I can see, Flowers purple, red and blue, Butterflies and honey bees, Happy, happy in the trees.



GENRAL REVISION



General Revision

2. Complete the sentences with the words from the list.

1. We go to bed at 10 o'clock	in the evning	
2. We have lunch at one o'clock	in the afternoon	
3. We have breakfast at 7 o'clock	in the morning	
5. We have breakfast at 7 o clock		

3. Tell about your daily routine as in the example, using the words in the list.

 Ask each students to talk about his own daily life routine.

4. Copy the following sentences and prepare for dictation.

 Ask the students to memorize the following sentence for dictation.

105

A Play: Today is a holiday 1. Read, then act out the dialogue.

- Use a puppet to introduce the dialogue.
- Then ask volunteer students to act out the dialogue.

Rowal

A Play: Today is a holiday

A. Read, then act out the dialogue.

LESSON 2

106

On dear! It's eight o'clock. I am late for school. Is breakfast ready, Mum?

other Yes, it is . You've got eggs, cheese and milk .

Tom : I like eggs. It's good for health . Where is my bag, Mum? I can't find it?

Mother: Your bag! Today is a holiday.

Tom . But today is Sunday . We go to school on Sunday .

Mother: That's true, But look at the streets. You can see the snow on cars. You can't go to school. Today is a holiday.

Tom : Hooray ! Hooray ! Come, Sister . Let's play with snow .



- 2. Answer the following questions.
- a. What has Tom got for breakfast ?
- b. Does he like his breakfast?
- c. What day is it today?
- d. What can Tom see on the cars?

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e. Does he like snow?

2. Answer the following questions.

- a. what has Tom got for Breakfast? He has got eggs, cheese and milk.
- b. Does he like his breakfast? Yes, he does.
- c. What day is it today? It's Sunday.
- d. What can Tom see on the cars? He can see a snow.
- e. does he like snow? Yes, he does.

3. Complete the following sentences with words from the list.

a. A giraffe has got a	long neck
b. A monkey has got a	long tail
c. An elephant has got a	big nose
d. A bird has got strong_	short wings
e. A camel has got a	big mouth
f. A frog has got a	short legs

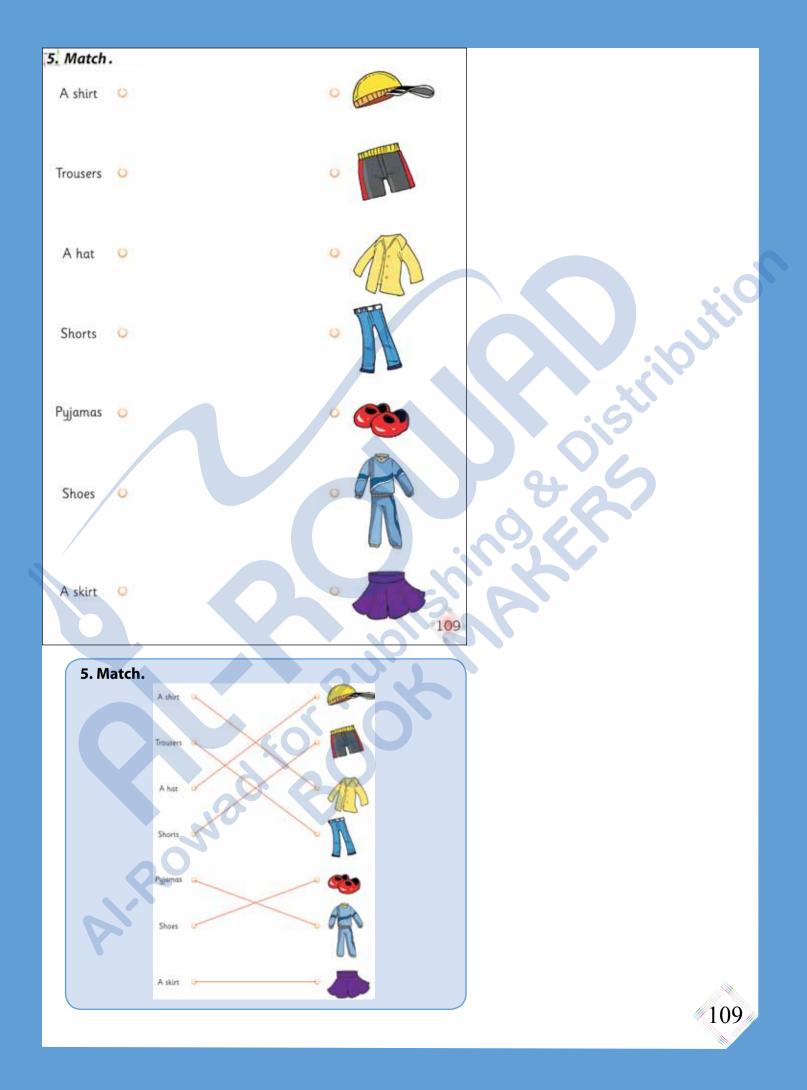
4. Dictation: read, copy, then prepare for dictation.

• Ask the students to read the words, then copy them on their book, after that ask them to memorize them for dictation.

Rowa

3. Comple from th		wing senten	ices with u	words	
legs	head	mouth	tail	neck	long
	nose	wings	short	big	
a. Ag	iraffe has g	jot a			
b. Am	10nkey has	got a			
c. An	elephant ho	as got a			C
d. A b	ird has got	strong			
e. A c	amel has go	ot a		<u>\</u>	
f. A fr	og has got	a			
4. Dictati	ion : Read , c	opy, then p	repare fo	r dictation	





LESSON 3

1. What are they saying ?

Match questions with their answers.

- a. How many red shirts? O They are purple.
- b. What does your father look like?
- c. What time do you have breakfast?
- d. What colour are the trucks?
- e. Where are the cars?

f. What is this?

- g. Are these ambulances?
- h. Where is the sofa?

110

- They are in the street.
- Three.
- He has got a long moustache and a brown beard.
- At seven.
 - Yes, they are.
- It's a spaceship.
- It is in the living room.

110

1. What are they saying?

class into two group:

Group one asks the question.

Rowal

answer from column two.

a. How m

red shirts ?

b. What does your father look like?

c. What time do you have breakfast?

are the trucks?

d. What colour

e. Where are the cors?

f. What is this?

ambulances?

h. Where is the sofa?

g. Are these

• Read the questions and sentences

in both column , then divide the

Group two answer with the proper

They are purple.

He has got a long moustache and

a brown beard.

Yes, they are.

It's a spaceship

It is in the

living room

They are in the street.

Three.

At seven

2. Odd one out.

- a. a banana a melon an elephant dates
- b. my father my mother my bag my sister
- c. a rabbit a giraffe a cat a bird
- a table d. a bus a car a truck
- read hop jump run e.
- a sandwich water bread f. cheese
- juice water tea meat q.
- brown fat h. white purple

2. Odd one out.

- Divide the class into two groups.
- Say the words on each line and ask the students to say the odd one.

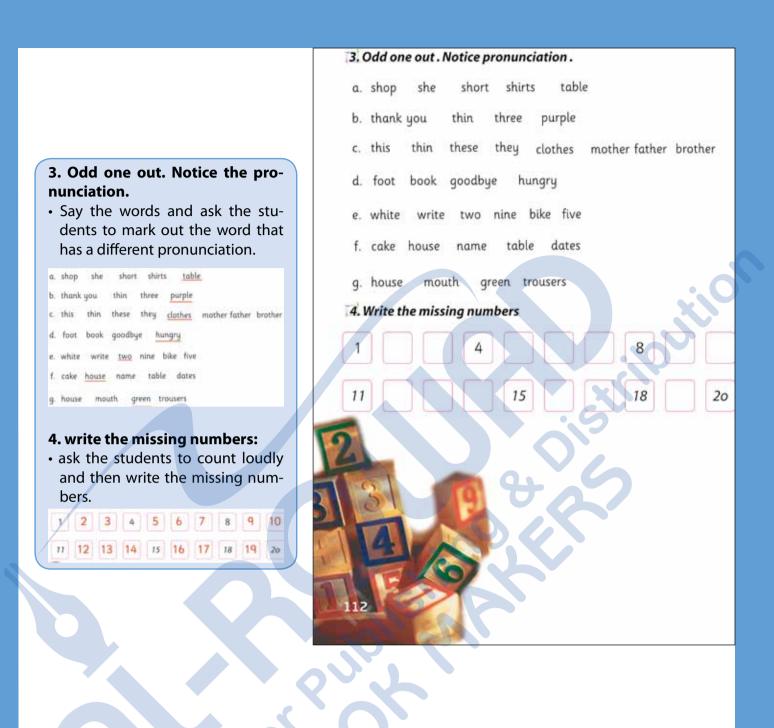
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• The group answers first wins.





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Rowal

