Contents

1. Introduction  2
2. Unit 1  At home  10
3. Unit 2  Shopping  20
4. Unit 3  At school  26
5. Unit 4  Check-up time  32
6. Unit 5  Fun with animals  34
7. Unit 6  Animal friends  42
8. Unit 7  Biff’s ear  48
9. Unit 8  Check-up time  54
10. Unit 9  Kit’s clothes  56
11. Unit 10  Ali’s garden  62
12. Unit 11  The blue bus  66
13. Unit 12  Check-up time  72
14. Unit 13  Food  74
15. Unit 14  Bad Biff  80
16. Unit 15  The elephant  86
17. Unit 16  Check-up time  92
18. Songs  94
19. Games  98
20. Revision Tests  
a. Test for Unit 4  103
b. Test for Unit 8  104
c. Test for Unit 12  105
d. Test for Unit 16  106
21. Record of Assessments on inside back cover
1. THE COURSE

1.1 The structure of the course
The Primary Oxford Progressive English Course (OPE) is a comprehensive set of materials for the teaching of English in Pakistan from Kindergarten to Class 5. It is carefully graded to build a solid foundation for the learning of English in secondary school and beyond. A six-level course, it consists of:

- six Student Books
- six Teacher’s Guides
- an optional cassette of the songs for the first two levels

Its general approach is communicative and it is designed specifically for 5 to 11-year-olds. It develops modern E.L.T. practice teaching of language through a meaningful context provided by simple stories, pictures, games and activities. By the time children complete the course, they should be fluent speakers and readers of English, and independent writers. They should also be familiar with a variety of genres of reading text (See 2.3).

Most contexts are set in modern Pakistan, so the situations will be familiar to pupils. As the course progresses, an increasing number of stories and factual pieces are drawn from other cultures, thus opening a window onto the wider world.

1.2 The teaching methods of the course
As children learn in different ways from adults, the course has been written with the following general understanding of their needs and learning styles:

- Children focus on themselves and their immediate world, so they need the opportunity to exchange information about themselves, their families, homes and friends.
- Children learn by doing. For this reason, many activities, including story telling, require the children’s active participation. Some activities, like games and action songs, demand physical movement; others such as drawing and colouring encourage the children to be creative.
- Children learn quickly and forget quickly too. New language is recycled within and between units. Check-up sections, at regular intervals in the course, help children to review the work from the previous units.
- Children learn and work at different paces. The teacher’s notes for some activities suggest how to give extra help to certain pupils, and provide extension activities for confident children or those who finish first.
- Children need to socialize with other children. By working as a class, in pairs or in groups, they share information and are encouraged to relate in a variety of ways.
- Children learn in different ways. There are plenty of attractive pictures and diagrams for children who learn visually. There are listening tasks and songs for children with auditory (or through hearing) intelligence. There are language teaching games and activities for children who learn kinaesthetically (or through moving their bodies).
- Children learn holistically (through relating language to the whole of life). Cross-curricular links make children aware that English is useful outside the language lesson and can help them engage with real life.

2. THE STUDENT’S BOOK

2.1 Organization
The books are divided into units of six to eight pages with a revision exercise at the end of each quarter of the book (supplemented with tests from the Teacher’s Guide). The first unit of each book revises what has been taught in the previous year. Every unit in the early books is loosely based around a theme, e.g. family, clothes or animals while in the later books, the focus on genre (or type of reading text) becomes more important.
Each exercise in a unit has a clear rubric which explains what is expected of the pupils, for example, *Learn these words, Read the story, Match the words and the pictures*, giving an example where necessary. There are many types of written exercises, such as substitution tables, filling in the blanks, letter-picture matching, word-picture matching, sentence-picture matching and reordering of sentences. To add to the fun of the course, there are many puzzles such as crosswords, word searches and riddles.

2.2 The Content of the Student's Book

The *Contents and teaching objectives* map at the beginning of each Student's Book provides a breakdown of the key focus of each unit listed under these headings:

- Reading text title (and genre from Book 1 onwards)
- Listening and speaking skills
- Word work and Phonics
- Sentence work (structures, functions, punctuation and grammar)
- Handwriting in Book 0 / Writing from Book 1 onwards

2.3 Reading texts and genres

We place the text title first in the contents because the teaching of oral skills, vocabulary and language structure is linked to the reading text. In the Introductory Book, labelled pictures, cartoons and simple stories introduce the phonic sounds of the letters (see Section 2.5). In Book 1, reading continues to be taught mainly by the phonic method with a few common sight words. Increasingly complex phonic patterns are taught in Book 2 and spelling patterns in Books 3-5. As the course progresses, children are introduced to a variety of reading material which stimulates them to practise their oral skills through drama, pair work and group work. They also learn to write in the same genre that they have read. So, for example, when they have read a formal letter, they are asked to write their own formal letter, using the text as a model.

Primary Oxford Progressive English has been designed to introduce children to variety of genres (types of reading text) of fiction and non-fiction. These have been drawn primarily, but not exclusively, from the UK National Primary Curriculum. The following table shows how these genres are introduced and reinforced over the six years:

**Genres in Primary Oxford Progressive English** *New genres to the year are in italics*

<table>
<thead>
<tr>
<th>Introductory</th>
<th>Book 1</th>
<th>Book 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fiction</strong></td>
<td>Cartoon / Picture story</td>
<td>Cartoon / Picture story</td>
</tr>
<tr>
<td><em>Talk-about pictures</em></td>
<td>Story with a familiar setting</td>
<td>Story with a familiar setting</td>
</tr>
<tr>
<td>Cartoon/Picture story</td>
<td>Traditional story</td>
<td>Traditional tale / Fable</td>
</tr>
<tr>
<td>Story with a familiar setting</td>
<td>Story with patterned language</td>
<td>Story with patterned language</td>
</tr>
<tr>
<td><strong>Non-fiction</strong></td>
<td>Fantasy worlds</td>
<td>Fantasy worlds</td>
</tr>
<tr>
<td>Labelled diagrams</td>
<td>Science fiction</td>
<td>Science fiction</td>
</tr>
<tr>
<td>Poems/Songs</td>
<td>Classic children's literature</td>
<td>Classic children's literature</td>
</tr>
<tr>
<td><strong>Non-fiction</strong></td>
<td>Description</td>
<td>Story from another culture</td>
</tr>
<tr>
<td></td>
<td>Instructions</td>
<td>Play script</td>
</tr>
<tr>
<td></td>
<td>Diary</td>
<td>Description</td>
</tr>
<tr>
<td></td>
<td>Labelled diagrams</td>
<td>Non-fiction</td>
</tr>
<tr>
<td></td>
<td>Poems / Songs</td>
<td>Labelled diagrams</td>
</tr>
<tr>
<td></td>
<td>Describing personal experience</td>
<td>Poems / Songs</td>
</tr>
<tr>
<td></td>
<td>Instructions</td>
<td>Instructions</td>
</tr>
<tr>
<td></td>
<td>Diary</td>
<td>Diary</td>
</tr>
<tr>
<td></td>
<td>Dictionary work</td>
<td>Dictionary work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explanation and Information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Notices and maps</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Informal letter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jokes and riddles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Newspaper article and advert</td>
</tr>
</tbody>
</table>
2.4 Listening and Speaking Skills

Oral skills are given specific practice throughout the course. They are developed through the reading passages, songs, rhymes, games and simple listening and speaking activities.

**Listening**

Every unit has at least one listening task which requires children to listen for specific information. The text for the listening exercises is at the back of each book. At the early levels, listening for the phonic sounds of English is integrated with reading practice and the songs, which are available on an optional cassette for Books 0 and 1.

**Speaking**

Each unit gives children the opportunity to speak – mainly through guided pair work and class discussion. The teacher guides the children to use the target language in focused dialogues. They are also encouraged to act out simple situations in pairs or small groups through role play. At later levels, they are given a dialogue to practise at the beginning of each unit.

2.5 Word work and Phonics

There are two main strands to the teaching of vocabulary in Primary OPE:

- **Topic words**: These clusters of words are determined by the unit theme (e.g. animals, families or modern technology).
- **Phonic words**: These are grouped according to a repeated phonic pattern.

**Phonics**

By phonics, we mean the regular sound patterns in English words (e.g. a as in *man*, sh as in *shop*, ee as in *bee*). We suggest that children have frequent practice in recognizing the patterns that enable them to decode new words when they meet them by ‘sounding them out’ (e.g. KUH-AH-TUH – cat, not SEE AYE TEE). Since 85% of the words in the English language are phonically regular, phonics enables children to
decode new words when they are encountered. Every unit of the first three books has one lesson focusing on phonics (See Section 5).

**Sight words**
Unfortunately, phonics does not enable us to read all new words as English is not always logical! Letters can make different sounds in different words (e.g. a in make, call, and aunt). Some of the most common words are also irregular ones – after we have taught the regular sound of u in sun, bus and nut, children can then be confused by the sound of u in put. So, from the start, children are introduced to a few common irregular words which we call **sight words**. Write them on flashcards or on the board and teach them as a whole – do not ask your pupils to sound out sight words.

**2.6 Sentence work**
In this section, the children put words together in sentences by learning about:

- **language structure** (e.g. How many eggs are there? How much sugar is there?)
- **functions** (e.g. giving directions such as: Turn left/right at …)
- **punctuation** (e.g. capital letters in names, speech marks in conversation)
- **grammar** (e.g. adjectives, nouns, verbs)

The tenses of verbs are built up slowly and question and negative forms are taught systematically. Simple grammar is taught from Book 2 onwards. Sentence work develops the ability to generate sentences oneself, rather than to repeat language in other people's words.

**2.7 Writing**
In the Introductory Book, children are taught how to form letters and place them on a line. They move quickly to writing words and sentences. From Book 1 onwards, they are given models to show them common writing conventions and writing frames (usually set out as substitution tables or leading questions) to help them write their own ideas. So the children are **scaffolded** by given language structures but encouraged to generate independent texts.

By the end of the course, they should be able to write simple versions of the main genres we teach. Their creativity will be expressed through the writing of poetry, stories, letters and emails. Their clarity and precision will be developed through the writing of persuasive and information texts, instructions, explanations, recounts and diaries.

**3. THE TEACHER’S GUIDE**

**3.1 Page by page lesson notes**
These include:

- **the aims** of each lesson
- **preparation and materials** needed before the lesson, where necessary
- **suggestions and answers** for the teaching of each activity
- **extension activities** for children with good English
- **follow-up** suggestions and additional activities; these might extend the more able or give reinforcement for the less able
- **4 photocopiable tests**, to be given at the end of each quarter
- **a diagnostic mark sheet** to enable teachers to identify individual children’s weaknesses and areas the whole class needs to revisit.

**Timings** are not given, as these will vary according to the level and needs of your class. As you will reinforce the listening, speaking, reading and writing work in the book with your further activities, it is assumed that you will take about two weeks to teach a unit.

**Unit 1** is given very detailed lesson notes to establish suggested ways of teaching that should continue throughout the book. To avoid repetition, in later units, teachers are referred to procedures detailed in earlier ones. They are also referred to songs and games that help to teach the language points of the unit. These are given on pages 94 and 98 at the end of this book so that they can be found easily. See Section 5.5 on Phonics.
3.2 Language teaching games
Children are motivated to learn a language by games that help them to practise language without feeling bored. Games provide a meaningful and enjoyable context to learning and should be seen as an essential part of the course, not an optional extra. Don’t just play the games when the teacher’s notes tell you to! Use them to revise language and make up your own games. For example, you can motivate a hot, tired class by turning a set of questions into a team game and giving a mark to each team that gets an answer right. If possible, find time every day for a game.

3.3 Songs
Through songs, children learn new language structures and also pronunciation: singing is a natural way to practise the rhythm, stress, intonation of English. They love repetition and won’t get bored if you sing songs you learnt last month or last year. If possible, use the cassette to enliven your teaching of the songs and to give the children another model of English. The teacher is given guidance on pronunciation and stress in case the school is unable to use the audio version. In this section you will find the full text of songs from Pupils’ Books 0 and 1. Most songs are matched with actions to add sense to the song and increase children’s participation.

4. THE OPTIONAL CASSETTE
The songs in Levels 0-1 have been professionally recorded and include a variety of traditional and modern styles of singing. While the course can be used without the cassette, it will add to the children’s enjoyment of the course and provide different models of correct English for the children to absorb. Ideally, the songs should be introduced when they occur in the unit but this may not be practicable. If classes share audio-equipment, the children can sing along with the songs in assemblies or singing lessons. Either way, they will benefit from plenty of repetition.

5. THE STRUCTURE OF THE INTRODUCTORY BOOK
Each teaching unit has the following components.

5.1 Cartoon or short text with related oral work
This introduces the language work of the unit through a picture, cartoon or short reading text. Children should always be able to understand and say words and sentences before they are asked to read or write them. We hope teachers will give plenty of time to chat about pictures and the experiences of the children in the class. At your discretion, you may choose to use the mother tongue to interest the children in the topic of the unit and help them to understand the key concepts.

To enable you to introduce new words before the children read them, pictures of new words are given several pages before the written words are used for the first time. Towards the end of the book, new language is sometimes introduced orally on the same page that it is written.

It is suggested that you ask the children to read each speech bubble after you. In this way, the children will learn to read English from top left to bottom right (the opposite way from Urdu). When the children are familiar with the text, you may ask the children to read it in groups, pointing to each speech bubble as they read.

Encourage parents to hear their children read at home.

5.2 Listening and speaking exercises, games and songs

Listening and speaking exercises
As spoken English is so important in modern life, every unit has an exercise that practises the children’s listening and speaking abilities. So that children focus on the sound of the language, the texts of listening exercises are given at the back of the book. Read them slowly and clearly, repeating each sentence twice. The children may be asked to connect pictures to words with a line, to listen and draw or colour, to listen and do or to point to the things you say.
**Oral practice**
Throughout the book, children are encouraged to practise using commonly used **chunks** (groups of words or formulae like *How are you? Fine, thanks*).

As children learn language incidentally, use simple English commands and greetings for example, *Come here. Give me your book, please. Good morning. How are you?* Take care to stress words correctly and to use good intonation in sentences, as the children will copy the way you speak. For example, your voice will normally fall at the end of a sentence and rise at the end of a “yes/no” question.

When **correcting oral mistakes**, it may not be necessary to draw attention to the mistake, but simply rephrase the child’s answer in correct English and ask the class to repeat it after you (e.g. Unit 1, Lesson 1 C Dialogue 1).

**Chat**
Teachers are sometimes encouraged to chat about the theme of the unit, drawing from the children’s own experiences as this helps to develop fluency in using English to express their own ideas. Extend more able children by asking them to relate pictures in the book to their own lives. You may wish to keep five or ten minutes for chat at the beginning of a lesson. Chat is not limited by the language structures being taught and should be informal and enjoyable. For an example of the difference between focused language practice and chat, see Unit 1, Lesson 1. While every school will have its own policy about use of the mother tongue, we suggest it has its place during chat if it helps children to get involved in the theme of the unit.

**Repetition and revision**
Do not be afraid to repeat yourself in oral work. If a child makes a mistake, reword it correctly and encourage the rest of the class to repeat it after you (see Lesson 1 C). Oral work also gives you an opportunity to revise language you have taught in earlier lessons. Do not forget to spare time to practise language you have taught before.

**Songs**
Every unit has a song. Songs help children to use correct stress and intonation. Children also enjoy them — especially if they use actions to reinforce the meaning — and they help you to drill certain structures in the language. Usually there is only room in the Student’s Book for the first verse of a song. The full text and actions are given on page 94.

**Games**
On page 98 there is a section on language teaching games to help you develop oral fluency with your pupils. Games are important because they help children to use language naturally with reference to a meaningful context. They are also useful because when children are enjoying themselves, they are alert and will learn more than they do when they are bored.

**5.3 Word work**
Word work lessons focus on vocabulary and reading of thematically related sight words. They also reinforce the phonic patterns being taught in the unit within the context of simple sentences (see Section 5.5 on Phonics). The key themes are listed in the box on the first page of each unit. To help teach new words, encourage the children to bring in real objects for a display table. If possible, put pictures related to the topic on the wall and get the children to chat about the numbers, colours and uses of the objects.

Remember that children of this age learn new words best through:

- imitation (so use the words frequently as you talk to the children)
- activity (so play lots of games like *Simon says*, especially when teaching verbs)
- interaction (so give them a chance to practise using language through pair and group work)
- repetition (so revise new language frequently after you have taught it).

**5.4 Sentence work**
These lessons focus on developing grammar, sentence structure and punctuation. The key structures are listed in the box on the first page of each unit.
As children do not usually think analytically, the emphasis is on using the language, not knowing about the language. Wherever possible, exercises are contextualized by pictures or theme. While the children get plenty of practice in a given form, they are not encouraged to learn grammatical terms like noun or simple present at this level.

As for word work, the Teacher's Guide encourages the teacher to help the children to learn the structures of English through imitation, activity, interaction and repetition. Games and songs will give a natural context and help to motivate the children to enjoy learning how to form correct questions and sentences.

5.5 Phonic work and Phonic boxes
The regular sounds of the letters are taught in both the phonic box at the bottom of each page and in the phonic work page at the end of the unit. The phonic boxes are spaced out so that you can spend a day or two on each phonic sound.

In this book, reading is taught mainly by the phonic method. While the children are learning the lower case (or small letters) we suggest that you teach the regular phonic sounds of the letters. Do not teach the letter names (e.g. BEE AYE TEE - bat) but the letter sounds (BUH AH TUH - bat). Use the words in the alphabet on pages 2-3 as your guide. The first letter of each of these words is the regular phonic sound (though it is the last in box). You may teach the letter names when you start teaching upper case (capital letters) on page 30. Alternatively, you may wish to leave letter names until Class 2. Each school will have its own policy on this.

In the Introductory Book, children learn phonic sounds mainly through the initial sounds of words in the following progressive order, starting with the simplest shape – o. This is the structure it follows:
1. pages 4-17: lower case letters which fit between double ruled lines (e.g. o, c, a, r)
2. pages 18-26: letters which extend above the double ruled line (e.g. l, t, h).
3. pages 27-31: letters which go below the double ruled line (e.g. g, y, p).
4. pages 32–61: upper case and revision of lower case in the order of the alphabet.
5. pages 62–81: phonics sounds made by pairs of letters. There are three main types:
   • phonemes (single sounds) made by pairs of vowels, such as ea and oo,
   • phonemes made by pairs of consonants such as th and ch,
   • consonant blends such as pl and fr.

Reinforce the regular sounds of letters by getting the children to read down ‘word ladders’. Point out the repeated sounds and look at the differences between rhyming words like pan and man.

Sight words
It is impossible to keep to phonically regular words all the time. There are a few common words which cannot be sounded out – like orange, necklace and woman. We call these sight words. Don’t ask the children to tell you the sound of each letter in a sight word, but encourage them to read the word as a whole.

Flashcards
At the end of each unit, you will find a set of phonic words and picture flashcards. A pack of sturdy flashcards is available from OUP, but if you do not have them, photocopy these pages onto thick card. If possible, enlarge them too, as it is important that they can be seen and read with ease from the back of the class. If you are able to laminate them or keep them in a transparent plastic pouch, they will last longer. Get the children to practise matching the pictures and words regularly and revise them frequently with games like Run and match (see Games section, page 98).

5.6 Handwriting
In the Introductory Book, children are given a model for each letter in the corresponding phonic box. They learn how each letter can be set correctly between double ruled lines so that they know where to place their letters. It is assumed that teachers will reinforce this with regular practice in a handwriting notebook. The children should first trace the letter in the book, following the direction of the arrows. Then they should copy the letter.
5.7 Check-up units

Check-up time
Every fourth unit is a revision unit. This will give you an opportunity to revise listening skills, word and phonic work and sentence work. In addition to this, make up your own picture-word matching exercises (e.g. those on page 10 of the Student's Book) on the blackboard. Do not worry if you are not very good at drawing. Simple, quick sketches will do! At the beginning of the year, give regular letter dictation, first saying the whole word and then the initial sound, which the children should write (not the whole word). By the end of the year, you should also give dictation of common words with regular spellings.

Photocopiable tests
The Teacher's Guide provides you with four revision tests that can be given after you have done the check-up unit. These can be photocopied and done under test conditions. Give the children as long as they need to complete it and have other work such as colouring ready for children who finish early.

6. CLASSROOM ORGANIZATION

Display pictures which the children have drawn and write a phrase or sentence about each one (e.g. Hasmina's house or This is a red flower.) Find interesting pictures in magazines or newspapers and display them with a simple label. If you do not have a pinboard for display, you can hang a string across the front of the classroom and display flashcards and children's pictures by pinning them on the string with clothes pegs. This kind of washing line can really add life to a classroom!

Seating plans can affect the way you teach. If possible, allow the children to sit in pairs or small groups so that they can do pair work and group work with the minimum of disruption. As the children will need to practise some dialogues in groups, be prepared to let them move place sometimes. You may wish to do singing and some games outside.

Teaching aids always help language to come alive. Objects related to your topic can be displayed and labelled in large felt tip on a display table in the corner of the room. The teacher's notes encourage teachers to bring easily obtained, familiar objects into the classroom, but no expensive equipment is required. The only essential aid is a whiteboard or blackboard. Whenever possible, develop your own ideas from the textbook.

CONCLUSION

We hope that your pupils will enjoy English right from the start. Children learn well if they feel that they are succeeding and this course is designed to help them do just that. It should be:
• easy for children because it is carefully graded so that they learn a little more every day and build upon what they already know
• easy for teachers because it provides a balance of speaking, listening, reading and writing skills as well as games, songs and extension activities.

Primary Oxford Progressive English will give your pupils a solid foundation for learning English, but please adapt it to your own needs. No book can replace a good teacher!
UNIT 1 LESSON 1

Aims
1. To introduce the main characters in the book
2. To teach the language of introductions
3. To teach phonic sounds as the initial letters of words

Preparation and materials
You will need (optional):
• a tape recorder with the cassette of songs
• 6 word flashcards and 6 matching picture flashcards of the words in the phonic boxes of this unit (see page 18 and 19 of this book)
• two glove puppets (you can also use two soft toys or make glove puppets by drawing faces on two white socks with coloured felt pens like this. Pin or sew the toe of the sock into two "ears").
Either use flashcards or you can point to the words and pictures in this book. See suggestions for Exercise C.

Suggestions and answers
A. Read the story.
1. Introduce yourself to the class and ask a few children to tell you their names with a dialogue like this:
   T (Teacher):  Hello! I'm (Mrs Hussain.) What's your name?
   C1 (Child 1): I'm (Aamna).
   T:  Hello, (Aamna). [Shake her hand and smile.]
   C1:  Hello.
   T:  [Turning to another child] And what's your name?
   C2 (Child 2)  (Hamid).
   T:  Hello, (Hamid). Glad to meet you.
2. If the children speak some English already, encourage them to say more in their greetings, e.g. Glad to meet you. How are you? Fine thank you.
3. Explain (in the mother tongue if necessary) that the children in the pictures will be your friends all year. Sara, Ali and Fiza are Pakistani and live in Pakistan. Sara is the oldest. She is 7 years old. Next is Ali. He is 5 years old. The youngest is Fiza. She is 4 years old. Tom is an English boy. He comes to live next-door to them in Pakistan. He is their friend.
4. Chat (that is, have an informal conversation) about the children in the picture, what they are doing and what they are wearing. Ask if they know their next-door neighbours. (See Introduction Section 5.2 and Lesson 2 for more about chat.)
5. Reading a picture story: Point to picture 1 and ask the children to point to it in their books. Tell the story in your own words about the English boy who comes to live next door to Fiza, Ali and Sara.
6. Pointing to each bubble, ask the children to point and read after you. Do not sound out the words phonically. Treat them as sight words. (See Introduction Section 5.5. for the difference between phonic words and sight words.)
7. Do the same for each picture, teaching the children to start at the top left, moving to the bottom right. Ask the children to put up their left hands every morning this week and say that we start reading at the left. If they are also learning to read Urdu at the same time, point out that we read English in the opposite direction from Urdu.
8. Ask the children to practise reading the bubbles in pairs. They can also practise reading it at home with their parents.

B. **Introduce yourself, then introduce a friend.**

1. **Using glove puppets to demonstrate dialogues:** If you have two glove puppets or soft toys, show them a little scene when the puppets greet each other.
   - Cat puppet: [Turning to bear puppet] Hi! I'm Candy.
   - Bear puppet: [Turning to cat puppet] Hello! I'm Biff. Glad to meet you.
   - Cat puppet: [Turning to class] Hi! I'm Candy and this is my friend Biff.
   Keep these puppets/soft toys to help you introduce other dialogues in the book.
2. The children work in pairs, introduce themselves and ask each other’s names as practised in A.
3. They then stand up in pairs and introduce themselves to the rest of the class like this:
   - C1: Hi! I’m Faisal. This is my friend, Noor.
   - B: Hi! I’m __________. This is my friend, __________.

C. **Sing a song: O as in orange**

Show the six pictures on page 19 of the Teacher's Guide, preferably photocopied and cut into six separate cards. If possible, laminate them so that you can use them again and again. If this is not possible, simply point to the pictures in this book. Have a dialogue with the class about each picture like this:

   - T: [holding up picture of orange] What's this? Yes, (Fatima).
   - C1: It's orange.
   - T: [without drawing attention to the child's mistake] Good. It's an orange. Repeat that everyone. It's an orange.
   - Class: It's an orange.
   - T: [pointing to page 5 of the Student's Book] And who's this?
   - C2: It’s a woman.
   - T: Good. It’s a woman. It’s Fiza’s mummy. Here she is on the chair. Who is it? It's Fiza’s …
   - Class: Mummy.

1. Ask the children to repeat after you the sounds made by o, a, c, n, r and m.
2. If you have the cassette, play the song to the children. As they listen, point to the flashcard of the picture (not the word). The first time you sing the song, focus on the initial phonics sounds of the initial letters, not the written words.
3. Explain that by phonics sounds, we mean the sound made by the letters (e.g. kuh as in cat, not see for cat). See Section 5.5 of the Introduction for a fuller explanation of the term phonics.
4. The words and actions of the song are for your reference only on page 84 of the Student’s Book. They are not on the pupil’s page because we do not want the children (or their parents) to mistakenly use the letter name instead of the phonic sound.
5. Sing the song every lesson this fortnight. Later, when you have introduced all the written forms of the letters, model the actions for them to copy and encourage them to sing along too.
6. When you model the letters with your hands, be sure to turn your hands to the class so that your left thumb and forefinger face the class. This way you can be sure that the downstroke of a is on their right and the downstroke of n and r is on their left.
Phonic box
1. Chat about the picture in the phonic box e.g. What's this? What colour/shape is it? Do you like oranges? Where do oranges grow?
2. Today's sound is o as in orange. Show the children that the shape they make with their mouths is a circle – like the shape of an orange. Make a circle with the thumb and forefinger of your left hand as you do in the song.
3. Turn your left hand so that your thumb and forefinger face the class.
4. Ask the children to note the blue arrow. Explain (in the mother tongue if necessary) that the arrow shows the direction of their pencils. Ask them to practise drawing the letter in the air, then on their desks. Model it on the board.
5. Give the children handwriting books and show them how to write the letter between the two middle lines, following the direction of the blue arrow.
6. The children practise writing the letter between the two middle lines.

UNIT 1 LESSON 2
Aims
1. To learn the names of common household objects orally
2. To learn the colours orally
3. Extension: To use simple verbs orally e.g. running, reading, drinking, writing

Preparation and materials
You will need (optional):
• a pinboard or a string hung across the front of the class + 12 clothes pegs
• Unit 1 flashcards
• common household objects such as a jug, cup, pot, bag, and photo.
• card and large marker pen for labels
Label all the objects on card and display them on a display table in a corner of the class.

Suggestions and answers
A. Talk about Fiza's family.
1. Pointing to different people in the picture, ask the children, Who's this?
2. Ask if they can find Ali and Fiza's Daddy. (They are in the photo.)
3. **Chat** about what Mummy, Sara and Fiza are doing. In chat, we focus on fluency, not accuracy, concentrating on the subject and letting some mistakes pass. We can correct and extend the children's oral English without making too much of it:

**Chat**  
**T:** What's Sara doing?  
**C1:** Homework.  
**T:** Yes, she's doing her homework. She's writing. What's she doing, everyone?  
**Class:** She's writing.  
**T:** What else is she doing?  
**C2:** Sitting.  
**T:** Good. She's sitting on a chair and she's writing. What's Fiza doing?  
**C3:** Er… She run…  
**T:** Yes, she's running. And …[Mime shock!]  
**C4:** Teacher, cup broken!  
**T:** Yes, a cup's falling off the table.

4. **Extension:** Extend able children by asking questions like: **What is Fiza's mummy reading?** **What is she drinking?** **Why is Fiza running?** **What's falling off the table?** **Why is the cat running?** **Why is Sara frightened?**

**B. Talk about the things in Fiza's home. What colour are they?**

1. In focused language practice, we concentrate on accuracy of grammar, not fluency. Pointing to things in the picture, have a dialogue focusing on the given structures like this:

**Focused language practice**  
**T:** What's this? Yes, Farhat?  
**C1:** Jug.  
**T:** Yes, it's a jug. [Repeat it as often as you like!] What is it, everyone?  
**Class:** It's a jug.  
**T:** Well done! What colour is it, Aziz?  
**C2:** Blue.  
**T:** No, it's not blue. It's a yellow jug. It's yellow. Repeat that, everyone!  
**Class:** It's yellow.

2. **Extension:** Chat informally in English, extending more able children with questions like the ones below. Do not stick to the given structures as in focused language practise (see above) and encourage the children to express their own ideas. Do not eradicate them with too much correction. Try to ask questions that elicit more than a yes/no response.

**Chat**  
**T:** What's in the jug?  
**C3:** Flowers.  
**T:** Good. Do you have flowers in your house?  
**C4:** Yes. In my garden.  
**C5:** I have flowers in my flat, but I not having garden because it very high.  
**T:** How lovely! You don't have a garden, but you have flowers in your flat. Does your mother put them in a pot?  
**C5:** No, they are growing on balcony.  
**T:** I see, your flowers grow on the balcony, etc.

3. Ask the children to practise the key language of the unit in pairs, asking each other: **What's this?** **What colour is it?**

4. Challenge them to name as many things as they can.

5. To revise the household objects on this page, play **Picture bingo.** See Games, page 98.

**Phonic box**

1. Teach the sound c as you taught o in Lesson 1. Teach it as the k sound, not the letter name see.
2. With your left hand, show the children how to make the shape of c, ensuring that you turn your hand so that the gap is to the right of the curve.
3. When the children practise writing c, point out that it is like an o with a gap in it.

Follow-up
1. Revise greeting each other as you did in Lesson 1.
2. Get the children to practise reading the bubbles in Lesson 1 A in pairs, first after you, then on their own.
3. Stick the flashcards on the pinboard or peg them up on a string. Ask the children to find pictures of an orange, apple, cat, necklace, rat and mat in the picture. Sing O as in orange again.
4. Ask the children to name objects in the classroom.

UNIT 1 LESSON 3

Aims
1. To read three letter words ending in at
2. To match these words to pictures
3. To revise colours
4. To develop listening skills

Preparation and materials
You will need:
- picture and word flashcards for Unit 1

Suggestions and answers
A. Listen to the words. Match the words in the box to the words in grey. Trace the words.
1. Pin up or peg up the picture flashcard of the rat. Hold up the matching word flashcard. Pointing to each letter, ask the children to repeat the phonic sounds (not the letter names) after you.
   T: [Show the picture.] What's this?
   Class: It's a rat.
   T: Read after me [pointing to each letter on the word flashcard as you read the sound] a r – a – t, a rat.
   Class: a r – a – t, a rat.
2. Do the same for the flashcard of the cat.
3. Draw the following line drawings on the board using pictures of the mat, hat and bat as extension. Write the words in a different order below. Ask different children to come up to the front and join the pictures to the words.

   a cat
   a mat
   a rat
   a bat

4. Ask the children to match the words to the pictures with a line in their textbooks.
5. They trace the grey words carefully.
6. They draw and colour the pictures on paper and write labels.
7. Display the best pictures with labels on the pinboard or peg them on the “washing line” to give the children a purpose for writing and drawing beautifully.
A. A line drawn from the pictures to the words.

B. **Put the correct words in the spaces.**
1. Pointing to the pictures you drew on the board, ask, *What's this?* Insist on the full response *It's a mat.* (not *mat*). It is important to get children using the article *a* right from the start or they will get into the bad habit of omitting it.
2. The children complete the words in the spaces.
3. **Extension:** After you have corrected their books, they copy the questions and answers into their notebooks.

B. 2. *a cat* 3. *a rat*

C. **Talk about the colours.**
1. Ask, *What colour is the _____*, first about the pictures on this page.
2. Do the same about the colours in the classroom and their own pictures.

**Phonic box**
1. Teach the sound *a* as you taught *o* in Lesson 1. Teach it as the *a* sound, not the letter name *aye.*
2. With both hands, show the children how to make the shape of *a*, ensuring that you turn your hand so that the children see the letter in the correct direction. See page 12.
3. When the children write the letter *a*, point out that it is like a *c* with a downstroke afterwards.
4. Check that they are writing it between the two middle lines.

**Follow-up**
1. Ask the children to practise writing *a mat, a rat, a cat* in their handwriting books.
2. Able children can also draw and write *a hat* and *a bat.*

**UNIT 1 LESSON 4**

**Aims**
1. To read stories from top left to bottom right
2. To ask and answer questions beginning *Is it…?*

**Preparation and materials**
You will need:
• an opaque bag
• an apple (if possible)
• 5 other common objects, e.g. an orange, a banana, a cup, a necklace, a book

**Suggestions and answers**

A. **Read the story.**
1. Play *The Magic Bag.* See Games, page 98. This will help them to understand the story and get them using the structures, *Is it a…? Yes, it is. / No, it isn’t.*
2. When several children have guessed objects inside the magic bag, point to picture number 1. Expand the story in your own words, revising what the children already know and using the words in the bubbles, for example:
   
   **T:** Point to picture 1, everyone. *Who's this?*
   **C1:** It's Sara.
   **T:** Good. It's Sara. And what's this round her neck? [pointing to the necklace.]
   **C3:** Necklace.
   **T:** Mm. It's a necklace. *Where are Sara's hands?*
   **C4:** On Fiza's eyes. She can't see.
   **T:** Very good. Fiza can't see. *And what's Fiza feeling?*
   **C5:** A bag.
   **T:** Yes, she's feeling a bag, but she can't see what's in it. *Sara's saying, What's this? Read and point after me. What's this?*
Class: What’s this?
T: Now Fiza’s saying, Is it an orange? Read and point after me: Is it an orange?
Class: Is it an orange?
T: Is it an orange in the bag?
C6: No, it isn’t.
T: Good. Ali says, No, it isn’t. Read and point after me: No, it isn’t.

3. Do the same for the other stages of the story.

B. Act out the story with two friends.
1. Ask three children who are good at English to come to the front of the class. One blindfolds another. The third holds the magic bag, preferably with an apple in it.
2. They act out the story in four stages. First the blindfold child feels the apple from the outside of the bag, then smells it, then touches it, then (if possible!) tastes it.
3. Encourage them to use the words of the text.
4. The children read or act the story in groups of three.

Phonic box
1. Teach this as you taught it in Unit 1.
2. Sing A as in apple again.
3. When the children write the letter n, point out that they do the downstroke first and then the curve.

UNIT 1 LESSON 5

Aims
1. To ask and answer questions using Is it a/an …? No. Yes.
2. To answer Yes, it is. / No, it isn’t.

Preparation and materials
You will need:
• common classroom objects

Suggestions and answers
A. Answer the questions. Circle and trace.
1. Hold up familiar classroom objects, asking Is it a/an…?
2. Play The Magic Bag again. See Games, page 98.
3. Ask different children to read the questions on page 8 and answer them.
4. If they answer no, extend them by asking, What is it then?
5. The children circle Yes or No and trace over the words.

A. 1. Yes. 2. No. 3. No. 4. Yes. 5. No. 6. Yes.

B. Ask and answer the questions about the pictures in Lesson 2.
1. Turn back to Lesson 2. Point to various objects in the picture, asking the class Is it a/an …?
2. In pairs, the children ask each other and answer questions about the picture.

Phonic box
1. Teach as in Lesson 1.
2. When the children write the letter r, point out that it is like a n, but the downstroke does not reach the line.

Follow-up
The children copy the pictures, questions and answers from A into their notebooks.
UNIT 1 LESSON 6

Aims
1. To learn the regular phonic sounds of initial letters of words (o, a, c, n, r, m)
2. To learn the regular phonic pattern at as in rat, cat, mat.

Preparation and materials
• picture and word flashcards for Unit 1

Suggestions and answers
A. What is the first sound?
1. Ask the children to tell you the first sound of apple and ant.
2. Ask them to think of other words with this sound e.g. actor, add, address, alphabet, animal (not all other words beginning with A, as some do not make the regular short a sound, for example, do not suggest afternoon, air, always or arm).
3. Sing O as in orange again.
B. Draw a line to match the picture to the word. Cover the pictures and read the words.
1. Do some picture to word matching exercises on the board as you did for Unit 1 Lesson 3 A.
2. Play the game Run and match on page 98.
3. Ask the children to match the words to the pictures in the boxes with lines.
4. They cover the pictures and read the words, first after you, then by themselves or to a partner.
5. Ask the children to learn the spellings for homework and test them in a week’s time.
C. Write the correct letter to make the word.
1. Write the words with missing letters on the board.
2. Ask different children to come to the board and write the missing letters.
3. Check that they are forming the letters correctly and draw their attention to the direction of the pencil indicated by the blue arrows in the phonic boxes.
4. Ask the children to complete the words in their books.
5. When you have checked their work, they can copy the words and matching labels in their notebooks.

| C. | 2. necklace | 3. cat | 4. orange | 5. rat | 6. apple |

Phonic box
1. Teach this as in Lesson 1.
2. When the children write the letter m, point out that it is like n, but goes up and down again.
3. Check that the children are writing between the two middle lines.

Follow-up
Revise all the words, structures and phonic patterns you have taught in this unit.
o orange
c cat
a apple
n necklace
r rat
m mummy
UNIT 2 LESSON 1

Aims
1. To read stories from top left to bottom right
2. To ask and tell own name
3. To name common objects in shops
4. Extension: To chat about shops and getting lost

Preparation and materials
You will need (optional):
• 6 word flashcards and 6 matching picture flashcards of this unit
• two glove puppets

Suggestions and answers
A. Read the story.
For further suggestions on reading a picture story, see Unit 1, Lesson 1 A, Steps 5-8, and on expanding a picture story, see Unit 1, Lesson 4 A.
1. Chat about the children's experiences of shopping.
2. Tell the story in your own words. The children should point to each picture as you tell it.
3. Ask the children to read the bubbles after you.
4. Chat about their experiences of getting lost in a language the children understand.

B. Ask your friend.
For using glove puppets, see Unit 1 Lesson 1 B.
1. Either with glove puppets or an able child, model how to ask, What's your name? I'm (Fiza).
2. Children practise in pairs.

C. What can you see in the shop?
For focused language practice, see Unit 1 Lesson 2 B Step 1.
1. Talk in English about the things in the shop, asking What can you see in the shop? I can see .........
2. Introduce orally the words: pots, cups, jugs, mugs, pans, book, insects, eggs.
3. Ask the children to count them orally.
4. They practise in pairs naming what they can see.

Phonic box
For use of the phonic box, see Unit 1, Lesson 1.
1. Chat about insects, pointing out that they have six legs and lay eggs. Ask the children to name what insects they know, e.g. flies, bees, mosquitoes, ants.
2. Ask the children to repeat the sound of the initial letter after you.
3. On the board, demonstrate how to write the letter between the two middle lines, following the direction of the blue arrow.
4. The children practise writing the letter between the two middle lines.

Follow-up
Ask the children to bring in some fruit or toy vehicles for the next day.

UNIT 2 LESSON 2

Aims
1. To learn the names of vehicles and fruit
2. To recognize the difference between what and who as question words
3. To learn the difference between big and small
4. To practise counting orally
5. To develop listening skills
6. To learn a simple action song

**Preparation and materials**
You will need (optional):
- some fruit and toy vehicles.
- a tape recorder with the cassette of songs.

**Suggestions and answers**

**A. Talk about the picture.**
For chat, see Unit 1 Lesson 2 B Step 2.
1. Ask **Who's this?** or **What's this?** pointing to people and objects in the picture.
2. Chat about what's happening e.g. **Who likes the rain and who doesn't?**
3. If you or the children have brought in toy vehicles, talk about their colour and size.

**B. Talk about the fruit.**
For focused language practice, see Unit 1 Lesson 2 B Step 1.
1. Pointing to different fruits, ask, **What are these? What colour are they?**
2. **Extension:** Ask, **How many are there?**
3. Ask the children which fruit they like best.

**C. Sing a song: Mr Thumb**
1. If you have the cassette play it to the children.
2. Teach them the actions and other verses. See this book, page 94.
3. If you don't have the cassette sing the song with plenty of expression first.
4. Then ask the children to sing each line after you, copying your actions.
5. Sing the song with the actions every day, until the children know it by heart.

**Phonic box**
For use of the phonic box, see Unit 1, Lesson 1.

---

**UNIT 2 LESSON 3**

**Aims**
1. To learn the short **a** sound in three-letter words
2. To learn ...........**has** .................
3. To revise colours

**Preparation and materials**
You will need:
- drawing paper and coloured pencils

**Suggestions and answers**

**A. Match the words in the box to the words below. Trace the words.**
For matching activities, see Unit 1 Lesson 3 A.
1. Draw the pictures on the board and the words in a jumbled order.
2. Ask different children to come up to the board and match with a line.
3. Ask them to trace over the letters, encouraging them to follow the direction they have learnt in the phonic boxes.
4. The children match the words to the pictures and trace over the words. Help them to follow the correct direction of the pencil.
5. They draw and label the words in their books or on paper for display on the wall.

**B. Write the correct words in the spaces.**
1. Ask questions with **has**, e.g. **Who has a brown bag/a red pencil/a blue box?**
2. Ask different children to read aloud and complete the sentences.
B. 1. The man has a van. 2. Mummy has a pan. 3. Sara has a bag. 4. The man has a hat.

C. Can you draw a van, a pan and a bag?
1. The children draw and label the pictures.
2. Extension: They draw and label other three-letter words with a, e.g. hat, cat, rat, mat.

Phonic box
For use of the phonic box, see Unit 1 Lesson 1.

Follow-up
Talk about the colours. Very able children may write about them like this:

| The bag   | is | blue. |
| The van   |    | red.  |
| The pan   |    | yellow. |
| The hat   |    | green. |

UNIT 2 LESSON 4

Aims
1. To understand how to form plurals by adding s to a noun
2. To read the words one and two.
3. To read and say the numbers 1-5.

Suggestions and answers
A. Draw pictures in your book and label them.
1. Explain that when there is more than one, we add s.
2. Holding up one or two objects, ask, What is this? / What are these? Ensure that they add s to the plurals.
3. Extension: Able children can draw more rats/ cats as long as they label them with the correct number.

B. Use the words in the box to label the pictures.
For writing words, see Unit 1 Lesson 6 C.
1. Introduce orally the colours white, grey and pink.
2. Ensure that the children use the indefinite article a before the singular nouns e.g. a van.
3. Check that the children are using the correct direction in their letter formation.
4. Able children may write the number words one or two as well.
5. After they have labelled the pictures in the textbook, they can copy the pictures and labels in their notebooks.

B. 2. a car 3. bags 4. a pan 5. cars 6. a bag

C. Count and read.
1. Ask the children to count objects in the classroom up to five before they count the pictures.
2. Make a number chart for the wall, asking each child to draw and label 1, 2, 3, 4 or 5 objects.

Follow-up
Sing Mr Thumb every day.

UNIT 2 LESSON 5

Aims
1. To count up to five
2. To answer the question, What are these? with They are...
3. To answer the question, Are they …? with Yes, they are. or No, they aren’t.
4. To revise colours orally.

Preparation and materials
You will need:
• up to five of a number of objects for the children to count.
Suggestions and answers

A. Talk about the pictures.
1. Pointing to objects in the classroom in turn, ask, What are these? What colour are they?
2. Do the same with the fruit in the picture.

B. Ask, count and answer questions.
1. Pointing to objects in the classroom in turn, ask, How many …?
2. Do the same with the fruit in the picture for A. When the children write, figures or words are acceptable.

B. 2. How many oranges? There are two oranges. 3. How many bananas? There are five bananas.
4. How many pears? There are four pears.

C. Look at the pictures and answer the questions using ‘Yes, they are.’ or ‘No, they aren’t.’
1. Pointing to objects in the classroom in turn, ask, Are they … to get the response, Yes they are. or No, they aren’t.
2. Do the same with the fruit in the picture for A.

C. 1. Are they eggs? Yes, they are. 2. Are they pears? No, they aren’t.

Follow-up
Very able children can write about the colours like this:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The apples</td>
<td>is / are</td>
<td>red.</td>
</tr>
<tr>
<td>2. The pan</td>
<td></td>
<td>black.</td>
</tr>
<tr>
<td>3. The pears</td>
<td></td>
<td>green.</td>
</tr>
</tbody>
</table>

UNIT 2 LESSON 6

Aims
1. To learn the / sound as an initial letter
2. To recognize the / sound in the middle of a three-letter-word
3. To answer yes/no questions in short sentences
4. To identify the initial sounds (not letters) of common words

Preparation and materials
You will need:
• picture and word flashcards (insect, umbrella, van, woman, egg, sun)

Suggestions and answers

A. What is the first sound?
1. Ask the children to tell you the first sound of apple and ant.
2. Ask them to think of other words with this sound e.g. actor, add, address.

B. Draw a line from the word to the correct picture.
For matching activities, see Unit 1 Lesson 3 A and Unit 2 Lesson 3 A.
1. Ask different children to come to the front and play Run and match with picture and word flashcards for the phonic boxes of this unit. See Games on page 98.
2. Get them to cover the pictures and read the words to a partner.
3. Ask the children to learn the spellings for homework and test them in a week’s time.

C. Answer the questions with ‘Yes, it is.’ or ‘No, it isn’t.’
Ask similar questions about objects in the class first.

C. 2. No, it isn’t. 3. Yes, it is. 4. No, it isn’t. 5. Yes, it is. 6. No, it isn’t.

D. Game: ‘I spy.’
See page 98.

Phonic box
For use of the phonic box, see Unit 1, Lesson 1.
Photocopiable flashcards for Unit 2

i  insect
u  umbrella
v  van
w  woman
e  egg
s  sun
UNIT 3 LESSON 1

Aims
1. To know and read the names of common classroom objects
2. To count up to ten
3. To create a reading environment in the classroom

Preparation and materials
Prepare large word flashcards of common classroom objects. You may fix them to the objects with tape or string. Suitable flashcards are: a table, a chair, a desk, a book, the door, a window, a shelf, pencils, a box, flowers.

Suggestions and answers
A. Draw a line from the word to the correct picture.
For matching activities, see Unit 1 Lesson 3 A and Unit 2 Lesson 3 A.
1. Ask the children to name things in the classroom.
2. Chat about the ways we use them – e.g. pencils and chalk for writing, books for reading, chairs for sitting on.
3. Ask the children to match the words and pictures using the flashcards.

B. How many are there? Count the objects and write the number.
1. Count objects in the classroom up to ten.
2. Count the objects in the picture.
B. 10 bags, 9 pencils, 6 books, 7 desks, 8 flowers

C. Label things in your own classroom.
1. Show the children name flashcards of the common objects. Help the children to read them as sight words.
2. Ask different children to attach the flashcards to the correct objects.

Phonic box
For use of the phonic box, see Unit 1 Lesson 1. We have chosen a word with x (box) at the end of the word as very few common words begin with x in English.

UNIT 3 LESSON 2

Aims
1. To count up to ten
2. To answer the questions ‘What are these?’ and ‘How many…’
3. To respond to simple commands
4. To develop listening skills
5. To sing a song about classroom colours

Preparation and materials
You will need:
• a tape recorder with the cassette of songs (optional)
• to prepare flashcards of the verbs in B
Suggestions and answers

A. Ask and answer the questions.
1. Practise asking and answering the given questions about objects in the classroom, first asking able children as models, then less able ones.
2. Get the children to practise asking and answering the questions in pairs.
3. The children count and write the numbers in the boxes.
4. Check that they have counted correctly, then ask the more able to write the questions and answers in their notebooks.

A.
2. What are these? These are tins. How many tins are there? There are 7 tins.
3. What are these? These are pencils. How many pencils are there? There are 9 pencils.
4. What are these? These are desks. How many desks are there? There are 6 desks.
5. What are these? These are pens. How many pens are there? There are 8 pens.

B. Game: ‘Do what I say.’
Play according to the instructions on page 84 of the Student’s Book.

C. Sing a song: Classroom colours
1. For singing, see Unit 2 Lesson 2 C.
2. Words and actions are on page 95.

Phonic box
For use of the phonic box, see Unit 1 Lesson 1.

UNIT 3 LESSON 3

Aims
1. To read a picture story from top-left to bottom-right
2. To practise responding to commands
3. To practise counting from 1-10

Preparation and materials
You will need:
• flashcards of commands you prepared for Lesson 2

Suggestions and answers

A. Read the story.
For further suggestions on reading a picture story, see Unit 1 Lesson 1 A Steps 5-8, and on expanding a picture story, see Unit 1 Lesson 4 A.
1. Point out that the children are playing the read and do game that they played in Lesson 2 B.
2. Make it clear that while the children notice the rat in the bin, the teacher does not.

B. What is this? Join the dots to find out.
The children practise counting from 1-10 as they join the dots in sequence.

B. It’s a rat.

Phonic box
1. Up to now, all the letters you have taught have fitted between the two middle lines. Explain that the letters the children are about to learn should touch the top line.
2. For use of the phonic box, see Unit 1 Lesson 1.

UNIT 3 LESSON 4

Aims
1. To learn the short i sound in three-letter words
2. To revise colours and learn their written spellings
3. To understand the importance of letter order in words
Preparation and materials
If possible, show the children a bin with a lid, a zip and a tin.

Suggestions and answers

A. Match the words in the box.
For matching activities, see Unit 1 Lesson 3 A and Unit 2 Lesson 3 A.

B. Talk about the pictures.
1. Talk about colours of objects in the classroom.
2. Write about the pictures in A following the table in the box.
3. Extension: Write about the colours of other objects in the classroom.

B. 2. The bin is blue. 3. The zip is red. 4. The tin is yellow.

C. Write the letters in the correct order.
1. Write some familiar three-letter words on the board in a jumbled order.
2. Ask different children to come up and write them in the correct order.

B. 2. man 3. cap 4. hat

Phonic box
Remind the children that the t goes above the two middle lines. It is like the / except that it is crossed.

UNIT 3 LESSON 5

Aims
1. To practise counting
2. To distinguish between There is … and There are …

Suggestions and answers

A. Write the correct number in the boxes.
1. Count objects in the classroom and talk about their colour.
2. Make it clear that we use is for one object and are for more than one.

A. 1. 9 2. 8 3. 6 4. 1

B. Draw a line to match the colours in A.
Remind the children to use are and the plural s when there are more than one.

B. 1. The zips are yellow. 2. The leaf is green.
3. The books are red. 4. The box is blue.

Extension: Write about other objects in the same way.

Phonic box
For use of the phonic box, see Unit 1 Lesson 1.

UNIT 3 LESSON 6

Aims
1. To learn the i sound as an initial letter
2. To recognize the i sound in the middle of a three-letter-word
3. To revise the sounds of initial letters they have already learnt

Preparation and materials
You will need:
• picture and word flashcards (box, zip, leaf, tin, book, desk)
Suggestions and answers

A. What is the first sound?
1. Ask different children to come to the front and play Run and match with picture and word flashcards for the phonic boxes of this unit. (See Games section Unit 1 Lesson 6).
2. Ask the children to tell you the first sound of insect and in.
3. Ask them to think of other words with this sound e.g. ink, ill, important indoors, invite (not ice cream as this has a different sound).

B. Draw a line to match the word to the picture.
1. Only match words that can be matched to pictures.
2. Get them to cover the pictures and read the words to a partner.
3. Ask the children to learn the spellings for homework and test them in a week’s time.

C. Write the correct letter to make the word.
1. First practise on the board with other words.
2. See page 98 for the rules of I spy.

<table>
<thead>
<tr>
<th></th>
<th>desk</th>
<th>box</th>
<th>tin</th>
<th>leaf</th>
<th>zip</th>
</tr>
</thead>
</table>
C. 1. desk  2. box  3. tin  4. leaf  5. zip
Photocopiable flashcards for Unit 3

x  box
z  zip
l  leaf
t  tin
b  book
d  desk
Note: Teaching suggestions can be found at the bottom of each page in the Student’s Book. All answers are highlighted in grey.

Aims
1. To revise the previous three units
2. To test how well the children have understood them
3. To help those children who have not attained the expected learning outcomes
4. To give feedback to parents about the children’s listening skills, vocabulary and grammar

Preparation and materials
You will need to:
• photocopy the check-up test on page 103 of this book to give to your pupils after you complete the unit.
• photocopy the Record of Assessments on the inside back cover of this book to record the results of the tests. If there are more than 30 children in your class, photocopy the number of sheets required.

Revision
1. Give plenty of oral work before you ask the children to write.
2. Most children should be able to write the answers to the questions in the Words and Sentences sections.
3. Revise all the songs, stories, games and listening exercises in the previous three units.
4. After you have done the revision exercises, give the revision test, which gives marks out of twenty.
5. If percentages are required, multiply the results by 5.
6. Record the results on the Record of Assessments.
7. The results can be given in three categories: Listening, Words and Sentences. In reports to parents, you may prefer to term these as Oral work, Vocabulary and Grammar.
8. Note which areas the children found difficult and teach them again.
9. At the end of the year, pass the Record of Assessments on to the next teacher, who can use it to see strengths and weaknesses in the class.

Suggestions and answers
A. Listen, match and colour.
The children do the exercise according to the instructions on page 85 of the Student’s Book.

B. Use the letters e, l, u, i, x and n to make the words.
1. necklace 2. leaf 3. box 4. egg 5. umbrella

Extension: The children write sentences about the colours of the pictures, following this pattern:
The ________ is blue/red/white/green.

C. Complete the word snakes.

| Word snake 1 | 1. cat | 2. tin | 3. man | 4. mat |
| Word snake 2 | 1. zip | 2. pen | 3. bin | 4. bag |

D. Ask and answer questions.
1. rats 2. tins 3. bag 4. zip

Extension: The children ask and answer questions following this pattern:
How many ________ are there?
There is one ________. There are ________. ________.

E. Complete the sentences about the colours in the pictures.
1. The bag is green. 2. The tins are yellow. 3. The zip is red.
4. The rats are red. 5. The cats are blue.
REVISION TEST

Preparation and materials
1. Each child will need colour pencils and a photocopied sheet of the test on page 103 of this book.
2. You will need a copy of the Record of Assessments on the inside back cover of this book.

How to give the test
1. Explain that the children must not look at each other’s work or talk to each other during the test.
2. Read aloud each question and explain what the children have to do, if necessary in a language the children understand.
3. Reassure them that you will not be angry if they make mistakes. It is to help you to help them learn well.

REVISION TEST ANSWER KEY

A. Listen, match and colour: Read aloud the following listening exercise and mark accordingly.

- Match the pictures to the sentences with a line. Ali has a book. [pause] Mummy has an umbrella. [pause] Fiza has a necklace. [pause] Tom has a van. [pause] Sara has a pen. [pause]

Total marks for listening: 5 (half a mark for a correctly drawn line, half a mark for a correct colour)

B. Complete the words.

1. a cat 2. a rat 3. an apple 4. an umbrella 5. a tin

Total marks for word work: 5 (one mark for each correctly written letter)

C. Circle the correct word.

1. pan 2. No. 3. these 4. are 5. 2
6. has 7. eating 8. isn’t 9. it 10. Yes

Total marks for sentence work: 10 (one mark for each correctly circled word)
UNIT 5 LESSON 1

Aims
1. To read a picture story from top-left to bottom-right
2. To introduce the topic of animals and discuss what they eat and how they move
3. To use *Yes please* and *No thanks* orally
4. To respond to the command, *Look at …*

Preparation and materials
You will need (optional):
• 6 word flashcards and 6 matching picture flashcards of the words in the phonic boxes for this unit
• some soft toys representing different animals or large colourful pictures of animals
• glove puppets

Suggestions and answers
A. Read the story.
1. Expand the story in your own words. For further suggestions on reading a picture story, see Unit 1 Lesson 1 A, Steps 5-8, and on expanding a picture story, see Unit 1 Lesson 4 A.
2. In a language the children understand, help them to see that Fiza is frightened to have a ride on a real animal, but she feels safe on the playground elephant.
3. Use glove puppets to teach the children to say *Yes, please* and *No thanks* – as Mummy offers rides to Fiza in the story. One puppet can ask the other puppet, *Would you like to eat a frog?* The other puppet recoils in an exaggerated way and says, *No thanks!* Offer other unpleasant things like a ride on a crocodile or a cup of cold tea. Then offer something nice like a box of sweets or a ride on a horse, at which the second puppet nods and says, *Yes, please.* For using glove puppets, see Unit 1 Lesson 1 B.
4. Get the children to offer each other real or imaginary gifts. They can choose whether to say, *Yes, please.* or *No thanks.*

B. Talk about the animals.
1. Chat about children’s experiences with animals. If you have toys or pictures of animals, talk about their colour, what they eat, how they move, how many legs they have, etc.
2. If possible, take the children on a visit to a zoo to motivate them to talk about animals.

Phonic box
See Unit 1 Lesson 1 A for all phonic boxes in this unit. Note that the first three letters go above the two middle lines.

Follow-up
2. If you have toys or pictures of animals, place them around the room so that the children can enjoy looking for them.
UNIT 5 LESSON 2

Aims
1. To learn a song about animals
2. To connect animals to the sounds they make
3. To count to 10 or, if ready, to 18

Preparation and materials
You will need (optional):
• a tape recorder with the cassette of songs

Suggestions and answers
A. Sing a song: The animals came in two by two
1. Ask the children to chat about each pair of animals. Talk about their colours and noises. When the children know the names of the first ten animals, teach the names of the last eight.
2. Extension: Extend the language of more able children by asking questions like ‘Which animals have four legs/two legs/manes/horns/long necks/wings/trunks?’
3. If possible, teach the tune of the song with the help of the cassette. The words and actions to other verses are on page 95 of this book.
4. Note that the last line of each verse introduces children to a different movement word – walking, running and flying.
5. Play the game Animal follow the leader. See Games, page 99.

B. Write the number for each animal in the picture.
1. First get the children to match the number given to the animals in the picture to the words below.
2. Extension: Get the children to tell you the names of animals 11-18. Write the names on the board in a different order.
3. The children write the animal names with the correct numbers alongside.

<table>
<thead>
<tr>
<th>B.</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ants</td>
<td>10</td>
<td>cats</td>
<td>6</td>
<td>rats</td>
<td>7</td>
<td>birds</td>
<td>1</td>
<td>elephants</td>
<td>2</td>
</tr>
<tr>
<td>camels</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dogs</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>horses</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>snakes</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Extension:
flies 11 ducks 12 hens 13 parrots 14
sheep 15 goats 16 foxes 17 kangaroos 18

UNIT 5 LESSON 3

Aims
1. To learn the short e sound in three-letter words
2. To write one and two in words.
3. To add s to regular plural nouns.

Suggestions and answers
A. Match the words in the box to the words below. Trace the words.
1. Get the children to say the short e sound after you.
2. Match simple pictures and words on the board. Get them to trace over the letters, following the correct direction.
3. The children write and illustrate the words.
B. **Count and write ‘one’ or ‘two’**.
1. Ask the children to identify other pairs in the classroom. Check that they add the plural s.
2. Teach the spelling of the words one and two. Write them on the board.
3. Ask the children to complete the numbers below the words in the book. They may copy the pictures and words in their notebooks.

<table>
<thead>
<tr>
<th>one pen</th>
<th>two eggs</th>
<th>one hen</th>
<th>two legs</th>
</tr>
</thead>
</table>

C. **Use the new words to make the sentences.**
1. Enjoy the humour of the one-legged hen colouring her egg red.
2. You may wish to explain that in England, children paint eggs different colours for the festival of Easter.

| 1. hen | 2. leg | 3. pen | 4. egg |

---

**UNIT 5 LESSON 4**

**Aims**
1. To use *has* + plurals.
2. To learn the colours black, white and brown and to revise the other colours
3. To ask and answer questions about animals of two colours, using ‘and’

**Suggestions and answers**

A. **Look at the pictures and count the legs of the animals.**
1. Count the legs of the animals.
2. Orally teach the names of the parts of the animals, e.g. wings, fins, eyes, tail, beak, horns, hump. Count them for each animal.
3. The children write 12 sentences following the pattern.

<table>
<thead>
<tr>
<th>2. A bird has 2 legs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. A bee has 6 legs.</td>
</tr>
<tr>
<td>4. A fish has no legs.</td>
</tr>
<tr>
<td>5. An ant has 6 legs.</td>
</tr>
<tr>
<td>6. A kangaroo has 4 legs.</td>
</tr>
<tr>
<td>7. A hen has 2 legs.</td>
</tr>
<tr>
<td>8. A duck has 2 legs.</td>
</tr>
<tr>
<td>9. A snake has no legs.</td>
</tr>
<tr>
<td>10. A goat has 4 legs.</td>
</tr>
<tr>
<td>11. A camel has 4 legs.</td>
</tr>
<tr>
<td>12. A parrot has 2 legs.</td>
</tr>
</tbody>
</table>

B. **Talk about the colours of the animals in A.**
1. First talk about things in the room which are of more than one colour.
2. Ask and answer questions about the pictures in A.

<table>
<thead>
<tr>
<th>2. What colour is the bird? It’s blue and yellow.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. What colour is the bee? It’s yellow, black and white.</td>
</tr>
<tr>
<td>4. What colour is the fish? It’s blue and red.</td>
</tr>
<tr>
<td>5. What colour is the ant? It’s red and black.</td>
</tr>
<tr>
<td>6. What colour is the kangaroo? It’s brown and white.</td>
</tr>
<tr>
<td>7. What colour is the hen? It’s brown and yellow.</td>
</tr>
</tbody>
</table>
8. What colour is the duck? It's blue and green.
9. What colour is the snake? It's yellow and green.
10. What colour is the goat? It's brown and white.
11. What colour is the camel? It's black and brown.
12. What colour is the parrot? It's green and red.

Extension
Write a table like the one below on the board. Help the children to complete the first word in each column, list other animals in the right columns and copy the columns in their notebooks.

<table>
<thead>
<tr>
<th>no legs</th>
<th>2 legs</th>
<th>4 legs</th>
<th>6 legs</th>
</tr>
</thead>
<tbody>
<tr>
<td>a _ish</td>
<td>a _ird</td>
<td>a _orse</td>
<td>a _ee</td>
</tr>
</tbody>
</table>

Phonic box
Explain that the letters in the rest of this unit go below the two middle lines.

UNIT 5 LESSON 5

Aims
1. To use can correctly and to answer ‘Yes, it can.’ or ‘No, it can’t.’
2. To use verbs of movement
3. To use the preposition on.

Preparation and materials
• Play Animal follow the leader again. See page 99 in the Games section of this book.

Suggestions and answers
A. Read the sentences.
1. Talk about other animals that can run, fly and swim.
2. Ask the children to suggest other sentences using this structure and write them on the board. The children read these and write them in their notebooks.
3. Ask what other movements animals can make, e.g. A rabbit can hop. A kangaroo can jump. A parrot can fly. An elephant can walk. A snake can crawl.
4. Extension: Write the different movement words on the board and ask the children to write their own sentences.

B. Answer the questions using ‘Yes, it can.’ or ‘No, it can’t.’
After the children have answered the questions orally, they copy the questions and answer them.

B. 1. Can a bee swim? No, it can’t.
    2. Can a bee fly? Yes, it can.
    3. Can a camel run? Yes, it can.
    4. Can a camel fly? No, it can’t.

C. Ask your friend more questions like these.
Suitable questions and answers according to the children’s suggestions, for example: Can a horse fly? No, it can’t. Can a horse run? Yes, it can.

D. Make sentences about the picture.
1. Teach the preposition on with reference to real objects in the classroom.
2. Get the children to generate sentences about the picture, starting from the bottom of the tower of animals.
3. Write the animal words on the board and get them to make a sequence of sentences, each with on.
4. Encourage them to draw their own tower of animals, enjoying the humour of the impossibility of an elephant balanced on a rat for example!
5. They then write their own sentences about their pictures.
6. Display the pictures and writing on the wall.

D. 1. The dog is on the rat.
2. The goat is on the dog.
3. The cow is on the goat.
4. The elephant is on the cow.
5. The bird is on the elephant.

UNIT 5 LESSON 6

Aims
1. To teach the regular phonic sounds of initial letters of words (h, k, f, g, y and p)
2. To teach the regular phonic pattern e as in hen, pen, red

Preparation and materials
You will need:
• picture and word flashcards of words in phonic boxes for this unit

Suggestions and answers
A. What is the first sound?
1. Ask the children to tell you the first sound of egg and elephant.
2. Ask them to think of other words with this sound e.g. empty, eleven, end. Don’t suggest other words beginning with the letter e that make a different sound (e.g. eat, ear, eye).

B. Draw a line to match the picture to the word. Cover the pictures and read the words.
1. Ask different children to come to the front and play Run and match with picture and word flashcards for the phonic boxes of this unit. (See Games, page 98).
2. Note that the words in the middle column cannot be matched to pictures.
3. Get the children to cover the pictures and read the words to each other in pairs.
4. Ask the children to learn the spellings for homework and test them in a week’s time.

C. Use the correct letters to make the words.

C. 1. a red flower
2. a brown kangaroo
3. a black goat
4. a yellow snake
5. a white horse

D. Listen to your teacher. Put up your hand if she says a word beginning with p.
1. Play I spy with initial letter sounds. See page 98 in Games.
2. Ask the children to stand up.
3. Say a number of words the children know including some beginning with p. Include some beginning with b as some children find it difficult to discriminate between these two sounds.
4. The children put up their hands every time you say a word beginning with p.
5. Children who do not put up their hands or put them up at the wrong time must sit down and are no longer in the game.
6. The last child to sit down is the winner.
The activity might go like this:
Teacher: Stand up everyone. Put up your hand if I say a word beginning with the sound puh: pot [All children put up their hands except Shoukat.] Sit down, Shoukat. Pot begins with puh. Snake. [None of the children put up their hands.] Good. Bag. [Sameena puts up her hand.] No, Sameena. Bag begins with buh not puh. Sit down please.

Play the game again with words beginning with f.
Photocopiable flashcards for Unit 5

h  horse
k  kangaroo
f  flower
g  goat
y  yo-yo
p  pets
UNIT 6 LESSON 1

Aims
1. To introduce the topic of pets through reading a story
2. To read apostrophe s (’s) showing possession
3. To introduce the idea that names begin with capital letters

Preparation and materials
You will need (optional):
• 6 word flashcards and 6 matching picture flashcards of the words as on page 46-47 of this book
• a name card for every child in the class – each beginning with a capital letter; these can either be placed on their desks or on their pegs where they hang their snack boxes or school bags

Suggestions and answers
A. Read the story.
1. Chat about pets. For chat, see Unit 1 Lesson 2 B Step 2.
2. Read the story. For further suggestions on reading a picture story, see Unit 1 Lesson 1 A, Steps 5-8, and on expanding a picture story, see Unit 1 Lesson 4 A.
3. Explain that in English we have two kinds of letters – capital letters and small letters. All names begin with capital letters.
4. Ask the children to point to the capital letters that begin each name in the story.
5. Give each child his/her own name card. Ask them to copy their names carefully, using capital letters to begin them.
6. Stick their name cards above their pegs.

B. Listen again and repeat.
1. Read the story again without expanding it. Ask the children to read each line after you.
2. Get the children to practise reading the story to each other in pairs.

Phonic box
See Unit 1 Lesson 1 A for all phonic boxes in this unit. Remind the children that the next two letters go below the middle lines.

UNIT 6 LESSON 2

Aims
1. To learn a song about animals and their noises
2. To answer questions about animals, using can
3. To inverse words in the question Are you a …? and to reply, Yes, I am. or No, I’m not.

Preparation and materials
You will need (optional):
• a tape recorder with the cassette of songs

Suggestions and answers
A. Sing a song: Old Macdonald
1. If possible, teach the tune of the song with the help of the cassette. The words to other verses and all the actions are on page 95 of this book.
2. Chat about the farm animals in the picture.
B. Answer the questions using ‘Yes, it can.’ or ‘No, it can’t.’
1. First ask these questions and make up similar ones of your own, for example:
   • Can a hen moo?
   • Can a hen cluck?
   • Can a goat cluck?
2. Get the children to make up their own questions in pairs.
3. The children write and answer the questions.

   B. 1. Can a cow moo? Yes, it can.
   2. Can a dog quack? No, it can’t.
   3. Can a duck quack? Yes, it can.

C. Game: Guess what I am
See page 99 in the Games section of this book.

Phonic box
Turn to the alphabet at the beginning of this book. Find another word beginning with q (queen).

UNIT 6 LESSON 3

Aims
1. To learn the short o sound in three-letter words
2. To learn the preposition in
3. To begin learning the connection between upper and lower case (capital and small letters)
4. To write own name with a capital letter

Suggestions and answers

A. Match the words in the box to the words below. Trace the words.
1. Get the children to say the short o sound after you.
2. Match simple pictures and words on the board. Get them to trace over the letters, following the correct direction.
3. The children write and illustrate the words.

B. Complete the questions and answers.
1. Play The Magic Bag in Games, page 98. Each time, ask the children to guess what is in the bag. With your hand, demonstrate the difference between in and on.
2. Play a team game, asking a member of each team to tell you what is in or on your bag. Write up the score on the board as you go. Clap the winners.
3. Ask the children to read and complete the questions and answers.
4. They can write them and draw the pictures in their notebooks.

   B. 1. What is in the box? A dog is in the box. 2. What is in the pot? A fox is in the pot.

C. Write your own name. Begin with a capital letter.
1. Get the children to identify their own name cards shown in Lesson 1.
2. They practise writing their own names, beginning with a capital letter.

Phonic box
1. Explain that capital letters make the same sound as small letters, but they look different. They always go above the two middle lines. All names begin with a capital letter.
2. Draw the children’s attention to the difference between the small letter and the capital letter in the phonic box.
3. The children practise writing the small and capital letters side-by-side in their handwriting books.
4. Give regular practice in matching four or five capital letters to the corresponding small letters on the board. This could take place in the last five minutes of the lesson.
UNIT 6 LESSON 4

Aims
1. To recognize the connection between small letters and their corresponding capital letters
2. To form affirmative and negative sentences like this:
   ________ is a ________, ________ is not a ________.

Preparation and materials
You will need:
• coloured pencils

Suggestions and answers
A. Draw a line to match the name to the correct picture.
1. After the children have matched the animals correctly, get them to draw and label the pictures in their notebooks or on paper.
2. Emphasize the difference between small and capital letters.
B. Draw coloured lines to make sentences.
When the children have matched the sentences correctly, get them to write the sentences in their notebooks.
B. 1. Dan is a dog. 2. Polly is a parrot.
3. Candy is a cat. 4. Biff is a bear.
5. Finny is a fish. 6. Hetty is a hen.
C. Use ‘not’ to make more sentences about the pictures in A.
1. Practise making negative sentences about children in the classroom. Get each child to make up their own and enjoy the humour. For example, Ali is not an elephant.
2. The children make negative sentences about the pictures in A.
C. Any negative sentences that are true are acceptable.

UNIT 6 LESSON 5

Aims
1. To use he and she correctly
2. To use can with verbs of movement
3. To talk about what they can and can’t do or see

Suggestions and answers
A. Write ‘He’ or ‘She’.
1. Practise the use of he and she with reference to boys and girls in the classroom.
2. Practise the sentences orally before you get the children to write them.
A. 1. She is Polly. 2. He is Tom. 3. She is Fiza. 4. He is Ali. 5. She is Sara.
B. Draw lines to make sentences.
B. 1. Polly can fly. 2. Tom can run. 3. Fiza can jump.
4. Sara can skip. 5. Ali can swim.
C. Answer the questions using ‘Yes, I can.’ or ‘No, I can’t.’
1. When the children have answered these questions, ask other, more complicated ones, such as Can you rub your tummy and pat your head? Can you shut one eye and open the other eye? Can you stand on one leg? Can you tie your shoe laces?
2. Get the children to show each other tricks they can do.
C. Encourage the children to give true answers for themselves – so they say Yes, I can. if they can swim and No, I can’t. if they can’t swim.
D. What can you see in the picture?
Extension: When the children have made sentences for what they can see, they can make sentences for what they cannot see.

D. I can see a duck, a horse, a fox, a camel and an elephant.
Able children may add the colours.

UNIT 6 LESSON 6

Aims
1. To teach the regular phonic sounds of initial letters of words (j, q, d, b, f)
2. To teach the regular phonic pattern o as in dog, box, fox
3. To distinguish between small letters and capital letters

Preparation and materials
You will need:
• 6 picture and word flashcards as on page 46-47 of this book

Suggestions and answers
A. What is the first sound?
1. Ask the children to tell you the first sound of orange and ox.
2. Ask them to think of other words with this sound e.g. on, of, off, often.

B. Draw a line to match the picture to the word. Cover the picture and read the words.
1. Ask different children to come to the front and play Run and match with picture and word flashcards for the phonic boxes of this unit. (See Games section Unit 1 Lesson 6).
2. Note that some words cannot be matched to pictures.
3. Get the children to cover the pictures and read the words to each other in pairs.
4. Ask the children to learn the spellings for homework and test them in a week’s time.
5. Dictate some familiar words, remembering to note down which words you have dictated.
6. Write the words on the board and ask the children to exchange books and mark each other’s work.
   If they find it difficult to read from the board, mark their work for them.

C. Write the letters d, b, a, f, o to make the words.
   C. 1. dog  2. pan  3. box  4. pot  5. fox

D. Circle the capital letters.
Do this on the board before you get the children to do it in their books.

D. A, B, C, D
j  jug
q  queen
a  pan
m a n
o  pot
d o g
Note: For detailed teaching procedures, see suggestions for Unit 1.
Teaching suggestions can be found at the bottom of each page in the Student’s Book. All answers are highlighted in grey.

UNIT 7 LESSON 1

Aims
1. To read a simple story
2. To learn the parts of the body
3. To continue learning the capital letters

Preparation and materials
You will need (optional):
• 6 word flashcards and 6 matching picture flashcards of the words as on page 52-53 of this book
• some soft toys

Suggestions and answers
A. Read the story.
1. Chat about toys and if possible bring some soft toys into school.
2. Ask the children to point to different parts of their own bodies and of the toys they have brought in.
B. Label the parts of Elly the elephant.
B. Children label the elephant’s ears, head, eyes and legs.

Phonic box
See Unit 6 Lesson 3 for all phonic boxes in this unit.

UNIT 7 LESSON 2

Aims
1. To learn a song about parts of the body and learn to read and write the words
2. To respond to commands, particularly, Touch …
3. To develop listening skills

Preparation and materials
You will need:
• a tape recorder with the cassette of songs

Suggestions and answers
A. Sing a song: Head shoulders
1. If possible, teach the tune of the song with the help of the cassette. The words and actions to other verses are on page 96 of this book.
2. Touch the parts of the body as you sing.
B. Listen to your teacher and do as she says.
1. Play Do what I say. (See Games, page 99).
2. Revise all the command words you have taught, e.g. Eat. Drink. Sleep. Dance. Swim. Fly. Run (on the spot).
3. Use the game to teach Touch your head/shoulders/knees/toes/eyes/ears/mouth/nose/legs.
C. Game: Simon says
See Games, page 99.
UNIT 7 LESSON 3

Aims
1. To learn the short u sound in three-letter words
2. To read and write the words big and small
3. To use very

Suggestions and answers
A. Match the words in the box to the words below. Trace the words.
1. Get the children to say the short u sound after you.
2. Match simple pictures and words on the board. Get them to trace over the letters, following the correct direction.
3. The children write and illustrate the words.

B. Write the words to make sentences.
Extension: The children make up their own sentences, using very.

B. 1. The cup is small. 2. The jug is big. 3. The bus is very big.

C. Draw lines to make sentences about the pictures.
1. Revise colours orally with reference to things in the classroom. Also revise the use of not.
2. When you have checked that the children have drawn lines correctly, they write the sentences in their notebook.
3. Extension: The children write negative sentences, e.g. The bus is not yellow.

C. 1. The cup is green. 2. The jug is blue. 3. The bus is red.

UNIT 7 LESSON 4

Aims
1. To respond correctly to questions beginning Whose ….?
2. To use the apostrophe to show possession
3. To write parts of the body.
4. To answer yes/no questions in the singular and plural

Suggestions and answers
A. Write the correct word to answer the question ‘Whose are they?’
1. Draw just one part of an animal’s body on the board and ask which animal it belongs to with the question, Whose is this/are these?
2. Check that the children use ’s in their answers.
3. The children fill in the words, then copy the pictures and phrases in their books.
4. Extension: Able children can also work in pairs to ask the questions, Whose is it? Whose are they? They can draw pictures and write the questions and answers in their books.


B. Ask and answer questions using ‘Yes, it is.’ or ‘No, it isn’t.’ ‘Yes, they are.’ or ‘No, they aren’t.’
1. Give the children plenty of practice in asking and answering questions about things around them in the singular and plural.
2. Ensure that they do not ask, It is a …? They should all practise the reverse: Is it a …?
3. You can make this exercise more fun if you turn it into a team game.

B. Children ask and answer questions in the singular and plural.
UNIT 7 LESSON 5

Aims
1. To understand what a sentence is
2. To use capital letters at the beginning of a sentence
3. To use his and her correctly in response to questions beginning Whose…?

Preparation and materials
You will need to:
• collect a number of the children’s things (e.g. a pencil box, a lunch box, a pencil, a chair, a book) before the lesson (preferably without the children seeing, to make it into a game)

Suggestions and answers
A. Complete the sentences in the story using the correct capital letter.
1. Read the beginning of the story on page 36 of the Student’s Book again.
2. Point out that each sentence begins with a capital letter and makes sense by itself. Also point out that it ends with a full stop.
3. Write the sentences on the board without capital letters and full stops and ask different children to come to the front and correct them.
4. Read the rest of the story on page 40 A to the class (with the missing letters!) and chat about the way Mummy has sewn on the ear that Dan bit off in the story on page 36.
5. Ask the children to read each sentence after you.

A. 1. He has Biff’s ear. 2. Ali gets Biff’s ear. 3. He gives it to Mummy. 4. Biff has two ears now.

B. Answer the questions using ‘his’ or ‘her’.
1. First ask these questions with reference to things of the children in the class. The children can have fun guessing whose things they are.
2. Ensure that they reverse is it? at the end of each question.

B. 1. her 2. her 3. his

UNIT 7 LESSON 6

Aims
1. To teach the children to recognize animals and parts of the body as sight words
2. To teach the regular phonic pattern u as in cup, jug, bus

Preparation and materials
You will need:
• 6 picture and word flashcards as on page 52-53 of this book

Suggestions and answers
A. What is the first sound?
1. Ask the children to tell you the first sound of umbrella.
2. Ask them to think of other words with this sound e.g. under, up, upset

B. Draw a line to match the picture to the word. Cover the pictures and read the words.
1. Ask different children to come to the front and play Run and match with picture and word flashcards for the phonic boxes of this unit. See Games, page 98.
2. Get the children to cover the pictures and read the words to each other in pairs.
3. Ask the children to learn the spellings for homework and test them in a week’s time.

C. Complete the sentences using ‘a’ or ‘an’.
1. Explain that we use an instead of a when words begin with a, e, i, o or u.
2. Write a number of different familiar words on the board, some beginning with vowels and some beginning with consonants. Ask different children to come up and write a or an in front of them. Suitable phonically regular words beginning with vowels are: apple, ant, egg, elephant, insect, orange, umbrella.

3. Rub out what they have written and ask all the children to write the words in their books, using a or an in front of them.

C. 1. It is an ant.  2. It is a goat.  3. It is a cup.  4. It is an elephant.

D. Circle the capital letters.
Give the children practice in distinguishing between small and capital letters from A to J on the board before you ask the children to do this.

D. Children circle the capital letters in their textbooks.
ucup
bus
hen
pen
itin
bin
Note: Teaching suggestions can be found at the bottom of each page in the Student’s Book. All answers are highlighted in grey.

**Aims**
1. To revise the previous three units
2. To test how well the children have understood them
3. To help the children who have not attained the expected learning outcomes
4. To give feedback to parents about the children’s listening skills, vocabulary and grammar

**Preparation and materials**
You will need to:
- photocopy the check-up test on page 104 of this book to give to your pupils after you complete the unit

**Revision**
Revise the previous three units as you did in Unit 4. See page 32 of this book.

**A. Listen to your teacher. Draw what you are told. Colour the picture.**
The children draw pictures according to the instructions on page 85 of the Student’s Book.

**B. Use the letters j, f, g, q, h, k to make the words.**
1. jug 2. horse 3. goat 4. kangaroo 5. flower 6. queen

**C. Talk about the pictures.**
Any negative sentences that make sense.

**D. Look at the pictures. Ask questions and give answers.**
Any suitable questions and answers that make sense.

**E. Where are the animals? Use the words ‘in’ or ‘on’ to make the sentences.**
1. in 2. on 3. on 4. on 5. in

**F. Use ‘a’ or ‘an’ in the sentences.**
1. an 2. a 3. a 4. an

**REVISION TEST**

**Preparation and materials**
1. Each child will need coloured pencils and a photocopied sheet of the test on page 104 of this book.
2. You will need a copy of the Record of Assessments from the inside back cover of this book.

**How to give the test**
1. Explain that the children must not look at each other’s work or talk to each other during the test.
2. Read aloud each question and explain what the children have to do, if necessary in a language the children understand.
3. Reassure them that you will not be angry if they make mistakes. It is to help you to help them learn well.

**REVISION TEST ANSWER KEY**

**A. Listen and draw. Read aloud the following listening exercise and mark accordingly.**
2. Draw the teddy bear’s eyes. Draw the teddy bear’s nose.

**Total marks for listening: 5**
- ½ for recognizably drawn bee
• ½ for recognizably drawn bird
• ½ for bee clearly in the jug
• ½ for bird clearly drawn on the jug
• ½ for yellow and black colours marked on bee
• ½ for blue and green colours marked on bird
• ½ for two dots for eyes roughly in the right place
• ½ for a dot for the nose roughly in the right place.

B. Complete the words.

1. a horse 2. a goat 3. a bear 4. a dog 5. a kangaroo

Total marks for word work: 5 (one mark for each correctly written letter)

C. Circle the correct word.

1. are 2. camels 3. they 4. Yes 5. 2
6. can’t 7. on 8. an 9. His
10. Children write their own names correctly.

Total marks for sentence work: 10 (nine marks for correctly circled words and one mark for a correctly written name)
UNIT 9 LESSON 1

Aims
1. To read and discuss a story
2. To check comprehension of a story
3. To introduce the topic of clothes

Preparation and materials
You will need (optional):
• 5 word flashcards and 5 matching picture flashcards of the words as on pages 60-61 of this book
• some common clothes like those on page 45; a string and some clothes pegs so you can hang them up in the classroom; some large flashcard labels for the clothes

Suggestions and answers
A. Read the story.
Chat about the children’s clothes. Discuss why Kit’s mother is cross at the end!

B. Look at the pictures. What colour are Kit’s clothes?
1. Use this to revise the difference between singular and plural: His shorts are blue. His shirt is yellow.
2. If you have brought some clothes into class label each with a large flashcard.
3. Get the children to match the labels to the clothes. Practise matching and reading the labels every day.

Phonic box
See Unit 6 Lesson 3 for all phonic boxes in this unit.

UNIT 9 LESSON 2

Aims
1. To learn vocabulary related to clothes
2. To revise colour
3. To practise the language structures: This is a ……. These are ………
4. To practise the language structure: I’m wearing ……. 
5. To develop listening skills

Suggestions and answers
A. Talk about the pictures with your friends.
1. Talk about the clothes you have brought in first.
2. Extension: Use this exercise to revise colour, inserting a colour into the answer, e.g. No 1: These are blue shorts.

A. These are (blue) shorts. These are trousers. This is a hat.
This is a (green) shirt. This is a dress. This is a suit.
This is a skirt. These are shoes. These are socks.

B. Game: ‘Point to the clothes.’
Instructions are given on page 85 of the Student’s Book.
C. Game: ‘Clothes Bingo’
See Games, page 100.

D. Tell your friend what clothes you are wearing.
1. After the children have practised orally, you may wish to write a substitution table like this on the board to help them write their own sentences:

<table>
<thead>
<tr>
<th>I am wearing a</th>
<th>red</th>
<th>shirt.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>blue</td>
<td>dress.</td>
</tr>
<tr>
<td></td>
<td>green</td>
<td>suit.</td>
</tr>
<tr>
<td></td>
<td>yellow</td>
<td>skirt.</td>
</tr>
<tr>
<td>I am wearing</td>
<td>black</td>
<td>socks.</td>
</tr>
<tr>
<td></td>
<td>white</td>
<td>shoes.</td>
</tr>
</tbody>
</table>

2. Note that we do not usually write the contracted form, I’m. But we do not say I am because it sounds formal and stilted.
3. Explain that we put a when there is only one. We think of shorts and trousers as two because there are two legs.

UNIT 9 LESSON 3

Aims
1. To learn a rhyme with the correct rhythm and stress
2. To practise distinguishing between big and small.
3. To practise the language structure: Yes, I can. / No, I can’t.

Preparation and materials
You will need (optional):
• a tape recorder with the cassette of songs

Suggestions and answers
A. Say this rhyme:
1. Get the children to say each line after you or the cassette, clapping at the underlined syllables. Pause at the …
2. Elicit that Kit the kangaroo has got lost in his daddy’s big clothes and that his own fit him much better!

B. Look at the picture and answer the questions using ‘Yes, I can.’ or ‘No, I can’t.’
1. Ask other Can you see… questions about things in the classroom and other parts of Kit’s body in A.
2. Play I spy. See Games, page 98.

B. 1. No, I can’t. 2. Yes, I can. 3. No, I can’t.

UNIT 9 LESSON 4

Aims
1. To learn the phonic pattern sh
2. To recognize rhymes

Suggestions and answers
A. Draw a line from the picture to the correct word.
For matching activities, see Unit 1 Lesson 3 A and Unit 2 Lesson 3 A.
B. Use the words to make the sentence.

| B. | shorts | 2. shirt | 3. shoes | 4. fish | 5. sheep | 6. she |

C. Say the words. Draw a line between the words that rhyme.

Make it clear that the sounds in rhyming words are not always spelt the same.

C. shoe – two  
hat – mat  
socks – fox  
shirt – skirt

UNIT 9 LESSON 5

Aims
1. To reinforce vocabulary related to clothes
2. To get the children to answer questions beginning Whose .............?
3. To practise the language structure: This is ....'s ...... / These are ....'s ......
4. To practise the language structure: What are you wearing? I'm wearing ............

Suggestions and answers

A. Draw a line from the pictures to the correct word.

1. Practise matching the flashcards to the clothes on your clothes line.
2. Ask the children to draw and label as many clothes as you can.
3. Talk about the colours.

B. Whose clothes are they?

1. Pointing to different children's possessions, ask the children Whose is this shirt/dress/bag? to get the response, It's ............'s ............
2. Discuss whose clothes are on the line in the picture.

B. 1. This is Fiza's dress. 2. These are Daddy's trousers. 3. This is Tom's shirt. 4. These are Sara's socks. 5. These are Ali's shorts.

C. Now ask your friend about his or her clothes.

1. Encourage able children to talk about the colours and even patterns (e.g. stripey, spotty, flowery).
2. Play The Magic Bag with clothes. See Games, page 98.

C. Will differ according to the clothes the children are wearing.

UNIT 9 LESSON 6

Aims
1. To learn the phonic pattern sh
2. To recognize sight words connected to the topic

Preparation and materials

You will need:
• 5 picture and word flashcards as on pages 60-61 of this book

Suggestions and answers

A. Draw a line to match the picture to the word. Cover the pictures and read the words.

1. Ask the children to tell you the first sound of sheep and shirt.
2. Ask them to think of other words with this sound e.g. shell, shorts, shoes, shop, shiny.
3. Do not sound out the sight words, but teach them as a whole.
4. Get the children to cover the pictures and read the words to each other in pairs.
5. Ask the children to learn the spellings for homework and test them in a week's time.
B. Use ‘sh’ to make the words.
Chat about the pictures and ask which one is strange (Hetty the hen wearing shorts!)

B. 1. A dirty sheep
    2. Hetty’s shorts
    3. Mummy’s shoes
    4. Daddy’s shirt
    5. Candy’s fish

C. Circle the capital letters.
Practise these on the board before the children answer them in their books.
sh  sheep
shorts  shoes
shirt  fish
UNIT 10 LESSON 1

Aims
1. To read and discuss a story
2. To check comprehension of a story
3. To introduce the topic of the garden
4. To sing a song with correct rhythm and stress

Preparation and materials
You will need (optional):
• 6 word flashcards and 6 matching picture flashcards of the words as on pages 64-65 of this book
• a tape recorder with the cassette of songs

Suggestions and answers
A. Read the story.
1. For further suggestions on reading a picture story, see Unit 1 Lesson 1 A, Steps 5-8, and on expanding a picture story, see Unit 1 Lesson 4 A.
2. Enjoy the humour of Ali landing in his astonished uncle’s arms and Fiza landing on the surprised cow!

B. Use the words ‘wall’, ‘tree’, ‘cow’ and ‘falls’ to make sentences.
Ask the children questions about the story to check their comprehension.

B. 1. wall 2. cow 3. falls

C. Sing a song: Humpty Dumpty
For singing, see Unit 2 Lesson 2 C. Words and actions are on page 96.

Phonic box
See Unit 6 Lesson 3 for all phonic boxes in this unit.

UNIT 10 LESSON 2

Aims
1. To learn vocabulary related to gardens
2. To develop listening skills
3. To practise counting from one to ten

Preparation and materials
You will need:
• sharpened red, green, blue, yellow, black and orange pencils

Suggestions and answers
A. Draw a line from the picture to the correct words.
1. Chat about the picture.
2. Count the bananas, mangoes, flowers, leaves and bees. Ask the children to write the number beside each picture.
3. You may prefer to ask the children to write the words beside the pictures rather than draw lines across the picture.

B. Talk about the garden and colour the picture.
1. Treat this as a listening exercise. Make sure all the children have sharpened coloured pencils.
2. Tell them how to colour each picture, e.g. Colour the bananas yellow. Colour the mangoes orange. Colour the bird blue. Colour the bees yellow and black. Colour the flowers red. Colour the leaves green.

UNIT 10 LESSON 3

Aims
1. To learn the phonic patterns all and ow
2. To recognize sight words connected to the topic

Suggestions and answers
A. Draw a line from the picture to the correct word.

B. Use the new words in the sentences.

B. 1. The cow is eating a flower. 2. The cow is drinking. 3. The ball is on the wall.
C. **Draw a line from the picture to the correct word.**

1. The children first match the pictures and words on the board.
2. After they have correctly matched the pictures and words, ask them to draw and label the pictures in their books.
3. Play *House or Garden?* See Games, page 100.

### UNIT 10 LESSON 4

**Aims**
1. To practise the language structure: *She/He is They/are ….ing.*
2. To use *very* correctly
3. To understand the sequence of how plants grow

**Preparation and materials**
- If possible, bring some flower pots and some seeds into school. Mustard seeds grow fast.
- Put them in the sun and get the children to sew the seeds and water them every day.
- Every week they can draw a picture of the plant and write beside the picture:

<table>
<thead>
<tr>
<th>Today the plant is</th>
<th>very small.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>small.</td>
</tr>
<tr>
<td></td>
<td>big.</td>
</tr>
<tr>
<td></td>
<td>very big.</td>
</tr>
</tbody>
</table>

**Suggestions and answers**

**A. Use the words given below to make sentences about the pictures.**

2. Call different children to the front of the class and whisper an instruction in their ears, for example, *Run, Drink or Eat.*
3. While the child mimes the action, ask the rest of the class, *What's he/she doing?* Elicit the response: *He's/She's eating/drinking/eating.*

<table>
<thead>
<tr>
<th>A.</th>
<th>1. They are drinking.</th>
<th>2. She is sitting.</th>
<th>3. She is falling.</th>
<th>4. He is eating.</th>
</tr>
</thead>
</table>

**B. Draw a line from the picture to the correct sentences.**

1. Chat about how plants grow. For chat, see Unit 1 Lesson 2 B Step 2.
2. If possible, grow some seeds in class so that the children can see how a plant needs water and sunlight to grow.
3. Make sure that the children use *very* not *too* to express extremes. (Note that we only use *too* if the extreme is not good.)

<table>
<thead>
<tr>
<th>B.</th>
<th>1. c.</th>
<th>2. b</th>
<th>3. a</th>
<th>4. d</th>
</tr>
</thead>
</table>

### UNIT 10 LESSON 5

**Aims**
1. To learn the phonic patterns *all* and *ow*
2. To recognize sight words connected to the topic
3. To question the truth of what they read!

**Preparation and materials**
You will need (optional):
- 6 word and picture flashcards as on pages 64-65 of this book

**Suggestions and answers**

**A. If there is a picture, match the picture to the word. Cover the pictures and read the words.**

See Unit 9 Lesson 6 A.

**B. Use ‘all’ or ‘ow’ to make the words in the sentences.**

1. Enjoy the humour of the pictures!
2. The children can copy the complete sentences in their notebooks.

<table>
<thead>
<tr>
<th>B.</th>
<th>1. tall</th>
<th>3. small</th>
<th>4. down</th>
<th>5. flower</th>
</tr>
</thead>
</table>

**C. Cross the sentences in B that seem strange.**

1. Ask the children which pictures are strange! Can they suggest how they could change the pictures to make them more like real life?
2. **Extension:** Ask them to draw and write about their own strange pictures.

<table>
<thead>
<tr>
<th>C.</th>
<th>All sentences except the tall man running and the king falling down can be crossed, but allow the children’s different opinions. This is a good opportunity for chat.</th>
</tr>
</thead>
</table>
all  ball
wall  fall
ow  flower
cow
UNIT 11 LESSON 1

Aims
1. To read and discuss a story
2. To check comprehension of a story
3. To introduce the topic of transport

Preparation and materials
You will need (optional):
• 6 word flashcards and 6 matching picture flashcards of the words as on pages 70-71 of this book
• a tape recorder with the cassette of songs

Suggestions and answers
A. Read the story.
For further suggestions on reading a picture story, see Unit 1 Lesson 1 A, Steps 5-8, and on expanding a picture story, see Unit 1 Lesson 4 A.
B. Look at Picture 1. How many people can you see? How many people are there in pictures 2 and 4.
   1. Count the people in each picture.
   2. Chat about the different vehicles and the noises they make. Explain that bicycle and cycle mean the same.
   3. For ways of acting out the story, see Unit 1 Lesson 4 B.

   B. Picture 1: 4 people
      Picture 2: 6 people
      Picture 4: 8 people

C. Sing a song: The wheels of the bus
   1. For singing, see Unit 2 Lesson 2 C.
   2. Words and actions are on page 96.

Phonic box
See Unit 6 Lesson 3 for all phonic boxes in this unit.

UNIT 11 LESSON 2

Aims
1. To learn vocabulary related to transport
2. To use the preposition behind
3. To practise the language structure: The …… goes ……
4. To develop listening skills

Preparation and materials
You will need:
• coloured pencils
Suggestions and answers

A. Draw a line to match the picture to the word.
1. For matching activities, see Unit 1 Lesson 3 A and Unit 2 Lesson 3 A.
2. Give the children coloured pencils before you do the listening exercise on page 85 of the Student's Book.

B. Use the words to complete the sentences.
1. First get the children to make sentences about things in the classroom that are *behind* things.
2. When they line up this week (for example, to go into class) ask who is behind who.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B. 1.</td>
<td>The bicycle is behind the van.</td>
</tr>
<tr>
<td>B. 2.</td>
<td>The van is behind the car.</td>
</tr>
<tr>
<td>B. 3.</td>
<td>The car is behind the bus.</td>
</tr>
</tbody>
</table>

C. Draw lines in the boxes to make sentences about the picture.
1. When you have checked the books, ask the children to write the complete sentences in their notebooks.
2. If the children ask you about the exclamation marks, say that they show that the noises are loud.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C. 2.</td>
<td>The car goes Parp!</td>
</tr>
<tr>
<td>C. 3.</td>
<td>The van goes Vrrm!</td>
</tr>
<tr>
<td>C. 4.</td>
<td>The cycle goes Tring!</td>
</tr>
</tbody>
</table>

UNIT 11 LESSON 3

Aims
1. To learn the phonic patterns *ee* and *ng*
2. To put new words into the context of a short story
3. To recognize and use capital letters in signs

Suggestions and answers

A. Draw a line to match the picture to the word.
1. Get the children to say the sound *ee* after you.
2. Match simple pictures and words on the board. Get them to trace over the letters, following the correct direction.
3. Do the same with *ng* words.
4. The children write and illustrate the words.

B. Use the new words to make sentences about these pictures.
1. Expand the story about the king and the bee and make it clear that the king drives into the tree because the bee has stung him. After the children have completed the words, they may write the whole passage in their notebooks.
2. Encourage them to use capital letters at the beginning of sentences and full stops at the end. Explain that sentences can begin in the middle of a line – they don’t have to start at the beginning of a line.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B. 1.</td>
<td>The king has a bicycle. His bicycle goes Tring.</td>
</tr>
<tr>
<td>B. 2.</td>
<td>Oh dear! There is a bee.</td>
</tr>
<tr>
<td>B. 3.</td>
<td>The king rides into a tree.</td>
</tr>
</tbody>
</table>

C. Read the words. Draw a line from the words to the correct picture.
1. Write a few lower and upper case letters on the board. Ask different children to circle the capital letters and then match them to their small letters.
2. When the children have read the words, talk about the uses of capital letters. Elicit that we use them:
   • at the beginning of names
   • at the beginning of sentences
   • in signs
3. Make signs for the classroom in capital letters and ask different children to read them aloud and put them in the right places.
4. When the children have matched the words in the textbook to the pictures, ask them to write the signs in small letters.

UNIT 11 LESSON 4

Aims
1. To use the pronouns: They/He/She/It
2. To practise the present continuous tense with an object:
   They are / He/She/It is …ing ……
3. To use the present continuous tense with wearing + different types of clothes

Suggestions and answers
A. Read the sentences. Draw a line from the picture to the correct sentence.
   1. Read the sentences. Ask the children to point to the matching pictures and check that they are pointing to the same pictures as their partners.
   2. Ask the children to mime the same actions.

   | A. | 1. e | 2. d | 3. b | 4. c | 5. a |

B. Look at the pictures and use these words to make sentences.
   Encourage the children to talk about what boys and girls in the class are wearing, practising making sentences in the present continuous tense beginning: He is …ing …… She is …ing …….. They are …ing ………

   | B. | 2. She is wearing trousers.
   |   | 3. They are wearing skirts.
   |   | 4. It is wearing a hat.
   |   | 5. They are wearing caps.

Follow-up
Write the following questions on the board and ask the children to answer them:
1. What are you wearing? I am wearing …………………………………
2. What are you reading? I am reading …………………………………..
3. What are you touching? I am touching ………………………………..

UNIT 11 LESSON 5

Aims
1. To learn the phonic patterns ee and ng
2. To recognize sight words connected to the topic
3. To question the truth of what they read!

Preparation and materials
You will need (optional):
• 6 word and picture flashcards as on pages 70-71 of this book
Suggestions and answers

A. If there is a picture, match the picture to the word. Cover the pictures and read the words.
See Unit 9 Lesson 6 A.

B. Look at the pictures. Use ‘ee’ or ‘ng’ to make the words in the sentences.

B. 1. The cycle goes tring.
    2. The tree is green.
    3. The king is falling.
    4. There are three bees.

C. Draw a circle round the capital letters.

1. Now that you have taught all the upper and lower case letters, ask the children to match all the capital and small letters on the board, perhaps as a team game.
2. Turn to the alphabet on pages 2 and 3 of the Student’s book. Ask the children to point to either the capital or small letter as you say it.
Photocopiable flashcards for Unit 11

ee  bee

tree  three

ing  running

sitting  swimming
Note: Teaching suggestions can be found at the bottom of each page in the Student’s Book. All answers are highlighted in grey.

Aims
1. To revise the previous three units
2. To test how well the children have understood them
3. To help the children who have not attained the expected learning outcomes
4. To give feedback to parents

Preparation and materials
You will need to:
• photocopy the check-up test on page 105 of this book to give to your pupils after you complete the unit

Revision
Revise the previous three units as you did in Unit 4 (page 32 of this book).

A. Draw a line to match the words to the picture and say the words.

The children match the pictures to the words according to the instructions on page 86 of the Student’s book.

B. Talk about the pictures.

Use the picture to assess how fluently children speak. Ask leading questions like:
1. What is the girl in the blue skirt doing?
2. What is behind her?
3. What colour is her book?
4. How many red flowers can you see?
5. Where are the bananas?
6. What colour is the mat?
7. Who is drinking tea?
8. What is in the bottle?
9. What is the boy in the yellow shirt kicking?
10. What is the girl in the red suit touching?

C. Use these letters to make the correct words.

2. pan 3. pots 4. pets 5. skirt
6. shirt 7. box 8. fox

D. Talk about the pictures using ‘This is a ...’ or ‘These are ...’

1. These are socks.
2. This is a hat.
3. This is a tree.
4. These are flowers.
5. This is a bus.
6. These are vans.

Extension: Ask the children to write sentences about the colours of the pictures e.g.
1. The socks are yellow.

E. Use the words in the box to make sentences about the picture in A.

2. A girl is reading.
3. A woman is eating.
4. A man is drinking.

Extension: The children say or write more sentences, e.g. A boy in red shorts is falling. A boy in blue shorts is running. A girl is touching a flower. A girl is sitting on a red mat.

F. Look at the animals. Talk about the pictures.

If the children write these sentences, please check that all names begin with a capital letter.

Kit is behind Polly. Polly is behind Candy. Candy is behind Giddy. Giddy is behind Dan.

Extension:
Write a variety of lower and upper case letters on the board. Ask different children to come up and circle the small letters, then join them to the matching capital letters.

**REVISION TEST**

**Preparation and materials**
1. Each child will need coloured pencils and a photocopied sheet of the test on page 105 of this book.
2. You will need a copy of the Record of Assessments from the inside back cover of this book.

**How to give the test**
1. Explain that the children must not look at each other’s work or talk to each other during the test.
2. Read aloud each question and explain what the children have to do, if necessary in a language the children understand.
3. Reassure them that you will not be angry if they make mistakes. It is to help you to help them learn well.

**REVISION TEST ANSWER KEY**

**A. Circle the word your teacher says.**
Read the following words clearly, repeating each one twice. Ask the children to listen carefully and circle the word you say on their paper.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>pan</td>
<td>pot</td>
<td>skirt</td>
<td>fox</td>
<td>three</td>
<td>desk</td>
</tr>
<tr>
<td>big</td>
<td>draw</td>
<td>short</td>
<td></td>
<td>sit</td>
<td></td>
</tr>
</tbody>
</table>

**Total marks for listening:** 5 (½ mark for each correctly circled word)

**B. Look at the pictures. Write the words.**

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>hat</td>
<td>bee</td>
<td>ball</td>
<td>cow</td>
<td>king</td>
<td></td>
</tr>
</tbody>
</table>

**Total marks for word work:** 5 (one mark for each correctly written word)

**C. Circle the correct word.**

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>running</td>
<td>wearing</td>
<td>They</td>
<td>behind</td>
<td>flowers</td>
<td></td>
</tr>
</tbody>
</table>

**D. Write Yes or No.**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**E. Write the small letters.**

**Total marks for sentence work:** 10 (one mark for each correct word in C and D; ½ mark for two correctly written lower case letters in E)
UNIT 13 LESSON 1

Aims
1. To read and discuss a story
2. To check comprehension of a story
3. To introduce the topic of food and drink
4. To practise the language structure: ‘Yes, he/she does. No, he/she doesn’t.’
5. To practise using please and thank you.

Preparation and materials
You will need (optional):
• 6 word flashcards and 6 matching picture flashcards of the words as on pages 78-79 of this book

Suggestions and answers
A. Read the story.
1. Chat about food the children do and don’t like, asking, Do you like …? Talk about children who are “fussy” and the importance of eating food that is good for your health, like eggs – also how eating too many sweet foods can be bad for you.
2. For further suggestions on reading a picture story, see Unit 1 Lesson 1 A, Steps 5-8, and on expanding a picture story, see Unit 1 Lesson 4 A.
3. Enjoy the humour of the situation that the one thing Tom likes (eggs) is the one thing Fiza, Ali and Sara don’t like!
4. Revise the present continuous tense, asking What is … drinking/eating? for each picture.

B. Answer the questions using ‘Yes, he does.’ or ‘Yes, she does.’ ‘No, he doesn’t.’ or ‘No, she doesn’t.’
1. Practise the questions and answers orally first, then in pairs.
2. The children can write the questions and answers in their notebooks.

C. Put ‘please’ or ‘thank you’ in the spaces.
1. Do some drama to help the children use ‘please’ and ‘thank you’. Make this more fun by asking the children to act out a role play of Elephants’ Dinner Time. See Games, page 101.
2. In your daily class work, say ‘please’ and ‘thank you’ frequently to set a good model, and expect them to use it in pair work.

Phonic box
1. Explain that from this lesson onwards, we look at sounds made by two letters together. Sometimes they make two sounds, like pl in ‘please’. You can say p and l separately from each other so they are two phonemes. Sometimes they make one sound, like ea in ‘please’. If you separate the e and a they make different sounds, not the single sound of ea as in tea.
2. You may wish to introduce the word phoneme (sound made by one or more letters) to your pupils. Alternatively, you can simply say that some sounds are shown by one letter, some by two letters.
3. Today’s phoneme is ea as in tea. Ask the children if these two letters make one phoneme (sound) or two. Do not confuse the children with irregular spellings such as the sound of ea in bread.
4. On the board, write other words with ea. Write all the eas above each other so that the pattern is clear, like this:

<table>
<thead>
<tr>
<th>tea</th>
<th>eat</th>
<th>leaf</th>
<th>meat</th>
<th>seat</th>
<th>please</th>
</tr>
</thead>
</table>

5. Teach all other two-letter patterns in the following lessons in the same way.

UNIT 13 LESSON 2

Aims
1. To learn vocabulary related to food and drink
2. To distinguish between food and drink
3. To use the simple present, We eat … or We drink …

Preparation and materials
You will need to:
• bring an opaque bag and some different kinds of food to school so that you can play The Magic Bag.
Make large, clear labels and keep them on the display table for a few days.

Suggestions and answers
A. Draw a line to match the picture to the correct word.
1. For matching activities, see Unit 1 Lesson 3 A and Unit 2 Lesson 3 A.
2. Play The Magic Bag with the food you have brought in. See Games, page 98.
3. Extension: Ask questions and answers in pairs like this:

<table>
<thead>
<tr>
<th>How many</th>
<th>bananas</th>
<th>mangoes</th>
<th>eggs</th>
<th>cakes</th>
<th>ice creams</th>
<th>beans</th>
<th>are there?</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are</td>
<td>3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Example:
1. How many bananas are there? There are 8 bananas.

B. Say which picture is food and which is a drink.
Do this on the board first.

C. Talk about the food and drinks using ‘We eat …’ or ‘We drink …’
Do this orally first.

Phonic box
1. Remind the children of the phonemes (sounds) made by letters as you discussed in the last lesson.
   Ask the children how many phonemes there are in pl (two – p and l).
2. Teach as in Unit 13 Lesson 1. Other common words with these two letters together are plant, plate, plane.
UNIT 13 LESSON 3

Aims
1. To express likes and dislikes
2. To sing a song with correct rhythm and stress
3. To understand the importance of saying please in requests

Preparation and materials
You will need:
• a tape recorder if possible with the cassette of songs
• the magic bag you brought in Lesson 2

Suggestions and answers
A. Look at the pictures again. Ask your friends what they like.
   1. First model questions about all the food and drink with different children in the class.
   2. Then ask them to ask their partners all ten questions.
   3. They then change roles and the questioner answers the same questions asked by their partner.

B. Sing a song: I like food!
   1. For singing, see Unit 2 Lesson 2 C.
   2. Words and actions are on page 97.

C. Game: ‘Do it if I say please.’
   1. Play this like Simon says. See Games, page 99. The difference is that the children only do the action if you say please.
   2. Practise new verbs, especially, Eat/Drink a/an/some … please. The children should be careful to eat the food in the right way. For example, if they don’t peel the banana before they eat it, or if they drink a hot cup of tea in one gulp instead of sipping it, they should be out!
   3. If the children practise playing the game in pairs, they can see how long they can test their partners without catching them out!

UNIT 13 LESSON 4

Aims
1. To practise the language structure: Do you like …?
2. To use ‘a’ and ‘an’ correctly

Suggestions and answers
A. Using ✔ or ✗, answer the question in the box.
   1. Ensure that the children ask the questions in full, beginning Do you like …? i.e. Do you like bananas? Do you like eggs? etc. They should reply according to their own tastes so every child’s answers will be different.
   2. First get them to ask questions one-by-one, then in pairs.
   3. They could also copy the box into their notebooks and ask the questions of a partner, ticking the box for themselves and making a third column for their partner’s answers.
   4. The children write sentences about themselves and their partner. Copy this framework onto the board for them to follow.

   I like ……… and ………
   I do not like ………
   My friend likes ……… and ………
   He/She does not like ……… and ………

B. ‘a’ or ‘an’? Write the correct word.
   First write the words on the board. Remind the children that we write ‘an’ before words beginning with a, e, i, o or u.
   Extension: Write some more nouns on the board and ask the children to write ‘a’ or ‘an’ beforehand, e.g. ant, camel, elephant, goat, horse, insect, kangaroo, rat, umbrella Ask which is not an animal.
UNIT 13 LESSON 5

Aims
1. To learn the phonic patterns ea and th
2. To recognize sight words connected to the topic

Preparation and materials
You will need:
• picture and word flashcards of words in phonic boxes for this unit

Suggestions and answers
A. If there is a picture, match the picture to the word. Cover the pictures and read the words.
See Unit 9 Lesson 6 A.

B. Write the correct words for the pictures in these sentences.
1. After you have marked this, the children can copy the sentences and pictures in their notebooks.
2. Write simple sentences with the other words on the board for the children to complete, using words from the box, for example:
   1. I have one _________ on my hand.
   2. We drink _________ in a cup.
   3. We _________ beans.
   4. _________ are green.
   5. _________ are yellow.

B. 1. She doesn’t like tea.
2. This cow is eating a leaf.

C. Circle the two coloured letters in each word that make only ONE sound.
1. Write the following two-letter combinations on the board. Get all the children to read them as you write them and identify whether they make one phoneme (sound) or two.
   ea  pl  ee  th  ng  fr  dr  sh
2. Ask different children to come up and underline those that make only one sound like this.
3. Ask the children which two pairs of letters make the same sound (ee and ea).

C. The children should circle: thumb, shirt, king, tree, tea.
ea  tea
ice cream
beans
leaf
th  three
thumb
<table>
<thead>
<tr>
<th>3</th>
<th>Leaf</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cup</td>
<td>Ice cream</td>
</tr>
<tr>
<td>Beans</td>
<td>3 dots</td>
</tr>
</tbody>
</table>
Note: For detailed teaching procedures, see suggestions for Unit 1.
Teaching suggestions can be found at the bottom of each page in the Student’s Book. All answers are highlighted in grey.

UNIT 14 LESSON 1

Aims
1. To read and discuss a story
2. To check comprehension of a story
3. To introduce the topic of toys
4. To practise the language structure: *Do you …? Yes, we do. No, we don’t.*

Preparation and materials
You will need (optional):

• 5 word flashcards and 5 matching picture flashcards of the words as on pages 84-85 of this book
• to ask the children to bring in their favourite toys for the display table for Lesson 2. Alternatively, collect some to bring in yourself.

Suggestions and answers

A. Read the story.
1. For further suggestions on reading a picture story, see Unit 1 Lesson 1 A, Steps 5-8, and on expanding a picture story, see Unit 1 Lesson 4 A.
2. Ask the children if they think Biff is really doing these naughty things. Is he real or an “imaginary friend”? Accept all their answers.
3. Chat about why the things Biff does are naughty. Ask if they think Mummy believes Fiza. (“Hm” suggests she doesn’t but is too polite to say – but again, there are no right answers!)

B. Circle one word in each box to make true sentence.
1. Practise making the sentences orally first, then in pairs.
2. The children write the complete sentences in their books.

B. 1. books 2. ball 3. socks 4. cake 5. necklace

C. Ask your friend some questions and answer using: ‘Yes, we do.’ or ‘No, we don’t.’
1. Practise this orally first. Ask the children to suggest questions and write them on the board, some with yes answers, some with no answers. Here are some possible ones:
   1. Do you eat pears?
   2. Do you eat socks?
   3. Do you read mangoes?
   4. Do you read books?
   5. Do you drink milk?
   6. Do you drink bags?
2. The children can then practise reading and answering them in pairs. Then they can write questions and answers in their notebooks. It is important that they practise the question form as well as the answer.

C. All sorts of questions are possible and the children copy the questions and write the answers like this:
   1. *Do you eat pears? Yes, we do.*
   2. *Do you eat socks? No, we don’t.*

Phonic box
Teach as in Unit 13 Lesson 1.
UNIT 14 LESSON 2

Aims
1. To develop listening skills
2. To sing a song with correct rhythm and stress
3. To practise the language structure: Which ____ do you like best? I like....
   My friend likes....

Preparation and materials
You will need:
• a tape recorder if possible with the cassette of songs
• Ask the children if they have brought in their favourite toys for the display table and label them.
Alternatively bring in a few of your own.

Suggestions and answers
A. Listen to see which toys the children like and draw a line to match the children to those toys.
1. For matching activities, see Unit 1 Lesson 3 A and Unit 2 Lesson 3 A.
2. Show the children the toys you or they have brought in. Get them to match the toys to their labels.
3. Chat about the toys each child likes best and encourage them to have different opinions from each other.
4. When you have checked that they have matched the favourite toys correctly, ask the children to write sentences in their notebooks.

A. 1. Fiza likes the teddy bear and bus best.
2. Ali likes the game boy and the van best.
3. Sara likes the doll and the cooking set best.
4. Tom likes the car and the rabbit best.

B. Sing a song: Teddy Bear
1. For singing, see Unit 2 Lesson 2 C.
2. Words and actions are on page 97.

C. Ask your friend about the toys.
1. In pairs, the children ask and answer the question about the toys in A. They should be encouraged to have different opinions.
2. They can write sentences about their own favourite and their friend’s favourite. Write a frame like the one below for them to follow.
   I like the ______ best. My friend likes the ______ best.
3. Check that they say like about themselves, but likes for their friend.

UNIT 14 LESSON 3

Aims
1. To practise the present continuous tense
2. To practise using he and she
3. To decide which actions are naughty!

Suggestions and answers
A. Draw a line to match each picture to the correct word.
1. Match simple pictures and words on the board. Get them to trace over the letters, following the correct direction.
2. The children match the pictures and words in their books.
3. The children write and illustrate the words.

B. Ask and answer questions about the pictures in A and B.
1. Play What’s he/she doing? See Games, page 101.
2. The children form questions and answers orally about each picture. Write the words for B on the board: skipping, jumping, drawing, sleeping.

3. Able children should write the questions as well as the answers.

4. **Extension:** The children can ask and answer questions about the pictures in A and B from a frame on the board like this:

<table>
<thead>
<tr>
<th>Is</th>
<th>he she</th>
<th>___ing?</th>
<th>No, he she</th>
<th>isn't.</th>
<th>Yes, he she</th>
<th>is.</th>
</tr>
</thead>
</table>

**Example: A**
1. Is she drawing? No, she isn't. Is she running? Yes, he is.
2. What is he doing? He is reading.
3. What is he doing? He is eating.
4. What is she doing? She is drinking.
5. What is she doing? She is skipping.
6. What is he doing? He is jumping.
7. What is she doing? She is drawing.
8. What is he doing? He is sleeping.

**A.**
1. What is she doing? She is running.
3. What is he doing? He is eating.

**B.**
5. What is she doing? She is skipping.
7. What is she doing? She is drawing.

**C.** **Read the words and say if it is a good thing or a bad thing to do.**
1. Chat about why it is good to read books and naughty to kick flowers.
2. If the children give unexpected answers, discuss them seriously — for example, it may be a good thing to draw in Mummy's drawing book if she asks you to! The important thing is to generate talk.

**UNIT 14 LESSON 4**

**Aims**
1. To use his and her correctly.
2. To practise the language structure: Are they ___ing? Yes, they are. No, they aren't.
3. To use a and some correctly.

**Preparation and materials**
You will need to:
* prepare slips for the game *Mime and guess*. See Games, page 101.

**Suggestions and answers**

**A.** **Use ‘his’ or ‘her’ in these sentences.**
1. Play *Mime and guess*, to practise his and her again. See Games, page 101.
2. Practise making other sentences with his and her before the children read and write this exercise.

<table>
<thead>
<tr>
<th>A.</th>
<th>1. her</th>
<th>2. her</th>
<th>3. his</th>
<th>4. her</th>
<th>5. his</th>
</tr>
</thead>
</table>

**B.** **Read the questions and answer using the words ‘Yes, they are.’ or ‘No, they aren’t.’**
1. Make it clear that we use is for one person and are for two or more.
2. Chat about cooking. Get the children to practise orally before they answer the questions.
3. Get them to make up more questions with mangoes, cake, fish and ice cream.

| B. | 1. No, they aren’t. | 2. Yes, they are.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Yes, they are.</td>
<td>4. No, they aren’t.</td>
<td></td>
</tr>
</tbody>
</table>

**Extension:**
5. Are they cooking mangoes? No, they aren’t.
6. Are they cooking cake? Yes, they are.
7. Are they cooking fish? Yes, they are.
8. Are they cooking ice cream? No, they aren’t.

**C.** **Write ‘a’ or ‘some’ in the spaces.**
1. Make it clear that we use a and an for one thing and some for two or more.
2. Play *I spy*. See Games, page 98. Talk about things you can see in the classroom – some singular, some plural.
3. Write on the board words that the children can see around them e.g. board pencils books door windows chairs clock
4. Put a or some in front of each one.
5. They can then put a or some in front of the words in the text book.
6. After you have checked their work, they can write the phrases and draw the pictures in their notebooks. They can also write phrases about things in the room.
7. **Extension:** Get the children to count the pictures (and objects in the classroom if you wish) and say, *There is one .... There are two/three ....*
8. If they write the sentences, teach them the spellings of the numbers on the board.

<table>
<thead>
<tr>
<th></th>
<th>a car</th>
<th>some rabbits</th>
<th>a doll</th>
<th>some pencils</th>
<th>some books</th>
<th>a board</th>
<th>some windows</th>
<th>some chairs</th>
<th>a clock</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Extension:</strong></td>
<td>1. There are three teddy bears.</td>
<td>2. There is one car.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. There are 3 rabbits.</td>
<td>4. There is one doll.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**UNIT 14 LESSON 5**

**Aims**
1. To learn the phonic patterns *ck* and *oo*
2. To recognize sight words connected to the topic
3. To revise the phonic patterns they have already learnt
4. To recognize rhymes

**Preparation and materials**
You will need:
- 5 picture and word flashcards as on pages 84-85 of this book

**Suggestions and answers**

**A. Match the picture to the word. Cover the pictures and read the words.**
See Unit 9 Lesson 6 A.

**B. Use ‘ck’ or ‘oo’ to make the words in the sentences.**
Do this orally before the children write it.

**C. Read the words out loud. Circle sounds that are different.**
1. Play *Full Circle*. See Games, page 101 to revise phonic patterns you have already taught.
2. Ask the children to say aloud the words, so that they can hear the difference in the odd-one-out.
3. Sing the song in Lesson 2 again. Find the rhyming words.

<table>
<thead>
<tr>
<th></th>
<th>doll</th>
<th>leg</th>
<th>eat</th>
<th>room</th>
</tr>
</thead>
</table>
Photocopiable flashcards for Unit 14

ck sock
duck
necklace
oo book
cook
UNIT 15 LESSON 1

Aims
1. To read and discuss a story
2. To check comprehension of a story
3. To introduce the topic of feelings

Preparation and materials
You will need (optional):
• 5 word flashcards and 5 matching picture flashcards of the words as on pages 90-91 of this book

Suggestions and answers
A. Read the story.
For further suggestions on reading a picture story, see Unit 1 Lesson 1 A, Steps 5-8, and on expanding a picture story, see Unit 1 Lesson 4 A.

B. Use the words ‘frogs’, ‘flowers’, ‘bananas’ and ‘mangoes’ to make sentences about the story.
Practise the sentences orally first, then in pairs.

B. 1. The snake eats frogs.
2. The parrot eats bananas and mangoes.
3. The goat eats flowers and bananas.

Extension: Ask the children to ask and answer questions like this:

<table>
<thead>
<tr>
<th>What colour</th>
<th>are is</th>
<th>the mangoes? the bananas? the flowers? the parrot? the goat? the snake?</th>
<th>They are It is</th>
<th>red. yellow. orange. black. brown. green.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many</td>
<td>mangoes bananas flowers trees</td>
<td>are there in picture 1?</td>
<td>There are</td>
<td>8. 9. 10.</td>
</tr>
</tbody>
</table>

Example: What colour are the mangoes?
They are orange.
How many mangoes are there in picture 1?
There are 8.
If you write the above frames on the board, the children can write the questions and answers in their notebooks.

Phonic box
Teach as in Unit 13 Lesson 1.
UNIT 15 LESSON 2

Aims
1. To develop listening skills
2. To revise vocabulary taught in this book.
3. To sing a song with correct rhythm and stress and revise counting to ten

Preparation and materials
You will need:
• a tape recorder if possible with the cassette of songs
• to give each child a felt tip or ball-point pen

Suggestions and answers
A. Listen to the instructions. Colour the picture using the colours below.
Read the instructions to the listening exercise on page 86.

A. The children should colour the picture as you instructed.

B. Sing a song: Ten little children
1. Draw two outlines of a hand on the board, asking What are these? to get the response, They are hands.
2. Draw a happy or sad face on each finger. Each time, ask, Is the child happy or sad? to get the response, He’s/She’s happy/sad. Allow the children to say he or she as they like since it will not be clear from the face.
3. The children can trace round their own hands and draw a small face on each finger. The faces can be happy or sad as they like.
4. The children can then draw faces on their own fingers like this:

5. Sing the song. For singing, see Unit 2 Lesson 2 C.
6. Words and actions are on page 97.

Follow-up
After the children have drawn faces on their fingers for the song, they can work in pairs to ask and answer questions like this: Is this child happy or sad? He’s/She’s happy/sad.
UNIT 15 LESSON 3

Aims
1. To learn the prepositions in, on, under and behind
2. To practise the language structure: Who …? What…? + present continuous
3. To distinguish between the sounds of initial letters

Preparations and materials
• You will need coloured pencils

Suggestions and answers
A. Look at the picture again. Complete the sentences using the words ‘behind’, ‘in’, ‘on’ and ‘under’.
1. Revise prepositions with reference to real objects in the class. Teach the new preposition, under.
3. Complete the exercise orally before the children write it.
4. Extension: Add the following gap-fill sentences on the board:
   6. The bee is ______ the camel’s nose.
   7. The camel is ______ the box.
A. 1. on 2. in 3. under 4. in or on 5. behind 6. on 7. under

B. Look at the new picture. Ask question using ‘Who is falling?’ or ‘What is falling?’
   Colour the picture.
1. Do this orally first. Remind the children that we call people who. We call things and animals it.
2. Talk about the differences between the picture on pages 78 and 79.
3. Ask questions like this: Is the ……………………now? No, he/it isn’t.
B. (in any order)
   What is falling? The snake is falling. The box is falling.
   What is running? The camel is running. The dog is running.
   Who is falling? The boy is falling. The man is falling.
   What is flying? The bird is flying. The bee is flying.
   Is the man pushing the camel now? No, he isn’t.
   Is the dog sleeping now? No, it isn’t.
   Is the snake in the box now? No, it isn’t.
   Is the boy pushing the camel now? No, he isn’t.
   Is the bird in the tree now? No, it isn’t.

C. Circle the things in the picture that begin with the letter b.
   Play I spy first. See Games, page 98.
C. boy, bee, bird, box

UNIT 15 LESSON 4

Aims
1. To revise the pronouns she, he, you, I, we, they
2. To revise colours and clothes
3. To revise using capital letters for names

Suggestions and answers
A. Read the words in the box. Now use them in the sentences.
2. The children copy the completed questions and answers in their notebooks.
A. Do you like bananas? No, I don’t.
   1. He likes ice cream.
   2. They like tea.
   3. She likes cake.
B. **Read the sentences and write the name under each child.**

1. Make up sentences about different children in your class, e.g. *He has a blue bag. He has a red pencil box.*
2. The children guess who you are thinking of and say the name.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Ali</td>
</tr>
<tr>
<td></td>
<td>3. Sara</td>
</tr>
<tr>
<td></td>
<td>4. Tom</td>
</tr>
</tbody>
</table>

**UNIT 15 LESSON 5**

**Aims**
1. To learn the phonic patterns *ir* and *e* as in *he*
2. To recognize sight words connected to the topic

**Preparation and materials**
You will need:
- 5 picture and word flashcards as on pages 90-91 of this book

**Suggestions and answers**

**A.** If there is a picture, match the picture to the word. Cover the pictures and read the words.
See Unit 9 Lesson 6 A. Note that not all words can be matched to a picture.

**B.** **Use the words to complete the sentences.**
Do this orally first.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. She is happy.</td>
</tr>
<tr>
<td></td>
<td>2. The car is behind the girl.</td>
</tr>
<tr>
<td></td>
<td>3. The boy is sad.</td>
</tr>
<tr>
<td></td>
<td>4. He has a dirty shirt.</td>
</tr>
</tbody>
</table>

**C.** **Circle the two coloured letters in each word that make only ONE sound.**
1. Teach as for Unit 13 Lesson 5 C.
2. Revise the phonic patterns you have taught this year with *Phonic Bingo.* See Games, page 102.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>children, bird</td>
</tr>
</tbody>
</table>
ir  bird

girl

skirt

ch  children

chick
Aims
1. To revise the previous three units
2. To test how well the children have understood them
3. To help the children who have not attained the expected learning outcomes
4. To give feedback to parents

Preparation and materials
You will need to:
- photocopy the check-up test on page 106 of this book to give to your pupils after you complete the unit
- provide children with coloured pencils for A

Revision
Revise the previous three units as you did in Unit 4 (page 32 of this book).

A. Listen and colour the second picture.
1. Talk about the first (coloured) picture.
2. To assess their speaking skills, ask the children questions like these:
   
<table>
<thead>
<tr>
<th>Questions</th>
<th>Expected responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>What colour is the jug/cake/mango/cup/table?</td>
<td>It is blue/white/orange/red/brown.</td>
</tr>
<tr>
<td>What colour are the bananas/apples/beans?</td>
<td>They are yellow/red/green.</td>
</tr>
<tr>
<td>How many bananas/apples/mangoes are there?</td>
<td>There are …. / There is one.</td>
</tr>
</tbody>
</table>
   
3. Read the instructions on page 86 and get the children to colour the second picture as you tell them.
4. When you have checked that they have coloured correctly, ask them, How is the second picture different from the first picture? See below for expected answers.

   A. The children should colour the line drawing as instructed. Expected responses are to question 4 about the second picture: There are four bananas. The cup is blue. The mango is red. The apples are green. The bananas are yellow. The cake is brown. The jug is orange. There is an egg on the rice. There is an orange on the bananas.

   B. Use the letters in the box to make words for the pictures.
   
   duck leaf bee cow girl shorts thumb

   C. Look at the table about the food that the children like. Now ask and answer questions about them.

   The children can follow the model to make five more questions and answers about Fiza and five more questions and answers about Ali.
   Does Fiza like beans? No, she doesn’t.
   Does Fiza like meat? Yes, she does.
   Does Fiza like cake? No, she doesn’t.
   Does Fiza like ice cream? Yes, she does.
   Does Fiza like eggs? No, she doesn’t.
   Does Ali like beans? Yes, he does.
   Does Ali like meat? No, he doesn’t.
   Does Ali like cake? Yes, he does.
   Does Ali like ice cream? Yes, he does.
   Does Ali like eggs? No, he doesn’t.
D. Draw a line from the sentence to the correct picture.

The children should have connected the lines as follows:

1. a    2. b    3. e    4. d    5. f    6. c

Extension: a) What are they doing?  b) What is he doing?  c) What are they doing?
d) What is she doing?  e) What is he doing?  f) What is she doing?

REVISION TEST

Preparation and materials
1. Each child will need coloured pencils and a photocopied sheet of the test on page 106 of this book.
2. You will need a copy of the Record of Assessments from the inside back cover of this book.

How to give the test
1. Explain that the children must not look at each other’s work or talk to each other during the test.
2. Read aloud each question and explain what the children have to do, if necessary in a language the children understand.
3. Reassure them that you will not be angry if they make mistakes. It is to help you to help them learn well.

REVISION TEST ANSWER KEY

A. Listen to your teacher: Tick or cross.
Tell the children to tick or cross the boxes as you speak. Explain that some boxes are already completed and they can leave these. Say the following, pausing to give children time to tick or cross. Say each sentence twice — slowly and clearly:

1. Sara likes beans. She likes cake. [pause] So tick the box under Sara and beside cake. She likes ice cream, [pause] but she doesn’t like eggs. So cross the box beside eggs. [pause]
2. Tom likes eggs [pause], but he doesn’t like beans, cake or ice cream. [pause]
3. Biff likes ALL food! He likes beans, cake, ice cream and eggs. [pause]
4. Kit likes beans [pause]. But he is fussy. He doesn’t like anything else. He doesn’t like cake, ice cream or eggs.

<table>
<thead>
<tr>
<th></th>
<th>Sara</th>
<th>Tom</th>
<th>Biff</th>
<th>Kit</th>
</tr>
</thead>
<tbody>
<tr>
<td>beans</td>
<td>✔</td>
<td>✘</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>cake</td>
<td>✔</td>
<td>✘</td>
<td>✔</td>
<td>✘</td>
</tr>
<tr>
<td>ice cream</td>
<td>✔</td>
<td>✘</td>
<td>✔</td>
<td>✘</td>
</tr>
<tr>
<td>eggs</td>
<td>✘</td>
<td>✔</td>
<td>✔</td>
<td>✘</td>
</tr>
</tbody>
</table>

Total marks for listening: 5 (½ mark for each correctly completed box)

B. Complete the words.

1. a frog  2. a dress  3. a duck  4. a book  5. a flower

Total marks for word work: 5 (one mark for each correctly written pair of letters)

C. Circle the correct word.

1. drawing  2. She  3. bear  4. some  5. in

Total marks for sentence work: 10 (One mark for each correct word.)
Play the cassette of the song before the children sing it but encourage them to mime the actions with you. When they have heard it once, they can sing along with it, following the words of the first verse in the book or doing the actions as you wish. When the children know the song by heart, they can sing it without the cassette. All songs should be sung again (with actions) after you have taught them and revised regularly throughout the year.

**UNIT 1 LESSON 1 C: O as in orange**

(This is sung to the tune of Frère Jacques)

<table>
<thead>
<tr>
<th>Words</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>O as in orange, o as in orange.</td>
<td>Make circle with forefinger and thumb of left hand.</td>
</tr>
<tr>
<td>C as in cat, c as in cat.</td>
<td>Make c with forefinger and thumb of left hand.</td>
</tr>
<tr>
<td>A as in apple, a as in apple. (Clap) That's that! (Clap) That's that!</td>
<td>Make a with forefinger and thumb of left hand and forefinger of right hand as the downstroke. Clap. Clap.</td>
</tr>
<tr>
<td>N as in necklace, n as in necklace.</td>
<td>Make n with forefinger and thumb of left hand by pointing them both to the floor. Make r with forefinger and thumb of left hand by curling tip of forefinger. Make m with forefinger and thumb of left and right hands. Clap. Clap.</td>
</tr>
<tr>
<td>R as in rat, r as in rat.</td>
<td></td>
</tr>
<tr>
<td>M as in mummy, m as in mummy. (Clap) That's that! (Clap) That's that!</td>
<td></td>
</tr>
</tbody>
</table>

**UNIT 2 LESSON 2 C: Mr Thumb**

<table>
<thead>
<tr>
<th>Words</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Thumb, Mr Thumb, Where are you? Here I am! Here I am! How do you do? Finger 1, Finger 1, Where are you? Here I am! Here I am! How do you do? Finger 2, Finger 2 … Finger 3, Finger 3 Finger 4, Finger 4</td>
<td>Hold up right thumb. Put right hand behind back and “look around” for it. Hold up right thumb again. Wiggle thumb and nod politely to it. Hold up right forefinger. Put right hand behind back and “look around” for it. Hold up right forefinger again. Wiggle forefinger and nod politely to it. As for first two verses with middle finger. As for first two verses with ring finger. As for first two verses with little finger.</td>
</tr>
</tbody>
</table>
UNIT 3 LESSON 2 C: Classroom colours

**Words**
My pencil is red,
My pen is blue,
My desk is green
And my book is, too.

My bag is yellow,
The blackboard is black -
But some boards are white
Now how weird is that!

**Actions**
Point to the correct objects as you say the words.
Raise eyebrows and look surprised.
Put hands our with palms upwards.

UNIT 5 LESSON 2 A: The animals came in two by two

**Words**
The animals came in two by two.
Hurrah! Hurrah!
The animals came in two by two.
Hurrah! Hurrah!
The animals came in two by two.
The elephant and the kangaroo -
And they all came walking in.

The animals came in two by two.
Hurrah! Hurrah! (repeat as before)
The horse, the dog and the camel too
And they all came running in.

The animals came in two by two.
Hurrah! Hurrah! (repeat as before)
The birds, the bees and the parrots too
And they all came flying in.

**Actions**
“Walk” two fingers of both hands beside each other.
Wave hands high.
“Walk” two fingers of both hands beside each other.
Wave hands high.
“Walk” two fingers of both hands beside each other.
“Run” two fingers of both hands beside each other.
Wave hands high.
“Run” two fingers of both hands beside each other.
“Fly” with both hands.
Wave hands high.
“Fly” with both hands.

UNIT 6 LESSON 2 A: Old Macdonald has a farm

**Words**
1. Old Macdonald has a farm
   E – I – E – I – O!
   And on his farm he has some cows
   E – I – E – I – O!
   With a moo moo here
   and moo moo there,
   Here a moo, there a moo,
   Everywhere a moo moo.
1. Old Macdonald has a farm
   E – I – E – I – O!

   2. dogs... woof woof
   3. cats... miaow miaow
   4. sheep... baa baa
   5. hens... cluck cluck
   6. ducks... quack quack
   7. goats... meh meh
   8. camels ... harrumph harrumph
   9. snakes ... sssss sssss
   10. elephants ... MMMah MMMah

**Actions**
Fold arms.
Clap on the beat.
Put both forefingers over forehead so that they look like horns.
Look to the left, then the right.

Look to the left, then the right.
Look all around.
Fold arms.
Clap on the beat.

Do appropriate actions for the rest of the animals.
**UNIT 7 LESSON 2 A: Head and shoulders**

<table>
<thead>
<tr>
<th>Words</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head, shoulders, knees and toes, knees and toes, Head, shoulders, knees and toes, knees and toes, Eyes and ears and mouth and nose. Head, shoulders, knees and toes, knees and toes.</td>
<td>Touch the parts mentioned as you sing. Increase the speed of the song as the children become more familiar with it. Enjoy the fun of trying to keep the actions in time with the words!</td>
</tr>
</tbody>
</table>

**UNIT 9 LESSON 3 A: Kit has his daddy’s big white shirt on**

[Please stress the underlined syllables and leave a pause at the …]

<table>
<thead>
<tr>
<th>Words</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kit has his daddy’s … big white shirt on. Kit has his daddy’s … big brown trousers on. Kit has his daddy’s … big red hat on. Oh, dear oh dear! Where’s Kit? Kit has his own … small yellow shirt on. Kit has his own … small blue shorts on. Kit has his own … small green cap on. Good, there he is! There’s Kit!</td>
<td>Mime putting on an enormous shirt. Mime putting on enormous trousers. Mime putting on an enormous hat. Clap hands to head and look around. Mime putting on a small shirt. Mime putting on small shorts. Mime putting on a small cap. Smile and point to another child.</td>
</tr>
</tbody>
</table>

**UNIT 10 LESSON 1 C: Humpty Dumpty**

<table>
<thead>
<tr>
<th>Words</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humpty Dumpty sat on a wall. Humpty Dumpty had a big fall. All the king’s horses and all the king’s men Couldn’t put Humpty together again.</td>
<td>Put hands on hips and “look fat”. Roll hands forward. “Trot” with hands and mime moustaches Put palms up with a sad face.</td>
</tr>
</tbody>
</table>

**UNIT 11 LESSON 1 C: The wheels on the bus**

<table>
<thead>
<tr>
<th>Words</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The wheels on the bus go round and round, Round and round, round and round. The wheels on the bus go round and round All day long. The mums on the bus stand up, sit down, Stand up, sit down, stand up, sit down. The mums on the bus stand up, sit down All day long. The babies on the bus bounce up and down, Up and down, up and down. The babies on the bus bounce up and down All day long. The children on the bus fall on the ground, On the ground, on the ground. The children on the bus fall on the ground All day long.</td>
<td>Roll hands around each other. Roll hands around each other. Roll hands around each other. Spread hands out to side. Stand up, then sit down. Stand up, then sit down. Stand up, then sit down. Spread hands out to side. Bounce up and down on chairs. Bounce up and down on chairs Bounce up and down on chairs Spread hands out to side. Mime falling over with hands up. Mime falling over with hands up. Mime falling over with hands up. Spread hands out to side.</td>
</tr>
</tbody>
</table>
UNIT 13 LESSON 3 B: I like food!

Words
I like ice cream.
I like cakes.
I like the rice and beans that my mummy makes.
Ice cream and cakes are all that it takes.
Apples, mangoes, oranges bananas!!
Apples, mangoes, oranges and milk.

[There are no actions for this song, because you should encourage your pupils to clap at the underlined syllables.]

UNIT 14 LESSON 2 B: Teddy bear

Words
Teddy bear, teddy bear, touch the ground.
Teddy bear, teddy bear, turn around.
Teddy bear, teddy bear, touch one eye.
Teddy bear, teddy bear, reach up high.

Actions
Touch the ground.
Turn around.
Touch one eye.
Reach arms right up.

UNIT 15 LESSON 2 B: Ten little children

NB: The children should draw a face on each finger in pen before they sing this song. See instructions for Unit 15, Lesson 2B.

Words
One little, two little, three little children,
Four little, five little, six little children,
Seven little, eight little, nine little children,
Ten little children on my hands.

[If the children can sing this easily, try it backwards!]

Ten little, nine little, eight little children,
Seven little, six little, five little children,
Four little, three little, two little children,
One little finger on my hand.

Actions
Hold up each finger as you count.

Wiggle all ten fingers.

Take down one finger each time you count backwards.

Wiggle one finger.
UNIT 1 LESSON 2 Picture Bingo

With this game, you can teach the words in the picture on page 5 or any new vocabulary throughout the year, especially words that you cannot teach easily without pictures (e.g. a fish or a coconut tree). Before the game, draw ten or more new words on the board.

1. Revise the words orally first. Then, in the mother tongue, explain that the children should copy any four of the pictures from the board in their notebooks. They should draw no more than four and they should only draw the pictures on the board.
2. While the children are drawing their pictures, go round the class and ask them to tell you about their pictures, revising the pattern, What's this? It's a ….
3. When they have all drawn their pictures, dictate the words in any order. The children should cross the pictures you have named.
4. Note down every word you dictate, so that you can later check that the children have crossed the correct words.
5. When a child has crossed all the words drawn, he/she should shout, “Bingo!”
6. Check with your list that you have said all the words that have been crossed.
7. Go on with the game until someone gets the second place and then the third place.
8. Ask the children to clap the winners.

UNIT 1 LESSON 4 The Magic Bag

1. Put a few familiar objects in a bag. If possible, include an apple and an orange. The household objects you taught in Lesson 2 would be ideal. To make it more fun, you could put in different foods such as a biscuit, a packet of crisps, a sweet and a banana.
2. One by one, call children to the front of the class.
3. Blindfold them or hold your hands over their eyes.
4. They should guess something that is in the bag by feeling it, from the outside of the bag, using the question, Is it a …?
5. Look inside the bag and respond either Yes, it is. or No, it isn’t.
6. Take the object out and let them touch and smell it (still blindfold). Ask them to guess again.
7. The rest of the class (who can now see it), respond either Yes, it is. or No, it isn’t.
8. If the object can be eaten, let them taste it!
9. When they have guessed the object, take your hands off their eyes and choose another to come and guess.

UNIT 1 LESSON 6 Run and match

1. Ask 12 children to come to the front of the class. Alternatively, take the children out into the playground if there is more space.
2. Ask six children to stand in a line on one side, holding up the word flashcards for the unit.
3. Ask six to stand on the other side, facing them and holding up the picture flashcards for the unit.
4. At the count of three, ask them to run to hold hands with the child with the matching card. Praise the two winners.
5. Play the game again with different children.

UNIT 2 LESSON 6 I spy

1. Look around the room for an object the children can all name. They do not have to know the spelling. Don’t say which object you have chosen.
2. Say, ‘I spy with my little eye something beginning with ____.’ Give the sound of the initial letter, not the letter name. For example, ‘sss’ not ‘ess’.
3. The children suggest things they know beginning with that sound, such as sun, sock, sand, sink. Accept words with the same sound, but a different letter such as ceiling because at this level your purpose is to get the children to discriminate between sounds.

4. More able children can ask questions eliminating possibilities, e.g. Is it near me/ at the front of the class/on a table/near the window?

5. The child who guesses the word has the next turn to think of something while the rest of the class guess.

6. When the children are familiar with the game, you can give it extra suspense if you ask them to guess the word in less than ten.

UNIT 3 LESSON 2 Do what I say

1. The first time you play this game, mime the actions with the children. It might go like this:

   Teacher: Listen and do what I say. If you don’t do it, you’re out and you must sit down. Stand up everyone. [Children stand.] Now eat. [Children mime eating, though some are confused and do nothing.] Yes, eat. Aziz. You’re not eating. Sit down please. [Aziz sits down.] Drink. [Children mime drinking, but one mimes eating.] You’re eating, not drinking, Maria. Sit down please. [Maria sits down.] Run on the spot. [Uzma drinks, and doesn’t run on the spot] Uzma, you’re drinking, not running. Sit down please. etc.

2. When the children know the words, stop miming.

3. Finally, play it with flashcards. The last children standing are the winners.

UNIT 5 LESSON 2 AND LESSON 5 Animal follow the leader

1. If possible, take the children outside or into a hall where they can move around freely.

2. Get them to stand in a long line. Tell them to make the sounds and movements of the animals you say. For example:

   Teacher: Snakes! [Children wriggle along behind you and go ‘Sssss!’]
   Cows! [Children plod along behind you and go ‘Mooo!’]
   Horses! [Children trot along behind you and go ‘Neigh!’]

UNIT 6 LESSON 2 Guess what I am.

Demonstrate this with the class first like this:

   Teacher: [Mime being a fish, swishing a tail, blinking and making bubble noises.] Guess what I am.
   Child 1: Cat?
   Teacher: [gently correcting] A cat!
   Child 1: A cat?
   Teacher: No, I’m not. Glug glug. [Mime being a fish again.]
   Child 2: Are you a fish?
   Teacher: Yes, I am. Your turn. [Child 2 flaps its wings.] Have a guess, Sameena.
   Child 3: You are parrot.
   Teacher: [gently correcting] Are you a parrot?
   Child 3: No, I’m not. Quack! Quack!
   Child 4: Are you a duck?
   Child 3: Yes, I am. Your turn. etc.

Then get the children to mime and guess in pairs.

UNIT 7 LESSON 2, UNIT 13 LESSON 3 Simon says

Simon says is a wonderful game which can help you teach both simple and complicated action words. After you have taught the children to respond to simple commands (e.g. Drink! Dance!), teach them this game.

1. Tell all the children in the class to stand up, and explain the game.

2. If you say, “Simon says” before a command, your pupils should do it.

3. If you don’t say, “Simon says,” they should NOT do the action.

4. If they do, they are out and have to sit down.
Use the game to practise:
• one word commands (e.g. Eat. Sleep.)
• parts of the body (e.g. Touch your nose/mouth/head.)
• singular and plural (e.g. Touch your eye/ear. / Touch your eyes/ears.)
• three word commands (e.g. Brush your teeth. Sweep the floor. Read your books.)

**Variation:** Note that you can also use it to practise the use of please. The children only do what you tell them if you say please. The children can then practise it in pairs.

**UNIT 9 LESSON 2 Point to the clothes (Team game)**

[Divide the class into two teams. If every child in a team points to the right clothes, it gets a mark. Keep the record on the board. When they are good at this, ask one member of each team the colour.]

Teacher: Team A: Point to the shoes. Good. One mark for Team A. What colour are they, Nida?
Child from Team A: They're brown.
Teacher: No, they aren't brown. They're black. No mark. Team B: Point to the hat. Fine. One mark for Team B. What colour is it, Hasan?
Child from Team B: It's white.
Teacher: Well done, it's white. Another mark! That's one mark for Team A and two marks for Team B. etc.

**UNIT 9 LESSON 2 Clothes Bingo**

1. Ask the children to copy only five (NO MORE, NO LESS!) of the words in A. They can choose any five they like (so every child will have a different combination of words).
2. Say all the words in a new order. Note down the words you say so that you can check them later.
3. The children tick the words as you say them.
4. When a child has ticked all five words, he/she says, ‘Bingo.’
5. Check from your notes that you have said all the words the child has ticked.
6. Clap the winner(s).

**UNIT 10 LESSON 3 House or Garden?**

1. Divide the class into two teams.
2. Draw a table on the board like this.

<table>
<thead>
<tr>
<th>House</th>
<th>Garden</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image of house items]</td>
<td>![Image of garden items]</td>
</tr>
</tbody>
</table>

3. Ask a member of each team to come to the board and draw what you tell them in the correct column as shown. If the children are able to write the words, they can have a go!
4. Give a mark for each correctly placed word.
5. Take the children outside or into a hall.
6. Get them to stand in a line, shoulder to shoulder.
7. Whenever you name something in the house, they should jump forward. Whenever you say the name of something in the garden, they should jump backwards.
8. Anyone who jumps the wrong way or stands still has to stand out of the game.
9. The last child in is the winner.
10. This game can be used to classify any contrasting sets of words, e.g. fruit and vegetables, birds and animals.
UNIT 11 LESSON 4 Mime and guess
1. Before the lesson, write some commands such as these on small slips of paper and put them in a cup or box.
   Eat an apple. Sing a song. Touch your eyes.
   Touch your ears. Touch your head. Touch your legs.
2. Divide the class into two teams.
3. Call a member of one team to come to the front, pick a slip of paper, read it silently and mime it.
4. Another member of the same team should say in correct English what he/she is doing e.g. He is touching his head. Give one mark for the correct mime and one mark for a correct sentence. Give only half a mark if the child confuses his and her.
5. Keep a record of the marks on the board and total them in English at the end of the game.
6. Clap the winning team.
7. When the children have played this several times make it more difficult: Ask two children to read and mime. The guess will generate sentences like this: They are touching their heads.

UNIT 13 LESSON 1 Drama: Elephants’ Dinner Time
1. Ask the children what elephants like to eat. Elicit that they like to eat grass, bananas and other fruit – not meat, fish or eggs.
2. Do a role play of an elephant family at dinner time. Ask six children to come to the front of the class and pretend they are at an elephant meal. They should all move and behave like elephants.
3. Whenever you ask them to do something, add please, as this sets a good model for them when they ask other people to do things, e.g. Sit down please. Don’t break my chairs please. Wash your trunks please.
4. Offer them imaginary food and expect them to say Yes please or No thank you according to whether you offer them food that elephants like. So they would answer Yes please to grass and No thank you to eggs.
5. Ask them How many (bananas) would you like? As they are pretending to be elephants, they can have fun asking for huge quantities – maybe twenty bananas and ten buckets of water!
6. When six children have come to the elephants’ dinner time, ask six more children to come to the tigers’ dinner time. They should move and behave like tigers. This time they should ask for food that tigers like (such as meat and fish) and refuse grass or fruit. They must remember to say please and thank you even though they are tigers!

UNIT 14 LESSON 3 What’s he/she doing?
1. Play this like Mime and guess above (Unit 11, Lesson 4).
2. This time, write the following words on slips of paper in addition to the other commands.
3. Revise the verbs you taught with Mime and guess as well.
4. When the children are using he and she correctly, get two children to come and mime so that their team members have to use they.

UNIT 14 LESSON 5 Full Circle
1. Before the lesson, prepare some flashcards with the following letters.
   t i n p a e h t They should be at least 6 cm high.
2. Give each child in the class a letter.
   | tin | pin | pan | pen | hen | ten | tin |
3. Tell the children the first word, (tin) and ask the children who have the letters of that word to come out to the front of the class and make the word so that the whole class can see it.
UNIT 15 LESSON 3 Where’s the chalk?
This game teaches the children to speak as well as to listen. You can control it easily because only one child asks the questions at a time. All the children can respond together.
1. Ask one child (an able one at first) to go outside the classroom.
2. Hide a piece of chalk somewhere in the classroom and quietly show the class where it is. Practise the prepositions in, on, behind and under.
3. Call the child back in. In the mother tongue, tell her/him that he/she must find out where the chalk is in only ten questions. The class are only allowed to say, Yes, it is. or No, it isn’t.
4. The game might go like this:
   Child A: Is it on the table?
   Teacher: Is it on the table?
   Child A: Is it on the table?
   Class: No, it isn’t.
   Child A: Is it under the book?
   Class: No, it isn’t.
   Child A: Is it in the tin?
   Class: Yes, it is.
5. When one child has guessed where the chalk is, ask another child to have a turn.

UNIT 15 LESSON 5 Phonic Bingo
1. Focus on a particular regular sound for a few minutes in each lesson. Ask the children to think of other phonically regular words that follow the same pattern. Encourage the use of words that you can match to a picture.
2. Line up three or four sets of words on the board so that the repeated sounds make a ladder. Possible patterns are:

<table>
<thead>
<tr>
<th>cat</th>
<th>pet</th>
<th>bin</th>
<th>dog</th>
<th>jug</th>
</tr>
</thead>
<tbody>
<tr>
<td>bat</td>
<td>hen</td>
<td>zip</td>
<td>pot</td>
<td>cup</td>
</tr>
<tr>
<td>rat</td>
<td>leg</td>
<td>tin</td>
<td>box</td>
<td>sun</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>shorts</th>
<th>cow</th>
<th>tea</th>
<th>thumb</th>
<th>ball</th>
</tr>
</thead>
<tbody>
<tr>
<td>shoes</td>
<td>now</td>
<td>bean</td>
<td>thank</td>
<td>wall</td>
</tr>
<tr>
<td>shirt</td>
<td>brown</td>
<td>meat</td>
<td>three</td>
<td>small</td>
</tr>
</tbody>
</table>

3. When you have written 9-12 words on the board, ask the children to copy down four only. They can choose whichever they want. Play as in Clothes bingo for Unit 9, Lesson 2 C.
Revision Tests

REVISION TEST FOR UNIT 4

Listening: A. Listen, match and colour.


Words B. Complete the words.

1. a _at  2. a _at  3. an _pple  4. an _mbrella  5. a t_n

Sentences: C. Circle the correct word.

1. What’s this? It’s a man van pan
3. What are that this these?
4. They is are am desks.
5. There are 1 2 3 desks.
6. The woman has is are a banana.
7. She is eating drinking running it.
8. Is this an apple? No, it is isn’t aren’t.
9. Is she it he a leaf?
10. Yes, No, Hi, it is.
REVISION TEST FOR UNIT 8

Listening: A. Listen and draw.

Words B. Complete the words.

1. a __orse  2. a __oat  3. a __ear  4. a __og  5. a __angaroo

Sentences: C. Circle the correct word.

1. What is are am these?
2. They are cows camels cats.
3. Are they it she running?
4. No On Yes they are.
5. There are 1 2 3 camels.
6. They do can can’t fly.
7. There are boxes in no on the camels.
8. The man has a an in umbrella.
9. His Her My umbrella is black.
10. My name is __________.
REVISION TEST FOR UNIT 12
Listening: A. Circle the correct word.
1. pen  pan  2. pot  pet  3. skirt  shirt  4. box  fox
5. tree  three  6. desk  dog  7. big  bag
8. draw  door  9. shirt  short  10. sit  see

Words B. Look at the pictures. Write the words.

Example:  s h i r t  1. _ _ _  2. _ _ _

3. _ _ _ _  4. _ _ _  5. _ _ _ _

Sentences: C. Circle the correct word.
1. Kit is running pushing sitting.
2. He is drinking wearing reading shorts.
3. He It They are dirty.
4. There is a tree behind in on Kit.
5. There are bee flower flowers on the tree.

D. Write Yes or No.
6. Kit is an elephant. ___
7. There are ten flowers. ____
8. Kit can fly. ____

E. Write the small letters.
Example: A a
9. B _  C _  D _  G _
10. H _  N _  R _  T _
REVISION TEST FOR UNIT16

Listening: A. Listen to your teacher: Tick or cross.

<table>
<thead>
<tr>
<th></th>
<th>Sara</th>
<th>Tom</th>
<th>Biff</th>
<th>Kit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>✔</td>
<td>✗</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Words: B. Complete the words.

1. a _og  2. a _ess  3. a du__  4. a b__k  5. a _ower

Sentences: C. Circle the correct word.

1. Fiza is dancing cooking drawing.
2. You They She is sitting behind a table.
3. She is drawing a bear bee bird.
4. There are a an some pencils on the table.
5. They are between in under a box.

D. Answer the questions with one word.

6. Who is sitting behind the table? ________.
7. What is under the table? A ________.
8. Is the dog sleeping? ________.
9. How many pencils are in the box? ________.
10. Can Fiza fly? ________.
## Record of Assessments

*(Key L: Listening, W: Words, S: Sentences)*

**Class ______ Year ______**

<table>
<thead>
<tr>
<th>Name of child</th>
<th>Test 1 Date:</th>
<th>Test 2 Date:</th>
<th>Test 3 Date:</th>
<th>Test 4 Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>L</td>
<td>W</td>
<td>S</td>
<td>Total</td>
<td>L</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>