

المملكة العربية السعودية
Kingdom of Saudi Arabia

وزارة التعليم
Ministry of Education

Teacher's Book
كتاب المعلم

Get Ready 3

Elementary Stage
Fifth Elementary Grade
First Semester

المرحلة الابتدائية
الصف الخامس الابتدائي
الفصل الدراسي الأول

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Introduction

Get Ready is a six-level English language course for Grades 4, 5 and Grade 6 of the elementary stage of Saudi Arabia's public school system. Each level of *Get Ready* covers one semester of the Saudi Arabian academic year and contains the components as listed below. An outline of the structure and methodology follows.

Course components

The Student's Book including Workbook

Get Ready Level 3 consists of a Student's Book and Workbook combined.

There are twelve units in the Student's Book, consisting of eight presentation units and four revision units. The language in each presentation unit follows a theme, allowing the new language to be taught in context. Themes include 'My family', 'My clothes', 'My classroom' and 'The weather today'. Themes have been chosen to meet the needs and interests of children at this level.

The workbook section consists of three pages for each of the eight presentation units and four two-page revision units. These activities are designed for children to do as homework. The main focus is on writing practice and recycling the language presented in the Student's Book pages.

The Student's Book at each level of the course has the following features:

Presentation units: Each of the eight presentation units in the Student's Book provides enough material for two lessons. These units present new vocabulary and structures, expose the children to the English alphabet and basic phonics, and ensure oral and literacy development and teach the four language skills. The four revision units each have enough material for a lesson.

Presentation units contain *language activities* in all four language skills to contextualise, practise and activate new language, topics and skills; *phonics exercises* to practise the 44 sounds of English and demonstrate how these sounds are most commonly represented in English spelling; *Phrase banks* which list the most important words and phrases of a unit; *Grammar focus* which lists the most important structures of a unit; Look! and Listen! boxes to draw

students' attention to language points.

Revision units: Each of the four revision units review and reinforce the previously taught language. They provide material for one lesson which revises language taught in the previous two units. The Revision units are located after presentation units 2, 4, 6 and 8.

Saudi Stars: There are four sets of *Saudi Stars* pages, consisting of two pages each, located after Revision units 1, 2, 3 and 4. *Saudi Stars* pages are designed as extension material that recaps the linguistic contents of the previous two input units. *Saudi Stars* pages contain stories, chants, puzzles and projects.

Progress Check: Each level of *Get Ready* contains two *Progress Check* pages, each consisting of 2 Student's Book pages. *Progress Check 1* covers presentation units 1–4 and is located after *Saudi Stars 2*. *Progress Check 2* covers presentation units 5–8 and is located after *Saudi Stars 4*.

Progress Check focuses on vocabulary, grammar, reading and literacy. It can help teachers to carry out their duties of on-going formative assessment and serve as a model for assessments which teachers might compile.

The Teacher's Book

The Teacher's Book contains an Introduction to *Get Ready* course materials and includes comprehensive lesson notes covering each unit.

Each Teacher's Book unit starts with a table that lists the materials needed for each lesson, enabling teachers to prepare lessons in advance. The table at the beginning of each unit also lists the target structures to be presented or revised, unit vocabulary and literacy activities thus making the precise aims of each unit clear.

The teacher's notes give point-by-point instructions as to how the activities should be completed and, where appropriate, notes are included for teachers to model examples. The notes ensure that the lessons are as effective as possible and that teaching time is used efficiently. They also contain *Teaching Tips* on useful teaching techniques.

The Flashcards

The flashcards can be used to present, practise or revise all the target vocabulary items. Suggestions for using the flashcards and wordcards appear in the teacher's notes for each lesson.

The Posters

There is a set of 10 posters which help to contextualise and reinforce language taught in the Student's Book. The posters can be used in a variety of ways. They can be used at the beginning of the lesson to pre-teach some of the target vocabulary for that lesson, or they can be used at the end of the lesson to consolidate what the children have learnt. Where appropriate, the posters can also be used during the lesson, notes for which have been included throughout the Teacher's Book. After the lesson they can be displayed in the classroom as a reminder to the children of the language they have learnt.

The Audio CD

The audio CD includes native-speaker audio for all the listening texts and dialogues for the activities in the Student's Book. This ensures that each language structure is presented and modelled, giving children practice in listening and pronunciation. New language is presented in this way giving children the opportunity to hear a variety of voices.

The Website

elt.tatweer.edu.sa

Resources for *Get Ready 3* are held on the elt.tatweer.edu.sa website and can be accessed by clicking the Macmillan Education logo once you arrive on the site.

Practice Test

The elt.tatweer.edu.sa website also includes a practice test for *Get Ready*. This tests how student's skills have developed throughout their use of all six levels of *Get Ready*.

Methodology

All four language skills are covered in the course, with oral skills taking precedence at this early stage. When there is limited teaching time available, it is important to use the time well. Here are some suggestions as to how to structure effective English lessons, where teaching time is limited.

1 Oral skills

Children should be given every possible opportunity

to hear English spoken and to speak it themselves. The aim of any English course should be to produce learners who are both *fluent* and *accurate* speakers of the language.

Fluency activities: *Fluency* refers to the ability to 'get a message across' without the message necessarily being error-free. Try to find opportunities for informal interaction in English with the children, so that they begin to understand that the language is used for genuine communication and not just for 'Lessons'. For example, when you come into the classroom, fan yourself with your hand and say, *Phew! Hot!* The children will understand what you say because of your gesture. Very soon, the children will be telling you, *Phew! Hot!* You can then answer by saying, *Yes, it's very hot today.* In this way you will be extending the children's repertoire of English in a subtle way and helping them to become fluent in the language.

To develop fluency in the children, it is necessary to give them the opportunity to display what they know. Not all of the vocabulary which you present to the children will be new to them. Some of the children will hear English spoken at home by parents or older siblings, and they will have picked up some words or phrases in English. Before you formally present vocabulary, first allow the children to tell you the word if they know it. At this stage, it does not matter if they don't pronounce the word accurately, or they get the word wrong. Find ways to praise their efforts and you will find that they want to speak English more and more. They will get used to speaking English and their confidence in their ability to use the language will grow.

Accuracy activities: Accuracy activities will help children to produce error-free English. Each unit in the course contains accuracy activities which are grammar and/or vocabulary focused. At the presentation stage of the lesson, it is important that you provide a good model of accurate English and that you make sure the children produce accurate English in reply. It is at this stage that you should correct their errors if possible. The audio scripts on the CD expose the children to good, accurate English, so it is important, if the task requires them to *Listen and say*, that they repeat exactly what they have heard as far as possible. A good English lesson will provide opportunities for both fluency and accuracy.

Patterns of oral interaction in the classroom:

It is important to vary the pattern of interaction in the classroom. If you constantly address the whole

class, you may find that the more confident children are doing all the talking, whilst the quieter children stay silent. Remember to address questions and comments to individual children from time to time, or to small groups of children. Make sure that the rest of the class keeps quiet at this time.

Children should also be encouraged to speak to each other in English, so it is important to do pairwork activities during the lesson. (See *Drilling* below.)

Drilling: a central part of the methodology used throughout the Student's Book is *drilling*. The main purpose of drilling is to make sure that all the children have the opportunity to speak English and that they are saying the words correctly. There are several different types of drilling.

Choral drilling: this involves all the children being asked to repeat a word or phrase together. This type of drilling allows children who are less confident to practise the word in a way which is relatively stress-free.

50/50 drilling: this is where the class is divided in half and the teacher asks one half of the class to repeat the word or phrase whilst the other half of the class stays quiet. The other half of the class then produces the language. This type of drilling allows the teacher to hear more clearly whether children are producing accurate English.

Individual drilling: choose individual children to say the word or phrase. It is a good idea to first choose a child who you know is likely to pronounce the word correctly, as this then gives a good example to the other children.

Pairwork: shy children who normally stay quiet during whole class activities can often be persuaded to speak to a partner or a friend during pairwork. During pairwork activities, the teacher should go round the class making sure that the children are speaking in accurate English and performing the task properly

Pronunciation: some of the sounds of English will be difficult for Arabic children to pronounce. They should be exposed to good models of spoken English so that they have information about the way words should be pronounced. Try to get the children to copy the pronunciation of the speakers on the CD. They may not get it right the first time, but they should aim for a close approximation.

Sometimes the children will have difficulty hearing the difference between one sound and another, e.g., /k/ as in *cat* and /g/ as in *goat*. You may want to try

some 'minimal pairs' activities. These involve two words where the only difference is a single phoneme, e.g., *goat* and *coat*, *pin* and *bin*, *fan* and *van*, etc. You could play games where the children have to listen to pairs of words and decide which sound is which.

2 Reading skills

The reading skills part of the course includes *Phonics* and *Whole word* activities.

Phonics: phonics takes, as its starting point, the sounds (or *phonemes*) of the language, looks at the ways in which these phonemes are blended together to make words, and how the words are spelled. It is important that pupils also learn correct pronunciation and become familiar with the different sounds that letters or groups of letters can make.

Phonics activities focus on the phonemes (sounds) that pupils have already learned, in the current unit or in a previous part of the course. Activities introduce the phonemes on their own, then in words which contain the phonemes. Pupils learn to recognize, isolate and produce initial phonemes in target vocabulary. At later stages, they are taught to segment and blend phonemes to decode and produce three letter CVC (consonant-vowel-consonant) words. This is an important 'word attack' skill which children will be able to apply at later stages when they encounter unfamiliar words in their reading, or when they want to write words themselves. You can use three fingers to represent a three-letter CVC word, e.g., *bed*. Say each sound, /b/-/e/-/d/ and point to your three fingers as you do this. Then draw your fingers together to show the children that you are blending the three sounds together and say *bed*.

Get Ready Levels 1 and 2 cover 27 of the phonemes in standard English. These are:

/æ/	apple, bank	/p/	pan, upper
/b/	ball, baby	/r/	rabbit, around
/k/	cat, black	/s/	sit, bus
/d/	doll, add	/t/	top, butter
/e/	egg, bell	/ʌ/	up, run
/f/	fat, elephant	/v/	van, even
/g/	get, anger	/w/	wet, away
/h/	hat, unhappy	/y/	you, yellow
/l/	it, little	/z/	zoo
/dʒ/	jam, agile	/tʃ/	chin, achieve,
/l/	leg, hello	/ʃ/	shop, wash
/m/	man, him	/ð/	this, mother
/n/	not, uncle	/θ/	think
/v/	orange, not		

In *Get Ready* levels 3 to 6, pupils learn more single phonemes and also groups of phonemes that often ‘blend’ together, for example

/i:/	bee, meat	/u:/	moon
/ɜ:/	nurse	/ɔ:/	forty, floor
/aɪ/	bike, lion	/eɪ/	play, date
/aʊ/	now	/əʊ/	rose
/ʊ/	book	/eə/	where, chair
/ɔɪ/	oil	/ɑ:/	car
/ə/	as in brother	/ɪ/	thing
/kɪ/	class	/ɡl/	glass
/br/	brown	/dr/	dress
/sm/	small	/sn/	snake

Pupils also learn the letters and letter groups which most commonly represent different sounds, e.g. c (**cat** /k/, **city** /s/) and ow (**how** /aʊ/, **slow** /əʊ/)

Whole word: sometimes it is not possible to ‘sound out’ words in English. The vocabulary exercises in this course include picture and word matching activities, where the children match the whole word to the picture. This helps the children to see not just individual letters, as they do in phonics activities, but to look at the shape and pattern of the whole word. Building up an extensive ‘sight vocabulary’, i.e., a list of words which the children can read quickly without ‘sounding out’, will help them to become good, fluent readers.

3 Writing skills

In *Get Ready* Level 3, the children practise writing all the letters of the alphabet. In the later units, they begin to write sentences. Developing good habits at this stage will help the children when they move on to writing sentences. It will be particularly helpful when they start to learn how to join letters. The Workbook provides children with plenty of opportunity to consolidate what they have learnt and to practise their writing skills.

4 Revising

To ensure teaching is effective, it is essential that new language items are revised on a regular basis. For this reason there are plenty of opportunities to revise the material using the revision units and the workbook. It is often useful to include some revision work at the start of a lesson, going back over what children learnt in the previous lesson.

5 Covering the syllabus of *Get Ready*

How fast should you teach?

There are **two** *Get Ready* books for each of the

academic year in Elementary stage, Grade 4, Grade 5 and Grade 6. Each *Get Ready* book should be covered in a semester.

In order to ensure that you cover all the teaching material, please use a calendar to check how many teaching weeks there are in that particular semester. Then carry out this calculation:

$$\frac{\text{Number of weeks} \times 2}{\text{(the number of class lessons per week)}} \\ 8 \text{ (the number of units in each } \textit{Get Ready} \text{ book)}$$

The result of the calculation will tell you how many class lessons you can devote to each unit of *Get Ready* in order to cover all eight units of the combined Student’s Book in the first semester (your students should do most or all of the workbook activities as homework).

What should you do if you work more slowly than you intended?

You should aim to cover all parts of the materials. However, in some circumstances, for example, if you work with a slower than average class, you might find you are short of time. If this is the case, please consult the chart below. It will help you choose the most important parts of the book to cover (Core materials) and show you which parts are not so important (Desirable materials) and (Extension materials).

Student's Book	Workbook	Revision	Progress pages	Saudi Stars
Unit one	Unit one			
Unit two	Unit two			
		Revision 1		Saudi Stars 1
Unit three	Unit three			
Unit four	Unit four			
		Revision 2		Saudi Stars 2
			Progress Check 1	
Unit five	Unit five			
Unit six	Unit six			
		Revision 3		Saudi Stars 3
Unit seven	Unit seven			
Unit eight	Unit eight			
		Revision 4		Saudi Stars 4
			Progress Check 2	

Core material
 Desirable material
 Extension material

What should you do when some students work faster than others?

The abilities, interest and motivation of pupils in any class will always vary. One outcome of this variety can be that some students work faster than others and are capable of doing more work or doing more challenging work.

The Teacher's Book features two ways of addressing these individual differences between students.

The first feature is the 'Extra Activity' note which sometimes suggests extra work for students to do after they complete a basic activity in the Student's Book.

The second feature is the classification of exercises in the Student's Books and Workbooks into Core, Desirable and Extension activities. Core activities are the most important activities and should be done by all students. These activities are unmarked. Desirable activities (marked D) and Extension activities (marked E) can be set for students who work most quickly.

6 Making lessons enjoyable and effective

To make the best use of the limited time available,

each lesson should be as effective as possible. There are several ways in which this can be achieved:

Activating schema: *schema* is our total knowledge of a particular thing. In order for learning to be effective, we need to build on existing knowledge. If we activate particular areas of existing knowledge, it makes us more receptive to additional information in that same area. It is very easy to take advantage of this with young children. Before you start a new unit, tell the children the name of the unit, but don't let them see their books at first. For example, if you are going to introduce Unit 3, ask the children what they think would be featured in a unit entitled My house, ask them where they think the house will be, how many rooms, etc. When the children finally open their books, they will have a very good idea of what the unit contains.

Use of visual material: there is a large amount of visual material in the Student's Book which can be exploited in a number of ways. The most obvious way is to use a picture to give a concrete example of a new vocabulary item. Visuals can also be used before an activity to orientate the children, to activate schema, to get them thinking about the situation or the activity, and to provide an opportunity for the pre-teaching of vocabulary. During the activity, visual material provides clues about important language and, after the activity, pictures will remind children of the language they have learnt and will help them to revise it.

Monitoring and feedback: teachers, especially those working in large classes, need to check that the children are performing the correct task, in the correct way. They also need to know which language needs to be covered again, and if it needs to be covered with the whole class or just with particular children.

At the end of each activity there should be a feedback stage, during which the correct answers are given, alternative correct answers (if any) are accepted and wrong answers are discussed. Learning does not take place only when a child gets something right. Learning can also take place after a child has got something wrong, and begins to understand why it is wrong. The way you monitor the children and provide feedback to them will have a profound effect on their levels of motivation.

Language games: language games are an enjoyable way of revising and reinforcing new language. They help to motivate children, especially when there is an element of competition involved. The following games are particularly useful.

1 Simon Says

The teacher says a short phrase, e.g. *Simon says touch your nose*. *Simon says point to something yellow*. (The name *Simon* can be replaced by the teacher's or children's names). The children listen and do the action or follow the instruction. However, if the teacher just says, *Touch your nose*, but NOT *Simon says touch your nose*, then the children don't do the action or follow the instruction. You can make it harder by saying the instructions very quickly one after the other. You can also make it competitive if the children who do the action without hearing, *Simon says ...* have to sit down and are out of the game. The winner is the child remaining after all the others are out.

2 I spy

The teacher says *I spy something yellow*, or *I spy something beginning with /w/*. The children have to look round the room and guess what the thing is, i.e., *a yellow ball, a window*, etc. Once children are familiar with the game they can take turns saying *I spy* They can then play the game in groups or pairs. This is a good game for practising speaking and vocabulary.

3 Anagrams

Choose a word and write the letters up on the board, but jumbled up, e.g. *o l n i*. Children look at the letters and try to work out the word, i.e., *lion*. Later on, children can try writing anagrams for each other. This is a good game for practising reading and spelling. There are a number of anagram activities in the workbook.

4 Shark attack

This is similar to *Hangman*. Draw a person on the board, next to a shark with its jaws wide open. Then draw lines, one for each letter of a word, e.g. _ _ _ (for the word *cat*). Children then guess letters and try to work out what the word is, e.g. Child: *Is there a 'c'?* Teacher: *Yes, there is*. Child: *Is there an 'o'?* Teacher: *No, there isn't*. For each guessed letter, write in the correct space in the word and leave the person intact. For each letter guessed wrongly, write up the letter and rub out part of the person, e.g. a foot. If you rub out the whole person before the word is guessed, then the children lose. This is a good game for revising the names and sounds of letters and also for spelling.

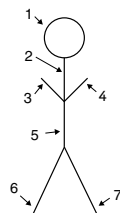


Figure 1

The numbers = parts of the body = wrong letters. Draw this first and then the shark.

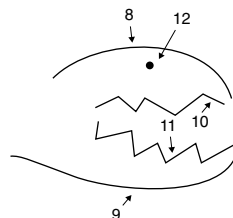


Figure 2

5 Pelmanism

This is essentially a game of visual memory. You could play Pelmanism using flashcards, wordcards or both flashcards and wordcards. For example, you could use the wordcards and flashcards of different animals. To play the game, take, e.g. five wordcards for *tiger, lion, elephant, fish* and *bird* and the five flashcards showing these animals. Mix them up and then put them face down on a table. Turn each card over and show to the children before turning them face down again and placing each one in the same position. Get children to come and stand around the table. Divide them into two teams. Get a child from one team to come up and turn two cards over – if they match, i.e. a word and a picture of the same animal then they keep the cards. If not, they turn them over and put them back in the same place. You could have a double set of wordcards of vocabulary from one of the units and ask the children to find the same word, or you could jumble the flashcards from two units, e.g. *My classroom* and *Tom's house* and see if the children can match things which belong in the same place. You can provide the opportunity for additional language practice by only allowing the children to keep the words they find if they can say both words.

6 Kim's game

Using a set of flashcards and wordcards, place them on the board or face up on your desk. Tell children to look at the words/pictures and give them a time limit to try to remember them all. Tell

children to close their eyes. Secretly remove one of the cards. The children have to try to remember which card has been removed. Alternatively, remove all the cards and get children to write down the names of as many cards as they can remember. They can do this individually or in pairs or small groups.

7 What's missing?

Display flashcards or wordcards from a unit. Go through each card, one by one, getting the children to call out the name. Take the cards off the board and replace in a different order, but leave one out. Say *What's missing?* Get the children to identify which word/picture is missing.

8 What sound do you hear? (similar to minimal pairs)

Using flashcards identify sounds in a word, e.g. /e/ as in *egg*. Get children to say the sound so that they know what they are listening out for. Tell them to stand up if they hear the sound in the words you call out. They should keep sitting if they don't hear the sound. Call out words with the sound at the beginning or middle of the word, e.g.

pen (p – e – n)	he
two	tea
three	lemon (l – e – m – o – n)
ten (t – e – n)	yellow (y – e – ll – o – w)

The words which have been segmented (divided up into individual sounds) are the correct ones. It's important that children understand that they should not just focus on the spelling because sometimes the letters have different sounds.

9 Wordcards

Put the class into groups of 4–5 children. Give each group a template to write wordcards. Get each group to agree on a sentence or question to write. Remind them about the use of capital letters, full stops and question marks. Each group writes their sentence or question in their best handwriting. Put two groups together and get them to play 'construct my sentence/question' game. One group are the 'teacher's' the other group are the 'pupils'. The teachers give out their wordcards to the 'pupils'. The 'pupils' have to work out the order of the words and stand in the correct order. The 'teachers' tell them if they are right or wrong.

NOTE: if you wanted to get the children to make all the wordcards you need for other units, you give the sentences/questions out to the children to write.

10 Numbers

Get children to work in pairs or small groups of 4–5. They take it in turns to count from 1 to 10 (or 1 to 20) or from 10 down to 1 (or 20 down to 1), e.g.

Pairwork: Person A says, 1, 2, 3, 4; Person B says, 20, 19, 18, etc.

Groupwork: Children go around the circle clockwise taking it in turns to add the next number, e.g. 1, 2, 3, 4, 5, etc. Children go around the circle clockwise saying the numbers from 1 to 20 and when teacher calls out 'Change'. They go anticlockwise and count down from whatever number they got to, e.g. 8, 7, 6, 5, 4, 3, 2, 1.

Variations: Children can go up and down in multiples of 2s, e.g. 2, 4, 6, 8, 10, etc. Children can go up and down in multiples of 3s, e.g. 3, 6, 9, 12, 15, etc. Children can go up and down in multiples of 5s, e.g. 5, 10, 15, 20, etc.



Teaching tip

All of these games make the children THINK. Every child will make meaning in their own way. You cannot force them to memorise information that they do not understand. They need to make meaning of the language themselves.

5 Revising

To ensure teaching is effective, it is essential that new language items are revised on a regular basis. For this reason there are plenty of opportunities to revise the material using the revision units and the workbook. It is often useful to include some revision work at the start of a lesson, going back over what children learnt in the previous lesson.

6 Teacher's signs

It is generally a good idea for the teacher to speak English rather than Arabic during the English lessons, although at the beginning you may want to use some Arabic to reassure the children as necessary. But, in order to avoid a lot of 'organisational' language in English or Arabic, e.g., *Now, I want you to open your books and listen to the tape and point to each of the items as you hear it ...*, we suggest that you teach a number of signs which stand for instructions. Mostly these are universal mime symbols, e.g., a hand cupped to the ear for listen. You should then get children into the habit of looking at you, as an orchestra looks at a conductor, for the next sign which will tell them what they have to do.



Find



Look



Read



Open book



Listen



Say



Trace/Draw



Copy/Write



Don't speak



Think



You do it/You speak



Tick



Count/Number



Match



Repeat/Again



All together

Audio list

KEY

U = Unit

L = Lesson

A = Activity

V = Vocabulary

R = Review

SS = Saudi Stars

1 © info

2 WU A1

3 WU A2

4 U1 L1 A1

5 U1 L1 A2

6 U1 L1 A3

7 U1 L2 A1

8 U1 L2 A2

9 U1 L2 A5a

10 U1 L2 A5b

11 U1 V

12 U2 L1 A1

13 U2 L1 A3

14 U2 L2 A3

15 U2 L2 A4a

16 U2 L2 A4b

17 U2 V

18 R1 A1

19 SS A2

20 U3 L1 A1

21 U3 L1 A2

22 U3 L1 A3

23 U3 L1 A4

24 U3 L2 A6a

25 U3 L2 A6b

26 U3 V

27 U4 L1 A1

28 U4 L1 A2

29 U4 L1 A3

30 U4 L1 A4

31 U4 L2 A1

32 U4 L2 A3

33 U4 L2 A5a

34 U4 L2 A5b

35 U4 V

36 R2 A1

37 R2 A3

38 R2 A5

39 SS A2

40 U5 L1 A1

41 U5 L1 A2

42 U5 L1 A3

43 U5 L1 A4

44 U5 L2 A1

45 U5 L2 A3

46 U5 L2 A5a

47 U5 L2 A5b

48 U5 V

49 U6 L1 A1

50 U6 L1 A2

51 U6 L1 A3

52 U6 L1 A4

53 U6 L2 A2

54 U6 L2 A3

55 U6 L2 A4a

56 U6 L2 A4b

57 U6 V

58 R3 A1

59 SS A2

60 U7 L1 A1

61 U7 L1 A2

62 U7 L1 A3

63 U7 L1 A4

64 U7 L2 A3

65 U7 L2 A5a

66 U7 L2 A5b

67 U7 V

68 U8 L1 A1

69 U8 L1 A2

70 U8 L1 A3

71 U8 L2 A2

72 U8 L2 A5

73 U8 L2 A6a

74 U8 L2 A6b

75 U8 V

76 R4 A1

77 R4 A3

78 R4 A5

79 SS A2

Project

The project suggestions in *Get Ready* are designed to reflect some of the values highlighted in the government's *Saudi Vision 2030* document and complement the Saudi values boxes that are included in each unit. These allow students to engage with important aspects of the vision and Islamic values such as teamwork, the importance of family and taking pride in the Kingdom of Saudi Arabia at a level they are able to understand.

The project suggested here focusses on the topic of the weather featured in Unit 8 and so should be done towards the end of the level.

Materials needed

- ✓ Four copies of a large map/outline of the UK or Saudi Arabia (preferably the UK as then pupils can include *snow*)
- ✓ Weather symbols (see page 48)
- ✓ Blu tac or sticky tape
- ✓ For extension activity: props such as an umbrella, gloves, sunglasses, etc.

Language

Recycling language from Unit 8 – weather and days of the week

Literacy

Weather words

Speaking skills:

Giving a weather forecast.

Reading skills:

Associate written and visual information.

Writing skills:

Write short simple sentences.

Before activity

- 1 If possible, find a short weather forecast clip to play to your pupils.
- 2 On the board draw (or display) a large map/outline of either the UK or Saudi Arabia (preferably the UK as you can include *snow*).
- 3 Either get pupils to draw the weather symbols/pictures shown on page 48 or make enough so that there are three or four sets for the class.



Teaching tip

Linking what pupils are learning with 'real life' is an important way of making them realise how important learning English is for them.

Activity

- 1 Play the short clip of a weather forecast and check pupils understand what is happening, i.e. the presenter is saying what the weather is or will be like.
- 2 Stand at the front of the class, choose a weather symbol and stick it on the map. Ask the pupils, *What's the weather like in the UK today?* Point to the symbol and elicit the response, *It's _____*.
- 3 Repeat step two but change the symbol and the day, i.e. *What's the weather like in the UK on Saturday?*
- 4 Ask a pupil to come to the front of the class. Choose one or two symbol(s) to stick onto the map and then ask the other pupils the question, *What's the weather like in the UK today?*
- 5 Repeat step 4 with a few other pupils.
- 6 Finally, divide the class into four groups and give each group a set of symbols and a map and ask them to take turns giving a weather forecast.
- 7 Monitor and help where necessary, paying particular attention to the pronunciation of words.



Teaching tip

Getting pupils to 'perform' is a good way of practising the language.

Extension idea

Use props such as sunglasses (sunny), gloves (snowy) and an umbrella (rainy) to act out/mime different types of weather and have pupils guess the weather. You could then get pupils to take turns to use the props to act out the weather themselves.

After activity

Ask pupils to check the weather forecast (in the newspaper, online or on television) for other places around the world.

Welcome!

Materials needed

- ✓ Student's book pages 4–5
- ✓ CD

Language

Grammar/Function

Grammar and functions from previous levels

Snapshot of the new book

Vocabulary

Characters and vocabulary from previous levels

Snapshot of the new book

Before activity **D**

- 1 Do the 'open your book' sign. Say *Open your books*.
- 2 Show page 4 and page 5 to the children.
- 3 Point to the Saudi family. Ask *Where are they from?* Elicit the answer *Saudi Arabia*. Use Arabic if necessary.
- 4 Repeat with the English family.
- 5 Point to each person in the Saudi family. Help the children to read the names. The children repeat the names chorally.
- 6 Repeat with the English family.

Activity

- 1 Point to Ali's speech bubble. Read the speech bubble (*I'm Ali. This is my family.*) Point to the family in the picture.
- 2 Repeat with the other speech bubbles on page 4. Make sure the children understand each speech bubble. Use Arabic if necessary.
- 3 Do the 'listen' and 'find' signs. Point to the family of people on page 4. Make sure the children understand that they are only going to look on that page. Say *Listen and find*.
- 4 Play Track 2. Pause after each person speaks. The children find the person.

Track 2

Narrator Unit 1 Welcome!
Listen and find. Look at page 4.

Ali I'm Ali. This is my family.

Abdullah I'm from Saudi Arabia.

Mohammed My name is Mohammed.

Nader I'm 13.

Yasser How are you?

Majid Hi! I'm Majid.

Fatimah Good morning.

Sarah Hello.

- 1 Check the answers orally.

Answers: Ali, Abdullah, Mohammed, Nader, Yasser, Majid, Fatimah, Sarah

- 2 Repeat with the people on page 5. Start with Peter's speech bubble (*What's your name?*)
- 3 Play Track 3. Pause after each person speaks. The children find the person.

Track 3

Narrator Look at page 5.

Peter What's your name?

Tom I'm from England.

Badriah How old are you?

Aunt Maha Where are you from?

Anna This is my family.

Mary Do you like English?


Helen She's my sister.

Aseel Are you from Saudi Arabia?

- 1 Check the answers orally.

Answers: Peter, Tom, Badriah, Aunt Maha, Anna, Mary, Helen, Aseel

- 2 Make sure the children understand that the main characters in the Saudi family are:
Mohammed – the father
Fatimah – the mother
Ali – the oldest boy
Majid – Ali's brother
Sarah – Ali's sister
Use Arabic if necessary.

- 
- 3 Make sure the children understand who are the main characters in the English family:

Peter – the father

Mary – the mother

Tom – the brother

Helen – the younger sister

Anna – the older sister

Explain that Peter, Mary, Tom and Helen are living in Saudi Arabia. Anna isn't with them; she is at school in England.

Use Arabic if necessary.

After activity

- 1 Point to the people in the pictures at random. Ask *What's his name?* or *What's her name?*
- 2 Elicit the answers from the children. If necessary, help the children to read the names.
- 3 Point to all the people again. The children read the names chorally.

Greetings

Materials needed

- ✓ Student's Book pages 6–9
- ✓ Workbook pages 59–61
- ✓ Flashcards: Ali, Tom, 1–10, Majid, Helen, Sarah
- ✓ CD
- ✓ Materials: straws/wooden lollipop sticks for each child; scraps of fabric, wool for making clothes/hair
- ✓ Make wordcards: What's / your / name / ? / How / are / you / ? / I'm / fine / , / thanks / . / My / name's / How / old / are / you / ? /

Language

Grammar/Function

What's your name?
My name's ...
How are you?
Fine, thanks.

Vocabulary

1–10
greetings

Literacy

Reading and writing numbers 1–10 as figures
Reading and writing names
Reading and writing greetings
Reading and writing questions and answers about names

Phonics and spelling

Sounds /aɪ/ and /u:/
Spellings i / i_e and oo
Examples: tiger, nine, room, zoo

Lesson 1

Materials needed

- ✓ Student's Book pages 6–7
- ✓ Flashcards: Ali, Tom, Majid, Helen, Sarah
- ✓ CD
- ✓ Materials: straws/wooden lollipop sticks for each child; scraps of fabric, wool for making clothes/hair
- ✓ Make wordcards: What's / your / name / ? / How / are / you / ? / I'm / fine / , / thanks / . / My / name's / How / old / are / you / ? /

Language

Grammar/Function

What's your name?
My name's ...
How are you?
Fine, thanks.

Vocabulary

greetings

Literacy

Reading and writing names
Reading and writing greetings
Reading and writing questions and answers about names

Syllabus Coverage

Listening skills:

Recognise simple intonation patterns.
Understand basic instructions and directions.
Understand simple questions about oneself.
Understand the main idea and/or basic information in short monologues or dialogues consisting of two to four exchanges.

Speaking skills:

Ask short simple questions about familiar topics.
Produce short simple phrases/sentences about people and things.
Respond to short simple questions by saying yes or no or by giving basic personal information.
Use formulaic language in basic communication functions (e.g. greet, thank).

Reading skills:

Follow a short simple text while listening to the audio recording.
Read and comprehend simple sentences.
Recognise basic rules of punctuation.
Understand short simple sentences.
Understand short simple texts if there is visual support.
Understand the main idea in short simple texts.

Writing skills:

Apply basic rules of punctuation (e.g. use capital letters, full stops, commas, question marks).
Spell accurately a small number of high frequency words.

Write high frequency words to complete a written text at sentence level.

Functions:

Express possession using *my/your/his/her*.

Identify and talk about people using the verb *to be*.

Identify and talk about people, places, toys and things.

Grammar:

Ask questions using *What, Who, Where*.

Possessive adjectives (*my, your, his, her, its, our, their*).

Questions with *What, Who, Where, Whose*.

to be (Affirmative – Negative – Questions – Short answers).

- 3 Play Track 4. Encourage children to follow the dialogue in their books, using their reading fingers to help them read each sentence. Make sure that children are following the dialogue in their books.

Track 4

Narrator Unit 1. Greetings. Lesson 1.
Activity 1.
Listen and find. Listen and read.

Ali Hi, I'm Ali. What's your name?
Tom My name's Tom.
Ali Hi, Tom. How are you?
Tom I'm fine, thanks.

- 4 Do the 'listen' and 'say' signs. Play audio track 4 again, pausing after each phrase so that the children have time to repeat.
- 5 Remind the children about how we use *please* and *thanks/thank you*. Use these polite forms regularly in class.

After activity

- 1 Ask, *How are you?* Choose a confident child and get him/her to respond by saying, *I'm fine, thanks*.
- 2 Drill the phrases starting with choral, then 50/50 and finally individual (see page 4 in the Introduction). Focus on intonation.

Lesson 1

1 Listen and find. Listen and read.

Before activity

- 1 Say, *Hello class* and wave to the children. Encourage the children to respond by waving back and saying, *Hello*. Point towards yourself and say, *My name's*
- 2 Remind children of the 'say' sign and say, *What's your name?* Get the children to respond by saying, *My name's*
- 3 Ask which other signs from the course children can remember. Remind them of the most useful ones. (For a full list, see page 9 in the Introduction.)
- 4 Show the children the flashcard of Ali. Ask, *What's his name?* Get children to respond by saying, *His name's Ali*.
- 5 Show the children the flashcard of Tom and say, *What's his name?* At this point, children won't know. Remind children of the phrase, *I don't know*.
- 6 Hold up the flashcard of Tom again and repeat the question. Get the children to respond by saying, *I don't know*.
- 7 Point to the flashcard and say, *His name's Tom*. Get the children to repeat.

Activity

- 1 Remind children of the 'open book' sign and say, *Open your books at page 6*.
- 2 Remind children of the 'don't speak' and 'listen' and 'find' signs. Say, *Listen and find. Listen and read*.

Teaching tip

Some children will be shy and won't want to speak. To decrease anxiety and increase risk-taking you can get children to make puppets using wooden lollipop sticks and scraps of paper/wool/glue or other materials. Alternatively, use a pen to draw facial features (eyes, nose, mouth) on the inside of your forefinger to make a finger puppet. The children can think of a special voice for their puppets and answer as if it's the puppet talking. This takes attention away from the child.

2 Listen and say in pairs.

Before activity

- 1 Do the 'listen' and 'say' signs. Say *Listen and read*.
- 2 Get whole class to read the dialogue bubbles. Stop at the gaps and say *What word can we put in here?*
- 3 Get the children to look at the spelling in activity 1 and write in the gaps.
- 4 Get the children to check their answers in pairs.
- 5 Get the whole class to read through the dialogue bubbles again.

- 6 Model what you want the children to do by inviting two children to the front of the class. Tell them they are going to pretend to be Tom and Ali.
- 7 Ask children to read out their dialogue bubbles, e.g.
 Ali: Hi, I'm Ali. What's your name?
 Tom: My name's Tom.
 Ali: Hi Tom. How are you?
 Tom: I'm fine, thanks.

Activity

- 1 Do the 'listen' and 'say' signs. Say, *Say in pairs*.
- 2 Play Track 5, pausing after each line so that children have time to repeat.

Track 5

Narrator Unit 1. Lesson 1. Activity 2.
 Listen and say in pairs.

Ali Hi, I'm Ali. What's your name?

Tom My name's Tom.

Ali Hi Tom. How are you?

Tom I'm fine, thanks.

Track 6

Narrator Unit 1. Lesson 1. Activity 3.
 Listen and match.

Sarah Hi, I'm Sarah. What's your name?

Helen My name's Helen.

Sarah How are you?

Helen I'm fine, thanks.

- 6 Play audio track 6 again, pausing after each phrase so that the children have time to find the words in the correct speech bubbles.
- 7 Do the 'listen' and 'say' signs. Say, *Listen and say*.

After activity

- 1 Get the children to practise asking and answering greetings either between themselves, or by using their puppets. You might like to try this with different voices, e.g. funny, laughing, very slowly, very fast, etc. By using different voices you are reducing the anxiety and making the activity more effective.

3 Listen and match.

Before activity

- 1 Start by saying, *Hi, I'm ... (your name)*.
- 2 Ask a child, *What's your name?* Get him/her to respond by saying, *My name's ...*
- 3 Choose another child and say, *How are you?* Get him/her to respond by saying, *I'm fine, thanks.*
How are you?
- 4 Drill all the phrases, as a dialogue, starting with choral, then 50/50 and finally individual (see page 4 in the Introduction).

Activity

- 1 Look at the sentences with gaps in the speech bubbles. Remind children about capital letters, full stops and question marks.
- 2 Remind the children of the 'listen' and 'match' signs. Say, *Listen and match*.
- 3 Play Track 6, pausing after the first phrase. Ask the children which word completes the sentence (*name*) and get them to write it in the first speech bubble, or in their copy books.
- 4 Check that children understand that they choose the words/phrases at the top to complete each gap.
- 5 Make sure that the children have written the word *name* in the correct place.

4 Read and say in pairs. D

Before activity

- 1 Distribute the wordcards *How are you?*, *I'm fine, thanks.* to nine children and ask them to line up in order at the front of the class. Say *How are you? I'm fine thanks.* Get the rest of the class to help by putting their hands up with suggestions.
- 2 Drill the whole class with *How are you? I'm fine, thanks.*
How are you?
- 3 Divide the class in half. Drill 50/50. One half asks the question, the other half answers.
- 4 Invite a child on one side of the class to ask a question and a child on the other side of the class to answer.
- 5 Invite two children to the front of the class and get one to ask the question and the other to answer. Then take turns to ask and answer questions. Focus on intonation.

Activity

- 1 Say *Get into pairs*.
- 2 Say *Read and say in pairs*.
- 3 Get the children to practise greeting each other.

Phrase bank E

- 1 Get the children to look at the phrases in the phrase bank. Point to the phrase bank.
- 2 Say *Read and say*. Get children to read out the phrases.

Closure

- 1 At the end of the lesson get the children to stand up. Say, *Goodbye class* and wave.
- 2 Do the 'all together' sign and get the children to say, *Goodbye, Mr/Mrs ...* and wave.

Lesson 2

Materials needed

- ✓ Student's Book pages 8–9
- ✓ Flashcards: Ali, Tom, 1–20, Majid, Helen, Sarah
- ✓ CD
- ✓ Make word cards: What's / your / name / ? / How / are / you / ? / I'm / fine / , / thanks / . / My / name's / How / old / are / you / ? /

Language

Grammar/Function

What's your name?

My name's ...

How are you?

Fine, thanks.

Vocabulary

1–10

greetings

Literacy

Reading and writing names

Reading and writing greetings

Reading and writing questions and answers about names

Phonics

Sounds /aɪ/ and /u:/

Spellings *i* / *i_e* and *oo*

Examples: *tiger, nine, room, zoo*

Syllabus Coverage

Listening skills:

Differentiate between the pronunciation of similar sounds in English.

Understand basic instructions and directions.

Understand simple questions about oneself.

Understand the main idea and/or basic information in short monologues or dialogues consisting of two to four exchanges.

Phonics skills:

Recognise short and long vowels.

Speaking skills:

Ask short simple questions about familiar topics. Produce short simple phrases/sentences about people and things.

Respond to short simple questions by saying *yes* or *no* or by giving basic personal information.

Use formulaic language in basic communication functions (e.g. greet, thank).

Reading skills:

Follow a short simple text while listening to the audio recording.

Read and comprehend simple sentences.

Understand short simple sentences.

Understand short simple texts if there is visual support.

Understand the main idea in short simple texts.

Writing skills:

Apply basic rules of punctuation (e.g. use capital letters, full stops, commas, question marks).

Write high frequency words to complete a written text at sentence level.

Functions:

Count cardinal numbers to 100.

Express possession using *my/your/his/her*.

Identify and talk about people using the verb *to be*.

Identify and talk about people, places, toys and things.

Grammar:

Ask questions using *What, Who, Where*.

Possessive adjectives (*my, your, his, her, its, our, their*).

to be (Affirmative – Negative – Questions – Short answers).

Lesson 2

1 Listen and say.

Before activity

- 1 Greet the children as in the previous lesson.
- 2 Do the 'open book' sign and say, *Open your books at page 8.*
- 3 Ask, *Who can you see?* Get children to respond by saying, *Ali, Majid and Tom.*
- 4 Ask, *What do you think they are saying to each other?* Listen to the children's answers and praise them if they suggest an appropriate response, e.g. *Hi. I'm ... (name). How are you?*

Activity

- 1 Do the 'listen' and 'say' signs. Say, *Listen and say.*
- 2 Play Track 7, pausing after each phrase so that the children have time to repeat.

Track 7

Narrator	Unit 1. Lesson 2. Activity 1. Listen and say.
Ali	Hi, Tom. Good morning. How are you?
Tom	Hi, Ali. I'm fine thanks. How are you?
Majid	Hi! I'm Majid.

- 3 Play the track again, pausing after each phrase so that the children have time to repeat.

After activity

- 1 Drill the question and answer, *How are you? I'm ...* starting with choral, then 50/50, then a circle drill and finally individual (see page 4 in the Introduction).
- 2 Get the children to draw a sketch of two characters speaking to each other with speech bubbles. Get them to write a dialogue in the speech bubbles, using the dialogue on page 8 as a model. They can make up the characters' names.

Saudi Values

Activity

- 1 Point to the 'Saudi Values' box and ask pupils how they say hello, introduce themselves and ask how someone is. Write up the phrases/expressions they give you on the board.
- 2 Ask one pupil to stand up and act out the short dialogue (*Hello! I'm What's your name? My name is ... How are you? I'm fine thanks.*).
- 3 Put pupils into pairs and get them to repeat the dialogue activity together.
- 4 Explain to pupils it is good to use English to introduce themselves and ask people how they are. This will help emphasise the importance of developing their character within the *Saudi Vision 2030*.

2 Listen and number. Read and say. D

Before activity

- 1 Draw the number 2 in the air and say *What am I writing?* Get children to respond by saying, two.
- 2 Repeat with numbers 3, 5, 8, and 10
- 3 Write the numbers 1–10 on the board. Make sure that the children are watching where you start writing each number.
- 4 Display flashcards of the characters and elicit their names, e.g. Tom, Sarah, Helen, Ali, Majid.

Activity

- 1 Do the 'listen' and 'number' signs. Say *Listen and number.*
- 2 Model what you want the children to do with an example. Play Track 8 and pause after the first introduction. Get the children to write the number 9 under the character Ali.
- 3 Continue playing the track and get the children to listen and number.
- 4 Elicit feedback by playing Track 8 again and pausing after each introduction.
- 5 Invite a child to write the number they heard next to each character.
- 6 Get children to check their work and make corrections.
- 7 Say *Read and say.* Get the children to read out text, I'm Tom, I'm Sarah, etc.

Track 8

Narrator	Unit 1. Lesson 2. Activity 2. Listen and number. Read and say.
	9
Ali	Hi, I'm Ali.
	7
Sarah	Hi, I'm Sarah.
	2
Majid	Hi, I'm Majid.
	10
Tom	Hi, I'm Tom.
	5
Helen	Hi, I'm Helen.

After activity

- 1 Get the children to work in pairs, using their fingers to write numbers on their partners back. Their partners guess the numbers they are writing.

3 Read, write and say.

Before activity

- 1 Say to a child *I'm What's your name?* Elicit: *My name's How are you?* Respond: *I'm fine thanks. How are you?*
- 2 If you feel the children need more practice on these greetings, use the wordcards or write on the board. Invite the same number of children as there are wordcards (20) to the front of the class.
- 3 Distribute all the wordcards (which include the question mark and full stop).
- 4 Say *What's your name?* and get the children to look at their wordcards and stand in line (left to right) with the correct cards. The rest of the class can make suggestions.
- 5 Continue with *My name's ... How are you? I'm fine thanks. How about you?*
- 6 Display the questions on the left hand side of the board (*What's your name? How are you? How about you?*) and the answers on the right hand side of the board (*My name's ... I'm fine thanks.*)
- 7 Drill the whole class, then 50/50, open and closed pairs.

Activity

- 1 Take out the words *name, you, thanks, how, fine, I'm, my* from the questions and answer wordcards displayed. Display wordcards along the top of the board.
- 2 Point to each wordcard in turn and get the children to read after you. When you get to a blank space get children to guess what word should go in space.

- 3 Say *Read and write*. Model what you want the children to do with an example. Point to a dialogue bubble and get the children to read along with you. *Hi, I'm ... say What do you write here?* Elicit: their own name. Continue reading *What's your ...?* Elicit: name.
- 4 Get the children to complete the activity and check their answers with a partner.
- 5 Give feedback by getting the children to call out completed dialogues and invite individuals to use wordcards/write on the board to complete questions and responses.
- 6 Get the children to check and correct their own work.

After activity

- 1 Get the children to work in pairs.
- 2 Say *Read and say*. Model what you want the children to do by inviting two children to stand up and read the dialogue bubbles to each other.

Grammar Focus D

Activity

- 1 Point to the Grammar Focus box on page 9.
- 2 Use the wordcards/write on the board to show the following phrases:
 _____ Tom.
 What's _____ name?
 How are _____?
 _____ fine, thanks.
- 3 Get the whole class to read out the words one at a time. Say *What's missing?* Elicit the missing words orally.
- 4 Say *Read and write*.
- 5 Get the children to check their answers with a partner.
- 6 Give feedback by inviting a child to use wordcards/write on the board to complete phrases on the board.
- 7 Get the children to check and correct their own work.

Phonics

4a Look, listen and say.

- 1 Write the letter sounds for the lesson on the board: *i / i_e /ai/* and *oo /u:/*.
- 2 Point to each letter/letter group in turn and say the sound. Ensure the students note the position of your lips and tongue when making each sound.
- 3 Play Track 9. Pause after each sound and after each word and allow time for the students to repeat. Remind them to check the position of their lips and tongue when making each sound.

Track 9

Narrator Unit 1. Lesson 2. Phonics.
Activity 4a Look, listen and say.

i /ai/	i /ai/	i /ai/
tiger	tiger	tiger
oo /u:/	oo /u:/	oo /u:/
room	room	room

4b Listen and match.

- 1 Write *tiger*, *fine* and *room* on the board.
- 2 Point to *i/i_e* on the board and say the sound for the letter *i/i_e*.
- 3 Ask a student to come up to the front and choose the word(s) that matches that letter sound. Ask them to underline the letter(s) in the word that match the sound (*tiger/fine*).
- 4 Play Track 10. Pause after each word to allow time for the students to draw the line matching the picture to the correct letter(s) above.

Track 10

Narrator Unit 1. Lesson 2. Phonics.
Activity 4b Listen and match.

1 zoo	zoo
2 nine	nine
3 lion	lion
4 moon	moon

- 5 Repeat the track if necessary until you are happy that the students are all able to pronounce the sounds correctly.

Answers: These to be matched with *i / i_e*

2 nine, 3 lion

These to be matched with *oo*

1 zoo, 4 moon

Optional

Ask students if they can think of other words that contain the same sounds.

Closure

- 1 At the end of the lesson get the children to stand up. Say, *Goodbye class* and wave.
- 2 Do the 'all together' sign and get the children to say, *Goodbye, Mr/Mrs ...* and wave.

Workbook

Materials needed

- ✓ Workbook pages 59–61

Language

Grammar/Function

What's your name?

My name's ...

How are you?

Fine, thanks.

Vocabulary

1–10

greetings

Literacy

Reading and writing names

Reading and writing greetings

Reading and writing questions and answers about names

Phonics

Sounds /aɪ/ and /u:/

Spellings *i* / *i_e* and *oo*

Examples: *tiger, nine, room, zoo*

Syllabus Coverage

Listening skills:

Differentiate between the pronunciation of similar sounds in English.

Understand basic instructions and directions.

Phonics skills:

Recognise short and long vowels.

Reading skills:

Read and comprehend simple sentences.

Understand short simple sentences.

Read and count cardinal numbers to 100 (1–10).

Understand short simple texts if there is visual support.

Understand the main idea in short simple texts.

Writing skills:

Apply basic rules of punctuation (e.g. use capital letters, full stops, commas, question marks).

Spell accurately a small number of high frequency words.

Write own name in English.

Write high frequency words to complete a written text at sentence level.

Functions:

Count cardinal numbers to 100.

Express possession using *my/your/his/her*.

Identify and talk about people using the verb *to be*.

Identify and talk about people, places, toys and things.

Grammar:

Ask questions using *What, Who, Where*.

Possessive adjectives (*my, your, his, her, its, our, their*).

to be (Affirmative – Negative – Questions – Short answers).

Workbook

Page 59

1 Look and read. Match.

- Children look at the four pictures of the people talking.
- They read through each of the greetings.
- They match each person with the correct greeting by drawing a line joining the two.

Answers: 1 Hi. My name's Tom. 2 Hi, I'm Ali.

What's your name? 3 My name's Helen. What's your name? 4 Hi, I'm Sarah.

2 Choose and write.

- Children read the words in the box.
- They choose the most appropriate word to complete each sentence and write it in the spaces provided.
- Remind them about capital letters at the beginning of sentences and for names.

Answers: 1 name 2 I'm 3 Hi 4 your 5 are
6 Fine

Page 60

3 Trace and copy.

- Children trace over the first line of numbers.
- They then write the numbers 1–10 by themselves in the spaces provided.

4 Read and complete. D

- Children look at the mixed up letters of the alphabet.
- They chant the order of the alphabet.
- They write the letters in the correct order.

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

Materials needed

- ✓ Student's Book pages 10–13
- ✓ Workbook pages 62–64
- ✓ Flashcards: 11–20, aunt, cousin (Aseel and Nader), grandfather, grandmother, mother, father, Sarah, uncle
- ✓ CD
- ✓ Make wordcards: aunt / cousin / grandfather / grandmother / mother / father / uncle / How / old / is / she / he / ? / He's / She's / . /

Language

Grammar/Function

How old are you?

I'm ...

How old is he/she?

He's/She's ...

His name's ...

Her name's ...

Vocabulary

11–20

aunt, cousin, grandfather, grandmother

Recycled: brother, sister, mother, father, uncle, family

Literacy

Reading and writing numbers 11–20 as figures

Reading and writing names and family words

Reading and writing questions with *How old ... ?* and answers

Phonics and spelling

Sounds /ʌ/ and /əʊ/

Spellings *u* and *o* / *o_e*

Examples: *umbrella, uncle, thobe, yo-yo*

Lesson 1

Materials needed

- ✓ Student's Book pages 10–11
- ✓ Flashcards 11–20, aunt, cousin (Aseel and Nader), grandfather, grandmother, mother, father, Sarah, uncle
- ✓ CD
- ✓ Make wordcards: aunt / cousin / grandfather / grandmother / mother / father / uncle / How / old / is / she / he / ? / He's / She's / . /

Language

Grammar/Function

How old are you?

I'm ...

How old is he/she?

He's/She's ...

His name's ...

Her name's ...

Vocabulary

11–20

aunt, cousin, grandfather, grandmother

Recycled: brother, sister, mother, father, uncle, family

Literacy

Reading and writing names and family words

Reading and writing questions and answers about names

Syllabus Coverage

Listening skills:

Recognise simple intonation patterns.

Understand basic instructions and directions.

Understand simple questions about oneself.

Understand the main idea and/or basic information in short monologues or dialogues consisting of two to four exchanges.

Speaking skills:

Ask short simple questions about familiar topics.

Produce short simple phrases/sentences about people and things.

Respond to short simple questions by saying *yes* or *no* or by giving basic personal information.

Use formulaic language in basic communication functions (e.g. greet, thank).

Reading skills:

Follow a short simple text while listening to the audio recording.

Read and comprehend simple sentences.

Recognise basic rules of punctuation.

Understand short simple sentences.
Understand short simple texts if there is visual support.
Understand the main idea in short simple texts.

Writing skills:

Spell accurately a small number of high frequency words.
Write high frequency words to complete a written text at sentence level.

Functions:

Count cardinal numbers to 100.
Express possession using *my/your/his/her*.
Identify and talk about people using the verb *to be*.
Identify and talk about people, places, toys and things.
Introduce people to each other.

Grammar:

Ask questions using *What, Who, Where*.
Conjunctions (*and, but, or*).
Demonstratives: *this/that/these/those*.
Possessive adjectives (*my, your, his, her, its, our, their*).
Questions with *What, Who, Where, Whose*.
Refer to people and things using demonstratives (*this/that/these/those*).
to be (Affirmative – Negative – Questions – Short answers)

- 7 Distribute wordcards *How old are you? I'm* to six children.
- 8 Say, *How old are you? I'm...* Ask them to get into order and the rest of the class can help them.
- 9 Display the question on the left side of the board and the answer on the right side.
- 10 Point to the wordcards/write on the board and say, *How old are you?* Encourage children to respond with *I'm* + their age.

Activity

- 1 Do the 'open book' sign and say, *Open your books at page 10.*
- 2 Do the 'listen' and 'find' signs. Say, *Listen and find.*
- 3 Play Track 12. Pause after the first sentence and ask the children to repeat. Ask the children to point to the family. Ensure they are pointing to everyone.

Track 12

Narrator Unit 2. My family. Lesson 1.
Activity 1.
Listen and find.

Ali This is my family.
This is my father. His name is Mohammed.
This is my brother. His name's Majid.
This is my cousin. His name is Nader.

Tom How old is he?

Ali He's 13. How old are you, Tom?

Tom I'm 10.

Ali And this is my grandfather.

- 4 Continue the track, pausing after each sentence, giving children time to find each correct family member.
- 5 Ask *Who's 10?* Elicit: *Tom*.
- 6 Ask *Who's 13?* Elicit: *Nader*.

After activity

- 1 Point to the flashcards of the individual members of the family and say, *Who's this?* Get children to respond by saying, *It's Ali's*
- 2 Get the children to match the flashcards and wordcards of Ali's family.
- 3 Get the children to draw a picture of their own family and label the different members of their family. This helps children link the idea of family to their own family.

2 Read and complete.

Before activity

- 1 Get children to read out the dialogue in Activity 1 as a class.

Lesson 1

1 Listen and find.

Before activity

- 1 Greet the children as in previous lessons.
- 2 Hold up the flashcard of Ali and say, *What's his name?* Get children to respond by saying, *His name's Ali*.
- 3 Using flashcards of Ali's family ask, *Who's this?* Children should be able to tell you *Ali's brother (Majid), father (Mohammed), grandfather (Yasser) and uncle (Abdullah)*. They may know the words for *aunt and cousin and grandfather*. If not, encourage them to say, *I don't know*.
- 4 Using the family flashcards, teach the words *cousin (Nader) and grandfather (Yasser)*.
- 5 Hold up the *grandfather* flashcard and say, *Who's this?* Get children to respond by saying, *It's Ali's grandfather*. Drill the dialogue starting chorally, then 50/50 and finally individually (see page 4 in the Introduction). Focus on intonation.
- 6 Repeat with other family members. Use the people's names, but tell children that it doesn't matter if they can't remember them all.

- 2 Divide the class in half. One half is Tom and the other is Ali.
- 3 Get the children to read out the dialogue in their groups.

Activity

- 1 Say *Read and complete*. Model what you want the children to do with an example. Read the first speech bubble 'This is my ... His ... is Nader.
- 2 Say *What's missing?* Elicit: This is my cousin. His name is Nader.
- 3 Get the children to complete the dialogue and check their answers with a partner.
- 4 Give feedback by asking students to read out their completed speech bubbles. Write the phrases on the board and invite a child to complete them.
- 5 Get the children to check and correct their own work.

After activity

- 1 The children role play the dialogue in pairs.

3 Listen and say.

Before activity

- 1 Point to the flashcards of the individual members of the family and say *Who's this?* Get children to respond with *It's Sarah's ...*
- 2 Show the flashcard of the grandfather, say *This is Ali's grandfather (Yasser)*. Show the flashcard of Ali and Sarah's grandmother, say *This is Sarah's/Ali's grandmother (Badriah)*.
- 3 Repeat with the flashcard of Ali's father Mohammed and Ali's mother, say *This is Sarah's/Ali's mother (Fatimah)*.
- 4 Get the children to match the flashcards and wordcards of Sarah's family.
- 5 Repeat with Helen's family.

Activity

- 1 Do the 'listen' and 'find' signs. Say, *Listen, read and say*.
- 2 Play Track 13, pausing after each item so the children have time to find the correct family member.

Track 13

Narrator	Unit 2. Lesson 1. Activity 3. Listen and say.
Sarah	This is my family. This is my mother. Her name is Fatimah. This is my grandmother. Her name is Badriah.
Helen	This is my family in England. This is my grandfather and grandmother. And this is my uncle and aunt. These are my cousins.

After activity

- 1 Point to Sarah and say, *Who's this?* Get children to respond and say, *It's Sarah's ...*
- 2 Repeat with other family members.
- 3 Repeat with Helen's family members.

4 Read and say in pairs.

Before activity

- 1 Display the wordcards/write on the board out of order. Invite individual children to put the words into the questions and answers.
- 2 Display the question wordcards/write on the board on the left side of the board and the answers on the right side of the board.
- 3 Get the whole class to read the questions and answers. Divide the class in half and drill question and answers. Repeat with open and closed pairs.

Activity

- 1 Say *Read and say in pairs*. Get the children to take it in turns to ask the questions and answers.

After activity

- 1 Point to the wordcards/write on the board, take away one word at a time. Get the children to read the dialogue filling in the missing words, e.g.
How old are you?
___ old are you?
___ are you?
___ you?
___ ?

Phrase bank E

- 1 Get the children to look at the phrases in the phrase bank. Point to the phrase bank.
- 2 Say *Read and say*. Get children to read out the phrases.
- 3 Get the children to focus on the use of he/she. Say *When do you use 'he'?* Elicit: for boys
- 4 Repeat *When do you use 'she'?* Elicit: for girls.

Closure

- 1 At the end of the lesson get the children to stand up. Say, *Goodbye class* and wave.
- 2 Do the 'all together' sign and get children to say, *Goodbye, Mr/Mrs ...* and wave.

Lesson 2

Materials needed

- ✓ Student's Book pages 12–13
- ✓ Flashcards 11–20, aunt, cousin (Aseel and Nader), grandfather, grandmother, mother, father, Sarah, uncle
- ✓ CD

- ✓ Make wordcards: aunt / cousin / grandfather / grandmother / mother / father / uncle / How / old / is / she / he / ? / He's / She's / . /

Language

Grammar/Function

How old are you?

I'm ...

How old is he/she?

He's/She's ...

His name's ...

Her name's ...

Vocabulary

11–20

aunt, cousin, grandfather, grandmother

Recycled: *brother, sister, mother, father, uncle, family*

Literacy

Reading and writing names and family words

Reading and writing questions and answers about names

Phonics and spelling

Sounds /ʌ/ and /əʊ/

Spellings *u* and *o* / *o_e*

Examples: *umbrella, uncle, thobe, yo-yo*

Syllabus Coverage

Listening skills:

Differentiate between the pronunciation of similar sounds in English.

Understand basic instructions and directions.

Understand simple questions about oneself.

Understand the main idea and/or basic information in short monologues or dialogues consisting of two to four exchanges.

Phonics skills:

Recognise short and long vowels.

Speaking skills:

Ask short simple questions about familiar topics. Produce short simple phrases/sentences about people and things.

Respond to short simple questions by saying *yes* or *no* or by giving basic personal information.

Use formulaic language in basic communication functions (e.g. greet, thank).

Reading skills:

Follow a short simple text while listening to the audio recording.

Read and comprehend simple sentences.

Understand short simple sentences.

Read and count cardinal numbers to 100.

Understand short simple texts if there is visual support.

Understand the main idea in short simple texts.

Writing skills:

Spell accurately a small number of high frequency words.

Write high frequency words to complete a written text at sentence level.

Functions:

Count cardinal numbers to 100.

Express possession using *my/your/his/her*.

Identify and talk about people using the verb *to be*.

Identify and talk about people, places, toys and things.

Introduce people to each other, e.g. *This is Abdullah*.

Grammar:

Ask questions using *What, Who, Where*.

Possessive adjectives (*my, your, his, her, its, our, their*).

Refer to people and things using demonstratives (*this/that/these/those*).

to be (Affirmative – Negative – Questions – Short answers)

Lesson 2

1 Read and match.

Before activity

- 1 Greet the children as in previous lessons.
- 2 Using the family flashcards and wordcards get the children to match the words and pictures.

Activity

- 1 Do the 'open book' sign and say, *Open your books at page 12*.
- 2 Do the 'read' and 'match' signs. Say, *Read and match*.
- 3 Children read the family words in the box and match them to the correct family member. Check that children are finding the correct person/people each time.
- 4 Read the words aloud and get students to repeat them.

After activity

- 1 Hold up the flashcard of Ali and say, *Who's this?* Get children to respond by saying, *Ali*.
- 2 Repeat with the other family members. If the children say *grandfather*, accept this, it can be the person's name or who they are.

Saudi Values

Activity

- 1 Point to the 'Saudi Values' box. Draw a family tree on the board (it could be your family tree or one you make up).

- Point to the different people in the family tree and elicit the words *father*, *uncle*, *grandmother*, etc.
- Ask pupils to draw their own family tree and add both names and family vocabulary.
- Put pupils into pairs and get them to introduce their family, i.e. *This is my uncle. His name is ...*
- Explain to pupils the importance of family values. This will help emphasise the importance of Islamic values within the *Saudi Vision 2030*.

2 Read and complete. D

Before activity

- Get the children to look at the picture in Activity 1. Point to each character and say *Who's this?* Elicit: Ali's father, Ali's grandfather, Ali's uncle, Ali's cousin/Nader, Ali's brother/Majid.
- Say *Who can help me spell the word 'father'?* Encourage the children to focus on the sounds of the word, if the children get stuck then draw lines, e.g.
f _ _ _ _
- Say *'father'*. Get the children to repeat the word with you. Segment the word, e.g. f – a – th – er
- Write in the sounds as the children give them to you.
- Say the word *'father'* again. Clap the syllables fa – ther.

Activity

- Say *Read and complete*. Model what you want the children to do with an example. Say *What word starts with the sound 'f'?* Elicit: father.
- Get the children to complete and check their work with a partners.
- Write numbers 1–5 on the board in a column. Elicit answers and invite a child to write next to the number.
- Get the children to check and correct their own work.

Answers: father uncle grandfather cousin brother

After activity

- Display flashcards of characters. Invite individual children to match them to the words on the board.

3 Listen and number. Read and say.

Before activity

- Revise the names of family members using the flashcards and wordcards.
- Revise numbers using the flashcards and wordcards.

Activity

- Do the 'read' and 'say' signs. Say, *Read and say*.
- Say *Listen and number*. Play Track 14, pausing after each item so that the children have time to repeat.

Track 14

Narrator Unit 2. Lesson 2. Activity 3.
Listen and number. Read and say.

- This is Ali's family.
- This is my father.
- This is my mother.
- This is my brother.
- This is my sister.
- This is my grandfather.
- This is my grandmother.
- This is my uncle.
- This is my aunt.
- These are my cousins.

- Do the 'listen' sign. Say, *Listen and number*.
- Play the track again, pausing after the word *family*. Give the children time to find the correct picture and write the corresponding number.
- Continue with the other phrases, pausing to give the children time to find the correct picture and write the corresponding number.
- Check the answers with the class.

Answers: see Track 14.

After activity

- Say, (for example) *number 4*. The children look for number four and say *brother*.
- Repeat with the other numbers from 1–10 in random order.
- Now say, (for example) *grandmother*. Children look for the picture of the grandmother and say, *number seven*.

Grammar Focus D

- Get the children to look at the Grammar Focus box.
- Point to the characters one by one and say *Who's this?* Elicit: This is _____.
- Put two characters together. Say *Who are these?* Elicit: These are _____.
- Say *Read and write*. Model what you want the children to do with an example, e.g.
_____ my uncle.
Elicit: This is my uncle.
- Get the children to complete the sentences and check their answers with a partner.
- Give feedback and write the answers on the board.
- Get the children to notice that 'This is' is used with one person and 'These are' is used with two or more people.

Phonics

4a Look, listen and say.

- Write the letters for the lesson on the board: u /ʌ/ and o/o_e /əʊ/.

- Point to each letter in turn and say the sound. Ensure the students note the position of your lips and tongue when making each sound.
- Play Track 15. Pause after each sound and after each word and allow time for the students to repeat. Remind them to check the position of their lips and tongue when making each sound.

Track 15

Narrator	Unit 2. Lesson 2. Phonics.		
	Activity 4a Look, listen and say.		
u /ʌ/	u /ʌ/	u /ʌ/	
umbrella	umbrella	umbrella	
o /əʊ/	o /əʊ/	o /əʊ/	
thobe	thobe	thobe	

4b Listen and tick. Say the words.

- Write *nose* and *book* on the board.
- Point to *o/o_e* on the board and say the sound for the letter *o/o_e* /əʊ/.
- Ask a student to come up to the front and choose the word that matches that letter sound. Ask them to underline the letter(s) in the word that match the sound (*nose*).
- Play Track 16. Pause after each sound to allow time for the students to tick the correct picture.

Track 16

Narrator	Unit 2. Lesson 2. Phonics.		
	Activity 4b Listen and tick. Say the words.		
1	o /əʊ/	o /əʊ/	o /əʊ/
	trousers	yo-yo	
2	u /ʌ/	u /ʌ/	u /ʌ/
	brother	aunt	

- Say the words *yo-yo* and *brother*. Ask students to repeat several times until you are happy that the students are all able to pronounce the words correctly.

Answers: These to be ticked: 1 picture of yo-yo
2 picture of brother

Optional

Write some of the exemplars from the preceding two units on the board. Point to the words at random and ask the students to say the sound they have learned for this word.

Closure

- At the end of the lesson get the children to stand up. Say, *Goodbye class* and wave.
- Do the 'all together' sign and get children to say, *Goodbye, Mr/Mrs ...* and wave.

Workbook

Materials needed

- ✓ Workbook pages 62–64
- ✓ Flashcards 11–20, aunt, cousin (Aseel and Nader), grandfather, grandmother, mother, father, Sarah, uncle
- ✓ CD
- ✓ Make wordcards: aunt / cousin / grandfather / grandmother / mother / father / uncle / How / old / is / she / he / ? / He's / She's / . /

Language

Grammar/Function

How old are you?

I'm ...

How old is he/she?

He's/She's ...

His name's ...

Her name's ...

Vocabulary

11–20

aunt, cousin, grandfather, grandmother

Recycled: *brother, sister, mother, father, uncle, family*

Literacy

Reading and writing numbers 11–20 as figures

Reading and writing names and family names

Reading and writing questions with *How old ...?* and answers

Phonics and spelling

Sounds /ʌ/ and /əʊ/

Spellings *u* and *o* / *o_e*

Examples: *umbrella, uncle, thobe, yo-yo*

Syllabus Coverage

Listening skills:

Differentiate between the pronunciation of similar sounds in English.

Understand basic instructions and directions.

Phonics skills:

Recognise short and long vowels.

Reading skills:

Read and comprehend simple sentences.

Understand short simple sentences.

Read and count cardinal numbers to 100 (1–20).

Revision 1

Materials

- ✓ Student's book pages 14–15
- ✓ Workbook pages 65–66
- ✓ Flashcards: Units 1–2
- ✓ Posters 1–2
- ✓ CD

Note: Do not use the phonic symbols with the children. These are for your purposes only.

Language

Grammar/Function

Revision of grammar from Units 1–2

Vocabulary

Revision of vocabulary from Units 1–2

Phonics and spelling

Revision of sounds /aɪ/, /u:/, /ʌ/ and /əʊ/

Revision of spellings *i* / *i_e*, *oo*, *u* and *o* / *o_e*

1 Read, listen and number. D

Before activity

- 1 Show the flashcards of Tom, Ali, Majid, Helen and Sarah and ask *Who's this?* Elicit the names.
- 2 Read the first part of each dialogue to the children. Help the children to say suitable replies (*I'm fine thanks.* / *My name's [Majid].* / *I'm [Helen].*)

Activity

- 1 Do the 'read', 'listen' and 'number' signs. Say *Read, listen and number.*
- 2 Play Track 18. Pause after each item; the children write the number in the correct speech bubble.

Track 18

Narrator Revision 1. Activity 1.
Read, listen and number.

- 1 My name's Majid.
- 2 I'm fine thanks.
- 3 I'm Helen.

- 3 Play the audio track again. Pause after each line; the children check their answers.

After activity

- 1 Get the children to check their answers with their partners.
- 2 Go through the answers with the whole class.
- 3 Choose pairs of children to read the dialogues to the class.

Answers: 1 1 (My name's Majid.), 2 1 (I'm fine, thanks.) 3 3 (I'm Helen.)

2 Write and say.

Before activity

- 1 Say to a child *I'm ... What's your name?* Elicit *My name's ...*
- 2 Say *Hi ... How are you?* Elicit *I'm fine thanks.* Focus on intonation.

Activity

- 1 Do 'write' and 'say' signs. Say *Write and say.*
- 2 Read the first sentences (*Hi. I'm Majid.*) Write them on the board.
- 3 Read the words at the end to the children (*name, What's, your*). Elicit the question.
- 4 The children complete the dialogue in their books.
- 5 Choose pairs of children to read the dialogue to the class.

Answers: What's your name? My name's Tom.
How are you? I'm fine, thanks.

After activity

- 1 Choose a pair of children: help them to say the dialogue with their own names.
- 2 Repeat with other pairs of children.
- 3 All the children work in pairs, saying the dialogue with their own names.

3 Read and write. Say.

Before activity

- 1 Ask individual children *What's your name?* and *How are you?* Elicit the answers.
- 2 Add *Hi* and *Good morning* to your questions: *Hi. What's your name?* and *Good morning. How are you?*
- 3 Choose children to say the different combinations of greetings and questions, for example, *Good morning. What's your name?*
- 4 Choose other children to reply.

Activity

- 1 Do 'read', 'write' and 'say' signs. Say *Read and write*. Say in pairs.
- 2 Choose children to read the sentences in the box.
- 3 Read the beginning of the dialogue (*Hello, good morning. / Hi. /*) Ask *What is next?* Elicit the correct option from the box.
- 4 The children write the dialogue in their books.
- 5 Choose pairs of children to read the dialogue aloud.

Answers: What's your name? My name's Helen.
How are you? I'm fine, thanks.

After activity

- 1 Choose a pair of children. Help them to say the dialogue with their own names.
- 2 Repeat with other pairs of children.
- 3 All the children practice in pairs, saying the dialogue with their own names.

4 Write.

Before activity

- 1 Revise family words with the children: using photos or whiteboard drawings, show the children different people in your family. Talk about each one like this: *This is my mother. Her name is Fatimah.*
- 2 Point to one of the photos / drawings; help one of the children to make a sentence (*This is your mother. Her name is Fatimah.*).
- 3 Repeat with other children and other photos / drawings.

Activity

- 1 Point to the picture for number 1. Ask *Who are they?* (*Tom and his sister*).
- 2 Help the children to complete the first sentence. The children write the missing words in their books.
- 3 Repeat with the other sentences.
- 4 Put the children into pairs and get them to check their answers with their partners.

After activity

- 1 Choose one of the children; get the child to point to one of the pictures in Activity 4 and make a sentence. For example, the child points to Number 2 and says *This is his brother. His name is Majid.*
- 2 Repeat with other children and other pictures

Answers: 1 sister, Her 2 is, brother, His, name

5 Write and match. D

Before activity

- 1 Revise family words: say the first syllable of the word, and elicit the whole word. For example:
Teacher: mo...
Students: mother

- 2 For *grandmother* and *grandfather*, you will need to say the first two syllables: *grandmo...* and *grandfa...*

Activity

- 1 Do 'write' and 'match' signs. Say *Write and match*.
- 2 Point to each of the people in the picture. Help the children to identify them as *grandmother, grandfather, aunt, uncle* and *two cousins*.
- 3 Point to each of the cousins and ask *How old is he / she?* Help the children to answer correctly: *He's 14.* and *She's 12.*
- 4 Point to the first sentence. Help the children to complete it and match with the correct picture.
- 5 Repeat with the other sentences.

After activity

- 1 Point to one of the pictures. Ask *Who is this?* Help the children to answer correctly, for example, *She is his grandmother.*
- 2 Where appropriate, ask about the age as well (*How old is he / she? He's / She's 14 / 12*).
- 3 Choose children to point and ask questions. Choose other children to answer.
- 4 In pairs, the children point, ask and answer.

Answers: 1 This, b 2 How, f 3 These, e and f
4 is, a 5 old, e 6 my, c 7 This, d

Phonics

6 Match.

- 1 Explain to the students that the letters in the exercise are the ones they learned in Units 1 and 2.
- 2 Ask them to look at the letters and to think about the sound each one represents. Ask them to read the words silently to themselves and to match each of the sounds with the correct symbol by drawing lines.

Answers: The following letters and words should be matched: *o/o_e* tobe, *u* brother, *oo* moon, *i/i_e* nine

Workbook

Materials needed

- ✓ Workbook pages 65–66
- ✓ Pencils

Grammar/Function

Revision of grammar from Units 1–2

Vocabulary

Revision of vocabulary from Units 1–2

Phonics and spelling

Revision of sounds /aɪ/, /u:/, /ʌ/ and /əʊ/

Revision of spellings *i / i_e*, *oo*, *u* and *o / o_e*

Page 65

Revision 1

1 Count and write. D

- 1 The children look at each picture and count the number of objects.
- 2 The children write the numbers on the answer lines.

Answers: 1 5 2 7 3 10 4 3 5 9

2 Write.

- 1 Ask, *How many?* The children read the dialogue between Nader and the English boy.
- 2 They write the missing words in the dialogue.

Answers: What's, name's, How, are, I'm, thanks, old, How, are, I'm

3 Answer Tom's questions.

- 1 The children read the questions.
- 2 They write the answers to the questions. Remind them to pay attention to capital letters for names and the beginnings of sentences.

Example answers: My name's Omer. I'm fine, thanks. I'm 10.

Page 66

4 Write and match. D

- 1 The children count the stars.
- 2 They read the numbers. They write the missing numbers.
- 3 They match the numbers with the pictures.

Answers: 11 c 13 d 15 b 17 e 19 a

5 Write *this is* or *these are*.

- 1 The children read the sentences.
- 2 They complete each sentence with *This is* or *These are*.

Answers: 1 This is 2 These are 3 These are
4 This is 5 This is

6 Match and write the words.

- 1 Children look at the sound then read the words.
- 2 They match the words with the sounds they contain.
- 3 They write the words on the lines under the correct sounds.

Answers: *i/i_e* nine, lion *oo* room, moon
o/o_e thobe, phone *u* uncle, umbrella

Saudi Stars 1

1 Read and find. Write. **D**

Before activity

- 1 Look at the pictures with the children.
- 2 Ask a question about each picture: you and the children can use Arabic where necessary.
Picture 1: *Who is the man in the picture? His grandfather.*
Picture 2: *Who is she? His grandmother.*
Picture 3: *Who are they? His family.*
Picture 4: *Why is the boy's friend surprised? His family is very big.*

Activity

- 1 Do the 'read', 'find' and 'write' signs. Say *Read and find. Write.*
- 2 Read the story to the children. Use appropriate intonation to make the story fun.
- 3 Read the family words in the box. Say *Look in picture 3. Where is his sister?*
- 4 The children find his sister in the picture 3.
- 5 Repeat with the other family words in the box.
- 6 Children write the correct words in picture 3 from the box.

Answers: 1 his father 2 his sister
3 his grandmother 4 his grandfather

After activity

- 1 Read the story to the children again. Use appropriate intonation to make the story fun.
- 2 Read the story again. After each picture, the children repeat chorally. Encourage them to use appropriate intonation.
- 3 Read the whole story chorally.

Chant

2 Listen. Read and say. **E**

Before activity

- 1 Play *Shark attack* with family words (see Introduction page 7).
- 2 At the end of the game, circle the words the children found difficult. The children copy these words in their notebooks and study them at home.

Activity

- 1 Say *Listen and read.* Play Track 19 so that children get the rhythm of the chant.

Track 19

Narrator Saudi Stars. Activity 2. Chant.
Listen, read and say.
Hello, good morning.
How are you?
I'm fine thanks.
How about you?

Hi, good afternoon.
How are you?
I'm fine thanks.
How about you?

- 2 Say *Read and chant.* Get the whole class to chant out together.
- 3 Divide the class in half. Get one half to read the questions in the chant and the other half the responses.
- 4 Say *Read and chant.* Get the children to read the chant without the audio recording. Focus on the stress and intonation.

3 Write. **E**

Before activity

- 1 Point to the people in the pictures on page 10. Ask *Who's this?* Elicit the name and the family relationship: *He's Mohammed. He's Ali's father.*
- 2 Repeat with the picture on page 11.

Activity

- 1 Point to clue number 1. Ask *Who is it?* Help the children to answer *He's Ali's uncle.*
- 2 Show the children how to write *uncle* in the crossword.
- 3 Repeat with the other clues.

Answers: 1 uncle 2 cousin 3 father 4 aunt
5 brother 6 grandmother 7 mother

After activity

- 1 Choose six family words. Do a dictation of family words like this:
Say each word for the first time: the children listen
Say each word for the second time: the children listen and write
Say each word for the third time: the children check their answers.
- 2 The children swap their notebooks and check each other's work.

Project

4 Draw and write. D

Before activity

- 1 Revise family words: write words without vowels, like this:
gr__ndm__th__r
__ __ nt , etc.
- 2 Call children to the front to complete the words.

Activity

- 1 Do the 'draw' and 'write' signs. Say *Draw and write*.
- 2 Draw a picture of a person in your family. Write a description under it, for example, *This is my brother. His name is Yusif.*
- 3 Explain that the children are going to draw two pictures and write descriptions of them.
- 4 The children write and draw.

After activity

- 1 Choose children to show their pictures to the class and read the descriptions.
- 2 Encourage the other children to ask questions, such as *How old is he / she?*

Materials needed

- ✓ Student's Book pages 18–21
- ✓ Workbook pages 67–69
- ✓ Flashcards: lemon, a cup of tea, a bowl of oranges, egg, glass of juice
- ✓ Poster 1
- ✓ CD
- ✓ Make wordcards: What's / this / ? / It's / . / tea / a lemon / an orange / a bowl of oranges /

Language

Grammar/Function

a/an

What's this?

It's a/an

Is it a ...?

Yes, it is./No, it isn't

Vocabulary

an egg

a glass of juice

a cup of tea

a lemon

a bowl of oranges

Literacy

Reading and writing about objects with *a* and *an*

Reading and writing questions and answers with *What's this?* and *Is it / this a ...?*

Phonics and spelling

Sounds /i:/ and /e/

Spellings *ee/ea* and *e*

Examples: *three, read, egg, bed*

Lesson 1

Materials needed

- ✓ Student's Book pages 18–19
- ✓ Flashcards; lemon, a cup of tea, a bowl of oranges, egg, glass of juice
- ✓ Poster 1
- ✓ CD
- ✓ Make wordcards: What's / this / ? / It's / . / tea / a lemon / an orange / a bowl of oranges /

Language

Grammar/Function

a/an

What's this?

It's a/an

Is it a ...?

Yes, it is./No, it isn't.

Vocabulary

an egg

a glass of juice

a cup of tea

a lemon

a bowl of oranges

Literacy

Reading and writing about objects with *a* and *an*

Reading and writing questions and answers with *What's this?* and *Is it / this a ...?*

Syllabus Coverage

Listening skills:

Recognise simple intonation patterns.

Understand basic instructions and directions.

Understand the main idea and/or basic information in short monologues or dialogues consisting of two to four exchanges.

Speaking skills:

Ask short simple questions about familiar topics.

Produce short simple phrases/sentences about people and things.

Respond to short simple questions by saying *yes* or *no* or by giving basic personal information.

Use formulaic language in basic communication functions (e.g. greet, thank).

Reading skills:

Follow a short simple text while listening to the audio recording.

Read and comprehend simple sentences.
Understand short simple sentences.
Understand short simple texts if there is visual support.
Understand the main idea in short simple texts.

Functions:

Greet someone politely at different times of the day, e.g. *Good morning/afternoon/evening*. Say *Goodbye/Good night*.

Identify and name common objects.

Identify and talk about people using the verb *to be*.

Identify and talk about people, places, toys and things.

Grammar:

Ask questions using *What, Who, Where*.

Demonstratives: *this/that/these/those*.

Questions with *What, Who, Where, Whose*.

Refer to people and things using demonstratives (*this/that/these/those*).

to be (Affirmative – Negative – Questions – Short answers).

Use articles: *a/an*.

Use the definite and indefinite article (*a/an, the*).

Track 20

Narrator Unit 3. Lesson 1. Activity 1.
Listen and find.

Mohammed Good morning.

Peter Good morning, Mohammed.

Ali Good morning, Tom.

Tom Good morning, Ali. Mmm, breakfast.

Ali What's this in English?

Tom It's an egg.

Ali An egg. And what's this?

Tom It's a lemon.

After activity

- 1 Point to poster 1 or flashcards of individual food items and say, *What's this?* Get the children to respond by saying, *It's a/an/a bowl/cup/glass of*
- 2 Repeat this procedure with other food items. Focus on intonation.



Teaching tip

Ask children to draw a picture of other food items which can be found in a container, e.g. *a glass of water, a bowl of soup*, etc.

Lesson 1

1 Listen and find.

Before activity

- 1 Greet the children as in previous lessons.
- 2 Use Poster 1, the flashcards and wordcards to introduce/revise items of food and drink. Children should remember some of them from Level 2.
- 3 Teach *a bowl of ...*, *a cup of ...* and *a glass of* Ask the children to give you suggestions for *a glass of ...* e.g. *water*, and *a bowl of ...*, e.g. *rice*.
- 4 Draw some items of food on the board. Ask, *What's this?* Get the children to respond by saying, *It's a/an ...*. If they don't know they should say, *I don't know*.

Activity

- 1 Do the 'open book' sign and say, *Open your books at page 18*.
- 2 Do the 'listen' and 'find' signs. Say, *Listen and find*.
- 3 Play Track 20. Check that the children are following in their books and finding the correct pictures.

2 Listen, point and say. D

Before activity

- 1 Play *I spy something begins with sound /o/*. Elicit: orange and anything reasonable.
- 2 Repeat with sounds /t/ (tea, teacher), /e/ (egg), /j/ (juice) and /l/ (lemon).

Activity

- 1 Say *Listen and point*. Play Track 21, pausing after each item so that the children understand the text and can find the item.
- 2 Say *Listen, point and say*. Play the audio recording again, pausing after each item so that the children can find the item, point it out and repeat its name.

Track 21

Narrator Unit 3. Lesson 1. Activity 2.
Listen, point and say.
a lemon
tea
an orange
an egg
a glass of orange juice

Track 23

Narrator Unit 3. Lesson 1. Activity 4.
Listen and find. Read and match.
a cup of tea
a bowl of oranges
a glass of orange juice
a lemon
an egg

After activity

- 1 Display the flashcards. Point to each one and get children repeat its name.
- 2 Take one flashcard down and shuffle the rest on the board. Say *What's missing?*

3 Listen and say.

- 1 Children listen to Track 22 and find the people who are speaking and the items.
- 2 Say *Who's talking?* Encourage the children to say, *Sarah and Helen.*
- 3 Say *What's Sarah talking about?* Encourage the children to say, *a lemon.* If a child says something more complicated (in English or Arabic), e.g. *She wants to know what a lemon is in English,* praise them!

Track 22

Narrator Unit 3. Lesson 1. Activity 3.
Listen and say.

Sarah Good morning, Helen.
Helen Good morning, Sarah.

Sarah What's this in English?
Is it a lemon?

Helen Yes, it is.

4 Listen and find. Read and match.

Before activity

- 1 Say to the children, *Name a food beginning with the letter e.* Encourage children to respond with *egg.*
- 2 Repeat with letters *t, o, j* and *l*, making sure you ask for items of food and drink as appropriate, e.g. *Name a drink beginning with the letter t.*

Activity

- 1 Do the 'listen', 'find', 'read' and 'match' signs. Say, *Listen and find. Read and match.*
- 2 Play Track 23, pausing after each item so that the children have enough time to draw lines from the words to the pictures

After activity

- 1 Draw a *cup*, a *glass* and a *bowl* on the board. Ask the children to name them.
- 2 Name an item of food or drink and get the children to say whether it would go in the *cup*, *glass* or *bowl*, e.g. *tea – cup, water – glass, rice – bowl*, etc.

5 Read in pairs. Ask and answer. D

Before activity

- 1 Hold up three flashcards and say, *What's this?* Get children to respond by saying, *It's a/an*
- 2 Ask, *Is this a ...?* Get the children to respond by saying, *Yes, it is*, or *No, it isn't. It's a/an*

Before activity

- 1 Display the unit's flashcards. Point to each one in turn and get the children to repeat its name.
- 2 Point to a flashcard and say *Is this a lemon?* (point to the orange) Elicit: No, it isn't.
- 3 Repeat by pointing at lemon. Elicit: Yes, it is.
- 4 Repeat with other flashcards.

Activity

- 1 Display wordcards/write on the board *Is this a ...?* and *Yes, it is. No, it isn't.* on the board.
- 2 Drill the whole class asking the question and then point to a flashcard with a vocabulary item (sometimes point to the incorrect item). Elicit: Yes, it is. No, it isn't.
- 3 Invite two children to the front of the class. Use the wordcards/write on the board to prompt them and get them to take it in turn to ask and answer using the question and answers.
- 4 Say *Read in pairs. Ask and answer.* Monitor and support any children who need help.

After activity

- 1 Hold up a pencil. Say *Is this a book?* Elicit: No, it isn't. Say *Is this a pencil?* Elicit: Yes, it is.
- 2 Encourage the children to use items from their school bag to extend the activity.

Phrase bank D

- 1 Get the children to look at the phrases in the phrase bank. Point to the phrase bank.
- 2 Say *Read and say.* Get children to read out the phrases.

- 3 Display flashcards and get children to call out the name of the item, focus on the article 'a' and /an', e.g. a lemon, an orange, a cup of tea, an egg, a bowl of oranges, etc.
- 4 Help the children to notice the use of 'an' when the item begins with a vowel, that is a, e, i, o, u letter.

Lesson 2

Materials needed

- ✓ Student's Book pages 20–21
- ✓ Flashcards; lemon, a cup of tea, a bowl of oranges, egg, glass of juice
- ✓ Poster 1
- ✓ CD
- ✓ Make wordcards: What's / this / ? / It's / . / tea / a lemon / an orange / a bowl of oranges /

Language

Grammar/Function

a/an

What's this?

It's a/an

Is it a ...?

Yes, it is./No, it isn't.

Vocabulary

an egg

a glass of juice

a cup of tea

a lemon

a bowl of oranges

Literacy

Reading and writing about objects with a and an
Reading and writing questions and answers with
What's this? and *Is it / this a ...?*

Phonics and spelling

Sounds /i:/ and /e/

Spellings ee/ea and e

Examples: *three, read, egg, bed*

Syllabus Coverage

Listening skills:

Differentiate between the pronunciation of similar sounds in English.

Understand basic instructions and directions.

Phonics:

Recognise short and long vowels.

Speaking skills:

Ask short simple questions about familiar topics.
Produce short simple phrases/sentences about people and things.

Respond to short simple questions by saying *yes* or *no* or by giving basic personal information.
Use formulaic language in basic communication functions (e.g. greet, thank).

Reading skills:

Read and comprehend simple sentences.

Understand short simple sentences.

Read and count cardinal numbers to 100. (1–20)

Understand short simple texts if there is visual support.

Understand the main idea in short simple texts.

Writing skills:

Spell accurately a small number of high frequency words.

Write high frequency words to complete a written text at sentence level.

Functions:

Greet someone politely at different times of the day, e.g. *Good morning/afternoon/evening. Say Goodbye/Good night.*

Identify and name common objects.

Count cardinal numbers to 100. (1–20)

Identify and talk about people using the verb *to be*.

Identify and talk about people, places, toys and things.

Grammar:

Ask questions using *What, Who, Where*.

How many ...?

Nouns: countable (*tomato*) – uncountable (*milk*).

Demonstratives: *this/that/these/those*.

Questions with *What, Who, Where, Whose*.

Regular – Irregular plural nouns

Refer to people and things using demonstratives (*this/that/these/those*).

to be (Affirmative – Negative – Questions – Short answers)

Use articles: *a/an*.

Use the definite and indefinite article (*a/an, the*).

Lesson 2

1 Read and match. Say.

Before activity

- 1 Greet the children as in previous lessons.
- 2 Use the flashcards and wordcards to revise food items.
- 3 Point to a flashcard of a food item and say, *What's this?*
Get children to respond by saying, *It's a cup of/a bowl of*
....



Activity

- 1 Say *Read*. Get the whole class to read out the words in the word box.
- 2 Focus on the juice and tea. Explain that we call *juice* and *tea* uncountable, liquid is difficult to count. So what we count are what they're held or measured in. Say and repeat, *one cup of tea, two cups of tea, one glass of juice, two glasses of juice*.
- 3 Say *Read and match*. Model what you want the children to do with an example. Point to the glass of juice and say *What's number 5?* Elicit: a glass of orange juice. Show the line between the text and the picture.
- 4 Get children to complete the matching and check their work with a partner.
- 5 Write numbers 1–5 on the board.
- 6 Give feedback by asking *What's number 2?* Elicit: a bowl of oranges. Write 'a bowl of oranges' on the board.
- 7 Continue with feedback and get children to check and correct their answers.

Answers: 1 an egg 2 a bowl of oranges 3 a cup of tea 4 a lemon 5 a glass of orange juice

After activity

- 1 Get the children to match the flashcards and wordcards on the board.
- 2 Play *Kim's game* (see page 8 in the Introduction). Put the food/drink flashcards on the board. Put the wordcards on the board, but one fewer than the flashcards. Children have to say which wordcard is missing.
- 3 Repeat, removing different items each time.

Saudi Values

Activity

- 1 Point to the 'Saudi Values' box. Tell pupils what you have for breakfast, i.e. *I have a cup of tea and an egg for breakfast*.
- 2 Ask one pupil the question, *What do you have for breakfast?* If they want to say something that they don't know the word for in English let them say it in Arabic and then give them the English word for it.
- 3 Repeat this with other pupils writing up any new words in English on the board.
- 4 Explain to pupils the importance of eating healthy food. This will help emphasise the importance of healthy living within the *Saudi Vision 2030*.

2 Read and draw. Write. D

Before activity

- 1 Tell the children you are going to play a game called Chinese Whispers. In a team they are going to take it in turn to listen and tell the person in front of them in the line what they heard. The person at the front draws on the board.
- 2 Divide the class into 5 groups and line them up in a row in front of the board.

- 3 Model what you want the children to do by getting the child at the back of the line in one row to come to you. Whisper a number between 1–10 and a vocabulary item, e.g. 5 lemons
- 4 Show the child to go to the next person in their line and whisper what they heard. Each child in turn whispers what they heard and the child at the front of the line goes to the board and draws the item x number of times
- 5 Start the game. Each time the children at the back come to the teacher who whispers a number and an item. The children go back to their lines and whisper the information down the line. The children at the front draw the pictures.
- 6 The children at the front of the line now go to the back of the line. Each child gets to draw and start the whisper.

Activity

- 1 Say *Read and draw*. Model what you want the children to do by getting the children to read aloud the sentence, e.g. Draw 15 oranges. Start to draw the oranges. Invite a child to complete the drawings and get the rest of the class to count the oranges as they are drawn.
- 2 Get children to do their own drawings and get partners to count up the items in each others drawings.
- 3 Say *Write*. Model what you want the children to do. Point to the drawings on the board and say *How many oranges are there?* Elicit: 15 oranges.
- 4 Invite a child to write the number 15 on the board. Invite another child to write the word 'oranges' on the board.
- 5 Help the children notice the use of the 's' at the end of the word.
- 6 Repeat with 'glasses of juice'. Help the children notice that the 's' is on the end of the word 'glasses' and not on 'juice'.

After activity

- 1 Ask the children to get out some scrap paper or provide them with scrap paper.
- 2 Get the children to dictate a number and item to each other to draw, e.g. 12 pencils.

3 Read and say in pairs.

Before activity

- 1 Display the flashcards and say *What's this in English?* Elicit: correct answer to item, e.g. It's a lemon.
- 2 Distribute wordcards and say *What's this in English?* Get the children to stand in order from left to right. Point to a flashcard of a lemon and say *It's a lemon*. Get children to stand in order.
- 3 Display the flashcards *What's this in English?* on the left side of the board and *It's a* on the right side of the board.

Activity

- 1 Use the wordcards/write on the board and flashcards to drill the whole class, then 50/50, open and then closed pairs.
- 2 Say *Read and say in pairs*. Invite two children to the front of the class and model what you want them to do using the wordcards and flashcards.

- Get the children into pairs and support the children who need help.

After activity

- Say *What's this in English?* Mime drinking a cup of tea. Elicit: It's a cup of tea.
- Repeat with an egg (pretend to crack the egg or peel it and eat it) and a lemon (pretend to cut it with a knife and then eat it making a face with the sourness).

4 Read and write.

Before activity

- Revise food words using the flashcards and wordcards.

Activity

- Tell the children they have to complete the gaps with vocabulary learnt in this lesson.
- Model what you want the children to do as an example. Say *It's a glass of juice* and point.
- Say *Read and write*.

After activity

- Get the children to correct and mark their work.

Answers: 1 It's a glass of juice. 2 It's a lemon.
3 It's a cup of tea. 4. It's an orange. 5 It's an egg.

Grammar Focus D

Activity

- Point to the Grammar Focus box.
- Use the wordcards/write on the board to show the following phrases:
It's a ...
It's an ...
- Get the whole class to read out the words one at a time. Say *What's missing?* Elicit the missing words orally. Don't complete them.
- Say *Read and write*.
- Get the children to check their answers with a partner.
- Give feedback by inviting a child to use wordcards/write on the board to complete phrases on the board.
- Get the children to check and correct their own work.

Phonics

5a Look, listen and say.

- Write the letter sounds for the lesson on the board: *ea/ ee /i:/* and *e /e/*.
- Remind the pupils that the same sounds in English can have different spellings.
- Point to each letter in turn and say the sound. Ensure the students note the position of your lips and tongue when making each sound.

- Play Track 24. Pause after each sound and after each word and allow time for the students to repeat. Remind them to check the position of their lips and tongue when making each sound.

Track 24

Narrator	Unit 3. Lesson 2. Phonics. Activity 5a Look, listen and say.		
ee /i:/	ee /i:/	ee /i:/	
three	three	three	
/e/	/e/	/e/	
egg	egg	egg	

5b Listen and match.

- Write *egg* and *read* on the board.
- Point to the letters *ee /ea* on the board and say the sound for the letters *ee /ea /i:/*.
- Ask a student to come to the board and choose the word that contains that letter sound [read]. Ask them to underline the letter(s) in the word that match the sound /i:/ (*read*).
- Play Track 25. Pause after each word to allow time for the students to draw a line from the picture to the correct letter(s) which spell the sound in the word.

Track 25

Narrator	Unit 3. Lesson 2. Phonics. Activity 5b Listen and match.	
1	desk	desk
2	bed	bed
3	tea	tea
4	read	read

- Repeat the audio until the students are all able to say the sounds correctly.
green, three and *tea* contain the sound /i:/ which is often spelt *ea* or *ee*.
egg, desk and *bed* contain the sound /e/ which is often spelt *e*.

Answers: These to be matched with *e* 1 desk
2 bed. These to be matched with *ea/ee* 3 tea, 4 read

Optional

Ask students if they can think of other words that contain the same sounds.

Closure

- At the end of the lesson get the children to stand up. Say, *Goodbye class* and wave.
- Do the 'all together' sign and get children to say, *Goodbye, Mr/Mrs ...* and wave.

4

My clothes

Materials needed

- ✓ Student's Book pages 22–25
- ✓ Workbook pages 70–72
- ✓ Flashcards: sandals, scarf, skirt, abaya, trousers, blouse
- ✓ Poster 2
- ✓ CD
- ✓ Make wordcards: What's / wearing / ? / I'm / She's / He's / sandals / scarf / skirt / abaya / blouse / shoes / thobe / shirt

Language

Grammar/Function

What's ... wearing?
She's/He's/You're wearing ...
I'm wearing ...
What colour is it?
It's ...
What's that?
It's ...

Vocabulary

sandals, scarf, skirt, abaya, shirt, blouse, shoes, thobe, colours

Literacy

Reading and writing descriptions of clothes with colours
 Reading and writing questions and answers with *What is ... wearing?*
 Reading and writing sentences with *this, that, these* and *those*

Phonics and spelling

Sounds /b/ and /gr/
 Spellings *bl* and *gr*
 Examples: *black, blue, green, grey*

Lesson 1

Materials needed

- ✓ Student's Book pages 22–23
- ✓ Flashcards: sandals, scarf, skirt, abaya, trousers, blouse
- ✓ Poster 2
- ✓ CD
- ✓ Make wordcards: What's / wearing / ? / I'm / She's / He's / sandals / scarf / skirt / abaya / blouse / shoes / thobe / shirt

Language

Grammar/Function

What's ... wearing?
She's/He's/You're wearing ...
What colour is it?
It's ...
What's that?
It's ...

Vocabulary

sandals, scarf, skirt, abaya, shirt, blouse, shoes, thobe, colours

Syllabus Coverage

Listening skills:

Understand basic instructions and directions.
 Understand the main idea and/or basic information in short monologues or dialogues consisting of two to four exchanges.

Speaking skills:

Ask short simple questions about familiar topics.
 Produce short simple phrases/sentences about people and things.
 Use formulaic language in basic communication functions (e.g. greet, thank).

Reading skills:

Follow a short simple text while listening to the audio recording.
 Read and comprehend simple sentences.
 Read and count cardinal numbers to 100 (1–20).
 Recognise basic rules of punctuation.
 Understand short simple sentences.
 Understand short simple texts if there is visual support.

Understand the main idea in short simple texts.

Writing skills:

Apply basic rules of punctuation (e.g. use capital letters, full stops, commas, question marks).

Functions:

Count cardinal numbers to 100 (1–20).

Describe physical appearance.

Greet someone politely at different times of the day, e.g. *Good morning/afternoon/evening*. Say *Goodbye/Good night*.

Identify and talk about clothes.

Grammar:

Adjectives.

Ask questions using *What, Who, Where*.

Demonstratives: *this/that/these/those*.

Nouns: countable (*tomato*) – uncountable (*milk*).

Present Progressive (Affirmative – Negative – Questions – Short answers).

Questions with *What, Who, Where, Whose*.

Refer to people and things using demonstratives (*this/that/these/those*).

to be (Affirmative – Negative – Questions – Short answers).

Regular – Irregular plural nouns.

Use articles: *a/an*.

Use the definite and indefinite article (*a/an, the*).

Track 27

Narrator Unit 4. My clothes. Lesson 1.
Activity 1. Listen and find.

Fatimah Let's play a game! I spy something with the sound b.

Sarah I know! It's a blue skirt.

Fatimah No, try again.

Helen It's my blouse. I'm wearing a white blouse.

Fatimah No, it's a black ball.

After activity

- 1 Use Poster 2, flashcards and wordcards to revise items of clothing.
- 2 Show the flashcard of a pair of sandals and say, *What are these?* Get children to respond by saying either, *They're sandals* or *It's a pair of sandals*.
- 3 Point to a child's pair of shoes. Say, *What are they?* Children respond with, e.g. *They're shoes*. Write on the board, *They're shoes*.
- 4 Point to a shirt/thobe/abaya. Ask, *What is it?* Children respond with, e.g. *It's a shirt*. Write, *It's a shirt* on the board.
- 5 Briefly explain that some items of clothing are plural (*They're ...*), and others are singular (*It's ...*).

2 Listen, read and match.

Before activity

- 1 Display the flashcards and wordcards on the board. Invite the children to match the flashcards and wordcards.
- 2 Say '*Simon says*' show me something with the colour, e.g. green.
- 3 Repeat with colours red, yellow, blue, white.

Activity

- 1 Do the 'listen' and 'match' signs. Say, *Read. Listen and match*.
- 2 Play Track 28, pausing after each letter so that children have time to draw lines to the colours.

Lesson 1

1 Listen and find.

Before activity

- 1 Greet the children as in previous lessons.
- 2 Ask children to name as many items of clothing that they can remember. They should be able to tell you, *shirt, shoes, cap, thobe, ghotrah, T-shirt, trousers* and *coat*.
- 3 Use Poster 2 together with the flashcards and wordcards to introduce new items of clothing. For items such as *trousers* you can teach, '*A pair of ...*'
- 4 Point to individual items of clothing and ask, *What's this?* Get the children to respond by saying, *It's a/an*

Activity

- 1 Do the 'open book' sign and say, *Open your books at page 22*.
- 2 Do the 'listen' and 'find' signs. Say, *Listen and find*.
- 3 Play Track 27. Check that children are following in their books and finding the correct pictures.

Track 28

Narrator Unit 4. Lesson 1. Activity 2.
Listen and say.

black
blue
brown
green
grey
orange
purple
red
white
yellow

Track 29

Narrator Unit 4. Lesson 1. Activity 3.
Listen and find. Listen and say.

Ali What's this colour in English?

Tom That's white. You're wearing a white thobe. Majid's wearing a red t-shirt and blue trousers.

Majid What are these in English?

Tom Those are sandals.

After activity

- 1 Write the letters *A, U, C, L, T, O, E, J, Y, R, G, B* and *P* on the board. Ask the children to name them.
- 2 Invite the children to the board to write the corresponding lower case letter next to each capital.
- 3 Get the children to write the letters in sequence, first using capitals, then using lower case.



Teaching tip

Getting the children to think about words that contain a particular sound helps them make links between words and sounds and will also help improve pronunciation.

3 Listen and find. Listen and say. **D**

- 1 Children listen to Track 29 and find the people who are speaking and the items.
- 2 Say *Who's talking?* Encourage the children to say *Tom, Ali and Majid*.
- 3 Say *What are they talking about?* Encourage the children to say the colours in English. If a child says anything more complicated (in Arabic or English) i.e. clothes and colours in English, praise them.
- 4 Say *What colour are Majid's trousers?* Answer: *blue*.
- 5 Repeat with other clothes, shoes and colours.

4 Read, listen and number.

Before activity

- 1 Revise the numbers 1–20.
- 2 Revise the items of clothing.

Activity

- 1 Do the 'read', 'listen' and 'number' signs. Say, *Read, listen and number*.
- 2 Play Track 30, pausing after each item so that the children have time to write the number next to the correct picture. Monitor and check that children are finding the correct pictures.

Track 30

Narrator Unit 4. Lesson 1. Activity 4.
Read, listen and number.

- 1 a T-shirt
- 2 trousers
- 3 an abaya
- 4 a cap
- 5 a scarf
- 6 sandals
- 7 a coat
- 8 a dress
- 9 a skirt

- 3 Play the track again, pausing after each item so that children have time to check their answers.

After activity

- 1 Put the children into pairs and get them to check their answers with their partners.
- 2 Go through the answers with the whole class.

Phrase bank **D**

- 1 Get the children to look at the phrases in the phrase bank. Point to the phrase bank.
- 2 Display the flashcards.
- 3 Say *Read and say*. Get the children to read out the phrases using the flashcards as prompts.

- 4 Help the children to notice the use of *That's* + a colour.

Closure

- 1 At the end of the lesson get the children to stand up. Say, *Goodbye class* and wave.
- 2 Do the 'all together' sign and get children to say, *Goodbye, Mr/Mrs ...* and wave.

Lesson 2

Materials needed

- ✓ Student's Book pages 24–25
- ✓ Flashcards: sandals, scarf, skirt, abaya, trousers, blouse
- ✓ Poster 2
- ✓ CD
- ✓ Make wordcards: *What's / wearing /? / I'm / She's / He's / sandals / scarf / skirt / abaya / blouse / shoes / thobe / shirt*

Language

Grammar/Function

What's ... wearing?

She's/He's wearing ...

What colour is it?

It's ...

What's that?

It's ...

Vocabulary

Sandals, scarf, skirt, abaya, shirt, blouse, shoes, thobe, colours

Literacy

Reading and writing descriptions of clothes with colours

Reading and writing questions and answers with *What is ... wearing?*

Reading and writing sentences with *this, that, these* and *those*

Phonics and spelling

Sounds: /b/ and /g/

Spellings *bl* and *gr*

Examples: *black, blue, green, grey*

Syllabus Coverage

Listening skills:

Differentiate between the pronunciation of similar sounds in English.

Recognise simple intonation patterns.

Understand basic instructions and directions.

Understand simple questions about oneself.

Understand the main idea and/or basic information in short monologues or dialogues consisting of two to four exchanges.

Phonics:

Recognise and produce some English consonant blends (*bl* & *gr*).

Speaking skills:

Ask short simple questions about familiar topics. Produce short simple phrases/sentences about people and things.

Use formulaic language in basic communication functions (e.g. greet, thank).

Reading skills:

Follow a short simple text while listening to the audio recording.

Read and comprehend simple sentences.

Read and count cardinal numbers to 100 (1–20).

Recognise basic rules of punctuation.

Understand short simple sentences.

Understand short simple texts if there is visual support.

Understand the main idea in short simple texts.

Writing skills:

Apply basic rules of punctuation (e.g. use capital letters, full stops, commas, question marks).

Spell accurately a small number of high frequency words.

Write high frequency words to complete a written text at sentence level.

Functions:

Ask about number, e.g. *How many* (children)?

Count cardinal numbers to 100 (1–20).

Describe physical appearance.

Greet someone politely at different times of the day, e.g. *Good morning/afternoon/evening*. Say *Goodbye/Good night*.

Identify and talk about clothes.

Grammar:

Adjectives.

Ask questions using *What, Who, Where*.

Demonstratives: *this/that/these/those*.

Nouns: countable (*tomato*) – uncountable (*milk*).

Present Progressive (Affirmative – Negative – Questions – Short answers).

Questions with *What, Who, Where, Whose*.

Refer to people and things using demonstratives (*this/that/these/those*).

to be (Affirmative – Negative – Questions – Short answers).

Regular – Irregular plural nouns.

Use articles: *a/an*.

Use the definite and indefinite article (*a/an, the*).

Lesson 2

1 Listen and find. Match.

Before activity

- 1 Greet the children as in previous lessons.
- 2 Revise the items of clothing using Poster 2, the flashcards, the wordcards and children's own clothes.
- 3 Ask a confident child about another child's clothes, e.g. *What is Ali wearing?* Encourage, e.g. *He's wearing a thobe and sandals.*
- 4 Revise adding colours to clothes and getting the children to say, e.g. *He's wearing a white thobe and brown sandals.*
- 5 Ask the children to talk about themselves, e.g. *I'm wearing ...*

Activity

- 1 Do the 'open book' sign and say, *Open your books at page 24.*
- 2 Do the 'listen' and 'find' signs. Say, *Listen and find.*
- 3 Play Track 31, pausing after each item so that children have time to find the correct picture.

Track 31

Narrator Unit 4. Lesson 2. Activity 1.
Listen and find. Match.

This is a green abaya.
This is a purple skirt.
This is a white thobe.
This is a red shirt.
These are brown shoes.
What colour are Tom's trousers?

After activity

- 1 Ask about different items of clothing in the picture. For example, *What colour is Sarah's abaya? What colour are Ali's sandals?*
- 2 Say, e.g. *It's green.* Children find the green item of clothing and respond with, *It's a green abaya.*
- 3 Repeat using the different items of clothing on Poster 2. Invite a child to say, e.g. *It's red.* Another child should look at the poster, find a red item of clothing and say, e.g. *It's a red shirt.*
- 4 Ask the children to work in pairs. Using the picture on page 24, they take turns to ask and answer questions using, *What colour is it/are they?*

Saudi Values

Activity

- 1 Point to the 'Saudi Values' box. Point to the clothes on page 23 and elicit the names again.
- 2 Say, *What do you wear?* and mime by pointing to your clothes.

- 3 Get different pupils to ask you the question and give different answers, i.e. *I wear a thobe. I wear black shoes.*
- 4 Ask pupils the other two questions, pointing out that we use *is* for singular nouns and *are* for plurals (but that this includes the word *trousers*).
- 5 Repeat with you asking the question and different pupils giving an answer.
- 6 Explain to pupils the importance of the clothes we wear. This will help emphasise the importance of Islamic values within the *Saudi Vision 2030*.

2 Read, complete and write. D

Before activity

- 1 Play *Simon says show me something green.*
- 2 Repeat with other colours.

Activity

- 1 Say *Read*. Get the children to look at the pictures in Activity 1 and the missing words in Activity 2.
- 2 Model what you want the children to do with an example. Point to the picture of the abaya and say *This is a [pause] abaya. Say What's the missing word?* Elicit: *green.*
- 3 Say *Complete and write*. Get children to complete the sentences and check their answers with a partner.
- 4 Write 1–5 on the board.
- 5 Give feedback by saying *What's no. 5?* Elicit: *These are brown shoes. Write the word brown next to no. 5.*
- 6 Repeat with rest of sentences.

Answers: 1 green 2 white 3 purple 4 red
5 brown

After activity

- 1 Say *What colour is Helen's blouse?* Elicit: *white*
- 2 Repeat with the following questions:
What colour are Majid's trousers? (green)
What colour are Tom's trousers? (blue)
What colour is Tom's T-shirt? (orange)
What colour are Majid's shoes? (brown)

3 Listen and number. Listen and say.

Before activity

- 1 Revise the items of clothing and numbers 1–20.

Activity

- 1 Do the 'listen' and 'number' signs. Say, *Listen and number.*
- 2 Play Track 32, pausing after each item so that the children have time to write the number next to the correct picture. Monitor and check that children are finding the correct pictures.

Track 32

Narrator Unit 4. Lesson 2. Activity 3.
Listen and number. Listen and say.

- 7 This is a yellow scarf.
- 9 This is a black skirt.
- 11 This is a purple coat.
- 16 This is a white shirt.
- 3 This is a white thobe.
- 20 This is a yellow dress.
- 14 This is an orange T-shirt.
- 5 These are brown sandals.

- 3 Do the 'listen' and 'say' signs. Say, *Listen and say*.
- 4 Play the track again, pausing after each item so that the children have time to repeat.
- 5 Remind the children that people in different countries wear different types and styles of clothing. Point out the *dress* and *scarf* as examples of this.

After activity

- 1 Ask the children to check their answers with a partner, then go through the answers with the class by playing the track again.

4 Read and say with a partner. D

Before activity

- 1 Write *What colour is the ...?*, *What colour are the ...?* on the board.
- 2 Display the flashcards. Ask questions about the clothes in the flashcards, e.g. *What colour is the skirt?* *What colour are the sandals?*
- 3 Drill questions and answers with the whole class. Divide the class in half, drill 50/50 question and answer.

Activity

- 1 Put the children in pairs.
- 2 Say *Read and say in pairs*.

Grammar Focus D

Activity

- 1 Point to the Grammar Focus box on page 21.
- 2 Use the wordcards/write on the board to show the following phrases:
This is a ... This is an ... These are ...
- 3 Display wordcards of colours and flashcards of clothes. Use the cards to prompt colour and clothes, and word order, e.g.
This is a green t-shirt.
This is an orange t-shirt.
These are brown sandals.
These are blue trousers.
- 4 Get the whole class to read out the words in the grammar box one at a time. Say, *What's missing?* Elicit the missing words orally. Don't complete them. Get the children to use the flashcard prompts to help them.

- 5 Say *Read and write*.
- 6 Get children to check their answers with a partner.
- 7 Give feedback by inviting a child to use wordcards/write on the board to complete phrases on the board.
- 8 Get children to check and correct their own work.

Phonics

5a Look, listen and say.

- 1 Write the letters for the lesson on the board (*bl* and *gr*).
- 2 Point to each letter in turn and say the sound. Ensure the students note the position of your lips and tongue when making each sound.
- 3 Play Track 33. Pause after each sound and after each word and allow time for the students to repeat. Remind them to check the position of their lips and tongue when making each sound.

Track 33

Narrator Unit 4. Lesson 2. Phonics.
Activity 5a Look, listen and say.

bl	bl	bl
black	black	black
gr	gr	gr
green	green	green

5b Listen and tick. Say the words.

- 1 Write *black* and *grandfather* on the board.
- 2 Point to *gr* on the board and say the sound for the letters *gr*.
- 3 Ask a student to come up to the front and choose the word that matches that letter sound. Ask them to underline the letter(s) in the word that match the sound (*grandfather*).
- 4 Play Track 34. Pause after each sound to allow time for the students to tick the correct picture.

Track 34

Narrator Unit 4. Lesson 2. Phonics.
Activity 5b Listen and tick. Say the words.

1	bl	bl	bl
	brown	blue	
2	gr	gr	gr
	grey	purple	

- 5 Say the words *blue* and *grey*. Ask students to repeat several times until you are happy that the students are all able to pronounce the words correctly.

Answers: These to be ticked: 1 picture of blue
2 picture of grey

Optional

Write some of the examples from the preceding two units on the board. Point to the words at random and ask the students to say the sound they have learned for this word.

Closure

- 1 At the end of the lesson get the children to stand up. Say, *Goodbye class* and wave.
- 2 Do the 'all together' sign and get children to say, *Goodbye, Mr/Mrs ...* and wave.

Workbook

Materials needed

- ✓ Workbook pages 70–73

Language

Grammar/Function

What's ... wearing?

She's/He's wearing ...

What colour is it?

It's ...

What's that?

It's ...

Vocabulary

sandals, scarf, skirt, abaya, shirt, blouse, shoes, thobe, colours

Literacy

Reading and writing descriptions of clothes with colours

Reading and writing questions and answers with *What is ... wearing?*

Reading and writing sentences with *this, that, these* and *those*

Phonics and spelling

Sounds: /b/ and /gr/

Spellings *bl* and *gr*

Examples: *black, blue, green, grey*

Syllabus Coverage

Phonics:

Recognise and produce some English consonant blends (*bl* & *gr*).

Reading skills:

Read and comprehend simple sentences.

Read and count cardinal numbers to 100 (1–20).

Recognise basic rules of punctuation.

Understand short simple sentences.

Understand short simple texts if there is visual support.

Understand the main idea in short simple texts.

Writing skills:

Apply basic rules of punctuation (e.g. use capital letters, full stops, commas, question marks).

Spell accurately a small number of high frequency words.

Write own name in English.

Write high frequency words to complete a written text at sentence level.

Write short simple words/phrases to complete a paragraph.

Functions:

Count cardinal numbers to 100 (1–20).

Describe physical appearance.

Identify and talk about clothes.

Identify and talk about people using the verb *to be*.

Identify and talk about people, places, toys and things

Grammar:

Adjectives.

Ask questions using *What, Who, Where*.

Demonstratives: *this/that/these/those*.

Nouns: countable (*tomato*) – uncountable (*milk*).

Possessive case ('s): *It's Hassan's*.

Present Progressive (Affirmative – Negative –

Questions – Short answers).

Questions with *What, Who, Where, Whose*.

Refer to people and things using demonstratives (*this/that/these/those*).

to be (Affirmative – Negative – Questions – Short answers)

Regular – Irregular plural nouns.

Use articles: *a/an*.

Use the definite and indefinite article (*a/an, the*).

Workbook

Page 70

1 Read and number.

- Children look at the pictures of the clothes.
- They read the labels and write the numbers in the correct boxes in order to correctly label each picture.

Answers: T-shirt (6), skirt (5), thobe (1), sandals (7), coat (3), trousers (8), scarf (4), cap (2)

2 Read and colour. D

- Children look at the pictures again.
- They read the descriptions 1–8.
- They colour the clothes according to the descriptions.

Revision 2

Materials needed

- ✓ Student's Book pages 26–27
- ✓ Workbook pages 73–74
- ✓ Flashcards Units 3–4
- ✓ Posters 3–4
- ✓ CD

Note: Do not use the phonic symbols with the children. These are for your purposes only.

Language

Grammar/Function

Revision of grammar from Units 3–4

Vocabulary

Revision of vocabulary from Units 3–4

Phonics and spelling

Revision of sounds /i:/, /er/, /b/ and /g/

Revision of spellings *ee/ea*, *e*, *bl* and *gr*

1 Listen, point and say. D

Before activity

- 1 Revise words for clothes with the children: using Poster 2, flashcards or whiteboard drawings, elicit sentences from the children: *It's a thobe. It's a coat. They're sandals. They're trousers.*, etc.
- 2 Do the 'open your book' sign and say *Open your books at page 26.*
- 3 Point to the clothes in the picture and ask *What's this?* or *What's that?* Elicit the answers.

Activity

- 1 Do the 'listen' and 'point' signs. Say *Listen and point.*
- 2 Play Track 36, pausing after each item so that the children have time to find the item in the picture.

Track 36

Narrator Revision 2. Activity 1.
Listen and point. Say.

- 1 This is a white cap.
- 2 This is a thobe.
- 3 These are trousers.
- 4 This is a red cap.
- 5 These are white shirts.

- 3 Do the 'say' sign. Show the children how to point at clothes in the picture and say, for example, *This is a thobe* or *These are white shirts.*
- 4 Go around the class, asking children to point to the picture and say a sentence about it.

After activity

- 1 Ask children to point to pictures of clothes in the book and ask *What's this?* or *What's that?* Help other children to answer correctly.
- 2 In pairs, the children find pictures of clothes in the book. They ask and answer questions about the clothes.

2 Read and match.

Before activity

- 1 Point to a desk in the classroom. Ask *What's this in English?* Elicit *It's a desk.*
- 2 Point to a window in the classroom. Ask *Is this a desk?* Elicit *No, it isn't. It's a window.*
- 3 Repeat with other objects the children know.

Activity

- 1 Do the 'read' and 'match' signs. Say *Read and match.*
- 2 Read the first dialogue to the children. Ask *Which picture is it?* Help the children to find the correct picture.
- 3 Repeat with the other dialogues.
- 4 Get children to check their answers with a partner.

Answers: 1 c 2 a 3 d 4 b

After activity

- 1 Write the two questions *What's this in English?* and *Is this a ...?* on the board.
- 2 Choose children; help them to point and ask the questions about classroom objects – chair, table, bag, etc.
- 3 Choose other children to reply.

3 Listen and point. Then say and point.

Before activity

- 1 Revise words for colours with the children. Point to objects of different colours in the classroom or in the Student's Book and ask *What colour is this?* or *What colour are these?*
- 2 Help the children to answer correctly.

Activity

- 1 Do the 'listen' and 'point' signs. Say *Listen and point*.
- 2 Play Track 37, pausing after each item so that the children have time to find the item in the picture.

Track 37

Narrator Revision 2. Activity 3.
Listen and point. Then say and point.

- 1 What colour is this?
It's yellow.
- 2 What's this in English?
It's a cap.
- 3 What are these in English?
They're sandals.
- 4 What colour are these?
They're brown.
- 5 What colour is this?
It's white.
- 6 What are these in English?
They're shoes.

- 3 Play Track 37 again: check the children's answers by pointing to the items in the pictures
- 4 Do the 'say' and 'point' signs. Say *Say and point*.
- 5 Point to other objects in the picture. Ask *What is this / are these?* or *What colour is this / are these?* Elicit the answers from the children.
- 6 Help the children to point and ask the questions about other objects in the picture. Help other children to answer.

After activity

- 1 Choose children to point to objects in the classroom and ask *What is this / are these?* or *What colour is this / are these?*
- 2 Choose other children to answer.

4 Read and write.

Before activity

- 1 Practise spelling of clothes words with the children. Write first letters or final letters of clothes words like this: s_____, _____t etc.

- 2 Ask the children to suggest words: for s_____, they can suggest *shirt, skirt, shoes, sandals, scarf*; for _____t, then can suggest *coat, jacket, shirt, skirt*.
- 3 Write the suggestions on the board.
- 4 Repeat with other first and last letters, such as d_____, c_____, and _____s.

Activity

- 1 Do the 'read' and 'write' signs. Say *Read and write*.
- 2 Point to the first picture. Ask *What is it?* Elicit *A skirt*.
- 3 Read the first question to the children. Elicit the answer *No, it isn't*.
- 4 Call a child up to the front to write the answer on the board.
- 5 Repeat with the other questions.

Answers: 1 No, it isn't. 2 Yes, it is. 3 It's a dress.
4 It's green. 5 They're coats. 6 They're black and red.

After activity

- 1 Point to objects around the class. Ask questions from this activity:
Is this a ...?
What's this in English?
What are these in English?
What colour is this?
- 2 Elicit the answers from the children.
- 3 Choose children to point and ask a question. Choose other children to answer.

Phonics

5 Listen and number.

- 1 Explain to the students that the 4 words contain the 4 letter sounds they learned in units 3 and 4.
- 2 Ask them to look at the words and to think about the sounds in each one.
- 3 Play Track 38 and ask the students to write the number next to each word as they hear the sound contained in that word.

Track 38

Narrator Revision 2. Phonics.
Activity 5 Listen and number.

One.	/bl/	/bl/
Two.	/gr/	/gr/
Three.	ee /i:/	ee /i:/
Four.	e /e/	e /e/

Answers: green 2, bed 4, tea 3, blue 1

Workbook

Materials needed

- ✓ Workbook pages 73–74

Grammar/Function

Revision of grammar from Units 3–4

Vocabulary

Revision of vocabulary from Units 3–4

Phonics and spelling

Revision of sounds /i:/, /e/, /b/ and /gr/

Revision of spellings *ee/ea*, *e*, *b/* and *gr*

Answers: 1 What is this? It's an orange. 2 What are these? They're lemons. 3 What colour is this? It's orange. 4 What colour are these? They're yellow.

Phonics

5 Match and write the words.

- 1 Children look at the sound then read the words.
- 2 They match the words with the sounds they contain.
- 3 They write the words on the lines under the correct sounds.

Answers: *e* egg, bed *ee* three, street *b/* black, blouse *gr* grandma, grey

Workbook

Page 73

Revision 2

1 Read and match. **D**

- 1 The children read the sentences.
- 2 Ask, *How many?* They look at the pictures and match each picture with a sentence.

Answers: 1 D 2 B 3 E 4 C 5 A

2 Write questions with *this*.

- 1 The children read the answers.
- 2 They write the missing words in the questions.

Answers: 1 What is this in English? 2 Is this an egg? 3 Is this a cup of tea? 4 What's this in English?

Page 74

3 Read and colour.

- 1 The children read the descriptions of the clothes.
- 2 They colour the clothes according to the descriptions.

4 Write. **D**

- 1 The children look at each picture and complete the questions.
- 2 They write the answers to each question.

Saudi Stars 2

1 Read and write. Say. **D**

Before activity

- 1 Look at the pictures with the children.
- 2 Ask a question about some of the pictures: you and the children can use Arabic where necessary.
Picture 1: *Who is this man? He's a juggler.*
Picture 2: *What are these? They're oranges.*
Picture 3: *What is this? It's an egg.*
Picture 5: *What's the problem? The egg is going to hit the boy.*
Picture 6: *Is the boy happy? Yes, he is.*

Activity

- 1 Do the 'read' and 'write' signs. Say *Read and write*.
- 2 Read the story to the children. Use appropriate intonation to make the story fun.
- 3 Help the children to complete the first sentence (*These are oranges*).
- 4 The children complete the other sentences.
- 5 Call individual children up to the board. The children write one sentence each on the board.

After activity

- 1 Read the story to the children again. Use appropriate intonation to make the story fun.
- 2 Read the story again. After each picture, the children repeat chorally. Encourage them to use appropriate intonation.
- 3 Read the whole story chorally.

Chant

2 Listen. Read and say. **E**

Before activity

- 1 Play *Shark attack* with clothes words (see Introduction page 7).
- 2 At the end of the game, circle the words the children found difficult. The children copy these words in their notebooks and study them at home.

Activity

- 1 Say *Listen and read*. Play track 39 so that children get the rhythm of the chant.
- 2 Say *Read and chant*. Get the whole class to chant out together.
- 3 Divide the class in half. Get one half to read the questions in the chant and the other half the responses.

- 4 Say *Read and chant*. Get the children to read the chant without the audio recording. Focus on the stress and intonation.

Track 39

Narrator Saudi Stars. Activity 2. Chant.
Listen, read and say.

My little brother's shoes are blue.
His trousers are yellow, his T-shirt
is yellow too.
His cap is red and his coat is grey.
Hi, little brother! How are you
today?

3 Read and write. **D**

Before activity

- 1 Say the name of a character in the Student's Book, for example, Majid. Help the children to say who Majid is, for example, *Majid is Ali's brother*.
- 2 Repeat with other characters: Nader (Ali's cousin), Sarah (Ali's sister), Fatimah (Ali's mother), Peter (Tom's father), Anna (Tom's sister), etc.

Activity

- 1 Do the 'read' and 'write' signs. Say *Read and write*.
- 2 Read the complete email to the children.
- 3 Go back to the first sentence with a blank and read it.
- 4 Ask *Who is it?* Elicit the answer *Nader*.
- 5 Individually, the children work out the names and write them.
- 6 Get the children to check their answers with a partner.
- 7 Ask individual children to read out one sentence each of the email.

After activity

- 1 Divide the class into two teams. Choose one child from each team. Describe a person in the picture, for example, *He's wearing a red T-shirt*.
- 2 The first child to say the correct name (in this case, *Tom*) gets a point for the team.
- 3 Repeat until all the children have had a turn, then announce the winning team.

Project

4 Draw a picture at your house. Write an email to a friend in England. **D**

Before activity

- 1 Draw a very simple picture of people in your family, in your house.
- 2 Start to write an email about the picture:
Hi (name)
This is a photo of me in Saudi Arabia. I am in my house. I am wearing ...

Activity

- 1 Show the children the frame on page 29 for drawing a picture of people in their house.
- 2 When they have drawn the picture, help them to start writing the email.
- 3 When they have finished, help the children to end the email, i.e. *Bye [name]*.

After activity

- 1 Choose individual children to show their pictures and read their emails to the class.
- 2 Encourage the other children to ask questions: *Is there a television in the living room? What colour are your shoes?* etc.

Progress Check 1

1 Read and write. E

- 1 Read Ali's first speech bubble to the children.
- 2 Show the children the first answer (*your*).
- 3 The children read the dialogue.
- 4 The children complete the dialogue.

Answers: your, name's, are, I'm, old, I'm, is, old, He's, his, name's

2 Write questions and answers. E

- 1 Show the picture of Zak to children. Make sure they understand that his name is Zak and he is 11 years old.
- 2 Repeat with the picture of Poppy.
- 3 Read the first examples question and answer to the children.
- 4 The children write the other questions and answers.

Answers: He's 11. What's her name? Her name's Poppy. How old is she? She's 15.

3 Write. E

- 1 Show the pictures to the children.
- 2 Read number 1 to the children.
- 3 The children complete the rest of the sentences about the pictures.

Answers: 1 This is a white cap. 2 These are brown sandals. 3 This is a purple dress. 4 These are green skirts. 5 This is a red T-shirt. 6 These are black trousers.

4 Read, complete and write answers. E

- 1 Show the children the picture in Number 1.
- 2 Show the children the completed question and answer.
- 3 The children complete the rest of the questions and answers.

Answers: 1 What are these in English? 2 They're T-shirts. 3 What colour are they? 4 They're blue. 5 What's this? 6 It's a lemon. 7 What colour is it? 8 It's yellow. 9 What's this? 10 It's an abaya. 11 What are these? 12 They're thobes.

Tom's house

Materials needed

- ✓ Student's Book pages 32–35
- ✓ Workbook pages 75–77
- ✓ Flashcards: bed, lamp, book, rug, desk, chair
- ✓ Poster 3
- ✓ CD
- ✓ Make wordcards: Is / this / your / ? / bed / lamp / rug / books / desk / chair

Language

Grammar/Function

Possessive adjectives

This is my room.

Is this your bed? No, it isn't. It's my .../ Yes, it is.

It's his lamp.

It's their desk.

Vocabulary

New: *bed, lamp, rug, books, desk, chair*

Recycled: *living room, bathroom, kitchen, bedroom, garden*

Literacy

Reading and writing words for rooms in a house and furniture

Reading and writing questions and answers about possessions with *my, your, his, her* and *their*

Reading sentences with possessive 's

Phonics and spelling

Sounds /ʃ/ and /tʃ/

Spellings *sh* and *ch*

Examples: *chair, chicken, shirt, shoes*

Lesson 1

Materials needed

- ✓ Student's Book pages 32–33
- ✓ Flashcards: bed, lamp, book, rug, desk, chair
- ✓ Poster 3
- ✓ CD
- ✓ Make wordcards: Is / this / your / ? / bed / lamp / rug / books / desk / chair

Language

Grammar/Function

Possessive adjectives

This is my room.

Is this your bed? No, It isn't. It's my .../Yes, it is.

It's his lamp.

It's their desk.

Vocabulary

New: *bed, lamp, book, rug, desk, chair*

Recycled: *living room, bathroom, kitchen, bedroom, garden*

Literacy

Reading and writing words for rooms in a house and furniture

Reading and writing questions and answers about possessions with *my, your, his, her* and *their*

Reading sentences with possessive 's

Syllabus Coverage

Listening skills:

Recognise simple intonation patterns.

Understand basic instructions and directions.

Understand simple questions about oneself.

Understand the main idea and/or basic information in short monologues or dialogues consisting of two to four exchanges.

Speaking skills:

Ask short simple questions about familiar topics.

Produce short simple phrases/sentences about people and things.

Respond to short simple questions by saying *yes* or *no* or by giving basic personal information.

Use formulaic language in basic communication functions (e.g. greet, thank).

Reading skills:

Follow a short simple text while listening to the audio recording.

Read and comprehend simple sentences.

Understand short simple sentences.
Understand short simple texts if there is visual support.
Understand the main idea in short simple texts.

Functions:

Describe location using prepositions of place (*in, on, under, next to, between*).

Express possession using *my/your/his/her*.

Greet someone politely at different times of the day, e.g. *Good morning/afternoon/evening*. Say *Goodbye/Good night*.

Identify and name common objects.

Identify and talk about items in a house.

Identify and talk about people, places, toys and things.

Identify and talk about rooms in a house.

Identify and talk about toys, games and classroom objects.

Grammar:

Ask questions using *What, Who, Where*.

Demonstratives: *this/that/these/those*.

Nouns: countable (*tomato*) – uncountable (*milk*).

Possession using *whose*.

Possessive adjectives (*my, your, his, her, its, our, their*).

Prepositions of place: *on, in, under, next to, between, opposite*.

Questions with *What, Who, Where, Whose*.

Refer to people and things using demonstratives (*this/that/these/those*).

to be (Affirmative – Negative – Questions – Short answers).

Regular – Irregular plural nouns.

- Do the 'listen' and 'find' signs. Say, *Listen and find*.
- Play Track 40, pausing after each item so that the children have time to find the correct room in the picture.

Track 40

Narrator Unit 5. Lesson 1. Activity 1.
Listen and find.

Tom This is our living room.
This is our bathroom.
This is my bedroom.

After activity

- Using Poster 3, revise the room vocabulary.
- Drill the dialogue starting chorally, then 50/50 and finally individually (see page 4 in the Introduction) using, *What's this? It's a*
- Play *I spy* (see page 7 in Introduction). Say, e.g. *I spy a room starting with the sound /l/ (living room), /b/ (bathroom/bedroom), /k/ (kitchen)*.
- Ask the children to sketch their homes and show the different rooms.

2 Listen and say. D

Before activity

- Introduce/revise the vocabulary (*bed, lamp, book, rug, desk, chair*) using flashcards, wordcards and the poster. Hold up a flashcard or point to an item on the poster and ask, *What's this?* Get children to respond by saying, *It's a*
- If children don't know the words, encourage them to say, *I don't know*, then teach the vocabulary.

Activity

- Do the 'listen' and 'say' signs. Say, *Listen and say*.
- Play Track 41, pausing after each item so that children have time to repeat.

Track 41

Narrator Unit 5. Lesson 1. Activity 2.
Listen and say.

Ali Is this your bedroom?
Tom No, it's not. This is my bedroom.

- Play the track again. This time, pause after each item and get children to point to the correct room.

After activity

- Revise the vocabulary using the poster and the pictures in the Student's Book.
- Drill the dialogue starting chorally, then 50/50 and finally individually (see page 3 in the Introduction) saying, *This is my ... and These are my*

Lesson 1

1 Listen and find.

Before activity

- Greet the children as in previous lessons.
- Show the children Poster 3. Point to the house and ask, *What's this?* Get the children to respond by saying, *It's a house/villa*.
- Using the poster, revise the names of each room in the house.

Activity

- Do the 'open book' sign and say, *Open your books at page 32*.
- Ask the children whose house they think this is (encourage them to read the unit title which will give them the answer, *Tom's house*).

- 3 Hold up one of your pens. Say, *This is my pen.* Emphasize the word *my* and write the sentence on the board.
- 4 Point to your chair and say, *This is my chair.*
- 5 Hold up a child's pen and ask, *Is this your pen?* Encourage him/her to respond, *Yes, this is my pen.* Repeat with other children and other objects.

3 Read. Listen and find.

Before activity

- 1 Revise the room and object vocabulary using Poster 3 and the flashcards.

Activity

- 1 Do the 'read', 'listen' and 'find' signs. Say, *Read, listen and find.*
- 2 Play Track 42, pausing after each item so that children have time to find the correct item in the picture.

Track 42

Narrator Unit 5. Lesson 1. Activity 3.
Read. Listen and find.

Tom This is my bed.
This is my lamp.
This is my rug.
These are my books.
This is my desk.
This is my chair.

- 3 Play the track again, pausing after each sentence for children to repeat.

After activity

- 1 Play *I spy*. Say, e.g. *I spy something beginning with /b/ (bed), /l/ (lamp), /r/ (rug), /d/ (desk), /tʃ/ (chair).*
- 2 Extend the game by talking about rooms in the poster, e.g. *I spy something in the living room.*



Teaching tip

We suggest you play the recordings two or three times for each activity. However, if you feel your children need to hear the words and sentences more times, then that is fine. The children need to be familiar and comfortable with the language. Remember for new vocabulary it's a good idea to practise the pronunciation, paying attention to the number of syllables and the word stress as well as the sounds of the word.

4 Read. Listen and say.

Before activity

- 1 Point to a child's desk and ask, *Whose desk is this? Is this your desk?* Get him/her to respond with, *Yes, it's my desk.*
- 2 Point to the same desk, but ask another child on the other side of the room, *Is this your desk?* Get him/her to respond with, *No, it's his/her desk.*
- 3 Hold up your pen. Say, *This is my pen.* Write this sentence on the board and underline the word *my*.
- 4 Hold up a child's pen. Say directly to that child, *This is your pen.* Write the sentence on the board and underline the word *your*.
- 5 Holding the same pen, say to the rest of the class, *This is his/her pen.* Write the sentence on the board and underline the word *his/her*.
- 6 Hold up objects and ask *Is this ...? or Whose ... is this?* questions, prompting children to respond with, *This is my/your/his/her*

Activity

- 1 Do the 'read', 'listen' and 'say' signs. Say, *Read, listen and say.*
- 2 Play Track 43, pausing after each line for the children to repeat. Monitor and check that the children are saying the sentence correctly and finding the correct pictures.

Track 43

Narrator Unit 5. Lesson 1. Activity 4.
Read. Listen and say.

Ali Is this your bed?

Tom Yes, it is.

Ali Is this your chair?

Tom Yes, it is.

Ali Is this your book?

Tom No, it isn't. It's my father's book. It's his book.

After activity

- 1 Drill the dialogue starting chorally, then 50/50 and finally individually (see page 4 in the Introduction) using classroom items, e.g. *desk, chair, bag, pencil, pen*. Ask questions around the class, using *Is this your ...?* Get the children to reply with either, *Yes, it is*, or, *No, it isn't. It's (name's)* Focus on intonation.
- 2 Put the children into pairs. They should take turns asking and answering questions using, *Is this your ...?*
- 3 Go round the class monitoring the pairs, helping where necessary.

- 4 Look at the picture again. Ask about the objects. The children reply using *on/in/under/next to*. *Where's the lamp? It's on the desk*. Then ask similar question about objects in the classroom.

5 Read and say in pairs. D

Before activity

- 1 Display the flashcards (and/or wordcards)/write on the board from a particular unit or a mixture.
- 2 Point to each flashcard/wordcard and elicit:
This is a

Activity

- 1 Get the children to look at the pictures on page 33.
- 2 Play *I spy something beginning with /k/* Elicit: kitchen. Repeat with /f/ (fan), /d/ (door), /w/ (window), /h/ (house).
- 3 Say *Read*. Get the children to read the words under the pictures.
- 4 Display wordcards/write on the board or write questions on the left side of the board and answers on the right side:
What's this in English? This is a ...
- 5 Say, *Read and say in pairs*. Model what you want the children to do by inviting two children to the front of the class and get them to take it in turn to ask and answer questions using the pictures in the Student's Book.

After activity

- 1 Point to different items around the room or use flashcards from different units and say *What's this in English* and get the children to respond.

Phrase bank D

- 1 Display wordcards or write words on the board. You can also use flashcards to prompt questions and answers:
Is this your ...?
Yes, it is.
No, it's my ... This is my ...
- 2 Drill whole class, 50/50, open and closed pairs. Focus on intonation.

Closure

- 1 At the end of the lesson get the children to stand up. Say, *Goodbye class* and wave.
- 2 Do the 'all together' sign and get children to say, *Goodbye, Mr/Mrs ...* and wave.

Lesson 2

Materials needed

- ✓ Student's Book pages 34–35
- ✓ Flashcards: bed, lamp, book, rug, desk, chair
- ✓ Poster 3
- ✓ CD
- ✓ Make wordcards: *Is / this / your / ? / bed / lamp / rug / books / desk / chair*

Language

Grammar/Function

Possessive adjectives

This is my room.

Is this your bed? No, It isn't. It's my .../Yes, it is.

It's his lamp.

It's their desk.

Vocabulary

New: *bed, lamp, book, rug, desk, chair*

Recycled: *living room, bathroom, kitchen, bedroom, garden*

Literacy

Reading and writing words for rooms in a house and furniture

Reading and writing questions and answers about possessions with *my, your, his, her* and *their*

Reading sentences with possessive 's

Phonics and spelling

Sounds /ʃ/ and /tʃ/

Spellings sh and ch

Examples: *chair, chicken, shirt, shoes*

Syllabus Coverage

Listening skills:

Differentiate between the pronunciation of similar sounds in English.

Recognise simple intonation patterns.

Understand basic instructions and directions.

Understand simple questions about oneself.

Phonics:

Recognise and produce some English digraphs (*ch, /tʃ/* as in "chair", *sh, /ʃ/* as in "sheep", *ph, /f/* as in "photo", *wh, /w/* as in "white").

Speaking skills:

Ask short simple questions about familiar topics.

Produce short simple phrases/sentences about people and things.

Respond to short simple questions by saying *yes* or *no* or by giving basic personal information.

Use formulaic language in basic communication functions (e.g. greet, thank).

Reading skills:

Follow a short simple text while listening to the audio recording.

Read and comprehend simple sentences.

Recognise basic rules of punctuation.

Understand short simple sentences.

Understand short simple texts if there is visual support.

Understand the main idea in short simple texts.

Writing skills:

Apply basic rules of punctuation (e.g. use capital letters, full stops, commas, question marks).
 Link ideas with commas and *and*.
 Spell accurately a small number of high frequency words.
 Write high frequency words to complete a written text at sentence level.

Functions:

Express possession using *my/your/his/her*.
 Greet someone politely at different times of the day, e.g. *Good morning/afternoon/evening*. Say *Goodbye/Good night*.
 Identify and name common objects.
 Identify and talk about items in a house.
 Identify and talk about people, places, toys and things.
 Identify and talk about rooms in a house.
 Identify and talk about toys, games and classroom objects.

Grammar:

Ask questions using *What, Who, Where*.
 Conjunctions (*and, but, or*).
 Demonstratives: *this/that/these/those*.
 Nouns: countable (*tomato*) – uncountable (*milk*).
 Possessive adjectives (*my, your, his, her, its, our, their*).
 Possessive case ('s): *It's Hassan's*.
 Questions with *What, Who, Where, Whose*.
 Refer to people and things using demonstratives (*this/that/these/those*).
to be (Affirmative – Negative – Questions – Short answers).
 Regular – Irregular plural nouns.
 Use articles: *a/an*.
 Use the definite and indefinite article (*a/an, the*).

- 5 Do the 'listen' and 'say' signs. Say, *Listen and say*.
- 6 Play Track 44 and get the children to say the words.

Track 44

Narrator Unit 5. Lesson 2. Activity 1.
 Read and match. Write. Listen and say.
 chair
 desk
 bed
 lamp
 rug
 books

- 7 Play the track again, pausing after each item. Say the full sentences aloud and ask the children to repeat.

After activity

- 1 Ask children to close their books. Write the vocabulary words on the board, leaving out one letter from each word, e.g. *b _ d, _ a m p*, etc.
- 2 Invite children to the board to complete the words. The rest of the class checks whether or not they are correct.

2 Read and say in pairs.**Before activity**

- 1 Revise, *Is this your ...? This is my/your/his/her ...* by asking questions around the class.
- 2 Introduce, *their*. If children are sharing a book, point to it and say, *This is their book*. Write the sentence on the board and underline the word *their*. Drill the sentence.
- 3 Explain that *their* is used when something belongs to two or more people. Give other appropriate examples.

Activity

- 1 Do the 'read' and 'say' signs and say, *Read and say in pairs*.
- 2 Display wordcards or write questions and answers on the left and right sides of the board:
Is this your ...? Yes, it is.
No, it isn't. It's my
- 3 Walk around the class and point, or pick up, different children's items, e.g. desk, chair, pencil, bag and ask *Is this your ...?* Encourage them to respond, *Yes, it is*.
- 4 Repeat, but pick up, or point to, another child's items and encourage the children to respond, *No, isn't. It's my friend's/It's + (name)*.
- 5 Say, *Read and say in pairs*. Get the children to look at the pictures in their books and take it in turns to ask and answer the questions. The children can pretend to be Tom and Ali or themselves.

After activity

- 1 Put children into groups of 4. Get them to ask and answer questions about their partner's possessions.

Lesson 2**1 Read and match. Write. Listen and say.****Before activity**

- 1 Greet the children as in previous lessons.
- 2 Revise the unit vocabulary using objects in the room, Poster 3, flashcards and wordcards.

Activity

- 1 Do the 'read' and 'match' signs and say, *Open your books at page 34*.
- 2 Do the 'listen' and 'read' signs. Say, *Read and match*.
- 3 Get the children to read the text and match to each item.
- 4 Get the children to write the word for each picture.

3 Read. Listen and number.

Before activity

- 1 Revise the unit vocabulary by asking, e.g. *Name something beginning with k (kitchen)*, etc.

Activity

- 1 Do the ‘listen’ and ‘number’ signs. Say, *Listen and number*.
2 Play Track 45, pausing after each item so that the children have time to write the number next to the correct picture. Monitor and check that children are finding the correct pictures.

Track 45

Narrator Unit 5. Lesson 2. Activity 3.
Read. Listen and number.

1 This is the kitchen.
2 These are books.
3 This is the living room.
4 This is a chair.
5 This is a garden.

After activity

- 1 Put the children into pairs to check their answers.
2 Play the track again, pausing after each item for children to say the number and the word.

Grammar Focus **D**

Activity

- 1 Point to the Grammar Focus box.
2 Use the wordcards or write on the board to show the following phrases: *This is a ... These are ...*
3 Get the whole class to read out the words one at a time. Say, *What’s missing?* Elicit the missing words orally. Don’t complete them.
4 Display flashcards from different units.
5 Ask, *What’s this?* Point to different flashcards. Elicit: *This is a ... These are*
6 Help the children to notice that ‘a’ = 1 item and ‘are’ is used when it is more than one item.
7 Say, *Read and write*.
8 Get the children to check their answers with a partner.
9 Give feedback by inviting a child to use wordcards/write on the board to complete phrases on the board.
10 Get the children to check and correct their own work.

Saudi Values

Activity

- 1 Point to the ‘Saudi Values’ box. Ask pupils to draw a picture of their own bedroom (or another room in their house) and label the different items with the words.
2 Give pupils blank sticky labels and ask them to write the words on them, i.e. *chair, table, door, bed*, etc.

- 3 Ask pupils to go home and ask their parents to help them put the labels on the correct items in their bedroom.
4 Tell pupils to try to learn the new words.
5 Explain to pupils it is good to ask their parents to help them learn English. This will help emphasise the importance of parents playing a bigger role in education within the *Saudi Vision 2030*.

Phonics

4a Look, listen and say.

- 1 Write the letters for the lesson on the board (*ch* and *sh*).
2 Point to each letter in turn and say the sound. Ensure the students note the position of your lips and tongue when making each sound.
3 Play Track 46. Pause after each sound and after each word and allow time for the students to repeat. Remind them to check the position of their lips and tongue when making each sound.

Track 46

Narrator Unit 5. Lesson 2. Phonics.
Activity 4a Look, listen and say.

/ch/	/ch/	/ch/
chair	chair	chair
/sh/	/sh/	/sh/
shoe	shoe	shoe

4b Listen and match.

- 1 Write *fish* and *teach* on the board.
2 Point to *ch* on the board and say the sound for *ch*.
3 Ask a student to come up to the front and choose the word that matches that letter sound. Ask them to underline the letter(s) that match the sound (*teach*).
4 Play Track 47. Pause after each word to allow time for the students to draw the line matching the picture to the correct letter(s) above.

Track 47

Narrator Unit 5, Lesson 2, Phonics.
Activity 4b. Listen and match.

1	chicken	chicken
2	shop	shop
3	shirt	shirt
4	kitchen	kitchen

- 5 Repeat the audio recording if necessary, until students are all able to pronounce the sounds correctly.

Answers: These to be matched with *ch* 1 chicken, 4 kitchen These to be matched with *sh* 2 shop, 3 shirt

Optional

Ask students if they can think of other words that contain the same sounds.

Closure

- 1 At the end of the lesson get the children to stand up. Say, *Goodbye class* and wave.
- 2 Do the 'all together' sign and get children to say, *Goodbye, Mr/Mrs ...* and wave.

Workbook

Materials needed

- ✓ Workbook pages 75–77

Language

Grammar/Function

Possessive adjectives

This is my room.

Is this your bed? No, It isn't. It's my .../Yes, it is.

It's his lamp.

It's their desk.

Vocabulary

New: *bed, lamp, book, rug, desk, chair*

Recycled: *living room, bathroom, kitchen, bedroom, garden*

Literacy

Reading and writing words for rooms in a house and furniture

Reading and writing questions and answers about possessions with *my, your, his, her* and *their*

Reading sentences with possessive 's

Phonics and spelling

Sounds /f/ and /tʃ/

Spellings *sh* and *ch*

Examples: *chair, chicken, shirt, shoes*

Syllabus Coverage

Phonics:

Recognise and produce some English digraphs (*ch*, /tʃ/ as in "chair", *sh*, /ʃ/ as in "sheep", *ph*, /f/ as in "photo", *wh*, /w/ as in "white").

Reading skills:

Read and comprehend simple sentences.

Recognise basic rules of punctuation.

Understand short simple sentences.

Understand short simple texts if there is visual support.

Understand the main idea in short simple texts.

Writing skills:

Apply basic rules of punctuation (e.g. use capital letters, full stops, commas, question marks).

Spell accurately a small number of high frequency words.

Write own name in English.

Write high frequency words to complete a written text at sentence level.

Functions:

Express possession using *my/your/his/her*.

Identify and name common objects.

Identify and talk about items in a house.

Identify and talk about people, places, toys and things.

Identify and talk about rooms in a house.

Identify and talk about toys, games and classroom objects.

Grammar:

Demonstratives: *this/that/these/those*.

Nouns: countable (*tomato*) – uncountable (*milk*).

Possessive adjectives (*my, your, his, her, its, our, their*).

Refer to people and things using demonstratives (*this/that/these/those*).

to be (Affirmative – Negative – Questions – Short answers).

Use articles: *a/an*.

Use the definite and indefinite article (*a/an, the*).

Workbook

Page 75

1 Number.

- The children look at the picture of Tom's bedroom.
- They read the descriptions on the left, and label each item in the picture with the corresponding number.
- Elicit answers by asking *What's number ...?*
- Write answers on the board, use flashcards. Get children to check their answers and correct.

2 Look and circle. Read and write correctly.

D

- The children look for the words in the wordsearch grid.
- They can use the pictures as clues.
- When they have found each word, they circle it, and write the name next to the corresponding picture.

My classroom

Materials needed

- ✓ Student's Book pages 36–39
- ✓ Workbook pages 78–80
- ✓ Flashcards: pupils, computer, interactive whiteboard, mouse, keyboard
- ✓ CD
- ✓ Make wordcards: What / are / these / those / ? / interactive whiteboard / computer / laptop / keyboard / pupils / mouse / keyboard

Language

Grammar/Function

What's this/that?

It's ...

What are these/those?

They are ...

How many ... ?

Vocabulary

New: *interactive whiteboard, computer, mouse, keyboard, pupils, laptop*

Recycled: *desk, pen, pencil, bag, book*

Literacy

Reading and writing words for classroom objects

Reading and writing questions and answers with *How many ... ?*

Reading and writing numbers 1–20 as figures

Reading and writing questions with *this, that, these* and *those*

Phonics and spelling

Sounds /w/ and /f/

Spellings *w/wh* and *ph*

Examples: *window, white, phone, alphabet*

Lesson 1

Materials needed

- ✓ Student's Book pages 36–37
- ✓ Flashcards: pupils, computer, interactive whiteboard, mouse, keyboard
- ✓ CD
- ✓ Number cards
- ✓ Make wordcards: What / are / these / those / ? / interactive whiteboard / computer / laptop / keyboard / pupils / mouse /

Language

Grammar/Function

What's this/that?

It's ...

What are these/those?

They are ...

How many ... ?

Vocabulary

New: *interactive whiteboard, computer, mouse, keyboard, pupils, laptop*

Recycled: *desk, pen, pencil, bag, book*

Literacy

Reading and writing words for classroom objects

Reading and writing questions and answers with *How many ... ?*

Reading and writing numbers 1–20 as figures

Reading and writing questions with *this, that, these* and *those*

Syllabus Coverage

Listening skills:

Recognise simple intonation patterns.

Understand basic instructions and directions.

Understand the main idea and/or basic information in short monologues or dialogues consisting of two to four exchanges.

Speaking skills:

Ask short simple questions about familiar topics. Produce short simple phrases/sentences about people and things.

Use formulaic language in basic communication functions (e.g. greet, thank).

Reading skills:

Follow a short simple text while listening to the audio recording.

Read and comprehend simple sentences.

Read and count cardinal numbers to 100.

Understand short simple sentences.

Understand short simple texts if there is visual support.

Understand the main idea in short simple texts.

Functions:

Describe location using prepositions of place (*in, on, under, next to, between*).

Ask about number, e.g. *How many* (children)?

Count cardinal numbers to 100.

Describe location using prepositions of place (*in, on, under, next to, between*).

Greet someone politely at different times of the day, e.g. *Good morning/afternoon/evening*. Say *Goodbye/Good night*.

Identify and name common objects.

Identify and talk about items in a house.

Identify and talk about people, places, toys and things.

Identify and talk about toys, games and classroom objects.

Grammar:

Ask questions using *What, Who, Where*.

Demonstratives: *this/that/these/those*.

Nouns: countable (*tomato*) – uncountable (*milk*).

Prepositions of place: *on, in, under, next to, between, opposite*.

Questions with *What, Who, Where, Whose*.

Refer to people and things using demonstratives (*this/that/these/those*).

to be (Affirmative – Negative – Questions – Short answers).

Regular – Irregular plural nouns.

There is / There are

Use articles: *a/an*.

Use the definite and indefinite article (*a/an, the*).

- 4 Revise *How many ... ?* by holding up pens/fingers, etc., and getting the children to count.

Activity

- 1 Do the 'open book' sign and say, *Open your books at page 36*.
- 2 Do the 'listen' and 'find' signs. Say, *Listen and find*.
- 3 Play Track 49, pausing after each item so that the children have time to find the correct item/items in the picture.

Track 49

Narrator Unit 6. Lesson 1. Activity 1.
Read. Listen and find.

Tom What's that?

Ali This is my classroom. This is an interactive whiteboard.
This is a laptop. This is a keyboard.
This is the mouse.

- 4 Play the track again. This time, pause after each question and give children time to find and count the items and give you the answers.

After activity

- 1 Point to your own classroom. Ask, *How many desks are there?* Children count the desks in the room and tell you the answer. (If there are more than 20, explain how these numbers are made up, e.g. *twenty-one, twenty-two*, etc.)
- 2 Repeat with other items.

2 Listen and say.**Before activity**

- 1 Play *I spy* with the new classroom vocabulary, using items around the room.

Activity

- 1 Do the 'listen' and 'say' signs. Say, *Listen and say*.
- 2 Play Track 50, pausing after each item so that children have time to repeat.

Track 50

Narrator Unit 6. Lesson 1. Activity 2.
Listen and say.

This is an interactive whiteboard.
This is a computer.
This is a mouse.
This is a keyboard.
These are pupils.

- 3 Play the track again, pausing after each item so that the children have time to repeat the word. Focus on intonation.

Lesson 1**1 Read. Listen and find.****Before activity**

- 1 Greet the children as in previous lessons.
- 2 Indicate your classroom and say, *What's this?* Get the children to respond by saying, *It's a classroom*.
- 3 Introduce classroom vocabulary using the flashcards and wordcards and real items around the room.

- 4 Ask individuals to repeat the words aloud.

After activity

- 1 Hold up each of the flashcards. Ask different children to name the items (pupils, computer, interactive whiteboard, mouse, keyboard).
- 2 Listen to their pronunciation and correct where necessary.

3 Listen and find. Listen and say. D

Before activity

- 1 Play *I spy something beginning with the sound /m/*. Elicit: Mohammed, mouth or anything reasonable.
- 2 Repeat with sounds /kw/ (quiet), /i/ (ink), /n/ (number, nose) and anything reasonable.

Activity

- 1 Say, *Listen and find*. Play Track 51 and get the children to find the items.
- 2 Say, *Listen and say*. Play Track 51, pausing after each item so children can repeat.

Track 51

Narrator Unit 6. Lesson 1. Activity 3.
Listen and find. Listen and say.
Be quiet!
This is ink.
This is a mouse.
These are numbers.

After activity

- 1 Play *shark attack*. Draw lines for the number of letters in a word and encourage the children to segment sounds to help them with spellings.

4 Read. Listen and say.

Before activity

- 1 Point to the keyboard flashcard and say, *What's this?* Get the children to respond by saying, *It's a keyboard*.
- 2 Using both hands, point to two desks, and say, *What are these?* Encourage the children to respond with, *They are desks*. Write the questions and answers on the board, pointing out the difference between singular (*this*) and plural (*these*).
- 3 Now point to a chair at the back of the classroom. Ask, *What's that?* Encourage the children to respond with, *It's a chair*.

- 4 Repeat with two chairs at the back of the classroom. Say, *What are those?* Get the children to respond by saying, *They're chairs*. Write the questions and answers on the board and explain the differences between singular and plural, and nearby items and items which are further away (*this/these*: for items nearby, *that/those*: for items further away).
- 5 Continue asking questions using, *What's this/that?* and *What are these/those?*

Activity

- 1 Do the 'read', 'listen' and 'say' signs. Say, *Read, listen and say*.
- 2 Play Track 52, pausing after each item so that children have time to repeat each phrase.

Track 52

Narrator Unit 6. Lesson 1. Activity 4.
Read. Listen and say.

Tom What's this?
Ali It's a keyboard.

Tom What's this?
Ali It's a mouse.

Tom How many laptops are there?
Ali There is one laptop.

Tom How many pupils are there?
Ali There are 19 pupils.

Tom How many pencils are there?
Ali There are five pencils.

- 3 Revise regular plurals, *one pupil, five pupils; one pencil, three pencils*. Then explain that some words are irregular in plural form. Look at *person/people, mouse/mice, scarf/scarves*. These need to be learned.

After activity

- 1 Ask questions around the class using, *What's this? What are these?* and *How many ... are there?*
- 2 Look at the picture or around the classroom. Ask, *Where is/are the ...? in/on/etc.*



Teaching tip

It's important that children understand the concepts behind *this/that* and *these/those*. Distinction needs to be made not only between singular and plural, but also between nearby items and items which are further away. If necessary spend more time practising and drilling the questions using different objects around the classroom.

Phrase bank **D**

- 1 Get the children to look at the phrases in the phrase bank. Point to the phrase bank.
- 2 Say, *Read and say*. Get children to read out the phrases.
- 3 Point to an item and say, *What's that?* Elicit: That's a ...
- 4 Point to some items and ask, *How many (pencils) are there?* Elicit: the number you are displaying.
- 5 Help the children notice that the use of 'that' refers to a single item and the use of phrase 'how many' needs an answer with a number.

Closure

- 1 At the end of the lesson get the children to stand up. Say, *Goodbye class* and wave.
- 2 Do the 'all together' sign and get the children to say, *Goodbye, Mr/Mrs ...* and wave.

Lesson 2

Materials needed

- ✓ Student's Book pages 38–39
- ✓ Flashcards: pupils, computer, interactive whiteboard, mouse, keyboard
- ✓ CD
- ✓ Make wordcards: What / are / these / those / ? / interactive whiteboard / computer / laptop / keyboard / pupils / mouse /

Language

Grammar/Function

What's this/that?

It's ...

What are these/those?

They are ...

How many ...?

Vocabulary

New: *interactive whiteboard, computer, mouse, keyboard, pupils, laptop*

Recycled: *desk, pen, pencil, bag, book*

Literacy

Reading and writing words for classroom objects
Reading and writing questions with *this, that, these* and *those*

Phonics and spelling

Sounds /w/ and /f/

Spellings *w/wh* and *ph*

Examples: *window, white, phone, alphabet*

Syllabus Coverage

Listening skills:

Differentiate between the pronunciation of similar sounds in English.

Recognise simple intonation patterns.

Understand basic instructions and directions.

Understand the main idea and/or basic information in short monologues or dialogues consisting of two to four exchanges.

Speaking skills:

Ask short simple questions about familiar topics.
Produce short simple phrases/sentences about people and things.

Use formulaic language in basic communication functions (e.g. greet, thank).

Reading skills:

Follow a short simple text while listening to the audio recording.

Read and comprehend simple sentences.

Understand short simple sentences.

Understand short simple texts if there is visual support.

Understand the main idea in short simple texts.

Writing skills:

Spell accurately a small number of high frequency words.

Write high frequency words to complete a written text at sentence level.

Functions:

Greet someone politely at different times of the day, e.g. *Good morning/afternoon/evening*. Say *Goodbye/Good night*.

Identify and name common objects.

Identify and talk about items in a house.

Identify and talk about people, places, toys and things.

Identify and talk about toys, games and classroom objects.

Grammar:

Ask questions using *What, Who, Where*.

Demonstratives: *this/that/these/those*.

Nouns: countable (*tomato*) – uncountable (*milk*).

Questions with *What, Who, Where, Whose*.

Refer to people and things using demonstratives (*this/that/these/those*).

to be (Affirmative – Negative – Questions – Short answers).

Regular – Irregular plural nouns.

There is / There are

Use articles: *a/an*.

Use the definite and indefinite article (*a/an, the*).

Lesson 2

Saudi Values

Activity

- 1 Greet the children as in previous lessons. Point to the 'Saudi Values' box. On the board draw a table with two columns. At the top of one write *Teacher* and at the top of the other write *Pupils*.
- 2 Ask pupils to think of things the teacher says and things the pupils say, i.e. *How do you spell that? I don't understand. Sit down! Put your hand up to answer.*
- 3 Write the sentences in the correct column and get pupils to practise saying them.
- 4 Explain to pupils it is important to try to use English as much as possible in the classroom. This will help emphasise the importance of developing their character within the *Saudi Vision 2030*.

1 Read, match and complete.

Before activity

- 1 Revise the classroom vocabulary using items around the room, the flashcards and wordcards.

Activity

- 1 Do the 'open book' sign and say, *Open your books at page 38.*
- 2 Do the 'read' and 'match' signs. Say, *Read and match.*

After activity

- 1 Put the children into pairs and ask them to check their answers.
- 2 Go over the answers with the whole class.

2 Listen and answer.

Before activity

- 1 Walk around the classroom and point to various items, e.g. pencil, desk, window and Elicit: *It's a ...* or *That's a ...*
- 2 Help the children to notice that it is correct to say either *'It's a ...'* or *'That's a ...'*

Activity

- 1 Say, *Listen and answer*. Model what you want the children to do by playing Track 53. Pause after the question, and get the children to listen and then answer. Then play the answer on the recording.
- 2 Continue playing Track 53.

Track 53

Narrator Unit 6. Lesson 2. Activity 2.
Listen and answer.

One

Tom What's this?

Ali It's a new laptop. It's a computer.

Two

Tom What's this?

Ali It's an interactive whiteboard. Look what I can do!

Three

Tom What's this?

Ali It's a mouse.

Four

Tom What are those?

Ali They're keyboards

After activity

- 1 Elicit feedback by asking, *What's number 2?* Elicit: an interactive whiteboard.
- 2 Repeat with other items.

3 Listen and number. Read and write.

Before activity

- 1 Display unit flashcards and point to each card in turn and ask, *What's this?*
- 2 Play *I spy something beginning with the sound /m/*. Elicit: mouse.
- 3 Repeat with other items, e.g. /l/ (laptop), /b/ (book, bag), /d/ (desk), /k/ (keyboards), /i/ (interactive whiteboard), /p/ (pupils).
- 4 Write random numbers on the board and get children to call them out, e.g. 19, 17, 12, 6, 8

Activity

- 1 Say, *Listen*. Play Track 54 so the children know what they are listening for.
- 2 Say, *Listen and number*. Model what you want the children to do with an example. Play Track 54 and pause the after first item, so children can find the items and write the number.
- 3 Give feedback by asking, *What's number 1?* Elicit: desk.

NOTE: Only write letter labels and numbers on the board. The children may give you the name of the items, but don't write them on the board at this stage.

Track 54

Narrator Unit 6. Lesson 2. Activity 3.
Listen and number. Read and write.

- 1 This is a desk.
- 12 This is a laptop.
- 20 This is a pencil.
- 15 This is a book.
- 11 This is a bag.
- 17 This is a keyboard.
- 9 This is an interactive whiteboard.
- 5 These are pupils.
- 3 This is a mouse.

Answers: 1 desk; 12 laptop; 20 pencil; 15 book; 11 bag; 17 keyboard; 9 interactive whiteboard; 5 pupils; 3 mouse

- 4 Say *Read and write*. Model what you want the children to do with an example, say *What's number 12?* Elicit: laptop. Say *How do you spell 'laptop'?* Encourage the children to dictate the initial sound and segment the sounds, e.g. l – a – p – t – o – p.
- 5 Get children to complete and check their answers with a partner.
- 6 Elicit feedback by saying *What's number 1?* Invite individual children to write on the board next to the numbers.

After activity

- 1 Play *Simon says*, e.g. Simon says touch a desk. (do the action). Touch a chair (don't do the action).
- 2 Play *Simon says*, pointing at items and say *What's this?*

Grammar Focus **D**

Activity

- 1 Point to the Grammar Focus box.
- 2 Use the wordcards/write on the board to show the following phrases:
This ...
That ...
- 3 Get the whole class to read out the words one at a time. Say, *What's missing?* Elicit the missing words orally. Don't complete them.
- 4 Help the children notice the difference between saying 'this', e.g. an item near you and 'that' an item further away.

- 5 Point to an item near you, e.g. a desk and say *What's this?* Elicit: This is a desk.
- 6 Repeat with an item further away, e.g. door and say *What's that?* Elicit: That's a door.
- 7 Say, *Read and write*.
- 8 Get the children to check their answers with a partner.
- 9 Give feedback by inviting a child to use wordcards/write on the board to complete phrases on the board.
- 10 Get the children to check and correct their own work.

Phonics

4a Look, listen and say.

- 1 Write the letter sounds for the lesson on the board (*w* and *ph*).
- 2 Point to each letter in turn and say the sound. Ensure the students note the position of your lips and tongue when making each sound.
- 3 Play Track 55. Pause after each sound and after each word and allow time for the students to repeat. Remind them to check the position of their lips and tongue when making each sound.

Track 55

Narrator Unit 6, Lesson 2, Phonics.
Activity 4a Look, listen and say.

/w/	/w/	/w/
whiteboard	whiteboard	whiteboard
ph /f/	ph /f/	ph /f/
alphabet	alphabet	alphabet

4b Listen and match.

- 1 Write *weekend* and *phone* on the board.
- 2 Point to *w* on the board and say the sound for *w*.
- 3 Ask a student to come up to the front and choose the word that matches that letter sound. Ask them to underline the letter(s) in the word that match the sound (weekend).
- 4 Play Track 56. Pause after each word to allow time for the students to draw the line matching the picture to the correct letter(s) above.

Track 56

Narrator Unit 6 Lesson 2, Phonics.
Activity 4b Listen and match.

1 window	window
2 white	white
3 phone	phone
4 elephant	elephant

Revision 3

Materials

- ✓ Student's book pages 40–41
- ✓ Workbook pages 81–82
- ✓ Flashcards: Units 5–6
- ✓ Posters 5–6
- ✓ CD

Note: Do not use the phonic symbols with the children. These are for your purposes only.

Language

Grammar/Function

Revision of grammar from Units 5–6

Vocabulary

Revision of vocabulary from Units 5–6

Phonics and spelling

Revision of sounds /ʃ/, /tʃ/, /w/ and /f/

Revision of spellings *sh*, *ch*, *w/wh* and *ph*

1 Listen and number. D

Before activity

- 1 Write bedroom and living room as headings on the board. Ask the children *What is there in your bedroom?*
- 2 Elicit words from the children and write them on the board, under the bedroom heading.
- 3 Repeat with *What is there in your living room?* Write the words under the living room heading.

Activity

- 1 Point to each of the objects in the picture with number boxes. Elicit the words from the children.
- 2 Do the 'listen' sign and the 'number' sign. Say *Listen and number*.
- 3 Play Track 58. Pause after the first sentence (*This is my bed*).

Track 58

Narrator Revision 3. Activity 1.
Listen and number.

One: This is my bed.

Two: This is my lamp.

Three: This is my chair.

Four: This is my rug.

Five: These are my books.

Six: This is my desk.

- 4 Show the children how to write 1 next to the *bed*.
- 5 Continue with the rest of the audio recording.
- 6 Check the answers in class by asking *What number is Nader's bed? (1)*.

Answers: see track 58

After activity

- 1 Ask one child *Is there a table in your living room?* Elicit the answer.
- 2 Repeat with other children, other objects and other rooms in the house. Focus on intonation.

2 Write.

Before activity

- 1 Put the flashcard of Nader on the board.
- 2 Point to the chair in the picture of his room. Ask *Is this his chair?* Elicit the answer *Yes, it is*.
- 3 Point to another chair in the Student's Book or a chair in the classroom. Repeat the question, and elicit the answer *No, it isn't*.
- 4 Repeat with objects from Nader's room and other objects from the pictures in the book or items in the classroom.

Activity

- 1 Do the 'write' sign. Say *Write*.
- 2 Read the first question and answer to the children.
- 3 Read the second question to the children. Elicit the answer.
- 4 The children complete the questions and write answers.
- 5 Call children to the front to write the questions and answers on the board.

After activity

- 1 Read the dialogue with a child, pointing to the pictures as you ask.
- 2 Choose objects in the classroom and ask *Is this your ...?* questions. For example, *Is this your bag? Are these your pencils?*
- 3 Elicit the answers from the children.

3 Ask and answer. D

Before activity

- 1 Choose objects in the classroom and ask *Is this [name's]/his/her ... ?* questions. For example, *Is this Omar's/his bag? Is this her pencil?*
- 2 Elicit the answers from the children (*Yes, it is./No, it isn't.*)

Activity

- 1 Point to the picture of the chair.
- 2 Read the question and answer to the children.
- 3 Point to another picture. Elicit the question, for example *Is this Nader's/his rug?*
- 4 Elicit the answer *Yes, it is.*
- 5 Choose a child to point and ask a question. Choose another child to answer it.
- 6 Repeat with other pairs of children.

After activity

- 1 Choose objects in the classroom. Ask *Is this his / her ... ?* questions. Make sure you point to the child you are talking about.
- 2 Elicit the answer *Yes, it is* or *No, it isn't.*
- 3 Repeat with other children, talking about other children's possessions.

4 Write questions with *that* or *those*.

Answer.

Before activity

- 1 Point to object around the classroom. Ask *What's that?* or *What are those?* Make sure the children understand that you are using *that* and *those* because you aren't close to the objects.
- 2 Elicit the answers from the children.

Activity

- 1 Read the first question and answer to the children.
- 2 Read the second question and answer. Help the children to complete them. Make sure they realise that 'those' is being used for plural items.
- 3 The children write the question and answer in their books.
- 4 Repeat with the other questions and answers.
- 5 Call children to the front to write a question and answer each on the board.

Answers: 1 What's that? 2 What's that? 3 What are those? 4 What are those?

After activity

- 1 Choose a child to point to a distant object in the classroom. The child asks a *What's that?* or *What are those?* question.
- 2 Choose another child to answer it.
- 3 Repeat with other children and other questions.

5 Ask and answer. D

Before activity

- 1 Revise vocabulary from the unit like this: write k_____d on the board. The children guess the word (*keyboard*)
- 2 Repeat with the first and last letter of other vocabulary from the unit: p_____l (*pupil*), wh_____d (*whiteboard*), ch_____r (*chair*), etc.

Activity

- 1 Read the questions to the children.
- 2 Point to the picture and elicit the answers.
- 3 Choose a child to ask a question.
- 4 Choose another child to answer it.
- 5 Repeat with other children, and other question and answers.

After activity

- 1 Write the three questions (*How many ... are there?, What's that?, What are those?*) on the board.
- 2 Ask the questions about objects in the classroom.
- 3 Elicit the answers from the children.
- 4 Choose a child and point to one of the questions. The child asks the question about a classroom object.
- 5 Elicit the answer from another child.
- 6 Repeat with other children and other questions.

Phonics

6 Match.

- 1 Explain to the students that the letter groups in the exercise are the ones they learned in units 5 and 6.
- 2 Ask them to look at the letter groups and to think about the sound each one represents. Ask them to read the words silently to themselves and to match each of the sounds with the correct symbol by drawing lines.

Answers: The following letters and words should be matched: *ch* teacher *sh* she *w* where *ph* alphabet

Workbook

Materials needed

- ✓ Workbook pages 81–82

Grammar/Function

Revision of grammar from Units 5–6

Vocabulary

Revision of vocabulary from Units 5–6

Phonics and spelling

Revision of sounds /ʃ/, /tʃ/, /w/ and /f/

Revision of spellings *sh*, *ch*, *w/wh* and *ph*

Workbook

Page 81

Revision 3

1 Write and match.

- 1 The children look at the pictures and complete the words.
- 2 They match the words to the pictures.

Answers: 1 bed b 2 lamp d 3 rug a 4 book f
5 desk c 6 chair e

2 Find, colour and write.

- 1 The children look at each picture and count the objects.
- 2 They follow the lines to see the colour of each object.
- 3 They complete the questions and answers.

Answers: 1 two 2 many, two 3 there, three 4 How many, are, two 5 How many, are there, three

Page 82

3 Write and match. **D**

- 1 The children look at the pictures of the people's living rooms.
- 2 They match each piece of furniture with a room, then write a sentence about it.

Answers: 1 They're his chairs. 2 They're her lamps. 3 They're his rugs. 4 It's his bed. 5 It's their desk. 6 It's her desk. 7 It's their table. 8 They're their books.

Phonics

4 Match and write the words.

- 1 Children look at the sounds then read the words.
- 2 They match the words with the sounds they contain.
- 3 They write the words on the lines under the correct sounds.

Answers: *ch* chair, kitchen *sh* shop, shirt
w whiteboard, window *ph* elephant, phone

Saudi Stars 3

1 Read. Write *this, that, these* or *those*. D

Before activity

- 1 Look at the pictures with the children.
- 2 Ask a question about each picture: you and the children can use Arabic where necessary.
Picture 1: *Where are they? In the computer room.*
Picture 2: *What is it? It's an interactive whiteboard.*
Picture 3/Picture 4: *Are they printers? No, they aren't.*
Picture 5: *Is it a mouse? Yes, it is?*
Picture 6: *What's the problem? She thinks it's an animal.*
Picture 7: *Is her mother happy now? Yes, she is.*

Activity

- 1 Do the 'read' and 'write' signs. Say *Read and write*.
- 2 Read the story to the children. Elicit the words for the blanks. The children write the missing words.
- 3 Read the story again. Use appropriate intonation to make the story fun.

After activity

- 1 Read the story again. After each picture, the children repeat chorally. Encourage them to use appropriate intonation.
- 2 Read the whole story chorally.

Chant

2 Listen. Read and say. D

Before activity

- 1 Play *Shark attack* with furniture words (see Introduction page 7).
- 2 At the end of the game, circle the words the children found difficult. The children copy these words in their notebooks and study them at home.

Activity

- 1 Say *Listen and read*. Play Track 59 so that children get the rhythm of the chant.

Track 59

Narrator Saudi Stars. Activity 2. Chant.
Listen, read and say.
This is my house, it's very nice.
This is the living room. It's nice too.
This is a television, this is a lamp,
And this is my aunt. How are you?

- 2 Say *Read and chant*. Get the whole class to chant out together.
- 3 Divide the class in half. Get one half to read the questions in the chant and the other half the responses.
- 4 Say *Read and chant*. Get the children to read the chant without the audio recording. Focus on the stress and intonation.

3 Read and match. D

Before activity

- 1 Point to each of the pictures.
- 2 Elicit sentences from children such as *There is a blue desk* and *There are three rugs*.

Activity

- 1 Read the description to the children.
- 2 The children match the description with one of the pictures.
- 3 Ask questions about Picture A and Picture C, like this:
Is it Picture A?
No, it isn't.
Why?
There are three rugs. / There are eighteen books.

Answer: b

After activity

- 1 Say *Close your books*.
- 2 Ask the children questions about the room in Picture B:
What colour is the bed? How many books are there? etc.
- 3 The children try to answer without looking at the picture.

Project

4 Write about your bedroom. Draw. **D**

Before activity

- 1 Choose children to describe the things in their bedrooms: *There is a white chair.*, etc.
- 2 Ask questions about their rooms: *Is there a desk? How many beds are there?*, etc.

Activity

- 1 Explain to the children that they are going to write a brief description of their bedroom and then draw it.
- 2 The children write the description and draw the picture.

After activity

- 1 Choose individual children to show their pictures and read their descriptions to the class.
- 2 Encourage the other children to ask questions, for example: *Do you like your bedroom? What colour is your room?*, etc.

My favourite subject

Materials needed

- ✓ Student's Book pages 44–47
- ✓ Workbook pages 83–85
- ✓ Flashcards: maths, science, Islamic studies, geography, Arabic, English, computer science, sport
- ✓ Poster 4
- ✓ CD
- ✓ Make wordcards: What's / your / favourite / subject / ? / I / like / don't like / maths / science / English / Islamic studies / computer science / geography / Arabic / sports

Language

Grammar/Function

What's your favourite subject?

I like ...

I don't like ...

Do you like ...?

Yes, I do./No, I don't.

Vocabulary

maths, science, English, Islamic studies, computer science, geography, Arabic, sports

Literacy

Reading and writing words for school subjects

Reading and writing sentences with *like*

Reading and writing questions and answers with *Do you like ...?*

Reading and writing sentences about favourite subjects

Phonics and spelling

Sounds /st/ and /kl/

Spellings *st* and *cl*

Examples: *studies, star, clothes, classroom*

Lesson 1

Materials needed

- ✓ Student's Book pages 44–45
- ✓ Flashcards: maths, science, Islamic studies, geography, Arabic, English, computer science, sports
- ✓ Poster 4
- ✓ CD
- ✓ Make wordcards: What's / your / favourite / subject / ? / I / like / don't like / maths / science / Islamic studies / computer science / geography / Arabic / sports

Language

Grammar/Function

What's your favourite subject?

I like ...

I don't like ...

Do you like ...?

Yes, I do./No, I don't.

Vocabulary

maths, science, Islamic studies, geography, Arabic, English, computer science, sports

Literacy

Reading and writing words for school subjects

Reading and writing sentences with *like*

Reading and writing questions and answers with *Do you like ...?*

Reading and writing sentences about favourite subjects

Syllabus Coverage

Listening skills:

Recognise simple intonation patterns.

Understand basic instructions and directions.

Understand simple questions about oneself.

Understand the main idea and/or basic information in short monologues or dialogues consisting of two to four exchanges.

Speaking skills:

Ask short simple questions about familiar topics.

Produce short simple phrases/sentences about people and things.

Respond to short simple questions by saying *yes* or *no* or by giving basic personal information.

Use formulaic language in basic communication functions (e.g. greet, thank).

Reading skills:

Follow a short simple text while listening to the audio recording.

Read and comprehend simple sentences.

Understand short simple sentences.

Understand short simple texts if there is visual support.

Understand the main idea in short simple texts.

Functions:

Express likes and dislikes.

Greet someone politely at different times of the day, e.g. *Good morning/afternoon/evening*. Say *Goodbye/Good night*.

Express possession using *my/your/his/her*.

Talk about likes and dislikes.

Grammar:

Ask questions using *What, Who, Where*.

Possessive adjectives (*my, your, his, her, its, our, their*).

Present Simple (Affirmative – Negative – Questions – Short answers).

Questions with *What, Who, Where, Whose*.

to be (Affirmative – Negative – Questions – Short answers).

Track 60

Narrator Unit 7. Lesson 1. Activity 1.
Read. Listen and find.

Tom Is this your school timetable?

Ali Yes, it is.

Tom What's your favourite subject?

Ali I like Islamic Studies.

Tom Do you like maths?

Ali Yes, I do.

Tom Do you like geography?

Ali No, I don't.

- 3 Play the track again. This time, pause after Tom's questions to see if children can remember Ali's answers before continuing and checking children's replies.

After activity

- 1 Say to an individual, *Do you like ...?* Encourage him/her to respond, *Yes, I do*, or *No, I don't*.
- 2 Repeat with other children. Then get children to work in pairs and take turns to ask and answer the question.



Teaching tip

To make sure children have understood that this is a school timetable, link it to their own timetable. When children are asking and answering about their favourite subjects later on in this unit you might want to get them to refer to their actual timetable – this makes it more meaningful for them.

Lesson 1

1 Read. Listen and find.

Before activity

- 1 Greet the children as in previous lessons.
- 2 Do the 'open book' sign and say, *Open your books at page 44*.
- 3 Point to the school timetable and ask, *What's this?* If the children know the word, get them to say, *It's a timetable*. If not, they should respond with, *I don't know*.
- 4 Introduce the names of the school subjects using the flashcards and wordcards.
- 5 Ask children to read the Unit title. Ask them what they think the word *favourite* means. Clarify and explain as necessary.
- 6 Go around the class asking children, *What's your favourite subject?*

Activity

- 1 Do the 'listen' and 'find' signs. Say, *Listen and find*.
- 2 Play Track 60, pausing after each item so that the children have time to find the subject on the timetable.

2 Listen, tick (✓) or cross (x). Listen and say. D

Before activity

- 1 Revise the school subjects using Poster 4, the flashcards and wordcards.

Activity

- 1 Do the 'listen' and 'write' signs. Say, *Listen and write*.
- 2 Play Track 61, pausing after each line for children to tick or cross the chart.

Track 61

Narrator Unit 7. Lesson 1. Activity 2.
Listen, tick (✓) or cross (X).
Listen and say.

Tom I like computer science.
Ali I like English.

Tom I like sports. I don't like maths.
Ali I like Islamic studies and Arabic.

Tom I like geography and Islamic studies.
Ali: I like maths. I don't like geography.

- 3 Check answers.
- 4 Do the 'listen' and 'say' signs. Say, *Listen and say*.
- 5 Play the track again, pausing after each line so that children have time to repeat.

Answers: Tom likes: computer science, sport, geography, Islamic studies

Ali likes: English, Islamic studies, Arabic, maths

After activity

- 1 Ask the children, questions about school subjects with *Do you like ... ?* Encourage them to answer *Yes, I do. / No, I don't.*

3 Listen and match. Read and say.

Before activity

- 1 Go round the class asking the children what subjects they have today.

Activity

- 1 Do the 'listen' and 'say' signs. Say, *Listen and say*.
- 2 Play Track 62, pausing after each sentence so that the children have time to repeat the sentence.
- 3 Before playing the track, tell children to listen out for the way which some of the words are spoken. For example, *Oh!* and *Really?* which are said so that the listener knows they are being used as a question.

Track 62

Narrator Unit 7. Lesson 1. Activity 3.
Listen and match. Read and say.

Tom Ali, do you like science?
Ali Yes, I do, Tom. Do you like Islamic Studies?

Tom Oh, yes I do. Do you like sports?
Ali No, I don't. Do you like geography?
Tom Yes, I do.

- 4 Play the track again. This time, pause after each sentence and ask individuals to repeat sentences, concentrating on using the correct intonation.

After activity

- 1 In pairs, get the children to ask and answer questions about which school subjects they like/don't like. Encourage them to respond with phrases such as *Oh!* and *Really?*

4 Listen and say.

Before activity

- 1 Revise the names of the subjects using Poster 4, the flashcards and wordcards.
- 2 Drill 'Do you like ...?', 'Yes, I do./No, I don't.' using the flashcards and wordcards.
- 3 Drill the whole class and 50/50.

Activity

- 1 Do the 'listen' and 'say' signs. Say, *Listen and say*.
- 2 Play Track 63, pausing after each line so that the children have enough time to repeat the phrases.
- 3 If you want to make this activity more realistic, pause after the children have repeated and let them answer truthfully for themselves.

Track 63

Narrator Unit 7. Lesson 1. Activity 4.
Listen and say.

Geography	Do you like geography?
Maths	Do you like maths?
English	Do you like English?
Science	Do you like science?

Phrase bank D

- 1 Get the children to look at the phrases in the phrase bank. Point to the phrase bank.
- 2 Say, *Read and say*. Get the children to read out the phrases.
- 3 Display wordcards/write words on the board left and right side of the board *What's your favourite subject?* Elicit: name of subject/*My favourite subject is .../I like ... Say, Do you like science? Yes, I do./No, I don't.*
- 4 If necessary drill the children whole class, 50/50, open and closed pairs.
- 5 Get the children to work in pairs and to take it in turns to ask and answer questions using the picture prompts.

Closure

- 1 At the end of the lesson get the children to stand up. Say, *Goodbye class* and wave.

- 2 Do the 'all together' sign and get children to say, *Goodbye, Mr/Mrs ...* and wave.

Lesson 2

Materials needed

- ✓ Student's Book pages 47
- ✓ Flashcards: maths, science, Islamic studies, geography, Arabic, English, computer science, sports
- ✓ Poster 4
- ✓ CD
- ✓ Make wordcards: What's / your / favourite / subject / ? / I / like / don't like / maths / science / Islamic studies / computer science / geography / Arabic / sports

Language

Grammar/Function

What's your favourite subject?

I like ...

I don't like ...

Do you like ...?

Yes, I do./No, I don't.

Vocabulary

maths, science, Islamic studies, geography, Arabic, English, computer science, sports

Literacy

Reading and writing words for school subjects
Reading and writing sentences with *like*
Reading and writing questions and answers with *Do you like ...?*
Reading and writing sentences about favourite subjects

Phonics and spelling

Sounds /st/ and /kl/

Spellings *st* and *cl*

Examples: *studies, star, clothes, classroom*

Syllabus Coverage

Listening skills:

Differentiate between the pronunciation of similar sounds in English.
Recognise simple intonation patterns.
Understand basic instructions and directions.
Understand simple questions about oneself.
Understand the main idea and/or basic information in short monologues or dialogues consisting of two to four exchanges.

Phonics:

Recognise and produce some English consonant blends.

Speaking skills:

Ask short simple questions about familiar topics.
Produce short simple phrases/sentences about people and things.

Respond to short simple questions by saying *yes* or *no* or by giving basic personal information.
Use formulaic language in basic communication functions (e.g. greet, thank).

Reading skills:

Read and comprehend simple sentences.

Understand short simple sentences.

Understand short simple texts if there is visual support.

Understand the main idea in short simple texts.

Writing skills:

Spell accurately a small number of high frequency words.

Write high frequency words to complete a written text at sentence level.

Functions:

Express likes and dislikes.

Greet someone politely at different times of the day, e.g. *Good morning/afternoon/evening*. Say *Goodbye/Good night*.

Express possession using *my/your/his/her*.

Talk about likes and dislikes.

Grammar:

Ask questions using *What, Who, Where*.

Possessive adjectives (*my, your, his, her, its, our, their*).

Present Simple (Affirmative – Negative – Questions – Short answers).

Questions with *What, Who, Where, Whose*.

to be (Affirmative – Negative – Questions – Short answers).

Lesson 2

1 Read and write.

Before activity

- 1 Display the unit flashcards. Point to each one and say, *What's this?* Elicit the name of the subject.
- 2 Use wordcards/write on the board and invite children to match the flashcard to the wordcard/writing on board.
- 3 Put the flashcards on top of the wordcards/words so you cannot see the spelling.

Activity

- 1 Say, *Read and write*. Model what you want the children to do with an example. Point to a flashcard and say, *What's this?* Elicit the name of the subject.
- 2 Say, *How do you spell it?* Encourage the children to give you the initial letter of the word, e.g. A and then the next sounds, e.g. A – r – a – b – i – c.
- 3 Remind the children that proper names have a capital letter at the beginning.
- 4 Get the children to complete the activity and check their work with a partner.
- 5 Give feedback by asking, *What's number 1?* Elicit: geography. Invite a child to come to the board and write the word or remove the flashcard and put it next to the wordcard/writing.
- 6 Get the children to check and correct their own work.

Answers: 1 geography 2 maths 3 computer science 4 sports 5 Arabic 6 English 7 science 8 Islamic studies

After activity

- 1 Play *I spy something beginning with the sound /i/*. Elicit: Islamic studies.
- 2 Repeat with all the other subjects.

2 Read and say in pairs. D

Activity

- 1 Do the 'read' and 'say' signs, and say, *Read and say in pairs*.
- 2 If necessary revise the questions 'What's your favourite subject?', 'I like ...', 'Do you like ...?', 'Yes, I do./No, I don't.'
- 3 Get the children to work in pairs.

3 Listen and read. Tick (✓) or cross (X).

Before activity

- 1 Revise the subjects using flashcards and wordcards.
- 2 Revise asking and answering, *What's your favourite subject? I like/I don't like ...*
- 3 Revise asking and answering, *Do you like ...? Yes, I do./No, I don't.*

Activity

- 1 If necessary, explain how the children can complete the chart. Tell the children that they will hear Ali and Tom talking about what subjects they *like* and *don't like*. They should listen to the track and put a cross if Ali/Tom *don't like* a subject, and a tick if they do.
- 2 Do the 'listen' and 'read' signs. Say, *Listen and read*.
- 3 Play Track 64, pausing after each item so that the children can put down their answer.

Track 64

- Narrator Unit 7. Lesson 2. Activity 3.
Listen and read. Tick (✓) or cross (X).
- Tom What's your favourite subject, Ali?
- Ali My favourite subject is Islamic studies. I like science and maths. I don't like geography. What's your favourite subject, Tom?
- Tom My favourite subject is computer science. I like geography. I don't like maths and science.
- Tom Do you like sports, Ali?
- Ali No, I don't.
- Tom Do you like English?
- Ali Yes, I do. Do you like sports, Tom?
- Tom Yes, I do. I don't like Arabic.
- Ali I like Arabic.
- Tom Do you like computer science, Ali?
- Ali Yes, I do. Do you like Islamic studies, Tom?
- Tom Yes, I do.
- Ali Do you like English?
- Tom Yes, I do.

- 4 Say, *Listen and check*.
- 5 Play the track again, pausing after each item so that the children can double check their answers. Monitor to make sure the children are ticking the items.

Answers:

Ali: Islamic studies, science, maths, English, computer science, Arabic
Tom: Islamic studies, geography, English, sports, computer science

After activity

- 1 Put the children into pairs and ask them to check their answers together. When they've done this, check the answers with the whole class.
- 2 Say, *What subjects does Ali like?* Get children to respond by saying, e.g. *Ali likes Islamic studies*.
- 3 Ask, *Does Ali like geography?* Get children to respond by saying, *No, he doesn't*. Focus on intonation.
- 4 Continue asking similar questions about Ali and Tom, getting children to refer to their completed charts.

Grammar Focus **E**

Activity

- 1 Point to the Grammar Focus box.
- 2 Use the wordcards/write on the left and right of the board to show the following phrases:
Do you like ...? Yes, I do. No, I don't.
- 3 Display the flashcards of the subjects.
- 4 Get the whole class to read out the words in the grammar box one at a time. Say, *What's missing?* Elicit the missing words orally. Don't complete them.
- 5 Say *Read and write*.
- 6 Get children to check their answers with a partner.
- 7 Give feedback by inviting a child to use wordcards/write on the board to complete phrases on the board.
- 8 Get the children to check and correct their own work.

Closure

- 1 At the end of the lesson get the children to stand up. Say, *Goodbye class* and wave.
- 2 Do the 'all together' sign and get children to say, *Goodbye, Mr/Mrs ...* and wave.

Phonics

4a Look, listen and say.

- 1 Write the letters for the lesson on the board (*st* and *cl*).
- 2 Point to each letter in turn and say the sound. Ensure the students note the position of your lips and tongue when making each sound.
- 3 Play Track 65. Pause after each sound and after each word and allow time for the students to repeat. Remind them to check the position of their lips and tongue when making each sound.

Track 65

Narrator Unit 7, Lesson 2, Phonics.
Activity 4a Look, listen and say.

/st/	/st/	/st/
studies	studies	studies
/cl/	/cl/	/cl/
clothes	clothes	clothes

4b Listen and tick. Say the words.

- 1 Write *cloudy* and *stand up* on the board.
- 2 Point to *st* on the board and say the sound for *st*.
- 3 Ask a student to come up to the front and choose the word that matches that letter sound. Ask them to underline the letter(s) that match the sound (*stand up*).
- 4 Play Track 66. Pause after each sound to allow time for the students to tick the correct picture.

Track 66

Narrator Unit 7, Lesson 2, Phonics.
Activity 4b Listen and tick. Say the words.

1 /st/	/st/	/st/
star	sandals	skirt
2 /cl/	/cl/	/cl/
cold	classroom	colours

- 5 Say the words *star* and *classroom*. Ask students to repeat several times until you are happy that the students are all able to pronounce the words correctly.

Answers: These to be ticked: 1 star 2 classroom

Optional

Ask students if they can think of other words that contain the same sounds.

Saudi Values

Activity

- 1 Point to the 'Saudi Values' box. Point to the pictures at the top of page 46 and elicit the names of the different subjects. Then say, *In ... we learn about places. What is the subject?* Elicit the answer – *geography*.
- 2 Repeat with other subjects i.e. *In ... we use a microscope (science). In ... we learn about numbers (maths). In ... we learn about the Holy Quran (Islamic Studies). In ... we use a mouse (computer science), etc.*
- 3 Explain to pupils it is important to learn different subjects in school. This will help emphasise the importance of employability skills within the *Saudi Vision 2030*.

Workbook

Materials needed

✓ Workbook pages 83–85

Language

Grammar/Function

What's your favourite subject?
I like .../I don't like .../Do you like...?
Yes, I do./No, I don't.

Vocabulary

maths, science, Islamic studies, geography, Arabic, English, computer science, sports

Literacy

Reading and writing words for school subjects
Reading and writing sentences with *like*
Reading and writing questions and answers with *Do you like ...?*
Reading and writing sentences about favourite subjects

The weather today

Materials needed

- ✓ Student's Book pages 48–51
- ✓ Workbook pages 86–88
- ✓ Flashcards: hot, snowy, windy, cold, rainy, sunny, cloudy, Saturday, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, calendar
- ✓ CD
- ✓ Paper for children to draw on
- ✓ Make wordcards: What / day / is / it / ? / It's

Language

Grammar/Function

What day is it?

It's ... (name of day)

How's the weather today?

It's ... (weather)

Vocabulary

Saturday; Sunday; Monday; Tuesday; Wednesday; Thursday; Friday

snowy, windy

Recycled: *sunny, rainy, cloudy, hot, cold*

Literacy

Reading and writing days of the week and weather words

Reading and writing questions about the weather

Reading and writing questions and answers about activities and days of the week

Phonics and spelling

Sounds /eɪ/ and /ʊ/

Spellings *ai* and *oo*

Examples: *rainy, train, book, look*

Lesson 1

Materials needed

- ✓ Student's Book pages 48–49
- ✓ Flashcards: hot, snowy, windy, cold, rainy, sunny, cloudy, Saturday, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, calendar
- ✓ CD
- ✓ Make wordcards: What / day / is / it / ? / It's

Language

Grammar/Function

What day is it?

It's ... (name of day)

How's the weather today?

It's ... (weather)

Vocabulary

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

snowy, windy

Recycled: *sunny, rainy, cloudy, hot, cold*

Literacy

Reading and writing days of the week and weather words

Reading and writing questions about the weather

Reading and writing questions and answers about activities and days of the week

Syllabus Coverage

Listening skills:

Recognise simple intonation patterns.

Understand basic instructions and directions.

Understand simple questions about oneself.

Understand the main idea and/or basic information in short monologues or dialogues consisting of two to four exchanges.

Speaking skills:

Ask short simple questions about familiar topics. Produce short simple phrases/sentences about people and things.

Respond to short simple questions by saying *yes* or *no* or by giving basic personal information.

Use formulaic language in basic communication functions (e.g. greet, thank).

Reading skills:

Follow a short simple text while listening to the audio recording.

Read and comprehend simple sentences.

Understand short simple sentences.

Understand short simple texts if there is visual support.

Understand the main idea in short simple texts.

Functions:

Ask and respond to simple sentences about everyday activities in the Present Simple tense using the first and second person singular.

Greet someone politely at different times of the day, e.g. *Good morning/afternoon/evening*. Say *Goodbye/Good night*.

Identify prepositions of time (*in, on, at*).

Talk about everyday activities.

Identify the days of the week.

Talk about the weather.

Grammar:

Ask questions using *What, Who, Where*.

Demonstratives: *this/that/these/those*.

Prepositions of time: *at, on, in*.

Present Simple (Affirmative – Negative – Questions – Short answers).

Questions with *What, Who, Where, Whose*.

to be (Affirmative – Negative – Questions – Short answers).

to have (Affirmative – Negative – Questions – Short answers).

Track 68

Narrator Unit 8. Lesson 1. Activity 1.
Listen and say.

Tom Hi, Anna!

Anna Hi, Tom. How are you?

Tom I'm fine. What about you?

Anna I'm cold.

Tom What's the weather in England?

Anna It's cold and rainy.

Tom That's not good.

Anna How's the weather in Saudi Arabia?

Tom It's hot and sunny.

Anna Lucky you!

After activity

- 1 Put the children into pairs and ask them to check their answers.
- 2 Play the track again to check the answers with the whole class.
- 3 Go over the answers and explain.
- 4 Ask the children to draw a picture showing the weather today.

2 Listen and number. Listen and say.

Before activity

- 1 Revise the weather vocabulary.
- 2 Say, *What weather starts with the sound /k/?* Get the children to respond by saying, *cloudy/cold*.
- 3 Repeat with the sounds /s/ (*sunny/snowy*), /r/ (*rainy*) and /w/ (*windy*).
- 4 Ask, *What's the weather like today?* Get the children to respond with an appropriate answer.
- 5 Tell the children to look at the icons underneath the main picture. Ask them which type of weather each icon represents.

Activity

- 1 Do the 'listen' and 'number' signs. Say, *Listen and number*.
- 2 Play Track 69, pausing after each item so that the children have time to number the correct icons.

Lesson 1

1 Listen and say.

Before activity

- 1 Greet the children as in previous lessons.
- 2 Remind children of the weather words they learnt in Level 4 (*sunny, rainy, cloudy, hot, cold*). Introduce the new weather vocabulary (*snowy, windy*) using the flashcards and wordcards. Explain the difference between *hot* and *warm*.
- 3 Say, *How's the weather?* Write the question on the board. Encourage children to respond by saying, *It's* Encourage different responses.

Activity

- 1 Do the 'open book' sign and say, *Open your books at page 48*.
- 2 Do the 'listen' and 'say' signs. Say, *Listen and say*.
- 3 Play Track 68, pausing after each question and answer so that the children have time to repeat.

Track 69

Narrator Unit 8. Lesson 1. Activity 2.
Listen and number. Listen and say.

Narrator 1

Ali How's the weather today?

Tom It's cold.

Narrator 2

Ali How's the weather today?

Tom It's sunny.

Narrator 3

Ali How's the weather today?

Tom It's rainy.

Narrator 4

Ali How's the weather today?

Tom It's hot.

Narrator 5

Ali How's the weather today?

Tom It's cloudy.

Narrator 6

Ali How's the weather today?

Tom It's snowy.

Narrator 7

Ali How's the weather today?

Tom It's windy.

Track 70

Narrator Unit 8. Lesson 1. Activity 3.
Listen and find.

Ali What's this?

Tom It's my calendar.

I have a maths quiz on

Sunday. I have a geography
test on Monday.

I have a test on Tuesday.

I have football on Wednesday.

I have English on Thursday.

Ali What do you have on Friday?

Tom I have Islamic studies on Friday.

I have swimming on Saturday.

- 3 Play the track again, giving children the chance to hear the dialogue again.

After activity

- 1 Ask, *Which day has a black circle?* Get the children to respond by saying, *Monday*.
- 2 Ask, *What day does Tom say it is today?* Get children to respond by saying, *Saturday*.
- 3 Ask, *What test is on Sunday?* Get children to respond by saying, *geography*.

4 Read and say in pairs. D

Before activity

- 1 Display the flashcards and wordcards/write on the board:
What day is it?
Saturday
Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
- 2 Display the subject flashcards from Unit 8.
- 3 Ask the class to look at their school timetable. Say to the class, *What do you have on Wednesday?* Elicit: school subject. *When do you have sports?* Elicit: day of the week.
- 4 If necessary drill the children whole class, 50/50, open and closed pairs to ask and answer questions about their subjects, and when they have them.

Activity

- 1 Model what you want the children to do with an example. Draw a '7 column x 2 row' table on the board. Use the flashcards/write on the board the days of the week in each column (in sequence).

- 3 Do the 'listen' and 'say' signs. Say, *Listen and say*.
- 4 Play the track again, pausing after each question so that the children have enough time to repeat the question and then say the answer. Focus on intonation.

Answers: 1g 2b 3a 4f 5c 6d 7e

After activity

- 1 Say, *What's the weather for number 3?* Get the children to look at their completed boxes and respond by saying, *It's rainy*.
- 2 Repeat for the other numbers.

3 Listen and find.

Before activity

- 1 Ask the children to take out their school diary, calendar or timetable.
- 2 Introduce the days of the week vocabulary using the flashcards. Ask the children what they notice about the letter at the start of each day (it's always capital).

Activity

- 1 Do the 'listen' and 'find' signs and say, *Listen and find*.
- 2 Play Track 70, pausing after each item so that the children have time to find the correct picture.

- 2 Say, *Write*. Get the children to look at their school timetable and complete the calendar.
- 3 Say, *Read and say in pairs*. Point to the question on the board and say. *What do you have on '+ day of week'?*
Elicit: subject

After activity

- 1 Play, *Simon says 'Stand up if you have science on Thursday?'*
- 2 Continue playing with different subjects and days of the week. Make some correct and some incorrect.

Phrase bank **D**

- 1 Get the children to look at the phrases in the phrase bank. Point to the phrase bank.
- 2 Say, *Read and say*. Get the children to read out the phrases.
- 3 Write on the board:
How's the weather?
What do you have on ...?
- 4 Display weather flashcards from this unit and subject flashcards from Unit 7.
- 5 Say, *How's the weather?* Point to the weather flashcards and elicit: It's ...
- 6 Repeat with, *What do you have on ... day of the week?* and encourage the children to look back at Activity 4.

Closure

- 1 At the end of the lesson get the children to stand up. Say, *Goodbye class* and wave.
- 2 Do the 'all together' sign and get children to say, *Goodbye, Mr/Mrs ...* and wave.

Lesson 2

Materials needed

- ✓ Student's Book pages 50–51
- ✓ Flashcards: hot, snowy, windy, cold, rainy, sunny, cloudy, Saturday, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, calendar
- ✓ CD
- ✓ Make wordcards: What / day / is / it / ? / It's

Language

Grammar/Function

What day is it?

It's ... (name of day)

How's the weather today?

It's ... (weather)

Vocabulary

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

snowy, windy

Recycled: *sunny, rainy, cloudy, hot, cold*

Literacy

Reading and writing days of the week and weather words

Reading and writing questions about the weather

Reading and writing questions and answers about activities and days of the week

Phonics and spelling

Sounds /eɪ/ and /ʊ/

Spellings *ai* and *oo*

Examples: *rainy, train, book, look*

Syllabus Coverage

Listening skills:

Differentiate between the pronunciation of similar sounds in English.

Recognise simple intonation patterns.

Understand basic instructions and directions.

Understand simple questions about oneself.

Understand the main idea and/or basic information in short monologues or dialogues consisting of two to four exchanges.

Phonics

Recognise short and long vowels.

Speaking skills:

Ask short simple questions about familiar topics.

Produce short simple phrases/sentences about people and things.

Use formulaic language in basic communication functions (e.g. greet, thank).

Reading skills:

Read and comprehend simple sentences.

Understand short simple sentences.

Understand short simple texts if there is visual support.

Understand the main idea in short simple texts.

Writing skills:

Spell accurately a small number of high frequency words.

Write high frequency words to complete a written text at sentence level.

Functions:

Ask and respond to simple sentences about everyday activities in the Present Simple tense using the first and second person singular.

Greet someone politely at different times of the day, e.g. *Good morning/afternoon/evening*. Say *Goodbye/Good night*.

Identify prepositions of time (*in, on, at*).

Talk about everyday activities.

Identify the days of the week.

Talk about the weather.

Grammar:

Ask questions using *What, Who, Where*.

Prepositions of time: *at, on, in*.

Present Simple (Affirmative – Negative – Questions – Short answers).

Questions with *What, Who, Where, Whose*.

to be (Affirmative – Negative – Questions – Short answers).

to have (Affirmative – Negative – Questions – Short answers).

Track 71

Narrator Unit 8. Lesson 2. Activity 2.
Listen and draw.

It's Saturday. The weather is hot and sunny today.

On Sunday it's cloudy.

On Monday it's cold and rainy.

On Tuesday it's windy.

On Wednesday it's snowy.

On Thursday it's cloudy.

On Friday it's sunny and windy.

Lesson 2**1 Read and match.****Before activity**

- 1 Greet the children as in previous lessons.
- 2 Revise the weather vocabulary using the flashcards and wordcards.

Activity

- 1 Do the 'open book' sign and say, *Open your books at page 50*.
- 2 Do the 'read' and 'match' signs and say, *Read and match*.
- 3 Invite individuals to read the phrases in the word box. Ask volunteers to say which picture they think matches the phrase. Get the children to draw a line to match the two.
- 4 Continue, checking that children are reading and matching the correct words and pictures.

Answers: 1c 2a 3f 4b 5e 6g 7d

After activity

- 1 Ask individuals to say each of the phrases on the right.

2 Listen and draw.**Before activity**

- 1 Invite seven children to stand up. Ask the first one to say a day of the week.
- 2 Ask the next child to say the following day of the week. Continue with the other children, saying each day of the week in order.

Activity

- 1 Do the 'listen' and 'draw' signs. Say, *Listen and draw*.
- 2 Play Track 71, pausing after each item so that the children have time to find the correct day of the week and draw the correct weather.

- 3 Monitor and check that children are drawing the correct picture for the correct day. Help where necessary.

After activity

- 1 Put the children into pairs and get them to check their answers together.
- 2 Play the track again stopping after each line and asking individuals to come to the board and draw the correct picture.
- 3 Get the children to draw a grid with the days of the week and the weather and dictate to their partners, e.g. *On Monday it's rainy*.

**Teaching tip**

Getting children to dictate short phrases to each other, as in the activity above, is a great way to get them to practise both speaking and listening. When they do this kind of activity it's important that the instructions you give at the start are very clear. The best way is to split up the instructions and the activity. So begin by asking the children to draw a grid – show them what to do by using the board. Then ask them to write the names of the days of the week. Next, ask them to draw the weather pictures so that they have a variety of weather over the week. Finally, put the children into pairs and get them to dictate the weather to each other and draw what their partner says. Sometimes the easiest way to give instructions is by demonstrating the activity to the children.

3 Read and say in pairs. D**Before activity**

- 1 Give each child a sheet of paper. Tell them to secretly draw a weather icon.
- 2 In pairs, the children take turns to ask and answer, *How's the weather today? It's ...*, using their own weather pictures.
- 3 Extend the activity by getting the children to swap partners and pictures.



Activity

- 1 Get the children to use their drawing and the pictures in their books to ask and answer about the weather.

After activity

- 1 Collect all the weather drawings from the *before activity* and put them face down in a pile on your desk.
- 2 Invite a child to ask the question, *How's the weather?* Invite a different child to come to your desk and take the drawing from the top of the pile. He/She looks at the picture and answers, e.g. *It's snowy.*
- 3 Continue round the class until all the pictures have been used.

4 Look. Complete and match.

Before activity

- 1 Children should be familiar with gap fill activities from the workbooks. However, demonstrate the activity by writing *h _ t* on the board and saying, *How's the weather today?* Get children to respond by saying, *It's hot.*
- 2 Invite a child to come up to the board and write in the missing letter – *o*.
- 3 Repeat with a few other weather words.

Activity

- 1 Do the 'read' sign and say, *Read and complete.*
- 2 Monitor and check that the children are completing the gaps correctly.

After activity

- 1 Put the children into pairs and get them to check their answers together.
- 2 Go through the answers with the whole class.

5 Listen and number.

Before activity

- 1 Revise the numbers 1–20.

Activity

- 1 Do the 'listen' and 'number' signs and say, *Listen and number.*
- 2 Play Track 72, pausing after each item so that children have time to number the correct days of the week.

Track 72

Narrator Unit 8. Lesson 2. Activity 5.
Listen and number.

- 11 Monday
- 7 Friday
- 18 Tuesday
- 9 Wednesday
- 3 Saturday
- 14 Thursday
- 1 Sunday

After activity

- 1 Put the children into pairs and get them to check their answers together.
- 2 Play the track again and go through the answers with the whole class.

Grammar Focus D

Activity

- 1 Point to the Grammar Focus box.
- 2 Use the wordcards/write on the left and right side of the board to show the following phrases:
What do you _____ ?
I _____ .
- 3 Display wordcards/write on the board the days of the week and the missing words 'have on', 'have'.
- 4 Get the whole class to read out the words in the grammar box one at a time. Say, *What's missing?* Elicit the missing words orally. Don't complete them.
- 5 Say, *Read and write.*
- 6 Get the children to check their answers with a partner.
- 7 Give feedback by inviting a child to use wordcards/write on the board to complete phrases on the board.
- 8 Get the children to check and correct their own work.

Saudi Values

Activity

- 1 Point to the 'Saudi Values' box. Ask pupils to copy the table from Activity 2 on page 50 into their notebooks and then ask them to draw a weather symbol (or two) for each day.
- 2 Get a pupil to come to the front of the class with their notebook and ask them the question, *What's the weather like on Monday?* Ask them to look at the symbol(s) they have drawn and say, *On Monday it's ...* Repeat this with a couple of other days.
- 3 Put pupils in pairs and get them to repeat the activity together.
- 4 Explain to pupils it is important to learn about the weather. This will help emphasise the importance of being environmentally friendly within the *Saudi Vision 2030*.

Phonics

6a Look, listen and say.

- 1 Write the letters for the lesson on the board (*ai* and *oo*).

NOTE to teachers: point out to students that they learned one sound for *oo* in unit 1 but that there are 2 different sounds for these letters.

- 2 Point to each letter in turn and say the sound. Ensure the students note the position of your lips and tongue when making each sound.
- 3 Play Track 73. Pause after each sound and after each word and allow time for the students to repeat. Remind them to check the position of their lips and tongue when making each sound.

Track 73

Narrator Unit 8, Lesson 2, Phonics.
Activity 6a Look, listen and say.

ai /eɪ/	ai /eɪ/	ai /eɪ/
rainy	rainy	rainy
oo /u/	oo /u/	oo /u/
book	book	book

6b Listen and tick. Say the words.

- 1 Write *today* and *book* on the board.
- 2 Point to *ai* on the board and say the sound for *ai* /eɪ/.
- 3 Ask a student to come up to the front and choose the word that matches that letter sound. Ask them to underline the letter(s) in the word that match the sound (*today*).
- 4 Play Track 74. Pause after each sound to allow time for the students to tick the correct picture.

Track 74

Narrator Unit 8, Lesson 2, Phonics.
Activity 6b Listen and tick. Say the words.

1	ai /eɪ/	ai /eɪ/	ai /eɪ/
2	oo /u/	oo /u/	oo /u/

- 5 Say the words *blue* and *grey*. Ask students to repeat several times until you are happy that the students are all able to pronounce the words correctly.

Answers: These to be ticked: 1 train 2 look

Optional

Write some of the exemplars from all eight units in the book on the board. Point to the words at random and ask the students to say the sound they have learned for this word.

Closure

- 1 At the end of the lesson get the children to stand up. Say, *Goodbye class* and wave.
- 2 Do the 'all together' sign and get children to say, *Goodbye, Mr/Mrs ...* and wave.

Workbook

Materials needed

- ✓ Workbook pages 86–88

Language

Grammar/Function

What day is it?

It's ... (name of day)

How's the weather today?

It's ... (weather)

Vocabulary

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

snowy, windy

Recycled: *sunny, rainy, cloudy, hot, cold*

Literacy

Reading and writing days of the week and weather words

Reading and writing questions about the weather

Reading and writing questions and answers about activities and days of the week

Phonics and spelling

Sounds /eɪ/ and /u/

Spellings *ai* and *oo*

Examples: *rainy, train, book, look*

Syllabus Coverage

Phonics

Recognise short and long vowels.

Reading skills:

Read and comprehend simple sentences.

Understand short simple sentences.

Understand short simple texts if there is visual support.

Understand the main idea in short simple texts.

Writing skills:

Apply basic rules of punctuation (e.g. use capital letters, full stops, commas, question marks).

Spell accurately a small number of high frequency words.

Write own name in English.

Write high frequency words to complete a written text at sentence level.

Functions:

Ask and respond to simple sentences about everyday activities in the Present Simple tense using the first and second person singular.

Identify prepositions of time (*in, on, at*).

Talk about everyday activities.

Identify the days of the week.

Talk about the weather.

Grammar:

Ask questions using *What, Who, Where*.

Prepositions of time: *at, on, in*.

Present Simple (Affirmative – Negative – Questions – Short answers).

Revision 4

Materials needed

- ✓ Student's Book pages 52–53
- ✓ Workbook pages 89–90
- ✓ Flashcards: Units 7–8
- ✓ Posters 7–8
- ✓ CD

Note: Do not use the phonic symbols with the children. These are for your purposes only.

Language

Grammar/Function

Revision of grammar from Units 7–8

Vocabulary

Revision of vocabulary from Units 7–8

Literacy

Revision of sounds /st/, /kl/, /ei/ and /u/

Revision of spellings *st*, *cl*, *ai* and *oo*

1 Listen and match. D

Before activity

- 1 Take one of the *school subjects* flashcards, for example, *geography*, and hide it behind a book.
- 2 Gradually lift the flashcard up so that the children can see the top of the picture. Ask *What school subject is this?*
- 3 Show more and more of the flashcard until the children say *It's geography*.
- 4 Repeat with the other school subjects.

Activity

- 1 Point to the picture of Sarah looking happy and say *I like*. Point to the picture of Sarah looking sad and say *I don't like*.
- 2 Do the 'listen' sign and the 'match' sign. Say *Listen and match*.
- 3 Play Track 76. Show the children the lines from Sarah to the school subjects (science and geography).

Track 76

- Narrator Revision 4. Activity 1.
Listen and match.
- Helen What's your favourite subject?
- Sarah Science. Yes, I like science. I like maths too.
- Helen Do you like English?
- Sarah No, I don't.
- Helen Do you like Arabic?
- Sarah Yes, I do. I like Arabic and I like Islamic Studies too.
- Helen Do you like geography?
- Sarah No, I don't. I don't like geography, and I don't like computer science.

- 4 Play Track 76 again. The children draw the lines for the other subjects.
- 5 Get the children to check their answers with a partner.

Answers: Sarah likes – science, maths, Arabic, Islamic Studies, Sarah doesn't like – English, geography, computer science

After activity

- 1 Choose six school subject words. Do a dictation like this:
- 2 Say each word for the first time: the children listen.
- 3 Say each word for the second time: the children listen and write.
- 4 Say each word for the third time: the children check their answers.
- 5 The children swap their notebooks and check each other's work.
- 6 Call individual children to the front to write the words on the board.

2 Write. D

Before activity

- 1 Write *Sarah* on the board. Draw a happy face and a sad face.
- 2 Say the school subjects one by one; call children up to the front to write the subject under the correct face.

Activity

- 1 Show the children the picture for maths; read the sentence *I like maths*.
- 2 The children write the other sentences.
- 3 Get the children to check their answers with a partner.

Answers: 1 I like maths. 2 I like science. 3 I don't like English. 4 I like Arabic. 5 I like Islamic Studies. 6 I don't like geography. 7 I don't like computer science.

After activity

- 1 Say all the school subjects, but miss out one. Ask *What's missing?* The children say the missing subject.
- 2 Repeat with other missing subjects.

3 Write. Listen and match. D

Before activity

- 1 Revise the days of the week with the children.
- 2 Say sequences of days, for example, *Tuesday, Wednesday, Thursday*. Elicit the next day from the children.

Activity

- 1 Do the 'write' sign. Say *Write*.
- 2 Show the children the lines for the days of the week. Elicit the days from the children.
- 3 The children write the days of the week c-g.
- 4 Get the children to check their answers with a partner.

Answers: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

- 5 Show the children the line from the picture of science to *Monday*.
- 6 Do the 'listen' and 'match' sign. Say *Listen and match*.
- 7 Play Track 77 for the first time. The children listen.

Track 77

- Narrator Revision 4. Activity 3.
Write. Listen and match.
- Majid What's your favourite subject?
- Boy My favourite subject is science.
I have science on Monday,
Wednesday and Friday.
- Majid Do you like geography?
- Boy Yes, I do. I have geography on
Tuesday and Thursday.
- Majid What do you have on Saturday?
- Boy I don't have classes on Saturday.
And I don't have classes on
Sunday.

- 8 Play the track for the second time. The children match the school subjects with the days.
- 9 Play the track again. The children check their answers.
- 10 Check the answers orally.

Answers: 1 Monday, Wednesday, Friday 2 Tuesday, Thursday 3 Saturday, Sunday

After activity

- 1 Ask children to talk about their school week with a partner, for example, *I have English on Tuesday and Thursday*.
- 2 Ask individual children to tell the class about their school week.

4 Look and write.

Before activity

- 1 Review weather words with flashcards.

Activity

- 1 Do the 'look' sign and the 'write' sign. Say *Look and write*.
- 2 Point to each of the weather pictures and elicit the weather words.
- 3 Read Number 1 to the children. Elicit the missing words.
- 4 The children complete the sentences.
- 5 Get the children to check their answers with a partner.

Answers: 1 Saturday, sunny 2 hot, rainy 3 windy, cloudy

After activity

- 1 Say *It's Sunday*. How's the weather in England? Elicit the answer (*It's cold and rainy*).
- 2 Repeat with other questions about the weather, using the days and places in this activity.

Phonics

5 Listen and number.

- 1 Explain to the students that the 4 words contain the 4 letter sounds they learned in units 7 and 8.
- 2 Ask them to look at the words and to think about the sounds in each one.
- 3 Play Track 78 and ask the students to write the number next to each word as they hear the sound contained in that word.

Track 78

- Narrator Revision 4. Phonics.
Activity 5. Listen and number.
- | | | |
|--------|---------|---------|
| One. | /st/ | /st/ |
| Two. | oo /u/ | oo /u/ |
| Three. | cl /kl/ | cl /kl/ |
| Four. | ai /ai/ | ai /ai/ |

Answers: train 4, star 1, class 3, book 2

Workbook

Materials needed

- ✓ Workbook pages 89–90

Grammar/Function

Revision of grammar from Units 7–8

Vocabulary

Revision of vocabulary from Units 7–8

Phonics and spelling

Revision of sounds /st/, /kl/, /ei/ and /ʊ/

Revision of spellings *st*, *cl*, *ai* and *oo*

Answers: Saturday: It's sunny and hot. Sunday: It's cloudy and windy. Monday: It's cloudy and rainy. Tuesday: It's snowy and cold. Wednesday: It's sunny and cold. Thursday: It's sunny and windy. Friday: It's sunny and hot.

Phonics

4 Match and write the words.

- 1 Children look at the sounds then read the words.
- 2 They match the words with the sounds they contain.
- 3 They write the words on the lines under the correct sounds.

Answers: *st* star, studies *cl* cloudy, class *ai* rainy, train *oo* look, book

Workbook

Page 89

Revision 4

1 Read and write. D

- 1 The children look at the jumbled words.
- 2 They write them correctly in the list of 'days' or 'weather'. The days of the week should be written with capital letters and be in order.

Answers: Wednesday, Thursday, Friday; windy, snowy, rainy

2 Look and complete.

- 1 The children look at the table. It tells them which school subjects the boys like and don't like.
- 2 They read the sentences about Ali.
- 3 They complete the sentences for Tom and Nader using the information in the table.

Answers: 4 My favourite subject is computer science. 5 I like geography. 6 I don't like maths. 7 My favourite subject is English. 8 I like sports. 9 I don't like geography.

Page 90

3 Complete. Look and write. D

- 1 The children complete the days of the week.
- 2 They then look at the pictures and write a sentence about the weather for each day.

Saudi Stars 4

1 Read and circle. D

Before activity

- 1 Look at the pictures with the children.
- 2 Ask a question about each picture: you and the children can use Arabic where necessary.
Picture 1: *What school subject is it? Sports*
Picture 2: *What is he going to do? He's going to jump.*
Picture 3: *Is he jumping now? No.*
Picture 4: *Was that a good jump? Yes, it was.*
Picture 5: *Is it his turn? Yes, it is.*
Picture 6: *Is there a problem? Yes, there is.*
Picture 7: *Is he happy? No, he isn't.*

Activity

- 1 Do the 'read' and 'write' signs. Say *Read and write*.
- 2 Read the story to the children. Use appropriate intonation to make the story fun.
- 3 Help the children to circle a happy face or an unhappy face for each school subject 1–5.
- 4 Check the answers orally.

After activity

- 1 Read the story to the children again. Use appropriate intonation to make the story fun.
- 2 Read the story again. After each picture, the children repeat chorally. Encourage them to use appropriate intonation.
- 3 Read the whole story chorally.

Chant

2 Listen. Read and say. E

Before activity

- 1 Play *Shark attack* with the days of the week (see Introduction page 7).
- 2 At the end of the game, circle the words the children found difficult. The children copy these words in their notebooks and study them at home.

Activity

- 1 Say Listen and read. Play track 79 so that children get the rhythm of the chant.

Track 79

Narrator Saudi Stars. Activity 2. Chant.
Listen, read and say.

I like Friday, I like Saturday,
I like Sunday and Monday too,
I like Tuesday, I like Wednesday,
Do you like Thursday? Yes, I do!

- 2 Say *Read and chant*. Get the whole class to chant out together.
- 3 Divide the class in half. Get one half to read the questions in the chant and the other half the responses.
- 4 Say *Read and chant*. Get the children to read the chant without the audio recording. Focus on the stress and intonation.

3 Read and write. D

Before activity

- 1 Ask questions about the first picture: *Is it sunny? Is it windy? Where is she?* Elicit the answers.
- 2 Ask questions about the second picture: *Is it cold? Where is she?* Elicit the answers.

Activity

- 1 Do the 'read' and 'write' signs. Say *Read and write*.
- 2 Read the first text to the children.
- 3 Repeat with the second text.
- 4 Help the children to answer *number 1*. The children answer the other questions.
- 5 Call children to the front to write the answers on the board.

Answers: 1 Yes, I do. 2 It's Tuesday. 3 I have maths, English and computer science. 4 It's hot.
5 My favourite class is maths. 6 It's hot.

After activity

- 1 Read the first text to the children again. Choose individual children to read parts of the text.
- 2 Repeat with the second text.
- 3 Choose individual children to read complete texts.

Project

4 Write and draw. D

Before activity

- 1 Ask the children to suggest a day, a class and the weather. Write their suggestions on the board.
- 2 Ask for more suggestions and write the on the board.

Activity

- 1 Show the children how to combine the suggestions into a text (see the texts in Activity 3 for examples). Add details about subjects they like and subjects they don't like.
- 2 The children draw a picture of the class they have described. They write a description in the frame.

After activity

- 1 Ask individual children to show their pictures to the class and read their texts.
- 2 Encourage other children to ask questions, such as *Is it snowy? Is it cold? Do you like ...?*

Progress Check 2

1 Complete. E

- 1 The children complete the days of the week.

Answers: 1 Saturday 2 Wednesday 3 Friday
4 Thursday 5 Sunday 6 Tuesday 7 Monday

2 Write. Use *this*, *that*, *these* or *those*. E

- 1 The children look at the pictures. They should be aware that some pictures are near objects (for *this* and *these*) and some pictures are distant objects (for *that* and *those*).
- 2 The children complete each sentence starting with *This*, *That*, *These* or *Those*.

Answers: 1 These are chairs. 2 This is a chair.
3 That is a book. 4 These are lamps. 5 Those are desks.

3 Read and circle. E

- 1 The children read the options for each sentence 1–6.
- 2 The children read each sentence and circle the correct word.

Answers: 1 this 2 many 3 these 4 Is
5 like 6 don't

4 Read and write. E

- 1 The children read the words in the word box.
- 2 They read the dialogue.
- 3 They complete the dialogue with the number of each word in the box.

Answers: 2, 5, 4, 1, 6, 3

5 Read, write and match. E

- 1 The children read the answers (a *Yes, I do.* / b *It's cold and rainy.*, etc.)
- 2 They make questions with the word cues. They write the questions.
- 3 They match the questions with the answers.

Answers: 1 What is that? e 2 What's your favourite subject? f 3 What day is it? c 4 Do you like science? a 5 What do you have today? d 6 How's the weather today? b

Get Ready 3 Syllabus Checklist

Listening skills for Second Elementary Grade 5		In GR3
Appreciate rhymes		X
Differentiate between the pronunciation of similar sounds in English.		X
Recognize simple intonation patterns.		
Understand basic instructions and directions.		
Understand simple questions about oneself.		X
Understand the main idea and/or basic information in short monologues or dialogues consisting of two to four exchanges.		X
Phonics syllabus for Second Elementary Grade 5		
Recognise short and long vowels: "a, a_e" /eɪ/ as in "dates", "i, i_e" /aɪ/ as in "rice", "o, o_e, oa" /əʊ/ as in "rose", "e, ee, ea" /i:/ as in "teacher", "e, ea" /e/ as in "bread", "oo" /u:/ as in "food", "oo" /ʊ/ as in "book", "u" /ju:/ as in "computer", "u" /ʌ/ as in "duck").		X
Recognise and differentiate between the endings of plural nouns (/s/ as in "cats", /z/ as in "birds", /ɪz/ as in "dresses").		
Recognise and produce some English digraphs (ch, /tʃ/ as in "chair", sh, /ʃ/ as in "sheep", ph, /f/ as in "photo", wh, /w/ as in "white").		X
Recognise and produce some consonant blends (pl, /pl/ as in "plane", cl, /kl/ as in "clap").		X
Recognise and produce some English consonant blends ("cr", /kr/ as in "crisps", "gr", /gr/ as in "green", "fr", /fr/ as in "friend", "pr", /pr/ as in "prince", "bl", /bl/ as in "black", "gl", /gl/ as in "glass", "fl", /fl/ as in "fly", "sl", /sl/ as in "sleep").		X
Recognise and produce some English consonant blends ("br", /br/ as in "brown", "dr", /dr/ as in "dress", "tr", /tr/ as in "tree", "st", /st/ as in "star", "sp", /sp/ as in "spoon", "sn", /sn/ as in "snake", "sm", /sm/ as in "small", "sw", /sw/ as in "swim").		X
Speaking skills for Second Elementary Grade 5		
Ask simple questions about familiar topics.		X
Produce short simple sentences about people, places and things.		X
Respond to short simple questions by saying "yes" or "no" or by giving basic personal information.		X
Use formulaic language in basic communication functions (e.g. greet, thank)		X
Reading skills for Second Elementary Grade 5		
Follow a short simple text while listening to the audio recording.		X
Read and comprehend simple sentences.		X
Read and count cardinal numbers to 100.		X
Read and count ordinal numbers from 1st to 10th.		
Read simple short illustrated stories.		X
Recognize basic rules of punctuation.		X
Understand short simple sentences.		X
Understand short simple texts if there is visual support.		X
Understand the main idea in short simple texts.		X

Writing skills for Second Elementary Grade 5	
Apply basic rules of punctuation (e.g. use capital letters, full stops, commas, question marks).	X
Link ideas with <i>but</i> .	
Link ideas with commas and <i>and</i> .	X
Link ideas with <i>or</i> .	
Spell accurately a small number of high frequency words.	X
Write own name in English.	X
Write short answers to written questions.	X
Write high frequency words to complete a written text at sentence level.	X
Write short phrases and simple sentences to convey basic personal information.	X
Write short simple words/phrases to complete a paragraph.	X
Functions and topics for Second Elementary Grade 5	
Ask about and say where things/people are in the home using <i>in</i> , <i>on</i> and <i>under</i> . e.g. <i>The cupboard is under the window. Abdullah is in the kitchen.</i>	X
ask about and tell the time (o'clock only)	
Ask about number , e.g. <i>How many</i> (children)?	X
ask and answer about places in a town, e.g. <i>Is there a hospital? Yes, there is./No, there isn't.</i> e.g. <i>mosque, mall, restaurant...</i>	
ask and answer about the location of places of special interest in KSA	
ask and respond to simple sentences about everyday activities in the Present Simple tense using the first and second person singular.	X
Count cardinal numbers to 100.	X
count ordinal numbers from 1st to 10th	
describe animals using possessive adjectives (<i>its, their</i>).	
Describe different kinds of food and drink, e.g. <i>It's hot/cold/sweet/sour/salty</i>	
describe location using prepositions of place (<i>in, on, under, next to, between</i>).	X
Describe physical appearance.	X
express likes and dislikes	X
express possession using <i>my/your/his/her</i>	X
greet someone politely at different times of the day, e.g. <i>Good morning/afternoon/evening. Say Goodbye/Good night.</i>	X
identify and name common objects	X
Identify and talk about clothes.	X
identify and talk about different times of the day (morning, afternoon, evening, night	
identify and talk about items in a house	X
Identify and talk about people using the verb <i>to be</i> .	X
identify and talk about people, places, toys and things	X

identify and talk about places in a town and their location using <i>there is, there are</i> and <i>next to, opposite, between</i> .	
identify and talk about rooms in a house	X
identify and talk about the months of the year and seasons	
identify and talk about toys, games and classroom objects.	X
identify occupations and talk about what someone does:, e.g. <i>He's a doctor. Is he a teacher?</i>	
identify prepositions of time (in, on, at).	X
identify the days of the week	X
introduce people to each other, e.g. <i>This is Abdullah</i> .	X
make suggestions using <i>Let's ...</i>	
talk about everyday activities	X
talk about food using want and describe different kinds of food and drink using adjectives (e.g. <i>hot/ cold/sweet/sour/salty</i>).	
talk about likes and dislikes.	X
talk about the weather	X
talk about what people and animals can and can't do	
Grammar for Second Elementary Grade 5	
Adjectives	X
Ask questions using <i>What, Who, Where</i> .	X
Conjunctions (<i>and, but, or</i>)	X
Demonstratives: <i>this/that/these/those</i>	X
<i>How many...?</i>	X
Identify irregular plural nouns.	
Intensifiers: <i>very</i>	
<i>Let's...</i>	
Modals: <i>can/can't</i>	
Nouns: countable (tomato) – uncountable (milk)	X
possession using <i>whose</i>	
Possessive adjectives (<i>my, your, his, her, its, our, their</i>)	X
Possessive case ('s): <i>It's Hassan's</i> .	X
Prepositions of place: <i>on, in, under, next to, between, opposite</i>	X
Prepositions of time: <i>at, on, in</i>	X
Present Progressive (Affirmative – Negative - Questions – Short answers) for activities happening at the moment of speaking , e.g. <i>He is playing</i>	X
Present Simple (Affirmative – Negative - Questions – Short answers) – Time expressions (in the morning/afternoon/evening/at night)	X
Questions with <i>What, Who, Where, Whose</i>	X
Refer to people and things using demonstratives (<i>this/that/these/those</i>).	X

Regular – Irregular plural nouns	X
<i>There is / There are</i>	X
to be (Affirmative – Negative - Questions – Short answers)	X
to have (Affirmative – Negative - Questions – Short answers)	X
Use articles: <i>a/an</i>	X
Use the definite and indefinite article (<i>a/an, the</i>).	X
Use the intensifier <i>very</i> .	

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