

Complimentary Copy—Not For Sale

OXFORD
UNIVERSITY PRESS

INTRODUCTORY

OXFORD PROGRESSIVE ENGLISH

Teaching Guide

ELEANOR WATTS

SECOND EDITION



Based on Single National Curriculum 2020

Contents

Introduction		iv
Early Childhood Care and Education 2020 (ECCE)		xxi
Unit 1	At Home	1
Unit 2	Shopping	17
Unit 3	At School	26
Unit 4	Check-up, Reading, Test, and Challenge	34
Unit 5	Numbers	39
Unit 6	Animal Friends	48
Unit 7	Parts of the Body	56
Unit 8	Check-up, Test, Reading, and Challenge	63
Unit 9	Clothes	68
Unit 10	The Garden	75
Unit 11	Transport	81
Unit 12	Check-up, Test, Reading, and Challenge	87
Unit 13	Food	92
Unit 14	Toys	100
Unit 15	Feelings	107
Unit 16	Check-up, Test, Reading, and Challenge	114
	Songs	119
	Games	123
	End-of-year Test, Instructions, and Mark Scheme	129
	Record of End-of-year Test	137
	Record of Quarterly Assessments	138

Introduction

1. THE COURSE

1.1 The Structure of the Course

Revised Primary Oxford Progressive English Course (OPE) is a comprehensive set of materials for the teaching of English in Pakistan from Kindergarten to Class 5. It is carefully graded to build a solid foundation for the learning of English in secondary school and beyond. In 2020, it was revised in line with teachers' requests for updated texts and more substantial extension work. It has also been adapted to meet the requirements of the Pakistan Single National Curriculum 2020 and the UK National Curriculum. The Introductory Book has been adapted to meet all the Expected Learning Outcomes of the Curriculum for Early Childhood Care and Education, Grade Pre 1 2020 (ECCE). A six-level course, it consists of:

- six Students' Books
- six Teaching Guides
- an optional audio-recording of the songs (Books 0 and 1), the phonic tables (Books 0–2), and the reading texts (Books 0–5).

In line with the Pakistan Single National Curriculum, its general approach is communicative and it is designed specifically for 5 to 11-year-olds. It develops modern ELT practice, teaching language through a meaningful context provided by simple stories, pictures, games, and activities. By the time children complete the course, they should be fluent speakers and readers of English, and independent writers. They should also be familiar with a variety of text types (see 2.3).

New language is taught in a variety of **contexts**, so that children absorb a natural feel for appropriate linguistic structure, function, vocabulary, and style. Most contexts are set in modern Pakistan, so the situations will be familiar to pupils. As the course progresses, an increasing number of stories and factual pieces are drawn from other cultures, thus opening a window onto the wider world. Thus, students will develop 'a sense of interconnectedness with their community and the world at large and develop attributes such as tolerance, respect, appreciation of equality and gender equity in them, which is the basic essence of Islam and all other religions.' (Pakistan Single National Curriculum, page 19).

- **SNC Themes, Sub-themes, and Text types** are detailed unit-by-unit in the Detailed Contents of the Students' Book. **SNC Competencies, Standards, Benchmarks and Student Learning Outcomes (SLOs)** are detailed unit-by-unit in the table Single National Curriculum Student Learning Outcomes. On page xxi of this Teaching Guide, you will find a detailed section, Single National Curriculum Alignment, showing the SNC requirements and where each SLO is covered in the Students' Book. Note that as OPE is used in English-medium schools, some competencies, themes, and text types are taught earlier than required by the Single National Curriculum. However, they are revised in the specified years.

- The four skills of listening, speaking, reading, and writing are integrated in each unit. Thus, new spelling, vocabulary, grammar, and punctuation rules are contextualised in age-appropriate texts. Through regular revision, the children attain the Standards for key Competencies ‘through spiral progression, with a major focus on development of language skills’ (Pakistan Single National Curriculum for English Language, page 8). The following table demonstrates how OPE matches the Single National Curriculum:

OPE headings	Reading: Text types	Reading: Themes	Writing	Listen and Speak	Phonics	Words	Sentences (OPE 0–2) Grammar and Punctuation (OPE 3–5)
Pakistan National Curriculum pages 13 to 15 Competencies (C) and Standards (S)	C2, S1 Reading and Critical Thinking Skills: Students discover, understand, and engage with a variety of text types through tasks, which require multiple reading and thinking strategies for comprehension, fluency, and enjoyment.	C2, S2 Students read and analyse literary text to seek information, ideas, and enjoyment, and to relate their own experiences to those of common humanity as depicted in literature.	C4, S1 Students produce academic, transactional, and creative writing that is fluent, accurate, focused, and purposeful and shows an insight into the writing process.	C1, S2 Listening and Speaking: Students use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both informal and informal settings	C1, S1 Students understand and articulate widely acceptable pronunciation, stress, and intonation patterns for improved communication, focusing on the regular phonic patterns of words.	C3, S1 Lexical aspects of language: Students enhance their vocabulary for effective communication.	C3, S2 Formal aspects of language: Students understand punctuation, syntax, grammatical functions, rules, and their application for developing accuracy in their spoken and written communication.
		C5, S1 Students develop ethical and social attributes and values relevant to a multicultural and civilized society.					

New OPE headings related to Competencies and Standards in the Pakistan Single National Curriculum 2020

1.2 The Teaching Methods of the Course

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

- Children focus on **themselves and their immediate world**, so they need the opportunity to exchange information about themselves, their families, homes, and friends.
- Children **learn by doing**. For this reason, many activities, including storytelling, require the children’s active participation. Some activities, like games and action songs, demand physical movement; others such as drawing and colouring encourage the children to be creative.
- Children **learn quickly and forget quickly** too. New language is recycled within and between units. Check-up sections, at regular intervals in the course, help children to review the work from the previous units. Regular tests enable the teacher to identify what children have not understood, so that problem concepts can be re-taught.

- Children **learn and work at different paces**. The teacher’s notes for some activities suggest how to give extra help to certain pupils, and provide extension activities for confident children or those who finish first. Regular Reading and Challenge sections provide additional reading texts and language extension work for more able children who have understood the main concepts.
- Children need to **socialize with other children**. By working as a class, in pairs or in groups, they share information and are encouraged to relate in a variety of ways.
- Children **learn in different ways**. There are plenty of attractive pictures and diagrams for children who learn visually. There are listening tasks and songs for children with auditory intelligence (or through hearing). There are language teaching games and activities for children who learn kinaesthetically (or through moving their bodies).
- Children **learn holistically** (through relating language to the whole of life). Cross-curricular links make children aware that English is useful outside the language lesson and can help them engage with real life. Themes include those listed in the Single National Curriculum 2020.

2. THE STUDENTS’ BOOK

2.1 Organization

The books are divided into units of six to eight pages with a Check-up, Test, Reading, and Challenge section at the end of each quarter of the book. **Formative assessment** plays an important role in the revised course. After three teaching units, the **Check-up** section revises what the teacher has already taught. After this, pupils can take the **Test** in silence, without help. Scores can be recorded in the photocopiable *Record of Quarterly Assessment* at the end of the Teaching Guide. If a class or individuals have found the test difficult, the teacher should re-teach weak areas identified by the Test before moving on to the next unit. Children who do well in the Test can move on to the optional **Reading and Challenge** section. This will extend the language skills of more able children, but can be omitted if time is limited or children are struggling. The first unit of each book revises what has been taught in the previous year. Every unit in the early books is loosely based around a theme, e.g. family, clothes, or animals. All the SNC Themes and Sub-themes listed for Classes 1-3 and 4-5 are covered in the Students’ Books.

Each exercise in a unit has a clear rubric which explains what is expected of the pupils, for example, *Read the story, Match the pictures to words, Answer the questions*, giving an example where necessary. There are many types of written exercises such as: substitution tables, filling in the blanks, word-picture matching, sentence-picture matching, sentence completion, and reordering of sentences. To add to the fun of the course, there are many puzzles, crosswords, word searches, and riddles.

2.2 The Content of the Students’ Book

The Detailed Contents at the beginning of each Students’ Book provides a breakdown of the key focus of each unit listed under these headings:

- Text, theme, and text type
- Listen and speak
- Phonics (Books 0–2 only)
- Words (thematic vocabulary and spelling)

- Sentences (includes structure, grammar, and punctuation)
- Writing (guided composition in the same text type as the reading text)

2.3 Reading Texts, Text Types, and Themes

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

The Pakistan Single National Curriculum requires that ‘students develop ethical and social attributes and values relevant to a multicultural, civilised society’ (page 15). To support this objective, it lists a number of **themes** for each year group. OPE introduces themes through a reading text and students go on to explore the themes in discussion and in writing.

In line with both the Pakistan and UK National Curricula, students are regularly asked to analyse texts for information, ideas, and enjoyment. They are given tasks which require multiple reading and thinking strategies for comprehension, fluency, and enjoyment.

Each new reading text has a **pre-reading, while-reading, or post-reading task**. This invites children to bear in mind one or two questions as they read. After the children have completed the reading and comprehension questions, they consider open-ended **discussion questions** about the text, relating it to their own lives or inferring unstated meaning.

Primary OPE has been designed to introduce children to a variety of **text types** of fiction and non-fiction. These have been drawn from the UK National Primary Curriculum and Pakistan Single National Curriculum.

The following table shows how these text types are introduced and reinforced over the six years.

Text Types in Primary Oxford Progressive English

*New text types to the year are in italics. Text types are often called genres. The UK National Curriculum advises teachers to introduce children to a wide variety of fiction and non-fiction genres which reflect the text types in the Pakistan Single National Curriculum.

Introductory Text Types	Book 1 Text Types	Book 2 Text Types
<p>Note that this list is for the use of teachers only. We do not recommend that you teach pre-primary children to identify text types.</p> <p>Fiction <i>*Talk-about pictures</i> <i>Text message</i> <i>Cartoon / Picture story</i> <i>Realistic story (Story with a familiar setting)</i></p> <p>Non-fiction <i>Labelled diagrams</i> <i>Poems/Songs/Lyrics</i></p>	<p>Fiction <i>Cartoon / Picture story</i> <i>Realistic story (Story with a familiar setting)</i> <i>Folk tale (Traditional story)</i> <i>Story with repetition (Story with patterned language)</i> <i>Fantasy</i> <i>Science fiction</i></p> <p>Non-fiction <i>Labelled diagrams / Tables</i> <i>Poems/Songs/Lyrics</i> <i>Instructions</i> <i>Daily diary/journal</i> <i>Dictionary work</i></p>	<p>Fiction <i>Realistic story</i> <i>Folk tale (fable)</i> <i>Fairy tale</i> <i>Fantasy</i> <i>Science fiction</i> <i>Children's classic</i> <i>Story from another culture</i> <i>Playscript</i> <i>Description</i></p> <p>Non-fiction <i>Labelled diagrams/tables</i> <i>Poems/Songs</i> <i>Instructions</i> <i>Daily diary/journal</i> <i>Dictionary work</i> <i>Explanation and Information</i> <i>Notices and maps</i> <i>Informal letter</i> <i>Jokes and riddles/Anecdotes</i> <i>News report/short article</i> <i>Advert</i></p>

Book 3 Text Types	Book 4 Text Types	Book 5 Text Types
<p>Fiction <i>Cartoon / Picture story</i> <i>Folk tale (legend)</i> <i>Realistic story</i> <i>Adventure story</i> <i>Playscript/Dialogue (formal and informal)</i> <i>Description (story setting)</i> <i>Classic children's literature</i> <i>Historical fiction</i></p> <p>Non-fiction <i>Notices and maps</i> <i>Informal letter</i> <i>Instructions</i> <i>Poems/Rhymes/Ballad</i> <i>Dictionary work</i> <i>News report/ Recountal</i> <i>Diary</i> <i>Riddles/Jokes</i> <i>Non-fiction with headings</i> <i>Survey</i> <i>Leaflet</i> <i>Biography</i> <i>Personal email</i> <i>Recipe</i> <i>Report</i> <i>Quiz</i> <i>Fact sheet</i> <i>Job advertisement</i></p>	<p>Fiction <i>Folk tale (myth)</i> <i>Fable</i> <i>Realistic story</i> <i>Science fiction</i> <i>Ghost story / Mystery</i> <i>Description (character)</i> <i>Classic children's literature</i></p> <p>Non-fiction <i>Instructions</i> <i>Poems/Rhymes</i> <i>Dictionary work</i> <i>News report</i> <i>Letter to the editor</i> <i>Letter of complaint</i> <i>Diary/Postcard</i> <i>Biography</i> <i>Leaflet</i> <i>Quiz</i> <i>Reading journal</i> <i>Book cover</i> <i>Report/Recountal</i> <i>Formal and informal letter</i> <i>Autobiography</i> <i>Fact sheet</i> <i>Review</i> <i>Poster</i> <i>Blog</i> <i>Summary</i></p>	<p>Fiction <i>Folk tale (parable)</i> <i>Story with a familiar setting</i> <i>Fantasy</i> <i>Description (story + character)</i> <i>Classic children's literature</i> <i>Adventure story</i> <i>Travel adventure</i> <i>Disaster story</i> <i>Magic realism</i> <i>Historical fiction</i></p> <p>Non-fiction <i>Formal / Informal letter</i> <i>Instructions</i> <i>Poems/Rhymes</i> <i>Dictionary work</i> <i>Short article</i> <i>Non-fiction with headings</i> <i>Diary</i> <i>Leaflet</i> <i>Quiz</i> <i>Book cover / blurb</i> <i>Autobiography/Biography</i> <i>Jokes / Boasts / Anecdotes</i> <i>Summary</i> <i>Short essay</i> <i>Campaign literature</i></p>

Themes and sub-themes

Each reading text is linked to several specific themes. At least one is taken from the Pakistan Single National Curriculum for English 2020. This is listed first in the Vocabulary box at the beginning of each unit.

The themes are selected primarily to nurture positive ethical and social attitudes, relevant to the context of Pakistan (C5 in the Pakistan National Curriculum). They also create an awareness, tolerance, and understanding of global audiences and avoid examples of prejudice or discrimination.

Discussion and inference

When children are asked to discuss a question about a text, there may be no 'right answers' and there is no need to write in notebooks. Encourage the class to talk about the issues raised by a text, to infer un-stated meaning, and express their own opinions about what they read.

Talk boxes and higher order thinking skills

The SNC stresses the importance of developing higher order thinking skills such as critical thinking, problem-solving, inquiry, role play, creativity, and research skills. OPE has introduced 'talk boxes' which initiate discussion as in the following table. Children should not be expected to write answers to the open-ended questions.

	OPE 1	OPE 2	OPE 3	OPE 4	OPE 5
Discussion or Brainstorm	U12 L3 U15 L3	U3 L1, U6 L5 U15 L3	U7 L3 U19 L5	U18 L5	U20 L1
Role play	U4 L3 U16 L3	U6 L6 U15 L5	U3 L3	U11 L4	U8 L3
Critical thinking	U3 L3 U16 L3	U2 L3 U14 L7	U3 L1	U16 L3 U19 L2	U13 L3 U 19 L3
Problem solving	U9 Reading	U15 L6 U17 Check	U9 L2	U11 L5	U16 L5
Inquiry	U13 Check	U2 L2 & 5 U15 L3	U2 L3	U11 L3	U9 L3
Activity	U6 L3 U8 L6	U4 L3	U11 L3	U11 L4	U5 L2
Further reading or internet research	U6 L1	U4 L3 U7 L3	U21 L3 U3 L5	U4 L1	U3 L5
Creativity	U16 L3	U10 L6 U13 Reading	U5 L3	U9 L5	U19 L5
Prediction	U6 L3	U3 L3	U8 L3	U4 L3	U4 L3
Analysis	U6 L4	U11 L3	U4 L1 ER L3	U11 L2	U5 L3 U8 L2
Imagination	U16 L6	U14 L7	U21 L2	U14 L3	U7 L5

Extensive Reading

Every book begins with four new extensive reading texts to focus attention on themes and text types drawn from the SNC. They can be read for gist and should initiate open-ended discussion of children's related experiences. They can be read at any time during the academic year and are not tied to any language SLOs.

2.4 Listening and Speaking Skills

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

Listening

Every unit has at least one listening task which requires children to listen for specific information. The text for the listening exercises is at the back of each book. The texts for listening exercises in Books 3–5 are longer than in earlier books and become progressively more difficult.

Speaking

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

2.5 Words and Phonics

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

Topic words: These clusters of words are determined by the unit theme (e.g. animals, families, or modern technology).

Phonic words: These are grouped according to a repeated phonic pattern.

Phonics

By phonics, we mean the regular sound patterns in English words (e.g. *a* as in *man*, *sh* as in *shop*, *ee* as in *bee*). We suggest that children have frequent practice in recognizing the patterns that enable them to decode new words when they meet them by 'sounding them out' (e.g. KUH-AH-TUH – cat, not SEE AYE TEE). Since 85% of the words in the English language are phonically regular, phonics enables children to decode new words when they are encountered. Every unit of the first three books has one lesson focusing on phonics (See Section 5.2). The Reading and Challenge section provides additional phonic and spelling patterns taken from the UK National Curriculum.

Sight words

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

2.6 Sentences

In this section, the children put words together in sentences by learning about:

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


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


2.7 Writing

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

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

2.8 Icons in the Students' Book

 The text of the listening exercise is on the given page at the back of the Students' Book.

 This is available in the audio-recording.

 Children should do this exercise in their notebooks.

 Discuss higher order thinking skills in class.

3. THE TEACHING GUIDE

3.1 Page by Page Lesson Notes

These include:

- the Expected Learning Outcomes (ELOs) of each lesson, including ELOs from ECCE
- preparation and materials needed before the lesson, where necessary
- suggestions and answers for the teaching of each activity
- additional activities for children with good English; these might extend the more able or give reinforcement for the less able
- a set of photocopiable phonic word - picture matching flash cards
- a diagnostic mark scheme for the quarterly assessment tests. This will enable teachers to identify individual children's weaknesses. It also indicates which areas the whole class needs to revisit.

- a photocopiable End-of-year test and mark scheme. This can be sent to parents and next year's teacher.

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

Unit 1 gives very detailed lesson notes to establish suggested ways of teaching that should continue throughout the book. To avoid repetition, in later units teachers are referred to procedures detailed in earlier ones. They are also referred to songs and games that help to teach the language points of the unit. These are given at the end of this book so that they can be found easily.

3.2 Language Teaching Games

ECCE and the SNC emphasise the importance of play-based, interactive activities for young children. You will find a game for each level at the back of Teaching Guides 0, 1, and 2. Children are motivated to learn a language by games that help them to practise language without feeling bored. Games provide a meaningful and enjoyable context to learning and should be seen as an essential part of the course, not an optional extra. Do not just play the games when the teacher's notes tell you to! Use them to revise language and make up your own games. For example, you can motivate a hot, tired class by turning a set of questions into a team game and giving a mark to each team that gets an answer right. If possible, find time every day for a game.

3.3 Songs

Through songs, children learn new language structures and also pronunciation. Singing is a natural way to practise the rhythm, stress and intonation of English. They love repetition and won't get bored if you sing songs you learnt last month or last year. If possible, use the audio-recording to enliven your teaching of the songs and to give the children another model of English. The teacher is sometimes given guidance on pronunciation and stress in case the school is unable to use the audio version. At the back of this Teaching Guide you will find the full text of songs from OPE Introductory Students' Book. Most songs are matched with actions to add sense to the songs and increase children's participation.

3.4 Photocopiable / Online Record of Quarterly Assessments

At the back of the teaching guide, you will find a Record of Quarterly Assessment for the four formative assessments in the Students' book. This record will enable you to track children's gaps in understanding and re-teach problem areas. It can be photocopied or completed electronically.

3.5 Photocopiable / Online End-of-Year Test

This is a summative test that assesses how far each child has progressed over the year. As it is in the Teaching Guide, children cannot be tutored for it, so it will enable you to pass on a reliable record of achievement to the parents and next year's teacher. There is also a detailed mark scheme and a sheet to record the End-of-Year Test results. It can be photocopied or completed electronically.

4. THE OPTIONAL AUDIO-RECORDING

An optional audio-recording is available for teachers and students. This can be downloaded onto any smart-phone, tablet, or laptop. It will help you to teach correct pronunciation and intonation. It will also expose your pupils to a variety of correct English accents.

4.1 How to Download the Audio-Recording

To create an account:

1. Go to <https://oup.com.pk/>
2. Click on 'Account Information' on the top right corner of the home page.
3. Click 'Register' from the drop-down menu and enter the required information in the form. You will receive a confirmation email from Oxford University Press Pakistan.
4. Follow the instructions provided in the email to activate your account.

To login:

1. Go to www.oup.com.pk/digital-resources
2. Click 'Oxford Progressive English'.
3. Click 'Oxford Progressive English Introductory Digital'.
4. Enter your email address and password to log in.
5. Enter the pin code to access the digital resources.

4.2 How to Use the Audio-Recording

We recommend that a school provides every teacher with speakers so that the recordings can be used during lessons. Recordings should be downloaded before use in school. The children can also listen to the audio-recordings at home. The recordings consist of:

- songs (Levels 0 and 1)
- phonic tables (Levels 0, 1, and 2)
- reading texts (Levels 0, 1, 2, 3, 4, and 5)

4.3 Songs

The songs in Levels 0–1 include a variety of traditional and modern styles of singing. Ideally, the songs should be introduced when they occur in the unit but this may not be practicable. If classes share audio-equipment, the children can sing along with the songs in assemblies or singing lessons. Either way, they will benefit from plenty of repetition.

4.4 Phonic Tables

The phonic tables teach the regular spelling patterns that make given phonemes (sounds). They occur in the last lesson of each teaching unit. The children can be asked to listen to and repeat the correct pronunciation and stress of each word. They should also discuss the meanings of the words and use them in the context of interesting sentences.

4.5 Reading Texts

The reading texts are read aloud expressively by professional actors. They bring the texts alive and provide children with a variety of correct models of English. Sometimes sound effects help to set the scene and add to the fun. These recordings are a significant addition to the revised course.

5. THE STRUCTURE OF THE INTRODUCTORY BOOK: ALL CLASS TEACHERS SHOULD READ THIS.

Each teaching unit has the following components.

5.1 Cartoon or short text with related oral work

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

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

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

Encourage parents to hear their children read at home.

5.2 Listening and speaking exercises, games and songs

Listening and speaking exercises

As spoken English is so important in modern life, every unit has an exercise that practises the children's listening and speaking abilities. So that children focus on the sound of the language, the texts of listening exercises are given at the back of the book. Read them slowly and clearly, repeating each sentence twice. The children may be asked to connect pictures to words with a line, to listen and draw or colour, to listen and do or to point to the things you say.

Oral practice

Throughout the book, children are encouraged to practise using commonly used chunks (groups of words or formulae like How are you? Fine, thanks).

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

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

Chat

Teachers are sometimes encouraged to chat about the theme of the unit, drawing from the children's own experiences as this helps to develop fluency in using English to express their own

ideas. Extend more able children by asking them to relate pictures in the book to their own lives. You may wish to keep five or ten minutes for chat at the beginning of a lesson. Chat is not limited by the language structures being taught and should be informal and enjoyable. For an example of the difference between focused language practice and chat, see Unit 1, Lesson 2. While every school will have its own policy about use of the mother tongue, we suggest it has its place during chat if it helps children to get involved in the theme of the unit.

Repetition and revision

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

Songs

Every unit has a song. Songs help children to use correct stress and intonation. Children also enjoy them — especially if they use actions to reinforce the meaning — and they help you to drill certain structures in the language. Usually there is only room in the Student Book for the first verse of a song. The full text and actions are given on page 119.

Games

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

Talk boxes

These practise higher order thinking skills, for example critical thinking, problem solving, inquiry, role play and creativity. Take time to discuss these open-ended questions and encourage children to express different opinions. Do not expect children to write their answers.

5.3 Word work

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

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

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

5.4 Sentence work

These lessons focus on developing grammar, sentence structure and punctuation. The key structures are listed in the box on the first page of each unit.

As children do not usually think analytically, the emphasis is on using the language, not knowing about the language. Wherever possible, exercises are contextualized by pictures or theme. While the children get plenty of practice in a given form, they are not encouraged to learn grammatical terms like noun or simple present at this level.

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

5.5 Phonic work and Phonic boxes

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

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

In the Introductory Book, children learn phonic sounds mainly through the initial sounds of words in the following progressive order, starting with the simplest shape – o. This is the structure it follows:

1. pages 10-23: lower case letters which fit between double ruled lines (e.g. o, c, a, r)
2. pages 24-38: letters which extend above the double ruled line (e.g. l, t, h).
3. pages 39-43: letters which go below the double ruled line (e.g. g, y, p).
4. pages 44-79: upper case and revision of lower case in the order of the alphabet.
5. pages 89-107: phonic sounds made by pairs of letters. There are three main types:
 - phonemes (single sounds) made by pairs of vowels, such as ea and oo,
 - phonemes made by pairs of consonants such as th and ch,
 - consonant blends such as pl and fr.

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

Sight words

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

Flashcards

At the end of each unit, you will find a set of phonic words and picture flashcards. A pack of sturdy flashcards is available from OUP, but if you do not have them, photocopy these pages onto thick card. If possible, enlarge them too, as it is important that they can be seen and read with ease from the back of the classroom. If you are able to laminate them or keep them in a transparent plastic pouch, they will last longer. Get the children to practise matching the pictures and words regularly and revise them frequently with games like Run and match (see Games section, page 123).

5.6 Handwriting

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

5.7 Check-up, Test, Reading, and Challenge Units

Check-up

Every fourth unit starts with revision. This will give you an opportunity to revise listening skills, word and phonic work, and sentence work. In addition to this, make up your own picture-word matching exercises (e.g. those on page 15 of the Students' Book) on the blackboard. Do not worry if you cannot draw well. Simple, quick sketches will do! Also give dictation of the sentences with the key spellings in Lesson 2 of each teaching unit. Revise all the songs and games too.

Tests

After a thorough revision, get your pupils to do the Test in silence without help. However, you may read aloud the instructions for each exercise. Give the children as long as they need to complete it and have other work such as colouring ready for children who finish early. Record their results in the photocopiable Record of Quarterly Assessments at the back of this book. The test will enable you to identify weaknesses in listening, vocabulary (Words) and grammar (Sentences). We call this formative assessment because the test forms and gives direction to your future teaching. Take note of problem areas and re-teach them. If a minority of children have found the test hard, try to give them special assistance to enable them to catch up and do not give them the Reading and Challenge. The Record of Quarterly Assessments will help you to track each child's progress and identify areas of weakness in individual children and the class as a whole.

Reading and Challenge sections

Those who have done well in the Test can undertake the Reading and Challenge sections, which provide extension work in reading and language skills for more able pupils. This extra work can be omitted by children who need to consolidate the key concepts. It can also be omitted if you find it difficult to complete the book in a year. End-of-Year Test This is a summative test. It is not intended to help you do further teaching since it comes at the end of the academic year. Its purpose is to sum up each child's learning over the year and will help you to write reports for parents. The Record of the End-of-Year Test can be passed on to the next teacher.

6. CLASSROOM ORGANIZATION

Display pictures which the children have drawn, together with their own writing about the pictures. Find interesting pictures in magazines or newspapers and display them with a simple label. If you do not have a pin board for display, you can hang a string across the front of the classroom and display flashcards and children's pictures by pinning them on the string with clothes pegs. This kind of washing line can really add life to a classroom!

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

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

7. CONCLUSION

We hope that your pupils will enjoy English right from the start. Children learn well if they feel that they are succeeding and this course is designed to help them do just that. It should be:

- easy for children because it is carefully graded so that they learn a little more every day and build upon what they already know
- easy for teachers because it provides a balance of speaking, listening, reading and writing skills as well as games, songs and extension activities.

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

FREQUENTLY ASKED QUESTIONS ABOUT REVISED OPE 0-2

No single coursebook can be 'just right' for every student, in every class, in every school, in every country. Some teachers may have questions as they prepare to use Revised OPE. We hope that these FAQs will help provide some answers.

I can't finish a Teaching Unit in the allocated time.

- Set some exercises for homework, but always practise them orally in class beforehand.
- Ask students to read some texts at home, but always introduce the topic and key vocabulary items beforehand.
- Ask students to complete their writing assignments at home. But always discuss the topic, functions, and vocabulary that they will need.

Revised OPE is too long. I can't finish it by the end of the year.

- There is more material in Revised OPE than in the original edition so as to give teachers choice. Each school is different. In some schools, children are exposed to little English at home, so they will need more time. In this case, focus on the Teaching Units, as these form the backbone of the course.

- If you cannot cover the whole book in a year, do not teach the extra reading and extension sections. The children will still be able to progress through the course.

Revised OPE is too difficult.

- Revise those language points that your students found difficult in the Check-up and Test sections.
- Use the Quarterly Test results to pinpoint the areas that your students find difficult. Teach them again to consolidate understanding,
- Omit the extra Reading and Challenge sections.

Revised OPE is too easy.

- Complete the Teaching Units at a suitable pace for your students. Then spend the time saved on covering the extra vocabulary and grammar in the extra Reading and Challenge sections. Take time to discuss the themes in class and relate them to the children's experience.
- Add a programme of Extensive Reading to your timetable for the term. Check out the Oxford Reading Tree for interesting titles that might be appropriate for some or all of your students. Outstanding students of English nearly all read widely for pleasure.
- Read aloud a chapter of an exciting children's book for ten minutes at the end of each lesson.

My students make mistakes with grammar, even after studying specific language points.

- OPE is organised along spiral lines. So language points are revisited as students progress from one level to the next.
- Play the language teaching games at the back of the book—first with the recommended unit, then when you have five or ten minutes at the end of a lesson.
- Reinforce language points by turning revision into a team game. Divide the class into two teams and ask a member of each team to answer the grammar exercises in turn. A game is a wonderful way to motivate bored students!

I do not have the technology to use the audio-recordings.

- You can use OPE without the audio-recording, although it will enhance your teaching if you are able to use it.
- A laptop, tablet, or smartphone will be sufficient, especially those with inbuilt speakers.
- If the volume is too soft, ask your school to provide you with speakers.

I cannot use the audio-recordings because my school has no Wi-Fi.

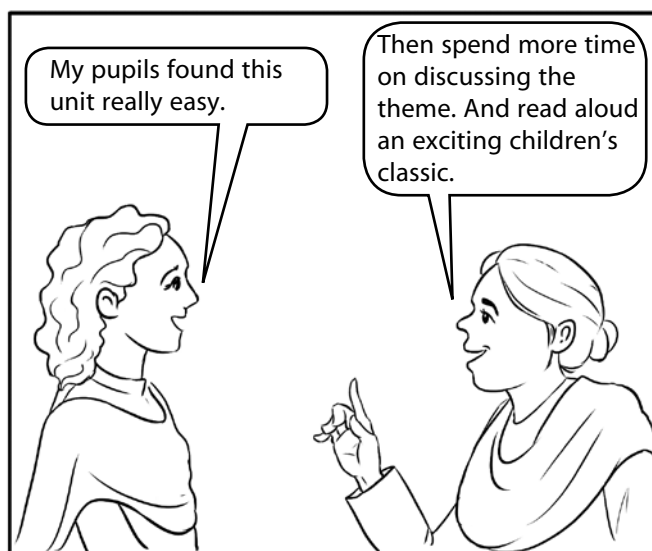
- Download the audio-recordings at home before you teach a unit.

I cannot use the audio-recordings because the current is unreliable.

- Make sure that your laptop, tablet, or smartphone is fully charged before the lesson.

The books are too heavy for small children to carry.

- Ask the children’s parents to cut out pages that are intended for the teacher. Pages should be cut at least 2 cm from the spine so as to ensure the binding remains in place.



SINGLE NATIONAL CURRICULUM-EXPECTED LEARNING OUTCOMES

(Alignment with ECCE Early Childhood Care and Education, Grade Pre 1 2020)

OPE Introductory is fully aligned with ECCE Competencies and their Expected Learning Outcomes (ELOs). Many ELOs are met in every unit of the book, so most references below are examples from the first few Units (U) and Lessons (L) in the Students' Book. The language activities below will form part of the daily 'Plan-Work-Clean-up-Review' procedure detailed on page 63 of ECCE.

Competency 1. Children will engage confidently with others using language in a variety of ways for a variety of purposes and contexts.

Every unit has a listening exercise and a 'Listen and Speak' section giving a specific purpose to talking. There is a rich variety of talk-about pictures, stories, language-teaching games, and action songs. These provide meaningful contexts for confident use of the language. Children are encouraged to do pair work, group work, and role play. Audio-recordings of songs, stories and phonic tables give a lively and correct model for pronunciation. Open-ended questions are initiated in 'talk boxes' based on ECCE ELOs. Phonic boxes and phonic tables practise pronunciation of the regular phonemes made by the 26 letters of the alphabet and common digraphs.

- a. Listen attentively in small and large groups and share their views about every event and special occasions. **(U1 L1 A, U2 L2 Talk box, every Listen and Speak section, Listening exercises on pages 116-118)**
- b. Respond to others in a variety of verbal and non-verbal ways for a variety of purposes, for example exchanging ideas, expressing feelings, and a variety of contexts, plan-work-clean-up-review, group work time. **(U1 L1 B, U1 L4 B, U2 L1 B and L2 B, language teaching games on pages 116-118, every Listen and Speak section)**
- c. Talk about their experiences and feelings with peers and adults by using complete sentences. **(U1 L4 A, U2 L2 Talk box, every Listen and Speak and Sentences section)**
- d. Respond to and verbally express a range of feelings, such as joy and sorrow, wonder and anger. **(U1 L4 B, U2 L1 and 2 Talk boxes, U15 L1 B Talk box)**
- e. Show respect for a variety of ideas and beliefs by listening and responding appropriately. **(U13 L3 Talk box, U13 L4 A and B, all Talk boxes)**
- f. Wait for their turn to speak and not interrupt when others are talking. **(U1 L2 B, all Listen and Speak sections, and Talk boxes, language teaching games on pages 116-118)**
- g. Initiate conversations with peers and adults. **(U1 L1 B, U1 L3 C, all pair and group work tasks, all Listen and Speak sections and Talk boxes)**
- h. Recognition of letters with their initial sounds. **(Alphabet on page 2, song in U1 L1 C, U1 L6 A, U3 L6 A, Phonic boxes on pages 10-79)**
- i. Recognition of phonemes (phonemic awareness) in spoken words. **(U1 L6 A and B, all Phonic tables on the last page of each teaching unit)+ audio-recordings**
- j. Know the sounds of vowels a-e-i-o-u. **a (U1 L6 A and B), e (U5 L6 A and B), i (U3 L6 A and B), o (U6 L6 A and B), and u (U7 L6 A and B) + audio-recordings**
- k. Recognition of digraphs. **sh (U9 L6 A and B), ow (U10 L5 A and B), ee and ng (U11 L5 A and B), ea and th (U13 L5 A and B), ck and oo (U14 L5 A and B), ir (U15 L5 A and B) + audio-recordings**
- l. Use rhyme and relate this to a spelling pattern (word building). **-at (U1 L6 B), -an (U2 L6 A), -in (U L6 B), -en (U L6), -ox (U L6), 12 songs + audio-recordings**

- m. Recognise and differentiate between sounds in the environment. *Animal sounds* (U5 L2C game and U6 L2 song), *vehicle sounds* (U11 L1 and 2)
- n. Understand and follow instructions. (U3 L3 A, U3 L2 B, U7 L2C, U8 Check-up A)
- o. Use correct pronunciation. (U1 L1 Phonic box, U1 L6 A and B, Phonic boxes on every page, Phonic tables on the last page of every teaching unit, all songs and stories) + audio-recordings
- p. Recognition of phonemes (phonemic awareness) in spoken words. (U1 L1 C, U1 L1 Phonic box, U1 L6 A and B, Phonic boxes on every page, Phonic tables on the last page of every teaching unit) + audio-recordings

Competency 2. Children will describe objects, events and their plans for the day.

'Chat' is an important strategy, which is detailed in the Introduction to the TG and is guided in every unit of the TG. There are many suggested ways for children to describe objects and events in the varied pictures and games and to discuss plans for the day. The attractive, detailed pictures are designed to provide opportunities for children to describe what they see.

- a. Name things in their environment. (U1 L2 A, U2 L2 A, **Words section of every unit**)
- b. Describe and talk about pictures, drama, animated video etc. (**all pictures, U1 L2 A and L3, U11 L1 Talk box, U15 L1 B Talk box**)
- c. Share their plans for the day and describe the previous or upcoming events and days. (U14 L2 Talk box, U16 Reading F)
- d. Express their ideas with clarity. (U2 L4 A and B, **Sentences section of every unit**)
- e. Extend their ideas or accounts by providing some detail about their topic and daily routine. (U1 L2 Talk box, U3 L2 Talk box, U14 L1 C)
- f. Describe a picture by using appropriate words or simple sentences. (U1 L2 A, U3 L1 A and B, **all Words and Sentences sections**)

Competency 3. Children will enjoy listening to stories and poems/rhymes and make up their own stories and rhymes.

Every unit has a lively story according to the theme of the unit. Each story is read aloud in an expressive way on the optional audio-recording. Role play is encouraged to add to the fun of storytelling and to develop creativity. All twelve rhymes have actions (listed in the Teaching Guide) to make them meaningful and enjoyable. Children improve their pronunciation by singing along with the songs on the optional audio-recording. They are encouraged to make up their own stories and rhymes.

- a. Retell and respond to stories, songs, and rhymes by joining verbally or with actions as appropriate. (U1 L1 A and C and U1 L4 A–C, **12 action songs, Reading section of every teaching unit**)
- b. Recognize and differentiate between sounds in the environment. *Animal sounds* (U5 L2 C), *Vehicle sounds* (U11 L1 A and 2 C)
- c. Appreciate the concept of words, rhymes and syllables. (U1 L6 B, U3 L6 A, **all Phonic boxes at the bottom of a page, Phonics tables on the last page of every teaching unit**),
- d. Make up their own stories and rhymes. (U3 L3 C, U8 Reading Talk box, U1 L6 Talk box)

Competency 4. Children will enjoy age appropriate books and handle them carefully.

This language and content of this book is tailored for pre-primary children. The font is an infant font, so children are not confused by a variety of letter types. Teachers are encouraged to bring in story and information books (e.g. Oxford Reading Tree) as an optional extra. Children are often asked to predict what comes next and to discuss open-ended questions about texts.

- a. Hold, open and turn pages of a book with care. **(U3 L3 Talk box)**
- b. Enjoy skimming/scanning through age appropriate books. **(U3 L3 Talk box)**
- c. Predict the story by looking at the cover page and flipping through pages. **(U3 L3 Talk box)**
- d. Predict what comes next in stories. **(U1 L4 A, U15 L1 A Talk box)**
- e. Ask open-ended questions about the story to support critical and logical thinking. **(U9 L3 Talk box, U15 L1 A Talk box)**
- f. Repeat simple repetitive sequences in traditional and popular children's stories. **(U11 L1 Talk box)**
- a. Tell a simple story by looking at pictures. **(U1 L1 and L4 A, Reading section of every unit)**
- g. Retell a favourite story in the correct sequence. **(U1 L4 C, Reading section of every unit)**

Competency 5. Children will understand how books are organized.

OPE Introductory is easy to follow, with one lesson per page and a clear numbering system for each unit.

Revision, Test, Reading, and Challenge sections are marked by a tinted margin to help children find their way around the books. Teachers can discuss the Detailed Contents with more able students.

- a. Differentiate between the parts of a book (the cover, the title and the end). **(U10 L2 C)**
- b. Understand and demonstrate the usage and significance of different parts of a book. **(U10 L2 C)**
- c. Know that some books tell stories and others give information. **(U2 L1 Talk box)**
- d. Know that Urdu is read from right to left and top to bottom. **(U1 L1 Talk box)**
- e. Know that English is read from left to right and top to bottom. **(U1 L1 Talk box)**
- f. Know that regional languages (where applicable) are read from right to left and top to bottom). **(N/A)**

Competency 6. Children will recognize letters and familiar words in simple texts.

Reading is taught largely through the phonic method with the help of clear, iconic pictures. All phonic words are linked to pictures where possible and revised frequently. Characters are introduced with simple, easy-to-read names. At the end of each teaching unit, there is a table listing phonic words and sight words/high frequency words. These words are all familiar, since they have already been used in the reading texts. Children are taught to 'sound out' phonic words and to recognize sight words as a whole. The book begins with a simple alphabet. The regular phonemes made by initial letters are taught in the phonic boxes on pages 4-73.

- a. Understand that words and pictures carry meaning. **(U1 L6 A and B, Words section of every unit)**
- b. Identify and name the characters in a story. **(U1 L1 A and L2 A, Reading section of every unit)**
- c. Recognize their names in print. **(U1 L1 A, U1 L2 A, Reading section of every unit)**
- d. Begin to recognize letters of the Alphabet. **(Alphabet pages 2-3, U1 L1 Phonic box, all Phonic boxes on page 10-79)**
- e. Identify sight words/high frequency words that are meaningful for them. **(U1 L6 B, lists of Sight words on the last page of every teaching unit)**
- f. Identify letter sounds through words that have personal meaning for them. **(U1 L6 B and all Phonic boxes, Phonic words on the last page of every teaching unit)**
- g. Associate initial letter sounds with names of objects in their classroom environment. **(Alphabet pages 2-3, U3 L1 A)**
- h. Think of a variety of objects beginning with a single letter of the alphabet. **(U5 L6 D, U6 L4 Talk box, U11 L4 Talk box, Phonic boxes on pages 101-105)**
- i. Read aloud with increased accuracy, fluency and expression. **(All reading texts, especially in U4, 8, 12, and 16, which revise previously taught words.)**

Competency 7. Children will use pictures, symbols and familiar letters and words to communicate meaning, show awareness of some (symbols, letters and words), for the different purposes of writing.

*Children are regularly encouraged to draw and colour, so as to learn that we can communicate through making marks on a page. Letter formation is guided by tracing and copying exercises. Quadruple lines show children where to place their letters and starter dots teach letter formation, so that good writing habits are established from the start. **Words and Sentences** sections practise tracing as well as gap-filling.*

- b. Make marks and scribble to communicate meaning. **(U2 L6 Talk box)**
- c. Use some clearly identifiable letters in their writing to communicate meaning, representing some sounds correctly and in sequence. **(U1 L3 A, U1 L5 A, U1 L6 C, all Words and Sentences sections)**
- d. Draw pictures to communicate meaning. **(U2 L3 C, U3 L6 C)**
- e. Hold writing tools properly to develop a comfortable and efficient pencil grip. **(U2 L6 Talk box, all writing tasks)**
- f. Colour a simple picture keeping within designated space. **(U4 Check-up A and Test A)**
- g. Trace, copy, draw, and colour different shapes, such as circles, squares, triangles and rectangles. **(U1 L1 Phonic box, U1 L4 Talk box, U2 L6 Talk box)**
- h. Trace and draw vertical, horizontal and wavy lines and simple patterns made up of lines, circles, semi circles and other simple shapes. **(U1 L4 Talk box, U2 L6 Talk box, all Phonic boxes)**
- i. Trace, copy and write the letters of the Urdu alphabet. **(N/A)**
- j. Trace, copy and write the letters of the English alphabet. **(Phonic boxes on pages 10–79, Words section of every unit)**
- k. Trace, copy and write the letters of regional languages (where applicable). **(N/A)**
- l. Know that print carries meaning and in English, it is written from left to right, begins at the top left corner of the page and moves across and down, and words are separated by space. **(U1 L1 A Talk box, U1 L4 A, U1 L5 Talk box)**
- m. Know that print carries meaning and in Urdu, it is written from right to left, begins at the top right corner of the page and moves across and down, and words are separated by space. **(U1 L1 Talk box)**
- n. Write their own names in English (& Urdu and their native language) with appropriate use of upper and lower case letters. **(U4 Check-up B, U6 L3 C)**
- o. Write a word or a sentence while describing a picture. **(U2 L3 B Step 2, Words and Sentences sections of every unit)**
- p. Articles (a or an). **(U1 L5 A, U7 L6 C, U13 L4 C)**

Note that the ideas given for Unit 1 set the pattern of practice for the rest of the book, so Units 2-16 are less detailed. Brief teaching notes can be found at the back of the Student's Book. The notes in this book explain procedures in more detail. **ECCE ELOs** refer to the **Early Childhood Care and Education Grade Pre 1 2020 Expected Learning Outcomes**. Most of the ECCE ELOs are developed in every unit so they are not listed throughout the TG. Samples are listed in Unit 1, which is outlined in detail. Many ELOs are covered in each lesson. In later units, ECCE ELOs are not listed unless they are specific to that unit. C refers to the Competency number and the following lower case letter to the ELO (e.g. ECCE C1 g = Competency 1, ELO g) References in brackets are to the exercise in the lesson (A, B, C etc.) and to the teaching steps listed below (1, 2, 3 etc)

Answers are highlighted in grey.

Before you start unit 1, ask the students to attempt the tracing and colouring pages (4-9). Teach the children to trace on the dotted lines and colour inside the lines.

Key

ECCE: Early Childhood Care & Education

ELO: Expected Learning Outcome

C: Competency number and ELO letter

UNIT 1 LESSON 1

Expected Learning Outcomes

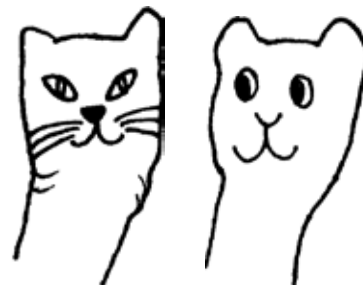
1. To explore the main characters in the book
2. To use the language of introductions
3. To recognize phonemes made by the initial letters of words
4. **ECCE C1 g** (Competency 1, ELO g): Initiate conversations with peers and adults (A1 and B2-3) = Ex. A, Teaching step 1 and Ex. B, Teaching steps 2-3)
5. **ECCE C1 b**: Respond to others in a variety of verbal ways (A2)
6. **ECCE C6 b**: Identify and name the characters in a story (A3)
7. **ECCE C1 a**: Listen attentively in small and large groups and share their views about every event and special occasions (A4)
8. **ECCE C1 a**: Tell a simple story by looking at pictures (A5-6)
9. **ECCE C5 d**: Know that Urdu is read from right to left and top to bottom **e**: Know that English is read from left to right and top to bottom (A7 and Talk box)
10. **ECCE C1 f**: Wait for their turn to speak and not interrupt when others are talking (B 2-3)
11. **ECCE C1 i and p**: Recognition of phonemes (phonemic awareness) in spoken words (C1-3)
12. **ECCE C1 h**: Recognition of letters with their initial sounds (C3 6 and Phonic box 1)
13. **ECCE C3 a**: Retell and respond to songs and rhymes by joining verbally or with actions as appropriate (C4-6)
14. **ECCE C6 d**: Begin to recognise letters of the Alphabet (C1-3 Phonic box 1-2 and Alphabet on pages 2-3)
15. **ECCE C7 a**: Make marks and scribble to communicate meaning **f**: Trace, copy, draw, and colour shapes such as circles, squares, triangles, and rectangles (Phonic box 7)

Preparation and materials

You will need (optional):

- speakers and the audio-recording for this unit, which should have been downloaded onto a smart phone, tablet, or laptop before the lesson. For instructions, see Introduction Section 4.
- 6 word flashcards and 6 matching picture flashcards of the words in the phonic boxes of this unit (see end notes for Unit 1)
- two glove puppets (you can also use two soft toys or make glove puppets by drawing faces on two white socks with coloured felt pens like this. Pin or sew the toe of the sock into two “ears”.)

Either use flashcards or you can point to the words and pictures in this book. See suggestions for Exercise C 2.



Suggestions and answers

A. Listen to the story, talk about it and read.

1. Introduce yourself to the class and ask a few children to tell you their names with a dialogue like this:
T (Teacher): *Hello! I'm (Mrs Hussain.) What's your name?*
C1 (Child 1): *I'm (Aamna).*
T: *Hello, (Aamna).* [Shake her hand and smile.]
C1: *Hello.*
T: [Turning to another child] *And what's your name?*
C2 (Child 2) *(Hamid).*
T: *Hello, (Hamid). Glad to meet you.*
2. If the children speak some English already, encourage them to say more in their greetings, e.g. *Glad to meet you. How are you? Fine thank you.*
3. Explain (in the mother tongue if necessary) that the children in the pictures will be your friends all year. Sara, Ali, and Fiza are Pakistani and live in Pakistan. Sara is the oldest. She is 7 years old. Next is Ali. He is 5 years old. The youngest is Fiza. She is 4 years old. Adam comes to live next-door to them. They make friends. Adam's father is Pakistani and his mother is English.
4. **Chat** (that is, have an informal conversation) about the children in the pictures, what they are doing and what they are wearing. Ask your pupils if they know their next-door neighbours. (See Introduction Section 5.2 and Lesson 2 for more about *chat*.)
5. **Reading a picture story:** If possible, play the audio-recording of this story. If not, point to picture 1 and ask the children to point to it in their books. Tell the story in your own words about the boy who comes to live next door to Fiza, Ali, and Sara. Ask what each child is doing in picture 1. Adam is riding a bicycle. His baby sister is sitting in her chair. Sara is skipping. Ali is playing on his tablet. Fiza is eating an orange.
6. Pointing to each bubble, ask the children to point and read after you. Do not sound out the words phonically. Treat them as sight words. (See Introduction Section 5.5. for the difference between phonic words and sight words.)

7. Do the same for each picture, teaching the children to start at the top left, moving to the bottom right. Ask the children to put up their left hands every morning this week and say that we start reading at the left. If they are also learning to read Urdu at the same time, point out that we read English in the opposite direction from Urdu.
8. Ask the children to practise reading the bubbles in pairs. They can also practise reading the text at home with their parents.

B. Introduce yourself and then a friend.

1. **Using glove puppets to demonstrate dialogues:** If you have two glove puppets or soft toys, show your pupils a little scene when the puppets greet each other.

Cat puppet: [Turning to bear puppet] *Hi! I'm Candy.*

Bear puppet: [Turning to cat puppet] *Hello! I'm Balu. Glad to meet you.*

Cat puppet: [Turning to class] *Hi! I'm Candy and this is my friend Balu.*

Keep these puppets/soft toys to help you introduce other dialogues in the book.

2. The children work in pairs, introduce themselves and ask each other's names as practised in A. They should learn to wait for their turn to speak and not interrupt when others are talking.
3. They then stand up in pairs and introduce themselves to the rest of the class like this:
C1: *Hi! I'm (Faisal). This is my friend (Noor).*

B. Hi! I'm ____. This is my friend, ____.

C. Sing a song: O as in orange 

Show the six pictures on page 16 of the Teacher's Guide, preferably photocopied and cut into six separate cards. If possible, laminate them so that you can use them again and again. If this is not possible, simply point to the pictures in this book. Have a dialogue with the class about each picture like this (T: Teacher C: Child):

T: [holding up picture of orange] *What's this? Yes, (Fatima).*

C1: *It's orange.*

T: [without drawing attention to the child's mistake] *Good. It's an orange. Repeat that everyone. It's an orange.*

Class: *It's an orange.*

T: *Well done.* [holding up picture of mama] *And who's this?*

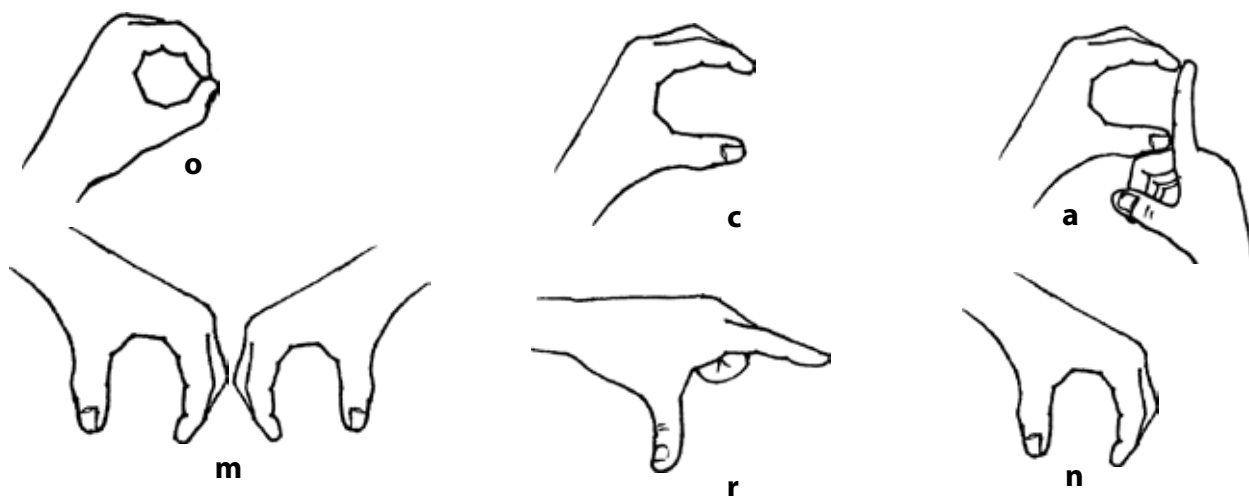
C2: *It's a woman.*

T: [praising the answer, even though it isn't the word you want for the phonic exercise] *Good. It's a woman. It's Fiza's mama.* [pointing to page 5 of the Student's Book] *Here she is on the sofa. Who is it? It's Fiza's ...*

Class: *Mama.*

1. Ask the children to repeat after you the sounds made by *o, a, c, n, r* and *m*.
2. If you have the audio-recording, play the song to the children. As they listen, point to the flashcard of the **picture** (not the word). The first time you sing the song, focus on the phonemes of the initial letters, not the written words.
3. Explain that by phonemes, we mean the sound made by the letters (e.g. *kuh* as in *cat*, not *see* for *cat*). See Section 5.5 of the Introduction for a fuller explanation of the term *phonics*.

- The words and actions of the song are for your reference only on page 116 of the Student's Book. They are not on the pupil's page because we do not want the children (or their parents) to mistakenly use the letter name instead of the phonic sound.
- Sing the song every lesson this fortnight. Later, when you have introduced all the written forms of the letters, model the actions on the next page for them to copy and encourage them to sing along too.
- When you model the letters with your hands, be sure to turn your hands to the class so that your left thumb and forefinger face the class. This way you can be sure that the downstroke of *a* is on their right and the downstroke of *n* and *r* is on their left.



Talk box

- With your finger, show how the pictures of the story move from top left to bottom right. Explain that in English, we read this way too. Show the children a book in Urdu or regional language, demonstrating how text moves from the top right to the bottom left.
- Explain that when they trace the letters in the phonic box, they should start at the left and move to the right.

Phonic box

- Chat about the picture in the phonic box at the bottom right of this page, e.g. *What's this? What colour/shape is it? Do you like oranges? Where do oranges grow?*
- Turn back to the alphabet on page 2. Ask all the children to point to the picture of the orange. Refer to the alphabet whenever you teach a new letter. Focus on the phoneme (sound) made by the initial letter, not its name.
- Today's sound is *o as in orange*. Show the children that the shape they make with their mouths is a circle – like the shape of an orange. Make a circle with the thumb and forefinger of your left hand as you do in the song.
- Turn your left hand so that your thumb and forefinger face the class.
- Ask the children to note the dot and the blue arrow. Explain (in the mother tongue if necessary) that the dot shows them where to start writing and the arrow shows the direction of their pencils. Ask them to practise drawing the letter in the air, then with a finger on their desks. Model on the board how to write the letter between quadruple lines. If possible use a different colour for the lines and for the letter.

6. Give the children handwriting books and show them how to write the letter between the two middle lines, starting at the dot and following the direction of the blue arrow.
7. The children practise writing the letter between the two middle lines of their handwriting notebooks.
8. So as to give the children practice in holding a pencil properly, ask them to draw circles on paper. They can also practise drawing squares, rectangles, triangles. They can make other marks and scribble as this will prepare them for communicating meaning through writing.

UNIT 1 LESSON 2

Expected Learning Outcomes

1. To learn the names of common household objects orally
2. To learn the colours orally
3. **Extension:** To use simple verbs orally e.g. *running, reading, drinking, writing*
4. **ECCE C2 a:** Name things in their environment (A1-2)
5. **ECCE C6 b:** Identify and name the characters in a story
c: Recognise their names in print (A1)
6. **ECCE C2 f:** Describe a picture by using appropriate words or simple sentences (A3)
7. **ECCE C1 g:** Extend their ideas or accounts by providing some detail about their topic and daily routine (A4-5 and B2)
8. **ECCE C2 d:** Express their ideas with clarity (B1)
9. **ECCE C6 f:** Identify letter sounds through words that have personal meaning for them
g: Associate initial letter sounds with names of objects in their classroom environment
h: Think of a variety of objects beginning with a single letter of the alphabet (C)

Preparation and materials

You will need (optional):

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

Suggestions and answers

A. Talk about Fiza's family.

1. Pointing to different people in the picture, ask the children, *Who's this?* Point out the names of characters in the story. Get the children to read them as sight words. Focus on the sound of the initial letter. Write simple names of some pupils on the board and ask the children to read them.
2. Ask the children to point to different objects like the jug, cup, mat, mango, pot, and TV, so that they learn the words orally.
3. **Chat** about what the people are doing. Mama is drinking a cup of tea and reading a book. Ali is sitting on the sofa and playing on his tablet. Papa is standing up and

pointing at a rat. A cat is chasing the rat out of the window. Sara is sitting on a blue chair and writing. Fiza is running from the rat and a cup of tea is falling on Mama's bag. In chat, we focus on fluency, not accuracy, concentrating on the subject and letting some mistakes pass. Remember to use contractions in chat, preferring 'She's' to 'She is' or 'isn't' to 'is not'. We write the long forms, but usually we use contractions in speech, unless we want to emphasize one of the words.

4. We can correct and extend the children's oral English without making too much of it:

Chat

T: What's Sara doing?

C1: Homework.

T: Yes, she's doing her homework. She's writing. What's she doing, everyone?

Class: She's writing.

T: What else is she doing?

C2: Sitting.

T: Good. She's sitting on a chair and she's writing. What's Fiza doing?

C3: Er... She run...

T: Yes, she's running. And ...[Mime shock!]

C4: Teacher, cup broken!

T: Yes, a cup's falling off the table. It's falling on Mama's bag.

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

B. Take turns to talk about the things in Fiza's home. What colours are they?

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

Focused language practice

T: What's this? Yes, Farhat?

C1: Jug.

T: Yes, it's a jug. [Repeat it as often as you like!] What is it, everyone?

Class: It's a jug.

T: Well done! What colour is it, Aziz?

C2: Blue.

T: No, it's not blue. It's a yellow jug. It's yellow. Repeat that, everyone!

Class: It's yellow.

2. **Extension:** Chat informally in English, extending more able children with questions like the ones below. Do not stick to the given structures as in focused language practise (see above) and encourage the children to express their own ideas. Do not halt their fluency with too much correction. Try to ask questions that elicit more than a yes/no response. Rephrase answers that are grammatically incorrect, but don't insist on repetition.

Chat

T: *What's in the jug?*

- C3: *Flowers.*
 T: *Good. Do you have flowers in your house?*
 C4: *Yes. In my garden.*
 C5: *I have flowers in my flat, but I not having garden because it very high.*
 T: *How lovely! You don't have a garden, but you have flowers in your flat. Does your mother put them in a pot?*
 C5: *No, they are growing on balcony.*
 T: *I see, your flowers grow on the balcony. etc.*
3. Ask the children to practise the key language of the unit in pairs, asking each other: *What's this? What colour is it?*
 4. Challenge them to name as many things as they can.

C. Play phonic / Spy.

Turn to page 116 of the Student Book for the instructions.

Talk box

Ask different children to tell you about the things in their own houses, for example, Have you got pictures on the wall? What can you see in the pictures? What colour are your chairs/cups?

Phonic box

1. Teach the sound *c* as you taught *o* in Lesson 1. Teach it as the *k* sound, not the letter name *see*.
2. With your left hand, show the children how to make the shape of *c*, ensuring that you turn your hand so that the gap is to the right of the curve. See the diagram on page 4 of the TG.
3. When the children practise writing *c*, point out that it is like an *o* with a gap in it.

Follow-up

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

UNIT 1 LESSON 3

Expected Learning Outcomes

1. To read three letter words ending in *at*
2. To match these words to pictures
3. To revise colours
4. To develop listening skills
5. **ECCE C2 f:** Understand that words and pictures carry meaning (A1–2)
6. **ECCE C1 j:** Know the sound of the vowel 'a' (A1–3 and Phonic box)
7. **ECCE C3 c:** Appreciate the concept of words, rhymes, and syllables (A2–4, Talk box)

8. **ECCE C7 b:** Use some clearly identifiable letters in writing to communicate meaning, representing some sounds correctly and in sequence **d:** Hold writing tools properly to develop a comfortable and efficient pencil grip (A5)
9. **ECCE C7 c:** Draw pictures to communicate meaning
e: Colour a simple picture, keeping within the designated space (A6)
10. **ECCE C6 e:** Identify high frequency words that are meaningful for them (B1)
11. **ECCE C3 c:** Trace, copy, and write the letters of the English alphabet (A5-6 and B2)
12. **ECCE C2 b:** Describe and talk about pictures (C1)

Preparation and materials

You will need:

- picture and word flashcards for Unit 1

Suggestions and answers

A. Match the words. Trace the dotted words.

1. Pin up or peg up the picture flashcard of the rat. Hold up the matching word flashcard. Pointing to each letter, ask the children to repeat the **phonic sounds** (not the letter names) after you.

T: [Show the picture.] *What's this?*

Class: *It's a rat.*

T: Read after me [pointing to each letter on the word flashcard as you read the sound] *a r - a - t, a rat.*

Class: *a r - a - t, a rat.*

2. Do the same for the flashcard of the cat. Elicit that 'mat', 'rat' and 'cat' sound the same at the end. They rhyme. The first letter changes and so does the first sound. Then ask them to think of other words that rhyme with 'cat', for example 'hat' and 'bat'.
3. Draw the following line drawings on the board using pictures of the mat, hat and bat as extension. Write the words in a different order below. Ask different children to come up to the front and join the pictures to the words.



a cat



a mat



a rat



a hat



a bat

4. Ask the children to match the words to the pictures with a line in their textbooks.
5. They trace the dotted words carefully, starting at the dot. Ensure that they are holding their pencils correctly between two fingers and thumb, so that they develop a comfortable and efficient pencil grip. Check that they are writing the letters correctly and in sequence and that they whisper the sounds of the letters as they write.
6. They draw and colour the pictures on paper and write labels.
7. Display the best pictures with labels on the pinboard or peg them on the "washing line" to give the children a purpose for writing and drawing beautifully.

A. A line drawn from the pictures to the words.

B. Trace and complete with the words above.

1. Pointing to the pictures you drew on the board, ask, *What's this?* Insist on the full response *It's a mat.* (not *mat*). It is important to get children using the article *a* right from the start or they will get into the bad habit of omitting it. Note that 'What' is a high frequency word that they have already heard many times (e.g. in Lesson 2). Do not expect the children to spell it out. They will learn it by repeated practice.
2. The children complete the words in the spaces. Demonstrate where to begin the capital *W* and *I* on the board, pointing out that they are capital letters and start each sentence. We start to write each capital letter at the top left, touching the top line. Encourage them to trace carefully over the dotted letters, starting at the dot. They write the missing words on the red lines. Point out that *t* extends above the two middle lines but does not quite touch the top one.
3. **Extension:** After you have corrected their books, they copy the questions and answers into their notebooks.

B. 2. a cat 3. a rat

C. Talk about the colours in Ex. A, then in Ex. B.

1. Ask, *What colour is the ___?* First about the pictures on this page. Elicit that the rat is white in A and brown in B. The cat is black in A and white in B. The mat is red in A and yellow in B.
2. Do the same about the colours in the classroom and their own pictures.

Talk box

Elicit that the picture in the phonic box is an apple. Ask what colour it is and which children like apples. Point out that the first sound is 'a'. They may also know that the letter has a name 'ay' but explain that the phoneme or sound that it usually makes is 'a as in apple'. Point out that there is also an 'a' in the middle of the words *mat*, *rat* and *cat*. Sing the song on page 116 again.

Phonic box

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

Follow-up

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

UNIT 1 LESSON 4

Expected Learning Outcomes

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

3. **ECCE C4:** Predict what comes next in stories (A1)
4. **ECCE C1 c:** Talk about their experiences and feelings with peers and adults by using complete sentences (A2 and B1)
5. **ECCE C4 g:** Tell a simple story by looking at the pictures (A1)
6. **ECCE C1 d:** Respond to and verbally express a range of feelings (B5)
7. **ECCE C4 e:** Ask open-ended questions about the story to support critical and logical thinking (B6 and 7)
8. **ECCE C4 h:** Re-tell a favourite story in the correct sequence (C)
9. **ECCE C7 g:** Trace and draw vertical, horizontal and wavy lines and simple patterns made up of lines, circles, semi-circles, and other simple shapes (Phonic box 4)

PREPARATION AND MATERIALS

You will need:

- an opaque bag
- an apple (if possible)
- 5 other common objects, e.g. an orange, a banana, a cup, a necklace, a book
- speakers and the audio-recording for this unit, which should have been downloaded before the lesson

Suggestions and answers

A. Guess what the story is about. Listen and read the story.

1. Talk about the pictures and ask the children to predict what the story is about. Elicit that Fiza cannot see because Sara is covering her eyes. Ask children what Fiza is doing. Elicit that she is guessing what is in the bag - first by feeling it, then by smelling the fruit, then by touching it, and finally by tasting it.
2. Play **The Magic Bag**. See Games, page 123. This will help them to understand the story and get them to talk about their feelings and experiences, using the structures, *Is it a...? Yes, it is. / No, it isn't.*
3. When several children have guessed objects inside the magic bag, point to picture number 1. Play the audio-recording for Lesson 4, asking the children to point to each picture as they listen. If you do not have the audio-recording, expand the story in your own words, revising what the children already know and using the words in the bubbles, for example:

T: Point to picture 1, everyone. Who's this?

C1: It's Sara.

T: Good. It's Sara. And what's this round her neck? [pointing to the necklace.]

C3: Necklace.

T: Mm. It's a necklace. Where are Sara's hands?

C4: On Fiza's eyes. She can't see.

T: Very good. Fiza can't see. And what's Fiza feeling?

C5: A bag.

T: Yes, she's feeling a bag, but she can't see what's in it. Sara's saying, *What's this?* Read and point after me. What's this?

Class: What's this?

T: Now Fiza's saying, *Is it an orange?* Read and point after me:
Is it an orange?

Class: Is it an orange?

T: *Is it an orange in the bag?*

C6: No, it isn't.

T: Good. Ali says, *No, it isn't.* Read and point after me: No, it isn't.

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

B. Play *The Magic Bag*. Your teacher puts some things in a bag. Guess what is in it.

1. Play *The Magic Bag* again with different children, as in Ex. A 1. **Extension:** Act out the story in the book as follows.
2. Ask three children who are good at English to come to the front of the class. One blindfolds another. The third holds the magic bag, preferably with an apple in it.
3. They act out the story in four stages. First the blindfolded child feels the apple from the outside of the bag, then smells it, then touches it, then (if possible!) tastes it.
4. Encourage them to use the words of the text.
5. The children read or act the story in groups of three. Encourage them to express a range of feelings such as curiosity and surprise (while guessing) and joy (when they find out what the object is).
6. Elicit that Fiza works out what the apple is by thinking about its shape, smell and size. She is thinking logically.
7. Ask the children, 'Do you like the story?' Accept different answers to encourage them to think critically.

C. Re-tell the story to a friend.

Ask different children to re-tell the story in their own words and in the correct sequence. Then let them practise in pairs.

Talk box

Give the children lots of practise in drawing different patterns and shapes. Point out that the letter 'n' in the Phonic box has a straight line that goes down and a curvy line. Elicit that it is between the two middle lines. Every day, give the children practice in drawing vertical, horizontal and wavy lines and simple patterns made up of lines, circles, semi-circles, and other simple shapes. This will prepare them for recognizing and writing letters correctly.

Phonic box

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

UNIT 1 LESSON 5

Expected Learning Outcomes

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

3. **ECCE C7 k:** Know that print carries meaning and in English, it is written from left to right, begins at the top left corner of the page and moves across and down, and words are separated by a space. (A 7–8 and Talk box)
4. **ECCE C7 n:** Write a word or a sentence while describing a picture (A7)
5. **ECCE C7 o:** Use the articles ('a' or 'an') (B1–2).

Preparation and materials

You will need:

- common classroom objects

Suggestions and answers

A. Trace the questions. Circle and trace the answer.

1. Ask the children to turn to the alphabet on page 2 and to point in turn to the pictures of the apple, egg, insect, orange, and umbrella. Explain that we say 'an' before these words because they all begin with vowels (a, e, i, o, u). Focus on the initial letter and don't try to sound out the whole words.
2. Turn back to Unit 1, Lesson 5. Explain that we say 'an apple' because 'apple' begins with 'a' which is a vowel. We say 'a' before all the other words on this page because they are not vowels.
3. Hold up familiar classroom objects, asking *Is it a/an...?*
4. Play **The Magic Bag** again. See Games, page 123.
5. Ask different children to read the questions in Lesson 5 A and answer them.
6. If they answer no, extend them by asking, *What is it then?*
7. The children circle *Yes* or *No* and trace over the words. Ensure that the children start reading and tracing from the top left and move to the top right. Remind them to start at the dot when tracing each letter.
8. Point out that there is a space between each word. This makes it easier to read the words.

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

B. Ask and answer more questions about the pictures like this.

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

Talk box

Explain that every word has its own meaning. Elicit that there is a space between words and that there are four words in each question. Ask the children to count the letters in each of the pictured words on this page (e.g. 5 letters in apple).

Phonic box

1. Teach as in Lesson 1.
2. When the children write the letter *r*, point out that it is like an *n*, but the downstroke does not reach the line. Ensure that they start at the dot and keep between the two middle lines.

Follow-up

The children copy the pictures, questions, and answers from A into their notebooks.

UNIT 1 LESSON 6

Expected Learning Outcomes

1. To recognise the regular phonic sounds of initial letters of words (*o, a, c, n, r, m*)
2. To recognise the regular phonic pattern *at* as in *rat, cat, mat*.
3. **ECCE C6 a:** Understand that words and pictures carry meaning (A and B)
4. **ECCE C1 o:** Use correct pronunciation (B 3)
5. **ECCE C1 i:** Use rhyme and relate this to spelling pattern (B 4-6 and Talk box)
6. **ECCE C3 c:** Appreciate the concept of words, rhymes, and syllables (A and B and Talk box)
7. **ECCE C3 d:** Make up their own rhymes (B6)
8. **ECCE C6 e:** Identify sight words that are meaningful for them (B1)
9. **ECCE C1 b:** Respond to others in a variety of non-verbal ways (B 2)
10. **ECCE C6 f:** Identify letter sounds through words that have personal meaning for them (A1-6)
11. **ECCE C6 h:** Think of a variety of objects beginning with a single letter of the alphabet (Phonic box 4)

Preparation and materials

- picture and word flashcards for Unit 1
- speakers and the audio-recording for this unit, which should have been downloaded before the lesson

Suggestions and answers

A. What is the first sound?

1. Play the audio-recording and ask the children to repeat the initial phonemes, followed by the words. Alternatively, ask the children to repeat after you (using the initial phonemes, not the letter names):
a as in an **apple**
a as in an **ant**
2. Ask the children to think of other words beginning with this **phoneme**, e.g. *actor, add, address, alphabet, animal* (**not all other words beginning with A**, as some do not make the regular short *a* sound, for example, do not suggest *afternoon, air, always* or *arm*).
3. Sing *O as in orange* again.

Talk box

Explain that rhyming words sound the same at the end. Elicit that *mat, hat, bat*, and *that* rhyme with *cat*. Children with good English skills can learn that *rat, mat* and *cat* are 1-syllable words because you can only clap once when you say them. *Orange, apple* and *necklace* are 2-syllable words because you can clap twice when you say them.

B. Read the words. Match the pictures to the words. 

1. Do some pictures to word matching exercises on the board as you did for Unit 1 Lesson 3 A.
2. Play the game **Run and match** on page 123.
3. Listen to the audio-recording and ask the children to segment and blend the phonemes of each word after the speaker. If you do not have the audio-recording, ask the children to segment and blend the words after you, e.g. r-a-t rat. Use the phonemes, not the letter names. Sight words should not be sounded out and should be read as a whole.
4. Ask the children to match the words to the pictures in the boxes with lines.
5. They cover the pictures and read the words, first after you, then by themselves or to a partner.
6. Ask the children to learn the spellings for homework and test them in a week's time. More able children can make up other words that rhyme with *cat*, e.g. *hat, bat, that, fat, pat*.

C. Trace and complete the words with the correct letters.

1. Write the words with missing letters on the board.
2. Ask different children to come to the board and write the missing letters.
3. Check that they are forming the letters correctly and draw their attention to the direction of the pencil indicated by the blue arrows in the phonic boxes for this unit.
4. Ask the children to complete the words in their books. **Extension:** Ask the children to write their own rhymes with words ending with -at, e.g. *bat, hat, fat, pat*,
5. When you have checked their work, they can copy the words and matching labels in their notebooks.

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

Phonic box

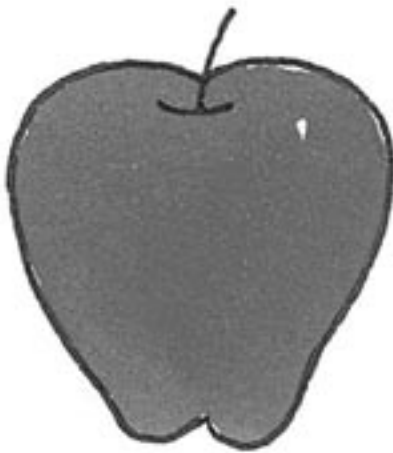
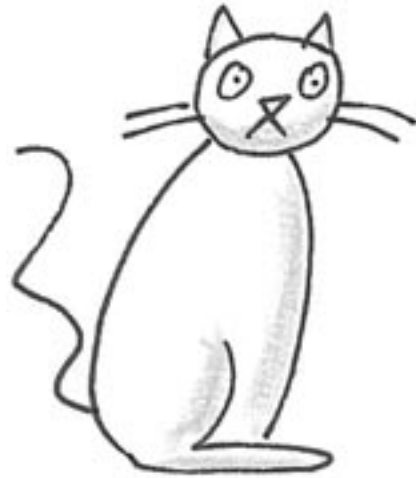
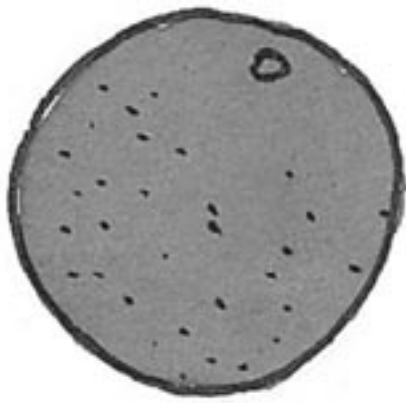
1. Teach this as in Lesson 1.
2. When the children write the letter *m*, point out that it is like *n*, but goes up and down again.
3. Check that the children are writing between the two middle lines and starting at the dot.
4. Turn to the alphabet on page 2. Ask the children to point to the picture of the man. Elicit that it begins with the same sound as *mat* in the phonic box. Ask them to think of other words beginning with the sound *m* (e.g. *Mama, mango, mouse, milk, moon*).

Follow-up

Revise all the words, structures and phonic patterns you have taught in this unit. Sing the song again, with actions.

Photocopiable flashcards for Unit 1

o	orange
c	cat
a	apple
n	necklace
r	rat
m	mama



Shopping

Note: For detailed teaching procedures, see suggestions for Unit 1.

Brief teaching notes can be found at the back of the Student's Book. All answers are highlighted in grey.

UNIT 2 LESSON 1

Expected Learning Outcomes

1. To read stories from top left to bottom right
2. To ask and tell own name
3. To name common objects in shops
4. **Extension:** To chat about shops and getting lost
5. **ECCE C5 c:** Know that some books tell stories and others give information. (Talk box 1)
6. **ECCE C1 c:** Talk about their experiences and feelings with peers and adults by using complete sentences. (A1 and 4, Talk box 2)

Preparation and materials

You will need (optional):

- 6 word flashcards and 6 matching picture flashcards of this unit
- two glove puppets
- some information books and story books

Suggestions and answers

A. Listen and read the story. What can you see in the shop?

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

1. Chat about the children's experiences of shopping.
2. Play the audio-recording or tell the story in your own words. The children should point to each picture as you tell it.
3. Ask the children to read the bubbles after you.
4. Chat about their experiences of getting lost in a language the children understand.

B. Ask your friend.

For using glove puppets, see Unit 1 Lesson 1 B.

1. Either with glove puppets or an able child, model how to ask, *What's your name? I'm (Fiza).*
2. Children practise in pairs.

Extension

For focused language practice, see Unit 1 Lesson 2 B Step 1.

3. Talk in English about the things in the shop, asking: *What can you see in the shop?*
I can see
4. Introduce orally the words: *pots, cups, jugs, mugs, pans, book, insects, eggs.*
5. Ask the children to count them orally.
6. They practise in pairs naming what they can see.

Talk box

1. The children point to the information book on insects in picture 1. Talk about bees, ants, and butterflies and elicit that they are all insects because they have six legs. Discuss the difference between information books, which are true, and story books, which are made-up. If possible, show some examples of information books and story books.
2. Talk about Fiza's feelings - scared in picture 1, sad and worried in picture 2, happy in picture 3, friendly in picture 4. Ask the children to tell you about similar experiences and feelings.

Phonic box

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


1. Chat about insects, pointing out that they have six legs and lay eggs. Ask the children to name what insects they know, e.g. *flies, bees, mosquitoes, ants.*
2. Ask the children to repeat the phoneme made by the initial letter after you.
3. On the board, demonstrate how to write the letter between the two middle lines, following the direction of the blue arrow and starting at the dot.
4. The children practise writing the letter between the two middle lines.

Follow-up

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

UNIT 2 LESSON 2

Expected Learning Outcomes

1. To learn the names of vehicles and fruit
2. To recognize the difference between *what* and *who* as question words
3. To learn the difference between *big* and *small*
4. To practise counting orally
5. To develop listening skills
6. To learn a simple action song
7. **ECCE C1 e:** Show respect for a variety of ideas and beliefs by listening and responding appropriately 

Preparation and materials

You will need (optional):

- some fruit and toy vehicles.
- speakers and the audio-recording for this unit, which should have been downloaded before the lesson.

Suggestions and answers

A. Ask and answer questions: *What's this?* or *What's that?*

For chat, see Unit 1 Lesson 2 B Step 2.

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

B. Game: *Who is it? What is it?*

Play the game on page 110 of the Student's Book.

1. Pointing to different fruits, ask, *What are these? What colour are they?*
2. **Extension:** Ask, *How many are there?*
3. Ask the children which fruit they like best.

C. Sing a song: *Mr Thumb*

1. If you have the audio-recording, play it to the children.
2. Teach them the actions and other verses. See this book, page 119. Explain that 'How do you do?' is a polite way of saying hello. (It used to mean 'How are you?' but it is now used as a formal way of greeting someone).
3. If you don't have the audio-recording sing the song with plenty of expressions first.
4. Then ask the children to sing each line after you, copying your actions.
5. Sing the song with the actions every day, until the children know it by heart.

Talk box


Talk about the children's feelings and experiences of shopping and getting wet in the rain. Ask, *Do you like getting wet in the rain?* Ask the children to show respect for a variety of ideas - some may enjoy getting wet because it cools them down or it's fun putting up an umbrella (like Ali and Adam). Some may dislike getting dirty (like Fiza). There are no 'right answers'.

Phonic box

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

UNIT 2 LESSON 3

Expected Learning Outcomes

1. To learn the short *a* sound in three-letter words
2. To use sentences with the following pattern:.....*has*
3. To revise colours
4. **ECCE C7 n:** Write a word or a sentence while describing a picture. (B1 and 2)
5. **ECCE C1 f:** Wait for their turn to speak and not interrupt when others are talking. 

Preparation and materials

You will need:

- drawing paper and coloured pencils
- the flash cards for this lesson

Suggestions and answers

A. Match and trace the words.

For matching activities, see Unit 1 Lesson 3 A.

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

B. Trace and complete the sentences with words from A.

1. Ask questions with *has*, e.g. *Who has a brown bag/a red pencil/a blue box?*
2. Ask different children to read aloud and complete the sentences.

- B.** 1. The man has a van. 2. Mama has a pan. 3. Sara has a bag.
4. The man has a hat.

C. Draw a van, a pan, and a bag in your book. Label them.

1. The children draw and label the pictures.
2. **Extension:** They draw and label other three-letter words with *a*, e.g. *hat, cat, rat, mat*.

Talk box

While showing their drawings to each other, remind the children to take turns and not interrupt when others are talking.

Phonic box

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

Follow-up

Talk about the colours. Very able children may make their own sentences about the pictures if you draw a table like this on the board:

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

UNIT 2 LESSON 4

Expected Learning Outcomes

1. To understand how to form plurals by adding *s* to a noun
2. To read and say the numbers 1-5.
3. **ECCE C2 d:** Express their ideas with clarity (A1-3 and B1-4)

Suggestions and answers

A. Count and read.

1. Explain that when there is more than one, we add *s*.
2. Holding up one or two objects, ask, *What is this? / What are these?* Ensure that they add *s* to the plurals.
3. **Extension:** Able children can draw pictures of 1-5 objects and label them.

B. What are they? How many are there? Use these words.

For writing words, see Unit 1 Lesson 6 C.

1. Introduce orally the colours white, grey, and pink.
2. Ensure that the children use the indefinite article *a* before the singular nouns, e.g. *a rat* and *s* after the plural noun e.g. *vans*.
3. Check that the children are using the correct direction in their letter formation.
4. After they have labelled the pictures in the textbook, they can copy the pictures and labels in their notebooks.

B. 2. vans 3. vans 4. bags 5. cats 6. a bag

C. Extension

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

Follow-up

Sing *Mr Thumb* every day.

UNIT 2 LESSON 5

Expected Learning Outcomes

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

Preparation and materials

You will need:

- up to five of a number of objects for the children to count.

Suggestions and answers

A. Write the numbers 1 2 3 4 5. Trace the words.

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

A. The children write the correct number and trace the words.

B. Write how many there are in A.

1. Pointing to objects in the classroom in turn, ask, *How many ...?*
2. Do the same with the fruit in the picture for A. When the children write, figures or words are acceptable.

B. 2. There are two oranges. 3. There are five bananas. 4. There are four mangoes.

C. Answer the questions: *Yes, they are.* or *No, they are not.*

1. Pointing to objects in the classroom in turn, ask, *Are they ...* to get the response, *Yes they are.* or *No, they aren't.* Point out that we can SAY 'aren't' but WRITE 'are not.'
2. Do the same with the fruit in the picture for A.

- C.** The children trace the answer for No 1.
2. Yes, they are.
 3. No, they are not.
 4. Yes, they are.

Follow-up

Very able children can write about the colours like this:

1. The apples	is / are	red.
2. The necklaces		yellow.
3. The umbrellas		blue.

UNIT 2 LESSON 6

Expected Learning Outcomes

1. To recognize the *a* sound in the middle of a three-letter-word
2. To answer *yes/no* questions in short sentences
3. To identify the initial **sounds** (not letters) of common words
4. **ECCE C7 d:** Hold writing tools properly to develop a comfortable and efficient pencil grip (Talk box 1)
5. **ECCE C7 f:** Trace, copy, draw and colour different shapes, such as circles, squares, triangles and rectangles (Talk box 2)
6. **ECCE C7 g:** Trace and draw vertical, horizontal, and wavy lines and simple patterns made up of lines, circles, semi-circles and other simple shapes (Talk box 3)

Preparation and materials

You will need:

- picture and word flashcards (insect, umbrella, van, woman, egg, sun)
- speakers and the audio-recording for this unit, which should have been downloaded before the lesson

Suggestions and answers

A. Listen, read and match. 

For matching activities, see Unit 1 Lesson 3 A and Unit 2 Lesson 3 A.

1. Ask different children to come to the front and play *Run and match* with picture and word flashcards for the phonic boxes of this unit. See Games on page 98.
2. Listen to the audio-recording and ask the children to segment and blend the phonemes of each word after the speaker. If you do not have the audio-recording, ask the children to segment and blend the words after you, e.g. v-a-n van. Use the phonemes, not the letter names. Sight words should not be sounded out and should be read as a whole.
3. Get them to cover the pictures and read the words to a partner.
4. Ask the children to learn the spellings for homework and test them in a week's time.

B. Answer the questions: 'Yes, it is.' or 'No, it isn't.'

Ask similar questions about objects in the class first.

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

Extension: Game: 'I spy.'

See page 123.

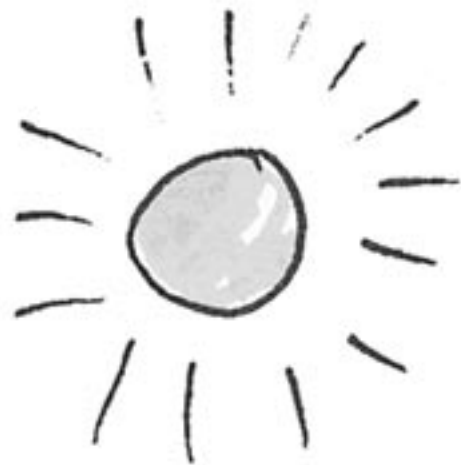
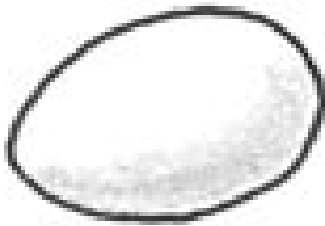
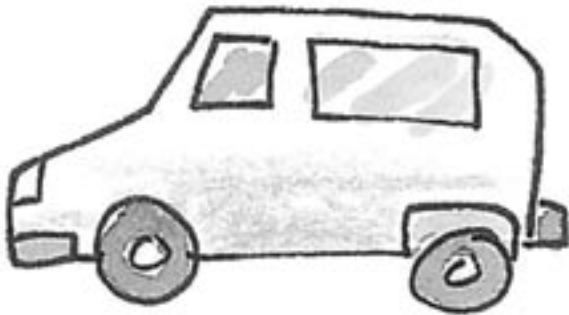
Talk box

1. Show how to hold a pencil between the thumb and two fingers.
2. Every day, practise drawing a different shape on a slate or paper, demonstrating it on the board. Shapes can include circles, squares, triangles and rectangles (Talk box 2)
3. Every day, practise drawing different patterns: horizontal, and wavy lines and simple patterns made up of lines, circles, semi-circles and other simple shapes. (Talk box 3)

Phonic box

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

i	insect
u	umbrella
v	van
w	woman
e	egg
s	sun



Note: For detailed teaching procedures, see suggestions for Unit 1. Brief teaching notes can be found at the back of the Student's Book. All answers are highlighted in grey.

UNIT 3 LESSON 1

Expected Learning Outcomes

1. To know and read the names of common classroom objects
2. To count up to ten
3. To respond to the reading environment in the classroom
4. **ECCE C6 g:** Associate initial letter sounds with names of objects in their classroom environment (A3)

Preparation and materials

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

Suggestions and answers

A. Match the words to the pictures.

For matching activities, see Unit 1 Lesson 3 A and Unit 2 Lesson 3 A.

1. Ask the children to name things in the classroom.
2. Chat about the ways we use them – e.g. pencils and chalk for writing, books for reading, chairs for sitting on.
3. Ask the children to match the words and pictures in Ex. A. Encourage them to look at the initial letter sounds to guess the meaning of each word..

B. How many are there? Count and complete 1 3 6 7 8 9 10.

1. Count objects in the classroom up to ten.
2. Count the objects in the picture.

B. 10 bags, 9 pencils, 6 books, 3 tins, 8 flowers, 1 pen, 1 bin, 1 lid

C. Label things in your own classroom with the help of your teacher.

1. Show the children flashcards naming common objects in your classroom. Help the children to read them as sight words.
2. Ask different children to attach the flashcards to the correct objects. Attach the flash cards to the matching objects with sticky tape or string. Ask the children to read and match them again the next day to give them further practice.

Phonic box

For use of the phonic box, see Unit 1 Lesson 1. We have chosen a word with *x* (*box*) at the end of the word as very few common words begin with *x* in English. We do not use words beginning with *x*

(such as x-ray) because they do not make the regular phoneme for x (pronounced 'ks' as in fox and box).

UNIT 3 LESSON 2

Expected Learning Outcomes

1. To count up to ten
2. To answer the questions 'What are these?' and 'How many...'
3. To respond to simple commands
4. To develop listening skills
5. To sing a song about classroom colours
6. **ECCE C1 c:** Talk about their experiences and feelings with peers and adults by using complete sentences. (Talk box)

Preparation and materials

You will need:

- speakers and the audio-recording for this unit, which should have been downloaded before the lesson
- to prepare flashcards of the verbs in B

Suggestions and answers

A. Ask and answer the questions.

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

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

B. Game: 'Do what I say.'

Play according to the instructions on page 111 of the Student's Book.

C. Sing a song: *Classroom colours*

1. For singing, see Unit 2 Lesson 2 C.
2. Words and actions are on page 120 of the Teaching Guide.

Talk box

Chat about what the children like doing. Use the mother tongue if necessary. Encourage them to use the verbs in Ex. B in complete sentences, starting 'I like ...ing ...' Ask similar questions that require complete sentences, e.g. 'Do you like sitting in a chair or on a mat?' 'Do you like reading story books or information books?' 'What fruits do you like eating?' 'What do you like drinking?' 'Do you like running fast or slowly?'

Phonic box

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

UNIT 3 LESSON 3

Expected Learning Outcomes

1. To read a picture story from top-left to bottom-right
2. To practise responding to commands
3. To practise counting from 1-10
4. **ECCE C4**
 - a. Hold, open and turn pages of a book with care. (Talk box)
 - b. Enjoy skimming/scanning through age appropriate books (Talk box)
 - c. Predict the story by looking at the cover page and flipping through pages (Talk box)

Preparation and materials

You will need:

- flashcards of commands you prepared for Lesson 2
- speakers and the audio-recording for this unit, which should have been downloaded before the lesson

Suggestions and answers

A. Look at the pictures, listen to your teacher, and read the story.

For further suggestions on reading a picture story, see Unit 1 Lesson 1 A Steps 5-8, and on expanding a picture story, see Unit 1 Lesson 4 A. Play the audio-recording of the story, asking the children to point to the correct text as they listen. If this is not possible, read the story aloud yourself.

1. Point out that the children are playing the *read and do* game that they played in Lesson 2 B.
2. Make it clear that while the children notice the rat in the bin, the teacher does not.

B. What is this? Join the dots to find out.

The children practise counting from 1-10 as they join the dots in sequence.

B. It is a rat.

C. Make up a story about a rat in your class.

Ask the students to think of a rat. When they describe their rats, ask them what their rats would do in a story.

Talk box

1. Talk about the pleasure we get from books and explain that we must look after them carefully.
2. Show the cover of a story book and ask the children to predict what it is about from the title and picture. Open it carefully and turn the pages, skimming and scanning it with the children. Again, ask the children what they think it is about by looking at the pictures.
3. Then read the story expressively.

Phonic box

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

UNIT 3 LESSON 4

Expected Learning Outcomes

1. To learn the short *i* sound in three-letter words
2. To revise colours and learn their written spellings
3. To understand the importance of letter order in words

Preparation and materials

- If possible, show the children a bin with a lid, a zip and a tin.
- Flash cards for this lesson

Suggestions and answers

A. Match and trace the words. Start each letter at the dot.

For matching activities, see Unit 1 Lesson 3 A and Unit 2 Lesson 3 A.

1. Demonstrate on the board how to write each word between quadruple lines. Focus on the phonic sound of each letter, especially the 'e' phoneme.
2. Ask different children to come up and trace your letters, starting at the dot.
3. Ask the children to match each picture in Ex A to a word with a line.
4. When the children trace the words, check that they start each letter at the dot. This will give them practice in correct letter formation.
5. Ask the children to copy the pictures and label them in their notebooks.

B. Trace the colour words.

1. Talk about colours of objects in the classroom.
2. **Extension:** Write about the colours of other objects in the classroom.

B. 1. The lid is green. 2. The bin is blue. 3. The zip is red. 4. The tin is yellow.

C. Write the letters in the correct order.

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

B. 2. man 3. cap

Phonic box

Remind the children that the *t* goes above the two middle lines. It is like the *l* except that it is crossed. Point out that the letter 't' does not quite reach the top line (though at this level it is acceptable for children to touch the top line).

UNIT 3 LESSON 5

Expected Learning Outcomes

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

Suggestions and answers

A. Trace and complete the sentences with the correct number.

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

A. 1. There is 1 box. 2. There are 9 zips. 3. There are 6 books. 4. There is 1 leaf.

B. Match. Write sentences.

Remind the children to use *are* and the plural *s* when there are more than one.

2. The zips are yellow. 3. The books are red. 4. The leaf is green.

Extension: Write about other objects in the same way.

Phonic box

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

UNIT 3 LESSON 6

Expected Learning Outcomes

1. To learn the *i* sound as an initial letter
2. To recognize the *i* sound in the middle of a three-letter-word
3. To revise the sounds of initial letters they have already learnt and understand that we use 'x' at the end of 'box'
4. **ECCE C3 c:** Appreciate the concept of words, rhymes, and syllables. (A4: words, B2: rhymes, Talk box: syllables)

Preparation and materials

You will need:

- picture and word flashcards (box, zip, leaf, tin, book, desk)
- speakers and the audio-recording for this unit, which should have been downloaded before the lesson

Suggestions and answers

A. What is the first sound? (⦿)

1. Ask different children to come to the front and play **Run and match** with picture and word flashcards for the phonic boxes of this unit. (See Games section Unit 1 Lesson 6).
2. Play the audio-recording and ask the children to repeat the initial phonemes, followed by the words. Alternatively, ask the children to repeat after you (using the initial phonemes, not the letter names):
i as in an **i**nsect
i as in a **i**n a **i**n a box
3. Ask them to think of other words with this **sound** e.g. *ink, ill, important, indoors, invite* (**not** *ice cream* as this has a different sound).
4. Ask the children why there are spaces between the words. Elicit that the spaces show us that there are two words in *an insect* and five words in *a pen in a box*.

Talk box

Talk about the concept of syllables. Say the word *pen*. Clap once as you say it, making it clear that it has only one beat or syllable. Then say the word *insect*. Clap twice when you say it, once for 'in' and once for 'sect'. Explain that it has two beats or syllables. Look at the words in the phonic table. Elicit that they have only one syllable. Then ask how many syllables the sight words have. Elicit that *pencil* and *children* have two syllables.

B. Listen to the teacher, read the words and match the pictures to the words.

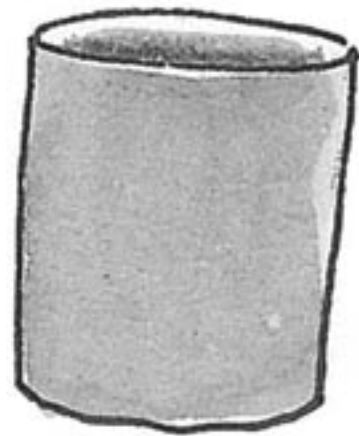
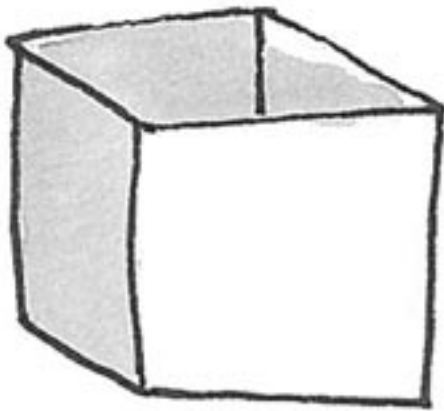
1. Listen to the audio-recording and ask the children to segment and blend the phonemes of each word after the speaker. If you do not have the audio-recording, ask the children to segment and blend the words after you, e.g. t-i-n tin. Use the phonemes, not the letter names. Sight words should not be sounded out and should be read as a whole.
2. Only match words that can be matched to pictures. Elicit that *tin*, *bin*, and *in* rhyme because they sound the same at the end.
3. Get them to cover the pictures and read the words to a partner.
4. Ask the children to learn the spellings for homework and test them in a week's time.

C. Write the correct letter and trace. Copy and label the pictures.

1. First practise on the board with other words that have a missing initial letter. Remind the children that we don't usually use 'x' at the beginning of words and that it makes the sound 'ks'.
2. **Extension:** Children can write sentences about the pictures in their notebooks, e.g. The lid is red.

C. 1. desk 2. box 3. tin

x	box
z	zip
l	leaf
t	tin
b	book
d	desk



Check-up, Reading, Test, and Challenge

Note: All answers are highlighted in gray.

UNIT 4 CHECK-UP

Expected Learning Outcomes

1. To revise listening skills from the previous three units
2. To revise words (vocabulary) and phonic patterns from the previous three units
3. To revise the sentence skills (grammar) taught in the previous three units
4. To practise handwriting between quadruple lines

Preparation and materials

You will need:

- the picture-word matching flash cards from the previous three units
- the audio-recordings of the songs from the previous three units
- colour pencils for the listening exercise
- the games listed for Units 1-3 in the Teaching Guide

Suggestions and answers

Sing again all the songs from the previous three units, with actions. See page 119 of this book for details. Ask the children to re-read the stories from the last three units and to re-tell them in their own words. They may also wish to act them out.

A. Listen, match, and colour.

Read aloud the listening exercise on page 117 of the Student Book. Repeat each instruction twice and pause to give the children time to match and colour as you tell them.

A. Ali – mango (yellow) Mama – apple (red), Sara – egg (white) Adam – banana (green)
Fiza – orange (orange)

B. Write your name.

Ask the children to practise writing their own names correctly between quadruple lines. Check that they are writing their names starting with a capital letter with the rest in lower case.

C. Write the correct letter and trace the words.

Ask the children to match all the picture flash cards to the word flash cards you have used in the previous three units, revising the phonic patterns that you have taught. When the children complete and trace the words, check that they are forming their letters correctly, starting from the dot.

C. 1. a necklace 2. a leaf 3. a box 4. an egg
5. an umbrella 6. an insect

D. Trace and complete the questions and answers.

1. Play all the language teaching games for Units 1-3 (Teaching Guide pages 123-128), revising the language that you have taught.
2. Talk about the colours in each picture and count the objects.

3. Ask the children to read the questions and complete the answers orally before they trace and complete them in their books.
4. Check that the children are tracing accurately, using the correct direction for each letter, starting at the dot.

D. 2. tins 3. rats 4. bag 5. zip

E. Complete the sentences about the colours in Ex. D.

1. Talk about the colours in Ex. D.
2. Practise making sentences about the colours of objects in the classroom before you practise Ex. E orally. Then ask the children to write the words in their books.

E. 1. blue 2. yellow 3. red 4. green 5. blue

UNIT 4 TEST

Expected Learning Outcomes

1. To demonstrate that they have met the learning outcomes of the previous three units
2. To consolidate key concepts if the learning outcomes of the previous three units have not been met

Preparation and materials

You will need:

- colour pencils for the listening exercise
- a photocopy of the Quarterly Record of Assessments at the back of the Teaching Guide. If there are more than 30 students in your class, photocopy it twice. Keep these records carefully so that you can complete them after the next tests and track progress over the year.

How to give the test

1. Explain that the children should not look at each other's work or talk to each other during the test.
2. Read aloud each question and explain what the children have to do in a language that the children understand, if necessary.
3. Reassure them that you will not be angry if they make mistakes. Explain that the test will enable you to help them learn.
4. Ensure that every child has a sharp pencil and colour pencils.
5. Give plenty of time for the children to complete their tests. Those who finish early can draw a picture on a separate piece of paper.
6. Mark according to the mark scheme below.
7. Enter the results on the Quarterly Record of Assessments at the back of the book.
8. Note areas of weakness (e.g. listening) in individual children and try to remedy them with extra teaching in that area.
9. Note areas of weakness in the whole class (e.g. in a particular tense) and re-teach it if necessary.
10. Children who score less than 15 should spend more time revising the previous three units. Children who score more than 15 can move on to the Challenge section.

Answers

A. Listening: 5 possible marks

Give ½ a mark for each correctly drawn line, ½ a mark for each correctly coloured object. Do not penalise children for colouring untidily if the colour is correct

- A. 1. Ali – book (blue) 2. Mama – umbrella (red), 3. Sara – pen (orange)
4. Adam – van (green) 5. Fiza – necklace (yellow)

B. Words: 5 possible marks

Give ½ mark for each correctly completed letter. Give ½ mark for each correctly traced word.

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

C. Sentences: 10 possible marks

Give one mark for each correctly circled word.

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

Total marks for the test: 20 (Multiply by 5 if a percentage is required. Note down the marks in the photocopiable Record of Assessments at the back of the Teaching Guide.)

Follow-up to the test

Spend a lesson going over the test, re-teaching the language of the problematic questions.

What to do if individual students have found the test difficult

If possible, give the children additional help to catch up with the rest of the class. Note which questions they have got wrong and teach the concepts again.

What to do if the whole class have found particular questions difficult

If the majority of children have scored less than 15, omit the Challenge section. Re-teach the language of the previous three units.

UNIT 4 LISTEN, READ AND SPEAK

Expected Learning Outcomes

To extend skills in reading if the learning outcomes of the previous three units have been met

Preparation and materials

You will need:

- the audio-recording of the reading text and speakers

Suggestions and answers

A. Listen and read the text. Talk about the pictures.

1. Read the story expressively or play the audio-recording, asking the children to follow the text while it is read.
2. Talk about the story and ask how the children would feel if they found a big fat cat in their bag! Would they feel happy, frightened or surprised?
3. Read the story again, asking the children to read each line after you, pointing to the text as they read. The words are nearly all familiar to the children so they should be able to do this fairly easily.
4. Ask the children to practise reading the text to their parents at home.

B. Listen to the story. Look at Sid's picture and match the sentences.

1. Ask different children to read and match the sentences orally.
2. They then write the complete sentences in their notebooks. Do not expect them to use quotation marks (speech marks) as these have not yet been taught.

- B.** 1. Sid is a cat. 2. Sid is fat. 3. Mama says, What is that?
4. Fiza says, It is a cat. 5. Sid says, Prrrr!

C. Read, trace, and match.

1. Ask the children to read each label aloud and match each one to the correct picture.
2. They trace the words carefully.

D. Repeat the words in Ex. C after your teacher.

1. The children copy and label the words in Ex C in their notebooks.
2. Encourage them to use the same colours.
3. Ask more able children to draw other pictures and label them.

E. Listen to the text and circle the rhyming words.

1. Explain that two words rhyme when the last part of one word sounds the same as the last part of the other word as in *mat* and *cat*.
2. Go through the exercise orally before the children circle the rhyming words in their notebooks.

- E.** 1. mat 2. that 3. van 4. tin 5. lid

UNIT 4 CHALLENGE

Expected Learning Outcomes

To extend skills in language if the learning outcomes of the previous three units have been met

Preparation and materials

You will need:

- an empty table at the front of the classroom
- up to 5 of a variety of simple foods such as mangoes, bananas and apples (or, if this is not possible, any classroom objects e.g. pencils, pens, books)
- labels for each food and also a large label with 'Museum Table' in bold felt tip pen

Suggestions and answers

A. Just for fun: Complete the word snakes.

1. Explain that in a word snake, the first or last letter of one word is the same as the first or last letter of the next word. The pictures give a clue to the missing letter. The words either go from left to right or from top to bottom.
2. Talk about each word before you ask the children to complete the missing letters.

- A. Word snake 1:** cat, tin, man, mat **Word snake 2:** zip, pen, bin, bag

B. Circle the words beginning with b.

1. Play *I spy* (page 123 of the Student's Book) before you do this exercise. This will give children practice in identifying the initial phonemes of words.

2. Ask the children to think of words beginning with f (e.g. flower, fish), d (e.g. desk, dog), p (e.g. pencil, pen)

B. a banana, a boy

C. Label the pictures with words from Ex. B.

1. Explain that in English, we put 'a' before each word (unlike in Urdu).
2. Ask the children to make oral questions and answers about the pictures in Ex. C, following the example.
3. **Extension:** Discuss which of the pictures are foods (only the banana).
4. Put a number of foods on a spare table at the front of the classroom. Explain that this is a 'Museum Table'. Display interesting foods such as apples, mangoes and bananas – or any objects in the classroom.
5. Label them with a thick felt tip pen so that the children get practice in reading sight words, e.g. *mangoes, eggs, apples, bananas*.
6. Ask the children to make up oral questions and answers about **one** of each food on the table, following the pattern, *What's this? It's a _____*

C. 2. a flower 3. a book 4. a desk (or table) 5. a boy 6. a pencil

D. Write questions and answers about Ex. C.

1. The children write questions and answers in their notebooks.
2. Remind them to use 'a' before each word. Check that they begin questions and answers with a capital letter and use question marks and full stops correctly.

D. 2. What is this? It is a flower.
3. What is this? It is a book.
4. What is this? It is a desk (or table).
5. What is this? It is a boy. (or Who is this? He is a boy. *Both are acceptable.*)
6. What is this? It is a pencil.

E. Do the sums. Trace and complete the sentences.

1. Discuss which of the pictures in E are foods (all of them).
2. Ask the children to make up a sum about each row in Ex. E, following the example.
3. The children trace and complete the sentences carefully.
4. **Extension:** Make different sums with the fruit on the Museum Table. For example, take two mangoes in one hand and three mangoes in the other hand. Ask the children to make up a sum (2 and 3 are 5).

E. 2. 4 and 1 are 5. 3. 2 and 1 are 3. 4. 2 and 2 are 4.

F. Trace the questions about the pictures in Ex. E. Answer them.

1. Practise the questions and answers in the book orally before asking the children to trace and complete them.
2. **Extension:** The children can write similar questions and answers about Ex. E 4 and the foods on the Museum Table.

F. 2. 5 mangoes 3. 3 apples

Note: For detailed teaching procedures, see suggestions for Unit 1.

Brief teaching notes can be found at the back of the Student's Book. All answers are highlighted in grey.

UNIT 5 LESSON 1

Expected Learning Outcomes

1. To read a picture story from top-left to bottom-right
2. To explore the topic of animals and discuss what they eat and how they move
3. To enjoy a simple version of the story of Noah's Ark

Preparation and materials

You will need (optional):

- 6 word flashcards and 6 matching picture flashcards of the words in the phonic boxes for this unit
- some soft toys representing different animals or large colourful pictures of animals
- glove puppets
- speakers and the audio-recording for this unit, which should have been downloaded before the lesson

Suggestions and answers

A. As you listen to the story, read the words along.

1. Play the audio-recording of the story, asking the children to point to the correct text as they listen. If this is not possible, read the story aloud yourself, filling in the details as appropriate for your class. Noah and the Ark is a well-known story from the Quran and the Bible. It is about Noah, who builds a big boat (the ark) at God's command. The people in his community all laugh at him because they think he is wasting his time. But then it starts to rain for 40 days and nights. All the land is flooded and Noah takes two of each kind of animal into his boat. He saves the lives of his family and all the animals in the boat. When the rain stops, the boat comes to rest on a mountain. Noah sees a rainbow, which is a promise from God that the world will return to normal. Noah sends out a dove to see if there is any dry land. Eventually the dove returns with a leaf, which shows that the land is drying out and plants are growing again.
2. After the children have read the story, ask them to act it out. If possible, help them to make masks for two of each animal and get them to process across the playground to a high place (perhaps a veranda or stage) which they can pretend is the boat.
3. As they go, they can sing the song in Lesson 2, making the appropriate movements for the animals they are miming.

4. The children all exclaim at how everywhere is covered with water and thank Noah for rescuing them. With your help, they count up to 40 to represent the forty days that passed on the boat.
5. They then look at the sky and give thanks for the rainbow, which shows that the sun is shining again. The child who acts as the dove can pretend to fly to a tree and bring back a leaf.
6. Then all the children can process in twos back to class.

B. Talk about the animals in the pictures.

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

Phonic box

See Unit 1 Lesson 1 A for all phonic boxes in this unit. Note that the letter 'h' goes above the two middle lines.

Follow-up

1. Play **Do what I say** on page 124 of this book. Practise the command, *Look at ...*, pointing to things in the classroom.
2. If you have toys or pictures of animals, place them around the room so that the children can enjoy looking for them. When the children have spotted all the animals, ask them to describe their colour, shape, and how they move.

UNIT 5 LESSON 2

Expected Learning Outcomes

1. To learn a song about animals
2. To count to 10 or, if ready, to 18

Preparation and materials

You will need (optional):

- speakers and the audio-recording for this unit, which should have been downloaded before the lesson

Suggestions and answers

A. Sing a song: *The animals came in two by two*

1. Elicit that this song is about the story in Lesson 1 (Noah and the Ark). The animals are going two by two into the boat to escape from the flood. Ask the children to chat about each pair of animals. Talk about their colours and noises. When the children know the names of the first ten animals, teach the names of the last eight.
2. **Extension:** Extend the language of more able children by asking questions like 'Which animals have four legs/two legs/manes/horns/long necks/wings/trunks?'
3. If possible, teach the tune of the song with the help of the audio-recording. The words and actions to other verses are on page 95 of this book.
4. Note that the last line of each verse introduces children to a different movement word – walking, running, and flying.
5. Play the game **Animal follow the leader**. See Games, page 124.

B. Write the number near each animal in the picture.

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

B.	ants	10	camels	3	hens	13	dogs	8	horses	4
	cats	6	rats	7	elephants	2	cows	5	snakes	9
Extension:	bees	11	ducks	12	birds	1	parrots	14		
	sheep	15	goats	16	foxes	17	kangaroos	18		

C. Game: Guess the animal.

This listening and speaking game will help you to practise animal sounds and *What are these? They aren't They're ...*

UNIT 5 LESSON 3

Expected Learning Outcomes

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

Suggestions and answers

A. Match and trace the words. Start each letter at the dot.

1. Get the children to say the short *e* sound after you.
2. Match simple pictures and words on the board. Get them to trace over the letters, following the correct direction.
3. The children copy and illustrate the words.

B. Write 'one' or 'two'. Trace the words.

1. Ask the children to identify other pairs in the classroom. Check that they add the plural *s*.
2. Teach the spelling of the words *one* and *two*. Write them on the board.
3. Ask the children to complete the numbers below the words in the book. They may copy the pictures and words in their notebooks.

B. one pen two eggs one hen two legs

C. Use the new words to make the sentences.

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

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

UNIT 5 LESSON 4

Expected Learning Outcomes

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

Suggestions and answers

A. Talk about the animals' legs: A _____ has [no 2 4 6] legs.

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

- A.**
2. A bird has 2 legs.
 3. A bee has 6 legs.
 4. A fish has no legs.
 5. An ant has 6 legs.
 6. A kangaroo has 4 legs.
 7. A hen has 2 legs.
 8. A duck has 2 legs.
 9. A snake has no legs.
 10. A goat has 4 legs.
 11. A camel has 4 legs.
 12. A parrot has 2 legs.

B. Talk about the colours of the animals in Ex. A.

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

- B.**
2. What colour is the bird? It's blue and yellow.
 3. What colour is the bee? It's yellow, black, and white.
 4. What colour is the fish? It's blue and red.
 5. What colour is the ant? It's red and black.
 6. What colour is the kangaroo? It's brown and white.
 7. What colour is the hen? It's brown and yellow.
 8. What colour is the duck? It's blue and green.
 9. What colour is the snake? It's yellow and green.
 10. What colour is the goat? It's brown and white.
 11. What colour is the camel? It's black and brown.
 12. What colour is the parrot? It's green and red.

Extension

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

no legs a _ish _____	2 legs a _ird _____ _____	4 legs a _orse _____ _____	6 legs a _ee _____
----------------------------	------------------------------------	-------------------------------------	--------------------------

Phonic box

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

UNIT 5 LESSON 5

Expected Learning Outcomes

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

Preparation and materials

- Play **Animal follow the leader** again. See page 124 in the Games section of this book.

Suggestions and answers

A. Trace and complete the sentences.

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

B. Answer the questions using 'Yes, it can.' or 'No, it can't.'

After the children have answered the questions orally, they copy the questions and answer them.

- B.** 2. Yes, it can. 3. No, it can't. 4. Yes, it can 5. Yes, it can. 6. No, it can't.

Extension

Encourage the children to work in pairs, asking and answering similar questions about other animals on this page.

UNIT 5 LESSON 6

Expected Learning Outcomes

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

Preparation and materials

You will need:

- picture and word flashcards of words in phonic boxes for this unit
- speakers and the audio-recording for this unit, which should have been downloaded before the lesson

Suggestions and answers

A. What is the first sound? 🗣️

1. Play the audio-recording and ask the children to repeat the initial phonemes, followed by the words. Alternatively, ask the children to repeat after you (using the initial phonemes, not the letter names):
e as in an **e**gg
e as in an **e**lephant
2. Ask them to think of other words with this sound e.g. *empty, eleven, end*. Don't suggest other words beginning with the letter *e* that make a different sound (e.g. *eat, ear, eye*).

B. Listen and read the words. Match the pictures to the words. 🗣️

1. Listen to the audio-recording and ask the children to segment and blend the phonemes of each word after the speaker. If you do not have the audio-recording, ask the children to segment and blend the words after you, e.g. h-e-n hen. Use the phonemes, not the letter names. Sight words should not be sounded out and should be read as a whole.
2. Ask different children to come to the front and play **Run and match** with picture and word flashcards for the phonic boxes of this unit. (See Games, page 123).
3. Note that the words in the middle column cannot be matched to pictures.
4. Get the children to cover the pictures and read the words to each other in pairs.
5. Ask the children to learn the spellings for homework and test them in a week's time.

C. Complete the following.

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

Talk about each picture, counting the legs, ears, and horns. Then ask the children to complete the missing letters, using the letters that the rat is juggling.

Extension: The children can write a sentence about the colour of each picture. For example, *1. The flower is red.*

C. Listen to your teacher. Put up your hand if she says a word beginning with *p*.

1. Play **I spy** with initial letter sounds. See page 123 in Games.
2. Ask the children to stand up.
3. Say a number of words the children know including some beginning with *p*, for example, *parrot, pet, pen, pencil, pin, pot*. Include some beginning with *b* as some children find it difficult to discriminate between these two sounds.
4. The children put up their hands every time you say a word beginning with *p*.
5. Children who do not put up their hands or put them up at the wrong time must sit down and are no longer in the game.
6. The last child to sit down is the winner.

The activity might go like this:

Teacher: Stand up everyone. Put up your hand if I say a word beginning with the sound *puh*:
pot [*All children put up their hands except Shoukat.*] Sit down, Shoukat. *Pot* begins with *puh*.
Snake. [*None of the children put up their hands.*] Good. Bag. [*Sameena puts up her hand.*] No,
Sameena. Bag begins with *buh* not *puh*. Sit down please.

Play the game again with words beginning with *f*, for example, *flower, fish, fruit, face, four, fan*.

h

horse

k

kangaroo

f

flower

g

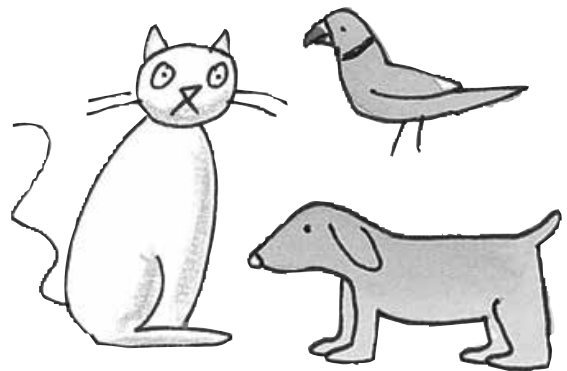
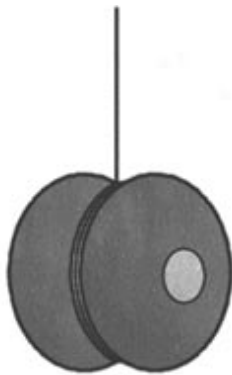
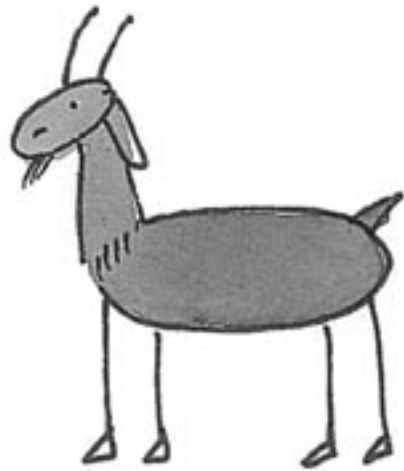
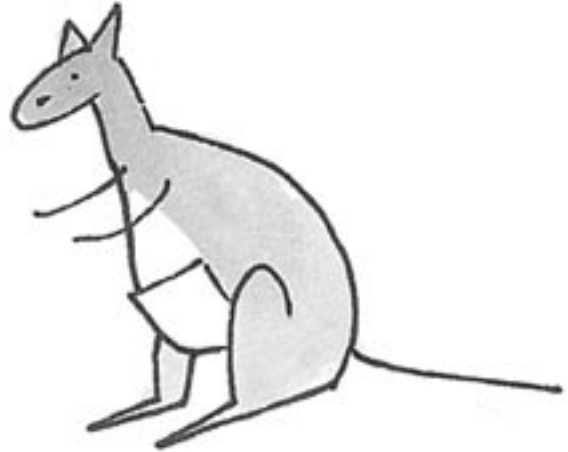
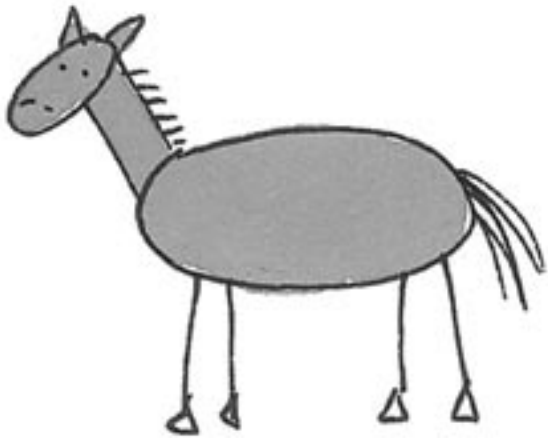
goat

y

yo-yo

p

pets



Animal friends

Note: For detailed teaching procedures, see suggestions for Unit 1. Brief teaching notes can be found at the back of the Student's Book. All answers are highlighted in grey.

UNIT 6 LESSON 1

Expected Learning Outcomes

1. To explore the topic of pets through reading a story
2. To explain that apostrophe s ('s) shows belonging
3. To explain the idea that names begin with capital letters

Preparation and materials

You will need (optional):

- 6 word flashcards and 6 matching picture flashcards of the words as on page 54–55 of this book
- a name card for every child in the class – each beginning with a capital letter; these can either be placed on their desks or on their pegs where they hang their snack boxes or school bags
- speakers and the audio-recording for this unit, which should have been downloaded before the lesson

Suggestions and answers

A. Listen to the recording and read along. Pronounce words accordingly.

1. Chat about pets. For chat, see Unit 1 Lesson 2 B Step 2.
2. Play the audio-recording of the story, asking the children to point to the correct text as they listen. If this is not possible, read the story aloud yourself. For further suggestions on reading a picture story, see Unit 1 Lesson 1 A, Steps 5-8, and on expanding a picture story, see Unit 1 Lesson 4 A. Explain that a farmer looks after the animals in a farm, but people do not look after wild animals. Wild animals look after themselves. Elicit that all the animals in this story are toys. Balu is a toy teddy bear.
3. Explain that in English we have two kinds of letters – capital letters and small letters. All names begin with capital letters.
4. Ask the children to point to the capital letters that begin each name in the story.
5. Give each child his/her own name card. Ask them to copy their names carefully, using capital letters to begin them, but the rest of the name in lower case.
6. Stick their name cards above their pegs.

Phonic box

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

UNIT 6 LESSON 2

Expected Learning Outcomes

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

Preparation and materials

You will need (optional):

- speakers and the audio-recording for this unit, which should have been downloaded before the lesson

Suggestions and answers

A. Sing a song: *Old Macdonald*

1. If possible, teach the tune of the song with the help of the audio-recording. The words to other verses and all the actions are on page 124 of this book.
2. Chat about the farm animals in the picture.

B. Ask and answer the questions with 'Yes, it can.' or 'No, it can't.'

1. First ask these questions and make up similar ones of your own, for example:
 - Can a hen moo?
 - Can a hen cluck?
 - Can a goat cluck?
2. Get the children to make up their own questions in pairs.
3. The children write and answer the questions.
4. **Extension:** They copy the complete questions and answers in their notebooks.

- B.**
1. Can a cow moo? Yes, it can.
 2. Can a dog quack? No, it can't.
 3. Can a cat moo? No, it can't.
 4. Can a duck quack? Yes, it can.

C. Game: Guess what I am

See page 124 in the Games section of this book.

Phonic box

Turn to the alphabet at the beginning of this book. Find another word beginning with *q* (queen). Refer to the alphabet when you teach a new letter sound and revise it regularly.

UNIT 6 LESSON 3

Expected Learning Outcomes

1. To learn the short *o* sound in three-letter words
2. To learn the preposition *in*
3. To begin learning the connection between upper and lower case (capital and small letters)
4. **ECCE C7 m:** Write their own names in English with appropriate use of upper and lower case letters (C 1-2)

Suggestions and answers

A. Match and trace the words. Start each letter at the dot.

1. Get the children to say the short *o* sound after you.
2. Match simple pictures and words on the board. Get them to trace over the letters, following the correct direction.
3. The children match the words and pictures in the book. They then trace the words, starting at the dot.
4. The children write and illustrate the words in their notebooks.

B. The names of the days of the week begin with capital letters. Complete the following words by writing the missing capital letter for each day.

1. Play *The Magic Bag* in Games, page 124. Each time, ask the children to guess what is *in* the bag. With your hand, demonstrate the difference between *in* and *on*.
2. Play a team game, asking a member of each team to tell you what is *in* or *on* your bag. Write up the score on the board as you go. Clap the winners.
3. Ask the children to read and complete the questions and answers.
4. They can write them and draw the pictures in their notebooks.

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

C. Write your name. Begin with a capital letter.

1. Get the children to identify their own name cards shown in Lesson 1.
2. They practise writing their own names, beginning with a capital letter, the rest in lower case.

Talk box

Make it clear that capital letters and small letters sound the same but look different. If there are any children whose names begin with A in your class, ask them to come to the front. Write their names on the board and ask them to read their names. As they read their names, the rest of the class repeat their names and clap for them. Do the same for every capital letter in the alphabet so that every child in the class has a chance to come to the front, read their name, and have a clap from their friends.

Phonic box

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

UNIT 6 LESSON 4

Expected Learning Outcomes

1. To recognize the connection between small letters and their corresponding capital letters
2. To form affirmative and negative sentences like this:
_____ is a _____. _____ is not a _____.
- 3 **ECCE C6 h:** Think of a variety of objects beginning with a single letter or the alphabet. (Talk box)

Preparation and materials

You will need:

- coloured pencils

Suggestions and answers

A. Match. .

1. After the children have matched the animals correctly, get them to draw and label the pictures in their notebooks or on paper.
2. Emphasize the difference between small and capital letters. You may wish to explain that capital letters are sometimes called upper case letters. Remind them that all names begin with a capital letter but the rest of the letters are lower case. Small letters are sometimes called lower case letters.

B. Match.

When the children have matched the sentences correctly, get them to write the sentences in their notebooks.

- | | |
|---------------------|-----------------------|
| B. 1. Dan is a dog. | 2. Polly is a parrot. |
| 3. Candy is a cat. | 4. Balu is a bear. |
| 5. Finny is a fish. | 6. Hetty is a hen. |

C. Think of other words beginning with the 'b' phomene, e.g. bin, book box.

Ask your students to think of words that begin with 'b' . Make sure everyone participates.

UNIT 6 LESSON 5

Expected Learning Outcomes

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

Suggestions and answers

A. Trace and complete the sentences with 'He' or 'She'.

1. Practise the use of *he* and *she* with reference to boys and girls in the classroom.
2. Practise the sentences orally before you get the children to write them.

- A. 1. She is Polly. 2. He is Adam. 3. She is Fiza. 4. He is Ali. 5. She is Sara.

B. Make true sentences about A.

- | | | |
|----------------------|------------------|-------------------|
| B. 1. Polly can fly. | 2. Adam can run. | 3. Fiza can jump. |
| 4. Ali can swim | 5. Sara can skip | |

C. What animals can you see in the picture?

Extension: When the children have made sentences for what they **can** see, they can make sentences for what they **cannot** see.

- D. I can see a duck, a horse, a fox, an ox and an elephant. Able children may add the colours, for example, I can see a grey ox, a white horse, a brown fox, a white duck, and a grey elephant.

UNIT 6 LESSON 6

Expected Learning Outcomes

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

Preparation and materials

You will need:

- 6 picture and word flashcards as on page 54–55 of this book
- speakers and the audio-recording for this unit, which should have been downloaded before the lesson

Suggestions and answers

A. What is the first sound?

1. Play the audio-recording and ask the children to repeat the initial phonemes, followed by the words. Alternatively, ask the children to repeat after you (using the initial phonemes, not the letter names):
 - o as in an orange
 - o as in an ox
2. Ask them to think of other words with this sound e.g. *on, of, off, often*.

B. Listen and read the words. Match the pictures to the words.

1. Listen to the audio-recording and ask the children to segment and blend the phonemes of each word after the speaker. If you do not have the audio-recording, ask the children to segment and blend the words after you, e.g. d-o-g dog. Use the phonemes, not the letter names. Sight words should not be sounded out and should be read as a whole.
2. Ask different children to come to the front and play **Run and match** with picture and word flashcards for the phonic boxes of this unit. (See Games section Unit 1 Lesson 6).
3. Note that some words cannot be matched to pictures.
4. Get the children to cover the pictures and read the words to each other in pairs.
5. Ask the children to learn the spellings for homework and test them in a week's time.
6. Dictate some familiar words, remembering to note down which words you have dictated.

7. Write the words on the board and ask the children to exchange books and mark each other's work. If they find it difficult to read from the board, mark their work for them.

C. Trace and complete the words with the correct letters.

C. 1. a dog 2. a pan 3. a box 4. a pot 5. a fox

D. Circle the capital letters.

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

D. A, B, C, D

j

jug

q

queen

a

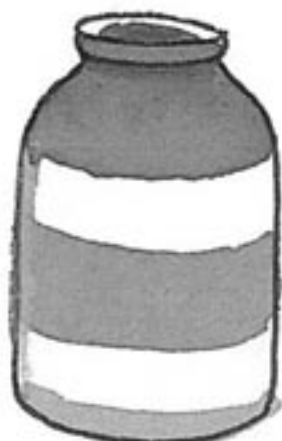
pan

man

o

pot

dog



Parts of the Body

Note: For detailed teaching procedures, see suggestions for Unit 1. Brief teaching notes can be found at the back of the Student's Book. All answers are highlighted in grey.

UNIT 7 LESSON 1

Expected Learning Outcomes

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

Preparation and materials

You will need (optional):

- 6 word flashcards and 6 matching picture flashcards of the words as on page 61–62 of this book
- some soft toys
- speakers and the audio-recording for this unit, which should have been downloaded before the lesson

Suggestions and answers

A. Listen to the text and read along to identify words and sentences.

1. Chat about toys and if possible bring some soft toys into school.
2. Ask the children to point to different parts of their own bodies and of the toys they have brought in.
3. Play the audio-recording of the story, asking the children to point to the correct text as they listen. If this is not possible, read the story aloud yourself. Elicit that Dan the dog has torn off one of the teddy bear's ears. Dan is running away with the ear in his mouth.

B. Label the parts of Elly the elephant.

- B. Children label the elephant's ears, head, eyes and legs.

Phonic box

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

UNIT 7 LESSON 2

Expected Learning Outcomes

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

Preparation and materials

You will need:

- speakers and the audio-recording for this unit, which should have been downloaded before the lesson

Suggestions and answers

A. Sing a song: *Head and Shoulders*

1. If possible, teach the tune of the song with the help of the audio-recording. Suggestions for actions are on page 121 of this book.
2. Touch the parts of the body as you sing.
3. Play ***Do what I say***. (See Games, page 124).
4. Revise all the command words you have taught, e.g. *Eat. Drink. Sleep. Dance. Swim. Fly. Run (on the spot)*.
5. Use the game to teach *Touch your head/shoulders/knees/toes/eyes/ears/mouth/nose/legs*.

B. Label the picture in Ex. A with the words in the box.

Encourage the children to read the new words, which are already labelled. Help the children to add the missing words, placing them correctly within the quadruple lines.

C. Game: Simon says

See Games, page 124.

UNIT 7 LESSON 3

Expected Learning Outcomes

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

Preparation and materials

- the flash cards for this lesson

Suggestions and answers

A. Match and trace the words. Start each letter at the dot.

1. Get the children to say the short *u* sound after you.
2. Match simple pictures and words on the board. Get them to trace over the letters, following the correct direction.
3. Ask the children to match each picture to a word in the book.
4. When the children trace the words, check that they start each letter at the dot.
5. Ask the children to copy the pictures and label them in their notebooks.
6. The children write and illustrate the words in their notebooks.

B. Complete and copy the sentences.

Extension: The children make up their own sentences, using *very* and write them in their notebooks.

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

C. Write sentences about the pictures in Ex. B.

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

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

Talk box

Ask the children to tell you about their own experiences with animals. Encourage them to express their feelings - for example, they may have felt frightened or happy to see dogs. They may have felt hurt by bees or pleased to see them and know that they give us honey and help different plants to grow. Encourage them to exchange ideas in a variety of contexts - on picnics, at home and in the street.

Phonic box:

Ensure that the children touch the top line with capital G and the bottom line with lower case g.

UNIT 7 LESSON 4

Expected Learning Outcomes

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

Suggestions and answers

A. Trace and complete with 's and these words.

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

They can draw pictures and write the questions and answers in their books.

A. 2. Dan's ear 3. Balu's nose 4. Finny's eye
5. Hetty's leg 6. Candy's mouth

B. Ask and answer questions about each picture in Ex. A.

1. Give the children plenty of practice in asking and answering questions about things around them in the singular.
2. Ensure that they do not ask, *It is a ...?* They should all practise the reverse: *Is it a ...?*
3. You can make this exercise more fun if you turn it into a team game.

Extension: If the children answer in the negative, they write what it **is**.

Phonic box: Point out that a capital I is similar to a lower case l. The difference is that we write lower case l with a flick at the bottom. A capital I is just a straight line. The dot of a lower case i should come half way between the two top lines.

UNIT 7 LESSON 6

Expected Learning Outcomes

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

Preparation and materials

You will need:

- 6 picture and word flashcards as on page 61-62 of this book
- speakers and the audio-recording for this unit, which should have been downloaded before the lesson

Suggestions and answers

A. What is the first sound?

1. Play the audio-recording and ask the children to repeat the initial phoneme, followed by the words. Alternatively, ask the children to repeat after you (using the initial phoneme, not the letter names):

u as in an **umbrella**

2. Ask them to think of other words with this sound e.g. *under, up, upset, uncle*

B. Listen to the words. Match the pictures to the words.

1. Listen to the audio-recording and ask the children to segment and blend the phonemes of each word after the speaker. If you do not have the audio-recording, ask the children to segment and blend the words after you, e.g. c-u-p cup. Use the phonemes, not the letter names. Sight words should not be sounded out and should be read as a whole.
2. Ask different children to come to the front and play **Run and match** with picture and word flashcards for the phonic boxes of this unit. See Games, page 123.
3. Get the children to cover the pictures and read the words to each other in pairs.
4. Ask the children to learn the spellings for homework and test them in a week's time.

C. Complete the sentences with 'a' or 'an'.

1. Explain that we use *an* instead of *a* when words begin with *a, e, i, o* or *u*.
2. Write a number of different familiar words on the board, some beginning with vowels and some beginning with consonants. Ask different children to come up and write *a* or *an* in front of them. Suitable phonically regular words beginning with vowels are: *apple, ant, egg, elephant, insect, orange, umbrella*.
3. Rub out what they have written and ask all the children to write the words in their books, using *a* or *an* in front of them.

C. 2. It is a goat. 3. It is an ant. 4. It is a cup 5. It is an elephant.

u

cup

bus

e

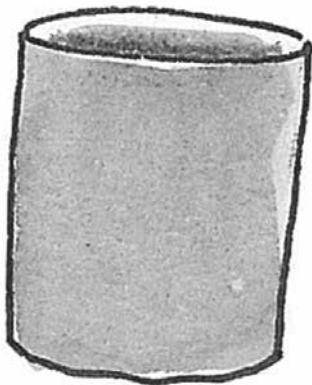
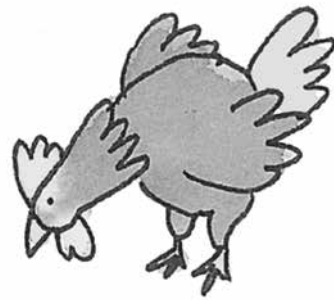
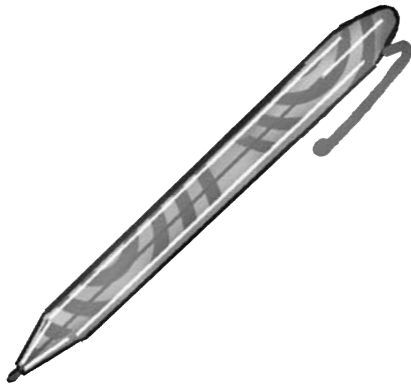
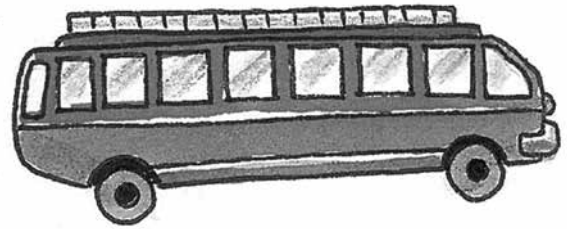
pen

hen

i

bin

tin



Check-up, Test, Reading, and Challenge

Note: All answers are highlighted in grey.

UNIT 8 CHECK-UP

Expected Learning Outcomes

1. To revise listening skills from the previous three units
2. To revise words (vocabulary) and phonic patterns from the previous three units
3. To revise the sentence skills (grammar) taught in the previous three units
4. To practise handwriting between quadruple lines

Preparation and materials

You will need:

- the picture-word matching flash cards from the previous three units
- the audio-recordings of the songs from the previous three units
- colour pencils for the listening exercise
- the games listed for Units 5-7 in the Teaching Guide

Suggestions and answers

Sing again all the songs from the previous three units, with actions. See page 119 of this book for details. Ask the children to re-read the stories from the last three units and to re-tell them in their own words.

A. Listen, trace, draw, and colour according to the instructions given in the listening exercise.

Read aloud the listening exercise on page 117 of the Student Book. Repeat each instruction twice and pause to give the children time to match and colour as you explain.

A. Accept any recognisable drawings. The children draw an eye, ear and leg in approximately the right part of the animal. They draw an insect on the animal's nose, an apple in his mouth, and a hen on his head. They colour his head yellow, his legs red, his ears brown and his nose black.

B. Write the missing letters.

Ask the children to match all the picture flash cards to the word flash cards you have used in the previous three units, revising the phonic patterns that you have taught.

Play **I spy** with the initial sounds of these and other pictures on these two pages. See page 124 for instructions.

B. 1. jug 2. horse 3. goat 4. kangaroo 5. flower 6. queen

C. Trace and answer the questions.

1. Talk about the colours in each picture and how each creature moves. Point out that some (like a duck) can fly AND walk AND swim.
2. Ask the children to read the questions and complete the answers orally before they trace and complete them in their books.
3. Check that the children are tracing accurately, using the correct direction for each letter, starting at the dot.

C. 3. Yes, it can. 4. No, it can't. 5. No, it can't. 6. Yes, it can.

D. Trace and complete the sentences about the pictures in Ex. C.

1. Talk about where each creature is, reminding the children of the difference between *in* and *on*.
2. Play *Simon says* (Student's Book page 117, Unit 7) to practise the difference between *in* and *on*. For example, *Simon says: Put your hand **on** your head/desk/chair. Simon says: Put your pencil **in** your book/bag/pocket.*
3. **Extension:** The children write a sentence about the fish.

D. 2. on 3. on 4. in 5. in **Extension:** 6. The parrot is on a pot.

UNIT 8 TEST

Expected Learning Outcomes

1. To demonstrate that they have met the learning outcomes of the previous three units
2. To consolidate key concepts if the learning outcomes of the previous three units have not been met

Preparation and materials

You will need:

- colour pencils for the listening exercise
- a photocopy of the Quarterly Record of Assessments at the back of the Teaching Guide. You should have already completed the first test. Note which children appeared to be falling behind last time and check their progress this time.

How to give the test

See the instructions for the test in Unit 4.

Answers

A. Listening: 5 possible marks

Instructions: Draw a bee in the jug. Draw a bird on the jug. Colour the bee yellow and black. Colour the bird blue and green. Draw the teddy bear's eyes. Draw the teddy bear's nose.

Total marks for listening: 5

- ½ for a recognisably drawn bee
- ½ for a recognisably drawn bird
- ½ for bee clearly **in** the jug
- ½ for bird clearly drawn **on** the jug
- 1 for yellow and black colours marked on bee (½ for each correct colour)
- 1 for blue and green colours marked on bird (½ for each correct colour)
- ½ for two dots for eyes roughly in the right place
- ½ for a dot for the nose roughly in the right place.

B. Words: 5 possible marks

Give one mark for each correctly completed word. Do not penalise children if letters are too big, so long as they are legible.

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

C. Sentences: 10 possible marks

Give one mark for each correctly circled word.

- C. 1. are 2. camels 3. they 4. Yes 5. 2 6. can't 7. on 8. an 9. His
10. Children write their own names correctly, beginning with a capital letter, the rest in lower case.

Total marks for the test: 20 (Multiply by 5 if a percentage is required. Note down the marks in the photocopiable Quarterly Record of Assessments at the back of the Teaching Guide.)

Follow-up to the test

Spend a lesson going over the test, re-teaching the language of the problematic questions.

What to do if individual students have found the test difficult

If possible, give the children additional help to catch up with the rest of the class. Note which questions they have got wrong and teach the concepts again.

What to do if the whole class has found the test difficult

If the majority of children have scored less than 15, omit the Challenge section. Re-teach the language of the previous three units.

UNIT 8 READING

Expected Learning Outcomes

1. To extend skills in reading if the learning outcomes of the previous three units have been met
2. **ECCE C3 d:** Make up their own stories (Talk box)

PREPARATION AND MATERIALS

You will need:

- the audio-recording of the reading text and speakers

Suggestions and answers

A. Listen to your teacher/audio recording and talk about the pictures. Sound out and blend letters to read.

1. Read the story expressively or play the audio-recording, asking the children to follow the text while it is read aloud.
2. Talk about the story and ask how the children would feel if they found a dog eating an egg and bun on their bed! Angry? Scared? Worried? Discuss why the dog says, 'Ow!' when it jumps onto the hot pot. Ask the children if they have ever burnt themselves in the kitchen. Discuss whether they have dogs as pets inside the house.
3. Read the story again, asking the children to read each line after you, pointing to the text as they read. The words are nearly all familiar to the children so they should be able to do this fairly easily.
4. Ask the children to practise reading the text to their parents at home.

B. Complete the sentences with these words.

Ask the children to talk about this in class before they complete the exercise.

- B. 2. bed 3. egg ... bun 4. runs 5. pot 6. Ow!

Talk box

Make up your own story about a bad dog.

Ask the children to think of a happy ending to the story about Bob. For example, perhaps he learns his lesson and doesn't steal food again. Encourage the children to make up their own stories about a

bad dog that does something naughty. Encourage the children to end the story happily.

C. Circle the correct words.

1. Ask different children to circle the correct words, distinguishing between the similar spellings.
2. Enjoy the humour of No 5, pointing out that a hot dog is a piece of meat inside a bun.

B. 2. a top 3. a bus 4. a red hen 5. a hot pot

D. Trace and complete the words.

1. The children copy the pictures in their own way. Drawing practice is good for the hand-eye coordination of children. Don't worry if the pictures are not perfect!
2. Ask more able children to draw other pictures and label them.

E. Trace and complete the words.

Enjoy the humour of the picture. He's a clever fox to juggle all those things!

Extension: The children write sentences about the picture using *on*.

E. (clockwise from top right) a pot, a jug, a cup, a pen, a box, a top, a fox

Extension: The top is on the box. The pen is on the fox's leg. The cup is on the pen. The jug is on the cup. The pot is on the jug.

UNIT 8 CHALLENGE

Expected Learning Outcomes

To extend skills in language if the learning outcomes of the previous three units have been met

Suggestions and answers

A. Just for fun: Repeat actions after your teacher and Guess.

1. Play the game in class. Try to ensure that every child has a chance to mime an animal.
2. Ask Child 1 to come to the front and mime the movements of an animal.
3. Child 2 guesses which animal it is. If the guess is correct, Child 2 gets to mime another animal.
4. If Child 2's guess is incorrect, Child 1 makes the sound of the animal. Child 3 guesses which animal it is. If the guess is correct, Child 3 gets to mime another animal.
5. If Child 3's guess is incorrect, Child 4 has a guess.
6. If Child 4's guess is incorrect, ask Child 1 what he/she was miming and choose another child to mime a new animal.

B. Label the pictures.

1. Talk about the colours in each picture before asking the children to label them.
2. Ensure the children use the quadruple lines to position their letters correctly.

B. 2. a hen 3. a fox 4. a bus

C. Answer the questions. 'Yes, I can.' or 'No, I can't.'

1. Practise answering the questions orally before you ask the children to write the answers.

2. Remember that different children will answer in different ways since the questions are open-ended. Make sure that they CAN swim or skip before they write this - and explain that it doesn't matter if they can't.
3. Ask them other questions, such as 'Can you tie your shoe-laces? Can you stand on one leg? Can you drive a car? Can you ride a tricycle?'

- C.** 2. Open 3. No, I can't. (unless they explain that they can fly in a plane)
4. Open. 5. Open.

D. Trace and complete the sentences about the picture.

1. Enjoy the humour of the picture. Show the children that they can find the spellings for each animal below.
2. Encourage the children to trace the letters carefully, placing the letters between the quadruple lines.

Extension: The children write the sentences in their notebooks.

- D.** 2. dog 3. goat 4. cow 5. elephant

E. Circle the capital letters.

1. Discuss where we put capital letters, eliciting that we put them at the start of names and sentences.
2. Remind the children that a sentence is a group of words that makes sense by itself.

E. The children should circle: B, C, D, E, F, G, H, I, J.

F. Write a capital letter at the beginning of each name.

1. Practise saying the phonemes at the beginning of each name before asking the children to write the missing capital letters.
2. The children can find the names in the phonic boxes at the bottom of pages 38-45.
3. **Extension:** Ask the children to make a sentence about each of the pictures, beginning with a capital letter, e.g. 1. Fiza is a girl.

- F.** 2. Ali 3. Balu 4. Don 5. Hetty 6. Giddy 7. Elly 8. Finny

Note: For detailed teaching procedures, see suggestions for Unit 1.

Brief teaching notes can be found at the back of the Student's Book. All answers are highlighted in grey.

UNIT 9 LESSON 1

Expected Learning Outcomes

1. To read and discuss the themes of clothes and keeping clean
2. To demonstrate comprehension of a story
3. To explore the topic of clothes

Preparation and materials

You will need (optional):

- 5 word flashcards and 5 matching picture flashcards of the words as on pages 73–74 of this book
- some common clothes like those in Unit 9, Lesson 2; a string and some clothes pegs so you can hang them up in the classroom; some large flashcard labels for the clothes
- speakers and the audio-recording for this unit, which should have been downloaded before the lesson

Suggestions and answers

A. Listen to the teacher and read the story.

1. Chat about the children's clothes. Discuss why Kit's mother is cross at the end! Explain how other people help us by washing our clothes so that we can be clean. Point out that we should try to keep our clothes clean if possible, though accidents can happen!
2. Play the audio-recording of the story, asking the children to point to the correct text as they listen. If this is not possible, read the story aloud yourself.

B. Look at the pictures. What colour are the clothes?

1. Use this to revise the differences between singular and plural: His shorts **are** blue. His shirt **is** yellow.
2. If you have brought some clothes into class label each with a large flashcard.
3. Get the children to match the labels to the clothes. Practise matching and reading the labels every day.

Phonic box

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

UNIT 9 LESSON 2

Expected Learning Outcomes

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

Suggestions and answers

A. Talk about the pictures.

1. Talk about the clothes you have brought in first. Then ask the children to tell you about the colours of the clothes in the book and who might wear them.
2. **Extension:** Use this exercise to revise colour, inserting a colour into the answer, e.g. No 1: These are blue shorts.

- A.**
2. These are (yellow) trousers.
 3. This is a white hat.
 4. This is a (green) shirt.
 5. This is a (red) dress.
 6. This is a (blue) suit.
 7. This is (an orange) skirt.
 8. These are (grey) shoes.
 9. These are (brown) socks.

B. Game: Point to the clothes.

Instructions are given on page 117 of the Student's Book.

C. Game: Play Clothes Bingo

Play the game as described in the Student's Book. Read the names of the clothes IN A DIFFERENT ORDER and keep a record of all the clothes you have mentioned. The children should all shout 'Bingo!' when you have mentioned all nine clothes. See Games, page 128.

Extension: Tell your friend what clothes you are wearing.

1. After the children have practised orally, you may wish to write a substitution table like this on the board to help them write their own sentences:

I am wearing a	red blue green yellow	shirt. dress. suit. skirt.
I am wearing	black white	socks. shoes. shorts. trousers.

2. Note that we do not usually write the contracted form, *I'm*. But we do not say *I am* because it sounds formal and stilted.

3. Explain that we put *a* when there is only one. We think of shorts and trousers as two because there are two legs.

UNIT 9 LESSON 3

Expected Learning Outcomes

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

Preparation and materials

You will need (optional):

- speakers and the audio-recording for this unit, which should have been downloaded before the lesson

Suggestions and answers

A. Say this rhyme:

1. Get the children to say each line after you or the audio-recording, clapping at the underlined syllables. Pause at the...
2. Elicit that Kit the kangaroo has got lost in his daddy's big clothes and that his own fit him much better!

B. Look at Ex. A, picture 1. Ask and answer in pairs.

1. Ask other *Can you see...* questions about things in the classroom and other parts of Kit's body in A.
2. Play *I spy*. See Games, page 123.

B. 2. No, I can't. 3. No, I can't. 4. Yes, I can.

C. Ask the same questions about picture 2.

Point out that in picture 2, Kit is wearing clothes that fit him, so we can see him better.

C. 1. Yes, I can. 2. Yes, I can. 3. Yes, I can. 4. Yes, I can.

Talk box

What clothes do you like wearing on special days?

UNIT 9 LESSON 4

Expected Learning Outcomes

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

Suggestions and answers

A. Match and trace the word.

For matching activities, see Unit 1 Lesson 3 A and Unit 2 Lesson 3 A.

B. Trace and complete the sentences with words from Ex. A.

B. 1. shorts 2. shirt 3. shoes 4. sheep 5. fish

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

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

C. 2. shoe – two 3. hat – mat 4. socks – fox 5. shirt – skirt

UNIT 9 LESSON 5

Expected Learning Outcomes

1. To revise vocabulary related to clothes
2. To answer questions beginning *Whose*?
3. To practise the language structure: *This is's* / *These are's*
4. To practise the language structure: *I am wearing*

Suggestions and answers

A. Match the words to the picture.

1. If you have brought some clothes and matching flashcards into class, practise matching the flashcards to the clothes on your clothes line.
2. Ask the children to draw and label as many clothes as you can.
3. Talk about the colours.

B. Complete and trace the sentences about Ex. A.

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

- B. 2. This is
3. These are
4. This is
4. These are

C. Talk about what you are wearing.

1. Encourage able children to talk about the colours and even patterns (e.g. stripey, spotty, flowery).
2. Play **The Magic Bag** with clothes. See Games, page 123.

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

UNIT 9 LESSON 6

Expected Learning Outcomes

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

Preparation and materials

You will need:

- 5 picture and word flashcards as on pages 73–74 of this book
- speakers and the audio-recording for this unit, which should have been downloaded before the lesson

Suggestions and answers

A. Read the words. Match the pictures to the words. 

1. Listen to the audio-recording and ask the children to segment and blend the phonemes of each word after the speaker. If you do not have the audio-recording, ask the children to segment and blend the words after you. Treat digraphs as one phoneme, e.g. sh-ee-p. Use the phonemes, not the letter names. Ask the children to tell you the first sound of *sheep* and *shirt*.
2. Ask them to think of other words with this sound e.g. *shell, shorts, shoes, shop, shiny*.
3. Do not sound out the sight words, but teach them as a whole.
4. Get the children to cover the pictures and read the words to each other in pairs.
5. Ask the children to learn the spellings for homework and test them in a week's time.

B. Add 'sh' or 's'. Copy and label the pictures.

Chat about the pictures and ask which one is strange (Hetty the hen wearing shorts and a sheep wearing a skirt!)

2. Mama's shoes
3. Hetty's shorts
4. Candy's fish
5. A sheep in a skirt
6. Daddy's shirt

B. Circle the capital letters.

Practise these on the board before the children circle the capital letters in their notebooks.

sh

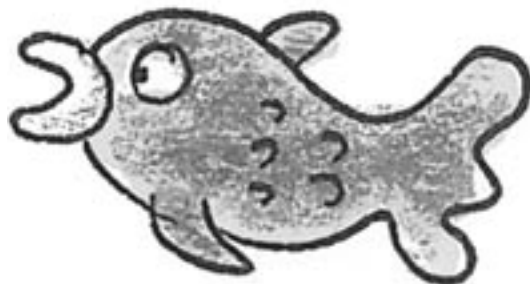
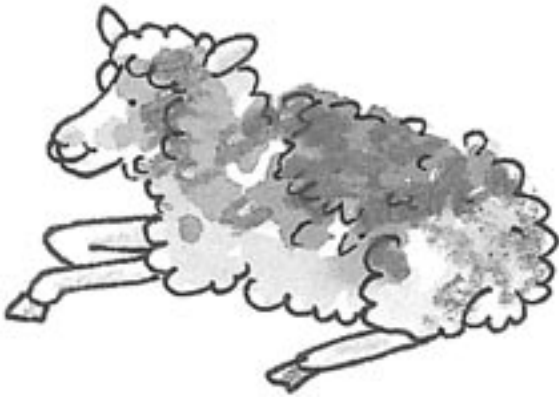
sheep

shorts

shoes

shirt

fish



The Garden

Note: For detailed teaching procedures, see suggestions for Unit 1.

Brief teaching notes can be found at the back of the Student's Book. All answers are highlighted in grey.

UNIT 10 LESSON 1

Expected Learning Outcomes

1. To read and discuss a story
2. To demonstrate comprehension of a story
3. To explore the topic of the garden

Preparation and materials

You will need (optional):

- 6 word flashcards and 6 matching picture flashcards of the words as on pages 79–80 of this book
- speakers and the audio-recording for this unit, which should have been downloaded before the lesson

Suggestions and answers

A. Listen to your teacher and read the story.

1. Play the audio-recording of the story, asking the children to point to the correct text as they listen. If this is not possible, read the story aloud yourself. For further suggestions on reading a picture story, see Unit 1 Lesson 1 A, Steps 5-8, and on expanding a picture story, see Unit 1 Lesson 4 A.
2. Enjoy the humour of Ali landing in his astonished uncle's arms and Fiza landing on the surprised cow!
3. Elicit that Ali, Adam, and Fiza are sorry because Sara told them not to climb on the wall, but they did not listen to her. Discuss times when the children have fallen and ways that they can stay safe.

B. Trace and complete the sentences.

Ask the children questions about the story to check their comprehension.

B. 2. wall 3. shoulders 4. cow 5. falls

Phonic box

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

UNIT 10 LESSON 2

Expected Learning Outcomes

1. To learn vocabulary related to gardens
2. To develop listening skills

3. To practise counting from one to ten
4. To sing a song with correct rhythm and stress
5. **ECCE C5 a:** Differentiate between the parts of a book (the cover, the title and the end) (C 1)
 - b.** Understand and demonstrate the usage and significance of different parts of a book (C2)
 - d** and **f.** Know that Urdu and regional languages (where applicable) are read from right to left and top to bottom (C3)
6. **ECCE C7 a:** Know that print carries meaning and in Urdu, it is written from right to left, begins at the top right corner of the page and moves across and down, and words are separated by a space. (C3)

Preparation and materials

You will need:

- sharpened red, green, blue, yellow, black and orange pencils
- the audio-recording

Suggestions and answers

A. Sing a song: Humpty Dumpty

Use the audio-recording to teach the song. Explain that this is an old English nursery rhyme. Humpty Dumpty is an egg and when he falls off the wall, he breaks. Once you break an egg, you cannot put it back together again.

B. Match the words to the pictures. Listen, draw, and colour.

1. Chat about the picture.
2. Count the bananas, mangoes, flowers, leaves and bees. Ask the children to match the words to each picture.
3. You may prefer to ask the children to write the words beside the pictures rather than draw lines across the picture.

Extension: Talk about the garden and colour the picture.

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

C. Talk about this book.

1. Ask the children to turn to the cover and talk about the picture. Show the title, the cover and the end.
2. Elicit that a cover should be bright and attractive and that the picture is taken from Unit 1 of this book. Ask: Who are the children in the picture? Elicit that the cover picture shows the main characters in the book. Explain that the title is *Oxford Progressive English* and that there are six levels. They will study these six books while they are in primary school.

3. Show how the English book goes from left to right and top to bottom. Compare it with an Urdu book and/or a book in a regional language, showing how it goes from right to left and top to bottom. Remind the children that when they are writing, they should leave a finger's space between each word.

UNIT 10 LESSON 3

Expected Learning Outcomes

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

Suggestions and answers

A. Match and trace the words.

Ask the children to read the phonemes *ow* and *all* and then to read and match the words.

B. Trace and complete the sentences with the words in A.

Ensure that the children are placing letters correctly within the quadruple lines.

B. 2. The cow is eating a flower. 3. The ball is on the wall.

C. Count the pictures in the garden on page 70. Write sentences.

More able children can add the colour when they count the pictures.

C. There are 3 bees. There are 4 flowers. There are 6 mangoes.
There are 7 birds. There are 8 bananas.

UNIT 10 LESSON 4

Expected Learning Outcomes

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

Preparation and materials

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

Today the plant is	very small. small. big. very big.
--------------------	--

Suggestions and answers

A. Trace and complete the sentences.

1. Play ***Do what I say***. See Games, page 124.
2. Call different children to the front of the class and whisper an instruction in their ears, for example, *Run. Drink. or Eat.*

3. While the child mimes the action, ask the rest of the class, *What's he/she doing?* Elicit the response:
He's/She's eating/drinking.

A. 1. They are drinking. 2. She is sitting. 3. I am falling. 4. He is eating.

B. Number the sentences.

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

B. 2. The plant is small. 3. The plant is tall. 4. The plant is very tall.

UNIT 10 LESSON 5

Expected Learning Outcomes

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

Preparation and materials

You will need (optional):

- 6 word and picture flashcards as on pages 79–80 of this book
- speakers and the audio-recording for this unit, which should have been downloaded before the lesson

Suggestions and answers

A. Read the words. Match the pictures to the words.

1. Listen to the audio-recording and ask the children to segment and blend the phonemes of each word after the speaker. If you do not have the audio-recording, ask the children to segment and blend the words after you. Treat *all* and *ow* as one phoneme, e.g. *b-all*, *ball*, *d-ow-n* down. Use the phonemes, not the letter names. Sight words should not be sounded out and should be read as a whole.
2. Chat about the pictures, ensuring that the children know what each one is. The children then match the pictures to words.

B. Trace and complete the sentences with 'all' or 'ow'.

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

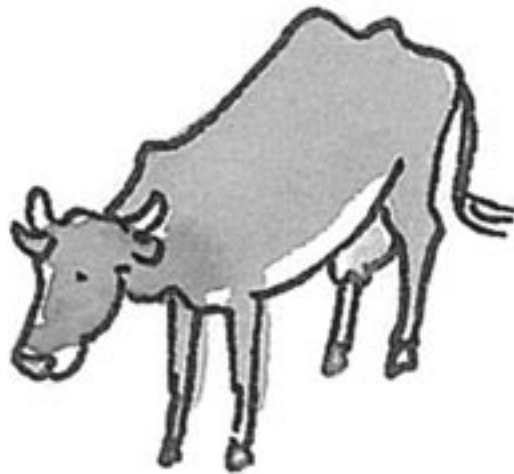
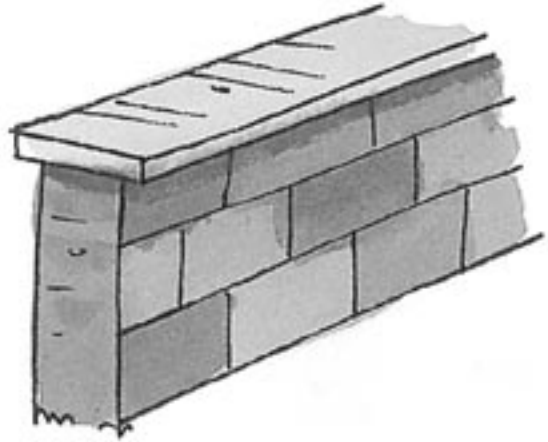
B. 2. tall 3. small 4. falling down 5. flower

C. Cross the sentences in B that seem strange.

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

C. All sentences except the tall man running and the king falling down can be crossed, but allow the children's different opinions. This is a good opportunity for chat.

all	ball
	wall
	fall
ow	flower
	cow



Transport

Note: For detailed teaching procedures, see suggestions for Unit 1.

Brief teaching notes can be found at the back of the Students' Book. All answers are highlighted in grey.

UNIT 11 LESSON 1

Expected Learning Outcomes

1. To read and discuss a story
2. To demonstrate comprehension of a story
3. To explore the topic of transport
4. **ECCE C4 f:** Repeat simple repetitive sequences in traditional and popular children's stories (Talk box)
5. **ECCE C4 g:** Tell a simple story by looking at pictures **h.** Retell a favourite story in the correct sequence (Talk box)

Preparation and materials

You will need (optional):

- 6 word flashcards and 6 matching picture flashcards of the words as on pages 85–86 of this book
- speakers and the audio-recording for this unit

Suggestions and answers

A. Read the story.

Play the audio-recording of the story, asking the children to point to the correct text as they listen. If this is not possible, read the story aloud yourself. Elicit that all the vehicles except the bicycle need petrol. Even though lots of people push the bus, they can't make it go because it has run out of petrol. It doesn't move until the cyclist brings a can of petrol to the driver. For further suggestions on reading a picture story, see Unit 1 Lesson 1 A, Steps 5-8, and on expanding a picture story, see Unit 1 Lesson 4 A.

B. How many people can you count in each picture?

1. Count the people in each picture.
2. Chat about the different vehicles and the noises they make. Explain that *bicycle* and *cycle* mean the same.

B. Picture 1: 4 people	Picture 2: 6 people	Picture 3: 6 people	Picture 4: 8 people
Picture 5: 8 people	Picture 6: 7 people		

Talk box

Retelling and role play

1. Ask the children to retell the story in their own words.
2. Ensure that they follow the correct sequence, following the numbered pictures.
3. Ask the children to do a role play of the story. For ways of acting out the story, see Unit 1 Lesson 4 B.

C. Sing a song: *The wheels on the bus*

1. For singing, see Unit 2 Lesson 2 C.
2. Words and actions are on page 121.

Phonic box

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

UNIT 11 LESSON 2

Expected Learning Outcomes

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

Preparation and materials

You will need:

- coloured pencils

Suggestions and answers

A. Listen, colour, and draw. Match and trace.

1. For matching activities, see Unit 1 Lesson 3 A and Unit 2 Lesson 3 A.
2. Give the children coloured pencils before you do the listening exercise.

B. Trace and complete the sentences about the pictures in Ex. A.

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

- B.**
1. The bicycle is behind the van.
 2. The van is behind the car.
 3. The car is behind the bus.

C. Match and write sentences.

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

- C.**
2. The car goes Parp!
 3. The van goes Vrrm!
 4. The cycle goes Tring!

UNIT 11 LESSON 3

Expected Learning Outcomes

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

Suggestions and answers

A. Match and trace the word.

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

B. Trace and complete the sentences with the words in Ex. A.

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

- B.**
1. The king has a cycle. His cycle goes Tring.
 2. Oh dear! There is a bee.
 3. The king rides into a tree.
 4. 'Ow!' says the king.
 5. 'Baaa!' says the sheep.

UNIT 11 LESSON 4

Expected Learning Outcomes

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

Suggestions and answers

A. Trace and complete the sentences with 'is' or 'are'.

1. Read the sentences. Ask the children to point to the matching pictures and check that they are pointing to the same pictures as their partners.
2. Ask the children to mime the same actions.
3. Play **Mime and guess**. See Games, page 126.

- A.** 2. are 3. is 4. is 5. are

B. Complete the sentences about Ex. A with the words in the box.

Encourage the children to talk about what boys and girls in the class are wearing, practising making sentences in the present continuous tense beginning:

He is ...ing..... She is ...ing They are ...ing.....

2. skirts 3. trousers 4. shirt 5. caps (or hats)

Extension: The children can write the complete sentences in their books and copy the pictures.

Follow-up

Write the following questions on the board and ask the children to answer them:

1. What are you wearing? I am wearing
2. What are you reading? I am reading
3. What are you touching? I am touching

UNIT 11 LESSON 5

Expected Learning Outcomes

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

Preparation and materials

You will need (optional):

- 6 word and picture flashcards as on pages 85–86 of this book
- speakers and the audio-recording for this unit

Suggestions and answers

A. Read the words. Match the pictures to the words. Cover the pictures and read the words. 

1. Listen to the audio-recording and ask the children to segment and blend the phonemes of each word after the speaker. If you do not have the audio-recording, ask the children to segment and blend the words after you. Treat the digraphs *ee* and *ng* as one phoneme, e.g. t-r-ee, k-i-ng. Use the phonemes, not the letter names. Sight words should not be sounded out and should be read as a whole.
2. Chat about the pictures, ensuring that the children know what each one is. The children then match the pictures to words.

B. Complete the sentences with *ee* or *ing*.

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

C. Draw a circle round the small letters.

1. Now that you have taught all the upper and lower case letters, ask the children to match all the capital and small letters on the board, perhaps as a team game.
2. Turn to the alphabet on pages 2 and 3 of the Student's book. Ask the children to point to either the capital or small letter as you say it. You could also play Phonic *I spy* with the alphabet (Students' Book page 116).

ee

bee

tree

three

ing

running

sitting

swimming



3



Check-up, Test, Reading, and Challenge

Note: All answers are highlighted in grey.

UNIT 12 CHECK-UP

Expected Learning Outcomes

1. To revise listening skills from the previous three units
2. To revise words (vocabulary) and phonic patterns from the previous three units
3. To revise the sentence skills (grammar) taught in the previous three units
4. To use capital letters at the start of a sentence or a name.
5. To practise handwriting between quadruple lines

Preparation and materials

You will need:

- the picture-word matching flash cards from the previous three units
- the audio-recordings of the songs from the previous three units
- the games listed for Units 9–11 in the Teaching Guide

Suggestions and answers

Sing again all the songs from the previous three units, with actions. See page 119 of this book for details. Ask the children to re-read the stories from the last three units, to re-tell them in their own words, and to act them out.

A. Match the words to the pictures.

Discuss the picture of a picnic. Talk about the clothes people are wearing and what they are doing. Ask the children to tell you about picnics they have enjoyed.

A. The children match the verbs to the correct person in the picture.

B. Listen to your teacher. Write the correct number beside each child.

Read aloud the listening exercise on page 118 of the Student Book. Repeat each description twice and pause to give the children time to write the correct number on the picture, close to or on the correct person.

- | | |
|------------------------------------|--------------------------------|
| B. 2. the girl reading | 3. the woman eating a banana |
| 4. the man drinking tea | 5. the girl touching a flower |
| 6. the girl wearing a yellow skirt | 7. the boy wearing blue shorts |

C. Complete the words with the right letter.

1. Ask the children to match all the picture flash cards to the word flash cards you have used in the previous three units, revising the phonic patterns that you have taught.
2. *Run and Match* (page 123 of this book) is an enjoyable game that can practise the key phonemes with the flash cards.

3. Do similar gap-fills on the board before the children complete the words in their books. Elicit that if you get just one letter wrong, the meaning of a word can change completely.

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

D. Write sentences with these starters.

1. Play all the language teaching games for Units 9-11 (Teaching Guide pages 123–128), revising the language that you have taught.
2. Talk about the colours in each picture and count the objects. Elicit that we say 'This is a' before one object, but 'These are' before more than one. Practise making similar sentences about objects in the classroom.
3. Ask the children to make the sentences orally before they write in their notebooks.

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

E. Trace and complete the sentences about the picture in A.

1. Explain that you are looking at the picture at the top of page 80.

Extension: Ask the children to write further sentences about the other people in the picture. Remind them to use capital letters at the beginning of sentences.

E. 2. reading 3. eating 4. drinking

F. Recall and write the names of these characters.

Elicit that all these animals are standing in a line. Remind the children to use capital letters at the beginning of each name when they write the sentences.

Extension: When you go to break, ask the children to line up at the door. Starting at the back of the line, get the children to make sentences like *Ashraf is behind Sameera*.

F. 2. Kit is behind Polly. 3. Polly is behind Candy. 4. Candy is behind Giddy
5. Giddy is behind Don. 6. Don is behind nobody.

UNIT 12 TEST

Expected Learning Outcomes

1. To demonstrate that they have met the learning outcomes of the previous three units
2. To consolidate key concepts if the learning outcomes of the previous three units have not been met

Preparation and materials

You will need:

- a photocopy of the Record of Quarterly Assessments at the back of the Teaching Guide. You should have already completed the first two tests. Look for evidence of progress. Also note those children that appear to have fallen behind last time.

How to give the test

See the instructions for the test in Unit 4.

Answers

A. Listening: 5 possible marks

Ensure that you speak very clearly as the two words have similar phonemes. Give ½ a mark for each correctly circled word.

A. 1. pan 2. pot 3. skirt 4. fox 5. three 6. desk 7. big 8. draw 9. short 10. sit

B. Words: 5 possible marks

Give one mark for each correctly completed word. Give half a mark if a single letter is wrong.

B. 1. hat 2. bee 3. ball 4. cow 5. king

C. Sentences: 10 possible marks

Give one mark for each correctly circled word.

C. 1. running 2. wearing 3. They 4. behind 5. flowers

D. Give one mark for each correct answer.

D. 6. No. 7. Yes. 8. No.

E. Give one mark for four correctly formed lower case letters in each line. Give half a mark for three correctly formed lower case letters in each line.

E. 9. B b C c D d G g

10. H h N n R r T t

Total marks for the test: 20

(Multiply by 5 if a percentage is required. Note down the marks in the photocopyable Quarterly Record of Assessments at the back of the Teaching Guide.)

Follow-up to the test

Spend a lesson going over the test, re-teaching the language of the problematic questions.

What to do if individual students have found the test difficult

If possible, give the children additional help to catch up with the rest of the class. Note which questions they have got wrong and teach the concepts again.

What to do if the whole class has found particular questions difficult

If the majority of children have scored less than 15, omit the Challenge section. Re-teach the language of the previous three units.

UNIT 12 READING

Expected Learning Outcomes

To extend skills in reading if the learning outcomes of the previous three units have been met

Preparation and materials

You will need:

- the audio-recording of the reading text and speakers

Suggestions and answers

A. Read the text. Talk about the pictures.

1. Read the story expressively or play the audio-recording, asking the children to follow the text while it is read.

2. Talk about the story. Ask, *How do you help your mother? Do you sometimes break things by mistake?* Elicit that it is important to try to help, even if we don't always do a perfect job!
3. Read the story again, asking the children to read each line after you, pointing to the text as they read. The words are nearly all familiar to the children so they should be able to do this fairly easily.
4. Ask the children to practise reading the text to their parents at home.

B. Tick and copy the true sentences.

1. Ask different children to read the sentences and discuss which are true.
Extension: Get the children to make true sentences instead of the false ones.
2. They then write the complete sentences in their notebooks.

- B.** 2. Sara sweeps. 3. Ali dusts. 5. The pot falls. 6. The ship falls.
7. The dish falls.

Extension: 1. Sara helps Mama. 4. Fiza washes a dish. 8. Mama is not angry.

C. Read, trace, and match.

1. Ask the children to read each label aloud and match each one to the correct picture.
2. They trace the words carefully.

D. Read. Circle the rhyming words.

1. Elicit that the ends of rhyming words sound the same. Look at *Humpty Dumpty* on page 64. Help the children to see that *wall* rhymes with *fall* and *men* rhymes with *again* (even though the spelling is different).
2. Discuss the meaning of each word, using the mother tongue if necessary.

- D.** 1. dish - fish 2. sweep - sleep 3. brown - down 4. ball - small

UNIT 12 CHALLENGE

Expected Learning Outcomes

To extend skills in language if the learning outcomes of the previous three units have been met

Preparation and materials

You will need:

- (optional) the clothes line that you used in Unit 9
- (optional) some signs in capital letters around the room, e.g. DON'T RUN! PUT RUBBISH IN THE BIN!

Suggestions and answers

A. Just for fun: Write what they are saying. Use these words.

1. Elicit that a speech bubble shows what someone is saying. Talk about each picture and discuss what each person is saying before the children complete the speech bubbles. Encourage more able children to have different ideas.
2. Explain that we use an exclamation mark when someone says something loudly or suddenly.

- A.** 1. Look! 2. Good! 3. Oh dear! 4. Ow!

B. Write sentences about the pictures in Ex. A.

1. Play *Mime and Guess* (page 126 of the Teaching Guide) before you do this exercise. This will give children practice in using the present progressive (present continuous) tense.
2. If you have brought in some clothes, talk about them as you peg them on a washing line. Then ask different children to tell you what people in the class are wearing today.

- B.** 1. She is wearing a yellow suit. 2. He is wearing a red shirt and brown shorts.
3. He is wearing a white shirt and black (or grey) trousers.
4. She is wearing a green shirt (or sweater) and a blue skirt.

C. Trace and write these words in the correct boxes.

First read the words and discuss whether you would **usually** find these things in the house or garden. Elicit that you might sometimes see flowers inside the house, or a jug in the garden, but this isn't where we would usually see them.

C.	the house	the garden
	cup, jug, pan	leaf, flower, bird, tree

D. Match the signs to the pictures.

1. Explain that we usually write signs in capital letters. If possible make some signs to show class rules that you can put on the wall. Alternatively, ask the children to suggest signs, such as PUT BAGS HERE. or NO DOGS IN THE CLASSROOM!
2. Elicit that if a cross or line goes through a picture, it is not allowed. If there is no line (as in the icon of a bicycle) it is allowed.

- D.** 2. NO VANS: the icon of a van with a red cross over it
3. BUS STOP: the icon of a bus
4. NO CARS: the icon of a car with a red line over it.
5. BICYCLES: the icon of a bicycle

E. Trace and copy the capital letters and small letters.

1. First practise writing both upper and lower case letters on the board, between quadruple lines. Check that the children are starting the letters at the correct point and positioning them correctly.
2. The children copy both upper and lower case between the quadruple lines in the space given after each pair.

Note: For detailed teaching procedures, see suggestions for Unit 1. Brief teaching notes can be found at the back of the Students' Book. All answers are highlighted in grey.

UNIT 13 LESSON 1

Expected Learning Outcomes

1. To read and discuss a story
2. To demonstrate comprehension of a story
3. To explore the topic of food and drink
4. To practise the language structure: *Yes, he/she does. No, he/she doesn't.*
5. To practise using *please* and *thank you*.

Preparation and materials

You will need (optional):

- 6 word flashcards and 6 matching picture flashcards of the words as on pages 98–99 of this book
- speakers and the audio-recording for this unit

Suggestions and answers

A. Listen to the teacher and read the story.

1. Chat about food the children do and don't like, asking, *Do you like ...?* Talk about children who are "fussy" and the importance of eating food that is good for your health, like eggs – also how eating too many sweet foods can be bad for you.
2. Play the audio-recording of the story, asking the children to point to the correct text as they listen. If this is not possible, read the story aloud yourself. For further suggestions on reading a picture story, see Unit 1 Lesson 1 A, Steps 5–8, and on expanding a picture story, see Unit 1 Lesson 4 A.
3. Enjoy the humour of the situation that the one food Adam likes (eggs) is the one food Fiza, Ali, and Sara *don't* like!
4. Revise the present continuous (present progressive) tense, asking *What is ... drinking/ eating?* for each picture.

B. Answer the questions about the story.

1. Practise the questions and answers orally first, then in pairs.
2. The children can write the questions and answers in their notebooks.

- | | | | |
|------------------------------|---------------------|--------------------|-------------------|
| B. 2. No, he doesn't. | 3. Yes, she does. | 4. No, he doesn't. | 5. Yes, she does. |
| 6. No, he doesn't. | 7. No, she doesn't. | 8. Yes, he does. | |

C. Complete the sentences with 'please' or 'thank you'.

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

C. 2. please 3. thank you 4. thank you 5. please

Phonic box

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

UNIT 13 LESSON 2

Expected Learning Outcomes

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

Preparation and materials

You will need to:

- bring an opaque bag and some different kinds of food to school so that you can play **The Magic Bag**.
- make large, clear labels and keep them on the display table for a few days.

Suggestions and answers

A. Draw a line to match the picture to the correct word.

1. For matching activities, see Unit 1 Lesson 3 A and Unit 2 Lesson 3 A.
2. Play **The Magic Bag** with the food you have brought in. See Games, page 123.

3. **Extension:** Ask questions and answers in pairs like this:

How many	bananas mangoes eggs cakes ice creams	are there?
There are	2 3 4	_____s.

Example:

1. How many bananas are there? There are 4 bananas.

B. Write the food and drink in Ex. A in the correct boxes.

Do this on the board first.

B.	
Food	Drink
mangoes cakes ice creams rice bananas eggs	orange juice tea milk cola

C. Write sentences about the words in Ex. A with these starters.

Do this orally first. You may wish to display different items of food and drink on the museum table. If so, prepare large labels with a felt tip pen. Ask different children to come to the front and put the labels beside the correct food and drink.

- | | | |
|------------------------------|--------------------|-----------------------|
| C. 1. We drink orange juice. | 2. We eat mangoes. | 3. We eat ice creams. |
| 4. We drink milk. | 5. We eat rice. | 6. We eat bananas. |
| 7. We eat eggs. | 8. We drink tea. | 9. We eat cakes. |
| 10. We drink cola. | | |

D. Read the words with two phonemes for pl.

1. Point out that p and l in 'please' are separate phonemes. They are not like ea, which is one phoneme made by two letters (a digraph).
2. Talk about the meaning of each word and ask different children to make sentences with them.

Phonic box

1. Remind the children of the phonemes (sounds) made by letters as you discussed in the last lesson. Ask the children how many phonemes there are in *pl* (two – *p* and *l*).
2. Teach as in Unit 13 Lesson 1.

UNIT 13 LESSON 3

Expected Learning Outcomes

1. To use 'please' when asking politely
2. To sing a song with correct rhythm and stress
3. To recognise and pronounce the soft *th* phoneme

Preparation and materials

You will need:

- speakers and the audio-recording for this unit
- the magic bag you brought in Lesson 2

Suggestions and answers

A. A. Game: Say please.

1. Play this like Simon says. See Games, page 124. The difference is that the children only do the action if you say please.
2. Practise new verbs, especially, Eat/Drink a/an/some ... please. The children should be careful to eat the food in the right way. For example, if they don't peel the banana before they eat it, or if they drink a hot cup of tea in one gulp instead of sipping it, they should be out!
3. If the children practise playing the game in pairs, they can see how long they can test their partners without catching them out!

B. Sing a song: *I like food!*

1. For singing, see Unit 2 Lesson 2 C.
2. Words and actions are on page 122.

C. Read the words with the phoneme for 'th'.

1. Discuss the meaning of each word.
2. Ensure that the children use a soft *th* as in **thanks** (not a hard *th* as in **then**).

UNIT 13 LESSON 4

Expected Learning Outcomes

1. To practise the language structure: *Do you like ...?*
2. To use 'a' and 'an' correctly
3. To pronounce 'fr' as two separate phonemes
4. **ECCE C1 e:** To show respect for a variety of ideas and beliefs by listening and responding appropriately

Suggestions and answers

A. Write 'Yes' or 'No' in each box.

1. Ensure that the children ask the questions in full, beginning *Do you like ...?* i.e. *Do you like bananas? Do you like eggs?* etc. They should reply according to their own tastes so every child's answers will be different. Ensure that the children listen to each other's ideas respectfully.
2. First get them to ask questions one-by-one, then in pairs.
3. They could also copy the box into their notebooks and ask the questions of a partner, ticking the box for themselves and making a third column for their partner's answers.

B. Write sentences about the words in A with these starters.

The children write sentences about themselves. Copy this framework onto the board for them to follow.

I like and I do not like

Extension: The children write about their partner's likes and dislikes as follows:

My friend likes and He/She does not like and

C. Write 'a' or 'an'.

First write the words on the board. Remind the children that we write 'an' before words beginning with *a, e, i, o, or u*.

Extension: Write some more nouns on the board and ask the children to write 'a' or 'an' beforehand, e.g. ant, camel, elephant, goat, horse, insect, kangaroo, rat, umbrella. Ask which is *not* an animal.

- | | | | | | | | | |
|----|----|-----------|----|--------------|----|---------|----|----------|
| B. | 3. | a cake | 4. | an ice cream | 5. | a mango | 6. | an apple |
| | 7. | an orange | 8. | a banana | | | | |

UNIT 13 LESSON 5

Expected Learning Outcomes

1. To learn the phonemes *ea* as in *tea* and *th* as in *three*
2. To recognize sight words connected to the topic
3. To distinguish between two letters that make two phonemes as in *dr* and digraphs that make one phoneme as in *ea*.

Preparation and materials

You will need:

- picture and word flashcards of words in phonic boxes for this unit speakers and the audio-recording for this unit

A. Suggestions and answers

Read the words. Match the pictures to words. 

1. Listen to the audio-recording and ask the children to segment and blend the phonemes of each word after the speaker. If you do not have the audio-recording, ask the children to segment and blend the words after you. Treat **ea** and **th** as one phoneme. Ensure that the children use the soft **th** sound as in *three*, not the hard **th** sound as in *then*. Sight words should not be sounded out and should be read as a whole.
2. Chat about the pictures, ensuring that the children know what each one is. The children then match the pictures to words.

B. Trace and complete the sentences using the picture clues.

1. After you have marked this, the children can copy the sentences and pictures in their notebooks.
2. Write simple sentences with the other words on the board for the children to complete, using words from the box, for example:

I have one _____ on my hand.

We _____ beans.

A _____ is green.

_____ are yellow.

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

C. Read the words with two phonemes for dr.

1. Ask the children to segment and blend each word.
2. Talk about the meanings of the words. Ask the children to make meaningful sentences with each one.

D. Circle the two coloured letters that make only ONE phoneme.

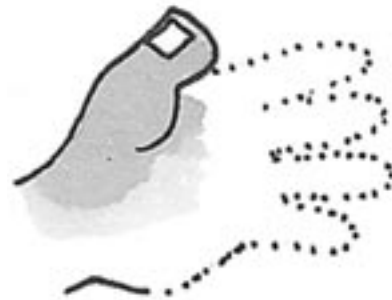
1. Write the following two-letter combinations on the board. Get all the children to read them as you write them and identify whether they make one phoneme (sound) or two.
2. Ask different children to come up and underline those that make only one sound like this. ea pl ee th ng fr dr sh
3. Ask the children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

D. The children should circle: 1. thumb, 3. shirt, 5. king, 7. tree, 9. tea.

ea	tea
	ice cream
	beans
	leaf
th	three
	thumb



3



Note: For detailed teaching procedures, see suggestions for Unit 1. Brief teaching notes can be found at the back of the Students' Book. All answers are highlighted in grey.

UNIT 14 LESSON 1

Expected Learning Outcomes

1. To read and discuss a story
2. To demonstrate comprehension of a story
3. To explore the topic of toys
4. To practise the language structure: *Do you ...? Yes, we do. No, we don't.*

Preparation and materials

You will need (optional):

- 5 word flashcards and 5 matching picture flashcards of the words as on pages 105-106 of this book
- to ask the children to bring in their favourite toys for the display table for Lesson 2. Alternatively, collect some to bring in yourself.
- speakers and the audio-recording for this unit

Suggestions and answers

A. Listen to the teacher and read the story.

1. Elicit that Yasmin is very small and does not understand that it is wrong to throw toys, draw on socks, kick balls inside the house or break things. Discuss why we should not do these things.
2. For further suggestions on reading a picture story, see Unit 1 Lesson 1 A, Steps 5-8, and on expanding a picture story, see Unit 1 Lesson 4 A.
3. Point out that Mummy and Adam forgive Yasmin because she is too young to understand that she is being naughty.
4. Talk about younger brothers and sisters. Ask the children to tell you some funny stories about ways younger children behave.

B. Circle the correct word in each box.

1. Practise making the sentences orally first, then in pairs.
2. The children write the complete sentences in their books.

B. 2. socks 3. ball 4. necklace

C. Ask and answer questions with *Yes, I do.* or *No, I don't.*

1. Practise this orally first. Ask the children to suggest questions and write them on the board, some with *yes* answers, some with *no* answers. Here are some possible ones:

1. Do you eat mangoes?
2. Do you eat socks?
3. Do you read mangoes?
4. Do you read books?
5. Do you drink milk?
6. Do you drink bags?
2. The children can then practise reading and answering them in pairs. Then they can write questions and answers in their notebooks. It is important that they practise the question form as well as the answer.
3. Discuss the answers before the children write them. Accept answers that differ from the following if the children give a good reason.

- C.**
2. No, I don't.
 3. Yes, I do.
 4. Yes, I do.
 5. No, I don't. (Yes, I do. is also acceptable, for example if the children make puppets out of old socks.)

Phonic box

Teach as in Unit 13 Lesson 1.

UNIT 14 LESSON 2

Expected Learning Outcomes

1. To develop listening skills
2. To sing a song with correct rhythm and stress

Preparation and materials

You will need:

- speakers and the audio-recording for this unit
- Ask the children to bring in their favourite toys for the display table and label them. Alternatively bring in a few of your own.

Suggestions and answers

A. Listen. Match the children to the toys.

1. For matching activities, see Unit 1 Lesson 3 A and Unit 2 Lesson 3 A.
2. Show the children the toys you or they have brought in. Get them to match the toys to their labels.
3. Chat about the toys each child likes best and encourage them to have different opinions from each other.

- A.**
- Sara - doll and cooking set
 Fiza - bus and teddy bear
 Ali - tablet and van
 Adam - car and rabbit

B. Answer these questions.

- B.** Answers depend on the students.

A. Sing a song: *Teddy Bear*

1. For singing, see Unit 2 Lesson 2 C.
2. Words and actions are on page 122.

Extension

1. In pairs, the children ask and answer the question about the toys in A. They should be encouraged to have different opinions.
2. They can write sentences about their own favourite and their friend's favourite. Write a frame like the one below for them to follow.

I like the _____ best. My friend likes the _____ best.

3. Check that they say **like** about themselves, but **likes** for their friend.

UNIT 14 LESSON 3

Expected Learning Outcomes

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

Suggestions and answers

A. Read and trace the words.

1. Play Simon says with these verbs to give the children practice in miming each action.
2. Ask different children to read each word aloud.
3. The children trace the words, whispering each word as they write.
4. Check that they are forming their letters correctly, starting at the dot.

B. Make sentences about the pictures in Ex. A.

1. Play **What's he/she doing?** See Games, page 127.
2. The children form sentences about each picture in Ex. A, using the present progressive tense.
3. **Extension:** The children can ask and answer questions about the pictures in A from a frame on the board like this:

Is	he she	_____ing?	No,	he she	isn't.
			Yes,		is.

Example: A 1. Is he drawing? No, he isn't. Is he reading? Yes, he is.

- | | | |
|------------------------------|---------------------|--------------------|
| B. 2. She is running. | 3. She is drawing. | 4. He is sleeping. |
| 5. He is eating. | 6. She is drinking. | 7. He is jumping. |
| 8. She is skipping. | | |

C. What do you think? Is it good or bad?

1. Chat about why it is good to read books and naughty to kick flowers.
2. If the children give unexpected answers, discuss them seriously — for example, it may be a good thing to draw on socks if you are making a puppet and have your mother or father's permission. The important thing is to generate talk.

Suggestions and answers

A. Read the words. Match the pictures to words.

1. Listen to the audio-recording and ask the children to segment and blend the phonemes of each word after the speaker. If you do not have the audio-recording, ask the children to segment and blend the words after you. Treat the digraphs ck and oo as one phoneme, e.g. s-o-ck sock, b-oo-k book. Use the phonemes, not the letter names. Sight words should not be sounded out and should be read as a whole.
2. Chat about the pictures, ensuring that the children know what each one is. The children then match the pictures to words.

B. Trace and complete the sentences with 'ck' or 'oo'.

Do this orally before the children write it.

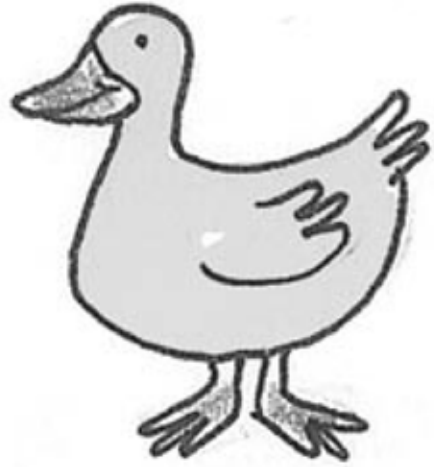
B. 1. cooking 2. socks 3. necklace 4. book 5. kicking

C. Circle TWO letters that make only one phoneme.

1. Play **Full Circle**. See Games, page 127 to revise phonic patterns you have already taught.
2. Ask the children to say aloud the words, so that they can hear that there are two phonemes in *oy* (*o-y*), but only one phoneme in *ck*, *dd*, *ng*, and *oo*. Ask them to circle all the words with digraphs (two letters that make one phoneme).

C. 3. sock, teddy, king, book

ck	sock
	duck
	necklace
oo	book
	cook



Note: For detailed teaching procedures, see suggestions for Unit 1.

Brief teaching notes can be found at the back of the Students' Book. All answers are highlighted in grey.

UNIT 15 LESSON 1

Expected Learning Outcomes

1. To read and discuss a story
2. To demonstrate comprehension of a story
3. To explore the topic of feelings

Preparation and materials

You will need (optional):

- 5 word flashcards and 5 matching picture flashcards of the words as on pages 112–113 of this book
- speakers and the audio-recording for this unit

Suggestions and answers

A. Listen and read the story.

1. Play the audio-recording of the story, asking the children to point to the correct text as they listen. If this is not possible, read the story aloud yourself. For further suggestions on reading a picture story, see Unit 1 Lesson 1 A, Steps 5–8, and on expanding a picture story, see Unit 1 Lesson 4 A.
2. Discuss the foods that different animals eat.
3. Elicit that the frog is scared because snakes eat frogs. Elicit that all the animals are scared when they hear the thump of the elephant stamping through the jungle. When the elephant kindly gives bananas to the goat and parrot, they are happy because they like eating bananas. Point out that the snake is not happy because it doesn't eat bananas and the frog has jumped away - so it has lost its dinner!

B. Trace and complete the sentences. Use the words in the box.

Practise the sentences orally first, then in pairs.

- | | |
|----|---|
| B. | 2. The parrot eats bananas and mangoes. |
| | 3. The goat eats flowers and bananas. |
| | 4. The snake eats frogs |

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

What colour	are is	the mangoes? the bananas? the flowers? the parrot? the goat? the snake?	They are It is	red. yellow. orange. black and grey. brown. green.
How many	mangoes flowers trees	are there in picture 1?	There are	3. 5. 6.

Example: What colour are the mangoes? They are orange.

How many mangoes are there in picture 1? There are 5.

If you write the above frames on the board, the children can write the questions and answers in their notebooks.

Phonic box

Teach as in Unit 13 Lesson 1. Elicit that there are two phonemes in *fl*.

UNIT 15 LESSON 2

Expected Learning Outcomes

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

Preparation and materials

You will need:

- speakers and the audio-recording for this unit
- coloured pencils
- to give each child a felt tip or ball-point pen

Suggestions and answers

A. Listen, colour, and draw according to the instructions given in the listening exercise. Colour the picture using the colours below.

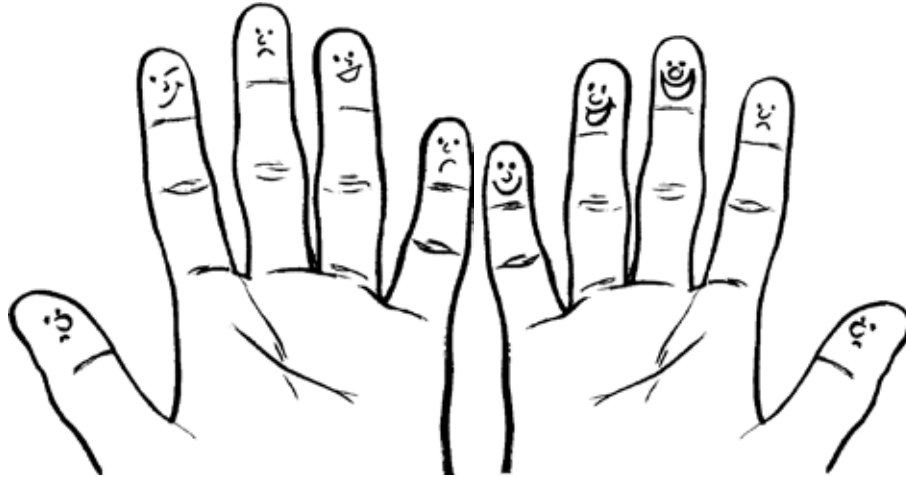
Read the instructions to the listening exercise on Student's Book page 118.

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

B. Sing a song: *Ten little children*

1. Draw two outlines of a hand on the board, asking *What are these?* to get the response, *They are hands*. Point to one finger and ask, *What's this?* to get the response 'It's a finger'. Point out that we sometimes say we have ten fingers and at other times we say we have eight fingers and two thumbs. Elicit that both are correct.
2. Draw a happy or sad face on each finger. Each time, ask, *Is the child happy or sad?* to get the response, *He's/She's happy/sad*. Allow the children to say *he* or *she* as they like since it will not be clear from the face.
3. The children can trace round their own hands and draw a small face on each finger. The faces can be happy or sad as they like.

4. The children can then draw faces on their own fingers like this:



5. Sing the song. For singing, see Unit 2 Lesson 2 C.
6. Words and actions are on page 122.

Follow-up

After the children have drawn faces on their fingers for the song, they can work in pairs to ask and answer questions like this: *Is this child happy or sad? He's/She's happy/sad.*

UNIT 15 LESSON 3

Expected Learning Outcomes

1. To learn the prepositions *in, on, under* and *behind*
2. To distinguish between the sounds of initial letters

Preparations and materials

- You will need a piece of chalk or other small object to hide

Suggestions and answers

A. Trace and complete the sentences about the picture on page 102. Use these words.

1. Revise prepositions with reference to real objects in the class. Teach the new preposition, *under*.
2. Play ***Where's the chalk?*** See Games, page 122.
3. Complete the exercise orally before the children write it.

A. 2. on 3. in 4. under 5. in or on 6. behind 7. on

B. Which words in the picture begin with *b*.

Play ***I spy*** first. See Games, page 123.

C. boy, bee, bird, box

UNIT 15 LESSON 4

Expected Learning Outcomes

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

Suggestions and answers

A. Complete the sentences. Use the words in the box.

1. Practise using the pronouns orally first. Play **What's he/she doing?** See Games, page 127.
2. The children copy the completed questions and answers in their notebooks.

- A.**
2. Do you like bananas? No, I don't.
 3. He likes ice cream.
 4. She likes cake.
 5. They like tea.

A. Read the sentences. Write the name under each child.

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

- B.** 2. Ali 3. Sara 4. Adam

UNIT 15 LESSON 5

Expected Learning Outcomes

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

Preparation and materials

You will need:

- 5 picture and word flashcards as on pages 112–113 of this book
- speakers and the audio-recording for this unit, which should have been downloaded before the lesson

Suggestions and answers

A. Read the words aloud. Match the pictures to words.

1. Listen to the audio-recording and ask the children to segment and blend the phonemes of each phonic word after the speaker. If you do not have the audio-recording, ask the children to segment and blend the words after you. Treat *ir* as one phoneme, e.g. b-ir-d bird. Treat *e* as one phoneme but point out that in these words, it rhymes with *tree* (unlike the phoneme *e* as in *hen*). Elicit that in English, one letter can make more than one phoneme. Sight words should not be sounded out and should be read as a whole.
2. Chat about the pictures, ensuring that the children know what each one is. The children then match the pictures to words.

B. Use the words in Ex. A to complete the sentences.

Do this orally first.

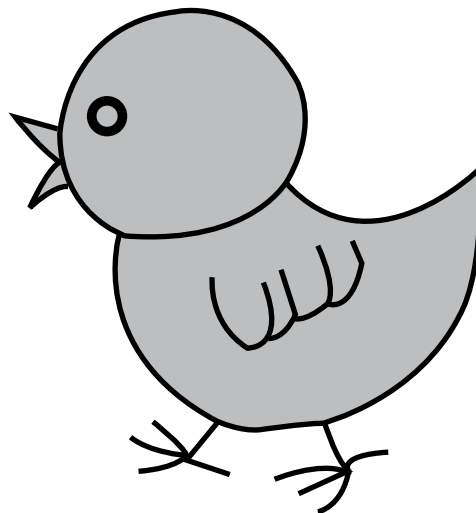
- B.**
1. The girl is under a black umbrella.
 2. Her skirt is clean. She is happy.
 3. The boy is behind a car.
 4. His shirt is dirty. He is sad.

C. Circle the two coloured letters that make only ONE phoneme.

1. Teach as for Unit 13 Lesson 5 C.
2. Revise the phonic patterns you have taught this year with **Phonic Bingo**. See Games, page 128.

C. children, brid, black, gril, tree

ir	bird
	girl
	skirt
ch	children
	chick



Check-up, Test, Reading, and Challenge

Note: All answers are highlighted in grey.

UNIT 16 CHECK-UP

Expected Learning Outcomes

1. To revise listening skills from the previous three units
2. To revise words (vocabulary) and phonic patterns from the previous three units
3. To revise the sentence skills (grammar) taught in the previous three units
4. To practise handwriting between quadruple lines

Preparation and materials

You will need:

- the picture-word matching flash cards from the previous three units
- the audio-recordings of the songs from the previous three units
- colour pencils for the listening exercise
- the games listed for Units 9–12 in the Teaching Guide

Suggestions and answers

Sing again all the songs from the previous three units, with actions. See page 119 of this book for details. Ask the children to re-read the stories from the last three units and to re-tell them in their own words.

A. Listen, colour draw and according to the instructions given with listening exercise.

Read aloud the listening exercise for Check-up A on page 118 of the Students' Book. Repeat each instruction twice and pause to give the children time to colour and draw as you tell them.

A. The children colour the mango red, the apples green, the bananas yellow, the cups blue, the cake brown, and the jug orange. They should draw an orange on the bananas and a pot anywhere on the table.

B. Label the picture in Ex. A with the words in the box.

B. The children label the picture correctly.

C. Complete the words with two letters.

Ask the children to match all the picture flashcards to the word flashcards you have used in the previous three units, revising the phonic patterns that you have taught. **Phonic Bingo** on page 128 is a good way to revise them too. Then get the children to complete the words in the book.

C. 2. a duck 3. a leaf 4. a bee 5. a cow 6. shorts 7. a thumb 8. a girl

D. Trace and complete sentences about Ex. A with 'is' or 'are'.

1. Play all the language teaching games for Units 13-15 (Teaching Guide pages 123–128), revising the language that you have taught.
2. Informally, count the objects in Ex. A.

3. Ask the children to read the sentences and complete the answers orally before they trace and complete them in their books.
4. Check that the children are tracing accurately, using the correct direction for each letter, starting at the dot.

D. 2. is 3. are 4. is 5. are 6. is

E. Match the sentences to the pictures. Write the correct letter.

1. Talk about all the pictures before you ask the children to read and match. Point out that each picture is labelled with a letter.
2. Ask the children to write the correct letter beside each matching sentence.

E. 2. a 3. e 4. d 5. f 6. c

UNIT 16 TEST

Expected Learning Outcomes

1. To demonstrate that they have met the learning outcomes of the previous three units
2. To consolidate key concepts if the learning outcomes of the previous three units have not been met

Preparation and materials

You will need:

- a photocopy of the Quarterly Record of Assessments at the back of the Teaching Guide. You should have already completed the first three tests. Look for evidence of progress over the year. Also note those children that appear to be falling behind and make sure that they understand the instructions for this test.

How to give the test

See the instructions for the test in Unit 4.

Answers

A. Listening: 5 possible marks

Give ½ a mark for each correctly marked box

A.				
	Sara	Adam	Balu	Kit
beans	✓	X	✓	✓
cake	✓	X	✓	X
ice cream	✓	X	✓	X
eggs	X	✓	✓	X

B. Words: 5 possible marks

Give one mark for each correctly completed word. Do not penalise children if letters are too big, so long as you can read them.

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

C and D. Sentences: 10 possible marks

Give one mark for each correctly circled word.

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

D. 6. Fiza 7. dog 8. Yes 9. Three 10. No

Total marks for the test: 20 (Multiply by 5 if a percentage is required. Note down the marks in the photocopiable Record of Quarterly Assessments at the back of the Teaching Guide.)

Follow-up to the test

Spend a lesson going over the test, re-teaching the language of the problematic questions. Explain to the children that you will soon give them the End-of-Year test, so it is important for them to learn from their mistakes before they do it. The End-of-Year Test is at the back of this Teaching Guide. This is a summative test to record progress over the whole year. You can use it to send to parents and the next teacher. See page 129.

What to do if individual students have found the test difficult

If possible, give the children additional help to catch up with the rest of the class. Note which questions they have got wrong and teach the concepts again.

What to do if the whole class have found particular questions difficult

If the majority of children have scored less than 15, omit the Challenge section. Re-teach the language of the previous three units.

UNIT 16 LISTEN, READ, AND SPEAK

Expected Learning Outcomes

- To extend skills in reading if the learning outcomes of the previous three units have been met
- **ECCE C2 c:** Share their plans for the day and describe the previous or upcoming events and days.

Preparation and materials

You will need:

- the audio-recording of the reading text

Suggestions and answers

A. Listen and read the text. Talk about the pictures.

1. Read the story expressively or play the audio-recording, asking the children to follow the text while it is read.
2. Talk about the story and ask why the cat is climbing the tree. Discuss how cats like to eat birds and how Sara and Ali save the chicks by chasing away the cat. Elicit that the children have got the clothes from the washing line.
3. Read the story again, asking the children to read each line after you, pointing to the text as they read. The words are nearly all familiar to the children so they should be able to do this fairly easily.
4. Ask the children to practise reading the text to their parents at home.

B. Answer 'Yes, it does.' or 'No, it does not.'

1. Ask different children to read and answer the questions orally.
2. They then copy the questions and write the answers in their books.

B. 2. No, it does not. 3. Yes, it does. 4. No, it does not. 5. Yes, it does.

C. Read, trace, and match.

1. Ask the children to read each label aloud and match each one to the correct picture.
2. They trace the words carefully, starting at the dot.

D. Write the correct words.

Ask the children to mime each action before writing the verbs beside the correct pictures.

D. 2. running 3. eating 4. flapping

E. Talk about what you did yesterday and what you will do today.

Help the children to share what they did yesterday and what they plan to do today. They can use the mother tongue if necessary. Help them to tell their experiences in simple English.

UNIT 16 CHALLENGE

Expected Learning Outcomes

To extend skills in language if the learning outcomes of the previous three units have been met

Suggestions and answers

A. Just for fun: Fiza has lost her toys. Circle them.

1. Ask the children *Where is Fiza's teddy bear/doll/rabbit/bus/car/ball?*
2. Talk about the colours and different objects in the room.

A. The children circle the toys in the picture.

B. Ask and answer questions about the toys in Ex. A.

Make it clear that there are no 'right answers' to the question. Encourage the children to answer in different ways according to their preferences.

B. What toy in A do you like best? I like the teddy bear/doll/rabbit/bus/car/ball best.

C. Which word does not rhyme? Circle the odd one out.

1. Elicit that the ends of rhyming words sound the same.
2. Ask different children to read aloud each line before they decide which words do NOT rhyme with the others.

C. 2. doll 3. leg 4. the 5. room

D. Trace and complete the sentences about Ex. A with the words below.

1. Play *Where's the rubber?* (page 127 of the Teaching Guide) before you do this exercise. This will give children oral practice in using prepositions.
2. The children read aloud and complete the sentences orally before they trace and write them.

D. 2. in 3. behind 4. on 5. under

E. Write more sentences like Ex. D about the ball and van.

E. The ball is in the box. The van is behind the box. (or The van is on the table.)

F. Trace and answer the questions: 'Yes, I do.' or 'No, I don't.'

1. Practise the questions and answers in the book orally before asking the children to trace the questions and answer them between the quadruple lines.
2. Make it clear that the children can answer according to their own preferences.
3. **Extension:** Ask them to frame and answer similar questions beginning *Do you like...?*

F. Answers will differ according to the children's preferences.

Play the audio-recording of the song before the children sing it but encourage them to mime the actions with you. When they have heard it once, they can sing along with it, following the words of the first verse in the book or doing the actions as you wish. When the children know the song by heart, they can sing it without the audio-recording. All songs should be sung again (with actions) after you have taught them and revised regularly throughout the year.

Songs

UNIT 1 LESSON 1 C: O as in orange

Play the CD of the song before the children sing it but encourage them to mime the actions with you. When they have heard it once, they can sing along with it, following the words of the first verse in the book or doing the actions as you wish. When the children know the song by heart, they can sing it without the CD. All songs should be sung again (with actions) after you have taught them and revised regularly throughout the year.

UNIT 1 LESSON 1 C: O as in orange

(This is sung to the tune of *Frère Jacques*)

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

UNIT 2 LESSON 2 C: Mr Thumb

Words	Actions
Mr Thumb, Mr Thumb, Where are you? Here I am! Here I am! How do you do? Finger 1, Finger 1, Where are you? Here I am! Here I am! How do you do? Finger 2, Finger 2 ... Finger 3, Finger 3 Finger 4, Finger 4	Hold up right thumb. Put right hand behind back and "look around" for it. Hold up right thumb again. Wiggle thumb and nod politely to it. Hold up right forefinger. Put right hand behind back and "look around" for it. Hold up right forefinger again. Wiggle forfinger and nod politely to it. As for first two verses with middle finger. As for first two verses with ring finger. As for first two verses with little finger.

UNIT 3 LESSON 2 C: Classroom colours

<p>Words My pencil is red, My pen is blue, My desk is green And my book is, too.</p> <p>My bag is yellow, The blackboard is black – But some boards are white Now how weird is that!</p>	<p>Actions Point to the correct objects as you say the words.</p> <p>Raise eyebrows and look surprised. Put hands out with palms upwards.</p>
--	--

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

<p>Words The animals came in two by two. Hurrah! Hurrah! The animals came in two by two. Hurrah! Hurrah! The animals came in two by two. The elephant and the kangaroo – And they all came walking in.</p> <p>The animals came in two by two. Hurrah! Hurrah! (repeat as before) The horse, the dog and the camel too And they all came running in.</p> <p>The animals came in two by two. Hurrah! Hurrah! (repeat as before) The birds, the bees and the parrots too And they all came flying in.</p>	<p>Actions “Walk” two fingers of both hands beside each other. Wave hands high. “Walk” two fingers of both hands beside each other. Wave hands high. “Walk” two fingers of both hands beside each other.</p> <p>“Run” two fingers of both hands beside each other. Wave hands high. “Run” two fingers of both hands beside each other.</p> <p>“Fly” with both hands. Wave hands high. “Fly” with both hands.</p>
--	--

UNIT 6 LESSON 2 A: Old Macdonald has a farm

<p>Words I. Old Macdonald has a farm E – I – E – I – O! And on his farm he has some cows E – I – E – I – O! With a moo moo here and moo moo there, Here a moo, there a moo, Everywhere a moo moo. I. Old Macdonald has a farm E – I – E – I – O!</p>	<p>Actions Fold arms. Clap on the beat. Put both forefingers over forehead so that they look like horns. Look to the left, then the right.</p> <p>Look to the left, then the right. Look all around. Fold arms. Clap on the beat.</p>
---	---

The other verses are the same except for the third line and the noises. Substitute: Do appropriate actions for the rest of the animals.

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

UNIT 7 LESSON 2 A: *Head and shoulders*

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

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

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

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

UNIT 10 LESSON 1 C: *Humpty Dumpty*

<p>Words Humpty Dumpty sat on a wall. Humpty Dumpty had a big fall. All the king's horses and all the king's men Couldn't put Humpty together again.</p>	<p>Actions Put hands on hips and "look fat". Roll hands forward. "Trot" with hands and mime moustaches Put palms up with a sad face.</p>
---	---

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

<p>Words The wheels on the bus go round and round, Round and round, round and round. The wheels on the bus go round and round All day long.</p> <p>The mums on the bus stand up, sit down, Stand up, sit down, stand up, sit down. The mums on the bus stand up, sit down All day long.</p> <p>The babies on the bus bounce up and down, Up and down, up and down. The babies on the bus bounce up and down All day long.</p> <p>The children on the bus fall on the ground, On the ground, on the ground. The children on the bus fall on the ground All day long.</p>	<p>Actions Roll hands around each other. Roll hands around each other. Roll hands around each other. Spread hands out to side.</p> <p>Stand up, then sit down. Stand up, then sit down. Stand up, then sit down. Spread hands out to side.</p> <p>Bounce up and down on chairs. Bounce up and down on chairs Bounce up and down on chairs Spread hands out to side.</p> <p>Mime falling over with hands up. Mime falling over with hands up. Mime falling over with hands up. Spread hands out to side.</p>
---	---

UNIT 13 LESSON 3 B: *I like food!*

<p>Words</p> <p>I like <u>ice</u> cream.</p> <p>I like <u>cakes</u>.</p> <p>I <u>like</u> the rice and <u>beans</u> that my <u>mummy</u> <u>makes</u>.</p> <p><u>Ice</u> cream and <u>cakes</u> are <u>all</u> that it <u>takes</u>.</p> <p><u>A</u>pples, mangoes, <u>o</u>ranges ba<u>n</u>ana<u>a</u>aaaa<u>n</u>as!</p> <p><u>A</u>pples, mangoes, <u>o</u>ranges and <u>m</u>ilk.</p>	<p>[There are no actions for this song, but you should encourage your pupils to clap along the underlined syllables.]</p>
---	---

UNIT 14 LESSON 2 B: *Teddy bear*

<p>Words</p> <p>Teddy bear, teddy bear, touch the ground. Teddy bear, teddy bear, turn around. Teddy bear, teddy bear, touch one eye. Teddy bear, teddy bear, reach up high.</p>	<p>Actions</p> <p>Touch the ground. Turn around. Touch one eye. Reach arms right up.</p>
---	---

UNIT 15 LESSON 2 B: *Ten little children*

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

<p>Words</p> <p>One little, two little, three little children, Four little, five little, six little children, Seven little, eight little, nine little children, Ten little children on my hands.</p> <p><i>[If the children can sing this easily, try it backwards!]</i></p> <p>Ten little, nine little, eight little children, Seven little, six little, five little children, Four little, three little, two little children, One little finger on my hand.</p>	<p>Actions</p> <p>Hold up each finger as you count.</p> <p>Wiggle all ten fingers.</p> <p>Take down one finger each time you count backwards.</p> <p>Wiggle one finger.</p>
--	--

UNIT 1 LESSON 4 *The Magic Bag*

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

UNIT 1 LESSON 6 *Run and match*

1. Ask 10 or 12 children to come to the front of the class. Alternatively, take the children out into the playground if there is more space.
2. Ask six children to stand in a line on one side, holding up the word flashcards for the unit.
3. Ask six to stand on the other side, facing them and holding up the picture flashcards for the unit.
4. At the count of three, ask them to run to hold hands with the child with the matching card. Praise the two winners.
5. Play the game again with different children.

UNIT 2 LESSON 6 *I spy*

1. Look around the room for an object the children can all name. They do not have to know the spelling. Don't say which object you have chosen.
2. Say, 'I spy with my little eye something beginning with_____.' Give the **sound** of the initial letter, not the letter name. For example, 'sss' not 'ess'.
3. The children suggest things they know beginning with that sound, such as *sun, sock, sand, sink*. Accept words with the same sound, but a different letter such as *ceiling* because at this level your purpose is to get the children to discriminate between sounds.
4. More able children can ask questions eliminating possibilities, e.g. *Is it near me/ at the front of the class/on a table/near the window?*

- The child who guesses the word has the next turn to think of something while the rest of the class guess.
- When the children are familiar with the game, you can give it extra suspense if you ask them to guess the word in less than ten.

UNIT 3 LESSON 2 *Do what I say*

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

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

- When the children know the words, stop miming.
- Finally, play it with flashcards. The last children standing are the winners.

UNIT 5 LESSON 2 AND LESSON 5 *Animal follow the leader*

- If possible, take the children outside or into a hall where they can move around freely.
- Get them to stand in a long line. Tell them to make the sounds and movements of the animals you say. For example:

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

UNIT 6 LESSON 2 *Guess what I am.*

Demonstrate this with the class first like this:

Teacher: *[Mime being a fish, swishing a tail, blinking and making bubble noises.]* Guess what I am.

Child 1: Cat?

Teacher: *[gently correcting]* A cat?

Child 1: A cat?

Teacher: No, I'm not. Glug glug. *[Mime being a fish again.]*

Child 2: Are you a fish?

Teacher: Yes, I am. Your turn. *[Child 2 flaps its wings.]* Have a guess, Sameena.

Child 3: You are parrot.

Teacher: *[gently correcting]* Are you a parrot?

Child 3: No, I'm not. Quack! Quack!

Child 4: Are you a duck?

Child 3: Yes, I am. Your turn. *etc.*

Then get the children to mime and guess in pairs.

UNIT 7 LESSON 2, UNIT 13 LESSON 3 *Simon says*

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

1. Tell all the children in the class to stand up, and explain the game.
2. If you say, 'Simon says' before a command, your pupils should do it.
3. If you don't say, 'Simon says,' they should NOT do the action.
4. If they do, they are out and have to sit down.

Use the game to practise:

- one word commands (e.g. *Eat. Sleep.*)
- parts of the body (e.g. *Touch your nose/mouth/head.*)
- singular and plural (e.g. *Touch your eye/ear. / Touch your eyes/ears.*)
- three word commands (e.g. *Brush your teeth. Sweep the floor. Read your books.*)

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

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

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

Teacher: Team A: Point to the shoes. Good. One mark for Team A. What colour are they, Nida?

Child from Team A: They're brown.

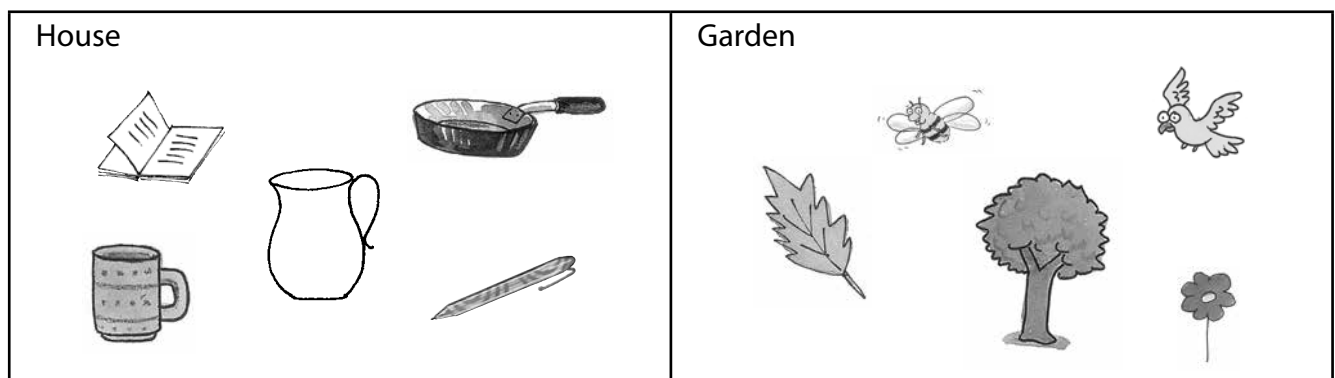
Teacher: No, they aren't brown. They're grey. No mark. Team B: Point to the hat. Fine. One mark for Team B. What colour is it, Hasan?

Child from Team B: It's white.

Teacher: Well done, it's white. Another mark! That's one mark for Team A and two marks for Team B. etc.

UNIT 10 LESSON 3 *House or Garden?*

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



3. Ask a member of each team to come to the board and draw what you tell them in the correct column as shown. If the children are able to write the words, they can have a go!
4. Give a mark for each correctly placed word.
5. Take the children outside or into a hall.
6. Get them to stand in a line, shoulder to shoulder.
7. Whenever you name something in the house, they should jump forward. Whenever you say the name of something in the garden, they should jump backwards.
8. Anyone who jumps the wrong way or stands still has to stand out of the game.

9. The last child in is the winner.
10. This game can be used to classify any contrasting sets of words, e.g. fruits and vegetables, birds and animals.

UNIT 11 LESSON 4 *Mime and guess*

1. Before the lesson, write some commands such as these on small slips of paper and put them in a cup or box.

Push an elephant.	Drink milk.	Read a book.
Eat an apple.	Sing a song.	Touch your eyes.
Touch your ears.	Touch your head.	Touch your legs.
2. Divide the class into two teams.
3. Call a member of one team to come to the front, pick a slip of paper, read it silently and mime it.
4. Another member of the same team should say in correct English what he/she is doing e.g. *He is touching **his** head.* Give one mark for the correct mime and one mark for a correct sentence. Give only half a mark if the child confuses *his* and *her*.
5. Keep a record of the marks on the board and total them in English at the end of the game.
6. Clap the winning team.
7. When the children have played this several times, make it more difficult: Ask two children to read and mime. The guess will generate sentences like this: *They are touching **their** heads.*

UNIT 13 LESSON 1 *Drama: Elephants' Dinner Time*

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

UNIT 14 LESSON 3 *What's he/she doing?*

1. Play this like *Mime and guess* above (Unit 11, Lesson 4).
2. This time, write the following words on slips of paper in addition to the other commands.
Eat. Run. Drink. Read. Skip. Jump. Write. Sleep.
3. Revise the verbs you taught with *Mime and guess* as well.
4. When the children are using *he* and *she* correctly, get two children to come and mime so that their team members have to use *they*.

UNIT 14 LESSON 5 *Full Circle*

1. Before the lesson, prepare some flashcards with the following letters. They should be at least 6 cm high.
t i n p a e h t
2. Give each child in the class a letter.
tin pin pan pen hen ten tin
3. Tell the children the first word, (tin) and ask the children who have the letters of that word to come out to the front of the class and make the word so that the whole class can see it.
4. All the children in the class say the word – the individual phonemes of the word and then the whole word again.
5. Write the word on the board and tell the children that they are going to make a whole series of different words but that they will eventually come back to the word on the board again. When that word appears again, they should shout, 'Full circle.'
6. Say the next word (pin).
7. Ask the children at the front which of them has to sit down and which of them has the replacement letter to make the new word.
8. Those two children swap places.
9. Everyone says the new word, the phonemes and the word again.
10. Say the next word and repeat as before until you get back to *tin*. The children should shout, 'Full circle.'
11. Collect the letters and give them to different children.
12. Next time you play the game, give them a time limit like three minutes so that they keep it snappy.

UNIT 15 LESSON 3 *Where's the rubber?*

This game teaches the children to speak as well as to listen. You can control it easily because only one child asks the questions at a time. All the children can respond together.

1. Ask one child (an able one at first) to go outside the classroom.
2. Hide a rubber somewhere in the classroom and quietly show the class where it is. Practise the prepositions *in, on, behind, and under*.
3. Call the child back in. In the mother tongue, tell her/him that he/she must find out where the rubber is in only ten questions. The class are only allowed to say, *Yes, it is.* or *No, it isn't.*

4. The game might go like this:

Child A: It is on the table?

Teacher: Is it on the table?

Child A: Is it on the table?

Class: No, it isn't.

Child A: Is it under the book?

Class: No, it isn't.

Child A: Is it in the tin?

Class: Yes, it is.

5. When one child has guessed where the rubber is, ask another child to have a turn.

UNIT 15 LESSON 5 *Phonic Bingo*


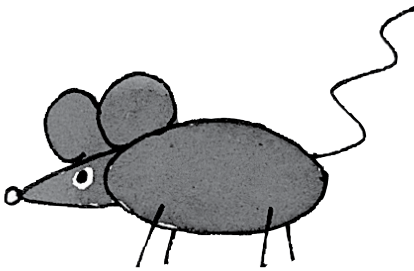

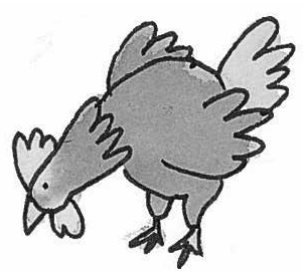


1. Focus on a particular regular sound for a few minutes in each lesson. Ask the children to think of other phonically regular words that follow the same pattern. Encourage the use of words that you can match to a picture.
2. Line up three or four sets of words on the board so that the repeated sounds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

cat bat rat	pet hen leg	bin zip tin	dog pot box	jug cup sun
shorts shoes shirt	cow now brown	tea bean meat	thumb thank three	ball wall small

3. When you have written 9-12 words on the board, ask the children to copy down six only. They can choose whichever they want. Play as in Clothes bingo for Unit 9, Lesson 2 C.
4. Check that the children have written no more and no less than six words.
5. IN A DIFFERENT ORDER, dictate each word slowly, repeating each word twice. Every time you say a word, the children should cross the word if they have written it in their books.
6. Keep a note of the words you say, so that you can check up whether the children have crossed the words you have said.
7. When a child has crossed all six words, he/she should say BINGO!
8. Check that you have read all the words and if so, clap the winner.
9. You can continue playing to find out who comes second and third.

LISTENING

A. Listen, colour, and draw.

<p>Example:</p>  <p>a bag</p>	<p>1.</p>  <p>a</p>	<p>2.</p>  <p>a</p>
<p>3.</p>  <p>a</p>	<p>4.</p>  <p>a</p>	<p>5.</p>  <p>a</p>

WORDS AND PHONICS

B. Label the pictures in Ex. A.

C. Complete these words with:

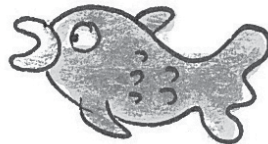
ck ee ea oo sh ow

Example:



a book

1.



a fi_____

2.



a c_____

3.



a tr_____

4.



a l_____f

5.



a du_____

READING

Reading

D. Read and **circle** the correct words.

10



Mama is in the garden.
She is sitting under a tree
and reading a book.
She is drinking tea too.

Fiza sees a bee on the cup.
'Buzz!' goes the bee.

'Look!' says Fiza.
She flaps her hat
and the bee flies away.

'Thank you, Fiza!' says Mama.

1 & 2. Mama is sitting in on under a flower tree umbrella.

3. She is drinking reading sitting a book.

4 & 5. She is drinking reading sitting a cup of tree tea eat.

6 & 7. Fiza sees a bee bin book on Mama's leg hand cup.

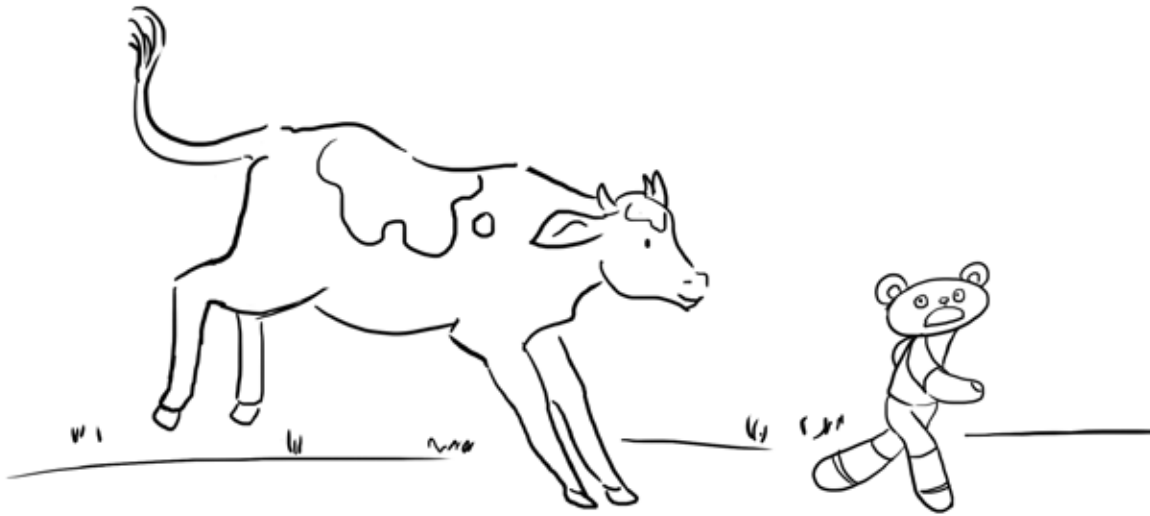
8. She flaps her hands hat hen.

9. The bee flies swims runs away.

10. Mama says thank you me him to Fiza.

SENTENCES

E. Circle the correct words.



1. Who this?
2. He is Balu. Balu is teddy.
3. What is doing?
4. He is .
5. Balu fly?
6. No, he .
7. What colour his socks?
8. socks are white.
9. is the cow?
10. The cow is Balu.

PUNCTUATION AND WRITING

Punctuation
&
Handwriting

F. Copy and punctuate. . ? ' □

□ what is the teddy □ s name

10

What

his name is balu □

G. Trace the capitals and write the small letters.

A a B D E F

G g H I J L

H. Trace the small letters and write the capitals.

m M n o p q r

s t u v w y

Total

50

End-of-year Test

Teacher instructions and mark scheme

Preparation and materials

Ensure that each child has a photocopied test paper, a sharp pencil and a blue, red, yellow, green, black, brown, and orange colour pencil.

How to give the test

Seat the children as far apart as possible and remind them that this is a test, so they are not allowed to look at each other's work or copy. Explain that you will not be angry if they make mistakes. You want to help them to understand everything in the book. Tell them that if they do their best, you will be happy with them.

When the children are seated comfortably, ask each one to write his/her name. If they cannot do this, write their names for them. Then read aloud the instructions for each section. Repeat each instruction twice. Do not move on to the next section until all the children have completed a task. If some children finish before the others, encourage them to colour the pictures in Ex C (page 1) or D (page 2). As the children complete the tasks, walk around the class and check that they are all working on the correct section. If necessary, read aloud the instruction again, but without giving further help.

LISTENING

A. Listen, colour, and draw.

[Repeat each instruction and give plenty of time for the children to colour and draw.]

Teacher: Listen carefully and do as I tell you. Colour the bag red. *[This is an example question. Walk around the class and check that the children have all coloured the bag red, but don't give any marks for this.]* Draw a zip on the bag. *[This is an example question. Walk around the class and check that the children have all drawn a zip on the bag (which could just be a line anywhere on the bag) but don't give any marks for this.]*

1. Colour the rat brown. *[Pause to give every child time to colour.]* Colour its ears black. *[Pause to give every child time to colour.]*
2. Colour the bin green. *[pause]* Colour the lid blue. *[pause]*
3. Colour the hen red. *[pause]* Draw an egg under the hen. *[pause]*
4. Colour the dog yellow. *[pause]* Draw a ball on its nose. *[pause]*
5. Colour the cup orange. *[pause]* Draw an ant in the cup. *[pause]*

Mark scheme for Listening A. (Max: 10 marks)

There are two instructions for each picture with one mark for each correctly completed task. Do not deduct marks for messy colouring or drawing so long as the child has used the correct colour and the drawing is recognizable and in the correct place. For example, the egg can be a circle, but it must be under the hen.

1. The rat should be brown. (1 mark) The rat's ears should be black (1 mark)
2. The bin should be green. (1 mark) The lid of the bin should be blue. (1 mark)
3. The hen should be red. (1 mark) There should be an egg **under** the hen. (1 mark)
4. The dog should be yellow. (1 mark) There should be a ball **on** its nose. (1 mark)
5. The cup should be orange. (1 mark) There should be an ant **in** the cup. (1 mark: the ant can be anywhere inside the outline of the cup. It can be a dot, squiggle and need not look like an ant)

WORDS AND PHONICS (Max. 10 marks for B and C together)

B. Label the pictures in Ex. A.

[Read the instruction aloud. Point out that the bag in Ex. A is already labelled. Ask the children to trace the label as an example. Walk round the class to check that they are doing this, but do not give any marks for it. Remind the children to write each word correctly inside the quadruple lines and to put 'a' before each word. Even though you will not deduct marks if they forget, this is good practice.]

Mark scheme for Words B (Max 5 marks for B)

Give one mark for each correctly spelt word in Ex A. (Do not deduct marks for poor handwriting. You will assess handwriting at the end of the test.) Give half a mark if two letters are correct and one letter is wrong. Give no mark if one letter is correct and the other two letters are wrong. Do not deduct marks if the child has forgotten to put 'a' in front of a word.

- | | | |
|----------|---------------------|--|
| 1. a rat | 2. a bin | 3. a hen |
| 4. a dog | 5. a cup | <i>[Do not add or deduct marks if the children write extra, for example:</i> |
| | 2. a bin and a lid. | 3. a hen and an egg |
| | 4. a dog and a ball | 5. a cup and an ant] |

C. Complete these words with: ck ee ea oo sh ow

[Read the instruction aloud. Point out that the word 'book' is already completed with 'oo' from the box. Remind the children that the words in the box are digraphs (two letters making one phoneme). Ask them to write the correct digraphs in the blanks. Do not tell the children what the pictures are or help them to complete the words. Walk round the class and check that the children are completing the words in the correct place, but do not help them.]

Mark Scheme for Words C. (Max. 5 marks for C)

Give one mark for each correctly completed word. Give no marks if one letter is correct and the other letter is wrong. (Do not deduct marks for poor handwriting in the Words box. You will assess handwriting at the end of the test.)

- | | | |
|---------------------------|---------------------------|---------------------------|
| 1. a <u>fish</u> (1 mark) | 2. a <u>cow</u> (1 mark) | 3. a <u>tree</u> (1 mark) |
| 4. a <u>leaf</u> (1 mark) | 5. a <u>duck</u> (1 mark) | |

READING

D. Read and circle the correct words.

[Read the instruction aloud. Point out that the words 'Circle' and 'under' are circled and that the children should read the text and then circle one word in each box (there are ten altogether). Do not read the text aloud or the sentences aloud as this is a test of the children's reading. Allow them to whisper the text to themselves if they need to. Walk round the class and check that the children are circling words on the correct page, but do not help them.]

Mark scheme for Reading D (Max. 10 marks)

Give 1 mark for each correctly circled word. Give a mark for 'under', even though it is provided, so that no child scores zero.

- | | | | | |
|----------|---------|------------|-------------|---------|
| 1. under | 2. tree | 3. reading | 4. drinking | 5. tea |
| 6. bee | 7. cup | 8. hat | 9. flies | 10. you |

SENTENCES

[Read the instruction aloud. Point out that the word 'Circle' is circled and that they should circle one word in each box (there are ten altogether). Walk round the class and check that the children are circling words on the correct page, but do not help them.]

Mark scheme for Writing E (Max. 10 marks)

Give 1 mark for each correctly circled word.

- | | | | | |
|----------|--------|--------|------------|------------|
| 1. is | 2. a | 3. he | 4. running | 5. Can |
| 6. can't | 7. are | 8. His | 9. Where | 10. behind |

PUNCTUATION AND HANDWRITING (10 marks in total)

[Read the instructions aloud. Explain that there are two sentences in F. The children should copy the sentences on the lines below and put in capital letters, question marks, apostrophes and full stops. They should write the sentences in their very best handwriting. Point out that the first mistake is corrected on the line below. There is a capital W because it is at the beginning of a sentence. Explain that they must spot five more mistakes and correct them. They should write in their best handwriting, placing their letters carefully. Walk around the class and check that the children have understood the task, but do not help them.]

Mark scheme for Ex F (Max. 6 marks)

Give 1 mark for each correct change to the punctuation (max. 5 marks). Give 1 mark for good handwriting.

What is the teddy's name? His name is Balu.

Mark scheme for Ex G (Max. 2 marks)

Give up to two marks as follows:

- 7-8 correctly written lower case letters: 2 marks*
- 5-6 correctly written lower case letters: 1½ marks*
- 4-5 correctly written lower case letters: 1 mark*
- 2-3 correctly written lower case letters: ½ mark*
- 0-1 correctly written lower case letters: 0 marks*

Mark scheme for Ex H (Max. 2 marks)

Give up to two marks as follows:

- 7-8 correctly written upper case letters: 2 marks*
- 5-6 correctly written upper case letters: 1½ marks*
- 4-5 correctly written upper case letters: 1 mark*
- 2-3 correctly written upper case letters: ½ mark*
- 0-1 correctly written upper case letters: 0 marks*

Record of End-of-Year Test

Class _____ **Date** _____

L: Listening /10, **W:** Words and Phonics /10, **R:** Reading: /10 **S:** Sentences /10
P&W: Punctuation and Writing /10 **Total:** /50 (double if a percentage is required)

Name of child	L	W	R	S	P & W	Total
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						

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