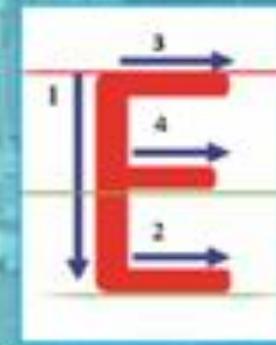


# Crescent

## ENGLISH COURSE

### For YEMEN



#### Contents

##### Print script

Capital alphabet (reference page) .....	1
Lower case alphabet and numbers (reference page) .....	2
Lower case exercises .....	3
Picture alphabet .....	10
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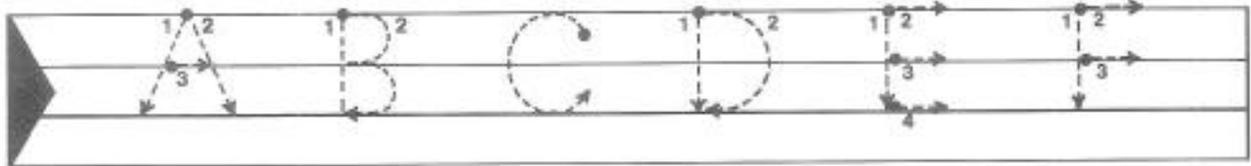
Handwriting Book 1a



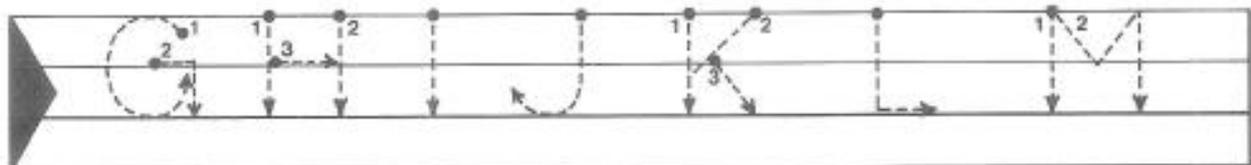
Please, read the notes titled as (Guidelines to the Teacher) at the end of this book before starting teaching it.

## Capital letters

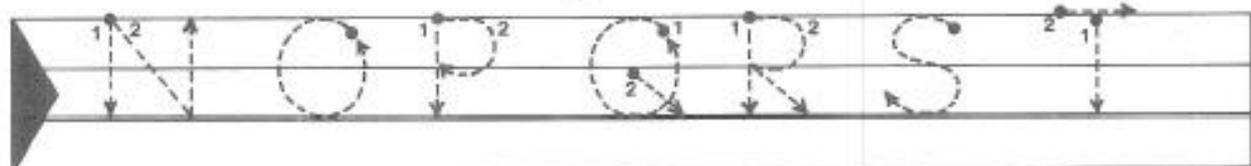
A B C D E F



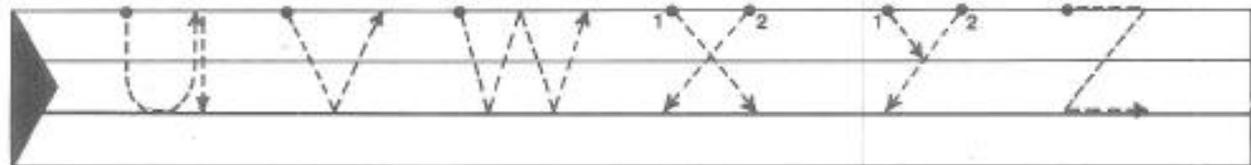
G H I J K L M



N O P Q R S T



U V W X Y Z



### Small letters and numbers

a b c d e f g h i

a b c d e f g h i

j k l m n o p q r

j k l m n o p q r

s t u v w x y z

s t u v w x y z

1 2 3 4 5 6 7 8 9

1 2 3 4 5 6 7 8 9

1

O O O O O O O O O O O

o . . . . .

C C C C C C C C C C C

c . . . . .

2

e e e e e e e e e e e

e . . . . .

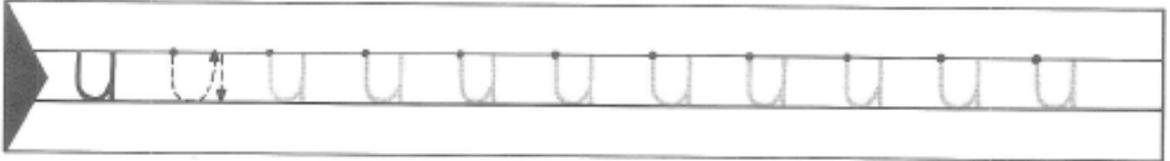
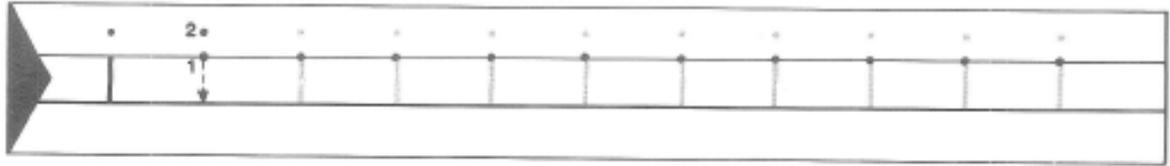
a a a a a a a a a a a

a . . . . .

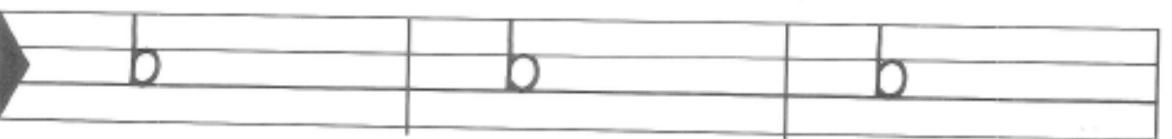
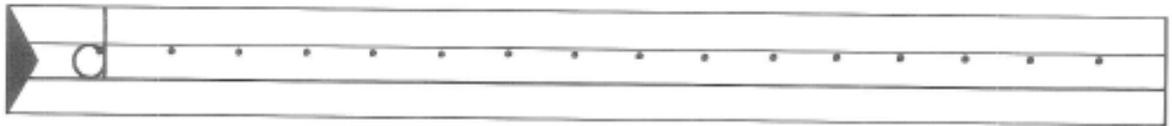
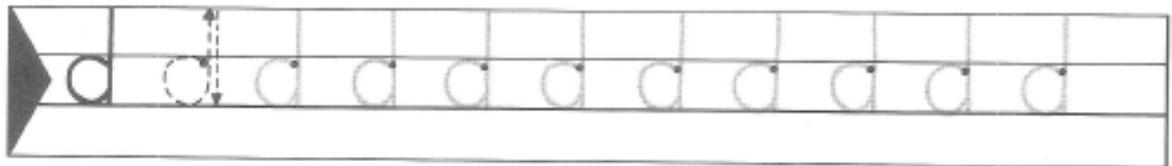
a b c d e | b d | b d

b d | b d | b d

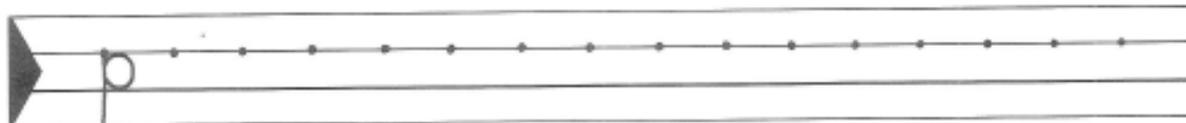
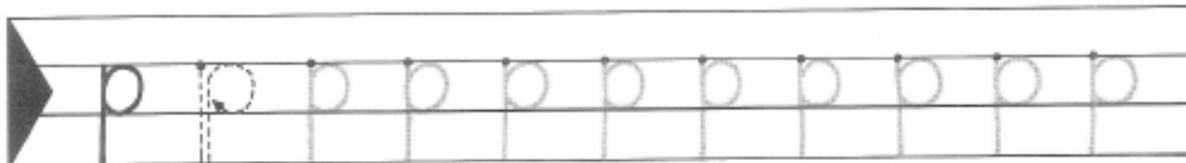
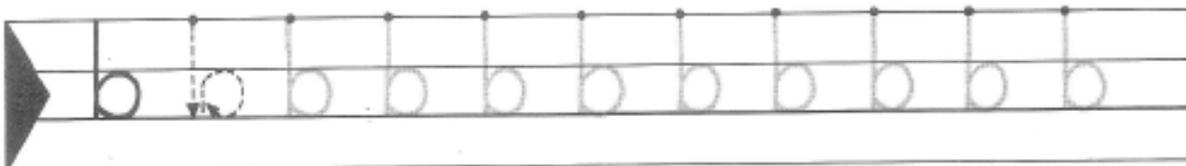
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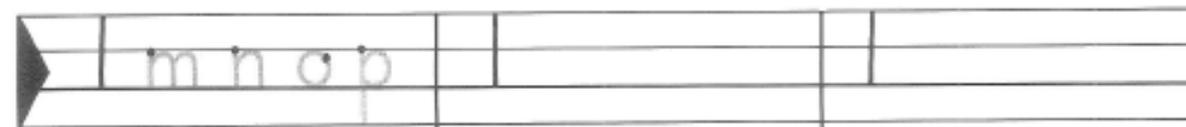
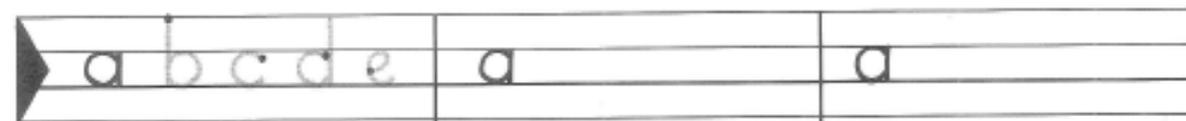
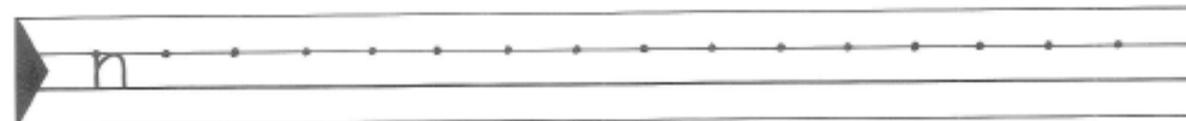
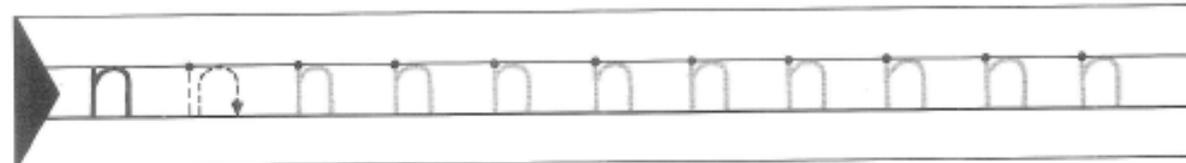
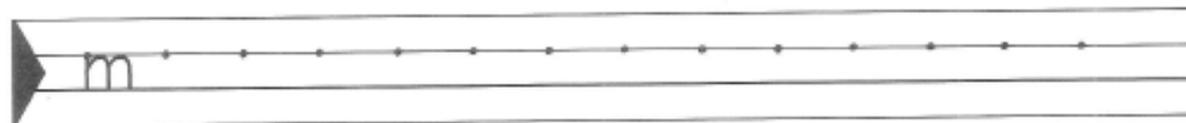
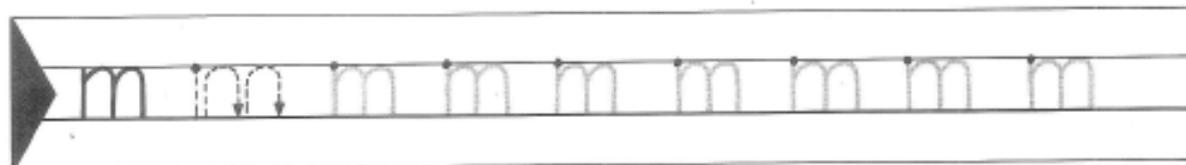
4



5



6



7

h h h h h h h h h h

h

r r r r r r r r r r

r

8

j j j j j j j j j j

j

y y y y y y y y y y

y

h i j k l i k i k

n o p q r n q n q

9

S S S S S S S S S S S

S . . . . .

f f f f f f f f f f f

f . . . . .

10

g g g g g g g g g g g

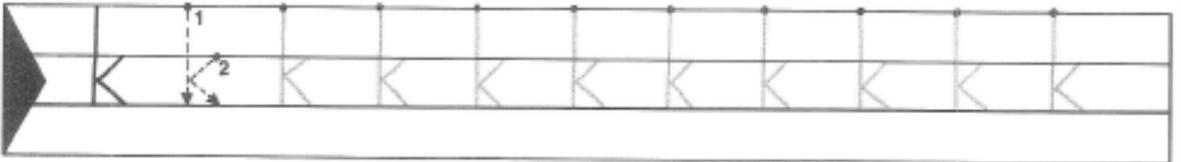
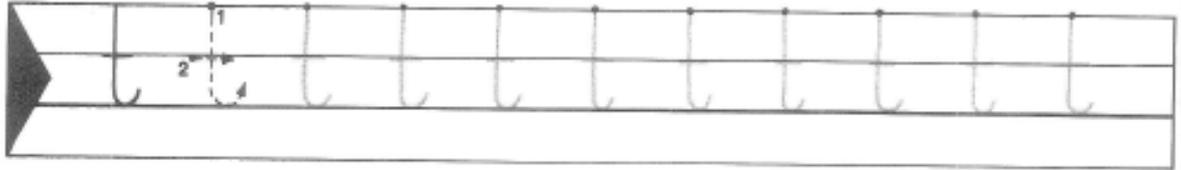
g . . . . .

q q q q q q q q q q q

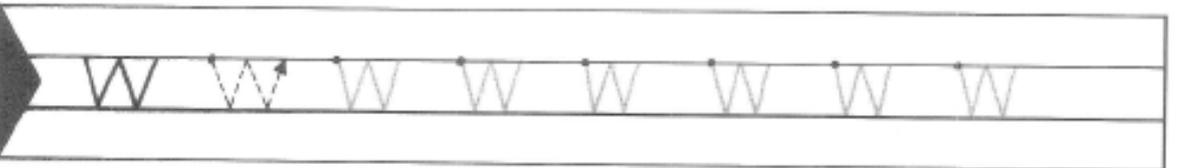
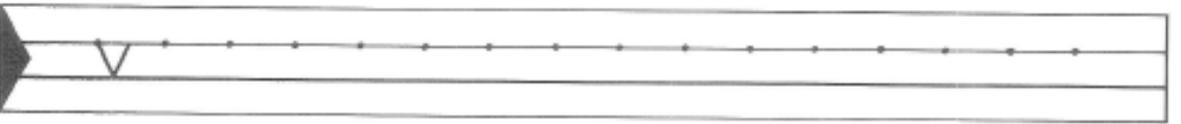
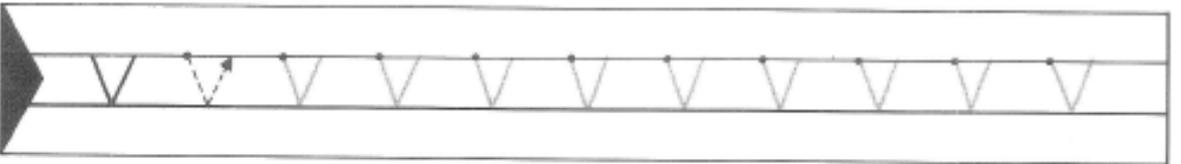
q . . . . .

a b c d e f g h i j

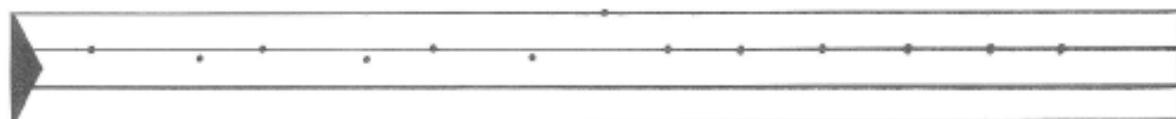
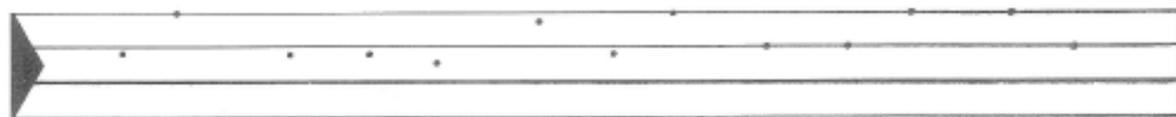
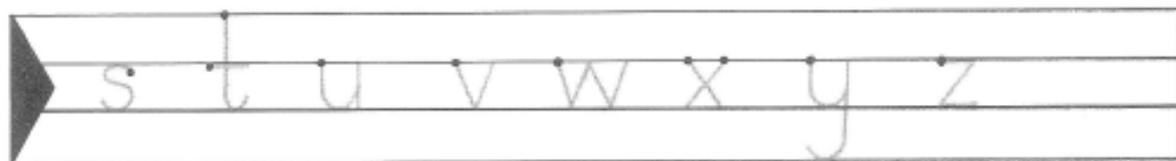
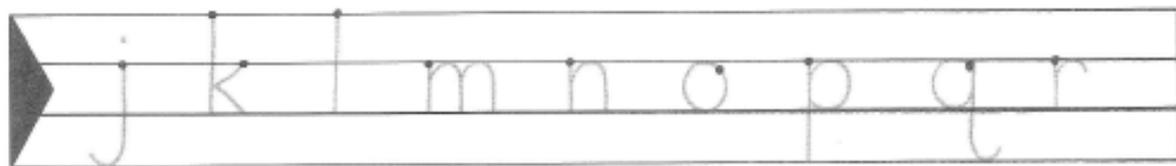
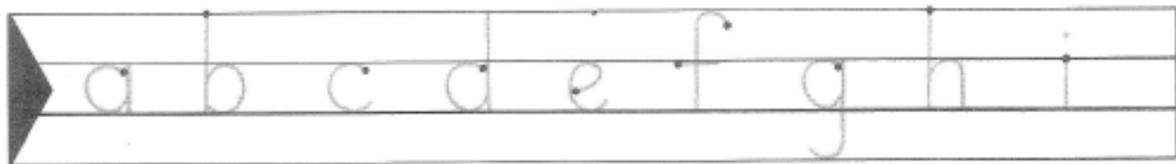
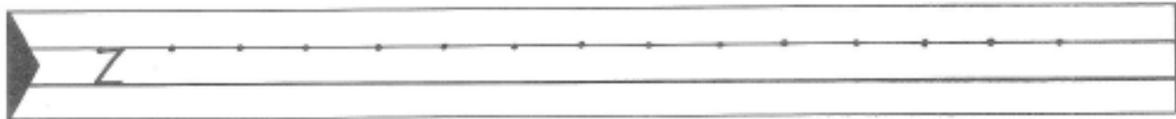
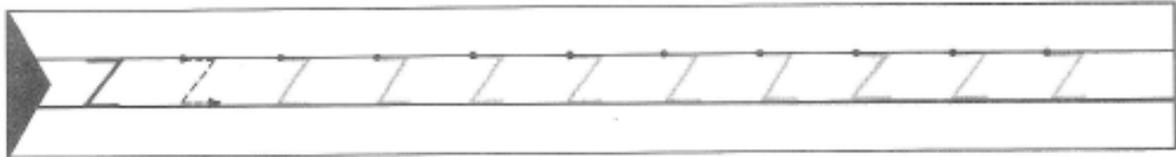
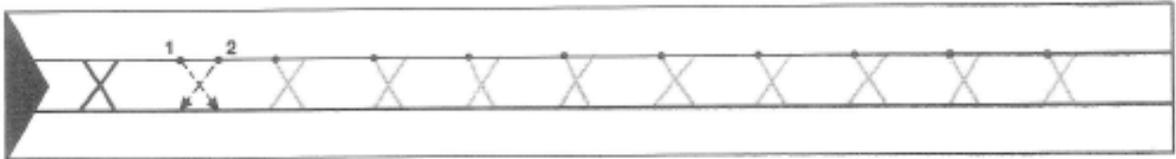
11



12



3



a



\_pple

b



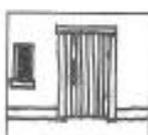
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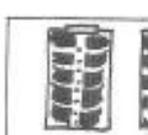
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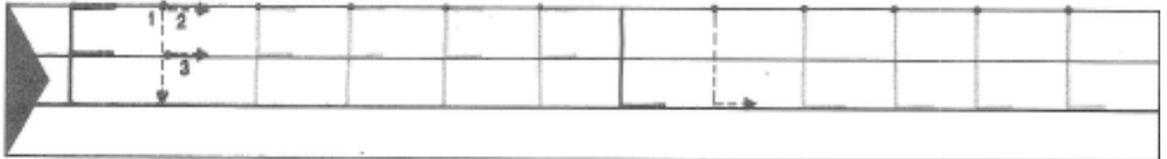
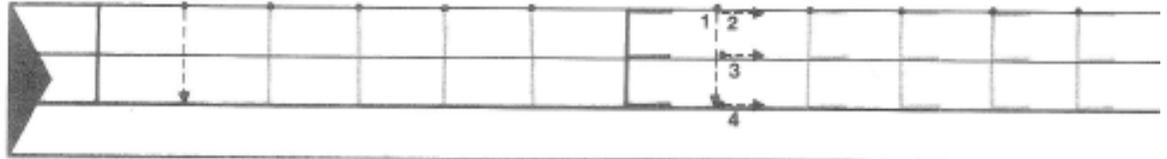


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abcdefghijklmnopqrstuvwxyz

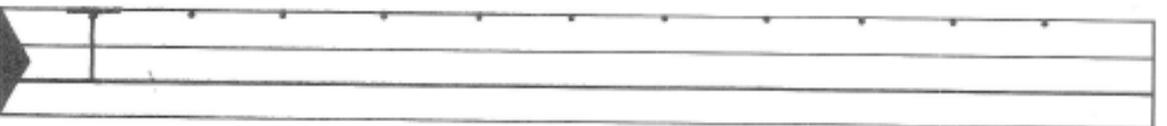
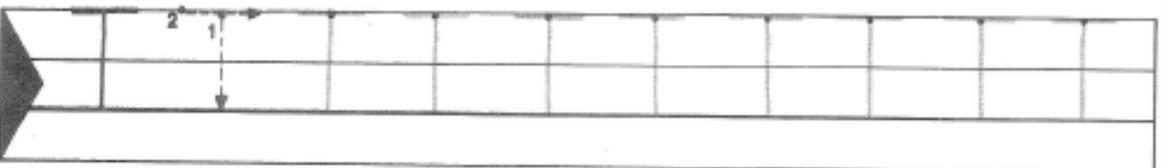
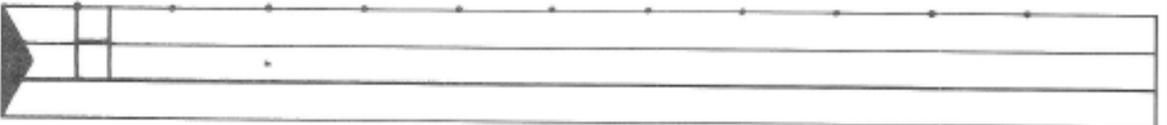
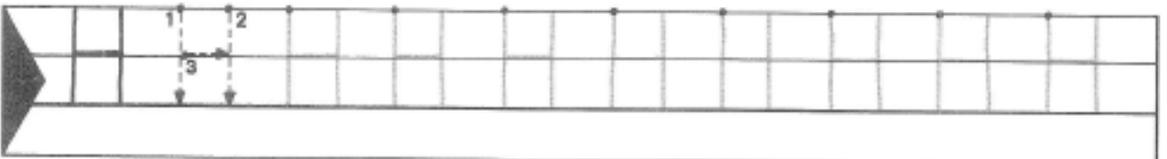


## 14



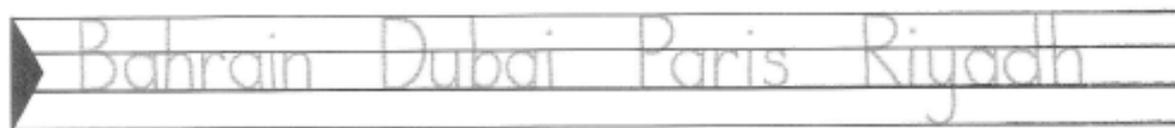
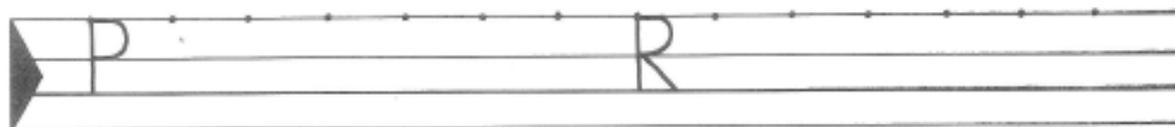
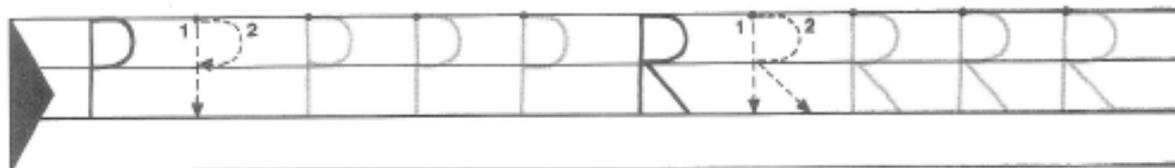
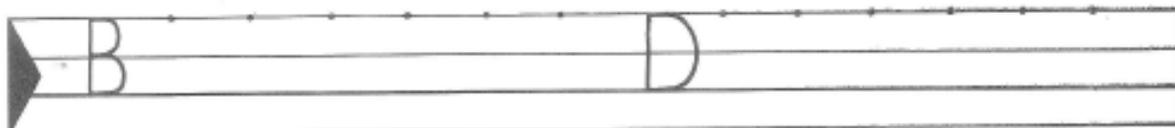
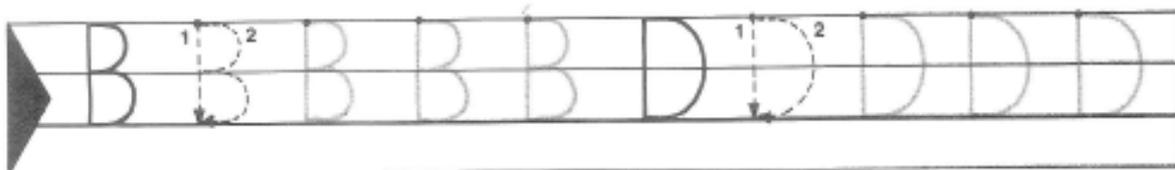
Ibrahim England Fatma Leila

## 15

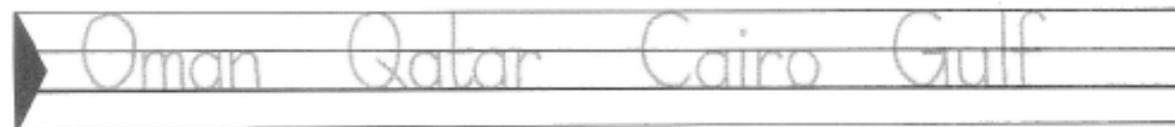
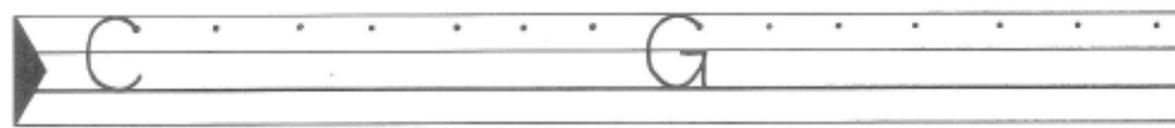
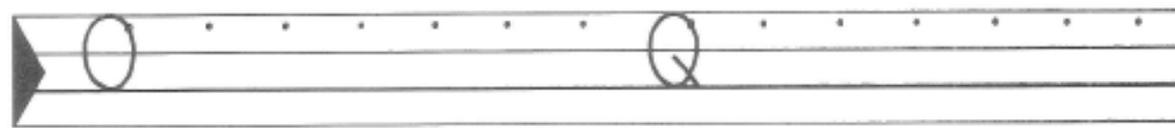
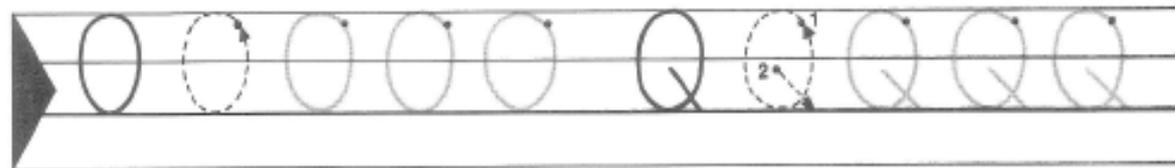


Hamad Tariq Hamad Tariq

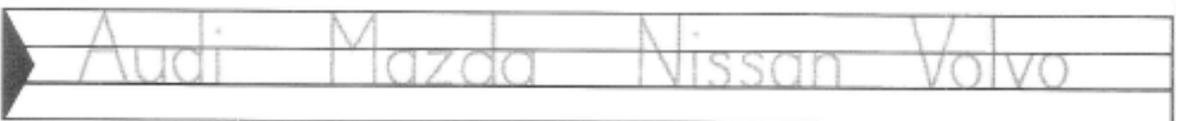
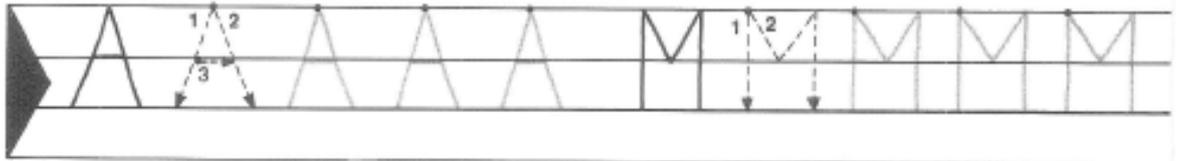
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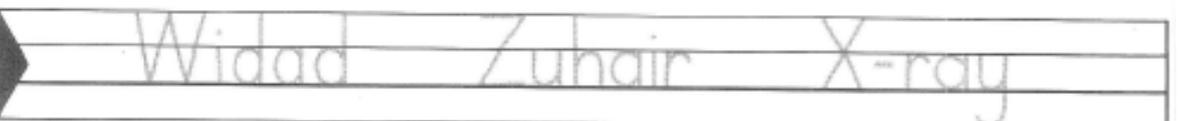
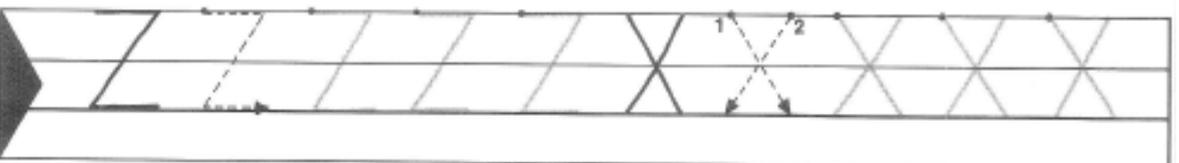
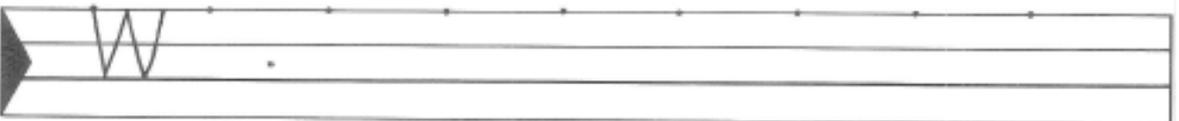
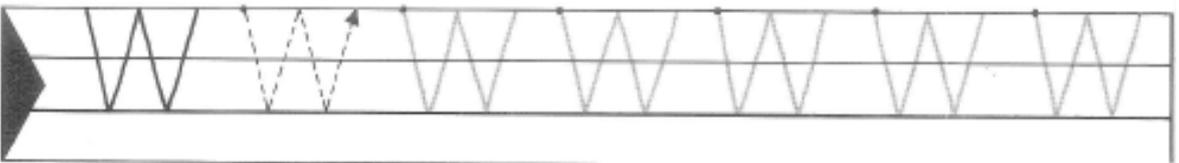
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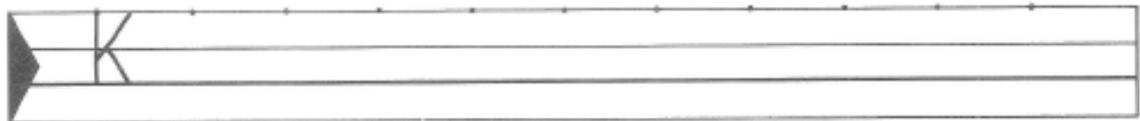
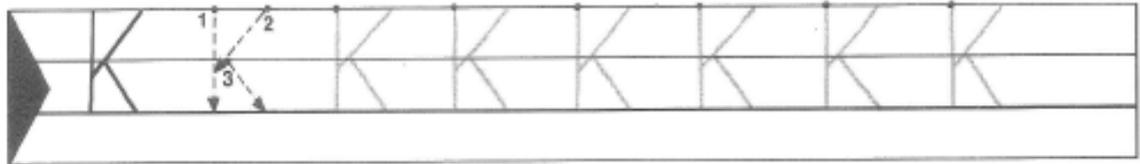
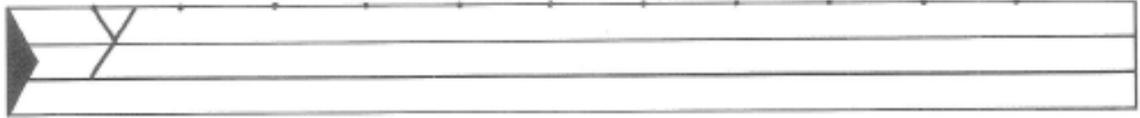
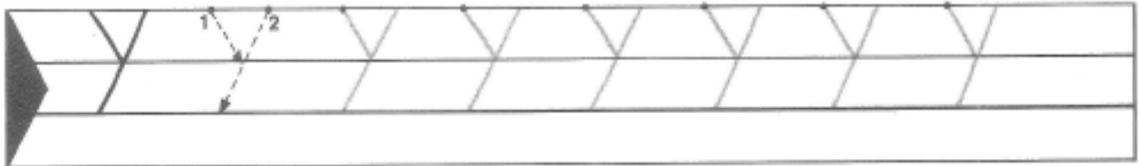
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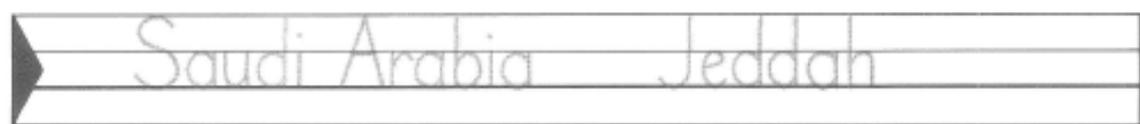
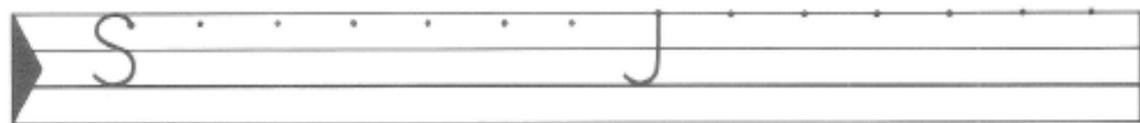
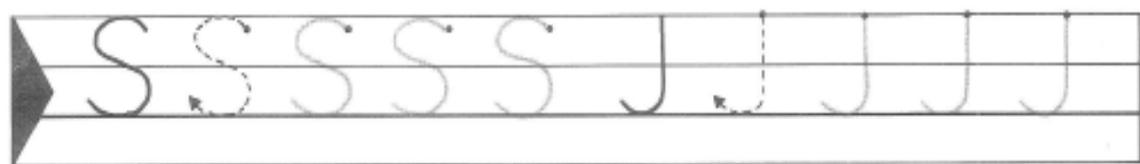
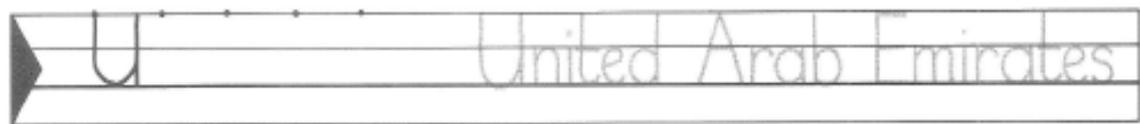
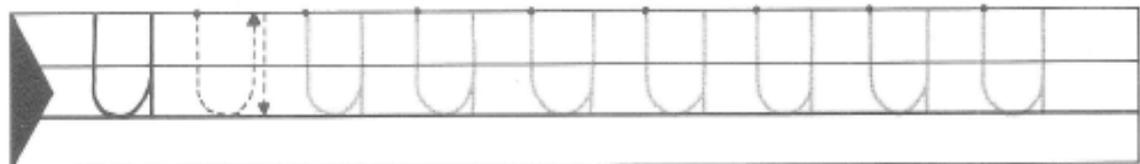
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20



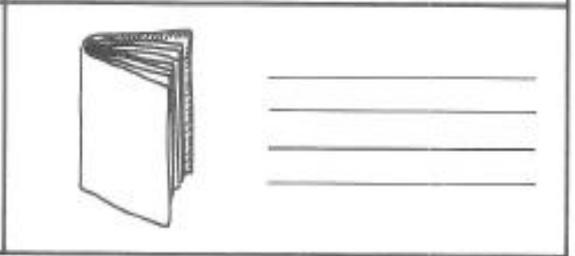
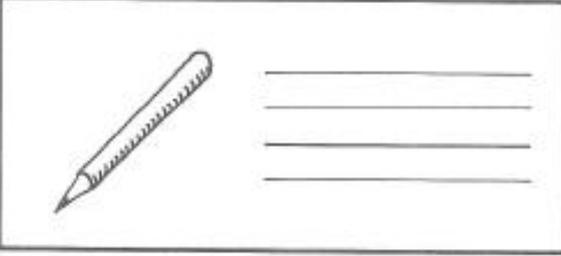
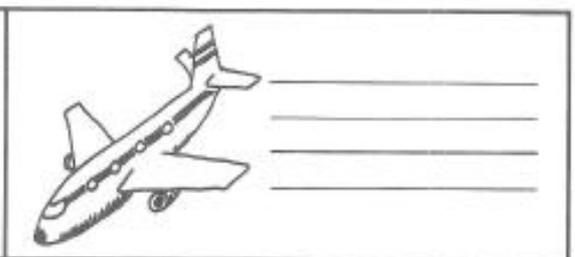
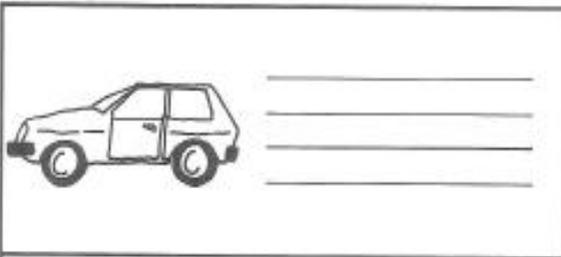
21



## 22

car plane pencil book

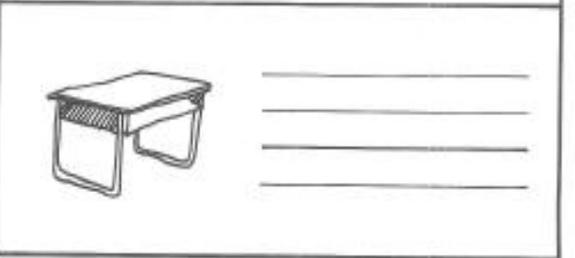
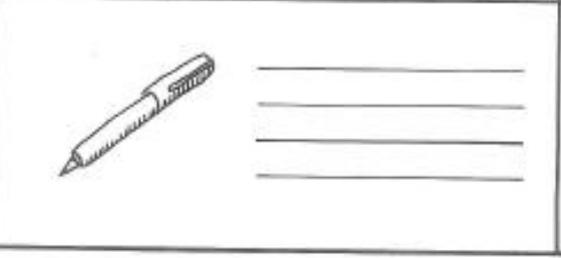
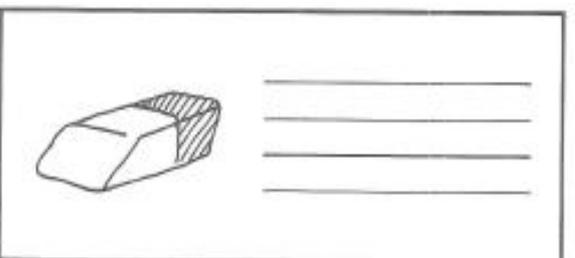
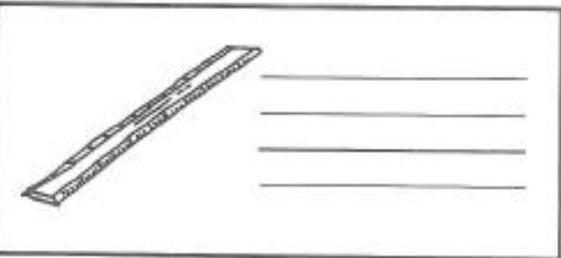
Blank handwriting lines for practice.



## 23

ruler rubber pen desk

Blank handwriting lines for practice.



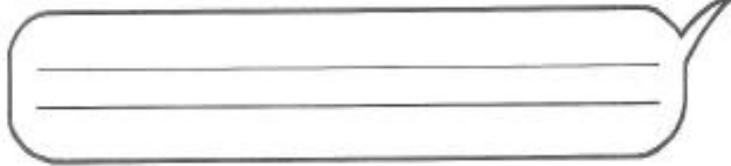
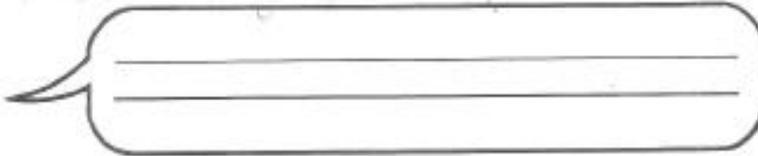
24

Is this white? No, it's black.

Blank handwriting lines for practice.



*Is saying... up about answer?*



25

boy girl man woman

Blank handwriting lines for practice.



Blank lines for labeling the boy.



Blank lines for labeling the girl.



Blank lines for labeling the man.



Blank lines for labeling the woman.

26

boat ball radio bus

Blank handwriting lines for practice.

	_____		_____
	_____		_____

27

camera cake bag table

Blank handwriting lines for practice.

	_____		_____
	_____		_____

28

Where is the ball?

Blank handwriting lines for the first row.

in the car under the car on the car

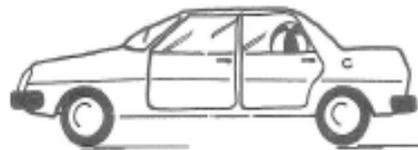
Blank handwriting lines for the second row.



Blank handwriting lines for the first car illustration.



Blank handwriting lines for the second car illustration.



Blank handwriting lines for the third car illustration.

## 29

board door house

window wall



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30



His name is Jack.

What is your name?

My

31

Tom is from England.

Where are you from?

I am

32

a family father

mother sister brother

Fuad's



His



His



His



Fuad



His

33

Amna is Fatma's sister.

Blank handwriting lines for practice.

Tom is Anne's brother.

34

She can hop.

Blank handwriting lines for practice.

He can't jump.

35



I like apples.



I don't like dates.

36

Do you want a banana?

Do you want an orange?

Yes, please. No, thanks.

37

coffee tea juice water

Blank handwriting lines for practice.

	_____		_____
	_____		_____

38

bread chicken lamb rice

Blank handwriting lines for practice.

	_____		_____
	_____		_____

39

Dates are not red. They are brown.

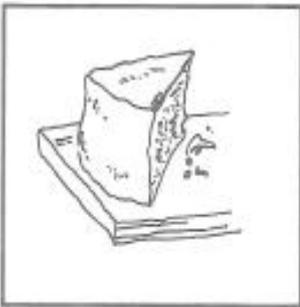
Blank handwriting lines for practice.

Cheese is not black. It is white.

Blank handwriting lines for practice.



Blank handwriting lines for practice.



Blank handwriting lines for practice.



Blank handwriting lines for practice.



Handwriting practice line with red top and bottom boundaries and two green middle lines.

Handwriting practice line with red top and bottom boundaries and two green middle lines.

Handwriting practice line with red top and bottom boundaries and two green middle lines.

Handwriting practice line with red top and bottom boundaries and two green middle lines.

Handwriting practice line with red top and bottom boundaries and two green middle lines.

Handwriting practice line with red top and bottom boundaries and two green middle lines.

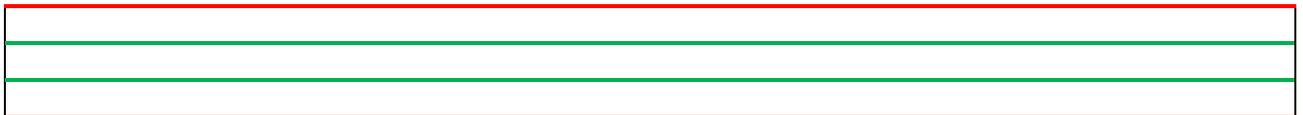
Handwriting practice line with red top and bottom boundaries and two green middle lines.

Handwriting practice line with red top and bottom boundaries and two green middle lines.

Handwriting practice line with red top and bottom boundaries and two green middle lines.

Handwriting practice line with red top and bottom boundaries and two green middle lines.

Handwriting practice line with red top and bottom boundaries and two green middle lines.





Handwriting practice line with red top and bottom boundaries and two green middle lines.

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## Guidelines to the teacher:

**By:** T. Muhammad Abduh Salem  
Supervisor of English language - Taiz

No doubt that most pupils in our schools, in Yemen, lack the skill of the handwriting, i.e. how to write letters and numbers correctly and accurately. This phenomenon has appeared more clearly since Yemeni teachers of English started teaching the current series " Crescent ". this is not because this series doesn't focus on writing skill as one of the four skills of language, but because of another reason.

If you read the introduction and the first units in the Teacher Book 1 , you will find some references to a material called *Handwriting Book 1A and Handwriting Book 1B* . the reference to ( **Handwriting Book** ) occurred about 30 times in the teacher book. These two books are intended to teach Handwriting and achieve the first stage of writing skill , that is , the mechanical stage.

(Read the following extracts from Teacher Book 1 regarding writing skill in Crescent 1 )

"The mechanical stage involves:

- learning to recognize and name the lower case letters, small letters, and upper case, capital letters, of the alphabet
- learning how to write the alphabet.
- learning the essential conventions of punctuation in writing English, ie capital letters, full stops and question marks.

This amounts requires a heavy learning load which takes time. Writing as a skill cannot really begin until pupils have mastered the mechanics. Therefore we must have realistic objectives for the development of the writing skill. Writing objectives in Crescent 1 are:

- **competence in the mechanics of writing.**
- elementary skill writing: a paragraph of approximately five sentences.

The lower case alphabet is introduced in a form of print script which matches the letter forms. The pupils will see in print in their books and on flashcards.

It is also a fairly simple letter form for the pupils to write initially. Both the lower case and the capital letters are covered in Units 1 and 2.

The capital letters are practised along with proper nouns e.g. names of people, countries, cities and so on.

\*\*\*\*\*

### Using Handwriting Book 1 A

**Note:** All exercises introducing the letter shapes follow oral recognition. A four-line stave is needed on the board and also coloured chalk for demonstration purposes.

#### 1 - Identify the letter

(Pencils down) Ask the class to name the first letter they are going to write.

#### 2 - Demonstrate the letter

To allow the pupils to see the direction of the chalk clearly, first draw the letter outside the stave and larger than stave size.

Describe the directions as you form the letter. Then write the letter on the stave. Write a few more letters. Then use a different coloured chalk to demonstrate how to trace over the letters.

#### 3 - Pupils trace and copy

Go round the class checking and helping as necessary.

**Note:** Try to establish good habits right from the start, but do not expect perfection. Sharp pencils and rubbers are needed. Show your pupils how to sit in a good position for writing and how to hold their pencils. Always provide a good model of writing yourself.

### Using the Picture Alphabet in Handwriting Book 1A ( page 13 and 14 )

When the pupils finish an exercise introducing lower case letters, ask them to turn to the Picture Alphabet on pages 16 and 17- For example, after finishing Exercise 1, say: Find letter o. (Arabic, then English)

When all the pupils are pointing at the letter, say: Look at the picture. What is it?

The pupils can name the object in Arabic or in English, if they know it (*orange*). Say the word clearly, and get the class to repeat it. Then tell the pupils to look at the word orange and say:

It begins with letter o.  
Write o, please.

**Note:** The purpose of the Picture Alphabet is to allow the pupils:

- to locate the letters they are learning to write in the context of the whole alphabet.
- to see the letters in initial position in words.
- to hear the sound of each letter in one initial position.

These words should not be taught at this stage. They have been selected for various reasons. Primarily, they are words which provide a close sound and grapheme correspondence. The pupils may already know some of the names because they occur in Arabic. Some of the words are taught in *Crescent 1*.

\*\*\*\*\*

**Note :** Handwriting Book 1a includes 39 parts in 30 pages. How can you present them?

In the teacher book , these parts are referred to in unit 1, 2, 3 and 4; similarly, the writing parts in Handwriting Book 1b are referred to in unit 5, 6, 7 and 8, which means that you have to consult **teacher book 1** when you put your different plans ( annual, term and daily plans)

## Using Handwriting Book 1B

See the notes in Unit 5 for the procedure recommended for introducing cursive script in Handwriting Book 1B. This is the procedure for using the practice exercises:

- 1 - Check word / sentence recognition  
Use FCs. Ask the class to find the words in their books. Ask the class, then individual pupils to read them aloud.
- 2 - Pupils do the task/ teacher circulates While the pupils are working, go round the class checking that they are forming the letters correctly. If you find that a lot of pupils are having difficulty with a particular word, draw a four-line stave on the board and demonstrate slowly and clearly. Describe the directions of the letters as you write.
- 3 - Marking  
Collect the Handwriting Books regularly for marking. Be constructive by writing encouraging comments. If a pupil is having particular difficulty, make a note and give him special attention during the next handwriting session. Remember ! Whenever you write on the board or on the

pupil's work, use the same script as in the Handwriting Book."

Since the two Handwriting Books are not printed in Yemen to be accompanied by Crescent book 1 we had looked for an alternative book from those books taught in private schools to achieve this objective ; however, we kept looking for the two Handwriting Books which were printed only with first trial editions. At the end of the school year 2018/2019, while visiting one school in Taiz Governorate we found a teacher use them. She found old copies and used to make copies for her pupils and teach them. She generously, gave us her copies to scan them and prepare them as a PDF book and give it to all teachers of English to use them in their classroom and get students to copy it and use it as shown in the teacher book.

**Note:** Another suggestion to teach letters for the first time or as a remedial work for upper levels ( read this suggestion at the end of this book)

## Last but not least:

Scanning books is a process similar to photocopying an image ; if the material is a copy ( not original) the output will not be as clear as the original, so we have done our best to update some contents which are not so clear such as the numbers of the lessons ,the four-line staves, the Picture Alphabet and some other items.

Moreover, as the numbered steps of writing letters and numbers are not clear, we have added, at the beginning of the book, some flashcards which show clearly the correct steps and the correct size of every letter and number.

And we are going to complete this task in order to update the whole book , in sha'a Allah , waiting for your comments to improve this work.

Please , contact with us on :  
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Tel. & watsApp no. 775305231

T . Muhammad Abduh Salem  
Supervisor of English language - Taiz

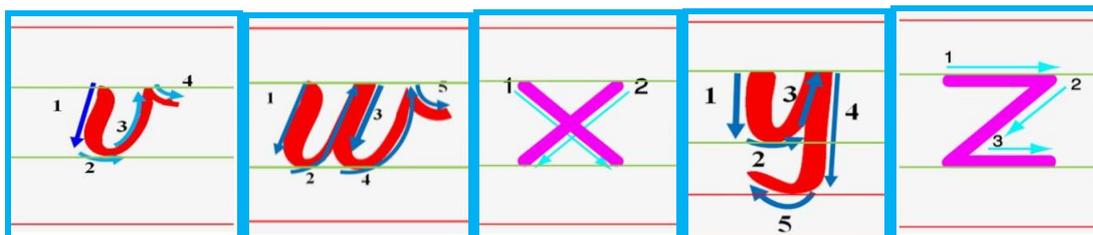
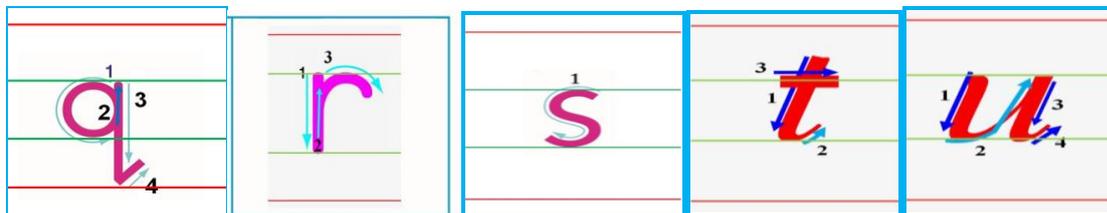
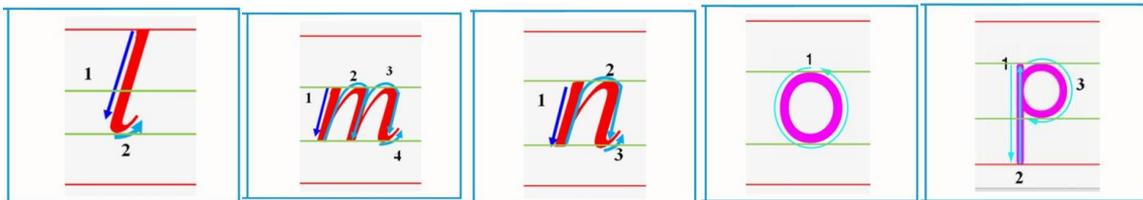
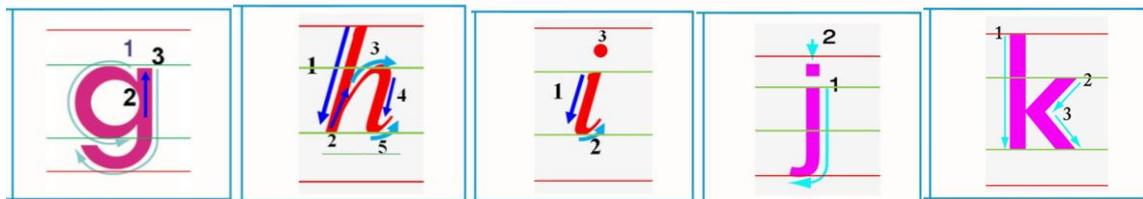
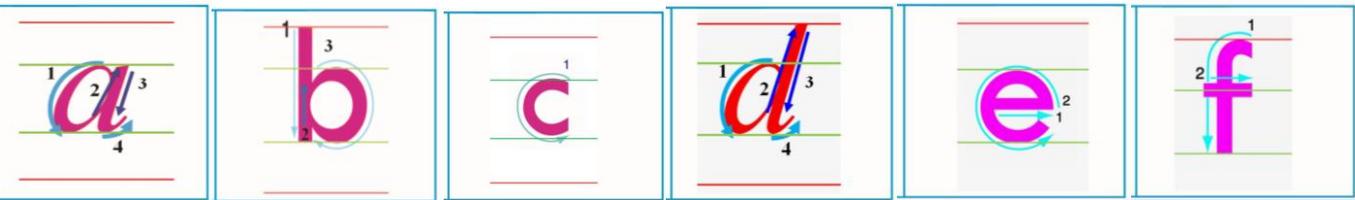
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# Appendixes

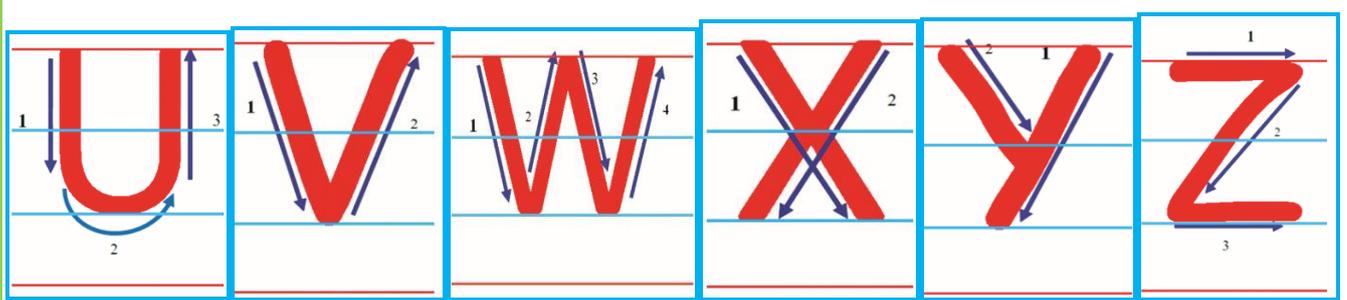
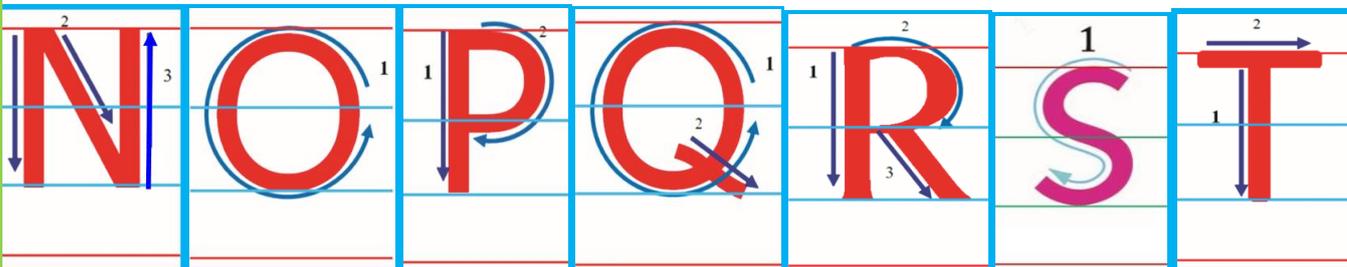
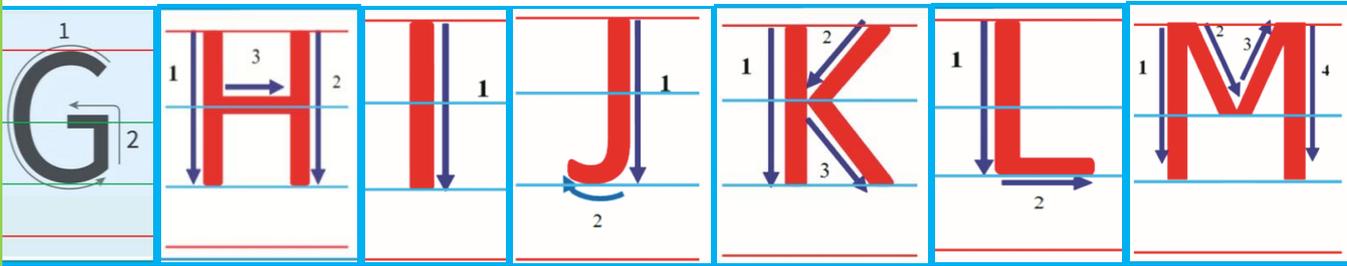
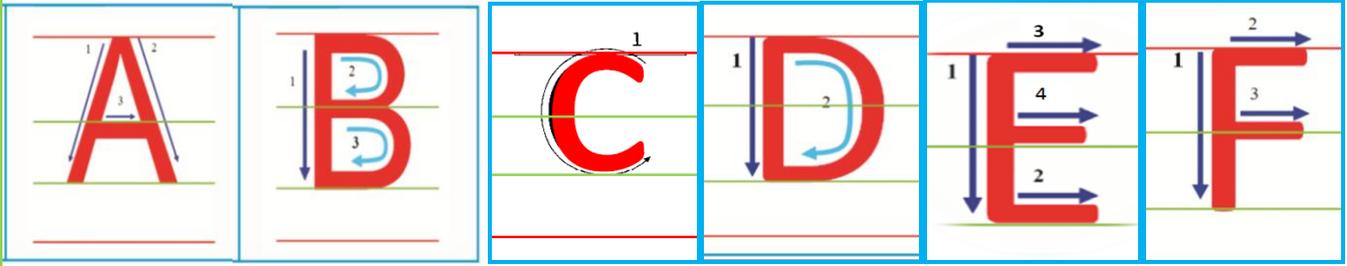
Note :

These Appendixes designed and Added to the book By Teacher /Muhammed Abduh Salem / Supervisor of English Language – Taiz

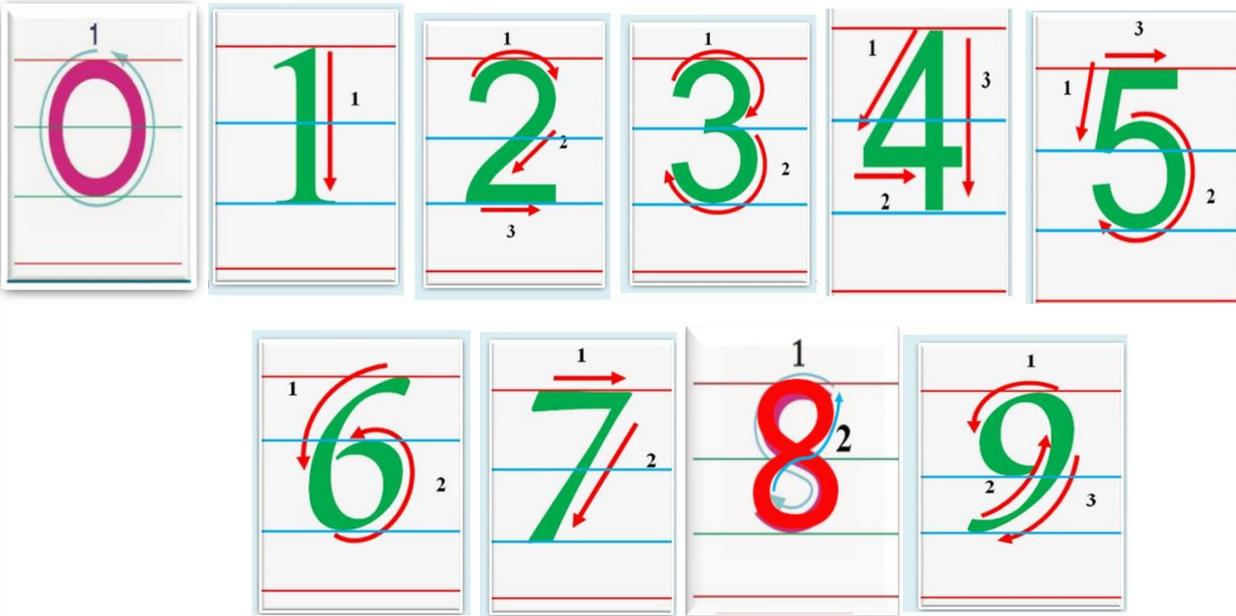
## Small letters

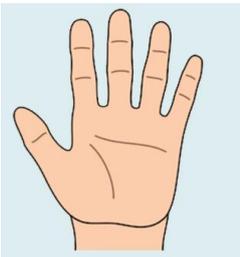
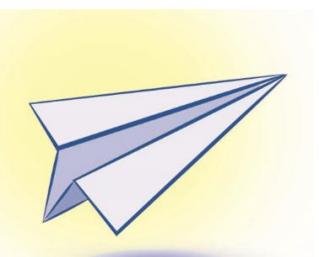
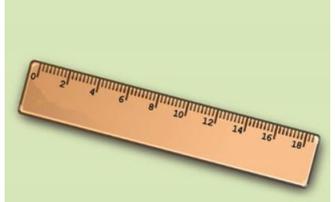
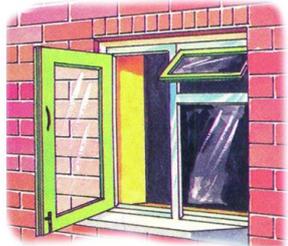
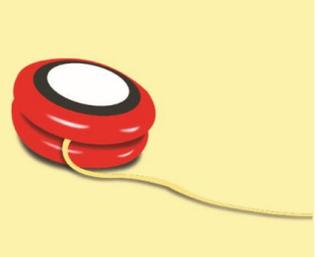


# Capital letters

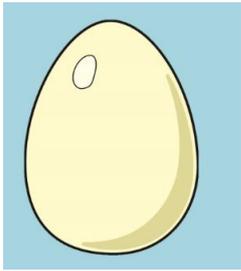


# Numbers



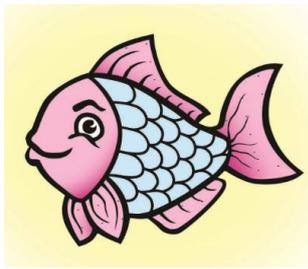
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<b>--pple</b>	<b>--oy</b>	<b>--ake</b>	<b>--oor</b>
<b>h</b>	<b>i</b>	<b>j</b>	<b>k</b>
			
<b>--and</b>	<b>--ce-cream</b>	<b>--ar</b>	<b>--ite</b>
<b>o</b>	<b>p</b>	<b>q</b>	<b>r</b>
			
<b>--range</b>	<b>--encil</b>	<b>--ueen</b>	<b>--uler</b>
<b>v</b>	<b>w</b>	<b>x</b>	<b>y</b>
			
<b>--an</b>	<b>--indow</b>	<b>---ray</b>	<b>--o-yo</b>

*e*



*--gg*

*f*



*--ish*

*g*



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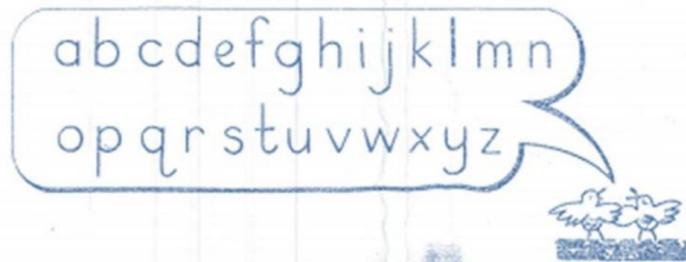


*--mbrella*

*z*



*--ebra*



Worksheet ( 1 )Another suggestion to teach lettersLetters families

highlighting the starting point and the tail as a final step of writing every letter to help pupils in (cursive writing) , the second half of the first objective of writing skill ( mechanics)

*c: c a d g q o e s f*

*x: x n m h b k p*

*t: t i j l u y v w*

*The idea of the families:*

1. *c* family : it consists of 9 members ; when we want to write any letter of this family, we start as if we want to write the letter c then we move to the other steps.
2. *x* family it consists of 7members ; when we want to write any letter of this family, we start the first step from the top moving down till we get to the third line of the stave then we move up back in the same direction till we get to the second line of the stave ( except the letter k ) moving to the other steps ( that is to say we start with the 3 steps of writing the letter r )
3. *t* family : it consists of 9 members ; when we want to write any letter of this family, we start the first step from the top moving down till we get to the third line of the stave ( except the letters j and y ) , exactly as the second family however, we don't move up back in the same direction ,but we move to the other steps ( that is to say : we start with the first step of writing the letter t )

## How to teach alphabet using this suggestion:

First : use a worksheet of the alphabet like that one in the pupil's book1 page1 ( you can prepare it yourself), put it on the wall then get pupils to repeat the alphabet song after the recorder while you are pointing to the letters , do this as many times as pupils are not bored. Do this again at the beginning of the next lessons as a warmer or a lead-in, then start teaching the first letter in the first family ( c)

Follow carefully the instructions in the guidelines above titled [Using Handwriting Book 1 A](#) page 31 and 32.

Starting with small letters and numbers, You can teach 2 letters in first period or even 1 because you need to go around in the class helping every pupil emphasizing on the steps and the size of the letter. The purpose at this stage is accuracy , so correct immediately any mistakes even if it seem trifle . Nnext period, do the same thing with numbers and present 2 numbers.

After some periods, when you think that pupils have got the idea of the steps and the stave, you can teach 3 letters then 4 letters a day following the procedures in the Handwriting Worksheet ( 2 ) for each letter and number.

Then, similarly, start teaching the capital letters as families. Use the suggestion in the Worksheet ( 5 ) below or other grouping you like.

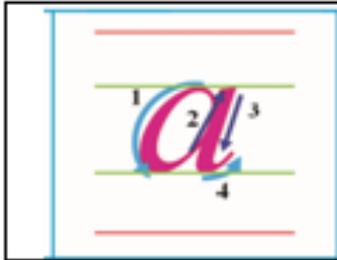
But, be careful when you teach capital letters ; you have to give proper nouns as examples to show the sounds of the letter in an initial position such as California, Egypt , Taiz , Jameelah, Salwa , Oman , Kuwait Qatar Iraq , Nile ..etc;

In this way teaching all letters ( small and capital) and numbers might take 3 or 4 weeks. Then a week for teaching cursive writing look at the Worksheet ( 3 and 4 ).



## Worksheet ( 2 )

### Handwriting Worksheet



apple



### In the classroom

1- a a a a a a a a a a a

2- a

3- a

### Homework

1- a

2- a

3- a

4- a

Note : use the copybooks of pupils in the same way as in this Worksheet; acquiring mechanics of handwriting skill requires a lot of practice.

## Worksheet ( 3 )

If the pupils passed the first stage successfully , the second one will be so easy because they are going to follow only one rule to goin letters , that is to mach the letters of a word starting....

from the last step of the previous letter to the first step of the next one and so on to the last letter of the word.

- At first, give them words previously taught as examples then short sentences.
- Use the patters in this Worksheet

*e: e a d g q o e s f*

*e: e a d g q o e s f*

*r: r n m h b k p*

*r: r n m h b k p*

*t: t i j t l u y o w*

*t: t i j t l u y o w*

*xz / t x z*

Worksheet ( 4 )

More examples of cursive writing

Using handwriting book 1 a

*note: All exercises*

*introducing the letter shapes*

*follow oral recognition. A*

*four-line stave is needed on*

*the board and also coloured*

*chalk for demonstration*

*purposes. Go round the class*

*helping as necessary.*

## Worksheet ( 5 )

### Another way of categorizing letters into families

#### Letters Families

After teaching alphabet as listening , speaking and reading in the correct order through the worksheet and the alphabet song , T. starts teaching Ss how to write small letters in different order ; the order that helps Ss write them easily and quickly. We can group letters in families . The members of each family are written in the same steps as the following :

Small letters		The idea
1	c c - o - a - d - g - q - e	To write each letter of the group , we write c then complete other steps .
2	r r - n - m - h - b - p	To write each letter of the group , we write (r) . that is ,to come down then up in the same direction then complete the other steps.
3	i i - j - t - f - k - x - l	To write each letter of the group , we come down then lift up our hands to complete the other steps.
4	u u - y	To write each letter of the group , we come down then move directly to the next step then we come down in the same direction to complete the steps.
5	v v - w	To write each letter of the group , we come down then move directly to the next step.
6	s s - z	We start from upper point .

Capital letters		The idea
1	C C - O - G - Q	To write each letter of the group , we write (C ) then complete other steps .
2	P P - B - R - M - N -	To write each letter of the group , we write ( P ) . that is ,to come down then up in the same direction then complete the other steps.
3	I I - J - L - E - F - K - A - D - H - T - X - Y	To write each letter of the group , we come down then lift up our hands to complete the other steps.
4	U - W - V	To write each letter of the group , we come down then move directly to the next step.
5	S - Z	We start from upper point .
6	1 0 1 2 3 4 5 6 7 8 9	All numbers are written as <u>Capital letters</u> in size and from the upper level to the lower one .

The teacher has to teach Small letters at first ; only 3 or 4 letters in a period and get Ss to write each letter at least 10 times in the class and 10 times at home . When finishing Small letters he can start teaching Capital letters.