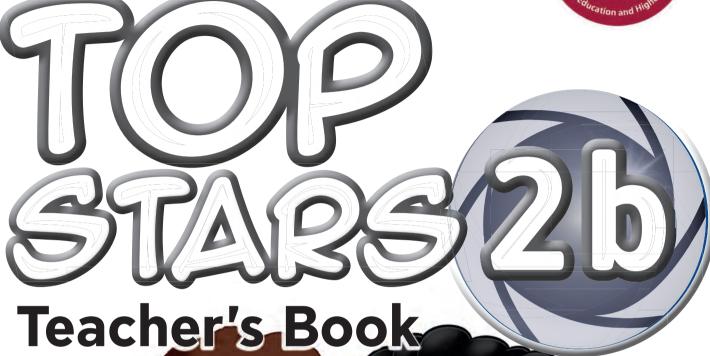


GRADE SEMESTER 2





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Academic Year 2021-2022





النشيد الوطني

قَسَمًا بمَنْ رَفعَ السَّمَاءُ قَطَرٌ سَتَبْقَى حُرَّةً سِيرُوا عَلَى نَهْجِ الأُلَى وَعَلَى ضِياءِ الأَنْبِيَاءُ قَطَرٌ بقَلْبِي سِيرَةٌ قَطَرُ الرِّجَالِ الأَوَّلِين حُمَاتُنَا يَوْمَ النِّدَاءْ وَحَمَائِمٌ يَوْمَ السَّلامُ

قَسَمًا بِمَنْ نَشَرَ الضِّياءُ تَسْمُو بِرُوحِ الأَوْفِياءُ عِـــزُ وَأَمْـجَادُ الإِبَــاءُ جَوَارِحٌ يَوْمَ الفِدَاءُ

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SYLLABUS

Grade 2 – second semester

	Grammar	Vocabulary	Phonics	QNCF Competencies
Module 6 Places p.85	There's a (park). There are (parks). Is there a (toy shop)? Yes, there is. / No, there isn't. There isn't a (horse). Are there pet shops in the mall? Yes, there are. / No, there aren't. Where's the (hospital)? It's next to the (supermarket). It's between the (supermarket) and the (school).	Places in a city	-ail sail rail tail -ame name game frame	Value Say 'sorry' when you do something wrong.
TOP TIME! 3 (Mo	dules 5-6) p.99			AT DE
My world p.101	What day is it today? It's (Tuesday). What's your favourite day? It's (Friday.) What's the weather like? It's (sunny). What's the time? It's (eleven) o'clock. What time do you (get up)? I (get up) at (seven o'clock). at night in the morning Let's go to the (park).	Days of the week Months Weather Time Places Everyday activities	-eat seat meat treat -ump jump hump bump	Value Make new friends.
Module 8 Every day p.115	I (brush my teeth) every day. You (go to school at seven o'clock). Do you (watch TV) every day? Yes, I do. / No, I don't. I like (watching TV). (He) plays (football). (She) plays (volleyball). They play (tennis). Does he/she (cook) every day? Yes, he/she does. / No, he/she doesn't.	Every day activities Habitual actions Sports	-uck duck buck stuck -ake bake cake lake	Value Everybody has a talent.

	Gramma	ır Vo	cabulary	Phonics	QNCF Competencies
TOP TIME! 4 (M	odules 7-8) p.129				
Module 9 Toys and games p.131	Is that your (board yes, it is. / No, it isn' His name is (Jim). Her name is (Kelly). Whose (colouring b this? It's (Bill's). Whose (colouring b these? They're (Fatima's). Irregular plurals	Obje Peop Num by te	le bers 30-100	-aw jaw paw draw -ice mice rice slice	♣ ₽ � • • • • • • • • • • • • • • • • • • •
	How much is the (tr It's (fifty Riyals). Can I (open the win Yes, you can. / No, y	dow)?			Value Toys make us happy.
Module 10 Having Sun p.145	I'm (bouncing the bo Are you wearing (tr Yes, I am. / No, I'm r He/She's wearing (sunglasses). Is he/she wearing (o Yes, he/she is. / No, he/she isn't.	ainers)? Spor		-ash splash crash flash -ine nine line fine	<i></i>
					Value Spend time with your family.
TOP TIME! 5 (Modules 9-10) p.159					
Story 3 p.162 Story 4 p.164 Grammar Reference p.167 High-frequency words p.176 Stickers					
QNCF COMPETENCIES					
	Creative and Critical Thinking	Literacy		neracy	
	Communication	Cooperation an Participation	d Probler	P n-solving	

Participation

INTRODUCTION

Welcome

A learner-centred approach is the foundation of this course, which aims to engage learners actively in using language to explore their environment and to interact with others in order to construct meaning. A building-block strategy has been employed, through which each lexical and grammatical item is carefully presented and systematically revised.

Each book is based on a well-organised, multi-dimensional syllabus, which focuses equally on the development of both vocabulary and structures through lively topics and communicative activities. The four skills (listening, speaking, reading and writing) are developed in an integrated way throughout the course. Furthermore, the New Curriculum Standards for the State of Qatar for primary school levels are integrated into the course content

Course Components

Student's Book

The Student's Book contains five theme-based modules. The lessons in each module are thematically linked and lead to the exploration and discovery of language functions related to the particular theme of the module.

Each module includes a wide range of songs/poems, factual pieces, phonics, stories, cross-curricular sections, various activities with pictures and photos, games and role playing, as well as projects that stress the communicative function of the language and motivate learners to participate actively. Note that there are a few instances of words that are not considered active vocabulary. Teachers should explain the meaning of these words, in order to facilitate comprehension of the texts. However, Ss are not required to learn and be able to use these words.

Workbook

The Workbook includes supplementary practice of the structures and the vocabulary presented in each lesson. The Workbook is considered an important component of the course. A **Now I can...** section can help students evaluate their performance and take responsibility for their own learning. A **Handwriting Activities** section provides more practice for students, helping them to develop their handwriting skills. Students should read and then copy sentences in clear and legible script. There is one page of handwriting activities per module. Moreover, the Revision Worksheet (Modules 6-10) helps Ss revise and consolidate the material dealt with in a fun way. Students can also find a board game at the back of the Workbook. There is a section (**Smart moves!**) at the end of the Workbook which includes **higher-order thinking activities**.

Teacher's Book

The Teacher's Book contains a reduced version of the Student's Book and provides teachers with a step-by-step guide to teaching each lesson. There are clearly staged teaching guidelines for each activity and listening transcripts for everything that is included on the Class Audio Material.

The Teacher's Book includes the following sections:

Cover page: At the beginning of each module there is a section which presents the learning standards. The purpose of this section is to familiarise teachers with the learning objectives of the module. These learning standards are exclusively linked and related to the Qatar National Curriculum Framework (QNCF) competencies.

Language focus: At the beginning of each lesson, the aims, active vocabulary and target structures are clearly laid out.

Materials: This section contains a detailed list of all the extra materials teachers will need for the activities suggested in the lesson.

Revision: It is suggested that a few minutes be dedicated to revising the previous lesson at the beginning of each lesson. This may take the form of a brief game, a role-play activity or brainstorming.

Warm-up: The main objective of this stage is to introduce the topic, spark learners' interest and activate their schemata (background knowledge) of the topic.

Lesson Plan: Each lesson plan includes a step-by-step guide on how to approach each activity, with special sections for vocabulary and grammar, as well as TPR (Total Physical Response) activities.

Optional (Practice and Expansion) / Before leaving:

Additional ideas for fun activities are given in the Teacher's Book, and aim at both making the lesson more enjoyable as well as giving further practice. The Optional-Practice and the Before leaving activities are appropriate for use for all Ss. The aim of the Expansion activities is to give the high achievers more practice. The Expansion activities can be found in the Song, Top Stars, Comic/Our world and Let's play lessons. All activities are communicative and enable students to use the target language in order to complete a task.



Workbook: This section includes explanations and tips for the teacher. A key to each activity and listening transcripts are also included. The instructions for the Board Game can be found at the back of the Teacher's Book.

Tests: There are five Pre-tests, five end-of-module tests and a two-page Final test for Modules 6-10 at the back of the Teacher's Book. These pages are photocopiable. The listening transcripts for the tests and the key to all tests follow. The tests are also available in the Resources for Teachers.

Student's CD-ROM

The Student's CD-ROM includes the songs/poems, dialogues, phonics chants, texts and stories from the Student's Book so that students have the opportunity to listen to these recordings as many times as they wish, in order to improve their pronunciation and intonation. It also includes one game per module and a vocabulary list.

Class Audio Material (Online)

This includes all the recordings of the vocabulary, dialogues, stories, texts, songs/poems, listening activities and phonics sections in the Student's Book and Workbook where the symbol () appears. Special attention has been given to sound effects, in order to help students understand better and enjoy the presentations and stories.

Resources for Teachers (Online)

This includes:

Pre-tests & Tests

There are five one-page Pre-tests, five one-page end-of module-tests and a two-page Final test for Modules 6-10. The tests can be printed in their original form. However, teachers also have the ability to add, omit or change the order of the items and/or exercises according to the needs of their classes (modifiable tests). The listening transcripts for the tests and the key to all activities follow.

Flashcards

These can be used whenever the teacher finds it useful to pre-teach, introduce, revise or consolidate vocabulary. There are many teaching ideas for the use of flashcards included in the Teacher's Book.

• Spelling chart for each module

The teacher photocopies and hands out the spelling chart to each student. The teacher introduces the spelling words at the beginning of the week. Instructions are included on the first page of the Spelling Chart.

Posters

Richly illustrated theme posters can be used for classroom display. Teachers can use them to pre-teach or present new language, as well as practise and consolidate new material. Putting up posters around the classroom allows 'peripheral learning' to take place. Students do not always focus on what the teacher is teaching, but they are able to pick things up subconsciously from their environment, especially from background visuals such as posters.

Interactive Whiteboard CD-ROM

The Interactive Whiteboard CD-ROM allows teachers to create powerful lessons by integrating image and sound, which helps learners assimilate information more rapidly. It includes all the textual, visual and audio material from the Student's Book and the Workbook. It also includes:

- interactive games
- the Picture Dictionaru
- a vocabulary list

Story time Big Books

The Story time Big Books include enlarged versions of the Story lesson illustrations in the Student's Book.

Flashcards

There is a set of flashcards for the active vocabulary for each level for Top Stars in printed form.

There are also five flashcards for the **Grammar Reference**, one for each module.

Dictation

At the end of each lesson, you could assign the active words of the lesson for dictation (activity 1 - vocabulary section). After the second semester, you could also assign simple sentences from the corresponding *Grammar Reference* section for dictation.

Using a language-learning notebook

A language-learning notebook is a valuable and necessary tool in the classroom. The use of a language-learning notebook enables students to keep a record of their work in an organised manner and also helps them to track their progress. Moreover, it allows students to develop a sense of responsibility for their learning and serves as good learner training.

As students, especially young students, may not be familiar with how to use a notebook and may also lack the necessary discipline to use one effectively, it is paramount that teachers train students how to organise and use them. The notebook should be used regularly in the classroom, and teachers should give students instructions on how to use it.

Organising a language-learning notebook

- Help Ss to separate their notebook into logical sections, depending on the level of the Ss and the material.
 For example, possible sections could be: Grammar activities, Vocabulary activities, Writing activities, etc.
 Or alternatively, each module could be a section of the notebook.
- Decide how many pages to devote to each section and help Ss to count out and separate the sections.
- Suggest ways for Ss to label the different sections in their notebook. For example, the sections could be colourcoded and they could be separated using index tabs.
- Help Ss to take pride in their notebooks by encouraging them to make them visually appealing. For example, Ss may want to decorate them, or illustrate them.



Extra Material in the Student's Book

Stories

There are two stories at the back of the Student's Book. The first story revises vocabulary and structures of the first two modules. The second story revises vocabulary and structures of modules 6-10.

Grammar Reference

The Grammar Reference section provides useful examples and illustrations of the structures dealt with in each module.

Picture Dictionary

The Picture Dictionary is a fun way of reinforcing students' knowledge of the vocabulary through the categorisation of thematically and grammatically related words which are presented in the form of visual prompts. The Picture Dictionary is to be used as a reference or as consolidation at the end of a lesson or module.

High-frequency words

A list of the words that appear in the modules is also included in order for students to identify words that they should be able to read by sight.

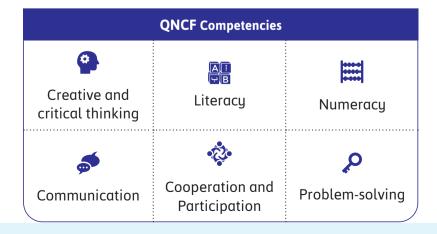
Stickers

A set of stickers can be found at the back of the Student's Book for students to use in specific activities.

POINTS TO REMEMBER

- Whether a task is carried out in class or assigned as homework, make sure that students fully understand the rubric and are clear about what they need to do.
- For most activities, it could prove helpful to demonstrate, through examples, what the task requires students to do by doing the first item together. This is especially recommended in all speaking activities.
- Wherever elicitation procedures are required, it should be ensured that each student has the opportunity to speak before corrections are made by the teacher.
- In cases where students are asked to do guesswork, no answers should be revealed before students proceed to the actual task and check their predictions.

MAIN QATAR NATIONAL CURRICULUM FRAMEWORK (QNCF) COMPETENCIES SYMBOLS



Course Outline

This series is designed with careful consideration of students' needs and emotional development at young ages. There is an equal focus on the four skills (reading, writing, speaking, listening), which are carefully developed to facilitate the learning process. Strategies developing these skills are practiced in class through activities that promote communication.

All the lessons in each module feature a wide variety of meaningful input through the use of songs/poems, illustrated stories, short texts, games, role plays and cross-curricular sections. A clearly demarcated vocabulary section illustrates the key vocabulary items for each lesson. A wide variety of listening and speaking activities (with recorded conversational models) allows students to practise and use the new language.

MODULE STRUCTURE

Vocabulary

The new vocabulary is introduced through various fun activities.

Lesson 1:

Song

The first lesson of each module begins with a song/poem. The new vocabulary and the new grammatical structures are presented along with the song/poem. The new vocabulary is always included in Activity 1, Say the new words. Students listen to the words, repeat them and point to the corresponding pictures. The lyrics always have a specific linguistic focus (vocabulary and structures) and the element of repetition aids students' consolidation of the material. An activity giving students the opportunity to practise both grammar and vocabulary always follows the song/poem.

Presentation of new vocabulary, always with pictures

Always a new

that presents

grammatical

structures

vocabulary and

song/poem



Practice of vocabulary and structures through game-like activities The aim is COMMUNICATION



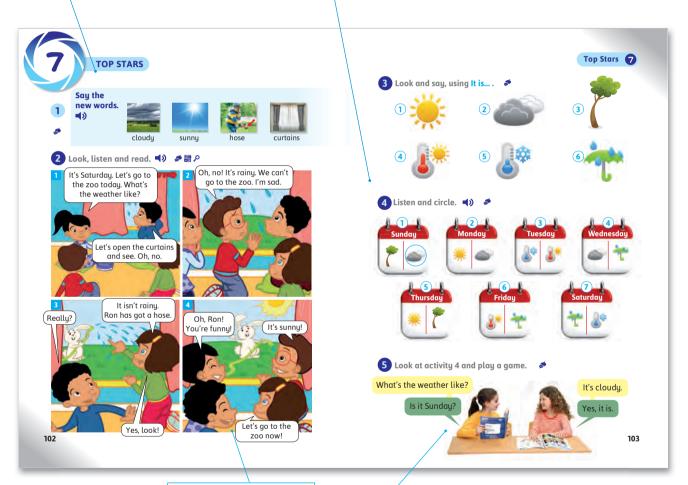
Lesson 2:

Top Stars

This lesson is a comic strip in interrelated episodes. Our young characters are found in situations through which vocabulary and grammar are presented in an entertaining way. The target language is introduced through lively dialogues. A wide variety of activities allows students to practise the target vocabulary and grammar. Listening, speaking and writing activities are included to consolidate structures and vocabulary introduced in the lesson. Students also have the opportunity to practise the new language through games, role play and creative craft activities.

Presentation of new vocabulary, always with pictures

Activities practising new language items



Comic strip: the characters of the book in different situations

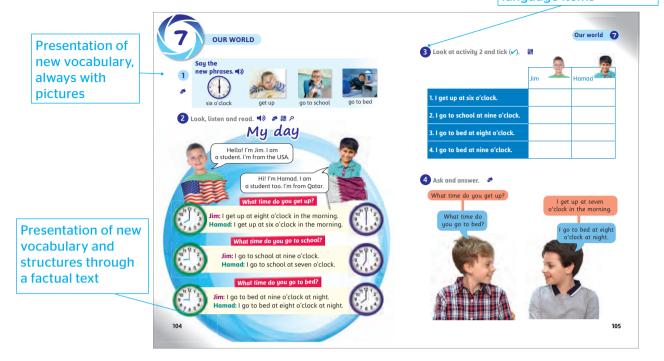
Practice of vocabulary and structures through game-like activities - The aim is COMMUNICATION

Lesson 3 includes either a factual text or a comic strip.

Our world

In this lesson, there is a focus on factual topics, relevant to and appropriate for students of this age. The topics have to do with everyday life, the English-speaking world, different cultures around the world, etc.

Activities practising new language items



Lesson 3:

Comic

In this lesson, original stories engage students' interest, attention and imagination while providing a natural, relevant and enjoyable context for exposure to the language.



game-like activities - The aim is COMMUNICATION



Lesson 4:

Let's play

In this lesson, the language is presented through game-like activities. The focus is on spoken, everyday English and not just vocabulary and grammar. Enjoyable games and role plays make English purposeful to the children and enable them to actively engage with the new language.

Game-like activities practising new language items and focusing on communication

Presentation of new vocabulary, always with pictures



Lesson 5:

Cross-curricular

This lesson appeals to students' natural curiosity and gives each of them a chance to contribute to the lesson. These pages consist of texts with cross-curricular information, which students have already been exposed to in their L1 classroom. Consequently, they are better able to identify the topics (art, science, health) when presented in English. In the top left-hand corner of the page, there is a 'sign' indicating the subject dealt with.

Presentation of new vocabulary through a text

The educational value of cross-curricular lessons



Lesson 6:

Story

A variety of original stories is presented in this lesson. These stories/tales help students revise vocabulary and grammar from the whole module. They are fun and help students to focus on listening in order to follow what is happening in the story. Most children are familiar with the conventions of storytelling in their own language and readily transfer this knowledge into a willingness to listen to and participate in stories in English. Stories develop cognitive skills such as predicting, hypothesising, guessing and inferring meaning. They also help children improve their concentration and develop empathu.

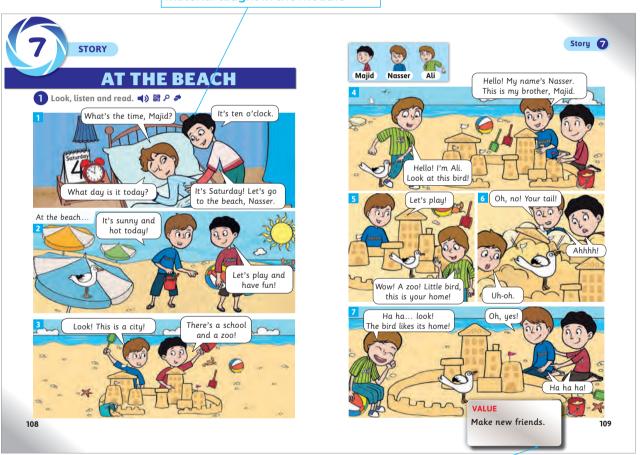
Value (critical thinking skills)

After each story, there is a value which is derived from the story. Students can discuss the value, express their personal opinion and share their personal experiences.

Post-story questions (critical thinking skills)

After each story, various questions and topics for discussion are provided in order to get students to think, express their personal opinion and share their personal experiences.

Picture stories to consolidate the material taught in the module



Discussion about the value of the story



Lesson 7:

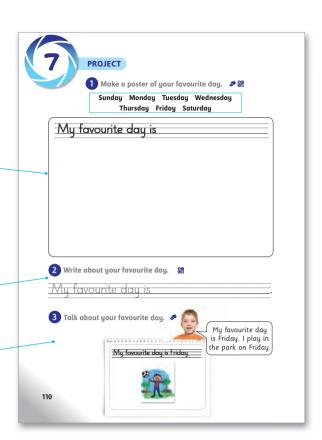
Project

Projects allow for a high level of personal involvement, which enhances students' motivation for language learning. Projects help learners develop their motor and creative thinking skills and make learning more memorable.

a craft activity

a writing activity

Practice of vocabulary and structures through game-like activities - The aim is COMMUNICATION

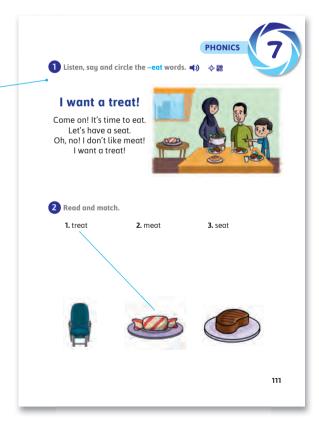


Lesson 8:

Phonics

Various sounds are introduced and practised. Students learn to recognise and identify each sound. A range of activities develop students' ability to recognise each sound as a part of a word and to recognise letter patterns.

Lively chants help students to memorise key sounds

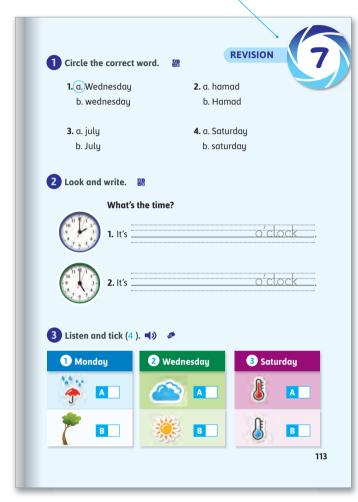


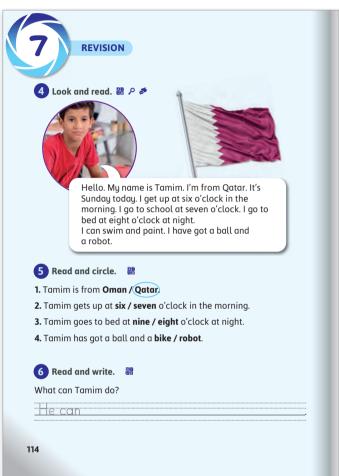
Lesson 9:



Apart from the frequent recycling of language throughout the lessons, there is a revision lesson at the end of each module, which includes a variety of activities to consolidate the language students have been presented with throughout the module.

Consolidation and revision through various activities



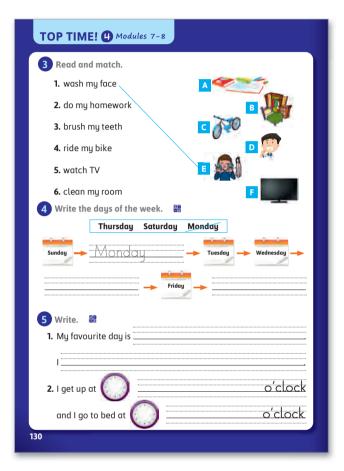




Top time!

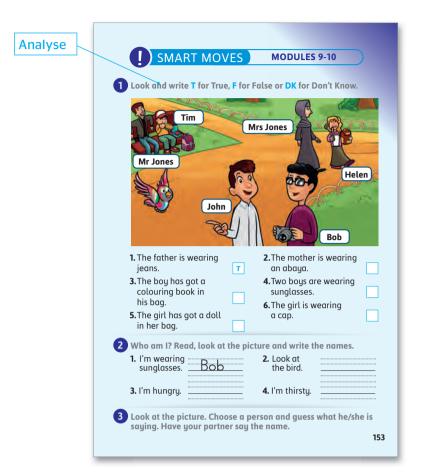
There is a Top Time! lesson after every two modules. In this lesson, students revise the vocabulary and structures taught in the previous modules. This lesson usually includes cross-cultural information along with a variety of fun activities.





Smart moves

There is a section after every two modules in the Workbook which includes higher-order thinking activities.



The symbols below, which are found in the Teacher's Book, represent the following:



Abbreviations used in the Teacher's Book:

S: student Ss: students TB: Teacher's Book SB: Student's Book WB: Workbook



Places

When students complete this module, they will be able to:

Song

- follow and identify the main idea and the detail of short texts (L1.1, L2.1)
- predict with some support key words of what they will hear by making use of pictures (L3.1)
- communicate or find out with a lot of support very basic personal information (S1.1)
- name familiar objects by using words from topic word sets (S2.2)
- participate in singing songs (S5.1)
- understand and respond to detail in short sentences (R2.1)
- write independently small and capital letters (W1.4)
- write small letters and words of regular size and shape (W3.1)

Let's play

- follow and respond to simple short questions (L2.4)
- name familiar objects by using words from topic word sets (S2.2)
- understand and respond with support to detail in very simple sentences (R2.1)
- recognise and read increasing numbers of familiar logos, signs and labels (R5.1)
- write small letters and capital letters of regular size and shape (W1.4, W3.1)

Top Stars

- follow and respond to simple short questions (L2.4)
- name familiar objects by using words from topic word sets (S2.2)
- predict content by making use of pictures, and understand and respond to the main idea and detail in a short sequence of simple sentences (R1.1, R2.1, R4.1)
- recognise and read increasing numbers of familiar logos, signs and labels (R5.1)
- write small and capital letters of regular size and shape (W1.4, W3.1)

Comic

- follow and respond to simple short questions (L2.4)
- name familiar objects by using words from topic word sets (S2.2)
- predict content by making use of pictures, and understand and respond to the main idea and detail in a short sequence of simple sentences (R1.1, R2.1, R4.1)
- write small and capital letters of regular size and shape (W1.4, W3.1)

Social studies

- follow and respond to simple short questions (L2.4)
- name familiar objects by using words from topic word sets (S2.2)
- understand and respond to the main idea and the detail in very simple sentences (R1.1, R2.1)
- predict content by making use of pictures (R4.1)
- write letters and words of regular size and shape in a straight line from left to right with regular spaces (W3.1)



Story

- follow and respond to simple short questions (L2.4)
- understand and respond to the main idea in a short sequence of simple sentences (R1.1)
- understand and respond to detail in short sentences (R2.1)
- predict content by making use of pictures (R4.1)
- write small and capital letters of regular size and shape (W1.4, W3.1)

Project

- follow and respond to short, simple one-step instructions (L2.3)
- name familiar objects by using words from topic word sets (S2.2)
- recognise and read increasing numbers of familiar logos, signs and labels (R5.1)
- write small and capital letters and words of regular size and shape (W1.4, W3.1)

Phonics

- say the beginning, middle and final phonemes in known words (L2.7)
- show interest in saying chants (S5.1)
- recognise and sound out beginning, middle and final letter sounds in a word (R3.3)
- blend sounds with a lot of support to read an increasing range of high-frequency words (R3.4)
- identify and remember an increasing range of highfrequency sounds and their letter patterns (R3.5)
- write small and capital letters and words of regular size and shape (W1.4, W3.1)
- spell with support a few familiar very high-frequency words accurately by segmenting them (W2.2)

Revision

- follow and respond to simple short questions (L2.4)
- name familiar objects by using words from topic word sets (S2.2)
- understand and respond to the main idea in a short sequence of simple sentences (R1.1)
- understand and respond to detail in very simple sentences (R2.1)
- predict the content of what they will read by making use of pictures (R4.1)
- write small and capital letters and words of regular size and shape (W1.4, W3.1)

TOP TIME 3

- follow and respond to simple short questions (L2.4)
- name objects by using words from topic word sets (S2.2)
- ask for attention or help from a teacher or classmate by using fixed phrases (S3.1)
- understand and respond with support to the main idea in a short sequence of very simple sentences (R1.1)
- understand and respond with support to detail in very simple sentences (R2.1)
- predict the content of what they will read by making use of pictures (R4.1)
- communicate or find out with a lot of support very basic personal information (W1.1)
- name with support an increasing range of very familiar objects (W1.3)
- write independently small and capital letters (W1.4)





O Language focus

Aims

• to identify places in a city

Vocabularu

Places: museum, park Noun: citu

Structures

There's a (park). There are (parks). There's = There is



Materials

- flashcards for city, museum, park
- photocopies of the above flashcards

Lesson plan

Warm-up

- Stick the flashcards of the lesson on the board.
- Point to each one and say it aloud. Repeat each word and have Ss repeat after you.

1 Vocabulary CS S2.2

- Have Ss open their books to p.85.
- Point out the places in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.

Activity 2 CS L1.1, L2.1, L3.1,



Pre-listening

 Direct Ss' attention to the background picture and ask them what it depicts.

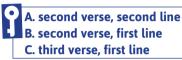
The activity is recorded both as a song and as a poem.

(The background is an outline of the map of a city.) Ask, What can you see in the pictures? What do you think will you hear about in the text/poem?

- Give Ss time to discuss the pictures.
- Elicit their response and write it on the board (a school, a museum and two parks). Ask Ss to name some parks in Qatar.
- Ask Ss. What is the text about?
- Ask Ss to listen to the recording of the song/poem and to confirm their predictions. (It's about places in a city.)

While listenina

• Play the song/poem a second time and ask Ss to and match the verses to the pictures based on the description given in the song/poem and then say.



- Ask Ss, What is there in the city? (There is a museum, a big school and green parks.) How many parks are there? (Two.)
- Play the song/poem again and encourage Ss to say it along with the recordina.

Grammar Reference

- Ask Ss to turn to page 167, Module 6 Song. Read the sentences aloud and get Ss to repeat.
- Stick the flashcard of the museum on the board, point to it and say, In my city, there's a museum. Write There's a museum on the board. Say the sentence again and have Ss repeat after you.
- Ask Ss to tell you what *There's* means and when they think we use it. Elicit that we use There's to say that a person, animal, place or object exists in a specific location.
- Point out that There's is the short form for There is.
- Stick the photocopy of the museum flashcard on the board, point to both of the museums and say, In my city, there are two museums. Write There are two museums on the board. Say the sentence again and have Ss repeat after you.
- Then ask Ss what they think There are means and when they think we use it. Elicit that we use There are to say that more than one person, animal, place or object exists in a specific location.

Post listening

Activity 3 CS S1.1, S2.2, R2.1

- Draw Ss' attention to the boys in the activity and ask them to say what the boys are doing. Ask Ss to read the speech bubbles aloud.
- Explain to Ss that they have to take turns and say what places there are in their city, as in the example.
- Have a few pairs come to the front of the class and act out the exchange using the pictures in the vocabulary section.

Places





SONG













My city

This is my city.
Come and see
my beautiful city.

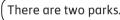
There is a museum. And there's a big school.

There are green parks.
We can play and run.
Let's go and
have some fun!

This is my city. This is my city.







In my city, there is a museum.





85



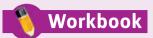
PRACTICE

Where are you?

- Write the following places on the board: bookshop, park, beach, zoo, museum.
- Divide Ss into two teams.
- Choose a S from one of the teams and ask him/her to choose a place, without revealing it to the rest of the Ss, and to mime an action that is usually done in that place.
- If he/she mimes that action correctly and his/her team guesses the place he/she is in, then the team gets a point and a S from the other team goes up to the board to play a round, following the same procedure.
- Continue in the same manner until all Ss have had a turn.
- The team with the most points wins.

EXPANSION

• Tell Ss to draw their city with the places they have learnt and label the places.



Activity 1 CS W1.4, W3.1

1. school 2. parks 3. museum

Activity 2 CS W1.4, W3.1



3. There are two parks.

Before leaving

 Play the song/poem My city and have Ss say the song/poem along with the recording.



Canguage focus

Aims

- to identify places
- to ask and answer about things that exist in a place

Vocabulary

Place: toy shop

Animals: dinosaur, horse **Nouns:** child - children

Structures

Is there a (toy shop)? Yes, there is. / No, there isn't. There isn't a horse in the museum.

There isn't = There is not

Materials

- flashcards for toy shop, dinosaur, horse, child-children
- Blu tack or tape

Revision

- Ask a S to come up and whisper a number and a place to him/her, e.g. two museums.
- The S will have to make a sentence with the information given to him/her, using There's/ There are, e.g. There are two museums.

TOP STARS Say the new words. **4**) dinosaur horse children **2** Look, listen and read. **◄**) Is there a horse in Let's go to the museum, children! the museum? I like museums. No, there isn't. There are dinosaurs! Me too! 4 The children are in the toy shop Here are the dinosaurs! There isn't a horse. Wow! There is a dinosaur! They are very big. They have got long tails. 86

Lesson plan

Warm-up

- Ask a S to stand up, point to him/her and say, child. Have Ss repeat and ask the S to sit down again. Ask two or more Ss to stand up, point to them and say, children. Have Ss repeat after you.
- Point out that child is an irregular noun and that the plural is formed differently from regular nouns.
- Hold up the flashcards one by one, say the words and have Ss repeat after you and point to the flashcards as you say them.

1 Vocabulary CS S2.2 🍮

- Have Ss open their books to p.86.
- Ask Ss to name the words in the vocabulary section. Play the recording a few times and have Ss point to the pictures and repeat.
- Say the words again in random order and have Ss point and repeat.

Activity 2 CS L2.4, R1.1, R2.1, R4.1, R5.1

Before reading

- Have Ss look at the presentation.
 Point to the characters of the story and ask Ss if they remember the characters (Hassan, Ali, Nora, Aisha).
- Ask Ss to tell you what they think the story is going to be about. Ask, Where are the children? (They're at a museum.) What are there in the museum? (Dinosaurs.) Ask Ss if they have been to a museum before and which one it was.

While reading

- Play the recording and/or read the text and encourage Ss to shadow read (read along with the recording/you).
- Check Ss' predictions.
- Ask Ss some questions about the story. Do the children like museums? (Yes, they do.) Is

there a horse in the museum? (No, there isn't.) What is there in the museum? (Dinosaurs.) Are they big? (Yes, they are.) Have they got long tails? (Yes, they have.) What does the sign in frame 3 say? (Don't touch.) Why? (Because the children might accidentally damage the dinosaurs by touching them.) What is there in the toy shop? (A dinosaur.) Ask Ss if there is a dinosaur museum in Qatar. Discuss what you can do in the museum

• Divide Ss into groups of six and get them to act out the dialogue.

Post reading

Activity 3 CS R2.1

 Ask Ss to look at activity 2 again, read the sentences in activity 3 and write Yes or No.





- 3 Look at activity 2 and write Yes or No.
 - 1. The children like museums.
 - 2. There isn't a horse in the museum.
 - 3. The dinosaurs are small.
 - 4. There isn't a tou shop.
- 4 Listen and tick (4). 📢) 🧀















5 What can you see in the city? Ask and answer. 🥏

school park museum toy shop bookshop **Z**00



Grammar-Reference

- Ask Ss to turn to page 167, Module 6 Top Stars, Read the sentences aloud and have Ss repeat.
- Ask Ss what they think Is there a (toy shop)? means and when they think we use it. Elicit that we use this question when we ask if a person/animal/place or object exists in a specific location.
- Explain to Ss that we answer with Yes, there is/No, there isn't.

Activity 4 CS L2.4

- Explain to Ss that they will listen to some exchanges and they have to tick (4) the correct picture according to what is mentioned each time.
- Play the recording twice.
- Have Ss check their answers in pairs first, then as a class.

Listening transcript

1. Boy 1: I like dinosaurs.

- Boy 2: Me too!
- **Boy 1:** There is a dinosaur in this museum.
- 2. Woman: Is there a museum in the city?

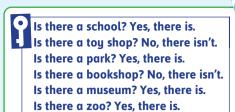
Man: No, there isn't. There is a tou shop.

- 3. Woman: Come on, children! Let's go to the museum!
- 4. Man: There isn't a dinosaur in the zoo. There is a horse.



Activity 5 CS S2.2

- Divide Ss into pairs.
- Ss look at the picture carefullu and then they ask and answer questions in pairs.
- SA asks SB questions using some of the words in the box, as in the example. SB answers accordingly. Ss take turns.





PRACTICE Run to the shop!

- Stick a flashcard of a different building / shop in opposite corners of the classroom using Blu tack, e.g. bookshop, toy shop, museum, school.
- Have Ss stand in the centre of the classroom.
- Tell Ss you are going to call out an item and they will have to quickly go to the place where it can be found. For example, when you say book, Ss have to run to the bookshop.
- If a S goes to the wrong corner, he/she is out of the game and has to sit down.

EXPANSION

Write some lines from the dialogue in activity 2 on the board, e.g. Let's go to the... children! I like..., Is there a...? There isn't a... and ask Ss to guess the missing words and say them aloud.



Activity 1 CS W1.4, W3.1

1. child 4. tou shop

2. children 5. horse

3. dinosaur

Activity 2 CS W1.4, W3.1

1. Yes, there is. 3. Yes. there is.

2. No, there isn't.

Activity 3 CS W1.4, W3.1

1. There's 3. There are 2. There are

4. There's

Before leaving

• Ask each S a question using Is there a (toy shop) in your city? They have to answer using, Yes, there is. / No, there isn't.



For the next lesson, bring:

Note • a photo of a mall (you can find one on the Internet or in a magazine), Blu tack





Aims

• to identify places in a city

Vocabularu

Places: supermarket, pet shop, clothes shop, mall

Structures

Are there (pet shops) in the mall? Yes, there are. / No, there aren't.

Materials

- flashcards for supermarket, pet shop, clothes shop, mall
- flashcards from the previous lesson for toy shop, dinosaur, horse, child, children
- a photo of a mall (you can find one on the Internet or in a magazine)
- Blu tack or tape

Revision

- Stick the flashcards from the previous lesson (toy shop, dinosaur, horse, child, children) on the board using some Blu tack.
- Divide Ss into pairs.
- Explain to Ss that they have to come to the board, in pairs, point to one of the flashcards and ask and answer using the structure Is
- You can take out some flashcards so that Ss can answer using the negative form as well.

Lesson plan

Warm-up

- Stick the flashcards for the lesson on the board
- Point to each one and sau it aloud. Repeat each word and have Ss repeat after you.
- Then tell Ss that you are going to mime being at one of these places and that they have to guess where you are and say it aloud.
- Pretend that you are in a supermarket and that you are buying different things.
- Do this for the rest of the places, each time miming an action that suits the place you are presenting.

1 Vocabulary CS S2.2

- · Have Ss open their books to p.88.
- Ask Ss to name the places in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.



Sau the new words. ◀୬)









2 Look, listen and read. 📢 🛗 🔑

The mall









88

Activity 2 CS R1.1,

R4.1





Before reading

- Direct Ss' attention to the pictures and ask them what theu can see. (A family at a mall.)
- Ask Ss to predict the title and say what the text is about.
- Read the title a couple of times and encourage Ss to repeat. Ask, What shops can you see in the pictures? (A toy shop, a clothes shop and a pet shop.)
- Ask Ss to tell you what theu think is happening in the story. (A family is at the mall. They are trying to decide what to buy as a present for Ahmed. The girl asks about the different shops in the mall but the boy only wants to visit the pet shop.)

While reading

• Play the recording and/or read the text and encourage Ss to shadow read (read along with the recording/you).

- Check Ss' predictions.
- Ask Ss some questions about the text. Where is the family? (At the mall.) Are there tou shops in the mall? (Yes, there are.) Are there pet shops in the mall? (Yes, there are.) What animal does the boy get? (A bird.) Is he happy? (Yes, he is.) How do we know? (Because he says that he likes the bird and he's smiling.)
- Divide Ss into groups of four and get them to act out the dialogue.

Post reading

- Write the following sentences on the board: In the mall... There are toy shops. There are clothes shops. There are pet shops. There are parks. There are museums.
- Ask random Ss to read a sentence and say Yes or No according to what they have read in the text.

Comic 6





1. There are toy shops in the mall.

Yes / No

2. There are clothes shops in the mall. Yes / No

3. There are pet shops in the mall. Yes / No

4. There are cats in the pet shop. Yes / No

5. There are birds in the pet shop. Yes / No

4 Ask and answer. Use Are there...?



Grammar Reference

- Ask Ss to turn to page 167, Module 6 Comic. Read the question and answers aloud and get Ss to repeat.
- Ask Ss what they think Are there...? means and when they think we use it. Elicit that we use this question when we want to ask if more than one person/animal/place or object exist in a specific location. Point out that we answer using Yes, there are. / No, there aren't.

Activity 3 CS R2.1

- Explain to Ss that they have to read the sentences in activity 3, refer to activity 2 and circle Yes or No.
- Have Ss check in pairs first, then as a class.



Activity 4 CS L2.4 🍜

- Direct Ss' attention to the picture and ask them to say what it depicts (a mall).
- Read the example aloud and give Ss time to repeat the new structure.
- Divide Ss into pairs and explain that they have to look at the picture and ask and answer questions about the shops in the mall, using Are there...? as in the example.





PRACTICE

What's in a mall?

- Take out the photo of the mall you have brought to class and hold it up so that all Ss can see what it shows.
- Ask each S to ask a question to the S sitting next to him/her, using Are there...? The S has to answer, Yes, there are. / No, there aren't, e.g. Are there clothes shops in the mall? Yes, there are.
- Make sure all Ss have had a turn to ask and answer a question about the mall.

EXPANSION

• Ask Ss to write sentences about a mall in their own city or one they have been to.



Activity 1 CS R2.1



Activity 2 R2.1



Activity 3 CS W1.4, W3.1



3. There is a toy shop and a pet shop in the mall.

Before leaving

 Ask each S to make a sentence about what place there is/isn't in their city mall, e.g. There isn't a pet shop in the mall.



For the next lesson, bring:

 pieces of white card (enough for all groups of four Ss), black felt-tip markers (enough for all groups of four Ss) and tape





Language focus

Aims

- to identify location
- to ask and answer about the location of places in a city

Vocabularu

Places: playground, hospital,

Prepositions: next to, between

Structures

Where's the (hospital)? It's next to the (supermarket). It's between the (supermarket) and the (school).



Materials

- flashcards for city, museum, park, toy shop, dinosaur, horse, child, children, supermarket, pet shop, clothes shop, mall, playground, hospital, mosque
- photocopies of the above flashcards (one set per S)
- pieces of white card (enough for all groups of four Ss)
- black felt-tip markers (enough for all groups of four Ss)
- tape

Revision

- Make photocopies of the flashcards presented in previous lessons of this module and hand them out to each S.
- Explain to Ss that you are going to call out different words. When you call out a word, Ss should pick up the corresponding flashcard and hold it up in the air.
- Any S who picks up the wrong flashcard is out of the game.



Sau the new words. ◀୬)









playground

Point and say, It is next to/between the....

hospital











It's between the



Lesson plan

Warm-up

90

- Hold up the new flashcards (playground, hospital, mosque), say the words and get Ss to repeat.
- Stick all of the flashcards of the places on the board in two rows and draw a street between them. Draw some trees in the background so that it looks like a city. Ask guestions about the places e.g. Is there a (museum)? Elicit Ss' answers, Yes, there is. / No, there isn't.
- Repeat the same procedure for the rest of the places.
- Stick the flashcard for hospital next to the flashcard for mosque on the board. Point to the hospital and say, It is next to the mosque. Then stick the flashcard for museum next to the other side of the hospital, point to the hospital and say, It is between the museum and the mosque. Encourage Ss to say what next to and between mean.

1 Vocabulary CS S2.2

- Have Ss open their books to p.90.
- Ask Ss to name the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.



• Say the words again in random order and have Ss point and repeat.

Grammar Reference

- Ask Ss to turn to page 167, Module 6 Let's play. Read the question and the answers aloud and get Ss to repeat.
- Explain to Ss that we use the preposition *next to* to talk about a person/animal/object that is beside another person/animal/object while we use the preposition *between* to talk about an item that is in the middle of two other people/animals/objects.

Activity 2 CS S2.2, R5.1 5

- Divide Ss into pairs. Ask Ss to read the signs on each building and say them aloud.
- Explain to Ss that they have to take turns pointing to different places and saying where they are, using next to or between.

Activity 3 CS S2.2, L2.4 🥌

- Divide Ss into pairs.
- Instruct Ss to use the stickers of the places. Tell them to stick the stickers in their notebooks. Explain to Ss that they have to stick three places in each row.
- SA chooses a place from SB's notebook and asks him/her, e.g. Where's the (mosque)? SB has to look at his/her notebook and answer, It's (next to) (the hospital).
- Make sure Ss swap roles, choosing different places each time so that Ss make different sentences using both next to and between.



PRACTICE

City planning

- Divide Ss into groups of four.
- Hand out a piece of white card, a roll of tape, the photocopies of the flashcards of the places in a city and a black felt-tip marker to each group.
- First ask Ss to draw some streets in their city and decorate it with things like trees, pavements, traffic lights, etc.
- Next, ask them to draw a playground in the centre of the card.
- Once Ss have done this, explain that you are going to call out the
 different places in the city and where they are located (in relation to
 the playground and each other). Ss will have to work together to find
 the correct place and stick the corresponding flashcard there as fast as
 they can. It's a good idea to have the description you're calling out in
 written form to avoid any confusion afterwards.
- Once Ss have stuck all of the flashcards on their city, have the groups lift up their card. Read the description aloud to see how well they've done
- The teams that have put all of the places in the correct positions win the game.

EXPANSION

- Ask a S to come to the front and ask him/her to draw three of the places he/she has been presented with on the board. Then ask him/her to make a sentence about the location of one of the places, using either next to or between, e.g. The zoo is next to the playground.
- Have all Ss come to the front one by one and ask each of them to draw a new place on the board and make a new sentence.
- Alternatively, provide Ss with picture cards.

Before leaving

- Tell Ss that they are going to play a game.
- Stick the flashcards (city, museum, park, toy shop, dinosaur, horse, child, children, supermarket, pet shop, clothes shop, mall, playground, hospital, mosque) on the board in two rows.
- Point to different places and ask each S, Where's the...? Elicit the S's answer.



Activity 1 CS W1.4, W3.1 🕌



- 1. mosque
- 2. hospital
- 3. playground
- 4. supermarket

Activity 2 CS R2.1



- 1. next to
- 2. between





Note

For the next lesson:

 ask Ss to bring photos of their favourite places, a pair of safety scissors, coloured pencils, glue and a piece of card for the next lesson.



Conguage focus

Aims

- to provide Ss with cross-curricular information on social studies
- to identify places in a city

Vocabulary

Places: hotel, restaurant, stadium Nouns: torch, food truck



Materials

- flashcards for city, museum, park, toy shop, dinosaur, horse, child, children, supermarket, pet shop, clothes shop, mall, playground, hospital, mosque, hotel, stadium, restaurant, torch, food truck
- a pair of safety scissors, coloured pencils, glue and a piece of card (for each S)

Revision

- Make a paper ball from scrunched-up paper.
- Tell Ss to pass the ball to each other. Say Stop! and pick up a flashcard with one of the places in a city Ss have been introduced to. The S who has the ball has to look at the flashcard and say the name of the place depicted on the card.
- Play until all Ss have had a turn.

Lesson plan

Warm-up

• Hold up the flashcards for the lesson, say the words and ask Ss to repeat after you a couple of times.

1 Vocabularu CS S2.2

- Have Ss open their books to p.91.
- Ask Ss to name the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.

Activity 2 CS L2.4, R1.1, R2.1, R4.1





Before reading

- Direct Ss' attention to the pictures and ask them what they can see. (Aspire park and Khalifa Stadium.)
- Ask Ss to predict what the text will be about.
- Write Ss' predictions on the board.

While reading

- Play the recording and/or read the text and encourage Ss to shadow read (read along with the recording/you).
- Check Ss' predictions.
- Ask Ss some questions about the text. Where is Khalifa Stadium? (In Aspire Park.) Where are the restaurants and the food trucks? (They are next to the Stadium.) Is there a hotel there? (Yes, there is.) Where is the Villagio mall? (It's next to the Stadium.)

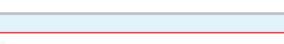
Post reading

Activity 3 CS R2.1

- Ask Ss to read the sentences, refer to the text in the previous activity and write T if the sentence is True or F if the sentence is False.
- Check Ss' answers.







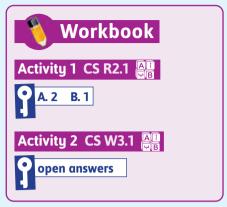


My favourite place

4. The mall is next to the stadium.

- Ask Ss to draw a picture of their favourite places in their city and present them to the whole class.
- Instruct Ss to use There is/There are in order to present those places.
- Have Ss vote for the best place presented by their classmates.





C Before leaving

 Ask Ss to think of a park in their own city and tell you what's there, e.g. There are trees and flowers.



For the next lesson:

91

• photocopy the story (This is my City, SB, pp.92-93), making one copy for every four Ss. Before you photocopy the story, cover the speech bubbles and the numbers in each frame. Cut out the frames. Photocopy the story again (one copy for every four Ss) and cut out the speech bubbles. Bring the copies of the story and the speech bubbles to the next lesson.





Canguage focus

Aims

- to listen to a story and read for pleasure
- to revise and consolidate vocabulary and structures presented in previous lessons

Revision

• Ask Ss to say a sentence about Aspire Park from the previous lesson.

Lesson plan

Warm-up

 Ask Ss to name the places/buildings that there are in their city.

Activity 1 CS L2.4, R1.1, R2.1,



Before reading

- Hold up the Story time Big Book and display the cover page.
- Ask Ss, What do you think the story is about? Elicit Ss' answers.
- Ask Ss if they know the words in the title and read the title together.
- Point to the first frame and ask Ss, What can you see in the picture? (Three boys playing with a model city.) Who are the main characters in the story? (Omar, Saud and Ali.)
- Cover the second page (p.93). Ask Ss to look at the first four frames in the story on p.92 and guess what will happen next.
- Reveal the second page and ask Ss to look at the pictures and guess what the story is going to be about.
- Point to each frame and invite Ss to guess what is happening. Write Ss' predictions on the board.

While reading

- Play the recording and/or read the text and ask Ss to shadow read (read along with the recording/you).
- Check Ss' predictions.



THIS IS MY CITY









92

- Direct Ss' attention to the frames of the story and ask them to find and circle the places in a city that appear in the story. (Frame 2: supermarket, school, mall; Frame 3: playground, pet shop, toy shop; Frame 4: hospital; Frame 5: zoo.) Then ask Ss to say them out loud.
- Ask Ss some comprehension questions. Encourage Ss to answer.
 - Frames 1 & 2: What is there in Saud's city? (There's a supermarket, a school and a mall too.)
 - **Frame 3:** (pointing to the playground) Where's the playground?
 - (It's between the pet shop and the toy shop.)
 - **Frame 4:** (pointing to the hospital) What's this? (It's a hospital.) (pointing to the helicopter) What's this? (It's a helicopter.)
 - Frame 5: (pointing to the zoo) What animals are there in the zoo? (A giraffe, an elephant, monkeys and a tiger.)
 - Frame 6: What happened to the zoo? (Omar accidentally tore it.)
 - **Frame 7:** (pointing to Omar) What does Omar do? (He apologises and offers to help make the zoo again.)
 - **Frame 8:** (pointing to the zoo) *Is the zoo new now?* (Yes, it is.)
- Ask Ss, What happened to the project? Elicit Ss' answers.













Story 6

Say 'sorry' when you do something wrong.

Post reading

POST-STORY ACTIVITY

- Is it easy to say sorry to your mum/dad/friends?
- Why do we need to say sorry?
- Should we be careful with our toys? Why/Why not?
- Have you ever broken a toy? How did you feel?
- Is it polite to mistreat our friends' toys? Why/Why not?

Value

• Draw Ss' attention to the value and read it aloud. Explain it and discuss it with Ss.





Story line

- Divide Ss into groups of four.
- Cover the bubbles from the story and the numbers in each frame. Photocopy the story once for each group of Ss and cut out each frame.
- Photocopy only the bubbles of the story once for each group of Ss and cut them out.
- Give each group a copy of the story and the speech bubbles.
- Ask Ss to close their books.
- Ss have to put the frames in the correct order and then match each bubble to the correct frame and character.



Before leaving

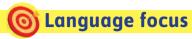
• Divide Ss into groups of three and have them read the story aloud. Then, tell Ss to swap roles.



For the next lesson, bring:

• a completed poster from the Project lesson to use





Aims

• to make a city collage



• a completed poster from the Project lesson to use

Revision

- Ask Ss if they remember the title
 of the story from the previous
 lesson (This is my city). Ask
 them to tell you what else they
 remember about the story.
- Have Ss open their books to pp.92-93. Play the recording and have Ss follow along in their books.
- Then have Ss close their books and try to retell the story from memory.

Lesson plan

Warm-up

- Ask Ss to think of an imaginary city and which places they would like to have there.
- Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 1 CS L2.3 🍜

- Explain to Ss that they have to turn to the back of their Student's Book and find the page with the stickers of the places. Ss have to stick as many places as they want onto the city in activity 1 in order to make their own city.
- Ask Ss to shadow read (read along with you) the instructions of the activity. Elicit what they should do.



• While Ss are doing the activity, go round the classroom and help Ss if necessary.

Activity 2 CS W1.4, W3.1

- Draw Ss' attention to activity 2.
- Explain to Ss that they have to trace and complete the sentence about their city, e.g. In my city, there is a toy shop. There isn't a zoo.
- Go round the classroom and make sure Ss have traced and completed the sentence correctly.

Activity 3 CS S2.2, R5.1 🍜

- Draw Ss' attention to activity 3 and read the speech bubble.
- Divide Ss into pairs or in small groups and get them to talk about what there is in their city, as in the example.
- Have Ss present their city to their pair/group and then have a few Ss come to the front of the class and present their projects.



6

Yes or No?

- Divide Ss into two teams. Ask 4 Ss (2 from each team) to come to the front of the classroom with their project.
- Tell them that they are going to play a game.
- Ask a S from team A to choose one of the Ss who is at the front of the classroom with his/her project and ask, him/her a question about his/her project, e.g. Is there a (museum)? The S holding the project/book has to answer, Yes, there is. / No, there isn't. Repeat the same procedure with a S from team B.
- The Ss who use the target language correctly asking or answering get a point for his/her team.
- Repeat the same procedure with different Ss. The team with the most points wins.

Before leaving

- Ask Ss to form a sentence describing their city.
- Make sure all of the Ss participate.





Language focus

Aims

• to practise the pronunciation of words ending in -ail and -ame



Materials

- flashcards for sail, rail, tail, frame, name and game
- Blu tack

Revision

- Ask Ss to present their projects from the previous lesson.
- Depending on the size of the class, you can divide Ss into groups of three and ask them to present their collages to each
- Have a few groups come to the front of the class and present their collages.

Lesson plan

Warm-up

- Photocopy the two pictures of the chants/poems and stick them on the board.
- Draw Ss' attention to the first picture and ask them questions, e.g. What animal can you see? (A bird.) Where is it? (It is on the rail.) Has it got a long tail? (Yes, it has.)
- Draw Ss' attention to the second picture and ask them questions, e.g. How many girls can you see? (Two.) What is the girl in the green dress doing? (She's making a frame.) What does the girl in the purple dress want to do? (Play a game.)

Phonics page 95

Activity 1 CS

R3.5, S5.1



• Play the chant/ poem (more than

The activitu is recorded both as a chant and as a poem.

1 Listen, say and circle the —ail words.



Let's sail!

Come on, Tom. Let's sail! Look, Gail! A bird is on the rail. It has got a long tail.

2 Read and match.

1. sail

2. rail

3. tail

PHONICS





95

once). Ask Ss to identify the most repeated sound/rime e.g. -ail. Elicit the words with the same rime (sail, rail, tail).

- Hold up each flashcard, say the words (sail, rail, tail) and ask Ss to repeat.
- Ask Ss to listen to the chant/poem again. Ss follow along in their book. As they hear the words with the same rime, encourage Ss to clap and say the chant/poem along with the recording.
- Ask Ss to circle the words in their book. Elicit more words that have the same rime, write them on the board and ask Ss to read them. You could encourage Ss to use the words (sail, rail, tail) in sentences.

Activity 2

- Draw Ss' attention to the pictures in the activity.
- Explain to Ss that they have to read and match the words to the pictures.
- Go round the class and make sure Ss have matched the words to the correct pictures

1. sail – second picture 2. rail – third picture

3. tail - first picture

Phonics page 96

Activity 1 CS R3.5, S5.1 · (2) A [

The activitu is recorded both as a chant and as a poem.

• Play the chant/poem (more than once). Ask Ss to identify the most repeated sound/rime e.g. -ame.



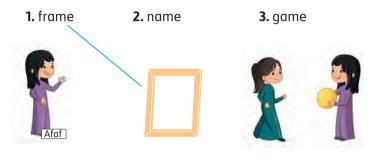
1 Listen, say and circle the −ame words. ◀)

Hello

Hello, girl! What a nice frame! What's your name? Let's play a game.



2 Read and match.



3 Read and cross the odd one out.

1.	name	rail	tail
2.	frame	game	sail
3.	sail	game	rail

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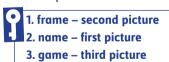
Elicit the words with the same rime (frame, name, game).

- Hold up each flashcard, say the words (frame, name, game) and ask Ss to repeat.
- Ask Ss to listen to the chant/poem again. Ss follow along in their book.
 As they hear the words with the same rime, encourage Ss to clap and say the chant/poem along with the recording.
- Ask Ss to circle the words in their book. Elicit more words that have the same rime, write them on the board and ask Ss to read them. You could encourage Ss to use the words (frame, name, game) in sentences.

Activity 2

• Draw Ss' attention to the pictures in the activity.

- Explain to Ss that they have to read and match the words to the pictures.
- Go round the class and make sure Ss have matched the words to the correct pictures.



Activity 3

- Explain to Ss that they have to read the words in the table and cross the odd one out.
- Go round the class and make sure Ss have crossed out the correct words.







- Write the following words in a box on the board: ball, day, rain, snack, rail, game, wing, black, sand, ring, hand, train, play, wall, sail, name.
- Write the following rimes on the board too: -ing, -and, -all, -ack, -ain, -ay, -ame, -ail.
- Choose random Ss to come to the board and write each word under the correct rime.





For the next lesson:

 photocopy only the pictures for the flashcards of city, museum, park, supermarket, pet shop, toy shop, clothes shop, mall, dinosaur, child-children, playground, mosque, food truck, stadium, hotel, restaurant and then only the words





Aims

to revise and consolidate vocabulary and structures presented in previous lessons



- photocopies of the picture flashcards for city, museum, park, supermarket, pet shop, toy shop, clothes shop, mall, dinosaur, childchildren, playground, mosque, hospital, stadium, food truck, restaurant
- photocopies of the words of the above flashcards

Revision

• Play the two chants/poems from the Phonics lesson and have Ss say the chants/poems along with the recording. Elicit -ail/-ame rime words from the Ss.

Lesson plan

Warm-up

- Stick some of the flashcards from previous lessons in the module on the board (4-5 flashcards each time).
- Tell Ss to memorise them.
- Ask Ss to close their eyes, and then hide one of the flashcards. When Ss open their eyes, they have to try to remember which one is missing.

Activity 1 CS L2.4

- Have Ss open their books to p.97.
- Explain to Ss that they are going to listen to three exchanges, each one describing the location of different places in a city. Ss have to listen carefully and tick (4) the correct picture (A or B) for all three exchanges according to the description they hear.
- Play the recording twice and check Ss' answers.

Listening transcript

1. Man: Where's the hospital? Woman: It's between the school

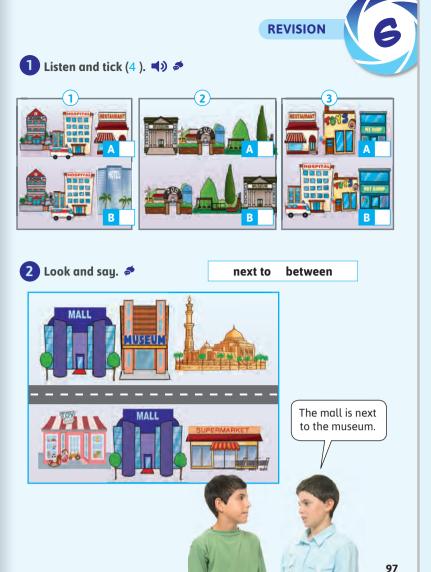
and the hotel.

2. Man: Where's the museum? **Woman:** It's next to the playground.

Where's the toy shop?

Woman: It's between the restaurant and the pet shop.





Activity 2 CS S2.2

- Draw Ss' attention to the picture and ask Ss to read the speech bubble aloud and name the buildings they see.
- Divide Ss into pairs and ask them to take turns pointing to each building and saying its location using the two prepositions in the box, as in the example.

Activity 3 CS R1.1, R4.1

Before reading

- Draw Ss' attention to the pictures and ask them, What can you see? (Aspire Park in Qatar.)
- Ask Ss to predict what the text is going to be about.

While reading

• Ask Ss to read the title. Read the text and have Ss read the text along with you. Check Ss' predictions.

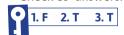
- Ask Ss some comprehension questions. Encourage Ss to answer. Is Aspire Park small? (No, it isn't.) Are there trees in Aspire Park? (Yes, there are.) Can you ride your bike in the park? (Yes, you can.) What do you like doing in the park?
- · Choose a few Ss to read the text aloud.

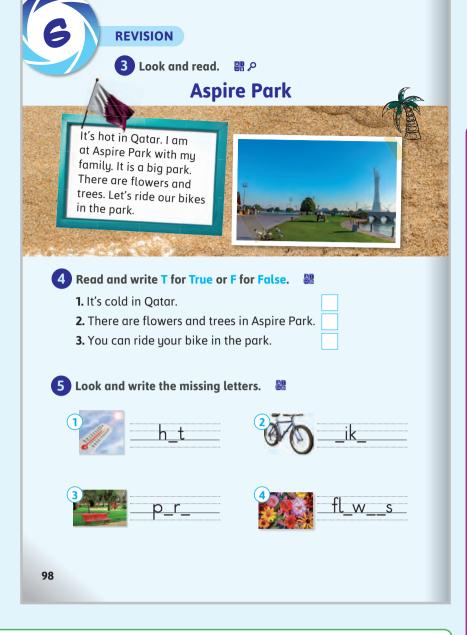
Post reading

Activity 4 CS R2.1



- Explain to Ss that they have to read the text from activity 3 again and answer T for True or F for False.
- · Check Ss' answers.







- Explain to Ss that they have to look at the pictures and complete the missing letters in the words.
- Have Ss check their answers in pairs, then as a class.





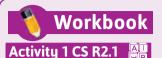
Matching pictures Divide Ss into groups of four.

- Give each group a set of flashcards and a set of word cards with the vocabulary presented in the previous
- lessons and tell them to shuffle them and place them face down on a desk in two piles.
- Ss take turns picking a card

from each pile. They have to name the items depicted on the flashcards and read out the word cards. If the pictures match the words, they keep both cards. If the pictures don't match the words, Ss should try again.

• The S who has collected the most flashcards wins.





A. 2 B. 1 C. 4 D. 3

Activity 2 CS W1.4, W3.1



There is a mall/hotel/toy shop. There isn't a museum/pet shop/ supermarket

Now I can

Activity 1 & 2 CS S2.2

- Have Ss point to the pictures and encourage them to say the words aloud.
- Have Ss tick the circles as they say each word.
- Encourage Ss to do these activities individuallu and not in chorus.

Activity 3 R2.1

• Direct Ss' attention to the pictures and ask them to say what they see. Elicit Ss' answers. Then ask Ss to read the sentences/exchanges aloud and tick the circles.

Handwriting activity CS W1.4, W3.1

- Ask Ss to turn to p.92.
- Explain to Ss that they have to read and trace the sentences each time and then they have to write them on the lines that follow.
- Point out that the dot indicates where they have to start.
- Ss can write the sentences more than once on the lines.
- While Ss are doing this activity, go round the class and help Ss if necessary.
- Make sure all Ss have traced and written the sentences correctly.

Before leaving

• Play the song/poem My city on p.85 of the SB and invite Ss to say the song/poem along with the recording.



Note

For the next lesson, bring:

- flashcards for toy shop, pet shop, clothes shop
- Blu tack

TOP TIME! 3 Modules 5-6



Language focus

 to revise and consolidate structures and vocabulary presented in the two previous modules



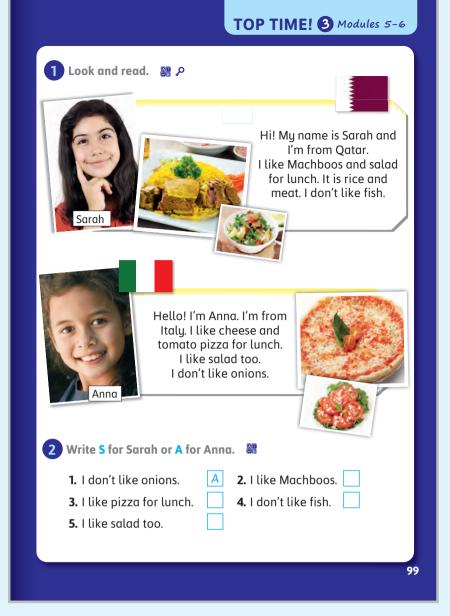
Materials

- flashcards for toy shop, pet shop, clothes shop
- Blu tack



Note cs s3.1 ·&•

- Remind Ss that when they don't know a word in English, they can ask their teacher or a classmate What does... mean?
- When Ss want to ask their teacher or another S to repeat something in English that they did not hear, they can use the question Can you repeat that, please?
- When Ss don't know how to sau a word in English, they can ask their teacher or a classmate How do you say... in English?



Lesson plan

Activity 1 CS R1.1, R4.1



Before reading

- Ask Ss to open their books to p.99.
- Have Ss look at the pictures and ask them to guess what the texts are going to be about. (Two girls from different countries talking about food.)
- Write Ss' predictions on the board.

While reading

- Ask Ss to name the countries the children are from (Sarah – Qatar, Anna – Italy).
- Have Ss look at the different dishes and name the items of food they know.
- Ask Ss to point to the appropriate pictures as you read the texts.
- Read the text again, stop after each sentence and encourage Ss to repeat in chorus.
- Ask Ss some questions about the texts.

Where is Sarah from? (Qatar). What food does she like? (Machboos and salad.) What is Machboos? (Rice and meat.) Does she like fish? (No, she doesn't.) Where is Anna from? (Italy.) What does she like (Cheese and tomato pizza.) Does she like onions? (No, she doesn't.)

• Choose a few Ss to read the texts aloud.

Post reading

Activity 2 CS R2.1

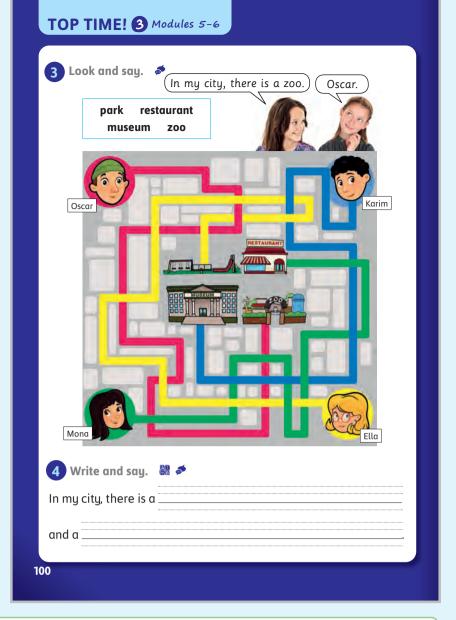


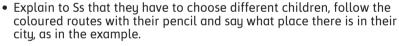
- Direct Ss' attention to the sentences in the activity.
- Explain to Ss that they have to write S if the sentence is true about Sarah or A if it is true about Anna.
- Have Ss check their answers in pairs first, then as a class.
- Go round the classroom, making sure all Ss have completed the activity correctly.



Activity 3 CS S2.2, L2.4

- Direct Ss' attention to the picture and ask them what they can see. (Four children and a maze with some places.)
- Ask Ss to name the places they know (playground, restaurant, museum, zoo).





• Have Ss swap roles.

In my city, there is a zoo. Oscar.
In my city, there is a museum. Karim.
In my city, there is a restaurant. Mona.
In my city, there is a playground. Ella.

Activity 4 CS W1.1, W1.3, W1.4

- Draw Ss' attention to the activity and tell them that they have to complete the sentences about themselves.
- Explain to Ss that they have to write about the places in their city e.g. In my city, there is a park and a museum.
- Have Ss check their answers in pairs first, then as a class.
- Go round the classroom, making sure all Ss have completed the activity correctly.







Run to the shop!

- Stick the flashcards of the shops in different corners of the classroom using Blu tack.
- Have Ss stand in the centre of the classroom.
- Tell Ss you are going to call out an object/ food item and they have to go quickly to the place where it can be found. For example, when you say T-shirt, Ss have to run to the clothes shop.
- If a S goes to the wrong corner, he/she is out of the game and has to sit down.



- Explain to Ss that you are going to say some sentences about the two girls in activity 1, e.g. She likes meat and rice. They have to say the correct name, e.g. Sarah.
- Use sentences like She doesn't like fish or She's from Italy, etc.



My world

When students complete this module, they will be able to:

Song

- follow and identify the main idea and the detail of short texts (L1.1, L2.1)
- follow and respond with a lot of support to simple short questions (L2.4)
- communicate or find out with a lot of support very basic personal information (S1.1)
- name familiar objects by using words from topic word sets (S2.2)
- participate in singing songs (S5.1)
- blend sounds with a lot of support to read an increasing range of high-frequency words (R3.4)
- write independently small and capital letters (W1.4)
- use with support capital letters accurately in an increasing range of familiar person and place names (W2.3)
- write small letters and words of regular size and shape (W3.1)
- check their use of capital letters with support (W3.2)

Let's play

- follow and identify the detail of short texts (L2.1)
- follow and respond to simple short questions (L2.4)
- name familiar objects by using words from topic word sets (S2.2)
- understand and respond with support to detail in very simple sentences (R2.1)
- write small letters and capital letters of regular size and shape (W1.4, W3.1)

Top Stars

- follow and respond to simple short questions (L2.4)
- name familiar objects by using words from topic word sets (S2.2)
- predict content by making use of pictures, and understand and respond to the main idea and detail in a short sequence of simple sentences (R1.1, R2.1, R4.1)
- write small and capital letters of regular size and shape (W1.4, W3.1)

Our world

- follow and respond to simple short questions (L2.4)
- communicate or find out with a lot of support very basic personal information (S1.1)
- name familiar objects by using words from topic word sets (S2.2)
- predict content by making use of pictures, and understand and respond to the main idea and detail in a short sequence of simple sentences (R1.1, R2.1, R4.1)
- communicate or find out with a lot of support very basic personal information (W1.1)
- write small and capital letters of regular size and shape (W1.4, W3.1)

Social studies

- follow and respond to simple short questions (L2.4)
- name familiar objects by using words from topic word sets (S2.2)
- understand and respond with support to the main idea in a short sequence of very simple sentences (R1.1)
- understand and respond with support to detail in very simple sentences (R2.1)
- predict content by making use of pictures (R4.1)
- write small and capital letters of regular size and shape (W1.4, W3.1)

7

Story

- follow and respond to simple short questions (L2.4)
- understand and respond to the main idea in a short sequence of simple sentences (R1.1)
- understand and respond to detail in short sentences (R2.1)
- predict content by making use of pictures (R4.1)
- name with support an increasing range of very familiar objects (W1.3)
- write small and capital letters of regular size and shapes (W1.4, W3.1)

Project

- follow and respond to short, simple onestep instructions (L2.3)
- communicate or find out with a lot of support very basic personal information (S1.1)
- name familiar objects by using words from topic word sets (S2.2)
- communicate or find out with a lot of support very basic personal information (W1.1)
- write small and capital letters and words of regular size and shape (W1.4, W3.1)

Phonics

- say the beginning, middle and final phonemes in known words (L2.7)
- show interest in saying chants (S5.1)
- recognise and sound out beginning, middle and final letter sounds in a word (R3.3)
- blend sounds with a lot of support to read an increasing range of high-frequency words (R3.4)
- identify and remember an increasing range of high-frequency sounds and their letter patterns (R3.5)
- write small and capital letters and words of regular size and shape (W1.4, W3.1)
- spell with support a few familiar very highfrequency words accurately by segmenting them (W2.2)

Revision

- follow and respond to simple short questions (L2.4)
- name with support an increasing range of very familiar objects by using words from topic word sets (S2.2)
- understand and respond to the main idea in a short sequence of simple sentences (R1.1)
- understand and respond to detail in short sentences (R2.1)
- predict the content of what they will read by making use of pictures (R4.1)
- write small and capital letters and words of regular size and shape (W1.4, W3.1)
- check the use of capital letters with support (W3.2)





O Language focus

Aims

- to identify the days of the week
- to talk about one's favourite day

Vocabularu

Days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

Structures

What day is it today? It's (Tuesday). What's your favourite day? (Friday.)



Materials

- flashcards for Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
- a monthly calendar in English

Lesson plan

Warm-up

• Hold up an English calendar for Ss to see. Point to each of the days of the week and say them aloud. Repeat and have Ss repeat after

1 Vocabulary CS S2.2



- Have Ss open their books to p.101.
- Ask Ss to name the days of the week in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.

Activity 2 CS L1.1, L2.1, S5.1, R3.4, W2.3 👶 🚇





The activity is recorded both as a song and as a poem.

- Direct Ss' attention to the yellow notes and ask them, What do you think will you hear about in the text/poem?
- Give Ss time to discuss the pictures.
- Elicit their response and write it on the board (Wednesday, Monday and Friday).
- Ask Ss, What is the text about?
- Ask Ss to listen to the recording of the song/poem and to confirm their predictions. (It's about the days of the week.)

While listenina

Pre-listenina

• Play the song/poem a second time and explain to Ss that they have to match the three days of the week with the corresponding empty lines. Then they should fill in the missing days of the week.



Monday, Wednesday, Friday

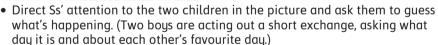
- Ask Ss, Does the boy go to school on Sunday? (Yes, he does.) What does the boy do on Friday and Saturday? (He plays and runs.)
- Ask Ss to name words that rhyme (school/cool, fun/run).
- Play the song/poem again and encourage Ss to say the song/poem along with the recording.

Grammar Reference

- Ask Ss to turn to page 167, Module 7 Song. Read the guestions and answers aloud and get Ss to repeat.
- Write a day of the week on the board, point to it and say, It's (Tuesday). Then ask Ss, What day is it today? Encourage them to answer, It's (Tuesday).
- Write different days of the week on the board and have Ss ask and answer about the days in pairs.
- Say, My favourite day is (Saturday). Then ask Ss, What's your favourite day? Encourage Ss to answer.

Post listening

Activity 3 CS S1.1, S2.2 🔊

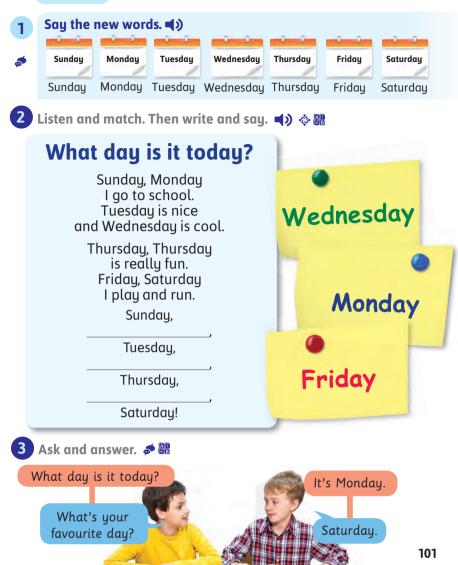


- Ask Ss to read the guestions and the answers aloud.
- Divide Ss into pairs and instruct them to act out the exchange in a similar way to the children in the picture. Explain to Ss that they can look at activity 2 to remember the days of the week. SA asks SB, What day is it today? SB answers, It's (Monday). SA then asks SB, What's your favourite day? and SB answers, (Saturday).
- Make sure Ss swap roles so that each of them has had the chance to both ask and answer.

My world









SONG

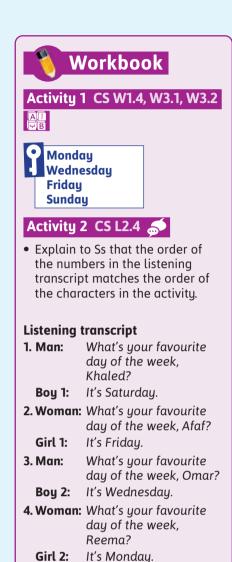
PRACTICE

Say the next line

- Explain to Ss that you are going to play the song/poem What day is it today? and pause it every now and then. Ss will have to try and remember what comes next in the song/poem and continue saying the song/poem.
- Play the whole song/poem once for Ss to hear.
- Then play it again, pausing only a couple of times for Ss to say the song/poem.
- Keep playing the song/poem, pausing more and more each time, so that Ss have more lyrics to say without the help of the recording.
- In the end, see if Ss can say the whole song/poem on their own.

EXPANSION

• Show Ss a flashcard with a day of the week, e.g. Monday. Explain to Ss that if you say the day the flashcard depicts (Monday), they have to write Yes on a piece of paper. If you say another day, e.g. Saturday, they have to write No. Repeat with the other days of the week.





2. A 3. D 4. C

1. B

 Ask Ss to tell you what their favourite day of the week is, by asking, What's your favourite day of the week? and encouraging them to answer, saying, e.g. Friday.



Language focus

Aims

· to talk about the weather

Vocabulary

Weather: cloudu. sunnu Nouns: hose, curtains

Structures

What's the weather like? It's (sunny).



• flashcards for cloudy, sunny, hose, curtains

Revision

- Ss stand in a line. Explain to Ss that you are going to call out a day of the week presented in the previous lesson and that each S will have to call out a letter in order to spell the word down the line.
- If a S calls out the wrong letter or doesn't know the letter when his/her turn comes. he/she is eliminated. The Ss to stau in the line until the end win the game.

Lesson plan

Warm-up

• Hold up each flashcard of the lesson. Sau the words and have Ss repeat after you.

1 Vocabulary CS S2.2 🤝

- Have Ss open their books to pp.102-103.
- Ask Ss to name the pictures in the vocabulary section. Play the recordina a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.

Activity 2 CS L2.4, R1.1, R4.1 🄝 🕌 🔎





Before reading

• Have Ss look at the presentation and ask them what the story will be about. Ask Ss. Who are the characters? (Ali, Hassan, Nora, Aisha and Ron the rabbit.) Where are the children? (At home.) What's the weather like in the first two pictures? (It's rainy.)

While reading

- Play the recording and/or read the text and encourage Ss to shadow read (read along with the recording/you).
- · Check Ss' predictions.
- Ask Ss some questions about the story. What day is it? (It's Saturday.) Where does Aisha

sunnu 2 Look, listen and read. Oh, no! It's rainy. We can't It's Saturday. Let's go to go to the zoo. I'm sad. the zoo today. What's the weather like? Let's open the curtains and see. Oh, no It isn't rainu. Ron has got a hose. Really? Oh. Ron! It's sunny! You're funnu! Let's go to the Yes. look! zoo now! 102

TOP STARS

Say the new words. **4**)

suggest going? (To the zoo.) Why is Hassan sad? (Because it's rainy and they can't go to the zoo.) Is it rainy in the last picture? (No, it isn't. It's sunny.) How did the weather change? (It didn't. They only thought it was rainy because of Ron playing with the hose.) Ask Ss to say what the word funny means. Ss can give an explanation in Arabic.

• Divide Ss into groups of four and have them act out the dialogue.

Post reading

- Write the following sentences on the board: (picture 1) It's Sunday. (picture 2) Hassan is sad. (picture 3) Ron has got a hose. (picture 4) It's rainu.
- · Choose random Ss to read the sentences, refer to the corresponding pictures in activity 2 and say Yes if the sentence is true and No if it isn't.

Grammar Reference

- Ask Ss to turn to page 167, Module 7 Top Stars. Read the guestion and the weather conditions and get Ss to repeat.
- Ask Ss what they think What's the weather like? means and when they think we use it. Elicit that we use this question when we want to ask about the weather. Have Ss repeat the question after you.

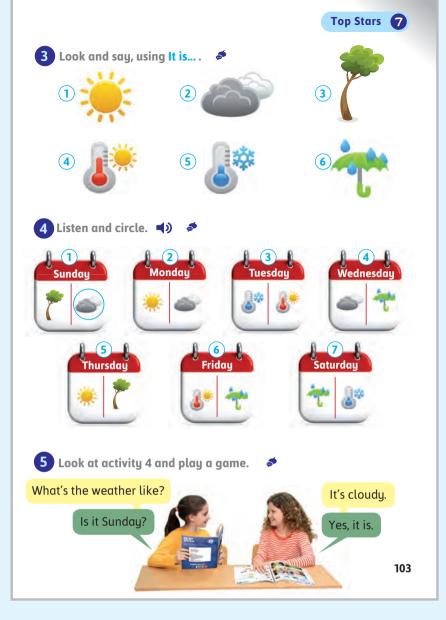
Activity 3 CS S2.2

• Explain to Ss that they have to look at the pictures and say what the weather is like. Divide Ss into pairs to do the activity.



Activity 4 CS L2.4

• Explain to Ss that they are going to listen to the recording and



then circle the appropriate weather condition according to what they hear.

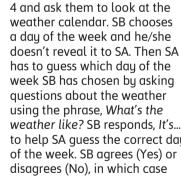
Listening transcript

- 1. Boy 1: What's the weather like? Boy 2: It's cloudy.
- **2. Boy 1:** What's the weather like? Boy 2: It's sunny.
- 3. Girl 1: What's the weather like? Girl 2: It's hot.
- 4. Boy 2: What's the weather like? Boy 1: It's cloudy.
- 5. Girl 2: What's the weather like?
- Girl 1: It's windy.
- 6. Boy 1: What's the weather like? Boy 2: It's rainy.
- 7. Girl 1: What's the weather like? Girl 2: It's cold.
- 1. second picture
 - 2. first picture
 - 3. second picture
 - 4. first picture
 - 5. second picture
 - 6. second picture
 - 7. second picture

Activity 5 CS L2.4, S2.2

• Direct Ss' attention to activitu





week SB has chosen by asking weather like? SB responds, It's... to help SA guess the correct day of the week. SB agrees (Yes) or SA keeps asking questions, until he/she has found the correct day of the week. Point out that the weather condition that corresponds to each day of the week is the one the Ss have circled in the previous activity. Have Ss take turns asking and answering.



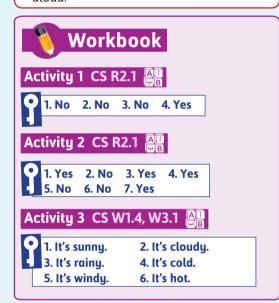
PRACTICE

What's the weather like?

- Divide Ss into two teams and choose a S from each team to come to the board. The rest of the Ss ask you, What's the weather like? You answer, It's (sunny). The two Ss have to mime an action that corresponds to this weather condition, e.g. put their hand in front of their eyes as if the sun is blinding them. The S who mimes a correct action first gets a point for his/her team.
- Continue with other pairs of Ss.

EXPANSION

• Write some lines from the dialogue in activity 2 on the board, e.g. Let's go to the...today. Oh, no! It's..., It's...! and ask Ss to guess the missing words and say them aloud.



Before leaving

- Hold up the flashcards for the weather conditions presented in this lesson.
- Go round the classroom and ask each S, What's the weather like? showing a different flashcard each time. Instruct Ss to answer, It's (sunny), according to the flashcard shown.



For the next lesson, bring:

• A3 pieces of paper with the names Jim and Hamad on them (one for every 6 Ss) and strips of paper with the sentences: He is from Qatar. He is from the USA. He gets up at eight o'clock. He gets up at six o'clock. He goes to school at seven o'clock. He goes to school at nine o'clock. (one for every S)

7 OUR WORLD

Conguage focus

Aims

- to ask for and tell the time
- to talk about everyday activities

Vocabulary

The time: six o'clock

Everyday activities: get up, go to school,

go to bed Structures

What's the time? It's (eleven) o'clock. What time do you (get up / go to school / go to bed)?

I get up at (seven o'clock).

in the morning

at night

8

Materials

- flashcards for hot, cold, cloudy, sunny, windy, It's rainy, six o'clock, get up, go to school, go to bed
- A3 pieces of paper with the names Jim and Hamad on them (one for every 6 Ss) and strips of paper with the sentences: He is from Qatar. He is from the USA. He gets up at eight o'clock. He gets up at six o'clock. He goes to school at seven o'clock. He goes to school at nine o'clock. (one for every S)

Revision

- Stick the flashcards for hot, cold, cloudy, sunny, windy, It's rainy on the board.
- Ask Ss to make sentences by pointing to each flashcard on the board and saying, It's (hot).

Lesson plan

Warm-up

- Draw a clock on the board and tell Ss that they are going to learn how to tell the time on the hour
- Draw the hands of the clock to show three o'clock. Explain that the small hand tells us the hour, whereas the big hand tells us the minutes. When the big hand points to twelve, it means that the time is exactly on the hour the small hand is pointing to.
- Point to the clock and say, It's three o'clock.
- Change the hands on the clock to show one o'clock and two o'clock and have Ss repeat the sentence each time.
- Present the new vocabulary by miming each of the everyday activities. Pretend you are getting up in the morning: stretch your arms, get out of bed and yawn. While you're

OUR WORLD Say the new phrases. **◄**) get up six o'clock go to school 🙎 Look, listen and read. 📢 🔰 🚑 🔑 My day Hello! I'm Jim. I am a student. I'm from the USA. Hi! I'm Hamad. I am a student too. I'm from Qatar. What time do you get up? Jim: I get up at eight o'clock in the morning. Hamad: I get up at six o'clock in the morning. What time do you go to school? Jim: I go to school at nine o'clock. Hamad: I go to school at seven o'clock. What time do you go to bed? Jim: I go to bed at nine o'clock at night. Hamad: I go to bed at eight o'clock at night. 104

miming, say *I get up*. Repeat this and have Ss repeat and mime after you.

• Do this with the phrases: go to school and go to bed.

1 Vocabulary CS S2.2 🥏

- Have Ss open their books to p.104.
- Ask Ss to say the phrases in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the phrases again in random order and have Ss point and repeat.

Activity 2 CS L2.4, R1.1, R2.1, R4.1

Before reading

 Direct Ss' attention to the pictures and ask them to tell you what they see. (There are two boys talking about their everyday activities. There are also clocks showing the time the two boys go

- about their everyday activities.)
- Draw Ss' attention to the two boys and ask them, Where are the boys from? (Jim - the USA, Hamad -Qatar)
- Ask Ss to look at the pictures and predict what the text will be about.

While reading

- Play the recording and/or read the text and encourage Ss to shadow read (read along with the recording/you).
- Check Ss' predictions.
- Ask Ss some questions about the text. What time does Jim get up? (He gets up at eight o'clock.) What time does he go to school? (He goes to school at nine o'clock.) What time does Hamad get up? (He gets up at six o'clock.) What time does he go to school? (He goes to school at seven o'clock.)
- Choose a few Ss to read the text aloud.



4 Ask and answer.

What time do you get up?

What time do you go to bed?



o'clock in the morning.

I go to bed at eight o'clock at night.

I get up at seven

105

Post reading

• Divide Ss into groups of six. Write the two names (Jim, Hamad) on an A3 sheet and give one to each group. Write the following sentences on different strips of paper and give one set to the Ss in each group. He is from Qatar. He is from the USA. He gets up at eight o'clock. He gets up at six o'clock. He goes to school at seven o'clock. He goes to school at nine o'clock. Ask each S to read his/her sentence and place it under the correct boy on the pieces of paper.

Grammar-Reference

- Ask Ss to turn to page 167, Module 7 Our world. Read the questions and the answers aloud and get Ss to repeat after you.
- Ask Ss to answer about themselves when you ask them, What time do you (get up)? Repeat for the rest of the everyday activities.

Activity 3 CS R2.1

 Ask Ss to read each sentence and tick (4) the box under the name of the boy the sentence refers to (Jim or Hamad).

1. Hamad 2. Jim 3. Hamad 4. Jim

Activity 4 CS L2.4, S1.1

- Direct Ss' attention to the pictures of the boys. Ask what they are doing.
- Ask Ss to chorally read the dialogue in the speech bubbles.
- Divide Ss into pairs.
- SA asks SB, What time do you (get up)? and SB answers, e.g. I (get up) at (seven o'clock) in the morning.
- Ss ask and answer questions about all the everyday activities they have been presented with.





PRACTICE

Time whispers

- Draw two big clocks on the board, with some space in between. Write only the numbers; do not draw the hands.
- Divide Ss into two teams and ask a S from each team to come to the board.
- Explain to Ss that you are going to say a time and Ss have to draw the hands of the clock as fast as they can.
- The first S to draw the time correctly wins a point.
- Repeat until all Ss have had the chance to draw a time. The team with the most points wins.

EXPANSION

• Draw clocks with different times on the board and ask Ss to write the times on a piece of paper.



1. A 2. B 3. A

Activity 3 CS R2.1, W1.1, W1.4, W3.1

1. I get up at six o'clock.

2. I go to school at seven o'clock.

2. I go to bed at nine o'clock.

Before leaving

- Ask each S to make a true sentence about himself/herself, combining the time and an everyday activity, e.g. I go to school at eight o'clock.
- Make sure all Ss have had a turn.





Language focus

Aims

- to talk about places
- to make suggestions

Vocabulary

Places: beach, forest Phrase: have fun Actions: buy, shop

Structures

Let's go to the (park). Let's (have fun).



Materials

- flashcards for beach, forest, have fun, shop, buy
- flashcards for places in a citu: museum, school, park, mall, playground

Revision

- Draw a big clock on the board and write the numbers on it. Do not draw the hands.
- Ask each S to come to the board. You will call out the time and the S will have to draw the hands of the clock on the board.
- Make sure all Ss have had a chance to come to the board.

Sau the new words. ■)

LET'S PLAY











buu

shop



1. It's Sunday.

Let's go to the mall. Let's shop.

2. It's Mondau.

Let's go to the beach. Let's swim.

3. It's Tuesday.

Let's go to the museum. Let's have fun.

4. It's Wednesday.

Let's go to the tou shop. Let's buy a tou.

5. It's Thursday.

Let's go to the forest. Let's walk.

6. It's Friday.

Let's go to the zoo. Let's see the animals.

7. It's Saturdau.

Let's go to the park. Let's run and play.











It's Sunday Let's go to

Let's shop.

Lesson plan

Warm-up

- Mime an action that one can do in these places (beach, forest) or make a sentence that suggests you are at that place. For example, you can pretend you are sunbathing and putting on sunscreen, so Ss can call out the word beach. If you cannot think of an action, make sentences indicating that place, e.g., I can see many trees, animals and birds. Encourage Ss to say the word forest.
- Pretend you are at an amusement park and say, Let's have fun! Have Ss repeat after you and suggest other places where one can have fun. Pretend uou are in a mall. shopping and buying things, and say the two verbs aloud (shop, buy).

• Hold up each flashcard, say the word aloud and get Ss to repeat.

1 Vocabulary CS S2.2

- Have Ss open their books to p.106.
- Ask Ss to name the pictures in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words/phrase again in random order and have Ss point and repeat.

Grammar Reference

- Ask Ss to turn to page 167, Module 7 Let's play. Read the sentences and get Ss to repeat.
- Stick all of the flashcards for places (beach, forest, museum, school, park, mall, zoo, playground) on the board, point to each one and make a gesture as if you are inviting Ss to come along with you to go to that place. Say, Let's go to the park! in an excited tone and have Ss repeat after you. Elicit what Let's go to the (park) means and when we use it. Explain to Ss that we use the expression Let's go to the (park) to make a suggestion to go somewhere.
- Repeat the same procedure with the rest of the flashcards.





Activity 2 CS L2.1, W1.4

- Direct Ss' attention to the pictures in the activity and ask them to name the places they see.
- Explain to Ss that they will have to listen to the recording and write the numbers (1-7) in the boxes, next to the corresponding pictures.
- Play the recording and have Ss do the activity.
- Go round the classroom and make sure Ss have numbered the pictures correctlu.
- Have Ss compare their answers in pairs first, then as a class.



Activity 3 CS S2.2, L2.4 🥌

- Divide Ss into pairs and have them look at activity 2 once more.
- Explain to Ss that they will have to act out an exchange by asking questions and giving answers according to the weekly schedule given in activity 2. SA asks, What day is it today? and when SB answers, It's (Monday), SA makes a suggestion according to the schedule, saying, Let's go to the (beach) and SB makes another suggestion, Let's (swim).

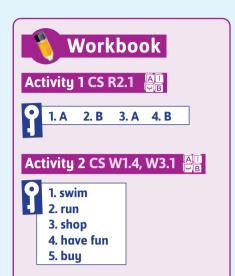


Places

- Divide Ss into groups of five.
- Stick various flashcards of places around the classroom.
- Tell Ss you are going to make suggestions about where to go, using Let's go to the... and a flashcard from the ones you have stuck up around the classroom. Ss from one group will then have to walk towards each flashcard (as a group) and touch the flashcard as soon as they're there.
- Repeat the procedure until all groups have had a turn to move around the classroom. You can play the game in rounds, so that Ss have more than one chance to play, using flashcards of different places each time.

EXPANSION

- Draw a calendar on the board and stick a flashcard of a random place of your choice under each day of the week.
- Call out random days, saying It's (Thursday) and ask Ss to make suggestions about where to go, saying Let's go to the (mall) according to the flashcard under the day you have just called out.
- Make sure all Ss get a chance to participate.





- Put the flashcards of places face down in a pile on your desk.
- Ask each S to come to the front and pick a flashcard from the pile. He/She will then have to look at the flashcard and make a sentence with Let's go to the... and the place depicted on the flashcard.
- Make sure all Ss have had a chance to make a suggestion.



Note

For the next lesson, bring:

- a monthly calendar in English
- a piece of card for each S
- Tell Ss to bring magazines, a pair of safety scissors, glue and coloured pencils to the next lesson.
- the months of the year (each month written on a new piece of paper) - a set for each group of Ss



Canguage focus

Aims

- to provide Ss with information on social studies
- to introduce the months of the

Vocabulary

Months: January, February, March, April, May, June, July, August, September, October, November, December



Materials

- flashcards for beach, forest, Januaru, Februaru, March. April, May, June, July, August, September, October, November, December
- a monthly calendar in English
- a piece of card, a pair of safety scissors, glue and coloured pencils for each S
- magazines
- the months of the year (each month written on a new piece of paper) - a set for each group of

Revision

- Stick the flashcards from the previous lesson on the board.
- Say sentences that describe a specific weather condition, e.g. It's sunny, and encourage Ss to suggest going to an appropriate place from the ones on the board, e.g. Let's go to the beach.
- Make sure all Ss have had a turn.

Lesson plan

Warm-up

- Show Ss a calendar with all the months.
- Say each month and encourage Ss to repeat after you a couple of times.

1 Vocabularu CS S2.2 🤝

• Have Ss open their books to p.107.

Explain to Ss that all the months are presented in the vocabulary section only for recognition and that they do not have to learn all of them. They only have to learn the months that are mentioned in the text in activity 2.

- Point out the months in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the months again in random order and have Ss point and repeat. Ask Ss what month comes after e.g. April/June/October etc.

Activity 2 CS L2.4, R1.1, R2.1, R3.1, R4.1







Before reading

- Direct Ss' attention to the text in the activity and ask them to tell you what they can see. (A girl and three pictures depicting different weather conditions).
- Ask Ss to predict what the text will be about.
- Write Ss' predictions on the board.

While reading

- Play the recording and/or read the text and encourage Ss to shadow read (read along with the recording/you).
- Check Ss' predictions.
- Ask Ss to point to the appropriate pictures as you read aloud.
- Ask Ss some questions about the text. When is Qatar National Sport Day? (In February.) What's the weather like? (It's windy and rainy.) When are the summer holidays in Qatar? (In July and August.) What's the weather like? (It's sunny and hot.) When is Qatar National Day? (In December.) What's the weather like? (It's cold.)
- Have a few Ss read the text.

Post reading

- Divide Ss into groups.
- Give Ss in each group the months of the year (each month written on a new piece of paper) and ask them to put them in order.
- The group to do it the fastest wins.

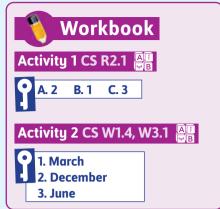




Say the months

- Divide Ss into two teams.
- Choose a S from team A and tell him/her a month, e.g. *March*. The S has to say the month after March.
- If he/she answers correctly, he/she gets a point for his/her team.
- Continue with a S from team B.
- Follow the same procedure until all Ss have had a turn.
- The team with the most points wins.







- Have Ss form a line. The first S says, January and the rest of the Ss continue saying the months in the correct order.
- Once all months have been said, start again from January and so on.



For the next lesson:

• photocopy the story (At the beach, SB, pp.108-109), making one copy for every four Ss. Before you photocopy the story, cover the speech bubbles and the numbers in each frame. Cut out the frames. Photocopy the story again (one copy for every four Ss) and cut out the speech bubbles. Bring the copies of the story and the speech bubbles to the next lesson.





Aims

- to listen to a story and read for pleasure
- to read and consolidate vocabulary and structures presented in previous lessons

Revision

- Write the names of the months randomly on the board.
- Ask a S to come up and number the first month, January. Ask another S to number the second month and so on.
- Repeat this until all Ss have had a chance to come up to the board.

Lesson plan

Activity 1 CS L2.4, R1.1, R2.1, R4.1



Before reading

- Hold up the Story time Big Book and display the cover page.
- Ask Ss, What do you think the story is about? Elicit Ss' answers.
- Ask Ss if they know any words in the title and read the title together.
- Point to the first frame and ask Ss, Who are the characters? (Majid and Nasser.) What can you see in the pictures? (Majid and Nasser are getting ready to go to the beach.) Where are they in frame 2? (At the beach.)
- Cover the second page (p.109), ask Ss to look at the first three frames of the story on p.108 and guess what will happen next.
- Reveal the second page and ask Ss to look at the pictures and guess what the story is going to be about.
- Point to each frame and invite Ss to guess what is happening. Write Ss' predictions on the board. Ask Ss what happened in the end.

While reading

- Play the recording and/or read the text and encourage Ss to shadow read (read along with the recording/you).
- Check Ss' predictions.
- Ask Ss some comprehension questions. Encourage Ss to answer.

Frame 1: (pointing to the calendar) What day is it? (It's Saturday.) (pointing to the clock) What time is it? (It's 10 o'clock.)

AT THE BEACH

STORY



108

(pointing to the boys) Where are they planning to go? (To the beach.) **Frame 2:** (pointing to the sun) What's the weather like? (It's hot and sunnu.)

Frame 3: (pointing to the sand) What have the boys made with the sand? (A city.) What is there in the city the boys made? (A school and a zoo.)

Frame 4: (pointing to Ali) What's the boy's name? (Ali.) What animal is there at the beach? (A bird.)

Frame 5: (pointing to the zoo) Where's the bird now? (It's at the zoo.) **Frame 6:** (pointing to the bird) What happens with the bird's tail? (It ruins the school.)

Frame 7: (pointing to the boys) Are the boys sad? (No, they aren't.) Why not? (Because the bird likes its home and they are happy.) How would you feel?

Post reading

POST-STORY ACTIVITY

Ask Ss:

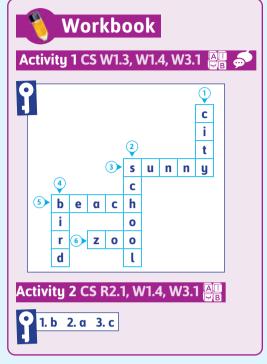
- Is it good to meet new people?
- Have you made a new friend lately?
- Have Ss discuss the questions in groups or in pairs. Elicit Ss' answers.

Value

 Draw Ss' attention to the value and read it aloud. Explain it and discuss it with Ss.









• Divide Ss into groups of three and have them read the story aloud. Then tell Ss to swap roles.



Story line

- Divide Ss into groups of four.
- Cover the speech bubbles from the story and the numbers in each frame. Photocopy the story once for each group of Ss and cut out each frame.
- Photocopy only the bubbles of the story once for each group of Ss and cut them out.
- Give each group a copy of the story and the speech bubbles.
- Ask Ss to close their books.
- Ss have to put the frames in the correct order and then match each bubble to the correct frame and character.



Note

For the next lesson, bring:

- coloured pencils/crayons
- a few pairs of scissors





Canguage focus

Aims

• to make a poster of one's favourite day

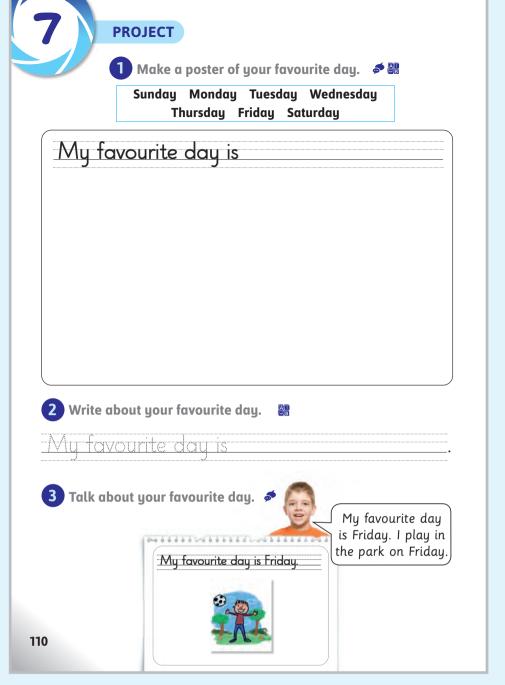


Materials

- coloured pencils/crayons
- a few pairs of scissors

Revision

• Ask Ss if they remember the title of the story from the previous lesson (At the beach). Ask them to tell you about the title, characters and what they were doing. Ask Ss to say what happened at the beginning and at the end of the story.



Lesson plan

Warm-up

- Divide Ss into groups and ask them to take turns saying what their favourite day is and what they like doing on that day.
- Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 CS L2.3, W1.1, W1.4, W3.1 5

- Direct Ss' attention to the pictures, and explain to Ss that they are going to make a poster of their favourite day.
- Explain to Ss that they have to write their favourite day in the space provided. Then they have to draw a picture of the activity they do on that day.
- Give Ss some time to complete their poster.

Activity 2 CS W1.1, W1.4, W3.1

• Explain to Ss that they have to write about their favourite day, e.g. My favourite day is Friday.

Activity 3 CS S1.1, S2.2 穒

• Ask Ss to present their posters to the rest of the class by saying, e.g. My favourite day is Friday. I play in the park on Friday.



Find your match!

- Use vocabulary cards from the module. Distribute words and pictures equally among the Ss.
- Call out a word.
- Ss with the word and the corresponding picture should match up.
- Continue in the same manner until all Ss have found their match.



- Ask Ss to form a sentence about their favourite day.
- Make sure all of the Ss participate.







Language focus

Aims

• to practise the pronunciation of words ending in -eat and -ump



Materials

- flashcards for treat, meat, seat, hump, jump and bump (pictures and words)
- Blu tack

Revision

- Ask Ss to present their posters from the previous lesson.
- Depending on the size of the class, you can divide Ss into groups of three and ask them to present their posters to each other.
- Have a few groups come to the front of the class and present their posters.

Lesson plan

Warm-up

- Photocopy the two pictures of the chants/poems and stick them on the
- Draw Ss' attention to the first picture and ask them questions, e.g. What food is there on the table? (Meat, salad and bread.) What is on the small table? (A treat.) Why is it there? (For the boy to eat after lunch.)
- Draw Ss' attention to the second picture and ask them questions, e.g. What animal can you see? (A camel.) What is on the boy's head? (A bump.)

Phonics page 111

Activity 1 CS R3.5, S5.1



• Play the chant/ poem (more than once). Ask Ss to identify the most repeated sound/

The activity is recorded both as a chant and as a poem.

rime e.g. -eat. Elicit the words with the same rime (treat, meat, seat).

• Hold up each flashcard, say the

1 Listen, say and circle the **-eat** words. **4**)



PHONICS

I want a treat!

Come on! It's time to eat. Let's have a seat. Oh. no! I don't like meat! I want a treat!



2 Read and match.

1. treat

2. meat

3. seat







111

words (treat, meat, seat) and ask Ss to repeat.

- Ask Ss to listen to the chant/poem again. Ss follow along in their book. As they hear the words with the same rime, encourage Ss to clap and say the chant/poem along with the recording.
- Ask Ss to circle the words in their book. Elicit more words that have the same rime, write them on the board and ask Ss to read them. You could encourage Ss to use the words (treat, meat, seat) in sentences.

Activity 2

- Draw Ss' attention to the pictures in the activity.
- Explain to Ss that they have to read and match the words to the pictures.
- Go round the class and make sure

Ss have matched the words to the correct pictures.



1. treat – second picture 2. meat – third picture 3. seat – first picture

Phonics page 112

Activity 1 CS R3.5, S5.1 🔅 🔠



• Play the chant/poem (more than once). Ask Ss to identify the most repeated sound/ rime e.g. -ump. Elicit

The activity is recorded both as a chant and as a poem.

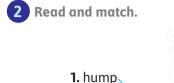
- the words with the same rime (jump, hump, bump).
- Hold up each flashcard, say the words (jump, hump, bump) and ask Ss to repeat.
- Ask Ss to listen to the chant/poem again. Ss follow along in their books.



The camel

Be careful, Jack. Don't jump on the camel's hump. Oh, no! A bump!





2. jump

3. bump





1.	treat	hump	meat	
2.	meat	jump	bump	
3.	jump	hump	seat	

112

As they hear the words with the same rime, encourage Ss to clap and say the chant/poem along with the recording.

• Ask Ss to circle the words in their books. Elicit more words that have the same rime, write them on the board and ask Ss to read them. You could encourage Ss to use the words (jump, hump, bump) in sentences.

Activity 2

- Draw Ss' attention to the pictures in the activity.
- Explain to Ss that they have to read and match the words to the pictures.
- Go round the class and make sure Ss have matched the words to the correct pictures.



Activity 3

- Explain to Ss that they have to read the words and cross the odd one out.
- Go round the class and make sure Ss have crossed out the correct words.







Ready, set, match

- Divide Ss into two teams.
- Stick the picture flashcards on the board.
- Put the word flashcards (treat, meat, seat, hump, jump, bump) in a pile on your desk, with the words facing down.
- Ss are to come up one at a time, alternating between teams, to pick a photocopy off your desk, read it and stick it below the corresponding picture with Blu tack.
- Once Ss have stuck the word under the corresponding picture, they have to say the sound and the word aloud. The S who does everything correctly gets a point for his/her team.
- Make sure that all the Ss on each team get a chance to go up and play.
- The team with the most points at the end of the game wins.





For the next lesson, photocopy four times only the pictures from the flashcards of the words of the Module, and then only the words.





Aims

 to revise and consolidate vocabulary and structures presented in previous lessons



Materials

- four photocopies of the picture flashcards for Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, cloudy, sunny, hose, curtains, six o'clock, get up, go to school, go to bed, beach, forest, have fun, buy, shop, January, February, March, April, May, June, July, August, September, October, November, December
- four photocopies of the words from the above flashcards
- Blu tack

Revision

 Play the two chants/poems from the Phonics lesson and have Ss say the chants/poems along with the recording. Elicit -eat/-ump rime words from the Ss.

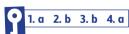
Lesson plan

Warm-up

- Stick some of the flashcards from previous lessons in the module on the board (4-5 flashcards each time).
- Tell Ss to memorise them.
- Ask Ss to close their eyes, and then hide one of the flashcards. When Ss open their eyes, they have to try to remember which one is missing.

Activity 1 CS W3.2

- Have Ss open their books to p.113.
- Explain to Ss that they have to circle the correct word. Check Ss' answers.



Activity 2 CS W1.4, W3.1

- Explain to Ss that they have to fill in the sentences 1-2 with the correct time shown by the corresponding clock.
- Have a few Ss check their answers in pairs first, then as a class.



Activity 3 CS L2.4 🍜

 Explain to Ss that they are going to listen to three exchanges about what the weather is like on three different days. Ss have to tick (4) the correct weather conditions according to 1 Circle the correct word.

1. a. Wednesday

b. wednesday

2. a. hamad

REVISION

b. Hamad

3. a. july

b. July

4. a. Saturday

b. saturday

2 Look and write.

What's the time?



1. It's o'clock



t's _____



3 Listen and tick (4). ◀) ☞







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the description they hear.

- Play the recording twice.
- Have Ss check their answers in pairs first, then as a class.

Listening transcript

- 1. Girl 1: What day is it today?
 - Girl 2: It's Monday.
 - Girl 1: What's the weather like?
 - Girl 2: It's rainy.
- 2. Boy 1: What day is it today?
 - Boy 2: It's Wednesday.
 - **Boy 1:** What's the weather like? Is it cloudy?

Boy 2: No, it isn't. It's sunny.

- 3. Girl 1: What day is it today?
- Girl 2: It's Saturday.
- **Girl 1:** What's the weather like?
- Girl 2: It's hot! Let's go to the beach.



Activity 4 CS L2.4, R1.1, R2.1, R4.1

Before reading

- Draw Ss' attention to the picture and ask them, What do you think the text is about? (A boy talking about his day.)
- Explain to Ss that they are going to read the text and find out more things about the boy in the picture.

While reading

- Read the text and have Ss read the text along with you.
- Ask Ss some comprehension questions. Encourage Ss to answer.
 Where is Tamim from? (Qatar.) What day is it today? (It's Sunday.)
 What time does he get up? (He gets up at six o'clock.) What time



4 Look and read. 🔐 🔑 🍼





Hello. My name is Tamim. I'm from Qatar. It's Sunday today. I get up at six o'clock in the morning. I go to school at seven o'clock. I go to bed at eight o'clock at night.
I can swim and paint. I have got a ball and a robot

- 5 Read and circle.
- 1. Tamim is from Oman / Qatar
- 2. Tamim gets up at six / seven o'clock in the morning.
- 3. Tamim goes to bed at nine / eight o'clock at night.
- 4. Tamim has got a ball and a bike / robot.
- 6 Read and write.

What can Tamim do?

He can

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does he go to school? (He goes to school at seven o'clock.) What time does he go to bed? (He goes to bed at eight o'clock.) What can he do? (He can swim and paint.) What has he got? (He has got a ball and a robot.)

• Choose a few Ss to read the text aloud.

Post reading

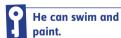
Activity 5 CS R2.1

 Explain to Ss that they have to refer to the previous activity, read the sentences and circle the correct answer. Check Ss' answers.



Activity 6 CS W1.4, W3.1

• Ss read the question, refer to activity 4 and write the answer.

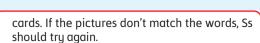


1. Qatar

Optional

Matching pictures

- Divide Ss into groups of four.
- Give each group a set of picture flashcards and a set of word cards with the vocabulary presented in the previous lessons and tell them to shuffle them
- and place them face down on a desk in two piles.
- Ss take turns picking a card from each pile. The Ss have to say the items depicted on the flashcards and the word cards. If the pictures match the words, they keep both



• The S who has collected the most flashcards wins.



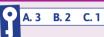
Activity 1

1. March 2. M 3. August 4. N

May
 November

Activity 2 CS R2.1

AI



Activity 3 CS W1.4, W3.1

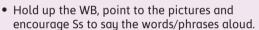


1. Let 2. Let

- 1. Let's go to the zoo.
- 2. Let's go to the beach.
- 3. Let's go to the museum.

Now I can

Activities 1, 2, 3, 4 & 5 CS S2.2 🍮



- Have Ss tick the circles as they say each word/phrase.
- Encourage Ss to do these activities individually and not in chorus.

Activity 6 CS R2.1

• Direct Ss' attention to the pictures. Then read the sentence/exchanges aloud and have Ss repeat after you and tick the circles.

Handwriting activity CS W1.4, W3.1, W3.2

- Ask Ss to turn to p.106.
- Explain to Ss that they have to read and trace the sentences each time and then they have to write them on the lines that follow.
- Point out that the dot indicates where they have to start.
- Ss can write the sentences more than once on the lines.
- While Ss are doing this activity, go round the class and help Ss if necessary.
- Divide Ss into pairs and ask them to check if the capital letters were written correctly.

C Bo

Before leaving

 Play the song/poem What day is it today? on p.101 of the SB and invite Ss to say the song/ poem along with the recording.



Every day

When students complete this module, they will be able to:

Song

- follow and identify the main idea and the detail of short texts (L1.1, L2.1)
- predict with a lot of support key words they will hear by using visuals accompanying a text (L3.1)
- communicate or find out with a lot of support very basic personal information (S1.1)
- name familiar objects by using words from topic word sets (S2.2)
- participate in singing songs (S5.1)
- understand and respond with support to detail in very simple sentences (R2.1)
- write independently small and capital letters (W1.4)
- write small letters and words of regular size and shape (W3.1)

Top Stars

- follow and respond to simple short questions (L2.4)
- communicate or find out with a lot of support very basic personal information (S1.1)
- name familiar objects by using words from topic word sets (\$2.2)
- predict content by making use of pictures, and understand and respond to the main idea and detail in a short sequence of simple sentences (R1.1, R2.1, R4.1)
- write small and capital letters of regular size and shape (W1.4, W3.1)

Let's play

- follow and respond to simple short questions (L2.4)
- name familiar objects by using words from topic word sets (\$2.2)
- understand and respond with support to detail in very simple sentences (R2.1)
- write small letters and capital letters of regular size and shape (W1.4, W3.1)

Comic

- follow and respond to simple short questions (L2.4)
- name familiar objects by using words from topic word sets (S2.2)
- predict content by making use of pictures, and understand and respond to the main idea and detail in a short sequence of simple sentences (R1.1, R2.1, R4.1)
- write small and capital letters of regular size and shape (W1.4, W3.1)

Physical Education

- follow and respond to simple short questions (L2.4)
- name familiar objects by using words from topic word sets (S2.2)
- understand and respond with support to the main idea in a short sequence of very simple sentences (R1.1)
- understand and respond with support to detail in very simple sentences (R2.1)
- predict content by making use of pictures (R4.1)

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Story

- follow and respond to simple short questions (L2.4)
- understand and respond to the main idea in a short sequence of simple sentences (R1.1)
- understand and respond to detail in short sentences (R2.1)
- blend sounds with a lot of support to read an increasing range of high-frequency words (R3.4)
- predict content by making use of pictures (R4.1)
- write letters and words of regular size and shape (W3.1)

Project

- follow and respond to short, simple one-step instructions (L2.3)
- communicate or find out with a lot of support very basic personal information (S1.1)
- write small and capital letters and words of regular size and shape (W1.4, W3.1)

Revision

- follow and identify the detail of short texts (L2.1)
- follow and respond to simple short questions (L2.4)
- name with support an increasing range of very familiar objects by using words from topic word sets (S2.2)
- understand and respond to the main idea in a short sequence of simple sentences (R1.1)
- understand and respond to detail in short sentences (R2.1)
- predict the content of what they will read by making use of pictures (R4.1)
- write small and capital letters and words of regular size and shape (W1.4, W3.1)
- check the use of capital letters with support (W3.2)

Phonics

- say the beginning, middle and final phonemes in known words (L2.7)
- show interest in saying chants (S5.1)
- recognise and sound out beginning, middle and final letter sounds in a word (R3.3)
- blend sounds with a lot of support to read an increasing range of high-frequency words (R3.4)
- identify and remember an increasing range of high-frequency sounds and their letter patterns (R3.5)
- write small and capital letters and words of regular size and shape (W1.4, W3.1)
- spell with support a few familiar very highfrequency words accurately by segmenting them (W2.2)

TOP TIME 4

- understand and respond to the main idea in a short sequence of simple sentences (R1.1)
- understand and respond to detail in short sentences (R2.1)
- predict the content of what they will read by making use of pictures (R4.1)
- communicate or find out with a lot of support very basic personal information (W1.1)
- express with support basic likes and dislikes using words and very short, simple statements (W1.2)
- write small and capital letters and words of regular size and shape (W1.4, W3.1)
- check the use of capital letters with support (W3.2)





Language focus

Aims

- to sau a sona/poem
- to talk about everyday activities

Vocabularu

Everyday activities: brush my teeth, wash my face, have breakfast, go

Structures

I (brush mu teeth). You (go to school at eight o'clock).



Materials

• flashcards for brush my teeth, wash my face, have breakfast, go home

Lesson plan

Warm-up

- Pretend you are brushing your teeth by moving an imaginary toothbrush up and down and say, I brush my teeth. Get Ss to repeat.
- Do the same with wash my face, have breakfast and go home. Repeat a couple of times.
- Alternatively, hold up each flashcard, say the corresponding phrase and get Ss to repeat.

1 Vocabulary CS S2.2

- Have Ss open their books to p.115.
- Ask Ss to say the phrases in the vocabulary section. Play the recording a few times and have Ss point to the pictures and repeat.
- Sau the phrases again in random order and have Ss point and repeat.

Activity 2 CS L1.1, L2.1, L3.1, S5.1 🚸 😩





Pre-listening

- Direct Ss' attention to the pictures and ask them to look at what the bou is doing in each picture. Ask Ss, What do you think will you hear about in the text/poem?
- Give Ss time to discuss the pictures.

The activity is recorded both as a song and as a poem.

- Elicit their response and write it on the board. (He's getting up in the first picture, having breakfast in the second picture, brushing his teeth in the third picture, going home in the fourth picture, washing his face in the fifth picture and going to school in the sixth picture.)
- Ask Ss, What is the text about?
- Ask Ss to listen to the recording of the song/poem and to confirm their predictions. (It's about a bou's day.)

While listenina

• Play the song/poem a second time and ask Ss to circle the key phrases, and then number the pictures based on the description given in the song/poem.



- Ask Ss, What time does the boy get up? (At six o'clock.) What time does he go to school? (At seven o'clock.) What time does he go home? (At three o'clock.)
- Play the song/poem again and encourage Ss to say it along with the recording.

Grammar Reference

- Ask Ss to turn to page 168, Module 8 Song. Read the sentences aloud. Get Ss to repeat.
- Explain to Ss that when we want to talk about our everyday activities we use the personal pronoun I/You + verb.
- Point out that I is used when we talk about ourselves and You when we address someone else.

Post listenina

Activity 3 CS S1.1, S2.2, R2.1





- Direct Ss' attention to the pictures. Ask them what they think the two children are talking about. (They are talking about their everyday activities.)
- Read the bubbles aloud.
- Divide Ss into pairs.
- Explain to them that SA has to say one of the things he/she does every day and then SB has to report what SA has said, as in the example. Then Ss swap roles.
- Have a few pairs of Ss come to the front of the class and act out the exchange.





Workbook

Activity 2 CS W1.4, W3.1

1. I get up at six o'clock.

3. You get up at seven

4. You go to bed at eight

Before leaving

• Mime one of the everyday

• Tell Ss that they are going to play

activities presented in this lesson without making any sound. • Ss have to look at you and guess

2. I brush mu teeth.

o'clock.

o'clock.

Activity 1 CS R2.1

1. b 2. c 3. d 4. a







SONG



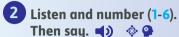




brush my teeth

have breakfast

go home





My day

I get up at six o'clock! I wash my face. How about you? How about you? How about you?

I have breakfast and brush my teeth. I go to school at seven o'clock. How about you? How about you? How about uou?

I go home at three o'clock. How about you? How about you? How about you?





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a game.

the phrase.

Note

For the next lesson, bring:

• sheets of A4 paper (one for each S)



PRACTICE

A miming game

- Tell Ss that they are going to play a game.
- Choose a S to come to the board.
- Tell him/her to mime one of the everudau activities presented in this lesson (brush my teeth, wash my face, have breakfast, go home) and write the time he/she does this activity on the board, e.g. seven o'clock, etc.
- The rest of the Ss have to guess the activity that their classmate is miming and say, e.g. You brush your teeth at seven o'clock.
- Repeat the procedure with more Ss.

EXPANSION

• Mime an action, e.g. brush your teeth. Ss have to write the phrase on a piece of paper. Continue with other actions. Make sure Ss have written the phrases correctly.







Aims

 to ask and answer questions about everyday activities

Vocabulary

Everyday activities: pray every day, clean my room, do my homework, watch TV, do a quiz

Structures

Do you (watch TV) every day? Yes, I do. / No, I don't. I like watching TV.



- flashcards for brush my teeth, wash my face, have breakfast, go home, pray every day, clean my room, do my homework, watch TV, do a quiz
- sheets of A4 paper (one for each S)

Revision

- Make a paper ball from scrunched-up paper.
- Tell Ss to pass the ball to each other. Say, Stop and pick up a flashcard with the everyday activities Ss have been presented with. The S who has got the ball has to look at the flashcard and say the everyday activity that is depicted on the flashcard.
- Additionally, the S can mime the everyday activity.
- Play until all Ss have had a turn.

Lesson plan

Warm-up

- Pretend you are cleaning your room and say, I clean my room every day.
- Do the same with pray, do my homework and watch TV. Write some questions on the board, e.g. Are you tall? Have you got long hair? and explain to Ss that questions like these can make up a quiz about you and the things you do/like.
- Alternatively, hold up each flashcard, say the corresponding phrase and get Ss to repeat.

1 Vocabulary CS S2.2 🥏

- Have Ss open their books to p.116.
- Ask Ss to say the phrases in the vocabulary section. Play the recording a few times and have Ss point to the pictures and repeat.
- Say the phrases again in random order and have Ss point and repeat.



Activity 2 CS L2.4, R1.1, R2.1, R4.1 🍜 🔠 🔎

Before reading

• Have Ss look at the presentation and ask them what they think the text will be about. Who are the characters? (Ali, Hassan and Ron the rabbit.) Where are the boys? (They are in Hassan's bedroom.) What are the boys doing? (They are doing a quiz. Ali is asking Hassan questions and he's answering them.)

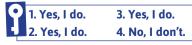
While reading

- Play the recording and/or read the text and encourage Ss to shadow read (read along with the recording/you).
- Check Ss' predictions.
- Ask Ss some questions about the story. Does Hassan pray every day? (Yes, he does.) Does Hassan watch TV every day? (Yes, he does.) Does he do his homework? (Yes, he does.) Does he clean his room? (No, he doesn't.)
- Divide Ss into pairs and have them act out the dialogue.
- Ask Ss, Why is Ron holding a broom and a duster? (It is implied that the rabbit has been cleaning the room and not Hassan.)

Post reading

Activity 3 CS R2.1

• Explain to Ss that they have to refer to activity 2 and circle the correct answer accordingly.









1. Do you pray every day?

2. Do you watch TV every day?

3. Do you do your homework?

4. Do you clean your room?



(Yes. I do.) No. I don't.

Top Stars (8)

Yes, I do. / No, I don't.

Yes, I do. / No, I don't.

Yes, I do. / No, I don't.

Write Yes or No to answer the auestions. Then ask and answer using, Yes, I do. / No, I don't. 🍜

	Me	My friend
1. Do you get up at six o'clock every day?		
2. Do you pray every day?		
3. Do you brush your teeth every day?		
4. Do you clean your room?		
5. Do you watch TV every day?		
6. Do you do your homework every day? 🌉		
7. Do you go to bed at ten o'clock every day?		



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Grammar Reference

- Ask Ss to turn to page 168, Module 8 Top Stars. Read the question, the answers and the sentence aloud and get Ss to repeat.
- Stick the flashcards for pray every day, clean my room, do my homework, watch TV and do a quiz on the board.
- Point to the flashcard for clean my room and say, I clean my room. Point to a S and ask him/her, Do you clean your room? If the S answers Yes, say, Yes, I do. If he/she answers No, say, No, I don't.
- Write the question and the two answers on the board.
- Ask different Ss questions about the everyday activities.
- Then, say I like (cleaning my room) and encourage Ss to repeat. Explain to them that we use the structure I like + verb + -ing to talk about an activity that we like doing.

Activity 4 CS L2.4, S1.1

- Tell Ss to read the questions in the first column.
- Explain to Ss that each S answers the questions about himself/herself by writing Yes or No in the Me column.
- Then divide Ss into pairs.
- Explain to them that SA asks SB the questions, and SB answers with Yes, I do. / No, I don't. SA writes Yes in the column My friend if SB answers Yes, I do, or No if SB answers No, I don't. If SB answers, Yes, I do, he/she has to mime the action as well. If SB answers No, I don't, he/she has to give further information about himself/herself, e.g. I get up at six o'clock.
- Have Ss swap roles.
- Have a few pairs of Ss present the exchange to the class.





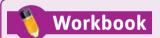
PRACTICE

Who...?

- Ask each S to write down an everyday activity they do on a piece of A4 paper. Ss can use vocabulary from previous lessons as well
- When Ss have finished, they move around the classroom and ask different Ss if they do the everyday activity they have written down, e.g. Do you brush your teeth?
- Ss write down the number of Ss who do the activity he/she has written on their piece of paper.
- When Ss have finished, have them present their results to the class, e.g. Ten Ss watch TV. etc.

EXPANSION

• Write some lines from the dialogue in activity 2 on the board, e.g. Hassan, do you... TV? Do you do your... every day? Do you... your room? and ask Ss to guess the missing words and say them aloud.



Activity 1 CS W1.4, W3.1



1. do my homework 3. clean my room 4. pray

Activity 2 CS R2.1

1. Yes, I do. 2. Yes, I do.

4. No, I don't. 5. Yes, I do.

3. No, I don't.

Activity 3 CS W1.4, W3.1



1. Do you brush your teeth

2. Do you clean your room

3. Do you watch TV

4. Do you pray



Before leaving

• Ask each S a question about various activities, e.g. Do you clean your room every day? and encourage him/her to answer, Yes, I do. / No, I don't.





Language focus

Aims

- to introduce various sports
- to talk about habitual actions

Vocabularu

Sports: play volleyball, play tennis, play basketball

Structures

He (plaus volleuball) everu (Mondau). She (plays tennis) everu (Thursdau). Theu (plau tennis) everu (Sundau).



Materials

- flashcards for play volleyball, play tennis and play basketball
- Blu tack or tape

Revision

- Divide Ss into two teams.
- Invite one S from each team to come to the front of the class and mime an everyday activity from the previous lessons. The Ss on the other team have to guess the activity.
- The team with the most correct guesses wins.
- Make sure all Ss have had a turn miming an activity.

Lesson plan

Warm-up

- Mime playing each sport introduced in this lesson and ask Ss to guess what sport you are playing, e.g. pretend you are swinging your racket as if playing tennis, etc.
- Alternatively, hold up each flashcard, say each word and ask Ss to repeat.

1 Vocabulary CS S2.2 🤝

- Have Ss open their books to p.118.
- Ask Ss to say the phrases in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the phrases again in random order











play volleyball

play tennis

play basketball

Look, listen and read. 📢 🔐 🔑 🍜

Sports









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and have Ss point and repeat.

Activity 2 CS L2.4, R1.1, R2.1,

R4.1



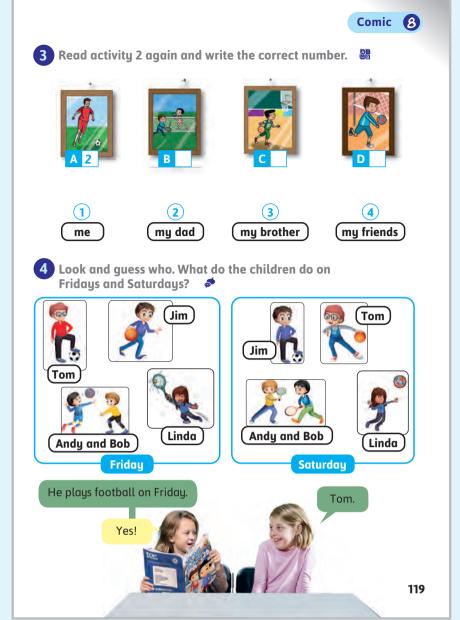


Before reading

- Direct Ss' attention to the pictures and ask them what they can see. (Two boys looking at some photos.) What are the boys doing? (They are talking about the people in the photos.)
- Ask Ss to tell you what they think is happening in the story. (A boy is showing his friend pictures of his family and friends playing various sports.) Write Ss' predictions on the board.
- Ask Ss, Which sports are the people in the picture frames playing? (Football, tennis, basketball and volleyball.)

While reading

- Play the recording and/or read the text and encourage S to shadow read (read along with the recording/you).
- Check Ss' predictions.
- Ask Ss some questions about the text. What sport does the boy's dad play? (He plays football.) What sport do the boy's friends play? (They play tennis.) What sport does the boy's brother play? (He plays basketball.) What sport does the boy play? (He plays volleyball.) When does he play volleyball? (Every Monday.) Ask Ss to say all the sports the people in the photos play (football, tennis, basketball, volleyball).
- Divide Ss into pairs and have them act out the dialogue.



Post reading

Activity 3 CS R2.1

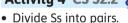
- Ask Ss to look at activity 2 again and match the pictures of the people to the correct words.
- Have Ss check their answers in pairs, then as a class.



Grammar Reference

- Ask Ss to turn to page 168, Module 8 Comic. Read the sentences aloud and get Ss to
- Write the following sentences on the board, He plays football, She cleans her
- Explain to Ss that in the third person singular of the Present Simple, the verbs usually take an -s.

Activity 4 CS S2.2



- Tell Ss to look at the two sets of pictures in activity 4 carefully and try to memorise what sport the children are playing in each picture and on which day they play it.
- Then SB closes his/her book and SA keeps his/her book open. SA makes a sentence about a child/children in one of the two sets of pictures, e.g. He plays football on Friday, and SB tries to guess who the child/children is/are. Then Ss swap roles and it's SA's turn to recall the information.



PRACTICE

What does he play?

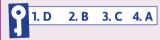
- Tell each S to draw a bou plauing one of the sports (football, volleyball, tennis, basketball).
- When Ss have finished, ask each S to come to the board and show his/her drawing to the rest of the class.
- The Ss should look at the picture and say the corresponding sentence, e.g. He plays football/volleyball/tennis/basketball.
- Make sure all Ss have had a turn.

EXPANSION

• Give each S a photocopy of a flashcard from the lesson. Write a sport on the board, e.g. volleyball. Ss with that flashcard should come to the front and stick the flashcard under the word using Blu tack. Continue with the rest of the sports.



Activity 1 CS R2.1



Activity 2 CS R2.1



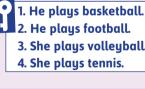
Activity 3 CS W1.4, W3.1



- 3. She plays volleyball.

Before leaving

• Ask each S to make a sentence, e.g. He plays volleyball, about one of the people in activity 2.







Canguage focus

Aims

- to identify actions
- to ask and answer questions about what people do

Vocabulary

Actions: cook, eat, ride my bike, comb my hair

Structures

Does he ride his bike every day? Yes, he does. / No, he doesn't. Does she cook every day? Yes, she does. / No, she doesn't.

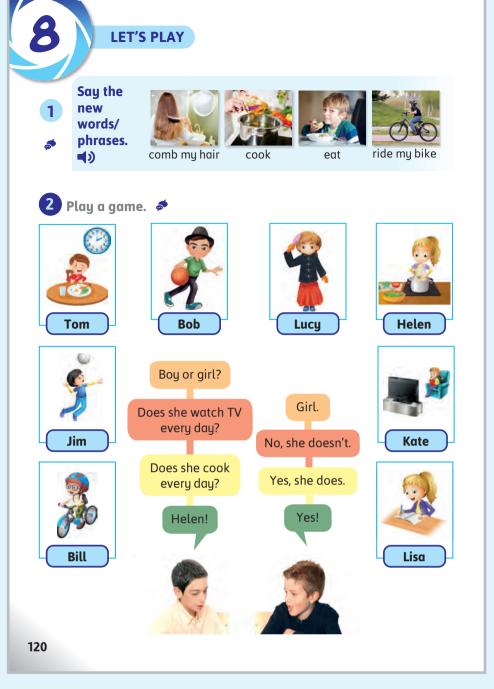


Materials

 flashcards for play volleyball, play tennis, play basketball, cook, eat, ride my bike, comb my hair

Revision

 Stick the flashcards from the previous lesson (play volleyball, play tennis, play basketball) on the board and draw a boy below them. Ask Ss to make sentences, e.g. He plays football. He plays tennis, etc.



Lesson plan

Warm-up

- Mime the action of cooking by stirring food in a pot on the stove and say, cook.
- Pretend you are riding a bike, say the phrase and get Ss to repeat.
- Pretend you are eating a sandwich, say the word and get Ss to repeat.
- Pretend you are combing your hair, say the phrase and get Ss to repeat.
- Alternatively, hold up each flashcard, say the actions aloud and get Ss to repeat.

1 Vocabulary CS S2.2 🍮

- Have Ss open their books to p.120.
- Ask Ss to say the words/phrases in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words/phrases again in random order and have Ss point and repeat.

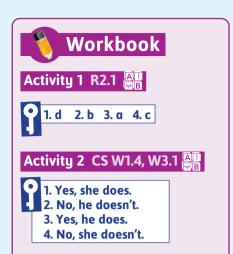


Grammar Reference

- Ask Ss to turn to page 168, Module 8 Let's play.
- Read the questions and the answers aloud and get Ss to repeat.
- Give one of the flashcards for the lesson to a S and ask the rest of the Ss, Does he/she (cook)? Encourage them to answer, Yes, he/she does. / No, he/she doesn't.
- Repeat with different Ss and different flashcards.
- Explain to Ss that we use *Does he/she...?* when we want to ask about actions in the third person singular.

Activity 2 CS S2.2, L2.4

- Direct Ss' attention to the pictures of the children.
- Ask Ss, Does Bill ride his bike every day? Ss say, Yes, he does. Does Lisa eat breakfast every day? Ss say, No, she doesn't.
- Direct Ss' attention to the two children in the picture and ask them to guess what's happening. (The children are playing a game, asking and answering about activities the children in their books do every day. They take turns asking Does he/she... every day? and answering, Yes, he/she does./ No, he/she doesn't.)
- Divide Ss into pairs. Ask each pair to take turns asking and answering questions about the people shown in the pictures. SA chooses a person and SB has to guess who it is by asking questions, as in the exchange presented in the activity.





 For each S, point to one of his/her classmates and ask a question using Does he/she...? and encourage him/her to answer, Yes, he/she does. / No, he/she doesn't.



PRACTICE

Ask and answer

- Ask one S to come to the front of the class and turn his/her back to the board and face the rest of the Ss.
- Draw a male stick figure and stick a flashcard (from those taught in this and the previous lesson) on the board.
- The S standing up has to ask questions, e.g. Does he play (basketball)? etc.
- The rest of the Ss answer with Yes, he does./No, he doesn't. The S who asked the question confirms the correct answer.

EXPANSION

• Ask Ss to draw one action they do every day and one action they don't do every day and write the corresponding phrases under each picture.



Conguage focus

Aims

• to provide Ss with cross-curricular information on physical education

Vocabularu

Nouns: player, team, football pitch, football match

Action: score a goal



Materials

• flashcards for player, team football match, score a goal and football pitch

Revision

- Use flashcards from previous lessons (eat, cook, ride my bike, play volleyball, play tennis, play basketball, clean my room, do my homework, etc.). Point to a S, show him/her a flashcard and ask. Does he/she...?
- Elicit Ss' answers, Yes, I do. / No. I don't. / Yes, he/she does. / No, he/she doesn't.

Lesson plan

Warm-up

• Hold up each flashcard, say the corresponding word/phrase and get Ss to repeat.

1 Vocabulary CS S2.2

- Have Ss open their books to p.121.
- Ask Ss to say the words/phrases in the vocabulary section. Play the recording a few times and have Ss point to the pictures and repeat the words/phrases.
- Say the words/phrases again in random order and have Ss point and repeat.

Activity 2 CS L2.4, R1.1, R2.1, R4.1







Before reading

- Direct Ss' attention to the picture and ask them what they can see. (A football pitch and two teams playing.)
- Ask Ss to guess what the title and text is going to be about. Ask Ss if they can read the title.
- Write Ss' predictions on the board.

While reading

- Play the recording and/or read the text and encourage Ss to shadow read (read along with the recording/you).
- Check Ss' predictions.
- Ask Ss some comprehension questions. How many teams are there in a football match? (Two teams.) What colours are the teams in the picture? (Red and blue.) How many players has each team got? (Eleven.) Which team does Omar play for? (He plays for the blue team.) Is he a good player? (Yes, he is.) How do we know? (Because he scores a goal in every match.)
- Choose a few Ss to read the text aloud.

Post reading

Activity 3 CS R2.1

- Ask Ss to refer to the previous activity and match the two halves of the
- Have Ss compare their answers in pairs first, then check as a class.



- 1. There are two teams in the match.
- 2. Omar plays for the blue team.
- 3. Ahmed plaus for the red team.



for the blue team.
for the red team.

two teams in the match.

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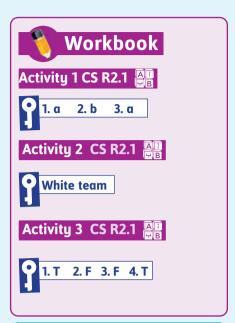
2. Omar plays

3. Ahmed plays

Yes or No?

- Divide Ss into two teams and tell them that they are going to play a game.
- Choose one S from team A, hold up a flashcard and say, e.g. football player. If the word heard corresponds to the flashcard you are holding, the S should say Yes. In the opposite case, the S should say No.
- If he/she answers correctly, he/she gets a point for his/her team.
- Repeat the same procedure with a S from team B.
- Continue in the same manner until all Ss have had a turn.
- The team with the most points wins.





C Before leaving

 Ask each S to tell you their favourite football player/team, e.g. My favourite (football player) is (Lionel Messi).



For the next lesson:

• photocopy the story (*The Game*, SB, pp.122-123), making one copy for every four Ss. Before you photocopy the story, cover the speech bubbles and the numbers in each frame. Cut out the frames. Photocopy the story again (one copy for every four Ss) and cut out the speech bubbles. Bring the copies of the story and the speech bubbles to the next lesson.





O Language focus

Aims

- to listen to a story and read for pleasure
- to revise and consolidate vocabulary and structures presented in previous lessons



Materials

• flashcards for player, football match, score a goal, team, football pitch

Revision

• Hold up the flashcards from the previous lesson, point to each of them and have Ss say the corresponding word.

Lesson plan

Warm-up

- Ask Ss if they have ever taken part in a sports competition and if they liked it.
- Initiate a short class discussion and encourage all of the Ss to participate.
- Explain the word bounce to Ss before they listen to the story.





Before reading

- Hold up the Story time Big Book and display the cover page.
- Ask Ss, What do you think the story is about? Elicit Ss' answers.
- Ask Ss if they know any words in the title and read the title together.
- Point to the first frame and ask Ss, Who are the main characters? (Sami and Ali.) Where are the characters? (In their room.)
- Cover the second page (p.123), ask Ss to look at the first three frames of the story on p.122 and guess what will happen next.





122

- Reveal the second page and ask Ss to look at the pictures and guess what the storu is going to be about.
- Point to each frame and invite Ss to guess what will happen in the story. Write Ss' predictions on the board.

While reading

- Play the recording and/or read the text and ask Ss to shadow read (read along with the recording/you).
- Check Ss' predictions.
- Ask Ss some comprehension questions. Encourage Ss to answer. Frame 1: (pointing to Sami) Why does Sami have to get up? (He has a basketball game.) What day is it? (It's Saturday.)

Frame 2: (pointing to the alarm clock) What's the time? (It's seven o'clock.) (pointing to Sami's mother) What does Sami's mother tell them to do? (She asks them to brush their teeth and wash their faces.)

Frame 3: (pointing to the two brothers) What are the two brothers doing? (They are having breakfast.) (pointing to Sami) Is Sami ready for the game? (Yes, he is.)

Frame 4: (pointing to Sami on the court) Where's Sami? (He's plauing basketball on the court.) (pointing to Sami) What can Sami do? (He



can bounce the ball.)

Frame 5: (pointing to Sami) What is Sami doing? (He's scoring a goal.) **Frame 6:** (pointing to the coach) Does he want Sami in his team? (Yes, he does.) Why? (Because he is a good player.) Is Sami happy? (Yes, he is.)

Post reading

POST-STORY ACTIVITY

Ask Ss:

- Do you play a sport?
- What are you good at?
- Is everybody good at everything?
- Has everybody got a talent?
- What do you think your talent is?
- Have Ss discuss the questions in groups or in pairs. Elicit Ss' answers.

Value

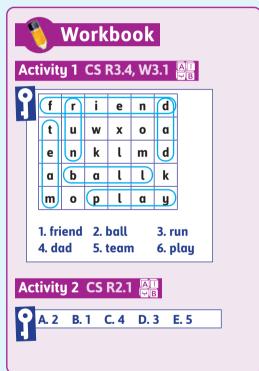
 Draw Ss' attention to the value and read it aloud. Explain it and discuss it with Ss.





Story line

- Divide Ss into groups of four.
- Cover the speech bubbles from the story and the numbers in each frame.
 Photocopy the story once for each group of Ss and cut out each frame.
- Photocopy only the bubbles of the story once for each group of Ss and cut them out.
- Give each group a copy of the story and the speech bubbles.
- Ask Ss to close their books.
- Ss have to put the frames in the correct order and then match each bubble to the correct frame and character.





 Divide Ss into groups of five and have them read the story aloud. Then tell Ss to swap roles.





Language focus

Aims

• to draw and write about an activity you do in your free time

Revision

 Ask Ss if they remember the title of the story from the previous lesson (The Game). Ask them to tell you what actions the boys do in the story.



Lesson plan

Warm-up

- Ask Ss about their daily routine and if they have any hobbies.
- Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 CS L2.3, W1.4, W3.1 🍼

- Explain to Ss that, on the first page, they have to draw an activity they do in their free time or the corresponding items that they use for doing the activity, e.g. a bike for riding my bike, a ball for playing football, etc. Then, they have to complete the sentence about the activity they have drawn.
- While Ss are doing this, go round the classroom and help them.



Activity 2 CS S1.1 🥏

- Divide Ss into small groups.
- Ss take turns presenting their projects, e.g. In my free time, I play football, etc.
- Choose a few Ss to present their projects to the rest of the class.



Don't break the chain

- Get Ss to sit in a circle. If you have a large number of Ss, divide them into small groups.
- One S says a phrase to the S sitting next to him/her, about his/her day, e.g. I get up at seven o'clock. The second S continues by adding another phrase, e.g. You get up at seven o'clock. I play football at six o'clock. Ss continue in the same manner. Point out that they should remember the exact order of the phrases that are mentioned.
- Any S who doesn't remember the exact order or forgets a phrase sits at his/ her desk and draws one of the phrases being mentioned in the game.



- Ask Ss to form a sentence about their free-time activities.
- Make sure all of the Ss participate.





Language focus

Aims

• to practise the pronunciation of words ending in -uck and -ake



Materials

- flashcards for duck, stuck, buck, bake, cake and lake (pictures and words)
- Blu tack

Revision

- Ask Ss to present their projects from the previous lesson.
- Depending on the size of the class, you can divide Ss into groups of three and ask them to present their books to each
- Have a few groups come to the front of the class and present their projects.

Lesson plan

Warm-up

- Photocopy the two pictures of the chants/poems and stick them on the board.
- Draw Ss' attention to the first picture and ask them questions, e.g. What animals can you see? (A duck and a buck.) Where is the ball? (It's in the tree.) Why is it up there? (Because it is stuck in the tree.)
- Draw Ss' attention to the second picture and ask them questions, e.g. What are the girl and her mother doing? (They're baking a cake.) What else is there in the picture? (A lake.)

Phonics page 125

Activity 1 CS R3.5, S5.1





• Play the chant/poem (more than once). Ask Ss to identify the most repeated sound/rime e.g. -uck. Elicit the words with the same rime (duck, stuck, buck).

The activity is recorded both as a chant and as a poem.

• Hold up each flashcard, say the words

1 Listen, say and circle the -uck words.

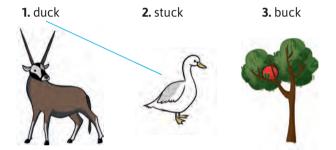


PHONICS

The duck and the buck

Look at the duck. It's playing with a buck. Oh, no! The ball is stuck!

2 Read and match.



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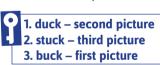
(duck, stuck, buck) and ask Ss to repeat.

- Ask Ss to open their books and listen to the chant/poem again. Ss follow along in their book. As they hear the words with the same rime, encourage Ss to clap and say the chant/poem along with the recording.
- Ask Ss to circle the words in their book. Elicit more words that have the same rime, write them on the board and ask Ss to read them. You could encourage Ss to use the words (duck, stuck, buck) in sentences.

Activity 2

- Draw Ss' attention to the pictures in the activity.
- Explain to Ss that they have to read and match the words to the
- Go round the class and make sure Ss have matched the words

to the correct pictures.



Phonics page 126

Activity 1 CS R3.5, S5.1 🔅

 Play the chant/poem (more than once). Ask Ss to identify the most repeated

The activity is recorded both as a chant and as a poem.

sound/rime e.g. -ake. Elicit the words with the same rime (bake, cake, lake).

- Hold up each flashcard, say the words (bake, cake, lake) and ask Ss to repeat.
- Ask Ss to open their books and listen to the chant/poem again. Ss follow along in their book. As they hear the words with the same rime, encourage Ss to clap



Listen, say and circle the −ake words. ◀) ❖ ఊ

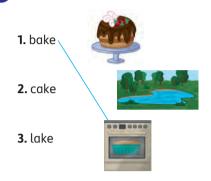


The cake

Mum, please, let's bake a cake and eat it by the lake!



Read and match.



3 Read and cross the odd one out.

1.	duck	stuck	bake
2.	cake	buck	lake
3.	bake	lake	duck

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and say the chant/poem along with the recording.

• Ask Ss to circle the words in their book. Elicit more words that have the same rime, write them on the board and ask Ss to read them. You could encourage Ss to use the words (bake, cake, lake) in sentences.

Activity 2

- Draw Ss' attention to the pictures in the activity.
- Explain to Ss that they have to read and match the words to the pictures.
- Go round the class and make

sure Ss have matched the words to the correct pictures.



Activity 3

- Explain to Ss that they have to read the words carefully and cross the odd one out.
- Go round the class and make sure Ss have crossed out the correct word.



Optional

Ready, set, match

- Divide Ss into two teams.
- Stick the picture flashcards on

the board.

- Put the word flashcards (duck, stuck, buck, bake, cake, lake) in a pile on your desk, with the words facing down.
- Ss are to come up one at a time,

alternating between teams, to pick a photocopy off your desk, read it and stick it below the corresponding picture with Blu tack.

- Once Ss have stuck the word under the corresponding picture, they have to say the sound and the word aloud. The S who does everything correctly gets a point for his/her team.
- Make sure that all the Ss on each team get a chance to go up and play.
- The team with the most points at the end of the game wins.







Language focus

Aims

 to revise and consolidate vocabulary and structures presented in previous lessons



Materials

- picture and word flashcards for brush my teeth, wash my face, have breakfast, go home, pray every day, clean my room, do my homework, watch TV, do a quiz, play volleyball, play tennis, play basketball, cook, eat, ride my bike, comb my hair, player, football match, score a goal, team, football pitch
- Blu tack or tape

Revision

• Play the two chants/poems from the Phonics lesson and have Ss say the chants/poems along with the recording. Elicit -uck/-ake rime words from the Ss.

Lesson plan

Warm-up

- Stick some of the flashcards from previous lessons in the module on the board (4-5 flashcards each time). Tell Ss to memorise them.
- Ask Ss to close their eyes, and then hide one of the flashcards. When Ss open their eyes, they have to try to remember which one is missing.

Activity 1 CS L2.1

• Explain to Ss that they are going to listen to the activities a girl does every Saturday. Some pictures depict activities that the girl does and some pictures depict activities that the girl doesn't do. Ss have to listen to the recording and tick the pictures that depict activities that the girl does.

Listening transcript

Man: Hello, Matilda. What do you do on Saturdaus?

Girl: I wash my face and I have breakfast.

Man: Do you watch TV?

Girl: No, I don't. I do my homework. Man: What time do you go to bed? Girl: I go to bed at eight o'clock.





Activity 2 CS S2.2 🔊



- Draw Ss' attention to the table and ask them to read the phrases huoln
- Draw Ss' attention to the two girls and ask them to read the exchange aloud.
- Divide Ss into pairs and ask them to take turns asking and answering questions about what they do every day.
- Tell Ss that they can use the phrases in the table and their own
- Choose a few pairs of Ss to present the exchange aloud.

Activity 3 CS L2.4, R1.1, R4.1

Before reading

- Draw Ss' attention to the picture and ask them, What can you see? (A boy talking about the National Sport Day of Qatar.)
- Explain to Ss that they are going to read the text and find out

more things about the boy in the picture.

While reading

- Read the text and have Ss read the text along with you.
- Ask Ss some comprehension questions. Encourage Ss to answer. When is the National Sport Day of Qatar? (On the 2nd Tuesday of February every year.) What does Ali do on National Sport Day? (He rides his bike and he plays team sports with his family and friends in Aspire Park.)
- Choose a few Ss to read the text aloud.

Post reading

Activity 4 CS R2.1



- Explain to Ss that they have to refer to the previous activity and circle Yes or No according to what they have read.
- Check Ss' answers.









and I play team sports with my family and friends in Aspire Park on that day.

Read and circle Yes or No.

1. The National Sport Day is in December. Yes No 2. Ali does his homework on this day. No

3. Ali plays team sports with his family and friends on this day.

Yes No

Yes

Write.

Where does Ali play?

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Activity 5 CS W1.4, W3.1



- Draw Ss' attention to the question.
- Explain to Ss that they have to

read the text in activity 3 again and answer the question.

Check Ss' answers.





Memory game

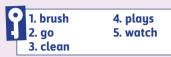
- Use Blu tack to stick one set of the picture flashcards for brush my teeth, wash my face, have breakfast, go home, pray every day, clean my room, do my homework, watch TV, do a quiz, play volleyball, play tennis, play basketball, cook, eat, ride my bike, comb my hair, player, football match, score a goal, team, football pitch face down on the board so that Ss can't see them.
- Put the word cards in a pile on your desk.
- Divide Ss into two teams. Explain to Ss that one member from each

- team will come up to your desk at a time and pick a word card.
- Then, he/she will choose one of the flashcards stuck onto the board by turning it over (without taking it off the board) to see if it's the same as the flashcard he/she is holding.
- If it's the same, then he/she has to say what the flashcard depicts and remove the flashcard from the board as well as its corresponding card from the game.
- If the flashcard is different from the card he/she is holding, the S has to show the flashcard that is stuck on the board to his/her classmates and return the word card to the bottom of the pile on the desk.

• Every matching pair of flashcards gets a point for the team that makes the match. The team with the highest score when all the flashcards have been removed from the board wins the game.



Activity 1 CS R2.1



Activity 2 CS W1.4, W3.1



- 1. Do you do your homework every day?
- 2. Does Fatima cook every day?
- 3. Does Tom ride a bike?
- 4. Do you play football?

Now I can

Activities 1 & 2 CS S2.2

- Hold up the WB, point to the pictures and encourage Ss to say the words/phrases
- Have Ss tick the circles as they say each word.
- Encourage Ss to do these activities individually and not in chorus.

Activity 3 CS R2.1

• Direct Ss' attention to the pictures and ask them to guess what each character is saying. Elicit Ss' answers. Then read the sentences/exchanges aloud and have Ss repeat after you and tick the circles.

Handwriting activity CS W1.4, W3.1, W3.2

- Ask Ss to turn to p.120.
- Explain to Ss that they have to read and trace the question/sentences each time and then they have to write them on the lines that follow.
- Point out that the dot indicates where they have to start.
- Ss can write the question/sentences more than once on the lines.
- While Ss are doing this activity, go round the class and help Ss if necessary.
- Make sure all Ss have traced and written the question/sentences correctly.



• Play the song/poem My day on p.115 of the SB and invite Ss to say the song/poem along with the recording.



For the next lesson, bring:

sheets of A4 paper (one for each S)

TOP TIME! 4 Modules 7-8

Language focus

• to revise and consolidate structures and vocabulary presented in the two previous modules



• sheets of A4 paper (one for each S)

Lesson plan

Activity 1 CS L2.4, R1.1, R4.1



Before reading

- Ask Ss to open their books to p.129.
- Have Ss look at the pictures and ask them to guess what the texts are going to be about. (Two children from different countries and their daily routines). Ask Ss, What sport does each boy play? (Salem plays football and Tom plays tennis.)
- Write Ss' predictions on the board.

While reading

- Read the texts aloud and encourage Ss to read along with you.
- Check Ss' predictions.
- Ask Ss some questions about the texts. What time does Salem get up? (At six o'clock.) What time does he go to bed? (At nine o'clock.) What time does Tom get up? (At seven o'clock.) Do Salem and Tom go to bed at the same time? (No, they don't.) Which day did Salem/Tom describe? (Wednesday and Saturday.)

Post reading

Activity 2 CS R2.1

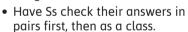
- Direct Ss' attention to the sentences in the activity.
- Explain to Ss that they have to look at activity 1 again and circle Yes or No according to the boys' schedules.
- Have Ss check their answers in pairs first, then as a class.
- Go round the classroom, making sure all Ss have circled the correct answer.



Activity 3 CS R2.1

• Draw Ss' attention to the pictures in the activity.





• Go round the classroom, making sure all Ss have completed the activity correctly.



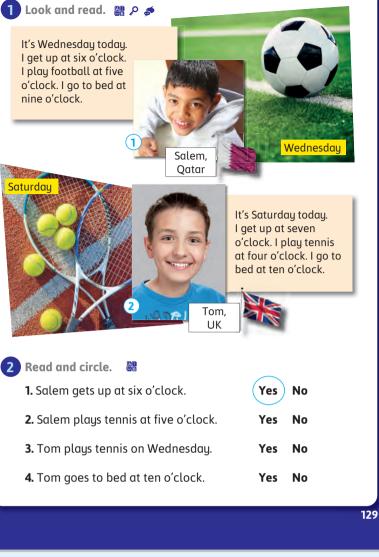
Activity 4 CS W1.1, W1.4

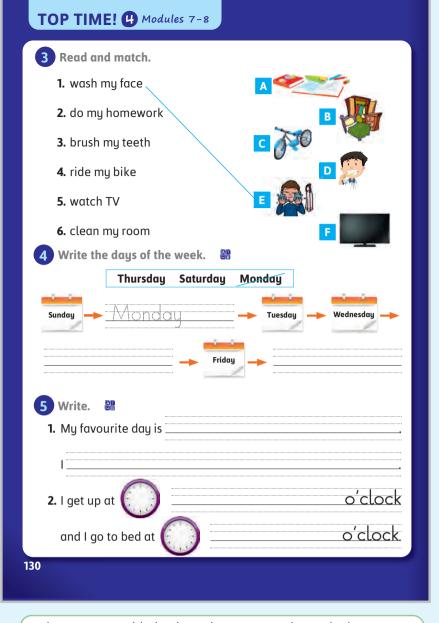
- Have Ss look at the days of the week in the activity and read
- Explain to Ss that they have to write the days of the week that are missing.
- Have Ss check their answers in pairs first, then as a class.
- · Go round the classroom, making sure all Ss have written the correct days of the week.



Activity 5 CS W1.1, W1.2, W1.4, W3.1, W3.2

- Draw Ss' attention to the activity and tell them that they have to complete the sentences about themselves.
- Explain to Ss that they have to write about their favourite day and about their daily routine, e.g. My favourite day is Friday. I play basketball on Friday. I get up at seven o'clock and I go to bed at nine o'clock.
- Explain to Ss that they have to complete the first sentence with their favourite day. They have to complete the following sentence with an activity they do on that day. In number 2, they have to complete the hands of the clocks and then





the sentences with the times they get up and go to bed.

 Have Ss check their answers in pairs first, then as a class.

 Go round the classroom, making sure all Ss have completed the activity correctly.





Time whispers

- Draw two big clocks on the board with some space in between. Write only the numbers; do not draw the hands.
- Divide Ss into two teams and have them form two lines facing the board.
- Explain to Ss that you are going to whisper the time to the last S in each line.
- On your cue, the last S in each line will have to whisper the time to the S in front of him/her. All Ss repeat the process by whispering the time to the S standing in front of them.
- Once the first S facing the board in each line has heard the time, he/ she has to accurately draw the hands of the clock as fast as he/she can.
- The team to draw the time correctly first, wins a point.
- As soon as each round is completed, the last S in each line moves to the front and replaces the S facing the board.
- Repeat until all Ss have had the chance to become the first in their line. The team with the most points wins.





Who...?

- Ask each S to write down an everyday activity they do on a piece of A4 paper.
- When Ss have finished, they move around the classroom and ask different Ss if they do the everyday activity they have written down, e.g. Do you brush your teeth?
- Ss write down the number of Ss who do the activity he/she has written on their piece of paper.
- When Ss have finished, have them present their results to the class, e.g. *Ten Ss watch TV*, etc.



- Explain to Ss that you are going to say some sentences about the two boys in activity 1, e.g. He gets up at six o'clock. They have to say which of the boys it is, e.g. Salem.
- Use sentences like He plays tennis or He goes to bed at nine o'clock.



For the next lesson, bring:

- a board game, a doll and a teddy bear (optional)
- sheets of A4 paper (one for each S)
- Ask each S to bring a toy for the next lesson (optional).



Toys and game

When students complete this module, they will be able to:

Song

- follow and identify the main idea and the detail of short texts (L1.1, L2.1)
- follow and respond to simple short questions (L2.4)
- predict with some support key words they will hear by using visuals accompanying a text (L3.1)
- communicate or find out with a lot of support very basic personal information (S1.1)
- name familiar objects by using words from topic word sets (S2.2)
- participate in singing songs (S5.1)
- understand and respond to detail in very simple sentences (R2.1)
- write independently small and capital letters (W1.4)
- write small letters and words of regular size and shape (W3.1)

Top Stars

- follow and respond to simple short questions (L2.4)
- name familiar objects by using words from topic word sets (S2.2)
- predict content by making use of pictures, and understand and respond to the main idea and detail in a short sequence of simple sentences (R1.1, R2.1, R4.1)
- write small and capital letters of regular size and shape (W1.4, W3.1)
- use with support capital letters accurately in an increasing range of familiar person and place names (W2.3)

Let's play

- follow and respond to simple short questions (L2.4)
- name familiar objects by using words from topic word sets (S2.2)
- write small letters and capital letters of regular size and shape (W1.4, W3.1)

Comic

- follow and respond to simple short questions (L2.4)
- say numbers 1-100 and count up to 20 objects which are real or in an image (\$2.1)
- name familiar objects by using words from topic word sets (S2.2)
- predict content by making use of pictures, and understand and respond to the main idea and detail in a short sequence of simple sentences (R1.1, R2.1, R4.1)
- write small and capital letters of regular size and shape (W1.4, W3.1)

Maths

- follow and identify the detail of short texts (L2.1)
- predict with some support key words they will hear by using visuals accompanying a text (L3.1)
- say numbers 1-100 and count up to 20 objects which are real or in an image (S2.1)
- name familiar objects by using words from topic word sets (S2.2)
- understand and respond with support to detail in very simple sentences (R2.1)
- write small and capital letters of regular size and shape (W1.4, W3.1)

9

Story

- follow and respond to simple short questions (L2.4)
- understand and respond to the main idea in a short sequence of simple sentences (R1.1)
- understand and respond to detail in short sentences (R2.1)
- predict content by making use of pictures (R4.1)
- write small and capital letters and numbers up to 100 accurately (W1.4)

Project

- name familiar objects by using words from topic word sets (S2.2)
- follow and respond with some support to short, simple one-step instructions (L2.3)
- write small and capital letters and words of regular size and shape (W1.4, W3.1)

Phonics

- say the beginning, middle and final phonemes in known words (L2.7)
- show interest in saying chants (S5.1)
- recognise and sound out beginning, middle and final letter sounds in a word (R3.3)
- blend sounds with a lot of support to read an increasing range of high-frequency words (R3.4)
- identify and remember an increasing range of highfrequency sounds and their letter patterns (R3.5)
- write small and capital letters and words of regular size and shape (W1.4, W3.1)
- spell with support a few familiar very high-frequency words accurately by segmenting them (W2.2)

Revision

- follow and respond to simple short questions (L2.4)
- name with support an increasing range of very familiar objects by using words from topic word sets (S2.2)
- understand and respond to the main idea in a short sequence of simple sentences (R1.1)
- understand and respond to detail in short sentences (R2.1)
- predict the content of what they will read by making use of pictures (R4.1)
- write small and capital letters and words of regular size and shape (W1.4, W3.1)
- check the use of capital letters with support (W3.2)





O Language focus

Aims

- to identify toys/games
- to ask and answer about possession
- to state a person's name

Vocabularu

Toys and games: board game, computer game, lorry

Structures

Is that your (board game)? Yes, it is. / No, it isn't. His name is (Jim). Her name is (Kelly).



Materials

- flashcards for board game. computer game and lorry
- a board game, a computer game and a lorry (optional)
- sheets of A4 paper (one for each S)
- Ss' toys

Lesson plan

Warm-up

- Hold up the board game and say, board game. Do the same for computer game and lorry.
- Alternatively, hold up the flashcards, say each word and ask Ss to repeat.

1 Vocabulary CS S2.2

- Have Ss open their books to p.131.
- Ask Ss to say the words in the vocabulary section. Play the recording a few times and have Ss point to the pictures and repeat.
- Say the words again in random order and have Ss point and repeat.

Activity 2 CS L1.1, L2.1, L3.1, S5.1 🚸 😩





Pre-listenina

• Direct Ss' attention to the pictures and ask them, What do you think will you hear about in the poem/text?

The activitu is recorded both as a song and as a poem.

- Give Ss time to discuss the pictures.
- Elicit their response and write it on the board (two boys playing a board game and children with different tous/games).
- Ask Ss. What is the text about?
- Ask Ss to listen to the recording of the song/poem and to confirm their predictions. (It's about children's toys/games.)

While listening

• Play the song/poem a second time and explain to Ss that they have to number the pictures in the activity in the order they hear them being described in the song/poem.



- Ask Ss, What's the name of the doll? (Her name is Nelly.) Does Dan like his board game? (Yes, he does.) Does Fran like his computer game? (Yes, he does.) What colour is Rob's lorry? (It's red and yellow.)
- Ask Ss to identify words that rhyme: Kelly/Nelly, Dan/Fran, Bob/Rob.

Grammar Reference

- Ask Ss to turn to page 168, Module 9 Song. Read the guestion, answers and the sentences aloud and get Ss to repeat.
- Point to the flashcard for doll and ask a S, Is that your doll? Then encourage the S to answer, No, it isn't. Repeat the guestion and the answer and have Ss repeat after you. Repeat this procedure, but this time point to an object that belongs to that S and ask the S, e.g. Is that your rubber? Encourage the S to answer, Yes, it is.
- Ask Ss to say when they think we use Is that your (doll/rubber)? Elicit that we use it when we're trying to identify whether an object belongs to someone or not.
- Draw a boy and a girl on the board. Point to the boy and say, His name is (Salem). Then, point to the girl and say, Her name is (Fatima). Elicit that we use possessive adjectives to show possession (who owns what) and in this case we use them to state a person's name. Elicit that we use his for males and her for females.

18 and games

Say the new words. ■)









board game

computer game



















D

Is that your doll?

Is that your doll, Kelly? Yes, it is. Yes, it is. Her name is Nellu.

Is that your board game, Dan? Yes, it is. Yes, it is. And it's fun! It's fun!

Is that your computer game, Fran? Yes, it is. Yes, it is. And it's fun! It's fun! Is that your lorry, Bob?

No, it isn't. It's mu brother's. His name is Rob.



Post listening

Activity 3 CS S1.1, S2.2, L2.4

- Divide Ss into pairs.
- Instruct each S to stand up and present the toy he/she has brought to his/ her pair, e.g. This is my lorry, etc.
- Tell each pair of Ss to place their toys on the desk.
- Ss take turns to ask and answer questions about the toys on their desk, as in the example.



PRACTICE

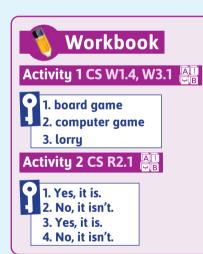
Whose toy is it?

- Divide Ss into small groups.
- Each S draws a toy he/she has on a plain A4 sheet of paper.
- Then they shuffle their drawings and place them face down on a desk.

- Pick a drawing and ask a S to come to your desk. The S tries to guess whose it is by pointing to the S he/she thinks it belongs to and asking, Is that your (computer game)?
- The Sanswers, Yes, it is,/No. it
- If by chance you pick the drawing belonging to the S who is up, place it back in the pile and pick another drawing.
- Repeat with the rest of the Ss.
- Make sure all Ss have participated.

EXPANSION

• Ask Ss to draw a room with different tous in it and label the tous in their pictures.



Before leaving

- Point to different classroom objects that belong to different Ss and ask them, Is that your book/pen/rubber, etc?
- Encourage Ss to answer, Yes, it is./No, it isn't.





Aims

- to identify objects
- to ask and answer questions about possession

Vocabularu

Nouns: puzzle, colouring book, crayons, CDs

Whose (colouring book) is this? It is (Bill)'s. Whose (colouring books) are these? They are (Fatima)'s.



Materials

• flashcards for puzzle, colouring book, crauons, CDs

Revision

- Point to different classroom objects that belong to different Ss and ask them, Is that your book/pen/rubber, etc?
- Elicit the Ss' answers, Yes, it is./No, it isn't.

Lesson plan

Warm-up

• Hold up each flashcard, sau the corresponding word and get Ss to repeat a few times after you.

1 Vocabulary CS S2.2 🄝

- Have Ss open their books to p.132.
- Ask Ss to say the words in the vocabulary section. Play the recording a few times and have Ss point to the pictures and repeat.
- Say the words again in random order and have Ss point and repeat.



Before reading

- Have Ss look at the presentation and ask them what the story will be about.
- Ask Ss, Who are the characters? (Hassan, Aisha, their brother and Ron the rabbit.) Where are the children? (At home.) What toys/items can you see? (Colouring books and crayons, a ball, a puzzle and CDs.) Ask Ss, What are the children doing? (They are looking in Hassan's tou box.)

While reading

• Play the recording and/or read the text and encourage Ss to shadow read (read along

new words. **4**)

Say the









2 Look, listen and read. 🕩

TOP STARS

The children are in the playroom.









with the recording/you).

- Check Ss' predictions.
- Play the recording again and pause after each sentence for Ss to repeat.
- Ask Ss some questions about the story. Where are the children? (They're in the playroom.) What's in the box? (Hassan's tous.) Where do you keep your toys? Whose colouring books and crayons are these? (They're Omar's.) Whose puzzle is this? (It's Aisha's.) What picture is on the puzzle? (It is Ron.) Whose CDs are these? (They're Hassan's.)
- Divide Ss into groups of four and get them to act out the dialogue.

Post reading

Activity 3 CS R2.1

• Explain to Ss that they have to refer to activity 2 and circle the correct words.

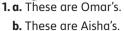


Grammar Reference

- Ask Ss to turn to page 168, Module 9 Top Stars, Read the questions and the answers aloud and get Ss to repeat.
- Borrow a pencil from a S and hold it up for the class to see. Ask, Whose (pencil) is this? Have Ss repeat the question a couple of times after you. Say, It's (Husna's) and ask Ss to repeat. Give more examples to illustrate how we ask and answer about possession for one thing/object.
- Borrow two pencils from a S and hold them up for the class to see. Ask, Whose (pencils) are these? Have Ss repeat the question a couple of times after you. Say, They're (Ali's) and ask Ss to repeat. Give more examples to illustrate how we ask and answer about possession for more than one thing/object.









b. This is Aisha's.



2.a. This is Hassan's. 3.a. These are Hassan's.

Top Stars (9)

b. These are Omar's.





B Tom











C Fatima



Tina

5 Look at activity 4. Then ask and answer.



Activity 4 CS L2.4

• Draw Ss' attention to activity 4 and explain to them that they are going to listen to five different exchanges and they have to match the items to the corresponding children.

Listening transcript

1. Man: Whose puzzle is this?

Woman: It's Tom's.

2. Man: Whose colouring books are these?

Woman: They're Fatima's.

3. Man: Whose dolls are these?

Woman: Theu're Tina's.

4. Man: Whose board game is this?

Woman: It's Bill's.



Activity 5 CS L2.4, S2.2 🚭

- Divide Ss into pairs and explain that they have to look at activity 4.
- Ss take turns asking and answering questions about the items in pictures 1-4, as in the example. Explain to Ss that they have to use the structures Whose... is this/are these? It is/They are...



PRACTICE

Whose is this/are these...?

- Tell each S to present an item or two similar items to the rest of the class and then put them in a bag.
- Pull out an item/items and ask, Whose is this / are these?
- Encourage Ss to answer, e.g. It's (Husna's)/ They're (Husna's).
- If you have a large number of Ss, divide them into smaller groups to do the activity.

EXPANSION

• Write some lines from the dialogue in activity 2 on the board, e.g. These are my..., Whose... are these? Whose... is this? and ask Ss to auess the missing words and sau them aloud.



Activity 1 CS R2.1

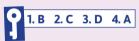


Activity 2 CS W1.4, W3.1



- 2. Whose colouring books are these?
- 3. Whose crauons are these?
- 4. Whose puzzle is this?

Activity 3 CS R2.1



Activity 4 CS W1.4, W3.1, W2.3



Before leaving

• Ask each S a guestion about what his/her favourite toy/game is.



For the next lesson, bring:

- five card squares with the numbers thirty, forty, fifty, sixty, seventy, eighty, ninety and one hundred written on them
- plain sheets of A4 paper (one for each S)





Canguage focus

- to identify plural nouns (irregular)
- to count in tens (10 100)

Vocabularu

Nouns/Plurals: man-men, woman-women

Phrase: take photos

Numbers: 30, 40, 50, 60, 70, 80, 90, 100

man-men, woman-women, child-children How much is the train? It's 50 Riyals.



- flashcards for puzzle, colouring book. crayons, CDs, man-men, woman-women, take photos, numbers 30-100
- five card squares with the numbers thirty, forty, fifty, sixty, seventy, eighty, ninety and one hundred written on them
- plain sheets of A4 paper (one for each S)

Revision

- Using a pencil, write names on the flashcards from the previous lesson, e.g. Hassan, Aisha, Omar,
- Stick them on the board and ask each S a question, e.g. Whose (colouring book) is this? Encourage Ss to answer, It's + (name on the flashcard)'s.
- Next to the flashcards, write numbers to show the quantity of the items/objects.
- Ask each S a question, e.g. Whose (puzzles) are these? Encourage Ss to answer, They're + (name on the flashcard)'s.
- Make sure all Ss have had a turn.

Lesson plan

Warm-up

- Hold up each flashcard, say the corresponding word and get Ss to repeat a few times after you. Explain to Ss that the arrows pointing to one man and one woman indicate the singular form of the nouns (man, woman). The words underneath the two photos indicate the plural form of the nouns (men, women).
- Write the numbers 30-100 in tens on the board, point to different numbers, say them aloud and ask Ss to repeat them after you.

1 Vocabulary CS S2.1, S2.2 🤝 🚃

• Have Ss open their books to pp.134-135.

СОМІС

Say the new words. **■**3)







take photos women

🔼 Look, listen and read. 📢 🏭 🔑 🧀

The Toy Museum









- Ask Ss to say the words/phrase in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words/phrase again in random order and have Ss point and repeat.

Activity 2 CS L2.4, R1.1, R2.1, R4.1

Before reading

- Direct Ss' attention to the pictures and ask them. Who can you see in the pictures? (Women, men and children.) Where are the people? (They are at the toy museum.) What tous can they see? (Trains, teddy bears, balls, helicopters.) What are the girls doing? (They're looking at the tous.)
- Ask Ss to tell you what they think is happening in the story. (The children are visiting a toy

museum. The woman explains to the children that in a tou museum you can see a lot of toys. Children can also buy some toys. The children are excited.)

While readina

- Play the recording and/or read the text again and encourage Ss to shadow read (read along with the recording/you).
- Check Ss' predictions.
- Plau the recording and/or read the text again and pause after each sentence for Ss to repeat.
- Ask Ss some questions about the text. How many trains are there? (One hundred.) Can they take photos? (Yes, they can.) Can they buy toys? (Yes, they can.) How much is the train? (It's fifty Riyals.) Ask Ss, What would you buy from this museum? Is there a toy museum in Doha?
- Divide Ss into groups of five and ask them to act out the dialogue.





30 40 50 60 70 80 90 100

sixty seventy eighty

ninety one hundred



- 1. There are / aren't old and new tous in the museum.
- 2. There are / aren't fiftu trains in the museum. There are one hundred.
- 3. You can / can't take photos.
- 4. The train is fifty / seventy Riyals.

















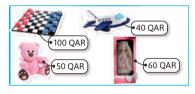














Post reading

Activity 3 CS R2.1

• Ask Ss to look at activity 2 again and circle the correct words according to the text.



Grammar Reference

• Ask Ss to turn to page 168, Module 9 Comic. Read the words, the question and answer aloud and get Ss to repeat.

Activity 4 CS L2.4

• Explain to Ss that they are going to listen to five exchanges and they have to match the pictures to the numbers.

Listening transcript

How much is the 1. Man: lorry?

Woman: It's eighty Riyals.

2. Man: How much is the plane?

Woman: It's one hundred Riyals.

3. Man: How much is the

board game? Woman: It's sixty Riyals.

4. Man: How much is the puzzle?

Woman: It's fifty Riyals.

How much is the 5. Man: train?

Woman: It's forty Riyals.

A. 2 B. 3 C. 1 D. 5 E. 4

Activity 5 CS S2.1, S2.2



- Divide Ss into pairs.
- Explain to Ss that they have to ask and answer questions about the tous in the picture and how much each one costs, as in the example. Ss take turns.

Optional

PRACTICE

Numbers

- Stick five cardboard squares (with a number thirtu, fortu, fiftu, sixtu, seventu, eighty, ninety and one hundred written on each) on the floor to form a circle.
- Have five Ss stand on the numbers. Give out pieces of paper with a number thirty, forty, fifty, sixty, seventy, eighty, ninety and one hundred to the rest of the Ss who are sitting at their desks.
- Clap your hands and have Ss walk around, stepping on the numbers.
- Stop clapping your hands and ask each S to say the number he/she is standing on.
- Have the seated Ss who have the corresponding number hold up their piece of paper and shout out the number.

EXPANSION

• Stick a number and a flashcard on the board, e.g. number 40 and man, or number 70 and cat. Ss have to write the corresponding phrase in their notebooks, e.a. fortu men. seventu cats. etc.

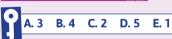


Activity 1 CS W1.4, W3.1



1. book - books 2. man-men 3. woman-women 4. child-children

Activity 2 CS R2.1



Activity 3 CS W1.4, W3.1

1. 50 men

3. 70 children

2. 30 women

Before leaving

• Hold up a flashcard that depicts a noun, e.g. man-men, and a flashcard that depicts a number, e.g. 50, show it to each S and encourage each S to say, e.g. There are fifty men.





Language focus

Aims

 to ask for, give or refuse permission

Structures

Can I open the window? Yes, you can. / No, you can't.



Materials

• flashcards for man-men, womanwomen, child-children

Revision

• Stick the flashcards from the previous lesson (man-men, woman-women, child-children) on the board in one column and next to them, in a second column, write numbers in tens from 30-100. Draw a line from one of the flashcards, e.g. man-men, to one of the numbers, e.g. forty, and ask a S to form a sentence, e.g. There are forty men. Repeat until all Ss have had a turn.



1 Look and say using Can I...?



1. take photos 4



2. drink water 4



3. do my homework 8



4. play with my doll 8



5. open the window 4



6. buy a toy 8



Look at the phrases in activity 1 and ask and answer using, Yes, you can. / No, you can't.





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Lesson plan

Warm-up

- Tell Ss that you are in a museum. Pretend you are holding a camera and you want to take photos. Ask, Can I take photos? and say, Yes, you can. Then pretend you are hungry and thirsty, ask, Can I eat/drink? and say, No, you can't
- Ask Ss to repeat the questions and the answers after you and guess what they mean.

Grammar Reference

- Ask Ss to turn to page 168, Module 9 Let's play. Read the question and the answers aloud and get Ss to repeat.
- Explain to Ss that we use can to ask for permission. Point out that we answer with Yes, you can to give permission or No, you can't to refuse permission.



Activity 1 CS S2.2 🍜

- Divide Ss into small groups and read the phrases aloud.
- Explain to Ss that they have to take turns forming questions using Can I and the phrases under the pictures, e.g. Can I take photos? etc.
- Go round the classroom and make sure Ss form the questions correctly.

Activity 2 CS S2.2, L2.4 🍜

- Divide Ss into pairs, and read the example aloud. Tell Ss to refer to the previous activity.
- Explain to Ss that the (4) next to the phrases means that you are allowed to do the action, while the (8) means that you are not.
- Ss take turns asking and answering questions about whether they are allowed to do these actions or not, as in the example.



- 3. Can I do my homework? No, you can't.
- 3. Can I do my nomework? No, you can t
- 4. Can I play with my doll? No, you can't.
 5. Can I open the window? Yes, you can.
- 6. Can I buy a toy? No, you can't.



Activity 1 CS W1.4, W3.1



1. Yes, you can. 2. No, you can't.

- 3. Yes, you can.
- 4. No, you can't.



Note

• Tell Ss to bring magazines, newspapers, old books, Internet printouts, etc. for the next lesson.



PRACTICE

Don't break the chain

- Get Ss to sit in a circle. If you have a large number of Ss, divide them into groups.
- Ask, Can I go out? The S to your right has to say what you said and give or refuse permission, e.g. Can I go out? Yes, you can. The S to his/her right says, Can you go out? Yes, I can. Can I take photos?
- Ss continue in the same manner. The S who doesn't remember what someone else has said is out of the game.

EXPANSION

• Have Ss write phrases in their notebooks and, in pairs, ask for, and give/refuse permission.

C

Before leaving

• Have Ss ask and answer in pairs as in activity 2. Make sure they are different pairs from those in activity 2.





Language focus

Aims

- to provide Ss with cross-curricular information about maths
- to identify plural nouns (regular and irregular)
- to revise numbers

Vocabulary

Nouns: fox-foxes, sheep-sheep, fish-



Materials

- flashcards/photocopies for foxfoxes, sheep-sheep, fish-fish
- magazines, newspapers, old books, Internet printouts, etc.

Revision

- Invite Ss to ask for permission using phrases from the previous lesson.
- Repeat for as long as time permits.

Lesson plan

Warm-up

- Hold up each flashcard, say the word and get Ss to repeat.
- Explain to Ss that the words sheep and fish are the same in both the singular and the plural form.
- Point out the plural form of fox and explain to Ss that nouns ending in -x, -o, -ch, -s and -sh form their plural form with -es. Ask Ss to give you more examples, e.g. watch-watches, dress-dresses, etc.

1 Vocabulary CS S2.2 🤝



- Ask Ss to say the words in the vocabulary section. Play the recording a few times and have Ss point to the pictures and repeat the words.
- Say the words again in random order and have Ss point and repeat.

Activity 2 CS L2.1, L3.1 4 🕸





Pre-listening

- Direct Ss' attention to the pictures and ask them What can you see in the pictures? (Some people and animals.) Which numbers can you see? (50, 30, 80, 60, 100)
- Explain to Ss that they are going to listen to a poem.
- Ask Ss to guess what the poem is going to be about. (Identifying words and quantity by counting.) Ask them to read the title.
- Write Ss' predictions on the board.

While listening

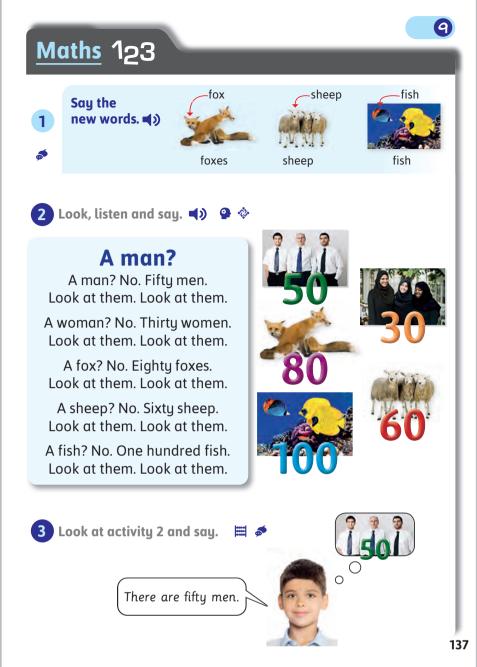
- Play the recording and check Ss' predictions.
- Listen again and ask Ss to point to the appropriate picture.
- Ask Ss some questions about the poem. How many men are there? (Fifty.) How many women are there? (Thirty.) How many foxes are there? (Eighty.) How many sheep are there? (Sixty.) How many fish are there? (One hundred.)
- Ask Ss to read the poem in pairs and circle the vocabulary words.

Post listening

Activity 3 CS S2.1, S2.2



• Divide Ss into pairs and explain to them that they have to look at the previous activity and take turns saying sentences, as in the example.

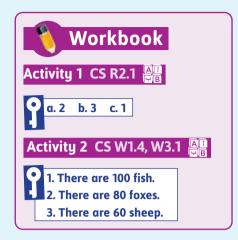




Don't break the chain

- Get Ss to sit in a circle. If you have a large number of Ss, divide them into small groups.
- One S says a phrase to the S sitting next to him/her, consisting of a number and a noun, e.g. Sixty foxes. The second S continues by adding another phrase, e.g. Sixty foxes and eighty sheep. Ss continue in the same manner. Point out that they should remember the exact order of the phrases that are mentioned.
- Any S who doesn't remember the exact order or forgets a phrase sits at his/ her desk and draws one of the words from the vocabulary section.





Before leaving

 Name a noun and ask a S to say its plural form. Repeat until all Ss have had a turn.



For the next lesson:

• photocopy the story (Saad in the toy shop, SB, pp.138-139), making one copy for every four Ss. Before you photocopy the story, cover the speech bubbles and the numbers in each frame. Cut out the frames. Photocopy the story again (one copy for every four Ss) and cut out the speech bubbles. Bring the copies of the story and the speech bubbles to the next lesson.





Aims

- to listen to a story and read for pleasure
- to revise and consolidate vocabulary and structures presented in previous lessons



 flashcards from the previous lessons of the module

Revision

 Hold up the flashcards from the previous lessons, point to each of them and have Ss say the corresponding word for it.

Lesson plan

Activity 1 CS L2.4, R1.1, R2.1, R4.1

Before reading

- Hold up the Story time Big Book and display the cover page.
- Ask Ss, What do you think the story is about? Elicit Ss' answers.
- Ask Ss if they know any words in the title and read the title together.
- Point to the first frame and ask Ss to tell you what they can see in the pictures.
 (A boy is in a toy shop buying toys.) Ask Ss, Who are the main characters? (Saad, Kareem, Saad's dad and the salesman.)
- Cover the second page (p.139), ask Ss to look at the frames of the story on p.138 and guess what will happen next.
- Reveal the second page and ask Ss to look at the pictures and guess what the story is going to be about.
- Point to each frame and invite Ss to guess what is happening. Write Ss' predictions on the board.

While reading

- Play the recording and/or read the text and ask Ss to shadow read (read along with the recording/you).
- Check Ss' predictions.
- Ask Ss some comprehension questions. Encourage Ss to answer.

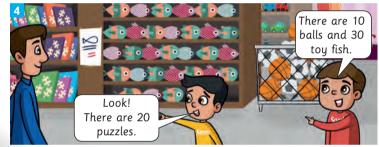


SAAD IN THE TOY SHOP









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Frame 1: (pointing to Saad) Where's Saad? (He's in a toy shop.)

Frame 2: (pointing to Kareem) What's his friend's name? (Kareem.)

Frame 3: (pointing to the car) How much is the car? (It's fifty Riyals.)

Frame 4: (pointing to the puzzles) How many puzzles are there? (Twenty.) How many balls and toy fish are there? (Ten balls and thirty toy fish.)

Frame 5: (pointing to the computer game) How much is the computer game? (It's 100 Riyals.)

Frame 6: (pointing to the toys) Whose puzzle is this? (It's Kareem's.) Whose computer game is this? (It's Saad's.)

Frame 7: (pointing to the boys) Are they happy? (Yes, they are.) How do we know? (Because they look happy and Kareem says that he is happy with his new toys.)

Post reading

POST-STORY ACTIVITY

Ask Ss:

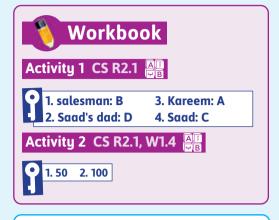
- · Do you like buying toys for your friends?
- What kind of toys do you like getting?
- Have Ss discuss the questions in groups or in pairs.
 Elicit Ss' answers.

Value

• Draw Ss' attention to the value and read it aloud. Explain it and discuss it with Ss.









 Divide Ss into groups of four and have them read the story aloud. Then tell Ss to swap roles.



For the next lesson, bring:

- all the flashcards for toys from the module
- Blu tack
- a bag



Story line

- Divide Ss into groups of four.
- Cover the speech bubbles from the story and the numbers in each frame. Photocopy the story once for each group of Ss and cut out each frame.
- Photocopy only the bubbles of the story once for each group of Ss and cut them out.
- Give each group a copy of the story and the speech bubbles.
- Ask Ss to close their books.
- Ss have to put the frames in the correct order and then match each bubble to the correct frame and character.





Aims

• to make a toy shop



Materials

- all the flashcards for toys from the module
- Blu tack
- a bag

Revision

Ask Ss if they remember the title
of the story from the previous
lesson (Saad in the toy shop). Ask
them to tell you what toys there
were in the toy shop.



Lesson plan

Warm-up

- Stick all the flashcards for toys from the module on the board using some Blu tack.
- Ask Ss to come to the board, one by one, and name each flashcard.
- To make the activity more competitive, you can divide Ss into two teams and have one S from each team come to the board and name a flashcard. The S to do this the fastest gets a point for his/her team.

Activity 1 CS L2.3, W1.4, W3.1 🍜

• Explain to Ss that they have to turn to the back of their book, choose stickers for the toys and the numbers in their toy shop. They should first stick the picture of the toy and underneath the number. Finally, they should label the toys they have chosen by writing the corresponding words in the frames provided.



Activity 2 CS W1.4, W3.1

• Explain to Ss that they have to write about their toy shop, e.g. This is my toy shop. There are 20 lorries and 50 puzzles. Encourage Ss to write one or more sentences.

Activity 3 CS S2.2

- Divide Ss into small groups.
- Ss take turns presenting their toy shops as in the example.
- Choose a few Ss to present their toy shops to the rest of the class.

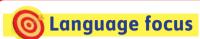


What's in the bag?

- Put the flashcards depicting toys from the module in the bag.
- Explain to Ss that you are going to go to each desk and have Ss pick a random flashcard and name it. If he/she names the flashcard correctly, he/she gets a point.
- The S with the most points wins.
- Make sure all of the Ss have had the chance to play the game at least once.



- Ask Ss to form a sentence about their toy shop.
- Make sure all of the Ss participate.



Aims

 to practise the pronunciation of words ending in -aw and -ice



Materials

- flashcards for draw, jaw, paw, rice, slice and mice (pictures and words)
- Blu tack

Revision

- Ask Ss to present their toy shops from the previous lesson.
- Depending on the size of the class, you can divide Ss into groups of three and ask them to present their toy shops to each other.
- Have a few groups come to the front of the class and present their toy shops.

Lesson plan

Warm-up

- Photocopy the two pictures of the chants/ poems and stick them on the board.
- Draw Ss' attention to the first picture and ask them questions, e.g. What can the boys do? (Draw.) What are they drawing? (A bear with big paws and a shark with a big jaw.)
- Draw Ss attention to the second picture and ask them questions, e.g. What animals can you see? (Mice.) What are they eating? (A slice of cheese and rice.)

Phonics page 141

Activity 1 R3.5, S5.1 🔅

 Play the chant/poem (more than once). Ask Ss to identify the most repeated sound/rime e.g.

The activity is recorded both as a chant and as a poem.

- -aw. Elicit the words with the same rime (draw, jaw, paw). Ask Ss, Which animal has got a big jaw/paw? (The shark has got a big jaw and the bear has got a big paw.)
- Hold up each flashcard, say the words (draw, jaw, paw) and ask Ss to repeat.
- Ask Ss to open their books and listen to the chant/poem again. Ss follow along in their

1 Listen, say and circle the −aw words. ◆)



Let's draw!

Ali, let's draw a shark with a big jaw. Ali, let's draw a bear with a big paw.

2 Read and match.

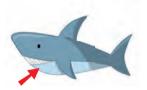
1. draw

2. jaw

3. paw

PHONICS





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book. As they hear the words with the same rime, encourage Ss to clap and say the chant/poem along with the recording.

 Ask Ss to circle the words in their book. Elicit more words that have the same rime, write them on the board and ask Ss to read them. You could encourage Ss to use the words (draw, jaw, paw) in sentences.

Activity 2

- Draw Ss' attention to the pictures in the activity.
- Explain to Ss that they have to read and match the words to the pictures.
- Go round the class and make sure Ss have matched the words to the correct pictures.



3. paw – first picture

Phonics page 142

Activity 1 CS R3.5, S5.1 💠 🔠

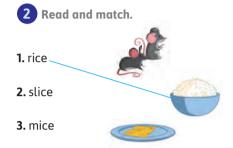
 Play the chant/poem (more than once). Ask Ss to identify the most repeated sound/rime e.g. -ice. Elicit the words with the same rime (rice, slice, mice). The activity is recorded both as a chant and as a poem.

- Hold up each flashcard, say the words (mice, rice, slice) and ask Ss to repeat.
- Ask Ss to open their books and listen to the chant/poem again. Ss follow along in their book. As they hear the words with the same rime,



The mice

Look at the mice! They are eating rice and a cheese slice.



PHONICS

3 Read and cross the odd one out.

1.	rice	jaw	draw
2.	mice	draw	slice
3.	rice	slice	paw

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encourage Ss to clap and say the chant/poem along with the recording.

 Ask Ss to circle the words in their book. Elicit more words that have the same rime, write them on the board and ask Ss to read them. You could encourage Ss to use the words (rice, slice, mice) in sentences. Ask Ss, How many mice are there? (Three.) What do the mice eat? (Rice and a slice of cheese.)

Activity 2

- Draw Ss' attention to the pictures in the activity.
- Explain to Ss that they have to read and match the words to the pictures.
- Go round the class and make sure Ss have matched the words to the correct pictures.



Activity 3

- Explain to Ss that they have to read the words carefully and cross the odd one out.
- Go round the class and make sure Ss have crossed out the correct word.

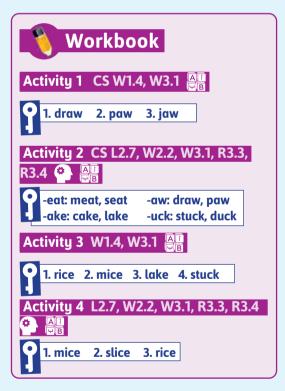






Ready, set, match

- Divide Ss into two teams.
- Stick the picture flashcards on the board.
- Put the word flashcards (draw, jaw, paw, rice, slice, mice) in a pile on your desk, with the words facing down.
- Ss are to come up one at a time, alternating between teams, to pick a photocopy off your desk, read it and stick it below the corresponding picture with Blu tack.
- Once Ss have stuck the word under the corresponding picture, they have to say the sound and the word aloud. The S who does everything correctly gets a point for his/her team.
- Make sure that all the Ss on each team get a chance to go up and play.
- The team with the most points at the end of the game wins.





For the next lesson, bring:

- flashcards and photocopies of the flashcards for board game, computer game, lorry, puzzle, colouring book, crayons, CDs, man-men, woman-women, take photos, numbers 30-100, fox-foxes, sheep-sheep, fish-fish
- Blu tack or tape



Aims

 to revise and consolidate vocabulary and structures presented in previous lessons



Materials

- flashcards/photocopies for the words of the module
- Blu tack or tape

Revision

 Play the two chants/poems from the Phonics lesson and have Ss say the chants/poems along with the recording. Elicit -aw/-ice rime words from the Ss.

Lesson plan

Warm-up

- Stick some of the flashcards from previous lessons in the module on the board (4-5 flashcards each time). Tell Ss to memorise them.
- Ask Ss to close their eyes, and then hide one
 of the flashcards. When Ss open their eyes,
 they have to try to remember which one is
 missing.

Activity 1 CS L2.4 🍜

 Explain to Ss that they are going to listen to four exchanges and they have to match the items to the children. Play the recording twice. Check Ss' answers.

Listening transcript

1. Man: Whose board game is this?

Woman: It is Bob's.

2. Man: Whose colouring books are these?

Woman: They are Pam's.

3. Man: Whose crayons are these?

Woman: They are Kate's.

4. Man: Whose computer game is this?

Woman: It is Brad's.

Brad: 4 Bob: 1 Pam: 2 Kate: 3

Activity 2 CS W1.4, W3.1, W3.2

 Ss have to look at the pictures and answer the questions accordingly. Ask Ss to check each other's answers.

1. Yes, you can.
2. No, you can't.
3. It's 50 Riyals.
4. It's 90 Riyals.









REVISION





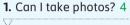






Look, read and write.







3. How much is the train?





2. Can I do my homework? 8





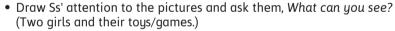
4. How much is the board game?

-

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Activity 3 CS L2.4, R1.1, R4.1





• Ask Ss to predict what they will read about.

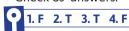
While reading

- Read the text and have Ss read the text along with you.
- Ask Ss some comprehension questions, e.g. Who's Fatima's friend? (Reema.) How many puzzles has Reema got? (Ten.) How many dolls has she got? (Twenty.)
- Choose a few Ss to read the text aloud.

Post reading

Activity 4 CS R2.1

 Explain to Ss that they have to refer to the previous activity and write T for True or F for False next to each sentence accordingly. Check Ss' answers.



Activity 5 CS W1.4

• Explain to Ss that they have to read the text in activity 4 again and answer the question.





Hello. I'm Fatima. This is my friend. Her name is Reema. She has got many toys. She has got 10 puzzles and 20 dolls.





1. The girl's name is Afaf.

F

2. Reema is Fatima's friend.

3. Reema has got ten puzzles.

4. Reema has got one hundred dolls.

5 Write.

How many dolls has Reema got?

She has got dolls.

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Pairs

- Use Blu tack to stick one set of the flashcards for board game, computer game, lorry, puzzle, colouring book, crayons, CDs, manmen, woman-women, numbers 30-100, take photos, fox-foxes, sheepsheep and fish-fish face down on the board so that Ss can't see them.
- Put a second set in a pile on your desk.
- Divide Ss into two teams. Explain to Ss that one member from each team will come up to your desk at a time and pick a flashcard.
- Then, he/she will choose one of the flashcards stuck onto the board by turning it over (without taking it off the board) to see if it's the same as the flashcard he/she is holding.
- If it's the same, then he/she has to say what the flashcard depicts and remove the flashcard from the board as well as its corresponding card from the game.
- If the flashcard is different from the one he/she is holding, the S has to show the flashcard that is stuck on the board to his/her classmates and return the other flashcard to the bottom of the pile on the desk.
- Every matching pair of flashcards gets a point for the team that makes the match. The team with the highest score when all the flashcards have been removed from the board wins the game.





Activity 1

30 thirty 50 fifty 70 seventy 80 eighty 100 one hundred

Activity 2 W1.4, W3.1



5. sheep 6. horses

Activity 3 CS R2.1



1. Afaf's 2. Ahmed's 3. Ahmed's 4. Afaf's

Now I can

Activities 1, 2 & 3 CS S2.2 🌧

- Hold up the WB, point to the pictures and encourage Ss to say the words aloud.
- Have Ss tick the circles as they say each word
- Encourage Ss to do these activities individually and not in chorus.

Activity 4 CS R2.1

 Direct Ss' attention to the pictures and ask them to guess what each character is saying. Elicit Ss' answers. Then read the sentence / exchanges aloud and have Ss repeat after you and tick the circles.

Handwriting activity CS W1.4, W3.1,

W3.2 A □

- Ask Ss to turn to p.134.
- Explain to Ss that they have to read and trace the questions/sentence each time and then they have to write them on the lines that follow.
- Point out that the dot indicates where they have to start.
- Ss can write the questions/sentence more than once on the lines.
- While Ss are doing this activity, go round the class and help Ss if necessary.
- Divide Ss into pairs and ask them to check if the capital letters were written correctly.

C

Before leaving

 Play the song/poem Is that your doll? on p.131 of the SB and invite Ss to say the song/ poem along with the recording.



Note

For the next lesson, bring:

- a hat
- Blu tack or tape



Having ful

When students complete this module, they will be able to:

Song

- follow and identify the main idea and the detail of short texts (L1.1, L2.1)
- predict with a lot of support key words they will hear by using visuals accompanying a text (L3.1)
- communicate or find out with a lot of support very basic personal information (S1.1)
- name familiar objects by using words from topic word sets (S2.2)
- participate in singing songs (S5.1)
- understand and respond with support to detail in very simple sentences (R2.1)
- communicate or find out with a lot of support very basic personal information (W1.1)
- write independently small and capital letters (W1.4)
- write small letters and words of regular size and shape (W3.1)

Let's play

- follow and identify with a lot of support the detail in an increasing range of short, very simple texts (L2.1)
- follow and respond to simple short questions (L2.4)
- name familiar objects by using words from topic word sets (S2.2)
- write small letters and capital letters of regular size and shape (W1.4, W3.1)

Social studies

- follow and respond to simple short questions (L2.4)
- name familiar objects by using words from topic word sets (S2.2)
- predict content by making use of pictures, and understand and respond to the main idea and detail in a short sequence of simple sentences (R1.1, R2.1, R4.1)
- write small and capital letters of regular size and shape (W1.4, W3.1)

Top Stars

- follow and respond to simple short questions (L2.4)
- name familiar objects by using words from topic word sets (\$2.2)
- predict content by making use of pictures, and understand and respond to the main idea and detail in a short sequence of simple sentences (R1.1, R2.1, R4.1)
- write small and capital letters of regular size and shape (W1.4, W3.1)

Comic

- follow and identify with a lot of support the detail in an increasing range of short, very simple texts (L2.1)
- follow and respond to simple short questions (L2.4)
- name familiar objects by using words from topic word sets (S2.2)
- predict content by making use of pictures, and understand and respond to the main idea and detail in a short sequence of simple sentences (R1.1, R2.1, R4.1)
- write small and capital letters of regular size and shape (W1.4, W3.1)

Story

- follow and respond to simple short questions (L2.4)
- understand and respond to the main idea in a short sequence of simple sentences (R1.1)
- understand and respond to detail in short sentences (R2.1)
- predict content by making use of pictures (R4.1)
- write small and capital letters of regular size and shapes (W1.4, W3.1)

Project

- follow and respond with a lot of support to short, simple one-step instructions (L2.3)
- communicate or find out with a lot of support very basic personal information (S1.1)
- write small and capital letters and words of regular size and shape (W1.4, W3.1)

Revision

- follow and identify with a lot of support the detail in short, very simple texts (L2.1)
- follow and respond to simple short questions (L2.4)
- name with support an increasing range of very familiar objects by using words from topic word sets (S2.2)
- understand and respond to the main idea in a short sequence of simple sentences (R1.1)
- understand and respond to detail in short sentences (R2.1)
- predict the content of what they will read by making use of pictures (R4.1)
- communicate or find out with a lot of support very basic personal information (W1.1)
- write small and capital letters and words of regular size and shape (W1.4, W3.1)

Phonics

- say the beginning, middle and final phonemes in known words (L2.7)
- show interest in saying chants (S5.1)
- recognise and sound out beginning, middle and final letter sounds in a word (R3.3)
- blend sounds with a lot of support to read an increasing range of high-frequency words (R3.4)
- identify and remember an increasing range of high-frequency sounds and their letter patterns (R3.5)
- write small and capital letters and words of regular size and shape (W1.4, W3.1)
- spell with support a few familiar very high-frequency words accurately by segmenting them (W2.2)

TOP TIME 5

- follow and respond to simple short questions (L2.4)
- understand and respond to the main idea in a short sequence of simple sentences (R1.1)
- understand and respond to detail in short sentences (R2.1)
- predict the content of what they will read by making use of pictures (R4.1)
- communicate or find out with a lot of support very basic personal information (W1.1)
- write small and capital letters and words of regular size and shape (W1.4, W3.1)





Aims

- to identify actions
- to talk about what someone is doing at the moment of speaking

Vocabularu

Actions: bouncing the ball. swinging, having fun, skating, playing hide and seek

Structures

I'm (bouncing the ball) now. I'm = I ambounce + ing = bouncing



Materials

- flashcards for bouncing the ball, swinging, having fun, skating, playing hide and seek
- Blu tack or tape
- a hat

Lesson plan

Warm-up

- Present the new vocabulary through miming. Pretend you are playing basketball and bouncing the ball and say, I'm bouncing the ball. Repeat this a couple of times and have Ss repeat and mime actions after you.
- Repeat the same procedure with the rest of the actions in the vocabularu section.
- Alternatively, you can hold up the flashcards, one by one, say the phrases and have Ss repeat after you.

1 Vocabulary CS S2.2

- Have Ss open their books to p.145.
- Ask Ss to say the words/phrases in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Sau the words/phrases again in random order and have Ss point and repeat.

Activity 2 CS L1.1, L2.1, L3.1, S5.1 4 1





The activity is

recorded both

as a song and

as a poem.

Pre-listenina

- Direct Ss' attention to the pictures and ask them, What do you think will you hear about in the text/poem?
- Give Ss time to discuss the pictures.
- Elicit their response and write it on the board (some children doing different activities). Ask Ss, Where are the children? (In a park.)
- Ask Ss. What is the text about?
- Ask Ss to listen to the recording of the song/poem and to confirm their predictions. (It's about children doing different activities at the playground.)

- Play the song/poem a second time and tell Ss that they have to listen to match the verses of the song with the corresponding pictures, by numbering them 1-5.
- Play the song/poem and stop after each verse to give the Ss time to number the picture.
- Check the answers as a whole class.



1. boy bouncing the ball 2. girl swinging 3. boy skating 4. girl playing hide and seek 5. girl eating a banana

• Play the song/poem again and have Ss sing along.

Grammar Reference

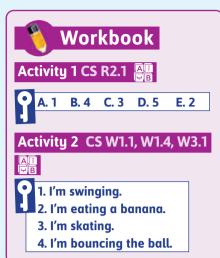
- Ask Ss turn to page 169, Module 10 Song. Read the sentence aloud and get Ss to repeat.
- Explain to Ss that this structure is used to talk about what we are doing at the moment of speaking.
- Explain to Ss that verbs ending in -e, drop the -e before -ing, e.g. ride riding, have - having.

Post listening

Activity 3 CS S1.1, S2.2

- Divide Ss into pairs.
- Ss take turns choosing one of the phrases from the vocabulary and miming it. They have to say the corresponding sentence too, as in the example.







 Hold up the flashcards from the lesson and ask Ss to name them, one by one.



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• Tell Ss to bring a pair of safety scissors to the next lesson.



PRACTICE

Group pantomime

- Divide Ss into groups of five.
- Place the flashcards of the actions taught in the vocabulary section face down on your desk.
- In turn, call up each group and have one S in the group pick up a flashcard without revealing it to the other groups.
- The S shows the flashcard to his/her group and they all mime the action on the flashcard, while the other groups take turns guessing what the Ss are doing, e.g. *They're* (skating) now.
- Every correct guess gets the 'guessing team' one point. Whenever the Ss in a group guess correctly, they get a chance to mime.
- The group with the most correct guesses wins.

EXPANSION

• Ss draw a boy or a girl performing one of the actions they were taught in the vocabulary section and then write a sentence about him/her, e.g. He is bouncing the ball now.





Aims

- to identify clothes
- to ask and answer about what someone is wearing and/or doing at the moment of speaking

Vocabulary

Clothes: trousers Noun: camp Action: wearing

Structures

Are you wearing (a coat)? Yes, I am. / No, I'm not.



- flashcards for camp, trousers, wearing
- · a pair of safety scissors for each S

Revision

- Ask a S to come up, and whisper an action to him/her, e.g. playing hide and seek.
- The S will have to pretend he's/she's performing that action. Then ask the rest of the Ss to guess the action and say the phrase.
- Ss take turns miming different actions.

TOP STARS Say the new words. ■) wearina camp 2 Look, listen and read. ◀୬ Hassan, are you 1 At the camp. playing now? Hi, Ali. Are you coming to the camp? Yes, I am. Yes! I'm playing volleyball. Ali, wear your Are you new T-shirt. wearing sandals and shorts? Yes, Mum. I like your T-shirt! No, I'm not. I'm wearing my trainers and my trousers. Ali, it's hot here at Thank you! the camp! 146

Lesson plan

Warm-up

 Hold up the flashcards of the lesson, one by one, say the words and have Ss repeat after you.

1 Vocabulary CS S2.2 🍜

- Have Ss open their books to p.146.
- Ask Ss to say the words in the vocabulary section. Play the recording a few times and have Ss point to the pictures and repeat.
- Say the words again in random order and have Ss point and repeat.

Activity 2 CS L2.4, R1.1, R2.1, R4.1 🍜



Before reading

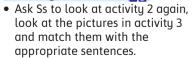
 Have Ss look at the presentation and ask them what the story will be about. Ask Ss, What can you see in the pictures? (Hassan and Ali are talking on the phone.), Where are the boys? (Hassan is at the camp and Ali is on the street.) What are they wearing? (Hassan is wearing shorts, a T-shirt and sandals. Ali is wearing a T-shirt, trousers and trainers.)

While reading

- Play the recording and/or read the text and encourage Ss to shadow read (read along with the recording/you).
- Check Ss' predictions.
- Ask Ss some questions about the story. Where's Hassan? (At the camp.) Is Ali going there too? (Yes, he is.) Is Hassan wearing trousers in picture 2? (No, he isn't.) Why not? (Because it is hot at the camp.) Is Ali wearing trainers in picture 3? (Yes, he is.) What's the weather like at the camp? (It's hot.) Does Hassan like Ali's new T-shirt? (Yes, he does.)
- Divide Ss into groups of three and have them act out the dialogue.

Post reading

Activity 3 CS R2.1



 Go round the classroom making sure Ss have matched the pictures to the sentences correctly.



Grammar Reference

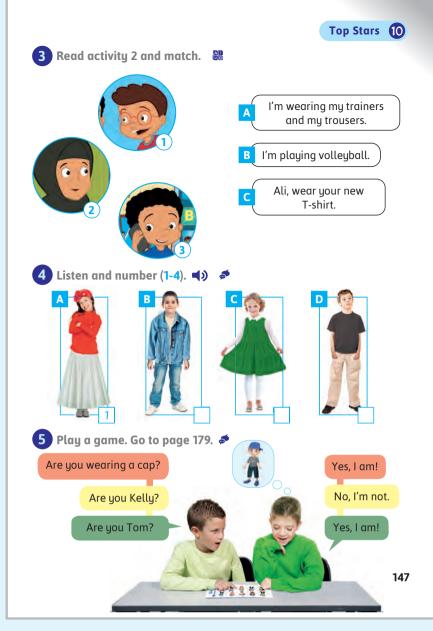
- Ask Ss to turn to page 169, Module 10 Top Stars. Read the question and answers aloud and get Ss to repeat.
- Explain that we use the structure Are you wearing...? to ask a person if he/she is wearing a specific item of clothing at the moment of speaking.

Activity 4 CS L2.4 🍜

- Explain to Ss that they will listen to four exchanges and they have to number the pictures 1-4 according to the descriptions they hear.
- Play the recording twice.

Listening transcript

- 1. Boy: Are you wearing a skirt?
 Girl: Yes, I am. I'm wearing a
 hat too.
- 2. Girl: Are you wearing a jacket?



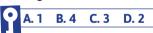
Boy: No, I'm not. I'm wearing trousers and a T-shirt.

3. Boy: Are you wearing a skirt and a cap?

Girl: No, I'm not. I'm wearing a dress. It's beautiful!

4. Girl: Are you wearing jeans?

Boy: Yes, I am. I'm wearing a jacket and trainers too.



Activity 5 CS L2.4

- Instruct Ss to turn to p.179.
- Divide Ss into pairs.
- Have Ss look carefully at the pictures and then have SB choose a picture and pretend it's him/her. SA then asks SB questions about what he/she is supposedly wearing, trying to guess which picture SB has chosen, e.g Are you wearing a cap? SB answers Yes, I am or No, I'm not until SA identifies the correct picture, e.g. SA asks, Are you Tom? and SB answers, Yes, I am. Ss take turns choosing a picture and asking and answering questions.



What are used

What are you wearing?

• Tell each S to draw a figure

wearing some of the items of clothing Ss have been taught so far.

- Divide Ss into pairs.
- SA asks SB questions about what his/her figure is wearing and



draws the figure on a piece of paper. Then Ss compare their drawings.

• Ss swap roles.

EXPANSION

• Write some lines from the dialogue in activity 2 on the board, e.g. Are you coming to the...? I'm wearing my..., Ali, wear your new... and ask Ss to guess the missing words and say them aloud.





 Ask each S, Are you wearing...? and elicit his/her answer.



Note

For the next lesson, bring:

 magazine pages or Internet printouts of people wearing scarves, shorts, sunglasses and gloves





Aims

- to identify and talk about clothes
- to talk about what someone else is wearing

Vocabularu

Clothes: pyjamas

Accessories: scarf, sunglasses, boots

Structures

He's wearing (shorts). She's wearing (sunglasses).



Materials

- flashcards for scarf, sunalasses, boots. pyjamas
- photocopies of the flashcards from this and the previous lessons (one per S)
- magazine pages or Internet printouts of people wearing scarves, boots, pyjamas and sunalasses
- coloured pencils

Revision

• Ask individual Ss questions about what they are wearing, e.g. Are you wearing sandals? Ss have to answer, Yes, I am or No, I'm not accordingly.

Lesson plan

Warm-up

- Show Ss the magazine pages / Internet printouts. Point to a picture of somebodu wearing a scarf and sau, scarf. Have Ss repeat after you a couple of times.
- Follow the same procedure for sunglasses. boots and pyjamas.
- Alternatively, you can hold up the flashcards one by one, say the words and have Ss repeat after you.

1 Vocabulary CS S2.2 🤝

- Have Ss open their books to p.148.
- Ask Ss to name the pictures in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.

Activity 2 CS L2.4, R1.1, R2.1, R4.1



Before reading

- Direct Ss' attention to the first frame and ask them, What are the people doing? (Mum is drinking. Dad is reading. The girl is talking. The boy is going to bed.)
- Ask Ss to tell you what they think the story will be about.



Say the new words. **◄**))









sunglasses 2 Look, listen and read. 📢 🏭 🔑 🍜

Things we wear!









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While reading

- Play the recording and/or read the text and encourage Ss to shadow read (read along with the recording/you).
- Check Ss' predictions.
- Ask Ss some questions about the text. Where's Salem? (At home.) What is he wearing? (He's wearing his pyjamas.) Where are the girls in frame 2? (They're at school.) What are their names? (Asma and Noor.) What are the girls wearing in the desert? (They're wearing trousers, jackets, boots and scarves.) Why are they wearing jackets, scarves and boots? (Because it is cold.) Who is wearing sunglasses? (Salem.) Are they his? (No, they aren't. They are his dad's.)
- Divide Ss into groups of three and have them act out the story.

Post readina

Activity 3 CS R2.1, W1.4, W3.1

• Explain to Ss that they have to read the sentences, refer to the text in activity 2 and then write Yes or No according to the story.



Grammar Reference

- Ask Ss to turn to page 169, Module 10 Comic. Read the sentences aloud and get Ss to repeat.
- Draw a boy and a girl wearing different clothes on the board. Point to the boy and say, He's wearing (jeans). Then point to the girl and say, She's wearing (a dress).



 Explain to Ss that we use He's wearing to talk about what a male is wearing and She's wearing to talk about what a female is wearing at the moment of speaking.

Activity 4 CS L2.1 🌼

• Tell Ss that they are going to hear some sentences about the clothes the children are wearing and they will have to tick (4) the picture that is being described each time.

Listening transcript

- 1. Man: She's wearing a dress. It's purple.
- **2. Man:** He's wearing shorts and a yellow T-shirt.
- **3. Man:** He's wearing sunglasses and shorts.
- 4. Man: She's wearing a skirt and a green scarf.



Activity 5 CS S2.2 🍜

- Divide Ss into pairs.
- SA chooses one of the pictures in activity 4 and makes a sentence about what the boy or girl is wearing. SB tries to guess who it is. Ss swap roles.



PRACTICE

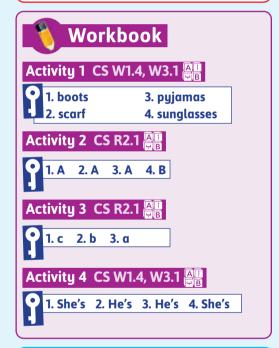
Guess who?

- Ask each S to draw a picture of a boy or a girl wearing items of clothing he/she is familiar with.
- Stick the Ss' drawings on the board.
- Tell a S to come to the board and choose a drawing without revealing which one he/ she has chosen.
- The rest of the class guesses which one it is by making sentences about what he/she might be wearing, e.g. She's wearing a skirt. It's red.
 The S at the board answers Yes or No until the class finds out who the S has chosen.
- Repeat the procedure with different Ss.

EXPANSION

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 Give each S a photocopy of a flashcard from this or the previous lessons of the module. Say a word, e.g. trousers. The Ss who have the corresponding flashcard have to hold it up and say the word aloud. Repeat with the rest of the flashcards.





 Ask each S to point to one of the children on p.149, activity 4 in their SB and make a sentence about what he/she is wearing.



For the next lesson, bring:

- flashcards for bouncing the ball, swinging, having fun, playing hide and seek, skating, camp, trousers, wearing, scarf, sunglasses, boots and pyjamas
- Tell Ss to bring a pair of safety scissors for the next lesson.





Language focus

Aims

 to ask and answer about what someone is wearing

Structures

Is he wearing (a T-shirt)? Yes, he is. / No, he isn't. Is she wearing (a jacket)? Yes, she is. / No, she isn't.

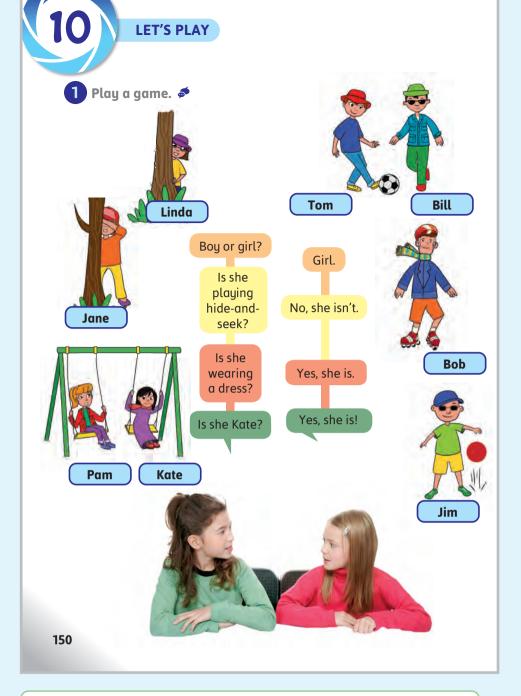


Materials

- flashcards for bouncing the ball, swinging, having fun, playing hide and seek, skating, camp, trousers, wearing, scarf, sunglasses, boots and pyjamas
- Blu tack or tape
- a pair of safety scissors (for each S)

Revision

 Point to a S in the classroom and ask a different S to look at his/ her clothes and make a sentence about what he/she is wearing, e.g. He's wearing a T-shirt.



Lesson plan

Warm-up

• Pretend to wear a scarf and say, scarf. Have Ss repeat after you a couple of times. Repeat the same procedure for all the words for clothes Ss are familiar with.

Activity 1 CS S2.2, L2.4 🍜

- Ask Ss what they can see (children wearing different clothes). Ask Ss, What's Jane, Kate, etc. wearing? Elicit Ss' answers. Ask Ss, What are the two girls doing? (They are asking and answering questions about the children.)
- Divide Ss into pairs and have them play the game.
- SB chooses one of the people without telling SA which one he/she has chosen.
- SA asks questions to find out what clothes the person SB has chosen is wearing and what activity he/she is doing, e.g. Is she wearing a skirt? Is she swinging?
- SB answers accordingly.
- Ss take turns.



- Ask Ss to turn to page 169, Module 10 Let's play. Read the questions and answers aloud and get Ss to repeat.
- Draw a girl and a boy wearing different clothes on the board.
- Point to the boy and ask the class, Is he wearing (a T-shirt)? Have Ss repeat the question a couple of times and encourage them to answer Yes, he is or No, he isn't.
- Repeat the same procedure by pointing to the girl and asking about the clothes she's wearing in a similar manner.
- Elicit that we use the structure *Is he/she* wearing...? to ask about the clothes someone else is wearing. Explain that we use short answers *Yes*, *he/she* is or *No*, *he/she* isn't to reply.



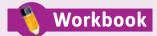
PRACTICE

Whispers

- Stick the flashcards from previous lessons in the module on the board (bouncing the ball, swinging, having fun, playing hide and seek, skating, camp, trousers, wearing, scarf, sunglasses, boots and pyjamas).
- Divide Ss into two teams. The teams stand in two lines with their backs turned to you and the board, except for the first player on each team, who should be facing you and the board.
- Point to a flashcard. The two players facing you look at the card and whisper the word down the line. The last player in each line has to find the flashcard that depicts the word, point to it and say it. If he/she is correct, then the team gets a point.
- Then the last player goes to the front of the line. Continue in this manner until all Ss have had the chance to be at the front of the line.
- The team with the most points wins.

EXPANSION

• Write different items of clothing on the board, one at a time, and ask Ss to draw the corresponding item on a piece of paper.



Activity 1 CS L2.1, L2.4 💠 🍜

Listening transcript

1. Who's Salem?

Boy 1: Is Salem wearing shorts?

Boy 2: No, he isn't. He's wearing trousers.

Boy 1: Is he wearing trainers?

Boy 2: Yes, he is. He's wearing sunglasses too.

2. Who's Kate?

Girl: Is Kate wearing a dress?

Man: No, she isn't. She's wearing a skirt and sunglasses too.



Activity 2 CS W1.4, W3.1



- 1. He's wearing shorts and sunglasses.
- 2. She's wearing a scarf and a dress.

C Before leaving

 Point to the children on the cutout page and ask each S, Is he/ she wearing (a coat)? Each S answers, Yes, he/she is or No, he/ she isn't.



O Language focus

Aims

- to provide Ss with cross-curricular information on social studies
- to identify and talk about clothes for different situations

Vocabularu

Nouns: desert, sandboarding, sand



Materials

• flashcards for desert. sandboarding, sand dune

Revision

- Stick the cut-out page from the previous lesson on the board.
- Choose one of the children and ask Ss to ask questions in order to guess the child you have chosen e.g. Is he/she wearing trousers?

Lesson plan

Warm-up

• Hold up each flashcard, say the corresponding word and get Ss to repeat a few times after you.

1 Vocabulary CS S2.2 🤝

- Have Ss open their books to p.151.
- Ask Ss to say the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.

Activity 2 CS L2.4, R1.1, R2.1, R4.1 🚇 🔎 🍮





- Direct Ss' attention to the picture and ask them, What can you see in the picture? (A man sandboarding.) Is he from Qatar? (Yes, he is.) How do we know? (Because of the Qatari flag.) What is he doing? (He is sandboarding.)
- Ask Ss to predict what the text will be about.
- Write Ss' predictions on the board.

While reading

Before reading

- Play the recording and/or read the text and encourage Ss to shadow read (read along with the recording/you).
- Check Ss' predictions.
- Ask Ss some questions about the text. What's Jassim wearing? (He's wearing a blue T-shirt and brown shorts.) Why is he at the desert? (Because he's camping there.) What is he doing? (He's sandboarding.) Is he fast? (Yes, he is.) Ask Ss, Do you like going to the desert? What do you do when you go to the desert? Elicit Ss' answers.
- Choose a few Ss to read the text aloud.

Post reading

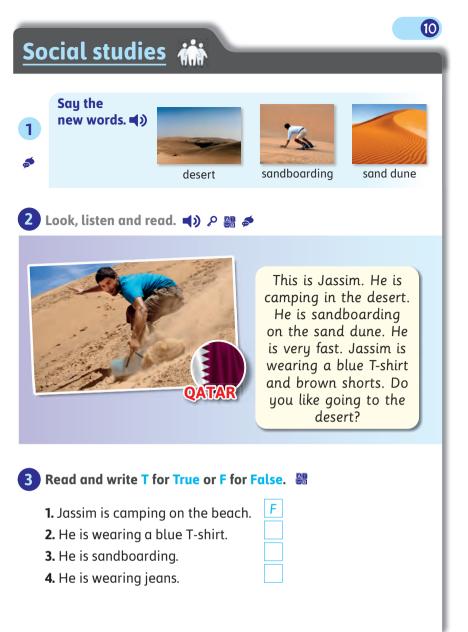
Activity 3 CS R2.1



• Explain to Ss that they have to refer to activity 2, read the sentences and write T for True or F for False according to what they have read in the text.



1. F 2. T 3. T 4. F





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What is he/she wearing?

• Invite a S to come to the board and tell him/her to draw a person. Ask the rest of the class to call out items of clothing in any order they like, while the S at the board draws them on the person. In the end, have the S at the board present the person by saying what the person is wearing, e.g. He's wearing a T-shirt.





Before leaving

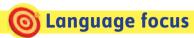
- Divide Ss into pairs. SA says a true or a false sentence about Jassim in the Student's Book from activity 2. SB has to say Yes if the sentence is true or No if the sentence is false.
- Ss swap roles.



For the next lesson:

• photocopy the story (At the aqua park, SB, pp.152-153), making one copy for every four Ss. Before you photocopy the story, cover the speech bubbles and the numbers in each frame. Cut out the frames. Photocopy the story again (one copy for every four Ss) and cut out the speech bubbles. Bring the copies of the story and the speech bubbles to the next lesson.





Aims

- to listen to a story and read for pleasure
- to revise and consolidate vocabulary and structures presented in previous lessons

Revision

• Draw Ss' attention to the picture of Jassim in the previous lesson (SB, p.151) and ask Ss to say as many sentences about him as they can, e.g. He's wearing a blue shirt. He's sandboarding.

Lesson plan

Activity 1 CS L2.4, R1.1, R2.1, R4.1

Before reading

- Hold up the Story time Big Book and display the cover page.
- Ask Ss, What do you think the story is about? Elicit Ss' answers.
- Ask Ss if they know any words in the title and read the title together.
- Point to the first frame and ask Ss, What can you see in the pictures? (A family.) Where are the characters? (At the aqua park.)
- Cover the second page (p.153) and ask Ss to look at the frames of the story on p.152 and guess what will happen next.
- Reveal the second page and ask Ss to look at the pictures and guess what the story is going to be about.
- Point to each frame and invite Ss to guess what will happen in the story. Write Ss' predictions on the board.

While reading

- Play the recording and/or read the text and ask Ss to shadow read (read along with the recording/you).
- Check Ss' predictions.
- Ask Ss some comprehension questions. Encourage Ss to answer.

Frame 1: (pointing to aqua park) What can you see in the aqua park? (Slides and a playground.) What did Omar say about the slides? (That they are high.)

Frame 2: (pointing to Noor) What is she doing? (She's swimming.)



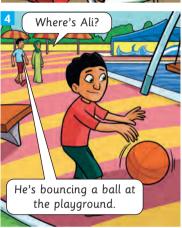
AT THE AQUA PARK

🚺 Look, listen and read. 📢 🔡 🔑 🏂









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Frame 3: (pointing to Omar) What is he doing? (He's sliding.)

Frame 4: (pointing to Ali) What is he doing? (He's bouncing a ball at the playground.)

Frame 5: (pointing to Ali) What is he doing? (He's eating ice cream.) Who is taking photos? (His dad.)

Frame 6: (pointing to the animal fountain) *Is Omar having fun in the water?* (Yes, he is.) *How do we know?* (Because he looks happy playing in the swimming pool with the animals spraying water.)

Frame 7: Who is hungry? (Ali.) Where is the family going? (To a restaurant.) **Frame 8:** (pointing to the family) Is the family happy? (Yes, they are.) How do we know? (Because they say that they like the aqua park and they want to go there again.)

Post reading

POST-STORY ACTIVITY

Ask Ss:

- Do you like spending time with your family?
- What do you usually do with your family?
- Where do you like going with your family?
- Have Ss discuss the questions in groups or in pairs. Elicit Ss' answers.

Value

• Draw Ss' attention to the value and read it aloud. Explain it and discuss it with Ss.



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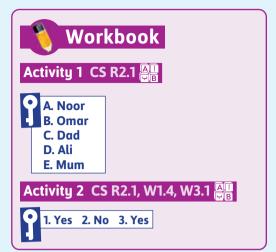




Ali, smile!









 Divide Ss into groups of five and have them read the story aloud. Then tell Ss to swap roles.



Story line

- Divide Ss into groups of four.
- Cover the speech bubbles from the story and the numbers in each frame. Photocopy the story once for each group of Ss and cut out each frame.
- Photocopy only the speech bubbles from the story for each group of Ss and cut them out.
- Give each group a copy of the story and the speech bubbles.
- Ask Ss to close their books.
- Ss have to put the frames in the correct order and then match each bubble to the correct frame and character.



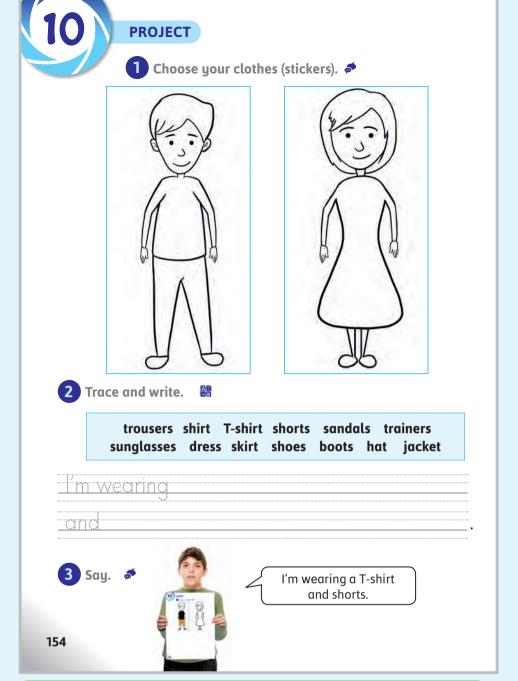


Aims

to choose the clothes you like wearing

Revision

 Ask Ss if they remember the title of the story from the previous lesson (At the aqua park).
 Ask them to tell you who the characters in the story were and what they were doing.



Lesson plan

Warm-up

- Ask Ss to describe their favourite clothing item or accessories using the vocabulary they were presented with in the module.
- Make sure all of the Ss participate.

Activity 1 CS L2.3 🍮

- Direct Ss' attention to the pictures, and explain to them that they are going to dress up one of the figures.
- Tell Ss that they have to choose the boy or the girl figure. Then they have to turn to the back of their Student's Book and find the stickers with the clothes. They have to choose the items of clothing they want and dress their figure up by sticking the stickers on the figure.

Activity 2 CS W1.4, W3.1

• Ss complete the sentences about what their figure is wearing, e.g. I'm wearing trousers and a T-shirt.

Activity 3 CS S1.1 🍜

- Draw Ss' attention to the speech bubble, and read it aloud.
- Ask Ss to show their fully clothed figure and tell the rest of the class what he/ she is wearing.





Whose is it?

- Choose two Ss to come to the front of the class and open their books to the figure they have dressed up. Make sure the two Ss have dressed up figures of the same gender.
- Choose another S and ask him/her to choose one of the two figures and describe what he/she is wearing.
- The rest of the class has to guess whose figure the S is describing.
- Repeat the same procedure with other Ss.



- Ask Ss to form a sentence about their figure.
- Make sure all of the Ss participate.





Language focus

Aims

• to practise the pronunciation of words ending in -ash and -ine



Materials

- flashcards for flash, crash, splash, nine, fine and line (pictures and words)
- Blu tack

Revision

- Ask Ss to present their figures from the previous lesson.
- Depending on the size of the class, you can divide Ss into groups of three and ask them to present their figures to each other.
- Have a few groups come to the front of the class and present their figures.

Lesson plan

Warm-up

- Photocopy the two pictures of the chants/poems and stick them on the board.
- Draw Ss' attention to the first picture and ask them auestions, e.a. What do the boys see in the sky? (A flash.) What happened to the car? (It had a crash.)
- Draw Ss' attention to the second picture and ask them questions, e.g. How many boys can you see? (Nine.) How are the boys? (Fine.) What are the boys doing? (They are walking in line.)

Phonics page 155

Activity 1 CS R3.5, S5.1 • 🕸



• Play the chant/poem (more than once). Ask Ss to identify the The activity is most repeated sound/ recorded both

rime e.g. -ash. Elicit the words with the same rime (flash, crash, splash).

as a chant and as a poem.

• Hold up each flashcard, say the words (flash, crash, splash) and ask Ss to repeat. Listen, say and circle the −ash words. ◀》



PHONICS





The crash

Look in the sku. There's a flash. Listen! A splash! Oh, no! A crash!

Read and match.

1. flash

2. crash

3. splash



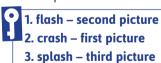


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- Ask Ss to open their books and listen to the chant/poem again. Ss follow along in their book. As they hear the words with the same rime, encourage Ss to clap and say the chant/poem along with the recording.
- Ask Ss to circle the words in their book. Elicit more words that have the same rime, write them on the board and ask Ss to read them. You could encourage Ss to use the words (flash, crash, splash) in sentences.

Activity 2

- Draw Ss' attention to the pictures in the activity.
- Explain to Ss that they have to read and match the words to the pictures.
- Go round the class and make sure Ss have matched the words to the correct pictures.



Phonics page 156

Activity 1 CS R3.5, S5.1 🔅 🔠

- Play the chant/poem (more than once). Ask Ss to identify the most repeated sound/rime e.g. -ine. Elicit the words with the same rime (nine, fine, line).
- Hold up each flashcard, say the words (nine, fine, line) and ask Ss to repeat.

The activity is recorded both as a chant and as a poem.



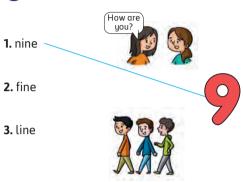
1 Listen, say and circle the —ine words. 📢) 💠 🔠

Nine boys

How many boys are there?
There are nine.
Boys, get in line.
How are you?
We are fine.







3 Read and cross the odd one out.

1.	crash	flash	line
2.	splash	fine	nine
3.	line	crash	fine

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- Ask Ss to open their books and listen to the chant/poem again. Ss follow along in their book. As they hear the words with the same rime, encourage Ss to clap and say the chant/poem along with the recording.
- Ask Ss to circle the words in their book. Elicit more words that have the same rime, write them on the board and ask Ss to read them. You could encourage Ss to use the words (nine, fine, line) in sentences.

Activity 2

- Draw Ss' attention to the pictures in the activity.
- Explain to Ss that they have to read and match the words to the pictures.
- Go round the class and make sure Ss have matched the words to the correct pictures.



Activity 3

- Explain to Ss that they have to read the words carefully and cross the odd one out.
- Go round the class and make sure Ss have crossed out the correct word.

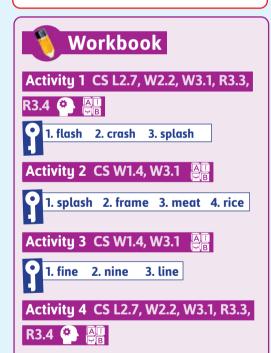






Ready, set, match

- Divide Ss into two teams.
- Stick the picture flashcards on the board.
- Put the word flashcards (flash, crash, splash, nine, fine, line) in a pile on your desk, with the words facing down.
- Ss are to come up one at a time, alternating between teams, to pick a photocopy off your desk, read it and stick it below the corresponding picture with Blu tack.
- Once Ss have stuck the word under the corresponding picture, they have to say the sound and the word aloud. The S who does everything correctly gets a point for his/her team.
- Make sure that all the Ss in each team get a chance to go up and play.
- The team with the most points at the end of the game wins.





picture in each frame.

For the next lesson, photocopy only the pictures from the flashcards of the words of the module and then only the words. (a set of each for each group of 4 Ss)

• Make sure Ss have drawn the corresponding





Language focus

to revise and consolidate vocabulary and structures presented in previous lessons



Materials

- photocopies of the picture flashcards and word cards of the words presented in this module (a set of each for each group of 4
- Blu tack or tape

Revision

• Play the two chants/poems from the Phonics lesson and have Ss say the chants/ poems along with the recording. Elicit -ash/-ine rime words from the Ss.

Lesson plan

Warm-up

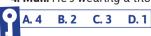
- Stick some of the flashcards from previous lessons in the module on the board (4-5 flashcards each time). Tell Ss to memorise them
- Ask Ss to close their eyes, and then hide one of the flashcards. When Ss open their eyes, they have to try to remember which one is missing.

Activity 1 CS L2.1

- Explain to Ss that they are going to listen to some sentences and they have to number the pictures.
- Have Ss check their answers in pairs, then as a class.

Listening transcript

- 1. Man: He's wearing a T-shirt, shorts and sunglasses.
- **2. Man:** She's wearing a dress and a scarf.
- 3. Man: She's wearing a skirt, a scarf and a shirt. They're beautiful!
- **4. Man:** He's wearing a thobe and sandals.



Activity 2 CS S2.2

- Divide Ss into pairs.
- Tell Ss that they have to take turns choosing one of the four children and describe him/her to their partner, as in the example.



• Choose a few Ss to describe the child they have chosen aloud.

Activity 3 CS L2.4, R1.1, R2.1,

Before reading

- Draw Ss' attention to the picture and instruct them to turn to the back of their book, to the page with the stickers, find the stickers depicting the activities mentioned in the text and stick them in the corresponding places. Ask them, What can you see in the pictures? (Some children doing different activities.)
- Explain to Ss that they are going to read the text and find out more things about the children in the pictures.

While reading

- Read the text and have Ss read along with you.
- Ask Ss some comprehension questions. Encourage Ss to

answer. Where's Fatima? (She's at the park.) What's Omar doing? (He's riding his bike.) What is her sister doing? (She is swinging on the swings.) What are the boys doing? (They are playing football.) What colour is the boy's kite? (It's green.)

• Choose a few Ss to read the text aloud.

Post reading

Activity 4 CS R2.1



- Explain to Ss that they have to refer to the previous activity and circle Yes or No accordingly.
- Have Ss check their answers in pairs, then as a class.



Activity 5 CS W1.4, W3.1



• Explain to Ss that they have to read the text in activity 3 again and answer the question.



Yes

Yes

Yes

Yes

No

No

No

No

4 Read and circle Yes or No.

1. Her name is Fatima.

2. Omar is playing basketball.

3. Aisha is swinging on the swings.

4. The boys are playing tennis.

5 Read again and answer.

1. What colour is the kite?

Ht/s

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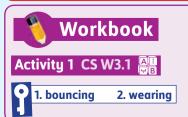
• Have Ss check their answers in pairs first, then as a class.





Matching pictures

- Divide Ss into groups of four.
- Give each group a set of picture flashcards and a set of word cards with the vocabulary presented in the previous lessons and tell them to shuffle them and place them face down on a desk in two piles.
- Ss take turns picking a card from each pile. The Ss have to say the items depicted on the flashcards and the word cards. If the pictures match the words, they keep both cards. If the pictures don't match the words, Ss should try again.
- The S who has collected the most flashcards wins.





Activity 2 CS W1.4, W3.1



1. Yes, he is. 2. No, she isn't. 3. Yes, she is. 4. No, he isn't.

Activity 3 CS W1.1, W1.4, W3.1



 Ask Ss to complete the sentence about what they are wearing and then say it.



Now I can

Activities 1, 2 & 3 CS S2.2 🌧

- Hold up the WB, point to the pictures and encourage Ss to say the phrases/words aloud.
- Have Ss tick the circles as they say each phrase/word.
- Encourage Ss to do these activities individually and not in chorus.

Activity 4 CS R2.1

 Direct Ss' attention to the pictures and ask them to guess what each character is saying. Elicit Ss' answers. Then read the sentences/exchanges aloud and have Ss repeat after you and tick the circles.

Handwriting activity CS W1.4, W3.1

- Ask Ss to turn to p.148.
- Explain to Ss that they have to read and trace the question/sentences each time and then they have to write them on the lines that follow.
- Point out that the dot indicates where they have to start.
- Ss can write the question/sentences more than once on the lines.
- While Ss are doing this activity, go round the class and help Ss if necessary.
- Make sure all Ss have traced and written the question/sentences correctly.

C Before leaving

 Draw different items of clothing on the board and ask each S, e.g. Are you wearing (a hat)? Encourage each S to answer saying, Yes, I am or No, I'm not before they leave the classroom.



For the next lesson bring:

- all flashcards for clothes from the module
- · Blu tack or tape

Modules 9-10



Language focus

 to revise and consolidate structures and vocabulary presented in the previous two modules



Materials

- all flashcards for clothes from the module
- Blu tack or tape

Lesson plan

Activity 1 CS L2.4, R1.1, R4.1





Before reading

- Ask Ss to open their books to p.159.
- Have Ss look at the pictures and ask them to guess what the text is going to be about. (A boy from Qatar.) Ask Ss, What can you see in the pictures? (A school, a boy from Qatar, a computer game and a box with tous in it.) What game does the boy like playing? (A computer game.) What is in the box? (30 tous.)
- Write Ss' predictions on the board.

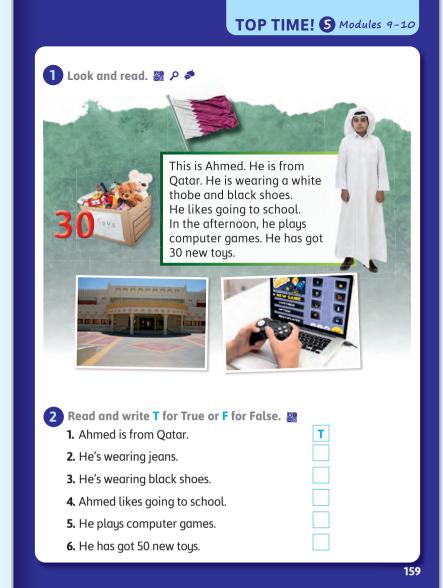
While reading

- Read the text aloud and encourage Ss to read along with you.
- Check Ss' predictions.
- Ask Ss some questions about the text. Is Ahmed wearing a thobe? (Yes, he is.) What colour are his shoes? (They're black.) Does he like going to school? (Yes, he does.) What does he do in the afternoon? (He plays computer games.) How many new toys has he got? (Thirty.)
- Choose a few Ss to read the text aloud.

Post reading

Activity 2 CS R2.1

- Direct Ss' attention to the sentences in the activity.
- Explain to Ss that they have to write T if the sentence is True or F if it's False.
- Have Ss check their answers in pairs first, then as a class.



• Go round the classroom, making sure all Ss have completed the activity correctly.



Activity 3 CS R2.1, W1.4, W3.1

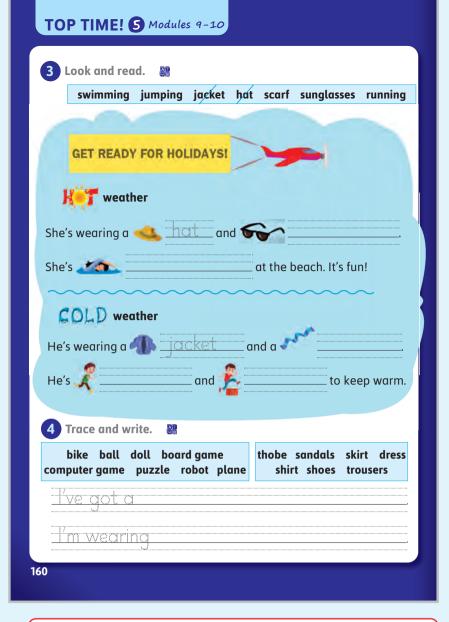
- Explain to Ss that they have to read the sentences, look at the pictures and write the words.
- Hold up your book and ask some Ss to read the text aloud.



Activity 4 CS W1.1, W1.4, W3.1

- Draw Ss' attention to the activity and tell them they have to trace and complete the sentences about themselves.
- Explain to Ss that they have to complete the first sentence about a toy or a game they have got, and the second sentence about the clothes they are wearing. Tell Ss that they can use the words from the boxes and their own ideas.
- Go round the classroom, making sure all Ss have traced and completed the activity correctly.







Don't break the chain

- Get Ss to sit in a circle. If you have a large number of Ss, divide them into small groups.
- One S says a phrase to the S sitting next to him/her, consisting of a number and a noun, e.g. Six jackets. The second S continues by adding another phrase, e.g. Six jackets and ten shoes. Ss continue in the same manner. Point out that they should remember the exact order of the phrases that are mentioned.
- Any S who doesn't remember the exact order or forgets a phrase sits at his/her desk.





Whispers

- Stick the flashcards of the vocabulary for clothes on the board.
- Divide Ss into two teams. The teams stand in two lines with their backs turned to you and the board, except for the first player on each team who should be facing you and the board.
- Point to a flashcard. The two players facing you look at the card and whisper the word down the line. The last player in each line has to find the flashcard that depicts the word, point to it and say it. If he/she is correct, then the team gets a point.
- Then the last player goes to the front of the line. Continue in this manner until all Ss have had the chance to be at the front of the line.
- The team with the most points wins.



 Explain to Ss that you are going to say some sentences about Ahmed in activity 1 and they have to say Yes if the sentence is True or No if the sentence is false.



Language focus

Aims

 to revise and consolidate vocabulary and structures presented in previous lessons through a story

Lesson plan

Activity 1 CS L2.4, R2.1, R4.1 \nearrow



Before reading

- Hold up the Story time Big Book and display the cover page.
- Ask Ss, What do you think the story is about? Elicit Ss' answers.
- Ask Ss if they know any of the words in the title and then read the title together.
- Point to the first frame and ask Ss to tell you what they think is happening. (The boys are at school with their teacher.)
- Cover the second page (p.163), ask Ss to look at the first three frames of the story on p.162 and guess what will happen next.
- Reveal the second page and ask Ss to look at the pictures and guess what the story is going to be about.
- Point to each frame and invite Ss to guess what is happening.
- Write Ss' predictions on the board.

While reading

- Play the recording and/or read the text and ask Ss to shadow read (read along with the recording/you).
- Check Ss' predictions.
- Ask Ss some comprehension questions. Encourage Ss to answer

Frame 1: (pointing to the teacher) What is she asking the boys about? (The weather.) Is it sunny? (Yes, it is.)



THE WINTER HOLIDAY

🚺 Listen and read. 🕩 🔐 🔑 🍜







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Frame 2: (pointing to the calendar) What month is it? (December.) (pointing to the boys) Why are the boys happy? (Because it's the Winter holiday and it's time to have fun.)

Frame 3: (pointing to the boys) Where are the boys now? (In the canteen.) (pointing to Hassan) Where is Hassan going for the Winter Holiday? (To Sealine.) (pointing to Nasser) Where is Nasser going? (To his grandparents' house.)

Frame 4: (pointing to the background) What is the weather like? (It's sunny.) (pointing to Hassan) What does Hassan want to do? (He wants to ride a quad bike.)

Frame 5: (pointing to Hassan and his dad) Where are they now? (They're close to the food truck.) Why does Hassan want to go to the food truck? (Because he is hungry.)

Frame 6: (pointing to Nasser) Where is Nasser? (At his grandparents' house.) (pointing to the window) What is the weather like? (It's cloudy and windy.) What does Nasser's grandfather suggest doing? (He suggests going to the mall.)

Frame 7: (pointing to Nasser and his grandparents) Where are they now? (At the mall.) (pointing to the toy shop) What is there in the mall? (A toy shop.) (pointing to Nasser) Does he like toys? (Yes, he does.)











VALUE Enjoy your holiday time.

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Post reading

POST-STORY ACTIVITY

Ask Ss:

- Do you like holiday time?
- What do you like doing in holiday time?
- Where do you like going on holiday?
- Have Ss discuss the guestions in groups or in pairs. Elicit Ss' answers.

Value

• Draw Ss' attention to the value and read it aloud. Explain it and discuss it with Ss.





Who says what?

- · Ask Ss to close their books.
- Divide Ss into two teams.
- Write some sentences from the story on the board, e.g. It's sunny at Sealine today. Time to have fun! I like toys! etc.
- Choose a S from the first team, point to a sentence, encourage him/her to read it and say who said it (the teacher, Hassan, Dad, Nasser, Grandfather, Grandmother). If the S answers correctly, he/she gets a point for his/her team.
- Repeat the same procedure with a S from the second team.
- Play the game until all Ss have had a turn.
- The team with the most points wins.



Before leaving

- Choose seven Ss at random and ask them to come up to the board.
- Encourage them to act out the story as it appears in their SB.
- You can play the recording so that Ss have a guideline the first few times.
- Call up more Ss to the board and repeat for as long as time permits.



Language focus

Aims

 to revise and consolidate vocabulary and structures presented in previous lessons through a story

Lesson plan

Activity 1 CS L2.4, R2.1, R4.1



Before reading

- Hold up the Story time Big Book and display the cover page.
- Ask Ss, What do you think the story is about? Elicit Ss' answers.
- Ask Ss if they know any of the words in the title and then read the title together.
- Point to the first frame and ask Ss to tell you what they think is happening. (Maha and Nouf are at the mall with their parents.)
- Cover the second page (p.165), ask Ss to look at the first three frames of the story on p.164 and guess what will happen next.
- Reveal the second page and ask Ss to look at the pictures and guess what the story is going to be about.
- Point to each frame and invite Ss to guess what is happening.
- Write Ss' predictions on the board.

While reading

- Play the recording and/or read the text and ask Ss to shadow read (read along with the recording/you).
- · Check Ss' predictions.
- Ask Ss some comprehension questions. Encourage Ss to answer.

STORY 4

GO GREEN!

1 Listen and read. ◀) 🔐 🔑 🍜







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Frame 1: (pointing to the family) Where are they? (At the mall.) What do the girls want to do? (They want to play.)

Frame 2: (pointing to the poster) What is the poster about? (It's about recycling.)

Frame 3: (pointing to the background) Where are the girls now? (At the food court.) (pointing to the recycling bins) What can we recycle? (Paper, plastic and glass.) Ask Ss what else can be recycled.

Frame 4: (pointing to the background) Where are the girls now? (They're at home.) (pointing to the paper) What are they going to use for the white part? (Paper.) (pointing to the bottle caps) What are they going to use for the maroon part? (The bottle caps.)

Frame 5: (pointing to the girls) Where are the girls? (At the competition.) What are they doing? (They're making a flag.)

Frame 6: (pointing to the man) Who is he? (The judge.) What does he decide? (He decides that the girls are the winners of the competition.) Ask Ss, What does it mean to keep Qatar green? Ask Ss what they think they can make with recycling materials.









VALUE Keep Qatar green.

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Storu (4)

Post reading

POST-STORY ACTIVITY

Ask Ss:

- Do you recycle?
- What can we do to help our planet?
- What can we do to keep Qatar green?
- Have Ss discuss the questions in groups or in pairs. Elicit Ss' answers.

Value

 Draw Ss' attention to the value and read it aloud. Explain it and discuss it with Ss.





Who says what?

- Ask Ss to close their books.
- Divide Ss into two teams.
- Write some sentences from the story on the board, e.g. Look at the bins! Let's make a flag! Dad, we want to play! etc.
- Choose a S from the first team, point to a sentence, encourage him/her to read it and say who said it (Dad, Mum, Maha, Nouf, judge). If the S answers correctly, he/she gets a point for his/her team.
- Repeat the same procedure with a S from the second team.
- Play the game until all Ss have had a turn.
- The team with the most points wins.



- Choose five Ss at random and ask them to come up to the board.
- Encourage them to act out the story as it appears in their SB.
- You can play the recording so that Ss have a guideline the first few times.
- Call up more Ss to the board and repeat for as long as time permits.

Module 6

Song

There's a park. There are parks.

There's = There is

Top Stars

Is there a toy shop? Yes, there is. / No, there isn't. There isn't a horse in the museum.

There isn't = There is not

Comic

Are there pet shops in the mall? Yes, there are. / No, there aren't.

There aren't = There are not

Let's play

Where's the hospital?

It's **next to** the supermarket. It's **between** the supermarket and the school.



Module 7

Song

What day is it today? It's Tuesday. What's your favourite day? Friday.

Top Stars

What's the weather like? It's ...

hot cold sunny





cloudy windy





Our world



What's the time? It's eleven o'clock.

What time do you get up? I get up **at** seven o'clock.

in the morningat night

Let's play

Let's go to the park. Let's have fun.



Module 8

Song

I brush my teeth. You go to school at seven o'clock.

Top Stars

Do you watch TV every day? Yes, I do. / No, I don't. I like watching TV.

Comic

He plays volleyball every Monday. She plays tennis every Thursday. They play tennis every Sunday.

Let's play

Does he ride a bike every day?

Yes, he does. No, he doesn't.

Does she cook every day?

Yes, she does. No, she doesn't.

Module 9

Song

Is that your board game? Yes, it is. / No, it isn't.

His name is Jim. Her name is Kelly.

Top Stars

Whose colouring book is this? It is Bill's.

Whose colouring books are these?

They are Fatima's.

Comic







How much is the train? It's 50 Riyals.

Let's play

Can I open the window? Yes, you can. / No, you can't.



Module 10

Song

I'm bouncing the ball now. I'm = I am ride + ing = riding

Top Stars

Are you wearing trainers? Yes, I am. / No, I'm not.

Comic

He's wearing shorts. **She's** wearing sunglasses.

Let's play

Is he wearing a T-shirt? Yes, he is. / No, he isn't. Is she wearing a jacket? Yes, she is. / No, she isn't.

Picture Dictionary



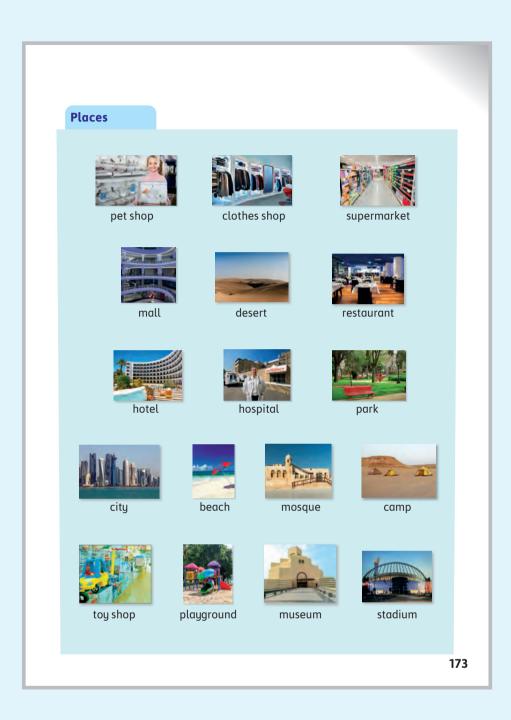




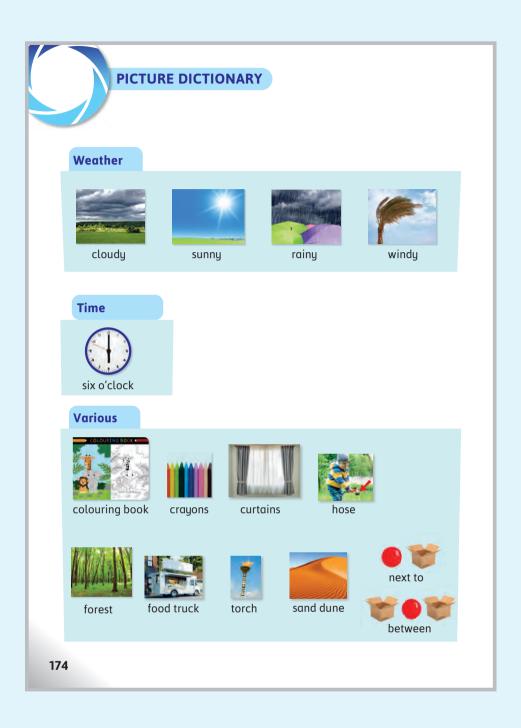
















High-frequency words

about family

animals favourite

beach fifty

beautiful flowers

between forty

bikes friend

bird funny

blue game

board game get up

bounce go to

brother have fun

buy him

camp holiday

can home

can't is

city isn't

come lunch

computer game mall

cool many

desert match

doll month

eighty morning

every day much

new swim

next to team

night teeth

ninety Thank you

o'clock them

one hundred They're

open thirty

park this

photos today

play touch

pray toy shop

project trees

puzzle twenty

seventy walk

shape wash

shops wear

shorts weather

sixty what

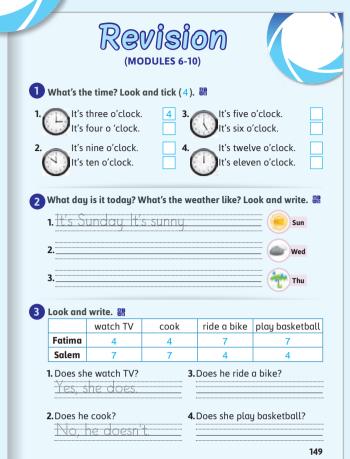
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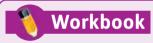
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WORKBOOK - KEY TO REVISION 6-10







Activity 1 CS S2.2

- Draw Ss' attention to the clocks in the activity, and ask Ss to tell the time.
- Ss read the sentences in each line and tick (4) the correct answer, as in the example.
- Check Ss' answers.



1. It's three o'clock.

3. It's five o'clock.

2. It's ten o'clock.

4. It's twelve o'clock.

Activity 2 CS W3.1

- Draw Ss' attention to the pictures and ask them to say the days and weather conditions.
- Ss look at the pictures and write sentences, as in the example.
- Check Ss' answers.



It's Sunday. It's sunny.
 It's Wednesday. It's cloudy.
 It's Thursday. It's rainy.

Activity 3 CS R2.1

- Draw Ss' attention to the activity and ask Ss to look at the table and read the questions.
- Ss read the questions, look at the table and write the answers.
- Check Ss' answers.



1. Yes, she does. 3. Yes, he does.

2. No, he doesn't. 4. No, she doesn't.

Activity 4 CS L2.1 💠

- Ask Ss to look at the pictures and name the places, the clothes and the activities.
- Ss listen to the recording and put a (4) or an (7) according to what they hear.
- Play the recording twice and check Ss' answers.

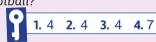
Listening transcript

1. Woman: Is there a toy shop?2. Woman: Are you wearing a coat?3. Girl: Where's the zoo?

Woman: It's next to the mall.

4. Woman: Does he play football?

Activity 5 CS W3.1



- Ask Ss to look at the two children in the activity and say what they are wearing. Ss read the questions and complete the answers, as in the example.
- Check Ss' answers.

1. Yes, he is.
2. No, she isn't.
Yes, she is.

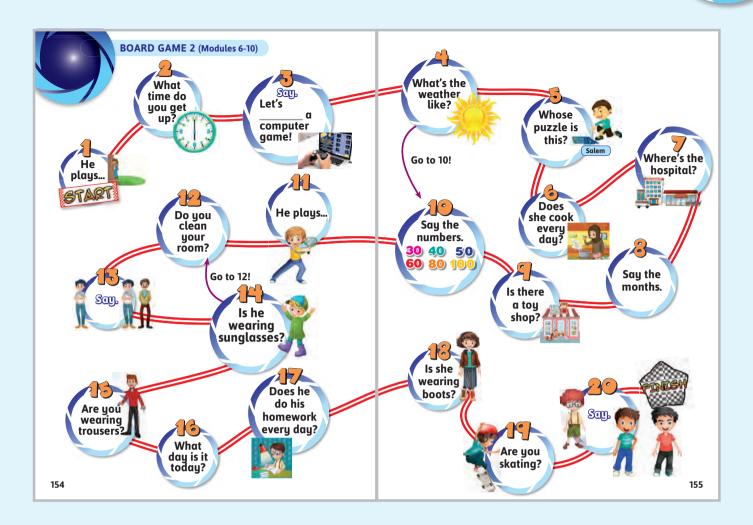
Activity 6 CS R2.1

- Draw Ss' attention to the activity and ask Ss to read the questions aloud.
- Ss read the questions, look at the pictures and answer accordingly.
- Check Ss' answers.



1. It's Jane's. 2. They're Tom's.

INSTRUCTIONS FOR BOARD GAME



Board Game 2

- Have Ss look at the board game in the WB (pp.154-155).
- Divide Ss into pairs. Hand out a rubber and two game pieces made of construction paper to each pair. Ss can use their own rubbers too.
- Model how the game is played: Ss write the numbers 1 and 2 on the front and the back side of the rubber, respectively. One of the Ss throws the rubber on the board game to see how many spaces forward he/she should move: one space for number 1 and two spaces for number 2.
- Every time the S's game piece lands on a space, the S says the word/phrase for the picture depicted on that space. If his/her answer is wrong, the S moves back one space.
- Point out that if a S's game piece lands on a space with a purple arrow he/she will have to move his/her game piece to the space the arrow is pointing to (forwards or backwards depending on the direction of the arrow).
- Ss take turns throwing the rubber and playing. The S to reach the FINISH block first wins the game.



SMART MOVES

Workbook MODULES 5-6

Modules 5-6 (Classify)

Aim: to help Ss develop higher-order thinking skills by engaging them in activities involving classification

Activity 1

1. Stage 1: Familiarising

- Draw Ss' attention to the headings of the four categories (FOOD -DRINKS - FRUIT - PLACES) and the words in the box.
- Explain to Ss that they have to write the words in the correct category.
- Have Ss do the activity and check the answers with the class.



FRUIT: orange, banana, pear PLACES: museum, school, park

Activity 2

2. Stage 2: Developing

- Draw Ss' attention to the pictures and read the rubric of the activity.
- Explain to Ss that they have to circle the picture that doesn't belong and explain what the other two pictures have in common.
- Help Ss understand by drawing their attention to the first example.
 Write the words on the board: salad, rice, milk.
- Ask Ss to tell you the odd one out (milk). Also, ask them to tell you what the other two words have in common. (They are kinds of food.)
- Have Ss do the activity and check the answers with the class.



I SMART MOVES

MODULES 5-6

1 Write the words in the correct category.

museum orange milk chips orange juice school banana park lemonade chicken pear spaghetti

FOOD	DRINKS	FRUIT	PLACES
chips	milk	orange	museum

2 Look and circle the odd one out. Then say.



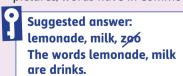
3 Look at activity 2 and make your own odd one out example.

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Activity 3

3. Stage 3: Applying

- Draw Ss' attention to the activity and explain to them that they have to make their own odd one out example. They can draw/stick pictures or write the words.
- Have Ss do the activity in class or assign it as homework.
- When they have finished, have them work in pairs, and ask their partners to find the picture/word that doesn't belong. You can also ask them to tell you what the other two pictures/words have in common.



SMART MOVES

MODULES 7-8

- 1 Read and write what comes next.
 - 1. Monday, Tuesday, Wednesday, Monday, Luesday

- 2. hot, cold, hot, cold,
- 3. May, June, July, May,
- 4. football, football, tennis, tennis,
- 5. cook, eat, brush my teeth, cook,
- 2 Put the pictures in the correct order (1-4).









3 Look at activity 1 and make your own sequence.

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MODULES 7-8

Modules 7-8 (Sequence)

Aim: to give Ss the opportunity to develop higher-order thinking skills by engaging them in activities involving sequencing

1. Stage 1: Familiarising

- Draw Ss' attention to the words in the first example.
- Ask Ss to pay attention to the pattern the words follow and the example.
- Explain to Ss that they have to read the words, pay attention to the pattern each example follows and write the word that should come
- You can give Ss more examples on the board, e.g. write: cloudy, sunny,

- cloudy and ask them for the word that should come next (sunny).
- Have Ss do the activity and check the answers with the class.

Activity 1



1. Tuesday 2. hot 3. June 4. football 5. eat

2. Stage 2: Developing

- Draw Ss' attention to the pictures. Explain to them that they should look at the pictures and tru to figure out the sequence of the events based on logic.
- Help Ss understand the meaning of a logical sequence of events by writing the following example on the board: go to bed get up go to school. Ask Ss to tell you which action is logical to have occurred first, second and third (1. Get up

SMART MOVES



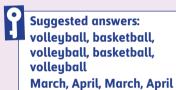
- 2. Go to school 3. Go to bed).
- Ask them to look carefully at the pictures and try to understand the order in which the events happened. Point out that the time on the clocks can help them.
- Have Ss do the activity and check the answers with the class.

Activity 2



3. Stage 3: Applying

- Draw Ss' attention to the activitu and explain to them that they have to refer to activity 1 and write their own sequence using words they have been taught so far.
- Have Ss do the activity in class or assian it as homework.





MODULES 9-10

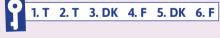
Modules 9-10 (Analyse)

Aim: to give Ss the opportunity to develop higher-order thinking skills by engaging them in activities involving *analysis*

Activity 1

1. Stage 1: Familiarising

- Draw Ss' attention to the picture, read the rubric and have Ss read through sentences 1-6.
- Explain to them that they have to decide whether the sentences are True or False. However, if there is no information to prove whether a sentence is True or False, Ss should select the Don't Know option.
- Help Ss understand the difference between a False statement and a Don't Know statement by giving them an example before they do the activity.
- Tell Ss I have got two brothers and a sister. Then write the following on the board: I have got three brothers.
 / My brother has got a cat.
- Ask Ss to tell you which statement they don't know the answer to, based on the information given. If they have no evidence, it means that they don't know whether the statement is True or False.
- Elicit answers (I have got three brothers: F / My brother has got a cat: DK).
- Have Ss do the activity and check the answers with the class.



Activity 2

2. Stage 2: Developing

- Explain to Ss that they have to read sentences 1-4, look at the people in the picture in activity 1 and write the name of who they think is saying each sentence.
- Explain to Ss that they have to pay attention to the people in the picture and what activity each one is doing.
- Draw Ss' attention to the example,

SMART MOVES

MODULES 9-10

1 Look and write T for True, F for False or DK for Don't Know.



- **1.** The father is wearing jeans.
- **3.**The boy has got a colouring book in his bag.
- **5.**The girl has got a doll in her bag.
- **2.**The mother is wearing an abaya.
- **4.**Two boys are wearing sunglasses.
- **6.**The girl is wearing a cap.
- 2 Who am I? Read, look at the picture and write the names.

Т

sunglasses.	Bob

2. Look at the bird.

4.	ľm	thirsty.	

Look at the picture. Choose a person and guess what he/she is saying. Have your partner say the name.

153

read the sentence and ask Ss to say why Bob says 'I'm wearing sunglasses'. (Because he's wearing his sunglasses.)

3. I'm hungry.

 Have Ss do the activity and check the answers with the class.

1	1. Bob	2. John
Ц	3. Tim	4. Helen

Suggested answers: Let's take photos. Bob I'm wearing a jacket. Mr Jones

> My bag is red and yellow. Helen

Activity 3

3. Stage 3: Applying

- Explain to Ss that they have to look at the picture in activity 1, choose a person and say a sentence about what he/she might be saying. Then their partner has to say the name.
- Ss take turns.







Module 10 Top Stars

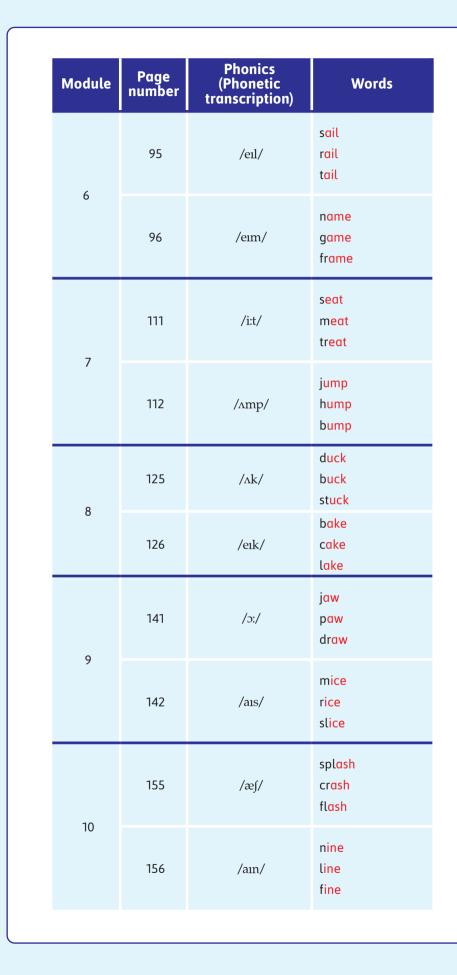




Alphabet list

Capital	Small	Phonetic	Words/Examples
Letter A	Letter a	transcription /æ/	apple, ant
В	b	/b/	bike, boy
С	С	/k/	cat, cake
D	d	/d/	duck, dinosaur
Е	е	/e/	elephant, egg
F	f	/f/	frog, fish
G	g	/g/	goat, girl
Н	h	/h/	hat, horse
I	i	/1/	ink, insect
J	j	/d3/	jam, jacket
K	k	/k/	kite, kangaroo
L	l	/1/	lion, lemon
М	m	/m/	mouse, moon
N	n	/n/	nose, nest
0	0	/p/	olive, octopus
Р	р	/p/	pencil, penguin
Q	q	/kw/	quilt, queen
R	r	/r/	ring, rabbit
S	S	/s/	star, snake
Т	t	/t/	table, tiger
U	u	/Λ/	<mark>u</mark> mbrella, <mark>u</mark> nder
V	V	/v/	van, vase
W	W	/w/	window, whale
Х	Х	/ks/	box, fox
Y	у	/j/	yo-yo, yellow
Z	Z	/z/	zoo, zebra

PHONICS TABLES





Glossary of key words used in the Teacher's Book

act out: to take the role of a character in a dialogue or story and say his/her words

Content and Language Integrated Learning (CLIL): an approach to teaching through which students learn content-based subjects such as maths, history, science, etc. through a foreign language

demonstrate: to show and explain how something should be done

elicit: to do or say something to get a response from someone

higher-order thinking (HOT): using critical-thinking and problem-solving skills to apply knowledge gained to new situations

initiate: to start something

mime: to use the face and body to communicate, without verbal speech

monitor: to watch and make necessary comments to ensure that an activity is done in a proper way

objective: the goal which someone sets and the outcome they plan to achieve through an activity

pantomime: to convey an action, feeling, etc. through gestures and body movements, but not through speech

prompts: words/phrases and/or pictures provided to students to facilitate spoken or written production

rubric: the instructions for a task or activity

shadow read: to read silently while listening to somebody else reading aloud

swap: to exchange

Total Physical Response (TPR): an approach to teaching through which students respond to language through physical movement, e.g. the teacher says 'Stand up' and the students respond by standing up

1 Look and circle.





- **a.** museum
- **b.** hotel





- a. pet shop
- **b.** park





- **a.** hospital
- **b.** toy shop



- **a.** supermarket
- **b.** playground





- **a.** restaurant
- **b.** pet shop





- a. clothes shop
- **b.** toy shop





- **a.** mall
- **b.** playground





- **a.** hotel
- **b.** hospital





- **a.** mosque
- **b.** park



- **a.** museum
- **b.** restaurant

Put the days of the week in the correct order. Write (1-7).

Monday

Saturday

Wednesday

Sunday

Tuesday

Thursday

Friday

Score

6

2 Look, read and match.





3.







a. cloudy

b. windy

c. rainy

d. sunny

Score 4

Score

10



Look, read and match.



brush my teeth



a.

2. wash my face

f.





3. have breakfast



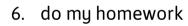








C.



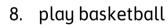






7. play volleyball











10. ride my bike







PRE-TEST

Score 10

Name:

1 Look, read and circle a or b.



- 1. a. board game
 - **b.**)computer game



- **3. a.** fox
 - **b.** sheep



- **2. a.** colouring book
 - **b.** puzzle



- **4. a.** men
 - **b.** women

Score 3

2 Look and match.

- a. 30 \
- b. 40
- c. 50
- d. 60
- e. 70
- f. 80
- g. 90
- h. 100

- 1. forty
- 2. sixty
- `3. thirty
- 4. fifty
- 5. one hundred
- 6. eighty
- 7. seventy
- 8. ninety

(

Look, read and tick (✔) a or b.

1.



- **a.** I'm wearing trainers.
- **b.** I'm wearing sunglasses.

2.



- **a.** He's skating.
- **b.** He's playing basketball.

3.



- **a.** She's wearing a scarf.
- **b.** She's wearing a dress.

4.



- **a.** I'm riding my bike.
- **b.** I'm eating an orange.

5.



- **a.** He's wearing trousers.
- **b.** He's wearing a coat.

KEY TO PRE-TESTS

PRE-TEST 6

Activity 1

- **1.** a
- **2.** b
- **3.** b
- **4.** a
- **5.** b
- **6.** a
- **7.** a
- **8.** b
- **9.** a
- **10.** b

PRE-TEST 7

Activity 1

- 1. Sunday
- 2. Monday
- 3. Tuesday
- 4. Wednesday
- 5. Thursday
- 6. Friday
- 7. Saturday

Activity 2

- **1.** c
- **2.** a
- **3.** d
- **4.** b

PRE-TEST 8

Activity 1

- **1.** f
- **2.** a
- **3.** b
- **4.** h
- **5.** c **6.** i
- **7.** j
- **8.** d
- **9.** g
- **10.** e

PRE-TEST 9

Activity 1

- **1.** b
- **2.** a
- **3.** a
- **4.** b

Activity 2

- **a.** 3
- **b.** 1
- **c.** 4
- **d.** 2
- **e.** 7
- **f.** 6
- **g.** 8
- **h.** 5

PRE-TEST 10

Activity 1

- **1.** a
- **2.** b
- **3.** b
- **4.** a
- **5.** a



Name:					1231
	T I <i>I</i> .	— 1.		Score	20
1 Read and write.	There's	There are			
1	a mosqu	ıe. 2	2		two parks.
3.	two hos	pitals. 4	J.		a supermarket.
2 Read and circle.					Score 4
1. Is there a hotel?	Ye	es, there are	e. / No, there	e isn't.	
2. Is there a museu	m? Ye	es, there is.	/ No, there o	ıren't.	
3. Are there two ch			/ No, there o		
4. Are there two to	•				
5. Is there a dinosa			/ Yes, there		Seave
6. Is there a horse?	N	o, there are	n't. / No, the	ere isn't.	Score 5
3 Listen and circle	A or B. 📢)				
1	A			B	
2	A			B	
3	A			В	



4	Look and complete.	a:I		Score	3
		-uit	-ame		
1.		2			



Score 20

1 Read and circle.

- 1. The National Day of Qatar is in November / December.
- 2. The National Sport Day of Qatar is in January / February.
- 3. The school holiday is in May-June / July-August.

Score 6

2 Look and circle.

Monday	Tuesday
Wednesday	Friday
4 4 4 4 .	A A

- 1. It's Wednesday. Let's go to the zoo / forest.
- 2. It's Monday. Let's go to the zoo / park.
- **3.** It's Tuesday. Let's go to the **park / beach**.
- **4.** It's Friday. Let's go to the **beach / park**.

Score 4

3 Read and draw.



1. It's four o'clock.



2. It's eleven o'clock.



3. It's eight o'clock.

Score 3

4 Listen and circle. 🕩

1. What time do you get up? At **six / eight** o'clock.

2. What time do you go to school? At eight / seven o'clock.

3. What time do you go to bed? At nine / ten o'clock. Score 3

5 Read and cross the odd one out.

meat, seat, jump
 treat, hump, bump

3. seat, hump, treat **4.** jump, bump, meat

Score 4



Score 20

1 Look and write. wash my face pray have breakfast brush my teeth





3.



2.



2 Read and circle.

1. You clean / cleans your room every day.

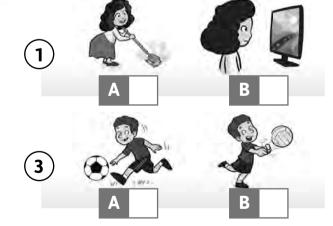
- 2. He play / plays volleyball.
- 3. Do / Does she cook every day? Yes, she does.
- 4. I eat / eats a sandwich for breakfast.

Score 4

4

Score

3 Listen and tick (4).





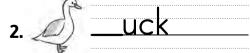


4 Look and complete.

d b c st

1.





3.

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Score 8

Score

8

Score

b. rice

c. paw

d. mice

1 Look, read and write.

Score 20

playing hide and seek bouncing the ball skating having fun



1. She's having fun. 🔑 2. He's





3.He's



Score

2 Listen and put the pictures in the correct order. Write (1-4).









Score 4

3 Look, read and match.

I'm wearing trousers, boots and a scarf.





I'm wearing a dress, trainers and sunglasses.













Score

5

Look and write.

-ash -ine











Score

FINAL TEST 6-10

1 Look and write.

Name: _____Score

women children bikes men

1.

2. ______

3.

4.

Score 4

40

2 Look and circle.











- 1. How much is the plane? It's 40 / 50 Riyals.
- 2. Whose puzzle is this? It's Omar's / Ali's.
- 3. Can I play with my doll? Yes, you can. / No, you can't.
- 4. How many foxes are there? 70 / 80.
- 5. Can I drink water? Yes, you can. / No, you can't.

Score 5

3 Read and complete.



It's eight o'clock.



It's three o'clock.

Score 4

4 Read and circle.



- 1. Does he play volleyball on Wednesdays? Yes, he does. / No, he doesn't.
- 2. Does he play football on Sundays? Yes, he does. / No, he doesn't.
- 3. Does he play basketball on Tuesdays? Yes, he does. / No, he doesn't.
- 4. Does he play tennis on Mondays? Yes, he does. / No, he doesn't.
- 5. (Thursday) What's the weather like? It's sunny / rainy.
- 6. (Friday) What's the weather like? It's hot / windy.

Score 5

5 Look and answer.

Yes, there is. No, there isn't. Yes, there are. No, there aren't.









1. Are there two park	S	•
------------------------------	---	---

- 2. Are there two museums?
- **3.** Is there a toy shop?
- 4. Is there a mall?





4

- 1. Monday, Tuesday, Wednesday / Sunday
- 2. Thursday, Friday, Monday / Saturday
- 3. March, April, July / May
- 4. October, November, December / August
- 5. December, January, June / February

Score 5

7 Read and match.

- **1.** Are you wearing boots?
- 2. Is she wearing sunglasses?
- 3. Is he wearing a scarf?
- **4.** Are they wearing gloves?
- A. Yes, she is.
- B. No, I'm not.
- **C.** Yes, they are.
- **D.** No, he isn't.

















Score 5

9 Look and write.

tail hump duck rice











3		ú
J.	- 4	







Score



LISTENING TRANSCRIPTS FOR TESTS

Test 6

3 Listen and circle A or B.

1.

Bou 1: Where's the museum? Boy 2: It's between the toy

shop and the park.

2.

Girl 1: Is there a mosque in your town?

Girl 2: Yes, there is. It's next to the hospital.

3.

Boy 1: Where's the hotel?

Boy 2: It's between the clothes shop and the supermarket.

Test 7

4 Listen and circle.

1.

Man: What time do you get

Boy: I get up at six o'clock.

Man: What time do you go to

school?

Boy: I go to school at seven o'clock.

Man: What time do you go to

Boy: I go to bed at nine o'clock.

Test 8

3 Listen and tick (4).

1.

Woman: Do you clean your

room every day?

Girl: Yes, I do.

Woman: Does she watch TV

everu dau?

No, she doesn't. She Girl:

does her homework.

Man: Do you play volleyball?

Boy: No, I don't. I play

football.

4.

Man: Does he play

basketball?

Boy: Yes, he does.

Test 9

3 Listen and match.

Man: Whose board game is

this?

Bou: It's Jamal's.

Man: Whose puzzle is this?

Boy: It's Kelly's.

Man: Whose CDs are these?

Bou: They're Jamal's.

Man: Whose colouring books are

these?

Boy: They're Kelly's.

Test 10

2 Listen and put the pictures in the correct order. Write (1-4).

Woman: Is she wearing a

jacket?

No, she isn't. She's Girl:

wearina a dress. She's wearing a cap too.

2.

Woman: Is he wearing a

coat?

Girl: Yes, he is. He's

wearing a scarf and

gloves too.

3.

Woman: Is she wearing a

skirt?

Girl: Yes, she is. She's

wearing a jacket

too.

4.

Woman: Is he wearing shorts?

Girl: No, he isn't. He's

wearing trousers, a T-shirt and trainers.

Final Test (6-10)

8 Listen and place a 4 or an 7.

Man: Does she cook every

dau?

Girl: Yes. she does.

Man: Do you play volleyball?

Boy: Yes, I do.

3.

Man: What's the weather like

in January? Boy: It's rainy.

Man: Whose T-shirt is this?

Bou: It's Salem's.

5.

Man: Where's the hospital?

Boy: It's next to the school.

KEY TO TESTS

Key to Test 6 Activity 1

- 1. There's
- 2. There are
- 3. There are
- 4. There's

Activity 2

- 1. No, there isn't.
- 2. Yes. there is.
- 3. No, there aren't.
- 4. Yes. there are.
- 5. Yes. there is.
- 6. No, there isn't.

Activitu 3

1. B **2.** A **3.** B

Activity 4

- **1.** sail
- 2. frame
- 3. name
- **4.** tail

Key to Test 7

Activity 1

- 1. December
- 2. February
- 3. July-August

Activity 2

- 1. forest
- **2.** zoo
- 3. beach
- 4. park

Activity 3







Activity 4

- **1.** six
- 2. seven
- 3. nine

Activity 5

- **1.** jump
- 2. treat
- 3. hump
- 4. meat

Key to Test 8

Activity 1

- **1.** pray
- 2. wash my face
- 3. have breakfast
- 4. brush mu teeth

Activity 2

- 1. clean
- 2. plaus
- 3. Does
- **4.** eat

Activity 3

1. A **2.** A **3.** A **4.** B

Activity 4

- **1.** cake
- 2. duck
- 3. stuck
- 4. bake

Key to Test 9

Activity 1

- **1.** 50
- **2.** 80
- **3.** 100
- **4.** 30

Activity 2

- **1.** CDs 5. sheep
- 2. women **6.** fish
- 3. children
- 4. foxes

Activity 3

Jamal: 1. 3 Kelly: 2, 4

Activity 4

- **a.** 4
- **b.** 1
- **c.** 3
- **d.** 2

Key to Test 10

Activity 1

- 1. She's having fun.
- 2. He's skating.
- 3. He's bouncing the ball.
- **4.** He's playing hide and seek.

Activity 2

A.3 **B.**4 **C.**2 **D.**1

Activity 3

boy: trousers, boots, scarf girl: dress, trainers, sunglasses

Activity 4

- **1.** nine
- 2. flash
- 3. line
- 4. crash

Key to Final Test (6-10)

Activity 1

- 1. bikes
- **2.** men
- 3. women
- 4. children

Activity 2

- **1**. 40
- **2.** Ali's
- 3. No, you can't.
- 4.80
- 5. Yes, you can.

Activity 3





Activity 4

- 1. Yes. he does.
- 2. No. he doesn't.
- 3. No. he doesn't.
- 4. Yes, he does.
- 5. sunny
- 6. windy

Activity 5

- 1. Yes, there are.
- 2. No, there aren't.
- 3. No. there isn't.
- 4. Yes, there is.

Activity 6

- 1. Wednesday
- 2. Saturday
- **3.** Mau
- 4. December
- **5.** February

Activity 7

1. B 2. A 3. D 4. C

Activity 8

1. 4 **2.** 8 **3.** 4

5. 8

Activity 9

- **1.** hump
- **2.** tail
- **3.** rice
- 4. duck





Top Stars 2b Teacher's Book

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CEFR		Pre-A1	A1 Low	A1 Mid	A1 High	A2 Low
Top Stars	1	2	3	4	5	6





