

H. Q. Mitchell – Marileni Malkogianni



TOP STARS

2a

Teacher's Book



Academic Year 2020–2021



GRADE **2** SEMESTER 1



TOP STARS 2a

Teacher's Book



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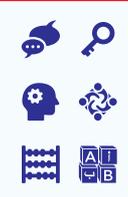
قَسَمًا بِمَنْ رَفَعَ السَّمَاءَ قَسَمًا بِمَنْ نَشَرَ الضِّيَاءَ
قَطْرٌ سَتَبَقَى حُرَّةً تَسْمُو بِرُوحِ الأَوْفِيَاءِ
سِيرُوا عَلَى نَهْجِ الأَلَى وَعَلَى ضِيَاءِ الأنْبِيَاءِ
قَطْرٌ بِقَلْبِي سِيرَةٌ عِزٌّ وَأَمْجَادُ الإِبَاءِ
قَطْرُ الرِّجَالِ الأُولِينَ حَمَاتِنَا يَوْمَ النِّدَاءِ
وَحَمَائِمُ يَوْمَ السَّلَامِ جَوَارِحُ يَوْمِ الفِداءِ

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	Grammar	Vocabulary	Alphabet/Phonics	QNCF Competencies
Orientation p.8			Revision of the Alphabet Aa-Zz	
Module 1 Welcome back! p.11	What's your name? I'm... / My name is... Where do you live? I live in... Spell your name, please. How old are you? I'm (six) years old. What's this? It's a (ruler). What's that? It's a (sharpener). Five ants. What are these? They're (pens). What are those? They're (rulers).	Greetings Numbers 1-20 Classroom objects Colours	Revision of the Alphabet Aa-Zz	 Value Take care of your pet.
Module 2 That's me! p.25	Is he/she/it (happy)? Yes, he/she/it is. / No, he/she/it isn't. They're (pilots). Are you (a student)? Yes, I am. / No, I'm not. Are they (doctors)? Yes, they are. / No, they aren't. I/You/He/She/It can/can't (swim). Can you (spell your name)? Yes, I can. / No, I can't.	Adjectives Jobs Action verbs Animals	-ing king ring wing -and stand sand hand	 Value Be careful when you play.
TOP TIME! 1 (Modules 1-2) p.39				
Module 3 About people p.41	I've got/haven't got (blue eyes). Have you got (a cat)? Yes, I have. / No, I haven't. You've got (a parrot). He/She/It has got/hasn't got (a ball). Has he/she/it got (a ball)? Yes, he/she/it has. / No, he/she/it hasn't.	Parts of the face/head Animals Toys Gadgets	-all ball wall tall -ack Jack black snack	 Value Sharing is caring.



	Grammar	Vocabulary	Phonics	QNCF Competencies
Module 4 Food and drink p.55	I like/don't like (chicken). Do you like (salad)? Yes, I do. / No, I don't. I like (fish). It's healthy. I don't like (chips). They're unhealthy. -I want some (milk), please. -Here you are. Do you want oranges? -Yes. Ten oranges, please. -Thank you. -You're welcome. one tomato - two tomatoes	Types of food and drink Meals Adjectives	-ain train rain stain -ink drink pink sink	 Value Don't eat too much food.
TOP TIME! 2 (Modules 3-4) p.69				
Module 5 What I eat p.71	There is a (pancake). There are some (burgers). There is some (lemonade). Is there any (cheese)? Yes, there is. / No, there isn't. Are there any (carrots)? Yes, there are. / No, there aren't. Do you want some (orange juice)? Yes, please. / No, thanks. I don't want (orange juice). How much (water) is there? (Two glasses.) How many (apples) are there? (Four apples). one glass - two glasses	Types of food and drink Times of the day	-ay hay day play -ick sick kick quick	 Value Work together to be better.

QNCF COMPETENCIES		
 Creative and Critical Thinking	 Literacy	 Numeracy
 Communication	 Cooperation and Participation	 Problem-solving



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 1-5) 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 Games 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 1-5 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.

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 1-5. 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 Dictionary
- a vocabulary list

Story time Big Books

The *Story time Big Books* include enlarged versions of the *Top Stars* and 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 colour-coded 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

Orientation

Students revise the English alphabet (letters and sounds).

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 1-5.

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

QNCF Competencies		
 Creative and critical thinking	 Literacy	 Numeracy
 Communication	 Cooperation and Participation	 Problem-solving

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 song/poem that presents vocabulary and grammatical structures



About people

SONG

1 Say the new words. 

			blonde	
eyes	short hair	long hair		brown

2 Listen and say. 



A

Who's Claire?

Hello! Hello!
My name is Claire.
I've got blue eyes
and I've got brown hair.

Who's Claire?

I haven't got green eyes
and I haven't got
blonde hair.
My name is Claire.

Hello, Claire!



B

3 Say with your partner. 



I've got blue eyes.
I haven't got brown eyes.



I've got short hair.
I haven't got long hair.

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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

3 TOP STARS

1 Say the new words. cats parrots monkeys

2 Look, listen and read.

1 Aisha and her mum are at the pet shop.
Hello.
Good morning! Have you got a cat?
Yes, I have.

2 1, 2, 3, 4, 5! You have got five cats!
Have you got monkeys?
No, I haven't.

3 Have you got parrots?
Yes, I have.

4 This is Polly!
Hello! Hello!
Wow! Polly is great!

3 Top Stars 3

3 Read the story and circle A or B.

1 Have you got a cat?
A. Yes, I have.
B. No, I haven't.

2 Have you got monkeys?
A. Yes, I have.
B. No, I haven't.

3 Have you got parrots?
A. Yes, I have.
B. No, I haven't.

4 Listen and tick (✓).

1

2

3

5 Play a game.

Have you got a fish?
No, I haven't.

42 43

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

Presentation of new vocabulary, always with pictures

3 OUR WORLD

1 Say the new words.

2 Look, listen and read.

Fantastic Toys!

1 This is Adam! He has got a helicopter. Look! It's blue and yellow.

2 This is my sister, Sara! She has got a cat. It's a robot!

3 This is my friend, Dan. He hasn't got a robot. He has got a skateboard! He's fast!

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Presentation of new vocabulary and structures through a factual text

Our world 3

3 Read the text and write **Yes** or **No**.

1. He has got a helicopter. Yes

2. It is blue and yellow. _____

3. She has got a skateboard. _____

4. He has got a robot. _____

4 Listen and circle the toys they have got.

1

2

45

Listening 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.

Listening activities practising new language items

Presentation of the new vocabulary, always with pictures

5 COMIC

1 Say the new words.

2 Look, listen and read.

1 I've got some ice cream, and sweets. Do you want some sweets?

No, thanks. I don't want any sweets.

2 Do you want some pizza or a burger?

I want some pizza but not too much.

No, I don't.

3 I want an apple and a banana.

I haven't got any apples or bananas.

4 Ooh! My tummy! Next time eat some apples or bananas!

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Stories provide enjoyable context to present new vocabulary and structures

Comic 5

3 Read the story again on p.74 and match.

1. Do you want some pizza or a burger? a.

2. I want some pizza but not too much. b.

3. Next time eat some apples or bananas! c.

4 Listen and tick (✓)

1. a b

2. a b

3. a b

5 Ask and answer.

Do you want some orange juice?

Yes, please. I like orange juice.

No, thanks. I don't want any orange juice.

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Practice of vocabulary and structures through 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

3 LET'S PLAY

1 Say the new words. watch tablet laptop phone

2 Ask and answer.

Boy, girl or animal?
 Girl.
 Has she got a watch?
 Yes, she has.
 Has she got a laptop?
 Yes, she has.
 It's Number 1.
 Yes!

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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.

The educational value of cross-curricular lessons

Presentation of new vocabulary, always with pictures

Presentation of new vocabulary through a song/poem

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

Science

3

1 Say the new words. ears nose mouth

2 Listen and number (1-5). Then say.

My face
 I've got two ears.
 I've got two eyes.
 I've got a nose.
 Look, it shows.
 Oh, and I've got hair
 and I've got a mouth.
 So, let's say!
 Mouth, mouth,
 mouth, mouth!

3 Ask and answer.

Have you got two ears?
 Yes, I have.

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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 empathy.

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

3 STORY

AT THE PARK

1 Look, listen and read. 📖 🎧 🔊

Omar Saud Sami Ali

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Story 3

VALUE
Sharing is caring.

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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

3 PROJECT

1 Trace, draw and colour.



2 Write about the face in activity 1 using **I have got.**

brown black red hair eyes

3 Say.

I have got red hair.
I have got brown eyes.



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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

3 PHONICS

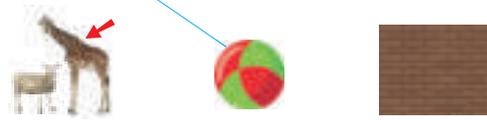
1 Listen, say and circle the **-all** words.

Bob
Bob is thin and tall.
He has got a ball.
It is on the wall.



2 Read and match.

1. ball 2. wall 3. tall



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Lesson 9:

Revision

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

REVISION
3

1 Write the words in the box in the correct columns.

parrots monkeys hair rabbits ears
laptop eyes tablet phone

Head 	Pets / Animals 	Technology / Gadgets
<i>hair</i>	<i>parrots</i>	<i>laptop</i>

2 Listen and number (1-4).

A

B

C

D

3 Play a game.

Point and say something beginning with the letter 'n'.

nose



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.

TOP TIME! 2 Modules 3-4

1 Look and read.



Ahmed

I'm Ahmed. I've got black hair and brown eyes. I can swim and I can run. I'm fast! I've got a tablet, but I haven't got a laptop.



Marco

This is my friend, Marco. He's from Italy. He has got brown hair and green eyes. He can jump and he can draw. He has got a skateboard!

2 Read and write T for True or F for False.

- Ahmed has got brown hair.
- Marco has got a skateboard.
- Ahmed is fast.
- Ahmed has got a laptop.
- Marco has got black hair.

3 Write.

What has Ahmed got?

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TOP TIME! 2 Modules 3-4

4 Circle the food words.

laptop	chicken	onions	helicopter
spaghetti	robot	ball	fish
cheese			

5 Can you find the coloured items in the picture? Colour them in and say.



6 Trace and write.

1. My friend _____ has got _____
and _____

2. For breakfast, I like _____
but I don't like _____

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Smart moves

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

Analyse

! SMART MOVES **MODULES 3-4**

1 Look and write **T** for True, **F** for False or **DK** for Don't Know.



1. The tall boy can jump. T **4.** The tall boy can count to 10.

2. The tall boy is happy. **5.** The man can run.

3. The short boy can climb. **6.** The ball is small.

2 Who am I? Read, look at the picture and write the names.

1. I've got a ball. Jim **3.** I've got brown hair. _____

2. I can't run and jump. _____ **4.** I've got a balloon. _____

3 Look at the picture. Choose a person and guess what he is saying. Have your partner say the name.

80

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



Language focus



Materials



Optional



Before-leaving activities



Workbook



Key to the activities



Notes



Total Physical Response (TPR) activities

Abbreviations used in the Teacher's Book:

S: student

Ss: students

TB: Teacher's Book

SB: Student's Book

WB: Workbook

SA: Student A

SB: Student B



Language focus

Aims

- to practise the letters of the alphabet A-Z

Lesson plan

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

Write your name

- Draw four lines on the board like the ones in the Student's Book.
- Write each of the Ss' names on the lines and explain to Ss how to form each letter.
- Ask Ss to copy their names from the board and help them if necessary.
- Alternatively, you could write only a few examples on the board and then go to each S and help him/her write his/her name.

Activity 2 CS L2.6, L2.7, R3.1,

R3.2, R3.3

- Explain to Ss that they have to listen to the letters of the English alphabet, point to each letter and say the letter, the sound and the word.
- Play the recording and have Ss point and say.

Listening transcript

A /æ/ apple

B /b/ bike

C /k/ cat

D /d/ duck

E /e/ egg

F /f/ fish

G /g/ girl

H /h/ hat

I /i/ ink

J /dʒ/ jam

K /k/ kite

L /l/ lemon

M /m/ moon

N /n/ nose

O /ɒ/ octopus

P /p/ pen

Q /kw/ quilt

R /r/ red

S /s/ six

T /t/ table

U /ʌ/ umbrella

V /v/ van

W /w/ whale

X /ks/ box

Y /y/ yellow

Z /z/ zebra

Activity 3 CS R3.1, R3.2, R3.3,

W1.4, W2.3, W3.1

- Draw Ss' attention to the pictures in activity 3.
- Explain to Ss that they have to look at the pictures in the activity, say the sound of each word and then write the appropriate letters in the

lines.

- Go round the classroom to make sure Ss write the letters correctly.



- | | |
|---------|---------|
| 1. A a | 14. N n |
| 2. B b | 15. O o |
| 3. C c | 16. P p |
| 4. D d | 17. Q q |
| 5. E e | 18. R r |
| 6. F f | 19. S s |
| 7. G g | 20. T t |
| 8. H h | 21. U u |
| 9. I i | 22. V v |
| 10. J j | 23. W w |
| 11. K k | 24. X x |
| 12. L l | 25. Y y |
| 13. M m | 26. Z z |

1 Trace and write.

My name is _____

2 Listen, point and say the letter, the sound and the word.

Aa



apple

Bb



bike

Cc



cat

Dd



duck

Ee



egg

Ff



fish

Gg



girl

Hh



hat

Ii



ink

Jj



jam

Kk



kite

Ll



lemon

Mm



moon

Nn



nose

Oo



octopus

Pp



pen

Qq



quilt

Rr



red

Ss



six

Tt



table

Uu



umbrella

Vv



van

Ww



whale

Xx



box

Yy



yellow

Zz



zebra

3 Look and say the sounds of each word. Then write the letters.

1  A a	2 	3 	4 
5 	6 	7 	8 
9 	10 	11 	12 
13 	14 		

Optional

Circle the letter!

- Divide the board into two columns.
- Write the capital letters of the alphabet in jumbled order in both columns.
- Divide Ss into two teams. Call a S from each team to come to the board and give him/her a marker. Explain that when you say one of the letters, e.g. A, the Ss must find and circle the appropriate letter in their column.
- The S who circles the correct letter first gets a point.
- The team with the most points wins.

Workbook

Activity 1 CS R3.1

- Explain to Ss that they have to look at the pictures in the activity, read the letters next to them and circle the correct picture.
- Go round the classroom and make sure Ss have circled the correct picture.

1. bike	5. jam	9. star	13. box
2. egg	6. kite	10. umbrella	14. zoo
3. duck	7. nose	11. van	
4. hat	8. pencil	12. yellow	

Activity 2 CS R3.3

- Direct Ss' attention to the boys in the activity and ask them to read what they are saying.
- Divide Ss into pairs.
- Explain to Ss that SA has to choose one of the pictures in the activity and ask SB to spell the word it depicts. SB spells the word and then he/she chooses a picture.
- Go round the classroom to make sure Ss take turns.
- Have a few pairs come to the front of the classroom and act out.

Activity 3 CS W1.4

- Draw Ss' attention to the pieces of puzzle in the activity.
- Explain to Ss that they have to read the letters that are already written and complete with the rest of the alphabet.
- Go round the classroom and make sure Ss have written the correct letters.

The letters **b, d, e, g, h, j, l, m, o, q, s, u, v, x, z** should be written.

Before leaving

- Explain to Ss that you are going to say one of the letters in the alphabet and they have to say a word that starts with the letter mentioned.



15 	16 	17 	18 
19 6	20 	21 	22 
23 	24 	25 	26 

Welcome back!

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)
- recognise and respond to language used in classroom routines (L2.2)
- follow and respond to simple short questions (L2.4)
- communicate personal information (S1.1)
- name familiar objects by using words from topic word sets (S2.2)
- show interest in singing songs (S5.1)
- communicate personal information (W1.1)
- write small and capital letters of regular size and shapes (W1.4, W3.1)
- use capital letters accurately (W2.3)

Top Stars

- recognise and respond to language used in classroom routines (L2.2)
- 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 detail in a short sequence of simple sentences (R1.1, R2.1)
- predict content of what they will read by making use of pictures (R4.1)
- name familiar objects (W1.3)
- write small and capital letters of regular size and shape (W1.4, W3.1)

Let's play

- respond to an increasing range of simple language used in classroom routines (L2.2)
- follow and respond to short, simple one-step instructions (L2.3)
- respond to short questions (L2.4)
- name objects by using words from topic word sets (S2.2)
- communicate simple one-step instructions (S2.3)

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 (S2.1)
- 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 to detail in simple sentences (R2.1)
- predict content by making use of pictures (R4.1)
- write independently recognisable small and capital letters and numbers up to 100 accurately (W1.4)
- write small and capital letters of regular size and shapes (W3.1)

Art

- follow and respond to short, simple one-step instructions (L2.3)
- 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 to detail in simple sentences (R2.1)
- predict the content of what they will read by making use of pictures (R4.1)
- write small and capital letters of regular size and shapes (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)
- use capital letters accurately (W2.3)

Project

- follow and respond to short, simple one-step instructions (L2.3)
- name objects by using words from topic word sets (S2.2)
- write independently recognisable small and capital letters and numbers up to 100 accurately (W1.4)
- write letters and words of regular size and shape in a straight line from left to right with regular spaces between letters and words (W3.1)

Phonics

- recognise the shapes of letters and sound them out (R3.1)
- recognise and sound out beginning letter sounds in a word (R3.3)
- blend sounds to read an increasing range of high-frequency words (R3.4)
- write independently recognisable small and capital letters and numbers up to 100 accurately (W1.4)
- write letters and words of regular size and shape in a straight line from left to right with regular spaces between letters and words (W3.1)

Revision

- name objects by using words from topic word sets (S2.2)
- identify the main idea and the detail of short texts (R1.1, R2.1)
- predict content by making use of pictures, and respond to detail in simple sentences (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)

**Language focus****Aims**

- to say a song/poem
- to greet someone
- to introduce oneself
- to ask and answer about one's name/age/place
- to spell one's name
- to give and follow instructions

Vocabulary**Country:** Qatar**Noun:** school**Actions:** spell, point, Open your book. Close your book.**Structures**

What's your name?

I'm (Omar). / My name's (Omar).

How old are you? I'm (seven) years old.

Where do you live? In (Qatar).

Spell your name, please. S-A-L-E-M.

**Materials**

- flashcards for *Qatar, school, spell, Open your book, Close your book, point*

Lesson plan**Warm-up**

- Hold up each flashcard, say the corresponding word/phrase and encourage Ss to repeat a few times after you.
- Alternatively, you could mime the actions presented in this lesson (spell, point, open/close your book), say the corresponding words/phrases and get Ss to repeat.

1 Vocabulary CS S2.2

- Have Ss open their books to p.11.
- Point out the words/phrases in the vocabulary section. Play the recording a few times and have Ss point to the pictures and repeat.
- Say the words/phrases again in random order and have Ss point and repeat.

Activity 2 CS L1.1, L2.1, S5.1 **Pre-listening**

- Direct Ss' attention to the picture, tell them not to look at the text, and ask them, *What can you see in the picture? What will you hear about?*
- Give Ss time to discuss the picture.
- Elicit their response and write it on the board (children going to school).
- Ask Ss to look at the picture and answer, *What is the text about?*
- Ask Ss to listen to the recording of the song/poem and to confirm their predictions.

While listening

- Play the song/poem a second time and ask Ss to say the actions mentioned in the song/poem as well as the whole alphabet.
- Play the song/poem a third time and encourage Ss to say the song/poem along with the recording.

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

Grammar Reference

- Ask Ss to turn to p.90 (Grammar Reference, Module 1, Song), read the questions and the answers aloud and encourage Ss to repeat after you.
- Point to yourself and say, *Hello, I'm* (and your name) a couple of times. Invite Ss to introduce themselves the same way.
- Ask a S, *What's your name?* and encourage him/her to answer, *I'm / My name is* (S's name).
- Repeat with more Ss.
- Point out that *I'm* is the short form of *I am*.
- Ask Ss *Where do you live?* and answer, *I live in Qatar*. Explain the question and the answer to Ss.
- Ask different Ss, *How old are you?* and encourage them to answer by saying, e.g. *I'm (seven) years old*.
- Choose a S and tell him/her to spell his/her name. Help the S by starting spelling his/her name. Explain what the sentence *Spell your name* means and ask different Ss to spell their name.

Post listening**Activity 3 CS S1.1, L2.4**

- Draw Ss' attention to the boys and read the exchange aloud.
- Get Ss to repeat after you.
- Divide Ss into pairs and explain to them that SA asks SB questions about him/her, as in the example. SB answers the questions about himself/herself. Ss swap roles.

Welcome back!



SONG

Say the new words.

1



2 Listen and say.

Back to school ABCs

A B C D E F G
 Close your book and come with me.
H I J K L M N
 Spell your name and take your pen.
O P Q R S T U
 Let's go learn something new.
V W X Y Z
 Back to school we go again.



3 Ask and answer.



11

- The number of questions can be reduced according to the level of the S.
- While Ss are doing this, go round the classroom and make sure Ss are using the correct language.
- Choose a few pairs of Ss to practise the exchange to the class.

Optional

PRACTICE

Remember who!

- Invite a S to come to the front of the class and ask him/her to close his/her eyes.
- Ask three or four Ss to come up and approach the S.
- The S asks, *What's your name?* and the first S says, *I'm / My name is (S's name)*. The remaining Ss repeat the exchange with the S who is blindfolded in the same manner.

- When all Ss at the front have introduced themselves, ask them to mingle. The S has to open his/her eyes and try to remember the exact order in which the Ss introduced themselves to him/her in the beginning. He/She then has to name them aloud in that order.
- Depending on the number of Ss, you could divide the class into more groups and have them play concurrently.

EXPANSION

 - Divide Ss into pairs, different from the ones they were in for activity 3.
 - SA has to ask SB to spell his/her name. SB spells his/her name and SA has to write it on a piece of paper. Ss swap roles.

Workbook

Activity 1 CS L2.2

Listening transcript

1. **Man:** *Open your book.*
2. **Man:** *Spell your name.*
3. **Man:** *Point to the window.*
4. **Man:** *It is a school.*
5. **Man:** *Close your book.*

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

Activity 2 CS W1.1, W1.4,

W2.3, W3.1

- Make sure Ss have traced and completed the sentences correctly.

Before leaving

- Ask each S to perform an action, e.g. open/close his/her book, spell his/her name, point to something.

**Language focus****Aims**

- to ask and answer about classroom objects
- to talk about things that are close to us or far away from us

Vocabulary

Nouns: whiteboard, computer, ruler, pencil case, sharpener

Structures

What's this? It's a (book).

What's that? It's a (computer).

**Materials**

- flashcards for *whiteboard, computer, ruler, pencil case, sharpener*
- photocopies of the above flashcards

Revision

- Revise the structures of the previous lesson. Enter the classroom and say, *Hello, I'm* and say your name. Then ask a S, *What's your name?* Encourage him/her to answer saying, *I'm / My name is* (S's name).
- Ask the same S, *How old are you?, Where do you live?* Encourage him/her to answer saying, *I'm* (S's age). *In Qatar.*
- Repeat with more Ss and then ask them to practise the exchange with each other.
- Ask different Ss to spell their name.

Lesson plan**Warm-up**

- Point to the different classroom objects presented in this lesson (whiteboard, computer, ruler, pencil case, sharpener), say the corresponding words and encourage Ss to repeat a few times after you.
- 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.12.
- Point out 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 L2.2, L2.4, R1.1, R2.1,**R4.1****Before Reading**

- Have Ss look at the presentation and ask them, *Who can you see?* (Ali and Hassan.) *What are they doing?* (They are talking about Hassan's classroom.)
- Ask Ss to tell you what they think is happening.

Say the new words.

1



whiteboard



computer



ruler



pencil case



sharpener

2

Look, listen and read.

1 The boys are in the classroom.



2



3



4



12

(Hassan is showing Ali his classroom and his classroom objects. In the end, he shows him his rabbit, Ron, on the computer screen.)

- Direct Ss' attention to the frames of the presentation and ask them to find and point out the words from the vocabulary section that they see in the frames. (Frame 2: pencil case, ruler, sharpener, Frame 3: whiteboard, computer).

While reading

- Play the recording and/or read the text and encourage Ss to shadow read (read along with the recording/you).
- Ask Ss some questions about the story. *What classroom objects can you see?* (A whiteboard, desks, chairs, a bag, a pencil case, a pencil, a rubber, a sharpener, a ruler and a computer.) *Where are the boys?* (In Hassan's classroom.) *What colour is the pencil case?* (Blue.) *What is there in the pencil case?* (A pencil, a rubber, a sharpener and a ruler.) *What's on the computer screen?* (Ron, the rabbit).

- Choose two Ss to read the presentation aloud.
- Divide Ss into pairs and have them read the dialogue aloud.

Post reading

- Write the following sentences on the board: *This is a whiteboard. This is a computer. This is a ruler. This is a pencil case. This is a sharpener.* Next to the first sentence, stick the flashcard for *whiteboard*, next to the second sentence, stick the flashcard for *sharpener*, etc.
- Choose different Ss to read the sentences and say Yes if the flashcard corresponds to the sentence and No if it doesn't.

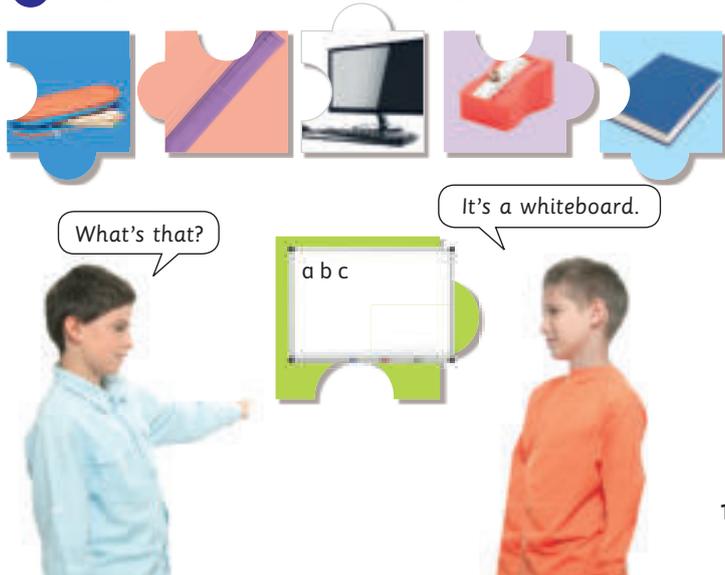
Grammar Reference

- Ask Ss to turn to p.90 (Grammar Reference, Module 1, Top Stars), read the questions and the answers aloud and encourage Ss to repeat after you.
- Point to different classroom objects that are close to you and ask Ss, *What's this?* Get Ss to answer, *It's a* (book, whiteboard, etc). Then point

3 Listen and number (1-5).



4 Ask and answer. Use *What's this?* *What's that?*



13

to classroom objects that are further away from you and ask *Ss*, *What's that?* Get *Ss* to answer, *It's a* (pencil case, ruler, etc).

- Explain to *Ss* that we use *this* for objects that are close to us and *that* for objects that are far away from us.

Activity 3 CS L2.4

- Direct *Ss'* attention to the pictures and ask them to tell you what classroom objects they see. (A whiteboard, a sharpener, a pencil case, a computer and a ruler.)
- Explain to *Ss* that they have to listen to the recording and put the pictures in the correct order (1-5) according to each answer.
- Play the recording twice and check *Ss'* answers.

Listening transcript

1. **Boy 1:** *What's this?*
Boy 2: *It's a computer.*
2. **Girl 1:** *What's this?*
Girl 2: *It's a ruler.*
3. **Boy 1:** *What's this?*
Boy 2: *It's a whiteboard.*

4. **Girl 1:** *What's this?*
Girl 2: *It's a pencil case.*

5. **Boy 1:** *What's this?*
Boy 2: *It's a sharpener.*

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

Activity 4 CS L2.4

- Read the exchanges aloud and get *Ss* to repeat.
- Divide *Ss* into pairs and ask them to take turns asking and answering questions about the items.
- Tell *Ss* that if they touch the item, they have to use *What's this?* while if they point to the item from further away, they have to use *What's that?*
- While *Ss* are doing the activity, go round the class and make sure *Ss* are using the correct language.
- Choose a few pairs of *Ss* and get them to practise the exchange aloud to the class.

Key: *What's this/that? It's a pencil case.*
What's this/that? It's a ruler.
What's this/that? It's a computer.
What's this/that? It's a sharpener.
What's this/that? It's a book.

Optional

PRACTICE

Pairs

- Divide *Ss* into pairs.
- Ask each pair of *Ss* to take turns, point to classroom items that are close to them or further away, ask *What's this/that?* and answer, *It's a...*

EXPANSION

- Give each *S* a photocopy of a flashcard from the lesson. Say a word, e.g. *computer*. The *Ss* who have the corresponding flashcard have to hold it up and say the word aloud. Repeat with the rest of the flashcards.

Workbook

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

- Make sure *Ss* have traced the words correctly.

Activity 2 CS R2.1

Key: 1. *this* 2. *that* 3. *that* 4. *this*

Activity 3 CS L2.4

Listening transcript

1. **Boy 1:** *What's this?*
Boy 2: *It's a pencil case.*
2. **Boy 1:** *What's that?*
Boy 2: *It's a whiteboard.*
3. **Girl 1:** *What's that?*
Girl 2: *It's a sharpener.*
4. **Girl 1:** *What's this?*
Girl 2: *It's a computer.*

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

Activity 4 CS W1.4, W3.1

1. *It's a ruler.*
2. *It's a computer.*

Before leaving

- Divide *Ss* into pairs.
- Ask each *S* a question by pointing to a classrom object, e.g. *What's that?* and elicit his/her answer, *It's a...*



Language focus

Aims

- to revise the numbers 1-10
- to introduce the numbers 11-20

Vocabulary

Numbers: eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

Structures

Five ants.



Materials

- flashcards for whiteboard, computer, ruler, pencil case, sharpener
- flashcards for the numbers 1-20

Revision

- Hold up the flashcards from the previous lesson, point to each one and have Ss say the word for it.
- Play the presentation in the SB on p.12 and pause after each sentence for Ss to repeat.
- Have the Ss act out the story in pairs.

Lesson plan

Warm-up

- Write the numbers 1-20 on the board.
- Point to each one, say the corresponding number and get Ss to repeat a few times after you.
- Alternatively, hold up each flashcard with the numbers, say the word and get Ss to repeat.

1 Vocabulary CS S2.1

- Have Ss open their books to p.14.
- Point out 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.

Say the numbers. 🔊

11 12 13 14

eleven twelve thirteen fourteen

1

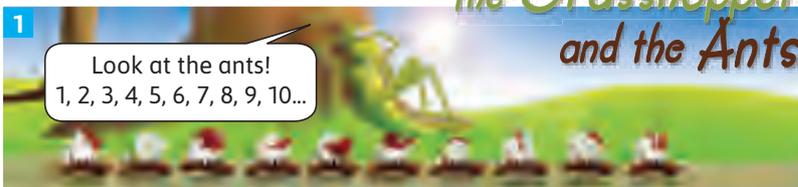


15 16 17 18 19 20

fifteen sixteen seventeen eighteen nineteen twenty

2 Look, listen and say. 📺 🔊 🔍

The Grasshopper and the Ants



14

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



Before reading

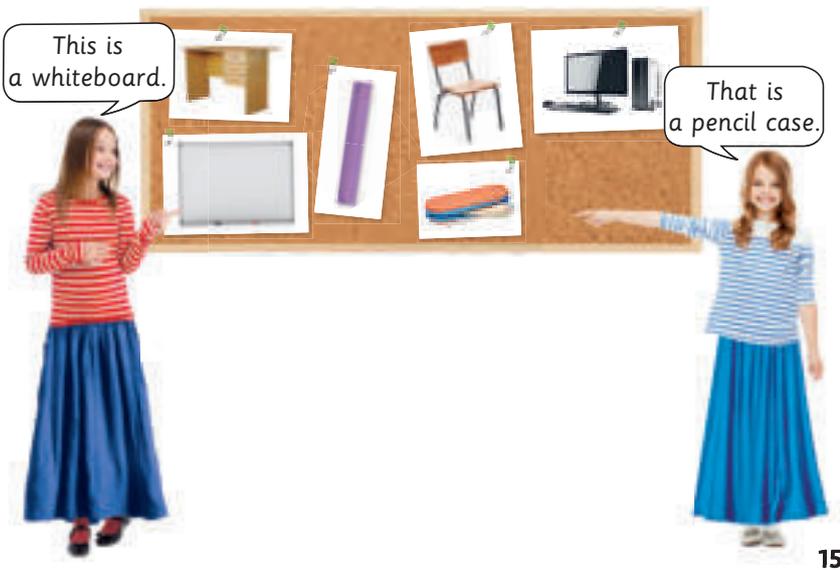
- Direct Ss' attention to the pictures and ask them what they can see. (A grasshopper and ants carrying food.)
- Ask Ss to look at the story and say what is happening. (It's summer and the grasshopper is sitting under a tree counting the ants that are busy gathering food for the winter. When winter arrives, the grasshopper is sad because it hasn't got any food. One of the ants sees the grasshopper and invites it to come in and eat.)
- Check Ss' predictions.

While reading

- Play the recording and/or read the text and encourage Ss to shadow read (read along with the recording/you).
- Ask Ss some questions about the text. *How many ants are there? (Twenty.) Are the ants sad in picture 4? (No, they aren't.) Is the grasshopper hungry in picture 4? (Yes, it is.)*
- Choose a few Ss to read the text aloud.

Post reading

- Write the numbers 11-20 in written form in one column on the board. In another column, write the numbers 11-20 in numerical form and in mixed order.

3 Read activity 2 and circle **Yes** or **No**. 1. There are ten ants. **Yes** **No**2. It is hungry. **Yes** **No**3. They are sad. **Yes** **No**4 Look and say. 

15

- Choose random Ss on the board and tell them to match the words with the numbers.

Grammar Reference

- Ask Ss to turn to page 90 (Grammar Reference, Module 1, Comic) and read the phrase aloud.
- Hold up a book and say, *book*. Then hold up two books and say, *books*. Write the words on the board.
- Repeat the procedure with three pens and two rulers.
- Explain to Ss that we usually add an **-s** to the end of a word when we are talking about more than one of something.

Activity 3 CS R2.1

- Direct Ss' attention to the three sentences and the pictures.
- Point out to Ss that they have to read the sentences, look at the pictures and circle **Yes** or **No**.
- Check Ss' answers.

 1. Yes 2. Yes 3. No

Activity 4 CS S2.2

- Direct Ss' attention to the two girls and ask them to tell you what they think they are doing. (They are presenting the items depicted in the pictures.)
- Divide Ss into pairs and explain that they have to take turns presenting the objects depicted in the pictures.
- Explain to Ss that if they use *This*, they have to touch the item whereas if they use *That*, they have to point to the item from further away.
- Have a few Ss present the objects to the whole class.

A Optional

PRACTICE

Yes or No

- Hold up a flashcard with the numbers 1-20, e.g. 19 and say, *nineteen*. Ss should call out **Yes**.
- Then, hold up another flashcard, e.g. *twenty* and say, *ten*.
- Ss should call out **No**.
- Repeat with other flashcards.

EXPANSION

- Start writing numbers from 1-20 in written form on the board, one letter at a time. Ss have to call out the number when they find it.

Workbook

Activity 1 CS W1.4

 a. 16 b. 18 c. 17
d. 20 e. 15 f. 19

Activity 2 CS W3.1, S2.1

 a. There are 7 cats.
b. There are 20 apples.
c. There are 12 pens.
d. There are 15 rulers.
e. There are 5 computers.

Before leaving

- Have each S write a number from 1-20 on the board and say it aloud.



Language focus

Aims

- to ask and answer questions about two or more objects that are close to us or further away from us

Vocabulary

Nouns: books, pencils, pens, rubbers, rulers, computers, desks

Structures

What are these?

They're (books).

What are those?

They're (rubbers).



Materials

- flashcards for books, pencils, pens, rubbers, rulers, computers, desks
- flashcards for the numbers 1-20

Revision

- Hold up the flashcards with the numbers from the previous lesson and encourage Ss to say the corresponding number.

Lesson plan

Warm-up

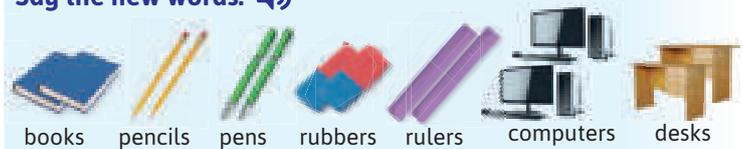
- Hold up two books and say, *books*. Get Ss to repeat after you.
- Repeat the same procedure with two pencils, two pens, two rubbers and two rulers.
- Then point to two desks and two computers in the classroom, say the words and get Ss to repeat.
- Alternatively, you can hold up the flashcards one by one, say the words and have Ss repeat after you.

1 Vocabulary CS S2.2

- Have Ss open their books to p.16.
- Point out the words in the

Say the new words.

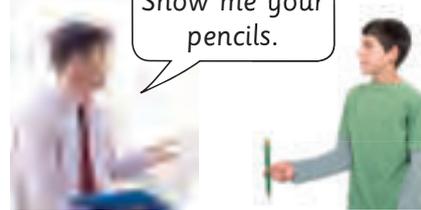
1



2

Play a game.

Show me your pencils.



3

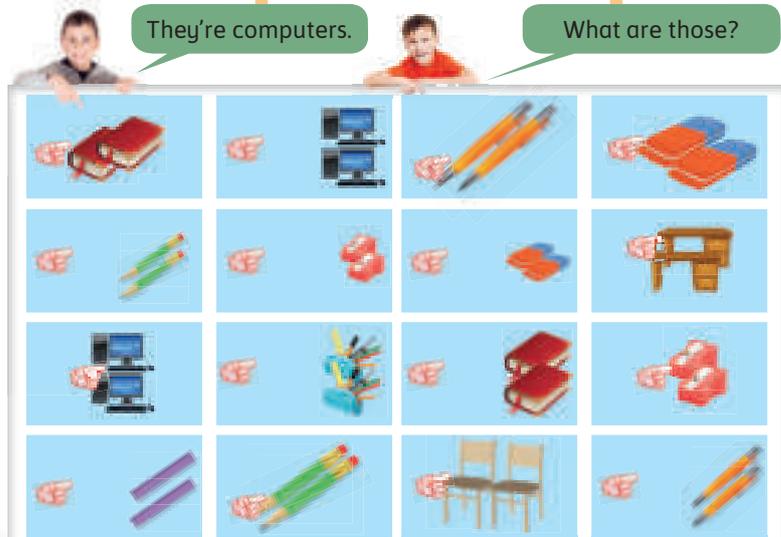
Ask and answer.

What are these?

They're books.

They're computers.

What are those?



16

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 p.90 (Grammar Reference, Module 1, Let's play), read the questions and the answers aloud and encourage Ss to repeat after you.
- Hold up two books, and ask Ss, *What are these?* Encourage them to answer, *They're books*. Explain to Ss that we use *these* to talk about two or more objects that are close to us. Point out that *these* is the plural form of *this*.
- Point to two desks that are further away from you, and ask Ss, *What are those?* Encourage them to answer, *They're desks*. Explain to Ss that we use *those* to talk about more than one object that is further away from us. Point out that *those* is the plural form of *that*.

Activity 2 CS L2.3, L2.2, S2.3

- Draw Ss' attention to the picture and ask them what they can see. (A teacher gives an instruction to a S and he follows it.)
- Ask Ss to do various activities to revise previously taught vocabulary and the Imperative, e.g. *Open the door. Draw pencils. Spell (a word), etc.*

Activity 3 CS L2.4, S2.2

- Direct Ss' attention to the grid and ask them to tell you what they see. (Classroom objects with a hand close to them or further away.)
- Draw Ss' attention to the bubbles, read the exchange aloud and get Ss to repeat.
- Divide Ss in pairs and tell them they are going to play a game. Ask them to use a rubber or a paperclip and, in turns, throw it on the grid. Each time the rubber/paperclip lands on a square on the grid, one S asks the other, *What are these?* if the hand touches the items or *What are those?* if the hand doesn't touch the items. The other S answers accordingly, e.g. *They're books. They're computers.* Ss take turns. For every correct answer, the Ss get a point. If a S doesn't answer correctly, he/she does not get a point. The S with the most points wins.

**What are these? They're books.****What are those? They're computers.****What are these? They're pens.****What are these? They're rubbers.****What are those? They're pencils.****What are those? They're sharpeners.****What are those? They're rubbers.****What are these? They're desks.****What are these? They're computers.****What are those? They're pencil cases.****What are those? They're books.****What are these? They're sharpeners.****What are those? They're rulers.****What are these? They're pencils.****What are those? They're chairs.****What are those? They're pens.****A Optional****PRACTICE****Missing items**

- Stick the flashcards of the lesson on the board.
- Have Ss say the items on the flashcards in the order in which they appear.
- Ask them to close their eyes, while you remove one of the flashcards.
- When Ss open their eyes they have to say which one is missing.

EXPANSION

- Ask Ss to draw a classroom with various objects in it (from the ones that they know) and label the items, e.g. *chair, desks, ruler, etc.*

**Workbook****Activity 1****1. computers****2. pencils****3. desks****4. books****5. rubbers****6. pens****Activity 2** CS L2.4**Listening transcript**

- Girl 1:** *What are these?*
Girl 2: *They're desks.*
- Girl 1:** *What are these?*
Girl 2: *They're pens.*
- Boy 1:** *What are those?*
Boy 2: *They're sharpeners.*
- Boy 1:** *What are those?*
Boy 2: *They're rulers.*

**1. B 2. A 3. B 4. A****Before leaving**

- Point to different items and ask each S, *What's this?* or *What's that?* depending on whether the items are close to you or further away.
- Keep playing until all Ss have had the chance to participate.

**Note**

For the next lesson, bring:

- red, blue, green, yellow, orange, pink and purple markers
- flashcards for *red, blue, green, yellow, orange*
- Blu tack or tape
- eight coloured card squares (one per colour)



Language focus

Aims

- to provide Ss with cross-curricular information on art
- to identify colours

Vocabulary

Colours: purple, pink

Verb: mix



Materials

- flashcards for *red, blue, green, yellow, orange, white, purple, pink, mix*
- flashcards for *books, pencils, pens, rubbers, rulers, computers, desks*
- red, blue, green, yellow, orange, pink and purple markers
- eight coloured card squares (one per colour)
- Blu tack or tape

Revision

- Hold up the flashcards from the previous lesson, point to each one and have Ss say the word for it.
- Hold up or point to various classroom objects – from the ones presented in the previous lesson – and ask Ss, *What are these?* or *What are those?* Encourage them to answer, *They're...*

Lesson plan

Warm-up

- Point to different objects in the classroom and say their colour, e.g. point to a blue ruler and say *blue*. Have Ss repeat after you.
- Repeat for the rest of the colours or use the markers you have brought with you to class to present the colours.
- Alternatively, you can hold up the flashcards one by one, say the words and have Ss repeat after you.



1

Say the new words. 🔊



purple pink mix

2

Look, listen and read. 📖 🔊

Make a new colour!

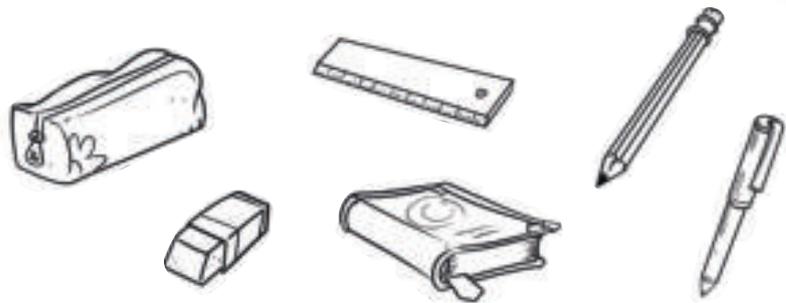
What's your favourite colour?
Try this! Mix red and yellow.
Red and yellow make orange.



3

Read and colour. 🗨️ 📖

1. Colour the book blue.
2. Colour the pencil orange.
3. Colour the pen red.
4. Colour the rubber yellow.
5. Colour the ruler purple.
6. Colour the pencil case your favourite colour.



17

- Ask Ss what their favourite colour is and start a general discussion on colours and the formation of colours. (You could mention a rainbow or painting.)

1 Vocabulary CS S2.2 🗨️

- Have Ss open their books to p.17.
- Point out the colours and the verb 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 R1.1, R2.1, R4.1 📖 🔑

- Direct Ss' attention to the picture and ask them to tell you what they see. (A mixture of colours.)
- Ask Ss to name the colours they can see (yellow, red, orange).
- Ask Ss to look at the title of the text (*Make a new colour!*) and ask them to guess what the text is going to be about. (Describing the action of mixing colours.)
- Explain to Ss that they are going to listen to the recording. Encourage them to

shadow read (read along with the recording).

- Have a couple of Ss read the text aloud for the whole class.

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

- Ask Ss to look at the picture with the classroom items and name them. (Ruler, pencil case, book, pen, pencil, rubber.)
- Explain to Ss that they have to read the sentences, and colour the classroom objects accordingly.
- Explain to Ss that they can colour in the pencil case their favourite colour.
- Make sure Ss have coloured in the pictures with the correct colours.

Optional

Colours

- Stick eight coloured card squares (red, blue, green, yellow, orange, purple, pink, white) on the floor to form a circle, using Blu tack or tape.
- Have eight Ss stand on the colours.
- Play the song/poem *Back to school ABCs* and have Ss walk around, stepping on the colours.
- Stop the recording and ask each S to name the colour he/she is standing on.
- Repeat with other Ss.
- If you have enough room, you could have two teams walking on two circles.
- Each S who answers correctly earns a point for his/her team.

Workbook

Activity 1 CS R2.1, L2.3

1. blue + yellow = green
2. blue + red = purple
3. red + yellow = orange

Before leaving

- Point to different items and ask Ss to tell you the colour of each of them.

Note

For the next lesson:

- photocopy the story (*Whitey*, SB, pp.18-19), 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.

WHITEY

1 Look, listen and read. 🗣️ 🔍 🗣️ 🗣️



18

Language focus

Aims

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

Revision

- Point to different items in the classroom and ask Ss to name their colours.

Lesson plan

Warm-up

- Clap your hands up to 20 times and encourage Ss to count your claps and call out the number.
- Alternatively, you could say a number (1-20), and have Ss clap their hands the same number of times.

Activity 1 CS L2.4,

R2.1, R1.1, 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 the word in the title and read the title together.
- Point to the first frame and ask Ss to guess who they think Whitey is (the rabbit).
- Cover the second page (p.19). ask Ss to look at the first two frames of the story on p.18 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.
- Ask Ss to look at pp.18-19 and ask them, *What can you see in the*

pictures? (Two boys and a rabbit.) Where are the characters? (In a garden.)

- Discuss Ss' answers and write them on the board.
- Point to each frame and invite Ss to guess what is happening. Write Ss' predictions on the board.

While reading

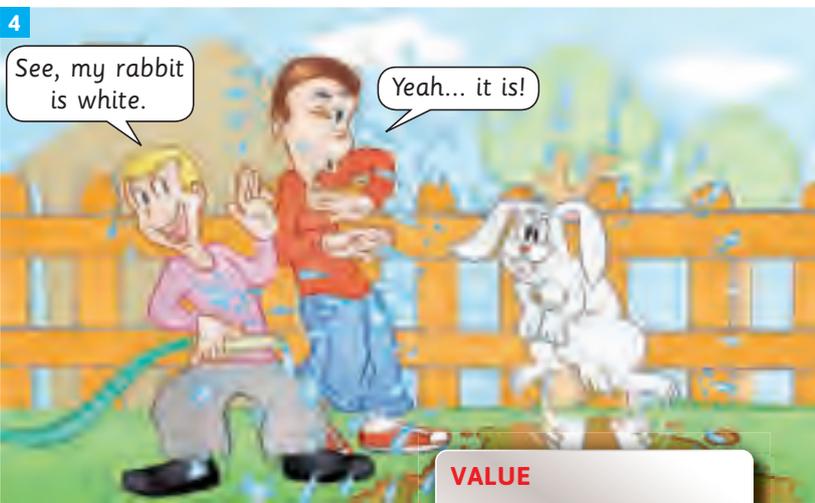
- Play the recording and/or read the text and encourage Ss to shadow read (read along with the recording/you).
- Check Ss' predictions.
- Ask Ss comprehension questions, such as:
 - Frame 1:** (pointing to each boy) *What's his name?* (Brian./Ahmed.) (pointing to the rabbit) *What's that?* (It's a rabbit.)
 - Frame 2:** *What colour is the rabbit?* (Brown.)
 - Frame 3:** *Why is Brian calling the rabbit?* (Because he wants to clean it.)
 - Frame 4:** *What colour is the rabbit now?* (White.)



Brian

Ahmed

Whitey



VALUE
Take care of your pet.

Optional

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 speech bubble to the correct frame and character.

Workbook

Activity 1 CS R2.1

1. Ahmed 2. Brian 3. Whitey

Activity 2 CS W1.4, W2.3, W3.1

1. rabbit 2. brown 3. Whitey

Post reading

POST-STORY ACTIVITY

Ask Ss:

- Have you got a pet?
- If not, what pet would you like to have?
- How do you take care of your pet?
- Do you think it's important to take care of our pets?

Value

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

Before leaving

- Divide Ss into pairs and have them read the story aloud. Tell Ss to swap roles.
- Have some pairs of Ss read the story aloud to the whole class.

Note

For the next lesson, bring:

- flashcards with the colours, a piece of card and a piece of string for each S
- Ask Ss to bring coloured pencils/markers (red, blue, yellow, green, purple, orange), glue and a pair of scissors.



Language focus

Aims

- to make a spinning colour wheel
- to write your favourite colour



Materials

- coloured pencils/markers (red, blue, yellow, green, purple, orange)
- a piece of card, a piece of string, glue and a pair of scissors (for each S)
- flashcards with the colours

Revision

- Ask Ss if they remember the title of the story (*Whitey*). Ask them to tell you what else they remember about the story.
- Ask Ss to say what happened in the story.

- 1 Make a spinning colour wheel. Use the cut-out on p.101.  



- 2 Write about your spinning wheel. 

red blue yellow green orange purple

My spinning wheel has got six colours;

and

- 3 Talk about your spinning colour wheel. 



My spinning wheel has got six colours; red, purple, blue, green, yellow and orange.

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Lesson plan

Warm-up

- Hold up different coloured markers, and ask Ss, *What colours are these?*
- Elicit Ss' answers.

Activity 1 CS L2.3, S2.2, W1.4

- Explain to Ss that they are going to make a spinning colour wheel.
- Explain to Ss that they have to turn their books to p.101 and cut it out.
- Tell Ss to colour the six parts and write a number from 1-20 in each coloured triangle. They have to use the following colours (red, purple, blue, green, yellow and orange) and in that order to colour in their spinning wheel. Then they have to cut out the circle, glue the circle on the card and cut it out. Then they have to make two holes near the centre of the circle, pass the string through the holes and tie the ends together.
- While Ss are doing their projects, go round the class, 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 write about their spinning wheel and what colours it has got.
- Check that Ss have written their favourite colour correctly.
- Choose a few Ss to read their sentence to the class.

Activity 3 CS S2.2 

- When Ss have finished making their wheels, ask them to spin the wheel using the strings. Then stretch the ends of the string tight and quickly let it go loose.
- Ask Ss what colours they see now. (The colours slowly disappear and the wheel turns entirely white.)
- Explain to Ss that, in fact, white consists of all six colours combined together.
- Let Ss spin their wheels and make sure everyone has grasped how it works.
- Draw Ss' attention to the picture and read the bubble aloud.
- Divide Ss into pairs or in small groups and tell them to take turns talking about their spinning wheel.

A  **Optional****Missing colours**

- Stick the colour flashcards on the board.
- Have Ss say the colours on the flashcards in the order in which they appear.
- Ask them to close their eyes while you remove one of the colours.
- When Ss open their eyes, they have to figure out which colour is missing.
- After you have played with one missing colour for a while, start taking out 2 or 3 colours at a time.

 **Before leaving**

- Ask each S what their favourite colour is and elicit their answers.

**Language focus****Aims**

- to revise the letters of the alphabet

**Materials**

- flashcards of the letters of the alphabet
- two photocopies of the letters of the alphabet

Revision

- Revise the letters of the alphabet.
- Write the letters of the alphabet (capital and lower case) on the board.
- Point to each one, say it aloud and ask Ss to repeat a few times after you.
- Alternatively, hold up each flashcard, say the letter and ask Ss to repeat.

Lesson plan**Warm-up****Alphabet mix-up**

- Divide the board into two parts, and stick the photocopies of the letters of the alphabet (Aa-Zz), in mixed order, in each part.
- Divide Ss into two teams, and ask two Ss from each team to come to the board, and stand in front of each set of letters.
- Explain to Ss that when you say Go!, they have to cooperate with their pair from the same team and put all the letters of the alphabet in the correct order.
- The pair of Ss who put the letters of the alphabet in the correct order, gets a point for their team.
- Repeat the same procedure with different pairs of Ss.
- The team with the most points wins.

1 Listen and say the word. 

apple



bike



cat



duck



egg



fish



girl



hat



ink



jam



kite



lemon



moon



nose



olive



pencil



quilt



rabbit



star



table



umbrella



van



window



box



yellow



zebra

Activity 1 CS R3.1, R3.3

- Draw Ss' attention to the activity and ask Ss to name as many words as they can remember.
- Explain to Ss that they have to listen to the recording, and repeat the words.
- Play the recording twice.

Activity 2 CS W1.4, W3.1

- Explain to Ss that they have to read the words and complete the first letter by choosing a letter from the box, as in the example.
- Tell Ss that they have to trace the letter in the first word.



1. l 2. y 3. u 4. h 5. r 6. a

Activity 3 CS R3.1

- Draw Ss' attention to the words and the pictures.
- Explain to Ss that they have to read each word and circle the corresponding picture in each row.
- Go round the classroom and make sure Ss have circled the correct pictures.

1. second picture 2. first picture
3. third picture 4. fourth picture**Activity 4 CS R3.4**

- Explain to Ss that they have to read the words, circle them and match them to the correct picture.

2 Choose and write. 

h r y a u l

1. emon 2. ellow 3. mbrella
 4. at 5. abbit 6. pple

3 Read and circle. 

duck				
fish				
pencil				
zebra				

4 Read, circle and match. 

g i r l b i k e c a t k i t e



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- Go round the classroom and make sure Ss have circled the words and matched them to the correct pictures.



girl - third picture bike - fourth picture
 cat - first picture kite - second picture

A Optional**What's missing?**

- Stick the flashcards with the letters of the alphabet on the board.
- Divide Ss into two teams.
- Ask Ss to look at the letters of the alphabet carefully and then close their eyes.
- Remove one of the letters from the board and ask Ss to open their eyes.
- The two Ss you have chosen have to look at the board and tell you which letter is missing.

- The S who says the correct word first gets a point for his/her team.
- Repeat the same procedure with different pairs of Ss.
- The team with the most points wins.

**Workbook****Activity 1 CS W1.4** 

- Make sure Ss have written the letters of the alphabet correctly.



- | | |
|-----------|--------------|
| 1. cat | 14. apple |
| 2. pencil | 15. zebra |
| 3. hat | 16. table |
| 4. olive | 17. van |
| 5. duck | 18. ink |
| 6. rabbit | 19. bike |
| 7. lemon | 20. jam |
| 8. star | 21. kite |
| 9. girl | 22. yellow |
| 10. moon | 23. queen |
| 11. fish | 24. umbrella |
| 12. egg | 25. whale |
| 13. nose | 26. box |

**Before leaving**

- Say a letter of the alphabet to each S and ask him/her to say the letter that comes after the letter you have told him/her.
- Repeat the same procedure with every S.

**Note**

For the next lesson, bring:

- photocopies of the flashcards and the words for *Qatar, school, spell, Open your book, Close your book, point, whiteboard, computer, ruler, pencil case, sharpener, numbers 1-20, purple, pink, mix* (one set for every four Ss)



Language focus

Aims

- to revise and consolidate vocabulary and structures presented in previous lessons



Materials

- flashcards for *Qatar, school, spell, Open your book, Close your book, point, whiteboard, computer, ruler, pencil case, sharpener, numbers 1-20, purple, pink, mix*
- photocopies of the flashcards and the words (one set for every four Ss)

Revision

- Play the recording for activity 1 from the Phonics lesson and encourage Ss to say the words along with the recording.

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 W1.3, W1.4,

W3.1

- Have Ss open their books to p.23.
- Explain to Ss that they have to read the questions, look at the pictures, trace and complete the answers with the words given in the box.
- Check Ss' answers.



1. pencil case 2. It's a rubber.
3. It's a pencil. 4. It's a computer.

Activity 2 CS S2.2

- Divide Ss into pairs.

1 Look, trace and write.

pencil rubber pencil case computer



1. What's this?

It's a _____



2. What's this?

It's a _____



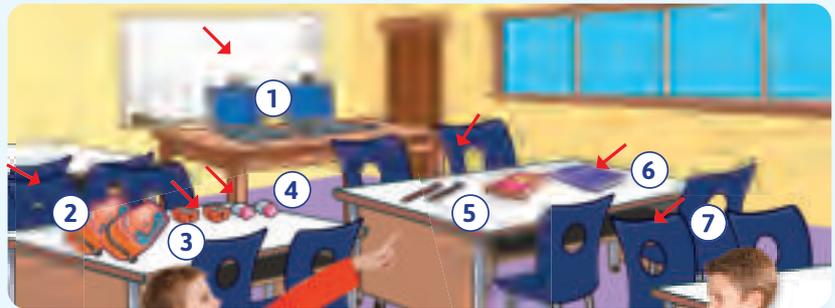
3. What's that?

It's _____



4. What's that?

2 Look and say.



What are those?

They're pencils.

23

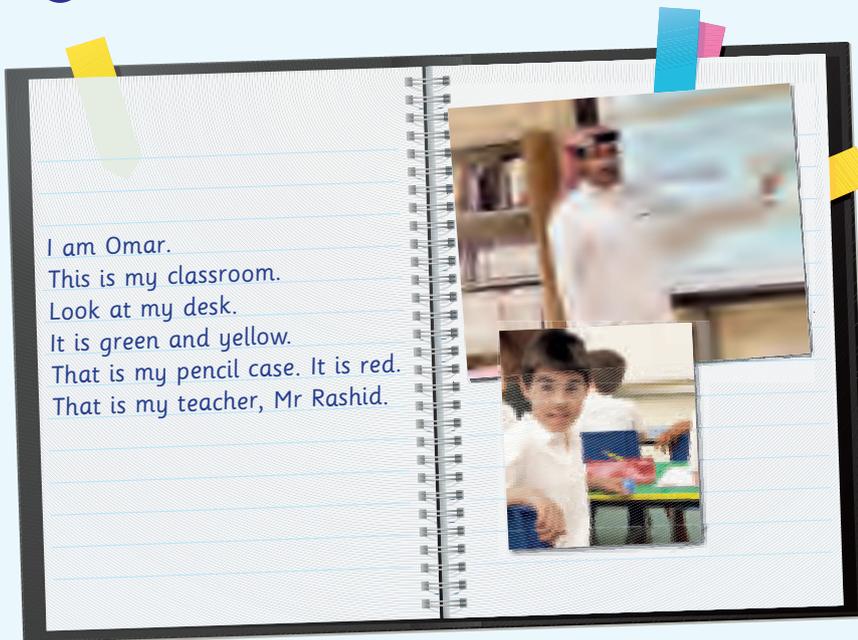
- Explain to Ss that they have to take turns asking and answering questions about the items in the picture, as in the example. Point out that when the arrow touches the items, they have to use *these*, while when it's further away from the items, they have to use *those*.
- Choose a few Ss to say the sentences to the class.



1. What are those? They're computers. 2. What are those? They're pencil cases.
3. What are these? They're sharpeners. 4. What are those? They're rubbers.
5. What are those? They're pencils. 6. What are these? They're books.
7. What are these? They're chairs.

Activity 3 CS R1.1, R2.1, R4.1

- Draw Ss' attention to the activity, and ask them what the text will be about. (A boy and his teacher in a classroom.)
- Draw Ss' attention to the picture, and ask Ss, *Where's the boy?* (In a classroom.) *What classroom objects can you see?* (A whiteboard, books, desks, chairs, a pencil case, a pencil and rubber.)
- Read the text and ask Ss to follow in their books.
- Ask Ss, *What's the boy's name?* (Omar.) *What colour is his desk?* (Green and yellow.) *What colour is his pencil case?* (Red.) *What's the teacher's name?* (Mr Rashid.)
- Choose a few Ss to read the text aloud.

3 Look and read.  4 Read again and circle **Yes** or **No**. 

- | | | |
|--------------------------------|------------|-----------|
| 1. Omar is in the classroom. | Yes | No |
| 2. The desk is green and blue. | Yes | No |
| 3. The pencil case is red. | Yes | No |
| 4. Mr Rashid is a teacher. | Yes | No |

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Activity 4 CS R2.1 

- Draw Ss' attention to activity 4.
- Explain to Ss that they have to read the sentences, refer to activity 3 and circle **Yes** or **No**.
- Check Ss' answers.

 1. Yes 2. No 3. Yes 4. Yes

 **Optional**
Matching pictures

- Divide Ss into groups of four.
- Give each group a set of flashcards and a set of word cards.
- Ss take turns picking a card from each pile. Ss have to say the items depicted on the flashcards and the word cards. If the pictures match the words, they keep both cards and get a point. If the pictures don't match the words, Ss should try again.
- The S who has the most flashcards wins.

 **Workbook**
Activity 1 CS W3.1 

 1. that 2. this 3. these 4. those

Activity 2 CS W1.4, W3.1 

 a. twelve c. twenty
b. fifteen d. nineteen

Activity 3 CS R2.1 

 1. A 2. B 3. A

Now I canActivities 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 say what they see. Elicit Ss' answers. Then read the sentences/exchanges aloud and have Ss repeat after you and tick the circles.

Handwriting activity CS W3.1,

W1.4 

- Ask Ss to turn to p.20.
- Explain to Ss that they have to trace each sentence and then they have to write it on the lines that follow.
- Ss can write the sentences more than one time 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 *Back to school ABCs* in the SB on p.11 and invite Ss to say the song/poem along with the recording.

That's me!

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 the content and key words of what they will read by making use of pictures (L3.1)
- follow and respond to simple short questions (L2.4)
- name familiar objects by using words from topic word sets (S2.2)
- participate in singing songs (S5.1)
- write independently small and capital letters (W1.4)
- use capital letters (W2.3)
- write small letters and words of regular size and shape (W3.1)

Top Stars

- 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)
- 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 an increasing number of familiar logos, signs and labels (R5.1)
- write small and capital letters of regular size and shape (W1.4, W3.1)

Our world

- follow and identify the detail of short texts (L2.1)
- follow and respond to simple short questions (L2.4)
- 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)
- name familiar objects by using words from topic word sets (S2.2)
- ask about and express simple ability (S2.4)
- write small and capital letters of regular size and shape (W1.4, W3.1)
- express simple ability (W1.5)

Let's play

- follow and respond to simple short questions (L2.4)
- name familiar objects by using words from topic word sets (S2.2)
- ask about and express simple ability (S2.4)
- understand and respond to detail in short sentences (R2.1)
- write small letters and capital letters of regular size and shape (W1.4, W3.1)
- express simple ability (W1.5)

Science

- 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 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)
- use capital letters accurately (W2.3)

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)
- 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)

Project

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

Revision

- understand and respond to the detail in simple sentences (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 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)

TOP TIME 1

- name objects by using words from topic word sets (S2.2)
- ask about and express with some support simple ability (S2.4)
- ask for attention or help from a teacher or classmate (S3.1)
- understand and respond to the main idea and detail in a short sequence of simple sentences (R1.1, 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)
- ask about and express simple ability (W1.5)

**Language focus****Aims**

- to say a song/poem
- to ask and answer questions about feelings
- to ask and answer questions about physical appearance

Vocabulary

Adjectives: old, young, fat, thin

Structures

Is he/she/it (happy)?
Yes, he/she/it is.
No, he/she/it isn't.
isn't = is not

**Materials**

- flashcards for *old, young, fat, thin*
- glue
- plain sheets of A4 paper
- old magazines or newspapers

Lesson plan**Warm-up**

- Divide Ss into four groups.
- Hand out one of the following flashcards to each group (old, young, fat, thin).
- Ask each group to look at their flashcard carefully. Clarify the meaning of the word to each group by miming.
- Explain that you will call out one of the words, e.g. *old*, and that the group with that word will have to repeat it while miming it for the rest of the class.
- The rest of the class repeats the word and mimes it while you write it on the board.
- Repeat the procedure with the rest of the words.

1 Vocabulary CS S2.2

- Have Ss open their books to p.25.
- Point out 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 L1.1, L2.1, L3.1, S5.1 **Pre-listening**

- Direct Ss' attention to the picture, tell them not to look at the text, and ask them, *What can you see in the picture? What will you hear about?*
- Give Ss time to discuss the picture.
- Elicit their response and write it on the board (a woman, a boy and a cat).
- Ask Ss to look at the picture and answer, *What is the text about?*
- Ask Ss to listen to the recording of the song/poem and to confirm their predictions.

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

While listening

- Play the song/poem a second time and ask Ss, *Is the woman tall/old?* Encourage Ss to answer, *Yes, she is.* Point to the boy and ask, *Is the boy happy?* Encourage Ss to answer, *Yes, he is.* Point to the cat and ask, *Is the cat small/big?* Encourage Ss to answer, *No, it isn't/Yes, it is.*
- Play the song/poem a third time and encourage Ss to say the song/poem along with the recording.

Grammar Reference

- Ask Ss to turn to page 90, Module 2 Song.
- Read the questions and short answers and have Ss repeat. Then stick the flashcard for *old* on the board and ask Ss, *Is he young?* Encourage Ss to answer, *No, he isn't.* Then ask Ss, *Is he old?* Encourage Ss to answer, *Yes, he is.*
- Explain that this is how we ask somebody about somebody else.
- Do the same with the flashcards for *young, fat* and *thin*.

Post listening**Activity 3 CS L2.4**

- Direct Ss' attention to the two girls in the picture and ask them to guess what's happening. (The girls are playing a game, asking and answering about the people/animals shown in the pictures on p.103.)
- Read the exchange aloud and get Ss to repeat.
- Discuss with Ss about the pictures on p.103 to prepare them for the game.
- Divide Ss into pairs. Ask each pair to turn to p.103 and take turns asking and answering about the people/animals shown in the pictures. SA chooses a person/animal and SB has to guess who/what he/she/it is by asking questions, similar to the exchange presented in the activity.
- Have a few pairs of Ss present the exchange to the whole class.

That's me!



SONG

Say the new words.

1



old young fat thin

2 Listen and say.

Is he sad?

Is he sad?
No, he isn't.
He is happy
and young.

Is she short?
No, she isn't.
She is tall
and old.

Is it thin?
No, it isn't.
It is fat.
It's a big cat!



3 Play a game. Go to page 103.

Boy, girl or animal?

Is it thin?

Is it number nine?

Animal.

No, it isn't.

Yes, it is.

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Workbook

Activity 1 CS L2.4

Listening transcript

1. Boy: Is he old?
2. Girl: Is it thin?
3. Boy: Is he sad?
4. Girl: Is it thin?
5. Girl: Is she happy?
6. Boy: Is he young?



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

Activity 2 CS W1.4, W2.3,

W3.1



1. Yes, he is.
2. No, it isn't.

Before leaving

- Play the song/poem *Is he sad?* and have Ss say the song/poem along with the recording.

Note

- For the next lesson, bring:
- plain sheets of A4 paper

A Optional

PRACTICE

Combinations

- Divide Ss into six groups. Assign a set of opposite adjectives to each group (e.g. short-tall, happy-sad, big-small).
- Ask the Ss in each group to look through old magazines or newspapers and cut out all the pictures they can find that match their adjectives.
- Ss glue their cut-outs onto sheets of plain A4 paper.
- Then groups take turns coming up to the front of the classroom and presenting their collages.
- Display Ss' collages around the classroom.

EXPANSION

- Write an adjective and a word on the board, e.g. *happy girl*, *big ball*, etc. Ss have to draw the corresponding picture and write the words underneath.



Language focus

Aims

- to identify occupations
- to ask and answer questions about people

Vocabulary

Occupations: student, doctor, pilot, policeman

Structures

Are you (a student)? Yes, I am./No, I'm not.

Are they (doctors)?

Yes, they are./No, they aren't.

one policeman - two policemen



Materials

- flashcards for *student, doctor, pilot, policeman, old, young, fat, thin*
- plain sheets of A4 paper

Revision

- Show Ss the flashcards from the previous lesson and ask, *Is he/she old/young, etc.?*
- Elicit Ss' answers.

Lesson plan

Warm-up

- Mime actions people of each occupation do and have Ss guess the occupation. For example, raise your hand to give an answer, or pretend to be examining a patient.
- Stick the flashcards of the lesson on the board.
- Point to each one, say the word a few times and ask Ss to guess what it means and repeat after you.

1 Vocabulary CS S2.2

- Point out 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, R4.1, R5.1



Before Reading

- Ask Ss to look at the pictures in activity 2 and predict what the story will be about.
- Write Ss' predictions on the board.
- Have Ss look at activity 2 and ask them *What are the jobs of the people in the pictures?* (Some are doctors, some are policemen and some are pilots.)

While reading

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

Say the new words.

1



student



doctor



pilot



policeman

2 Look, listen and read.

1 Dad, are they teachers?
No, they aren't. They're doctors.

2 Look!
Are they policemen?
Yes, they are.

3 Come here! Look at the planes!
Are they pilots?
Yes, they are.

4 Look at me, Hassan!
I'm a pilot!
Ha ha! You're a student, Ali!

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with the recording/you).

- Check Ss' predictions.
- Ask Ss some questions about the story: *Are the men in the first picture doctors?* (Yes, they are.) *Are the men in the second picture policemen?* (Yes, they are.) *Are the men in the third picture pilots?* (Yes, they are.)
- Divide Ss into groups of four and have them act out the story.
- Explain to them that the children are in the car with Ali's dad on the way to the airport. They see two doctors in the street that Ali mistakes for teachers. Later, the children see two policemen. Then they see two pilots. The pilots offer to show the boys the planes. Ali sees one of the pilots' hats and wears it, pretending he is a pilot too.

Post reading

- Write the following questions on the board: *Are you a student?* *Are you a doctor?* *Are you a pilot?* *Are you a policeman?* Next to the first question, stick the flashcard for *student*, next to the second question, stick the flashcard for

pilot, next to the third question, stick the flashcard for *doctor* and next to the fourth question, stick the flashcard for *policeman*.

- Choose different Ss to read the questions and answer with *Yes, I am* if the flashcard corresponds to the question and *No, I'm not* if it doesn't.

Grammar Reference

- Ask Ss to turn to page 90, Module 2 Top Stars and read the questions and the answers aloud. Point out the plural form for the noun *policeman*.
- Go up to a S and ask him/her, *Are you happy?* Encourage him/her to answer, *Yes, I am*. Ask the same S, *Are you sad?* and encourage him/her to answer, *No, I'm not*.
- Hold up two pens and ask Ss, *Are they pens/rubbers?* Encourage Ss to answer, *Yes, they are. / No, they aren't*, accordingly.
- Ask Ss when we use the question *Are they ...?* Elicit that we use it to ask questions about a group of objects, people or animals.

3 Look at activity 2 and circle the correct answer.



1. Are they doctors?
A. Yes, they are.
B. No, they aren't.



2. Are they policemen?
A. Yes, they are.
B. No, they aren't.



3. Is he a teacher?
A. Yes, he is.
B. No, he isn't.

4 Listen and circle a or b.



1.
a. Yes, they are.
b. No, they aren't.



2.
a. Yes, they are.
b. No, they aren't.



3.
a. Yes, they are.
b. No, they aren't.

5 Play a game.

Are you a doctor?

Are you a pilot?

No, I'm not.

Yes, I am.



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Activity 3 CS R2.1

- Explain to Ss that they have to look at the pictures, read the questions and circle the correct answer A or B.
- Check Ss' answers.

1. A 2. A 3. B

Activity 4 CS L2.1

- Draw Ss' attention to the pictures and ask them to name the occupation depicted.
- Play the recording twice and ask Ss to listen to the questions, look at the pictures and circle the correct answers.
- Check Ss' answers.

Listening transcript Woman:

- Are they students?
- Are they policemen?
- Are they pilots?

1. a 2. b 3. a

Activity 5 CS L2.4, S2.2

- Tell Ss that they are going to play a miming game.
- Explain to Ss that they have to take turns coming to the front of the class and miming one of the jobs presented in this lesson. The rest of the Ss try to guess what he/she is miming and ask him/her, *Are you a (doctor)?* The S answers, *Yes, I am / No, I'm not*, accordingly. Make sure all Ss take turns miming an occupation.

Optional PRACTICE

Guess the occupations

- Hand out a sheet of A4 paper to each S.
- Tell Ss to choose one of the

following occupations and to draw that person two times on their piece of paper: doctor, policeman, pilot.

- When they have finished drawing the occupations, divide them into pairs and have them ask and answer questions about each other's occupations, using, *Are they (doctors)?* and *Yes, they are. / No, they aren't.*

EXPANSION

- Write some lines from the dialogue in activity 2 on the board, e.g. *Are they teachers? No, they aren't. They're..., I'm a ...* and ask Ss to guess the missing words and say them aloud.

Workbook

Activity 1 CS R2.1

1. He's a student. 2. He's a policeman.
3. He's a pilot. 4. He's a doctor.

Activity 2 CS R2.1

1. B 2. A 3. A 4. B

Activity 3 CS L2.4

Listening transcript

1. Man: Are they policemen?
Boy: No, they aren't. They're pilots.
2. Woman: Are you a teacher?
Man: Yes, I am.
3. Boy: Are they doctors?
Man: Yes, they are.
4. Boy: Are you a doctor?
Man: No, I'm not. I'm a policeman.

1. A 2. B 3. A 4. A

Activity 4 CS W1.4, W3.1

1. They're students. 2. They're doctors.

Before leaving

- Ask each S to mime an occupation and ask him/her, *Are you a ...?* Elicit the S's answer, *Yes, I am/No, I'm not.*

Note

For the next lesson, bring:

- Blu tack or tape
- two sets of photocopies of the flashcards of the lesson



Language focus

Aims

- to identify actions
- to talk about ability

Vocabulary

Actions: fly, jump, run, swim, walk, climb

Structures

I/You/He/She/It can/can't (fly).



Materials

- flashcards for *fly, jump, run, swim, walk, climb, young, old, fat, thin, student, doctor, pilot, policeman*
- Blu tack or tape
- two sets of photocopies of the flashcards of the lesson

Revision

- Stick the flashcards for *young, old, fat, thin, student, doctor, pilot and policeman* on the board.
- Divide Ss into two teams and invite a S from each team to come to the board.
- Say a word, e.g. *young*.
- The first S to touch the flashcard of the word gets a point for his/her team.
- Continue in this manner until all Ss have had a turn.
- The team with the most points wins.

Lesson plan

Warm-up

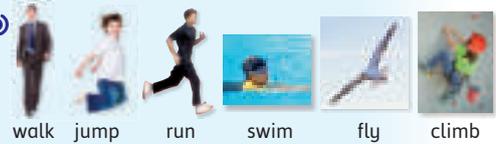
- Pretend you are swimming and say *swim*. Get Ss to repeat the word and mime the action at the same time.
- Do the same with the rest of the verbs (*fly, jump, run, walk, climb*).
- Stick the flashcards on the board, point to each one and encourage Ss to say the action depicted on it and mime it at the same time.

1 Vocabulary CS S2.2

- Have Ss open their books to p.28.
- Point out 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.

Say the new words.

1



walk jump run swim fly climb

2 Look, listen and read. Then number the pictures.

I can swim!

1. I am Ahmed. I can swim, but I can't climb.

2. This is my sister, Hasna. She can climb, but she can't jump.

3. This is my friend, Omar. He can run, but he can't swim.

4. This is my bird. It can fly, but it can't swim.



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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 (pictures of children doing different activities).
- Draw Ss' attention to the pictures and ask them *What can the bird do? (It can fly.) What can the children do? (One boy can run, one boy can swim and one girl can climb.)*
- Ask Ss to tell you what they think the boy is talking about. (He is talking about the activities he, his sister, his friend and his pet can do.)

While reading

- Play the recording and/or read the text and encourage Ss to shadow read (read along with the recording/you).
- Explain to Ss that you will play the recording again and they should listen and number the

pictures, according to each description.

- Play the recording and/or read the text and pause after each sentence for Ss to number the pictures.
- Have Ss check their answers, first in pairs and then as a class.
- Ask Ss questions about the texts. *What can Ahmed do? (He can swim.) Can he climb? (No, he can't.) Can Hasna jump? (No, she can't. She can climb.) What can Omar do? (He can run.) Can Ahmed's bird fly? (Yes, it can.)*
- Choose a few Ss to read the texts aloud.



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

Post reading

- Write the four names on the board: Ahmed, Hasna, Omar, bird. Stick the flashcards for *run, swim, fly* and *climb* on the board. Ask Ss to come to the board and match each child/animal with the flashcard that depicts what

3 Read activity 2 again and put a ✓ for can or an X for can't.

	Ahmed	Hasna	Omar	bird
swim	✓			
run				
climb	X			
jump				
fly				

4 Play a game.



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he/she/it can do according to the text.

Grammar Reference

- Ask Ss to turn to page 90, Module 2 Our world. Read the sentences aloud. Get Ss to repeat.
- Explain that we use the verb *can* to express ability and *can't* to express lack of ability.
- Run on the spot and say, *I can run*. Pretend you are trying to fly and say, *I can't fly*.
- Get Ss to repeat the sentences after you.

Activity 3 CS R2.1

- Direct Ss' attention to the table and read the action verbs aloud.
- Explain to Ss that they have to refer to activity 2 and put a ✓ for *can* or an X for *can't* in the correct box according to what each child/pet can or can't do.
- Have Ss check their answers in pairs first, then as a class.

	Ahmed	Hasna	Omar	bird
swim	✓		X	X
run			✓	
climb	X	✓		
jump		X		
fly				✓

Activity 4 CS S2.4

- Direct Ss' attention to the girls in the picture, read the speech bubble aloud and tell them that they are going to play a miming game.
- Divide Ss into groups of four. One S mimes doing one of the actions presented in this lesson (fly, jump, run, swim, walk, climb) and the other three Ss guess and call out the action by saying, *(She) can (run)*.
- Make sure Ss in each group swap roles so that everyone has had the chance to mime an action.

Optional

PRACTICE Combinations

- Divide Ss into two teams.
- Give the flashcards of the lesson to a S from each team.
- Explain to Ss that you are going to call out a combination, e.g. *run, walk, climb*, and the two Ss have to stick the flashcards correctly on the board in the order they are heard. The S that does this the fastest wins a point for his/her team.
- Make sure all Ss have had a turn sticking and/or calling out the combination.
- The team with the most points wins the game.

EXPANSION

- Tell each S to mime one of the words presented in this lesson, e.g. *fly*.
- The rest of the class has to guess the word that their classmate is miming and say it aloud.
- Encourage Ss to make sentences with *can/can't*, e.g. *(Tom) can/can't (fly)*.
- Repeat until all Ss have had a turn.

Workbook

Activity 1 CS R2.1

1. I can jump. 2. I can climb. 3. I can swim.
4. I can run. 5. I can walk.

Activity 2 CS R2.1

1. can't 2. can 3. can
4. can 5. can't

Activity 3 CS L2.1

Listening transcript

Man: *This is Bob. He can run. He can't jump. He can swim. He can't climb.*

1. Yes 2. No 3. Yes 4. No

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

- Make sure Ss have traced the phrases and completed the sentence.

open answers

Before leaving

- Ask each S to say a sentence about what he/she can/can't do.



Language focus

Aims

- to identify actions
- to ask and answer questions about ability

Vocabulary

Actions: read, count, write, draw

Structures

Can you (spell your name)?

Yes, I can. / No, I can't.



Materials

- flashcards for *spell, count, write, draw, fly, jump, run, swim, walk, climb*

Revision

- Stick the flashcards for the action verbs (*fly, jump, run, swim, walk, climb*) on the board and tell Ss to memorise them. Then instruct Ss to close their eyes while you hide one of the flashcards. Ask Ss to open their eyes, look at the flashcards and tell you which one is missing.
- Alternatively, Ss can memorise the actions in a particular order. Change the order while Ss have their eyes closed. Ss have to try to remember the order the actions were originally in.

Say the new words.

1



read



count



write



draw

2

Put a ✓ or an X for yourself.

	You
read a book	
count to ten	
write your name	
draw a tree	

3

Ask and answer with your friend and put a ✓ or an X.

	Your friend
read a book	
count to ten	
write your name	
draw a tree	

Can you count to ten?

Yes, I can.
1-2-3-4-5-6-
7-8-9-10

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Lesson plan

Warm-up

- Pretend you are writing and say *write*. Get Ss to repeat the word and mime the action at the same time.
- Do the same with the rest of the verbs (*read, count, draw*).
- Stick the flashcards on the board, point to each one of them and encourage Ss to say the action depicted on the flashcard and mime it at the same time.

1 Vocabulary CS S2.2

- Have Ss open their books to p.30.
- Point out 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 90, Module 2 Let's play. Read the question and the answers aloud and have Ss repeat.
- Remind Ss that we use the verb *can* to express ability and *can't* to express lack of ability.
- Point to a flashcard, e.g. *write*, and ask a S, *Can you write?* Encourage him/her to answer, *Yes, I can*. Write the question and the answer on the board.
- Ask a different S, *Can you fly?* Encourage him/her to answer, *No, I can't*. Write it on the board, too.
- Ask Ss different questions using *Can you (spell your name)?* Encourage them to answer, *Yes, I can/No, I can't*, depending on their abilities.

Activity 2 CS R2.1

- Ask Ss to look at the table and read the actions in the box.
- Instruct Ss to look at the table and complete it according to the actions they can or can't do. They should put a ✓ in the boxes corresponding to the actions they can do and an X in the boxes corresponding to the actions they can't do.

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

- Ask Ss to look at the picture of the boys, read the speech bubbles and tell you what they think the boys are doing. (They are asking and answering questions about ability. The boy who answers that he can do the action has to perform it, as well.)
- Divide Ss into pairs and explain to them that they will have to interview their partner asking questions concerning each action on the table, e.g. *Can you (draw a cat)?* The other S should answer, saying *Yes, I can* or *No, I can't*. The S who has interviewed the other S then marks the boxes, too.
- Go round the classroom and make sure all Ss have completed their table.
- Make sure all Ss have had the chance to interview others and be interviewed.

Optional

PRACTICE

Can you ...?

- This is a variation of the game *Teacher says*.
- Ask Ss questions, using *Can you...?* and encourage them to mime or perform the action, e.g. *Can you count to five?*
- The Ss should not perform the action if it isn't preceded by the phrase *Can you...* If a S does so, he/she is out of the game.
- The last S remaining in the game wins. The winner can ask the questions in the next game.

EXPANSION

- Write a word from the lesson on the board, e.g. *count*. Ss have to mime the action. Repeat with the rest of the actions.

Workbook

Activity 1 CS R2.1

-  1. drawing with the cat
2. bubble with *Hello*
3. bubble with the numbers 1, 2, 3, 4, 5
4. picture with the notebook

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



open answers

Before leaving

- 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 words presented in the lesson, e.g. *write*.
- The rest of the class has to guess the word that their classmate is miming and say it aloud.
- Encourage Ss to make sentences with *can*, e.g. *(Tom) can write*.
- Repeat until all Ss have had a turn.

Note

For the next lesson, bring:

- word cards for *lizard*, *frog*, *duck*, *pond*
- Blu tack or tape



Language focus

Aims

- to provide Ss with cross-curricular information on science

Vocabulary

Animals: lizard, frog, duck

Noun: pond



Materials

- flashcards of the previous lessons (fly, jump, run, swim, climb, walk, read, draw, count, write)
- flashcards for *lizard*, *frog*, *duck*, *pond*
- word cards of the above flashcards
- Blu tack or tape

Revision

- Use flashcards from previous lessons (fly, jump, run, swim, climb, walk, read, count, write, draw). Show each one to Ss and ask different Ss, *Can you ...?*
- Elicit Ss' answers, *Yes, I can/No, I can't.*

Lesson plan

Warm-up

- Hold up the flashcard for *lizard*, say the word and have Ss repeat after you.
- Repeat the same procedure for the rest of the words.

1 Vocabulary CS S2.2

- Have Ss open their books to p.31.
- Point out 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 R1.1, R2.1, R4.1

Before reading

- Direct Ss' attention to the picture and ask them to tell you what animals they can see. (A duck, a lizard and a frog.)
- 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. *Can the duck swim?* (Yes, it can.) *What can the lizard do?* (It can walk and run.) *What colour is the frog?* (It's green and red.) *What can it do?* (It can jump and swim.)
- Have a couple of Ss read the texts aloud for the whole class.
- Ask Ss if they have ever been to a pond and what other animals that live near and in ponds they have seen.

Post reading

- Stick the flashcards for *duck*, *frog* and *lizard* on the board. Write the following sentences on the board too: *It can walk and swim. It can jump and swim. It can walk and run. It's green and red. It's brown.* Choose Ss to come to the board and match each animal with a corresponding sentence.

1 Say the new words. 

lizard



frog



duck



pond

2 Look, listen and read.  

What's in a pond?



This is a duck.
It can walk and swim.

This is a frog.
It's green and red.
It can jump and swim.

This is a lizard. It can walk and run, but it can't fly.

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A  **Optional****Ready, set, match**

- Divide Ss into two teams.
- Stick the flashcards for *lizard*, *frog*, *duck* and *pond* on the board.
- Put the corresponding word cards face down on your desk.
- Call up a S from each team to pick a word card off your desk, read the word and stick it below the corresponding flashcard with Blu tack or tape.
- 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.

**Workbook****Activity 1**

1. b 2. a 3. c

Activity 2 CS R2.1 

c

Activity 3 CS W1.4, W3.1 

- Make sure Ss have traced and completed the sentence.

**The duck can walk and swim, but it can't climb.****Before leaving**

- Show each S one of the animals presented in this lesson and have them say the word and mime the animal.

**Note**

For the next lesson:

- photocopy the story (*The Fun House*, SB, pp.32-33), 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.



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 lizard, frog, duck, pond

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 from the previous lesson.
- The S who has the ball has to look at the flashcard and say the word that the picture depicts.
- Play until all Ss have had a turn.

THE FUN HOUSE

1 Look, listen and read.

1



2



32

Lesson plan

Warm-up

- Write the words for *jump*, *walk*, *run* and *fly* on the board.
- Ask each S to come to the front of the board and make a sentence with *can* and *can't*.
- Make sure all Ss have a chance to make sentences.

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 main characters?* (Ahmed, Salem and Saud) *Where are the characters?* (Outside the Fun House.)

- Cover the second page (p.33). Ask Ss to look at the two frames in the story on p.32 and guess what will happen next.
- Reveal the second page and ask Ss to look at the pictures and guess what the boys will do.
- 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.
- Direct Ss' attention to the frames of the story and ask them to find and circle any adjectives describing feelings and physical appearance in the story (Frame 2: short, tall, big; Frame 5: happy). Then ask Ss to say them out loud.
- Ask Ss to find and identify all of the questions in the story (Frame 1: *Can you read, Ahmed?* Frame 5: *Are you happy?*).
- Ask Ss some comprehension questions. Encourage Ss to answer.
 - Frame 1:** (pointing to the Fun House) *Can you read what it's called?* (Fun House.)
 - Frame 2:** (pointing to the mirrors) *What are they?* (They're mirrors.) *Is Salem tall?* (No, he isn't.)
 - Frame 3:** (pointing to Ahmed) *What is Ahmed playing?* (He's playing football.) *Can Ahmed run?* (Yes, he can.)
 - Frame 4:** (pointing to Salem) *Can Salem draw?* (Yes, he can.)



VALUE
Be careful when you play. 33

Frame 5: (pointing to Ali) Can Ali jump? (Yes, he can.) Is he sad or happy? (He's happy.)

Frame 7: (pointing to Ali) What has happened? (Ali has injured himself.)

Frame 8: (pointing to Ali) Is Ali happy or sad now? (He's sad.) (pointing to the boys) Why are Salem and Ahmed carrying Ali? (Because he's hurt.) Can Ali fly? (No, he can't.)

Post reading

POST-STORY ACTIVITY

Ask Ss:

- Do you visit 'fun' places with your family? Where do you go?
- What do you do in your free time?
- Have you ever had an accident while playing? What happened?
- Should we be careful when playing?

Value

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

Optional

Story line

- Divide Ss into groups of four.
- Cover the speech bubbles in the story and the numbers in each frame. Photocopy the story once for each group of Ss and cut out each frame.
- Photocopy the story again, once for each group of Ss, and cut out the speech bubbles.
- 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.

Workbook

Activity 1 CS R2.1

1. b 2. c 3. a

Activity 2 CS W1.4, W2.3, W3.1

1. Yes 2. Yes 3. No

Before leaving

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



Language focus

Aims

- to draw and present Ss' own pond



Materials

- flashcards for *student, doctor, pilot, policeman, lizard, frog and duck*
- coloured markers/crayons/pencils
- Blu tack

Revision

- Ask Ss if they remember the title of the story from the previous lesson (The Fun House). Ask them to tell you what else they remember about the story.
- Ask Ss to say what happened in the story.

Lesson plan

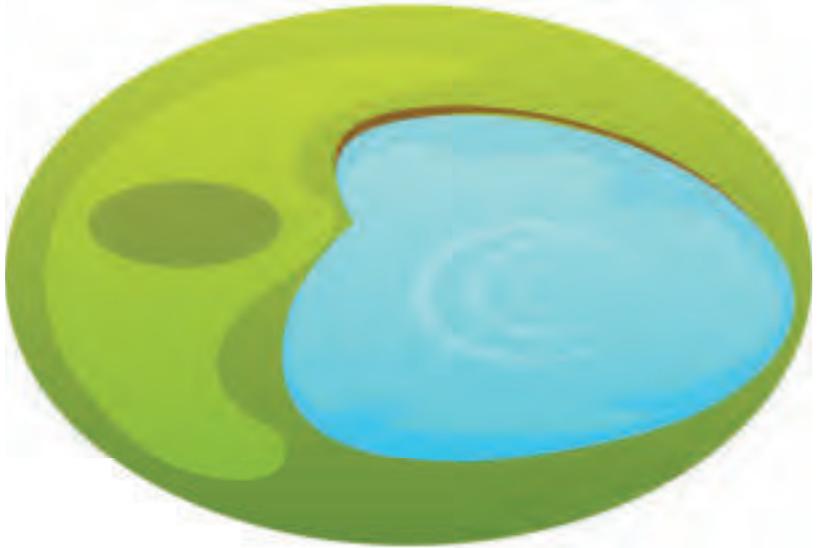
Warm-up

- Revise the animals that live in or near a pond that Ss have been presented with in the Module by sticking the flashcards *lizard, frog and duck* on the board using some Blu tack, point to each one and say it aloud.
- Get Ss to repeat a few times after you.

Activity 1 CS L2.3

- Draw Ss' attention to the pond in activity 1.
- Explain to them that they have to make their own pond.
- Ss have to turn to the back of their Student's Book, find the stickers with the animals and stick as many as they want in activity 1.

1 Make your own pond.



2 Write about your pond.

This is my pond. This is a
It's

3 Talk about your pond.



This is my pond. This is a frog. It's green.

- While Ss are doing the activity, go round the classroom and make sure Ss have stuck the animals and made their own pond.

Activity 2 CS W1.4, W3.1

- Draw Ss' attention to activity 2.
- Explain to Ss that they have to trace the sentence/phrases and then complete the sentences according to the pond they have created.
- Check that Ss have traced the sentence/phrases and have completed the sentences correctly.

Activity 3 CS S2.2

- Draw Ss' attention to the activity and ask Ss what they see in the picture. (A girl presenting her pond to the class.)
- Read the text and have Ss point and repeat after you.
- Explain to Ss that they have to point to their project and present it to the class, as in the example.
- Have Ss come to the front of the class and present their projects.

Optional

The card

- Arrange some chairs in a circle at the front of the classroom, making sure there's a chair for every S. Invite Ss to the front of the classroom and have them sit. (If this is not possible, do the activity with Ss seated at their desks.)
- Give out a flashcard of the occupations Ss have learnt in the Module.
- Explain to Ss that once you start clapping your hands, they have to pass the flashcard clockwise around the circle.
- When you stop clapping your hands, the S holding the flashcard has to hold it up and say, *He is a (policeman)*.
- Repeat with the rest of the flashcards.

Before leaving

- Have Ss form a straight line.
- Explain to Ss that you are going to draw an animal that lives in or near a pond on the board and they are going to have to guess what animal it is. For example, draw part of a lizard on the board and say, *This is a ...*. Have Ss guess the animal and complete your sentence. Do this with all the animals that live in or near a pond.
- Make sure all Ss have had the chance to guess an animal.

Note

For the next lesson:

- flashcards for *king, wing, ring, stand, hand* and *sand* and photocopies of these flashcards



Language focus

Aims

- to practise the pronunciation of words ending in **-ing** and **-and**



Materials

- flashcards for *king*, *wing*, *ring*, *stand*, *hand* and *sand*
- photocopies of *king*, *wing*, *ring*, *stand*, *hand* and *sand*
- Blu tack

Revision

- Ask Ss to present their projects from the previous lesson.
- Depending on the size of the classroom, you can divide Ss into groups of three and ask them to present their projects to each other.
- Have a few groups come to the front of the classroom 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 has the king got?* (He has got a blue ring.) *What colour is the bird's wing?* (It is blue.)
- Draw Ss' attention to the second picture and ask them questions, e.g. *Where is Bill?* (He is on the sand.) *What has he got?* (He has got a bird in his hand.)

Phonics page 35

Activity 1 CS S5.1, R3.5



- Play the chant/poem (more than once). Ask Ss to identify the most repeated sound/rime e.g. **-ing**. Elicit the words with the same rime (*king*, *ring*, *wing*).

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

1 Listen, say and circle the **-ing** words.



The king

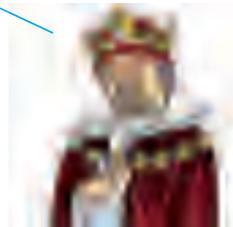
Look at the king.
He has got a blue ring
and his bird has got a
blue wing.

2 Read and match.

1. king

2. wing

3. ring



35

- Hold up each flashcard, say the words (*king*, *ring*, *wing*) 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 (*king*, *ring*, *wing*) 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 classroom and make sure Ss have matched the words to the correct pictures.



1. king – second picture 2. wing – third picture 3. ring – first picture

Phonics page 36

Activity 1 CS S5.1, R3.5



- Play the chant/poem (more than once). Ask Ss to identify the most repeated sound/rime e.g. **-and**. Elicit the words with the same rime (*sand*, *hand*, *stand*).

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

- 1 Listen, say and circle the **-and** words. 



Bill

Bill is on the sand
and a bird is in his hand.
Look! There they stand!

- 2 Read and match.

1. stand



2. hand



3. sand



- 3 Read and cross the odd one out.

1.	king	ring	hand
2.	stand	wing	sand
3.	ring	hand	stand

36

- Hold up each flashcard, say the words (sand, hand, stand) 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 (sand, hand, stand) 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. stand – second picture
2. hand – first picture
3. sand – third picture

Activity 3

- Draw Ss' attention to the words in the activity and ask them to read them.
- Explain to Ss that they have to read the words carefully and cross the odd one out depending on the sound they make.
- Go round the classroom and make sure Ss have crossed the correct word out.



1. hand
2. wing
3. ring

Optional

Ready, set, match

- Divide Ss into two teams.
- Stick the picture flashcards on the board.
- Put the photocopies of the flashcards (king, wing, ring, stand, hand, sand) 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 photocopy with the word under the corresponding picture, they have to say the sound and the word aloud. The S who does everything correctly earns 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.



Workbook

Activity 1 CS W3.1, W1.4



1. wing
2. ring
3. king

Activity 2 CS L2.7, W3.1, R3.3



1. ring
2. king
3. wing

Activity 3 CS W3.1, W1.4



1. hand
2. sand
3. stand

Activity 4 CS L2.7, W3.1, R3.3



1. sand
2. hand
3. stand



Note

For the next lesson, bring:

- flashcards/photocopies for *old, young, fat, thin, student, doctor, pilot, policeman, walk, jump, run, swim, fly, climb, read, count, write, draw, lizard, frog, duck, pond*
- Blu tack or tape



Language focus

Aims

- to revise and consolidate vocabulary and structures presented in previous lessons



Materials

- flashcards for *young, old, fat, thin, student, doctor, pilot, policeman, fly, jump, run, swim, walk, climb, read, count, write, draw, lizard, frog, duck, pond*
- photocopies of the flashcards above and word cards (1 copy for every 4 Ss)

Revision

- Play the two chants/poems from the Phonics lesson and have Ss say the chants/poems along with the recording.

Lesson plan

Warm-up

- Stick some of the flashcards from previous lessons of 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 W1.4, W3.1

- Have Ss open their books to p.37.
- Direct Ss' attention to the pictures and encourage them to describe them (young, old, fat, thin).
- Explain to Ss that they have to look at the pictures and write the correct word under the corresponding picture.
- Check Ss' answers.



1. It is fat. 2. He is old.
3. I am young. 4. It is thin.

Activity 2 CS R2.1

- Direct Ss' attention to questions 1-2.
- Explain to Ss that they have to read the questions, look at the pictures and circle the appropriate answer, a or b.
- Check Ss' answers.



1. a 2. b

1 Look, read and write.

young fat thin old

1.



It is fat.

2.



He is .

3.



I am .

4.



It is .

2 Read and circle.

1. Are they pilots?



- a. Yes, they are.
b. No, they aren't.

2. Are you a doctor?



- a. Yes, I am.
b. No, I'm not.

3 Listen and tick (✓).

1. spell my name
2. count to ten
3. write 'watch'
4. draw a cat
5. swim

- | | | | |
|-----|--------------------------|----|-------------------------------------|
| Yes | <input type="checkbox"/> | No | <input checked="" type="checkbox"/> |
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |

37

Activity 3 CS L2.1, L2.4

- Explain to Ss that they are going to listen to the recording. Then they have to tick one of the boxes (Yes or No), according to what they've heard.
- Point out that the first one has been done for them.
- Play the recording and have Ss tick (✓) the appropriate boxes.
- Check Ss' answers.

Listening transcript

1. **Man:** Can you spell your name?
Boy: No, I can't.
2. **Woman:** Can you count to 10?
Girl: Yes, I can. 1,2,3,4,5,6,7,8,9,10
3. **Woman:** Can you write 'watch'?
Girl: Yes, I can.
4. **Boy:** I'm Jim. I can run. I can't draw a cat.
5. **Girl:** I'm Linda. I can swim. I can't draw a bird.



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

Activity 4 CS R1.1, R4.1

Before reading

- Draw Ss' attention to the picture and ask them *What can you see?* (Two girls.)
- Explain to Ss that they are going to read the text and find out more things about the girls 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. *What's the girl's name? (Maha.) How old is she? (She's seven years old.) Is she short? (No, she isn't.) Can she swim? (Yes, she can.) Can she climb? (No, she can't.) What is her friend's name? (Noor.)*

4 Look and read. 

Who am I?

I am Maha.
I am seven years old.
I am tall and thin.
I can swim, but I can't climb.
My friend is Noor.



Maha Noor

5 Read again and write T for True or F for False. 

- Maha is six years old.
- Maha is short.
- Maha can swim.
- Her friend is Noor.

6 Read and answer. 

Can Maha climb?

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Post reading

Activity 5 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.

 1. F 2. F 3. T 4. T

Activity 6 CS W3.1, W1.4 

- Draw Ss' attention to the question.
- Explain to Ss that they have to read the text in activity 4 again and answer the question.
- Check Ss' answers.

 No, she can't.

A Optional

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. The Ss have to say the items depicted on the flashcards and read the words on 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.

 WorkbookActivity 1 CS W1.4, W3.1 

-  1. She can walk. 2. It can fly.
3. He can run. 4. It can climb.

Activity 2 CS R2.1 

-  1. b 2. a 3. a 4. b

Activity 3 CS R2.1 

 open answers

Now I can

Activities 1, 2, 3 & 4

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 5 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.34.
- Explain to Ss that they have to 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 one time 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.

 Before leaving

- Play the song/poem *Is he sad?* on p.25 in the SB and invite Ss to say the song/poem along with the recording.

TOP TIME! 1

Modules 1-2

Language focus

Aims

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

Materials

- eight coloured card squares (red, blue, green, yellow, orange, purple, pink, white)
- Blu tack or tape
- sheets of A4 paper (one for each S)

Note CS 3.1

- Explain to Ss that when they want to ask their teacher or another student to repeat something they did not hear in English, they can use the question *Can you repeat that, please?*

Lesson plan

Activity 1 CS R1.1, R4.1

Before reading

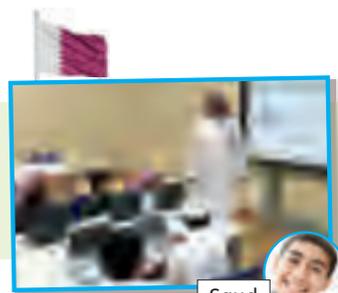
- Ask Ss to open their books to p.39.
- Have Ss look at the pictures and ask them to guess what the texts are going to be about. (Two children from different countries describing their classrooms.)
- Write Ss' predictions on the board.

While reading

- Read the texts aloud and encourage Ss to read along with you.
- Check Ss' predictions.
- Ask Ss some questions about the texts. *Where's Saud from? (Qatar.) What's his teacher's name? (Mr Rashid.) Where's John from? (The UK.) Is the board black in his classroom? (No, it isn't.) What colour is his desk? (It's brown.)*
- Choose a few Ss to read the texts aloud.

1 Look and read.

My name's Saud and I'm from Qatar. This is my classroom. This is my teacher, Mr Rashid.



Saud



John

I'm John and I'm from the UK. In my classroom, the board is green. My desk is brown.

2 Read activity 1 again and match.



39

Post reading

Activity 2 CS R2.1

- Direct Ss' attention to the pictures in the activity and ask them to name the boys and the objects they see.
- Explain to Ss that they have to match the boys' pictures to the corresponding classroom objects, according to the previous activity.
- Go round the classroom, making sure Ss have matched the pictures correctly.



A. 3, 5
B. 1, 2, 4

Activity 3 CS S2.2

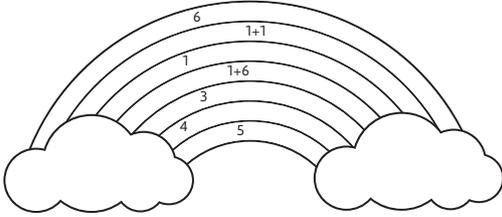
- Draw Ss' attention to the picture of the rainbow.
- Explain to Ss that they have to add the numbers in order to find the colours only for 1+6 and 1+1. As for the single numbers (e.g. 6), they have to use only the corresponding colours (e.g. red).
- Have Ss check their answers in pairs first, then as a class.
- Go round the classroom, making sure Ss have coloured the rainbow correctly.



6 red 1+1=2 orange 1 yellow 1+6=7 green
3 blue 4 purple 5 pink



3 Colour the rainbow. Then say the colours.



4 Look and say. Then trace and write.

He can jump.



1. He can



2. She can

40

Activity 4 CS S2.4, W1.4, W1.5, W3.1

- Direct Ss' attention to the boy in the activity and ask them to read what he is saying.
- Explain to Ss that they have to look at the two pictures in the activity, say what the children can do and then trace and write the sentences.
- Have Ss check their answers in pairs first, then as a class.
- Go round the classroom, making sure Ss have traced and completed the sentences correctly.

- 1. He can jump.
- 2. She can write / draw.

Optional

Colours

- Stick eight coloured card squares (red, blue, green, yellow, orange, purple, pink, white) on the floor to form a circle, using Blu tack or tape.
- Have eight Ss stand on the colours.
- Play the song/poem *Back to school ABCs* and have Ss walk around, stepping on the colours.
- Stop the recording and ask each S to name the colour he/she is standing on.
- Repeat with other Ss.
- If you have enough room, you could have two teams walking on two circles.
- Each S who answers correctly gets a point for his/her team.

Before leaving

- Explain to Ss that you are going to say some sentences about the two boys in activity 1, e.g. *The board in his classroom is green.* They have to say the correct name, e.g. *John.*
- Use sentences like *His teacher is Mr Rashid* or *The desks in his classroom are brown,* etc.

Note

- For the next lesson, bring:
- flashcards for *red, blue, green, yellow, orange, pink, purple, black*

3

About people

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 the content and 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)
- communicate very basic personal information using very short, simple statements and questions (W1.1)
- 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 (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 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)
- 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 identify the detail of short texts (L2.1)
- follow and respond to simple short questions (L2.4)
- communicate or find out very basic personal information (S1.1)
- name familiar objects by using words from topic word sets (S2.2)
- write small and capital letters of regular size and shape (W1.4, W3.1)

Science

- 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)
- 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 the detail in a short sequence of simple sentences (R2.1)
- 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 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)
- 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)
- 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)

Revision

- follow and respond to simple short questions (L2.4)
- recognise and respond independently to letter names (L2.6)
- 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 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)

**Language focus****Aims**

- to say a song/poem
- to identify parts of the face
- to talk about physical appearance

Vocabulary

Parts of the face/head: eyes, short hair, long hair

Adjective: blonde

Colour: brown

Structures

I've got (blue eyes).

I haven't got (green eyes).

I've = I have

haven't = have not

**Materials**

- flashcards for *eyes, short hair, long hair, blonde, brown, red, blue, green, yellow, orange, pink, purple, black*

Lesson plan**Warm-up**

- Point to your eyes and say, *eyes*. Point to your hair and say, *hair*. Draw a child that has got short hair on the board, point to his hair and say, *short hair*. Draw a girl that has got long hair on the board, point to her hair and say, *long hair*. Have Ss repeat a couple of times after you, while pointing to these parts of their face and head.
- Show the flashcard for *blonde*. Say the word and have Ss repeat after you.
- Hold up a brown object and say, *brown*. Have Ss repeat after you a couple of times while pointing to something brown.
- 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.41.
- Point out 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 and have Ss point and repeat.

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

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

Pre-listening

- Direct Ss' attention to the picture, tell them not to look at the text, and ask them, *What can you see in the picture? What do you think you will hear about?*
- Give Ss time to discuss the picture.
- Elicit their response and write it on the board (two girls).
- Ask Ss to look at the picture and answer, *What is the text about?*
- Ask Ss to listen to the recording of the song/poem and to confirm their predictions.

While listening

- Play the song/poem a second time and ask Ss to circle Claire based on the description given in the song/poem. Then ask them to point out which of the two girls is Claire.

**Picture A (Claire)**

- Ask Ss some questions about Claire, *Has Claire got blue eyes?* (Yes, she has.) *Has Claire got blonde hair?* (No, she hasn't.)
- Play the song/poem a third time and encourage Ss to say the song/poem along with the recording.

Grammar Reference

- Ask Ss to turn to page 91, Module 3 Song.
- Read the sentences aloud. Get Ss to repeat. Point out that *I've* is the short form of *I have* and *haven't* is the short form of *have not*.
- Point to your eyes and say, *I have got (blue) eyes*. Write the sentence on the board. Have Ss repeat after you. Explain to them that the structure *I have got* is used to talk about physical appearance.
- Point to your eyes again and say, *I haven't got (brown) eyes*. Write it on the board next to the previous sentence and have Ss repeat after you. Explain that *I haven't got* is the negative form of *I have got*.

Post listening**Activity 3 CS S1.1**

- Direct Ss' attention to the pictures. Ask them what they think the two children are talking about. (They are talking about their physical appearance.)
- Read the bubbles aloud.
- Divide Ss into pairs.
- Explain to them that SB describes his/her eyes/hair by saying, e.g. *I've got short hair. I haven't got long hair*.
- Then SA describes his/her eyes/hair by saying, e.g. *I've got blue eyes. I haven't got brown eyes*.
- Point out that they should say one affirmative and one negative sentence.
- If time permits, ask a pair of Ss to come to the front of the classroom and present their exchanges.

About people

SONG

1 Say the new words. 



2 Listen and say.    



A

Who's Claire?

Hello! Hello!
My name is Claire.
I've got blue eyes
and I've got brown hair.

Who's Claire?

I haven't got green eyes
and I haven't got
blonde hair.
My name is Claire.

Hello, Claire!



B

3 Say with your partner. 

I've got blue eyes.
I haven't got brown eyes.



I've got short hair.
I haven't got long hair.

41

A Optional

PRACTICE

Make a funny sentence

- Put the flashcards of the colours (red, blue, green, yellow, orange, purple, pink, black and brown) face down in a pile on your desk and the flashcards for eyes and short/long hair in a different pile.
- Divide Ss into two teams.
- Choose a S from the first team to come to your desk and pick one flashcard from each pile, e.g. *green* and *short hair*. The S has to look at his/her flashcards and make a sentence using the structure *I have got*, the colour and the word *hair*, e.g. *I have got short green hair*.
- Repeat with a S from the second team.
- For every correct sentence, the Ss get a point for their team.
- When all Ss have had the chance to make a sentence, reshuffle the flashcards in each pile. Then draw an **X** over each of the flashcards with the parts of the head and repeat the game, this time instructing Ss to use the structure *I haven't got*, e.g. *I haven't got green hair*.
- The team with the most points wins.

EXPANSION

- Ask Ss to draw their face and write phrases about the eyes and the hair, e.g. *brown eyes*, *short hair*, *black hair* in their notebooks.

Workbook

Activity 1 CS L2.1

Listening transcript

1. **Girl:** *I'm Fatima. I've got brown hair. I haven't got short hair. I've got long hair.*

2. **Boy:** *I'm Saud. I've got black hair.*



1. A 2. B

Activity 2 CS W1.1, W3.1



open answers

Before leaving

- Each S says a sentence about their eyes or their hair, e.g. *I have got blue eyes. I haven't got long hair*, etc.



Language focus

Aims

- to identify pets/animals
- to ask and answer about possession
- to identify plural nouns (regular and irregular)

Vocabulary

Animals: cats, parrots, monkeys

Structures

Have you got (a cat)? Yes, I have. / No, I haven't.

You've got (a parrot).



Materials

- flashcards for cats, parrots, monkeys
- Blu tack or tape

Revision

- Ask different Ss to point to their eyes/hair and make two sentences, one with the structure *I have got* and the other with *I haven't got*.

Lesson plan

Warm-up

- Hold up each of the animal flashcards, say the words and have Ss repeat after you a couple of times.
- Stick the flashcard cats on the board. Point out that we usually form the plural form of regular nouns by adding an -s to the end of the word.

1 Vocabulary CS S2.2

- Have Ss open their books to p.42.
- Point out 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, R4.1

Before reading

- Have Ss look at the presentation and ask them what the story will be about. Ask Ss, *Where are they?* (In a pet shop.) *What are they doing?* (They are looking at different pets.) *What animals can you see?* (Fish, cats, rabbits and a parrot.)
- Check Ss' predictions.

Say the new words.

1



cats



parrots



monkeys

2 Look, listen and read.

1 Aisha and her mum are at the pet shop.

Hello.

Good morning!
Have you got a cat?

Yes, I have.

2

1, 2, 3, 4, 5! You have got five cats!

Have you got monkeys?

No, I haven't.

3

Have you got parrots?

Yes, I have.

4

This is Polly!

Hello!
Hello!

Wow! Polly is great!

42

While reading

- Play the recording and/or read the text and encourage Ss to shadow read (read along with the recording/you).
- Ask Ss some questions about the story. *Where's Aisha?* (At a pet shop.) *Has the man got cats?* (Yes.) *How many cats are there?* (Five.) *Has the man got monkeys?* (No.) *Has the man got parrots?* (Yes.) *What is the name of the parrot?* (Polly.)
- Divide Ss into groups of four and get them to act out the dialogue.

Post reading

- Write the following questions on the board: *Have you got cats?* *Have you got parrots?* *Have you got monkeys?* Next to the first question, stick the flashcard for cats, next to the second question, stick the flashcard for monkeys and next to the third question, stick the flashcard for parrots.
- Choose random Ss to come to the board, read the questions,

look at the flashcards and answer accordingly, *Yes, I have.* / *No, I haven't.*

Grammar Reference

- Ask Ss to turn to page 91, Module 3 Top Stars and read the question, the answers and the sentence aloud.
- Hold up the flashcard for cat and point to it. Ask a S, *Have you got a cat?* and encourage him/her to answer, *Yes, I have* or *No, I haven't*. Ask different Ss the same question and repeat with more flashcards of pets/animals.
- Elicit that we use the structure, *Have you got...?* to ask someone about possession.
- Ask a S to hold a pencil and say, *You have got a pencil*, while pointing to him/her.
- Point out that we use *You have got* when we talk about possession in the second person singular.

3 Read the story and circle A or B.



1. Have you got a cat?
A. Yes, I have.
B. No, I haven't.



2. Have you got monkeys?
A. Yes, I have.
B. No, I haven't.



3. Have you got parrots?
A. Yes, I have.
B. No, I haven't.

4 Listen and tick (✓).

1

2

3

5 Play a game.

43

Activity 3 CS R2.1

- Instruct Ss to look at activity 3 and circle the correct answer.
- Check Ss' answers.

1. **A** 2. **B** 3. **A**

Activity 4 CS L2.4, S2.2

- Direct Ss' attention to the pictures and tell them that they are going to listen to the recording and they have to tick (✓) the correct animal.
- Check Ss' answers.

Listening transcript

- Boy 1:** Have you got a rabbit?
Boy 2: No, I haven't. I've got a cat.
- Boy 1:** Have you got a monkey?
Boy 2: No, I haven't. I've got a parrot.
- Boy 1:** Have you got a cat?
Boy 2: No, I haven't. I've got a fish.

1. **cat** 2. **parrot** 3. **fish**

Activity 5 CS L2.4, S1.1

- Direct Ss' attention to the picture of the children in the activity and ask them to guess what they are doing. (They're asking and answering about pets.) Read the speech bubbles aloud.
- Explain to Ss that they are going to play a guessing game.
- First, divide them into pairs. SA chooses one pet and does not reveal it to SB, who has to ask questions to find out which pet SA has chosen. SB then asks, e.g. *Have you got a (fish)?* and SA answers, *Yes, I have* or *No, I haven't*.
- Make sure Ss take turns asking and answering.

A Optional

PRACTICE

Missing pictures

- Stick the pet flashcards on the board.
- Choose a S to come up to the board.
- Ask the rest of the Ss to carefully look at the pictures for 30 seconds and then close their eyes.
- The S at the board has to remove one of the pictures.
- After he/she has done so, the rest of the Ss open their eyes and try to guess which picture is missing by asking the S, *Have you got a (parrot)?* The S then answers, *Yes, I have* or *No, I haven't*, accordingly.
- Repeat the same procedure with different Ss for as long as time permits.

EXPANSION

- Start writing a word (an animal from the ones that Ss know) on the board, one letter at a time. Ss call out the word when they find it.

Workbook

Activity 1 CS R2.1

I, You, You, I

Activity 2 CS R2.1, W1.4, W3.1

1. Yes, I have. 3. Yes, I have.
 2. No, I haven't.

Activity 3 CS W1.4, W3.1, S2.2

- When Ss have completed the questions, divide them into pairs. Have them take turns asking and answering the questions. Point out that they have to follow the paths to find the correct answers.

1. **Have you got** 3. **Have you got**
 2. **Have you got**

Before leaving

- Ask each S, *Have you got + a pet* and elicit his/her answer.

Note

- For the next lesson, bring:
- a toy helicopter, a toy skateboard and a robot (optional)

**Language focus****Aims**

- to identify toys
- to talk about possession

Vocabulary

Toys: helicopter, robot, skateboard

Adjective: fast

Structures

He/She/It has / hasn't got (a ball).

**Materials**

- flashcards for *helicopter*, *fast*, *robot*, *skateboard*, *cats*, *parrots*, *monkeys*
- a toy helicopter, a toy skateboard and a robot (optional)

Revision

- Make a ball from scrunched-up paper.
- Tell Ss to pass the ball to each other. Say, *Stop* and pick up a flashcard with the pets/animals Ss are familiar with. The S holding the ball at that specific moment has to look at the flashcard without revealing it to the class.
- The rest of the Ss will then have to ask questions so as to guess which pet/animal the S has. Encourage them to use the structure, *Have you got a (cat)?* The S holding the flashcard will then give short answers (*Yes, I have. / No, I haven't.*) until the Ss guess correctly.
- Repeat the procedure with different Ss for as long as time permits.

Lesson plan**Warm-up**

- Hold up the flashcards depicting toys and say each word aloud. Have Ss repeat after you a couple of times. Ask a S, *Have you got a (helicopter)?* and encourage him/her to answer accordingly. Repeat by asking more Ss about the different toys that are introduced in this lesson. If you want, you could also bring real toys to class (if you have any) to introduce the new vocabulary.
- Start walking fast in the classroom, say the adjective *fast* aloud and encourage Ss to guess what it means.

1 Vocabulary CS S2.2

- Have Ss open their books to p.44.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the pictures and repeat.

Say the new words.

1



helicopter



robot



skateboard



fast

2 Look, listen and read.

Fantastic Toys!

1 This is Adam! He has got a helicopter. Look! It's blue and yellow.

2 This is my sister, Sara! She has got a cat. It's a robot!

3 This is my friend, Dan. He hasn't got a robot. He has got a skateboard! He's fast!

44

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

Activity 2 CS R2.1, R1.1, R4.1**Before reading**

- Draw Ss' attention to the pictures and ask them, *What toys can you see?* (A helicopter, a robot and a skateboard.) Read the title (*Fantastic Toys!*) a couple of times and ask Ss to repeat after you.
- Ask Ss to look at the pictures and predict what the story will be about. Check Ss' predictions.

While reading

- Play the recording and/or read the text and encourage Ss to shadow read (read along with the recording/you).
- Ask Ss some questions about the texts. *What's the name of the boy in Picture 1?* (Adam.) *What has Adam got?* (He has got a helicopter.) *What colour is it?* (Blue and yellow.) *What's the girl's name in Picture 2?* (Sara.) *What*

has Sara got? (A robot.) *What's the boy's name in Picture 3?* (Dan.) *What has Dan got?* (A skateboard.) *Is he fast?* (Yes, he is.)

- Choose a few Ss to read the texts aloud.

Post reading

- Write the three names (Adam, Sara, Dan) on the board. Write the following sentences on the board too: *He is fast. She has got a cat. He has got a helicopter. He has got a robot. The helicopter is blue and yellow. He has got a skateboard.* Ask random Ss to come to the board, read the sentences and match them to the corresponding name.

Grammar Reference

- Ask Ss to turn to page 91, Module 3 Our world. Read the sentences aloud. Get Ss to repeat.
- Draw a boy with a toy robot on the board. Point to the boy and say, *He has got a robot. He hasn't got a ball.* Have Ss repeat after you.

3 Read the text and write **Yes** or **No**.



1. He has got a helicopter. Yes

2. It is blue and yellow. _____

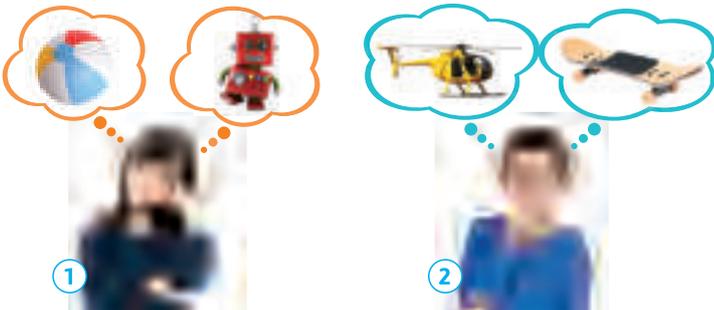


3. She has got a skateboard. _____

4. He has got a robot. _____



4 Listen and circle the toys they have got.



- Repeat with a drawing of a girl and a ball, this time using *She has got/She hasn't got*. Ask Ss to repeat after you. Then use the picture of an animal, e.g. a cat, and repeat. Say, e.g. *It has got (blue) eyes. It hasn't got (green) eyes.*
- Explain to Ss that we use the structure *He/She/It has got* to talk about possession in the third person singular. Then explain the negative.

Activity 3 CS R2.1

- Ask Ss to refer to activity 2, read the sentences in activity 3 and write **Yes** or **No**.
- Check Ss' answers.

1. **Yes** 2. **Yes** 3. **No** 4. **No**

Activity 4 CS L2.4

- Direct Ss' attention to the pictures and ask them to tell you what they depict. (A boy and a girl thinking of toys.)
- Tell Ss that they are going to listen to the recording and that they have to circle the toys the children have got, according to what they hear.
- Check Ss' answers.

Listening transcript

- Girl 1:** *Has she got a robot?*
Girl 2: *No, she hasn't got a robot. She has got a ball.*
- Boy 1:** *Has he got a helicopter?*
Boy 2: *No, he hasn't got a helicopter. He's got a skateboard.*

Girl: **ball** Boy: **skateboard**

Optional

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 playing with one of the toys presented in this

lesson (helicopter, ball, robot, skateboard).

- The rest of the class has to guess the toy that their classmate is miming playing with and say, e.g. *He/She has got a robot.*
- Ss take turns going up and miming.
- Make sure that all Ss get a chance to participate.

EXPANSION

- Show Ss a flashcard of the lesson, e.g. *robot*. Tell Ss that if you say what the flashcard depicts (robot), they have to write **Yes** on a piece of paper. If you say another toy, e.g. *ball*, they have to write **No**. Repeat with other flashcards. Go round the classroom and make sure Ss have written the correct answers.

Workbook

Activity 1 CS W1.4

1. **skateboard** 2. **robot**
3. **helicopter** 4. **fast**

Activity 2 CS R2.1

1. **A** 2. **B**

Activity 3 CS L2.1

Listening transcript

- Boy:** *He has got a robot.*
- Girl:** *She has got a helicopter.*
- Boy:** *It has got a ball.*

1. **C** 2. **A** 3. **B**

Activity 4 CS W3.1

1. **has** 2. **has** 3. **hasn't**

Before leaving

- Play the game *Hot card* with the toy and pet flashcards. Tell Ss to sit in a circle and give a flashcard to a S.
- Play the song/poem *Who's Claire?* and explain to Ss that they have to pass the flashcard to the S sitting next to them. When you stop the recording, the S holding the flashcard has to hold it up and say what's on his/her card, e.g. *I have got a ball.*

Note

- For the next lesson, bring:
- a watch (if you have one)



Language focus

Aims

- to identify useful items/gadgets
- to ask and answer questions about possession

Vocabulary

Nouns: watch, tablet, laptop, phone

Structures

Has he/she/it got (a ball)?

Yes, he/she/it has.

No, he/she/it hasn't.

hasn't = has not



Materials

- flashcards for watch, tablet, laptop, phone
- a watch (if you have one)

Revision

- Have Ss play *The miming game* from the previous lesson (TB p.71).

Say the new words.

1



watch



tablet



laptop



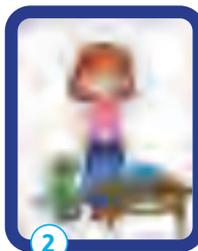
phone

2

Ask and answer.



1



2



3



4



5



6



7



8

Boy, girl or animal?

Girl.

Has she got a watch?

Yes, she has.

Has she got a laptop?

Yes, she has.

It's Number 1.

Yes!

46

Lesson plan

Warm-up

- Hold up flashcards of the following: *watch, tablet, laptop, phone*. Point to each of them while saying the word. Have Ss repeat after you.
- If you're wearing a watch, raise your arm for all Ss to see your wrist, point to your watch and say, *watch*.
- Ask several Ss, *Have you got a watch?* and have them answer, *Yes, I have. / No, I haven't*.
- Say, *I have got a laptop* and raise the *laptop* flashcard. Ask a S, *Have you got a laptop?* and have him/her answer.
- Repeat the same procedure with *tablet* and *phone*.

1 Vocabulary CS S2.2

- Have Ss open their books to p.46.
- Point out 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.

- Show Ss a picture of a girl wearing a watch in activity 2, say the word aloud and ask Ss, *Has she got a watch?* Elicit the Ss' answers. Then point to a picture of a boy who has got a tablet, say the word aloud and ask Ss, *Has he got a tablet?* Elicit Ss' answers.
- Repeat the same procedure with the rest of the words.

Grammar Reference

- Ask Ss to turn to page 91, Module 3 Let's play. Read the question and the answers aloud and have Ss repeat.
- Invite a S to come up to the front of the classroom and tell him/her to hold the flashcard for *laptop*. Ask Ss, *Has he/she got a laptop?* Then answer, *Yes, he/she has* and have the rest of the class repeat after you. Now ask the S to hold up the flashcard for *tablet*. Ask, *Has he/she got a laptop?* and answer, *No, he/she hasn't*. Have Ss repeat after you a couple of times.
- Draw a cat with a ball on the board and ask, *Has it got a ball?* Then answer, *Yes, it has* and have the rest of the class repeat after you. Then erase the ball and ask, *Has it got a ball?* Then answer, *No, it hasn't*. Have Ss repeat after you a couple of times.

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

- Direct Ss' attention to the pictures and read the speech bubbles aloud. Tell them they are going to play a game.
- Divide Ss into pairs and have them look at the pictures in the activity.
- Explain to them that SA should choose one of the people/animals in the pictures but shouldn't reveal his/her choice to SB. Then SB should ask questions in order to find out who that person/animal is, as in the example.
- Ss take turns choosing a person.
- The number of questions can be reduced according to the level of the S.
- If you have time, choose a few pairs of Ss to perform the exchange aloud.

A Optional

PRACTICE

Missing pictures

- Stick the flashcards (watch, tablet, laptop, phone) on the board.
- Choose a S to come to the board.
- Ask the rest of the Ss to look at the pictures carefully for 30 seconds and then tell them to close their eyes.
- The S at the board has to remove one of the pictures.
- Tell another S to come to the board. SA has to secretly show SB the missing flashcard.
- After he/she does so, the rest of the Ss open their eyes and try to guess which picture is missing by asking SB, *Has he/she got a (tablet)?*
- SB answers, *Yes, he/she has.* / *No, he/she hasn't.*
- Repeat the procedure with different Ss for as long as time permits.

EXPANSION

- Write a colour and an object on the board, e.g. *red laptop*. Ss have to draw the corresponding picture of the object on a piece of paper and colour it using the colour you have written on the board. Repeat with other objects and colours.

Workbook

Activity 1 CS W1.4, W3.1

1. Has she got
2. Has he got
3. Has it got

Activity 2 CS L2.1

- Ss listen to the recording and tick only the objects that the children have got.

Listening transcript

1. **Girl:** *He has got a laptop. He hasn't got a skateboard. He has got a helicopter, too.*
2. **Boy:** *She hasn't got a robot. She has got a tablet and a watch. Look!*

- A: laptop, helicopter
- B: tablet, watch

Before leaving

- Ask a S a question about another S, e.g. *Has he/she got a laptop?* The S guesses and answers, *Yes, he/she has* or *No, he/she hasn't*.
- The S about whom the question was asked in the first place answers, saying *Yes, I have* or *No, I haven't* accordingly.
- Repeat with other Ss.

Note

For the next lesson, bring:

- flashcards for *bag, book, computer, pencil, pen, ruler, rubber, desk, chair, pencil case, watch, tablet, laptop, phone*
- flashcards for numbers 1-10



Language focus

Aims

- to provide Ss with cross-curricular information on science
- to identify and talk about parts of the face

Vocabulary

Parts of the face: ears, nose, mouth



Materials

- flashcards for *bag, book, computer, pencil, pen, ruler, rubber, desk, chair, pencil case, watch, tablet, laptop, phone, ears, nose, mouth*
- flashcards for numbers 1-10

Revision

- Hold up the flashcards from the previous lesson, point to each one and have Ss say the word for it.
- Ask a S to come up. Give him/her one of the flashcards from the previous lesson and ask him/her to hold it up for the class to see.
- Then turn to the class and ask, *Has he/she got a (laptop)?* The Ss have to look at the flashcard and answer, *Yes, he/she has* or *No, he/she hasn't*.

Lesson plan

Warm-up

- Touch your ears and say, *ears*. Encourage Ss to touch their ears, too.
- Repeat for *nose* and *mouth*.

1 Vocabulary CS S2.2

- Have Ss open their books to p.47.
- Point out the parts of the face 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, W1.4

Pre-listening

- Direct Ss' attention to the picture and ask them what it depicts. (A girl.)
- Read the title of the song/poem and ask Ss to guess what the song/poem is going to be about. (Parts of the face.)
- Draw Ss' attention to the girl, point to each part of her face and ask them to name them (brown hair, eyes, ears, nose, mouth).
- Explain to Ss that they are going to listen to a song/poem.

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

While listening

- Point out that they have to listen to the recording and number (1-5) the parts of the girl's face according to the order mentioned in the song/poem.
- Play the song/poem once and have Ss listen and point to the parts of the face that are being described.
- Ask Ss to listen to the song/poem and touch the corresponding parts of their face.
- Have Ss check their answers in pairs first, then as a class.



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

Post listening

Activity 3 CS S1.1, L2.4

- Divide Ss into pairs. SA asks SB if he/she has got a certain number of a particular part of the face and SB answers accordingly, e.g. SA: *Have you got ten ears?* SB: *No, I haven't.* SA: *Have you got two eyes?* SB: *Yes, I have.* Ss take turns.



open answers

1 Say the new words.    

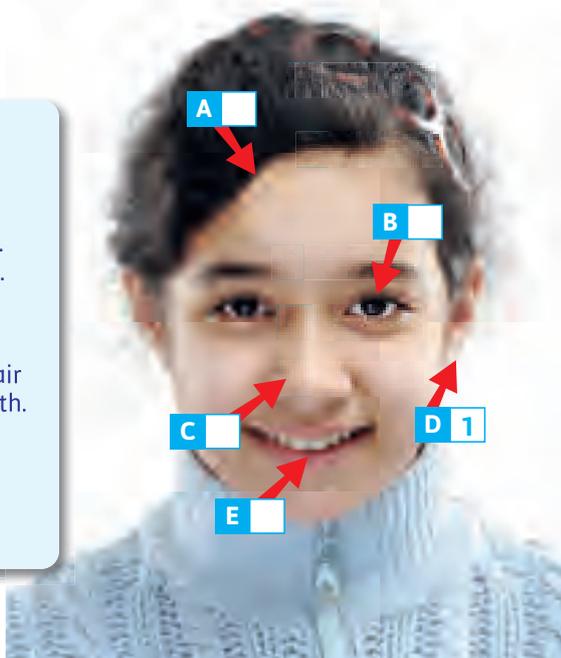
ears nose mouth

2 Listen and number (1-5). Then say.  

My face

I've got two ears.
I've got two eyes.
I've got a nose.
Look, it shows.

Oh, and I've got hair
and I've got a mouth.
So, let's say!
Mouth, mouth,
mouth, mouth!



3 Ask and answer.  



Optional

Make a sentence

- Put the flashcards with the numbers (1-10) face down in a pile on your desk and the flashcards with the objects (bag, book, computer, pencil, pen, ruler, rubber, desk, chair, pencil case, watch, tablet, laptop, phone) in another pile.
- Divide Ss into two teams.
- Choose a S from the first team to come to your desk and pick a flashcard from each pile, e.g. 10 and ruler. The S has to look at his/her flashcards and make a sentence using the verb *have got*, the number and the classroom object, e.g. *I have got ten rulers.*
- Have teams take turns.
- For every correct sentence, the Ss get a point for their team.
- The team with the most points wins.

Workbook

Activity 1 CS L2.1

Listening transcript

Girl: This is my sister Fiona. She is eight years old. She has got long, blonde hair and brown eyes. She has got a watch and a robot. Look! The robot is green.

 **Picture B should be ticked.**

Activity 2 CS W1.4, W3.1, R2.1

 **eyes, ball, fish**

Before leaving

- Play the song/poem *My face* and have Ss say the song/poem along with the recording.

Note

For the next lesson:

- photocopy the story (*At the park*, SB, pp.48-49), 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.



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 from previous lessons for eyes, ears, nose, mouth, long hair, short hair

Revise

- Call out different parts of the face, e.g. ears and have Ss touch the corresponding part and say the word aloud.

Lesson plan

Warm-up

- Stick the flashcards for eyes, ears, nose, mouth, long hair, short hair on the board.
- Ask each S to come to the front of the board and make a sentence with *have got* and *haven't got*.
- Make sure all Ss have a chance to make sentences.

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

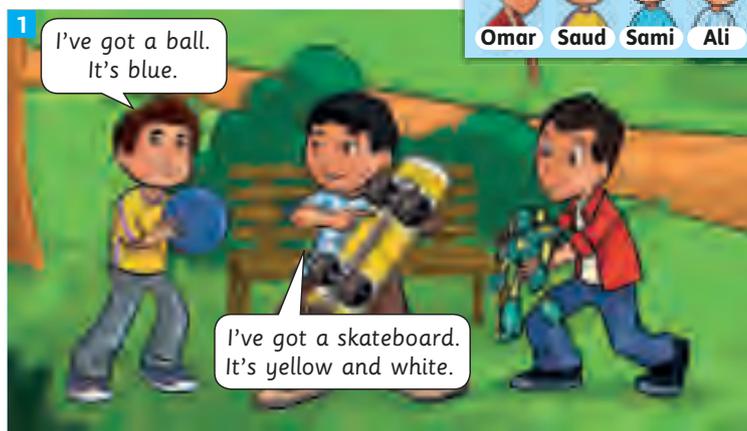


Before reading

- 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, *Where are the characters?* (At the park.) Point to the rest of the frames and ask Ss *Who are the main characters?* (Omar, Saud, Sami and Ali.)
- Cover the second page (p.49) and ask Ss to look at the three frames of the story on p.48 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.

AT THE PARK

1 Look, listen and read.



48

- 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 three boys) *What toys have the boys got?* (A ball, a skateboard and a robot.)

Frame 2: (pointing to Omar) *What toy has Omar got?* (He has got a robot.) (pointing to the robot) *Is it new?* (Yes, it is.)

Frame 3: (pointing to Sami) *What toy has Sami got?* (He has got a helicopter.) (pointing to the helicopter) *Is it fast?* (Yes, it is.)

Frame 4: *What happens to the helicopter?* (It crashes into a tree.)

Frame 5: *Has Sami got a helicopter now?* (No, he hasn't.)

Frame 6: *Are the children playing all together?* (Yes, they are.)

Post reading

POST-STORY ACTIVITY

Ask Ss:

- Do you share your things with your friends and family?
- Do you find it easy or difficult to share your things?
- What things do you find most difficult to share? Why?
- Do you like to play with your friends' toys?

Value

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



VALUE

Sharing is caring.

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Workbook

Activity 1 CS R2.1

A	I
C	B

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

Activity 2 CS R2.1

A	I
C	B

1. X 2. X 3. ✓ 4. ✓

Activity 3 CS W3.1, W1.4

A	I
C	B

They are at the park.

Before leaving

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

Optional

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 the story again (once for each group of Ss) and cut out the speech bubbles.
- 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.

**Language focus****Aims**

- to make a face

**Materials**

- coloured pencils

Revision

- Ask Ss if they remember the title of the story from the previous lesson (At the park). Ask them to tell you what else they remember about the story.
- Ask Ss to say what happened in the story.

Lesson plan**Warm-up**

- Revise the structures the Ss were presented with in the Module. Remind them that we use *have got* to talk about possession and characteristics of animals/people.
- Divide Ss into pairs and have them ask and answer each other using *have got*.
- Have a few pairs of Ss act out for the class.

Activity 1 CS L2.3

- Draw Ss' attention to the face template in the activity and explain that they are going to make a face.
- Tell Ss that they have to trace the dotted lines, draw the hair (short or long for male and female accordingly) and then colour in the hair and the eyes.
- When all Ss have finished, go round the classroom and make sure Ss have made their faces.

1 Trace, draw and colour.**2 Write about the face in activity 1 using I have got.**

brown black red hair eyes

I have got

3 Say.

I have got red hair.
I have got brown eyes.



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Activity 2 CS W1.4, W3.1

- Draw Ss' attention to activity 2.
- Explain to Ss that they have to write about their face using *have got*.
- Check that Ss have written correct sentences.

Activity 3 CS S2.2

- Draw Ss' attention to the activity and ask Ss what they see in the picture. (A boy is talking about the face he has made in activity 1.)
- Read the speech bubble and have Ss point and repeat after you.
- Divide Ss into pairs. Explain to Ss that they have to take turns and talk about the face they have made.
- Have Ss come to the front of the classroom and present the face they have made.

Optional

Memory game

- Choose 4 or 5 Ss to come to the board and present the face they have made.
- Take the books of these Ss, mix the order and place them on your desk.
- Ask a S to come to your desk, pick up a book and describe the face in activity 1. The rest of the Ss guess whose it is and the S who guesses correctly gets a point.
- Repeat the procedure with other Ss.
- The S with the most points wins.

Before leaving

- Have Ss form a straight line.
- Explain to Ss that they have to say one thing the face they have made has got using the structure *I have got...*
- Make sure all Ss have had the chance to say a sentence.

**Language focus****Aims**

- to practise the pronunciation of words ending in **-all** and **-ack**

**Materials**

- flashcards for *ball*, *wall*, *tall*, *Jack*, *black* and *snack*
- photocopies of *ball*, *wall*, *tall*, *Jack*, *black* and *snack*
- Blu tack

Revision

- Ask Ss to present their faces 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 faces to each other.
- Have a few groups come to the front of the classroom and present their faces.

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 is Bob like?* (He is thin and tall.) *What has he got?* (He has got a ball.) *Where is the ball?* (It is on the wall.)
- Draw Ss' attention to the second picture and ask them questions, e.g. *What is the boy's name?* (It is Jack.) *What colour is his ball?* (It is black.) *What is he eating?* (He is eating a snack.)

Phonics page 51**Activity 1 CS S5.1, R3.5**  

- Play the chant/poem (more than once). Ask Ss to identify the most repeated sound/rime e.g. **-all**. Elicit the words with the same rime (tall, ball, wall).

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

- Listen, say and circle the **-all** words.   

Bob

Bob is thin and tall.
He has got a ball.
It is on the wall.

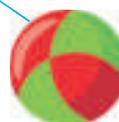
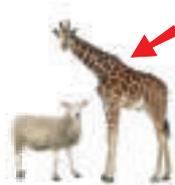


- Read and match.

1. ball

2. wall

3. tall



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- Hold up each flashcard, say the words (ball, wall, tall) 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 (tall, ball, wall) 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 classroom and make sure Ss have matched the words to the correct pictures.



- ball – second picture
- wall – third picture
- tall – first picture

Phonics page 52**Activity 1 CS S5.1, R3.5**  

- Play the chant/poem (more than once). Ask Ss to identify the most repeated sound/rime e.g. **-ack**. Elicit the words with the same rime (Jack, black, snack).
- Hold up each flashcard, say the words (Jack, black, snack) and ask Ss to repeat.

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

- 1 Listen, say and circle the **-ack** words.   

Jack

Look at Jack.
His ball is black.
He's eating a snack.



- 2 Read and match.

- Jack
- black
- snack



- 3 Read and cross the odd one out.

1.	wall	black	ball
2.	Jack	snack	tall
3.	snack	black	wall

52

- 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 (Jack, black, snack) 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 classroom and make

sure Ss have matched the words to the correct pictures.

-  1. Jack – third picture
2. black – first picture
3. snack – second picture

Activity 3

- Draw Ss' attention to the words in the activity and ask them to read them.
- Explain to Ss that they have to read the words carefully and cross the odd one out depending on the sound they make.
- Go round the classroom and make sure Ss have crossed the correct word out.

-  1. black 2. tall 3. wall

Optional

Ready, set, match

- Divide Ss into two teams.
- Stick the picture flashcards on the board.
- Put the photocopies of the flashcards (ball, wall, tall, Jack, black, snack) 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 photocopy with 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.

Workbook

Activity 1 CS W3.1, W1.4

-  1. ball 2. wall 3. tall

Activity 2 CS L2.7, W3.1, R3.3



-  1. ball 2. wall 3. tall

Activity 3 CS W3.1, W1.4

-  1. Jack 2. snack 3. black

Activity 4 CS L2.7, W3.1, R3.3



-  1. snack 2. black 3. Jack

Note

For the next lesson, bring:

- flashcards/photocopies for *eyes, short hair, long hair, blonde, brown, cats, parrots, monkeys, helicopter, robot, skateboard, ball, fast, watch, tablet, laptop, phone, ears, nose, mouth*
- Blu tack or tape



Language focus

Aims

- to revise and consolidate the vocabulary and structures presented in previous lessons



Materials

- flashcards/photocopies for eyes, short hair, long hair, blonde, cats, parrots, monkeys, helicopter, fast, robot, skateboard, watch, tablet, laptop, phone, ears, nose, mouth, brown
- word cards 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.

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 W1.4

- Point out that Ss have to complete the columns in the table with the words in the box. Make sure that Ss understand all the words and the categories they have to list the words in.
- Check Ss' answers.



HEAD: hair, ears, eyes
PETS/ANIMALS: parrots, monkeys, rabbits
TECHNOLOGY/GADGETS: laptop, tablet, phone

Activity 2 CS L2.4

- Explain to Ss that they are going to listen to four short dialogues and then they have to number the pictures 1-4 according to the order in which they hear them.
- Play the recording twice.

1 Write the words in the box in the correct columns.

parrots monkeys hair rabbits ears
 laptop eyes tablet phone

Head 	Pets / Animals 	Technology / Gadgets 
hair	parrots	laptop

2 Listen and number (1-4).



A



B



C



D

3 Play a game.

Point and say something beginning with the letter 'n'.

nose



Listening transcript

- Man:** Have you got a skateboard, Tony?
Boy: Yes, I have.
- Woman:** Have you got a laptop, Kelly?
Girl: No, I haven't. I've got a tablet.
- Woman:** Have you got a ball, Tina?
Girl: Yes, I have. I've also got a helicopter. Look!
- Boy 1:** Have you got a ball, Liam?
Boy 2: No, I haven't. I've got a robot.



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

Activity 3 CS L2.6

- Divide Ss into small groups.
- Explain to them that SA should choose a letter and tell the other Ss in his/her group to point to an object beginning with that letter.
- Ss take turns choosing letters and pointing to objects according to the

letters they begin with.

Activity 4 CS R1.1, R4.1

Before reading

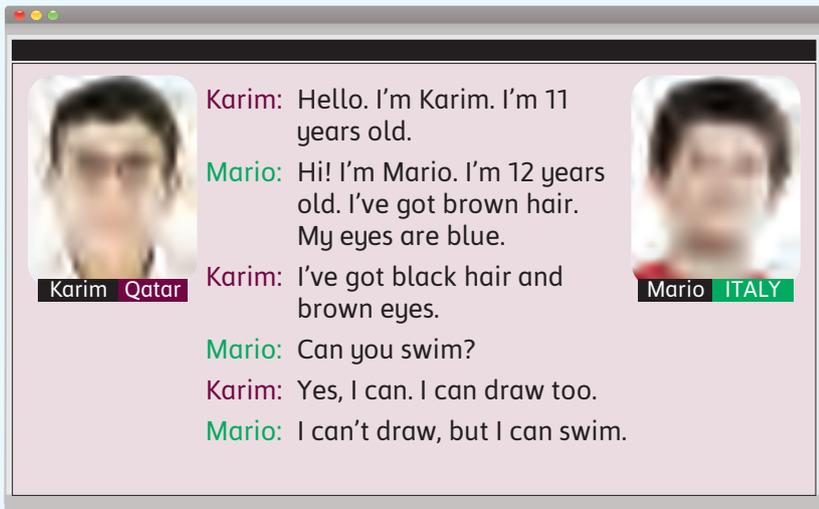
- Draw Ss' attention to the pictures and ask them *What can you see?* (Two boys.)
- Ask Ss to predict what they will read about.

While reading

- Read the text and have Ss read the text along with you.
- Ask Ss some comprehension questions. Encourage Ss to answer. *How old is Karim?* (He's eleven years old.) *How old is Mario?* (He's twelve years old.) *Has Mario got brown hair?* (Yes, he has.) *Has Mario got blue eyes?* (Yes, he has.) *Has Karim got brown hair?* (No, he hasn't. He has got black hair.) *Has Karim got blue eyes?* (No, he hasn't. He has got brown eyes.) *Can Karim swim?* (Yes, he can.) *Can Mario draw?* (No, he can't.)

4 Look and read.  

e-friends



Karim: Hello. I'm Karim. I'm 11 years old.

Mario: Hi! I'm Mario. I'm 12 years old. I've got brown hair. My eyes are blue.

Karim: I've got black hair and brown eyes.

Mario: Can you swim?

Karim: Yes, I can. I can draw too.

Mario: I can't draw, but I can swim.

5 Read and put a ✓ or an X. 

- Karim is 12 years old.
- Mario has got brown hair and blue eyes.
- Karim has got green eyes.
- Karim can swim.
- Mario can draw.

6 Read and write. 

Has Karim got black hair?

.....

.....

.....

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draw? (No, he can't.)

Post reading

Activity 5 CS R2.1 

- Explain to Ss that they have to refer to the previous activity and put a ✓ or an X next to each sentence accordingly.

 1. X 2. ✓ 3. X 4. ✓ 5. X

Activity 6 CS W1.4, W3.1 

 Yes, he has.

A Optional

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. 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 do not match the words, Ss should try again. The S who has collected the most flashcards wins.

 Workbook

Activity 1

 1. b 2. a 3. a 4. a 5. b 6. b

Activity 2 CS W3.1, W1.4 

 1. Yes, he has. 3. Yes, it has.
2. No, she hasn't. 4. No, he hasn't.

Now I can

Activities 1, 2, 3 & 4 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 5 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/exchange aloud and have Ss repeat after you and tick the circles.

Handwriting activity CS W3.1 

- Ask Ss to turn to p.48.
- Explain to Ss that they have to trace the questions/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 questions/sentences more than one time on the lines.
- While Ss are doing this activity, go round the classroom and help Ss if necessary.
- Make sure all Ss have traced and written the questions/sentences correctly.

 Before leaving

- Show each S one of the flashcards from the Module and ask them to tell you the word it depicts.

Food and drink

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 the content and 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)
- ask about and express with support basic likes and dislikes (S1.2)
- name familiar objects by using words from topic word sets (S2.2)
- participate in singing songs (S5.1)
- communicate personal information (W1.1)
- express with support basic likes and dislikes using words and very short, simple statements (W1.2)
- write independently small and capital letters (W1.4)

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)
- ask about and express with support basic likes and dislikes (S1.2)
- name familiar objects by using words from topic word sets (S2.2)
- understand and respond to the main idea of short texts (R1.1)
- understand and respond to the detail in a short sequence of simple sentences (R2.1)
- predict content by making use of pictures (R4.1)
- express with support basic likes and dislikes using words and very short, simple statements (W1.2)
- write small letters and words of regular size and shape in straight line from left to right (W3.1)

Let's play

- follow and respond to simple short questions (L2.4)
- ask about and express with support basic likes and dislikes (S1.2)
- name familiar objects by using words from topic word sets (S2.2)
- understand and respond to the detail in a short sequence of simple sentences (R2.1)
- communicate very basic personal information using very short, simple statements and questions (W1.1)
- write small and capital letters of regular size and shape (W1.4, W3.1)

Our world

- follow and identify the detail of short texts (L2.1)
- follow and respond to simple short questions (L2.4)
- ask about and express likes and dislikes (S1.2)
- name familiar objects by using words from topic word sets (S2.2)
- understand and respond to the main idea of short texts (R1.1)
- understand and respond to the detail in a short sequence of simple sentences (R2.1)
- predict content by making use of pictures (R4.1)
- write small and capital letters of regular size and shape (W3.1)

Health

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

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)
- 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)

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

Revision

- follow and identify the main idea of short texts (L1.1)
- follow and respond to simple short questions (L2.4)
- name familiar objects by using words from topic word sets (S2.2)
- understand and respond 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)
- 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)

TOP TIME 2

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



Language focus

Aims

- to identify and talk about food
- to express likes and dislikes

Vocabulary

Food: sandwich, chicken, rice, chips, eggs, onions

Structures

I like (chicken).

I don't like (onions).

don't = do not

one sandwich - two sandwiches



Materials

- flashcards for *sandwich, chicken, rice, chips, eggs, onions*
- photocopies of the above flashcards (one per S)
- a smiley face made of yellow construction paper and a sad face made of blue construction paper
- a packet of rice, some onions and eggs
- blindfolds (enough for each pair of Ss)

Lesson plan

Warm-up

- Hold up each flashcard, say the word and ask Ss to repeat.
- Then, ask Ss to form pairs. Blindfold one S from each pair and give him/her some of the food items (packet of rice, onions, eggs).
- Explain to Ss that they have to feel the food and try to guess what it is. If the S makes a correct guess, he/she swaps roles with his/her partner. Make sure that you use all the food items mentioned in the materials section.

1 Vocabulary CS S2.2

- Have Ss open their books to p.55.
- Point out the food items 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, S5.1

Pre-listening

- Direct Ss' attention to the picture, tell them not to look at the text, and ask them, *What can you see in the picture? What will you hear about?*
- Give Ss time to discuss the picture.
- Elicit their response and write it on the board (a girl wearing a chef's hat and different types of food laid out before her on a table).
- Ask Ss to look at the picture and answer, *What is the text about?*
- Ask Ss to listen to the recording of the song/poem and to confirm their predictions.

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

While listening

- Play the song/poem a second time and ask Ss to listen to the recording and number (1-6) the items of food according to the order mentioned in the song/poem.



A.3 B.2 C.1 D.5 E.4 F.6

- Ask Ss, *Does the girl like chicken and rice? (Yes, she does.) Does she like sandwiches? (Yes, she does.) Does she like onions? (No, she doesn't.)* Encourage Ss to answer.
- Play the song/poem a third time and encourage Ss to say the song/poem along with the recording.

Grammar Reference

- Make two columns on the board. Draw a happy face above the first column and a sad face above the second column.
- Stick the food flashcards under the corresponding column, according to your likes and dislikes.
- As you place each flashcard, say *I like/I don't like (chips)*. Do this a second time, having Ss repeat the sentences after you.
- Ask Ss to turn to page 91, Module 4 Song. Read the sentences and have Ss repeat after you. Elicit that we use the verb *I like / I don't like* to express likes and dislikes. Point out that *don't* is the short form of *do not*.
- Hand out a photocopy of the food flashcards to each S.
- Ask a S to hold up his/her food flashcard and make a sentence according to his/her preferences, saying *I (don't) like (rice)*.
- Have some Ss perform for the entire class, using *I like* and *I don't like*, according to their likes and dislikes.
- Direct Ss' attention to the word *sandwich* and explain that nouns ending in *-ch* take *-es* in the plural.
- Remind Ss that regular nouns form their plurals by adding the ending *-s*.
- Point out that there is no plural form for *chicken* (when referring to food) and *rice*.

Food and drink

4

4

SONG

Say the new words.

1



sandwich chicken rice chips eggs onions

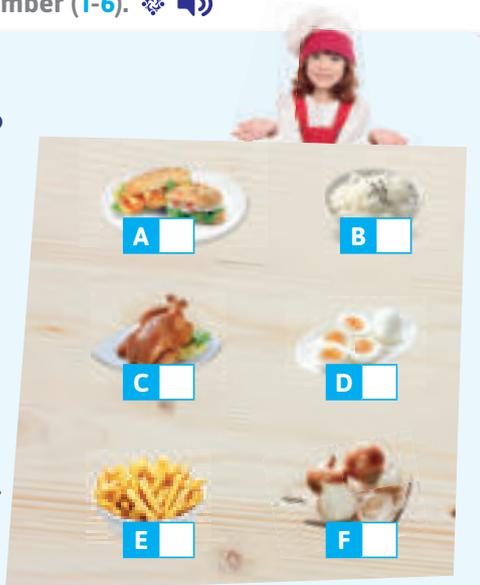
2 Listen and say. Then number (1-6).

What's your favourite food?

I like chicken.
I like rice.
It's nice!
It's very nice!

I like sandwiches.
I like chips.
They are nice!
They are very nice!

I don't like eggs or onions.
Onions are hot!
They aren't very nice.



3 Look at activity 2 and say.

I like chicken.

I don't like onions.



55

Post listening

Activity 3 CS S1.1, S1.2

- Direct Ss' attention to the two boys in the picture and ask them to guess what's happening. (The boys are talking about what food they like and dislike.)
- Read the exchange aloud and get Ss to repeat.
- Divide Ss into pairs. Ask Ss to take turns saying what food they like and dislike.
- Have a few pairs of Ss present the exchange to the whole class.

A Optional

PRACTICE

Like it or not

- Hand out a photocopy of one of the food flashcards to each S.
- Stick the smiley face and the sad face on two different walls.

- Play the song/poem *What's your favourite food?*
- When you pause the recording, Ss have to stick the flashcards under the corresponding face, according to whether they like or dislike the food depicted on the flashcard.
- Once the Ss have stuck their flashcard in place, they have to share their likes/dislikes with the rest of the class by saying *I like (chips)* or *I don't like (chicken)*.

EXPANSION

- Give each S a photocopy of a flashcard from the lesson. Say a word, e.g. *sandwich*. The Ss who have the corresponding flashcard have to hold it up and say the word aloud. Repeat with the rest of the flashcards.

Workbook

Activity 1 CS L2.1

Listening transcript

Boy:

1. I like sandwiches.
2. I don't like chicken.
3. I like rice.
4. I don't like chips.
5. I like eggs.
6. I don't like onions.



- | | | |
|----|----|----|
| 1. | 2. | 3. |
| 4. | 5. | 6. |

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



open answers

Before leaving

- Play the song/poem *What's your favourite food?* and have Ss say the song/poem along with the recording.



Note

- For the next lesson, bring:
- plain sheets of A4 paper



Language focus

Aims

- to identify and talk about food and drinks
- to ask and answer about one's likes and dislikes

Vocabulary

Food: spaghetti, salad, carrots

Drink: orange juice

Adjectives: hungry, thirsty

Structures

Do you like (salad)? Yes, I do. / No, I don't.
I don't like (chicken).



Materials

- flashcards for *sandwich, chicken, rice, chips, eggs, onions, spaghetti, salad, orange juice, carrots, hungry, thirsty*
- plain sheets of A4 paper

Revision

- Place the following flashcards on the board (*sandwich, chicken, rice, chips, eggs, onions*) and tell Ss to memorise them. Then instruct Ss to close their eyes while you hide one of the pictures. When Ss open their eyes, they have to tell you which one is missing.

Lesson plan

Warm-up

- Hold up each flashcard, say the word and ask Ss to repeat.
- Rub your stomach and say, *I'm hungry*. Pretend you're thirsty by touching your neck and say, *I'm thirsty*.

1 Vocabulary CS S2.2

- Point out 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

- Ask Ss to tell you what they think is happening. (The children are at Hassan and Aisha's house and they are all hungry. Hassan and Aisha's mum invites the children to eat spaghetti and they talk about what food and drinks they like or dislike. Ron is next to them, eating carrots, and it looks very happy.)
- Check Ss' predictions.

Say the new words.

1



spaghetti



salad



orange juice



carrots



hungry



thirsty

2

Look, listen and read.

1



2



3



4



56

While reading

- Play the recording and/or read the text and encourage Ss to shadow read (read along with the recording/you).
- 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 at Hassan and Aisha's house.) *Does Ali like chicken?* (No, he doesn't.) *Does Aisha like spaghetti?* (Yes, she does.) *Is Hassan thirsty?* (Yes, he is.) *Does Hassan like orange juice?* (Yes, he does.) *What does Ron like?* (It likes carrots.)
- Divide Ss into groups of six and have them act out the dialogue.

Post reading

- Divide the board into three columns. In the first column, write the following sentences: *I like salad. I don't like spaghetti. I like orange juice. I don't like carrots.* In the second column, draw two happy and two sad faces and in the

last column, stick the flashcards for *salad, spaghetti, orange juice and carrots* in jumbled order.

- Choose different Ss to come to the board and match the sentences to the correct faces and flashcards.

Grammar Reference

- Ask Ss to turn to page 91, Module 4 Top Stars and read the question and the answers aloud and have Ss repeat.
- Explain the question and the answers to Ss and ask them more questions, e.g. *Do you like spaghetti?* etc.

Activity 3 CS R2.1

- Explain to Ss that they have to refer to activity 2 and match each character (Ron, Ali, Aisha, Hassan) to the type of food/drink they like or don't like.



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

3 Read activity 2 and match.

I like... ① 

I don't like... ② 

I like... ③ 

I like... ④ 

A 

B 

C 

D 

4 Listen and draw a happy or a sad face.

①      

②    

③    

5 Ask and answer.

Do you like chips?

Student 1							
Student 2							

No, I don't.

Activity 4 CS L2.4, S2.2

- Explain to Ss that they have to listen to the recording and draw a happy or a sad face on the stars, according to what they hear each time. Play the recording twice.

Listening transcript

- Boy 1: Do you like spaghetti?
 Boy 2: No, I don't. I don't like spaghetti.
 Boy 1: Do you like salad?
 Boy 2: Yes, I do! I like salad.
- Girl 1: Do you like chips?
 Girl 2: No, I don't. I don't like chips.
 Girl 1: Do you like carrots?
 Girl 2: Yes, I do. I like carrots.
- Boy 1: Do you like chicken?
 Boy 2: Yes, I do. I like chicken.
 Boy 1: Do you like orange juice?

Boy 2: No, I don't. I don't like orange juice.

- sad face / happy face
- sad face / happy face
- happy face / sad face

Activity 5 CS L2.4, S2.2, S1.1, S1.2

- Divide Ss into pairs.
- Tell Ss that they have to place a ✓ or an X in the first row about the items they like or don't like. Then they have to ask and answer questions about their likes and dislikes regarding food/drink and place a ✓ or an X in the appropriate boxes about Student 2.
- Have Ss swap roles so that each of them has had the chance to become the interviewer.

Optional PRACTICE Who likes...?

- Ask each S to draw and colour a food item/drink on a piece of A4 paper.
- When Ss have finished, they move around the classroom and ask different Ss if they like the food/

drink they have drawn, e.g. Do you like chicken?
 • Ss write the number of Ss who like the item they have drawn on a piece of paper.

EXPANSION

- Write some lines from the dialogue in activity 2 on the board, e.g. Aisha, do you like...? I like spaghetti and... And I like... and ask Ss to guess the missing words and say them aloud.

Workbook

Activity 1 CS W1.2, W3.1

- like
- don't like
- don't like
- like

Activity 2 CS R2.1

- I'm hungry.
- I'm thirsty.

Activity 3 CS R2.1

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

Activity 4 CS L2.4

Listening transcript

- Boy 1: Do you like spaghetti?
 Boy 2: No, I don't. I like salad.
- Girl 1: Do you like rice?
 Girl 2: Yes, I do.
 Girl 1: Do you like chicken?
 Girl 2: No, I don't.
- Boy 1: Do you like sandwiches?
 Boy 2: Yes, I do.
 Boy 1: Do you like chips?
 Boy 2: No, I don't.
- Girl 1: Do you like orange juice?
 Boy 2: No, I don't. I like carrot juice.

- A X B ✓
- A ✓ B X
- A ✓ B X
- A X B ✓

Before leaving

- Ask each S a question, using Do you like (sandwiches)? and encourage him/her to answer, Yes, I do/No, I don't.

Note

For the next lesson, bring:
 • magazine pages with photos of food/drinks, big pieces of white card (one for every 3-4 Ss), scissors (enough for each group of Ss) and glue sticks (enough for each group of Ss).



Language focus

Aims

- to identify food
- to talk about what someone has for breakfast/lunch/dinner
- to tell the difference between healthy and unhealthy food

Vocabulary

Meals: breakfast, lunch, dinner

Food: soup, fish, cereal, chocolate

Drink: milk

Structures

I like (fish). It's healthy.

I don't like (chips). They're unhealthy.



Materials

- flashcards for *breakfast, lunch, dinner, soup, fish, cereal, milk, chocolate, spaghetti, salad, orange juice, carrots*
- magazine pages with photos of food/drinks
- big pieces of white card (one for every 3-4 Ss)
- scissors (enough for each group of Ss)
- glue sticks (enough for each group of Ss)

Revision

- Stick the flashcards for *spaghetti, salad, orange juice* and *carrots* on the board.
- Point to a flashcard, e.g. *carrots*. Choose a S and ask him/her, *Do you like carrots?* Elicit the S's answer.
- Repeat the same procedure with the rest of the flashcards by asking different Ss.

Lesson plan

Warm-up

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

1 Vocabulary CS S2.2

- Have Ss open their books to p.58.
- Point out 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, R2.1, R1.1, R4.1



Before Reading

- Direct Ss' attention to the photos and ask them to tell you what they see. (There are photos of two children, each of whom comes from a different country. Next to their photos,

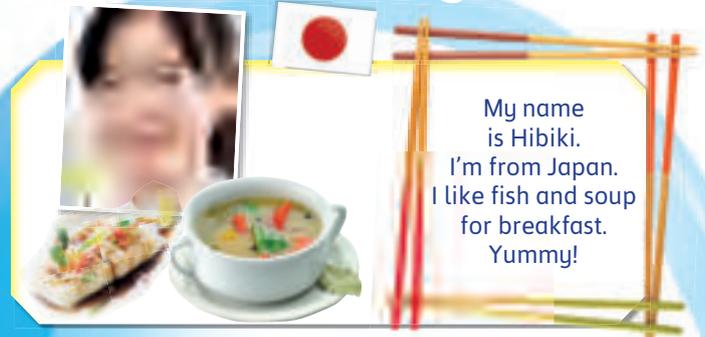
Say the new words.

1



2 Look, listen and read.

Breakfast anyone?



Hi! I'm Jim.
I'm from Australia.
I like cereal with milk
for breakfast.
I don't like chocolate cereal.
It's unhealthy!

58

there are pictures of food that they like to have for breakfast.)

- Draw Ss' attention to the two photos and ask them to name as many food items as they know or remember from the vocabulary section.
- Ask Ss if they recognise the flags. Then ask, *Where is the girl from?* (She's from Japan.) *Where is the boy from?* (He's from Australia.)

While reading

- Ask Ss to point to the appropriate photo as you play the recording/read the text.
- Play the recording and/or read the text again and encourage Ss to shadow read (read along with the recording/you).
- Play the recording and/or read the text again and pause after each sentence for Ss to repeat.
- Ask Ss some questions about the text. *What's the Japanese girl's name?* (It's Hibiki.) *What does Hibiki like for breakfast?* (She likes fish and soup for breakfast.) *What's the boy's name?* (It's

Jim.) *Does Jim like cereal for breakfast?* (Yes, he does.) *Is chocolate cereal healthy?* (No, it isn't. It's unhealthy.) *Does Jim like chocolate cereal?* (No, he doesn't.)

- Choose a few Ss to read the texts aloud.

Post reading

- Place the flashcards of items of food and drink from this module in a pile on your desk.
- Write the words *healthy* and *unhealthy* on the board.
- Have Ss come up to the board and stick the flashcards of the food and drink items under the corresponding heading and say if the food/drink item is healthy or unhealthy.

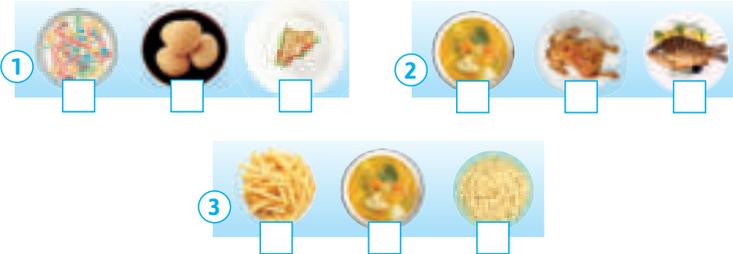
Grammar Reference

- Ask Ss to turn to page 91, Module 4 Our world. Read the sentences aloud and have Ss repeat.
- Explain to Ss that we use *It's healthy* to refer to food that is good for you whereas we use *unhealthy* to refer to food that you might like, but it isn't good for you.

3 Read activity 2 again and match what they like for breakfast.



4 Listen and tick (✓) what the people like for breakfast, lunch or dinner.



5 Put a ✓ for healthy food/drinks or an ✗ for unhealthy food/drinks. Then say.



Activity 3

- Explain to Ss that they have to refer to activity 2 and match each person with what he/she likes for breakfast.

1. A, C 2. B

Activity 4 CS L2.1

- Tell Ss that they are going to listen to the recording and that, for each exchange, they have to decide which of the three food items people like for breakfast/lunch/dinner and tick the correct answer.

Listening transcript

1. **Man 1:** I don't like sandwiches or eggs for breakfast. I like cereal with milk for breakfast.

2. **Woman:** I like fish for lunch. I don't like soup or chicken for lunch.

3. **Man 2:** I don't like spaghetti or chips for dinner. I like soup for dinner.

1. cereal with milk 2. fish 3. soup

Activity 5 CS S1.2, S2.2

- Instruct Ss to put a ✓ or an ✗ in the boxes next to each picture, depending on whether the food/drink is healthy or unhealthy for them.
- Encourage Ss to discuss their answers in pairs. Explain to them why some types of food are healthy and why others are not.

Healthy food: orange juice, rice, fish, cereal, milk, salad
Unhealthy food: chips, chocolate

two equal parts and write *Healthy* as a title on the first half and *Unhealthy* as a title on the other half.

- Then have Ss glue the food/drinks in the corresponding half and write the name of the food/drink.
- Ss can also draw the food/drinks.
- When all groups have finished, they take turns presenting their poster to the rest of the class.
- Display Ss' posters around the classroom.

EXPANSION

- Start writing a word from this or the previous lessons of the module on the board, one letter at a time. Ss have to call out the word when they find it.

Workbook

Activity 1 CS W3.1

1. fish 2. soup 3. cereal 4. milk

Activity 2 CS R2.1

1. breakfast 2. lunch 3. dinner

Activity 3 CS L2.4

Listening transcript

- Boy 1:** Do you like eggs for breakfast?
Boy 2: No, I don't. I like cereal with milk.
- Girl 1:** Do you like chicken?
Girl 2: No, I don't. I like fish.
- Boy 1:** Do you like chocolate?
Boy 2: No, I don't. It's unhealthy. I like orange juice.
- Girl 1:** Do you like rice?
Girl 2: Yes, I do. It's healthy.

1. A 2. A 3. B 4. B

Activity 4 CS W3.1, S1.2

healthy: orange juice, salad, fish
unhealthy: chocolate, chips

Before leaving

- Ask Ss to tell the class what they like for breakfast/lunch/dinner, e.g. I like salad for lunch.

Note

For the next lesson, bring:

- a basket with fruit and vegetables (bananas, lemons, oranges, mangoes and tomatoes)

Optional

PRACTICE

Make a food poster

- Divide Ss into small groups (3-4 Ss).
- Give Ss magazine pages with photos of different food/drinks (of the ones they have been introduced to in previous lessons) and ask them to cut them out.
- Give each group a big piece of card.
- Instruct Ss to divide the card into

**Language focus****Aims**

- to identify and talk about items of food
- to say what one wants

Vocabulary

Fruit: banana, lemon, oranges, mangoes, tomato

Structures

I want (two mangoes), please.
 Here you are. Do you want (oranges)?
 Yes. (Ten oranges), please.
 Here you are.
 Thank you.
 You're welcome.

one tomato - two tomatoes

**Materials**

- flashcards for *banana, lemon, oranges, mangoes, tomato*
- a basket with fruit: bananas, lemons, oranges, mangoes and tomatoes
- flashcards from the previous lessons: *sandwich, chicken, rice, chips, eggs, onions, spaghetti, salad, orange juice, carrots, chocolate, milk, hungry, thirsty, breakfast, lunch, dinner, soup, fish, cereal*
- photocopies of the above flashcards (enough for all Ss)

Revision

- Make photocopies of 4-5 food flashcards presented in the previous lessons and hand a set out to each S.
- Explain to Ss that you are going to call out various items of food and drinks. When you call out a word, Ss must pick up their flashcard and hold it up in the air.
- The S who picks up the wrong item is out of the game.

1

Say the new words.



banana lemon oranges mangoes tomato

2

Act out the dialogue.



Hello.

I want two mangoes, please.

Yes. Ten oranges, please.

Thank you.

Hi!

Here you are. Do you want oranges?

Here you are.

You're welcome.

60

Lesson plan**Warm-up**

- Use the basket of fruit to introduce the new vocabulary.
- Point to or hold up each fruit and say, *banana, orange, mango*, etc. Say the words once more and have Ss repeat after you.

1 Vocabulary CS S2.2

- Have Ss open their books to p.60.
- Point out 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.
- Point out the plural form of the word *tomato* - *tomatoes*.

Grammar Reference

- Invite a S to the front of the classroom. Say, *I want milk, please*. Tell the S to hand you the flashcard for *milk* and say, *Here you are*. Then say, *Thank you* and encourage the S to say, *You're welcome*.
- Ask Ss what they think *want* means and elicit that we use it to ask for something. Point out that we say *please* to ask for something politely. Explain that we use *Here you are* when we want to hand something to someone.
- Point out that *Thank you* and *You're welcome* are also used for politeness.
- Ask Ss to turn to page 91, Module 4 Let's play. Read the exchange aloud and have Ss repeat, reading it aloud. Have a few Ss read the dialogue aloud using different drinks/food.
- Direct Ss' attention to the word *tomato* and explain to them that nouns ending in *-o* usually take *-es* in the plural. The same applies for *mango - mangoes*.

Activity 2 CS S2.2, L2.4, S1.2, R2.1

- Direct Ss' attention to the picture in activity 2 and ask them to guess what the children are doing. (One of them is pretending to be the grocer, while the other is asking for fruit and vegetables.)
- Read the exchange aloud and get Ss to repeat after you.
- Divide Ss into pairs and explain that SA is going to be the grocer and SB is going to be the customer. SB asks for fruit or vegetables. SB says the number of fruit or vegetables he/she wants. Then SA answers with *Here you are*. Ss should also make sure they say *Thank you* and *You're welcome* to answer one another politely.
- The number of questions can be reduced according to the level of the S.
- Have Ss swap roles.
- Have a few pairs act out the exchange in front of the class.

A Optional

PRACTICE

Walk and touch

- Stick the flashcards for *banana, lemon, oranges, mangoes* and *tomato* on four walls of the classroom.
- Explain that you are going to play the song/poem *What's your favourite food?* and Ss can walk around the classroom.
- At some point, pause the recording and call out, *I want mangoes*.
- Ss must walk to the *mangoes* flashcard, touch it and say, *Here you are*.
- The Ss that do this the fastest and correctly remain in the game while the ones that don't are eliminated from the game. These Ss can sit at their desks and draw their favourite drink.
- Repeat the procedure several times with all of the flashcards.

EXPANSION

- Say a number from 11-20 aloud, e.g. *twenty*. Ss have to draw as many lines as the number you called out. Go round the classroom and make sure Ss have drawn the correct number of lines.
- Continue with other numbers.

Workbook

Activity 1 CS W3.1

-  1. **banana, bananas**
2. **mango, mangoes**
3. **tomato, tomatoes**
4. **orange, oranges**

Activity 2 CS R2.1

- Tell Ss to refer to the dialogue on p.60 in the SB and put the dialogue in the correct order.

 A. 2 B. 1 C. 3

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



- Make sure Ss have traced and completed the sentences correctly.

Before leaving

- Put the flashcards of the lesson on your desk with the pictures facing up.
- Call up Ss to the front of the classroom one by one and say, *I want (a lemon), please*.
- Ss have to choose the correct flashcard hand it to you and say, *Here you are*. Say, *Thank you*, and encourage Ss to answer, *You're welcome*.

Note

For the next lesson, bring:

- all food/drink flashcards of the Module



Language focus

Aims

- to provide Ss with cross-curricular information on health
- to identify food

Vocabulary

Food: bread, potato, cheese, meat



Materials

- flashcards for *bread, potato, cheese, meat*
- flashcards from previous lessons: *sandwich, chicken, rice, chips, eggs, onions, spaghetti, salad, chocolate, orange juice, soup, fish, milk, cereal, carrots, breakfast, lunch, dinner, banana, lemon, oranges, mangoes, tomato, hungry, thirsty*

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 a food item/drink Ss have been introduced to. The S who has the ball has to look at the flashcard and say the word for the picture depicted on the card.
- Play until all Ss have had a turn.

Lesson plan

Warm-up

- Hold up each flashcard, say the word and ask Ss to repeat.
- Alternatively, bring real food items to the classroom to introduce the new vocabulary.

1 Vocabulary CS S2.2

- Have Ss open their books to p.61.
- Point out 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.
- Point out that *meat, cheese* and *bread* don't have plural forms. Also, point out the plural form of *potato* - *potatoes*.

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

- Draw Ss' attention to the plate and ask them to guess what it depicts.
- Give Ss some time to discuss the picture.
- Play the recording, and ask Ss to point to the appropriate pictures.
- Play the recording again, and encourage Ss to shadow read (read along with the recording/you).
- Ask Ss some questions about the text, e.g., Are fruit and vegetables good for you? (Yes, they are.) Are lots of sweets and chocolate bad for you? (Yes, they are.)
- Ask Ss if they think healthy eating is important and why. Encourage Ss to come up with ways to include a healthy diet in their everyday lives (e.g. by eating more fruit and vegetables and fewer sweets or savoury snacks). Initiate a discussion and encourage all Ss to participate.
- Choose a few Ss to read the text aloud.

Activity 3 CS L2.4, S1.1

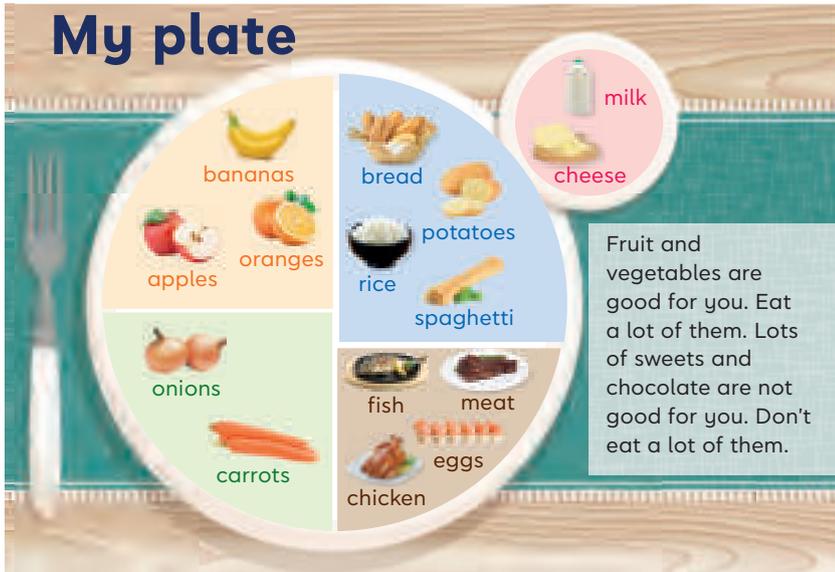
- Ask Ss to look at the picture of the boys, read the speech bubbles and tell you what they think the boys are doing. (They are asking and answering questions about what they eat and drink for breakfast/lunch/dinner.)
- Divide Ss into pairs and instruct them to look at the plate and ask and answer questions about what they eat and drink for breakfast/lunch/dinner
- Have a few pairs of Ss present the exchange to the whole class.

1 Say the new words.     

bread potato cheese meat

2 Listen and read.   

My plate



Fruit and vegetables are good for you. Eat a lot of them. Lots of sweets and chocolate are not good for you. Don't eat a lot of them.

3 Ask and answer. 



What do you eat for lunch?

I eat rice with fish.

Optional

Do a survey!

• Draw a table on the board, such as the one below:

	S's name	S's name	S's name
meat			
rice			
chicken			
cheese			
tomatoes			
sandwiches			

- You can stick the food flashcards on the board instead of writing the words in the first column.
- Write each S's name in the first row.
- Point to each word/flashcard and choose a S to say *I like...* or *I don't like...* Tell Ss to make facial expressions to express their likes and dislikes as well.
- Put a ✓ for the food the S likes and an ✗ for the food he/she doesn't like in the corresponding boxes in the table you have drawn.

- Repeat the procedure with the rest of the Ss.
- At the end, ask the Ss to help you with the counting to foster cross-curricular learning, using *like* and *don't like* respectively, e.g. *Six students like meat. Ten students don't like meat, etc.*

Workbook

Activity 1 CS L2.1, L2.4

Listening transcript

- Girl 1:** *What do you eat for lunch, Reema?*
Girl 2: *I eat rice with chicken and salad.*
Girl 1: *Wow! It's a healthy meal.*
- Boy 1:** *I like chocolate and sweets!*
Woman: *Lots of chocolate and sweets are unhealthy, Tom.*

 1. A 2. B

Activity 2 CS W3.1

 open answers

Before leaving

- Ask Ss to tell you one item of food they eat every day and one item they don't eat very often.

Note

For the next lesson:

- photocopy the story (*I'm Hungry!*, SB, pp.62-63), 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.



Language focus

Aims

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

Revision

- Draw a plate on the board and invite Ss to come to the front and complete the plate with the name of an item of food.
- Make sure all Ss have had a turn to come to the board.
- Ask Ss to look at the plate on the board and tell you what items of food they prefer.

Lesson plan

Activity 1 CS L2.4, R2.1, R1.1, 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 who the main characters of the story are (Sami and Ali) and where they think the children in the story are. (They are in a school canteen.)
- Cover the second page (p.63). Ask Ss to look at the first three frames in the story on p.62 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.

I'M HUNGRY!

- 1 Look, listen and read.



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- Direct Ss' attention to the frames of the story and ask them to find and circle the words of food/drinks in the story (Frame 2: spaghetti, cheese, potatoes, carrots, meat, chicken, rice, salad; Frame 3: tomato soup; Frame 4: mango, banana; Frame 5: orange juice). Then ask Ss to say them out loud.
- Ask Ss some comprehension questions. Encourage Ss to answer.

Frame 1: (pointing to the canteen) *Is Sami hungry?* (Yes, he is.)

Frame 2: (pointing to Sami) *What does Sami want?* (He wants spaghetti, cheese, potatoes, carrots and meat.) *What does Ali want?* (He wants chicken with rice and salad.)

Frame 3: (pointing to Sami) *What*

does Sami like? (He likes tomato soup.) *Does Ali like tomato soup?* (No, he doesn't.)

Frame 4: (pointing to Sami) *What fruit does Sami want?* (He wants a mango and a banana.)

Frame 5: (pointing to the jug of orange juice) *What does Sami want to drink?* (He wants to drink orange juice.)

Frame 6: (pointing to Ali) *What does Ali ask Sami?* (If he is OK.)

Frame 7: *What's the matter with Sami?* (He feels sick.) *Why does Sami feel this way?* (Because he ate and drank too many things.)

Frame 8: *Where are the boys?* (They're at Sami's house.) *Does Sami feel better?* (Yes, he does.) *Does he like eating lots of food?* (No, he doesn't.)



VALUE
Don't eat too much food.

- Give each group a copy of the story and the 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.

Workbook

Activity 1 CS R2.1

A	T
C	B

Key: 1. a 2. a 3. b 4. b

Activity 2 CS R2.1

A	T
C	B

Key: 1. chicken, rice, salad
2. mango, banana

- Before leaving**
- Divide Ss into pairs and get them to act out the dialogue.

Post reading

POST-STORY ACTIVITY

Ask Ss:

- What's your favourite food?
- Do you like eating out?
- What kind of food is healthy/unhealthy for us?
- How much food must we eat?

Value

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

Optional

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 speech bubbles of the story once for each group of Ss and cut them out.

**Language focus****Aims**

- to make a healthy dish

**Materials**

- all the flashcards depicting food from the Module

Revision

- Ask Ss if they remember the title of the story from the previous lesson (*I'm hungry!*). Ask them to tell you what else they remember about the story.
- Ask Ss what happened in the story.

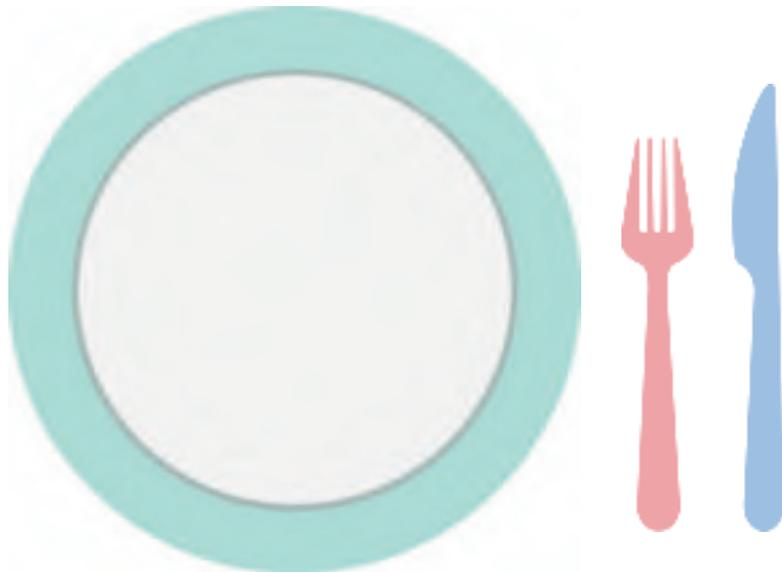
Lesson plan**Warm-up**

- Revise the food vocabulary Ss were presented with in the Module. Place the flashcards in a pile on your desk and ask Ss to come to your desk, one by one, pick a flashcard and name it.

Activity 1 CS L2.3

- Draw Ss' attention to the plate in activity 1.
- Explain to them that they have to make their own healthy dish.
- Ss have to turn to the back of their Student's Book, find the stickers with the items of food (second page with the stickers) and stick the ones they want in the plate.
- While Ss are doing the activity, go round the classroom and make sure Ss have stuck the items of food and made their own healthy dish.

- 1 Make your healthy dish. Use the stickers. 🗨️



- 2 Write about your healthy dish. 🗨️

chicken rice eggs spaghetti salad carrots onions fish
soup bread meat cheese oranges mangoes tomatoes

I eat

- 3 Say. 🗨️



I eat chicken,
rice and salad.

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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 according to the healthy dish they have made.
- Check that Ss have traced and completed the sentence correctly using the words in the box.

Activity 3 CS S2.2, S1.1

- Draw Ss' attention to the activity and ask Ss what they see in the picture. (A girl presenting her healthy dish.)
- Read the speech bubble and have Ss point and repeat after you.
- Explain to Ss that they have to point to their project and present it to the class, as in the example.
- Have Ss come to the front of the class and present their projects.

Optional

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 one of the food flashcards and say, e.g. *banana*. 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.

Before leaving

- Explain to Ss that they have to say a sentence about their healthy plate.
- Make sure all Ss have said a sentence.



Language focus

Aims

- to practise the pronunciation of words ending in **-ain** and **-ink**



Materials

- flashcards for *train*, *stain*, *rain*, *sink*, *drink* and *pink*
- photocopies of *train*, *stain*, *rain*, *sink*, *drink* and *pink*
- Blu tack

Revision

- Ask Ss to present their healthy dishes 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 projects to each other.
- 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. *Where is Tom?* (On the train.) *What is he looking at?* (The rain.) *What is on his T-shirt?* (A stain.)
- Draw Ss' attention to the second picture and ask them questions, e.g. *What is Kelly holding?* (A drink.) *What colour is it?* (Pink.) *Where is she going to wash her shirt?* (In the sink.)

Phonics page 65

Activity 1 CS S5.1, R3.5

- Play the chant/poem (more than once). Ask Ss to identify the most repeated sound/rime e.g. **-ain**. Elicit the words with the same rime (*train*, *stain*, *rain*).

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

- 1 Listen, say and circle the **-ain** words.   

On the train

Tom is on the train.
Look at the rain.
Oh no, a stain!



- 2 Read and match.

1. train

2. stain

3. rain



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- Hold up each flashcard, say the words (*train*, *stain*, *rain*) 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 with the same rime, write them on the board and ask Ss to read them. You could encourage Ss to use the words (*train*, *stain*, *rain*) 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 classroom and make sure Ss have matched the words to the correct pictures.



1. train – second picture 2. stain – third picture 3. rain – first picture

Phonics page 66

Activity 1 CS S5.1, R3.5

- Play the chant/poem (more than once). Ask Ss to identify the most repeated sound/rime e.g. **-ink**. Elicit the words with the same rime (*drink*, *pink*, *sink*).

- 1 Listen, say and circle the **-ink** words.  

Kelly

Look at Kelly's drink.
It is pink.
Let's wash your shirt
in the sink.



- 2 Read and match.

1. sink

2. drink

3. pink



- 3 Read and cross the odd one out.

1.	rain	sink	pink
2.	stain	drink	train
3.	sink	rain	stain

66

- Hold up each flashcard, say the words (drink, pink, sink) 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 with the same rime, write them on the board and ask Ss to read them. You could encourage Ss to use the words (drink, pink, sink) 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 classroom and make sure Ss have matched the words to the correct pictures.

 1. sink – third picture 2. drink – first picture 3. pink – second picture

Activity 3

- Draw Ss' attention to the words in the activity and ask them to read them.
- Explain to Ss that they have to read the words carefully and cross the odd one out depending on the sound they make.
- Go round the classroom and make sure Ss have crossed the correct word out.

 1. rain 2. drink 3. sink

Optional

Ready, set, match

- Divide Ss into two teams.
- Stick the picture flashcards on the board.
- Put the photocopies of the flashcards (train, stain, rain, drink, pink, sink) 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 photocopy with 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 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.

Workbook

Activity 1 CS W3.1, W1.4

 1. train 2. rain 3. stain

Activity 2 CS L2.7, W3.1, R3.3



 1. stain 2. rain 3. train

Activity 3 CS W3.1, W1.4

 1. drink 2. sink 3. pink

Activity 4 CS L2.7, W3.1, R3.3



 1. pink 2. drink 3. sink

Note

For the next lesson, bring:

- flashcards/photocopies for sandwich, chicken, rice, chips, eggs, onions, spaghetti, salad, orange juice, carrots, hungry, thirsty, breakfast, lunch, dinner, soup, fish, cereal, milk, chocolate, banana, lemon, oranges, mangoes, tomato, bread, potato, cheese, meat

- Blu tack or tape

**Language focus****Aims**

- to revise and consolidate vocabulary and structures presented in previous lessons

**Materials**

- flashcards from previous lessons: sandwich, chicken, rice, chips, eggs, onions, spaghetti, salad, orange juice, carrots, hungry, thirsty, breakfast, lunch, dinner, soup, fish, milk, cereal, chocolate, banana, lemon, oranges, mangoes, tomato, bread, potato, cheese, meat

Revision

- Play the two chants/poems from the Phonics lesson and have Ss say the chants/poems along with the recording.

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 W3.1

- Have Ss open their books to p.67.
- Direct Ss' attention to the boxes and ask Ss to read the headings. Explain to Ss that they refer to specific food groups.
- Explain to Ss that they have to look at the words in the box and write each of them in the correct group.
- Check Ss' answers.



Drinks: milk, lemonade, orange juice
Vegetables: potatoes, onions, carrots
Food: chicken, meat, fish

1 Write the words in the correct groups.

milk potatoes chicken onions lemonade carrots
 meat orange juice fish

**Drinks:****Vegetables:****Food:**

milk

potatoes

chicken

2 Listen and tick (✓).

1   **A**  **B**

2   **A**  **B**

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Activity 2 CS L2.4

- Explain to Ss that they are going to listen to the boy and the girl talking about what they like for breakfast and lunch and they have to tick (✓) the picture that matches the description.
- Play the recording twice and have Ss tick the appropriate picture.
- Check Ss' answers.

Listening transcript

1. Boy: For breakfast, I like cereal, milk and eggs.

I don't like orange juice for breakfast.

2. Girl: I like fish, rice and salad for lunch. I don't like chicken.



1. A 2. B

Activity 3 CS R1.1, R4.1, R2.1

- Direct Ss' attention to the boy (Ali) at the top of the page and ask them what they think he is doing. (He's interviewing the boys below.)
- Explain to Ss that they have to read each interview and match it to the correct boy.
- Check Ss' answers.



A. 2 B. 1

Activity 4 CS R2.1

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



1. F 2. T 3. F 4. T



3 Look, read and then match.

Food



A



B

1. **Ali:** Hi, Chen.
Where do you live?

Chen: I live in China.

Ali: What's your favourite food?

Chen: I like noodles.

2. **Ali:** Hi, Saud.
Where do you live?

Saud: I live in Qatar.

Ali: What's your favourite food?

Saud: My favourite food is machbous. It's rice with meat.

4 Read and write **T** for **True** or **F** for **False**.

- Chen lives in Qatar.
- His favourite food is noodles.
- Saud lives in China.
- Machbous is rice with meat.

5 Read and write.

What is your favourite food?

.....

.....

.....

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Activity 5 CS W3.1, W1.4

- Direct Ss' attention to the question in activity 5 and ask them to read it.
- Explain to Ss that they have to read the question and write their answer.

- Go round the classroom and make sure Ss have written their answers correctly.

open answers

Optional

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 in two piles on a desk.
- 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 have to try again.
- The S who has collected the most flashcards wins.

Workbook

Activity 1 CS W3.1

- | | |
|---------------|-------------|
| 1. onions | 4. bananas |
| 2. sandwiches | 5. potatoes |
| 3. tomatoes | |

Activity 2 CS L1.1

Listening transcript

Boy 1: I like chicken with rice and salad. I don't like fish.

Boy 2: I like fish. It's healthy.

A

Activity 3 CS W1.4, W3.1, W1.2

open answers

Now I can

Activities 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 individually and not in chorus.

Activity 3 CS 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 W3.1,

W1.4

- Ask Ss to turn to p.62.
- Explain to Ss that they have to 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 one time on the lines.
- While Ss are doing this activity, go round the classroom and help Ss if necessary.
- Make sure all Ss have traced and written the question/sentences correctly.



Before leaving

- Play the song/poem *What's your favourite food?* on p.55 of the SB and invite Ss to say the song/poem along with the recording.

TOP TIME! 2

Modules 3-4

Language focus

Aims

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

Materials

- flashcards for eyes, short hair, long hair, black, red, blue, green, yellow, orange, pink, purple and brown
- plain sheets of A4 paper
- colouring pencils/crayons

Lesson plan

Activity 1 CS R4.1, R1.1

Before reading

- Ask Ss to open their books to p.69.
- Have Ss look at the pictures and ask them to guess what the texts are going to be about. (A boy talking about his and his friend's appearance and abilities and about some things they own.)
- Write Ss' predictions on the board.

While reading

- Ask Ss to name the countries the flags belong to (first flag – Qatar, second flag – Italy).
- Have Ss look at the two children and describe their appearance. Then ask them to name the objects each boy has got.
- 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, *Has Ahmed got black hair?* (Yes, he has.) *Can he run fast?* (Yes, he can.) *Has he got a tablet?* (Yes, he has.) *Where is Marco from?* (He's from Italy.) *Has he got blonde hair?* (No, he hasn't.) *Can he draw?* (Yes, he can.) *Has he got a skateboard?* (Yes, he has.)
- 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 T if the sentence is true or F if the sentence is false,

1 Look and read.



I'm Ahmed. I've got black hair and brown eyes. I can swim and I can run. I'm fast! I've got a tablet, but I haven't got a laptop.

Ahmed



This is my friend, Marco. He's from Italy. He has got brown hair and green eyes. He can jump and he can draw. He has got a skateboard!



Marco

2 Read and write T for True or F for False.

- Ahmed has got brown hair. F
- Marco has got a skateboard.
- Ahmed is fast.
- Ahmed has got a laptop.
- Marco has got black hair.

3 Write.

What has Ahmed got?

according to the previous activity.

- 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.



1. F 2. T 3. T 4. F 5. F

Activity 3 CS W1.4, W3.1

- Direct Ss' attention to the question in the activity and ask them to read it.
- Explain to Ss that they have to refer to the text in activity 1 and answer the question.
- 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.



He has got a tablet.

Activity 4 CS S2.2

- Draw Ss' attention to the words in the box in the activity and ask them to read them.
- Explain to Ss that they have to read the words carefully and circle the food words.
- 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.



4 Circle the food words.

laptop chicken onions helicopter
spaghetti robot ball fish cheese

5 Can you find the coloured items in the picture? Colour them in and say.



6 Trace and write.

1. My friend _____ has got
_____ and _____

2. For breakfast, I like _____
but I don't like _____

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A Optional

Who likes...?

- Ask each S to draw and colour a food item/ drink on a piece of A4 paper.
- When Ss have finished, they move around the classroom and ask different Ss if they like the food/drink they have drawn, e.g. *Do you like chips?*
- Ss answer accordingly, *Yes, I do. / No, I don't.*

C Before leaving

- Explain to Ss that you are going to say some sentences about the two boys in activity 1, e.g. *He has got black hair.* They have to say which of the boys it is, e.g. *Ahmed.*
- Use sentences like *He can run fast* or *He has got green eyes*, etc.

Note

- For the next lesson, bring:
- plain sheets of A4 paper and some Blu tack

Key The words *chicken, onions, spaghetti, fish and cheese* should be circled.

Activity 5 CS S2.2

- Direct Ss' attention to the activity and ask them what they can see. (A bedroom and some hidden items in it.)
- Explain to Ss that they have to look at the picture carefully, find the objects pictured left and right and colour them.
- 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.

Key The *laptop is on the desk, the robot is in front of the bookcase, the phone is on the shelf, the ball is on the carpet and the skateboard is behind the bed.*

Activity 6 CS W1.4, W3.1, W1.2

- Draw Ss' attention to the activity and tell them they have to complete the sentences about themselves and their friends.
- Explain to Ss that they have to trace and write about things one of their friends has got and about what they like or don't like for breakfast, e.g. *My friend Karim has got a ball and a skateboard. For breakfast, I like cereal and milk but I don't like eggs.*
- 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.

Key open answers



What I eat

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 the content and key words of what you will hear by making use of pictures (L3.1)
- name familiar objects by using words from topic word sets (S2.2)
- participate in singing songs (S5.1)
- 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 (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)
- name with support an increasing range of very familiar objects by using words from topic word sets (W1.3)
- write small and capital letters of regular size and shape (W1.4, W3.1)

Comic

- follow and respond to simple short questions (L2.4)
- communicate or find out personal information (S1.1)
- ask about and express likes and dislikes (S1.2)
- 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 personal information (W1.1)
- 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 (S2.2)
- understand and respond to the detail in a short sequence of simple sentences (R2.1)
- write small and capital letters of regular size and shape (W1.4, W3.1)

Health

- follow and identify the detail of short texts (L2.1)
- 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)
- 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 shape (W1.4, 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)
- name familiar objects by using words from topic word sets (S2.2)
- 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)
- 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)

Revision

- follow and identify the main idea of short texts (L1.1)
- follow and respond to simple short questions (L2.4)
- name familiar objects by using words from topic word sets (S2.2)
- understand and respond 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)

**Language focus****Aims**

- to say a song/poem
- to identify food and parts of the day
- to talk about countable and uncountable nouns

Vocabulary

Parts of the day: morning, evening

Food: lettuce

Structures

There's some (milk).

There are some (onions).

There's = There is

**Materials**

- flashcards for *morning*, *evening*, *lettuce*
- plain sheets of A4 paper
- Blu tack

Lesson plan**Warm-up**

- Use the flashcards for *morning*, *evening* and *lettuce* to introduce the new vocabulary items. Hold up each flashcard, say the word and ask Ss to repeat after you.

1 Vocabulary CS S2.2

- Have Ss open their books to p.71.
- Point out 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 L1.1, L2.1, L3.1, S5.1

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

Pre-listening

- Direct Ss' attention to the picture, tell them not to look at the text, and ask them, *What can you see in the picture? What food items will you hear about?*
- Give Ss time to discuss the picture.
- Elicit their response and write it on the board (items of food and drinks).
- Ask Ss to look at the pictures and answer, *What is the text about?*
- Ask Ss to listen to the recording of the song/poem and to confirm their predictions.

While listening

- Play the song/poem a second time and ask Ss to number the pictures according to the order the items of food and drinks are heard in the song/poem.



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

- Ask Ss some questions: *What is there for breakfast? (There's some milk, some cereal and some eggs.) Is there any lettuce for dinner? (Yes, there is.) Are there any tomatoes? (Yes, there are.) What are they going to make? (A salad.)*
- Play the song/poem a third time and encourage Ss to say the song/poem along with the recording.

Grammar Reference

- Ask Ss to turn to page 92, Module 5 Song.
- Read the sentences and have Ss repeat. Explain to Ss that nouns concerning food in English are divided into two categories: countable and uncountable nouns. Point out that *There's* is the short form of *There is*.
- Countable nouns are the ones which have a plural form. Say, *tomato* – *tomatoes* and have Ss repeat after you.
- Uncountable nouns are the ones which only have a singular form. Say, *cereal* and have Ss repeat after you.
- Remind Ss that we use *there is* for something that exists in a place and *there are* for more than one thing that exists in a place.
- Explain that we use *some* to refer to the quantity of nouns. It is used in affirmative sentences with uncountable nouns and countable nouns in plural form, e.g. *There is some cereal in the box. There are some apples. Some* refers to a small quantity.

Post listening**Activity 3 CS S2.2**

- Direct Ss' attention to the boy in the picture and ask them to guess what is happening. (He's talking about the food he can see on the table in the activity.)
- Read the sentence aloud and get Ss to repeat.
- Divide Ss into pairs. Explain to them that they have to take turns talking about what they see on the table using *There's/There are some...*
- Have a few pairs of Ss present the exchange to the whole class.

What I eat



SONG

1 Say the new words.



morning



evening



lettuce

2 Listen and say. Then number (1-6).

It's time for breakfast!

Good morning!
It's time for breakfast!
There's some **milk**, some **cereal**
and some **eggs** too.
Let's make breakfast!
I'm hungry. I'm hungry.



Good evening!
It's time for dinner!
There's some **lettuce**. There are some
tomatoes and some **onions** too.
Let's make a salad.
I'm hungry. I'm hungry.



3 Look and say.

There's some
lettuce.



71



There's some lettuce.
There's some milk.
There's some cheese.
There's some cereal.
There are some onions.
There are some eggs.
There are some bananas.
There are some tomatoes.

A Optional

PRACTICE

Memory list

- Divide Ss into groups of four.
- Hand out a sheet of plain A4 paper to each group of Ss. Stick the

flashcards of the words presented in this lesson on the board.

- Give Ss a couple of minutes to look at the flashcards and try to memorise the items.
- Remove the flashcards from the board and tell Ss that, in groups, they have to try to remember as

many words as they can and write them down on the paper.

- Give Ss three minutes to write down as many words as they can remember.
- When the Ss have finished their lists, have them count up the number of words.
- The group that has written the most words, wins.

EXPANSION

- Ask Ss to form a sentence using the words they have written down and the structure *There is/ There are some...*



Workbook

Activity 1 CS L2.1

Listening transcript

Woman: What's in Ali's salad?

Boy: In my salad, there's some lettuce. There are some tomatoes. There's some cheese, and there are some carrots.



The pictures of lettuce, tomatoes, cheese and carrots should be circled.

Activity 2 CS W1.4, W3.1



Breakfast: milk, eggs
Dinner: lettuce, tomatoes



Before leaving

- Play the song/poem *It's time for breakfast!* on SB p.71 and have Ss say the song/poem along with the recording.



Note

- Bring two envelopes, two markers and two sheets of plain A4 paper and word cards for the flashcards for *lettuce, coconut, pancakes, omelette, pineapple, peas* to the next lesson.



Language focus

Aims

- to identify food
- to ask about countable and uncountable nouns

Vocabulary

Food: coconut, pancakes, omelette, pineapple, peas

Structures

Is there any (lettuce)?

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

Are there any (carrots)?

Yes, there are. / No, there aren't.



Materials

- flashcards for *coconut, pancakes, omelette, pineapple, peas*
- word cards of the above flashcards and for *lettuce*
- flashcards for *morning, evening, dinner, lettuce*
- two envelopes, two markers and two plain sheets of A4 paper and Blu tack

Revision

- Stick the flashcards for *morning, evening, dinner* and *lettuce* on the board.
- Ask Ss to close their eyes and remove a flashcard, e.g. *evening*. Have Ss open their eyes and repeat for all of the items still on the board. Ask them, *What is missing?* and encourage them to say, *evening*.
- Repeat several times until you have removed each flashcard once.

Lesson plan

Warm-up

- Use the flashcards for *coconut, pancakes, omelette, pineapple* and *peas* to introduce the new vocabulary items. Hold up each flashcard, say the word and ask Ss to repeat after you.

1 Vocabulary CS S2.2

- Have Ss open their books to p.72.
- Point out 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.

Say the new words.

1



coconut



pancakes



omelette



pineapple



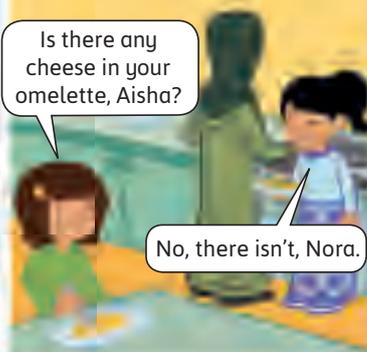
peas

2 Look, listen and read.

1



2



3



4



72

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

R4.1

Before reading

- Ask Ss to tell you what they think is happening. (The girls are at home where Aisha's mum is making omelettes for lunch. Nora points out that there is some cheese in her omelette and wants to know what is in Aisha's omelette. Aisha points out that there is no cheese in her omelette, but there are some peas and tomatoes. Nora doesn't seem to like Aisha's omelette. Then, Aisha's mum tells them that she has also made some coconut and pineapple pancakes for dessert. The girls are very happy about it.)

- Check Ss' predictions.

While reading

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

- Ask Ss some questions about the story: *Is there any cheese in Nora's omelette?* (Yes, there is.) *What is there in Aisha's omelette?* (Some peas and tomatoes.) *What's for dessert?* (Coconut and pineapple pancakes.)
- Divide Ss into groups of three and have them act out the dialogue.

Post reading

- Write the following questions on the board: *Is there any cheese? Are there any peas? Are there any coconuts?* Next to the first question stick the flashcard for *cheese*, next to the second question, stick the flashcard for *pancakes* and next to the third question, stick the flashcard for *peas*.
- Choose different Ss to read the questions and answer with *Yes, there is/are* if the flashcard corresponds to the question and *No, there isn't/aren't* if it doesn't.

3 Read the story on p.72 again and answer the question: What do the children have in their omelettes? Write **A** for **Aisha** and **N** for **Nora**.



1 A



2



3

4 Listen and tick (✓).

1 Yes No

2 Yes No

3 Yes No

4 Yes No

5 Yes No

6 Yes No

5 Ask and answer.

- cheese
- tomatoes
- onions
- carrots
- chicken
- eggs
- peas
- _____
- _____



Grammar Reference

- Ask Ss to turn to page 92, Module 5 Top Stars and read the questions and the answers aloud.
- Explain to Ss that we use *Is/Are there any ...?* to ask about if something exists in a place. *Any* is used in questions with countable nouns in the plural form and with uncountable nouns. Write *Is there any lettuce? Are there any apples?* on the board and have Ss repeat after you. Ask them to identify which noun is countable (apples) and which is uncountable (lettuce).

Activity 3 CS R2.1

- Explain to Ss that they have to read the story again and write A for Aisha and N for Nora in the boxes under the ingredients that are in each of their omelettes.

1. A 2. N 3. A

Activity 4 CS L2.4, S2.2

- Explain to Ss that they are going to listen to six conversations and they have to tick (✓) the correct box according to what they hear.

Listening transcript

- Boy 1:** *Is there any cheese in your salad?*

Boy 2: *Yes, there is.*
- Boy 1:** *Are there any onions in your salad?*

Boy 2: *No, there aren't.*
- Girl 1:** *Is there any pineapple on your pancake?*

Girl 2: *Yes, there is.*
- Girl 1:** *Are there any peas in your omelette?*

Girl 2: *No, there aren't.*
- Boy 1:** *Are there any carrots in your soup?*

Boy 2: *Yes, there are.*
- Boy 1:** *Is there any coconut on your pancake?*

Boy 2: *No, there isn't.*

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

Activity 5 CS L2.4, S1.1

- Divide Ss into pairs.
- Tell Ss that they have to choose and tick (✓) what they want in their omelette. Tell them that they can add other things if they want. Then they ask and answer questions, as in the example.

Optional

PRACTICE

Market races

- Divide Ss into two teams.
- Give each team an envelope with the food word cards, a sheet of A4 paper and a marker. Ask Ss to draw a line down the middle of the page. Ask Ss to write *countable* at the top of the column on the left and *uncountable* at the top of the column on the right.
- Explain to Ss that once you say *Go!* they have to empty the contents of the envelope and write the *countable* and *uncountable* food in the appropriate column.
- The team to do this the fastest and correctly wins the game.

Workbook

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

1. omelette 2. pancakes

Activity 2 CS R2.1

1. is 2. Are 3. are 4. Are 5. Is

Activity 3 CS W1.4, W3.1

1. some 2. some 3. any
4. any 5. any

Activity 4 CS R2.1

1. No, there isn't. 2. Yes, there are.
3. Yes, there is. 4. No, there aren't.

Before leaving

- Have Ss ask and answer each other about the food they have written down in the *Optional* activity. Point out that they have to use the structures they were presented with in the lesson.

Language focus

Aims

- to identify food and drinks
- to ask what one wants
- to say what one wants / doesn't want

Vocabulary

Food: ice cream, sweets, burger

Drinks: soft drink, lemonade

Structures

Do you want some (orange juice)?

Yes, please. / No, thanks.

I don't want (orange juice).

Materials

- flashcards for *ice cream, soft drink, lemonade, sweets, burger*
- plain sheets of A4 paper (one for each S)
- colouring crayons/pencils
- Blu tack

Revision

- Have Ss do activity 5 on SB p.73 making sure they are in different pairs than the ones they were in the previous lesson.

Lesson plan

Warm-up

- Stick the flashcards for *ice cream, soft drink, lemonade, sweets* and *burger* on the board. Point to each one, say the word and encourage Ss to repeat after you.
- Ask Ss if they are allowed to have these food items and drinks often or not. Initiate a short discussion and encourage all of the Ss to participate.

1 Vocabulary CS S2.2

- Have Ss open their books to p.74.
- Point out 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, R2.1, R1.1, R4.1



Before reading

- Direct Ss' attention to the pictures and ask them, *What can you see in the pictures?* (Three boys - Joe, Karim and Adam - are eating different kinds of food.)
- Ask Ss to look at the story and say what is happening. (Three friends, Joe, Karim and

Say the new words. 🗣️

1



ice cream

soft drink

lemonade

sweets

burger

2

Look, listen and read. 📖 🗣️ 🗣️ 🗣️

1



2



3



4



74

Adam are at the park. Joe offers Karim and Adam sweets, pizza and burgers but Karim and Adam are reluctant to eat them because they think they are unhealthy. Karim asks for an apple and a banana but Joe hasn't got either. In the end, Joe has got a stomach ache because of all the unhealthy food he has eaten while Karim and Adam point out that next time he should opt for something healthier like bananas and apples.)

- Check Ss' predictions.

While reading

- Play the recording and/or read the text and encourage Ss to shadow read (read along with the recording /you).
- Ask Ss some questions about the story: *What has Joe got?* (He has got some ice cream and sweets.) *What does Joe offer the boys in frame 2?* (He offers them some pizza or a burger.) *What does Karim want in frame 3?* (He wants an apple and a banana.) *Has Joe*

got any apples or bananas? (No, he hasn't.) *Are apples and bananas healthy?* (Yes, they are.)

- Choose a few Ss to read the text aloud.

Post reading

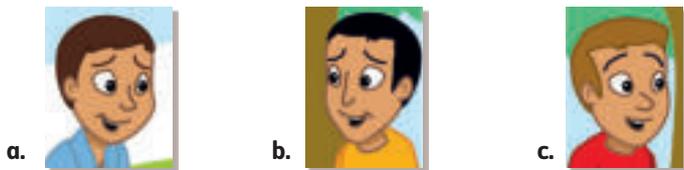
- Write the words from the vocabulary section in one column on the board. In another column, stick the flashcards for the words in mixed order.
- Choose random Ss to come to the board and match the words with the flashcards.

Grammar Reference

- Ask Ss to turn to page 92, Module 5 Comic, read the questions and the answers and the sentences aloud.
- Stick the flashcard for *ice cream* on the board and ask a S, *Do you want some ice cream?* Encourage the S to answer *Yes, please* and hand him/her the flashcard. Then, stick the flashcard for

3 Read the story again on p.74 and match.

1. Do you want some pizza or a burger?
2. I want some pizza but not too much.
3. Next time eat some apples or bananas!



4 Listen and tick (✓).



5 Ask and answer.



75

sweets on the board and ask a different S, *Do you want some sweets?* Encourage the S to answer, *No, thanks. I don't want sweets* and leave the flashcard on the board.

- Explain to Ss that we use the structure *Do you want some...* to ask someone what he/she wants. We use the structure *Yes, please* to accept what is being offered while we use the structure *No, thanks. I don't want any...* to deny what is being offered.

Activity 3 CS R2.1

- Explain to Ss that they have to look at the story again, read the bubbles and match them to the corresponding boys.

1. c 2. a 3. b

Activity 4 CS L2.4

- Explain to Ss that they are going to listen to three short conversations and they have to tick the food/drink each person wants.

Listening transcript

1. **Boy 1:** *Do you want some sweets?*

Boy 2: *No, thanks. I want some lemonade. It's healthy.*

2. **Girl 1:** *Do you want a soft drink?*

Girl 2: *I don't like soft drinks. I want some orange juice.*

3. **Boy 1:** *Do you want some chocolate?*

Boy 2: *No, thanks. I want some ice cream.*

1. b 2. a 3. b

Activity 5 CS L2.4, S1.1, S1.2

- Divide Ss into groups of three and explain that they have to ask and answer each other what each one wants and answer accordingly using the structures they were presented with in the lesson.

Optional

PRACTICE

Who wants...?

- Hand out the plain sheets of A4 paper (one for each S).
- Ask each S to draw and colour a food item or drink on the sheet of paper.
- When Ss have finished, they move around the classroom asking random Ss if they want the food/drink they have drawn, e.g. *Do you want some sweets?* The S answers accordingly, e.g. *Yes, please. / No thanks. I don't want sweets.*

EXPANSION

- Have Ss come up with more food items or drinks that they know of and go on asking and answering.

Workbook

Activity 1

1. b 2. a 3. a 4. b 5. a 6. b

Activity 2 CS L2.4

Listening transcript

1. **Man:** *Do you want some lemonade?*

Boy: *Yes, please. I like lemonade.*

2. **Man:** *Do you want some chocolate ice cream?*

Girl: *No, thanks. I don't want any chocolate ice cream. It's unhealthy.*

3. **Man:** *Do you want some salad?*

Girl: *Yes, please. I like salad. It's healthy.*

4. **Man:** *Do you want some pancakes?*

Boy: *No, thanks. I don't want any pancakes.*

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

Activity 3 CS R2.1

B

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

open answers

Before leaving

- Collect Ss' drawings (Optional) and place them in a pile on your desk.
- Have Ss come to your desk, one by one, and ask them if they want the food / drink depicted. The S answers accordingly.

**Language focus****Aims**

- to identify food and drinks
- to ask about quantity

Vocabulary

Food and drink: pear, water, cupcakes, pizza

Nouns: glass, glasses

Structures

How much (water) is there? (Two glasses).

How many (pears) are there? There are (two pears).

one glass

two glasses

**Materials**

- flashcards for *pear, water, glass, glasses, cupcakes, pizza*
- flashcards from the previous lesson: *ice cream, soft drink, lemonade, sweets, burger*
- Blu tack

Revision

- Use the flashcards from the previous lesson (*ice cream, soft drink, lemonade, sweets, burger*) and stick them on the board.
- Divide Ss into two teams.
- Invite a S from each team to come to the board.
- Say a word aloud, e.g. *lemonade*. The first S to touch the flashcard for the word gets a point for his/her team.
- Continue in the same manner until all of the Ss have had a turn. The team with the most points wins.

1

Say the new words.



pear



water



glass



glasses



cupcakes



pizza

2

Ask and answer.



How much milk is there?

How many pizzas are there?

Three glasses.

There are two pizzas.



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Lesson plan**Warm-up**

- Stick the flashcards for *pear, water, glass, glasses, cupcakes* and *pizza* on the board. Point to each one, say the word and encourage Ss to repeat after you.

1 Vocabulary CS S2.2

- Have Ss open their books to p.76.
- Point out 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 92, Module 5 Let's play and read the questions and the answers aloud.
- Explain to Ss that we use *How much...?* to ask about the quantity of uncountable nouns, e.g. *How much water is there?* while we use *How many...?* to ask about the quantity of countable nouns, e.g. *How many pears are there?* Point out the plural form for *glass* – *glasses*.
- Write a few food items and drinks that Ss were presented with in the Module and have Ss ask and answer using *How much/How many...*

Activity 2 CS S2.2, L2.4

- Direct Ss' attention to the pictures and ask them what they depict. (Three glasses of milk, two glasses of water, four pears, a glass of lemonade, two pizzas and three cupcakes.)
- Draw Ss' attention to the two boys and ask them what they're doing. (They're asking and answering questions about the quantity of the food / drinks shown in the pictures.)
- Divide Ss into pairs. Explain to them that they have to ask and answer each other about the quantity of the food items and drinks in the pictures using the structure *How much/How many*.
- Go round the classroom and make sure Ss are using the correct language.
- Have a few pairs of Ss come to the front of the classroom and present their exchanges.

-  **How much milk is there? Three glasses.**
How much water is there? Two glasses.
How many pears are there? There are four pears.
How much lemonade is there? One glass.
How many pizzas are there? There are two pizzas.
How many cupcakes are there? There are three cupcakes.

Optional

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.
- Say, *There are ten coconuts.* The S to your right has to say what you said and add his/her sentence, e.g. *There are ten coconuts. There is one pineapple.* The S to his/her right says, *There are ten coconuts. There is one pineapple. There are two pears.*
- Ss continue in the same manner. The S who doesn't remember what someone else has mentioned is out of the game.

EXPANSION

- Divide Ss into pairs.
- SA writes down a few questions using *How much/How many* and SB answers accordingly.
- Go round the classroom making sure Ss take turns asking and answering.

Workbook

Activity 1 CS W1.4, W3.1

-  1. water 2. cupcakes
3. glass 4. pear
5. pizza

Activity 2 CS R2.1

-  1. b, There are three glasses.
2. e, There are four cupcakes.
3. a, There are two glasses.
4. c, There are two pears.
5. d, There are three pizzas.

Activity 3 CS W1.4, W3.1

-  1. How many pears are there?
There are two pears.
2. How many cupcakes are there?
There are three cupcakes.

Before leaving

- Draw a few food items and drinks on the board.
- Have Ss come to the board, one by one, and ask them about the quantity of items you have drawn. Ss answer accordingly.
- Make sure all Ss participate.

**Language focus****Aims**

- to provide Ss with cross-curricular information on health
- to identify food

Vocabulary

Food: dates, jam

**Materials**

- flashcards for *dates, jam*
- flashcards from the previous lesson: *pear, water, glass, glasses, cupcakes, pizza*

Revision

- Hold up the flashcards from the previous lesson, point to each one and have Ss say the word for it. Ask Ss, *How much (water) is there?* and encourage Ss to answer accordingly.
- Repeat the procedure for as many items as you can.

Lesson plan**Warm-up**

- Stick the flashcards for *dates* and *jam* on the board. Point to each one, say the word and encourage Ss to repeat after you.
- Ask Ss what they have for breakfast and initiate a short discussion on healthy choices for breakfast.

1 Vocabulary CS S2.2

- Have Ss open their books to p.77.
- Point out 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 and have Ss point and repeat.

Activity 2 CS L2.4, R1.1, R4.1, R2.1 **Before reading**

- Direct Ss' attention to the pictures and ask them *What can you see in the pictures?* (A boy and some food and drinks.)
- Ask Ss to name the food items and drinks they can see. (A glass of milk, a jar of jam and a slice of bread with jam, two eggs, some dates and a glass of orange juice.)
- Ask Ss to look at the title of the text (Healthy breakfast) and ask them to guess what the text is going to be about. (Describing what one has for breakfast.)

While reading

- Play the recording and/or read the text and encourage Ss to shadow read (read along with the recording/you).
- Ask Ss to point to the appropriate picture as you read aloud.
- Ask Ss some questions about the text. *What's the boy's name?* (Jassim.) *Where is Jassim from?* (He's from Qatar.) *What does he have for breakfast?* (He has eggs, bread with jam and milk or orange juice.)
- Have a couple of Ss read the text aloud for the whole class.
- Ask Ss to look at the text and identify any words that appear in the vocabulary section (jam, dates).

Post reading

- Say a few words of the lesson, e.g. *dates* and clap your hands for each syllable. Have Ss clap with you.

Activity 3 CS S1.1

- Direct Ss' attention to the girls in activity 3 and ask them to read the exchanges.
- Divide Ss into pairs. Explain to them that they have to talk about what each of them has for breakfast.
- Have a few pairs of Ss come to the front of the class and present their exchanges to the class.

**Optional****PRACTICE****Hot or cold**

- Ask a S to step out of the classroom and wait outside until he/she is called back in. Alternatively, you could tell the S to close his/her eyes.
- Use the flashcards from the Module. Explain to the rest of the class that



1 Say the new words.



dates

jam

2 Look, listen and read.

Healthy breakfast



My name is Jassim. I'm from Qatar. For breakfast, I have eggs, bread with jam, and milk or orange juice. Sometimes, I have dates too! It's healthy!



3 Talk about your breakfast.



For breakfast, I have cereal with milk and a sandwich.



For breakfast, I have eggs with bread and jam.

they are all going to find a hiding place for a flashcard. Tell them that it should be a hiding place that doesn't involve moving anything.

- Once you've decided upon the hiding place and have put/stuck the flashcard there, call the S back inside.
- The Ss in the classroom then ask him/her, e.g. *Where's the (pizza)?* The S has to walk around the room looking for the flashcard. While he/she's looking, the rest of the class helps by yelling out *Hot! Hot! Hot!* whenever he's/she's close to the flashcard and *Cold! Cold! Cold!* whenever he/she gets further away.
- When the S finds the flashcard, he/she says the word and the rest of the class cheers for him/her.
- Play this game for as long as time permits, making sure a different S leaves the classroom or closes his/her eyes each time.

EXPANSION

- Have Ss draw on a piece of paper what they have for breakfast and name each food item or drink.

Workbook

Activity 1 CS L2.1

Listening transcript

- Boy 1:** My name is Omar. I'm from Qatar. For breakfast, I have a glass of milk and bread with jam. Sometimes, I have dates too. It's my favourite breakfast!
- Girl:** My name is Jane. I'm from the UK. For breakfast, I have a glass of orange juice, an apple and bread with jam. It's my favourite breakfast!
- Boy 2:** My name is Bob. I'm from Australia. For breakfast, I have a glass of orange juice, eggs and bread. It's my favourite breakfast!

A. 3 B. 1 C. 2

Activity 2 CS W1.4, W3.1

open answers

Before leaving

- Explain to Ss that they have to say what they have for dinner using the vocabulary and structures they were presented with in the Module.
- Make sure all Ss participate.

Note

For the next lesson:

- Photocopy the story (Let's cook!, SB, pp.78-79), 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.



Language 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 tell you what they have for breakfast as they did in the previous lesson.

Lesson plan

Warm-up

- Write a few food items and drinks on the board.
- Ask each S to come to the front of the board and make a sentence with the words on the board and the structures *There's/are some.../Is/Are there any...?*
- Make sure all Ss have a chance to make sentences.

Activity 1 CS L2.4, R2.1, R1.1, 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 main characters?* (Reema, Sahar, Mrs Aisha and Sahar's mum.) *Where are the characters?* (They're at school.) *What do you think will happen in the story?* (Sahar is going to cook something for the cooking class.)
- Cover the second page (p.79). Ask Ss to look at the four frames in the story on p.78 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.

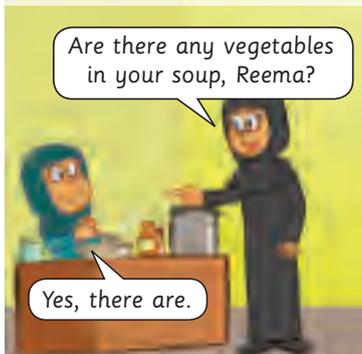
While reading

- 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.

LET'S COOK!

1 Look, listen and read. 📖 🎧 🗣️ 🎧

1 The girls are cooking at school.



2 Sahar, you've got some chicken, some tomatoes and a pineapple. What are you making?



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4 That evening at home, Sahar is sad.



Frame 1: (pointing to the girl) *Where is Reema?* (She's at school.) (pointing to the teacher) *What's her teacher's name?* (Mrs Aisha.) (pointing to the soup) *Are there any vegetables?* (Yes, there are.)

Frame 2: (pointing to Sahar's table) *What items of food has Sahar got?* (Some chicken, some tomatoes and a pineapple.) (pointing to Sahar) *Does Sahar know what she is making?* (No, she doesn't.)

Frame 3: (pointing to Mrs Aisha) *Is Reema's soup nice?* (Yes, it is.) (pointing to Reema) *How does Reema feel?* (She's happy.)

Frame 4: (pointing to Sahar) *How does Sahar feel?* (She's sad.) (pointing to her mum) *What does Sahar's mum say?* (She says that they should cook together.)

Frame 5: (pointing to Sahar) *How does Sahar feel now?* (She's happy.)

Frame 6: (pointing to Sahar's table) *What is there on Sahar's table?* (Some flour, some milk, some chocolate and some eggs.)

(pointing to Sahar) *Does Sahar know what she is making?* (Yes, she does.)

Frame 7: (pointing to Sahar's plate) *What has Sahar made?* (She's made some chocolate pancakes.) (pointing to Mrs Aisha) *Does the teacher like Sahar's chocolate pancakes?* (She thinks they are very tasty.)

Frame 8: (pointing to Mrs Aisha and the rest of the students) *What are they doing?* (They are congratulating Sahar for making tasty pancakes.) (pointing to Sahar) *How does she feel now?* (She's very happy.) *How do we know?* (Because of her expression.)

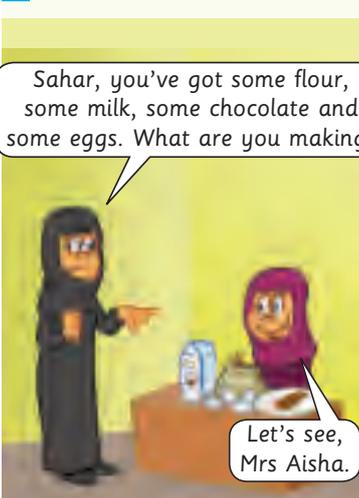
- Direct Ss' attention to the frames of the story and ask them to find and circle all the food vocabulary in the story (Frame 1: soup, Frame 2: chicken, tomatoes, pineapple; Frame 5: eggs; Frame 6: flour, milk, chocolate, eggs; Frame 7: chocolate pancakes). Then ask Ss to say them out loud.

Reema Sahar Mrs Aisha Sahar's mum

5 At home, Sahar and her mum cook and cook and cook.



6 At school...



VALUE
Work together to be better.

- 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.

Workbook

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

1. school 2. vegetables
3. four 4. pancakes

Activity 2 CS W1.4, W3.1 ALT

1. Yes, there is. 2. Yes, there are.

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

Post reading

POST-STORY ACTIVITY

Ask Ss:

- Are you good at something?
- Are you bad at something? What have you tried to do to become better at it?
- Is practice important for schoolwork? Why?

Value

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

Optional
Story line

- Divide Ss into groups of four.
- Cover the speech bubbles in the story and the numbers in each frame. Photocopy the story once for each group of Ss and cut out each frame.
- Photocopy the story again, once for each group of Ss, and cut out the speech bubbles.

**Language focus****Aims**

- to make a collage with one's favourite meal

**Materials**

- all flashcards depicting food/ drinks from the Module
- a bag

Revision

- Ask Ss if they remember the title of the story from the previous lesson (Let's cook!). Ask them to tell you what else they remember about the story.
- Ask Ss what happened in the story.

Lesson plan**Warm-up**

- Ask Ss what they like having for breakfast, lunch or dinner and initiate a short discussion about favourite meals.
- Make sure all of the Ss participate in the discussion.

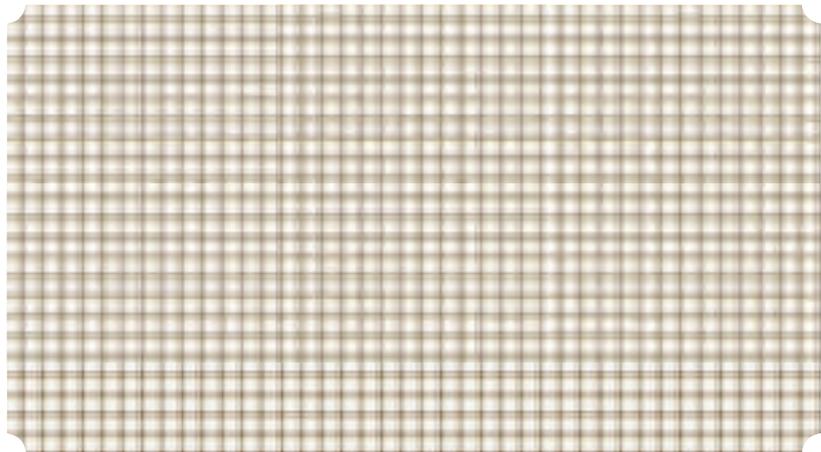
Activity 1 CS L2.3

- Draw Ss' attention to the table cloth in the activity.
- Explain to Ss that they have to use the stickers at the back of their Student's book and stick them onto the tablecloth to create their favourite meal.
- While Ss are doing the activity, go round the classroom and monitor Ss.



Ask Ss to turn to the second page of the stickers at the back of their Student's Book, choose the stickers with the food and the drinks that they want in

- 1 Make your favourite meal. Use the stickers.



- 2 Trace and write.

cheese eggs chicken meat spaghetti salad
chips fish rice soup orange juice water milk
omelette pancakes burger dates

For _____, I have _____

- 3 Talk about your favourite meal.



For lunch, I have chicken, rice, salad and orange juice.

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order to make their favourite meal and stick them on the table in the Project lesson.

Activity 2 CS W1.4, W3.1

- Draw Ss' attention to activity 2.
- Explain to Ss that they have to trace the words and write about their favourite meal (breakfast, lunch or dinner).
- Go round the classroom and make sure Ss have traced and written the sentences they want correctly.

**open answers****Activity 3 CS S1.1, S2.2**

- Direct Ss' attention to activity 3.
- Draw Ss' attention to the boy and ask them what they think he's doing. (He's presenting his project.)
- Explain to Ss that they have to present and talk about their favourite meal according to the stickers they have chosen, as in the example.
- Have Ss come to the front and present their meal to the class.

Optional

What's in the bag?

- Put the flashcards depicting food/drinks 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.

Before leaving

- Explain to Ss that they have to say a sentence about their favourite meal.
- Make sure all Ss have had a turn to say a sentence.

**Language focus****Aims**

- to practise the pronunciation of words ending in **-ay** and **-ick**

**Materials**

- flashcards for *play, day, hay, quick, kick* and *sick*
- photocopies of *play, day, hay, quick, kick* and *sick*
- 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 projects to each other.
- 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 can you see in the picture?* (Two girls in a park.) *What are the girls doing in the park?* (They're playing ball all day.) *Where is the horse?* (On the hay.)
- Draw Ss' attention to the second picture and ask them questions, e.g. *What can you see in the picture?* (A boy in a park.) *What is he doing?* (He's trying to kick the ball.) *Is Tom quick?* (No, he isn't.) *Why?* (Because he is sick.)

Phonics page 81**Activity 1 CS S5.1, R3.5**

- Play the chant/poem (more than once). Ask Ss to identify the most repeated sound/rime e.g. **-ay**. Elicit the words with the same rime

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

- Listen, say and circle the **-ay** words.

In the park

Let's play in the park all day!
Let's play all day!
Look! A horse is on the hay.



- Read and match.

1. play

2. day

3. hay



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(day, play, hay).

- Hold up each flashcard, say the words (day, play, hay) 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 (day, play, hay) 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 classroom and make sure Ss have matched the words to the correct pictures.

**1. play – second picture****2. day – third picture****3. hay – first picture****Phonics page 82****Activity 1 CS S5.1, R3.5**

- Play the chant/poem (more than once). Ask Ss to identify the most repeated sound/rime e.g. **-ick**. Elicit the words with the same rime (quick, sick, kick).

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

- Hold up each flashcard, say the words (quick, sick, kick) and ask Ss to

- 1 Listen, say and circle the **-ick** words.  

Tom

Look at Tom!
He is not quick.
He is sick.
Come on, Tom!
Kick the ball! Kick!



- 2 Read and match.

1. quick
2. kick
3. sick



- 3 Read and cross the odd one out.

1.	kick	sick	banana
2.	rice	play	day
3.	sick	egg	quick

82

repeat.

- Hold up each flashcard, say the words (day, play, hay) 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 (day, play, hay) 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 classroom and make sure Ss have matched the words to the correct pictures.



1. quick – third picture
2. kick – second picture
3. sick – first picture

Activity 3

- Draw Ss' attention to the words in the activity and ask them to read them.
- Explain to Ss that they have to read the words carefully and cross the odd one out depending on the sound they make.
- Go round the class and make sure Ss have crossed the correct word out.



1. banana
2. rice
3. egg

Optional

Ready, set, match

- Divide Ss into two teams.
- Stick the picture flashcards on the board.
- Put the photocopies of the flashcards (play, day, hay, quick, kick, sick) 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 photocopy with the word under the corresponding picture, they have to say the sound and the word aloud. The S who does everything correctly earns 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.

Workbook

Activity 1 CS W3.1, W1.4



1. day
2. hay
3. play

Activity 2 CS L2.7, W3.1, R3.3



1. play
2. hay
3. day

Activity 3 CS W3.1, W1.4



1. kick
2. quick
3. sick

Activity 4 CS L2.7, W3.1, R3.3



1. quick
2. sick
3. Kick

Note

For the next lesson, bring:

- flashcards/photocopies for *morning, evening, lettuce, coconut, pancakes, omelette, pineapple, peas, ice cream, soft drink, lemonade, sweets, pizza, burger, pear, water, glass, glasses, cupcakes, dates, jam*
- Blu tack or tape

**Language focus****Aims**

- to revise and consolidate vocabulary and structures presented in previous lessons

**Materials**

- flashcards for *morning, evening, lettuce, coconut, pancakes, omelette, pineapple, peas, ice cream, soft drink, lemonade, sweets, pizza, burger, pear, water, glass, glasses, cupcakes, dates, jam*
- photocopies of the flashcards above and word cards (1 copy for every 4 Ss)

Revision

- Play the two chants/poems from the Phonics lesson and have Ss say the chants/poems along with the recording.

Lesson plan**Warm-up**

- Stick some of the flashcards from previous lessons of 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

- Direct Ss' attention to the food items in the pictures and ask them to name them. (Some lettuce, cheese, onions, tomatoes and eggs.)
- Explain to Ss that they are going to listen to two children describing what's in their salad and they have to tick (✓) the correct ingredients.
- Play the recording and have Ss tick (✓) the appropriate boxes.

Listening transcript

- 1. Man:** *What's in Omar's salad?*
Boy: *There's some lettuce.*

1 Listen and tick (✓).

1. What's in Omar's salad?

a b

2. What's in Fatima's salad?

a b **2 Stick some food/drink items in the fridge. Then ask and answer.**

There are some onions, and there's some cheese.

2. Woman: *What's in Fatima's salad?*

Girl: *There's some lettuce. There are some tomatoes and some onions.*



1. a 2. b

Activity 2 CS L2.4, S2.2

- Draw Ss' attention to activity 2 and ask them to read what the boys are saying.
- Explain to Ss that they have to turn to the last page with the stickers at the back of their Student's book and stick the food/drink items they want in their fridge in the Revision lesson. Then they have to ask and answer questions about each other's fridge, as in the example.



open answers

Activity 3 CS W1.4, W3.1

- Direct Ss' attention to the activity.
- Explain to them that they have to write about what there is in their fridge according to what they have talked about in activity 2.



open answers

Activity 4 CS R1.1, R2.1,

R4.1

Before reading

- Ask Ss what they think the text will be about. (A girl talking about food.)

While reading

- Ask Ss some comprehension questions. *What's the girl's name? (Sara.) Is she hungry? (Yes, she is.) Does she like sandwiches? (Yes, she*

- 3 Write about the items of food and drink in your fridge. 

There is some _____ and
there are some _____.

- 4 Look and read.  



My name's Sara. I like sandwiches, but there isn't any bread. I want some pizza, but there isn't any cheese. Oh! There are apples, pears and a mango! I can make fruit salad!

- 5 Read again and write T for True or F for False. 

- Sara likes sandwiches.
- There is some bread.
- There are apples, pears and a mango.

- 6 Read and answer. 

Are there any bananas in the fruit salad?

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does.) *Is there any cheese?* (No, there isn't.) *Are there any apples?* (Yes, there are.) *Is fruit salad healthy?* (Yes, it is.)

Post reading

Activity 5 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.



1. T 2. F 3. T

Activity 6 CS W3.1, W1.4, R2.1

- Explain to Ss that they have to refer to activity 4 and answer the question.



No, there aren't.

A Optional

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. Ss have to say the items depicted on the flashcards and read the words on 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.

Workbook

Activity 1 CS W3.1, W1.4



FRUIT: pineapple, coconut, pear
FOOD: omelette, pizza, burger
DRINKS: soft drink, lemonade, water

Activity 2 CS L1.1

Listening transcript

Boy 1: I'm thirsty.

Boy 2: Do you want some lemonade?

Boy 1: No, thanks. I want some orange juice.

Boy 2: OK. Here you are.

Boy 1: Thank you.



B

Activity 3 CS R2.1



B

Now I can

Activities 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 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 W3.1

- Ask Ss to turn to p.76.
- Explain to Ss that they have to trace the questions / 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 questions / sentences more than one time on the lines. While Ss are doing this activity, go round the classroom and help Ss if necessary. Make sure all Ss have traced and written the questions / sentences correctly.



Before leaving

- Play the song/poem *It's time for breakfast!* on p.71 in the SB and invite Ss to say the song/poem along with the recording.

SAFETY



Language focus

Aims

- to revise and consolidate vocabulary and structures presented in previous modules through a story

Lesson plan

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

R4.1   

Before reading

- Hold up the book and point to the story.
- Tell Ss that they will listen to a story with the title *Safety*.
- Point to the first frame and ask Ss to tell you where the main characters are. (They are at home.)
- Cover the second page (p.87), ask Ss to look at the first three frames of the story on p.86 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 girls) *Where are the girls?* (They're at home.) (pointing to the table) *What are they doing?* (They're having breakfast and getting ready for school.)

1 Listen and read.



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Frame 2: (pointing to the school bus) *Where are the girls now?* (They're getting in line for the school bus.)

Frame 3: (pointing to the girls) *What are they doing?* (They're putting on their seatbelts.)

Frame 4: (pointing to the traffic light) *What colours can they see?* (Red, yellow and green.)

Frame 5: (pointing to the people) *Are they running?* (No, they aren't. They're walking.)

Frame 6: *What colour is the traffic light now?* (It's green.)

Frame 7: (pointing to the girls) *Where are they now?* (They're at school.)

Post reading

POST-STORY ACTIVITY Value

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

Ask Ss:

- Do you follow safety rules?
- Why is it important to follow safety rules?



Mum



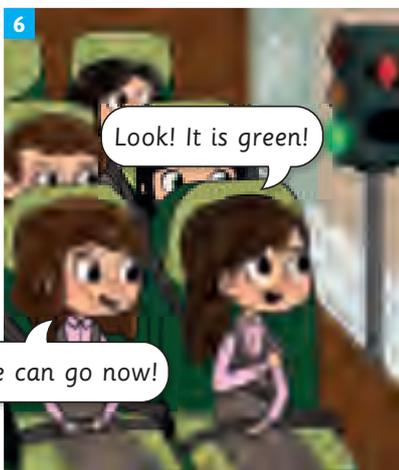
Fatima



Mona



School bus assistant



VALUE

Follow safety rules.

87

Before leaving

- 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.

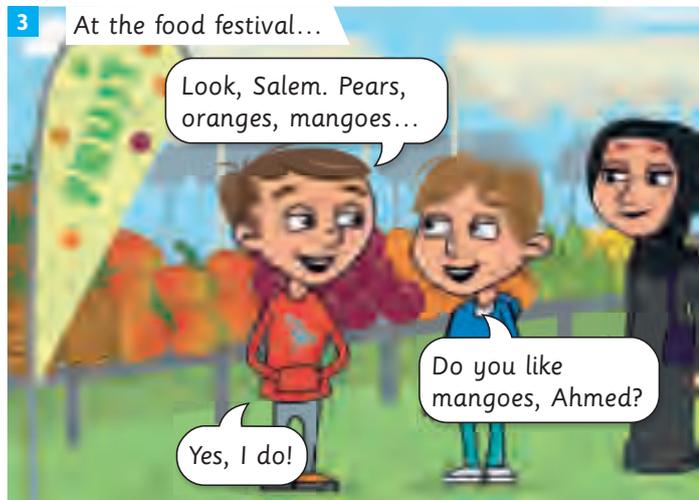
A Optional

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. *I'm ready! Sit down, girls! Put your seatbelts on!* etc.
- Choose a S from the first team, point to a sentence, encourage him/her to read it and say who said it (Fatima, Mona, Mum or the school bus assistant). 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.

AT THE FOOD FESTIVAL

1 Listen and read. 🔍 📺 🗣️ 🔊



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Language focus

Objectives

- to revise and consolidate vocabulary and structures presented in previous modules through a story

Lesson plan

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

R4.1 🔍 📺 🗣️ 🔊

Before reading

- Hold up the book and point to the story.
- Tell Ss that they will listen to a story with the title *At the food festival*.
- Point to the first frame and ask Ss to tell you where the main characters are. (They are at home.)
- Cover the second page (p.89), ask Ss to look at the first three frames of the story on p.88 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 Ahmed) *Does Ahmed like festivals?* (Yes, he does.) (pointing to Salem) *Does Salem like festivals?* (No, he doesn't.)

Frame 2: (pointing to the boys' mum) *What have they got at the festival?* (They've got pizza.) (pointing to the boys) *Do the boys like pizza?* (Yes, they do.)

Frame 3: (pointing to the fruit) *What kinds of fruit are there?* (Pears, oranges and mangoes.) *Does Ahmed like mangoes?* (Yes, he does.)

Frame 4: (pointing to the pancakes and pizza) *What can the boys see?* (Pancakes and pizza.) *How does Salem feel?* (He's hungry.) *Does he like chocolate?* (Yes, he does.)

Frame 5: (pointing to the boys) *What does Salem suggest?* (He suggests helping the chef make a pizza.) (pointing to Ahmed) *Does the chef like the idea?* (Yes, he does.)

Frame 6: (pointing to the boys) *What are they going to buy now?* (Some pancakes.)

Frame 7: (pointing to the boys' mum) *Is she happy with the boys?* (Yes, she is.) (pointing to the boys) *Are they happy?* (Yes, they are.)

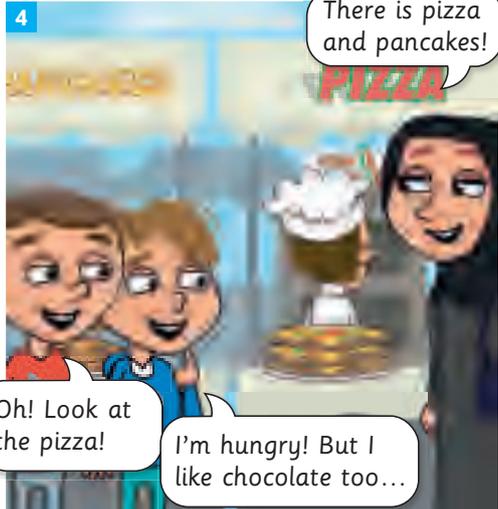
Post reading

POST-STORY ACTIVITY Value

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

Ask Ss:

- Do you like going to festivals? Why/Why not?
- Do you spend time with your family? What do you do when you are together?



VALUE
Spend time with your family.

Before leaving

- 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.

A Optional

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. *There is a food festival at the park. Do you like mangoes, Ahmed? Yes, I do!* etc.
- Choose a S from the first team, point to a sentence, encourage him/her to read it and say who said it (Salem, Ahmed, their mum or the chef). 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.



Grammar Reference

Module 1

Song

What's your name?
 I'm Salem. / My name is Salem.
 Where do you live?
 I live in Qatar.
 How old are you?
 I'm seven years old.
 Spell your name, please.
 S-A-L-E-M.

I'm = I am

Open your book.

Top Stars

What's this?
 It's a book.
 What's that?
 It's a computer.



It's = It is

Comic

Five ants.



Let's play

What are these?
 They're books.



What are those?
 They're rubbers.



They're = They are

Module 2

Song

Is he/she/it happy?
 Yes, he/she/it is.
 No, he/she/it isn't.

isn't = is not

Top Stars

Are you a student?

Yes, I am.



No, I'm not.



Are they doctors?

Yes, they are.



No, they aren't.



one policeman



two policemen



Our world

I
 You
 He/She/It

→ can swim / can't fly.

Let's play

Can you spell your name?

Yes, I can. / No, I can't.

can't = cannot



Module 3

Song

I've got blue eyes.
I haven't got green eyes.

I've = I have
haven't = have not

Top Stars

Have you got a cat?
Yes, I have. / No, I haven't.
You've got a parrot.



You've = You have

Our world

He has got
She has got → a ball.
It has got

He hasn't got a robot.

Let's play

Has he/she/it got a ball?

Yes, he/she/it has.
No, he/she/it hasn't.

hasn't = has not

Module 4

Song

I like chicken.
I don't like onions.

don't = do not

one sandwich
two sandwich**es**



Top Stars

Do you like salad?

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

Our world

I like fish. It's healthy.
I don't like chips.
They're unhealthy.

Let's play

A: I want two mangoes, please.

B: Here you are. Do you want oranges?

A: Yes. Ten oranges, please.

B: Here you are.

A: Thank you.

B: You're welcome.

one tomato



two tomato**es**



You're = You are

Module 5

Song

There's some milk.
There are some onions.

There's = There is

Top Stars

Is there any lettuce?

Yes, there is. No, there isn't.

Are there any carrots?

Yes, there are. No, there aren't.

Comic

Do you want some orange juice?
Yes, please. / No, thanks.
I don't want orange juice.

Let's play

How much water is there?
Two glasses.

How many pears are there?
There are two pears.

one glass



two glasses



Picture Dictionary



Picture Dictionary



Actions



spell



Open your book.



Close your book.



point



mix



walk



jump



run



swim



fly



climb



read



count



write



draw

Classroom objects / Place



whiteboard



computer



ruler



pencil case



sharpener



desks



books



pencils



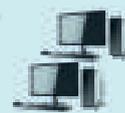
pens



rubbers



rulers



computers



school



PICTURE DICTIONARY

Adjectives



old



young



fat



thin



fast



hungry



thirsty

Numbers

11

eleven

12

twelve

13

thirteen

14

fourteen

15

fifteen

16

sixteen

17

seventeen

18

eighteen

19

nineteen

20

twenty

Colours



purple



pink



brown

Parts of the day



morning



evening

Jobs



student



doctor



pilot



policeman

Gadgets



watch



tablet



laptop



phone

Toys



helicopter



robot



skateboard



Country



Qatar

Animals / Environment



lizard



frog



duck



cats



parrots



monkeys



pond

Parts of the face



eyes



short hair



long hair

blonde



ears



nose



mouth

Food / Drinks



sandwich chicken rice chips eggs onions spaghetti salad



orange juice carrots banana lemon oranges mangoes tomato coconut pizza



pineapple pear soup fish cereal milk chocolate glass glasses



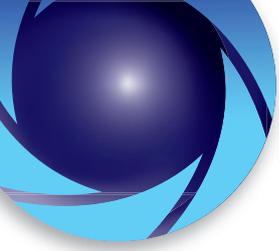
bread potato cheese meat omelette cupcakes



ice cream soft drink lemonade sweets burger peas



pancakes lettuce dates jam water breakfast lunch dinner



High-frequency words

a
again
all
am
and
any
are
at
ball
be
Be careful
better
big
black
blue
book
boys
brown
can
cat
chair
cheese
colour
come
cook
desk
do
Don't worry
draw
duck
egg
evening
fast

fat
feel
fish
fly
food
four
friend
girl
go
great
green
happy
has
hat
have
healthy
Hello
her
here
Hi
home
How
How many
hungry
I
in
is
It
job
jump
Let's
Let's see
like

long
look
lots of
make
meat
milk
Mrs
mum
my
name
new
next
nice
now
old
pen
play
please
read
red
run
sad
school
see
short
sick
so
some
soup
tall
tasty
teacher
thank you

that
the
there
They
thin
thirsty
this
today
together
too
too much
us
very
want
well
Well done
What
Where
white
will
with
yellow
Yes
you
your

Revision

(MODULES 1-5)

1 Circle the odd word. Then say.

- | | | | |
|------------|------------|------------|--------|
| 1. doctor | pilot | teacher | swim |
| 2. blue | yellow | book | purple |
| 3. brother | helicopter | skateboard | ball |
| 4. books | thirteen | rubbers | desks |
| 5. chicken | chips | eggs | robots |
| 6. lizard | pond | duck | frog |

2 Look and write.



1. It can walk. 2. It _____ climb. 3. It _____ jump.

It can't climb. It _____ run. It _____ fly.

3 Look, read and circle A or B.

1. Is he a student?

- A. Yes, he is.
B. No, he isn't.



2. Has she got short hair?

- A. Yes, she has.
B. No, she hasn't.



3. Is he a policeman?

- A. Yes, he is.
B. No, he isn't.



4. Has it got a ball?

- A. Yes, it has.
B. No, it hasn't.



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REVISION (MODULES 1-5)

4 Listen and match. 5 Look, read and write.

A 20



1

1. Do you like apples?
No, I don't.

B 12



2

I like bananas.

C 6



3

2. Do you like carrots?
Yes, _____

D 4



4

3. Do you like chocolate?
No, _____

E 11



5

6 Read and circle A or B.

1. Do you want some lemonade?

- A. Yes, please.
B. No, thanks.



2. Do you want some mangoes?

- A. Yes, please.
B. No, thanks.



3. Is there any orange juice?

- A. Yes, there is.
B. No, there isn't.



4. Are there any pears in the basket?

- A. Yes, there are.
B. No, there aren't.



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Workbook

Activity 1 CS S2.2

- Draw Ss' attention to the words in the activity, and ask them to circle the word that doesn't belong in each line, as in the example. Then Ss have to read the words.
- Check Ss' answers.

1. swim 2. book 3. brother
4. thirteen 5. robots 6. pond

Activity 2 CS W3.1

- Draw Ss' attention to the photos and the sentences and ask them to name the animals.
- Ss read the sentences and complete them with *can* or *can't*.
- Check Ss' answers.

1. can, can't 2. can't, can 3. can, can't

Activity 3 CS R2.1

- Draw Ss' attention to the activity and ask Ss to read the questions and the answers aloud.
- Ss read the questions and circle the correct answer.
- Check Ss' answers.

1. A 2. B 3. B 4. A

Activity 4 CS L2.1

- Ask Ss to look at the pictures and say the animals, the item of food, the toy and the numbers.
- Ss listen to the recording and match the numbers with the corresponding items.
- Play the recording twice and check Ss' answers.

Listening transcript

Man

- A. twenty robots B. twelve cats
C. six rabbits D. four parrots E. eleven tomatoes

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

Activity 5 CS W3.1

- Ask Ss to look at the pictures and name the items of food.
- Ss read the questions and complete the answers, as in the example.
- Check Ss' answers.

1. No, I don't. I like bananas. 2. Yes, I do. I like carrots.
3. No, I don't. I like pizza.

Activity 6 CS R2.1

- Draw Ss' attention to the activity and ask Ss to read the questions and the answers aloud.
- Ss read the questions and circle the correct answer.
- Check Ss' answers.

1. B 2. A 3. A 4. B



BOARD GAME 1 (Modules 1-5)

1 What's your name?

2 What's this?

3 Where do you live?

4 How old are you?

5 Is it fat?

6 Count to 20!

7 What are these?

8 Are there any lemons?

9 Is there any rice?

10 Are they pilots?

11 I can...

12 Has he got a laptop?

13 Can you swim?

14 Can it fly?

15 Do you like chocolate?

16 Have you got a cat?

17 What colour is it?

18 Can you draw a cat?

19 Have you got brown eyes?

20 How many pears are there?

FINISH

82 83

Board Game 1

- Have Ss look at the board game in the WB (pp.82-83).
- 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.

Workbook

MODULES 1-2

Modules 1-2 (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 (NUMBERS – COLOURS – CLASSROOM – FAMILY) 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.

NUMBERS: three, ten, five
COLOURS: red, pink, yellow
CLASSROOM: ruler, pencil, book
FAMILY: cousin, mum, sister

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: *kitchen, bathroom, bag*.
- Ask Ss to tell you the odd one out (*bag*). Also, ask them to tell you what the other two words have in common. (They are rooms.)
- Have Ss do the activity and check the answers with the class.

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

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.

Suggested answer:
one, ten, pen
 The words **one, ten** are numbers.

1 Write the words in the correct category.

three red cousin ruler ten pink pencil
 yellow mum five book sister

NUMBERS	COLOURS	CLASSROOM	FAMILY
three	red	ruler	cousin

2 Look and circle the odd one out. Then say.

1  A B C

2  A B C

3  A B C

4  A B C

5  A B C

3 Look at activity 2 and make your own odd one out example.

1 Look and write **T** for True, **F** for False or **DK** for Don't Know.



- | | |
|---|---|
| 1. The tall boy can jump. <input checked="" type="checkbox"/> | 4. The tall boy can count to 10. <input type="checkbox"/> |
| 2. The tall boy is happy. <input type="checkbox"/> | 5. The man can run. <input type="checkbox"/> |
| 3. The short boy can climb. <input type="checkbox"/> | 6. The ball is small. <input type="checkbox"/> |

2 Who am I? Read, look at the picture and write the names.

- | | |
|--------------------------------|-------------------------------|
| 1. I've got a ball. <u>Jim</u> | 3. I've got brown hair. _____ |
| 2. I can't run and jump. _____ | 4. I've got a balloon. _____ |

3 Look at the picture. Choose a person and guess what he is saying. Have your partner say the name.

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Activity 2

2. Stage 2: Developing

- Explain to Ss that they have to read the 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, read the sentence and ask Ss to say why Jim says 'I have a ball'. (Because he's holding a ball.)
- Have Ss do the activity and check the answers with the class.

Key	1. Jim	2. Mr Brown
	3. Jim	4. Tom

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.

Key	Suggested answers:
	I have got curly hair. Jim
	My balloon is yellow. Tom
	My ball is big. Jim

MODULES 3-4

Modules 3-4 (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 the 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.

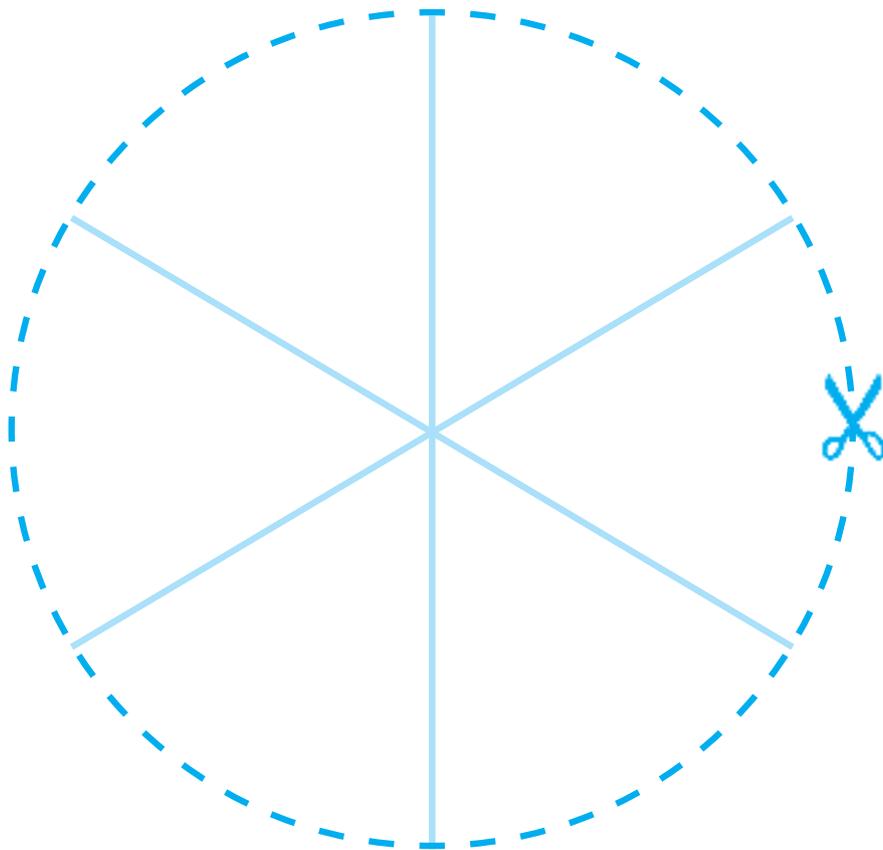
- Help Ss understand the difference between a False statement and a Don't Know statement by giving them an example before they do the activity.
- Tell Ss *I have two brothers and a sister*. Then write the following on the board: *I have got three brothers. / My brother has got a cat.*
- Ask Ss to tell 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.

Key	1. T	2. T	3. DK	4. DK	5. F	6. F
------------	------	------	-------	-------	------	------

Cut-out and Game



Module 1





Game



Module 2

Guess ?

BOY (He)

GIRL (She)

ANIMAL (It)

1



2



3



4



5



6



7



8



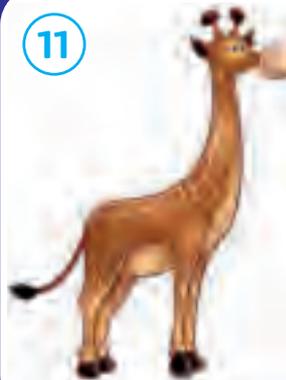
9



10



11



12







PRE-TESTS & TESTS

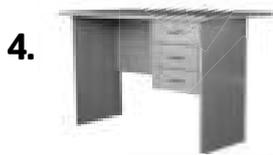


PRE-TEST

Score 10

Name: _____

1 Look, read and match.



a. It's a ruler.

b. It's a computer.

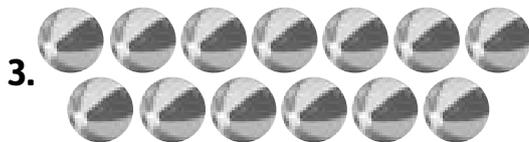
c. It's a pencil.

d. It's a whiteboard.

e. It's a desk.

Score 5

2 Look and match.



a. fifteen

b. twenty

c. eleven

d. five

e. thirteen

Score 5

PRE-TEST

Score 10

Name: _____

1 Look and circle.

1.



- a. student
- b. pilot

2.



- a. doctor
- b. policeman

3.



- a. pilot
- b. teacher

4.



- a. doctor
- b. policeman

Score 4

2 Look and match.

1.



walk

2.



run

3.



swim

4.



read

5.



count

6.



write

Score 6

Name: _____

1 Look, read and circle **a** or **b**.



a. I've got short hair.

b. I've got long hair.



a. I've got parrots.

b. I've got cats.



a. He has got a robot.

b. He has got a skateboard.



a. She has got a tablet.

b. She has got a phone.



a. He has got a laptop.

b. He has got a watch.

PRE-TEST

Score 10

Name: _____

1 Look, read and match.



a. chicken



b. eggs



c. sandwich



d. fish



e. rice



f. orange juice

Score 6

2 Look, read and circle a or b.



1. a. I'm hungry.
 b. I'm thirsty.



2. a. I like milk.
 b. I don't like milk.



3. a. I like salad.
 b. I don't like salad.



4. a. I like onions.
 b. I don't like onions.

Score 4

Name: _____

1 Look, read and tick (✓) a or b.

1.

a. There's a pineapple on the table. b. There's a coconut on the table.

2.

a. I like soft drinks. b. I like ice cream.

3.

a. I want some water, please. b. I want some lemonade, please.

4.

a. I want two burgers, please. b. I want two omelettes, please.

5.

a. There are three pears on the table. b. There are three cupcakes on the table.



KEY TO PRE-TESTS

PRE-TEST 1

Activity 1

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

Activity 2

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

PRE-TEST 2

Activity 1

1. a
2. a
3. a
4. b

Activity 2

1. run
2. walk
3. count
4. swim
5. read
6. write

PRE-TEST 3

Activity 1

1. a
2. b
3. b
4. a
5. b

PRE-TEST 4

Activity 1

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

Activity 2

1. b
2. a
3. a
4. b

PRE-TEST 5

Activity 1

1. a
2. b
3. b
4. a
5. b

Name: _____

Score 20

1 Look and circle.

1. What's **this** / **that**?



It's a **pen** / **pencil**

2. What's **this** / **that**?



It's a **rubber** / **desk**.

3. What's **this** / **that**?



It's a **whiteboard** / **computer**.

4. What are **these** / **those**?



They're **desks** / **rulers**.

5. What are **these** / **those**?



They're **books** / **pencil cases**.

Score 4

2 Listen and circle A or B.

a. **10**
A

20
B

b. **14**
A

16
B

c. **6**
A

12
B

d. **2**
A

19
B

e. **18**
A

3
B

f. **13**
A

17
B

Score 6

3 Read and tick (✓) A or B.

1. What's your name?

A. I'm Salem.

B. Goodbye.

2. Where do you live?

A. My name is Ali.

B. In Qatar.

3. How old are you?

A. I'm eight.

B. My name is Ted.

4. Spell your name, please. A. Ten.

B. H-A-S-S-A-N.

Score 4

4 Look and write.

1. A a 2. D 3. H 4. K 5. P 6. S 7. Y

s h p a k y d

Score 6

Name: _____

Score 20

1 Look, read and circle.

1. Are you a student?



Yes, I am. / No, I'm not.

2. Is she a teacher?



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

3. Is he a pilot?



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

4. Are they doctors?



Yes, they are. / No, they aren't.

Score 3

2 Read and circle.

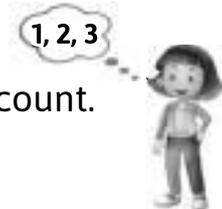
1. He **can** / **can't** draw.



2. She **can** / **can't** jump.



3. She **can** / **can't** count.



4. He **can** / **can't** swim.



5. It **can** / **can't** fly.



Score 5

3 Listen and number (1-4).



A



B



C



D

Score 4

4 Look and complete.

-ing -and

1.



w _____

2.



h _____

3.



st _____

4.



r _____

Score 8

TEST

Name: _____

Score 20

1 Look and match. Then write the plurals.

~~carrot~~ tomato egg

1. 12  twenty _____

2. 15  twelve carrots

3. 20  fifteen _____

Score 2

2 Look and write like or don't like.

salad rice	
onions chocolate	

1. I like salad.

2. I _____ onions.

3. I _____ rice.

4. I _____ chocolate.

3 Listen and tick (✓).

Score 3

1  A  B

2  A  B

3  A  B

4  A  B

Score 4

4 Answer about yourself.

1. Do you like cereal for breakfast?

2. Do you like chicken for lunch?

3. Do you like soup?

5 Look and complete.

r s tr dr

Score 3

1.  _____ ain _____ 2.  _____ ink _____ 3.  _____ ain _____ 4.  _____ ink _____

Score 8

Name: _____

Score 20

1 Listen and tick (✓).

①

A

②

B

③

A

④

B

①

A

②

B

③

A

④

B

Score 4

2 Read and match.

1. How much water is there?
2. How many coconuts are there?
3. How much milk is there?
4. How many pears are there?



- a. Four glasses.
- b. Two pears.
- c. Three glasses.
- d. Two coconuts.

Score 4

3 Look, read and circle.

1. Are there any peas in your omelette?
Yes, there are. / No, there aren't.



2. Do you want some sweets?
Yes, please. / No, thanks.
~~They're unhealthy.~~



3. Do you want some carrots in your salad?
Yes, please. I like carrots. / No, thanks.

4. Is there any pineapple in your fruit salad?
Yes, there is. / No, there isn't.



Score 4

4 Read and match. Write (1-4).

- a. play b. kick c. sick d. day



Score 8

FINAL TEST 1-5

Name: _____

Score 20

1 Circle the odd word.

1. doctor, pilot, policeman, pond, student

2. robot, ball, eyes, helicopter, skateboard

3. two, seven, ten, sweets, nineteen

4. fly, jump, hungry, count, write

Score 4

2 Look and write this or that, these or those.

1. What's _____?



It's a pencil case.

2. What are _____?



They're whiteboards.

3. What's _____?



It's a ruler.

4. What are _____?



They're tablets.

Score 2

3 Look and complete.

some any

1. There's _____ milk on the table.



2. There aren't _____ pears in the basket.



3. There are _____ sweets in the bag.



4. There isn't _____ orange juice in the glass.



Score 2



4 Look, read and circle.

1. What's your name?



I'm seven years old. / I'm Salem.

2. Where do you live?



Yes, I am. / In Qatar.

3. Can you jump?



Yes, I can. / No, I can't.

4. How many pears are there?



Three pears. / Two pears.

Score 4

5 Look and write.

has got hasn't got



1. She _____ a small nose.

2. She _____ a lizard.

3. He _____ black hair.

4. He _____ a cat.

Score 2

6 Listen and circle A or B.

1 A B

2 A B

3 A B

4 A B

Score 2

7 Look and write.

play ring black train

1. _____

2. _____

3. _____

4. _____

Score 4

LISTENING TRANSCRIPTS FOR TESTS

Test 1

2 Listen and circle A or B.

Man:

- a. ten
- b. sixteen
- c. twelve
- d. two
- e. eighteen
- f. seventeen

Test 2

3 Listen and number (1-4).

1.

Man: Is she old?

Girl: No, she isn't.
She's young.

2.

Man: Can you run?

Boy: Yes, I can.

3.

Girl: Look! It's a frog!

4.

Man: Is it thin?

Boy: No, it isn't. It's fat.

Test 3

2 Listen and circle A or B.

1.

Girl: Have you got a tablet?

Boy: No, I haven't. I have got a laptop.

2.

Boy: Has he got a ball?

Girl: Yes, he has.

3.

Boy: Have you got a watch?

Girl: Yes, I have.

4.

Girl: Has he got a plane?

Boy: No, he hasn't. He has got a robot.

Test 4

3 Listen and tick (✓).

1.

Boy 1: Do you like chicken for lunch?

Boy 2: No, I don't. I like fish.

2.

Girl 1: Do you like salad for lunch?

Girl 2: No, I don't. I like spaghetti.

3.

Boy 1: I'm thirsty!

Boy 2: Do you like milk?

Boy 1: No, I don't. I like orange juice.

4.

Girl 1: Do you like chips?

Girl 2: No, I don't. They're bad for you. I like mangoes.

Test 5

1 Listen and tick (✓).

1.

Woman: Are there any bananas in your pancakes?

Girl: No, there aren't.

2.

Boy 1: I'm hungry.

Boy 2: There's some cheese and some eggs.

Boy 1: Let's make an omelette.

3.

Man: Do you want some lemonade?

Boy: No, thanks. I don't want any lemonade.

Man: Do you want some water?

Boy: Yes, please.

4.

Girl 1: Are there any tomatoes in your salad?

Girl 2: Yes, there are. There are some onions too.

Final Test (1-5)

6 Listen and circle A or B.

1.

Woman: Do you like pears?

Girl: No, I don't. I like bananas.

2.

Woman: Do you like fish?

Girl: Yes, I do. I don't like chicken.

3.

Woman: Do you like chips?

Girl: No, I don't. They're unhealthy. I like milk.

4.

Woman: Do you like salad?

Girl: Yes, I do. It's healthy. I don't like chocolate.



Key to Test 1

Activity 1

1. this, pencil
2. that, rubber
3. this, computer
4. those, desks
5. these, pencil cases

Activity 2

- a. A b. B c. B d. A e. A
f. B

Activity 3

1. A 2. B 3. A 4. B

Activity 4

1. A a 2. D d 3. H h 4. K k 5. P p
6. S s 7. Y y

Key to Test 2

Activity 1

1. Yes, I am.
2. Yes, she is.
3. No, he isn't.
4. No, they aren't.

Activity 2

1. can 4. can't
2. can't 5. can
3. can

Activity 3

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

Activity 4

1. wing 2. hand 3. stand 4. ring

Key to Test 3

Activity 1

1. D parrots
2. F rabbits
3. A robots
4. B phones
5. C monkeys
6. E balls

Activity 2

1. A 2. B 3. B 4. A

Activity 3

1. has got, hasn't got
2. has got, hasn't got
3. hasn't got, has got
4. has got, hasn't got

Activity 4

1. snack 2. tall 3. wall 4. black

Key to Test 4

Activity 1

1. carrots
2. tomatoes
3. eggs

Activity 2

1. like 2. don't like
3. like 4. don't like

Activity 3

1. B 2. A 3. B 4. A

Activity 4

open answers

Activity 5

1. train 2. drink 3. rain 4. sink

Key to Test 5

Activity 1

1. A 2. B 3. B 4. A

Activity 2

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

Activity 3

1. Yes, there are.
2. No, thanks. They're unhealthy.
3. Yes, please. I like carrots.
4. Yes, there is.

Activity 4

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

Key to Final Test (1-5)

Activity 1

1. pond 2. eyes
3. sweets 4. hungry

Activity 2

1. this 2. those
3. that 4. these

Activity 3

1. some 2. any
3. some 4. any

Activity 4

1. I'm Salem.
2. In Qatar.
3. No, I can't.
4. Three years.

Activity 5

1. has got
2. hasn't got
3. hasn't got
4. has got

Activity 6

1. A 2. B 3. B 4. A

Activity 7

1. ring 2. black 3. train 4. play



Alphabet list

Capital Letter	Small Letter	Phonetic transcription	Words/Examples
A	a	/æ/	apple, ant
B	b	/b/	bike, boy
C	c	/k/	cat, cake
D	d	/d/	duck, dinosaur
E	e	/e/	elephant, egg
F	f	/f/	frog, fish
G	g	/g/	goat, girl
H	h	/h/	hat, horse
I	i	/ɪ/	ink, insect
J	j	/dʒ/	jam, jacket
K	k	/k/	kite, kangaroo
L	l	/l/	lion, lemon
M	m	/m/	mouse, moon
N	n	/n/	nose, nest
O	o	/ɒ/	olive, octopus
P	p	/p/	pencil, penguin
Q	q	/kw/	quilt, queen
R	r	/r/	ring, rabbit
S	s	/s/	star, snake
T	t	/t/	table, tiger
U	u	/ʌ/	umbrella, under
V	v	/v/	van, vase
W	w	/w/	window, whale
X	x	/ks/	box, fox
Y	y	/j/	yo-yo, yellow
Z	z	/z/	zoo, zebra



Module	Page number	Phonics (Phonetic transcription)	Words
2	35	/ɪŋ/	king wing ring
	36	/ænd/	sand hand stand
3	51	/ɔ:l/	tall ball wall
	52	/æk/	Jack black snack
4	65	/em/	train rain stain
	66	/ɪnk/	sink drink pink
5	81	/eɪ/	play day hay
	82	/ɪk/	quick kick sick

Top Stars 2a
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H. Q. Mitchell - Marileni Malkogianni

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