

# GRADE SEMESTER 1 

## Teacher's.Book




النشيد الوطني





 الفِــــــــاءْ
 بِ قَـَطَرْ قَـَطَرُ الــرَّبَـَالِ الأَوَّليـنـن
السَّــالَامْ


وَحَمَائِمٌ

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| Grammar | Vocabulary | QNCF <br> Competencies |
| :---: | :---: | :---: |

## Orientation

## p. 8

| Module 1 Hello <br> p. 11 | I am... <br> What is your name? <br> My name is... <br> How are you? <br> Fine, thanks. | Greetings: Hello / Hi, Goodbye / Bye <br> Numbers: (1) one, (2) two, (3) three, (4) four, (5) five | © <br> 웅 <br> 三唱 <br> Value <br> Make new friends |
| :---: | :---: | :---: | :---: |
| Module 2 School <br> p. 23 | Stand up. / Sit down. <br> / Come here. <br> What is this/that? <br> It is (a book). <br> This is my (teacher). <br> This is a (desk). <br> What colour is it? <br> It is (red). <br> Is it a (book)? <br> Yes, it is. / No, it is not. <br> Is it an (apple)? <br> Yes, it is. / No, it is not. | Actions: Stand up. Sit down. Clap your hands. Come here. <br> Nouns: pen, pencil, book, bag, rubber, desk, chair, classroom, teacher, Mr, Mrs <br> Colours: red, blue, green, yellow, black, white, orange | Value <br> You can learn and have fun at school. |



Value
Make new friends.

Actions: Stand up. Sit down. Clap your hands. Come here.
Nouns: pen, pencil, book, bag, rubber, desk, chair, classroom, teacher, Mr, Mrs
Colours: red, blue, green, yellow, black, white, orange

Value
You can learn and have fun at school.

Noun: flag


## Module 3

Numbers
p. 37

How old are you?
I am (six).
Are you (happy)?
Yes, I am. /
No, I am not.
He is (tall).
She is (short).
Is he/she (hungry)?
Yes, he/she is. /
No, he/she is not.
pencil - pencils
bag - bags

Nouns: friend, rabbit, boy, girl, present Adjectives: happy, sad, short, tall, big, small, hungry, thirsty

## Value

Take care of your pet.

|  | Grammar | Vocabulary | QNCF Competencies |
| :---: | :---: | :---: | :---: |
| Module 4 At home <br> p. 49 | Who is he? <br> He is my dad/brother. <br> Who is she? <br> She is my mum/sister. <br> Where is the (cat)? <br> In the (living room). <br> This is my (fish). It is (yellow). <br> Where is (Ron)? <br> On the (sofa). / In the (box.) / Under the (table). | Nouns: mother / mum, father / dad, brother, sister, parrot, cat, fish, bird, living room, kitchen, pet, tail, sofa, table, bed, box Adjective: long Colour: grey | 0 <br>  <br> 9 <br> Value <br> Sleep well to be healthy. |
| TOP TIME! 2 (Modules 3-4) p. 61 |  |  | $\begin{aligned} & \text { or } \\ & \text { 獣 } \end{aligned}$ |
| Module 5 On the farm <br> p. 63 | There is a (bee). <br> There are (fifteen hens). <br> How many (ducks) are there? <br> There are ( 13 ducks). <br> 1 sheep - 2 sheep <br> 1 fish - 2 fish <br> This is a (cow). <br> We get (milk) from (cows). | Nouns: cows, horses, hens, ducks, goats, bee, sheep - sheep, fish (plural), grandfather / grandpa, grandmother / grandma, wool, honey, cheese <br> Action: Open the window. <br> Numbers: <br> (11) eleven, <br> (12) twelve, <br> (13) thirteen, <br> (14) fourteen, <br> (15) fifteen | Value <br> Farm animals are useful. |
| Story 1 p. 76 <br> Picture Dictionary | Story 2 p. 78 <br> 82 High-frequenc | words p. 86 Stic | Reference p. 80 kers |


| QNCF Competencies |  |  |
| :---: | :---: | :---: |
| Creative and critical thinking |  | 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 buildingblock 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, multidimensional 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, 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 passive words which need to be explained by the teacher.

## 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 students revise and consolidate the material dealt with in a fun way. Students can also find a board game at the back of the Workbook.

## Alphabet Book

In the alphabet book, letters are introduced in the context of words. The focus is on the correct formation of letters from the start. There is also a variety of activities such as tracing, games and chants.

The Resources for Teachers (Online) contain the sounds of the letters, the words, the chants presented in the Student's Book and the Teacher's Notes for the Student's Book. The Teacher's Notes contain a step-by-step guide on how to teach the letters and also include various games to practise them.

## 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 in the Class Audio Material (Online).
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 revise 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 with all students. The aim of the Expansion activities is to give the high achievers more practice. The Expansion activities can be found in the Song, Top stars, Comic/Our world and Let's play lessons. All activities are communicative and enable students to use the target language in order to complete a task.
Workbook: This section includes explanations and tips for the teacher. A key to each activity and listening transcripts are also included. The instructions for the Board Game can be found at the back of the Teacher's Book.

Tests: There are five one-page Pre-tests, five end-ofmodule tests and a three-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 Pre-tests and the tests are also available in the Resources for Teachers (Online). The Pre-tests can be given to Ss before they start the modules in order to check prior knowledge.

## Student's CD-ROM

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

## Class Audio Material (Online)

This includes all the recordings of the vocabulary, dialogues, stories, texts, songs/poems and listening activities in the Student's Book and Workbook where the symbol ( $\boldsymbol{A}^{\text {) appears. Special attention has been given }}$ 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 three-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.

- Alphabet Book Teacher's Notes
- 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
- Cut-outs for finger puppets


## Posters

Richly illustrated theme posters can be used for classroom display. Teachers can use them to preteach 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, Workbook and Alphabet Book. 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 Story time 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 flashcards for the letters of the alphabet and for the Grammar reference for each module separately.

## 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 languagelearning 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

This section familiarises students with classroom routines and instructions. It also offers students basic information related to Roman script through simple activities (e.g. drawing lines from left to right).

## 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 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 and the Workbook 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 |  | Numeracy |
| Communication | Cooperation and Participation | Problem-solving |

This series is designed with careful consideration of students' needs and emotional development at young ages. The focus is on the listening and speaking skills, which are carefully developed to facilitate the learning process. Strategies developing these skills are practised in class through activities that promote communication.

## Course Outline

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 / Poem

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 a new song/poem that presents vocabulary and grammatical structures

## Stand up!

Stand up, stand up And clap your hands.

Sit down, sit down And clap your hands.

Come here, come here And clap your hands.
(3) Play a game.


Immediate practice on vocabulary and structures through game-like activities Our 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.


## Lesson 3:

## 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.

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.


## Lesson 4:

Let's play
Presentation of new vocabulary, always with pictures

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.


## Lesson 5:

The educational value of cross-curricular lessons

## 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, maths) when presented in English. In the top left-hand corner of the page, there is a 'sign' indicating the subject dealt with.

Presentation of new vocabulary through activities providing crosscurricular information

## 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.


## 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.


## Lesson 8:

## 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.


## 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.


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


Abbreviations used in the Teacher's Book:
S: student Ss: students TB: Teacher's Book SB: Student's Book WB: Workbook

## Language focus

## Aims

－to practise basic handwriting skills with a direction from left to right

## Materials

－real photos of various objects／animals
－Blu tack or tape

## Lesson plan

## Warm－up CS ER1．8，ER1．9 騂

－Explain to Ss that you read and write in the direction from left to right in English．Point out that this is different from what they do in Arabic．
－Write a few words on the board to demonstrate the change in direction．For example，write apple and have Ss follow you step－by－step．
－If they are confident enough，have a few Ss come to the board and help you write a word．
－Write a few simple sentences in English on the board，e．g．It is a cat．I am Fatima， etc．and mark the spaces between the words with a marker．
－Choose random Ss to come to the board and mark the spaces between the words．

## Activity 1 CS ER 1．4，L2．3 $\sqrt{\frac{\sqrt{A}}{B}}$

－Tell Ss to pick up their book and hold it the right way up．Then ask them to open their book from left to right．
－Demonstrate the actions and make sure Ss follow your instructions correctly．
－Help Ss if necessary．
－Ask Ss to open their books to p． 8 and look at the picture in the first activity．

## Activity 2 CS EW 1.2

－Explain to Ss that they have to follow the arrow in each example，and trace the dotted lines from left to right．

（2）Trace the lines from left to
～right．哈


8

## Activity 3 CS EW 1.2 謌

－Explain to Ss that they have to follow the arrow in each example，and trace the dotted lines from left to right．Then they have to follow the same pattern finishing where the dot on the right is．

## Activity 4 CS ER 1．1 㷰㡽

－Direct Ss＇attention to the photos and the words in the activity．
－Explain to Ss that they have to point to each photo／word and say which one is a photo and which one is a word．

1．photo，word，word，photo
2．word，photo，photo，word
3．photo，word，photo，word
4．word，photo，photo，word
5．word，word，photo，photo
6．photo，word，photo，word

$\qquad$

(3)

$\qquad$
 .

(6)

$\qquad$


10

## Optional

## Clap your hands!

- Stick some of the real photos you brought to class on the board using Blu tack or tape. Write the corresponding word of each photo on the board too.
- Explain to Ss that when you point to a real photo, they will have to clap their hands once, whereas, when you point to a word, they will have to clap their hands twice.


## Workbook

## Activity 1 CS EW 1.2

- Explain to Ss that they have to draw lines starting from the left-hand side, following the arrow in each example and finishing where the dot on the right is.
- Point out the first example and explain to Ss that they have to follow the route indicated in each example.


## Activity 2 CS EW1.2, EW1.3, ER1.3

- Hold up your book, point to the empty square in the activity and explain to Ss that they have to draw themselves in it.
- Then, draw four lines on the board like the ones in the Workbook.
- 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.
- Ask Ss to compare their name in Arabic and in English.


## Before leaving

- Have Ss hold their Workbooks closed in front of them.
- Explain to Ss that they have to open their books in the way they were shown in the lesson, show their drawing in activity 2 to the rest of the class and say their name.


## 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 simple language used in classroom routines (L2.2)
- predict key words they will hear by using visuals accompanying a text (L3.1)
- name an increasing range of very familiar objects by using words from topic word sets (S2.2)
- exchange simple greetings with a classmate (S2.4)
- participate in singing songs (S5.1)
- use simple greetings in very short written interaction (W1.5)


## Top Stars

- follow and respond to short, simple one-step instructions (L2.3)
- follow and respond to simple short questions (L2.4)
- communicate basic personal information and exchange simple greetings (S1.1, S2.4)
- recognise and sight read words and phrases (R2.1)
- predict content of what they will read by making use of pictures (R4.1)
- follow and respond to simple short questions (L2.4)
- predict content of what they will read by making use of pictures (R4.1)
- say the numbers 1-20 and count up to 10 objects which are real or in an image (S2.1)
- communicate very simple one-step instructions (S2.3)
- recognise and sight read words and phrases (R2.1)
- copy with support small and capital letters and numbers up to 10 (W1.4)
- use capital letters in names (W2.3)


## Comic

## Maths

- predict key words they will hear by using visuals accompanying a text (L3.1)
- say the numbers 1-20 and count up to 10 objects which are real or in an image (S2.1)
- recognise and sight read words and phrases (R2.1)
- copy with support small and capital letters and numbers up to 10 (W1.4)


## Story

- follow and respond to simple short questions (L2.4)
- recognise and sight read words and phrases (R2.1)
- predict content of what they will read by making use of pictures (R4.1)


## Project

- communicate or find out very basic personal information (S1.1)
- follow and respond to short, simple one-step instructions (L2.3)
- distinguish between small letters of the alphabet from capital letters (R3.2)
- use capital letters and write small and capital letters of regular size and shape (W2.3, W3.1)


## Revision

- follow and identify the detail in short texts (L2.1)
- say numbers 1-20 and count up to 10 objects which are real or in an image (S2.1)
- sight read familiar words and phrases (R2.1)
- copy with support a few familiar personal and place names relevant to their daily lives (W1.1)
- copy with support small and capital letters and numbers up to 10 (W1.4)
- use capital letters accurately in familiar person and place names (W2.3)
- write small and capital letters of regular size and shape (W3.1)


## Language focus

## Aims

- to say a song/poem
- to greet someone
- to introduce oneself

Vocabulary
Greetings: Hello/Hi, Goodbye/Bye

## Structures

Hello/Hi, I am (Ron).

## Materials

- flashcards for Hello/Hi, Goodbye/Bye
- photocopies of the above flashcards (one per S)


## Lesson plan

## Warm-up

- Enter the classroom and say Hello/Hi, while waving. Do this a couple of times and invite Ss to wave hello back to you.
- Stand at the front of the class, point to yourself and say, Hello. I am... and your name. Repeat a couple of times. Invite Ss to do the same. Repeat until all Ss have introduced themselves.
- Introduce Goodbye/Bye by waving to Ss and turning your back to them slightly, as if you are walking away. Do this a couple of times and invite Ss to do the same.


## 1 Vocabulary CS S2.2

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


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

## Pre-listening

- Direct Ss' attention to the picture, tell them not to look at

The activity is recorded both as a song and as a poem. the text, and ask them, What can you see in the picture?

- Give Ss time to discuss the picture.
- Elicit their response and write it on the board (a rabbit).
- Ask Ss, What is the text about?
- Ask Ss to listen to the recording of the song/poem and to confirm their predictions. (The rabbit introduces itself and greets us, the readers.)


## While listening

- Play the song/poem a second time and ask Ss, What is the rabbit's name? (Ron.) What did Ron say? (Hello/Goodbye.) Explain to Ss that Ron the rabbit is the animal character of the book.
- Have Ss wave Hello and Goodbye as they listen.
- Play the song/poem a third time and encourage Ss to say the song/poem along with the recording.


## Grammap Reference

- Ask Ss to turn to page 80, Module 1 Song.
- Read the sentence aloud and ask Ss to repeat after you. Then explain to Ss that we use I am... and our name when we are introducing ourselves to someone.
- If you have time, divide Ss into pairs and ask them to take turns introducing themselves to one another.


## Post listening

## Activity 3 CS S2.4

- Direct Ss' attention to the three children in the picture and ask them to guess what they are doing. (They're playing the hot-potato game.)
- Read the bubbles aloud and get Ss to repeat.
- Have Ss stand in a circle. Stand in the circle with them.
- Throw a ball to a S across from you and say, Hello, I am (Fatima).
- The $S$ who catches the ball has to say, Hello, I am (Omar) in return and throw the ball to another $S$.
- Continue playing until all Ss have had the chance to introduce themselves at least once.
- After each S introduces himself/herself, repeat what he/she has just said (e.g. Hello, I am Omar.) and have the rest of the class clap for each word (e.g. four claps: Hello, I am Omar.).


## SONG

Say the
new words. (4)

(2)

Listen and say. © ${ }^{\circ}$ - 』)

## Hello!

Hello, hi! I am Ron. I am Ron. Let's say hello. Hello, Ron. Hello, Ron.

Goodbye, bye. I am Ron. I am Ron. Let's say goodbye.

Goodbye, Ron. Goodbye, Ron.

(3) Play a game.

Hello, I am Omar.

## Optional

## PRACTICE

## Stand up and say hello!

- Have all Ss sit on chairs arranged in a circle. Sit on a chair in the middle of the circle.
- Stand up and go up to a S, wave and say, Hello/Hi, I am... and your name.
- Invite the S to go round the circle and introduce himself/herself to a few of the seated Ss. Then he/she invites one of the seated Ss to do the same.
- Continue in the same manner until all Ss have had a turn.
- If you have a large number of Ss , you can do the activity by having Ss sit at their desks.


## EXPANSION

- Give each S a photocopy of a flashcard from the lesson. Say a word, e.g. Hello. 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, W1. 5

Listening transcript

1. Hi .
2. Bye.


## Activity 2 CS W1.5

- Make sure Ss have written Hi and Bye in the corresponding speech bubbles.

1. Hi 2. Bye
2. Hi 2. Bye

Before leaving

- Wave to Ss and say, Goodbye/ Bye. Have them wave back to you and repeat a couple of times.


## Language focus

## Aims

- to identify the main characters of the book
- to introduce oneself and inquire about someone's name


## Vocabulary

Characters' names: Ali, Hassan, Aisha, Nora Structures
What is your name? I am (Aisha).
My name is (Nora).

## Revision

- Revise Hello/Hi and Goodbye/Bye. Walk into the classroom and greet Ss, saying Hello/Hi. Encourage Ss to say Hello back to you.
- Walk towards the door with your back turned to Ss, look back at them and say Goodbye/Bye. Encourage them to wave goodbye back to you in the same way.


## Lesson plan

## Warm-up

- Point to yourself and say I am.../My name is... and your name. Then go up to a S and ask him/her, What is your name? Encourage the $S$ to answer accordingly, saying, I am... or My name is... and his/her name. Have the rest of the class repeat the question a couple of times.
- Repeat the same procedure with more Ss, until you make sure everyone has become familiar with the process of introducing oneself. Encourage Ss to stand up, go up to their classmates and introduce themselves in the same way. Make sure they ask one another What is your name? and answer accordingly.
- Repeat for as long as time permits or until every $S$ has had the chance to introduce himself/herself and ask about someone's name.


## Activity 1 CS L2.4, R4.1, R2.1, W2.3 든

## Before reading

- Have Ss open their books to p. 12 and ask them to guess what the children are saying. (They are introducing themselves.)
- Explain to Ss that they are going to listen to the recording. Ask them to point to the appropriate picture and follow along as you play the recording. Ask Ss, What are the



12
names of the children? (Ali, Hassan, Aisha and Nora.) 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).
- Explain to them that Ali, Hassan, Aisha and Nora are the main characters of the book and that they will be seen again in the upcoming lessons. Tell Ss that Ali and Aisha are brother and sister. Hassan and Nora are brother and sister too and they are Ali and Aisha's cousins.
- Ask Ss, What do Hassan and Ali say? (Hello.) What are the girls' names? (Aisha and Nora.) What does Nora ask? (What is your name?)
- Ask Ss to write their name in their notebook.
- Ask a few Ss to read the text aloud.


## Post reading

- Ask Ss which character they prefer. Ask different Ss to point to a character and say his/her name.


## Gramman Reference

- Ask Ss to turn to page 80, Module 1 Top Stars. Read the sentence, the question and the answer aloud. Get Ss to repeat.
- If you have time, divide Ss into pairs and get them to ask and answer questions about their names.


## Activity 2 CS L2.4

- Direct Ss' attention to the pictures and ask them to identify the
(2) Listen and tick ( $V$ ). (4))

(3)

Ask and answer. ©领

characters from the story.

- Explain to Ss that they are going to listen to the characters introducing themselves. Ss have to tick $(\boldsymbol{V})$ the correct picture, according to what they hear.
- Go round the classroom, making sure Ss have ticked the correct pictures.


## Listening transcript

1. Man: Hi! What is your name?

Boy: Hello! I am Hassan.
2. Woman: Hi! What is your name?

Girl: Hello! My name is Nora.


## Activity 3 CS L2.3, S1.1, S2.4, R2. 1 क

- Direct Ss' attention to the picture and ask them to guess what is happening. (The children are playing a game, using the stickers with the characters.)
- Read the exchange aloud and get Ss to shadow read.
- Explain to Ss that they have to turn to the back of their book, choose a sticker with a character of the book (Ali, Hassan, Aisha or Nora) and stick it in the circle in activity 3.
- Drill the structures with the whole class or in groups.
- Then, divide Ss into pairs and encourage them to practise the exchange in a similar manner, introducing the characters themselves.
- Make sure Ss take turns asking and answering.


## Optional

## PRACTICE

## Friendly circles

- Explain to Ss that you are going to play the recording (Song/Poem, Hello!). As soon as you pause the recording, each $S$ will have to introduce himself/herself and ask for the name of the $S$ sitting next to him/her.
- Repeat the same procedure and tell Ss that when you pause the recording, they have to stand up and practise the exchange with another $S$.
- Play the game for as long as time permits.
- Write the names of the characters on the board. Show Ss one of the characters in the book and ask Ss to copy his/her name in their notebooks. Repeat the same with the rest of the characters.


## Workbook

## Activity 1 CS R2.1 A AT

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

## Activity 2 CS L2.3

- Ss turn to the back of their WB and choose the stickers that are related to the characters.


1. Ali sticker 2. Aisha sticker
2. Hassan sticker
3. Nora sticker
4. open answers

## 

## I am Ali.

## Activity 4



1. fourth boy (Goodbye/Bye)
2. third girl (Hello/Hi)
3. second boy (Hello/Hi)

## Before leaving

- Have a brief conversation with each S , introducing yourselves in turn. Say, I am (Fatima). What is your name? and have each S answer and then ask the same question.
- Repeat until all Ss have had the chance to talk with you, before they leave the classroom.


## Language focus

## Aims

- to identify the numbers 1 (one), 2 (two), 3 (three), 4 (four), 5 (five)


## Vocabulary

Numbers: (1) one, (2) two, (3) three, (4) four, (5) five

## Materials

- flashcards for the numbers 1-5
- ten pieces of paper with the numbers 1-5 written on them (two pieces per number)
- Blu tack


## Revision

- Play the presentation in the SB, on p. 12 and pause after each sentence for Ss to repeat.
- Have a few Ss read the presentation aloud.


## Lesson plan

## Warm-up

- Hold up your hand and use your fingers to count from 1 to 5 .
- Ask Ss to hold up their hands and do the same, while repeating each number after you a couple of times.
- Take out the number flashcards and stick them on the board in ascending order. Encourage Ss to say each number aloud.


## 1 Vocabulary CS S2.2

- Have Ss open their books to p.14.
- Point out the numbers 1-5 in the vocabulary section. Play the recording a few times and have Ss point to the numbers and repeat.
- Say the numbers again in random order and have Ss point and repeat.


## Activity 2 CS L2.4, R2.1, R4.1 1 障

## Before reading

- Direct Ss' attention to the pictures.
- Ask Ss to tell you what they think is happening in the story by looking at the pictures. Write down their predictions. (The boys are playing with the tiles from a domino set. One boy sneezes and it causes the dominoes to fall. The boy is sorry.)
- Ask Ss to point to the appropriate pictures as you play the recording and check Ss' predictions.


## COMIC

(1) Say the | new words. \&) |
| :--- |

(2) Look, listen and read. 畣
The game


14

## 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 boys do you see in the first picture? (Two.) What are their names? (Omar and Saud.) How many dominoes can you see in the second picture? (Five.) What happens in the third picture? (One boy sneezes and knocks down all of the dominoes.) How does the boy on the left feel in the last picture? (He is sad.)
- Ask Ss what the title of the story is. (The game.)
- Divide Ss into pairs and ask them to act out the story.


## Post reading

- Draw dominoes in one column on the board, e.g. draw one domino, then underneath draw two dominoes, underneath three dominoes, etc. up to five dominoes. In another column, next to it, write the numbers 1-5, one underneath the other in jumbled order, e.g 3, 5, 1, 4, 2. Ask different Ss to come to the board and match each set of dominoes to the correct number.


## Activity 3 CS S2.1

- Direct Ss' attention to the pictures in the activity and ask them what they can see.
- Explain to Ss that they are going to listen to the recording. For each group of items, Ss will have to listen carefully and circle the number of items they hear each time.
- Play the recording once and pause after each example to give Ss enough time to circle the correct number of items.
(3) Listen and circle.


E


Say a number.


## Listening transcript

A. one, two, three
B. one, two, three, four, five
C. one, two, three, four
D. one E. one, two

- Play the recording again and ask Ss to check their answers.
- Go round the classroom, making sure Ss have circled the correct number of items.


## A. 3 (nuts)

B. 5 (lollipops)
C. 4 (flowers)
D. 1 (fish)
E. 2 (nests)

## Activity 4 CS S2.3

## d) TPR Activity

- Direct Ss' attention to the photo and ask them to guess what is happening. (The Ss are playing a counting game.)
- Explain to Ss that you are going to call out a number from 1 to 5 and that they will have to jump the corresponding number of steps, e.g. call out 'three'. Ss will have to jump three times.
- Ss take turns calling out the numbers.
- Play the game at least five times and repeat for as long as time permits.

Optional

## PRACTICE

## Number race

- Divide Ss into two teams. Place the pieces of paper with the numbers 1-5 written on them in two separate piles on your desk (one pile for each set of numbers).
- Have one S from each team come to the front of the class and stand facing the board.
- Tell the two Ss that you are going to call out three numbers and they will have to pick the appropriate pieces of paper with those numbers written on them and stick them on the board.
- Call out three numbers (1-5) for Ss to stick on the board.
- The $S$ who finishes first wins one point for his/her team.
- Repeat the procedure until all Ss from each team have had a turn.


## EXPANSION

- Say a number from 1-5 aloud, e.g. five. Ss have to draw in their notebooks 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 R2.1

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A. one-1 $\begin{array}{lll}\text { B. two-2 } & \text { C. three - } 3\end{array}$
D. four-4 E. five-5

Activity 2 CS S2.1, W1.4

## Activity 3

- Ss colour the dotted areas to reveal the numbers. Then they have to circle the numbers.

Numbers revealed: (1) one, (3) three

## Activity 4

- Ss should look for the following differences in the second picture.


1. the number of the domino tiles
2. the colour of the boy's top
3. the expression on the face of the boy on the right

## C Before leaving

- Hold up your hand and use your fingers to show a number from 1 to 5 . Ask Ss to call out the number you indicate.



## Lesson plan

## Warm-up

- Introduce the question How are you? and the response Fine, thanks by modelling the exchange with a S. Ask a S to come to the front and ask him/ her, How are you? Ask the rest of the Ss to repeat after you. Encourage the $S$ to reply Fine, thanks. Have the rest of the Ss repeat after him/her. Then swap roles with your partner and repeat the exchange the other way around.
- Invite more Ss to come to the front of the classroom and model the exchange in the same manner.


## Grammap Reference

- Ask Ss to turn to page 80, Module 1 Let's play. Read the exchange aloud, and explain to Ss that we use this exchange (How are you? Fine, thanks.) to ask and answer about one's well-being.
- Get Ss to repeat.


## Activity 1 CS S1.1, S2.4, R2.1 \% 踦

- Direct Ss' attention to the children in the picture and ask them, Where are they? (They're at Aspire Park.) What are they doing? (They are greeting each other, introducing themselves and asking about their well-being.)
- Read the exchange aloud and get Ss to shadow read.
- Drill the target language with the Ss.
- Divide Ss into pairs and get them to act out the exchange. The number of questions can be reduced according to the level of the $S$.
- Ss swap roles.
- Choose a few pairs of Ss to come to the front of the class and act out the exchange.


## Optional

## PRACTICE

## Phrase clapping

- Have Ss sit in a circle. (If that is not possible, they can remain seated at their desks.)
- Sit among the Ss and start clapping your hands in a strong, steady rhythm. Encourage Ss to clap with you.
- Once you have all settled into the rhythm, say How are you? rhythmically. Clap two more times and invite the Ss sitting to your right (on the right half of the circle) to say the question in the same rhythmic way. Then say, Fine, thanks, and clap rhythmically again. Have the Ss sitting to your left (on the left half of the circle) repeat the phrase and clap along.
- To make the game more fun, you can tell the Ss who ask the question How are you? to say it in a high-pitched voice and the Ss who answer Fine, thanks to say the phrase in a low-pitched voice, while clapping rhythmically.


## EXPANSION

- Ask each S to write the two questions (What is your name? and How are you?) on a piece of paper, cut them out and fold them.
- Divide Ss into pairs. SA holds the two pieces of paper with the questions in his/her hand and SB has to choose one, unfold the paper, read the question aloud and answer accordingly.
- Ss swap roles.


## Workbook

## Activity 1 CS L2.1, S1.1

## Listening transcript

Boy 1: How are you?
Boy 2: Fine, thanks!

## Activity 2 CS L2.1

## Listening transcript

1. Boy 1: Hello!
2. Boy 2: How are you? Boy 1: Fine, thanks!
3. Boy 2: Goodbye! Boy 1: Bye!

4. C 2. B 3. A

## Before leaving

- Divide Ss into pairs, and ask them to make exchanges, asking about each other's name and well-being.


For the next lesson, bring:

- cut-outs of numbers 1-5 in a box


## Language focus

## Aims

- to provide Ss with cross-curricular information on maths
- to revise the numbers 1-5


## Materials

- cut-outs of the five numbers in a box
- flashcards for numbers 1-5


## Revision

- Divide Ss into pairs and get them to act out the dialogue from the previous lesson.


## Lesson plan

## Warm-up

- Revise the numbers 1-5. Stick the flashcards for numbers 1-5 in one column and the numbers 1-5 in written form in another column on the board. Match each number to the corresponding word and say it aloud.
- Divide the class into two teams.
- Choose one $S$ from each team to come to the board. Say a number from 1 to 5, e.g. three. The $S$ who writes the number correctly in numerical form (3) wins a point for his/her team.
- Repeat the procedure with different pairs of Ss for as long as time permits.
- The team with the most points wins.


## Activity 1 CS L3.1, R2.1 을

- Ask Ss to open their books to p.17.
- Draw Ss' attention to the picture and ask Ss what they think they will hear.
- Ask Ss to name and count the items in the basket.
- Explain to Ss that they have to listen to the recording and point to each picture.
- Play the recording and have Ss point to the corresponding picture.
- Have Ss repeat the numbers shown in the bubbles.


## Activity 2 CS S2.1

- Ask Ss to look at the items in the basket.
- Explain to Ss that they have to count each item and write the corresponding number in numerical form.
- Check Ss' answers.


```
1 lollipop 2 mangoes 3 nuts 4 fish 5 lemons
```


## Optional

## Slow reveal

- Tell Ss that they are going to play a game.
- Put a plain sheet of paper in front of the flashcards of the numbers so that Ss cannot identify them.
- Slowly start removing the sheet of paper to reveal the flashcard.
- Have Ss call out what they think it is.
- Repeat for as long as time permits.


## Workbook

## Activity 1 CS S2.1

| 1. mango | 2. flowers | 3. fish | 4. lollipops | 5. nuts |
| :--- | :--- | :--- | :--- | :--- |

## 

- Make sure Ss have traced the numbers correctly.


## Maths 123

1 Look, listen and count. 9 踾 ()

(2) Count and write the number. \#


## C Before leaving

- Take out the box containing the number cut-outs and go up to a S. Call out number from 1 to 5 and encourage him/her to select that particular number from the box. If the S picks up the correct number, he/she can keep it otherwise he/she has to try again.
- Repeat the procedure until all Ss have had the chance to participate.


For the next lesson, bring:

- flashcards for the numbers 1-5
- Blu tack or tape


## Language focus

## Aims

- to revise and consolidate vocabulary and structures presented in previous lessons through a story


## Materials

- flashcards for the numbers 1-5
- Blu tack or tape


## Revision

- Invite a S to come up to the board and stand opposite you, as if you are engaging in a conversation.
- Start a short conversation with the S , using all the vocabulary and structures presented so far in the Module. Say, Hello/Hi. I am (Layla). What is your name? Encourage the $S$ to answer, saying, I am/My name is (Afaf) and proceed by asking, How are you? Once again, encourage the $S$ to answer, saying, Fine, thanks. Swap roles and start the conversation anew.
- Invite more Ss to the board and encourage them to practise the exchange in the same manner.



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## Lesson plan

## Warm-up

- Play the game Number clapping (an alternative version of the game Phrase clapping in the TB, p.29).
- Have Ss sit in a circle. (If that is not possible, they can remain seated at their desks.)
- Sit with the Ss and start clapping in a strong, even rhythm. Encourage Ss to clap with you.
- Once you have all settled into the rhythm, say the numbers 1-5, one by one, rhythmically. Then say, One, one. Clap two more times and invite the $S$ sitting to your right to say, Two, two, clap twice and invite the S next to him/her to continue with the next number in the same way.
- Go on until all of the Ss in the circle have said a number, continuing the rhythm throughout numbers 1-5.
- You can make the game more challenging by having Ss clap and repeat more than one number at a time. For example,
One, two (clap clap) two, three (clap clap) three, four (clap clap) four, five (clap clap)

Activity 1 CS L2.4, R2.1,


## Before reading

- Hold up the Story time Big Book and display the cover page.
- Ask Ss, What do you think the story is about? Elicit Ss' answers.
- Ask Ss if they know the word in the
title and read the title together.
- Point to the first frame and ask Ss to tell you what they think is happening. (Two boys and their fathers meet at the beach for the first time.)
- 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.
- 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 what the characters are doing in Frame 2. (They are introducing themselves to each other.)
- Ask Ss to identify the numbers and point to them in the story (Frame 3: one, Frame 4: two, Frame 5: three, Frame 6: one, two, three, four, five).
- Ask Ss some comprehension questions. Encourage Ss to answer. Frame 2: (pointing to the boys) What are the boys' names? (Omar and Ahmed.) (pointing to the fathers) Who are they? (They are the boys' fathers.) Frame 3: (pointing to the number) What number does the boy make? (One.)
Frame 4: (pointing to the number) What number does the boy make? (Two.)
Frame 5: (pointing to the number) What number does the boy make? (Three.)

Frame 6: (pointing to the numbers) What numbers does the boy say? (One, two, three, four and five.)

## Post reading

## POST-STORY ACTIVITY

Ask Ss:

- Do you make new friends easily?
- What do you do together?
- How important are friends?
-Where can you make new friends?
- Do you think you are a good friend?
- Do you enjoy being with your friends?


## Value

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



## Optional

## Missing numbers

- Stick the number flashcards (1-5) on the board, using some Blu tack or tape.
- Have Ss say the numbers on the flashcards in the order they appear on the board.
- Ask them to close their eyes, while you remove one of the numbers.
- When Ss open their eyes, they have to figure out which number is missing.
- After you have done that a couple of times, start taking out two or three numbers at a time and repeat the procedure.
- Make sure all Ss have had the chance to participate.


## Workbook




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

Activity 2 CS R2.1 ${ }^{\text {Aling }}$

| 1.V | $2 . x$ |
| :--- | :--- |
| $3 . v$ | $4 . x$ |

## Before leaving

- Divide Ss into groups of four (one for each character) and have them act out the story. Tell Ss to swap roles.


## Note

For the next lesson, bring:

- coloured clay (enough for all Ss) or you can tell Ss to bring coloured clay themselves.
- small pieces of paper with each of the Ss' name. Write the Ss' names with dots so that Ss can trace their name.


## 1 Make the letters of your name. ه嚧

## Language focus

## Aims

- to make the letters of each S's name with coloured clay
- to ask and answer questions about each other's name
- to write your name


## Materials

- coloured clay (enough for all Ss)
- pieces of paper with the Ss' names on them (each S's name on a different piece of paper). Write the Ss' names with dots so that Ss can trace their name.
- A4 sheets of paper (one for each S) and glue
- a bag


## Revision

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


2 Trace and write your name.


3 Ask and answer.


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## Lesson plan

## Warm-up

- Write each of the Ss' names on a different piece of paper and give each S a copy of his/her name. Write the Ss' names in dots so that each S can trace his/her name.


## Activity 1 CS L2.3, R3.2 © 驙

- Direct Ss' attention to the picture.
- Ask Ss what letters they see and what the name is.
- Explain to Ss that they are going to make the letters of their name using coloured clay. Model the first two letters of his/her name on the board.
- Make sure each $S$ has got enough coloured clay to form his/her name.
- Ask Ss to stick the letters on the A4 sheets of paper.
- While Ss are doing the activity, go round the classroom and make sure Ss form the letters of their name correctly.


## 

- Draw Ss' attention to activity 2.
- Explain to Ss that they have to trace the words My name is and then write their name.
- Check that Ss have written their name correctly.


## Activity 3 CS S1.1

- Draw Ss' attention to the activity and ask Ss what they see in the picture. (The boy is pointing to his name that he has made out of clay and he is saying his name.)
- Read the sentence aloud and encourage Ss to repeat after you.
- Divide Ss into pairs.
- Explain to Ss that they have to take turns pointing to their name and saying it, as in the example.
- While Ss are doing this, go round the classroom and make sure Ss use the correct language.
- Choose a few Ss to introduce themselves in front of the class using the A4 sheet with their name.


## Optional

## Who is it?

- Write each of the Ss' names on a piece of paper, cut them out and fold them.
- Put all the pieces of paper in a bag.
- Ask a S to come to your desk and choose a piece of paper from the bag. Ask that $S$ to unfold the piece of paper and read the name aloud, e.g Ali.
- Then he/she has to go to that S (Ali) and give him the piece of paper.
- Repeat the same procedure until all Ss have had a turn.
- If a $S$ chooses his/her own name, he/she puts the pieces of paper back in the bag and chooses again.
- If there is more than one $S$ with the same name in the class, the $S$ who has chosen the name can give the piece of paper to a $S$ with the same name.


## Before leaving

- Ask each S to point to another S and say his/her name before he/she leaves the class.


## Note

For the next lesson, bring:

- flashcards/photocopies for numbers 1-5
- Blu tack or tape


## Language focus

## Aims

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


## Materials

- flashcards/photocopies for numbers 1-5 (2 sets of each)
- Blu tack or tape


## Revision

- Ask each S , What is your name? and elicit his/her answer, I am.... / My name is...


## Lesson plan

## Warm-up

- Stick some of the flashcards from previous lessons in the Module on the board (3-4 flashcards each time). Tell Ss to memorise them.
- Ask Ss to close their eyes, while you hide one of the flashcards. When Ss open their eyes, they have to try to remember which one is missing.
- Alternatively, Ss can memorise the order of the flashcards. When they close their eyes, change the order. Ss have to try to remember what order the flashcards were originally in.
- Make sure you use different flashcards each time.
- To make the activity more competitive, you could divide Ss into two teams and have them take turns answering to win points.


## Activity 1 CS L2.1

- Have Ss open their books to p. 21 .
- Read the instructions and make sure Ss understand that they will listen to each sentence/phrase and tick the picture that matches the description.

(1)

(3)


A


B
(4)


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


## Listening transcript:

1. Girl: Hello! I am Nora. What is your
name?
2. Boy: Goodbye.
3. Man 1: How are you? Man 2: Fine, thanks.
4. Woman: Three.


## 

- Draw Ss' attention to the activity and explain to them that they have to read the words, count the apples and match them to the corresponding numbers.
- Check Ss' answers.
$\begin{array}{lllll}\text { a. } 1 & \text { b. } 2 & \text { c. } 3 & \text { d. } 4 & \text { e. } 5\end{array}$

d. four

e. five



## Optional

## Memory game

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


## Workbook

## 

- Go round the class, and make sure Ss have traced the numbers correctly.


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

- Go round the class, and make sure Ss have written their name correctly. Help Ss if necessary.


## 


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

## Now I can

## Activity 1 CS S2.1

- Have Ss point to the numbers 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 2 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.18.
- Explain to Ss that they have to trace each phrase/word and then they have to write it on the lines that follow.
- Point out that the dot indicates where they have to start.
- Ss can write the phrase/word 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 phrase/words correctly.


## Before leaving

- Play the song/poem Hello! on p. 11 in the SB and invite Ss to say the song/poem.


## 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 short, simple one-step instructions (L2.3)
- predict key words by using visuals accompanying a text (L3.1)
- name objects by using words from topic word sets (S2.2)
- communicate very simple one-step instructions (S2.3)
- show interest in singing songs (S5.1)


## Let's play

- respond to short questions (L2.4)
- name objects by using words from topic word sets (S2.2)
- communicate simple one-step instructions (S2.3)


## Our world

- follow and respond to short, simple one-step instructions (L2.3)
- identify the detail of short texts (L2.1)
- respond to short questions (L2.4)
- find out personal information (S1.1)
- name objects by using words from topic word sets (S2.2)
- predict content by making use of pictures (R4.1)
- sight read words and phrases (R2.1)
- copy personal and place names (W1.1)
- use capital letters and write small and capital letters (W2.3, W3.1)
- sight read words and phrases (R2.1)


## Art

- name objects by using words from topic word sets (S2.2)
- recognise and sight read words and phrases (R2.1)
- predict content of what they will read by making use of pictures (R4.1)


## Story

- follow and respond to simple short questions (L2.4)
- recognise and sight read words and phrases (R2.1)
- predict content of what they will read by making use of pictures (R4.1)
- write small letters of regular size and shape (W3.1)


## Project

- follow and respond to short, simple one-step instructions (L2.3)
- name familiar objects by using words from topic sets (S2.2)
- find out personal information (S1.1)


## Revision

- identify the detail of short texts (L2.1)
- identify the main idea of short texts (L1.1)
- name objects by using words from topic word sets (S2.2)
- sight read familiar words and phrases (R2.1)
- write small and capital letters of regular size and shape (W3.1)


## TOP TIME! 1

- can follow and respond to simple short questions (L2.4)
- say numbers 1-20 and count up to 10 objects which are real or in an image (S2.1)
- name objects by using words from topic word sets (S2.2)
- recognise and sight read a few familiar words and phrases (R2.1)
- predict content of what they will read by making use of pictures (R4.1)
- copy personal and place names (W1.1)
- use simple greetings and goodbyes (W1.5)
- use capital letters in familiar person and place names (W2.3)
- write small and capital letters of regular size and shape (W3.1)


## Language focus

## Aims

- to say a song/poem
- to give and follow orders

Vocabulary / Structures
Imperatives: Stand up. Sit down. Clap your hands. Come here.

## Materials

- flashcards for Stand up. Sit down. Clap your hands. Come here.


## Lesson plan

## Warm-up

- Say, Sit down! and sit down on a chair immediately afterwards. Have Ss repeat after you a couple of times. Say it again, this time instructing Ss to perform the action as you say it.
- Introduce Stand up! by miming the appropriate action and have Ss repeat after you. Say it again, this time instructing Ss to perform the action as you say it.
- Choose a S and tell him/her, Come here! Encourage the $S$ to come to your desk.
- Clap your hands a couple of times and say, Clap your hands. Encourage Ss to do so and then ask them to repeat the phrase.
- Alternatively, divide Ss into four groups and hand out a flashcard of the imperatives to each group.
- Ask each group to look at their flashcard carefully and demonstrate what it means by performing the appropriate action.
- Explain that you will call out one of the phrases, for example, Stand up! and that the group with that phrase will have to repeat it while performing the action for the rest of the class to see.
- The rest of the Ss repeat the phrase and do the action. Repeat the procedure for the rest of the phrases.


## 1 Vocabulary CS S2.2

- Have Ss open their books to p.23.
- Point out the imperatives in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the imperatives again in random order and have Ss point and repeat.


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

## Pre-listening

- Direct Ss' attention to the pictures, tell them not to look at the text, and ask them,

The activity is recorded both as a song and as a poem. What can you see in the pictures?

- Give Ss time to discuss the pictures.
- Elicit their response and write it on the board. (Children doing various actions.)
- Ask Ss, What is the text about?
- Ask Ss to listen to the recording of the song/poem and to confirm their predictions. (It's about following instructions.)


## While listening

- Play the song/poem a second time and have Ss first point to the pictures and say the actions that are taking place and then perform the actions that are being mentioned.
- Play the song/poem again and encourage Ss to say it along with the recording.


## CrammapReference

- Ask Ss to turn to page 80, Module 2 Song.
- Read the sentence aloud and ask Ss to repeat after you. Then explain to Ss that we use the imperative to give an order/instruction to someone.
- Ask Ss to make sentences using the imperatives and give orders to their classmates.


## Post listening

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

- Draw Ss' attention to activity 3.
- Explain to Ss that you will call out orders which have been presented in this lesson, e.g. Stand up. Ss have to listen carefully and follow the order.
- Divide Ss into pairs and ask them to take turns giving and following orders from the lesson.
- Go round the classroom and make sure Ss are doing the activity correctly.
- If you have some time, have a few pairs of Ss come to the front of the classroom and present their exchanges.

SONG

Say the
1 new words.


Stand up. Sit down. Clap your hands. Come here.

2 Listen and say. * (4)


## Stand up!

Stand up, stand up And clap your hands.

Sit down, sit down And clap your hands.

Come here, come here And clap your hands.

3 Play a game.


## Optional

## PRACTICE

Play 'I say'

- Tell Ss you are going to play a game. Explain that you will call out orders which have been presented in this lesson, e.g. Stand up! However, you will add the phrase, I say... before the order.
- Ss have to listen carefully, because sometimes the orders will not be preceded by the phrase, I say... In this case, Ss shouldn't follow the order. If they do, they miss a turn.
- Continue in this manner for as long as time permits.


## EXPANSION

- Stick one of the flashcards of the lesson on the board, e.g. Stand up.
- Ss have to write the corresponding phrase in their notebooks.
- Check that Ss have written the correct phrase and repeat with the rest of the flashcards.


## Workbook

Activity 1 CS S2.2

## 1. B 2. A

Activity 2 CS L2.1
Listening transcript

1. Woman: Stand up.
2. Man: Sit down.
3. Woman: Clap your hands.
4. Boy: Come here!
```
1.D 2.A 3.C 4.B
```


## Before leaving

- Give an order to a S, e.g. Sit down! The S follows the order.
- Then this $S$ gives an order to another S . The second S follows the order.
- Repeat the procedure in this manner until all Ss have had a turn.


For the next lesson, bring:

- a blindfold
- a small box
- Blu tack or tape
- Choose a S to come to the front of the class. Ask him/her to give orders to his/her classmates, using the imperatives presented in the previous lesson, e.g. Clap your hands.
- Have different Ss come to the front each time.
- To make the activity more competitive, you can divide Ss into two teams and have them take turns giving orders. Teams get a point for every action they perform correctly.


## Lesson plan

## Warm-up

- Hold up each flashcard (pen, pencil, book, bag, rubber), say the word and ask Ss to repeat.
- Then say, It is a book. It is a pen. It is a rubber.
- Hold a pen, show it to Ss and ask, What is this? Say, It is a pen. Encourage Ss to repeat. Then point to a book on a S's desk and ask, What is that? Encourage Ss to answer, It is a book.
- Repeat the same with other objects and encourage Ss to say when we use this and that. Elicit that we use this for objects that are close to us and that for objects that are far away from us.


## 1 Vocabulary CS S2.2

- Have Ss open their books to p.24.
- Point out the objects 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.
- Ask Ss to locate these items in the classroom using the target language (This/That is...).


##  Before reading

- Draw Ss' attention to activity 2 and ask them to guess what

the children are doing. (They are looking at different classroom objects.)
- Ask Ss who they think the little girl is. (She is Nora's sister.)
- Check Ss' predictions.
- Ask Ss, What classroom objects can you see? (A pen, a rubber, a book and a bag.) What's the name of Nora's sister? (Hasna.)
- Explain to them that Nora is at her house, playing with her little sister. Her sister asks her about various classroom objects and, in the end, she gets into a bag and says the word for it. Nora and her mum laugh.


## While reading

- Play the recording and/or read the text and encourage Ss to shadow read (read along with the recording/you).
- Check Ss' predictions.
- Ask Ss some questions about the story: Where are the girls? (They're at their house.) Who is the woman in the background? (She is their mother.) What is the name of Nora's sister? (Hasna.) What does Nora show Hasna in each frame? (A pen, a rubber and a book.) Why are Nora and her mum laughing? (They're laughing because Hasna got inside a bag.)


## Post reading

- Write the following sentences on the board: It is a pen. It is a rubber. It is a book. It is a bag. Next to the first sentence, stick the flashcard for pen, next to the second sentence, stick the flashcard for bag, etc.
- Choose different Ss to read the sentences and say Yes if the flashcard corresponds to the sentence and No if it doesn't.


## Grammap Reference

- Ask Ss to turn to page 80, Module 2 Top Stars. Read the questions and the answers aloud. Get Ss to repeat.




A


B
(3) (4) 5 8


E
4) Play a game.


- Encourage Ss to remind you when we use this (for objects that are close to us) and that (for objects that are far away from us).
- Point to different items in the classroom and ask Ss , What is this/that? and elicit their answers.


## Activity 3 CS S2.2

- Draw Ss' attention to the pictures and explain to them that they have to match the two halves to form a complete picture of the items.
- Check Ss' answers.
- Then divide Ss into pairs and ask them to say the corresponding sentences.

1. $E$ It is a pen.
2. $D$ It is a pencil.
3. A It is a book.
4. $C$ It is a bag.
5. $B$ It is a rubber.

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

- Direct Ss' attention to the picture and ask them to guess what is happening. (The children are playing a guessing game.) Divide Ss into pairs and call one pair up to the board.
- Instruct SA to put a blindfold over his/her eyes, and ask SB to put some classroom objects in the box. SA chooses one of the items and SB asks him/her, What is this? SA tries to guess the item and says, It is a... Ss then swap roles and repeat the procedure.


## Optional

## PRACTICE

## It is a...

- Stick the flashcards for the classroom objects on the board.
- Divide Ss into two teams. The teams stand in two lines with their backs turned to you and the board, except for the first player from each team, who should be facing you and the board.
- When everybody is ready, point to a flashcard of a classroom object. The players facing you look at the flashcard and whisper the name of the object on the flashcard down the line. The last player on each team has to touch the corresponding flashcard on the board and say, It is a (pencil). If he/she is right, the team gets one point.
- The last player then goes to the front of the line and faces you. Start again. Repeat until all Ss have come to the front of the line. The team with the highest score wins.


## EXPANSION

- Stick all of the flashcards of the objects presented in this lesson on the board (pen, pencil, bag, book, rubber).
- Ask Ss to look at the flashcards and memorise them. Tell them to close their eyes. While they have their eyes closed, change the order of the flashcards.
- Ss have to remember and say the original order.


## Workbook

## Activity 1



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


## 

## 1. A 2.B

## Activity 3 CS W3. 1

1. This is a pencil. 2. This is a bag.

## Activity 4 CS S2.2

- Instruct Ss to locate the objects (a rubber, a pencil, a pen, a book and a bag), colour them and ask and answer questions in pairs, as in the example.


## C Before leaving

- Ss hold up one of their classroom objects and/or point to it and name it, e.g. This is a pencil.


## 2 OUR wORLD

## Language focus

## Aims

- to identify people and classroom objects

Vocabulary
Classroom objects: classroom, desk, chair
People: teacher, Mr, Mrs

## Structures

This is my (bag).
This is a (chair).

## \& Materials

- flashcards for classroom, desk, chair, teacher, Mr, Mrs
- one set of photocopies of flashcards from the previous lesson (rubber, pen, pencil, book, bag) and from this lesson for each S
- Blu tack or tape


## Revision

- Hand out one set of photocopies of the flashcards from the previous lesson (rubber, pen, pencil, book, bag) to each S. Alternatively, you could use real items.
- Explain to Ss that, when you call out a word, they should pick up the corresponding flashcard or item and hold it up in the air.
- Ss who pick up a wrong flashcard or item miss a turn.
- You can divide Ss into two teams to play the game. The teams take turns calling out the items.
- The team with the highest score wins.


## Lesson plan

## Warm-up

- Show Ss the classroom and say, This is a classroom. I am a teacher. Then point to your desk and say, This is my desk. Finally, point to your chair and say, This is my chair.
- Get Ss to repeat the sentences after you.
- Point to different items in the classroom and encourage Ss to say, This is ...


## 1 Vocabulary CS S2.2

- Have Ss open their books to p.26.
- Point out the items and people in the vocabulary section. Play the recording a few times and have Ss point to the items and people and repeat.

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


## 

## Before reading

- Have Ss look at the pictures.
- Ask Ss to tell you what they think the texts are about using the vocabulary introduced. (Two students are talking about their classrooms.)


## While reading

- Play the recording and/or read the text and encourage Ss to shadow read (read along with the recording/you).
- Ask Ss questions about the texts. Where is the first classroom? (In Qatar.) Where is the girl from? (She is from Qatar.) Where is the second classroom? (In the UK.) Where is the boy from? (He is from the UK.) Do you think they like their classrooms? (Yes, they do.) What can you see in the classrooms? (Desks and chairs.) What is the name of the girl's teacher? (Mrs Fatima.) What is the name of the boy's teacher? (Mr Blake.)
- Ask Ss to say the title of the text. (My classroom)
- Choose a few Ss to read the texts aloud.


## Post reading

- Say a few words of the lesson, e.g. classroom and clap your hands for each syllable. Have the Ss clap with you.
(3) Listen and tick ( $\downarrow$ ). ( $\downarrow)$



## Crammar Reference

- Ask Ss to turn to page 80, Module 2 Our world. Read the sentences aloud. Get Ss to repeat.
- Point to different items that belong to you and say, e.g. This is my bag/pen/desk, etc.
- Encourage Ss to revise the structure by making sentences about their belongings.


## Activity 3 CS L2.4

- Direct Ss' attention to the pictures in the activity and ask them to name them.
- Play the recording and ask Ss to listen and tick $(\boldsymbol{V})$ the correct picture.


## Listening transcript

1. Boy 1: What is this? Boy 2: It is a chair.
2. Girl: This is my teacher, Mrs Fatima.
3. Boy: This is my classroom.
4. Girl 1 : What is this? Girl 2: It is a book.

## $\begin{array}{llll}\text { 1. B } & \text { 2.B } & \text { 3.A } & \text { 4.A }\end{array}$

## Activity 4 CS L2.3, S1.1

- Tell Ss that they have to turn to the back of their books, find the appropriate stickers (desk, chair, pencil, book) and stick them in the classroom.
- When Ss have finished, divide them into groups and tell them to take turns pointing to the items in their classroom and presenting them, saying, This is my desk/ chair/pencil/book.
- Choose a few Ss to present their classroom to the class.
- Encourage Ss to use the target language.


## Optional

## PRACTICE Whose is it?

- Hold up a bag and tell each S to place one of his/her items in the bag.
- Go to your desk and choose an item from the bag. The $S$ who owns that item has to come to your desk, say, This is my (pencil), take it and return to his/her seat.
- Continue in the same manner until all Ss have collected their items.


## EXPANSION

- Give one photocopy of the flashcards of the lesson to each S. If you have a large number of Ss , you can give the photocopies to each pair of Ss or to small groups.
- Call out one of the words, e.g. teacher. Ss with the corresponding flashcard should hold it up and say the word aloud. Repeat with the rest of the words.


## Workbook

## 



## Activity 2 CS L2.1 2 \%

Listening transcript

1. Boy: This is my teacher, Mr Blake.
2. Girl: This is a desk.
3. Girl: This is my teacher, Mrs Fatima.
4. Boy: This is a rubber.

\section*{| $-1 . B$ | 2.A | 3.B | 4.B |
| :--- | :--- | :--- | :--- |}

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

- Make sure Ss have traced the phrase and completed the sentence. You can write your name on the board, e.g. Mrs Fatima, and have Ss copy it.


## Before leaving

- Have each S (one at a time) point to classroom objects and say the corresponding sentences, e.g. This is a chair.


For the next lesson, bring:

- plain sheets of A4 paper (one per S)
- Tell Ss to bring coloured pencils/crayons to the next lesson.


## Language focus

## Aims

- to identify classroom objects
- to ask and answer about colours


## Vocabulary

Colours: red, blue, black, white

## Structures

What colour is it? It is (red.)
Is it (a book)?
Yes, it is. / No, it is not.
Is it an (apple)?
Yes, it is. / No, it is not.

## Sf Materials

- flashcards for red, blue, black, white
- plain sheets of A4 paper (one per S)
- coloured pencils/crayons


## Revision

- Point to different classroom objects and ask Ss to say the corresponding sentences, This is a/my...

(2) Point and say.


3 Play a game.


## Lesson plan

## Warm-up

- Hold up each flashcard (red, blue, black and white), say the colour and ask Ss to repeat.
- Point to different objects in the classroom (e.g. point to something blue) and ask, What colour is it? Say, It is blue and have Ss repeat after you a couple of times. Repeat for the rest of the colours.
- You can use coloured pencils to introduce the colours red, blue, black and white. Hold up each pencil, say the corresponding colour a few times and get Ss to repeat after you.
- Hold up a pencil and ask Ss, Is it a pencil? Encourage Ss to answer, Yes, it is. Then ask, Is it a book? Encourage Ss to answer, No, it is not. Repeat with other items.


## 1 Vocabulary CS S2.2

- Have Ss open their books to p.28.
- Point out the colours in the vocabulary section. Play the recording a few times and have Ss point to the colours and repeat.
- Say the words for the colours again in random order and have Ss point and repeat.


## Grammap Reference

- Ask Ss to turn to page 80, Module 2 Let's play. Read the exchanges aloud, and explain to Ss that we use these structures to identify items and their colours.
- Point to different items in the classroom and ask them, What colour is it? Is it a...? and elicit their answers.
- Then say, This is an apple. This is a book.
- Encourage Ss to say when we use the indefinite article a (a+noun beginning with consonant sound) and when we use an (an + noun beginning with vowel sound - a, e, i, o, u).
- Say different items, e.g. pen, apple, etc. and encourage Ss to say, It is a/an + the item, e.g. It is a pen, It is an apple, etc.


## Activity 2 CS S2.3

- Draw Ss' attention to activity 2. Ask Ss to look at the pictures and name the items and the colours they are familiar with.
- Read the speech bubble aloud and get Ss to repeat.
- Divide Ss into pairs or small groups and tell them to take turns to tell each other to point to the object, name it and say what colour it is, as in the example.
- Choose a few Ss and encourage them to say the sentences aloud.


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

- Direct Ss' attention to the speech bubbles and read the exchange aloud. Get Ss to repeat.
- Explain to Ss that they are going to play a game. SA chooses one of the pictures in activity 2 without telling SB. Then SB asks, What colour is it? SA answers accordingly. Then SB asks, Is it a/an...? and tries to guess the item.
- Divide Ss into pairs and instruct them to play the game and note down their points, every time they guess an item correctly.
- Ss take turns.
- The $S$ with the highest score wins.


## Optional

## PRACTICE

Look and remember

- Ask Ss to look at the pictures in the game (activity 2) again and try to memorise the objects and their colours.
- Ask Ss to close their books. Choose a S, call out an object from the ones in the game and encourage the $S$ to try and remember its colour. You say bag and the $S$ has to say yellow or red.
- Make sure all Ss have had the chance to call out the colour of an item correctly.


## EXPANSION

- Hand out a plain sheet of A4 paper to each S and ask him/ her to take out his/her coloured pencils/crayons. Explain to Ss that you are going to describe an object, e.g. It is a book. It is blue. and they will have to draw and colour it on their sheet of paper.
- Go round the classroom, making sure Ss have drawn and coloured the object correctly as described.


## Workbook

## 

- Read the first question, as an example, and have Ss read and choose the correct answer.

1. No, it is not. 2. Yes, it is. 3. It is red. 4. It is black.

## C Before leaving

- Ask each S a question about an object or a colour, e.g. Is it a pen? Is it blue? and elicit their answers.


## Note

For the next lesson, bring:

- green, yellow and orange coloured pencils/crayons
- old magazines / coloured paper of the colours Ss have learnt
- a bag
- seven pieces of paper with the colours red, blue, green, yellow, black, white and orange written on them (each piece of paper should have only one colour written on it, but that colour should be written multiple times)


## Language focus

## Aims

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


## Vocabulary

Colours: green, yellow, orange

## Materials

- flashcards for green, yellow and orange
- green, yellow and orange coloured pencils/crayons
- a bag
- seven pieces of paper with the colours red, blue, green, yellow, black, white and orange written on them (each sheet of paper should have only one colour written on it)


## Revision

- Point to different classroom items and ask Ss, What colour is it? Is it a/an...?
- Elicit Ss' answers.


## Lesson plan

## Warm-up

- Point to different objects in the classroom (e.g. point to something orange) and ask, What colour is it? Say orange and have Ss repeat after you a couple of times. Repeat for the colours green and yellow.
- Alternatively, use coloured pencils to introduce the colours green, yellow and orange. Hold up each pencil, say the corresponding colour a few times and get Ss to repeat after you.


## 1 Vocabulary CS S2.2

- Have Ss open their books to p.29.
- Point out the colours in the vocabulary section. Play the recording a few times and have Ss point to the corresponding colours and repeat.
- Say the words for the colours again in random order and have Ss point and repeat.
- Ask Ss to make some sentences using the colours.


## 

## Before reading

- Direct Ss' attention to the picture and ask them to tell you what they see. (A girl pointing to a rainbow.)
- Ask Ss to identify the colours of the rainbow and, if possible, name them aloud.


## 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 colours in the rainbow as you read aloud.
- Ask Ss , What are the colours of the rainbow? and encourage them to answer accordingly (red, orange, yellow, green and blue).


## Post reading

- Say a few words of the lesson, e.g. rainbow and clap your hands for each syllable. Have the Ss clap with you.
- Have a brief discussion about rainbows and ask Ss whether they have ever seen one.
- Choose a few Ss to read the text aloud.


## Background note

Rainbows appear in the sky when water reflects sunlight through millions of droplets. The colours of the rainbow in order are: red, orange, yellow, green, blue, indigo and violet.

Say the
new words. 4)



orange

The rainbow


## Optional

## Play Bingo!

- Ask Ss to draw a $2 \times 2$ grid in their notebooks and colour each box a different colour they are familiar with (blue, red, green, black, white, yellow, orange).
- Write the names for the above colours on different pieces of paper, fold each one and put them in a bag.
- When all Ss are ready, pick a piece of paper and read the colour written on it aloud.
- Ss who have coloured one of their boxes that colour should cross it out.
- The first S to get all his/her colours called out and shout Bingo! wins.


## Workbook

## Activity 1 CS R2.1

## 1. $C \quad$ 2. $A \quad$ 3. $B$

Activity 2 CS S2.2

1. This is an egg. It is white.
2. This is an apple. It is red.
3. This is a bag. It is yellow.
4. This is a pen. It is green.
5. This is a pencil. It is orange.

## C Before leaving

- Hold up a flashcard for a colour, e.g. orange and say, It is blue. Ss have to identify the mistake, fold their arms and stay silent. They will then have to say the correct word for the colour. Whenever you say the correct word for the flashcard you are holding, Ss will cheer for the colour.
- Repeat for as long as time permits.



## Language focus

## Aims

- to revise and consolidate vocabulary and structures presented in previous lessons through a story


## Materials

- flashcards from the previous lesson for black, white and orange
- coloured photocopies of flashcards of the colours presented in this Module (blue, red, green, yellow, black, white and orange)
- Blu tack or tape


## Revision

- Revise the colours black, white and orange, using the flashcards from the previous lesson.
- Point to different classroom objects and ask Ss, What colour is it? Encourage Ss to answer in chorus first, then individually.
- Point to an object and ask a S, What colour is it? After he/she has answered, invite him/her to ask another $S$ the same question, while pointing to a different object.
- Continue in the same way until all Ss have had a chance to ask and answer.


## Lesson plan

## Warm-up

- Point to different objects Ss are familiar with (pen, pencil, book, bag, desk, chair, rubber) and ask Ss, What is this/that? Elicit Ss' answers.
- Say, Stand up! Then Sit down! And then Clap your hands! Encourage Ss to follow the instructions accordingly.

Activity 1 CS L2.4, R2.1, R4.1
○䀵

## 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 tell you what they can see and what they think is happening. (An imaginary teacher in the shape of a rubber is teaching an imaginary class with classroom objects instead of students.)
- Cover the second page (p.31), ask Ss to look at the first three frames of the story on p. 30 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 to find and identify the most prominent colours in the story (blue, red, orange, green, white).
- Ask Ss to identify the classroom objects they are familiar with and point to them in the story (pen, pencil, desk, chair).
- Ask Ss some comprehension questions. Encourage Ss to answer. Frame 1: (pointing to the classsroom objects) Who are the main characters? (Two paint tubes, the colours orange and green, a pen and a pencil.)
Frame 2: Where are the characters? (At school.) What does the teacher look like? (He looks like a rubber.)



What does the teacher tell the students to do? (To come in the classroom.)
Frame 3: (pointing to the board) What classroom objects are on the board? (A pen, a pencil and a book.)
Frame 4: (pointing to the students)
What are they doing? (They're playing.)
Frame 5: (pointing to the orange and the green paint tube) What happened? (The paint tubes fell to the ground.) What happened to the pen and the pencil? (They got colours splashed on them by accident.)
Frame 6: (pointing to the pencil and the pen) What colour are the pencil and the pen now? (They are orange and green, respectively.)

## Post reading

## POST-STORY ACTIVITY

Ask Ss:

- What things do you learn at school?
- Do you play games at school? What are they?
- Is school fun?
- Are friends important at school?

Value

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


## Optional

## Colourful hops

- Use tape to stick the photocopies of the flashcards (blue, black, white, red, green, yellow and orange) on the floor in a circular pattern. Make sure there is enough space between the photocopies so that Ss can hop from one to the other.
- Explain to Ss that they are going to play a game. Invite a S to go first, asking him/her to step on one of the colours you have called out, e.g. yellow. As soon as the S steps on the yellow photocopy, give him/her a direct order, e.g. Sit down! The S has to follow the order correctly. If he/she does so, he/she can move to the next colour. If not, he/she misses a turn
- Play the game for as long as time permits.


## Workbook

Activity 1 CS R2. 1 ATIT

| 1.B | 2.C | 3.D | 4.A |
| :--- | :--- | :--- | :--- |



- $1 . \times 2 . V \quad 3 . \times 4.2$


## C Before leaving

- Divide Ss into groups of five (one for each character) and have them act out the story. Tell Ss to swap roles.

- flashcards for red, blue, green, yellow, black, white and orange
- coloured pencils/crayons


## Language focus

## Aims

- to revise the colours


## Materials

- flashcards for red, blue, green, yellow, black, white and orange
- coloured pencils/crayons


## Revision

- Ask Ss if they remember the title of the story from the previous lesson (Colours). Ask them to tell you what else they remember about the story.
- Ask Ss to say what happened in the story.
(1) Trace and colour in the pencils. 읍

(2) Trace and copy. 드ㅁㅛㅛ

| red orange yellow green |
| :---: |
| blue black white |

This is my pencil


3 Present your pencils to your group.


32

## Lesson plan

## Warm-up

- Revise the colours Ss are familiar with by sticking the flashcards for red, blue, green, yellow, black, white and orange on the board, point to each one and say it aloud.
- Get Ss to repeat a few times after you.


## 

- Draw Ss' attention to the picture.
- Tell Ss that they have to read the words and colour in the pencils using the corresponding colours.
- Go round the classroom and make sure Ss are using the correct colours.


## Activity 2 CS W3.1 离雷

- Draw Ss' attention to activity 2.
- Explain to Ss that they have to trace the words. Then they have to choose one pencil and complete the second sentence using the corresponding colour word in the box.
- Check that Ss have written the word correctly.


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

- Draw Ss' attention to the activity and ask Ss what they see in the picture. (A student is presenting his pencils.)
- Read the text and have Ss point and repeat after you.
- Divide Ss into groups and explain to them that they have to present their project to their group, as in the example. Ss use their written prompt to talk about their project.
- Have random Ss come to the front of the classroom and present their projects.


## Optional

## Yes or No

- Divide Ss into pairs.
- SA points to an item and says a colour. If the item is the colour SA says, SB has to say Yes. If the item isn't the colour SA says, SB has to say No.
- Ss take turns.
- While Ss are doing this, go round the classroom and make sure Ss are doing the activity correctly.


## Before leaving

- Explain to them that you are going to hold up various classroom objects. While you are pointing to each object they have to say that object's colour. For example, hold up a yellow pencil and point to it. The $S$ has to say, It is yellow.


## Note

For the next lesson, bring:

- flashcards/photocopies for Stand up, Sit down, Clap your hands, Come here, pen, pencil, book, bag, rubber, classroom, teacher, desk, chair, Mr, Mrs, black, white, red, blue, yellow, green and orange (2 sets of each)
- Blu tack or tape


## Language focus

## Aims

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


## Materials

- flashcards/photocopies for Stand up, Sit down, Clap your hands, Come here, pen, pencil, book, bag, rubber, classroom, teacher, desk, chair, Mr, Mrs, red, blue, yellow, green, orange, black, white (2 sets of each)
- Blu tack or tape


## Revision

- Have a few Ss present their projects to the class.


## 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, while you hide one of the flashcards. When Ss open their eyes, they have to try to remember which one is missing.
- Alternatively, Ss can memorise the order of the flashcards. When they close their eyes, change the order. Ss have to try to remember what order the flashcards were originally in.
- Make sure you use different flashcards each time.
- To make the activity more competitive, you could divide Ss into two teams and have them take turns answering to win points.


## Activity 1 CS S2.2

- Have Ss open their books to p.33.
- Divide Ss into pairs and explain to them that they have to take turns and ask and answer questions about the objects and their colour, as in the example. Point out to Ss that when the hand is close to the object, e.g. yellow rubber, they have to use this while when the hand is far from the object, e.g. black pen, they have to use that.

1 Look, ask and answer.


33

## Activity 2 CS L1.1 * *

- Ask Ss to listen to the recording and circle what it is about. Read the two options to Ss.
- Play the recording twice and check Ss' answers.


## Listening transcript

Girl: This is my desk and this is my chair. That is my teacher, Mrs Fatima.

## A

## Activity 3 CS R2.1 $\sqrt{\sqrt{A} \sqrt{B}}$

- Ask Ss to read the sentences and match them to the correct pictures.
- Check Ss' answers.

$\begin{array}{lllll}\text { 1.B } & \text { 2.D } & \text { 3.A } & \text { 4.C } & \text { 5.E }\end{array}$
(2) What is the recording about? Listen and circle A or B. * 4 )
A. My classroom
B. Colours
(3) Read and match.


5. What colour is it?

It is green.
E


## Optional

## Memory game

- Use Blu tack or tape to stick one set of the flashcards face down on the board so that Ss can't see them.
- Put a second set in a pile on your desk.
- Divide Ss into two teams. Explain to Ss that one member from each team will come up to your desk at a time and pick a flashcard.
- Then, he/she will choose one of the flashcards stuck onto the board by turning it over (without taking it off the board) to see if it's the same as the flashcard he/she is holding.
- If it's the same, then he/she has to say what the flashcard depicts and remove the flashcard from the board as well as its pair from the game.
- If the flashcard is different from the one he/she is holding, the S has to show the flashcard that is stuck on the board to his/her fellow Ss and return the other flashcard to the bottom of the pile on the desk.
- Every matching pair of flashcards gets a point for the teams. The team with the highest score when all the flashcards have been removed from the board wins the game.


## Workbook

## Activity 1 CS W3.1

- Go round the classroom, and make sure Ss have traced the words/


## sentences correctly.

## Activity 2 CS L2.1 مٌ

## Listening transcript

1. Boy: This is my teacher, Mr Black.
2. Girl: This is a desk.
3. Girl: This is my teacher, Mrs Brown.
4. Boy: This is a rubber.


## $\begin{array}{llll}\text { 1. } B & \text { 2. } A & \text { 3. } B & \text { 4. } B\end{array}$

## Now I can

## Activities 1, 2, 3 \& 4 CS S2. 2

- Have Ss point to the pictures and encourage them to say the words/ phrases aloud.
- Have Ss tick the circles as they say each word/phrase.
- 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.


## 

- Ask Ss to turn to p. 30 .
- Explain to Ss that they have to trace each word and then they have to write it on the lines that follow.
- Point out that the dot indicates where they have to start.
- Ss can write the word 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 words/phrases correctly.


## Before leaving

- Play the song/poem Stand up! on p. 23 in the SB and invite Ss to say the song/poem and perform the actions.


## 专 Note

For the next lesson, bring:

- flashcards for the numbers 1-5
- a small flag of Qatar
- plain sheets of A4 paper (one per S)
- coloured pencils/crayons
- Blu tack or tape


## TOP TIME！

## Modules 1－2

## Language focus

## Aims

－to revise and consolidate structures and vocabulary presented in the two previous modules
Vocabulary
Noun：flag
Colour：maroon

## \＆Materials

－flashcards for flag，maroon
－flashcards for the numbers 1－5
－a small flag of Qatar
－plain sheets of A4 paper（one sheet per S）
－coloured pencils／crayons
－Blu tack or tape

## Lesson plan

## Warm－up

－Show Ss the flag of Qatar you have brought to class and say，This is a flag． Then，draw Ss＇attention to the maroon part of the flag and say，It is maroon．
－Have Ss repeat the sentences a few times after you．
－Alternatively，use the corresponding flashcards，say the words and get Ss to repeat．

## 1 Vocabulary CS S2．2

－Have Ss open their books to page 35.
－Point out the words in the vocabulary section．Play the recording a few times and have Ss point to the pictures and repeat．

## Activity 2 CS L2．4，R2．1，R4．1 畝雷 م

## Before reading

－Have Ss look at the pictures and ask them to guess what the texts are going to be about．（Two children describing the flags of their countries．）
－Write Ss＇predictions on the board．

## While reading

－Ask Ss to name the countries that the flags belong to（first flag－Qatar，second flag－ Oman）．

Say the
1 new words．（1）

flag

（2）Look and read．醕


Hi！This is my flag．
It is white and maroon．


Hello！This is my flag．
It is red，green and white．

Read activity 2 and put $V$ or $X$ ．


1．Ali is from Qatar．
2．His flag is white，maroon and red．

－Ask Ss to look at the two flags and say their colours（Qatar：white and maroon，Oman：red，green and white）．
－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．What is the boy＇s name in the first picture？（Ali．）Where is Ali from？（He is from Qatar．）What colour is the flag of his country？（It is white and maroon．）What is the boy＇s name in the second picture？（Jassim．）Where is Jassim from？（He is from Oman．）What colour is the flag of his country？（It is red，green and white．）
－Choose a few Ss to read the texts aloud．

## Post reading

## Activity 3

－Direct Ss＇attention to the pictures in the activity．
－Explain to Ss that they have to read activity 2 again and put a $\checkmark$ next to each sentence if it is correct or an X if it is incorrect．
－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．


[^0](4) These are Ali's classroom objects. What are they? Look and say. ©

(5)

This is Jassim's classroom. How many pencils can you see? Find and colour. $\#$


Trace and write. 哔
जबा पm

Muteronem
ardoye
36

## Activity 4 CS S2.2

- Direct Ss' attention to the picture and explain to them what it depicts. (Ali's classroom objects.)
- Explain to Ss that they have to look at the picture carefully and name the objects.
- Hold up your book and point to each of the objects, asking, What is this? Have Ss answer, e.g. It is a pencil.

8
It is a rubber.
It is a pencil.
It is a book.
It is a pen.

## Activity 5 CS S2.1

- Ask Ss to take out the coloured pencils/crayons they have brought.
- Have Ss look at the picture and ask them what they can see. (Jassim's classroom and some pencils.)
- Tell Ss that they have to find all the pencils which are hidden in the picture and colour them.
- Have Ss count the pencils and colour them.

8
5 pencils (one in the vase on the left, one in the rubbish bin next to the desk, one in front of the whiteboard, one in the bag and one behind the apple on the desk)

## Activity 6

CS W1.1, W1.5, W2.3, W3.1

- Direct Ss' attention to the sentences in the activity.
- Explain to Ss that they have to trace the sentences and complete them by writing their names and their teacher's name.
- Go round the classroom and make sure Ss have traced and completed the sentences correctly.


## Optional

## Draw and colour!

- Hand out a plain A4 sheet of paper to each $S$ and ask him/her to take out his/ her coloured pencils/crayons. Explain to Ss that you are going to describe an object, e.g. It is a pen. It is red. and they will have to draw and colour it on their sheet of paper.
- Go round the classroom, making sure Ss have drawn and coloured the correct object as described by you.


## Before leaving

- Explain to Ss that you are going to say some sentences about the two boys in activity 2, e.g. He is from Qatar. They have to say the correct name, e.g. Ali.
- Use sentences like, His flag is white and maroon. or He is from Oman. etc.

Numbers

## 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 key words they will hear by using visuals accompanying a text (L3.1)
- communicate or find out basic personal information (S1.1)
- say numbers 1-20 and count up to 10 objects which are real or in an image (\$2.1)
- name an increasing range of very familiar objects by using words from topic word sets (S2.2)
- participate in singing songs (S5.1)
- copy recognisable small and capital letters and numbers up to 20 accurately (W1.4)


## Top Stars

- follow and identify the detail of short texts (L2.1)
- follow and respond to simple short questions (L2.4)
- communicate or find out basic personal information and exchange simple greetings, goodbyes, pleases and thank yous (S1.1, S2.4)
- name an increasing range of very familiar objects by using words from topic word sets (S2.2)
- recognise and sight read words and phrases (R2.1)
- predict content of what they will read by making use of pictures (R4.1)
- copy recognisable small and capital letters and numbers up to 20 accurately (W1.4)
- write small and capital letters of regular size and shape (W3.1)


## Comic

- follow and identify the detail of short texts (L2.1)
- name an increasing range of very familiar objects by using words from topic word sets (S2.2)


## Let's play

- recognise and sight read words and phrases (R2.1)
- follow and respond to simple short questions (L2.4)
- predict content of what they will read by making use of pictures (R4.1)
- name an increasing range of very familiar objects by using words from topic word sets (S2.2)
- recognise and sight read words and phrases (R2.1)
- write small and capital letters of regular size and shape (W3.1)


## Maths

- follow and respond to short simple one-step instructions (L2.3)
- say numbers 1-20 and count up to 10 objects which are real or in an image (S2.1)
- name objects by using words from topic word sets (S2.2)
- copy recognisable small and capital letters and numbers up to 20 accurately (W1.4)


## Story

- follow and respond to simple short questions (L2.4)
- recognise and sight read words and phrases (R2.1)
- predict content of what they will read by making use of pictures (R4.1)


## Project

- follow and respond to short simple one-step instructions (L2.3)
- say the numbers 1-10 and count up to ten objects (S2.1)
- copy, with support, numbers up to 10


## Revision

- 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)
- say numbers 1-20 and count up to 10 objects which are real or in an image (S2.1)
- name objects by using words from topic word sets (S2.2)
- sight read familiar words and phrases (R2.1)
- copy recognisable small and capital letters and numbers up to 20 accurately (W1.4)
- write small and capital letters of regular size and shape (W3.1)


## Language focus

## Aims

- to say a song/poem
- to identify the numbers 6-10
- to ask about one's age


## Vocabulary

Numbers: (6) six, (7) seven, (8) eight,
(9) nine, (10) ten

## Structures

How old are you?
I am (five).
You are (six).

## Materials

- flashcards for the numbers 6-10
- flashcards for the numbers 1-5 (Module 1)
- one/two set(s) of photocopies of all the number flashcards (1-10)
- stopwatch (optional)
- Blu tack or tape


## Lesson plan

## Warm-up

- Stick the flashcards for the numbers 1-5 on the board and ask Ss to say them aloud.
- Stick the flashcards for the numbers 6-10 on the board and say them aloud. Have Ss repeat after you a few times in chorus.
- Go up to a S and ask him/her, How old are you? Use your fingers to indicate the number (age). Encourage him/her to answer saying, e.g. I am seven.
Then say, You are seven, and encourage Ss to repeat after you. Repeat with more Ss.
- Alternatively, divide Ss into pairs and have them ask and answer about each other's age in a similar manner.


## 1 Vocabulary CS S2.2

- Have Ss open their books to p. 37.
- Point out the numbers (6-10) in the vocabulary section. Play the recording a few times and have Ss point to the corresponding numbers and repeat.
- Say the numbers again in random order and have Ss point and repeat.


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

## Pre-listening

- Direct Ss' attention to the pictures, tell them not to look at

The activity is recorded both as a song and as a poem. the text, and ask them, What can you see in the pictures? What numbers do you think you will hear in the song/poem?

- Give Ss time to discuss the pictures.
- Elicit their response and write it on the board (two boys and happy numbers in the background).
- 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 numbers 1-10).


## While listening

- Play the song/poem a second time and ask Ss, How old is Ken? (Ten.)
- Play the song/poem again and encourage Ss to say the song/poem along with the recording.


## Grammar Reference

- Ask Ss to turn to page 80, Module 3 Song.
- Read the question and the answers aloud. Get Ss to repeat.
- Tell Ss that we use this question to ask about someone's age. Additionally, tell them that we use I am when we refer to ourselves and you are when we refer to another person.


## Post listening

## Activity 3 CS S1.1

- Direct Ss' attention to the boys in the activity and read the bubbles aloud.
- Explain to Ss that, in pairs, they have to ask and answer about each other's age, as in the example.
- Have a few pairs of Ss come to the front of the classroom and practise the exchange aloud.


## SONG

3


## Optional

## PRACTICE

## Number footprints

- Stick the photocopies of the ten numbers like footprints on the floor facing one direction, as if someone has walked through the room and left a trail.
- Explain to Ss that they will have to hop or jump along the trail in turns, while counting each step aloud. If they miss a footprint or if their footsteps go over the edge, they have to go back and start again.
- You can make this game more competitive by either timing the Ss using a stopwatch or by laying out two trails of number footprints for two Ss to compete at the same time.


## EXPANSION

- Say a number from 1-10 aloud, e.g. six. Ss have to draw in their notebooks 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

2. 10 balloons
3.8 balloons
3. 7 balloons
4. 9 balloons

## 

- Make sure Ss have traced the numbers correctly.


## CBefore leaving

- Play the song/poem Hello, numbers! on p. 37 in the SB.
- Invite Ss to say the song/poem along with the recording while holding up their hands and counting with their fingers.


## 重 Note

For the next lesson bring:

- plain A4 sheets of paper and envelopes for all Ss
- Ask Ss to bring coloured markers/ pencils.


## 3 TOP STARS



## Activity 2 CS L2．4，R2．1，R4．1 㽬 Before reading

－Have Ss look at the presentation and point to the new words／phrases that they know as you say them（friend， rabbit，happy，sad，This is for you．）．
－Ask Ss to tell you what they think is happening．Ask Ss Why is Hassan happy？（Salem is visiting Hassan with his mum．He has got a present for him．Hassan opens Salem＇s present and is delighted to meet his new friend，a rabbit named Ron．Salem asks Hassan if he＇s happy and he says he is．）
－Check Ss＇predictions．
－Direct Ss＇attention to the frames of the story and ask them to find and point out the words from the vocabulary section that they see in the frames．（Frame 2： friend，Frame 3：rabbit，Frame 4：happy）

## 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 are Salem and his mum going？（They are going to Hassan＇s house．） What is Salem＇s present to Hassan？（It is a rabbit．）What is the name of the rabbit？（It is Ron．）Is Hassan happy？ （Yes．）
－Divide Ss into pairs and get them to act out the dialogue．

## Post reading

## Activity 3 CS L2．1，W1．4 窓会葍

－Explain to Ss that they are going to listen to the recording and they have to point to each picture．They will then have to write the numbers in each picture， indicating the correct order．



Act out.


- Check Ss' answers.


## Listening transcript

1. Boy 1: Hello, Hassan.

Boy 2: Hello, Ali.
2. Boy 1: This is for you.

Boy 2: Thanks!
3. Boy 2: It is a book. Wow!

## $\begin{array}{lll}\text { A. } 3 & \text { B. } 1 & \text { C. } 2\end{array}$

## Gramman Reference

- Ask Ss to turn to page 80, Module 3 Top Stars.
- Read the question and the answers aloud. Get Ss to repeat.
- Ask different Ss questions about their age and how they feel, e.g. Are you (happy, sad, ten, seven, etc.)? Elicit Ss' answers, Yes, I am./No, I am not.


## Activity 4 CS S1.1, S2. 4

- Direct Ss' attention to the picture and ask them to guess what is happening. (One girl is giving the other an envelope as a present and she's asking her if she's happy.)
- Divide Ss into pairs.
- Hand out plain A4 sheets of paper and envelopes to each pair of Ss and ask them to draw a 'present' for their partner without them seeing what it is.
- Instruct each S to place his/her drawing in the envelope.
- Read the dialogue aloud and get Ss to repeat.
- Act out a model exchange with a S.
- Encourage Ss to do the same in pairs. SA greets SB and offers him/her the present he/she has prepared. SB thanks SA. SA asks SB about his/her feelings and SB answers accordingly. Encourage Ss to act out the exchange in a similar manner to the one in the activity.
- Call up more pairs of Ss to the board and ask them to act out the exchange in a similar manner.


## Optional

## PRACTICE

## Guess the present

- Pick four Ss to come up to the front of the classroom and ask them to whisper their favourite toys to you.
- Say the toys aloud and ask the rest of the Ss to draw the four toys their classmates have mentioned on separate A4 sheets of paper. Then ask them to guess to whom each of the toys would go.
- Ask each S to go up to each of the four Ss holding his/her present and offer it to him/her. Encourage the $S$ to greet him/her and then use the sentence This is for you to give each present to each of the four classmates at the front of the class, according to what they have guessed would be their preference. If the present does not match the $S$ at the front, the $S$ who has offered it to him/her has to guess again and offer the present to the correct S .
- Repeat for as long as time permits, making sure all Ss have had the chance to go up and play.


## EXPANSION

- Write some lines from the dialogue in activity 2 on the board, e.g. ... is for you! Thank you, my..., And your ... is Ron! and ask Ss to guess the missing words and say them aloud.


## Workbook

## Activity 1 CS W3. 1 교in

- Make sure Ss have traced the words correctly.


## Activity 2 CS R2.1 $\sqrt{\text { AATB }}$



| 1.B | 2.D | 3.A | 4.C |
| :--- | :--- | :--- | :--- |

Activity 3 CS R2.1 ${ }^{\left[\frac{A}{C}\right]}$

## 1.B 2.C 3.A

Activity 4 CS S2.2

- Divide Ss into pairs. Ss mime being happy or sad and they ask and answer questions as in the example.


## Before leaving

- Ask each S to pretend to be happy or sad. The rest of the class asks him/her questions, Are you happy/sad? and the S answers accordingly.


For the next lesson, bring:

- old newspapers/magazines
- a few pairs of safety scissors
- glue


## 3 сOMIC

## Language focus

## Aims

- to talk about physical appearance

Vocabulary
Adjectives: tall, short, big, small
Structures
He is (tall). She is (short).

## Sf Materials

- flashcards for tall, short, big, small
- old newspapers/magazines
- a few pairs of safety scissors
- glue


## Revision

- Go up to a S and pretend you are offering him/her a present. Say, This is for you and wait for him/her to thank you. Explain to the $S$ that he/she will then have to pass the imaginary present to the $S$ sitting next to him/her and repeat the exchange.
- Ss pass the imaginary present around the classroom until all of them have had the chance to talk at least once.


## Lesson plan

## Warm-up

- Hold up each flashcard (tall, short, big, small), say the word and ask Ss to repeat.
- Draw a boy and a girl on the board. Point to the boy and say He a couple of times. Encourage Ss to repeat after you and explain to them that we use He to talk about males. Repeat for the girl, this time stressing the pronoun She.
- Draw a tall male stick figure and a short female one (or vice versa) side by side on the board. Pretend you're measuring the tall figure and say, He is tall. Have Ss repeat after you a couple of times. Point to the short figure and say, She is short. Ask Ss to repeat in chorus. Repeat the procedure with the words big and small.
- Encourage Ss to come to the front of the classroom and draw their own tall or short figures and big or small items on the board.


## 1 Vocabulary CS S2.2

- Have Ss open their books to p. 40 .
- Point out the adjectives in the vocabulary section. Play the recording a few times and have Ss point to the adjectives and repeat.
- Say the adjectives again in random order and have Ss point and repeat.


## Activity 2 CS R2.1, R4.1 面 : <br> Before reading

- Have Ss look at the presentation. Read the title a couple of

times and ask Ss to repeat after you.
- Ask Ss to tell you what they think is happening in the story. (A boy and a girl with their mum are in a toy shop. The children look at themselves in funny mirrors and they describe themselves. The boy sees a small balloon and when he presses the button it grows big.)
- 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. Where are the children? (In a toy shop.) What does the boy look like in the mirror (He is short.) What does the girl look like in the mirror? (She is tall.) Is the balloon big in picture 2? (No, it is not.) Is the balloon big in picture 3? (Yes, it is.)
- Ask two Ss to come to the front of the classroom and act out the story.


## Post reading

- Draw a tall and a short boy and a tall and a short girl on the board. Point to different drawings on the board and ask Ss to say the corresponding sentences, He/She is tall/ short.
Grammar Reference
- Ask Ss to turn to page 80, Module 3 Comic.
- Read the sentences aloud. Get Ss to repeat.


## Activity 3 CS L2.1

- Direct Ss' attention to the animals and objects in the activity and ask them to guess the adjectives that would describe them best (tall or short and big or small).
- Play the recording and ask Ss to tick $(\boldsymbol{V})$ the correct picture.


Listen and tick ( $\checkmark$ ). 音 4 )
(1)



Play a game. Look and say, e.g. He is tall. He is tall. He is tall. He is short.


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- Play the recording again and ask Ss to check their answers.


## Listening transcript

1. Man: It is short.
2. Man: It is small.

## Activity 4 CS S2.2

- Draw Ss' attention to the pictures and explain to them that they have to look at the boys and girls and describe them one by one, using the structures presented in this lesson, e.g. He is tall. He is tall. He is tall. He is short.
- Ask three Ss to talk about the pictures 1, 2 and 3, respectively. Invite more Ss to talk about the pictures and describe the children aloud.
- Make sure all Ss have described the children in the pictures correctly

1. He is tall. He is tall. He is tall. He is short.
2. She is short. She is short. She is short. She is tall. 3. He is short. He is short. He is tall. He is short.

## Optional

## PRACTICE

## Photo collection

- Divide Ss into groups of four and hand out the old newspapers/magazines you have brought with you to class.
- Instruct them to go through the pages and find photos of people who are tall, short, happy or sad.
- Hand out a pair of scissors to each group of Ss and ask them to cut out the photos.
- Ask each group of Ss to make four separate piles of the photos they have cut out, one for each adjective (tall, short, happy and sad).
- Hand out sheets of A4 paper and ask Ss to glue the pictures according to each category, using glue.
- Groups take turns coming to the front of the classroom, showing their photos and describing them.
- Make sure all groups of Ss have had the chance to come to the board.
- To make the game more competitive, you can keep score of how many photos per adjective each group has collected. The group with the highest score wins.


## EXPANSION

- Write an adjective on the board and ask Ss to draw a corresponding picture.


## Workbook

## 

- Make sure Ss have traced the words correctly.


## 


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

## Activity 3 CS L2. 1

## Listening transcript

Man:

1. She is tall.
2. It is small.

## 1. A 2.B

## 

- Make sure Ss have traced the sentences correctly.


## Before leaving

- Ask each S to point to one of the photos they have glued on their piece of paper (Optional Activity) and make a sentence describing the person on it, e.g. He is short.



## Language focus

## Aims

- to revise the numbers 1-10
- to ask and answer questions about how someone feels


## Vocabulary

Adjectives: hungry, thirsty
Nouns: boy, girl

## Structures

Is he (hungry)?
Yes, he is./No, he is not.
Is she (thirsty)?
Yes, she is./No, she is not.

## Materials

- flashcards for hungry, thirsty, boy, girl
- photocopies for the adjectives happy, sad, hungry, thirsty (one for each S)
- an old newspaper/magazine


## Revision

- Use Ss' collages (Optional Activity) from the previous lesson to ask Ss to describe one of the people in the pictures, saying, e.g. She is (tall).
- Alternatively, you can take out the newspaper/magazine you have brought with you to class and look for similar pictures to practise with.

(2) Choose and play. © 路



## Lesson plan

## Warm-up

- Rub your stomach, pretend to be hungry and say, I am hungry. Then pretend to be thirsty and say, I am thirsty. Encourage Ss to guess the meaning of the two adjectives and get them to repeat the words.
- Draw a boy on the board and say, boy. Then draw a girl and say, girl. Get Ss to repeat the words.
- Alternatively, use the corresponding flashcards to introduce the new vocabulary. Hold up each flashcard, say the word and get Ss to repeat.


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


## Cwammar Reference

- Ask Ss to turn to page 80, Module 3 Let's play.
- Read the questions and the answers aloud. Get Ss to repeat.
- Choose different Ss and ask them to pretend they are happy/sad/ hungry/thirsty. Then ask the rest of the class, Is he/she...? and elicit their answers.


## 

- Direct Ss' attention to the pictures and ask them to call out the numbers they see next to each child.
- Ask them to look carefully at each picture and describe each child with the adjectives they are familiar with (happy, sad, hungry, thirsty, tall or short).
- Draw Ss' attention to the children and read the bubbles aloud.
- Choose two Ss to read the dialogue aloud.
- Explain to Ss that they are going to play a guessing game.
- Divide Ss into pairs. SA chooses one of the children without telling SB. SB asks questions in order to guess the person. Point out that first he/she has to ask if it's a boy or a girl and then ask questions using the adjectives they have learnt.
- Ss take turns.
- Point out to Ss that they can use more exchanges in order to find out the child that their partner has chosen.

1. Boy: tall, happy
2. Girl: hungry, tall
3. Girl: tall, happy
4. Girl: short, happy
5. Boy: tall, sad
6. Boy: short, happy
7. Boy: thirsty, short
8. Girl: tall, sad

## Optional

## PRACTICE

Silence

- Divide Ss into groups of four.
- Hand out a photocopy of an adjective flashcard (happy, sad, hungry, thirsty) to each S in the group.
- Explain to Ss that you are going to say the four adjectives in a particular order, e.g. happy, sad, hungry, thirsty. Ss have to silently group themselves in that order, according to the word depicted on their photocopy.
- The group to finish first wins.
- Repeat the same procedure, each time saying the words in a different order.


## EXPANSION

- Start writing an adjective on the board, one letter at a time. Ss have to call out the word when they find it.


## Workbook

Activity 1 CS L2.4 $\Phi$
Listening transcript

1. Man: Is he tall?

Boy: Yes, he is.
2. Woman: Is she sad?

Girl: No, she is not. She is happy.
3. Woman: Is she thirsty?

Girl: Yes, she is.
4. Man: Is he thirsty?

Boy: No, he is not. He is hungry.

## $\begin{array}{llll}\text { 1.A } & \text { 2.A.A } & \text { 3. } & \text { 4. }\end{array}$

## Activity 2 CS W3.1 $\sqrt[A]{\vec{A}}$

- Make sure Ss have traced the words correctly.


## Before leaving

## Number bingo

- Ask Ss to draw a $2 \times 2$ grid in their notebooks and write a different number from 1-10 in each box.

- Explain to Ss that you are going to call out numbers in random order. If Ss have written the number you have called out, they cross that number out.
- The first S to get all of his/her numbers crossed out and shout Bingo! wins.


For the next lesson, bring:

- a small, soft ball


## Language focus

## Aims

- to provide Ss with cross-curricular information on maths
- to revise the numbers 1-10


## Structures

pencil - pencils
bag-bags

## Materials

- flashcards for the numbers 1-10
- a small, soft ball


## Revision

- Write the numbers 1-10 on the board in random order and invite a $S$ to come to the front of the classroom.
- Explain to him/her that you are going to call out a number and he/she will have to point to it.
- If the $S$ is correct, he/she can sit at his/her desk and be the next one to call out a number for one of the Ss.
- Ss continue playing this game until all of them have had the chance to come up to the board.


## Lesson plan

## Warm-up

- Assign a number from 1-10 to each S in the class.
- Clear a space in the classroom and explain to Ss that they will have to get into numerical order once you call out, Go!
- Allow Ss some time to get into order.
- Once Ss have done so have them call out their number.
- You can make the game more competitive by giving Ss limited time to get into order and any Ss left out will be eliminated and will have to return to their desks.


## 

- Have Ss open their books to p.43.
- Direct Ss' attention to the pictures and ask them to tell you what they depict. (Various school items.)
- Explain to Ss that they will have to count the school items in the picture, although they might be different colours, and write the corresponding number under each object.
- Have Ss check their answers in pairs first, then as a class.
- Go round the classroom, making sure Ss have written the numbers correctly.


```
A.4
```


## Grammar Reference

- Ask Ss to turn their books to page 80, Module 3 Maths.
- Read the words and get Ss to repeat.
- Give Ss some more examples of regular plural nouns (formed with -s) using vocabulary Ss have learnt in the module.


## Activity 2 CS S2.1, S2.2

- Direct Ss' attention to activity 2.
- Explain to Ss that they have to count the school items and say how many they can see.
- Have Ss check their answers in pairs first, then as a class.

5 rubbers, 9 pencils, 4 chairs, 2 bags


(2) Look and say.


## Optional 1

## Circle the number!

- Explain to Ss that they are going to play a game called Circle the number!
- Divide the board into two halves and write the numbers 1-10 in numerical form, on both sides, in random order.
- Divide Ss into two teams and ask a S from each team to come to the board.
- Give each S a marker.
- Tell Ss that you are going to say a number from 1 to 10 and that they will have to find that number on their side of the board and circle it.
- Call out a number, e.g. three. The $S$ to circle the correct number first gets a point for his/her team.
- Repeat the procedure with the rest of the pairs.
- The team with the highest score wins.


## Optional 2

## Say if it's true

- Give each S a piece of paper with a number written on it (6-10).
- Explain to Ss that this number supposedly corresponds to their age.
- Make a ball from scrunched-up paper or use a small, soft one.
- Ask each S to stand up and say his/her age, according to the number written on his/her piece of paper, e.g. I am six.
- Give the ball to a S (SA) and tell him/her to throw it to another $S$ (SB), remember and say SB's age, e.g. You are six. SB has to say his/ her age. If it is correct, SA remains in the game. If not, he/she is out.
- Make sure all Ss have had the chance to play the game, throwing the ball to one another and saying their ages in turns.
- Play the game for as long as time permits.


## Workbook

Activity 1 CS S2.1


1. six pens
2. two desks
3. nine pencils
4. five rubbers
5. three chairs
6. seven bags

## Before leaving

- Say a number from 1-10 to each $S$ and have them show the numbers by holding up the corresponding fingers.
- Make sure all of the Ss participate.


## Language focus

## Aims

- to revise and consolidate vocabulary and structures presented in previous lessons through a story


## \& Materials

- flashcards for the numbers 1-10
- Blu tack or tape


## Revision

- Stick the flashcards for the numbers (1-10) on the board and instruct Ss to close their eyes. Hide one of the flashcards and ask Ss to open their eyes, look at the flashcards and tell you which one is missing.
- Alternatively, Ss can memorise the numbers in a particular order. Change the order while Ss have their eyes closed. Ss have to try to remember the order the numbers were originally in.

1 Look, listen and read. © 眮 ( )


44

## Lesson plan

## Warm-up

- Have Ss open their books to pp.44-45.
- Point to the cake on p.45, say the word and have Ss repeat. Ask Ss what kind of cake they think it is and encourage them to answer, carrot cake.

Activity 1 CS L2.4, R2.1, R4.1 ¢䚠 !

## Before reading

- Hold up the Story time Big Book and display the cover page.
- Ask Ss, What do you think the story is about? Elicit Ss' answers.
- Ask Ss if they know any words in the title and read the title together.
- Point to the first frame and ask Ss to tell you what they think is happening. (Afaf's friend, Reema, has come to visit her with her mum.)
- Cover the second page (p.45), ask Ss to look at the first four frames of the story on p. 44 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.
- Check Ss' predictions and write them 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).
- Ask Ss some comprehension questions. Encourage Ss to answer.

Frame 1: (pointing to each girl) What are the girls' names? (Their names are Reema and Afaf.)
Frame 2: (pointing to Reema) How is Reema? (She is fine.)
Frame 3: (pointing to Reema) What does Reema give Afaf? (She gives her a present.) What is the name of the rabbit? (Its name is Fluffy.)
Frame 4: (pointing to the cage) Is the rabbit here? (No, it is not.)
Frame 5: (pointing to Afaf's mum) What does Afaf's mum say? (She says it is time for cake.)
Frame 6: (pointing to Fluffy) What is that? (It is Afaf's rabbit, Fluffy.)


Frame 7: (pointing to Afaf) Is Afaf happy? (Yes, she is.)

## Post reading

## POST-STORY ACTIVITY

Ask Ss:

- Have you got a pet?
- Would you like to have a pet? Why? / Why not?
- Why should we take care of our pets?


## Value

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

3 PROJECT

## Language focus

## Aims

－to make number posters

## Revision

－Ask Ss if they remember the title of the story（Where＇s Fluffy？）．Ask them to tell you what else they remember about the story．
－Ask Ss to say what happened in the story．

1 Make a number poster．Stick，count and write the number．\＃ ？

2 Look and write the number and the word．䠘
pens books bags rubbers
（3）Point and say．ज


## Lesson plan

## Warm－up

－Revise the numbers 1－10 by writing them on the board，point to each one and say it aloud．
－Get Ss to repeat a few times after you．

## Activity 1 CS L2．3，S2．1

－Explain to Ss that they are going to make number posters using the stickers at the back of their SB．
－Tell Ss that they have to write a number from 2－10 in the middle of the frame in activity 1．Then they have to choose stickers related to one type of object（pens， books，bags，rubbers）from the back of their books to correspond to the number they have written．
－While Ss are doing the activity，go round the classroom and make sure Ss are making their posters correctly．

## Activity 2 CS W1．4 $\sqrt{\text { 㨽国 }}$

－Ask Ss to look at their posters in activity 1 and write the corresponding number （2－10）and the corresponding word from the ones in the box．

- Go round the classroom and make sure Ss have completed the activity correctly.


## Activity 3 CS S2.1, S2.2

- Draw Ss' attention to the picture and ask them what they see. (A boy is presenting his number poster to the class.)
- Read the phrase aloud and encourage Ss to repeat after you.
- Divide Ss into pairs.
- Explain to Ss that they have to take turns, presenting their number posters to each other, as in the example.
- While Ss are doing this, go round the classroom and make sure Ss use the correct language.
- Choose a few Ss to present their number posters to the class.


## Optional

## Numbers memory

- Choose four or five Ss and ask them to come to the board and show the rest of the class their project.
- Divide Ss into two teams.
- Tell Ss that they have to memorise the order of the numbers because you are going to tell the Ss who are standing in front of the board to close their books. Give Ss a few minutes to memorise the order of the numbers and then tell the four/five Ss to close their books. Make sure you have made a note of the number order.
- Then ask the teams to work together and write down the number order they remember. Give Ss only a couple of minutes to do so. Then have a member from each team come to the board and write a number in the order they wrote down.
- The team to do this correctly gets a point.
- The team with the most points wins.


## Before leaving

- Tell Ss a number each to write on the board. Make sure all of the Ss participate.


## 窂 Note

For the next lesson, bring:

- flashcards/photocopies for numbers 6-10, friend, rabbit, happy, sad, present, hungry, thirsty, boy, girl, tall, short, big, small (2 sets of each)
- Blu tack or tape


## Language focus

## Aims

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


## Materials

- flashcards/photocopies for numbers 6-10, friend, rabbit, present, happy, sad, hungry, thirsty, boy, girl, tall, short, big, small (2 sets of each)
- Blu tack or tape


## Revision

- Divide Ss into two teams and have a member from each team come to the board. Give each S a marker.
- Explain to Ss that you are going to call out some numbers, e.g. six, seven, eight and that the S to write the digits correctly, e.g. 6, 7, 8 and the fastest gets a point for his/her team.
- The team to get the most points by the time every $S$ has participated, wins the game.
- Make sure all Ss have had the chance to participate.


## 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, while you hide one of the flashcards. When Ss open their eyes, they have to try to remember which one is missing.
- Alternatively, Ss can memorise the order of the flashcards. When they close their eyes, change the order. Ss have to try to remember what order the flashcards were originally in.
- Make sure you use different flashcards each time.
- To make the activity more competitive, you could divide Ss into two teams and have them take turns answering to win points.


## Activity 1 CS L2.1, L2.4 突

- Have Ss open their books to p.47.
- Read the instructions and make sure Ss understand that they will listen to each sentence/exchange and tick $(\boldsymbol{V})$ the picture that matches the description.
- Play the first sentence a couple of times (more if necessary) and ask Ss to point to the picture that is being mentioned. Go round the classroom and check that everyone is pointing to the correct picture. Then have Ss tick the correct box.

(2)

(3)


A

B

- Play the rest of the sentences/exchanges and have Ss choose the appropriate pictures.
- Ss check their answers in pairs first, then as a class.


## Listening transcript

1. Man: It is short.
2. Girl: cat
3. Girl 1 : Is she happy?

Girl 2: Yes, she is.
4. Boy 1: Are you hungry?

Boy 2: No, I am not. I am thirsty.

1. B 2. $A$
2. A 4. B

## Activity 2 CS L1.1

- Ask Ss to listen to the recording and circle what it is about. Read the two options to Ss.
- Play the recording twice and check Ss' answers.


## Listening transcript

Girl 1: Are you sad?
Girl 2: No, I am not. I am happy.
Boy 1: Is he sad?
Boy 2: Yes, he is.


## Activity 3 CS R2.1 $\sqrt{\sqrt{A}} \sqrt{\text { B }}$

- Ask Ss to read the sentences/exchanges and match them to the correct pictures.
- Check Ss' answers.


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

3


## Optional

## Memory game

－Use Blu tack or tape to stick one set of the flashcards for numbers 6－10，short，tall，funny，rabbit，friend， happy，sad，hungry，thirsty，boy，girl，big，small，present on the board backwards so that Ss can＇t see them．
－Put a second set in a pile on your desk．
－Divide Ss into two teams．Explain to Ss that one member from each team will come up to your desk at a time and pick a flashcard．
－Then，he／she will choose one of the flashcards stuck on the board by turning it over（without taking it off the board）to see if it＇s the same as the flashcard he／ she is holding．
－If it＇s the same，then he／she has to say what the flashcard depicts and remove the flashcard from the board as well as its pair from the game．
－If the flashcard is different from the one he／she is holding，the S has to show the flashcard that is stuck on the board to his／her fellow Ss and return the other flashcard to the bottom of the pile on the desk．
－Every matching pair of flashcards gets a point for the teams．The team with the highest score when all the flashcards run out wins the game．

## Workbook

## Activity 1 CS W1．4 $\mid$

－Go round the classroom and make sure Ss have traced the numbers correctly．

## 

8

1．Yes，I am．2．No，I am not．3．Yes，I am．

Activity 3 CS 22.2
1．He is tall．
3．He is short．
2．She is short．
4．She is sad．

## Now I can

## Activity 1 CS S2．1

－Have Ss point to the numbers 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 2 CS S2．2

－Have Ss tick the circles as they say each adjective．

## Activity 3 CS S2．2

－Have Ss tick the circles as they say each word．

## Activity 4 CS R2．1 $\sqrt{A} \sqrt{B}$

－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．

## 

－Ask Ss to turn to p． 42 ．
－Explain to Ss that they have to trace each word and then they have to write it on the lines that follow．
－Point out that the dot indicates where they have to start．
－Ss can write the word 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 words correctly．

## C Before leaving

－Play the song／poem Hello，numbers！on p． 37 in the SB and invite Ss to say the song／poem along with the recording．

## Note

For the next lesson，bring：
－a photo album with photos of your mother，father， brother（s）and／or sister（s）．
Tell Ss to bring in photo albums with photos of their mother，father，brother（s）and／or sister（s）．

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

## Song

- follow and identify the main idea of short texts (L1.1)
- follow and respond to simple short questions (L2.4)
- predict key words you will hear by using visuals accompanying a text (L3.1)
- communicate or find out basic personal information (S1.1)
- name objects by using words from topic word sets (S2.2)
- show interest in singing songs (S5.1)
- write small and capital letters of regular size and shape (W3.1)


## Top Stars

- follow and respond to simple short questions (L2.4)
- name objects by using words from topic word sets (S2.2)
- sight read words and phrases (R2.1)
- predict content by making use of pictures (R4.1)
- write letters of regular size and shape (W3.1)


## Let's play

- respond to short questions (L2.4)
- name objects by using words from topic word sets (S2.2)
- recognise and sight read words and phrases (R2.1)
- copy and write letters of regular size and shape (W1.4, W3.1)


## Our world

- identify the detail of short texts (L2.1)
- follow and respond to simple short questions (L2.4)
- find out personal information (S1.1)
- name objects by using words from topic word sets (S2.2)
- recognise and sight read words and phrases (R2.1)
- predict content of what they will read by making use of pictures (R4.1)
- write small and capital letters of regular size and shape (W3.1)


## Science

- name objects by using words from topic word sets (S2.2)
- recognise and sight read words and phrases (R2.1)
- predict content of what they will read by making use of pictures (R4.1)
- copy and write letters of regular size and shape (W1.4, W3.1)


## Story

- follow and respond to simple short questions (L2.4)
- recognise and sight read words and phrases (R2.1)
- predict content of what they will read by making use of pictures (R4.1)
- write letters of regular size and shape (W3.1)


## Project

- follow and respond to short, simple one-step instructions (L2.3)
- find out personal information (S1.1)
- name familiar objects by using words from topic sets (S2.2)
- name with support a few very familiar objects (W1.3)


## Revision

- follow and identify the main idea of short texts (L1.1)
- follow and respond to simple short questions (L2.4)
- name objects by using words from topic word sets (S2.2)
- sight read familiar words and phrases (R2.1)
- copy and write small and capital letters of regular size and shape (W1.4, W3.1)
- write small letters of regular size and shape (W3.1)


## Language focus

## Aims

- to say a song/poem
- to identify family members

Vocabulary
Family members: mum/mother, dad/father, brother, sister

## Structures

Who is he/she?
He is my dad/brother.
She is my mum/sister.

## Materials

- flashcards for the words mum/ mother, dad/father, brother and sister
- a photo album with photos of your mother, father, brother(s) and/or sister(s)
- Ss' photo albums with photos of their mother, father, brother(s) and/or sister(s)


## Lesson plan

## Warm-up

- Hold up each flashcard (mum/mother, dad/father, brother, sister), say the word and ask Ss to repeat.
- Take out the family photo album you have brought with you to class. Hold it up, point to each family member and introduce him/her to Ss. Include each family member's name. Ask Ss, Who is he/she? and encourage them to guess who that person is. Reveal who it is by saying, He is my dad/father, (John). Repeat for the rest of your family members.
- Pass the photo album around so that Ss can have a closer look.
- Alternatively, draw your family members on the board and repeat the same procedure.


## 1 Vocabulary CS S2.2

- Have Ss open their books to p. 49 .
- Point out the family members 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, L3.1, S5. 1

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

Pre-listening

- Direct Ss' attention to the pictures, tell them not to look at the text, and ask them, What can you see in the pictures?
- Give Ss time to discuss the pictures.
- Elicit their response and write it on the board (a father, a mother and two children).
- Ask Ss, What is the text about? Which family members are you going to hear in the song/poem?
- Ask Ss to listen to the recording of the song/poem and to confirm their predictions (a family; father, mother, brother and sister).


## While listening

- Play the song/poem a second time and have Ss point to the family members they hear being mentioned.
- Play the song/poem again and encourage Ss to say the song/poem along with the recording.


## Grammar Reference

- Ask Ss to turn their books to page 81, Module 4 Song.
- Read the question and the answers aloud. Get Ss to repeat.
- Encourage Ss to guess when we use Who is he/she? (to ask about the identity of a person, male and female respectively).


## Post listening

## Activity 3 CS S1.1

- Direct Ss' attention to the picture in the activity and ask them to guess what it is about. (It's a game about families.)
- Tell Ss to use the photos of their family members that they have brought to class. Alternatively, Ss can draw 2-3 members of their family on different pieces of paper.

SONG

1


2 Listen and say. © (4)

## My family

Who is he? Who is he? He is my father. He is my father.

Who is she? Who is she?
She is my mother. She is my mother.
Who is he? Who is he? He is my brother. He is my brother.

Who is she? Who is she? She is my sister. She is my sister.

3
Ask and answer.


- Divide Ss into pairs. SA points to each of SB's family members and asks, Who is he/she? SB answers accordingly, e.g. He is my (dad). Ss swap roles and repeat the procedure, until they have asked each other about all the family members.


## Optional

## PRACTICE

## Say if it's true!

- Stick the family flashcards on the board.
- Explain to Ss that, when you point to a flashcard and say the word depicted on it, they will have to repeat the word, whereas, when you say the wrong word for a flashcard you're pointing to, Ss will have to fold their arms and remain silent.
- For example, if you're pointing to the mum flashcard and you say mum, Ss will have to repeat the word. If you're pointing to the dad flashcard and you say brother instead, Ss will have to fold their arms and remain silent.


## EXPANSION

- Ask Ss to draw their family members (mum, dad, brother/s, sister/s) on a piece of paper and label them.


## Workbook

Activity 1 CS L2.4
Listening transcript

1. Woman: Who is she?

Girl: She is my mother.
2. Woman: Who is he?

Girl: He is my brother.
3. Woman: Who is he?

Girl: He is my father.
4. Woman: Who is she?

Girl: She is my sister.

$\begin{array}{llll}\text { 1. } A & \text { 2. } A & \text { 3. B } & \text { 4. B }\end{array}$


- Make sure Ss have traced the words correctly.


## Before leaving

- Invite Ss to take out their photo albums.
- Divide Ss into pairs and have them ask and answer about each other's family members.
- Encourage them to ask using, Who is he/she? and answer saying, (He) is my (brother).
- Have Ss take turns acting out the exchange.


For the next lesson, bring:

- photocopies of the flashcards for living room, kitchen, cat, parrot and fish (one photocopy per S)
- Blu tack or tape


## Language focus

## Aims

- to identify pets and talk about one's pet
- to ask and answer about the location of things/animals
Vocabulary
Pets: parrot, cat, fish
Rooms of the house: living room, kitchen


## Structures

Where is the (cat)? In the (living room).

## Materials

- flashcards from the previous lesson for mum/ mother, dad/father, brother and sister
- flashcards for kitchen, living room, parrot, cat and fish
- photocopies of the above flashcards (one photocopy per S) and Blu tack or tape


## Revision

- Use flashcards from the previous lesson (mum/ mother, dad/father, brother, sister) or pictures of your family members. Show each one to Ss and ask, Who is he/she? Elicit Ss' answers, e.g. (She) is my (sister).



## Lesson plan

## Warm-up

- Hold up each flashcard (kitchen, living room, parrot, cat, fish), say the word and ask Ss to repeat.
- Alternatively, draw the pets on the board, point to each one of them and say, It is a (cat). Repeat for the rest of the pets in a similar manner.
- Stick the flashcards of the pets on the left-hand side on the board and the flashcards of the rooms of the house on the right-hand side.
- Match each pet with a room, e.g. cat-living room, fish-kitchen, etc.
- Ask Ss, Where is the cat? Say, In the living room. Ask Ss to repeat after you and guess what the question and the answer mean.
- Ask Ss where the fish and the parrot are and elicit their answers.


## 1 Vocabulary CS S2.2

- Have Ss open their books to p.50.
- Point out the pets and the rooms of the house 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, R4.1 㽬 <br> Before reading

- Have Ss open their books to p. 50 and ask them to guess what the children are doing. (Hassan is introducing his pets to his friends.)
- 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, What animals can you see? (A rabbit, a parrot, a cat and a fish.) Where are the children? (They are at Hassan's house.) Who is Hassan introducing to his friends? (Ron, his pet rabbit.) What other pets has Hassan got? (A parrot, a cat and a fish.) Where are the fish, the cat and the rabbit? (The fish and the cat are in the kitchen and the rabbit is in the living room.)
- Explain to them that Hassan is introducing his new pet friend, Ron, to his friends. He then shows his friends what other pets he has got: a parrot, a cat and a fish.


## Post reading

- Write the following sentences, one underneath the other in one column on the board: This is my rabbit. This is my parrot. This is $m y$ cat. This is my fish. On the other side, stick the corresponding flashcards in random order.
- Choose different Ss to come to the board, read the sentences and match them to the corresponding flashcards.


4
Look at activity 3, ask and answer.


## Grammar Reference

- Ask Ss to turn their books to page 81, Module 2 Top Stars. Read the question and the answer aloud. Get Ss to repeat.
- Ask Ss what they think the question Where is the (cat)? means. Elicit that we use it to ask about the location of things/animals/people.


## Activity 3 CS L2.4

- Direct Ss' attention to the pictures and ask them to tell you what they depict (various pets in different rooms of the house).
- Explain to Ss that they will have to listen to the recording and number the pictures according to what they hear.
- Have Ss check their answers in pairs first, then as a class.
- Go round the classroom making sure Ss have numbered the correct picture.


## Listening transcript

1. Man: Where is the parrot? Boy: In the kitchen.
2. Man: Where is the fish? Boy: In the kitchen.
A. 4 B. 1
C. 3
D. 2

Boy: In the living room.
4. Man: Where is the cat?

Boy: In the living room.

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

- Direct Ss' attention to the picture and ask them to guess what is happening. (The children are pointing to activity 3 and they are asking and answering questions about where the pets are.)
- Divide Ss into pairs. SA points to one of the pets in activity 3 and asks SB, Where is the cat/fish/parrot/rabbit? SB looks at the picture and answers accordingly, In the living room/kitchen.
- Ss take turns.


## Optional

## PRACTICE This is my pet!

- Hand out a photocopy of a pet to each $S$ at random and ask them to stick it on their chest with the use of some tape.
- Ask Ss to stand in a circle and throw a scrunched-up paper ball to one of them. The $S$ points to his/her photocopy of a pet and says, It is a (cat). Ss throw the ball to one another and make sentences in a similar manner.


## EXPANSION

- Write some lines from the dialogue in activity 2 on the board, e.g. This is my......, Ron! My fish. It is in the.... Where is Ron? In the... and ask Ss to guess the missing words and say them aloud.


## Workbook

## Activity 1 CS W3. 1

## 1. cat 2. fish

Activity 2 CS S2.2

d1. a blue cat 2. a pink fish 3. an orange parrot

## Activity 3 CS L2.4

## Listening transcript

A. Woman: Where is the parrot?

Girl: In the kitchen.
B. Woman: Where is the cat?

Girl: In the living room.
C. Woman: Where is the fish?

Girl: In the living room.

Activity 4 CS S2.2 ${ }^{5}$

1. It is a fish. 2. It is a cat. 3. It is a rabbit.

## C Before leaving

- Ask Ss to mime one of the pets presented in this lesson (parrot, cat or fish), either by making the appropriate sounds (e.g. meowing) or moves (e.g. spreading wings).
- The rest of the Ss have to guess what the animal is and say, It is a (parrot).


## 害 Note

For the next lesson, bring:

- flashcards from previous lessons for rabbit (Module 3), living room, kitchen, parrot, cat and fish, photocopies of the animal flashcards (one per S) and two coloured photocopies of the flashcards for cat, fish and parrot
- Blu tack or tape


## 4

## Language focus

## Aims

- to identify pets
- to talk about one's pet
- to revise structures presented in previous lessons


## Vocabulary

Pet: bird
Noun: pet
Structures
This is my (bird). It is (yellow).

## Materials

- flashcards for bird, pet
- flashcards from previous lessons for rabbit (Module 3), kitchen, living room, parrot, cat and fish
- Blu tack or tape
- photocopies of the animal flashcards (one per S) and two coloured photocopies of the flashcards for cat, fish and parrot


## Revision

- Stick the flashcards of the pets from previous lessons on the left-hand side on the board and the rooms of the house on the right-hand side.
- Choose a S to come to the board and match a pet with a room of the house. Then, the $S$ has to ask the rest of the class, Where is the + the animal he/she has chosen. The rest of the class has to answer accordingly, In the...
- Repeat the same procedure with different Ss.


## Lesson plan

## Warm-up

- Hold up each flashcard (pet, bird), say the word and ask Ss to repeat.
- Hold up the flashcard for bird and present it to the class, saying, I am (Hassan). This is my (bird). It is (yellow). Have Ss repeat after you a couple of times.
- Ask Ss to guess what pet means. Explain to Ss that we use this word to refer to household animals that are kept as companions.


## 1 Vocabulary CS S2.2

- Have Ss open their books to p. 52 .
- 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, R4.1 क 畝葍 ?

## Before reading

- Have Ss look at the presentation. Read the title a couple of times and ask Ss to repeat after you.

- Ask Ss, Which animals do you think you will hear about in the texts? (A bird and a rabbit.) Ask them to tell you what they think the texts are about. (Two children are introducing their pets.)
- 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 is the boy's name in the first picture? (Tim.) What is Tim's pet? (A bird.) What colour is his bird? (Yellow.) What is the girl's name? (Reema.) What is Reema's pet? (A rabbit.) What is its name? (Bob.) What colour is her pet? (White.)
- Choose a few Ss to read the texts aloud.


## Post reading

- Write the following sentences one underneath the other on the board: 1. This is my cat. It is black and white. 2. This is my fish. It is orange. 3. This is my parrot. It is
blue and yellow. Next to each example, stick two coloured photocopies of the flashcards, e.g. 1. cat, fish 2. parrot, fish 3. parrot, cat.
- Choose different Ss to come to the board, read the sentences and circle the correct flashcard for each example.


## Grammap Reierence

- Ask Ss to turn their books to page 81, Module 4 Our world. Read the sentences aloud. Get Ss to repeat.


## Activity 3 CS L2.4

- Direct Ss' attention to the pictures in the activity and ask them what pets they can see and what colour they are (an orange rabbit, a green fish, a blue bird, a white cat).
- Ask Ss to say the initial sound of each pet.
- Play the recording and ask Ss to listen to each example carefully. Make sure you pause the recording after each example to give enough time to Ss to identify
(3)

Listen and number (1-4). (₫)


4
Choose, stick and say.

and point to the correct picture.

- Play the recording one more time and have Ss repeat.


## Listening transcript

1. Boy 1: What is this?

Boy 2: It is my cat. It is white.
2. Girl 1: What is this?

Girl 2: It is my rabbit. It is orange.
3. Boy 1: What is this?

Boy 2: It is my bird. It is blue.
4. Girl 1: What is this?

Girl 2: It is my fish. It is green.


| A. 2 | B. 4 | C. 3 | D. 1 |
| :--- | :--- | :--- | :--- |

## Activity 4 CS S1.1

- Draw Ss' attention to the picture and ask them to guess what the children are doing. (They're playing a game with pets.)
- Divide Ss into pairs.
- Tell Ss to go to the stickers section at the back of the book. One S chooses a sticker of an animal, then sticks it in the blank space provided in the activity and presents it to his/ her partner, saying, e.g. This is my (bird). It is (blue).
- Ss swap roles. Encourage them to play with more of their classmates as well.
- Make sure all Ss have had the chance to talk about a pet.


## Optional

## PRACTICE

## Whisper the pet

- Stick the flashcards for all the pets presented so far (parrot, cat, rabbit, fish and bird) on the board.
- Divide Ss into two teams. The
teams stand in two lines with their backs turned to you and the board, except for the first player in each line who should be facing you and the board.
- When everybody is ready, point to a flashcard. The players facing you look at the flashcard and whisper the name of the pet on the flashcard down the line.

The last player in each line has to touch the corresponding flashcard on the board and say, It is a (rabbit). If he/she is right, the team gets one point.

- The last player then moves to the front of the line and faces you. Start again.
- Repeat until all Ss have come to the front of the line.


## EXPANSION

- Give a photocopy of the animal flashcards to each S . Write an animal on the board, e.g. cat. The Ss who have the corresponding flashcard should come to the front and stick it under the word with Blu tack.


## Workbook

Activity 1 CS S2.2

- Ask Ss to turn to the back of their Workbook, find the appropriate stickers and stick them in the correct place. Then they match them with the corresponding pictures. Have Ss say the sentences.

$\stackrel{\square}{\square}$

1. B (This is my bird.)
2. C (This is my fish.)
3. A (This is my rabbit.)

## Activity 2 CS W3. 1 能

$\oplus$

1. This is my fish.
2. It is red.

Activity 3 CS L2.1
Listening transcript

1. Boy: This is my rabbit. It is black!
2. Girl: This is my fish. It is blue!

## 1. black rabbit

2. blue fish

## Activity 4 CS S2.2

- Ss match the pictures according to their sequence and say the words, e.g. rabbit-fish-rabbit-fish.


| 1. B | 2. C | 3.A |
| :--- | :--- | :--- |

## Before leaving

- Invite a S to come to the board and ask him/her to start drawing one of the pets he/she is familiar with. The rest of the Ss have to identify the pet the $S$ is drawing and name it, saying, It is a (bird).
- Invite more Ss to the board and repeat the procedure for as long as time permits.


## Note

For the next lesson:

- bring plain A4 sheets of paper for all Ss


## 4

## Language focus

## Aims

- to identify furniture
- to identify prepositions of place
- to ask and answer about location


## Vocabulary

Furniture: sofa, table, box, bed

## Structures

Where is (Ron)?
On/In/Under the (box).

## Sf Materials

- flashcards for bed, box, sofa and table
- plain A4 sheets of paper for all Ss


## Revision

- Invite Ss to draw a pet on the board and present it to the class, saying, I am (Sami). This is my (cat). It is (yellow).
- Make sure all Ss have had the chance to talk about a pet in a similar manner.


## Lesson plan

## Warm-up

- Hold up each flashcard (sofa, table, bed, box), say the word and ask Ss to repeat.
- Alternatively, draw a bed, a box, a sofa and a table on the board, say the words and ask Ss to repeat after you.
- Take a pencil and place it on a desk/table. Ask Ss, Where is the pencil? and explain that we use this question to ask about the location of $a(n)$ person/object/ animal. Have them repeat the question after you a couple of times. Repeat the question once more and say, On the desk/table. Have Ss repeat after you.
- Place the pencil in a bag and repeat the question, this time answering, In the bag. Have Ss repeat after you.

(2) Look and say. © 畣


On the sofa.


In the box.


Under the table.
(3) Play a game.


- Place the pencil under the desk/table and repeat the question, this time answering, Under the desk/table. Have Ss repeat after you a couple of times.
- Alternatively, draw a table, an open box and a sofa on the board and then draw different classroom objects or pets (from the ones Ss are familiar with) on, in or under the drawn furniture. Ask Ss about the location of the objects/ pets and elicit their answers.


## 1 Vocabulary CS 52.2

- Have Ss open their books to p. 54 .
- Point out the furniture in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.


## GrammapReference

- Ask Ss to turn their books to page 81, Module 4 Let's play. Read the question and the answers aloud, and explain to Ss that we use the question Where is (Ron)? to ask about the location of someone/ something.
- Get Ss to repeat.


## Activity 2 CS S2.2, R2.1 $\% \sqrt{\sqrt{A}} \sqrt{1 / B}$

- Direct Ss' attention to the pictures in the activity and ask them to tell you what they depict (the location of Ron, on the sofa, under the table, in the box).
- Read the question and the answers with the Ss.
- Ask Ss to point to the pictures and read the question and the answers again.
- Hold up your book and point to each picture of Ron showing his location in relation to the furniture. Say, Where is Ron? (On the sofa.) aloud and have Ss repeat after you a couple of times. Repeat for the rest of the phrases, stressing Ron's different location each time.


## Activity 3 CS L2.4

- Direct Ss' attention to the activity and ask them to guess what it is about. (It's a board game with Ron.)
- Divide Ss into pairs and ask them to take turns asking and answering about Ron's location, e.g. SA asks SB, Where is Ron? SB answers, e.g. On the sofa.


## Optional

## PRACTICE

## Where's Ron?

- Divide Ss into two teams. The teams stand in two lines with their backs turned to you except for the last player in each line, who should be facing you.
- Ask Ss, Where is Ron? and whisper an answer to the last player in each line, e.g. On the sofa. The $S$ has to whisper the answer down the line, until the first $S$ at the front says it aloud. Encourage the last $S$ in line to draw Ron on the board according to the description he/she has heard. When you make sure the drawing matches the description, Ss rotate in line until all of them have had the chance to draw on the board.
- The team to draw Ron in the correct location the fastest wins.


## EXPANSION

- Stick the flashcards for bird, rabbit, cat and fish in one column on the board. Stick the flashcards for sofa, table, box and bed in another column on the board too. Draw lines from each animal on, in or under each of the pieces of furniture, e.g. cat on the bed, bird under the table, etc. Ask Ss to write the corresponding phrases in their notebooks.


## Workbook

## 

$\begin{array}{lll}\text { 1. sofa } & \text { 2. table } & \text { 3. bed } \\ \text { 4. box }\end{array}$

Activity 2 CS S2. 2

1. Where is the book? On the sofa.
2. Where is the book? Under the table.
3. Where is the book? In the bag.

## Language focus

## Aims

- to provide Ss with cross-curricular information on science


## Vocabulary

Noun: tail
Adjective: long
Colour: grey

## Materials

- flashcards for tail, long and grey
- two sets of photocopies of the flashcards of all the animals/ pets presented so far (parrot, cat, rabbit, fish, bird)
- a grey coloured pencil/crayon


## Revision

- Hold up the SB open to p.54, point to Ron in activity 2 and ask Ss, Where is Ron? Encourage Ss to answer accordingly.


## Lesson plan

## Warm-up

- Hold up the flashcards (tail, long), say the words and ask Ss to repeat.
- Hold up a grey coloured pencil/crayon, say grey and ask Ss to repeat.
- Draw a cat on the board, point to the tail and say tail and have Ss repeat after you. Draw a long tail, point to it and say, long tail and have Ss repeat after you.


## 1 Vocabulary CS S2.2

- Have Ss open their books to p. 55.
- Point out the part of an animal's body and the colour in the vocabulary section. Play the recording a few times and have Ss point to the pictures and repeat.


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

## Before reading

- Have Ss look at the pictures.
- Ask Ss, Which animals do you think you will hear about in the texts? (A parrot and a cat.)


## While reading

- Ask Ss to point to the appropriate pictures as you play the recording and/or read the text.
- Play the recording and/or read the text again, pause after each sentence and encourage Ss to repeat.
- Choose a few Ss to read the texts aloud.
- Ask Ss some questions about the text. What colour is the parrot / cat? (The parrot is green and red. The cat is grey.) Has the cat got a long tail? (Yes, it has.)


## Post reading

## Activity 3 CS R2.1

- Direct Ss' attention to the pictures and ask them to tell you what they depict. (A picture of a parrot and a cat.)
- Explain to Ss that they will have to look at the pictures, read the sentences, tick $(\boldsymbol{V})$ the ones that correspond to the pictures and put an $\boldsymbol{X}$ to the ones that do not correspond.
- Have Ss check their answers in pairs first, then as a class.
- Go round the classroom, making sure Ss have ticked the correct sentences.



## Science

』
## Say the

 1 new words．（4）
tail

long

grey

2 Look，listen and read．路 $\rho$（4）


3 Read and put $\vee$ or $x$ ．㯊


1．It is green and blue．
2．It is green and red．


3．It is grey．
4．It is black and white．

## Workbook

## C Before leaving

－Hand out to each S a photocopy of one of the flashcards of the animals／pets．
－Ask Ss to look at their flashcards and hold them without revealing them．
－Ask Ss to form a line．As they leave the classroom，they will each show you their flashcard and say what it is，e．g．cat．


For the next lesson，bring：
－two sets of photocopies of the flashcards of all the animals／ pets presented so far（parrot，cat， rabbit，fish，bird）as well as the corresponding flashcards
－Blu tack or tape

## 4 <br> Language focus

## Aims

－to revise and consolidate vocabulary and structures presented in previous lessons through a story

## \＆f Materials

－flashcards for all the animals／ pets presented so far（parrot，cat， rabbit，fish，bird）
－two sets of photocopies of the above flashcards
－Blu tack or tape

## Revision

－Stick the flashcards for the animals／pets on the board and instruct Ss to close their eyes． Hide one of the flashcards and ask Ss to open their eyes，look at the flashcards and tell you which one is missing．
－Alternatively，Ss can memorise the animals／pets in a particular order．Change the order while Ss have their eyes closed．Ss have to try to remember the order the flashcards were originally in．

## Lesson plan

## Warm－up

－Invite a S to come to the board， place a pencil on a book and ask the S ，Where is the pencil？ Encourage the $S$ to answer，On the book．
－Invite more Ss to the board and repeat the procedure in the same manner by placing different classroom objects on，in or under different items．
Activity 1 CS L2．4，R2．1，R4． 1 な間 0

## 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

## TRISH THE FISH

## （1）Look，listen and read．顝 م（4）



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the title and read the title together．
－Point to the first frame and ask Ss ，Where are the children？（In their house．）Ask them to tell you what they think is happening．（Salem，Afaf＇s brother，is in the kitchen looking for Afaf．He asks their mum where she is and their mum says Afaf is in the living room，on the sofa．）
－Cover the second page（p．57），ask Ss to look at the first four frames of the story on p .56 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．56－57 and name the furniture they are familiar with（sofa，table）．
－Point to each frame and invite Ss to guess what is happening．Elicit answers（Afaf＇s at home，sitting on the sofa and watching TV．She is watching a documentary where she sees a yellow fish and is amazed by its colour．Suddenly，the yellow fish，Trish，starts talking to her．Salem，Afaf＇s brother，asks Afaf where Trish is．Afaf finally realises that she has been dreaming the whole time when she asks her brother where Trish is and he tells her that she was dreaming）．
－Check Ss＇predictions and write them 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）．



- Ask Ss some comprehension questions. Encourage Ss to answer.

Frame 1: (pointing to mum) Where does mum say Afaf is? (She says Afaf's in the living room, on the sofa.)
Frame 3: (pointing to the fish) What colour is the fish? (Yellow.)
Frame 4: (pointing to the fish) What is the name of the fish? (Trish.)
Frame 5: (pointing to Trish) Where is Trish? (On the sofa.)
Frame 6: (pointing to Trish) Where is Trish? (On the table.)
Frame 7: (pointing to Trish) Where is Trish? (Under the table.)
Frame 8: (pointing to Afaf) What was Afaf doing? (She was dreaming.)

## Post reading

## POST-STORY ACTIVITY

## Ask Ss:

- Do you sleep well?
- Do you remember your dreams when you wake up?
- How do you feel when you wake up from a nice dream?
- Have you ever had a funny/scary/ happy dream?


## Value

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


## Optional

## Name the animal

- Revise the names of all of the animals/pets that have been presented so far (parrot, cat, rabbit, fish, bird) by holding up the flashcards and encouraging Ss to name them aloud.
- Divide Ss into two teams.
- Tell Ss to line up in two singlefile lines at the front of the classroom, facing the board.
- Give the first S in each line a set of photocopies and some Blu tack.
- Explain to Ss that you are going to call out a combination, e.g. bird, cat, fish and the first S from each team will have to stick the photocopies of the flashcards on the board correctly, in that particular order. The $S$ who does this the fastest wins a point for his/her team. You can add more flashcards from previous lessons to make the game more demanding.
- Make sure all Ss have a turn.
- The team with the highest score wins the game.


## Workbook

Activity 1 CS R2.1

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

Activity 2 CS W3.1 $\mid$

1.V $2 . V \quad 3 . x$

## C Before leaving

- Divide Ss into groups of five (one for each character and the narrator) and have them act out the story.


## 㢆 Note

For the next lesson, bring:

- coloured markers/crayons/ pencils
- Blu tack or tape
- flashcards for parrot, cat, fish and bird


## Language focus

## Aims

- to present one's own pet


## Materials

- flashcards for parrot, cat, fish and bird
- coloured markers/crayons/pencils
- Blu tack or tape


## Revision

- Ask Ss if they remember the title of the story from the previous lesson (Trish the fish). 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 pets/animals Ss are familiar with by sticking the flashcards for parrot, cat, fish and bird on the board, point to each one and say it aloud.
- Get Ss to repeat a few times after you.


## Activity 1 CS L2.3, W1.3

- Draw Ss' attention in activity 1.
- Explain to Ss that they have to choose one of the four animals. Then they have to trace the word and the picture, and colour it.
- Tell Ss that they can use any colour they like (from the colours they have been taught so far).
- While Ss are doing the activity, go round the classroom and make sure Ss have traced and coloured in a pet correctly.

1 Trace and colour.

(2) Trace and write. 湢

> red blue yellow green black white orange grey


3 Talk about it.

> This is my cat.

It is grey.

## Activity 2 CS W3.1 酗

- Draw Ss' attention to activity 2.
- Explain to Ss that they have to trace the words and then complete the sentences according to the pet they have drawn.
- Check that Ss have traced the words and have completed the sentences correctly.


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

- Draw Ss' attention to the activity and ask Ss what they see in the picture. (One child is presenting his pet to the class.)
- Explain to Ss that they have to point to their project and present it to their group, as in the example.
- Have Ss come to the front of the classroom and present their projects.


## Optional

## The card

- Arrange some chairs in a circle at the front of the class, 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 one of the animals/pets Ss have been presented with in the Module to one $S$.
- Explain to Ss that once you start clapping your hands, they will 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, This is a (bird).
- Repeat this with the rest of the pet/animal flashcards.


## Before leaving

- Explain to Ss that you are going to draw a pet on the board and they are going to have to guess what animal it is. For example, draw part of a cat on the board and say, This is a... Have Ss guess the pet and complete your sentence. Do this with all of the pets presented in this Module.
- Make sure all Ss have had a chance to guess an animal.


## 筀 Note

For the next lesson, bring:

- flashcards/photocopies for mum/mother, dad/father, brother, sister, parrot, cat, fish, bird, tail, long, sofa, table, living room, kitchen, pet, box, bed, grey (2 sets of each)
- Blu tack or tape

1 Listen and circle $V$ or $x$. (4))

# Language focus 

## Aims

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


## Materials

- flashcards/photocopies for mum/ mother, dad/father, brother, sister, parrot, cat, fish, bird, tail, long, sofa, table, living room, kitchen, pet, box, bed, grey (2 sets of each)
- Blu tack or tape


## Revision

- Stick the flashcards for pets/ animals Ss are familiar with on the board.
- Explain to Ss that you are going to describe one of them and they have to guess which one it is. For example, say, It is orange.
- Elicit Ss' answers, fish.


## 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, while you hide one of the flashcards. When Ss open their eyes, they have to try to remember which one is missing.


## Activity 1 CS L2.4

- Have Ss open their books to p.59.
- Explain to Ss that they will listen to the exchanges/sentences and they have to circle the $\boldsymbol{V}$ or the $\boldsymbol{X}$ depending on what they hear.
- Play the recording twice and have the Ss do the activity.


## Listening transcript

1. Girl 1: Who is she? Girl 2: She is my mum.
2. Boy: Where is Ron?

Man: In the box.


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3. Boy 1: Who is she? Boy 2: She is my sister.
4. Woman: What is this? Girl: It is a cat.
5. Man: Where is the cat? Boy: In the kitchen.
6. Woman: What is this? Girl: It is a parrot.
7. Boy 1: What is this?

Boy 2: It is my fish. It is red.
8. Woman: Where is Ron?

Girl: In the box.
9. Girl: Where is Ron?

Woman: On the table.
10. Woman: Who is she?

Girl: She is my mother.
d

1. $V$ 2.x 3.x 4.v 5. $x$
6.V 7.V 8.V 9.V 10. $x$

## Activity 2 CS L1.1

- Ask Ss to listen to the recording and circle what it is about. Read the two options to Ss.
- Play the recording twice and check Ss' answers.


## Listening transcript

Boy: This is my fish. It is red.
 This is my bird. It is yellow.
This is my rabbit. It is white.

## Activity 3 CS R2.1 屋苗

- Ask Ss to read the questions and the answers and match them to the correct pictures.
- Check Ss' answers.

1.D 2.A 3.E 4.B 5.C
(2) What is the recording about? Listen and circle A or B. (愛 ()
A. Family
B. Pets
(3) Read and match. 鰨

1. Where is the cat?

In the living room.
2. Who is he?

He is my dad.
3. Where is Ron?

Under the table.
4. Who is she?

She is my mum.


## 5. Where is Ron?

In the box.


## Workbook

## Activity 1 CS S2.2, W1.4 ©



1. D - She is my mum. $\quad$ 2. A - She is $m y$ sister.
2. $B$ - This is my fish. 4. C - This is my rabbit.

## Activity 2 CS R2. 1



## 1.a 2.b 3.a 4.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. $1{ }^{\left[A_{7}^{i n}\right.}$

- 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

## CSW3. 1

## 1 술

- Ask Ss to turn to p.54.
- Explain to Ss that they have to trace each word and then they have to write it on the lines that follow.
- Point out that the dot indicates where they have to start.
- Ss can write the word 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 words correctly.


## Optional

## Memory game

- Use Blu tack or tape to stick one set of flashcards for mum/mother, dad/father, brother, sister, parrot, cat, fish, bird, kitchen, living room, sofa, bed, box, pet and table on the board, facing the board, so that Ss can't see them.
- Put a second set in a pile on your desk.
- Divide Ss into two teams. Explain to Ss that one member from each team will come up to your desk at a time and pick a flashcard.
- Then, he/she will choose one of the flashcards stuck on the board by turning it over (without taking it off the board) to see if it's the same as the flashcard he/she is holding.
- If it's the same, then he/she has to say what the flashcard depicts and remove the flashcard from the board as well as its pair from the game.
- If the flashcard is different from the one he/she is holding, the S has to show the flashcard that is stuck to the board to his/her fellow Ss and return the other flashcard to the bottom of the pile on the desk.
- Every matching pair of flashcards gets a point for the team that makes the match. The team with the most points when all the flashcards run out wins the game.


## Before leaving

- Play the song/poem My family on p. 49 in the SB and invite Ss to say the chant/poem along with the recording.


## TOP TIME! 2

## Modules 3-4

## Language focus

## Aims

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


Note cs 53.1
Explain to Ss that when they don't know a word in English, they can ask their teacher or a classmate What does... mean?

## Lesson plan

## Activity 1 CS R2.1, R4.1 ?

Before reading

- Have Ss look at the pictures and ask them to guess what the texts are going to be about. (Two children describing rooms in their houses and their pets.)
- Check Ss' predictions.
- Ask Ss to name the rooms of the house (first picture - kitchen, second picture - living room).
- Ask Ss to look at the animals in the pictures and name them (first picture - fish, second picture - cat).


## While reading

- Ask Ss to point to the appropriate pictures as you read the texts.
- Read the texts again, stop after each sentence and encourage Ss to repeat in chorus.
- Ask Ss some questions about the texts. What is the girl's name in the first picture? (Layla.) What room is Layla in? (The kitchen.) What pet has Layla got? (A fish.) What colour is the fish? (It is orange.) What is the girl's name in the second picture? (Jenny.) What room is Jenny in? (The living room.) What pet has Jenny got? (A cat.) Where is the cat? (On the sofa.)
- Choose a few Ss to read the texts aloud.


## Post reading

## Activity 2

- Direct Ss' attention to the pictures in the activity and ask them to name the girls and the animals/object they see.
- Explain to Ss that they have to match the
(1) Look and read. o 酨


This is my kitchen. Look! An orange fish!
(2) Look and match.


This is my living room. Look! This is my cat. It is on the sofa.


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girls' pictures with the corresponding animals/furniture, according to what they have read in activity 2.

- Have Ss check their answers in pairs first, then as a class.
- Go round the classroom, making sure all Ss have matched the pictures correctly.



## Activity 3 CS L2.4

- Direct Ss' attention to the people in the activity.
- Explain to Ss that children 1-4 are related to people A-D. They have to follow the lines and take turns asking and answering questions about the relation between the connected people, as in the example.
- Divide Ss into pairs and have them do the activity. Make sure Ss take turns asking and answering questions.
- Have a few pairs practise the exchange aloud.


## 1. Student $A$ : Who is she?

Student B: She is my mum.
2. Student $A$ : Who is he?

Student B: He is my brother.
3. Student $A$ : Who is he?

Student B: He is my dad.
4. Student $A$ : Who is she?

Student B: She is my sister.

Follow the lines．Take turns to ask and answer．
Student A：Who is he／she？Student B：He／She is my．．．

（4）Look and write．畣

（5）Trace and write the name of your dad．즒
，！ि ب

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## Activity 4 CS W1．1，W1．4 $\sqrt{\frac{A}{A} \sqrt{1 i}}$

－Direct Ss＇attention to the numbers in the activity．
－Explain to Ss that they have to look at the numbers and write them following the lines．Explain to Ss that the starting point is indicated with a dot．
－Go round the classroom and make sure Ss have written the numbers correctly．

## Activity 5 CS W1．1，W1．4，W2．3，W3．1 部雪

－Direct Ss＇attention to the sentence in the activity．
－Explain to Ss that they have to trace the sentence，and complete it by writing the name of their dad．
－Go round the classroom and make sure Ss have traced and completed the sentence correctly．
－Help Ss if necessary．

## Optional

## Whisper the pet

－Stick the flashcards for all the pets presented so far（parrot，cat，rabbit，fish and bird）on the board，using some Blu tack or tape．
－Divide Ss into two teams．The teams stand in two lines with their backs turned to you and the board，except for the first player in each line who should be facing you and the board．
－When everyone is ready，point to a flashcard． The players facing you look at the flashcard and whisper the name of the pet on the flashcard down the line．The last player in each line has to touch the corresponding flashcard on the board and say，It is a （rabbit）．If he／she is right，the team gets one point．
－The last player then moves to the front of the line and faces you．Start again．
－Repeat until all Ss have come to the front of the line．

## Before leaving

－Stick the flashcards of the animals Ss should know on the board．
－Each S has to point to an animal and say what it is and its colour，e．g．This is a cat．It is black and white．
－Make sure all Ss have had a turn before they leave．

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

## Song

- follow and identify the main idea of short texts (LT.1)
- predict key words they will hear by using visuals accompanying a text (L3.1)
- say numbers 1-20 and count up to 10 objects which are real or in an image (S2.1)
- name objects by using words from topic word sets (S2.2)
- show interest in singing songs (S5.1)
- recognise and sight read words and phrases (R2.1)
- copy small and capital letters and numbers up to 10 accurately (W1.4)
- write small and capital letters of regular size and shape (W3.1)


## Top Stars

- follow and respond to simple short questions (L2.4)
- say numbers up to three and count up to three objects (S2.1)
- name objects by using words from topic word sets (S2.2)
- recognise and sight read words and phrases (R2.1)
- predict content of what they will read by making use of pictures (R4.1)
- copy recognisable small and capital letters and numbers up to 20 accurately (W1.4)
- write letters of regular size and shape (W3.1)


## Our world

- identify the detail of short texts (L2.1)
- follow and respond to simple short questions (L2.4)
- say numbers 1-20 and count up to 10 objects which are real or in an image (S2.1)
- name objects by using words from topic word sets (S2.2)
- sight read words and phrases (R2.1)
- predict content of what they will read by making use of pictures (R4.1)
- copy recognisable small and capital letters and numbers up to 20 accurately (W1.4)
- write small and capital letters of regular size and shape (W3.1)


## Let's play

- respond to short questions (L2.4)
- say numbers 1-20 and count up to 10 objects which are real or in an image (S2.1)
- name objects by using words from topic word sets (S2.2)
- copy small and capital letters (W1.4)
- write letters of regular size and shape (W3.1)


## Project

## Story

- follow and respond to simple short questions (L2.4)
- recognise and sight read words and phrases (R2.1)
- predict content of what they will read by making use of pictures (R4.1)
- name familiar objects by using words from topic sets (S2.2)
- follow and respond to short, simple one-step instructions (L2.3)
- say numbers 1-20 and count up to 10 objects which are real or in an image (S2.1)
- write small letters of regular size and shape (W3.1)


## Revision

- follow and identify the main idea of short, very simple texts (L1.1)
- 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 sets (S2.2)
- sight read familiar words and phrases (R2.1)
- copy and write small and capital letters of regular size and shape (W1.4, W3.1)


## Language focus

## Aims

- to say a song/poem
- to identify farm animals

Vocabulary
Animals: cows, horses, hens, ducks, goats

## Materials

- flashcards for cows, horses, hens, ducks, goats
- photocopy of the above flashcards (one per S)


## Lesson plan

## Warm-up

- Introduce the new vocabulary by making the noise of each of the five animals. For example, make a 'moo' sound and say, cow. Instruct Ss to repeat the sound and the word after you.
- Repeat the same procedure for the words horse, hen, duck and goat.
- Alternatively, you can hold up the flashcards one by one, say the words and have Ss repeat after you and make the corresponding animal sound.


## 1 Vocabulary CS S2.2

- Have Ss open their books to p.63.
- Point out the words in the vocabulary section. Play the recording two or three times and have Ss point to the pictures and repeat.
- Say the words again in random order and have Ss point and repeat.


## Activity 2 CS L1.1, L3.1, S5.1 눙ㅇㅇㅇ

Pre-listening

- Direct Ss' attention to the pictures and ask them, What animals will you hear about?

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

- Give Ss time to discuss the pictures.
- Ask Ss, What is the text about?
- Elicit their response and write it on the board (cows, goats, ducks, a horse and hens).
- Ask Ss to listen to the recording of the song/poem and to confirm their predictions (Old MacDonald's Farm).


## While listening

- Play the song/poem a second time and have Ss point to each animal as they listen.
- Play the song/poem again and encourage Ss to say the song/poem along with the recording.


## Post listening

Activity 3 CS S2.1

- Divide Ss into pairs and explain that they have to look at the song/poem in activity 2 again and say how many of each animal is mentioned in the song.
two cows, two goats, six ducks, one horse, four hens


## coammap Reference

- Ask Ss to turn to page 81, Module 5 Song. Read the phrase and get Ss to repeat.
- Give Ss some more examples of regular plural nouns (formed with -s) using vocabulary Ss have learnt in the lesson.

2 Listen and say. \& ()


## Old MacDonald's Farm

Old MacDonald has a farm, E-I-E-I-O Look, two cows. Look, two cows. E-I-E-I-O

Old MacDonald has a farm, E-I-E-I-O Look, one horse. Look, one horse. E-I-E-I-O

Old MacDonald has a farm, E-I-E-I-O Look, six ducks! Look, six ducks! E-I-E-I-O

Old MacDonald has a farm, E-I-E-I-O Look, two goats. Look, two goats. E-I-E-I-O

Old MacDonald has a farm, E-I-E-I-O Look, four hens! Look, four hens! E-I-E-I-O


3 Look at activity 2 , count and say.

Two goats.
One horse.

## Optional

## PRACTICE

## Missing pictures

- Stick the animal 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.
- Repeat the same procedure with different Ss for as long as time permits.


## EXPANSION

- Give each S a photocopy of a flashcard from the lesson. Say a word, e.g. cow. 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 R2.1, W1.4, W3. 1

| 1. cows | 2. ducks |
| :--- | :--- |
| 3. horses | 4. cats |
| 5. hens | 6. goats |

Activity 2 CS S2.1, W1.4
펴웁

## 2 cows, 3 horses,

 8 hens, 4 ducks, 5 goats
## Before leaving

- Choose a S to come to the board and imitate an animal from the ones they are familiar with (cow, horse, hen, duck, goat, cat, etc.).
- The rest of the class has to try and guess the animal by calling it out, e.g. the $S$ starts imitating a hen and clucking and the rest of the class calls out, hen!
- The first S to guess the animal correctly can come up and be the next to imitate another animal.


## 坛 Note

For the next lesson, bring:

- photocopies of the flashcards for cows, horses, hens, ducks, goats (one for each S)
- two photocopies of the animal flashcards for cat, parrot, rabbit, fish, bird, cow, horse, hen, duck, goat
- Blu tack or tape


## 5 TOP STARS

## Language focus

## Aims

- to introduce family members
- to identify and talk about things / animals that exist in a place


## Vocabulary

Animal: bee
Family members: grandfather/grandpa, grandmother/grandma
Phrase: Open the window.
Structures
There is (a bee).

## Sf Materials

- flashcards for bee, grandfather/grandpa, grandmother/grandma, Open the window.
- photocopies of the flashcards for cows, horses, hens, ducks, goats (one for each S)
- two photocopies of the animal flashcards for cat, parrot, rabbit, fish, bird, cow, horse, hen, duck, goat
- Blu tack or tape


## Revision

- Divide Ss into two teams and hand out photocopies of the flashcards from the previous lesson so that each S has one.
- Ask the teams to come to the front of the classroom and to stand in two single-file lines, facing each other.
- A S from one team has to mime actions and make a sound that corresponds to the animal depicted on his/her flashcard, e.g. quack for a duck. Then the S opposite him/ her (on the opposing team) has to guess the animal his classmate imitated.
- Make sure all Ss have had a turn. At the end of the first round, redistribute the flashcards and play again.


## Lesson plan

## Warm-up

- Pretend to be a bee, buzz and say the word. Get Ss to repeat.
- Alternatively, hold up the flashcard, say the word bee a couple of times and have Ss repeat after you.
- Stick the flashcards for grandfather/grandpa and grandmother/grandma, Open the window on the board, say each word/phrase and ask Ss to repeat.

[^1]

- Point out the words in the vocabulary section. Play the recording two or three 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, R2.1, R4.1

## 

## Before reading

- Have Ss look at the presentation. Point to the characters of the story and ask Ss to identify them (Ali, Hassan, Nora, Aisha, and Aisha and Hassan's grandpa).
- Ask Ss to tell you what they think is happening. (Ali, Hassan and Nora are on Aisha and Hassan's grandpa's farm, looking at the different animals. Suddenly, they hear Aisha calling for her grandpa. In her room, there is a bee and she is afraid of it. Then, her grandpa rushes to her room and advises her to open the window. He sends the bee outside the window and Aisha thanks him.)


## - 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 Where are Ali, Hassan and Nora? (On Aisha and Hassan's grandpa's farm.) Are there animals on the farm? (Yes, there are.) What animals are there? (Cows, hens, ducks and a horse.) Where's Aisha? (In her room.) What insect is there in her room? (A bee.) What happens in the end? (Aisha's grandpa sends the bee away.)
- Divide Ss into groups of three (Ali, Aisha, grandpa) and get them to act out the dialogue.


## Post reading

- Write the following sentences on the board: Open the window. There is a bee. This is my grandma. This is my grandpa. Next to the first sentence, stick the flashcard for Open the window, next to the
(3) Look, say and circle $V$ or $X$. 㢵


There is a cat.


Let's open the window. (3)


There is a bee.
(2)


Come here, little bee. (4)

Look at activity 2 and say how many animals there are on the farm.

second sentence, stick the flashcard for bee, etc.

- Choose different Ss to read the sentences and say Yes if the flashcard corresponds to the sentence and No if it doesn't.


## Crammap Reference

- Ask Ss to turn to page 81, Module 5 Top Stars. Read the sentence aloud. Get Ss to repeat.
- Ask Ss what they think There is means and when we use it. Elicit that we use There is to say that a person, animal or object exists in a specific place.


## Activity 3 CS R2.1 $\sqrt{\sqrt{A}} \sqrt{\square}$

- Ask Ss what they can see in the pictures. Say, Two cows. What else? Let Ss talk about each picture using There is/are. Then ask about the first picture, Can you see a cat? Then say, There is a cat. True or False? Circle the $\boldsymbol{X}$ to model for the Ss and then ask them to continue in the same manner with the other three pictures independently.
- Go round the classroom making sure Ss have completed the activity correctly.

1. $x$ 2.V 3.V $4 . x$

## Activity 4 CS S2.1, S2. 2

- Direct Ss' attention to the picture of the children in the activity and ask them to guess what they are doing. (They are playing a game.)
- Read the speech bubbles aloud and get Ss to repeat.
- Divide Ss into pairs.
- Explain to Ss that they have to count and say the animals they see in the pictures of activity 2, e.g. There are two cows. There is one horse. There are three ducks. There are three hens. There is one bee.
- Ss take turns.


## Optional

## PRACTICE

## Combinations

- Revise all the animals Ss have been presented with so far (cat, parrot, rabbit, fish, bird, cow, horse, hen, duck, goat, bee) by holding up the flashcards and encouraging Ss to name them aloud.
- Divide Ss into two teams.
- Tell Ss to line up in two single-file lines at the front of the classroom, facing the board.
- Give the first S in each line a set of flashcards and some Blu tack.
- Explain to Ss that you are going to call out a combination, e.g. cat, dog, parrot, and the first $S$ from each team has to find and stick the flashcards on the board correctly in the order they are heard. The $S$ to do this the fastest wins a point for his/her team. You can add more flashcards to make the game more demanding.
- The team with the highest score wins the game.


## EXPANSION

- Write some lines from the dialogue in activity 2 on the board, e.g. Cows, hens and..., There is a..., too! There is a... in my room. Thanks, ... and ask Ss to guess the missing words and say them aloud.


## Workbook

Activity 1 CS W1.4, W3. 1

1. grandpa
2. grandma
3. dad
4. mum
5. brother
6. sister

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

8

## 1. There is a bee.

3. There is a duck.
4. There is a horse.
5. There is a hen.

## Before leaving

- Ask each S to say a sentence using There is and an object that exists in the classroom, and point to it, e.g. There is a board. There is a desk, etc.


## 5 OUR WORLD

## Language focus

## Aims

- to introduce the numbers 11-15
- to talk about things/animals that exist in a place
Vocabulary
Numbers: 11-15
Structures
There are (fifteen hens on the farm).


## Materials

- flashcards for eleven, twelve, thirteen, fourteen and fifteen
- Blu tack or tape


## Revision

- Choose a few Ss and ask them to say a sentence using There is, e.g. There is a board/book/chair/bag, etc. There is a cat/duck/bee, etc.


## Lesson plan

## Warm-up

- Write the numbers 1-10 on the board and encourage Ss to say them.
- Stick the number flashcards (eleven, twelve, thirteen, fourteen, fifteen) on the board, point to them and say them aloud.
- Ask Ss to say the numbers a few times in chorus.


## 1 Vocabulary CS S2.1

- Have Ss open their books to p.66.
- 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 numbers again in random order and have Ss point and repeat.


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

## Before reading

- Have Ss look at the girl and ask them to guess what she is going to talk about.
- Check Ss' predictions. Read the title a couple of times and ask Ss to repeat after you. Elicit Ss' answers about the subject of the lesson (the girl's dream farm).
- Ask Ss to look at each picture and tell you what and how many animals there are in each one (fifteen hens, ten goats, fourteen

Say the new words. $\downarrow$ )

## 1112131415 eleven twelve thirteen fourteen fifteen


This is my dream farm!

ducks, a cat and five horses).

## 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 hens are there? (There are fifteen hens.) How many goats are there? (There are ten goats.) How many ducks are there? (There are fourteen ducks.) How many horses are there? (There are five horses.) How many cats are there? (There is one cat.)
- Choose a few Ss to read the texts aloud.


## Post reading

- Write sentences in jumbled order on the board, e.g. 1. are twelve There horses 2. eleven There are cats 3. ducks fifteen are There, etc.
- Ask random Ss to rearrange the words and say correct sentences.


## Grammar Reference

- Ask Ss to turn to page 81, Module 5 Our world. Read the sentence aloud. Get Ss to repeat.
- Draw an apple on the board. Say, There is an apple, and have Ss repeat.
- Draw another apple next to the first one and say, There are two apples. Explain to Ss that we use There are to talk about more than one person, animal or thing that exists in a place.
- Encourage Ss to use There are and say sentences, e.g. There are twenty chairs. There are two books, etc.
(3) Look at activity 2 and fill in the table.


Listen and match. © (4)


13

(5) Talk about your dream farm.


## Activity 3

- Ask Ss to look at activity 2 again and fill in the table in activity 3 with the corresponding numbers.
- Go round the classroom making sure Ss have filled in the table correctly.
f

| cat | hens | goats | ducks | horses |
| :---: | :---: | :---: | :---: | :---: |
| 1 | 15 | 10 | 14 | 5 |

## 

- Explain to Ss that they are going to listen to how many animals there are and they have to match the pictures to the numbers.
- Play the recording twice and have Ss do the activity. Check Ss' answers.


## Listening transcript

## Man:

A. twelve ducks
B. fifteen goats
C.eleven bees
D. thirteen cows


## Activity 5 CS S2.1, S2.2

- Read the speech bubble aloud and get Ss to repeat. Divide Ss into pairs or into small groups.
- Ask each S to think about his/her dream farm.
- Ss take turns talking about their dream farm; what animals it would have and how many, e.g. There are 15 horses. There are 10 cows, etc.
- Choose a few Ss to come to the front of the class and talk about their dream farm.

Optional
PRACTICE

## Number Bingo

- Tell Ss that they are going to play a game.
- Ask them to draw a $2 \times 2$ grid in their notebooks (two squares horizontally - two squares vertically).

| 12 | 3 |
| :---: | :---: |
| 15 | 11 |

- Tell them to write numbers (1-15) in the blank squares. Explain to Ss that you are going to call out a number between one and fifteen and the Ss who have the number should put an $X$ over it. The Ss that put an $X$ on all the numbers stand up and shout Bingo!


## EXPANSION

- Say a number from 1-15 aloud, e.g. twelve. Ss have to draw in their notebooks 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.


Activity 1 CS W1.4, W3.1

1. 11 bees
2. 13 cows
3. 15 ducks
4. 12 hens
5. 14 horses

## 

8

1. There is
2. There are
3. There are
4. There are
5. There is

6. Yes
7. No
8. Yes

## C Before leaving

- Point to different objects in the classroom, e.g. two pens, three books, etc., and ask each S to say the corresponding sentence, e.g. There are two pens, etc.


For the next lesson, bring:

- an Internet printout or picture with a lot of farm animals
- magazine pages or Internet printouts with animals one can find on a farm
- big sheets of card

Tell Ss to bring safety scissors and glue to the next lesson.

## Language focus

## Aims

- to ask about quantity
- to identify plural nouns (irregular)
- to revise the numbers 11-15
- to revise animals

Vocabulary
Noun: sheep - sheep, fish (plural)

## Structures

How many (ducks) are there?
There are ( 13 ducks).
sheep - sheep
fish - fish

## Materials

- an Internet printout or a picture with a lot of farm animals
- magazine pages or Internet printouts with farm animals
- big sheets of card
- safety scissors and glue for all Ss
- photocopies of the flashcards of the module (one per S)
- Blu tack


## Revision

- Choose a few Ss to say a sentence using There is/There are and animals, e.g. There is one cat. There are ten goats, etc.



## Lesson plan

## Warm-up

- Take out the picture / Internet printout you have brought to class and hold it up so all Ss can see what it shows.
- Divide Ss into groups, give a copy of the picture to each group and ask them to come up with as many sentences as possible, e.g. There are fifteen ducks.
- Alternatively, you can stick some of the animal flashcards on the board and write a number from 1-15 next to each flashcard.
- Encourage different Ss to say sentences using There is/There are the number next to the flashcard and the animal on the flashcard.


## 1 Vocabulary CS S2.2

- Have Ss open their books to p.68.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding picture and repeat.


## Crammar Reference

- Ask Ss to turn to page 81, Module 5 Let's play. Read the question, the answer and the words aloud. Get Ss to repeat.
- Point out that the plural form of sheep and fish is irregular and it is the same as in the singular form.
- Draw five balls on the board and ask Ss, How many balls are there? Count them aloud and say, There are five balls.
- Draw five more balls on the board and ask Ss, How many balls are there? Encourage Ss to count and answer, There are ten balls.
- Ask Ss what they think How many means and when we use it. Elicit that we use it to ask about the quantity of things.


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

- Direct Ss' attention to the picture of the farm in the activity and ask them to say what animals they can see on the farm (cows, horses, ducks, sheep, hens, goats).
- Direct Ss' attention to the two children talking.
- Read the speech bubbles aloud and get Ss to repeat.
- Explain to Ss that they are going to play a game.
- First, divide them into pairs. SA chooses an animal and asks SB the number of that animal shown in the picture, e.g. How many horses are there?
- SB counts and answers using There are, as in the example.
- Ss take turns.
- Go round the classroom making sure Ss are using the correct language.

1. How many cows are there?
2. How many horses are there?
3. How many ducks are there?
4. How many sheep are there?
5. How many hens are there?
6. How many goats are there?
7. How many fish are there?

There are two cows.
There are four horses.
There are thirteen ducks.
There are three sheep.
There are five hens.
There are six goats.
There are two fish.

## Optional

## PRACTICE

## The farm poster

- Divide Ss into two groups.
- Give Ss pages from magazines/Internet printouts with different farm animals and ask them to cut them out.
- Give a big sheet of card to each group.
- Tell the first group that they will have to make a poster of a farm by sticking different animals on their sheet of card. Instruct the second group to do the same.
- Each group glues the animals they want and how many of them they want onto their card.
- Ss can also draw animals, if they can't find enough pictures.
- When all groups have finished, they take turns asking and answering questions about their posters. For example, the first group asks the second group, How many bees are there? and the second group looks at their poster and answers, There are fifteen bees on the farm. Then, the second group asks the first group.
- Display Ss' posters on the walls of the classroom.


## EXPANSION

- Hand out one of the flashcards of the module to each S.
- Write a word from the module, e.g. duck on the board. Ss who have the flashcard have to stand up and stick the flashcard under the word using Blu tack. Repeat with other words.


## Workbook

Activity 1 CS S2.1, W1.4, W3.1 ㅃㅃ샘
2. There are 13 ducks.
3. There are 10 sheep.
4. There are 15 fish.

## Before leaving

- Stick the animal flashcards on the board and write a number from 1-15 next to each animal.
- Point to a different flashcard each time and ask each S, How many (cats) are there? The S looks at the number next to the flashcard and answers accordingly, e.g. There are (twelve cats).


For the next lesson, tell Ss to bring:

- an empty shoe box
- safety scissors
- glue
- coloured pencils


## Language focus

## Aims

- to provide Ss with cross-curricular information on science


## Vocabulary

Nouns: wool, honey, cheese

## Structures

This is a (cow). We get (milk) from (cows).

## Materials

- flashcards for wool, honey and cheese
- an empty shoe box, safety scissors, coloured pencils, glue for each S


## Revision

- Revise the structures and vocabulary presented in the previous lessons by playing a game.
- Divide Ss into two groups.
- Ask five Ss from each group to stand up.
- Say a sentence using There is or There are, a number (1-5) and an animal, e.g. There are five ducks. All five Ss in the two groups should imitate the movements and sounds ducks make. The group to do this the fastest gets a point.
- Explain to Ss that the number you say each time corresponds to the number of Ss in each group that have to imitate the animal.
- Repeat the same procedure, asking the next five Ss of each group to stand up.


## Lesson plan

## Warm-up

- Present the new vocabulary by sticking the flashcards for wool, honey and cheese on the board. Point to each one and say the word. Have Ss repeat after you a couple of times.


## 1 Vocabulary CS 52.2

- Have Ss open their books to p.69.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the pictures and repeat the words.
- Say the words again in random order and have Ss point and repeat.


## Activity 2 CS S2. 2

- Direct Ss' attention to pictures 1-5 and ask them what they see (a cow, a hen, a sheep, a goat and a bee).
- Direct Ss' attention to the title and read it aloud. Explain it to Ss. Tell Ss that they have to guess from which animal each one of the items/food depicted below comes (cows, hens, sheep, goats and bees). They have to match the animal to the product accordingly.
- Point out the example to Ss and explain how milk comes from cows. Explain to Ss that some animals can provide people with two or three products; for example, cows can also provide us with cheese.
- When Ss have finished matching the pictures, draw their attention to the girl and read the sentences aloud. Get Ss to repeat.
- Choose a few Ss to say the sentences aloud.

1. B, C This is a cow. We get milk/cheese from cows. 2. A This is a hen. We get eggs from hens.
2. $B, C, E$ This is a sheep. We get milk/cheese/wool from sheep.
3. B, C This is a goat. We get milk/cheese from goats.
4. D This is a bee. We get honey from bees.

## Science

Say the new words. $\ddagger$ )



cheese

2 Match. Then say what we get from animals.
What we get from animals



## Optional

## Yes or No?

- Tell Ss that they are going to play a game.
- Divide Ss into two teams.
- Choose one $S$ from each team, hold up a picture of a product and say bee. If the product comes from bees, Ss should say Yes in chorus. If the product does not come from a bee, they should say No.
- The $S$ who answers correctly first gets a point for his/her team.
- Repeat the same procedure by choosing different Ss, animals and products each time. The team with the most points wins.


## Workbook

## Activity 1 CS L2.1 天

## Listening transcript

1. Man: We get honey from this animal.
2. Man: We get wool from this animal.
3. Man: We get eggs from this animal.
4. Man: We get cheese from this animal.

## $\begin{array}{llll}\text { 1. } B & \text { 2. } A & \text { 3. } A & \text { 4. } B\end{array}$

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

## C Before leaving

- Tell each S a product that comes from cows, hens, sheep, goats or bees and ask him/her to say the corresponding animal.


## Language focus

## Aims

- to revise and consolidate vocabulary and structures presented in previous lessons through a story


## Sf Materials

- flashcards from the previous lesson (wool, honey, cheese)


## Revision

- Hold up the flashcards from the previous lesson, point to each of them and have Ss say the corresponding word for it.
- Ask Ss to say from which animals we get the products shown on the flashcards.


## Lesson plan

## Warm-up

- Invite a S to the board and ask him/her to draw an animal and write a number (1-15) next to it.
- Tell the S that he/she has to ask the rest of the class, How many + the animal he/she has drawn + are there?
- The rest of the class answers using There is/There are...
- Continue the same procedure for as long as time permits.


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

## Before reading

- Hold up the Story time Big Book and display the cover page.
- Ask Ss, What do you think the story is about? Elicit Ss' answers.
- Ask Ss if they know any words in the title and read the title together.


## WHAT ANIMAL IS IT?



- Point to the first frame and ask Ss to tell you what they think is happening. (A boy and a girl are visiting their grandparents on the farm.)
- 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 farm) Where are the children? (On their grandparents' farm.)
Frame 2: What animals are there? (Sheep and a goat.)
Frame 3: How many sheep are there? (There are fifteen sheep.) (pointing to the goat) Are there any other animals shown in the picture? (Yes, there's a goat, too.)
Frame 4: (pointing to the family) Where is the family now? (They're in front of a pond.) What animals are there? (Ducks and fish.) How many

Story


Farm animals are useful.
ducks are there? (There are fourteen ducks.)
Frame 5: What animal can you see? (A cow.)
Frame 6: Are the children thirsty? (Yes, they are.) (pointing to grandma) What does grandma offer the children? (Milk.)

## Post reading

## POST-STORY ACTIVITY

Ask Ss:

- Why do you think farm animals are useful?
- Can you give examples of what they can give to people?
- Why is it important to learn about what farm animals can give us?

Value

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


## Optional

## What animal is it?

- Divide Ss into pairs and tell each S to draw an animal of their choice.
- Explain to Ss that SA has to describe the animal he/she has drawn to SB, e.g. It has got wings. It is black and yellow. SB has to guess what kind of animal SA has drawn and say what it is, e.g. It is a bee.
- Ss swap roles.
- Have a few Ss present their drawings to the class.


## Workbook



## 1. first picture <br> 2. fourth picture <br> 3. second picture <br> 4. third picture

Activity 2 CS R2.1 $\left.{ }^{[\sqrt{A}]} \sqrt{[\mid}\right]$


## Before leaving

- Divide Ss into groups of four and get them to act out the dialogue.


## Language focus

## Aims <br> －to make a farm poster

## Revision

－Ask Ss if they remember the title of the story（What animal is it？）． Ask them to tell you what else they remember about the story．
－Ask Ss to say what happened in the story．

1 Make a farm poster．Use the stickers．

（2）Trace and write．路 cows sheep goats ducks hens horses

## Thereare

3 Say． ㅋㅇ
There are two sheep． There are three ducks．


## Lesson plan

## Warm－up

－Revise the numbers 1－15 by writing them on the board，point to each one and say it aloud．
－Get Ss to repeat a few times after you．

## Activity 1 CS L2．3

－Explain to Ss that they are going to make a farm poster．
－Tell Ss that they have to turn to the back of their books，and use the animal stickers（on the last page of the stickers）to make a farm．Ss can use as many animal stickers as they want to make their farm．
－While Ss are doing the activity，go round the classroom and make sure Ss are making their farm．

## Activity 2 CS W3．1 畝雷

－Draw Ss＇attention to activity 2.
－Explain to Ss that they have to trace the words There are and then choose an animal from their farm and write the number and the name of the
animal in order to complete the sentence.

- Check that Ss have completed their sentence correctly.


## Activity 3 CS S2.1, S2.2 $\Phi$ Fim

- Draw Ss' attention to activity 3 and ask Ss what they see in the picture. (A boy is presenting his farm poster to the class.)
- Read the sentences aloud and encourage Ss to repeat after you.
- Divide Ss into pairs.
- Explain to Ss that they have to take turns presenting their farm posters to each other, as in the example.
- While Ss are doing this, go round the classroom and make sure Ss use the correct language.
- Choose a few Ss to present their farm posters to the class.


## Optional

## Whose farm?

- Divide Ss into two teams.
- Choose two or three Ss to come up to the front of the classroom with their books and present their farm to the class.
- Tell Ss that they have to remember which farm belongs to whom. Give Ss a few minutes to look at the farms carefully. Then have Ss close their eyes and mix the order of the farms by giving them to different Ss.
- Then ask the teams to work together and try and remember which farm belongs to whom. Then have a member from each team come to the front of the classroom and redistribute the books according to what they decided in their team.
- The team to do this correctly gets a point.
- The team with the most points wins.


## Before leaving

- Tell Ss an animal/insect each (goat, hen, sheep, cow, bee) and encourage them to say what product (milk, eggs, wool, cheese, honey) we get from each. Make sure all of the Ss participate.


## Note

- flashcards/photocopies for numbers 11-15, cows, hens, horses, ducks, sheep, sheep, fish, goats, bee, grandfather/grandpa, grandmother/grandma, wool, honey, cheese (2 sets of each)
- Blu tack or tape


## Language focus

## Aims

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


## \& Materials

- flashcards/photocopies for numbers 11-15, cows, hens, horses, ducks, sheep, sheep, fish, goats, bee, grandfather/ grandpa, grandmother/grandma, wool, honey, cheese (2 sets of each)
- Blu tack or tape


## Revision

- Have Ss present their farm posters from the previous lesson.
- Alternatively, hold up the flashcards depicting honey, wool and cheese and encourage Ss to say what animal we get each product from.


## Lesson plan

## Warm-up

- Stick some of the flashcards from previous lessons in the Module on the board (3-4 flashcards each time). Tell Ss to memorise them.
- Ask Ss to close their eyes, while you hide one of the flashcards. When Ss open their eyes, they have to try to remember which one is missing.
- Alternatively, Ss can memorise the order of the flashcards. When they close their eyes, change the order. Ss have to try to remember what order the flashcards were originally in.
- Make sure you use different flashcards each time.
- To make the activity more competitive, you could divide Ss into two teams and have them take turns answering to win points.


## Activity 1 CS L2.1, L2.4

- Have Ss open their books to p.73.
- Read the instructions and make sure Ss understand that they will listen to each sentence/exchange and circle the picture that matches the description.
- Play the first exchange and ask Ss to point to the picture that is being mentioned. Go round and check that everyone is pointing to the correct picture. Then have Ss circle the correct picture.
- Play the rest of the sentences/ exchanges and have Ss circle the appropriate pictures.
- Ss check their answers in pairs first, then as a class.


## Listening transcript

1. Boy 1 : What is this?

Boy 2: It is a cow.
2. Girl 1: Who is she?

Girl 2: She is my grandma.
3. Man: It is a duck.
4. Man: Thirteen.
5. Man: Eleven.
6. Man: There are fourteen hens.

$\begin{array}{llllll}\text { 1. } A & \text { 2.B } & \text { 3.A } & \text { 4. } B \quad \text { 5. } A & 6 . B\end{array}$

## Activity 2 CS L1.1

- Ask Ss to listen to the recording and circle what it is about. Read the two options to Ss.
- Play the recording twice and check Ss' answers.


## Listening transcript

Woman: Eleven, twelve, thirteen, fourteen, fifteen.

## Activity 3 CS R2.1



- Ask Ss to read the question and the answers and match them to the correct pictures.
- Check Ss' answers.

1.D 2.C 3.E 4.A 5.B
(2) What is the recording about? Listen and circle A or B. * (
A. Numbers
B. Farm animals
(3)

Read and match.
How many are there?

1. There is one sheep.
2. There are fifteen cows.
3. There are eleven bees.
4. There is one goat.
5. There are twelve horses.

## Optional

## Memory game

- Use Blu tack or tape to stick one set of the flashcards of cows, hens, horses, ducks, sheep, sheep, fish, goats, bee, grandfather/grandpa, grandmother/grandma, eleven, twelve, thirteen, fourteen, fifteen, wool, honey and cheese on the board but facing it so that Ss can't see them.
- Put a second set in a pile on your desk.
- Divide Ss into two teams. Explain to Ss that one member from each team will come up to your desk at a time and pick a flashcard.
- Then, he/she will choose one of the flashcards stuck on the board by turning it over (without taking it off the board) to see if it's the same as the flashcard he/she is holding.
- If it's the same, then he/she has to say what the flashcard depicts and remove the flashcard from the board as well as its pair from the game.
- If the flashcard is different from the one he/she is holding, the $S$ has to show the flashcard that is stuck on the board to his/her classmates and return the other flashcard to the bottom of the pile on the desk.
- Every matching pair of flashcards gets a point for the team that makes the match. The team with the highest score when all the flashcards have been removed from the board wins the game.


## Workbook

## 

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

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

1. 15 bees
2. 12 ducks
3. 13 fish
4. 11 sheep

## Now I can

## Activities 1, 2 \& 3 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 4 CS R2.1 $\sqrt{\left.\frac{A}{A}\right]}$

- Direct Ss' attention to the pictures and ask them to guess what each picture depicts. 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. 66.
- Explain to Ss that they have to trace each phrase/sentence and then they have to write it on the lines that follow.
- Point out that the dot indicates where they have to start.
- Ss can write the phrase/sentence 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 phrases/sentences correctly.


## C Before leaving

- Play the song/poem Old MacDonald's Farm on p. 63 in the SB and invite Ss to say the song/poem along with the recording.


## Aims

- to revise and consolidate vocabulary and structures presented in previous lessons through a story


## Lesson plan

Activity 1 CS L2.4, R2.1, R4. 1 ? 䮠

## Before reading

- Hold up the Story time Big Book and display the cover page.
- Ask Ss, What do you think the story is about? Elicit Ss' answers.
- Ask Ss if they know any of the words in the title and then read the title together.
- Point to the first frame and ask Ss to tell you what they think is happening. (Two boys are introducing themselves to each other.)
- Cover the second page (p.77), ask Ss to look at the first four frames of the story on p. 76 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).


## COUNT TO 5

(1) Look, listen and read. 䣺 (4)


76

- Check Ss' predictions.
- Ask Ss some comprehension questions. Encourage Ss to answer.

Frame 2: (pointing to Jim) Where is Jim sitting? (He is sitting in a big inflatable chair.)
Frame 3: (pointing to Ali) What is Ali doing? (He is opening a big red book.)
Frame 4: (pointing to the pencil) What is this? (It is a pencil.) What colour is it? (It is blue and yellow.)
Frame 5: (pointing the boys) What are they doing? (They are arguing about the pencil.)
Frame 6: (pointing to the pencil) What happened? (The pencil broke.) Are the boys sad? (Yes, they are.)
Frame 7: (pointing to the woman) What is she asking the boys to do? (She is asking them to count to five and then play together.) What are the boys doing? (They are counting to five and apologising to each other.)
Frame 8: (pointing to the pencil) Is the pencil still broken? (No, it isn't.) Are the boys sad? (No, they aren't. They are happy.)


## Post reading

## POST-STORY ACTIVITY

Ask Ss:

- Do you argue with your friends often?
- What do you usually argue about?
- What do you usually do to make up with your friends?


## Value

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


## 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. This is a chair. This is a book. A yellow and blue pencil! Count to five and play together, etc.
- Choose a S from the first team, point to a sentence, encourage him/her to read it and say who said it (Jim, Ali or mum). 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.


## C Before leaving

- Choose three Ss at random and ask them to come up to the board.
- Encourage them to act out the story as it appears in their SB.
- You can play the recording so that Ss have a guideline the first few times.
- Call up more Ss to the board and repeat for as long as time permits.


## Language focus

## Aims

- to revise and consolidate vocabulary and structures presented in previous lessons through a story


## Lesson plan

Activity 1 CS L2.4, R2.1, R4. 1
○能

## Before reading

- Hold up the Story time Big Book and display the cover page.
- Ask Ss, What do you think the story is about? Elicit Ss' answers.
- Ask Ss if they know any of the words in the title and then read the title together.
- Point to the first frame and ask Ss to tell you what they think is happening. (Two children with their father and mother are on the Baladna farm.)
- Cover the second page (p.79), ask Ss to look at the first four frames of 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 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.



## Post reading

## POST-STORY ACTIVITY

Ask Ss:

- Do you go out with your family? Where?
- What other things do you do with your family?
- What other things do you do with your family?
- Do you enjoy spending time with your family?
- Why is it important to spend time with your family?


## Value

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


## 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. Cheese, please, Are you happy? etc.
- Choose a S from the first team, point to a sentence, encourage him/her to read it and say who said it (Mona, Fatima, Mum, Dad). If the $S$ answers correctly, he/she gets a point for his/her team.
- Repeat the same procedure with a S from the second team.
- Play the game until all Ss have had a turn.
- The team with the most points wins.


## Before leaving

- Choose 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.


## Grommon Reference

## Module 1

Song
Hello/Hi, I am Ron.

## Top Stars

My name is Nora.
What is your name? I am Nora.

## Let's play

How are you?
Fine, thanks.

Module 2

Song
Stand up!
Top Stars
What is this?
It is a pencil.
What is that? It is a book.

## Our world

This is my bag.

This is a chair.


## Let's play

What colour is it?
It is red.

Is it a book?
Yes, it is. /
No, it is not.

Is it an apple?
Yes, it is. /
No, it is not.

## Module 3

## Song

How old are you?
I am five.
You are six.

## Top Stars

Are you happy?
Yes, I am. /
No, I am not.

## Comic

She is short.

## Let's play

Is he hungry?
Yes, he is. /
No, he is not.
Is she thirsty?
Yes, she is. /
No, she is not.

## Maths

pencil
pencils
bag

bags


## Grammar Reference

## Module 4

## Song

Who is he/she?
He is my dad/brother.
She is my mum/sister.

## Top Stars

Where is the cat?
In the living room.

## Our world

This is my bird. It is yellow.


## Let's play

Where is Ron? On the sofa.

In the box.


Under the table.


## Module 5

## Song

1 duck
82
11 ducks


## Top Stars

There is a bee.

## Our world

There are 15 hens on the farm.


## Let's play

How many ducks are there?
There are 13 ducks.


## Science

This is a cow.
We get milk from cows.

## Picture Dictionary



## Actions



Come here.


Stand up.


Sit down.


Clap your hands.

Open the window.

## Classroom Objects



## Furniture



## Family



## PICTURE DICTIONARY



84


## MidibsPreguenay words

| a | don't | in |
| :---: | :---: | :---: |
| again | down | is |
| am | duck | it |
| and | farm | leg |
| are | fine | Let's |
| away | five | little |
| bag | for | look |
| bed | four | many |
| bee | from | Mr |
| big | fun | Mrs |
| bird | get | mum |
| black | girl | my |
| blue | go | name |
| book | green | No |
| box | grey | numbe |
| boy | hands | old |
| Bye | happy | on |
| cake | has | one |
| can | he | open |
| cat | help | orange |
| chair | hen | pen |
| clap | here | pets |
| come | Hi | pink |
| cow | horse | rabbit |
| dad | How | red |
| desk | 1 | room |

run
sad
say
see
she
sheep
short
sit
small
sorry
stand
table
tall
Thank
Thanks
that
the
there
this
three
time
to
too
two
under
up

What
Where
white
Who
yellow
Yes
you
your

## WORKBOOK - KEY TO REVISION 1-5



## Workbook

## Activity 1 CS L2.1 \%

- Draw Ss' attention to the numbers in the activity, point to each one and ask Ss to say them aloud.
- Ss listen to the recording and circle the numbers that are being heard in the sentences.
- Play the recording twice.
- Check Ss' answers.


## Listening transcript

Man: There are two cows on the farm.
There are five horses on the farm.
There are seven goats on the farm.
There are eleven ducks on the farm.
There are fourteen hens on the farm.
There are fifteen sheep on the farm.
The numbers 2, 5, 7, 11, 14
and 15 should be circled.

## Activity 2 CS L2.4

- Draw Ss' attention to the items/colours/people in the activity, point to each one and ask Ss to name them.
- Ss listen to the recording and circle A or B.
- Play the recording twice.
- Check Ss' answers.


## Listening transcript

1. Woman: What is this? Girl: It is a desk.
2. Woman: What is that? Girl: It is a pencil.
3. Boy 1: What colour is it? Boy 2: It is red.
4. Girl 1 : What is your name?

Girl 2: I am Nora.
5. Boy 1: How old are you? Boy 2: I am six.
6. Girl 1: Is she happy?

Girl 2: Yes, she is.

## $\begin{array}{llllll}\text { 1. } B & \text { 2. } A & 3 . B & \text { 4.A } & \text { 5. } B & 6 . A\end{array}$

## Activity 3 CS S2. 2

- Divide Ss into pairs
- Ss take turns asking and answering questions about the animals/item, as in the example.

$\bullet$

1. Where is the cat in number 1 ? Under the sofa.
2. Where is the rabbit in number 2 ? On the table.
3. Where is the book in number 3 ? In the bag.

## Activity 4 CS R2.1 $\mid \overrightarrow{A|l| l \mid}$

- Ss read the sentences, look at the pictures and tick ( $\boldsymbol{\sim}$ ) one of the two options.
- Check Ss' answers.


1. He is my dad.
2. Yes.
3. No, she is not.
4. Five.
5. Yes, he is
6. Yes.


## Board Game 1

- Have Ss look at the board game in the WB (pp.70-71).
- 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.


## A0phabet 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 |
| 1 | i | /I/ | ink, insect |
| J | j | /d3/ | jam, jacket |
| K | k | /k/ | kite, kangaroo |
| L | 1 | /l/ | lion, lemon |
| M | m | /m/ | mouse, moon |
| N | n | /n/ | nose, nest |
| 0 | 0 | /b/ | olive, octopus |
| P | p | /p/ | pencil, penguin |
| Q | q | /kw/ | quilt, queen |
| R | r | /r/ | ring, rabbit |
| S | 5 | /s/ | star, snake |
| T | t | /t/ | table, tiger |
| U | $u$ | / $/$ / | 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 |

Name: $\qquad$
1 Look, read and match.
1.
2.

a. Bye!
b. Hi !

Score

2

2 Look and match.
-

a. five
b. three
c. two
d. one

e. four

## PRE-TEST

Score 10 Name:
$\qquad$
1 Colour the circles.
(1)

(2)

(3)

(4)

Score

2 Look and match.

pen
(2)

(3)

book
bag

rubber
rubber
chair (7) 5
desk
teacher
(4)

(6)


Name: $\qquad$

1 Look and match.

a. 9

b. 6

c. 10

4.

5.

e. 8


## PRETEST

Score 10

Name: $\qquad$
1 Look, read and circle $\mathbf{a}$ or $\mathbf{b}$.
(1)
a. She is my mother. b. He is my father.

(2)

a. She is my sister.
b. He is my brother.

a. This is a cat.
b. This is a fish.
(4)
a. This is a kitchen.
b. This is a living room.
a. This is a table.
b. This is a bed.

Name: $\qquad$
1 Look and match.
(1) 11
(2) 12
(3) 13 (1)
(4) 14
(5) 15
e. fourteen
d. twelve
c. thirteen
a. fifteen
b. eleven
d. twelve

2 Look, read and match.
(1)

a. COW
b. horse

c. hen
d. duck

e. goat


## KEY TO PRE-TESTS

## Key to Pre-test <br> Module 1

## Activity 1

1. $b$
2. a

## Activity 2

first picture-d
second picture - c
third picture-b
fourth picture-e
fifth picture - a

## Key to Pre-test

## Module 2

Activity 1

1. The circle should be coloured in red.
2. The circle should be coloured in blue.
3. The circle should be coloured in yellow.
4. The circle should be coloured in green.

## Activity 2

| 1. book | 2. bag |
| :--- | :--- |
| 3. pen | 4. desk |
| 5. rubber | 6. pencil |
| 7. chair | 8. teacher |

## Key to Pre-test

## Module 3

## Activity 1

1.b 2.d 3.e 4.a 5.c

## Key to Pre-test

 Module 4Activity 1
$\begin{array}{llll}\text { 1.b } & \text { 2.a } & \text { 3.a } & \text { 4.b }\end{array}$

## Key to Pre-test

Module 5
Activity 1
1.b 2.d 3.c 4.e 5.a

Activity 2
1.d 2.a 3.b 4.c 5.e
$\qquad$

1 Look and circle.


1. Hello / Goodbye
2. Hello / Goodbye

Score $\quad 2$
2 Listen and put a $\boldsymbol{\nu}$ or an $\boldsymbol{X} .())$


3 Look and match. Then trace.

a.

b. $\qquad$
C. $\qquad$
d.

e.

1 Listen and circle. ())


2 Read and circle.

1. What is this?

2. What is that?


It is a book / pen.
3. What is this?

4. What is that?

$\qquad$ It is a book / pen.
5. What is this?
6. What colour is it?


It is black / white.
7. What colour is it?

It is black / white.
Score
$\qquad$

## 1 Listen and circle $\mathbf{A}$ or $\mathbf{B} .()$ )



2 Read and circle.

1. Are you six?

Yes, I am. / No, I am not.
2. Are you ten?
3. Is she hungry?
4. Is he sad?
5. Is he thirsty?
6. Is she sad?
7. Is she tall?

Yes, I am. / No, I am not.

Yes, she is. / No, she is not.

Yes, he is. / No, he is not.

Yes, he is. / No, he is not.

Yes, she is. / No, she is not.

Yes, she is. / No, she is not.
$\qquad$

1 Listen and circle. ())
(1)

(2)


A


(3)

A




Score
(2) Listen and circle Ron. (1)

(2)

(3)

(4)

$\qquad$

1 Listen and circle. ())


2 Read and circle.

1. There is/ are one sheep on the farm.
2. There is / are fifteen goats on the farm.
3. How many cows is / are there?
4. There is / are eleven horses.
5. There is / are one bee in the living room.

1 Look, read and number.


1. bag

2.pet
3.book
4.bed

2. friend
6.thirsty

3. goat
8.sofa


Score
(2) Read and tick ( $\boldsymbol{V}$ ).

a. Stand up. $\square$ b. Sit down.

a. Stand up. $\square$ b. Clap your hands.
$\square$
a. Come here. $\square$ b. Stand up. $\square$
(4)

a. Come here. $\square$ b. Clap your hands. $\square$

3 Write the plurals.

1. cat
2. sheep - $\qquad$
3. goat - $\qquad$
4. bird -
5. fish -
6. duck -
Score
3

4 Listen and circle $\mathbf{A}$ or $\mathbf{B} .())$



Score
5 Read and match.

1. Who is she?
2. How are you?
3. How many cats are there?
4. What is your name?
A. There are twelve cats.
B. Fine, thanks.
C. She is my mother.
D. I am Ali.

Score
2

6 Complete. W Z F
A $\square$
C D E $\square$ G H I J $\square$ L M N $\square$ P Q R $\square$
$\square$ X Y $\square$

FINAL TEST

## 7 Match.

A
C
G
M
N
P
T
V
g
a
C
$p$
n
m
$v \quad t$
Score
8
8 Match.

1. apple
2. moon
3. egg
4. fish
a.

b.

C.

d.


9 Look and circle.
1.
b c
3.

 $m \quad h$
4.
j $\quad$ p
$\qquad$

Score
10 Complete the words and match. $\mathbf{k} \mathbf{u}$ d

1. __ose
2. $\qquad$ ite
3. __uck
4. $\qquad$ mbrella
a.

b.

c.

d.


## LISTENING TRANSCRIPTS \& KEY TO TESTS

## Transcripts

## Test 1

2. Listen and put a $\boldsymbol{V}$ or an $\boldsymbol{X}$.
3. Hassan: Hello! I am Hassan.
4. Ali: Hi! I am Ali.
5. Aisha: I am Aisha.
6. Nora: My name is Nora.

## Test 2

1. Listen and circle.
2. Woman: Clap your hands.
3. Woman: Stand up.
4. Woman: Sit down.
5. Boy: Come here.

## Test 3

1. Listen and circle A or B.
2. Girl 1: How old are you? Girl 2: I am six.
3. Boy 1: How old are you? Boy 2: I am nine.
4. Girl 1 : It is small.
5. Girl 2: It is short.

## Test 4

1. Listen and circle.
2. Man: Who is she?

Boy: She is my sister.
2. Woman: Who is he?

Girl: He is my dad.
3. Boy: This is my pet. It is a cat.
4. Girl: This is my pet. It is a rabbit.
5. Woman: Where is the parrot?
Girl: In the living room.
6. Man: Where is the bird?

Boy: In the kitchen.
2. Listen and circle Ron.

1. Boy: Where is Ron?

Woman: On the table.
2. Boy: Where is Ron?

Woman: Under the bed.
3. Boy: Where is Ron?

Woman: On the sofa.
4. Boy: Where is Ron? Woman: In the box.

## Test 5

1. Listen and circle.
2. Man: There is a cow.
3. Man: There is a duck.
4. Man: There are goats.
5. Man: How many bees are there?

Boy: There are 13 bees.
5. Man: There are 15 sheep.
6. Boy: This is my grandpa.
7. Man: There are five eggs.

## Final Test 1-5

4. Listen and circle A or B.
5. Boy 1: This is my sofa. It is big.
6. Girl 1: She is my sister. She is tall.
7. Boy 2: Are you thirsty?

Boy 1: Yes, I am.
4. Boy 1: This is my classroom. There are ten desks.

## Key to Tests

## Key to Test 1

Activity 1

1. Hello
2. Goodbye

Activity 2
$\begin{array}{llll}\text { 1. } V & 2 . V & 3 . X & 4 . x\end{array}$

## Activity 3

1. c - one
2. d-two
3. b-three
4. e - four
5. $a$ - five

## Key to Test 2

Activity 1

1. $\begin{array}{llll}\text { 2.A } & \text { 3.A } & \text { 4. } B\end{array}$

Activity 2

| 1. bag | 2. pen |
| :--- | :--- |
| 3. pencil | 4. book |
| 5. desk | 6. black |

7. white

## Key to Test 3

## Activity 1

1. $A \quad$ 2.B 3.B 4. $A$

## Activity 2

1. No, I am not.
2. Yes, I am.
3. Yes, she is.
4. No, he is not.
5. Yes, he is.
6. No, she is not.
7. Yes, she is.

Key to Test 4
Activity 1

1. B 2.B $\quad$ 3. B $\quad$ 4. $A$
2. A 6. B

## Activity 2

1. On the table.
2. Under the bed.
3. On the sofa.
4. In the box.

## Key to Test 5

Activity 1
$\begin{array}{llll}\text { 1. A } & \text { 2. B } & \text { 3.B } & \text { 4.A }\end{array}$
5. $B \quad$ 6. $B \quad$ 7. $A$

Activity 2

1. is 2. are 3 . are
2. are $\quad 5$. is

## Key to Final Test 1-5

Activity 1
A. 3 B. 5
C. 8
D. $1 \quad$ E. 7
F. 4 G. $6 \quad$ H. 2

## Activity 2

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

## Activity 3

1. cats
2. sheep
3. goats
4. birds
5. fish
6. ducks

## Activity 4

$$
\begin{array}{llll}
\text { 1. } \mathrm{A} & \text { 2. } \mathrm{A} & \text { 3. } \mathrm{B} & \text { 4. } \mathrm{B}
\end{array}
$$

## Activity 5

1. $\mathrm{C} \quad$ 2. $\mathrm{B} \quad$ 3.A $\quad$ 4. D

## Activity 6

B, F, K, O, S, W, Z

## Activity 7

Aa Cc Gg Mm Nn Pp Tt Vv

## Activity 8

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

## Activity 9

1.b 2.h 3.z 4.p

Activity 10

1. $\mathrm{n}-\mathrm{b} \quad$ 2. $\mathrm{k}-\mathrm{d}$
2. $d-a \quad$ 4. $u-c$

## Top Stars 1a

Teacher's Book
H. Q. Mitchell - Marileni Malkogianni

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- Posters
- Alphabet posters
- Grammar Reference posters

| CEFR |  | Pre-A1 | A1 Low | A1 Mid | A1 High | A2 Low |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Top Stars | 1 | 2 | 3 | 4 | 5 | 6 |




[^0]:    1．V $2 . \times 3 . \times \quad 4 . V$

[^1]:    1 Vocabulary CS S2.2

    - Have Ss open their books to p.64.

