

H. Q. Mitchell – Marileni Malkogianni



# TOP STARS

3a

## Teacher's Book



Academic Year 2021–2022

  
mm  
publications

GRADE **3** SEMESTER 1



# TOP STARS



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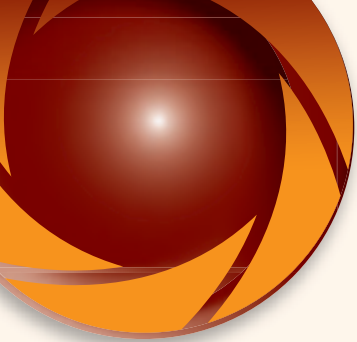




حضرة صاحب السمو الشيخ تميم بن حمد آل ثاني  
أمير البلاد القطري

## النشيد الوطني

قَسَمًا بِمَنْ رَفَعَ السَّمَاءَ	قَسَمًا بِمَنْ نَشَرَ الضِّيَاءَ
قَطْرٌ سَتَبْقَى حُرَّةً	تَسْمُو بِرُوحِ الْأَوْفِيَاءِ
سِيرُوا عَلَى نَهْجِ الْأَلَى	وَعَلَى ضِيَاءِ الْأَنْبِيَاءِ
قَطْرٌ بِقَلْبِي سِيرَةٌ	عِزٌّ وَأَمْجَادُ الْإِبَاءِ
قَطْرُ الرِّجَالِ الْأَوَّلِينَ	حُمَاتُنَا يَوْمَ النِّدَاءِ
وَحَمَائِمُ يَوْمَ السَّلَامِ	جَوَارِحُ يَوْمِ الْفِدَاءِ



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Marileni Malkogianni

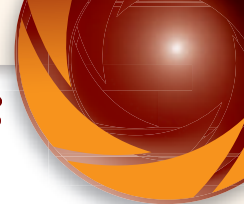


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Communication Objectives	Structures	Vocabulary	Writing	QNCf competencies
<b>Module 1 • Nice to meet you! • p.7</b>				
<ul style="list-style-type: none"> <li>- to introduce adjectives related to physical appearance</li> <li>- to describe a person, an animal or a thing</li> <li>- to revise the verb <i>to be</i></li> <li>- to introduce adjectives related to feelings</li> <li>- to talk about one's mood</li> <li>- to identify actions</li> <li>- to talk about ability</li> <li>- to talk about the five senses</li> </ul>	<p>I'm... He/She/It's... We/You/They're... Are you...? Yes, I am. / No, I'm not. / Yes, we are./No, we aren't. Is he/she/it...? Yes, he/she/it is. / No, he/she/it isn't. Are they...? Yes, they are. / No, they aren't. I'm not... He/She/It isn't... We/You/They aren't... I/You/He/She/It/We/You/They can/can't... Can you...? Yes, I can. / No, I can't.</p>	<p><b>Adjectives:</b> pretty, funny, young, old, tall, short, angry, scared, tired, bored, clean, dirty, hungry, thirsty, fat <b>Actions:</b> talk, play basketball, count, paint, draw, fly, run, walk, jump, swim, climb, see, hear, smell, touch, taste</p>	<p><b>Project:</b> Write about yourself. <b>Writing tip:</b> to recognise capital letters and full stops in sentences</p> <p><b>Phonics</b></p> <p><b>l blends</b> /pl/ plane /bl/ blonde /kl/ clap /gl/ glue /fl/ fly</p>	
<b>Module 2 • Me and my family • p.19</b>				
<ul style="list-style-type: none"> <li>- to identify family members</li> <li>- to revise the verb <i>have got</i></li> <li>- to revise the indefinite article <i>a/an</i></li> <li>- to talk about appearance</li> <li>- to identify facial features</li> <li>- to identify clothes and accessories</li> <li>- to talk about possession</li> <li>- to talk about objects that are near us and not near us</li> <li>- to identify toys</li> <li>- to revise/learn the parts of the face and body</li> </ul>	<p>I/You have got / I/You've got a/an... He/She has got / He/She's got a/an... We/They have got / We/ They've got a/an... Have you got...? Yes, I/we have. / No, I/we haven't. Has he/she/it got...? Yes, he/she/it has. / No, he/she/it hasn't. Have they got...? Yes, they have. / No, they haven't. I/You/We/They haven't got... He/She/It hasn't got... I → my you → your he → his she → her it → its we → our you → your they → their This is a... → These are... That is a... → Those are... Whose (robot) is this? It's (Ron)'s. Whose (dolls) are these? They're (Tina)'s.</p>	<p><b>Family members:</b> son/ grandson, daughter/ granddaughter, uncle, aunt, cousin <b>Features:</b> straight hair, blond(e) hair, curly hair, moustache, beard, freckles <b>Clothes/accessories:</b> handbag, T-shirt, dress, shoes, boots, jeans, skirt, watch <b>Toys:</b> computer game, jigsaw puzzle, robot, kite <b>Parts of the face and body:</b> head, eyes, nose, mouth, ears, shoulder, toes, knee, teeth, ankle, feet <b>Noun:</b> toys</p>	<p><b>Project:</b> Write about a family member. <b>Writing tip:</b> to learn how to use commas and the conjunction <i>and</i> in a sentence</p> <p><b>Phonics</b></p> <p><b>r blends</b> /pr/ pretty /br/ brush /kr/ crayon /gr/ grey /fr/ fruit /tr/ tree /dr/ drive</p>	
<b>TOP TIME! 1 (Modules 1-2) p.31</b>				



# SYLLABUS

Communication Objectives	Structures	Vocabulary	Writing	QNCf competencies
<b>Module 3 • What are you doing? • p.33</b>				
<ul style="list-style-type: none"> <li>- to identify activities happening at the moment of speaking</li> <li>- to ask and answer questions about activities happening at the moment of speaking</li> <li>- to ask about and tell the time</li> </ul>	<p>I am / I'm (studying) now.            He/She/It is / He/She/It's (playing) now.            We/You/They are / We/You/They're (cleaning) now.            Are you (eating)? Yes, I am. / No, I'm not. / Yes, we are./No, we aren't.            Is he/she/it (drinking water)? Yes, he/she/it is. / No, he/she/it isn't.            Are they (watering the flowers)? Yes, they are. / No, they aren't.            What is (he) doing? (He) is reading a book.            What are (they) doing? (They) are eating.            I'm not (eating).            He/She/It isn't (drinking water).            We/You/They aren't (cooking).            read → reading make → making            get → getting            What's the time? It's (two) o'clock. / It's half past (six).</p>	<p><b>Activities:</b> She's studying. She's cleaning. They're watching TV. He's reading. She's planting a tree. I'm feeding the fish. They're eating. He's drinking water. He's watering the flowers. She's making a cake. He's having breakfast/lunch/dinner. It's sleeping. He's fishing. I'm skateboarding. It's carrying food.  <b>Time:</b> It's two o'clock. It's half past six.  <b>Nouns:</b> player, ant, grasshopper, helmet  <b>Verbs:</b> kick, throw</p>	<p><b>Project:</b>            Write about what you, a family member and a pet are doing now.</p> <p><b>Phonics</b></p> <p><b>s blends</b>            /sm/ smile            /sn/ snake            /sp/ spider            /st/ stop            /sk/ skate            /sk/ scarf            /sl/ sleep            /sw/ swim            /skw/ squirrel</p>	
<b>Module 4 • Here and there • p.45</b>				
<ul style="list-style-type: none"> <li>- to identify places in a town</li> <li>- to identify location</li> <li>- to ask and answer about the location of places in a town</li> <li>- to identify sea animals</li> <li>- to introduce the possessive pronouns</li> <li>- to identify actions</li> <li>- to express obligation/prohibition</li> <li>- to count (20-100)</li> <li>- to identify road signs</li> </ul>	<p>Where's...?            behind, in front of, next to, between            I → mine you → yours he → his            she → hers it → - we → ours            you → yours they → theirs            Look! (That) is a (ball). Whose (ball) is it? It's (his).            You must/mustn't...</p>	<p><b>Places:</b> library, bank, pet shop, toy shop, aquarium, museum, shopping centre, restaurant, bookshop  <b>Nouns:</b> people, shark, dolphin, camera, fin, rubbish bin  <b>Verbs:</b> look, help, find, Stop.  <b>Phrases:</b> be quiet, throw rubbish, take photos, Go straight. Turn right. Don't turn left. Cross the street here.  <b>Numbers:</b> 20-100</p>	<p><b>Project:</b>            Write a notice about what you must and mustn't do at a place of your choice.</p> <p><b>Phonics</b></p> <p><b>ch</b> /tʃ/ chimp            peach            chair  <b>sh</b> /ʃ/ sheep            shirt            fish</p>	
<b>TOP TIME! 2 (Modules 3-4) p.57</b>				
<b>Module 5 • Day by day • p.59</b>				
<ul style="list-style-type: none"> <li>- to talk about everyday activities</li> <li>- to talk about habitual actions</li> <li>- to ask and answer about habitual actions</li> <li>- to talk about how often someone does something</li> <li>- to talk about occupations</li> <li>- to ask and answer about a person's occupation</li> </ul>	<p>I always (go shopping) on (Mondays).            He/She sometimes (goes shopping).            We/You/They never (go to school at the weekend).            Do you always...? Yes, I/we do. / No, I/we don't.            Does he/she...? Yes, he/she does. / No, he/she doesn't.            Do they...? Yes, they do. / No, they don't.            I don't...            He/She doesn't....            We/You/They don't....            What do you do? I (feed animals on the farm).            Are you (a farmer)? (Yes, I am).            What does (she) do? (She takes photos).            Is (she a photographer)? (Yes, she is).</p>	<p><b>Everyday activities:</b> go shopping, go cycling, do karate, play cricket, get up early, drive a car, have a lesson, take the bus, walk to school  <b>Occupations:</b> farmer, cook, taxi driver, police officer, firefighter, dentist, photographer  <b>Phrases:</b> put out fires, fix teeth  <b>Nouns:</b> farm, hotel, food, place, playground, fire, uniform  <b>Verbs:</b> pray, stay, save, build</p>	<p><b>Project:</b>            Write about what you do at the weekend.</p> <p><b>Writing tip:</b>            to learn the position of the subject in a sentence</p> <p><b>Phonics</b></p> <p><b>/s/</b> paints            claps  <b>/z/</b> reads            swims  <b>/ɪz/</b> teaches            washes</p>	



# INTRODUCTION

## Welcome

This is a series of books especially designed for primary school students. A learner-centred approach has been the foundation of this course, which aims to engage learners actively in using language to explore their environment and interact with others in order to construct meaning. A building-block strategy has been employed, through which every lexical and grammatical item is carefully presented and systematically revised.

Each book has been designed to be completed in a single school year. It is based on a well-organised, multi-dimensional syllabus, which focuses equally on the development of both vocabulary and grammatical structures through lively topics and communicative activities. The four skills (listening, speaking, reading and writing) are developed in an integrated way throughout the course.

## Course Components

### Student's Book

The Student's Book contains ten theme-based modules. The lessons in each module are thematically linked and lead to the exploration and discovery of the 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 illustrations 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, through which all skills (listening, speaking, reading, writing) are practised extensively. A **Now I can...** section can help students evaluate their performance and take responsibility for their own learning. A cursive writing section is included in order to help students develop their handwriting skills. The letters of the alphabet as well as simple words are introduced at this level, with instructions and guidance indicating correct formation. Two Revision sections for Modules 1-5 and Modules 6-10 prepare students for the Midterm test and the Final test. Students can also find two board games at the back of the Workbook: Board Game 1 for Modules 1-5 and Board Game 2 for Modules 6-10. There is a section (**Smart moves!**) after every two modules in the Workbook which includes **higher-order thinking activities**. Five two-page **Top Skills** sections help students develop the four skills through revision activities. These sections also serve the purpose of preparing students for international exams.

## 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). Classroom strategies for differentiated instruction also feature in this series.

### Differentiated instruction

Differentiated instruction is an approach that helps teachers ensure that they address the needs of every student. It is common knowledge that not all students learn at the same speed or have the same learning style. Therefore, in classrooms where students have different learning styles and needs, it is essential for teachers to adjust instruction to tailor the material to the needs of individual students.

This is a challenge for teachers because differentiated instruction does not only mean changing the way teachers teach. It also means changing the level and the kind of instruction in order to respond to learning diversity.

For this reason, the *Top Stars* series provides strategies and expansion activities or adaptations of already-existing ones to ensure that all students will achieve the same goal but sometimes in a different way.

### Strategies - Techniques for Differentiated Instruction

To help teachers meet the needs of students with different ability levels and needs, the following strategies have been incorporated in the Student's Book, in the Workbook or in the Teacher's Book:

- A range of activities, depending on the level of students, to challenge **higher-performing students** (e.g. by modifying activities to challenge them and provide them with further practice, by providing them with further practice through expansion activities, by asking them to come up with their own examples using the vocabulary or the grammatical structure presented, etc.).
- A range of activities, depending on the level of students, to help **lower-performing students** to consolidate the content taught (e.g. by modifying activities to build their confidence, by providing them with prompts in order to help them to use what has been taught in context, by providing them with options to choose from, etc.).
- A range of activities to accommodate **different learning styles** (e.g. Total Physical Response (TPR) activities, projects, different kinds of games and optional activities, etc.).
- **Scaffolding instruction** – teachers support students in order to explore various topics through various ways (e.g. notes in the Teacher's Book provide a step-by-step guide to each stage of the lesson within a flexible framework that allows teachers to adapt the activities to their own teaching style as well as to the students' needs).
- **Flexible grouping** – students are given the opportunity to work individually, in pairs, in small groups or in large groups, according to their needs and interests.

- **Ongoing or formative assessment** – it helps teachers to monitor students' progress, pinpoint their strengths and weaknesses, provide constructive feedback, and therefore adapt the teaching and learning process to meet students' needs [e.g. student self-assessment (*Now I can...*)].

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. 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 main learning objectives, 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 (Optional):**

It is suggested that a few minutes be dedicated to revise the previous lesson, at the beginning of each new 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. The main learning standards and Qatar National Curriculum Framework (QNCF) competencies are clearly signposted.

#### **Optional (Practice and Expansion) / Before leaving:**

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

#### **Workbook:**


This section includes the key to each activity in the Workbook, as well as the listening transcripts. The instructions for the Board Games can be found at the back of the Teacher's Book.

#### **Student's CD-ROM**

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

#### **Resources for Teachers (Online)**

This contains:

##### **Tests**

There are ten two-page end-of-module tests, one Midterm test for Modules 1-5 and one Final test for Modules 6-10. The tests can be printed in their original form. However, teachers also have the ability to add, omit or change the order of the items and/or activities according to the needs of their classes (modifiable tests). The listening transcripts for the tests and the key to all activities follow.

##### **Self-evaluation sheets**

These sheets accompany the **Now I can...** section in the Workbook. They help students evaluate their performance and take responsibility for their own learning.

##### **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.

#### **Interactive Whiteboard Material**

The Interactive Whiteboard Material allows teachers to create powerful lessons by integrating image and sound, which helps learners assimilate information more rapidly. It includes all the textual, visual and audio material from the Student's Book and the Workbook. It also includes two interactive games per module, a vocabulary list and ten self-evaluation sheets (one for each module).

### **THE SERIES**

This series is designed with careful consideration of students' needs and emotional development at young ages. The focus is on all four skills, which are carefully developed to facilitate the learning process. Special attention is paid to the gradual development of listening and speaking skills, and 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 (CLIL) sections. A clearly demarcated vocabulary section illustrates the key vocabulary items for each lesson. Grammar boxes provide written models of the structure, which help children notice underlying patterns in language. A wide variety of listening and speaking activities (with recorded conversational models) allows students to practise and use the new language. Reading is developed through a wide variety of text types and tasks and is aided by audio recordings of all the reading texts in the Student's Book. Writing is mainly practised in the Workbook. Students are further helped to develop their reading, speaking, listening and writing skills with the inclusion of useful advice given throughout the Student's Book in the form of **tips**.



## MODULE STRUCTURE

### Vocabulary

The new vocabulary is presented in different ways, through a variety of approaches. Students are further helped to learn vocabulary with the inclusion of useful advice given throughout the book in the form of **tips**.

### Lesson 1:

#### Song

Most modules begin with a song/poem. The new vocabulary and the new grammatical structures are presented along with a song/poem. The lyrics always have a specific linguistic focus (vocabulary and structures) and the element of repetition aids students' consolidation of the material. An activity for students to practise both grammar and vocabulary always follows the song/poem.

Presentation of new vocabulary always with pictures

The Look! box highlights grammatical structures

## Here and there

### SONG

1



people library bank pet shop toy shop

**Look!**

Where's the toy car?



behind in front of next to between

2 Listen and number (1-4). Then say.



3 Look at activity 2. Ask and answer with your partner.

Where's the zoo?

It's in front of the pet shop.

It's next to the toy shop.

Where's the black car?

### This is my town!

This is my town.  
People, cars here and there,  
People, cars everywhere!

Where's the library?  
Mark is there with Frank.  
Where's the library?  
It's next to the bank!

Where are the school buses?  
Look! They're red and blue.  
Where are the school buses?  
They're in front of the zoo!

Where's the pet shop?  
Where's the pet shop?  
Look! It's between the bank  
and the toy shop!

Where am I?  
Can you see me?  
I'm in the park.  
I'm behind a tree!

45

A new song/poem that presents vocabulary and grammatical structures

Immediate practice on vocabulary and structures

## Lesson 2:

### Top Stars

The second 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, and each dialogue is followed by a reading comprehension activity. A wide variety of activities allow students to practise the target vocabulary and grammar. There is a Look! box in almost every lesson that draws students' attention to certain grammatical points. Listening and speaking activities are included to consolidate structures and vocabulary introduced in the lesson. Students also have the opportunity to practise the new language through games and role play.

Listening activities practising new language items

Reading comprehension activity

**4 TOP STARS**

1   
 look help find aquarium shark dolphin camera

2 Read and answer. Who can't find his camera?

The children are at the aquarium.

Wow! Fish, sharks, dolphins...  
... and turtles. Look! That food is theirs!

Look at that big shark! I haven't got a camera. Karim, can I have yours, please?

I can't find mine.

I can help you!

Later...

They are swimming with the dolphins!  
Wow! Look, the dolphins are playing!

It's a shark!  
A shark? Where is it?

Ha ha ha! This is my hat!

Oh, look! It's Rashid! Ha ha ha!

What's that over there?

It's behind the ball!

46

Comic strip: the characters of the book in different situations

**Look!** p. 84

I → mine	we → ours
you → yours	you → yours
he → his	they → theirs
she → hers	
it → -	

Look! That's a ball. Whose ball is it? It's his.

3 Read activity 2 and write **T** for True or **F** for False.

- There are fish in the aquarium. ☒ T
- Karim can't find his camera. ☐ F
- The shark is in front of the ball. ☐ F
- The fin is Karim's hat. ☐ F

4 Listen and circle **A** or **B**.

1   
 A B

2   
 A B

3   
 A B

5 Play a guessing game.

Look! That's a yellow ball. Whose ball is it? It's hers.

1   
 2   
 3   
 4   
 5   
 6

47

Immediate practice on vocabulary and structures through game-like activities - Our aim is communication



## Lesson 3:

### Our world

In this lesson, there is a focus on factual and/or cross-cultural topics, relevant to and appropriate for students of this age. The topics have to do with everyday life, the English-speaking world, different cultures round the world, etc. A *Background note* box that gives additional information on various topics has also been included (where applicable) in the Teacher's Book.

#### Reading comprehension activity

**4 OUR WORLD**

1 be quiet throw rubbish take photos rubbish bin museum

2 Read and answer. In which place mustn't you take photos? Then, match the notices (1-2) with the places (A-B).

**RULES! RULES! RULES!**

There are rules in the classroom and the places we visit. We must read the rules and follow them. Here are some rules.

1 You must be quiet.  
You mustn't eat or drink.  
You mustn't touch.  
You mustn't take photos.

2 You must listen to your teacher.  
You must throw rubbish in the rubbish bin.  
You mustn't talk with your friends when the teacher is talking.  
You mustn't eat or drink.

A B

**LOOK!** p. 85

You **must** be quiet.

You **mustn't** take photos.

**Our world 4**

3 Read, look and circle **Yes** or **No**.

1. You mustn't eat. **Yes / No**

2. You mustn't listen to your teacher. **Yes / No**

3. You mustn't be quiet. **Yes / No**

4. You mustn't touch. **Yes / No**

4 Listen and tick (4).

1 A ☐ B ☐ 2 A ☐ B ☐ 3 A ☐ B ☐

5 Work in groups of three. Make your own classroom rules. Then present them to the class.

**Classroom rules**

**Must** **Mustn't**

You mustn't run in the classroom.

Presentation of new vocabulary and structures through activities providing factual information

Listening activities practising new language items

Immediate practice on vocabulary and structures through game-like activities - Our aim is communication

## Lesson 4:

### Let's play

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

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

4

LET'S PLAY

1

20 twenty  
21 twenty-one  
22 twenty-two  
23 twenty-three  
24 twenty-four  
25 twenty-five

26 twenty-six  
27 twenty-seven  
28 twenty-eight  
29 twenty-nine  
30 thirty  
40 forty

50 fifty  
60 sixty  
70 seventy  
80 eighty  
90 ninety  
100 a hundred

2 Choose a lock. Say the code and go to page 73 to read the clue.

Thirty, eighty-nine, seventy-one.

You can see fish, dolphins and sharks there.

Aquarium.

Yes.

## Lesson 5:

### Cross-curricular section (CLIL)

This lesson appeals to students' natural curiosity and gives each of them a chance to contribute to the lesson. This page consists of texts with cross-curricular information, which students are exposed to in their L1 classroom. Consequently, students are already familiar with the topics and are able to identify these topics when they are presented in English. At the top of the page, there is a 'sign' indicating the subject dealt with. Further practice is provided in the Workbook.

The educational value of cross-curricular lessons

Practice on cross-curricular notions

A reading comprehension activity

Social Studies

CLIL 4

1

Go straight.

Turn right.

Don't turn left.

Stop.

Cross the street here.

2 Read and answer. What do the red signs show us?

What do you know about signs?

Signs are everywhere.  
You must look at the signs and read them.  
**Red signs:** You must or mustn't do something.  
**Blue signs:** You can or must do something.

3 Now look at the signs (A-E) and match them with the sentences (1-5).

A

C

E

B

D

1. You must turn left. D

2. You must stop here and look! B

3. You mustn't turn right. C

4. You mustn't turn right or left. You must go straight. A

5. Cross the street here. E

PROJECT WORK

Work in groups. Choose some signs from your country and present them to your class.

## Lesson 6:

### Story

A variety of both original stories and adaptations of well-known tales is presented in this lesson. These stories/tales help students revise vocabulary and grammar from the whole module. They are fun and familiarise students with the notion of reading for pleasure. They are always followed by reading comprehension activities. Most children are familiar with the conventions of storytelling in their own language and readily transfer this knowledge into a willingness to read, listen to and participate in stories in English. Stories, along with their accompanying activities, develop cognitive skills such as predicting, hypothesising, guessing and inferring meaning. They also help children improve their concentration and develop empathy.

Picture stories to consolidate the material taught in the module and to provide reading for entertainment purposes

### Let's think

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.

**4 STORY**

**2 Read and answer. Where's the bookshop?**

**1** Fred and Kevin are at the shopping centre.

So, where are we going?

Let me see... Let's go to the bookshop.

Now, where's the bookshop?

I don't know. This place is big! Look!

Let's go and see!

**3 Read again and correct the sentences.**

- The boys are going to a restaurant.
- The boys must turn right at the supermarket.
- Fred's uncle is in the TV show.

**4 What do you think happens next in the story? Discuss.**

I can't read this. Oh, excuse me, sir. Where's the bookshop?

You must go straight and turn left at the supermarket. The bookshop is next to the restaurant.

Thanks!

**Story 4**

**WE'RE ON TV!**

But it isn't open today. They're making a TV show.

I know. My cousin is in it.

Is your cousin in Kids Club?

Yes, he is.

Let's go!

Sure!

There he is! He's in front of those children. Come on!

Hi, Fred! Come here!

Look!

We're on TV!

**Let's think**

Why is it important to ask for directions when you're trying to find a place?

A reading comprehension activity

General question on the topic gives students the opportunity to promote their critical thinking skills

## Lesson 7:

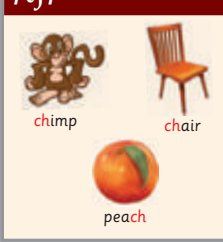
### Phonics

Consonant and vowel sounds are introduced and practised. Different colours are used to indicate the different sounds. Children learn to recognise and identify each sound. A range of activities develop children's ability to recognise each sound in isolation and as a part of a word.

Lively chants help students to memorise key sounds

**4** PHONICS

1 Listen and say. 🔊

**/tʃ/**  


chimp chair peach

**/ʃ/**  



sheep fish shirt

2 Listen and say. Then circle the /tʃ/ sounds and underline the /ʃ/ sounds. 🔊

**The chimp and the sheep**

Look at the chimp.  
It's got peaches.  
It is on the chair,  
And peaches  
Are everywhere!

Look at the sheep.  
They've got shirts.  
They are on the chairs,  
And shirts are everywhere!



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## Lesson 8:

### Project

Projects help to develop students' writing skills, providing them with models of a variety of writing texts. A *Writing tip box* (where applicable) helps students improve their writing skills by giving useful tips on writing conventions, syntax and punctuation. Writing is further practised in the Workbook.

A reading comprehension activity

**4** PROJECT

1 Look at the notice and read. Where can you see a notice like this? Circle the correct answer and complete the title. 🔊

At the \_\_\_\_\_



**A**  


**B**  


2 Read activity 1 and answer the questions. 🔊

- Where do you see this notice?  
\_\_\_\_\_
- What must you do there?  
\_\_\_\_\_
- What mustn't you do there?  
\_\_\_\_\_

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A detailed sample of the writing task students are asked to produce

## Lesson 9:

### Round-up

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

Consolidation and revision through various activities

# 4

## ROUND-UP

- Look and write the places. 

pet shop bank library  
aquarium toy shop

1. pet shop

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_
- Look and write. his mine yours hers

1. There is a book on the desk. Is it yours?

3. I have got two fish. They are \_\_\_\_\_.

2. Are these Tim's shoes? Yes! They are \_\_\_\_\_.

4. She has got a cat. It's \_\_\_\_\_.
- Listen and tick (4) A or B. 

1. A ☐ B ☐

2. A ☐ B ☐

3. A ☐ B ☐

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### TOP TIME!

There is a TOP TIME! lesson after every two modules. Students revise the vocabulary and the structures taught in the previous modules. This lesson usually includes cross-cultural information. There is a variety of fun activities on the second page.

## TOP TIME! 2 Modules 3-4

- mosque
- Read and answer. Who is drinking lemonade? 

### Places

It's six o'clock on Monday in Doha, Qatar. Salim and his father are at the Mall of Qatar in Al-Raayan. They're looking round the shops. Salim is looking for new shoes for school. Salim's favourite place in the shopping centre is Kidzmondo. You can play and have great fun there! Salim's uncle and cousin are at the Mall of Qatar too! They are at a restaurant. They're drinking some lemonade.

It's seven o'clock on Monday in Muscat, Oman. Jassim is at the Muscat Grand Mall with his father. They're on the train ride. They're looking at the shops and the people. Jassim's favourite place in the shopping centre is the Climbing Wall. You can climb a big wall there. It is great fun! Jassim's uncle and cousin are at the shopping centre too! They're eating ice cream.
- Read and write T for True or F for False.
  - Salim is looking for jeans. ☐
  - Salim's favourite place in the shopping centre is Kidzmondo. ☐
  - Salim's uncle and cousin are at a restaurant. ☐
  - It's six o'clock on Monday in Muscat, Oman. ☐
  - Jassim is at the Muscat Grand Mall in Muscat, Oman. ☐
  - Jassim's favourite place in the shopping centre is the Climbing Wall. ☐

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Practice on cross-cultural information

A reading comprehension activity

## TOP TIME! 2 Modules 3-4

- Listen to the directions and trace the route on the map. Then answer Where are you?
- Find the places.
  1. bank
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
  6. \_\_\_\_\_
- Read and write the words in the correct category.
 

shoulders jeans dress doll ankle robot T-shirt computer game feet skirt head kite		
Toys	Body	Clothes
_____	_____	_____
_____	_____	_____
_____	_____	_____

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## Workbook:

### Smart moves!

There is a section at the end of every second module which includes **higher-order thinking activities**.

Analyse

## ! SMART MOVES MODULES 3-4

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



1. The teacher is carrying books. ☒ T
2. A boy is reading. ☐
3. A boy is planting an apple tree. ☐
4. A boy is drinking lemonade. ☐
5. A boy is throwing rubbish in the rubbish bin. ☐

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

1. I'm thirsty. Omar
2. Be quiet!
3. I like this book.
4. I like trees.
5. Come in, children!

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

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## Top Skills

A two-page revision lesson that focuses on skills development for every two modules has also been included at the end of the Workbook. These activities may also prepare students for international exams.

Reading

Fun activities

### Top Skills MODULES 3-4

1 Look at the pictures. Look at the letters. Write the words.

2 Look and read. Write **Yes** or **No**. There is one example.

Example: The car is in front of the bank. **Yes**

1. The tree is next to the bank.

2. The bank is between the park and the school.

3. The boy is behind the tree.

3 Look at the pictures. Listen and tick (✓). There is one example.

Example: What is Kate doing?

1. What is Peter doing?

2. Where's the park?

3. What's the time?

Listening

### TOP SKILLS MODULES 3-4

4 Read and complete with **must** or **mustn't**.

1. You mustn't talk in the classroom.

2. You must be quiet in the library.

3. You mustn't throw the rubbish in the rubbish bin.

4. You must take photos in this museum.

5 Read and circle.

1. This is my camera. It's mine / yours.

2. These are her shoes. They're his / hers.

3. This is their ball. It's ours / theirs.

4. Look! That is our car. It's ours / yours.

5. This dress is for you. It's theirs / yours.

6 Look and write the time.

1. It's eight o'clock.

2.

3.

4.

7 Look and spot the differences. Then say.



## Extra Material in the Student's Book

### Grammar Reference

A detailed presentation of the grammatical structures is included in the Grammar Reference section at the back of the book, which students may refer to whenever necessary.

### Word List / Irregular Verbs

A Word list section has also been included at the back of the Student's Book and can be used as a reference for all the active vocabulary and phrases/expressions included in the Student's Book. A list of irregular verbs follows the Word List section.

### Using a Vocabulary List

A *Using a Vocabulary List* section offering Ss step-by-step guidance on how to use the Vocabulary List has also been included.

### Games

A Games section is included at the back of the Student's Book for classroom use. Instructions for the games are included in the corresponding lessons of the Teacher's Book.

### 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.
- Whenever a task requires understanding gist, the teacher should not explain unknown words, thus encouraging students to focus on gist only. Whenever necessary, however, certain key words that block understanding could be explained.
- Students should always be asked to justify their answers when it comes to reading comprehension and listening activities.
- When correcting students' written work, it is suggested that a list of commonly-made mistakes is made. The information gathered could then be pointed out to students orally or in written form on the board.
- 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.

### Using a language-learning notebook

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

As students, especially young students, may not be familiar with how to use a notebook and may also

lack the necessary discipline to use one effectively, it is paramount that teachers train students how to organise and use it. 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 students to separate their notebook into logical sections, depending on the level of the students 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 students to count out and separate the sections.
- Suggest ways for students 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 students to take pride in their notebooks by encouraging them to make them visually appealing. For example, students may want to decorate them, or illustrate them.

### QNCf Key Competencies

Competencies can be seen as the combination of different kinds of knowledge, skills and attitudes that enable students to cope with the complex challenges they will face in school, in the workplace, in their personal lives as well as in broader social contexts. Through the development of key competencies, learners will be capable of achieving the QNCf learning outcomes and, consequently, be better equipped to have successful careers and live meaningful lives. There are altogether seven key competencies identified in the QNCf. Below we focus on each of these competencies, providing a brief description and explanation of each, as well as tips on how teachers can effectively integrate them in the classroom.

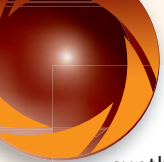
It is significant that in the *Top Stars* series, the key competencies have been taken into consideration in the design of the course, and thus are woven into the activities themselves. In other words, by carrying out an activity, students are acquiring and developing competencies. It must also be understood that aspects of several competencies may overlap. For example, problem-solving may also involve other competencies such as creative and critical thinking, inquiry and research, communication, as well as cooperation and participation, depending on the type of activity.

Although the activities students are involved in require them to activate the knowledge, skills and attitudes through which they develop specific competencies, the way teachers deal with the activities in class can help to maximise the benefit for students.



### Creative and critical thinking

This refers to the ability to think for oneself, produce original ideas, and to make decisions. It involves on the one hand aspects of artistry, curiosity, imagination and innovation as well as personal expression and lateral thinking – the ability to think creatively or 'outside the box', and on the other hand evaluating, interpreting and



synthesising information, applying creative thought to form an argument, reach a conclusion or solve a problem. There are a broad range of activities that can be used in the classroom to help students develop creative and critical thinking.

#### **Ways to integrate creative and critical thinking into the classroom**

- Give emotional support to students. Ensure that the classroom environment is warm, positive and sharing. Encourage all students to feel free to express their feelings and ask questions.
- Help students to make the proper use of information and to prioritise and recognise the facts that are most useful and important.
- Help students to realise that they can challenge assumptions and request evidence.
- Incorporate role-playing activities in the classroom. Playing a role requires students to use both analytical and creative skills.
- Use classic works of literature as an opportunity to have students predict the plot and discuss issues such as theme and character motivation.
- Ask students to express a feeling or an idea through a sketch, without using words.
- Encourage students to brainstorm when posed with a question and write responses on the board.



#### **Communication**

This refers to the ability to convey information and express oneself. It involves the effective use of listening and speaking skills as well as an openness to the thoughts and ideas of others.

#### **Ways to integrate communication into the classroom**

- Establish clear standards for acceptable norms of interaction among students. Stress the significance of listening to others, taking turns to speak, expressing agreement or disagreement appropriately, helping each other, etc. in order to accomplish a task. Point out the importance of respecting the opinions of others, even though we may not agree with them.
- Structure activities and provide guidance. Organise students suitably in pairs/groups depending on the activity. Pair work and group work significantly increase student speaking time in comparison to whole class activities. Allow students to take responsibility for carrying out the activity, but indicate the right direction and be ready to intervene to facilitate students when necessary.
- Encourage all students to contribute to discussions initiated in pre-reading/warm-up and post-reading activities. Help shy students to participate by addressing questions to them even though they may not raise their hand to participate. Accept all students' responses/opinions as unique and valuable contributions.



#### **Cooperation and participation**

This refers to the ability and the desire to work on a cooperative basis with others, or to participate in a group or in a team in order to achieve a common goal. It involves listening to the ideas of others and responding constructively, expressing disagreement constructively and offering support and assistance. It reinforces polite behaviour and respect towards others.

#### **Ways to integrate cooperation and participation into the classroom**

- Provide students with tasks and/or projects that enable them to work in pairs or groups to prepare and present their work. Encourage active participation of all students and explain that all members of the group have valuable insights to contribute.
- Point out the significance of working collaboratively to achieve a common goal. Explain to students that they should be confident and express their opinions freely, but they also have a responsibility to be respectful of other points of view.
- Help students to understand that in case of disagreements/conflict they need to be open to new ideas and negotiate to reach an agreement, or maybe they can agree to disagree.
- Monitor students as they work in pairs/groups to make sure they are carrying out the activity satisfactorily and that they are speaking in English. Intervene when students appear to be stuck by prompting them in the right direction.



#### **Inquiry and research**

This refers to the ability to conduct research and inquiry into a range of issues. It involves interrogative questioning (what, where, when, who, why, how), the collection and analysis of data/information, synthesising this information and reporting findings.

#### **Ways to integrate inquiry and research into the classroom**

- Structure activities and provide guidance. Explain the stages involved in this type of activity – formulating relevant questions to keep focus, collecting information from reliable sources, analysing the information to understand it, synthesising information from different sources and then reporting findings in an organised manner.
- Suggest reliable sources of information learners can refer to.
- Incorporate an element of choice. When possible allow students to decide on a topic for research. Ask them if they would like to present their work to the rest of the class. Ask for students to volunteer to present their work.



## Problem-solving

This refers to the ability to identify and solve problems. It involves identifying the cause of a problem, analysing facts and situations, comparing data, asking relevant questions, drawing conclusions and applying creative thinking to develop a solution. Aspects of problem-solving can apply to various activities in different ways, depending on the level of the students.

### Ways to integrate problem-solving into the classroom

- Introduce a structured approach. Help students to identify the problem and what caused it. Help them to find out and understand what information pertaining to the problem is already given. Direct them to ask relevant questions (see interrogative questioning in inquiry and research above) to help them make reasonable assumptions, which will enable them to identify possible solutions. Finally, explain that they need to evaluate each possible solution to decide on the best one.

## Literacy

This refers to the ability to read and write, and as such it involves phonemic awareness – the ability to hear and use the different sounds of a language, awareness of print – the ability to recognise the letters of the alphabet and the printed word, vocabulary – which is broken down into:

- a) active vocabulary which are the words one uses regularly, can define and use in context, and
- b) passive vocabulary which are the words one recognises and may have interpreted the meaning of through context or use by others, spelling – the arrangement of letters to form words, and reading comprehension – the ability to read and understand the meaning of what one has read, as well as the ability to draw inferences, identify patterns and understand clues in a text.

It is a competency that is vital to effective learning and successful social interaction within the family, in the workplace as well as in other social groups.

### Ways to integrate literacy into the classroom

- Use resources appropriate for the age and level of the students. As literacy is at the heart of the learning process, especially when learning a foreign language, it is significant that all aspects of literacy as defined above are systematically dealt with.
- Help students to become accustomed to the sounds of the language, and pay special attention to sounds that may be difficult for students.
- Help students to become accustomed to reading and writing text from left to right.
- Point out the crucial role of literacy in students' success in school as well as in their social lives. Encourage students to be inquisitive and have a

positive attitude towards learning by making the lessons meaningful to them.

- Provide opportunities for students to acquire ICT literacy through appropriate activities such as using the Internet for research, using online dictionaries, etc.
- Stress the importance of expressing oneself appropriately depending on the situation, the purpose and the audience and help students to understand how the appropriate use of language changes in different contexts.
- Provide opportunities for students to understand how language is linked to culture, and help them to appreciate their own culture and understand that knowledge of a foreign language can be a key to understanding other cultures as well.

## Numeracy


This refers to the recognition of numbers and the numeral system, as well as to a general mathematical awareness and the ability to apply this knowledge in a practical context (measuring, weighing, etc.)

### Ways to integrate numeracy into the classroom

- Familiarise students with numbers and basic mathematical concepts appropriate for their age and level.
- Show sensitivity for students who may find these concepts difficult to access in a foreign language.
- Point out that numeracy competency is vital in everyday life, in school and in future career success.
- Try to create learning opportunities through games, chants or puzzles in order to make the process more fun and enjoyable for students.

### In general:

- Acknowledge that each student learns at a different pace. Be attentive to individual students' needs.
- Show empathy for students' negative feelings. Show them that their feelings count and that they may be able to influence what happens in the classroom, by being flexible whenever possible.
- Explain the value of 'boring' topics / 'difficult' activities, why they are important, and how students will benefit from them.
- Praise students' efforts and give positive and constructive feedback. Encourage students to learn from their mistakes and try again. Phrase feedback in a positive manner, and include suggestions on how students can improve their work in the future.
- Help students to become autonomous learners. One way of doing this would be, for example, to end the lesson by giving them further questions that expand on the topic of the lesson.



These questions will be discussed in the next lesson. Explain that students need to think about the questions, if necessary, to find relevant information, and be prepared to discuss them in the next lesson.

## Key Values

Key values are the set of principles, beliefs or ideals that emerge from and are based on culture, and consequently shape people's behaviour and attitudes (how people see themselves, how they interact with others and how they live their lives in general). Through values education, students are helped to acquire these values and to apply them intelligently in all aspects of their lives.

The QNCF identifies four key values that permeate Arabic and Qatari cultural heritage. Below we focus on each of these values, providing a brief description and explanation of each, as well as tips on how teachers can effectively impart these values to their students.

In the *Top Stars* series, values education has been taken into consideration in the design of the course and is reflected in the subject matter as well as in the design of the activities. Through exposure to concepts and ideas, as well as to specific ways of carrying out activities, students are guided to understand their place in the classroom and in school, in their family and in the wider community, and as citizens of the world. Simultaneously, they become conscious of their corresponding rights and responsibilities.

Teachers should be aware that they play a crucial role in instilling these values in students, and there are many different ways of doing this.

## Islamic values and Arabic and Qatari cultural heritage

Opportunity for learning experiences should be provided in the context of Islamic values and appreciation of Qatari culture and traditions.

### Ways to instill these values in the classroom

- Teach by example. Teachers are role models and through demonstrating their appreciation of Islamic values and their pride in Qatari culture to students, they are teaching an important lesson.
- Create opportunities for students to identify with the Qatari culture and heritage, as well as to take pride in the achievements of outstanding Qatari professionals, artists, athletes, etc.
- Encourage students to show an openness towards other cultures, and to compare aspects of different cultures.
- Actively promote a spirit of intercultural understanding by helping students to identify fundamental similarities among different people and cultures.

## Respect and compassion

The fundamental Islamic values of respect and compassion should be fostered and actively practised in the classroom. Students must be helped to develop as individuals and as social beings by being exposed to learning contexts that cultivate these values and must be encouraged to think critically and employ moral/ethical reasoning in their everyday lives. These values lay the foundations for greater understanding among people and societies.

### Ways to instill these values in the classroom

- Teach by example. By showing respect for students as well as compassion and solidarity with people who are in need, teachers create a positive environment and provide a role model for students to emulate.
- The sense of self-respect and self-esteem are integral to understanding the concept of respect for others. Teachers should cultivate this sense in students and raise their awareness of questions of diversity by displaying an appreciation of each individual student's talents and abilities.
- Set clear classroom rules of behaviour and discuss their significance with students.
- The value of respect can be encountered in various contexts. For instance, in addition to showing respect for each other in face-to-face interaction, students should be made aware of the importance of respectful online behaviour as well. Equally important is the crucial issue of respecting the environment. Teachers should look for these opportunities to expand on the concept of respect.

## Positivity and endeavour

A positive attitude towards learning is essential to enable students to understand that success is achieved through hard work and perseverance. Students should feel confident that they can achieve their goals, but also that a certain commitment to the effort is required on their part.

### Ways to instill these values in the classroom

- Ask students to visualise and express their long-term goals. Help them to understand what is required to achieve those goals. Help them to set more short-term targets that will enable them to accomplish their long-term goals.
- Challenge students. Have them engage in activities that may involve difficulties and/or the possibility of failure so as to stress the importance of persistence and not giving up in cases of adversity. Creating situations in which students are, to a reasonable extent, outside of their comfort zones will help to reinforce these values.
- External resources, such as news broadcasts, documentaries or films can be useful in creating opportunities for students to be exposed to examples of real people who show courage and remain positive in the face of difficult challenges, which the classroom environment cannot otherwise provide.



## Personal rights, responsibility and integrity.

Key values in Qatari society are those of citizenship and the corresponding rights and responsibilities, as well as the recognition of the unifying value of human dignity, or in other words, the recognition of the fact that all individuals deserve to be respected and honoured irrespective of their differences. As such, these values must be promoted in the classroom through raising students' awareness of and actively demonstrating the Islamic principles of integrity, honour and truthfulness which are salient features of ethical behaviour.








- Look for opportunities to emphasise the different kinds of responsibilities students have (e.g. to their classmates/friends, families, communities, the environment).
- Introduce the concept of good digital behaviour, by explaining the advantages and disadvantages of having access to so many sources of information. Sensitise students to the proper use of information found on online sources and how to search for information online safely.

### Ways to instill these values in the classroom

- Familiarise students with the concept that rights and responsibilities go hand in hand by demonstrating that as students they have rights in the classroom (e.g. to express their opinion, to participate, the right to safety and well-being, the right to information and privacy) as well as responsibilities (e.g. to follow classroom rules, to participate and contribute, to show an interest in the well-being of others, to use information wisely and respect the privacy of others, to accept responsibility for their actions).

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

### QNCF COMPETENCIES

			
Creative and critical thinking	Literacy	Numeracy	Communication
			
Cooperation and participation	Inquiry and research	Problem-solving	



Language focus



Materials

**LOOK!**

Language structures



Warm-up activities



Optional



Before leaving activities



Workbook



Key to the activities



Notes



Total Physical Response (TPR) activities

Abbreviations used in the Teacher's Book:

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

# Nice to meet you!

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

## Song

- understand a known word or phrase by making use of pictures on the page (R4.1)
- follow and identify the main idea of short texts (L1.1)
- follow and identify details in short, simple texts (L2.1)

## Top Stars

- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- understand a known word or phrase by making use of pictures on the page (R4.1)
- follow and identify details in short, simple texts (L2.1)
- describe objects using suitable words and phrases (S2.2)

## Our world

- understand a known word or phrase by making use of pictures on the page (R4.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- follow and identify details in short, simple texts (L2.1)
- follow and respond to simple short questions (L2.4)
- ask about and express ability (S2.4)

## Let's play

- understand a known word or phrase by making use of pictures on the page (R4.1)
- ask about and express ability (S2.4)
- follow and identify details in short, simple texts (L2.1) WB
- ask about and express ability (W1.5) WB

### CLIL

- understand a known word or phrase by making use of pictures on the page (R4.1)
- follow and identify details in short, simple texts (L2.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- participate actively in simple word level reading games (R5.1)

### Story

- understand a known word or phrase by making use of pictures on the page (R4.1)
- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)

### Project

- understand and respond to details in a short sequence of simple sentences (R2.1)
- use capital letters and full stops appropriately in guided writing at sentence level (W2.3) WB
- communicate basic personal information using short, simple statements (W1.1) WB
- check the use of capital letters and full stops (W3.2) WB

### Phonics

- identify and remember a wide range of sounds and their accompanying letter patterns (R3.5)
- recognise and say the beginning, middle, and final letter sounds in a word (L2.7) WB
- recognise and sound out beginning, middle and final letter sounds in a word (R3.3) WB
- spell familiar, high-frequency words accurately by segmenting them (W2.2) WB
- blend sounds to read a wide range of high-frequency words (R3.4) WB

### Round-up

- participate actively in simple word level reading games (R5.1)
- follow and identify details in short, simple texts (L2.1)
- understand a known word or phrase by making use of pictures on the page (R4.1) WB

### Cursive writing

- use recognisable cursive writing in written work (W3.1) WB

**Language focus****Objectives**

- to say a song/poem
- to introduce adjectives related to physical appearance
- to describe a person, an animal or a thing
- to revise the verb *to be* (Affirmative)

**Vocabulary**

**Adjectives:** pretty, funny, young, old, tall, short

**Structures**

I'm tall.

He/She/It's funny.

We/You/They're young.

**Materials**

- flashcards for *pretty, funny, young, old, tall, short*
- old magazines or newspapers
- photocopies of the flashcards for *pretty, funny, young, old, tall, short*

**Lesson plan****Warm-up**

- Explain to Ss that they are going to arrange themselves according to a specific criterion based on their physical appearance.
- Have Ss form a straight line according to their height, from the shortest to the tallest or vice versa. Help Ss if necessary.

**Activity 1 R4.1**

- Mime being funny and say *funny*. Have Ss repeat after you.
- Repeat for the rest of the words, making sure you illustrate their meaning clearly.
- Alternatively, hold up each flashcard, say the word and encourage Ss to repeat.
- Have Ss open their books to p.7.
- Point out the adjectives 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.
- Draw Ss' attention to the tip and explain it.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

**Activity 2 L1.1** **L2.1**

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

- Direct Ss' attention to the pictures and ask who they can see in the pictures (a boy, a girl and two cats).
- Draw Ss' attention to the children/cats in the foreground and ask them to use the words in the vocabulary section to describe each of them.
- Hold up your book, point to the boy and say, *He's tall*. Encourage Ss to repeat. Repeat this for the girl and the cats, each time using the appropriate adjectives to describe them, e.g. *She's short. They're funny*.
- Explain to Ss that they are going to listen to a song/poem.
- Point out that they have to listen to the recording and point to the correct picture as they hear the children/cats being described.
- Play the song/poem again and tell Ss to match each verse with the corresponding picture.
- Make sure Ss have matched the verses with the pictures correctly.
- Play the song/poem again and encourage Ss to say the song/poem along with the recording.



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

**LOOK!**

- Hold up a magazine and look for a random picture that illustrates the word *pretty*, e.g. *a pretty girl*. Say, *She's pretty* and have Ss repeat after you.
- Find a different photo showing, for example, tall people and say, *They're tall*. Ask Ss to repeat a couple of times.
- Direct Ss' attention to the **Look!** box at the top of p.7. Read the sentences aloud and have Ss repeat after you.
- Explain that we use the verb *to be* to talk about or describe a person, an animal or an object. Point out that we use *I'm* when we refer to ourselves, *You* are when we address a person or a group of people directly, *He is* when we refer to a boy/man, *She is* to refer to a girl/woman and *It is* for an object or animal. We use *We are* to refer to a group of people which the speaker is a part of and *They are* when we refer to another group of people, objects or animals.
- Make sure you remind Ss of the short forms of the verb *to be* (*I'm*, *You're*, *He's*, etc.) and, if necessary, explain to them how the initial vowel in *am*, *are* and *is* is elided and replaced by an apostrophe. Point out that these contractions are especially used in speech and informal writing.
- Encourage Ss to come up with their own sentences using the Present Simple of the verb *to be*. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, give them prompts to make their sentences.
- Tell Ss to refer to the Grammar Reference section at the back of the SB.

**Activity 3**

- Draw Ss' attention to the tip and explain it.
- Direct Ss' attention to the two children in the picture and ask them to guess what they are doing. (They're playing a guessing game.)
- Explain to Ss that they are going to play a game. They have to turn to p.71

# Nice to meet you!

## SONG

**Tip!**

Draw or stick pictures of the new vocabulary items in your notebook to help you learn them. Write the words underneath the pictures several times to practise the spelling of these words.

1



pretty



funny



young



old



tall



short

2 Listen and match. Then say.

**LOOK!** p. 78

I'm tall.  
He/She/It's funny.  
We/You/They're young.

### Who is it?

Who is it? Who is it?

She's pretty. She's pretty.  
She's short. She's short.  
It's my sister, Court.  
Hello, Court! Hello, Court!

Who is it? Who is it?

He's young. He's young.  
He's tall. He's tall.  
It's my brother, Paul.  
Hello, Paul! Hello, Paul!

Who is it? Who is it?

They're old. They're old.  
They're funny. They're funny.  
They're my cats, Lou and Danny.  
Hello, Lou! Hello, Danny!

B

C

3 Play a guessing game. Go to page 71.

He's young and short. Who is it?

Yes!

It's Tom.

**Tip!**

When doing speaking activities, try to speak in English. Don't be afraid to make mistakes.

## Before leaving

- Stick the flashcards on the board. Point to each one and ask Ss to say the corresponding word.
- To help **lower-performing Ss**, you can give them two options by writing two words on the board for them to choose from, e.g. for the flashcard *young* give the options *young* or *old*.
- Ask **higher-performing Ss** to make a sentence using one of the adjectives, describing himself/herself, a classmate or a group of classmates.

and look at the pictures of the people/animal carefully. In pairs, SA picks a picture and describes it to SB. Then, SB tries to guess which picture it is and calls out the name.

- When the first round is over, Ss swap roles.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity. Go round the class helping them when necessary.
- Have a few pairs of Ss present the exchange to the whole class.

## Optional

### PRACTICE

#### Hot card pantomime

- Arrange some chairs in a circle at the front of the classroom, making sure there's a chair for every S. Invite Ss to sit on the chairs. (If this isn't possible, do the activity with Ss seated at their desks.)
- Fold the photocopies of the flashcards in half. Give one to a S.

## Workbook

### Activity 1 R4.1



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

### Activity 2



1. I'm 2. They're 3. She's  
4. He's 5. It's 6. You're



## Language focus

### Objectives

- to introduce adjectives related to feelings and appearance
- to talk about one's mood
- to revise the verb to be (Questions, Short answers, Negative)

### Vocabulary

**Adjectives:** angry, scared, tired, bored, clean, dirty

### Structures

- Are you angry? → [Yes, I am.  
No, I'm not.  
Yes, we are.  
No, we aren't.
- Is he/she/it tired? → [Yes, he/she/it is.  
No, he/she/it isn't.
- Are they bored? → [Yes, they are.  
No, they aren't.
- I'm not angry.  
He/She/It isn't tired.  
We/You/They aren't bored.



## Materials

- flashcards for *angry, scared, tired, bored, clean, dirty*
- flashcards from the previous lesson: *pretty, funny, young, old, tall, short*

## Revision (Optional)

- Stick the following flashcards on the board (pretty, funny, young, old, tall, short) and tell Ss to memorise which flashcards are on the board. Then, instruct Ss to close their eyes while you hide one of the flashcards. Ss have to tell you which flashcard is missing.
- Alternatively, Ss can memorise the flashcards in a particular order. Then change the order while Ss have their eyes closed. Ss should try to remember the order the flashcards were originally in.

1



angry



scared



tired



bored



clean



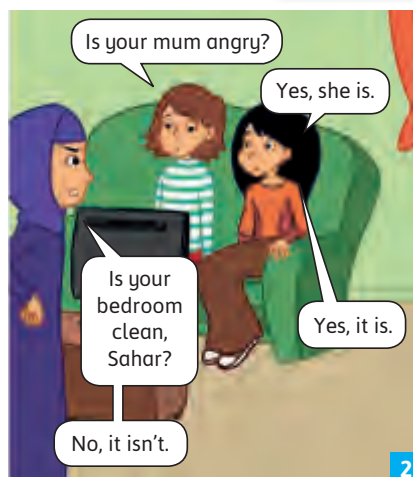
dirty

Tip!



Read the story quickly to get the main idea. Then, read the story carefully to get specific details.

2 Read and answer. Why is Sahar's mum angry?



8

## Lesson plan



### Warm-up

- Draw Ss' attention to the board.
- Write the word *Emotions* on the board and around it write the adjectives *happy, sad, scared* and *angry*. Draw four connecting lines from *Emotions* to the adjectives.
- Point to each adjective, read the word and mime the specific emotion.
- Ask Ss what they think the word *Emotions* means and how it might be connected to the lesson. Initiate a short discussion.

### Activity 1 R4.1

- Mime yawning and say, *I'm tired*. Ask Ss to repeat after you a couple of times.

- Mime or illustrate the rest of the adjectives from the vocabulary section in a similar manner. Ask Ss to repeat the sentences after you a couple of times. Ss can try miming the adjectives, too. As far as the adjectives *clean* and *dirty* are concerned, you can illustrate the meaning of the words by describing several objects that can be found in the classroom, e.g. *a clean whiteboard*, etc.
- Alternatively, hold up each flashcard, say the word and encourage Ss to repeat.
- Have Ss open their books to p.8.
- Point out the adjectives in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.

# LOOK!

p. 78

- Are you angry? → Yes, I am.  
No, I'm not.
- Is he/she/it tired? → Yes, we are.  
No, we aren't.
- Are they bored? → Yes, he/she/it is.  
No, he/she/it isn't.
- Yes, they are.  
No, they aren't.

I'm not angry.  
He/She/It isn't tired.  
We/You/They aren't bored.

Top Stars 1

## 3 Read, look and circle.

1. Is she bored?

Yes, she is.

No, she isn't.



2. Is she tired?

Yes, she is.

No, she isn't.



3. Is it clean?

Yes, it is.

No, it isn't.



4. Is it scared?

Yes, it is.

No, it isn't.



## 4 Listen and tick (4).

Tip!

Before you listen, look at the pictures carefully.

1



A



B

2



A



B

3



A



B

## 5 Look at the pictures and point. Then ask and answer.



Are they dirty?

Yes, they are.



9

- Say the words again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

## Activity 2 R1.1 R2.1

- Draw Ss' attention to the tip and explain it.
- Have Ss look at the presentation, point to the characters of the story and say their names (Sahar, Reema, Sahar's mum and Tab).
- Ask Ss to tell you what they think is happening. (Reema is at Sahar's house. Sahar's mum is angry, because Sahar's room is dirty. The children go up to the room and see the dirty room. In the end, they find out they have an unexpected visitor, a kitten, which was the real reason behind the mess. Tab is also there with the kitten.)

- Direct Ss' attention to the frames of the story and ask them to find and point out the words from the vocabulary section they see in the frames (Frame 1: bored, bored; Frame 2: angry, clean; Frame 4: scared).
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out why Sahar's mum is angry. (Sahar's bedroom isn't clean.)
- Have Ss read the dialogue again and check comprehension.
- Ask Ss some questions about the story. *Where are the children?* (At Sahar's house.) *Is Reema bored?* (Yes, she is.) *What does Sahar suggest that they do?* (She suggests that they go to the park.) *Why is Sahar's mum angry?* (She's angry because Sahar's room isn't clean.) *Where is Tab?* (He's in Sahar's room under the bed.)

Who is Tab's new friend? (It's a kitten.) Is it scared? (Yes, it is.)

## Activity 3 R4.1

- Draw Ss' attention to the pictures and ask them to identify the characters from the story.
- Explain to Ss that they have to read the questions, look at each picture and circle the correct answer.
- Go round the classroom making sure Ss have answered the questions correctly.



1. Yes, she is. 2. No, she isn't.  
3. No, it isn't. 4. Yes, it is.

- Choose four Ss to read the dialogue aloud for the class.
- Divide Ss into groups of four and have them read the dialogue aloud.

# LOOK!

- Point to a S and ask, *Is (he) tired?* Encourage Ss to answer, *No, (he) isn't / Yes, (he) is.* Repeat the question and answer and have Ss repeat them after you. Repeat this procedure, this time asking about a group of Ss, e.g. *Are they angry?* Answer, *Yes, they are* or *No, they aren't*, and ask Ss to repeat after you.
- Direct Ss' attention to the Look! box at the top of p.9 and read it aloud. Make sure Ss understand the questions, the short answers and the negative form.
- Refer Ss to the presentation and ask them to underline similar examples of the Present Simple. (Frame 1: Are you bored, Sahar? Yes, I am. Frame 2: Is your mum angry? Yes, she is. Is your bedroom clean, Sahar? Yes, it is. No, it isn't.)
- Refer Ss to the Grammar Reference section at the back of the SB.
- Divide Ss into pairs and encourage them to come up with their own examples of asking and answering questions. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, give them prompts to make their examples.

**Activity 4 L2.1** 

- Draw Ss' attention to the tip and explain it.
- Tell Ss to look at the pictures.
- Explain to Ss that they are going to listen to three dialogues and they have to tick the picture that depicts the feeling in each case.
- Point out that the first one has been done for them.
- Play the first dialogue a couple of times (more if necessary) and ask Ss to point to the correct picture.
- Play the rest of the dialogues and have Ss tick the correct pictures. Go round the classroom to see that Ss have ticked the correct pictures.
- Have Ss check their answers in pairs first, then as a class.

**Listening transcript**

- 1. Man 1:** *Are you scared, Billy?*  
**Boy 1:** *No, I'm not.*  
**Man 1:** *Are you bored?*  
**Boy 1:** *Yes, I am.*
- 2. Woman:** *Are you bored, Lisa?*  
**Girl:** *No, I'm not.*  
**Woman:** *Are you angry?*  
**Girl:** *Yes, I am.*
- 3. Man 2:** *Are you tired, Tom?*  
**Boy 2:** *Yes, I am. I'm very tired.*

**1. B 2. A 3. B****Activity 5 S2.2** 

- Direct Ss' attention to the children in the picture and ask them to guess what is happening. (The boy on the left is pointing to a picture, e.g. *the dirty boots*, and asks the boy to the right a question about them. The boy on the right answers accordingly.)
- Explain to Ss that they are going to play a game. In pairs one S points to one of the pictures shown in the activity and asks a question about it. The other S has to answer accordingly. Ss swap roles.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity. Go round the class helping them when necessary.
- Have a few pairs of Ss present the exchange to the whole class.

**Optional****PRACTICE****Whisper down the line**

- Stick the flashcards for all adjectives presented in this and the previous lesson on the board.
- Divide Ss into two teams. The teams stand in two lines with their backs turned to you and the board, except for the first player on each team, who should be facing you and the board.
- When everybody is ready, point to a flashcard illustrating an adjective. The players facing you look at the card and whisper the adjective on the flashcard down the line. The last player on each team should touch the corresponding flashcard on the board and say, e.g. *scared*. 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 most points wins.

**EXPANSION**

- Write some lines from the dialogue in activity 2 on the board, e.g. *Are you..., Sahar? Is your mum...? It's...* and ask Ss to guess the missing words and say them aloud.

**Before leaving**

- Invite three Ss to come to the front of the class. Stand in front of them with your back turned to them as they're facing the rest of the class. Explain to them that they have to mime being in one of the moods presented in this lesson (angry, scared, tired, bored) without letting you see their faces. You will then have to ask the rest of the Ss questions about the three Ss, saying, for example, *Is (John) angry?* Depending on each S's facial expression, the rest of the Ss have to answer, saying, *Yes, (he) is* or *No, (he) isn't*, until you find the correct adjective describing the expression of each of the three Ss.
- You can play this guessing game for as long as time permits, having Ss take turns miming or answering the questions.

**Workbook****Activity 1 R4.1** 

- A. It's dirty.**  
**B. He's angry.**  
**C. She's bored.**  
**D. It's clean.**  
**E. They're tired.**

**Activity 2 R4.1** 

- 1. No, she isn't.**  
**2. Yes, I am.**  
**3. No, he isn't.**  
**4. No, they aren't.**

**Activity 3 R4.1** 

- 1. Yes, they are.**  
**2. Yes, they are.**  
**3. Yes, she is.**  
**4. No, he isn't.**

**Activity 4**

- 1. Is it**      **2. Is she**  
**3. Are they**      **4. Is he**

**Activity 5**

- 1. I'm not angry.**      **2. He isn't bored.**  
**3. She isn't tired.**      **4. They aren't scared.**  
**5. It isn't clean.**      **6. We aren't tall.**



## Language focus

### Objectives

- to identify actions
- to talk about ability

### Vocabulary

**Actions:** talk, play basketball, count, paint, draw

### Structures

I/You/He/She/It/We/You/They can draw / can't paint.

Can you play basketball? Yes, I can. / No, I can't.



## Materials

- flashcards for *talk, play basketball, count, paint, draw*
- flashcards from the previous lesson: *angry, scared, tired, bored, clean, dirty*
- photo of an animal (Ss are familiar with) doing a strange activity

## Revision (Optional)

- Use flashcards from the previous lesson (*angry, scared, tired, bored, clean, dirty*). Show each one to Ss and ask, for example, *Is he angry?* Encourage Ss to answer, *Yes, he is* or *No, he isn't*, according to the flashcard you have shown.
- Repeat the same procedure for the rest of the flashcards.

## Lesson plan



### Warm-up

- Stick a photo of an animal doing a strange activity on the board.
- Draw Ss' attention to the photo and ask them to name the animal and the activity.
- Explain to Ss that the lesson revolves around different animals and the actions they can do.
- Ask Ss what animals and activities they think the text is about.

### Activity 1 R4.1

- Say, *I can (paint). I can't (draw)*. Write the sentences on the board and invite Ss to tell you what they mean. You can also help Ss understand the meaning of these words by miming the actions yourself, e.g. pretend you are painting.
- Ask various Ss if they can do different actions, e.g. *Can you (paint)?* and encourage them to answer, *Yes, I can.* / *No, I can't.*
- Repeat the procedure for all of the action verbs.
- Alternatively, hold up each flashcard, say the word and encourage Ss to repeat. Get Ss to mime the action as well.
- Have Ss open their books to p.10.
- 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.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

### Activity 2 R2.1



- Draw Ss' attention to the tip and explain it.
- Direct Ss' attention to the pictures and ask them what they can see (a parrot, an eagle and an elephant).
- Ask Ss, *What can you see in the first picture?* (A parrot playing basketball.) *What can you see in the second picture?* (An eagle flying.) *What can you see in the third picture?* (An elephant painting a picture.)
- Ask Ss which picture they like and why.
- Explain to Ss that they have to read the texts carefully and match them with the correct pictures. Point out that one picture is extra.
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to match the texts to the correct pictures.
- Check Ss' answers as a class.



1. C 2. A

- Have Ss read the texts again and check comprehension.
- Ask Ss some questions about the texts. *What's the elephant's name?* (It's Kulap.) *Where is Kulap from?* (It's from Thailand.) *Can it draw?* (Yes, it can.) *Where is Tim from?* (It's from the USA.) *How old is it?* (It's ten.) *Can it talk?* (Yes, it can.) *Can it count to ten?* (Yes, it can.) *Can it play basketball?* (Yes, it can.) *Is it angry?* (No, it isn't. It's funny.)

### Activity 3 R2.1



- Direct Ss' attention to the two tables and ask them to read the action verbs aloud.
- Explain to Ss that they have to read the texts in activity 2 again and put a 4 or an 7 in the boxes, according to what Kulap or Tim can and can't do, as described in the texts.
- Have Ss check their answers in pairs first, then as a class.



	
draw	4
paint	4
	
talk	4
count to twenty	7
play basketball	4

- Choose two Ss to read the texts aloud for the class.
- Have a few other Ss read the texts aloud.

### LOOK!

- Direct Ss' attention to the Look! box at the top of p.11 and read it aloud.
- Remind Ss that we use *can* to express ability and *can't* to express lack of ability. Point out that, when we want to ask about someone's ability to do something, we ask, *Can (you) (draw)?* One replies to this question saying, *Yes, (I) can* or *No, (I) can't*. Write the question and the answers on the board and encourage Ss to repeat them after you a couple of times.
- Refer Ss to the texts and ask them to underline similar examples with the verb *can*. (*Kulap can draw. / It can paint too. / Can you paint and draw? / It can talk and it can count to ten. / It can play basketball too. / Can you count to ten and play basketball?*)
- Refer Ss to the Grammar Reference section at the back of the SB.
- Write a few more examples with the verb *can* (Affirmative, Questions - Short answers, Negative) on the board or ask Ss to give you their own examples and write them on the board. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, give them prompts to make their examples.

1



talk



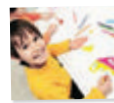
play basketball



count



paint



draw

2 Read and match.

Tip!

Before you read, try to predict what the text is about with the help of the title and the pictures.

## What can you do?

This is Kulap. It's an elephant. 1  
It's 7 years old. It's from Thailand. Kulap can draw.  
It can paint too.  
Can you paint and draw?

This is Tim. It's a parrot. 2  
It's from the USA.  
It's 10 years old. It can talk and it can count to ten. It can play basketball too! Look! It's funny!  
What about you?  
Can you count to ten and play basketball?

A

B

C

10

### Activity 4 L2.1

- Direct Ss' attention to the four sentences.
- Tell Ss that they are going to listen to the recording.
- Explain to Ss that they are going to listen to a girl, Susan, talking about her abilities and they will have to circle the correct words (*can* or *can't*) according to what they hear.
- Play the recording and have Ss circle the correct answers.
- Play the recording again if necessary and go round the classroom and check that Ss have circled the correct answers.
- Have Ss compare their answers in pairs first, then check as a class.

### Listening transcript

**Girl:** I'm Susan. I'm nine years old. I can't play basketball, but I can count to twenty. I can't draw, but I can paint.



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

### Activity 5 L2.4 S2.4

- Direct Ss' attention to the checklist in activity 5 and ask them to tell you what they think it is about (a checklist about one's abilities).
- Tell Ss that they are going to listen to the recording.
- Explain to Ss that they are going to listen to four questions and they have to tick the box according to their own abilities.
- Play the recording and have Ss tick the boxes.

- 3 Look at activity 2 again. Read and put a 4 for **can** or an 7 for **can't**.

draw	
paint	
talk	
count to twenty	
play basketball	

**Look!** p. 79

I/You/He/She/It/We/You/They **can** draw.  
I/You/He/She/It/We/You/They **can't** paint.


Can you play basketball? Yes, I **can**.  
No, I **can't**.


- 4 Listen and circle.


- Susan **can** / **can't** play basketball.
- Susan **can** / **can't** count to twenty.
- Susan **can** / **can't** draw.
- Susan **can** / **can't** paint.




- 5 Listen and tick (4) what you **can** or **can't** do. Then talk in pairs.

1  Yes, I can. ☐  
No, I can't. ☐

4  Yes, I can. ☐  
No, I can't. ☐

2  Yes, I can. ☐  
No, I can't. ☐

**Tip!** When speaking, use vocabulary and language you've learnt in the lesson.

3  Yes, I can. ☐  
No, I can't. ☐

Can you play basketball? No, I can't.



11

- Play the recording again if necessary and go round the classroom and check that Ss have done the activity correctly.

### Listening transcript

Woman: 1. Can you play basketball?  
2. Can you count to twenty?  
3. Can you draw?  
4. Can you paint?

### open answers

- Draw Ss' attention to the tip and explain it.
- Direct Ss' attention to the picture of the two girls asking and answering. Ask two Ss to come to the board and act out the exchange.
- Explain to Ss that in pairs they will take turns asking and answering questions about what they can do.

For example, SA asks SB, *Can you (paint)?* and SB answers, *Yes, I can* or *No, I can't*. Then Ss swap roles and repeat the procedure.

- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity. Go round the class helping them when necessary.
- Have a few pairs of Ss present the exchange to the whole class.

## Optional

### PRACTICE

#### My brother/sister can...

- Ask Ss to think of a person in their family who can do one or more of the actions presented in this lesson (count, play basketball, paint, draw) and make a few sentences about him/her. For example, *My brother can paint. He can't play basketball.*
- Make sure all Ss have the chance to talk about a family member of their choice.

### EXPANSION

- Ask Ss to write a list with activities they can do.
- Choose a few Ss to read their lists aloud.

## Before leaving

### Memory circle

- Tell Ss that they are going to play a game.
- Ask Ss to form a circle.
- Give the flashcards from the lesson, face down, to a S.
- The S turns the first card over, looks at the picture, says the word, and places the card at the bottom of the pile. To help **lower-performing Ss**, you can give them two options by writing two words on the board for them to choose from. Then, he/she gives the flashcards to the S to his/her right.
- Follow the same procedure until all Ss have participated.
- If a S cannot remember the word, then he/she's out of the game.

## Workbook

### Activity 1 R4.1

1. draw 2. talk 3. paint  
4. count 5. play basketball

### Activity 2 R4.1

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

### Activity 3

1. Can – can 2. Can – can't  
3. Can – can't 4. Can – can



## Language focus

## Objectives

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

## Vocabulary

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



## Materials

- flashcards for *fly, run, walk, jump, swim, climb*
- flashcards from the previous lesson: *talk, count, play basketball, paint, draw*

## Revision (Optional)

- Use flashcards from the previous lesson (talk, count, play basketball, paint, draw).
- Put some adhesive putty on the back of each flashcard.
- Stick the flashcards on the board.
- Divide Ss into two teams.
- Invite a S from each team to come to the board.
- Say a word out loud, e.g. *count*.
- The first S to touch the flashcard for the word gets a point for his/her team.
- Continue in this manner until all Ss have had a turn. The team with the most points wins.

1 🔑 🔊



fly



run



walk



jump



swim



climb

2 Talk in pairs. Ask and answer. 🗣️

Can you guess the pet?

LOOK! p. 79

Can it jump?



Yes, it can.

1. FISH



CAN

CAN'T

swim

fly

run

2. CAT



CAN

CAN'T

jump

run

fly

3. RABBIT



CAN

CAN'T

jump

swim

climb

4. PARROT



CAN

CAN'T

fly

walk

run

swim

5. TURTLE



CAN

CAN'T

walk

run

climb

Can it run?

No, it can't.

Can it fly?

Yes, it can.

Is it a parrot?

Yes, it is!

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## Lesson plan



## Warm-up

- Divide Ss into groups of three or four.
- Explain to them that each group has to draw an animal they know and imagine a strange activity it can do.
- Have each group of Ss come to the front of the classroom and present their drawing while also saying what it can do.

## Activity 1 R4.1 🔑

- Mime the actions (fly, walk, run, jump, swim and climb), say each verb and get Ss to repeat the words and mime the actions, too.
- Ask various Ss if they can do different actions, e.g. *Can you swim?* and encourage them to answer, *Yes, I can.* / *No, I can't.*
- Repeat the procedure for all of the action verbs.
- Alternatively, hold up each flashcard, say the word and encourage Ss to repeat and mime the action, too.

- Have Ss open their books to p.12.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

## LOOK!

- Direct Ss' attention to the *Look!* box and read it aloud.
- Explain to Ss that we use the question *Can it...?* to ask about an animal's ability.
- Write an animal on the board, e.g. *rabbit* and ask Ss, *Can it jump/swim/fly/run/climb?* and elicit their answers.
- Refer Ss to the Grammar Reference section at the back of the SB.
- Divide Ss into pairs and encourage them to come up with their own examples of asking and answering questions. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, give them prompts to make their examples.

## Activity 2 S2.4

- Ask Ss to look at the cards giving information about the animals' abilities.
- Ask Ss to look at the exchange in the activity and read it out loud.
- Explain to Ss that they are going to play a game. In pairs, SA chooses one card without revealing it to his/her partner. Explain to them that SB asks SA questions about what the animal he/she has chosen can or can't do and SA answers with *Yes, it can* or *No, it can't*, until SB figures out which animal it is.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity. Go round the class helping them when necessary.
- Have a few pairs of Ss present the exchange to the whole class.

## Optional

### PRACTICE

#### Don't break the chain

- Tell Ss that they are going to play a game.
- Invite Ss to come to the front of the class and sit in a circle on the floor. Sit in the circle with them.
- Explain to Ss that you are going to make a sentence with one of the action verbs presented in this module and *can* or *can't*, and that the S sitting to your right has to say what you said plus a new sentence with a different action verb in the same manner. The next S has to say the sentences you and the S to your right said, as well as his/her own sentence.
- For example, you say, *I can run*. The S to your right says, *You can run. I can't fly*. The S to his/her right says, *You can run. You can't fly. I can jump*.
- The S who forgets a sentence or doesn't remember the exact order of the sentences is out of the game. The last Ss to remain in the game are the winners.
- If you have a large number of Ss, you can divide them into groups.

### EXPANSION

- Write an activity on the board and encourage Ss to do the corresponding action.

## Before leaving

- Divide the board into two columns. On the one column write one or two animals Ss are familiar with. You can use some of the ones presented in activity 2 of this lesson. On the second column, stick flashcards from this lesson (fly, run, walk, jump, swim, climb).
- Ask **higher-performing Ss** to make a sentence describing an ability or lack of ability of an animal, e.g. *Cats can't fly*. To help **lower-performing Ss**, you can write an incomplete sentence on the board and ask them to complete it with *can* or *can't* accordingly.
- Make sure all Ss have a chance to participate.

## Workbook

### Activity 1 R4.1

- |         |        |
|---------|--------|
| 1. swim | 2. run |
| 3. jump | 4. fly |

### Activity 2 R4.1

- |                  |
|------------------|
| 1. Yes, it can.  |
| 2. No, it can't. |
| 3. No, it can't. |
| 4. Yes, it can.  |

### Activity 3 L2.1

#### Listening transcript

1. *It can fly. It can't swim.*
2. *It can swim. It can't walk.*
3. *It can run. It can't fly.*

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

### Activity 4 W1.5

- |              |
|--------------|
| open answers |
|--------------|

## Note

- Bring a magnifying glass, an orange, some popcorn and a small box to the next lesson.

**Language focus****Objectives**

- to provide Ss with cross-curricular information on science
- to talk about the five senses

**Vocabulary**

**Verbs of the senses:** see, hear, smell, touch, taste

**Materials**

- flashcards for *see, hear, smell, touch, taste*
- flashcards from the previous two lessons: *fly, jump, run, swim, walk, climb, talk, count, draw, play basketball, paint*
- a magnifying glass, an orange, some popcorn, a small box

**Revision (Optional)**

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

**Lesson plan****Warm-up**

- Ask a S to come to the board. Explain that the S has to think of a true sentence about what he/she can or can't do and a false sentence about what he/she can or can't do, and share them with the class.
- The rest of the Ss try to guess which sentence is true and which sentence is false.
- Continue the same procedure with other Ss for as long as time permits.

**Activity 1 R4.1**

- Mime the five senses by pretending you are performing an action related to each of them. For example, pretend you are holding a pair of binoculars and looking around the classroom through them. Say, *I can see*, and encourage Ss to mirror your action and repeat the sentence.
- Repeat the same procedure for the rest of the words for as long as time permits.
- Alternatively, hold up each flashcard, say the word and encourage Ss to repeat and mime the action, too.
- Have Ss open their books to p.13.
- 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.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

**Activity 2 L2.1** **R2.1**

- Tell Ss to look at the pictures carefully and ask them what they think the activity is about. (It's about our five senses.)
- Explain to Ss that they are going to listen to the recording, complete the sentences and **shadow read** (read the sentences along with the recording).
- Go round the classroom and make sure Ss have completed the sentences correctly.
- Then ask a S to read the sentences aloud for the whole class and elicit what the phrase 'My five senses' means and why our senses are important. (Our five senses help us perceive the world around us.)

**Listening transcript**

1. **Boy 1:** *I can hear.*

2. **Girl 1:** *I can taste.*

3. **Girl 2:** *I can smell.*

4. **Girl 1:** *I can touch.*

5. **Boy 2:** *I can see.*

- After that, explain to Ss that they have to match the sentences to the pictures.
- Have Ss check their answers in pairs first, then as a class.



1. hear, picture E    2. taste, picture D    3. smell, picture A  
4. touch, picture C    5. see, picture B

**Activity 3 R5.1**

- Direct Ss' attention to the pictures and ask them to tell you what they think they refer to. (The five senses.)
- Explain to Ss that they have to look at the pictures and unjumble the letters in order to write the corresponding word.
- Have Ss check their answers in pairs first, then as a class.



1. taste    2. see    3. smell    4. touch    5. hear

1



see



hear



smell



touch



taste

2 Listen and complete the sentences. Then match the pictures to the sentences.

### My five senses

1 I can \_\_\_\_\_ 3 I can \_\_\_\_\_

2 I can \_\_\_\_\_

4 I can \_\_\_\_\_

5 I can \_\_\_\_\_



A



B



C



D



E

3 Look and write.

1. taste astet

2. ese

3. mslel

4. chtou

5. eh ar



13

taste? Encourage Ss to answer, *We can taste an orange* and *We can taste popcorn*.

- If time permits, repeat the same procedure until all Ss have had a turn.

### Before leaving

#### Flashcard showdown

- Tell Ss that they are going to play a game.
- Two Ss stand back to back holding one flashcard (see, hear, smell, touch, taste) each in the centre of the room.
- When you say Go!, both Ss take three steps in opposite directions away from each other and then turn around.
- The first S to say the word on the opposing S's flashcard correctly wins and can leave the classroom.
- Repeat the procedure until every S has left.

### Workbook

#### Activity 1 R4.1



1. see 2. hear 3. smell  
4. taste 5. touch

#### Activity 2 R4.1



1. smell 2. hear 3. taste

### Optional

#### The five senses

- Give the magnifying glass to a pair of Ss and ask them to place it over a picture or a word in their books. Ask Ss, *What can you see?* Encourage Ss to answer, *We can see a big (apple)*.
- Turn your back to the class and place some classroom objects (a pencil, a pen, a rubber, a ruler) in a bag, without allowing Ss to see you. Give the bag to the pair of Ss and ask them to try to identify the objects without opening the bag, asking, *What can you touch?* Encourage Ss to answer, *We can touch (a pencil)*.
- Turn your back to the class and place a classroom object (e.g. a rubber) in a small box, without allowing Ss to see you. Turn around and start shaking the box so that it makes a sound. Ask the same pair of Ss, *What can you hear?* Encourage Ss to answer, *We can hear a rubber (in the box)*. Repeat the same procedure with other small classroom objects.
- Ask the pair of Ss to close their eyes and place an orange peel and some popcorn under each S's nose. Ask them, *What can you smell?* and encourage them to answer, *We can smell an orange* and *We can smell popcorn*.
- Ask the pair to close their eyes again. Place an orange segment and some popcorn in each S's hand and ask them to taste both. Ask, *What can you*

### Note

- Preparation for the next lesson: Photocopy the story (*Where's Mr Spot?*, SB, pp.14-15), making one copy for every four Ss. Before you photocopy the story, cover the speech bubbles and the numbers in each frame. Cut out the frames. Photocopy only the speech bubbles of the story (one copy for every four Ss) and cut them out. Bring the copies of the story and the speech bubbles to the next lesson.



## Language focus

### Objectives

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

### Vocabulary

Adjectives: hungry, thirsty, fat



## Materials

- flashcards for *hungry*, *thirsty*, *fat*
- flashcards from the previous lesson: *see*, *hear*, *smell*, *touch*, *taste*

## Revision (Optional)

- Stick the flashcards of the previous lesson (*see*, *hear*, *smell*, *touch*, *taste*) on the board.
- Pretend that you are smelling a flower and encourage Ss to say the word *smell* out loud and point to the corresponding picture on the board.
- Say the sentence *I can smell* and encourage Ss to repeat.
- Do the same for the rest of the words and make sure all Ss have participated.

## Lesson plan



### Warm-up

- Write one or two questions related to the main topic of the story on the board in order to spark Ss' interest for the lesson, e.g. *Can parrots fly? What do they eat?*
- Have Ss answer the questions and initiate a short discussion.

### Activity 1 R4.1 🔑

- Pretend you are hungry and thirsty, say the words and get Ss to guess the meaning of the two adjectives.
- Hold up the flashcards for *hungry*, *thirsty* and *fat*, say each word and get Ss to repeat.
- Have Ss open their books to p.14.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.

## 2 Read and answer. Who's Mr Spot? 🗣️ 🔊

1 🔊



hungry



thirsty



fat



### 3 Read and write Yes or No. 🗣️

- Mr Spot is a cat.
- Mr Spot is thirsty.
- Tom is funny.
- The kids want to help Mrs Brown.

### 4 Can you think of a different ending for the story?



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- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

### Activity 2 R1.1 🗣️ R2.1 🗣️

#### Before reading

- Hold up the book and point to the story.
- Tell Ss that they will listen to and read a story with the title *Where's Mr Spot?*
- Point to the first frame and ask Ss to tell you what they think the lady (Mrs Brown) is doing. (She is looking for her parrot, Mr Spot.)
- Cover the second page (p.15). Ask Ss to look at the first three frames of the story on p.14 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.14-15 and name the characters (Mrs Brown, Mike, Tom, Mr Spot). Help them by asking questions such as, *Who is up in the tree?* (Mr Spot.) *Who helped Mrs Brown?* (Mike and Tom.)
- Point to each frame and invite Ss to guess what is happening. Elicit answers, but do not correct Ss at this stage.

#### While reading

- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out who Mr Spot is. (It's Mrs Brown's parrot.)
- Direct Ss' attention to the frames of the story and ask them to find and circle the words from the vocabulary section that appear in the story (Frame 4: *thirsty*; Frame 5: *hungry*; Frame 6: *fat*). Then, ask Ss to say them out loud.

# WHERE'S MR SPOT?



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- Ask Ss to find and identify all of the questions in the story.  
(Frame 1: Where are you? Frame 2: Are you OK?  
Frame 3: Who's Mr Spot? Can you see Mr Spot? Frame 4: Is it thirsty, Mike? Frame 5: Is it hungry?)
- Have Ss read the text again and check comprehension.
- Talk about what happens in each frame.  
**Frame 1:** Mrs Brown is under the tree, looking for her parrot, Mr Spot.  
**Frame 2:** Mike and Tom see Mrs Brown. Mike greets her and asks her if she's OK. She says she isn't OK. The reason is that her parrot is up in the tree and she can't climb up to get it.  
**Frame 3:** Tom asks her about Mr Spot and she says it's her parrot. The boys can see it in the tree.  
**Frame 4:** The boys try to help her. At first, Mike pours some water in a bowl for the parrot to drink, but Mr Spot isn't thirsty.  
**Frame 5:** Tom offers some nuts to Mr Spot and it flies down to them, because, as it turns out, it was hungry.  
**Frame 6:** The parrot weighs down Mike's shoulder, so he exclaims that Mr Spot is fat. The whole scene is funny.  
**Frame 7:** Mrs Brown is happy again and thanks the boys for their help.
- Ask Ss some comprehension questions.  
**Frame 1:** (pointing to Mrs Brown) *What's her name?* (Mrs Brown.)  
**Frame 2:** (pointing to the boys) *What are the boys' names?* (Tom and Mike.)  
**Frame 3:** (pointing to the parrot) *Who's that?* (It's a parrot, Mr Spot.) *Where is Mr Spot?* (It's in the tree.)  
**Frame 4:** (pointing to Mike and the parrot) *What is Mike doing?*

(He's offering some water to Mr Spot in case it's thirsty.) *Is Mr Spot thirsty?* (No, it isn't.)  
**Frame 5:** (pointing to Tom and the parrot) *What is Tom doing?* (He's offering some food to the parrot to see if it's hungry.) *What does the parrot do?* (It flies down from the tree to get some food from the boys.) *Is Mr Spot hungry?* (Yes, it is.)  
**Frame 6:** (pointing to Tom) *Why did Tom react that way?* (Because the parrot is fat and weighs Mike down.)  
**Frame 7:** (pointing to Mrs Brown) *Is Mrs Brown happy now?* (Yes, she is.)

## EXPANSION

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

## Activity 3 R2.1

- Direct Ss' attention to the four sentences and ask them to read them.
- Explain to Ss that they have to read the story again and write Yes or No according to what is mentioned in the story.
- Have Ss check their answers in pairs first, then as a class.



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

- Play the recording again, pausing after each line. Have Ss repeat (chorally – in groups – individually).

## Post-reading

### Let's think

- Direct Ss' attention to the box and read the question out loud.
- Ask Ss to answer the question and initiate a discussion.
- Encourage all Ss to participate in the discussion.

### Suggested answer:

It is important to help the elderly because it is polite and it shows respect.

## Activity 4

- Explain to Ss that they have to think of a different ending for the story.
- Divide Ss into pairs of **higher** and **lower-performing Ss**. Have them exchange their ideas and ask **higher-performing Ss** to write the idea they have decided upon in the form of a dialogue.
- Have a few pairs of Ss come to the front of the class and act it out.

## A Optional

### Story line

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

## Before leaving

- Divide Ss into pairs.
- SA mimes being thirsty or hungry and SB has to guess what his/her partner feels like by asking, *Are you (thirsty)?* SA answers, *Yes, I am* or *No, I'm not*, and Ss swap roles.
- Make sure all Ss have the chance to mime and guess.

## Workbook

### Activity 1

1. Tom      2. Mrs Brown  
3. Mr Spot      4. Mike






### Activity 2 R2.1

1. No, she can't.  
2. Yes, they can.  
3. Yes, it is.  
4. Yes, it is.

### Activity 3

- open answers

### 1 Listen and say.

/pl/	/bl/
 plane	 blonde
/kl/	/gl/
 clap	 glue
	/fl/
	 fly

### 2 Listen and say. Then circle the l blends.

### Toys



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I've got a doll.  
Her hair is blonde.  
She claps her hands.  
Look! There she stands!

I've got a toy plane.  
It's black and blue.  
It can fly high.  
Look at it, Mary Lou!



## PHONICS

### Language focus

#### Objectives

- to practise the pronunciation of l blends
- to say a phonics chant/poem

#### Vocabulary

plane, blonde, clap, glue, fly

#### Phonics

l blends: /pl/, /bl/, /kl/, /gl/, /fl/

### Materials

- blown-up colour photocopies of the story *Where's Mr Spot?*, SB, pp.14-15
- flashcards for *plane, blonde, clap, glue, fly*
- word cards of the above flashcards
- phonics cards of *plane, blonde, clap, glue, fly* (TB, pp.149-150 - one set per S)

## Revision (Optional)

- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Ask Ss if they remember the title of the story (*Where's Mr Spot?*). Ask them to tell you what else they remember about the story.
- Have Ss open their books to pp.14-15. Play the recording and have Ss follow along in their books.
- Play the recording again and encourage Ss to **shadow read** (read along with the recording).
- Have some Ss read the story aloud for the whole class.
- Have Ss close their books and try to retell the story from memory.

## Lesson plan



### Warm-up

- Write the l blends (pl, bl, cl, gl, fl) on the board. Under each blend, stick the flashcard for the word that begins with that blend.
- Point to *pl* and say /pl/ a couple of times, encouraging Ss to repeat after you. Then point to the object (*plane*), say it aloud and have Ss repeat after you.
- Repeat the same procedure with the rest of the blends.

### Activity 1

- Play the recording and have Ss listen and point the first time.
- Play the recording again and have Ss listen, point and repeat.

### Listening transcript

#### Woman:

/pl/, /pl/, *plane*

/bl/, /bl/, *blonde*

/kl/, /kl/, *clap*

/gl/, /gl/, *glue*

/fl/, /fl/, *fly*

- Encourage Ss to tell you more words with the sounds presented in this lesson.

### Activity 2 R3.5



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

- Direct Ss' attention to the pictures and ask Ss questions they can answer, e.g. *What can you see in the pictures?* (A boy and a girl.) *What are they doing?* (They are playing with their toys.) *What toys have they got?* (The girl has got a doll and the boy has got a plane.)
- Explain to Ss that they are going to listen to a chant/poem and that they will have to circle all of the l blends they hear in the chant/poem.
- Play the chant/poem *Toys* and have Ss listen and follow along in their books.
- Play the chant/poem again, pausing after each line for Ss to circle.
- Then play the chant/poem once more and encourage Ss to say the chant/poem along with the recording.



**blonde, claps, plane, black, blue, fly**

## Language box

- The word *blonde* can also be spelt *blond*. This happens due to the fact that it is of French origin where there is a distinction between masculine (blond) and feminine (blonde) forms. In English, where there is no such distinction, both spellings can be used as an adjective with no difference in meaning (e.g. blond/blonde hair). As a noun, the word is usually used to refer to women and the preferred spelling is blonde (e.g. A blonde is a woman with fair hair.).



## TPR Activity

- Ask Ss to take out the *plane, blonde, clap, glue, fly* phonics cards.
- Explain that they have to say the chant/poem while raising the corresponding card each time an l-blend is heard.
- You can divide Ss into two teams. One team raises the phonics cards of *clap* and *blonde* while saying the first four lines of the chant/poem, and the other team raises the phonics cards of *plane, blonde* and *fly* while saying the last four lines.
- Make sure that all the Ss on each team get a chance to go up and play.
- The team with the most points at the end of the game wins.



## Optional 1

### What's that sound?

- Divide Ss into two teams.
- Invite a S from each team to come to the board. Give each S a marker.
- Call out one of the l blends (pl, bl, cl, gl, fl), e.g. *bl* and have the two Ss write a word beginning with that blend on the board, e.g. *blue, blonde* or *black*.
- The S that does this the fastest wins a point for his/her team.
- Repeat the same procedure with the rest of the Ss.
- The team with the most points wins.



## Optional 2

### Ready, set, match!

- Divide Ss into two teams.
- Stick the flashcards for *plane, blonde, clap, glue, fly* on the board.
- Put the word cards of the above flashcards face down in a pile on your desk.
- Call up a S from each team to pick up a word card, read it and stick it below the corresponding picture.

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



## Workbook

### Activity 1 L2.7

#### Listening transcript

**Man:** 1. *black*  
2. *glue*  
3. *fly*  
4. *plane*  
5. *clap*

### Activity 2 W2.2



- 1 - /bl/ - **blonde**
- 2 - /fl/ - **fly**
- 3 - /kl/ - **clap**
- 4 - /b/ - **black**
- 5 - /gl/ - **glue**
- 6 - /pl/ - **plane**

### Activity 3 R3.3



1. /pl/
2. /kl/
3. /b/

### Activity 4 R3.4



1. **plane, play, plate**
2. **clap, clean, climb**



## Note

For the next lesson, bring:

- phonics cards of *plane, blonde, clap, glue* and *fly* (TB, pp.149-150)
- photos of actions you can and can't do that Ss are familiar with

### 1 What can Amir do? Read and answer.



### 2 Read activity 1 again and answer the questions.

1. What's his name?  
\_\_\_\_\_
2. How old is he?  
\_\_\_\_\_
3. What can he do?  
\_\_\_\_\_
4. What can't he do?  
\_\_\_\_\_

### Writing tip

All sentences start with a **CAPITAL** letter and finish with a full stop (.), e.g. *I'm nine years old.*  
Remember to check punctuation and capital letters in your writing.

17



## PROJECT



## Language focus

### Objectives

- to talk about what one can and can't do
- to recognise capital letters and full stops in sentences



## Materials

- phonics cards of *plane, blonde, clap, glue* and *fly* (TB, pp.149-150)
- photos of actions you can and can't do that Ss are familiar with

## Revision (Optional)

- Play the chant/poem *Toys* in the SB on page 16 and have Ss chant/say the poem and do the TPR activity (TB, page 35).

## Lesson plan



### Warm-up

- Bring photos of actions you can and can't do that Ss are familiar with and stick them on the board.
- Point to the first photo and say, e.g. *I can (run).*
- Repeat the same procedure with the rest of the photos you have brought.
- Write on the board:  
I can \_\_\_\_\_.  
I can't \_\_\_\_\_.
- Ask different Ss to talk about what they can and can't do.

### Activity 1 R2.1

- Draw Ss' attention to activity 1.
- Tell Ss to look at the pictures presented in activity 1 and ask them to guess what they think the text is about. (It's about Amir and what he can and can't do.)
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what Amir can do. (He can count to twenty and he can play basketball.)
- Ask Ss some questions, for example: *What is the boy's name?* (Amir.) *How old is he?* (He's nine years old.) *Can he count to ten?* (Yes, he can.) *Can he count to twenty?* (Yes, he can.) *Can he play basketball?* (Yes, he can.) *Can he paint?* (No, he can't.)
- Have a few Ss read the text.

### Activity 2 R2.1

- Draw Ss' attention to activity 2.
- Explain to Ss that they have to read the text in activity 1 again and answer the questions according to the text.
- Have Ss compare their answers first, and then check as a class.



1. His name is Amir.
2. He is nine years old.
3. He can count to twenty and he can play basketball.
4. He can't paint.

### Writing tip

- Direct Ss' attention to the *Writing tip* and read it aloud.
- Explain the *Writing tip* to Ss and point out the example.
- Ask Ss to look for examples of the writing tip in the text in activity 1.
- Provide Ss with examples of sentences which have not got capital letters at the beginning and full stops at the end, and write them on the board.  
e.g. *my name is sam i'm ten years old i can't play basketball i can swim*
- Read out the text and encourage Ss to say where in the text a full stop should go and where letters need to be capitalised.

### Remember!

- Explain to Ss that, as part of the writing process, they can:
  - **make notes** of the information they want to include
  - write their **first draft** in their notebooks
  - **revise** their writing
  - **edit** it (making sure that they have used the correct punctuation)

- **exchange** their work with a partner and ask for new suggestions
- write the **final draft**
- Point out to Ss that they should always follow these steps when dealing with a writing task.



## Optional

### What can you do?

- Divide Ss into pairs.
- Encourage Ss to write three different questions about ability, e.g. *Can you paint? Can you play basketball? Can you count to twenty?* This will challenge **higher-performing Ss**.
- To help **lower-performing Ss**, you can write three questions about ability on the board, but in a jumbled-up order, e.g. *you / Can / paint / ?*. Ask them to put the words in the correct order.
- After Ss have come up with their questions, in pairs, they are going to complete a questionnaire about their partners. SA asks SB the three questions he/she has written, SB answers and SA writes down the answers.
- Ss take turns.



## Before leaving

- Have Ss form a straight line.
- Explain to Ss that you are going to ask them a question and they have to answer about themselves. For example, ask, *Can you play basketball?*
- Make sure all Ss have had a chance to participate before leaving the classroom.



## Workbook

### Activity 1 W2.3



1. I'm tall.
2. It is scared.
3. They can paint.
4. It can't swim.
5. She can count to ten.
6. We are funny.
7. They can't fly.
8. He can play basketball.

### Activity 2 W1.1



open answers

### Activity 3 W1.1 W3.2



open answers



## Language focus

## Objectives

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



## Materials

- flashcards and word cards for pretty, funny, young, old, tall, short, angry, scared, tired, bored, clean, dirty, talk, count, play basketball, paint, draw, fly, walk, run, jump, swim, climb, see, hear, smell, touch, taste, hungry, thirsty, fat

## Revision (Optional)

- Ask each S, (Can you play basketball?) and elicit his/her answer, Yes, I can. / No, I can't.

## 1 Read and match.

1. Can you draw, Karim?



A. Yes, it can.

2. Is Salim scared?



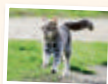
B. No, they aren't.

3. Are they clean?



C. Yes, I can.

4. Can it run?



D. Yes, they are.

5. Are they tired?



E. No, he isn't.

## 2 Look and write.

1. she / tired ?

*Is she tired?**No, she isn't.**She's bored.*

3. they / angry ?



2. he / hungry ?



4. they / scared ?



## 3 Listen and circle Yes or No.



1

Yes

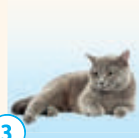
No



2

Yes

No



3

Yes

No



4

Yes

No

18

## 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 should 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 should 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 R5.1

- Have Ss open their books to p.18.
- Explain to Ss that they have to read the questions in the column on the left carefully, look at the pictures and match them with the correct answers in the column on the right. Check Ss' answers.



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

### Activity 2

- Explain to Ss that they have to look at the words and make questions about the children in the pictures. They also have to give short answers. Check Ss' answers.



- Is she tired? No, she isn't. She's bored.
- Is he hungry? No, he isn't. He's thirsty.
- Are they angry? Yes, they are.
- Are they scared? Yes, they are.

### Activity 3 L2.1

- Explain to Ss that they are going to listen to four exchanges and that they have to circle Yes or No. Point out that the first one has been done for them. Play the recording twice. Check Ss' answers.

#### Listening transcript

- Boy 1:** Can the parrot talk?      **Girl 1:** Can Betty paint?  
**Boy 2:** Yes, it can. It's funny.      **Girl 2:** No, she can't. She can't paint.
- Boy 1:** Can the cat climb?      **Girl 1:** Can Ted draw?  
**Boy 2:** Yes, it can.      **Girl 2:** No, he can't. He can't draw.



1. Yes    2. No    3. Yes    4. No



### Optional

#### Matching pictures

- Divide Ss into groups of four.
- Give each group a set of flashcards and a set of word cards with the vocabulary presented in the previous lessons and tell them to shuffle them and place them face down on a desk in two piles.
- Ss take turns picking a card from each pile. The Ss have to say the items depicted on the flashcards and the word cards. If the pictures match the words, they keep both cards. Ask **higher-performing Ss** to make a sentence with the word depicted on the flashcard and written on the word card.
- If the pictures don't match the words, Ss should try again.
- The S who has the most flashcards wins.



### Before leaving

- Play the song/poem *Who is it?* on p.7 of the SB and invite Ss to say the song/poem along with the recording.



### Workbook

#### Activity 1 R5.1



- DIRTY
- SEE
- OLD
- HEAR
- SHORT
- SMELL
- YOUNG

#### Activity 2 R4.1



- tired
- pretty
- funny
- bored
- angry
- scared

#### Activity 3 R4.1



- Can - draw - Yes, he can.
- Can - jump - Yes, she can.
- Can - swim - No, he can't.
- Can - fly - Yes, it can.

#### Now I can

- Ask Ss to look at the pictures and tick the stars according to what they can or can't say. Then ask them to name the items aloud.
- Use the self-evaluation sheets for your Ss to check their performance.

#### Activities 1, 2 & 3

- Hold up the WB, point to the pictures and encourage Ss to say the words/actions aloud.
- Have Ss tick the stars as they say each word/action.

#### Activity 4

- Direct Ss' attention to the pictures and ask them to guess what each picture depicts. Elicit Ss' answers. Then read the sentences/exchanges aloud and have Ss repeat after you and tick the stars.



### Note

- Bring a family photo album to the next lesson.

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

## Song

- understand a known word or phrase by making use of pictures on the page (R4.1)
- predict the gist of short texts by using visuals accompanying the texts (L3.1)
- follow and identify the main idea of short texts (L1.1)
- follow and identify details in short, simple texts (L2.1)
- communicate very basic personal information (S1.1)

## Top Stars

- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- understand a known word or phrase by making use of pictures on the page (R4.1)
- follow and identify details in short, simple texts (L2.1)

## Let's play

- understand a known word or phrase by making use of pictures on the page (R4.1)
- describe objects using suitable words and phrases (S2.2)

## Our world

- understand a known word or phrase by making use of pictures on the page (R4.1)
- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- follow and identify details in short, simple texts (L2.1)
- describe objects using suitable words and phrases (S2.2)
- use a very simple picture dictionary to find relevant topic words (R4.2) WB

## CLIL

- understand a known word or phrase by making use of pictures on the page (R4.1)
- follow and identify the main idea of short texts (L1.1)
- follow and identify details in short, simple texts (L2.1)
- understand and respond to details in a short sequence of simple sentences (R2.1) WB

### Story

- understand a known word or phrase by making use of pictures on the page (R4.1)
- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)

### Phonics

- identify and remember a wide range of sounds and their accompanying letter patterns (R3.5)
- recognise and say the beginning, middle, and final letter sounds in a word (L2.7) WB
- recognise and sound out beginning, middle and final letter sounds in a word (R3.3) WB
- spell familiar, high-frequency words accurately by segmenting them (W2.2) WB
- blend sounds to read a wide range of high-frequency words (R3.4) WB

### Round-up

- understand and respond to the main idea of short texts (R1.1)
- follow and identify details in short, simple texts (L2.1)
- understand a known word or phrase by making use of pictures on the page (R4.1) WB
- communicate basic personal information using short, simple statements (W1.1) WB
- follow and identify the main idea of short texts (L1.1) WB

### Project

- understand and respond to details in a short sequence of simple sentences (R2.1)
- connect, with support, words and proper names using 'and' (W2.1) WB
- communicate basic personal information using short, simple statements (W1.1) WB
- express basic preferences using short, simple statements (W1.2) WB

### Cursive writing

- use recognisable cursive writing in written work (W3.1) WB

### TOP TIME! 1

- understand a known word or phrase by making use of pictures on the page (R4.1)
- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- participate actively in simple letter or word level reading games (R5.1)
- introduce self using fixed phrases (S5.1)

**Language focus****Objectives**

- to say a song/poem
- to identify family members
- to revise the verb *have got* (Affirmative)
- to revise the indefinite article *a/an*

**Vocabulary**

**Family members:** son/grandson, daughter/granddaughter, uncle, aunt, cousin

**Structures**

I/You have got/ I/You've got a cousin.

He/She has got/ He/She's got an uncle.

We/They have got/ We/They've got a daughter and a son.

**Materials**

- flashcards for son/grandson, daughter/granddaughter, uncle, aunt, cousin
- two sets of photocopies of the above flashcards
- a family photo album

**Lesson plan****Warm-up**

- Draw on the board a family (a father, a mother, a sister and a brother).
- Ask Ss to look at the drawing and try to guess what the lesson will be about. Initiate a short discussion.

**Activity 1 R4.1**

- Hold up your family photo album and introduce your family members one by one. Show Ss photos of your mother and father and then of you or your siblings (if possible) and say, e.g. *He's my dad/father. She's my mum/mother. They have got a daughter and a son.* Elicit what the words *daughter* and *son* mean. Have

Ss repeat after you. Point to your grandparents and say, *He's my grandad/grandfather. She's my grandma/grandmother. They have got a grandson (or a granddaughter).* Elicit what *grandson* (or *granddaughter*) means. Have Ss repeat after you a couple of times. Proceed with *uncle* and *aunt* by saying, *My mother (or father) has got a (brother).* *He's my uncle. He has got a son. His son is my cousin.* Elicit what *uncle* means and repeat the same procedure by pointing to your aunt or by simply explaining what the word means.

- Alternatively, hold up each flashcard, say the word and encourage Ss to repeat.
- Have Ss open their books to p.19.
- 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.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

**Activity 2 L3.1 L1.1 L2.1**

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

- Direct Ss' attention to the pictures and ask them to think what the song/poem is about (people and their families).
- Draw Ss' attention to the family members, asking them what the elderly man, the woman and the girl are thinking about, and then ask them to guess who they are.
- Hold up your book, point to the mother thinking about the boy and the girl, and say, *She has got a daughter. She has got a son.* Encourage Ss to repeat. Repeat for the rest of the people in the pictures, each time discussing their relationship to the woman, the elderly man or the girl.
- Explain to Ss that they are going to listen to a song/poem with the title *My family*.
- Point out that they have to listen to the recording and point to the correct picture as they hear the family members being mentioned.
- Play the song/poem a second time and explain to Ss that they have to write the names in the correct boxes.
- Play the song/poem again and encourage Ss to say the song/poem along with the recording.



**A. Stu B. Sue C. Drew**

**LOOK!**

- Hold up your family album, point to one of your family members and say, *I have got (an aunt).* Have Ss repeat after you.
- Point to your grandparents and then to your mother or father and say, *They have got a daughter (or a son).* Ask Ss to repeat a couple of times.
- Direct Ss' attention to the Look! box on p.19. Read the sentences aloud and have Ss repeat after you.
- Explain that we use the verb *have got* to talk about possession. (In this lesson, we use it to talk about our family members.) Alternatively, hold up an item of yours and say, *I have got (a bag).*
- Ask Ss to make their own sentences. Encourage them to talk about either their own family members or their personal items, using *I have got*.
- Write the following on the board, *two / Jack / has got / pens.* Ask Ss to put the words in the correct order to make a sentence. Follow the same procedure with more examples. This will help **lower-performing Ss**. To challenge **higher-performing Ss**, ask them to come up with their own examples. They can make sentences about one of their classmates or a group of classmates, e.g. *She has got a brother* or *They have got blue bags*.

# Me and my family

2

## SONG

1



son/grandson



daughter/  
granddaughter



uncle



aunt



cousin

2 Listen and write the names in the boxes.

## My family

1 My name is **Drew**.  
This is my mum  
And this is my dad.  
I've got a cousin,  
An uncle and an aunt.  
I love my family  
What about you? What about you?

2 My name is **Sue**.  
This is my daughter.  
And this is my son.  
They're my stars.  
They're number one!  
I love my family  
What about you? What about you?

3 My name is **Stu**.  
I am a Grandad.  
And I am old.  
My granddaughter is pretty  
And my grandson is tall!  
I love my family  
What about you? What about you?

**LOOK!** p. 80

I/You have got / I/You've got a cousin.  
He/She has got / He/She's got an uncle.  
We/They have got / We/They've got a daughter and a son.



3 Work in pairs. Then say in turns.

**My grandad has got one/two/three son(s)/daughter(s)...**  
**I've got one/two/three cousin(s).**

My grandad has got three sons and one daughter. I've got three cousins.



19

- Remind Ss that we use **a** with words beginning with a consonant sound (e.g. b, g, m). Say, *I have got a grandad. He has got a daughter*, to illustrate the use of the indefinite article (a). Ask Ss to guess when we use **an**. Elicit that we use **an** with words beginning with a vowel sound (a, e, i, o, u). Say, *I have got an uncle. I have got an aunt. She has got an umbrella*, to illustrate the use of the indefinite article (an).
- Tell Ss to refer to the Grammar Reference at the back of the SB.

### Activity 3 S1.1

- Draw Ss' attention to the two girls in activity 3 and ask them what they think they are doing. (They are talking about their family members.)
- Explain to Ss that they have to take turns describing their family while using the prompts from the box as well.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity. Go round the class helping them when necessary.
- Have a few pairs of Ss come to the front of the classroom and present their families.

## Optional

### PRACTICE

#### Family members

- Pick two Ss at random and hand them photocopies of the flashcards depicting family members. Make sure they have some flashcards in common.
- Ask them to come to the front of the classroom and stick their photocopies on the board. Make sure SA's set of photocopies is separated from SB's set.
- Ask the rest of the class to make sentences about SA's and SB's family members. Encourage them to say, e.g. *(John) has got an uncle. (Tom) has got a cousin*. For the flashcards of family members SA and SB have in common, encourage Ss to say, *They have got (an uncle)*.
- Make sure all Ss have had the chance to make a sentence. Alternatively, divide Ss into more pairs and hand out more photocopies to allow everyone to participate in the game.

### EXPANSION

- Ask Ss to draw their family members on a piece of paper and label them.

## Before leaving

- Ask Ss to make a sentence about the family members they have got, e.g. *I have got an uncle, an aunt and two cousins*, before they leave the classroom.

## Workbook

### Activity 1 R4.1

1. grandad	2. grandma
3. mum	4. dad
5. aunt	6. uncle
7. me	8. cousin

### Activity 2

1. have got, a	2. has got, an
3. have got, a, a	4. has got, an
5. have got, a, a	



## Language focus

### Objectives

- to talk about appearance
- to identify facial features
- to revise the verb **have got** (Questions, Short answers, Negative)

### Vocabulary

**Features:** straight hair, blonde hair, curly hair, moustache, beard, freckles

### Structures

Have you got blonde hair?  
Yes, I/we have. / No, I/we haven't.  
Has he/she/it got a moustache?  
Yes, he/she/it has. / No, he/she/it hasn't.  
Have they got straight hair?  
Yes, they have. / No, they haven't.  
I/You/We/They haven't got curly hair.  
He/She/It hasn't got a moustache.



## Materials

- flashcards for *straight hair*, *blonde hair*, *curly hair*, *moustache*, *beard*, *freckles*
- flashcards from the previous lesson: *son/grandson*, *daughter/granddaughter*, *uncle*, *aunt*, *cousin*
- pictures of two girls (one should have long, curly hair and the other short, straight hair)

## Revision (Optional)

- Stick the following flashcards on the board (son/grandson, daughter/granddaughter, uncle, aunt, cousin) and tell Ss to memorise them. Then, instruct Ss to close their eyes while you hide one of the flashcards. Ss have to tell you which flashcard is missing.
- Alternatively, Ss can memorise the flashcards in a particular order. Then change the order while Ss have their eyes closed. Ss should try to remember the order the flashcards were originally in.



straight hair



blonde hair



curly hair



moustache



beard



freckles

1

2 Read and answer. Where are the children?



20

## Lesson plan



### Warm-up

- Stick on the board pictures of two girls (one should have long, curly hair and the other short, straight hair).
- Ask Ss to spot the differences between the two pictures. Circle the differences on the board.
- Ask Ss to guess, based on the differences they spotted, what the lesson will be about. Initiate a short discussion.

### Activity 1 R4.1

- Draw the outline of a girl with straight hair on the board. Point to the girl and say, (She) *has got straight hair*. Have Ss repeat after

you. Repeat the same procedure for *curly hair* and *blonde hair*.

- Draw a man's face with a moustache on the board. Say the word *moustache* and have Ss repeat after you. Draw a beard on the man's face and say the word *beard*. Have Ss repeat after you. Add some freckles to your drawing and say *freckles*. Finally, make a full sentence about the man, e.g. *He has got a moustache, a beard and freckles*, and have Ss repeat after you.
- Alternatively, hold up each flashcard, say the word and encourage Ss to repeat.
- Have Ss open their books to p. 20.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.

**Look!** p. 80

Have you **got** blond(e) hair? — Yes, I/we **have**.  
 No, I/we **haven't**.  
 Has he/she/it **got** a moustache? — Yes, he/she/it **has**.  
 No, he/she/it **hasn't**.  
 Have they **got** straight hair? — Yes, they **have**.  
 No, they **haven't**.  
 I/You/We/They **haven't got** curly hair.  
 He/She/It **hasn't got** a moustache.

**3 Read, look and circle the correct answer.**

1. Has she got blonde hair?

Yes, she has.  
No, she hasn't.



2. Has she got straight hair?

Yes, she has.  
No, she hasn't.



3. Has he got a moustache?

Yes, he has.  
No, he hasn't.



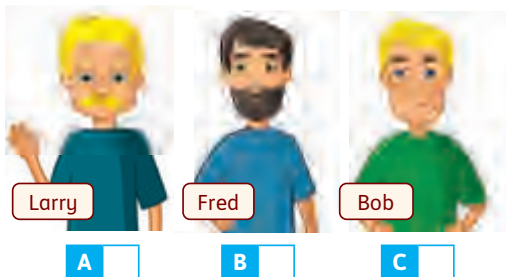
4. Has he got a beard?

Yes, he has.  
No, he hasn't.



5. Has he got freckles?

Yes, he has.  
No, he hasn't.

**4 Listen and tick (4).****5 Play a guessing game. Go to page 72.**

Is it a girl? No, it isn't.  
 Is it a boy? Yes, it is.  
 Has he got a beard? No, he hasn't.  
 Has he got a moustache? Yes, he has.  
 Is it number three? Yes!



21

(Yes, he has.) Why is Tab funny?  
 (He's funny because he's drawn a moustache and freckles on his face.)

**Activity 3 R4.1**

- Draw Ss' attention to the pictures and ask them to identify the characters from the story.
- Explain to Ss that they have to read the questions, look at each picture and circle the correct answer.
- Go round the classroom making sure Ss have circled the correct answers.



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

- Choose three Ss to read the dialogue aloud for the class.
- Divide Ss into groups of three and have them read the dialogue aloud.

**Look!**

- Point to a S and ask, *Has (he) got freckles?* Encourage Ss to answer, *Yes, (he) has* or *No, (he) hasn't*. Point to a pair of Ss with similar hair and ask, *Have they got curly hair?* Encourage Ss to answer, saying, *Yes, they have* or *No, they haven't*. Repeat the questions and the answers and have Ss repeat them after you.
- Direct Ss' attention to the **Look!** box at the top of p.21, read it aloud and ask Ss to repeat after you a couple of times.
- Refer Ss to the presentation and ask them to underline similar examples of the verb *have got*. (Frame 2: *...but she hasn't got curly hair*. Frame 4: *Has your dad got a moustache? Yes, he has*.)
- Refer Ss to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own sentences, using the negative form of the verb *have got*. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, give them prompts to make their sentences.

- Say the words again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

**Activity 2 R1.1 R2.1**

- Have Ss look at the presentation, point to the characters of the story and ask Ss what they think the children are doing. (They're talking about Rashid's family members.)
- Ask Ss to tell you what they think is happening. (Karim is at Rashid's house. They are looking at Rashid's computer screen. There is a photo of his family on the screen. Karim is asking Rashid about his family members.)
- Direct Ss' attention to the frames of the story and ask them to find

and point out the words from the vocabulary section they see in the frames (Frame 1: curly hair; Frame 2: blonde hair, curly hair, straight hair; Frame 4: moustache, moustache, freckles).

- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out where the children are. (They're at Rashid's house/bedroom.)
- Have Ss read the dialogue again and check comprehension.
- Ask Ss some questions about the story. *What are the boys looking at?* (They're looking at a photo of Rashid's family.) *Has Rashid's sister got curly hair?* (No, she hasn't. She has got straight hair.) *Has Rashid's cousin got curly hair?* (Yes, she has.) *Has Karim's dad got a moustache?*

**Activity 4 L2.1**

- Direct Ss' attention to the pictures in the activity.
- Explain to Ss that they are going to listen to the recording and they have to tick (4) one of the three people according to the description they hear.
- Play the recording twice and go round the classroom to make sure that Ss have ticked the correct box.
- Have Ss check their answers in pairs first, then as class.

**Listening transcript**

**Boy 1:** *Has he got blond hair?*

**Boy 2:** *Yes, he has.*

**Boy 1:** *Has he got curly hair?*

**Boy 2:** *No, he hasn't. He hasn't got curly hair. He has got straight hair.*

**Boy 1:** *Has he got freckles?*

**Boy 2:** *Yes, he has.*

**Picture C (Bob)****Activity 5**

- Direct Ss' attention to the children in the picture and ask them to guess what is happening. (They are playing a guessing game, asking and answering about the people in the pictures on p.72.)
- Explain to Ss that they are going to play a game. In pairs, SA turns his/her book to p.72 and picks a person. First, SB has to determine if that person is a boy or a girl by asking, *Is it a boy? Is it a girl?* When SA answers accordingly SB goes on guessing who that person is by asking SA questions about their physical appearance, e.g. *Has he/she got (curly) hair?* Depending on SA's answers, SB says the number of the box corresponding to the correct person.
- When the first round is over, Ss swap roles.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity. Go round the class helping them when necessary.
- Have a few pairs of Ss present the exchange to the whole class.

**Optional****PRACTICE****Who is it?**

- Ask each S to write his/her name on a piece of paper.
- Collect the pieces of paper and put them in a bag.
- Ask a S to draw a piece of paper and read the name without revealing it to anyone.
- Invite the S to describe the person written on his/her piece of paper, e.g. *He has got brown hair. He has got brown eyes. He hasn't got freckles.*
- The S who guesses correctly is the next one to draw a name and give a description.
- Make sure all Ss have had a turn.

**EXPANSION**

- Write some lines from the dialogue in activity 2 on the board, e.g. *My sister's got... hair. That's my mum and my... and uncle. etc.* and ask Ss to guess the missing words and say them aloud.

**Before leaving**

- Draw a table on the board with the names of the students and use as headers various physical appearance traits Ss are familiar with (*straight hair, blonde hair, curly hair, etc.*).
- Have **lower-performing Ss** come to the board and ask each one a question about one or more of his/her classmates, e.g. *Has (Jane) got (straight hair)? Have (Max and Tom) got (freckles)? and encourage him/her to answer, Yes, (she has / they have) or No, (she hasn't / they haven't), while placing a (4) or an (8) in the corresponding box. You can also help them by miming some of the physical traits, e.g. mime having curly hair by making a circular gesture with your hand.*
- After the table is completed, ask **higher-performing Ss** to come to the board and make sentences summarising the results, e.g. *Two students have got straight hair, etc.*

**Workbook****Activity 1 R4.1**

- |                  |                |              |
|------------------|----------------|--------------|
| 1. straight hair | 2. freckles    | 3. moustache |
| 4. curly hair    | 5. blonde hair | 6. beard     |

**Activity 2**

- |                  |                    |
|------------------|--------------------|
| 1. Has – hasn't. | 2. Has – has.      |
| 3. Have – have.  | 4. Have – haven't. |

**Activity 3 R4.1**

- |                    |                      |                    |
|--------------------|----------------------|--------------------|
| 1. Yes, he has.    | 2. No, they haven't. | 3. No, she hasn't. |
| 4. Yes, they have. | 5. Yes, she has.     | 6. No, he hasn't.  |

**Activity 4 R2.1**

- |            |             |
|------------|-------------|
| 1. B - Jim | 2. A - Kate |
|------------|-------------|



## Language focus

### Objectives

- to identify clothes and accessories
- to talk about possession
- to talk about objects that are near us and not near us (singular and plural)

### Vocabulary

**Clothes/accessories:** handbag, T-shirt, dress, shoes, boots, jeans, skirt, watch

### Structures

I → my                  he → his                  it → its                  you → your  
you → your              she → her              we → our              they → their

This is a dress. → These are dresses.

That is a shoe. → Those are shoes.



## Materials

- flashcards for handbag, T-shirt, dress, shoes, boots, jeans, skirt, watch
- flashcards from the previous lesson: straight hair, blonde hair, curly hair, moustache, beard, freckles
- photos of various clothing items

## Revision (Optional)

- Ask each S a question related to his/her physical appearance, e.g. *Have you got curly hair?* and encourage him/her to answer, saying, *Yes, I have* or *No, I haven't*.

## Lesson plan



### Warm-up

- Stick the photos of the various clothing items on the board.
- Draw Ss' attention to the photos and ask them what they think the lesson will be about. Initiate a short discussion.

### Activity 1 R4.1

- Revise the vocabulary related to clothes by pointing to Ss' clothes and naming them (if possible). To introduce the new words, hold up your handbag or your watch and say *handbag* or *watch*. Say, *This is my handbag/watch* and have Ss repeat after you.
- Alternatively, hold up each flashcard, say the word and encourage Ss to repeat.
- Have Ss open their books to p.22.
- 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.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

### Activity 2 R1.1 R2.1

- Direct Ss' attention to the pictures and ask them what they can see (a big wardrobe with clothes and accessories in it, two girls and a boy).
- Ask Ss, *What can you see in picture A?* (A girl feeling cold.) *What can you see in picture B?* (A boy.) *What can you see in picture C?* (A girl feeling hot.)
- Ask Ss to read the title (*These are our clothes!*) and tell you what they think the text is about. (It's about different children and their clothes.)
- Ask Ss to tell you which item of clothing from the ones in the wardrobe they like and why.
- Play the recording and encourage Ss to **shadow read** (read along with the recording).
- Explain to Ss that they have to read the texts again carefully and then write each child's name above/under the item of clothing he/she has.
- Go round the classroom and make sure Ss have written the correct names in the boxes.



1. Emily 2. Jane 3. Emily 4. Jim  
5. Jane 6. Jim 7. Jane 8. Jane  
9. Jim 10. Emily

- Ask Ss some questions. *What is the first girl's name?* (It's Jane.) *What colour are her boots?* (They're purple.) *Has she got a skirt?* (Yes, she has.) *Do you like her handbag?* (Yes, I do/No, I don't.) *What colour is Jim's T-shirt?* (It's

yellow.) *What colour are his shoes?* (They're green.) *What's the second girl's name?* (It's Emily.) *What colour is her hat?* (It's yellow.) *Do you like her watch?* (Yes, I do. / No, I don't.)

### Activity 3 R2.1

- Direct Ss' attention to the activity and ask them to name the children in the pictures from activity 2.
- Explain to Ss that they have to read the texts in activity 2 again and circle the correct words, as mentioned in the texts.
- Have Ss check their answers in pairs first, then as a class.



1. cold 2. purple  
3. shoes, T-shirt 4. watch 5. dress

- Choose three Ss to read the texts aloud for the class.
- Have a few other Ss read the texts aloud.

## LOOK!

- Direct Ss' attention to the **Look!** box at the top of p.23 and read it aloud.
- Remind Ss the use of possessive adjectives. Point to a boy or draw a boy wearing a shirt on the board and say, *His shirt is (blue)*. Draw a girl wearing a skirt on the board and point and say, *Her skirt is (pink)*. Make a gesture pointing to the whole classroom and say, *Our classroom is (big)*. Point to a group of Ss and say, *Their books are (new)*. Go on in a similar manner to demonstrate the use of all of the possessive adjectives and have Ss repeat each sentence after you. Elicit that we use possessive adjectives to show possession (who owns what), without having to mention or make reference to the same subject again. Explain to Ss that, instead of saying, *This is Anna. Anna has got a red handbag*, we can skip mentioning the name (Anna) a second time and simply say, *This is Anna. Her handbag is red*. Point out to Ss that they should be careful when using the possessive adjectives, as the syntactical order of the sentence will also need to change, i.e. the possessive adjective always has to precede the object, e.g. *This is my T-shirt*.

- Ask Ss to make sentences about what they, a classmate, a group of classmates or an animal has/have got. Encourage them to make use of the possessive adjectives. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, you can give them prompts to make their examples. You can also provide them with an example first, e.g. Go up to a S and say, *Your hair is straight. My hair is curly.*
- Write *This is a dress. These are dresses* on the board and ask Ss to repeat after you. Elicit when we use *this* and when we use *these*. Remind Ss that we use *This is...* to point to a thing that is near us. Point to a nearby object and say, *This is (a desk)*. Ask Ss to make their own sentences using *this*. Point out to Ss that we use *These are...* to point to a number of objects that are near us. Point to nearby objects and say, *These are (pencils)*. Ask Ss to make their own sentences using *these*.
- Write *That is a shoe. Those are shoes* on the board and ask Ss to repeat after you. Elicit when we use *that* and when we use *those*. Remind Ss that we use *That is...* to point to a thing that is further away from us. Point to an object which is far from you and say, *That is (a whiteboard)*. Ask Ss to make their own sentences using *that*. Point out to Ss that we use *those* to point to a number of objects that are further away. Point to objects that are relatively far from you and say, *Those are (bags)*. Ask Ss to make their own sentences using *those*.
- Give more examples in class using *this*, *that*, *these* and *those*, until Ss have fully grasped the meaning and use of these words.
- Refer Ss to the texts and ask them to underline any examples of demonstrative pronouns and possessive adjectives. (*Where are my boots? / This is Jane. / Look at her boots. / That's her handbag. / Where are my shoes? / This is Jim. / His jeans are blue. / His T-shirt is yellow, and his shoes are green. / Where's my hat? / This is Emily. / Look at her hat. / Her dress is green.*)
- Refer Ss to the Grammar Reference section at the back of the SB.

### Language box

- Remind Ss that regular nouns form their plurals by adding the ending -s. However, nouns ending in -s, -sh, -ch, -x and -o form their plurals by adding the ending -es.
- Direct Ss' attention to the word *dresses* and ask them to say the singular form (*dress*). Write *watch* on the board and ask Ss to form its plural form (*watches*). Stress the ending -s in *dress* and the ending -ch in *watch*, and write more examples of words Ss may have encountered before, such as, *sandwich-sandwiches, tomato-tomatoes*, etc. to illustrate the -es plural ending.

1



2 Read and write the correct names in the boxes.

### These are our clothes!

**A** Brrr! It's cold today! Where are my boots?

**B** Where are my shoes?

**C** It's hot today! Where's my hat?

This is Jane. Look at her boots. They are purple. She's got a skirt and a dress too. That's her handbag. It's funny!

This is Jim. His jeans are blue. Jim has got a T-shirt and shoes too. His T-shirt is yellow, and his shoes are green.

This is Emily. Look at her hat. It's yellow. Her dress is green. Emily has got a watch too.

22

### Activity 4 L2.1

- Explain to Ss that they are going to listen to three descriptions about what each person is wearing and they have to circle the correct picture, according to the description they hear.
- Play the recording twice and have Ss circle the correct pictures.
- Go round the classroom and make sure Ss have circled the correct pictures.
- Have Ss check their answers in pairs first, then as a class.

#### Listening transcript

- This is my friend. Her name is Kelly. Her dress is red. Her shoes are black. Her handbag is red.*
- This is my friend. His name is Tom. His T-shirt is white. His jeans are black. His shoes are white. He's got a watch too. It's yellow and red.*
- These are my cousins. Their names are Mark and Brad. Their T-shirts are blue. Their jeans are blue too. Their boots are black.*



1. B 2. B 3. A

### Activity 5 S2.2

- Direct Ss' attention to the picture of the two boys and ask them, in pairs, to guess what is happening. (One boy is introducing the other to the class.)
- Explain to Ss that they will have to present their classmate to the class, making sure they use possessive adjectives properly to replace the S's name, as in the example
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity. Go round the class helping them when necessary.
- You can stick the flashcards from this lesson on the board for Ss to use in their descriptions of their classmates. This will help **lower-performing Ss**.
- Make sure all Ss have had the chance to present one of their classmates to the class.

## LOOK! p. 81

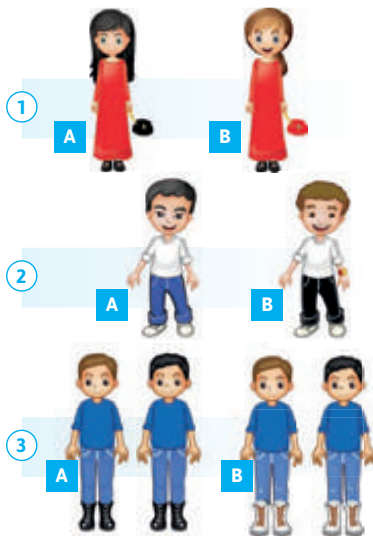
This is a dress. → These are dresses.  
That is a shoe. → Those are shoes.

I → my	it → its
you → your	we → our
he → his	you → your
she → her	they → their

## 3 Read activity 2 and circle the correct answer.

- Jane is **hot** / cold.
- Jane has got boots. They are **green** / purple.
- Jim has got green **shoes** / boots and a yellow **T-shirt** / hat.
- Emily has got a **watch** / skirt.
- Emily has got a **dress** / T-shirt too.

## 4 Listen and circle A or B.



## 5 Work in pairs. Then say in turns.

This is Tom. His T-shirt is green. His jeans are blue. His shoes are black and white.



23

## A Optional

PRACTICE  
Guess who!

- Ask a S to think of a random classmate but not to reveal his/her name. Then, ask the S to come to the front and give a brief description of the classmate he/she has picked, without mentioning any names, e.g. *My friend is tall. Her shoes are red.*
- The rest of the Ss have to guess who the S at the front is talking about and call out

his/her name, once they're sure the person matches the description.

- Repeat the procedure, until all Ss have had the chance to come to the front.

## EXPANSION

- Ask Ss to draw a boy or a girl on a piece of paper and write sentences about what he/she is wearing, e.g. *Her dress is blue. Her shoes are black. Her handbag is red*, etc.
- Choose a few Ss to show their drawings and read their sentences to the rest of the class.

## Before leaving

- Divide Ss into four large groups. The first group makes sentences with *this*, the second with *that*, the third with *these* and the fourth group with *those*.
- Explain to Ss that each S from the singular groups (*this-that*) will have to point to an object

and make a sentence, e.g. *This is a book*. A S from the corresponding plural group (*these-those*) will then have to repeat the sentence, this time making sure it's in the plural, e.g. *These are books*. The same applies to Ss' sentences with *that* (*those* in the plural).

- Make sure all Ss have had the chance to make a sentence.

## Workbook

## Activity 1 R4.1

- |          |            |            |
|----------|------------|------------|
| 1. jeans | 2. dress   | 3. skirt   |
| 4. boots | 5. T-shirt | 6. handbag |
| 7. watch | 8. shoes   |            |

## Activity 2

- |            |            |
|------------|------------|
| 1. boots   | 2. dresses |
| 3. watches | 4. skirts  |

## Activity 3

- |        |         |
|--------|---------|
| 1. my  | 4. Your |
| 2. its | 5. her  |
| 3. our | 6. His  |

## Activity 4

- This is a boot. - These are boots.
- That is a watch. - Those are watches.

## Activity 5 L2.1

## Listening transcript

**Man:** This is Larry and that's his sister, Nina. Larry has got straight hair and freckles. Nina has got curly hair. They have got a pet cat. Its name is Fifi. Larry has got a bike. His bike is blue and green.

## Picture B

## Activity 6 R4.2

## A.

- Explain to Ss that they have to look at the vocabulary presentation in the Student's Book or at the Vocabulary List on the Student's CD-ROM for this lesson.
- Point out to Ss that they have to spot the three items that are missing from the wardrobe.
- Ask Ss to go to the *Using a Vocabulary List* section on page 77 in the SB.
- Explain to Ss how to use the Vocabulary List if necessary. Ss who haven't got access to the Student's CD-ROM can use their Student's Books alternatively.
- Point out to Ss that they have to write the words corresponding to the missing items and draw them accordingly.

- |          |          |            |
|----------|----------|------------|
| 1. skirt | 2. shoes | 3. handbag |
|----------|----------|------------|

## B.

- Point out to Ss that they have to put the words from part A in alphabetical order. They can use the Vocabulary List on the Student's CD-ROM for additional help.

- |  |
|--|
| boots, dress, handbag, jeans, shoes, skirt, T-shirt, watch |
|--|

## Note

- Bring a big bag, pictures/photos of a school and a book, as well as photocopies of the words *school* and *book* written/typed on plain A4 sheets of paper to the next lesson.



## Language focus

## Objectives

- to identify toys
- to talk about possession

## Vocabulary

**Toys:** computer game, jigsaw puzzle, robot, kite

**Noun:** toys

## Structures

Whose robot is this? It's Ron's.

Whose dolls are these?

They're Tina's.



## Materials

- flashcards for toys, computer game, jigsaw puzzle, robot, kite
- flashcards from the previous lesson: handbag, T-shirt, dress, shoes, boots, jeans, skirt, watch
- pictures/photos of a book and a school
- photocopies of the words *book* and *school* (typed/written on plain A4 sheets of paper)
- a big bag
- photos of various toys

## Revision (Optional)

- Ask a pair of Ss to come to the board and present each other to the class, saying, *This is (John). His watch is blue.*
- Make sure all Ss have had the chance to make a sentence, at least once.

1



toys



computer game



jigsaw puzzle



robot



kite

LOOK! p. 81

Whose robot is this?

It's Ron's.

Whose dolls are these?

They're Tina's.

2

Choose a toy for each child. Then ask and answer in pairs.



1

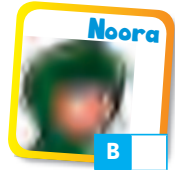


2



Hassan

A

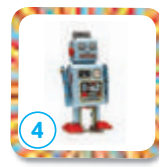


Noora

B



3



4



Sally

C



Tom

D



5



6



Cindy

E



Fahad

F

new big  
small old funny  
straight hair

Whose doll is this?

It's Sally's. It's got straight hair. Its dress is pink.

24

## Lesson plan



## Warm-up

- Stick the photos of the various toys on the board.
- Draw Ss' attention to the photos and ask them what they think the lesson will be about. Initiate a short discussion.

## Activity 1 R4.1

- Hold up each flashcard, say the word and encourage Ss to repeat.
- Ask different Ss, *What's your favourite toy? Is it a robot? Is it a computer game?* while pointing to the relevant flashcard at the same time. Elicit Ss' answers.
- Have Ss open their books to p.24.
- 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.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

## LOOK!

- Borrow a school object from a S and hold it up for the class to see. Ask, *Whose (pencil case) is this?* Have Ss repeat the question a couple of times after you. Say, *It's (Tom's)*, and ask Ss to repeat. Give more examples to illustrate how we ask and answer about possession.
- Direct Ss' attention to the *Look!* box at the top of p.24. Read the questions and answers and have Ss repeat after you.
- Explain to Ss that, when we want to designate who an item belongs to, we add an apostrophe and the consonant s (the *possessive s*) at the end of a person's name. The item no longer needs to be mentioned, but is implied.
- Ask Ss more questions with *Whose... is this/are these?* and encourage Ss to answer, illustrating the use of the *possessive s*.
- Refer Ss to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples and have them practise the use of *possessive s* by asking and answering questions in pairs. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, give them prompts to make their examples.

## Language box

Remind Ss that, when we ask a question about possession, we can use *this*, *that*, *these* and *those* to refer to the object(s) in relation to their distance from us.

### Activity 2 S2.2

- Ask Ss to look at the picture of the children at the bottom of the page and ask them to guess what they are doing. (They're playing a guessing game.) Have Ss read the exchange aloud.
- Ask Ss to look at the boxes carefully. Explain that they can match the pictures of the toys with the pictures of the children in any combination they prefer.
- Explain to Ss, that in pairs, SA has to pick a picture of a toy and ask SB, *Whose (doll is this)?* SB then answers according to his/her own combinations while also describing the toys, e.g. *It's (Sally's)*. *It's got (straight hair)*. *It's (dress is pink)*. Point out to Ss that they can use the adjectives provided in the box where they see fit.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity. Go round the class helping them when necessary.
- Have a few pairs of Ss present the exchange to the whole class.

## Optional

### PRACTICE

#### Whose is this?

- Divide Ss into two groups.
- The Ss in the first group take turns presenting one of their belongings and saying, *This is my (book)*. Then, collect all the items in a big bag.
- A S from the first group picks one item from the bag and asks Ss in the second group, *Whose (pencil) is this?* Ss have to remember who the item belongs to and answer correctly, e.g. *It's (Mike's)*.
- For every correct answer, the Ss in the second group get a point.
- The groups swap roles.
- The group with the most points wins.

## EXPANSION

- Divide Ss into pairs. Ask one pair to come to the board and have SA ask SB, *What's your favourite toy?* SB answers, providing a brief description of his/her favourite toy, e.g. *It's a (robot)*. *It's blue*. Ask SA to draw SB's favourite toy on the board.
- Repeat the same procedure with a few more pairs of Ss. At the end, point to each drawing on the board and ask Ss, *Whose (robot) is this?* Ss have to remember who the toy belongs to and answer accordingly, e.g. *It's (Tom's)*.



## Before leaving

- Borrow some school items from the Ss and distribute them around the class. Make sure Ss know whose item they are receiving.
- Ask a S to come to the board and, after having pointed to a certain S holding one of the items, ask him/her, *Whose (pen) is that?* Encourage the S to answer, saying, *It's (Mark's)*.
- Invite more Ss to the board and repeat the procedure, until all Ss have had the chance to participate.



## Workbook

### Activity 1 R4.1



1. robot
2. kite
3. computer game
4. jigsaw puzzle
5. toys

### Activity 2 R4.1



1. Jim's
2. Nora's
3. Ali's
4. Nora's
5. Ali's
6. Jim's



## Language focus

### Objectives

- to provide Ss with cross-curricular information on science
- to revise/learn the parts of the face and body

### Vocabulary

**Parts of the face and body:** head, eyes, nose, mouth, ears, shoulder, toes, knee



## Materials

- flashcards for *head, eyes, nose, mouth, ears, shoulder, toes, knee*

## Revision (Optional)

- Borrow a school item from a S and hold it up for the class to see. Ask the rest of the Ss, *Whose (pencil) is this?* and encourage Ss to answer, *It's (Bob's)*. Repeat the procedure, making use of other Ss' school items.
- Alternatively, ask a few pairs of Ss to stand up and take turns asking about their classmates' items in a similar way.

## Lesson plan



### Warm-up

- Stick the flashcards for *head, eyes, nose, mouth, shoulder, toes, knee* and *ears* on the board.
- Draw Ss' attention to the flashcards and ask them to tell you what they think the lesson will be about. Initiate a short discussion.

### Activity 1 R4.1 🔑

- Point to different parts of your face and body and say, e.g. *This is my (mouth). These are my (knees)*. Ask Ss to repeat after you a couple of times. Repeat the procedure for the rest of the words and have Ss repeat after you.
- As soon as Ss are familiar with the vocabulary, ask them to present their own parts of the body in a similar manner.
- Alternatively, hold up each flashcard, say the word and encourage Ss to repeat.
- Have Ss open their books to p.25.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

### Activity 2 L1.1 🎵 L2.1 🎵

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

- Draw Ss' attention to the pictures and ask them what they think the main idea of the song/poem is. (It's about different facial and body parts.)
- Explain to them that they are going to listen to a song/poem carefully and they have to fill in the blanks with the correct words (parts of the face and body) accordingly
- Play the recording and have Ss fill in the blanks.
- Go round the classroom and make sure Ss have filled in the blanks correctly.
- Play the recording again and encourage Ss to say the song/poem along with the recording.



## TPR Activity

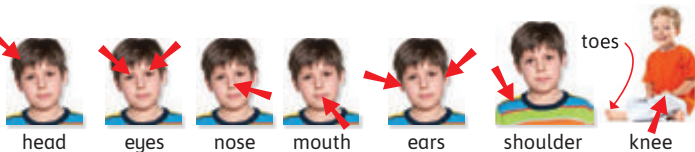
To make the activity more interesting, you could invite Ss to stand up and act out the song/poem, i.e. point to the parts of their face and body as they hear them being mentioned in the song/poem.



1. Head	2. toes	3. toes	4. eyes	5. ears
6. mouth	7. nose	8. shoulders	9. knees	10. knees

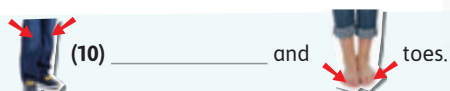
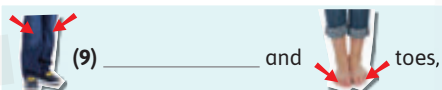
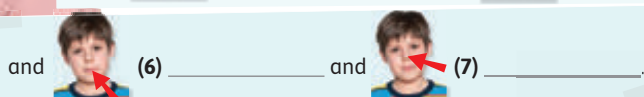
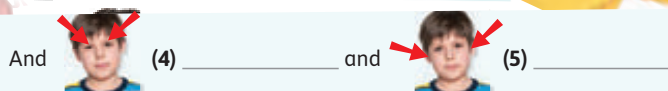


1



2 Listen and complete the song. Then listen and do.

## Head and Shoulders



words on the board to help them.

**Higher-performing Ss** can use their own ideas, e.g. *straight hair*, etc. Then, Ss can swap roles.

- Go round the classroom, making sure Ss are using the correct language.
- Invite pairs of Ss to the front of the classroom and ask them to say the description and show their drawing.
- Make sure all Ss have the chance to participate.

## Workbook

### Activity 1 R4.1



1. head
2. ears
3. eyes
4. mouth
5. nose
6. shoulder
7. knee
8. toes

### Activity 2 R2.1



Picture C

## Optional

### Touch your nose!

- Tell Ss they are going to play a game. Call a S up to the board and ask him/her to give instructions to the rest of the Ss, telling them which parts of their face or body to touch. For example, the S says, *Touch your eyes and nose*, and Ss touch the corresponding parts of their face. The S goes on saying, e.g. *Touch your knees and toes*, and Ss follow the instructions. Whoever touches the wrong part of his/her body or face is out of the game.
- Invite more Ss to come to the board and give instructions, for as long as time permits.

## Before leaving

- Divide Ss into pairs.
- SA writes down a description using the vocabulary and structures taught so far, e.g. *He has got two eyes. He has got a big head*. SB draws an image based on SA's description. For **lower-performing Ss**, you can write some

## Note

- Preparation for the next lesson: Photocopy the story (*Are you scared?*, SB, pp.26-27), making one copy for every four Ss. Before you photocopy the story, cover the speech bubbles and the numbers in each frame. Cut out the frames. Photocopy only the speech bubbles of the story (one copy for every four Ss) and cut them out. Bring the copies of the story and the speech bubbles to the next lesson.



## Language focus

### Objectives

- to identify parts of the face and body
- to listen to a story and read for pleasure
- to revise and consolidate vocabulary and structures presented in previous lessons

### Vocabulary

Parts of the face and body: teeth, ankle, feet



## Materials

- flashcards for teeth, ankle, feet

## Revision (Optional)

- Stand up in the middle of the classroom so that everyone can see you and explain to Ss that you are going to ask questions related to the parts of your face and body. Point to your shoulders and ask, *What are these?* Encourage Ss to answer, saying, *They are your shoulders.*
- Proceed in the same way for the rest of the parts of the face and body Ss are familiar with.

## Lesson plan



### Warm-up

- Write the title of the story on the board.
- Ask Ss to read it out loud and guess what they think the lesson will be about.

### Activity 1 R4.1

- Point to different parts of your body/face (teeth, ankle and feet), say the corresponding words and get Ss to repeat and touch the corresponding part of their body/face.
- Alternatively, hold up each flashcard, say the word and encourage Ss to repeat.
- Have Ss open their books to p.26.
- 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.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

## 2 Read and answer. What is making the noise?



### 1



teeth



feet

## ARE YOU SCARED?

Look, Jen! A ball!

Whose ball is that?

It's Sally's.

Let's play!

1

Later...

2

Let's fly my kite!

OK!

Where's Kate?

I'm here!

### 3 Read and write T for True or F for False.

1. The ball is Jen's. ☐
2. Kate can walk. ☐
3. The girls are scared. ☐
4. The girls want to help the cat. ☐

### 4 Can you think of a different title for the story?

3

26

## Activity 2 R1.1 R2.1

### Before reading

- Hold up the book and point to the story.
- Tell Ss that they will listen to and read a story with the title *Are you scared?* (The title that Ss have already discussed in the warm-up.)
- Point to the first frame and ask Ss to tell you where they think the three girls are. (They're at the park.)
- Cover the second page (p.27). Ask Ss to look at the first three frames of the story on p.26 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.26-27 and find the names of the characters (Kate, Jen and Sally). Help them by asking questions such as, *Whose ball is this?* (It's Sally's.) *Whose kite is this?* (It's Jen's.) *Who has hurt her ankle?* (Kate.)
- Point to each frame and invite Ss to guess what is happening. Elicit answers, but do not correct Ss at this stage.

### While reading

- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what is making the noise. (A kitten is making the noise.)
- Direct Ss' attention to the frames of the story and ask them to find and circle the words from the vocabulary section that appear in the story (Frame 3: ankle; Frame 6: teeth). Then, ask Ss to say them out loud.



**Frame 4:** (pointing to Kate) Can Kate walk? (Yes, she can.)

**Frame 5:** (pointing to the shadow) What has the shadow got? (It has got big ears.)

**Frame 6:** (pointing to Sally) Is Sally tired? (No, she isn't. She's scared.) Has the shadow got small teeth? (No, it hasn't. It has got big teeth.)

**Frame 7:** (pointing to the girls) What does Sally want? (She wants to go home.) What is Jen doing? (She's trying to listen to the sounds the creature makes.)

**Frame 8:** (pointing to the cat) What made the sounds? (The cat's stomach.) Why? (Because the cat was hungry.) What's the cat's name? (It's Mittens.) Whose cat is it? (It's Sally's.)

### EXPANSION

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

### Activity 3 R2.1

- Direct Ss' attention to the four sentences and ask them to read them.
- Explain to Ss that they have to read the story again and write T for True or F for False according to what is mentioned in the story.
- Have Ss check their answers in pairs first, then as a class.



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

- Play the recording again, pausing after each line. Have Ss repeat (chorally – in groups – individually).

### Post-reading

#### Let's think

- Direct Ss' attention to the box and read the question out loud.
- Ask Ss to answer the question and initiate a discussion.
- Encourage all Ss to participate in the discussion.

#### Suggested answer:

It is important to help animals because it shows respect to all beings.

### Activity 4

- Explain to Ss that they have to think of a different title for the story.
- To help **lower-performing Ss**, you can provide them with words taken from the story, e.g. *cat*, *hungry*, etc., so as to help them come up with a different title.
- Ask a few Ss to share their titles with the rest of the class.

- Ask Ss to find and identify all of the questions related to possession. (Frame 1: Whose ball is that? Frame 8: Whose cat is it?)

- Have Ss read the text again and check comprehension.

- Talk about what happens in each frame.

**Frame 1:** The girls are at the park. Kate and Jen see a ball and ask whose it is. It's Sally's, who invites them to play together with it.

**Frame 2:** Jen suggests playing with her kite. Kate isn't with them and the girls try to find her.

**Frame 3:** It turns out Kate has fallen to the ground and has injured her ankle. The girls come closer to help her.

**Frame 4:** Jen and Sally have helped Kate stand. Meanwhile, a scary sound is heard.

**Frame 5:** A strange shadow has appeared on the ground and the girls become scared. It appears to have got large ears.

**Frame 6:** The strange creature opens its mouth and the girls are terrified looking at the shadow of its big teeth. They still don't know what it is.

**Frame 7:** Sally wants to leave. Jen is trying to listen carefully to the sounds the creature is making. Kate is approaching the place where the creature seems to be hiding.

**Frames 8 & 9:** It turns out the weird creature was Sally's cat, Mittens, who was hungry and whose stomach was growling. The girls laugh and then pet and feed the cat.

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

**Frame 1:** (pointing to the ball) Whose ball is this? (It's Sally's.)

**Frame 2:** (pointing to the kite) Whose kite is this? (It's Jen's.)

**Frame 3:** (pointing to Kate) What's happened to Kate? (She has fallen and injured her ankle.)

## Optional

### Story line

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

## Before leaving

- Ask a S to come to the board and have the rest of the Ss describe to him/her an imaginary animal with strange features. Ss say, *It has got big teeth. It has got four feet*, etc. The S draws it on the board according to his/her classmates' description.
- Call up more Ss to the board for as long as time permits.

## Workbook

### Activity 1 R4.1

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

### Activity 2

open answers

### 1 Listen and say.

/pr/  pretty	/br/  brush	/kr/  crayon	/gr/  grey
/fr/  fruit	/tr/  tree	/dr/  drive	

### 2 Listen and say. Then circle the r blends.

## In the morning

Get dressed.  
Brush your teeth.  
Eat your breakfast.  
Hurry, Keith!  
Have some bread.  
Eat some fruit.  
Drink your milk.  
It's good for you.



## Language focus

### Objectives

- to practise the pronunciation of r blends
- to say a phonics chant/poem

### Vocabulary

pretty, brush, crayon, grey, fruit, tree, drive

### Phonics

r blends: /pr/, /br/, /kr/, /gr/, /fr/, /tr/, /dr/

## Materials

- blown-up colour photocopies of the story *Are you scared?*, SB, pp.26-27
- flashcards for *pretty, brush, crayon, grey, fruit, tree, drive*
- phonics cards of *pretty, brush, crayon, grey, fruit, tree, drive* (TB, pp.149-150 - one set per S)

## Revision (Optional)

- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Ask Ss if they remember the title of the story (*Are you scared?*). Ask them to tell you what else they remember about the story.
- Have Ss open their books to pp.26-27. Play the recording and have Ss follow along in their books.
- Play the recording again and encourage Ss to **shadow read** (read along with the recording).
- Have some Ss read the story aloud for the whole class.
- Have Ss close their books and try to retell the story from memory.

## Lesson plan



### Warm-up

- Write the r blends (/pr/, /br/, /kr/, /gr/, /fr/, /tr/, /dr/) on the board. Under each blend, stick the flashcard for the word that begins with that blend.
- Point to *pr* and say /pr/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcard (*pretty*), say it aloud and have Ss repeat after you.
- Repeat the same procedure with the rest of the blends.

### Activity 1

- Play the recording and have Ss listen and point the first time.
- Play the recording again and have Ss listen, point and repeat.

### Listening transcript

**Woman:** /pr/, /pr/, *pretty*  
 /br/, /br/, *brush*  
 /kr/, /kr/, *crayon*  
 /gr/, /gr/, *grey*  
 /fr/, /fr/, *fruit*  
 /tr/, /tr/, *tree*  
 /dr/, /dr/, *drive*

- Encourage Ss to tell you more words with the sounds presented in this lesson.

### Activity 2 R3.5



- Direct Ss' attention to the picture and ask Ss, *What is the boy doing?* Encourage Ss to answer, *He's getting dressed. He's brushing his teeth. He's eating breakfast.* Then ask Ss, *What is he eating for breakfast?* (He's eating bread, an apple and an orange, and he's drinking milk.)
- Explain to Ss that they are going to listen to a chant/poem and that they will have to circle all of the r blends they hear in the chant/poem.
- Play the chant/poem once and have Ss listen and follow along in their books.
- Play the chant/poem again, pausing after each line for Ss to circle.
- Then play the chant/poem once more and encourage Ss to say the chant/poem along with the recording.

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



**dressed, Brush, breakfast, bread, fruit, Drink**



### TPR Activity

- Ask Ss to take out the *pretty, brush, crayon, grey, fruit, tree, drive* phonics cards.
- Explain that they have to say the chant/poem while raising the corresponding card each time an r-blend is heard.
- You can divide Ss into two teams. One team raises the phonics cards of *drive* and *fruit* while saying the lines of the chant/poem that mention these blends, and the other team raises the phonics card of *brush* while saying the lines that mention this blend.
- Ask Ss to act out the chant/poem too, e.g. mime getting dressed, brushing their teeth, eating breakfast, hurrying.



## Optional 1

### What's that sound?

- Divide Ss into two teams.
- Invite a S from each team to come up to the board. Give each S a marker.
- Call out one of the r blends (/pr/, /br/, /kr/, /gr/, /fr/, /tr/, /dr/), e.g. /pr/ and have the two Ss write a word beginning with that blend on the board, e.g. *pretty*.
- The S that does this the fastest wins a point for his/her team.
- Repeat the same procedure with the rest of the Ss.
- The team with the most points wins.



## Optional 2

### Written whispers

- Stick the flashcards for *pretty, brush, crayon, grey, fruit, tree, drive* on the board.
- Divide Ss into two teams. The teams stand in lines with their backs turned to you and the board, except for the first player on each team, who should be facing you and the board.
- Give the first S standing in each line the phonics cards of *pretty, brush, crayon, grey, fruit, tree, drive*.
- Make sure that the side with the picture is face-up and the side with the words is face-down.
- When everybody is ready, point to a flashcard, e.g. *fruit*. The players facing you should show you the correct phonics card (*fruit*).
- Then, instead of whispering the word down the line, they pass the word, e.g. *fruit*, by writing it with their index fingers on the back of the person in front of them until it reaches the last S in line.
- The last player on each team should touch the flashcard for *fruit* and say the word (*fruit*). If she/he does this correctly, the team gets a point.
- Repeat until all players have come to the front of the line. The team with the most points wins.



## Workbook

## Activity 1 L2.7

## Listening transcript

- Man: 1. drink  
2. crayon  
3. grey  
4. bread  
5. pretty  
6. fruit  
7. tree

## Activity 2 W2.2



1. /br/ - brown  
2. /kr/ - crayon  
3. /fr/ - fruit  
4. /gr/ - green  
5. /pr/ - pretty

## Activity 3 R3.3



1. /dr/ 2. /dr/ 3. /tr/

## Activity 4 R3.4



1. bread, brother, brush  
2. green, grey, grandad

## 1 What's Harry's favourite toy? Read and answer.



## 2 Read activity 1 again and answer the questions.

1. What's the brother's name?
2. What colour hair has he got?
3. What colour eyes has he got?
4. What toys has he got?
5. What's his favourite toy?

## Writing tip

We use **commas** (,) to separate items in a list, and we use '**and**' before the final item.  
e.g. He has got a robot, a kite **and** a ball.  
We also use '**and**' to connect proper names. e.g. Afaf **and** Fatima are my friends.

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## PROJECT



## Language focus

## Objectives

- to talk about one's possessions
- to learn how to use commas and the conjunction **and** in a sentence



## Materials

- phonics cards of pretty, brush, crayon, grey, fruit, tree, drive (TB, pp.149-150 – one set per S)
- photocopies of the toy flashcards Ss are familiar with

## Revision (Optional)

- Play the chant/poem *In the morning* in the SB on page 28 and have Ss chant/say the poem and do the TPR activity (TB, page 57).

## Lesson plan



### Warm-up

- Hand out a photocopy of a toy flashcard to each S.
- Ask Ss to mingle around the room, asking their classmates if they have got the same card as them by asking *Have you got a (kite)?* The Ss being asked have to answer *Yes, I have.* / *No, I haven't.* Ss with the same card must get into groups.
- The group to form the fastest wins.

### Activity 1 R2.1

- Draw Ss' attention to activity 1.
- Tell Ss to look at the pictures presented in activity 1 and ask them to guess what they think the text is about. (It's about one's favourite toys.)
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what Harry's favourite toy is. (It's the robot.)
- Have Ss read the text again and check comprehension.
- Ask Ss some questions, for example: *What is the name of the boy's brother?* (Harry.) *Has Harry got brown hair?* (No, he hasn't. He has got blond hair.) *Has he got blue eyes?* (Yes, he has.) *Has he got a kite?* (Yes, he has.) *What other toys has he got?* (He has got a robot and a ball.)
- Have a few Ss read the text.

### Activity 2 R2.1

- Draw Ss' attention to activity 2.
- Explain to Ss that they have to read the text in activity 1 again and answer the questions according to the text.
- Have Ss compare their answers first, and then check as a class.



1. His name is Harry.
2. He has got blond hair.
3. He has got blue eyes.
4. He has got a robot, a kite and a ball.
5. His favourite toy is the robot.

### Writing tip

- Direct Ss' attention to the *Writing tip* and read it aloud.
- Explain the *Writing tip* to Ss and point out the examples.
- Ask Ss to look for more examples of the *Writing tip* in the text in activity 1.
- Provide Ss with examples of sentences which have not got commas and the conjunction *and*. Write these examples on the board and have Ss copy them and place commas and the conjunction *and* where necessary.  
e.g. 1. *This is my mum (,) my dad (,) my brother (and) my sister.*  
2. *She has got a jigsaw puzzle (,) a ball (and) a doll.*  
3. *Harry (and) Tom are my brothers.*  
4. *The doll is red (,) yellow (and) blue.*



## Optional

### Whose is it?

- Hand out A4 sheets of paper, one for each student.
- Explain to Ss that they have to draw their favourite toy and then hand in the sheet of paper to you.
- Allow Ss some time to complete the drawing and help Ss if necessary.
- Then, stick the drawings on the board using some adhesive putty.
- Invite a S to the board and ask him/her to describe a drawn toy without revealing it to the rest of the Ss.
- The rest of the Ss have to guess whose drawing the S in front of the board is describing.
- The S with the most correct guesses wins.



## Before leaving

- Have Ss form a straight line.
- Explain to Ss that they have to say what their favourite toy is and some of its characteristics before they leave the class. For example, Ss say, *My favourite toy is my ball. It is small. It is white and blue.*
- Make sure all Ss have had a chance to participate before leaving the classroom.



## Workbook

### Activity 1 W2.1



1. A cat has got two eyes, two ears **and** a nose.
2. He has got a cat **and** a parrot.
3. Mary **and** Tania have got straight hair.
4. She can run, jump, climb **and** swim.

### Activity 2 W1.1



open answers

### Activity 3 W1.2



open answers



## Language focus

## Objectives

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



## Materials

- flashcards and word cards for son/grandson, daughter/granddaughter, uncle, aunt, cousin, straight hair, blonde hair, curly hair, moustache, beard, freckles, handbag, watch, T-shirt, jeans, skirt, dress, shoes, boots, toys, computer game, jigsaw puzzle, robot, kite, head, eyes, nose, mouth, ears, shoulder, toes, knee, teeth, ankle, feet

## Revision (Optional)

- Have a S come to the front of the class and mime playing with one of the toys learnt in previous lessons. You can stick the flashcards of the toys learnt in this module on the board and ask Ss to decide what to mime by giving them options. This will help **lower-performing Ss**.
- The rest of the Ss must guess what the S is playing with by calling out the toy.
- The S miming has to answer Yes, I have got (a ball), or No, I haven't got (a ball).
- The S who guesses correctly gets a turn to mime.
- Play the game for as long as time permits, allowing as many Ss as possible to participate.

## 1 Read and circle.

1

It can walk and it can talk. It is blue and black. What is it?

A



B



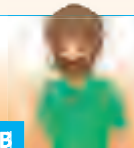
2

He's got a moustache and a beard. His T-shirt is green. Who is it?

A



B



3

It's got big ears and a small nose. It can jump. What is it?

A



B



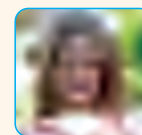
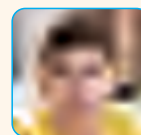
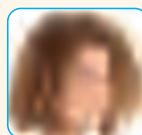
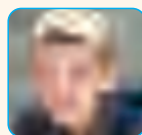
## 2 Read and write. Then circle.

has got have got

- Harry \_\_\_\_\_ has got a robot. His / Her robot is new.
- My cat \_\_\_\_\_ a ball. **Our** / Its ball is red and blue.
- You \_\_\_\_\_ a doll. **Her** / Your doll is pretty.
- We \_\_\_\_\_ a kite. **Their** / Our kite is big.

## 3 Listen and write.

Tony Kate Mike Pat



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

30

## 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 should 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 should 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 R1.1

- Draw Ss' attention to the pictures and explain to them that they have to read the text and circle the correct picture it is referring to.
- Go round the classroom and make sure Ss have circled the correct pictures.



1. A 2. B 3. A

### Activity 2

- Explain to Ss that they have to read the sentences and fill in the blanks with the words from the box. They will then have to circle the correct possessive adjective. Check Ss' answers.



1. has got - His    2. has got - Its    3. have got - Your    4. have got - Our

### Activity 3 L2.1

- Explain to Ss that they are going to listen to four descriptions of people. Ss will then have to write the correct names in the space provided below the correct picture, according to the description they hear. Play the recording twice. Have Ss check their answers in pairs first, then as a class.

#### Listening transcript

- Man 1:** This is Mike. He's ten years old. He has got curly hair and blue eyes.
- Woman 1:** This is Kate. She's seven years old. She has got straight hair and blue eyes. She's beautiful.
- Man 2:** This is Tony. He's nine years old. He has got blond hair and green eyes.
- Woman 2:** This is Pat. She's seven years old. She has got curly hair and brown eyes. She's pretty.



1. Tony  
2. Pat  
3. Mike  
4. Kate



### Optional

#### Matching pictures

- Divide Ss into groups of four.
- Give each group a set of flashcards and a set of word cards with the vocabulary presented in the previous lessons and tell them to shuffle them and place them face down on a desk in two piles.
- Ss take turns picking a card from each pile. The Ss have to say the items depicted on the flashcards and the word cards. If the pictures match the words, they keep both cards. Ask **higher-performing Ss** to make a sentence with the word depicted on the flashcard and written on the word card. If the pictures don't match the words, Ss should try again.
- The S who has the most flashcards wins.



### Before leaving

- Play the song/poem *My family* on p.19 of the SB and invite Ss to say the song/poem along with the recording.



### Workbook

#### Activity 1 R4.1



A. 1. head    2. eye    3. ear  
4. nose    5. mouth    6. teeth  
B. 1. knee    2. ankle    3. feet  
4. toes

#### Activity 2 R4.1



1. They're Billy's.    2. It's Sally's.  
3. They're Billy's.    4. It's Billy's.  
5. They're Sally's.    6. It's Sally's.

#### Activity 3 W1.1



1. Have you got - open answer  
2. Have you got - open answer  
3. Have you got - open answer  
4. Have you got - open answer  
5. Have you got - open answer

#### Activity 4 L1.1

#### Listening transcript

**Girl:** It's yellow, blue and red. It's got two ears and a big mouth. It can walk and it can jump. It can talk too! It's my favourite toy! What is it?



3

#### Now I can

- Ask Ss to look at the pictures and tick the stars according to what they can or can't say. Then ask them to name the items aloud.
- Use the self-evaluation sheets for your Ss to check their performance.

#### Activities 1, 2, 3 & 4

- Hold up the WB, point to the pictures and encourage Ss to say the words aloud.
- Have Ss tick the stars as they say each word.

#### Activity 5

- Direct Ss' attention to the pictures and ask them to guess what each picture depicts. Elicit Ss' answers. Then read the sentences/exchanges aloud and have Ss repeat after you and tick the stars.

#### Smart moves! (Infer)

(Go to p.155, TB)

# TOP TIME! 1

## Modules 1-2

### Language focus

#### Objectives

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

#### Vocabulary

**Nouns:** ride, carousel

### Materials

- flashcards for *ride* and *carousel*
- a photo of a famous amusement park

### Lesson plan

#### Warm-up

- Stick the photo of a famous amusement park on the board.
- Ask Ss to tell you what they think the lesson will be about based on the photo on the board. Initiate a short discussion.

#### Activity 1 R4.1

- Hold up each flashcard, say the word, and encourage Ss to repeat.
- Initiate a discussion by asking different Ss, *What's your favourite ride? Is it the carousel?* while pointing to the relevant flashcard at the same time. Elicit Ss' answers.
- Have Ss open their books to p.31.
- Point out the words in the vocabulary section. Play the recording a few times, and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order, and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

#### Activity 2 R1.1 R2.1

- Have Ss look at the pictures, and ask them what they can see. (pictures of different amusement park rides).
- Ask Ss to look at the layout of the texts, and explain to them that they are emails.

## TOP TIME! 1 Modules 1-2

1



ride



carousel

2 Read and answer. Where are Omar and Rob?

Let's have fun!

From: Omar@world.net  
To: Rob@world.net

Hello Rob,  
How are you? Today I'm at Fun Ville with my father. It's in Doha. At Fun Ville, you can go on rides and you can play games too. It's great fun! My favourite ride is the carousel.

Bye,  
Omar



From: Rob@world.net  
To: Omar@world.net

Hi Omar,  
I'm fine, thank you. Today I'm with my uncle at Legoland in Berkshire. Lego is my favourite toy. At Legoland, you can go on rides and play with Lego all day. My favourite ride is the train ride.

Bye,  
Rob

3 Read and write O for Omar or R for Rob.

- |  |   |
|--|---|
| 1. He is at Fun Ville. <input type="checkbox"/>        | 4. His favourite ride is the carousel. <input type="checkbox"/>   |
| 2. He is with his father. <input type="checkbox"/>     | 5. He is with his uncle at Legoland. <input type="checkbox"/>     |
| 3. Lego is his favourite toy. <input type="checkbox"/> | 6. His favourite ride is the train ride. <input type="checkbox"/> |

31

- Ask Ss which picture they like most and why.
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out where Omar and Rob are. (They're at amusement parks.)
- Have Ss read the texts again and check comprehension.
- Ask Ss some questions about the texts. *What are the boys' names?* (Omar and Rob) *Where is Omar today?* (He's at Fun Ville.) *Who is he with?* (He's with his father.) *Which is his favourite ride?* (His favourite ride is the carousel.) *What's the name of the boy in the second picture?* (Rob) *Where is Rob today?* (He's at Legoland.) *Who is Rob with?* (He's with his uncle.) *What is his favourite toy?* (His favourite toy is Lego.) *Which is his favourite ride?* (His favourite ride is the train ride.)
- Choose a few Ss to read the texts aloud for the class.

#### Activity 3 R2.1

- Direct Ss' attention to the sentences in activity 3, and ask them to read them.
- Explain to Ss that they will have to read the texts again and write O for Omar or R for Rob, according to the texts.
- Have Ss check their answers in pairs, then check as a class.



4 Who is who? Read and write the names.

This is Donald. His jeans and shoes are black. His T-shirt is brown. He's got a beard. His cousin is Tom. Tom has got a moustache. His jeans are black too, but his shoes are brown. And look! That is Tim. His jeans are grey and his T-shirt is red.



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

5 Find the words. Then write them next to the correct picture.

s	h	o	e	s	a	d	s	e
k	i	p	r	w	s	h	m	a
c	a	r	o	u	s	e	l	r
s	j	m	u	s	u	o	l	s
h	s	r	i	d	e	a	s	i
y	i	g	s	b	f	y	u	n
j	s	a	u	o	s	m	l	y
b	e	a	r	d	f	b	n	s
e	s	a	g	s	h	j	k	o

1.



2.



3.



4.



5.



6 Draw a picture of your family. Then present it to the class. Use the prompts in the box.

My name is ...  
I live in ...  
I have got ...



Hello! My name is Waleed and I live in Al Wakrah. I have got two brothers.

s	h	o	e	s	a	d	s	e
k	i	p	r	w	s	h	m	a
c	a	r	o	u	s	e	l	r
s	j	m	u	s	u	o	l	s
h	s	r	i	d	e	a	s	i
y	i	g	s	b	f	y	u	n
j	s	a	u	o	s	m	l	y
b	e	a	r	d	f	b	n	s
e	s	a	g	s	h	j	k	o

Activity 6 S5.1

- Direct Ss' attention to activity 6.
- Explain to Ss that they have to draw a picture of their family and then present it to the rest of the class while using the phrases given in the box.

open answers

Optional

Guess who!

- Hand out plain sheets of A4 paper.
- Explain to Ss that they should draw a person using colouring pencils, without revealing it to anyone else.
- Then they hand in their drawings, and you stick them on the board using some adhesive putty. Each S has to come to the front of the classroom and describe his/her drawing while the rest of the Ss try to guess which one he/she is describing.
- The S with the most correct guesses wins.

Before leaving

- Explain to Ss that you are going to say some sentences about the two boys in activity 2, e.g. *He's at Fun Ville. They have to say the correct name, e.g. Omar.*
- Use sentences like *His favourite ride is the carousel. His favourite ride is the train ride.* etc.

**Note** • Do Top skills 1-2 (WB, pp.76-77, TB, pp.156-157)

1. O 2. O 3. R 4. O 5. R 6. R

Activity 4 R2.1

- Draw Ss' attention to the pictures, and ask them to describe each person.
- Explain to Ss that they have to read the text and write the correct names in the boxes given, according to the text.
- Have Ss check their answers in pairs first, then as a class.

1. Tom 2. Donald 3. Tim

Activity 5 R5.1

- Direct Ss' attention to the pictures in activity 5.
- Explain to Ss that they have to search for the words depicted in the pictures.

1. shoes 2. carousel 3. ride 4. beard 5. ears

# What are you doing?

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

## Song

- understand a known word or phrase by making use of pictures on the page (R4.1)
- predict the gist of short texts by using visuals accompanying the texts (L3.1)
- follow and identify the main idea of short, simple texts (L1.1)
- follow and identify details in short, simple texts (L2.1)

## Top Stars

- understand a known word or phrase by making use of pictures on the page (R4.1)
- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- follow and identify details in short, simple texts (L2.1)
- follow and respond to simple short questions (L2.4)

## Let's play

- understand a known word or phrase by making use of pictures on the page (R4.1)
- describe objects using suitable words and phrases (S2.2)
- understand and respond to details in a short sequence of simple sentences (R2.1) WB

## Our world

- understand a known word or phrase by making use of pictures on the page (R4.1)
- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- follow and identify details in short, simple texts (L2.1)

## CLIL

- understand a known word or phrase by making use of pictures on the page (R4.1)
- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- ask and express basic preferences (S1.2)
- follow and identify details in short, simple texts (L2.1) WB

### Story

- understand a known word or phrase by making use of pictures on the page (R4.1)
- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)

### Phonics

- identify and remember a wide range of sounds and their accompanying letter patterns (R3.5)
- recognise and say the beginning, middle, and final letter sounds in a word (L2.7) WB
- recognise and sound out beginning, middle and final letter sounds in a word (R3.3) WB
- spell familiar, high-frequency words accurately by segmenting them (W2.2) WB
- blend sounds to read a wide range of high-frequency words (R3.4) WB

### Project

- understand and respond to details in a short sequence of simple sentences (R2.1)
- describe very familiar objects using suitable words and phrases (W1.3) WB

### Round-up

- understand a known word or phrase by making use of pictures on the page (R4.1)
- follow and identify details in short, simple texts (L2.1)

### Cursive writing

- use recognisable cursive writing in written work (W3.1) WB



## Language focus

## Objectives

- to say a song/poem
- to identify activities happening at the moment of speaking

## Vocabulary

**Activities:** She's studying. She's cleaning. They're watching TV. He's reading.

## Structures

I am / I'm studying now.

He/She/It is / He/She/It's playing now.

We/You/They are / We/You/They're cleaning now.



## Materials

- flashcards for *She's studying. She's cleaning. They're watching TV. He's reading.*

## Lesson plan



## Warm-up

- Direct Ss' attention to all the pictures in the lesson.
- Ask Ss what they think the lesson is about. Initiate a short discussion.

## Activity 1 R4.1 🔑

- Pretend that you are studying and have Ss guess what you are doing.
- Repeat for the rest of the activities. Repeat a couple of times.
- Make sure all Ss have participated.
- Alternatively, hold up each flashcard, say the sentence and encourage Ss to repeat the action and mime it at the same time.
- Have Ss open their books to p.33.
- Point out the activities in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the activities again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

## Activity 2 L3.1 🧠 L1.1 🎵 L2.1 🎵

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

- Draw Ss' attention to the pictures and ask them to guess what the song/poem is about. (It's about different activities different people are doing.)
- Direct Ss' attention to the pictures in the foreground and ask them what the people in the pictures are doing. (In picture A, two girls are cleaning. In picture B, a boy is reading a book. In picture C, a man is painting. In picture D, two boys are studying for school. In picture E, a girl is watching TV. In picture F, a boy is riding his bike.)
- Explain to Ss that they are going to listen to a song/poem.
- Point out that they have to listen to the recording and point to the pictures being mentioned as they hear them.
- Play the song/poem and tell Ss to match the lines of the song/poem with the corresponding picture.
- Make sure Ss have matched the lines of the song/poem and the pictures correctly.
- Play the song/poem and encourage Ss to say the song/poem along with the recording.



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

## LOOK!

- Stand at the front of the class and mime an action e.g. *clean*.
- Say, *I'm cleaning*, and have Ss repeat after you.
- Repeat for other actions, e.g. *eat, drink*. Alternatively, have Ss mime an action and say, e.g. *He's running. He's jumping*.
- Direct Ss' attention to the Look! box on p.33. Read the sentences and have Ss repeat after you.
- Explain to Ss that we use the *Present Progressive* for actions happening at the moment of speaking. Tell Ss that we form the *Present Progressive* with the verb *to be* and we add *-ing* at the end of the main verb in all persons.
- Write all the persons on the board and ask Ss to complete with the verb *to be* (I am, You are, etc.). Then, write the verb *read* and add the ending *-ing* to show Ss the formation of the tense. Encourage them to say, *I'm reading. You're reading*, etc.
- Repeat with another verb, e.g. *eat*.
- Make sure all Ss have participated.
- Encourage Ss to come up with their own sentences using the *Present Progressive* form of the verb. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, give them prompts to make their examples.
- Tell Ss to refer to the Grammar Reference section at the back of the SB.

## Activity 3

- Direct Ss' attention to the children in the picture and ask them to guess what's happening. (One boy is pretending he is reading a book as in picture B shown in activity 2. Then another boy guesses that the boy is reading a book and says, *You're reading a book!* The first boy then answers, *Yes, I am.*)
- Explain to Ss that in pairs they are going to take turns miming and answering.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity. Go round the class helping them when necessary.

# What are you doing?

3

## SONG

1



She's studying.



She's cleaning.



They're watching TV.



He's reading.

2 Listen and match. Then say.

## What are they doing?

1 ☐

She's watching, watching, watching TV now.

2 ☐

He's reading, reading, reading a book now.

The sun is up and it's a beautiful day. Let's go to the park and play.

3 ☐

He's riding, riding, riding his bike now.

4 ☐

He's painting, painting, painting a picture now.

The sun is up and it's a beautiful day. Let's go to the park and play.

5 ☐

They're studying, studying, studying for school now.

6 ☐

They're cleaning, cleaning, cleaning their room now.

The sun is up and it's a beautiful day. Let's go to the park and play.

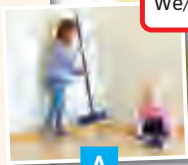
## LOOK!

p. 82

I am / I'm studying now.

He/She/It is / He/She/It's playing now.

We/You/They are / We/You/They're cleaning now.



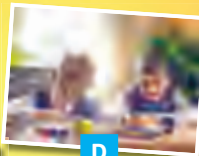
A



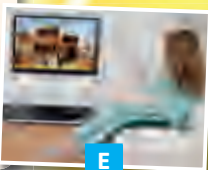
B



C



D



E



F

3 Play a game.

You're reading a book!

Yes, I am.

33

- To help **lower-performing Ss** come up with an idea to mime, you can provide them with options, by sticking flashcards presented in this lesson on the board, e.g. *She's studying. They're watching TV*, etc.
- Have a few pairs of Ss present the exchange to the whole class.

## Optional

### PRACTICE

#### Group Pantomime

- Divide Ss into groups of four.
- Place the flashcards for the actions presented in the vocabulary section face down on your desk.
- In turns, call up each group and have one S in the group pick up a flashcard without revealing it to the other groups.
- The S shows the flashcard to his/her group and they all mime the action depicted on the flashcard, while the other groups take turns guessing what the Ss are doing, e.g. *They're cleaning*.

- Every correct guess earns the 'guessing team' one point. Whenever the Ss in a group guess correctly, they get a chance to mime.
- The group with the most correct guesses wins.

### EXPANSION

- Start writing an action on the board, one letter at a time. Ss should call out the action when they think they know what it is.

## Before leaving

- Ask Ss to choose an action and pretend that they are doing it now, e.g. *I am cleaning my room / I am reading a book*. Then they have to say the corresponding sentence.
- Make sure all Ss have the chance to make a sentence before they leave.

## Workbook

### Activity 1 R4.1



- |             |             |
|-------------|-------------|
| 1. cleaning | 2. studying |
| 3. reading  | 4. watching |

### Activity 2



- |                  |
|------------------|
| 1. am, reading   |
| 2. are, watching |
| 3. is, cleaning  |



## Language focus

### Objectives

- to talk about activities happening at the moment of speaking
- to ask and answer questions about activities happening at the moment of speaking

### Vocabulary

**Activities:** She's planting a tree. I'm feeding the fish. They're eating. He's drinking water. He's watering the flowers.

### Structures

Are you eating? Yes, I am. / No, I'm not. / Yes, we are. / No, we aren't.

Is he/she/it drinking water? Yes, he/she/it is. / No, he/she/it isn't.

Are they watering the flowers? Yes, they are. / No, they aren't.

What (is) he doing? (He) is reading a book.

What are (they) doing? (They) are eating.



## Materials

- flashcards for *She's planting a tree. I'm feeding the fish. They're eating. He's drinking water. He's watering the flowers.*
- flashcards from the previous lesson: *She's studying. She's cleaning. They're watching TV. He's reading.*

## Revision (Optional)

- Stick the following flashcards on the board (*She's studying. She's cleaning. They're watching TV. He's reading.*) and tell Ss to memorise which flashcards are on the board. Then instruct Ss to close their eyes while you hide one of the flashcards. When Ss open their eyes, they have to tell you which flashcard is missing.
- Alternatively, Ss can memorise the flashcards in a particular order. Then change the order while Ss have their eyes closed. Ss should try to remember the order the flashcards were originally in.

1



She's planting a tree.



I'm feeding the fish.



They're eating.



He's drinking water.



He's watering the flowers.

2

Read and answer. What are the girls doing? **AT B**

The children are at the park.



Yes, they are.



Where's Sahar?

She's over there.



No, they aren't. They're drinking lemonade now.



Tab! No!

Look at me! I'm flying!

Ha ha ha!!!

34

## Lesson plan



### Warm-up

- Ask Ss what they do when they go to the park. Initiate a short discussion.

### Activity 1 R4.1

- Pretend you are eating and say *I'm eating*. Get Ss to repeat after you.
- Repeat the same procedure with *plant a tree, feed the fish, drink and water the flowers*.
- Alternatively, hold up each flashcard, say the action and encourage Ss to repeat and mime the action at the same time.
- Have Ss open their books to p.34.
- Point out the activities in the vocabulary section. Play the

recording a few times and have Ss point to the corresponding pictures and repeat.

- Say the activities again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

### Activity 2 R1.1 **AT B** R2.1 **AT B**

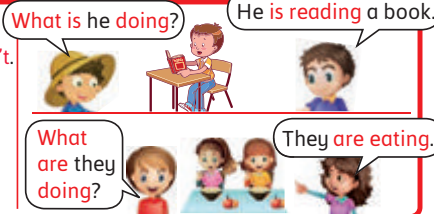
- Have Ss look at the presentation. Point to the activities that they know as you say them. (*Are they planting trees? They're feeding the fish. I'm watering the flowers. Are Moza and Hasna eating? They're drinking lemonade now.*)
- Ask Ss to tell you what they think is happening. (The children are at the park and they want to help with some environmental activities. We

## LOOK!

pp. 82-83

Top Stars 3

- Are you eating? → Yes, I am. / No, I'm not.  
 Is he/she/it drinking water? → Yes, he/she/it is.  
 No, he/she/it isn't.  
 Are they watering the flowers? → Yes, they are.  
 No, they aren't.



## 3 Read activity 2 and circle the correct answer.

1. Are the children at the park?

- A. Yes, they are.  
 B. No, they aren't.

2. Are the girls in frame 1 planting trees?

- A. Yes, they are.  
 B. No, they aren't.

3. What is Sahar doing?

- A. She's planting a tree.  
 B. She's watering flowers.

4. What are Moza and Hasna doing?

- A. They're eating.  
 B. They're drinking lemonade.

5. Is Tab flying in frame 4?

- A. Yes, he is.  
 B. No, he isn't.

## 4 Listen and number (1-4).



## 5 Look at the picture. Listen and tick (4) Yes or No. Then talk in pairs.



1. Yes ☐ No ☐  
 2. Yes ☐ No ☐  
 3. Yes ☐ No ☐

What is Ron doing?  
 He's fishing.

35

see what everyone is doing and in the end Tab unties some balloons. He is lifted and starts flying away while the children are laughing.)

- Direct Ss' attention to the frames of the story and ask them to find and point out the actions from the vocabulary section which they can see in the frames. (Frame 1: Are they planting trees? Yes, they are. Frame 2: They're feeding the fish. Frame 3: I'm watering the flowers. Are Moza and Hasna eating? They're drinking lemonade now.)
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what the girls are doing. (They're feeding the fish.)
- Have Ss read the dialogue again and check comprehension.

- Ask Ss some questions about the story. *Where are the children?* (They're at the park.) *What are they doing?* (They're doing various activities.) *What are Moza and Hasna doing in Frame 3?* (They're drinking lemonade.) *What is happening to Tab in Frame 4?* (He's flying away.)

## Activity 3 R2.1

- Draw Ss' attention to the five questions.
- Explain to Ss that they have to read the questions, look at activity 2 and circle the correct answers.
- Go round the classroom making sure Ss have answered the questions correctly.



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

- Choose five Ss to read the dialogue aloud for the class.
- Divide Ss into groups of five and have them read the dialogue aloud.

## LOOK!

- Point to a S and ask, *Is he eating?* Encourage Ss to answer, *Yes, he is. / No, he isn't.*
- Direct Ss' attention to the Look! box at the top of p.35 and read it aloud. Have Ss repeat the questions and answers after you.
- Refer Ss to the presentation and ask them to underline similar examples of the Present Progressive. (Frame 1: *Are they planting trees?* Yes, they are. Frame 2: *What are those girls doing?* They're feeding the fish. Frame 3: *What are you doing?* I'm watering the flowers. Are Moza and Hasna eating? No, they aren't.)
- Refer Ss to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples. This will challenge **higher-performing Ss**. To help **lower-performing Ss** give them prompts to make their examples. Divide Ss into pairs and have them ask and answer questions, using the Present Progressive. Make sure all Ss take turns asking and answering.

## Activity 4 L2.1

- Draw Ss' attention to the pictures.
- Tell Ss that they are going to listen to four dialogues and they have to number the boxes 1-4.
- Play the first dialogue a couple of times (more if necessary), have Ss point to the correct picture and explain that this one has been done for them.
- Play the rest of the dialogues and have Ss number the boxes.
- Have Ss check their answers in pairs first, then as a class.

## Listening transcript

1. Woman 1: *Are the girls drinking water?*

**Woman 2:** No, they aren't. They are feeding the fish.

**2. Man 1:** Is Bobby drinking lemonade?

**Man 2:** Yes, he is. He is drinking lemonade. It's his favourite.

**3. Woman 2:** Is Jane planting flowers?

**Woman 1:** No, she isn't. She's watering the flowers.

**4. Man 2:** Is John planting a tree?

**Man 1:** Yes, he is. He is planting a tree.



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

### Activity 5 L2.4

- Draw Ss' attention to the picture.
- Explain to Ss that they are going to listen to a woman's questions and tick Yes or No according to the picture.
- Play the recording and have Ss complete the activity.
- Go round the classroom and make sure Ss have completed the activity correctly.

### Listening transcript

**Woman: 1.** Is Mark eating a sandwich?

**2.** Is Harry planting a tree?

**3.** Are Tom and John watering flowers?



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

- After that, explain to Ss that they are going to take turns asking and answering questions about the children in the picture.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity. Go round the class helping them when necessary.
- Have a few pairs of Ss present their exchanges to the class.

## A Optional

### PRACTICE

#### What are you doing?

- Write all the activities Ss should know from this and the previous lesson on different pieces of paper: *plant trees, water the flowers*, etc. Put them in a bag.
- Divide Ss into two teams.
- Choose two Ss from team A to come to the board, draw a piece of paper with an activity from the bag and mime it without saying it out loud.
- The other Ss from team A ask them questions in order to determine the activity, e.g. *Are you watching TV?* The two Ss answer, *Yes, we are / No, we aren't* accordingly.
- Repeat the procedure with Ss from the other team.
- The team which figures out the activity the fastest gets a point.
- Continue in the same manner with different Ss.

### EXPANSION

- Write some lines from the dialogue in activity 2 on the board, e.g. *Are they planting...? They're feeding the..., I'm watering the..., I like..., Look at me! I'm...!* and ask Ss to guess the missing words and say them aloud.

## Before leaving

- Invite a S to come to the front of the class. Encourage him/her to mime doing one of the activities described in the vocabulary section of this lesson. To help **lower-performing Ss** choose an action to mime, you can stick the flashcards with the actions from this lesson on the board.
- Ask the rest of the Ss, *Is (he) feeding the fish?* and encourage Ss to answer, saying, *Yes, he is. / No, he isn't* accordingly.
- To challenge **higher-performing Ss**, for the questions to which the answer is *No, (he) isn't*, you can have them say which action the person is actually doing.
- Make sure all Ss have taken turns asking and answering questions.

## Workbook

### Activity 1 R4.1



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

### Activity 2 R4.1



1. Is - watering - Yes, he is.
2. Are - drinking - No, they aren't.
3. Is - playing - No, it isn't.
4. Is - feeding - Yes, he is.
5. Is - planting - Yes, she is.

### Activity 3 R4.1



1. No, she isn't. She's watering the flowers.
2. No, they aren't. They're watching TV.
3. No, she isn't. She's reading a book.
4. No, they aren't. They're planting a tree.

## Language focus

### Objectives

- to talk about activities happening at the moment of speaking
- to introduce spelling rules for the **Present Progressive**

### Vocabulary

**Activities:** She's making a cake. He's having breakfast/lunch/dinner. It's sleeping.

### Structures

I'm not eating.

He/She/It isn't drinking water.

We/You/They aren't cooking.

read → reading      make → making      get → getting

## Materials

- flashcards for *She's making a cake. He's having breakfast/lunch/dinner. It's sleeping.*
- flashcards from the previous lesson: *She's planting a tree. I'm feeding the fish. They're eating. He's drinking water. He's watering the flowers.*
- photocopies of all of the above flashcards cut into pieces

## Revision (Optional)

- Use flashcards from the previous lesson (*She's planting a tree. I'm feeding the fish. They're eating. He's drinking water. He's watering the flowers.*). Show each one to Ss and ask, e.g. *Is he watering the flowers?*
- Elicit Ss' answers, e.g. *Yes, he is. / No, he isn't*, according to what is shown on the flashcard.

## Lesson plan



### Warm-up

- Ask Ss to tell you what they usually do on a Saturday. Initiate a short discussion.

### Activity 1 R4.1

- Pretend you are making a cake and say, *I'm making a cake.*
- Do the same with the rest of the activities.
- Alternatively, hold up each flashcard, say the activity and encourage Ss to repeat the action and mime it at the same time.
- Have Ss open their books to p.36.
- Point out the activities in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the activities again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

### Activity 2 R1.1 R2.1

- Direct Ss' attention to the pictures and ask them what they think the texts are about. (They are about people/animals doing various activities.)
- Explain to Ss that the application shown in this lesson is a chat page. Chat pages can have many different layouts. On this specific chat page the children can attach photos as well.
- Ask Ss, *What can you see in the first picture?* (A woman making a cake and a boy wearing a hat.) *What can you see in the second picture?* (A cat sleeping on a sofa. There's breakfast on the table and a woman is watering flowers.)
- Ask Ss which picture they like most and why.

- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what the characters mentioned are doing. (Alan's mum is making a chocolate cake, Jake is having breakfast, the cat is sleeping and Jake's mum is watering the flowers.)
- Have Ss read the texts again and check comprehension.
- Ask Ss some questions about the texts. *What are the boys' names?* (Alan and Jake.) *Where does Alan live?* (In San Francisco.) *Where does Jake live?* (In Los Angeles.) *What is Alan wearing in picture 1?* (He's wearing his grandad's hat.) *Is Jake's mum cooking in picture 2?* (No, she isn't. She's watering the flowers.) *What else appears in picture 2?* (Jake's cat, Lily.) *What is it doing?* (It's sleeping.)

### Activity 3 R2.1

- Direct Ss' attention to the sentences (1-5) in activity 3.
- Explain to Ss that they have to read activity 2 again and write the name of the correct boy according to the texts.
- Have Ss check their answers in pairs first, then as a class.



1. Alan    2. Jake    3. Jake  
4. Alan    5. Jake

- Choose two Ss to read the texts aloud for the class.
- Have a few other Ss read the texts aloud.

## Look!

- Draw Ss' attention to the **Look!** box at the top of p.37 and read it aloud.
- Remind Ss that we use the **Present Progressive** for actions happening at the moment of speaking. Read the sentences aloud and explain to Ss how the negative form of the **Present Progressive** is formed. Point out that verbs that end with an -e drop the e and take -ing (e.g. *write - writing*). Verbs with one syllable which end in the sequence voiced vowel + consonant double the consonant before the -ing (e.g. *get - getting*).
- Write a few examples on the board and ask Ss to form the correct spelling for each verb, e.g. *make - making, put - putting*.
- Refer Ss to the texts and ask them to underline similar examples of the **Present Progressive**. (*I'm not wearing my hat. / She isn't cooking.*)

- Refer Ss to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own sentences using the negative form of the Present Progressive. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, give them prompts to make their examples.

#### Activity 4 L2.1

- Draw Ss' attention to the children and the cat in the picture.
- Explain to Ss that they are going to listen to four descriptions and they have to number the boxes 1-4.
- Play the first example a couple of times (more if necessary) and ask Ss to point to the correct picture. Point out that the first one has been done for them.
- Play the rest of the descriptions and have Ss number the boxes.
- Have Ss check their answers in pairs first, then as a class.

#### Listening transcript

1. *It isn't playing. It's sleeping.*
2. *He isn't drinking lemonade. He's drinking water.*
3. *They aren't reading a book. They are planting a tree.*
4. *He isn't eating. He is reading a book.*



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

#### Activity 5

- Draw Ss' attention to the activity and read the speech bubbles aloud.
- Explain to Ss that they are going to play a game.
- Invite a S to come to the front of the classroom and explain that he/she is going to mime one of the activities presented in this module.
- Point out to Ss that they will have to guess what he/she is doing and ask, e.g. *Are you making a cake?* The S then answers accordingly.
- Make sure all Ss have a turn.



She's making a cake.



He's having breakfast/ lunch/dinner.



It's sleeping.

- 2 Read and answer. What are they doing on Saturday?

## It's Saturday!

Alan

More ▾

Saturday 09.30

**Alan:** Good morning, Jake! It's a beautiful day here in San Francisco. My mum is making a chocolate cake now. Look! I'm not wearing my hat. I'm wearing my grandad's hat. What are you doing?

Saturday 09.45

**Jake:** Good morning, Alan! It's sunny here in Los Angeles too! I'm having a big breakfast now. Look at my cat, Lily! It's sleeping on the sofa. Oh, and that's my mum. She isn't cooking. She's watering the flowers! Mum, say cheese!

36

## Optional

### PRACTICE

#### Guess the picture

- Put all the pieces of each cut-up photocopy of the flashcards face down on your desk.
- Divide Ss into groups of four.
- Invite each group to the front of the class, one at a time. One of the Ss in the group turns over a piece of the cut-up photocopies you have on your desk and they all have to guess what the rest of the picture is and say, e.g. *It's sleeping*.
- The group that guesses correctly gets one point for every correct guess.
- The group with the most points wins.

### EXPANSION

- Ask each S to write a sentence from the texts in activity 2 on a piece of paper. Then he/she has to cut out the words and mix them up.
- Divide Ss into pairs and tell them to exchange the pieces of paper with the words and try to make a sentence.
- Make sure all Ss have formed correct sentences.

I'm not eating.

He/She/It isn't drinking water.

We/You/They aren't cooking.

read → reading

make → making

get → getting

3 Read activity 2 again and complete the sentences.



Alan

1. Alan's mum is making a cake.

2. \_\_\_\_\_ is having breakfast.

3. \_\_\_\_\_ has got a cat.

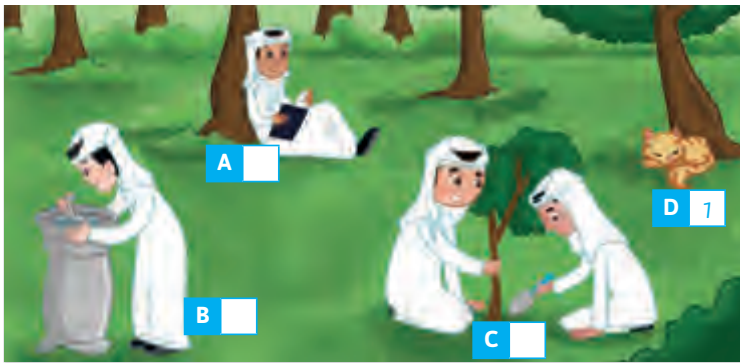
4. \_\_\_\_\_ isn't wearing his hat. He's wearing his grandad's hat.

5. \_\_\_\_\_'s mum isn't cooking.



Jake

4 Listen and number (1-4).



5 Play a game.

Are you planting a tree?



Are you making a cake?

No, I'm not planting a tree.

Yes, I am.

37



Before leaving

- Stick the flashcards for the actions presented in this lesson on the board. Under each flashcard, write a verb Ss are familiar with in brackets, e.g. under the flashcard for *It's sleeping*, write the verb (eat).
- Explain to Ss that they have to point to the flashcard and form sentences with the verb in brackets in the negative form of the Present Progressive as taught in the lesson, e.g. for the previous example shown, Ss have to form the sentence *It isn't eating*.
- To help **lower-performing Ss**, you can write the sentence on the board in a jumbled-up order, e.g. *eating / It / isn't*.
- Make sure all Ss have a chance to participate.



Workbook

Activity 1



- Aisha is sleeping.
- Hamad is watching TV.
- Mrs Fatima is making a cake.
- Mr Saud is having breakfast.

Activity 2 L2.1

Listening transcript

Girl 1: Who are those girls?

Girl 2: They're my friends, Mary and Pam.

Girl 1: Are they having breakfast?

Girl 2: No. They aren't having breakfast. They're making a cake. It's a chocolate cake!

Girl 1: A chocolate cake! Yummy!



Picture A

Activity 3



- isn't sleeping. She's having breakfast.
- aren't watching TV. They're studying.
- aren't making a cake. They're having lunch.
- isn't eating chocolate. He's feeding the fish.

Activity 4 R2.1



- Yes, he is.
- Yes, they are.
- No, he isn't.
- No, she isn't.
- Yes, she is.
- No, they aren't.



## Language focus

### Objectives

- to ask about the time
- to tell the time (o'clock, half past)

### Vocabulary

**Time:** It's two o'clock. It's half past six.

### Structures

What's the time?

It's (two) o'clock.

It's half past (five).



## Materials

- flashcards for *It's two o'clock. It's half past six.*
- flashcards from the previous lesson: *She's making a cake. He's having breakfast/lunch/dinner. It's sleeping.*
- photos of different shaped clocks

## Revision (Optional)

- Use the flashcards from the previous lesson (*She's making a cake. He's having breakfast/lunch/dinner. It's sleeping.*). Show each one to Ss and ask, e.g. *Is it sleeping?*
- Elicit Ss' answers, *Yes, it is/No, it isn't*, according to what is displayed on the flashcard.
- Alternatively, put the flashcards in a pile on your desk and ask a S to come to the front of the classroom.
- Ask him/her to pick a flashcard and mime the action. Have the rest of the Ss guess what the action is.

1

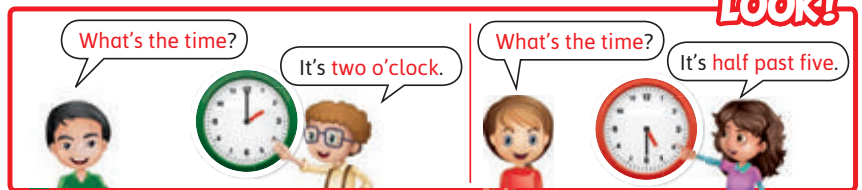


It's two o'clock.

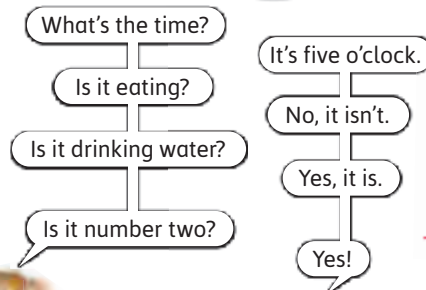


It's half past six.

**LOOK!**



2 Play a guessing game.



38

## Lesson plan



### Warm-up

- Stick photos of different shaped clocks on the board. Point to them and ask Ss to tell you what they think the lesson will be about.

### Activity 1 R4.1

- Draw a clock on the board and place the hands showing two o'clock.
- Make sure Ss understand that we use *What's the time?* to ask about the time.
- Explain to Ss that when the time is on the hour, we use *It's (two) o'clock.* When it's thirty minutes after the hour, we use *It's half past (two).*
- Change the hands of the clock several times, each time asking Ss, *What's the time?* Encourage them to call out, *It's (two) o'clock.*
- Change the hands of the clock to show half past an hour. Repeat several times, each time asking Ss, *What's the time?* Encourage Ss to call out, *It's half past (six).*
- Alternatively, hold up each flashcard, say the question and the answer and encourage Ss to repeat.
- Have Ss open their books to p.38.

- Point out the times in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the times again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

### LOOK!

- Direct Ss' attention to the *Look!* box at the top of p.38 and read the exchanges aloud. Have Ss repeat the exchanges.
- Write different times on the board and have Ss practise saying the time by asking and answering questions in pairs.
- Encourage Ss to come up with their own examples. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, give them prompts to make their examples.

### Activity 2 S2.2

- Direct Ss' attention to the pictures in activity 2 and ask them what they think the animals are doing (e.g. In picture 1, a cat is sleeping).
- Draw Ss' attention to the two girls at the bottom of the page and read the exchange aloud.
- Get Ss to repeat.
- Explain to Ss that in pairs, SB chooses a picture and SA asks questions and tries to guess which picture SB has chosen, as in the example. Ss swap roles.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity. Go round the class helping them when necessary.
- Have a few pairs of Ss present the exchange to the whole class.

## Optional

### PRACTICE

#### Human clocks

- Ask a S to come to the front of the classroom and pretend he/she is a clock.
- His/Her hands are the hands of the clock which show Ss the time as introduced in the vocabulary section. (The Ss can hold a pencil to show the hand for the minutes so that the other hand is the one for the hour.)
- The 'clock' asks a S, *What's the time?* and each S has to answer appropriately depending on what the 'clock' shows, e.g. *It's ten o'clock. It's half past eleven.*
- Make sure all Ss have had the chance to become 'clocks'.

### EXPANSION

- Draw two big clocks on the board spaced fairly apart from each other. Fill in the numbers only, not the hands.
- Divide Ss into two teams and have them stand in two lines facing the board.
- Explain to Ss that you are going to whisper a time to the last Ss in each line.
- On your cue, both of the last Ss will then have to whisper the time to the person in front of them and Ss will have to continue passing it on down the line by whispering.
- Once the time reaches the first S standing directly in front of the board, he/she has to fill in the clock with the correct time as fast as he/she can.
- The team to do this the fastest wins a point.
- After each round, have the last S go to the front of the line.
- Repeat until all Ss have come to the front of the line. The team with the most points wins.

## Before leaving

- Draw on the board a clock without hands and ask Ss to think of a time.
- Each S comes to the board, draws and tells the time, e.g. *It's two o'clock. It's half past five.*
- To help **lower-performing Ss**, you can draw the time yourself and provide them with two options to choose from, e.g. draw the hands of the clock to show two o'clock and write next to the clock **1. It's two o'clock. 2. It's half past two.** Ss have to choose which time is depicted on the drawn clock.
- Make sure all Ss have come to the board before they leave.

## Workbook

### Activity 1



1. It's half past six.
2. It's nine o'clock.
3. It's two o'clock.
4. It's half past twelve.

### Activity 2 R4.1



1. What's the time? It's half past two.
2. What's the time? It's eight o'clock.
3. What's the time? It's half past five.
4. What's the time? It's ten o'clock.

### Activity 3 R2.1



**Language focus****Objectives**

- to provide Ss with cross-curricular information on PE

**Vocabulary**

**Nouns:** player, helmet  
**Verbs:** kick, throw

**Materials**

- flashcards for *player, kick, throw, helmet*
- flashcards from the previous lesson for *It's two o'clock. It's half past six.*

**Revision (Optional)**

- Draw a clock on the board without the hands and ask a S to come to the board.
- Ask him/her to place the hands of the clock on a time that you have specified, e.g. *It's half past (two).*
- Repeat until all Ss have had the chance to come to the board.

**Lesson plan****Warm-up**

- Pretend you are playing football.
- Ask Ss if they recognise the game and in which school subject they would play it or learn about it (in PE).

**Activity 1 R4.1**

- Pretend you are kicking and throwing a ball, say the two verbs and get Ss to repeat. Then pretend you are wearing a helmet, say the noun and get Ss to repeat.
- Alternatively, hold up each flashcard, say the word and encourage Ss to repeat.
- Have Ss open their books to p.39.
- 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.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

**Language box**

*Football* is the term used to describe a number of sports which require kicking a ball to score a goal. Depending on the country in which it is played, it may differ in terms of rules and may be an entirely different game.

In the UK, *football* refers to a game which requires kicking the ball to score a goal without handling the ball. The game of *football* in the UK is known as *soccer* in the United States and Canada. On the other hand, the game of *football* in the United States and Canada is a game in which players pass the ball down a field with their hands and score by crossing the final line with the ball or kicking the ball between the opposing team's goalposts.

**Activity 2 R1.1** **R2.1**

- Ask Ss to look at the pictures and guess what the people in the pictures are doing. (They're playing sports.) Ask them, *What do you think the main idea of the texts is?* (It's about football and American football.) *What is the man in the picture on the left wearing?* (He's wearing blue shorts.) *What is the man in the picture on the right wearing?* (He's wearing white trousers and a helmet.) *What colour is the ball in the picture on the right?* (It's brown.) *Is it the same as in the picture on the left?* (No, it isn't. In the picture on the left, the ball is black and white.)
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out in which sport we throw the ball. (You throw the ball in American football.)
- Have Ss read the texts again and check comprehension.

**Activity 3 R2.1**

- Ask Ss to look at the five sentences.
- Explain that they have to read the sentences carefully, as well as the two texts, and tick the corresponding country (UK or USA) next to each sentence.
- Make sure Ss have ticked the correct country.



1. UK   2. USA   3. USA   4. UK   5. UK

**Activity 4 S1.2**

- Draw Ss' attention to the two boys in activity 4.
- Ask Ss what they think they are doing. (They are talking about their favourite sport.)
- Explain to Ss that in pairs they have to take turns asking and answering questions about their favourite sport and where they play it.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity. Go round the class helping them when necessary.
- Have a few pairs of Ss come to the front of the classroom and present their exchanges.

**Project work**

- Ask Ss to use the Internet to find information about a traditional game from their country. Instruct them to select information that they think is interesting/important and use it to make a poster.



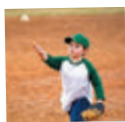
1



player



kick



throw



helmet

2 Read and answer. In which sport do we throw the ball?

## Football vs American football

## UK / United Kingdom

What are they doing? They are playing football. Look at the ball. It's black and white. The players are wearing shorts and T-shirts. You can't touch the ball with your hands! You can only kick it!

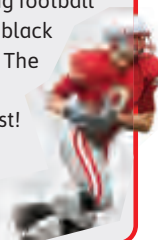


## USA / United States of America

Look! They are playing football too, but this ball isn't black and white. It's brown. The players are wearing helmets. They are fast!



In this game, you can touch and throw the ball!



3 Read the sentences and tick (4) UK or USA.

	UK	USA
The players are wearing shorts.	<input type="checkbox"/>	<input type="checkbox"/>
The ball is brown.	<input type="checkbox"/>	<input type="checkbox"/>
The players are wearing helmets.	<input type="checkbox"/>	<input type="checkbox"/>
You can't touch the ball with your hands.	<input type="checkbox"/>	<input type="checkbox"/>
The ball is black and white.	<input type="checkbox"/>	<input type="checkbox"/>

4 Talk in pairs.

What's your favourite sport?

Where do you play it?

My favourite sport is football.

I play football in the park.

## PROJECT WORK

Work in groups. Choose a traditional game from your country and present it to your class.

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- Explain to Ss that their poster should have a heading. **Lower-performing Ss** can use pictures (drawings or photos), while **higher-performing Ss** can include brief sentences underneath, describing what can be seen in the pictures.
- Teachers should recommend safe websites.
- Ss bring their projects to class and present their posters to their classmates. Their classmates can ask questions to find out more about the specific project. The aim is to promote communication by encouraging learners to express themselves, exchange ideas with each other and present their work.
- Projects can also be done in pairs or groups so as to promote cooperation among learners by providing opportunities for learners to work together.

## Optional

## Lip reading

- Tell Ss that they are going to play a game.
- Say one of the actions that Ss have been presented with in the previous lessons without making any sound.
- Ss have to look at you carefully and read your lips to guess the action.
- Choose Ss to come to the front of the class and do the same.

## Before leaving

- Choose a S at random and ask him/her to pretend he/she is playing football / American football.
- The rest of the class tries to understand if it's football or American football.
- Alternatively, you can divide Ss into groups of four. Ss in one group pretend they are playing football / American football and the team that guesses the sport goes next.

## Workbook

## Activity 1 R4.1



- A
- B
- D
- C

## Activity 2 L2.1

## Listening transcript

**Boy:** I'm Greg. I'm a football player. I'm not wearing trousers. I'm wearing shorts and a T-shirt. I can run fast! I can't throw the ball, but I can kick it. I'm from the...



Picture A

## Note

- Preparation for the next lesson: Photocopy the story (*The Grasshopper and the Ant*, SB, pp. 40-41), making one copy for every four Ss. Before you photocopy the story, cover the speech bubbles and the numbers in each frame. Cut out the frames. Photocopy only the speech bubbles of the story (one copy for every four Ss) and cut them out. Bring the copies of the story and the speech bubbles to the next lesson.



## Language focus

### Objectives

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

### Vocabulary

**Nouns:** ant, grasshopper

**Sentences:** He's fishing. I'm skateboarding. It's carrying food.



## Materials

- flashcards for *ant*, *grasshopper*, *It's carrying food*, *He's fishing*, *I'm skateboarding*.
- photos of a grasshopper and an ant

## Revision (Optional)

- Divide the board into two columns.
- Write *Football* at the top of one column and *American football* at the top of the other column.
- Ask Ss to fill in the columns, writing down what they remember from the previous lesson in the appropriate column.

## Lesson plan



### Warm-up

- Stick photos of a grasshopper and an ant on the board.
- Ask Ss to tell you what they think the lesson will be about.

### Activity 1 R4.1 🔑

- Pretend you are carrying food and say, *I'm carrying food*. Elicit what it means. Do the same with the verbs *fish* and *skateboard*.
- Show Ss the flashcards for the words *ant* and *grasshopper*, say the words and ask Ss to repeat.
- Have Ss open their books to p.40.
- Point out the words/sentences in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

## 2 Read and answer. Can the grasshopper skateboard? 🎧 🔊

# THE GRASSHOPPER

1 🔊



ant



grasshopper



He's fishing.



It's carrying food.



I'm skateboarding.



1



2

### 3 Read and answer the questions. 🎧

1. What is the grasshopper doing in picture 3?
2. What is the ant doing in picture 4?
3. What are the ants doing in picture 5?

### 4 Are you more like the ant or the grasshopper? Discuss.

40

Later...



3

I can't help you now. I'm playing football.

## Activity 2 R1.1 A1 B R2.1 A1 B

## Background note

**Aesop** was an ancient Greek storyteller. He is famous for his fables that teach a moral value through parallelism. Aesop used animals for these parallels and people really enjoyed his fables. Some of the most popular are: *The ant and the grasshopper*, *The tortoise and the hare* and *The sun and the wind*.

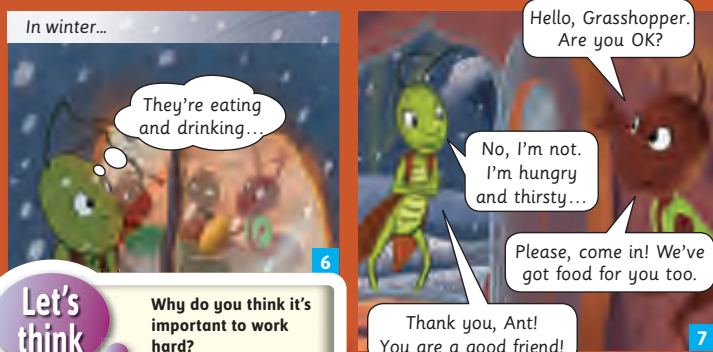
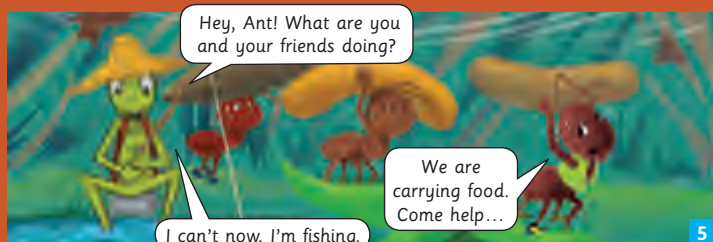
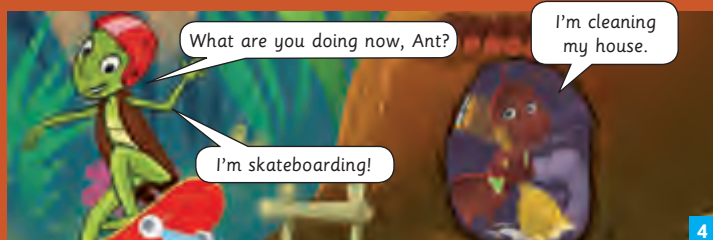
### Before reading

- Hold up the book and point to the story.
- Tell Ss that they will listen to and read a story with the title *The Grasshopper and the Ant*.
- Point to the first frame and ask Ss to tell you where they think the characters in the story are. (They are in a field.)
- Cover the second page (p.41). Ask Ss to look at the first three frames in the story on p.40 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.40-41 and name as many things as they can. Help them by asking questions such as, *What's this/that?* (It's an ant/a grasshopper.) *What is the grasshopper doing?* (It's playing.) *What is the ant doing?* (It's studying.)
- Point to each frame and invite Ss to guess what is happening. Elicit answers, but do not correct Ss at this stage.

### While reading

- Play the recording and encourage Ss to **shadow read** (read

# AND THE ANT



Let's think

Why do you think it's important to work hard?

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along with the recording) and listen carefully in order to find out whether the grasshopper can skateboard or not. (The grasshopper can skateboard.)

- Direct Ss' attention to the frames of the story and ask them to find and circle any activities, as presented in the vocabulary section of the story and previous lessons (Frame 1: I'm studying; Frame 2: I'm watering the flowers; Frame 3: I'm planting a tree, I'm playing football; Frame 4: I'm cleaning, I'm skateboarding; Frame 5: We are carrying food, I'm fishing; Frame 6: They're eating and drinking). Then ask Ss to say them out loud.
- Ask Ss to find and identify all of the questions in the story. (Frames 1 and 2: What are you doing? Can you help me? Frame 3: Are you planting flowers? Frame 4: What are you doing now, Ant? Frame 5: What are you and your friends doing? Frame 7: Are you OK?)
- Have Ss read the text again and check comprehension.
- Talk about what happens in each frame.

**Frame 1:** The grasshopper invites the ant to play with it but the ant is studying so it refuses.

**Frame 2:** The grasshopper asks the ant what it is doing. The ant answers that it's watering the flowers but the grasshopper refuses to help, saying it's tired.

**Frame 3:** The ant is planting a tree but the grasshopper again refuses to help because it is playing football.

**Frame 4:** The ant is cleaning its house and the grasshopper is skateboarding.

**Frame 5:** The ant is carrying food with its friends and invites the grasshopper to help but the grasshopper refuses because it is fishing.

**Frame 6:** It's winter. The grasshopper is alone, thirsty and hungry, looking through the ant's window. The ant's family and friends are

eating and drinking.

**Frame 7:** The ant asks if the grasshopper is OK. The grasshopper says that it's hungry and thirsty. The ant invites the grasshopper inside the house for some food and drink.

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

**Frame 1:** (pointing to the ant) *What's this?* (It's an ant.) (pointing to the grasshopper) *What's this?* (It's a grasshopper.)

**Frame 2:** (pointing to the ant) *What is the ant doing?* (It's watering the flowers.)

**Frame 3:** (pointing to the grasshopper) *What is the grasshopper doing?* (It's playing football.) *What is the ant doing?* (It's planting a tree.)

**Frame 4:** (pointing to the ant) *What is the ant doing?* (It's cleaning its house.) *Why isn't the grasshopper helping?* (Because it's skateboarding.)

**Frame 5:** (pointing to the grasshopper) *What is the grasshopper doing?* (It's fishing.) (pointing to the ant) *What is the ant doing?* (It's carrying food with its friends.)

**Frame 6:** (pointing to the grasshopper) *What is the grasshopper thinking?* (That the ants are eating and drinking and that they are happy.) (pointing to the ant) *Where is the ant?* (It's in the house with its family.)

**Frame 7:** (pointing to the ant) *What is the ant doing?* (It's helping the grasshopper and invites it in the house, because the grasshopper feels hungry and thirsty.) *Is the ant a good friend?* (Yes. The ant is a good friend to the grasshopper.)

## EXPANSION

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

## Activity 3 R2.1

- Direct Ss' attention to the questions and ask them to read them.
- Explain to Ss that they have to read the story again and answer the questions according to what is mentioned in the story.
- Have Ss check their answers in pairs first, then as a class.



1. It's playing football.
2. It's cleaning its house.
3. They're carrying food.

- Play the recording again, pausing after each line. Have Ss repeat (chorally - in groups - individually).

### Post-reading

#### Let's think

- Direct Ss' attention to the box and read the question out loud.
- Ask Ss to answer the question and initiate a discussion.
- Encourage all of the Ss to participate in the discussion.

#### Suggested answer:

I think it's important to work hard because it builds character and it pays off in the future.

#### Activity 4

- Explain to Ss that they have to decide whether they resemble an ant or a grasshopper in terms of behaviour.
- Initiate a short discussion.
- You can write on the board various words/phrases for Ss to use in their answers (e.g. happy, fast, bored, work hard, etc.). This will build **lower-performing Ss'** confidence.

### A Optional

#### Story line

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

### Before leaving

- Divide Ss into pairs. One S pretends he/she is the grasshopper and the other pretends he/she is the ant.
- Explain that each S will have to perform an activity his/her role is doing in the story.
- Have a few pairs of Ss act out the story/parts of the story in front of the class.

### Workbook

#### Activity 1 R4.1

- A. 4 B. 2 C. 6  
D. 1 E. 7 F. 5  
G. 3

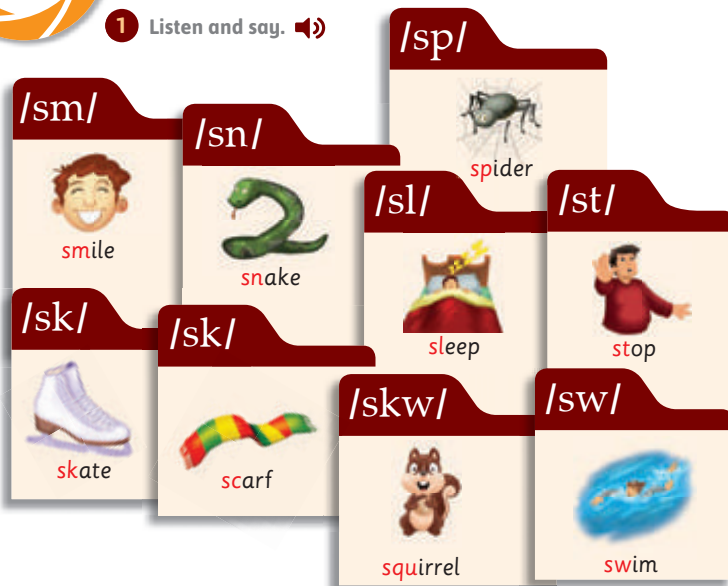
#### Activity 3

- open answers

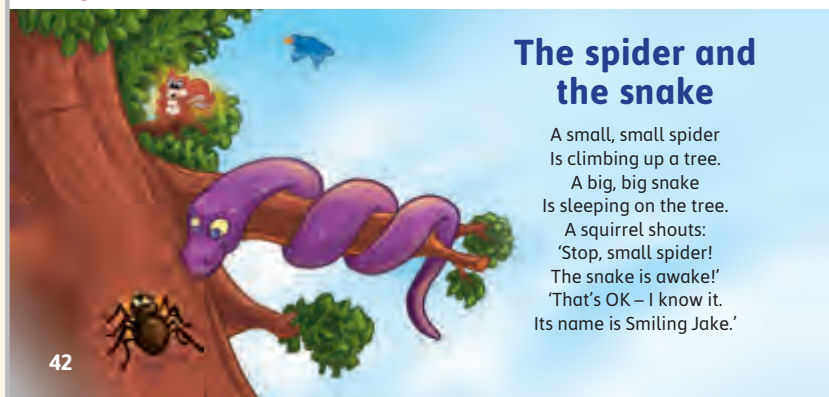
#### Activity 2 R4.1

1. studying  
2. watering the flowers  
3. skateboarding  
4. eating and drinking

#### 1 Listen and say.



#### 2 Listen and say. Then circle the s blends.



### The spider and the snake

A small, small spider  
Is climbing up a tree.

A big, big snake  
Is sleeping on the tree.

A squirrel shouts:  
'Stop, small spider!  
The snake is awake!  
'That's OK – I know it.  
Its name is Smiling Jake.'



## PHONICS

### Language focus

#### Objectives

- to practise the pronunciation of s blends
- to say a phonics chant/poem

#### Vocabulary

smile, snake, spider, stop, skate, scarf, sleep, swim, squirrel

#### Phonics

s blends: /sm/, /sn/, /sp/, /st/, /sk/, /sl/, /sw/, /skw/



### Materials

- blown-up colour photocopies of the story *The Grasshopper and the Ant*, SB, pp.40-41.
- flashcards for smile, snake, spider, stop, skate, scarf, sleep, swim, squirrel
- photocopies of the above flashcards (one per S)
- phonics cards of smile, snake, spider, stop, skate, scarf, sleep, swim, squirrel (TB, pp.151-152 - one set per S)

## Revision (Optional)

- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Ask Ss if they remember the title of the story (*The Grasshopper and the Ant*). Ask them to tell you what else they remember about the story.
- Have Ss open their books to pp.40-41. Play the recording and have Ss follow along in their books.
- Play the recording again and encourage Ss to **shadow read** (read along with the recording).
- Have some Ss read the story aloud for the whole class.
- Have Ss close their books and try to retell the story from memory.

## Lesson plan



### Warm-up

- Write the s blends (/sm/, /sn/, /sp/, /st/, /sk/, /sl/, /sw/, /skw/) on the board. Under each blend, stick the flashcard for the word that begins with that blend.
- Point to *sm* and say /sm/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcard (*smile*), say it aloud and have Ss repeat after you.
- Repeat the same procedure with the rest of the blends.

### Activity 1

- Play the recording and have Ss listen and point the first time.
- Play the recording again and have Ss listen, point and repeat.

### Listening transcript

#### Woman:

/sm/, /sm/, *smile*  
 /sn/, /sn/, *snake*  
 /sp/, /sp/, *spider*  
 /sl/, /sl/, *sleep*  
 /st/, /st/, *stop*  
 /sk/, /sk/, *skate*  
 /sk/, /sk/, *scarf*  
 /skw/, /skw/, *squirrel*  
 /sw/, /sw/, *swim*

- Encourage Ss to tell you more words with the sounds presented in this lesson.

### Activity 2 R3.5



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

- Direct Ss' attention to the picture and ask them questions such as, *What animals can you see?* (A spider, a snake, a bird and a squirrel.) *What colour is the spider?* (It's brown.) *What colour is the snake?* (It's purple.) *What colour is the bird?* (It's blue.) *What colour is the squirrel?* (It's brown/orange.)
- Explain to Ss that they are going to listen to a chant/poem and that they will have to circle all of the s blends they hear in the chant/poem.
- Play the chant/poem once and have Ss listen and follow along in their books.
- Play the chant/poem again, pausing after each line for Ss to circle the s-blends.
- Then play the chant/poem once more and encourage Ss to say the chant/poem along with the recording.



**small, small, spider, snake, sleeping, squirrel, Stop, small, spider, snake, Smiling**



### TPR Activity

- Ask Ss to take out the phonics cards of *smile, snake, spider, stop, skate, scarf, sleep, swim, squirrel*.

- Explain that they have to say the chant/poem while raising the corresponding card each time an s-blend is heard.
- You can divide Ss into two teams. One team raises the phonics cards for the first four lines of the chant/poem while saying it, and the other team raises the phonics cards for the last five lines while saying it along.
- Ask Ss to act out the chant/poem too, e.g. they can pretend that the spider is climbing up the tree by having their fingers crawl up their arm, and make a sleeping gesture for the sleeping snake.

## Optional 1

### What's that sound?

- Divide Ss into two teams.
- Invite a S from each team to come up to the board. Give each S a marker.
- Call out one of the s blends (/sm/, /sn/, /sp/, /st/, /sk/, /sl/, /sw/, /skw/), e.g. /sm/ and have the two Ss write a word beginning with that blend on the board, e.g. *smile*.
- The S that does this the fastest wins a point for his/her team.
- Repeat the same procedure with the rest of the Ss.
- The team with the most points wins.

## Optional 2

### Sound and picture pairs

- Divide Ss into two teams.
- Each S in team 1 holds one of the phonics cards (*smile, snake, spider, stop, skate, scarf, sleep, swim, squirrel*).
- Hand out flashcards with the words that begin with *sm, sn, sp, st, sk, sc, sl, sw, squ* to Ss in team 2. Make sure to give matching sets of cards to Ss so that each phonics card corresponds to a flashcard and vice versa.
- Play the phonics chant/poem and have Ss mingle around the room.
- Explain to Ss that, when you stop the chant/poem, each S with a phonics card should pair up with a S holding a picture flashcard.

- Allow Ss a few minutes to find their pair. Then ask each pair of Ss to name their cards. If Ss name their cards correctly, they stay in the game. However, if they do this incorrectly, they are eliminated.
- After all of the pairs have named their cards, make them swap cards within their team and play again.



## Workbook

### Activity 1 L2.7

#### Listening transcript

- Man: 1. spider  
2. smile  
3. stop  
4. scarf  
5. skate  
6. swim

### Activity 2 W2.2



1. /sk/ - skate
2. /sm/ - smile
3. /sp/ - spider
4. /sl/ - sleep
5. /skw/ - squirrel

### Activity 3 R3.3



1. /sn/
2. /sw/
3. /st/

### Activity 4 R3.4



1. smile
2. sleep
3. skirt
4. snake

## 1 Who is Pat? Read and answer.

## 2 Read activity 1 again and answer the questions.

1. What is Nora's brother doing in the picture?  
\_\_\_\_\_
2. What is Pat doing in the picture?  
\_\_\_\_\_
3. What is Nora doing in the picture?  
\_\_\_\_\_

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## PROJECT



## Language focus

### Objectives

- to talk about what one is doing at the moment of speaking



## Materials

- phonics cards of spider, smile, snake, sleep, stop, skate, scarf, squirrel and swim (TB, pp.151-152)
- different photos of people doing activities (relevant to the ones the Ss have been presented with in the Module)

## Revision (Optional)

- Play the chant/poem *The spider and the snake* from page 42 of the SB and have Ss chant/say the poem and do the TPR activity (TB, page 81).

## Lesson plan



### Warm-up

- Mime you are reading a book and say, *Look at me! I'm reading a book.* Write the sentences on the board and have Ss repeat a couple of times.
- Invite Ss, one by one, to come to the front of the class and mime an action. The rest of the Ss have to guess what the S at the front of the class is doing.
- To make the activity more interesting, you can divide Ss into two teams and have them do the miming.
- Each team wins a point for each correct guess and the team with the most correct guesses wins.

### Activity 1 R2.1

- Draw Ss' attention to activity 1.
- Tell Ss to look at the pictures presented in activity 1 and ask them to guess what they think the text is about. (It's about Nora, her brother and her cat, Pat.)
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out who Pat is. (It's Nora's pet cat.)
- Ask Ss some questions, for example: *What is the girl's name?* (Nora.) *What is her brother doing in the picture?* (He's having breakfast.) *What is the name of her pet?* (Pat.) *What is Pat doing?* (It's sleeping.) *What is Nora doing?* (She's reading a book.)
- Have a few Ss read the text.

### Activity 2 R2.1

- Draw Ss' attention to activity 2.
- Explain to Ss that they have to read the text in activity 1 again and answer the questions according to the text.
- Have Ss compare their answers first, and then check as a class.



1. He's having breakfast.
2. It's sleeping.
3. She's reading a book.



## Before leaving

- Place the photos of the people doing activities in a pile on your desk.
- Explain to Ss that they have to come to your desk, one by one, pick a photo and describe what the people in it are doing before they leave the class.
- Make sure all of the Ss participate before they leave the classroom.



## Workbook

### Activity 1



1. They are playing football.
2. He is watching TV.
3. It is sleeping.

### Activity 2 W1.3



open answers



## Optional

### Lip reading

- Tell Ss that they are going to play a game.
- Say one of the words/phrases that Ss have been presented with in the previous lessons without making any sound.
- Ss have to look at you carefully and read your lips to guess the word.
- Choose Ss to come to the front of the class and do the same.



## Language focus

## Objectives

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



## Materials

- flashcards and word cards for *She's studying. She's cleaning. They're watching TV. He's reading. She's planting a tree. I'm feeding the fish. They're eating. He's drinking water. He's watering the flowers. She's making a cake. He's having breakfast/lunch/dinner. It's sleeping. It's two o'clock. It's half past six. player, kick, throw, helmet, ant, grasshopper, He's fishing. It's carrying food. I'm skateboarding.*

## Revision (Optional)

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

## Lesson plan

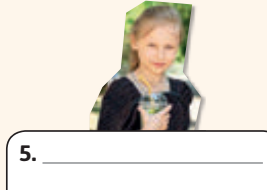
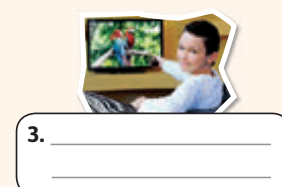


## Warm-up

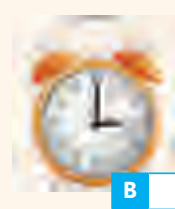
- Stick some of the flashcards from previous lessons in the module on the board (4-5 flashcards each time). Tell Ss to memorise them.
- Ask Ss to close their eyes, while you hide one of the flashcards. When Ss open their eyes, they should try to remember which one is missing.
- Alternatively, Ss can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

## 1 Look and write.

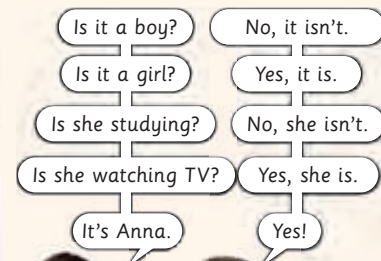
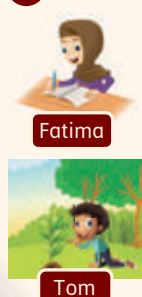
They're watering the flowers. He's watching TV. We're eating.  
She's having lunch. I'm planting a tree. She's drinking lemonade.



## 2 Listen and number (1-4).



## 3 Ask and answer.



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## Activity 1 R4.1

- Direct Ss' attention to pictures 1-6.
- Explain to Ss that they have to look at the pictures, read the sentences in the box and write each of them under the correct picture.
- Have Ss compare their answers in pairs first, then check as a class.



- We're eating.
- She's having lunch.
- He's watching TV.
- I'm planting a tree.
- She's drinking lemonade.
- They're watering the flowers.

## Activity 2 L2.1

- Draw a clock on the board without the hands. Draw the hands of the clock showing a different time each time and ask Ss, *What's the time?* Encourage Ss to answer, *It's (two) o'clock.*
- Repeat with *It's half past (six).*
- Explain to Ss that they are going to listen to four dialogues and that they have to number the boxes 1-4.

- Play the first dialogue a couple of times (more if necessary) and ask Ss to point to the clock that is mentioned. Go round the classroom and make sure Ss have written the number in the appropriate box.
- Play the rest of the dialogues and have Ss number the boxes.
- Have Ss check their answers in pairs first, then as a class.

### Listening transcript

- Boy 1:** What's the time, Tim?  
**Boy 2:** It's two o'clock.  
**Boy 1:** Thank you.
- Girl 1:** What's the time, Jane?  
**Girl 2:** It's three o'clock.  
**Girl 1:** Thanks!
- Man 1:** What's the time?  
**Man 2:** It's half past eight.  
**Man 1:** Thank you.
- Woman 1:** What's the time?  
**Woman 2:** It's half past eleven.  
**Woman 1:** Thank you.



A. 3   B. 2   C. 1   D. 4

### Activity 3

- Draw Ss' attention to the pictures.
- Explain to Ss that in pairs, SA chooses one of the children portrayed and SB asks questions in order to guess the correct picture. Ss swap roles.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity. Go round the class helping them when necessary.
- Have a few pairs of Ss present the exchange to the whole class.



## Optional

### Matching pictures

- Divide Ss into groups of four.
- Give each group a set of flashcards and a set of word cards with the vocabulary presented in the previous lessons and tell them to shuffle them and place them face down on a desk in two piles.
- Ss take turns picking a card from each pile. The Ss have to say the items depicted on the flashcards and the word cards. If the pictures match the words, they keep both cards. Ask **higher-performing Ss** to make a sentence with the word depicted on the flashcard and written on the word card.
- If the pictures don't match the words, Ss should try again.
- The S who has the most flashcards wins.



## Before leaving

- Play the song/poem *What are they doing?* on p.33 of the SB and invite Ss to say the song/poem along with the recording.



## Workbook

### Activity 1 R4.1 🔑



1. throw   2. grasshopper   3. ant  
4. kick   5. player

### Activity 2 R4.1 🔑



1. Yes, she is.   2. No, they aren't.  
3. Yes, he is.   4. Yes, they are.

### Activity 3 R4.1 🔑



1. No, she isn't. She's feeding the fish.  
2. No, he isn't. He's reading a book.  
3. No, she isn't. She's making a cake.  
4. No, he isn't. He's having breakfast.

### Now I can

- Ask Ss to look at the pictures and tick the stars according to what they can or can't say. Then ask them to name the items aloud.
- Use the self-evaluation sheets for your Ss to check their performance.

### Activities 1, 2 & 3

- Hold up the WB, point to the pictures and encourage Ss to say the words/actions aloud.
- Have Ss tick the stars as they say each word/action.

### Activity 4

- Direct Ss' attention to the pictures and ask them to guess what each picture depicts. Elicit Ss' answers. Then read the sentences/exchanges aloud and have Ss repeat after you and tick the stars.

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

## Song

- understand a known word or phrase by making use of pictures on the page (R4.1)
- predict the gist of short texts by using visuals accompanying the texts (L3.1)
- follow and identify the main idea of short texts (L1.1)
- follow and identify details in short texts (L2.1)

## Top Stars

- understand a known word or phrase by making use of pictures on the page (R4.1)
- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- follow and identify details in short texts (L2.1)

## Let's play

- understand a known word or phrase by making use of pictures on the page (R4.1)
- participate actively in simple word level reading games (R5.1)

## Our world

- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- understand a known word or phrase by making use of pictures on the page (R4.1)
- follow and identify details in short texts (L2.1)
- write short, simple one-step instructions (W1.4)
- communicate a short sequence of simple one-step instructions (S2.3)

## CLIL

- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- understand a known word or phrase by making use of pictures on the page (R4.1)

### Story

- understand a known word or phrase by making use of pictures on the page (R4.1)
- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)

### Phonics

- identify and remember a wide range of sounds and their accompanying letter patterns (R3.5)
- recognise and say the beginning, middle, and final letter sounds in a word (L2.7) WB
- recognise and sound out beginning, middle and final letter sounds in a word (R3.3) WB
- spell familiar, high-frequency words accurately by segmenting them (W2.2) WB
- blend sounds to read a wide range of high-frequency words (R3.4) WB

### Round-up

- understand a known word or phrase by making use of pictures on the page (R4.1)
- follow and identify details in short, simple texts (L2.1)

### Project

- understand and respond to details in a short sequence of simple sentences (R2.1)
- write short, simple one-step instructions (W1.4) WB

### Cursive writing

- use recognisable cursive writing in written work (W3.1) WB

### TOP TIME! 2

- understand a known word or phrase by making use of pictures on the page (R4.1)
- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- follow and respond to a short sequence of simple one-step instructions (L2.3)
- follow and identify the details in short texts (L2.1)
- participate actively in simple word level reading games (R5.1)

**Language focus****Objectives**

- to say a song/poem
- to identify places in a town
- to identify location
- to ask and answer about the location of places in a town

**Vocabulary**

**Places:** library, bank, pet shop, toy shop

**Noun:** people

**Structures**

Where's the toy car?

behind, in front of, next to, between

**Materials**

- flashcards for *people, library, bank, pet shop, toy shop*
- photocopies of the above flashcards
- photos of different places
- a box

**Look!**

- Direct Ss' attention to the Look! box on p.45 and read it aloud. Have Ss repeat the question and the prepositions after you.
- Remind Ss of the use of the prepositions of place, *on, in* and *under*. Place your pen on your desk and say, *Where's the pen? It's on the desk*. Have Ss repeat. Then put your pen in your bag and ask, *Where's the pen?* Encourage Ss to answer, *It's in the bag*. Finally, put your bag under your desk and ask, *Where's the bag?* Encourage Ss to answer, *It's under the desk*.
- Remind Ss that we use *Where's...?* to ask about the location of things.
- Stick the flashcards for the places on the board in two rows, using some adhesive putty, and draw a street between them. Draw some trees in the background so that it looks like a town.
- Point to your drawing and ask Ss, *What's this?* Encourage Ss to answer, *It's a town*.
- Point to the bank and ask, *Where's the bank?* Then answer, *It's next to the (pet shop)*. Write the example on the board. Say a couple more examples, pointing to different places in the town. Ask Ss similar questions and encourage them to answer.
- Repeat the same procedure for *between*. For the prepositions *behind* and *in front of*, you can draw a cat behind or in front of some places in the town you have drawn and ask Ss, *Where's the cat? It's (behind) the (bank)./It's (in front of) the (library)*.
- Explain to Ss that when we want to ask where many people, things or places are, we use *Where are*. Point out that *Where are* has no short form.
- Encourage Ss to come up with their own examples. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, give them prompts to make their examples.

**Lesson plan****Warm-up**

- Stick photos of different places on the board.
- Draw Ss' attention to the photos and ask them to guess what the lesson will be about.

**Activity 1 R4.1**

- Say, *We can read books there. We can see animals there*. Have Ss guess the places. Elicit their answers (library, pet shop).
- Do the same for the rest of the words.
- Hold up each flashcard, say the corresponding word and get Ss to repeat.
- Have Ss open their books to p.45.
- 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.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

**Activity 2 L3.1 L1.1 L2.1**

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

- Draw Ss' attention to the picture on p.45 and ask them to guess what the song/poem is about. Then ask them to name the places they know.
- Explain to Ss that they are going to listen to a song/poem.
- Point out that they have to listen to the recording and point to the places in the picture as they hear them mentioned.
- Play the song/poem and tell Ss to look at the picture and number the places/objects/people in the correct order the four questions in the song/poem refer to.
- Have Ss check their answers in pairs first, then as a class.
- Ask Ss *Where's the library?* (It's next to the bank.) *Where are the school buses?* (They are in front of the zoo.)
- Play the song/poem again and encourage Ss to say the song/poem along with the recording.



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

**Activity 3**

- Draw Ss' attention to the picture in activity 2 and explain that they will have to ask their partner where the places/items are.
- Point to the example in your book and read it aloud. Encourage Ss to point to the places/items in the picture in their books as you read.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity. Go round the class helping them when necessary.
- Have a few pairs of Ss present the exchange to the whole class.
- Make sure all Ss take turns asking and answering.

# Here and there

4

## SONG

1 🔑 🔊



people



library



bank



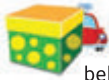
pet shop



toy shop

## LOOK!

Where's the toy car?



behind



in front of

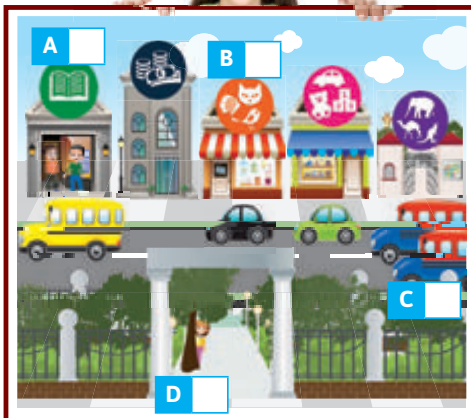


next to



between

2 Listen and number (1-4). Then say.



3 Look at activity 2. Ask and answer with your partner.

Where's the zoo?

It's in front of the pet shop.

It's next to the toy shop.

Where's the black car?

## This is my town!

This is my town.  
People, cars here and there,  
People, cars everywhere!

Where's the library?  
Mark is there with Frank.  
Where's the library?  
It's next to the bank!

Where are the school buses?  
Look! They're red and blue.  
Where are the school buses?  
They're in front of the zoo!

Where's the pet shop?  
Where's the pet shop?  
Look! It's between the bank  
and the toy shop!

Where am I?  
Can you see me?  
I'm in the park.  
I'm behind a tree!

## EXPANSION

- Divide Ss into pairs and ask them to draw a town with different places. Then they have to write sentences describing their town, e.g. *The bank is next to the library. The pet shop is between the library and the toy shop*, etc.
- Choose a few pairs of Ss to show their pictures and read their sentences to the rest of the class.

## Before leaving

- Tell Ss that they are going to play a game.
- Put the flashcards (*library, bank, pet shop, toy shop*) in a box.
- Walk round the classroom, give the box to a S and ask him/her to choose a flashcard. Ss have to choose a flashcard, show it to the rest of the class and say the corresponding word.
- To help **lower-performing Ss**, you can give them options by writing two words on the board, e.g. *bank* or *library*.
- Follow the same procedure until all of the Ss have had a turn.

45

## Optional

### PRACTICE

#### Where is it?

- Clear a space in the middle of the classroom and divide Ss into two teams.
- Ask Ss to stand in lines at one end of the room.
- Place two desks facing the teams at the other end of the room. Put a pile of the photocopied flashcards, a book and a bag on each desk. The book and the bag will be used as reference so that Ss know where to start from.
- Stand next to the Ss in line and call out an instruction for Ss to follow, such as, *Put the bank next to the bag*. Clap your hands to initiate the game.
- The first S in each line has to run to the desk at the other end of the room, carry out the action and run back.
- The S to reach his/her team first earns a point for the team, provided he/she has chosen the correct flashcard and placed it in the right place. He/She goes to the back of the line and the next S in line begins the next round. The team with the most points at the end of the game wins.
- Play the game for as long as time permits.

## Workbook

### Activity 1 R4.1 🔑



- pet shop
- bank
- library
- bank, toy shop

### Activity 2 R4.1 🔑



- behind
- between
- next to
- on
- in front of
- under
- in



## Language focus

### Objectives

- to identify sea animals
- to introduce the possessive pronouns
- to identify actions

### Vocabulary

**Verbs:** look, help, find

**Sea animals:** shark, dolphin

**Place:** aquarium

**Nouns:** camera, fin

### Structures

I → mine      you → yours      he → his

she → hers      it → -

we → ours      you → yours

they → theirs

Look! That's (a ball). Whose ball is it?

It's (his).



## Materials

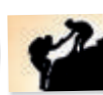
- flashcards for look, help, find, aquarium, shark, dolphin, camera, fin
- flashcards from the previous lesson: people, library, bank, pet shop, toy shop
- photos of an aquarium and sea animals people can see there

## Revision (Optional)

- Stick the flashcards from the previous lesson (library, bank, people, pet shop, toy shop) on the board and tell Ss to memorise them. Then instruct Ss to close their eyes while you hide one of the flashcards. When they open their eyes, Ss have to tell you which flashcard is missing.
- Alternatively, Ss can memorise the flashcards in a particular order. Then change the order while Ss have their eyes closed. Ss should try to remember the order the flashcards were originally in.



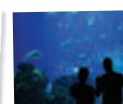
look



help



find



aquarium



shark



dolphin



camera

1

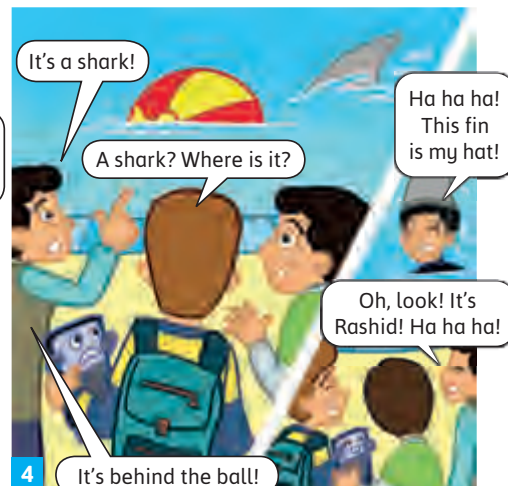


## 2 Read and answer. Who can't find his camera?

The children are at the aquarium.



Later...



46

## Lesson plan



### Warm-up

- Stick photos of an aquarium and various sea animals that people can see there on the board.
- Draw Ss' attention to the photos and ask them to tell you what they think the lesson will be about.

### Activity 1 R4.1

- Look out of the classroom's window and say, look. Have Ss repeat after you a couple of times. Hide your pen in your bag and pretend you have lost it and you're trying to find it. After a couple of seconds, hold up your pen and say, find. Draw a figure of an old lady on the board and a street in front of her. Point to the old lady and say, help, while indicating that you are helping her cross the street.

- Hold up the flashcard for aquarium and say, aquarium. Ask Ss to repeat.
- Ask Ss what you can find in an aquarium and slowly present the flashcards for shark and dolphin. Say the words and ask Ss to repeat after you. Point to the dolphin's fin, say the word and ask Ss to repeat.
- Make a gesture with your hands that suggests you are taking a photo of the class and say, I have got a camera. Ask Ss to repeat after you.
- Have Ss open their books to p.46.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

## LOOK! p. 84

I → mine      we → ours  
 you → yours    you → yours  
 he → his        they → theirs  
 she → hers  
 it → -

Look! That's a ball.  
 Whose ball is it?

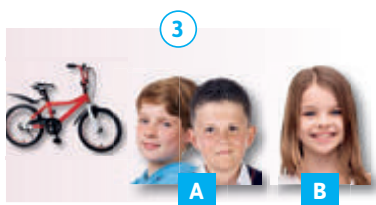
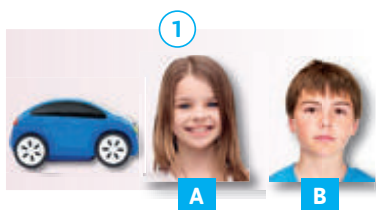
It's his.



## 3 Read activity 2 and write T for True or F for False. AT

- There are fish in the aquarium. ☒ T
- Karim can't find his camera. ☐
- The shark is in front of the ball. ☐
- The fin is Karim's hat. ☐

## 4 Listen and circle A or B. AB



## 5 Play a guessing game.

Look! That's a yellow ball. Whose ball is it?

It's hers.



47

## Activity 2 R1.1 AT R2.1 AT

- Have Ss look at the presentation and point to the words that they know as you say them (aquarium, sharks, dolphins, look, camera, find, help, fin).
- Ask Ss to say where the children are. (They're at the aquarium.)
- Ask Ss to tell you what they think is happening. (The children are at an aquarium. They are walking around, taking photos of the sea animals in the aquarium. They reach a swimming pool, where visitors can swim with the dolphins, and they notice something strange. One boy points out that it's a shark but they soon realise it's Rashid who's wearing a plastic fin on his head in order to play a joke on them. Rashid is laughing and the rest of the children are relieved.)
- Direct Ss' attention to the frames of the story and ask them to find and point out the words from the vocabulary section which they can see in the frames (Frame 1: aquarium, sharks, dolphins, Look; Frame 2: Look, shark, camera, find, help; Frame 3: dolphins, Look, dolphins; Frame 4: shark, shark, fin).
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out who can't find his camera. (Karim can't find his camera.)
- Have Ss read the dialogue again and check comprehension.
- Ask Ss some questions about the story. *What kind of sea animals are there at the aquarium?* (There are fish, sharks, dolphins and turtles.) *What are the children doing?* (They're taking photos of the shark.) *What are the people doing in Frame 3?* (They're swimming with the dolphins.) *What happens in Frame 4?* (One boy sees a shark in the swimming pool with the dolphins.)

Where's the shark? (It's behind the ball.) What happens in the end? (The children realise it is Rashid who's wearing a plastic fin and pretending he's a shark.)

## Activity 3 R2.1 AT

- Direct Ss' attention to the four sentences.
- Explain to Ss that they should read the story again and then they have to read the sentences and mark them as true or false depending on what they have read in the story.
- Go round the classroom and make sure Ss have answered correctly.
- Have Ss compare their answers in pairs, then check as a class. Make sure Ss justify their answers.



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

- Choose five Ss to read the dialogue aloud for the class.
- Divide Ss into groups of five and have them read the dialogue aloud.

## LOOK!

- Point to your bag and say, *Look at this bag. It's mine.* Write the sentences on the board.
- Point to a S's bag and say, *Look at that bag. It's yours.* Write the sentences on the board.
- Point to a S's pencil and ask the rest of the class, *That is a pencil. Whose is it?* Encourage Ss to answer, *It's (Tom's).* Write the question and answer on the board. Say, *It's his.* Write the sentence on the board.
- Direct Ss' attention to the Look! box at the top of p.47. Read the subject pronouns and the possessive pronouns aloud and have Ss repeat.
- Read the exchange aloud and have Ss repeat after you.
- Refer Ss to the presentation and ask them to underline any examples of possessive pronouns. (Frame 1: *That food is theirs!* Frame 2: *Karim, can I have yours, please? I can't find mine.*)
- Refer Ss to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, give them prompts to make their examples.

**Activity 4 L2.1**

- Draw Ss' attention to the pictures.
- Explain to Ss that they are going to listen to three different dialogues and they have to circle the correct picture according to what they hear.
- Play the recording twice.
- Have Ss check their answers in pairs first, then as a class.

**Listening transcript**

**1. Man 1:** *That's a blue car. Whose car is it?*

**Man 2:** *It's his.*

**2. Man 1:** *That's a camera. Whose camera is it?*

**Man 2:** *It's hers.*

**3. Man 1:** *That is a bike. Whose bike is it?*

**Man 2:** *It's theirs.*



**1. B    2. B    3. A**

**Activity 5**

- Explain to Ss that they are going to play a game.
- Draw Ss' attention to the picture and ask them to guess what the children are doing.
- Read the exchange aloud and have Ss repeat after you.
- Tell Ss that in pairs, SA chooses one of the pictures and describes the item in that picture to SB, by asking to whom the item belongs. SB has to guess whose it is by pointing to the correct picture and answering as in the example.
- Ss take turns asking and answering.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity. Go round the class helping them when necessary.
- Have a few pairs of Ss present the exchange to the whole class.

**Optional****PRACTICE****True or False**

- Ask Ss to close their books.
- Explain to Ss that you are going to say a series of sentences about the story and that they will have to respond with gestures.
- Ss put their hands on their heads when they hear true sentences and fold their arms in front of them when they hear false sentences.
- You may want to play an alternative version of this game and have Ss respond verbally to the true and false sentences. For example, you say, *The children are at the pet shop*, and Ss respond, *No, they aren't*.
- Play this game until you've run out of sentences.

**EXPANSION**

- Write some lines from the dialogue in activity 2 on the board, e.g. *Fish, sharks, ..., Look at that big..., I can't find..., They are... with the dolphins, This... is my hat!* and ask Ss to guess the missing words and say them aloud.

**Before leaving**

- Tell Ss that you will point to someone from the classroom and an object and they will have to make a sentence using possessive pronouns. For example, point to a S's bag and ask another S, *Whose is it?* Encourage the S to answer, *It's his/hers*.
- To help **lower-performing Ss**, you can give them options by writing two possessive pronouns on the board and having them choose one.
- Make sure all Ss have participated before they leave the classroom.

**Workbook****Activity 1 R4.1**

**1. aquarium    2. fin    3. shark    4. dolphin**

**Activity 2 R4.1**

**1. Look - C    2. camera - A    3. find - B**

**Activity 3**

**1. mine    2. hers    3. his    4. ours    5. yours    6. theirs**

**Activity 4 L2.1****Listening transcript**

**1. Woman:** *Is this Kim's cat?*

**Man:** *No, it isn't hers. Kim's cat is white. That's Lucy's cat.*

**2. Woman:** *What about the fish? Are they Kim's?*

**Man:** *Yes. They're hers.*

**3. Girl 1:** *I like this pink camera, Kim. Is it yours?*

**Girl 2:** *Oh, it's not mine. It's Lucy's. I have got a white camera.*

**4. Girl 3:** *Are these your black shoes, Kim?*

**Girl 2:** *Yes, they're mine.*



**Kim: 2, 4    Lucy: 1, 3**

## Language focus

### Objectives

- to express obligation/prohibition

### Vocabulary

**Phrases:** be quiet, throw rubbish, take photos

**Place:** museum

**Noun:** rubbish bin

### Structures

You must be quiet.

You mustn't take photos.



## Materials

- flashcards for *be quiet, throw rubbish, take photos, rubbish bin, museum*
- flashcards from the previous lesson: *look, help, find, aquarium, shark, dolphin, camera, fin*
- different notices

## Revision (Optional)

- Use flashcards from the previous lesson (*look, help, find, aquarium, shark, dolphin, camera, fin*).
- Mime the actions described by the verbs or pretend to be one of the animals and ask Ss to guess the word.
- Draw a fish with a fin on the board, point to the fin, say the word and get Ss to repeat.

## Lesson plan



### Warm-up

- Stick different notices on the board.
- Draw Ss' attention to the photos and ask them what they think the lesson will be about.

### Activity 1 R4.1 🔑

- Bring your finger to your mouth and say, *Shh! Be quiet!* Have Ss repeat the sentence followed by the gesture.
- Do the same for the rest of the phrases.
- Point to the classroom's rubbish bin, say the word and get Ss to repeat.
- Pretend to be in a museum and get Ss to guess the place.
- Alternatively, hold up each flashcard, say the corresponding word and get Ss to repeat.
- Have Ss open their books to p.48.
- Point out the words/phrases in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words/phrases again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

### Activity 2 R1.1 R2.1

- Direct Ss' attention to the pictures and ask them what they can see (two signs with rules/notices and two pictures of places).

- Ask Ss, *What do you think the statements are about?* (They're about rules people must follow in certain places.) *What can you see in the first picture?* (A classroom.) *What can you see in the second picture?* (A museum.)
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out in which place you mustn't take photos. (In the museum you mustn't take photos.)
- Explain to Ss that they have to look again and match the rules with the places in the pictures.



### A. 2 B. 1

- Ask Ss some questions about the text. *What must we do in the classroom?* (We must listen to our teacher and throw rubbish in the rubbish bin.) *What mustn't we do at the museum?* (We mustn't eat or drink, touch and take photos.) *What must we do at a museum?* (We must be quiet.)

### Activity 3 R4.1 🔑

- Draw Ss' attention to the two pictures and ask them to tell you what they depict (a classroom and a museum).
- Explain to Ss that they have to read the four rules next to the pictures and circle Yes or No, according to the rules presented in activity 2.
- Make sure Ss have completed the activity correctly.



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

- Choose two Ss to read the rules aloud for the class.
- Have a few other Ss read the rules aloud.

## LOOK!

- Draw Ss' attention to the *Look!* box at the top of p.49 and read it aloud.
- Explain to Ss that we use *must* to express something that we have to do (obligation) and *mustn't* to express something that we are advised not to do (prohibition).

- Say, *You must be quiet in the classroom.* Write the sentence on the board and have Ss repeat it.
- Refer Ss to the text and ask them to underline similar examples with the modal verb *must*. (*We must read the rules... / You must be quiet. / You mustn't eat or drink. / You mustn't touch. / You mustn't take photos. / You must listen to your teacher. / You must throw rubbish in the rubbish bin. / You mustn't talk with your friends when the teacher is talking.*)
- Refer Ss to the Grammar Reference section at the back of the SB.
- Ask Ss to give more examples, as presented in activity 2, and write them on the board.
- Alternatively, you can ask Ss to come up with their own classroom rules and write them on the board.
- This will challenge **higher-performing Ss**. To help **lower-performing Ss**, give them prompts to make their examples.

#### Activity 4 L2.1

- Draw Ss' attention to the pictures shown.
- Explain to Ss that they are going to listen to three different dialogues and they have to tick (4) the appropriate picture.
- Play the recording twice.
- Have Ss check their answers in pairs first, then as a class.

#### Listening transcript

1. **Woman 1:** *You mustn't talk to your friends when you're at the library.*
- Girl 1:** OK, Mum.
- Woman 1:** *And you mustn't run.*
- Girl 1:** Of course not. Thank you, Mum.
2. **Woman 2:** *Excuse me. You mustn't eat in the library.*
- Girl 2:** Oh, I'm sorry. Can I drink some water?
- Woman 2:** *Water? No, you can't. You mustn't drink water in the library.*
- Girl 2:** OK. Thank you.

1



be quiet



throw rubbish



take photos



rubbish bin



museum

2

Read and answer. In which place mustn't you take photos? Then, match the notices (1-2) with the places (A-B).

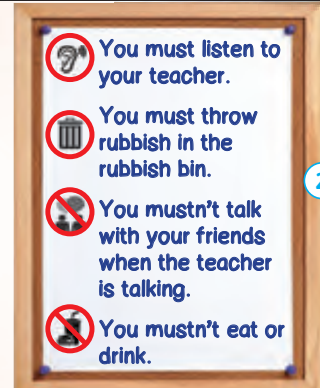
**RULES!**  
**RULES!**  
**RULES!**

There are rules in the classroom and the places we visit. We must read the rules and follow them. Here are some rules.

1



2



A



B

48

3. **Boy:** Oh, no! Look at the park. It's very dirty.

**Man:** Yes, it is. We mustn't throw rubbish in the park.

**Boy:** That's right. We must throw rubbish in the rubbish bin.



1. B 2. A 3. B

#### Activity 5 W1.4 S2.3

- Divide Ss into groups of three.
- Explain to them that each group will make their own classroom rules and then announce them to the rest of the class.
- Hand out a plain sheet of A4 paper to each group and ask Ss to divide the sheet into two columns.
- Ask Ss to write *Must* and *Mustn't* as

a title for each column.

- Explain to them that, after they decide which rules to keep, they will have to transfer them to their SB in the boxes provided.
- Go round the classroom to monitor the procedure.
- Have the groups announce their classroom rules at the front of the classroom.



open answers

You **must** be quiet.

You **mustn't** take photos.

3 Read, look and circle **Yes** or **No**.

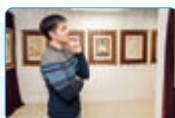


1. You **mustn't** eat. **Yes** / No

2. You **mustn't** listen to your teacher. **Yes** / No

3. You **mustn't** be quiet. **Yes** / No

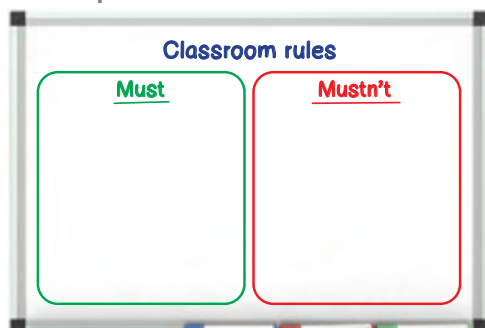
4. You **mustn't** touch. **Yes** / No



4 Listen and tick (4).



5 Work in groups of three. Make your own classroom rules. Then present them to the class.



You **mustn't** run in the classroom.



**Optional**

**PRACTICE**

**Line jumping**

- Use masking tape to make a straight line on the floor that is long enough for Ss to stand on in single file.
- Have Ss line up in single file on the line.
- Tell Ss that the side to their right is **must** and the side to their left is **mustn't**.
- Call out **must** and show Ss that they have to jump to the right. Do it with them. Ask them to jump back onto the line. Do this a couple of times with **must** and then do the same with **mustn't**.
- Explain to Ss that you are going to say some rules from the ones presented in this lesson. If they are correct, Ss should jump to the right. If they are wrong, they should jump to the left. For example, say, *You must eat and drink in the classroom*, and encourage them to jump to the left side.
- Whoever jumps to the wrong side is out of the game or just misses a turn.

**EXPANSION**

- Divide the class into groups of three.
- Ss in each group have to write one of the rules from activity 5 on a sheet of construction paper.
- Each group has to decorate the sheet with their rules as well.

- Collect all the rules and put them up on the board/wall before Ss leave.

**Before leaving**

- Have Ss form a rule from the ones they have been taught in this lesson, using **must/mustn't** orally.
- To help **lower-performing Ss**, you can write incomplete sentences on the board, e.g. *You \_\_\_\_\_ be quiet*, and have Ss complete them with **must/mustn't**.
- Ask Ss to come up with their own ideas as well. This will challenge **higher-performing Ss**.
- Make sure all Ss have formed a sentence before they leave the classroom.

**Workbook**

**Activity 1 R4.1**

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

**Activity 2 R4.1**

1. **mustn't** 2. **must** 3. **mustn't**  
4. **must** 5. **mustn't**

**Activity 3 R4.1**

- You **mustn't** swim in the lake.
- You **must** listen to your teacher.
- You **mustn't** feed the animals.
- You **must** throw rubbish in the rubbish bin.
- You **mustn't** eat or drink in the library.

**Activity 4 L2.1**

**Listening transcript**

- Woman:** You **mustn't** take photos in the museum.
- Woman:** You **mustn't** eat or drink in the classroom.
- Woman:** You **must** be quiet in the library.
- Woman:** You **must** throw rubbish in the rubbish bin.

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

**Activity 5 W1.4**

open answers



## Language focus

### Objectives

- to say the numbers from 20 to 100

### Vocabulary

**Numbers:** (20) twenty, (21) twenty-one, (22) twenty-two, (23) twenty-three, (24) twenty-four, (25) twenty-five, (26) twenty-six, (27) twenty-seven, (28) twenty-eight, (29) twenty-nine, (30) thirty, (40) forty, (50) fifty, (60) sixty, (70) seventy, (80) eighty, (90) ninety, (100) a hundred



## Materials

- flashcards for (20) twenty, (21) twenty-one, (22) twenty-two, (23) twenty-three, (24) twenty-four, (25) twenty-five, (26) twenty-six, (27) twenty-seven, (28) twenty-eight, (29) twenty-nine, (30) thirty, (40) forty, (50) fifty, (60) sixty, (70) seventy, (80) eighty, (90) ninety, (100) a hundred
- flashcards from previous lessons: *be quiet*, *throw rubbish*, *rubbish bin*, *take photos*, *museum*, *library*

## Revision (Optional)

- Use flashcards from previous lessons (*be quiet*, *throw rubbish*, *rubbish bin*, *take photos*, *museum*, *library*).
- Stick the flashcards for *library* and *museum* on the board and keep the rest of the flashcards in a pile on your desk.
- Invite each S to come to the board, take a flashcard from the pile on your desk and stick it under the correct place. Encourage Ss to make a complete sentence combining the action and the place, e.g. *You must be quiet in a museum*.

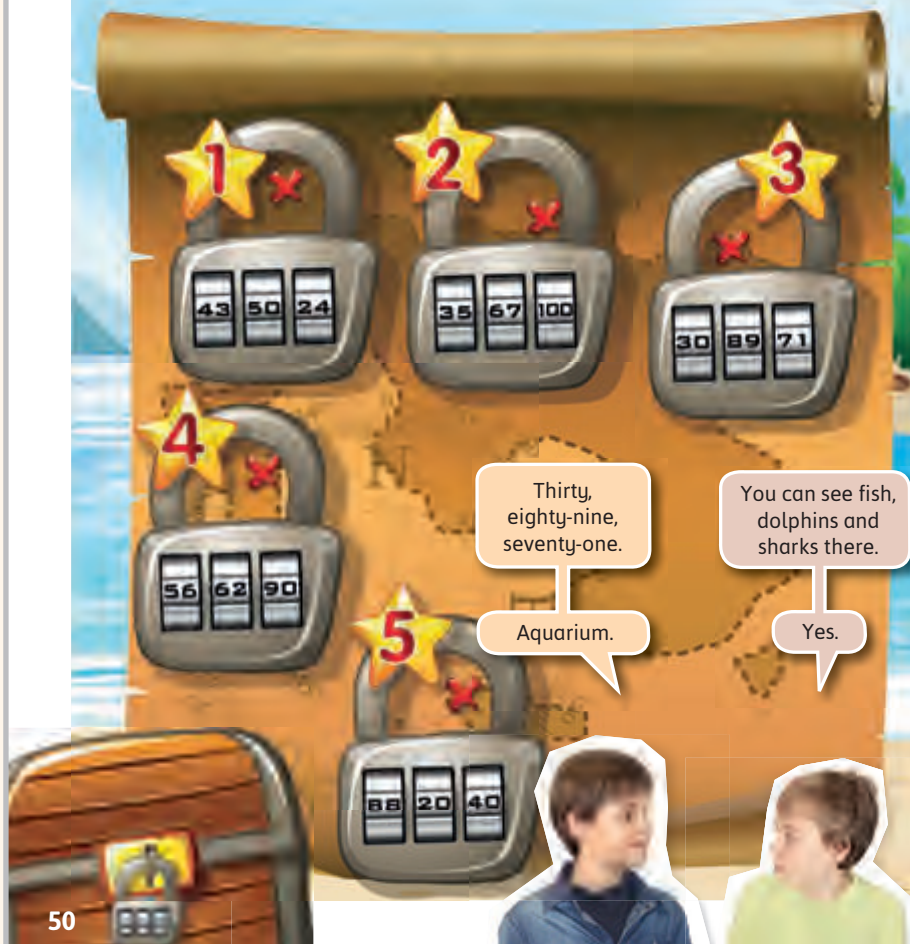
1 🔊

20 twenty  
21 twenty-one  
22 twenty-two  
23 twenty-three  
24 twenty-four  
25 twenty-five

26 twenty-six  
27 twenty-seven  
28 twenty-eight  
29 twenty-nine  
30 thirty  
40 forty

50 fifty  
60 sixty  
70 seventy  
80 eighty  
90 ninety  
100 a hundred

2 Choose a lock. Say the code and go to page 73 to read the clue. 🗝️



## Lesson plan



### Warm-up

- Draw a treasure map. Mark an (7) on the map and write the sentence *It's an animal that can talk.* (A parrot.)
- Draw Ss' attention to the map and ask Ss to try to solve the riddle.
- Ask Ss to guess what the lesson will be about based on the drawing on the board.

### Activity 1 R4.1 🔑

- Write the numbers from 20 to 30 in numerical form on the board and read them aloud.
- Explain to Ss how the in-between numbers (21-29) are formed.
- Write the numbers from 40 to 100 in tens on the board, point to them and say them aloud. Ask Ss to repeat after you a couple of times.
- Alternatively, hold up each flashcard, say the corresponding word and get Ss to repeat.
- Have Ss open their books to p.50.
- Point out the numbers 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.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

### Activity 2 R5.1

- Direct Ss' attention to the locks in the activity and ask them to tell you what they think they are used for. (They are used to unlock the treasure chests.)
- Draw Ss' attention to the two children and read the speech bubbles aloud.
- Explain to Ss that in pairs, SA has to choose a treasure chest and then say the number combination of the lock to his/her partner. SB then goes to p.73 of his/her book and reads the sentence of the treasure chest SA has chosen. SA has to guess the place the sentence SB read refers to, as in the example. Ss swap roles.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity. Go round the class helping them when necessary.
- Have a few pairs of Ss present the exchange to the whole class.



1. toy shop   2. library   3. aquarium   4. pet shop   5. museum

## Optional

### PRACTICE

#### Say if it's true

- Stick some of the flashcards of the numbers presented in this module on the board.
- Explain to Ss that when you point to a flashcard and say the number on it, they have to repeat the number, whereas when you say the wrong number for a flashcard you're pointing to, Ss will have to fold their arms and stay silent.
- For example, if you point to the flashcard for number *twenty-five* and you say *twenty-five*, Ss will have to repeat the number. But if you're pointing to the flashcard for *fifty* and say *sixty*, Ss will have to fold their arms in front of them and remain silent.

### EXPANSION

- Write a few numbers from 1 to 50 on the board and ask Ss to read them.
- Ask Ss to draw a 3x3 grid in their notebooks and write a different number from 1-50 in each box.
- Draw a sample grid on the board.

21	49	39
50	17	40
6	22	32

- Explain to Ss that you will call out numbers in random order. If Ss have the number you call out, they cross out the number.
- The first S to get all his/her numbers crossed out and shout *Bingo!* wins the game.
- Repeat the same procedure for the numbers 50-100.
- Play the game for as long as time permits, making sure Ss change the numbers in their grids each time a new round begins.

## Before leaving

- Hold up your book and point to a treasure chest in activity 2.
- Ask Ss to look at the number combination of the lock and explain that they have to say the number combination of the lock you are pointing to.
- Make sure all Ss have participated before they leave the classroom.

## Workbook

### Activity 1



twenty  
fifty-five  
sixty  
forty-seven  
ninety-four  
seventy-eight  
eighty-nine  
thirty-three

### Activity 2



1. eighty-three  
2. a hundred  
3. fifty  
4. thirty-five

## Note

- For the next lesson, bring pictures of the signs *Go straight*. *Turn right*. *Don't turn left*. *Stop*. *Cross the street here*. Or, if possible, draw them on different sheets of paper. Also bring two small boxes (one of them has to be blue and the other one green).



## Language focus

### Objectives

- to provide Ss with cross-curricular information on social studies
- to identify road signs

### Vocabulary

**Actions:** Go straight. Turn right. Don't turn left. Stop. Cross the street here.



## Materials

- flashcards for *Go straight. Turn right. Don't turn left. Stop. Cross the street here.*
- photocopies of the above flashcards and their word cards (one per S)
- flashcards from the previous lesson: (20) twenty, (21) twenty-one, (22) twenty-two, (23) twenty-three, (24) twenty-four, (25) twenty-five, (26) twenty-six, (27) twenty-seven, (28) twenty-eight, (29) twenty-nine, (30) thirty, (40) forty, (50) fifty, (60) sixty, (70) seventy, (80) eighty, (90) ninety, (100) a hundred
- a blue and a green box
- pictures (or drawings) of road signs

## Revision (Optional)

- Show some flashcards for the numbers 20 to 100 and ask Ss to say the numbers aloud.
- Make sure all Ss have participated.

## Lesson plan



### Warm-up

- Stick pictures (or drawings) of different road signs on the board.
- Draw Ss' attention to the pictures and ask them to guess what the lesson will be about.

### Activity 1 R4.1 🔑

- Pretend you are holding a whistle as if you are a police officer. Mime one of the actions and encourage Ss to guess what you are doing.
- Ask Ss to tell you whether they recognise these actions and where they would learn about them (in Social Studies).
- Hold up each flashcard, say the phrase aloud and get Ss to repeat.
- Have Ss open their books to p.51.
- Point out the phrases/word in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the phrases/word again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

### Activity 2 R1.1 R2.1

- Direct Ss' attention to the picture of the man and ask them to tell you what they think his job is. (He's a police officer.)
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what the red signs show us. (They show us what we must or mustn't do.)
- Have Ss read the text again and check comprehension.
- Ask Ss some questions about the text. *What do blue signs tell us?* (They tell us that we can or must do something.)
- Ask Ss some further questions related to the text. For example, *Do you think road signs are important? Why? Must we read and follow those signs? Why?*
- Choose a few Ss to read the text aloud.

### Activity 3 R4.1 🔑

- Direct Ss' attention to activity 3 and ask them to look at the signs A-E and read sentences 1-5.
- Explain to Ss that they will have to match the signs with the sentences.
- Point out to Ss that the first one has already been done for them.
- Go round the classroom and make sure Ss have matched the signs with the correct sentences.
- Have Ss check their answers in pairs first, then as a class.








1. D   2. B   3. C   4. A   5. E



## Project work

- Ask Ss to use the Internet to find information about different road signs from their country. Instruct them to select information that they think is interesting/important and use it to make a poster.
- Explain to Ss that their poster should have a heading. **Lower-performing Ss** can use pictures (drawings or photos), while **higher-performing Ss** can include brief sentences underneath, describing what can be seen in the pictures.

-  Go straight.
  Turn right.
  Don't turn left.
  Stop.
  Cross the street here.

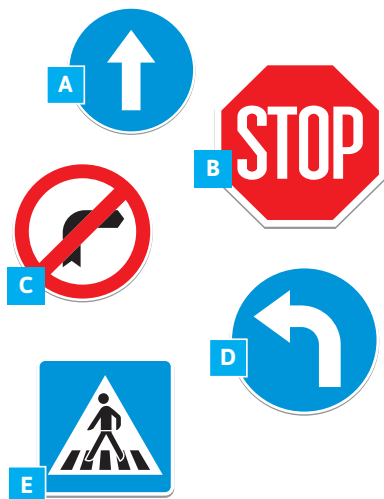
- Read and answer. What do the red signs show us?  

## What do you know about signs?



Signs are everywhere.  
You must look at the signs and read them.  
**Red** signs: You must or mustn't do something.  
**Blue** signs: You can or must do something.

- Now look at the signs (A-E) and match them with the sentences (1-5). 



- You must turn left. ☐
- You must stop here and look! ☐
- You mustn't turn right. ☐
- You mustn't turn right or left. You must go straight. ☐
- Cross the street here. ☐

### PROJECT WORK

Work in groups. Choose some signs from your country and present them to your class.

## Before leaving

- Use the pictures of the signs.
- Ask Ss to form a line and explain to them that you will show a sign to each of them before they leave. Ss will have to say which instruction the sign depicts and then leave.
- Make sure all of the Ss take part before they leave the classroom.

## Workbook

### Activity 1

- Direct Ss' attention to the pictures and explain to Ss that they are going to make their own street sign.
- Read the instructions aloud and explain them to Ss.
- Help Ss follow each step closely to make their own creations.
- Draw Ss' attention to the speech bubble and read it aloud.
- Ask Ss to present their street sign to the rest of the class, as in the example.

- Teachers should recommend safe websites.
- Ss bring their projects to class and present their posters to their classmates. Their classmates can ask questions to find out more about the specific project. The aim is to promote communication by encouraging learners to express themselves, exchange ideas with each other and present their work.
- Projects can also be done in pairs or groups so as to promote cooperation among learners by providing opportunities for learners to work together.

## A Optional

### Find your pair

- Put the photocopies of the flashcards in the blue box and the photocopies of the word cards in the green box.
- Half of the class will draw a flashcard from the blue box with the photocopied flashcards without showing it to the rest of the class.
- The other half will draw a word card from the green box.
- Explain to Ss that they have to try and find their pair.
- When the Ss have formed their pairs, have them call out the phrase.

## Note

- Preparation for the next lesson: Photocopy the story (*We're on TV!*, SB, pp.52-53), making one copy for every four Ss. Before you photocopy the story, cover the speech bubbles and the numbers in each frame. Cut out the frames. Photocopy the story again (one copy for every four Ss) and cut out the speech bubbles. Bring the copies of the story and the speech bubbles to the next lesson.



## Language focus

### Objectives

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

### Vocabulary

**Places:** shopping centre, restaurant, bookshop



## Materials

- flashcards for shopping centre, restaurant, bookshop
- flashcards from the previous lesson: Go straight. Turn right. Don't turn left. Stop. Cross the street here.

## Revision (Optional)

- Put the flashcards *Go straight. Turn right. Don't turn left. Stop. Cross the street here.* in mixed order in a pile on your desk.
- Invite Ss to come to your desk and pick a flashcard, one by one.
- Ss have to show the flashcard to the rest of the class and say what the sign shows.
- Make sure all of the Ss participate.

## Lesson plan



### Warm-up

- Ask Ss to tell you which is their favourite shopping centre and why.
- Initiate a short discussion.

### Activity 1 R4.1 🔍

- Say, *We can eat there. We can look at and buy books there. We can see pet shops and toy shops there*, and elicit Ss' answers (restaurant, bookshop, shopping centre).
- Hold up each flashcard, say the word and ask Ss to repeat.
- 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.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

## 2 Read and answer. Where's the bookshop? 🗣️ 🔊

1 🔑 🔊



shopping centre



restaurant



bookshop

Fred and Kevin are at the shopping centre.

So, where are we going?

Let me see... Let's go to the bookshop.

1

Now, where's the bookshop?

I don't know. This place is big! Look!

2

Let's go and see!

## 3 Read again and correct the sentences. 🗣️ 🔊

1. The boys are going to a restaurant.
2. The boys must turn right at the supermarket.
3. Fred's uncle is in the TV show.

## 4 What do you think happens next in the story? Discuss.

52

I can't read this. Oh, excuse me, sir. Where's the bookshop?

You must go straight and turn left at the supermarket. The bookshop is next to the restaurant.

3

Thanks!

## Activity 2 R1.1 🗣️ 🔊 R2.1 🗣️ 🔊

### Before reading

- Hold up the book and point to the story.
- Tell Ss that they will listen to and read a story with the title *We're on TV!*
- Point to the first frame and ask Ss to tell you where they think the children in the story are. (They are at a shopping centre.) Ask Ss *What are the characters' names?* (Fred and Kevin.)
- Cover the second page (p.53). Ask Ss to look at the first three frames in the story on p.52 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.52-53 and name as many things as they can. Help them by asking questions such as, *Where are the children going?* (They are going to the bookshop.) *What happens to the children?* (They appear on TV.)
- Point to each frame and invite Ss to guess what is happening. Elicit answers, but do not correct Ss at this stage.

### While reading

- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out where the bookshop is. (It's next to the restaurant.)
- Direct Ss' attention to the frames of the story and ask them to find and circle the directions in the story (Frame 3: go straight, turn left).

# WE'RE ON TV!



But it isn't open today. They're making a TV show.

I know. My cousin is in it.

Is your cousin in Kids Club?

Yes, he is.



Let's go!

Sure!



There he is! He's in front of those children. Come on!



Hi, Fred! Come here!

Look!



We're on TV!

Let's think

Why is it important to ask for directions when you're trying to find a place?

53

**Frame 3:** (pointing to the security guard) *Who is he?* (He is a security guard.) *Can he help the children?* (Yes, he can.)

**Frame 4:** *Is the bookshop open?* (No, it isn't.) *Why is it closed?* (It's closed because a TV show is being filmed there.)

**Frame 5:** *Is Fred's cousin in Kids Club?* (Yes, he is.)

**Frame 6:** (pointing to Fred's cousin) *Where is he?* (He is in front of some children.) *Can he see the two boys?* (No, he can't.)

**Frame 7:** (pointing to Fred's cousin) *What does he give the boys?* (He gives them cards with some letters on them.)

**Frame 8:** (pointing to the children) *What are they watching?* (They are watching themselves on TV.) *How do they feel?* (They feel happy.)

## EXPANSION

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

## Activity 3 R2.1

- Direct Ss' attention to the three sentences and ask them to read them aloud.
- Explain to Ss that they should read the story again and correct the sentences according to what is mentioned in the story.
- Have Ss check their answers in pairs first, then as a class.



1. The boys are going to a bookshop.
2. The boys must turn left at the supermarket.
3. Fred's cousin is in the TV show.

- Play the recording again, pausing after each line. Have Ss repeat (chorally - in groups - individually).

## Post-reading

### Let's think

- Direct Ss' attention to the box and read the question out loud.
- Ask Ss to answer the question and initiate a discussion.
- Encourage all Ss to participate in the discussion.

### Suggested answer:

It is important to ask for help when you need it. When you are trying to find a place it is important to ask for directions in order to find it.

- Then ask Ss to say them out loud.
- Ask Ss to find and identify all of the questions in the story. (Frame 1: So, where are we going? Frame 2: Now, where's the bookshop? Frame 3: Where's the bookshop? Frame 5: Is your cousin in Kids Club?)
  - Have Ss read the text again and check comprehension.
  - Talk about what happens in each frame.
 

**Frame 1:** Fred and Kevin are at the shopping centre and they are trying to find their way to the bookshop.

**Frame 2:** The children are looking at a map.

**Frame 3:** The children can't read the map and they ask a security guard for directions to the bookshop. He explains to them where it is and they thank him.

**Frame 4:** The security guard explains that the bookshop is closed because a TV show is being filmed there. Fred already knows that because his cousin is there.

**Frame 5:** They decide to enter the bookshop and see Fred's cousin.

**Frame 6:** The children find Fred's cousin in front of some children but he can't see them.

**Frame 7:** Fred's cousin sees them and gives them cards with letters on them.

**Frame 8:** The boys are at Fred's house and they are watching TV. They see themselves on TV and they feel happy.
  - Ask Ss some comprehension questions. Encourage Ss to answer.
 

**Frame 1:** (pointing to the children) *Where do the children want to go?* (They want to go to the bookshop.)

**Frame 2:** (pointing to the boys) *What are the boys looking at?* (They're looking at a map.)

## Activity 4

- Explain to Ss that they have to think of what could happen next in the story.
- Ask Ss to draw the picture that could follow the last picture from the story.
- Then, divide Ss into pairs. Have them decide upon a picture and have Ss write a dialogue accompanying their chosen picture.
- To help **lower-performing Ss**, you can write some words Ss are familiar with on the board, e.g. *restaurant, happy, play*, etc.
- Have pairs of Ss come to the front of the class and ask them to act out the new dialogue.

## Optional

### Story line

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

## Before leaving

- Divide Ss into groups of four.
- Explain to Ss that they have to pick a character of the story and act the role out.
- Have a few groups of Ss act out the story/parts of the story at the front of the classroom.

## Workbook

## Activity 1

R2.1



## Activity 2

open answers



1. shopping centre
2. can't
3. in front of
4. are

## 1 Listen and say.

/tʃ/



chimp



chair



peach

/ʃ/



sheep



fish



shirt

## 2 Listen and say. Then circle the /tʃ/ sounds and underline the /ʃ/ sounds.

## The chimp and the sheep

Look at the chimp.  
It's got peaches.  
It is on the chair,  
And peaches  
Are everywhere!

Look at the sheep.  
They've got shirts.  
They are on the chairs,  
And shirts are everywhere!



54



## PHONICS



## Language focus

## Objectives

- to practise the pronunciation of the consonant digraphs **ch /tʃ/** and **sh /ʃ/**
- to say a phonics chant/poem

## Vocabulary

chimp, peach, chair, sheep, shirt, fish

## Phonics

ch /tʃ/

sh /ʃ/



## Materials

- blown-up colour photocopies of the story, *We're on TV!*, SB, pp.52-53.
- flashcards for *chimp, peach, chair, sheep, shirt, fish*
- phonics cards of *chimp* and *sheep* (TB, pp.151-152 - one set per S)

## Revision (Optional)

- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Ask Ss if they remember the title of the story (*We're on TV!*). Ask them to tell you what else they remember about the story.
- Have Ss open their books to pp.52-53. Play the recording and have Ss follow along in their books.
- Play the recording again and encourage Ss to **shadow read** (read along with the recording).
- Have some Ss read the story aloud for the whole class.
- Have Ss close their books and try to retell the story from memory.

## Lesson plan



### Warm-up

- Write *ch* and *sh* on the board. Under each sound, stick the flashcards with the objects that begin with or end in that sound.
- Point to *ch* and say /tʃ/ a couple of times, encouraging Ss to repeat after you. Then point to each of the corresponding objects (*chimp*, *peach*, *chair*), say them aloud and have Ss repeat after you.
- Follow the same procedure with *sh*, /ʃ/.

### Activity 1

- Play the recording and have Ss listen and point the first time.
- Play the recording again and have Ss listen, point and repeat.

### Listening transcript

Woman:

/tʃ/ /tʃ/ *chimp*, *chair*, *peach*

/ʃ/ /ʃ/ *sheep*, *fish*, *shirt*

- Encourage Ss to tell you more words with the sounds presented in this lesson.

### Activity 2 R3.5



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

- Direct Ss' attention to the picture and ask Ss to name as many items as they can.

- Play the chant/poem *The chimp and the sheep* and have Ss listen and follow along in their books. Explain to Ss that they have to circle the /tʃ/ sounds and underline the /ʃ/ sounds in the chant/poem.
- Play the recording again, pausing after each line for Ss to circle and underline the sounds.
- Then play the chant/poem once more and encourage Ss to say it along with the recording.



/tʃ/ **chimp**, **peaches**, **chair**,  
**peaches**, **chairs**  
/ʃ/ **sheep**, **shirts**, **shirts**



### TPR Activity

- Ask Ss to take out the *chimp* and *sheep* phonics cards.
- Explain to Ss that you will play the phonics chant/poem and that each time they hear a word with the *ch* (*chimp*, *peaches*, *chair*) or *sh* (*sheep*, *shirts*) sound, they have to raise the *chimp* or *sheep* phonics card while they say the chant/poem along with the recording. Play the chant/poem once and demonstrate what Ss should do while saying it.
- Play the chant/poem again and have Ss say it along with the recording while raising their phonics cards as you instructed.

## Optional 2

### Whispers

- Stick the flashcards for *chimp*, *peach*, *chair*, *sheep*, *shirt*, *fish* on the board.
- Divide Ss into two teams. The teams stand in lines with their backs turned to you and the board, except for the first player on each team, who should be facing you and the board.
- Give the first S in each line the phonics cards of *chimp* and *sheep*. Make sure that the side with the picture faces down and the side with the word faces up.
- When everybody is ready, point to a flashcard, e.g. *peach*. The players facing you should show you the correct phonics card (*chimp*). Then they should whisper the word down the line. The last player on each team should touch the correct flashcard on the board and say the word (*peach*). If he/she does this correctly, the team gets a point.
- The last player then goes to the front of the line and faces you. Start again.
- Repeat until all players have come to the front of the line. The team with the most points wins.



## Workbook

### Activity 1 L2.7



### Listening transcript

Man: 1. *peach* 2. *sheep*  
3. *shopping centre* 4. *chair*  
5. *chimp*



1. *ch* 2. *sh* 3. *sh* 4. *ch* 5. *ch*

### Activity 2 R3.3



1. *shoe* 2. *watch* 3. *child*  
4. *brush* 5. *shirt*

### Activity 3 R3.4



/ʃ/ *shoes*, *shoulder*, *shark*  
/tʃ/ *chicken*, *touch*, *lunch*



## Optional 1

### What's that sound?

- Divide Ss into two teams.
- Invite a S from each team to come to the board. Give each S a marker.
- Call out a word with either the *ch* (/tʃ/) or *sh* (/ʃ/) sound, e.g. *chimp* or *sheep*, and have the two Ss write the corresponding word on the board, e.g. *sheep* or *fish*.
- The S that does this the fastest earns a point for his/her team.
- Repeat this with the rest of the Ss.
- The team with the most points wins.



## Language focus

## Objectives

- to express obligation/prohibition



## Materials

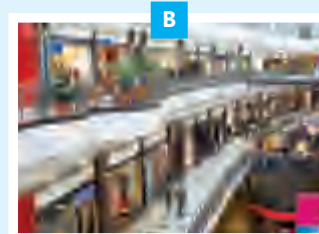
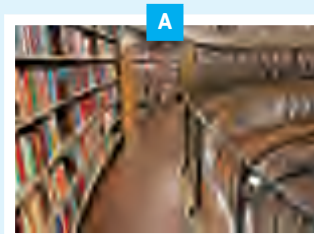
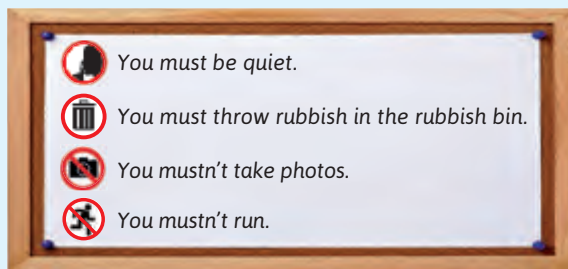
- flashcards for *library*, *museum* and *shopping centre*
- phonics cards of *chimp* and *sheep* (TB, pp.151-152)
- a photo of a museum

## Revision (Optional)

- Play the chant/poem *The chimp and the sheep* in the SB on page 54 and have Ss chant/say the poem and do the TPR activity (TB, page 103).

- 1 Look at the notice and read. Where can you see a notice like this? Circle the correct answer and complete the title.

At the \_\_\_\_\_



- 2 Read activity 1 and answer the questions.

1. Where do you see this notice?

\_\_\_\_\_

2. What must you do there?

\_\_\_\_\_

3. What mustn't you do there?

\_\_\_\_\_

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## Lesson plan



## Warm-up

- Stick the photo of a museum on the board using some adhesive putty.
- Ask Ss what they think they must or mustn't do when visiting a museum. Encourage them to use the structure *must/mustn't*.
- Have Ss come up with a few more places and say what they must or mustn't do when visiting them.

## Activity 1 R2.1

- Draw Ss' attention to activity 1.
- Ask Ss to name the two places shown in the photos. (a library and a shopping centre)
- Explain to Ss that they have to read the rules and guess in which of the two pictures shown could they find the sign. Then, Ss have to circle the correct picture and complete the title.
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find the place in which they could see such rules.
- Have Ss check their answers in pairs first, then as a class.



At the library, Picture A

- Have some Ss read the rules aloud for the whole class.

### Activity 2 R2.1

- Draw Ss' attention to activity 2.
- Explain to Ss that they have to look at activity 1 again and answer the questions in activity 2.
- Have Ss check their answers in pairs first, then as a class.



1. At the library.
2. You must be quiet.  
You must throw rubbish in the rubbish bin.
3. You mustn't take photos.  
You mustn't run.



### Workbook

#### Activity 1



1. You must be quiet.
2. You mustn't eat.
3. You mustn't drink.
4. You must listen to your teacher.
5. You mustn't run.

#### Activity 2 W1.4



open answers



### Optional

#### Memory rules

- Divide Ss into groups of four.
- Hand out a sheet of A4 paper to each group of Ss. Stick the flashcards for *library*, *museum* and *shopping centre* on the board using some adhesive putty.
- Explain to Ss that you are going to name one of the places depicted on the flashcards and the groups of Ss have to write down two things one must/mustn't do there according to what they were presented with in the lesson.
- The group to provide correct answers first gets a point.
- To challenge **higher-performing Ss**, you can invite them to come up with more examples of what one must/mustn't do in other places as well.



### Before leaving

- Have Ss form a line.
- Explain to Ss that they have to say a sentence from the text they were presented with in this lesson.
- Make sure all of the Ss participate before they leave the classroom.



## Language focus

## Objectives

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



## Materials

- flashcards and word cards for people, library, bank, pet shop, toy shop, look, help, find, aquarium, shark, dolphin, camera, fin, be quiet, throw rubbish, rubbish bin, take photos, museum, (20) twenty, (21) twenty-one, (22) twenty-two, (23) twenty-three, (24) twenty-four, (25) twenty-five, (26) twenty-six, (27) twenty-seven, (28) twenty-eight, (29) twenty-nine, (30) thirty, (40) forty, (50) fifty, (60) sixty, (70) seventy, (80) eighty, (90) ninety, (100) a hundred, Go straight. Turn right. Don't turn left. Stop. Cross the street here. shopping centre, restaurant, bookshop

## Revision (Optional)

- Write on the board the title Classroom rules and below that draw two columns with the words *must* and *mustn't*.
- Explain to Ss that they are going to come up with classroom rules using the structures *You must/ mustn't*.
- Have a few Ss come to the board and write down the rules the whole class comes up with.
- In the end, you can ask one S to copy them onto a piece of A4 paper in order to stick it on a wall.

## 1 Look and write the places. 🗺️

pet shop bank library  
aquarium toy shop

- pet shop
- 
- 
- 
- 



## 2 Look and write. his mine yours hers



There is a book on the desk. Is it yours?



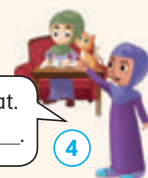
Are these Tim's shoes?



Yes! They are \_\_\_\_\_.

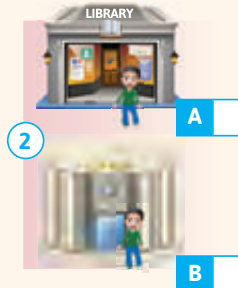


I have got two fish. They are \_\_\_\_\_.



She has got a cat. It's \_\_\_\_\_.

## 3 Listen and tick (4) A or B. 🎧

A ☐A ☐A ☐

1

2

3

B ☐B ☐B ☐

56

## 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 should 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 should try to remember what order the flashcards were originally in.
- Make sure you use different flashcards each time.

## Activity 1 R4.1 🔑

- Have Ss open their books to p.56.
- Explain to Ss that they have to look at the map and write the name of each place.



1. pet shop 2. aquarium  
3. toy shop 4. bank 5. library

### Activity 2

- Direct Ss' attention to sentences 1-4.
- Explain to Ss that they have to read the sentences and complete them with the appropriate possessive pronoun.



1. yours
2. his
3. mine
4. hers

### Activity 3 L2.1

- Explain to Ss that they are going to listen to three dialogues, each one describing the location of a child or an animal in relation to different places in a town. Ss will have to listen carefully and tick the correct picture (A or B) for all three dialogues according to the description they hear.
- Play the recording twice and have Ss tick the appropriate pictures.

#### Listening transcript

1. **Woman 1:** *Where's Emily? Is she between the museum and the park?*

**Woman 2:** *No, she isn't.*

**Woman 1:** *Is she between the museum and the toy shop?*

**Woman 2:** *Yes, she is.*

2. **Man 1:** *Where's Ron? Is he in front of the bank?*

**Man 2:** *No, he isn't.*

**Man 1:** *Is he in front of the library?*

**Man 2:** *Yes, he is. He's in front of the library.*

3. **Woman 1:** *Can you see my cat?*

**Woman 2:** *No, I can't. Where is it? Is it in the tree?*

**Woman 1:** *No, it isn't.*

**Woman 2:** *Where is it then?*

**Woman 1:** *It's behind the tree. Look at it!*



1. B
2. A
3. B

### A Optional

#### Matching pictures

- Divide Ss into groups of four.
- Give each group a set of flashcards and a set of word cards with the vocabulary presented in the previous lessons and tell them to shuffle them and place them face down on a desk in two piles.
- Ss take turns picking a card from each pile. The Ss have to say the items depicted on the flashcards and the word cards. If the pictures match the words, they keep both cards. Ask **higher-performing Ss** to make a sentence with the word depicted on the flashcard and written on the word card.
- If the pictures don't match the words, Ss should try again.
- The S who has the most flashcards wins.



### Before leaving

- Play the song/poem *This is my town!* on p.45 of the SB and invite Ss to say the song/poem along with the recording.



### Workbook

#### Activity 1 R4.1



1. Look - B
2. help - D
3. find - A
4. library - C

#### Activity 2 R4.1



1. mustn't throw rubbish
2. mustn't eat or drink
3. must be quiet
4. mustn't take photos

#### Activity 3 R4.1



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

#### Activity 4 R4.1



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

#### Now I can

- Ask Ss to look at the pictures and tick the stars according to what they can or can't say. Then ask them to name the items aloud.
- Use the self-evaluation sheets for your Ss to check their performance.

#### Activities 1, 2 & 3

- Hold up the WB, point to the pictures and encourage Ss to say the words/actions aloud.
- Have Ss tick the stars as they say each word/action.

#### Activity 4

- Direct Ss' attention to the pictures and ask them to guess what each picture depicts. Elicit Ss' answers. Then read the sentences/exchanges aloud and have Ss repeat after you and tick the stars.

#### Smart moves! (Analyse)

(Go to p.155, TB)



### Note

- Bring photocopies of the map (activity 4, p.58, SB) with a starting point labeled on it (one map per S) and photos of famous places around the world to the next lesson.

# TOP TIME! 2

## Modules 3-4

### Language focus

#### Objectives

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

#### Vocabulary

**Noun:** mosque

### Materials

- flashcards for *mosque*
- photocopies of the map (activity 4, p.58, SB) (one per S)
- photos of famous places around the world

### Lesson plan



#### Warm-up

- Stick on the board photos of famous places around the world.
- Point to each one and ask Ss if they know in which country each place is.
- Initiate a short discussion by asking Ss which place they would like to visit and why.

#### Activity 1 R4.1

- Hold up the flashcard for *mosque*, say the word and encourage Ss to repeat.
- Have Ss open their books to p.57.
- Point out the word in the vocabulary section. Play the recording a few times and have Ss point to the corresponding picture and repeat.
- Have Ss form a sentence with the vocabulary item presented in this lesson.

#### Activity 2 R1.1 R2.1

- Have Ss look at the pictures and ask them what they can see. (Two boys from different countries with their fathers.)
- Draw Ss' attention to the two flags and ask Ss if they recognise the countries (Qatar and Oman).
- Draw Ss' attention to the rubric. Read the title of the text and ask Ss what they think the text is about. (It's about places in different countries.)
- Play the recording and encourage Ss

1



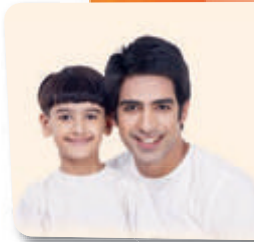
mosque

2 Read and answer. Who is drinking lemonade?

## Places



It's six o'clock on Monday in Doha, Qatar. Salim and his father are at the Mall of Qatar in Al-Rayyan. They're looking round the shops. Salim is looking for new shoes for school. Salim's favourite place in the shopping centre is Kidzmondo. You can play and have great fun there! Salim's uncle and cousin are at the Mall of Qatar too! They are at a restaurant. They're drinking some lemonade.



It's seven o'clock on Monday in Muscat, Oman. Jassim is at the Muscat Grand Mall with his father. They're on the train ride. They're looking at the shops and the people. Jassim's favourite place in the shopping centre is the Climbing Wall. You can climb a big wall there. It is great fun! Jassim's uncle and cousin are at the shopping centre too! They're eating ice cream.



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

- Salim is looking for jeans.
- Salim's favourite place in the shopping centre is Kidzmondo.
- Salim's uncle and cousin are at a restaurant.
- It's six o'clock on Monday in Muscat, Oman.
- Jassim is at the Muscat Grand Mall in Muscat, Oman.
- Jassim's favourite place in the shopping centre is the Climbing Wall.

☐  
☐  
☐  
☐  
☐  
☐

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to **shadow read** (read along with the recording) in order to find out who is drinking lemonade (Salim's uncle and cousin).

- Have Ss read the text again and check comprehension.
- Ask Ss some questions about the text. *What's the time in Doha, Qatar?* (It's six o'clock.) *Where are Salim and his father?* (They are at the Mall of Qatar in Al-Rayyan.) *What is Salim doing?* (He's looking for new shoes.) *What's his favourite place in the shopping centre?* (Kidzmondo is his favourite place.) *What can you do there?* (You can play and have great fun.) *Where's Salim's uncle and cousin?* (They are at the Mall of Qatar too. They are at a restaurant.) *What's the time in Muscat, Oman?* (It's seven o'clock.) *Where's Jassim and his father?* (They're at the Muscat Grand Mall.) *What are they doing?* (They're on the train

ride. They're looking at the shops and the people.) *What's Jassim's favourite place in the shopping centre?* (The Climbing Wall.) *What can you do there?* (You can climb a big wall.) *What are Jassim's uncle and cousin doing?* (They're eating ice cream).

#### Activity 3 R2.1

- Direct Ss' attention to the sentences in activity 3 and ask them to read them.
- Explain to Ss that they will have to read the text again and write T for True or F for False accordingly.
- Have Ss check their answers in pairs, then check as a class.



1. F 2. T 3. T 4. F 5. T 6. T

- Choose a few Ss to read the text aloud for the class.

A map of a city grid. The streets are Stone Street, Harry Street, Potter Street, Chamber Street, and Griffin Street. The buildings are labeled: BANK, LIBRARY, MOSQUE, MUSEUM, PARK, AQUARIUM, PET SHOP, and TOY SHOP. A yellow star is located at the bottom left corner.

1. bank
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

shoulders jeans dress doll ankle robot T-shirt  
computer game feet skirt head kite

Toys	Body	Clothes

- Direct Ss' attention to the picture in activity 5.
- Explain to Ss that they have to unscramble the mixed letters and find the places. Direct Ss' attention to the example and instruct Ss to work clockwise.
- Have Ss check their answers in pairs first, then as a class.

1. bank	2. library	3. mosque
4. toy shop	5. bookshop	6. pet shop

- Direct Ss' attention to activity 6.
- Explain to Ss that they have to write the words from the box in the correct column.

<b>Toys</b>	<b>Body</b>	<b>Clothes</b>
doll	shoulders	jeans
robot	ankle	dress
computer game	feet	T-shirt
kite	head	skirt

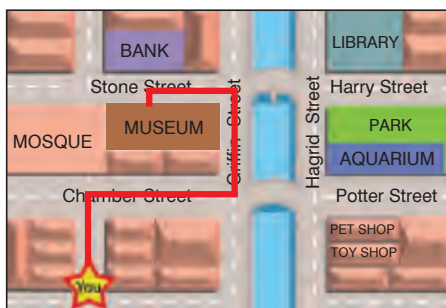
## Guide me through town

- Tell Ss that they're going to play a game using the map in activity 4.
- Divide Ss into pairs.
- Explain to Ss that SA should choose a destination without revealing it to their partner.
- Then he/she should give directions to his/her partner so that he/she can reach the destination.
- Ss swap roles.

- Draw Ss' attention to the map in the activity.
- Explain to Ss that they are going to listen to the directions and they have to trace the route on the map in order to find out where they are.
- Play the recording twice.

**Man:** Go straight. Turn right on Chamber Street. Go straight. Then, don't turn right, turn left on Griffin Street. Go straight. Turn left on Stone Street. It's next to the mosque. You can take photos in this place, but you must be quiet. Where are you?

- ## At the museum.



- Explain to Ss that you are going to say some sentences about the two boys in activity 2, e.g. *He's at the Mall of Qatar.* They have to say the correct name, e.g. *Salim.*
- Use sentences like *His uncle and cousin are at the restaurant. He's looking for new shoes.* etc.

- Do Top skills 3-4 (WB, pp.78-79, TB, pp.158-159)



# Day by day

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

## **Song**

- understand a known word or phrase by making use of pictures on the page (R4.1)
- predict the gist of short texts by using visuals accompanying the texts (L3.1)
- follow and identify the main idea of short texts (L1.1)
- follow and identify details in short texts (L2.1)
- participate actively in simple word level reading games (R5.1)
- communicate or find out basic personal information (S1.1)

## **Top Stars**

- understand a known word or phrase by making use of pictures on the page (R4.1)
- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- follow and identify details in short texts (L2.1)
- communicate or find out basic personal information (S1.1)

## **Our world**

- understand a known word or phrase by making use of pictures on the page (R4.1)
- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- follow and identify the details in short texts (L2.1)
- participate actively in simple word level reading games (R5.1) WB

## **Let's play**

- understand a known word or phrase by making use of pictures on the page (R4.1)

## **CLIL**

- understand a known word or phrase by making use of pictures on the page (R4.1)
- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)

### Story

- understand a known word or phrase by making use of pictures on the page (R4.1)
- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)

### Phonics

- identify and remember a wide range of sounds and their accompanying letter patterns (R3.5)
- recognise and say the beginning, middle, and final letter sounds in a word (L2.7) WB
- recognise and sound out beginning, middle and final letter sounds in a word (R3.3) WB
- spell familiar, high-frequency words accurately by segmenting them (W2.2) WB
- blend sounds to read a wide range of high-frequency words (R3.4) WB

### Project

- understand and respond to details in a short sequence of simple sentences (R2.1)
- communicate basic personal information using short, simple statements and questions (W1.1) WB

### Round-up

- understand a known word or phrase by making use of pictures on the page (R4.1)
- participate actively in simple word level reading games (R5.1)
- follow and identify the details in short texts (L2.1)
- communicate basic personal information using short, simple statements and questions (W1.1) WB

### Cursive writing

- use recognisable cursive writing in written work (W3.1) WB

### Revision 1-5

- understand a known word or phrase by making use of pictures on the page (R4.1) WB
- understand and respond to details in a short sequence of simple sentences (R2.1) WB

**Language focus****Objectives**

- to say a song/poem
- to introduce everyday activities
- to talk about habitual actions
- to introduce adverbs of frequency (always, sometimes, never)

**Vocabulary**

**Everyday activities:** go shopping, go cycling, do karate, play cricket, pray

**Structures**

I always go shopping on Mondays.  
He/She sometimes goes shopping.  
We/You/They never go to school at the weekend.

**Materials**

- flashcards for *go shopping, go cycling, do karate, play cricket, pray*

**Lesson plan****Warm-up**

- Write the days of the week on the board. Under each day, write an activity Ss are familiar with.
- Direct Ss' attention to the board and ask them to tell you what they can see. (A weekly schedule.)
- Ask Ss to guess what the lesson will be about based on what they see on the board.
- Initiate a short discussion about Ss' weekly schedules.

**Activity 1 R4.1**

- Mime playing cricket, say the activity and get Ss to repeat.
- Repeat with the rest of the activities.
- Alternatively, hold up each flashcard, say the phrase and get Ss to repeat.
- Have Ss open their books to p.59.
- Point out the activities in the vocabulary section. Play the recording a few times.
- Say the phrases / verb again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

**Activity 2 L3.1** **L1.1** **L2.1**

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

- Direct Ss' attention to the days of the week. Read them aloud and have Ss repeat.
- Draw Ss' attention to the title and ask Ss to guess what the song/poem will be about. (A S's weekly schedule.)
- Explain to Ss that they are going to listen to a song/poem.
- Point out that they have to listen to the recording and point to the correct day as they hear them mentioned.
- Play the recording again and ask Ss to listen in order to find out what the boy does at the weekend. (He goes cycling and does his homework.)
- Check Ss' comprehension.
- Play the song/poem again and encourage Ss to say the song/poem along with the recording.

**LOOK!**

- Draw Ss' attention to the Look! box on p.59 and read it aloud.
- Explain to Ss that we use the Present Simple for habitual actions. Say, *I go to school every day*, and have Ss repeat after you. Write the sentence on the board and invite Ss to tell you what they do every day.
- Point out that we add an -s to the verb in the third person singular (he/she/it). Say, *I play cricket - He plays cricket*, and have Ss repeat after you. Write the example on the board and invite Ss to find other verbs from the vocabulary presented in the lesson to form the third person singular.
- Draw their attention to the verb *do* and explain that the verbs ending in -s, -sh, -ch, -x and -o take an -es in the third person singular. Say, *I do karate - He does karate*, and have Ss repeat after you. Write the example on the board and three more verbs (for example, *watch, go, cross*). Invite Ss to form the third person singular (*watches, goes, crosses*).
- Draw Ss' attention to the words *always, sometimes, never* and point out that we use the Present Simple with them to show how frequently or regularly we do something. Say, *I always brush my teeth in the morning*, and have Ss repeat. Invite Ss to come up with examples of their own using *always, sometimes* or *never*. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, give them prompts to make their examples.
- Point out that we use the preposition *on* with the days of the week (e.g. *on Sunday, on Monday*) and when we want to refer to the weekend (*at the weekend*).
- Tell Ss to refer to the Grammar Reference section at the back of the SB.

**Language box**

We use adverbs of frequency to show how often or how regularly we do something. The adverbs of frequency always come before the main verb except when the verb 'to be' is the main verb in the sentence.

**Activity 3 S1.1**

- Direct Ss' attention to the boy in the picture and ask them to guess what's happening. (The boy is talking about his weekend schedule.)
- Divide Ss into groups of three. Ask each group to look at activity 3, write their names and fill in the table for each one of them. Draw Ss' attention to the example and read it aloud.
- Point out to Ss that they should write the activity they do under the appropriate column according to the frequency with which they do it. Point to the *always* column in your book and say, *At the weekend, I always go cycling. I sometimes go shopping. I never do karate*. Have Ss repeat after you.
- If necessary, draw the following table with the activities on the board and explain to Ss that they can use one of these activities to fill in their tables. This will build **lower-performing Ss'** confidence.

# Day by day

## SONG

1



go shopping



go cycling



do karate



play cricket



pray

2 Listen and say.

## Every day

1 I **pray** every day  
On Sundays, Mondays, Tuesdays, Wednesdays,  
Thursdays, Fridays and Saturdays too.  
I always **play cricket** too. It is cool!  
What about you? What about you?

2 On Sundays and Mondays, my best friend **does karate**.  
He sometimes **does karate** on Thursdays too.  
He likes **karate**. It is cool!  
What about you? What about you?

3 At the weekend, we never go to school.  
We **go cycling** together and **do our homework** too.  
We like weekends. They are cool!  
What about you? What about you?

**LOOK!** pp. 86-87

I **always** go shopping on Mondays.  
He/She **sometimes** goes shopping.  
We/You/They **never** go to school  
at the weekend.

### Weekdays

SUNDAY  
MONDAY  
TUESDAY  
WEDNESDAY  
THURSDAY  
FRIDAY  
SATURDAY

### Weekend



3 Talk in groups of three. Then report your answers to the class.

At the weekend, I always do my homework.  
I sometimes go cycling. I never do karate.

### WEEKEND

Name	always	sometimes	never
Bill	do my homework	go cycling	do karate
1.			
2.			
3.			

4 Look at activity 2 again and rewrite the sentences by changing the words in blue with activities you like.

59

pray do karate play football  
do my homework clean my room  
go shopping play cricket  
watch TV go cycling  
play basketball  
play computer games draw  
paint study

- Go round the classroom to monitor the procedure.
- Have the Ss of each group present their answers to the class one by one.

### Activity 4 R5.1

- Tell Ss that they will have to read the song/poem again and change the words in blue with activities they like.
- Have Ss read their songs/poems aloud.

open answers

## Optional

### PRACTICE

He never has breakfast

- Draw a table, like the one further along, on the board and ask Ss to copy it on a piece of paper.
- Ask Ss to tick the appropriate boxes about themselves.
- Ss work in groups of four.
- Ss put their tables in the middle of a desk. One S thinks of another S in the group and says sentences about him/her according to his/her table, without revealing who that person is to the rest of the group, e.g. *He never has breakfast.*

- The other Ss in the group try to guess who this person is.
- Ss take turns.

	always	sometimes	never
have breakfast			
do karate after school			
play football at the weekend			
watch TV on Sundays			

### EXPANSION

- Hand out a photocopy of a flashcard to each S. Write an activity on the board, e.g. *go shopping*. The Ss who have the corresponding flashcard should hold it up and say the activity aloud. Repeat with the rest of the activities.

## Before leaving

- Have Ss form a sentence using *always, sometimes, never*. Say, *I always do karate on Thursdays*, and have Ss repeat after you.
- Make sure all Ss have formed a sentence before they leave the classroom.

## Workbook

### Activity 1 R4.1

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

### Activity 2 R5.1

1. **never does, always plays, sometimes goes**  
2. **always does, sometimes plays, never goes**  
3. **always does, never plays, sometimes goes**

## Note

- Bring a bag and a few strips of paper to the next lesson.



## Language focus

### Objectives

- to introduce everyday activities
- to ask and answer about habitual actions

### Vocabulary

**Everyday activities:** get up early, drive a car, have a lesson, take the bus, walk to school

### Structures

Do you always get up early?

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

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

Does he/she walk to school?

Yes, he/she does. /

No, he/she doesn't.

Do they drive a car?

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



## Materials

- flashcards for *get up early, drive a car, have a lesson, take the bus, walk to school*
- flashcards from the previous lesson: *go shopping, go cycling, do karate, play cricket, pray*
- a bag and a few strips of paper

## Revision (Optional)

- Stick the following flashcards on the board (go shopping, go cycling, do karate, play cricket, pray) and tell Ss to memorise which flashcards are on the board. Then instruct Ss to close their eyes while you hide one of the flashcards. Ss have to tell you which flashcard is missing.
- Alternatively, Ss can memorise the flashcards in a particular order. Then change the order while Ss have their eyes closed. Ss should try to remember the order the flashcards were originally in.



get up early



drive a car



have a lesson



take the bus



walk to school

1

2 Read and answer. Does Karim take the bus to school?



60

## Lesson plan



### Warm-up

- Draw Ss' attention to the pictures of the lesson.
- Ask them to guess what the lesson will be about.

### Activity 1 R4.1

- Stick the flashcards on the board. Point to each flashcard, say the activity aloud and mime it.
- Ask Ss to repeat the phrases.
- Have Ss open their books to p.60.
- Point out the phrases in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the phrases again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

### Activity 2 R1.1 R2.1

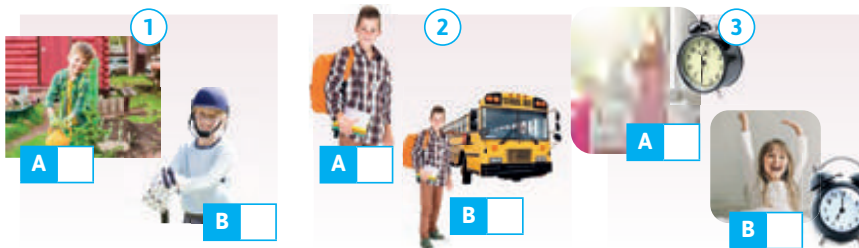
- Have Ss look at the presentation and point to the phrases from the vocabulary section as you say them (Frame 3: take the bus, walk to school; Frame 4: get up early, gets up early).

**Look!** pp. 86-87

- Do you always **get up** early? → Yes, **I do.** / No, **I don't.**  
 Does he/she **walk** to school? → Yes, **he/she does.** / No, **he/she doesn't.**  
 Do they **drive** a car? → Yes, **they do.** / No, **they don't.**

**3 Read the text again and answer the following questions.**

- Does Karim always brush his teeth? Yes, he does.
- Does Karim always walk to school? \_\_\_\_\_
- Does Karim sometimes ride his bike to school? \_\_\_\_\_
- Does Karim get up early at the weekend? \_\_\_\_\_

**4 Listen and tick (4).****5 Tick (4) the things you do every day or at the weekend. Then ask and answer.**

	You		Your friend			You		Your friend	
	Yes	No	Yes	No		Yes	No	Yes	No
<b>EVERY DAY</b>	get up early	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	pray	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	pray	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	go cycling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	have breakfast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	go shopping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	take the bus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	play cricket	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	go to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	do my homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>WEEKEND</b>									

Do you get up early every day?

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

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- Ask Ss to tell you what they think is happening. (Rashid is doing a quiz. He asks Karim questions about his daily schedule and Karim answers but he seems unsure. Tab helps him to remember by showing Karim going about his daily activities.)
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out if Karim takes the bus to school. (Karim doesn't take the bus to school.)
- Have Ss read the dialogue again and check comprehension.
- Ask Ss some questions about the story. *What is Rashid doing?* (He is doing a quiz.) *Does Karim brush his teeth?* (Yes, he does.) *Does Karim always walk to school?* (No, he doesn't. He sometimes rides his bike.) *Does Karim get up early at the weekend?* (No, he doesn't.)

**Activity 3 R2.1**

- Direct Ss' attention to the four questions.
- Explain to Ss that they have to read the story again and then read the questions and answer them accordingly.
- Go round the classroom and make sure Ss have answered correctly.



1. Yes, he does. 2. No, he doesn't. 3. Yes, he does. 4. No, he doesn't.

- Choose three Ss to read the dialogue aloud for the class.
- Divide Ss into groups of three and have them read the dialogue aloud.

**Look!**

- Draw Ss' attention to the Look! box at the top of p.61 and read it aloud.

- Explain to Ss that when we want to ask a question or give a short answer using the Present Simple, we use the auxiliary verb *do/does - don't/doesn't*. Point out to Ss that this verb is placed at the beginning of the sentence in questions.

- Also, point out that in the third person singular we do not write the main verb with the ending *-s/-es* because we use *does/doesn't*.

- Explain to Ss that the ending *-s/-es* has been transferred there.

- Ask a S, *Do you play cricket?* and encourage him/her to answer, *Yes, I do. / No, I don't*. Write the exchange on the board and have Ss repeat.

- Refer Ss to the presentation and ask them to underline similar examples of the *Present Simple*. (Frame 2: *So, do you brush your teeth, Karim?* Yes, *I do.* Frame 3: *Do you take the bus to school, Karim?* No, *I don't.* Frame 4: *Do you get up early at the weekend, Karim?* No, *he doesn't.*)

- Refer Ss to the Grammar Reference section at the back of the SB.

- Ask Ss to form questions using the phrases from the vocabulary presented in the lesson using *Do/Does* alternately. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, give them prompts to make their examples.

**Activity 4 L2.1**

- Direct Ss' attention to the pictures.
- Explain to Ss that they are going to listen to three dialogues and they have to tick (4) the appropriate picture.
- Play the recording twice.
- Go round the classroom and make sure Ss have answered correctly.

**Listening transcript**

**1. Man 1:** *Do you water the flowers on Saturdays, Tom?*

**Boy 1:** *No, I don't. I play cricket on Saturdays.*

**2. Man 2:** *Do you always walk to school, Mike?*

**Boy 2:** *Yes, I do. I always walk to school. I never take the bus.*

**3. Woman:** *Does your sister get up early on Fridays?*

**Girl:** *Yes, she does. She gets up at seven o'clock!*



1. B 2. A 3. B

**Activity 5 S1.1**

- Draw Ss' attention to the tables and read the phrases/verbs aloud.
- Explain to Ss that they have to tick the things they do every day or at the weekend.
- Ask **higher-performing Ss** to make use of their own ideas as well.
- Explain to Ss that in pairs, SA asks SB questions, as in the example, and ticks the appropriate boxes in his/her tables.
- Invite a S to come to the front of the class and act out the exchange with him/her as an example. Say, *Do you get up early every day?* Encourage the S to answer, *Yes, I do. / No, I don't.*
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity. Go round the class helping them when necessary.
- Have a few pairs of Ss present the exchange to the whole class.
- Make sure Ss take turns asking and answering.

**Optional****PRACTICE****Do you walk to school?**

- Write a different activity on each strip of paper, e.g. *walk to school.*
- Put the strips of paper in a bag.

- Draw a strip of paper from the bag. Ask different Ss, e.g. *Do you walk to school?* until you find one that says, *Yes, I do.* Write the question on the board. Explain to Ss that they will each draw a strip of paper from the bag and go round asking questions, looking for a classmate that does what is written on their strip of paper.
- Have Ss come up to the front of the class one by one and pick a strip of paper from the bag. When all Ss have a strip of paper, say *Go!* and have them mingle and ask questions.
- After a few minutes, stop Ss and ask them to tell the class who does the activity that was written on their strip of paper by saying, e.g. *John walks to school.*
- The Ss that have found a S who answered *Yes, I do* get a point.
- Have Ss return the strips, draw new ones and begin a new round of the game.

**EXPANSION**

- Write some lines from the dialogue in activity 2 on the board, e.g. *Do you... your teeth, Karim? He... brushes his teeth. Do you take the... to school, Karim? He... gets up early at the weekend.* Ask Ss to guess the missing words and say them aloud.

**Before leaving**

- Tell Ss to form a line.
- Explain to them that you are going to mime an activity and that they will have to guess what the activity is. Point out that they will have to use the phrase *every day* at the end of each sentence.
- Pretend you are driving a car. The first S in the line should say, *You drive your car every day.* If he/she makes a correct guess, he/she leaves the classroom. If not, he/she has to go to the end of the line and try again.

**Workbook****Activity 1 R4.1**

1. get up - D 2. take - A 3. drives - E 4. have - B 5. walk - C

**Activity 2 R4.1**

1. Does - he does 2. Do - I don't 3. Do - they do 4. Does - she doesn't

**Activity 3 R4.1**

1. Does Larry walk to school?  
2. Do they get up at six o'clock on Saturdays?  
3. Does Reema drink milk for breakfast?

**Activity 4 R4.1**

1. b 2. b 3. a

## Language focus

### Objectives

- to introduce occupations
- to introduce the negative form of the Present Simple

### Vocabulary

**Occupations:** farmer, cook, taxi driver

**Nouns:** farm, hotel

### Structures

I don't (drive a car).

He/She doesn't (get up early).

We/You/They don't (walk to school).

## Materials

- flashcards for *farmer, cook, taxi driver, farm, hotel*
- various photos of different occupations Ss are familiar with

## Revision (Optional)

- Mime the activities from the previous lesson (get up early, drive a car, have a lesson, take the bus, walk to school) and ask Ss to guess the activity.
- Alternatively, divide Ss into two teams.
- Invite one S from each team to come to the front of the class one at a time and mime an activity. Ss from his/her team try to guess the activity he/she is miming.
- The team with the most correct guesses wins.
- Make sure all Ss have mimed an activity.

## Lesson plan



### Warm-up

- Stick the photos of various occupations on the board.
- Draw Ss' attention to the photos and ask them to guess what the lesson will be about. Initiate a short discussion.

### Activity 1 R4.1 🔑

- Pretend you are cooking and say, *I'm a cook*. Have Ss repeat the sentence followed by the gesture.
- Do the same for the rest of the occupations.
- Hold up each flashcard, say the word and get Ss to repeat.
- Have Ss open their books to p.62.
- 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.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

### Activity 2 R1.1 A T C B R2.1 A T C B

- Direct Ss' attention to the pictures and ask them what they can see (two people: a cook and a farmer). Ask Ss what they think the texts will be about. (Different occupations.)
- Point to the first picture and ask Ss, *Is she a taxi driver?* Encourage Ss to answer, *No, she isn't. She's a cook*. Point to the second picture and ask Ss, *Is he a farmer?* (Yes, he is.)
- Explain to Ss that they have to read the texts carefully and match them with the correct pictures.
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to match the texts to the correct pictures.
- Check Ss' answers as a class.



### 1. B 2. A

- Have Ss read the texts again and check comprehension.
- Ask Ss some questions about the texts. *Does Jane work at a restaurant?* (No, she doesn't. She works at a hotel.) *Does Bob work on his farm on Saturdays?* (No, he doesn't. He drives a taxi on Saturdays.)

### Activity 3 R2.1 A T C B

- Draw Ss' attention to the four sentences.
- Explain to Ss that they have to read the sentences carefully and correct the mistakes according to the texts in activity 2.
- Have Ss check their answers in pairs first, then as a class.



1. Jane works at a hotel.
2. Jane waters the flowers in her garden on Saturdays.
3. Bob has got sheep, cows and chickens.
4. Bob drives a taxi on Fridays.

- Choose two Ss to read the texts aloud for the class.

**Look!**

- Direct Ss' attention to the Look! box at the top of p.63 and read it aloud. Have Ss repeat after you.
- Explain to Ss that we use the negative form of the auxiliary verb *do/does* - *don't/doesn't* to express a negative statement. Point out that this verb is placed after the subject.
- Refer Ss to the texts and ask them to underline similar examples of the *Present Simple*. (*She doesn't work at a restaurant. / On Saturdays, she doesn't work. / On Fridays and Saturdays, he doesn't work on the farm.*)
- Refer Ss to the Grammar Reference section at the back of the SB.
- Encourage **higher-performing Ss** to make their own sentences using the correct language.
- To help **lower-performing Ss**, you can jumble up sentences with the negative form of the *Present Simple* and ask them to unjumble them in order to make sentences.

**Activity 4 L2.1**

- Draw Ss' attention to the two pictures.
- Explain to Ss that they are going to listen to a dialogue and they have to tick (4) the appropriate picture.
- Play the recording twice.
- Check Ss' answers.

**Listening transcript**

**Man 1:** Hi, Tom! How are you?

**Man 2:** I'm fine, thanks.

**Man 1:** Are you working now?

**Man 2:** No, I'm not. I'm at home. I'm watching TV, but I must go to the restaurant at five o'clock.

**Man 1:** Do you work there?

**Man 2:** Yes, I do.

**Man 1:** I see. Are you a cook?

**Man 2:** Yes, I am.



**Picture B**

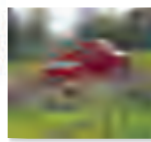
1



cook



farmer



farm



taxi driver



hotel

2 Read and match.

## People at work

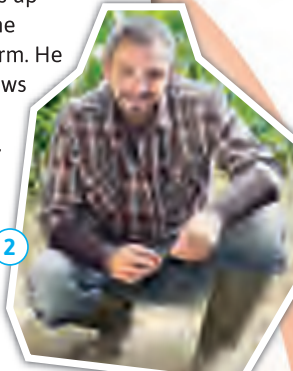
This is Jane. She's a cook. She doesn't work at a restaurant. She works at a hotel. On Saturdays, she doesn't work. She waters the flowers in her garden.

1



This is Bob. He's a farmer. Every day, he gets up early. He feeds the animals on his farm. He has got sheep, cows and chickens. He hasn't got horses. On Fridays and Saturdays, he doesn't work on the farm. He drives a taxi. He's a taxi driver.

2



A



B

62

**Activity 5**

- Draw Ss' attention to the two children in activity 5.
- Read the exchange and have Ss repeat after you.
- Explain to Ss that in pairs, SA chooses a picture and describes it to SB, using negative sentences, as in the example. SB guesses which picture SA has chosen. Ss take turns choosing and guessing.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity. Go round the class helping them when necessary.
- Have a few pairs of Ss present the exchange to the whole class.

## A Optional

**PRACTICE****Guess the job**

- Divide Ss into pairs.
- One S will have to think of an occupation presented in the lesson.

### 3 Read the text again and correct the mistakes.

1. Jane works at a restaurant.  
*Jane works at a hotel.*

2. Jane works on Saturdays.

3. Bob has got sheep, cows and horses.

4. Bob works on the farm on Fridays.

### LOOK! pp. 86-87

I **don't** drive a car.  
 He/She **doesn't** get up early.  
 We/You/They **don't** walk to school.

### 4 Listen and tick (4).

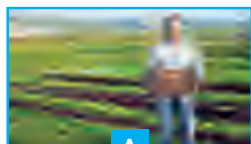


A



B

### 5 Play a guessing game.



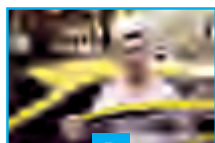
A



B



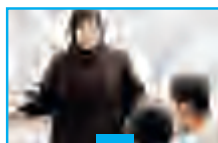
C



D



E



F

It's a man. He doesn't drive a bus.  
 He doesn't drive a taxi. Who is it?

It's A. He's a farmer.

Yes.

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Then he/she will have to describe it without revealing which one it is to his/her partner. For example, *You work at a restaurant. You make pizzas and pasta.* The other S will then have to guess what job it is, e.g. *It's a cook.*

- The S with the most correct guesses wins the game.

#### EXPANSION

- Arrange the chairs in a circle and ask Ss to sit down.
- Tell Ss that you are going to ask them some questions. These questions might be about the everyday activities they do, what they do at the weekend or how they get to school.
- Explain to Ss that they will have to answer Yes or No accordingly. The Ss who answer Yes will have to get up and change seats. The Ss who answer No remain seated.
- Stand in the middle of the circle. Ask Ss, *Do you walk to school?* Encourage Ss who say Yes to stand up and change seats.
- Do that a couple of times with questions such as, *Do you study every day?*
- The third time you ask a question, while the Ss who have answered Yes are switching seats, quickly sit in one of the empty seats. The only S standing has to take your place in the middle of the circle and ask the next question.

### Before leaving

- Have Ss form a line.
- Explain to Ss that you are going to give them a clue about a job and they will have to guess which job it is. Say, *I work on a farm*, and encourage Ss to answer, *You are a farmer.*
- Make sure all Ss participate.

### Workbook

#### Activity 1 R5.1



- HOTEL
- COOK
- FARMER
- TAXI DRIVER
- FARM

#### Activity 2 R1.1



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

#### Activity 3



- don't eat
- don't watch
- don't take
- doesn't play
- doesn't drive
- doesn't fly

#### Activity 4 R5.1



- doesn't walk
- takes
- doesn't play
- plays

### Note

- Bring labels with the occupations *taxi driver, farmer, police officer, cook, firefighter, dentist and photographer* written on them (one per S) to the next lesson.



## Language focus

### Objectives

- to identify occupations
- to ask and answer about a person's occupation

### Vocabulary

**Occupations:** police officer, firefighter, dentist, photographer

**Phrases:** put out fires, fix teeth

### Structures

What do you do? I (feed the animals on the farm).

Are you (a farmer)? (Yes, I am).

What does (she) do?  
(She takes photos).

Is (she a photographer)?  
(Yes, she is).



## Materials

- flashcards for *police officer, firefighter, dentist, photographer, fix teeth, put out fires*
- flashcards from the previous lesson: *cook, farmer, taxi driver*
- labels with the occupations *taxi driver, farmer, police officer, cook, firefighter, dentist and photographer* written on them (one per S)

## Revision (Optional)

- Ask a S to come to the front of the class and encourage him/her to mime an occupation from the previous lesson (*cook, farmer, taxi driver*), for example, being a farmer.
- Encourage the rest of the Ss to say, *He/She's a farmer.*

1



police officer



firefighter



dentist



photographer



put out fires



fix teeth

**Look!**

What do you do?

Are you a farmer?

I feed the animals on the farm.

Yes, I am.

What does she do?

Is she a photographer?

She takes photos.

Yes, she is.

2

Match the pictures to the phrases. Then play a guessing game. Ask and answer with your partner.



A



B



C

1. fix people's teeth

C

2. teach students

☐

3. take photos

☐

4. fly a plane

☐

5. drive a taxi

☐

6. put out fires

☐


D



E



F

What do you do?

Are you a teacher?

I teach students.

Yes, I am.

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## Lesson plan



### Warm-up

- Stick the flashcards for *cook, farmer* and *taxi driver* onto the board.
- Invite a S to come to the front of the class.
- Say a sentence about one of the three occupations on the board. For example, *He works on a farm.*
- The S has to point to the flashcard that depicts the specific occupation, e.g. *farmer*.
- Repeat the same procedure with two more Ss.
- After that, ask Ss to guess what the lesson will be about based on the game they just played.

### Activity 1 R4.1

- Pretend you are examining a patient's teeth and say, *I'm a dentist*. Pretend you are taking photos and say, *I'm a photographer*. Pretend you're putting out a fire for *firefighter* and that you're arresting someone for *police officer*. Say the words aloud. Ask Ss to repeat after you a couple of times.

- Hold up the flashcard for *fix teeth*, say the phrase and ask Ss to repeat after you. Repeat the procedure with the phrase *put out fires*.
- Have Ss open their books to p.64.
- Point out the words/phrases in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words/phrases again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

### LOOK!

- Direct Ss' attention to the *Look!* box at the top of p.64.
- Ask Ss what they think *What do you do?* *What does he/she do?* mean and when we use these questions. Elicit that we use them to ask about a person's occupation.
- Divide Ss into pairs. Encourage them to ask and answer questions according to the examples in the *Look!* box, while using their own ideas. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, give them prompts to make their examples.

### Activity 2 R4.1 🔑

- Draw Ss' attention to the pictures in activity 2.
- Explain to Ss that they have to read the phrases and match them to the correct pictures.



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

- After that, draw Ss' attention to the two girls. Read the exchange aloud and have Ss repeat.
- Explain to Ss that they are going to play a game.
- Divide Ss into pairs.
- SB chooses an occupation. SA asks SB questions, using the phrases in the box, trying to find out what his/her occupation is. SB gives short answers until SA finds the correct occupation.
- Invite a S to come to the front of the class and act out the exchange with him/her, as in the example.
- Make sure Ss take turns asking and answering questions.
- Go round the classroom monitoring the procedure.
- Have a few pairs of Ss act out the exchange for the whole class.

### A Optional

#### PRACTICE

#### What do I do?

- Stick a label with an occupation written on it on each S's forehead.
- Make sure to tell Ss not to reveal which occupation their classmates have on their foreheads.
- Explain to Ss that they will be given a few minutes to walk around the classroom, taking turns asking and answering questions in order to find the occupation they have on their foreheads, e.g. *Do I work in a restaurant?* *Do I fix people's teeth?*

### EXPANSION

- Ask Ss to draw an occupation on a piece of paper, e.g. a *firefighter*, and write sentences about him/her, e.g. *This is a firefighter. He puts out fires and helps people. He's tall and thin. He has got black hair and blue eyes.*
- Choose a few Ss to show their pictures and read their sentences aloud.

### Before leaving

- Have Ss form a line.
- Explain to Ss that you are going to give them a clue about a job and they will have to guess which job it is. Say, *I fly a plane*, and encourage Ss to answer, *You are a pilot*.
- To help **lower-performing Ss**, you can provide them with two options by writing them on the board, e.g. say *I fly a plane*, write on the board the words *pilot* and *dentist*, and have Ss choose the correct one.
- Make sure all Ss participate.

### Workbook

#### Activity 1 R4.1 🔑



1. dentist
2. taxi driver
3. firefighter
4. teacher

#### Activity 2 R4.1 🔑



1. does he do, farmer
2. does he do, dentist
3. does he do, firefighter
4. does she do, photographer



## Language focus

### Objectives

- to provide Ss with cross-curricular information on social studies

### Vocabulary

**Nouns:** food, place, playground

**Verb:** build



## Materials

- flashcards for food, place, playground, build

## Revision (Optional)

- Ask a S to come to the front of the class and encourage him/her to mime an occupation from the previous lesson (police officer, firefighter, dentist, photographer), for example, being a dentist.
- Ask Ss, *What does he/she do?* and encourage them to answer, *He/She's a dentist.*

## Lesson plan



### Warm-up

- Ask Ss if they know of any charity organisations. Initiate a short discussion.

### Activity 1 R4.1 🔑

- Stick the flashcards on the board one by one and say the words. Ask Ss to repeat after you.
- Have Ss open their books to p.65.
- 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.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

### Activity 2 R1.1 R2.1

- Direct Ss' attention to the pictures in the activity and ask them to tell you what they depict. (The pictures depict what people do in two different organisations that promote community volunteering.)
- Ask Ss what they think the text is about. (It's about different charity organisations.)
- Ask more questions to help children understand the meaning of volunteering, for example, *Is it important to help other people?* (Yes, it is important to help each other.)
- Explain to Ss that they are going to listen to the recording and **shadow read** (read along with the recording) in order to find out which organisation builds hospitals. (The Qatar Charity.)
- Have Ss read the texts again and check comprehension.
- Ask Ss questions: *What do people in 'the Qatar Charity' do?* (They help many people around the world find a home, food and water.) *What do they build?* (They build schools and hospitals.) *What does it teach people?* (It teaches people to work together and help each other.) *What do people in 'Clean Up the World' do?* (They clean beaches, parks and playgrounds.)
- Ask Ss if they are volunteers in an organisation.
- Choose a few Ss to read the texts aloud.

### Activity 3 R2.1

- Explain to Ss that they have to read the four sentences, refer to the texts in activity 2 and write the corresponding letters according to which organisation they refer to.
- Check Ss' answers.



1. QC 2. C 3. QC 4. C



## Project work

- Ask Ss to use the Internet to find information about an organisation that promotes community volunteering. Instruct them to select information that they think is interesting/important and use it to make a poster.
- Explain to Ss that their poster should have a heading. **Lower-performing Ss** can use pictures (drawings or photos), while **higher-performing Ss** can



1



food



place



playground



build

2 Read and answer. Which organisation builds hospitals?

## You can help!

### Do you want to help other people?

The Qatar Charity helps many people around the world. It helps them to find a home, food and water. They also build schools and hospitals. Qatar Charity teaches people to work together and help each other. It wants to make the world a happy place for people.



### Do you want to have a clean town?

People in 'Clean Up the World' clean beaches, parks and playgrounds. They sometimes plant trees and flowers. They help people clean their town too!

3 Read activity 2 and write **QC** for Qatar Charity or **C** for Clean Up the World. 

1. We build schools. QC
2. We clean our town.
3. We help people find a home.
4. We plant trees.

### PROJECT WORK

Work in groups. Choose another organisation and present it to your class.

- The last S has to stand up, go to the board, touch the corresponding name of the organisation and say it.
- If the S is correct, he/she gets a point for his/her team.
- The team with the most points wins.



### Before leaving

- Ask each S to tell you which organisation they would like to join.
- Make sure all Ss participate.



### Workbook

#### Activity 1 R4.1



1. food
2. playground
3. build
4. place

#### Activity 2 R1.1



1. B
2. A

#### Activity 3 R2.1



1. T
2. T
3. F

include brief sentences underneath, describing what can be seen in the pictures.

- Teachers should recommend safe websites.
- Ss bring their projects to class and present their posters to their classmates. Their classmates can ask questions to find out more about the specific project. The aim is to promote communication by encouraging learners to express themselves, exchange ideas with each other and present their work.
- Projects can also be done in pairs or groups so as to promote cooperation among learners by providing opportunities for learners to work together.

## A Optional

### Whispers

- Divide Ss into two teams.
- Write the names of the two volunteer organisations Ss know on the board.
- One S from each team whispers to the S sitting next to him/her a clue about an organisation that they learnt in this lesson, for example, *I clean my town*. That S whispers the sentence to the S sitting next to him/her and so on.



### Note

- Preparation for the next lesson: Photocopy the story (*Fire! Fire!*, SB, pp.66-67), making one copy for every four Ss. Before you photocopy the story, cover the speech bubbles and the numbers in each frame. Cut out the frames. Photocopy the story again (one copy for every four Ss) and cut out the speech bubbles. Bring the copies of the story and the speech bubbles to the next lesson.



## Language focus

### Objectives

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

### Vocabulary

**Nouns:** fire, uniform

**Verbs:** stay, save



## Materials

- flashcards for fire, stay, save, uniform

## Revision (Optional)

- Divide the board into two squares.
- Write the names of the two volunteer organisations Ss learnt in the previous lesson in the squares. Point to each square and encourage Ss to tell you what that organisation is responsible for.

## Lesson plan



### Warm-up

- Write the word *Firefighter* on the board.
- Ask Ss to brainstorm different words/phrases that they associate with the occupation of a firefighter.
- Initiate a short discussion.

### Activity 1 R4.1 🔑

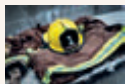
- Draw a fire on the board and say, *fire*. Ask Ss to repeat after you. Follow the same procedure for *uniform*.
- Hold up each flashcard, say the word and ask Ss to repeat after you.
- Have Ss open their books to p.66.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.

## 2 Read and answer. Who does Tom save? 🗣️ 🔊

1 🔊



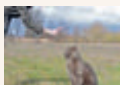
fire



uniform



save



stay

Tom is a firefighter. He goes to work every day and sometimes at the weekend too. Every day, he gets up early and takes the bus to work. He always wears his uniform and his helmet.



## 3 Read and answer. 🗣️ 🔊

- What does Tom do?
- What does Tom always wear?
- Where is the cat in picture 4?

## 4 How do you think Tom feels at the end? Choose and say why.

angry happy sad  
bored funny

Tom is sad.



The next day...



- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

## Activity 2 R1.1 🔊 R2.1 🔊

### Before reading

- Hold up the book and point to the story.
- Tell Ss that they will listen to and read a story with the title *Fire! Fire!*
- Point to the first frame and ask Ss to tell you where the characters in the story are. (The characters are firefighters and they are at the fire station.)
- Cover the second page (p.67). Ask Ss to look at the first three frames in the story on p.66 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.66-67 and name the main character and as many things as they can. Help them by asking questions such as, *Who's this? What is he doing?*
- Point to each frame and invite Ss to guess what is happening. Elicit answers, but do not correct Ss at this stage.

### While reading

- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out who Tom saves. (He saves a woman's cat.)
- Direct Ss' attention to the frames of the story and ask them to find and circle words from the vocabulary section that appear in the story (Frame 1: uniform, fire, stay; Frame 2: fires; Frame 3: fire; Frame 4: fire, fire, save, save). Then ask Ss to say them out loud.

# FIRE! FIRE!

A house is on fire. A woman is in front of her house, but her cat is in the house.



Let's think

Why is it important not to judge others on their physical appearance?

67

- Have Ss read the text again and check comprehension.

- Talk about what happens in each frame.

**Frame 1:** The firefighters are at the fire station when they get news of a fire. Everybody leaves, except for Tom who is left behind because he is smaller than the others.

**Frame 2:** Tom is sad because he knows he is good at his job.

**Frame 3:** The next day, another fire breaks out and all the firefighters are called in to help.

**Frame 4:** They arrive at the house that is on fire and start putting the fire out. Luckily the woman that lived there is safe, but her cat is still in the house.

**Frame 5:** The firefighters see a small window, but they are too big to fit through.

**Frame 6:** Tom is just the right size to

fit through the window and save the cat.

**Frame 7:** Tom has saved the cat and everyone thanks him.

- Ask Ss some comprehension questions.

**Frame 1:** (pointing to Tom) *What does Tom do?* (He's a firefighter.) *What is he wearing?* (He's wearing his uniform and his helmet.)

**Frame 2:** (pointing to Tom) *Why is Tom sad?* (He was left behind because he's small.)

**Frame 3:** (pointing to the firefighters) *Where are they going?* (There's a fire. They are going to put it out.)

**Frame 4:** (pointing to the firefighters) *What are they doing?* (They are putting out the fire.) *Where's the cat?* (It's in the house.)

**Frame 5:** (pointing to the window) *Why are they looking at the window?*

(It's a way to get in.)

**Frame 6:** (pointing to Tom) *Can Tom get in the house?* (Yes, he can.) *Why?* (Because he's smaller than the rest of the firefighters.)

**Frame 7:** (pointing to the woman) *Is the woman happy?* (Yes, she is.)

## EXPANSION

- Divide Ss into groups of seven (including the narrator) and have them read the story aloud. Tell Ss to swap roles.
- Have some groups of Ss read the story aloud for the whole class.

## Activity 3 R2.1

- Direct Ss' attention to the three questions and ask them to read them.
- Explain to Ss that they have to read the story again and answer the questions accordingly.
- Have Ss check their answers in pairs first, then as a class.



1. He's a firefighter.
2. He always wears his uniform and his helmet.
3. It's in the house.

- Play the recording again, pausing after each line. Have Ss repeat (chorally - in groups - individually).

## Post-reading

### Let's think

- Direct Ss' attention to the box and read the question out loud.
- Ask Ss to answer the question and initiate a discussion.
- Encourage all Ss to participate in the discussion.

#### Suggested answer:

It's important not to judge people on their physical appearance because everyone is different and we should accept them as they are.

## Activity 4

- Draw Ss' attention to activity 4.
- Explain to Ss that they have to think how the main character, Tom, feels at the end. Ss can use the adjectives presented in the box.
- Have Ss share their opinions and initiate a short discussion.

## A Optional

### Story line

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



## Before leaving

- Divide Ss into groups of seven.
- Explain to Ss that they have to pick a character from the story and act out the corresponding part.
- Have a few groups of Ss act out the story in front of the class.



## Workbook

### Activity 1 R4.1

A. 4 B. 7 C. 3 D. 6  
E. 1 F. 2 G. 5

### Activity 2 R2.1

1. takes the bus
2. always
3. cat
4. window

### Activity 3

open answers

## 1 Listen and say.

/s/



paints



claps

/z/



reads



swims

/ɪz/



teaches



washes

## 2

Listen and say. Then circle the /s/ sounds with red, the /z/ sounds with blue and the /ɪz/ sounds with green.



68

## Busy Bob

He runs, he stands and then he walks.  
He reads, he writes and then he talks.  
He rides his bike, he flies his kite.  
He sits and watches people go by.  
He plays, he swims, he catches fish.  
And then he eats his favourite dish!



## PHONICS



## Language focus

### Objectives

- to practise the pronunciation of -s in the third person singular of the Present Simple Tense
- to say a phonics chant/poem

### Vocabulary

paints, claps, teaches, washes, reads, swims

### Phonics

the /s/, /z/ and /ɪz/ sound of the -s ending of verbs in the third person singular of the Present Simple Tense

## Materials

- blown-up colour photocopies of the story *Fire! Fire!*, SB, pp.66-67.
- flashcards for *paints, claps, teaches, washes, reads, swims*
- phonics cards of *paints, reads, washes* (TB, pp.151-154 - one set per S)

## Revision (Optional)

- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Ask Ss if they remember the title of the story (*Fire! Fire!*). Ask them to tell you what else they remember about the story.
- Have Ss open their books to pp.66-67. Play the recording and have Ss follow along in their books.
- Play the recording again and encourage Ss to **shadow read** (read along with the recording).
- Have some Ss read the story aloud for the whole class.
- Have Ss close their books and try to retell the story from memory.

## Lesson plan



### Warm-up

- Write /s/, /z/ and /ɪz/ on the board. Under each sound, stick the flashcards for the words that end in that sound.
- Point to /s/ and say /s/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcard (paints) and say it out loud, having Ss repeat after you.
- Repeat the same procedure with the other sounds.
- Explain to Ss that the -s added to the end of a verb in the third person singular of the Present Simple Tense may be pronounced /s/ or /z/. If the verb ends in the sounds /p/, /k/ or /t/, then the -s at the end of the verb is pronounced /s/. Whereas if the verb ends in most of all the other sounds, the -s at the end of the verb is pronounced /z/.
- When a verb ends in -ss, -x, -ch, -sh, then the -es ending is pronounced /ɪz/, e.g. watches.

### Activity 1

- Play the recording and have Ss listen and point the first time.
- Play the recording again and have Ss listen, point and repeat.

### Listening transcript

**Woman:** /s/, /s/, *paints, claps*  
 /z/, /z/, *reads, swims*  
 /ɪz/, /ɪz/, *teaches, washes*

- Encourage Ss to tell you more words with the sounds presented in this lesson.

### Activity 2 R3.5



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

- Direct Ss' attention to the picture and ask them questions like *What is the boy doing?* (He's fishing.) Ask Ss what they like doing in their free time. Ask them what their favourite activity is.
- Explain to Ss that they are going to listen to a chant/poem and that they will have to circle the /s/ sounds with red, the /z/ sounds with blue and the /ɪz/ sounds with green.
- Play the chant/poem once and have Ss listen and follow in their books.
- Play the chant/poem again, pausing after each line for Ss to circle the sounds in various colours.
- Then play the chant/poem once more and encourage Ss to say it along with the recording.



/s/ *walks, writes, talks, sits, eats*  
 /z/ *runs, stands, reads, rides, flies, plays, swims*  
 /ɪz/ *watches, catches*



### TPR Activity

- Ask Ss to take out the phonics cards of *paints, reads, washes*.
- Explain that they have to say the chant/poem and raise the *paints*

phonics card when they hear a word containing /s/, the *reads* phonics card when they hear a word containing /z/ and the *washes* phonics card when they hear a word containing /ɪz/.

- You can divide Ss into two teams. One team raises the phonics cards for the first three lines of the chant/poem while saying it, the other team raises the phonics cards for the last three lines of the chant/poem while saying it.



## Optional 1

### What's that sound?

- Divide Ss into two teams.
- Invite a S from each team to come up to the board. Give each S a marker.
- Call out one of the sounds (/s/, /z/, /ɪz/), e.g. /s/ and have Ss write a verb ending with that sound on the board, e.g. *paints*.
- The S that does this the fastest wins a point for his/her team.
- Repeat the same procedure with the rest of the Ss. The team with the most points wins.



## Optional 2

### Written whispers

- Stick the flashcards for *paints, claps, reads, swims, washes, teaches* on the board.
- Divide Ss into two teams. The teams stand in lines with their backs turned to you and the board, except for the first player on each team, who should be facing you and the board.
- Give the first S standing in each line the phonics cards of *paints, reads* and *washes*. Make sure that the side with the picture is face-down and the side with the word is face-up.
- When everybody is ready, point to a flashcard, e.g. *paints*. The players facing you have to show you the correct phonics card (*paints*).
- Then instead of whispering the

word down the line, they pass the word, e.g. *paints* by writing it with their index fingers on the back of the person in front of them until it reaches the last S in line.

- The last player in each team has to touch the flashcard for *paints* and say the word (paints). If he/she does this correctly, the team gets a point. Repeat until all players have come to the front of the line. The team with the most points wins.



## Workbook

### Activity 1 L2.7

#### Listening transcript

**Man:** 1. sleeps  
2. runs  
3. cooks  
4. drives  
5. washes



- /s/
- /z/
- /s/
- /z/
- /ɪz/

### Activity 2 R3.3 R3.4



- sleeps
- watches
- flies
- teaches
- wears

### Activity 3 W2.2



- brushes
- paints
- swims
- laughs
- teaches
- claps

### Activity 4 R3.4



- watches
- drinks
- flies

## 1 What does Fred do at the weekend? Read and answer.



## 2 Read activity 1 again and answer the questions.

- What is the boy's name?  
\_\_\_\_\_
- Does he get up at six o'clock at the weekend?  
\_\_\_\_\_
- What does he always do with his friends at the weekend?  
\_\_\_\_\_
- What does he sometimes do at the weekend?  
\_\_\_\_\_

### Writing tip

In English, we always put the subject of a sentence **before** the verb.  
e.g. *I walk to school every day.*

69



## PROJECT



### Language focus

#### Objectives

- to talk about habitual actions
- to learn the position of the subject in a sentence



### Materials

- phonics cards of *paints*, *reads* and *washes* (TB, pp.151-154) – one set per S

### Revision (Optional)

- Play the chant/poem *Busy Bob* in the SB on page 68 and have Ss chant/say the poem and do the TPR activity (TB, page 127).

## Lesson plan



### Warm-up

- Ask Ss what they do at the weekend. Encourage them to use the structures they have been presented with so far in the Module.
- Make sure all of the Ss participate.
- To make the activity more challenging, you can divide Ss into two groups. One group mimes the actions that reflect what they do at the weekend and the other group tries to guess them.
- The group that makes the most correct guesses wins.

### Activity 1 R2.1

- Draw Ss' attention to activity 1.
- Tell Ss to look at the pictures presented in activity 1 and ask them to guess what they think the text is about. (It's about Fred and what he does at the weekend.)
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what Fred does at the weekend. (He plays football with his friends and he sometimes goes cycling.)
- Ask Ss some comprehension questions. Ask, *What is the boy's name?* (Fred.) *Does he get up at six o'clock at the weekend?* (No, he doesn't.) *Does he go to school?* (No, he doesn't.) *Does he play football with his friends?* (Yes, he does.) *Does he go cycling?* (Yes. He sometimes goes cycling.)
- Have a few Ss read the text.

### Activity 2 R2.1

- Draw Ss' attention to the questions in the activity and ask them to read them.
- Explain to Ss that they have to look at activity 1 again and answer the questions.
- Have Ss check their answers in pairs first, then as a class.



1. Fred
2. No, he doesn't.
3. He always plays football.
4. He sometimes goes cycling.

### Writing tip

- Direct Ss' attention to the *Writing tip* box at the bottom of page 69 and read it aloud. Ask them to follow along in their books as you read.
- Read the *Writing tip* again and write a sentence on the board, e.g. *I get up at six o'clock every day.* Point out to Ss that, in English, we always put the subject of a sentence before the verb.
- Write jumbled up sentences on the board and invite Ss to the board and ask them to rewrite the sentences, following the instructions in the *Writing tip*.

- Explain to Ss that they have to ask each other in turns, *What do you do at the weekend?* and write the name of each S in the group under the activity.
- Once all of the groups are done, have a S in each group report the results of the survey to the class, e.g. *Alex goes cycling and Tom plays cricket.*
- Record Ss' answers in a similar table on the board.
- Alternatively, you could give each S a piece of paper to write his/her name on in large letters. Ask individual Ss to say their favourite weekend activity in turns, e.g. *I do karate at the weekend*, and stick their name under their favourite activity on the board.
- Once the groups have reported back to the class or all the name cards are in place, invite Ss to interpret the results from the chart on the board. Help them by asking, *What's the class's favourite activity for the weekend?* *How many students go cycling / do karate?* Encourage Ss to answer, e.g. *Ten students go cycling at the weekend. Four boys do karate at the weekend.*



### Before leaving

- Have Ss form a line.
- Explain to Ss that they have to form a sentence about what they do at the weekend. Point out that they have to take into consideration what they learnt in the *Writing tip* of the lesson.
- Make sure all of the Ss participate before they leave the classroom.



## Optional

### Weekend survey

- Divide Ss into groups of four.
- Tell Ss that they are going to carry out a class survey about what they do at the weekend.
- Draw a table on the board like the one below and ask Ss to copy it into their notebooks.

play football	do karate	play cricket	go cycling



## Workbook

### Activity 1



1. I play cricket every day.
2. She walks to school.
3. He is a photographer.
4. He doesn't drive a bus.

### Activity 2 W1.1



open answers



## Language focus

## Objectives

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



## Materials

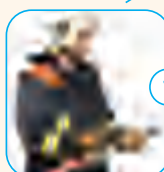
- flashcards and word cards for go shopping, go cycling, do karate, play cricket, pray, get up early, drive a car, have a lesson, take the bus, walk to school, taxi driver, farmer, cook, hotel, farm, police officer, firefighter, dentist, fix teeth, put out fires, photographer, place, food, playground, build, uniform, fire, save, stay

## Revision (Optional)

- Ask a few Ss to come to the board and present their projects (WB, Project, activity 2).

## 1 Look and write. 🗂️

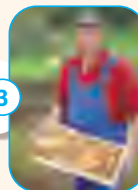
dentist firefighter farmer cook police officer taxi driver



1 firefighter



2



3



4



5



6

## 2 Read and match. Then write. 🗂️

1. Does Ellie walk to school?

B

2. Do your brothers get up early?

3. Does Ali play football?

4. Do you go to the shopping centre on Fridays?

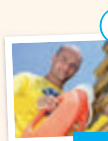
A Yes, he \_\_\_\_\_.

B No, she *doesn't* \_\_\_\_\_.

C Yes, they \_\_\_\_\_.

D No, I \_\_\_\_\_.

## 3 Listen and circle A or B. 🗂️ 🔊



1

A



B



A



B



A

B

## 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 should 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 should 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 R4.1 🔑


- Have Ss open their books to p.70.
- Explain to Ss that they have to write the occupation next to each picture.
- Check Ss' answers.



1. firefighter 2. police officer 3. farmer 4. taxi driver 5. dentist 6. cook

### Activity 2 R5.1

- Explain to Ss that they have to read the questions, match them to the appropriate answer and then complete the short answers with *do/does/don't/doesn't*.
- Check Ss' answers.

-  1. B, doesn't  
2. C, do  
3. A, does  
4. D, don't

### Activity 3 L2.1

- Explain to Ss that they are going to listen to three exchanges and they have to circle the correct picture, according to what they hear.
- Play the recording twice.
- Check Ss' answers.

#### Listening transcript

1. **Boy 1:** What do you do?

**Man:** I'm a dentist. I fix people's teeth.

2. **Girl 1:** Do you take the bus to school, Sally?

**Girl 2:** No, I don't. I never take the bus. I always walk to school.

3. **Man:** Do you play cricket on Wednesdays?

**Boy 2:** No, I don't. I do karate on Wednesdays. I usually play cricket on Thursdays.

-  1. B  
2. A  
3. B

## Optional

### Matching pictures

- Divide Ss into groups of four.
- Give each group a set of flashcards and a set of word cards with the vocabulary presented in the previous lessons and tell them to shuffle them and place them face down on a desk in two piles.
- Ss take turns picking a card from each pile. The Ss have to say the items depicted on the flashcards and the word cards. If the pictures match the words, they keep both cards. Ask **higher-performing Ss** to make a sentence with the word depicted on the flashcard and written on the word card.
- If the pictures don't match the words, Ss should try again.
- The S who has collected the most flashcards wins.

## Before leaving


- Play the song/poem *Every day* on p.59 of the SB and invite Ss to say the song/poem along with the recording.

## Workbook


### Activity 1

-  1. always      2. never  
3. sometimes      4. always


### Activity 2 R4.1

-  1. does - She's a photographer.  
2. do - They're farmers.  
3. does - He's a cook.

### Activity 3 R4.1

-  1. No, he doesn't. He goes cycling.  
2. No, they don't. They take the bus.  
3. No, he doesn't. He does karate.  
4. No, they don't. They get up at six o'clock.

### Activity 4 W1.1

-  open answers

### Now I can

- Ask Ss to look at the pictures and tick the stars according to what they can or can't say. Then ask them to name the items aloud.
- Use the self-evaluation sheets for your Ss to check their performance.

### Activities 1, 2 & 3

- Hold up the WB, point to the pictures and encourage Ss to say the words/actions aloud.
- Have Ss tick the stars as they say each word/action.

### Activity 4

- Direct Ss' attention to the pictures and ask them to guess what each picture depicts. Elicit Ss' answers. Then read the sentences/exchanges aloud and have Ss repeat after you and tick the stars.



# Games



Module 1 / Song

## Guess who?



Mrs Fatma



Bobby and Ron



Tom



Felix



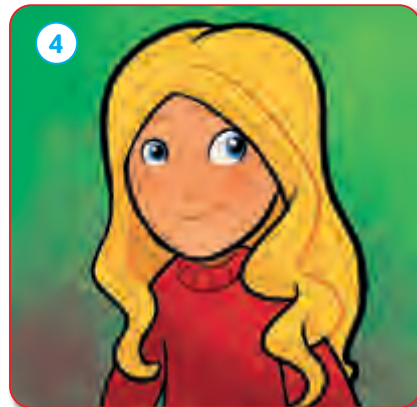
Eman and Noora



Mr Black



## Module 2 / Top Stars





## Module 4 / Let's Play



**43-50-24**

You can see dolls,  
balls and toys  
there.



**35-67-100**

You can see books  
there. You must be  
quiet when you're  
there, too!



**30-89-71**

You can see fish,  
dolphins and  
sharks there.



**56-62-90**

You can see cats,  
rabbits and birds  
there. You can buy  
them there, too!



**88-20-40**

You mustn't touch  
and you mustn't  
take photos when  
you're there.



## Modules 1-5

### Activity 1 R4.1 🔑

1. sixty-seven
2. ninety-eight
3. thirty-four
4. fifty

### Activity 2 R4.1 🔑

1. C   2. B   3. D   4. A

### Activity 3 R2.1

1. Jack
2. Ted

### Activity 4

1. must
2. mustn't
3. mustn't
4. must

### Activity 5

1. Those, their
2. This, his
3. These, its
4. That, her

### Activity 6 R4.1 🔑

1. No, he isn't. He's watching TV.
2. No, they aren't. They're drinking water.
3. No, she isn't. She's having breakfast.
4. No, he isn't. He's doing his homework.

### Activity 7 R4.1 🔑

1. next to
2. between
3. in front of
4. behind

### Activity 8

1. gets up
2. go
3. Does ... drive
4. Do ... have
5. don't walk, take
6. puts out
7. fixes
8. doesn't play, does

## GRAMMAR REFERENCE

### Module 1

The verb 'be'					
Affirmative		Negative		Questions	Short answers
Full forms	Short forms	Full forms	Short forms		
I am	I'm	I am not	I'm not	Am I?	Yes, you are. / No, you aren't.
You are	You're	You are not	You aren't	Are you?	Yes, I am. / No, I'm not.
He is	He's	He is not	He isn't	Is he?	Yes, he is. / No, he isn't.
She is	She's	She is not	She isn't	Is she?	Yes, she is. / No, she isn't.
It is	It's	It is not	It isn't	Is it?	Yes, it is. / No, it isn't.
We are	We're	We are not	We aren't	Are we?	Yes, you are. / No, you aren't.
You are	You're	You are not	You aren't	Are you?	Yes, we are. / No, we aren't.
They are	They're	They are not	They aren't	Are they?	Yes, they are. / No, they aren't.

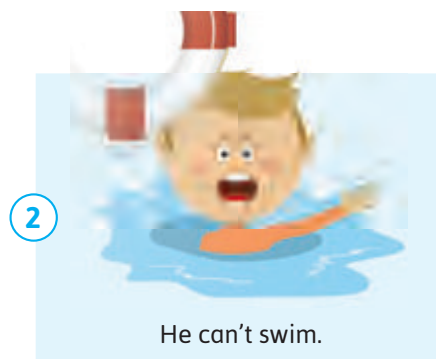
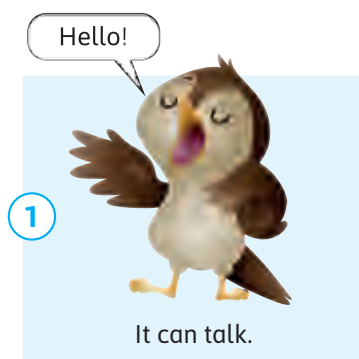




## Grammar reference

The verb 'can'				
Affirmative	Negative		Questions	Short answers
	Full forms	Short forms		
I can run.	I cannot run.	I can't run.	Can I run?	Yes, you can. / No, you can't.
You can run.	You cannot run.	You can't run.	Can you run?	Yes, I can. / No, I can't.
He can run.	He cannot run.	He can't run.	Can he run?	Yes, he can. / No, he can't.
She can run.	She cannot run.	She can't run.	Can she run?	Yes, she can. / No, she can't.
It can run.	It cannot run.	It can't run.	Can it run?	Yes, it can. / No, it can't.
We can run.	We cannot run.	We can't run.	Can we run?	Yes, you can. / No, you can't.
You can run.	You cannot run.	You can't run.	Can you run?	Yes, we can. / No, we can't.
They can run.	They cannot run.	They can't run.	Can they run?	Yes, they can. / No, they can't.

- We use the verb *can* to express ability.

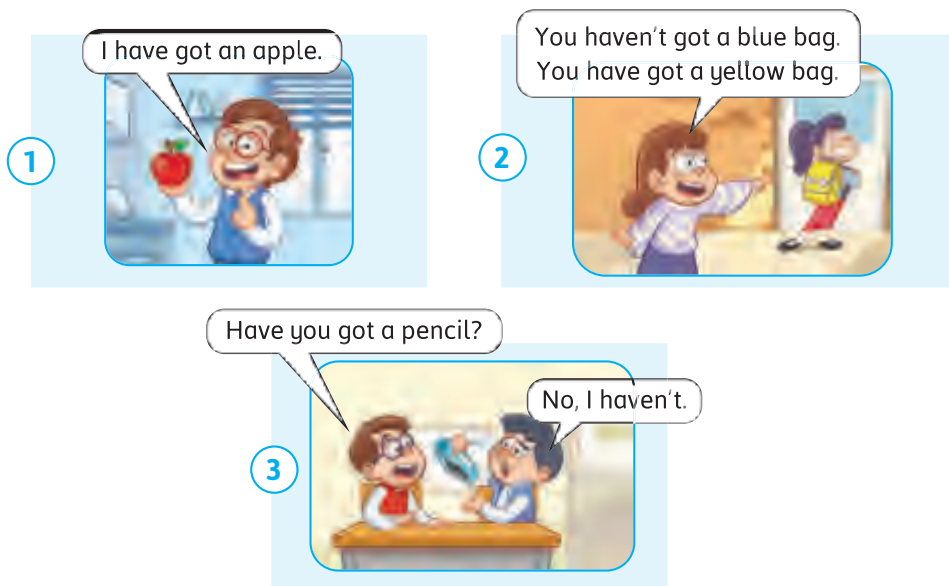


## GRAMMAR REFERENCE

### Module 2

The verb 'have got'					
Affirmative		Negative		Questions	Short answers
Full forms	Short forms	Full forms	Short forms		
I have got	I've got	I have not got	I haven't got	Have I got?	Yes, you have. / No, you haven't.
You have got	You've got	You have not got	You haven't got	Have you got?	Yes, I have. / No, I haven't.
He has got	He's got	He has not got	He hasn't got	Has he got?	Yes, he has. / No, he hasn't.
She has got	She's got	She has not got	She hasn't got	Has she got?	Yes, she has. / No, she hasn't.
It has got	It's got	It has not got	It hasn't got	Has it got?	Yes, it has. / No, it hasn't.
We have got	We've got	We have not got	We haven't got	Have we got?	Yes, you have. / No, you haven't.
You have got	You've got	You have not got	You haven't got	Have you got?	Yes, we have. / No, we haven't.
They have got	They've got	They have not got	They haven't got	Have they got?	Yes, they have. / No, they haven't.

- We use the verb *have got* to express possession, e.g. *I have got a computer*, and to describe people/animals and things, e.g. *Kelly has got blonde hair*.

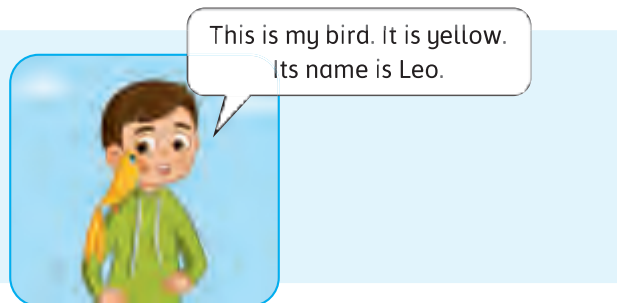




## Grammar reference

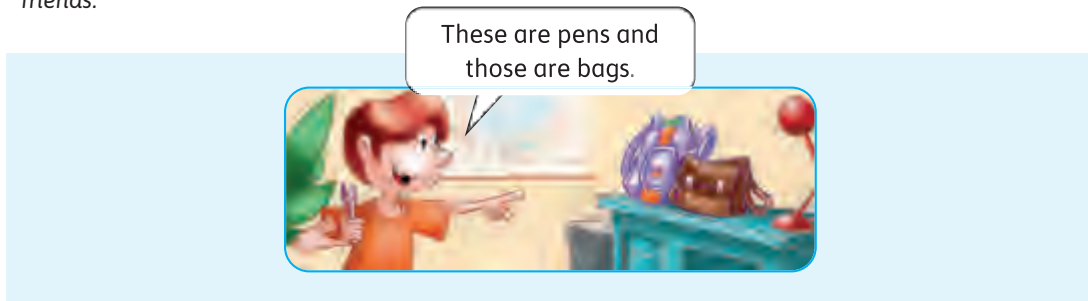
Subject Personal pronouns	Possessive adjectives
I	my
you	your
he	his
she	her
it	its
we	our
you	your
they	their

- **Subject personal pronouns** are used as subjects and go before the verb, e.g. *Look at that girl. She's beautiful!*
- **Possessive adjectives** always go before nouns without articles, e.g. *Her hat is green.*



### These/Those

- We use *these* to point out people, animals or things that are close to us, e.g. *These are my books.*
- We use *those* to point out people, animals or things that are far from us, e.g. *Those children are my friends.*



Possessive Case
We use the possessive case 's to express possession.
We form the possessive case by adding 's to singular nouns, e.g. <i>This is the girl's cat.</i>
<b>Whose...?</b> We use <i>whose</i> to ask about possession, e.g. <b>Whose kite is this?</b> → <b>It's Mat's.</b> <b>Whose shoes are these?</b> → <b>They're Lisa's.</b>



## GRAMMAR REFERENCE

### Module 3

Present Progressive			
Affirmative		Negative	
Full forms	Short forms	Full forms	Short forms
I am working.	I'm working.	I am not working.	I'm not working.
You are working.	You're working.	You are not working.	You aren't working.
He is working.	He's working.	He is not working.	He isn't working.
She is working.	She's working.	She is not working.	She isn't working.
It is working.	It's working.	It is not working.	It isn't working.
We are working.	We're working.	We are not working.	We aren't working.
You are working.	You're working.	You are not working.	You aren't working.
They are working.	They're working.	They are not working.	They aren't working.

Present Progressive	
Questions	Short Answers
Am I working?	Yes, you are. / No, you aren't.
Are you working?	Yes, I am. / No, I'm not.
Is he working?	Yes, he is. / No, he isn't.
Is she working?	Yes, she is. / No, she isn't.
Is it working?	Yes, it is. / No, it isn't.
Are we working?	Yes, you are. / No, you aren't.
Are you working?	Yes, we are. / No, we aren't.
Are they working?	Yes, they are. / No, they aren't.

We use the **Present Progressive** for actions that are happening **now**, at the moment of speaking.

#### Formation of -ing

- most verbs take -ing, e.g. *talk* → *talking*
- verbs ending in -e drop the -e before the -ing, e.g. *come* → *coming*
- verbs with one syllable ending in one vowel and one consonant, double the consonant before the -ing, e.g. *swim* → *swimming*.



## Grammar reference



## GRAMMAR REFERENCE

### Module 4

#### Possessive Pronouns

We use the possessive pronouns to show who something belongs to. The possessive pronouns are never followed by a noun, e.g. *This book is mine.*

Subject Pronouns	Possessive Pronouns
I	mine
you	yours
he	his
she	hers
it	-
we	ours
you	yours
they	theirs





## Grammar reference

must / mustn't	
We use <i>must</i> / <i>mustn't</i> to talk about what is the right way to behave in certain places/situations.	
Affirmative	Negative
I must eat.	I mustn't eat.
You must eat.	You mustn't eat.
He must eat.	He mustn't eat.
She must eat.	She mustn't eat.
It must eat.	It mustn't eat.
We must eat.	We mustn't eat.
You must eat.	You mustn't eat.
They must eat.	They mustn't eat.



## GRAMMAR REFERENCE

### Module 5

Present Simple		
Affirmative	Negative	
	Full forms	Short forms
I play.	I do not play.	I don't play.
You play.	You do not play.	You don't play.
He plays.	He does not play.	He doesn't play.
She plays.	She does not play.	She doesn't play.
It plays.	It does not play.	It doesn't play.
We play.	We do not play.	We don't play.
You play.	You do not play.	You don't play.
They play.	They do not play.	They don't play.

Present Simple	
Questions	Short Answers
Do I play?	Yes, you do. / No, you don't.
Do you play?	Yes, I do. / No, I don't.
Does he/she/it play?	Yes, he/she/it does. / No, he/she/it doesn't.
Do we play?	Yes, you do. / No, you don't.
Do you play?	Yes, we do. / No, we don't.
Do they play?	Yes, they do. / No, they don't.

**Remember:** study → studies   wash → washes   watch → watches   go → goes


**Time Expressions:** on Mondays/Tuesdays, etc.   every day / Monday, etc.  
in the morning/afternoon/evening, etc.   at the weekend / at 8.00, etc.

 **always**

I **always** brush my teeth in the morning.

 **sometimes**

She **sometimes** goes to bed at 10.00.

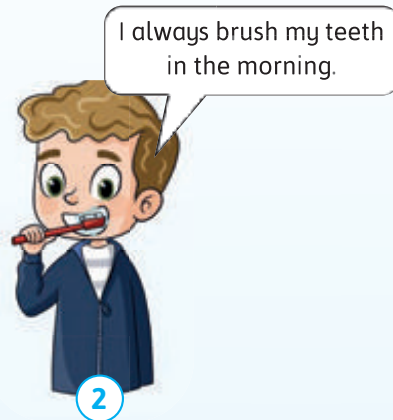
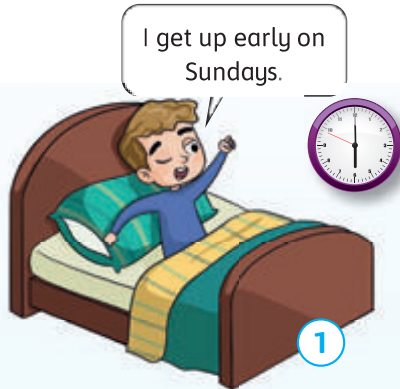
 **never**

They **never** get up at 7.00 on Fridays.

We use the **Present Simple** for habits and actions that happen regularly.

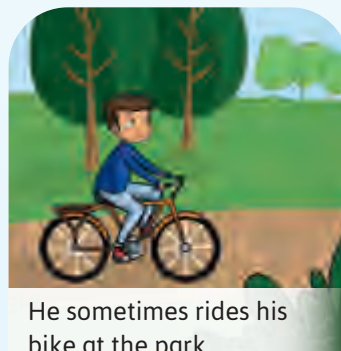


## Grammar reference



They don't walk to school.  
They take the bus.

3



He sometimes rides his  
bike at the park.

4



5



6



## 75

- 146

# Word list

## Abbreviations

(v.) = verb

(adj.) = adjective

(phr.) = phrase

(n.) = noun

(adv.) = adverb

### Module 1

#### Song

pretty (adj.)

funny (adj.)

young (adj.)

old (adj.)

tall (adj.)

short (adj.)

#### Top Stars

angry (adj.)

scared (adj.)

tired (adj.)

bored (adj.)

clean (adj.)

dirty (adj.)

#### Our world

talk (v.)

play basketball (phr.)

count (v.)

paint (v.)

draw (v.)

#### Let's play

fly (v.)

walk (v.)

run (v.)

jump (v.)

swim (v.)

climb (v.)

#### CLIL

see (v.)

hear (v.)

smell (v.)

touch (v.)

taste (v.)

#### Story

hungry (adj.)

thirsty (adj.)

fat (adj.)

### Module 2

#### Song

son/grandson (n.)

daughter/  
granddaughter (n.)

uncle (n.)

aunt (n.)

cousin (n.)

#### Top Stars

straight hair (phr.)

blonde hair (phr.)

curly hair (phr.)

moustache (n.)

beard (n.)

freckles (n.)

#### Our world

handbag (n.)

T-shirt (n.)

dress (n.)

shoes (n.)

boots (n.)

jeans (n.)

skirt (n.)

watch (n.)

#### Let's play

toys (n.)

computer game (n.)

jigsaw puzzle (n.)

robot (n.)

kite (n.)

#### CLIL

head (n.)

eyes (n.)

nose (n.)

mouth (n.)

ears (n.)

shoulder (n.)

toes (n.)

knee (n.)

#### Story

teeth (n.)

ankle (n.)

feet (n.)

### TOP TIME! 1

ride (n.)

carousel (n.)

### Module 3

#### Song

She's studying. (phr.)

She's cleaning. (phr.)

They're watching TV.  
(phr.)

He's reading. (phr.)

#### Top Stars

She's planting a tree.  
(phr.)I'm feeding the fish.  
(phr.)

They're eating. (phr.)



# WORD LIST

## Word list

He's drinking water.  
(phr.)

He's watering  
the flowers. (phr.)

### Our world

She's making  
a cake. (phr.)

He's having  
breakfast/ lunch/  
dinner. (phr.)

It's sleeping. (phr.)

### Let's play

It's two o'clock. (phr.)

It's half past six. (phr.)

### CLIL

player (n.)

kick (v.)

throw (v.)

helmet (n.)

### Story

ant (n.)

grasshopper (n.)

He's fishing. (phr.)

It's carrying food.  
(phr.)

I'm skateboarding.  
(phr.)



## Module 4

### Song

people (n.)

bank (n.)

library (n.)

pet shop (n.)

toy shop (n.)

### Top Stars

look (v.)

help (v.)

find (v.)

aquarium (n.)

shark (n.)

dolphin (n.)

camera (n.)

fin (n.)

### Our world

be quiet (phr.)

throw rubbish (phr.)

take photos (phr.)

rubbish bin (n.)

museum (n.)

### Let's play

Numbers 20-100

### CLIL

Go straight. (phr.)

Turn right. (phr.)

Don't turn left. (phr.)

Stop. (v.)

Cross the street  
here. (phr.)

### Story

shopping centre (n.)

restaurant (n.)

bookshop (n.)



## TOP TIME! 2

mosque (n.)



## Module 5

### Song

go shopping (phr.)

go cycling (phr.)

do karate (phr.)

play cricket (phr.)

pray (v.)

### Top Stars

get up early (phr.)

drive a car (phr.)

have a lesson (phr.)

take the bus (phr.)

walk to school (phr.)

### Our world

cook (n.)

farmer (n.)

farm (n.)

taxi driver (n.)

hotel (n.)

### Let's play

police officer (n.)

firefighter (n.)

dentist (n.)

photographer (n.)

put out fires (phr.)

fix teeth (phr.)

### CLIL

food (n.)

place (n.)

playground (n.)

build (v.)

### Story

fire (n.)

uniform (n.)

save (v.)

stay (v.)

plane

blonde

clap

glue

fly

pretty

brush

crayon

grey

fruit

tree

drive





smile

snake

spider

stop

skate

scarf

sleep

swim

squirrel

chimp

sheep

paints





reads

washes







## Workbook

### Modules 1-2 (Infer)

**Aim:** to help Ss develop higher-order thinking skills by engaging them in activities involving *inference*

#### 1. Stage 1: Familiarising

- Draw Ss' attention to the activity, read the rubric and explain to Ss that they have to match the sentences on the left to the sentences on the right.
- Ask them to read the sentences carefully and try to infer the meaning of the sentences in the two columns in order to match them correctly.
- You can help Ss by drawing their attention to the first example before they do the activity. Ask Ss why the person is tired and elicit the answer. (Because it's 12 o'clock at night.)
- Have Ss do the activity and check answers with the class.

#### Activity 1



1. F 2. A 3. C 4. D  
5. E 6. G 7. B

#### 2. Stage 2: Developing

- Draw Ss' attention to the sentences and read the rubric of the activity.
- Have Ss read through the sentences 1-4.
- Explain to them that they have to decide how each person/animal feels according to each picture. Point out that Ss have to pay attention to the expressions of the people's/animals' faces in order to draw conclusions (if someone is angry, scared, etc).
- Draw Ss' attention to the example and ask Ss how we can understand that the boy thinks the monkey is funny. (Because the monkey is doing something funny and he's laughing.)
- Have Ss do the activity and check answers with the class.

#### Activity 2



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

#### 3. Stage 3: Applying

- Draw Ss' attention to the activity and explain to them that they have to draw a boy or a girl who is happy/sad/tired/angry, etc.
- Divide Ss into pairs and ask them to look at their partner's drawing and say how they think the boy/girl their partner has drawn feels by looking at his/her facial expressions.

### Modules 3-4 (Analyse)

**Aim:** to give Ss the opportunity to develop higher-order thinking skills by engaging them in activities involving *analysis*

#### 1. Stage 1: Familiarising

- Draw Ss' attention to the picture, read the rubric and have Ss read through the sentences 1-5.
- Explain to them that they have to decide whether the sentences are True or False. However, if there is no information to prove whether a sentence is True or False, Ss should select the Don't Know option.
- Help Ss understand the difference between a False statement and a Don't Know statement by giving them an example before they do the activity.
- Tell Ss *I have got two brothers and a sister*. Then write the following on the board: *I have got three brothers. / My brother has got a cat.*
- Ask Ss to tell you which statement is false and which statement they don't know the answer to, based on the information given. If they have no evidence, it means that they Don't Know whether the statement is True or False.
- Elicit answers (*I have got three brothers: F / My brother has got a cat: DK*).
- Have Ss do the activity and check the answers with the class.

#### Activity 1



1. T 2. T 3. DK 4. F 5. T

#### 2. Stage 2: Developing

- Explain to Ss that they have to read the sentences 1-5, look at the people in the picture in activity 1 and write the name of who they think is saying each sentence.
- Explain to Ss that they have to pay attention to the people in the picture and what activity each one does.
- Draw Ss' attention to the example, read the sentence and ask Ss to say why Omar says 'I'm thirsty'. (Because he's drinking juice.)
- Have Ss do the activity and check the answers with the class.

#### Activity 2



1. Omar 2. Rashid 3. Sami  
4. Ahmed 5. Mr Saud

#### 3. Stage 3: Applying

- Explain to Ss that they have to look at the picture in activity 1, choose a person (other than the ones mentioned in activity 2) and say a sentence about what he might be saying. Then their partner has to say the name.
- Ss take turns.



**Suggested answers:**  
*I'm hungry. (Waleed)*  
*I like football. (Omar)*  
*Look at the bird. (Nasser)*  
*Let's take a photo. (Hassan)*



## Language focus

### Objectives

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



## Materials

- coloured pencils
- blue cardboard
- flashcards from Modules 1 and 2

## Lesson plan



### Warm-up

#### Crossing the lake

- Tell Ss that they are going to play a game.
- Draw a big lake on the floor (alternatively you can use a big blue piece of cardboard) and lay out flashcards (from Module 1 and Module 2) as stepping stones.
- Have Ss stand on one side of the 'lake' and take turns crossing to the other side by stepping on the flashcard 'stepping stones'.
- When they step on a flashcard, they should say the word.
- If they can't, then they 'fall into the lake' and have to start again.

### Activity 1

- Have Ss open their Workbooks to p.76.
- Direct Ss' attention to the activity and ask them to name the items they see.
- Ask Ss to read the sentences and have them tell you whether they correspond to the pictures or not.
- Ask Ss to read the sentences again and put a 4 if the sentence refers to the same item as the one depicted in the picture or an 8 if it doesn't.
- Go round the classroom making sure Ss have answered correctly.

# Top Skills MODULES 1-2

## 1 Look and read. Put a 4 or an 8 in the box. There is one example.

Example:

This is a skirt.



4

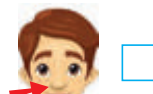
3. This is an ear.



1. These are kites.



4. This is a nose.



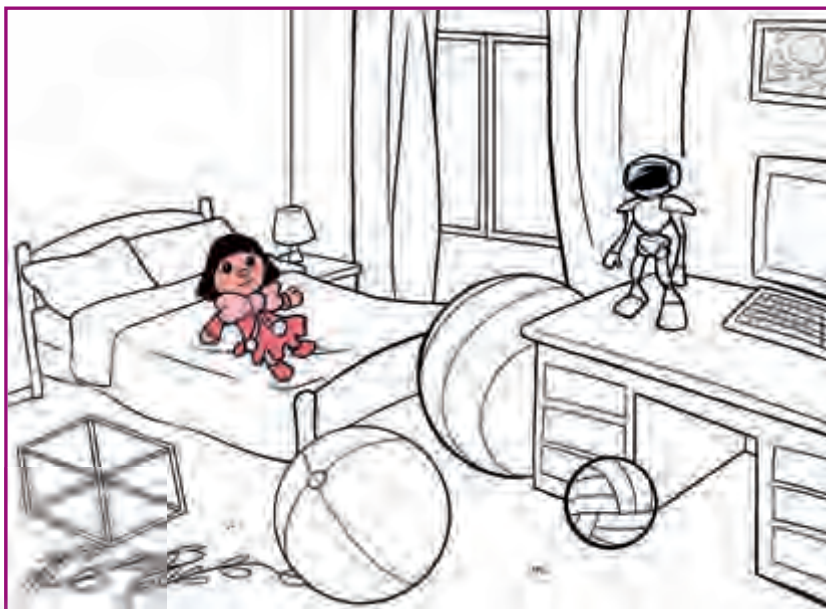
2. This is a T-shirt.



5. These are shoes.



## 2 Look at the picture. Listen and colour. There is one example. 🔊



76

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

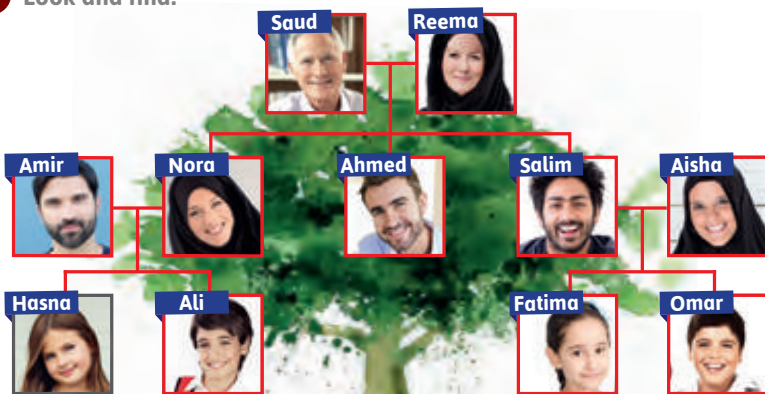


1. 8 2. 8 3. 4 4. 4 5. 8

### Activity 2

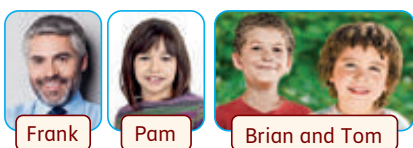
- Direct Ss' attention to the black-and-white picture of a bedroom and ask them to name as many toys as they can see.
- Explain to Ss that they are going to listen to an exchange in which two people will be talking about the picture of the bedroom. Ss will have to listen to the exchange carefully and then colour each toy the appropriate colour, according to what they hear.
- Point out to Ss that the first one is an example and has been done for them.
- Play the recording twice.
- Go round the classroom and make sure Ss have coloured the toys the correct colours.
- Have Ss check their answers in pairs first, then as a class.

3 Look and find.



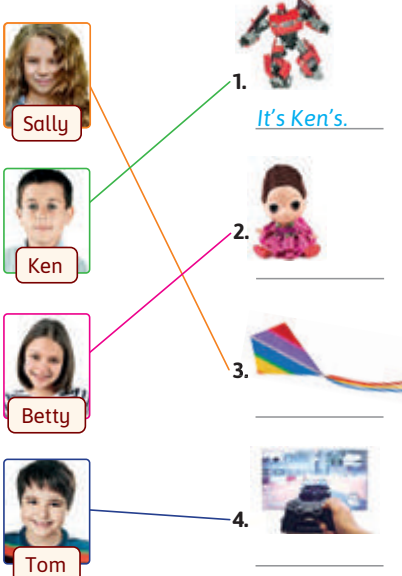
She has got a brother. Her grandma is Reema. Her uncle is Ahmed. Her cousin is Hasna. Her dad's name is Salim. Who is she? .....

4 Find and write.



- Has Frank got a moustache?  
Yes, he has.
- Has Pam got brown hair?  
\_\_\_\_\_
- Have Brian and Tom got straight hair?  
\_\_\_\_\_
- Has Pam got curly hair?  
\_\_\_\_\_
- Has Frank got a beard?  
\_\_\_\_\_
- Have Brian and Tom got curly hair?  
\_\_\_\_\_

5 Look and answer.



1. It's Ken's.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

WORKBOOK  
TOP SKILLS  
(1-2)

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

**Key** Fatima

Activity 4

- Direct Ss' attention to the pictures of the people in the activity.
- Explain to Ss that they will have to look at the pictures carefully, read the questions and answer.
- Invite Ss to read the example and point to the appropriate picture.
- Have Ss check their answers in pairs first, then as a class.

**Key**

- Yes, he has.
- Yes, she has.
- No, they haven't.
- No, she hasn't.
- Yes, he has.
- Yes, they have.

Activity 5

- Direct Ss' attention to the pictures of the children and the toys in activity 5.
- Ask Ss to name the toys they see (a robot, a doll, a kite, a computer game).
- Explain to Ss that they will have to look at the pictures of the children, follow the lines and find which toy belongs to each child. Then, they have to write the answers in the spaces provided.
- Have Ss ask and answer about the objects, using *Whose is the (robot)? It's (Ken)'s.*
- Have Ss check their answers in pairs first, then as a class.

**Key**

- It's Ken's.
- It's Betty's.
- It's Sally's.
- It's Tom's.

Listening transcript

Example

Woman: Do you like this picture?

Girl: Oh, yes! It's nice.

Woman: Can you see the doll?

Girl: Yes, I can.

Woman: Colour it pink.

Girl: Pink?

Woman: Yes, colour the doll pink.

1. Woman: Now, can you see the kite?

Girl: Yes. It's big.

Woman: Right. You can colour it purple.

Girl: Purple. OK.

2. Woman: There is a robot on the desk.

Girl: Oh, yes.

Woman: Colour the robot grey.

Girl: OK.

3. Woman: OK. Now, look at the balls.

Girl: Yes.

Woman: Colour the balls brown.

Girl: Pardon? What colour?

Woman: Colour the balls brown.

Girl: OK.

**Key** kite - purple, robot - grey, balls - brown

Activity 3

- Direct Ss' attention to the family tree in activity 3. Ask Ss what they think it shows. (Some family members.)
- Explain to Ss that they will have to read the text under the family tree and guess which family member is being described.
- Ask Ss to find the family member and write his/her name in the space next to the question.
- Go round the classroom and make sure Ss have answered correctly.



## Language focus

### Objectives

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

## Lesson plan



### Warm-up

#### Lip reading

- Tell Ss that they are going to play a game.
- Say one of the words that Ss have been presented with (Module 3 and Module 4) without making any sound.
- Ss have to look at you carefully and read your lips to guess the word.
- Choose Ss to come to the front of the class and do the same.

### Activity 1

- Have Ss open their Workbooks to p.78.
- Direct Ss' attention to activity 1 and ask Ss to name what they see in the pictures.
- Explain to Ss that they have to look at the jumbled letters next to each picture and try to put them in the correct order so as to spell each word correctly.
- Go round the classroom and make sure Ss have answered correctly.
- Have Ss check their answers in pairs first, then as a class.



- player
- bank
- shark
- museum

### Activity 2

- Direct Ss' attention to activity 2 and ask them to tell you what they see in the picture. (It's a picture of a town. There's a park, a school and a bank. There are also three buses, a car and a boy.)
- Explain to Ss that they will have to look carefully at the picture and write Yes or No next to each sentence, as in the example.
- Go round the classroom and make sure Ss have answered correctly.

- Look at the pictures. Look at the letters. Write the words.



1

a p e r l y



2

a k n b



3

a k r h s



4

u s m m e u

- Look and read. Write Yes or No. There is one example.



#### Example:

The car is in front of the bank. Yes

- The tree is next to the bank. \_\_\_\_\_
- The bank is between the park and the school. \_\_\_\_\_
- The boy is behind the tree. \_\_\_\_\_

- Look at the pictures. Listen and tick (4). There is one example.

Example: What is Kate doing?



A ☐

B ☒

C ☐

2. Where's the park?



A ☐

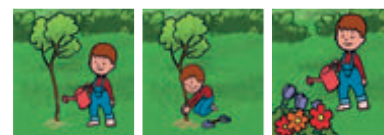


B ☐



C ☐

1. What is Peter doing?



A ☐

B ☐

C ☐

3. What's the time?



A ☐

B ☐

C ☐

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



- No
- No
- Yes

### Activity 3

- Direct Ss' attention to activity 3 and ask them to name the activities, say what the signs depict and tell the time they see.
- Ask Ss to read the questions and tell them that they are going to listen to the recording.
- Explain to Ss that they have to listen carefully and tick (4) the correct picture (A, B or C) according to the description they hear each time.
- Do the example with the Ss in order to make sure they understand what they have to do.
- Play the recording twice.
- Go round the classroom and make sure Ss have answered correctly.
- Have Ss check their answers in pairs first, then as a class.

#### Listening transcript

##### Example

What is Kate doing?

Girl 1: Where is Kate?

Girl 2: She's in the living room.

Girl 1: Is she watching TV?

4 Read and complete with **must** or **mustn't**.

1. You mustn't talk in the classroom.
2. You \_\_\_\_\_ be quiet in the library.
3. You \_\_\_\_\_ throw the rubbish in the rubbish bin.
4. You \_\_\_\_\_ take photos in this museum.

5 Read and circle.

1. This is my camera. It's mine / yours.
2. These are her shoes. They're his / hers.
3. This is their ball. It's ours / theirs.
4. Look! That is our car. It's ours / yours.
5. This dress is for you. It's theirs / yours.

6 Look and write the time.



1. It's eight o'clock.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

7 Look and spot the differences. Then say.



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- Have Ss tell you what time each clock shows by asking them, *What's the time?* and encourage Ss to answer *It's...* and the appropriate time.
- Explain to Ss that they will have to write the time under each clock, as in the example.
- Go round the classroom and make sure Ss have written the correct time.
- Have Ss check their answers in pairs first, then as a class.



1. **It's eight o'clock.**
2. **It's half past five.**
3. **It's half past nine.**
4. **It's twelve o'clock.**

Activity 7

- Direct Ss' attention to the pictures in activity 7.
- Explain to Ss that they will have to carefully look at the two pictures and spot the differences.
- Invite a S to spot a difference and announce it to the rest of the class. Ask, *What does the road sign show in the first picture?* and encourage the S to answer, *Don't turn left.* Direct the S's attention to the second picture and ask him/her to say what the road sign shows in the second picture (*Don't turn right*).
- Repeat for the rest of the differences.

**Girl 2:** No, she isn't. She's reading a book.

1. What is Peter doing?

**Boy 1:** Is Peter at the park?

**Boy 2:** Yes, he is.

**Boy 1:** Is he watering the flowers?

**Boy 2:** No, he isn't. He's planting a tree.

2. Where's the park?

**Girl 1:** Excuse me. Where's the park?

**Woman:** It's next to the bank. You must go straight.

**Girl 1:** Oh, OK. Thank you.

**Woman:** You're welcome.

3. What's the time?

**Boy 1:** Excuse me, sir. What's the time?

**Man 1:** It's half past three.

**Boy 1:** Pardon? Half past five?

**Man 1:** No. It's half past three.

**Boy 1:** Thank you.



1. B   2. A   3. C

Activity 4

- Explain to Ss that they will have to read the sentences and complete them using **must** or **mustn't**.
- Check Ss' answers.



1. **mustn't**
2. **must**
3. **must**
4. **mustn't**

Activity 5

- Explain to Ss that they will have to read the sentences and circle the correct possessive pronouns, as in the example.
- Check Ss' answers.



1. **mine**
2. **hers**
3. **theirs**
4. **ours**
5. **yours**

Activity 6

- Direct Ss' attention to the clocks in activity 6.



**In picture 1, it's morning. It's half past nine. The man is reading a book. The boys are taking photos. There is a sign showing that one cannot turn left. The bank is between the library and the aquarium. There is a tree behind the library.**

**In picture 2, it's afternoon. It's four o'clock. The man is eating a sandwich. The boys are drinking water. There is a sign showing that one cannot turn right. The bank is between the library and the park. There is a tree in front of the library.**



## PHONICS TABLE

Module	Page number	Phonics (Phonetic transcription)	Words
1	16	/pl/	plane
		/bl/	blonde
		/kl/	clap
		/gl/	glue
		/fl/	fly
2	28	/pr/	pretty
		/br/	brush
		/kr/	crayon
		/gr/	grey
		/fr/	fruit
		/tr/	tree
3	42	/dr/	drive
		/sm/	smile
		/sn/	snake
		/sp/	spider
		/st/	stop
		/sk/	skate
		/sk/	scarf
		/sl/	sleep
4	54	/sw/	swim
		/skw/	squirrel
		/tʃ/	chimpanzee peach chair
5	68	/ʃ/	sheep shirt fish
		/s/	paints claps
5	68	/z/	reads swims
		/ɪz/	teaches washes



## Glossary of key words used in the Teacher's Book

**act out:** to take the role of a character in a dialogue or story and say his/her words

**Content and Language Integrated Learning (CLIL):** an approach to teaching through which students learn content-based subjects such as maths, history, science, etc. through a foreign language

**demonstrate:** to show and explain how something should be done

**draft:** a piece of text including someone's original ideas, which has not been fully developed and taken its final form

**edit:** to improve a text by making corrections and adding or removing information and/or ideas

**elicit:** to do or say something to get a response from someone

**gist:** the main idea in a text

**higher-order thinking (HOT):** using critical-thinking and problem-solving skills to apply knowledge gained to new situations

**higher-performing Ss:** students whose level is above average

**initiate:** to start something

**lower-performing Ss:** students whose level is below average

**mime:** to use the face and body to communicate, without verbal speech

**monitor:** to watch and make necessary comments to ensure that an activity is done in a proper way

**objective:** the goal which someone sets and the outcome they plan to achieve through an activity

**pantomime:** to convey an action, feeling, etc. through gestures and body movements, but not through speech

**prompts:** words/phrases and/or pictures provided to students to facilitate spoken or written production

**rubric:** the instructions for a task or activity

**shadow read:** to read silently while listening to somebody else reading aloud

**swap:** to exchange

**Total Physical Response (TPR):** an approach to teaching through which students respond to language through physical movement, e.g. the teacher says 'Stand up' and the students respond by standing up



# Using a Vocabulary List

1. You can also look up words using the Vocabulary List that can be found on the Student's CD-ROM. There are two options available; you can either look up words in alphabetical order (**Words alphabetically**) or in the order they appear in a module (**Words by module**).
2. **Words alphabetically:** The column on the left side of the screen is a quick guide to all the vocabulary items that appear in the Student's Book. You can scroll down using the red button to find the word you want to look up. The images next to each word help you understand their meaning. There is also a 'search' bar where you can type the word you want to look up and find it more easily.
3. **Words by module:** You can also look up words according to the module and the lesson they appear in (e.g. Module 1, Lesson 'Top Stars'). The vocabulary of this specific lesson will directly appear in the column on the left side of the screen.
4. If you click on a specific word, it will then appear on the main screen. You can now see a larger version of the small picture that accompanies the word.
5. You can click on the speaker to listen to the pronunciation of this word as many times as you want. Remember that this can help you to recognise this word more easily next time you hear it, but also improve your pronunciation.
6. In some cases, certain words might not be accompanied by pictures, for example abstract nouns, etc. The definition provided will help you understand the meaning of this word.
7. If you need more help, you can click on the 'Show example' button. An example now appears that will clarify any questions you may have on how to use this word in context. You can also listen to the example sentence as many times as you want. Remember that you can come up with examples of your own and note them down on your notebook. This will help you get additional practice and understand the meaning of these words better.



**Top Stars 3a**  
**Teacher's Book**

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