

H. Q. Mitchell – Marileni Malkogianni



# TOP STARS

1b

## Teacher's Book



Academic Year 2021-2022



GRADE **1** SEMESTER 2



# TOP STARS



Teacher's Book



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حضرة صاحب السمو الشيخ تميم بن حمد آل ثاني  
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## النشيد الوطني

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



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	Grammar	Vocabulary	Phonics	QNCF Competencies
<b>Orientation</b> p. 72				
<b>Module 6</b> <b>Toys</b> p. 75	<ul style="list-style-type: none"> <li>I have got a (train). I have got (eleven trains). train - trains</li> <li><b>Have you got a (ball)?</b> Yes, I have. / No, I haven't. haven't = have not</li> <li>I have got a (doll). It is (new).</li> <li><b>How many (balls) have you got?</b> I have got (fifteen balls).</li> <li>I haven't got a (bike).</li> <li>Jump! / Run! / Stop!</li> </ul>	<p><b>Nouns:</b> kite, train, bike, ball, plane, robot, teddy bear, boat, doll, car</p> <p><b>Adjectives:</b> new, old, fast, slow</p> <p><b>Numbers:</b> (16) sixteen, (17) seventeen, (18) eighteen, (19) nineteen, (20) twenty</p> <p><b>Actions:</b> jump, run, stop, kick, touch, throw</p>	<p><b>-at</b> cat hat mat</p> <p><b>-an</b> man van fan</p>	 <p><b>Value</b> Play nicely with your friends.</p>
<b>TOP TIME! 3 (Modules 5-6) p. 89</b>				
<b>Module 7</b> <b>Food</b> p. 91	<ul style="list-style-type: none"> <li>I like (oranges). I don't like (apples).</li> <li><b>What is your favourite fruit?</b> (I like grapes.) - Five (tomatoes), please. - Here you are. - Thanks.</li> <li><b>Do you like (pizza)?</b> Yes, I do. / No, I don't.</li> </ul>	<p><b>Food:</b> oranges, pears, grapes, dates, fruit, mangoes, melon, tomatoes, meat, rice, pasta, pizza, burgers, chips, eggs, crisps, ice cream, biscuits, chocolate</p> <p><b>Drink:</b> juice</p>	<p><b>-in</b> pin tin fin</p> <p><b>-it</b> sit hit fit</p>	 <p><b>Value</b> Eating too much food is unhealthy.</p>
<b>Module 8</b> <b>My body</b> p.105	<ul style="list-style-type: none"> <li>Touch your (ears). Don't touch your (nose).</li> <li>He has got/hasn't got (brown eyes). She has got/hasn't got (long hair). It has got/hasn't got (green eyes). foot - feet tooth - teeth</li> <li><b>Has it got (wings)?</b> Yes, it has. / No, it hasn't. hasn't = has not</li> </ul>	<p><b>Parts of the face and body:</b> eyes, ears, mouth, nose, arm, head, toes, hands, feet, hair, wings, legs, teeth, trunk, tail</p> <p><b>Adjectives:</b> long, short</p> <p><b>Colour:</b> brown</p> <p><b>Animals:</b> camel, crocodile, elephant</p>	<p><b>-et</b> pet vet wet</p> <p><b>-en</b> men pen ten</p>	 <p><b>Value</b> Love your family.</p>

	Grammar	Vocabulary	Phonics	QNCF Competencies
TOP TIME! 4 (Modules 7-8) p. 119				
<b>Module 9</b> <b>Out there</b> p. 121	<ul style="list-style-type: none"> <li>• <b>Where are you?</b> I am at the (park).</li> <li>• I can (climb). I can't (swim).</li> <li>• <b>What is the weather like?</b> It is (hot).</li> <li>• <b>How many (foxes) can you see?</b> I can see (one fox). I can see (four foxes).</li> </ul>	<b>Weather:</b> hot, cold, windy, rainy, sunny <b>Actions:</b> climb, fly, swim, slide <b>Places:</b> park, beach, zoo, bookshop <b>Animals:</b> snakes, foxes, tigers, monkeys, bear <b>Nouns:</b> trees, flowers, river, forest	<b>-op</b> hop top mop  <b>-ot</b> dot pot hot	 <b>Value</b> Treat animals well.
<b>Module 10</b> <b>Clothes</b> p.135	<ul style="list-style-type: none"> <li>• (He) can (play football).</li> <li>• <b>Where are my (trainers)?</b> They are (under) the (bed).</li> <li>• (His) (cap) is (brown). Her (shoes) are (blue). His (jeans) are (black).</li> </ul>	<b>Actions:</b> play football, play basketball, paint <b>Clothes:</b> shoes, skirt, jeans, jacket, dress, shirt, T-shirt, hat, cap, boots, coat, shorts, sandals, gloves, trainers <b>Noun:</b> wardrobe	<b>-un</b> run fun sun  <b>-ug</b> jug mug rug	 <b>Value</b> Be active and healthy.
TOP TIME! 5 (Modules 9-10) p. 149				
<b>Story 3 p.152   Story 4 p.154   Grammar Reference p.157   Picture Dictionary p.161</b> <b>High-frequency words p.166   Stickers</b>				

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





# INTRODUCTION

## Welcome

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

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

## Course Components

### Student's Book

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

Each module includes a wide range of songs/poems, factual pieces, stories, cross-curricular sections, various activities with pictures and photos, games and role playing, as well as projects that stress the communicative function of the language and motivate learners to participate actively. Note that there are a few passive words which need to be explained by the teacher.

### Workbook

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

### Teacher's Book

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

The Teacher's Book includes the following sections:

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

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

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

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

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

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

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

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


**Tests:** There are five one-page Pre-tests, five end-of-module tests and a two-page Final test for Modules 6-10 at the back of the Teacher's Book. These pages are photocopiable. The listening transcripts for the tests and the key to all tests follow. The Pre-tests and the tests are also available in the Resources for Teachers (Online). The Pre-tests can be given to Ss before they start the modules in order to check prior knowledge.



## Student's CD-ROM

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

## Resources for Teachers (Online)

This includes:

### • Pre-tests & Tests

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

### • Flashcards

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

### • Spelling chart for each module

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

## Posters

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

## Interactive Whiteboard CD-ROM

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

- interactive games
- the Picture Dictionary
- a vocabulary list

## Story time Big Books

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

## Flashcards

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

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

## Dictation

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

## Using a language-learning notebook

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

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

## Organising a language-learning notebook

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



## Extra Material in the Student's Book

### Orientation

Students revise the English alphabet (letters, sounds and words). They also practise structures and vocabulary taught in the previous semester.

### Stories

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

### Grammar Reference

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

### Picture Dictionary

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

### High-frequency words

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







### Stickers

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

## POINTS TO REMEMBER

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

## MAIN QATAR NATIONAL CURRICULUM FRAMEWORK (QNCF) COMPETENCIES SYMBOLS

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

## Course Outline

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

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

## MODULE STRUCTURE

### Vocabulary

The new vocabulary is introduced through various fun activities.

### Lesson 1:

#### Song / Poem

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

Presentation of new vocabulary, always with pictures

Always a new song/poem that presents vocabulary and grammatical structures

**6**

**SONG**

1 Say the new words.

kite train bike

2 Listen and say.

**Toys**

A bike, a bike.  
I have got a bike!  
Trains, trains.  
I have got eleven trains!  
Kites, kites.  
I have got twelve kites!  
Toys, toys.  
I have got toys!

3 Look and say.

I have got eleven bikes.

I have got one kite.

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

## Lesson 2:

### Top Stars

This lesson is a comic strip in interrelated episodes. Our young characters are found in situations through which vocabulary and grammar are presented in an entertaining way. The target language is introduced through lively dialogues. A wide variety of activities allows students to practise the target vocabulary and grammar. Listening,

speaking and writing activities are included to consolidate structures and vocabulary introduced in the lesson. Students also have the opportunity to practise the new language through games, role play and creative craft activities.

Presentation of new vocabulary, always with pictures

Comic strip: the characters of the book in different situations

**6** TOP STARS

1 Say the new words.

ball plane robot teddy bear boat

2 Look, listen and read.

1 Have you got a ball? Yes, I have.

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

3 Have you got a robot? Ahhhh!

4 Have you got a plane? Yes, I have.

3 Listen and tick (4).

1

A B A B

2

A B A B

4 Ask and answer.

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

Me					
Friend					

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77

Activities practising new language items

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

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

### Our world

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

Listening activities practising new language items

Presentation of new vocabulary, always with pictures

**6 OUR WORLD**

**1 Say the new words.**

doll

new

old

16  
sixteen

17  
seventeen

18  
eighteen

19  
nineteen

20  
twenty

**2 Look, listen and read.**

### Toys!

**Mrs Fatima:** How many balls have you got, Maha?  
**Maha:** I have got sixteen balls.

**Mrs Fatima:** Have you got a ball, Layla?  
**Layla:** No. I haven't got a ball. I have got a doll. It is old.

**3 Listen and put a tick (✓) and an 8.**

1  A 4  B 8

2  A  B

3  A  B

4  A  B

**4 Ask and answer in pairs.**

How many balls have you got?

I have got fourteen balls.

Presentation of new vocabulary and structures through activities providing cross-cultural information

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

### Lesson 3:

#### Comic

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

Listening activities practising new language items

Presentation of the new vocabulary, always with pictures

**7 COMIC**

**1 Say the new words.**

tomatoes

meat

rice

**2 Look, listen and read.**

### Yummy Food

**1** Look, Mum. Tomatoes! I like tomatoes.

**2** Five tomatoes, please.

**3** Here you are.

**4** Thanks.

**5** Do you like meat and rice?

**6** Yes, please!

**7** Thanks, Mum! Yummy!

**3 Listen and tick (✓).**

1  A 4  B

2  A  B

3  A  B

**4 Play a game. Use the stickers.**

Two apples, please.

Here you are.

Thanks.

Stories provide enjoyable context to present new vocabulary and structures

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 vocabulary and grammar. Enjoyable games and role plays make English purposeful to the children and enable them to actively engage with the new language.

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

Presentation of new vocabulary, always with pictures

**6 LET'S PLAY**

Say the new words.

1 jump run stop kick touch throw

2 Listen and do. Touch the ball!

3 Look and say.

1. 2. 3. 4. 5. 6.

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## Lesson 5:

### Cross-curricular

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

The educational value of cross-curricular lessons

Presentation of new vocabulary, always with pictures

Presentation of new vocabulary through activities providing cross-curricular information

**Social Studies**

1 Say the new words. car fast slow

2 Look, listen and read.

# Transport

1 Look at this bike. It is new!

2 Look at this car. It is red. It is fast!

3 Look at this train. It is old and slow.

4 Look at this train. It is new and fast!

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## Lesson 6:

### Story

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

### Value (critical thinking skills)

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

### Post-story questions (critical thinking skills)

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

**6 STORY**

**TOY ROBOT**

1 Look, listen and read. 🎧 🗣️

1 Look, Saud! I have got a toy car and a robot. Let's play, Jim!

2 Give me the blue pencil, Robot. Wow!

3 Hey, Robot, clap your hands.

4 Robot, stop! Stop! Oh, no! Ha ha ha! This robot is funny.

**VALUE**  
Play nicely with your friends.

82 83

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

Discussion about the value of the story

## Lesson 7:

### Project

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

Hands-on activities

A writing activity

Presenting the project

**6 PROJECT**

1 Trace and colour. 🎨

My \_\_\_\_\_

ball teddy bear

robot doll

2 Trace and write about your toy. 📝

red blue yellow green black white orange grey

This is my \_\_\_\_\_

It is \_\_\_\_\_

3 Present your poster. 🗣️

This is my robot. It is blue and red.

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## Lesson 8:

### Phonics

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

Lively chants help students to memorise key sounds

**PHONICS** **6**

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

**The cat**  
This is my cat.  
It has got a hat.  
It is on the mat.

2 Read and match.

1. hat      2. mat      3. cat

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**PHONICS** **6**

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

**The man**  
Look at the man.  
He has got a van  
and a big fan.

2 Read and match.

1. fan      2. man      3. van

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## Lesson 9:

### Revision

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

**REVISION** **6**

1 Listen and tick (4).

1 **16 18**      2 **17 19**  
A  B       A  B

3 **20 13**      4 **20 15**  
A  B       A  B

2 Listen and circle A or B.

1 A  B

2 A  B

3 A  B

4 A  B

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**REVISION** **6**

3 What is the recording about? Listen and circle A or B.

A. Toys      B. Numbers

4 Look and read.

**My favourite toy**

Hello, I am Salem. I have got a ball. It is yellow and black.

Hi, I am Alex. I have got a toy plane. It is green and yellow. It is great!

Salem      Alex

5 Read and circle Yes or No.

1. Salem: I have got a new robot.	Yes	<input type="radio"/> No
2. The ball is yellow and black.	Yes	<input type="radio"/> No
3. Alex: I have got a toy plane.	Yes	<input type="radio"/> No
4. The plane is green and blue.	Yes	<input type="radio"/> No

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Consolidation and revision through various activities



## Top time!

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

### TOP TIME! 5 Modules 9-10

#### 1 Look and read.



Ahmed is from Qatar. His thobe is white. His sandals are brown.



Chen is from China. His shirt is red. His shoes are black.

#### 2 Read and write A for Ahmed or C for Chen.

- His shirt is red.
- His sandals are brown.
- His shoes are black.
- His thobe is white.

C  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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### TOP TIME! 5 Modules 9-10


#### 3 Read and write.

shirt cat basketball jeans

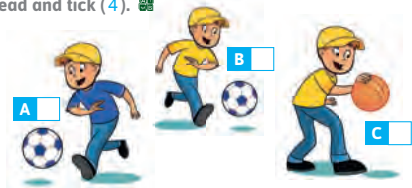


This is Jack! He can play  basketball.

His  are blue and his  is green.

He has got a . It is white.

#### 4 Read and tick (4).



Sam can play football. His shoes are black. His jeans are blue. His T-shirt is yellow. His cap is yellow.

#### 5 Look at Sam in activity 4, trace and write.

blue football

- He can play \_\_\_\_\_
- His jeans are \_\_\_\_\_

150



### Smart moves

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

Analyse

**SMART MOVES** MODULES 8-10

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

1. It is sunny.  T 2. Saud can play football.

3. Omar has got black hair.  4. Sahar can swim.

5. Saud likes mangoes.  6. Fatima has got grapes.

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

1. I like apples. Fatima 2. I have got brown hair. \_\_\_\_\_

3. My cap is yellow. \_\_\_\_\_ 4. I can play football. \_\_\_\_\_

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

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



Language focus



Materials



Optional



Before leaving activities



Workbook



Key to the activities



Notes



Total Physical Response (TPR) activities

Abbreviations used in the Teacher's Book:

S: student

Ss: students

TB: Teacher's Book

SB: Student's Book

WB: Workbook



## Language focus

### Aims

- to practise the letters of the alphabet A-Z

## Lesson plan

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

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

#### Listening transcript

A /æ/	H /h/	O /ɒ/	V /v/
B /b/	I /i/	P /p/	W /w/
C /k/	J /dʒ/	Q /kw/	X /ks/
D /d/	K /k/	R /ɪ/	Y /j/
E /e/	L /l/	S /s/	Z /z/
F /f/	M /m/	T /t/	
G /g/	N /n/	U /ʌ/	

### Activity 2 CS R3.1, R3.2

- Explain to Ss that they have to read the capital letters in the activity and match them to the equivalent lower case letters.



Aa Kk Mm Dd Uu Ff Gg

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

- Explain to Ss that they have to look at the letters in the box and complete the alphabet by placing them in the correct order.



D G J M Q T U X

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

- Draw Ss' attention to the pictures and ask them what they see. Ask Ss to name the classroom objects. (A bag, three books, five pencils, a desk and two chairs.)
- Ask Ss what they think the text will be about.

- 1 Listen, point and say the letter and the sound.   

Aa Bb Cc Dd Ee

Ff Gg Hh Ii Jj Kk

Ll Mm Nn Oo Pp

Qq Rr Ss Tt Uu Vv

Ww Xx Yy Zz

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- Read the text aloud and ask Ss to follow in their books.
- Ask Ss questions, e.g. *What is the girl's name? (Fatima.) What colour is her bag? (It is green.) How many books are there? (Three.) How many pencils are there? (Five.)*
- Choose a few Ss to read the text aloud.

### Activity 5 CS R2.1

- Explain to Ss that they have to read the text in activity 4 again and circle the correct answer in the sentences in the activity.



1. green 2. three

### Activity 6 CS W3.1

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



There are five pencils.

2 Match.

A  
K  
M  
D  
U  
F  
G

f  
d  
g  
k  
a  
u  
m

3 Complete.

M D X J U G Q T

A B C  E F  H I  K L  N O P  R S  
  V W  Y Z

4 Look and read.



Hello! I am Fatima. This is my desk and this is my bag. It is green. There are three books and five pencils on my desk.

5 Read and circle.

1. The bag is **green** / white.      2. There are **three** / five books.

6 Write.

How many pencils are there?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## A Optional

### PRACTICE Letters race

- Divide Ss into two teams.
- Ask a S from each team to come to the board.
- Explain to Ss that you are going to call out a letter, e.g. 'c'. The two Ss have to write on the board a word beginning or containing that letter, e.g. *cat*.
- The S who writes a word correctly first gets a point for his/her team.
- Continue in the same manner with other pairs of Ss.
- The team with the most points wins.
- Alternatively, Ss can write the letter you call out instead of a word.

## Workbook

### Activity 1 CS W3.1

- Explain to Ss that they have to look at the pictures carefully and complete the first letter in each word.

1. fish   2. whale   3. red   4. six   5. cat   6. duck

### Activity 2 CS R2.1

- Explain to Ss that they have to read the words in the activity carefully and match them to the correct pictures.

1. C   2. A   3. B   4. D

### Activity 3 CS R3.1

- Explain to Ss that they have to look at the pictures in the activity carefully and circle the letter that each word begins with.

1. w   2. y   3. a   4. j

### Activity 4 CS W3.1

- Explain to Ss that they have to look at the words in the activity and complete them with the correct letter from the ones in the box. Then, Ss have to match the words to the correct picture.

1. vase, C   2. pencil, A   3. cat, B   4. bike, D

## Before leaving

- Explain to Ss that you are going to say a word (from the ones they have been taught) to each one and he/she has to spell it, e.g. *pen*, P-E-N.



# Toys

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

## Song

- follow and identify the main idea and the detail of short texts (L1.1, L2.1)
- predict with a lot of support key words they will hear by using visuals accompanying a text (L3.1)
- communicate or find out with a lot of support very basic personal information (S1.1)
- say numbers 1-20 and count with support up to 10 objects which are real or in an image (S2.1)
- name objects by using words from topic word sets (S2.2)
- show interest in singing songs (S5.1)
- write letters of regular size and shape (W3.1)

## Top Stars

- follow and respond to simple short questions (L2.4)
- communicate or find out with a lot of support very basic personal information (S1.1)
- name with support an increasing range of objects and activities they like (S1.2)
- name objects by using words from topic word sets (S2.2)
- sight read words and phrases (R2.1)
- predict content by making use of pictures (R4.1)
- name with support a few very familiar objects (W1.3)
- write letters of regular size and shape (W3.1)

## Let's play

- follow and identify with a lot of support the detail in short, very simple texts (L2.1)
- follow and respond with a lot of support to short, simple one-step instructions (L2.3)
- name objects by using words from topic word sets (S2.2)
- communicate with support very simple one-step instructions (S2.3)
- name with support a few very familiar objects (W1.3)
- write letters of regular size and shape (W3.1)

## Our world

- identify the detail of short texts (L2.1)
- follow and respond to simple short questions (L2.4)
- find out personal information (S1.1)
- name with support an increasing range of objects and activities they like (S1.2)
- say numbers 1-20 and count with support up to 10 objects which are real or in an image (S2.1)
- name objects by using words from topic word sets (S2.2)
- sight read words and phrases (R2.1)
- predict content by making use of pictures (R4.1)
- copy with support recognisable small and capital letters and numbers up to 20 accurately (W1.4)
- write letters of regular size and shape (W3.1)

## Social Studies

- follow and identify with a lot of support the detail in short, very simple texts (L2.1)
- name objects by using words from topic word sets (S2.2)
- recognise and sight read words and phrases (R2.1)
- predict content of what they will read by making use of pictures (R4.1)
- write letters of regular size and shape (W3.1)



### Story

- recognise and sight read words and phrases (R2.1)
- predict content of what they will read by making use of pictures (R4.1)
- write letters of regular size and shape (W3.1)

### Project

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

### Phonics

- recognise and say beginning, middle and final phonemes in known words (L2.7)
- show interest in singing songs (S5.1)
- recognise and sight read a few familiar words and phrases (R2.1)
- recognise and sound out beginning letter sounds in a word (R3.3)
- blend sounds to read high-frequency words (R3.4)
- identify and remember high frequency sounds and their accompanying letter patterns (R3.5)
- write small and capital letters of regular size and shape (W3.1)

### Revision

- follow and identify the main idea of short texts (L1.1)
- follow and identify the detail in short, very simple texts (L2.1)
- follow and respond to simple short questions (L2.4)
- name objects by using words from topic word sets (S2.2)
- recognise and sight read words and phrases (R2.1)
- predict content of what they will read by making use of pictures (R4.1)
- write small and capital letters of regular size and shape (W3.1)

### TOP TIME! 3

- say numbers 1-20 and count with support up to 10 objects which are real or in an image (S2.1)
- recognise and sight read words and phrases (R2.1)
- predict content of what they will read by making use of pictures (R4.1)
- copy with support small and capital letters and numbers up to 20 accurately (W1.4)
- write small and capital letters of regular size and shape (W3.1)

**Language focus****Aims**

- to say a song/poem
- to identify toys
- to talk about possession

**Vocabulary**

**Toys:** kite, train, bike

**Structures**

I have got a (train).

I have got (eleven trains).

train - trains

**Materials**

- flashcards for *kite, train, bike*
- pieces of paper with toys and numbers (1-15) stuck or written on them (one number and toy per paper)
- a toy box containing the above toys (optional)
- Blu tack or tape

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

- Hold up each flashcard (*kite, train, bike*), say the word and ask Ss to repeat.
- Alternatively, bring out the toy box you've brought with you to class and present the toys by holding them up one by one and saying the words aloud. Hold up one of the toys, point to yourself and then to the toy and say, *I have got a (kite)*. Have Ss repeat after you a couple of times in chorus.
- Repeat with more flashcards of toys/actual toys and elicit what *I have got* means. Explain to Ss that we use *I have got* to show possession.
- Give Ss a flashcard each and encourage them to make sentences in the same manner.

**1 Vocabulary CS S2.2**

- Have Ss open their books to p.75.

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

**Activity 2 CS L1.1, L2.1, L3.1, S5.1** **Pre-listening**

- Write the three items and their plural form on the board (*bike - bikes, train - trains, kite - kites*).
- Read the words and explain the plural form to Ss.

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

- Direct Ss' attention to the pictures and ask, *What can you see in the pictures? What do you think will you hear about in the text/poem?*
- Give Ss time to discuss the pictures.
- Elicit their response and write it on the board (*a bike, some kites and trains*).
- Ask Ss, *What is the text about?*
- Ask Ss to listen to the recording of the song/poem and to confirm their predictions. (It's about different toys.)
- Ask Ss to name toys that they have got at home. Ask Ss, *Are they the same or different from the ones you see?*

**While listening**

- Play the song/poem a second time and ask Ss, *How many bikes are there? (One.) How many trains are there? (Eleven.) How many kites are there? (Twelve.)*
- Play the song/poem again and encourage Ss to say the song/poem along with the recording.

**Grammar Reference**

- Ask Ss to turn to page 157, Module 6 Song.
- Read the sentences aloud and ask Ss to repeat after you.
- Point out the singular noun (*train*) and the plural (*trains*) and encourage Ss to say how the plural form is usually formed (by adding an *-s* at the end of the noun).
- Say different nouns and ask Ss to say their plural form, e.g. *kite-kites, cat-cats*.
- Stick the flashcards of *kite, train* and *bike* on the board. Next to each flashcard write a number, e.g. 9, 11 and 12.
- Encourage Ss to say the corresponding sentences, e.g. *I have got eleven trains. I have got nine bikes*.

**Post listening****Activity 3 CS S1.1, S2.1**

- Direct Ss' attention to the picture in the activity and ask them to tell you what they see. (Two boys talking about the toys they have got.)
- Make photocopies of different pictures with toys (*kite, train, bike*), stick or write a number (1-15) on each one and hand them out to Ss.
- Explain to Ss that, in pairs, they are going to take turns to come to the front of the class, show their photocopy and make a sentence saying, *I have got [one bike/(ten) bikes]*.
- Have a few pairs of Ss come to the front of the class and act it out.

# Toys



## SONG

1

Say the new words.



2

Listen and say.

## Toys

A bike, a bike.  
I have got a bike!

Trains, trains.  
I have got eleven trains!

Kites, kites.  
I have got twelve kites!

Toys, toys.  
I have got toys!



3

Look and say.

I have got eleven bikes.



I have got one kite.



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## EXPANSION

- Say a number from 1-15 and a toy aloud, e.g. *eleven kites*. Ss have to write the number in numerical form and draw the toy. Go round the classroom and make sure Ss have written the correct number and drawn the correct item.
- Continue with other numbers and toys.

## Workbook

### Activity 1 CS L2.1

#### Listening transcript

1. **Boy 1:** *I have got a kite.*
2. **Boy 2:** *I have got a bike.*
3. **Girl 1:** *I have got a train.*
4. **Girl 2:** *I have got a cat.*
5. **Boy 2:** *I have got a book.*
6. **Boy 1:** *I have got a bag.*



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

### Activity 2 CS W3.1



1. I have got a train.
2. I have got 11 kites.

## A Optional

### PRACTICE

#### Hot card

- Arrange some chairs in a circle at the front of the classroom, making sure there's a chair for every S. Invite Ss to the front and ask them to sit down. (If this is not possible, do the activity with the Ss sitting at their desks.)
- Give a flashcard of one of the toys presented in this lesson to a S.
- Explain to Ss that when you play the recording (Toys, song or poem) they will have to pass the flashcard clockwise around the circle.
- As soon as you stop the recording, the S with the flashcard will have to hold it up and say, *I have got a (train)*.
- Repeat this with the rest of the toy flashcards.
- Make sure all Ss have had the chance to make a sentence at least once.



## Before leaving

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



## Note

For the next lesson, bring:

- photocopies of the flashcards with the toys Ss have learnt (one per S)



## Language focus

### Aims

- to identify toys
- to ask and answer about possession

### Vocabulary

**Toys:** ball, plane, robot, teddy bear, boat

### Structures

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

haven't = have not

## Materials

- flashcards for the words *ball*, *plane*, *robot*, *teddy bear* and *boat*
- flashcards from the previous lesson for *kite*, *train* and *bike*
- Blu tack or tape
- photocopies of the flashcards with the toys Ss have learnt (one per S)

## Revision

- Stick the flashcards from the previous lesson (*kite*, *train*, *bike*) on the board. Invite each S to come to the front of the classroom, point to a different toy and say, *I have got (eleven trains)*.
- Make sure all Ss have had the chance to make a sentence.

## Lesson plan

### Warm-up

- Hold up each flashcard (ball, plane, robot, teddy bear, boat), say the word and ask Ss to repeat.
- Go up to a S and give him/her one of the toy flashcards, e.g. the *teddy bear* flashcard. Ask the S, *Have you got a teddy bear?* and encourage him/her to answer, *Yes, I have*. Ask again and invite Ss to repeat in chorus after you and the S. Ask the S, *Have you got a (ball)?*, and encourage him/her to answer, *No, I haven't*. Ask Ss to repeat after you both in chorus.
- Explain to Ss that we use questions with *Have you got...?* to ask someone about possession, i.e. about things someone owns.

### 1 Vocabulary CS S2.2

- Have Ss open their books to p.76.
- Ask Ss to name the toys in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.

### 1 Say the new words.

1



Say the new words.



ball



plane



robot



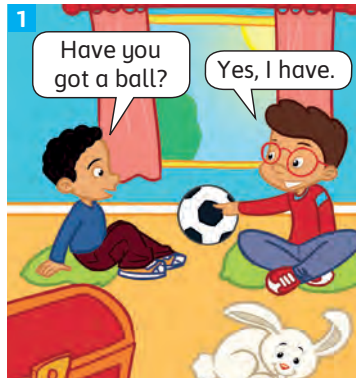
teddy bear



boat

### 2 Look, listen and read.

1



2



3



4



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

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



#### Before reading

- Have Ss look at the presentation and ask them who the characters are (Ron, Hassan, Ali).
- Ask Ss to tell you what they think is happening. (Ali is in Hassan's room, asking him what toys he has got. In Frame 1, Ron curls up on the floor so that it looks like a ball and in Frame 2, it climbs up on a shelf, pretending it's a plane. It eventually falls on Hassan's head. It's holding the robot Ali asked Hassan about.)
- Ask Ss, *Where are the children?* (They are in Hassan's room.)

#### While reading

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

- Check Ss' predictions.
- Ask Ss some questions about the story: *Has Hassan got a ball?* (Yes.) *Has he got a plane?* (No.) *Has he got a robot?* (Yes.) *Why does Hassan scream 'Ahhhh'?* (Because the rabbit fell on his head.) *How many toys are there?* (Two.)
- Divide Ss into pairs and get them to act out the dialogue.

#### Post reading







- Write the following questions on the board: *Have you got a robot?* *Have you got a boat?* *Have you got a plane?* Next to the first question, stick the flashcard for *robot*, next to the second question, stick the flashcard for *ball* and next to the third question stick the flashcard for *plane*.
- Choose different Ss to read the questions and encourage Ss to answer with *Yes, I have* if the flashcard corresponds to the question and *No, I haven't* if it doesn't.

**3 Listen and tick (4).**

1	 A <input checked="" type="checkbox"/> 4	 B <input type="checkbox"/>
2	 A <input type="checkbox"/>	 B <input type="checkbox"/>
3	 A <input type="checkbox"/>	 B <input type="checkbox"/>
4	 A <input type="checkbox"/>	 B <input type="checkbox"/>

**4 Ask and answer.**



						
Me						
Friend						

**Grammar Reference**

- Ask Ss to turn to page 157, Module 6 Top Stars.
- Read the question and answers aloud and have Ss repeat. Get Ss to repeat.
- Ask Ss when we use the question *Have you got...?* Elicit that we use it to ask about things we have got.
- Stick the flashcards of the toys on the board, point to each one and ask different Ss, *Have you got...?* Elicit Ss' answers.

**Activity 3 CS L2.4**

- Explain to Ss that they have to listen to the recording and tick the correct picture (A or B) according to the toy they hear being mentioned.
- Have Ss check their answers in pairs first, then as a class.
- Go round the classroom making sure Ss have ticked the correct picture.

**Listening transcript**

- Boy 1:** *Have you got a plane?*  
**Boy 2:** *Yes, I have.*
- Girl 1:** *Have you got a teddy bear?*  
**Girl 2:** *No, I haven't. I have got a robot.*
- Boy 1:** *Have you got a boat?*  
**Boy 2:** *Yes, I have.*
- Girl 1:** *Have you got a ball?*  
**Girl 2:** *No, I haven't. I have got a ball.*

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

**Activity 4 CS S1.1**

- Explain to Ss that they have to place a 3 or an 7 about themselves in the first row according to which toys they have/haven't got. Then divide Ss into pairs and ask them to take turns asking and answering questions about what toys they have got, as in the example.

**A Optional**

**PRACTICE**

**Mime the toy**

- Have a S come to the front of the class and ask him/her to mime playing with one of the toys presented in this lesson or the previous one.
- The rest of the Ss will have to guess what the S is supposedly playing with by naming the toy aloud.
- The S miming at the front answers Yes or No accordingly.
- The S that guesses correctly will be the next to mime a toy.
- Play this game for as long as time permits, making sure all Ss have participated.

**EXPANSION**

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

**Workbook**

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

1. I have got a teddy bear.
2. I have got a ball.
3. I have got a plane.
4. I have got a robot.

**Activity 2 CS L2.4**

**Listening transcript**

- Boy 1:** *Have you got a plane?*  
**Boy 2:** *Yes, I have.*
- Girl 1:** *Have you got a boat?*  
**Girl 2:** *No, I haven't. I have got a robot.*

**1. B 2. A**

**Activity 3 CS S1.1, S1.2**

- Ss colour the toys they have got at home. Then, they take turns asking and answering questions with their partner.

**open answers**

**Before leaving**

- Hold up the toy flashcards and go up to a S. Point to the ball and ask him/her, *Have you got a (ball)?* Encourage him/her to answer, *Yes, I have* or *No, I haven't*.
- Repeat with more Ss and different flashcards each time.
- Make sure all Ss have answered at least once.

**Note**

- For the next lesson, bring:
- an old and a new object (e.g. a book or a toy)
  - plain A4 sheets of paper for all Ss

## Language focus

### Aims

- to talk about/describe toys
- to talk about possession
- to ask and answer about quantity
- to introduce the numbers 16-20

### Vocabulary

**Toy:** doll

**Adjectives:** new, old

**Numbers:** sixteen, seventeen, eighteen, nineteen, twenty

### Structures

How many (dolls) have you got?

I have got (two dolls).

I have got a (ball). I haven't got a (bike).

## Materials

- flashcards for *doll, new, old, sixteen, seventeen, eighteen, nineteen, twenty*
- flashcards from the previous lessons for *kite, boat, train, bike, ball, plane, robot and teddy bear*
- an old and a new object (e.g. a book or a toy)
- plain A4 sheets of paper for all Ss

## Revision

- Go up to a S and hand him/her a flashcard of one of the toys presented in the previous lessons (ball, plane, boat, robot or teddy bear). Ask him/her not to look at it before you ask him/her a question.
- Ask the S a question, using the structure presented in the previous lesson. Ask, *Have you got a (robot)?* The S will then have to look at his/her flashcard and answer accordingly with *Yes, I have* or *No, I haven't*. Repeat with other Ss.

## Lesson plan

### Warm-up

- Hold up each flashcard (*doll, new, old*), say the word and ask Ss to repeat.
- Take out the old and the new object you have brought with you to class and hold them both up for the class to see.
- Point to the old object and say *old*. Have Ss repeat after you a couple of times. Then, pass the object around for the Ss to look at. Repeat the same procedure for the adjective *new*.
- Hold up the *doll* flashcard and say the word aloud. Ask Ss to repeat after you a couple of times.
- Hold the *doll* flashcard close to you and

Say the new words.

1



doll

new



old

16

sixteen

17

seventeen

2

Look, listen and read.

## Toys!

**Mrs Fatima:** How many balls have you got, Maha?

**Maha:** I have got sixteen balls.



**Mrs Fatima:** Have you got a ball, Layla?

**Layla:** No. I haven't got a ball. I have got a doll. It is old.



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- say, *I have got a doll*. Have Ss repeat after you. Then, leave that flashcard aside and pick a different one (e.g. the *robot* flashcard). Say, *I haven't got a doll. I have got a robot*. Have Ss repeat after you in chorus and elicit the use of the negative form of the verb *to have* (*haven't got*).
- Write the numbers 16-20, say them aloud and get Ss to repeat a few times after you.
  - Give a S two pencils and ask him/her, *How many pencils have you got?* Point to the pencils and say, *I have got two pencils*. Get Ss to repeat.
  - Ask different Ss, *How many + (an item they have got) have you got?* Elicit Ss' answers.

### 1 Vocabulary CS S2.2

- Have Ss open their books to p.78.
- Ask Ss to name the pictures in the vocabulary section. Play the recording a few times and have Ss point to the pictures and

repeat.

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

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

#### Before reading

- Ask Ss to tell you what they think the texts are about. (A teacher is interviewing two girls asking about their toys.)
- Ask Ss to read the title. Read the title a couple of times and ask Ss to repeat after you.

#### While reading

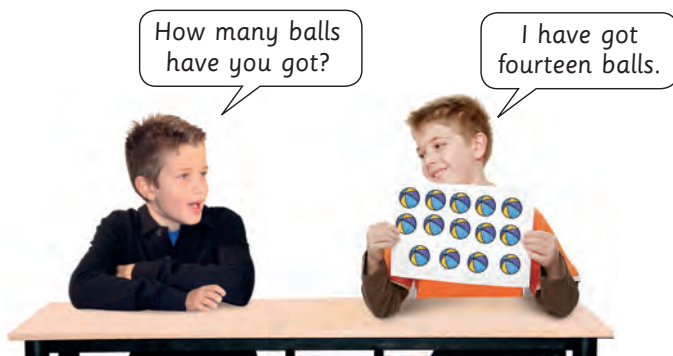
- Play the recording and/or read the text and encourage Ss to shadow read (read along with the recording/you).
- Check Ss' predictions.
- Ask Ss questions about the texts. *What toys can you see?* (Some balls and a doll.) *Are there fourteen balls?* (No, there are not. There are sixteen balls.) *Is Layla's doll new?* (No, it is not. It is old.)

**18** eighteen   **19** nineteen   **20** twenty

**3 Listen and put a tick (✓) and an 8.** 

1  	2  
A 4      B 8	A      B
3  	4  
A      B	A      B

**4 Ask and answer in pairs.** 



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- Choose a few Ss to read the texts aloud.

**Post reading**

- Say a few words from the lesson, e.g. *nineteen* and clap your hands for each syllable. Have Ss clap with you.

**Grammar Reference**


- Ask Ss to turn to page 157, Module 6 Our world. Read the question, the answer and the sentences aloud. Get Ss to repeat.
- Ask Ss, *How many books have you got?* Explain that we use *How many...?* to ask about the quantity of things.
- Choose a few Ss and encourage them to say a sentence naming a toy they have got and one they haven't got.

**Activity 3 CS L2.1, L2.4**  

- Play the recording and ask Ss to listen to each exchange carefully and put a tick (✓) for the toys the children have got and an 8 for the toys they haven't got.
- Play the recording once more and have Ss check their answers.

**Listening transcript**

- Girl:** *I haven't got a train. I have got a doll. It is new.*
- Boy:** *I haven't got a doll. I have got a train. It is old.*
- Girl:** *I haven't got a kite. I have got a teddy bear.*
- Boy:** *I haven't got a ball. I have got a plane.*

	1. 4 8
	2. 4 8
	3. 8 4
	4. 8 4

**Activity 4 CS S1.1, S1.2** 

- Explain to Ss that they have to draw up to 20 objects on a piece of paper and colour them in.
- Then divide Ss into pairs and explain that they have to take turns asking and answering questions about the number of items they have drawn, as in the example.

**A Optional**

**PRACTICE**

**Toys, toys, toys!**

- Shuffle the flashcards for all the toys presented in this Module so far (kite, boat, train, bike, ball, plane, robot, teddy bear, doll) and make two separate piles of them on your desk.
- Explain to Ss that the flashcards in the left pile represent the toys the Ss *haven't got*, whereas the right pile represents the toys they *have got*.
- Ss go up to the desk, pick a flashcard of a toy from the left pile and say, *I haven't got a (train)*. Then, they move to the right pile, pick a flashcard and say, *I have got a (teddy bear)*.
- Make sure all Ss have made two sentences each as described.

**EXPANSION**


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

**Workbook**

**Activity 1 CS W3.1**  

 1. balls 2. doll


**Activity 2 CS W1.4, S2.1**  

 a. 17 b. 20 c. 19 d. 16


**Activity 3 CS L2.1, L2.4**  

**Listening transcript**

- Girl:** *Look! I have got a doll. It is old.*
- Boy:** *Look! I have got a bike. It is new.*
- Boy 1:** *How many boats have you got?*  
**Boy 2:** *I have got fifteen boats.*

 1. B 2. A 3. B

**Activity 4 CS W3.1**  

 1. have got, haven't got  
2. have got, haven't got

**Before leaving**

- Ask each S a question about an item they have got, e.g. *How many (books/pens/balls) have you got?*
- Elicit the Ss' answers.



## Language focus

## Aims

- to give and follow orders

## Vocabulary

**Actions:** jump, run, stop, kick, touch, throw

## Structures

Run!	Stop!
Jump!	Kick!
Touch!	Throw!



## Materials

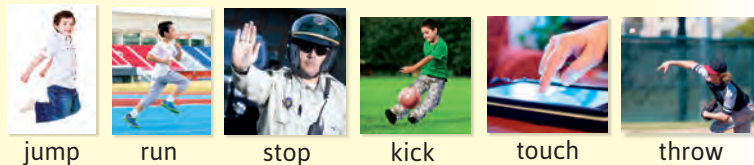
- flashcards for *jump, run, stop, kick, touch, throw*
- flashcards from the previous lessons for *kite, boat, train, bike, ball, plane, robot, teddy bear and doll*
- Blu tack or tape

## Revision

- Stick the flashcards for the toys on the board and invite a S to come up to the front of the class.
- Explain to him/her that you are going to say which of these toys you *have got* and which of them you *haven't got*, and he/she will have to remove the flashcards of the toys you haven't got from the board. Say, e.g. *I haven't got a (plane). I have got a (bike)*. The S then removes the *plane* flashcard, but leaves the *bike* flashcard on the board.
- Invite more Ss to come up to the board and repeat the procedure in the same manner, until there is only one toy flashcard left on the board.
- Ask different Ss, *How many... have you got?* Elicit Ss' answers.

## Say the new words.

1



jump

run

stop

kick

touch

throw

2

Listen and do.

Touch the ball!



3

Look and say.



1.



2.



3.



4.



5.



6.

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## Lesson plan

## Warm-up

- Hold up each flashcard (jump, run, stop, kick, touch, throw), say the word/phrase and ask Ss to repeat.
- Say *Jump!* aloud and mime jumping. Ask Ss to repeat after you and encourage them to mime the action accordingly.
- Repeat for the rest of the verbs/phrases, each time making a relevant gesture, e.g. pretend kicking a ball. Have Ss repeat after you a couple of times and encourage them to mime the actions likewise.

## 1 Vocabulary CS S2.2

- Have Ss open their books to p.80.
- Ask Ss to name the actions in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words/phrases again in random order and have Ss point and repeat.

## Grammar Reference

- Ask Ss to turn to page 157, Module 6 Let's play.
- Read the sentences aloud and get Ss to repeat.
- Explain to Ss that we use the imperative form to give orders.

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



## TPR Activity

- Divide Ss into small groups.
- Explain to Ss that you are going to give each group an order and they have to perform it. The group(s) in which all members perform the action correctly get(s) a point.
- The group with the most points wins.
- You can ask each group to take turns giving an order to the rest of the groups.

### Activity 3 CS S2.2

- Draw Ss' attention to the pictures in the activity.
- Explain to Ss that they have to look at the pictures and say what each one depicts.



1. stop 2. jump 3. run 4. kick 5. touch 6. throw

## A Optional

### PRACTICE

#### Play 'I say'

- Tell Ss you are going to play a game. Explain that you will call out orders presented in this lesson, e.g. *Run!* Point out that you will be adding the phrase *I say...* before the order.
- Ss have to listen carefully to what you say, because the orders will not always be preceded by the phrase, *I say*. In this case, Ss shouldn't follow the order. If they do, they are out of the game.
- Continue in this manner until all Ss are out except for one, who is the winner.

### EXPANSION

- Write different actions on the board and encourage Ss to mime them.



## Workbook

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



- Ss turn to the back of their WB and choose the correct stickers.



1. touch 2. kick  
3. run 4. stop

### Activity 2 CS L2.1

- Ss listen to the recording, point to the pictures and mime the actions.

#### Listening transcript

1. **Man:** *Jump!*
2. **Man:** *Kick!*
3. **Man:** *Run!*
4. **Man:** *Stop!*
5. **Man:** *Throw!*
6. **Man:** *Touch!*



## Before leaving

- Give an order to a S, e.g. *Jump!* The S follows the order by miming the action.
- Then, this S gives a different order to another S and he/she follows it.
- Repeat the procedure in this manner until all Ss have had a turn.



## Note

For the next lesson bring:

- plain A4 sheets of paper (enough for all Ss)
- Tell Ss to bring a piece of white card, a pair of safety scissors and coloured pencils.
- Ask each S to bring an old newspaper/magazine each and make sure you bring one too.



## Language focus

### Aims

- to provide Ss with cross-curricular information on social studies
- to describe objects

### Vocabulary

**Adjectives:** fast, slow  
**Noun:** car



## Materials

- flashcards for *car*, *fast* and *slow*
- old newspapers/magazines (one per S)
- plain sheets of paper or pieces of white card, coloured pencils and safety scissors

## Revision

- Call out orders presented in the previous lesson and encourage Ss to mime the actions accordingly.
- Make sure all Ss follow the orders correctly.

## Lesson plan

### Warm-up

- Hold up each flashcard (*car*, *fast*, *slow*), say the word and ask Ss to repeat. Point to a picture of a fast car and say, *It is fast*. Point to a picture of a slow car (probably an old one) and say, *It is slow*. Point out that these words are an opposite pair of adjectives indicating speed.

### 1 Vocabulary CS S2.2

- Have Ss open their books to p.81.
- Ask Ss to name the pictures in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.

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

### Before reading

- Direct Ss' attention to the pictures and ask them to tell you what they depict. (The pictures show different means of transport.)
- Ask Ss to identify the means of transport and, if possible, name them aloud.
- Ask Ss how they get to school.

### While reading

- Play the recording and/or read the text and encourage Ss to shadow read (read along with the recording/you).
- Ask Ss, *What means of transport can you see?* (A bike, a car and two trains, an old and a new one.) *Is the bike new?* (Yes, it is.) *What colour is the car?* (It is red.) *Is it fast?* (Yes, it is.) *Is the train in the third picture fast?* (No, it is not.) *Is the train in the fourth picture new?* (Yes, it is.)
- Choose a few Ss to read the texts aloud.

### Post reading

- Say a few words from the lesson, e.g. *fast* and clap your hands for each syllable. Have Ss clap with you.
- Have a brief discussion about means of transport and ask Ss which one they like the most.

## Background note

**Bicycles**, often called *bikes*, were developed around 1885. Around the turn of the 20th century, bikes were thought to be one of the most effective ways of commuting. Today many major cities support the use of bikes by implementing bicycle-sharing systems – a service in which bicycles are made available to individuals for shared use. Amsterdam, Netherlands is one of the leading cities for such services as is London.

**The first car** was designed around 1672. However, history claims that the first true automobile was created in 1885 by Karl Benz from Germany. Throughout the years the automobile industry has striven to create both modern and fast cars that will suit every customer.

**A train** is a form of transport consisting of a series of vehicles that run along a rail track. In the beginning, wooden rails were used and trains transported cargo. In 1825, the first-ever passenger train was created, and since then, passenger trains have evolved to meet people's needs for a fast and comfortable means of transport.



1 Say the new words.



car



fast



slow

2 Look, listen and read.

# Transport

1 Look at this bike. It is new!



2 Look at this car. It is red. It is fast!



3 Look at this train. It is old and slow.



4 Look at this train. It is new and fast!



## Workbook

### Activity 1 CS L2.1

#### Listening transcript Man

1. Look at this train. It is white. It is new!
2. Look at this car. It is red. It is fast!
3. Look at this bike. It is old. It is slow!

1. A 2. A 3. B

### Activity 2 CS W3.1

train, old, slow

## Before leaving

- Ask each S to think of a fast and a slow object/animal. Say, *It is fast* and encourage each S to name a fast object/animal. Say, *It is slow* and ask Ss to name a slow object/animal.

## A Optional

- Ask Ss to take out the magazine each of them has brought with him/her and explain to them that they will have to go through the pages and find pictures of objects that are *fast* or *slow*. Once they have done so, divide them into small groups and ask them to take turns pointing to each of the objects and describing it, saying, e.g. *It is (fast)*.
- Encourage Ss to add more information to their description of an object, saying, e.g. *It is (old)*. *It is (yellow)*.
- You can ask Ss to present the objects they have found in the magazines in class, or even cut out the pictures using safety scissors and make a collage out of fast and slow objects.



## TOY ROBOT



## Language focus

## Aims

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



## Materials

- flashcards from the previous lessons for kite, boat, train, bike, ball, plane, robot, teddy bear and doll

## Revision

- Ask Ss to open their books to p.81. Point to each means of transport in activity 2 and ask Ss to say if it is fast or slow.

## Lesson plan

## Warm-up

- Point to the different flashcards of toys and ask Ss to name them.

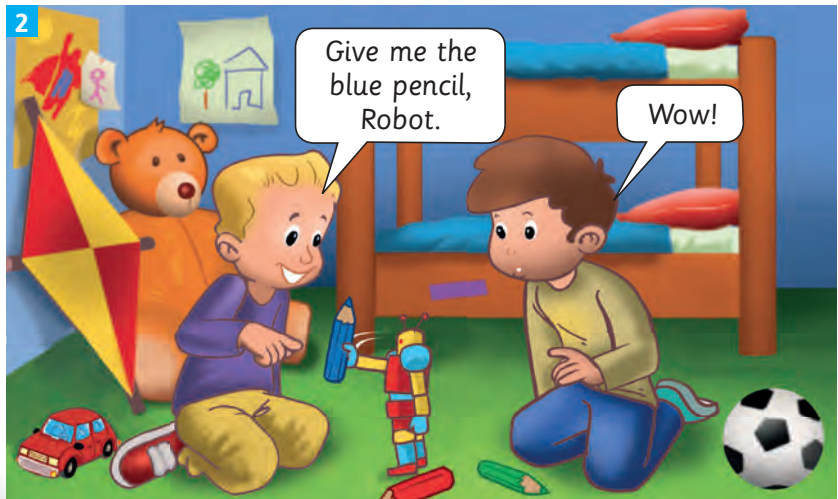
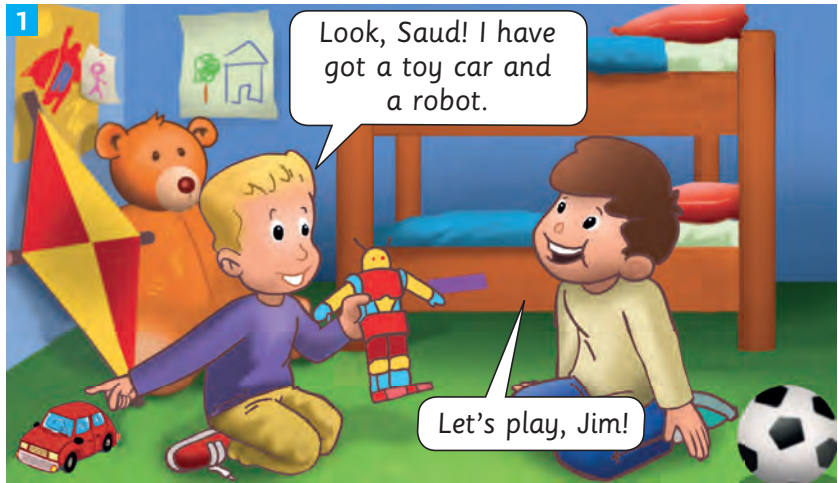
## Activity 1 CS R2.1, R4.1



## Before reading

- Hold up the *Story time Big Book* and display the cover page.
- Ask Ss what toys they can see. (A toy car and a robot.)
- Ask Ss, *What do you think the story is about?* Elicit Ss' answers.
- Ask Ss if they know the words in the title and read the title together. Point to the first frame and ask Ss to tell you what they think is happening. (Two boys are playing with their toys.)
- Cover the second page (p.83), ask Ss to look at the first page (p.82) and guess what will happen next.
- Reveal the second page and ask Ss to look at the pictures and guess what the story is going to be about.
- Point to each frame and invite Ss to guess what is happening.

## 1 Look, listen and read.



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## While reading

- Play the recording and/or read the text and ask Ss to shadow read (read along with the recording/you).
- Check Ss' predictions.
- Ask Ss to identify the toys they are familiar with and point to them in the story (a toy car, a robot, a ball, a teddy bear).
- Ask Ss some comprehension questions. Encourage Ss to answer.

**Frame 1:** (pointing to the boys) Where are the children? (They're at one of the boys' house.) What toys has Jim got? (He has got a toy car and a robot.) Is the robot new? (Yes, it is.)

**Frame 2:** (pointing to the blue pencil) What colour is the pencil? (It is blue.)

**Frame 3:** (pointing to the robot) What can the robot do? (It can clap its hands.)

**Frame 4:** (pointing to the robot) Does it stop? (No, it doesn't.) What does Saud think? (He thinks the robot is funny.)

## Post reading

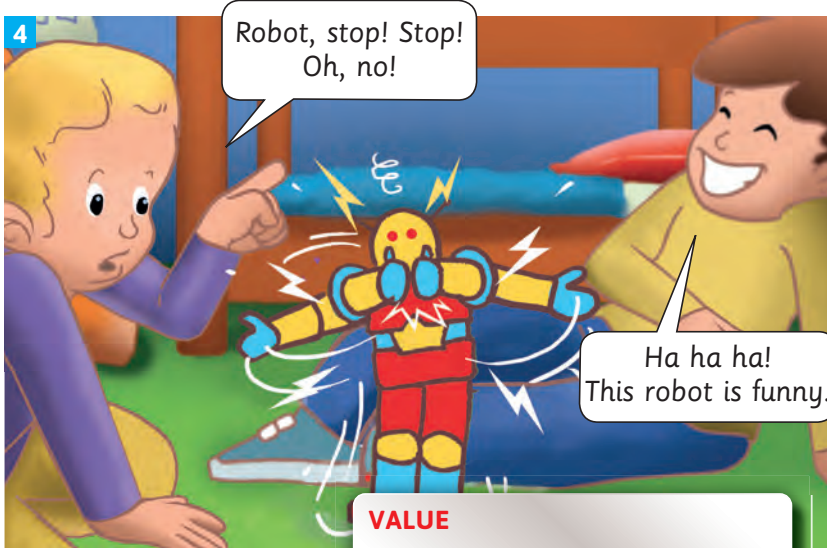
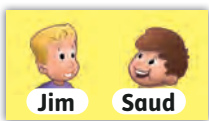
## POST-STORY ACTIVITY

Ask Ss:

- What are your favourite toys?
- Do you like sharing your toys with your friends?
- Have Ss discuss the questions in groups or in pairs. Elicit Ss' answers.

## Value

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



**VALUE**  
Play nicely with your friends.

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## Workbook

Activity 1 CS R2.1 A1 B

1. B 2. A

Activity 2 CS R2.1, W3.1 A1 B

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

## Before leaving

- Divide Ss into pairs and have them act out the story. Tell Ss to swap roles.

## Note

For the next lesson, bring:

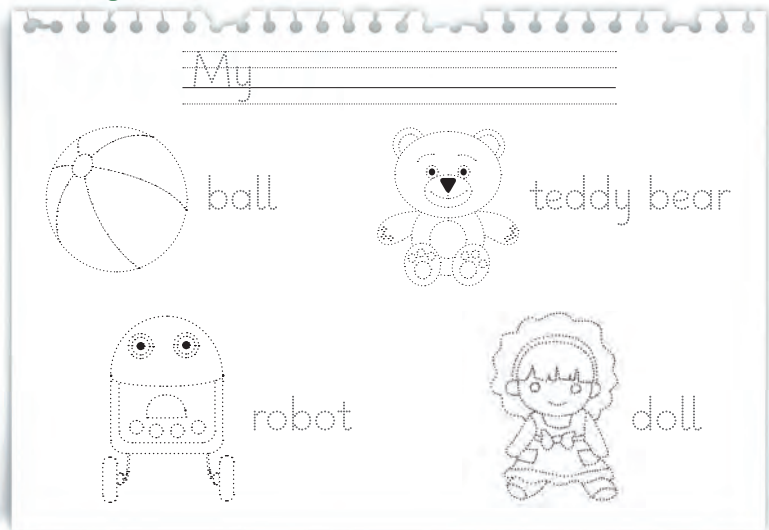
- all the toy flashcards from the Module
- finger paints, pieces of white card (one for each S), some buttons and glue

## A Optional

### Describe the toy

- Place the flashcards of toys (kite, car, boat, train, bike, ball, plane, robot, teddy bear and doll) and the flashcards of colours (red, blue, green, yellow, pink, orange, white, black) and adjectives (new, old, fast, slow) in two separate piles on your desk.
- Divide Ss into two teams.
- Explain to Ss that each S from each team has to go up to your desk and pick a toy flashcard. Then, he/she has to pick a flashcard from the pile of flashcards with colours/adjectives and say the corresponding sentences, using the structures *I have got* and *It is...* So, for example, if a S picks the flashcard of the bike and the colour green, he/she has to make the appropriate sentences, e.g. *I have got a bike. It is green.*
- For every correct sentence, the team gets one point. The team with the highest score wins.

## 1 Trace and colour. 🐸



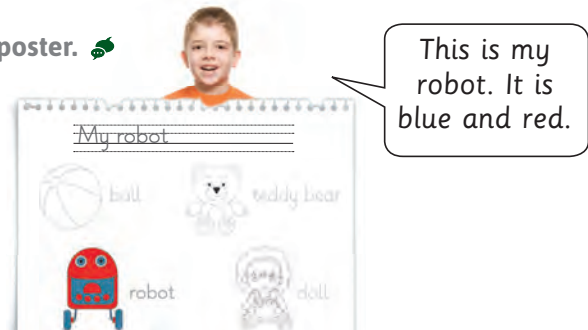
## 2 Trace and write about your toy. 🐸

red blue yellow green black white orange grey

This is my \_\_\_\_\_

It is \_\_\_\_\_

## 3 Present your poster. 🐸



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 Language focus

## Aims

- to make a toy poster

 Materials

- all the toy flashcards from the Module
- finger paints, pieces of white card (one for each S), some buttons and glue

## Revision

- Ask Ss if they remember the title of the story from the previous lesson (Toy robot). Ask them to tell you what else they remember about the story, e.g. the characters/toys etc...

## Lesson plan

## Warm-up

- Revise the toys Ss are familiar with by sticking the flashcards for *kite, train, bike, ball, plane, robot, teddy bear, boat* and *doll* on the board, point to each one and say it aloud.
- Get Ss to repeat a few times after you.

## Activity 1 CS L2.3, W1.3 🐸

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

**Activity 2 CS W3.1** 

- Draw Ss' attention to activity 2.
- Explain to Ss that they have to trace and complete the sentences about their toys, e.g. *This is my (robot, ball, doll, teddy bear). It is (colour).*
- Go round the classroom and make sure Ss have traced and written the sentences correctly.

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

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

**A**  **Optional****Poster memory**

- Collect Ss' posters.
- Choose four or five posters and stick them on the board using Blu tack.
- Divide Ss into two teams.
- Tell Ss that they have to memorise the order in which the posters were in because you are going to remove some. Give Ss a few minutes to memorise the order, then remove two posters from the board. Make sure you have made a note of the order the posters were in.
- Then ask the teams to work together and write down the order they remember. Give Ss only a couple of minutes to do so. Then have a member from each team come to the board and stick the posters in the order they wrote down.
- The team to do this correctly gets a point.
- The team with the most points wins.

 **Before leaving**

- Tell each S to come to the board and draw a toy. Make sure all of the Ss participate.

**Language focus****Aims**

- to practise the pronunciation of words ending in **-at** and **-an**

**Materials**

- flashcards for *hat*, *mat*, *cat*, *fan*, *man* and *van* (pictures and words)
- Blu tack

**Revision**

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

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

- Photocopy the two pictures of the chants/poems and stick them on the board.
- Draw Ss' attention to the first picture and ask them questions, e.g. *What animal can you see?* (A cat.) *What has it got?* (It has got a hat.) *Where is the cat?* (On the mat.)
- Draw Ss' attention to the second picture and ask them questions, e.g. *What colour is the van?* (It is blue.) *What is in the van?* (A fan.)

**Phonics page 85****Activity 1** CS S5.1, R3.5  

- Play the chant/poem (more than once). Ask Ss to identify the most repeated sound/rime e.g. **-at**. Elicit the words with the same rime (*hat*, *mat*, *cat*).
- Hold up each flashcard, say the

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

**1** Listen, say and circle the **-at** words.  **The cat**

This is my cat.  
It has got a hat.  
It is on the mat.

**2** Read and match. 

1. hat

2. mat

3. cat



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words (*hat*, *mat*, *cat*) and ask Ss to repeat.

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

**Activity 2** CS R2.1 

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



1. hat – second picture    2. mat – third picture    3. cat – first picture

**Phonics page 86****Activity 1** CS S5.1, R3.5  

- Play the chant/poem (more than once). Ask Ss to identify the most repeated sound/rime e.g. **-an**. Elicit the words with the same rime (*fan*, *man*, *van*).

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

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

## The man

Look at the man.  
He has got a van  
and a big fan.



2 Read and match. 

1. fan

2. man

3. van



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

**Activity 2** CS R2.1 

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



1. fan – second picture    2. man – third picture    3. van – first picture

## A Optional

**Ready, set, match**


- Divide Ss into two teams.

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

## Workbook

**Activity 1** CS R3.3, W3.1 


1. hat    2. cat    3. mat

**Activity 2** CS L2.7, R3.4 

1. hat    2. cat    3. mat

**Activity 3** CS R3.3, W3.1 

1. fan    2. van    3. man

**Activity 4** CS L2.7, R3.4 

1. man    2. van    3. fan

## Note

For the next lesson, bring:

- flashcards/photocopies for kite, train, bike, ball, plane, robot, teddy bear, boat, doll, new, old, sixteen, seventeen, eighteen, nineteen, twenty, jump, run, stop, kick, touch, throw, car, fast, slow (2 sets of each)
- Blu tack or tape



## Language focus

## Aims

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



## Materials

- flashcards/photocopies for the numbers 16-20, kite, train, bike, ball, plane, robot, teddy bear, boat, doll, new, old, jump, run, stop, kick, touch, throw, car, fast, slow (2 sets of each)
- Blu tack or tape

## Revision

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

## Lesson plan

## Warm-up

- Stick some of the flashcards from previous lessons in the Module on the board (4-5 flashcards each time). Tell Ss to memorise them.
- Ask Ss to close their eyes, while you hide one of the flashcards. When Ss open their eyes, they have to try to remember which one is missing.
- Alternatively, Ss can memorise the order of the flashcards. When they close their eyes, change the order. Ss have to try to remember what order the flashcards were originally in.
- Make sure you use different flashcards each time.
- To make the activity more competitive, you could divide Ss into two teams and have them take turns answering to win points.

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

- Have Ss open their books to p.87.
- Ask Ss to point to each of the pictures in the first row and encourage them to say the number. Repeat the procedure with the pictures in examples 2, 3 and 4.
- Explain to Ss that they will listen to each number and they have to tick the first or the second picture according to what they hear.
- Play the recording and have Ss tick the appropriate picture.
- Have Ss check their answers in pairs first, then as a class.

## 1 Listen and tick (4).


1 16 18  
A  4 B


2 17 19  
A  B


3 20 13  
A  B


4 20 15  
A  B

## 2 Listen and circle A or B.

1   
A  B

2   
A  B

3   
A  B

4   
A  B

87

## Listening transcript

1. Boy: sixteen

2. Man: nineteen

3. Man: thirteen

4. Man: twenty

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

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

- Ask Ss to identify each of the items in example 2 and 4. In example 1, ask Ss to identify each of the actions and in example 3, ask Ss to identify the objects.
- Explain to Ss that they will listen to each sentence/word and they have to circle **a** or **b** according to what they hear.
- Play the recording and have Ss circle **a** or **b**.
- Have Ss check their answers in pairs first, then as a class.

## Listening transcript

1. Woman: Run!

2. Woman: mat

3. Boy: I haven't got a kite. I have got a bike. It is big.

4. Man: van

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

## Activity 3 CS L1.1

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

## Listening transcript

Boy: I have got a ball. It is yellow. I have got a robot too. It is new!




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

## Before reading

- Draw Ss' attention to the activity and ask them what the text will be about. (Two boys and their favourite toys.)
- Explain to Ss that they are going to read the texts and find out more about the boys in the pictures.

## While reading

- Read the texts and have Ss read the texts along with you.
- Ask Ss some comprehension questions. Encourage Ss to answer.

- 3 What is the recording about? Listen and circle A or B. 

A. Toys      B. Numbers

- 4 Look and read.  

## My favourite toy

Hello, I am Salem.  
I have got a ball. It is  
yellow and black.



Salem

Hi, I am Alex. I have  
got a toy plane. It is  
green and yellow.  
It is great!



Alex

- 5 Read and circle Yes or No. 

1. Salem: I have got a new robot.	Yes	<input checked="" type="radio"/> No
2. The ball is yellow and black.	Yes	No
3. Alex: I have got a toy plane.	Yes	No
4. The plane is green and blue.	Yes	No

88


What toys have the boys got? (A toy plane and a ball.) What colour is Salem's ball? (It is yellow and black.) What colour is Alex's plane? (It is green and yellow.)

- Choose a few Ss to read the texts aloud.

### Post reading

#### Activity 5 CS R2.1

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

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

## A Optional


### Memory game

- Use Blu tack to stick one set of the flashcards of numbers 16-20, kite, train, bike, ball, plane, robot, teddy bear, boat, doll, new, old, jump, run, stop, kick, touch, throw, car, fast, slow on the board backwards so that Ss can't see them.
- Put a second set in a pile on your desk.
- Divide Ss into two teams. Explain to Ss that one member from each team will come up to your desk at a time and pick a flashcard.
- Then, he/she will choose one of the flashcards stuck onto the board by turning it over (without taking it off the board) to see if it's the same as the flashcard he/she is holding.


- If it's the same, then he/she has to say what the flashcard depicts and remove the flashcard from the board as well as its matching card from the game.
- If the flashcard is different from the one he/she is holding, the S has to show the flashcard that is stuck to the board to his/her fellow Ss and return the other flashcard to the bottom of the pile on the desk.
- Every matching pair of flashcards earns a point for the team that makes the match. The team with the most points when all the flashcards run out wins the game.

## Workbook

### Activity 1 CS W3.1

-  1. jump    2. run    3. stop  
4. kick    5. touch    6. throw

### Activity 2 CS R2.1

-  1. B 2. B 3. A 4. A 5. B 6. A

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

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

### Activity 5 CS R2.1

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

### Handwriting activity CS W3.1

- Ask Ss to turn to p.82.
- Explain to Ss that they have to read and trace each sentence/question and then they have to write it on the lines that follow.
- Point out that the dot indicates where they have to start.
- Ss can write the word more than once on the lines.
- While Ss are doing this activity, go round the classroom and help Ss if necessary.
- Make sure all Ss have traced and written the sentences/question correctly.

## Before leaving

- Play the song/poem *Toys* on p.75 in the SB and invite Ss to say the song/poem along with the recording.



# TOP TIME! 3

Modules 5-6



## Language focus

### Aims

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



## Materials

- all flashcards for toys from the Module
- plain A4 paper (one sheet per S)
- coloured pencils/crayons
- Blu tack or tape

## Lesson plan

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

#### Before reading

- Have Ss look at the pictures and ask them to guess where the boys are. (At a toy shop.)
- Ask Ss to name the toys they see in the activity (first picture – robot, second picture – train).

#### While reading

- Ask Ss to point to the appropriate pictures as you read the texts.
- Read the texts again, stop after each sentence and encourage Ss to repeat in chorus.
- Ask Ss some questions about the texts. *Where is Majed's favourite toy shop? (In Qatar.) Has he got a robot? (Yes, he has.) Where is Tom's favourite toy shop? (In the UK.) Has he got a robot? (No, he hasn't. He has got a train.)*
- Choose a few Ss to read the texts aloud.

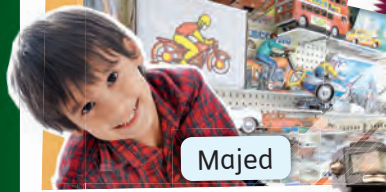
#### Post reading

### Activity 2 CS R2.1

- Direct Ss' attention to the pictures in the activity and ask them to name the boys and the toys they see.
- Explain to Ss that they have to match the boys' pictures with the corresponding toy, by writing the

### 1 Look and read.

## My favourite toy shop



Majed

Hello! This is my favourite toy shop in Qatar. I have got a robot from there.

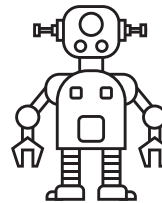
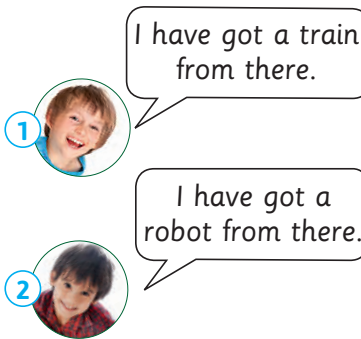


Tom

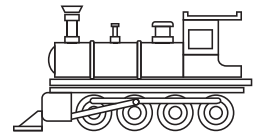
Hi! This is my favourite toy shop in the UK. I have got a train from there.



### 2 Read and number (1-2). Then colour.



A



B

correct number, according to what they have read in activity 1. Then they have to colour in the toys with colours they like.

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

### A. 2 B. 1

### Activity 3 CS S2.1, W1.4

- Direct Ss' attention to the picture in the activity.
- Explain to Ss that they have to look at the picture carefully, count and write the number of animals they see.
- Go round the classroom making sure Ss have written the correct number.
- Have Ss check their answers in pairs first, then as a class.

### There are 10 animals.

### Activity 4 CS S2.1

- Draw Ss' attention to the picture and say the numbers aloud.

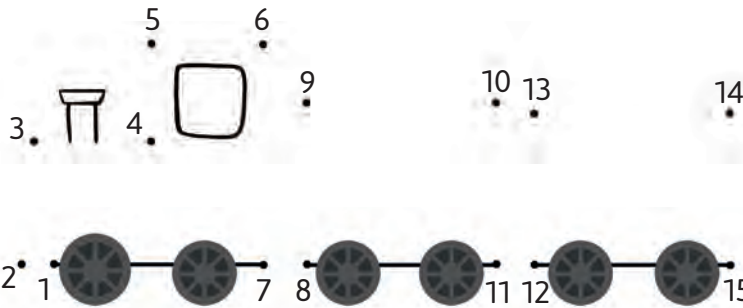
3 How many animals can you see? Count. Then write. 

10 11 12



There are  animals.

4 Say the numbers and join the dots. 



5 Write about your toys. 

kite train bike ball plane  
robot teddy bear boat doll

I have got \_\_\_\_\_  
and \_\_\_\_\_

**A Optional**

**Slow reveal**

- Tell Ss that they are going to play a game.
- Put a plain sheet of A4 paper in front of the flashcards for toys so that Ss cannot identify them.
- Slowly start removing the sheet of paper to reveal the flashcard.
- Have Ss call out what they think it is.
- Repeat for as long as time permits.

**Before leaving**

- Ask Ss to describe their favourite toy.

**Note**

- For the next lesson, bring:
- two oranges, two pears, a piece of melon and a bunch of grapes (optional)
  - plain A4 sheets of paper

- Explain to Ss that they have to join the dots starting from number 1 to reveal the drawing of a toy.
- Go round the classroom, making sure all Ss have completed the activity correctly.
- Elicit from Ss what toy it is.

 It is a train.

**Activity 5 CS W3.1** 

- Direct Ss' attention to the sentence in the activity.
- Explain to Ss that they have to trace the sentence, and complete it by writing about their toys.
- Go round the classroom and make sure Ss have traced and completed the sentence correctly.



# Food

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

## Song

- follow and identify the main idea and the detail of short texts (L1.1, L2.1)
- predict with a lot of support key words they will hear by using visuals accompanying a text (L3.1)
- name with support an increasing range of objects and activities they like (S1.2)
- name objects by using words from topic word sets (S2.2)
- show interest in singing songs (S5.1)
- write letters of regular size and shape (W3.1)

## Top Stars

- follow and identify the detail of short texts (L2.1)
- follow and respond to simple short questions (L2.4)
- communicate or find out with a lot of support very basic personal information (S1.1)
- name with support an increasing range of objects and activities they like (S1.2)
- name objects by using words from topic word sets (S2.2)
- sight read words and phrases (R2.1)
- predict content by making use of pictures (R4.1)
- write letters of regular size and shape (W3.1)

## Let's play

- follow and respond to simple short questions (L2.4)
- name with support an increasing range of objects and activities they like (S1.2)
- name objects by using words from topic word sets (S2.2)
- write letters of regular size and shape (W3.1)

## Comic

- identify the detail of short texts (L2.1)
- name objects by using words from topic word sets (S2.2)
- exchange independently very simple greetings, goodbyes, pleases and thank yous with a teacher or a classmate (S2.4)
- sight read words and phrases (R2.1)
- predict content by making use of pictures (R4.1)
- use simple greetings, goodbyes, pleases and thank yous in very short written interaction (W1.5)
- write letters of regular size and shape (W3.1)

## Health

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

### Story

- recognise and sight read words and phrases (R2.1)
- predict content of what they will read by making use of pictures (R4.1)
- write letters of regular size and shape (W3.1)

### Phonics

- recognise and say beginning, middle and final phonemes in known words (L2.7)
- show interest in singing songs (S5.1)
- recognise and sight read a few familiar words and phrases (R2.1)
- recognise and sound out beginning letter sounds in a word (R3.3)
- blend sounds to read high-frequency words (R3.4)
- identify and remember high frequency sounds and their accompanying letter patterns (R3.5)
- write small and capital letters of regular size and shape (W3.1)

### Project

- follow and respond with a lot of support to short, simple one-step instructions (L2.3)
- find out with a lot of support very basic personal information (S1.1)
- name an increasing range of very familiar objects you like (S1.2)
- name objects by using words from topic word sets (S2.2)
- write small and capital letters of regular size and shape (W3.1)

### Revision

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

**Language focus****Aims**

- to say a song/poem
- to identify food
- to express likes and dislikes

**Vocabulary**

**Food:** oranges, pears, grapes, dates

**Structures**

I like (grapes).

I don't like (pears).

don't = do not

**Materials**

- flashcards for oranges, pears, grapes and dates
- two oranges, two pears, some dates and a bunch of grapes (optional)
- plain A4 sheets of paper

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

- Hold up each flashcard (oranges, pears, grapes, dates), say the word and ask Ss to repeat.
- Draw an orange on the board and say, *orange*. Then draw three more oranges and say, *oranges*. Make sure you stress the -s at the end of the word. Repeat a couple of times, until Ss are familiar with the concept of singular vs plural nouns. Hold up the oranges you've brought with you to class, say *I like oranges* and have Ss repeat after you a couple of times in chorus. Repeat for *pears*, *grapes* and *dates* in a similar manner.
- Give each S some fruit or flashcard and encourage Ss to hold it, pretend they like it and say, *I like (grapes)*.
- Explain to Ss that we use the structure *I like...* to express our preference and liking towards a person/thing.

- Stick a flashcard on the board, e.g. *pears*, pretend you don't like it and say, *I don't like pears*. Explain to Ss that we use the structure *I don't like...* to express dislike.
- Choose a few Ss and ask them to say a sentence using, *I don't like* + a fruit.

**1 Vocabulary CS S2.2**

- Have Ss open their books to p.91.
- Ask Ss if they can name any of the fruit depicted. Elicit Ss' answers.
- Point out the fruit in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the fruit again in random order and have Ss point and repeat.

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

**Activity 2 CS L1.1, L2.1, L3.1, S5.1** **Pre-listening**

- Direct Ss' attention to the pictures and ask them, *What can you see in the pictures? What do you think will you hear about in the text/poem?*
- Give Ss time to discuss the pictures.
- Elicit their response and write it on the board (girls with fruit.).
- Ask Ss, *What is the text about?*
- Ask Ss to listen to the recording of the song/poem and to confirm their predictions. (It's about some fruit the girls like or don't like.)

**While listening**

- Play the song/poem a second time and ask Ss to point to the appropriate dish as they hear the fruit being called out.
- Ask Ss, *Which fruits do the girls like?* (They like dates, oranges and grapes.) *How do we know?* (Because of their facial expressions and from what is mentioned in the song.) *Does the girl on the right like pears?* (No, she doesn't.) Explain to Ss that we can tell that she doesn't like pears by looking at her facial expression and from what is mentioned in the song.
- Ask Ss to say which fruits they like.
- Play the song/poem again and encourage Ss to say it along with the recording.

**Grammar Reference**

- Ask Ss to turn to page 157, Module 7 Song. Read the sentences aloud. Get Ss to repeat. Point out that *don't* is the short form of *do not*.
- Make two columns on the board. Draw a happy face above the first column and a sad face above the second column.
- Stick two flashcards under each column and encourage Ss to point to each fruit and say the corresponding sentence.

**Post listening****Activity 3 CS S1.2, S2.2**

- Direct Ss' attention to the picture in the activity and ask them to guess what the children are doing. (They're talking about fruit they like or don't like.)
- Divide Ss into pairs.
- Explain to Ss that they have to take turns and say the fruit they like and the fruit they don't like from the fruit they are familiar with, e.g. *I like (grapes)*. *I don't like (oranges)*.
- Have a few pairs of Ss come to the front of the classroom and act it out.
- Provide realia or pictures for Ss.

## SONG

1

Say the new words.



oranges

pears

grapes

dates

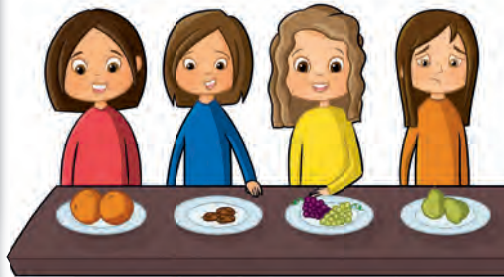
2

Listen and say.

### I like dates

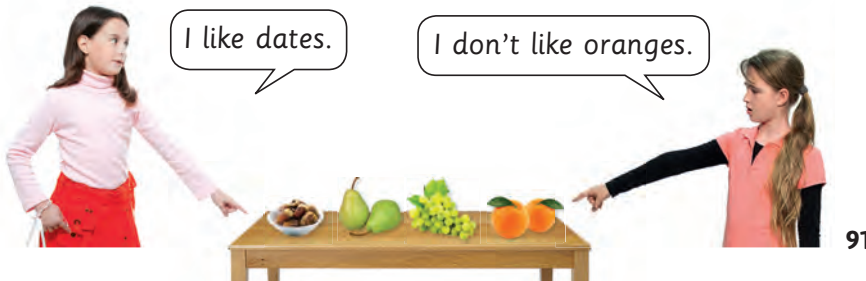
I like dates,  
oranges too.  
I don't like pears.  
How about you?

I like dates  
and grapes too.  
I don't like pears.  
How about you?



3

Look and say.



91



## Workbook

### Activity 1 CS L2.1

#### Listening transcript

1. Girl: I like oranges.
2. Girl: I don't like pears.
3. Girl: I don't like grapes.
4. Girl: I like dates.
5. Girl: I like apples.



- 1.
- 2.
- 3.
- 4.
- 5.

### Activity 2 CS W3.1



1. I like oranges.
2. I don't like grapes.



## Before leaving

- Ask Ss to tell you a fruit they like and one they don't like.

## A Optional

### PRACTICE

#### My fruit basket

- Hand out a plain A4 sheet of paper to each S.
- Ask Ss to draw a picture of their favourite fruit in a fruit basket.
- Divide Ss into pairs and have them present their fruit baskets to each other.
- Invite a few Ss to the front of the class and encourage them to present their fruit baskets by saying, *I like (pears).*

### EXPANSION

- Stick a flashcard of the lesson on the board, e.g. *oranges*. Ss have to write a sentence using *I like/don't like* + the fruit the flashcard depicts in their notebooks.
- Choose a few Ss to read their sentence aloud.
- Repeat with the rest of the flashcards.



## Note

For the next lesson, bring:

- a smiley face made of yellow construction paper and a sad face made of blue construction paper
- photocopies of the flashcards for *oranges, pears, grapes, dates, fruit, mangoes, melon* and *juice* (one per student)
- Blu tack or tape

**Language focus****Aims**

- to identify food
- to express likes and dislikes
- to ask and answer about one's favourite fruit

**Vocabulary**

**Food:** fruit, mangoes, melon

**Drink:** juice

**Structures**

What is your favourite fruit? I like (oranges.)

**Materials**

- flashcards for the words *fruit, mangoes, melon* and *juice*
- flashcards from the previous lesson for *oranges, pears, grapes* and *dates*
- photocopies of the above flashcards
- a smiley face made of yellow construction paper and a sad face made of blue construction paper
- Blu tack or tape

**Revision**

- Use flashcards from the previous lesson (oranges, pears, grapes, dates) or draw the fruit on the board. Invite Ss to come to the front of the classroom. Each S points to a different fruit and says, *I like (pears). I don't like (oranges).*
- Make sure all Ss have had the chance to make sentences.

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

- Hold up each flashcard (fruit, mangoes, melon, juice), say the word and ask Ss to repeat.
- Hold up the *mangoes* flashcard, smile and say, *I like mangoes.* In the same manner, hold up the *melon* flashcard, make a gesture suggesting you don't like melon (e.g. frown) and say, *I don't like melon.* Have Ss repeat after you a few more times in chorus.
- Point out that the word *fruit* means the category of food.
- Go up to a S and give him/her two of the flashcards from the lesson. Ask him/her to tell you which food he/she likes and which one he/she dislikes. Encourage the S to hold the flashcard and say, *I like (pears). I don't like (melon).*
- Ask Ss, *What's your favourite fruit?* Explain the question and encourage them to discuss which fruits they like/don't like. Elicit Ss' answers.
- Ask a few more Ss what their favourite fruit is.

Say the new words.

1



fruit



mangoes



melon



juice

2

Look, listen and read.

1



2



3



4



92

**1 Vocabulary CS S2.2**

- Have Ss open their books to p.92.
- Ask Ss to name the items of food/drink in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.

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

- Draw Ss' attention to activity 2 and ask them to guess what the children are doing. (They are talking about the fruit they like and don't like.)
- Ask Ss to tell you what they think is happening. (Aisha and Nora are at home. Aisha is hungry and Nora wants to know what Aisha's favourite fruit is. The girls talk about the fruit they like and don't like and in the end, Aisha decides to drink some apple juice.)
- Ask Ss what fruit they can see. (Mangoes, pears, melon and apples.)

**While reading**

- Play the recording and/or read the text and encourage Ss to shadow read (read along with the recording/you).
- Check Ss' predictions.
- Ask Ss, *Who likes mangoes? (Aisha.) What is Nora's favourite fruit? (Melon.) Who likes apple juice? (Aisha.) Why is Aisha saying that fruit is healthy? (Because fruit is good for people's health.)*
- Divide Ss into pairs and get them to act out the dialogue.

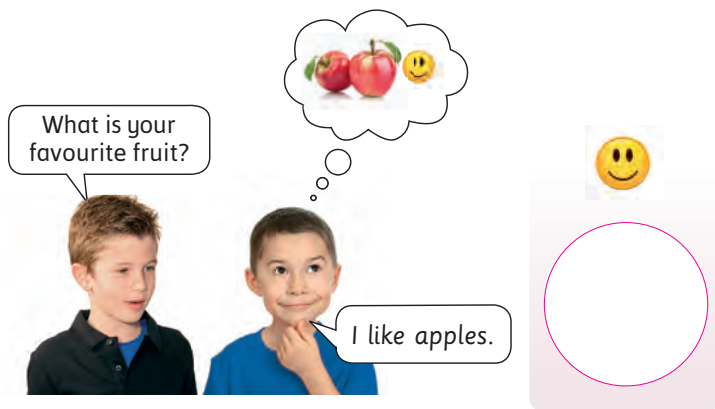
**Post reading**

- Write the following sentences on the board: *I like grapes. I don't like pears. I like melon.* Next to the first sentence, stick the flashcard for *grapes*, next to the second sentence, stick the flashcard for *juice* and next to the third sentence, stick the flashcard for *melon*.
- Choose different Ss to read the sentences and say Yes if the flashcard corresponds to the sentence and No if it doesn't.

3 Listen and draw 😊 or 😞 . 🎧 🗣️ 📢



4 Choose, stick and say. 🗣️



### A Optional PRACTICE

#### Like it or not

- Divide Ss into groups of six.
- Hand out a photocopy of a food/drink flashcard (oranges, pears, grapes, dates, fruit, mangoes, melon, juice) to each S at random.
- Stick the smiley face and the sad face on two different walls.
- Play the song/poem *I like dates*.
- When you pause the recording, Ss have to stick the flashcards under the corresponding face according to whether they like or dislike the food/drink depicted on their flashcard.
- Once Ss have stuck their flashcard in place, they have to share their likes/dislikes with the rest of the class, saying *I like (dates)* or *I don't like (oranges)* accordingly.

#### EXPANSION

- Write some lines from the dialogue in activity 2 on the board, e.g. *I am..., I don't like..., I like...* and ask Ss to guess the missing words and say them aloud.

### Workbook

#### Activity 1 CS W3.1

1. mangoes	3. fruit
2. juice	4. melon

#### Activity 2 CS R2.1

1. Ss refer to the story in their Student's Book on p.92 to do the activity.

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

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

- Ss draw the fruit they like in the first frame and the fruit they don't like in the second frame. Then divide Ss into pairs and have them say what fruit they like/don't like.

#### Activity 4 CS W3.1

open answers

### Before leaving

- Ask each S what his/her favourite fruit is and elicit his/her answer.

### Note

- Tell Ss to bring safety scissors to the next lesson.

sentences and say Yes if the flashcard corresponds to the sentence and No if it doesn't.

### Grammar Reference

- Ask Ss to turn to page 157, Module 7 Top Stars. Read the question and the answer aloud. Get Ss to repeat.
- Ask different Ss what their favourite fruit is and elicit their answers.

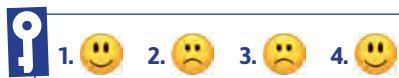
### Activity 3 CS L2.1, L2.4

- Direct Ss' attention to the pictures and ask them to tell you what they depict. (Different fruit and a jug of apple juice.)
- Explain to Ss that they will have to listen to the recording and draw a smiley face or a sad face under each item, according to what they hear.
- Have Ss check their answers in pairs first, then as a class.

#### Listening Transcript

1. **Boy 1:** *What is your favourite fruit?*  
**Boy 2:** *I like mangoes.*

2. **Girl 1:** *I don't like fruit.*  
 3. **Girl 2:** *I don't like apple juice.*  
 4. **Boy 1:** *What is your favourite fruit?*  
**Boy 2:** *I like melon.*



### Activity 4 CS S1.1, S1.2

- Draw Ss' attention to the boys and read the bubbles aloud. Ask Ss what fruit the boy on the right likes. Then tell Ss to turn to the back of their books and choose one sticker of fruit they like (grapes, oranges, dates, pears, mangoes, melon, juice, apples).
- Explain to Ss that they have to stick the sticker in the corresponding place in their books.
- Divide Ss into pairs. Explain to Ss that, when they're done sticking their sticker, they will have to ask and answer about their favourite fruit, as in the example.



## Language focus

### Aims

- to identify food
- to ask for something politely

### Vocabulary

**Food:** tomatoes, meat, rice

### Structures

Five (tomatoes), please.

Here you are.

Thanks.

## Materials

- flashcards for *tomatoes*, *meat* and *rice*
- flashcards from the previous lessons for *oranges*, *pears*, *grapes*, *dates*, *fruit*, *mangoes*, *melon* and *juice*
- safety scissors

## Revision

- Revise the vocabulary and structures presented in the previous lessons by playing a game. Use flashcards for the food items presented in the previous lessons (*oranges*, *pears*, *grapes*, *dates*, *mangoes*, *melon*).
- Play the recording *I like dates*.
- When you pause the recording, the S holding the flashcard has to hold it up and say what's on it, using *I like (dates) / I don't like (grapes)* according to his/her likes or dislikes.
- Repeat the same procedure until all Ss have had the chance to participate.
- Ask different Ss what their favourite fruit is and elicit their answers.

## Lesson plan

### Warm-up

- Hold up each flashcard (tomatoes, meat and rice), say the word and ask Ss to repeat.
- Point out that the plural form of *tomato* is *tomatoes* as nouns ending in *-o* take an *-es* in the plural form. Then stress the fact that the word *meat* is the same for both the singular and the plural form.
- Invite a S to come up to the board and give him/her the flashcard for *tomatoes*. Say, *Two tomatoes, please*, and have Ss repeat after you a couple of times. Explain that this is how we ask for something politely. Help the S answer, *Here you are*, and reply with, *Thanks*. Have Ss repeat the exchange aloud a couple of times. Replace the tomatoes with other food items Ss are familiar with to make it more challenging.

### 1 Vocabulary CS S2.2

- Have Ss open their books to p.94.

### 1 Say the new words.



tomatoes



meat



rice

### 2 Look, listen and read.

## Yummy Food

**1** Look, Mum. Tomatoes! I like tomatoes.

**2** Five tomatoes, please. Here you are. Thanks.

**3** Do you like meat and rice? Yes, please!

**4** Thanks, Mum! Yummy!

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- Ask Ss if they can name any of the food items depicted. Elicit Ss' answers.
- Play the recording a few times and have Ss point to the pictures and repeat.
- Say the words again in random order and have Ss point and repeat.

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

#### Before reading

- Have Ss look at the presentation and ask Ss if they can read the title. Read the title a couple of times and ask Ss to repeat after you.
- Divide Ss into groups and ask them to look at the pictures and discuss what is happening in the story. Elicit Ss' answers and write them on the board. (A boy and his mum have gone shopping at a food market. There, the boy's mum buys tomatoes. The boy is excited to see the butcher because he likes meat. We later see the boy eating meat, tomatoes and rice at home.)

#### While reading

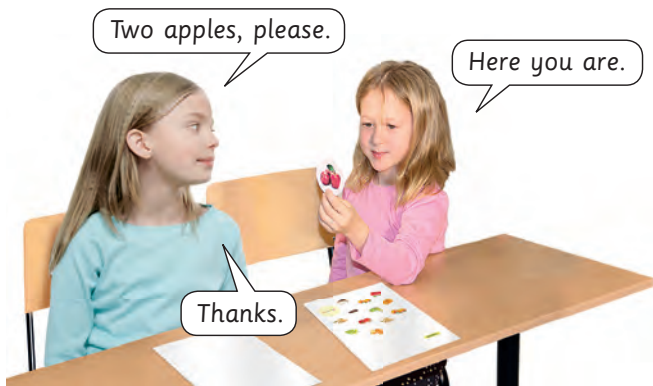
- Play the recording and/or read the text and encourage Ss to shadow read (read along with the recording/you).
- Check Ss' predictions.
- Ask Ss some questions about the text. *Where are the characters of the story? (At a food market.) Does the boy like tomatoes? (Yes.) How many tomatoes does the woman buy? (Five.) Does the boy like meat and rice? (Yes.) What are they eating at home? (Tomatoes, meat and rice.)*
- Ask Ss to say what they eat at home and what they like to eat.
- Divide Ss into groups of three and ask them to act out the story.

#### Post reading

- Lay all the food flashcards from the Module so far in front of you on your desk.
- Ask Ss, one by one, to come to your desk and ask for a fruit/vegetable using the dialogue they were presented with in the text.

3 Listen and tick (4).

4 Play a game. Use the stickers.



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- Make sure all of the Ss come to your desk at least once.

**Grammar Reference**

- Ask Ss to turn to page 157, Module 7 Comic. Read the dialogue aloud. Get Ss to repeat.
- Choose a few pairs of Ss and ask them to read the dialogue using different items of fruit/vegetables each time.

**Man:** Here you are.  
**Woman:** Thanks.  
**2. Woman:** Some meat, please.  
**Man:** Here you are.  
**Woman:** Thanks.  
**3. Woman:** Three tomatoes, please.  
**Man:** Here you are.  
**Woman:** Thanks.

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

**Activity 3 CS L2.1**

- Direct Ss' attention to the pictures in the activity and ask them to name the food items they see.
- Play the recording and ask Ss to listen to each exchange carefully. Make sure you pause the recording after each exchange to give enough time for Ss to identify and tick (4) the correct picture.
- Play the recording once more and have Ss check their answers in pairs first, then as a class.

**Listening transcript**

**1. Woman:** Four mangoes, please.

**Activity 4 CS S2.2, S2.4**

- Instruct Ss to use the stickers (oranges, pears, tomatoes, grapes, apples, mangoes, meat, melon, rice).
- Divide Ss into pairs. SA plays the customer and SB plays the vendor. SA says, *Two apples, please.* SB then counts the two apples, sticks them on SB's notebook and says, *Here you are.* SA thanks SB and they swap roles.
- Ss continue in the same manner with the rest of the stickers.

**Optional**

**PRACTICE**

**What's my favourite food?**

- Divide Ss into two teams.
- Invite a S to come to the front and ask him/her to think of his/her favourite food item from the items presented in this lesson or the previous ones, without revealing it to the other Ss.
- The S has to mime peeling, cutting and eating the food item he/she has chosen, while the Ss on the opposing team have to guess what he/she is eating by calling out the name of the food.
- The teams take turns going up and miming. Every correct guess gets the team a point. The team with the highest score wins.

- Make sure all Ss had the chance to participate.

**EXPANSION**

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

**Workbook**

**Activity 1 CS R2.1**

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

**Activity 2 CS R2.1**

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

**Activity 3 CS W1.5, W3.1**

**Five tomatoes, please.  
 Here you are.  
 Thanks.**

- Divide Ss into pairs and ask them to practise the dialogue using different items of food.

**Before leaving**

- Practise the exchange presented in this lesson with each S. You can use the cut-outs from activity 4.

**Note**

- For the next lesson, bring:
  - plain sheets of A4 paper (one sheet per S)



## Language focus

## Aims

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

## Vocabulary

**Food:** pasta, pizza, burgers, chips, eggs

## Structures

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



## Materials

- flashcards for pasta, pizza, burgers, chips and eggs
- flashcards from the previous lessons for oranges, pears, grapes, dates, fruit, mangoes, melon, juice, tomatoes, meat and rice
- plain sheets of A4 paper (one sheet per S)

## Revision

- Stick the flashcards for the food/drink items (oranges, pears, grapes, dates, fruit, mangoes, melon, juice, tomatoes, meat and rice) on the board and tell Ss to memorise them.
- Instruct Ss to close their eyes while you hide one of the pictures. When Ss open their eyes, they have to tell you which one is missing.

Say the new words.

1



pasta



pizza



burgers



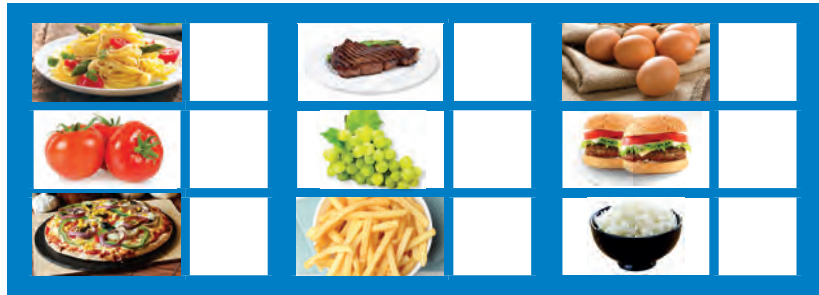
chips



eggs

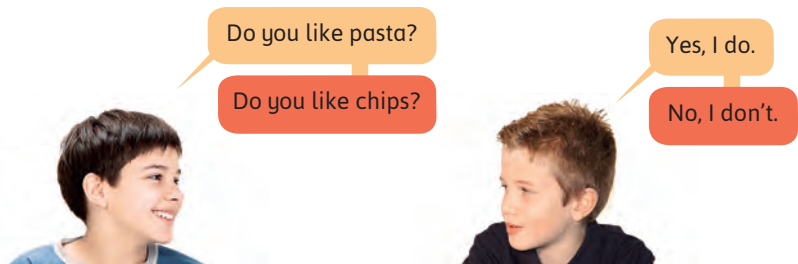
2

Tick (✓) what you like and put an (X) for what you don't like.



3

Ask and answer in pairs using the above table.



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## Lesson plan

## Warm-up

- Hold up each flashcard (pasta, pizza, burgers, eggs, chips) and ask Ss if they know any of the food items. Ask Ss to identify those they know. Then say the words and ask Ss to repeat.
- Go up to a S, hand him the pizza flashcard and ask him/her, *Do you like pizza?* Have the rest of the Ss repeat the question after you a couple of times. Encourage the S to answer, *Yes, I do* or *No, I don't*.
- Repeat the procedure with more Ss. Use more flashcards of food items from the previous lessons.

## 1 Vocabulary CS S2.2

- Have Ss open their books to p.96.
- Ask Ss to name the food items in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.

- Say the words again in random order and have Ss point and repeat.
- Ask whether the food items are healthy or unhealthy. Explain that chips are unhealthy.

### Grammar Reference

- Ask Ss to turn to page 157, Module 7 Let's play. Read the question and the answers aloud. Get Ss to repeat.
- Ask different Ss if they like various items of fruit/food/drink and elicit their answers.

### Activity 2

- Direct Ss' attention to the table in the activity and ask them to name the food items they see.
- Have Ss name and discuss the food items.
- Explain to Ss that they have to look at the table with the items of food and tick the items of food that they like and put an 8 to the items of food they don't like.

### Activity 3 CS L2.4, S1.2

- Divide Ss into pairs. Explain to them that SA looks at each food item in activity 2 and asks his/her partner, e.g. *Do you like (pasta)?* SB then answers, *Yes, I do* or *No, I don't*.
- Choose a S and act out the exchange first.
- Ss swap roles and repeat the procedure.

## A Optional

### PRACTICE

#### Who likes...?

- Hand out a piece of A4 paper to each S.
- Ask each S to draw and colour a food item on the piece of paper.
- When Ss are done drawing, instruct them to move around the classroom and ask different Ss if they like the food item they have drawn, e.g. *Do you like burgers?* The S who's being asked answers, *Yes, I do* or *No, I don't*.
- Ss write down the number of Ss who like the particular food item.
- When Ss have finished, have them present their results to the class, saying, e.g. *Grapes – Ten (Ss)*.

### EXPANSION

- Ask Ss to draw a table with different items of food/drink on it and ask them to label the items in their picture.

## Workbook

### Activity 1 CS L2.4

#### Listening transcript

- Woman:** *Do you like pears?*  
**Girl:** *No, I don't.*
- Man:** *Do you like burgers?*  
**Boy:** *Yes, I do.*
- Man:** *Do you like tomatoes?*  
**Boy:** *No, I don't.*
- Woman:** *Do you like oranges?*  
**Girl:** *Yes, I do.*

1. 😞 2. 😊 3. 😞 4. 😊

### Activity 2 CS W3.1

open answers

## Before leaving

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

## Note

For the next lesson, bring:

- plastic fruit and food items (healthy and unhealthy ones Ss are familiar with)
- a bag
- a blindfold (optional)
- plain sheets of A4 paper (one per S)
- Blu tack or tape
- Tell Ss to bring coloured pencils to the next lesson.



## Language focus

### Aims

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

### Vocabulary

**Food:** crisps, ice cream, biscuits, chocolate



## Materials

- flashcards for *crisps, ice cream, biscuits and chocolate*
- plastic fruit and food items
- flashcards from the previous lesson for *pasta, pizza, burgers chips and eggs*
- a bag
- a blindfold (optional)
- A4 sheets of paper (one per S)
- coloured pencils
- Blu tack or tape

## Revision

- Stick the flashcards for *pasta, pizza, burgers, chips and eggs* on the board. Point to one of them and ask a S, *Do you like (pasta)?* Encourage him/her to answer, *Yes, I do* or *No, I don't*.
- Repeat until all Ss have had the chance to participate.

## Lesson plan

### Warm-up

- Hold up each flashcard (crisps, ice cream, biscuits, chocolate) and ask Ss if they know any of the food items. Ask Ss to identify those they know. Then say the words and ask Ss to repeat.
- Ask Ss to tell you which of these food items they prefer and how often they eat them. Point out that all of them should be consumed in moderation.

### 1 Vocabulary CS S2.2

- Have Ss open their books to p.97.
- Point out the food items in the vocabulary section. Play the recording a few times and have Ss point to the pictures and repeat.

### Activity 2 CS L2.3

- Ask Ss to turn their books to the first page with the stickers, look at the pictures and ask them to tell you what they depict (various food/drink items).
- Ask Ss to look at the food items and name them (biscuits, apples, dates, ice cream, crisps, oranges, grapes, chocolate). Ask Ss which of the food items are healthy/unhealthy and why.
- Ask Ss to stick the food items that are healthy in the first column and the items that are unhealthy in the second column.
- The stickers that the Ss should use are: ice cream, dates, chocolate, grapes, biscuits, apples, oranges, crisps.
- Make sure all Ss have completed the activity correctly.



**Healthy:** apples, dates, oranges, grapes


**Unhealthy:** biscuits, ice cream, crisps, chocolate

## Background note

Discuss with your Ss the importance of maintaining healthy dietary habits. Fruit and vegetables, dairy products, cereal, fish and white meat are all vital to good health. Sweet and savoury snacks should be consumed in moderation.

### Activity 3 CS S2.2



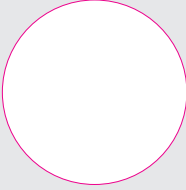
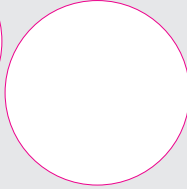
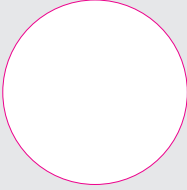
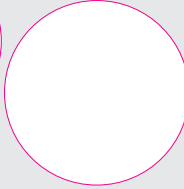
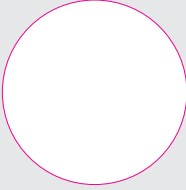
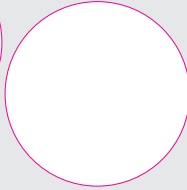
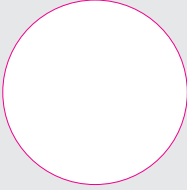
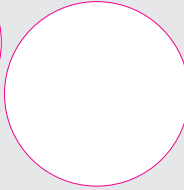
- Divide Ss into two groups and ask them to draw and colour healthy and unhealthy food items.
- Give each Ss an A4 sheet of paper divided into two parts with happy and unhappy faces to draw their food items.
- Ss first present their pictures to each other in their group. Then choose some Ss to come to the front of the classroom and present their drawings.

1 Say the new words. 

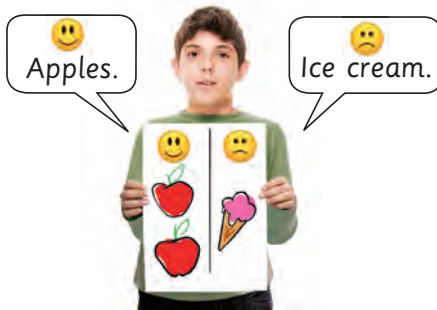


crisps ice cream biscuits chocolate

2 Stick the stickers under the correct heading. 

HEALTHY FOOD 	UNHEALTHY FOOD 
 	 
 	 

3 Draw healthy and unhealthy food. Then say. 



## Optional

### What's in the bag?

- Fill the bag with the (plastic) fruit and food items you brought to class.
- Go up to a S and ask him/her to put the blindfold over his/her eyes. Then, ask him/her to pick a random food item from the bag and try to guess what that is. He/She then has to call out the word, e.g. *biscuits*.
- Go round the classroom making sure all Ss have had the chance to play the game at least once.

## Workbook

### Activity 1 CS L2.4

#### Listening transcript

- Boy 1:** Do you like apples, Hassan?

**Boy 2:** Yes, I do. They are healthy.
- Girl 1:** Do you like crisps, Aisha?

**Girl 2:** No, I don't. They are unhealthy.
- Boy 1:** What is your favourite fruit, Tom?

**Boy 2:** I like mangoes.
- Girl 1:** I like grapes and oranges. They are healthy.

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

### Activity 2 CS W3.1

 1. crisps 2. ice cream

## Before leaving

- Ask Ss to think of more healthy and unhealthy food items and name them.

## Note

For the next lesson, bring:

- flashcards from the previous lessons for all the food items presented so far
- photocopies of the above flashcards (one per S)

## AT THE SUPERMARKET

 Language focus

## Aims

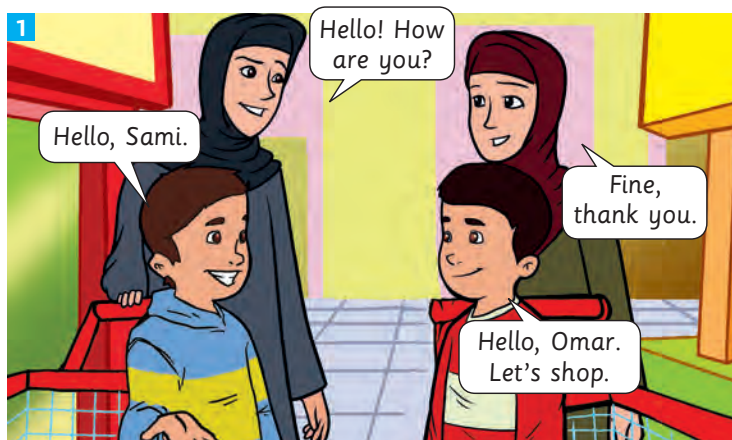
- to revise and consolidate vocabulary and structures presented in previous lessons through a story

 Materials

- flashcards from the previous lessons for all the food items
- photocopies of the above flashcards (one per S)

## Revision

- Reveal the food flashcards from the previous lessons one by one and ask Ss to tell you which ones depict healthy food items and which ones depict unhealthy ones.

1 Look, listen and read. 

98

## Lesson plan

## Warm-up

- Ask Ss if they like going to the supermarket and what kind of food they usually buy there.
- Divide Ss into groups and encourage them to discuss the fruit their family usually buys.

Activity 1 CS R2.1, R4.1   

## Before reading

- Hold up the Story time Big Book and display the cover page.
- Ask Ss, *What do you think the story is about?* Elicit Ss' answers.
- Ask Ss if they know any of the words in the title. Ask Ss what the title is and read it together.
- Point to the first frame and ask Ss to tell you what they think is happening. (Two boys go shopping at the supermarket with their mothers.)
- Cover the second page (p.99), ask Ss to look at the first two frames of the story on p.98 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.
- Elicit Ss' answers and write them on the board.

## While reading

- Play the recording and/or read the text and ask Ss to shadow read (read along with the recording/you).
- Check Ss' predictions.
- Ask Ss some comprehension questions. Encourage Ss to answer.
  - Frame 1:** (pointing to the characters of the story) *What can you see in the pictures?* (Two boys and their mums.) *Where are they?* (At the supermarket.)
  - Frame 2:** (pointing to Omar) *Does Omar like grapes?* (Yes, he does.) (pointing to Sami) *Does Sami like grapes?* (No, he doesn't.) *What does he like?* (Rice.)
  - Frame 3:** (pointing to Omar) *What else does Omar like?* (Ice cream.) (pointing to Omar's mum) *What does Omar's mum think?* (She thinks that ice cream is unhealthy.) *Is Omar's mum happy or angry?* (She is angry.) *How do we know?* (Because of her facial expression and what she says.) *Why is she angry?* (Because Omar put too many tubs of ice cream in the trolley.)
  - Frame 4:** (pointing to Omar) *Is ice cream Omar's favourite?* (Yes, it is.) (pointing to Omar's mum) *Is too much ice cream healthy?* (No, it isn't.) *Why?*



**VALUE**  
Eating too much food is unhealthy.

### Optional

**Do you like...?**

- Arrange the photocopies of the food flashcards in piles on your desk, so that it looks like a fruit stand.
- Divide Ss into pairs. SA plays the vendor and SB plays the customer. SA asks SB, *Do you like (tomatoes)?* and hands him/her the appropriate food flashcard. SB then answers, *Yes, I do* or *No, I don't*, and swaps roles with SA.
- Repeat the procedure until all Ss have had the chance to participate.

### Workbook

**Activity 1 CS R2.1**

A	T
↓	↓
B	B

**Key:** 1. c 2. a 3. d 4. b

**Activity 2 CS W3.1**

A	T
↓	↓
B	B

**Key:** 1. No, I don't. 2. Yes, I do.

**Post reading**

**POST-STORY ACTIVITY**

- Ask Ss:
- Do you eat too much unhealthy food?
  - Do you eat healthy food?
  - What healthy/unhealthy food do you eat?
  - What can happen if you eat too much food?
- Have Ss discuss the questions in groups or in pairs. Elicit Ss' answers.

**Value**

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

### Before leaving

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

### Note

For the next lesson, bring:

- coloured pencils/crayons



1 Choose, trace and colour your favourite food. 



### Language focus

#### Aims

- to draw one's favourite food
- to talk about one's favourite food

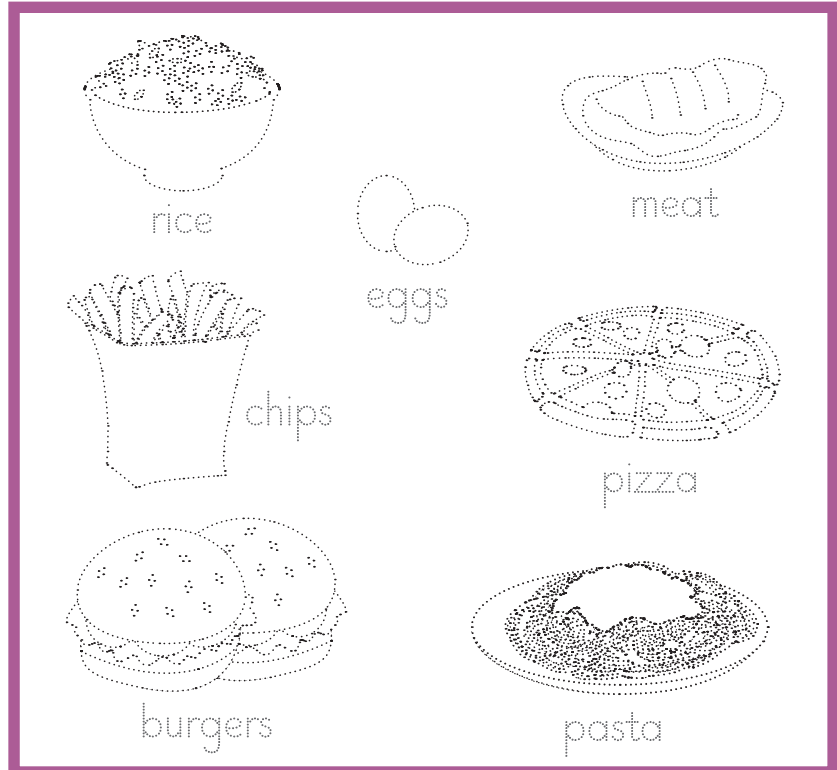


### Materials

- coloured pencils/crayons

### Revision

- Ask Ss if they remember the title of the story from the previous lesson (At the supermarket). Ask them to tell you what else they remember about the story.
- Ask Ss to say what happened in the story, e.g. what food was unhealthy, etc..



2 Write. 

I like \_\_\_\_\_ and \_\_\_\_\_

3 Say. 

I like meat and rice.



100

### Lesson plan

#### Warm-up

- Ask Ss to tell you what their favourite food is and if they think it is healthy or unhealthy.
- Initiate a short class discussion and make sure all of the Ss participate.

#### Activity 1 CS L2.3, W3.1

- Explain to Ss that they are going to trace their favourite food.
- Ask Ss to look at the dotted pictures and words and trace their favourite food and the corresponding word. Then they have to colour in the picture. Tell Ss that they can trace more than one picture and word.
- While Ss are doing the activity, go round the classroom and help Ss if necessary.

**Activity 2 CS W3.1** 

- Draw Ss' attention to activity 2.
- Explain to Ss that they have to trace and complete the sentence by writing their favourite food.
- Go round the classroom and make sure Ss have traced and written the sentences correctly.

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

- Draw Ss' attention to activity 3.
- Ss will talk about their favourite food by showing their drawings from activity 1 to the rest of the class.
- Have Ss, one by one, come to the front of the classroom and say or have Ss discuss in groups.

**A**  **Optional****Missing drawing**

- Choose four Ss to come to the board and ask them to show their drawings from activity 1 to the rest of the class and say what food they like. Choose Ss that have traced different kinds of food.
- Then collect the four Ss' books, shuffle them and show the rest of the class three of the four drawings.
- Ss have to try to remember which drawing is missing and say the S's name.
- Repeat the same procedure with different Ss for as long as time permits.

 **Before leaving**

- Ask Ss to say one food item they like and one they don't like.

**Language focus****Aims**

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

**Materials**

- flashcards for *tin*, *pin*, *fin*, *sit*, *fit* and *hit* (pictures and words)
- Blu tack

**Revision**

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

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

- Photocopy the two pictures of the chants/poems and stick them on the board.
- Draw Ss' attention to the first picture and ask them questions, e.g. *What colour is Lynn's pin?* (It is blue.) *Where is the fish?* (In the tin.) *What has the fish got?* (It has got a big fin.)
- Draw Ss' attention to the second picture and ask them questions, e.g. *What are the boys playing?* (Tennis.) *Must they sit?* (No. They must hit the ball.)

**Phonics page 101****Activity 1 CS S5.1, R3.5**  

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

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

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

Look at Lynn with the blue pin.  
She has got a tin.  
She is eating a fish with a big fin.

**2 Read and match.** 

1. tin

2. pin

3. fin



101

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

**Activity 2 CS R2.1** 

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



1. tin – second picture    2. pin – third picture    3. fin – first picture

**Phonics page 102****Activity 1 CS S5.1, R3.5**  

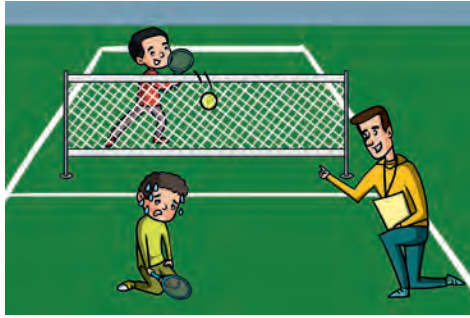
- Play the chant/poem (more than once). Ask Ss to identify the most repeated sound/rime e.g. **-it**. Elicit the words with the same rime (*sit*, *fit*, *hit*).

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

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

## Let's get fit!

Don't sit! Don't sit!  
This is the ball.  
Hit! Hit!  
Let's get fit!  
Let's get fit!



2 Read and match. 

1. sit

2. fit

3. hit



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

### Activity 2 CS R2.1

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



1. sit – second picture    2. fit – first picture    3. hit – third picture

## A Optional

### Ready, set, match

- Divide Ss into two teams.

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

## Workbook

### Activity 1 CS R3.3, W3.1

1. tin    2. pin    3. fin

### Activity 2 CS L2.7, R3.4

1. fin    2. pin    3. tin

### Activity 3 CS R3.3, W3.1

1. sit    2. hit    3. fit

### Activity 4 CS L2.7, R3.4

1. fit    2. Sit    3. Hit

## Note

For the next lesson, bring:

- flashcards/photocopies for oranges, pears, grapes, dates, fruit, mangoes, melon, juice, tomatoes, meat, rice, pasta, pizza, burgers, chips, crisps, ice cream, biscuits, chocolate (2 sets of each)
- Blu tack or tape

## Language focus

### Aims

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

## Materials

- flashcards/photocopies for oranges, pears, grapes, dates, fruit, mangoes, melon, juice, tomatoes, meat, rice, pasta, pizza, burgers, chips, crisps, ice cream, biscuits, chocolate (2 sets of each)
- Blu tack or tape

## Revision

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

## Lesson plan

### Warm-up

- Stick some of the flashcards from previous lessons in the Module on the board (4-5 flashcards each time). Tell Ss to memorise them.
- Ask Ss to close their eyes while you hide one of the flashcards. When Ss open their eyes, they have to try to remember which one is missing.
- Alternatively, Ss can memorise the order of the flashcards. When they close their eyes, change the order. Ss have to try to remember what order the flashcards were originally in.
- Make sure you use different flashcards each time.
- To make the activity more competitive, you could divide Ss into two teams and have them take turns answering to win points.

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

- Have Ss open their books to p.103.
- Hold up your book and point to the pictures of the food and ask Ss, *What's this?* Encourage Ss to name the food items.
- Explain to Ss that they will listen to the two children and they have to circle the items of food they like and dislike.
- Play the recording twice and have Ss do the activity.

### Listening transcript

1. **Man:** What is your favourite fruit?

**Boy:** I like grapes.

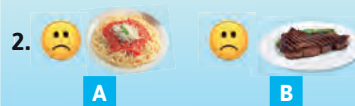
**Man:** Do you like meat?

1 Listen, look and circle.

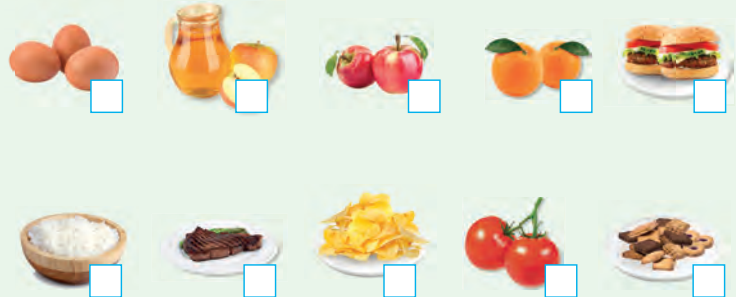
Ali



Reema



2 Tick (✓) what you like and say.



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**Boy:** No, I don't.

2. **Woman:** Do you like dates?

**Girl:** Yes, I do. I don't like tomatoes.



Ali: 1. A 2. B

Reema: 1. B 2. B

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

- Explain to Ss that they have to look at the pictures with the items of food/drink and tick the ones they like.
- Divide Ss into pairs or in small groups and tell them that they have to take turns and say which items they have ticked.

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

#### Before reading

- Direct Ss' attention to the picture and ask them, *What food can you see?* (Pizza.)
- Explain to Ss that they are going to read the text and find out more things about the girl in the picture.

### While reading

- Read the text and have Ss read the text along with you.
- Ask Ss some comprehension questions. Encourage Ss to answer. *Does Mona like pears?* (No, she doesn't.) *Does she like mangoes?* (Yes, she does.) *Does she like pizza?* (Yes, she does.)
- Choose a few Ss to read the text aloud.

### Post reading

#### Activity 4 CS R2.1

- Explain to Ss that they have to refer back to activity 3, read the sentences and circle the correct answer.
- Have Ss check their answers in pairs first, then check as a class.



1. mangoes 2. tomato

#### Activity 5 CS W3.1

- Draw Ss' attention to the question in the activity.

3 Look and read.  

My name is Mona.  
I like mangoes, but  
I don't like pears.  
I like pizza with  
cheese and tomato.  
What do you like?

4 Read again and circle.  

1. Mona likes **mangoes** / **pears**.
2. Mona likes pizza with cheese and **meat** / **tomato**.

5 Write.  

Yes, I do.    No, I don't.

Do you like pizza?

---



---



---

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- Explain to Ss that they have to read it and answer using the phrases Yes, I do./No, I don't.
- Go round the classroom and make sure Ss have answered the question correctly.



open answers

## Optional

### Memory game

- Use Blu tack to stick one set of the flashcards of *oranges, pears, grapes, dates, fruit, mangoes, melon, juice, tomatoes, meat, rice, pasta, pizza, burgers, chips, eggs, crisps, ice cream, biscuits* and *chocolate* on the board backwards so that Ss can't see them.
- Put a second set in a pile on your desk.
- Divide Ss into two teams. Explain to Ss that one member from each team will come up to your desk at a time and pick a flashcard.
- Then, he/she will choose one of the flashcards stuck onto the board by turning it over (without taking it off the board) to see if it's the same as the flashcard he/she is holding.
- If it's the same, then he/she has to say what the flashcard depicts and remove the flashcard from the board as well as its matching card from the game.
- If the flashcard is different from the one he/she is holding, the S has to show the flashcard that is stuck to the board to his/her fellow Ss and

return the other flashcard to the bottom of the pile on the desk.

- Every matching pair of flashcards gets a point for the team that makes the match. The team with the most points when all the flashcards run out wins the game.

## Workbook

### Activity 1 CS L2.1

#### Listening transcript

1. **Boy:** I like oranges.
2. **Girl:** I like dates.
3. **Boy:** I don't like pears.
4. **Girl:** I don't like grapes.



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

### Activity 2 CS R2.1



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

### Now I can

#### Activity 1 CS S2.2

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

#### Activity 2 CS R2.1

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

#### Handwriting activity CS W3.1

- Ask Ss to turn to p.96.
- Explain to Ss that they have to read and trace the question/sentences and then they have to write them on the lines that follow.
- Point out that the dot indicates where they have to start.
- Ss can write the questions/sentences more than once on the lines.
- While Ss are doing this activity, go round the class and help Ss if necessary.
- Make sure all Ss have traced and written the question/sentences correctly.



### Before leaving

- Play the song/poem *I like dates* on p.91 in the SB and invite Ss to say the song/poem along with the recording.



### Note

For the next lesson, bring a template of a face (only the outline) (one for each S)

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

## Song

- follow and identify the main idea and the detail of short texts (L1.1, L2.1)
- follow and respond with a lot of support to short, simple one-step instructions (L2.3)
- predict with a lot of support key words they will hear by using visuals accompanying a text (L3.1)
- name objects by using words from topic word sets (S2.2)
- communicate with support very simple one-step instructions (S2.3)
- show interest in singing songs (S5.1)
- write letters of regular size and shape (W3.1)

## Top Stars

- follow and identify the detail of short texts (L2.1)
- say numbers 1-20 and count with support up to 10 objects which are real or in an image (S2.1)
- name objects by using words from topic word sets (S2.2)
- sight read words and phrases (R2.1)
- predict content by making use of pictures (R4.1)
- recognise and read familiar logos and signs (R5.1)
- write letters of regular size and shape (W3.1)

## Let's play

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

## Our world

- identify the detail of short texts (L2.1)
- communicate or find out with a lot of support very basic personal information (S1.1)
- name objects by using words from topic word sets (S2.2)
- sight read words and phrases (R2.1)
- predict content by making use of pictures (R4.1)
- write letters of regular size and shape (W3.1)

## Science

- identify the detail of short texts (L2.1)
- name objects by using words from topic word sets (S2.2)
- sight read words and phrases (R2.1)
- predict content by making use of pictures (R4.1)
- write letters of regular size and shape (W3.1)

## Story

- recognise and sight read words and phrases (R2.1)
- predict content of what they will read by making use of pictures (R4.1)
- write letters of regular size and shape (W3.1)

## Project

- communicate or find out with a lot of support very basic personal information (S1.1)
- say numbers 1-20 and count with support up to 10 objects which are real or in an image (S2.1)
- name objects by using words from topic word sets (S2.2)
- write small and capital letters of regular size and shape (W3.1)

## Phonics

- recognise and say beginning, middle and final phonemes in known words (L2.7)
- show interest in singing songs and saying rhymes and chants (S5.1)
- recognise and sight read a few familiar words and phrases (R2.1)
- recognise and sound out beginning letter sounds in a word (R3.3)
- blend sounds to read high-frequency words (R3.4)
- identify and remember high frequency sounds and their accompanying letter patterns (R3.5)
- write small and capital letters of regular size and shape (W3.1)

## Revision

- follow and identify with a lot of support the main idea of short, very simple texts (L1.1)
- follow and identify the detail in short, very simple texts (L2.1)
- name objects by using words from topic word sets (S2.2)
- recognise and sight read words and phrases (R2.1)
- predict content of what they will read by making use of pictures (R4.1)
- write small and capital letters of regular size and shape (W3.1)

## TOP TIME! 4

- name objects by using words from topic word sets (S2.2)
- ask for attention or help from a teacher or classmate (S3.1)
- recognise and sight read words and phrases (R2.1)
- predict content of what they will read by making use of pictures (R4.1)
- write small and capital letters of regular size and shape (W3.1)





## Language focus

### Aims

- to say a song/poem
- to identify and talk about parts of the face
- to give and follow orders

### Vocabulary

**Parts of the face:** eyes, ears, mouth, nose

### Structures

Touch your (ears).

Don't touch your (nose).



## Materials

- flashcards for the words *eyes*, *ears*, *mouth* and *nose*
- a template of a face (one for each S)

## Lesson plan

### Warm-up

- Hold up each flashcard (*eyes*, *ears*, *mouth*, *nose*), say the word and ask Ss to repeat.
- Touch your eyes and say *eyes*. Encourage Ss to touch their eyes by saying, *Touch your eyes* and demonstrating the action once more for them. Repeat for the rest of the flashcards.
- Say, *Don't touch your ears. Don't touch your eyes. Don't touch your nose. Touch your mouth* and perform the action (touch your mouth). Encourage Ss to guess the meaning of *Don't*.

### 1 Vocabulary CS S2.2

- Have Ss open their books to p.105.
- Ask Ss if they can name any of the parts of the face depicted.
- Point out the parts of the face in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.

- Say the words again in random order and have Ss point and repeat.
- Display the poster *My body*, point to the corresponding parts of the face and encourage Ss to repeat after you.

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

#### Pre-listening

- Direct Ss' attention to the pictures and ask them, *What can you see in the pictures? What do you think will you hear about in the text/poem?*
- Give Ss time to discuss the pictures.
- Elicit their response and write it on the board (parts of a boy's face).
- Ask Ss, *What is the text about?*
- Ask Ss to listen to the recording of the song/poem and to confirm their predictions. (Different parts of the boy's face.)
- Ask Ss to predict the title.

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

#### While listening

- Play the song/poem a second time and have Ss perform the actions that are being mentioned.
- Ask Ss to match the verses of the song to the corresponding pictures. Ask, *What parts of the face are mentioned in the song?* (Ears, nose, mouth, eyes.)



1st verse - 3, 2nd verse - 1, 3rd verse - 2, 4th verse - 4

- Play the song/poem again and encourage Ss to say it along with the recording.

### Grammar Reference

- Ask Ss to turn to page 158, Module 8 Song. Read the sentences aloud. Get Ss to repeat.
- Explain to Ss that we use the imperative to give instructions and we use *Don't* to tell somebody not to do something.
- Give Ss various instructions (affirmative and negative) and get them to perform the actions, e.g. *Touch your eyes. Don't touch your nose.*

#### Post listening

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



#### TPR Activity

- Direct Ss' attention to the picture in the activity and ask them to guess what the children are doing. (They are playing a game.)
- Tell Ss that they will use the flashcards of the lesson to play this game.
- Place the flashcards of the lesson on your desk. Call a S to the front of the classroom. Pick up a flashcard, e.g. *eyes* and give the S an order, e.g. *Touch your eyes*. The S has to perform the action and then he/she has to give another S an order. If the order is a negative one, e.g. *Don't touch your ears*, the S should not perform the action.
- You can divide Ss into pairs or groups to play the game.
- Make sure all Ss have participated.

# My body



## SONG

1 Say the new words.

face eyes ears mouth nose

2 Listen and say. Then match.

**That's me!**

My ears, my ears.  
Touch, touch your ears.

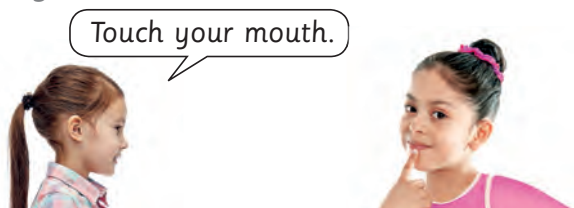
My nose, my nose.  
Don't touch your nose.

My mouth, my mouth.  
Touch, touch your mouth.

My eyes, my eyes.  
Don't touch your eyes.

That's me. That's me!

3 Play a game.



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## Workbook

### Activity 1 CS L2.1

Pause the recording after each sentence and have Ss trace the corresponding part of the face.

#### Listening transcript

1. **Man:** Touch your mouth.
2. **Man:** Touch your ears.
3. **Woman:** Touch your nose.
4. **Woman:** Touch your eyes.

mouth, ears, nose, eyes

### Activity 2 CS W3.1

1. eyes      2. ears  
3. mouth      4. nose

## Before leaving

- Give two orders to each S saying, *Touch your (mouth). Don't touch your (eyes).* Whoever fails to follow the orders correctly misses a turn and has to try again.

## A Optional

### PRACTICE

#### Draw the face

- Give each S a template of a face.
- Explain to him/her that you are going to call out a part of the face and he/she will have to draw it on the template.

### EXPANSION

- Ask Ss to use the face that they have completed and label the parts of the face.

## Note

For the next lesson, draw a boy and a girl on separate pieces of paper, label the parts of their body (head, arm, toes, hand, feet) and photocopy them (one puzzle for each group of Ss). Then cut each puzzle out so that each puzzle piece contains a part of the body and the corresponding word. Put each puzzle in an envelope.



## Language focus

### Aims

- to identify parts of the body
- to talk about appearance

### Vocabulary

**Parts of the body:** arm, head, toes, hands, feet

### Structures

He has got (blue eyes).      hand - hands  
 She has got (blue eyes).      foot - feet  
 It has got (blue eyes).



## Materials

- flashcards for *arm, head, hands, feet* and *toes*
- flashcards from the previous lesson for *eyes, ears, mouth* and *nose*
- envelopes with puzzles (one for each group of S) - see Note in the previous lesson

## Revision

- Use flashcards from the previous lesson (*eyes, ears, mouth, nose*) or draw a face on the board. Invite Ss to come to the front of the classroom. Say a word, e.g. *mouth*, and encourage Ss to point to the appropriate part of the face and repeat after you.
- Make sure all Ss have participated.

## Lesson plan

### Warm-up

- Hold up each flashcard (*arm, head, toes, hands, feet*), say the word and ask Ss to repeat.
- Draw a head with all the parts of the face on the board. Point to it and say *head*. Have Ss repeat after you a couple of times. Then touch your arm and say *arm*. Have Ss mime the action and repeat the word after you. Repeat the procedure for *toes, feet* and *hands* and have Ss repeat after you.

### 1 Vocabulary CS S2.2

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

### Activity 2 CS R2.1, R4.1, R5.1

#### Before reading

- Ask Ss to tell you what they think is happening. (Ali and Hassan are at school and they are having a PE lesson. They are running when Ali trips and falls. The teacher takes him to the

Say the new words.

1



2

Look, listen and read.

1 Ali and Hassan are at school.

Come on, boys!  
Run!

2

Ouch!!!

Mrs Sahar,  
please come!

3

He has got a red  
arm and hand.

My head too!

4

Stay in bed, Ali.

SCHOOL NURSE

OK, Mrs Reema.  
Thank you.

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school nurse because he has hurt his arm, hand and head. The nurse tells him to stay in bed.)

- Elicit Ss' predictions and write their answers on the board.

### While reading

- Play the recording and/or read the text and encourage Ss to shadow read (read along with the recording/you).
- Check Ss' predictions.
- Ask Ss some questions about the story: *Where are the boys?* (At school.) *What is the name of the teacher?* (Mrs Sahar.) *Where has Ali hurt?* (He has hurt his arm, hand and head.) *What is the nurse's name?* (Mrs Reema.) *What should Ali do?* (Stay in bed.)
- Divide Ss into groups of five and get them to act out the dialogue.

### Post reading

- Draw a body on the board. Stick the flashcard for *arm* on the arm of the drawing. Stick the flashcard for *toes* on the head, the flashcards for *head* on the toes

and the flashcard for *feet* on the feet.

- Choose random Ss to read the words and say Yes if the flashcard corresponds to the word and No if it doesn't.

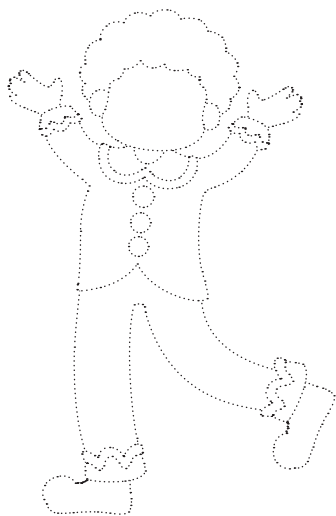
## Grammar Reference

- Ask Ss to turn to page 158, Module 8 Top Stars. Read the sentences/ words aloud. Get Ss to repeat.
- Explain to Ss that we use the structure *He/She/It has got...* to talk about a person's or an animal's features/appearance.
- Give Ss examples of regular nouns (singular and plural) and ask them how we usually form the plural form of the nouns, e.g. *leg-legs, ear-ears, book-books*, etc. Elicit the answer that we add an *-s* at the end of the nouns.
- Point to your foot and say the word. Then point to your feet and say the word. Explain to Ss that this noun forms the plural form in a different way.

3 Listen and circle.



4 Trace, complete the funny clown and colour it in. Then say.



He has got a head.  
He has got two feet.



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- When Ss have finished, give them instructions, e.g. *Point to the arms, legs, feet, etc.*

**EXPANSION**

- Write some lines from the dialogue in activity 2 on the board, e.g. *Come on,...! He has got a red... and..., Stay in..., Ali.* and ask Ss to guess the missing words and say them aloud.

**Workbook**

**Activity 1 CS W3.1**

- Ss match the parts of the body with the appropriate shaded outlines. Then they write the corresponding words.

1. arms 2. feet 3. toes  
4. head 5. hands

**Activity 2 CS R2.1**

1. He 2. He 3. It 4. She

**Activity 3 CS R2.1**

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

**Activity 3 CS L2.1**

- Direct Ss' attention to the pictures and ask them to tell you what they depict. (Children touching/holding one of their body parts, as if in pain.)
- Explain to Ss that they will have to listen to the recording and circle A or B according to the description.
- Have Ss check their answers in pairs first, then as a class.
- Go round the classroom making sure Ss have circled the correct picture.

**Listening transcript**

1. **Boy:** *Oh, my head!*

2. **Girl:** *Oh, my arm!*

3. **Boy 2:** *Oh, my hand!*

1. B 2. B 3. A

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

- Direct Ss' attention to the activity and ask them to tell you what they think the girl is doing. (She is describing her clown.)
- Ask each S to trace and draw the missing parts of the clown. Then ask them to colour the funny clown. Then divide Ss into pairs or in small groups and tell them to take turns describing their clown.

**Before leaving**

- Divide Ss into pairs and tell them to take turns giving an order to their partner.

**Note**

For the next lesson, bring:

- a brown coloured pencil/crayon
- A4 sheets of paper with a face outline printed/drawn on each of them (enough for all Ss)

**A Optional**

**PRACTICE**

**The puzzle**

- Divide Ss into groups and give each group a puzzle (see Note in the previous lesson).
- Ask Ss to cooperate to put the puzzle together.



## Language focus

### Aims

- to talk about appearance

### Vocabulary

**Noun:** hair  
**Adjectives:** long,  
short

**Colour:** brown

### Structures

He hasn't got (green eyes).  
She hasn't got (black hair).  
It hasn't got (blue eyes).



## Materials

- flashcards for *hair, long, short* and *brown*
- flashcards from the previous lessons for *eyes, ears, mouth, nose, arm, head, toes, hands, feet*
- photocopies of the above flashcards (one per S)
- a brown coloured pencil/crayon
- A4 sheets of paper with a face outline printed/drawn on each of them (enough for all Ss)

## Revision

- Invite a S to come to the front and point to his/her own parts of the body and face. The rest of the Ss call out the words for him/her.
- Repeat with more Ss until you make sure Ss remember the parts of the face and body correctly.
- Alternatively, you could point to the different parts of the body on the MY BODY poster displayed in the classroom.

## Lesson plan

### Warm-up

- Hold up each flashcard (*hair, long, short, brown*), ask Ss if they know any of the words depicted, say each word and ask Ss to repeat.
- Draw a girl with long hair on the board. Point to the girl's hair and say, *hair*. Then point to its length and say, *long*. Combine the two words and say *long hair* slowly. Have Ss repeat after you a few times.
- Remind Ss of the structure *I have got* by saying, *I have got long hair*. Point to the drawing of the girl with the long hair and say, *She has got long hair. She hasn't got short hair*. Point to the cat in the presentation and say, *It has got green eyes. It hasn't got blue eyes*. Have Ss repeat after you a couple of times and remind them that we use the structure *He/She/It has got...* to talk about people's / an animal's features/appearance. Explain how the negative is formed (*hasn't got*).

Say the new words.

1



hair



long



short

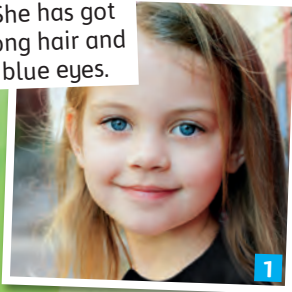


brown

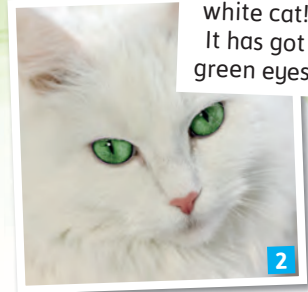
2 Look, listen and read.

## What do they look like?

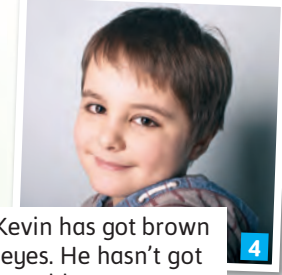
This is Lily.  
She has got  
long hair and  
blue eyes.



Look at this  
white cat!  
It has got  
green eyes.



Fatima has got black  
hair. She hasn't got  
red hair.



Kevin has got brown  
eyes. He hasn't got  
blue eyes.

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- Take out the brown coloured pencil/crayon and point to it. Say *brown* and have Ss repeat after you. Alternatively, invite a S with brown hair to come to the front. Point to his/her hair and say (*He*) *has got brown hair. He hasn't got black hair*. Have Ss repeat after you a few times.

### 1 Vocabulary CS S2.2

- Have Ss open their books to p.108.
- Ask Ss to name the pictures in the vocabulary section. Play the recording a few times and have Ss point to the pictures and repeat.
- Say the words again in random order and have Ss point and repeat.

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

#### Before reading

- Have Ss look at the pictures and ask them to discuss in their groups what the texts will be

about. (The description of some children and a cat.)

- Ask Ss to read the title and then read it together.

#### While reading

- Play the recording and/or read the text and encourage Ss to shadow read (read along with the recording/you).
- Check Ss' predictions.
- Ask Ss questions about the text. *Has Lily got blue eyes?* (Yes, she has.) *What colour is the cat?* (It is white.) *Has Fatima got red hair?* (No, she hasn't.) *What colour are Kevin's eyes?* (They are brown.)
- Choose a few Ss to read the texts aloud.

#### Post reading

- Write the following sentences in one column on the board: 1. It has got green eyes. 2. He has got brown eyes. 3. She has got blue eyes. 4. She has got black hair.
- In another column write: Lily, cat,

3 Look at activity 2 again. Then read and circle Yes or No.

- 1. Lily has got short hair.      Yes **No**
- 2. The cat has got green eyes.      Yes **No**
- 3. Fatima has got red hair.      Yes **No**
- 4. Kevin has got blue eyes.      Yes **No**

4 Listen and write (1-3).



5 Draw yourself and colour. Then say.



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Fatima, Kevin.

- Ask random Ss to read a sentence and say the child/ animal it refers to.

Grammar Reference

- Ask Ss to turn to page 158, Module 8 Our world. Read the sentences aloud. Get Ss to repeat.
- Remind Ss that we use the structure *He/She/It hasn't got...* to talk about the features a person/an animal hasn't got.
- Choose a few Ss and encourage them to point to one of their classmates and say a sentence using *He/She has got/hasn't got...*

Activity 3 CS R2.1

- Direct Ss' attention to the sentences and read again the text in pairs.
- Ask Ss to circle Yes or No

according to the texts and the pictures in activity 2.

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

Activity 4 CS L2.1

- Ask Ss to listen to the recording and number the pictures.
- Play the recording twice and check Ss' answers.

Listening transcript

- 1. Man: *He hasn't got green eyes. He has got blue eyes.*
- 2. Man: *She hasn't got black hair. She has got brown hair.*
- 3. Man: *It hasn't got a teddy bear. It has got a ball.*

- A. 2      B. 3      C. 1

Activity 5 CS S1.1, S2.2

- Hand out a sheet of paper with a face outline on it to each S.
- Explain to Ss that they will have

to draw features on the face and colour the eyes and hair a different colour from their own.

- Divide Ss into pairs. Tell Ss that, as soon as they are done colouring the faces, SA will have to hold up the sheet of paper in front of his/her face and SB will then have to describe SA in terms of his/her 'new' features, saying, *(She) has got/hasn't got (red hair)*. Ss swap roles and repeat the procedure.

Optional

PRACTICE

How do I look?

- Collect Ss' 'faces' (activity 5) and shuffle them. Call up a S to the front and hand him/her one of the sheets of paper. Instruct him/her to hold it up in front of his/her face and have the rest of the Ss describe him/her, saying, *(He) has got (green eyes)*.
- Repeat with more Ss at the front of the class for as long as time permits.

EXPANSION

- Give a photocopy of a flashcard from this and the previous lessons (only the pictures) to some Ss and a photocopy of the corresponding words to other Ss. Make sure you give the same amount of pictures and words so that Ss can match up. Ask Ss to match up.

Workbook

Activity 1 CS R2.1

- 1. C      2. D      3. A      4. B

Activity 2 CS R2.1

- 1. hasn't got      2. has got      3. hasn't got
- 4. has got      5. hasn't got

Activity 3 CS S2.2

- 1. second picture      3. first picture
- 2. third picture

Activity 4 CS W3.1

- 1. black hair
- 2. green eyes

Before leaving

- Have pairs of Ss make true sentences about each other, e.g. *She has got long hair. She hasn't got short hair.*
- Make sure all Ss have participated.



## Language focus

### Aims

- to identify an animal
- to ask and answer about appearance
- to identify and talk about parts of the body/face

### Vocabulary

**Animals:** camel, crocodile

**Parts of the body/face:** wings, teeth, legs

### Structures

Has it got (big teeth)? Yes, it has./  
No, it hasn't.

tooth - teeth



## Materials

- flashcards for *wings, teeth, legs, camel, crocodile*
- flashcards from the previous lessons for *eyes, ears, mouth, nose, arm, head, toes, hands, feet, hair, long, short, brown*
- Blu tack or tape

## Revision

- Stick the picture flashcards for *eyes, ears, mouth, nose, arm, head, toes, hands, feet, hair, long, short, brown* on the board and name them aloud.
- Place the corresponding words flashcards on your desk.
- Choose a Ss to come to the board, give him/her a flashcard with a word and ask him/her to read it aloud and stick it underneath the corresponding picture on the board.
- Repeat the same procedure with other Ss for the rest of the words.

## Say the new words.

1



wings



teeth



camel

legs



crocodile

2

## Choose.



Then ask and answer. 

Has it got wings?

No, it hasn't.

Is it brown?

Yes, it is.

Camel!

Yes!

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## Lesson plan

### Warm-up

- Hold up each flashcard (*wings, teeth, legs, camel, crocodile*), say the words and ask Ss to repeat.
- Alternatively, divide Ss into groups and tell them to discuss the pictures. Ask Ss questions, e.g. *Has the camel got wings? Has it got four legs?*, etc. Ask Ss where we find these animals.

### 1 Vocabulary CS S2.2

- Have Ss open their books to p.110.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.

## Grammar Reference

- Ask Ss to turn to page 158, Module 8 Let's play. Read the question, the answers and the words aloud. Get Ss to repeat.
- Draw different animals or stick flashcards on the board and ask Ss questions, e.g. *Has it got long/short/big/small, etc. ears/wings, etc?*
- Point out to Ss that the adjective always goes before the noun.
- Point to one of your *teeth* and say, *tooth*. Then point to your teeth and say, *teeth*. Explain to Ss that the plural form of *tooth* is formed in a different way, as they have learnt with *foot-feet*.

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

- Ask Ss to look at the pictures of the animals and name each one (camel, bird, rabbit, cat, fish, parrot).
- Direct Ss' attention to the children in the activity and ask them to guess what they're doing. (They're playing a guessing game with animals.)
- Draw Ss' attention to the two boys and read the speech bubbles aloud.
- Divide Ss into pairs.
- Describe a picture saying, e.g. *It has got short ears*. Elicit the answer, *It is a cat*.
- Ask Ss to use adjectives and parts of the face/body to ask and answer questions to identify the correct animal.
- Ss swap roles.

## Optional

### PRACTICE

#### Animals


- Ask each S to draw an animal on a piece of paper without letting anyone else see it.
- When all Ss have finished, divide them into pairs.
- SA asks SB questions about his/her animal and tries to draw it. Then Ss compare their drawings.
- Ss swap roles.

### EXPANSION


- Write a word from this or the previous lesson of the module in jumbled letters on the board, e.g. *tethe*. Ss who find the word have to say it aloud, e.g. *teeth*.

## Workbook

### Activity 1 CS W3.1

-  1. tooth - teeth  
2. wing - wings  
3. cat - cats  
4. foot - feet

### Activity 2 CS R2.1

-  1. Yes, it has.  
2. No, it hasn't.  
3. Yes, it has.  
4. No, it hasn't.  
5. Yes, it has.

## Before leaving

- Stick the flashcards of various animals on the board and ask each S a question, e.g. *Has it got...?* Ask each S to touch the rabbit's ears, the bird's wings, the cat's ears, etc.
- Elicit Ss' answers.

## Note

- For the next lesson, tell Ss to bring:
- coloured pencils





## Language focus

### Aims

- to provide Ss with cross-curricular information on science
- to revise structures presented in previous lessons

### Vocabulary

**Animal:** elephant

**Parts of the body:** trunk, tail



## Materials

- flashcards for *elephant, trunk, tail*
- coloured pencils

## Revision

- Have Ss open their books on page 110 and draw their attention to activity 2.
- Ask Ss questions using *Has it got...?*, e.g. *Has it got wings/long legs/big ears, etc?* and elicit their answers.

## Lesson plan

### Warm-up

- Hold up each flashcard (elephant, trunk, tail), say the words and ask Ss to repeat.
- Alternatively, draw an elephant on the board, point to it and say, *elephant*. Have Ss repeat after you a couple of times. Then point to its tail and trunk, say the words aloud and have Ss repeat after you. Explain to them what a *trunk* is and how elephants use it (to breathe, smell, feed themselves and drink water).

### 1 Vocabulary CS S2.2

- Have Ss open their books to p.111.
- Ask Ss to name the picture in the vocabulary section. Play the recording a few times and have Ss point to the animal and the parts of the body and repeat.
- Say the words again in random order and have Ss point and repeat.

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

#### Before reading

- Direct Ss' attention to the picture and ask them, *What animal can you see?* (An elephant.) Ask Ss, *Have you seen an elephant before? Where can we find this animal? What do elephants eat?*
- Ask Ss to look at the elephant and point to the parts of its body that they are familiar with.

#### While reading

- Play the recording and/or read the text and encourage Ss to shadow read (read along with the recording/you).
- Ask Ss, *Is the elephant small?* (No, it isn't.) *Has it got big ears?* (Yes, it has.) *Has it got a long trunk?* (Yes, it has.) *Has it got a long tail?* (No, it hasn't.)
- Choose a few Ss to read the text aloud.

#### Post reading

### Activity 3 CS R2.1

- Draw Ss' attention to the sentences and ask them to read them aloud and circle Yes if the sentence is true or No if the sentence is false.
- Choose random Ss to read each sentence and say Yes or No.



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

## Background note

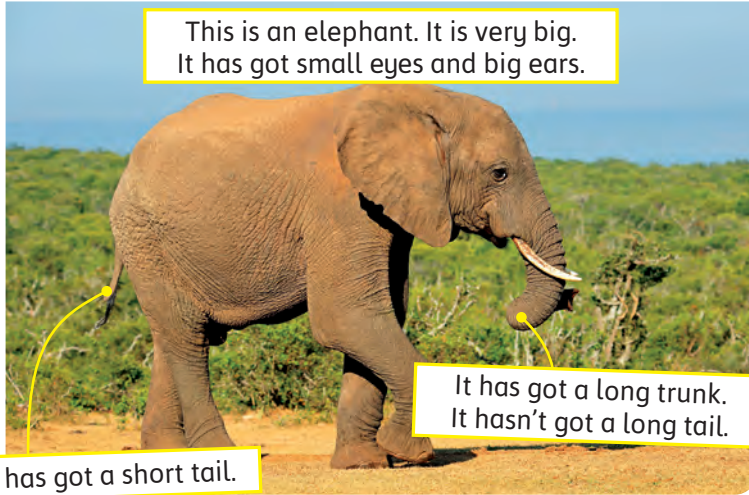
There are two species of elephants, namely, the African and the Asian elephant. The African elephant is bigger and heavier than the Asian elephant and has also got larger ears and a longer trunk.



1 Say the new words.



2 Look, listen and read.



3 Read and circle Yes or No.

- |                             |     |                                     |
|-----------------------------|-----|-------------------------------------|
| 1. The elephant is small.   | Yes | <input checked="" type="radio"/> No |
| 2. It has got big ears.     | Yes | <input type="radio"/> No            |
| 3. It has got big eyes.     | Yes | <input type="radio"/> No            |
| 4. It has got a long trunk. | Yes | <input type="radio"/> No            |
| 5. It has got a long tail.  | Yes | <input type="radio"/> No            |

**A** Optional

**Describe it!**

- Direct Ss' attention to the picture of the elephant on p.111 once more.
- Ask Ss to look at it carefully and try to describe it in terms of other parts of its body apart from the trunk and the tail. Point to its legs and say *big legs*. Encourage Ss to make a sentence, saying, *It has got big legs*.
- Point to the ears and repeat the procedure.
- Ask Ss to tell you what else they know about elephants.

**Workbook**

**Activity 1 CS L2.1**

**Listening transcript**  
**Woman**

1. *It has got two ears, but it hasn't got a trunk.*
2. *It has got four legs, but it hasn't got a long tail.*
3. *It has got a long tail, but it hasn't got wings.*

1. A    2. B    3. A

**Activity 2 CS W3.1**

It has got a long trunk, but it hasn't got a long tail.

**Before leaving**

- Ask Ss to make sentences about the elephant, saying, *It has got a long trunk. It is big.*

**Note**

For the next lesson:

- photocopy the story (*The Puppet*, SB, pp.112-113), 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.

## THE PUPPET



## Language focus

## Aims

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

## Revision

- Choose a S and tell him/her to show the rest of the class the elephant he/she drew in the previous lesson.
- Encourage Ss to say sentences describing the elephant, using *It has got/hasn't got...*
- Repeat with more Ss for as long as time permits.

## Lesson plan

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

## Before reading

- Hold up the *Story time Big Book* and display the cover page.
- Ask Ss, *What do you think the story is about?* Elicit Ss' answers.
- Ask Ss if they know any words in the title and read it together. Ask Ss to guess the meaning of the word *puppet* from the cover page.
- Point to the first frame and ask Ss to tell you what they can see and what they think is happening. (A man is at home, sitting in front of his workspace. He's a carpenter.)
- Cover the second page (p.113), ask Ss to look at the first six frames of the story on p.112 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.

## While reading

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

## 1 Look, listen and read.



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- Check Ss' predictions.
- Ask Ss some comprehension questions. Encourage Ss to answer.
  - Frame 1:** (pointing to the man) *What is the man thinking about?* (He's thinking of making a puppet for his boys.) *Have you seen a puppet before? Where?*
  - Frame 2:** (pointing to the man) *What is he doing?* (He's making a head out of wood for the puppet.)
  - Frame 3:** (pointing to the man) *What did the man make next?* (Arms.) *How many arms have you got?*
  - Frame 4:** (pointing to the man) *What is he making?* (Legs.)
  - Frame 5:** (pointing to the man) *What is he making?* (The puppet's face.) *Which parts of the puppet's face has he made?* (Two eyes, a nose, a mouth and two ears).

**Frame 6:** (pointing to the man) *What did the man say to the puppet?* (Good night.)

**Frame 7:** (pointing to the boys) *Are the boys ready for the show?* (Yes, they are.) *How do we know?* (They are excited and they say, 'Yes'.)

**Frame 8:** *What does the boy ask the puppet to do?* (To clap its hands.)

**Frame 9:** (pointing to the puppet) *What can it do?* (It can run.)

**Frame 10:** (pointing to the boy with the black hair) *What did the boy say to the puppet?* (Don't run!)

**Frame 11:** (pointing to the boys) *Do the boys like the puppet?* (Yes, they do.) *How do you know that?* (Because of the expression on their faces and because they say, 'Thanks. It is great.')



**VALUE**

Love your family.

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## Optional

### Story line

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

## Workbook

Activity 1 CS R2.1, W3.1

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

## Post reading

### POST-STORY ACTIVITY

Ask Ss:

- Does your father/mother make you / buy you anything you like?
  - Why do you think they do that?
  - Is your family important? In what ways?
  - What do you say when they give you things?
- Have Ss discuss the questions in groups or in pairs. Elicit Ss' answers.

### Value

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

## Before leaving

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

**Language focus****Aim**

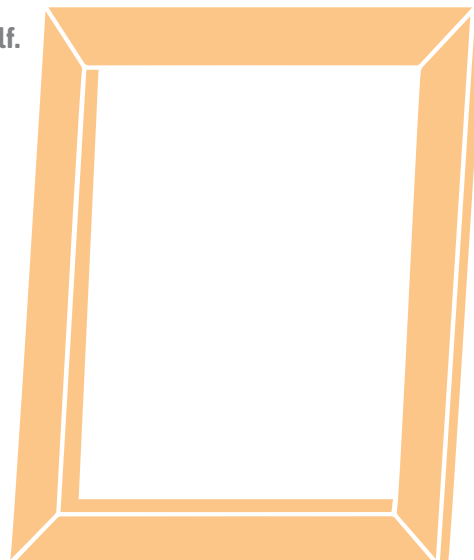
- to draw oneself

**Materials**

- colouring pencils/crayons
- Blu tack

**Revision**

- Ask Ss if they remember the title of the story from the previous lesson (The puppet). Ask them to tell you what else they remember about the story, e.g. who the characters are, what the puppet can do, etc.

**1 Draw yourself.****2 Trace, choose and write.**

eyes ears mouth nose arms toes feet hands hair

I have got

**3 Say.** 

This is me. I have got two eyes and two ears.

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

- Divide Ss into pairs.
- Explain to Ss that, in pairs, they have to describe parts of the face/body of each other using the vocabulary they have been presented with in the Module so far. Stick the flashcards of the module on the board to help the Ss.
- Have a few pairs of Ss come to the front of the class and present the exchange.

**Activity 1**

- Explain to Ss that they are going to draw themselves in the frame provided.
- Ask Ss to take out their colouring pencils/crayons. Give some colouring pencils/crayons to Ss who have forgotten theirs.
- Draw Ss' attention to the frame provided in activity 1 and ask them to draw themselves.

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

### Activity 2 CS W3.1

- Draw Ss' attention to activity 2.
- Explain to Ss that they have to trace and complete the sentence about a part of their face/body, e.g. *I have got two eyes*. Then they have to write one more sentence about themselves, e.g. *I have got brown hair*.
- Go round the classroom and make sure Ss have traced, completed and written the sentences correctly.

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

- Draw Ss' attention to the bubble and read it aloud.
- Explain to Ss that they have to talk about the parts of their face/body (head, eyes, ears, nose, mouth, arms, hands, legs, feet) as in the example.
- Have a few Ss come to the front of the class and present their drawings.

## Optional

### Yes or No?

- Collect all Ss' drawings from activity 1 and put them in a pile on your desk.
- Divide Ss into two teams and tell them that they are going to play a game.
- Choose one S from each team, hold up one of the drawings and say a sentence about it, e.g. *(He) has got blue eyes*. Ss should say *Yes* in chorus if that is true or *No* if it isn't true.
- The S who answers correctly first gets a point for his/her team.
- Repeat the same procedure with different Ss. The team with the most points wins.

## Before leaving

- Ask Ss to form a sentence describing themselves.
- Make sure all of the Ss have participated.



## Language focus

### Aims

- to practise the pronunciation of words ending in **-et** and **-en**



## Materials

- flashcards for *pet*, *vet*, *wet*, *men*, *pen* and *ten* (pictures and words)
- Blu tack

## Revision

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

## Lesson plan

### Warm-up

- Photocopy the two pictures of the chants/poems and stick them on the board.
- Draw Ss' attention to the first picture and ask them questions, e.g. *What can you see in the picture?* (Two men, a girl and a cat.) *What happened to the cat?* (It is wet.) *Who is the man helping the cat?* (The vet.)
- Draw Ss' attention to the second picture and ask them questions, e.g. *How many men are there?* (Ten.) *How many pens are there?* (One.)

### Phonics page 115

#### Activity 1 CS S5.1, R3.5

- Play the chant/poem (more than once). Ask Ss to identify the most repeated sound/rime e.g. **-et**. Elicit the words with the same rime (pet, vet, wet).
- Hold up each

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

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

## Afaf's pet

Afaf has got a pet.  
It is a cat and it is wet.  
They are with the vet.



- 2 Read and match. 

1. pet

2. vet

3. wet



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flashcard, say the words (pet, vet, wet) and ask Ss to repeat.

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

#### Activity 2 CS R2.1

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



1. pet – second picture    2. vet – third picture    3. wet – first picture

### Phonics page 116

#### Activity 1 CS S5.1, R3.5

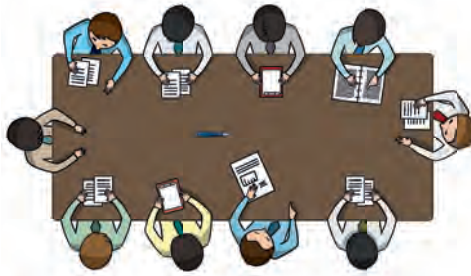
- Play the chant/poem (more than once). Ask Ss to identify the most repeated sound/rime e.g. **-en**. Elicit the words with the

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

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

## Ten men

In the room,  
there are ten men.  
They have got one pen.



2 Read and match. 

1. men

2. pen

3. ten

10



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same rime (men, pen, ten).

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

### Activity 2 CS R2.1

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



1. men – second picture 2. pen – third picture 3. ten – first picture

## Optional

### Ready, set, match

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



## Workbook

### Activity 1 CS R3.3, W3.1



1. vet 2. wet 3. pet

### Activity 2 CS L2.7, R3.4



1. pet 2. vet 3. wet

### Activity 3 CS R3.3, W3.1



1. pen 2. ten 3. men

### Activity 4 CS L2.7, R3.4



1. ten 2. pen 3. men



## Note

For the next lesson, bring:

- flashcards/photocopies for eyes, ears, mouth, nose, arm, head, toes, hands, feet, hair, short, long, brown, wings, teeth, legs, camel, crocodile, elephant, trunk, tail (2 sets of each)
- Blu tack or tape





## Language focus

## Aims

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



## Materials

- flashcards/photocopies for eyes, ears, mouth, nose, arm, head, toes, hands, feet, hair, short, long, brown, wings, teeth, legs, tail, camel, crocodile, elephant, trunk (2 sets of each)
- Blu tack or tape

## Revision

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

## Lesson plan

## Warm-up

- Stick some of the flashcards from previous lessons in the Module on the board (4-5 flashcards each time). Tell Ss to memorise them.
- Ask Ss to close their eyes while you hide one of the flashcards. When Ss open their eyes, they have to try to remember which one is missing.
- Alternatively, Ss can memorise the order of the flashcards. When they close their eyes, change the order. Ss have to try to remember what order the flashcards were originally in.
- Make sure you use different flashcards each time.
- To make the activity more competitive, you could divide Ss into two teams and have them take turns answering to win points.

## Activity 1 CS L2.1

- Have Ss open their books to p.117.
- Hold up your book, point to the first picture and ask, *Has he got big eyes?* Encourage Ss to answer, *No. He has got small eyes.*
- Explain to Ss that they will listen to some sentences.
- Play the first sentence a couple of times (more if necessary) and ask Ss to point to the picture that is being mentioned. Go round and make sure everyone is pointing to the correct picture. Then have Ss tick (✓) the corresponding box.
- Play the rest of the sentences and have Ss

## 1 Listen and tick (✓).

1		
	A <input type="checkbox"/>	B <input checked="" type="checkbox"/>
2		
	A <input type="checkbox"/>	B <input type="checkbox"/>
3		
	A <input type="checkbox"/>	B <input type="checkbox"/>
4		
	A <input type="checkbox"/>	B <input type="checkbox"/>
5		
	A <input type="checkbox"/>	B <input type="checkbox"/>
6		
	A <input type="checkbox"/>	B <input type="checkbox"/>

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tick the appropriate pictures.

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

## Listening transcript

- Man:** *He hasn't got small eyes. He has got big eyes.*
- Man:** *She has got brown hair.*
- Man:** *Has it got a short trunk?*  
**Boy:** *No, it hasn't. It has got a long trunk.*
- Man:** *Don't close your eyes.*
- Boy:** *My father is a vet.*
- Man:** *There are two men.*



1. B 2. B 3. A 4. A 5. B 6. A

## Activity 2 CS L1.1

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

## Listening transcript

- Boy:** *Hi! I am Hassan. I have got brown hair and brown eyes. I have got two ears and a small nose.*




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

## Before reading

- Direct Ss' attention to the pictures and ask them, *What animals can you see?* (A camel and a crocodile.) *What colour is the camel?* (It is brown.) *What colour is the crocodile?* (It is green.)
- Explain to Ss that they are going to read the text and find out more about the animals in the pictures.

## While reading

- Read the text and have Ss read the text along with you.
- Ask Ss some comprehension questions. Encourage Ss to answer. *Has the camel got a long neck?* (Yes, it has.) *Has the camel got big ears?* (No, it hasn't.) *Has the crocodile got a small mouth?* (No, it hasn't.) *Has the crocodile got short legs?* (Yes, it has.)
- Choose a few Ss to read the texts aloud.

- 2 What is the recording about? Listen and circle A or B. 

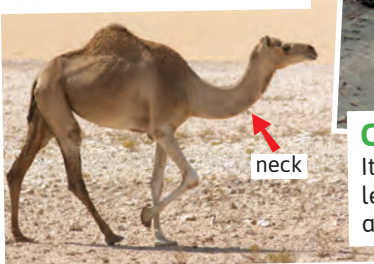
A. My face      B. My body

- 3 Look and read.  

## Animals


### Camel

It is brown. It has got a long neck and long legs. It has got small ears.



### Crocodile

It is green. It has got short legs. It has got a long tail and a big mouth too!

- 4 Read again and circle Yes or No. 

- The camel has got short legs.      Yes /  No
- The crocodile is green.      Yes /  No
- The camel has got small ears.      Yes /  No
- The crocodile has got a short tail.      Yes /  No

118

## Post reading

### Activity 4 CS R2.1

- Explain to Ss that they have to refer to the previous activity and circle Yes or No next to each

sentence accordingly.

- Check Ss' answers.



1. No    2. Yes    3. Yes    4. No

## A Optional

### Memory game

- Use Blu tack or tape to stick one set of the flashcards for *eyes, ears, mouth, nose, arm, head, toes, hands, feet, hair, short, long, brown, wings, teeth, legs, tail, camel, crocodile, elephant and trunk* on the board backwards so that Ss can't see them.
- Put a second set in a pile on your desk.
- Divide Ss into two teams. Explain to Ss that one member at a time from each team will come up to your desk and pick a flashcard.
- Then, he/she will choose one of the flashcards stuck on the board by turning it over (without taking it off the board) to see if it's the same as the flashcard he/she is holding.
- If it's the same, then he/she has to say what the flashcard depicts and remove the flashcard from the board as well as its pair from the game.
- If the flashcard is different from the one he/she is holding, the S has to show the flashcard that is stuck on the board to his/her fellow Ss and place the other flashcard at the bottom of the pile on the desk.

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



## Workbook

### Activity 1 CS R2.1

1. B    2. A    3. A    4. B    5. B    6. A

### Activity 2 CS R2.1

1. B    2. A    3. E    4. C    5. D

## Now I can

### Activity 1 & 2 CS S2.2

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

### Activity 3 CS R2.1

- Direct Ss' attention to the pictures. Read the sentences/exchanges aloud and have Ss repeat after you and tick the circles.

### Handwriting activity CS W3.1

- Ask Ss to turn to p.110.
- Explain to Ss that they have to read and trace each sentence and then they have to write it on the lines that follow.
- Point out that the dot indicates where they have to start.
- Ss can write the sentence more than once on the lines.
- While Ss are doing this activity, go round the classroom and help Ss if necessary.
- Make sure all Ss have traced and written the sentences correctly.



## Before leaving

- Play the song/poem *That's me!* on p.105 in the SB and invite Ss to say the song/poem along with the recording.

# TOP TIME! 4

## Modules 7-8

### Language focus

#### Aims

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

#### Vocabulary

**Food:** noodles, chicken

### Materials

- flashcards for *noodles*, *chicken*
- all flashcards from the Module
- plain A4 sheets of paper for all Ss
- coloured pencils/crayons

### Note

#### CS S3.1

- Explain to Ss that when they don't know how to say a word in English, they can ask their teacher or a classmate *How do you say... in English?*

### Lesson plan

#### Warm-up

- Hold up each flashcard (noodles, chicken), say the word and ask Ss to repeat.
- Hold up a flashcard for one of the food items and present it to the class, saying, *I'm (Ali). I like (chicken)*. Have Ss repeat after you a couple of times.

#### 1 Vocabulary CS S2.2

- Have Ss open their books to p.119.
- Point out the items of food in the vocabulary section. Play the recording a few times and have Ss point to the items of food and repeat.
- Say the words again in random order and have Ss point and repeat.

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

#### Before reading

- Have Ss look at the pictures and flags and ask them to guess what the texts are going to be about. (Two children from different

#### 1 Say the new words.



noodles



chicken

#### 2 Look and read.

I like machboos.  
It is meat and rice.



1



QATAR

I like noodles  
and chicken.



2



CHINA



#### 3 Read, look and put a 4 or an 8.



1

I don't like machboos.



2

I like chicken.

countries describing their favourite food.)

- Write Ss' predictions on the board.
- Ask Ss to look at the different dishes and name the items of food they know.
- Ask Ss if they like the food. Give them time to discuss in their groups. Elicit Ss' answers.

#### While reading

- Ask Ss to point to the appropriate pictures as you read the texts.
- Check Ss' predictions.
- Read the texts again, stop after each sentence and encourage Ss to repeat in chorus.
- Ask Ss some questions about the texts. *Where is the first boy from?* (He's from Qatar.) *What does the boy from Qatar like?* (He likes machboos.) *What is machboos?* (It is meat with rice.)

*Where is the second boy from?* (He's from China.) *Does the boy from China like chicken?* (Yes, he does.)

- Have Ss read the texts aloud as a whole class first, then in groups and finally, in pairs.

#### Post reading

#### Activity 3 CS R2.1



- Direct Ss' attention to the pictures in the activity.
- Explain to Ss that they have to look at activity 2 again and put a 4 next to each sentence if it is correct or an 8 if it is incorrect.
- Have Ss check their answers in pairs first, then as a class.
- Go round the classroom, making sure all Ss have completed the activity correctly.

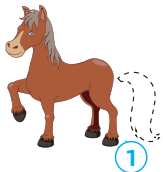


1.8 2.4



4 Look and match. Then write.

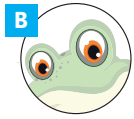
eyes tail wing leg



\_\_\_\_\_

\_\_\_\_\_

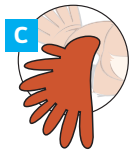
\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



tail

\_\_\_\_\_

\_\_\_\_\_

5 Trace and write.

four long



My cat has got a \_\_\_\_\_ tail

and \_\_\_\_\_ legs.

**A** Optional

Hot card

- Arrange some chairs in a circle at the front of the classroom, making sure there's a chair for every S. Invite Ss to the front and ask them to sit down. (If this is not possible, do the activity with the Ss sitting at their desks.)
- Give a flashcard of one of the parts of the face/body and animals presented in previous lessons to a S.
- Explain to Ss that when you play the song/poem *That's me!* (Song, p.105) they have to pass the flashcard clockwise around the circle. Model how it should be done.
- As soon as you stop the recording, the S with the flashcard will have to hold it up and say, *I have got (eyes).*
- Repeat this with the rest of the flashcards.
- Make sure all Ss have had the chance to make a sentence at least once.

**C** Before leaving

- Explain to Ss that you are going to say some sentences about the two boys in activity 2, e.g. *He's from China.* They have to say which of the boys it is, e.g. *Boy 2.*
- Use sentences like *He likes machboos* or *He's from Qatar,* etc.

**Note**

- For the next lesson, bring:
- photos of a park, a beach, a zoo and a bookshop
  - plain A4 sheets of paper (one per S)

Activity 4 CS W3.1

- Draw Ss' attention to the pictures of the animals.
- Explain to Ss that the animals 1-4 are missing some parts of their body that can be found below, in pictures A-D. Ask them to match the animals with the corresponding parts of the body and then write the corresponding word.
- Have Ss check their answers in pairs first, then as a class.
- Go round the classroom, making sure Ss have completed the activity correctly.

1. D tail    2. B eyes  
3. A leg    4. C wing

Activity 5 CS W3.1

- Draw Ss' attention to the activity and tell them they have to look at the picture, read the sentence and complete it with the words in the box.
- Have Ss check their answers in pairs first, then as a class.
- Go round the classroom, making sure all Ss have completed the activity correctly.

long, four

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

## Song

- follow and identify the main idea and the detail of short texts (L1.1, L2.1)
- follow and respond to short simple one-step instructions (L2.3)
- follow and respond with a lot of support to simple short questions (L2.4)
- predict key words they will hear by using visuals accompanying a text (L3.1)
- can communicate or find out with support very basic personal information (S1.1)
- name objects by using words from topic word sets (S2.2)
- show interest in singing songs (S5.1)
- sight read words and phrases (R2.1)

## Top Stars

- follow and identify the detail of short texts (L2.1)
- communicate or find out with a lot of support very basic personal information (S1.1)
- name objects by using words from topic word sets (S2.2)
- sight read words and phrases (R2.1)
- predict content by making use of pictures (R4.1)
- copy with support small and capital letters (W1.4)
- write letters of regular size and shape (W3.1)

## Our world

- follow and respond with a lot of support to simple short questions (L2.4)
- communicate or find out with a lot of support very basic personal information (S1.1)
- name objects by using words from topic word sets (S2.2)
- sight read words and phrases (R2.1)
- predict content by making use of pictures (R4.1)
- write letters of regular size and shape (W3.1)
- copy with support small and capital letters (W1.4)

## Let's play

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

## Science

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

### Story

- recognise and sight read words and phrases (R2.1)
- predict content of what they will read by making use of pictures (R4.1)
- recognise and read familiar logos and signs (R5.1)

### Project

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

### Phonics

- recognise and say beginning, middle and final phonemes in known words (L2.7)
- show interest in singing songs and saying rhymes and chants (S5.1)
- recognise and sight read a few familiar words and phrases (R2.1)
- recognise and sound out beginning letter sounds in a word (R3.3)
- blend sounds to read high-frequency words (R3.4)
- identify and remember high frequency sounds and their accompanying letter patterns (R3.5)
- write small and capital letters of regular size and shape (W3.1)

### Revision

- follow and identify with a lot of support the main idea of short, very simple texts (L1.1)
- follow and identify the detail in short, very simple texts (L2.1)
- follow and respond with a lot of support to simple short questions (L2.4)
- name objects by using words from topic word sets (S2.2)
- recognise and sight read words and phrases (R2.1)
- predict content of what they will read by making use of pictures (R4.1)
- copy with support recognisable small and capital letters (W1.4)
- write small and capital letters of regular size and shape (W3.1)

**Language focus****Aims**

- to say a song/poem
- to talk about places
- to talk about one's location

**Vocabulary**

**Places:** park, beach, zoo, bookshop

**Structures**

Where are you?

I am at the (park).

**Materials**

- flashcards for *park, beach, zoo, bookshop*
- photos of a park, a beach, a zoo and a bookshop
- plain A4 sheets of paper (one per S)

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

- Hold up each flashcard (park, beach, zoo, bookshop), say the word and ask Ss to repeat.
- Hold up the photo of a park you've brought with you and say, *I am at the park*. Have Ss repeat after you a couple of times. Repeat for the rest of the places in a similar manner and ask Ss to repeat.
- Stress the preposition *at* and explain that we use it to indicate a specific place where we are.
- Ask Ss to tell you which of the four places they've visited and at which of these they prefer being.

**1 Vocabulary CS S2.2**

- Have Ss open their books to p.121.
- Ask Ss if they can name any of the places depicted. Elicit Ss' answers.
- Point out the places in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words for the places again in random order and have Ss point and repeat.

**Activity 2 CS L1.1, L2.1, L3.1, S5.1** **Pre-listening**

- Direct Ss' attention to the pictures and ask them, *What can you see in the pictures? What do you think will you hear about in the text/poem?*
- Give Ss time to discuss the pictures.
- Elicit their response and write it on the board (a park, a beach, a bookshop and a zoo.).
- Ask Ss, *What is the text about?*
- Ask Ss to listen to the recording of the song/poem and to confirm their predictions. (Different places in a town/city.)
- Ask Ss, *What do we do at these places?* Elicit Ss' answers.

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

**While listening**

- Play the song/poem again and ask Ss to point to the pictures mentioned. Then ask, *What is the title of the song? Which places did Mark visit? What did he see/do there?* Elicit Ss' answers.
- Play the song/poem again and encourage Ss to say it along with the recording.

**Grammar Reference**

- Ask Ss to turn to page 158, Module 9 Song. Read the question and the answer aloud and get Ss to repeat.
- Choose a few Ss and ask them, *Where are you?* Encourage Ss to answer by choosing one of the places they learnt in this lesson.

**Post listening****Activity 3 CS L2.3, L2.4, S1.1, S2.2**

- Instruct Ss to use the stickers (park, zoo, bookshop, beach).
- Divide Ss into pairs and tell them to choose one of the stickers and stick it in the empty frame in their books.
- SA asks SB where he/she is. SB looks at his/her sticker and answers accordingly. Then he/she asks SA where he/she is. SA looks at his/her sticker and answers accordingly.

# Out there



## SONG

1

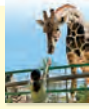
Say the new words.



park



beach



zoo



bookshop

2

Listen and say.

## Where are you?

Where are you, Mark?  
I am at the park.

Where are you?  
I am at the beach.

Where are you?  
I am at the bookshop.

Where are you?  
I am at the zoo.

I am having fun!  
I am having fun!

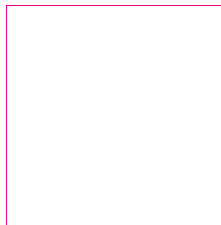


3

Ask and answer. Use the stickers.

Where are you?

I am at the zoo.



121



## Workbook

Activity 1 CS R2.1

1. C 2. A 3. B

Activity 2 CS L2.4

### Listening transcript

1. **Man:** *Where are you?*  
**Boy:** *I am at the beach.*
2. **Man:** *Where are you?*  
**Girl:** *I am at the park.*

1. B 2. A



## Before leaving

- Hand out to each S one of the pictures of places you've brought with you to class and ask him/her to pretend he/she is there. Ask the S to give you a short description, saying, e.g. *I am (Ahmed). I am at the (zoo).*
- Repeat the procedure until all Ss have participated.



## Note

For the next lesson, bring a picture of a child in a wheelchair.

## A Optional

### PRACTICE

#### Place pantomime

- Mime being at one of the places presented in this lesson (park, beach, zoo, bookshop). Perform actions that one typically does at one of the places, e.g. collecting shells or throwing pebbles in the water when at the beach.
- Ss will have to guess the place you are at by calling it out. Then, ask different Ss to come up to the front of the classroom and instruct them to mime being at one of the places.

### EXPANSION

- Draw a thing/animal that indicates one of the places of the lesson, e.g. a tree for the park, the sea for the beach, a wild animal for the zoo and a book for the bookshop. Ask Ss to write the corresponding place in their notebooks.



## Language focus

### Aims

- to identify actions
- to talk about ability, lack of ability

### Vocabulary

Actions: climb, fly, swim, slide

### Structures

I can (jump).  
I can't (swim).

## Materials

- flashcards for *slide*, *climb*, *fly* and *swim*
- flashcards from the previous lesson (*park*, *zoo*, *beach*, *bookshop*)
- Blu tack or tape
- a picture of a child in a wheelchair

## Revision

- Invite a S to come up to the front and hand him/her one of the flashcards of places. The S will have to hold up the flashcard and pretend he/she is at that particular place. He/She has to say the corresponding sentence, e.g., *I am at the (beach)*.
- Make sure all Ss have participated.

## Lesson plan

### Warm-up

- Hold up each flashcard (slide, climb, fly, swim), say the word and ask Ss to repeat.
- Pretend you are flying and say, *I can fly*. Get Ss to say and mime the action at the same time.
- Repeat for *swim* and *climb*.
- Stick the flashcards on the board, point to each one and encourage Ss to say the action depicted and mime it at the same time.
- Pretend you can't swim and say, *I can't swim*. Repeat the same activity with different verbs. Encourage Ss to guess the meaning of *I can't*.

### 1 Vocabulary CS S2.2

- Have Ss open their books to p.122.
- Ask Ss to name the pictures in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words in random order and have Ss point and repeat.

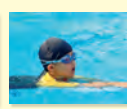
### 1 Say the new words.



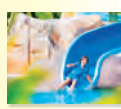
climb



fly



swim



slide

### 2 Look, listen and read.

1 The boys are at a water park.



Hello. Look at me, Ali! I can climb.

2 I can slide! Wow!



3 I can't fly. I can jump!



4 I can swim.



I can swim too. It is fun!

122

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

#### Before reading

- Have Ss look at the pictures and ask Ss what Hassan can do. (He can climb, slide, jump and swim.)
- Ask Ss to tell you what they think is happening. (Hassan and Ali are at a water park trying different actions.)

#### While reading

- Play the recording and/or read the text and encourage Ss to shadow read (read along with the recording/you).
- Check Ss' predictions.
- Ask Ss, *Have you ever been at a water park? What did you do there?* Give Ss some time to discuss and elicit their answers.
- Ask Ss, *Can Hassan climb?* (Yes, he can.) *Can he fly?* (No, he can't.) *Can he jump?* (Yes, he can.) *Can he swim?* (Yes, he can.) *Can Ali swim?* (Yes, he can.)

- Divide Ss into pairs and get them to act out the dialogue.
- Ask Ss to underline the words from the vocabulary (activity 1) in the dialogue in activity 2.

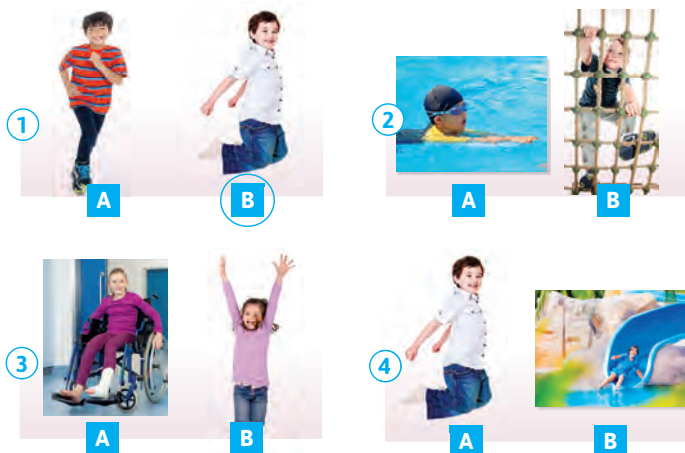
#### Post reading

- Write the following sentences on the board: *It can fly. He can swim. He can climb.* Next to the first sentence, stick the flashcard for *fly*, next to the second sentence, stick the flashcard for *climb* and next to the third sentence stick the flashcard for *swim*.
- Choose random Ss to read the sentences and say Yes if the flashcard corresponds to the sentence and No if it doesn't.

### Grammar Reference

- Ask Ss to turn to page 158, Module 9 Top Stars. Read the sentences aloud. Get Ss to repeat.

3 Listen and circle.



4 Play a game.



123

- Explain to Ss that we use *I can* to talk about ability and *I can't* to talk about lack of ability.
- Choose a few Ss and encourage them to say a sentence about themselves using *I can* or *I can't*.

Activity 3 CS L2.1

- Direct Ss' attention to the pictures and ask them to tell you what they depict. (Children performing actions, such as jumping, climbing, swimming and running.)
- Explain to Ss that they will have to listen to the recording and circle A or B according to the description they hear.
- Play the recording again and ask Ss to complete the task. Then have Ss check their answers in pairs first, then as a class.

- Go round the classroom making sure Ss have circled the correct pictures.

Listening transcript

1. Boy 1: *I can jump.*
2. Boy 2: *I can swim.*
3. Girl 1: *I can't climb.*
4. Boy 3: *I can slide.*



Activity 4 CS S1.1, S2.2

- Stick pictures depicting the words *climb*, *swim*, *run*, *jump* and a child in a wheelchair on the board.
- Have a S come to the board, point to a picture, e.g. *jump* and ask him/her to say the corresponding sentence, e.g. *I can jump* and perform the action as well.
- Repeat with other Ss for the rest of the words (*climb*, *run*, *swim*).

**A** Optional

PRACTICE

Miming game

- Tell Ss that they are going to play a game.
- Place the flashcards of the lesson on your desk. Divide Ss into two teams.
- Ask a S from one team to come to the front of the classroom and mime an action. Ask a S from the other team to guess the action and choose the corresponding flashcard from your desk. If the S guesses correctly and picks up the correct flashcard, he/she gets a point for his/her team.
- Teams take turns miming and guessing.

EXPANSION

- Stick a flashcard of the lesson on the board, e.g. *swim*. Ss have to write a sentence using *I can/can't* and the verb the flashcard depicts. Repeat with the rest of the flashcards.

Workbook

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

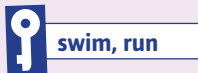
1. B – *I can swim.*
2. D – *I can climb.*
3. A – *I can slide.*
4. C – *I can jump.*

Activity 2 CS R2.1

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

Activity 3 CS W1.4, W3.1

- Ss have to trace and complete the sentences.



**C** Before leaving

- Choose a S to come to the board.
- Tell him/her to mime one of the actions presented in the lesson, e.g. *climb*.
- The rest of the Ss will have to guess the action that their classmate is miming and say it aloud. The S at the board makes up a sentence, e.g. *I can/can't climb* and sits back at his/her desk.
- Repeat the procedure with more Ss at the front of the class.



## Language focus

### Aims

- to say a song/poem
- to talk about the weather

### Vocabulary

**Weather:** hot, cold, windy, rainy, sunny

### Structures

What is the weather like?  
It is (hot).



## Materials

- flashcards for *sunny, hot, cold, windy* and *rainy*
- flashcards from the previous lessons for *climb, swim, fly, slide*
- Blu tack or tape

## Revision

- Invite a S to come to the front and ask him/her to mime an action from the ones presented in the previous lesson (*climb, swim, fly*) and say, *I can/can't (climb)*.
- Call more Ss up to the board and repeat the procedure in a similar manner.

## Lesson plan

### Warm-up

- Hold up each flashcard (*hot, cold, windy, sunny, rainy*), say the word and ask Ss to repeat.
- Mime different weather conditions and say, *It is hot/cold/windy/sunny/rainy*. Fan yourself with a sheet of paper to pretend it's hot. Tighten your arms around yourself to pretend it's cold. Make blowing sounds and pretend the wind is pushing you in different directions for *windy*. Pretend you're holding an umbrella for *rainy*. Pretend you are wearing your sunglasses for *sunny*.
- Repeat the actions a couple of times and encourage Ss to mime along.

### 1 Vocabulary CS S2.2

- Have Ss open their books to p.124.
- Ask Ss if they can name any of the weather conditions depicted. Elicit Ss' answers.
- Point out the weather conditions in the vocabulary section. Play the recording a few times and have Ss point to the pictures and repeat.
- Say the words again in random order and have Ss point and repeat.

Say the new words.

1



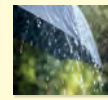
sunny



cold



windy



rainy



hot

2

Look, listen and read.

## What is the weather like?

Hi! I am Mark.

What is the weather like, Mark?

1 It is cold. I am at the park.

2 It is hot. I am at the zoo.

3 It is windy. I am at the beach.

4 It is rainy. I am at the bookshop.

124

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



#### Before reading

- Have Ss look at the pictures. Ask Ss if they can read any words in the title. Read the title a couple of times and ask Ss to repeat after you.
- Ask Ss to look at the photos and tell you where the boy is in each picture (At the park, the zoo, the beach and the bookshop).
- Ask Ss if they have been to any of these places and what they did/saw there.

#### While reading

- Play the recording and/or read the text and encourage Ss to shadow read (read along with the recording/you).
- Check Ss' predictions.
- Ask Ss questions about the text. *What is the boy's name?* (Mark.) *Where is Mark in the first picture?* (At the park.) *What is the weather*

*like at the park?* (It is cold.) *How do we know?* (The boy is wearing gloves and a jacket.) *Where is Mark in the second picture?* (At the zoo.) *What is the weather like at the zoo?* (It is hot.) *Where is Mark in the third picture?* (At the beach.) *What is the weather like at the beach?* (It is windy.) *How do we know?* (By looking at the trees.) *Where is Mark in the last picture?* (At the bookshop.) *What is the weather like?* (It is rainy.) *Where else can you go when it is rainy?*

- Choose a few Ss to read the interview aloud.
- Ask Ss, *What is the weather like today in Qatar? How do you feel when it is hot?*

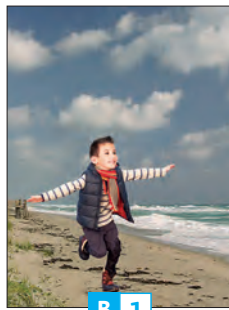
#### Post reading

- Write the following sentences in one column on the board.: 1. I am at the park. 2. I am at the zoo. 3. I am at the beach. 4. I am at the bookshop.

3 Listen and write (1-4).



A



B 1

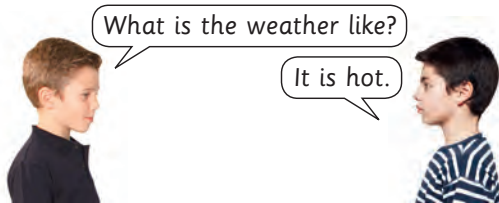


C



D

4 Ask and answer.



125

- Stick the flashcards for *park, zoo, beach* and *bookshop* in jumbled order in another column on the board.
- Choose random Ss to come to the board, read a sentence and match it with the corresponding flashcard.

**Grammar Reference**

- Ask Ss to turn to page 158, Module 9 Our world. Read the question and the answer aloud. Get Ss to repeat.

**Activity 3 CS L2.4**

- Direct Ss' attention to the pictures in the activity and ask them to name the places they can see.
- Play the recording and instruct Ss to listen carefully and write the numbers 1-4 according to the order of the sentences they hear. Play the recording twice.

**Listening transcript**

- Man:** Where are you?  
**Boy 1:** I am at the beach. It is windy.
- Man:** Where are you?  
**Boy 2:** I am at the zoo. It is hot.
- Man:** Where are you?  
**Boy 3:** I am at the bookshop. It is rainy.
- Man:** Where are you?  
**Boy 4:** I am at the park. It is cold.

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

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

- Direct Ss' attention to the boys in the activity and ask them what they are doing. Elicit Ss' answers. Read the speech bubbles aloud.
- Explain to Ss that, in pairs, they have to ask and answer about the weather, as in the example. Stick the weather flashcards on the board.

**Optional**

**PRACTICE**

**Say if it's true**

- Stick the flashcards for the types of weather on the board.
- Explain to Ss that, when you point to a flashcard and say the word depicted on it, they will have to repeat the word, whereas, if you say the wrong word for a flashcard you are pointing to, Ss will have to fold their arms and remain silent.
- For example, if you point to the *hot* flashcard and you say *hot*, Ss will have to repeat the word. But if you point to the *cold* flashcard and say *windy*, Ss will have to fold their arms in front of them and remain silent.

**EXPANSION**

- Ask Ss to draw a weather condition on a piece of paper and write the corresponding weather underneath their picture.

**Workbook**

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

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

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

**Horizontally: windy, rainy, cold**  
**Vertically: sunny**  
**1. sunny 2. cold 3. rainy 4. windy**

**Activity 3 CS W3.1**

- Make sure Ss have answered the question correctly.

**Before leaving**

- Hold up the flashcards for the weather conditions presented in this lesson.
- Go round the classroom and ask each S to say what each picture depicts (hot, cold, windy, sunny, rainy). Instruct Ss to say, *It is hot/cold/windy/sunny/rainy.*
- Make sure all Ss have had a turn.

**Note**

- For the next lesson, bring:
- a few sets of photocopies of various animal flashcards (cat, parrot, bird, rabbit, fish, snakes, foxes, tigers, monkeys, elephant)



## Language focus

### Aims

- to identify animals
- to ask about quantity

### Vocabulary

**Animals:** snakes, foxes, tigers, monkeys

### Structures

How many (tigers) can you see?

I can see (two tigers).

one fox - four foxes



## Materials

- flashcards and photocopies of the flashcards for *snakes*, *foxes*, *tigers* and *monkeys*
- flashcards from the previous lesson for *sunny*, *rainy*, *hot*, *cold*, *windy*
- a few sets of photocopies of various animal flashcards from previous Modules (cat, parrot, bird, rabbit, fish, elephant)

## Revision

- Stick the flashcards from the previous lesson (hot, cold, windy, rainy, sunny) on the board. Invite Ss to come to the front of the classroom. Say a phrase, e.g. *It is hot* and encourage Ss to point to the appropriate flashcard and repeat after you.
- Make sure all Ss have participated.

1

Say the new words.



snakes



foxes



tigers



monkeys

2

Look, ask and answer.

## In the zoo

How many monkeys can you see?

I can see two monkeys.



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## Lesson plan

### Warm-up

- Hold up each flashcard (snakes, foxes, tigers, monkeys) and ask Ss if they can name any of the animals. Then say each word and ask Ss to repeat.
- Draw a snake on the board and say, *snake*. Have Ss repeat after you a couple of times. Repeat for the rest of the animals.

### 1 Vocabulary CS S2.2

- Have Ss open their books to p.126.
- Point out the animals in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Ask Ss if they have seen any of these animals before and where.

## Grammar Reference

- Ask Ss to turn to page 158, Module 9 Let's play. Read the question and the answer aloud. Get Ss to repeat.
- Draw a snake on the board and say the word.
- Draw five snakes on the board and ask Ss, *How many snakes can you see?* Repeat the question a couple of times and have Ss repeat after you. Count the snakes aloud and say, e.g. *I can see five snakes.* Explain that we use the structure *How many... can you see?* to ask about the number of things/animals/people one can see.
- Repeat with more animals/objects and different numbers.
- Point out the plural form of *fox* - *foxes*. Explain to Ss that nouns ending in -x take an -es in the plural.

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

- Direct Ss' attention to the activity and ask them to guess what it is about (animals in a zoo).
- Ask Ss to look at the picture of the zoo carefully and spot the animals.
- Divide Ss into pairs. SA asks SB, *How many (birds) can you see?* and SB answers giving the appropriate number, e.g. *I can see (four birds).* Ss swap roles and repeat the procedure until all the animals have been spotted.
- Make sure all Ss have participated.



There are:

(4) four birds, (2) two foxes, (2) two snakes, (5) five rabbits, (3) three fish, (2) two tigers, (2) two monkeys

## A Optional

### PRACTICE

#### How many (cats)?

- Hide the photocopies of animals (cat, parrot, bird, rabbit, fish, elephant, snakes, foxes, tigers, monkeys) around the classroom. Make sure there is an unequal number of photocopies for each animal, e.g. five foxes, three birds, etc.
- Explain to Ss that you are going to ask them questions about the quantity of animals, asking, *How many (foxes) can you see?* Ss will have to look around the classroom, spot the flashcards, count the photocopies for the animal you have asked about and say, e.g. *I can see five foxes.*
- Continue in the same manner until all animals have been spotted.

### EXPANSION

- Write one animal name in jumbled letters on the board (from the animals that Ss know).
- Ask Ss to guess what the word is.



## Workbook

### Activity 1 CS S2.2, W3.1

- Ss connect the dots to reveal the hidden animals. Then they make sentences about what they can see and complete the sentences with the corresponding words.



1. I can see two snakes.
2. I can see two foxes.
3. I can see one monkey.
4. I can see one tiger.



## Before leaving

- Show each S a flashcard of an animal and ask him/her to name the animal.



## Note

For the next lesson, bring:

- flashcards for all the animals presented so far (parrot, cat, rabbit, fish, bird, camel, elephant, snakes, foxes, tigers, monkeys)
- a few sets of photocopies of various animal flashcards of your choice from previous Modules
- plain A4 sheets of paper (one per S)



## Language focus

### Aims

- to provide Ss with cross-curricular information on science
- to revise structures presented in previous lessons

### Vocabulary

**Animal:** bear

**Nouns:** trees, flowers, river, forest



## Materials

- flashcards for *trees, flowers, river, forest* and *bear*
- flashcards for all the animals presented so far (parrot, cat, rabbit, fish, bird, camel, elephant, snakes, foxes, tigers, monkeys)
- a few sets of photocopies of various animal flashcards of your choice from previous Modules
- plain A4 sheets of paper (one per S)

## Revision

- Hold up the animal photocopies (e.g. three cats) and ask Ss, *How many cats can you see?* Ss answer accordingly, e.g. *I can see three cats.*
- Repeat until all Ss have had the chance to participate.

## Lesson plan

### Warm-up

- Hold up each flashcard (forest, trees, flowers, bear, river).
- Ask Ss if they can name any of the words depicted. Elicit Ss' answers. Then say the words and ask Ss to repeat.
- Point to a tree on the *trees* flashcard and say the word. Then point to two or three trees on the flashcard and say the word. Have Ss repeat after you a couple of times. Repeat for the rest of the words in a similar manner.

### 1 Vocabulary CS S2.2

- Have Ss open their books to p.127.
- Point out the pictures in the vocabulary section. Play the recording a few times and have Ss point to the pictures and repeat.
- Say the words again in random order and have Ss point and repeat.

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

#### Before reading

- Direct Ss' attention to the picture and ask them to tell you what they see. (Trees, birds, a river, flowers and a bear.)
- Ask Ss if they have ever been to a forest.

#### While reading

- Play the recording and/or read the text and encourage Ss to shadow read (read along with the recording/you).
- Ask Ss to point to the appropriate picture as you read aloud.
- Ask Ss a few questions about the text: *What is the title?* (What is in a forest?) *Are there trees in the forest?* (Yes, there are.) *Is there a river?* (Yes, there is.) *What colour are the flowers?* (Red.) *Is the bear small?* (No, it isn't.) *Is the bird small?* (Yes, it is.)
- Ask Ss, *Why does the bear live in the forest? What does a bear eat?* Elicit Ss' answers.

Explain to Ss that a forest is a large area covered with trees which often has a dry climate and can be travelled through, whereas a jungle is a large area covered with many different kinds of trees and plants which usually has a humid climate and can be very difficult to travel through.

- Choose a few Ss to read the texts aloud.
- Ss read the text again and circle the words that match the vocabulary words.

#### Post reading

- Explain to Ss that they have to label each item/animal in the picture according to what they have read in the text.
- Go round the classroom and make sure Ss have labelled each item/animal correctly.



1. trees 2. river 3. flowers 4. bear 5. bird



1

Say the new words.



trees



flowers



bear



river



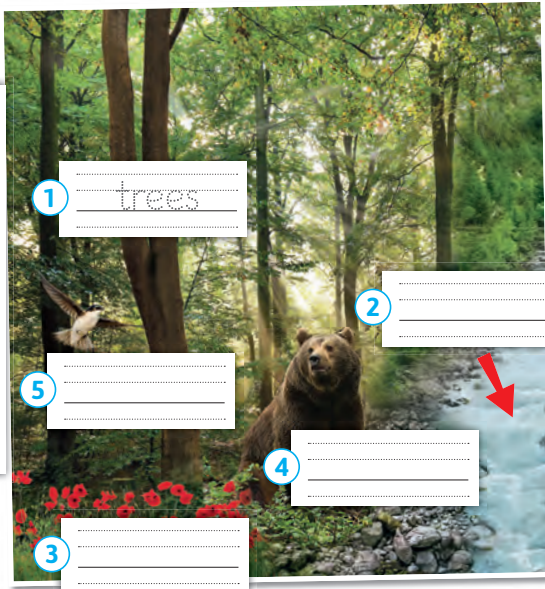
forest

2

Look, listen and read. Then label.

## What is in a forest?

This is a forest.  
There are lots of trees.  
They are very tall.  
There are red flowers too.  
We can see a bear and a bird.  
The bear is big. It eats fish from the river.



### Workbook

Activity 1 CS R2.1



Picture B should be ticked.

Activity 2 CS W3.1



I can see a bear and a bird.



### Before leaving

- Draw some flowers and trees on the board (up to ten) and ask each S, *How many flowers/trees can you see?* and encourage them to answer.



### Note

For the next lesson, bring:

- all flashcards presented in this Module
- a box



### Optional

#### 'Missing card' game

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



## AT THE ZOO

 Language focus

## Aims

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

 Materials

- all flashcards presented in this Module
- a box

## Revision

- Ask Ss to open their books to p.127 and look at activity 2.
- Ask them to describe what they can see in the picture, saying, e.g. *There are trees. There is a bear, etc.*

## Lesson plan

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

R5.1 

## Before reading

- Hold up the *Story time Big Book* and display the cover page.
- Ask Ss, *What do you think the story is about?* Elicit Ss' answers.
- Ask Ss if they know any words in the title and read the title together.
- Point to the first frame and ask Ss to tell you where the children are and what they think is happening. (The children are at home with their mum. She suggests going to the zoo and the girls are excited.)
- Cover the second page (p.129), ask Ss to look at the first two frames of the story on p.128 and guess what will happen next.

1 Look, listen and read.   


1 Today is sunny. Let's go to the zoo!

Yes!

2 Look, girls! This is the zoo!

ZOO

Wow! This is a big zoo, Mum!

Yes, Reema! Let's go!

3 Look at the monkeys, girls!

They can climb and jump.

I can climb and jump too.

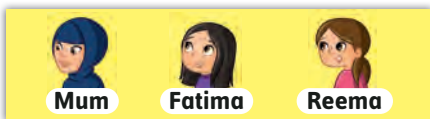
BE CAREFUL  
DON'T TOUCH

128

- Reveal the second page and ask Ss to look at the pictures and guess what the story is going to be about.

## While reading

- Play the recording and/or read the text and ask Ss to shadow read (read along with the recording/you).
- Check Ss' predictions.
- Ask Ss some comprehension questions. Encourage Ss to answer.
  - Frame 1:** (pointing to the family) *Where are they?* (At home.)
  - Frame 2:** (pointing to the family) *Where are they going?* (To the zoo.) *Are the girls excited?* (Yes.)
  - Frame 3:** (pointing to the monkeys) *What can monkeys do?* (They can climb and jump.) (pointing to the signs) *What does this sign say?* (Be careful. Don't touch.) *Why are there these signs at zoos?* (Because some animals are dangerous.) *Ask Ss, Are these animals dangerous? Who takes care of them? How?*
  - Frame 4:** (pointing to the parrots) *How many parrots are there?* (Five.) *Can parrots fly?* (Yes, they can.)
  - Frame 5:** (pointing to the girls) *Do the girls like the tigers?* (Yes, they do.)



**VALUE**  
Treat animals well.

**Post reading**

**POST-STORY ACTIVITY**

Ask Ss:

- What animals do you like?
- Should we treat animals well? Why?
- Have you ever been to the zoo? Did you like it?
- Have Ss discuss the questions in groups or in pairs. Elicit Ss' answers.

**Value**

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

**Optional**

**Search the box**

- Tell Ss that they are going to play a game.
- Put the flashcards for all the words presented in this Module in a box.
- Walk around the class, give the box to a S and say, e.g. *bear*.
- The S has to search in the box, find the *bear* flashcard and show it to the class.
- Follow the same procedure until every S has had a turn.

**Workbook**

**Activity 1 CS R2.1**

1. a 2. c 3. b

**Activity 2 CS R2.1**

1. T 2. F 3. F 4. T 5. T

**Before leaving**

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

**Note**

For the next lesson, photocopy the animal flashcards (one for each S) and cut out the words underneath the pictures so that half of the Ss can have the pictures and the other half can have the words.



## Language focus

### Aims

- to make a zoo poster



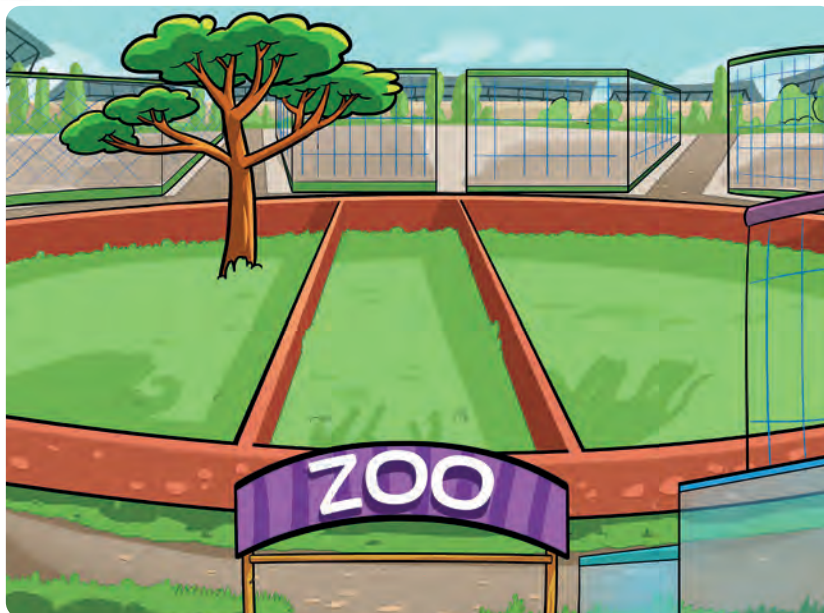
## Materials

- all animal flashcards from previous lessons
- Blu tack
- photocopy the animal flashcards (one for each S) and cut out the words underneath the pictures so that half of the Ss can have the pictures and the other half can have the words

## Revision

- Ask Ss if they remember the title of the story from the previous lesson (At the zoo). Ask them to name the different animals in the story.
- Ask Ss what the different animals can do.

- 1 Look, stick pictures of animals and say. 🗣️



- 2 Trace and write about your zoo. 🗣️

tigers monkeys birds snakes rabbits foxes

In my zoo, there are

and

- 3 Say. 🗣️

In my zoo, there are tigers and snakes.



## Lesson plan

### Warm-up

- Ask Ss what kind of animals one can find in a zoo.
- Initiate a short class discussion and encourage all of the Ss to participate.
- You can stick all the animal flashcards from previous lessons on the board and have Ss point and say which animals they think one can find in a zoo.

### Activity 1 CS L2.4 🗣️

- Explain to Ss that they have to turn to the back of their Student's Book and find the page with the stickers of the animals. Ss have to stick as many animals as they want onto the zoo in activity 1 in order to make their own zoo.

**Activity 2 CS W3.1** 

- Draw Ss' attention to activity 2.
- Explain to Ss that they have to write a sentence about their zoo, e.g. *In my zoo, there are tigers and monkeys.*
- Go round the classroom and make sure Ss have written their sentences correctly.

**Activity 3 CS S2.2** 

- Draw Ss' attention to the speech bubble and read it aloud.
- Divide Ss into pairs or in small groups and get them to talk about what there is in their zoo, as in the example.
- Have a few Ss come to the front of the class and present their posters.

**A**  **Optional****Find your pair**

- Divide Ss into two teams.
- Give the Ss in the first team photocopies of the animal flashcards (only the pictures) and the Ss in the second team the corresponding words.
- Make sure you have given Ss the same pictures and their corresponding words so that they can match them up.
- Call out an animal and the Ss who have the picture and word should match them.
- Continue playing until all Ss have found their partner.

 **Before leaving**

- Ask Ss to form a sentence describing their zoo.
- Make sure all of the Ss have participated.

## Language focus

### Aims

- to practise the pronunciation of words ending in **-op** and **-ot**

## Materials

- flashcards for *mop*, *top*, *hop*, *dot*, *hot* and *pot* (pictures and words)
- Blu tack

## Revision

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

## Lesson plan

### Warm-up

- Photocopy the two pictures of the chants/poems and stick them on the board.
- Draw Ss' attention to the first picture and ask them questions, e.g. *What is on the wardrobe?* (A mop.)
- Draw Ss' attention to the second picture and ask them questions, e.g. *Is the pot hot?* (Yes, it is.) *What is on the pot?* (A dot.)

### Phonics page 131

#### Activity 1 CS S5.1, R3.5

- Play the chant/poem (more than once). Ask Ss to identify the most repeated sound/rime e.g. **-op**. Elicit the words with the same rime (mop, top, hop).

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

- Hold up each flashcard, say the words (mop, top, hop) and ask Ss to repeat.
- Ask Ss to listen to the chant/poem again. Ss follow along in their book. As they hear the words with

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

## The mop

Hop! Hop! Hop!  
Look at the mop!  
It is on the top.



### 2 Read and match.

1. mop

2. top

3. hop



131

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

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

#### Activity 2 CS R2.1

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



1. mop – second picture 2. top – third picture 3. hop – first picture

### Phonics page 132

#### Activity 1 CS S5.1, R3.5

- Play the chant/poem (more than once). Ask Ss to identify the most repeated sound/rime e.g. **-ot**. Elicit the words with the same rime (dot, hot, pot).
- Hold up each flashcard, say the words (dot, hot, pot) and ask Ss to repeat.
- Ask Ss to listen to the chant/poem again. Ss follow along in their book. As they

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

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

## The dot

The pot is hot.  
Hot! Hot! Hot!  
Spot the dot.  
It is on the pot.



2 Read and match.  

1. dot

2. hot

3. pot



132

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

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

**Activity 2** CS R2.1  

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



1. dot – second picture    2. hot – third picture    3. pot – first picture

## **A** Optional

### Ready, set, match

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

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




## Workbook

**Activity 1** CS R3.3, W3.1  



1. mop    2. hop    3. top

**Activity 2** CS L2.7, R3.4  





1. hop    2. top    3. mop

**Activity 3** CS R3.3, W3.1  



1. hot    2. pot    3. dot

**Activity 4** CS L2.7, R3.4  



1. dot    2. hot    3. pot



## Note

For the next lesson, bring:

- photocopies of the flashcards of the module (4-6 flashcards for each group of Ss). Cut out the words underneath the pictures so that you can give Ss the pictures and the words separately.
- Blu tack or tape



## Language focus

## Aims

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



## Materials

- photocopy the flashcards of the module (4-6 flashcards for each group of Ss) and cut out the words
- Blu tack or tape

## Revision

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

## Lesson plan

## Warm-up

- Stick the word cards of the module on the board. Give Ss the pictures.
- Ss take turns to come to the board and find the matching word. If they match the picture and the word correctly, they get a point.
- Help Ss if necessary.


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


- Have Ss open their books to p.133.
- Hold up your book, point to the first picture and ask Ss to say the word depicted (cold). Repeat the procedure with the rest of the pictures.
- Explain to Ss that they will listen to sentences/exchanges and that they will have to circle **Yes** or **No** depending on whether or not the picture matches what they hear.
- Play the recording twice and have Ss do the activity.

## Listening transcript

- Man:** It is hot.
- Woman:** Where are you?  
**Girl:** I am at the zoo.
- Man:** How many snakes can you see?  
**Boy:** I can see two snakes.
- Woman:** How many flowers can you see?  
**Girl:** I can see three flowers.
- Boy:** I can swim.
- Boy:** I can't run.


## 1 Listen and circle.

1  Yes  
No

2  Yes  
No

3  Yes  
No

4  Yes  
No

5  Yes  
No

6  Yes  
No

## 2 Unscramble the words.

1. d y i w n  
windy

2. a p k r  
p

3. u p m j  
j

4. s y n u n  
s

133



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

## Activity 2 CS W1.4

- Ss write the letters in the correct order to form words, as in the example.



1. windy 2. park  
3. jump 4. sunny

## Activity 3 CS L1.1

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

## Listening transcript

**Girl:** There are flowers and trees in the forest. There is a river too.



B


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

## Before reading

- Draw Ss' attention to the picture and ask them *What can you see?* (A park.) *Do you know which park is it? Have you been there before?*
- Explain to Ss that they are going to read the text and find out more things about the picture.

## While reading

- Read the text and have Ss read the text along with you.
- Ask Ss some comprehension questions. Encourage Ss to answer. *Where is Al Khor park? (In Qatar.) Is there a small zoo in the park? (Yes, there is.) Are there birds in the park? (Yes, there are.) What can children do there? (They can run and play.)* Ask Ss, *What else can you do at the park?*
- Choose a few Ss to read the text aloud.

- 3 What is the recording about? Listen and circle A or B. 

A. Zoo      B. Forest

- 4 Look and read.  

### Al Khor park

Al Khor park is in Qatar. There are trees and flowers in the park. There is a small zoo. The children can see birds and other animals. They can run and play there.



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

1. Al Khor park is in Qatar.
2. In Al Khor park, children can't see animals.
3. In Al Khor park, children can run and play.

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### Post reading

#### Activity 5 CS R2.1

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

 1. T    2. F    3. T


### Optional

#### Memory game


- Divide Ss into small groups and give them 4-6 photocopies of the flashcards (pictures and words separately). Hand out different flashcards to each group of Ss.
- Call out a word and instruct Ss who have this word to match it with the correct picture. If they do it correctly, they get a point for their group.
- Repeat the same procedure with the rest of the words.
- The group with the most points wins.

### Workbook

#### Activity 1 CS W3.1

-  1. sunny    2. tigers    3. swim  
4. climb    5. zoo    6. park

#### Activity 2 CS R2.1

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

#### Now I can

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

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

#### Activity 4 CS R2.1

- Direct Ss' attention to the pictures and ask them to guess what the weather is like in picture 1 and what each character is saying in pictures 2, 3 and 4. Elicit Ss' answers. Then read the sentences/exchanges aloud and have Ss repeat after you and tick the circles.

#### Handwriting activity CS W3.1

- Ask Ss to turn to p.124.
- Explain to Ss that they have to read and trace the sentences each time and then they have to write them on the lines that follow.
- Point out that the dot indicates where they have to start.
- Ss can write the sentences more than once on the lines.
- While Ss are doing this activity, go round the class and help Ss if necessary.
- Make sure all Ss have traced and written the sentences correctly.

### Before leaving

- Play the song/poem *Where are you?* on p.121 in the SB and invite Ss to say the song/poem along with the recording.

### Note

- For the next lesson, bring:
- strips of paper with the phrases *He can play football. She can paint. He can play basketball.* (written separately on each one)
  - paper/cloth bag



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

## Song

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

## Top Stars

- follow and respond with a lot of support to simple short questions (L2.4)
- name objects by using words from topic word sets (S2.2)
- sight read words and phrases (R2.1)
- predict content by making use of pictures (R4.1)
- copy with support recognisable small and capital letters (W1.4)
- write letters of regular size and shape (W3.1)

## Let's play

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

## Our world

- follow and identify with a lot of support the detail in short, very simple texts (L2.1)
- communicate or find out with a lot of support very basic personal information (S1.1)
- name objects by using words from topic word sets (S2.2)
- sight read words and phrases (R2.1)
- predict content by making use of pictures (R4.1)
- write letters of regular size and shape (W3.1)

## Social studies

- name objects by using words from topic word sets (S2.2)
- sight read words and phrases (R2.1)
- predict content by making use of pictures (R4.1)
- recognise and read familiar logos and signs (R5.1)
- write letters of regular size and shape (W3.1)

## Story

- recognise and sight read words and phrases (R2.1)
- predict content of what they will hear by making use of pictures (R4.1)
- write letters of regular size and shape (W3.1)

### Project

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

### Phonics

- recognise and say beginning, middle and final phonemes in known words (L2.7)
- show interest in singing songs and saying rhymes and chants (S5.1)
- recognise and sight read a few familiar words and phrases (R2.1)
- recognise and sound out beginning letter sounds in a word (R3.3)
- blend sounds to read high-frequency words (R3.4)
- identify and remember high frequency sounds and their accompanying letter patterns (R3.5)
- write small and capital letters of regular size and shape (W3.1)

### Revision

- follow and identify with a lot of support the main idea of short, very simple texts (L1.1)
- follow and identify the detail in short, very simple texts (L2.1)
- follow and respond with a lot of support to simple short questions (L2.4)
- name objects by using words from topic word sets (S2.2)
- recognise and sight read words and phrases (R2.1)
- predict content of what they will hear by making use of pictures (R4.1)
- copy with support recognisable small and capital letters (W1.4)
- write small and capital letters of regular size and shape (W3.1)

### TOP TIME! 5

- recognise and sight read words and phrases (R2.1)
- predict content of what they will hear by making use of pictures (R4.1)
- write small and capital letters of regular size and shape (W3.1)

**Language focus****Aims**

- to say a song/poem
- to identify actions
- to talk about ability
- to introduce sports

**Vocabulary**

**Actions:** play football, play basketball, paint

**Structures**

He/She can (paint).

**Materials**

- flashcards for *play football, play basketball, paint*
- photocopies of the above flashcards (one per S)
- Blu tack or tape
- strips of paper with the phrases *He can play football. She can paint. He can play basketball.* (written separately on each one)
- paper/cloth bag

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

- Introduce the new vocabulary by miming playing each of the sports or doing each of the activities. For example, pretend you are playing football and say, *play football*. Instruct Ss to repeat the action and the phrase after you.
- Repeat the same procedure for the words *play basketball* and *paint*.
- Alternatively, you can hold up the flashcards one by one (play football, play basketball, paint), say the phrases/word and have Ss repeat after you.

**1 Vocabulary CS S2.2**

- Have Ss open their books to p.135.

- Ask Ss to name the actions 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.

**Activity 2 CS L1.1, L2.1, L3.1, S5.1** **Pre-listening**

- Direct Ss' attention to the pictures and ask them, *What can you see? What do you think will you hear about in the text/poem?*
- Give Ss time to discuss the pictures.
- Elicit their response and write it on the board (a boy playing basketball, a boy playing football and a girl painting).
- Ask Ss, *What is the text about?*
- Ask Ss to listen to the recording of the song/poem and to confirm their predictions. (It's about what the children in the pictures can do.)

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

**While listening**

- Play the song/poem a second time and have Ss perform the actions that are being mentioned.
- Ask Ss, *What can Jack do?* (He can play football.) *What can Emma do?* (She can paint.) *What can Tom do?* (He can play basketball.)
- Have Ss match the verses to the pictures A-C according to what they heard in the song.
- Go round the classroom and make sure Ss have matched the appropriate pictures to the verses.



**1st verse – B, 2nd verse – C, 3rd verse – A**

- Play the song/poem again and encourage Ss to say it along with the recording.

**Grammar Reference**

- Ask Ss to turn to page 159, Module 10 Song. Read the sentence aloud. Get Ss to repeat.
- Encourage Ss to guess what *can* means and when we use it. Elicit the answer that we use *can* to express ability.
- Draw a boy playing football or stick the corresponding flashcard on the board and say, *He can play football*. Draw a girl painting a picture or stick the corresponding flashcard on the board and say, *She can paint*.
- Choose different Ss and tell them to pretend they're playing a sport or doing an activity. The rest of the class has to say the corresponding sentence, *He/She can...*

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

- Choose a S to come to the front of the class and mime playing one of the sports or doing one of the activities presented in this lesson.
- Ss have to guess the sport or the activity.
- Repeat with more Ss.

**SONG**

**Say the new words.**

**1**



play football



play basketball



paint



**2** Listen and number (1-3). Then say.

## What can they do?

Wow! Look! Look at Jack!  
He can play football!  
Football – football – football  
I can play football too.

Wow! Look! Look at Emma!  
She can paint!  
Paint – paint – paint  
I can paint too.

Wow! Look! Look at Tom!  
He can play basketball!  
Basketball – basketball  
I can play basketball too.



**A**



**B**



**C**

**3** Play a game.

He can play football.



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**EXPANSION**

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

**Workbook**

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

1. C. - I can play basketball.  
2. B. - She can paint.  
3. A. - He can play football.

**Activity 2 CS L2.1**

**Listening transcript**

1. **Man:** He can play basketball.
2. **Woman:** He can play football.
3. **Man:** She can paint.

1. B 2. A 3. B

**A Optional**

**PRACTICE**

**Mime the phrase**

- Write some sentences presented in this lesson on strips of paper and put them in a bag, e.g. *He can play football. She can paint. He can play basketball.*
- Divide Ss into two teams.
- Choose a S from one team and ask him/her to pick a piece of paper from the bag, read the sentence aloud and mime the action written on it.
- If he/she mimes it correctly, he/she gets a point for his/her team.
- Place the strip of paper back in the bag.
- After the S from the first team has mimed an action, choose a S from the other team to do the same.
- Continue in the same manner until all Ss have had a turn.
- The team with the most points wins.

**Before leaving**

- Ask each S to form a sentence with *can*, e.g. *He can paint.*

**Language focus****Aims**

- to identify and talk about clothes
- to ask and answer about location

**Vocabulary**

**Clothes:** trainers, skirt, jeans, jacket

**Noun:** wardrobe

**Structures**

Where are my (trainers)?

They are (under the bed).

**Materials**

- flashcards for *trainers, skirt, jeans, jacket, wardrobe*
- flashcards for *play football, play basketball, paint*
- Clothes poster

**Revision**

- Explain to Ss that they are going to play a game.
- Show Ss flashcards from the previous lesson and make sentences, e.g. use the flashcard for *play basketball* and say, *He can play basketball*.
- Have Ss repeat after you only if what you say is true. If, for example, you say, *He can play football* and you are holding the *play basketball* flashcard, Ss have to stay silent.
- Repeat with the rest of the flashcards.

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

- Hold up the *Clothes* poster and ask Ss if they can name any of the clothes depicted. Elicit Ss' answers.
- Use the flashcards for *trainers, skirt, jeans* and *jacket* to introduce the words.
- Hold up the flashcard for *wardrobe* and say the word. Encourage Ss to repeat.
- Hold up the flashcards one by one, say the words and have Ss repeat after you. Place the flashcard for *trainers* on your chair and ask Ss, *Where are my trainers?* Elicit Ss' answer, *They are on the chair*. Place the flashcard for *jeans* in your bag and ask Ss, *Where are my jeans?* Elicit Ss' answer, *They are in the bag*. Explain to Ss that we sometimes use a plural noun for one thing that has two parts (jeans), so they are followed by a verb in plural.

**1 Vocabulary CS S2.2**

- Have Ss open their books to p.136.

1

Say the new words.



trainers



skirt



jeans



jacket



wardrobe

2

Look, listen and read.

1 Come on, Hassan! Let's go to the park!

2 It is on the bed!

Wait! Where is my jacket?

Where are my jeans?

3 Oh, Hassan! They are in the wardrobe!

Where are my trainers? Are they under the bed?

4 No, they aren't. Ha, ha! Look!

Ron! You have got my trainers! Ha, ha!

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- Ask Ss to name the items of clothing and the piece of furniture in the vocabulary section. Play the recording a few times and have Ss point to the pictures and repeat.
- Say the words again in random order and have Ss point and repeat.
- Check Ss' predictions.
- Ask Ss some questions about the story: *What is Hassan looking for?* (His jacket.) *Where is Hassan's jacket?* (It is on the bed.) *Where are his jeans?* (They are in the wardrobe.) *Who has got Hassan's trainers?* (Ron.)

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

- Have Ss look at the presentation and ask them where the children are and what they think is happening. (They are in Hassan's bedroom looking for his clothes.)
- Divide Ss into small groups and encourage them to discuss the pictures and say what clothes they like wearing.

**While reading**

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

- Write the following questions on the board: *Where are the trainers?* *Where is the jacket?* *Where is the skirt?* Next to the first question, stick the flashcard for *trainers*, next to the second question, stick the flashcard for *jeans* and next to the third question, stick the flashcard for *skirt*.
- Choose random Ss to read the questions and say Yes if the flashcard corresponds to the question and No if it doesn't.
- Divide Ss into pairs and get them to act out the dialogue. Ask Ss to underline the words from the

3 Listen and match. 🎧 🔊



4 Play a game. 🎮



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vocabulary (activity 1) in the dialogue in activity 2.

**Grammar Reference**

- Ask Ss to turn to page 159, Module 10 Top Stars. Read the question and the answer aloud. Get Ss to repeat.
- Place the flashcards for *trainers* and *jeans* on/in/under different places and ask Ss, *Where are my trainers/jeans?* Elicit Ss's answers, *They are on/in/under the...*

**Activity 3 CS L2.4** 🗣️

- Explain to Ss that they are going to listen to four exchanges about where the clothes are and they have to match the clothes to the furniture/objects.
- Play the recording twice and have Ss do the activity.
- Have Ss check their answers in pairs first, then as a class.

**Listening transcript**

- Girl:** *Where are my trainers?*  
**Woman:** *They are in the box.*
- Girl:** *Where is my skirt?*  
**Woman:** *It is in the wardrobe.*
- Girl:** *Where is my jacket?*  
**Woman:** *It is in the bag.*
- Boy:** *Where are my jeans?*  
**Woman:** *They are on the bed.*

🔑 1. C 2. D 3. B 4. A

**Activity 4 CS L2.4, S2.2** 🗣️

- Ask Ss to look at the picture.
- Model the exchange with a S by asking him/her to look at the picture and answer the question, *Where is/are my...?*
- Then divide Ss into pairs and get them to ask and answer questions related to the picture, as in the example.
- Ss take turns to ask and answer.

**Optional**

**PRACTICE**

**Hot or cold**

- Ask a S to close his/her eyes.
- Explain to the rest of the class that they are all going to find a hiding place for a flashcard (*trainers, skirt, jeans, jacket*). Tell them that it should be a hiding place that doesn't involve moving anything.
- Once you've decided upon the hiding place and have put/stuck the card there, tell the S to open his/her eyes.
- The other Ss then ask him/her, e.g. *Where is the jacket?* The S has to look for the flashcard around the room. While he/she's looking, the rest of the class helps by calling out *Hot! Hot! Hot!* whenever he/she's close to the flashcard and *Cold! Cold! Cold!* whenever he/she gets further away.
- When the S finds the flashcard, he/she says the corresponding sentence, e.g. *The jacket is under the chair.* The rest of the class cheers for him/her.
- Play this game for as long as time permits, making sure a different S closes his/her eyes each time.

**EXPANSION**

- Place the flashcards (pictures and words) of the lesson on your desk. Write some lines from the dialogue in activity 2 on the board, e.g. *Where is my...? It is on the..., They are under the..., You have got my...* and ask Ss to stick the correct picture/word to complete the sentences.

**Workbook**

**Activity 1 CS W3.1** 🗣️

- After Ss have traced the words, tell them to turn to the last page in their Workbook, find the appropriate stickers and stick them in the corresponding places.

🔑 1. *trainers* 2. *jeans* 3. *skirt* 4. *jacket*

**Activity 2 CS R2.1, W3.1** 🗣️

1. *It is on the bed.*
2. *They are in the wardrobe.*
3. *It is on the chair.*

**Activity 3 CS W1.4, W3.1** 🗣️

1. *It is on the chair.*
2. *They are under the bed.*
3. *It is in the wardrobe.*

**Before leaving**

- Have each S point to and name a piece of clothing he/she's wearing.

**Language focus****Aims**

- to identify and talk about clothes
- to express possession

**Vocabulary****Clothes:** dress, shirt, T-shirt**Accessories:** hat, cap, shoes**Structures**

His (cap) is (brown).

Her (dress) is (blue).

Her (shoes) are (black).

**Materials**

- flashcards for dress, shirt, T-shirt, hat, shoes and cap
- coloured photocopies of the above flashcards

**Revision****TPR Activity**

- Ask a S to come up and whisper an item of clothing to him/her, e.g. *trainers*.
- The S will have to pretend he's/she's wearing that item of clothing (e.g. by pointing to his/her feet). Then ask the rest of the Ss to guess what it is and say the word.
- Ss take turns miming wearing different items of clothing.

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

- Hold up the flashcards (dress, shirt, T-shirt, hat, cap, shoes) one by one. Ask Ss if they can name any of the clothes/accessories depicted. Elicit Ss' answers, say the words and have Ss repeat after you.

**1 Vocabulary CS S2.2**

- Have Ss open their books to p.138.
- Ask Ss to name the items of clothing and the accessories 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 to the corresponding picture and repeat.

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

- Direct Ss' attention to the pictures and give Ss some time to discuss the picture. Then ask them what they can see. (A boy and a girl are

Say the new words.

1



dress



shirt



T-shirt



hat



cap



shoes

2

Look, listen and read.

**My friends!**

This is my friend, Jim. He can play football. Look! His cap is white. His shirt is blue and his T-shirt is white.



This is my friend, Reema. She can paint. Her dress is pink and her hat is white.



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introducing their friends.)

- Have Ss look at the pictures and ask them to guess what the children can do. (The boy can play football and the girl can paint.) Ask Ss if they can read the title and read the title together.

**While reading**

- Play the recording and/or read the text and encourage Ss to shadow read (read along with the recording/you).
- Check Ss' predictions.
- Ask Ss some questions about the texts. *What is the name of the boy in the first picture?* (His name is Jim.) *What can he do?* (He can play football.) *What colour is Jim's cap?* (His cap is white.) *What colour are his shirt and T-shirt?* (His shirt is blue and his T-shirt is white.) *What is the girl's name in the second picture?* (Her name is Reema.) *What can she do?* (She can paint.) *What colour is Reema's dress?* (Her dress is pink.) *What colour is her hat?* (White.)

- Choose a few Ss to read the texts aloud.

**Post reading**

- Write the following sentences one underneath the other on the board:  
1. *Her dress is yellow.* 2. *His cap is white and blue.* 3. *His T-shirt is green and white.* Next to each example, stick two coloured photocopies of the flashcards, e.g. 1. *dress, hat* 2. *shirt, cap* 3. *T-shirt, shirt.*
- Choose random Ss to come to the board, read the sentences and circle the correct flashcard for each example.

**Grammar Reference**

- Ask Ss to turn to page 159, Module 10 Our world. Read the sentences aloud. Get Ss to repeat.
- Draw a boy and a girl on the board.

3 Listen and tick (4).



**Mark**



A  4



B



**Betty**



A



B



**Tom**



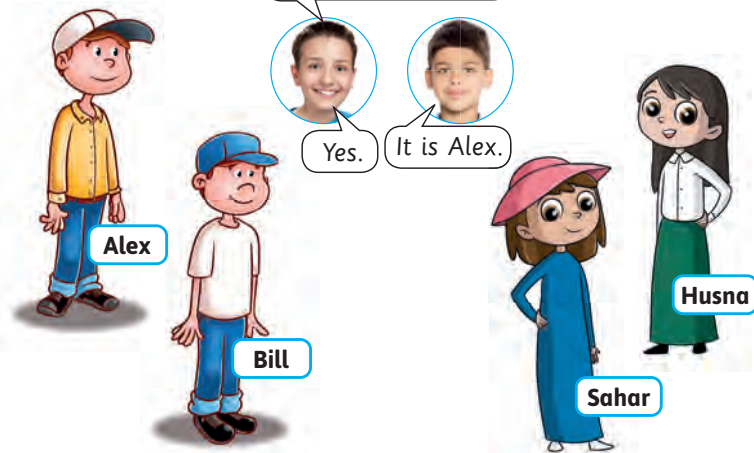
A



B

4 Play a game.

His cap is white.  
His shirt is yellow.



Yes. It is Alex.

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- Point to the boy's items of clothing and say, e.g. *His T-shirt is red*, etc. Have Ss repeat after you.
- Repeat with the girl, this time using *Her*. Ask Ss to repeat after you.
- Explain to Ss that we use the structures *His* (for male) and *Her* (for female) to talk about possession.

Activity 3 CS L2.1

- Explain to Ss that they will listen to three descriptions of what each of the children in examples 1-3 is wearing. Ss have to tick (4) the correct picture for each child.
- Play the first example a couple of times and ask Ss to point to the picture that is being mentioned. Go round and check that everyone is pointing to the correct picture. Then have Ss tick (4) the correct picture.
- Play the rest of the sentences and have Ss tick (4) the correct pictures.
- Have Ss check their answers in pairs first, then as a class.

Listening transcript

1. **Man:** This is Mark. His T-shirt is red and his jeans are blue.
2. **Man:** This is Betty. Her skirt is yellow and her shoes are red.
3. **Man:** This is Tom. His cap is orange and his trainers are black.

1. A 2. A 3. B

Activity 4 CS S1.1, S2.2

- Divide Ss into pairs. SA chooses one of the two boys or the two girls and describes what he/she is wearing to SB. SB tries to guess who he/she is.
- Ss swap roles.

Optional

PRACTICE

Let's compare

- Tell Ss to draw a boy or a girl on a piece of paper and colour his/her clothes.
- Divide Ss into pairs (not with the Ss sitting next to them).
- Ss should not look at each other's drawings.
- SA describes what the boy/girl he/she has drawn is wearing, e.g. *His shoes are black. His jeans are blue. His T-shirt is white. His cap is green.* SB has to draw and colour accordingly on a new piece of paper.
- Then Ss compare their drawings.
- Ss swap roles.

EXPANSION

- Ss draw a boy or a girl on a piece of paper and then they label the items of clothing he/she is wearing.

Workbook

Activity 1 CS W3.1

Horizontally: hat, dress, cap  
Vertically: shirt  
1. dress 2. hat 3. shirt 4. cap

Activity 2 CS R2.1

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

Activity 3 CS W3.1

1. Her 2. Her 3. His 4. His

Activity 4 CS R2.1

1. bag: red, dress: pink, shoes: black  
2. jeans: blue, T-shirt: orange, cap: green, trainers: red

Before leaving

- Have each S say a sentence about an item that belongs to another S, using *His/Her*, e.g. *His bag is green*, etc.

Note

- For the next lesson, bring:
- all flashcards about clothes/accessories from previous lessons



## 1 Choose and play. 🗨️



## Language focus

## Aims

- to identify clothes
- to describe what someone is wearing
- to describe what someone can do



## Materials

- all flashcards about clothes/ accessories from previous lessons
- Blu tack or tape

## Revision

- Ask Ss to open their books to p.139, look at activity 4 and say sentences about what the children are wearing, e.g. Alex: *His shirt is yellow.*

## Lesson plan

## Warm-up

- Hold up each flashcard (T-shirt, cap, trainers, dress, skirt, jeans, shoes, jacket, shirt, hat), say the item of clothing and ask Ss to repeat.
- Point to different clothes Ss are wearing (e.g. point to someone's jeans) and say, *His jeans are blue.* Have Ss repeat after you a couple of times. Repeat for the rest of the items of clothing.

Salem



Jim



Jane



Bill



Bob



Afaf



She can paint. Her shirt is white. Her skirt is red. Her shoes are black.

Jane.

Yes.

140



## Activity 1 CS S2.2 🗨️

- Ask Ss to turn to p.140.
- Divide Ss into pairs.
- You can provide individual copies of the pictures to be used in the group or pairs of Ss.
- SA chooses a picture without revealing who he/she has chosen.
- SA describes to SB what the person he/she has chosen can do and what he/she's wearing, as in the example.
- SB guesses who it is by saying the name of the person he/she thinks SA has chosen.
- SA answers Yes or No until SB finds out who SA has chosen.
- Ss take turns choosing and guessing.

## Optional

### PRACTICE

#### Whispers

- Stick the flashcards of the vocabulary presented in the previous lessons (*T-shirt, cap, dress, skirt, jeans, shoes, jacket, shirt, hat, trainers*) on the board.
- Divide Ss into two teams. The teams stand in two lines with their backs turned to you and the board, except for the first player in each team, who should be facing you and the board.
- Point to a flashcard. The two players facing you look at the card and whisper the word down the line. The last player on each team has to find the flashcard that depicts the word, point to it and say it. If he/she is correct, then the team gets a point.
- Then the last player goes to the front of the line.
- The team with the most points wins.

### EXPANSION

- Write different items of clothing and sports or activities on the board, one at a time, and ask Ss to draw the corresponding item on a piece of paper.

## Note

For the next lesson:

- Bring magazine pages / Internet printouts of people wearing coats, boots, shorts, sandals and gloves
- magazine pages / Internet printouts of different clothes and weather conditions
- A4 sheets of paper with the countries Qatar and the UK written on them
- Blu tack or tape
- Tell Ss to bring glue, safety scissors and a piece of card for the next lesson.

## Workbook

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



1. She can run.
2. He can play basketball.
3. His T-shirt is orange.
4. Her hat is blue.

## Before leaving

- Divide Ss into pairs.
- Point to SA from each pair and say, e.g. *His bag is blue*. SB answers, *Yes, it is* or *No, it is not*.
- Then say a similar sentence about SB and so on until all pairs of Ss have left the classroom.

**Language focus****Aims**

- to provide Ss with cross-curricular information on social studies
- to identify clothes and accessories

**Vocabulary****Clothes:** coat, shorts**Accessories:** boots, sandals, gloves**Materials**

- flashcards for *boots, coat, shorts, sandals, gloves*
- magazine pages / Internet printouts of people wearing a coat, boots, shorts, sandals, gloves
- magazine pages/Internet printouts of different clothes and weather conditions
- A4 sheets of paper with the countries Qatar and the UK written on them
- glue, safety scissors
- pieces of card, enough for all Ss
- Blu tack or tape

**Revision**

- Ask Ss to open their books to p.140, look at activity 1 and say sentences about what the children are wearing and what they can do.

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

- Show Ss the magazine pages / Internet printouts, point to the picture of somebody wearing a coat and say, *coat*. Have Ss repeat after you a couple of times.
- Follow the same procedure for *boots, shorts, sandals* and *gloves*.
- Alternatively, you can hold up the flashcards one by one, say the words and have Ss repeat after you. Realia can be used.

**1 Vocabulary CS S2.2**

- Have Ss turn to p.141.
- Ask Ss to name the items of clothing in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.

**Activity 2 CS R2.1, R4.1, R5.1** **Before reading**

- Have Ss look at the pictures.
- Ask Ss to discuss what they see. Elicit Ss' answers.
- Ask Ss if the two children in the pictures are from the same country. How do we know? Is the weather the same?
- Ask questions about the weather signs.
- Ask Ss what they would wear if they visited the UK (London).

**While reading**

- Ask Ss to point to the appropriate pictures as you play the recording and/or read the text.
- Check Ss' predictions.
- Play the recording and/or read the text again, pause after each sentence and encourage Ss to repeat.
- Ask Ss some questions about the text. *What colour are Lily's gloves?* (They are white.) *What colour are Jassim's shorts?* (They are yellow.)
- Choose a few Ss to read the texts aloud.

**Post reading**

- Say a few words of the lesson, e.g. *sandals* and clap your hands for each syllable. Have the Ss clap with you.
- Have a brief discussion about the weather conditions in the Ss' country.



Say the new words.

1



boots



coat



shorts



sandals



gloves

2 Look, listen and read.

## Clothes and Weather



It is cold in the UK.  
Look at Lily.  
Her coat is blue and  
her boots are pink. Her  
gloves are white.



Lily



It is hot in Qatar. Look  
at Jassim. His shorts are  
yellow and his sandals  
are black.



Jassim

### Workbook

Activity 1 CS W3.1

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

Activity 2 CS R2.1

A. 2 B. 1

### Before leaving

- Tell each S to say a weather condition and an item of clothing appropriate for the weather condition mentioned, e.g. cold-coat, hot-shorts, etc.

### Note

For the next lesson bring:

- flashcards of items of clothing and flashcards of sports and activities from previous lessons
- a set of colour photocopies of the story *Qatar National Sport Day* (SB pp.142-143) without the speech bubbles and a set of the story's speech bubbles for each group of four Ss.

### Optional

#### Find your group

- Stick sheets of A4 paper, on which Qatar and the UK are written, on the walls in two different areas of the classroom.
- Tell Ss that you are going to call out different items of clothing, e.g. *shorts and sandals* and Ss have to go to the country with the most appropriate weather, e.g. *Qatar*.
- Continue the game for as long as time permits.
- If you have a large number of Ss, divide them into two teams and ask a S from each team to stand up and perform the activity. The S to go to the corresponding country first gets a point for his/her team.
- Continue in the same manner until all Ss have had a turn.

## QATAR NATIONAL SPORT DAY



## Language focus

## Aims

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



## Materials

- flashcards of items of clothing and flashcards of sports and activities from previous lessons
- a set of coloured photocopies of the story *Qatar National Sport Day* (SB pp.142-143) without the speech bubbles and a set of the story's speech bubbles for each group of four Ss

## Revision

- Ask each S to choose one of the countries from the previous lesson and say the weather conditions and the different items of clothing people in that place wear.

1 Look, listen and read.  

It is Qatar National Sport Day.

## 1 It is Qatar National Sport Day.



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## Lesson plan

## Warm-up

- Hold up a flashcard of an item of clothing and say, e.g. *This is a skirt.*
- If the flashcard depicts a skirt, Ss call out *Yes*. If it doesn't depict a skirt, Ss call out *No*.
- Hold up a flashcard that shows a sport or an activity and say, e.g. *He can play basketball.*
- If the flashcard depicts somebody playing basketball, Ss call out *Yes*. If it doesn't depict someone playing basketball, Ss call out *No*.
- Repeat the same procedure with more items of clothing and sports or activities.

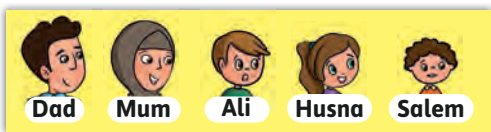
Activity 1 CS R2.1, R4.1  

## Before reading

- Hold up the *Story time Big Book* and display the cover page.
- Ask Ss, *What do you think the story is about?* Elicit Ss' answers.
- Ask Ss if they know any words in the title and read the title together.
- Point to the first frame and ask Ss to tell you what they think is happening. (Three children with their mum and dad are in the living room. Their parents are telling them something and they are happy.)
- Cover the second page (p.143), ask Ss to look at the first two frames (p.142) 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.

## While reading

- Play the recording and/or read the text and ask Ss to shadow read (read along with the recording/you).
  - Check Ss' predictions.
  - Ask Ss some comprehension questions. Encourage Ss to answer.
- Frame 1:** *What day is it today?* (It's Qatar National Sport Day.)



At Oxygen park...



**VALUE**  
Be active and healthy.

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**Frame 2:** Where are Husna's shoes? (They are in the bag.)  
**Frame 3:** What can Ali do? (He can play basketball.) What can Salem do? (He can play football.) What can Husna do? (She can run.)  
**Frame 4:** Are the children happy? (Yes, they are.)

**Post reading**

**POST-STORY ACTIVITY**

Ask Ss:

- Why is it important to spend time with your family?
- What do you usually do together as a family?
- How important is your family to you?
- Have Ss discuss the questions in groups or in pairs. Elicit Ss' answers.

**Value**

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

**Optional**

**Match**

- Divide Ss into groups of four.
- Give each group a set of coloured photocopies of the story and a set of the story's speech bubbles.
- Ask Ss to close their books.
- Ss have to match the speech bubbles to each frame correctly.

**Workbook**

**Activity 1 CS R2.1**

1. d 2. e 3. b 4. c 5. a

**Activity 2 CS W3.1**

1. Yes 2. No 3. Yes

**Before leaving**

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

**Note**

For the next lesson, bring:

- photocopies of the flashcards for clothes and 4 pieces of paper with the words *hot*, *cold*, *rainy*, *windy* written on them (one word on each piece of paper) (a set for each group of Ss)



## Language focus

### Aims

- to make a collage



## Materials

- magazine pages / Internet printouts of weather conditions and clothes
- photocopies of the flashcards for clothes and 4 pieces of paper with the words *hot*, *cold*, *rainy*, *windy* written on them (one word on each piece of paper) (a set for each group of Ss)
- Blu tack

## Revision

- Ask Ss if they remember the title of the story from the previous lesson (Qatar National Sport Day). Ask them to tell you what else they remember about the story.
- Ask Ss what happened at the beginning and at the end of the story.

## 1 Trace, colour and say.



## 2 Trace and write.

jacket T-shirt hat sandals boots  
jeans gloves skirt

red blue yellow green black white orange grey

I am at the \_\_\_\_\_

My \_\_\_\_\_ is/are \_\_\_\_\_

## 3 Say.



I am at the beach. My skirt is green.

## Lesson plan

### Warm-up

- Divide Ss into small groups, give photocopies of all the flashcards for the clothes and 4 pieces of paper with the words *hot*, *cold*, *rainy*, *windy* written on them (one word on each piece of paper).
- Divide the board into 4 columns: hot, cold, windy, rainy.
- Explain to Ss that they have to place each flashcard under the correct weather condition.
- To make the activity more competitive, you can give Ss a limited amount of time to do it, e.g. 30 seconds.

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

- Draw Ss' attention to activity 1.
- Explain to Ss that they have to choose one of the two pictures. Then they have to trace the word and the items of clothing the child is wearing, and colour in the picture.

- Tell Ss that they can use any colour they like (from the colours they have been taught so far).
- While Ss are doing the activity, go round the classroom and make sure Ss have traced and coloured in a picture correctly.
- When Ss have finished, tell them to look at the first picture and ask them, *What's the weather like?* (It is hot.) *What's the girl doing?* (She is flying a kite.) *What else can you see in the picture?* (A boat and a ball.) Then tell them to look at the second picture and ask them, *What's the weather like?* (It is cold.) *What's the boy doing?* (He is running.) *What else can you see in the picture?* (A slide, swings and trees.)

### Activity 2 CS W3.1

- Draw Ss' attention to activity 2.
- Explain to Ss that they have to trace and complete the sentences about their picture, e.g. *I am at the (beach/park). My (item of clothing) is/are (colour).*
- Go round the classroom and make sure Ss have traced the words and written the sentences correctly.

### Activity 3 CS S2.2

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

## Optional

### Clothes bingo

- Tell Ss that they are going to play a game.
- Ask them to draw a 2x2 grid in their notebooks (two squares horizontally – two squares vertically).

shirt	cap
dress	jacket

- Tell them to write four items of clothing they remember from previous lessons in the blank squares. Explain to Ss that you are going to call out an item of clothing and the Ss who have it in their grid should draw a line over it (score it out). When a S has scored out all the words in his/her grid, should stand up and say 'Bingo!' The first S to do so is the winner.

## Before leaving

- Have Ss form a line.
- Ask Ss to form a sentence about their collages.



**Language focus****Aims**

- to practise the pronunciation of words ending in **-un** and **-ug**

**Materials**

- flashcards for *fun*, *sun*, *run*, *mug*, *rug* and *jug* (pictures and words)
- Blu tack

**Revision**

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

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

- Photocopy the two pictures of the chants/poems and stick them on the board.
- Draw Ss' attention to the first picture and ask them questions, e.g. *What can the girls do?* (They can run.)
- Draw Ss' attention to the second picture and ask them questions, e.g. *What is there on the table?* (A jug and a blue mug.) *Where is the cat sitting?* (On the rug.)

**Phonics page 145****Activity 1 CS R3.5, S5.1**

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

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

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

**Having fun**

Come on, Maha!  
Let's run! Let's have fun  
under the sun!



- 2 Read and match.

1. fun

2. sun

3. run



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

**Activity 2 CS R2.1**

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



1. fun – second picture 2. sun – third picture 3. run – first picture

**Phonics page 146****Activity 1 CS R3.5, S5.1**

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

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

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

## In the kitchen

On the table, there is a jug and a blue mug.  
Look! A cat is on the rug!



2 Read and match. 

1. mug

2. rug

3. jug



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

### Activity 2 CS R2.1

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



1. mug – second picture 2. rug – first picture 3. jug – third picture

## Optional

### Ready, set, match

- Divide Ss into two teams.

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



## Workbook

### Activity 1 CS R3.3, W3.1



1. sun 2. run 3. fun

### Activity 2 CS L2.7, R3.4



1. fun 2. sun 3. run

### Activity 3 CS R3.3, W3.1



1. jug 2. rug 3. mug

### Activity 4 CS L2.7, R3.4



1. rug 2. jug 3. mug



## Note

For the next lesson bring:

- flashcards and photocopies for *play football, play basketball, paint, shoes, trainers, skirt, hat, jacket, jeans, T-shirt, dress, shirt, cap, coat, boots, shorts, sandals, gloves, wardrobe* (2 sets of each)
- Blu tack or tape



## Language focus

## Aims

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



## Materials

- flashcards and photocopies for *play football, play basketball, paint, trainers, shoes, skirt, jeans, jacket, wardrobe, dress, shirt, T-shirt, hat, cap, boots, coat, shorts, sandals, gloves* (2 sets of each)
- Blu tack or tape

## Revision

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

## Lesson plan

## Warm-up

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

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

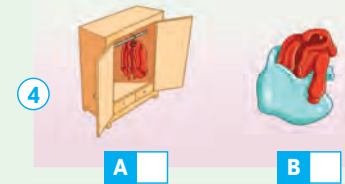
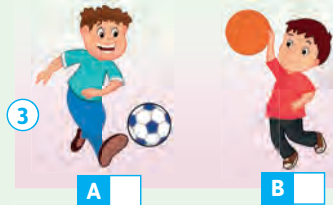
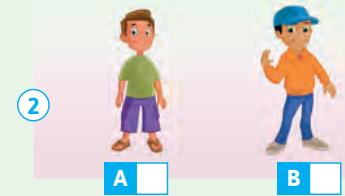
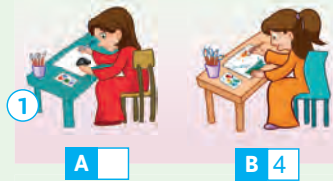
- Have Ss open their books to p.147.
- Tell Ss that they will listen to each sentence/exchange and they have to tick (4) the picture that matches the description.
- Play the first sentence and ask Ss to point to the picture that is being mentioned. Go round and check that everyone is pointing to the correct picture. Then have Ss tick (4) the correct picture.
- Play the rest of the sentences/exchanges and have Ss tick (4) the appropriate pictures.
- Have Ss check their answers in pairs first, then as a class.

## Listening transcript

1. **Woman:** She can paint.

2. **Man:** His cap is blue and his jacket is orange.

## 1 Listen and tick (4).



## 2 Look and write the missing letters.



3. **Man:** He can play basketball.

4. **Boy:** Where is my jacket?

**Man:** It is in the wardrobe.

5. **Man:** Her shoes are red and her dress is yellow.

6. **Man:** It is cold. His coat is brown. His gloves and boots are black.



1. B 2. B 3. B 4. A  
5. A 6. A

## Activity 2 CS W1.4

- Ss look at the pictures and complete the missing letters.



1. hat 2. shorts 3. skirt 4. coat

## Activity 3 CS L1.1

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

## Listening transcript

**Girl:** This is Betty. Her dress is pink and her hat is white. Her shoes are red.



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

## Before reading

- Draw Ss' attention to the picture and ask them *What can you see?* (A boy, Hamad, talking about his best friend.)
- Explain to Ss that they are going to read the text and find out more things about the boy in the picture.


## While reading

- Read the text and have Ss read the text along with you.
- Ask Ss some comprehension questions. Encourage Ss to answer. *What is the boy's name?* (Hamad.) *What can Fahad do?* (He can play football.) *What is he wearing?* (A green T-shirt and black and green shorts.) *What is his favourite food?* (Pasta.)
- Choose a few Ss to read the text aloud.



## Post reading

## Activity 5 CS R2.1

- Explain to Ss that they have to refer to the previous activity and circle

- 3 What is the recording about? Listen and circle A or B. 

A. Sports      B. Clothes

- 4 Look and read.  



Hamad


### My best friend

This is my friend Fahad. He is 7 years old. He can play football. His T-shirt is green. His shorts are black and green. His favourite food is pasta.



Fahad



- 5 Read again and circle Yes or No. 

- |                                    |   |
|------------------------------------|---|
| 1. Fahad is 8 years old.           | Yes / <input checked="" type="radio"/> No |
| 2. He can play football.           | Yes / No                                  |
| 3. His shorts are white and green. | Yes / No                                  |
| 4. His favourite food is pasta.    | Yes / No                                  |

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Yes or No accordingly.

- Check Ss' answers.



1. No   2. Yes   3. No   4. Yes

## A Optional

### Memory game

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

## Workbook

### Activity 1 CS R2.1

 1. B   2. D   3. A   4. C

### Activity 2 CS R2.1, W3.1

 He can play basketball. His trainers are blue and his hat is white.

### Activity 3 CS R2.1

 A. 1, 4   B. 2, 3

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

 shirt, cap

### Now I can

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

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

### Activity 4 CS R2.1

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

### Handwriting activity CS W3.1

- Ask Ss to turn to p.138.
- Explain to Ss that they have to read and trace the question/sentences each time and then they have to write them on the lines that follow.
- Point out that the dot indicates where they have to start.
- Ss can write the question/sentences more than once on the lines.
- While Ss are doing this activity, go round the class and help Ss if necessary.
- Make sure all Ss have traced and written the question/sentences correctly.

## 🔄 Before leaving

- Play the song/poem *What can they do?* on p.135 in the SB and invite Ss to say the song/poem along with the recording.

## 📖 Note

For the next lesson, bring:

- flashcards from previous lessons for *trainers, shoes, skirt, jeans, jacket, dress, shirt, T-shirt, hat, cap, boots, coat, shorts, sandals and gloves*
- Blu tack or tape

## Language focus

### Aims

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

## Materials

- flashcards from previous lessons for shoes, trainers, skirt, jeans, jacket, dress, shirt, T-shirt, hat, cap, boots, coat, shorts, sandals and gloves
- Blu tack or tape

## Lesson plan

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

#### Before reading

- Have Ss look at the pictures and ask them to guess what the texts are going to be about. (Two children, from different countries, wearing different clothes.)
- Ask Ss to name the countries the flags belong to (first picture – Qatar, second picture – China).
- Ask Ss to look at the two children and name the items of clothing they know (sandals, shirt, shoes).

#### While reading

- Ask Ss to point to the appropriate pictures as you read the text.
- Read the texts again, stop after each sentence and encourage Ss to repeat in chorus.
- Check Ss' predictions.
- Ask Ss some questions about the texts. *What are the boys' names?* (Ahmed and Chen.) *Where is Ahmed from?* (Qatar.) *What is he wearing?* (A white thobe and brown sandals.) *Where is Chen from?* (China.) *What colour is his shirt?* (It is red.) *What colour are his shoes?* (They are black.)
- Choose a few Ss to read the texts aloud.

#### Post reading

### Activity 2 CS R2.1, W3.1

- Direct Ss' attention to the sentences in the activity.
- Explain to Ss that they have to write the correct letter according to which boy each sentence refers to.
- Have Ss check their answers in pairs first,

### 1 Look and read.



Ahmed is from Qatar. His thobe is white. His sandals are brown.



Chen is from China. His shirt is red. His shoes are black.

### 2 Read and write A for Ahmed or C for Chen.

- His shirt is red.
- His sandals are brown.
- His shoes are black.
- His thobe is white.

C

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

then as a class.

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

1. C 2. A 3. C 4. A

### Activity 3 CS R2.1, W3.1

- Draw Ss' attention to the text and the pictures.
- Explain to Ss that they have to read the text, look at the pictures and complete the sentences with the words in the box.
- Have Ss check their answers in pairs first, then as a class.

basketball, jeans, shirt, cat

### Activity 4 CS R2.1

- Direct Ss' attention to the three pictures.
- Explain to Ss that they have to read the text and find the correct picture.
- Have Ss check their answers in pairs first, then as a class.
- Go round the classroom, making sure Ss have ticked (4) the correct boy.

Sam is the second boy, B.



3 Read and write. **shirt cat basketball jeans**

This is Jack! He can play basketball.

His are blue and his is green. He has got a . It is white.

4 Read and tick (4).



Sam can play football. His shoes are black. His jeans are blue. His T-shirt is yellow. His cap is yellow.

5 Look at Sam in activity 4, trace and write. **blue football**

1. He can play

2. His jeans are

- Tell them to write an item of clothing in the blank squares. Explain to Ss that you are going to call out an item of clothing. The Ss who have the item of clothing should score it out. The Ss that score out all the items of clothing stand up and shout *Bingo!*

### A Optional 2

#### Whispers

- Stick the flashcards of the words for the items of clothing (*shoes, skirt, jeans, jacket, dress, shirt, T-shirt, hat, cap, boots, coat, shorts, sandals, trainers and gloves*) on the board, using some Blu tack or tape.
- Divide Ss into two teams. The teams stand in two lines with their backs turned to you and the board, except for the first player on each team, who should be facing you and the board.
- Point to a flashcard. The two players facing you look at the card and whisper the word down the line. The last player on each team has to find the flashcard that depicts the word, point to it and say it. If he/she is correct, then the team gets a point.
- Then the last player goes to the front of the line.
- The team with the most points wins.

Activity 5 CS W3.1 **A B**

- Draw Ss' attention to the activity and tell them they have to complete the sentences about Sam (picture B) in activity 4.
- Explain to Ss that they have to complete the sentences by completing the missing words.
- Have Ss check their answers in pairs first, then as a class.
- Go round the classroom, making sure all Ss have completed the activity correctly.

**key** **football, blue**

### Before leaving

- Explain to Ss that you are going to say some sentences about the two boys in activity 1, e.g. *His thobe is white*. They have to say the correct name, e.g. *Ahmed*.
- Use sentences like *He is from China* or *His shoes are black*, etc.

### A Optional 1

#### Clothes Bingo

- Tell Ss that they are going to play a game.
- Ask them to draw a 2x2 grid in their notebooks (two squares horizontally – two squares vertically).

hat	cap
skirt	dress

ON THE FARM

1 Look, listen and read. 🗣️ 🎧 🔊



Language focus

Aims

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

Lesson plan

Activity 1 CS R2.1, R4.1 🔑 🗃️

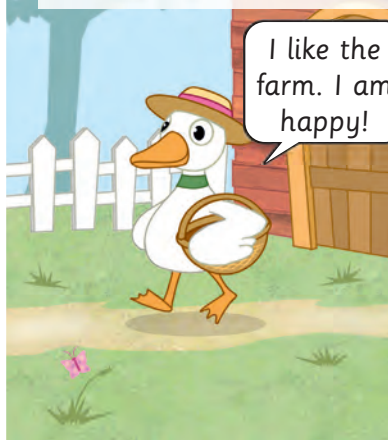
Before reading

- Hold up the Story time Big Book and display the cover page.
- Ask Ss, What do you think the story is about? Elicit Ss' answers.
- Ask Ss if they know any of the words in the title and then read the title together.
- Point to the first frame and ask Ss to tell you what they think is happening. (A duck is on a farm and is walking along carrying a basket.)
- Cover the second page (p.153), ask Ss to look at the first four frames of the story on p.152 and guess what will happen next.
- Reveal the second page and ask Ss to look at the pictures and guess what the story is going to be about.
- Point to each frame and invite Ss to guess what is happening.
- Write Ss' predictions on the board.

While reading

- Play the recording and/or read the text and ask Ss to shadow read (read along with the recording/you).
- Check Ss' predictions.
- Ask Ss some comprehension questions. Encourage Ss to answer.
- Frame 1:** (pointing to the duck)

1 The duck is on the farm...



2



3



4



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Where is the duck? (It is on the farm.)

**Frame 2:** (pointing to the duck) What does the duck like? (Apples.) (pointing to the sheep) Do the sheep help the duck? (No, they don't.) Why not? (Because they are sleepy and lazy.)

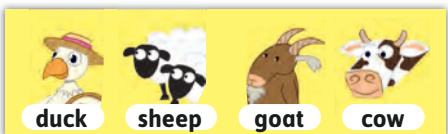
**Frame 3:** (pointing to the duck) What does the duck like? (Tomatoes.) (pointing to the goat) Does the goat help the duck? (No, it doesn't.) What is the goat doing? (It is resting under the tree.)

**Frame 4:** (pointing to the duck) What does the duck like? (Pears.) (pointing to the cow) Does the cow help the duck? (No, it doesn't.)

**Frame 5:** (pointing the duck) What is the duck doing? (It is cooking.)

**Frame 6:** (pointing to the pie) What has the duck made? (Food.) (pointing to the other animals) What are they doing? (They are looking at the duck and the food.)

**Frame 7:** (pointing to the duck) What is the duck doing? (It is offering some food to all the animals.) Are the animals happy? (Yes, they are.) How do we know? (Because they are smiling and they are thanking the duck.) If you were the duck would you help the other animals? Why? Why not?



5 In the duck's kitchen...



6



7 Later on the farm...



**VALUE**

Be kind and help others.

**A Optional**

**Who says what?**

- Ask Ss to close their books.
- Divide Ss into two teams.
- Write some sentences from the story on the board, e.g. *I like the farm. I am happy! I like tomatoes! It's yummy!* etc.
- Choose a S from the first team, point to a sentence, encourage him/her to read it and say who said it (the duck, the sheep, the cow or the goat). If the S answers correctly, he/she gets a point for his/her team.
- Repeat the same procedure with a S from the second team.
- Play the game until all Ss have had a turn.
- The team with the most points wins.

**Before leaving**

- Choose four Ss at random and ask them to come up to the board.
- Encourage them to act out the story as it appears in their SB.
- You can play the recording so that Ss have a guideline the first few times.
- Call up more Ss to the board and repeat for as long as time permits.

**Post reading**

**POST-STORY ACTIVITY**

Ask Ss:

- Do you like helping others?
- What do you do to help others?
- Have you ever been on a farm? How did you help someone there?
- Do you think we should help other people? Why?
- Have Ss discuss the questions in groups or in pairs. Elicit Ss' answers.

**Value**

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



# THE EID HOLIDAY

## Language focus

### Aims

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

## Lesson plan

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

#### Before reading

- Hold up the *Story time Big Book* and display the cover page.
- Ask Ss, *What do you think the story is about?* Elicit Ss' answers.
- Ask Ss if they know any of the words in the title and then read the title together.
- Point to the first frame and ask Ss to tell you what they think is happening. (The parents are giving their children their Eidia. The children are happy.)
- Cover the second page (p.155), ask Ss to look at the first three frames of the story on p.154 and guess what will happen next.
- Reveal the second page and ask Ss to look at the pictures and guess what the story is going to be about.
- Point to each frame and invite Ss to guess what is happening.
- Write Ss' predictions on the board.

#### While reading

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

### 1 Look, listen and read.

1 The morning of Eid...



2 Dad and Jassim are going to the mosque.



3



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- Ask Ss some comprehension questions. Encourage Ss to answer.
  - Frame 1:** (pointing to Dad) *What is he giving to the children?* (Their Eidia.) (pointing to the children) *Are they happy?* (Yes, they are.)
  - Frame 2:** (pointing to the boy and his father) *Where are they going?* (They are going to the mosque.)
  - Frame 3:** (pointing to the car) *What colour is the car?* (It is red.)
  - Frame 4:** (pointing to the mother and the girl) *What are they doing?* (They are making a date cake.)
  - Frame 5:** (pointing to the people) *Where are they?* (They are at the grandparents' house.)
  - Frame 6:** (pointing to the food) *What food is there on the table?* (Meat, rice, salad and bread.) (pointing to the people) *Are they happy?* (Yes, they are.)



**VALUE**  
Share time with family.

## A Optional

### Who says what?

- Ask Ss to close their books.
- Divide Ss into two teams.
- Write some sentences from the story on the board, e.g. *I can see a red car! Let's make a date cake.* etc.
- Choose a S from the first team, point to a sentence, encourage him/her to read it and say who said it (Dad, Mum, Jassim, Mona). If the S answers correctly, he/she gets a point for his/her team.
- Repeat the same procedure with a S from the second team.
- Play the game until all Ss have had a turn.
- The team with the most points wins.

## Before leaving

- Choose five Ss at random and ask them to come up to the board.
- Encourage them to act out the story as it appears in their SB.
- You can play the recording so that Ss have a guideline the first few times.
- Call up more Ss to the board and repeat for as long as time permits.

## Post reading

### POST-STORY ACTIVITY

Ask Ss:

- Do you like spending time with your family?
- What do you do together?
- How do you spend the Eid holiday?
- Have Ss discuss the questions in groups or in pairs. Elicit Ss' answers.

### Value

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



# Grammar Reference

## Module 6

### Song

I have got a train.  
I have got eleven trains.



### Top Stars

Have you got a ball?  
Yes, I have. / No, I haven't.

haven't = have not

### Our world

How many dolls have you got?  
I have got two dolls.



I have got a ball.  
I haven't got a bike.



### Let's play



## Module 7

### Song

I like grapes.



I don't like pears.

don't = do not

### Top Stars

What is your favourite fruit?  
I like oranges.



### Comic

- Five tomatoes, please.
- Here you are.
- Thanks.



### Let's play

Do you like pizza?  
Yes, I do. / No, I don't.

## Module 8

### Song

Touch your ears.  
Don't touch your nose.



### Top Stars

He has got blue eyes.



She has got blue eyes.



It has got blue eyes.



hand - hands



foot - feet



### Our world



He hasn't got green eyes.

She hasn't got black hair.



It hasn't got blue eyes.

### Let's play

Has it got big teeth?  
Yes, it has. / No, it hasn't.

tooth

teeth



## Module 9

### Song

Where are you?  
I am at the park.



### Top Stars

I can jump.



I can't swim.



### Our world

What is the weather like?



It is hot.

### Let's play

How many tigers can you see?

I can see two tigers.



one fox



four foxes



## Module 10

### Song

She can paint.



### Top Stars

Where are my trainers?  
They are under the bed.



### Our world

His cap is brown.



Her dress is blue.  
Her shoes are black.



# Picture Dictionary



## Picture Dictionary

### Numbers

16 sixteen 17 seventeen 18 eighteen 19 nineteen 20 twenty

### Colour



brown

### Sports



play football



play basketball

### Imperatives/Actions



touch



swim



fly



jump



run



stop



kick



throw



climb



paint



slide

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## PICTURE DICTIONARY

### Animals



camel



crocodile



bear



elephant



snakes



foxes



tigers



monkeys

### Toys



kite



doll



train



teddy bear



robot



bike



plane



boat



ball

### Places



bookshop



park



beach



zoo



forest

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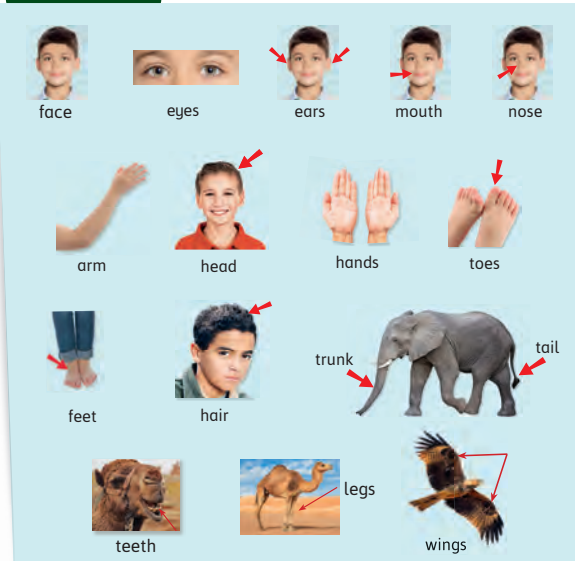
## Food and drink



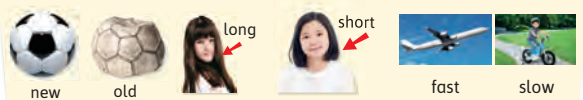
163

## PICTURE DICTIONARY

### Body and face



### Adjectives



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## Weather



rainy



sunny



cold



windy



hot

## Nouns



flowers



river



car



trees



wardrobe

## Clothes



shoes



hat



skirt



shirt



T-shirt



jacket



jeans



dress



coat



cap



shorts



gloves



boots



sandals



trainers





# High-frequency words

about

animal

are

arm

around

ball

bear

bed

big

bike

blue

box

boy

brown

can't

car

chair

clap

climb

clothes

coat

cold

come

do

doll

don't

ears

eat

eye

fast

feet

fine

flower

fly

forest

friend

from

fruit

funny

get

girls

give

go

got

hair

have

haven't

head

healthy

her

here

his

How

hungry

in

is

It

jump

label

leg

Let's

like

long

look

make

many

much

new

night

no

nose

old

on

only

park

places

play

please

point

put

ready

shoes

slide

small

stop

swim

take

teeth

thanks

the

there

they

this

too

touch

toy

tree

turn

under

unhealthy

very

weather

well done

What

Where

with

yes

you

your

## Revision

(MODULES 6-10)

1 Read, look and circle. 🗣️

1. He has got / hasn't got blue eyes.



2. I can / can't paint.



3. Touch / Don't touch your nose.



4. His / Her skirt is brown.



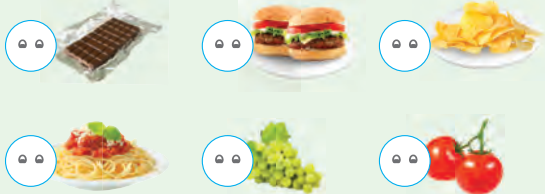
5. She has got / hasn't got long hair.



6. There is / are fifteen monkeys. 15



2 Draw 😊 or ☹️ and say, e.g. I like / don't like chocolate. 🍫



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## REVISION (MODULES 6-10)

3 Listen and trace a 4 or an 7. 🗣️ 🎧



1



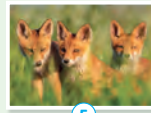
2



3



4



5



6

4 Look and match. Then say, e.g.

It is windy. His jacket is brown, etc. 🗣️



1



2



3



4

A



B



C



D



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## Workbook

### Activity 1 CS R2.1

- Ss read the sentences, look at the pictures and circle the correct answer.
- Check Ss' answers.

1. has got      2. can      3. Don't touch  
4. Her      5. has got      6. are

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

- Draw Ss' attention to the food items in the activity and the faces next to them.
- Explain to Ss that they have to look at each picture and draw a happy or a sad face to show the food items they like and the ones they don't like.
- Then, divide Ss into pairs and have them talk about their preferences.

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

- Draw Ss' attention to the pictures in the activity, point to each one and ask Ss to say what it depicts.
- Ss listen to the recording and trace a 4 or an 8 according to what they hear.
- Play the recording twice.
- Check Ss' answers.

#### Listening transcript

1. **Boy:** I can run.      2. **Woman:** Where are my shoes?

**Girl:** They are under the bed.

3. **Man:** Has it got a long trunk?

**Boy:** Yes, it has.

4. **Woman:** Where are you?

**Girl:** I am at the zoo.

5. **Man:** How many foxes can you see?

**Boy:** I can see sixteen foxes.

6. **Woman:** Do you like ice cream?

**Girl:** Yes, I do.

1. 4    2. 8    3. 4    4. 8    5. 8    6. 4

### Activity 4 CS S2.2

- Draw Ss' attention to the pictures in the activity and ask them what they depict. (Different weather conditions and some children dressed differently according to the weather conditions.)
- Explain to Ss that they have to look at the pictures and match each weather condition to the children according to what they are wearing.
- Then divide Ss into pairs and have them say the weather conditions and describe their clothes/accessories, as in the example.

1-B It is windy. His jacket is brown. His jeans are blue. His shoes are white.

2-D It is hot. His cap is blue. His T-shirt is yellow. His shorts are green. His sandals are brown.

3-A It is cold. Her hat is blue. Her coat is pink. Her boots and her gloves are blue.

4-C It is rainy. Her umbrella is blue. Her jacket is green. Her skirt is yellow. Her boots are black.

**BOARD GAME 2 (Modules 6-10)**

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143

## Board Game 2

- Have Ss look at the board game in the WB (pp.142-143).
- Divide Ss into pairs. Hand out a rubber and two game pieces made of construction paper to each pair. Ss can use their own rubbers too.
- Model how the game is played: Ss write the numbers 1 and 2 on the front and the back side of the rubber, respectively. One of the Ss throws the rubber on the board game to see how many spaces forward he/she should move: one space for number 1 and two spaces for number 2.
- Every time the S's game piece lands on a space, the S says the word/phrase for the picture depicted on that space. If his/her answer is wrong, the S moves back one space.
- Point out that if a S's game piece lands on a space with a purple arrow he/she will have to move his/her game piece to the space the arrow is pointing to (forwards or backwards depending on the direction of the arrow).
- Ss take turns throwing the rubber and playing. The S to reach the FINISH block first wins the game.

# Workbook

## MODULES 6-7

### Modules 6-7 (Classify)

**Aim:** to help Ss develop higher-order thinking skills by engaging them in activities involving classification

### Activity 1

#### 1. Stage 1: Familiarising

- Draw Ss' attention to the headings of the three categories (TOYS - FOOD - ACTIONS) and the words in the box.
- Explain to Ss that they have to write the words in the correct category.
- Have Ss do the activity and check the answers with the class.

**KEY:**  
**TOYS:** kite, ball, robot  
**FOOD:** pizza, pasta, meat  
**ACTIONS:** jump, run, kick

### Activity 2

#### 2. Stage 2: Developing

- Draw Ss' attention to the pictures and read the rubric of the activity.
- Ask Ss to name the items of food they can see (oranges, grapes, tomatoes, meat, crisps, ice cream, biscuits).
- Explain to Ss that they have to draw only the healthy items of food on the empty plate.
- When Ss have finished, choose a few Ss to say what items of food they have got on their plate.

**KEY:** My plate has oranges, grapes, tomatoes and meat.

### 1 Write the words in the correct category.

<del>kite</del> <del>pizza</del> <del>jump</del> <del>pasta</del> <del>ball</del> <del>run</del> kick robot meat		
TOYS	FOOD	ACTIONS
kite	pizza	jump

### 2 Look and draw only the healthy items of food. Then say, My plate has..., ... and...



### 3 Look at activity 2 and draw your own healthy meal.

### Activity 3

#### 3. Stage 3: Applying

- Draw Ss' attention to the activity and explain to them that they have to draw their own healthy meal. They can draw/stick pictures and then label them.
- Have Ss do the activity in class or assign it as homework.
- When they have finished, have them work in pairs, and say what healthy items of food there are on their plate.

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



- 1. It is sunny.  T  F  DK
- 2. Saud can play football.
- 3. Omar has got black hair.
- 4. Sahar can swim.
- 5. Saud likes mangoes.
- 6. Fatima has got grapes.

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

- 1. I like apples. Fatima
- 2. I have got brown hair. \_\_\_\_\_
- 3. My cap is yellow. \_\_\_\_\_
- 4. I can play football. \_\_\_\_\_

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

**Activity 2**

**2. Stage 2: Developing**

- Explain to Ss that they have to read the sentences 1-4, look at the people in the picture in activity 1 and write the name of who they think is saying each sentence.
- Explain to Ss that they have to pay attention to the people in the picture and what activity each one is doing.
- Draw Ss' attention to the example, read the sentence and ask Ss to say why Fatima says 'I like apples.' (Because she's eating an apple.)
- Have Ss do the activity and check the answers with the class.

**Key:** 1. Fatima 2. Omar  
3. Sahar 4. Saud

**Activity 3**

**3. Stage 3: Applying**

- Explain to Ss that they have to look at the picture in activity 1, choose a person and say a sentence about what he/she might be saying. Then their partner has to say the name.
- Ss take turns.

**Key:** Suggested answers:  
I can run. Saud  
My sandals are black. Omar  
My dress is pink. Sahar

**MODULES 8-10**

**Modules 8-10 (Analyse)**

**Aim:** to give Ss the opportunity to develop higher-order thinking skills by engaging them in activities involving *analysis*

**Activity 1**

**1. Stage 1: Familiarising**

- Draw Ss' attention to the picture, read the rubric and have Ss read through the sentences 1-6.
- Explain to them that they have to decide whether the sentences are True or False. However, if there is no information to prove whether a sentence is True or False, Ss should select the Don't Know option.

- Help Ss understand the difference between a False statement and a Don't Know statement by giving them an example before they do the activity.
- Tell Ss *I have got two brothers and a sister*. Then write the following on the board: *I have got three brothers. / My brother has got a cat.*
- Ask Ss to tell you which statement they don't know the answer to, based on the information given. If they have no evidence, it means that they don't know whether the statement is True or False.
- Elicit answers (*I have got three brothers: F / My brother has got a cat: DK*).
- Have Ss do the activity and check the answers with the class.

**Key:** 1. T 2. T 3. F 4. DK 5. DK 6. F



# Alphabet list

Capital Letter	Small Letter	Phonetic transcription	Words/Examples
A	a	/æ/	apple, ant
B	b	/b/	bike, boy
C	c	/k/	cat, cake
D	d	/d/	duck, dinosaur
E	e	/e/	elephant, egg
F	f	/f/	frog, fish
G	g	/g/	goat, girl
H	h	/h/	hat, horse
I	i	/ɪ/	ink, insect
J	j	/dʒ/	jam, jacket
K	k	/k/	kite, kangaroo
L	l	/l/	lion, lemon
M	m	/m/	mouse, moon
N	n	/n/	nose, nest
O	o	/ɒ/	olive, octopus
P	p	/p/	pencil, penguin
Q	q	/kw/	quilt, queen
R	r	/r/	ring, rabbit
S	s	/s/	star, snake
T	t	/t/	table, tiger
U	u	/ʌ/	umbrella, under
V	v	/v/	van, vase
W	w	/w/	window, whale
X	x	/ks/	box, fox
Y	y	/j/	yo-yo, yellow
Z	z	/z/	zoo, zebra



Module	Page number	Phonics (Phonetic transcription)	Words
6	85	/æt/	cat hat mat
	86	/ænd/	man van fan
7	101	/ɪn/	pin tin fin
	102	/ɪt/	sit hit fit
8	115	/et/	pet vet wet
	116	/en/	men pen ten
9	131	/ɒp/	hop top mop
	132	/ɒt/	dot pot hot
10	145	/ʌn/	run fun sun
	146	/ʌg/	jug mug rug





## GLOSSARY

### Glossary of key words used in the Teacher's Book

**act out:** to take the role of a character in a dialogue or story and say his/her words

**Content and Language Integrated Learning (CLIL):** an approach to teaching through which students learn content-based subjects such as maths, history, science, etc. through a foreign language

**demonstrate:** to show and explain how something should be done

**elicit:** to do or say something to get a response from someone

**higher-order thinking (HOT):** using critical-thinking and problem-solving skills to apply knowledge gained to new situations

**initiate:** to start something

**mime:** to use the face and body to communicate, without verbal speech

**monitor:** to watch and make necessary comments to ensure that an activity is done in a proper way

**objective:** the goal which someone sets and the outcome they plan to achieve through an activity

**pantomime:** to convey an action, feeling, etc. through gestures and body movements, but not through speech

**prompts:** words/phrases and/or pictures provided to students to facilitate spoken or written production

**rubric:** the instructions for a task or activity

**shadow read:** to read silently while listening to somebody else reading aloud

**swap:** to exchange

**Total Physical Response (TPR):** an approach to teaching through which students respond to language through physical movement, e.g. the teacher says 'Stand up' and the students respond by standing up

Name: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Score  10

**1** Look, read and match.



a. I have got a bike.

b. Run!

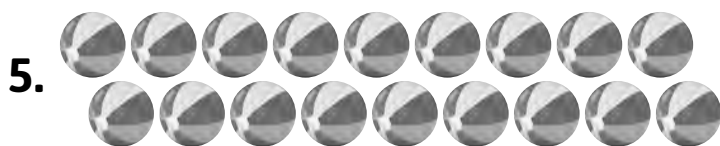
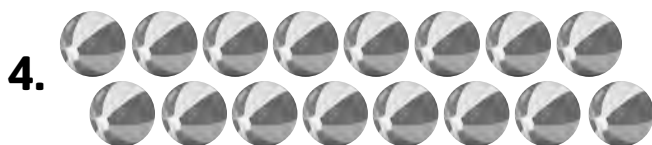
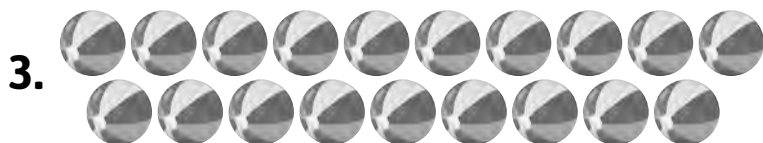
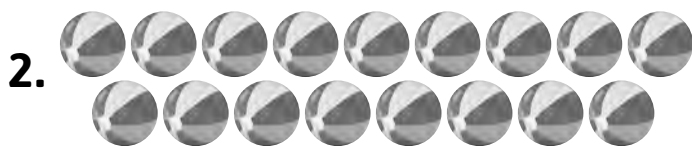
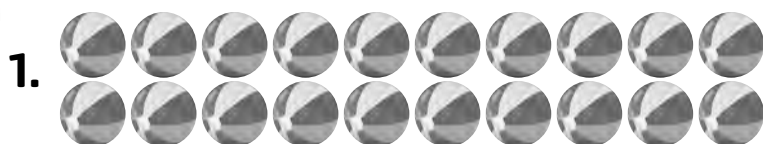
c. I have got a train.

d. Stop!

e. I have got a teddy bear.

Score  5

**2** Look and match.



a. 16

b. 20

c. 18

d. 17

e. 19

Score  5

Score  10Name: \_\_\_\_\_  
\_\_\_\_\_

## 1 Look and circle.

1



- a. oranges  
b. pears

2



- a. grapes  
b. dates

3



- a. melon  
b. mango

4



- a. juice  
b. fruit

5



- a. meat  
b. rice

6



- a. pasta  
b. pizza

7



- a. chips  
b. chocolate

8



- a. biscuits  
b. crisps

9



- a. ice cream  
b. tomatoes

10



- a. burgers  
b. fish

Name: \_\_\_\_\_

Score  10

**1** Look, read and tick (4) a or b.

①



a. Touch your eyes.

b. Touch your ears.

②



a. He has got two feet.

b. He has got two hands.

③



a. She has got short hair.

b. She has got long hair.

④



a. It has got two wings.

b. It has got two teeth.

⑤



a. It has got small ears.

b. It has got a long trunk.

## PRE-TEST

Score

10

Name: \_\_\_\_\_

### 1 Look, read and match.

1



a. climb

4



b. fly

2



c. swim

5



d. snakes

3



e. monkeys

6



f. tigers

Score

6

### 2 Look, read and circle a or b.

1



a. It is sunny.

b. It is cold.

2



a. It is windy.

b. It is rainy.

3



a. I am at the park.

b. I am at the zoo.

4



a. These are flowers.

b. These are trees.

Score

4

Name: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Score  10

**1** Look, read and circle **a** or **b**.

①



**a.** He can play basketball.

**b.** He can play football.

②



**a.** Her trainers are black.

**b.** Her hat is black.

③



**a.** This is her jacket.

**b.** This is her dress.

④



**a.** His gloves are black.

**b.** His coat is black.

⑤



**a.** She can run.

**b.** She can paint.

# KEY TO PRE-TESTS

## Key to Pre-test Module 6

### Activity 1

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

### Activity 2

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

## Key to Pre-test Module 7

### Activity 1

1. a
2. b
3. b
4. a
5. a
6. b
7. b
8. a
9. b
10. a

## Key to Pre-test Module 8

### Activity 1

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

## Key to Pre-test Module 9

### Activity 1

1. d
2. a
3. c
4. e
5. f
6. b

### Activity 2

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

## Key to Pre-test Module 10

### Activity 1

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

Name: \_\_\_\_\_

Score  20

### 1 Listen and trace a 4 or an 8.



Score  4

### 2 Read and circle.

1. I have got twenty balls.



2. A: Have you got a boat?

B: Yes, I have.

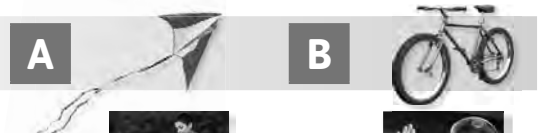


3. A: How many planes have you got?

B: I have got 2 planes.



4. I haven't got a bike. I have got a kite.



5. Stop!



6. Run!



7. It is fast!



Score  12

### 3 Read and match. Write (1-4).

a. hat

b. man

c. cat

d. van



Score  4



# TEST 7

Name: \_\_\_\_\_

Score  20

## 1 Listen and circle.

1   A   B 

2   A   B 

3   A   B 


4   A   B 


5   A   B 


Score  8

## 2 Look and complete.

-in -it

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

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

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

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

Score  4

## 3 Read and circle.

1. Five tomatoes, please!  A Here you are.  B I like melon.

2. Do you like dates?  A Thanks.  B Yes, I do.

3. What is your favourite fruit?  A Oranges.  B Chocolate.

4. Do you like meat?  A Here you are.  B No, I don't.

Score  8

Name: \_\_\_\_\_

Score  20

1 Read and circle.

①  **Touch** / Don't touch your mouth.

②  **Touch** / Don't touch your nose.

③  It **has got** / hasn't got wings.

④  He **has got** / hasn't got two arms.

⑤  She **has got** / hasn't got three hands.

⑥  Has it got feet? **Yes, it has.** / No, it hasn't.

Score  10

2 Listen and write (1-3). 



A



B



C

Score  6

3 Read and cross the odd one out.

1. pet, vet, ~~men~~

2. pen, wet, ten

3. ten, pet, wet

4. men, pen, vet

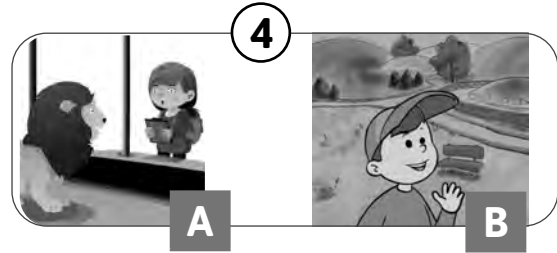
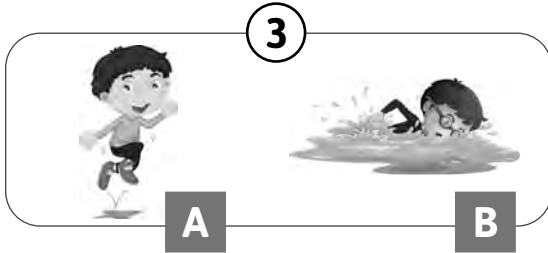
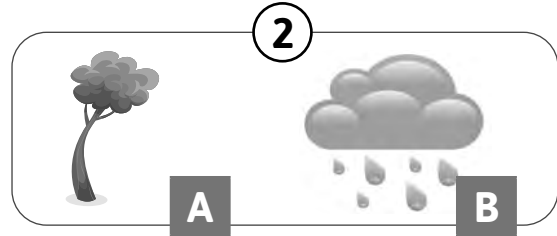
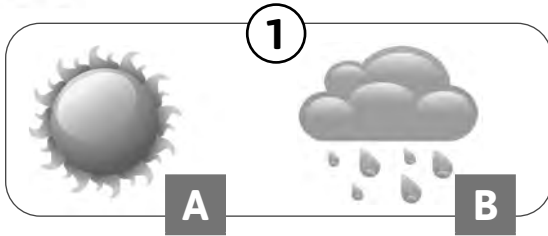
5. pet, pen, men

Score  4

Name: \_\_\_\_\_

Score  20


## 1 Listen and circle.




Score  8


## 2 Look, read and circle.

1  I can / can't jump.

2  I can / can't climb.


3  I can / can't swim.

4  A: Where are you?  
B: I am at the **bookshop** / beach.


5 **15**  A: How many **snakes** / foxes can you see?  
B: Fifteen.


Score  8

## 3 Look and complete. p t h m

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

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

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

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

Score  4

Name: \_\_\_\_\_

Score  20

1 Listen and number (1-4). 



A



B 1



C



D

Score  6

2 Read, look and tick (4).

1. His hat is black.



A 4



B

2. His coat is black.



A



B

3. Her boots are white.



A



B

4. He can play basketball.



A



B

5. She can paint.



A



B

6. A: Where are my jeans?  
B: They are on the chair.



A



B

Score  10

3 Read and match. Write (1-4).

a. sun

b. mug



1



2



3



4

c. run

d. jug

Score  4

Name: \_\_\_\_\_

**Score**  **40**

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



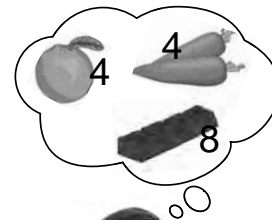
**A**



**B**



**C** **1**




**D**

**Score**  **6**


**2 Read, look and write.**

Sit windy dress wings

1.  It is \_\_\_\_\_.

2.  It has got \_\_\_\_\_.

3.  Her \_\_\_\_\_ is white.

4.  \_\_\_\_\_ down!

**Score**  **8**

**3 Read and match.**

1. Has she got a doll?
2. How many tigers can you see?
3. Can he climb?
4. Do you like pizza?
5. Where are you?

- a. I can see eighteen tigers.
- b. Yes, I do.
- c. No, she hasn't.
- d. Yes, he can.
- e. I am at the zoo.



**Score**  **10**

**4 Listen and circle.** 

1    
**A** **B**





2    
**A** **B**

3    
**A** **B**

4    
**A** **B**

**Score**  **8**

**5 Read and write (A-D).**

 **A**  
 **B**  
 **C**  
 **D**

1  I like apples.


2  I have got a book and a pencil.


3  I can't swim.


4  His cap is black.


**Score**  **4**

**6 Look and write.** **cat sit pen hop**

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

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

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

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

**Score**  **4**

# LISTENING TRANSCRIPTS & KEY TO TESTS

## Transcripts

### Module 6

1. Listen and trace a 4 or an 8.

1. **Boy:** I have got a bike.  
2. **Girl:** I have got a doll.  
3. **Boy:** I have got a ball.  
4. **Girl:** I have got a boat.

### Module 7

1. Listen and circle.

1. **Boy 1:** I like oranges.  
2. **Girl 1:** I like burgers.  
3. **Boy 2:** I don't like biscuits.  
4. **Boy 3:** I don't like mangoes.  
5. **Girl 2:** I like pasta.

### Module 8

2. Listen and write (1-3).

1. **Man:** She has got long hair.  
2. **Man:** It has got small ears.  
3. **Man:** He has got short hair.

### Module 9

1. Listen and circle.

1. **Man:** It is hot.  
2. **Man:** It is windy.  
3. **Boy:** I can swim.  
4. **Boy:** I am at the park.

### Module 10

1. Listen and number (1-4).

1. **Man:** He can play football.  
2. **Man:** She can paint.  
3. **Man:** Where is my jacket?  
**Boy:** It is on the table.  
4. **Girl:** Where are my sandals?  
**Woman:** They are under the chair.

### Final Test 6-10

1. Listen and write (1-4).

1. **Girl:** I have got a sister. She is tall.  
2. **Boy:** I have got a bike. It is new.  
3. **Girl:** I have got a pet. It is a rabbit.

4. **Boy:** I like oranges and carrots. I don't like chocolate.

4. Listen and circle.

1. **Boy 1:** I can run.  
2. **Boy 2:** I can jump.  
3. **Girl:** It can fly.  
4. **Boy:** He can play basketball.

### Key to Tests

#### Key to Test 6

Activity 1

1. 8 2. 4 3. 4 4. 8

Activity 2

1. A 2. B 3. A 4. A  
5. B 6. B 7. A

Activity 3

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

#### Key to Test 7

Activity 1

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

Activity 2

1. sit 2. tin 3. hit 4. fin

Activity 3

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

#### Key to Test 8

Activity 1

1. Touch  
2. Don't touch  
3. has got  
4. has got  
5. hasn't got  
6. No, it hasn't.

Activity 2

- A. 3 B. 1 C. 2

Activity 3

1. men 2. wet 3. ten  
4. vet 5. pet

### Key to Test 9

Activity 1

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

Activity 2

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

Activity 3

1. mop 2. hot 3. pot 4. top

### Key to Test 10

Activity 1

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

Activity 2

1. A 2. B 3. B 4. B  
5. A 6. B

Activity 3

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

### Key to Final Test 6-10

Activity 1

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

Activity 2

1. windy 2. wings 3. dress  
4. Sit

Activity 3

1. c 2. a 3. d 4. b 5. e

Activity 4

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

Activity 5

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

Activity 6

1. pen 2. cat  
3. hop 4. sit





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