

KSA - Edition

Smart Class 1

English Language
Elementary Stage
Fourth Elementary Grade
First Semester

اللغة الإنجليزية
المرحلة الابتدائية
الصف الرابع الابتدائي
الفصل الدراسي الأول

كتاب المعلم

Teacher's Manual



تطوير

مركز تطوير التعليم العام
King Abdulaziz bin Abdulrahman Public Education Development Program

طبعة ١٤٣٨/١٤٣٧هـ

Edition 2016/2017

KSA - Edition
Smart Class 1

H. Q. Mitchell - Marileni Malkogianni

English Language
Elementary Stage
Fourth Elementary Grade
First Semester



Contents

Syllabus	2
Track list for Class CDs and Student's CD/CD-ROM	3
Introduction	5
1 Hello!	8
2 School	28
3 Family and friends	48
4 You and me	68
Picture Dictionary	88
Cut-outs	89
Tests (photocopiable)	91
Listening transcripts for tests	97
Phonics cards (photocopiable)	98
Pacing chart	105
Grade Four Objectives	111

Published by



Smart Class 1 Syllabus

Communication Objectives	Structures	Vocabulary	Cross-curricular Connections	Alphabet
Module 1 • Hello! p. 4				
<ul style="list-style-type: none"> - to greet someone - to introduce oneself and inquire about one's name - to count (1-10) - to write the numbers (1-10) - to draw lines from left to right 	<p>I'm (Hassan). What's your name? My name's (John).</p>	<p>Greetings: Hi. Hello. Goodbye. Bye. Numbers: 1-10</p>	<p>Literature (chant / poem) Maths (counting) English (fiction) Art (finger puppets, drawing, colouring)</p>	<p>a apple b bag c cat d duck e egg f fish</p>
Module 2 • School p. 18				
<ul style="list-style-type: none"> - to identify colours - to identify and talk about classroom objects 	<p>What colour is it? (Blue). What's this? It's a (pen). What's that? It's an (apple). Is it a (computer)? Yes, it is. / No, it isn't.</p>	<p>Colours: red, blue, yellow, green Classroom objects: pen, pencil, rubber, book, ruler, computer, chair, desk, bag</p>	<p>Literature (chant / poem) Maths (counting, identifying shapes) English (fiction) Art (clay objects, drawing, colouring)</p>	<p>g green h hat i ink j jam k kite l lollipop</p>
Module 3 • Family and friends p. 32				
<ul style="list-style-type: none"> - to identify and talk about family members and friends - to ask and answer about one's well-being - to identify and talk about animals 	<p>How are you? Fine, thank you. Who's that? That's my (grandmother). This is my (fish). Is that your (rabbit)? Yes, it is. / No, it isn't.</p>	<p>Family: mother, father, brother, sister, grandfather, grandmother, friend, teacher, me Pets: rabbit, bird, fish, turtle</p>	<p>Literature (chant / poem) Social studies (family album, family tree) English (fiction) Art (family album, drawing, colouring)</p>	<p>m mother n nose o orange p pen q quilt r red</p>
Module 4 • You and me p. 46				
<ul style="list-style-type: none"> - to count (11-15) - to ask and answer about somebody's age - to talk about feelings - to talk about physical appearance 	<p>How old are you? I'm (nine). You're (ten). Are you (happy)? Yes, I am. No, I'm not. (He)'s (thin). Is (she) (sad)? Yes, (she) is. / No, (she) isn't.</p>	<p>Numbers: 11-15 Adjectives: big, small, thin, fat, short, tall, hungry, thirsty, happy, sad People: boy, girl</p>	<p>Literature (chant / poem) Social studies (appearance, feelings, helping friends) Maths (counting) English (fiction) Science (size) Art (stick and clay figures, colouring)</p>	<p>s sad t tall u umbrella v van w whale x fox y yo-yo z zoo</p>

Track list for Class CDs

Track list for Class CD 1

Track	Module	Activity
1	Titles	
2	1 Alphabet A-C	Activity 1
3	1 Alphabet A-C	Activity 2
4	1 Alphabet A-C	Workbook act. 2
5	1 A chant	Vocabulary
6	1 A chant / chant	Activity 1
7	1 A chant / poem	Activity 1
8	1 A chant	Activity 2
9	1 A chant	Workbook act. 1
10	1 Smart Kids	Vocabulary
11	1 Smart Kids	Activity 1
12	1 Smart Kids	Activity 2
13	1 Smart Kids	Activity 3
14	1 Smart Kids	Workbook act. 1
15	1 Comic	Vocabulary
16	1 Comic	Activity 1
17	1 Comic	Activity 2
18	1 Comic	Activity 3
19	1 Alphabet D-F	Activity 1
20	1 Alphabet D-F	Activity 2
21	1 Alphabet D-F	Workbook act. 2
22	1 Story Time	Activity 1
23	1 Revision	Activity 1
24	1 Project / chant	Workbook act. 1
25	1 Project / poem	Workbook act. 1
26	1 Alphabet Revision A-F	Activity 1
27	1 Alphabet Revision A-F	Activity 2
28	Smart Time 1	Activity 1
29	2 Alphabet G-I	Activity 1
30	2 Alphabet G-I	Activity 2
31	2 Alphabet G-I	Workbook act. 2
32	2 A chant	Vocabulary
33	2 A chant / chant	Activity 1
34	2 A chant / poem	Activity 1
35	2 A chant	Activity 2
36	2 Smart Kids	Vocabulary
37	2 Smart Kids	Activity 1
38	2 Smart Kids	Activity 2
39	2 Smart Kids	Activity 3
40	2 Comic	Vocabulary
41	2 Comic	Activity 1
42	2 Comic	Activity 2
43	2 Comic	Activity 3
44	2 Comic	Workbook act. 1
45	2 Let's Play	Activity 1
46	2 Let's Play	Activity 2

47	2 Alphabet J-L	Activity 1
48	2 Alphabet J-L	Activity 2
49	2 Alphabet J-L	Workbook act. 2
50	2 Story Time	Activity 1
51	2 Story Time	Workbook act. 1
52	2 Revision	Activity 1
53	2 Alphabet Revision G-L	Activity 1
54	2 Alphabet Revision G-L	Activity 2
55	Smart Time 2	Activity 1
56	3 Alphabet M-O	Activity 1
57	3 Alphabet M-O	Activity 2
58	3 Alphabet M-O	Workbook act. 2
59	3 A chant	Vocabulary
60	3 A chant / chant	Activity 1
61	3 A chant / poem	Activity 1
62	3 A chant	Activity 2
63	3 Smart Kids	Vocabulary
64	3 Smart Kids	Activity 1
65	3 Smart Kids	Activity 2
66	3 Smart Kids	Activity 3
67	3 Our World	Vocabulary
68	3 Our World	Activity 1
69	3 Our World	Activity 2
70	3 Our World	Activity 3
71	3 Let's Play	Activity 1
72	3 Let's Play	Workbook act. 1
73	3 Alphabet P-R	Activity 1
74	3 Alphabet P-R	Activity 2
75	3 Alphabet P-R	Workbook act. 2
76	3 Story Time	Activity 1
77	3 Story Time	Workbook act. 1
78	3 Revision	Activity 1
79	3 Revision	Workbook act. 1
80	3 Alphabet Revision M-R	Activity 1
81	3 Alphabet Revision M-R	Activity 2
82	Smart Time 3	Activity 1

6	4 A chant / chant	Activity 1
7	4 A chant / poem	Activity 1
8	4 A chant	Activity 2
9	4 Smart Kids	Vocabulary
10	4 Smart Kids	Activity 1
11	4 Smart Kids	Activity 2
12	4 Smart Kids	Activity 3
13	4 Smart Kids	Workbook act. 1
14	4 Comic	Vocabulary
15	4 Comic	Activity 1
16	4 Comic	Activity 2
17	4 Comic	Activity 3
18	4 Comic	Workbook act. 1
19	4 Let's Play	Vocabulary
20	4 Let's Play	Activity 1
21	4 Let's Play	Activity 2
22	4 Let's Play	Workbook act. 1
23	4 Alphabet V-Z	Activity 1
24	4 Alphabet V-Z	Activity 2
25	4 Alphabet V-Z	Workbook act. 2
26	4 Story Time	Activity 1
27	4 Revision	Activity 1
28	4 Revision	Workbook act. 1
29	4 Project / chant	Workbook act. 1
30	4 Project / poem	Workbook act. 1
31	4 Alphabet Revision S-Z	Activity 1
32	4 Alphabet Revision S-Z	Activity 2
33	Smart Time 4	Activity 1
34	Test 1	Activity 1
35	Test 1	Activity 2
36	Test 2	Activity 1
37	Test 2	Activity 2
38	Test 2	Activity 3
39	Test 3	Activity 1
40	Test 3	Activity 2
41	Test 3	Activity 3
42	Test 4	Activity 1
43	Test 4	Activity 2
44	Test 4	Activity 3
45	Test 1-4	Activity 1
46	Test 1-4	Activity 2
47	Test 1-4	Activity 3
48	Test 1-4	Activity 4
49	Test 1-4	Activity 5

Track list for Class CD 2

Track	Module	Activity
1	Titles	
2	4 Alphabet S-U	Activity 1
3	4 Alphabet S-U	Activity 2
4	4 Alphabet S-U	Workbook act. 2
5	4 A chant	Vocabulary

Track list for Student's CD / CD-ROM

Track	Module	Activity	Track	Module	Activity
1	Titles		39	3	Alphabet M-O Activity 1
2	1	Alphabet A-C Activity 1	40	3	Alphabet M-O Activity 2
3	1	Alphabet A-C Activity 2	41	3	Alphabet M-O Workbook Activity 2
4	1	Alphabet A-C Workbook Activity 2	42	3	A Chant Vocabulary
5	1	A Chant Vocabulary	43	3	A Chant / chant Activity 1
6	1	A Chant / chant Activity 1	44	3	A Chant / poem Activity 1
7	1	A Chant / poem Activity 1	45	3	Smart Kids Vocabulary
8	1	A Chant Workbook Activity 1	46	3	Smart Kids Activity 1
9	1	Smart Kids Vocabulary	47	3	Our World Vocabulary
10	1	Smart Kids Activity 1	48	3	Our World Activity 1
11	1	Smart Kids Workbook Activity 1	49	3	Let's Play Activity 1
12	1	Comic Vocabulary	50	3	Let's Play Workbook Activity 1
13	1	Comic Activity 1	51	3	Alphabet P-R Activity 1
14	1	Comic Activity 3	52	3	Alphabet P-R Activity 2
15	1	Alphabet D-F Activity 1	53	3	Alphabet P-R Workbook Activity 2
16	1	Alphabet D-F Activity 2	54	3	Story Time Activity 1
17	1	Alphabet D-F Workbook Activity 2	55	3	Smart Time 3 Activity 1
18	1	Story Time Activity 1	56	4	Alphabet S-U Activity 1
19	1	Project / chant Workbook Activity 1	57	4	Alphabet S-U Activity 2
20	1	Project / poem Workbook Activity 1	58	4	Alphabet S-U Workbook Activity 2
21	1	Smart Time 1 Activity 1	59	4	A Chant Vocabulary
22	2	Alphabet G-I Activity 1	60	4	A Chant / chant Activity 1
23	2	Alphabet G-I Activity 2	61	4	A Chant / poem Activity 1
24	2	Alphabet G-I Workbook Activity 2	62	4	Smart Kids Vocabulary
25	2	A Chant Vocabulary	63	4	Smart Kids Activity 1
26	2	A Chant / chant Activity 1	64	4	Smart Kids Workbook Activity 1
27	2	A Chant / poem Activity 1	65	4	Comic Vocabulary
28	2	Smart Kids Vocabulary	66	4	Comic Activity 1
29	2	Smart Kids Activity 1	67	4	Comic Workbook Activity 1
30	2	Comic Vocabulary	68	4	Let's Play Vocabulary
31	2	Comic Activity 1	69	4	Let's Play Activity 1
32	2	Comic Workbook Activity 1	70	4	Alphabet V-Z Activity 1
33	2	Let's Play Activity 1	71	4	Alphabet V-Z Activity 2
34	2	Alphabet J-L Activity 1	72	4	Alphabet V-Z Workbook Activity 2
35	2	Alphabet J-L Activity 2	73	4	Story Time Activity 1
36	2	Alphabet J-L Workbook Activity 2	74	4	Revision Workbook Activity 1
37	2	Story Time Activity 1	75	4	Project / chant Workbook Activity 1
38	2	Smart Time 2 Activity 1	76	4	Project / poem Workbook Activity 1
			77	4	Smart Time 4 Activity 1

Welcome to Smart Class

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

Each Smart Class 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. The focus is on the development of listening and speaking skills first, with careful steps taken towards the development of reading and writing skills. Special attention has been given to the development of writing skills. Ss begin by tracing words and gradually reach the point where they are able to write.

Course Components

Student's Book

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

Each module includes a wide range of chants / poems, stories, various activities with pictures and photos, games, as well as projects that stress the communicative function of the language and motivate learners to participate actively. The letters of the alphabet are introduced in the context of words. There is also a *Smart Time* page after the completion of each module with cultural information.

Workbook

The Workbook includes supplementary practice of the structures and the vocabulary presented in each lesson. All skills (listening, speaking, reading, writing) are practised extensively. A wide variety of tasks, board games and listening activities provide ample opportunity for learners to develop their communication skills.

Teacher's Manual

The Teacher's Manual 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 CDs.

The Teacher's Manual includes the following sections:

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

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

Revision: It is suggested that a few minutes be devoted to some revision at the beginning of each lesson. This may take the form of a brief game 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 to teaching each activity, including special sections for vocabulary and grammar, as well as TPR (Total Physical Response) activities.

Optional / Before leaving: Additional ideas for fun activities appear in the Teacher's Manual, aimed at both making the lesson more enjoyable and giving further practice. 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.

Tests: There are four one-page end-of-module tests and one two-page test for modules 1-4 at the back of the Teacher's Manual (pages 91-96). These pages are photocopiable. The listening transcripts for the tests follow. The keys to the tests can be found in the *Smart Time* lessons of each module of the Teacher's Manual. The tests are also available on the class CD.

There is also a suggested **Pacing chart** for the teachers.

Class CDs

The Class CDs include all the recordings of the vocabulary, dialogues, stories, texts, letters of the alphabet, chants / poems and listening activities in the Student's Book, Workbook and tests. Special attention has been given to sound effects, in order to help students better understand and enjoy the presentations and stories. Every recording has been marked with a track number (for the CD) for easy reference.

The Class CDs also include the **Tests** in *PDF format* and in *Word Format* (so teachers can change the vocabulary and structures according to their students' needs), their **listening transcripts** and the **key** for each activity.

Student's CD/CD-ROM

The Student's CD includes the letters of the alphabet, dialogues, stories, texts and chants / poems from the Student's Book so that students may have the opportunity to listen to these recordings as many times as they wish, in order to improve their pronunciation and intonation. This CD works both on a computer and a CD player. A full track list of the Student's CD has been included in the Student's Book (page 2) as well as in the Teacher's Manual.

Course Outline

Smart Class series guide students through their first steps in English in a delightful and imaginative learning environment.

The first four lessons of every module feature a wide variety of meaningful input through the use of chants / poems, picture stories, short texts and games. A clearly demarcated vocabulary section illustrates the key vocabulary items of each lesson. Grammar boxes provide written models of the structure, which help children notice underlying patterns in language. A wide variety of listening and speaking activities (with recorded conversational models) allow students to practise and use the new language. Reading and writing are mainly practised in the workbook. Some letters of the alphabet are also introduced and practised in each module.

Alphabet: Letters of the alphabet are introduced in two lessons in each module. The focus is on the correct formation of letters from the start. The letters are introduced in the context of words. There are also a variety of activities such as tracing and chants for extra practice.

A chant: Each module starts with an original catchy chant / poem that eases students into the topic of the module and introduces the new language in a fun and meaningful way. TPR activities allow students to learn through doing.

Smart kids: The adventures of the book's characters, Hassan, John and Lisa, present the context for the introduction of new language, which is practised in the listening and speaking activities that follow.

Comic: Comic-strip stories engage students' interest, attention and imagination while providing a natural, relevant and enjoyable context for exposure to the language.

Our world: This cross-cultural section features children from around the world talking about their lives, experiences, likes and dislikes. These short texts provide

a springboard for a wide range of activities that develop language, thinking skills, positive attitudes, as well as an appreciation of other cultures. They also provide learners with a model to talk about their own experiences.

Let's play: Enjoyable games and short comic-strip stories make English meaningful to children and enable them to experience the language vividly and retain new language. In Smart Class, games are fully integrated into the curriculum and they are used throughout the book to introduce new language, practise recently learnt items and recycle vocabulary and structures previously learnt.

The next three lessons of each module are consolidation lessons. Projects, original picture stories and revision activities allow learners to experience the language learnt in the module in different contexts. Learners are given various opportunities to apply what they know and experiment with new language.

Story time: Most children are familiar with the conventions of story telling in their own language and readily transfer this ability into a willingness to engage in story telling in English. Stories develop thinking skills such as predicting, hypothesising, guessing and inferring meaning. They also help children develop concentration skills and empathy. In Smart Class, stories are supported by attractive pictures and fully dramatised audio, and are exploited through a variety of activities as well.

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 help students consolidate language they encountered in the whole module.

Project: Projects allow for a high level of personal involvement, which enhances students' motivation for language learning. Projects help learners to develop their motor and creative thinking skills and allow for cross-curricular work, which is consolidated in the workbook. These activities recycle the language in an authentic and meaningful way and make learning more memorable. Taking projects home can help strengthen connections between home and school and make children (and their parents) feel positive about learning.

Alphabet revision: The letters of the alphabet which are introduced in each module are revised in this lesson. There are chants and other activities for further practice.

Smart Time: The Smart Time pages consist of texts in which Ss learn about the habits, traditions and lifestyles of other cultures.

Workbook

The workbook includes activities for each lesson in the Student's book. At the end of each module, students have the chance to evaluate themselves in the **self-assessment** section **Now I can**, which is also included in the Workbook. There is also a **Board game** at the end of the Workbook for Ss to revise the vocabulary and structures learnt in Smart Class 1.

Extra Material in the Student's Book

Picture Dictionary

The Picture Dictionary is a fun way of reinforcing students' knowledge of vocabulary through the categorisation of theme-related words with visual prompts. The Picture Dictionary (pages 114-115 of the Student's Book) is to be used as reference or consolidation at the end of a lesson or module. The Picture Dictionary appears in reduced form in the Teacher's Manual (page 88).

Cut-outs

A set of separate cut-outs is included at the back of the Student's Book (pages 117-119) for classroom use. Instructions for the use of these cut-outs are included in the corresponding lessons of the Teacher's Manual.

Stickers

One page of stickers is included at the back of the Student's Book. Stickers are an effective learning tool for tactile learners. Smart Class includes some activities that require the use of stickers. Instructions as to how these stickers should be used are included in the corresponding lessons of the Teacher's Manual.

Extra Material in the Teacher's Manual

Phonics cards

At the back of the Teacher's Manual (pages 98-104), there are 26 photocopiable phonics cards. Copies can be given to students to cut and colour, and play various games when they have learnt all the alphabet letters. Instructions for the use of the phonics cards are included in the Teacher's Manual on p.79.

Flashcards

A set of flashcards accompanies Smart Class **1&2**. They can be used whenever the teacher finds it useful to pre-teach, revise or consolidate vocabulary. There are many teaching ideas for the use of flashcards included in the Teacher's Manual.

Interactive Whiteboard material

The Interactive Whiteboard material allows teachers to create powerful lessons by intergrating image and sound, which helps learners assimilate information more rapidly. The whole Student's Book and the Workbook are included in the Interactive Whiteboard, as well as the Vocabulary Index.

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



Language focus



Materials



Lesson plan



Warm up activities



TPR activities



Track



Games



Before leaving activities



Workbook



Key to the activities



Notes

Abbreviations used in the Teacher's Manual:

S: student

Ss: students

TM: Teacher's Manual

SB: Student's Book

WB: Workbook

1 Hello!

Alphabet A-C



Language focus

Objectives

- to learn the letter sounds of a, b, c
- to perform a phonics chant
- to say the letters of the alphabet

Vocabulary

apple, bag, cat

Alphabet

Aa, Bb, Cc



Materials

- make 2 sets of flashcards of the letters *Aa*, *Bb*, *Cc* (write each of the letters *Aa*, *Bb*, *Cc* on different pieces of paper)
- 2 sets of flashcards of *apple*, *bag*, *cat*
- Blu tack
- pages from magazines containing words beginning with *Aa*, *Bb*, *Cc* (with big enough letters for *Ss* to cut out)
- scissors (enough for all *Ss*)
- 26 large sheets of paper



Lesson plan

Warm up

- Introduce the new vocabulary (apple, bag, cat) by holding up the picture flashcards one by one, saying the word a couple of times and encouraging *Ss* to repeat after you.
- After you've done this a couple of times, see if *Ss* remember the cards by playing a round of the game *Play thief*.
- Place the flashcards on the board and tell *Ss* to memorise them.
- Ask *Ss* to close their eyes and hide one of the flashcards. When *Ss* re-open their eyes, they must try to remember which one is missing.
- Alternatively, *Ss* can memorise the order of the flashcards. When *Ss* re-open their eyes, change the order. *Ss* must try to remember what order the flashcards were originally in.

Activity 1 Track 2

- Stick the flashcards of the letters *Aa*, *Bb*, *Cc*, on the board.
- Play the CD and point to each letter as it is heard.
- Play the CD again and encourage *Ss* to join in.

- Repeat the procedure several times.
- Ask *Ss* to open their books to page 4.
- Play the CD again and get *Ss* to join in, while pointing to the letters.

Listening transcript

A /æ/ A /æ/

B /b/ B /b/

C /k/ C /k/

/æ/ /æ/ apple

/b/ /b/ bag

/k/ /k/ cat



TPR Activity

- Point to the letter *Aa* on the board and say it aloud. Get *Ss* to repeat after you.
- Trace the letter with your index finger on the flashcard and get *Ss* to do the same thing in the air, while saying the letter.
- Show *Ss* how they can make the shape of the letter with their bodies and get them to do it.
- Repeat the procedure with the rest of the letters.



Vocabulary

- Show *Ss* the flashcard of apple. Say *apple* and get *Ss* to repeat after you. Do the same with the rest of the flashcards.
- Stick the flashcards on the board under the corresponding letters. Invite *Ss* to say the letters and the words as you point to them.
- Shuffle the letters and the pictures on the board and invite individual *Ss* to come to the board and match them.
- Repeat the procedure a few times so that all *Ss* get a turn.

Activity 2 Track 3

- Say the letters (*Aa-Cc*) of the alphabet using flashcards. Get *Ss* to repeat after you a few times (chorally-in groups-in pairs-individually).
- Play the *Alphabet chant* once and have *Ss* listen.
- Play the *Alphabet chant* a second time and have *Ss* point to the corresponding letters in their books.
- Play the *Alphabet chant* again and encourage *Ss* to repeat.



Optional 1

Mixed up letters

- Divide *Ss* into two teams. Tell *Ss* to come to the front of the class and stand in two single file lines in front of the board.
- Stick two sets of the flashcards of *Aa*, *Bb*, *Cc* on the board in mixed up order.
- Ask a *S* from each team to come up and arrange the flashcards in the correct alphabetical order. The *S* who does this the fastest earns a point for his/her team.
- Shuffle the cards again and repeat a few more times.
- The team to earn the most points wins the game.

1 Hello!

Alphabet A-C

1 Listen and say. 

Aa



apple

Bb



bag

Cc



cat

2 Listen and chant. 

Aa Bb Cc

4



Optional 2 Letter bricks

- Stick large sheets of paper on the wall. Divide the wall into 26 'bricks,' one for each letter.
- Divide Ss into three groups, one for every letter (Aa, Bb, Cc).
- Give each group pages from magazines and ask them to find and cut out their group's letter or words beginning with that letter. (Make sure there is at least one word beginning with the group's letter in the pages you hand out and that the letters are big enough for Ss to cut out.)
- Alternatively, you can write various words beginning with *a*, *b* or *c* on a piece of paper and make photocopies. Make sure you include words from this lesson, beginning with both capital and lower case letters.
- Ss stick their letters / words on the corresponding bricks on the wall.



Before leaving Guess the letter

- Divide Ss into pairs.
- Have SA 'write' one of the letters learnt in the lesson on SB's back with his/her index finger. SB has to guess the letter and say it aloud.



Workbook

Draw lines

- 1 • Ask Ss to open their books to page 66.
 - 2 • Get them to trace the lines from left to right.
- When Ss have finished, ask them to turn the page (p.61). Tell them to continue drawing the lines from left to right.
 - Make sure all Ss have drawn the lines correctly.

Activity 1

- Ask Ss to turn to page 68.
- Ss trace and copy the letters Aa-Cc in the space provided.
- Go round the class helping Ss with any problems.

Activity 2 Track 4

- Play the CD once and have Ss point to the pictures in their books and repeat.
- Play the CD a second time. Pause after *apple*. Ask Ss *What's number 1?* Encourage Ss to say *apple*. Ask them, *a* or *b*? When Ss say *a* point out the circled *a*.
- Repeat the procedure with the rest of the words instructing Ss to circle the correct letter in each case.

Listening transcript

1. *apple* (x2)
2. *book* (x2)
3. *cat* (x2)



1. a
2. b
3. c

Activity 3

- Ss match the capital with the lower case of the letters and then colour the lower case the same colour as the capital letter.



- Aa (red) Bb (blue) Cc (green)

Activity 4

- Ss match the pictures with the words, as in the example.



- second picture-cat
third picture-apple

Activity 5

- Ss point to the three letters (capital and lower case) and circle the same letter in each case, as in the example.
- Point out that the letters appear more than once.

1 A chant

Language focus

Objectives

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

Vocabulary

Greetings: Hello, Goodbye, Hi, Bye

Structures

I'm (Buzz).

Materials

- a Buzz the bee finger puppet, cut out and taped together (SB page 121)
- a whistle

Lesson plan

Warm up

- Enter the classroom and say *Hello* while waving. After you've done it a couple of times, invite Ss to wave hello back to you.
- Stand in front of the class, point to yourself and say *Hi, I'm...* and your name a couple of times. Invite Ss to do the same. Repeat until all Ss have introduced themselves.
- Introduce *Goodbye* by waving to Ss and turning your back slightly as if walking away. After you've done it a couple of times, invite Ss to do the same.

Vocabulary Track 5

- Have Ss open their books to page 5. Direct Ss' attention to the vocabulary section at the top of the page. Play the CD a few times and have Ss point to the corresponding greetings and repeat.
- Say the greetings again in random order and have Ss repeat and point.

Activity 1 Track 6 - Chant Track 7 - Poem

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

- Direct Ss' attention to the two white circles. Ask them to guess what's missing in each one (a sticker).
- Have Ss turn to the back of their books, find the appropriate stickers and stick them in the corresponding places.
- Point to each sticker and encourage Ss to say the correct greeting (first in chorus, then individually).
- Introduce Buzz the Bee using the Buzz finger puppet. Say *Hello, I'm Buzz the Bee*. Encourage Ss to respond by saying *Hello Buzz*.
- Ask Ss, in L1, to tell you what they can see in the picture. (Three bees are sitting on three flowers and are waving.)
- Tell Ss they're going to listen to a chant / a poem. Ask them to guess what it's going to be about.
- Play the chant / poem once and have Ss listen to them.
- Play the CD a second time and have Ss wave hello and goodbye as they listen.
- Play the CD again if necessary.
- When Ss feel comfortable, invite them to join in.

TPR Activity


- Invite Ss to come up to the front of the class and stand in two single-file lines facing one another. Explain that the Ss standing in one line will wave hello while the first verse is playing, and the Ss standing in the other line will wave goodbye while the second verse is playing.
- Play the CD and have Ss perform the actions while saying the chant / poem.

Activity 2 Track 8

- Explain to Ss that they will listen to the two bees saying *Hello* and *Goodbye* and that they will have to number the boxes with 1-2 according to the order in which they hear each greeting.
- Play the CD once, pausing after each greeting so that Ss have enough time to fill in the box.
- Play the CD once more so that Ss can check their answers.
- Check answers as a class by doing the gestures while encouraging Ss to say the greetings.

Listening transcript

1. *Hello!* 2. *Goodbye!*

 a. 1 b. 2

Follow-up Activity

- Choose a random S and introduce yourself to him/her by saying *Hello, I'm ...* and your name. Invite the S to do the same. After he/she introduces him/herself, invite another two Ss to do the same.
- Write *Hello, I'm ...* and your name on the board and ask Ss when they think we use *I'm...* and our name. Elicit that we use *I'm...* and our name when we're introducing ourselves to someone.
- Divide Ss into pairs. Have Ss take turns introducing themselves to one another.
- Have pairs of Ss perform for the whole class.



Hello



Goodbye

1

A chant

1 Find and stick. Then listen and repeat.

Hello! Hello! Hi!
I'm Buzz the Bee
Buzz, Buzz, Buzz

Goodbye! Goodbye! Bye!
Bye, Buzz the Bee
Buzz, Buzz, Buzz

Hello!



a

Goodbye!



b

2 Listen and number (1-2).

5



Optional 1

Stand up and say hello!

- Have all Ss sit on chairs arranged in a circle. Sit on a chair in the middle of the circle.
- Stand up and go up to a S, wave and say *Hello / Hi, I'm ...* and your name.
- Invite that S to go around and introduce him/herself to the rest of the seated Ss. Do the same.
- Every time someone introduces him/herself to a seated S, that S should get up and in turn introduce him/herself to another seated S.
- When everyone is up and walking about introducing themselves to one another, blow the whistle. Then everyone has to find a seat in the circle.
- The S who doesn't find a seat goes to the chair in the middle and starts the game again.
- Play the game for as long as time permits.



Optional 2

Name clapping

- Have Ss sit in a circle. (If that is not possible, they may remain seated at their desks.)
- Sit with the Ss and start clapping your hands in a strong, even rhythm. Encourage Ss to clap with you.
- Once you have established the rhythm, say your name rhythmically: *I'm ...* Clap two more times and invite the S sitting to your right to say his/her name in the same way.
- Go on until all the Ss in the circle have introduced themselves.
- An alternative way to play the game is to have the rest of the Ss say *Hello ...* and the S's name right after he/she has introduced him/herself. For example,
John: (clap, clap) *I'm John.*
Other Ss: (clap, clap) *Hello, John!*
Tom: (clap, clap) *I'm Tom.*



Before leaving

Say *Goodbye* while waving to Ss and have them say *Goodbye* and wave back to you.



Workbook

Activity 1 Track 9

- Point to the first phrase in your book and play the CD or read it aloud for Ss. Ask Ss to point to the correct picture. Then have them draw a line from the first phrase to the second picture.
- Repeat the procedure for the second phrase.

1. b 2. a

Activity 2

- Have Ss draw or stick a photo of themselves. Tell Ss that they should fill in the speech bubble with their names in English.
- Go around the class helping Ss write their names.
- Invite Ss (one by one) to the front of the class to present their drawing/ picture and introduce themselves.

1 Smart kids

Language focus

Objectives

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

Vocabulary

Characters' names: Hassan, John

Structures

I'm (Hassan).

What's your name? My name's (John).

Materials

- John and Hassan finger puppets, cut out and taped together (SB page 121)
- a box with different classroom objects
- a soft ball

Revision

- Revise *Hello* and *Goodbye*. Walk into the classroom and greet Ss with *Hello*. Encourage Ss to say *Hello* back.
- Walk towards the door with your head turned to Ss and say *Goodbye*. Encourage Ss to wave goodbye back.
- Play the game *Name clapping* (TM page 11).



Lesson plan



Warm up

- Take out the John finger puppet. Say *Hello, I'm John*, using the puppet. Repeat the same procedure with the Hassan puppet. Repeat this a couple of times by allowing Ss to take turns using the finger puppets to practise the exchange.
- Using either the Hassan or the John finger puppet, go to each S and say *Hello, I'm Hassan / John*. Invite Ss to introduce themselves to the Hassan / John finger puppet.

Vocabulary Track 10

- Have Ss open their books to page 6.
- Point to Hassan and John in the vocabulary section at the top of the



Hassan



John

1 Look and listen.



6

page. Ask Ss if they remember their names. Play the CD a few times and have Ss point to the pictures and repeat.

- Say the names of the characters again in random order and have Ss repeat and point to them in the presentation.

Activity 1 Track 11

- Have Ss look at the presentation and ask them, in L1, to tell you what they think is happening. (Hassan and John are on a school bus going to school. The bus starts moving before Hassan can sit down and he accidentally falls on John.)
- Ask Ss to point to the appropriate bubble and follow along as you play the CD.
- Play the CD again and encourage Ss to shadow read (read along with the CD).
- Play the CD again, pausing after each phrase for Ss to repeat.
- Model acting out the dialogue with one S. Choose two Ss to act it out for the class. Then have Ss act out the dialogue in pairs.

Grammar box

- Go up to a random S and ask him/her *What's your name?* Encourage the S to answer using *My name's (Ann)*.
- Direct Ss' attention to the grammar box at the top of page 7. Read the sentences and have Ss repeat after you.

What's your name?
My name's John.

What's = What is
My name's = My name is



2 Listen and tick (✓).



3 Ask and answer.



- When Ss are done introducing themselves to their partners, have them swap partners with another pair.
- Have some pairs of Ss perform the exchange for the whole class.



Optional Hot Potato

- Have Ss stand in a circle. Stand in the circle with them.
- Throw a ball to a S across from you and ask him/her *What's your name?*
- The S who catches the ball must answer *My name's (Tom)* and throw the ball to another S and ask him/her *What's your name?*
- Continue playing until all of the Ss have had a chance to introduce themselves at least once.



Workbook

Activity 1 Track 14


- Direct Ss' attention to the pictures and have Ss name the people in the pictures (John, Hassan).
- Ask Ss what they think is happening in the first picture. (Hassan and John are greeting and introducing themselves to each other.)
- Do the same for the second picture. (John and Hassan are waving goodbye to each other.)
- Have Ss trace the two exchanges (1,2).
- Play the CD and have Ss listen to the first dialogue (more than once if necessary). Ask them to match the dialogue to the correct picture by writing number 1 in the appropriate box. Repeat this procedure for the second dialogue.
- Have Ss compare their answers in pairs first, then as a class.

a. 2 b. 1

Activity 2 Track 12

- Point to the Hassan finger puppet and ask *What's your name?* Encourage Ss to answer *Hassan*. Repeat the same procedure with the John finger puppet.
- Explain to Ss that they will listen to Hassan and John and they will have to tick the person that speaks each time.
- Play the CD and have Ss listen to the first part of the exchange (more than once if necessary). Ask *John or Hassan?*
- Repeat the procedure for the second part of the exchange.
- Go around and check that all Ss have ticked the same box.

Listening transcript

1. *Hello! I'm Hassan. What's your name?*  1. Hassan 2. John
2. *Hi, Hassan. My name's John.*

Activity 3 Track 13

- Direct Ss' attention to the two children in the picture and ask them to guess what's happening. (The boys are greeting and introducing themselves to each other.)
- Play the CD and have Ss repeat the exchange. Have individual Ss model the exchange.
- Divide Ss into pairs. Ask Ss to practise greeting and introducing themselves to each other.

1 Comic

Language focus

Objectives

- to identify the numbers 1-10

Vocabulary

Numbers: 1-10

Materials

- flashcards of the numbers 1-10
- ten footprints cut out of cardboard or construction paper
- scotch tape

Revision

- Play the presentation in the SB on page 6 (Track 11) and have Ss follow along.
- Have the Ss act out the story in pairs.

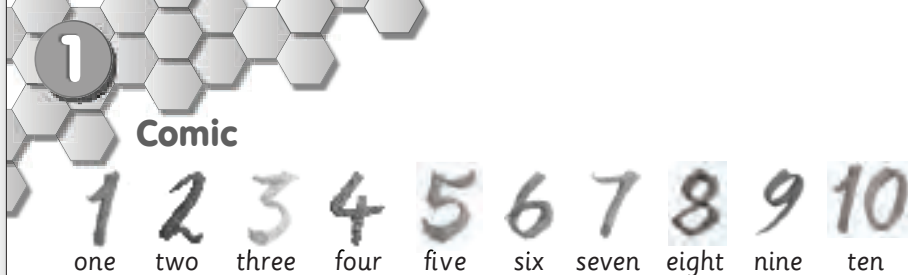
Lesson plan

Warm up

- Hold up one of your hands and count from 1-5 using your fingers.
- Tell Ss to hold up their hands and do the same while repeating each number after you.
- Once you've repeated this a couple of times, hold up your other hand and continue counting from 6-10. Have Ss repeat this as before.
- Take out the number flashcards and stick them on the board in order. Encourage Ss to say each number aloud.

Vocabulary Track 15

- Have Ss open their books to page 8.
- Point out the numbers 1-10 in the vocabulary section.
- Play the CD a few times and have Ss point to the numbers and repeat.
- Say the numbers again in random order and have Ss repeat and point.



1 Look and listen.

DOMINOES



8

Activity 1 Track 16

- Have Ss look at the presentation and ask them, in L1, what they think is happening in the story. (The girls are playing with the tiles from a domino set. One girl sneezes and it causes the dominoes to fall. The other girl is surprised.)
- Ask Ss to look at the dominoes in picture 1 and count them (1, 2, 3, 4, 5).
- Ask Ss to point to the appropriate picture as you play the CD.
- Play the CD again and invite Ss to shadow read (read along with the CD).
- Play the CD once more and pause after each phrase for Ss to repeat.
- Choose two Ss to act out the dialogue for the class.
- Repeat with another pair of Ss.

Activity 2 Track 17

- Have Ss look at the pictures. Count the flowers on each bunch / bush together with them, in chorus.
- Explain to Ss that they will listen to someone counting the flowers just as they've done, and that they will have to tick the box under the correct picture. Tell them that the first one has been done for them.
- Play the CD and have Ss listen to the first string of numbers (more than once if necessary). Ask them to point to the correct picture. Repeat the procedure for all dialogues.
- Play the CD again and ask Ss to tick the box under the correct picture.
- Have Ss compare their answers in pairs first. Then check answers as a class by pointing to each number in your book and asking *How many?*

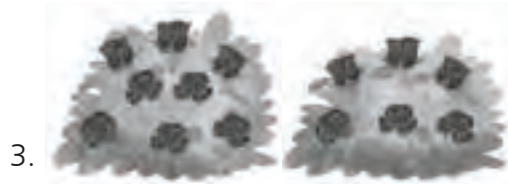
2 Listen and tick (✓). 



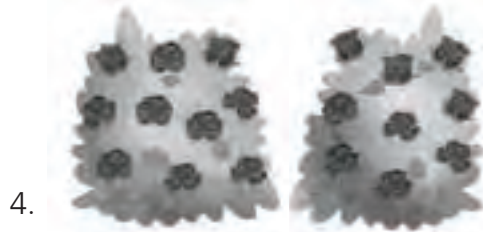
1. a b



2. a b

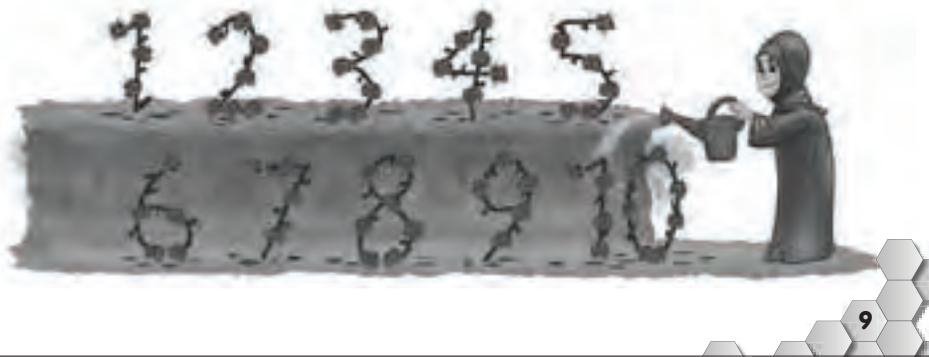


3. a b



4. a b

3 Listen and chant. 



Listening transcript

1. 1-2-3-4-5 3. 1-2-3-4-5-6
2. 1-2-3-4 4. 1-2-3-4-5-6-7-8-9-10

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

Activity 3  **Track 18**

- Have Ss look at the picture and ask them, in L1, what's happening (the woman is watering her roses, whose stems form the numbers 1-10).
- Explain to Ss that they are going to listen to a number chant.
- Play the CD once and have Ss listen.
- Play the CD again and ask Ss to point to the numbers as they hear them in the chant.
- Play the CD once more and encourage Ss to chant along while pointing to the corresponding numbers.



Optional

Number footprints

- Stick the ten number footprints on the floor facing one direction.
- Explain to Ss that they are to hop or jump along the footprints in turns, while counting each step aloud. If they miss a footprint or their foot goes over the edge, they have to go back and start again.
- You can make this game more competitive by either timing the Ss using a stop watch or by making two trails of footprints so that two Ss compete at the same time.



Before leaving

- Play the number chant in the SB on page 9 (Track 18).
- Invite Ss to say the chant while holding up their hands and counting with their fingers.



Workbook

Activity 1

- Ask Ss to turn their books to pages 72-73.
- Explain to Ss that they should trace the numbers 1-10 and copy them in the space provided.
- Go round the class and help Ss with any difficulties.

Activity 2

- Point to the first bunch and count the flowers. Encourage Ss to count along with you. Once you've counted the flowers, tell Ss to trace and write the number of flowers under each picture.
- Have Ss check their answers in pairs first, then as a class.



- a. 3 c. 7 e. 6
b. 9 d. 5 f. 10

1 Let's play

Language focus

Objectives

- to revise and consolidate the numbers 1-10, characters' names and hello / goodbye with a board game

Materials

- a rubber for each pair of Ss
- two small circles made from different colour construction paper to be used as pawns for each pair of Ss
- Blu tack

Revision

- Play the presentation in SB page 8 (Track 16) and have Ss follow along.
- Have Ss act out the story.

Lesson plan

Warm up


- Play the number chant in SB page 9 (Track 18) and invite Ss to chant along, using their fingers to count at the same time.

Activity 1


- Have Ss look at the board game.
- Divide Ss into pairs. Hand out a rubber and two construction paper pawns to each pair. You can ask Ss to use their own rubber.

1 Let's play

1 Play.



The board game is a winding slide with ten numbered spaces. Each space contains a cartoon character: 1 (a boy with glasses), 2 (a boy), 3 (a boy), 4 (a girl), 5 (a girl), 6 (a boy), 7 (a boy), 8 (a girl), 9 (a girl), and 10 (a boy). The slide starts at the top right and ends at the bottom left.



10

Hassan!

Two boys are sitting at a table, playing the board game. One boy is pointing at the board, and the other is looking at it. A speech bubble above the boy on the left says "Hassan!".

- Ask Ss to write the number 1 on one side of the rubber and number 2 on the other.
- Model how the game is played. A S throws the rubber to see how many spaces to move forward: one space for number 1 and two spaces for number 2.
- The S whose pawn lands on a space says what the picture in the space shows. If he/she answers correctly, he/she stays on the space. If his/her answer is wrong, he/she moves back one square.
- Ss take turns throwing the rubber and playing. The S to reach the end of the slide first is the winner.



Optional Number race

- Divide Ss into two teams.
- Have one S from each team come to the front of the class, facing the board. Give each S a piece of chalk/marker.
- Tell the two Ss that you will call out three numbers and that they will have to write them on the board as fast as they can.
- Call out three numbers (1-10) for Ss to write on the board.
- The S who finishes first and has all the numbers correct wins one point for his/her team.
- Repeat the procedure until all Ss in each team have had a turn.



Before leaving

- Play the chant / poem *Hello!* in SB page 5 (Track 6 or Track 7) and invite Ss to join in.



Workbook

Activity 1

- Ss colour the objects in the picture the same colour as the objects at the top of the page.
- Then they count and write the number of each object in the circle next to the objects at the top of the page.



bags: 8

apples: 10

cats: 5

- When Ss have finished, tell them to colour in the rest of the picture.

1 Alphabet D-F



Language focus

Objectives

- to learn the letter sounds of d, e, f
- to perform a phonics chant
- to say the letters of the alphabet

Vocabulary

duck, egg, fish

Alphabet

Dd, Ee, Ff



Materials

- make flashcards of the letters Aa, Bb, Cc, Dd, Ee, Ff (Dd, Ee, Ff - two sets) (write each of the letters Aa - Ff on different pieces of paper)
- flashcards of apple, bag, cat, duck, egg, fish (duck, egg, fish-two sets)
- Blu tack
- pages from magazines containing words beginning with Dd, Ee, Ff (with big enough letters for Ss to cut out)
- scissors (enough for all Ss)

Revision

- Stick the flashcards with the letters Ss know (Aa-Cc) on the board. Play the *Alphabet chant* in SB page 4 (Track 3) and point to the letters at the same time. Invite Ss to join in. Repeat a couple of times.
- Ask Ss to close their eyes. Take letter Aa off the board. When they open their eyes, ask them to tell you which letter is missing. Stick letter Aa back on the board. Repeat the procedure with letters Bb-Cc.
- Play the CD (SB page 4 - Track 2) and point to each letter as it is heard.
- Play the CD again and encourage Ss to join in.
- If time permits, show Ss the flashcard of *apple*. Say /æ/, *apple* and get Ss to repeat after you. Then stick it under Aa on the board. Do the same with *bag* and *cat*.
- Shuffle the letters and the pictures on the board and invite individual Ss to come to the board and match them while saying the letter, the sound and the object.
- Repeat the procedure a couple of times.



Lesson plan



Warm up

- Introduce the new vocabulary by holding up the picture flashcards one by one, saying the word a couple of times and encouraging Ss to repeat after you.

Activity 1

Track 19

- Stick the flashcards of the letters Dd, Ee, Ff on the board.
- Play the CD and point to each letter as it is heard.
- Play the CD again and encourage Ss to join in.
- Ask Ss to open their books to page 11.
- Play the CD again and get Ss to join in, while pointing to the letters.

Listening transcript

D /d/ D /d/
/d/ /d/ duck

E /e/ E /e/
/e/ /e/ egg

F /f/ F /f/
/f/ /f/ fish



TPR Activity

- Point to the letter Dd on the board and say it aloud. Get Ss to repeat after you.
- Trace the letter with your index finger on the flashcard and get Ss to do the same thing in the air, while saying the letter.
- Show Ss how they can make the shape of the letter with their bodies and get them to do it.
- Repeat the procedure with the rest of the letters.



Vocabulary

- Show Ss the flashcard of *duck*. Say *duck* and get Ss to repeat after you. Do the same with the rest of the flashcards.
- Stick the flashcards on the board under the corresponding letters. Invite Ss to say the letters and the words as you point to them.
- Shuffle the letters and the pictures on the board and invite individual Ss to come to the board and match them.
- Repeat the procedure a few times so that all Ss get a turn.

Activity 2

Track 20

- Say the letters (Aa-Ff) of the alphabet using flashcards. Get Ss to repeat after you a few times (chorally-in groups-in pairs-individually).
- Play the *Alphabet chant* once and have Ss listen.
- Play the *Alphabet chant* a second time and have Ss point to the corresponding letters in their books.
- Play the *Alphabet chant* again and encourage Ss to join in.

Alphabet D-F

1

1 Listen and say. 

Dd



duck

Ee



egg

Ff



fish

2 Listen and chant. 

Aa Bb Cc Dd Ee Ff

11



Optional 1

Letter bricks

- Divide Ss into three groups, one for every letter (Dd, Ee, Ff) and play *Letter bricks* (TM page 9).



Optional 2

Alphabet pairs

- Divide Ss into two groups.
- Hand out a set of flashcards of *duck, egg, fish, Dd, Ee, Ff* to each group.
- Ss shuffle the cards and place them face down on a desk, forming a pile.
- Tell Ss that when you say *Start!* they have to turn the cards over and match the letters to the objects.
- The group to match the letters to the pictures correctly first wins.



Before leaving

Guess the letter

- Divide Ss into pairs.
- Have SA 'write' one of the letters learnt in the lesson on SB's back with his/her index finger. SB has to guess the letter and say it aloud.



Workbook

Activity 1

- Ss trace and copy the letters Dd-Ff in the space provided.
- Go round the class helping Ss with any problems.

Activity 2 Track 21

- Play the CD once and have Ss point to the pictures in their books and repeat.
- Play the CD again. Pause after *duck*. Ask Ss *What's number 1?* Encourage Ss to say *duck*. Ask them *e or d?* When Ss say *d*, point out the circled *d*.
- Repeat the procedure with the rest of the words instructing Ss to circle the correct letter in each case.
- Have Ss check their answers in pairs first, then as a class.

Listening transcript

1. *duck* (x2)
2. *egg* (x2)
3. *fish* (x2)



1. d
2. e
3. f

Activity 3

- Ss write the lower case of the letters, as in the example.



Ee, Ff

Activity 4

- Ss match the words with the corresponding pictures.



duck-last picture
egg-first picture

1 Story time

Language focus

Objectives

- to listen and read for pleasure
- to revise and consolidate vocabulary and structures learnt in previous lessons

Materials

- Blu tack
- blown-up colour photocopies of Story time *Pip and Skip*
- flashcards of numbers 1-10

Revision

- Play the alphabet chant (Track 20) and encourage Ss to join in.

Lesson plan

Warm up

- Play the game *Number clapping* (an alternative version of the game *Name clapping* in TM page 11).
- Have Ss sit in a circle. (If that is not possible, they may remain seated at their desks.)
- Sit with the Ss and start clapping in a strong, even rhythm. Encourage Ss to clap with you.
- Once you have established the rhythm, say the numbers 1-10, one by one, rhythmically. Then say *One, one*. Clap two more times and invite the S sitting to your right to say *Two, two*, clap twice and invite the S next to him/her to continue with the next number in the same way.
- Go on until all of the Ss in the circle have said a number, continuing the rhythm all through numbers 1-10. Then start again.

1 Story time

1 Look and listen.

Pip & Skip



12

- You can make the game more challenging by having Ss clap and repeat more than one number a turn. For example,
One, two (clap clap)
two, three (clap clap)
three, four (clap clap)

Activity 1 Track 22

Before reading

- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Tell Ss they will listen and read a story with the title *Pip and Skip*. Point to the first frame and invite them to guess who Pip and Skip are (the two squirrels).
- Encourage Ss to predict what happens in the story. Elicit answers, in L1, but do not correct Ss at this stage.

While reading

- Play the CD and point to each frame in your book or on the board. Encourage Ss to point to each frame in their books.
- Check Ss' answers. (Two squirrels introduce each other in the forest. One squirrel throws acorns to the other. When it throws the tenth one, it accidentally hits the other squirrel and apologises.)



3

4

13

- Play the CD again and ask Ss to point to each speech bubble and follow along.
- Talk about what happens in each frame.

Frame 1: Pip and Skip meet and greet each other in the forest.

Frame 2: Skip starts throwing acorns off the tree to Pip. Pip is under the tree catching the acorns and putting them in a pile. Skip is counting the acorns as it's (he's) throwing them to Pip. Skip has already thrown five acorns to Pip.

Frame 3: Skip keeps throwing acorns to Pip. It's (He's) already thrown eight and it's (he's) throwing the ninth. Now Pip is counting.

Frame 4: Skip has thrown nine acorns and it's (he's) throwing the tenth one, when it accidentally hits Pip on the head. Pip is dizzy after the acorn lands on its (his) head. Skip apologises for hitting Pip.

- Play the CD again and invite Ss to shadow read (read along with the CD).
- Then play it again, pausing after each line. Have Ss repeat (chorally - in groups - in pairs - individually).

After reading

- Divide Ss into pairs and have them act out the story.
- Have some pairs perform for the whole class.



**Optional
Missing numbers**

- Stick the number flashcards on the board with Blu tack.
- Have Ss say the numbers on the flashcards in the order they appear on the board.
- Ask them to close their eyes, while you remove one of the numbers.
- When Ss re-open their eyes, they have to figure out which number is missing.
- After you have done that a couple of times, start taking out two or three numbers at a time.



Before leaving

- Play the number chant in the SB on page 9 (Track 18).
- Invite Ss to join in and count with their fingers.



Workbook

Activity 1

- Look at the example as a class.
- Have Ss count the acorns in each pile and match each pile of acorns to the correct number.
- While Ss are working, go around and help them with any problems.
- Have Ss check their answers in pairs first, then as a class.

Activity 2

- Explain to Ss that they can choose one of the three faces and colour it to show how much they liked the story.

1 Revision



Language focus

Objectives

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

Materials

- flashcards of the numbers 1-10
- a whistle
- blown-up colour photocopies of Story time *Pip and Skip*

Revision

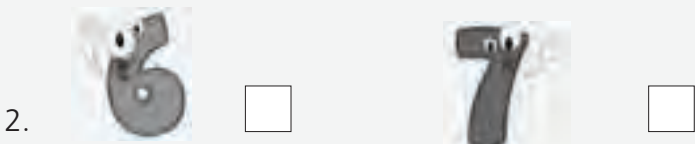
- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Ask Ss if they remember the title of the story (*Pip and Skip*). Ask them to tell you what else they remember from the story.
- Have Ss open their books to pages 12-13. Play the CD (Track 22) and have Ss follow along in their books.
- Play the CD again and encourage Ss to shadow read (read along with the CD).
- Have some Ss perform for the whole class.

Lesson plan

Warm up

- Revise introducing oneself by playing a round or two of the game *Stand up and say hello* (TM page 11).
- Revise the numbers 1-10 using the number flashcards.
- Play the game *Number race* (TM page 17).

1 Listen and tick (✓).



14

Activity 1 Track 23

- Have Ss open their books to page 14. Hold up your book and point to the number 4. Ask Ss *What number is this?*
- Repeat the procedure with the rest of the numbers on the page. Then point to the pictures of John and Hassan and ask Ss *What's his name?*
- Read the instructions and make sure Ss understand that they will listen to each sentence and tick the box next to the picture that matches the description.
- Play the first sentence a couple of times (more if necessary) and ask Ss to point to the item that is being mentioned. Go around and check that everyone is pointing to the correct item. Then have Ss tick the box next to the item.
- Play the rest of the sentences and have Ss choose the appropriate items.
- Ss check their answers in pairs first, then as a class.

Listening transcript

- Hello! I'm four!*
- Hi! I'm seven.*
- Hello! I'm Hassan. What's your name?*
- Goodbye!*

-  1. 4
2. 7
3. Hassan
4. Boy in 2nd picture



Optional Number bingo

- Ask Ss to draw a 2x2 grid in their notebooks and write a different number, from 1-10, in each box.
- Draw an example on the board.

4	1
8	10

- Explain to Ss that you will call out numbers in random order. If Ss have the number you call out, they cross the box out.
- The first S to get all his/her numbers called out and shout *Bingo!* wins the game.
- Play the game for as long as time permits, making sure Ss change the numbers on their grids each time a new round begins.



Before leaving

- Play the chant / poem *Hello!* in SB page 5 (Track 6 or Track 7) and invite Ss to join in.



Workbook

Activity 1

- Hold up your book and point to the black dots spread across the page. Explain to Ss that these spaces with dots form a picture when coloured.
- Demonstrate colouring only the spaces with black dots for the Ss. Then point to the number formed and ask Ss what number it is.
- Ask Ss to take out some coloured pencils and have them colour only the shapes that have a black dot in them.
- After the Ss have finished colouring the spaces with dots and have revealed all the numbers, check their work by having them point to the numbers and say them aloud.



Note

- Ask Ss to bring in scissors for the next lesson.

1 Project

Language focus

Objectives

- to make character finger puppets
- to revise and consolidate vocabulary and structures learnt in previous lessons



Materials

- scissors (enough for all Ss)
- scotch tape
- a soft ball

Revision

- Revise the numbers 1-10 by playing the chant in SB page 9 (Track 18).
- Encourage Ss to chant along.



Lesson plan



Warm up

- Revise the greetings *Hello* and *Goodbye*. Encourage Ss to say the greetings while you do the corresponding actions, for example acting as if you are entering the classroom for *Hello* and acting as if you're exiting for *Goodbye*.

Activity 1

- Direct Ss' attention to the pictures on the page and ask them what the boy is doing. (He's making finger puppets of the book's characters.)
- Ask Ss to tell you what characters he has already made in picture 2 (Buzz and John).
- Make sure Ss understand that they will make finger puppets of the book's characters too.
- Give out a pair of scissors to each S, as well as a roll of tape to each pair of Ss. Have them work individually or in pairs.

Activity 2

- Direct Ss' attention to the picture in activity 2. Ask Ss what is happening. (The boys are using the finger puppets to introduce Hassan and John to each other.)
- Read out the exchange and invite Ss to repeat (chorally - in groups - individually).
- Model the exchange using your own pair of finger puppets. Then, model only half of the exchange: *Hello, I'm Hassan. What's your name?* Encourage Ss to answer *Hi, Hassan! My name's John*, while wearing their John finger puppet.
- Divide Ss into pairs and have them act out the exchange with their partner, using all three finger puppets.
- Have some pairs of Ss perform for the whole class.



Project

- 1 **Make finger puppets.**
Use the cut-outs on page 121.



- 2 **Act out.**

Hello! I'm Hassan.
What's your name?

Hi, Hassan!
My name's John.



Optional Hot potato

- Have Ss stand in a circle. Stand in the circle with them.
- Throw a ball to a S across from you and ask him/her *What's your name?*
- The S who catches the ball must answer *My name's (John)* and throw the ball to another S and ask him/her *What's your name?*
- Continue playing until all of the Ss have had a chance to introduce themselves at least once.



Note

- Tell Ss that they can take their class projects home to show to their family and then bring them back since they may be used in other class activities.
- It's a good idea to reserve a place in the classroom (a box or a bag for each S), in which Ss can store these projects so that they may be re-used in other activities / games.
- Since Ss take pride in their work and love showing it off, you can display the projects they make around the classroom. This will increase their self-esteem and encourage them to participate in other activities.



Workbook

Activity 1

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



Track 24 - Chant

Track 25 - Poem

- Direct Ss' attention to the two pictures and talk about what is happening in each one. (In the first picture Hassan and John are greeting and introducing themselves to one another. In the second picture John and Hassan are waving Goodbye to one another.)
- Play the chant / poem once and have Ss listen and follow along in their books.
- Play the chant / poem again and encourage Ss to wave *Hello* when they hear the first and second verse and to wave *Goodbye* when they hear the third and fourth verse. Invite them to join in at the same time.
- Play the chant / poem again for Ss to say it along while they colour the pictures.

Now I can

- Explain to Ss that they are going to tick the boxes of the words they have learnt in this module.

Activity 1

- Holding up the WB point to each of the numbers and encourage Ss to say the words aloud.
- Have Ss tick the boxes as they say each word.
- Do this with all of the words.

Activity 2

- Follow the same procedure as in Activity 1.

Activity 3

- Direct Ss' attention to the picture of Buzz and ask them what they think he's saying. Elicit Ss' answers. Then read the sentence aloud and have Ss repeat it and tick the box.
- Do this with the rest of the sentences.

1 Alphabet revision A-F

Language focus

Objectives

- to revise the alphabet letters Aa-Ff

Materials

- flashcards of the letters Aa-Ff (the ones you made in previous lessons)
- flashcards of *apple, bag, cat, duck, egg, fish*
- Blu tack

Revision

- Stick the flashcards with the letters (Aa-Ff) on the board. Ask Ss to close their eyes. Take letter Cc off the board. When they open their eyes, ask them to tell you which letter is missing. Stick letter Cc back on the board. Repeat the procedure with the other letters.
- Play the CD (SB pp.4 and 11 - Tracks 2 and 19) and point to each letter as it is heard.
- Play the CD again and encourage Ss to join in.
- If time permits, stick the flashcards of the letters Aa-Ff on the board. Show Ss the flashcard of the apple. Say /æ/, *apple*, and get Ss to repeat after you. Then stick it under Aa on the board. Do the same with the rest of the flashcards.
- Shuffle the flashcards of the letters and the pictures on the board. Invite individual Ss to come to the board and match them while saying the letter, the sound and the object.

Lesson plan

Activity 1 Track 26

- Stick the flashcards with the letters (Aa-Ff) on the board. Play the Alphabet chant and point to the letters at the same time. Invite Ss to join in. Repeat a couple of times.

Activity 2 Track 27

- Draw Ss' attention to the three groups of letters and ask them to say the letters in each group.
- Explain to Ss that they are going to hear one of the three letters and its sound in each group and they have to circle the correct letter.
- Play the CD twice.
- Check Ss' answers.

1

Alphabet revision A-F

1 Listen and chant.

Aa Bb Cc Dd Ee Ff

2 Listen and circle.

Aa

Cc

Bb

Ee

Dd

Ff

Aa

Dd

Cc

3 Choose and write.

d / f a c b e



f ish



__ ag



__ at



__ gg



__ uck



__ pple

16

Listening transcript

C /k/ (x2)

F /f/ (x2)

A /æ/ (x2)

Cc, Ff, Aa

Activity 3

- Ss look at the pictures, read the words and complete them by writing the correct letter in the box.
- Make sure Ss have completed the words correctly.

cat, duck, bag, egg, apple



Optional Circle the letter!

- Draw a vertical line on the board to divide it into two parts.
- Write the letters of the alphabet A-F, in capital, in random order in both parts.
- Divide the class into two groups.
- Choose a S from each group to come to the board and give each one a marker.
- Explain to Ss that you will say a letter and they have to find it and circle it.
- The S who finds and circles the correct letter first, gets a point for his / her group.
- Continue in the same manner until all Ss have had a turn and all the letters have been circled.
- The group with the most points wins.

My school bus

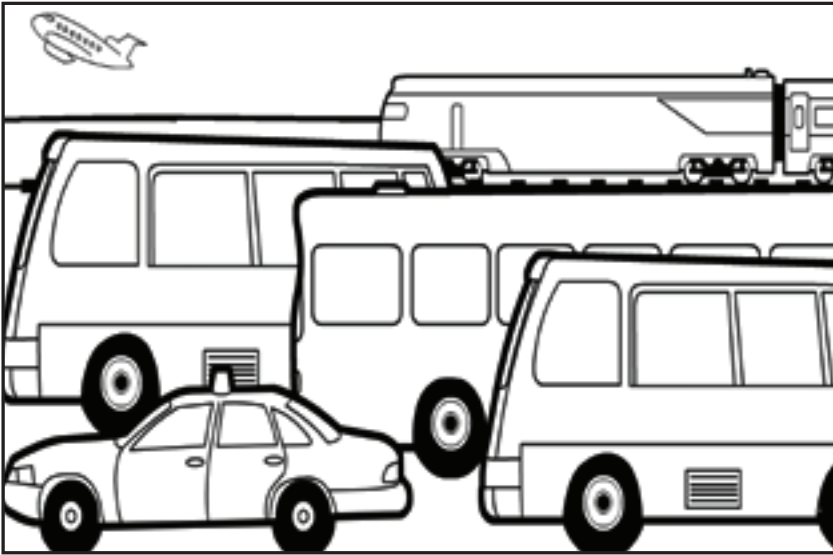
1 Look and listen.



My school bus is **green** and **white**.

My school bus is **red**.

2 Find the school buses and colour them red or green.



17

1 Smart Time 1

Language focus

Objectives

- to provide Ss with cultural information

Materials

- a red, a green and a white balloon



Lesson plan



Warm up

- Hold up the red balloon and say *red*. Get Ss to repeat a few times after you.
- Repeat the same procedure with the green and the white balloon and the colours *green* and *white*.
- Point to different green, white and red items in the classroom and encourage Ss to say the colours.
- If you haven't got balloons, you could use a red and a green marker to introduce the two colours and a white sheet of paper to introduce *white*.

Activity 1 Track 28

- Draw Ss' attention to the two photos and ask them, in L1, what they see. (Two school buses.)
- Say the words *school bus* in English and write them on the board. Get Ss to repeat a few times.
- Draw Ss' attention to the two flags and ask them to name the countries in L1. (Saudi Arabia and Turkey.)
- Ss listen to the CD and follow in their books.
- Ask Ss what colour each of the buses is (the first bus is green and white and the second is red).
- Ask Ss if they go to school by school bus and what colour it is.

Activity 2

- Draw Ss' attention to the second activity and ask them, in L1, what means of transport they can see (a plane, a train, a taxi and three school buses).
- Ask Ss to find the school buses and colour them red or green, according to the first activity.
- Go round the class and make sure Ss have coloured in the buses correctly.
- Tell Ss to colour in the rest of the means of transport.



Key to Test 1

Listening transcripts (Tracks 34-35, CD2)

Activity 1

- a. 2 b. 3 c. 1

Activity 2

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

2 School

Alphabet G-I

Language focus

Objectives

- to learn the letter sounds of g, h, i
- to perform a phonics chant
- to say the letters of the alphabet

Vocabulary

green, hat, ink

Alphabet

Gg, Hh, Ii

Materials

- make flashcards of the letters Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii (Gg, Hh, Ii - two sets) (write each of the letters Aa - Ii on different pieces of paper)
- flashcards of *apple, bag, cat, duck, egg, fish, green, hat, ink* (green, hat, ink - 2 sets)
- Blu tack
- pages from magazines containing words beginning with Gg, Hh, Ii (with big enough letters for Ss to cut out)
- scissors (enough for all Ss)

Revision

- Stick the flashcards with the letters Ss know (Aa-Ff) on the board. Play the *Alphabet chant* in the SB on page 16 (Track 26) and point to the letters at the same time. Invite Ss to join in. Repeat a couple of times.
- Ask Ss to close their eyes. Take letter Aa off the board. When they open their eyes, ask them to tell you which letter is missing. Stick letter Aa back on the board. Repeat the procedure with letters Bb-Ff.
- If time permits, show Ss the flashcard of *apple*. Say /æ/, *apple* and get Ss to repeat after you. Then stick it under Aa on the board. Do the same with *bag, cat, duck, egg, fish*.
- Shuffle the letters and the pictures, stick them on the board and invite individual Ss to come to the board and match them while saying the letter, the sound and the object.
- Repeat the procedure a couple of times.

Lesson plan

Warm up

- Introduce the new vocabulary by holding up the picture flashcards one by one, saying the word a couple of times and encouraging Ss to repeat after you.

Activity 1 Track 29

- Stick the flashcards of the letters Gg, Hh, Ii on the board.
- Play the CD and point to each letter as it is heard.
- Play the CD again and encourage Ss to join in.
- Ask Ss to open their books to page 18.
- Play the CD again and get Ss to join in, while pointing to the letters.

Listening transcript

G /g/ G /g/
/g/ /g/ green

H /h/ H /h/
/h/ /h/ hat

I /i/ I /i/
/i/ /i/ ink

TPR Activity

- Point to the letter Gg on the board and say it aloud. Get Ss to repeat after you.
- Trace the letter with your index finger on the flashcard and get Ss to do the same thing in the air, while saying the letter.
- Show Ss how they can make the shape of the letter with their bodies and get them to do it.
- Repeat the procedure with the rest of the letters.



Vocabulary

- Show Ss the flashcard of *green*. Say *green* and get Ss to repeat after you. Do the same with the rest of the flashcards.
- Stick the flashcards on the board under the corresponding letters. Invite Ss to say the letters and the words as you point to them.
- Shuffle the letters and the pictures on the board and invite individual Ss to come to the board and match them.
- Repeat the procedure a few times so that all Ss get a turn.

Activity 2 Track 30

- Say the letters (Aa-Ii) of the alphabet using flashcards. Get Ss to repeat after you a few times (chorally-in groups-in pairs-individually).
- Play the *Alphabet chant* once and have Ss listen.
- Play the *Alphabet chant* a second time and have Ss point to the corresponding letters in their books.
- Play the *Alphabet chant* again and encourage Ss to join in.

1 Listen and say.



2 Listen and chant.

Aa Bb Cc Dd Ee Ff Gg Hh Ii

18



Optional 1 Letter bricks

- Divide Ss into three groups, one for every letter (Gg, Hh, Ii) and play *Letter bricks* (TM page 9).



Optional 2 Alphabet pairs

- Divide Ss into two groups.
- Hand out a set of flashcards of *green, hat, ink, Gg, Hh, Ii* to each group.
- Ss shuffle the cards and place them face down on a desk, forming a pile.
- Tell Ss that when you say *Start!* they have to turn the cards over and match the letters to the objects.
- The group to match the letters to the pictures correctly first wins.



Before leaving Guess the letter

- Divide Ss into pairs.
- Have SA 'write' one of the letters learnt in the lesson on SB's back with his/her index finger. SB has to guess the letter and say it aloud.



Workbook

Activity 1

- Ss trace and copy the letters Gg-Ii in the space provided.
- Go round the class helping Ss with any problems.

Activity 2 Track 31

- Play the CD once and have Ss point to the pictures in their books and repeat.
- Play the CD again. Pause after *green*. Ask Ss *What's number 1?* Encourage Ss to say *green*. Ask them *h* or *g*? When Ss say *g*, point out the circled *g*.
- Repeat the procedure with the rest of the words instructing Ss to circle the correct letter in each case.
- Have Ss check their answers in pairs first, then as a class.

Listening transcript

1. *green* (x2)
2. *hat* (x2)
3. *ink* (x2)



1. g
2. h
3. i

Activity 3

- Ss match the capital with the lower case of letters.



Gg Hh Ii

Activity 4

- Ss read the word and circle the correct picture A or B.



ink - B
green - B
hat - A

2 A chant



Language focus

Objectives

- to say a chant / poem
- to identify colours
- to ask and answer questions about colours

Vocabulary

Colours: red, blue, yellow, green

Structures

What colour is it?



Materials

- flashcards of *red, blue, yellow, green*
- red, blue, yellow, green classroom objects or pieces of paper (at least as many as there are Ss)
- eight cardboard squares (two red, two blue, two yellow, two green)
- Blu tack or scotch tape



Note

- Remember to greet Ss in English with *Hello*. Use any language that Ss have learnt.



Lesson plan



Warm up

- Touch different items in the classroom that are red, saying *red* at the same time. Alternatively, hold up the flashcard with the colour red.
- After you've done this a couple of times, invite Ss to touch or point to red objects while saying *red*.
- Repeat this activity with blue, yellow and green.

Vocabulary



Track 32

- Have Ss open their books to page 19. Point out the colours in the vocabulary section.

- Play the CD a few times and have Ss point to the colours and repeat.
- Say the colours again in random order and have Ss repeat and point.

Activity 1



Track 33 - Chant



Track 34 - Poem

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

- Direct Ss' attention to the four white circles. Ask them to guess what's missing in each one (a sticker).
- Have Ss turn to the back of their books, find the appropriate stickers and stick them in the corresponding places.
- Point to each sticker and encourage Ss to say the correct colour (first in chorus, then individually).
- Ask Ss, in L1, what they see in the picture. (Buzz the Bee is in a classroom holding paint brushes.) Tell Ss they're going to listen to a chant / poem. Ask them to guess what it's going to be about.
- Play the CD once and have Ss listen. Play the CD a second time and have Ss point to each colour as they listen to it. Play the CD again if necessary.
- When Ss feel comfortable, invite them to join in.



TPR Activity

- Divide Ss into four colour groups (red, blue, yellow, green). Give each S one piece of paper or object of his/her group's colour.
- Play the chant / poem again. Invite the Ss of each group to stand up and hold up their piece of paper / object each time their group's colour is heard.
- You may also include gestures for *I love colours* (Ss hold their hands close to their hearts) and *How about you?* (Ss turn to their partner and hold their hands out).

Activity 2



Track 35

- Direct Ss' attention to the four paint tubes Buzz is playing with. Point to each one and ask Ss *What colour is it?*
- Tell Ss that they'll listen to four similar exchanges and they'll have to write the number under the corresponding colours. Tell them that the first one has been done for them.
- Play the first exchange (more than once if necessary) and have Ss point to the correct colour (yellow).
- Have Ss listen to the rest of the exchanges and write the numbers in the boxes of the appropriate pictures.

Listening transcript

1. *What colour is it?*
Yellow.
2. *What colour is it?*
Red.
3. *What colour is it?*
Green.
4. *What colour is it?*
Blue.



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

Follow-up activity

- Hold up a classroom object (red, blue, yellow or green) and ask a S *What colour is it?* After he/she answers, invite him/her to pick up another object and ask another S.
- Ask Ss to guess what *What colour is it?* is used for. Elicit that we use it



red blue yellow green

A chant

1 Find and stick. Then, listen and repeat.

What colour is it?

Red and blue

Red and blue

Yellow, green

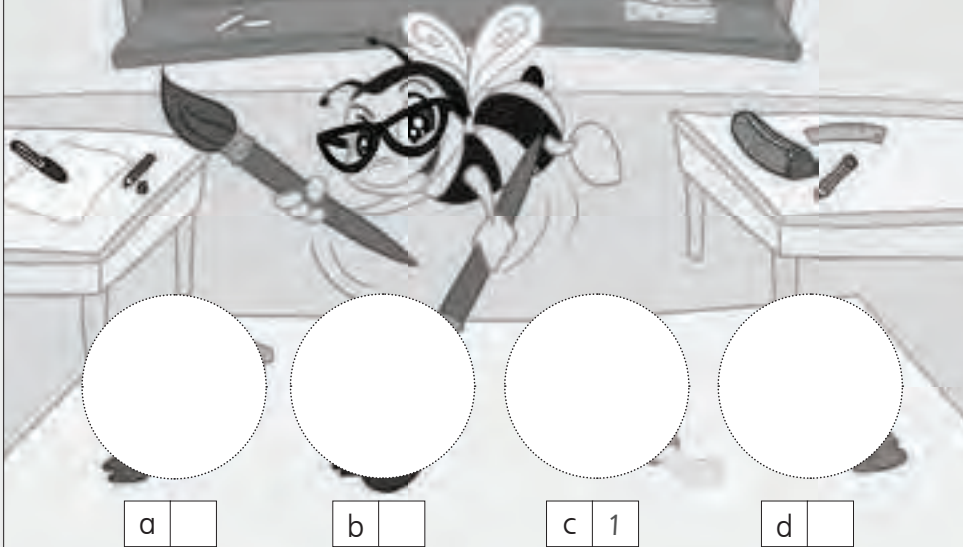
And red and blue.

I love colours

How about you?

Yellow, green

And red and blue.



a

b

c 1

d

2 Listen and number (1-4).

when we're asking about the colour of an object.

- Divide Ss into pairs. Have Ss ask and answer questions about different objects they have got on their desks or that they see in the classroom.
- Have pairs of Ss present the items on their desks to the class.



Optional 1 Play thief

- Place the flashcards of the colours on the board.
- Tell Ss to memorise them.
- Ask Ss to close their eyes and hide one of the flashcards. When Ss re-open their eyes, they must 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 must try to remember what order the flashcards were originally in.
- To make the game more competitive, you could divide Ss into two teams and have them take turns answering in order to win points.



Optional 2 Colours

- Using Blu tack or scotch tape stick eight coloured cardboard squares (two red, two blue, two yellow, two green) on the floor to form a circle.
- Have eight Ss stand on the colours. Give out pieces of paper or objects of the same colours to the rest of the Ss.
- Have Ss walk around, stepping on the colours.
- Clap your hands and ask each S to name the colour he/she is standing on.
- Have seated Ss hold up pieces of paper / objects of the corresponding colour and shout out the name of the colour.
- If you have enough room, you could have two teams on two circles. Each S who answers correctly earns a point for his/her team.



Before leaving

- Have each S (one at a time) point to something red, blue, yellow, green and say the colour before he/she leaves.



Workbook

Activity 1

- Make sure Ss have coloured the picture with the correct colours.

2 Smart kids

Language focus

Objectives

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

Vocabulary

Classroom objects: bag, pencil, book, ruler, pen

Characters

Lisa

Structures

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

Materials

- flashcards of red, blue, yellow, green
- a box with different classroom objects in it
- a blindfold (or enough blindfolds for each pair of Ss)

Revision

- Revise red, blue, yellow, green using the flashcards.
- Point to different classroom objects and ask *What colour is it?* Encourage Ss to answer in chorus first, then individually.
- Point to an object and ask a S *What colour is it?* After he/she answers, invite him/her to ask another S the same question while pointing to a different object. Continue this until all Ss have had a chance to ask and answer.

Lesson plan

Warm up

- Pick up your bag. Show it to Ss and say *bag*. Gesture to Ss to hold up their bags too.
- Do the same with a pen, a pencil, a ruler and a book. Repeat a couple of times.

Vocabulary Track 36

- Have Ss open their books to page 20.
- Point out the classroom objects in the vocabulary section. Play the CD a few times and have Ss point to the corresponding objects and repeat.
- Say the objects again in random order and have Ss repeat and point.

2

Smart kids

1 Look and listen.



bag



pencil



book



ruler



pen



20

Activity 1 Track 37

- Have Ss look at the presentation and point to the colours and objects that they know as you say them (red, blue, yellow, green, pencil, book, ruler).
- Point to the girl with the blindfold (Lisa) and explain to Ss that she is one of the main characters of the book.
- Ask Ss, in L1, to tell you what they think is happening. (Lisa is at school and she is playing a guessing game with her classmates and her teacher.)
- Ask Ss to point to the appropriate picture as you play the CD.
- Play the CD again and encourage Ss to shadow read (read along with the CD).
- Play the CD again and pause after each phrase for Ss to repeat.
- Model acting out the dialogue with one S. Choose two Ss to act it out for the class. Then have Ss act out the dialogue in pairs.

Grammar box

- Hold up a pen and ask *What's this?* Encourage Ss to answer *It's a pen*.
- Direct Ss' attention to the grammar box at the top of page 21. Read the sentences and have Ss repeat after you.
- Explain to Ss that we use **a** with words beginning with a consonant sound.

Activity 2 Track 38

- Have Ss look at activity 2. Point to the first object and ask Ss, *What's this?* encouraging Ss to answer *It's a pen*. Repeat this with all the objects in the activity.





Lisa

What's this?
It's a pen.



What's = What is
It's = It is



2 Listen and circle.

1.  



pen pencil

3.  

ruler pencil

2.  

book ruler

4.  

bag pen

3 Play.

What's this?

It's a ruler.



- Explain to Ss that they will listen to similar exchanges and they will have to circle the object they hear.
- Play the CD and have Ss listen to the first dialogue (more than once if necessary). Explain that the first one has been done for them. Repeat the procedure for all dialogues and have Ss circle the correct word.
- Have Ss compare their answers in pairs first.
- Check answers by pointing to each number and asking *What's number (1)?*

Listening transcript

1. *What's this? It's a pencil.*
2. *What's this? It's a book.*
3. *What's this? It's a ruler.*
4. *What's this? It's a bag.*



1. pencil
2. book
3. ruler
4. bag

Activity 3 Track 39

- Direct Ss' attention to the two children in the picture and ask them to guess what's happening. (One boy is having the other boy guess what the object he's holding is.)
- Play the CD and have Ss repeat the exchange chorally. Have individual Ss model the exchange.
- Have a S put on a blindfold, give him/her an object, and ask *What's this?* After he/she answers, ask him/her to do the same with another S.
- Divide Ss into pairs. Ask each pair to place a pen, a pencil, a book and a ruler on their desk.

- Have Ss play the game, taking turns guessing. If you have enough blindfolds to go around to all pairs, hand them out. If not, ask the Ss who are guessing to close their eyes.
- Have pairs of Ss perform for the whole class. If you only have one blindfold, give it to each pair that performs along with the box of classroom objects.



Optional What's this?

- Draw a ruler on the board and ask *What's this?* Invite Ss to answer *It's a ruler.*
- The S who answers correctly draws another object for the class to guess.
- Repeat as many times as time permits.



Before leaving

- Have Ss sit in a circle. Give one S a classroom object.
- Have the Ss pass the object around in a circle.
- When you clap your hands, have all Ss ask *What's this?* The S who's holding the object answers *It's a (pen).*
- Repeat the activity with other items.

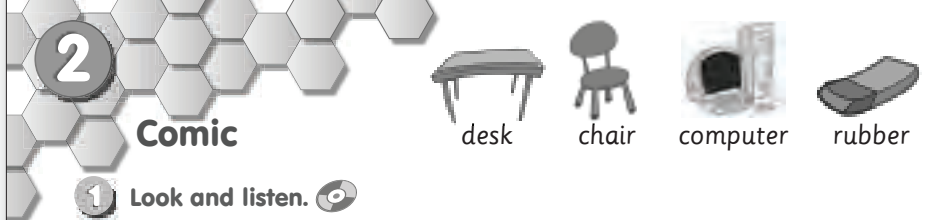


Workbook

Activity 1

- Make sure Ss find all the classroom objects and colour them:
The book is in the bag.
The pen is in the rubbish bin.
The bag is next to the desk.
The ruler is on the board.
The pencil is in a vase on the teacher's desk.
- Point out what the boy says at the top of the page.
- Read and have Ss repeat. Ask a couple of Ss to point to an object they've coloured, to name it and say what colour it is.
- Have Ss talk about their objects in pairs.

2 Comic



2

Comic



desk

chair

computer

rubber

1 Look and listen.

The apple



22

Language focus

Objectives

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

Vocabulary

Classroom objects: desk, chair, computer, rubber, apple

Structures

What's that? It's a(n) (apple).

Materials

- flashcards of *bag, pencil, book, ruler, pen, desk, chair, computer, rubber*
- an apple

Revision

- Revise *bag, pencil, book, ruler, pen* using the flashcards.
- Touch different classroom objects and ask *What's this?* Encourage Ss to answer in chorus first, then individually.
- Have Ss work in pairs and do the same with other objects.

Lesson plan

Warm up

- Hold up the apple and say *apple*.
- Touch your desk and say *desk*. Gesture to Ss to touch their desks too.
- Do the same with a chair and a rubber. Repeat a couple of times.
- If you have a computer in class, do the same, otherwise introduce the word with a flashcard.

Vocabulary Track 40

- Have Ss open their books to page 22.
- Point out the classroom objects in the vocabulary section.
- Play the CD a few times and have Ss point to the corresponding objects and repeat.
- Say the objects again in random order and have Ss repeat and point.

Activity 1 Track 41

- Have Ss look at the presentation and ask them questions about the picture that they can answer, e.g. *What's this? What colour is it?*
- Ask Ss to guess what's happening in the story. (Two boys are in a classroom. One of the boys mistakes his friend's apple shaped rubber for a real apple and bites it.)
- Ask Ss to point to the appropriate picture as you play the CD.
- Play the CD again and pause after each phrase for Ss to repeat.
- Model acting out the dialogue with one S. Choose two Ss to act it out for the class. Then have Ss act out the dialogue in pairs.

Grammar box

- Direct Ss' attention to the grammar box at the top of page 23. Read the sentences and have Ss repeat after you.
- Explain that we say *What's that?* when we point to something that is far away from us. Point to different classroom objects and ask *What's that?* Encourage Ss to answer in chorus first, then individually.
- Point to an object and ask a S *What's that?* After he/she answers, invite him/her to ask another S the same question. Continue this until all Ss have had a chance to ask and answer.
- Ask Ss to guess when we say, *It's an apple*. Elicit that we use *an* with words beginning with a vowel sound (a, e, i, o, u).
- Remind Ss that we use *a* with words beginning with a consonant sound.



What's that?
It's an apple.

What's = What is
It's = It is



2 Listen and number (1-4).



3 Look at activity 2. Point, ask and answer.

What's that?

It's a chair.



23

- Say a couple of words that Ss know and invite them to choose between *It's a* / *It's an* orally.

Activity 2 Track 42

- Have Ss look at activity 2 and ask them to describe what they think is happening. (Jim's friend is asking him about the different things he has got in his room.)
- Point to the rubber in picture a and ask *What's that?* Encourage Ss to answer *It's a rubber*. Repeat with the rest of the pictures.
- Explain to Ss that they will listen to similar exchanges and they have to put the pictures in the correct order.
- Play the CD and have Ss listen to the first exchange (more than once if necessary). Ask them to point to the correct picture. Explain that the first one has been done for them.
- Have Ss listen to the rest of the exchanges and point to the correct pictures.
- Then play the CD again and ask Ss to write the correct number in each box.
- Have Ss compare their answers in pairs first.
- Check answers by pointing to each picture in your book and asking *What number is this?* Encourage Ss to answer.

Listening transcript

1. *What's that? It's a chair.*
2. *What's that? It's a desk.*
3. *What's that? It's a rubber.*
4. *What's that? It's a computer.*

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

Activity 3 Track 43

- Direct Ss' attention to the two children in the picture and ask them to guess what's happening. (One boy is asking the other questions about the pictures in activity 2.)
- Play the CD and have Ss chorally repeat the exchange. Have individual Ss model the exchange.
- Divide Ss into pairs. Have Ss ask and answer questions about the objects in activity 2.
- Have pairs of Ss perform for the whole class.

Optional Play thief

- Stick flashcards of classroom objects on the board (bag, pencil, book, ruler, pen, desk, chair, computer, rubber) and play the game *Play thief* (TM page 31).

Workbook

Activity 1 Track 44

- Point to the pictures and ask Ss to name the objects.
- Explain to Ss that they will hear four short exchanges and that they have to tick the object that they hear.
- Play the CD as many times as necessary.
- Have Ss compare their answers in pairs first, then as a class.

Listening transcript

1. *What's that? It's a chair.*
2. *What's that? It's a desk.*
3. *What's that? It's an apple.*
4. *What's that? It's a ruler.*

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

2 Let's play

Language focus

Objectives

- to identify objects
- to ask and answer yes/no questions about objects

Vocabulary

Classroom objects: bag, pencil, book, ruler, pen, desk, chair, computer, rubber

Structures

Is it a/an (computer)?
Yes, it is. / No, it isn't.

Materials

- flashcards of *bag, pencil, book, ruler, pen, desk, chair, computer, rubber*
- photocopies of flashcards of classroom objects (one set for every 4-5 Ss)
- Blu tack

Revision

- Point to different classroom objects and ask *What's that?* Encourage Ss to answer in chorus first, then individually.
- Ss work in pairs and do the same with other objects.

Lesson plan

Warm up

- Play the game **Hot card**.
- Arrange some chairs in a circle at the front of the class, making sure there's a chair for every S. Invite Ss to the front of the class and have them sit (If this is not possible, do the activity with Ss seated at their desks.).
- Give out a flashcard of one of the classroom objects learnt in this module.
- Explain to Ss that they will have to pass the flashcard clockwise around the circle.
- When you clap your hands, the S holding the flashcard has to hold it up and say *This is a (pencil)*.

2

Let's play

Is it a computer? < Yes, it is.
No, it isn't.

isn't = is not

1 Look and listen.

Hi, Fatima. This is for you!



Is it a book?



2 Look and listen. Then play.

Is it a rubber?

No, it isn't.



Is it a computer?

Yes, it is.



24

- Repeat this with the rest of the classroom object flashcards.

Activity 1 Track 45

- Draw Ss' attention to the pictures and ask them, in L1, to guess what's happening. (A girl's grandmother is visiting her and gives her a present. The girl tries to guess what it is. When she opens it, she sees that it's a book and she's happy.)
- Play the CD and get Ss to follow in their books.
- Play the CD again and get Ss to read along.
- Choose two Ss to act out the story.
- Divide Ss into pairs and get them to act out the story.

Activity 2 Track 46

- Have Ss look at the pictures and ask them, in L1, what is happening. (The two boys are playing a guessing game.)
- Ask Ss to point to the appropriate pictures as you play the CD.
- Play the CD again and pause after each phrase for Ss to repeat (chorally - in groups - individually).
- Place the pile of flashcards on your desk facing down.
- Pick up a card without looking at it and ask Ss *Is it a bag?* Turn it over to reveal the picture to yourself and to the Ss. If your guess was correct, say *Yes, it is*. If it was wrong, say *No, it isn't*. Repeat this with another card and have Ss repeat after you.

- Direct Ss' attention to the grammar box and read it aloud. Ask Ss to say when they think we use *Is it a/an (computer)?* Elicit that we use it when we're trying to identify an object.
- Pick up a card without showing it to the class and invite them to guess what you are holding, by asking *Is it a/an (rubber)?* Answer by saying *Yes, it is. / No, it isn't.* Invite the S who guesses correctly to come and pick a different flashcard for the class to guess.
- Repeat until everyone has had a turn.
- If time permits, Ss can play the game in small groups.



Optional

Whispers

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



Before leaving

Guessing game

- Stick all the flashcards of classroom objects on the board. Think of an item and invite Ss to guess which one you have chosen by asking questions such as *Is it a (pencil)?* Answer with *Yes, it is.* or *No, it isn't.*
- Invite the S who guesses correctly to think of a different object for the class to guess.
- Have Ss take turns doing the activity in pairs.



Workbook

Activity 1

- Explain to Ss that they have to connect the dots and answer the questions.
- Have Ss ask and answer in pairs.
- Ask four pairs of Ss to perform the four exchanges for the whole class.



1. Yes, it is.
2. Yes, it is.
3. No, it isn't. It's a chair.
4. No, it isn't. It's a desk.

2 Alphabet J-L



Language focus

Objectives

- to learn the letter sounds of j, k, l
- to perform a phonics chant
- to say the letters of the alphabet

Vocabulary

jam, kite, lollipop

Alphabet

Jj, Kk, Ll



Materials

- make flashcards of the letters Aa-Ll (write each of the letters Aa - Ll on different pieces of paper)
- flashcards of *apple, bag, cat, duck, egg, fish, green, hat, ink, jam, kite, lollipop*
- Blu tack
- strips of multicolour modelling clay (enough for all Ss)
- a blindfold
- pages from magazines containing words beginning with Jj, Kk, Ll (with big enough letters for Ss to cut out)
- scissors (enough for all Ss)

Revision

- Stick the flashcards with the letters Ss know (Aa-li) on the board. Play the *Alphabet chant* in SB page 18 (Track 30) and point to the letters at the same time. Invite Ss to join in. Repeat a couple of times.
- Ask Ss to close their eyes. Take letter Gg off the board. When they open their eyes, ask them to tell you which letter is missing. Stick letter Gg back on the board. Repeat the procedure with letters Hh - li.
- Play the CD (SB page 18 - Track 29) and point to each letter as it is heard.
- Play the CD again and encourage Ss to join in.
- If time permits, show Ss the flashcard of *green*. Say /g/, *green* and get Ss to repeat after you. Then stick it under Gg on the board. Do the same with *hat* and *ink*.
- Shuffle the flashcards of the letters and the pictures, stick them on the board and invite individual Ss to come to the board and match them, while saying the letter, the sound and the object.
- Repeat the procedure a couple of times.



Lesson plan



Warm up

- Introduce the new vocabulary by holding up the picture flashcards one by one, saying the word a couple of times and encouraging Ss to repeat after you.
- After you've done this a couple of times see if Ss remember the cards by playing a round of the game *Play thief* (TM page 31).

Activity 1



Track 47

- Stick the flashcards of the letters Jj, Kk, Ll, on the board.
- Play the CD and point to each letter as it is heard.
- Play the CD again and encourage Ss to join in.
- Ask Ss to open their books to page 25.
- Play the CD again and get Ss to join in, while pointing to the letters.

Listening transcript

J /dʒ/ J /dʒ/
/dʒ/ /dʒ/ jam
K /k/ K /k/
/k/ /k/ kite
L /l/ L /l/
/l/ /l/ lollipop



TPR Activity

- Point to the letter Jj on the board and say it aloud. Get Ss to repeat after you.
- Trace the letter with your index finger on the flashcard and get Ss to do the same thing in the air, while saying the letter.
- Show Ss how they can make the shape of the letter with their bodies and get them to do it.
- Repeat the procedure with the rest of the letters.



Vocabulary

- Show Ss the flashcard of *jam*. Say *jam* and get Ss to repeat after you. Do the same with the rest of the flashcards.
- Stick the flashcards on the board under the corresponding letters. Invite Ss to say the letters and the words as you point to them.
- Shuffle the letters and the pictures on the board and invite individual Ss to come to the board and match them.
- Repeat the procedure a few times so that all Ss get a turn.

Activity 2



Track 48

- Say the letters (Aa-Ll) of the alphabet using flashcards. Get Ss to repeat after you a few times (chorally-in groups-in pairs-individually).
- Play the *Alphabet chant* once and have Ss listen.
- Play the *Alphabet chant* a second time and have Ss point to the corresponding letters in their books.
- Play the *Alphabet chant* again and encourage Ss to join in.

Alphabet J-L

1 Listen and say. 2 Listen and chant. 

Aa Bb Cc Dd Ee Ff Gg Hh Ii
Jj Kk Ll

25



Optional 1

Clay alphabet

- Stick the flashcards with letters Aa-Ll in order on the board using Blu tack and ask Ss to say the alphabet with you.
- Demonstrate how to make the letters out of modelling clay, by rolling a piece into several strips and making the shapes of some letters.
- Hand out enough modelling clay for Ss to be able to make one letter each. Ask Ss to make the shape of a letter of their choice or maybe the letter their name starts with. Encourage Ss to use the flashcards on the board as a guide.
- When Ss are done making their clay letters, have them trace their letter with their finger and say it aloud.
- Collect all of the Ss' letters and arrange them in a row on your desk. Then, call individual Ss to the front of the class, blindfold them and ask them to identify one or two letters by touch.
- Repeat until all of the Ss have had a chance to come up and guess.



Optional 2

Letter Bricks

- Divide Ss into three groups, one for every letter (Jj, Kk, Ll) and play *Letter bricks* (TM page 9).



Before leaving

Guess the letter

- Divide Ss into pairs.
- Have SA 'write' one of the letters learnt in the lesson on SB's back using his/her index finger. SB has to guess the letter and say it aloud.



Workbook

Activity 1

- Ss trace and copy the letters Jj-Ll in the space provided.
- Go round the class helping Ss with any problems.

Activity 2 Track 49

- Play the CD once and have Ss point to the pictures in their books and repeat.
- Play the CD again. Pause after *jam*. Ask Ss *What's number 1?* Encourage Ss to say *jam*. Ask them *j* or *k*? When Ss say *j*, point to the circled *j*.
- Repeat the procedure with the rest of the words instructing Ss to circle the correct letter in each case.
- Have Ss check their answers in pairs first, then as a class.

Listening transcript

1. *jam* (x2)
2. *kite* (x2)
3. *lollipop* (x2)



1. j
2. k
3. l

Activity 3

- Ss circle the corresponding lower case of the capital letters.
- Point out that the lower case of letters appears more than once in each box.
- Make sure Ss have circled the correct letters.

Activity 4

- Ss trace the pictures and then tick the corresponding word.



1. *jam*
2. *kite*
3. *lollipop*

2 Story time

Language focus

Objectives

- to listen and read for pleasure
- to revise and consolidate vocabulary and structures learnt in previous lessons

Materials

- Blu tack
- Hassan and John finger puppets
- blown-up colour photocopies of Story time *Pat and Tom*

Revision

- Play the alphabet chant in the SB on page 25 (Track 48) and encourage Ss to join in.

2 Story time

PAT and TOM

1 Look and listen.



Lesson plan



Warm up

- Play the chant / poem *What's your name?* in WB page 80 (Track 24 or Track 25).
- Encourage Ss to chant along and act out using their Hassan and John finger puppets.

Activity 1 Track 50

Before reading

- Hold up the book or stick blown-up colour photocopies of the story on the board.

- Tell Ss that they will listen and read a story with the title *Pat and Tom*. Point to the first frame and invite them to guess who Pat and Tom are (the two parrots).
- Ask Ss to look at pages 26-27 and name as many things as they can. Help them by asking questions such as *What's this / that? What colour is it?*
- Point to each frame and invite Ss to guess what is happening. Elicit answers, in L1, but do not correct Ss at this stage.

While reading

- Play the CD and point to each frame in your book or on the board. Encourage Ss to point to each frame in their books.
- Elicit Ss' answers. (Two parrots are in a classroom and they play with the classroom objects and the tubes of paint. The students come back to the classroom and wonder about the paint on the wall.)
- Play the CD again and ask Ss to point to each speech bubble and follow along.
- Talk about what happens in each frame.

Frame 1: Pat and Tom meet each other in a school classroom during break. The students and the teacher are out.

Look, Tom!
Red and yellow!



27

Frame 2: Pat uses a pencil to hop onto a different desk. Tom asks it (her) what the object it's (she's) using is.

Frame 3: Pat lands on two tubes of paint, which squirt yellow and red paint on the wall.

Frame 4: The students and the teacher come back to the classroom and see the paint on the wall. The parrots leave and say *Goodbye* to each other.

- Play the CD again and invite Ss to shadow read (read along with the CD).
- Then play it again, pausing after each line. Have Ss repeat (chorally - in groups - individually).

After reading

- Ask Ss some comprehension questions, such as the following:

Frame 1: (pointing to Pat) *What's its (her) name? (Pat.)*

Frame 2: (pointing to the pencil) *What's that? (It's a pencil.)*

Frame 3: (pointing to the colour tubes) *What colour are they? (Red and yellow.)*

Frame 4: (pointing to Tom) *What's its (his) name? (Tom.)*

- Divide Ss into groups of three and have them read the story aloud.



Before leaving

- Play the chant / poem *What colour is it?* in SB page 19 (Track 33 or Track 34).
- Invite Ss to join in or do the TPR activity (TM page 30).



Workbook

Activity 1 Track 51

- Explain to Ss that they have to put the pictures in order according to the story in their books.
- Play the story again and have Ss point to the pictures as they listen. Then play the story once more, pausing for Ss to write the correct numbers in boxes a-d.
- You could also make photocopies of the story, cut them out and give one set out to each pair of Ss. Ss could put the cut-out frames in order and then do the activity in their books.
- Have Ss check their answers in pairs first, then as a class.



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

Activity 2

- Explain to Ss that they can choose one of the three faces and colour it to show how much they liked the story.

2 Revision

Language focus

Objectives

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

Materials

- flashcards of *bag, pencil, book, ruler, pen, desk, chair, computer, rubber*
- flashcards of *red, blue, yellow, green*
- blown-up colour photocopies of Story time *Pat and Tom*
- masking tape or chalk

Revision

- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Ask Ss if they remember the title of the story (*Pat and Tom*). Ask them to tell you what else they remember from the story.
- Have Ss open their books to pages 26-27. Play the CD (Track 50) and have Ss follow along in their books.
- Play the CD again and encourage Ss to shadow read (read along with the CD).
- Have some Ss perform for the whole class.

Lesson plan

Warm up











- Revise classroom objects and colours by giving Ss classroom items or flashcards and asking *What's this? Is it a (desk)? What colour is it?*

Activity 1 Track 52

- Have Ss open their books to page 28.

Revision 2

1 Listen and tick (✓).

1.		a <input type="checkbox"/>		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"/>
5.		a <input type="checkbox"/>		b <input type="checkbox"/>

28

- Hold up your book and point to the red bag. Ask *What's this?* Encourage Ss to answer *It's a bag*. Then ask *What colour is it?* and invite Ss to answer *Red*.
- Repeat the procedure with the rest of the objects on the page.
- Read the instructions and make sure Ss understand that they need to listen to each exchange and tick the object that matches the description.
- Play the first exchange a couple of times (more if necessary) and ask Ss to point to the item that is being mentioned. Go round the class and check that everyone is pointing to the correct item. Then have Ss tick the box next to the item.
- Play the rest of the exchanges and have Ss tick the appropriate boxes.
- Have Ss tick their answers in pairs first, then as a class.

Listening transcript

- | | | |
|---------------------------|---------------------------|------|
| 1. <i>What's this?</i> | <i>What colour is it?</i> | 1. a |
| <i>It's a bag.</i> | <i>It's yellow.</i> | 2. b |
| <i>What colour is it?</i> | 4. <i>What's this?</i> | 3. b |
| <i>It's red.</i> | <i>It's a desk.</i> | 4. a |
| 2. <i>What's this?</i> | <i>What colour is it?</i> | 5. b |
| <i>It's a rubber.</i> | <i>It's green.</i> | |
| <i>What colour is it?</i> | 5. <i>What's this?</i> | |
| <i>It's blue.</i> | <i>It's a ruler.</i> | |
| 3. <i>What's this?</i> | <i>What colour is it?</i> | |
| <i>It's a pencil.</i> | <i>It's red.</i> | |



Optional Line jumping

- Use chalk to draw a straight line on the floor that is long enough for Ss to stand on in single file. Alternatively, you can make the line with masking tape.
- Have Ss line up in single file on the line.
- Tell Ss that the side to their right is *yes* and the side to their left is *no*.
- Call out *yes* and show Ss that they have to jump to their right. Do it along with them. Ask them to jump back onto the line. Do this a couple of times with *yes* and then do the same with *no*.
- Show Ss the computer flashcard and ask *Is it a computer?* and encourage Ss to jump to the *yes* side. Do a couple of examples and then play the game.
- Show Ss a flashcard of a classroom object and ask a yes/no question each time. Ss answer by jumping to the correct side.
- Whoever jumps to the wrong side is either out of the game or just misses a turn.



Before leaving

- Play the chant / poem *What colour is it?* in SB page 19 (Track 33 or Track 34) and invite Ss to join in.



Workbook

Activity 1

- Hold up your book, point to the different objects and ask *What's this? What colour is it?* Encourage Ss to answer in chorus first, then individually.
- Tell Ss that they will need a pencil in order to play the game in pairs.
- Explain how the game is played. SA places the pencil in an upright position in the centre of the circle and lets it fall. SA asks *What's this? What colour is it?* about the object the pencil falls on. SB gets a point for every correct answer. The S that gets the most points wins.
- Choose one S and play two rounds to model the game for the rest of the class.
- Divide Ss into pairs. Have them take turns playing the game until they have talked about all the pictures.

2 Project

Language focus

Objectives

- to make classroom objects out of modelling clay
- to revise and consolidate vocabulary and structures learnt in previous lessons

Materials

- flashcards of *bag, pencil, book, ruler, pen, desk, chair, computer, rubber*
- flashcards of *red, yellow, blue, green*
- red, yellow, blue and green modelling clay (enough strips for each S)
- a cardboard shoe box (big enough to fit a few clay objects)
- a blindfold

Revision

- Point to your desk and ask *Is it a chair?* Encourage Ss to answer in chorus *No, it isn't*. Then ask *Is it a desk?* and encourage Ss to answer *Yes, it is*.
- Repeat this a couple of times with other classroom objects.
- Then ask individual Ss. Point to an object and ask a S *Is it a (pen)?* After he/she answers, invite him/her to point to a different object and ask another S.
- Have Ss do the same activity in pairs.

Lesson plan

Warm up

- Stick the flashcards of the classroom objects on the board. Point to each one and ask Ss *What's that?* Invite them to respond in chorus.
- Revise colours by saying *It's red* and touch something red. Repeat a few times. Then do the same with blue, green and yellow.
- Show Ss the flashcards of the colours and ask *What colour is it?* Invite them to respond in chorus.

Activity 1

- Direct Ss' attention to the pictures on the page and ask them what the boy is doing. (He's making classroom objects out of modelling clay.)
- Ask Ss to tell you what objects he has already made in the pictures (1. a pencil, a rubber 2. a book, a desk).
- Make sure Ss understand that they will make classroom objects out of clay too.
- Give out different coloured clay to Ss and have them work individually or in pairs.

Activity 2

- Direct Ss' attention to the picture in activity 2. Ask Ss what is happening. (A boy is asking questions about the objects the other boy has made.)
- Read the exchange aloud and invite Ss to repeat (chorally - in groups - individually).
- Model the exchange by going to a couple of Ss and pointing to the objects they have made and asking *What's that?* Encourage Ss to answer *It's a (book) / It's a (rubber)*.
- Have half the Ss walk around and ask the other half the same question about the objects they have made.
- Then those Ss sit at their desks while the rest of the Ss walk around and ask them questions about the objects they have made.
- Invite Ss to present their objects to the class by saying, for example, *It's a desk. It's green*.



Project

1 Make classroom objects.



2 Ask and answer.



Optional

What's in the box?

- Collect a clay classroom object from each S and place them all in a cardboard shoe box.
- Invite Ss to the front of the class and have them sit on the floor in a circle.
- Play the chant *What colour is it?* in the SB on page 19 (Track 33 or Track 34) while passing around the box from S to S.
- Whenever you stop the chant, the S holding the box will be blindfolded and will have to reach into the box, feel one of the clay models and guess what it is by asking *Is it a (pencil)?*
- The Ss who aren't blindfolded will answer in unison *Yes, it is / No, it isn't*, according to whether the S's guess is correct or not.
- Give each blindfolded S three chances to guess. If he/she guesses incorrectly the third time, he/she is eliminated and the game continues.
- Make sure that all Ss get a chance to guess by stopping the chant at a different S each time.



Workbook

Activity 1

- Direct Ss' attention to the shapes on the page. Pointing to each one ask Ss *What colour is it?* Encourage them to answer *It's (blue).*
- Ask Ss what they notice about each row of shapes. Elicit that they follow a pattern.
- Explain to Ss that they are going to continue each pattern of shapes by drawing and colouring them in the spaces.
- Do the first exercise with Ss on the board so as to demonstrate what they have to do.
- Check answers as a class by calling Ss up to the board and having them draw their patterns.



1. two blue squares
2. two yellow triangles
3. two red circles
4. a green square and a green triangle
5. a green triangle and a green circle
6. a blue square and a red circle

Now I can

- Explain to Ss that they are going to tick the boxes of the words that they have learnt in this module.

Activity 1

- Holding up the WB point to each of the colours and encourage Ss to say them aloud.
- Have Ss tick the boxes as they say each word.

Activity 2

- Follow the same procedure as in Activity 1.

Activity 3

- Follow the same procedure as in Activity 2.

Activity 4

- Direct Ss' attention to the picture of Buzz and ask them what they think he's saying. Elicit Ss' answers. Then read the sentence aloud and have Ss repeat it and tick the box.
- Do this with the rest of the sentences.

2 Alphabet revision G-L

Language focus

Objectives

- to revise the alphabet letters Gg-Ll

Materials

- flashcards of the letters Aa-Ll (the ones you made in previous lessons)
- flashcards of *green, hat, ink, jam, kite, lollipop*
- Blu tack

Revision

- Stick the flashcards with the letters (Gg-Ll) on the board. Ask Ss to close their eyes. Take letter *Gg* off the board. When they open their eyes, ask them to tell you which letter is missing. Stick letter *Gg* back on the board. Repeat the procedure with the other letters.
- Play the CD (SB pp.18 and 25 Tracks 29 and 47) and point to each letter as it is heard.
- Play the CD again and encourage Ss to join in.
- If time permits, stick the flashcards of the letters *Gg-Ll* on the board. Show Ss the flashcard of *green*. Say /g/, *green*, and get Ss to repeat after you. Then stick it under *Gg* on the board. Do the same with the rest of the flashcards.
- Shuffle the flashcards of the letters and the pictures on the board. Invite individual Ss to come to the board and match them while saying the letter, the sound and the object.

Lesson plan

Activity 1 Track 53

- Stick the flashcards with the letters (Aa-Ll) on the board. Play the Alphabet chant and point to the letters at the same time. Invite Ss to join in. Repeat a couple of times.

Activity 2 Track 54

- Draw Ss' attention to the three groups of letters and ask them to say the letters in each group.
- Explain to Ss that they are going to hear one of the three letters and its sound in each group and they have to circle the correct letter.
- Play the CD twice.
- Check Ss' answers.

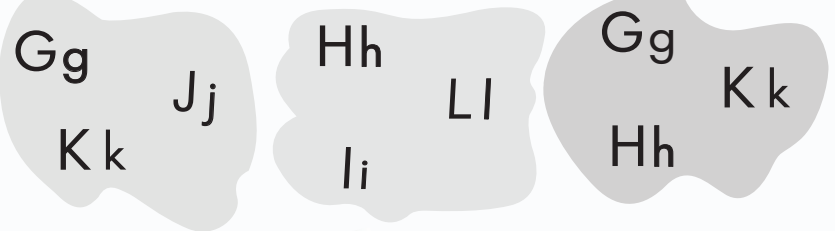
2

Alphabet revision G-L

1 Listen and chant.

Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk Ll

2 Listen and circle.



3 Match and complete.

h		h at
j		__ am
l		__ reen
g		__ ite
i		__ nk
k		__ ollipop

30

Listening transcript

G /g/ (x2) L /l/ (x2) H /h/ (x2)

Gg, Ll, Hh

Activity 3

- Ss match the letters with the corresponding pictures and then with the corresponding words. They complete the words with the correct letter, as in the example.
- Make sure Ss have matched and completed the words correctly.

j - last picture - jam g - first picture - green k - fifth picture - kite
l - fourth picture - lollipop i - second picture - ink



Optional

Circle the letter!

- Draw a vertical line on the board to divide it into two parts.
- Write the letters of the alphabet A-L, in capital, in random order in both parts.
- Divide the class into two groups.
- Choose a S from each group to come to the board and give each one a marker.
- Explain to Ss that you will say a letter and they have to find it and circle it.
- The S who finds and circles the correct letter first, gets a point for his / her group.
- Continue in the same manner until all Ss have had a turn and all the letters have been circled.
- The group with the most points wins.

My classroom

1 Look and listen.



Hello! My name is Salim. That's my teacher, Mr Safar.



Hello! My name is Tom. That's my teacher, Mr Kent.

2 Draw and write about your classroom.

Hello! My name is _____

That's my teacher, _____

31

2 Smart Time 2

Language focus

Objectives

- to provide Ss with cultural information

Materials

- flashcard of *teacher*



Lesson plan



Warm up

- Hold up the flashcard of the teacher, say the word a few times and encourage Ss to repeat after you.

Activity 1 Track 55

- Draw Ss' attention to the two photos and ask them, in L1, what they see. (Two classrooms in different countries.)
- Say the word *classroom* in English and write it on the board. Get Ss to repeat a few times.
- Draw Ss' attention to the two flags and ask them to name the countries in L1. (Saudi Arabia and Ireland.)
- Ss listen to the CD and follow in their books.
- Ask Ss what the first boy's name is (Salim) and who Mr Safar is (his teacher).
- Ask Ss what the second boy's name is (Tom) and who Mr Kent is (his teacher).
- Choose a few Ss to read the texts.

Activity 2

- Draw Ss' attention to the second activity and tell them that they have to draw their classroom in the space provided and then complete the sentences given by writing their own name and the name of their teacher.
- Ask Ss to refer to activity 1.
- Help Ss write the names in case they contain letters they haven't been taught yet.
- Go round the class and make sure Ss have completed the sentences correctly.
- Choose a few Ss to present their work to the class.



Key to Test 2

Listening transcripts (Tracks 36-38, CD2)

Activity 1

1. yellow book
2. red pencil
3. green ruler

Activity 2

1. a
2. a

Activity 3

1. No
2. Yes
3. Yes

3 Family and friends Alphabet M-O



Language focus

Objectives

- to learn the letter sounds of m, n, o
- to perform a phonics chant
- to say the letters of the alphabet

Vocabulary

mother, nose, orange

Alphabet

Mm, Nn, Oo



Materials

- make flashcards of the letters Aa-Oo (write each of the letters Aa-Oo on different pieces of paper)
- flashcards of *apple, bag, cat, duck, egg, fish, green, hat, ink, jam, kite, lollipop, mother, nose, orange*
- Blu tack
- strips of multicoloured modelling clay (enough for all Ss)
- a blindfold
- pages from magazines containing words beginning with Mm, Nn, Oo (with letters big enough for Ss to cut out)
- scissors (a pair for each S)

Revision

- Stick the flashcards with the letters Ss know (Aa-Ll) on the board. Play the *Alphabet chant* in SB page 30 (Track 53) and point to the letters at the same time. Invite Ss to join in. Repeat a couple of times.
- Ask Ss to close their eyes. Take letter *Jj* off the board. When they open their eyes, ask them to tell you which letter is missing. Stick letter *Jj* back on the board. Repeat the procedure with letters *Kk - Ll*.
- If time permits, show Ss the flashcard of *jam*. Say /j/, *jam* and get Ss to repeat after you. Then stick it under *Jj* on the board. Do the same with *kite* and *lollipop*.
- Shuffle the flashcards of the letters and the pictures, stick them on the board and invite individual Ss to come to the board and match them, while saying the letter, the sound and the object.
- Repeat the procedure a couple of times.



Lesson plan



Warm up

- Introduce the new vocabulary by holding up the picture flashcards one by one, saying the word a couple of times and encouraging Ss to repeat after you.
- After you've done this a couple of times see if Ss remember the cards by playing a round of the game *Play thief* (TM page 31).

Activity 1



Track 56

- Stick the flashcards of the letters Mm, Nn, Oo on the board.
- Play the CD and point to each letter as it is heard.
- Play the CD again and encourage Ss to join in.
- Ask Ss to open their books to page 32.
- Play the CD again and get Ss to join in, while pointing to the letters.

Listening transcript

M /m/ M /m/
/m/ /m/ mother

N /n/ N /n/
/n/ /n/ nose

O /ɔ:/ O /ɔ:/
/ɔ:/ /ɔ:/ orange



TPR Activity

- Point to the letter Mm on the board and say it aloud. Get Ss to repeat after you.
- Trace the letter with your index finger on the flashcard and get Ss to do the same thing in the air, while saying the letter.
- Show Ss how they can make the shape of the letter with their bodies and get them to do it.
- Repeat the procedure with the rest of the letters.



Vocabulary

- Show Ss the flashcard of *mother*. Say *mother* and get Ss to repeat after you. Do the same with the rest of the flashcards.
- Stick the flashcards on the board under the corresponding letters. Invite Ss to say the letters and the words as you point to them.
- Shuffle the letters and the pictures on the board and invite individual Ss to come to the board and match them.
- Repeat the procedure a few times so that all Ss get a turn.

Activity 2



Track 57

- Say the letters (Aa-Oo) of the alphabet using flashcards. Get Ss to repeat after you a few times (chorally-in groups-in pairs-individually).
- Play the *Alphabet chant* once and have Ss listen.
- Play the *Alphabet chant* a second time and have Ss point to the corresponding letters in their books.
- Play the *Alphabet chant* again and encourage Ss to join in.

3 Family and friends

Alphabet M-O

1 Listen and say.

Mm



mother

Nn



nose

Oo



orange

2 Listen and chant.

Aa Bb Cc Dd Ee Ff Gg Hh Ii
Jj Kk Ll Mm Nn Oo

32



Before leaving Guess the letter

- Divide Ss into pairs.
- Have SA 'write' one of the letters learnt in the lesson on SB's back using his/her index finger. SB has to guess the letter and say it aloud.



Workbook

Activity 1

- Ask Ss to turn their books to page 94.
- Ss trace and copy the letters Mm-Oo in the space provided.
- Go round the class helping Ss with any problems.

Activity 2 Track 58

- Play the CD once and have Ss point to the pictures in their books and repeat.
- Play the CD again. Pause after *orange*. Ask Ss *What's number 1?* Encourage Ss to say *orange*. Ask them if the word *orange* begins with *n*, *o* or *m*? Elicit the answer *o*.
- Repeat the procedure with the rest of the words instructing Ss to match the pictures with the correct letter.
- Have Ss check their answers in pairs first, then as a class.

Listening transcript

1. *orange* (x2)
2. *mother* (x2)
3. *nose* (x2)



1. o
2. m
3. n

Activity 3

- Ss trace the lower case of letters and then match them with the corresponding capital letters.



Mm Nn Oo

Activity 4

- Ss write the letters in the correct alphabetical order.



M N O
m n o

Activity 5

- Ss look at the pictures and complete the words with the correct letter in the box.



orange mother nose



Optional 1 Clay alphabet

- Stick the flashcards with letters Aa-Oo in order on the board using Blu tack and ask Ss to say the alphabet with you.
- Demonstrate how to make the letters out of modelling clay, by rolling a piece into several strips and making the shapes of some letters.
- Hand out enough modelling clay for Ss to be able to make one letter each. Ask Ss to make the shape of a letter of their choice or maybe the letter their name starts with. Encourage Ss to use the flashcards on the board as a guide.
- When Ss are done making their clay letters, have them trace their letter with their finger and say it aloud.
- Collect all of the Ss' letters and arrange them in a row on your desk. Then, call individual Ss to the front of the class, blindfold them and ask them to identify one or two letters by touch.
- Repeat until all of the Ss have had a chance to come up and identify a letter.



Optional 2 Letter Bricks

- Divide Ss into three groups, one for every letter (Mm, Nn, Oo) and play *Letter bricks* (TM page 9).

3 A chant

Language focus

Objectives

- to say a chant / poem
- to identify family members
- to ask and answer questions about one's well-being

Vocabulary

Family members: mother, father, brother, sister

Structures

How are you?
Fine, thank you.
This is my (mother).

Materials

- a photo album with photos of your mother, father, sister or brother
- flashcards of mother, father, sister, brother
- photocopies of the family member flashcards (one for each S)
- Blu tack or scotch tape
- a light rubber ball

Lesson plan

Warm up

- Use the flashcards (father, mother, brother, sister) to introduce new vocabulary.
- Point to each one, say the word and get Ss to repeat a few times after you.

Vocabulary Track 59

- Have Ss open their books to page 33 and point out John's family members in the vocabulary section. Play the CD a few times and have Ss point to the family members and repeat.
- Say the family members again in random order and have Ss repeat and point.
- Then say the family members in random order and have Ss point to John's family members in the presentation.

Activity 1 Track 60 - Chant Track 61 - Poem

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

- Ask Ss, in L1, what they see in the picture. (John is introducing the members of his family to Hassan.) Tell Ss they're going to listen to a chant / poem. Ask them to guess what it's going to be about.
- Play the CD once and have Ss listen.
- Play the CD a second time and have Ss point to the corresponding family members as they listen. Play the CD again if necessary.
- When Ss feel comfortable, invite them to join in.





TPR Activity

- Divide Ss into four family member groups (mother, father, sister, brother) by giving each S a photocopy of a family member flashcard.
- Play the chant / poem again. Invite the Ss in each group to stand up holding their flashcard and say the appropriate verse each time their group's family member is heard. You may also include gestures for *How are you?* and *Fine, thank you.* The group of Ss to whom the flashcards are being shown can wave and say *How are you?* while the Ss who are holding the flashcards can wave back and say *Fine, thank you.*

Activity 2 Track 62

- Tell Ss that they will listen to John introducing his family members and that they will have to number each family member in the order in which they hear him/her being mentioned.
- Play the CD and have Ss listen to the first phrase (more than once if necessary). Ask them to find the corresponding family member and point to him/her in the picture. Point out that the first one has been done for them.
- Play the CD again, pausing after each phrase so as to give Ss enough time to write the number in the corresponding box. Play the CD a third time for Ss to check their answers.
- Check answers as a class. Encourage Ss to call out their answers.

Listening transcript

1. *This is my mother.*  a. 3
2. *This is my sister.*  b. 1
3. *This is my father.*  c. 4
4. *This is my brother.*  d. 2

Follow-up Activity

- Explain to Ss that we use *How are you?* when greeting someone to ask about their well-being.
- Choose a random S and greet him/her with *Hello, (Tom). How are you?* Encourage the S to answer *Fine, thank you.* Then choose a different S to ask.
- After you've done it a couple of times, invite Ss to greet the person next to them with *How are you?* Make sure Ss swap roles so that they each have a chance to ask and answer.

Optional 1 Pass the ball

- Have Ss stand in a circle. Stand in the circle as well.
- Throw the ball to a S and ask him/her *How are you, (Tom)?* Invite the S that catches the ball to answer back *Fine, thank you.* Gesture to him/her to throw the ball to another S while asking *How are you, (John)?*
- Play the game for as long as time permits, making sure that all Ss get a chance to throw and catch the ball.



mother



father



brother



sister

A chant

1 Listen and say.

My family

This is my mother.

This is my father.

How are you?

Fine, thank you.

This is my sister.

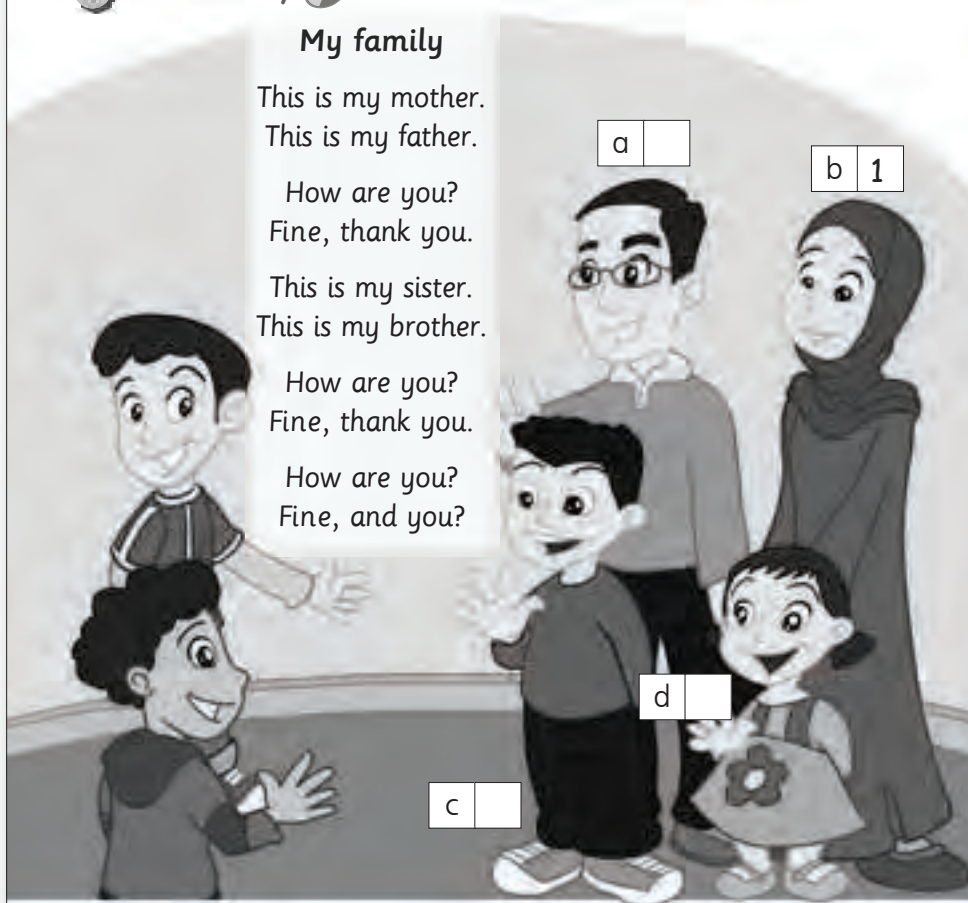
This is my brother.

How are you?

Fine, thank you.

How are you?

Fine, and you?



2 Listen and number (1-4).

33



Optional 2

Say if it's true

- Stick the family flashcards on the board using Blu tack.
- Explain to Ss that when you point to a flashcard and say the word depicted on it, they have to repeat the word, whereas when you say the wrong word for a flashcard you're pointing to, Ss will have to fold their arms and stay silent.
- For example, if you're pointing to the 'mother' flashcard and you say *mother*, Ss will have to repeat the word. But if you're pointing to the 'father' flashcard and say *brother*, Ss will have to cross their arms in front of them and remain silent.



Before leaving

Ask Ss to turn to the S next to them and greet him/her with the greetings they've learnt in this lesson and the previous ones.

SA: Hello, (John). How are you?

SB: Hi, (Hassan). Fine, thank you.

SA: Goodbye, (John).

SB: Bye, (Hassan).



Note

- Ask Ss to bring in photos of their friends and the following family members for the next lesson: mother, father, sister, brother, themselves, grandmother and grandfather. In particular, boys can bring photos of their father, brother and grandfather and girls can bring photos of their mother, sister and grandmother.



Workbook

Activity 1

- Explain to Ss that they have to look at the pictures of the family members carefully and match the different angles of each person. Once Ss have matched the different angles, they have to say who each person is aloud and then colour the pictures.
- Do item 1 together with Ss as an example.
- Holding up your book, point to the first picture (the father with his back turned) and ask Ss if they can identify the same person in the second column (with the profile angle).
- Point out the line connecting the picture in the first column and the picture in the second column. Then point out the line connecting the picture in the second column to the picture in the third column. Ask Ss *Who's this? (Father)*.
- Once they've done that, tell Ss to colour the pictures.
- Have Ss check their answers in pairs and then go over the answers as a class by asking *Who's this?* each time.



1. father
2. sister
3. mother
4. brother

3 Smart kids

Language focus

Objectives

- to identify family members and friends

Vocabulary

Family members: grandmother, grandfather, friend, teacher, me

Structures

Who's that? That's my (grandmother).

Materials

- flashcards of *mother, father, sister, brother, me, grandmother, grandfather, friend, teacher*
- Blu tack
- a photo of your mother / father

Revision

- Draw a tree on the board. Make sure that the top part of the tree is big enough to fit six flashcards on it.
- Stick the flashcards of *mother, father, sister, brother* and *me* on the top part of the tree in hierarchical order. (Make sure to leave some space above to stick the grandmother and grandfather flashcards later.) Then draw branches between the family members so that their relationships are obvious.
- Point to each flashcard while holding John's finger puppet and encourage Ss to name the family members. Say *This is my (mother)* and have Ss fill in the rest.

Lesson plan

Warm up

- Show Ss the *grandmother* and *grandfather* flashcards and ask them to guess how they're related to John. Accept answers in L1. Then stick the flashcards above John's mother or father and draw branches between them, as above.
- While holding John's finger puppet point to John's grandfather and say *This is my grandfather*. Then point to John's grandmother and say *This is my grandmother*.
- Have Ss repeat both phrases, one at a time.

3

Smart kids

1 Look and listen.



me



grandmother



grandfather



friend



teacher



1



2



3



4

34

- Show Ss the 'teacher' flashcard and say *teacher*. Have Ss repeat. Do the same with the 'friend' flashcard.

Vocabulary Track 63

- Have Ss open their books to page 34 and point out the people in the vocabulary section. Play the CD a few times and have Ss point to the people and repeat.
- Say the words again in random order and have Ss repeat and point.

Activity 1 Track 64









- Have Ss look at the presentation and, pointing to all the people that they know, ask *Who's that?* Encourage Ss to answer *That's (Hassan, John, grandfather, grandmother)*. Then point to John's cat and ask *What's that?* Encourage Ss to answer *It's a cat*.
- Ask Ss, in L1, what they think is happening. (Hassan and John are looking at John's photo album.)
- Ask Ss to point to the appropriate pictures as you play the CD.
- Play the CD again and encourage Ss to shadow read (read along with the CD).
- Play the CD once more and pause after each phrase for Ss to repeat.
- Model acting out the dialogue with one S. Choose two Ss to act it out for the class. Then have Ss act out the dialogue in pairs.
- Have pairs of Ss perform in front of the class using the flashcards of John's family.

Who's that?
That's my grandmother.

Who's = Who is



2 Listen and tick (✓).

1. 		3. 	
a <input checked="" type="checkbox"/>	b <input type="checkbox"/>	a <input type="checkbox"/>	b <input type="checkbox"/>
2. 		4. 	
a <input type="checkbox"/>	b <input type="checkbox"/>	a <input type="checkbox"/>	b <input type="checkbox"/>

3 Ask and answer.

Who's that? That's my friend.



35

Grammar box

- Hold up the flashcard of John's friend and ask *Who's that?* Encourage Ss to answer *That's a friend.* Encourage Ss to guess when we use *Who's that?* (to ask about the identity of a person).
- Holding up a photo of your father / mother say *That's my father / mother.* Stress *my* and point to yourself. Encourage Ss to guess what *my* means. Give them another example of *my* by holding up your bag and saying *That's my bag* while pointing to yourself.
- Direct Ss' attention to the grammar box at the top of page 35. Read the sentences and have Ss repeat after you.

Activity 2 **Track 65**

- Have Ss look at the first picture in item 1. Put on John's finger puppet. Holding up your book, point to John's friend and ask Ss *Who's that? That's my ...*, encouraging Ss to answer *friend.* Repeat with all the people in the activity.
- Explain to Ss that they will listen to similar exchanges and that they have to tick the box under the person mentioned.
- Play the CD and have Ss listen to the first exchange (more than once if necessary). Ask them to point to the correct person. Point out that the first one has been done for them. Repeat the procedure for all exchanges.
- Have Ss compare their answers in pairs.
- Check answers by pointing to each number and asking *Who's number 1?*

Listening transcript

1. *Who's that? That's my friend.*
2. *Who's that? That's my grandmother.*
3. *Who's that? That's my teacher.*
4. *Who's that? That's my grandfather.*

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

Activity 3 **Track 66**

- Direct Ss' attention to the two children in the picture and ask them to guess what's happening. (One boy is asking the other about the people in his family photos.)
- Play the CD and have Ss repeat the exchange chorally. Have individual Ss model the exchange.
- Choose a random S and ask him/her to take out his/her family photos. Choose a photo, hold it up for the class to see and ask the S *Who's that?* Encourage him/her to answer *That's my (father).*
- Divide Ss into pairs. Ask each pair to place their photos on their desk. (Father, brother, grandfather, friend-for boys and mother, sister, grandmother, friend-for girls.)
- Have Ss take turns asking about their partner's photos.
- Have some pairs of Ss perform for the entire class.



Optional Play thief

- Stick the flashcards of *mother, father, sister, brother, me (John), grandmother, grandfather, friend* and *teacher* on the board and play the game *Play thief* (TM page 31).



Before leaving

- Play the chant / poem *My family* in SB page 33 (Track 60 or Track 61) and encourage Ss to join in while holding up the photos of their own family members according to the verse they're saying.



Workbook

Activity 1

- Explain to Ss that they are going to match the halves of each picture.
- Help Ss by telling them to pay close attention to the clothes each person is wearing.
- Go round the class monitoring if Ss are doing the exercise correctly and help any Ss that are having problems.
- Once Ss have finished, divide them into pairs. Ss take turns pretending to be John and Hassan and asking questions about the pictures, as in the example.

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

3 Our world

Language focus

Objectives

- to identify pets
- to talk about one's pet

Vocabulary

Pets: bird, turtle, fish, rabbit

Structures

This is my (bird).

Materials

- John finger puppet
- flashcards of *bird*, *turtle*, *fish*, *rabbit*
- a picture of a/your pet
- plain A4 paper (enough for all Ss)

Revision

- Revise family members using the flashcards.
- Ask Ss to wear their John finger puppet, then hold up a flashcard and ask *Who's that?* Encourage Ss to answer *That's my (father)*, while holding up their finger puppets. You may do this as a class or ask Ss individually.

Lesson plan

Warm up

- Present the pets using the pet flashcards. Hold up each flashcard, point to it and say *It's a bird*. Repeat this with all the flashcards.

Vocabulary Track 67

- Have Ss open their books to page 36 and point out the pets in the vocabulary section.
- Play the CD a few times and have Ss point to the pets and repeat.
- Say the pets again in random order and have Ss repeat and point.

Activity 1 Track 68

- Have Ss look at the presentation and ask them, in L1, if they've ever had a pet and if they haven't, what pet they would like to have and why.

3

Our world



bird



turtle



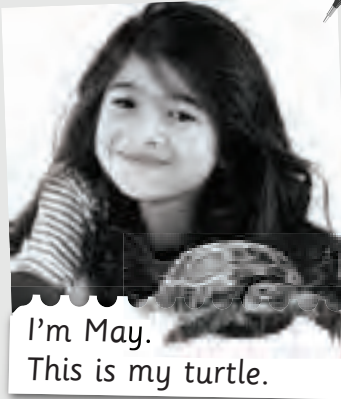
fish



rabbit

1 Look and listen.

MY PET



36

- Ask Ss to identify the animals in the pictures. Ask *What's this?* Encourage Ss to answer *It's a (turtle)*.
- Ask Ss to point to the appropriate picture as you play the CD.
- Play the CD again and encourage Ss to shadow read (read along with the CD).
- Play the CD once more and pause after each phrase for Ss to repeat.
- Write the names of the four children on the board (May, Tom, Ali, Fatima) one under the other. Stick the flashcards of turtle, bird, rabbit and fish next to them in random order. Call out each name and encourage Ss to say the pet each child has got.

Grammar box

- Direct Ss' attention to the grammar box at the top of page 37. Read the sentence and have Ss repeat after you.
- Hold up the picture of a/your pet and point to yourself while saying *This is my (bird, Mona)*. To further demonstrate the meaning of the phrase you can pick up some of your personal items like your bag and say *This is my bag*.
- Ask Ss what they think this phrase means and when we use it (when we're presenting something that belongs to us).

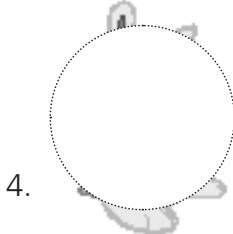
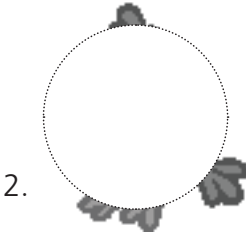
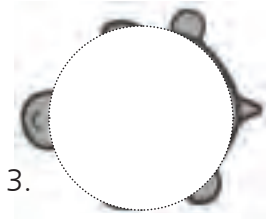
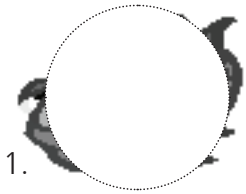
Activity 2 Track 69

- Direct Ss' attention to the four white circles. Point to each space and have Ss guess which animal sticker belongs there.

This is my fish.



2 Find and stick. Then listen and point.



3 Draw and say.



This is my rabbit, Fluffy.

37

- Have Ss turn to the back of their books, find the appropriate stickers and stick them in the corresponding places.
- Play the CD and have Ss listen and point to the appropriate sticker.
- Point to each sticker and encourage Ss to say the sentences they heard on the CD.

Listening transcript

1. *This is my fish.*
2. *This is my bird.*
3. *This is my turtle.*
4. *This is my rabbit.*

Activity 3 Track 70

- Direct Ss' attention to the boy in the picture and ask them to guess what he is doing (presenting his pet).
- Play the CD and have Ss chorally repeat the transcript. Have individual Ss model the transcript.
- Hand out a sheet of A4 paper to each S. Tell Ss to draw a picture of their pet. If they haven't got one, ask them to draw a picture of a pet they'd like to have. Tell Ss to think of a name for their pet.
- Go round the class monitoring Ss. If Ss have drawn any unknown pets, make sure to teach any new pet vocabulary necessary before Ss present their pets to the class.
- Call Ss up to the front of the class and have them present their pets individually.

Optional Hot card

- Play the game **Hot card**.
- Arrange some chairs in a circle at the front of the class, making sure there's a chair for every S. Invite Ss to the front of the class and have them sit (If this is not possible, do the activity with Ss seated at their desks.).
- Give out a flashcard of one of the pets learnt in this module.
- Explain to Ss that once you clap your hands, they will have to pass the flashcard clockwise around the circle.
- When you clap your hands again, the S holding the flashcard has to hold it up and say *This is my (rabbit)*.
- Repeat this with the rest of the pet flashcards.

Before leaving

- Draw part of a pet on the board and say, *This is my ...* Have Ss guess the pet and complete your sentence. Do this with all pets learnt in this lesson.

Workbook

Activity 1

- Have Ss point to the colours at the top of the page and say them aloud. Ask Ss to look at the picture and point out the numbers in some of the shapes. Ask Ss to colour only the shapes with numbers in them, according to the key at the top of the page.
- Once Ss have finished, point out the boy. Read the bubble and have Ss repeat.
- Divide Ss into pairs. Ss take turns pointing to each pet and talking about it, as in the example.
- Ask some Ss to come up to the front of the class, point to each pet and say.

- a green and yellow turtle
- a green fish
- a red, green and yellow bird
- a blue rabbit

Note

- Ask Ss to bring in a pair of scissors for the next lesson.

3 Let's play

Language focus

Objectives

- to identify animals

Structures

Is that your (fish)?
Yes, it is. / No, it isn't.

Materials

- A4 white sheets of paper and envelopes enough for all Ss

Revision

- Revise family members by playing the game *Say if it's true* (TM page 51).

Lesson plan

Warm up

- Ask Ss to take out the photos of their family members.
- Go round the class randomly picking up Ss' photos and asking *Who's that?* Encourage Ss to answer *That's my (father)*.
- Divide Ss into pairs and have them ask and answer questions about each other's photos. (Make sure that they're in different pairs than they were in the previous lesson.)

Activity 1 Track 71

- Ask Ss to look at the presentation on page 38 of their books and ask them, in L1, what's happening. (A girl is outside the supermarket where she meets an old man that she knows. The man is trying to find his glasses because he can't see and he mistakes the girl's fish, for her rabbit.)
- Play the CD and ask Ss to follow in their books.
- Play the CD again and have Ss repeat.

3

Let's play

Is that your rabbit? < Yes, it is.
No, it isn't. isn't = is not

1 Look and listen.



2 Guess.



- Choose two Ss to act out the dialogue.
- Point out the grammar box at the top of the page. Read the question and short answers, and have Ss repeat after you a couple of times.

Activity 2

- Give each S an A4 white sheet of paper and an envelope.
- Ask Ss to draw and colour an animal (from the ones they have learnt).
- Divide Ss into groups of 4-5.
- Each S has to present his/her animal, saying *This is my (fish)*.
- When all Ss have presented their animal, tell them to cut their drawing in four pieces and put them in an envelope.
- Go to each group, shuffle the envelopes and give an envelope to each S in the group. Make sure the Ss don't get their own envelope.
- Ask Ss to open their envelope, take out the pieces and put them in the correct order to form the animal.
- When all Ss in each group have formed their picture, they take turns trying to remember whose animal it is by pointing to a S in the group and asking *Is that your (fish)?* The S answers accordingly *Yes, it is. / No, it isn't*.
- While Ss are doing this, go round the class and make sure Ss are using the correct language.



Before leaving

- Play the chant / poem *My family* in SB page 33 (Track 60 or Track 61).
- Have Ss hold up their family photos that correspond to each verse they hear while they say the chant / poem.



Workbook

Activity 1



Track 72

- Explain to Ss that they will hear a person asking the girl about the animals in the picture she is holding.
- Play the CD and do the first item together. Play the CD as many times as necessary.
- Have Ss check their answers in pairs and then check answers as a class.

Listening transcript

1. *Is that your fish?*
Yes, it is.
2. *Is that your rabbit?*
No, it isn't.
3. *Is that your turtle?*
No, it isn't.
4. *Is that your cat?*
Yes, it is.



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

3 Alphabet P-R

Language focus

Objectives

- to learn the letter sounds of p, q, r
- to perform a phonics chant
- to say the letters of the alphabet

Vocabulary

pen, quilt, red

Alphabet

Pp, Qq, Rr

Materials

- make flashcards of the letters Aa - Rr (write each of the letters Aa-Rr on different pieces of paper)
- flashcards of *mother, nose, orange, pen, quilt, red*
- Blu tack
- pages from magazines containing words beginning with Pp, Qq, Rr (with letters big enough for Ss to cut out)
- scissors (a pair for each S)

Revision

- Stick the flashcards with the letters Ss know (Aa - Oo) on the board. Play the *Alphabet chant* in SB page 32 (Track 57) and point to the letters at the same time. Invite Ss to join in. Repeat a couple of times.
- Ask Ss to close their eyes. Take letter *Mm* off the board. When they open their eyes, ask them to tell you which letter is missing. Stick letter *Mm* back on the board. Repeat the procedure with letters Nn - Oo.
- Play the CD (SB page 32 - Track 56) and point to each letter as it is heard.
- Play the CD again and encourage Ss to join in.
- If time permits, show Ss the flashcard of *mother*. Say /m/, *mother* and get Ss to repeat after you. Then stick it under *Mm* on the board. Do the same with *nose* and *orange*.
- Shuffle the flashcards of the letters and the pictures, stick them on the board and invite individual Ss to come to the board and match them while saying the letter, the sound and the object.
- Repeat the procedure a couple of times.

3 Alphabet P-R

1 Listen and say.



pen



quilt



red

2 Listen and chant.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj
Kk Ll Mm Nn Oo Pp Qq Rr

39



Lesson plan



Warm up

- Introduce the new vocabulary by holding up the picture flashcards one by one, saying the word a couple of times and encouraging Ss to repeat after you.
- After you've done this a couple of times see if Ss remember the cards by playing a round of the game *Hot Card* (TM page 55).

Activity 1 Track 73

- Stick the flashcards of the letters Pp, Qq, Rr on the board.
- Play the CD and point to each letter as it is heard.
- Play the CD again and encourage Ss to join in.
- Ask Ss to open their books to page 39.
- Play the CD again and get Ss to join in, while pointing to the letters.

Listening transcript

P /p/ P /p/
/p/ /p/ pen

Q /kw/ Q /kw/
/kw/ /kw/ quilt

R /r/ R /r/
/r/ /r/ red



TPR Activity

- Point to the letter Pp on the board and say it aloud. Get Ss to repeat after you.
- Trace the letter with your index finger on the flashcard and get Ss to do the same thing in the air, while saying the letter.
- Show Ss how they can make the shape of the letter with their bodies and get them to do it.
- Repeat the procedure with the rest of the letters.



Vocabulary

- Show Ss the flashcard of *pen*. Say *pen* and get Ss to repeat after you. Do the same with the rest of the flashcards.
- Stick the flashcards on the board under the corresponding letters. Invite Ss to say the letters and the words as you point to them.
- Shuffle the letters and the pictures on the board and invite individual Ss to come to the board and match them.
- Repeat the procedure a few times so that all Ss get a turn.

Activity 2 Track 74

- Say the letters (Aa - Rr) of the alphabet using flashcards. Get Ss to repeat after you a few times (chorally-in groups-in pairs-individually).
- Play the *Alphabet chant* once and have Ss listen.
- Play the *Alphabet chant* a second time and have Ss point to the corresponding letters in their books.
- Play the *Alphabet chant* again and encourage Ss to join in.



Optional 1 Alphabet bingo

- Ask Ss to draw a 2x2 grid in their notebooks and write a capital letter from A to R in each box.
- Draw an example on the board and go round the class to ensure that all Ss have drawn the grid and written the letters correctly.

B	G
E	R

- Explain to Ss that you will call out letters in random order. If the letter you call out is the same as the letter they have got in a box, they cross out that particular box. The first S to get all his/her letters called out and shout *Bingo!* wins.



Optional 2 Letter Bricks

- Divide Ss into three groups, one for every letter (Pp, Qq, Rr) and play *Letter bricks* (TM page 9).



Before leaving Guess the letter

- Divide Ss into pairs.
- Have SA 'write' one of the letters learnt in the lesson on SB's back using his/her index finger. SB has to guess the letter and say it aloud.



Workbook

- Ss trace and copy the letters Pp-Rr in the space provided.
- Go round the class helping Ss with any problems.

Activity 2 Track 75

- Play the CD once and have Ss point to the pictures in their books and repeat.
- Play the CD again. Pause after *quilt*. Ask Ss which letter *quilt* starts with, *p*, *q* or *r*? Elicit the answer *q*.
- Repeat the procedure with the rest of the words instructing Ss to match each picture with the correct letter.

Listening transcript

1. *quilt* (x2)
2. *red* (x2)
3. *pen* (x2)



1. q
2. r
3. p

Activity 3

- Ss look at the pictures and complete the words with the correct letter.



pen red quilt

Activity 4

- Ss circle the lower case of the capital letters in the box. Point out that the lower case of letters appears more than once.
- Make sure Ss have circled the correct letters.

Activity 5

- Ss match the capital letters with lower case letters. Then they match them with the corresponding picture.



- Qq - second picture (quilt)
- Rr - last picture (red)
- Pp - first picture (pen)

3 Story time

Language focus

Objectives

- to listen and read for pleasure
- to revise and consolidate vocabulary and structures learnt in previous lessons

Materials

- blown-up colour photocopies of Story time *The Big Race*
- a colour photocopy of the story for each pair of Ss, cut up like a puzzle and put in an envelope
- Blu tack

Revision

- Play the alphabet chant (SB p.39 Track 74) and encourage Ss to join in.

Lesson plan

Warm up

- Play the chant / poem *My family* in SB page 33 (Track 60 or Track 61).
- Encourage Ss to join in.

Activity 1 Track 76

Before reading

- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Tell Ss they will listen to and read a story with the title *The Big Race*. Point to the first frame and invite them to guess who is racing.
- Ask Ss to guess what's happening in the story.
- Elicit Ss' answers, in L1, but do not correct them at this stage.

While reading

- Play the CD and point to each frame in your book or on the board. Encourage Ss to point to each frame in their books.
- Check Ss' answers. (The turtle and the rabbit race. The rabbit introduces the members of its (his) family and the turtle manages to beat it (him).)

3 Story time

1 Look and listen.

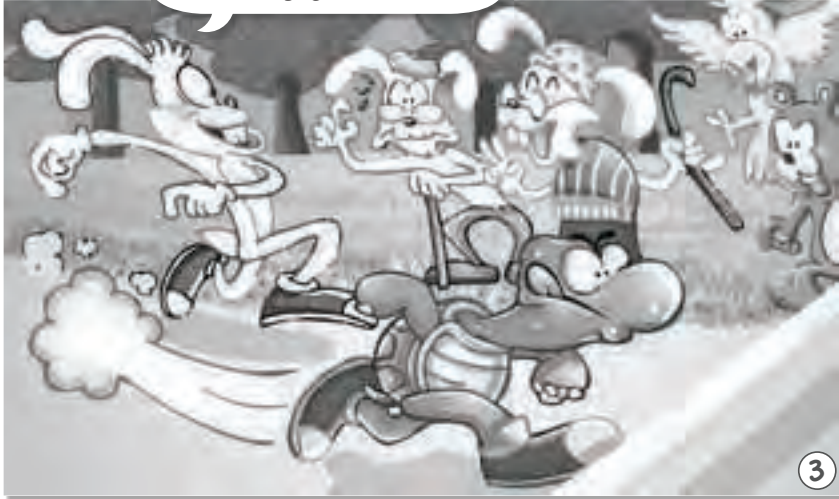
The Big Race



40

- Play the CD again and ask Ss to point to each speech bubble and follow along in their books.
- Talk about what happens in each frame.
- Frame 1:** Turtle and Rabbit meet and greet each other at the starting line of the race.
- Frame 2:** Turtle is struggling to keep up, while Rabbit is ahead of it (him), taking its (his) time and introducing its (his) family members to Turtle as they pass by them.
- Frame 3:** Turtle has sped up and is nearly at the finishing line, while Rabbit is still introducing its (his) family, not realising that Turtle has got ahead.
- Frame 4:** Turtle has finished first in the race. It's (He's) showing off its (his) gold medal and introducing its (his) family to Rabbit. Rabbit is left clueless as to how Turtle beat it (him).
- Play the CD again and invite Ss to shadow read (read along with the CD).
- Play the CD once more, pausing after each line. Have Ss repeat (chorally - in groups - individually).
- After reading**
- Divide Ss into pairs and have them read the story aloud.
- Invite some pairs to perform for the whole class.

That's my grandfather.
That's my grandmother.



41



Before leaving

- Play the chant / poem *My family* in SB page 33 (Track 60 or Track 61) and have Ss join in.



Workbook

Activity 1 Track 77

- Tell Ss to look at the two animals and explain that they will hear what each one said to the other in the story. Ss will have to trace the words spoken.
- Play the CD and allow Ss to listen to the first sentence. Pause the CD for Ss to trace.
- Repeat this procedure with the second sentence.

Activity 2

- Explain to Ss that they can choose one of the three faces and colour it to show how much they liked the story.



Optional

Putting the pieces together

- Revise what happened in the story by giving each pair of Ss an envelope with a colour copy of the story cut into puzzle-like pieces.
- See if Ss can recall what happened in the story by having them put the pieces together and then put the scenes in order as they appear in the story.
- Walk round the class monitoring Ss and helping them if they have any difficulties.

3 Revision



Revision 3

Language focus

Objectives

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

Materials

- flashcards of *mother, father, sister, brother, me, grandmother, grandfather, friend, teacher*
- blown-up colour photocopies of Story time *The Big Race*
- flashcards of *bird, turtle, fish, rabbit*
- photocopies of family member and pet flashcards
- Blu tack

Revision

- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Ask Ss if they remember the title of the story (*The Big Race*). Ask them to tell you what else they remember about the story.
- Have Ss open their books to pages 40-41. Play the CD (Track 76) and have Ss follow along in their books.
- Play the CD again and encourage Ss to shadow read (read along with the CD).

1 Listen and circle.



Yes No



Yes No



Yes No



Yes No



Yes No



Yes No

42

Lesson plan

Warm up

- Draw John's family tree on the board. Make sure it is big enough to fit the flashcards of the family members Ss know (me, mother, father, brother, sister, grandmother, grandfather).
- Hold up the flashcard of John and ask Ss *Who's this?* Stick the flashcard of John above his name in the family tree.
- Place the rest of the family member flashcards face down on your desk. Invite Ss to come up, pick a card, say the family member and stick it in its place on the board.
- To make this activity more competitive, you could divide Ss into two teams and give each team one point for each correct answer.

Activity 1 Track 78

- Have Ss open their books to page 42.
- Read the instructions and make sure that Ss understand that they will listen to each sentence and circle *Yes* if what they hear corresponds to the picture and *No* if it doesn't.
- Play the first sentence a couple of times (more if necessary) and ask Ss to look at the picture and see if the person mentioned appears in the photo or not. Have Ss point to the person if in fact he/she appears in the picture. Go round the class and check that everyone is pointing to the correct person. Then have Ss circle *Yes* or *No*.
- Play the rest of the sentences and have Ss circle *Yes* or *No*.
- Have Ss check their answers in pairs first, then as a class.

Listening transcript

- | | |
|----------------------------------|--------|
| 1. <i>That's my father.</i> | 1. Yes |
| 2. <i>That's my mother.</i> | 2. Yes |
| 3. <i>That's my grandmother.</i> | 3. No |
| 4. <i>That's my grandfather.</i> | 4. No |
| 5. <i>That's my brother.</i> | 5. No |
| 6. <i>That's my sister.</i> | 6. Yes |



Optional Memory game

- Use Blu tack to stick one set of the flashcards of family members and pets on the board backwards so that the pictures don't show.
- 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 on the board by turning it over (without taking it off the board) to see if it is the same as the flashcard he/she is holding.
- If it's the same, then he/she must 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 must 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 earns a point for the teams. The team to earn the most points when all the flashcards run out wins the game.



Note

- Tell Ss that the next lesson will be the Project lesson and that they will need to bring glue sticks and crayons or markers to class.



Workbook

Activity 1 Track 79

- Hold up your book and point to the two pictures in number one. Ask Ss *Who's that?* for each picture and encourage them to answer with *grandfather* for the first picture and *grandmother* for the second picture.
- Explain to Ss that they will hear exchanges similar to this one and that they will have to tick the box of the corresponding picture.
- Play the CD and have Ss listen to the first exchange and point to the correct picture. Check that all Ss are pointing to the correct picture. Then ask them to tick its box.
- Play the CD making sure to pause after each exchange so as to allow the Ss enough time to tick the boxes.
- Have Ss check their answers in pairs first, then as a class.

Listening transcript

- | | | |
|-------------------------------|--|------|
| 1. <i>Who's that?</i> | | 1. a |
| <i>That's my grandfather.</i> | | 2. b |
| 2. <i>Who's that?</i> | | 3. a |
| <i>That's my friend.</i> | | 4. b |
| 3. <i>Who's that?</i> | | |
| <i>That's my mother.</i> | | |
| 4. <i>Who's that?</i> | | |
| <i>That's my brother.</i> | | |

Activity 2

- Point to the rabbit in the first picture and ask Ss *What's this?* (*It's a rabbit.*). Then point to the cat in the second picture and ask *What's this?* (*It's a cat.*).
- Invite Ss to guess what the children are talking about in each picture. Read the bubbles aloud and have Ss repeat.
- Have Ss trace.

3 Project



Language focus

Objectives

- to make a family album
- to revise and consolidate vocabulary and structures learnt in previous lessons



Materials

- some photos of family members
- your own completed family album
- plain A4 paper (enough for all Ss)
- coloured construction paper (enough for all Ss)
- pieces of coloured ribbon (one for each S, big enough to weave through the holes in the album)

Revision

- Ask Ss to take out their family photos and, in pairs, to take turns asking and answering questions about the identity of their family members using *Who's that?*
- When Ss have done this, have them swap partners with the Ss sitting at the desk next to theirs.



Lesson plan



Warm up

- Play the chant / poem *My family* in SB page 33 (Track 60 or Track 61).
- Have Ss hold up their family photos that correspond to each verse they hear while they say the chant.

Activity 1

- Direct Ss' attention to the pictures on the page and ask them what the boy is doing. (He's making a family album.)
- Ask Ss to tell you what family member he's drawing in picture 1 (his mother).
- Make sure that Ss understand that they will make a family photo album, too.
- Hand out the sheets of plain white paper, the construction paper and the ribbons.
- Instruct Ss to follow the steps as they appear in their books.

Activity 2

- Direct Ss' attention to the picture. Ask Ss what is happening. (The boy is presenting the members of his family from his family album.)
- Read the monologue aloud and invite Ss to repeat (chorally - in groups - individually).
- Model the monologue using your own family album.
- Divide Ss into pairs and have them take turns presenting their family album to their partners.
- Have some pairs come up to the front of the class and present their families to the whole class.



Project

1 Make a family album.



2 Show and tell.

This is my mother.

This is my father.



43



Optional

That's my mother

- Divide Ss into pairs.
- Have Ss take out their family photos and swap them with their partner's.
- Explain that in turns, a S is going to pick one photo of his/her partner's family members (without revealing it to the partner) and he/she will pretend to be the family member in the picture. The S will mimic him/her by taking his/her pose in the photo. The other S must try to guess who it is.
- Demonstrate by picking a photo of a S's mother and taking her posture. Encourage the S to answer with *That's my (mother)*.
- If time permits, have some Ss come to the front of the class and perform for the whole class.



Workbook

Activity 1

- Direct Ss' attention to the family tree. In L1 ask Ss if they remember whose family is depicted in the tree. Elicit that it's John's family.
- Holding up your book, point to each of John's family members and ask Ss *Who's that?* Encourage Ss to answer naming the appropriate family member.
- In L1, explain to Ss that family trees show the relationships between the people in a person's family. To demonstrate this, direct Ss' attention to John's grandparents and, pointing to the line leading from them to John's mother, explain that they are his mother's parents.
- Repeat this with the rest of John's family members.
- Tell Ss to trace each of the words.

grandfather
grandmother
father
mother
brother
me
sister

Now I can

- Explain to Ss that they are going to tick the boxes of the words they have learnt in this module.

Activity 1

- Holding up the WB, point to each of the family members and encourage Ss to say the words aloud.
- Have Ss tick the boxes as they say each word.
- Do this with all of the words.

Activity 2

- Follow the same procedure as in Activity 1.

Activity 3

- Follow the same procedure as in Activity 2.

Activity 4

- Direct Ss' attention to the first picture and ask them what they think John is saying. Elicit Ss' answers. Then read the sentence aloud and have Ss repeat it and tick the box.
- Do this with the rest of the sentences.

3 Alphabet revision M-R

Alphabet revision M-R

Language focus

Objectives

- to revise the alphabet letters Mm-Rr

Materials

- flashcards of the letters Aa-Rr (the ones you made in previous lessons)
- flashcards of *mother, nose, orange, pen, quilt, red*
- Blu tack

Revision

- Stick the flashcards with the letters Ss you know (Mm-Rr) on the board. Ask Ss to close their eyes. Take letter *Mm* off the board. When they open their eyes, ask them to tell you which letter is missing. Stick letter *Mm* back on the board. Repeat the procedure with the other letters.
- Play the CD (SB pp.32 and 39 - Tracks 56, 73) and point to each letter as it is heard.
- Play the CD again and encourage Ss to join in.
- If time permits, stick the flashcards of the letters Mm-Rr on the board. Show Ss the flashcard of the *mother*. Say /m/, *mother*, and get Ss to repeat after you. Then stick it under Mm on the board. Do the same with the rest of the flashcards.
- Shuffle the flashcards of the letters and the pictures and stick them on the board. Invite individual Ss to come to the board and match them while saying the letter, the sound and the object.

Lesson plan

Activity 1 Track 80

- Stick the flashcards with the letters (Aa-Rr) on the board. Play the Alphabet chant and point to the letters at the same time. Invite Ss to join in. Repeat a couple of times.

Activity 2 Track 81

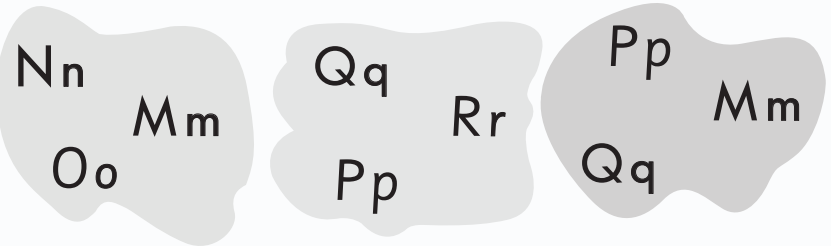
- Draw Ss' attention to the three groups of letters and ask them to say the letters in each group.
- Explain to Ss that they are going to hear one of the three letters and its sound in each group and they have to circle the correct letter.
- Play the CD twice.
- Check Ss' answers.

3

1 Listen and chant.

Aa Bb Cc Dd Ee Ff Gg
Hh Ii Jj Kk Ll Mm Nn
Oo Pp Qq Rr

2 Listen and circle.



3 Look and circle the words in the grid.



M	Q	U	I	L	T
O	R	A	N	G	E
T	E	K	O	C	F
H	D	A	S	D	G
E	B	P	E	N	I
R	J	L	H	K	O



44

Listening transcript

N /n/ (x2)

P /p/ (x2)

Q /kw/ (x2)

Nn, Pp, Qq

Activity 3

- Ss look at the pictures, find the words in the grid horizontally and vertically and circle them.
- Make sure Ss have circled the words correctly.

M	Q	U	I	L	T
O	R	A	N	G	E
T	E	K	O	C	F
H	D	A	S	D	G
E	B	P	E	N	I
R	J	L	H	K	O

Optional

Circle the letter!

- Draw a vertical line on the board to divide it into two parts.
- Write the letters of the alphabet A-R, in capital, in random order in both parts.
- Divide the class into two groups.
- Choose a S from each group to come to the board and give each one a marker.
- Explain to Ss that you will say a letter and they have to find it and circle it.
- The S who finds and circles the correct letter first, gets a point for his / her group.
- Continue in the same manner until all Ss have had a turn and all the letters have been circled.
- The group with the most points wins.

My family

1 Look and listen.



Hi! My name is Omar.
This is my family.



Hello! My name is Tom.
This is my family.

2 Draw and write about your family.

Hello! My name is _____

This is my _____

45

- Use the picture as a prompt and ask Ss to identify the various family members.
- Point to the mother in the first family and ask Ss, *Who's that?* Elicit the answer, *That's mother.*
- Repeat with the rest of the family members of the first and second family.
- Play the CD and ask Ss to follow in their books.
- Choose a few Ss to read the texts aloud.

Activity 2

- Draw Ss' attention to the second activity.
- Explain to Ss that they have to draw their family in the space provided. Then they have to look at the previous activity and complete the sentences about their own family. They have to write their name to complete the first sentence.
- Help Ss write their name in case it contains letters they haven't been taught yet.
- Point out that in order to complete the second sentence, they have to refer to the previous activity and copy the word *family*.
- While Ss are doing this, go round the class and make sure Ss are completing the activity correctly.

Make a family poster

- Bring big sheets of cardboard to class and stick them on the wall.
- Tell Ss to draw one of their family members on the sheets of cardboard and help them write their name (the Ss' names) underneath.
- Alternatively, Ss can use the drawings they made in previous lessons. They cut out the picture and glue it onto the sheet of cardboard.
- When all Ss have finished, they take turns to point to their family member and introduce him/her to the other Ss, saying *This is my...*

3 Smart Time 3

Language focus

Objectives

- to provide Ss with cultural information

Materials

- big sheets of cardboard
- blu tack

Lesson plan



Warm up

- Play the chant / poem (SB p.33, Track 60 or Track 61) and encourage Ss to join in.

Activity 1 Track 82

- Draw Ss' attention to the two photos and ask them, in L1, what they see. (Two families from different countries.)
- Ss listen and follow in their books.



Key to Test 3

Listening transcripts (Tracks 39-41, CD2)

Activity 1

- 2
- 3
- 4
- 1

Activity 2

- a
- b

Activity 3

- a
- b
- b

4 You and me

Alphabet S-U



Language focus

Objectives

- to learn the letter sounds of s, t, u
- to perform a phonics chant
- to say the letters of the alphabet

Vocabulary

sad, tall, umbrella

Alphabet

Ss, Tt, Uu



Materials

- make flashcards of the letters Aa - Uu (write each of the letters Aa-Uu on different pieces of paper)
- flashcards of *sad*, *tall*, *umbrella*
- Blu tack
- pages from magazines containing words beginning with Ss, Tt, Uu (with big enough letters for Ss to cut out)
- scissors (enough for all Ss)

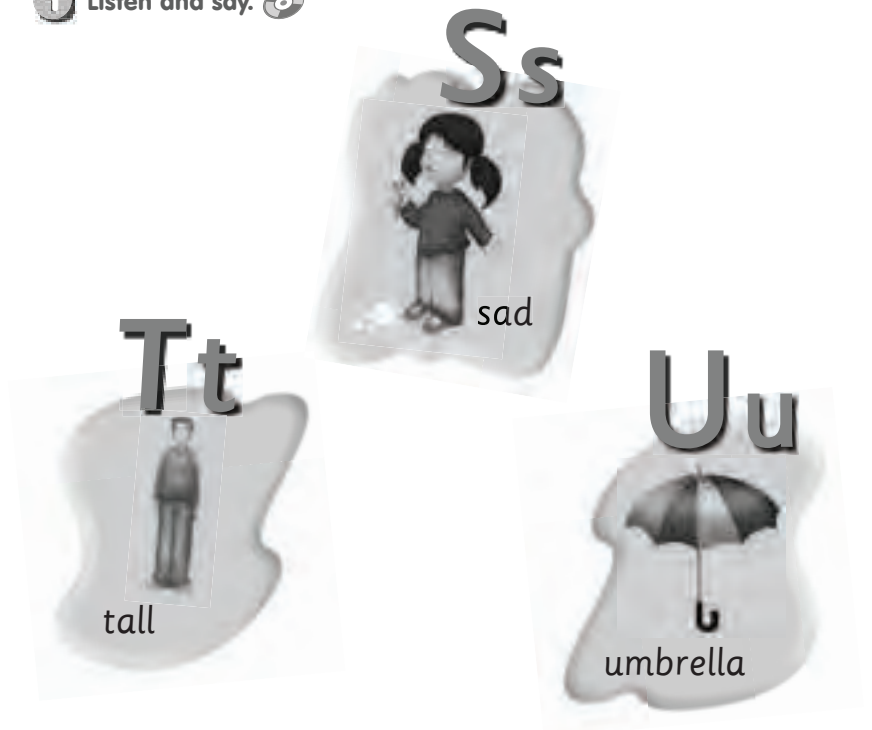
Revision

- Stick the flashcards with the letters Ss know (Aa - Rr) on the board. Play the *Alphabet chant* in SB page 44 (Track 80) and point to the letters at the same time. Invite Ss to join in. Repeat a couple of times.
- Ask Ss to close their eyes. Take letter Pp off the board. When they open their eyes, ask them to tell you which letter is missing. Stick letter Pp back on the board. Repeat the procedure with letters Qq - Rr.
- Shuffle the letters and the pictures, stick them on the board and invite individual Ss to come to the board and match them while saying the letter, the sound and the object.
- Repeat the procedure a couple of times.

4 You and me

Alphabet S-U

1 Listen and say.



2 Listen and chant.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj
Kk Ll Mm Nn Oo Pp Qq Rr Ss
Tt Uu

46



Lesson plan



Warm up

- Introduce the new vocabulary by holding up the picture flashcards one by one, saying the word a couple of times, and encouraging Ss to repeat after you.
- After you've done this a couple of times, see if Ss remember the cards by playing a round of the game *Hot Card* (TM page 36).

Activity 1 Track 2

- Stick the flashcards of the letters Ss, Tt, Uu on the board.
- Play the CD and point to each letter as it is heard.
- Play the CD again and encourage Ss to join in.
- Ask Ss to open their books to page 46.
- Play the CD again and get Ss to join in, while pointing to the letters.

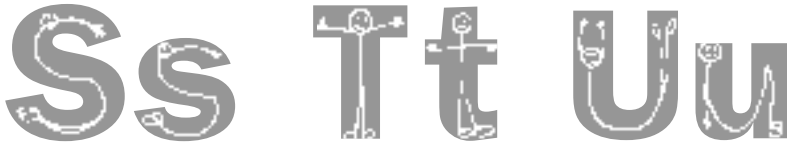
Listening transcript

S /s/ S /s/ T /t/ T /t/ U /ʌ/ U /ʌ/
/s/ /s/ sad /t/ /t/ tall /ʌ/ /ʌ/ umbrella



TPR Activity

- Point to the letter *Ss* on the board and say it aloud. Get *Ss* to repeat after you.
- Trace the letter with your index finger on the flashcard and get *Ss* to do the same thing in the air, while saying the letter.
- Show *Ss* how they can make the shape of the letter with their bodies and get them to do it.
- Repeat the procedure with the rest of the letters.



Vocabulary

- Show *Ss* the flashcard of *sad*. Say *sad* and get *Ss* to repeat after you. Do the same with the rest of the flashcards.
- Stick the flashcards on the board under the corresponding letters. Invite *Ss* to say the letters and the words as you point to them.
- Shuffle the letters and the pictures on the board and invite individual *Ss* to come to the board and match them.
- Repeat the procedure a few times so that all *Ss* get a turn.

Activity 2 Track 3

- Say the letters (Aa - Uu) of the alphabet using flashcards. Get *Ss* to repeat after you a few times (chorally-in groups-in pairs-individually).
- Play the *Alphabet chant* once and have *Ss* listen.
- Play the *Alphabet chant* a second time and have *Ss* point to the corresponding letters in their books.
- Play the *Alphabet chant* again and encourage *Ss* to join in.



Optional 1 Alphabet bingo

- Ask *Ss* to draw a 3x3 grid in their notebooks and write nine capital letters from A to U in each box.
- Draw an example on the board and go around the class to ensure that all *Ss* have drawn the grid and written the letters correctly.

B	J	I
E	F	M
L	U	A

- Explain to *Ss* that you will call out letters in random order. If the letter you call out is the same as the letter they have got in a box, they cross out that particular box. The first *S* to get all his/her letters called out and shout *Bingo!* wins.



Optional 2 Letter Bricks

- Divide *Ss* into three groups, one for every letter (*Ss*, *Tt*, *Uu*) and play *Letter bricks* (TM page 9).



Before leaving Guess the letter

- Divide *Ss* into pairs.
- Have SA 'write' one of the letters learnt in the lesson on SB's back using his/her index finger. SB has to guess the letter and say it aloud.



Workbook

Activity 1

- *Ss* trace and copy the letters *Ss-Uu* in the space provided.
- Go round the class helping *Ss* with any problems.

Activity 2 Track 4

- Play the CD once and have *Ss* point to the pictures in their books and repeat.
- Play the CD again. Pause after *sad*. Ask *Ss* which letter *sad* starts with, *u*, *t* or *s*? Elicit the answer *s*.
- Repeat the procedure with the rest of the words instructing *Ss* to match the pictures with the correct letter.

Listening transcript

1. *sad* (x2)
2. *umbrella* (x2)
3. *tall* (x2)



1. *s*
2. *u*
3. *t*

Activity 3

- *Ss* match the capital letters with the lower case letters.



Uu Tt Ss

Activity 4

- *Ss* complete the wagons of the train by writing the missing letters on them.
- Point out that the letters must be capital and in order.



B, D, F, G, H, J, K, M, O, P, R, S, T

4 A chant

Language focus

Objectives

- to say a chant / poem
- to identify and learn the numbers 11-15
- to ask and answer about somebody's age

Vocabulary

Numbers: eleven, twelve, thirteen, fourteen, fifteen

Structures

How old are you?
I'm (eleven).
You're (twelve).

Materials

- flashcards of the numbers 1-15
- photocopies of the number flashcards 9-15, and the colour flashcards *red, yellow, green, blue* (one for each S)
- John and Hassan finger puppets

Lesson plan

Warm up

- Play the number chant in SB page 9 (Track 18). Ask Ss to point to the numbers in their books.
- Stick the number flashcards 1-10 on the board and ask Ss to say the numbers chorally. Then, stick the number flashcards 11-15 on the board, point to them and say them aloud a couple of times for Ss to hear.

Vocabulary Track 5

- Have Ss open their books to page 47. Direct Ss' attention to the vocabulary section at the top of the page. Play the CD a few times and have Ss point to the numbers and repeat.
- Say the numbers again in random order and have Ss repeat and point.

Activity 1 Track 6 - Chant Track 7 - Poem

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

- Direct Ss' attention to the chant / poem. Hold up your book and point to Hassan or John and ask *Who's that?* Encourage Ss to answer (*John / Hassan*). Then point to balloon 11 and ask *What colour is it?* Encourage Ss to answer *It's red*. Repeat this with the rest of the balloons.
- Ask Ss, in L1, to tell you what they can see in the picture. (Hassan and John are at a fair and are both holding balloons with numbers on them.) Tell Ss they're going to listen to a chant / poem. Ask them to guess what it's going to be about.
- Play the CD once and have Ss listen to it.
- Play the CD a second time and have Ss point to the colours and the numbers on the balloons as they hear them.
- Play it again if necessary.
- When Ss feel comfortable, invite them to join in.




TPR Activity

- Hand out a photocopy of the number or colour flashcards to Ss so that each S has got either a number or a colour.
- Invite Ss to come up to the front of the class and stand in a circle. Explain to Ss that they are to hold up their flashcard each time they hear the word it depicts in the chant.
- Play the chant and have Ss raise their flashcards and join in.

Activity 2 Track 8

- Put on the finger puppets of John and Hassan, one on each hand. Using the finger puppets and different voices for each character, have them ask each other's age.
Hassan: *How old are you, John?*
John: *I'm ten. How old are you, Hassan?*
Hassan: *I'm nine.*
- Elicit what *How old are you?* means and ask a couple of Ss their ages.
- Direct Ss' attention to the boy in the example and ask *How old is he?* Encourage Ss to answer *Fifteen*.
- Tell Ss that they will hear each child saying his/her age and that they'll have to write it under his/her picture.
- Play the CD (more than once if necessary), stopping after each exchange so that Ss have time to answer.
- Have Ss check their answers in pairs first, then as a class.

Listening transcript

- | | |
|--|---|
| 1. <i>How old are you? I'm fifteen.</i> |  1. 15 |
| 2. <i>How old are you? I'm twelve.</i> | 2. 12 |
| 3. <i>How old are you? I'm fourteen.</i> | 3. 14 |
| 4. <i>How old are you? I'm eleven.</i> | 4. 11 |

Follow-up Activity

- Choose a random S and ask him/her *How old are you?* Encourage the S to answer *I'm (nine)*. Write the exchange on the board and have Ss repeat it after you.
- Encourage Ss to guess when we use *I'm*. Elicit that we use it to refer to ourselves. Tell Ss that *I'm* is the short form of *I am* and explain how it is formed.
- Then point to the same S you asked before and say *You're (nine)*. Write this on the board and have Ss repeat it after you.

11 12 13 14 15

eleven twelve thirteen fourteen fifteen

A chant

1 Listen and say.



2 Listen and write.

1. I'm 15 . 2. I'm ____ . 3. I'm ____ . 4. I'm ____ .

47

- Encourage Ss to guess when we use *You're*. Elicit that we use *You're* to address somebody. Then tell them that it's the short form of *You are* and explain how it is formed.
- Divide Ss into pairs. Have them take turns asking each other about their ages.
- Have pairs of Ss perform for the whole class.

Optional
Number footprints

- Play the game *Number footprints* (TM page 15).



Before leaving

- Play the chant / poem *How old are you?* in SB page 47 (Track 6 or Track 7) once more and have Ss join in.
- If there is enough time, make things more interesting by splitting the Ss into two groups. Have the groups of Ss say the verses in turns.



Workbook

Activity 1

- Revise the numbers 11-15 with the number flashcards.
- Hold up your book and point to the word *eleven* and say it aloud. Have Ss guess which one number eleven is and point to it. Tell Ss to match the word to the number. Repeat this with the rest of the numbers.
- Check the answers as a class.



11 - eleven
12 - twelve
13 - thirteen
14 - fourteen
15 - fifteen

Activity 2

- Ask Ss to read the number next to the pictures and colour as many items as the number indicates.
- Make sure Ss have coloured in the correct number of items in each row.

4 Smart kids

Language focus

Objectives

- to ask and answer questions about feelings

Vocabulary

Adjectives: hungry, thirsty, happy, sad

Structures

Are you (thirsty)?
Yes, I am.
No, I'm not.

Materials

- plain A4 paper (enough for all Ss)

Revision

- Play the game *Number race* (TM page 17) to revise the numbers 1-15.
- You can also play the chant / poem *How old are you?* in the SB on page 47 (Track 6 or Track 7).

Lesson plan

Warm up

- Smile broadly and say *I'm happy*. Encourage Ss to smile broadly too. Mime the rest of the words (sad, hungry, thirsty) and invite Ss to mirror your mime.

Vocabulary Track 9

- Have Ss open their books to page 48 and point to the boy in the vocabulary section. Play the CD a few times and have Ss point to the corresponding pictures and repeat.
- Say the adjectives again in random order and have Ss repeat and point.

Activity 1 Track 10

- Hold up your book and ask Ss questions about the picture, pointing to John / Hassan (*Who's this?*), to the parrot (*What's this?*), and to each object (*What colour is it?*).
- Have Ss look at the presentation and ask them, in L1, to tell you what they think is happening. (Hassan and John are at the park. Hassan is getting ready to have lunch. John is sad because he doesn't have lunch, so

4 Smart kids

hungry thirsty happy sad

1 Look and listen.

Are you thirsty?
No, I'm not.

1

Are you hungry?
Yes, I am.

2

Here, John. Oh no!

3

4

48

Hassan offers him a sandwich. When Hassan leans over to get the sandwich, a parrot, suddenly snatches it out of his hand and runs away with it.)

- Ask Ss to point to the appropriate bubble and follow along as you play the CD.
- Play the CD again and encourage Ss to shadow read (read along with the CD).
- Play the CD again, pausing after each phrase for Ss to repeat.
- Model acting out the dialogue with one S. Choose two Ss to act it out for the class. Then have Ss act out the dialogue in pairs.

Grammar box

- Mime being thirsty and say *I'm thirsty*. Go up to a random S and ask him/her *Are you thirsty?* Encourage the S to answer *Yes, I am. / No, I'm not*.
- Direct Ss' attention to the grammar box at the top of page 49. Read the sentences and have Ss repeat after you.

Activity 2 Track 11

- Have Ss look at activity 2. Point to the girl in item 1 and ask *Is she hungry?* Encourage Ss to answer with *yes* or *no*.
- Explain to Ss that they will listen to similar exchanges and that they must circle *yes* or *no* according to what they hear.
- Play the CD and have Ss listen to the first exchange (more than once if necessary). Point out that this one has been done for them.
- Play the rest of the exchanges and have Ss circle the correct answers.
- Have Ss compare their answers in pairs first.
- Check answers by pointing to each child and asking *Are you (hungry)?*

Are you thirsty? < Yes, I am.
No, I'm not.

I'm = I am



2 Listen and circle.

1.



Yes No

3.



Yes No

2.



Yes No

4.



Yes No

3 Act out.

Are you sad?

Yes, I am.



49

Listening transcript:

- | | |
|----------------------------------|-----------------------------------|
| 1. Are you hungry?
Yes, I am. | 3. Are you happy?
No, I'm not. |
| 2. Are you sad?
No, I'm not. | 4. Are you thirsty?
Yes, I am. |

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

Activity 3 **Track 12**

- Direct Ss' attention to the two children in the picture and ask them to guess what's happening. (One boy is pretending that he's sad and the other boy is asking him if he is.)
- Play the CD and have Ss repeat the exchange. Have individual Ss model the exchange.
- Divide Ss into pairs. Ask one S in each pair to mime the adjectives they learnt in the lesson and have his/her partner guess how he/she is feeling. Make sure to tell Ss to swap roles so that both of them have a chance to mime and guess.
- When Ss are done miming each adjective with their partner, have them swap partners with the pair sitting next to them.
- Have some pairs of Ss perform for the whole class.

Optional
Draw your feelings

- Hand out a sheet of plain A4 paper to each S. Tell Ss to draw a portrait of themselves, showing one of the adjectives learnt in the lesson.
- When Ss are finished, divide them into pairs. Have one S in the pair present his/her portrait while the other S guesses what his/her partner is feeling by looking at the portrait. Encourage Ss to use *Are you (happy)? Yes, I am. / No, I'm not.*
- Monitor the Ss' progress and offer help if needed. Make sure both Ss in the pair get a chance to present and to ask.
- Call a couple of pairs to the front of the class to present their portraits. Encourage the rest of the Ss to ask *Are you (sad)?*

Workbook

Activity 1 **Track 13**

- Direct Ss' attention to the pictures. Point to the boy in item 1 and ask Ss to tell you what they think he's feeling in *a* (he's happy) and in *b* (he's sad). Do the same for the rest of the pictures.
- Tell Ss that they will listen to four exchanges and that they'll have to tick the correct boxes according to what they hear.
- Play the CD and have Ss listen to the first exchange (more than once if necessary). Point out that this one has been done for them. Ask them to point to the correct picture.
- Repeat this procedure for the rest of the exchanges.
- Have Ss compare their answers in pairs first, then as a class.

Listening transcript:

1. Are you sad?
No, I'm not. I'm happy.
2. Are you thirsty?
Yes, I am.
3. Are you hungry?
Yes, I am.
4. Are you happy?
No, I'm not. I'm sad.

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

4 Comic

Language focus

Objectives

- to talk about physical appearance

Vocabulary

Adjectives: big, small, fat, thin

Structures

He's (thin).
She's (fat).
It's (small).

Materials

- flashcards of *thirsty, hungry, happy, sad, big, small, fat, thin*
- Blu tack
- plain A4 paper enough for all Ss

Revision

- Use flashcards to revise the adjectives learnt in the previous lesson.
- Ask four Ss to come to the front of the class and give each of them one of these flashcards: happy, sad, hungry, thirsty.
- As you say the adjectives aloud, the S with the corresponding flashcard has to hold it up and show it to the rest of the class.
- Then, tell the four Ss to hide their flashcards behind their backs and change places. The rest of the class then has to try to remember who is happy / sad / hungry / thirsty by asking, for example, *Are you hungry?* If the S answers *Yes, I am*, he/she turns over the flashcard so that the class can see the picture. If he/she answers *No, I'm not*, another S takes a turn to ask.
- Continue the game until all four flashcards have been revealed. If time permits, repeat the game with more groups of Ss.

4

Comic



big



small



fat



thin

1 Look and listen.

TOY SHOP



50



Lesson plan



Warm up

- Stick the flashcards of *big small, fat, thin* on the board using Blu tack. Point to each flashcard and say, for example, *It's big*. Mime the size with your hands.
- Repeat this with the rest of the flashcards.

Vocabulary Track 14

- Have Ss open their books to page 50 and point out the adjectives in the vocabulary section.
- Play the CD a few times and have Ss point to the corresponding adjectives and repeat.
- Say the adjectives again in random order and have Ss repeat and point.

Activity 1 Track 15

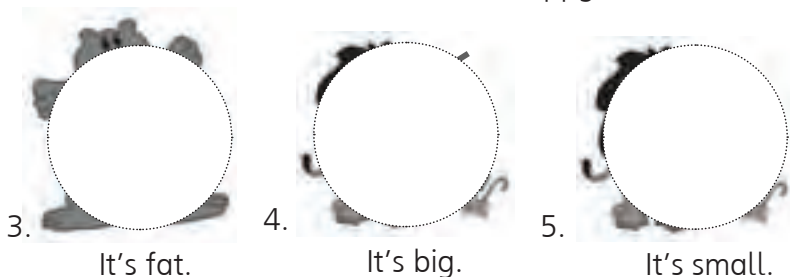
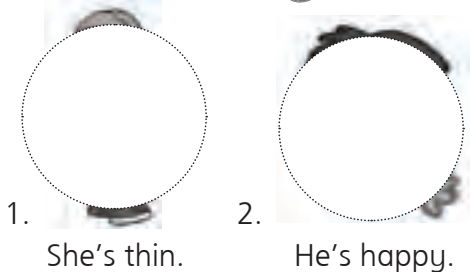
- Have Ss look at the presentation. Say the adjectives *big, small, fat, thin* one by one and have Ss point to the corresponding people/things in the presentation.
- Ask Ss, in L1, what they think is happening. (Two girls are in a toy shop with their mother. One of the girls is looking herself in a funny mirror. This mirror makes people look fat. Although the girl is thin, appears to be fat in the

He's thin.
She's fat.
It's small.

He's = He is
She's = She is
It's = It is



2 Find and stick. Then listen and point.



3 Draw and say.



stickers (first in chorus, then individually).

Activity 3 Track 17

- Direct Ss' attention to the picture and ask them what they think the two boys are doing (presenting their drawings).
- Play the CD and have Ss listen and repeat the exchange. Have individual Ss model the exchange.
- Hand out plain A4 paper to each S. Tell Ss to draw a person, animal or thing, giving it a characteristic using the adjectives they learnt in the lesson.
- When Ss are finished, have them present their drawings to the person next to them. Then choose a few pairs to present their work to the rest of the class.



Optional Hot card

- Play the game *Hot card* (TM page 36) to revise the adjectives *thirsty*, *happy*, *sad*, *big*, *small* and *fat*.



Workbook

Activity 1 Track 18

- Have Ss trace the sentences 1-5.
- Point to the first sentence and play the CD. Encourage Ss to repeat and point to the item which the sentence is referring to. Point out that the first one has been done for them.
- Repeat this procedure with the rest of the sentences, asking Ss to match the sentence to the corresponding picture.
- Ask Ss to check their answers in pairs first, then as a class.



1. b. 2. a. 3. e. 4. d. 5. c.

mirror. Then the other girl sees a rabbit balloon connected to a wire and a button. The other girl presses the button and the balloon starts to inflate and get bigger and bigger.)

- Ask Ss to point to the appropriate pictures as you play the CD.
- Play the CD again and pause after each phrase for Ss to repeat.
- Play the CD again and invite Ss to shadow read (read along with the CD).
- Model acting out the story. Choose two Ss to act it out for the class, assigning roles to each S. Then have Ss act out the dialogue in pairs.

Grammar box

- Write *He's*, *She's* and *It's* on the board and ask Ss when they think we use each one. Elicit that we use *He's* when referring to a boy / man, *She's* when referring to a girl / woman and *It's* when referring to an animal / object.
- Read the sentences in the grammar box aloud and explain the short forms of the subject pronouns.

Activity 2 Track 16

- Direct Ss' attention to the four white circles. Read the sentences below each space and have Ss guess what the sticker they will have to stick will look like.
- Have Ss turn to the back of their books, find the appropriate stickers and stick them in the corresponding places.
- Play the CD and have Ss listen and point to the appropriate sticker.
- Point to each sticker and encourage Ss to say the sentences below the

4 Let's play

Language focus

Objectives

- to revise and consolidate the adjectives learnt in the previous lessons through a guessing game
- to talk about feelings
- to talk about physical appearance

Vocabulary

Adjectives: short, tall

People: boy, girl

Structures

Is he/she (sad)?

Yes, he/she is. / No, he/she isn't.

Materials

- flashcards of *hungry, thirsty, happy, sad, big, small, fat, thin, boy, girl, short, tall*
- a set of cut-out cards
- scissors (enough for all Ss)
- two markers or chalk for Ss to draw with

Revision

- Play the game **Invisible cards** to revise the adjectives learnt in previous lessons.
- Stick the flashcards of the adjectives on the board. Point to each flashcard and ask, for example, *Is he/she (sad)?* Encourage Ss to answer.
- Remove the flashcards one by one. Then point to where the flashcards were and have Ss repeat the adjectives as if they were still there. You can make the game more challenging by changing the order of the flashcards each time.
- Repeat for as long as time permits.

Lesson plan

Warm up

- Use the flashcards (boy, girl, tall, short) to introduce new vocabulary.
- Hold up each flashcard and say each word aloud.

4

Let's play



boy



girl



short



tall

Is he tall? < Yes, he is.
No, he isn't.

isn't = is not

Is she short? < Yes, she is.
No, she isn't.

1 Look and listen.



2 Look and listen. Then play. Use the cut-outs on page 123.



Vocabulary Track 19

- Have Ss open their books to page 52. Direct Ss' attention to the vocabulary section at the top of the page. Play the CD a few times and have Ss point and repeat.

Activity 1 Track 20

- Draw Ss' attention to the first activity and ask them, in L1, what they think is happening. (Two women meet at the park. One of them has her baby with her. The two women talk about the baby.)
- Play the CD and have Ss listen.
- Play the CD and get Ss to repeat.
- Ask Ss, *Is she hungry? (No, she isn't.) Is she thirsty? (Yes, she is.)*
- Divide Ss into pairs and get them to act out the dialogue.

Activity 2 Track 21

- Ask Ss to look at the picture of the two boys and to guess what they're doing. (They're playing a guessing game.)
- Play the CD and have Ss listen and repeat the exchange. Have individual Ss model the exchange.
- Direct Ss' attention to the grammar box, read the question and short answers and have Ss repeat them after you. Then ask a random S to stand up, point to him/her and ask Ss *Is he/she tall?* Encourage Ss to answer *Yes, he/she is. / No, he/she isn't.* accordingly.

- Do the same with the question *Is he/she short?*
- Explain to Ss that this is how we ask somebody about someone else.
- Have Ss turn to page 123 and cut out the cards.
- Choose a random S and model how the game is played. Lay out the cards on your desk and ask the S to do the same. Tell the S to choose a person from the cards without revealing his/her identity. Ask the S questions about the person's physical appearance. Ask *Boy or girl?* Encourage the S to answer. Keep asking the S questions, *Is he/she + adjective?* until you guess who he/she has chosen.
- Divide Ss into pairs. Have Ss play the game in pairs, making sure that they take turns guessing and answering.



Optional

Drawing race

- Divide Ss into two teams. Invite them to come up to the front of the class and stand in two single file lines. Ask two Ss to come to the board (one from each line) and hand each of them a marker / piece of chalk.
- Explain to Ss that you will call out the description of a person and that the Ss should draw that person. The S who draws the fastest and whose drawing matches the description wins a point for his/her team.
- Repeat this until all of the Ss in each team have had a chance to participate.
- The team to earn the most points wins the game.



Before leaving

- Play the chant / poem *How old are you?* in the SB on page 47 (Track 6 or Track 7) and encourage Ss to join in.



Workbook

Activity 1 Track 22

- Holding up your book, point to the man in number one and ask *Is he tall?* Encourage Ss to answer with *Yes, he is. / No, he isn't.*
- Point out to Ss that they need to tick the box next to the correct answer and that the first one has been done for them.
- Play the first exchange.
- Play the rest of the exchanges (more than once if necessary) and have Ss tick the box next to the correct answer.
- Have Ss check their answers in pairs first, then as a class.

Listening transcript:

1. *Is he tall?*
2. *Is he short?*
3. *Is she happy?*
4. *Is he sad?*



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

4 Alphabet V-Z

Language focus

Objectives

- to learn the letter sounds of v, w, x, y, z
- to perform a phonics chant
- to say the letters of the alphabet

Vocabulary

van, whale, fox, yo-yo, zoo

Alphabet

Vv, Ww, Xx, Yy, Zz

Materials

- make flashcards of the letters Aa-Zz (write each of the letters Aa-Zz on different pieces of paper)
- flashcards of *van*, *whale*, *fox*, *yo-yo*, *zoo*
- Blu tack
- pages from magazines containing words beginning with Vv, Ww, Xx, Yy, Zz (with letters big enough for Ss to cut out)
- scissors (enough for all Ss)
- photocopies of the phonics cards in TM pages 99-104 (one set per S)

Revision

- Stick the flashcards with the letters Ss know (Aa - Uu) on the board. Play the *Alphabet chant* in SB page 46 (Track 3) and point to the letters at the same time. Invite Ss to join in. Repeat a couple of times.
- Ask Ss to close their eyes. Take letter Ss off the board. When they open their eyes, ask them to tell you which letter is missing. Stick letter Ss back on the board. Repeat the procedure with letters Tt - Uu.
- Show Ss the flashcard of *sad*. Say /s/, *sad* and get Ss to repeat after you. Then stick it under Ss on the board. Do the same with *tall* and *umbrella*.
- Shuffle the letters and the pictures, stick them on the board and invite individual Ss to come to the board and match them while saying the letter, the sound and the object.
- Repeat the procedure a couple of times.

Lesson plan

Warm up

- Introduce the new vocabulary by holding up the picture flashcards one by one, saying the word a couple of times and encouraging Ss to repeat after you.
- After you've done this a couple of times see if Ss remember the cards by playing a round of the game *Play thief* (TM page 31).

Activity 1 Track 23

- Stick the flashcards of the letters Vv, Ww, Xx, Yy, Zz on the board.
- Play the CD and point to each letter as it is heard.
- Play the CD again and encourage Ss to join in.
- Ask Ss to open their books to page 53.
- Play the CD again and get Ss to join in, while pointing to the letters.

Listening transcript

V /v/ V /v/	X /ks/ X /ks/	Z /z/ Z /z/
/v/ /v/ van	/ks/ /ks/ fox	/z/ /z/ zoo
W /w/ W /w/	Y /j/ Y /j/	
/w/ /w/ whale	/j/ /j/ yo-yo	

TPR Activity

- Point to the letter Vv on the board and say it aloud. Get Ss to repeat after you.
- Trace the letter with your index finger on the flashcard and get Ss to do the same thing in the air, while saying the letter.
- Show Ss how they can make the shape of the letter with their bodies and get them to do it.
- Repeat the procedure with the rest of the letters.



Vocabulary

- Show Ss the flashcard of *van*. Say *van* and get Ss to repeat after you. Do the same with the rest of the flashcards.
- Stick the flashcards on the board under the corresponding letters. Invite Ss to say the letters and the words as you point to them.
- Shuffle the letters and the pictures on the board and invite individual Ss to come to the board and match them.
- Repeat the procedure a few times so that all Ss get a turn.

Activity 2 Track 24

- Say the letters (Aa - Zz) of the alphabet using flashcards. Get Ss to repeat after you a few times (chorally-in groups-in pairs-individually).
- Play the *Alphabet chant* once and have Ss listen.
- Play the *Alphabet chant* a second time and have Ss point to the corresponding letters in their books.
- Play the *Alphabet chant* again and encourage Ss to join in.

Alphabet V-Z

1 Listen and say.

Vv



van

Ww



whale

Xx



fox

Yy



yo-yo

Zz



zoo

2 Listen and chant.

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

53



Optional 1 Alphabet snap

- Hand out one set of the photocopied phonics cards (refer to the materials section) to each S. Have them cut them out and colour the pictures.
- Divide Ss into pairs. Demonstrate how the game is played by choosing a random S to play with.
- Hold one set of alphabet phonics cards in your hand with the words face up. Ask the S to hold his / her set of alphabet phonics cards face up. Take a card from the top of the word pile and lay it on the table. Invite the S to pick a card from his / her picture pile and lay it on the table too.
- If the word card matches the picture card laid on the table, he/she says *Snap* and keeps both cards (e.g. *apple*). If it isn't the same, you both draw another card.
- Explain to Ss that the point of the game is to collect as many cards as possible. Whoever does so, is the winner.
- Go round the class while Ss are playing to monitor the noise level since this game may get noisy. Make sure that Ss play in turns.



Optional 2

- Stick the flashcards of the letters Aa-Zz on the board and place the phonics cards in a pile on your desk.
- Divide Ss into two teams and ask one S from each team to come to the board.

- Give each S 5 phonics cards (with the picture side facing up) and some Blu tack. Tell them that when you clap your hands, they have to look at each picture and stick it under the corresponding letter on the board, e.g. the picture of the *van* under *Vv*, the picture of the *kite* under *Kk*, etc.
- The S who does it correctly first gets a point for his/her team. Repeat the same procedure with the rest of the Ss. The team with the most points wins.



Optional 3 Letter Bricks

- Divide Ss into five groups, one for every letter (Vv, Ww, Xx, Yy, Zz) and play *Letter bricks* (TM page 9).



Before leaving Guess the letter

- Divide Ss into pairs.
- Have SA 'write' one of the letters learnt in the lesson on SB's back using his/her index finger. SB has to guess the letter and say it aloud.



Workbook

Activity 1

- Ask Ss to turn to pages 112-113.
- Ss trace and copy the letters Vv-Zz in the space provided.
- Go round the class helping Ss with any problems.

Activity 2 Track 25

- Play the CD once and have Ss point to the pictures in their books and repeat.
- Play the CD again. Pause after *whale*. Ask Ss which letter *whale* starts with, *u*, *w* or *z*? When Ss say *w*, point out the circled *w*.
- Repeat the procedure with the rest of the words, instructing Ss to circle the correct letter in each case.
- Have Ss check their answers in pairs first, then as a class.

Listening transcript

1. *whale* (x2)
2. *yo-yo* (x2)
3. *van* (x2)
4. *fox* (x2)
5. *zoo* (x2)



1. w
2. y
3. v
4. x
5. z

Activity 3

- Ss circle the words and then match them with the corresponding pictures, as in the example.
- zoo-last picture, fox-fourth picture, van-second picture, yo-yo-first picture

4 Story time

Language focus

Objectives

- to listen and read for pleasure
- to revise and consolidate vocabulary and structures learnt in previous lessons

Materials

- Blu tack
- blown-up colour photocopies of Story time *Happy Friends*

Revision

- Have Ss play the guessing game in SB page 52, Activity 2 (TM page 76).

Lesson plan

Warm up

- Play the game *Number race* (TM page 17) to revise the numbers 1-15.

Activity 1 Track 26

Before reading

- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Tell Ss they will listen to and read a story with the title *Happy Friends*. Point to the first frame and invite Ss to guess what's going to happen in the story.
- Elicit Ss' answers, in L1, but do not correct Ss at this stage.

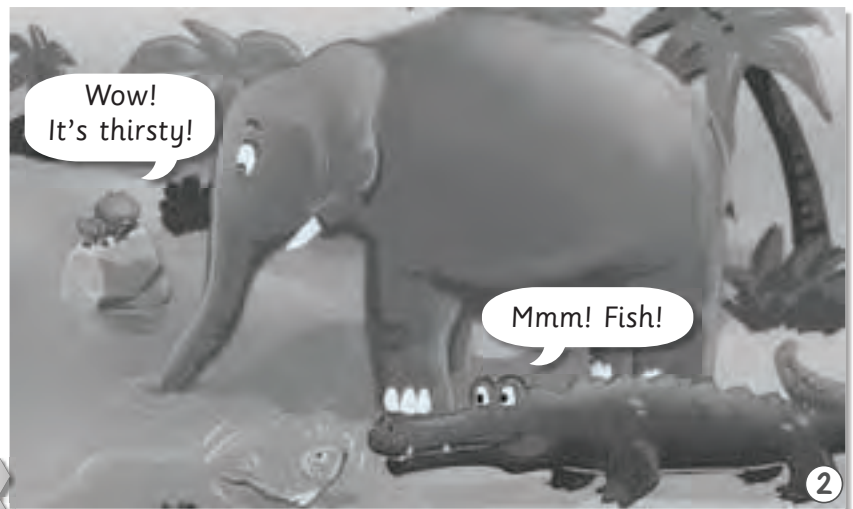
While reading

- Play the CD and point to each frame in your book or on the board. Encourage Ss to point to each frame in their books.
- Check Ss' answers. (The crocodile and the elephant meet. The elephant is thirsty and drinks water. It also throws fish to the crocodile which is hungry. In the end, they are both happy.)
- Play the CD again and ask Ss to point to each speech bubble and follow along.
- Talk about what happens in each frame. Ask Ss some questions that they can answer, for example, in Frame 1, point to Croc and ask *Is it hungry?*

4 Story time

1 Look and listen.

Happy Friends



54

Encourage Ss to answer with *Yes, it is.* / *No, it isn't.*

Frame 1: Croc the crocodile and Ellie the elephant meet in an oasis in the desert and greet each other. Croc is fishing because it's (he's) hungry, while Ellie is getting ready to drink some water from the pond because it's (she's) thirsty.

Frame 2: As Ellie is drinking water from the pond, a fish jumps out and Croc sees it.

Frame 3: Ellie starts throwing fish out of the pond for Croc to eat, counting them while it (she) does so.

Frame 4: After eating and drinking, Ellie and Croc lean on some trees to rest. They are happy.

- Play the CD again and invite Ss to shadow read (read along with the CD).
- Then play the CD again, pausing after each line. Have Ss repeat (chorally - in groups - individually).

After reading

- Ask Ss comprehension questions such as the following:

Frame 1: *Is Croc happy? (No, it (he) isn't. It's (He's) hungry.)*
Is Ellie hungry? (No, it (she) isn't. It's (She's) thirsty.)

Frame 3: *How many fish? (Fifteen fish.)*

Frame 4: *Is Ellie happy? (Yes, it (she) is.)*
Is Croc happy? (Yes, it (he) is.)

- Divide Ss into pairs and have them act out the story.
- Invite some pairs to perform for the whole class.



55



Before leaving

- Play the chant / poem *How old are you?* in the SB on page 47 (Track 6 or Track 7) and have Ss do the TPR activity (TM page 70).



Workbook

Activity 1

- Direct Ss' attention to the fish path. Hold up your book and point to a fish, encouraging Ss to say the number written on it. Explain to Ss that they will have to draw the path from the elephant to the crocodile by following the numbers on the fish in ascending order (from 1-15).
- Have Ss check their answers in pairs first, then as a class.

one - two - three - four - five - six - seven - eight - nine - ten - eleven - twelve - thirteen - fourteen - fifteen

Activity 2

- Explain to Ss that they can choose one of the three faces and colour it to show how much they liked the story.

4 Revision



Language focus

Objectives

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

Revision

- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Ask Ss if they remember the title of the story (*Happy Friends*). Ask them to tell you what else they remember about the story.
- Have Ss open their books to pages 54-55. Play the CD (Track 26) and have Ss follow along in their books.
- Play the CD again and encourage Ss to shadow read (read along with the CD).
- Then have some Ss read the story aloud for the whole class.

Lesson plan



Warm up

- Have a S come up to the front of the class and mime one of the adjectives, while the rest of the class guesses what the S is miming by asking questions such as *Are you hungry?*

Activity 1 Track 27


- Have Ss open their books to page 56. Hold up your book and point to picture 1 and ask *Is he hungry?* Encourage Ss to answer *Yes, he is*. Then ask Ss similar questions about the remaining pictures.
- Explain to Ss that they will listen to exchanges similar to this one and that they will have to circle *yes* or *no* depending on what they hear.
- Play the first exchange a couple of times (more if necessary). Make sure Ss circle the appropriate answer.
- Play the rest of the exchanges and have Ss circle the appropriate answers.
- Ss check their answers in pairs first, then as a class.

1 Listen and circle.

1.		Yes No	5.		Yes No
2.		Yes No	6.		Yes No
3.		Yes No	7.		Yes No
4.		Yes No	8.		Yes No

56

Listening transcript

- | | | |
|--|--|--|
| 1. <i>Is he hungry?</i>
<i>Yes, he is.</i> | 5. <i>Is he thin?</i>
<i>No, he isn't.</i> |  1. Yes |
| 2. <i>Is she thirsty?</i>
<i>Yes, she is.</i> | 6. <i>Is she fat?</i>
<i>No, she isn't.</i> | 2. Yes |
| 3. <i>Is he short?</i>
<i>No, he isn't.</i> | 7. <i>Is it short?</i>
<i>No, it isn't.</i> | 3. No |
| 4. <i>Is he sad?</i>
<i>Yes, he is.</i> | 8. <i>Is he happy?</i>
<i>Yes, he is.</i> | 4. Yes |
| | | 5. No |
| | | 6. No |
| | | 7. No |
| | | 8. Yes |



Optional Number bingo

- Ask Ss to draw a 2x2 grid in their notebooks and write a different number from 1-15 in each box.

2	9
11	14

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



Workbook

Activity 1 Track 28

- Point out the three pictures and ask Ss questions about them, such as the following:

Picture a: *Is she hungry? (Yes, she is.)*

Picture b: *Is he happy? (Yes, he is.)*

Picture c: *How old is he? (Eleven.)*

- Play the CD (more than once if necessary) and have Ss match the exchanges with the pictures.
- Have Ss check their answers in pairs first, then as a class.



1. c. 2. a. 3. b.

Activity 2

- Ask Ss what they think is happening in the picture. (Two boys are in a room and are talking to each other by the table.)
- Ask Ss to find the numbers hidden in the picture. Point out one number to Ss, and then have them find the rest on their own. Make sure Ss have found all the numbers:
 - 11 - on the car on top of the box
 - 12 - on the clock on the wall
 - 13 - on the door
 - 14 - on the curtains
 - 15 - on the boy's jumper
- Call on a few Ss to say the numbers they have found to the class.
- Then have Ss colour the picture.

4 Project

Language focus

Objectives

- to make a stick and clay figure
- to revise and consolidate vocabulary and structures learnt in previous lessons



Materials

- three popsicle sticks for each S
- liquid all-purpose glue
- multicoloured bars of modelling clay (enough for all Ss)
- old magazines or newspapers
- plain A4 paper
- flashcards of *hungry, thirsty, happy, sad, big, small, fat, thin, short, tall*
- an already made stick and clay figure

Revision

- Play the chant / poem *How old are you?* in the SB on page 47 (Track 6 or Track 7).



Lesson plan



Warm up

- Revise the adjectives learnt in this module as well as the structures *He's / She's / It's* by playing the game *Hot card* (TM page 36).

Activity 1

- Direct Ss' attention to the pictures on the page and ask them what the boy is doing. (He's making a stick and clay figure.)
- Make sure Ss understand that they will make stick and clay figures too.
- Give out enough popsicle sticks and bars of modelling clay to Ss, as well as a tube / bottle of glue for each pair of Ss.

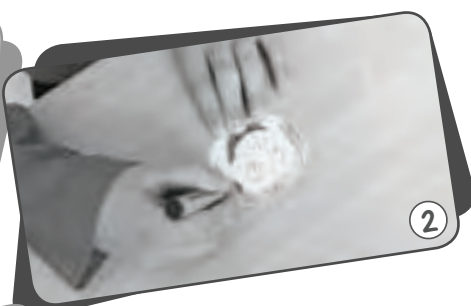
Activity 2

- Direct Ss' attention to the picture. Ask Ss what is happening. (The boy is presenting his stick and clay figure.)
- Read the sentence aloud and invite Ss to repeat (chorally - in groups - in pairs - individually).
- Model the sentence, using your own stick and clay figure.
- Divide Ss into pairs and have them take turns presenting their stick and clay figures to one another.
- Have some pairs come up to the front of the class and present their figures to the whole class.



Project

1 Make a stick and clay figure.



2 Show and tell.

She's happy.



57



Optional Adjective collage

- Divide Ss into groups. Assign a set of opposite adjectives to each group (e.g. short - tall, happy - sad, etc.).
- Ask the Ss in each group to look through old magazines or newspapers and to cut out all the pictures they find that match their adjectives.
- Ss then glue their cut-outs onto sheets of plain paper, one sheet for each adjective.
- Ss then take turns coming up to the front of the class in their groups and presenting their collages.
- Stick Ss' collages on the board / the walls.



Before leaving

- Ask each S to point to a picture in another group's adjective collage and say something about it e.g. *He's thin.*



Workbook

Activity 1

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



Track 29 - Chant

Track 30 - Poem

- Direct Ss' attention to the pictures and ask them to describe each one. (a. She's hungry. b. She's happy. c. She's sad.)
- Have Ss listen to the chant / poem and draw lines to match each verse to the picture it refers to. Point out that the first one has been done for them.
- Play the chant / poem again and encourage Ss to smile when they hear the first verse, to frown when they hear the second verse and to rub their stomach when they hear the third verse. Invite them to join in and say the chant / poem.
- Play the chant / poem again for Ss to join in while doing the corresponding actions for each verse.
 - a. 3rd verse
 - b. 1st verse
 - c. 2nd verse

Now I can

- Explain to Ss that they are going to tick the boxes corresponding to the words they have learnt in this module.

Activity 1

- Holding up the WB, point to the numbers and encourage Ss to say them aloud.
- Have Ss tick the boxes as they say each word.
- Do this with all of the words.

Activity 2

- Follow the same procedure as in Activity 1.

Activity 3

- Follow the same procedure as in Activity 2.

Activity 4

- Direct Ss' attention to the first picture and ask them what they think Lisa is asking the girl. Elicit Ss' answers. Then read the sentence aloud and have Ss repeat it and tick the box.
- Do this with the rest of the sentences.

4 Alphabet revision S-Z

Alphabet revision S-Z

Language focus

Objectives

- to revise the alphabet letters Ss-Zz

Materials

- flashcards of the letters Aa-Zz (the ones you made in previous lessons)
- flashcards of *sad, tall, umbrella, van, whale, fox, yo-yo, zoo*
- Blu tack

Revision

- Stick the flashcards with the letters (Ss-Zz) on the board. Ask Ss to close their eyes. Take letter Ss off the board. When they open their eyes, ask them to tell you which letter is missing. Stick letter Ss back on the board. Repeat the procedure with the other letters.
- Play the CD (SB pp.46 and 53 - Tracks 2, 23) and point to each letter as it is heard.
- Play the CD again and encourage Ss to join in.
- If time permits, stick the photocopies of the letters Ss-Zz on the board. Show Ss the photocopy of the flashcard of *sad*. Say /s/, *sad*, and get Ss to repeat after you. Then stick it under Ss on the board. Do the same with the rest of the flashcards.
- Shuffle the flashcards of the letters and the pictures and stick them on the board. Invite individual Ss to come to the board and match them while saying the letter, the sound and the object.

Lesson plan

Activity 1 Track 31

- Stick the flashcards with the letters (Aa-Zz) on the board. Play the Alphabet chant and point to the letters at the same time. Invite Ss to join in. Repeat a couple of times.

Activity 2 Track 32

- Draw Ss' attention to the three groups of letters and ask them to say the letters in each group.
- Explain to Ss that they are going to hear one of the three letters and its sound in each group and they have to circle the correct letter.
- Play the CD twice.
- Check Ss' answers.

1 Listen and chant.

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

2 Listen and circle.

Tt

Vv

Yy

Ss

Zz

Xx

Uu

Ww

Ss

3 Complete.



f ox



__ hal __



__ o-y __



__ o __



__ a __



__ a __ l



__ n



__ mb __ el __ a

58

Listening transcript

V /v/ (x2)

X /ks/ (x2)

U /ʌ/ (x2)

Vv, Xx, Uu

Activity 3

- Ss look at the pictures and complete the words with the correct letters.
 - Make sure Ss have completed the words correctly.
- whale, yo-yo, zoo, sad, tall, van, umbrella



Optional Circle the letter!

- Draw a vertical line on the board to divide it into two parts.
- Write all the letters of the alphabet, in capital, in random order in both parts.
- Divide the class into two groups.
- Choose a S from each group to come to the board and give each one a marker.
- Explain to Ss that you will say a letter and they have to find it and circle it.
- The S who finds and circles the correct letter first, gets a point for his / her group.
- Continue in the same manner until all Ss have had a turn and all the letters have been circled.
- The group with the most points wins.

Hungry or thirsty?

1 Look and listen.



I'm thirsty.
This is Laban.



I'm hungry. Look!
Noodles with chicken.

2 Look and match.



59

- Explain to Ss that noodles with chicken is a very common dish in China while Laban is a very common drink in the Middle East.
- Ss listen and follow in their books.
- Play the CD again and get Ss to repeat.
- Choose a few Ss to read the texts.

Activity 2

- Explain to Ss that they have to match the items of food with the boy who looks hungry and the items of drink with the boy who looks thirsty.

Hungry: pizza, sandwich
Thirsty: water, lemonade

Board game 1-4

- Divide Ss into pairs. Ask Ss to open their books to pages 118-119. Have one of the Ss in each pair cut out the board game pages.
- Instruct the Ss to use Blu tack to stick the pages onto their desks and next to each other in order to play the game.
- Hand out two construction paper pawns to each pair.
- Ask each pair to use a rubber and have them write the number 1 on the one side and the number 2 on the other side.
- Model how the game is played. A S throws the rubber to see how many spaces to move forward: one space for number 1 and two spaces for number 2.
- The S whose pawn lands on a space answers a question or does what is written on the space. If he/she answers correctly, he/she stays on the space. If his/her answer is wrong, he/she moves back one square.
- Ss take turns throwing the rubber and playing. The S to reach *FINISH* first is the winner.

Key to Test 4

Activity 1 (Track 42, CD2)

1. 14 2. 11 3. 13 4. 15

Activity 2 (Track 43, CD2)

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

Activity 3 (Track 44, CD2)

1. b 2. c 3. a

Key to Test 1-4

Activity 1 (Track 45, CD2)

1. a 2. b 3. b

Activity 2 (Track 46, CD2)

1. grandfather 2. grandmother
3. father 4. mother 5. brother
6. me 7. sister 8. Lulu

Activity 3 (Track 47, CD2)

a. 3 b. 1 c. 2

Activity 4 (Track 48, CD2)

1. Yes 2. No 3. No 4. Yes 5. No
6. Yes 7. Yes 8. No

Activity 5 (Track 49, CD2)

1. red bag 2. blue ruler 3. yellow cat
4. green rabbit

Activity 6

1. 13 birds 2. 11 apples 3. 3 ducks
4. 8 bags

4 Smart Time 4



Language focus

Objectives

- to provide Ss with cultural information



Materials

- cut outs of items of food and drink from magazine pages and blu tack



Lesson plan



Warm up

- Write the headings HUNGRY and THIRSTY on the board.

- Show Ss some cut outs of items of the food and drink and ask them under which headings you should put them.
- Choose a few Ss to come to the board, pick a cut out and stick it under the correct heading.

Activity 1 Track 33

- Draw Ss' attention to the two photos and ask them, in L1, what they see. (One boy and a drink and another boy with a plate of food.)
- Point out to Ss that the boys are from different countries. Ask Ss if they recognise the items of food and drink (a drink called Laban which is made of yoghurt and water and noodles with chicken.)

Picture Dictionary

Picture Dictionary

Colours



red blue yellow green

Food



apple egg jam lollipop orange

School

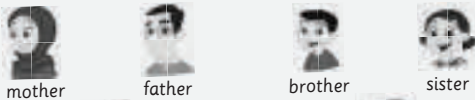


pencil book ruler pen teacher



desk chair computer rubber bag

Family and friends



mother father brother sister



me grandmother grandfather friend

60

Adjectives



hungry thirsty happy sad short tall big small



fat thin

Animals



fish bird rabbit cat
duck whale fox turtle

Numbers



Various

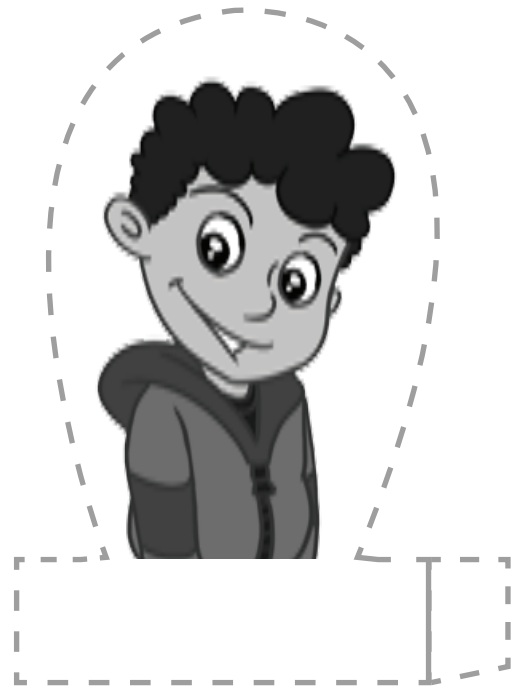
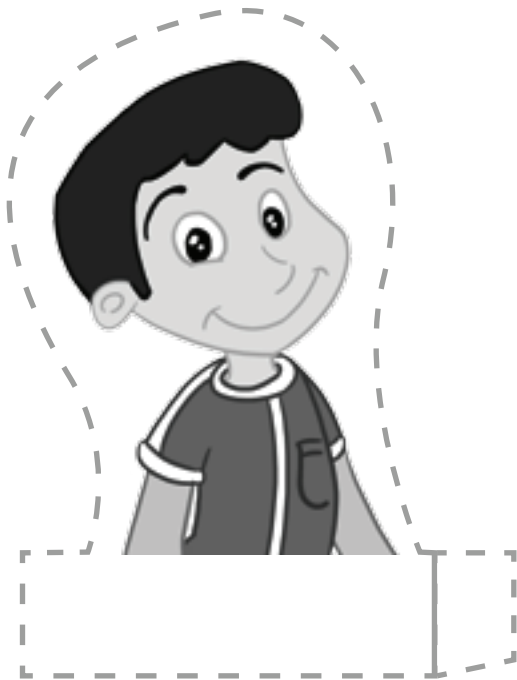
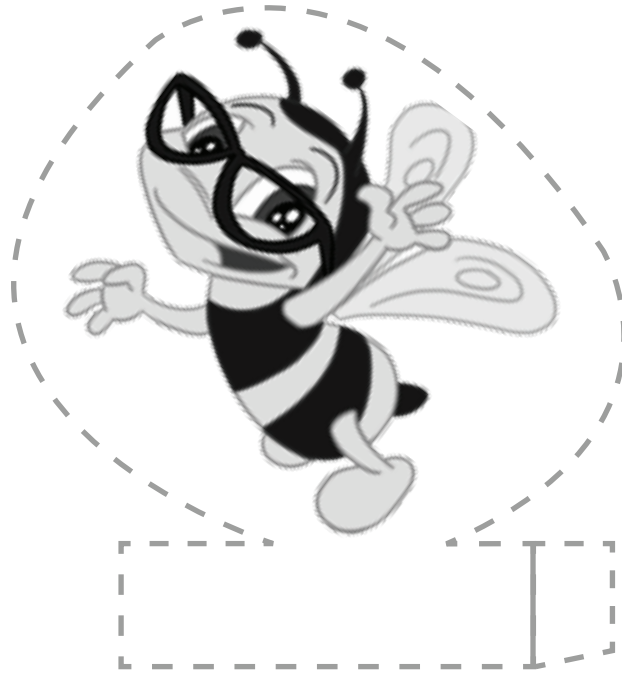


hat ink kite nose
quilt umbrella van yo-yo
zoo boy girl

61

Cut-outs 1

Project

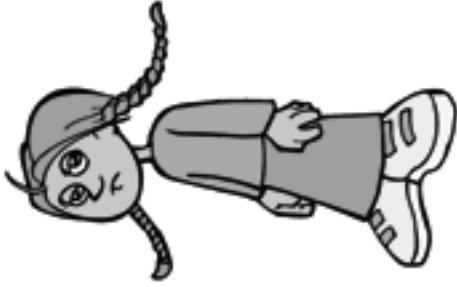


4

Cut-outs

Let's play

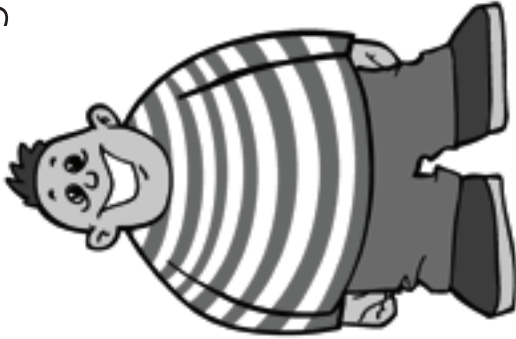
Sue



Andy



Greg



Pat



Jim



Taleen



Fatima



Bob



Tests 1

Name _____

Total

1 Listen and number (1-3).



a



b



c

2 Listen, count and tick (✓).



a



b



a



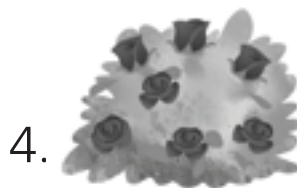
b



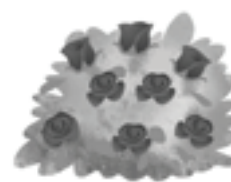
a



b



a

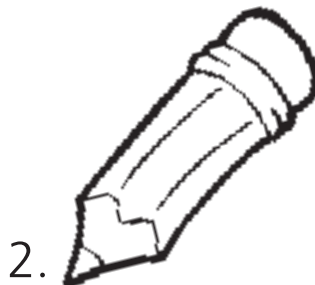


b

Test

Total 20

1 Listen and colour.



6

2 Listen and tick (✓).



1.

a	<input type="checkbox"/>
---	--------------------------

b	<input type="checkbox"/>
---	--------------------------

2.



a	<input type="checkbox"/>
---	--------------------------

b	<input type="checkbox"/>
---	--------------------------

8

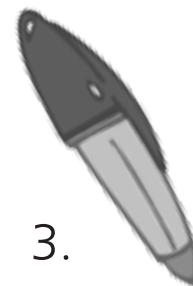
3 Listen and circle.



Yes No



Yes No



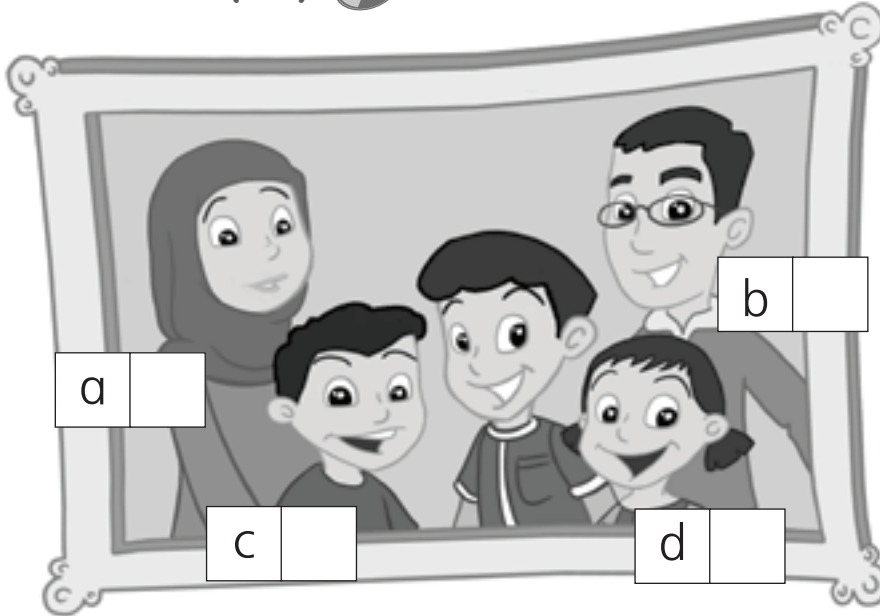
Yes No

6

Name _____

Total 20

1 Listen and number (1-4). 



8

2 Listen and tick (✓). 



a



b



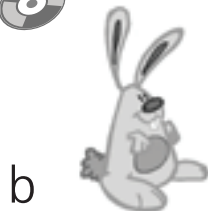
a



b

6

3 Listen and circle. 



6

Test

Total 201 Listen and write. 

I'm _____.



I'm _____.



I'm _____.



I'm _____.

2 Listen and circle. 

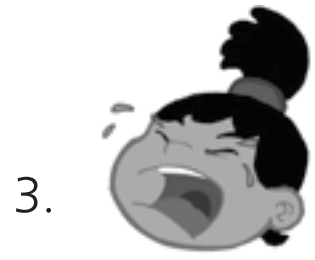
8



Yes No



Yes No



Yes No



Yes No



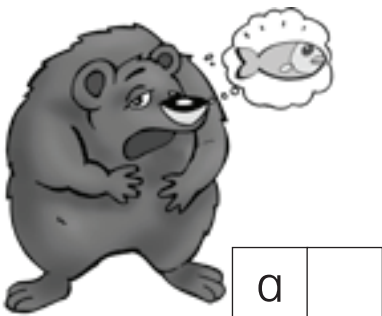
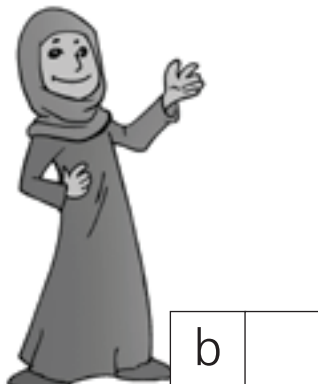
Yes No



Yes No

3 Listen and number (1-3). 

6

a b c

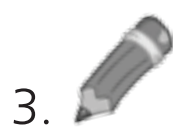
6

Test 1-4

Name _____

Total 40

1 Listen and tick (✓).



a

b

a

b

a

b

6

2 Listen and match.



mother



sister



grandfather



father



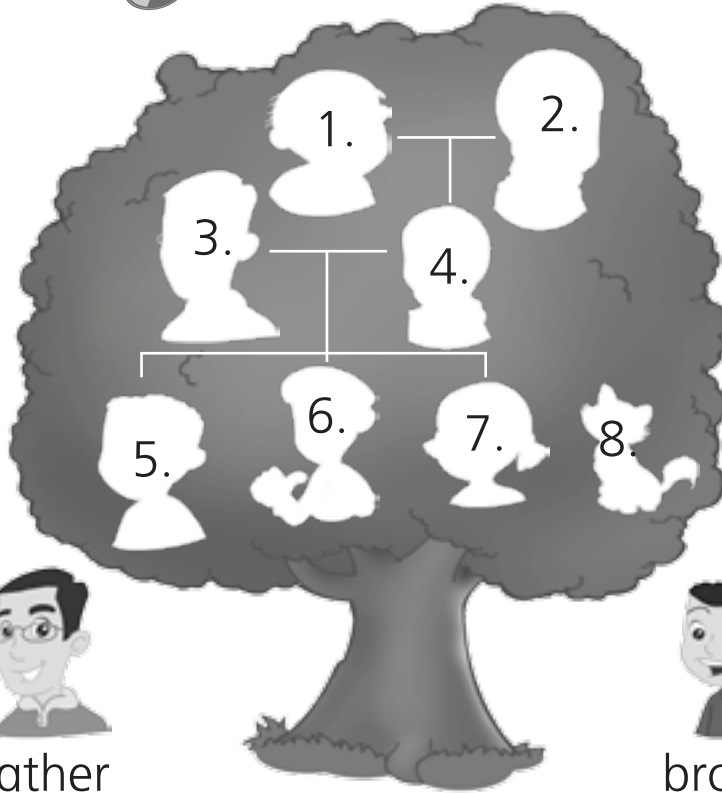
grandmother



me



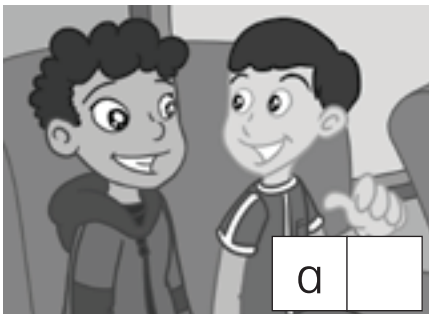
Lulu



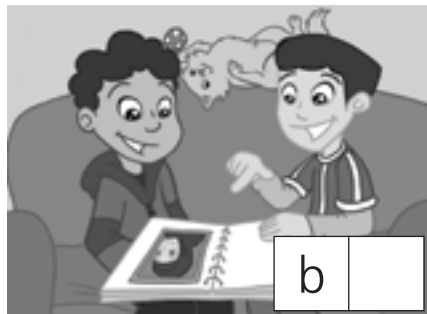
brother

8

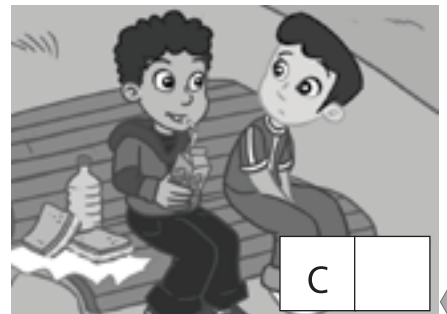
3 Listen and number (1-3).



a



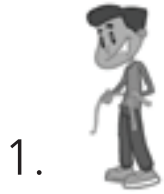
b



c

6

4 Listen and circle. 



Yes No



Yes No



Yes No



Yes No



Yes No



Yes No

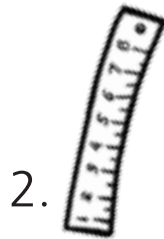


Yes No



Yes No

5 Listen and colour. 



8

6 Trace. Then count and write the number.

4



1. _____ birds

2. _____ apples

3. _____ ducks

4. _____ bags

8

Listening Transcripts Tests 1-4

Test 1 (Tracks 34-35, CD2)

Activity 1

1. **Buzz:** Goodbye.
2. **Hassan:** Hello. I'm Hassan.
What's your name?
3. **John:** Hi! My name's John.

Activity 2

1. one-two
2. one-two-three-four-five
3. one-two-three-four-five-six
4. one-two-three-four-five-six-seven-eight

Test 2 (Tracks 36-38, CD2)

Activity 1

1. What colour is it?
Yellow.
2. What colour is it?
Red.
3. What colour is it?
Green.

Activity 2

1. What's this?
It's a bag.
2. What's that?
It's a rubber.

Activity 3

1. Is it a chair?
2. Is it a computer?
3. Is it a pen?

Test 3 (Tracks 39-41, CD2)

Activity 1

1. **John:** This is my sister.
2. **John:** This is my mother.
3. **John:** This is my father.
4. **John:** This is my brother.

Activity 2

1. **Hassan:** Who's that?
John: That's my grandmother.
2. **Hassan:** Who's that?
John: That's my teacher.

Activity 3

1. Is that your cat?
Yes, it is.
2. Is that your fish?
No, it isn't. That's my turtle.
3. Is that your rabbit?
Yes, it is.

Test 4 (Tracks 42-44, CD2)

Activity 1

1. How old are you?
I'm fourteen.
2. How old are you?
I'm eleven.
3. How old are you?
I'm thirteen.
4. How old are you?
I'm fifteen.

Activity 2

1. Are you hungry?
2. Is he thirsty?
3. Is she happy?
4. Are you tall?
5. Is it big?
6. Is it fat?

Activity 3

1. She's tall and thin.
2. He's short and thirsty.
3. It's fat and hungry.

Test 1-4 (Tracks 46-49, CD2)

Activity 1

1. What's this?
It's a computer.
2. What's that?
It's a book.
3. Is it a pen?
Yes, it is.

Activity 2

1. **Hassan:** Who's that?
John: That's my grandfather.
2. **Hassan:** Who's that?
John: That's my grandmother.

3. **Hassan:** Who's that?
John: That's my father.
4. **Hassan:** Who's that?
John: That's my mother.
5. **Hassan:** Who's that?
John: That's my brother.
6. **John:** That's me.
7. **Hassan:** Who's that?
John: That's my sister.
8. **John:** That's my cat, Lulu.

Activity 3

1. **Hassan:** Who's that?
John: That's my grandmother.
2. **Hassan:** Are you thirsty?
John: No, I'm not.
3. **Hassan:** Hello! I'm Hassan.
What's your name?
John: Hi, Hassan! My name's John.

Activity 4

1. Is he thin?
2. Is she sad?
3. Is it big?
4. Are you thirsty?
5. Are you sad?
6. Is it a turtle?
7. Is it small?
8. Is it a computer?

Activity 5

1. What colour is it?
It's red.
2. What colour is it?
It's blue.
3. What colour is it?
It's yellow.
4. What colour is it?
It's green.

Phonics cards

apple

bag

cat

duck

egg

fish

green

hat

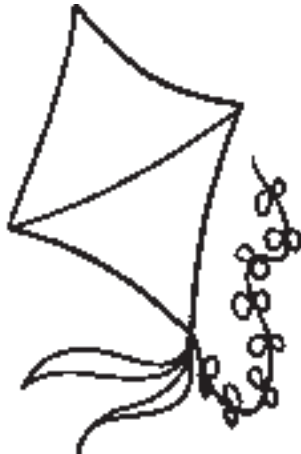
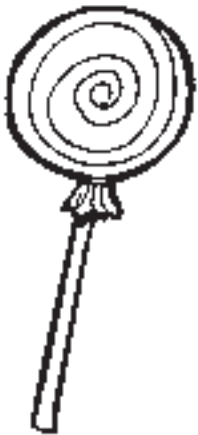
ink

jam

kite

lollipop





mother

nose

orange

pen

quilt

red

sad

tall

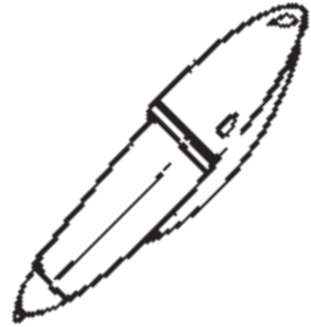
umbrella

van

whale

fox

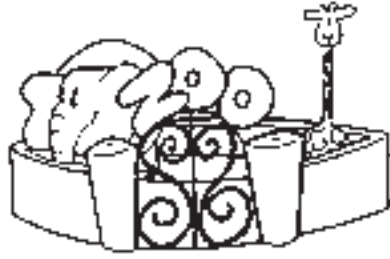




zoo

yo-yo





Suggested Pacing Chart for Smart Class 1

These weekly pacing charts have been created for a sixteen-week semester, in which the students have two one-hour sessions per week. Holidays have also been taken into consideration; therefore the total number of sessions has been calculated to be thirty.

So, 16 weeks X 2 sessions per week = 32 sessions minus 2 hours for holiday = 30 sessions altogether.

Since the dates of holidays vary from year to year, the holidays have not been included in a specific week in the weekly pacing chart. Instead the final week (week 16 is shown to have no sessions.)

7.5 teaching hours are required for each module (which is divided into seven lessons) to be completed.

Specifically, the teaching hours are as follows:

- 1 session (1st module *Alphabet and A chant*)
- 1 session (1st module *Smart kids*)
- 1 session (1st module *Comic*)
- 1 session (1st module *Let's play and Alphabet*)
- 1 session (1st module *Story*)
- 1 session (1st module *Revision and Project*)
- 1 session (*Alphabet revision and Smart Time*)
- ½ session (Test)

Notes

First week of lessons:

Be sure to familiarise students with their new book at the beginning of the first session.

In the second, third and fourth session revise functions and vocabulary from previous sessions.

Recommended homework for every lesson:

It is suggested that the Ss are asked to study the active vocabulary of each session.

Also, they should be given a few sentences from each lesson to copy and study for dictation.

In class:

Always check homework at the beginning of each session.

Always make sure that students understand what activities they have to do for homework, as well as how they should be done.

Week 1

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Give a brief introduction about the English alphabet, e.g. explain that there are 26 letters and that in every alphabet lesson you will learn three letters of the alphabet. • Do in class the letters A – C (SB p.4). • Ask Ss to listen to the Student's CD at home, so that they can repeat and memorise the letters. • Do in class <i>A chant</i> (SB p.5). 	<ul style="list-style-type: none"> • Begin the activities from the Workbook section (pages 66-70). If you do not have time to complete all the activities, assign some of them for homework, e.g. activities 3-5 page 69, activity 2 page 70.
Session 2	<ul style="list-style-type: none"> • Check homework if any. • Do in class <i>Smart kids</i> (SB pp.6-7). 	<ul style="list-style-type: none"> • Do the activity from the Workbook section (page 71).

Week 2

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Do in class <i>Comic</i> (SB pp.8-9). 	<ul style="list-style-type: none"> Begin the activities from the Workbook section (pages 72-74). If you do not have time to complete all the activities, assign some of them for homework.
Session 2	<ul style="list-style-type: none"> Check homework if any. Do in class <i>Let's play</i> (SB p.10). Revise the letters A-C and then do in class letters D-F (SB p.11). 	<ul style="list-style-type: none"> Begin the activities from the Workbook section (pages 75-77). If you do not have time to complete all the activities, assign some of them for homework, e.g. activities 3 and 4, page 77.

Week 3

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework if any. Do in class <i>Story time</i> (SB pp.12 – 13). 	<ul style="list-style-type: none"> Begin the activities from the Workbook section (page 78). If you do not have time to complete all the activities, assign some of them for homework.
Session 2	<ul style="list-style-type: none"> Check homework if any. Do in class <i>Revision and Project</i> (SB pp.14 – 15). 	<ul style="list-style-type: none"> Begin the activities from the Workbook section (pages 79 – 81). If you do not have time to complete all the activities, assign some of them for homework.

Week 4

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework if any. Do in class <i>Alphabet Revision A-F</i> and <i>Smart Time 1</i> (SB pp.16 – 17). 	_____
Session 2	<ul style="list-style-type: none"> Check homework if any. Do in class Test 1 (Teacher's Manual p.91). Allow only 30 minutes for students to complete the test. Do in class <i>Alphabet G-I</i> (SB p.18) and <i>A chant</i> (SB p.19) 	<ul style="list-style-type: none"> Begin the activities from the Workbook section (pages 82-84). If you do not have time to complete all the activities, assign some of them for homework.

Week 5

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework if any. Do in class <i>Smart kids</i> (SB pp.20-21). 	<ul style="list-style-type: none"> Do the activity from the Workbook section (page 85).
Session 2	<ul style="list-style-type: none"> Do in class <i>Comic</i> (SB pp.22-23). 	<ul style="list-style-type: none"> Do the activity from the Workbook section (page 86).

Week 6

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Do in class <i>Let's play</i> and <i>Alphabet J-L</i> (SB pp.24-25). 	<ul style="list-style-type: none"> Begin the activities from the Workbook section (pages 87-89). If you do not have time to complete all the activities, assign some of them for homework, e.g. activity 1 p.81, activities 3 and 4 page 89.
Session 2	<ul style="list-style-type: none"> Check homework if any. Do in class <i>Story time</i> (SB. pp.26-27). 	<ul style="list-style-type: none"> Begin the activities from the Workbook section (pages 90). If you do not have time to complete all the activities, assign some of them for homework.

Week 7

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework if any. Do in class <i>Revision</i> and <i>Project</i> (SB pp.28-29). 	<ul style="list-style-type: none"> Begin the activities from the Workbook section (pages 91-93). If you do not have time to complete all the activities, assign some of them for homework.
Session 2	<ul style="list-style-type: none"> Check homework if any. Do in class <i>Alphabet Revision G-L</i> and <i>Smart Time 2</i> (SB pp.30-31) 	

Week 8

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Do in class Test 2 (Teacher's Manual p. 92). Allow only 30 minutes for students to complete the test. Do in class <i>Alphabet M-O</i> (SB p.32). 	<ul style="list-style-type: none"> Begin the activities from the Workbook section (pages 94-95). If you do not have time to complete all the activities, assign some of them for homework, e.g. activities 3-5 page 95.
Session 2	<ul style="list-style-type: none"> Check homework if any. Do in class <i>A chant</i> (SB p.33). 	<ul style="list-style-type: none"> Do the activity from the Workbook section (page 96).

Week 9

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Do in class <i>Smart kids</i> (SB pp.34-35). 	<ul style="list-style-type: none"> Do the activity from the Workbook section (page 97).
Session 2	<ul style="list-style-type: none"> Do in class <i>Our world</i> (SB pp.36-37). 	<ul style="list-style-type: none"> Do the activity from the Workbook section (page 98).

Week 10

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Do in class <i>Let's play</i> and <i>Alphabet P-R</i> (SB pp.38-39). 	<ul style="list-style-type: none"> Begin the activities from the Workbook section (pages 99-101). If you do not have time to complete all the activities, assign some of them for homework, e.g. activities 3-5, page 101.
Session 2	<ul style="list-style-type: none"> Check homework if any. Do in class <i>Story time</i> (SB pp.40-41). 	<ul style="list-style-type: none"> Begin the activities from the Workbook section (page 102). If you do not have time to complete all the activities, assign some of them for homework.

Week 11

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework if any. Do in class <i>Revision</i> and <i>Project</i> (SB pp.42-43). 	<ul style="list-style-type: none"> Begin the activities from the Workbook section (pages 103-105). If you do not have time to complete all the activities, assign some of them for homework.
Session 2	<ul style="list-style-type: none"> Check homework if any. Do in class <i>Alphabet revision M-R</i> and <i>Smart Time 3</i> (SB pp.44-45). 	_____

Week 12

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Do in class <i>Test 3</i> (Teacher's Manual p.93). Allow only 30 minutes for students to complete the test. Do in class <i>Alphabet S-U</i> (SB p.46). 	<ul style="list-style-type: none"> Begin the activities from the Workbook section (pages 106-107). If you do not have time to complete all the activities, assign some of them for homework, e.g. activities 3 and 4, page 107.
Session 2	<ul style="list-style-type: none"> Check homework if any. Do in class <i>A chant</i> (SB p.47). 	<ul style="list-style-type: none"> Begin the activities from the Workbook section (page 108). If you do not have time to complete all the activities, assign them for homework.

Week 13

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework if any. Do in class <i>Smart kids</i> (SB pp.48-49). 	<ul style="list-style-type: none"> Do the activity from the Workbook section (page 109).
Session 2	<ul style="list-style-type: none"> Do in class <i>Comic</i> (SB pp.50-51). 	<ul style="list-style-type: none"> Do the activity from the Workbook section (page 110).

Week 14

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Do in class <i>Let's play</i> and <i>Alphabet V-Z</i> (pp.52-53). 	<ul style="list-style-type: none"> Begin the activities from the Workbook section (pages 111-113). If you do not have time to complete all the activities, assign some of them for homework.
Session 2	<ul style="list-style-type: none"> Check homework if any. Do in class <i>Story time</i> (SB pp.54-55). 	<ul style="list-style-type: none"> Begin the activities from the Workbook section (page 114). If you do not have time to complete all the activities, assign some of them for homework.

Week 15

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework if any. Do in class <i>Revision</i> and <i>Project</i> (SB pp.56-57). 	<ul style="list-style-type: none"> Begin the activities from the Workbook section (pages 115-117). If you do not have time to complete all the activities, assign some of them for homework. Play the board game (pages 118-119).
Session 2	<ul style="list-style-type: none"> Check homework if any. Do in class <i>Alphabet revision S-Z</i> and <i>Smart Time 4</i> (SB pp.58-59). Do in class Test 4 and Test 1-4 (Teacher's Manual pp. 94-96). Do as many exercises as you have time in class for practice. 	

Week 16

Sessions	Student's Book	Workbook
	Details for week 16 have not been included as these two sessions correspond to the weeks not done due to holidays.	

الحد الأدنى	By the end of grade four students will be able to:	Term 1	Term 2	الرمز
		page number	page number	
X	Recognize and produce the sounds of the English alphabet.	4,11,etc.		1/7/4
X	Recognize short and only some long vowels: {long /a/ as in "cake", long /e/ as in "sea", long /o/ as in "nose", and long /i/ as "kite"}.		46,53	2/7/4
X	Recognize and differentiate between some English letters (b & p), (f & v).		4,11	3/7/4
	Recognize and produce only some English digraphs such as, (th, sh, ch).		18,25	4/7/4
X	Recognize and match sounds to letters.	16,89,etc.	16,61,etc.	5/7/4
X	Participate verbally and non-verbally in short simple activities: greeting (1), giving and receiving commands and instructions (2), (3).	(1)5-7	(2)19 (3)33	6/7/4
X	Recognize intonation patterns of statements and questions.	6,7,etc.	5,6,etc.	7/7/4
X	Ask and respond to simple assigned sentences in present tense form with the verb (like) using first and second person singular and in affirmative, negative and interrogative statements and (Yes/No questions).		47-49	8/7/4
X	Ask and respond to basic questions about personal information using the verb to be (am, is, are),(have got) and wh. questions (what, where, who, how).	7,21,33,35,49,51,52	5-10,20,21,22,23,24,38,51	9/7/4
X	Recognize and use indefinite articles (a, an) using (this and that).	20-23		10/7/4
X	Recognize and apply regular plural formation using (these and those).		6,7	11/7/4
X	Recognize and apply subjective pronouns correctly (I, You, He, She, It, We, They).	6,21,51,etc.	10,21,23,24	12/7/4
	Recognize prepositions of place (in, on)		22,23	13/7/4
	Talk about feelings in simple and short sentences.	48,49		14/7/4
X	Identify main colours (red, blue, green, black, white, yellow. brown)	19	8,9	15/7/4
X	Identify and talk about classroom objects which are assigned in the book.	20-23		16/7/4
	Identify and talk about family members and possession using two possessive adjectives: (my, your)	6,7,33-35		17/7/4
	Identify and talk about food, animals, clothes.	36-38	6,7,10,36-38,47-51	18/7/4
	Talk about likes and dislikes.		47-51	19/7/4
	Be willing to listen to short digital and recorded materials.	4-7,etc.	4-7,etc.	20/7/4
X	Utter simple words and numbers (cardinal numbers 1-19).	8,47	52	21/7/4
	Read and count numbers in tens (10-100).		52	22/7/4
X	Read aloud simple words and sentences.		32,33,etc.	23/7/4
X	Read and match words to photos/drawings.	30,63,etc.	66,72,etc.	24/7/4
X	Read and comprehend simple short sentences.		5,17,33,45	25/7/4
X	Spell some simple sight words correctly.		4-6,etc.	26/7/4
	Be willing to read simple short illustrated stories.		6,12,13,34,40,41,etc.	27/7/4
X	Recognize and apply the directionality in writing English (e.g. left/right, top/bottom).	60,61		28/7/4
X	Use lined paper correctly with headline, midline, and baseline.	62,66,etc.		29/7/4
X	Copy words, numbers and simple short sentences.		63,74,101,etc.	30/7/4
X	Write upper/lower case letters correctly.	62,70,94,etc.		31/7/4
X	Use appropriate spacing between words and sentences.	31,45,etc.		32/7/4
	Write guided short answers to written questions.		56,etc.	33/7/4
X	Do controlled writing such as supplying missing letters and words.	16,30,etc.	61,81,etc.	34/7/4
X	Recognize and apply the punctuation and capitalization assigned for this grade: (capitalizing the beginning of names, sentences, questions and the use of the full stop and question mark).		16,30,44,58	35/7/4

Smart Class 1
Teacher's Manual

H. Q. Mitchell - Marileni Malkogianni

Published by: Tatweer Company for Educational Services

Published under special agreement between MM Publications and Tatweer Company for Educational Services (contract no. 2013/0040) for use in the KSA

Copyright © 2016 MM Publications

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without permission in writing from the publishers.

MM Publications
Edition 2016-2017
ISBN: 978-618-05-0573-3

ISBN: _____

H. Q. Mitchell - Marileni Malkogianni

Smart Class

is an innovative English course that follows the modular approach.

CEF leading to A1

Course Features:

- Well-balanced modules
- Units with stories, factual texts
- A variety of activities (listening, speaking, games, short writing activities and hands-on activities)
- Revision units
- Chants
- Smart time with cultural information
- The Alphabet
- Board games
- Projects
- Self-evaluation section
- Picture Dictionary



Student's Book including Workbook



Teacher's Manual

Digital Material:

- Student's CD
- Class CD
- Tests
- Flashcards
- Model lesson
- Interactive Whiteboard Material



Place ISBN here.



Special Edition for the
Ministry of Education of the
Kingdom of Saudi Arabia