

KSA - Edition

# Smart Class 3

English Language

Elementary Stage

Fifth Elementary Grade

First Semester

اللغة الإنجليزية

المرحلة الابتدائية

الصف الخامس الابتدائي

الفصل الدراسي الأول



كتاب المعلم

Teacher's Manual



KSA - Edition

# Smart Class 3

H. Q. Mitchell - Marileni Malkogianni

**English Language**

**Elementary Stage**

**Fifth Elementary Grade**

**First Semester**



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## Smart Class 3 Syllabus

Communication Objectives	Structures	Vocabulary	Cross-curricular Connections	Phonics
<b>Hello p. 4</b>				
<ul style="list-style-type: none"> <li>- to revise the alphabet</li> <li>- to greet someone</li> <li>- to introduce oneself and others</li> <li>- to identify and talk about objects / people</li> <li>- to identify colours</li> <li>- to spell</li> </ul>	<p>Hello! I'm (Reema). This is (Alex.) What's your name? (ten) (children) (eleven) (books) What's this? It's (a) pen. What's that? It's (an) orange. What are these/those? They're (rubbers). What colour is it? Spell 'book'. (I'm) a man. (You're) a girl. (They're) pens. (Are they) desks? Yes, (they are.)/ No, (they aren't.)</p>	<p><b>Classroom objects:</b> bag, book, pen, pencil, ruler, rubber, computer, desk, chair</p> <p><b>Numbers:</b> 1-20, 30-100 in tens</p> <p><b>Colours:</b> red, blue, yellow, green, pink, orange, brown, white, black</p> <p><b>Food:</b> apple, apples</p> <p><b>People:</b> man-men, woman-women, child-children, boy, girl, sister, friend</p> <p><b>Clothes:</b> dress, thobe</p> <p><b>Adjectives:</b> happy, sad, tall</p>	<p><b>Literature</b> (chant / poem)</p>	
<b>Module 1 • Home and family p. 7</b>				
<ul style="list-style-type: none"> <li>- to identify rooms in a house</li> <li>- to identify and talk about family members and friends</li> <li>- to identify toys / games</li> <li>- to describe location</li> <li>- to ask and answer questions about location</li> <li>- to identify and talk about items in a house</li> </ul>	<p>Where's my (father)? (He's) in the (kitchen). (Is she) your (aunt)? Yes, (she is.)/ No, (she isn't.) (He isn't) my (father). Where's the (board game)? It's (on) the bed. Where are the (dolls)? They're (next to) the (lamp).</p>	<p><b>Family and friends:</b> uncle, aunt, cousin, baby, friend</p> <p><b>Toys:</b> jigsaw puzzle, board game, computer game</p> <p><b>Items in a house:</b> wardrobe, lamp, sofa, bookcase, TV, window</p> <p><b>Rooms of a house:</b> bedroom, kitchen, bathroom, living room, garden</p> <p><b>Prepositions:</b> on, in, under, next to, between</p> <p><b>Writing tip</b> Use of commas (,) and <b>and</b>.</p>	<p><b>Literature</b> (chant / poem)</p> <p><b>Social studies</b> (family tree)</p> <p><b>English</b> (fiction, writing about a family)</p> <p><b>Art</b> (drawing, colouring)</p>	<p><b>a</b> /eɪ/ dates cake</p> <p><b>i</b> /aɪ/ white rice</p> <p><b>o</b> /əʊ/ rose home</p> <p><b>e</b> /i:/ teacher eat</p> <p><b>ea</b> /e/ bread head</p>
<b>Module 2 • Friends p. 21</b>				
<ul style="list-style-type: none"> <li>- to identify the numbers 50-100</li> <li>- to talk about possession</li> <li>- to identify pets</li> <li>- to describe physical appearance</li> <li>- to identify parts of the face and body</li> <li>- to ask and answer questions about physical appearance</li> </ul>	<p>(I) have got (ninety buses). (They) have got (fifty two planes.) Have you got (a frog)? Yes, I have./No, I haven't. (His) parrot is green. (She) has got (curly hair). (He) hasn't got (blue eyes). Has (he) got (brown hair)? Yes, (he) has./No, (he) hasn't. Have (they) got (straight hair)? Yes, (they) have./No, (they) haven't.</p>	<p><b>Numbers:</b> 50-100</p> <p><b>Toy:</b> bus-buses</p> <p><b>Pets:</b> lizard, snake, rabbit, bird, parrot, frog</p> <p><b>Appearance:</b> curly hair, straight hair, long hair, short hair</p> <p><b>Parts of the face:</b> tooth-teeth, foot-feet, big ears, small ears, neck, face</p> <p><b>Writing tip</b> Use of adjectives and intensifier <b>very</b>.</p>	<p><b>Literature</b> (chant / poem)</p> <p><b>English</b> (fiction, writing a description of a person)</p> <p><b>Art</b> (drawing, colouring)</p>	<p><b>oo</b> /u:/ food room</p> <p><b>oo</b> /ʊ/ book look</p> <p><b>u</b> /ju:/ computer cute</p> <p><b>u</b> /ʌ/ duck jumper</p>

Communication Objectives	Structures	Vocabulary	Cross-curricular Connections	Phonics
<b>Module 3 • Animals p. 35</b>				
<ul style="list-style-type: none"> <li>- to identify animals</li> <li>- to describe wild animals and talk about what they can/can't do</li> <li>- to talk about ability</li> <li>- to talk about quantity</li> </ul>	<p>Its (neck) is very (long). Their (tails) are (short). Can you (swim)? Yes, (I) can./No, (I) can't. (I) can (run). (I) can't (jump.) How many (lions) can you see? (I) can see (three lions).</p>	<p><b>Parts of the Body:</b> head, wings, leg, tail, hump <b>Actions:</b> talk, swim, run, jump, fly, climb a tree, see <b>Animals:</b> camel, monkey, wolf-wolves, elephant, penguin, hippo, crocodile, tiger, lion, zebra, sheep-sheep, horse, goat, fish-fish</p>	<p><b>Literature</b> (chant / poem) <b>Science</b> (animals) <b>English</b> (fiction, writing about an animal) <b>Art</b> (animal, drawing, colouring)</p>	<p><b>Plural s /s/</b> cats rabbits</p>
		<p><b>Plural s /z/</b> birds hens</p>		
		<p><b>Plural es /ɪz/</b> dresses foxes</p>		
		<p><b>ch /tʃ/</b> chimp peach chair</p>		
		<p><b>Writing tip</b> Use of <b>and</b> and <b>but</b>.</p>		<p><b>sh /ʃ/</b> sheep shirt fish</p>
<b>Module 4 • My town p. 49</b>				
<ul style="list-style-type: none"> <li>- to identify and talk about places in a town</li> <li>- to ask and answer about places in a town</li> <li>- to talk about the weather</li> <li>- to talk about location</li> <li>- to ask and answer about the location of places in a town</li> </ul>	<p>There is a (park). There are (two schools). Is there a (supermarket) (in your town)? Yes, there is./No, there isn't. What's the weather like? It's (sunny). Where's the (mosque)? It's (opposite) the (hospital).</p>	<p><b>Places:</b> library, toy shop, school, park, restaurant, mosque, supermarket, hospital, police station, farm playground <b>Weather:</b> It's raining, sunny, cloudy, hot, cold, windy <b>Prepositions:</b> next to, between, opposite</p>	<p><b>Literature</b> (chant / poem) <b>Social studies</b> (describing one's town) <b>English</b> (fiction, writing about a town) <b>Art</b> (model town, drawing, colouring)</p>	<p><b>wh /w/</b> whale wheel</p>
		<p><b>ph /f/</b> dolphin photo</p>		
		<p><b>pl /pɪ/</b> playground plane</p>		
		<p><b>cl /kɪ/</b> clap climb</p>		
		<p><b>Writing tip</b> Use of <b>a/an/the</b>.</p>		

## Welcome to Smart Class

Smart Class is a series specially 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.

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. Consonant digraphs, consonant blends and vowel sounds are also introduced and practised in Smart Class 3. 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 97-102). 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, phonics, 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 **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/CD-ROM includes the vocabulary, phonics, 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/CD-ROM works both on a computer and a CD player. A full track list of the Student's CD/CD-ROM has been included in the Student's Book (page 2) as well as in the Teacher's Manual.

### Course Outline

The Smart Class series guides 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, 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.

**Phonics:** Consonant digraphs, consonant blends and vowel sounds are introduced and practised in each module. Different colours are used to indicate the different sounds. Children learn to recognise and identify the sound that each consonant digraph / consonant blend / vowel represents. Various activities develop the children's ability to hear the sound in isolation and as part of a word.

**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, Salim, Alex and Reema, 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, hypothesizing, 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. A **writing tip** is also included in the Project lesson. It provides Ss with information about punctuation and other grammar rules of the English language which will help them in their writing.

**Phonics revision:** The sounds 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.

## Extra Material in the Student's Book

### Grammar Boxes

A Grammar Summary with useful tables and examples of the grammatical structures dealt with in each module is provided at the end of the Student's Book.

### Board game

There is a board game for Ss to play in pairs or in small groups in order to revise the vocabulary and structures of Smart Class in a fun way.

### 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 90).

### Cut-outs

A set of separate cut-outs is included at the back of the Student's Book (pages 121-126) for classroom use. Instructions for the use of these cut-outs 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 104-112), there are 48 photocopiable phonics cards. Copies can be given to students to cut and colour, and play various games. Instructions for the use of the phonics cards are included in the corresponding lessons of the Teacher's Manual (Phonics revision).

### Flashcards

A set of flashcards accompanies Smart Class **3&4**. 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 and the Grammar section.

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



Language focus



Materials



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 Look and listen.

### Back to school ABCs

A B C D E F G

Get your book and come with me.

H I J K L M N

Take your pencil and your pen.

O P Q R S T U

Let's go learn something new.

V W X Y Z

Back to school we go again.



## 2 Listen and repeat. Then, talk in pairs.

Hello! I'm  
Reema.

Hello! My name's  
Salim. This is Alex.

Hi! I'm...  
What's your name?  
Hello! My name's...

Hi! What's  
your name?



## Language focus

- to say a chant
- to revise the alphabet
- to introduce oneself and others
- to practise the plural form of regular and irregular nouns
- to revise the numbers 1-20, 30-100 in tens
- to identify classroom objects
- to identify colours
- to spell

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

## Activity 1 Track 2

- Have Ss open their books to page 4.
- Draw Ss' attention to Activity 1.
- Ask Ss, in L1, what they can see in the picture. (Kids are on their way to school.)
- Write the alphabet on the board, point to each letter and encourage Ss to say it aloud.
- Tell Ss that they are going to listen to a chant. Ask them to guess what it's going to be about.
- Play the chant once and have Ss listen.
- Play the chant a second time and have Ss follow along in their books as they listen. When Ss feel comfortable, invite them to say the chant.

## TPR Activity

- Write the letters of the alphabet on different pieces of paper (one letter on each piece of paper).
- Make photocopies so that each student has got one or more letters, depending on your class size.
- Invite Ss to stand up and explain that they will listen to the chant again. They have to say the chant and raise the letter they have got when they hear it.

## Activity 2 Track 3

- Direct Ss' attention to the three children in the picture and ask them to guess what's happening. (The children are greeting and introducing themselves to the Ss.) Explain to Ss that these are the main characters in the book.



Look!



child -



children



man -



men



woman -



women

- Play the CD and have Ss repeat. Divide Ss into pairs. Ask Ss to practise greeting and introducing themselves to each other, using the structures in the yellow box.
- When Ss are done introducing themselves to their partners, have them swap partners with another pair. Have some pairs of Ss perform for the whole class.

### Grammar box

- Hold up one pen and say, *pen*. Then hold up two pens and say *pens*. Write the words *pen* and *pens* on the board and elicit that we usually add *-s*, *-es* (*dress-dresses*, *peach-peaches*, *box-boxes*) or *-ies* (*strawberry-strawberries*) in the plural.
- Repeat with other objects Ss are familiar with so that they can revise the plural form of words.
- Remind Ss that when a noun ends in *-s*, *-ss*, *-x*, *-o*, *-ch*, *-sh* (*box-boxes*) it takes *-es* in the plural. When a noun ends in *consonant + -y*, it drops the *-y* and takes *-ies* (*strawberry-strawberries*).
- Draw Ss' attention to the grammar box at the top of page 5. Explain to Ss that some words form their plural in a different way. Read the words and have Ss repeat after you.
- Refer Ss to the corresponding *Grammar Boxes* on page 64.

### Activity 3

- Tell Ss to write the plural form of the words given.

1. books    2. children    3. dresses  
4. men    5. women    6. oranges

### Activity 4





- Ask Ss to remind you when we use *a* and *an*. Elicit the answer that we use *an* with words beginning with a vowel sound (*a*, *e*, *i*, *o*, *u*) and *a* with words beginning with a consonant sound.
- Refer Ss to the corresponding *Grammar Box* on page 64.
- Ss have to complete the sentences using *a* or *an*.

1. an    2. a    3. a    4. an

### 3 Write the plural.

- |                |                 |
|----------------|-----------------|
| 1. book _____  | 4. man _____    |
| 2. child _____ | 5. woman _____  |
| 3. dress _____ | 6. orange _____ |

### 4 Write a or an.

- |  |   |
|--|---|
| 1.  It's ___ apple. | 3.  It's ___ bag.      |
| 2.  It's ___ ruler. | 4.  It's ___ umbrella. |

### 5 Listen and circle.

- |                       |                        |                         |
|-----------------------|------------------------|-------------------------|
| a. <b>9</b> <b>11</b> | b. <b>30</b> <b>50</b> | c. <b>100</b> <b>80</b> |
| d. <b>18</b> <b>8</b> | e. <b>2</b> <b>12</b>  | f. <b>20</b> <b>17</b>  |

### 6 Point. Ask and answer.



### Activity 5 Track 4

- Draw Ss' attention to the numbers and encourage Ss to identify them.
- Explain to Ss that they have to circle the number they hear.
- Play the CD twice.

#### Listening transcript

**Man:** a. eleven    b. thirty    c. a hundred  
d. eight    e. twelve    f. twenty

- a. 11    b. 30    c. 100    d. 8    e. 12    f. 20

### Activity 6 Track 5

- Draw Ss' attention to the classroom objects and encourage them to identify them by asking *What's that?* Elicit answers.
- Draw Ss' attention to the two children in the picture and ask them to guess what's happening. (The children are asking and answering questions about the different objects.)
- Play the CD and have Ss chorally repeat the exchange.
- Divide Ss into pairs. Have Ss ask and answer questions about the objects.



## Optional

### Bingo!

- Ask Ss to draw a 3x3 grid in their notebooks and write up to six numbers from 1-20, and 30-100 in tens, one in each box.

11	3	19
8	40	12
100	80	60

- Explain to Ss that you will call out numbers in random order. If the number you call out is the same as the number they have in their grid, they cross out that particular number. The first S to get all the numbers called out shouts 'Bingo!' and wins.



## Workbook

### Activity 1

- Ask Ss to open their books to p.74.
- Ask Ss to write the capital or lower case letters, as in the example.



C, d, e, F, G, h, I, J, k, L, M, n, o, P, q, R, S, t, u, V, w, X, Y, z

### Activity 2

- Explain to Ss that they have to write the numbers in written form, as in the example.



2. fifty                      3. eighty                      4. twenty  
5. fifteen                    6. six

### Activity 3

- Explain to Ss that they have to write the plural form of the nouns, as in the example.



2. women                    3. children                    4. cats  
5. men                        6. dresses

### Activity 4 Track 6

- Ask Ss to remind you when we use *What's this?* and *What's that?* Elicit the answer that we use *What's this?* when we ask about objects that are close to us and *What's that?* when we ask about objects that are further away from us.
- Repeat the procedure for the questions *What are these?* and *What are those?* Elicit that we use the first one when we ask about two or more objects that are close to us and the second one when we ask about two or more objects that are further away from us. Point out that *these* is the plural form of *this* and *those* is the plural form of *that*.
- Refer Ss to the corresponding *Grammar Boxes* on p.116.
- Play the CD twice and have Ss tick the correct picture.

#### Listening transcript

- Man:** *What's this?*  
**Boy:** *It's a thobe.*
- Man:** *What's that?*  
**Boy:** *It's an apple.*

- Man:** *What are those?*

**Boy:** *They're bags.*

- Man:** *What are these?*

**Boy:** *They're rubbers.*



- a    2. b    3. b    4. a

### Activity 5

- Tell Ss that you are going to give them orders and they have to do what you say, e.g. *Stand up.* If you use *Don't*, they mustn't perform the action, e.g. *Don't turn around.*
- Draw Ss' attention to the pictures and tell them to write the corresponding command.
- Check Ss' answers.



- Turn around.
- Don't touch your nose.
- Don't stand up.
- Sit down.

### Activity 6

- Check Ss' previous knowledge on the use of the verb to be. Provide examples if necessary.
- Explain to Ss that they have to read the sentences, look at the pictures and circle the correct words to complete them.



- We're    2. I'm    3. It's
- You're    5. They're    6. He's
- She's    8. You're

### Activity 7

- Explain to Ss that they have to read the questions, look at the pictures and circle the correct answer.



- Yes, he is.
- No, she isn't.
- Yes, it is.
- No, they aren't.

# 1

## Phonics

dates - white - rose



### Language focus

#### Objectives

- to practise the pronunciation of **a** /eɪ/, **i** /aɪ/ and **o** /əʊ/
- to say a phonics chant / poem

#### Vocabulary

dates, cake, white, rice, rose, home

#### Phonics

**a** /eɪ/, **i** /aɪ/ and **o** /əʊ/



### Materials

- flashcards of *dates, cake, white, rice, rose, home*
- photocopies of the above flashcards (only the words)
- Blu tack
- phonics cards of the above flashcards (one set per S)

### Lesson plan



#### Warm up

- Write *a, i* and *o* on the board. Under each sound stick the flashcards with the objects that contain that sound.
- Point to *a* and say /eɪ/ a couple of times, encouraging Ss to repeat after you. Then point to each of the objects (dates, cake) and say them aloud, having Ss repeat after you.
- Follow the same procedure with *i* and *o*.

#### Activity 1 Track 7

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

#### Listening transcript

/eɪ/, *dates, cake*  
/aɪ/, *white, rice*  
/əʊ/, *rose, home*

#### Activity 2 Track 8 - Chant

#### Track 9 - Poem

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

# 1

## Phonics

dates - white - rose

### 1 Listen and say.



### 2 Listen and chant.



#### Dave and Jerome

Dave and Jerome  
are at home.

Look at Dave.  
He has got a cake.  
A big cake with dates.

Look at Jerome.  
He has got a rose.  
A white rose  
on his nose!

- Direct Ss' attention to the picture, point to different items and ask them questions they can answer, e.g. *What's this?* (It's a cake.) *What are these?* (They're dates.) *What's that?* (It's a rose.) *What colour is the rose?* (It's white.)
- Play the chant / poem *Dave and Jerome* and have Ss listen and follow along in their books.
- Play the chant / poem again, pausing after each line for Ss to repeat.
- Then play the chant / poem once more and encourage Ss to say the chant / poem along with the CD.



#### TPR Activity

- Photocopy and give Ss the phonics cards of *dates, cake, white, rose, home*.
- Explain to Ss that you will play the phonics chant / poem and that each time they hear one of these words, they have to raise the appropriate card while they say the chant / poem along with the CD. Play the chant / poem once and demonstrate what Ss should do while chanting / saying the poem.
- Play the chant / poem again and have Ss say the chant / poem along with the CD and raise their cards as you have instructed them.



## Optional 1

### What's that letter?

- Divide Ss into two teams.
- Invite a S from each team to come to the board. Give each S a marker / a piece of chalk.
- Call out a word with either the a /eɪ/, i /aɪ/ or o /əʊ/ sound and have Ss write the corresponding word on the board.
- The S that does this the fastest wins a point for his/her team.
- Repeat the same procedure with the rest of the Ss.
- The team with the most points wins.



## Optional 2

### Whispers

- Stick the flashcards of *cake*, *dates*, *white*, *rice*, *rose*, *home* on the board.
- Divide Ss into two teams. The teams stand in lines with their backs turned to you and the board, except for the first player on each team, who should be facing you and the board.
- Give the first S in each line the phonics cards of *a*, *i* and *o*. Make sure that the side with the picture faces up and the side with the word faces down.
- When everybody is ready, point to a flashcard, e.g. *cake*. The players facing you must show you the corresponding phonics card. Then they must whisper the word down the line. The last player on each team must touch the correct flashcard on the board and say the word (*cake*). If he/she does this correctly, the team gets a point.
- The last player then goes to the front of the line and faces you. Start again.
- Repeat until all players have come to the front of the line. The team with the most points wins.



## Workbook

### Activity 1 Track 10

- Play the CD once and have Ss point to the pictures in their books and repeat.
- Play the CD again. Pause after *rice*. Ask Ss to tell you the sound of the word /aɪ/. Do the same with *dates* and *white* and ask Ss to circle the word that doesn't belong (contains a different long vowel from the other two).
- Repeat the procedure with the rest of the words.
- Check Ss' answers.

#### Listening transcript

1. *rice* (x2)    *dates* (x2)    *white* (x2)
2. *home* (x2)    *dates* (x2)    *cake* (x2)
3. *rose* (x2)    *home* (x2)    *white* (x2)



1. *dates*    2. *home*    3. *white*

### Activity 2 Track 11

- Direct Ss' attention to the pictures and ask them to name the items.

- Explain to Ss that they will listen to the words and they have to number the pictures in the order they hear them.
- Check Ss' answers.

#### Listening transcript

1. *white* (x2)
2. *rose* (x2)
3. *dates* (x2)
4. *rice* (x2)
5. *cake* (x2)
6. *home* (x2)



- a. 4
- b. 6
- c. 2
- d. 5
- e. 1
- f. 3

### Activity 3 Track 12

- Ss listen to the CD and repeat the words. Then, they write the missing letters to complete the words.
- Check Ss' answers.

#### Listening transcript

1. *dates* (x2)
2. *nose* (x2)
3. *white* (x2)
4. *rose* (x2)
5. *grapes* (x2)
6. *bike* (x2)



1. a
2. o
3. i
4. o
5. a
6. i

### Activity 4

- Direct Ss' attention to the pictures in the activity.
- Point to each one and encourage Ss to say the words.
- Ask Ss to read the words in the box aloud.
- Explain to Ss that they have to look at the pictures and write the correct word underneath each picture.
- Then explain to Ss what rhyme means by giving them examples.
- Tell Ss to match the words that rhyme, as in the example.
- Check Ss' answers.



2. *rose* - 4. *nose*
3. *kite* - 6. *white*



## Note

- Bring a photo album of your family for the next lesson.

# 1 Home and family

## A chant



### Language focus

#### Objectives

- to say a chant / poem
- to identify rooms in a house
- to identify family members
- to describe location
- to ask and answer questions about location
- to identify preposition of location (in)

#### Vocabulary

**Rooms:** bedroom, kitchen, bathroom, living room

**Family members:** father, mother, grandfather, grandmother, brother, sister (revision)

#### Structures

Where's my (father)?  
He's in the (living room).



### Materials

- flashcards of *bedroom, kitchen, bathroom, living room*
- photocopies of the above flashcards (only the pictures)
- a photo album of your family members
- Blu tack

### Lesson plan



#### Warm up

- Take out the photo album you've brought of your family members. Hold it up, point to each family member and introduce him/her to Ss. Say, *This is my father, this is my mother, etc.*

- Alternatively, you could draw your family members on the board and follow the same procedure to introduce the words.
- Stick the flashcards of the rooms of the house on the board, (*bedroom, kitchen, bathroom, living room*), point to each one, say the words aloud and encourage Ss to repeat after you.

#### Vocabulary Track 13

- Have Ss open their books to page 7 and point out the rooms of a house in the vocabulary section. Play the CD a few times and have Ss point to the rooms and repeat.
- Say the rooms again in random order and have Ss point and repeat.

#### Activity 1 Track 14 - Chant Track 15 - Poem

- Direct Ss' attention to the pictures of Salim's family members and explain to Ss that this is Salim's family. Encourage Ss to point to each picture and say the family members in chorus.
- Then point to the rooms of the house and encourage Ss to say which room of the house you are pointing at.
- Tell Ss that they're going to listen to a chant / poem and that they have to match each verse to the pictures of the rooms, as in the example.
- Read the title of the chant / poem and ask Ss to guess what the chant / poem is going to be about.
- Play the chant / poem once and have Ss listen and point to the corresponding family members and rooms.
- Play the chant / poem a second time, pausing after each verse, so that Ss have time to match. Then play it again for Ss to check their work.
- When Ss feel comfortable, invite them to say the chant / poem along with the CD.

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



1st verse: living room  
2nd verse: kitchen  
3rd verse: bathroom  
4th verse: bedroom



#### TPR Activity

- Hand out photocopies of the rooms (one per S).
- Play the chant / poem *Where's my family?* and invite Ss to hold up their flashcards each time they hear their room being mentioned.

#### Grammar box

- Place a pen in your book and ask *Where's my pen?* Say *It's in the book.*
- Write the example on the board and get Ss to guess the meaning of *in*.
- Direct Ss' attention to the grammar box at the bottom of the page and read it aloud. Have Ss repeat.
- Ask Ss what they think *Where's (my father)?* means and when we use this question. Elicit that we use it to ask about the location of things. Point out that *Where's* is the short form of *Where is*.
- Refer Ss to the corresponding *Grammar Boxes* on page 64.

# Home and family 1

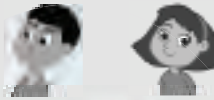
## A chant



bedroom kitchen bathroom living room

1 Listen and match. Then say.

Where's my family?



Where's my father?

Where's my mother?

In the living room, in the living room  
They are in the living room.

Where's my grandfather?

Where's my grandmother?

In the kitchen, in the kitchen  
They are in the kitchen.

Where's my brother?

Where's my brother?

In the bathroom, in the bathroom  
He is in the bathroom.

Where's my sister?

Where's my sister?

In the bedroom, in the bedroom  
She is in the bedroom.



**Look!** Where's my father?  
He is in the living room.

Where's = Where is

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## Before leaving

- Play the chant / poem *Where's my family?* in the SB on page 7 (Track 14 or Track 15) and have Ss say the chant / poem along with the CD.



## Note

Ask Ss to bring in photos of their family members and friends for the next lesson: *mother, father, brother, sister, grandfather, grandmother, uncle, aunt, cousin, baby, friend*. They can also bring in a photo album if they have got one.



## Workbook

### Activity 1

- Direct Ss' attention to the example and read it aloud. Explain to Ss that they have to answer the questions by following the line and seeing where each family member is. Point out that the answers are given to Ss in the box above.
  - Check Ss' answers.
2. In the bedroom.
  3. In the kitchen.
  4. In the living room.

### Activity 2

- Direct Ss' attention to the two boys in the picture and ask them to guess what they're doing. (They're looking at activity 1 and asking questions about where each family member is.)
- Divide Ss into pairs. Ask them to look at activity 1, pretend they are Salim and his friend and ask each other questions about where each person is.
- Have pairs of Ss present to the class.



## Optional

### Say if it's true

- Stick the flashcards of the rooms 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 have to fold their arms and stay silent.
- For example, if you're pointing to the bedroom flashcard and you say *bedroom*, Ss have to repeat the word. But if you're pointing to the kitchen flashcard and say *bathroom*, Ss have to fold their arms in front of them and remain silent.

# 1 Smart kids

## 1 Smart kids



### Language focus

#### Objectives

- to identify family members and friends

#### Vocabulary

**Family members:** uncle, aunt, cousin, baby, friend

#### Structures

Is (she) your (mother)?  
Yes, (she) is. / No, (she) isn't.  
He isn't my (father).  
She isn't my (mother).

### Materials

- flashcards of *bedroom, bathroom, kitchen, living room, uncle, aunt, cousin, baby, friend*
- Blu tack

### Revision

- Stick the flashcards of *bedroom, bathroom, kitchen* and *living room* on the board.
- Point to each flashcard and encourage Ss to name the rooms.
- Draw a family member, mentioned in the previous lesson, next to each of the rooms.
- Ask Ss, *Where is my father?* pointing to the drawing on the board. Elicit the answer *He's in the bedroom.* if you have drawn him next to the bedroom flashcard.
- Follow the same procedure with the rest of the flashcards.

### Lesson plan

#### Warm up

- Show Ss the flashcards of Salim's uncle and aunt and ask them to guess how they're related to Salim. Accept answers in L1. Do the same with the flashcards of *cousin, baby* and *friend*.
- Draw your family tree on the board presenting your parents and grandparents, brother, sister, uncle, aunt, cousin and present them to Ss by saying *This is my uncle.* pointing to the uncle drawing. Follow the same procedure with the rest of the family members.

### 1 Look and listen.



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- Alternatively, you could stick photos of your family on the board.

#### Vocabulary Track 16

- Have Ss open their books to page 8 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 people again in random order and have Ss point and repeat.

#### Activity 1 Track 17

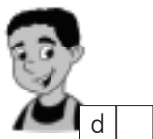
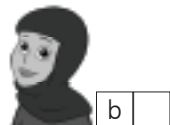
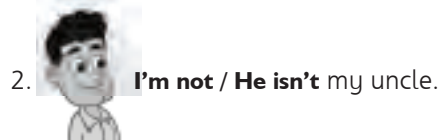
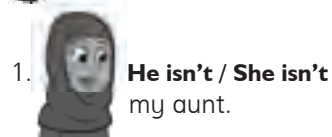
- Have Ss look at the presentation and, pointing to all the people that they know, ask *Who's that?* Encourage Ss to answer *It's (Salim, Alex).*
- Ask Ss, in L1, what they think is happening. (Salim and Alex are at the park, where Salim sees his aunt, uncle and cousins having a picnic. He introduces them to Alex. Then Salim's baby cousin surprises Alex by throwing carrots at him as he goes to greet him.)
- Ask Ss to point to the appropriate picture as you play the CD. Play the CD again, pause after each phrase and encourage Ss to repeat.
- Read the dialogue aloud with two Ss. Then, have Ss read the dialogue aloud in groups of three.

**Look!**

Is she your mother?  
He isn't my father.  
She isn't my mother.

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

isn't = is not

**2 Listen and number (1-4).****3 Look, read and circle.****4 Ask and answer.**

3. **Man:** Is he your father?

**Boy:** No, he isn't. He's my uncle.

4. **Man:** Is he your brother?

**Boy:** Yes, he is. He's my brother.

a. 3    b. 1    c. 4    d. 2

**Activity 3**

• Ss look at the pictures and circle the correct words.

1. She isn't                      2. He isn't  
3. You aren't                    4. They aren't

**Activity 4 Track 19**

- Direct Ss' attention to the two children in the picture and ask them to guess what's happening. (One of the boys is asking his partner about the people in his photos.)
- Play the CD and have Ss repeat the exchange.
- Divide Ss into pairs. Ask them to place their photos on their desks and take turns asking about their photos, as in the example.

**Optional Hot card**

- Give out to a S a flashcard of one of the family members learnt in this lesson.
- Explain to Ss that once you clap your hands, he/she has to pass the flashcard to the S sitting next to him/her and so on.
- When you clap your hands a second time, the S who is holding the flashcard has to hold it up and say, (She) is my (aunt).
- Repeat this with the rest of the family members flashcards.

**Workbook****Activity 1**

- Ss fill in the members of Salim's family from the box above.
2. grandmother    5. cousin  
3. uncle            6. sister  
4. aunt              7. brother

**Activity 2**

- Ss fill in the parts of the dialogue according to who said what in the story using the sentences in the box given.
  - Check Ss' answers.
2. She isn't my mother.  
3. Is he your cousin?  
4. Yes, he is.

**Grammar box**

- Ask a S to take out his/her family photos. Point to a person in one of the photos and ask the S *Is she your (mother)?* Encourage the S to answer Yes/No. Repeat this with another person and his/her photos.
- Encourage Ss to guess when we use *Is he your (cousin)?* Elicit that we use it to ask about a person when we aren't sure who he/she is.
- Direct Ss' attention to the grammar box at the top of page 9. Read the sentences aloud and have Ss repeat after you. Refer Ss to the corresponding Grammar Boxes on page 65.

**Activity 2 Track 18**

- Point to each picture and encourage Ss to say the family member (first in chorus, then individually). Point to the first picture and ask *Is he Salim's father?* Encourage Ss to answer *No, he isn't.*
- Explain to Ss that they will listen to similar exchanges and they have to look at the pictures of the family members and write the numbers in the order they hear each family member being mentioned.
- Play the CD twice and check Ss' answers.

**Listening transcript**

1. **Man:** Is she your aunt?  
2. **Man:** Is he your friend?

**Boy:** Yes, she is. She's my aunt.  
**Boy:** No, he isn't. He's my cousin.



# 1 Comic

## Language focus

### Objectives

- to identify games and furniture
- to ask and answer questions about location

### Vocabulary

**Toys:** jigsaw puzzle, board game, computer game

**Furniture:** wardrobe

**Place of a house:** garden

### Structures

Where's the (board game)?

It's **on / under / in** the (wardrobe).

## Materials

- flashcards of *jigsaw puzzle, board game, computer game, garden, wardrobe*
- photocopies of the above flashcards
- Blu tack

## Revision

- Ask Ss to open their books to p.8, divide them into groups of three and ask them to read the dialogues aloud.

## Lesson plan

### Warm up

- Use the flashcards to introduce the words *jigsaw puzzle, board game, computer game, garden, wardrobe*. Hold up each flashcard, say the word and encourage Ss to repeat.

### Vocabulary Track 20

- Have Ss open their books to page 10. 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.
- Say the words again in random order and have Ss repeat and point.

### Activity 1 Track 21

- Play the CD and ask Ss to point to

# 1 Comic



jigsaw puzzle



board game



computer game



garden



wardrobe

## 1 Look and listen.

## Let's play



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each speech bubble and follow along.

- Talk about what happens in each picture.

**Picture 1:** The boys are in the garden. The tall boy is telling his friend to play a board game. The board game is on the other boy's desk.

**Picture 2:** The boys are in the bedroom. The board game isn't on the desk. They are going to look for it under the bed.

**Picture 3:** One of the boys is looking for the board game under the bed, but it isn't there. The other boy is going to look in the wardrobe.

**Picture 4:** The boy has opened a door which he thought was the door of the wardrobe, but it isn't. When he opens the door, he sees the garden.

- Play the CD again, pausing after each line for Ss to repeat. Have pairs of Ss read the dialogue aloud.

### Grammar box

- Place a pen on your book and ask *Where's the pen?* Say *It's on the book*. Then, place the pen *in* and then *under* the book and ask each time *Where's the pen?* Ask Ss to guess the meaning of the three prepositions.
- Draw Ss' attention to the grammar box at the top of page 11 and read it aloud. Have Ss repeat.
- Ask Ss when we use *Where's the (board game)?* Elicit that we use it when we want to ask about the location of things.

**Look!** Where's the board game? Where's = Where is It's = It is

It's on the bed.



It's in the wardrobe.



It's under the bed.

**2 Listen and tick (✓).**

1.

2.

3.

4.

**3 Look, read and complete.** under in on

1. The jigsaw puzzle is \_\_\_\_\_ the bed.

2. The board game is \_\_\_\_\_ the wardrobe.

3. The computer game is \_\_\_\_\_ the desk.

**4 Look at activity 2. Ask and answer.**

Where's the jigsaw puzzle?



It's under the bed.

• Refer Ss to the corresponding *Grammar Box* on page 65.

**Activity 2 Track 22**

- Explain to Ss that they will listen to four exchanges and they have to tick the correct box according to what they hear.
- Play the CD and have Ss listen to the first exchange (more than once, if necessary).
- Check Ss' answers.

**Listening transcript**

1. **Woman:** Where's the jigsaw puzzle? **Girl:** It's under the bed.  
 2. **Woman:** Where's the doll? **Girl:** It's on the desk.  
 3. **Woman:** Where's the board game? **Girl:** It's in the wardrobe.  
 4. **Woman:** Where's the computer game? **Girl:** It's under the desk.

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

**Activity 3**

• Ss complete the sentences with the correct preposition of location.

1. on 2. in 3. under

**Activity 4 Track 23**

- Direct Ss' attention to the two boys in the picture and ask them to guess what they're doing. (They're looking at activity 2 and asking questions about where each toy/game is.)
- Play the CD and have Ss repeat the exchange chorally. Have individual Ss model the exchange.
- Divide Ss into pairs. Ask them to look at activity 2 and ask each other questions about where each toy/game is. Have pairs of Ss present to the class.

**Optional Remember**

- Stick the flashcards of the words taught in this lesson on the board.
- Ask Ss to look at them and try to memorise them.
- Ask Ss to close their eyes and then you hide one of the flashcards. When Ss 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.

**Workbook**

**Activity 1**

- Ss have to look at the pictures and complete the crossword. Point out that the words have been given to them in the box.

1. board game 4. computer game  
 2. jigsaw puzzle 5. wardrobe  
 3. garden

**Activity 2**

- Ss complete the sentences with the correct preposition of location.

2. in 3. on 4. under

**Note**

- Ask each S to bring in one of the following toys for the next lesson: doll, teddy bear, board game, jigsaw puzzle, computer game.

# 1 Let's play

## Language focus

### Objectives

- to identify furniture and items in the house
- to describe location
- to ask and answer questions about location

### Vocabulary

#### Furniture and household items:

bookcase, lamp, sofa, TV, window

### Structures

Where are the (dolls)?

They're next to the (sofa).

They're between the (lamp) and the (computer).

## Materials

- flashcards of *jigsaw puzzle*, *computer game*, *board game*, *wardrobe*, *bookcase*, *lamp*, *sofa*, *TV*, *window*
- photocopies of the above flashcards
- Blu tack
- a jigsaw puzzle, a board game, a computer game, two small dolls and two small teddy bears

## Revision

- Play *Let's play* in the SB on page 10 and have Ss follow along in their books.
- Have Ss read the story aloud.
- Revise the prepositions and the vocabulary from the previous lesson. Draw a wardrobe, a bed and a desk on the board.
- Stick the jigsaw puzzle flashcard on the bed and ask *Where's the jigsaw puzzle?* Encourage Ss to answer *It's on the bed.*
- Repeat this with the rest of the flashcards, using different combinations each time.

# 1 Let's play



### Look!

Where are the dolls?

They're = They are

They're next to the sofa.

They're between the lamp and the computer.

### 1 Look and listen. Then play.

Where are the board games?

They're next to the lamp.

board games    jigsaw puzzles    books    rubbers  
teddy bears    computer games



12

## Lesson plan



### Warm up

- Present the new vocabulary using the flashcards. Hold up the flashcard of the bookcase and ask *What's this? (It's a bookcase.)* Ask Ss to repeat after you. Do the same with the words *lamp*, *sofa*, *TV* and *window*, too.

### Vocabulary Track 24

- Have Ss open their books to page 12. Direct Ss' attention to the words in the vocabulary section at the top of the page. Play the CD a few times and have Ss point and repeat.
- Say the words again in random order and have Ss repeat and point.



### Grammar box

- Place two pencils next to your book on your desk. Ask Ss, *Where are the pencils? They're next to the book.* Have Ss guess the meaning of *next to*. Follow the same procedure with *between*.
- Direct Ss' attention to the grammar box and read the sentences aloud. Have Ss repeat after you.
- Point out that *They're* is the short form of *They are*.

- Refer Ss to the corresponding *Grammar Boxes* on page 65.

### Activity 1 Track 25

- Ask Ss to look at the picture and ask them, in L1, what is happening. (The boys are looking at the picture and they are asking and answering questions about the location of different things.)
- Play the CD once and have Ss follow along in their books.
- Play the CD again and pause after each phrase for Ss to repeat.
- Model how the game is played with a S.
- Divide Ss into pairs and have them play the game in turns until they've used up all the words.
- Point out that they have to ask about the location of things in the box.
- If time permits, have some pairs of Ss play the game in front of the class.

 Where are the jigsaw puzzles?	They're on the sofa.
 Where are the books?	They're in the bookcase.
Where are the rubbers?	They're on the desk.
Where are the teddy bears?	They're between the bookcase and the sofa.
Where are the computer games?	They're on the TV.



## Optional 1

### Picture memory

- Tell Ss that you're going to play a memory game.
- Place the jigsaw puzzle, the board game, the computer game, the doll and the teddy bear in different places, e.g. the dolls on your desk, the board game next to the window, etc.
- Ask Ss to look around the classroom and try to take a picture of the room and store it in their heads. You can make things more fun by having Ss hold up their hands to form the shape of a camera and make a clicking sound.
- After Ss have done this, tell them to close their eyes and ask them about one of the toys/games, e.g. *Where are the dolls?* Encourage Ss to answer *They're on the desk* by having them recall the memory photo they took.
- Divide the Ss into pairs and have them take turns playing the game with their own toys.
- Alternatively, you could play this game using the corresponding flashcards.



## Optional 2

### Prepositions relay

- Divide Ss into two teams.
- Put two piles of photocopied flashcards (*jigsaw puzzle, computer game, board game, wardrobe, bookcase, lamp, sofa, TV, window*) on your desk, as well as two books and two bags.
- Ask one S from each team to come to your desk. Call out an instruction for Ss to follow such as *Put the board game on the book*. Clap your hands to initiate the game.
- The Ss find the corresponding flashcard in their pile and carry out the action.
- The S to do this first gets a point for his/her team, provided that he/she has chosen the correct flashcard and placed it in the right place. The team with the most points at the end of the game wins.
- Play the game for as long as time permits.



## Workbook

### Activity 1

- Direct Ss' attention to the picture and ask them to identify different objects in it by asking *What's this?*
- Read the example for the Ss and explain that they have to look at the picture and complete the answers to the questions with the correct words from the box next to the picture.
- Check Ss' answers.



2. sofa      3. bookcase      4. TV

### Activity 2

- Ss complete the sentences with the correct preposition of location.
- Check Ss' answers.



1. in                                  2. next to  
3. under                            4. between

# 1

## Phonics teacher - bread



### Language focus

#### Objectives

- to differentiate between the **ea /i:/** and the **ea /e/**
- to say a phonics chant / poem

#### Vocabulary

teacher, eat, bread, head

#### Phonics

**ea /i:/** and **ea /e/**



### Materials

- flashcards of *teacher, eat, bread, head*
- photocopies of the flashcards (only the words)
- the phonics cards of the above flashcards (one set per S)
- Blu tack

### Lesson plan



#### Warm up

- Write *teacher* and *bread* on the board. Under each word stick the corresponding picture flashcards (*teacher, read, bread* and *head*).
- Point to *teacher* and say **ea /i:/** a couple of times, encouraging Ss to repeat after you. Then point to each of the flashcards (*teacher, eat*) and say the words they depict aloud, having Ss repeat after you.
- Follow the same procedure with *bread, ea - /e/*.

#### Activity 1 Track 26

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

#### Listening transcript

*/i:/, teacher, eat*  
*/e/, bread, head*

#### Activity 2 Track 27 - Chant Track 28 - Poem

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

- Direct Ss' attention to the picture and ask them questions about it, e.g. *What is next to the teacher?* (A bag.) *What colour is the bag?* (It's black.) *What's in the bag?* (Bread.) *What's on the man's head?* (A hat.) *What colour is the hat?* (It's red.) Ask Ss what the man is eating (bread).
- Play the chant / poem *My teacher* and have Ss listen and follow along in their books.
- Play the chant / poem again, pausing after each line for Ss to repeat.
- Then play the chant / poem once more and encourage Ss to say the chant / poem along with the CD.



#### TPR Activity

- Photocopy and give Ss the phonics cards (*teacher, read, bread, head*).
- Explain to Ss that they have to say the chant / poem while raising the corresponding card each time.



### Optional 1

#### What's that word?

- Divide Ss into two teams.
- Invite a S from each team to come to the board. Give each S a marker / a piece of chalk.
- Call out a word with either the **ea /i:/** sound or the **ea /e/** sound and have Ss write the corresponding word on the board.
- The S that does this the fastest earns a point for his/her team.
- Repeat this with the rest of the words.
- Make sure that most of the Ss get a turn to go up to the board.



### Optional 2

#### Ready, set, match

- Divide S into two teams.
- Stick the flashcards of the pictures of *teacher* and *bread* on the board.
- Put the photocopies of the phonics cards (*eat, head*) with the pictures facing up in a pile on your desk.
- Call up a S from each team to pick a photocopy off your desk, say the word the picture depicts aloud and stick it below the corresponding flashcard with Blu tack (*eat, under teacher* and *head, under bread*).
- The S who does everything correctly gets a point for his/her team.
- Make sure that all the Ss on each team get a chance to go up and play.
- The team to earn the most points at the end of the game wins.

# Phonics

## teacher - bread

### 1 Listen and say.



### 2 Listen and chant.



#### My teacher

This is my teacher with  
a hat on his head.  
It is red. It is red.

This is my teacher with  
bread in his bag.  
The bag is black.  
It is black.

Teacher, teacher  
Read your book!  
Teacher, teacher  
Read your book!

13

- Explain to Ss that they will listen to the words and they have to number the pictures in the order they hear them.
- Check Ss' answers.

#### Listening transcript

1. bread (x2)
2. eat (x2)
3. head (x2)
4. teacher (x2)

- a. 2    b. 3    c. 4    d. 1

#### Activity 3

- Direct Ss' attention to the pictures next to the grid and ask Ss to name them.
- Then, explain to Ss that they have to look for the words in the grid, horizontally and vertically, circle them and then write them in the spaces underneath each picture.
- Check Ss' answers.

1. teacher    2. bread  
3. eat    4. head

T	E	A	C	H	E	R	W
B	F	E	K	J	N	E	I
W	G	F	M	H	F	A	K
D	C	B	K	E	B	T	S
A	L	A	W	A	D	Q	X
A	M	G	H	D	Z	R	V
T	B	R	E	A	D	T	Y

#### Activity 4

- Direct Ss' attention to the pictures in the activity.
- Point to each one and encourage Ss to say the words.
- Ask Ss to read the words in the box aloud.
- Explain to Ss that they have to look at the pictures and write the correct word underneath each picture.
- Then explain to Ss that they have to match the words with the same sound.
- Have Ss compare their answers in pairs first, then check as a class.

1. eat - 4. teacher  
2. bread - 3. head



## Workbook

### Activity 1 Track 29

- Play the CD once and have Ss point to the pictures in their books and repeat.
- Play the CD again. Pause after *teacher*. Ask Ss to tell you the sound of the word (i:). Do the same with *head* and *read* and ask Ss to circle the word that doesn't belong.
- Repeat the procedure with the rest of the words.
- Check Ss' answers.

#### Listening transcript

- |                 |              |              |
|-----------------|--------------|--------------|
| 1. teacher (x2) | head (x2)    | eat (x2)     |
| 2. eat (x2)     | bread (x2)   | teacher (x2) |
| 3. bread (x2)   | teacher (x2) | head (x2)    |

1. head    2. bread    3. teacher

### Activity 2 Track 30

- Direct Ss' attention to the pictures and ask them to name the items.

# 1 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 jigsaw puzzle*
- flashcards of *jigsaw puzzle, board game, computer game, wardrobe, bookcase, lamp, garden, TV, sofa, window, uncle, aunt, cousin*
- photocopies of the flashcards of *jigsaw puzzle, computer game, board game, wardrobe, bookcase, sofa, aunt, uncle, cousin*
- Blu tack

## Revision

- Play the chant / poem *My teacher* in the SB on p.13 (Track 27 or Track 28) and ask Ss to say the chant / poem along with the CD.

## Lesson plan

### Warm up

- Hand out photocopies of the following flashcards to Ss: *jigsaw puzzle, computer game, board game, wardrobe, sofa*.
- Explain to Ss that you will say some sentences aloud and when they hear one of the words in the flashcards, they have to raise the corresponding flashcard. Say, e.g. *My doll is in the wardrobe. The jigsaw puzzle is under the bed. The computer game is on the TV. My board game is on the desk. The lamp is next to the sofa.*

### Activity 1 Track 31

#### Before reading

- Hold up the book or stick blown-up photocopies of the story on the board.
- Tell Ss that they will listen to and read a story with the title *The jigsaw puzzle*. Point to the first picture and invite Ss to tell you where the jigsaw puzzle is (next to the bookcase).

# 1 Story time

## 1 Look and listen.

# The jigsaw puzzle

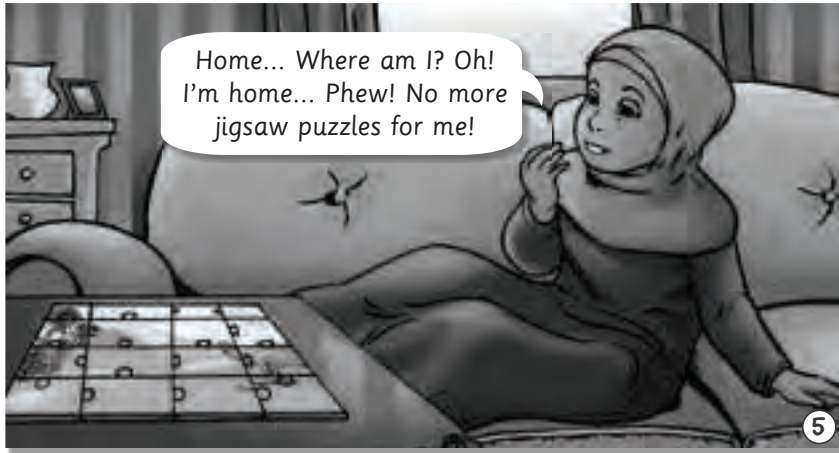


14

- Ask Ss to look at pages 14-15 and ask them questions about the pictures, such as *What's this/that? What colour is it?*
- Point to each frame and invite Ss to guess and say, in L1, what is happening.
- Elicit Ss' answers but do not correct them at this stage.

#### While reading

- Play the CD and point to each picture in your book or on the board. Encourage Ss to point to each picture in their books.
  - Check Ss' answers. (These girls do a jigsaw puzzle. When one of them adds the last piece, the girls find themselves in the jigsaw puzzle. The camel in the jigsaw puzzle is about to help them return to their house when the girl (Laila) wakes up and realises it was a just a dream.)
  - Play the CD again and ask Ss to point to each speech bubble and follow along.
  - Explain in L1 any unknown words.
  - Talk about what is happening in each picture.
- Picture 1:** The girls are in the bedroom and they are looking for the jigsaw puzzle which is next to the bookcase.
- Picture 2:** The girls are doing the jigsaw puzzle. Laila is adding the last piece. It's a picture of a desert.
- Picture 3:** The girls are in the jigsaw puzzle.



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

1. Picture 1: The jigsaw puzzle is next to the bed.
2. Picture 3: The girls are in the jigsaw puzzle.
3. Picture 4: A rabbit is with the girls.
4. Picture 5: The girl is at home.

15

**Picture 4:** The girls are asking the camel to take them home and the camel accepts.

**Picture 5:** Laila wakes up, but she doesn't understand where she is at first. Then she realises that she's at home. She had fallen asleep on the sofa in her living room. She's relieved that it was just a dream.

- Play the CD again and pause after each line for Ss to repeat.

**After reading**

- Ask Ss comprehension questions, such as:

**Picture 1:** *What's next to the bookcase? (The jigsaw puzzle.)  
Where are the dolls? (On the bed.)*

**Picture 2:** *What's on the picture of the jigsaw puzzle? (A desert.)*

**Picture 3:** *Where are the girls? (In the desert. / In the jigsaw puzzle.)*

**Picture 4:** *What animal is in the desert? (A camel.)*

**Picture 5:** *Where is the girl? (At home. / In the living room. / On the sofa.)*

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

**Activity 2**

- Direct Ss' attention to the first sentence and read it aloud. Explain that it refers to Picture 1 and tell Ss that they have to read each sentence, refer to the corresponding picture and decide if it's true or false.

- Check Ss' answers.

1. F   2. T   3. F   4. T



**Optional Doodling**

- Divide the board into three parts and write the headings **Games, House, Family** on each part. Make two photocopies of the flashcards -pictures only- (*jigsaw puzzle, computer game, board game, bookcase, wardrobe, sofa, uncle, aunt, cousin*) shuffle them and place them in two piles face down on your desk.
- Divide Ss into two teams, choose a S from each team to stand in front of each pile of flashcards and give him/her some Blu tack.
- Tell Ss that when you clap your hands, they have to take three flashcards from their pile and stick them under the correct heading on their side of their board.
- 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.



**Workbook**

**Activity 1**

- Ss have to complete the sentences with prepositions of location, according to what they see in the picture.



1. next to   2. on   3. in

**Activity 2**

- Ss have to match each speech bubble with the girl who says that in the story.
- Check Ss' answers.



1. c   2. b   3. a

**Activity 3**

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



# 1 Revision

# Revision 1

## Language focus

### Objectives

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

## Materials

- blown-up colour photocopies of Story time *The jigsaw puzzle*
- flashcards of *aunt, uncle, cousin, friend, lamp, sofa, window, TV, garden, board game, computer game, jigsaw puzzle*
- photocopies of *lamp, sofa, window, TV, garden, board game, computer game, jigsaw puzzle*
- 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 jigsaw puzzle*). Ask them to tell you what else they remember from the story.
- Have Ss open their books to pages 14-15. Play the CD (Track 31) and have Ss follow along in their books.
- Have some groups of Ss read the dialogue aloud.

## Lesson plan

### Warm up

- Draw Salim's family tree on the board. Draw his father, mother, brother, sister. Make sure it's big enough to fit the flashcards of the people missing (uncle, aunt, cousin, friend). Write *father, mother, etc.* under each picture / space for the missing flashcards.
- Stick the flashcard of Salim in the correct space on the family tree and ask Ss, *Who's that?* Encourage Ss, to answer *It's Salim.*

### 1 Look and write.

grandfather ~~aunt~~ cousin grandmother uncle baby

1. aunt

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

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

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

5. \_\_\_\_\_

6. \_\_\_\_\_

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

1.

2.

3.

4.

### 3 Look and write.

garden bedroom kitchen

1. Where's Ammar?  
He's in the \_\_\_\_\_.

2. Where's Hasna?  
She's in the \_\_\_\_\_.

3. Where's Aisha?  
She's in the \_\_\_\_\_.

16

- Place the missing family members 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.

### Activity 1

- Have Ss open their books to page 16. Hold up your book and point to one of the family members in the picture. Ask *Who's that?* Encourage Ss to answer *It's the (aunt).*
- Read the instructions and make sure Ss understand that they have to look at the picture and write the names of the family members.
- Check Ss' answers.

2. baby 3. grandmother 4. cousin 5. uncle 6. grandfather

### Activity 2 Track 32

- Hold up your book, point to each toy / game and ask, *What's this? / What are these?* Encourage Ss to answer *It's a (jigsaw puzzle) / They're (board games).*
- Have Ss look at the picture of the room and identify any items in the house they know (a lamp, a chair, a sofa, a TV, a window).
- Explain to Ss that they will listen to some exchanges and they have to write the numbers 1-4 in the correct boxes according to the location of each toy / game.

- Play the CD and have Ss listen to the first exchange (more than once if necessary). Ask Ss to point to the correct place.
- Play the CD again, pausing after each item in order to allow Ss enough time to write the number.
- Check Ss' answers by pointing to each toy / game and asking, *Where's the (jigsaw puzzle)?*

#### Listening transcript

- |   |   |
|---|---|
| 1. <b>Woman:</b> <i>Where's the jigsaw puzzle?</i>    | <b>Girl:</b> <i>It's under the chair.</i>                   |
| 2. <b>Woman:</b> <i>Where's the teddy bear?</i>       | <b>Girl:</b> <i>It's on the TV.</i>                         |
| 3. <b>Woman:</b> <i>Where are the board games?</i>    | <b>Girl:</b> <i>They're next to the sofa.</i>               |
| 4. <b>Woman:</b> <i>Where are the computer games?</i> | <b>Girl:</b> <i>They're between the chair and the lamp.</i> |



- a. 2      b. 4      c. 1      d. 3

#### Activity 3

- Ss complete the sentences with the words given in the box, according to what they see in the pictures.
- Check Ss' answers.



1. kitchen                      2. bedroom                      3. garden



### Optional Memory game

- Use Blu tack to stick the photocopied set of the furniture and household items flashcards on the board backwards so that the pictures are hidden.
- Put a second set in a pile on your desk.
- Divide Ss into two teams. Explain to Ss that one member at a time from each team will come to your desk 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 each team. The team to earn the most points when all the flashcards run out wins the game.



### Workbook

#### Activity 1

- Direct Ss' attention to the picture and ask them to identify the objects in it by asking *What's this?*
- Explain to Ss that they have to look at the picture and complete the sentences with the correct preposition of location.
- Check Ss' answers.



2. on      3. next to      4. between      5. under      6. in      7. on

#### Activity 2

- Explain to Ss that they have to complete the sentences with the words in the box.

- Check Ss' answers.



- |           |                |
|-----------|----------------|
| 1. Is he  | 4. She isn't   |
| 2. Is she | 5. They aren't |
| 3. Is it  | 6. He isn't    |

#### Activity 3

- Explain to Ss that they have to read and match the questions to the answers.
- Check Ss' answers.



1. d      2. a      3. b      4. c

# 1 Project

## Language focus

### Objectives

- to read about a family
- to write a paragraph about one's family
- to revise and consolidate structures and vocabulary introduced in previous lessons

## Materials

- Blu tack
- pictures of your family members
- flashcards of *uncle, aunt, cousin, baby, friend*

## Revision

- Play a few rounds of the game **Say if it's true.**
- Stick the flashcards of the family members on the board (*uncle, aunt, cousin*) as well as the flashcard of *friend*.
- Draw Salim's father, mother, brother and sister.
- Explain to Ss that when you point to a flashcard / drawing and say the word depicted on it, they have to repeat the word, whereas when you say the wrong word for a flashcard / drawing you're pointing to, Ss have to fold their arms and stay silent.
- For example, if you're pointing to the *uncle* flashcard and you say *uncle*, Ss have to repeat the word, but if you're pointing to the *uncle* flashcard and you say, *father*, Ss have to fold their arms in front of them and remain silent.

## Lesson plan



### Warm up

- Bring pictures of your family and stick them on the board. Point to the photos and say *This is my family*. Point to one of your family members and say *This is my (father). He is in the (living room)*.
- Repeat the same procedure with the rest of your family members.

### Activity 1 Track 33

- Direct Ss' attention to the picture of the family and the title and ask them to guess what the text is going to be about (A family.)
- Play the CD and ask Ss to follow along in their books.
- Ask Ss comprehension questions such as the following:  
*What's the boy's name? (Ali.)*  
*Where is his family in the photo? (In the garden.)*  
*What's his uncle's name? (Karim.)*  
*What's his aunt's name? (Reema.)*  
*What's his cousin's name? (Saud.)*
- If you have time, choose a few Ss to read the text.



### Writing tip

- Direct Ss' attention to the writing tip and read it aloud.
- Explain the writing tip to Ss, in L1, and point out the example.
- Ask Ss to look for examples of the writing tip in the text in activity 1.
- Provide Ss with more examples and write them on the board. e.g. *Alex Karim Jim Salim are friends.*
- Read out the sentence and encourage Ss to say where commas should go and where the word *and* is needed, e.g. *Alex, Karim, Jim and Salim are friends.*

## 1 Listen and read.



### My family

My name is Ali and this is my family. In this photo, my father, my mother, my brother and my sister are in the garden. My uncle, Karim, my aunt, Reema and my cousin, Saud, are in the garden, too.

### Writing tip

We use **commas (,)**, and **and** to write a list of things in a sentence.  
*This is my father, my mother, my brother **and** my sister.*

17



## Workbook

### Activity 1

- Direct Ss' attention to the sentences and explain that they have to complete them by adding a comma or an *and* in the spaces provided.
- Check Ss' answers.

- 1., and
- 2., and
- 3., , and
4. and

### Activity 2

- Direct Ss' attention to the frame provided and explain that they have to draw a picture of their family in it.
- Have Ss go through the text below the frame and point out that they have to complete the parts missing with information about their family members describing the picture they've drawn in the frame.
- Tell Ss' to refer to Activity 1 in the Student's Book on p.17.

open answers



## Optional

### This is my family

- Divide Ss into pairs or small groups.
- Ss take turns to present their family members to their partner / the rest of the group and read their Project aloud.

## 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 the pictures of the parts of the house and encourage them to say the words aloud.
- Have Ss tick the boxes as they say each word.
- Do this with all the words.

### Activity 2

- Follow the same procedure as in Activity 1.

### Activity 3

- Follow the same procedure as in Activities 1 and 2.

### Activity 4

- Follow the same procedure as in Activities 1, 2 and 3.

### Activity 5

- Direct Ss' attention to the first picture and ask them where the man is. Elicit Ss' answer. Then read the question and the answer aloud and have Ss repeat them and tick the box.
- Do this with the rest of the sentences / questions and answers.

# 1 Phonics revision

## Language focus

### Objectives

- to practise the pronunciation of **a** /eɪ/, **i** /aɪ/, **o** /əʊ/, **e** /i:/ and **e** /e/

### Vocabulary

dates, cake, white, rice, rose, home, teacher, eat, bread, head

**Phonics** **a** /eɪ/, **i** /aɪ/, **o** /əʊ/  
**e** /i:/ and **e** /e/

## Materials

- flashcards of *dates, cake, white, rice, rose, home, teacher, eat, bread, head*
- photocopies of the above flashcards (enough for all Ss)
- the phonics cards of the above flashcards (enough for all Ss)
- Blu tack

## Revision

- Play the chants / poems in the SB on pages 6 and 13 and have Ss say the chant / poem along with the CD. (Track 8 or Track 9 and Track 27 or Track 28)

## Lesson plan

### Warm up

- Write *dates, white, rose, teacher, bread* on the board. Under each word, stick all the corresponding phonics cards from unit 1.
- Point to the **a** in *dates* and say /eɪ/ a couple of times, encouraging Ss to repeat after you. Then point to each of the phonics cards (*dates, cake*), say them aloud and have Ss repeat after you.
- Follow the same procedure with the rest of the sounds.

### Activity 1 Track 34

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

## Optional

### Letter hold-up

- Tell Ss to place their phonics cards with the pictures facing up in a pile on their desk.
- Explain to Ss that you are going to raise the flashcards of the pictures of words that contain **a** and **i** and say the word. Ss have to raise the corresponding phonics card and call out the word.

# Phonics revision

## 1 Listen and say.

### a - i - o



dates



cake



white



rice



rose



home

### ea - ea



teacher



eat



bread



head

## 2 Listen and say. Then circle.



1.

a i



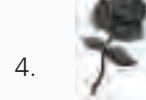
2.

i a



3.

i ea



4.

o ea



5.

o ea



6.

a o



7.

ea o



8.

o ea

18

**Listening transcript** /eɪ/, /aɪ/, /əʊ/, *dates, cake, white, rice, rose, home* /i:/, /e/, *teacher, eat, bread, head*

### Activity 2 Track 35

- Play the CD and have Ss point to their books and repeat.
- Play the CD again, pausing after *dates*. Elicit the answer *a*.
- Repeat the procedure with the rest of the words instructing Ss to circle the correct letter in each case.

### Listening transcript

- |                            |                      |                      |                      |
|----------------------------|----------------------|----------------------|----------------------|
| 1. <i>dates, dates</i>     | 2. <i>rice, rice</i> | 3. <i>head, head</i> | 4. <i>rose, rose</i> |
| 5. <i>teacher, teacher</i> | 6. <i>cake, cake</i> | 7. <i>home, home</i> | 8. <i>eat, eat</i>   |
| 1. a                       | 2. i                 | 3. ea                | 4. o                 |
| 5. ea                      | 6. a                 | 7. o                 | 8. ea                |

## My favourite room

### 1 Look and listen.



Omar

This is my living room. It's my favourite room. The sofa is orange. The vase is on the table. The TV is big.

This is my bedroom. It's my favourite room. My books and my board games are in the bookcase. I have got teddy bears, cars and planes, too.



Bill



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



- The sofa is blue.
- The vase is on the table.
- The TV is big.



- The books and the computer games are in the bookcase.
- He has got cars and planes.

19

- Ss listen to the CD and follow in their books.
- Explain any unknown words.
- Ask Ss some comprehension questions, such as:  
*What colour is the sofa? (Orange.)*  
*Where's the vase? (On the table.)*  
*Is the TV big? (Yes, it is.)*  
*What's Bill's favourite room? (The bedroom.)*  
*What's in the bookcase? (Books and board games.)*  
*Has Bill got teddy bears? (Yes, he has.)*
- If time permits, have some Ss read the texts aloud for the whole class.

### Activity 2

- Direct Ss' attention to the sentences and make sure they don't have any unknown words.
- Explain to Ss that they have to decide if the sentences are true or false according to the texts.
- Check Ss' answers.

1. F 2. T 3. T 4. F 5. T



## Optional

### Picture Memory

- Tell Ss that you're going to play a memory game.
- Place some of the flashcards from this module in different places, e.g. the jigsaw puzzle on your desk, the board game next to the window, etc.
- Ask Ss to look around the classroom and try to take a picture of the room and store it in their heads. You can make things more fun by having Ss hold up their hands to form the shape of a camera and make a clicking sound.
- After Ss have done this, tell them to close their eyes and ask them about one of the flashcards e.g. *Where is the jigsaw puzzle? Encourage Ss to answer It's on the desk* by having them recall the memory photo they took.

# 1 Smart Time 1



## Language focus

### Objectives

- to provide Ss with cultural information



## Materials

- flashcards of the games, the furniture and the household items Ss have learnt in this module
- Blu tack

## Lesson plan



### Warm up

- Show Ss the flashcards of the games, the furniture and the household items Ss have learnt in this module and ask Ss to name them.

### Activity 1 Track 36

- Direct Ss' attention to the pictures of the two rooms and the photos of the boys which are attached to each of the pictures.
- Ask Ss what rooms they can see (a living room and a bedroom).
- Ask Ss to name any of the items they can see in the pictures.



## Key to Test 1

### Activity 1 Track 70, CD 2

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

### Activity 2

1. aunt 2. uncle 3. baby  
4. cousin

### Activity 3

1. next to 2. between 3. on  
4. in

### Activity 4 Track 71, CD 2

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

# 2 Phonics

## food - book

### Language focus

#### Objectives

- to practise the pronunciation of **oo** /u:/ and **oo** /ʊ/
- to say a phonics chant / poem

#### Vocabulary

food, room, book, look

#### Phonics

**oo** /u:/ and **oo** /ʊ/

### Materials

- flashcards of *food*, *room*, *book*, *look*
- photocopies of the above flashcards
- Blu tack
- the phonics cards of the above flashcards (enough for all Ss)

### Lesson plan

#### Warm up

- Write *food* and *book* on the board. Under each word stick the flashcards with the objects that contain that sound.
- Point to **oo** in *food* and say /u:/ a couple of times, encouraging Ss to repeat after you. Then point to each of the objects (food, room) and say them aloud, having Ss repeat after you.
- Follow the same procedure with *book*, oo /ʊ/.

#### Activity 1 Track 37

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

#### Listening transcript

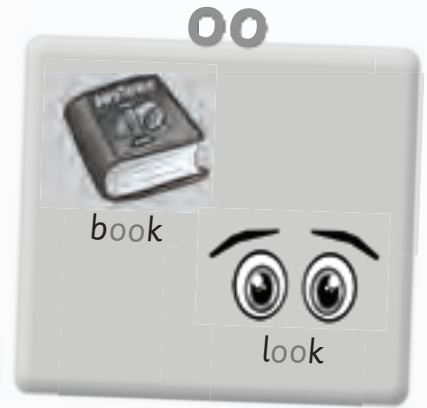
/u:/, *food*, *room*  
/ʊ/, *book*, *look*

# 2

# Phonics

## food - book

### 1 Listen and say.



### 2 Listen and chant.



Look! Look!

Look! Look!  
Food in the room!  
Food in the room!  
Let's eat! Let's eat!

Oh, no! Oh, no!  
Food on my book.  
Food on my book!

#### Activity 2 Track 38 - Chant Track 39 - Poem

- Direct Ss' attention to the picture and ask Ss questions they can answer, e.g. *Where are the boys? (In the kitchen.) What's on the boy's book? (Food.)*
- Play the chant / poem *Look! Look!* and have Ss listen and follow along in their books.
- Play the chant / poem again, pausing after each line for Ss to repeat.
- Then play the chant / poem once more and encourage Ss to say the chant / poem along with the CD.

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

#### TPR Activity

- Photocopy and give Ss the phonics cards (food, room, book, look).
- Explain to Ss that you will play the phonics chant / poem and that each time they hear a word with **oo** /u:/ or **oo** /ʊ/ sound, they have to raise the appropriate phonics card while they say the chant / poem along with the CD. Play the chant / poem once and demonstrate what Ss should do while chanting / saying the poem.
- Play the chant / poem again and have Ss say the chant / poem along with the CD and raise their phonics cards as you have instructed them.



## Optional 1

### What's that word?

- Divide Ss into two teams.
- Invite a S from each team to come to the board. Give each S a marker / a piece of chalk.
- Call out a word with either the oo /u:/ or oo /ʊ/ sound and have Ss write the corresponding word on the board.
- The S that does this the fastest earns a point for his/her team.
- Repeat this with the rest of the Ss.
- The team with the most points wins.



## Optional 2

### Card hold-up

- Tell Ss that you are going to play a game.
- Ask them to place their phonics cards with the words facing up in a pile on their desk.
- Explain to Ss that you are going to raise the flashcards of the pictures of words that contain the sounds /u:/ or /ʊ/ and say the word.
- Ss have to raise the corresponding phonics card, read the word aloud and call out the sound.
- Any S that raises the wrong card or says the wrong word is eliminated from the game.
- Make the game more challenging by showing the cards quickly and then hiding them.
- Play the game until all of the flashcards have been used up.



## Workbook

### Activity 1 Track 40

- Play the CD once and have Ss point to the pictures in their books and repeat.
- Play the CD again. Pause after *room*. Ask Ss to tell you the sound of the word /u:/. Do the same with *book* and *look* and ask Ss to circle the word that doesn't belong (contains a different sound from the other two).
- Repeat the procedure with the rest of the words.
- Check Ss' answers.

#### Listening transcript

1. *room* (x2) *book* (x2) *look* (x2)
2. *book* (x2) *look* (x2) *food* (x2)
3. *look* (x2) *room* (x2) *food* (x2)



1. room
2. food
3. look

### Activity 2 Track 41

- Direct Ss' attention to the pictures and ask them to name the items.
- Explain to Ss that they will listen to the words and they have to number the pictures in the order they hear them.
- Check Ss' answers.

#### Listening transcript

1. *look* (x2)
2. *room* (x2)
3. *book* (x2)
4. *food* (x2)



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

## Activity 3

- Direct Ss' attention to the pictures next to the grid and ask Ss to name them.
- Then explain to Ss that they have to look for the words in the grid, horizontally and vertically, circle them and then write them in the spaces underneath each picture.
- Check Ss' answers.



1. food
2. book
3. room
4. look

F	O	O	D	B	W
H	C	I	E	O	Y
D	J	L	F	O	K
G	K	O	Z	K	O
R	O	O	M	N	O
B	L	K	Q	U	T
W	O	O	T	L	A

## Activity 4

- Direct Ss' attention to the pieces of the jigsaw puzzle and the pictures below them. Encourage Ss to name the items depicted in the pictures.
- Explain to Ss that they have to match the pieces of the jigsaw puzzle to form a word and then match the word with the correct picture. Point out that the first one has been done for them.
- Check Ss' answers.



2. bo-ok, c
3. loo-k, d
4. fo-od, b



# 2 Friends

## A chant



### Language focus

#### Objectives

- to say a chant / poem
- to identify the numbers 50-100
- to say how many toys / things you have got

#### Vocabulary

**Numbers:** fifty, fifty-one, fifty-two, fifty-three, fifty-four, fifty-five, fifty-six, fifty-seven, fifty-eight, fifty-nine, sixty, seventy, eighty, ninety, a hundred

**Toys:** bus - buses

#### Structures

(I) have got (a bus).



### Materials

- flashcards of the numbers 50-60, 70, 80, 90, 100
- flashcards of *bus*, *jigsaw puzzle*, *computer game*, *board game*, *lamp*
- Blu tack

### Lesson plan



#### Warm up

#### Bingo!

- Ask Ss to draw a 3x3 grid in their notebooks and write up to six numbers from 1-20, and 30-100 in tens, one in each box.

11	3	19
8	40	12
100	80	60

- Explain to Ss that you will call out numbers in random order. If the number you call out is the same as

the number they have in their grid, they cross out that particular number. The first student to get all the numbers called out shouts 'Bingo!' and wins.

#### Vocabulary Track 42

- Have Ss open their books to page 21. Direct Ss' attention to 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 point and repeat.
- Explain to Ss how the numbers between tens are formed. Write different numbers on the board and ask Ss to say them aloud.
- Point out that the plural of *bus* is *buses*. It takes an *-es* because the noun (*bus*) ends in *-s*.

#### Activity 1 Track 43 - Chant Track 44 - Poem

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

- Direct Ss' attention to the presentation of the chant / poem. Hold up your book, point to each toy and encourage Ss to say the number written on each of them.
- Ask Ss, in L1, what they can see in the picture. (Salim and Alex are holding a sheet full of planes and buses and they are throwing them up in the air.)
- Tell Ss that they are going to listen to a chant / poem. Ask Ss to guess what it's going to be about.
- Play the chant / poem once and have Ss listen.
- Play the chant / poem a second time and have Ss match each number in the chant / poem, in written form, with the corresponding number on the toys, as in the example.
- Play the chant / poem again if necessary.
- When Ss feel comfortable, invite them to say the chant / poem along with the CD.



**1st verse:** thirty - 30      seventy - 70      a hundred - 100

**2nd verse:** fifty - 50      forty - 40      ninety - 90

#### Grammar box

- Pick up two pens and say, *I have got two pens*. Write it on the board. Say the sentence again and have Ss repeat after you. Elicit that we use *have got* to talk about possession.
- Invite a S to come up to the board and give him/her three pens. Look at him/her and say, *You have got three pens*. Write that on the board, too.
- Stand next to the S, show your pens to the rest of the class and say, *We have got five pens*. Write that on the board as well. Then call up another S, hand your pens to him/her and pointing to the Ss say, *They have got five pens*. Write that on the board and then say all four sentences again. Encourage Ss to repeat each sentence after you.
- Elicit that we use *I* to refer to ourselves, *You* to refer to the person we are talking to, *We* to refer to a group of people that includes ourselves and *They* to refer to more than one person.
- Direct Ss' attention to the grammar box. Read the sentences aloud and have Ss repeat after you. Encourage Ss to come up with some more examples.
- Refer Ss to the corresponding *Grammar Boxes* on page 66.

**50 51 52 53**  
fifty fifty-one fifty-two fifty-three

# Friends 2

**54 55 56 57 58 59** A chant  
fifty-four fifty-five fifty-six fifty-seven fifty-eight fifty-nine

**60 70 80 90 100** bus - buses  
sixty seventy eighty ninety a hundred

**1** Listen and match. Then say. 



Friends

I have got thirty buses.

You have got seventy buses.

Together we have got a hundred buses.

Buses, buses, buses

For all the boys and all the girls!



I have got fifty planes.

You have got forty planes.

Together we have got ninety planes.

Planes, planes, planes

To share with all our friends!



**Look!**



I have got a bus.



You have got a jigsaw puzzle.



We have got two planes.



You have got books.



They have got a board game.

21



## Before leaving


- Play the chant / poem *Friends* (Track 43 or Track 44) and have Ss say the chant / poem along with the CD.



## Workbook


### Activity 1

- Direct Ss' attention to the example and read it aloud. Explain to Ss that they have to read the sentences and write the written form of the number.
- Check Ss' answers.

-  2. sixty-four      5. eighty-nine  
3. ninety-three      6. a hundred  
4. seventy-seven

### Activity 2

- Read the example for Ss and explain that they have to look at the pictures and complete the sentences with the correct phrase.
- Point out that the phrases have been given to them in the box above.
- Check Ss' answers.

-  2. We've got      4. They've got  
3. You've got      5. I've got



## Optional

### Make a sentence

- Put the flashcards with the numbers (50-60, 70, 80, 90, 100) on your desk face down, in one pile and the flashcards of the toys and the household items in another pile.
- Divide Ss into two groups.
- Choose a S from the first group to come to your desk and pick a flashcard from each pile, e.g. 50 and bus. The S has to look at his/her flashcards and make a sentence out of the word and number, e.g. *I have got fifty buses.*
- Groups take turns.
- For every correct sentence, the Ss get a point for their group.
- The group with the most points wins.

# 2 Smart kids

## Language focus

### Objectives

- to identify pets
- to talk about possession

### Vocabulary

**Animals:** parrot, lizard, frog, snake, rabbit, bird

### Structures

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

## Materials

- flashcards of *parrot, lizard, frog, snake, rabbit, bird*
- Blu tack

## Revision

- Play the chant / poem *Friends* (Track 43 or Track 44) in the SB on page 21 and have Ss say the chant / poem along with the CD.

## Lesson plan



### Warm up

- Stick the flashcards (*parrot, lizard, frog, snake, rabbit, bird*) on the board and ask Ss if they know any of these animals in English.
- Point to each animal, say the word and have Ss repeat after you.

### Vocabulary Track 45

- Have Ss open their books to page 22. Direct Ss' attention to the top of the page. Play the CD a few times and have Ss point to the animals and repeat.
- Say the animals again in random order and have Ss point and repeat.

### Activity 1 Track 46

- Have Ss look at the presentation and ask them what animal they can see (a rabbit).
- Ask Ss, in L1, what they think is happening. (Reema has got a new pet and her friends are trying to guess what it is.)
- Ask Ss to point to the bubbles and follow along as you play the CD.
- Play the CD again and pause after each phrase for Ss to repeat.

# 2 Smart kids



parrot lizard frog snake rabbit bird

## 1 Look and listen.



22

- Choose two Ss and read the dialogue. Then, have Ss read the dialogue in groups of three.

### Grammar box

- Direct Ss' attention to the grammar box at the top of page 23. Read the question and the answers aloud and have Ss repeat.
- Point out that *haven't* is the short form of *have not*.
- Explain the question and the answers to the Ss and give them more examples, e.g. *Have you got a parrot? Yes, I have. / No, I haven't.*
- Ask different Ss *Have you got a pen / book / pencil / ruler, etc?* and encourage them to answer *Yes, I have. / No, I haven't.*
- Refer Ss to the corresponding *Grammar Boxes* on page 66.
- Direct Ss' attention to the pictures in the grammar box and the sentences below them.
- Read the sentences aloud and encourage Ss to repeat after you.
- Point out that we use *his, her, our* with a noun when we want to talk about possession. We use *his* when we refer to a male, *her* when we refer to a female and *our* when we refer to a group of people we are part of ourselves.

**Look!**

Have you got a frog? < Yes, I have.  
No, I haven't. haven't = have not



His parrot is green.



Her cat is brown.



Our fish is yellow.

**2 Listen and match.**

1. 2. 3. 4.

a. b. c. d.

**3 Look, read and circle.**

1. **My/Our** parrot is red and green.

2. **Her/His** frog is green.

3. **Your/Our** lizard is brown.

4. **Her/Our** fish is yellow.

5. **His/Her** rabbit is white.

**4 Ask and answer. Then write.**

Have you got a parrot?  
Yes, I have.

- Find someone who has got:
- a parrot \_\_\_\_\_
  - a cat \_\_\_\_\_
  - a fish \_\_\_\_\_
  - a rabbit \_\_\_\_\_
  - a bird \_\_\_\_\_

23

they are doing. (They are asking each other questions about what pet/s they have got.)

- Play the CD and have Ss repeat.
- Direct Ss' attention to the notebook page, read it aloud and explain to Ss that they have to stand up, go round the class and ask their classmates, *Have you got a parrot / cat / fish / rabbit / bird?* If they find someone who has got one of these animals, they write his/her name in the space given, next to the corresponding animal.
- When Ss have finished, ask different Ss to read their results aloud, e.g. *Who has got a parrot?*

**Optional****Don't break the chain**

- Get Ss to sit in a circle. If you have a large number of Ss, divide them into small groups.
- One S says a sentence to the S sitting next to him/her using *I have got*, e.g. *I have got a lizard*. The second S says the same sentence, but he/she adds another animal at the end, e.g. *I have got a lizard and a cat*. Ss continue in the same manner. Point out that they should remember the exact order of the animals that are mentioned.
- The S who doesn't remember the exact order or forgets an animal is out.

**Activity 2 Track 47**

- Ss have to listen to four exchanges about which pet each child has got and they have to match each child with the corresponding animal.
- Play the CD twice. Explain that the first one has been done for them.
- Check answers by pointing to each number and asking *What pet has he/she got?*

**Listening transcript**

1. **Man:** *Have you got a bird?*      3. **Woman:** *Have you got a fish?*  
**Boy:** *Yes, I have.*      **Girl:** *No, I haven't. I've got a cat.*
2. **Man:** *Have you got a fish?*      4. **Woman:** *Have you got a fish?*  
**Boy:** *No, I haven't. I've got a rabbit.*      **Girl:** *Yes, I have.*

1. c      3. a      4. d

**Activity 3**

- Ss look at the pictures and circle the correct answers.
- Check Ss' answers.

1. My      2. His      3. Your      4. Our      5. Her

**Activity 4 Track 48**

- Direct Ss' attention to the two boys in the picture and ask them to guess what

**Workbook****Activity 1**

- Ss have to label the pictures, using the words given in the box.
1. lizard      2. snake      3. bird  
4. rabbit      5. frog

**Activity 2**

- Ss have to read the sentences and circle the correct words.

1. Her      2. My      3. His      4. Your

**Activity 3**

- Ss have to answer the questions by following each line and seeing if the child has or hasn't got the particular pet. Point out that the short answers are given to Ss in the box above.

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

## 2 Our world

### Language focus

#### Objectives

- to describe physical appearance

#### Vocabulary

**Appearance:** curly hair, straight hair, long hair, short hair

#### Structures

He/She has got (curly hair).

He/She hasn't got (curly hair).

### Materials

- flashcards of *curly hair*, *straight hair*, *long hair*, *short hair*
- Blu tack
- plain A4 paper (enough for all Ss)

### Revision

- Choose a S to come to the board and mime an animal.
- The rest of the class has to try and guess the animal by saying *Have you got a (rabbit)?*
- The S answers accordingly, *Yes, I have. / No, I haven't.*
- Repeat the same procedure with different Ss.
- Alternatively, you could ask Ss to draw an animal on the board, instead of miming it.

### Lesson plan



#### Warm up

- Point to a S with *curly hair* and say, *curly hair*. Point to a S with straight hair and say, *straight hair*. Encourage Ss to guess the meaning of the adjectives.
- Repeat the same procedure to introduce the adjectives *long* and *short*.
- Stick the flashcards (curly hair, straight hair, long hair, short hair) on the board. Point to each one, say the word and encourage Ss to repeat after you.

#### Vocabulary Track 49

- Have Ss open their books to page 24.
- Play the CD a few times and have Ss

## 2 Our world



curly hair



straight hair



long hair



short hair

### 1 Look and listen.



## My Friends



1

This is Jameel. He has got curly hair. His eyes are brown.



2

This is Henry. He hasn't got long hair. He has got short hair and green eyes.



3

This is Fatima. She has got long hair. Her eyes are brown.



4

This is Mary. She hasn't got curly hair. She has got straight hair and blue eyes.

24

point to the pictures in the vocabulary section and repeat.

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

### Activity 1 Track 50

- Have Ss look at the presentation and ask them to describe each child's hair and eyes, e.g. 1st boy: curly hair, brown eyes.
- Help Ss when necessary.
- 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.



### Grammar box

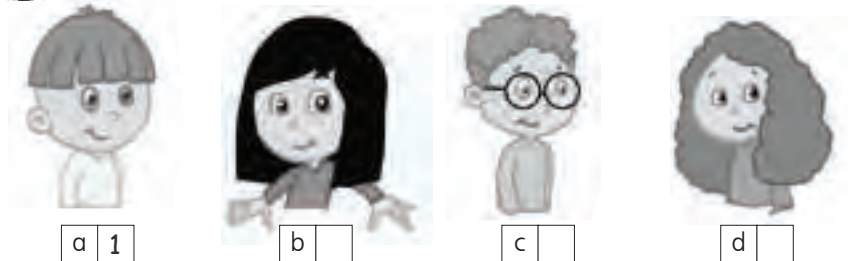
- Hold up your book and point to the boy in the first picture. Say, *He has got short hair. He hasn't got long hair.* Write the sentences on the board. Point to the girl in the third picture and say, *She has got straight hair. She hasn't got curly hair.* Write these sentences on the board, too. Encourage Ss to guess their meaning.
- Direct Ss' attention to the grammar box at the top of page 25.
- Read the sentences aloud and have Ss repeat. Point out that *hasn't* is the short form of *has not*.
- Refer Ss to the corresponding *Grammar Boxes* on page 66.
- Ask Ss to point to one of their classmates and say a sentence (affirmative

**Look!**

He	has got	curly hair.	hasn't = has not
She	hasn't got		

**2** Look at activity 1 and write.

	Jameel	Henry	Fatima	Mary
 hair	curly			
 eyes				

**3** Listen and number (1-4).**4** Look at activity 1 and say.

He hasn't got curly hair. He has got straight hair.





25

or negative) describing his/her hair or eyes, e.g. *He has got short hair. He hasn't got curly hair.*

**Activity 2**

- Explain to Ss that they have to refer to activity 1 and complete the table.
- Point out that Ss have to write adjectives describing each child's hair in the first row and in the second row they have to write the colour of each child's eyes.
- Check Ss' answers.

 **Jameel:** curly, brown  
 **Fatima:** long, brown

**Henry:** short, green  
**Mary:** straight, blue

**Activity 3**  **Track 51**

- Ss have to listen to each child's description and number the pictures.
- Point out that the first one has been done for them.
- Play the CD twice.

**Listening transcript**

1. **Man:** *This is Bill. He has got straight hair. His eyes are blue.*
2. **Man:** *This is Tom. He hasn't got straight hair. He has got curly hair and green eyes.*

3. **Woman:** *This is Laura. She has got curly hair and brown eyes.*

4. **Woman:** *This is Sue. She has got straight hair. Her eyes are brown.*



b. 4    c. 2    d. 3

**Activity 4**  **Track 52**

- Direct Ss' attention to the boys in the picture and ask them to guess what they are doing. (The boy on the left is describing one of the children in activity 1 and the boy on the right is trying to guess who the child is.)
- Play the CD and have Ss repeat the exchange.
- Divide Ss into pairs. Ask them to look at activity 1 and take turns describing and guessing the children.

**Optional****Draw and colour**

- Divide Ss into pairs and tell each S to draw a face on a piece of paper.
- Explain to Ss that SA has to describe a girl's or a boy's hair and eyes to SB and he/she has got to draw and colour these parts accordingly, e.g. *He has got short hair. He hasn't got curly hair. He has got straight hair. He has got blue eyes.*
- Ss swap roles. Have a few Ss describe their picture to the class.

**Workbook****Activity 1**

- Ss look at the pictures and circle the correct answer.



2. hasn't got    4. hasn't got  
 3. has got

**Activity 2**

- Ss read the descriptions and match them to the correct picture.



2. May    3. Ali    4. Sarah

**Activity 3**

- Ss have to complete the sentences with the correct phrases. Point out that the phrases are given to them in the box above.
- Check Ss' answers.



1. hasn't got    4. haven't got  
 2. has got    5. haven't got  
 3. have got    6. have got

# 2 Let's play

## Language focus

### Objectives

- to identify parts of the face and body
- to ask and answer questions about physical appearance

### Vocabulary

**Parts of the face:** face, tooth - teeth, big ears, small ears

**Parts of the body:** neck, foot - feet

### Structures

Has (he) got (brown eyes)?

Yes, (he) has. / No, (he) hasn't.

Have (they) got (big ears)?

Yes, (they) have. / No, (they) haven't.

## Materials

- flashcards of *tooth*, *teeth*, *big ears*, *small ears*, *neck*, *foot*, *feet*, *face*
- scissors (enough for each pair of Ss)
- stapler
- cut-out page 127

## Revision

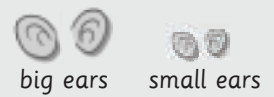
- Have Ss open their books to page 24 and direct their attention to the first picture in activity 1. Say, *Jameel has got curly hair. Yes or No?* Encourage Ss to say *Yes*. Then say *Jameel has got blue eyes. Yes or No?* Encourage Ss to say, *No. Jameel hasn't got blue eyes. He has got brown eyes.*
- After you have done a couple of examples, you can have Ss say sentences about the children's appearance and have the rest of the class answer.

## Lesson plan

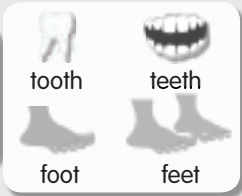
### Warm up

- Touch your face, say *face* a few times and encourage Ss to touch their faces and repeat after you.
- Repeat the same procedure with the parts of the face and body (tooth-

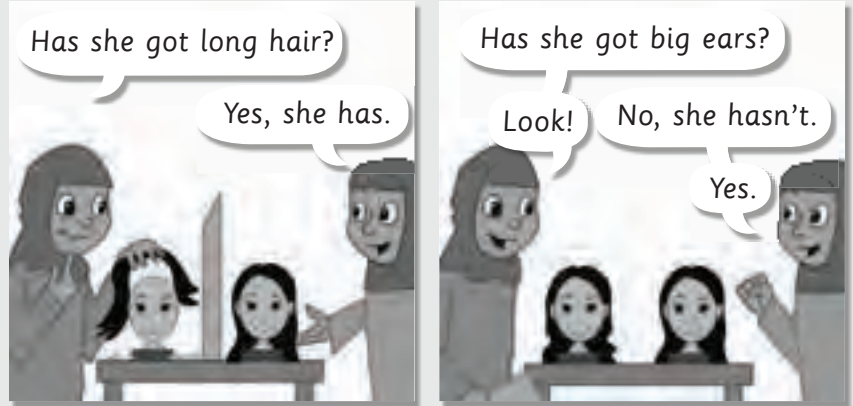
## 2 Let's play



Has	he she it	got brown eyes?	Yes, No,	he she it	has/hasn't.
Have	they			they	have/haven't.



### 1 Look and listen.



### 2 Look and listen. Then play. Use the cut-outs on page 127.



26

teeth, neck, ears, foot-feet).

- Point out the irregular plurals (tooth-teeth and foot-feet).
- Explain to Ss that you are going to play a game called **Teacher says**.
- You will give out orders about what Ss have to do. The Ss must not perform the action if it isn't preceded by the words *Teacher says*, e.g. *Teacher says touch your ears*. If a S does so, he/she is out of the game.
- The last S remaining in the game wins. The winner can give the orders in the next game.

### Vocabulary Track 53

- Have Ss open their books to page 26 and point out the words in the vocabulary section at the top of the page.
- Play the CD a few times and have Ss point to the words and repeat.
- Say the words in random order and have Ss repeat and point.

### Activity 1 Track 54

- Direct Ss' attention to the pictures and have Ss guess what is happening. (The girls are playing a guessing game with their dolls. One of the girls is asking the other questions about her doll's appearance and she's trying to make her doll look the same without seeing the other doll.)
- Play the CD and have Ss follow in their books.

- Play the CD again and pause after each phrase for Ss to repeat.

### Grammar box

- Direct Ss' attention to the grammar box at the top of the page. Read the questions and answers aloud for Ss.
- Point to a S with short hair and ask the rest of the class, *Has he got long hair?* Elicit the answer, *No, he hasn't.* *Has he got short hair?* Elicit the answer, *Yes, he has.*
- Point to a different S and ask similar questions.
- Refer Ss to the corresponding *Grammar Boxes* on page 66.

### Activity 2 Track 55

- Direct Ss' attention to the two boys in the picture and ask them to guess what they are doing. (They are playing a game with a funny-face booklet that they have made.)
- Ask Ss to follow along in their books as you play the CD.
- Play the CD again pausing after each phrase for Ss to repeat.
- Ask Ss to cut out page 127 from the back of their books.
- Explain to Ss that they have to cut the faces along the purple dotted lines (not the red ones) and then staple the pages together on the red lines.
- Once Ss have made their booklets, divide them into pairs and have them play the game.
- SA makes a person in his/her booklet without showing SB.
- SB asks questions to find out the facial characteristics of the person SA has created, e.g. *Has he/she got (big ears)?*
- SA answers accordingly and SB has to turn the pages of his/her booklet and "create" this person. Then Ss compare their booklets to check that they have the same person.
- Ss swap roles.

### Optional Guess who!

- Ask a S to think of one of his/her classmates, without saying who he/she is. The rest of the class has to ask questions about his/her appearance to find out who the S is, e.g. *Has he/she got short hair?*
- The S who guesses correctly thinks of another S for the class to guess.


### Before leaving

- Ask each S a question about one of their classmates, e.g. *Has Sarah got straight hair?* *Has Saud got short hair?*

### Workbook


#### Activity 1

- Holding up your book, point to the different parts of the face and encourage Ss to name them.
- Explain to Ss that they have to label the parts of the boy's face using the words given to them in the box.

- |   |          |
|---|----------|
|  2. nose | 6. ear   |
| 3. teeth  | 7. mouth |
| 4. hair   | 8. neck  |
| 5. eye  |          |


#### Activity 2

- Direct Ss' attention to the pictures and ask them to describe each of the boys.
- Read the example and explain that Ss have to look at the pictures and answer the questions about the two boys.
- Have Ss check their answers in pairs first, then as a class.

- |   |
|---|
|  2. No, he hasn't. |
| 3. Yes, he has.   |
| 4. Yes, he has.   |
| 5. No, he hasn't.   |
| 6. No, he hasn't.   |

#### Activity 3

- Explain to Ss that they have to complete the questions with the phrases in the box.
- Check Ss' answers.

- |  |            |
|--|------------|
|  2. Have they | 4. Has it  |
| 3. Has he  | 5. Has she |





## Language focus

### Objectives

- to differentiate between the **u** /ju:/ and the **u** /ʌ/
- to say a phonics chant / poem

### Vocabulary

computer, cute, duck, jumper

### Phonics

**u** /ju:/ and **u** /ʌ/



## Materials

- flashcards of *computer, cute, duck, jumper*
- photocopies of the flashcards (only the words)
- the phonics cards of the above flashcards (one set per S)
- Blu tack

## Lesson plan



### Warm up

- Write *computer* and *duck* on the board. Under each word stick the flashcards with the pictures that contain the sound (computer, cute, duck, jumper).
- Point to the **u** in the word *computer* and say /ju:/ a couple of times, encouraging Ss to repeat after you. Then point to each of the flashcards (computer, cute) and say the words they depict aloud, having Ss repeat after you.
- Follow the same procedure with *duck* u-ʌ/.

### Activity 1 Track 56

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

### Listening transcript

/ju:/, *computer, cute*  
/ʌ/, *duck, jumper*

### Activity 2 Track 57 - Chant Track 58 - Poem

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

- Direct Ss' attention to the picture and ask them questions about it, e.g. *Where are the children? (In a bedroom.) What's on the bed? (A jumper.) What colour is the jumper? (Orange.) What's under the jumper? (A duck.) Where are the teddy bears? (On the computer.)*
- Play the chant / poem *My duck* and have Ss listen and follow along in their books.
- Play the chant / poem again pausing after each line for Ss to repeat.
- Then play the chant / poem once more and encourage Ss to say the chant / poem along with the CD.



### TPR Activity

- Photocopy and give Ss the phonics cards (computer, cute, duck, jumper).
- Explain to Ss that they have to say the chant / poem while raising the corresponding card each time.



## Optional 1

### What's that word?

- Divide Ss into two teams.
- Invite a S from each team to come to the board. Give each S a marker / a piece of chalk.
- Call out a word with either the *u* /ju:/ or the *u* /ʌ/ sound and have Ss write the corresponding word on the board.
- The S that does this the fastest earns a point for his/her team.
- Repeat this with the rest of the words.
- Make sure that most of the Ss get a turn to go up to the board.



## Optional 2

### Ready, set, match

- Divide Ss into two teams.
- Stick the flashcards of *computer, cute, duck, jumper* on the board.
- Put the photocopies of flashcards with words facing up, in a pile on your desk.
- Call up a S from each team to pick a photocopy off your desk, read it and stick it below the corresponding picture with Blu tack.
- Once Ss have stuck the photocopy with the word under the corresponding picture, they have to say the sound and the word aloud. The S who does everything correctly earns a point for his/her team.
- Make sure that all the Ss on each team get a chance to go up and play.
- The team to earn the most points at the end of the game wins.

# Phonics

## computer - duck

### 1 Listen and say.



### 2 Listen and chant.



#### My duck

I have got a duck.  
A cute, hungry duck.  
Where's my duck?  
Is it on the computer?

He has got a duck.  
A cute, hungry duck.  
Where's his duck?  
It's under the jumper.

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the pictures in the order that they hear them.

- Check Ss' answers.

#### Listening transcript

1. computer (x2)
2. cute (x2)
3. jumper (x2)
4. duck (x2)



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

#### Activity 3

- Direct Ss' attention to the pictures in the activity.
- Point to each one and encourage Ss to say the words.
- Explain to Ss that they have to look at the pictures and write the correct word underneath each picture.
- Then they have to match the words with the same sound.
- Have Ss compare their answers in pairs first, then check as a class.



1. computer
2. duck
3. jumper
4. cute

#### Activity 4

- Direct Ss' attention to the pieces of the jigsaw puzzle and the pictures below them. Encourage Ss to name the items depicted in the pictures.
- Explain to Ss that they have to match the pieces of the jigsaw puzzle to form a word and then match the word with the correct picture. Point out that the first one has been done for them.
- Check Ss' answers.



2. jum-per, d
3. comp-uter, a
4. du-ck, c



## Workbook

### Activity 1 Track 59

- Play the CD once and have Ss point to the pictures in their books and repeat.
- Play the CD again. Pause after *cute*. Ask Ss to tell you the sound of the word /ju:/. Do the same with *hungry* and *jumper* and ask Ss to circle the word that doesn't belong.
- Repeat the procedure with the rest of the words.
- Check Ss' answers.

#### Listening transcript

1. cute (x2)
2. duck (x2)
3. computer (x2)
- duck (x2)
- computer (x2)
- cute (x2)
- jumper (x2)
- jumper (x2)
- duck (x2)



1. cute
2. computer
3. duck

### Activity 2 Track 60

- Direct Ss' attention to the pictures and ask them to name the items.
- Explain to Ss that they will listen to the words and they have to number

## 2 Story time

## 2 Story time

# Show and Tell

### Language focus

#### Objectives

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

### Materials

- flashcards of *parrot, lizard, bird, frog, snake, rabbit*
- Blu tack
- blown-up colour photocopies of Story time *Show and Tell*
- plain A4 paper (enough for all Ss)

### Revision

- Play the chant / poem in the SB on page 27 (Track 57 or Track 58) and have Ss say the chant / poem along with the CD.

### Lesson plan

#### Warm up

- Stick the flashcards of the animals (*parrot, lizard, bird, frog, snake, rabbit*) on the board.
- Ask a S to choose one of these animals, without revealing which one it is, and describe it to the rest of the class, e.g. *My pet has got short legs. It has got small eyes. It's green.*
- The rest of the Ss have to guess the S's pet.
- Alternatively, the S can choose a pet and the rest of the class can ask questions in order to guess what it is, e.g. *Has it got (small ears)?*
- Repeat the procedure with different Ss.

#### Activity 1 Track 61

##### Before reading

- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Tell Ss that they will listen to and read a story with the title *Show and Tell*. Explain the title to the Ss.
- Elicit Ss' answers but do not correct them at this stage.

#### 1 Look and listen.



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- Ask Ss to look at the pictures and guess what the story is going to be about. Invite Ss to name any animals they know in the pictures.

#### While reading

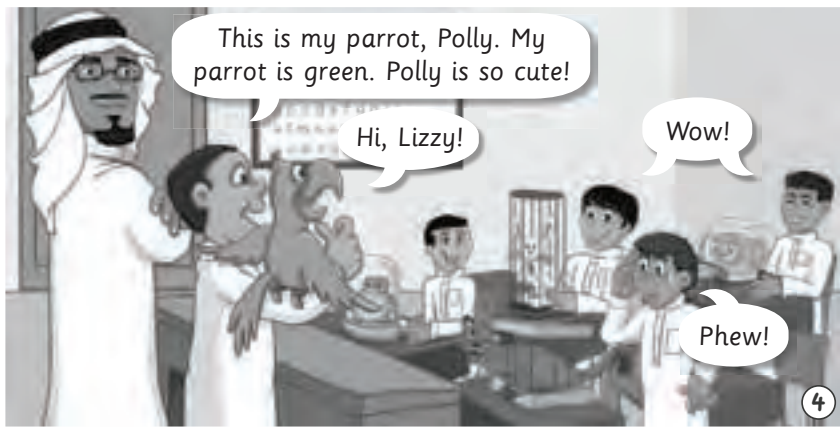
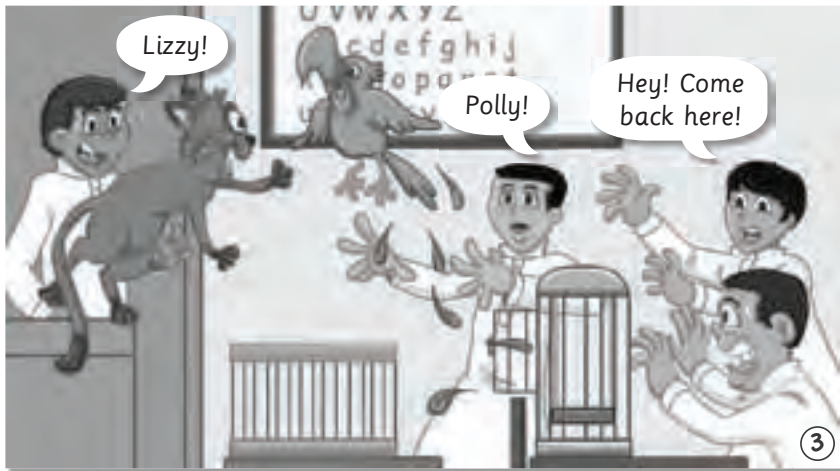
- Play the CD and point to each picture in your book or on the board. Encourage Ss to point to each picture in their books.
- Check Ss' answers. (The children are in their classroom and they present their pets. When one of the pets (cat) sees a parrot out of its cage, they both go crazy but the students calm them down and put the cat in its cage.)
- Play the CD again and ask Ss to point to each speech bubble and follow along.
- Talk about what happens in each picture.

**Picture 1:** The children are in their classroom and they all have brought in pets to show their teacher and the rest of their class. The teacher asks Ali to show his pet.

**Picture 2:** Ali shows his pet cat to the class and he describes it. The students are amazed. The cat is really cute.

**Picture 3:** The cat sees another student's pet, a parrot called Polly, which has come out of its cage. Both pets are going crazy and the children can't control them.

**Picture 4:** The pets are calm again and Lizzy is back in her cage. The boy who has got Polly is presenting it to the class now. Polly can talk and it's greeting Lizzy.



**2 Read and circle.**

- |  |                                      |
|--|--------------------------------------|
| 1. Picture 1: Has Ali got a pet?           | <b>Yes, he has. / No, he hasn't.</b> |
| 2. Picture 2: Has the cat got big ears?    | <b>Yes, it has. / No, it hasn't.</b> |
| 3. Picture 2: Has the cat got a long tail? | <b>Yes, it has. / No, it hasn't.</b> |
| 4. Picture 4: Is the parrot yellow?        | <b>Yes, it is. / No, it isn't.</b>   |

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- Play the CD again and pause after each line for Ss to repeat.

**After reading**

- Ask Ss comprehension questions, such as:

**Picture 1:** *Has Ali got a lizard? (No, he hasn't.)*

*Has he got a cat? (Yes, he has.)*

**Picture 2:** *What's the name of the cat? (Lizzy.)*

*Has it got small ears? (Yes, it has.)*

*Has it got short legs? (Yes, it has.)*

*Has it got a long tail? (Yes, it has.)*

**Picture 3:** *Has the other boy got a parrot? (Yes, he has.)*

*What's the name of the parrot? (Polly.)*

*Are the pets in their cages? (No, they aren't.)*

**Picture 4:** *What colour is Polly? (Green.)*

*Can it talk? (Yes, it can.)*

- Divide Ss into small groups and have them read the story.

**Activity 2**

- Ss have to read the questions, look at the corresponding pictures and circle the correct answers.
- Check Ss' answers.

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



**Optional**

**What animal is it?**

- Hand out a sheet of A4 paper to each S.
- Tell Ss to draw one of the animals learnt in this module. Tell Ss not to let the Ss sitting near them look at their drawing. At the same time, you should draw an animal as well.
- Invite Ss to guess what you have drawn by asking, for example, *Has it got big teeth? / a small nose?, etc.* Write this structure on the board for Ss to use as a guide for asking questions.
- When Ss guess the animal that you have drawn, divide them into pairs and tell them to do the same thing with their partners.
- Each S in the pair should hold his/her drawing without revealing it to his/her partner and the Ss should take turns guessing and answering until they find the animal.



**Workbook**

**Activity 1**

- Ss have to match the speech bubbles to the character, according to what he/she said in the story.
- Check Ss' answers.



1. b                      2. c                      3. a

**Activity 2**

- Ss have to read the sentences, look at the picture and complete them with the correct phrase. Point out that the phrases are given to them in the box above.
- Check Ss' answers.



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

**Activity 3**

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

# 2 Revision

## Revision 2

### Language focus

#### Objectives

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

### Materials

- blown-up colour photocopies of Story time *Show and Tell*
- Blu tack
- flashcards of the vocabulary words in this module

### Revision

- Hold up your book or stick blown-up colour photocopies of the story *Show and Tell* on the board.
- Ask Ss to tell you what they remember from the story.
- Have Ss open their books to pages 28-29. Play the CD (Track 61) and have Ss follow along in their books.
- Then have some Ss read the story for the whole class.

### 1 Listen and match.

1. Ameen      2. Becky      3. Abdullah      4. Ann

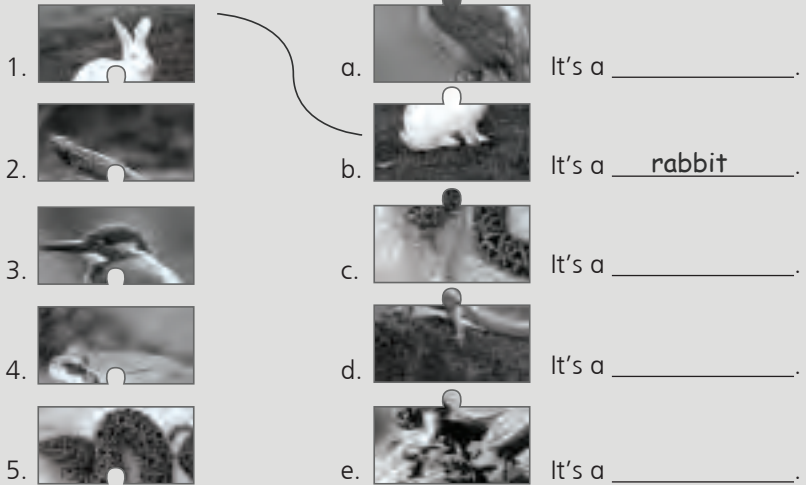


### 2 Look at activity 1 and complete the sentences.

has got    hasn't got    have got    haven't got

1. Ameen \_\_\_\_\_ curly hair.      5. Ameen and Abdullah  
 2. Abdullah \_\_\_\_\_ black hair.      \_\_\_\_\_ brown eyes.  
 3. Ann \_\_\_\_\_ green eyes.      6. Ann and Becky \_\_\_\_\_  
 4. Becky \_\_\_\_\_ brown eyes.      black hair.

### 3 Look and match. Then write.      lizard    snake    ~~rabbit~~    bird    frog



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### Lesson plan



#### Warm up

- Play **Guess who!**
- A S thinks of a classmate and gives clues about his/her appearance, e.g. *She has got long hair. She has got blue eyes.* The S who guesses the classmate gets to think of someone else and give clues.

#### Activity 1      Track 62

- Point to the pictures of the children and encourage Ss to describe the hair and eyes of each child, e.g. The 1st girl: *She has got long hair. She has got straight hair. She has got blue eyes.*
- Explain to Ss that they will listen

to the description of each child and they have to match the names to the pictures according to the descriptions they hear.

- Play the CD and have Ss do the matching activity.
- Check Ss' answers.

#### Listening transcript

- 1. Man:** *Ameen hasn't got long hair. He has got curly hair. His eyes are brown.*  
**2. Woman:** *Becky hasn't got straight hair. She has got curly hair. Her eyes are brown.*  
**3. Man:** *Abdullah hasn't got curly hair. He has got straight hair and brown eyes.*  
**4. Woman:** *Ann hasn't got curly hair. She has got straight hair. Her eyes are blue.*



1. c      2. b      3. d      4. a

#### Activity 2

- Explain to Ss that they have to look at the children in activity 1 and complete the sentences with the correct phrase.
- Check Ss' answers.



1. has got      2. has got      3. hasn't got      4. has got  
 5. have got      6. haven't got

### Activity 3

- Direct Ss' attention to the pictures of the animals and explain that they have to match the two halves of each animal and then write what animal it is, as in the example.
- Point out that the names of the animals are given in the box.
- Check Ss' answers.

 2. d, lizard      3. a, bird      4. e, frog      5. c, snake



### Optional Remember

- Choose ten flashcards from the vocabulary of the module and stick them on the board.
- Ask Ss to look at them and try to memorise them.
- Ask Ss to close their eyes while you hide one of the flashcards. When Ss 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.



### Before leaving

- Play the chant / poem *Friends* in SB on page 21 (Track 43 or Track 44) and have Ss say the chant / poem along with the CD.



### Workbook

#### Activity 1

- Hold up your book and point the numbers to Ss. Encourage them to name each number.
- Explain to Ss that they have to write the written form of the numbers.
- Check Ss' answers.

 a. fifty-five      b. sixty-eight      c. forty-two      d. ninety-nine

#### Activity 2

- Direct Ss' attention to the pictures and ask them to describe each of the children.
- Explain that Ss have to choose the correct adjective in each case.
- Check Ss' answers.

 1. long      2. straight      3. short      4. curly

#### Activity 3

- Direct Ss' attention to the two pictures and ask them questions about the children's appearance and about the pets they have got.
- Explain to Ss that they have to complete the description of each child by

looking at the pictures and using the phrases given to them in the box above.

- Check Ss' answers.



**Ammar:** He has got  
He hasn't got  
He has got  
He hasn't got  
He has got

**May:** She has got  
She hasn't got  
She has got  
She hasn't got  
She hasn't got

#### Activity 4

- Explain to Ss that they have to answer the questions about themselves.



open answers

## 2 Project

### Language focus

#### Objectives

- to read about someone's best friend
- to write a paragraph about one's best friend
- to revise and consolidate structures and vocabulary introduced in previous lessons

### Materials

- flashcards of the words taught in this module
- Blu tack
- photo of one of your friends

### Revision

- Play a round of **Remember**.
- Choose ten flashcards from the vocabulary in the module and stick them on the board.
- Ask Ss to look at them and try to memorise them.
- Ask Ss to close their eyes while you hide one of the flashcards. When Ss 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.

### Lesson plan

#### Warm up

- Bring a photo of one of your friends and stick it on the board. Point to the photo and say *This is my best friend. His/Her name is ...*
- Ask different Ss to talk about their best friend.

#### Activity 1 Track 63

- Direct Ss' attention to the picture of the boy on the left and ask Ss what his name is (Karim). Ask Ss what the title of the text is and have them guess what the text is going to be about (Karim's best friend.)
- Play the CD and ask Ss to follow along in their books.
- Ask Ss comprehension questions such as the following:  
*Who's Karim's best friend? (Saad.)*  
*Is Saad short? (No, he isn't. He's tall.)*  
*Has Saad got brown hair? (Yes, he has.)*  
*Has Saad got green eyes? (No, he hasn't. He has got brown eyes.)*  
*What's his favourite food? (Kabsa.)*
- If you have time, choose a few Ss to read the text.

#### Writing tip

- Direct Ss' attention to the writing tip and read it aloud.
- Explain the writing tip to Ss, in L1, and point out the example.
- Ask Ss to look for examples of the writing tip in the text in activity 1.
- Provide Ss with more examples and write them on the board. e.g. *Tom has got curly hair. His hair is very short.*

# Project

1 Listen and read.

**My best friend**

**Karim**  
Hello. My name is Karim. This is my best friend, Saad. He's very tall and thin. He has got black hair. His eyes are brown. His favourite food is kabsa.

**Saad**

**Kabsa**

## Writing tip

**Adjectives** go before nouns.  
e.g. He has got **black** hair.

The intensifier **very** is used to modify adjectives.  
e.g. He's **very** tall.      My rabbit has got **very long** ears.

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## Optional

### This is my best friend

- Divide Ss into pairs or small groups.
- Ss take turns to present their best friend to their partner / the rest of the group and read their Project aloud.

## 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 the numbers and encourage them to say the words aloud.
- Have Ss tick the boxes as they say each number.
- Do this with all the words.

### Activity 2

- Follow the same procedure as in Activity 1.

### Activity 3

- Follow the same procedure as in Activities 1 and 2.

### Activity 4

- Direct Ss' attention to the first picture and ask them, *Has the girl got a pet lizard?* Elicit Ss' answer. Then read the question and the answer aloud and have Ss repeat them and tick the box.
- Do this with the rest of the sentences / questions and answers.



## Workbook

### Activity 1

- Direct Ss' attention to the sentences and explain that they have to complete them with the words in the boxes.
- Check Ss' answers.



a. brown, blue      b. long, small

### Activity 2

- Direct Ss' attention to the frame provided and explain that they have to stick a photo of their best friend or draw a picture of their best friend in it.
- Have Ss go through the text next to the frame and point out that Ss have to complete the parts missing with information about their best friend, describing the photo or the picture they have drawn in the frame.



open answers



# 2 Phonics revision

## Language focus

### Objectives

- to differentiate between the **oo** /u:/ and the **oo** /ʊ/ and between the **u** /ju:/ and the **u** /ʌ/

**Vocabulary** food, room, book, look, computer, cute, duck, jumper

**Phonics** **oo** /u:/, **oo** /ʊ/, **u** /ju:/ and **u** /ʌ/

## Materials

- flashcards of *food, room, book, look, computer, cute, duck, jumper*
- photocopies of the above flashcards (enough for all Ss)
- phonics cards of the above flashcards
- Blu tack

## Revision

- Play the chants / poems in the SB on pages 20, 27 (Track 38 or Track 39 and Track 57 or Track 58) and have Ss say the chant / poem along with the CD.

## Lesson plan



### Warm up

- Write *food, book, computer, duck* on the board. Under each word, stick the flashcards of the pictures that contain that sound.
- Point to *oo* in *food* and say /u:/ a couple of times, encouraging Ss to repeat after you. Then point to each of the pictures (*food, room*), say the words they depict aloud and have Ss repeat after you.
- Follow the same procedure with the rest of the sounds.

### Activity 1 Track 64

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



## Optional

### Sound and picture pairs

- Divide Ss into two teams. Each S in team 1 holds one of the phonics cards (picture side).
- Hand out phonics cards with the words that contain *oo, /u:/, oo, /ʊ/, u, /ju:/* and *u /ʌ/* to team 2. Make sure to give an equal number of phonics cards to Ss so that each word card corresponds to a picture card and vice versa.
- Play the phonics chants from SB pages 20 and 27 and have Ss mingle around the room.

# Phonics revision

## 1 Listen and say.

**oo - oo**



**u - u**



## 2 Listen and say. Then circle.



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### Listening transcript

/u:/, /ʊ/, *food, room, book, look*  
/ju:/, /ʌ/, *computer, cute, duck, jumper*

### Activity 2 Track 65

- Play the CD and have Ss point to their books and repeat.
- Instruct Ss to circle the correct letters each word contains.

### Listening transcript

1. *room, room*    2. *computer, computer*    3. *book, book*    4. *duck, duck*  
5. *jumper, jumper*    6. *cute, cute*    7. *look, look*    8. *food, food*

1. oo    2. u    3. oo    4. u    5. u    6. u    7. oo    8. oo

- Explain to Ss that once you stop the CD, each S with the word phonics card must pair up with a S holding a picture phonics card.
- Allow Ss a few minutes to find their pair. Then ask the pair of Ss to name their card. If Ss name their cards correctly, they stay in the game. However, if they do this incorrectly, they are eliminated.
- After all of the pairs have named their cards, make them swap cards and play again.

## e-friends

### 1 Look and listen.

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

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

**Karim:** I've got black hair and brown eyes. What's your favourite food?

**Mario:** Pasta. What's your favourite food?

**Karim:** Kabsa. It's meat with rice. What's your favourite toy?

**Mario:** My plane! It's big!

**Karim:** I've got a big plane, too!

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

1. Karim is 12 years old.
2. Mario has got curly hair and blue eyes.
3. Karim has got green eyes.
4. Mario's favourite food is pasta.
5. Kabsa is meat with pasta.
6. Karim and Mario have got big planes.

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## 2 Smart Time 2

### Language focus

**Objectives** • to provide Ss with cultural information

### Materials

- flashcards of the parts of the face and body and the words related to appearance Ss have learnt in this module
- Blu tack

### Lesson plan



**Warm up** • Show Ss the flashcards of the parts of the face and body and the words related to appearance Ss have learnt in this module and ask Ss to name them.

### Activity 1 Track 66

- Direct Ss' attention to the photos of the two boys. Have them guess what kind of text this is (an online conversation between the two boys).
- Ss listen to the CD and follow in their books.
- Explain any unknown words.
- Ask Ss some comprehension questions, such as:  
*How old is Karim? (He's 11 years old.)*  
*How old is Mario? (He's 12 years old.)*  
*Has Mario got curly hair? (Yes, he has.)*  
*What colour are his eyes? (Blue.)*  
*Has Karim got blue eyes? (No, he hasn't. He has got brown eyes.)*  
*What's Mario's favourite food? (Pasta.)*  
*What's Karim's favourite food? (Kabsa / Meat with rice.)*  
*Has Karim got a small plane? (No, he hasn't. He has got a big plane.)*
- If time permits have some Ss read the texts aloud for the whole class.

### Activity 2

- Direct Ss' attention to the sentences and make sure Ss don't have any unknown words.
- Explain to Ss that they have to decide if the sentences are true or false according to the text.
- Check Ss' answers.

1. F      2. T      3. F  
4. T      5. F      6. T

### Key to Test 2

#### Activity 1

1. fifty-five      2. sixty
3. hundred      4. eighty

#### Activity 2

1. has got      2. hasn't got
3. haven't got      4. have got

#### Activity 3

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

#### Activity 4 Track 72, CD 2

- a. 2      b. 4      c. 3      d. 1

# 3

## Phonics

cats - birds - dresses



### Language focus

#### Objectives

- to practise the pronunciation of plural noun endings -s and -es
- to say a phonics chant / poem

#### Vocabulary

cats, rabbits, birds, hens, dresses, foxes

#### Phonics

s /s/, s /z/, es /ɪz/



### Materials

- flashcards of *cats, rabbits, birds, hens, dresses, foxes*
- photocopies of the above flashcards
- Blu tack
- phonics cards of the above flashcards (enough for all Ss)

### Lesson plan



#### Warm up

- Write *cats, birds* and *dresses* on the board. Under each word stick the flashcards with the objects that end in that sound.
- Point to the *s* in *cats* and say /s/ a couple of times, encouraging Ss to repeat after you. Then point to each of the animals (cats, rabbits) and say the words they depict aloud, having Ss repeat after you.
- Follow the same procedure with *s /z/* and *es /ɪz/*.

#### Activity 1 Track 2

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

#### Listening transcript

/s/, *cats, rabbits*

/z/, *birds, hens*

/ɪz/, *dresses, foxes*

# 3

## Phonics

Plurals cats - birds - dresses

### 1 Listen and say.



### 2 Listen and chant.



34

#### Funny animals

Cats with hats  
Rabbits with carrots  
Foxes with dresses  
And hens with shoes.

Cats with hats  
Rabbits with carrots  
Foxes with dresses  
And birds with balloons.

#### Activity 2 Track 3 - Chant Track 4 - Poem

- Direct Ss' attention to the picture and ask Ss to name as many animals as they can.
- Play the chant / poem *Funny animals* and have Ss listen and follow along in their books.
- Play the chant / poem again, pausing after each line for Ss to repeat.
- Then play the chant / poem once more and encourage Ss to say the chant / poem along with the CD.

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



#### TPR Activity

- Photocopy and give Ss the phonics cards (cats, rabbits, hens, birds, dresses, foxes).
- Explain to Ss that you will play the phonics chant / poem and that each time they hear a word from this lesson with the /s/, /z/ or /ɪz/ sound, they have to raise the appropriate phonics card while they say the chant / poem along with the CD. Play the chant / poem once and demonstrate what Ss should do while chanting / saying the poem.
- Play the chant / poem again and have Ss say the chant / poem along with the CD and raise their phonics cards as you have instructed them.



## Optional 1

### What's that word?

- Divide Ss into two teams.
- Invite a S from each team to come to the board. Give each S a marker / a piece of chalk.
- Call out a word with either the *s /s/*, *s /z/* or *es /ɪz/* sound and have Ss write the corresponding word on the board.
- The S that does this the fastest earns a point for his/her team.
- Repeat this with the rest of the Ss.
- The team with the most points wins.



## Optional 2

### Written whispers

- Write *cats*, *rabbits*, *birds*, *hens*, *dresses*, *foxes* on the board.
- Divide Ss into two teams. The teams stand in lines with their backs turned to you and the board, except for the first player in each team, who should be facing you and the board.
- Give the first S in each line the phonics cards of *s /s/*, *s /z/* and *es /ɪz/*. Make sure that the side with the picture faces up and the side with the sound faces down.
- When everybody is ready, point to a flashcard, e.g. *cats*. The players facing you must show you the correct phonics card.
- Then, instead of whispering the word down the line, they pass the word, e.g. *cats* by writing it with their index fingers on the back of the person in front of them until it reaches the last S in line.
- The last player in each team must touch the correct flashcard on the board and say the word (*cats*). If he/she does this correctly, the team gets a point.
- The last player then goes to the front of the line and faces you. Start again.
- Repeat until all players have come to the front of the line. The team with the most points wins.
- Alternatively, Ss can whisper the word instead of 'writing' it on their classmates' back.



## Workbook

### Activity 1

### Track 5

- Play the CD once and have Ss point to the pictures in their books and repeat.
- Play the CD again. Pause after *birds*. Ask Ss to tell you the sound of the word */z/*. Do the same with *foxes* and *hens* and ask Ss to circle the word that doesn't belong (ends in a different sound from the other two).
- Repeat the procedure with the rest of the words. Check Ss' answers.

#### Listening transcript

- |                        |                     |                     |
|------------------------|---------------------|---------------------|
| 1. <i>birds</i> (x2)   | <i>foxes</i> (x2)   | <i>hens</i> (x2)    |
| 2. <i>dresses</i> (x2) | <i>cats</i> (x2)    | <i>rabbits</i> (x2) |
| 3. <i>foxes</i> (x2)   | <i>dresses</i> (x2) | <i>hens</i> (x2)    |



- |          |            |         |
|----------|------------|---------|
| 1. foxes | 2. dresses | 3. hens |
|----------|------------|---------|

### Activity 2

### Track 6

- Direct Ss' attention to the pictures and ask them to name the items.

- Explain to Ss that they will listen to the words and they have to number the pictures in the order they hear them.
- Check Ss' answers.

#### Listening transcript

- |                        |                      |
|------------------------|----------------------|
| 1. <i>hens</i> (x2)    | 4. <i>birds</i> (x2) |
| 2. <i>dresses</i> (x2) | 5. <i>cats</i> (x2)  |
| 3. <i>rabbits</i> (x2) | 6. <i>foxes</i> (x2) |



- |      |      |      |      |      |      |
|------|------|------|------|------|------|
| a. 2 | b. 4 | c. 5 | d. 3 | e. 6 | f. 1 |
|------|------|------|------|------|------|

### Activity 3

### Track 7

- Direct Ss' attention to the pictures and encourage them to read the words below them aloud.
- Explain to Ss that they have to match the words with the correct sound.
- Play the CD (more than once if necessary) and pause after each word so that Ss have time to do the matching.
- Check Ss' answers.

#### Listening transcript

- eggs* (x2)
- books* (x2)
- peaches* (x2)
- birds* (x2)
- carrots* (x2)
- buses* (x2)



- |             |            |       |
|-------------|------------|-------|
| 1. s (blue) | 2. s (red) | 3. es |
| 4. s (blue) | 5. s (red) | 6. es |

### Activity 4

- Direct Ss' attention to the pictures around the grid.
- Point to each one and encourage Ss to say the words.
- Explain to Ss that they have to look for the words in the grid, horizontally and vertically, circle them and write them underneath the correct sound.
- Have Ss compare their answers in pairs first, then check as a class.

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



- |         |          |         |
|---------|----------|---------|
| s (red) | s (blue) | es      |
| cats    | hens     | dresses |
| rabbits | birds    | foxes   |

# 3 Animals

## A chant



### Language focus

#### Objectives

- to say a chant / poem
- to talk about animals

#### Vocabulary

**Animals:** monkey, camel

**Parts of the body:** head, wings, leg, tail, hump

#### Structures

Its neck is very long.  
Their tails are short.



### Materials

- flashcards of *parrot* (head, wings), *monkey* (leg, tail), *camel* (hump)
- flashcards of *lizard*, *bird*, *rabbit*, *snake*
- photocopies of the above flashcards (stuck onto cardboard and cut out)
- Blu tack
- an empty box

### Lesson plan



#### Warm up

- Stick the flashcards of the three animals (*parrot*, *monkey*, *camel*) on the board.
- Say the two animals in English a few times, write the words on the board and get Ss to repeat after you.
- Point to the parrot's head and wings, say the words a few times and ask Ss to guess what they mean and repeat after you.
- Repeat the same procedure with the monkey's leg and tail and the camel's hump.
- Ask Ss to repeat the words and touch their corresponding body

parts, too (head, leg). Ss can pretend they have wings and tail using body movements.

#### Vocabulary Track 8

- Have Ss open their books to page 35. 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 animals and their parts of the body and repeat.
- Say the words again in random order and have Ss repeat and point.

#### Activity 1 Track 9 - Chant Track 10 - Poem

- Direct Ss' attention to the picture and ask them to say what animals they can see (a monkey, two parrots and two camels).
- Tell Ss that they are going to listen to a chant / poem. Ask them to guess what it's going to be about.
- Play the chant / poem and have Ss listen.
- Explain any unknown words.
- Play the chant / poem a second time and have Ss match each verse in the chant / poem to the corresponding picture.
- Play the chant / poem again if necessary.
- When Ss feel comfortable, invite them to say the chant / poem along with the CD.

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



**1st verse:** monkey

**2nd verse:** parrots

**3rd verse:** camels



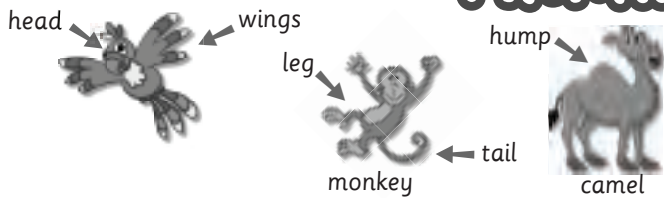
#### TPR Activity

- Divide Ss into three groups. One group pretends to be monkeys, the other parrots and the third camels.
- Explain to Ss that the monkey group is going to chant / say the first verse, the parrot group the second verse and the camel group the third verse.
- While Ss are saying the chant / poem, they pretend to be monkeys, parrots and camels according to the group they belong to.
- While the monkey group says the first verse, the other groups have to touch the corresponding parts of the body as they are listening to the chant, e.g. its tail, legs, mouth.
- While the parrot group says the second verse, the other groups have to touch their tails, heads and wings.
- While the camel group says the third verse, the other groups have to touch their humps and necks.

#### Grammar box

- Stick the flashcards of *monkey* and *parrot* on the board.
- Point to the monkey's leg and say *Its leg is small*. Write the sentence on the board and ask Ss what it means.
- Point to the parrot's and the monkey's tails and say *Their tails are long*. Write this sentence on the board, too, and ask Ss what it means.
- Explain to Ss that *its* and *their* are possessive adjectives and they are used to express possession. *Its* is used for animals and things and *their* is used for more than one person / animal / thing.

# Animals 3



## A chant

### 1 Listen and match. Then say.

#### Animals everywhere!

Look! A monkey!  
Its tail is very long  
Its legs are short  
Its mouth is big  
It isn't tall.

Look! Parrots!  
Their tails are long  
Their heads are small  
Their wings are big  
They aren't black.

Look! Camels!  
Their humps are big.  
Their necks are very long.  
They aren't short.  
Camels! Camels!



Look!



### 2 Play.

Its tail is very long.

It's a monkey.



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## Optional Feel the animal

- Put all the cut-out photocopies of the animals in the box (refer to the materials section).
- Choose a S and tell him/her to close his/her eyes and pick an animal from the box.
- The S has to feel the shape of the animal and describe it to the rest of the class, e.g. *Its ears are big. Its tail is short. Its head is small.*
- If the description is correct, the Ss shout *Yes* and if it's wrong, they shout *No*.
- When the S has finished the description, he/she has to guess the animal.
- Repeat the procedure until all Ss have had a turn.



## Before leaving

- Play the chant / poem *Animals everywhere* (Track 9 or Track 10) and have Ss say the chant / poem along with the CD.



## Workbook

### Activity 1

- Direct Ss to the example and explain that they have to label the rest of the parts of the animals using the words in the box.
- Check Ss' answers.

- |          |         |
|----------|---------|
| 2. wing  | 6. tail |
| 3. ear   | 7. hump |
| 4. mouth | 8. leg  |
| 5. feet  | 9. neck |

### Activity 2

- Direct Ss' attention to the example and explain that they have to complete the sentences with the correct possessive adjective.
- Check Ss' answers.

- |          |          |
|----------|----------|
| 2. Their | 5. Their |
| 3. Its   | 6. Their |
| 4. Its   |          |

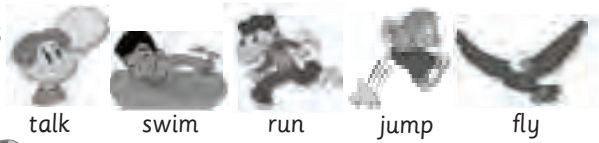
- Direct Ss' attention to the grammar box and read the sentences aloud. Encourage Ss to repeat each sentence after you.
- Refer Ss to the corresponding *Grammar Box* on page 66.

### Activity 2 Track 11

- Direct Ss' attention to the two children in the picture and ask them what they think the boys are doing. (They're playing a guessing game. One of the boys is describing an animal and the other is trying to guess it.)
- Play the CD and have Ss repeat the exchange.
- You can stick flashcards of all the animals Ss have learnt so far on the board.
- Divide Ss into pairs.
- Ss take turns describing an animal to their partner, who tries to guess what it is.
- Point out that they have to use the possessive pronoun *its* as in the example, e.g. *Its neck is very short. Its tail is long. Its legs are short.*
- Have pairs of Ss present the exchange to the rest of the class.
- Alternatively, this can be played as a class game.

# 3 Smart kids

## 3 Smart kids



talk

swim

run

jump

fly

### Language focus

#### Objectives

- to talk about ability
- to ask and answer questions about ability

#### Vocabulary

**Actions:** talk, swim, run, jump, fly, climb a tree

#### Structures

Can you (swim)?

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

### Materials

- flashcards of *talk, swim, run, jump, fly, climb a tree*
- plain A4 paper (one for each S)

### Revision

- Divide Ss into small groups and ask them to draw an animal with unusual features, e.g. big feet, small head, etc.
- Groups take turns describing their animal, e.g. *Its feet are big. Its head is small.*
- Display Ss' drawings around the classroom.

### Lesson plan



#### Warm up

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

#### Vocabulary Track 12

- Point out the actions in the vocabulary section. Play the CD a few times and have Ss point to them and repeat.
- Say the actions again in random order and have Ss repeat and point.

#### Activity 1 Track 13

- Have Ss look at the presentation

#### 1 Look and listen.



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and ask them what animal they can see (a parrot).

- Ask Ss, in L1, to tell you what they think is happening. (Alex and Salim are in a pet shop and they find a parrot there. Alex thinks that the parrot can talk, but it's Salim who is talking. Alex realises that it's Salim when he accidentally sneezes and the parrot repeats what Alex says.)
- Ask Ss to point to the bubbles and follow along as you play the CD.
- Play the CD again and pause after each phrase for Ss to repeat.
- Model acting out the dialogue with a S. Choose three Ss to read it aloud for the class. Then have Ss read the dialogue aloud in groups of three.

#### Grammar box

- Jump and say, *I can jump*. Pretend you are trying to fly and say, *I can't fly*.
- Point to a flashcard, e.g. run and ask a S *Can you run?* Encourage him/her to answer *Yes, I can*. Write the question and the answer on the board.
- Ask a different S *Can you fly?* Encourage him/her to answer *No, I can't*. Write it on the board, too.
- Direct Ss' attention to the grammar box at the top of page 37. Read the question and the answers aloud and have Ss repeat.
- Elicit that we use the verb *can* to express ability and *can't* to express lack of ability. Point out that *can't* is the short form of *cannot*.



climb a tree

### Look!

Can you swim? { Yes, I can.  
No, I can't. can't = cannot

I can swim.



I can't swim.




## 2 Listen and tick (✓).

1.  

a  b

2.  

a  b

3.  

a  b

4.  

a  b

## 3 Write ✓ for 'I can' and X for 'I can't.' Then ask and answer.

	You	Your friend
talk	<input type="checkbox"/>	<input type="checkbox"/>
swim	<input type="checkbox"/>	<input type="checkbox"/>
run	<input type="checkbox"/>	<input type="checkbox"/>
jump	<input type="checkbox"/>	<input type="checkbox"/>
fly	<input type="checkbox"/>	<input type="checkbox"/>
climb a tree	<input type="checkbox"/>	<input type="checkbox"/>

Can you swim?

Yes, I can.



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- Play the CD and have Ss repeat the exchange.
- Direct Ss' attention to the table and read the verbs aloud. Explain to Ss that they have to write a ✓ or an X in the boxes under the *You* column according to whether they can/can't do the actions.
- When all Ss have filled in the boxes about themselves, divide them into pairs. Ss take turns asking each other questions using *Can you* and the verbs given. Ss write a ✓ or an X in the boxes under the *Your friend* column according to their partner's answers.



## Optional

### Can you jump?

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



## Workbook

### Activity 1

- Ss match the verbs to the correct picture, as in the example.

2. talk      3. swim      4. fly  
5. climb      6. run

### Activity 2

- Ss complete the questions and short answers with the correct form of the verb *can*.

2. can't    3. can    4. can't

### Activity 3

- Ss have to complete the sentences with two things they can do and two things they can't do.

open answers

- Refer Ss to the corresponding *Grammar Boxes* on pages 66-67.
- Ask Ss different questions using, *Can you...?* Encourage them to answer *Yes, I can. / No, I can't.*

### Activity 2 Track 14

- Ss have to listen to the CD and tick the correct box according to whether these people can or can't do the action depicted in the pictures.
- Play the CD twice. Explain that the first one has been done for them.
- Check Ss' answers.

#### Listening transcript

1. **Woman:** *Can you run?*

**Girl:** *Yes, I can. I can run.*

2. **Man:** *Can you swim?*

**Boy:** *No, I can't. I can't swim.*

3. **Man:** *Can you climb a tree?*

**Boy:** *Yes, I can. I can climb a tree.*

4. **Man:** *Can you jump?*

**Boy:** *No, I can't. I can't jump.*

2. b      3. b      4. a

### Activity 3 Track 15

- Direct Ss' attention to the boys in the picture and ask them to guess what they are doing. (They are looking at the table in activity 3 and they are asking questions about what actions they can do.)



# 3 Our world

3

## Our world



wolf



elephant



penguin



hippo



crocodile

### Language focus

#### Objectives

- to identify wild animals
- to describe an animal
- to talk about what an animal can and can't do

#### Vocabulary

**Animals:** wolf, elephant, penguin, hippo, crocodile

#### Structures

It can (run). It can't (climb).  
They can (jump). They can't (fly).

### Materials

- flashcards of *wolf, elephant, penguin, hippo, crocodile, parrot, rabbit, snake, lizard, monkey*
- photocopies of the above flashcards (one set for every four Ss)
- Blu tack

### Revision

- Have Ss open their books to page 36. Direct their attention to activity 1. Play the CD (Track 13) and have Ss follow along in their books.
- Have some Ss read the story for the whole class.

### 1 Look and listen.



## Wild animals



1

This is an Arabian wolf. It's not very big. It has got a small head. It can run fast and swim, too.



2

This is a hippo. It has got a big mouth, but it can't talk.



3

This is an elephant. It has got big ears. It can run, but it can't climb.



4

These are penguins. They have got small wings. They can jump, but they can't fly.

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### Lesson plan



#### Warm up

- Stick the flashcards (*wolf, elephant, penguin, hippo, crocodile*) on the board. Point to each one, say the word and encourage Ss to repeat after you.

#### Vocabulary Track 16

- Have Ss open their books to page 38 and point out the animals in the vocabulary section.
- Play the CD a few times and have Ss point to the correct picture and repeat.
- Say the animals again in random order and have Ss repeat and point.

#### Activity 1 Track 17

- Have Ss look at the presentation and name the animals (*wolf, hippo, elephant, penguins*).

- 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.
- Ask Ss to say what each animal can/can't do. (The wolf can run fast and swim. The hippo can't talk. The elephant can run, but it can't climb. The penguins can jump, but they can't fly.)

#### Grammar box

- Hold up the *elephant* flashcard and encourage Ss to say as many sentences as they can to describe it, e.g. *It is big. It has got small eyes. It has got big ears.* Write the sentences on the board.
- Say and write the following sentences on the board: *The elephant can run. It can't fly.* Encourage Ss to guess what they mean and say similar sentences about what the elephant can/can't do.
- Direct Ss' attention to the grammar box at the top of page 39.
- Read the sentences aloud and point out that *can't* is the short form of *cannot*.
- Ask Ss to say similar sentences about other animals, e.g. *The monkey can climb trees. It can't talk.*, etc.
- Refer Ss to the corresponding *Grammar Boxes* on page 67.

**Look!**

It can run.  
It can't climb.



They can jump.  
They can't fly.



can't = cannot

**2 Look at activity 1 and complete.**

	HAS GOT / HAVE GOT	CAN 4 / CAN'T 7
	_____ head	run fast <u>4</u> _____ <u>4</u>
	_____ mouth	_____ <u>7</u>
	_____ ears	_____ <u>4</u> _____ <u>7</u>
	_____ wings	_____ <u>4</u> _____ <u>7</u>

**3 Listen and number (1-5).****4 Ask and answer.**

It has got small wings. It can jump, but it can't fly.

It's a penguin!

39

**Activity 2**

- Ss have to refer to activity 1 and complete the table with what the animals have/haven't got and what they can/can't do. Point out that the (✓) means that the animal can do an activity and the (✗) means that it can't do an activity.

- wolf: small, swim
- hippo: big, talk
- elephant: big, run, climb
- penguins: small, jump, fly

**Activity 3 Track 18**

- Ss listen to the CD and number the animals in the order they are being described.
- Play the CD twice.

**Listening transcript**

- It has got wings, but it can't fly. It's black and white.
- It has got short legs and a big mouth. It can swim, but it can't climb a tree. It's green.
- It has got big ears. It can run, but it can't climb a tree. It's a big animal.
- It has got a small head and a long tail. It can run and swim, too.

5. It has got a big mouth and small ears. It can swim, but it can't climb a tree. It's a big animal.

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

**Activity 4 Track 19**

- Direct Ss' attention to the two boys in the picture and ask them to guess what they are doing. (One of the boys is describing an animal for the other one to guess.)
- Play the CD and have Ss repeat the exchange.
- Divide Ss into pairs. Ask them to choose an animal they've learnt so far and take turns describing and guessing the animal.

**Optional Find the animal**

- Divide Ss into groups of four.
- Give each group a set of flashcards (wolf, elephant, penguin, hippo, crocodile, parrot, rabbit, snake, lizard, monkey) and tell them to spread them out on a desk face up.
- Ss in the group take turns choosing an animal, without telling the other Ss in the group, and describing it, e.g. *It has got/hasn't got... It can/can't...*
- The other Ss try to guess the animal. The S who guesses the animal first has to touch the corresponding flashcard. If it's correct, he/she takes the flashcard.
- The game is finished when all the flashcards are collected.
- The S who has the most flashcards wins.

**Workbook****Activity 1**

- Ss read the descriptions of the animals and match them to the correct animal.

2. b 3. a 4. c

**Activity 2**

- Ss have to complete the sentences with the correct form of the verb *can* as well as the correct verb from the ones given in the box above.

2. He can jump. 5. I can't climb.  
3. It can't swim. 6. You can run.  
4. She can talk.

# 3 Let's play

## Language focus

### Objectives

- to identify animals
- to talk about quantity
- to revise the plural form of regular nouns and learn more irregular nouns

### Vocabulary

**Action:** see

**Animals:** sheep, tiger, horse, lion, zebra, goat

### Structures

Irregular plural nouns (sheep - sheep, wolf - wolves, fish - fish)

How many (elephants) can you see?

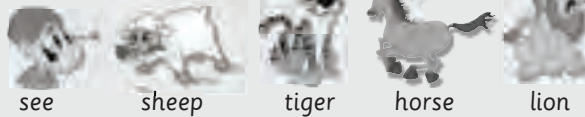
## Materials

- flashcards of *see, sheep, tiger, horse, lion, zebra, goat*
- two big pieces of cardboard
- pencil crayons / markers
- Blu tack

## Revision

- Have Ss open their books to page 38 and look at the pictures in activity 1.
- Explain to Ss that you are going to say sentences (true or false) describing the animals, e.g. *The elephant has got big ears.* If the sentence you say is true, the Ss have to say *Yes* and if it's false, they have to say *No*.
- Ask different Ss to say true or false sentences about the four animals.
- Direct Ss' attention to the first picture in activity 1. Say *The wolf has got a small head.* *Yes or No?* Encourage Ss to say *Yes*. Then say *It can fly.* *Yes or No?* Encourage Ss to say *No*. *It can't fly.*
- After you have done a couple of more examples, you can have different Ss say sentences about the animals while the rest of the class answers.

## 3 Let's play



1 Look and listen. Then play.

How many elephants can you see?

I can see 3 elephants.



40

## Lesson plan



### Warm up

- Stick the flashcards of the animals on the board, point to each one, say the word and encourage Ss to repeat a few times after you.
- In order to introduce the word *see*, mime the action and then stick the corresponding flashcard on the board, too.

### Vocabulary Track 20



- Have Ss open their books to page 40 and point out the words in the vocabulary section.
- Play the CD a few times and have Ss point to the words and repeat.
- Say the words in random order and have Ss point and repeat.

### Grammar Box

- Draw Ss' attention to the Grammar Box and explain to Ss that these three nouns (sheep, wolf, fish) form their plural form in a different way.
- Read the irregular plural nouns aloud and get Ss to repeat after you.
- Refer Ss to the corresponding *Grammar Boxes* on page 67.

### Activity 1 Track 21

- Point to the desks in the classroom and ask *How many desks can you see?* Write the question on the board. Then start counting the desks and say *I can see (eight) desks.* Write the answer on the board, too.
- Encourage Ss to guess what the question and answer mean.
- Ask Ss similar questions about other classroom objects and elicit answers.
- Ask Ss to look at the picture in their books and, in L1, to describe it. (There are lots of animals in a forest/jungle.)
- Ask Ss to name the animals (monkeys, elephants, horses, tigers, lions, sheep, crocodiles, zebras, goats and a hippo).
- Direct Ss' attention to the picture of the two boys and ask them what they are doing. (They are looking at the picture and they are asking and answering questions about it.)
- Play the CD and pause after each sentence for Ss to repeat.
- Divide Ss into pairs.
- Ss take turns asking and answering questions about the number of each animal in the picture.
- When all pairs have finished, have a few pairs perform the activity in front of the class and get the rest of the Ss to check their answers.

 1 hippo	2 zebras	2 horses	13 monkeys
 2 crocodiles	3 elephants	3 lions	
5 tigers	2 sheep	2 goats	



### Optional

#### How many animals?

- Divide the class into two groups.
- Give each group a big piece of cardboard and ask Ss to draw a forest with different animals they have learnt on it.
- Point out that they can draw one to twenty animals of each kind and colour in their forest.
- When the two groups have finished, collect the first group's drawing and stick it on the board. Ask Ss in the second group to look at it for a minute. Do not allow Ss to write anything in their notebooks.
- Turn over the cardboard and ask Ss in the second group to try to remember and write down how many different animals there are in the picture.
- Ask Ss in the second group questions about the number of the animals e.g. *How many elephants are there?* and write their answers on the board, e.g. *There are fifteen elephants.*
- Then uncover the picture and check Ss' answers by counting the animals.
- For every correct answer, the Ss get a point for their group.
- Repeat the same procedure with the other group.
- The group with the most points wins.
- If you have a large number of Ss, divide them into more groups.



### Before leaving

- Ask Ss to say a sentence about an item they can see in the classroom before they leave, e.g. *I can see ten chairs. I can see a computer, etc.*



## Workbook

### Activity 1

- Direct Ss' attention to the pictures of the animals and encourage Ss to name them.
- Explain to Ss that in the first column they have to write the singular form of each animal and in the second column the plural form.
- Check Ss' answers.



- |             |           |
|-------------|-----------|
| 1. a. sheep | b. sheep  |
| 2. a. fish  | b. fish   |
| 3. a. wolf  | b. wolves |
| 4. a. horse | b. horses |

### Activity 2

- Direct Ss' attention to the picture and ask them to identify all the animals they know.
- Read the example and explain to Ss that they need to look at the picture, count the animals and answer the questions.
- Check Ss' answers.
- Once Ss have checked their answers, have them colour the animals in the picture.



- |           |          |
|-----------|----------|
| 2. Two.   | 5. Four. |
| 3. Three. | 6. Two.  |
| 4. Five.  |          |

# 3 Phonics chimp - sheep



## Language focus

### Objectives

- to practise the pronunciation of consonant digraphs **ch** /tʃ/ and **sh** /ʃ/
- to say a phonics chant / poem

### Vocabulary

chimp, peach, chair, sheep, fish, shirt

### Phonics

**ch** /tʃ/ and **sh** /ʃ/



## Materials

- flashcards of *chimp, peach, chair, sheep, fish, shirt*
- photocopies of the above flashcards
- Blu tack
- phonics cards of *ch, sh* (enough for all Ss)
- scissors

## Lesson plan



### Warm up

- Write *ch* and *sh* on the board. Under each sound stick the flashcards with the objects that begin with / end in that sound.
- Point to *ch* and say /tʃ/ a couple of times, encouraging Ss to repeat after you. Then point to each of the objects (chimp, peach, chair) and say them aloud, having Ss repeat after you.
- Follow the same procedure with *sh* /ʃ/.

### Activity 1



### Track 22

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

### Listening transcript

/tʃ/, *chimp, peach, chair*  
/ʃ/, *sheep, fish, shirt*

### Activity 2



### Track 23 - Chant



### Track 24 - Poem

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

- Direct Ss' attention to the picture and ask Ss to name as many items as they can.
- Play the chant / poem *The chimp and the sheep* and have Ss listen and follow along in their books.
- Play the chant / poem again, pausing after each line for Ss to repeat.
- Then play the chant / poem once more and encourage Ss to say the chant / poem along with the CD.



### TPR Activity

- Photocopy and give Ss the *ch* and *sh* phonics cards.
- Explain to Ss that you will play the phonics chant / poem and that each time they hear a word with the *ch* or *sh* sound, they have to raise the appropriate card while they say the chant / poem along with the CD. Play the chant / poem once and demonstrate what Ss should do while chanting / saying the poem.
- Play the chant / poem again and have Ss say the chant / poem along with the CD and raise their cards as you have instructed them.



## Optional 1

### What's that sound?

- Divide Ss into two teams.
- Invite a S from each team to come to the board. Give each S a marker / a piece of chalk.
- Call out a word with either the *ch* or *sh* sound and have Ss write the corresponding word on the board.
- The S that does this the fastest earns a point for his/her team.
- Repeat this with the rest of the Ss.
- The team with the most points wins.



## Optional 2

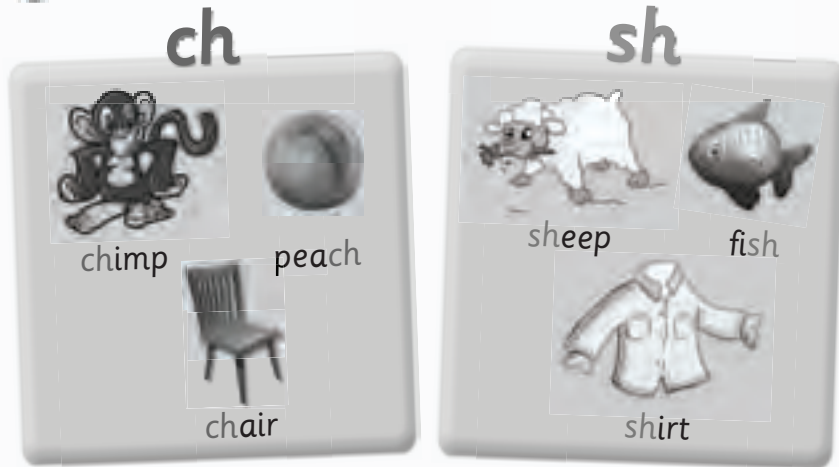
### Sound hold-up

- Tell Ss that you are going to play a game.
- Explain to Ss that you are going to raise the flashcards of the pictures of words that end in or begin with the sounds *ch* or *sh* and say the word.
- Ss have to raise the corresponding phonics card and call out the sound.
- Any S that raises the wrong card is eliminated from the game.
- Make the game more challenging by showing the cards quickly and hiding them.
- Play the game until all of the flashcards have been used up.

# Phonics

## chimp - sheep

### 1 Listen and say.



### 2 Listen and chant.



#### The chimp and the sheep

Look at the chimp.  
It has got peaches.  
It is on the chair.  
And peaches  
are everywhere!

Look at the sheep.  
They have got shirts.  
They are on the chairs.  
And shirts are everywhere!

41

the pictures in the order they hear them.

- Check Ss' answers.

#### Listening transcript

1. chair (x2)
2. fish (x2)
3. shirt (x2)
4. chimp (x2)
5. peach (x2)
6. sheep (x2)

- a. 2                      b. 4                      c. 5  
d. 3                      e. 1                      f. 6

#### Activity 3 Track 27

- Direct Ss' attention to the pictures and encourage them to say the words.
- Explain to Ss that they have to complete the words with the correct sound.
- Play the CD and pause after each word so that Ss have time to complete it.
- Check Ss' answers.

#### Listening transcript

1. shirt (x2)
2. chimp (x2)
3. peach (x2)
4. chair (x2)
5. sheep (x2)
6. shoes (x2)

1. sh                      2. ch                      3. ch  
4. ch                      5. sh                      6. sh

#### Activity 4

- Direct Ss' attention to the pictures and encourage Ss to say the words.
- Explain to Ss that they have to match the pictures with the correct sound and then write the words on the lines provided, as in the example.
- Check Ss' answers.

2. sh, fish                      5. ch, peach  
3. sh, shirt                      6. sh, sheep  
4. ch, chair



## Workbook

### Activity 1 Track 25

- Play the CD once and have Ss point to the pictures in their books and repeat.
- Play the CD again. Pause after *fish*. Ask Ss to tell you the sound of the word /f/. Do the same with *sheep* and *chair* and ask Ss to circle the word that doesn't belong.
- Repeat the procedure with the rest of the words.
- Check Ss' answers.

#### Listening transcript

- |               |            |            |
|---------------|------------|------------|
| 1. fish (x2)  | sheep (x2) | chair (x2) |
| 2. chimp (x2) | shirt (x2) | peach (x2) |
| 3. fish (x2)  | chimp (x2) | chair (x2) |

1. chair                      2. shirt                      3. fish

### Activity 2 Track 26

- Direct Ss' attention to the pictures and ask them to name the items.
- Explain to Ss that they will listen to the words and they have to number

# 3 Story time

## Language focus

### Objectives

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

## Materials

- flashcards of *parrot, lizard, bird, frog, snake, rabbit, monkey, lion, tiger, wolf, penguin, hippo*
- Blu tack
- blown-up colour photocopies of Story time *Can lions run?*

## Revision

- Play the chant / poem in the SB on page 41 (Track 23 or Track 24) and have Ss say the chant / poem along with the CD.

## Lesson plan

### Warm up

- Stick the flashcards of the animals (*parrot, lizard, bird, frog, snake, rabbit, monkey, lion, tiger, wolf, penguin, hippo*) on the board.
- Ask a S to choose one of these animals, without revealing which one it is, and describe it.
- The rest of the Ss have to guess which animal the S has chosen.
- Repeat the procedure with different Ss.

### Activity 1 Track 28

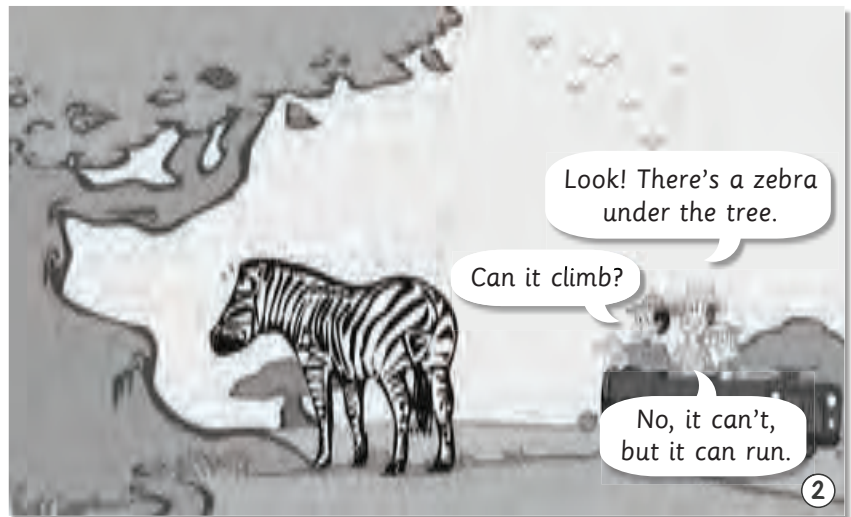
#### Before reading

- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Tell Ss that they will listen to and read a story with the title *Can lions run?* Explain the title to the Ss.
- Invite Ss to name any animals they know in the pictures.

# 3 Story time

## 1 Look and listen.

# Can lions run?



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- Ask Ss to look at the pictures and guess what the story is going to be about.
- Elicit answers but do not correct Ss at this stage.

### While reading

- Play the CD and point to each picture in your book or on the board. Encourage Ss to point to each picture in their books.
- Check Ss' answers. (Three are on a safari and they see different animals. They see two lions which start running behind the car and the boy gets scared.)
- Play the CD again and ask Ss to point to each speech bubble and follow along.
- Talk about what happens in each picture.
- Picture 1:** Three people (father, son and a driver) are on a safari, in a car, and they see a hippo and a camel. The boy asks if camels can swim. His father tells him that they can't. The driver points out that the hippo is a big animal and it can swim.
- Picture 2:** Then they see a zebra and the boy asks if it can climb. The driver tells him that it can't.
- Picture 3:** They see two lions. The boy asks if they can run.
- Picture 4:** The father answers that they can. The lions start running behind the car and the boy gets scared.



3



4

**2 Read and circle.**

- |  |  |
|--|--|
| 1. Picture 1: Can hippos swim?             | <b>Yes, they can. / No, they can't.</b>    |
| 2. Picture 2: Can a zebra climb a tree?    | <b>Yes, it can. / No, it can't.</b>        |
| 3. Picture 3: Have lions got long tails?   | <b>Yes, they have. / No, they haven't.</b> |
| 4. Picture 4: Have lions got small mouths? | <b>Yes, they have. / No, they haven't.</b> |

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- Play the CD again, pause after each line and have Ss repeat.

**After reading**

- Ask Ss comprehension questions, such as the following:

- Picture 1:** *How many people are in the car? (Three.)*  
*What's on the hippo? (Two birds.)*  
*Can camels swim? (No, they can't.)*  
*Can hippos swim? (Yes, they can.)*  
*Has the hippo got a small mouth? (No, it hasn't.)*
- Picture 2:** *Where's the zebra? (Under the tree.)*  
*Can the zebra climb a tree? (No, it can't.)*  
*Can the zebra run? (Yes, it can.)*
- Picture 3:** *How many lions are under the tree? (Two.)*  
*Have they got long tails? (Yes, they have.)*
- Picture 4:** *Can lions run? (Yes, they can.)*  
*Have they got short legs? (No, they haven't.)*  
*Have they got big mouths? (Yes, they have.)*

- Divide Ss into small groups and have them read the story.
- Have some groups of Ss read the story aloud for the whole class.

**Activity 2**

- Direct Ss' attention to the questions and make sure Ss haven't got any

unknown words.

- Explain to Ss that they have to circle the correct answer according to what they see and read in each picture.
  - Check Ss' answers.
1. Yes, they can.
  2. No, it can't.
  3. Yes, they have.
  4. No, they haven't.



**Optional**

**Remember the animals**

- Stick the flashcards of the animals (*lizard, snake, rabbit, parrot, monkey, giraffe, lion, tiger, hippo, elephant, penguin*) on the board.
- Ask Ss to look at the animals for a minute and then close their eyes.
- Remove one of the animals and ask Ss which animal is missing.
- Alternatively, you could change the order of the animals and Ss have to remember the order they were originally in.



**Workbook**

**Activity 1**

- Direct Ss' attention to the pictures and explain that they are scenes from the story. Ask Ss if they remember them.
- Explain to Ss that they have to read the sentences and circle the correct answer.
- Check Ss' answers.



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

**Activity 2**

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



# 3 Revision

## Revision 3

### Language focus

#### Objectives

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

### Materials

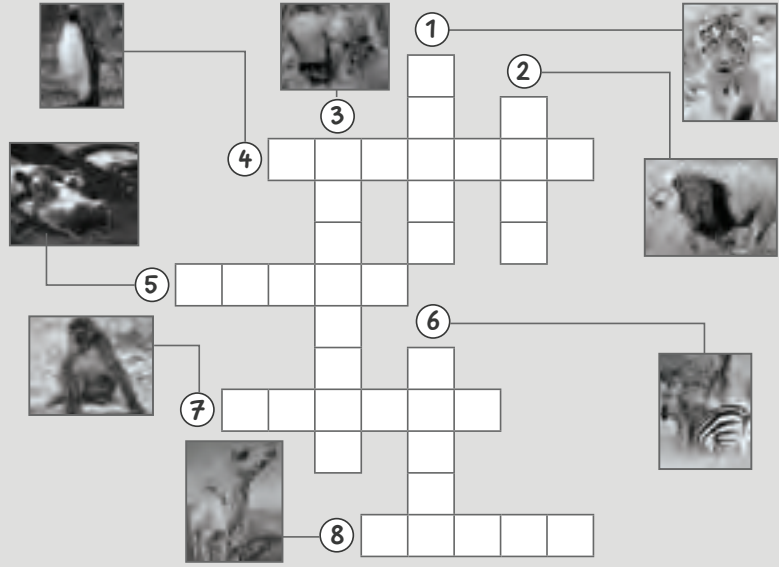
- blown-up colour photocopies of Story time *Can lions run?*
- Blu tack
- Plain A4 paper (enough for all Ss)
- Flashcards of the vocabulary words in this module

### Revision

- Hold up the book or stick blown-up colour photocopies of the story *Can lions run?* on the board.
- Ask Ss to tell you what they remember from the story.
- Have Ss open their books to pages 42-43. Play the CD (Track 28) and have Ss follow along in their books.
- Then, have some Ss read the story for the whole class.

#### 1 Look and write.

penguin lion tiger camel zebra  
monkey hippo elephant



#### 2 Look at activity 1 and circle.

- Can lions run? Yes, they can. / No, they can't.
- Can penguins fly? Yes, they can. / No, they can't.
- Can elephants jump? Yes, they can. / No, they can't.
- Can hippos swim? Yes, they can. / No, they can't.
- Can camels talk? Yes, they can. / No, they can't.

#### 3 Look, complete and answer. sheep wolves goats



- How many \_\_\_\_\_ can you see?
- \_\_\_\_\_ can you see?
- \_\_\_\_\_ can you see?

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### Lesson plan

#### Warm up

- Divide Ss into groups of 3-4 and hand out two sheets of plain A4 paper to each group.
- Tell Ss that each group should draw a funny animal. They can draw an animal that doesn't really exist. It can have characteristics of different animals and it can have many abilities. After Ss draw their animal, they have to write sentences describing this animal, e.g. *It has got big wings, a big head and small eyes. It has got short legs and a big tail. It can fly and talk, but it can't climb.*

- While Ss are doing the activity, go round the class helping Ss with any difficulties.
- When all groups have finished, they take turns presenting their funny animal and reading about it to the rest of the class.
- Display Ss' funny animals around the classroom.

#### Activity 1

- Explain to Ss that they have to look at the pictures and complete the crossword with the words in the box.
- Check Ss' answers.

- tiger
- lion
- elephant
- penguin
- hippo
- zebra
- monkey
- camel

#### Activity 2

- Explain to Ss that they have to read the questions, look at the photos in the previous activity and circle the correct answer.
- Go through the questions and the answers with Ss before they begin.
- Ss check their answers in pairs first, then as a class.

- Yes, they can.
- No, they can't.
- No, they can't.
- Yes, they can.
- No, they can't.

### Activity 3

- Direct Ss' attention to the picture of animals and the numbers next to them. Explain that they have to complete the questions which ask about the quantity of animals and then answer according to what they see in the pictures.
- Check Ss' answers.

1. How many sheep can you see? Twenty-eight.  
 2. How many wolves can you see? Fifty-six.  
 3. How many goats can you see? Ninety-nine.



### Optional The animal survey

- Draw a table on the board like the one below:

	talk	swim	run	jump	fly	climb
parrot						
monkey						
elephant						
penguin						
lion						
hippo						
camel						
crocodile						

- You can use the corresponding flashcards of the animals instead of writing the words.
- Ask Ss to say sentences about what each animal can/can't do, e.g. *A parrot can talk. A parrot can't swim.*
- Write ✓ or ✗ accordingly in the boxes.
- When you finish with all the animals, go over the results of your survey with the Ss and write them on the board.

- One animal can talk. (parrot)  
 Six animals can swim. (monkey, elephant, penguin, lion, hippo, crocodile)  
 Seven animals can run. (all except parrots)  
 Four animals can jump. (monkey, penguin, lion, camel)  
 One animal can fly. (parrot)  
 Two animals can climb. (monkey, lion)

### Listening transcript

1. *Its ears are big. Its tail is short. It can run, but it can't climb a tree. It's a big animal.*
2. *Its wings are small. It's black and white. It can jump, but it can't fly.*
3. *Its mouth is big. Its legs are short. It's green. It can swim, but it can't fly.*
4. *Its neck is very long. Its hump is big. It can run, but it can't swim.*
5. *Its head is small. Its tail is long. It can fly and it can talk.*
6. *It's brown. Its tail is long. It can climb a tree, but it can't fly.*

- a. 3      b. 6      c. 4  
 d. 1      e. 2      f. 5

### Activity 2

- Direct Ss' attention to the example and read it aloud. Explain that Ss have to look at the pictures and write sentences about what each animal / person can and can't do, using the verbs given in the box.
- Check Ss' answers.

2. He can't swim.  
 3. You can jump.  
 4. He can run.

### Activity 3

- Direct Ss' attention to the sentences and explain that they have to complete them with the correct possessive adjective in the box.
- Check Ss' answers.

1. My      2. Its      3. Their  
 4. His      5. Her      6. your  
 7. our



### Workbook

#### Activity 1 Track 29

- Explain to Ss that they are going to listen to descriptions of the six animals and that they have to number them with numbers 1-6, according to the description they hear.
- Play the CD making sure to pause after each exchange so that Ss have enough time to write the number.
- Play the CD twice.
- Check Ss' answers.

# 3 Project

## Language focus

### Objectives

- to read about someone's favourite animal
- to write a paragraph about one's favourite animal
- to revise and consolidate structures and vocabulary introduced in previous lessons

## Materials

- flashcards of the words taught in this module
- Blu tack
- photo of your favourite animal

## Revision

- Play a round of **Remember the animals**.
- Stick the flashcards of the animals (*lizard, snake, rabbit, parrot, monkey, zebra, lion, tiger, hippo, elephant, penguin*) on the board.
- Ask Ss to look at the animals for a minute and then close their eyes.
- Remove one of the animals and ask Ss which animal is missing.
- Alternatively, you could change the order of the animals and Ss have to remember the order they were originally in.

## Lesson plan

### Warm up

- Bring a photo of your favourite animal and stick it on the board. Point to the photo and say, *My favourite animal is ... It has got ... It can ..., but it can't ...*
- Ask different Ss to talk about their favourite animal.

### Activity 1 Track 30

- Direct Ss' attention to the photo of the boy on the camel and the drawing of a camel. Ask Ss what the title of the text is and have them guess what the text is going to be about. (The boy's favourite animal.)
- Play the CD and ask Ss to follow along in their books.
- Ask Ss comprehension questions such as the following:  
*What's the boy's favourite animal? (The camel.)*  
*Has the camel got a big head? (No, it hasn't.)*  
*Has it got a long neck? (Yes, it has.)*  
*Has it got big ears? (No, it hasn't.)*  
*Has it got a hump? (Yes, it has.)*  
*Can the camel run? (Yes, it can.)*  
*Can it swim? (No, it can't.)*
- If you have time, choose a few Ss to read the text.

### Writing tip

- Direct Ss' attention to the writing tip and read it aloud.
- Explain the writing tip to Ss, in L1, and point out the example.
- Ask Ss to look for examples of the writing tip in the text in activity 1.
- Provide Ss with more examples and write them on the board, e.g.  
*Penguins have got small wings and a small head. They can swim but they can't fly.*

1 Listen and read.

# My favourite animal



My favourite animal is the camel. It has got a small head, a long neck and long legs. Its ears are small. It has got a hump, too. It can run, but it can't swim.



## Writing tip

We use **and** to join similar ideas.  
It has got a long neck **and** long legs.

We use **but** to join two opposite ideas.  
It can run, **but** it can't swim.

45



## Workbook

### Activity 1



Track 31 - Chant



Track 32 - Poem

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

- Direct Ss' attention to the pictures around the chant / poem and encourage them to identify the animals.
- Explain to Ss that they are going to listen to a chant / poem describing an animal and at the end they have to identify the animal and fill in the blank.
- Play the CD and have Ss follow in their books.
- Play the chant / poem again and allow Ss the time to fill in the blank.
- Check Ss' answers.
- Then play the chant / poem again and have Ss say the chant / poem along with the CD.



parrot

### Activity 2

- Direct Ss' attention to the sentences and explain that they have to complete them with *and* or *but*.
- Check Ss' answers.



1. but      2. but      3. and      4. and

### Activity 3

- Direct Ss' attention to the frame provided and explain that they have to stick a photo of their favourite animal or draw a picture of their favourite animal in it.
- Have Ss go through the text next to the frame and point out that they have to complete the parts missing with information about their favourite animal, describing the photo or the picture they've drawn in the frame.



open answers



## Optional

### My favourite animal

- Divide Ss into pairs or small groups.
- Ss take turns to present their favourite animal to their partner / the rest of the group and read their Project aloud.

## 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 part of the body and encourage them to say the words aloud.
- Have Ss tick the boxes as they say each part.
- Do this with all the words.

### Activity 2

- Follow the same procedure as in Activity 1.

### Activity 3

- Follow the same procedure as in Activities 1 and 2.

### Activity 4

- Direct Ss' attention to the first picture and ask them, *Has the lion got a long tail?* Elicit the answer, *Yes, it has.* Then, read the sentence aloud and have Ss repeat it and tick the box.
- Do this with the rest of the sentences / questions and answers.

# 3 Phonics revision

## Language focus

### Objectives

- to practise the pronunciation of plurals **s** /s/, **s** /z/, **es** /ɪz/ and the phonics **ch** /tʃ/ and **sh** /ʃ/

### Vocabulary

cats, rabbits, birds, hens, dresses, foxes, chimp, peach, chair, sheep, fish, shirt

### Phonics

**s** /s/, **s** /z/, **es** /ɪz/, **ch** /tʃ/, **sh** /ʃ/

## Materials

- flashcards of *cats, rabbits, birds, hens, dresses, foxes, chimp, peach, chair, sheep, fish, shirt*
- photocopies of the above flashcards (enough for all Ss)
- phonics cards of /s/, /z/, /ɪz/, ch and sh
- Blu tack

## Revision

- Play the chants / poems in the SB on pages 34, 41 (Track 3 or Track 4 and Track 23 or Track 24) and have Ss say the chant / poem along with the CD.

## Lesson plan

### Warm up

- Write *cats, birds, dresses, chimp* and *sheep* on the board. Under each word, stick the pictures of the flashcards of the words that contain that sound.
- Point to the *s* in *cats* and say /s/ a couple of times, encouraging Ss to repeat after you. Then point to each of the flashcards (*cats, rabbits*) say the words they depict aloud and have Ss repeat after you.
- Follow the same procedure with the rest of the sounds.

### Activity 1 Track 33

- Play the CD and have Ss listen and point the first time.

## Optional

### Ready, set, match

- Divide Ss into two teams.
- Stick the flashcards of *cats, rabbits, birds, hens, dresses, foxes, chimp, peach, chair, sheep, fish, shirt* on the board.
- Put the photocopies of flashcards with words facing down in a pile on your desk.

- Call up a S from each team to pick a photocopy off your desk, read it and stick it below the corresponding picture with Blu tack.
- Once Ss have stuck the photocopy with the word under the corresponding picture, they have to say the sound and the word aloud. The S who does everything correctly earns a point for his/her team.
- The team with the most points wins.

# 3

## Phonics revision

### 1 Listen and say.

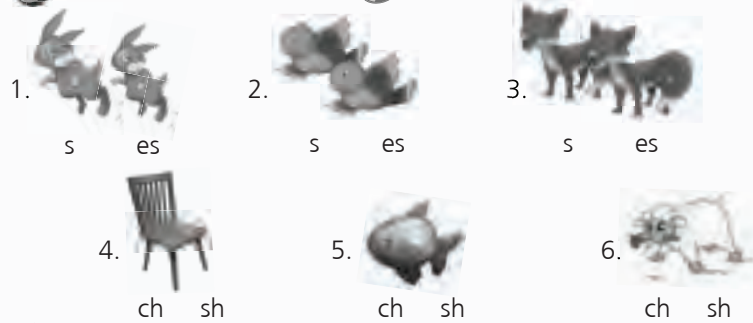
#### s - s - es



#### ch - sh



### 2 Listen and say. Then circle.



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- Play the CD again and have Ss listen, point and repeat.

### Listening transcript

/s/, /z/, /ɪz/, *cats, rabbits, birds, hens, dresses, foxes* /tʃ/, /ʃ/, *chimp, peach, chair, sheep, fish, shirt*

### Activity 2 Track 34

- Play the CD and have Ss point to their books and repeat.
- Play the CD again and instruct Ss to circle the correct sound in each case.

### Listening transcript

1. *rabbits* (x2)      2. *birds* (x2)      3. *foxes* (x2)  
 4. *chair* (x2)      5. *fish* (x2)      6. *sheep* (x2)  
 1. s      2. s      3. es      4. ch      5. sh      6. sh

## Animals



strong

### 1 Look and listen.



KSA

This is an Arabian Babbler. It is grey, brown and white. It has got a long tail, wings and strong legs. It can fly but it can't talk.



AUSTRALIA

This is a kangaroo. It's a beautiful animal. It has got two short legs and two long legs. It has got a long tail, too. It can't fly, but it can jump and swim, too!

### 2 Read and circle.

- |   |                                      |
|---|--------------------------------------|
| 1. Has the Arabian Babbler got a long tail? | <b>Yes, it has. / No, it hasn't.</b> |
| 2. Can the Arabian Babbler fly?             | <b>Yes, it can. / No, it can't.</b>  |
| 3. Has the kangaroo got four long legs?     | <b>Yes, it has. / No, it hasn't.</b> |
| 4. Has the kangaroo got a short tail?       | <b>Yes, it has. / No, it hasn't.</b> |
| 5. Can the kangaroo jump?                   | <b>Yes, it can. / No, it can't.</b>  |

47

- Play the CD and ask Ss to repeat the word.

### Activity 1 Track 36

- Direct Ss' attention to the photos of the two animals and the countries next to each picture and ask them, in L1, if they recognise them.
- Ss listen to the CD and follow in their books.
- Explain any unknown words.
- Ask Ss some comprehension questions, such as:  
*What colour is the bird in the first picture? (Grey, brown and white.)*  
*Has it got a short tail? (No, it hasn't. Its tail is long.)*  
*Can it fly? (Yes, it can.)*  
*Can it talk? (No, it can't.)*  
*What's the animal in the second picture? (A kangaroo.)*  
*How many legs has it got? (Four. Two short legs and two long legs.)*  
*Has it got a short tail? (No, it hasn't. Its tail is long.)*  
*Can it fly? (No, it can't.)*  
*Can it jump? (Yes, it can.)*  
*Can it swim? (Yes, it can.)*
- If time permits, have some Ss read the texts aloud for the whole class.

### Activity 2

- Direct Ss' attention to the questions and make sure Ss don't have any unknown words.
- Explain to Ss that they have to answer the questions according to the information in the texts.
- Check Ss' answers.

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

## 3 Smart Time 3

### Language focus

#### Objectives

- to provide Ss with cultural information

### Materials

- flashcards of the parts of the body and the animals Ss have learnt in this module
- Blu tack

### Lesson plan

#### Warm up

- Show Ss the flashcards of the parts of the body and the animals Ss have learnt in this module and ask Ss to name them.

#### Vocabulary Track 35

- Ask Ss to open their books to p.47.
- Draw Ss' attention to the word in the vocabulary section.

### Key to Test 3

#### Activity 1

1. Its 2. Their 3. Their 4. Its

#### Activity 2

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

#### Activity 3 Track 73, CD 2

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

#### Activity 4

open answers

# 4

## Phonics whale - dolphin



### Language focus

#### Objectives

- to practise the pronunciation of digraphs **wh** /w/ and **ph** /f/
- to say a phonics chant / poem

#### Vocabulary

whale, wheel, elephant, photo

#### Phonics

**wh** /w/ - **ph** /f/



### Materials

- flashcards of *whale*, *wheel*, *dolphin*, *photo*
- photocopies of the above flashcards
- Blu tack
- phonics cards of *wh*, *ph* (enough for all Ss)

### Lesson plan



#### Warm up

- Write *wh* and *ph* on the board. Under each sound stick the flashcards with the objects that begin with / contain that sound.
- Point to *wh* and say /w/ a couple of times, encouraging Ss to repeat after you. Then point to each of the objects (whale, wheel) and say them aloud, having Ss repeat after you.
- Follow the same procedure with *ph* /f/.

#### Activity 1 Track 37

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

#### Listening transcript

/w/, *whale*, *wheel*  
/f/, *dolphin*, *photo*

# 4

## Phonics whale - dolphin

### 1 Listen and say.



### 2 Listen and chant.



48

#### The photo

Look at the photo

What is this?

A white whale on a wheel.

Look at the photo

What is this?

A white dolphin on a wheel.

And what's that? What's that?

Is it an elephant and a cat?

No, look! It's an elephant

with a big hat.

### Activity 2 Track 38 - Chant Track 39 - Poem

- Direct Ss' attention to the picture and ask Ss to name as many items as they can.
- Play the chant / poem *The photo* and have Ss listen and follow along in their books.
- Play the chant / poem again, pausing after each line for Ss to repeat.
- Then play the chant / poem once more and encourage Ss to say the chant / poem along with the CD.

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



#### TPR Activity

- Photocopy and give Ss the *wh* and *ph* phonics cards.
- Explain to Ss that you will play the phonics chant / poem and that each time they hear a word with the *wh* or *ph* sound, they have to raise the appropriate card while they say the chant / poem along with the CD. Play the chant / poem once and demonstrate what Ss should do while chanting / saying the poem.
- Play the chant / poem again and have Ss say the chant / poem along with the CD and raise their cards as you have instructed them.



## Optional 1

### What's that sound?

- Divide Ss into two teams.
- Invite a S from each team to come to the board. Give each S a marker / a piece of chalk.
- Call out a word with either the *wh* or *ph* sound and have Ss write the corresponding word on the board.
- The S that does this the fastest earns a point for his/her team.
- Repeat this with the rest of the Ss.
- The team with the most points wins.



## Optional 2

### Whispers

- Stick the flashcards of *white*, *whale*, *wheel*, *elephant*, *dolphin*, *photo* on the board.
- Divide Ss into two teams. The teams stand in lines with their backs turned to you and the board, except for the first player in each team, who should be facing you and the board.
- Give the first S in each line the phonics cards of *wh* and *ph*. Make sure that the side with the picture faces down and the side with the sound faces up.
- When everybody is ready, point to a flashcard, e.g. *whale*. The players facing you must show you the correct phonics card (*wh*). Then they must whisper the word down the line. The last player on each team must touch the correct flashcard on the board and say the word (*whale*). If he/she does this correctly, the team gets a point.
- The last player then goes to the front of the line and faces you. Start again.
- Repeat until all players have come to the front of the line. The team with the most points wins.



## Workbook

### Activity 1 Track 40

- Play the CD once and have Ss point to the pictures in their books and repeat.
- Play the CD again. Pause after *white*. Ask Ss to tell you the sound of the word /w/. Do the same with *wheel* and *photo* and ask Ss to circle the word that doesn't belong (contains a different sound from the other two).
- Repeat the procedure with the rest of the words.
- Check Ss' answers.

#### Listening transcript

- |                      |                     |                     |
|----------------------|---------------------|---------------------|
| 1. <i>whale</i> (x2) | <i>wheel</i> (x2)   | <i>photo</i> (x2)   |
| 2. <i>photo</i> (x2) | <i>whale</i> (x2)   | <i>dolphin</i> (x2) |
| 3. <i>photo</i> (x2) | <i>dolphin</i> (x2) | <i>wheel</i> (x2)   |
- 
- |          |          |          |
|----------|----------|----------|
| 1. photo | 2. whale | 3. wheel |
|----------|----------|----------|



### Activity 2 Track 41

- Direct Ss' attention to the pictures and ask them to name the items.
- Explain to Ss that they will listen to the words and they have to match them with the correct digraph.
- Check Ss' answers.

#### Listening transcript

1. *wheel* (x2)
2. *elephant* (x2)
3. *photo* (x2)
4. *white* (x2)
5. *whale* (x2)



- |       |       |       |
|-------|-------|-------|
| 1. wh | 2. ph | 3. ph |
| 4. wh | 5. wh |       |

### Activity 3 Track 42

- Direct Ss' attention to the pictures and encourage them to say the words.
- Explain to Ss that they have to complete the words with the correct digraph.
- Play the CD and pause after each word so that Ss have time to complete each word.
- Check Ss' answers.

#### Listening transcript

1. *whale* (x2)
2. *elephant* (x2)
3. *white* (x2)
4. *photo* (x2)
5. *wheel* (x2)
6. *dolphin* (x2)



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

### Activity 4

- Direct Ss' attention to the photos and encourage Ss to say the words.
- Explain to Ss that they have to look at the photos and complete the crossword.
- Check Ss' answers.



- |             |            |
|-------------|------------|
| 1. whale    | 4. wheel   |
| 2. photo    | 5. white   |
| 3. elephant | 6. dolphin |



# 4 My town

## A chant



### Language focus

#### Objectives

- to say a chant / poem
- to identify places in a town

#### Vocabulary

**Places:** library, toy shop, school, restaurant, park

#### Structures

There is a (library).

There are (three) (restaurants).



### Materials

- flashcards of *library, toy shop, school, restaurant, park*
- photocopies of the above flashcards
- Blu tack
- plain A4 paper (enough for all Ss)

### Lesson plan



#### Warm up

- Hold up each of the flashcards of the places in a town and say them aloud. Repeat twice and have Ss repeat after you the second time.

#### Vocabulary



#### Track 43

- Have Ss open their books to page 49. 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 places in a town and repeat.
- Say the words again in random order and have Ss repeat and point.

#### Activity 1



#### Track 44 - Chant Track 45 - Poem

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

- Direct Ss' attention to the pictures of the places and ask them to say what places they can see.

- Ask Ss, in L1, what we can do in each of these places.
- Tell Ss that they are going to listen to a chant / poem. Read the title aloud and explain what it means in L1. Then ask them to guess what it's going to be about.
- Play the chant / poem and have Ss listen.
- Explain any unknown words.
- Play the chant / poem a second time and have Ss match each verse in the chant / poem to the place which it refers. Make sure you pause after each verse to allow Ss enough time to match the verses of the chant / poem to the corresponding places.
- Play the chant / poem again if necessary.
- Check Ss' answers as a class by asking, *Where's the school?* Have Ss answer by pointing to the correct place.
- When Ss feel comfortable, invite them to say the chant / poem along with the CD.



#### TPR Activity

- Hand out photocopies of the flashcards of the places (one per S).
- Play the chant / poem *This is my town* and invite Ss to hold up their flashcards each time they hear their place being mentioned.

#### Grammar box

- Stick the flashcards of the places in a town on the board in two rows and draw a street between them. Draw some trees in the background so that it looks like a town.
- Point to your drawing and ask Ss, *What's this?* Encourage Ss to answer, *It's a town.*
- Then point to the flashcard of the school in your town and say, *There is a school in my town.* Write *There is a school* on the board. Say the sentence again and have Ss repeat after you.
- Do the same with the rest of the places. Then, ask Ss what they think *There is* means and when we use it. Elicit that we use *There is* to say that a person, place or object exists in a specific place.
- Stick the photocopy of *school* in your town, point to both schools and say *There are two schools in my town.* Write *There are two schools* on the board. Say the sentence again and have Ss repeat after you. Then ask Ss what they think *There are* means and when we use it. Elicit that we use *There are* to say that more than one person, place, or object exists in a specific place.
- Refer Ss to the corresponding *Grammar Boxes* on page 68.

# My town 4

## A chant



library

toy shop

school

restaurant

park

### 1 Listen and match. Then say.

#### This is my town

This is my town.  
This is my town.  
HI-HO-A-MERRY-O  
This is my town!

There is a school.  
There is a school.  
HI-HO-A-MERRY-O  
This is my town!

There is a park.  
There is a park.  
HI-HO-A-MERRY-O  
This is my town!



There are two toy shops.  
There are two toy shops.  
HI-HO-A-MERRY-O  
This is my town!

There are three restaurants.  
There are three restaurants.  
HI-HO-A-MERRY-O  
This is my town!



**Look!** There is a library.  
There are three restaurants.

49

he/she is in, then he/she earns a point for his/her team and a S from the other team goes up to do the same.

- Continue in the same manner until all Ss have had a turn.
- The team with the most points wins.



### Before leaving

- Play the chant / poem *This is my town* (Track 44 or Track 45) and have Ss say the chant / poem along with the CD.



### Workbook

#### Activity 1

- Holding up your book, point to the toy shop in the example and ask Ss *What's this?* Encourage them to answer *It's a toy shop.*
- Direct Ss' attention to the scrambled words next to the picture and explain that they have to unscramble the words and complete the sentences with the correct words.
- Point out that Ss can look at the pictures of the places in a town which give clues as to what the scrambled word is.
- Tell Ss that some scrambled words might be in the plural form.



- |            |                |
|------------|----------------|
| 2. schools | 4. restaurants |
| 3. library | 5. park        |

#### Activity 2

- Read the example to Ss and elicit when we use *There is* and *There are.*
- Explain that they have to complete the sentences with either *There is* or *There are.*
- Check Ss' answers.



- |              |              |
|--------------|--------------|
| 2. There are | 4. There is  |
| 3. There are | 5. There are |



### Optional 1

#### My town

- Hand out a sheet of plain A4 paper to each S.
- Divide Ss into pairs and tell them that they are going to draw their own town with the places they've learnt in the lesson. Tell them that they can draw more than one of each place that they like.
- After Ss have drawn their towns have them present them to their partners.
- Have some pairs of Ss present their towns in front of the whole class.



### Optional 2

#### Where are you?

- Put the flashcards of the places in a town lying face down on your desk.
- Divide Ss into two teams.
- Choose a S from one team and ask him/her to pick up a flashcard, without revealing it to the rest of the Ss and mime an action that is usually done in the place depicted on his/her card.
- If he/she mimes the action correctly, and his/her team guesses the place

# 4 Smart kids

## 4 Smart kids



### Language focus

#### Objectives

- to identify places in a town
- to ask and answer about places in a town

#### Vocabulary

**Places:** mosque, supermarket, police station, playground, hospital, farm

#### Structures

Is there a (hospital) in your town?  
Yes, there is. / No, there isn't.

### Materials

- cut-outs from SB page 129
- flashcards of *library, toy shop, school, restaurant, park, mosque, supermarket, police station, playground, hospital, farm*
- photocopies of *library, toy shop, school, restaurant, park*
- scissors (enough for every pair of Ss)
- sticky tape

### Revision

- Play the chant / poem in the SB on page 49 *This is my town* (Track 44 or Track 45) and have Ss do the TRP activity.

### Lesson plan

#### Warm up

- Stick the flashcards of *mosque, supermarket, police station, playground, hospital* and *farm* on the board.
- Point to each one and say it aloud. Repeat each word and have Ss repeat after you.

#### Vocabulary Track 46

- Have Ss open their books to page 50. 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.
- Say the places again in random order and have Ss repeat and point.

#### 1 Look and listen.

Hi, Salim!  
What's that?

This is my town.  
Come and see! There's  
a mosque. Look!

Is there a supermarket  
in your town?

Yes, there is.



Is there a playground  
in your town?

Yes, there is.  
Let's play!

Uh oh! Is there a hospital  
in your town?

No, there isn't.



50

#### Activity 1 Track 47

- Point to Salim's model town and ask Ss what places there are in his town. (There's a school, a supermarket, a library, a mosque, a playground and a farm.)
- Ask Ss, in L1, what they think is happening. (Salim shows Alex his model town and invites him to play with him. Salim and Alex start playing with figurines. Then they go to the playground, but Alex's figurine falls off the swing and breaks a leg. Alex asks Salim if there is a hospital in his town, but there isn't.)
- Ask Ss to point to the appropriate bubble and follow along as you play the CD.
- Play the CD again and pause after each phrase for Ss to repeat.
- Divide Ss into pairs and have them read the dialogue aloud.

#### Grammar box

- Point to the grammar box at the top of page 51 and read it aloud. Have Ss repeat.
- Ask Ss what they think *Is there a hospital in your town?* means and when we use it. Elicit that we use this question when we are asking if a person, animal, object or place exists in a specific place. Point out that *isn't* is the short form of *is not*.



hospital



farm

**Look!**

Is there a hospital in your town?

Yes, there is. / No, there isn't.

isn't = is not

**2 Read, look at activity 1 and write.** Yes, there is. No, there isn't.

1. Is there a supermarket? \_\_\_\_\_
2. Is there a mosque? \_\_\_\_\_
3. Is there a hospital? \_\_\_\_\_
4. Is there a farm? \_\_\_\_\_
5. Is there a restaurant? \_\_\_\_\_

**3 Listen and tick (✓).**

1.  a  b

2.  a  b

3.  a  b

4.  a  b

**4 Play. Use the cut-outs on page 129.**

Is there a supermarket in your town?

Yes, there is.



- Refer Ss to the corresponding *Grammar Boxes* on page 68.

**Activity 2**

- Ss have to refer to activity 1 and answer the questions with the short answers in the box above.

1. Yes, there is.
2. Yes, there is.
3. No, there isn't.
4. Yes, there is.
5. No, there isn't.

**Activity 3 Track 48**

- Ss have to listen to the CD and tick the correct box according to the places they hear.
- Play the CD twice.
- Point out that the first one has been done for them.
- Check Ss' answers.

**Listening transcript**

1. **Man:** *Is there a police station in your town?*  
**Boy:** *Yes, there is.*
2. **Man:** *Is there a library in your town?*  
**Boy:** *No, there isn't. There's a playground.*

3. **Man:** *Is there a park in your town?*

**Boy:** *No, there isn't. There's a toy shop.*

4. **Man:** *Is there a supermarket in your town?*

**Boy:** *Yes, there is.*

2. b
3. b
4. a

**Activity 4 Track 49**

- Play the CD and have Ss repeat the exchange.
- Have Ss turn to page 129 and cut out the cards.
- Hand out a sheet of A4 paper to each S and instruct them to fold the paper in three equal parts and tape together the two ends, forming a pyramid stand.
- Choose a random S to demonstrate how the game is played.
- Place the pyramid stands back to back so that you can't see your partner's and vice versa. Lay out your cards face down on the desk.
- Ask the S to place three cards on his/her pyramid stand.
- Then try to make the same town as your partner. Ask him/her about the places in his/her town, e.g. *Is there a playground in your town?* Encourage him/her to answer, *Yes, there is. / No, there isn't.*
- Every time he/she answers, *Yes, there is* about a place, you put that place on your pyramid stand. Do this until you've found all three places in your partner's town, then show the town you've made to your partner and say *Is this your town?* and encourage the S to say, *Yes, it is.*
- Divide Ss into pairs and have them play the game making sure they take turns.



**Workbook**

**Activity 1**

- Ss have to label the pictures.
- Check Ss' answers.

1. supermarket
2. mosque
3. farm
4. playground
5. hospital

**Activity 2**

- Ss look at the picture and answer the questions with the short answers in the box above the picture.
2. No, there isn't.
  3. Yes, there is.
  4. Yes, there is.
  5. Yes, there is.
  6. No, there isn't.

# 4 Our world

## Language focus

### Objectives

- to talk about the weather

### Vocabulary

**Weather:** It's raining, sunny, cloudy, windy, hot, cold

### Structures

What's the weather like?  
It's (sunny).

## Materials

- cut-out cards from SB page 131
- an umbrella, a cap and sunglasses, a scarf, gloves
- scissors (enough for every pair of Ss)
- flashcards of *It's raining, sunny, cloudy, hot, cold*

## Revision

Play the card game in the SB on page 51.

## Lesson plan

### Warm up

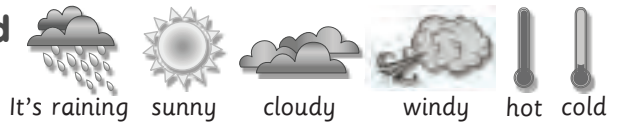
- Draw a cloud on the board with drops of rain falling down from it. Hold up the umbrella and open it. Say *It's raining*. Repeat the phrase and have Ss repeat after you. Wipe the raindrops off the board and say *It's cloudy*. Then repeat and have Ss repeat after you.
- Introduce the rest of the weather conditions in the same way using the props (refer to the materials section) and by drawing on the board.
- Alternatively, you may use the flashcards to introduce the new vocabulary.

### Vocabulary Track 50

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

# 4

## Our world



### 1 Look and listen.

## What's the weather like in your city?

I'm Lee. I'm from Seoul, Korea.  
It's cold here today.

I'm Ramiro.  
I'm from Mexico City.  
It's raining here today.

I'm Hassan. I'm from Rabat, Morocco.  
It's cloudy and windy here today.

I'm Ameer.  
I'm from Riyadh, Saudi Arabia.  
It's hot and sunny here today.

52

### Activity 1 Track 51

- Explain to Ss that the four boys are from different countries and they talk about the weather in their cities.
- Have Ss look at the pictures and ask them to identify the different weather conditions.
- 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.
- Choose Ss to read the texts aloud.

### Grammar box

- Direct Ss' attention to the grammar box at the top of page 53. Read it aloud and have Ss repeat.
- Point out that *What's* is the short form of *What is* and *It's* is the short form of *It is*.

### Activity 2

- Ss have to refer to activity 1 and match each child to his city and to the weather conditions there.
- Check Ss' answers.









2. Mexico City - It's raining. 3. Marrakech - cloudy 4. Riyadh - sunny

**Look!**

What's the weather like?  
It's sunny.

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

**2** Look at activity 1 and match.

1.		Riyadh	
2.		Rabat	
3.		Mexico City	
4.		Seoul	

**3** Play. Use the cut-outs on page 131. 

What's the weather like in Riyadh?

It's hot.



53

**Activity 3**  **Track 52**

- Direct Ss' attention to the two children in the picture and ask them to guess what's happening. (The boys are playing with cards that show countries / cities and different types of weather.)
- Play the CD and have Ss repeat the exchange.
- Have Ss turn to page 131 and cut out the cards.
- Choose a random S to demonstrate how the game is played.
- Lay out your cards on the desk in front of you and have your partner do the same. Then place a book between you so that neither you nor your partner can see each other's cards.
- Explain to the S that he/she should choose a weather condition for each city by placing the smaller cut-out of the weather conditions on each card.
- Once the S has done this ask him/her *What's the weather like in (Riyadh)?* Encourage him/her to answer accordingly, *It's (hot)*. Then you match your cards of the countries / cities with the weather.
- After you've asked about every city, you compare cards with your partner.
- Divide Ss into pairs and have them play the game, making sure they take turns.

**Optional****What's the weather like?**

- Mime different types of weather and have Ss call out the type of weather each time (sunny - putting your hand in front of your eyes as if the sun is blinding you, raining - pretending to open an umbrella, cloudy - raising your hands above your head and forming a circle like a cloud, hot - fanning yourself, cold - tightening your arms around yourself).
- Do this a couple of times and encourage Ss to do the actions along with you.
- Then call out different types of weather and encourage Ss to mime the corresponding actions.
- If a S does the wrong action or fails to perform an action altogether, then he/she will be eliminated.
- The S or Ss to remain in the game until the end are the winners.

**Workbook****Activity 1**  **Track 53**

- Ss have to listen to the CD and they have to write the numbers 1-4 in the order they hear each type of weather being mentioned.
- Play the CD twice.
- Check Ss' answers.
- After Ss have finished numbering, have them use the words in the box to complete the sentences.

**Listening transcript**

1. **Man:** *What's the weather like?*  
**Boy:** *It's raining.*
2. **Man:** *What's the weather like?*  
**Boy:** *It's windy and cold.*
3. **Man:** *What's the weather like?*  
**Boy:** *It's hot and sunny.*
4. **Man:** *What's the weather like?*  
**Boy:** *It's cloudy.*



- a. 2, It's windy and cold.
- b. 4, It's cloudy.
- c. 1, It's raining.
- d. 3, It's hot and sunny.

**Activity 2**

- Ss draw a picture of what the weather is like in their town / city and then they complete the sentence below their picture describing what the weather is like.



open answers

# 4 Let's play

## Language focus

### Objectives

- to identify prepositions of location
- to ask and answer about the location of places in a town
- to practise the definite article *the*

### Structures

Where's the (hospital)?  
 It's next to the (mosque).  
 It's opposite the (police station).  
 It's between the (mosque) and the (school).

**The** (mosque) is next to **the** (hospital).

## Materials

- Cut-out cards from SB page 131
- Photocopies of flashcards of *mosque, library, toy shop, school, restaurant, park, supermarket, hospital, police station, playground* (one set for every S)
- Blu tack
- white cardboard (one sheet for every 4 Ss)
- black felt tip pens (one for every 4 Ss)

## Revision

- Play a round of the game in the SB on page 53, activity 3.

## Lesson plan

### Warm up

- Stick the flashcards of places in a town on the board in two rows and draw a street between them. Draw some trees in the background so that it looks like a town. Make sure you put the hospital between the supermarket and the school, opposite the police station. Ask questions about the town, e.g. *What's this? Is there a restaurant in the town? How many schools are there?*
- Point to the hospital and say *Where's the hospital? It's next to*

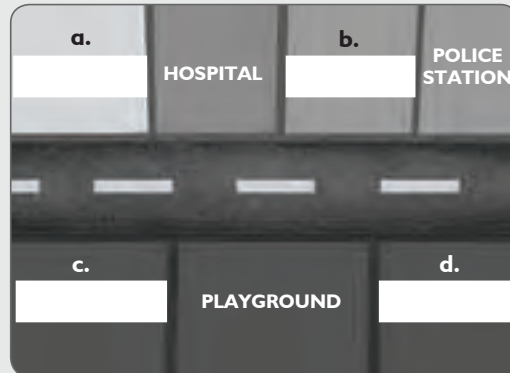
# 4 Let's play

Where's the hospital?   
 It's next to the mosque.   
 It's opposite the police station.   
 It's between the mosque and the school.

The mosque is next to the hospital.



### 1 Read the sentences and name the buildings.



1. The toy shop is between the hospital and the police station.
2. The mosque is next to the hospital.
3. The restaurant is opposite the police station.
4. The school is next to the playground and opposite the mosque.

### 2 Look and listen. Then play.

Where's the hospital?

It's between the police station and the restaurant.



54

*the supermarket.* Write the example on the board. Say a couple of more examples, pointing to different places in a town. Ask Ss similar questions and encourage them to answer.

- Repeat the same procedure with *opposite* and *between*.

### Activity 1

- Direct Ss' attention to the picture of the town. Point out that the names of some places are missing.
- Explain to Ss that they have to read the sentences on the right and complete the missing names.
- Check Ss' answers.

a. MOSQUE    b. TOY SHOP    c. SCHOOL    d. RESTAURANT

### Activity 2 Track 54

- Ask Ss to look at the pictures in their books and ask them, in L1, to say what is happening. (The children are playing a game with the places in a town. The boy on the left is asking the other boys where the hospital is and the boy in the middle, who is holding the hospital flashcard, is answering.)
- Hold up your book and ask Ss to name any places they recognise in the picture by asking, *What's this?*

- Ask Ss to follow along in their books as you play the CD.
- Play the CD again for Ss to repeat.
- Point out the grammar box at the top of the page and read it out for the class.
- Model playing the game with three Ss. Hand out a flashcard of the places to each S.
- Tell Ss to arrange themselves in any way they like. Then ask the Ss, *Where's the police station?* Encourage the S holding the police station to answer, *It's opposite the supermarket.*
- Hand out the photocopies of the flashcards with places in a town so that each S has got one.
- Divide the Ss into groups of four and have them play the game in turns so that all Ss get a chance to ask.
- If time permits, have a couple of groups play the game in front of the class.



### Optional Town planning

- Divide Ss into groups of four.
- Hand out a piece of white cardboard, a roll of sticky tape, the photocopies of the flashcards of the places in a town and a black felt tip marker to each group.
- First ask Ss to draw some streets in their town and to decorate it with things like trees, sidewalks, traffic lights, etc.
- Next ask them to draw a playground.
- Once Ss have done this, explain that you are going to call out the different places in the town and where they are located (in relation to the playground and each other). Ss have to work together to find the correct place and stick it in the correct place as fast as they can.
- It's a good idea to have the description you're calling out in written form to avoid any confusion afterwards.
- Once Ss have stuck all of the flashcards, have the groups lift up their towns. Read the description aloud to see how well they've done.
- The teams with all of the places in the correct locations win the game.



### Before leaving

- Play the chant / poem *This is my town* in the SB on page 49 (Track 44 or Track 45) and invite Ss to say the chant / poem along with the CD.



### Workbook

#### Activity 1 Track 55

- Direct Ss' attention to the picture of the town and have Ss identify the places they know.
- Explain to Ss that they will hear where each place is located in the town and that they have to match the names of these places to buildings 1, 2 and 3.
- Play the CD, pausing after each exchange so that Ss have enough time to match.

- Play the CD again for Ss to check their answers.
- Check Ss' answers.

#### Listening transcript

1. **Woman:** *Where's the supermarket?*  
**Girl:** *It's next to the toy shop.*
2. **Woman:** *Where's the hospital?*  
**Girl:** *It's opposite the park.*
3. **Woman:** *Where's the library?*  
**Girl:** *It's between the police station and the restaurant.*



1. hospital
2. library
3. supermarket

#### Activity 2

- Explain to Ss that they have to look at the picture of the town in activity 1 and complete the sentences with the correct preposition of location.
- Check Ss' answers.



1. opposite
2. between
3. opposite
4. next to
5. next to



# 4 Phonics playground - climb



## Language focus

### Objectives

- to practise the pronunciation of the l blends *pl* and *cl*
- to say a phonics chant / poem

### Vocabulary

playground, plane, climb, clap

### Phonics

pl - cl



## Materials

- flashcards of *playground, plane, climb, clap*
- photocopies of the above flashcards
- Blu tack
- phonics cards of *pl, cl* (enough for all Ss)
- scissors

## Lesson plan



### Warm up

- Write *pl* and *cl* on the board. Under each sound stick the flashcards with the objects that begin with that sound.
- Point to *pl* and say /*pl*/ a couple of times, encouraging Ss to repeat after you. Then point to each of the objects (*playground, plane*) and say them aloud, having Ss repeat after you.
- Follow the same procedure with *cl*.

### Activity 1 Track 56

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

### Listening transcript

/*pl*/, *playground, plane*  
/*cl*/, *climb, clap*

### Activity 2 Track 57 - Chant Track 58 - Poem

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

- Direct Ss' attention to the picture and ask Ss where the children are.

(At the playground.) Ask them some more questions about the picture and encourage Ss to answer them, e.g. *What's the weather like? (It's cloudy.) What colour is the plane? (White.)*

- Play the chant / poem *At the playground* and have Ss listen and follow along in their books.
- Play the chant / poem again, pausing after each line for Ss to repeat.
- Then play the chant / poem once more and encourage Ss to say the chant / poem along with the CD.



### TPR Activity

- Photocopy and give Ss the *pl* and *cl* phonics cards.
- Explain to Ss that you will play the phonics chant / poem and that each time they hear a word with the *pl* or *cl* sound, they have to raise the appropriate card while they say the chant / poem along with the CD. Play the chant / poem once and demonstrate what Ss should do while chanting / saying the poem.
- Play the chant / poem again and have Ss say the chant / poem along with the CD and raise their cards as you have instructed them.



## Optional 1

### What's that sound?

- Divide Ss into two teams.
- Invite a S from each team to come to the board. Give each S a marker / a piece of chalk.
- Call out a word with either the *pl* or *cl* sound and have Ss write the corresponding word on the board.
- The S that does this the fastest earns a point for his/her team.
- Repeat this with the rest of the Ss.
- The team with the most points wins.



## Optional 2

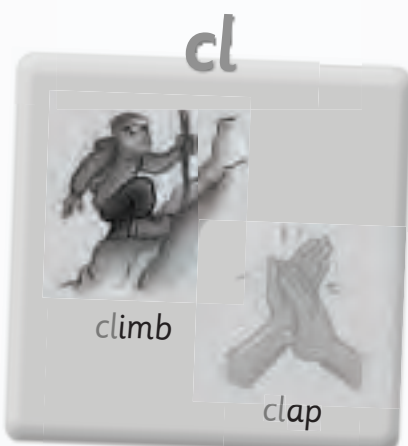
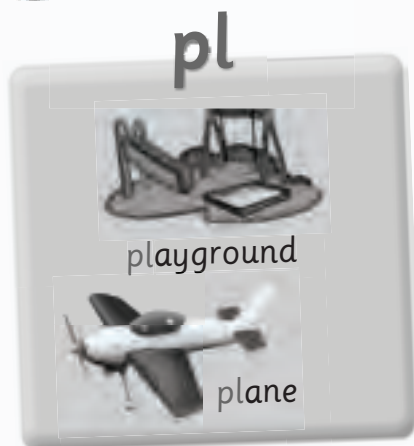
### Ready, set, match!

- Divide Ss into two teams.
- Stick the flashcards of *playground, plane, climb, clap* on the board.
- Put the photocopies of flashcards with words facing down, in a pile on your desk.
- Call up a S from each team to pick a photocopy off your desk, read it and stick it below the corresponding picture with Blu tack.
- Once Ss have stuck the photocopy with the word under the corresponding picture, they have to say the sound and the word aloud. The S who does everything correctly earns a point for his/her team.
- Make sure that all the Ss in each team get a chance to go up and play.
- The team to earn the most points at the end of the game wins.

# Phonics

## playground - climb

### 1 Listen and say.



- Explain to Ss that they have to match the pictures with the correct sound as in the example.
- Check Ss' answers.

#### Listening transcript

1. *playground* (x2)
2. *clap* (x2)
3. *plane* (x2)
4. *climb* (x2)

1. pl
2. cl
3. pl
4. cl

### Activity 3 Track 61

- Direct Ss' attention to the pictures and encourage them to say the words.
- Explain to Ss that they have to complete the words with the correct letters.
- Play the CD and pause after each word so that Ss have time to complete it.
- Check Ss' answers.

#### Listening transcript

1. *clap* (x2)
2. *plane* (x2)
3. *climb* (x2)
4. *playground* (x2)
5. *cloudy* (x2)

1. cl
2. pl
3. cl
4. pl
5. cl

### Activity 4

- Direct Ss' attention to the pieces of the jigsaw puzzle and the pictures below them. Encourage Ss to name the items depicted in the pictures.
- Explain to Ss that they have to match the pieces of the jigsaw puzzle to form a word and then match the word with the correct picture.
- Check Ss' answers.

1. play-ground, a
2. clou-dy, d
3. cli-mb, c
4. pl-ane, b

### 2 Listen and chant.



#### At the playground

We are at the playground  
Let's climb a tree!  
Clap your hands.  
You and me!

It is cloudy.  
Look at the plane!  
We are at the playground.  
Hurray! Hurray!

55



## Workbook

### Activity 1 Track 59

- Play the CD once and have Ss point to the pictures in their books and repeat.
- Play the CD again. Pause after *plane*. Ask Ss to tell you the sound of the word /p/. Do the same with *clap* and *climb* and ask Ss to circle the word that doesn't belong.
- Repeat the procedure with the rest of the words.
- Check Ss' answers.

#### Listening transcript

- |                           |                  |                   |
|---------------------------|------------------|-------------------|
| 1. <i>plane</i> (x2)      | <i>clap</i> (x2) | <i>climb</i> (x2) |
| 2. <i>playground</i> (x2) | <i>clap</i> (x2) | <i>plane</i> (x2) |
| 3. <i>playground</i> (x2) | <i>clap</i> (x2) | <i>climb</i> (x2) |

1. plane
2. clap
3. playground

### Activity 2 Track 60

- Direct Ss' attention to the pictures and encourage Ss to say the words.

# 4 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 *What's the weather like?*
- flashcards of *mosque, library, toy shop, school, park, playground, farm, hospital, supermarket, police station, restaurant*
- flashcards of different types of weather

## Revision

- Stick the flashcards of the places in a town on the board and encourage Ss to name them.

## Lesson plan

### Warm up

- Play the game **What's the weather like?** (TM page 77, Our world, Optional)

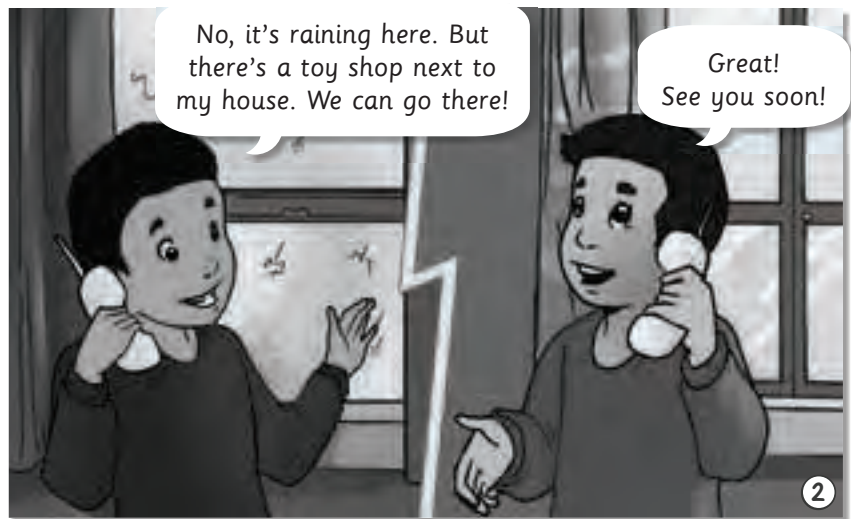
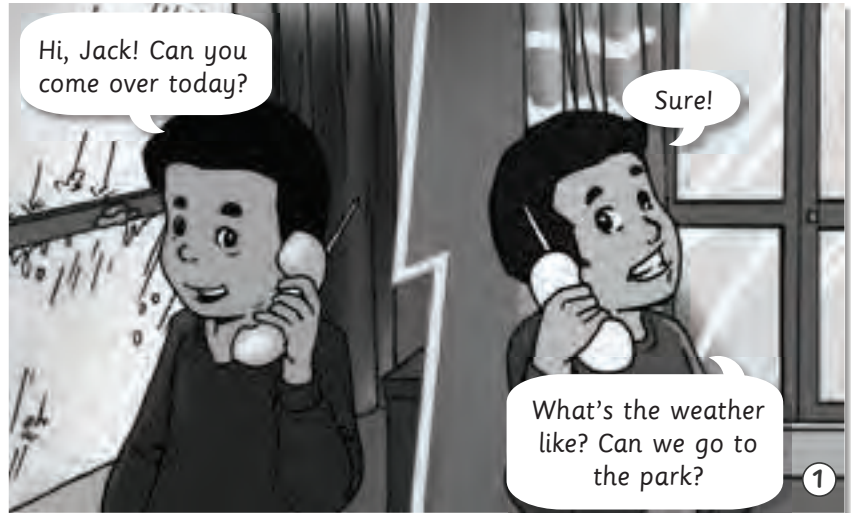
### Activity 1 Track 62

#### Before reading

- Hold up the book or stick blown-up photocopies of the story on the board.
- Tell Ss that they will listen and read a story with the title *What's the weather like?* Point to the first picture and ask Ss what the weather is like where the boy on the left is (It's raining.) and what the weather is like where the boy on the right is. (It's sunny.)
- Point to each picture and invite Ss to guess what is happening.
- Elicit Ss' answers but do not correct them at this stage.

# 4 Story time

## 1 Look and listen. What's the weather like?



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### While reading

- Play the CD and point to each frame in your book or on the board. Encourage Ss to point to each picture in their books.
  - Check Ss' answers. (Two boys who live in different areas talk on the phone and they decide to meet and go to a toy shop because it rains. When the boy who wears a raincoat and holds an umbrella meets his friend, the weather is sunny.)
  - Play the CD again and ask Ss to point to each speech bubble and follow along.
  - Talk about what happens in each picture. Tell Ss that the two boys live in the same city, but in different areas. That's why the weather is different.
- Picture 1:** Saad and Jack are talking on the phone. Saad invites Jack over to his house to play. Jack accepts and asks him about the weather and if Saad would like to go to the park.
- Picture 2:** Saad tells him that it's raining where he lives and proposes they go to the toy shop next to his house instead. Jack agrees.
- Picture 3:** Jack's dad drives him to Saad's house. Saad comes outside holding a ball. He's happy because the sun has just come out again which means they can go to the park and play instead of going to the toy shop.



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

- |   |  |
|---|--|
| 1. Picture 1:  It's sunny. <input type="checkbox"/>                             | 4. Picture 3: It's raining. <input type="checkbox"/>             |
| 2. Picture 2:  It's raining. <input type="checkbox"/>                           | 5. Picture 4: Jack has got an umbrella. <input type="checkbox"/> |
| 3. Picture 2:  There's a playground next to his house. <input type="checkbox"/> |  |

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**Picture 4:** Jack gets out of the car and he looks upset. Saad is surprised to see that he's wearing a raincoat and he's holding an umbrella.

- Play the CD again and pause after each line for Ss to repeat.

**After reading**

- Ask Ss comprehension questions, such as:

**Picture 1:** *Who's Saad's friend? (Jack.)*

**Picture 2:** *What's the weather like where Saad lives? (It's raining.)  
What is next to his house? (A toy shop.)*

**Picture 3:** *What's the weather like now? (It's sunny.)  
Can the boys go to the park? (Yes, they can.)*

**Picture 4:** *Is Jack happy? (No, he isn't.)*

- Divide Ss into pairs and have them read the story aloud.

**Activity 2**

- Direct Ss' attention to the first sentence and read it aloud. Explain that it refers to Picture 1 and tell Ss that they have to read each sentence and decide if it's true or false according to what they see in each picture.

- Check Ss' answers as a class.

- |      |      |      |      |      |
|------|------|------|------|------|
| 1. T | 2. T | 3. F | 4. F | 5. T |
|------|------|------|------|------|



**Optional  
Hot and cold**

- Ask two random Ss to step out of the classroom and wait outside until they are called in.
- Explain to the rest of the Ss that you are all going to find a hiding place for one of the flashcards of the places in a town, e.g. the flashcard of the restaurant. Tell them that it should be a hiding place that doesn't involve moving anything.
- Once you've decided upon the hiding place and have put / stuck the card there, call the two Ss back inside.
- The Ss in the classroom then ask them, e.g. *Where's the restaurant?* The two Ss have to look for the flashcard all around the room. While they are looking, the rest of the class will help by yelling out *Hot! Hot! Hot!* whenever they're close to the flashcard and *Cold! Cold! Cold!* whenever they get further away.
- Play this game for as long as time permits, making sure different Ss leave the classroom each time.



**Workbook**

**Activity 1**

- Direct Ss' attention to the sentences and explain that they have to complete them with the words in the box above.
- Check Ss' answers.

- |            |            |
|------------|------------|
| 1. weather | 2. raining |
| 3. next to | 4. park    |

**Activity 2**

- Explain to Ss that they have to match the speech bubbles to the character, according to what he said in the story.
- Check Ss' answers.

- |      |      |
|------|------|
| 1. b | 2. a |
|------|------|

**Activity 3**

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

# 4 Revision

## Revision 4

### Language focus

#### Objectives

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

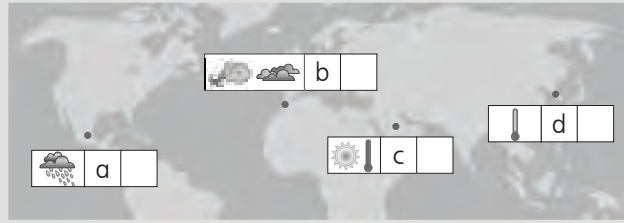
### Materials

- blown-up colour photocopies of Story time *What's the weather like?*
- flashcards of the places in a town

### Revision

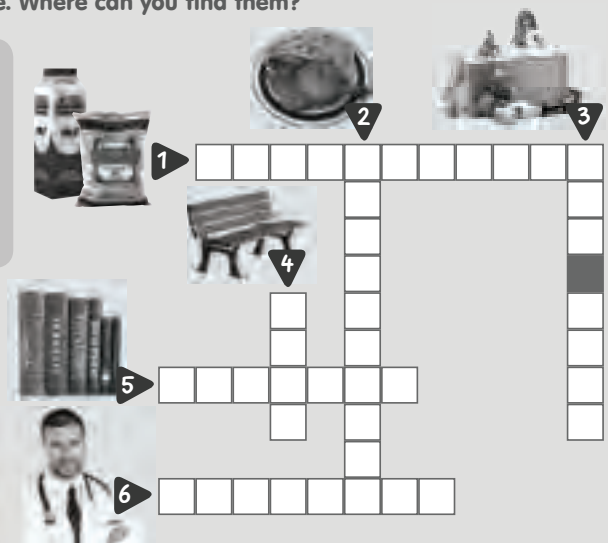
- Hold up the book or stick blown-up colour photocopies of the story *What's the weather like?* on the board.
- Ask Ss if they remember the title of the story (*What's the weather like?*) Ask them to tell you what else they remember from the story.
- Have Ss open their books to pages 56-57. Play the CD (Track 62) and have them follow along in their books.
- Have some Ss to read the story aloud for the class.

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



### 2 Look and write. Where can you find them?

toy shop  
hospital  
supermarket  
library  
park  
restaurant



### 3 Read and complete. There is There are Is there Is there

- \_\_\_\_\_ a police station opposite the park?
- \_\_\_\_\_ two restaurants in the town.
- \_\_\_\_\_ a mosque next to the library.
- \_\_\_\_\_ a playground in the town?

58

### Lesson plan

#### Warm up

##### Don't break the chain

- Get Ss to sit in a circle. If you have a large number of Ss, divide them into small groups.
- One S says a sentence to the S sitting next to him/her using *There is a*, e.g. *There is a school*. The second S says the same sentence, but he/she adds another place at the end, e.g. *There is a school and a hospital*. Ss continue in the same manner. Point out that they should remember the exact order of the buildings / places that are mentioned.
- The S who doesn't remember the exact order or forgets a place in a town is out.

#### Activity 1 Track 63

- Have Ss open their books to page 58.
- Hold up your book and point to the different weather conditions, asking Ss *What's the weather like?* Encourage them to answer *It's (raining)*.
- Explain to Ss that they will listen to similar sentences and that they have to write the numbers 1-4 in the order they hear the weather conditions.
- Play the CD, pausing after each one so that Ss have enough time to fill in the correct number.
- Check Ss' answers.

#### Listening transcript

**Woman:** 1. *What's the weather like?*

**Girl:** *It's cold.*

**Woman:** 2. *What's the weather like?*

**Girl:** *It's windy and cloudy.*

**Woman:** 3. *What's the weather like?*

**Girl:** *It's raining.*

**Woman:** 4. *What's the weather like?*

**Girl:** *It's sunny and hot.*




a. 3      b. 2      c. 4      d. 1

#### Activity 2


- Direct Ss' attention to the pictures around the crossword.

- Explain to Ss that they have to complete the crossword by looking at the pictures and filling in the words of the places where they can be found.
- Point out that the names of the places are given to Ss in the box next to the crossword.
- Check Ss' answers.

- 
- |                |               |             |
|----------------|---------------|-------------|
| 1. supermarket | 2. restaurant | 3. toy shop |
| 4. park        | 5. library    | 6. hospital |

### Activity 3

- Direct Ss' attention to the sentences and explain that they have to complete them with the phrases in the box above.
- Check Ss' answers.

- 
- |             |              |             |             |
|-------------|--------------|-------------|-------------|
| 1. Is there | 2. There are | 3. There is | 4. Is there |
|-------------|--------------|-------------|-------------|



### Note

- Ask Ss to bring in some empty packaging of different food and markers for the next lesson.



### Optional

#### Hot card

- Give out to a S a flashcard of one of the places / buildings learnt in this lesson.
- Explain to Ss that once you clap your hands, he/she has to pass the flashcard to the S sitting next to him/her and so on.
- When you clap your hands a second time, the S who is holding the flashcard has to hold it up and say *There is a (hospital)*.
- Repeat this with the rest of the places / buildings flashcards.
- Alternatively, play the chant / poem *This is my town* in the SB on page 49 (Track 44 or Track 45). When you stop the chant, the S holding the flashcard has to hold it up and say what's on his/her card, e.g. *There's a school in my town*.



### Workbook

#### Activity 1

- Ss look at the town and describe it, as in the example.
- Check Ss' answers.



There is a playground. There is a police station. There is a library. There is a school. There are two toy shops.

#### Activity 2


- Ss read the text above the pictures carefully and circle the town which is being described.
- Check Ss' answers.



b

#### Activity 3

- Ss have to answer the questions about their own town.



open answers

# 4 Project

## Language focus

### Objectives

- to make a model town
- to read about one's town and write about it
- to revise and consolidate structures and vocabulary learnt in previous lessons

## Materials

- photocopies of flashcards of *mosque, library, toy shop, school, hospital, farm, supermarket, playground, police station, park, restaurant*
- Blu tack
- sticky tape (a roll for every four Ss)
- coloured paper (enough sheets for all groups of Ss)
- glue sticks (one for each S)
- some sheets of white card (one for every four Ss)

## Revision

- Play a round of **Remember**.
- Choose ten flashcards from the vocabulary of the module and stick them on the board.
- Ask Ss to look at them and try to memorise them.
- Ask Ss to close their eyes while you hide one of the flashcards. When Ss 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.

## Lesson plan

### Warm up

- Stick one of the maps Ss made in the *Let's play* lesson (TM page 79) on the board. Alternatively, stick the flashcards of places in a town on the board to form a town.
- Ask Ss questions about the town, e.g. *Where's the hospital? / Is there*

*a school in the town?* etc. Encourage Ss to answer *It's next to the police station. / No, there isn't.*

### Activity 1

- Direct Ss' attention to the pictures and ask them what the children are doing. (They're making a model town.)
- Point to the second and the third pictures and ask what buildings they are making. (They are making a restaurant.)
- Point to the fourth picture and ask Ss what other buildings they recognise (a hospital, a police station, a school, a library, a restaurant and a supermarket.)
- Make sure Ss understand that they will make their own model towns.
- Divide Ss into groups of four.
- Hand out a sheet of white cardboard, a roll of sticky tape, sheets of coloured paper and glue sticks to each group of Ss.
- Ask them to take out their empty food packaging. Explain that first they are going to wrap their boxes with the coloured paper.
- Once they've done that, ask them to draw pictures of things that are characteristic of each place in a town. For example some food for the restaurant, some books for the library, etc.
- After they've designed the buildings in the town, tell them to draw a street down the middle of their cardboard and have them stick their buildings onto the cardboard on either side of the street.
- Go round the class monitoring Ss' progress and lending a hand to any Ss in need of help.

### Activity 2 Track 64

- Direct Ss' attention to the photo in activity 2. Ask Ss what's happening. (The boys are asking each other about location of places in their town.)
- Play the CD and ask Ss to repeat.
- Have groups of Ss ask each other questions about their towns.
- Have some groups of Ss come up to the front of the class to answer their classmates' questions about their towns.

### Activity 3 Track 65

- Direct Ss' attention to the drawing of a town. Ask Ss what the title of the text is and have them guess what the text is going to be about. (A Ss's town.)
- Play the CD and ask Ss to follow along in their books.
- Ask Ss comprehension questions such as the following:  
*Is there a mosque in the town? (Yes, there is.)*  
*Is there a supermarket in the town? (Yes, there is.)*  
*Are there two playgrounds in the town? (No, there aren't. There's one playground.)*  
*Where's the supermarket? (It's opposite the playground.)*  
*How many restaurants are there in the town? (Three.)*
- If you have time, choose a few Ss to read the text.

## Writing tip

- Direct Ss' attention to the writing tip and read it aloud.
- Explain the writing tip to Ss, in L1, and point out the example.
- Ask Ss to look for examples of the writing tip in the text in activity 3.
- Provide Ss with more examples and write them on the board. e.g. *There is a playground in my town. The playground is opposite the school.*

## Project 4

### 1 Make a town.



1



2



3



4

### 2 Ask and answer.

Where's the police station?

It's between the school and the hospital.



### 3 Listen and read.



#### My town

In my town, there's a mosque, a supermarket and a playground. The supermarket is opposite the playground. There are three restaurants, too.

### Writing tip

- We use **a/an** when we refer to non-specific nouns.  
e.g. There is **a** mosque in my town. There is **an** apple in my bag.
- We use **the** when we refer to specific nouns.  
e.g. The school is between **the** library and **the** toy shop.

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### Optional My town

- Divide Ss into pairs or small groups.
- Ss take turns to present their town / city to their partner / the rest of the group and read their Project aloud.

### 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 the places and encourage them to say the words aloud.
- Have Ss tick the boxes as they say each word.
- Do this with all the words.

#### Activity 2

- Follow the same procedure as in Activity 1.

#### Activity 3

- Direct Ss' attention to the first picture and ask them how many schools there are in the town. Elicit Ss' answer. Then read the sentence aloud and have Ss repeat it and tick the box.
- Do this with the rest of the sentences / questions and answers.



### Workbook

#### Activity 1

- Direct Ss' attention to the sentences and explain that they have to complete them with the *a, an* or *the*.
- Check Ss' answers.



1. an                      2. an, a                      3. a, The, the, the

#### Activity 2

- Direct Ss' attention to the frame provided and explain that they have to draw a picture of their town / city in it.
- Have Ss go through the text below the frame and point out that Ss have to complete the parts missing with information about their town, describing the picture they've drawn in the frame.



open answers



# 4 Phonics revision

## Language focus

### Objectives

- to practise the pronunciation of the phonics **wh** /w/, **ph** /f/, **pl** /p/ and **cl** /k/

### Vocabulary

whale, wheel, dolphin, photo, playground, plane, clap, climb

### Phonics

**wh** /w/, **ph** /f/, **pl** /p/ and **cl** /k/

## Materials

- flashcards of *whale*, *wheel*, *dolphin*, *photo*, *playground*, *plane*, *clap*, *climb*
- photocopies of the above flashcards (enough for all Ss)
- phonics cards of *wh*, *ph*, *pl* and *cl*

## Revision

- Play the chants / poems in the SB on pages 48, 55 (Track 38 or Track 39 and Track 57 or Track 58) and have Ss say the chant / poem along with the CD.

## Lesson plan



### Warm up

- Write *wh*, *ph*, *pl* and *cl* on the board. Under each sound, stick the flashcards of the words that begin with / contain that sound.
- Point to *wh* and say /w/ a couple of times, encouraging Ss to repeat after you. Then point to each of the words (whale, wheel) and say them aloud and have Ss repeat after you.
- Follow the same procedure with the rest of the sounds.

### Activity 1 Track 66

- Play the CD and have Ss listen and point the first time.



## Optional

### Sound and picture pairs

- Divide Ss into two teams.
- Each S in team 1 holds one of the phonics cards (*wh*, *ph*, *pl*, *cl*).
- Hand out flashcards with the words that have the sound *wh*, *ph*, *pl* and *cl* to Ss in team 2. Make sure to give an

# Phonics revision

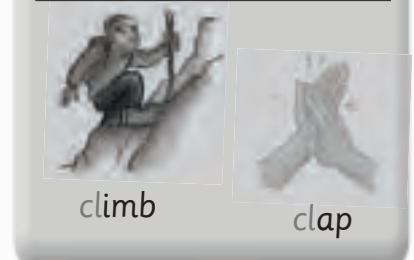
4

## 1 Listen and say.

### wh - ph



### pl - cl



## 2 Listen and say. Then circle.

1.  wh ph	2.  wh ph	3.  wh ph	4.  wh ph
5.  pl cl	6.  pl cl	7.  pl cl	8.  pl cl

60

- Play the CD again and have Ss listen, point and repeat.

### Listening transcript

/w/, /f/, *whale*, *wheel*, *dolphin*, *photo*  
/p/, /k/, *playground*, *plane*, *climb*, *clap*

### Activity 2 Track 67

- Play the CD and have Ss point to their books and repeat.
- Play the CD again and instruct Ss to circle the correct sound in each case.

### Listening transcript

1. *dolphin* (x2)    2. *wheel* (x2)    3. *photo* (x2)    4. *whale* (x2)  
5. *plane* (x2)    6. *climb* (x2)    7. *clap* (x2)    8. *playground* (x2)



1. ph    2. wh    3. ph    4. wh    5. pl    6. cl    7. cl    8. pl

equal number of flashcards to Ss so that each phonics card corresponds to a picture flashcard.

- Allow Ss a few minutes to find their pair. Then ask the pairs of Ss to name their cards. If Ss name their cards correctly, they stay in the game. However, if they do this incorrectly, they are eliminated.
- After all of the pairs have named their cards, make them swap cards and play again.



roller coaster



ice rink



cartoon



hotel



rides

## Theme parks

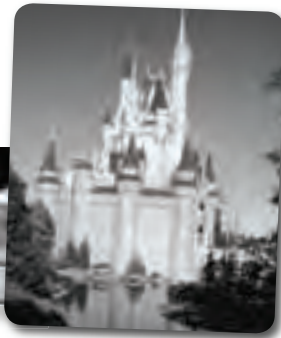
### 1 Look and listen.



The **Al-Shallal** Theme Park is in Jeddah. There is a big roller coaster, an ice rink and lots of rides. There are restaurants and shops, too.



**Disneyland** Theme Park is in Paris. There are lots of rides and animal cartoons for children. There are shops and restaurants, too. There are hotels next to the theme park.



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

- The Al-Shallal Theme Park is in Riyadh.
- There is a roller coaster and an ice rink in the Al-Shallal Theme Park.
- There are lots of rides in Disneyland theme park.
- There are supermarkets next to Disneyland theme park.


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## 4 Smart Time 4

### Language focus

**Objectives** • to provide Ss with cultural information

### Lesson plan



#### Vocabulary Track 68

- Play the CD and have Ss point to the appropriate picture.
- Say the words again in random order and have Ss point and repeat.

#### Activity 1 Track 69

- Direct Ss' attention to the photos of the two texts and the title. Have them guess what the texts are about. (They're about two theme parks, the Al-Shallal Theme Park and Disneyland.)
- Ss listen to the CD and follow in their books.

- Explain any unknown words.
- Ask Ss some comprehension questions, such as:  
*Where is the Al-Shallal Theme Park? (In Jeddah.)*  
*Is there a roller coaster in this theme park? (Yes, there is.)*  
*How many ice rinks are there in the theme park? (One.)*  
*Are there restaurants in the theme park? (Yes, there are.)*  
*Where's Disneyland? (In Paris.)*  
*What can children see in Disneyland? (Animal cartoons.)*  
*Where are the hotels? (Next to the theme park.)*
- If time permits, have some Ss read

the texts aloud for the whole class.

### Activity 2

- Direct Ss' attention to the sentences and make sure Ss don't have any unknown words.
- Explain to Ss that they have to decide if the sentences are true or false according to the information in the texts.



1. F    2. T    3. T    4. F

### Board game 1-4

- Divide Ss into pairs. Ask Ss to open their books to pages 124-125. 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** 1. b    2. a    3. d    4. c  
**Activity 2** 1. next to    2. between  
 3. opposite  
**Activity 3** 1. There is    2. There are  
 3. There are    4. There is  
**Activity 4** Track 74, CD 2  
 a. 2    b. 3    c. 1  
**Activity 5** 1. Yes, there is.    2. No, there isn't.  
 3. Yes, there is.



### Key to Test 1-4

- Activity 1** 1. can't    2. can't    3. can  
 4. can    5. can    6. can't    7. can  
**Activity 2** Track 75, CD 2  
 a. 2    b. 3    c. 4    d. 1    e. 5  
**Activity 3** 1. uncle    2. grandmother  
 3. aunt    4. cousin    5. sister  
**Activity 4** 1. has got    4. has got  
 2. has got    5. hasn't got  
 3. hasn't got    6. has got  
**Activity 5** a. 4    b. 2    c. 3    d. 1  
**Activity 6** 1. Yes, there is    2. Yes, there is  
 3. No, there isn't    4. Yes, there is  
**Activity 7** Track 76, CD 2  
 a. 2    b. 4    c. 1    d. 3  
**Activity 8** Open answers

# Picture Dictionary

**Picture Dictionary**

**Rooms**

living room kitchen bedroom bathroom

**Family and friends**

uncle aunt cousin baby friend

**Toys**

computer game jigsaw puzzle board game

**House**

bookcase wardrobe lamp sofa TV window

**Animals**

frog bird duck snake rabbit parrot monkey elephant

whale penguin hippo crocodile tiger lion zebra camel

dolphin sheep wolf horse goat chimp

62

**Appearance**

long hair short hair curly hair straight hair

big ears small ears

**Actions**

eat talk swim jump run

clap look fly climb a tree see

**Weather**

It's raining. It's sunny. It's cloudy.

It's windy. It's hot. It's cold.

**Food**

bread cake food

**Body**

head wings hump tail leg

**Places**

mosque library toy shop school restaurant park garden

supermarket hospital police station playground home farm

**Various**

bus cute wheel photo strong

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# Grammar Boxes



## Grammar Boxes

### Hello

Plurals		
-s	-es	-ies
bag - bags	dress - dresses	strawberry - strawberries
pen - pens	fox - foxes	

Irregular Plurals
man - men
woman - women
child - children

#### A-An

a + consonant sound

a pencil

a cat

an + vowel sound (a, e, i, o, u)

an orange

an umbrella



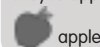
What's this?  
It's a bag.



What's that?  
It's a computer.

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

What are these?  
They're apples.



apple apples

What are those?  
They're rubbers.



They're = They are

### 1 Home and family

Where's my grandfather?  
He's in the living room.



Where's = Where is

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### The verb to be

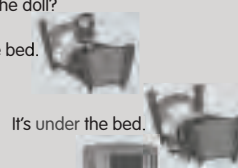
Affirmative		Questions	Short answers
FULL FORMS	SHORT FORMS		
I am	I'm	Am I?	Yes, I am. / No, I'm not.
You are	You're	Are you?	Yes, you are. / No, you aren't.
He is	He's	Is he?	Yes, he is. / No, he isn't.
She is	She's	Is she?	Yes, she is. / No, she isn't.
It is	It's	Is it?	Yes, it is. / No, it isn't.
We are	We're	Are we?	Yes, we are. / No, we aren't.
You are	You're	Are you?	Yes, you are. / No, you aren't.
They are	They're	Are they?	Yes, they are. / No, they aren't.

#### Negative

FULL FORMS	SHORT FORMS
I am not	I'm not
You are not	You aren't
He is not	He isn't
She is not	She isn't
It is not	It isn't
We are not	We aren't
You are not	You aren't
They are not	They aren't

Where's the doll?

It's on the bed.



It's under the bed.

It's in the wardrobe.



Where's the lamp?  
It's next to the sofa.



Where's the TV?  
It's between the bookcase and the sofa.



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# Grammar Boxes

## 2 Friends

The verb to have

Affirmative		Questions	Short answers
FULL FORMS	SHORT FORMS		
I have got	I've got	Have I got?	Yes, I have. / No, I haven't.
You have got	You've got	Have you got?	Yes, you have. / No, you haven't.
He has got	He's got	Has he got?	Yes, he has. / No, he hasn't.
She has got	She's got	Has she got?	Yes, she has. / No, she hasn't.
It has got	It's got	Has it got?	Yes, it has. / No, it hasn't.
We have got	We've got	Have we got?	Yes, we have. / No, we haven't.
You have got	You've got	Have you got?	Yes, you have. / No, you haven't.
They have got	They've got	Have they got?	Yes, they have. / No, they haven't.

Negative	
FULL FORMS	SHORT FORMS
I have not got	I haven't got
You have not got	You haven't got
He has not got	He hasn't got
She has not got	She hasn't got
It has not got	It hasn't got
We have not got	We haven't got
You have not got	You haven't got
They have not got	They haven't got

Irregular Plurals
tooth - teeth
foot - feet

## 3 Animals

The verb can

Possessive Adjectives	The verb can		
	Affirmative	Questions	Short answers
My	I can run.	Can I run?	Yes, I can. / No, I can't.
Your	You can run.	Can you run?	Yes, you can. / No, you can't.
His	He can run.	Can he run?	Yes, he can. / No, he can't.
Her	She can run.	Can she run?	Yes, she can. / No, she can't.
Its	It can run.	Can it run?	Yes, it can. / No, it can't.
Our	We can run.	Can we run?	Yes, we can. / No, we can't.
Your	You can run.	Can you run?	Yes, you can. / No, you can't.
Their	They can run.	Can they run?	Yes, they can. / No, they can't.

66

Negative	
FULL FORMS	SHORT FORMS
I cannot run.	I can't run.
You cannot run.	You can't run.
He cannot run.	He can't run.
She cannot run.	She can't run.
It cannot run.	It can't run.
We cannot run.	We can't run.
You cannot run.	You can't run.
They cannot run.	They can't run.

Can you swim? < Yes, I can. / No, I can't. can't = cannot

It can jump. It can't fly.



Irregular Plurals
sheep - sheep
wolf - wolves
fish - fish

How many birds can you see?

One bird.



I can see two birds.



Two birds.



67

## 4 My town

There is a mosque in my town.



There's = There is

There are two hospitals in my town.



Is there a zoo in your town? < Yes, there is.  
No, there isn't.



What's the weather like?

It's windy and cold.

What's = What is

It's = It is

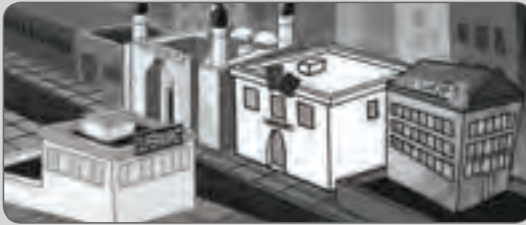
Where's the library?

It's next to the mosque.

It's opposite the supermarket.

It's between the mosque and the toy shop.

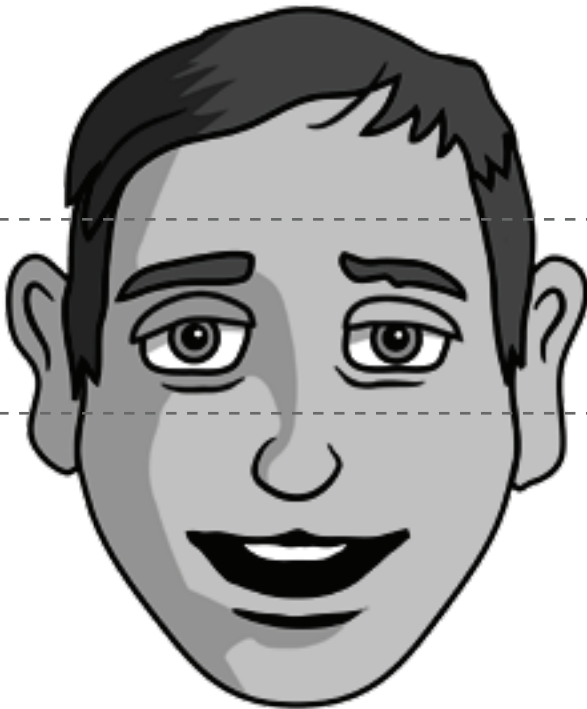
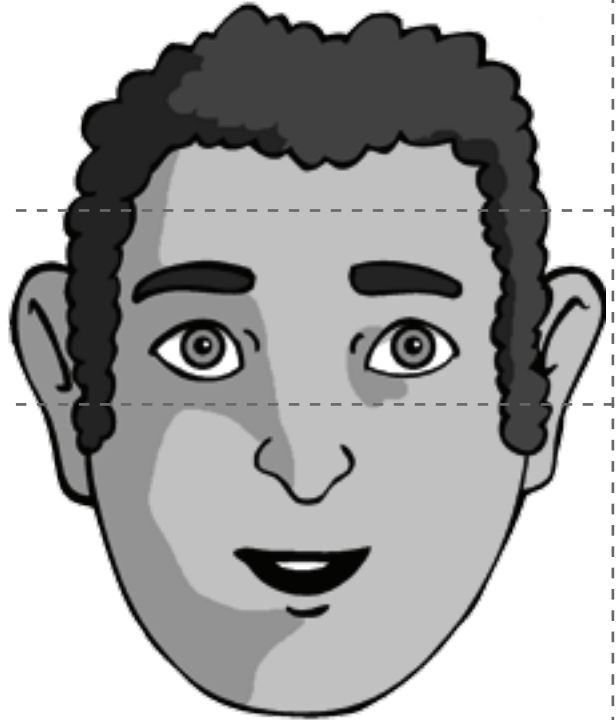
The mosque is next to the library.



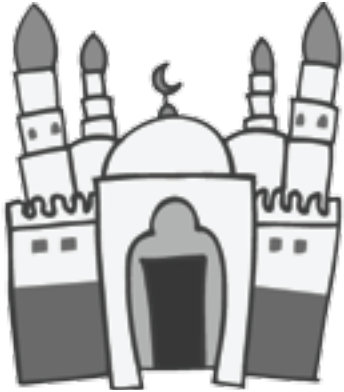
2

# Cut-outs

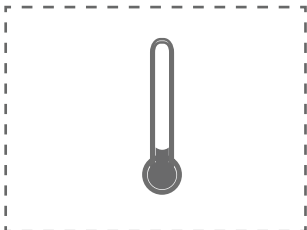
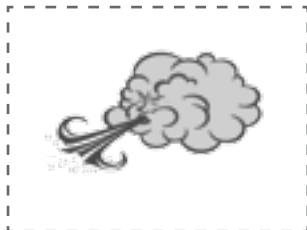
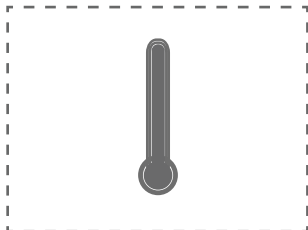
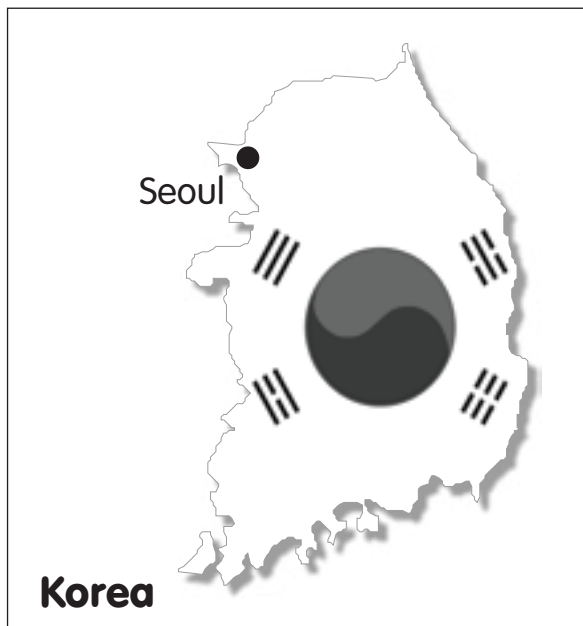
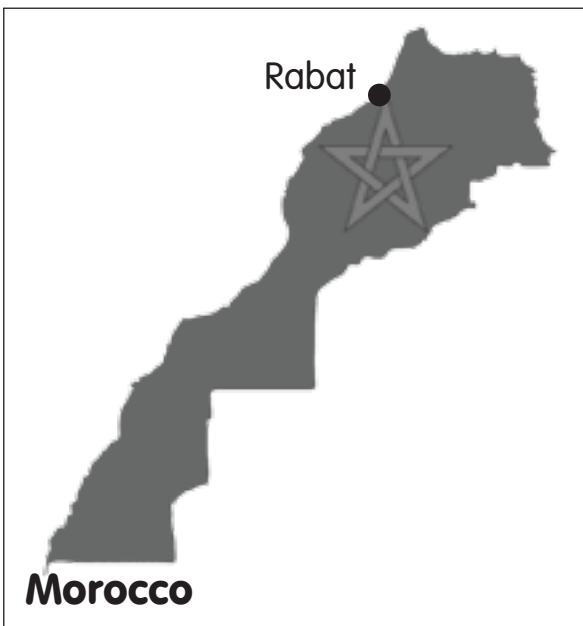
Let's play



## Smart kids



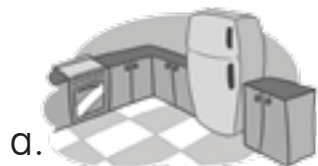
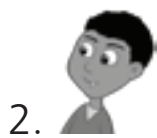




Name \_\_\_\_\_

Total

### 1 Listen and match.

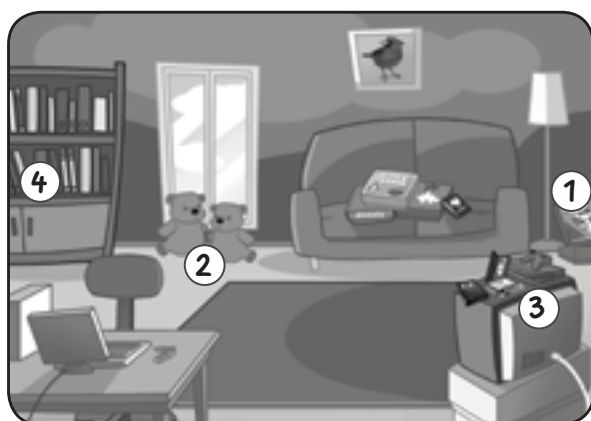


### 2 Look and write. baby uncle cousin aunt



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

### 3 Look and write. on in next to between



1. The board games are \_\_\_\_\_ the lamp.

2. The teddy bears are \_\_\_\_\_ the bookcase and the sofa.

3. The computer games are \_\_\_\_\_ the TV.

4. The books are \_\_\_\_\_ the bookcase.

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



a

b

c

d

Name \_\_\_\_\_

Total 

## Test

## 1 Read and write.

sixty    fifty-five    eighty    hundred

- I have got (55) \_\_\_\_\_ pens.
- He has got (60) \_\_\_\_\_ buses.
- We have got a (100) \_\_\_\_\_ books.
- She has got (80) \_\_\_\_\_ rubbers.

## 2 Look and circle.



- He **has got** / **hasn't got** a lizard.



- I **have got** / **haven't got** curly hair.



- She **has got** / **hasn't got** a rabbit.



- I **have got** / **haven't got** short hair.

## 3 Look and answer.



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

- Has she got a pet frog? \_\_\_\_\_.
- Has she got straight hair? \_\_\_\_\_.
- Has he got a pet rabbit? \_\_\_\_\_.
- Has he got small ears? \_\_\_\_\_.



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

a b c d

Name \_\_\_\_\_

Total  20

## 1 Look and write. Its Their



1.

\_\_\_\_\_ wings are big.



2.

\_\_\_\_\_ hair is curly.



3.

\_\_\_\_\_ tails are long.



4.

\_\_\_\_\_ ears are big.

 4

## 2 Look and circle.



1.

1. It **can** / **can't** fly.

2.

2. He **can** / **can't** swim.

3.

3. They **can** / **can't** climb.

4.

4. He **can** / **can't** jump. 43 Listen and number (1-4). a b c d  4

## 4 Answer about yourself. Yes, I can No, I can't

1. Can you swim? \_\_\_\_\_.

2. Can you fly? \_\_\_\_\_.

3. Can you jump? \_\_\_\_\_.

4. Can you climb a tree? \_\_\_\_\_.

 8

Name \_\_\_\_\_

Total 

## Test

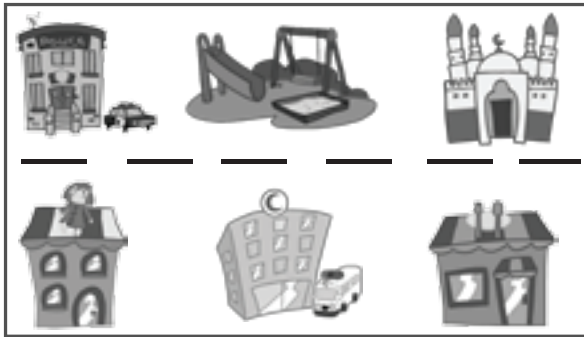
## 1 Look and match.



- a. It's sunny.    b. It's raining.    c. It's cold.    d. It's cloudy.

## 2 Look and write.

opposite    between    next to



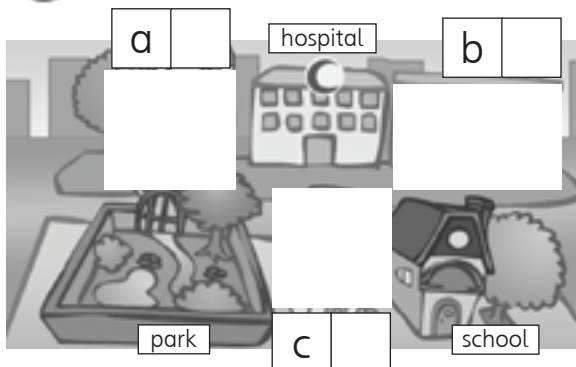
1. The police station is \_\_\_\_\_ the playground.  
 2. The hospital is \_\_\_\_\_ the toy shop and the restaurant.  
 3. The mosque is \_\_\_\_\_ the restaurant.

## 3 Read and write.

There is    There are

1. \_\_\_\_\_ a pet shop.    3. \_\_\_\_\_ two hospitals.  
 2. \_\_\_\_\_ two schools.    4. \_\_\_\_\_ a park.

## 4 Listen and number (1-3).



1. toy shop  
 2. mosque  
 3. restaurant

## 5 Look at activity 4. Then, read and circle.

1. Is there a mosque?  
**Yes, there is. / No, there isn't.**  
 2. Is there a library?  
**Yes, there is. / No, there isn't.**  
 3. Is there a park?  
**Yes, there is. / No, there isn't.**



Name \_\_\_\_\_

Total  40

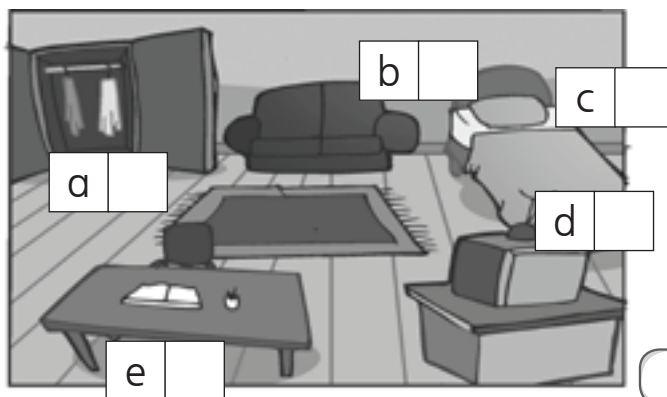
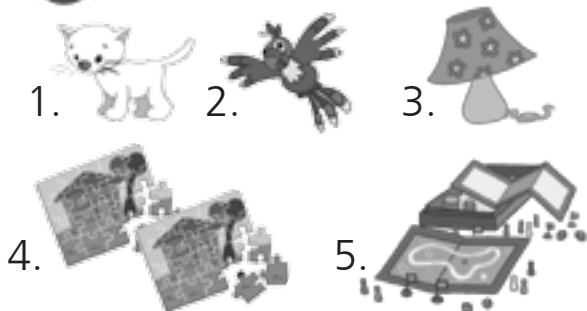
# Test 1-4

## 1 Read and circle.

- 1. Hippos **can** / **can't** talk.
- 2. Snakes **can** / **can't** run.
- 3. Monkeys **can** / **can't** climb.
- 4. Rabbits **can** / **can't** jump.
- 5. Zebras **can** / **can't** run.
- 6. Tigers **can** / **can't** fly.
- 7. Penguins **can** / **can't** swim.

7

## 2 Listen and write (1-5).



5

## 3 Who's that? Look and write.    cousin    sister    uncle    aunt    grandmother



1. He's my \_\_\_\_\_.



4. He's my \_\_\_\_\_.



2. She's my \_\_\_\_\_.



5. She's my \_\_\_\_\_.



3. She's my \_\_\_\_\_.

5

## 4 Read, look and write.    has got    hasn't got



- 1. She \_\_\_\_\_ a snake.
- 2. She \_\_\_\_\_ a rabbit.
- 3. She \_\_\_\_\_ a parrot.
- 4. He \_\_\_\_\_ a lizard.
- 5. He \_\_\_\_\_ a frog.
- 6. He \_\_\_\_\_ a fish.



6

**5** Look and match.



a. 53



b. 70



c. 100



d. 90

1. ninety hippos   2. seventy sheep   3. a hundred goats   4. fifty-three camels

4

**6** Read, look and write.

Yes, there is   No, there isn't



1. Is there a supermarket in the town?

\_\_\_\_\_.

2. Is there a hospital in the town?

\_\_\_\_\_.

3. Is there a library in the town?

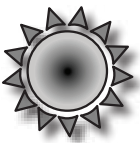
\_\_\_\_\_.

4. Is there a restaurant in the town?

\_\_\_\_\_.

4

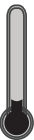
**7** Listen and number (1-4).



a



b



c



d

4

**8** Answer about yourself.

1. Have you got long hair?

\_\_\_\_\_.

2. Has your father got straight hair?

\_\_\_\_\_.

3. Can you swim?

\_\_\_\_\_.

4. Can your brother run?

\_\_\_\_\_.

5. What's the weather like?

\_\_\_\_\_.

5



### Test 1 (Tracks 70-71, CD2)

#### Activity 1

- Boy:** Where's my father? Is he in the kitchen?  
**Man:** No, he isn't. He's in the living room.
- Boy:** Where is my brother?  
**Man:** He's in the bathroom.
- Boy:** Where's my sister?  
**Man:** She isn't in the bedroom.  
She's in the kitchen.
- Boy:** Where's my mother?  
**Man:** She's in the bedroom.

#### Activity 4

- Man:** Is she your mother?  
**Boy:** No, she isn't. She's my aunt.
- Man:** Is she your sister?  
**Boy:** Yes, she is.
- Man:** Is he your father?  
**Boy:** No, he isn't. He's my uncle.
- Man:** Is he your brother?  
**Boy:** No, he isn't. He's my friend.

### Test 2 (Track 72, CD2)

#### Activity 4

##### Man

- She has got straight hair. Her nose is big.  
Her ears are small.
- He has got curly hair. His ears are small.  
His nose is big.
- She has got curly hair. Her ears are big.  
Her nose is small.
- He has got straight hair. His ears are big.  
His nose is small.

### Test 3 (Track 73, CD2)

#### Activity 3

##### Man

- Its head is small and its tail is long. It has got wings. It can fly and it can talk, too.
- Its mouth is big. It has got short legs, but it can swim.
- Its wings are small. It can jump, but it can't fly.
- Its tail is long. It can climb a tree, but it can't fly.

### Test 4 (Track 74, CD2)

#### Activity 4

- Woman:** Where's the toy shop?  
**Girl:** The toy shop is between the park and the school.
- Woman:** Where's the mosque?  
**Girl:** The mosque is opposite the park.
- Woman:** Where's the restaurant?  
**Girl:** The restaurant is next to the hospital, opposite the school.

### Test 1-4 (Tracks 75-76, CD2)

#### Activity 2

- Woman:** Where's the cat?  
**Girl:** It's on the TV.
- Woman:** Where's the parrot?  
**Girl:** It's in the wardrobe.
- Woman:** Where's the lamp?  
**Girl:** It's between the sofa and the bed.
- Woman:** Where are the jigsaw puzzles?  
**Girl:** They are next to the bed.
- Woman:** Where are the board games?  
**Girl:** They are under the desk.

#### Activity 7

- Man:** What's the weather like?  
**Boy:** It's cold.
- Man:** What's the weather like?  
**Boy:** It's sunny.
- Man:** What's the weather like?  
**Boy:** It's windy.
- Man:** What's the weather like?  
**Boy:** It's raining.



# Phonics cards

dates

cakes

white

rice

rose

home

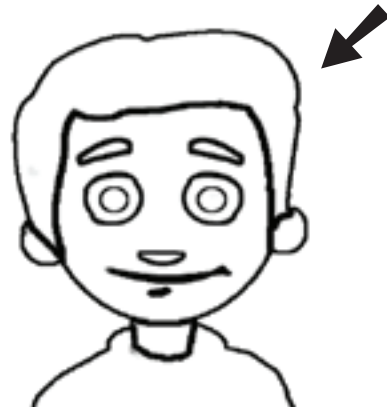
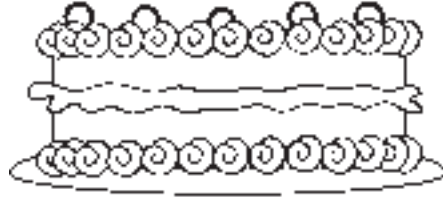
eat

teacher

head

bread





room

food

look

book

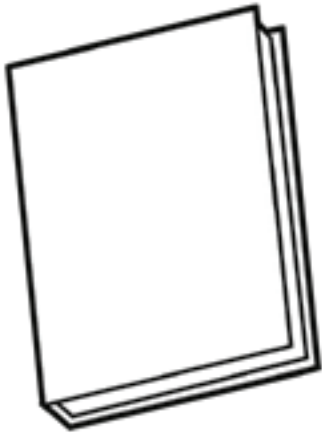
cute

computer

jumper

duck





cats

rabbits

birds

hens

dresses

foxes

ch

ch

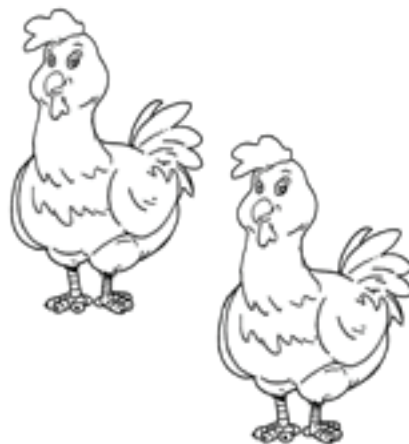
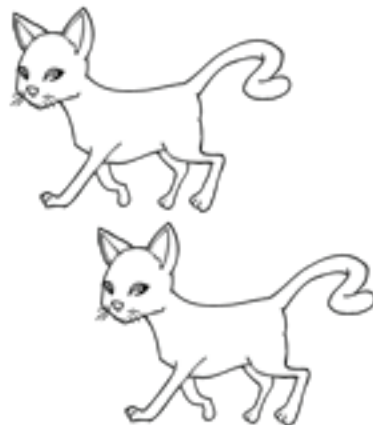
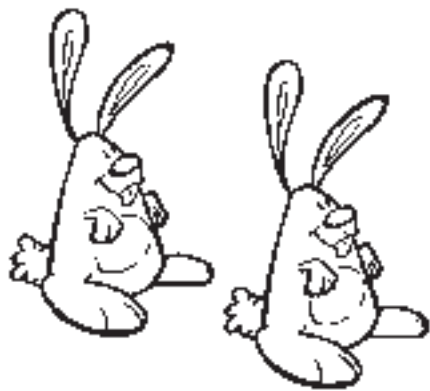
ch

sh

sh

sh





wh

wh

ph

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pl

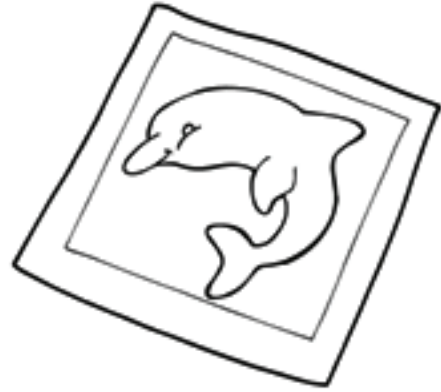
pl

cl

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## Track list for Student's CD/CD-ROM

Track	Module	Activity	Track	Module	Activity
1	Titles			(Workbook)	2. Listen and number
2	Hello		47	3 Phonics Plurals <b>s /s/, s /z/, es /ɪz/</b> (Workbook)	3. Listen and match Vocabulary
3	1 Phonics <b>dates - white - rose</b>	1. Look and listen	48	3 A chant	1. Listen and match
4	1 Phonics <b>dates - white - rose</b>	1. Listen and say	49	3 A chant	Vocabulary
5	1 Phonics <b>dates - white - rose</b> (Workbook)	2. Listen and chant	50	3 Smart kids	1. Listen and match
6	1 Phonics <b>dates - white - rose</b> (Workbook)	1. Listen, say and circle	51	3 Smart kids	Vocabulary
7	1 Phonics <b>dates - white - rose</b> (Workbook)	2. Listen and number	52	3 Our world	1. Look and listen
8	1 A chant	3. Listen, say and write	53	3 Our world	Vocabulary
9	1 A chant	Vocabulary	54	3 Let's play	1. Look and listen
10	1 Smart kids	1. Listen and match	55	3 Phonics <b>chimp - sheep</b>	Vocabulary
11	1 Smart kids	Vocabulary	56	3 Phonics <b>chimp - sheep</b>	1. Listen and say
12	1 Comic	1. Look and listen	57	3 Phonics <b>chimp - sheep</b> (Workbook)	2. Listen and chant
13	1 Comic	Vocabulary	58	3 Phonics <b>chimp - sheep</b> (Workbook)	1. Listen, say and circle
14	1 Let's play	1. Look and listen	59	3 Phonics <b>chimp - sheep</b> (Workbook)	2. Listen and number
15	1 Phonics <b>teacher - bread</b>	Vocabulary	60	3 Story time	3. Listen, say and complete
16	1 Phonics <b>teacher - bread</b>	1. Listen and say	61	3 Revision (Workbook)	1. Look and listen
17	1 Phonics <b>teacher - bread</b> (Workbook)	2. Listen and chant	62	3 Project	1. Listen and number
18	1 Phonics <b>teacher - bread</b> (Workbook)	1. Listen, say and circle	63	3 Project (Workbook)	1. Listen and read
19	1 Story time	2. Listen and number	64	3 Phonics revision	1. Look and listen
20	1 Project	1. Look and listen	65	3 Smart Time 3	1. Listen and say
21	1 Phonics revision	1. Listen and read	66	3 Smart Time 3	Vocabulary
22	1 Smart Time 1	1. Listen and say	67	4 Phonics <b>whale - dolphin</b>	1. Look and listen
23	2 Phonics <b>food - book</b>	1. Look and listen	68	4 Phonics <b>whale - dolphin</b>	1. Listen and say
24	2 Phonics <b>food - book</b>	1. Listen and read	69	4 Phonics <b>whale - dolphin</b> (Workbook)	2. Listen and chant
25	2 Phonics <b>food - book</b> (Workbook)	1. Listen and say	70	4 Phonics <b>whale - dolphin</b> (Workbook)	1. Listen, say and circle
26	2 Phonics <b>food - book</b> (Workbook)	2. Listen and chant	71	4 Phonics <b>whale - dolphin</b> (Workbook)	2. Listen and match
27	2 A chant	1. Listen, say and circle	72	4 A chant	3. Listen, say and complete
28	2 A chant	2. Listen and number	73	4 A chant	Vocabulary
29	2 Smart kids	Vocabulary	74	4 Smart kids	1. Listen and match
30	2 Smart kids	1. Listen and match	75	4 Smart kids	Vocabulary
31	2 Our world	Vocabulary	76	4 Smart kids	1. Look and listen
32	2 Our world	1. Look and listen	77	4 Our world	Vocabulary
33	2 Let's play	1. Look and listen	78	4 Our world (Workbook)	1. Look and listen
34	2 Let's play	1. Listen and say	79	4 Let's play (Workbook)	1. Listen and number
35	2 Phonics <b>computer - duck</b>	2. Listen and chant	80	4 Phonics <b>playground - climb</b>	1. Listen and match
36	2 Phonics <b>computer - duck</b>	1. Listen, say and circle	81	4 Phonics <b>playground - climb</b>	1. Listen and say
37	2 Phonics <b>computer - duck</b> (Workbook)	2. Listen and number	82	4 Phonics <b>playground - climb</b> (Workbook)	2. Listen and chant
38	2 Phonics <b>computer - duck</b> (Workbook)	1. Listen, say and circle	83	4 Phonics <b>playground - climb</b> (Workbook)	1. Listen, say and circle
39	2 Story time	2. Listen and number	84	4 Phonics <b>playground - climb</b> (Workbook)	2. Listen and match
40	2 Project	1. Look and listen	85	4 Story time	3. Listen, say and complete
41	2 Phonics revision	1. Listen and read	86	4 Project	1. Look and listen
42	2 Smart Time 2	1. Listen and say	87	4 Phonics revision	3. Listen and read
43	3 Phonics Plurals <b>s /s/, s /z/, es /ɪz/</b>	1. Look and listen	88	4 Smart Time 4	1. Listen and say
44	3 Phonics Plurals <b>s /s/, s /z/, es /ɪz/</b>	1. Listen and say	89	4 Smart Time 4	Vocabulary
45	3 Phonics Plurals <b>s /s/, s /z/, es /ɪz/</b> (Workbook)	2. Listen and chant			1. Look and listen
46	3 Phonics Plurals <b>s /s/, s /z/, es /ɪz/</b>	1. Listen, say and circle			

## Track list for Class CDs

Track	Module	Activity	Track	Module	Activity
1	Titles		1	Titles	
2	Hello	Activity 1	2	<b>3</b> Phonics cats-birds-dresses	Activity 1
3	Hello	Activity 2	3	<b>3</b> Phonics cats-birds-dresses - Chant	Activity 2
4	Hello	Activity 5	4	<b>3</b> Phonics cats-birds-dresses - Poem	Activity 2
5	Hello	Activity 6	5	<b>3</b> Phonics cats-birds-dresses	Workbook act. 1
6	Hello	Workbook act. 4	6	<b>3</b> Phonics cats-birds-dresses	Workbook act. 2
7	<b>1</b> Phonics <b>dates-white-rose</b>	Activity 1	7	<b>3</b> Phonics cats-birds-dresses	Workbook act. 3
8	<b>1</b> Phonics <b>dates-white-rose</b> - Chant	Activity 2	8	<b>3</b> A chant	Vocabulary
9	<b>1</b> Phonics <b>dates-white-rose</b> - Poem	Activity 2	9	<b>3</b> A chant - Chant	Activity 1
10	<b>1</b> Phonics <b>dates-white-rose</b>	Workbook act. 1	10	<b>3</b> A chant - Poem	Activity 1
11	<b>1</b> Phonics <b>dates-white-rose</b>	Workbook act. 2	11	<b>3</b> A chant	Activity 2
12	<b>1</b> Phonics <b>dates-white-rose</b>	Workbook act. 3	12	<b>3</b> Smart Kids	Vocabulary
13	<b>1</b> A chant	Vocabulary	13	<b>3</b> Smart Kids	Activity 1
14	<b>1</b> A chant - Chant	Activity 1	14	<b>3</b> Smart Kids	Activity 2
15	<b>1</b> A chant - Poem	Activity 1	15	<b>3</b> Smart Kids	Activity 3
16	<b>1</b> Smart Kids	Vocabulary	16	<b>3</b> Our world	Vocabulary
17	<b>1</b> Smart Kids	Activity 1	17	<b>3</b> Our world	Activity 1
18	<b>1</b> Smart Kids	Activity 2	18	<b>3</b> Our world	Activity 3
19	<b>1</b> Smart Kids	Activity 4	19	<b>3</b> Our world	Activity 4
20	<b>1</b> Comic	Vocabulary	20	<b>3</b> Let's Play	Vocabulary
21	<b>1</b> Comic	Activity 1	21	<b>3</b> Let's Play	Activity 1
22	<b>1</b> Comic	Activity 2	22	<b>3</b> Phonics <b>chimp-sheep</b>	Activity 1
23	<b>1</b> Comic	Activity 4	23	<b>3</b> Phonics <b>chimp-sheep</b> - Chant	Activity 2
24	<b>1</b> Let's play	Vocabulary	24	<b>3</b> Phonics <b>chimp-sheep</b> - Poem	Activity 2
25	<b>1</b> Let's play	Activity 1	25	<b>3</b> Phonics <b>chimp-sheep</b>	Workbook act. 1
26	<b>1</b> Phonics <b>teacher-bread</b>	Activity 1	26	<b>3</b> Phonics <b>chimp-sheep</b>	Workbook act. 2
27	<b>1</b> Phonics <b>teacher-bread</b> - Chant	Activity 2	27	<b>3</b> Phonics <b>chimp-sheep</b>	Workbook act. 3
28	<b>1</b> Phonics <b>teacher-bread</b> - Poem	Activity 2	28	<b>3</b> Story Time	Activity 1
29	<b>1</b> Phonics <b>teacher-bread</b>	Workbook act. 1	29	<b>3</b> Revision	Workbook act. 1
30	<b>1</b> Phonics <b>teacher-bread</b>	Workbook act. 2	30	<b>3</b> Project	Activity 1
31	<b>1</b> Story Time	Activity 1	31	<b>3</b> Project - Chant	Workbook act. 1
32	<b>1</b> Revision	Activity 2	32	<b>3</b> Project - Poem	Workbook act. 1
33	<b>1</b> Project	Activity 1	33	<b>3</b> Phonics Revision	Activity 1
34	<b>1</b> Phonics Revision	Activity 1	34	<b>3</b> Phonics Revision	Activity 2
35	<b>1</b> Phonics Revision	Activity 2	35	Smart Time 3	Vocabulary
36	Smart Time 1	Activity 1	36	Smart Time 3	Activity 1
37	<b>2</b> Phonics <b>food-book</b>	Activity 1	37	<b>4</b> Phonics <b>whale-dolphin</b>	Activity 1
38	<b>2</b> Phonics <b>food-book</b> - Chant	Activity 2	38	<b>4</b> Phonics <b>whale-dolphin</b> - Chant	Activity 2
39	<b>2</b> Phonics <b>food-book</b> - Poem	Activity 2	39	<b>4</b> Phonics <b>whale-dolphin</b> - Poem	Activity 2
40	<b>2</b> Phonics <b>food-book</b>	Workbook act. 1	40	<b>4</b> Phonics <b>whale-dolphin</b>	Workbook act. 1
41	<b>2</b> Phonics <b>food-book</b>	Workbook act. 2	41	<b>4</b> Phonics <b>whale-dolphin</b>	Workbook act. 2
42	<b>2</b> A chant	Vocabulary	42	<b>4</b> Phonics <b>whale-dolphin</b>	Workbook act. 3
43	<b>2</b> A chant - Chant	Activity 1	43	<b>4</b> A chant	Vocabulary
44	<b>2</b> A chant - Poem	Activity 1	44	<b>4</b> A chant - Chant	Activity 1
45	<b>2</b> Smart Kids	Vocabulary	45	<b>4</b> A chant - Poem	Activity 1
46	<b>2</b> Smart Kids	Activity 1	46	<b>4</b> Smart Kids	Vocabulary
47	<b>2</b> Smart Kids	Activity 2	47	<b>4</b> Smart Kids	Activity 1
48	<b>2</b> Smart Kids	Activity 4	48	<b>4</b> Smart Kids	Activity 3
49	<b>2</b> Our world	Vocabulary	49	<b>4</b> Smart kids	Activity 4
50	<b>2</b> Our world	Activity 1	50	<b>4</b> Our world	Vocabulary
51	<b>2</b> Our world	Activity 3	51	<b>4</b> Our world	Activity 1
52	<b>2</b> Our world	Activity 4	52	<b>4</b> Our world	Activity 3
53	<b>2</b> Let's Play	Vocabulary	53	<b>4</b> Our world	Workbook act. 1
54	<b>2</b> Let's Play	Activity 1	54	<b>4</b> Let's Play	Activity 2
55	<b>2</b> Let's Play	Activity 2	55	<b>4</b> Let's Play	Workbook act. 1
56	<b>2</b> Phonics <b>computer-duck</b>	Activity 1	56	<b>4</b> Phonics <b>playground-climb</b>	Activity 1
57	<b>2</b> Phonics <b>computer-duck</b> - Chant	Activity 2	57	<b>4</b> Phonics <b>playground-climb</b> - Chant	Activity 2
58	<b>2</b> Phonics <b>computer-duck</b> - Poem	Activity 2	58	<b>4</b> Phonics <b>playground-climb</b> - Poem	Activity 2
59	<b>2</b> Phonics <b>computer-duck</b>	Workbook act. 1	59	<b>4</b> Phonics <b>playground-climb</b>	Workbook act. 1
60	<b>2</b> Phonics <b>computer-duck</b>	Workbook act. 2	60	<b>4</b> Phonics <b>playground-climb</b>	Workbook act. 2
61	<b>2</b> Story Time	Activity 1	61	<b>4</b> Phonics <b>playground-climb</b>	Workbook act. 3
62	<b>2</b> Revision	Activity 1	62	<b>4</b> Story Time	Activity 1
63	<b>2</b> Project	Activity 1	63	<b>4</b> Revision	Activity 1
64	<b>2</b> Phonics Revision	Activity 1	64	<b>4</b> Project	Activity 2
65	<b>2</b> Phonics Revision	Activity 2	65	<b>4</b> Project	Activity 3
66	Smart Time 2	Activity 1	66	<b>4</b> Phonics Revision	Activity 1
			67	<b>4</b> Phonics Revision	Activity 2
			68	Smart Time 4	Vocabulary
			69	Smart Time 4	Activity 1
			70	Test 1	Activity 1
			71	Test 1	Activity 4
			72	Test 2	Activity 4
			73	Test 3	Activity 3
			74	Test 4	Activity 4
			75	Test 1-4	Activity 2
			76	Test 1-4	Activity 7

# Suggested Pacing Chart for Smart Class 3

This weekly pacing chart has 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 *Phonics and A chant*)
- 1 session (1st module *Smart kids*)
- 1 session (1st module *Comic / Our world*)
- 1 session (1st module *Let's play and Phonics*)
- 1 session (1st module *Story*)
- 1 session (1st module *Revision and Project*)
- 1 session (*Phonics 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
<b>Session 1</b>	<ul style="list-style-type: none"> <li>• Do in class <i>Hello</i> (SB pp.4-5).</li> <li>• Introduce the vowel sounds <i>a, i, o</i> (SB p.6).</li> <li>• Ask Ss to listen to the Student's CD at home, so that they can repeat and memorise the vowel sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin the activities from the Workbook section (pages 74-77). If you do not have time to complete all the activities, assign some of them for homework.</li> </ul>
<b>Session 2</b>	<ul style="list-style-type: none"> <li>• Do in class <i>A chant</i> (SB p.7).</li> <li>• Check homework if any.</li> </ul>	<ul style="list-style-type: none"> <li>• Do the activities from the Workbook section (page 78).</li> </ul>

## Week 2

Sessions	Student's Book	Workbook
<b>Session 1</b>	<ul style="list-style-type: none"> <li>• Do in class <i>Smart kids</i> (SB pp.8-9).</li> </ul>	<ul style="list-style-type: none"> <li>• Do the activities from the Workbook section (page 79).</li> </ul>
<b>Session 2</b>	<ul style="list-style-type: none"> <li>• Do in class <i>Comic</i> (SB pp.10-11).</li> </ul>	<ul style="list-style-type: none"> <li>• Do the activities from the Workbook section (page 80).</li> </ul>

## Week 3

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> <li>Do in class <i>Let's play</i> (SB p.12).</li> <li>Introduce the vowel sounds ea /i:/ - ea /e/ (SB p.13).</li> </ul>	<ul style="list-style-type: none"> <li>Begin the activities from the Workbook section (pages 81-83). If you do not have time to complete all the activities, assign some of them for homework.</li> </ul>
Session 2	<ul style="list-style-type: none"> <li>Check homework if any.</li> <li>Do in class <i>Story time</i> (SB pp.14 – 15).</li> </ul>	<ul style="list-style-type: none"> <li>Do the activities from the Workbook section (page 84).</li> </ul>

## Week 4

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> <li>Do in class <i>Revision and Project</i> (SB pp.16-17).</li> </ul>	<ul style="list-style-type: none"> <li>Begin the activities from the Workbook section (pages 85-87). If you do not have time to complete all the activities, assign some of them for homework.</li> </ul>
Session 2	<ul style="list-style-type: none"> <li>Check homework if any.</li> <li>Do in class <i>Phonics Revision and Smart Time 1</i> (SB pp.18-19).</li> </ul>	_____

## Week 5

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> <li>Do in class Test 1 (Teacher's Manual p.97). Allow only 30 minutes for students to complete the test.</li> <li>Do in class <i>Phonics oo /u:/ and oo /o/</i> (SB p.20) and <i>A chant</i> (SB p.21).</li> </ul>	<ul style="list-style-type: none"> <li>Begin the activities from the Workbook section (pages 88-90). If you do not have time to complete all the activities, assign some of them for homework.</li> </ul>
Session 2	<ul style="list-style-type: none"> <li>Check homework if any.</li> <li>Do in class <i>Smart kids</i> (SB pp.22-23).</li> </ul>	<ul style="list-style-type: none"> <li>Do the activities from the Workbook section (page 91).</li> </ul>

## Week 6

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> <li>Do in class <i>Our world</i> (SB pp.24-25).</li> </ul>	<ul style="list-style-type: none"> <li>Do the activities from the Workbook section (page 92).</li> </ul>
Session 2	<ul style="list-style-type: none"> <li>Do in class <i>Let's play and Phonics u /ju/ - u /ʌ/</i> (SB pp.26-27).</li> </ul>	<ul style="list-style-type: none"> <li>Begin the activities from the Workbook section (pages 93-95). If you do not have time to complete all the activities, assign some of them for homework.</li> </ul>

## Week 7

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> <li>Check homework if any.</li> <li>Do in class <i>Story time</i> (SB. pp.28-29).</li> </ul>	<ul style="list-style-type: none"> <li>Do the activities from the Workbook section (page 96).</li> </ul>
Session 2	<ul style="list-style-type: none"> <li>Do in class <i>Revision and Project</i> (SB pp.30-31).</li> </ul>	<ul style="list-style-type: none"> <li>Begin the activities from the Workbook section (pages 97-99). If you do not have time to complete all the activities, assign some of them for homework.</li> </ul>

## Week 8

Sessions	Student's Book	Workbook
<b>Session 1</b>	<ul style="list-style-type: none"> <li>• Check homework if any.</li> <li>• Do in class <i>Phonics revision</i> and <i>Smart Time 2</i> (SB pp.32-33).</li> <li>• Do in class Test 2 (Teacher's Manual p. 98). Allow only 30 minutes for students to complete the test.</li> </ul>	_____
<b>Session 2</b>	<ul style="list-style-type: none"> <li>• Do in class <i>Phonics Plurals s /s/ s/z/ es /iz/</i> (SB p.34).</li> <li>• Do in class <i>A chant</i> (SB p.35).</li> </ul>	<ul style="list-style-type: none"> <li>• Begin the activities from the Workbook section (pages 100-102). If you do not have time to complete all the activities, assign some of them for homework.</li> </ul>

## Week 9

Sessions	Student's Book	Workbook
<b>Session 1</b>	<ul style="list-style-type: none"> <li>• Check homework if any.</li> <li>• Do in class <i>Smart kids</i> (SB pp.36-37).</li> </ul>	<ul style="list-style-type: none"> <li>• Do the activities from the Workbook section (page 103).</li> </ul>
<b>Session 2</b>	<ul style="list-style-type: none"> <li>• Do in class <i>Our world</i> (SB pp.38-39).</li> </ul>	<ul style="list-style-type: none"> <li>• Do the activities from the Workbook section (page 104).</li> </ul>

## Week 10

Sessions	Student's Book	Workbook
<b>Session 1</b>	<ul style="list-style-type: none"> <li>• Do in class <i>Let's play</i> and <i>Phonics ch-sh</i> (SB pp.40-41).</li> </ul>	<ul style="list-style-type: none"> <li>• Begin the activities from the Workbook section (pages 105-107). If you do not have time to complete all the activities, assign them for homework.</li> </ul>
<b>Session 2</b>	<ul style="list-style-type: none"> <li>• Check homework if any.</li> <li>• Do in class <i>Story time</i> (SB pp.42-43).</li> </ul>	<ul style="list-style-type: none"> <li>• Do the activities from the Workbook section (page 108).</li> </ul>

## Week 11

Sessions	Student's Book	Workbook
<b>Session 1</b>	<ul style="list-style-type: none"> <li>• Do in class <i>Revision</i> and <i>Project</i> (SB pp.44-45).</li> </ul>	<ul style="list-style-type: none"> <li>• Begin the activities from the Workbook section (pages 109-111). If you do not have time to complete all the activities, assign some of them for homework.</li> </ul>
<b>Session 2</b>	<ul style="list-style-type: none"> <li>• Check homework if any.</li> <li>• Do in class <i>Phonics revision</i> and <i>Smart Time 3</i> (SB pp.46-47).</li> </ul>	_____

## Week 12

Sessions	Student's Book	Workbook
<b>Session 1</b>	<ul style="list-style-type: none"> <li>• Do in class Test 3 (Teacher's Manual p.99). Allow only 30 minutes for students to complete the test.</li> <li>• Do in class <i>Phonics wh-ph</i> (SB p.48).</li> </ul>	<ul style="list-style-type: none"> <li>• Begin the activities from the Workbook section (pages 112-113). If you do not have time to complete all the activities, assign some of them for homework.</li> </ul>
<b>Session 2</b>	<ul style="list-style-type: none"> <li>• Check homework if any.</li> <li>• Do in class <i>A chant</i> (SB p.49).</li> </ul>	<ul style="list-style-type: none"> <li>• Do the activities from the Workbook section (page 114).</li> </ul>

## Week 13

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> <li>Do in class <i>Smart kids</i> (SB pp.50-51).</li> </ul>	<ul style="list-style-type: none"> <li>Do the activities from the Workbook section (page 115).</li> </ul>
Session 2	<ul style="list-style-type: none"> <li>Do in class <i>Our world</i> (SB pp.52-53).</li> </ul>	<ul style="list-style-type: none"> <li>Do the activities from the Workbook section (page 116).</li> </ul>

## Week 14

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> <li>Do in class <i>Let's play</i> and <i>Phonics pl-cl</i> (pp.54-55).</li> </ul>	<ul style="list-style-type: none"> <li>Begin the activities from the Workbook section (pages 117-119). If you do not have time to complete all the activities, assign some of them for homework.</li> </ul>
Session 2	<ul style="list-style-type: none"> <li>Check homework if any.</li> <li>Do in class <i>Story time</i> (SB pp.56-57).</li> </ul>	<ul style="list-style-type: none"> <li>Do the activities from the Workbook section (page 120).</li> </ul>

## Week 15

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> <li>Check homework if any.</li> <li>Do in class <i>Revision</i> and <i>Project</i> (SB pp.58-59).</li> </ul>	<ul style="list-style-type: none"> <li>Begin the activities from the Workbook section (pages 121-123). If you do not have time to complete all the activities, assign some of them for homework.</li> <li>Play the board game (pages 124-125).</li> </ul>
Session 2	<ul style="list-style-type: none"> <li>Check homework if any.</li> <li>Do in class <i>Phonics revision</i> and <i>Smart Time 4</i> (SB pp.60-61).</li> <li>Do in class Test 4 and Test 1-4 (Teacher's Manual pp.100-102). Do as many exercises as you have time in class for practice.</li> </ul>	

## 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 five students will be able to:	Term 1	Term 2	الرمز Code
		Page number	Page number	
x	Recognise short and long vowels: (a, /eɪ/ as in "dates", i, /aɪ/ as in "rice", o, /əʊ/ as in "rose", ea, /i:/ as in "teacher", ea, /e/ as in "bread", oo, /u:/ as in "food", oo, /ʊ/ as in "book", u, /ju:/ as in "computer", u, /ʌ/ as in "duck").	6, 13, 20, 27		1/7/5
x	Recognise and differentiate between the endings of plural nouns (/s/ as in "cats", /z/ as in "birds", /ɪz/ as in "dresses").	34		2/7/5
x	Recognise and produce some English digraphs (ch, /tʃ/ as in "chair", sh, /ʃ/ as in "sheep", ph, /f/ as in "photo", wh, /w/ as in "white").	41, 48		3/7/5
x	Recognise and produce some consonant blends (/pl, /p/ as in "plane", cl, /k/ as in "clap").	55		4/7/5
x	Recognise and produce some English consonant blends (cr, /kr/ as in "crisps", gr, /gr/ as in "green", fr, /fr/ as in "friend", pr, /pr/ as in "prince" (1), bl, /bl/ as in "black", gl, /gl/ as in "glass", fl, /fl/ as in "fly", sl, /sl/ as in "sleep") (2).		(1) 4, 18 (2) 46,53	5/7/5
x	Recognise and produce some English consonant blends (br, /br/ as in "brown", dr, /dr/ as in "dress", tr, /tr/ as in "tree", st, /st/ as in "star" (1), sp, /sp/ as in "spoon", sn, /sn/ as in "snake", sm, /sm/ as in "small", sw, /sw/ as in "swim") (2).		(1) 11,25 (2) 32,39	6/7/5
x	Ask questions using <i>What, Who, Where</i> .	5, 7, 8, 10-12		7/7/5
	Identify irregular plural nouns.	5,40		8/7/5
	Use the intensifier <i>very</i> .	31		9/7/5
x	Introduce people to each other, e.g. <i>This is Abdullah</i> .	4,8,31		10/7/5
x	Identify and talk about people using the verb <i>to be</i> .	4,7-10,12		11/7/5
x	Identify and talk about toys, games and classroom objects.	5,10,11, 12,21		12/7/5
x	Identify and talk about rooms/items in a house.	7,10-12		13/7/5
x	Describe location using prepositions of place ( <i>in, on, under, next to, between</i> ).	10-12		14/7/5
x	Describe physical appearance.	24-26		15/7/5
x	Express possession using the verb <i>to have</i> and <i>my/your/his/her/our</i> .	21-26		16/7/5
	Describe animals using possessive adjectives ( <i>its, their</i> ).	35		17/7/5
x	Talk about ability ( <i>can/can't</i> ).	36-40		18/7/5
	Ask about number using <i>How many ...?</i>	40		19/7/5
	Identify and talk about places in a town and their location using <i>there is, there are</i> and <i>next to, opposite, between</i> .	49-51,54		20/7/5
x	Talk about the weather.	52-53		21/7/5
x	Talk about likes and dislikes.		5-7	22/7/5
	Talk about food using <i>want</i> and describe different kinds of food and drink using adjectives (e.g. <i>hot/cold/sweet/sour/salty</i> ).		7-9	23/7/5
x	Make suggestions using <i>Let's</i> .		19	24/7/5
x	Ask about and tell the time ( <i>o'clock</i> only).		20-23	25/7/5
	Identify and talk about the days of the week, months and seasons.		19-24	26/7/5
x	Ask and respond to simple sentences about everyday activities in the Present Simple tense using the first and second person singular.		22,23,37	27/7/5
x	Greet someone politely at different times of the day, e.g. <i>Good morning/afternoon/evening. Say Goodbye/Good night</i> .		20,21	28/7/5
x	Identify and talk about different times of the day (morning, afternoon, evening, night).		20,21	29/7/5
x	Identify prepositions of time ( <i>in, on, at</i> ).		22,23,34, 35,37,38	30/7/5
	Ask about activities happening at the moment of speaking using the Present Progressive (Affirmative, Negative, Interrogative and short answers).		47-51	31/7/5
x	Identify occupations and talk about what someone does using the Present Simple (Affirmative, Negative, Interrogative and short answers).		33-38	32/7/5
	Ask and answer about possession using the Possessive Case and <i>whose</i> .		52	33/7/5
	Identify and talk about clothes.		48,49,52	34/7/5
x	Follow a short simple text while listening to the audio recording.	8,14, 15,etc.	50,54,55, etc.	35/7/5

Listening and Speaking



الحد الأساسي		Term 1	Term 2	الرمز	
		Page number	Page number	Code	
x	Reading	By the end of grade five students will be able to:			
		21		36/7/5	
			24	37/7/5	
x		17,31,etc.	15,43,etc.	38/7/5	
x		14,15, etc.	40,41,etc.	39/7/5	
x	Writing	Spell accurately a small number of high frequency words.		40/7/5	
x		5			
x		74,86,98, 110		41/7/5	
x			70,82,94, 106	42/7/5	
x			29	43/7/5	
x			51,79,81, 85,103,etc.	35,63,64, 69,74,etc.	44/7/5
			59		45/7/5
x			62		46/7/5
			17		47/7/5
			45		48/7/5
			15	49/7/5	

### Smart Class 3 Teacher's Manual

H. Q. Mitchell - Marileni Malkogianni

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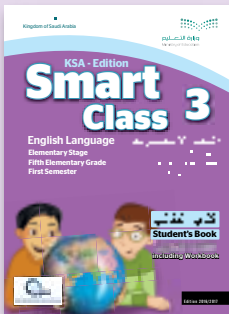
# Smart Class

is an innovative English course that follows the modular approach.

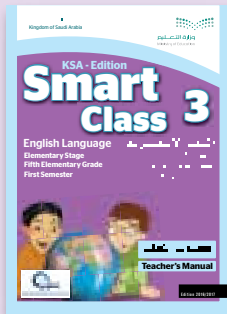
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Teacher's Manual

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