

KSA - Edition

# Smart Class 2

English Language  
Elementary Stage  
Fourth Elementary Grade  
Second Semester

اللغة الإنجليزية  
المرحلة الابتدائية  
الصف الرابع الابتدائي  
الفصل الدراسي الثاني

كتاب المعلم

Teacher's Manual



KSA - Edition  
**Smart Class 2**

H. Q. Mitchell - Marileni Malkogianni

**English Language**  
**Elementary Stage**  
**Fourth Elementary Grade**  
**Second Semester**



**Contents**

Syllabus .....	2
Track list for Class CDs and Student's CD / CD-ROM .....	3
Introduction .....	5
1 Presents .....	8
2 Toys and games .....	28
3 My body .....	48
4 Food .....	68
Picture Dictionary .....	88
Cut-outs .....	89
Tests (photocopiable) .....	95
Listening transcripts for tests .....	101
Phonics cards (photocopiable) .....	102
Pacing chart .....	111
Grade Four Objectives .....	115

Published by



## Smart Class 2 Syllabus

Communication Objectives	Structures	Vocabulary	Cross-curricular Connections	Phonics
<b>Module 1 • Presents p. 4</b>				<b>p</b> /p/ pen pencil
<ul style="list-style-type: none"> <li>- to talk about quantity</li> <li>- to identify and talk about toys</li> <li>- to identify and talk about colours</li> <li>- to identify and talk about clothes</li> </ul>	<p>How many (dolls)? (Two) (dolls). This is for you. Thank you. What are these/those? They're (shirts). What colour are they? They're (pink). Are they (trousers)? Yes, they are. No, they aren't.</p>	<p><b>Toys:</b> doll, teddy bear, yo-yo, present, balloon, <b>Colours:</b> pink, orange, brown, white, black <b>Clothes:</b> hat, shirt, shoes, thobe, jumper, dress, trousers</p>	<p><b>Literature</b> (chant) <b>Social studies</b> (presents) <b>Maths</b> (counting) <b>English</b> (fiction) <b>Art</b> (room poster)</p>	<b>b</b> /b/ book ball
<b>Module 2 • Toys and games p. 18</b>				<b>f</b> /f/ fish fat
<ul style="list-style-type: none"> <li>- to give and follow simple instructions</li> <li>- to identify and talk about toys</li> <li>- to talk about possession</li> <li>- to identify prepositions of location</li> <li>- to ask and answer about location</li> </ul>	<p>(Stand up). I have got a (kite). I haven't got a (plane). Have you got a (car)? Yes, I have. / No, I haven't. Where's the (robot)? It's (on) the bed.</p>	<p><b>Actions:</b> stand up, sit down, turn around, clap your hands <b>Toys:</b> car, kite, bike, plane, robot <b>Prepositions:</b> on, in <b>Nouns:</b> box, bed</p>	<p><b>Literature</b> (chant) <b>P.E.</b> (physical activities) <b>English</b> (fiction) <b>Art</b> (toy poster, drawing, colouring)</p>	<b>v</b> /v/ van vest
<b>Module 3 • My body p. 32</b>				<b>ch</b> /tʃ/ chair teacher
<ul style="list-style-type: none"> <li>- to give and follow simple instructions</li> <li>- to identify and talk about parts of the body</li> <li>- to describe physical appearance</li> </ul>	<p>Don't (touch your nose.) (He) hasn't got (big) (feet). (She) has got (long) (legs). Has (it) got (a long tail)? Yes, (it) has. No, (it) hasn't.</p>	<p><b>Parts of the body:</b> eyes, ears, mouth, nose, head, arms, legs, hands, feet, fingers, toes, teeth, tail <b>Action verbs:</b> touch <b>Adjectives:</b> long</p>	<p><b>Literature</b> (chant) <b>P.E.</b> (physical activities) <b>Science</b> (describing animals) <b>English</b> (fiction) <b>Art</b> (animal puppets, drawing )</p>	<b>sh</b> /ʃ/ fish short
<b>Module 4 • Food p. 46</b>				<b>th</b> /θ/ thirteen thin
<ul style="list-style-type: none"> <li>- to identify and talk about food</li> <li>- to talk about likes and dislikes</li> <li>- to ask and answer about what one likes</li> <li>- to ask for something politely</li> <li>- to thank</li> <li>- to introduce the numbers 16-20</li> <li>- to count to 100 in tens</li> </ul>	<p>I like (apples). I don't like (beans). Do you like (dates)? Yes, I do. / No, I don't. What's your favourite food? (Pasta). Two (bananas), please. Here you are. Thanks.</p>	<p><b>Food:</b> bananas, grapes, dates, strawberries, oranges, carrots, rice, eggs, beans, pizza, ice cream, pasta</p>	<p><b>Literature</b> (chant) <b>Health</b> (food pyramid) <b>Social studies</b> (preferences, being polite) <b>Maths</b> (counting) <b>English</b> (fiction) <b>Art</b> (food plates, food mobile)</p>	<b>th</b> /ð/ this that
<b>Module 3 • My body p. 32</b>				<b>a</b> /æ/ cat hat
<ul style="list-style-type: none"> <li>- to give and follow simple instructions</li> <li>- to identify and talk about parts of the body</li> <li>- to describe physical appearance</li> </ul>	<p>Don't (touch your nose.) (He) hasn't got (big) (feet). (She) has got (long) (legs). Has (it) got (a long tail)? Yes, (it) has. No, (it) hasn't.</p>	<p><b>Parts of the body:</b> eyes, ears, mouth, nose, head, arms, legs, hands, feet, fingers, toes, teeth, tail <b>Action verbs:</b> touch <b>Adjectives:</b> long</p>	<p><b>Literature</b> (chant) <b>P.E.</b> (physical activities) <b>Science</b> (describing animals) <b>English</b> (fiction) <b>Art</b> (animal puppets, drawing )</p>	<b>i</b> /i/ fin fish
<b>Module 4 • Food p. 46</b>				<b>e</b> /e/ red egg
<ul style="list-style-type: none"> <li>- to identify and talk about food</li> <li>- to talk about likes and dislikes</li> <li>- to ask and answer about what one likes</li> <li>- to ask for something politely</li> <li>- to thank</li> <li>- to introduce the numbers 16-20</li> <li>- to count to 100 in tens</li> </ul>	<p>I like (apples). I don't like (beans). Do you like (dates)? Yes, I do. / No, I don't. What's your favourite food? (Pasta). Two (bananas), please. Here you are. Thanks.</p>	<p><b>Food:</b> bananas, grapes, dates, strawberries, oranges, carrots, rice, eggs, beans, pizza, ice cream, pasta</p>	<p><b>Literature</b> (chant) <b>Health</b> (food pyramid) <b>Social studies</b> (preferences, being polite) <b>Maths</b> (counting) <b>English</b> (fiction) <b>Art</b> (food plates, food mobile)</p>	<b>o</b> /ɒ/ fox box
<b>Module 3 • My body p. 32</b>				<b>i</b> /ai/ kite bike
<ul style="list-style-type: none"> <li>- to give and follow simple instructions</li> <li>- to identify and talk about parts of the body</li> <li>- to describe physical appearance</li> </ul>	<p>Don't (touch your nose.) (He) hasn't got (big) (feet). (She) has got (long) (legs). Has (it) got (a long tail)? Yes, (it) has. No, (it) hasn't.</p>	<p><b>Parts of the body:</b> eyes, ears, mouth, nose, head, arms, legs, hands, feet, fingers, toes, teeth, tail <b>Action verbs:</b> touch <b>Adjectives:</b> long</p>	<p><b>Literature</b> (chant) <b>P.E.</b> (physical activities) <b>Science</b> (describing animals) <b>English</b> (fiction) <b>Art</b> (animal puppets, drawing )</p>	<b>o</b> /əʊ/ nose rose
<b>Module 4 • Food p. 46</b>				<b>a</b> /eɪ/ grapes dates
<ul style="list-style-type: none"> <li>- to give and follow simple instructions</li> <li>- to identify and talk about parts of the body</li> <li>- to describe physical appearance</li> </ul>	<p>Don't (touch your nose.) (He) hasn't got (big) (feet). (She) has got (long) (legs). Has (it) got (a long tail)? Yes, (it) has. No, (it) hasn't.</p>	<p><b>Parts of the body:</b> eyes, ears, mouth, nose, head, arms, legs, hands, feet, fingers, toes, teeth, tail <b>Action verbs:</b> touch <b>Adjectives:</b> long</p>	<p><b>Literature</b> (chant) <b>P.E.</b> (physical activities) <b>Science</b> (describing animals) <b>English</b> (fiction) <b>Art</b> (animal puppets, drawing )</p>	<b>e</b> /i:/ teacher read

### Track list for Class CD 1

Track	Module	Activity
1	Titles	
2	1 Phonics pencil - book	Activity 1
3	1 Phonics pencil - book - Chant	Activity 2
4	1 Phonics pencil - book - Poem	Activity 2
5	1 Phonics pencil - book	Workbook act. 1
6	1 Phonics pencil - book	Workbook act. 3
7	1 A chant	Vocabulary
8	1 A chant - Chant	Activity 1
9	1 A chant - Poem	Activity 1
10	1 A chant	Activity 2
11	1 Smart Kids	Vocabulary
12	1 Smart Kids	Activity 1
13	1 Smart Kids	Activity 2
14	1 Smart Kids	Activity 3
15	1 Smart Kids	Workbook act. 1
16	1 Comic	Vocabulary
17	1 Comic	Activity 1
18	1 Comic	Activity 2
19	1 Comic	Activity 3
20	1 Let's play	Vocabulary
21	1 Let's play	Activity 1
22	1 Let's play	Activity 2
23	1 Let's play	Workbook act. 1
24	1 Phonics fish - van	Activity 1
25	1 Phonics fish - van - Chant	Activity 2
26	1 Phonics fish - van - Poem	Activity 2
27	1 Phonics fish - van	Workbook act. 1
28	1 Phonics fish - van	Workbook act. 3
29	1 Story Time	Activity 1
30	1 Story Time	Workbook act. 1
31	1 Revision	Activity 1
32	1 Project - Chant	Workbook act. 1
33	1 Project - Poem	Workbook act. 1
34	1 Phonics Revision	Activity 1
35	1 Phonics Revision	Activity 2
36	Smart Time 1	Activity 1
37	2 Phonics chair - short	Activity 1
38	2 Phonics chair - short - Chant	Activity 2
39	2 Phonics chair - short - Poem	Activity 2
40	2 Phonics chair - short	Workbook act. 1
41	2 Phonics chair - short	Workbook act. 2
42	2 Phonics chair - short	Workbook act. 3
43	2 A chant	Vocabulary
44	2 A chant - Chant	Activity 1
45	2 A chant - Poem	Activity 1

### Track list for Class CDs

46	2 A chant	Activity 2
47	2 Smart Kids	Vocabulary
48	2 Smart Kids	Activity 1
49	2 Smart Kids	Activity 2
50	2 Smart Kids	Activity 3
51	2 Comic	Vocabulary
52	2 Comic	Activity 1
53	2 Comic	Activity 3
54	2 Comic	Workbook act. 1
55	2 Let's Play	Activity 1
56	2 Let's Play	Activity 2
57	2 Phonics thin - this	Activity 1
58	2 Phonics thin - this - Chant	Activity 2
59	2 Phonics thin - this - Poem	Activity 2
60	2 Phonics thin - this	Workbook act. 1
61	2 Phonics thin - this	Workbook act. 2
62	2 Phonics thin - this	Workbook act. 3
63	2 Story Time	Activity 1
64	2 Story Time	Workbook act. 1
65	2 Revision	Activity 1
66	2 Project - Chant	Workbook act. 1
67	2 Project - Poem	Workbook act. 1
68	2 Phonics Revision	Activity 1
69	2 Phonics Revision	Activity 2
70	Smart Time 2	Activity 1
71	3 Phonics cat - fin	Activity 1
72	3 Phonics cat - fin - Chant	Activity 2 (1)
73	3 Phonics cat - fin - Poem	Activity 2 (1)
74	3 Phonics cat - fin - Chant	Activity 2 (2)
75	3 Phonics cat - fin - Poem	Activity 2 (2)
76	3 Phonics cat - fin	Workbook act. 1
77	3 Phonics cat - fin	Workbook act. 2
78	3 Phonics cat - fin	Workbook act. 3
79	3 A chant	Vocabulary
80	3 A chant - Chant	Activity 1
81	3 A chant - Poem	Activity 1
82	3 A chant	Workbook act. 2
83	3 Smart Kids	Vocabulary
84	3 Smart Kids	Activity 1
85	3 Smart Kids	Activity 2
86	3 Smart Kids	Activity 3
87	3 Comic	Vocabulary
88	3 Comic	Activity 1
89	3 Comic	Activity 2
90	3 Comic	Activity 3
91	3 Let's Play	Activity 1
92	3 Let's Play	Activity 2
93	3 Let's Play	Workbook act. 1

### Track list for Class CD 2

Track	Module	Activity
1	Titles	
2	3 Phonics red - fox	Activity 1
3	3 Phonics red - fox - Chant	Activity 2 (1)
4	3 Phonics red - fox - Poem	Activity 2 (1)
5	3 Phonics red - fox - Chant	Activity 2 (2)
6	3 Phonics red - fox - Poem	Activity 2 (2)
7	3 Phonics red - fox	Workbook act. 1
8	3 Phonics red - fox	Workbook act. 2
9	3 Phonics red - fox	Workbook act. 3
10	3 Story Time	Activity 1
11	3 Revision	Activity 1
12	3 Project - Chant	Workbook act. 1
13	3 Project - Poem	Workbook act. 1
14	3 Phonics Revision	Activity 1
15	3 Phonics Revision	Activity 2
16	Smart Time 3	Activity 1
17	4 Phonics kite - nose	Activity 1
18	4 Phonics kite - nose - Chant	Activity 2 (1)
19	4 Phonics kite - nose - Poem	Activity 2 (1)
20	4 Phonics kite - nose - Chant	Activity 2 (2)
21	4 Phonics kite - nose - Poem	Activity 2 (2)
22	4 Phonics kite - nose	Workbook act. 1
23	4 Phonics kite - nose	Workbook act. 2
24	4 Phonics kite - nose	Workbook act. 3
25	4 A chant	Vocabulary
26	4 A chant - Chant	Activity 1
27	4 A chant - Poem	Activity 1
28	4 A chant	Activity 2
29	4 Smart Kids	Vocabulary
30	4 Smart Kids	Activity 1
31	4 Smart Kids	Activity 2
32	4 Smart Kids	Activity 3
33	4 Our world	Vocabulary
34	4 Our world	Activity 1
35	4 Our world	Activity 2
36	4 Our world	Activity 3
37	4 Let's Play	Vocabulary
38	4 Let's Play	Activity 1
39	4 Let's Play	Activity 2
40	4 Let's Play	Workbook act. 2
41	4 Phonics dates - teacher	Activity 1
42	4 Phonics dates - teacher - Chant	Activity 2 (1)
43	4 Phonics dates - teacher - Poem	Activity 2 (1)
44	4 Phonics dates - teacher - Chant	Activity 2 (2)
45	4 Phonics dates - teacher - Poem	Activity 2 (2)
46	4 Phonics dates - teacher	Workbook act. 1
47	4 Phonics dates - teacher	Workbook act. 2
48	4 Phonics dates - teacher	Workbook act. 3
49	4 Story Time	Activity 1
50	4 Revision	Activity 1
51	4 Phonics Revision	Activity 1
52	4 Phonics Revision	Activity 2
53	Smart Time 4	Activity 1
54	Test 1	Activity 2
55	Test 1	Activity 3
56	Test 2	Activity 1
57	Test 3	Activity 1
58	Test 4	Activity 1
59	Test 4	Activity 3
60	Test 1-4	Activity 2
61	Test 1-4	Activity 6

## Track list for Student's CD/CD-ROM

Track	Module	Activity	Track	Module	Activity
1	Titles		48	3 Phonics <b>cat</b> - <b>fin</b>	1. Listen and say
2	1 Phonics <b>pencil</b> - <b>book</b>	1. Listen and say	49	3 Phonics <b>cat</b> - <b>fin</b>	2. Listen and chant (1)
3	1 Phonics <b>pencil</b> - <b>book</b>	2. Listen and chant	50	3 Phonics <b>cat</b> - <b>fin</b>	2. Listen and chant (2)
4	1 Phonics <b>pencil</b> - <b>book</b> (Workbook)	1. Listen, say and match	51	3 Phonics <b>cat</b> - <b>fin</b> (Workbook)	1. Listen, say and match
5	1 Phonics <b>pencil</b> - <b>book</b> (Workbook)	3. Listen, say and write	52	3 Phonics <b>cat</b> - <b>fin</b> (Workbook)	2. Listen and number
6	1 A chant	Vocabulary	53	3 Phonics <b>cat</b> - <b>fin</b> (Workbook)	3. Listen, say and write
7	1 A chant	1. Listen and say	54	3 A chant	Vocabulary
8	1 Smart kids	Vocabulary	55	3 A chant	1. Listen and match
9	1 Smart kids	1. Look and listen	56	3 A chant (Workbook)	2. Listen and number
10	1 Smart kids (Workbook)	1. Listen and number	57	3 Smart kids	Vocabulary
11	1 Comic	Vocabulary	58	3 Smart kids	1. Look and listen
12	1 Comic	1. Look and listen	59	3 Comic	Vocabulary
13	1 Let's play	Vocabulary	60	3 Comic	1. Look and listen
14	1 Let's play	1. Look and listen	61	3 Let's play	1. Look and listen
15	1 Let's play (Workbook)	1. Listen and tick	62	3 Let's play (Workbook)	1. Listen and tick
16	1 Phonics <b>fish</b> - <b>van</b>	1. Listen and say	63	3 Phonics <b>red</b> - <b>fox</b>	1. Listen and say
17	1 Phonics <b>fish</b> - <b>van</b>	2. Listen and chant	64	3 Phonics <b>red</b> - <b>fox</b>	2. Listen and chant (1)
18	1 Phonics <b>fish</b> - <b>van</b> (Workbook)	1. Listen, say and match	65	3 Phonics <b>red</b> - <b>fox</b>	2. Listen and chant (2)
19	1 Phonics <b>fish</b> - <b>van</b> (Workbook)	3. Listen, say and write	66	3 Phonics <b>red</b> - <b>fox</b> (Workbook)	1. Listen, say and match
20	1 Story time	1. Look and listen	67	3 Phonics <b>red</b> - <b>fox</b> (Workbook)	2. Listen and number
21	1 Story time (Workbook)	1. Listen and colour	68	3 Phonics <b>red</b> - <b>fox</b> (Workbook)	3. Listen, say and write
22	1 Project (Workbook)	1. Listen, read and colour	69	3 Story time	1. Look and listen
23	1 Phonics revision	1. Listen and say	70	3 Project (Workbook)	1. Look and write
24	1 Smart Time 1	1. Look and listen	71	3 Phonics revision	1. Listen and say
25	2 Phonics <b>chair</b> - <b>short</b>	1. Listen and say	72	3 Smart Time 3	1. Look and listen
26	2 Phonics <b>chair</b> - <b>short</b>	2. Listen and chant	73	4 Phonics <b>kite</b> - <b>nose</b>	1. Listen and say
27	2 Phonics <b>chair</b> - <b>short</b> (Workbook)	1. Listen, say and match	74	4 Phonics <b>kite</b> - <b>nose</b>	2. Listen and chant (1)
28	2 Phonics <b>chair</b> - <b>short</b> (Workbook)	2. Listen and number	75	4 Phonics <b>kite</b> - <b>nose</b>	2. Listen and chant (2)
29	2 Phonics <b>chair</b> - <b>short</b> (Workbook)	3. Listen, say and write	76	4 Phonics <b>kite</b> - <b>nose</b> (Workbook)	1. Listen, say and match
30	2 A chant	Vocabulary	77	4 Phonics <b>kite</b> - <b>nose</b> (Workbook)	2. Listen and number
31	2 A chant	1. Listen and say	78	4 Phonics <b>kite</b> - <b>nose</b> (Workbook)	3. Listen, say and write
32	2 Smart kids	Vocabulary	79	4 A chant	Vocabulary
33	2 Smart kids	1. Look and listen	80	4 A chant	1. Listen and say
34	2 Comic	Vocabulary	81	4 Smart kids	Vocabulary
35	2 Comic	1. Look and listen	82	4 Smart kids	1. Look and listen
36	2 Comic (Workbook)	1. Listen and draw	83	4 Our world	Vocabulary
37	2 Let's play	1. Look and listen	84	4 Our world	1. Look and listen
38	2 Phonics <b>thin</b> - <b>this</b>	1. Listen and say	85	4 Let's play	Vocabulary
39	2 Phonics <b>thin</b> - <b>this</b>	2. Listen and chant	86	4 Let's play	1. Look and listen
40	2 Phonics <b>thin</b> - <b>this</b> (Workbook)	1. Listen, say and match	87	4 Let's play (Workbook)	2. Listen and match
41	2 Phonics <b>thin</b> - <b>this</b> (Workbook)	2. Listen and number	88	4 Phonics <b>dates</b> - <b>teacher</b>	1. Listen and say
42	2 Phonics <b>thin</b> - <b>this</b> (Workbook)	3. Listen, say and write	89	4 Phonics <b>dates</b> - <b>teacher</b>	2. Listen and chant (1)
43	2 Story time	1. Look and listen	90	4 Phonics <b>dates</b> - <b>teacher</b>	2. Listen and chant (2)
44	2 Story time (Workbook)	1. Listen and number	91	4 Phonics <b>dates</b> - <b>teacher</b> (Workbook)	1. Listen, say and match
45	2 Project (Workbook)	1. Listen and do	92	4 Phonics <b>dates</b> - <b>teacher</b> (Workbook)	2. Listen and number
46	2 Phonics revision	1. Listen and say	93	4 Phonics <b>dates</b> - <b>teacher</b> (Workbook)	3. Listen, say and write
47	2 Smart Time 2	1. Look and listen	94	4 Story time	1. Look and listen
			95	4 Phonics revision	1. Listen and say
			96	4 Smart Time 4	1. Look and listen

## 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. Letter sounds, consonant digraphs, vowel sounds are also introduced and practised in Smart Class 2. 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 95-100). 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. Some letter sounds are also introduced and practised in each module.

**Phonics:** Letter sounds, consonant digraphs 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 letter/digraph/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, Hassan, John and Lisa, present the context for the introduction of new language, which is practised in the listening and speaking activities that follow.

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

**Our world:** This cross-cultural section features children from around the world talking about their lives, experiences, likes and dislikes. These short texts provide a springboard for a wide range of activities that develop language, thinking skills, positive attitudes, as well as an appreciation of other cultures. They also provide learners with a model to talk about their own experiences.

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

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

**Story time:** Most children are familiar with the conventions of story telling in their own language and readily transfer this ability into a willingness to engage in story telling in English. Stories develop thinking skills such as predicting, 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.

**Phonics revision:** The letter 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

### 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 110-111 of the Student's Book) is to be used as reference or consolidation at the end of a lesson or module. The Picture Dictionary appears in reduced form in the Teacher's Manual (page 88).

### Cut-outs

A set of separate cut-outs is included at the back of the Student's Book (pages 112-118) for classroom use. Instructions for the use of these cut-outs are included in the corresponding lessons of the Teacher's Manual.

### Stickers

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

## Extra Material in the Teacher's Manual

### Phonics cards

At the back of the Teacher's Manual (pages 102-110), 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 **1&2**. They can be used whenever the teacher finds it useful to pre-teach, revise or consolidate vocabulary. There are many teaching ideas for the use of flashcards included in the Teacher's Manual.

### Interactive Whiteboard material

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

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



Language focus



Materials



Lesson plan



Warm up activities



TPR activities



Track



Games



Before leaving activities



Workbook



Key to the activities



Notes

Abbreviations used in the Teacher's Manual:

S: student

Ss: students

TM: Teacher's Manual

SB: Student's Book

WB: Workbook

# 1

## Phonics pencil - book



### Language focus

#### Objectives

- to differentiate between the letter sounds **p /p/** and **b /b/**
- to say a phonics chant / poem

#### Vocabulary

pencil, pen, book, ball

#### Phonics

p /p/ and b /b/



### Materials

- flashcards of *pencil, pen, book, ball*
- Blu tack
- phonics cards of **p** and **b** (enough for all Ss)



### Lesson plan



#### Warm up

- Write **p** and **b** on the board. Under each sound, stick the flashcards with objects that begin with that sound.
- Point to **p** and say /p/ a couple of times, encouraging Ss to repeat after you. Then point to each of the objects (pen and pencil) and say them aloud, while Ss repeat after you.
- Follow the same procedure with **b**.

#### Activity 1 Track 2

- Direct Ss' attention to the pictures. See if they can remember the words.
- 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

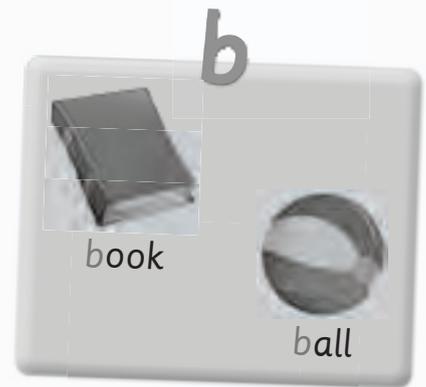
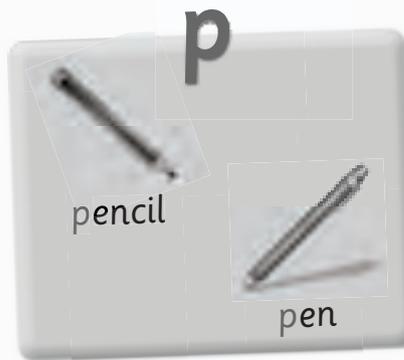
/p/, pencil, pen  
/b/, book, ball



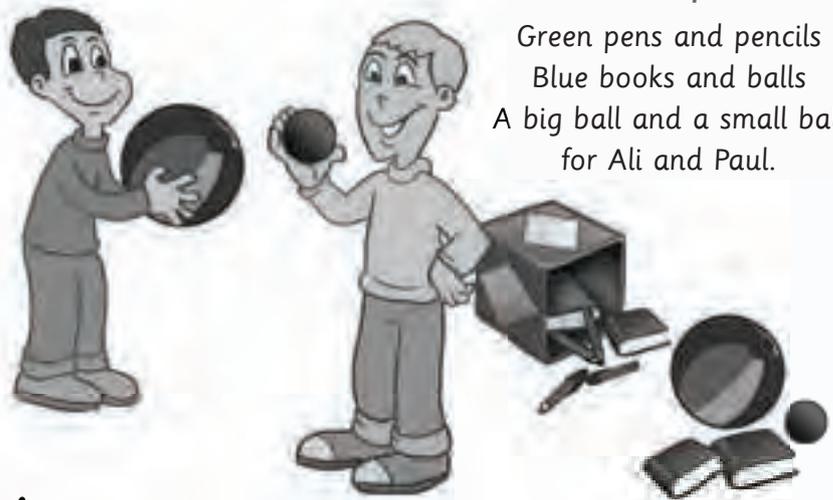
# 1

## Phonics pencil - book

### 1 Listen and say.



### 2 Listen and chant.



#### Pens and pencils

Green pens and pencils

Blue books and balls

A big ball and a small ball  
for Ali and Paul.

4

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

- Direct Ss' attention to the objects in the picture and ask Ss to identify them. Then ask them questions such as *What colour are the balls/pens? etc.*
- Play the chant / poem *Pens and pencils* and have Ss listen and follow along in their books.
- Play the chant / poem again, pausing after each line so that Ss can repeat.
- Then play it once more, encouraging Ss to say the chant / poem.

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



#### TPR Activity

- Photocopy and give Ss the **p** and **b** phonics cards.
- Explain to Ss that you will play the phonics chant / poem and that each time they hear a word beginning with the **p** or **b** sound, they will 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.
- 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 / piece of chalk.
- Call out a word beginning with either **p** or **b** and have Ss write the beginning letter 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 to the board.
- The team with the most points wins.



## Optional 2

### Sound and picture pairs

- Divide Ss into 4 teams. Each S in Team 1 holds one of the **p** phonics cards (**p** side facing up, picture side facing down). Each S in Team 2 holds one of the **b** phonics cards (**b** side facing up, picture side facing down).
- Each S in Team 3 holds a phonics card (picture side facing up) that depicts a word beginning with **p** sound (pencil or pen). Each S in Team 4 holds a phonics card (picture side facing up) that depicts a word beginning with **b** sound (book or ball). Make sure Ss have an equal number of phonics cards so that each sound card (**p** or **b**) corresponds to a picture card and vice versa.
- Play the phonics chant (Track 3) and have Ss mingle around the room.
- Explain to Ss that once you stop the CD, each S with a sound card must pair up with a S holding a picture card.
- 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.
- You can make the game more challenging by removing some of the picture phonics cards from the game, so that Ss must race to get into pairs so that they don't get eliminated.



## Workbook

### Activity 1 Track 5

- Ss listen to the CD and repeat.

#### Listening transcript

1. *pen*
2. *pencil*
3. *ball*
4. *book*

- Ss match the words with the pictures, as in the example.
- Make sure Ss have matched the words with the pictures correctly.

### Activity 2

- Ask Ss to name the items (pencil, ball, pen, book).
- Ss match the items that begin with the /p/ sound with **p**, and the items that begin with the /b/ sound with **b**, as in the example.



**p:** pencil, pen

**b:** ball, book

### Activity 3 Track 6

- Ss listen to the CD and repeat the words. Then, they write the missing letters to complete the words, as in the example.

#### Listening transcript

1. *happy*
2. *computer*
3. *apple*
4. *bag*
5. *boy*
6. *bird*



2. **computer** 3. **apple** 4. **bag**

5. **boy** 6. **bird**

### Activity 4

- Ask Ss to name the items (pen, pencil, book, bike, ball). Then, ask them to colour the items that begin with the **p** sound red and the items that begin with the **b** sound blue.



red: pen, pencil

blue: book, ball



## Note

Take a box and put inside a doll, a yo-yo, a teddy bear and a balloon. If you don't have all the toys, use the corresponding flashcards. Wrap the box like a present and bring it for the next lesson.

# 1 Presents

## A chant



### Language focus

#### Objectives

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

#### Vocabulary

**Toys:** present, doll, yo-yo, teddy bear, balloon

#### Structures

How many (dolls)? (Two) (dolls).

**a** doll - two dolls

**an** apple - two apples



### Materials

- flashcards of *present, doll, yo-yo, teddy bear, balloon*
- photocopies of the toy flashcards (as many as there are Ss)
- a box wrapped like a present



### Lesson plan



#### Warm up

- Bring in a box wrapped like a present. Show it to Ss and say *Look! A present! Let's see.* Open the box and take out a doll (or a doll flashcard) and say *Look! A doll!* Repeat a couple of times. Do the same for the yo-yo, the teddy bear and the balloon.

#### Vocabulary



#### Track 7

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

#### Activity 1



#### Track 8 - Chant



#### Track 9 - Poem

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

- Ask Ss, in L1, to name all the things that they can see in the picture. Tell Ss they're going to listen to a chant / poem. Ask them to guess what it's going to be about.
- Play the CD once and have Ss listen to the chant / poem.
- Play the CD a second time and have them point to each present as they hear it.
- Play the CD again if necessary.
- When Ss feel comfortable, invite them to join in.



#### TPR Activity

- Hand out photocopies of toy flashcards (one per S).
- Play the chant / poem *Presents* in the SB on page 5 (Track 8 or Track 9) and invite Ss to hold up their flashcards each time they hear their item being mentioned.

#### Activity 2



#### Track 10

- Draw three yo-yos on the board and, pointing to them, ask Ss *How many yo-yos?* See if Ss can guess what the question means. Elicit answers by giving some examples. Then explain that we use *How many...?* to ask about the quantity of things.
- Next to the set of three yo-yos draw one yo-yo, point to it and ask *How many yo-yos?* Elicit the answer *One yo-yo.* Continue asking *How many yo-yos?* switching from the drawing of three yo-yos and the drawing of one, so as to show Ss that when forming the plural we add *-s* to the end of a word.
- Do the same for present(s), doll(s), teddy bear(s) and balloon(s).
- Write the two articles (*a, an*) on the board.
- Give Ss a few examples, e.g. *a book, a desk, an apple*, etc. and ask them to remind you in which case we use each one. Tell Ss that we use *an* when the following noun starts with a vowel sound (*a, e, i, o, u*) and *a* when it starts with a consonant sound.
- Write some nouns in the singular form on the board, e.g. *ball, doll, apple*, etc. Choose a few Ss to come to the board and write them in the plural. If Ss find it difficult to write the whole word, you can write the word, e.g. *doll* and Ss only add the *-s*.
- Direct Ss' attention to the two children in the picture and ask them to guess what's happening. (They are looking at the picture in activity 1 and are asking each other about how many toys there are in the picture.)
- Play the CD and have Ss listen and follow along in their books. Then play the CD again and have Ss chorally repeat the exchange. Have individual Ss model the exchange.
- Divide Ss into pairs. Have them take turns asking each other about the toys in the picture from activity 1.
- Then have pairs of Ss perform for the whole class.

# Presents 1



present



doll



yo-yo



teddy bear



balloon

## A chant

### 1 Listen and say.

#### Presents

Presents, presents  
How many presents?

Two dolls, four yo-yos  
Three teddy bears too.  
One big rabbit,  
One big balloon  
They are all for you.

Presents, presents  
How many presents?



### 2 Look at activity 1. Ask and answer.

How many dolls?

Two dolls.



5



## Before leaving

- Play the chant / poem *Presents* in the SB on page 5 (Track 8 or Track 9) and have Ss say the chant / poem along with the CD.



## Workbook

### Activity 1

- Point to the first picture and ask *How many balloons?* Encourage Ss to answer *Ten balloons*.
- Repeat this for the rest of the pictures.
- Direct Ss' attention to the dotted writing and explain that first they have to trace over the words and then they have to count the objects and fill in the correct number.
- Have Ss check their answers in pairs first, then as a class.



a. 10 b. 5 c. 7 d. 8

### Activity 2

- Ask Ss to read the sentences and circle *a* or *an*.



1. an 2. an 3. a 4. an 5. a 6. a



## Optional

### Toy groups

- Hand out a photocopy of a toy flashcard to each S in random order.
- Play the chant / poem *Presents* in the SB on page 5 (Track 8 or Track 9) and have Ss mingle around the classroom holding their flashcards.
- Explain to Ss that when you stop the CD, they will have to find the rest of their classmates that have got the same flashcard as them and get into groups.
- Any Ss that take too long to get into their group or get into the wrong group are eliminated from the game.
- Once Ss have formed their groups ask them, for example, *How many yo-yos?* Ss have to count how many of them are in the group and answer, in chorus, for example, *Nine yo-yos*.

# 1 Smart kids

## Language focus

### Objectives

- to identify and talk about clothes

### Vocabulary

**Clothes:** shirt, shoes, hat, thobe

### Structures

What are these/those?  
They're (thobes).

## Materials

- flashcards of *shirt, shoes, hat, thobe*

## Revision

- Revise the vocabulary from the previous lesson using the flashcards.
- Play the chant / poem *Presents* in the SB on page 5 (Track 8 or Track 9) and invite Ss to say the chant / poem along with the CD.

## Lesson plan

### Warm up

- Using Blu tack, stick the flashcard of shirt on the board. Point to it and say *It's a shirt*.
- Then draw two shirts next to the flashcard, point to them and ask *How many shirts?* Encourage Ss to answer *Two*.
- Repeat this with the rest of the flashcards so as to present all of the new vocabulary.

### Vocabulary Track 11

- Have Ss open their books to page 6 and point out the objects in the vocabulary section. Play the CD a few times and have Ss point to the pictures and repeat.
- Say the items again in random order and have Ss repeat and point to them in the presentation.

### Activity 1 Track 12

- Have Ss look at the presentation and ask them questions that they can answer e.g. *What's this? Who's this? What colour is it?*
- Ask Ss, in L1, what they think is happening. (John and his mother have just arrived at Hassan's house and John is giving him a present. While Hassan is opening his present, John decides to explore the snack table and accidentally knocks over a pile of lollipops.)



## 1 Look and listen.



6

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

### Grammar box

- Place some books on your desk, point to them and ask Ss, *What are these?* Elicit the answer, *They're books*.
- Then, point to a S's books that are further away and ask, *What are those?* Elicit the answer, *They're books*.
- Write the two questions and the answers on the board and ask Ss when we use each question. Elicit the answer that we use *What are these?* to ask about objects that are close to us whereas we use *What are those?* to ask about objects that are further away.
- Point out that *these* is the plural form of *this* and *those* of *that*.
- Direct Ss' attention to the grammar box at the top of page 7. Read the sentences and have Ss repeat after you.

### Activity 2 Track 13

- Point to the shadows of the shoes and ask *What are these?* Encourage Ss to guess and answer *They're shoes*.
- Repeat this with the rest of the items.
- Explain to Ss that they will listen to similar exchanges and that they will have to write the numbers next to the corresponding pictures in the order

What are these?  
They're thobes.

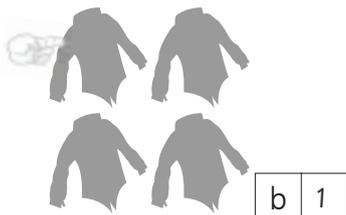
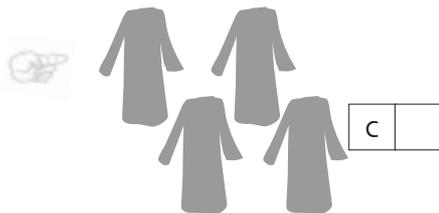


They're = They are

What are those?  
They're hats.



2 Listen and number (1-4).



3 Play. Use the cut-outs on page 117.

What are these?

They're hats.



that they hear them.

- Play the CD and have Ss listen to the first exchange (more than once if necessary). Ask Ss to point to the correct picture. Point out that this one has been done for them.
- Play the CD again, pausing after each number in order to allow Ss enough time to write the correct number next to each picture.
- Have Ss compare their answers in pairs first.
- Check answers by pointing to each picture and asking *What number is a?*

Listening transcript

- |   |   |      |
|---|---|------|
| 1. <i>What are these?</i><br><i>They're shirts.</i> | 3. <i>What are those?</i><br><i>They're thobes.</i> | a. 2 |
| 2. <i>What are these?</i><br><i>They're shoes.</i>  | 4. <i>What are those?</i><br><i>They're hats.</i>   | b. 1 |
|   |   | c. 3 |
|   |   | d. 4 |

Activity 3 Track 14

- Direct Ss' attention to the two children in the picture and ask them to guess what they're doing. (They are playing a card game.)
- Play the CD and have Ss repeat the exchange. Have individual Ss model the exchange.
- Have Ss turn to page 117 and cut out the cards.
- Choose a random S to demonstrate how the game is played.
- Lay out your cards face down and ask the S to do the same. Then turn over one of your cards and ask the S *What are these?* The S then has to guess where the same card is in his/her pile and turn it over.

- Once the S turns the card over he/she must say what's depicted on it, for example, *They're thobes*. If the card matches the one you turned over, the S gets to keep the pair. If it is a different card, both cards are turned face down again and the S gets to turn over a new card and ask the question. The player to collect the most pairs is the winner.
- Divide Ss into pairs. Ask each pair to play the game making sure to take turns.
- When Ss are finished, have them swap partners with the pair sitting next to them.



Optional Doodling

- Draw three funny hats on the board. Ask Ss *What are these?* Choose a S to answer *They're hats*.
- If the S answers incorrectly, then give another S a chance to answer. Ask the S who answers correctly to come up to the board and draw 2-3 hats / shoes / thobes / shirts for Ss to guess what they are.
- Play this game for as long as time permits so that as many Ss as possible may have a chance to go up to the board. You may use vocabulary learnt in previous lessons as well.



Workbook

Activity 1 Track 15

- Direct Ss' attention to picture c and have them guess what the objects are by pointing to the picture and asking *What are these?* Encourage Ss to answer *They're shoes*. Repeat this for all the pictures.
- Ss listen to the CD, point to the corresponding picture, and match it to the correct sentence.
- Have Ss compare their answers in pairs first, then as a class.

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

Activity 2

- Ss complete the questions with *these* or *those*.
1. these 2. those 3. those 4. these



Note

Photocopy drawings (or flashcards) of shirts, shoes, thobes and hats, cut them into puzzle-like pieces and put them into an envelope (e.g. 2 shirts in one envelope, 2 thobes in another etc.) (one for each S) for the next lesson.

# 1 Comic

## Language focus

### Objectives

- to identify colours
- to ask and answer questions about colours

### Vocabulary

**Colours:** orange, pink, brown, black, white

### Structures

What colour are they?  
They're (pink).

## Materials

- photocopied drawings (or flashcards) of shirts, shoes, thobes and hats, cut into puzzle-like pieces and put into an envelope (one for each S)
- flashcards of *red, blue, yellow, green, orange, pink, brown, black, white*
- Blu tack

## Revision

- Hand out an envelope containing a cut-up picture to each S.
- Ask Ss to take the pieces out and put them together. Ss may work together to help each other make the puzzles.
- Once all Ss have finished, go around the class asking *What are they?* Encourage Ss to answer *They're (shoes).*

## Lesson plan

### Warm up

- Point to or touch different orange classroom objects, saying *orange* at the same time.
- After you've done it a couple of times, invite Ss to touch or point to orange objects as well.
- Repeat this activity with *pink, brown, black, white* and *red, blue, yellow, green* to revise the colours.
- Alternatively, you could use the corresponding flashcards to introduce the new colours.

### Vocabulary Track 16

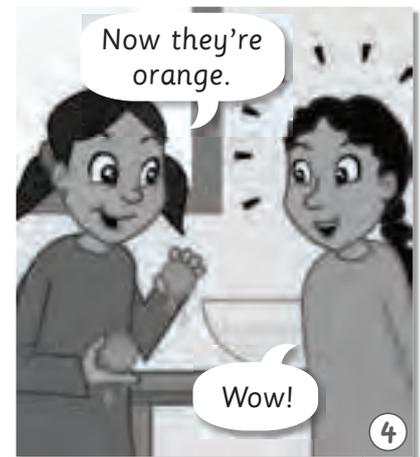
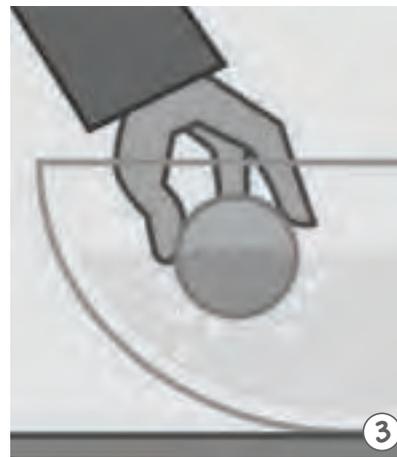
- Have Ss open their books to page 8. Point out the colours in the vocabulary section.



orange pink brown black white

### 1 Look and listen.

## Coloured Balls



8

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

### Activity 1 Track 17

- Have Ss look at the presentation and ask them, in L1, what they think is happening. (A girl is showing her friend some balls that she's got. The balls change colour if you put them in water.)
- Point to the balls in the first picture and ask Ss *What colour are they?* Encourage Ss to answer *They're pink.* Then ask *How many balls?* (Two). Ask the same question with the balls in picture 4 (they're orange and they're two).
- 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.
- Play the CD again and invite Ss to shadow read (read along with the CD).
- Read the dialogue aloud with a S. Choose two Ss to read it aloud for the class. Then, have Ss read the dialogue aloud in pairs.

### Grammar box

- Direct Ss' attention to the grammar box at the top of page 9. Read the question and the answer and have Ss repeat after you.
- Point to different items in the classroom and ask Ss what colour they are.

### Activity 2 Track 18

- Direct Ss' attention to the five white circles. Ask them what's missing in each one (a sticker).

What colour are they?  
They're pink.

They're = They are



**2 Find and stick. Then listen and point.**



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

What colour are they?

They're orange.

They're balls.

Yes.



- Have Ss turn to the back of their books, find the appropriate stickers and stick them in the corresponding places.
- Play the CD and have Ss listen and point to the stickers.
- Point to each picture and encourage Ss to say the correct colour (first in chorus, then individually).

**Listening transcript**

1. *What colour are they?*  
*They're pink.*
2. *What colour are they?*  
*They're brown.*
3. *What colour are they?*  
*They're white.*
4. *What colour are they?*  
*They're black.*
5. *What colour are they?*  
*They're orange.*

**Activity 3 Track 19**

- Direct Ss' attention to the two children in the picture and ask them to guess what's happening. (They are looking at the stickers in activity 2 and are asking each other what colour the different objects are.)
- Play the CD and have Ss repeat the exchange. Have individual Ss model the exchange.
- Divide Ss into pairs and have them complete the activity.
- Have some pairs of Ss perform for the whole class.



**Optional Whispers**

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



**Workbook**

**Activity 1**

- Direct Ss' attention to the paint splatters, point to each one and ask *What colour is it?* Then point to the different toys in the picture and ask *What are these?* encouraging Ss to answer.
- Explain to Ss that each number corresponds to a colour and that they are to colour the picture according to the numbers they see.
- When Ss are done colouring the picture, have them ask about the colours of each toy they see in the picture in pairs.



1. white teddy bears
2. red presents
3. black yo-yos
4. orange dolls
5. pink kites
6. brown balls



**Note**

- Draw 2 jumpers, 2 dresses, a pair of trousers, 2 hats, 2 shirts, 2 thobes and a pair of shoes, glue them on cardboard and cut them out for the next lesson. Colour them the colours Ss have learnt, e.g. blue trousers, pink dresses, brown shoes, white thobes etc.
- Bring a box and a blindfold for the next lesson, too.

# 1 Let's play

## Language focus

### Objectives

- to identify items of clothing

### Vocabulary

**clothes:** jumper, dress, trousers

### Structures

Are they (trousers)?  
Yes, they are. / No, they aren't.

## Materials

- cut-outs of the clothes
- a box
- plain A4 paper (enough for all Ss)
- sheets of coloured cellophane paper
- a blindfold

## Revision

- Revise the structures and vocabulary learnt in the previous lesson by pointing to different items in the classroom and asking Ss, *What colour are they?*

## Lesson plan

### Vocabulary Track 20

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

### Activity 1 Track 21

- Have Ss look at the presentation and ask them, in L1, what they think is happening. (Two girls are playing with their dolls and they are putting different clothes on them.)
- Play the CD and ask Ss to follow in their books.
- Play the CD again and pause after each phrase for Ss to repeat.
- Choose two Ss to read the dialogue aloud. Then, have Ss read the dialogue aloud in pairs.

# 1 Let's play



jumper      dress      trousers

Are they trousers? { Yes, they are.  
No, they aren't.      aren't = are not



dress → dresses

**1 Look and listen.**



Are they trousers?  
No, they aren't.



Wow!  
It's a dress!

**2 Look and listen. Then play.**



Are they trousers?  
Yes, they are. What colour are they?  
They're blue.

10

### Grammar box

- Point out the grammar box at the top of the page and read it out for the class.
- Ask Ss when they think we use the question *Are they (trousers)?* Elicit that we use it to ask questions about a group of objects, people or animals. Explain that *aren't* is the short form of are not.
- Point out that the plural form of *dress* is *dresses*. Nouns that end in *-ss* form the plural with *-es*.
- Write some nouns in the singular form on the board, e.g. *shirt, hat, jumper, dress*, etc. Choose a few Ss to come to the board and write them in the plural. If Ss find it difficult to write the whole word, you can write the word, e.g. *shirt* and Ss only add the *-s* or *-es*.

### Activity 2 Track 22

- Put the cut-outs of the items of clothing you have brought in a box and place it on your desk.
- Draw Ss' attention to the second activity and ask them what the boys are doing. (They're playing a guessing game.)
- Play the CD and ask Ss to follow the exchange in their books.
- Play the CD again and ask Ss to repeat.
- Choose a pair of Ss to come to your desk and blindfold one of the Ss.
- The other S picks two of the same items of clothing from the box, e.g.

two dresses and give them to the blindfolded S, asking him/her what they are. The blindfolded S tries to guess what they are by feeling the outline of the items. Then, he/she asks what colour they are and the other S answers.

- Repeat the procedure with the rest of the pairs.



## Optional

### Guess the objects

- Give a piece of plain A4 paper to each S.
- Tell Ss to choose one of the following objects and to draw the object a few times on their piece of paper: doll, yo-yo, teddy bear, balloon, thobe, hat, dress, shirt, trousers, jumper.
- When the Ss are done drawing their objects, hand each of them a piece of coloured cellophane paper to cover their drawings with.
- Divide Ss into pairs and have them guess what each other's objects are using *Are they (dresses)?* and *Yes, they are. / No, they aren't.*
- Have some Ss come up to the front of the class and show their drawings to the rest of the class for them to guess.



## Before leaving

- Play the chant / poem *Presents* in the SB on page 5 (Track 8 or Track 9) and invite Ss to say the chant / poem along with the CD.



## Workbook

### Activity 1 Track 23

- Direct Ss' attention to the pictures of the wrapped objects. Point to each one and ask *Are they (jumpers)?* Encourage Ss to answer *Yes, they are. / No, they aren't.*
- Tell Ss that they will listen to similar questions and that they have to tick the correct answer.
- Have Ss check their answers in pairs first, then as a class.

#### Listening transcript

1. *Are they hats?*
2. *Are they dolls?*
3. *Are they yo-yos?*
4. *Are they balloons?*
5. *Are they dresses?*
6. *Are they shirts?*



1. No, they aren't.
2. Yes, they are.
3. No, they aren't.
4. No, they aren't.
5. Yes, they are.
6. Yes, they are.

# 1 Phonics fish - van



## Language focus

### Objectives

- to differentiate between the letter sounds **f** /f/ and **v** /v/
- to say a phonics chant

### Vocabulary

fish, fat, van, vest

### Phonics

**f** /f/ and **v** /v/



## Materials

- phonics cards of **f** and **v** (enough for all Ss)
- flashcards of *fish, fat, van, vest*

## Revision

- Play the chant / poem *Pens and pencils* in the SB on page 4 (Track 3 or Track 4) and have Ss say the chant / poem along with the CD.



## Lesson plan



### Warm up

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

### Activity 1 Track 24

- 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

/f/, fish, fat

/v/, van, vest

### Activity 2 Track 25 - Chant Track 26 - Poem

- Direct Ss' attention to the objects in the picture and ask Ss to identify them.
- Ask Ss which objects start with /f/ (fish) and which ones start with /v/ (van, vest).
- Play the chant / poem *Vinny the fish* and have Ss listen and follow along in their books.
- Play the chant / poem again, pausing after each line so that Ss can repeat.
- Then play the chant / poem once more, encouraging 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 **f** and **v** phonics cards.
- Divide Ss into two teams. Make sure half the Ss hold the **f** phonics card and the other half the **v** phonics card.
- Explain to Ss that as they listen and say the chant / poem they have to raise the **f** or the **v** phonics card every time they hear a word in the chant / poem beginning with that particular sound.
- Play the chant / poem twice to demonstrate the actions and practise with Ss. Make sure they are all well-coordinated before you have them perform the actions while they say the chant / poem on their own.



## Optional 1

### What's that sound?

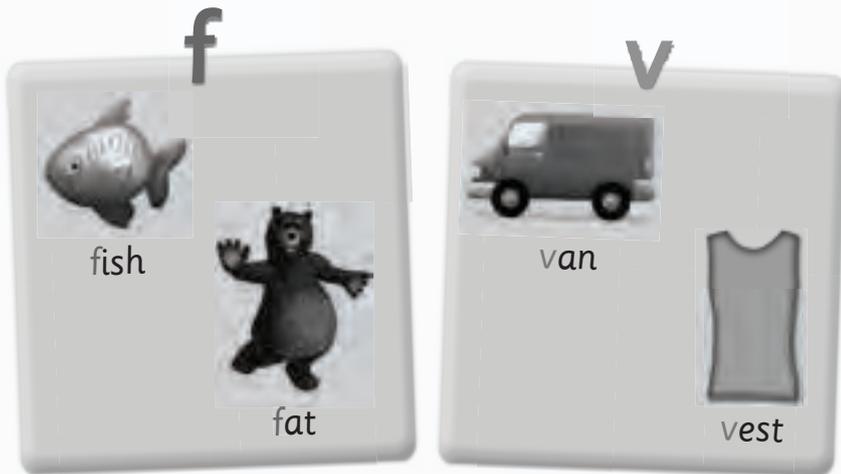
- Divide Ss into two teams.
- Have a S from each team come up to the front of the class. Give each S a marker / piece of chalk.
- Call out a word beginning with either /f/ or /v/ sound and have Ss write the corresponding letter on the board.
- The S that does this the fastest earns a point for his/her 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.

# Phonics

## fish - van

1

### 1 Listen and say.



### 2 Listen and chant.



**Vinny the fish**  
 Vinny the funny fish  
 with four vests  
 Vinny the funny fish  
 with Dan and the van.

11



## Optional 2

### Whispers

- Stick all the picture flashcards which have /f/ or /v/ as an initial sound 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 **f** and **v** (**f** and **v** facing up).
- When everybody is ready, point to a flashcard of a word beginning with **f** or **v**. The players facing you must show you either the **f** or the **v** phonics cards, accordingly. Then they must whisper the word down the line. The last player on each team must touch the corresponding depiction of the word and say the sound and the word. 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 27

- Ss listen to the CD and repeat.

#### Listening transcript

1. *fat*
2. *fish*
3. *van*
4. *vest*

- Ss match the words with the pictures, as in the example.
- Make sure Ss have matched the words with the pictures correctly.

### Activity 2

- Ask Ss to name the items (fish, van, vest, fat).
- Ss match the items that begin with the /f/ sound with **f** and the items that begin with the /v/ sound with **v**, as in the example.

**f**: fish, fat  
**v**: van, vest

### Activity 3 Track 28

- Ss listen to the CD and repeat the words. Then, they write the missing letters to complete the words, as in the example.

#### Listening transcript

1. *fish*
2. *grandfather*
3. *van*
4. *vest*

2. grand**f**ather 3. **v**an 4. **v**est

### Activity 4

- Ask Ss to name the items (fish, van, vest, fat, vase). Then, ask them to colour the items that begin with the **f** sound red and the items that begin with the **v** sound blue.

red: fish, fat  
 blue: van, vest

# 1 Story time

## Language focus

### Objectives

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

## Materials

- the box, the blindfold and the cut-outs of the items of clothing from 1 Let's play
- Blu tack
- blown-up colour photocopies of Story time *Fishie's presents*

## Revision

- Play the chant / poem *Presents* in the SB on page 5 (Track 8 or Track 9) and invite Ss to say the chant / poem along with the CD.

## Lesson plan

### Warm up

- Have Ss play a few rounds of the guessing game, (SB page 10, TM page 16).

### Activity 1 Track 29

#### Before reading

- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Tell Ss that they will listen and read a story with the title *Fishie's presents*.

# 1 Story time

## Fishie's presents

### 1 Look and listen.



12

Point to the first frame and invite them to guess who Fishie is (the big fish).

- Ask Ss to name the objects that they can see in the pictures. Help them by pointing to different objects and asking questions such as *What are these? What colour are they?* etc.
- Ask Ss to guess what is happening in the story.
- Elicit answers, but do not correct Ss at this stage.

#### While reading

- Play the CD and point to each frame in your book or on the board. Encourage Ss to point to each frame in their books.
- Elicit Ss' answers. (Fishie's friends bring it (him) presents and it's (he's) happy.)
- Play the CD again asking Ss to point to each speech bubble as they follow along.
- Talk about what happens in each frame.

**Frame 1:** Fishie's friends visit it (him) and they bring it (him) presents.

**Frame 2:** Fishie notices the closed shells and asks its (his) friends what they are. They tell it (him) they're its (his) presents.

A ball, yo-yos, dolls, lollipops,  
teddy bears... They're great!



3

Thank you!



4

13

**Frame 3:** Fishie opens its (his) presents.

**Frame 4:** Fishie thanks its (his) friends and they are all happy.

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

**After reading**

- Ask Ss comprehension questions, such as:

**Frame 1:** (pointing to Fishie) *Who's this? (Fishie.)*

**Frame 2:** (pointing to the shells) *What are these? (Presents.)*

**Frame 3:** *What are the presents? (A ball, yo-yos, dolls, lollipops and teddy bears.)*

**Frame 4:** Are they happy? (Yes, they are.)

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



## Optional Doodling

- Play *Doodling* (TM page 13).



## Workbook

### Activity 1 Track 30

- Direct Ss' attention to the picture and ask them if they recognise any of the objects. Point to some objects and ask Ss *What's this? What are these?* Elicit answers.
- Play the CD, pausing after the first sentence. Then read the sentence aloud and tell Ss to colour all the fish in the picture blue. Explain to them that they will hear sentences and they will have to colour the pictures according to what is being said.
- Play each sentence as many times as necessary, pausing to give Ss enough time to colour.
- Play the CD once more for Ss to check their answers.

### Activity 2

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

# 1 Revision



## Language focus

### Objectives

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

## Materials

- blown-up colour photocopies of Story time *Fishie's presents*
- plain A4 paper (enough for all Ss)
- sheets of construction paper (enough for all Ss)

## 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 (*Fishie's presents*). Ask them to tell you what else they remember from the story.
- Have Ss open their books to pages 12-13. Play the CD (Track 29) and have Ss follow along in their books.
- Play the CD again and encourage Ss to shadow read (read along with the CD).
- Then have some Ss read the story aloud for the whole class.

## 1 Listen and tick (✓).

1.  a   b

2.  a   b

3.  a   b

4.  a   b

14

## Lesson plan

### Warm up

#### Whispers

- Stick all the flashcards of colours, toys or items of clothing on the board.
- Divide Ss into two teams. The teams stand in two lines with their backs turned to you and the board, except for the first player on each team, who should be facing you and the board.
- When everybody is ready, point to a flashcard with a colour, toy or item of clothing. The players facing you look at the card and whisper the object down the line. The last player on each team must find that colour, toy or item of clothing and say, e.g. *It's green. / It's a doll. / It's a dress.* If he/she is right, the team gets one point.
- The last player then goes to the front

of the line and faces you. Start again.

- Repeat until all Ss have come to the front of the line. The team with the most points wins.

### Activity 1 Track 31

- Hold up your book and point to the first picture in item 1. Ask Ss *Are they pink?* Encourage Ss to answer *No, they aren't. They're orange.* Do the same for the rest of the pictures asking questions, such as *What are these? What colour are they? Are they (white)?*
- Read the instructions and make sure Ss understand that they will listen to each exchange and tick the picture that matches what they hear.
- Play the first exchange a couple of times (more if necessary) and ask Ss to point to the item that is being mentioned. Go around and check that everyone is pointing to the correct item. Then have Ss tick the item.
- Play the rest of the exchanges and have Ss check the appropriate items.
- Have Ss check their answers in pairs first, then as a class.

#### Listening transcript

- Are they pink? No, they aren't. They're orange.*
- What are these? They're presents.*
- What colour are they? They're brown.*
- Are they white? No, they aren't. They're pink.*

- a
- b
- a
- b



## Optional Jigsaw puzzle

- Explain to Ss that they are going to make a jigsaw puzzle.
- Tell Ss to choose a word learnt in this module and to draw it two or more times on a sheet of paper and then colour it. Have Ss stick their drawings on pieces of construction paper.
- Tell Ss to draw two lines on their pictures (one vertically down the centre of the picture and one horizontally across the centre) and to cut along the lines.
- In pairs, have Ss guess what their partners' pictures are by looking at the puzzle pieces and using *Are they (teddy bears)? Yes, they are. / No, they aren't.*



## Before leaving

- Play the chant / poem *Presents* in the SB on page 5 (Track 8 or Track 9) and invite Ss to say the chant / poem along with the CD.



## Workbook

### Activity 1

- Direct Ss' attention to the small pictures at the top of the page. Point to each one and ask Ss *What's this?* Encourage Ss to answer *It's a (thobe).*
- Point to the larger picture below and ask *How many thobes?* Encourage Ss to count the thobes aloud. After they've counted them, point out that the answer has been written for them.
- Tell Ss to do the same with the rest of the objects.
- After they've filled in every number, have Ss check their answers in pairs by asking each other and answering about the number of objects they've found.
- If time permits, have a few pairs ask and answer aloud for the rest of their classmates.



5 thobes    15 dresses    11 jumpers    9 teddy bears    13 hats



## Note

- Ask Ss to bring a pair of scissors and coloured markers for the next lesson.
- Prepare the poster of your room for the next lesson.
- Bring the box with the cut-outs of the items of clothing and the blindfold for the next lesson.

# 1 Project



## Language focus

### Objectives

- to make a room poster
- to revise and consolidate vocabulary and structures learnt in previous lessons



## Materials

- white cardboard (one sheet per S)
- plain A4 paper (enough for all Ss)
- glue sticks (enough for each pair of Ss)
- an already made poster of your room
- Blu tack

## Revision

- Divide Ss into pairs
- Play a few rounds of the guessing game in SB on page 10 (TM page 16).



## Lesson plan



### Warm up

- Stick the poster of your room on the board. Point to it and say, e.g. *This is my room. Look! My shoes are white. My dresses are blue. My ball is red. etc.*
- Invite Ss to talk about some of the things they have got in their rooms.

### Activity 1

- Direct Ss' attention to the pictures on the page and ask them what the boy is doing. (He's making a poster of his room.)
- Point to the second picture and ask Ss what clothes the boy is making here (blue trousers and black shoes).
- Point to the third picture and ask them what clothes he's made here (an orange jumper and a white thobe).
- Point to the last picture and explain to Ss that they are to draw and cut out the articles of clothing and then stick them all onto the finished poster.
- Make sure Ss understand that they will make their own room posters.
- Hand out sheets of A4 paper, white cardboard and glue sticks.
- Explain to Ss that first they will draw and colour their poster. They have to draw some of their toys, too. Then, using the A4 paper, they will draw items of clothing and cut them out. After Ss have cut out their clothes, they are to decide where they want to place them and then glue them on their posters.
- Go around helping Ss with any difficulties.

### Activity 2

- Direct Ss' attention to the picture in activity 2. Ask Ss what is happening. (The boy is showing off his room poster.)
- Read the sentences aloud and invite Ss to repeat (chorally - in groups - individually).
- Divide Ss into pairs and have them present their room posters to each other.
- Have Ss present for the whole class.



## Project

### 1 Make a poster of your room.



### 2 Show and tell.



My trousers are blue.  
My thobe is white.  
My ball is yellow.

15



### Optional Whose room?

- Take two Ss' room posters and stick them onto the board. Invite the two Ss to stand at the board but tell them not to reveal which room belongs to whom.
- Invite the rest of the Ss to ask questions to find out which poster belongs to each S. Help them by asking a few questions yourself, e.g. *What colour is your dress? What colour are your teddy bears?*
- Repeat with different Ss for as long as time permits.



## Workbook

### Activity 1

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

### Track 32 - Chant Track 33 - Poem

- Explain to Ss that they are going to listen to a chant / poem.
- Play the CD and ask Ss to follow in their books.
- Play the CD again and ask Ss to repeat.
- Read the first line of the chant / poem. Then hold up your book and point to the trousers. Ask Ss some questions, e.g. *What are these?* Elicit answers.
- Explain to Ss that they have to read the rest of the chant / poem and colour the items in the picture in the corresponding colours.
- When Ss have finished, go around the class and make sure they have coloured in the items correctly.

1. Trousers: brown
2. Teddy bears: pink
3. Shirts: black

## Now I can

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

### Activity 1

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

### Activity 2

- Follow the same procedure as in Activity 1.

### Activity 3

- Follow the same procedure as in Activity 1.

### Activity 4

- Direct Ss' attention to the picture of Hassan and John and ask them what they think they're saying. Elicit Ss' answers. Then read the question and the answer aloud and have Ss repeat and tick the box.
- Do this with the rest of the questions and the answers.

# 1 Phonics revision

## Language focus

### Objectives

- to differentiate between the letter sounds **p /p/ - b /b/** and **f /f/ - v /v/**
- to use capital letters in names

### Vocabulary

pencil, pen, book, ball, fish, fat, van, vest

### Phonics

p /p/ and b /b/    f /f/ and v /v/

## Materials

- flashcards of *pencil, pen, book, ball, fish, fat, van, vest*
- photocopies of the above flashcards
- Blu tack
- phonics cards of **p** and **b**, **f** and **v** (enough for all Ss)

## Revision

- Play the chants / poems (SB pp.4 and 11, Track 3 or Track 4) and (Track 25 or Track 26) and have Ss to say the chant / poem along with the CD.

## Lesson plan

### Warm up

- Write **p** and **b**, **f** and **v** on the board. Under each sound, stick the flashcards with objects that begin with that sound.
- Point to **p** and say /p/ a couple of times, encouraging Ss to repeat after you. Then point to each of the objects (pen and pencil) and say them aloud, while Ss repeat after you.
- Repeat the same procedure with **b**, **f** and **v**.

### Activity 1 Track 34

- Direct Ss' attention to the pictures.
- Play the CD and have Ss listen and point.
- Play the CD again and have Ss listen, point and repeat.

### Listening transcript

/p/-/b/, pencil, pen, book, ball  
/f/-/v/, fish, fat, van, vest

## Optional Sound and picture pairs

- will hold their **b** phonics card.
- Hand out flashcards with the words that begin with **p** and **b** to Ss in teams 3 and 4. Make sure to give an equal number of flashcards to Ss so that each phonic card corresponds to a picture card and vice versa.
- Play the phonics chants / poems (Track 3 or Track 4 and Track 25 or Track 26) and have Ss mingle around the room.

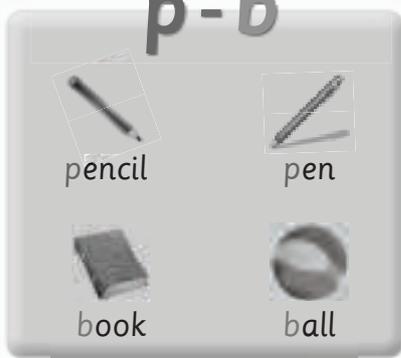
- Divide Ss into 4 teams. Ss in Team 1 are to hold their **p** phonics card. Ss in Team 2

- Explain to Ss that once you stop the CD, each S with a phonics card must pair up with a S holding 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.
- Repeat the same procedure with the **f** and **v** phonics cards.

# Phonics revision

## 1 Listen and say.

### p - b



### f - v



## 2 Listen and say. Then circle.

1. 

p    **b**

2. 

p    b

3. 

p    b

4. 

f    v

5. 

f    v

6. 

f    v

## 3 Read.

Names begin with **CAPITAL** letters.

e.g. <sup>H</sup>hassan

<sup>J</sup>john

16

## Activity 2 Track 35

- Play the CD once and have Ss point to the pictures in their books and repeat.
- Play the CD again. Pause after *bike*. Tell Ss that they have to circle the correct initial sound, **p** or **b**. Point out that the first one has been done for them.
- Repeat the procedure with the rest of the words.

### Listening transcript

1. book 2. pen 3. ball 4. fish 5. vest 6. van  
1. b 2. p 3. b 4. f 5. v 6. v

### Activity 3

- Read the note aloud and explain it to Ss.
- Point out the capital **H** in *Hassan* and **J** in *John*.
- Write a few of the Ss' names in small letters, e.g. *ali* ask them to come to the board and correct them, e.g. *Ali*.

## Clothes

1 Look and listen.

My abaya is black.    My hat is red. It's big!    My dress is blue, red and yellow.

2 Draw a traditional costume from your country and write.

My \_\_\_\_\_  
is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

17

# 1 Smart Time 1

## Language focus

### Objectives

- to provide Ss with cultural information

## Materials

- flashcards of *shirt, shoes, hat, jumper, dress, trousers, thobe*.

## Lesson plan

### Warm up

- Hold up each flashcard and ask Ss to name the item of clothing depicted on it.
- Ask them, *What's this / What are these? / What colour is it/are they?*
- Elicit Ss' answers.

### Activity 1 Track 36

- Draw Ss' attention to the three photos and ask them, in L1, what they see. (Three children are wearing clothes of their country.)
- Draw Ss' attention to the three flags and ask them to name the countries in L1 (The Kingdom of Saudi Arabia, Mexico and China).
- Ss listen to the CD and follow in their books.
- Ask Ss what colour each of the items of clothing is. (1. The abaya is black. 2. The hat is red. 3. The dress is blue, red and yellow.)

### Activity 2

- Draw Ss' attention to the second activity and tell them that they have to draw a traditional costume from their country in the space provided. Then, they have to complete the sentence describing it, as in activity 1. They can write more sentences if they want to.
- Help Ss if necessary.
- Divide Ss into groups and tell them to present their work.

## Key to Test 1

### Listening transcripts (Tracks 54-55, CD2)

#### Activity 1

1. 2    2. 3    3. 2    4. 4

#### Activity 2

a. 4    b. 2    c. 3    d. 1

#### Activity 3

- brown dresses
- pink jumpers
- orange trousers

## 2 Phonics chair - short

### Language focus

#### Objectives

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

#### Vocabulary

chair, teacher, short, fish

#### Phonics

**ch** /tʃ/ and **sh** /ʃ/

### Materials

- flashcards of *chair, teacher, fish, short*
- phonics cards of *ch, sh* (one set per S)
- Blu tack

### Lesson plan

#### Warm up

- Write *ch* and *sh* on the board. Under each digraph, stick the flashcards with the words that contain that digraph.
- Point to *ch* and say /tʃ/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcard (chair) and say it out loud, having Ss repeat after you. Then point to the other flashcard (teacher) and say it aloud, while Ss repeat after you.
- Repeat the same procedure with *sh*.

#### 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

/tʃ/, chair, teacher  
/ʃ/, short, fish

## 2

## Phonics chair - short

### 1 Listen and say.

# ch



chair



teacher

# sh



short



fish

### 2 Listen and chant.



18

**Teacher, teacher**

Look over there!  
On that chair  
On that chair!

He's got fish  
Big and small  
They're hungry  
Eat them all!

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

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

- Direct Ss' attention to the picture and ask them questions like *Where are the teacher and the children? (At a zoo.) What animals are there? (Penguins.) What do penguins eat? (Fish.) Where's the small penguin? (On a chair.)*
- Play the chant / poem *Teacher, 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 *ch* and *sh* phonics cards.
- Explain to Ss that you will play the phonics chant / poem and that each time they hear a word beginning with the *ch* or *sh* sound, they will 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 up to the board. Give each S a marker / piece of chalk.
- Call out one sound, e.g. /ʃ/, and have Ss write a word containing that sound, e.g. *short*.
- 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 *chair, teacher, fish, short* 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 *ch* and *sh*. Make sure that the side with the picture is face-down and the side with the digraph is face-up.
- When everybody is ready, point to a flashcard, e.g. *chair*. The players facing you must show you the correct phonics card (*ch*). Then they must whisper the word down the line. 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

- Ss listen to the CD and repeat.

#### Listening transcript

1. *chair*      2. *teacher*      3. *fish*      4. *short*

- Ss match the words with the pictures, as in the example.
- Make sure Ss have matched the words with the pictures correctly.

### Activity 2 Track 41

- Ss listen to the CD and number the pictures according to the order they hear them.
- Play the CD twice.

#### Listening transcript

1. *short*      2. *teacher*      3. *chair*      4. *fish*

a. 2    b. 4    c. 1    d. 3

### Activity 3 Track 42

- Ss listen to the CD and repeat the words. Then, they write the missing letters to complete the words, as in the example.

#### Listening transcript

1. *teacher*      2. *fish*      3. *short*      4. *chair*

2. **fish**    3. **short**    4. **chair**

### Activity 4

- Ask Ss to name the items (*fish, chair, teacher, short*). Then, ask them to colour the items that contain the 'ch' sound red and the items that contain the 'sh' sound blue.

red: *chair, teacher*      blue: *fish, short*

# 2 Toys and games

## A chant

### Language focus

#### Objectives

- to say a chant / poem
- to give and follow simple instructions

#### Vocabulary

**Actions:** stand up, sit down, turn around, clap your hands

#### Structures

Imperative - Affirmative

### Lesson plan

#### Warm up

- Bring a chair to the front of the class and sit on it. Say *Stand up* and stand up as you do so. Encourage Ss to stand up too. Then say *Sit down* and sit down as you say it. Then have the Ss sit down too.
- Continue in the same manner with *turn around, clap your hands*.

### Vocabulary Track 43

- Have Ss open their books to page 19. Direct Ss' attention to the vocabulary section at the top of the page. Play the CD a few times and have Ss point to each phrase and repeat.
- Say the phrases 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.

- Ask Ss, in L1, what they can see in the picture (children doing different actions). Tell Ss that they're going to listen to a chant / poem. Ask them to guess what it's going to be about.
- Play the CD once and have Ss listen.
- Play the CD a second time and invite Ss to do the actions, following your lead.
- When Ss feel comfortable, invite them to say the chant / poem along with the CD.

### Activity 2 Track 46

- Point to each picture and encourage Ss to say which imperative phrases are shown in each picture.
- Explain to Ss that they will listen to similar phrases on the CD and that they'll have to number the pictures 1-4 according to the imperative phrase they hear each time. Point out that number one has been done for them.

#### Listening transcript

- |                            |  |
|----------------------------|--|
| 1. <i>Sit down.</i>        |  a. 4 |
| 2. <i>Turn around.</i>     | b. 1   |
| 3. <i>Clap your hands.</i> | c. 3   |
| 4. <i>Stand up.</i>        | d. 2   |

### Optional 1

#### Buzz says

- Give Ss a few orders, using the imperatives of the lesson. Perform the actions and encourage Ss to do the same.
- Tell Ss that you are going to play a game called *Buzz 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 *Buzz says*.
- If a S does so, he/she is eliminated from the game.
- The last S remaining in the game wins. The winner can give the orders in the next game.
- Play for as long as time permits.

# Toys and games 2



stand up



sit down



turn around



clap your hands

## A chant

### 1 Listen and say.

#### ABC Action Chant

A B C D E F G

Come and sit down with me.

H I J K L M N

Clap your hands, stand up again.

O P Q R S T U

Say a chant for me and you.

V W X Y Z

Turn around and say it again.



a



b  1



c



d

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

19



## Workbook

### Activity 1

- Direct Ss' attention to the pictures and, pointing to each one, encourage Ss to say the imperatives.
- Then direct Ss' attention to the box with the imperatives on top and explain that they will read them and fill them in under the corresponding pictures.



- sit down
- turn around
- clap your hands
- stand up

### Activity 2

- Direct Ss' attention to the dotted picture and ask them to guess what the picture is of by asking *What's this?* Encourage Ss to answer.
- Then explain to Ss that they will have to connect the dots in alphabetical order to complete the picture.
- When Ss are done, see if their guesses were correct or not.
- If there is enough time, Ss may colour the picture.



- a teddy bear



## Before leaving

- Play the *ABC Action Chant* in the SB on page 19 (Track 44 or Track 45) again and have Ss say the chant / poem along with the CD while doing the actions.

# 2 Smart kids

## Language focus

### Objectives

- to identify toys
- to talk about possession

### Vocabulary

**Toys:** bike, kite, plane, car

### Structures

I have got a (kite).

I haven't got a (bike)

## Materials

- flashcards of *bike, kite, plane, car*
- magazine cut-outs / print-outs of *bike, kite, plane* and *car*

## Revision

- Play the game *Buzz says* (TM page 30).

## Lesson plan

### Warm up

- Stick the toy flashcards on the board. Point to each one and say (*Plane*). Get Ss to repeat after you a couple of times.

### Vocabulary Track 47

- Have Ss open their books to page 20. Point out the toys in the vocabulary section. Play the CD a few times and have Ss point to the toys and repeat.
- Say the names of the toys again in random order and have Ss repeat and point to them in the presentation.

### Activity 1 Track 48

- Have Ss look at the presentation.
- Ask Ss, in L1, what they think is happening. (Hassan and John are at the park. John is riding his new bike and Hassan is flying his kite.) Ask them questions such as *Who's this?* (pointing to Hassan / John), *What's this?* (pointing to the bike / kite), *What colour is it?*
- Play the CD and ask Ss to point to the appropriate bubbles as they follow along.

2

## Smart kids



bike



kite



plane



car

### 1 Look and listen.



20

- Play the CD again and encourage Ss to shadow read.
- Play the CD again, pausing after each phrase in order for Ss to repeat.
- Read out the dialogue aloud with two Ss.
- Then have Ss read the dialogue aloud in groups of three.

### Grammar box

- Hold up the *kite* flashcard and say *I have got a kite. I haven't got a car.* pointing to yourself. Encourage Ss to repeat.
- Point to the grammar box and elicit that we use the verb *I have got* to talk about possession and *I haven't got* to talk about lack of possession. Tell Ss that *I've got* is the short form of *I have got* and *haven't* for *have not*.
- Introduce *You have got* by pointing to a S and saying, *You have got a book.* Repeat the same procedure with *We have got* by pointing to yourself and another S and saying, *We have got books.*
- Point out the short forms *You've got / We've got.*

### Activity 2 Track 49

- Point to the example and ask *What toy has Hassan got?* Encourage Ss to answer *A kite.*
- Play the CD and have Ss listen to the first sentence (more than once if necessary). Ask them to point to the correct toy.

 I have got a kite.	I have got → I've got
 You have got a kite.	You have got → You've got
 We have got kites.	We have got → We've got
I haven't got a car.	haven't = have not



## 2 Listen and match.

1.  2.  3.  4. 

## 3 Look and write ✓ for 'I have got' or ✗ for 'I haven't got'. Then say.

I have got a teddy bear.  
I haven't got a yo-yo.

















21

- Explain to Ss that they will listen to similar sentences and they have to match the character they hear to the toy he has got.
- Repeat the procedure for the rest of the sentences.
- Have Ss compare their answers in pairs first.
- Check Ss' answers.

### Listening transcript

1. **Hassan:** *I have got a kite.*
2. **John:** *I have got a bike.*
3. **John's brother:** *I have got a car.*
4. **Mike:** *I have got a plane.*

1. kite
2. bike
3. car
4. plane

### Activity 3 Track 50

- Direct Ss' attention to the toys. Hold up your book and point to the toys, encouraging Ss to say them aloud.
- Play the CD once and have Ss listen.
- Play the CD again and ask Ss to point to the toys the boy mentions.
- Explain to Ss that they will have to write ✓ or ✗ depending on which toys they have got and which ones they haven't got.
- Once Ss have done this, divide them into pairs and have them talk about the toys they have or haven't got to their partners.
- Have some Ss talk about their toys to the class.



## Optional Mime the toy

- Have a S come to the front of the class and mime playing with one of the toys learnt in this lesson, e.g. *riding a bike, holding a kite, playing with a plane or car.*
- The rest of the Ss must guess what the S is doing/playing with by calling out the toy.
- The S miming has to answer *Yes, I have got (a kite),* or *No, I haven't got (a kite).*
- The S who guesses correctly gets a turn to mime.
- Play this game for as long as time permits, allowing as many Ss as possible to participate.



## Workbook

### Activity 1

- Direct Ss' attention to the dots in the picture and explain to them that each space with a dot is part of a picture. Tell them that they will have to colour each space that has got a dot in it.
- Advise Ss to use one colour each time they're colouring a section with a lot of dots.
- Demonstrate how the activity is done by colouring and revealing the first object. Then hold up your book and say *I have got a plane.*
- Once Ss have finished revealing the objects, have them present the toys and say what toys they, themselves, have or haven't got at home.

-  a plane
-  a bike
-  a car
-  a kite

### Activity 2

- Explain to Ss that they have to look at the pictures and complete the bubbles with *I've got, You've got or We've got.*
- Check Ss' answers.

-  1. We've got
-  2. You've got
-  3. I've got

# 2 Comic

## Language focus

### Objectives

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

### Vocabulary

box, robot, bed

**Prepositions:** on, in

### Structures

Where's the (ball)?

It's (in) the (box).

## Materials

- flashcards of *box, robot, bed, on, in*

## Revision

- Play the presentation in the SB on page 20 (Track 48) and have Ss follow along. Have Ss read it aloud in groups of three.



## Lesson plan



### Warm up

- Place your pen on your book and say *Where's the pen? It's on the book.* Have Ss repeat after you. Continue this with other known items.
- Put the pen in your bag to demonstrate *in*.
- Show Ss the flashcards of the lesson, say each word and have Ss repeat.

### Vocabulary Track 51

- Have Ss open their books to page 22. 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 52

- Have Ss look at the presentation and name the objects they can (a chair, a desk, a box, a ball).
- Point to the last picture and ask Ss *Where's the ball?* Encourage Ss to answer *It's in the box.*
- Have Ss look at the presentation and ask them, in L1, what they think is happening. (Two boys are in one of the boys' room. One boy suggests playing ball, but the other boy can't

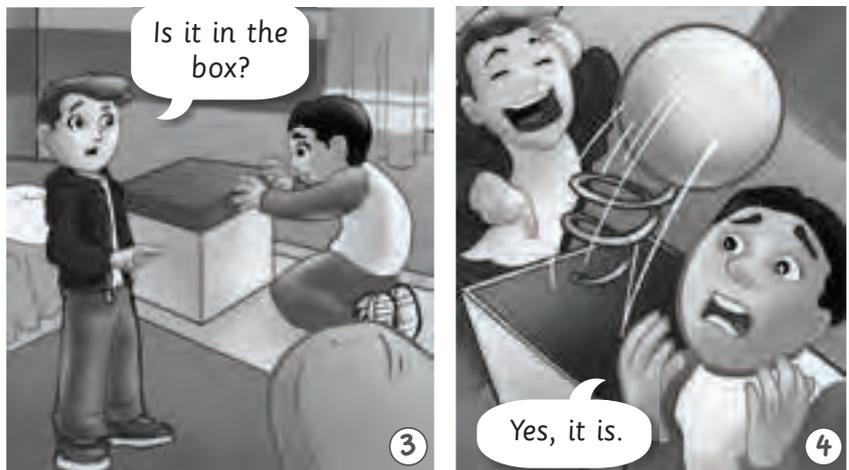
2

## Comic



### 1 Look and listen.

## Where's the ball?



22

remember where his ball is. They start looking for the ball in different places. First they look on the chair and finally in the box where the ball pops out.)

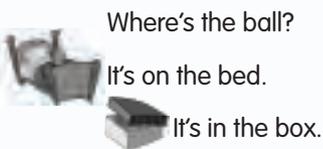
- Ask Ss to point to the appropriate bubble and follow along as you play the CD.
- Play the CD again and encourage Ss to shadow read.
- Play the CD a third time pausing after each phrase for Ss to repeat.
- Read the dialogue aloud with a S. Choose two Ss to read it aloud for the class. Then have Ss read the dialogue aloud in pairs.

### Grammar box

- Direct Ss' attention to the grammar box at the top of page 23. Read the sentences aloud and have Ss repeat.
- Place your book on your desk and say *Where's the book? It's on the desk.* Have Ss repeat.
- Put your book in your bag and ask *Where's the book?* Encourage Ss to answer *It's in the bag.* Repeat this with the rest of the prepositions.
- Ask Ss what they think the question *Where's (the ball)?* means. Elicit that we use it to ask about the location of things.
- Read the question and the answers in the grammar box aloud.
- Explain that *Where's* is the short form of *Where is* and *It's* for *It is*.

### Activity 2

- Have Ss turn to the back of their books, find the appropriate stickers and stick them in the correct places.



Where's the ball?

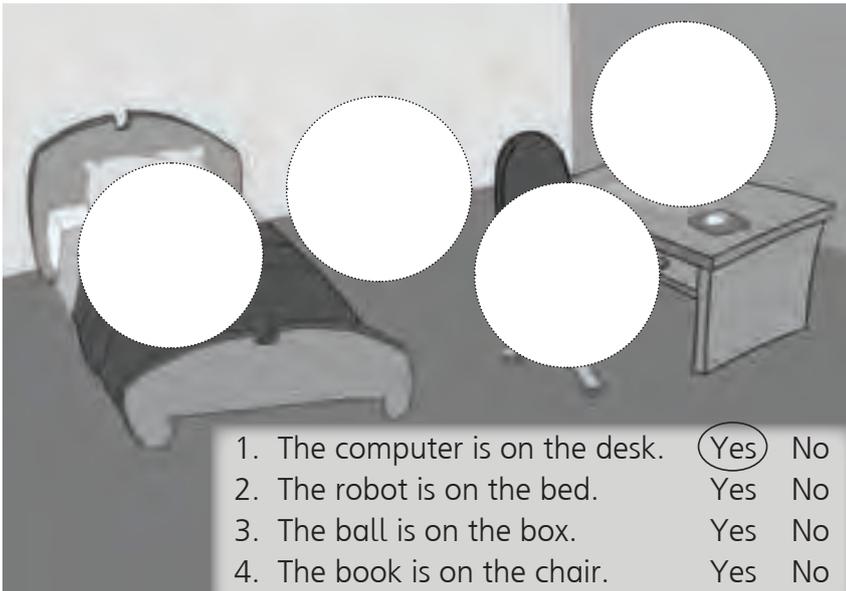
It's on the bed.

It's in the box.

Where's = Where is  
It's = It is



**2 Find and stick. Then read and circle.**



1. The computer is on the desk.     Yes    No
2. The robot is on the bed.        Yes    No
3. The ball is on the box.         Yes    No
4. The book is on the chair.       Yes    No

**3 Play.**

Where's the computer?

It's on the desk.



23

- Ask Ss questions about the picture, e.g. *Where's the computer?* Encourage them to answer *It's on the desk.*
- Ask Ss to read sentences 1-4 and circle *Yes* or *No* according to whether they match the picture.
- Read the first sentence and have Ss follow along in their books. Point out that this one has been done for them.
- Have Ss read the rest of the sentences and answer in pairs.
- Check answers by reading each sentence aloud and having Ss say *Yes* or *No*.

1. Yes    2. Yes    3. No    4. Yes

**Activity 3 Track 53**

- Direct Ss' attention to the two children in the picture and ask them to guess what's happening. (They are playing a memory game.)
- Play the CD and have Ss repeat the exchange. Have individual Ss model the exchange.
- Divide Ss into pairs and have them look at the picture in activity 2 for one minute.
- Then have one S close his/her book while his/her partner asks him/her questions about the locations of the items in the room.
- Have Ss swap roles.



**Optional Picture memory**

- Tell Ss that you're going to play a memory game.
- Place some of your classroom objects in different places. For example, your bag on your desk, your book in your bag etc (make sure it's sticking out).
- 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 having them make a clicking sound.
- After Ss have done this, tell them to close their eyes and ask them about one of your classroom objects e.g. *Where's my bag?* Encourage Ss to answer e.g. *It's on the desk*, by having them recall the memory photo they took of the room.
- Divide Ss into pairs and have them take turns playing the game with their own classroom objects.



**Workbook**

**Activity 1 Track 54**

- Ask Ss to identify each item.
- Explain to Ss that they will listen to a few sentences, draw a ball in each of the places mentioned and then colour the pictures.
- Check Ss' answers as a class by pointing to each picture and asking Ss *Where's the ball?*

**Listening transcript**

1. *Where's the ball? It's on the desk.*
2. *Where's the ball? It's in the box.*
3. *Where's the ball? It's in the bag.*
4. *Where's the ball? It's on the bed.*



1. on the desk
2. in the box
3. in the bag
4. on the bed



**Note**

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

## 2 Let's play

### Language focus

#### Objectives

- to revise and consolidate vocabulary through a guessing game
- to ask and answer questions about possession

#### Structures

Have you got a (car)?

Yes, I have. / No, I haven't.

### Materials

- flashcards of *bike, kite, plane, car, robot*
- cut-out cards from SB page 119
- Blu tack

### Revision

- Play *Where's the ball?* in the SB on page 22 (Track 52) and have Ss follow along in their books.
- Have Ss read it aloud in groups.

### Lesson plan

#### Warm up

- Revise the toys Ss know using the flashcards.
- Play the game *Mime the toy* (TM page 33).

#### Activity 1 Track 55

- Have Ss look at the presentation and ask them, in L1, what they think is happening. (Two boys are talking and one of them is showing the other his car.)
- Play the CD and ask Ss to follow in their books.
- Play the CD again and pause after each phrase for Ss to repeat.
- Choose two Ss to read the dialogue aloud. Then, have Ss read the dialogue aloud in pairs.

#### Activity 2 Track 56

- Ask Ss to look at the picture and ask them, in L1, what is happening. (The children are playing a card game.)

2

### Let's play

Have you got a car? { Yes, I have.  
No, I haven't. } haven't = have not

#### 1 Look and listen.



#### 2 Look and listen. Then play. Use the cut-outs on page 119.



- 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 (chorally - in groups - individually).
- Point out the grammar box at the top of the page.
- Read out the question and short answers to Ss and have them repeat after you.
- Ask a random S *Have you got a pencil?* and encourage him/her to answer *Yes, I have / No, I haven't*, accordingly.
- Then ask Ss when we use the question *Have you got a (car)?* Elicit that we use it to ask about things we have got.
- Divide Ss into pairs. Ask Ss to turn to page 119 of their books and cut out the cards.
- Demonstrate how the game is played with a S. Put your cards and the S's cards together in a pile.
- Ask the S to pick a card and ask him/her questions such as *Have you got a robot?* encouraging the S to answer with *Yes, I have. / No, I haven't*. If the S answers negatively, then ask more questions until you guess correctly and win the S's card. Then you pick a card and have the S guess.
- Have Ss play the game in pairs, taking turns until they've used up all the cards.
- If time permits, have a couple of pairs come and play the game in front of the class.



## Optional

### Missing pictures

- Stick the toy flashcards on the board.
- Choose a S to come up to the board.
- Ask the rest of the Ss to look at the pictures carefully for 30 seconds and then tell them to close their eyes.
- The S at the board has to remove one of the pictures.
- After he/she does so, the rest of the Ss open their eyes and try to guess which picture is missing by asking the S *Have you got a (robot)?*
- The S answers *Yes, I have. / No, I haven't.*
- Repeat the procedure with different Ss for as long as time permits.



## Before leaving

- Play the *ABC Action Chant / poem* in the SB on page 19 (Track 44 or Track 45). Encourage Ss to say the chant / poem along with the CD and do the actions.



## Workbook

### Activity 1

- Open your WB and hold it up for the class, pointing to the toys and encouraging Ss to name them.
- Explain to Ss that first they have to choose and colour the toys they like.
- After Ss have finished colouring, direct their attention to the children at the top of the page and read the exchange aloud. Then read it out again and have Ss repeat after you.
- Divide Ss into pairs and explain that they will have to ask their partner which toys he/she has got depending on what he/she has coloured, just like in the example.
- If time permits, have a few pairs present for the whole class.



open answers

# 2 Phonics thin - this



## Language focus

### Objectives

- to practise the pronunciation of **th** /θ/ - **th** /ð/
- to say a phonics chant / poem

### Vocabulary

thin, thirteen, this, that

### Phonics

**th-** /θ/, **th-** /ð/



## Materials

- flashcards of *thirteen, thin, this, that*
- phonics cards of the above flashcards (one set per S)
- Blu tack



## Lesson plan

### Warm up

- Write **thin** and **this** on the board. Under each word, stick the flashcards that depict words with the **th** /θ/ and **th** /ð/ sounds.
- Point to **th** in *thin* and say /θ/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcard (thin) and say it out loud, having Ss repeat after you. Then point to the other flashcard (thirteen) and say it aloud while Ss repeat after you.
- Repeat the same procedure with *this*, **th-** /ð/.

## Activity 1 Track 57

- 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

/θ/, thin, thirteen

/ð/, this, that

## Activity 2 Track 58 - Chant Track 59 - Poem

- Direct Ss' attention to the picture and ask them questions like, *What are they?* (*They're a family.*), *Where are they?* (*They're in front of the house.*) Ask Ss to identify the family members they see (father, mother, sister, two brothers).
- Play the chant / poem *My family* once 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 (this, that, thin).
- Explain that they have to say the chant / poem while raising the corresponding card each time.



## Optional 1

### What's that sound?

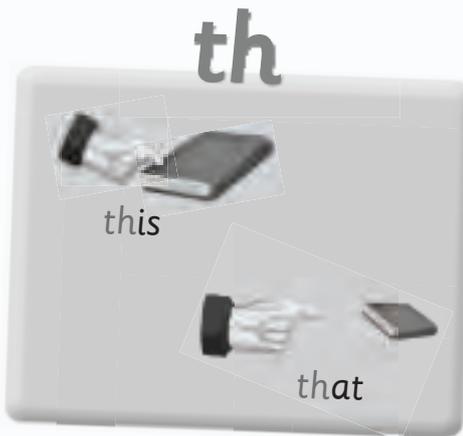
- Divide Ss into two teams.
- Invite a S from each team to come up to the board. Give each S a marker / piece of chalk.
- Call out one of the sounds (/θ/, /ð/), e.g. /θ/, and have Ss write a word beginning with / ending in / containing that sound on the board, e.g. *tooth*.
- The S that does this the 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.

# Phonics

## thin - this

2

1 Listen and say.



2 Listen and chant.



### My family

This is my mother  
And that's my father.  
This is my sister  
And that's my thin brother.

25



### 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 or contain the sounds /θ/ or /ð/ and say the word.
- Ss will 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.



### Workbook

#### Activity 1 Track 60

- Ss listen to the CD and repeat.

#### Listening transcript

1. *that*
2. *this*
3. *thirteen*
4. *thin*

- Ss match the words with the pictures, as in the example.
- Make sure Ss have matched the words with the pictures correctly.

#### Activity 2 Track 61

- Ss listen to the CD and number the pictures 1-4 according to the order they hear them.

#### Listening transcript

1. *this*
2. *thin*
3. *that*
4. *thirteen*



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

#### Activity 3 Track 62

- Ss listen to the CD and repeat the words. Then, they write the missing letters to complete the words, as in the example.

#### Listening transcript

1. *mother*
2. *thin*
3. *this*
4. *thirteen*
5. *that*



1. **mo**ther
2. **th**in
3. **th**is
4. **th**irteen
5. **th**at

#### Activity 4

- Ask Ss to name the items (this, thirteen, mother, thin). Then, ask them to colour the items that begin with / end in / contain the th- /θ/ sound red and the items with the th- /ð/ sound blue.  
red: thin, thirteen  
blue: mother, this

## 2 Story time

### Language focus

#### Objectives

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

### Materials

- Blu tack
- blown-up colour photocopies of Story time *Toy Robot*
- strips of paper with the imperative phrases written on them
- a cloth bag

### Revision

- Divide Ss into pairs and tell them to play a round of the card game in the SB on p.24.

### Lesson plan

#### Warm up

- Play the game *Buzz says* (TM page 30).

#### Activity 1 Track 63

##### Before reading

- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Tell Ss that they will listen and read a story with the title *Toy Robot*. Point to the first frame and invite Ss to name all of the toys they can see (teddy bear, kite, ball, car in the box).
- Ask Ss questions they can answer such as *What colour is the kite?*
- Ask Ss to guess what is happening in the story.
- Elicit answers, in L1, but do not correct Ss at this stage.

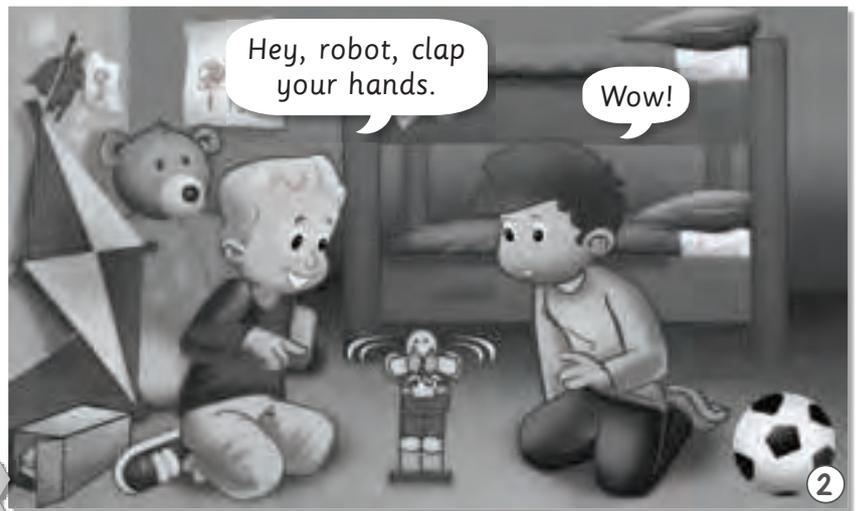
##### While reading

- Play the CD and point to each frame in your book or on the board. Encourage Ss to point to each frame in their books.

## 2 Story time

### 1 Look and listen.

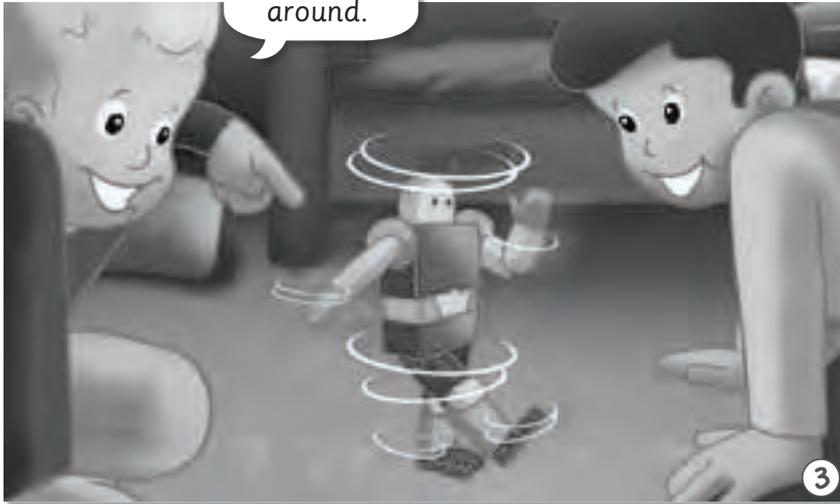
# TOY ROBOT



26

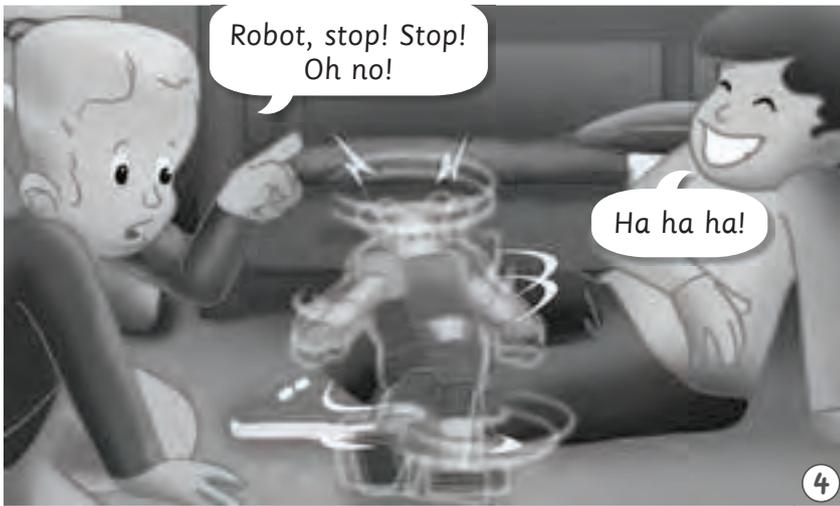
- Check Ss' answers. (Two boys are playing with a robot. The blonde boy asks his robot to do different actions. When he tells the robot to turn around, the robot can't stop spinning. His friend starts laughing.)
- Play the CD again and ask Ss to point to each speech bubble and follow along.
- Talk about what happens in each frame.
- Frame 1:** The two boys are playing with their toys in the blonde boy's bedroom. The blonde boy is telling his friend that he's got a car in the box and he is showing him his new toy robot.
- Frame 2:** The blonde boy is demonstrating what his robot can do by calling out orders.
- Frame 3:** The blonde boy is asking his robot to turn around. His robot is obeying.
- Frame 4:** The robot starts spinning out of control and the blonde boy tries to stop it but he can't. His friend thinks it's funny and he starts laughing.
- Play the CD again and invite Ss to shadow read.
- Then play it again, pausing after each line. Have Ss repeat (chorally - in groups - individually).
- After reading**
- Divide Ss into pairs and have them read the story aloud.
- Invite some pairs to read it aloud for the whole class.

Robot, turn around.



Robot, stop! Stop!  
Oh no!

Ha ha ha!



27



## Workbook

### Activity 1 Track 64

- Ask Ss if they remember what happened in each scene of the story.
- Direct their attention to activity 1 and point to the example, explaining to them that they will have to put the rest of the scenes of the story in order from 2-4.
- Play the story for Ss to put the rest of the scenes in order.
- Ss check their answers in pairs first, then as a class.



a. 2   b. 4   c. 3   d. 1

### Activity 2

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



## Optional Miming game

- Write each of the imperative phrases learnt in the module on strips of paper and put them in a bag.
- Divide Ss into two teams.
- Choose a S from one team and ask him/her to pick a piece of paper from the bag and mime the action written on it.
- If he/she mimes correctly, he/she gets a point for his/her team.
- After the S from the first team has mimed, choose a S from the other team to do the same.
- Continue in the same manner until all Ss have had a turn.
- The team with the most points wins.

# 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 *Toy Robot*

## 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 (*Toy Robot*). Ask them to tell you what else they remember from the story.
- Have Ss open their books to pages 26-27. Play the CD (Track 63) and have Ss follow along in their books.
- Play the CD again and encourage Ss to shadow read.
- Then have some Ss read the story aloud for the whole class.

## Lesson plan

### Warm up

- Play the *Miming game* (TM page 41).

### Activity 1 Track 65

- Hold up your book and point to each of the pictures in the first item, asking Ss to identify each of the actions. Repeat the procedure with the pictures in item 2. Then point to the pictures in items 3 and 4 and ask *What's this?* encouraging Ss to answer with the names of each of the toys.
- Read the instructions and make sure Ss understand that they will listen to each sentence / exchange and check the correct picture.
- Play the first sentence a couple of times (more if necessary) and ask

### 1 Listen and tick (✓).

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

### 2 Look and write. on in

1.		2.		3.	
	The robot is _____ the chair.		The ball is _____ the box.		The plane is _____ the bed.

28

- Ss to point to the correct picture. Go around and check that everyone is pointing to the correct picture. Then have Ss tick the corresponding box.
- Play the rest of the sentences / exchanges and have Ss tick the appropriate boxes.
- Have Ss check their answers in pairs first, then as a class.

### Listening transcript

- |  |   |      |
|--|---|------|
| 1. Sit down.                             |  | 1. a |
| 2. Turn around.                          |   | 2. a |
| 3. Have you got a bike?                  |   | 3. b |
| <i>No, I haven't. I have got a kite.</i> |   | 4. b |
| 4. Have you got a plane?                 |   |      |
| <i>Yes, I have.</i>                      |   |      |

### Activity 2

- Explain to Ss that they have to look at the pictures, read the sentences and complete them with the correct preposition.
- |   |       |       |       |
|---|-------|-------|-------|
|  | 1. on | 2. in | 3. on |
|---|-------|-------|-------|



## Optional

### Buzz says

- Play the game *Buzz says* (TM page 30).



## Workbook

### Activity 1

- Direct Ss' attention to the pictures of the toys. Encourage Ss to identify them by asking *What's this?*
- Point to the word box at the top of the page and ask Ss to complete the sentences by filling in the correct word based on the picture they see.



1. plane
2. bike
3. robot
4. kite

### Activity 2

- Explain to Ss that they have to read the questions, look at the picture and match the questions with the correct answer.



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



## Note

- Ask Ss to bring in some old buttons for the next lesson.

# 2 Project

## Language focus

### Objectives

- to make a toy poster
- to revise and consolidate vocabulary and structures learnt in previous lessons



## Materials

- cut-out cards from SB page 119
- big pieces of white cardboard (one for each S)
- liquid finger paints (enough for each pair of Ss)
- glue (enough for each pair of Ss)
- flashcards of *bike, kite, plane, car, ball, robot*
- photocopies of the above flashcards as many as there are Ss

## Revision

- Have Ss play a round of the guessing game in the SB on page 24 (TM page 36).



## Lesson plan



### Warm up

- Play the game *Hot card* using toy flashcards.
- Give out a flashcard of one of the toys learnt in this module.
- Explain to Ss that once you clap your hands, they have to pass the flashcard to the S sitting next to them.
- When you clap your hands again, the S holding the flashcard has to hold it up and say what's on it, e.g. *I have got a (kite)*.

### Activity 1

- Direct Ss' attention to the pictures on the page and ask them what the boys are doing. (They're making toy posters with finger paints.)
- Ask Ss to tell you what toys they are making in each picture. (A robot in pictures 1 and 2, a teddy bear and a plane in pictures 3 and 4).
- Make sure Ss understand that they will make their own toy posters.
- Give out cardboard and finger paints to all of the Ss, as well as a tube of glue to each pair of Ss. Ss can glue the buttons on their drawings to decorate them. Have them work individually or in pairs.

### Activity 2

- Direct Ss' attention to the picture. Ask Ss what is happening. (The boys are showing off their toy posters.)
- Read what the boys say and invite Ss to repeat (chorally - in groups - individually).
- Divide Ss into pairs and have them present their toy poster to their partner.
- Have some pairs present for the whole class.



## Project

### 1 Make a toy poster.



### 2 Show and tell.

I've got a teddy bear and a plane.

I've got a car and a robot.



29



### Optional Guessing game

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



### Before leaving

- Play the game *Buzz says* (TM page 30).



## Workbook

### Activity 1

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



#### Track 66 - Chant

#### Track 67 - Poem

- Direct Ss' attention to the pictures. Point to each picture of the monkey and encourage Ss to name the action. Introduce *walk* and *stop*.
- Play the CD once and have Ss point to the corresponding picture in their WB.
- Play the CD again and have Ss do the actions, following your lead.
- Play the CD a third time and have Ss do the actions and say the chant / poem.

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

### Activity 2

- Follow the same procedure as in Activity 1.

### Activity 3

- Follow the same procedure as in Activity 1.

### Activity 4

- Follow the same procedure as in Activity 1.

### Activity 5

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

# 2 Phonics revision

## Language focus

### Objectives

- to differentiate between the consonant digraphs **ch** /tʃ/, **sh** /ʃ/
- to practise the pronunciation of **th**
- to use capital letters in sentences

### Vocabulary

chair, teacher, short, fish, thin, thirteen, this, that

### Phonics

**ch** /tʃ/ and **sh** /ʃ/      **th-** /θ/ and **th-** /ð/

## Materials

- flashcards of *chair, teacher, short, fish, thin, thirteen, this, that*
- photocopies of the above flashcards (enough for all Ss)
- phonics cards of *ch, sh, th* /θ/, *th* /ð/

## Revision

- Play the chants in the SB on pages 18, 25 (Track 38 or Track 39 and Track 58 or Track 59) and have Ss say the chant / poem along with the CD.

## Lesson plan

### Warm up

- Write **chair, short, thin, this** on the board. Under each word, stick the picture flashcards of the objects that begin with / end in or contain that sound.
- Point to the **ch** in *chair* and say /tʃ/ a couple of times, encouraging Ss to repeat after you. Then point to each of the objects (*chair, teacher*) and say them aloud and have Ss repeat after you.
- Follow the same procedure with *sh* and *th*.

### Activity 1 Track 68

- 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/, /ʃ/, *chair, teacher, short, fish*  
/θ/, /ð/, *thin, thirteen, this, that*

## Optional Letter hold-up

- Tell to 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 begin with / end in or contain *ch* and *sh* and say the word. Ss will 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 then hiding them.
- Play the game until all of the picture cards have been used up.
- Repeat the same procedure with *th*.

2

# Phonics revision

## 1 Listen and say.

**ch - sh**



chair



teacher



short



fish

**th - th**



thin

13

thirteen



this



that

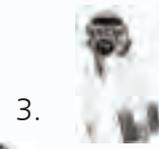
## 2 Listen and say. Then circle.



ch sh



ch sh



ch sh



ch th



th sh

6. 13

th ch

## 3 Read.

Hello! I'm Salim and I'm 9 years old.

I is always written with a **CAPITAL** letter.

30

## Activity 2 Track 69

- Play the CD once and have Ss point to the pictures in their books and repeat.
- Play the CD again, pausing after *chair*. Ask Ss which of the two initial sounds *chair* starts with, *ch* or *sh*. Elicit the answer *ch*.
- Repeat the procedure with the rest of the words instructing Ss to circle the correct sound in each case.
- Have Ss check their answers in pairs first, then as a class.

### Listening transcript

1. *chair* 2. *fish* 3. *teacher* 4. *this* 5. *thin* 6. *thirteen*

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

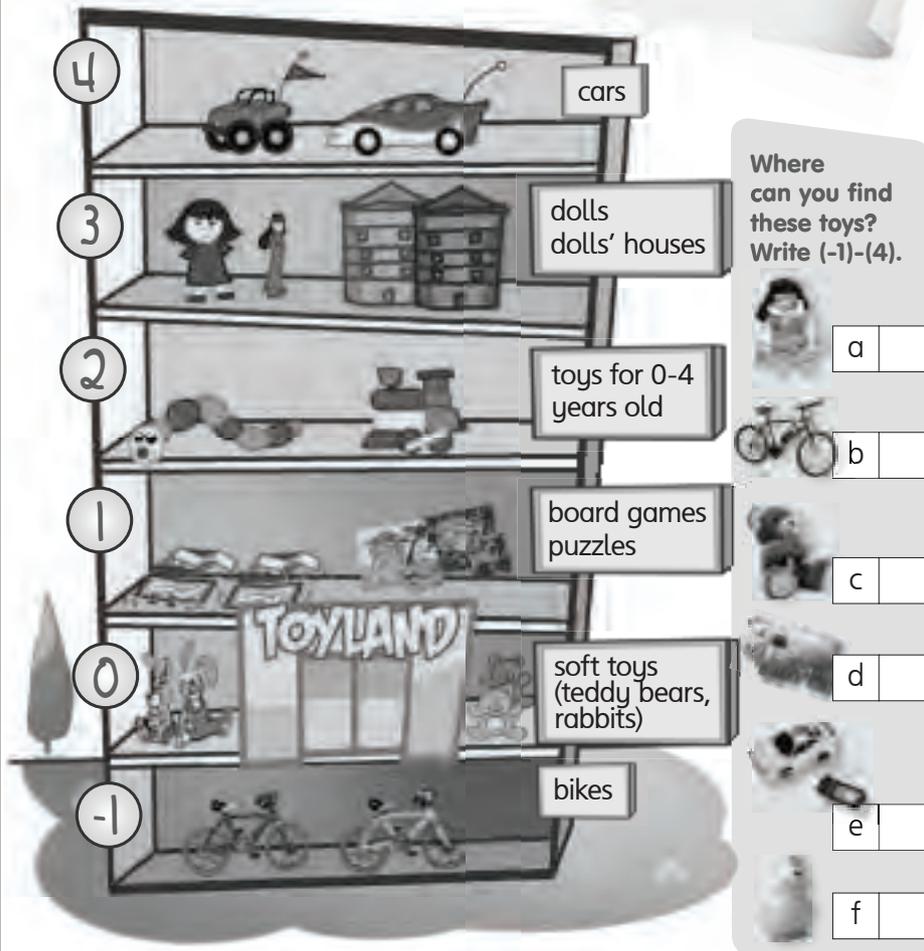
### Activity 3

- Draw Ss' attention to the note, read it aloud and explain it to Ss.
- Read the example aloud.
- Write on the board sentences containing *I* with small *i* e.g. *i haven't got a car. Yes, i have. etc.* and ask Ss to come to the board and correct them e.g. *I haven't got a car. Yes, I have etc.*

## Toys

1 Look and listen. 

*Toyland is a toy shop. Look at the toys in Toyland.*



**Where can you find these toys? Write (-1)-(4).**

a

b

c

d

e

f

31

### Activity 1 Track 70

- Draw Ss' attention to the picture of the toy shop and tell them that these are a few of the toys they can find on each floor in the toy shop.
  - Ask Ss to name the toys they know and say the ones they don't know in English.
  - Ss listen to the CD and follow in their books.
  - Explain any unknown words.
  - Draw Ss' attention to the photos of the toys and explain that they have to write the corresponding number of the floor on which they can find each one.
  - Have Ss do the activity in pairs.
- a. 3   b. -1   c. 0   d. 1   e. 4   f. 2



### Optional Guessing game

- Divide Ss into small groups.
- Ask each group to draw and colour their own toy shop on a piece of paper.
- Ss can draw and colour whatever toys they want.
- Groups take turns to present their toy shop.

## 2 Smart Time 2



### Language focus

#### Objectives

- to provide Ss with cultural information



### Materials

- flashcards of the toys Ss learnt in this module
- Blu tack



### Lesson plan



#### Warm up

- Show Ss the flashcards with the toys and ask Ss to name them.



### Key to Test 2 Listening transcripts (Track 56, CD2)

#### Activity 1

a. 4   b. 3   c. 1   d. 2

#### Activity 2

b

#### Activity 3

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

#### Activity 4

1. in   2. on   3. on   4. in

# 3 Phonics

## cat - fin

### Language focus

#### Objectives

- to practise the pronunciation of **a** /æ/ and **i** /i/
- to say two phonics chants / poems

#### Vocabulary

cat, fat, hat, fin, tin, fish

#### Phonics

**a** /æ/ and **i** /i/

### Materials

- flashcards of *cat*, *hat*, *fin*, *fish*
- photocopies of the flashcards (only the words)
- phonics cards of **a** and **i** (one set per S)
- Blu tack

### Lesson plan

#### Warm up

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

#### Activity 1 Track 71

- 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

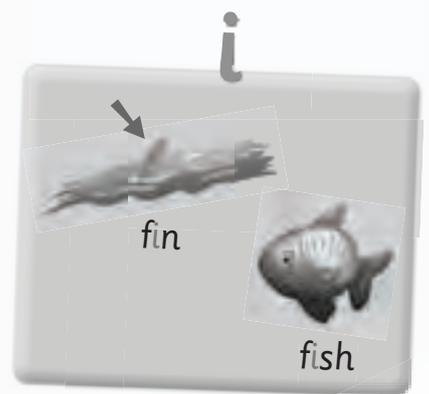
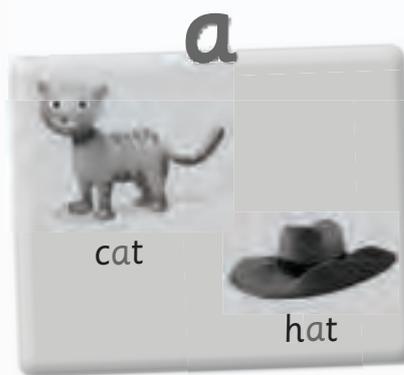
/æ/, cat, hat  
/i/, fin, fish

# 3

# Phonics

## cat - fin

### 1 Listen and say.



### 2 Listen and chant.



What colour is it?

What's that? What's that?

It's Pat, the fat cat.

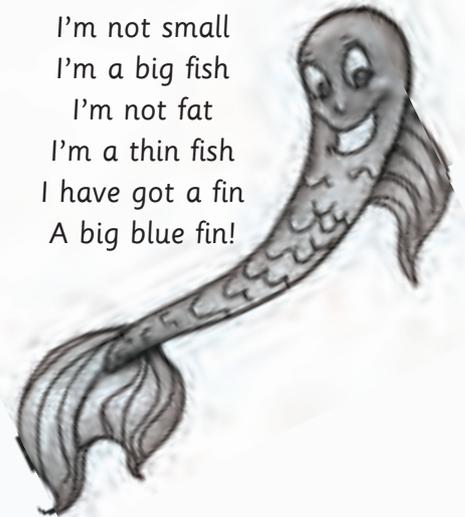
What colour is the hat?

It's black! It's black!

32

### Mr Fish

I'm not small  
I'm a big fish  
I'm not fat  
I'm a thin fish  
I have got a fin  
A big blue fin!



### Activity 2 Track 72 - Chant 1 Track 73 - Poem 1

### Track 74 - Chant 2 Track 75 - Poem 2

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

- Direct Ss' attention to the picture and ask them to name the animals (cat and fish). Ask Ss some questions about the picture, e.g. *What colour is the hat?* (It's black.) Ask them what colour the fin of the fish is (blue).
- Play the chants / poems *What colour is it?* and *Mr Fish* and have Ss listen and follow along in their books.
- Play the chants / poems again, pausing after each line for Ss to repeat.
- Then play the chants / poems once more and encourage Ss to say the chants / poems along with the CD.



#### TPR Activity

- Photocopy and give Ss the **a** and **i** phonics cards.
- Explain to Ss that they have to say the chant / poem while raising the corresponding card each time.



## 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 / piece of chalk.
- Call out one of the two sounds (/æ/ or /ɪ/), e.g. /æ/ and have Ss write a word containing that sound on the board, e.g. *cat*.
- The S that does this the fastest wins a point for his/her team.
- Repeat the same procedure with the rest of the Ss.
- The team with the most points wins.



## Optional 2

### Ready, set, match!

- Divide Ss into two teams.
- Stick the flashcards of *cat*, *hat*, *fin*, *fish* 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 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.

### Listening transcript

1. *hat*    2. *fish*    3. *fat*    4. *cat*  
5. *fin*



1. **hat**    2. fish    3. **fat**    4. **cat**  
5. **fin**

### Activity 4

- Ask Ss to name the items (fin, fish, hat, cat). Then, ask them to colour the items that contain the 'a' sound red and the items that contain the 'i' sound blue.



red: hat, cat  
blue: fin, fish



## Workbook

### Activity 1



### Track 76

- Ss listen to the CD and repeat.

#### Listening transcript

1. *cat*    3. *fish*  
2. *hat*    4. *fin*

- Ss match the words with the pictures, as in the example.
- Make sure Ss have matched the words with the pictures correctly.

### Activity 2



### Track 77

- Ss listen to the CD and number the pictures 1-4 according to the order they hear them.

#### Listening transcript

1. *fin*    2. *cat*    3. *fish*    4. *hat*

a. 4    b. 1    c. 2    d. 3

### Activity 3



### Track 78

- Ss listen to the CD and repeat the words. Then, they write the missing letters to complete the words, as in the example.

# 3 My body

## A chant



### Language focus

#### Objectives

- to say a chant / poem
- to identify parts of the face
- to give and follow simple instructions

#### Vocabulary

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

**Actions:** touch

#### Structures

Imperative - Negative



### Materials

- flashcards of *eyes, ears, mouth, nose*
- photocopies of the above flashcards (a set for each pair of Ss)
- photocopies of the flashcards of *stand up, sit down, turn around, clap your hands*

### Revision

- Play the chants / poems (SB p.32 Tracks 72-75) and ask Ss to say the chants / poems along with the CD.



### Lesson plan



#### Warm up

- Touch your eyes and say *eyes*. Encourage Ss to touch their eyes too.
- Repeat with *ears, mouth* and *nose*.

#### Vocabulary



#### Track 79

- Have Ss open their books to page 33. 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 words again in random order and have Ss repeat and point.

#### Activity 1



#### Track 80 - Chant



#### Track 81 - Poem

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

- Ask Ss, in L1, what they see in the picture. (In some pictures the children are touching different parts of their faces and in others they're being told not to touch parts of their faces by their parents.)
- Tell Ss they're going to listen to a chant / poem. Ask them to guess what it's going to be about.
- Play the CD once and have Ss listen.
- Play the CD a second time and have Ss point to the pictures as they hear the corresponding phrases.
- Play the CD again and mime the actions, encouraging Ss to do the same.
- When Ss feel comfortable, invite them to say the chant / poem.
- Play the CD twice more so that Ss can match pictures a-d to the verses of the chant. Point out that d has been done for them.



a. 4<sup>th</sup> verse   b. 2<sup>nd</sup> verse   c. 3<sup>rd</sup> verse   d. 1<sup>st</sup> verse

#### Follow-up Activity

- Play the game *Buzz says* (TM page 30) with this lesson's vocabulary.

#### Grammar

- Draw Ss' attention to the grammar box at the bottom of the page and read the sentences aloud.
- Explain to Ss that these are imperative sentences. Point out that the negative imperative is formed with *Don't* at the beginning of the sentence.



### Optional

#### Guess the imperative

- Divide Ss into pairs.
- Hand out a photocopied set of the flashcards of parts of the face and actions to each pair of Ss.
- Tell Ss to shuffle the cards and put them in a pile facing down. Ss take turns picking a card and doing the action on it. If they pick a card with a part of the face, they have to touch that specific part of their face.
- Their partners say the imperative phrase. For example, S1 touches his/her nose and S2 calls out *Touch your nose*.
- Ss may play this game until they have used up all of their flashcards.
- Another variation of this game is to have Ss draw an X over some of the cards, so as to practise the negative imperative as well.
- When miming the action Ss will have to make the *Don't* gesture by waving their index finger and then doing the action on their card.

# My body 3

## A chant



1 Listen and match. Then say and do.

**Buzz says**  
 Buzz says,  
 Touch your mouth, your mouth  
 Touch your mouth.

**a.** **Don't touch your nose, your nose  
 Don't touch your nose.**

**Buzz says**  
 Buzz says,  
 Touch your ears, your ears  
 Touch your ears.

**b.** **Don't touch your eyes, your eyes  
 Don't touch your eyes.**

**c.** **Touch your mouth.  
 Don't touch your eyes.**

33



### Before leaving

Play the chant / poem *Buzz says* (Track 80 or Track 81) and have Ss say the chant / poem along with the CD.



### Note

- Ask Ss to bring in pictures of themselves for the next lesson. Make sure to tell them to bring in a picture they won't mind cutting out.



## Workbook

### Activity 1

- Direct Ss' attention to the picture of Lisa's face. Ask *Who's this?* (Lisa). Point to the different parts of her face and ask *What's this?* Encourage Ss to answer.
- Point out the box with the words and explain to Ss that they will have to fill in the words in the correct spaces and then colour the picture.

(clockwise from the top)  
 ear  
 nose  
 mouth  
 eye

### Activity 2 Track 82

- Direct Ss' attention to the pictures of the children. Holding up your book point to each picture and encourage Ss to call out the corresponding imperative phrase.
- Explain to Ss that they will have to listen and number the pictures from 1-4 according to what they hear. Point out that 1 has been done for them.

### Listening transcript

1. Touch your ears.
2. Don't touch your eye!
3. Touch your mouth.
4. Don't touch your nose!



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

# 3 Smart kids

## Language focus

### Objectives

- to talk about parts of the body
- to describe physical appearance

### Vocabulary

**Body parts:** head, arms, legs, hands

**Adjectives:** long

### Structures

He / She / It has got (long legs).

## Materials

- flashcards of *head, arms, legs, hands*
- two pieces of ribbon / rope (one short, one long)
- two balls (one big, one small)
- scissors (enough for each pair of Ss)
- glue sticks (enough for each pair of Ss)
- Blu tack
- a piece of white construction paper
- plain A4 paper (enough for all Ss)

## Revision

- Revise the imperative by playing the game *Buzz says* (TM page 30).

## Lesson plan

### Warm up

- Point to parts of your body (head, arms, legs, hands) and say the word. Have Ss repeat and touch their body parts. Repeat a few times.
- Say *Touch your head* and see if Ss remember the word and touch their heads. Repeat with the rest of the body parts.
- Use two balls (one big, one small) to revise *big* and *small*.
- Use two pieces of ribbon / rope to revise *short* and introduce the word *long*. You could also mime the words with your hands.

### Vocabulary Track 83

- Point out the body parts in the vocabulary section at the top of the page. Play the CD a few times and have Ss point to them and repeat.
- Say the body parts again in random order and have Ss repeat and point to them in the presentation.

3

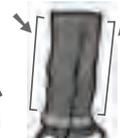
## Smart kids



head



arms



legs

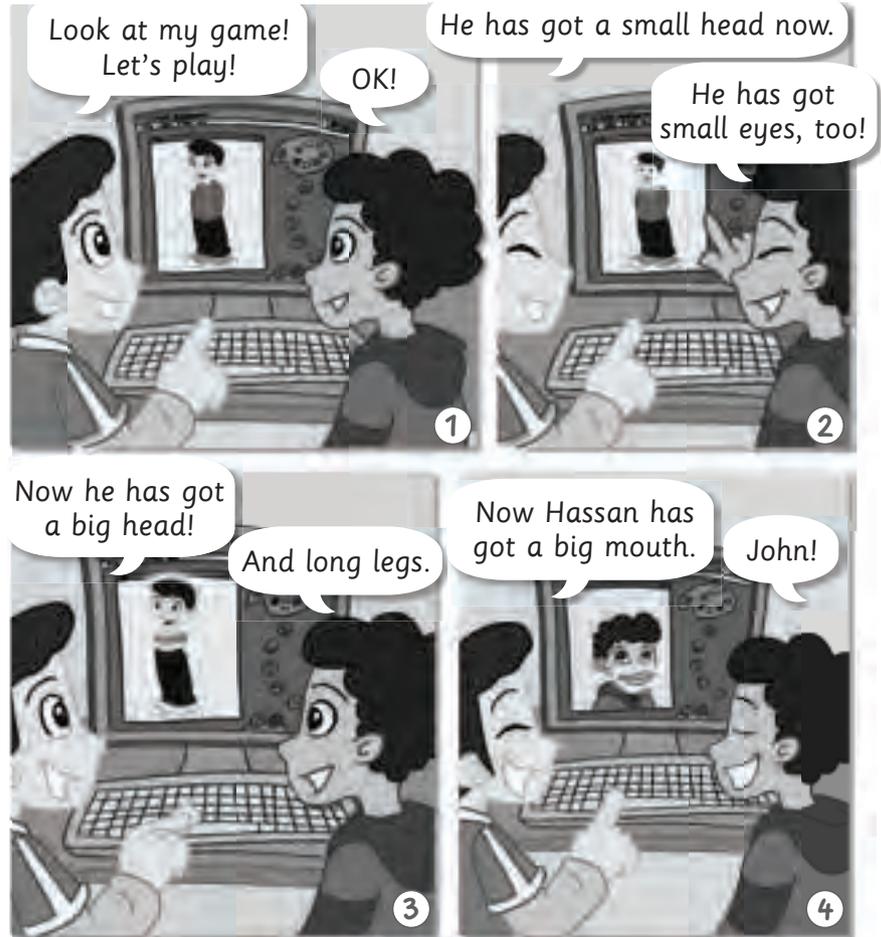


hands



long

### 1 Look and listen.



34

### Activity 1 Track 84

- Have Ss look at the presentation and identify all the words they know. Ask them questions such as *What's this? / Who's this? / What colour is it?*
- Ask Ss, in L1, to tell you what they think is happening. (John is showing Hassan his new virtual makeover computer program.)
- Ask Ss to point to the bubbles and follow along as you play the CD.
- Play the CD again and encourage Ss to shadow read.
- Play the CD once more, pausing after each phrase for Ss to repeat.
- Read the dialogue aloud with a S. Choose two Ss to read it aloud for the class. Then have Ss read the dialogue aloud in pairs.

### Grammar box

- Direct Ss' attention to the grammar box at the top of page 35. Read the sentences aloud and have Ss repeat. Elicit that we use *he* for boys *she* for girls, and *it* for animals / things. Point out that we use *has got* in the third person singular. Read the long and short form of *has got*.

### Activity 2 Track 85

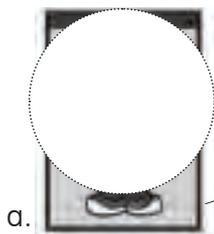
- Have Ss turn to the back of their books, find the appropriate stickers and stick them in the corresponding places.
- Read the first sentence and encourage Ss to point to the corresponding picture.
- Explain to Ss that they will listen to similar sentences and that they have to match the description they hear to the correct picture.

He has got long legs.  
 She has got long arms.  
 It has got a big mouth.

He has got → He's got  
 She has got → She's got  
 It has got → It's got

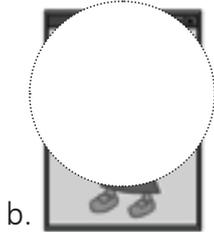


**2 Find and stick. Then listen and match.**



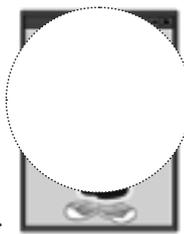
1. He has got a big head.

2. It has got a small head.



3. He has got long legs.

4. She has got short arms.



c.



d.

**3 Draw and say.**



Mark has got long arms.



Omar has got short legs.

35

- Play the CD and have Ss listen to the first sentence. Point out that this one has been done for them.
- Repeat the procedure for the rest of the sentences.
- Have Ss compare their answers in pairs first.
- Check answers by pointing to each person and encouraging Ss to say the descriptions.

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

**Activity 3 Track 86**

- Direct Ss' attention to the two children in the picture and ask them what's happening. (Mark and Omar have drawn funny pictures and have stuck each other's photos on them. They are presenting their drawings.)
- Play the CD and have Ss repeat the exchange. Have individual Ss model the exchange.
- Divide Ss into pairs. Hand out a glue stick and scissors to each pair and a sheet of paper to each S.
- Then ask Ss to draw bodies with funny characteristics. Give them some example characteristics like *long, short, fat, thin*, etc.
- Have Ss cut their faces out of the pictures and give them to their partners to stick onto the funny bodies. Then have Ss present their drawings to their partners.
- Invite pairs of Ss to present to the whole class.



**Optional**

**Draw a funny animal**

- Divide Ss into two teams. Explain to them that they will be drawing funny animals.
- Have two Ss, one from each team, come up to the board.
- Describe a funny animal by saying e.g. *It has got a big head.*
- Have Ss begin drawing a funny animal with a big head. Explain to Ss that they are only to draw the part of the animal's body that you have described. At the same time, you must draw the body part on a piece of construction paper without letting Ss look.
- Then ask two more Ss to come to the board to draw. Repeat the procedure with different body parts each time using *It has got ...* and the body part until the funny animal is completed.
- Stick your animal drawing on the board and compare it with the Ss' drawings.
- Give the teams one point for each correct body part they have drawn.
- The team with the most points wins.



**Note**

- Ask Ss to bring pencil crayons / markers for the next lesson.



**Workbook**

**Activity 1**

- Read the first sentence aloud. Ask Ss to imagine how the person being described will look. Do the same for the next sentence.
- Then ask Ss to read the description on their own and draw and colour the person being described. Point out that they will have to draw a boy since a *he* is being described.
- After Ss are done drawing and colouring, invite some of them to the front of the class to present their drawings.



A boy with a big head, big eyes, big ears, a small nose and a small mouth. He should also have long arms and legs but small hands.

# 3 Comic

## Language focus

### Objectives

- to identify body parts
- to describe physical appearance

### Vocabulary

**Body parts:** fingers, toes, teeth, feet, tail

### Structures

He / She / It hasn't got (long fingers).

## Materials

- flashcards of *feet, fingers, toes, teeth, tail*
- plain A4 paper (enough for all Ss)
- pencil crayons / markers

## Revision

- Play the presentation in the SB on page 34 (Track 84) and have Ss follow along in their books.
- Have Ss read the story aloud.

## Lesson plan

### Warm up

- Touch your feet, fingers, toes, teeth, say the word and have Ss do the same. Repeat a few times.

### Vocabulary Track 87

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

### Activity 1 Track 88

- Have Ss look at the presentation and guess what's happening (One girl has got a new pet and the other girl guesses what it is).
- 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.



## Comic



fingers



toes



teeth



feet



tail

### 1 Look and listen.

## My new pet!



36

- Play the CD a third time and invite Ss to shadow read.
- Read the story aloud with one student. Choose two Ss to read it aloud for the class.

### Grammar box

- Hold up your book, point to the rabbit in the presentation and say *It has got long ears. It hasn't got a long tail.* Have Ss repeat after you.
- Direct Ss' attention to the grammar box and read the sentences aloud. Elicit that the negative form of *has got* is *hasn't got*. Point out that *hasn't* is the short form of *has not*.

### Activity 2 Track 89

- Holding up your book, point to the example and say *It hasn't got two feet. It has got four feet.* Then ask *What is it?* Encourage Ss to answer.
- Explain to Ss that they will listen to similar sentences and that they will have to circle the correct word according to what they hear. Point out that the first one has been done for them.
- Play the CD (more than once if necessary) and have Ss choose the correct answer.

He hasn't got big feet.  
She hasn't got long fingers.  
It hasn't got a tail.

hasn't got = has not got



**2 Listen and circle.**

1.    
bird      cat

3.    
Reema      Fatima

2.    
Tom      Dan

4.    
cat      rabbit

**3 Look at activity 2 and say.**

It has got four feet. It hasn't got a long tail.

It's a rabbit.



37

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

**Listening transcript**

- |  |   |  |
|--|---|--|
| 1. <i>It hasn't got two feet.<br/>It has got four feet.</i>  | 3. <i>She hasn't got big teeth.<br/>She has got small teeth.</i>  |  1. cat |
| 2. <i>He hasn't got small toes.<br/>He has got big toes.</i> | 4. <i>It hasn't got a long tail.<br/>It has got a short tail.</i> | 2. Dan   |
|  |   | 3. Reema   |
|  |   | 4. rabbit  |

**Activity 3 Track 90**

- Direct Ss' attention to the children and ask them what is happening. (They are looking at activity 2 in their books and playing a guessing game.)
- Play the CD once and have Ss listen. Play the CD again and have Ss repeat the exchange. Have individual Ss model the exchange.
- Divide Ss into pairs. One S has to describe a picture in activity 2 and the other S has to guess who or what it is.
- Ss take turns playing the game until they've talked about all of the pictures.



**Optional**

**Draw, fold and pass**

- Hand out a piece of A4 paper to each S, keeping one for yourself.
- At the top of your paper, draw a head. Then fold the page back making sure that the fold line is directly below the base of the head.
- Tell Ss to do the same on their papers, and then pass them to the right.
- Pass the paper to the S on your right. Make sure it's facing down so that you don't ruin the surprise.
- The S to your right has to then draw the next body part (shoulders / neck), then fold it and pass it to the person to his/her right in the same manner.
- Continue the drawing game until the feet and toes have been drawn.
- When all pictures are finished, unfold them to reveal the funny drawings and have Ss describe the pictures in turns using *He/She has got... / He/She hasn't got...* and the vocabulary they have learnt.



**Workbook**

**Activity 1**

- Direct Ss' attention to the pictures of the body parts and ask Ss to identify them.
- Point out the word box and explain to Ss that they'll have to fill in the correct body parts under the pictures.

- |   |            |         |
|---|------------|---------|
|  1. feet | 3. fingers | 5. tail |
| 2. teeth  | 4. toes    |         |

**Activity 2**

- Direct Ss' attention to the two pictures. Explain that they may look the same but that the second one has some mistakes.
- Holding up your book, point to the example and say *She hasn't got long arms. She has got short arms.* Say this twice and have Ss repeat.
- Tell Ss to spot the rest of the mistakes and circle them in picture b.
- When Ss have done this, divide them into pairs and ask them to present the mistakes they found to each other.
- Have some Ss present to the class.



**Picture 2**

- The girl:** She hasn't got small eyes.  
She hasn't got big feet.
- The rabbit:** It hasn't got small teeth.  
It hasn't got a short tail.

# 3 Let's play

## Language focus

### Objectives

- to revise and consolidate vocabulary through a guessing game
- to ask and answer questions about animals' characteristics

## Materials

- flashcards of *ears, eyes, mouth, nose, head, arms, legs, hands, feet, fingers, toes, teeth, tail*
- flashcards of *cat, duck, turtle, rabbit, fish, bird*
- Blu tack

## Revision

- Revise body parts using flashcards.
- Stick the flashcards of the animals on the board.
- Point to an animal, for example cat, describe it using false sentences and have Ss correct you by using the negative and affirmative forms of the verb *have got*. For example *It has got a short tail. It has got two feet*, etc.

## Lesson plan

### Warm up

- Stick the flashcards of the animals Ss know on the board. Point to a turtle and ask Ss *What's this? What colour is it?* Ask more questions, such as *Has it got short legs?* etc. and encourage Ss to answer *Yes* or *No* accordingly.
- Repeat with all the animals on the board.

### Activity 1 Track 91

- Have Ss look at the presentation and ask them, in L1, what they think is happening. (Two girls are playing a guessing game with animals. One girl has chosen an animal and the other girl is asking questions in order to guess it. Each time the girl asks a question, she closes the corresponding tiles according to the other girl's answers.)

3

## Let's play

### 1 Look and listen.



Has it got a long tail?  
Yes, it has. No, it hasn't.

hasn't = has not

### 2 Look and listen. Then play.



Has it got a long tail?

Is it a cat?

Yes, it has.

Yes.

38

- Play the CD and ask Ss to follow in their books.
- Play the CD again and pause after each phrase for Ss to repeat.
- Choose two Ss to read the dialogue aloud. Then, have Ss read the dialogue aloud in pairs.

### Activity 2 Track 92

- Have Ss look at the pictures and ask them, in L1, to say what is happening. (The children are playing a guessing game.)
- 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 (chorally - in groups - individually).
- Point out the grammar box at the top of page 38. Read the question and short answers aloud and have Ss repeat.
- Point to the picture of the bird in Activity 2 and ask Ss *Has it got two feet?* Elicit Ss' answers *Yes, it has*.
- Ask Ss when we use the question *Has it got a (long tail)?* Elicit that we use it to ask about physical appearance.
- Divide Ss into pairs.
- Tell Ss to look at the pictures of the animals in their books or on the board. One S has to then choose an animal without revealing it to his/her partner.

- His/her partner has to then ask questions using *Has it got...* and different characteristics to guess which animal his/her partner has chosen.
- Demonstrate how the game is played with a S.
- Have Ss play the game in turns until they've used up all the animals.
- If time permits, have some pairs play the game in front of the class.



## Optional

### Guess the animal

- Ask Ss to draw a funny animal on a piece of paper.
- Collect some of the Ss' drawings and stick them on the board in a row.
- Divide Ss into two teams.
- Call a S from team 1 to the front of the class and ask him/her to choose one of the funny animals without revealing it to the other Ss.
- Ss from team 2 then have to make guesses using *Has it got...?* and a characteristic to find which animal the S at the board has chosen.
- Ss in team 2 reach a conclusion about the animal they think the S has chosen by putting together their guesses. Every correct final guess earns the team a point.
- Teams take turns going up to the board and guessing. The S at the board may be the S who made the correct final guess in the previous round.
- The team to gather the most points wins.



## Workbook

### Activity 1 Track 93

- Hold up your book, point to the first animal and ask *Has it got a long tail?* Encourage Ss to answer *No, it hasn't.*
- Point to the short answers under the picture and ask Ss to tick the correct answer.
- Explain to Ss that they will listen to similar questions and that they'll have to tick the correct answers.
- Play the CD once, pausing after each question so that Ss have enough time to answer.
- Play the CD once more and have Ss check their answers.
- Check answers by pointing to each picture and asking *Has he/she/it got (a big mouth)?* Encourage Ss to answer aloud.

#### Listening transcript

- |                                    |   |
|------------------------------------|---|
| 1. <i>Has it got a long tail?</i>  |  1. No, it hasn't. |
| 2. <i>Has he got long legs?</i>    | 2. Yes, he has.   |
| 3. <i>Has she got a big nose?</i>  | 3. No, she hasn't.  |
| 4. <i>Has she got a big mouth?</i> | 4. Yes, she has.  |
| 5. <i>Has it got short legs?</i>   | 5. Yes, it has.   |
| 6. <i>Has it got small teeth?</i>  | 6. No, it hasn't.   |

# 3 Phonics

## red - fox

### Language focus

#### Objectives

- to practise the pronunciation of **e /e/** and **o /ɒ/**
- to say two phonics chants / poems

#### Vocabulary

red, egg, fox, box

#### Phonics

**e /e/** and **o /ɒ/**

### Materials

- flashcards of *red, egg, fox, box*
- phonics cards of *e* and *o* (one set per S)
- Blu tack

### Lesson plan

#### Warm up

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

#### 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.

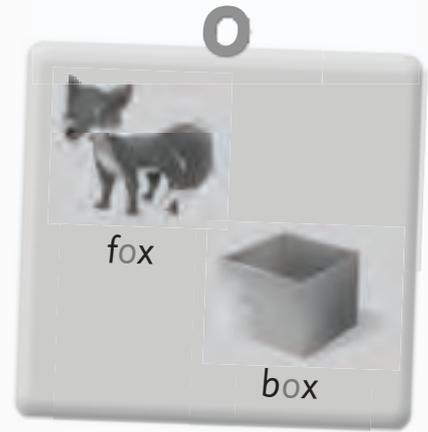
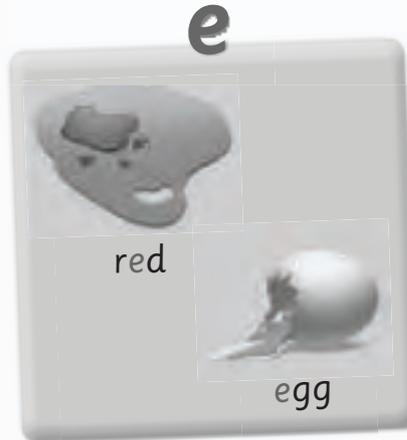
#### Listening transcript

/e/, red, egg  
/ɒ/, fox, box

# Phonics

## red - fox

### 1 Listen and say.



### 2 Listen and chant.



#### Look at Jen

Look at Jen  
It has got two legs.  
Look at Jen  
It has got ten eggs!

Bob the fox  
Is on the box  
Bob the fox  
Is in the box  
Oh, no! Oh, no!



#### Activity 2

- Track 3 - Chant 1
- Track 4 - Poem 1
- Track 5 - Chant 2
- Track 6 - Poem 2

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

- Direct Ss' attention to the picture and ask Ss questions they can answer, e.g. point to the hen and ask *What's this?* (It's a hen.) *What are these?* (They're eggs.) *What colour are the eggs?* (They're white.) Then point to the fox and ask *What's this?* (It's a fox.) *Where's the fox?* (It's on the box. It's in the box.)
- Play the chants / poems *Hen Jen* and *Bob the fox* and have Ss listen and follow along in their books.
- Play the chants / poems again, pausing after each line for Ss to repeat.
- Then play the chants / poems once more and encourage Ss to say the chants / poems along with the CD.



#### TPR Activity

- Photocopy and give Ss the **e** and **o** phonics cards.
- Explain to Ss that they have to say the chant / poem while raising the corresponding card each time.



## 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 / piece of chalk.
- Call out one of the two sounds (/e/, /ɒ/), e.g. e and have Ss write a word beginning with/containing that sound on the board, e.g. *red*.
- 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.

## Activity 4

- Ask Ss to name the items (fox, box, egg, red). Then, ask them to colour the items that begin with/contain the 'e' sound red and the items that begin with/contain the 'o' sound blue.



red: egg, red  
blue: fox, box



## Optional 2

### Written whispers

- Stick the flashcards of *red*, *egg*, *fox*, *box* 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 e and o. 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. *egg*. The players facing you must show you the correct phonics card (e).
- Then, instead of whispering the word down the line, they pass the word, e.g. *egg* by writing it with their index fingers on the back of the person in front of them until it reaches the last S in line.
- The last player on each team must touch the flashcard of *egg* and say the word (egg). 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 7

- Ss listen to the CD and repeat.



#### Listening transcript

1. *egg*    2. *red*    3. *fox*    4. *box*

- Ss match the words with the pictures, as in the example.
- Make sure Ss have matched the words with the pictures correctly.

### Activity 2 Track 8

- Ss listen to the CD and number the pictures 1-4 according to the order they hear them.

#### Listening transcript

1. *red*    2. *egg*    3. *fox*    4. *box*

a. 2    b. 4    c. 3    d. 1

### Activity 3 Track 9

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

#### Listening transcript

1. *egg*    2. *box*    3. *fox*    4. *red*

1. **egg**    2. **box**    3. **fox**    4. **red**

# 3 Story time

## Language focus

### Objectives

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

## Materials

- pictures of an octopus and a lobster
- Blu tack
- blown-up colour photocopies of Story time *Big Mouth*
- plain A4 paper (one for each S)
- straws (one for each S)
- scissors (one pair for each S)

## Revision

- Play the chants / poems in the SB on page 39 (Track 3 or Track 4 and Track 5 or Track 6) and have Ss say the chants / poems along with the CD.

## Lesson plan

### Warm up

- Show Ss the picture of an octopus and say *an octopus*. Say that a couple of more times and encourage Ss to repeat. Do the same with the picture of a lobster.
- Invite Ss to describe the two animals using *It has got (big eyes)* or ask them questions such as *What colour is it? How many legs has it got? (Point out that the claws of the lobster are counted as legs.) Has it got big eyes?* etc.

### Activity 1 Track 10

#### Before reading

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

# 3 Story time

## 1 Look and listen.

# Big Mouth



40

- Tell Ss that they will listen and read a story with the title *Big Mouth*. Ask Ss to name all the animals they can see in the pictures. Ask them questions they can answer e.g. 1st frame: *How many fish? What colour are they? Are the boys happy?*
- Invite Ss to guess what happens in the story.
- Elicit answers, in L1, but do not correct Ss at this stage.

### While reading

- Play the CD and point to each frame in your book or on the board. Encourage Ss to point to each frame in their books.
- Check Ss' answers. (Two boys are at an aquarium looking at sea creatures. When they see the octopus, they make comments and tap on the tank. The octopus gets annoyed and spews out ink. The children are scared.)
- Play the CD again and ask Ss to point to each speech bubble as they follow along.
- Talk about what happens in each frame.

**Frame 1:** Two boys are at an aquarium. They're looking at all the different fish.

**Frame 2:** The boys have moved on to another exhibit where they see a lobster and an octopus. These sea creatures seem strange to the children. One boy seems to be amazed by the lobster, while the other boy seems disgusted.

Look! It has got eight legs!

It hasn't got a mouth.

Stop that.



3

I have got a big mouth.

Ah!

Ah!



4

41

**Frame 3:** The two children are examining the octopus now and pointing out that it has got eight legs and it doesn't seem to have got a mouth. The octopus and the lobster seem insulted by the children's comments. The octopus is particularly annoyed by the boy's tapping on the tank.

**Frame 4:** All of a sudden the octopus decides to show off its mouth by spewing out ink. The children are surprised and frightened, while the lobster is amused by the octopus' reaction and seems to be enjoying itself.

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

#### After reading

• Ask Ss comprehension questions, such as the following:

**Frame 1:** *Has the fish got a green tail? (No, it hasn't. It has got a blue tail.)*

**Frame 2:** *How many legs has the lobster got? (Ten.)*

**Frame 3:** *How many legs has the octopus got? (Eight.)*

**Frame 4:** *Has the octopus got a mouth? (Yes, it has. It has got a big mouth.)*

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



## Optional Body fishing

- Hand a piece of A4 paper to each S. Have them draw pictures of people and cut them up into individual body parts (hands, feet, head, nose, etc.). Make sure that each body part is clearly drawn and cut out.
- Spread out the body parts in a large circle.
- Give each S a straw.
- Call out a body part. Have Ss look for it and suck it up with their straws.
- When all the body parts have been sucked up, the S with the most wins.
- One variation of this game includes having Ss reconstruct whole people with the body parts they collect.
- Another variation of this game is to play it in teams. Have one S from each team suck up the required body part and bring it to his/her team. The other team members must then stick the body part to a poster in order to reconstruct a whole person.



## Workbook

### Activity 1

- Direct Ss' attention to activity 1. Read the first sentence and ask Ss which of the four pictures matches the description. Encourage Ss to point to the octopus. Point out that this one has been done for them.
- Explain to Ss that they will have to read the rest of the sentences and match them to the corresponding pictures.
- Check Ss' answers as a class.



- It has got ten legs.
- He has got two arms.
- He hasn't got a tail.
- It has got big eyes.

### 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 *Big Mouth*
- Blu tack
- magazine cut-outs / Internet print-outs of people and animals

## 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 (*Big Mouth*). Ask them to tell you what else they remember from the story.
- Have Ss open their books to pages 40-41. Play the CD (Track 10) and have Ss follow along in their books.
- Play the CD again and encourage Ss to shadow read.
- Then have some Ss act out the story for the whole class.

## Lesson plan

### Warm up

- Stick magazine cut-outs or Internet print-outs of different people and animals on the board. Point to one and ask Ss *Has he/she/it got (long legs)?*
- Encourage Ss to answer *Yes, he/she/it has. / No, he/she/it hasn't.*
- Make sure all of the Ss get a chance to answer.

### 1 Listen and tick (✓).

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

42

### Activity 1 Track 11

- Have Ss open their books to page 42. Hold up your book, point to the first picture and ask *Has she got a big nose?* Encourage Ss to answer *No, she hasn't.*
- Go through all the pictures asking similar questions.
- Explain to Ss that they will listen to similar exchanges.
- Play the first exchange a couple of times (more if necessary) and ask Ss to point to the picture that is being mentioned. Go around and check that everyone is pointing to the correct picture. Then have Ss tick the corresponding box.
- Play the rest of the exchanges and have Ss tick the appropriate boxes.
- Have Ss check their answers in pairs first, then as a class.

#### Listening transcript

- Has she got a big nose?*  
*No, she hasn't. She has got a small nose.*
- Has he got a small head?*  
*No, he hasn't. He has got a big head.*
- Has he got short arms?*  
*No, he hasn't. He has got long arms.*
- Has it got four legs?*  
*No, it hasn't. It has got eight legs.*

- |   |      |
|---|------|
|  | 1. a |
|   | 2. b |
|   | 3. a |
|   | 4. b |



## Optional

### Draw, fold and pass

- Play the game *Draw, fold and pass* (TM page 55).



## Before leaving

- Play the chant / poem *Buzz says* in the SB on page 33 (Track 80 or Track 81). Have Ss say the chant / poem along with the CD and do the actions.



## Workbook

### Activity 1

- Holding up your book, point to the first picture and ask *Has he got long arms?* Encourage Ss to answer *No, he hasn't*.
- Explain to Ss that they will have to look at the picture and circle the corresponding answer.



1. *He hasn't got*
2. *It has got*
3. *She has got*
4. *He hasn't got*
5. *It has got*
6. *She hasn't got*

# 3 Project

## Language focus

### Objectives

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

## Materials

- plain A4 paper (enough for all Ss)
- two already-made puppets of the cat and the rabbit
- scissors (enough for each pair of Ss)
- brass fasteners
- Blu tack

## Revision

- Have Ss play the guessing game in the SB on page 38 (TM page 56).

## Lesson plan

### Warm up

- Stick the two puppets of the animals on the board. Make a grid like the following:

The cat has/hasn't got	a long tail.
The rabbit has/hasn't got	a short tail.
	big teeth.
	long ears.

- Invite Ss to make true sentences using the phrases.

### Activity 1

- Direct Ss' attention to the pictures on the page and ask them what the boy is doing. (He's making puppets of the rabbit and the cat.)
- Explain to Ss that they will make their own animal puppets.
- Hand out scissors to each pair of Ss as well as brass fasteners to each S.
- Explain to Ss that first they have to cut out each animal's body parts. Then they have to attach them to the main body using the brass fasteners that they are to pierce through the circles marked with a red X.

### Activity 2

- Direct Ss' attention to the picture. Ask Ss what is happening. (The boys are showing off their animal puppets.)
- Read what the boys are saying aloud and invite Ss to repeat (chorally - in groups - individually).
- Divide Ss into pairs and have them present one of the two animals to each other.
- Have some pairs of Ss present for the whole class.



## Project

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



- 2 **Show and tell.**

It has got a long tail.

It has got long ears.



43



### Optional Guess the animal

- Hand out a sheet of plain A4 paper to each S.
- Tell Ss to draw an animal. They can draw whatever animal they like. 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 long ears? / a short tail?* 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** The activity is recorded both as a chant and as a poem.

**Track 12 - Chant**  
**Track 13 - Poem**

- Direct Ss' attention to the pictures of the different parts of the body scattered on the page. Holding up your book, point to them and encourage Ss to name each body part.
- Introduce *shoulders* and *knees*. Point to your shoulders while repeating the word and have Ss do this a couple of times too. Do the same for *knees* as well.
- Explain to Ss that they have to look at the pictures and complete the chant / poem with the words in the box.
- Point out that some of the words may be used more than once.
- When Ss have finished, tell them that they will listen to the chant / poem.
- Play the CD, having Ss follow along and check their answers.
- Play the CD again, have Ss stand up, do the actions and say the chant / poem along with the CD.
- Play the CD as long as time permits, encouraging all of the Ss to participate.

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

### 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 picture of John and encourage Ss to say the parts of his body aloud.
- Have Ss tick the boxes as they say each word.
- Do this with all of the words.

#### Activity 2

- Direct Ss' attention to the first picture and ask them what they think the girl's mother is telling her. Elicit Ss' answers. Then read the sentence and have Ss repeat it and tick the box.
- Do this with the rest of the sentences / questions and answers.

# 3 Phonics revision

# Phonics revision

## Language focus

### Objectives

- to differentiate between **a** /æ/ - **i** /i/ and **e** /e/ - **o** /ɒ/
- to start a sentence with a capital letter and finish with a full stop

### Vocabulary

cat, hat, fin, fish  
red, egg, fox, box

### Phonics

**a** /æ/ - **i** /i/, **e** /e/ - **o** /ɒ/

## Materials

- flashcards of *cat, hat, fin, fish, red, egg, fox, box*
- photocopies of these flashcards (make photocopies of the word side and photocopies of the picture side of the flashcards)
- Blu tack

## Revision

- Play the chants / poems in the SB on pages 32, 39 (Tracks 72 or 73 and Tracks 74 or 75 and Tracks 3 or 4 and Tracks 5 or 6) and have Ss say the chant / poem along with the CD.

## Lesson plan

### Warm up

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

### Activity 1 Track 14

- 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

/æ/, /i/, *cat, hat, fin, fish.*  
/e/, /ɒ/, *red, egg, fox, box*

## Optional

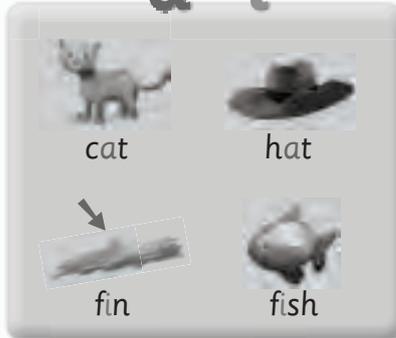
### Ready, set, match

- Divide Ss into two teams.
- Stick the picture flashcards 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 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.

3

### 1 Listen and say.

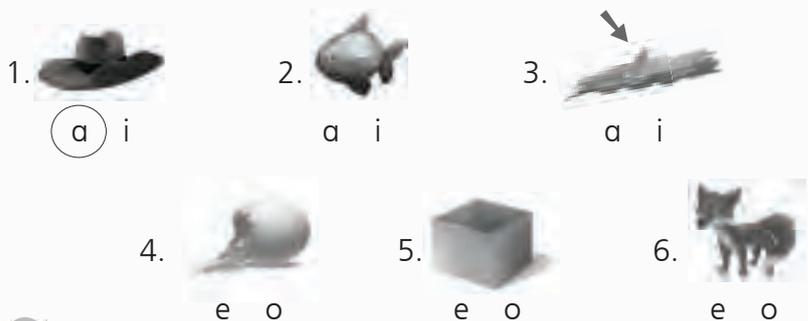
**a - i**



**e - o**



### 2 Listen and say. Then circle.



### 3 Read.



44

All sentences start with a **CAPITAL** letter and finish with a **full stop**(.).

### Activity 2 Track 15

- Play the CD once and have Ss point to the pictures in their books and repeat.
- Play the CD again, pausing after *hat*. Ask Ss which of the two sounds *hat* contains, *a* or *i*? When Ss say *a*, point out the circled *a*.
- Repeat the procedure with the rest of the words instructing Ss to circle the correct sound in each case.

#### Listening transcript

1. *hat* 2. *fish* 3. *fin* 4. *egg* 5. *box* 6. *fox*

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

### Activity 3

- Draw Ss' attention to the note, read it aloud and explain it to Ss.
- Read the example aloud.
- Write on the board sentences (all words in small letters, without a full stop) e.g. *it has got a long tail* and ask Ss to come to the board and correct them, e.g. *It has got a long tail.* etc.

## Animals

### 1 Look and listen.

#### Camel

It's brown. It has got a long neck and long legs. It has got small ears, too.



#### Crocodile

It's green. It has got short legs. It has got a long tail and a big mouth, too!

### 2 Draw and write about an animal.



\_\_\_\_\_

It's \_\_\_\_\_

It has got \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

45

### Activity 1 Track 16

- Draw Ss' attention to the two photos and ask them, in L1, what they see. (Two animals from different countries.)
- Say the names of the two animals (camel and crocodile) and ask Ss to repeat a few times after you.
- Draw Ss' attention to the two flags and ask them to name the countries in L1 (Saudi Arabia and Egypt). Point out that these two animals are usually found in these countries.
- Ss listen to the CD and follow in their books.
- Ask Ss questions about the animals.
- Point to the camel and ask Ss, *What colour is it? Has it got a long neck / short legs / big ears?* and elicit their answers.
- Point to the crocodile and ask Ss, *What colour is it? Has it got long legs / a long tail / a big mouth?* and elicit their answers.
- Choose a few Ss to read the texts aloud.

### Activity 2

- Draw Ss' attention to the second activity.
- Explain to Ss that they have to draw their favourite animal in the space provided. Then, they have to look at the previous activity and complete the sentences by writing a similar text.
- While Ss are doing this, go round the class and make sure Ss are completing the activity correctly.
- Choose a few Ss to present their work to the class.

## 3 Smart Time 3

### Language focus

#### Objectives

- to provide Ss with cultural information

### Materials

- photos of animals
- Blu tack

### Lesson plan

#### Warm up

- Stick photos of different animals on the board and ask Ss to describe them using *It's + colour, It has got...*

### Key to Test 3

#### Listening transcripts (Track 57, CD2)

#### Activity 1

- 3
- 2
- 4
- 1

#### Activity 2

- head
- fingers
- leg
- toes
- hand
- arm

#### Activity 3

- Yes, it has.
- Yes, it has.
- No, it hasn't.
- Yes, it has.

# 4 Phonics

## kite - nose

### Language focus

#### Objectives

- to practise the pronunciation of **i** /aɪ/ and **o** /əʊ/
- to say two phonics chants / poems

#### Vocabulary

kite, bike, nose, rose

#### Phonics

**i** /aɪ/ and **o** /əʊ/

### Materials

- flashcards of *kite*, *bike*, *nose*, *rose*
- photocopies of the above flashcards (only the pictures, one per S)
- phonics cards of **i** /aɪ/ and **o** /əʊ/ (one set per S)
- Blu tack

### Lesson plan

#### Warm up

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

#### Activity 1 Track 17

- 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

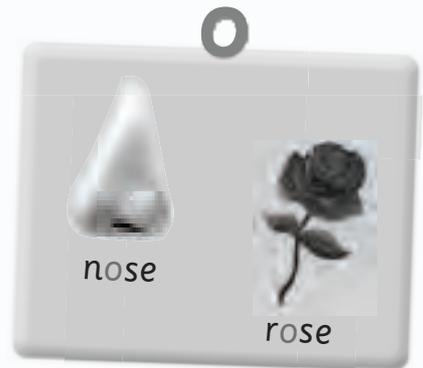
/aɪ/, kite, bike  
/əʊ/, nose, rose

# 4

# Phonics

## kite - nose

### 1 Listen and say.



### 2 Listen and chant.

#### Nine kites!

I have got a bike  
A red and blue bike  
But wow, look!  
He has got nine kites!



46

#### Funny fox!

Look at the fox  
It's got a big nose  
A rose is on its nose  
A rose is on its nose!



### Activity 2

Track 18 - Chant 1    Track 19 - Poem 1  
Track 20 - Chant 2    Track 21 - Poem 2

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

- Direct Ss' attention to the picture and pointing to the kites, ask Ss *How many kites?* (Nine.) *What colour is the bike?* (Red and blue.) Then point to the fox and ask Ss *What's on the nose of the fox?* (A rose.)
- Play the chants / poems *Nine kites!* and *Funny fox!* and have Ss listen and follow along in their books.
- Play the chants / poems again, pausing after each line for Ss to repeat.
- Then play the chants / poems once more and encourage Ss to say the chants / poems along with the CD.

### TPR Activity

- Photocopy and give Ss the **i** and **o** phonics cards.
- Explain to Ss that they have to say the chant / poem while raising the corresponding card each time.



## 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 / piece of chalk.
- Call out one of the two sounds (/aɪ/, /əʊ/), e.g. /aɪ/ and have Ss write a word containing that sound on the board, e.g. *kite* or *bike*.
- The S that does this the fastest wins a point for his/her team.
- Repeat the same procedure with the rest of the Ss.
- The team with the most points wins.



## Optional 2

### Sound and picture pairs

- Divide Ss into two teams.
- Each S in team 1 holds one of their phonics cards *i* and *o* (*i* and *o* facing up).
- Each S in team 2 holds one of the phonics cards (*kite*, *bike*, *nose*, *rose*) with the picture side facing up. Make sure to give an equal number of phonics cards to Ss so that each sound card corresponds to a picture card and vice versa.
- Play the phonics chants / poems (Tracks 18 or 19 and Tracks 20 or 21) and have Ss mingle around the room.
- Explain to Ss that once you stop the CD, each S with a sound card must pair up with a S holding a picture card.
- Allow Ss a few minutes to find their pair. Then ask the pair of Ss to name their cards. If Ss name their cards correctly, they stay in the game. However, if they do this incorrectly, they are eliminated.
- After all of the pairs have named their cards, make them swap cards and play again.



## Workbook

### Activity 1 Track 22

- Ss listen to the CD and repeat.

#### Listening transcript

1. *bike*                      3. *rose*
2. *kite*                        4. *nose*

- Ss match the words with the pictures, as in the example.
- Make sure Ss have matched the words with the correct picture.

### Activity 2 Track 23

- Ss listen to the CD and number the pictures 1-4 according to the order they hear them.

#### Listening transcript

1. *kite*   2. *rose*   3. *nose*   4. *bike*
- a. 2   b. 4   c. 1   d. 3

### Activity 3 Track 24

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

#### Listening transcript

1. *kite*   2. *nine*   3. *rose*   4. *bike*
5. *nose*

1. *kite*   2. *nine*   3. *rose*
4. *bike*   5. *nose*

### Activity 4

- Ask Ss to name the pictures (number nine, bike, rose, kite). Then, ask them to colour the items that contain the 'i' sound red and the items that contain the 'o' sound blue.

 red: nine, bike, kite  
blue: rose



## Note

Bring a basket with bananas, grapes, dates, strawberries and oranges for the next lesson. If you can't find all the fruit, use the corresponding flashcards.

# 4 Food

## A chant



### Language focus

#### Objectives

- to say a chant / poem
- to identify fruit
- to express likes

#### Vocabulary

**Fruit:** bananas, grapes, dates, strawberries, oranges

#### Structures

I like (bananas).



### Materials

- a basket with fruit: apples, bananas, grapes, dates, strawberries
- flashcards of *bananas, grapes, dates, strawberries, oranges*
- photocopies of the above fruit flashcards (one for each S)
- Blu tack
- plain A4 paper (enough for all Ss)



### Lesson plan



#### Warm up

- Use a basket with fruit or the flashcards to introduce the vocabulary.
- Point to or hold up each fruit and say *bananas, grapes* etc. Say the words once more and have Ss repeat after you.

#### Vocabulary



#### Track 25

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

#### Activity 1



#### Track 26 - Chant



#### Track 27 - Poem

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

- Direct Ss' attention to John and Hassan and ask *What has John got?* (strawberries), *What has Hassan got?* (grapes).
- Tell Ss that they're going to listen to a chant / poem. Ask them to guess what it's going to be about.
- Play the CD once and have Ss listen.
- Play the CD a second time and have Ss point to the corresponding fruit in the vocabulary section as they listen.
- Play the CD again if necessary.
- When Ss feel comfortable, invite them to say the chant / poem.



#### TPR Activity

- Hand out a photocopy of a fruit flashcard to each S.
- Ask Ss to stand while remaining at their desks. Explain that you are going to play the CD and that they will say the chant / poem along with the CD. As each fruit is said, Ss with the corresponding flashcards will have to raise them.
- Play the CD and have Ss perform the actions as they say the chant / poem.

#### Activity 2



#### Track 28

- Go through all the fruit in the pictures, pointing to each one and asking Ss *What are they?* Encourage Ss to answer *They're (bananas)*.
- Point to the example and say *I like grapes*. Explain to Ss that they will listen to similar sentences and that they have to circle the fruit they hear.
- Play the CD (as many times as necessary).
- Have Ss check their answers in pairs first, then as a class.

#### Listening transcript

1. *I like grapes.*

2. *I like bananas.*

3. *I like dates.*

4. *I like strawberries.*



1. grapes

2. bananas

3. dates

4. strawberries

#### Follow-up Activity

- Hold up the flashcard of bananas and say *I like bananas*. Smile as you're saying this. Then repeat the sentence and have Ss repeat after you.
- Do this with the rest of the fruit.
- Direct Ss' attention to the fruit in activity 2. Point to your favourite fruit out of all of them and say e.g. *I like strawberries*.
- Divide Ss into pairs. Have Ss take turns telling each other which fruit they like from activity 2. Then have pairs of Ss present for the whole class.



# Food 4

## A chant

### 1 Listen and say.

Yummy, yummy

Yummy, yummy, yummy  
I've got fruit in my tummy  
I like apples and bananas, too.

Yummy, yummy, yummy  
I've got fruit in my tummy  
I like oranges, how about you?

Yummy, yummy, yummy  
I've got fruit in my tummy  
I like grapes and dates, too.

Yummy, yummy, yummy  
I've got fruit in my tummy  
I like strawberries, how about you?



### 2 Listen and circle.



47



## Optional

### Draw your favourite fruit

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



## Before leaving

- Play the chant / poem *Yummy, yummy* in the SB on page 47 (Track 26 or Track 27) once more and have Ss say the chant / poem along with the CD.



## Workbook

### Activity 1

- Direct Ss' attention to the picture and ask them what fruit John is thinking about. Encourage Ss to answer *Bananas*.
- Then read the two sentences aloud and point to the tick. Tell Ss that they will have to read the sentences, look at the fruit each character is thinking of and tick the correct box.
- Have Ss check their answers in pairs first, then as a class.



1. I like bananas.
2. I like strawberries.
3. I like dates.

### Activity 2

- Holding up your book, point to each picture of fruit and ask Ss *What's this?* Encourage Ss to answer *It's (an apple)*.
- Then explain to Ss that all of these fruit are found in the basket. They will have to count how many of each fruit there is in the basket and write the number in the round space above the basket.
- Ask Ss *How many (apples)? (Five)*. Point out that the first one has been done for them.
- Once Ss have done this, point to the picture of the child and read the speech bubble.
- Divide Ss into pairs and explain that they will have to present their findings to their partner.
- Check Ss' answers as a class by asking *How many (bananas)?*



1. 5 apples
2. 10 bananas
3. 15 strawberries
4. 8 dates

# 4 Smart kids



## Language focus

### Objectives

- to identify food
- to express likes and dislikes
- to ask and answer about what food one likes

### Vocabulary

**Food:** carrots, rice, eggs, beans

### Structures

Do you like (rice)? Yes, I do.  
No, I don't.  
 I don't like (beans).

## Materials

- flashcards of *carrots, rice, eggs, beans, bananas, grapes, dates, strawberries, oranges*
- photocopies of the above flashcards (one per S)
- Blu tack
- a smiley face made from yellow construction paper and a sad face made from blue construction paper

## Revision

- Play the chant / poem *Yummy, yummy* in the SB on page 47 (Track 26 or Track 27) and do the TPR activity (TM page 70).

## Lesson plan

### Warm up

- Hold up each of the food flashcards (carrots, rice, eggs, beans) while saying the food aloud. Do this a couple of times and then have Ss repeat after you.

### Vocabulary Track 29

- Have Ss open their books to page 48 and point out the food in the vocabulary section. Play the CD a few times and have Ss point to the corresponding food and repeat.
- Say the names of the food again in random order and have Ss repeat and point to the food in the presentation.

### Activity 1 Track 30

- Have Ss look at the presentation and ask them which kinds of food they recognise in the story (carrots and

### 1 Look and listen.



48

beans). Then point to picture 2 and ask Ss *Does Lisa's friend like carrots and beans?* Encourage Ss to answer *Yes* or *No*.

- Have Ss look at the presentation and ask them, in L1, what they think is happening. (Lisa is at her friend's house. Her friend is hungry so she is getting ready to eat lunch. When she opens the pot, she discovers carrots and beans, which she doesn't like. Lisa makes a funny face with the food to make her friend like it.)
- Ask Ss to point to the appropriate bubble and follow along as you play the CD.
- Play the CD again and encourage Ss to shadow read.
- Play the CD again, pausing after each phrase for Ss to repeat.
- Read the dialogue aloud with a S. Choose two Ss to read it aloud for the class. Then have Ss read the dialogue aloud in pairs.

### Grammar box

- Write *Do you like...?* on the board and ask different Ss, *Do you like rice, eggs etc?* Ss answer *Yes* or *No*. Write *Yes, I do. / No, I don't.* on the board and explain the question and the answers to Ss.
- Make two columns on the board. Draw a happy face above the first column and a sad face above the second column.
- Stick the food flashcards under the corresponding column according to your likes and dislikes.
- As you stick each flashcard say *I like / I don't like (beans)*. Do this a second time, having Ss repeat the sentences after you.

Do you like rice? — Yes, I do.  
 — No, I don't.      don't = do not



**2 Listen and circle.**

1.

2.

3.

4.

**3 Look and write ✓ for 'I like' or ✗ for 'I don't like.' Then ask and answer.**

Do you like carrots?

Yes, I do.

49

- Point to the grammar box and elicit that we use *I don't like* to express dislike. Point out that *don't* is the short form of *do not*.
- Call a random S to the front of the class and ask him/her to stick the flashcards in a column according to his/her likes / dislikes while saying the sentences aloud.

**Activity 2 Track 31**

- Direct Ss' attention to the happy and sad faces and explain to them that the happy face stands for *I like* while the sad face stands for *I don't like*. Point to the example and say *I like rice*.
- Explain to Ss that they will listen to similar sentences and they have to circle the correct face.
- Play the CD and have Ss listen to the first sentence (more than once if necessary). Tell Ss that this one has been done for them.
- Play the rest of the sentences.
- Have Ss compare their answers in pairs first.
- Check answers by pointing to each food and asking *Yes or No?* Encourage Ss to answer.

**Listening transcript**

1. *I like rice.*
2. *I don't like beans.*
3. *I like eggs.*
4. *I don't like carrots.*

- 
1. happy face
  2. sad face
  3. happy face
  4. sad face

**Activity 3 Track 32**

- Direct Ss' attention to the two children in the picture and ask them to guess what's happening. (The boys are asking and answering if they like the different kinds of food / fruit.)
- Play the CD and have Ss repeat the exchange. Have individual Ss model the exchange.
- Explain to Ss that they are to put a ✓ or an ✗ according to whether they like each food or not.
- Divide Ss into pairs. Ask each pair to ask and answer if they like the food / fruit, as in the example.
- When they have done this, have them swap partners with the pair sitting next to them.
- Have some pairs of Ss present to the whole class.



**Optional Like it or not**

- Hand out the photocopies of the food and fruit flashcards. Make sure that each S has got one flashcard.
- Stick the smiley face on one wall and the sad face on another wall. Make sure that the walls are adjacent to one another so as to avoid traffic during the game.
- Play the chant / poem *Yummy, yummy* in the SB on page 47 (Track 26 or Track 27).
- When you stop the CD, Ss must stick their flashcards under the corresponding face according to whether they like or dislike the specific food / fruit they have got.
- Once the Ss have stuck their food and fruit in place, they have to share their likes / dislikes with the rest of the class by saying *I like (beans)* or *I don't like (carrots)*.



**Workbook**

**Activity 1**

- Direct Ss' attention to each food / fruit. Hold up your book and point to the food / fruit while encouraging Ss to call out each one.
- Explain to Ss that they will have to fill in the round space under each food with a happy or sad face depending on whether they like that food or not.
- After Ss are done drawing in the faces, divide them into pairs and have them present their likes and ask their partners if they like the food / fruit, as in the example.
- Have a couple of pairs come up and present to the whole class.

open answers

# 4 Our world

## Language focus

### Objectives

- to identify food
- to ask and answer about one's favourite food

### Vocabulary

**Food:** pizza, ice cream, pasta

### Structures

What's your favourite food? (Pasta).

## Materials

- flashcards of carrots, rice, eggs, beans, pizza, ice cream, pasta
- photocopies of the above flashcards (one per S)
- Blu tack
- paper plates (enough for all Ss)

## Revision

- Revise the vocabulary and structures learnt in the previous lesson by playing the game *Hot Card*.
- Give a S one of the food flashcards from the previous lessons.
- Play the chant / poem *Yummy, yummy* (Track 26 or Track 27) and tell this S to pass the flashcard to the S sitting next to him / her and so on.
- When you pause the CD, the S holding the flashcard has to hold it up and say what's on it, using *I like (beans) / I don't like (carrots)*. You may use the fruit flashcards as well.
- Repeat this with the rest of the food flashcards.

## Lesson plan

### Warm up

- Stick the flashcards of *pizza*, *ice cream*, and *pasta* on the board. Point to each one and say the word. Do this a second time and encourage Ss to repeat after you. Say *Mmm, I like (pasta)*. Say the sentence a second time and have Ss repeat after you.
- Point to the second flashcard and say *I don't like (pizza)*. Then say it again and have Ss repeat. Do this with all the food flashcards.

4

## Our world

### 1 Look and listen.



pizza



ice cream



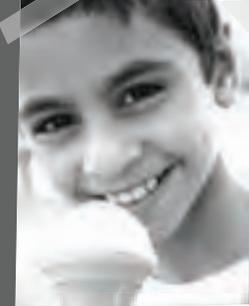
pasta



## WHAT'S YOUR FAVOURITE FOOD?



- I'm Tom.
- I like pizza.
- It's my favourite food.



- I'm Salim.
- I like ice cream.
- It's my favourite food.



- I'm Alex.
- I like pasta.
- It's my favourite food.



- I'm Saud.
- I like rice.
- It's my favourite food.

50

- Have a couple of Ss come up to the board, choose a food and say whether they like it or not.

### Vocabulary Track 33

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

### Activity 1 Track 34

- Have Ss look at the presentation and ask them to identify the food in the pictures.
- Ask Ss to point to the appropriate picture as you play the CD.
- Play the CD again and encourage Ss to shadow read.
- 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 page 51.
- Read it aloud and have Ss repeat (chorally - in groups - individually).
- Elicit what the exchange means.

### Activity 2 Track 35

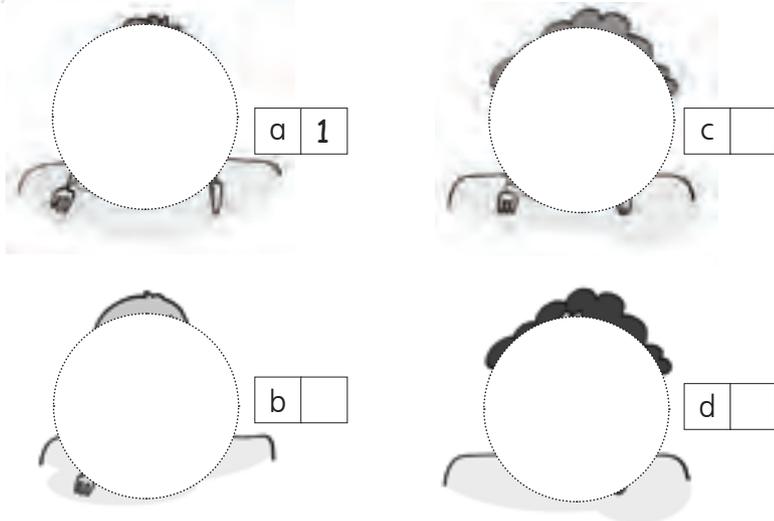
- Have Ss turn to the back of their books, find the appropriate stickers and stick them in the corresponding places.

What's your favourite food?  
Pasta.

What's = What is



**2 Find and stick. Then listen and number (1-4).**



- Play the CD and have Ss chorally repeat the exchange. Have individual Ss model the exchange.
- Hand out a paper plate to each S. Tell Ss to draw a picture of their favourite food (preferably one of the food items learnt in this lesson or the previous one).
- While Ss are drawing, walk around the class helping any Ss that don't know the English word for the food they've drawn.
- Divide Ss into pairs and have them present their favourite food to each other.
- Call up some pairs of Ss and have them present to the whole class.

**3 Draw. Then show and say.**

What's your favourite food?

Pasta.

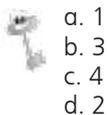


51

- Point to each sticker and encourage Ss to say the correct food (first in chorus, then individually). Point to the example and ask *What's his favourite food?* Encourage Ss to answer *Pasta*.
- Explain to Ss that they will listen to similar exchanges and they have to number the pictures from 1-4 according to the order in which they hear the different kinds of food.
- Play the CD and have Ss listen to the first exchange (more than once if necessary). Point to the answer and remind Ss that they are numbering from 2-4 since one is the example.
- Repeat the procedure for the rest of the items.
- Have Ss compare their answers in pairs first.
- Check answers by pointing to each person and asking *What's his/her favourite food?*

**Listening transcript**

1. *What's your favourite food? Pasta.*
2. *What's your favourite food? Ice cream.*
3. *What's your favourite food? Rice.*
4. *What's your favourite food? Pizza.*



**Activity 3 Track 36**

- Direct Ss' attention to the two boys in the picture and ask them to guess what they are doing. (They are asking and answering about their favourite food, which they have drawn on a paper plate.)



**Optional**

**What's my favourite food?**

- Divide Ss into two teams.
- Call a S from one team to the front of the class and ask him/her to think of his/her favourite food from the food learnt in this lesson or the previous one, without revealing it to the other Ss.
- The S then has to mime eating the food he/she has chosen, while the Ss in the opposing team have to guess what he/she is eating by calling out the name of the food.
- The teams take turns going up and miming. Every correct guess earns the team a point. The team that gathers the most points wins.
- Make sure all Ss get a chance to participate.



**Workbook**

**Activity 1**

- Hold up the book and, pointing to each food, ask *What's this? / What are they?* Encourage Ss to answer.
- Point out the maze and explain to Ss that they will have to follow each path in order to find out what each child's favourite food is. Once they've done this, Ss will have to write the food in the correct speech bubble.
- Do the first one together with Ss.
- Check answers as a class.



1. Pasta
2. Ice cream
3. Pizza
4. Rice

# 4 Let's play

## Language focus

### Objectives

- to introduce the numbers 16-20 and 20 - 100 in tens
- to revise and consolidate vocabulary learnt in previous lessons
- to ask for something politely
- to thank

## Materials

- a cork board made to look like a fruit stand (with construction paper pockets to put the fruit in)
- different colour construction paper (enough for each S to be able to make a fruit out of)

## Revision

- Play the game *What's my favourite food?* (TM page 75).

## Lesson plan

### Warm up

- Play the chant / poem *Yummy, yummy* in the SB on page 47 (Track 26 or Track 27) and invite Ss to say the chant / poem along with the CD.
- Write the numbers 1-15 on the board, point to each one and ask Ss to say it aloud.
- Write the numbers 16-20 on the board too, say each one and ask Ss to repeat a few times after you.
- Do the same with the numbers 30, 40, 50, 60, 70, 80, 90, 100.

### Vocabulary Track 37

- Have Ss open their books to page 52. Direct Ss to the vocabulary section at the top of the page. Play the CD a few times and have Ss point to the numbers and repeat.
- Say the numbers again in random order and have Ss repeat and point.

### Activity 1 Track 38

- Draw Ss' attention to the presentation and ask them what animals they can see (two rabbits and a mole).
- Ask Ss, in L1, what they think is happening. (Two rabbits are pulling out carrots from the ground. As one of the rabbits is trying to pull out a carrot, an annoyed mole is coming out of the hole with the carrot in its mouth.)

4

Let's play

16

17

18

19

20

sixteen seventeen eighteen nineteen twenty

30

40

50

60

70

80

90

100

thirty forty fifty sixty seventy eighty ninety a hundred

### 1 Look and listen.



### 2 Look and listen. Then play.



52

- Ss listen to the CD and follow in their books.
- Play the CD again and get Ss to repeat.
- Divide Ss into pairs and get them to act out the dialogue.

### Activity 2 Track 39

- Ask Ss to look at the picture on page 52 of their books and ask them, in L1, to say what is happening. (The boys are pretending to be a customer and a seller at a fruit stand.)
- Hold up your book and ask Ss to name any fruit they recognise in the pictures by pointing and asking *What are these?*
- 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 (chorally - in groups - individually).
- Lean the cork board fruit stand on a desk up against the wall.
- Tell Ss that they are going to make the fruit to fill the fruit stand with. Alternatively, Ss can stick their fruit on the board.
- Hand out a piece of construction paper to each S and assign a fruit for him/her to make. Tell Ss to design their fruit first and then cut it out.
- Once all Ss are done divide them into pairs and have them practise the role play with their fruit.
- Collect the fruit and fill the fruit stand with them.
- Call each pair of Ss to the front of the class and have them perform their role play in front of their classmates.
- Make sure all pairs of Ss get a chance to perform.



## Optional 1

### Restaurant role play

- Divide Ss into pairs.
- Have Ss take out their paper plate drawings from the last lesson.
- Using their paper plate drawings, have Ss do a role play like the one in activity 1. This time the setting is a restaurant, so tell Ss to use the food on their paper plates instead of the fruit.
- If time permits have some pairs perform for the class.



## Optional 2

### Play Bingo!

- Ask Ss to draw a 2x2 grid in their notebooks and write a different number from 1-20 and 30, 40, 50, 60, 70, 80, 90, 100 in each of the boxes.

50	3
100	19

- Explain to Ss that you are going to call out numbers in random order. The Ss who have got these numbers, cross them out. The S who crosses out all his/her numbers first, shouts *Bingo!* and wins.
- You could also write the numbers on the board after you say them.



## Workbook

### Activity 1

- Ss write the numbers in written form.

1. ten 2. twenty 3. thirty 4. forty 5. fifty 6. sixty 7. seventy  
8. eighty 9. ninety 10. a hundred

### Activity 2 Track 40

- Direct Ss' attention to the three different pictures.
- Pointing to the first picture ask *How many fingers?* Encourage Ss to answer *Two fingers*. Point to the second picture and ask Ss what the waiter is holding. Encourage Ss to answer *Ice creams*.
- Read the first speech bubble and ask Ss which picture it corresponds to. Encourage Ss to answer.
- Ask Ss to do the same with the rest of the speech bubbles.
- Check Ss' answers as a class by reading the speech bubbles and having the Ss point to the corresponding pictures.

#### Listening transcript

1. *Two ice creams, please.*
2. *Here you are.*
3. *Thank you! Bye!*

1. Picture 1 with the third speech bubble.  
2. Picture 2 with the first speech bubble.  
3. Picture 3 with the second speech bubble.

### Activity 3

- Ss count the items of food and write the number in the circle next to each item, as in the example.

- 17 ice-creams 20 lollipops 18 apples

- When Ss have finished, draw their attention to the speech bubbles and read the exchange aloud.
- Divide Ss into pairs and get them to ask and answer about the rest of the items of food in the picture, as in the example.

# 4 Phonics dates - teacher

## Language focus

### Objectives

- to practise the pronunciation of **a** /eɪ/ and **ea** /i:/
- to say two phonics chants / poems

### Vocabulary

grapes, dates, teacher, read

### Phonics

**a** /eɪ/ and **ea** /i:/

## Materials

- flashcards of *grapes, dates, teacher, read*
- photocopies of the above flashcards (only the pictures, one per S)
- phonics cards of **a** and **ea** (one set per S)
- Blu tack



## Lesson plan



### Warm up

- Write **a** and **ea** 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 (grapes, dates) and say them aloud, having Ss repeat after you.
- Follow the same procedure with *ae* /i:/.

### Activity 1

#### Track 41

- 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, grapes

/i:/, teacher, read

### Activity 2

#### Track 42 - Chant 1

#### Track 43 - Poem 1

#### Track 44 - Chant 2

#### Track 45 - Poem 2

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

- Direct Ss' attention to the first picture and ask them what the man is holding. (A plate with grapes and dates.) Point to the second picture and ask Ss what they can see. (A teacher and three students are in a classroom.)
- Play the chants / poems *Dave* and *Teacher* and have Ss listen and follow along in their books.
- Play the chants / poems again, pausing after each line for Ss to repeat.
- Then play the chants / poems once more and encourage Ss to say the chants / poems along with the CD.



### TPR Activity

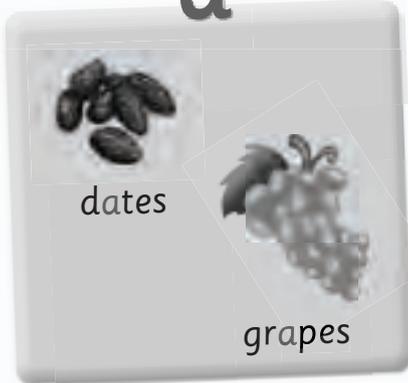
- Photocopy and give Ss the **a** and **ea** phonics cards.
- Explain to Ss that they have to say the chant / poem while raising the corresponding card each time.

# Phonics

## dates - teacher

1 Listen and say.

a



ea



2 Listen and chant.

Dave

Look, it's Dave!  
He has got grapes  
And a lot of dates.



Teacher!

Teacher, teacher!  
Sit down, please.  
Open your books  
And read, read, read!



53



### 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 / piece of chalk.
- Call out one of the two sounds (/ei/, /i:/), e.g. /ei/ and have Ss write a word containing that sound on the board, e.g. *dates* or *grapes*.
- The S that does this the fastest wins a point for his/her team.
- Repeat the same procedure with the rest of the Ss.
- The team with the most points wins.



### Optional 2

Ready, set, match

- Divide Ss into two teams.
- Stick the flashcards 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 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.



### Workbook

Activity 1 Track 46

- Ss listen to the CD and repeat.

**Listening transcript**

1. *grapes*      3. *read*  
2. *dates*      4. *teacher*

- Ss match the words with the pictures, as in the example.
- Make sure Ss have matched the words with the pictures correctly.

Activity 2 Track 47

- Ss listen to the CD and number the pictures 1-4 according to the order they hear them.

**Listening transcript**

1. *grapes*      2. *read*  
3. *teacher*      4. *dates*

a. 3    b. 4    c. 2    d. 1

Activity 3 Track 48

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

**Listening transcript**

1. *dates*      2. *read*  
3. *grapes*      4. *teacher*

1. *dates*      2. *read*  
3. *grapes*      4. *teacher*

Activity 4

- Ask Ss to name the pictures (teacher, dates, read, grapes). Then, ask them to colour the items that contain the 'a' sound red and the items that contain the 'ea' sound blue.

red: dates, grapes  
blue: teacher, read

# 4 Story time

## Language focus

### Objectives

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

## Materials

- Blu tack
- blown-up colour photocopies of Story time *Don't touch the food!*
- photocopies of flashcards of *fish, rice, pasta, pizza, ice cream* (one for each S)
- food flashcards (at least 7)
- chalk / tape

## Revision

- Play the chants / poems (SB p.53 - Tracks 42 or 43 and Tracks 44 or 45) and encourage Ss to say the chant / poem along with the CD.

# 4 Story time



## 1 Look and listen.



## Lesson plan



### Warm up

- Ask a S *What's your favourite food?* After he/she answers, invite him/her to ask the person next to him/her. Continue until all Ss have said their favourite food.

### Activity 1 Track 49

#### Before reading

- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Tell Ss they will listen and read a story entitled *Don't touch the food!* Ask Ss to look at the pictures and guess what it's going to be about.
- Point to the carrots in the first frame and ask *What are they?* (*They're*

*carrots.*) Encourage Ss to answer. Then ask them *Does the boy like carrots?* (*No.*) and encourage Ss to look at the picture and answer.

- Invite Ss to guess what is happening in the story.
- Elicit answers, in L1, but do not correct Ss at this stage.

#### While reading

- Play the CD and point to each frame in your book or on the board. Encourage Ss to point to each frame in their books.
- Check Ss' answers. (Two fathers with their sons are at a supermarket, shopping. The two boys talk about the food. When they are about to touch the food, the supermarket manager spots them and asks them not to touch it. The children's fathers apologise.)
- Play the CD again and ask Ss to point to each speech bubble as they follow along.
- Talk about what happens in each frame.

**Frame 1:** Two fathers are shopping at the supermarket with their children.

The fathers greet each other and so do the children. John points to the carrots his father is holding and tells Tom that he doesn't like carrots.

**Frame 2:** John and Tom are pointing to items of food on the shelves and say whether they like them or not.

**Frame 3:** John and Tom continue pointing to different items. John is about to touch some boxes of pasta. Their fathers are unaware of what's



3

4

55

happening. The supermarket manager spots the children and he asks them not to touch the food.

**Frame 4:** John's and Tom's fathers apologise to the supermarket manager.

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

#### After reading

- Ask Ss comprehension questions such as the following:

**Frame 1:** *What's his name? (Tom. / John.)*

**Frame 2:** *Does Tom like beans? (Yes.)*  
*Does John like beans? (No.)*  
*What's his favourite food? (Rice.)*

**Frame 3:** *Does Tom like rice? (No.)*  
*Does Tom like ice cream? (Yes.)*  
*Does John like pasta, eggs, and rice? (Yes.)*

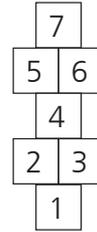
**Frame 4:** *Are the fathers happy? (No.)*  
*Are the boys happy? (No.)*

- Divide Ss into groups of five and have them read the story aloud. Tell Ss to rotate their roles so that every S gets a chance to play each of the characters.



## Optional Hopscotch

- Use chalk or tape to make a hopscotch pattern on the floor, such as the one below.



- Stick a food flashcard on each square.
- Tell Ss that they'll take turns playing, one at a time.
- The S whose turn it is throws a rubber onto a square. Then he/she hops (on single squares) and jumps (on double squares) to the end of the court. After that, he/she turns around, jumping and hopping through the squares in reverse order. When he/she reaches the square with the rubber, he/she stops to pick it up and says whether he/she likes the food on that square or not, e.g. *I like fish*. Then the S continues hopping to the start and gives the rubber to another S.
- Demonstrate how the game is played.
- Encourage the rest of the class to count the squares in chorus with you as you hop on each one.



## Workbook

### Activity 1

- Direct Ss' attention to the pictures and explain that they are scenes from the story. Ask Ss if they remember them.
- Then read the speech bubbles in the first scene and, pointing to Jim's speech bubble ask Ss if Jim says *I like* or *I don't like carrots*. Encourage Ss to answer. Then tell them to fill in the correct answer (*I don't like*).
- Ask Ss to do the same with the second scene.
- Check Ss' answers as a class.



1. I don't like
2. Rice.

### Activity 2

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

# 4 Revision

## Language focus

### Objectives

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

## Materials

- blown-up colour photocopies of Story time *Don't touch the food!*
- Blu tack
- photocopies of the following food and fruit flashcards: bananas, grapes, dates, strawberries, carrots, rice, eggs, beans, pizza, ice cream, pasta (one per S)
- a smiley face made from yellow construction paper and a sad face made from blue construction paper

## 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 (*Don't touch the food!*). Ask them to tell you what else they remember from the story.
- Have Ss open their books to pages 54-55. Play the CD (Track 49) and have Ss follow along in their books.
- Play the CD again and encourage Ss to shadow read.
- Then have some Ss act out the story for the whole class.

## Lesson plan

### Warm up

- Play a round of the game *Like it or not* (TM page 73) to revise the structures *I like / don't like*.

### Activity 1 Track 50

- Have Ss open their books to page 56. Hold up your book and point to

## Revision 4

### 1 Look, listen and match.



I like  
I don't like



### 2 Look and write. Yes, I do. No, I don't.



Do you like apples?



Do you like ice cream?



Do you like fish?



Do you like strawberries?

56

the pictures of food and ask Ss *What's this? / What are they?* Encourage Ss to answer *It's (pasta). / They're (dates)*.

- Explain to Ss that they will listen to Ali and Reema talking about food they like and don't like. Read the instructions and make sure Ss understand that they will listen to each set of sentences and match Ali's and Reema's pictures to the affirmative and negative form of the verb *to like*, and then to the food that each child likes and doesn't like.
- Play the first sentence a couple of times (more if necessary) and ask Ss to point to the picture that is being mentioned. Go around and check that everyone is pointing to the right picture. Then have Ss do the matching.
- Play the rest of the sentences and have Ss match the appropriate pictures.
- Ss check their answers in pairs first, then as a class.

### Listening transcript

1. **Ali:** *I like pasta.*

*I like grapes.*

*I don't like beans.*

2. **Reema:** *I like dates.*

*I don't like rice.*

*I don't like bananas.*



Ali likes pasta and grapes.  
Ali doesn't like beans.

Reema likes dates.  
Reema doesn't like rice or bananas.

### Activity 2

- Explain to Ss that they will have to look at the pictures carefully, determine whether the person likes the specific food or not and answer the questions.
  - Point out that the ✓ indicates that they like the food / fruit whereas the ✗ indicates the opposite.
  - Ss check their answers in pairs first, then as a class.
1. Yes, I do.    2. No, I don't.    3. Yes, I do.    4. No, I don't.



### Optional

#### Don't break the chain

- Invite Ss to come to the front of the class and sit in a circle on the floor. Sit in the circle with them.
- Explain to Ss that you are going to say an item of food you like and that the S sitting to your right will have to say the food you like plus a food he/she likes. The next S has to say the two items of food the S before him/her said as well as an item of food he/she likes.
- For example, you say *I like rice*. The S to your right says *I like rice and pizza*. The S to his/her right says *I like rice, pizza and pasta*.
- You can make things more challenging by having the rest of the Ss clap in a steady rhythm.
- The S who fails to repeat every item of food that the S before him/her has said as well as the one that he/she likes is eliminated. The last Ss to remain in the game are the winners.



### Note

- Ask Ss to bring in a wire hanger, a pair of scissors and markers / pencil crayons for the next lesson.



### Before leaving

- Play the chant / poem *Yummy, yummy* in the SB on page 47 (Track 26 or Track 27) and invite Ss to say the chant / poem along with the CD.



### Workbook

#### Activity 1

- Direct Ss' attention to each of the pictures of food, encouraging Ss to name each one.
- Tell Ss that they are to complete the crossword puzzle by filling in the names of the corresponding food.
- Point out to Ss that the words are given to them in the box above the puzzle.
- Check answers in pairs first, then as a class.



- |              |            |
|--------------|------------|
| 1. pizza     | 5. pasta   |
| 2. dates     | 6. fish    |
| 3. rice      | 7. carrots |
| 4. ice cream | 8. beans   |

# 4 Project

## Language focus

### Objectives

- to make a food mobile
- to revise and consolidate vocabulary and structures learnt in previous lessons

## Materials

- flashcards of *bananas, grapes, dates, strawberries, oranges, apples, carrots, rice, eggs, beans, pizza, ice cream, pasta*
- sheets of white cardboard (enough for each S to cut four kinds of food)
- 4 pieces of yarn for each S (the yarn should be long enough to hang the food cut-outs on the hanger)
- a hole-puncher
- some extra wire hangers and scissors for Ss who may have forgotten to bring some in

## Revision

- Play the story *Don't touch the food* (SB pp.54-55, Track 49) and ask Ss to repeat.

## Lesson plan

### Warm up

- Play the game *Whispers* (TM page 15).
- Use the flashcards of food Ss know and have the last player on each line say the food and point to the corresponding flashcard.

### Activity 1

- Direct Ss' attention to the pictures and ask them what the boy is doing. (He's making a food mobile.)
- Point to the first picture and ask Ss to identify what he's making. Encourage Ss to answer *Pizza*. Point to the third picture and ask them what food he's made here (pasta, carrots and pizza). Then ask them what new food they see in the last picture (ice cream).
- Make sure Ss understand that they will make their own food mobiles with four of their favourite foods.
- Hand out the sheets of white cardboard to Ss and four pieces of pre-cut yarn.
- Explain to Ss that first they have to draw their four favourite kinds of food (of the ones they've learnt) and then they have to cut them out.
- After all Ss have cut out their food, go around punching holes for them.
- You might want to demonstrate how they are going to string and tie the knot from their food to the hanger. Go around helping Ss with any difficulties.

### Activity 2

- Direct Ss' attention to the picture and ask what is happening. (The boys are showing off their food mobiles.)
- Read out the exchange and invite Ss to repeat (chorally - in groups - individually).
- Divide Ss into pairs and have them show their mobiles and ask each other about their favourite kinds of food.
- Have some pairs come up and present for the whole class.



## Project

### 1 Make a food mobile.



### 2 Ask and answer.

What's your favourite food?

Carrots, pizza and pasta.



57



### Optional Hot potato

- Have Ss sit in a circle. Stand in the circle with them. Alternatively, you could play the game with the Ss seated in their desks.
- Throw a ball to a S across from you and ask him/her *What's your favourite food?*
- The S who catches the ball must answer and throw the ball to another S and ask him/her the same question.
- You could also have Ss ask various questions e.g. *What's your favourite toy / number / colour / pet, etc.?*



### Before leaving

- Play the chant / poem *Yummy, yummy* in the SB on page 47 (Track 26 or Track 27) and invite Ss to say the chant / poem along with the CD.



## Workbook

### Activity 1

- Ask Ss to describe what they see (John and Hassan on either side of a triangle with coloured stripes and pictures of food in it).
- Ask Ss to name all the kinds of food that they know.
- Help Ss understand that the food in the pyramid is arranged in groups. The food in the largest coloured stripes is the one children should eat more often.
- Explain to Ss that they need to draw lines to match the food items below the pyramid with their groups. Point out that number one has already been done for them.
- Ss work individually or in pairs.
- Check answers by asking *What's number one?* (*Pasta*).



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

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

### Activity 2

- Follow the same procedure as in Activity 1.

### Activity 3

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



## Language focus

## Objectives

- to differentiate between *i* /aɪ/ - *o* /əʊ/ and *a* /eɪ/ - *ea* /i:/
- to use a question mark at the end of a question

## Vocabulary

kite, bike, nose, rose, dates, grapes, teacher, read

## Phonics

*i* /aɪ/ - *o* /əʊ/, *a* /eɪ/ - *ea* /i:/



## Materials

- phonics cards of *i* /aɪ/ - *o* /əʊ/ and *a* /eɪ/ - *e* /i:/
- flashcards of *kite*, *bike*, *nose*, *rose*, *grapes*, *dates*, *teacher*, *read*

## Revision

- Play the chants / poems in the SB on pages 46, 53 (Tracks 18 or 19 and Tracks 20 or 21) and have Ss say the chants / poems along with the CD.



## Lesson plan



## Warm up

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

## Activity 1 Track 51

- 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

/aɪ/, /əʊ/, kite, bike, nose, rose  
/eɪ/, /i:/, dates, grapes, teacher, read

## Activity 2 Track 52

- Play the CD once and have Ss point to the



## Optional

## Whispers

- Stick all the picture flashcards which contain *i* /aɪ/ or *o* /əʊ/ 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 *i* and *o* (*i* and *o* facing up).
- When everybody is ready, point to a flashcard of a word containing 'i' /aɪ/ and 'o' /əʊ/. The players facing you must show

## Phonics revision

## 1 Listen and say.

i - o



a - ea



## 2 Listen and say. Then circle.



## 3 Read.



Is it a fox?

Always use a **question mark (?)** at the end of a question.

58

pictures in their books and repeat.

- Play the CD again. Pause after *rose*. Ask Ss which of the two sounds *rose* contains, *i* or *o*? When Ss say *o*, point out that this one has been done for them. Repeat the procedure with the rest of the words.

## Listening transcript

1. *rose*      3. *nose*      5. *read*      1. *o*      3. *o*      5. *ea*  
2. *kite*      4. *dates*      6. *teacher*      2. *i*      4. *a*      6. *ea*

## Activity 3

- Draw Ss' attention to the note, read it aloud and explain it to Ss.
- Read the example aloud.
- Write on the board questions without a question mark, e.g. *What's your favourite food etc.* and ask Ss to come to the board and add the question mark, e.g. *What's your favourite food?* etc.

you either the 'i' /aɪ/ or the 'o' /əʊ/ phonics cards, accordingly. Then they must whisper the word down the line. The last player on each team must touch the corresponding depiction of the word and say the sound and the word. 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.
- Repeat until all players have come to the front of the line. The team with the most points wins.
- Follow the same procedure with *a* /eɪ/ and *ea* /i:/.

## Food

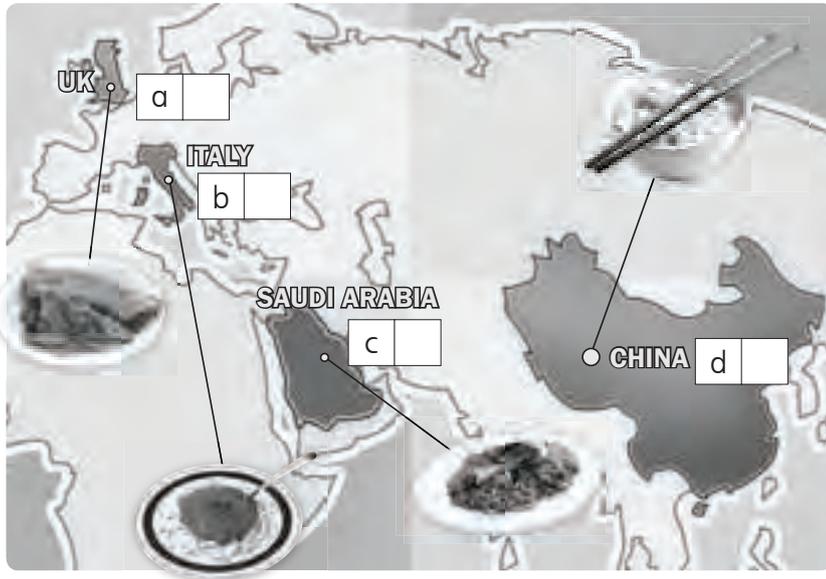
1 Look and listen. Then, number 1-4. 

1. I like kabsa.  
It's meat  
with rice.

2. I like  
noodles.

3. I like meat  
pies.

4. My favourite  
food is pasta.



59

- Explain to Ss that they have to match each child to the corresponding country.  
a. 3 b. 4 c. 1 d. 2

### Board game 1-4

- Divide Ss into pairs. Ask Ss to open their books to pages 114-115. Have one of the Ss in each pair cut out the board game pages.
- Instruct the Ss to use Blu tack to stick the pages onto their desks and next to each other in order to play the game.
- Hand out two construction paper pawns to each pair.
- Ask each pair to use a rubber and have them write the number 1 on the one side and the number 2 on the other side.
- Model how the game is played. A S throws the rubber to see how many spaces to move forward: one space for number 1 and two spaces for number 2.
- The S whose pawn lands on a space answers a question or does what is written on the space. If he/she answers correctly, he/she stays on the space. If his/her answer is wrong, he/she moves back one square.
- Ss take turns throwing the rubber and playing. The S to reach *FINISH* first is the winner.

### Key to Test 4

#### Activity 1 (Track 58, CD2)

1. 😊 2. 😊 3. 😞

#### Activity 2

1. don't like 2. like 3. don't like

#### Activity 3 (Track 59, CD2)

1. 18 2. 30 3. 50 4. 60 5. 100 6. 90

#### Activity 4

open answers

### Key to Test 1-4

#### Activity 1

1. Turn around. 2. Don't touch your ears! 3. Sit down.

#### Activity 2 (Track 60, CD2)

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

#### Activity 3

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

#### Activity 4

1. on 2. in 3. on

#### Activity 5

1. Yes, I do. 2. No, I don't. 3. No, I don't.

#### Activity 6 (Track 61, CD2)

- dolls - 50      planes - 16  
balloons - 90      balls - 40  
bikes - 18

#### Activity 7

1. Yes, they are. 2. No, they aren't. 3. Yes, they are. 4. No, they aren't.

## 4 Smart Time 4



### Language focus

#### Objectives

- to provide Ss with cultural information



### Materials

- flashcards of the food items Ss learnt in this module and Blu tack



### Lesson plan



#### Warm up

- Show Ss the flashcards with the food items and ask them to name the food.

#### Activity 1 Track 53

- Draw Ss' attention to the photos of the children and the bubbles.
- Ss listen to the CD and follow in their books.
- Ask Ss if they know what kabsa is. (It's a traditional Saudi Arabian dish made of meat-lamb or chicken-with vegetables, spices and rice).
- Draw Ss' attention to the map and ask them to name the food they see.
- Ask Ss, in L1, if they recognise the countries in which people eat each food.
- Help Ss if necessary.

# Picture Dictionary

## Picture Dictionary

**Colours**

orange pink brown black white

**Adjectives**

fat long

**Actions**

stand up sit down turn around touch clap your hands

**Clothes**

shoes trousers shirt dress vest hat jumper thobe

**Toys**

yo-yo doll teddy bear bike kite  
plane car balloon robot

60

**Body**

ears eyes mouth nose head arms legs hands  
tail feet fingers toes teeth

**Food**

strawberries grapes dates bananas oranges rice  
carrots eggs beans pizza ice cream pasta

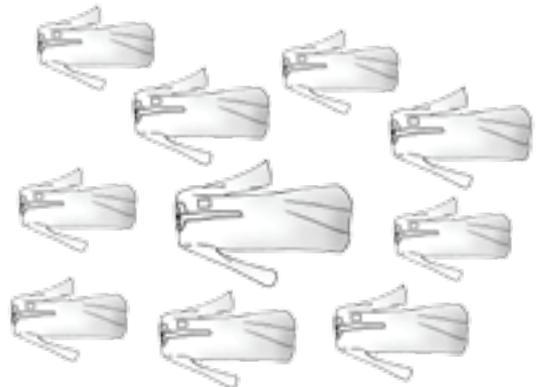
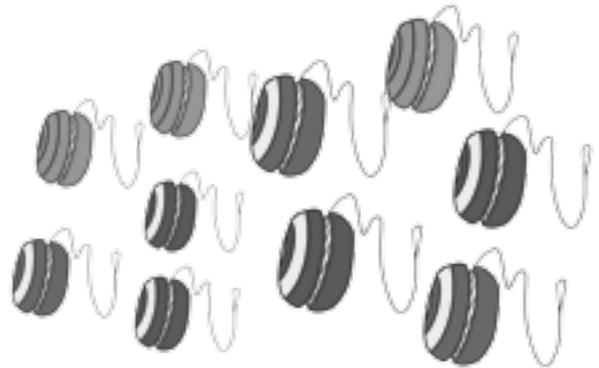
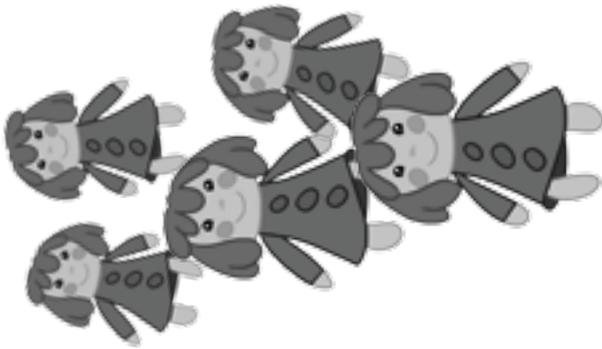
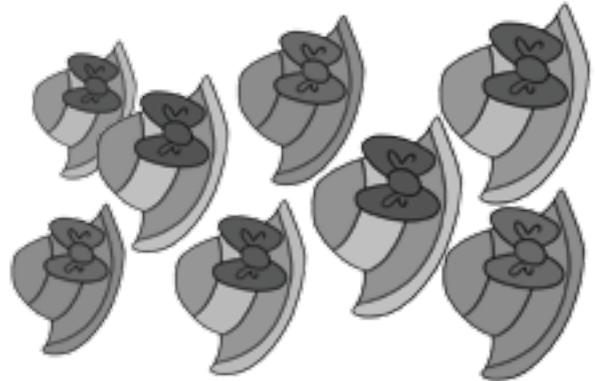
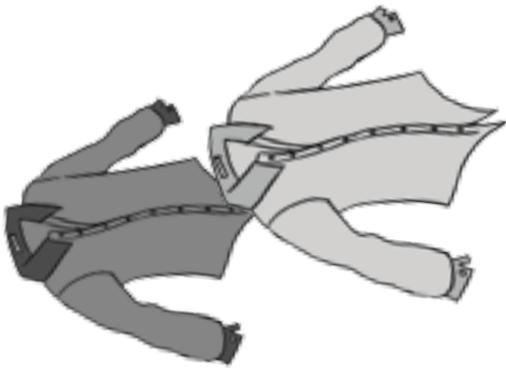
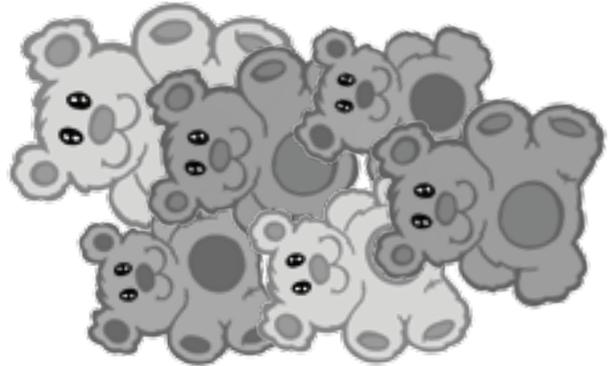
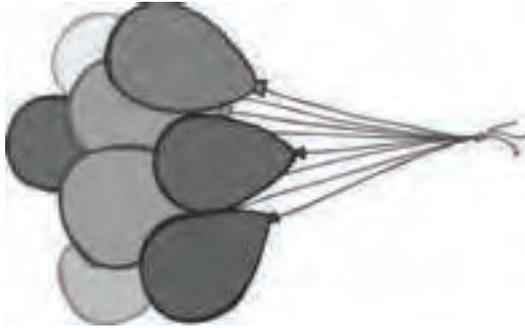
**Various**

van present bed box  
fin rose read

61

# Cut-outs 1

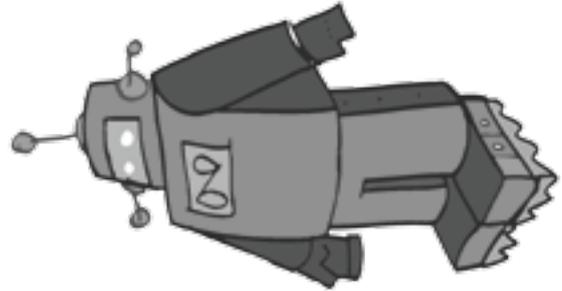
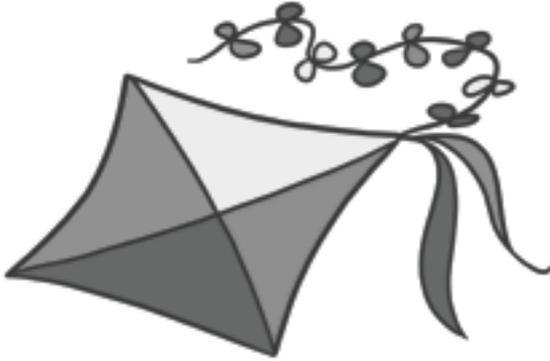
Smart kids





# Cut-outs 2

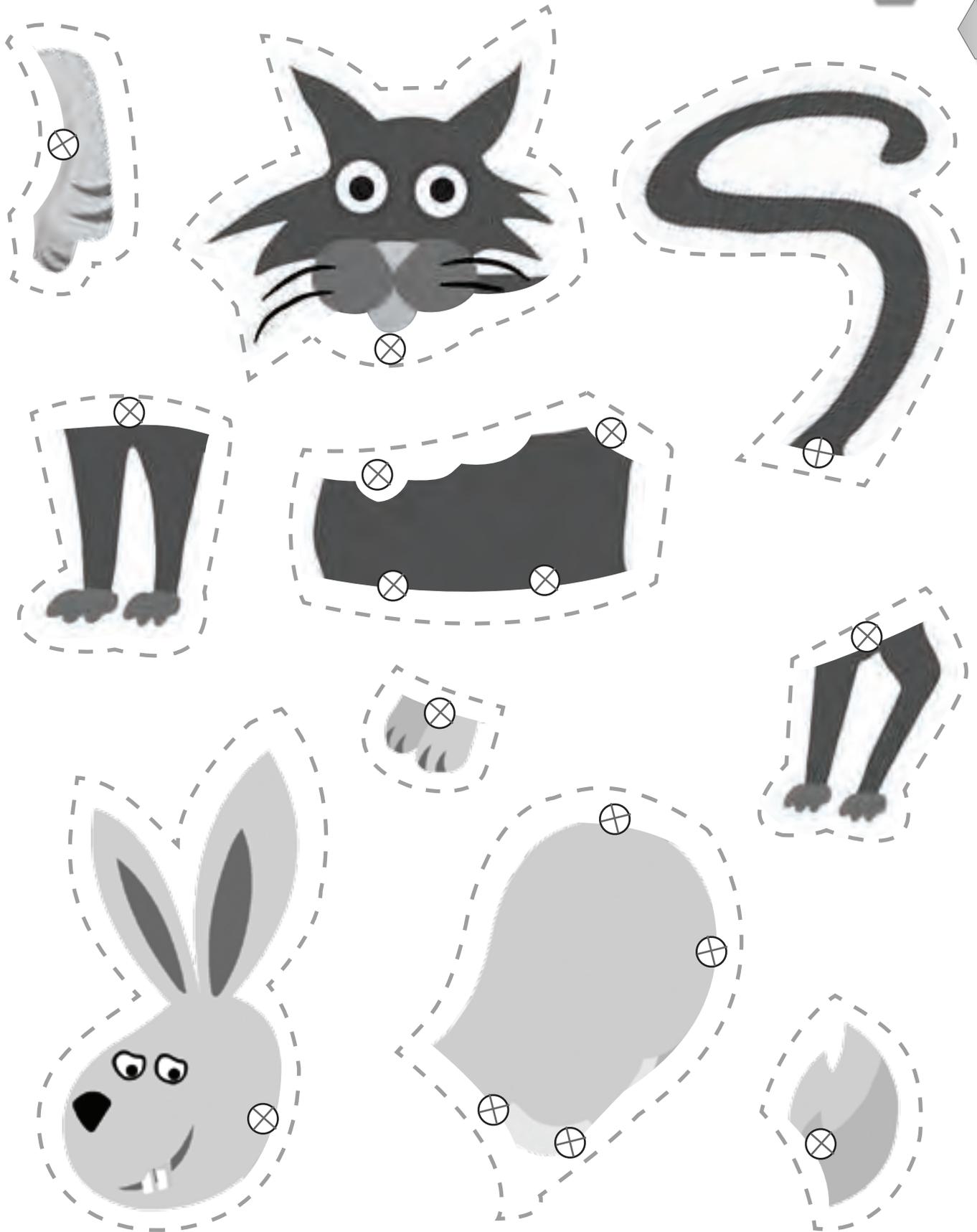
Let's play





# Cut-outs 3

## Project



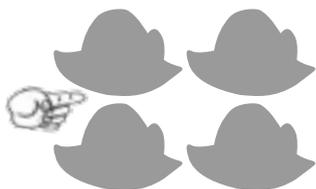


Name \_\_\_\_\_

Total  20

## Test

1 Trace. Then count and write the number.

1. How many balloons?  
\_\_\_\_\_2. How many presents?  
\_\_\_\_\_3. How many dolls?  
\_\_\_\_\_4. How many yo-yos?  
\_\_\_\_\_2 Listen and number (1-4). a c b d  83 Listen and colour. 

1.



2.



3.

 6

## Test

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



a



b



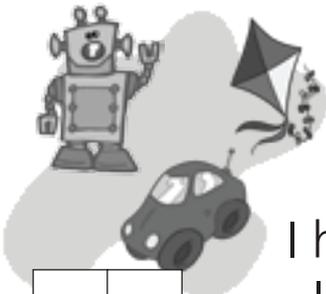
c



d

8

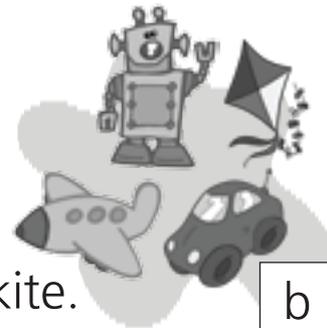
### 2 Read, look and tick (✓).



a



I have got a robot and a kite.  
I haven't got a teddy bear.  
I have got a car and a plane.



b

4

### 3 Look and write. Yes, I have. No, I haven't.

1. Have you got a bike?

\_\_\_\_\_

2. Have you got a kite?

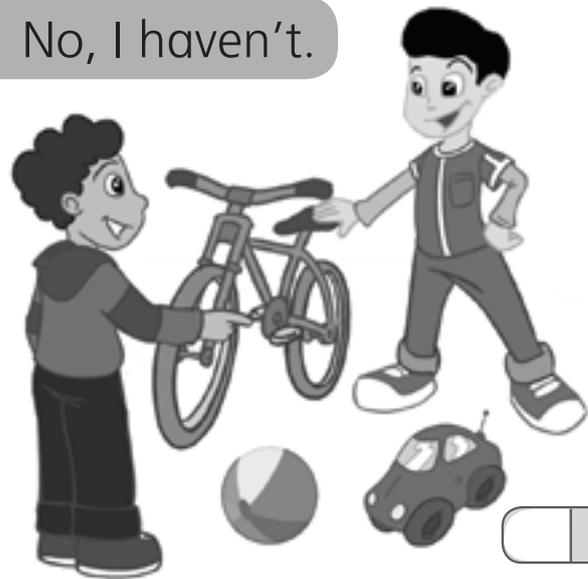
\_\_\_\_\_

3. Have you got a ball?

\_\_\_\_\_

4. Have you got a robot?

\_\_\_\_\_



4

### 4 Look and write. on in

1.   The ball is \_\_\_\_\_ the box.

2.   The ball is \_\_\_\_\_ the box.

3.   The robot is \_\_\_\_\_ the bed.

4.   The plane is \_\_\_\_\_ the bag.

4

Name \_\_\_\_\_

Total  20

1 Listen and number (1-4). 



a



b



c



d

4

2 Look and write. leg toes head fingers hand arm

1.

2.

3.

4.

5.

6.

12

3 Look and write. Yes, it has. No, it hasn't.

1. Has it got big teeth?  
\_\_\_\_\_
2. Has it got a short tail?  
\_\_\_\_\_
3. Has it got small feet?  
\_\_\_\_\_
4. Has it got long ears?  
\_\_\_\_\_



4

## Test

Name \_\_\_\_\_

Total  20

### 1 Listen and circle.

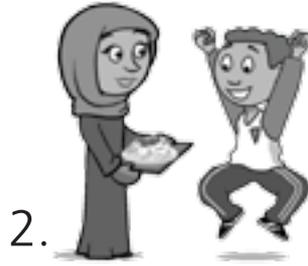


6

### 2 Look and circle.



I **like** / **don't like** ice cream.



I **like** / **don't like** pasta.



I **like** / **don't like** rice.

6

### 3 Listen and tick ( ).

1. **16**  **18**

2. **30**  **40**

3. **15**  **50**

4. **30**  **60**

5. **100**  **70**

6. **80**  **90**

6

### 4 Draw and write.

What's your favourite food?



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

2

# Test 1-4

Name \_\_\_\_\_

Total

## 1 Look and match.

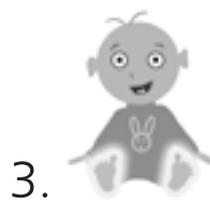


Sit down.

Don't touch your ears!

Turn around.

## 2 Listen and tick (✓).



a

b

a

b



a

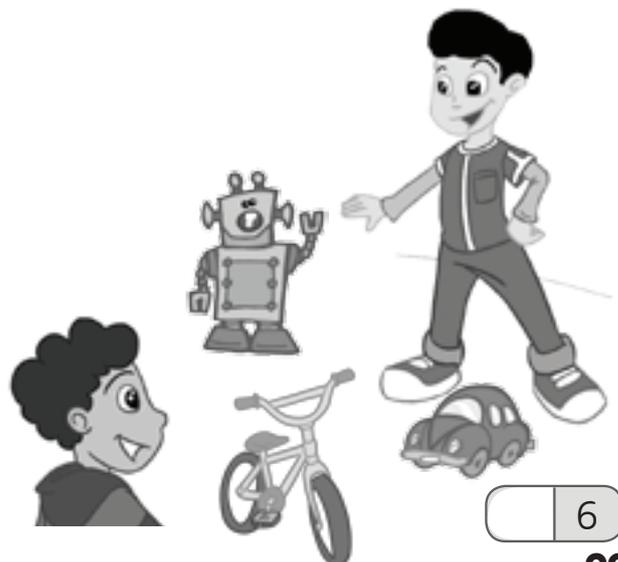
b

a

b

## 3 Look and circle.

1. Have you got a car?  
Yes, I have. / No, I haven't.
2. Have you got a kite?  
Yes, I have. / No, I haven't.
3. Have you got a robot?  
Yes, I have. / No, I haven't.



4 Look and complete. on in Where's the plane?



1. It's \_\_\_\_\_ the bed. 2. It's \_\_\_\_\_ the box. 3. It's \_\_\_\_\_ the desk.

3

5 Look, read and circle.



Do you like carrots?

Do you like fish?

Do you like beans?

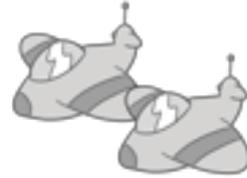
**Yes, I do./No I don't.**

**Yes, I do./No I don't.**

**Yes, I do./No I don't.**

3

6 Listen and match.



16

18

40

50

90

10

7 Look and write. Yes, they are. No, they aren't.

1. Are they dresses?



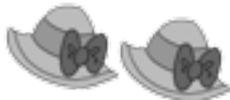
\_\_\_\_\_

2. Are they trousers?



\_\_\_\_\_

3. Are they hats?



\_\_\_\_\_

4. Are they jumpers?



\_\_\_\_\_

4

## Listening Transcripts Tests 1-4

### Test 1 (Tracks 54-55, CD2)

#### Activity 2

1. What are those?  
They're shoes.
2. What are these?  
They're thobes.
3. What are those?  
They're shirts.
4. What are these?  
They're hats.

#### Activity 3

1. Are the dresses orange?  
No, they aren't. They're brown.
2. Are the jumpers pink?  
Yes, they are.
3. Are the trousers black?  
No, they aren't. They're orange.

### Test 2 (Track 56, CD2)

#### Activity 1

1. Turn around.
2. Sit down.
3. Clap your hands.
4. Stand up.

### Test 3 (Track 57, CD2)

#### Activity 1

1. Touch your ears.
2. Don't touch your eye.
3. Touch your mouth.
4. Don't touch your nose.

### Test 4 (Tracks 58-59, CD2)

#### Activity 1

1. Do you like grapes?  
Yes, I do.
2. Do you like dates?  
Yes, I do.
3. Do you like strawberries?  
No, I don't.

#### Activity 3

1. eighteen
2. thirty
3. fifty
4. sixty
5. a hundred
6. ninety

### Test 1-4 (Tracks 60-61, CD2)

#### Activity 2

1. He has got long legs.
2. It has got a big head.
3. He has got small feet.
4. She has got big teeth.

#### Activity 6

1. How many dolls?  
Fifty.
2. How many balloons?  
Ninety.
3. How many bikes?  
Eighteen.
4. How many planes?  
Sixteen.
5. How many balls?  
Forty.

# Phonics cards

p

p

b

b

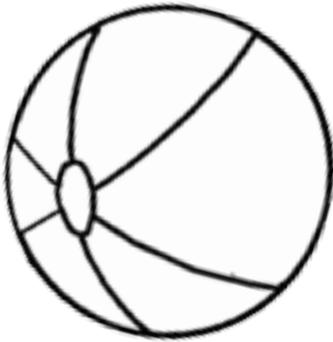
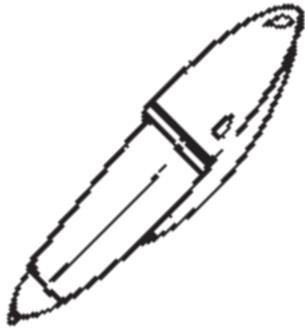
f

f

v

v





ch

ch

sh

sh

thin

thirteen

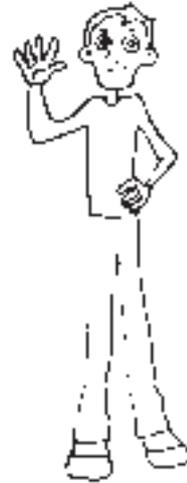
that

this





13



*a*

*a*

*i*

*i*

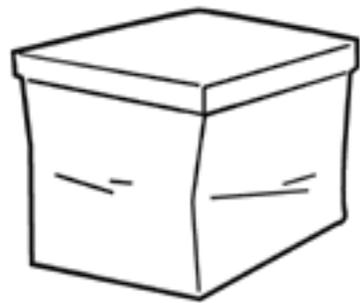
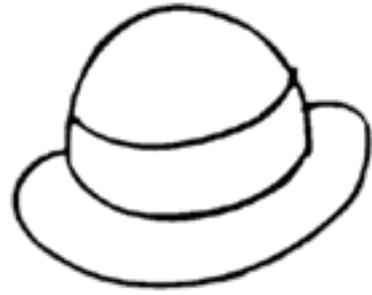
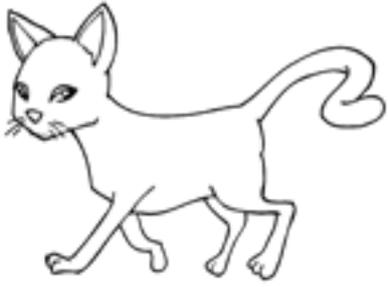
*e*

*e*

*o*

*o*





i

i

o

o

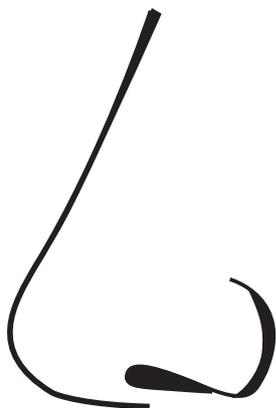
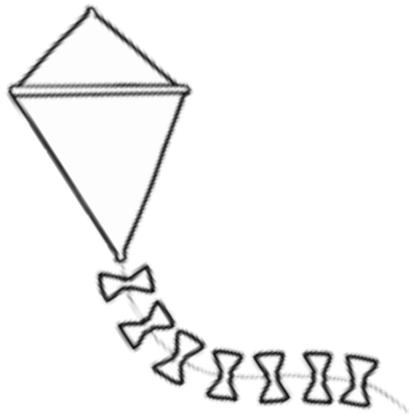
a

a

ea

ea





# Suggested Pacing Chart for Smart Class 2

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*)
- 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>• Introduce the letter sounds /p/-/b/ (SB p.4).</li> <li>• Ask Ss to listen to the Student's CD at home, so that they can repeat and memorise the letter sounds.</li> <li>• Do in class <i>A chant</i> (SB p.5).</li> </ul>	<ul style="list-style-type: none"> <li>• Begin the activities from the Workbook section (pages 66-68). 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>Smart kids</i> (SB pp.6-7).</li> </ul>	<ul style="list-style-type: none"> <li>• Do the activities from the Workbook section (page 69).</li> </ul>

## Week 2

Sessions	Student's Book	Workbook
<b>Session 1</b>	<ul style="list-style-type: none"> <li>• Do in class <i>Comic</i> (SB pp.8-9).</li> </ul>	<ul style="list-style-type: none"> <li>• Do the activity from the Workbook section (page 70).</li> </ul>
<b>Session 2</b>	<ul style="list-style-type: none"> <li>• Check homework if any.</li> <li>• Do in class <i>Let's play</i> (SB p.10).</li> <li>• Introduce the letter sounds /f/ -/v/ (SB p.11).</li> </ul>	<ul style="list-style-type: none"> <li>• Begin the activities from the Workbook section (pages 71-73). If you do not have time to complete all the activities, assign some of them for homework.</li> </ul>

## Week 3

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</i> (SB pp.12 – 13).</li> </ul>	<ul style="list-style-type: none"> <li>• Do the activities from the Workbook section (page 74).</li> </ul>
Session 2	<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.14 – 15).</li> </ul>	<ul style="list-style-type: none"> <li>• Begin the activities from the Workbook section (pages 75 – 77). If you do not have time to complete all the activities, assign some of them for homework.</li> </ul>

## Week 4

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> <li>• Check homework if any.</li> <li>• Do in class <i>Phonics Revision</i> and <i>Smart Time 1</i> (SB pp.16 – 17).</li> </ul>	_____
Session 2	<ul style="list-style-type: none"> <li>• Check homework if any.</li> <li>• Do in class Test 1 (Teacher's Manual p.95). Allow only 30 minutes for students to complete the test.</li> <li>• Do in class <i>Phonics ch-sh</i> (SB p.18) and <i>A chant</i> (SB p.19)</li> </ul>	<ul style="list-style-type: none"> <li>• Begin the activities from the Workbook section (pages 78-80). If you do not have time to complete all the activities, assign some of them for homework.</li> </ul>

## Week 5

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> <li>• Check homework if any.</li> <li>• Do in class <i>Smart kids</i> (SB pp.20-21).</li> </ul>	<ul style="list-style-type: none"> <li>• Do the activities from the Workbook section (page 81).</li> </ul>
Session 2	<ul style="list-style-type: none"> <li>• Check homework if any.</li> <li>• Do in class <i>Comic</i> (SB pp.22-23).</li> </ul>	<ul style="list-style-type: none"> <li>• Do the activity from the Workbook section (page 82).</li> </ul>

## Week 6

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> <li>• Check homework if any.</li> <li>• Do in class <i>Let's play</i> and <i>Phonics th /θ/ - th /ð/</i> (SB pp.24-25).</li> </ul>	<ul style="list-style-type: none"> <li>• Begin the activities from the Workbook section (pages 83-85). If you do not have time to complete all the activities, assign some of them for homework, e.g. activity 1 p.77, activity 4 page 85).</li> </ul>
Session 2	<ul style="list-style-type: none"> <li>• Check homework if any.</li> <li>• Do in class <i>Story</i> (SB. pp.26-27).</li> </ul>	<ul style="list-style-type: none"> <li>• Do the activities from the Workbook section (page 86).</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>Revision</i> and <i>Project</i> (SB pp.28-29).</li> </ul>	<ul style="list-style-type: none"> <li>• Begin the activities from the Workbook section (pages 87-89). If you do not have time to complete all the activities, assign some of them for homework.</li> </ul>
Session 2	<ul style="list-style-type: none"> <li>• Check homework if any.</li> <li>• Do in class <i>Phonics revision ch-sh</i> and <i>th /θ/ - th /ð/</i> and <i>Smart Time 2</i> (SB pp.30-31).</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 Test 2 (Teacher's Manual p. 96). Allow only 30 minutes for students to complete the test.</li> <li>• Do in class <i>Phonics a /æ/ and i /ɪ/</i> (SB p.32).</li> </ul>	<ul style="list-style-type: none"> <li>• Begin the activities from the Workbook section (pages 90-91). 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.33).</li> </ul>	<ul style="list-style-type: none"> <li>• Do the activities from the Workbook section (page 92).</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.34-35).</li> </ul>	<ul style="list-style-type: none"> <li>• Do the activity from the Workbook section (page 93).</li> </ul>
<b>Session 2</b>	<ul style="list-style-type: none"> <li>• Check homework if any.</li> <li>• Do in class <i>Comic</i> (SB pp.36-37).</li> </ul>	<ul style="list-style-type: none"> <li>• Do the activities from the Workbook section (page 94).</li> </ul>

## Week 10

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>Let's play</i> and <i>Phonics e /e/ and o /ɒ/</i> (SB pp.38-39).</li> </ul>	<ul style="list-style-type: none"> <li>• Begin the activities from the Workbook section (pages 95-97). If you do not have time to complete all the activities, assign them for homework, e.g. activity 4, page 97.</li> </ul>
<b>Session 2</b>	<ul style="list-style-type: none"> <li>• Check homework if any.</li> <li>• Do in class <i>Story</i> (SB pp.40-41).</li> </ul>	<ul style="list-style-type: none"> <li>• Do the activities from the Workbook section (page 98).</li> </ul>

## Week 11

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>Revision</i> and <i>Project</i> (SB pp.42-43).</li> </ul>	<ul style="list-style-type: none"> <li>• Begin the activities from the Workbook section (pages 99-101). If you do not have time to complete all the activities, assign some of them for homework.</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.44-45).</li> </ul>	<p>_____</p>

## 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.97). Allow only 30 minutes for students to complete the test.</li> <li>• Do in class <i>Phonics i /aɪ/ and o /əʊ/</i> (SB p.46).</li> </ul>	<ul style="list-style-type: none"> <li>• Begin the activities from the Workbook section (pages 102-103). If you do not have time to complete all the activities, assign some of them for homework, e.g. activity 4, page 103.</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.47).</li> </ul>	<ul style="list-style-type: none"> <li>• Begin the activities from the Workbook section (page 104). If you do not have time to complete all the activities, assign them for homework.</li> </ul>

## Week 13

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> <li>• Check homework if any.</li> <li>• Do in class <i>Smart kids</i> (SB pp.48-49).</li> </ul>	<ul style="list-style-type: none"> <li>• Do the activity from the Workbook section (page 105).</li> </ul>
Session 2	<ul style="list-style-type: none"> <li>• Check homework if any.</li> <li>• Do in class <i>Our world</i> (SB pp.50-51).</li> </ul>	<ul style="list-style-type: none"> <li>• Do the activity from the Workbook section (page 106).</li> </ul>

## Week 14

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> <li>• Check homework if any.</li> <li>• Do in class <i>Let's play</i> and <i>Phonics a /eɪ/ and e /i:/</i> (pp.52-53).</li> </ul>	<ul style="list-style-type: none"> <li>• Begin the activities from the Workbook section (pages 107-109). If you do not have time to complete all the activities, assign some of them for homework, e.g. activities 1 and 3 p.101, activity 4 page 109.</li> </ul>
Session 2	<ul style="list-style-type: none"> <li>• Check homework if any.</li> <li>• Do in class <i>Story</i> (SB pp.54-55).</li> </ul>	<ul style="list-style-type: none"> <li>• Do the activities from the Workbook section (page 110).</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.56-57).</li> </ul>	<ul style="list-style-type: none"> <li>• Begin the activities from the Workbook section (pages 111-113). If you do not have time to complete all the activities, assign some of them for homework.</li> <li>• Play the board game (pages 114-115).</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.58-59).</li> </ul>	<ul style="list-style-type: none"> <li>• Do in class Test 4 and Test 1-4 (Teacher's Manual pp.98-100). 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 four students will be able to:	Term 1	Term 2	الرمز
		page number	page number	
X	Recognize and produce the sounds of the English alphabet.	4,11,etc.		1/7/4
X	Recognize short and only some long vowels: {long /a/ as in "cake", long /e/ as in "sea", long /o/ as in "nose", and long /i/ as "kite"}.		46,53	2/7/4
X	Recognize and differentiate between some English letters (b & p), (f & v).		4,11	3/7/4
	Recognize and produce only some English digraphs such as, (th, sh, ch).		18,25	4/7/4
X	Recognize and match sounds to letters.	16,89,etc.	16,61,etc.	5/7/4
X	Participate verbally and non-verbally in short simple activities: greeting (1), giving and receiving commands and instructions (2), (3).	(1)5-7	(2)19 (3)33	6/7/4
X	Recognize intonation patterns of statements and questions.	6,7,etc.	5,6,etc.	7/7/4
X	Ask and respond to simple assigned sentences in present tense form with the verb (like) using first and second person singular and in affirmative, negative and interrogative statements and (Yes/No questions).		47-49	8/7/4
X	Ask and respond to basic questions about personal information using the verb to be (am, is, are),(have got) and wh. questions (what, where, who, how).	7,21,33,35,49, 51,52	5-10,20,21,22, 23,24,38,51	9/7/4
X	Recognize and use indefinite articles (a, an) using (this and that).	20-23		10/7/4
X	Recognize and apply regular plural formation using (these and those).		6,7	11/7/4
X	Recognize and apply subjective pronouns correctly (I, You, He, She, It, We, They).	6,21,51,etc.	10,21,23,24	12/7/4
	Recognize prepositions of place (in, on)		22,23	13/7/4
	Talk about feelings in simple and short sentences.	48,49		14/7/4
X	Identify main colours (red, blue, green, black, white, yellow, brown)	19	8,9	15/7/4
X	Identify and talk about classroom objects which are assigned in the book.	20-23		16/7/4
	Identify and talk about family members and possession using two possessive adjectives: (my, your)	6,7,33-35		17/7/4
	Identify and talk about food, animals, clothes.	36-38	6,7,10,36-38, 47-51	18/7/4
	Talk about likes and dislikes.		47-51	19/7/4
	Be willing to listen to short digital and recorded materials.	4-7,etc.	4-7,etc.	20/7/4
X	Utter simple words and numbers (cardinal numbers 1-19).	8,47	52	21/7/4
	Read and count numbers in tens (10-100).		52	22/7/4
X	Read aloud simple words and sentences.		32,33,etc.	23/7/4
X	Read and match words to photos/drawings.	30,63,etc.	66,72,etc.	24/7/4
X	Read and comprehend simple short sentences.		5,17,33,45	25/7/4
X	Spell some simple sight words correctly.		4-6,etc.	26/7/4
	Be willing to read simple short illustrated stories.		6,12,13,34,40, 41,etc.	27/7/4
X	Recognize and apply the directionality in writing English (e.g. left/right, top/bottom).	60,61		28/7/4
X	Use lined paper correctly with headline, midline, and baseline.	62,66,etc.		29/7/4
X	Copy words, numbers and simple short sentences.		63,74,101,etc.	30/7/4
X	Write upper/lower case letters correctly.	62,70,94,etc.		31/7/4
X	Use appropriate spacing between words and sentences.	31,45,etc.		32/7/4
	Write guided short answers to written questions.		56,etc.	33/7/4
X	Do controlled writing such as supplying missing letters and words.	16,30,etc.	61,81,etc.	34/7/4
X	Recognize and apply the punctuation and capitalization assigned for this grade: (capitalizing the beginning of names, sentences, questions and the use of the full stop and question mark).		16,30,44,58	35/7/4

**Smart Class 2**  
**Teacher's Manual**

H. Q. Mitchell - Marileni Malkogianni

Published by: Tatweer Company for Educational Services

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

Copyright © 2016 MM Publications

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

MM Publications  
Edition 2016-2017  
ISBN: 978-618-05-0597-9

ISBN: \_\_\_\_\_

H. Q. Mitchell - Marileni Malkogianni

# Smart Class

is an innovative English course that follows the modular approach.

## CEF leading to A1

### Course Features:

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



Student's Book  
including Workbook



Teacher's Manual

### Digital Material:

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



*Place ISBN here.*



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