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Alphabet Lesson

1

A • B • C • D

See Zoom in, p.144.

1

Let's talk!



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



Hi! My name
is Mary.

2

Listen, say and write.



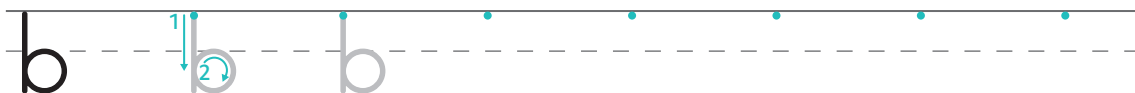
A a

apple



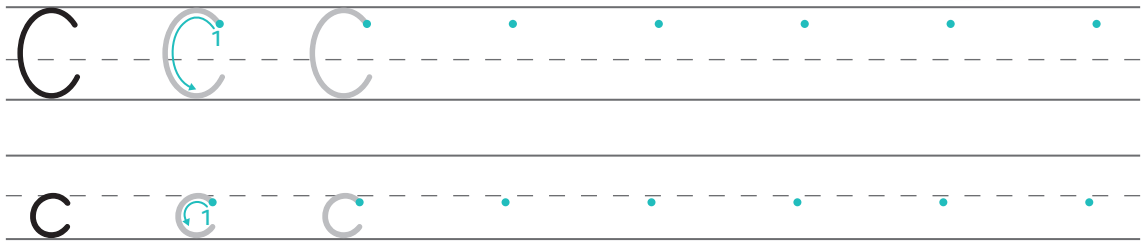
B b

boy



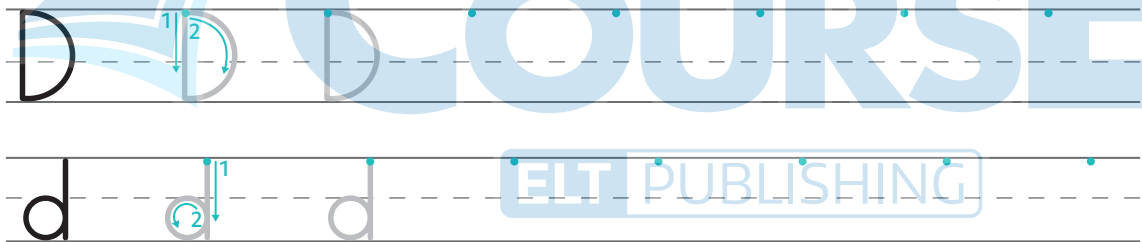
C c

car



D d

desk



3 Listen, say and do.  



4

Write the letters in the correct order.



Dd

Bb

~~Aa~~

Cc



1. Aa

2. Bb

3. Cc

4. Dd

5

Look and match.

1

A

2

B

3

C

4

D

c

b

a

a

6

Look and colour.

1

A

C

a

a

C

2

B

b

d

b

d

3

C

a

c

a

c

4

D

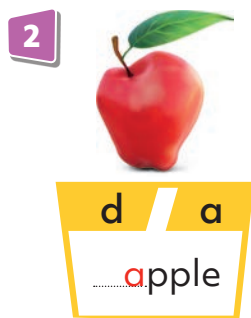
d

b

b

d

7 Look and write.



8 Look and circle.



Fun with sounds

9a Listen, point and say.



apple



ant



boy



baby



car



cat



desk



dog

9b

Let's sing!

A for apple
a a apple

B for boy
b b boy

C for car
c c car

D for desk
d d desk

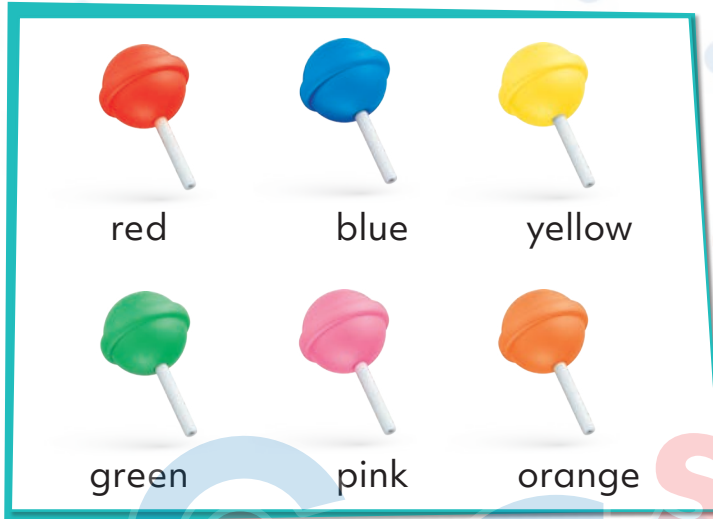
Colours

See Zoom in, p. 150.

1 Listen, say and learn.



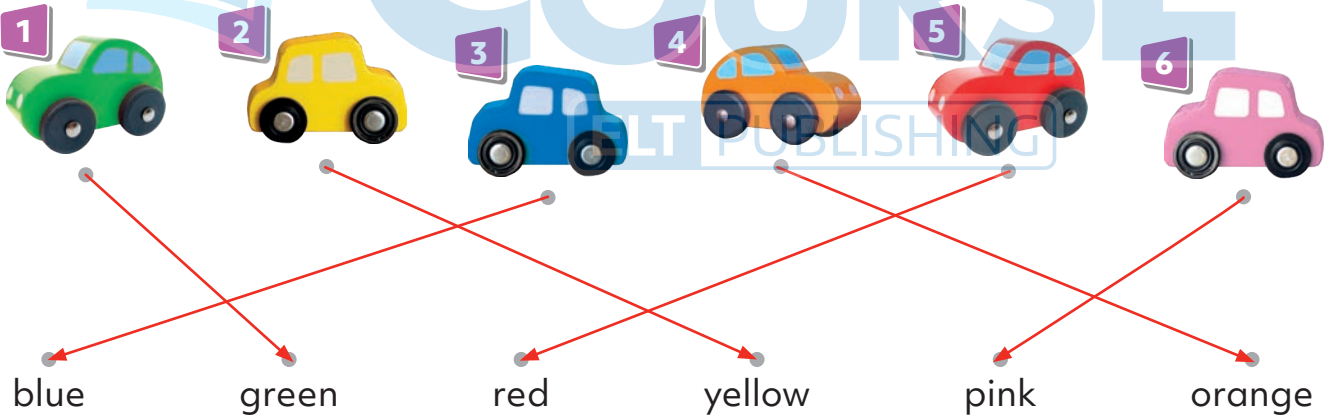
2 Let's talk!



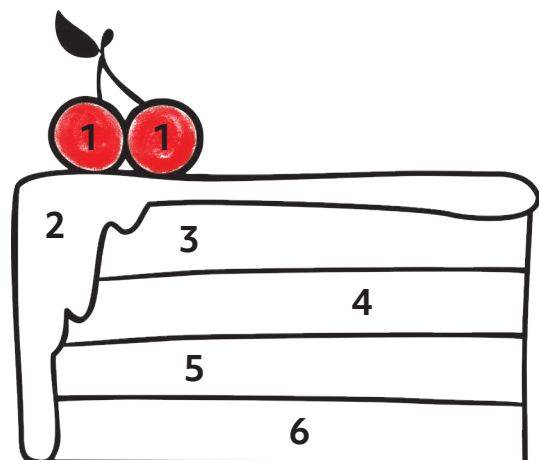
My favourite colour is blue!




3 Look and match.





4 Read and colour.



5 Look, find (➡) and circle. Then write.

1 
b l u e

2 
y e l l o w

3 
g r e e n

4 
o r a n g e

5 
r e d

6 
p i n k

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

SUPER
COURSE

6 Let's sing!   

Colours

Red and green.

Yellow and blue.




Pink and orange.

Colours are cool!

(Sing x4)



Welcome to Hobbyville!

Listen and read.   



Drony

Hello! I'm Abby!
This is Spot.

Hi! I'm Kevin!
This is Drony.

Abby

Kevin

WOOF!

Spot

SCHOOL

And my name is Mike!

SLIME!

Mike

Hello! My name is

Student's name !

Stick your photo or
draw your picture.

Hobby Clubs






The Garden Club



The Magic Club

Let's find a hobby in Hobbyville!
What's your favourite hobby club?



Let's sing!   

This is Hobbyville!

This is Hobby ... Hobbyville! (x2)

Welcome to Hobbyville! (x2)

Let's find a hobby! (x2)

(Sing x2)

Lesson

1

Let's go to school!

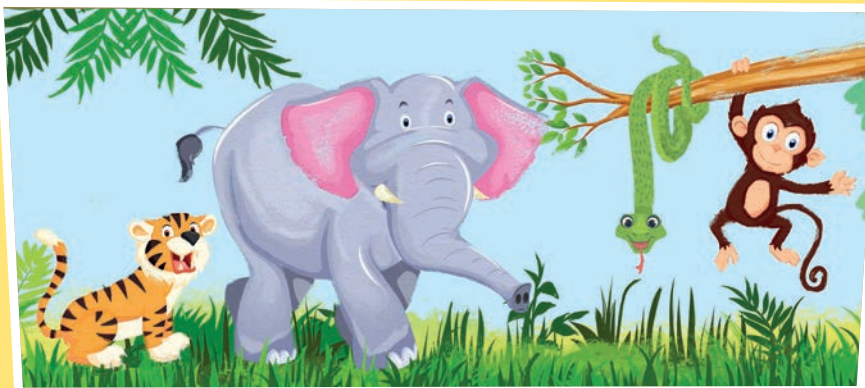
See Zoom in, p. 151.

1

Listen and read.



2 Read again, look and tick (✓).



- | | |
|-------------|-------------------------------------|
| 1. elephant | <input checked="" type="checkbox"/> |
| 2. tiger | <input checked="" type="checkbox"/> |
| 3. gorilla | <input type="checkbox"/> |
| 4. monkey | <input checked="" type="checkbox"/> |
| 5. snake | <input checked="" type="checkbox"/> |

3 Listen and number. See Listening Transcripts, p. 191.



3



5



1



4



2

4 Let's play!

gorilla snake monkey elephant tiger

It's a tiger!



ELT **Hobby time!**

optional activity


5 Welcome to the Art Club.
Try this hobby!



Let's draw!



See Zoom in, p. 166.

1 Listen and read.   



Ali

Hello, English Club!

This is the Dubai Miracle Garden. It's great for everyone: men, women and children. Look at all the trees and flowers! They're very beautiful.

And these animals are great! The mice are Minnie and Mickey. The ducks are Donald and Daisy. And who's that with the big teeth?

It's Goofy! I love this garden!



Feel

2 Colour the stars.

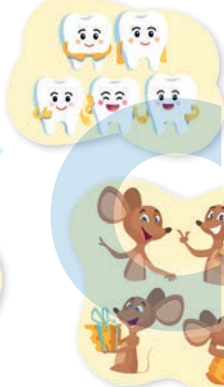


I love this garden!



4 Let's play!

child tooth woman man mouse



My English Project

5a Look and read.

My garden



This is my garden. Look at my trees and flowers! I love my garden!

5b Now, write your project.

My garden

This is my garden. Look at my _____ and _____!
I love my garden!

See Zoom in, p. 174.

1 Listen and read.



2 Read again, look and tick (✓).

What have I got at the Fashion Club?



1. T-shirts ☒
2. jeans ☐
3. skirts ☒
4. dresses ☒
5. shoes ☐
6. socks ☐

3 Listen and circle. See Listening Transcripts, p. 192.

1

☒

☐

2

☐

☒

3

☐

☒

4

☐

☒

5

☒

☐

4 Let's talk!

Have you got ... ?

1. a brother
2. a sister
3. a dog
4. a tablet
5. a drone

Have you got a brother?

Yes, I have.

Hobby time!

optional activity

5 Welcome to the Fashion Club. Try this hobby!



Let's make a cool T-shirt!



Halloween

See Zoom in, p. 189.

1 Listen, say and learn.



witch



monster



spider



ghost



pumpkin



trick or treat

2 Look and match.

a. trick or treat b. witch c. monster d. ghost e. spider f. pumpkin

1. b



3. e



2. a



6. d



4. c



5. f



3 Look and find.

1. pumpkin ➡ 2. witch ➡ 3. ghost ➡ 4. monster ➡ 5. spider



4 Let's sing! 🎧 🎥 🎤

TRICK OR TREAT

★
🍬
Trick or treat!
I'm a witch. (x2)
I am a little witch.

🎃
Trick or treat!
I'm a ghost. (x2)
I am a little ghost.

🦋
Trick or treat!
I'm a monster. (x2)
I am a little monster.



SUPER COURSE

5 Make a Halloween puppet.

See Sticker & Crafts Folder.

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Yearly Lesson Plan

56 sessions

Session	Lessons	Pages	Date	Session	Lessons	Pages	Date
1	CB THE ALPHABET CB ALPHABET LESSON 1	p. 5 p. 6		14	AB LESSON 4 CB LESSON 4	p. 18 p. 52	
2	CB ALPHABET LESSON 2	p. 10		15	AB REVISION 1 (L1-4)	p. 22	
3	CB ALPHABET LESSON 3	p. 14		16	TEST 1 (L1-4) AB LESSON 5 CB LESSON 5	p. 194 p. 30 p. 54	
4	CB ALPHABET LESSON 4	p. 18		17	AB LESSON 6 CB LESSON 6	p. 34 p. 56	
5	CB ALPHABET LESSON 5	p. 22		18	AB LESSON 7 CB LESSON 7	p. 38 p. 58	
6	CB ALPHABET LESSON 6	p. 26		19	AB LESSON 8 CB LESSON 8	p. 42 p. 60	
7	CB ALPHABET REVIEW	p. 30		20	AB REVISION 2 (L5-8)	p. 46	
8	CB LETTER GROUP LESSON	p. 34		21	TEST 2 (L5-8) AB LESSON 9 CB LESSON 9	p. 196 p. 54 p. 62	
9	CB NUMBER LESSON	p. 38		22	AB LESSON 10 CB LESSON 10	p. 58 p. 64	
10	CB COLOUR LESSON CB WELCOME LESSON	p. 40 p. 42		23	AB LESSON 11 CB LESSON 11	p. 62 p. 66	
11	AB LESSON 1 CB LESSON 1	p. 6 p. 46		24	AB LESSON 12 CB LESSON 12	p. 66 p. 68	
12	AB LESSON 2 CB LESSON 2	p. 10 p. 48		25	AB REVISION 3 (L9-12)	p. 70	
13	AB LESSON 3 CB LESSON 3	p. 14 p. 50		26	TEST 3 (L9-12) AB LESSON 13 CB LESSON 13	p. 198 p. 78 p. 70	

Session	Lessons	Pages	Date
27	AB LESSON 14 CB LESSON 14	p. 82 p. 72	
28	AB LESSON 15 CB LESSON 15	p. 86 p. 74	
29	AB LESSON 16 CB LESSON 16	p. 90 p. 76	
30	AB REVISION 4 (L13-16)	p. 94	
31	TEST 4 (L13-16) AB LESSON 17 CB LESSON 17	p. 200 p. 102 p. 78	
32	AB LESSON 18 CB LESSON 18	p. 106 p. 80	
33	AB LESSON 19 CB LESSON 19	p. 110 p. 82	
34	AB LESSON 20 CB LESSON 20	p. 114 p. 84	
35	AB REVISION 5 (L17-20)	p. 118	
36	TEST 5 (L17-20) AB LESSON 21 CB LESSON 21	p. 202 p. 126 p. 86	
37	AB LESSON 22 CB LESSON 22	p. 130 p. 88	
38	AB LESSON 23 CB LESSON 23	p. 134 p. 90	
39	AB LESSON 24 CB LESSON 24	p. 138 p. 92	
40	AB REVISION 6 (L21-24)	p. 142	
41	TEST 6 (L21-24) AB LESSON 25 CB LESSON 25	p. 204 p. 150 p. 94	

Session	Lessons	Pages	Date
42	AB LESSON 26 CB LESSON 26	p. 154 p. 96	
43	AB LESSON 27 CB LESSON 27	p. 158 p. 98	
44	AB LESSON 28 CB LESSON 28	p. 162 p. 100	
45	AB REVISION 7 (L25-28)	p. 166	
46	TEST 7 (L25-28) AB LESSON 29 CB LESSON 29	p. 206 p. 174 p. 102	
47	AB LESSON 30 CB LESSON 30	p. 178 p. 104	
48	AB LESSON 31 CB LESSON 31	p. 182 p. 106	
49	AB LESSON 32 CB LESSON 32	p. 186 p. 108	
50	AB REVISION 8 (L29-32)	p. 190	
51	TEST 8 (L29-32) AB LESSON 33 CB LESSON 33	p. 208 p. 198 p. 110	
52	AB LESSON 34 CB LESSON 34	p. 202 p. 112	
53	AB LESSON 35 CB LESSON 35	p. 206 p. 114	
54	AB LESSON 36 CB LESSON 36	p. 210 p. 116	
55	AB REVISION 9 (L33-36)	p. 214	
56	TEST 9 (L33-36) CB GOODBYE LESSON	p. 210 p. 118	

Alphabet Lesson 1 (pp. 6-9)

Ice breaking activity: After greeting the students and introducing yourself, ask the students to introduce themselves as well, using the phrase "Hello!/Hi! I'm!".

Extra idea 1: When each student introduces themselves, ask the rest of the students to greet them, saying "Hello/Hi,!".

Extra idea 2: In order to help the students become acquainted with each other, you can play a game together. Holding a soft ball, introduce yourself again, using the phrase "Hello!/Hi! I'm!". Then, throw the ball to one of the students and ask them to introduce themselves, following your example. After that, they should throw the ball to another student. The activity is over when all the students have introduced themselves.

Exercise 1 (p. 6)

Note: Ask the students to listen to the dialogue and repeat it. Explain to them that this is how they can introduce themselves and ask someone's name in English. Also, tell the students that in order to introduce themselves, they should replace the names in the dialogue with their own. After that, ask a student to become your partner for the task and act out the dialogue together. Then, change roles with the student and repeat the dialogue. Afterwards, get the students to work in pairs, acting out the dialogue.

Exercise 2 (p. 6)

Note 1: Play the presentation video for each letter and ask the students to repeat the letter and the word. For more *alphabet teaching ideas*, go to the *Teaching Ideas* chapter in the *Teacher's Guide*, p. 137.

Note 2: Explain the guidelines for the specially designed frame for letter formation to the students, and then encourage them to write the letters.



The space where the students write the letters is clearly defined. The capital letters and the "tall" letters, e.g. "b" and "d", should touch the top line. The "short" letters, e.g. "a" and "c", should touch the dashed midline.



The arrows indicate the direction in which the letters should be written and the steps the students should follow to form them. The suggested steps are here to help the students, but they are not obligatory.



The grey letters can be used for tracing and guided practice of the letters before free writing.



The dots indicate the starting point for writing the letters.

Tip: Advise the students to write clear and legible letters.

Extra idea: Ask the students to circle their best written letter in each row.

Exercise 3 (p. 7)

Note: You can show your students how to distinguish between the letters “b” and “d” using their hands. Stand upright, facing the same direction as the students, and give a “thumbs up” with both hands, as indicated in the picture in the book. Get the students to copy you and point out to them that their left hand forms the letter “b” and their right hand forms the letter “d”. Then, play the recording and ask the students to repeat the letters and, at the same time, to form them with their hands. You can repeat the exercise as many times as necessary.

Extra idea: Write the first series of letters below on the board. Ask the students to come to the board one by one and circle every letter “b”. Afterwards, write the second series of letters and ask them to circle every letter “d”. You can repeat the exercise as many times as necessary, changing the order of the letters every time.

1 b d b d b d b

2 d b b d d b d

Exercise 9a: Fun with sounds (p. 9)

Note: Ask the students to listen to the recording, repeat and point to the letters and the words.

Extra idea: Say the sound of one of the letters taught in the lesson and ask a student to name a word that begins with it, e.g. “/b/” – “boy”. Repeat the activity for the rest of the letters.

Exercise 9b: Fun with sounds (p. 9)

Extra idea: After the students have listened to the song and watched the video clip once, assign each student a letter and give them the corresponding flashcard. Then, play the song again. Ask each student to sing the part of the song that mentions their letter, holding up their flashcard in their hands. If there are not enough flashcards for all the students, you can make some extra ones using paper or cardboard.

End-of-lesson idea: You can also play some of the *alphabet games* from the *Teaching Ideas* chapter in the *Teacher’s Guide*, pp. 137-138.

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Alphabet Lesson 2 (pp. 10-13)

Recap of the previous lesson:

- Review the dialogue from the previous lesson.
- Review the letters and words taught during the previous lesson by holding up the corresponding flashcards and asking the students to name them.
- Ask the students, either all together or one at a time, to say the letters they have learnt so far out loud in the correct order.

Exercise 1 (p. 10)

Note 1: Ask the students to listen to the dialogues and repeat them. Explain to them that dialogue A can be used to greet others in English when we meet them, whereas dialogue B can be used to say goodbye when we leave. Also, tell the students that when it is their turn to act out the dialogues, they should replace the names in the dialogues with their own. After that, ask a student to become your partner for the task and act out dialogue A together. Use gestures and movements, like the children in the pictures, to demonstrate the use of the phrases more effectively. Then, change roles with the student and repeat the dialogue. Follow the same procedure for dialogue B. Afterwards, get the students to work in pairs, acting out the dialogues.

1 Look and circle.

..... / 4



0. dad / mum



1. brother / sister



2. grandpa / grandma



3. brother / grandpa



4. grandma / mum

2 Look and write.

..... / 3

tablet phone computer camera



0. computer



1. phone



2. camera



3. tablet

3 Look and match.

..... / 3

- a. I'm thirsty
- ~~b. I'm hot~~
- c. I'm hungry
- d. I'm cold



0. b



1. d



2. a



3. c

4 Read and write **am / is / are**.

____ / **3**

0. He is Sam.
1. It is a fox.
2. You are funny.
3. I am your friend.
4. She is Miss Cooper.
5. You are a great boy!
6. He is my grandpa.

5 Look, read and circle **a** or **b**.

____ / **3**



0. ☒ a. It is a sandwich.
b. It isn't a sandwich.
1. ☐ a. I am Lily.
☒ b. I'm not Lily.



2. ☒ a. You are a student.
b. You aren't a student.
3. ☐ a. She is a baby.
☒ b. She isn't a baby.

6 Look, read and circle.

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____ / **4**



0. - Is he tall?
- ☒ Yes, he is. / No, he isn't.

1. - Are you a dancer?
- ☒ Yes, I am. / No, I'm not.
2. - Is it thin?
- Yes, it is. / ☒ No, it isn't.



3. - Is she a queen?
- ☒ Yes, she is. / No, she isn't.
4. - Are you ten years old?
- Yes, I am. / ☒ No, I'm not.