

KSA - Edition

# Smart Class 6

English Language  
Elementary Stage  
Sixth Elementary Grade  
Second Semester

اللغة الإنجليزية  
المرحلة الابتدائية  
الصف السادس الابتدائي  
الفصل الدراسي الثاني

كتاب المعلم

Teacher's Manual



KSA - Edition

# Smart Class 6

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## English Language Elementary Stage Sixth Elementary Grade Second Semester



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## Smart Class 6 Syllabus

Communication Objectives	Structures	Vocabulary	Cross-curricular Connections	Phonics
<b>Module 1 • Out and about p. 4</b>				
<ul style="list-style-type: none"> <li>- to give directions</li> <li>- to ask and answer about location</li> <li>- to identify types of collections</li> <li>- to count to 1000 (in hundreds)</li> <li>- to talk about places in a town</li> <li>- to talk about rules</li> <li>- to tell the time</li> </ul>	<p>Where's the (park)? It's (next to) the hospital. How do I get to the (school)? (Turn right). Then, (go straight). What do you collect? I collect (stamps). How many have you got? I have got (1000). Be (quiet). Don't (take pictures). Listen to (him). What's the time? It's a quarter past (three). It's a quarter to (three). It's half past (three).</p>	<p><b>Directions:</b> turn right, turn left, go straight, cross the street, stop <b>Prepositions of place:</b> next to, opposite, between <b>Collectable items:</b> coins, comics, stamps, stickers <b>Noun:</b> collection <b>Places:</b> library, museum, swimming pool <b>Rules:</b> throw rubbish in the rubbish bin, be quiet, turn off your mobile phone <b>Animals:</b> mouse, mice</p>	<p><b>Literature</b> (chant / poem) <b>Social Studies</b> (rules) <b>Maths</b> (time) <b>English</b> (fiction, order of <i>subject + verb</i> in a sentence, writing about one's favourite sport)</p>	<p><b>oy</b> /ɔɪ/ boy toys</p> <p><b>oi</b> /ɔɪ/ coin noise</p> <p><b>ar</b> /ɑː/ car farm</p> <p><b>or</b> /ɔː/ horse forty</p> <p><b>er</b> /ə/ brother jumper</p>
<b>Module 2 • Where were you yesterday? p. 18</b>				
<ul style="list-style-type: none"> <li>- to identify places in a town</li> <li>- to talk about the different times of day</li> <li>- to talk about where someone was in the past</li> <li>- to describe past experiences</li> <li>- to talk about life in the past</li> </ul>	<p>Where were you yesterday? I was at (the shopping centre). Where was (she) yesterday? (She) was at (home). Where were they yesterday? They were at (the amusement park). Was (the book) interesting? Yes, it was. No, it wasn't. Were you at (home)? Yes, we were. No, we weren't. How was it? It was (noisy). There was (a theatre). There were (carriages). There wasn't (a bus). There weren't (cars).</p>	<p><b>Places:</b> at home, shopping centre, amusement park, football field, sports centre, gallery, souq <b>Food:</b> popcorn <b>Times of day:</b> in the afternoon, in the evening <b>Adjectives:</b> scary, funny, boring, delicious, great, noisy, interesting <b>Nouns:</b> Ferris wheel, street</p>	<p><b>Literature</b> (chant / poem) <b>Social Studies</b> (a city from the past) <b>Art</b> (diary) <b>English</b> (fiction, diary, use of intensifiers <i>very, so</i> writing one's diary)</p>	<p><b>ur</b> /ɜː/ purple nurse</p> <p><b>ir</b> /ɜː/ girl skirt</p> <p><b>u</b> /juː/ computer uniform</p> <p><b>ue</b> /juː/ Tuesday barbecue</p>

Communication Objectives	Structures	Vocabulary	Cross-curricular Connections	Phonics
Module 3 • On holiday p. 32				
<ul style="list-style-type: none"><li>- to talk about holiday activities</li><li>- to talk about past events</li><li>- to ask and answer about past events</li></ul>	(We) packed (our bags). What did (you) do at the weekend? (I) went (to the forest). (He) didn't (swim). Did (you) (watch TV)? Yes, (I) did. No, (I) didn't.	<b>Holiday-related vocabulary:</b> boat, sail, pack, pick flowers, make a fire, catch a fish, buy postcards, look at the stars, picnic <b>Adjectives:</b> open, closed <b>Actions:</b> find <b>Geographical features:</b> island, sea, sun, forest river, desert	<b>Literature</b> (chant / poem) <b>English</b> (fiction, letter, using <i>and</i> , <i>but</i> , <i>because</i> writing a paragraph about one's holiday)	<b>nk</b> /nk/ drink bank
				<b>ng</b> /ŋ/ long boring
				<b>ck</b> /k/ clock kick
				<b>nd</b> /nd/ friend blond
				<b>nt</b> /nt/ plant tent
Module 4 • The world around us p. 46				
<ul style="list-style-type: none"><li>- to identify animals</li><li>- to compare animals</li><li>- to compare people</li><li>- to talk about our solar system</li><li>- to talk about future plans</li></ul>	(Tigers) are (stronger) than (lions). Is the (elephant) (bigger) than the (lion)? Is (Salim) (taller) than (Ali)? (Saleh) is the (best) student in the class. Is Mars the (hottest) (planet)? (Venus) is the (hottest) (planet). Where are you going to travel to? I'm going to travel to (the KSA). What are you going to do? I'm going to (buy a ticket). Then, I'm going to (book a hotel).	<b>Animals:</b> cheetah, mouse, mice, rat, whale, dolphin, shark <b>Adjectives:</b> strong, fast, slow, angry, close, far, heavy <b>School subjects:</b> Science <b>The solar system:</b> planet <b>Preposition of movement:</b> around <b>Holiday-related vocabulary:</b> travel, book a hotel, ticket, camera	<b>Literature</b> (chant / poem) <b>Science</b> (the solar system) <b>Art</b> (drawing, solar system mobile) <b>English</b> (fiction)	<b>sk</b> /sk/ skirt skateboard
				<b>sc</b> /sk/ scary scarf
				<b>squ</b> /skw/ square squirrel
				<b>silent gh</b> night straight
				<b>silent k</b> knee knife



## 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. Various sounds are also introduced and practised in Smart Class 6. 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 107-112). These pages are photocopiable. The listening transcripts, as well as the keys for the tests, follow. 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 at the beginning of the Student's Book 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 / poems, picture stories, short texts and games. A clearly demarcated vocabulary section illustrates the key vocabulary items of each lesson. Grammar boxes provide written models of the structure, which help children notice underlying patterns in language. A wide variety of listening and speaking activities (with recorded conversational models) allow students to practise and use the new language. Reading and writing are mainly practised in the workbook.

**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. The chant is recorded both as a chant and as a poem. TPR activities allow students to learn through doing.

**Smart kids:** The adventures of the book's characters, Ahmed, Jameel, Fatima and Reema, present the context for the introduction of new language, which is practised in the listening and speaking activities that follow.

**Our world:** This cross-cultural section features people from around the world talking about their lives, experiences, likes and dislikes. It may also include quizzes or texts with information about other cultures. 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, speaking activities and role-plays 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.

**Phonics:** Various sounds are introduced and practised in each module. Different colours are used to indicate the different sounds. Children learn to recognise and identify each sound. Various activities develop the children's ability to hear the sound in isolation and as part of a word. There are two *Phonics* lessons, one after *Let's play* and one after *Smart time*.

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

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

**Revision:** Apart from the frequent recycling of language throughout the lessons, there is a revision lesson at the end of each module which includes a variety of activities to help students consolidate language they encountered in the whole module.

**Project:** Projects allow for a high level of personal involvement, which enhances students' motivation for language learning. Projects help learners to develop their motor and creative thinking skills and allow for cross-curricular work, which is consolidated in the workbook. These activities recycle the language in an authentic and meaningful way and make learning more memorable. Taking projects home can help strengthen connections between home and school and make children (and their parents) feel positive about learning. A **writing tip** is also included in the Project lesson. It provides Ss with information about punctuation and other grammar rules of the English language which will help them in their writing.

**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. There is also a *Phonics revision* lesson, where the sounds which are introduced in each module are revised and practised. At the end of each module, students have the chance to evaluate themselves in the **self-assessment** section **Now I can**, which is also included in the Workbook.

## Extra Material in the Student's Book

### Grammar reference

A Grammar summary with useful tables and examples of the grammatical structures dealt with in each module is provided at the end of the Student's Book (pages 65-68). The *Grammar reference* is included in the Teacher's Manual (pp. 93-96)

### 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 60-64 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 (pages 90-92).

### Cut-outs

A set of separate cut-outs is included at the back of the Student's Book (pages 130-135) for classroom use. Instructions for the use of these cut-outs are included in the corresponding lessons of the Teacher's Manual.

## Extra Material in the Teacher's Manual

### Phonics cards

At the back of the Teacher's Manual (pages 97-104), there are 38 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.

### Flashcards

A set of flashcards accompanies Smart Class **5&6**. They can be used whenever the teacher finds it useful to pre-teach, revise or consolidate vocabulary. There are many teaching ideas for the use of flashcards included in the Teacher's Manual.

### Interactive Whiteboard material

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

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



Language focus



Materials



Warm up activities



TPR activities



Track



Games



Before leaving activities



Workbook



Key to the activities



Notes

Abbreviations used in the Teacher's Manual:

S: student

Ss: students

TM: Teacher's Manual

SB: Student's Book

WB: Workbook

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

Track	Module	Activity	Track	Module	Activity
2	1 A chant	Vocabulary	41	3 A chant	Vocabulary
3	1 A chant	1. Listen and say	42	3 A chant	1. Listen and number
4	1 Smart kids	Vocabulary	43	3 Smart kids	Vocabulary
5	1 Smart kids	1. Listen and read	44	3 Smart kids	1. Listen and read
6	1 Our world	Vocabulary	45	3 Our world	Vocabulary
7	1 Our world	1. Listen and read	46	3 Our world	1. Listen and read
8	1 Let's play	Vocabulary	47	3 Let's play	Vocabulary
9	1 Phonics <b>boy</b> - <b>coin</b>	1. Listen and say	48	3 Phonics <b>drink</b> - <b>long</b> - <b>clock</b>	1. Listen and say
10	1 Phonics <b>boy</b> - <b>coin</b>	2. Listen and chant	49	3 Phonics <b>drink</b> - <b>long</b> - <b>clock</b>	2. Listen and chant
11	1 Phonics <b>boy</b> - <b>coin</b> (Workbook)	1. Listen, say and circle	50	3 Phonics <b>drink</b> - <b>long</b> - <b>clock</b> (Workbook)	1. Listen, say and circle
12	1 Story time	Vocabulary	51	3 Story time	Vocabulary
13	1 Story time	1. Listen and read	52	3 Story time	1. Listen and read
14	1 Project	1. Read	53	3 Project	1. Read
15	1 Smart Time 1	Vocabulary	54	3 Smart time 3	Vocabulary
16	1 Smart Time 1	1. Listen and read	55	3 Smart Time 3	1. Listen and read
17	1 Phonics <b>car</b> - <b>horse</b> - <b>brother</b>	1. Listen and say	56	3 Phonics <b>friend</b> - <b>plant</b>	1. Listen and say
18	1 Phonics <b>car</b> - <b>horse</b> - <b>brother</b>	2. Listen and chant	57	3 Phonics <b>friend</b> - <b>plant</b>	2. Listen and chant
19	1 Phonics <b>car</b> - <b>horse</b> - <b>brother</b> (Workbook)	1. Listen, say and circle	58	3 Phonics <b>friend</b> - <b>plant</b> (Workbook)	1. Listen, say and circle
20	1 Phonics revision (Workbook)	1. Listen and say	59	3 Phonics revision (Workbook)	1. Listen and say
21	2 A chant	Vocabulary	60	4 A chant	Vocabulary
22	2 A chant	1. Listen and write	61	4 A chant	1. Listen and match
23	2 Smart kids	Vocabulary	62	4 Smart kids	Vocabulary
24	2 Smart kids	1. Listen and read	63	4 Smart kids	1. Listen and read
25	2 Our world	Vocabulary	64	4 Our world	Vocabulary
26	2 Our world	1. Listen and read	65	4 Our world	1. Listen and read
27	2 Let's play	Vocabulary	66	4 Let's play	Vocabulary
28	2 Let's play	1. Listen and read	67	4 Let's play	1. Listen and read
29	2 Phonics <b>purple</b> - <b>girl</b>	1. Listen and say	68	4 Phonics <b>skirt</b> - <b>scary</b> - <b>square</b>	1. Listen and say
30	2 Phonics <b>purple</b> - <b>girl</b>	2. Listen and chant	69	4 Phonics <b>skirt</b> - <b>scary</b> - <b>square</b>	2. Listen and chant
31	2 Phonics <b>purple</b> - <b>girl</b> (Workbook)	1. Listen, say and circle	70	4 Phonics <b>skirt</b> - <b>scary</b> - <b>square</b> (Workbook)	1. Listen, say and circle
32	2 Story time	1. Listen and read	71	4 Story time	1. Listen and read
33	2 Revision	1. Listen and match	72	4 Project	2. Show and tell
34	2 Project	2. Read	73	4 Smart Time 4	Vocabulary
35	2 Smart Time 2	Vocabulary	74	4 Smart Time 4	1. Listen and read
36	2 Smart Time 2	1. Listen and read	75	4 Phonics <b>night</b> - <b>knee</b>	1. Listen and say
37	2 Phonics <b>computer</b> - <b>Tuesday</b>	1. Listen and say	76	4 Phonics <b>night</b> - <b>knee</b>	2. Listen and chant
38	2 Phonics <b>computer</b> - <b>Tuesday</b>	2. Listen and chant	77	4 Phonics <b>night</b> - <b>knee</b> (Workbook)	1. Listen, say and circle
39	2 Phonics <b>computer</b> - <b>Tuesday</b> (Workbook)	1. Listen, say and circle	78	4 Phonics revision (Workbook)	1. Listen and say
40	2 Phonics revision (Workbook)	1. Listen and say			

## Track list for Class CDs

### CD1

Track	Module	Activity
1	Titles	
2	1 A chant	Vocabulary
3	1 A chant - Chant	Activity 1
4	1 A chant - Poem	Activity 1
5	1 A chant - Chant	Activity 2
6	1 A chant - Poem	Activity 2
7	1 A chant	Activity 3
8	1 A chant	Activity 4
9	1 A chant	Workbook act. 3
10	1 Smart Kids	Vocabulary
11	1 Smart Kids	Activity 1
12	1 Smart Kids	Activity 3
13	1 Smart Kids	Activity 4
14	1 Our world	Vocabulary
15	1 Our world	Activity 1
16	1 Our world	Activity 2
17	1 Our world	Activity 5
18	1 Let's play	Vocabulary
19	1 Let's play	Activity 1
20	1 Phonics <b>boy</b> - coin	Activity 1
21	1 Phonics <b>boy</b> - coin - Chant	Activity 2
22	1 Phonics <b>boy</b> - coin - Poem	Activity 2
23	1 Phonics <b>boy</b> - coin	Workbook act. 1
24	1 Phonics <b>boy</b> - coin	Workbook act. 3
25	1 Story Time	Vocabulary
26	1 Story Time	Activity 1
27	1 Revision	Activity 3
28	1 Project	Activity 1
29	Smart Time 1	Vocabulary
30	Smart Time 1	Activity 1
31	1 Phonics <b>car</b> - horse - brother	Activity 1
32	1 Phonics <b>car</b> - horse - brother - Chant	Activity 2
33	1 Phonics <b>car</b> - horse - brother - Poem	Activity 2
34	1 Phonics <b>car</b> - horse - brother	Workbook act. 1
35	1 Phonics <b>car</b> - horse - brother	Workbook act. 2
36	1 Phonics <b>car</b> - horse - brother	Workbook act. 3
37	1 Phonics <b>car</b> - horse - brother	Workbook act. 4
38	1 Phonics Revision	Workbook act. 1
39	1 Phonics Revision	Workbook act. 2

Track	Module	Activity
40	2 A chant	Vocabulary
41	2 A chant - Chant	Activity 1
42	2 A chant - Poem	Activity 1
43	2 A chant	Activity 4
44	2 A chant	Workbook act. 1
45	2 Smart Kids	Vocabulary
46	2 Smart Kids	Activity 1
47	2 Smart Kids	Activity 3
48	2 Smart Kids	Activity 4
49	2 Our world	Vocabulary
50	2 Our world	Activity 1
51	2 Our world	Activity 4
52	2 Let's Play	Vocabulary
53	2 Let's Play	Activity 1
54	2 Phonics <b>purple</b> - girl	Activity 1
55	2 Phonics <b>purple</b> - girl - Chant	Activity 2
56	2 Phonics <b>purple</b> - girl - Poem	Activity 2
57	2 Phonics <b>purple</b> - girl	Workbook act. 1
58	2 Phonics <b>purple</b> - girl	Workbook act. 2
59	2 Phonics <b>purple</b> - girl	Workbook act. 3
60	2 Story Time	Activity 1
61	2 Revision	Activity 1
62	2 Project	Activity 2
63	Smart Time 2	Vocabulary
64	Smart Time 2	Activity 1
65	2 Phonics <b>computer</b> - Tuesday	Activity 1
66	2 Phonics <b>computer</b> - Tuesday - Chant	Activity 2
67	2 Phonics <b>computer</b> - Tuesday - Poem	Activity 2
68	2 Phonics <b>computer</b> - Tuesday	Workbook act. 1
69	2 Phonics <b>computer</b> - Tuesday	Workbook act. 2
70	2 Phonics <b>computer</b> - Tuesday	Workbook act. 3
71	2 Phonics Revision	Workbook act. 1
72	2 Phonics Revision	Workbook act. 2

## CD2

Track	Module	Activity	Track	Module	Activity
1	Titles		35	4 A chant	Vocabulary
2	3 A chant	Vocabulary	36	4 A chant - Chant	Activity 1
3	3 A chant - Chant	Activity 1	37	4 A chant - Poem	Activity 1
4	3 A chant - Poem	Activity 1	38	4 A chant	Activity 4
5	3 A chant	Activity 4	39	4 A chant	Workbook act. 3
6	3 Smart Kids	Vocabulary	40	4 Smart Kids	Vocabulary
7	3 Smart Kids	Activity 1	41	4 Smart Kids	Activity 1
8	3 Smart Kids	Activity 3	42	4 Smart Kids	Activity 3
9	3 Smart Kids	Activity 4	43	4 Smart kids	Activity 4
10	3 Our world	Vocabulary	44	4 Our world	Vocabulary
11	3 Our world	Activity 1	45	4 Our world	Activity 1
12	3 Our world	Activity 3	46	4 Our world	Activity 3
13	3 Let's Play	Vocabulary	47	4 Let's Play	Vocabulary
14	3 Let's Play	Activity 1	48	4 Let's Play	Activity 1
15	3 Let's Play	Workbook act. 1	49	4 Let's Play	Activity 2
16	3 Phonics <b>drink</b> - <b>long</b> - <b>clock</b>	Activity 1	50	4 Phonics <b>skirt</b> - <b>scary</b> - <b>square</b>	Activity 1
17	3 Phonics <b>drink</b> - <b>long</b> - <b>clock</b> - Chant	Activity 2	51	4 Phonics <b>skirt</b> - <b>scary</b> - <b>square</b> - Chant	Activity 2
18	3 Phonics <b>drink</b> - <b>long</b> - <b>clock</b> - Poem	Activity 2	52	4 Phonics <b>skirt</b> - <b>scary</b> - <b>square</b> - Poem	Activity 2
19	3 Phonics <b>drink</b> - <b>long</b> - <b>clock</b>	Workbook act. 1	53	4 Phonics <b>skirt</b> - <b>scary</b> - <b>square</b>	Workbook act. 1
20	3 Phonics <b>drink</b> - <b>long</b> - <b>clock</b>	Workbook act. 2	54	4 Phonics <b>skirt</b> - <b>scary</b> - <b>square</b>	Workbook act. 2
21	3 Phonics <b>drink</b> - <b>long</b> - <b>clock</b>	Workbook act. 3	55	4 Phonics <b>skirt</b> - <b>scary</b> - <b>square</b>	Workbook act. 3
22	3 Story Time	Vocabulary	56	4 Story Time	Activity 1
23	3 Story Time	Activity 1	57	4 Revision	Activity 1
24	3 Revision	Activity 1	58	4 Project	Activity 2
25	3 Project	Activity 1	59	Smart Time 4	Vocabulary
26	Smart Time 3	Vocabulary	60	Smart Time 4	Activity 1
27	Smart Time 3	Activity 1	61	4 Phonics <b>night</b> - <b>knee</b>	Activity 1
28	3 Phonics <b>friend</b> - <b>plant</b>	Activity 1	62	4 Phonics <b>night</b> - <b>knee</b> - Chant	Activity 2
29	3 Phonics <b>friend</b> - <b>plant</b> - Chant	Activity 2	63	4 Phonics <b>night</b> - <b>knee</b> - Poem	Activity 2
30	3 Phonics <b>friend</b> - <b>plant</b> - Poem	Activity 2	64	4 Phonics <b>night</b> - <b>knee</b>	Workbook act. 1
31	3 Phonics <b>friend</b> - <b>plant</b>	Workbook act. 1	65	4 Phonics <b>night</b> - <b>knee</b>	Workbook act. 3
32	3 Phonics <b>friend</b> - <b>plant</b>	Workbook act. 2	66	4 Phonics Revision	Workbook act. 1
33	3 Phonics Revision	Workbook act. 1	67	4 Phonics Revision	Workbook act. 2
34	3 Phonics Revision	Workbook act. 2	68	Test 1	Activity 4
			69	Test 2	Activity 3
			70	Test 3	Activity 3
			71	Test 4	Activity 3
			72	Test 1-4	Activity 6

# 1 Out and about

## A chant

### Language focus

#### Objectives

- to say a chant / poem
- to give directions
- to ask and answer about location

#### Vocabulary

**Directions:** turn right, turn left, go straight, cross the street, stop

**Prepositions:** next to, opposite, between

#### Structures

Where's the (hospital)?

It's (next to) the (park).

How do I get there? (Turn right).

Then, (turn left).

### Materials

- flashcards of *turn right*, *turn left*, *go straight*, *cross the street*, *stop*, *next to*, *opposite*, *between*

### Lesson plan



#### Warm up

- Turn your back to the class, raise your left hand and say *left*. Then raise your right hand and say *right*.
- Repeat a couple of times and invite Ss to do the actions you do.
- Do the actions for *go straight*, *cross the street*, and *stop*, say the phrase / word each time and invite Ss to do the same.
- Use the flashcards (next to, opposite, between) to introduce the prepositions of place.

#### Vocabulary Track 2

- Have Ss open their books to page 4.
- Play the CD and have Ss point to the pictures in the vocabulary section and repeat.
- Say the words / phrases again in random order and have Ss repeat and point.

#### Activity 1 Track 3 - Chant Track 4 - Poem

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

- Direct Ss' attention to the picture.

# 1 Out and about

## A chant



turn right



turn left



go straight



cross the street



stop

### 1 Listen and say.

#### On the street



1.

Look to the left, look to the right  
Then, look to the left again.

What do you see?

What do you see on the street?

Do you see a car? No, no. Do you see a bike? No, no.

Do you see anything? No, no, no.

Then, cross the street,  
go straight, go straight

Out and about and off to school

Turn right, turn left, but don't be late.

Turn right, turn left, but don't be late.



3.

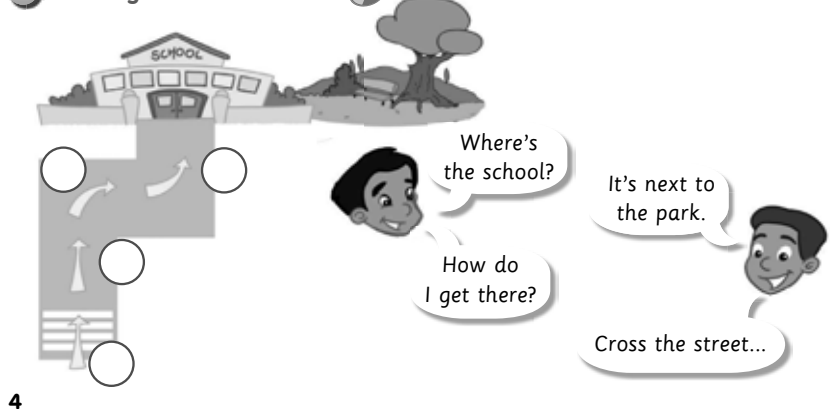


2.



4.

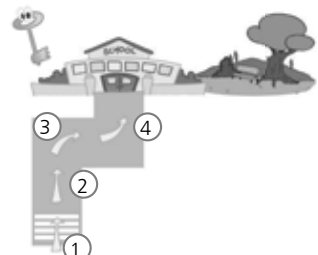
### 2 Listen again and number 1-4.



- Ask Ss to tell you what they can see in the picture (different street signs and a man crossing the street).
- 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 chant / poem once and have Ss listen.
- Play the CD a second time and invite them to say the chant / poem along with the CD.

### Activity 2 Track 5 - Chant Track 6 - Poem

- Direct Ss' attention to the picture and ask them what they think is happening. (One boy is asking the other where the school is and the other boy is giving him directions.)
- Explain to Ss that they are going to listen to the chant / poem again and they have to write the numbers 1-4, in the circles, according to the directions they hear in the chant / poem.
- Play the chant / poem and have Ss number 1-4.
- Check Ss' answers as a class.
- When Ss feel comfortable, invite them to say the chant / poem.
- Divide Ss into pairs and have them read the dialogue aloud.





next to



opposite

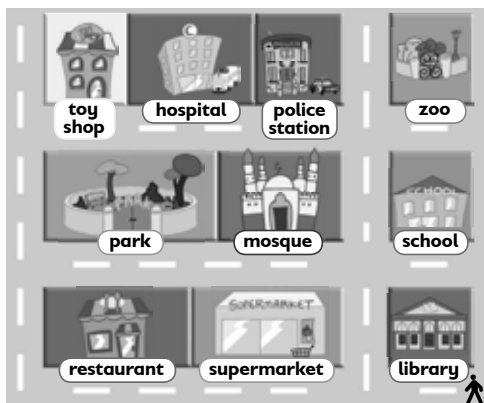


between

### Look!

- Where's the zoo?
- It's opposite the park.
- How do I get there?
- Go straight. Turn right. Then, turn left.

### 3 Look and give directions. Use the prompts given.



Where's the...?

How do I get there?

It's next to / opposite / between the...

Go...  
Then, turn...

YOU ARE HERE

### 4 Play.



### TPR Activity

- Play the chant / poem and mime the actions. Encourage Ss to do the same.

### Grammar box

- Direct Ss' attention to the grammar box at the top of page 5.
- Read the dialogue aloud and tell Ss to repeat after you.
- Choose a few pairs of Ss and ask them to say similar exchanges by changing the places, the prepositions and the directions, e.g. **A:** Where's the hospital? **B:** It's next to the school. **A:** How do I get there? **B:** Turn right. Then, go straight and turn left.
- Refer Ss to the *Grammar reference* at the back of the book.

### Activity 3 Track 7

- Direct Ss' attention to the picture and ask them to guess what the boys are doing. (They are asking for and giving directions about the places on the map.)
- Play the CD and have Ss chorally repeat the exchange.
- Point to each place on the map and ask Ss to say it aloud.
- Divide Ss into pairs. SA chooses a place from the map and asks SB where it is and how to get there. SB looks at the map and gives him/her directions, as in the example.
- Choose a few pairs to present the dialogue to the class.

### Activity 4 Track 8

- Direct Ss' attention to the photo and ask them to guess what the boys are doing. (They are playing a game.)
- Play the CD and have Ss chorally repeat the sentences.
- Ask a pair of Ss to stand up. SA has to give SB directions so that he/she can move around the classroom.
- Repeat with different pairs of Ss as long as time permits.
- You could ask one S at a time to stand up and the rest of the class give him/her directions.



### Workbook

#### Activity 1

- Ss look at the pictures and write the corresponding phrases / words / prepositions from the box.



1. Turn left.
2. Stop.
3. Go straight.
4. next to
5. Turn right.
6. Cross the street.
7. opposite
8. between

#### Activity 2

- Ss look at the picture, read the dialogue and complete it. Then, they have to look at the numbers and write the corresponding directions.



It's between the school and the restaurant.

1. Go straight.
2. Turn left.
3. Turn right.
4. Cross the street.

### Activity 3 Track 9

- Ss listen to the CD and draw the route to find Hasna's house.

#### Listening transcript

**Girl 1** Hi, Fatima. Do you want to come to my house and play on Thursday afternoon?

**Girl 2** Yes, Hasna. How do I get to your house?

**Girl 1** Listen. From your house, go straight. Turn right and then, turn left. My house is opposite the supermarket.

**Girl 2** Go straight, turn right and then left. It's opposite the supermarket.

**Girl 1** Yes.

**Girl 2** OK. Thanks. See you on Thursday. Bye.

**Girl 1** Goodbye.



Hasna's house: b



# 1 Smart kids

## Language focus

### Objectives

- to identify types of collections
- to count to 1000 (in hundreds)

### Vocabulary

**Collectable items:** coins, comics, stamps, stickers collection

### Structures

What do you collect?

I collect (toy cars).

How many have you got?

I have got (100).

## Materials

- flashcards of *collection*, *coins*, *comics*, *stamps*, *stickers*
- plain paper (enough for all Ss)
- coloured pencils / markers
- Blu tack

## Revision

- Play the chant / poem *On the street* in the SB on page 4 (Track 3 or 4) and ask Ss to say the chant / poem aloud.
- Play *Teacher says*.
- Give Ss a few orders, e.g. *stand up*, *sit down*, *turn around*, *walk*, *jump*, *run*, etc. Perform the actions and encourage Ss to do the same.
- Tell Ss that you are going to play *Teacher says*.
- You will give out orders about what Ss have to do. The Ss must not perform the action if it isn't preceded by the words *Teacher says*.
- If a S does so, he/she is eliminated from the game.
- The last S remaining in the game wins. The winner can call out orders in the next game.
- Play for as long as time permits.

## Lesson plan



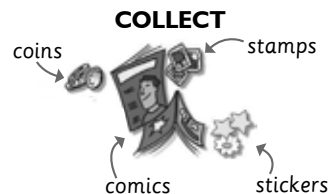
### Warm up

- Stick the flashcards of *collection*, *coins*, *comics*, *stamps* and *stickers* on the board. Point to each one, say the word and encourage Ss to repeat after you.
- Write the numbers 100-1000 in hundreds on the board.

# 1 Smart kids



collection



## COLLECT

coins

stamps

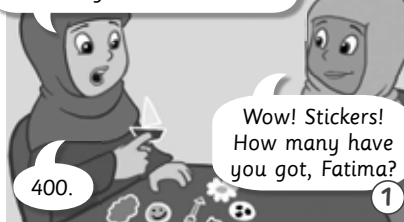
comics

stickers

### 1 Listen and read.

Fatima and Reema are talking about their collections.

This is my stickers collection.



Do you collect stickers?

No... But I collect stamps and coins.



Oh, I like your stamps! How many have you got? 1000?



Do you collect coins?

No, I don't.



These are chocolate coins!

Ha, ha!



- Point to each one, say it aloud and ask Ss to repeat after you.

### Vocabulary Track 10

- Have Ss open their books to page 6. Direct Ss' attention to the vocabulary section at the top of the page.
- Play the CD and have Ss point and repeat.
- Say the words again in random order and have Ss repeat and point.

### Activity 1 Track 11

- Have Ss look at the presentation and ask them where Fatima and Reema are. (They're at home.).
- Ask Ss to tell you what they think is happening. (The girls are showing each other their collections.)
- 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 (read along with the CD).
- Play the CD once more, pausing after each phrase for Ss to repeat.
- Ask Ss the following questions: *What does Fatima collect? (Stickers.) How many stickers has she got? (400) What does Reema collect? (Stamps and coins.) How many stamps has she got? (600) Does Fatima collect coins? (No, she doesn't.)*
- 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.

## Look!

100 = one hundred    200 = two hundred    300 = three hundred  
 400 = four hundred    500 = five hundred    600 = six hundred  
 700 = seven hundred    800 = eight hundred    900 = nine hundred    1000 = one thousand

## 2 Read activity 1 and complete.

stickers   chocolate   collections   coins   stamps

1. Reema and Fatima are talking about their \_\_\_\_\_.
2. Fatima has got 400 \_\_\_\_\_.
3. Reema collects \_\_\_\_\_ and \_\_\_\_\_.
4. Fatima has got \_\_\_\_\_ coins.

## 3 Listen and match.



a. 700



b. 200



c. 500



d. 900

## 4 What do you collect? Tick (4). Then, ask and answer.

hats	
dolls	
stamps	
coins	
comics	
teddy bears	
toy cars	
stickers	

What do you collect?

How many have you got?

I collect toy cars.

I have got 100.

7

## Grammar box

- Write the numbers 100-1000 on the board.
- Point to each number and say it aloud. Encourage Ss to repeat after you.
- Then, point to random numbers and invite Ss to call out the number you point to.
- Refer Ss to the *Grammar reference* at the back of the book.

## Activity 2

- Explain to Ss that they have to refer to activity 1 and complete the sentences.

1. collections
2. stickers
3. stamps, coins
4. chocolate

## Activity 3 Track 12

- Explain to Ss that they will listen to a dialogue and they have to match the numbers to the items by filling in the boxes with letters a-d.
- Play the CD and ask Ss to match the numbers to the items.

## Listening transcript

**Boy 1:** How many comics have you got?

**Boy 2:** 500.

**Boy 1:** Wow! 500 comics!

**Boy 2:** Yes. I like comics!

**Boy 1:** What about stickers?

**Boy 2:** I have got 200 stickers.

**Boy 1:** And have you got any coins?

**Boy 2:** Yes. I have got 700.

**Boy 1:** 700 coins!

**Boy 2:** Yes. And I have got a big collection of stamps. I've got 900.



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

## Activity 4 Track 13

- Direct Ss' attention to the boys and ask Ss to guess what is happening. (They are asking each other what they collect.)
- Play the CD once and have Ss follow along in their books.
- Play the CD again and pause after each phrase for Ss to repeat.
- Ask Ss to read the items in the table and tick the boxes next to the items they collect.
- Point out that in the last two boxes, Ss can write if they collect any other items, which are not mentioned above.
- Play the CD and ask Ss chorally to repeat the exchange.
- Then, divide Ss into pairs and have them take turns asking and answering their partners about the items they collect as in the example.
- If time permits, have some pairs present the exchange in front of the class.



## Workbook

### Activity 1

- Ss look at the pictures and complete the crossword.



1. stickers
2. coins
3. collections
4. comics
5. stamps

### Activity 2

- Ss look at the pictures, follow the lines and complete the sentences by writing the corresponding number (in written form) and the item (in plural form).



1. eight hundred stickers
2. five hundred coins
3. one thousand stamps
4. three hundred comics

# 1 Our world

## Language focus

### Objectives

- to talk about places in a town
- to talk about rules
- to introduce and practise the object pronouns

### Vocabulary

**Places in a town:** museum, swimming pool

**Rules:** throw rubbish in the rubbish bin, be quiet, turn off your mobile phone

### Structures

Be quiet.

Don't (take pictures).

Listen to (him).



## Materials

- flashcards of *throw rubbish in the rubbish bin, mobile phone, be quiet, museum, swimming pool*
- sheets of different colour construction paper (one for every four Ss)
- markers / coloured pencils

## Revision

- Have Ss open their books to page 6. Direct their attention to activity 1.
- Play the CD (Track 11) and have Ss follow along in their books.
- Play the CD again and encourage Ss to shadow read (read along with the CD).
- Then have some Ss read the story aloud for the whole class.

## Lesson plan



### Warm up

- Hold up the flashcards of the words / phrases in the vocabulary section and say them out loud. Repeat twice and have Ss repeat after you the second time.

### Vocabulary Track 14

- Have Ss open their books to page 8.
- Play the CD and have Ss point to the correct picture and repeat.
- Say the words / phrases again in random order and have Ss repeat and point.

# 1

## Our world



throw rubbish in the rubbish bin



mobile phone



museum



be quiet



swimming pool

1 Listen and read. Then match the rules (1-4) to the places (a-d).

Social Studies

## RULES, RULES, RULES!

There are rules everywhere we go. At home, in class and in the places we visit. Here are some rules for different places.



Be quiet.

Listen to him.

Take out your books and open them.

Don't wear shoes.

Turn off your mobile phones.

Don't eat or drink.

1

Don't touch.

Don't take pictures.

2

Have a shower before swimming.

Don't run.

3

Be quiet.

Don't eat or drink.

Throw rubbish in the rubbish bin.

4



a



b



c



d

8

### Activity 1 Track 15

- Have Ss look at the presentation and ask them what the texts are about (rules people should follow in different places).
- Point to the first photo and ask Ss what they see. (A teacher is in the classroom with his students.)
- Point to the photos (a-d) and encourage Ss to identify the places (a. a swimming pool, b. a mosque, c. a library, d. a museum).
- Play the CD and encourage Ss to shadow read (read along with the CD).
- Explain to Ss that they have to match the rules to the correct photos.
- Play the CD a second time. Then have Ss do the activity.
- Have Ss compare their answers in pairs first, then check as a class.



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

### Grammar box

- Direct Ss' attention to the grammar box at the top of page 9.
- Read the sentences out loud and have Ss repeat.
- Ask Ss if they have any rules at home and encourage them to tell you what the rules are. Write Ss' ideas on the board, e.g. *Clean your room. Do your homework. Don't watch TV after 9 o'clock.*
- Tell Ss *Open your books. Open them.* and write the sentences on the board. Ask Ss to guess what *them* means and what noun it replaces (your books). Give Ss more examples using the object pronouns.

## Look!



Be quiet.



Don't take pictures.

I	ŷ	me	We	ŷ	us
You	ŷ	you	You	ŷ	you
He	ŷ	him	They	ŷ	them
She	ŷ	her			
It	ŷ	it			



## 2 Listen and number (1-5).



a



b



c



d



e

## 3 Look at activity 2 and write. Use don't where necessary.

throw eat turn off take pictures be quiet

- a. \_\_\_\_\_ in class.
- b. \_\_\_\_\_ rubbish in the rubbish bin.
- c. \_\_\_\_\_ in the hospital.

- d. \_\_\_\_\_ your mobile phones in the mosque.
- e. \_\_\_\_\_ in the museum.

## 4 Look, read and write.

him me them it



There they are!  
1 I can see \_\_\_\_\_!



He's strong!  
2 Look at \_\_\_\_\_!



I'm talking to you!  
3 Listen to \_\_\_\_\_!



Oh, the cat's hungry!  
4 Look at \_\_\_\_\_!

## 5 Make your own classroom rules with your partner. Then report to the class.

### Classroom rules

Don't run in the classroom.



- Read the table in the grammar box and ask them to repeat after you.
- Refer Ss to the *Grammar reference* at the back of the book.

## Activity 2 Track 16

- Hold up your book and point to the first photo. Ask Ss to tell you which rule the sign represents. (Don't eat or drink.)
- Explain to Ss that they will listen to similar rules and they have to write the numbers 1-5 in the order they hear each rule.
- Play the CD, pausing after each sentence so that Ss have enough time to write the numbers.
- Play the CD again so that Ss can check their answers.

### Listening transcript

1. Be quiet in the hospital.
2. Turn off your mobile phones in the mosque.
3. Throw rubbish in the rubbish bin.
4. Don't eat in class.
5. Don't take pictures in the museum.

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

## Activity 3

- Explain to Ss that they have to refer to the previous activity and complete the sentences with the words in the box.

- a. Don't eat b. Throw c. Be quiet d. Turn off e. Don't take pictures

## Activity 4

- Explain to Ss that they have to look at the pictures, read the sentences and complete them, using the correct object pronouns.
- Check Ss' answers.

1. them 2. him 3. me 4. it

## Activity 5 Track 17

- Direct Ss' attention to the boy and ask them to guess what he is doing. (He is reporting the classroom rules he has made.)
- Play the CD and have Ss chorally repeat the sentence.
- Divide Ss into pairs and ask them to make their own classroom rules.
- Have some pairs report their rules to the class.



## Optional

### Make a rules poster

- Divide the class into groups of four.
- Ss in each group have to write one of the rules from activity 5 on a sheet of construction paper.
- Each group has to decorate the sheet with their rule as well. Collect all the rules and put them up on the board/wall before Ss leave.



## Workbook

### Activity 1

- Ss have to read each rule and tick the corresponding place in each row.

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

### Activity 2

- Ss look at the pictures, read the sentences and complete them using the correct object pronoun.

1. me 2. us 3. them 4. her  
5. him 6. it 7. you

### Activity 3

- Ss have to write three rules about their bedroom, affirmative or negative.
- Choose a few Ss to read their sentences aloud.

- open answers

# 1 Let's play

## Language focus

### Objectives

- to tell the time

### Vocabulary

It's half past (two). / It's (two) thirty.  
It's a quarter to (three). /  
It's (two) forty-five.  
It's a quarter past (eleven). /  
It's (eleven) fifteen.

### Structures

What's the time? It's half past (two).  
It's a quarter to / past (three).

## Materials

- scissors (one pair for every pair of Ss)
- cut-outs from SB page 131

## Revision

- Divide Ss into groups of 4.
- Tell them that they need to decide on a place and write out all the rules that apply to that place.
- Then, the groups take turns to present the rules and invite the rest of the class to guess the place.

## Lesson plan



### Warm up

- Draw some clocks on the board and encourage Ss to tell you the different times (o'clock), e.g. *It's one o'clock.*
- Change the time on one clock to show *half past*.
- Point to the clock and say *What's the time? It's half past one. / It's one thirty.*
- Change the time on one clock to show *a quarter past one*.
- Point to the clock and say *What's the time? It's a quarter past one. / It's one fifteen.* Have Ss repeat.
- Change the time on another clock to show *a quarter to two*.
- Point to the clock and say *What's the time? It's a quarter to two. / It's one forty-five.* Have Ss repeat.
- Change the hands on the clock to show *half past six, a quarter to seven* and *a quarter past four* and have Ss repeat each time.
- Give Ss more examples if necessary.

# 1

## Let's play



It's half past two.  
It's two thirty.



It's a quarter to three.  
It's two forty-five.



It's a quarter past eleven.  
It's eleven fifteen.

1 Listen and read. Then play. Use the cut-outs on page 131.

What's the time?

It's a quarter past four.

Where are you?

I'm at the library.

10

## Vocabulary Track 18

- Have Ss open their books to page 10.
- Direct Ss' attention to the vocabulary section at the top of the page.
- Play the CD and have Ss repeat.
- Say the phrases in random order and have Ss repeat and point.

## Activity 1 Track 19

- Direct Ss' attention to the two children on page 10 and ask Ss to guess what is happening. (They are playing a card game.)
- Play the CD once and have Ss follow along in their books.
- Play the CD again and pause after each phrase for Ss to repeat (chorally - in groups - individually).
- Divide Ss into pairs.
- Ask Ss to cut out page 131 from the back of their books.
- Explain to Ss that they have to cut the pictures and place them on their desk. SA places the cards face-up on the desk while SB puts them face-down in two piles (one of the clocks and one of the places). SB picks a card from each pile, without showing them to SA, and answers SA's questions. SA has to find the pictures SB is holding.
- Model how the game is played with a S.
- Ss swap roles.
- If time permits, have some pairs of Ss play the game in front of the class.





## Optional

### Time whispers

- Draw two big clocks on the board, fairly spaced apart from each other. Fill in the numbers only, not the hands.
- Divide Ss into two teams and have them stand in two lines facing the board.
- Explain to Ss that you are going to whisper a time to the last Ss in each line.
- On your cue, both of the last Ss have to whisper the time to the person in front of them and Ss have to continue passing it on down the line by whispering.
- Once the time reaches the first S standing directly in front of the board, he/she has to fill in the clock with the correct time as fast as he/she can.
- The team to do this the fastest and correctly wins a point.
- After each round, have the last S go to the front of the line.
- Repeat until all Ss have come to the front of the line. The team with the most points wins.



## Workbook

### Activity 1

- Ss have to match the clocks with the correct sentences.



1. e    2. d    3. a    4. c    5. b

### Activity 2

- Ss have to read the sentences and draw the correct time on the clocks.



# 1

## Phonics

boy - coin



### Language focus

#### Objectives

- to practise the pronunciation of **oy** /ɔɪ/ and **oi** /ɔɪ/
- to say a phonics chant / poem

#### Vocabulary

boy, toys, coin, noise

#### Phonics

**oy** /ɔɪ/, **oi** /ɔɪ/



### Materials

- flashcards of *boy, toys, coin, noise*,
- phonics cards of *oy, oi* (TM pages 97-98 - one set per S)
- Blu tack
- plain A4 paper (enough for all Ss)

### Lesson plan



#### Warm up

- Write *oy* and *oi* on the board. Under each one, stick the flashcards with the objects that contain / end in that sound.
- Point to *oy* and say /ɔɪ/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcards (boy, toys) and say the words they depict aloud, having Ss to repeat after you.
- Follow the same procedure with *oi* /ɔɪ/.

#### Activity 1 Track 20

- 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

*oy, /ɔɪ/, boy, toys*  
*oi, /ɔɪ/, coin, noise*

#### Activity 2 Track 21 - Chant Track 22 - Poem

- Direct Ss' attention to the picture. Ask Ss, in L1, what they can see. (Two boys play with coins in their room and their mother yells at them.)
- Ask Ss, *What are the boys doing?* (They're playing with coins.) *What other toys can you see in the room?* (A ball, a plane, a car and a board game.) *Why is the mother angry?* (Because they're making noise.)
- Play the chant / poem *In the house* 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.

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



#### TPR Activity

- Photocopy and give Ss the *oy* and *oi* phonics cards.
- Explain to Ss that they have to say the chant / poem while raising the corresponding card each time.
- You can divide Ss into two groups. One group raises the phonics cards with *oy* and the other with *oi* while they say the chant / poem.



### 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 words Ss learnt in the lesson, e.g. *noise* and have Ss write the digraph on the board, e.g. *oi* and say the sound /ɔɪ/.
- 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

## boy - coin

1

### 1 Listen and say.



### 2 Listen and chant.



#### In the house

The boys have got many toys  
But they play with their coins.  
The boys play with coins  
And they make a lot of noise.

Sit down, boys.  
Play only with your toys.  
And don't make noise.  
Don't make noise!

11



### Optional 2

#### Whispers

- Stick the flashcards of *boy*, *toys*, *coin*, *noise* 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 *oy* and *oi*. 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. *coin*. The players facing you must show you the correct phonics card (*oi*).
- Then, they have to whisper the word down the line until it reaches the last S in line.
- The last player on each team must touch the flashcard of *coin* and say the word (*coin* and the sound /ɔɪ/). 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 23

- Ss listen to the words and circle the one that doesn't belong (the sound /ɔɪ/ is produced by different letters from the other two).
- Play the CD twice.
- Check Ss' answers.

#### Listening transcript

1. *boy*, *coin*, *toys*
2. *noise*, *toys*, *coin*
3. *coin*, *noise*, *boy*
4. *noise*, *boy*, *toys*



1. *coin*
2. *toys*
3. *boy*
4. *noise*

#### Activity 2

- Ss match the pictures with the correct digraph and then write the corresponding word in the correct category.
- Check Ss' answers.



- oi** 2, noise 3, coin  
**oy** 1, toys 4, boy

#### Activity 3 Track 24

- Ss listen to the CD, repeat the words and complete them by writing the missing letters.
- Check Ss' answers.

#### Listening transcript

1. *noise*
2. *toys*
3. *boy*
4. *coin*



1. **noise**
2. **toys**
3. **boy**
4. **coin**

#### Activity 4

- Ss look at the photos and complete the crossword by writing the words they depict.
- Check Ss' answers.



1. *noise*
2. *coins*
3. *boy*
4. *toys*



# 1 Story time

## Language focus

### Objectives

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

### Vocabulary

mouse - mice

## Materials

- blown-up colour photocopies of Story time *The secret tunnel*
- Blu tack

## Lesson plan



### Warm up

- Play the chant / poem *On the street* in the SB on page 4 (Track 3 or 4) and have Ss say the chant / poem and do the actions.

### Vocabulary Track 25

- Have Ss open their books to pp.12-13.
- Play the CD and have Ss point to the pictures in the vocabulary section and repeat.
- Say the words again in random order and have Ss repeat and point.

### Activity 1 Track 26

#### Before reading

- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Tell Ss to open their books to page 12.
- Tell Ss that they will listen to and read a story with the title *The secret tunnel*.
- Ask Ss to look at the pictures and guess what the story is going to be about.
- Elicit answers but do not correct Ss at this stage.

#### While reading

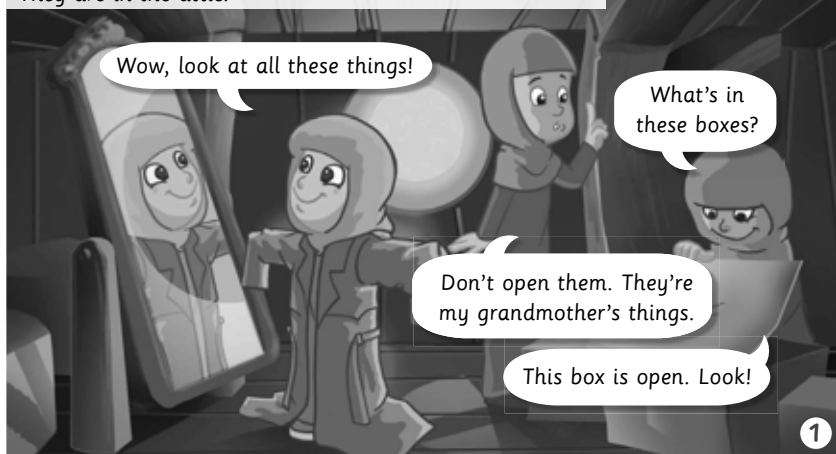
- Play the CD and point to each frame in your book or on the board. Encourage Ss to point to each frame in their books.

# 1 Story time

## 1 Listen and read.

# The secret tunnel

Afaf, Hasna and Sahar are at Afaf's grandmother's house. They are in the attic.



The next day, the children go to the park.



- Explain any unknown words, e.g. *attic*, *map* and *tunnel*.
- Check Ss' predictions. (Three children find a map with a tunnel in the attic and decide to find it. They are surprised when they find out that the tunnel leads to Grandmother's garden.)
- 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:** Afaf, Hasna and Sahar are in an attic, at Afaf's grandmother's house. Sahar is looking in a box.
- Frame 2:** The children find a map of a tunnel in the box.
- Frame 3:** The children are on their way to the park to look for the tunnel.
- Frame 4:** The children are in the tunnel. It's dark and Sahar isn't happy.
- Frame 5:** The children are still in the tunnel. Sahar is scared because the tunnel is full of mice.
- Frame 6:** The children are at the end of the tunnel. They open the door and they see Afaf's grandmother's garden. She offers them biscuits.
- Play the CD again and invite Ss to shadow read (read along with the CD).
- Play the CD again, pausing after each line. Have Ss repeat (chorally-in groups-individually).
- After reading**
- Ask Ss comprehension questions, such as the following:



mouse



mice

The tunnel is very dark.

I don't like it here.  
Let's go back.

Come on, Sahar.  
We're almost  
there. Now, turn  
right.



Sahar sees something on the floor of  
the tunnel.

Ah! Mice!  
I hate mice!

Be quiet.



When they open the tunnel door, the children see... Grandmother's garden.

Welcome back, children.  
It's a big tunnel, right?

Grandmother?

Do you know  
about the tunnel?



Of course I do. Sit down and  
have some biscuits. Let me  
tell you about the tunnel...

13

**Frame 1:** Where are the children? (At Afaf's grandmother's house, in the attic.)

What are they doing? (They are looking at Afaf's grandmother's things.)

**Frame 2:** What is in one of the boxes? (A map with a tunnel.)

Where is the tunnel? (In the park.)

What's the time? (It's a quarter past eight.)

How do they get to the tunnel? (They cross the street and go to a tree.)

**Frame 3:** Where does the tunnel start? (At a tree in the park.)

**Frame 4:** Is the tunnel dark? (Yes, it is.)

Does Sahar like it in the tunnel? (No, she doesn't.)

**Frame 5:** What is on the floor of the tunnel? (Mice.)

Who is scared? (Sahar.)

**Frame 6:** What do the children see when they open the door of the tunnel? (Afaf's grandmother's garden.)

Does Grandmother know about the tunnel? (Yes, she does.)

What does Grandmother offer the children? (Biscuits.)

- Divide Ss into groups of four and have them read the story aloud. Tell Ss to swap roles.



## Optional

### Line jumping

- Use chalk to draw a straight line on the floor that is long enough for Ss to stand on in single file. Alternatively, you can make the line with masking tape.
- Have Ss line up in single file on the drawn line.
- Tell Ss that the side to their right is *yes* and the side to their left is *no*.
- Call out *yes* and show Ss that they have to jump to their right. Do it with them. Ask them to jump back onto the line. Do this a couple of times with *yes* and then do the same with *no*.
- Explain to Ss that you are going to say sentences about the story. If they are correct, Ss should jump to their right. If they are wrong, they should jump to their left.
- Hold up the book or stick blown up photocopies of Story time *The secret tunnel* on the board. Say *The children are in Afaf's grandmother's house* and encourage Ss to jump to the right side. Do a couple of examples and then play the game.
- Whoever jumps to the wrong side is out of the game or just misses a turn.



## Workbook

### Activity 1

- Ss have to read the questions, refer to the story in the Student's Book and answer them.
- Check Ss' answers.



1. They are in the attic. / At Afaf's grandmother's house.
2. A map with a tunnel.
3. It's in the park.
4. Sahar doesn't like the tunnel.
5. There are mice. / Mice.
6. Yes, she does.



### Activity 2

open answers



## Note

- Write the numbers 100-1000 in hundreds on different pieces of paper and bring them to class for the next lesson.

# 1 Revision

## Language focus

### Objectives

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

## Materials

- blown-up colour photocopies of Story time *The secret tunnel*
- Blu tack
- pieces of paper with the numbers (100-1000) in hundreds

## Revision

- Explain to Ss that you are going to say wrong sentences about the story from the previous lesson and they have to correct them, e.g. *The children are at Sahar's house.* (wrong). Ss have to say *No. The children are at Afaf's grandmother's house.*
- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Ask Ss to tell you what they remember from the story.
- Have Ss open their books to pages 12-13. Play the CD (Track 26) and have Ss follow along in their books.
- Play the CD and encourage Ss to shadow read (read along with the CD).
- Then have some Ss read the story aloud for the whole class.

## Lesson plan



### Warm up

- Stick the pieces of paper with the numbers on the board and explain to Ss that you are going to play the game **Play thief**.
- Direct Ss' attention to the numbers on the board and ask them to look at them carefully for one minute.
- Then, have them close their eyes and take away one of the numbers.

## Revision 1

### 1 Look and write.

- 200** two hundred dolls
- 1000** \_\_\_\_\_
- 800** \_\_\_\_\_
- 300** \_\_\_\_\_
- 700** \_\_\_\_\_

### 2 Look, read and write.

don't turn have be throw take

1. \_\_\_\_\_ rubbish in the rubbish bin.
2. Don't \_\_\_\_\_ pictures.
3. \_\_\_\_\_ off your mobile phones.
4. \_\_\_\_\_ eat or drink.
5. \_\_\_\_\_ quiet.
6. \_\_\_\_\_ a shower before you swim.

### 3 Listen and number (1-4). Then write the time.

- a
  - b
  - c
  - d
- It's \_\_\_\_\_
  - It's \_\_\_\_\_
  - It's \_\_\_\_\_
  - It's \_\_\_\_\_

14

- When Ss open their eyes again, they have to guess / remember which number is missing.
- The S who guesses correctly gets a turn to take away another flashcard from the board.
- To make the game more competitive, you may divide Ss into two teams and have them take turns to answer in order to win points.

### Activity 1

- Direct Ss' attention to the photos and ask Ss to name the items.
- Explain to Ss that they have to write how many of each item they see by looking at the pictures and numbers.
- Have Ss compare their answers in pairs first, then check as a class.



- two hundred dolls
- one thousand coins
- eight hundred stamps
- three hundred stickers
- seven hundred comics

### Activity 2

- Ss look at the photos, read the sentences and complete with the words in the box.
- Have Ss compare their answers in pairs first, then check as a class.



- Throw
- take
- Turn
- Don't
- Be
- Have

### Activity 3 Track 27

- Draw Ss' attention to the four clocks.
- Tell Ss that they have to listen to the different times and number the clocks according to the time they hear each time.
- Then, they have to write the time.

#### Listening transcript

1. **A:** *What's the time?*      3. **A:** *What's the time?*  
**B:** *It's half past seven.*      **B:** *It's a quarter past five.*
2. **A:** *What's the time?*      4. **A:** *What's the time?*  
**B:** *It's a quarter to four.*      **B:** *It's five o'clock.*



- a. 4    b. 2    c. 1    d. 3
- a. It's five o'clock.  
b. It's a quarter to four. / It's three forty-five.  
c. It's half past seven.  
d. It's a quarter past five. / It's five fifteen.

### Activity 3

- Ss look at the map and complete the sentences with the words / phrases in the box.



1. opposite  
2. cross the street, left  
3. between  
4. next to

### Activity 4

- Ss have to read the dialogues, follow the route on the maps and match the dialogues with the corresponding map.



1. b    2. a



### Optional Hot card

- Arrange some chairs in a circle at the front of the classroom, making sure there's a chair for every S. Invite Ss to sit on the chairs. (If this isn't possible, do the activity with Ss seated at their desks.)
- Give out a flashcard of one of the words / phrases they have learnt in this module.
- Explain to Ss that once you play the chant / poem *On the street*, they will have to pass the flashcard clockwise around the circle.
- Play the chant / poem *On the street* from SB page 4 (Track 3 or 4).
- When you stop the CD, the S holding the flashcard has to hold it up and say the corresponding word / phrase in the flashcard.



### Workbook

#### Activity 1

- Ss have to match the pictures with the correct words to make the corresponding rule.
- Check Ss' answers.



1. turn right    2. turn left    3. be quiet  
4. don't run    5. go straight

#### Activity 2

- Divide Ss into pairs.
- SA chooses a place (A-E) and gives SB directions how to get there. SB places his/her index finger on the map and moves it according to SA's directions.
- Ss swap roles.



1. Go straight. Stop. Turn left.    A  
2. Go straight. Stop. Turn right.    B  
3. Go straight. Stop. Turn left.    C  
4. Go straight. Stop. Turn right.    D  
5. Go straight. Stop.    E

# 1 Project

## Language focus

### Objectives

- to read about someone's favourite sport
- to revise and consolidate structures and vocabulary learnt in previous lessons

## Revision

- Divide Ss into pairs.
- Ss take turns to ask and answer questions about rules at home / at school, sports they play, etc. e.g. *Listen to the teacher. Be quiet. etc.*
- While Ss are doing this, go round the class and make sure Ss are using the correct language.

## Lesson plan



### Warm up

- Ask Ss what their favourite sports is, if they play any sports, if they watch sports on TV, etc. and elicit answers.

### Activity 1 Track 28

- Direct Ss' attention to the picture on page 15 and ask them what sport the boy plays. (Football.)
- Play the CD and ask Ss to follow in their books.
- Ask Ss comprehension questions, such as the following:  
*What's Saud's favourite sport? (Football.)*  
*When does he play football? (On Mondays and Wednesdays, after school.)*  
*What do they wear? (T-shirts, shorts, socks and trainers.)*  
*What does he eat before he plays? (He doesn't eat before he plays.)*
- Ask Ss what they don't do when they play football.  
*(They don't touch the ball with their hands and they don't eat before they play.)*  
*What do they do when they play football? (Kick the ball or hit it with their head.)*
- Choose a few Ss to read the text aloud.

### Activity 2

- Ask Ss to write about their favourite sport in their notebook.
- Point out that they have to refer to activity 1 and use the prompts given.
- Divide Ss into groups and ask them to read their projects aloud.
- Choose a few Ss to read their projects to the class.
- Check Ss' projects.



## Writing tip

- Direct Ss' attention to the box with the *Writing tip*. Read the writing tip out loud and explain it to Ss. Then read the examples.
- Write the following words / phrases on the board and have Ss copy them in their notebook and put them in the correct order to form sentences.
  1. *does / He / on Mondays / karate*
  2. *blue / I / trainers / wear*
  3. *They / tennis / four / week / a / times / play*
- Have Ss compare answers in pairs, then check as a class.



1. He does karate on Mondays.
2. I wear blue trainers.
3. They play tennis four times a week.



## Optional 1

### Don't break the chain

- Get Ss to sit in a circle. If you have a large number of Ss, divide them into groups.
- Say *I play tennis on Mondays*. The S to your right has to say what you said and add what sport/activity he/she does, e.g. *You play tennis on Mondays and I play basketball on Tuesdays*. The S to his/her right says *He/she plays tennis on Mondays, you play basketball on Tuesdays and I play football on Thursdays*.
- Ss continue in the same manner. The S who doesn't remember what someone else has mentioned is out of the game.

## Project

### 1 Read about Saud's favourite sport.



My favourite sport is football.  
I play football on Mondays  
and Wednesdays after  
school. We wear T-shirts,  
shorts, socks and trainers.  
We don't touch the ball with  
our hands. We kick the ball or  
hit it with our head. We don't  
eat before we play.



### 2 Write about your favourite sport in your notebook. Use the prompts given. Then present it to your class.

My favourite sport is...  
I play...  
We...

#### Writing tip

In English, we always put  
the subject of a sentence  
before the verb.  
subject + verb

**I play** football on Mondays and Wednesdays.  
**We wear** T-shirts.

15



## Optional 2

- Divide Ss into pairs.
- Ask them to draw a map (like the one in the Student's Book, p.5, activity 2), but without the buildings, only the streets.
- Tell Ss to cut out small squares (of a piece of paper) and write the name of different places on each of them, e.g. *mosque, restaurant, etc.*
- Ss have a discussion about the location of the places on the map, e.g. *Let's put the supermarket between the park and the school. Let's put the mosque opposite the hospital, etc.*
- When Ss have finished, they take turns to ask for and give directions to different places on the map.



## Workbook

### Activity 1

- Ss have to write the words in the correct order to form sentences.



1. The school is next to the park. /  
The park is next to the school.
2. They have got two hundred  
comics.
3. Sarah collects stickers and  
stamps.
4. The boys play football every  
day.

### Activity 2

- Ss match the two halves of each sign. Then, they write the corresponding number and rule in the space given, as in the example.



1. d, Stop.
2. c, Go straight.
3. a, Don't turn left.
4. b, Turn right.

### Activity 3

- Ss write the rules each sign indicates, as in the example.



1. Don't run.
2. Don't swim.
3. Don't skateboard.
4. Don't take pictures.

### Activity 4

- Ss look at the previous activity and match the signs to the places, as in the example.



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



# 1 Smart time

## Language focus

### Objectives

- to provide Ss with cross-cultural information

## Revision

- Ask different Ss to read their projects (in their notebooks) from the previous lesson.

# smart Time 1



## 1 Listen and read.

# Do you like museums?

**The Buraidah Museum** is in Qassim, Saudi Arabia. There is a library with 6,000 books about Saudi Arabia, stamps, coins and photos about the history of the KSA. There are also photos of King Abdulaziz. One of his cars is there, too.

Visit the museum from 8:30 in the morning to 12:30 in the afternoon and from 4:30 to 9:30 at night.

**The Bank of England Museum** is in London, UK. This museum is about the history of the Bank of England. It's over 300 years old. Here, you can see books, paintings, coins and photos. Children can play games there, too.

Visit the museum from Monday to Friday, from 10 in the morning to 5 in the afternoon. Don't take pictures in the museum.

## 2 Read activity 1 and write M for Buraidah Museum, E for Bank of England or B for Both.

- |   |   |
|---|---|
| 1. There are photos and coins there. <input type="checkbox"/> | 4. You can visit this museum at 9:00 in the morning. <input type="checkbox"/> |
| 2. One of the King's cars is there. <input type="checkbox"/>  | 5. Don't take pictures in this museum. <input type="checkbox"/>               |
| 3. Children can play games there. <input type="checkbox"/>    |   |

16

## Lesson plan



### Warm up

- Have Ss open their books to page 16.
- Direct Ss' attention to the photos and ask them if they have visited any of the places depicted. If they haven't, ask Ss if they would like to visit any of the depicted places or other famous museums they know of.
- Encourage Ss to answer and accept answers in L1, as they may have difficulty with museum names.

### Vocabulary Track 29

- Direct Ss' attention to the vocabulary depicted at the top of the page.
- Play the CD and have Ss point to the picture in the vocabulary section and repeat.

### Activity 1 Track 30

- Direct Ss' attention to the photos and ask them to guess what they think the texts will be about. (The texts are about two famous museums, specifically the Buraidah Museum and the Bank of England Museum.)
- Play the CD and have Ss follow along in their books.
- Ask Ss to point to the appropriate texts as you play the CD.

- Play the CD again and encourage Ss to shadow read (read along with the CD).
- Explain any unknown words.
- Ask Ss some comprehension questions, such as the following:

#### **Text 1**

*Where is the Buraidah Museum? (It's in Qassim, Saudi Arabia.)*

*How many books are there in the library? (6,000 books about Saudi Arabia.)*

*What can you see there? (You can see stamps, coins, photos about the history of KSA and photos of King Abdulaziz.)*

*Whose car can you see there? (King Abdulaziz's car.)*

*When can you visit the museum? (From 8:30 in the morning to 12:30 in the afternoon and from 4:30 to 9:30 at night.)*

#### **Text 2**

*Where is the Bank of England Museum? (It's in London, UK.)*

*How old is the museum? (It's three hundred years old.)*

*What can you see at this museum? (You can see books, paintings, coins and photos.)*

*What can children do at the museum? (They can play games there.)*

*When can people visit the museum? (They can visit from Monday to Friday from 10 in the morning to 5 in the afternoon.)*

*Can you take pictures at the museum? (No, you can't.)*

- If time permits, have some Ss read the texts aloud for the whole class.

#### **Activity 2**

- Explain to Ss that they have to refer to activity 1 and write an M for Buraidah Museum in the box next to the sentences that refer to the Buraidah Museum, E next to those that refer to the Bank of England Museum or B next to the ones that refer to both museums.
- Check Ss' answers.



1. B    2. M    3. E    4. M    5. E



# 1

## Phonics

car - horse - brother



### Language focus

#### Objectives

- to practise the pronunciation of **ar** /ɑ:/, **or** /ɔ:/ and **er** /ə/
- to say a phonics chant / poem

#### Vocabulary

car, farm, horse, forty, brother, jumper

#### Phonics

**ar** /ɑ:/, **or** /ɔ:/ and **er** /ə/

#### Activity 2



**Track 32 - Chant**



**Track 33 - Poem**

- Direct Ss' attention to the picture. Ask Ss, in L1, what they can see. (A man with two boys are in a car, on a farm. There are animals on the farm.)
- Ask Ss, *What animals are there?* (A horse, a cat, a camel, a duck and a goat.) *Where are the boys and the father?* (They're in a car.) *What colour is the car?* (It's red.) *What colour are the boys' jumpers?* (They're yellow and blue.)
- Play the chant / poem *Our farm* 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.

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



### Materials

- flashcards of *farm, car, horse, forty, brother, jumper*
- phonics cards of *ar, or, er* (TM pages 97-98 - one set per S)
- Blu tack
- plain A4 paper (enough for all Ss)



### TPR Activity

- Photocopy and give Ss the *ar* (farm, car), *or* (horse, forty) and *er* (brother, jumper) phonics cards.
- Explain to Ss that they have to say the chant / poem while raising the corresponding card each time.
- You can divide Ss into three groups. One group raises the phonics cards with *ar*, the other with *or* and the third one with *er* while they say the chant / poem.

### Lesson plan



#### Warm up

- Write *ar, or* and *er* on the board. Under each one, stick the flashcards with the objects that contain / end in that sound.
- Point to *ar* and say /ɑ:/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcards (farm, car) and say the words they depict aloud, having Ss to repeat after you.
- Follow the same procedure with *or* and *er*.

#### Activity 1



**Track 31**

- 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

*ar, /ɑ:/, car, farm*  
*or, /ɔ:/, horse, forty*  
*er, /ə/, brother, jumper*



### 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 three sounds (/ɑ:/, /ɔ:/, /ə/), e.g. /ɑ:/ and have Ss write a word containing / ending in that sound on the board, e.g. *farm*.
- 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 hold-up

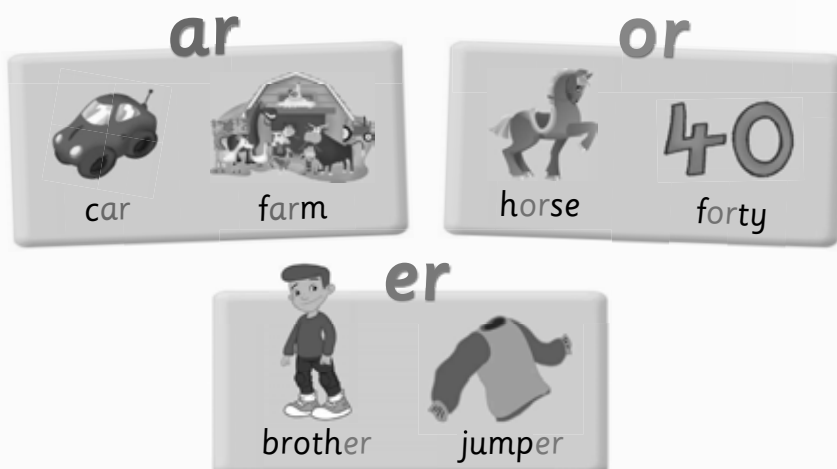
- Tell Ss that you are going to play a game.
- Explain to Ss that you are going to raise the flashcards of the pictures of words that contain / end in the sounds /ɑ:/, /ɔ:/ or /ə/ and say the word, e.g. *farm*.
- You could use other flashcards that depict words that contain the sound, e.g. (farmer, short, etc.). Alternatively, you could draw them on the board.
- Ss have to place their phonics cards (picture side facing down) in a pile on their desk and they have to raise the corresponding phonics card (the side with the sound), e.g. *ar* and call out the sound, e.g. /ɑ:/.
- Any S that raises the wrong card is eliminated from the game.
- Play the game until all of the flashcards have been used up.

# Phonics

## car - horse - brother

1

### 1 Listen and say.



### 2 Listen and chant.



#### Our farm

This is my brother  
with the yellow jumper.  
He's in our car  
With his friend, Ammar.

This is our farm  
We've got forty horses,  
Camels, goats and cats  
And twenty-four ducks.

17

### Activity 4 Track 37

- Ss listen to the CD, repeat the words and match each photo with the correct letters. Play the CD twice.

#### Listening transcript

- a. horse b. car c. brother  
d. jumper e. forty f. farm

ar: car, farm  
or: horse, forty  
er: brother, jumper

### Workbook Phonics Revision

#### Activity 1 Track 38

- Ask Ss to turn their books to p.86.
- 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

oy, /ɔɪ/, oi, /ɔɪ/ boy, toys, coin, noise  
ar, /ɑː/, or, /ɔː/, er, /ə/, car, farm,  
horse, forty, brother, jumper

#### Activity 2 Track 39

- Play the CD once and have Ss point to the pictures in their books and repeat.
- Play the CD and have Ss circle the correct letters / sound each word contains / ends in.

#### Listening transcript

1. farm 2. noise 3. jumper  
4. forty 5. toys 6. coin

1. ar 2. oi 3. er  
4. or 5. oy 6. oi

### 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 directions / prepositions and encourage Ss to say them out loud.
- Have Ss tick the boxes as they say each phrase.
- Do this with all of the phrases.

#### Activity 2

- Follow the same procedure as in Activity 1.

#### Activity 3

- Follow the same procedure as in Activity 2.

#### Activity 4

- Direct Ss' attention to the first picture. Read the dialogue and have Ss repeat it and tick the box.
- Do this with the other sentences / questions and answers.



### Workbook

#### Activity 1 Track 34

- Ss listen to the words and circle the one that doesn't belong (contains a different sound from the other two). Play the CD twice.

#### Listening transcript

1. car, forty, horse 2. farm, brother, car 3. jumper, brother, forty



1. car 2. brother 3. forty

#### Activity 2 Track 35

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

#### Listening transcript

1. farm 2. forty 3. brother 4. jumper 5. car 6. horse



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

#### Activity 3 Track 36

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

#### Listening transcript

1. brother 2. forty 3. farm 4. jumper 5. car 6. horse



# 2

## Where were you yesterday?

### A chant



#### Language focus

##### Objectives

- to say a chant / poem
- to identify places in a town
- to talk about the different times of day
- to ask and answer about where someone was in the past

##### Vocabulary

**Places:** at home, shopping centre, amusement park, football field, sports centre

**Times of day:** in the afternoon, in the evening

##### Structures

Where were you yesterday?

(I) was at (the shopping centre).

(We) were at (home) in the (afternoon).



#### Materials

- flashcards of *at home, football field, sports centre, shopping centre, amusement park, in the evening, in the afternoon, morning, night, mosque, toy shop, school, restaurant, park, supermarket, hospital, police station, playground, zoo, library*
- photocopies of the flashcards at *home, shopping centre, amusement park, in the evening, in the afternoon, morning, night* (one per S)
- Blu tack

### Lesson plan



#### Warm up

- Stick the flashcards of *at home, football field, sports centre, shopping centre, and amusement park* on the board.
- Point to each one and say it out loud. Repeat each phrase and have Ss repeat after you.
- Then tell Ss that you are going to mime being at one of these places and that they have to guess where you are and say it out loud.
- Mime being at a shopping centre. Pretend to go into different shops and shop.
- Do this with all of the places.
- Then stick the flashcards of *morning, in the evening, in the afternoon* and *night* on the board, point to them and say the times of day. Encourage Ss to repeat.

# 2

## Where were you yesterday?

### A chant



at home



shopping centre



amusement park



football field



sports centre



in the afternoon



in the evening

#### 1 Listen and write the phrases in red. Then say.



1

##### Where were you?

Where were you yesterday?

We were out, we were out

We were out, out all day.

##### Where were you in the morning?

I was at the shopping centre,

at the shopping centre

I was at the shopping centre

yesterday morning.



2

##### Where were you in the afternoon?

I was at the amusement park

at the amusement park

I was at the amusement park with June.



3

##### Where were you in the evening?

We were at home, we were at home

We were at home yesterday evening.

#### 2 Look at activity 1. Read and complete.

1. The girl was at the shopping centre yesterday \_\_\_\_\_.
2. The girl was at the \_\_\_\_\_ yesterday afternoon.
3. The girl was there with her friend \_\_\_\_\_.
4. The girls were at \_\_\_\_\_ yesterday \_\_\_\_\_.

18

#### Vocabulary Track 40

- Have Ss open their books to page 18. 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 41 - Chant Track 42 - Poem

- Direct Ss' attention to the pictures around the chant / poem and ask them where they think the girl is in each picture (1. at the shopping centre, 2. at the amusement park, 3. at home.)
- Tell Ss that they are going to listen to a chant / poem. Read the title out loud and encourage Ss to guess what it's going to be about.
- Then explain to Ss that they have to write the correct time of day under the pictures of the places the girl goes to. Point out that the times of day are written in red.
- Play the chant / poem once and have Ss listen to the chant / poem.
- Play the chant / poem a second time, pausing after the lines that mention the places and the time of day so that Ss have enough time to write in the correct time of day.
- Check Ss' answers.
- When Ss feel comfortable, invite them to say the chant / poem.

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

1. in the morning
2. in the afternoon
3. in the evening

## Look!

Where <b>were</b> you yesterday?	I <b>was</b> at the shopping centre.				
Where <b>was</b> <table><tr><td>he</td></tr><tr><td>she</td></tr></table> yesterday?	he	she	He <table><tr><td>was</td></tr><tr><td>She</td></tr></table> at the shopping centre.	was	She
he					
she					
was					
She					
Where <b>were</b> they yesterday?	They <b>were</b> at the shopping centre.				

### 3 Read and complete. Use was or were.

- Hasna:** Where \_\_\_\_\_ you yesterday morning?  
**Sahar:** I \_\_\_\_\_ at the shopping centre with my mother.
- Abdullah \_\_\_\_\_ at home yesterday evening.
- The children \_\_\_\_\_ at the sports centre yesterday afternoon.
- Saleh:** Where \_\_\_\_\_ Karim yesterday?  
**Saud:** He \_\_\_\_\_ at the football field with Ameen in the morning.  
They \_\_\_\_\_ at home in the afternoon.

### 4 Ask and answer.



- at school
- at the mosque
- at the park
- at the zoo
- at the library
- at the amusement park
- at the restaurant
- at the toy shop
- at the shopping centre
- at the football field
- at the sports centre

19



### TPR Activity

- Hand out photocopies of the flashcards of the places and times of day so that each S has got a copy.
- Divide Ss into two groups. Hand photocopies of the flashcards of the

places to one group and the times of day to the other group.

- Explain that you are going to play the chant / poem and that they have to say it along with the CD and raise the corresponding flashcards every time they hear the word / phrase mentioned in the chant / poem.

### Activity 2

- Tell Ss to refer to the chant / poem in Activity 1 to complete the sentences.

1. morning    2. amusement park    3. June    4. home, evening

### Grammar box

- Point to the girl in the first picture in activity 1 and ask Ss *Where was she yesterday?*
- Encourage Ss to answer *She was at the shopping centre.* Write both these sentences on the board and have Ss repeat them.
- Ask Ss to guess when we use this question. Elicit that we use it to ask a person about the place he/she was at on the previous day.
- Go up to two Ss and ask them *Where were you yesterday?* Encourage them to answer *At home.* Write the question and answer on the board and have Ss repeat them.
- Direct Ss' attention to the grammar box and read it out loud. Have Ss repeat (chorally - in groups - individually).
- Refer Ss to the *Grammar reference* at the back of the book.

### Activity 3

- Explain to Ss that they have to read and complete the sentences with *was* or *were*.



1. were, was    2. was
3. were    4. was, was, were

### Activity 4 Track 43

- Direct Ss' attention to the two boys and ask them to guess what they're doing. (One boy is asking the other where he was yesterday evening.)
- Play the CD and have Ss chorally repeat the exchange. Have individual Ss model the exchange.
- Divide Ss into pairs.
- Ss take turns asking and answering each other where they were the previous day. They can use the prompts in the box.
- Have some pairs of Ss present the exchange to the rest of the class.



## Workbook

### Activity 1

- Point out to Ss that there is one extra picture.

### Listening transcript Track 44

- A:** *Hey, Hassan. Hi, Salim. Where were you yesterday afternoon?*  
**B:** *We were at the amusement park.*  
**A:** *At the park?*  
**B:** *No, we were at the amusement park, next to the zoo.*
- A:** *Hey, Fatima. How are you?*  
**B:** *I'm fine, thanks. Guess where I was yesterday evening!*  
**A:** *Were you at home?*  
**B:** *No, I wasn't. I was at the new shopping centre. It was great!*
- A:** *Where were you yesterday morning, Saud?*  
**B:** *I was at school, of course.*  
**A:** *But yesterday was Friday.*  
**B:** *Oh, yes. I wasn't at school. I was at the football field.*
- A:** *Hey, Ameer! Guess where I was yesterday!*  
**B:** *I don't know. Were you at the shopping centre?*  
**A:** *No, I wasn't at the shopping centre. I was at the zoo with Saleh. There were monkeys, elephants, lions and wolves. It was great!*



### Activity 2

1. were    2. was    3. was
4. were    5. was    6. was

### Activity 3

1. -    2. ✓    3. ✓    4. -    5. -    6. ✓

## 2 Smart kids

### Language focus

#### Objectives

- to describe past experiences

#### Vocabulary

**Adjectives:** scary, funny, boring, delicious, great, interesting

**Food:** popcorn

**Noun:** Ferris wheel

#### Structures

Was (the computer game boring)?

Yes, it was. / No, it wasn't.

Were you (at the shopping centre)?

Yes, we were. / No, we weren't.

### Materials

- flashcards of *scary, funny, boring, interesting, great, delicious, popcorn, Ferris wheel*
- word cards of *scary, funny, boring, great, delicious, interesting*
- a bag of popcorn
- Blu tack

### Revision

- Play the chant / poem *Where were you?* in the SB on page 18 (Track 41 or 42) and have Ss do the TPR activity (TM page 31).

### Lesson plan



#### Warm up

- Present the new vocabulary through miming.
- Mime being scared and say *scary*. Encourage Ss to repeat.
- Do this with *funny, boring, interesting* and *great*.
- Take out the bag of popcorn, show it to Ss and say *popcorn*. Encourage Ss to repeat after you. Then open the bag of popcorn, pretend to eat some and then say *Mmm... delicious*. Encourage Ss to repeat this too.
- Use the flashcard (Ferris wheel) to introduce the new word.

#### Vocabulary Track 45

- Have Ss open their books to page 20. 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.

## 2 Smart kids



scary



funny



boring



delicious



great



popcorn



Ferris wheel

#### 1 Listen and read.

Ahmed, Jameel and Omar were at the amusement park with Ahmed's father yesterday.

After the amusement park at Ahmed's house...



20

#### Activity 1 Track 46

- Direct Ss' attention to the story. Point to the first picture and ask Ss *Where are they?* Encourage Ss to answer *At the amusement park*.
- Point to the second picture and ask them *Where are they?* Encourage Ss to answer *At home*.
- Ask Ss (in L1) to tell you what they think is happening. (Ahmed, Jameel and their friend Omar go to the amusement park with Ahmed's father. When they get back to Ahmed's house, Ahmed's mother asks them about the amusement park. Ahmed says the Ferris wheel was great, Ahmed's father says it was boring and Omar says it was scary. Jameel remains silent and keeps eating his popcorn. Jameel finishes up the rest of his popcorn and says it was delicious. Ahmed's mother finds Jameel's answer strange but then Jameel explains that he meant the popcorn and they all laugh.)
- Ask Ss to point to the appropriate bubbles 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 once more, pausing after each phrase for Ss to repeat.
- Ask comprehension questions, e.g. *Were Ahmed, Jameel and Omar at the shopping centre yesterday?* (No, they weren't. They were at the amusement park.) *Who was with them?* (Ahmed's father.) *Where was Ahmed's mother?* (She was at home.) *Who was hungry?* (Jameel was.)
- Read the dialogue aloud with five Ss. Choose five Ss to read it aloud for the class. Then, have Ss read the dialogue aloud in groups of five.

#### Grammar box

- Point to the grammar box at the top of page 21 and read it out loud. Have Ss



## Look!



interesting

Was the computer game boring?

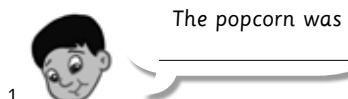
Yes, it was.  
No, it wasn't.

Were you at the shopping centre?

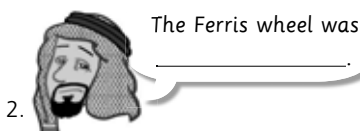
Yes, we were.  
No, we weren't.

wasn't = was not  
weren't = were not

## 2 Look at activity 1 and write.



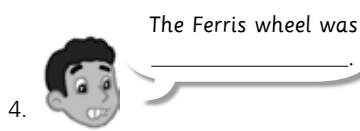
1.



2.



3.



4.

## 3 Listen and tick (✓).



1.

a ☐

b ☐



2.

a ☐

b ☐



3.

a ☐

b ☐



4.

a ☐

b ☐

## 4 Look at activity 3. Ask and answer.

Was the Ferris wheel scary?

No, it wasn't.  
It was boring.

21

repeat. Ask Ss what they think *Was the computer game boring?* means and when we use it. Elicit that we use it to ask about something (that happened) in the past.

- Do the same for the second set of questions and answers.
- Point out that *wasn't* is the short form of *was not* and *weren't* is the short form of *were not*.
- Refers Ss to the *Grammar reference* at the back of the book.

## Activity 2

- Read activity 1 to complete the speech bubbles with the correct adjective.

1. delicious 2. boring 3. great 4. scary

## Activity 3 Track 47

- Direct Ss' attention to the pictures in activity 3 and ask them questions about each picture, e.g. *Where were the children? Was the Ferris wheel boring?*
- Explain to Ss that they will listen to four conversations about different activities and that they have to tick the correct box according to what they hear.
- Play the CD, pausing after each exchange in order to allow Ss enough time to tick the correct picture. Check Ss' answers.

## Listening transcript

1. **A:** Hey, Reema. Guess where we were yesterday afternoon!  
**B:** I don't know. Where?  
**A:** We were at the amusement park.  
**B:** Was the Ferris wheel scary?

**A:** No, it wasn't. It was really boring!

2. **A:** Hey, Jameel, were you at the new fast food restaurant yesterday?

**B:** Yes, I was. The place was nice.

**A:** What about the food? Was it delicious?

**B:** No, it wasn't. It wasn't good at all.

3. **A:** Was the book interesting?

**B:** No, it wasn't. It was boring!

4. **A:** Hey, Sahar. Where were you yesterday afternoon?

**B:** I was at the zoo.

**A:** Was the monkey funny?

**B:** Oh, yes, it was. It was very funny!

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

## Activity 4 Track 48

- Direct Ss' attention to the picture of the two boys.
- Ask them to guess what they are doing. (They are asking each other questions about the pictures in activity 3.)
- Play the CD and have Ss chorally repeat the exchange. Have individual Ss model the exchange.
- Divide Ss into pairs and have them take turns asking and answering about each of the pictures in activity 3.
- Have some pairs of Ss ask and answer in front of the rest of the class.



## Optional

### Hot card pantomime

- Arrange some chairs in a circle at the front of the classroom, making sure there's a chair for every S. Invite Ss to sit on the chairs. (If this isn't possible, do the activity with Ss seated at their desks.) Fold the word cards with adjectives in half.
- Explain to Ss that once you play the chant / poem *Where were you?*, they have to pass the word card you give them clockwise around the circle. When you stop the chant / poem, the S holding the word card has to unfold it without letting anyone see it, read the adjective silently and mime it. The rest of the Ss have to guess the adjective and call it out.



## Workbook

### Activity 1

1. Ahmed
2. zoo
3. great
4. funny
5. scary
6. Jameel
7. hungry
8. popcorn
9. delicious

### Activity 2

1. Was, e
2. Were, d
3. Was, b
4. Was, a
5. Was, c

## 2 Our world

### Language focus

#### Objectives

- to talk about life in the past
- to identify places in a town

#### Vocabulary

**Adjectives:** noisy

**Places:** street, souq, gallery

#### Structures

There was (a mosque).

There wasn't (a bus).

There were (camels).

There weren't (cars).



### Materials

- flashcards of *noisy*, *street*, *souq*, *gallery*
- Blu tack

### Revision

- Have Ss open their books to page 20. Play the CD (Track 46) 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 class.

## Lesson plan



### Warm up

- Stick the flashcards of *street*, *noisy*, *gallery* and *souq* on the board.
- Point to each flashcard, say the word a few times and ask Ss to repeat after you.

### Vocabulary Track 49

- Have Ss open their books to page 22 and point out the words in the vocabulary section at the top of the page.
- Play the CD a few times and have Ss point to the words and repeat.
- Say the words again in random order and have Ss repeat and point.

## 2 Our world



street



noisy



souq



gallery

### 1 Listen and read.

## A CITY FROM THE PAST

Social  
Studies



This is a picture of Jeddah in the year 1890. It was very different then. It was a small fishing town. There weren't any shopping centres or big hotels, but there were many souqs.

There were also fishing boats. There weren't cars back then, but there were camels. The streets of Jeddah weren't noisy. They were quiet.



22

### Activity 1 Track 50

- Direct Ss' attention to the photos and, in L1, ask them how they think Jeddah was different in 1890 compared to now.
- Elicit answers in L1.
- Play the CD and have Ss follow along in their books.
- Play the CD a second time and encourage Ss to shadow read (read along with the CD). The third time you play the CD pause after each phrase for Ss to repeat.
- Ask comprehension questions such as the following:  
*What city are these pictures of? (They're pictures of Jeddah in 1890.)*  
*Were there any shopping centres and big hotels then? (No, there weren't.)*  
*What other places were there? (There were souqs.)*  
*Were there cars back then? (No, there weren't. There were fishing boats and camels.)*  
*Were the streets quiet? (Yes, they were.)*

### Grammar box

- Direct Ss' attention to the grammar box at the top of page 23 and read it out loud. Have Ss repeat.
- Elicit that we use *There was* to say that a person, place or object existed in a specific place in the past.
- Elicit that we use *There were* to say that more than one person, place or object

## Look!

There was a mosque. There were camels.  
There wasn't a bus. There weren't many cars.

## 2 What was there in Jeddah in 1890? Read activity 1 and tick (✓).



a ☐



b ☐



c ☐



d ☐



e ☐



f ☐

## 3 Look at activity 2 and write about Jeddah in 1890.

Use were weren't

- There \_\_\_\_\_ any shopping centres.
- There \_\_\_\_\_ souqs.
- There \_\_\_\_\_ camels.
- There \_\_\_\_\_ any big hotels.
- There \_\_\_\_\_ fishing boats.

## 4 How was life in your town in the past? Ask and write ✓ or ✗. Then say.

There were cars, but there weren't any shopping centres.



shopping centres	cars	souqs	camels	quiet streets	noisy streets
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23

existed in a specific place in the past.

- Refer Ss to the *Grammar reference* at the back of book.

### Activity 2

- Direct Ss' attention to the pictures and ask them to name them.
- Explain to Ss they have to read activity 1 again in order to tick the pictures of the things that existed in Jeddah in 1890.

Boxes c, d, f should be ticked.

### Activity 3

- Explain to Ss that they have to look at their answers in activity 2 in order to complete the activity with the correct form of the verb.

1. weren't 2. were 3. were 4. weren't 5. were

### Activity 4 Track 51

- Direct Ss' attention the picture of the boy and ask them to guess what he's doing. (He is talking about what life was like in his town in the past.)
- Play the CD and have Ss listen to what the boy says.
- Assign this activity as homework. Direct Ss' attention to the table and explain that they will have to ask a parent / grandparent about what their town was like in the past and write ✓ or ✗ according to what they say.



## Optional

### Whispers

- Play *Whispers* with the vocabulary Ss have learnt so far in this module.
- Divide Ss into two teams and have them stand in two lines facing the board.
- Explain to Ss that you are going to whisper a word (from the vocabulary Ss have learnt so far in this module) to the last person in each line.
- On your cue, both of the last Ss will then have to whisper the word to the person in front of them and Ss have to continue passing it down the line by whispering.
- Once the word reaches the first student standing directly in front of the board, he/she has to write the word on the board as fast as he/she can.
- The team to do this the fastest and correctly wins a point.
- After each round, have the last S go to the front of the line.
- Repeat until all Ss have come to the front of the line. The team with the most points wins.



## Workbook

### Activity 1

- Ss read the text and tick the correct picture.



### Activity 2

- Ss read the sentences and complete them, using the words in the box.



- weren't
- quiet
- mosques
- shopping centres
- were



## 2 Let's play

### Language focus

#### Objectives

- to talk about ailments
- to ask for and give reasons

#### Vocabulary

headache, stomach ache, earache, toothache, temperature

#### Structures

Where were (you) yesterday?

(I) was at home.

Why?

Because I had a headache.

### Materials

- flashcards of *headache, stomach ache, earache, toothache, temperature*
- Blu tack
- strips of paper with *headache, stomach ache, earache, toothache, temperature* written on them (one strip per S)
- a cloth bag

### Revision

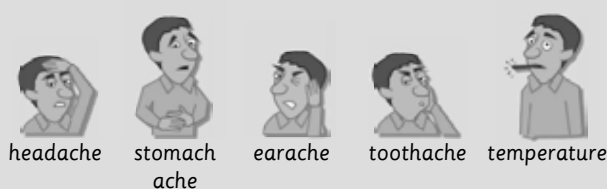
- Have Ss open their books to page 23 and direct their attention to activity 4.
- Play the CD (Track 51) and have Ss repeat chorally.
- Divide Ss into pairs.
- Tell the Ss that they have to share their parents' / grandparents' answers about how their town was in the past with their partners, as in the example.
- Have a few pairs of Ss report their answers in front of the whole class.

### Lesson plan

#### Warm up

- Stick the flashcards of *headache, stomach ache, earache, toothache* and *temperature* on the board.
- Point to each flashcard, say the word a few times and ask Ss to repeat after you.
- Alternatively, you could mime the ailments and get Ss to guess which one it is. For example, put your hand on your head and close your eyes. Elicit *headache* from the Ss. You could also have Ss mime them.

## 2 Let's play



### Look!

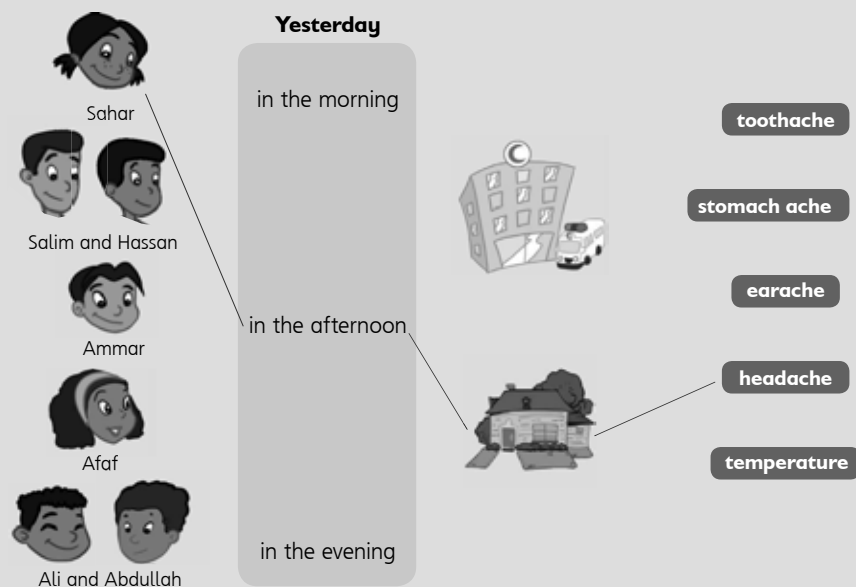
Where were you yesterday?

I was at home.

Why?

Because I had a headache.

### 1 Listen and read. Then play.



Where was Sahar yesterday afternoon?

Why?

In the afternoon, she was at home.

Because she had a headache.

24

- Ask Ss to look at the flashcards for one minute and close their eyes.
- Remove one of the flashcards.
- Ask Ss to open their eyes and say which flashcard is missing.
- Alternatively, you could change the order of the flashcards and have Ss remember the order the flashcards were originally in.

### Vocabulary Track 52

- Have Ss open their book to p.24.
- Direct Ss' attention to the vocabulary section at the top of p.24.
- Play the CD and have Ss point to the pictures and repeat.
- Say the words again in random order and have Ss repeat and point.
- Explain to Ss that all of the ailments are used with the verb *have*.

### Activity 1 Track 53

- Direct Ss' attention to the pictures of the two places and encourage them to identify them. (hospital and home)
- Then tell Ss to look at the picture of the boys and ask them to guess what they are doing. (The boy on the right has matched the picture of Sahar to a time of day, place and an ailment and the other boy is asking him questions about Sahar so that he can match the same pictures in his book.)
- Play the CD and have Ss listen to the exchange.
- Ask Ss what they think the question *Why?* means and explain to Ss that we use it to ask for a reason.

- Point out that we use *Because* to answer this question and to give a reason.
- Play the CD again and pause after each sentence for Ss to repeat (chorally - in groups - individually).
- Divide Ss into pairs.
- Direct Ss' attention to the example. Explain that SA has to match the pictures of the children to the times of day, the places and the ailment he/she wants, making sure his/her partner doesn't see what he/she has matched by lifting one side of their book up.
- Then SB has to ask SA questions about each child so as to discover the pictures his/her partner has matched and do the same in his/her book.
- Once SB has finished asking the questions and has matched the pictures in his/her book, the Ss compare their answers to check how close SB came to guessing SA's answers.
- When Ss are finished playing the game, have a few pairs of Ss play the game in front of the rest of the class.



## Optional

### How did you feel yesterday?

- Put the strips of paper with the ailments written on them in the cloth bag.
- Then draw a strip of paper from the bag and mime the ailment written on the strip of paper. For example, if you draw a strip with the word *temperature*, hold your forehead or put a pencil in your mouth as though it were a thermometer and pretend you have a temperature. Encourage Ss to guess the ailment and call it out.
- The S who guesses correctly and the fastest, comes up to the front of the class and continues the game.



## Workbook

### Activity 1

- Ss have to look at the pictures and complete the crossword puzzle.
- Check Ss' answers.



1. stomach ache
2. headache
3. toothache
4. temperature
5. earache

### Activity 2

- Ss answer the questions about the family in the picture.
- Check Ss' answers.
- Choose a few Ss to read the sentences aloud.



1. had a headache.
2. had a stomach ache.
3. had a toothache.
4. had a temperature.



## Language focus

## Objectives

- to practise the pronunciation of the digraphs **ur** /ɜ:/ and **ir** /ɜ:/

## Vocabulary

purple, nurse, girl, skirt

## Phonics

the sound /ɜ:/ in the digraphs **ur** and **ir**



## Materials

- flashcards of *purple*, *nurse*, *girl*, *skirt*
- phonics cards of *ur* and *ir* (TM pages 97-100 - one set per S)
- Blu tack
- scissors (one pair for each pair of Ss)

## Lesson plan



## Warm up

- Write *ur* and *ir* on the board. Under each digraph, stick the picture flashcards that depict words that contain these sounds in each of them.
- Point to *ur* and say /ɜ:/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcards (*purple*, *nurse*) and say the words they depict out loud, having Ss repeat after you.
- Repeat the same procedure with *ir* /ɜ:/.

## Activity 1



## Track 54

- 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

*ur*, /ɜ:/, *purple*, *nurse*

*ir*, /ɜ:/, *girl*, *skirt*

## Activity 2



## Track 55 - Chant



## Track 56 - Poem

- Direct Ss' attention to the picture and ask them what they can see. (Two girls play on a farm when suddenly one falls down. The other girl calls the nurse.)
- Ask Ss what places they can see in the picture (A farm and a hospital.)
- Play the chant / poem *The nurse* and have Ss listen and follow along in their books.
- Play the CD again pausing after each line for Ss to repeat.
- Then play the chant / poem once more and encourage 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 *ur* and *ir* phonics cards.
- Explain to Ss that they have to say the chant / poem while raising the corresponding card each time.
- You can divide Ss into two teams. One team raises the phonics cards with *ur* and the other with *ir* while they say the chant / poem.



## Optional 1

## What's that sound?

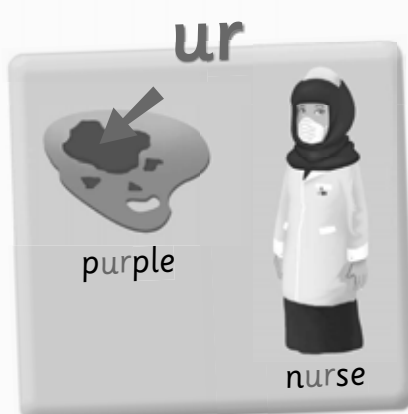
- Divide Ss into two teams.
- Invite a S from each team to come up to the board. Give each S a marker / piece of chalk.
- Call out one of the words Ss learnt in the lesson, e.g. *nurse* and have Ss write the sound on the board, e.g. *ur* and say the sound /ɜ:/.
- The S that does this the fastest wins a point for his/her team.
- Repeat the same procedure with the rest of the Ss. The team with the most points wins.

# Phonics

## purple - girl

2

### 1 Listen and say.



### 2 Listen and chant.



#### The nurse

Look at the girls.  
They're playing on the farm.  
Ouch! Ouch! Ouch!  
My arm, my arm!

Where's the nurse?  
Where's the nurse?  
She's over there  
With the purple skirt.

25



### Optional 2 Whispers

- Stick the flashcards of *purple*, *nurse*, *girl*, *skirt* 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 *ur* and *ir*. Make sure that the side with the picture is face-down and the side with the sound is face-up.
- When everybody is ready, point to a flashcard, e.g. *girl*. The players facing you have to show you the correct phonics card (*ir*).
- Then they have to whisper the word down the line until it reaches the last S in line.
- The last player on each team must touch the flashcard of *girl* and say the word (*girl* and the sound /ɜ:/). 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 57

- Ss listen to the words and circle the one that doesn't belong (the sound /ɜ:/ is produced by different letters from the other two).
- Check Ss' answers.

#### Listening transcript

1. nurse, girl, skirt
2. purple, nurse, girl
3. girl, skirt, purple
4. skirt, purple, nurse



1. nurse
2. girl
3. purple
4. skirt

#### Activity 2 Track 58

- Ss listen to the CD and number the pictures in the order they hear them.
- Check Ss' answers.

#### Listening transcript

1. girl
2. purple
3. skirt
4. nurse



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

#### Activity 3 Track 59

- Ss listen the CD, repeat the words and complete them by writing the missing letters.
- Check Ss' answers.

#### Listening transcript

1. purple
2. skirt
3. nurse
4. girl



1. purple
2. skirt
3. nurse
4. girl

#### Activity 4

- Ss match the pieces of the jigsaw puzzle to form words and then, match them to the corresponding pictures.
- Check Ss' answers.



1. nu-rse, a
2. sk-irt, b
3. pur-ple, c
4. gi-rl, d

## 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
- phonics cards of *purple, nurse, girl, skirt*
- blown-up colour photocopies of Story time *Where were you on Saturday?*

### Revision

- Play the chant / poem in the SB on p.25 (Track 55 or Track 56) and have Ss do the TPR Activity from TM p.38 while they say the chant / poem.

### Lesson plan



#### Warm up

- Initiate a short discussion. Ask Ss where they were on Saturday / at the weekend. Encourage them to participate in the discussion and describe how they felt using the adjectives learnt in the module.

#### Activity 1 Track 60

##### Before reading

- Hold up your book or stick up blown-up colour photocopies of the story on the board.
- Have Ss open their books to page 26.
- Tell Ss they will listen to and read a story with the title *Where were you on Saturday?* Ask Ss to look at the pictures and guess what it's going to be about.
- Elicit answers but do not correct Ss at this stage.
- Point to the first frame and ask Ss *Where are they?* (They're at school.)
- Then, point to the second frame and ask *Where are they?* (They're at a restaurant.) *What are they doing?* (They're eating hummus and kabsa.)

## 2 Story time

### 1 Listen and read.

## Where were you on Saturday?

Today is Sunday. The children are at school. They are talking about the weekend.



26

- Point to the fourth frame and ask *Where is the boy?* (He's at the playground.).

#### 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' predictions (The boys are at school and they say where they were last Saturday. The last student had an accident at the playground and broke his leg and his arm.)
- Play the CD again and ask Ss to point to each speech bubble and follow along in their books.
- Talk about what happens in each frame.

**Frame 1:** It's Sunday morning at school. The teacher has asked the students to talk about what they did at the weekend. It's Abdullah's turn to talk first. Abdullah went to the zoo and saw funny monkeys, elephants and lions.

**Frame 2:** Another boy says he was at a restaurant with his friend and family. The food at the restaurant was delicious.

**Frame 3:** Saud was at the amusement park. It was boring, but at least the popcorn was good.

**Frame 4:** Sami was at the playground and later at hospital.

**Frame 5:** It's obvious why Sami went to hospital since he has broken both an arm and a leg. His teacher advises him to be more careful next time.

Where were you on Saturday afternoon, Saud?

On Saturday afternoon, my family and I were at the amusement park.

Was the Ferris wheel scary?

No. It was boring, but the popcorn was great!

Well, I wasn't at the zoo and I wasn't at a fast food restaurant or the amusement park. I was at the playground and later, at hospital.

Be careful next time, Sami.

Yes, Mr Saleh.

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- 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 the following:

**Frame 1:** *What day is it? (It's Sunday.)*

*Where are the children? (They're at school.)*

*Where was Abdullah on Saturday? (He was at the zoo.)*

*How were the monkeys? (They were very funny.)*

*What other animals were there? (There were elephants and lions.)*

**Frame 2:** *Where was the boy yesterday evening?*

*(He was at a restaurant.)*

*Who was he with? (He was with his friend and family.)*

*Was the food good? (Yes, it was really delicious.)*

**Frame 3:** *Where was Saud on Saturday afternoon?*

*(He was at the amusement park.)*

*Was the Ferris wheel scary? (No, it wasn't. It was boring.)*

**Frame 4:** *Was Sami at the zoo on Saturday? (No, he wasn't. He was at the playground and hospital.)*

**Frame 5:** *What does the teacher say to Sami? (To be careful next time.)*

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



## Optional 1

### True or False

- Ask Ss to close their books.
- Explain to Ss that you are going to say a series of sentences about the story and that they will have to respond with gestures.
- Ss put their hands on their heads when they hear true sentences and fold their arms in front of them when they hear false sentences.
- You may want to play an alternative version of this game and have Ss respond verbally to the true and false sentences. For example, you say *Abdullah was at the restaurant on Saturday* and Ss respond *No, he wasn't*.
- Play this game until you've run out of sentences.



## Optional 2

### Press conference

- Tell Ss that you are going to take a few minutes to tell them what you did at the weekend. After each sentence you say, they will have to interrupt you as many times as possible by asking you relevant questions. For example you say *On Friday morning, I was at the shopping centre with my friend.* A S then asks *What time were you at the shopping centre?* You answer *I was at the shopping centre at ten o'clock.* Another S asks *What's your friend's name?* You answer *His/Her name is...*
- Keep a record of the questions on the board as well as the name of the S that asked them.
- At the end, count the questions the Ss have asked you and announce the winner, the S who asked the most questions. Then have him/her come up to the front of the class and take your place, describing his/her weekend.



## Workbook

### Activity 1

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

### Activity 2

1. were 3. was  
2. were 4. wasn't

### Activity 3

open answers

## 2 Revision

### Language focus

#### Objectives

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

### Materials

- blown-up colour photocopies of Story time *Where were you on Saturday?*
- flashcards of *at home, shopping centre, mosque, toy shop, school, restaurant, park, supermarket, hospital, police station, playground*
- Blu tack

### Revision

- Hold up the book or stick the blown-up colour photocopies of the Story time *Where were you on Saturday?* on the board.
- Ask Ss if they remember the title of the story. 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 60) and have Ss follow along in their books.
- Play the CD again and encourage Ss to shadow read (read along with the CD).
- Then have some Ss read the story aloud for the whole class.

### Lesson plan



#### Warm up

- Play a round of the game *Where was I?* to revise the vocabulary and structures learnt in this module.
- Put the flashcards of the places lying face-down on your desk.
- Divide Ss into two teams.
- Choose a S from one team and ask him/her to pick up a flashcard, without revealing it to the rest of the Ss. Tell the S to mime an action that is usually done in the place depicted on his/her card.
- If his/her team guesses the place he/she is at, he/she earns a point for

## Revision 2

### 1 Listen and match.



1.

Afaf



2.

Karim



3.

Saud



a.



b.



c.



d.



e.

### 2 Read and complete. was were wasn't weren't

- Fatima:** Where (1) \_\_\_\_\_ you yesterday morning?  
**Hasna:** I (2) \_\_\_\_\_ at home. I (3) \_\_\_\_\_ at the amusement park with my family.
- In 1890 there (4) \_\_\_\_\_ any shopping centres in my town. There (5) \_\_\_\_\_ only small shops.
- Ali:** (6) \_\_\_\_\_ the book funny?  
**Omar:** No, it (7) \_\_\_\_\_. It (8) \_\_\_\_\_ boring.
- Ammar:** (9) \_\_\_\_\_ Saud and Saleh at school yesterday?  
**Karim:** No, they (10) \_\_\_\_\_. They (11) \_\_\_\_\_ at the sports centre.

### 3 Answer about yourself. Then ask and answer with a friend.

- Where were you yesterday afternoon? \_\_\_\_\_
- Was your father at home yesterday morning? \_\_\_\_\_
- Were your friends at school yesterday? \_\_\_\_\_
- Were you at the park yesterday morning? \_\_\_\_\_
- Was it Monday yesterday? \_\_\_\_\_

28

his/her team. Then, a S from the other team goes up to do the same.

- Continue in the same manner until all Ss have had a turn.
- The team with the most points wins.

### Activity 1 Track 61

- Have Ss open their books to page 28.
- Direct Ss' attention to the photos of the places and encourage them to identify them (a park, a shopping centre, a house, a gallery, a football field).
- Explain to Ss that they will listen to each of the children talking about what they did yesterday and that they have to match the photos of the children to the places they were.
- Explain to Ss that there are two extra photos.
- Play the CD, pausing after each exchange so that Ss have the chance to match the pictures.
- Play the CD again so that Ss may check their answers.
- Check Ss' answers as a class by asking Ss *Where was Afaf?*

#### Listening transcript

- A:** Hi, Afaf! Were you at home yesterday afternoon?  
**B:** No, I wasn't at home. My friend Maria, from Italy, was here and we were at the shopping centre.  
**A:** How was it?



**B:** *There were a lot of people at the shopping centre. It was very noisy but it was fun.*

2. **A:** *Where were you yesterday evening, Karim? Were you at the gallery with Jameel?*

**B:** *No, I wasn't. I was at home, reading a book.*

**A:** *Was the book interesting?*

**B:** *No, it wasn't. It was boring.*

3. **A:** *Hello, Saud. Were you at the park yesterday?*

**B:** *No, I wasn't. I was at the football field with my father.*

**A:** *How was it?*

**B:** *It was very noisy.*



1. b.      2. c.      3. e.

### Activity 2

- Ss complete the sentences with the verbs in the box.
- Check Ss' answers.



1. were    2. wasn't    3. was    4. weren't    5. were    6. Was  
7. wasn't    8. was    9. Were    10. weren't    11. were

### Activity 3

- Explain to Ss that they have to answer these questions about themselves first, and then they have to ask and answer with their partners.
- Give Ss enough time to complete their answers. Then divide them into pairs and have them ask and answer with their partners.
- Have a few pairs of Ss ask and answer one another in front of the class.



open answers



## Optional

### Find a friend who...

- Prepare a table for Ss like the one below. You can either draw it on the board and have Ss copy it in their notebooks or give them each a photocopy.

Find a friend who...	Name
...was at the shopping centre yesterday.	
...was at the shopping centre on Friday.	
...was at home on Saturday.	
...was at the park at the weekend.	
...was at school yesterday morning.	

- Elicit the questions the Ss have to ask and how the Ss being asked have to answer. For example SA asks *Were you at the shopping centre yesterday?* SB answers *Yes, I was*, and SA writes down his/her name. If the S answers *No, I wasn't*, SA will have to ask a different S.
- Explain and demonstrate to Ss that they should walk round the class and try to find a S who answers *Yes* to a question and write his/her name in the table.
- Make sure to tell Ss to find a different person for each question.
- Once Ss have completed their tables, they return to their desks.
- Then have Ss share their answers by asking *Who was at the shopping centre yesterday?* and having Ss call out the information they have collected.



## Workbook

### Activity 1

- Ss read the sentences and complete them using the adjectives in the box.
- Check Ss' answers.



1. scary  
2. delicious  
3. interesting  
4. noisy  
5. funny

### Activity 2

- Ss read the questions, look at the pictures and match them with the correct answer.
- Check Ss' answers.



1. e    2. c    3. d    4. a    5. b

### Activity 3

- Ss read the sentences and complete them using the correct word.
- Check Ss' answers.



1. Were, weren't, were  
2. wasn't, was  
3. wasn't  
4. Was, wasn't

### Activity 4

- Ss look at the picture and write sentences using *There was / were / wasn't / weren't* and the places in the box.
- Check Ss' answers.



There was a park.  
There wasn't an amusement park.  
There wasn't a sports centre.  
There wasn't a gallery.  
There wasn't a shopping centre.  
There were two schools.  
There were three restaurants.  
There was a football field.



## Note

- Tell Ss to bring in markers and a pair of scissors for the next lesson.

# 2 Project

## Language focus

### Objectives

- to make a diary and write in it
- to revise and consolidate vocabulary and structures learnt in previous lessons

## Materials

- plain paper (two sheets per S)
- sheets of different colour construction paper (two per S)
- glue sticks (one for each pair of Ss)
- a hole-puncher
- pieces of string (two pieces per S)

## Revision

- Revise vocabulary and structures learnt in the previous lessons by playing the game in the SB on page 24 (TM pages 36-37).

## Lesson plan



### Warm up

- Revise the places in a town and the adjectives learnt in the lesson by playing a round of the game *Don't break the chain*.
- For example, you say *I was at the shopping centre. It was boring.* The S to your right says *You were at the shopping centre. It was boring. I was at the amusement park. The Ferris wheel was scary.* The S to his/her right says *He/She was at the shopping centre. It was boring. He/She was at the amusement park. The Ferris wheel was scary. I was at the football field. It was noisy,* and so on.

### Activity 1

- Direct Ss' attention to the pictures on page 29 and ask them what the boy is doing. (He's making a diary.)
- Point to the first picture and ask them to name the day of the week Ali has written (Friday).
- Read the instructions underneath the pictures and explain them to Ss.
- Hand out the materials to each S (refer to the materials section).
- Make sure Ss understand that they have to make a diary of what they did last weekend. Point out that they should draw themselves with different expressions to show how some of the activities they did were. Point out that they have to leave space for writing (as in the boy's diary in activity 2.)
- Go around helping Ss with any difficulties.

### Activity 2 Track 62

- Direct Ss' attention to the picture in activity 2. Ask Ss what is happening. (The boy is presenting his diary.)
- Play the CD and ask Ss to follow in their books.
- Ask comprehension questions such as the following:  
*Where was Ali on Friday morning? (At the shopping centre.)*  
*Who was with him? (His mother and his sister.)*  
*How was it? (It was very noisy.)*  
*Where was he on Friday afternoon? (At the zoo.)*  
*Who was with him? (His father and his friend, Jameel.)*  
*What animals were there? (Wolves, lions and other animals.)*  
*Where was he on Saturday evening? (At a restaurant.)*  
*How was the pasta? (It was delicious.)*
- Choose a few Ss to read the text aloud.

### Activity 3

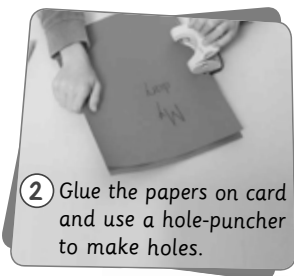
- Ask Ss to write in their diary where they were last weekend, answering the questions given.
- Point out that they have to use the project in the previous activity as a model.
- When Ss have finished, divide them into pairs and ask them to present their diary and read in turns, as in the example.
- Choose a few Ss to present and talk about their picture diary to the class.

## Project

### 1 Make a diary.



- Write the days of the weekend on two pieces of paper.



- Glue the papers on card and use a hole-puncher to make holes.



- Use two pieces of string to tie your diary up.

### 2 Read about Ali's diary.



### 3 Draw and write in your diary. Answer the questions given. Then present it to the class.

- Where were you on Friday / Saturday morning / afternoon / evening?
- What was there?
- Who were you with?
- How was it?

## Writing tip

Intensifiers very, so

Intensifiers are used to emphasise another adjective or adverb.

It was **very** noisy.

The Ferris wheel was **so** scary!

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## Writing tip

- Direct Ss' attention to the box with the *Writing tip*. Read the writing tip out loud and explain it to Ss. Then read the examples.
- Write the sentences and the intensifiers below on the board and have Ss copy them. Ss have to write the sentences and put the intensifiers in the correct place (before the word they put the emphasis on).

- The shopping centre was noisy. (very)
- Ahmed's new computer game was boring. (so)
- My book was interesting. (very)

- Have Ss compare their sentences in pairs, then check as a class.



- The shopping centre was very noisy.
- Ahmed's new computer game was so boring.
- My book was very interesting.



## Optional Whose diary?

- Collect Ss' diaries.
- Choose two diaries, open them both on the same day and stick them on the board. Invite the two Ss who made them to stand at the board. Ask them not to reveal which diary belongs to whom.
- Invite the rest of the Ss to ask questions to find out which diary belongs to each S. Help them by asking a few questions yourself, e.g. *Were you at the amusement park on Friday? Was the Ferris wheel scary?*
- Repeat with different Ss for as long as time permits.



## Workbook

### Activity 1

- Ss have to rewrite the sentences and put the intensifier in the correct place.
- Check Ss' answers.



- The sports centre was very noisy.
- The gallery was very interesting.
- The Ferris wheel was so scary.

### Activity 2

- Ss circle the adjectives horizontally in the box.
- Check Ss' answers.



fnscaryupspinterestinga  
greatnifunnyaniseqpt  
tgdnflboringkjgrzam  
sepjnxanoisyoqdejsr  
gougelbdeliciouspedls

### Activity 3

- Ss look at the photos and write the corresponding place to complete the crossword.
- Check Ss' answers.



- SPORTS CENTRE
- SHOPPING CENTRE
- AMUSEMENT PARK
- GALLERY
- FOOTBALL FIELD

## 2 Smart time

### Language focus

#### Objectives

- to provide Ss with cross-cultural information

### Revision

- Ask different Ss to read their projects (in their notebooks) from the previous lesson (SB page 29).

## smart Time 2



lake



palm tree

### 1 Listen and read.



Saleh

Yesterday morning, I was at **Salam Park** in Riyadh with my father and my friend, Sami. It was great! It was sunny and there were many people at the park. There was a mosque, a big lake and many palm trees! There were restaurants, too. There was a great playground, a train ride and horses! There were many children at the park. They were very happy!



Jim

**Chester Zoo** is in the UK. I was there on Thursday afternoon with my family! There were elephants, bears, lions, zebras, monkeys, parrots, snakes, crocodiles and other animals! There weren't any cows or sheep. There were restaurants in Chester Zoo. There was also a shop with toys, books and interesting DVDs about animals.



### 2 Read activity 1 and write **S** for Salam Park, **C** for Chester Zoo or **B** for Both.

- There was a mosque and palm trees. ☐
- There were elephants and crocodiles. ☐
- There were restaurants. ☐
- There was a playground. ☐
- There was a shop with toys, books and DVDs. ☐

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## Lesson plan



### Warm up

- Have Ss open their books to page 30.
- Direct Ss' attention to the photos and ask them if they have visited any of the places depicted. If they haven't, ask Ss if they would like to visit any of the depicted places or other parks / zoos they know of.
- Encourage Ss to answer and accept answers in L1 as Ss may have difficulty with sight names.

### Vocabulary Track 63

- Direct Ss' attention to the vocabulary depicted at the top of the page.
- Play the CD and have Ss point to the pictures in the vocabulary section and repeat.
- Say the words again in random order and have Ss repeat and point.

### Activity 1 Track 64

- Direct Ss' attention to the photos and ask them to guess what they think the texts will be about. (The texts are about Salam Park and Chester Zoo.)
- Play the CD and have Ss follow along in their books.
- Ask Ss to point to the appropriate texts as you play the CD.

- Play the CD again and encourage Ss to shadow read. (read along with the CD)
- Explain any unknown words.
- Ask Ss some comprehension questions, such as the following:

#### **Text 1**

*Where was Saleh yesterday? (He was at Salam Park in Riyadh.)*  
*Who was he with? (He was with his father and his friend, Sami.)*  
*What was the weather like? (It was sunny.)*  
*What was there in the park? (There was a mosque, a big lake, palm trees, restaurants, a playground, and a train ride.)*  
*What animals were there at the park? (There were horses.)*  
*Were there other children at the park? (Yes, there were.)*

#### **Text 2**

*Where is Chester Zoo? (It's in the UK.)*  
*When was Jim at Chester Zoo? (He was there on Thursday afternoon.)*  
*Who was with Jim? (His family was with him.)*  
*What animals were there at the zoo? (There were elephants, bears, lions, zebras, monkeys, parrots, snakes, crocodiles and other animals.)*  
*Were there any sheep? (No, there weren't.)*  
*Were there shops at the zoo? (Yes, there was a shop at the zoo.)*  
*What was in the shop? (There were toys, books and interesting DVDs about animals.)*

- If time permits, have some Ss read the texts aloud for the whole class.

#### **Activity 2**

- Explain to Ss that they have to refer to activity 1 and write *S* in the box next to the sentences that refer to Salam Park, *C* next to those that refer to Chester Zoo or *B* next to those that refer to both.
- Check Ss' answers.



1. S    2. C    3. B    4. S    5. C



## Language focus

## Objectives

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

## Vocabulary

computer, uniform, Tuesday, barbecue

## Phonics

**u** /ju:/ and **ue** /ju:/



## Materials

- flashcards of *computer, uniform, Tuesday, barbecue*
- photocopies of the above flashcards
- Blu tack
- the phonics cards of *u* and *ue* enough for all Ss (TM pp. 99-100)

## Lesson plan



## Warm up

- Write *computer* and *Tuesday* on the board. Under each word stick the flashcards with the objects that start with / contain that sound.
- Point to *u* in *computer* and say /ju:/ a couple of times, encouraging Ss to repeat after you. Then point to the other object (uniform) and say them aloud, having Ss repeat after you.
- Follow the same procedure with *Tuesday, ue* /ju:/.

## Activity 1 Track 65

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

## Listening transcript

*u, /ju:/, computer, uniform*  
*ue, /ju:/, Tuesday, barbecue*

Activity 2 Track 66 - Chant  
Track 67 - Poem

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. *Where is the boy? (In his room.)* *Where's his uniform? (It's on his desk*

*in front of the computer.) What is the boy's father doing? (He is barbecuing meat.)*

- Play the chant / poem *Barbecue day* and have Ss listen and follow along in their books.
- Play the chant / poem again, pausing after each line for Ss to repeat.
- Then play the chant / poem once more and encourage Ss to say the chant / poem along with the CD.



## TPR Activity

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



## Optional 1

## What's that word?

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



## Optional 2

## Card hold-up

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



## Workbook

## Activity 1 Track 68

- Ss to listen to the CD and circle the word that doesn't belong (the sound /ju:/ is produced by different letters from the other two).

# Phonics

## computer - Tuesday

2

### 1 Listen and say.



### 2 Listen and chant.



**Barbecue day**  
Mother! Mother!  
Where's my uniform?  
It's in your room  
In front of your computer.



Hurray, hurray!  
It's Tuesday today!  
Tuesday, Tuesday  
Is barbecue day!

31

#### Listening transcript

1. computer, uniform, Tuesday
2. barbecue, Tuesday, uniform
3. Tuesday, computer, barbecue
4. uniform, barbecue, computer

1. Tuesday
2. uniform
3. computer
4. barbecue

#### Activity 2 Track 69

- Ss number the pictures in the order they hear them.

#### Listening transcript

1. Tuesday
2. uniform
3. computer
4. barbecue

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

#### Activity 3 Track 70

- Ss listen to the CD, repeat the words and match them to the correct letter/s.

#### Listening transcript

1. uniform
2. barbecue
3. Tuesday
4. computer

1. u
2. ue
3. ue
4. u

#### Activity 4

- Direct Ss' attention to the photos next to the grid and ask Ss to name them.
- Ss look at the photos, find the words in the grid, horizontally and vertically, circle them and then write them under the correct category.

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

- u: computer, uniform
- ue: Tuesday, barbecue

## Workbook Phonics Revision

### 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

ur, /ɜ:/, ir, /ɜ:/, purple, nurse, girl, skirt  
u, /ju:/, ue, /ju:/, computer, uniform,  
barbecue, Tuesday

### Activity 2 Track 72

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

#### Listening transcript

1. skirt
2. barbecue
3. purple
4. Tuesday
5. nurse
6. uniform

1. ir
2. ue
3. ur
4. ue
5. ur
6. u

## Now I can

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

### Activity 1

- Holding up the WB, point to the places and encourage Ss to say them out loud. Have Ss tick the boxes as they say each word / phrase. Do this with all of the words / phrases.

### Activity 2

- Follow the same procedure as in Activity 1.

### Activity 3

- Follow the same procedure as in Activity 2.

### Activity 4

- Direct Ss' attention to the first picture. Read the question and answer and have Ss repeat them and tick the the box. Do this with the other sentences / questions and answers.



# 3 On holiday

## A chant

### Language focus

#### Objectives

- to say a chant / poem
- to talk about past events
- to talk about holiday activities

#### Vocabulary

**Geographical features:** island, sea, sun

**Holiday-related vocabulary:** boat, pack, sail

#### Structures

We packed our bags.

### Materials

- flashcards of *island, sea, sun, boat, pack, sail*
- photocopies of the above flashcards (one for each S)
- strips of paper with the phrases: *play on the beach, play with friends, listen to the radio, watch TV, climb a tree and sail a boat*

## Lesson plan

### Warm up

- Hold up each of the flashcards of the words related to holidays and say them out loud. Repeat them twice and have Ss repeat after you the second time.

#### Vocabulary Track 2

- Have Ss open their books to page 32.
- Play the CD and have Ss point to the pictures in the vocabulary section and repeat.
- Say the words again in random order and have Ss repeat and point.

#### Activity 1 Track 3 - Chant Track 4 - Poem

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

- Direct Ss' attention to the pictures.
- Ask Ss to tell you what they can see in each of them. (a. Two children are packing their bags, b. They are playing on the beach, c. They are sailing with their parents, d. They are getting on a plane.)

# 3 On holiday

## A chant



island



sea



sun



boat

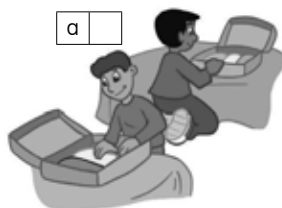


pack



sail

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



**The holiday**  
There we were, there we were,  
We were on the island again  
On holiday.

We packed our bags  
And jumped on a plane  
In just two hours  
We were there again.

We walked on the beach  
And played in the sun  
We sailed a boat  
It was a lot of fun!



### 2 Read activity 1 and complete.

bags boat island plane beach sun

1. The family was on the \_\_\_\_\_.
2. The boys packed their \_\_\_\_\_ and jumped on a \_\_\_\_\_.
3. They walked on the \_\_\_\_\_ and played in the \_\_\_\_\_.
4. They sailed a \_\_\_\_\_.

32

- 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 chant / poem once and have Ss listen.
- Play the chant / poem a second time and have Ss number the pictures in the order they hear each of the actions being mentioned.
- When Ss feel comfortable, invite them to say the chant / poem along with the CD.

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



#### TPR Activity

- Hand out photocopies of the flashcards to Ss.
- Ask Ss to stand at their desks. Explain that you are going to play the chant / poem and that they have to say it along with the CD. As they hear the words on their flashcards, they have to raise them up.
- Play the chant / poem and have Ss raise their cards and say it along with the CD.

#### Activity 2

- Tell Ss that they have to refer to activity 1 and read it again in order to complete the sentences.
- Point out that they should use the words given in the box.
- Check Ss' answers.

1. island 2. bags, plane 3. beach, sun 4. boat

**Look!**

We packed our bags.

**3 Look, read and complete. Use the Past Simple.**

1.  Saleh \_\_\_\_\_ (brush) his teeth after lunch.

2.  The children \_\_\_\_\_ (play) football on Saturday.

3.  Sahar \_\_\_\_\_ (walk) to school.

4.  The girls \_\_\_\_\_ (water) the plants.

**4 Draw and say.**

play on the beach  
play with friends  
listen to the radio  
watch TV  
climb a tree  
sail a boat

On my holiday,  
I played on the beach.



33

**Grammar box**

- Direct Ss' attention to the grammar box. Read the sentence out loud and have Ss repeat.
- Explain to Ss that when we talk about actions in the past we add the ending **-ed** to the verb of the sentence.
- Say, e.g. *On my holiday I walked on the beach.* Write the sentence on the board.
- Encourage Ss to say similar sentences. Write them on the board.
- Refer Ss to the *Grammar reference* at the back of the book.

**Activity 3**

- Direct Ss' attention to the pictures and have them say what the children are doing in each picture.
- Explain to Ss that they have to look at the pictures, read the sentences and complete them with the Past Simple of the verbs in brackets.

1. brushed 2. played 3. walked 4. watered

**Activity 4 Track 5**

- Direct Ss' attention to the boy in the picture and ask them to guess what he's doing. (He has drawn a picture of his summer holidays and he is presenting it.)
- Play the CD and have Ss chorally repeat the sentence.
- Direct Ss' attention to the phrases in the box. Explain to Ss that they can use these ideas and draw a picture of their holidays.

- Divide Ss into pairs or small groups.
- Explain to Ss that they have to take turns presenting their drawings and describing them to one another, as in the example.
- Choose a few Ss to present their drawings to the class.

**Optional****A miming game**

- Place the strips of paper with the phrases from activity 4 (see materials section) on your desk face-down so that Ss can't see them.
- Ask a S to come up to your desk, pick one of the strips of paper without showing it to the rest of the class, and mime the action.
- Explain to the rest of the Ss that they have to guess what he/she did on his/her holiday and say, e.g. *He/She played with his/her friends.*
- The S who guesses correctly has the next turn.
- Repeat this with different Ss for as long as time permits.

**Before leaving**

- Play the chant / poem *The holiday* (Track 3 or Track 4) once more and have Ss say it.

**Workbook****Activity 1**

- Ss have to unscramble the words and write them in the spaces provided.



1. island 2. sun 3. boat 4. sea

**Activity 2**

- Ss complete the paragraph with the verbs in the box.



1. packed  
2. jumped  
3. were  
4. played  
5. sailed

**Activity 3**

- Ss follow the lines and write the corresponding sentences using the Past Simple of the verbs, as in the example.



1. He watched TV.  
2. They played on the beach.  
3. She climbed a tree.  
4. They listened to the radio.

# 3 Smart kids

## Language focus

### Objectives

- to talk about past events

### Vocabulary

**Geographical features:** forest, river

**Holiday-related activities:**

pick flowers, make a fire, catch a fish

### Structures

What did you do at the weekend?

I went to the forest.

## Materials

- flashcards of *forest*, *pick flowers*, *river*, *make a fire*, *catch a fish*
- word cards of the above flashcards
- Blu tack

## Revision

- Show some of the Ss' drawings from the previous lesson and ask Ss to make a sentence for each of them, e.g. *Omar played on the beach*.

## Lesson plan



### Warm up

- Pretend that you are picking flowers and say *pick flowers*. Encourage Ss to guess what you are doing, do the action and say the phrase. Follow the same procedure with *make a fire* and *catch a fish*.
- Put up the flashcards of *forest* and *river* on the board. Say the words and have Ss repeat.

### Vocabulary Track 6

- Have Ss open their books to page 34. Direct Ss' attention to the vocabulary section at the top of the page.
- Play the CD and have Ss point and repeat.
- Say the words/phrases again in random order and have Ss repeat and point.

### Activity 1 Track 7

- Have Ss look at the presentation and ask them what Fatima and Omar did at the weekend. (They went to the forest with their family.)
- Ask Ss to tell you what they think they did there. (Their father took

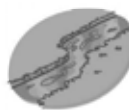
# 3 Smart kids



forest



pick flowers



river



make a fire



catch a fish

## 1 Listen and read.

Hi, Fatima. What did you do at the weekend?

My family and I went to the forest. We had a lot of fun. Our father took pictures. Look!

I caught a big fish. My brother, Omar, swam in the river.

Our father made a fire and my mother cooked the fish. We ate the fish for lunch. It was delicious!

Then, Omar and I picked flowers. They were beautiful. But then, we saw a lot of bees and...

Oh! Poor Omar!

34

pictures. Fatima caught a big fish. Omar, her brother, swam in the river. Their father made a fire and their mother cooked the fish. They all ate fish for lunch. Fatima and Omar picked flowers. Omar got stung by bees.)

- 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 (read along with the CD).
- Play the CD once more, pausing after each phrase for Ss to repeat.
- Model reading 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 question and the answer out loud and have Ss repeat.
- Explain that the past form of the verb *go* is *went*. Point out how the question of the verbs in the past tense is formed. Tell Ss that we use the auxiliary verb *did* to form questions in the past tense.
- Direct Ss' attention to the list of irregular verbs in the grammar box. Read them out loud and have Ss repeat.
- Refer Ss to the *Grammar reference* at the back of the book.
- Ask Ss to find examples of those verbs in activity 1 and have them read the examples (went, had, took, swam, caught, made, ate, saw).

### Activity 2

- Explain to Ss that they have to refer to activity 1 and complete the sentences.

## Look!

What did you do at the weekend? I went to the forest.

go → went	catch → caught
have → had	make → made
take → took	eat → ate
swim → swam	see → saw

## 2 Read activity 1 and write. Fatima Omar Their father Their mother

- \_\_\_\_\_ took pictures.
- \_\_\_\_\_ swam in the river.
- \_\_\_\_\_ caught a big fish.
- \_\_\_\_\_ cooked the fish.
- \_\_\_\_\_ and \_\_\_\_\_ picked flowers.

## 3 Listen and tick (✓). What did the children do?



- a

b



- a

b



- a

b

## 4 Ask and answer.

Me	My friend

What did you do at the weekend?

I went to the swimming pool.



35

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



1. Their father 2. Omar 3. Fatima 4. Their mother 5. Fatima, Omar

## Activity 3 Track 8

- Direct Ss' attention to the pictures and ask Ss to tell you what the people are doing in each of them.
- Explain to Ss that they will listen to a girl, Afaf, talking about what she did at the weekend with her brother Saud.
- Play the CD and have Ss listen to each sentence (more than once if necessary) and ask Ss to tick the correct picture.
- Have Ss compare their answers in pairs first, then check as a class.

### Listening transcript

- Afaf:** On Friday, my brother, Saud, and I went to the forest with our father. It was great!
- Afaf:** We had so much fun. We picked flowers and my brother swam in the river.
- Afaf:** My father caught three fish and my mother cooked them at home. They were delicious!

1. a 2. b 3. b

## Activity 4 Track 9

- Direct Ss' attention to the boys and ask them to guess what they are doing.

(One boy is asking the other about his weekend.)

- Play the CD and have Ss chorally repeat the dialogue. Have individual Ss model the dialogue.
- Divide Ss into pairs.
- Have Ss take turns asking one another about their weekend.
- Point out to Ss that they can write down their answers and their partner's answers in the table provided.
- Have pairs of Ss present the dialogue to the rest of the class.



## Optional

### Hot card pantomime

- Play a round or two of the game *Hot card pantomime*.
- Fold word cards with holiday-related activities in half.
- Play the chant / poem *The holiday* in the SB on page 32 (Track 3 or 4).
- When you stop the CD, the S holding the word card has to unfold it without letting anyone else see it, read the phrase silently and mime the activity.
- The rest of the Ss have to guess the activity and call it out.



## Workbook

### Activity 1

- Ss find and circle six verbs (infinitive form) horizontally and vertically in the grid. Then they complete the sentences using the correct verb in the Past Simple.



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

1. went 2. took 3. had
4. saw 5. picked 6. caught

### Activity 2

- Ss match each text to the corresponding picture.



1. b 2. c 3. a

# 3 Our world

## Language focus

### Objectives

- to talk about past events

### Vocabulary

**Actions:** find, buy postcards, look at the stars

**Adjectives:** open, closed

### Structures

I didn't (swim).



## Materials

- flashcards of *open, closed, find, buy postcards, look at the stars*
- plain paper
- Blu tack

## Revision

- Have Ss open their books to page 34. Direct their attention to activity 1. Play the CD (Track 7) and have Ss follow along in their books.
- Play the CD again and encourage Ss to shadow read (read along with the CD).
- Then have some Ss read the story aloud for the whole class.

## Lesson plan



### Warm up

- Hold up the flashcards of the words / phrases in the vocabulary section and say them out loud. Repeat twice and have Ss repeat after you the second time.

### Vocabulary Track 10

- Have Ss open their books to page 36.
- Play the CD and have Ss point to the correct picture and repeat.
- Say the words / phrases again in random order and have Ss repeat and point.

### Activity 1 Track 11

- Have Ss look at the presentation and ask them what kind of text it is. (It's a letter.)
- Ask Ss if they have ever written a letter and encourage them to tell you (in L1)

# 3 Our world



open



closed



find



buy postcards



look at the stars

## 1 Listen and read the letter.



Dear Fatima,

How are you? I'm on holiday in Australia with my family.

Today was a great day. It was sunny and hot. In the morning, I went to the beach. There was a shark in the water! I didn't swim, but I found a pretty shell.

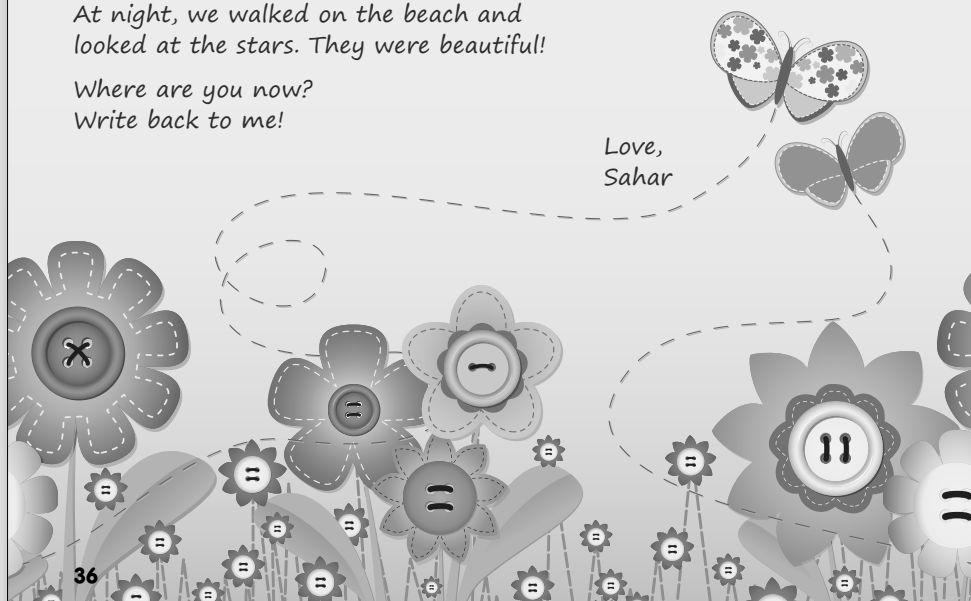
In the afternoon, my father took us to the museum, but it was closed, so we didn't go in. We went to the shopping centre and bought postcards.

At night, we walked on the beach and looked at the stars. They were beautiful!

Where are you now?

Write back to me!

Love,  
Sahar



who they wrote a letter to and what they wrote in it.

- Explain to Ss that when you are writing an informal letter, you greet the person you are writing to, e.g. *Dear Afaf, Hi Afaf, How are you?* At the end of the letter, you use phrases like: *Waiting for your letter. Write back soon. etc.* Finally, you use a signature ending and your first name below that, e.g.  
*Yours, Best wishes, Love, Bye for now, Take care,*  
*Hasna Hasna Hasna Hasna Hasna*
- Write the greetings and the other phrases on the board, explain them and ask Ss to copy them in their notebooks.
- Play the CD and have Ss follow silently. Play the CD a second time and encourage Ss to shadow read (read along with the CD). The third time you play the CD pause after each phrase for Ss to repeat.
- To check comprehension, ask Ss questions such as the following:  
*What was the weather like? (It was sunny and hot.)*  
*What did Sahar do in the morning? (She went to the beach.)*  
*What was there see in the water? (A shark.)*  
*What did she find on the beach? (She found a pretty shell.)*  
*What did Sahar's father do in the afternoon? (He took them to the museum.)*  
*Where did they go after the museum? (They went to the shopping centre.)*  
*What did they buy at the shopping centre? (They bought postcards.)*  
*What did they do at night? (They walked on the beach and looked at the stars.)*
- Have a few Ss read the letter aloud.

## Look!

I  
He  
They

didn't swim.

didn't = did not

find - found  
buy - bought

## 2 What did Sahar do today? Read activity 1 and tick (✓).



## 3 Look at activity 1 and say what Sahar did / didn't do.

Sahar didn't swim.  
She found a pretty shell.



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## Grammar box

- Point to yourself and say *I didn't go to the beach at the weekend. I watched TV.* Write the sentences on the board.
- Stick the flashcard of *buy postcards* on the board and say *He didn't find a shell. He bought postcards.* Write the sentences on the board.
- Point to two Ss and say *They didn't play computer games. They listened to the radio.* Write the sentences on the board.
- Direct Ss' attention to the grammar box at the top of page 37 and read it aloud. Have Ss repeat.
- Point out that *didn't* is the short form of *did not*.
- Refer Ss to the *Grammar reference* at the back of the book.

## Activity 2

- Direct Ss' attention to the pictures and ask them who the girl in these pictures is. (It's Sahar, the girl who wrote the letter.)
- Explain to Ss that they have to refer to the first activity and tick the correct box according to what Sahar did today.
- Have Ss compare their answers in pairs first, then check as a class.

Boxes 4, 5, 6, and 7 should be ticked.

## Activity 3 Track 12

- Direct Ss' attention to the boys and ask Ss what they are doing. (They are looking at activity 2 and they are saying what Sahar did.)

- Play the CD and have Ss chorally repeat the sentences.
- Divide Ss into pairs. Ss take turns saying what Sahar did today. While pairs are doing the activity, go around the class helping Ss.
- Have pairs of Ss do the activity in front of the class.



## Optional

### Write, fold and pass

- Write the following sentence on a piece of plain paper: *Yesterday morning I went to the beach.*
- Pass the paper to the S on your right and tell him/her to write a sentence to continue your story.
- Then, instruct the S to fold the paper so that only the last sentence shows and pass it to the S on his/her right.
- Explain to Ss that they have to do the same until the paper has been passed around the classroom and every S has gotten a chance to write a sentence.
- Once this has been done, unfold the paper and read the sentences.
- Play this game for as long as time permits.



## Workbook

### Activity 1

- Ss complete the letter by writing the verbs in brackets in the Past Simple.



- went
- didn't go
- didn't take
- bought
- had
- went
- looked

### Activity 2

- Ss look at the pictures and correct the sentences, as in the example.



- She didn't go to the museum.  
She went to the shopping centre.
- She didn't find a postcard.  
She found a shell.
- She didn't buy clothes.  
She bought postcards.
- She didn't swim in the sea.  
She looked at the stars.



# 3 Let's play

## Language focus

### Objectives

- to ask and answer about past events

### Vocabulary

desert, picnic

### Structures

Did you (watch TV)?  
Yes, I did. / No, I didn't.

## Materials

- flashcards of *desert*, *picnic* and the words taught in this module
- photocopies of the flashcards of *island*, *sea*, *sun*, *boat*, *forest*, *river*
- Blu tack
- cut-outs from SB page 133
- scissors (one pair for each pair of Ss)

## Revision

- Arrange the chairs in a circle and ask Ss to sit down.
- Stand in the middle of the circle. Explain to Ss that you are going to ask them questions using the vocabulary learnt in the previous lessons, e.g. *Did you swim on your holiday? Did you buy postcards? Did you eat fish?* etc. Ss have to answer *yes* or *no*. All Ss who answer *yes* have to get up and change seats. The Ss who answer *no* remain seated.
- The third time you ask a question, while the Ss that answered *yes* are switching seats, quickly sit in one of the empty seats. The S left standing has to take your place and ask the questions in the next round.

## Lesson plan

### Warm up

- Play the chant / poem *The holiday* in the SB on page 32 (Track 3 or 4) and have Ss say it along with the CD.

# 3 Let's play



desert



picnic

- Listen and read. Then play. Use the cut-outs on page 133.

### Look!

Did	you	swim?	Yes,	I	did.
	he		No,	he	didn't.
	she			she	
	they			they	

Is he a boy?

Did he go to the beach?

Yes.

Yes, he did.

Did he go windsurfing?

Yes, he did.

He's Karim.

Yes, that's right.

38

## Vocabulary Track 13

- Ask Ss to open their books to page 38.
- Play the CD and have Ss point to the pictures in the vocabulary section and repeat.

## Grammar box

- Ask a S *Did you go to the park at the weekend?* Encourage the S to answer *Yes, I did* or *No, I didn't*. Write the question and the answers on the board.
- Stick the flashcard of *catch a fish* and say *Did he catch a fish at the weekend?* Elicit the answer *Yes, he did*. Write the question and answer on the board. Point to the same flashcard and ask *Did he make a fire?* Elicit the answer *No, he didn't*. Write the question and answer on the board.
- Direct Ss' attention to the grammar box.
- Read the questions and the answers out loud and have Ss repeat.
- Refer Ss to the *Grammar reference* at the back of the book.

## Activity 1 Track 14

- Direct Ss' attention to the two children on page 38 and ask Ss to guess what is happening. (They are playing a guessing game.)
- Play the CD once and have Ss follow along in their books.
- Play the CD again and pause after each phrase for Ss to repeat (chorally - in groups - individually).

- Divide Ss into pairs.
- Ask Ss to cut out page 133 from the back of their books.
- Explain to Ss that they have to cut out the pictures and place them on their desks face-up. SA has to choose one of the pictures without telling SB. SB has to ask questions in order to find out which picture SA has chosen.
- Model how the game is played with a S.
- Ss swap roles.
- If time permits, have some pairs of Ss play the game in front of the class.



## Optional

### Snap!

- Hand out the photocopies of the flashcards (refer to the materials section).
- Divide Ss into pairs.
- Each S shuffles his/her flashcards and places them on the desk face-down.
- SA begins the game by revealing one card and placing it in the middle. The S has to say the word depicted on the card. SB continues the game by placing one of his/her cards on top. If the cards are the same, the first S to cover the pile of cards in the middle with his/her hand and call out *Snap!* takes them.
- The S who collects the most cards is the winner.



a. 2   b. 4   c. 3   d. 5   e. 1

### Activity 2

- Ss look at the picture in the previous activity and answer the questions.



1. No, he didn't.
2. Yes, they did.
3. No, he didn't.
4. No, he didn't.
5. Yes, he did.
6. No, he didn't.



### Activity 3

open answers



## Workbook

### Activity 1 Track 15

- Ss listen to the CD and number the people on the beach according to what each one did.

#### Listening transcript

1. **A:** *Did you go to the beach yesterday, Saud?*  
**B:** *Yes, I did.*  
**A:** *Did you swim?*  
**B:** *No, I didn't swim. You know I like painting. I painted a pretty picture.*
2. **A:** *Mr Ammar, did you go windsurfing yesterday?*  
**B:** *No, I didn't. I went to the beach, but I didn't go windsurfing.*  
**A:** *Did you swim?*  
**B:** *No, I didn't. I just bought an ice cream. It was delicious!*
3. **A:** *Did you take any pictures yesterday, Salim?*  
**B:** *No, I didn't take any pictures. I went to the beach.*  
**A:** *Did you swim?*  
**B:** *No, I didn't. I went windsurfing. I love windsurfing in the summer.*
4. **A:** *Hi, Sami. Did you go to the beach yesterday?*  
**B:** *Yes, I did.*  
**A:** *Did you swim?*  
**B:** *No, I didn't. I walked on the beach and I saw a lot of shells. They were very pretty!*
5. **A:** *Mr Karim, who took these pictures?*  
**B:** *I took them. I went to the beach yesterday and I took a lot of pictures.*  
**A:** *They're very pretty pictures.*  
**B:** *Thank you.*



## Language focus

## Objectives

- to practise the pronunciation of the consonant clusters **-nk**, **-ng**, **-ck**.

## Vocabulary

drink, bank, long, boring, clock, kick

## Phonics

**-nk** /nk/, **-ng** /ŋ/, **-ck** /k/



## Materials

- flashcards of *drink*, *bank*, *long*, *boring*, *kick*, *clock*
- phonics cards of **-nk**, **-ng**, **-ck** (TM pages 99-100 - one set per S)
- Blu tack
- scissors (one pair for each pair of Ss)

## Lesson plan



## Warm up

- Write the consonant clusters **-nk**, **-ng**, **-ck** on the board. Under each consonant cluster, stick the picture flashcards that depict words that end in those letters.
- Point to **-nk** and say /nk/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcards (*drink*, *bank*) and say the words they depict aloud, having Ss repeat after you.
- Repeat the same procedure with **-ng** /ŋ/, **-ck** /k/.

## Activity 1



## Track 16

- 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

**-nk** /nk/, *drink*, *bank*

**-ng** /ŋ/, *long*, *boring*

**-ck** /k/, *clock*, *kick*

## Activity 2



## Track 17 - Chant



## Track 18 - Poem

- Direct Ss' attention to the pictures, point to them and ask Ss questions they can answer, e.g. *Where are the boys in the first picture?* (They're in the house.) *What are they doing?* (They are sitting in the bedroom.) *Are they happy?* (No, they aren't. They're bored.) *Where are the boys in the second picture?* (They're outside / in the garden.) *What are they doing?* (They're playing football with a friend.) *Who's kicking the ball?* (Their friend is.) *What happens when their friend kicks the ball?* (He knocks the glass of juice off the table.)
- Play the chant / poem *A boring day* 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 poem / chant.

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



## TPR Activity

- Photocopy and give Ss the phonics cards of *drink*, *boring*, *kick* and *clock*.
- Explain to Ss that you will play the phonics chant / poem and that each time they hear one of these words, they have to raise the appropriate card while they say the chant / poem. Play the chant / poem once and demonstrate what Ss should do while they say the chant / poem.
- Play the chant / poem again and have Ss say the chant / poem 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 one of the consonant clusters **-nk**, **-ng**, **-ck**, e.g. /-nk/ and have Ss write a word with that consonant cluster on the board, e.g. *bank*.
- 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.
- Write **-nk**, **-ng**, **-ck** on the board.
- Place two piles of the phonics cards of **-nk**, **-ng**, **-ck** with the pictures facing up on your desk.
- Call up a S from each team to pick up a phonics card, say the word the picture depicts aloud and stick it below the corresponding consonant cluster with Blu tack.
- The S who does everything correctly gets a point for his/her team.
- Make sure that all the Ss on each team get a chance to go up and play.
- The team to earn the most points at the end of the game wins.

# Phonics

3

drink - long - clock

## 1 Listen and say.



## 2 Listen and chant.



### A boring day

It's five o'clock.  
It's a boring day.  
Let's drink some juice  
And play with Bruce.

Kick the ball, kick the ball  
Oh, no, Bruce!  
Oh, no, Bruce!  
My juice! My juice!



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

### Activity 3 Track 21

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

#### Listening transcript

1. long 2. clock 3. drink  
4. kick 5. boring 6. bank

1. long 2. clock 3. drink  
4. kick 5. boring 6. bank

### Activity 4

- Ss find the words depicted by the pictures in the grid, horizontally or vertically, and circle them.
- Then, they write them in the correct category.

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

nk drink, bank  
ng long, boring  
ck kick, clock

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## Workbook

### Activity 1 Track 19

- Ss listen to the CD, repeat the words and circle the word that doesn't belong (ends in a different sound from the other two).
- Check Ss' answers.

#### Listening transcript

1. bank, long, drink  
2. long, boring, bank  
3. drink, kick, clock  
4. clock, drink, bank

1. long 2. bank 3. drink 4. clock

### Activity 2 Track 20

- Ss listen to the CD and number the pictures in the order they hear them.
- Check Ss' answers.

#### Listening transcript

1. boring 4. kick  
2. long 5. bank  
3. clock 6. drink

# 3 Story time

## Language focus

### Objectives

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

### Vocabulary

mountain, cub, vet, cave

## Materials

- phonics cards of *nk*, *ng*, *ck*
- blown-up colour photocopies of Story time *The cub*
- flashcards of *mountain*, *cub*, *vet*, *cave*
- Blu tack
- flashcards of the vocabulary taught in this module

## Revision

- Play the chant / poem from SB p.39 (Track 17 or Track 18) and have Ss do the TPR activity from TM p.58.

## Lesson plan



### Warm up

- Revise the vocabulary and structures learnt in the previous lessons by playing a round of the game *Hot card*.
- Arrange some chairs in a circle at the front of the class, making sure there's a chair for every S. Invite Ss to the front of the class and have them sit (if this is not possible, do the activity with the Ss seated at their desks).
- Give out a flashcard of one of the activities learnt in the previous lessons.
- Explain to Ss that they have to pass the flashcard clockwise around the circle.
- When you say, *Stop*, the S holding the flashcard has to hold it up and say a sentence using that word in the Past Simple, e.g. flashcard of *pack*, *I packed my bags*.
- Play this game for as long as time permits and so that every S has had the chance to say a sentence each.

### Vocabulary Track 22

- Have Ss open their books to pp. 40-41.

# 3 Story time

## 1 Listen and read.

# The cub

In January, Jameel and Saud went on a winter holiday with their parents. It was very cold and Jameel was hungry all the time.



One day, Jameel and Saud found a cave in the mountains. It was very big.



But it wasn't big. In the cave there was a small cub.



- Direct Ss' attention to the vocabulary section at the top of p.41.
- Play the CD and have Ss point to the pictures and repeat.
- Say the words again in random order and have Ss repeat and point.

## Activity 1 Track 23

### Before reading

- Hold up the book or stick blown-up colour photocopies of the Story time *The cub* on the board.
- Tell Ss that they will listen to and read a story with the title *The cub*.
- Ask Ss to look at the pictures and guess what the story is going to be about.
- Elicit answers but do not correct Ss at this stage.
- Elicit that the *cub* is a young bear.
- Choose a few groups to read the story aloud to the class.

### 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' predictions. (The story is about two children who find an injured cub and take it to a vet. Then, they take it back to its mother.)
- 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:** Jameel and Saud are on a winter holiday with their parents. Jameel is eating. Saud is looking out the window.



mountain



cub



vet



cave

The children went to the vet.



Jameel and Saud listened to the vet. The cub was quiet.



The children took the cub back to the cave.



The mother bear came, picked up the cub and took it into the cave. The children were very happy.



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**Frame 2:** The children find a cave in the mountains. Jameel thinks he sees a big, black animal.

**Frame 3:** A cub comes out of the cave. The cub can't walk and the children decide to go to the vet.

**Frame 4:** The children are at the vet with the cub. The vet has bandaged its paw.

**Frame 5:** The children are still at the vet. The vet tells them to take the cub to its mother.

**Frame 6:** The children take the cub back to the cave and hide behind a bush, waiting for its mother.

**Frame 7:** The cub's mother takes the cub into the cave and the children are happy.

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

#### After reading

- Ask Ss comprehension questions, such as the following:

**Frame 1:** *When did they go on a winter holiday? (In January.)*  
*What was the weather like? (It was very cold.)*

**Frame 2:** *What did the children find in the mountains? (They found a cave.)*  
*What did Jameel think he saw in the cave? (A big, black animal.)*

**Frame 3:** *Was there a big, black animal in the cave? (No, there wasn't.)*  
*What was in the cave? (A cub.)*

**Frame 4:** *Where did the children go with the cub? (They went to the vet.)*

**Frame 5:** *Was the cub noisy? (No, it wasn't. It was quiet.)*

**Frame 6:** *Did the children take the cub back to the cave? (Yes, they did.)*

*What did the children do after that? (They waited for the cub's mother.)*

**Frame 7:** *Did the cub's mother come back to the cave? (Yes, it did.)*  
*What did it do? (It picked up the cub and took it into the cave.)*

*Were the children sad? (No, they weren't. They were happy.)*

*Who was hungry? (Jameel.)*

- Divide Ss in groups of four and have them read the story aloud. Tell Ss to swap roles.



## Optional

### Say if it's true

- Stick some of the flashcards of the words taught in this module on the board.
- Explain to Ss that when you point to a flashcard and say the word depicted on it, they have to repeat the word, whereas when you say the wrong word for a flashcard you're pointing to, Ss have to fold their arms and stay silent.
- For example, if you're pointing to the *river* flashcard and you say *river*, Ss have to repeat the word. But if you're pointing to the *forest* flashcard and say *island*, Ss have to cross their arms in front of them and remain silent.



## Workbook

### Activity 1

- Ss refer to the story in the SB and match the pictures with the correct phrases.



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

### Activity 2

- Ss refer to the story and answer the questions.



1. In January.
2. It was very cold.
3. A cub.
4. They took it to the vet.
5. Yes, it did.



### Activity 3

open answers



# 3 Revision

## Language focus

### Objectives

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

## Materials

- blown-up colour photocopies of Story time *The cub*
- Blu tack
- flashcards of the vocabulary taught in this module

## Revision

- Divide Ss into pairs and ask them to make two word cards each and write YES on one card and NO on the other.
- SA asks SB a question about the story in the previous lesson using *Did*, *Was* or *Were*, e.g. *Was it cold?* *Did the children find a cat in the mountains?* SB has to choose a word card YES or NO to answer the questions.
- Ss take turns.
- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Ask Ss to take turns to retell the sequence of events. Help them when necessary.
- Have Ss open their books to pages 40-41. Play the CD (Track 23) and have Ss follow along in their books.
- Play the CD and encourage Ss to shadow read (read along with the CD).
- Then have some Ss read the story aloud for the whole class.

## Lesson plan

### Warm up

- Play the game *Say if it's true* in the TM on page 61 to revise the vocabulary learnt in this module.

### Activity 1 Track 24

- Have Ss open their books on page 42. Hold up your book, and read the first two sentences. Tell Ss that they are going to listen to a short dialogue and

## Revision 3

### 1 Listen and write T for True and F for False.

- Afaf went to the Blue Mountains. ☐
  - Afaf went to Rocky Island. ☐
- Afaf went to Pinewood Forest. ☐
  - Afaf swam in the river. ☐
- Afaf found a big shell. ☐
  - Afaf's father caught a fish. ☐

### 2 Write the past tense of the verbs.

- catch c a u g h t
- pack \_\_\_\_\_
- take \_\_\_\_\_
- see \_\_\_\_\_
- swim \_\_\_\_\_
- sail \_\_\_\_\_
- be \_\_\_\_\_
- eat \_\_\_\_\_

### 3 What did you do on your last holiday? Look and tick (✓). Then ask and answer.



	You	Friend 1	Friend 2
 walk on the beach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 sail a boat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 swim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 take pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 eat fish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 4 Write three things you did on your last holiday.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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they have to write which sentence is true and which one is false.

- Play the CD (more than once if necessary) and have Ss complete the activity.
- Read the rest of the sentences out loud. Play the CD for Ss to listen to the rest of the dialogue and have them do the activity.
- Have Ss compare their answers in pairs first, then check as a class.

### Listening transcript

1. **Girl 1:** Hey, Afaf! How was your holiday?

**Girl 2:** Oh, it was great!

**Girl 1:** Where did you go? Did you go to the Blue Mountains?

**Girl 2:** No, we didn't. We went to an island, Rocky Island.

**Girl 1:** Wow! It's beautiful there.

2. **Girl 1:** And what did you do on Rocky Island? Did you go to Pinewood Forest?

**Girl 2:** Yes, we did. It was very quiet there. There was a river, too.

**Girl 1:** Did you swim in the river?

**Girl 2:** No, we didn't. We swam in the sea.

3. **Girl 2:** The beaches are sandy. The water is so blue. I found a very big shell.

**Girl 1:** Wow! Did your father catch any fish? He's a great fisherman.

**Girl 2:** No, he didn't. He swam and relaxed on the beach.



1. a. F      2. a. T      3. a. T  
b. T      b. F      b. F

### Activity 2

- Direct Ss' attention to the verbs 1-8.
- Explain to Ss that they have to write the past tense of these verbs.
- Have Ss compare their answers in pairs first, then check as a class.



1. caught      2. packed      3. took      4. saw  
5. swam      6. sailed      7. were      8. ate

### Activity 3

- Direct Ss' attention to the boys and ask them what they think they are doing. (One boy is asking the other questions about his last holiday and the boy is answering.)
- Hold up your book, point to each photo, and ask Ss to name the activities depicted.
- Divide Ss in groups of three and explain that they have to take turns to ask and answer questions about their last holiday. Point to the table and explain that they have to write down their friends' answers as well as their own.
- Have some groups perform the exchange in front of the class.

### Activity 4

- Ask Ss to write three things they did on their last holiday.
- Choose a few Ss to read their sentences aloud.



open answers

### Activity 4

- Ss read the sentences and complete them using the Past Simple of the verbs in brackets. Then, they match them with the corresponding pictures.



1. went  
2. didn't play, found  
3. sailed  
4. caught, had

a. 2    b. 1    c. 4    d. 3

### Activity 5

- Ss look at the photos and complete the crossword with the Past Simple of the verbs in the box.



1. bought  
2. packed  
3. saw  
4. took  
5. made



## Optional

### Don't break the chain

- Play the game *Don't break the chain* using the holiday activities learnt in the module.
- Get Ss to sit in a circle. If you have a large number of Ss, divide them into groups.
- Say *I bought postcards*. The S to your right says *You bought postcards, I took pictures*. The S to his/her right says, *He/She bought postcards, You took pictures, I played with my friends*.
- Ss continue in the same manner. The S who doesn't remember an activity someone else has mentioned is out of the game.



## Workbook

### Activity 1

- Ss look at the pictures and complete the sentences with the verbs in the box.



1. found      2. looked      3. swam      4. ate

### Activity 2

- Ss read the dialogues and complete them with the phrases in the box.



1. What did you do    2. Did you    3. I didn't    4. I did

### Activity 3

- Ss look at the pictures and write a negative and an affirmative sentence using the Past Simple and the prompts given, as in the example.



1. They didn't make omelettes. They made sandwiches.  
2. She didn't see a snake. She saw a shark.  
3. He didn't buy postcards. He took pictures.

# 3 Project

## Language focus

### Objectives

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

## Materials

- pictures or drawings from your last holidays or pictures from magazines with people on holiday
- photocopies of the flashcards *pack, pick flowers, make a fire, catch a fish, buy postcards, look at the stars*
- chalk / masking tape
- Blu tack

## Revision

- Write the verbs *play, watch, listen, make, have, take, swim, eat, see* on the board and ask Ss to use them in order to say what they did at the weekend, e.g. *I played with my friends at the weekend.*

## Lesson plan



### Warm up

- Stick your drawings / pictures or the magazine pictures on the board and present them to the class. Say, e.g. *I swam in the sea in the summer.*
- Encourage Ss to make a sentence for some of the pictures on the board.

### Activity 1 Track 25

- Have Ss open their books to page 43.
- Draw Ss' attention to the text and ask them to guess what type of text it is (a letter).
- Read the rubric and ask Ss to listen to the CD and answer the question.
- Play the CD and ask Ss to follow along in their books.
- Elicit Ss' answer. (The letter is about Hassan's summer holiday.)
- Ask Ss some comprehension questions:  
*Who did he write the letter to? (Omar.)*  
*Where did Hassan go last month? (He went to Malaysia.)*  
*What was the weather like? (It was hot and sunny.)*  
*Did he go to the beach? (Yes, he did.)*  
*What did he do there? (He swam and he sailed a boat.)*  
*Did he buy any postcards? (No, he didn't.)*  
*What did he buy? (He bought a big hat.)*  
*Did he like it? (Yes, he did.)*
- If you have time, choose a few Ss to read the text.



## Writing tip

- Direct Ss' attention to the *Writing tip* and read it out loud.
- Explain the writing tip to Ss and point out the three examples.
- Ask Ss to find examples of the writing tip in the text in activity 1.
- Write more examples such as the following on the board:
  1. I like biscuits \_\_\_\_\_ cake, \_\_\_\_\_ I don't like sweets.
  2. I am cooking \_\_\_\_\_ I am hungry.
  3. It was hot \_\_\_\_\_ sunny, \_\_\_\_\_ we didn't swim.
  4. Omar can play baseball, \_\_\_\_\_ he can't play basketball.
  5. I like monkeys \_\_\_\_\_ they are funny.
  6. Ali doesn't play tennis, \_\_\_\_\_ he plays volleyball.
  7. There's some chocolate \_\_\_\_\_ flour in the cupboard.
- Then have Ss read the sentences chorally, filling in the *and, but* or *because*.



1. and, but
2. because
3. and, but
4. but
5. because
6. but
7. and

## Project

### 1 Read Hassan's letter. What is it about?

Dear Omar,

How are you? I came back from my holiday yesterday.

Last month, I went to Malaysia with my father, my mother and my sister. It was hot and sunny. I had a great time because I was on the beach all day. I swam and sailed a boat. Then, I took a lot of pictures. I didn't buy any postcards, but I bought a big hat. It was great!

Where are you now? Write back to me!

Bye for now,  
Hassan



### 2 Write about your holiday to a friend in the space provided in the Workbook on page 111. Answer the questions given. Use **Then**, **and**, **but**, **because**.

When did you go?      What did you do?  
Where did you go?      Did you like it?  
Who was with you?

### Writing tip

We use **and** to talk about the same ideas.  
We use **but** to talk about different ideas.  
We use **because** to say why.

It was hot **and** sunny.  
I didn't buy any postcards, **but** I bought a big hat.  
I had a great time **because** I was on the beach all day.

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to the start and gives the scrunched-up piece of paper 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

- Ss read the sentences and complete them using **and**, **but** or **because**.



1. because, and
2. but
3. but
4. and
5. because
6. and

### Activity 2

- Explain to Ss that they have to write a letter to a friend about their holiday. Tell Ss that they have to write their friend's name after **Dear** and their own name after **Bye for now**.
- Point out to Ss that they have to answer the questions in the blue box (Student's Book p.43, activity 1) and write their letter. Additionally, they have to use the words **and**, **but**, **because** and **Then** in their letter.
- Ss can draw or stick pictures in the space provided.

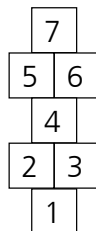


open answers



## Optional Miming hopscotch

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



- Stick photocopies of the flashcards on each square.
- Tell Ss that they have to take turns playing, one at a time.
- The S whose turn it is throws a scrunched-up piece of paper 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 paper, he/she stops to pick it up, makes a sentence about his/her holidays with the word on the flashcard and mimes the action, e.g. *I caught a fish on my holiday*. Then the S continues hopping

# 3 Smart time

## Language focus

### Objectives

- to provide Ss with cross-cultural information

## Revision

- Have some Ss read their projects from the previous lesson (WB page 111).
- Check Ss' projects.
- Revise the writing tip learnt in the previous lesson by writing the following sentences on the board:
  - Khaled didn't go windsurfing yesterday, \_\_\_\_\_ he went swimming.
  - Maha wants peppers \_\_\_\_\_ onions on her pizza.
  - I don't like sharks \_\_\_\_\_ they are scary.
  - It was sunny yesterday \_\_\_\_\_ very cold.
  - I'd like some lemonade, some chips \_\_\_\_\_ a sandwich, please.
  - Mohammed and Jassim like playing tennis, \_\_\_\_\_ they don't like playing table tennis.
- Have Ss copy the sentences in their notebooks and complete them by filling in *and*, *but* or *because* in the appropriate places.
- Check Ss' answers as a class.

- |        |            |        |
|--------|------------|--------|
| 1. but | 3. because | 5. and |
| 2. and | 4. but     | 6. but |

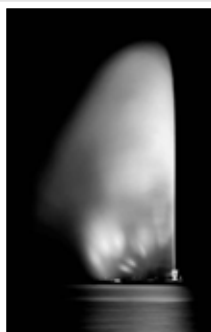
# smart Time 3

## 1 Listen and read.



fountain

## Holiday destinations



Jeddah is in Saudi Arabia. There are so many places you can visit in Jeddah! For example, the Floating Mosque on the Red Sea. Jeddah has got beautiful beaches, but also many museums. There is the Naseef House and King Abdulaziz Palace, a very interesting museum. There is also King Fahd's Fountain. There are many markets and restaurants in Jeddah. Saudi food is delicious!



Dubai is in the United Arab Emirates. In Dubai, you can visit the Burj Khalifa building! On



the top, there is a restaurant and you can see the city from there! It's great and it has got delicious food! You can visit the Dubai Museum and Ski Dubai, too. It's a place for skiing and shopping. There is also the Dubai Mall, a shopping centre with 1,200 shops! It is great!



## 2 Read activity 1 and complete.

- The Floating \_\_\_\_\_ is on the Red Sea.
- On the top of the Burj Khalifa building, there is a \_\_\_\_\_.
- King Abdulaziz Palace is a very interesting \_\_\_\_\_.
- Ski Dubai is a place for skiing and \_\_\_\_\_.
- Saudi food is \_\_\_\_\_.

44

## Lesson plan



### Warm up

- Have Ss open their books to page 44.
- Direct Ss' attention to the photos and ask them if they have visited any of the places depicted. If they haven't ask Ss if they would like to visit the depicted places or any other places they know of.
- Encourage Ss to answer and accept answers in L1 as Ss may have difficulty with the names of the places.

### Vocabulary Track 26

- Direct Ss' attention to the vocabulary depicted at the top of the page.
- Play the CD and have Ss point to the picture in the vocabulary section and repeat.
- Say the word again and have Ss repeat and point.

### Activity 1 Track 27

- Direct Ss' attention to the photos and ask them to guess what they think the texts will be about. (The texts are about Jeddah and Dubai.)
- Play the CD and have Ss follow along in their books.
- Ask Ss to point to the appropriate texts as you play the CD.

- Play the CD again and encourage Ss to shadow read (read along with the CD).
- Explain any unknown words.
- Ask Ss some comprehension questions, such as the following:

#### **Text 1**

*What can you visit in Jeddah? (You can visit the Floating Mosque on the Red Sea, the beautiful beaches and the museums.)*

*What else is there in Jeddah? (The Naseef House and King Abdulaziz Palace.)*

*What is King Abdulaziz Palace? (It's a very interesting museum.)*

*Whose fountain is there? (King Fahd's Fountain.)*

#### **Text 2**

*What can you see at the Burj Khalifa Building? (There is a restaurant on the top and you can see the city from there.)*

*What museum is there? (The Dubai Museum.)*

*What can you do at Ski Dubai? (You can ski and shop.)*

*How many shops does the Dubai Mall have? (It has 1,200 shops.)*

- If time permits, have some Ss read the texts aloud for the whole class.

#### **Activity 2**

- Explain to Ss that they have to refer to activity 1 and complete the sentences with the appropriate words.
- Check Ss' answers.



1. Mosque
2. restaurant
3. museum
4. shopping
5. delicious





## Language focus

## Objectives

- to practise the pronunciation of **nd** /nd/ and **nt** /nt/
- to say a phonics chant / poem

## Vocabulary

friend, blond, plant, tent

## Phonics

**nd** /nd/ and **nt** /nt/



## Materials

- flashcards of *friend, blond, plant, tent*
- phonics cards of *nd, nt* (TM pages 101-102 - one set per S)
- Blu tack
- plain A4 paper (enough for all Ss)

## Lesson plan



## Warm up

- Write *nd* and *nt* on the board. Under each digraph, stick the flashcards with the objects that end in that sound.
- Point to *nd* and say /nd/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcards (*friend, blond*) and say the words they depict aloud, having Ss to repeat after you.
- Follow the same procedure with *nt*.

## Activity 1



## Track 28

- 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

*nd, /nd/, friend, blond*  
*nt /nt/, plant, tent*

## Activity 2



## Track 29 - Chant



## Track 30 - Poem

- Direct Ss' attention to the picture. Ask Ss, in L1, what they can see. (Two boys carrying presents.)
- Ask Ss, *What did the boy with the brown hair buy?* (He bought a plant.) *What did the other boy buy?* (He bought a tent.) *What colour is the plant?* (It's pink.) *What colour is the tent?* (It's yellow.)
- Play the chant / poem *Tom and I* 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.

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



## TPR Activity

- Photocopy and give Ss the *nd* and *nt* phonics cards.
- Explain to Ss that they have to say the chant / poem while raising the corresponding card each time.
- You can divide Ss into two groups. One group raises the phonics cards with *nd*, and the other with *nt* while they say the chant / poem.



## 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 digraphs (*nd, nt*), e.g. /nd/ and have Ss write a word ending in that digraph on the board, e.g. *friend, blond, etc.* and say the sound /nd/ aloud.
- 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 hold-up

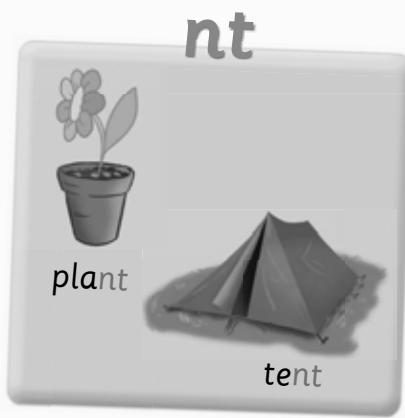
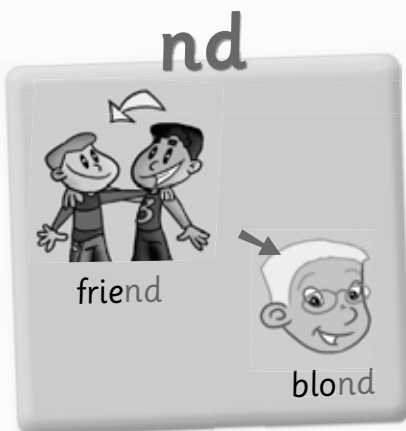
- Tell Ss that you are going to play a game.
- Explain to Ss that they are going to raise the flashcards of the pictures of the words that end with the sounds /nd/ or /nt/ and say the word.
- Ss have to raise the corresponding phonics card and call out the sound.
- Any S that raises the wrong card is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

# Phonics

## friend - plant

3

### 1 Listen and say.



### 2 Listen and chant.



#### Tom and I

This is my friend.  
His name is Tom.  
I've got brown hair,  
But Tom is blond.

Tom bought a tent  
For his brother Fred,  
And I bought a plant  
For my aunt!

45

### Activity 4

- Ss match the pieces of the jigsaw puzzle to form words and then match them with the correct picture.

1. bl-ond, a 2. te-nt, d  
3. pl-ant, c 4. fr-iend, b

## Workbook Phonics Revision

### Activity 1 Track 33

- Ask Ss to turn their books to p.102.
- 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

nk, /nk/, ng, /ŋ/, ck, /k/, drink, bank,  
long, boring, kick, clock  
nd, /nd/, nt, /nt/, friend, blond,  
plant, tent

### Activity 2 Track 34

- Play the CD once and have Ss point to the pictures in their books and repeat.
- Play the CD and have Ss circle the correct letters / sound each word ends in.

#### Listening transcript

1. boring 2. kick 3. tent  
4. blond 5. long 6. clock

1. ng 2. ck 3. nt 4. nd 5. ng 6. ck

## Now I can

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

### Activity 1

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

### Activity 2

- Follow the same procedure as in Activity 1.

### Activity 3

- Follow the same procedure as in Activity 2.

### Activity 4

- Direct Ss' attention to the first picture and ask them *Where were they? What did they do?* Elicit Ss' answers. Then read the sentence and have Ss repeat it and tick the box.
- Do this with the other sentences / question and answer.



## Workbook

### Activity 1 Track 31

- Ss listen to the CD, repeat the words and circle the one that doesn't belong (ends in a different sound from the other two).

#### Listening transcript

1. plant, friend, blond  
2. tent, blond, plant  
3. plant, tent, friend

1. plant  
2. blond  
3. friend

### Activity 2 Track 32

- Ss number the pictures in the order they hear them.

#### Listening transcript

1. friend 2. blond 3. tent 4. plant

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

### Activity 3

- Ss look at the photos and complete the crossword.

1. BLOND 2. TENT 3. FRIEND 4. PLANT

# 4 The world around us

## A chant

### Language focus

#### Objectives

- to say a chant / poem
- to identify and compare animals

#### Vocabulary

**Adjectives:** strong, fast, slow

**Animals:** cheetah, mouse, mice, rat, giraffe

#### Structures

Tigers are stronger than lions.

### Materials

- flashcards of *cheetah, mice, strong, slow, fast, rat, horse, tiger, lion, hippo, elephant, mouse, crocodile, cat, zebra, giraffe, camel*
- photocopies of the above flashcards (one per S)
- Blu tack

### Lesson plan



#### Warm up

- Present the adjectives *strong, slow* and *fast* by miming them. Flex your arms like a bodybuilder and say *I'm strong*. Repeat this sentence and encourage Ss to repeat after you.
- Do the same thing with the adjectives *slow* and *fast* by walking slowly and fast.
- Stick the flashcards of *cheetah, mouse, mice, rat* and *giraffe* on the board, say the words and encourage Ss to repeat after you.

#### Vocabulary



#### Track 35

- Have Ss open their books to page 46. Direct Ss' attention to the vocabulary section at the top of the page and point out the words.
- 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



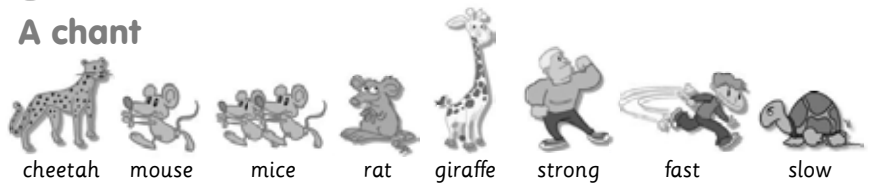
#### Track 36 - Chant Track 37 - Poem

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

- Direct Ss' attention to the pictures of the animals around the chant / poem and encourage Ss to identify them by calling out the names (a horse, a cheetah, a lion, a tiger, a hippo, an elephant, a crocodile, a cat, a rat, a

# 4 The world around us

## A chant



### 1 Listen and match. Then say.

a.



The world has got many animals

The world has got many animals,  
Big, small, thin and tall.

The world has got many animals.  
Do you know them all?

b.



Lions are strong, but tigers are stronger.  
Horses are fast, but cheetahs are faster.

c.

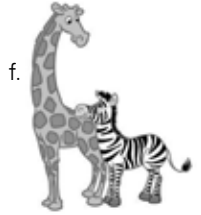


Giraffes are taller than zebras  
And mice are smaller than rats.  
Hippos are shorter than elephants  
And crocodiles are bigger than cats.

d.



f.



e.



### 2 Read activity 1 and write T for True or F for False.

1. Lions are stronger than tigers. ☐
2. Cheetahs are faster than horses. ☐
3. Giraffes are taller than zebras. ☐
4. Rats are smaller than mice. ☐
5. Elephants are shorter than hippos. ☐
6. Crocodiles are bigger than cats. ☐

46

mouse, a giraffe and a zebra).

- Tell Ss they're going to listen to a chant / poem. Then, ask them to guess what it is going to be about.
- Explain to Ss that they have to listen to the chant / poem and match the lines that mention the animals to the corresponding pictures of the animals.
- Play the chant / poem once and have Ss point to the chant / poem.
- Play the chant / poem a second time, pausing after the lines that mention the animals so that Ss have enough time to match.
- Play the chant / poem again for Ss to check their answers.
- Check answers as a class.
- When Ss feel comfortable, invite them to say the chant / poem.

a. 6th line   b. 5th line   c. 9th line   d. 10th line   e. 8th line   f. 7th line



#### TPR Activity

- Hand out photocopies of the animal flashcards to Ss, so that each S has got a copy.
- Ask Ss to stand at their desks. Explain that you are going to play the chant / poem and that they'll say it along with the CD. As they hear the animal that they have, they are going to raise their flashcard.
- Play the chant / poem and have Ss raise their cards and say it along with the CD.

#### Activity 2

- Explain to Ss that they have to refer to the chant / poem in activity 1 in order to complete the activity by writing T for true next to the true sentences and F for false next to the false sentences. Check Ss' answers.

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

## Look!

Tigers are stronger than lions.


strong – stronger

big – bigger

thin – thinner

fat – fatter


### 3 Read and complete.

1.  Cheetahs are faster than (fast) zebras.

2.  Hippos are \_\_\_\_\_ (slow) wolves.

3.  Tigers are \_\_\_\_\_ (strong) lions.

4.  Giraffes are \_\_\_\_\_ (tall) elephants.

5.  Crocodiles are \_\_\_\_\_ (big) cats.

### 4 Choose and say.

cheetah camel rat  
horse bird duck parrot  
elephant rabbit cat lion  
tiger giraffe zebra hippo  
crocodile snake wolf

strong fast big small  
thin fat tall short slow

Giraffes are taller  
than zebras.



47

## Grammar box

- Draw a small bird and a cat on the board.
- Point to the cat and say *The cat is bigger than the bird.* Repeat this sentence and encourage Ss to repeat after you. Then write this sentence on the board under the cat. Underline the **-er** ending and *than*.
- Then point to the bird and say *The bird is smaller than the cat.* Repeat this sentence and encourage Ss to repeat after you. Then write this sentence on the board under the bird. Underline the **-er** ending and *than*.
- Elicit that we use the comparative form to compare two people, animals or things.
- Point out that in one syllable adjectives that end in a consonant, vowel, consonant, the last consonant is doubled *big - bigger*.
- Direct Ss' attention to the grammar box. Read the sentences and have Ss repeat.
- Refer Ss to the *Grammar reference* at the back of the book.

## Activity 3

- Explain to Ss that they have to read and complete the sentences with the comparative form of the adjectives in brackets.

1. faster than 2. slower than 3. stronger than 4. taller than 5. bigger than

## Activity 4 Track 38

- Direct Ss' attention to the boys and ask them to guess what they are doing. (They are comparing different animals.)
- Play the CD and have Ss chorally repeat what the boy says.
- Divide Ss into pairs and have them take turns comparing the animals in the box by using the adjectives given in the second box.
- If time permits, have a couple of pairs of Ss present the activity to the rest of the class.



## Workbook

### Activity 1

1. taller 2. bigger 3. stronger  
4. slower 5. faster 6. thinner  
7. hotter 8. fatter

### Activity 2

1. is smaller than the cat.  
2. is fatter than the hippo.  
3. are stronger than lions.  
4. are taller than zebras.  
5. are faster than camels.

### Activity 3 Track 39

- Ask Ss to read the questions and tick (4) the answer they believe is correct.
- Then, they listen to the CD and check their answers.

## Listening transcript

**Presenter:** Welcome to another 'Kids Quiz' show. Tom and Bill are here today to play and win a five-day holiday in Riyadh with their parents. Are you ready?

**Tom:** Yes!

**Bill:** Yes, I am!

**Presenter:** OK, then. The first question is for ten points. Riyadh and Jeddah are two big cities in the KSA. Is Jeddah bigger than Riyadh? (Buzzer) Tom?

**Tom:** Riyadh is bigger than Jeddah. More than 5,000,000 people live there.

**Presenter:** That's right. Ten points for you, Tom. The next question is for twenty points. Is the camel taller than the giraffe? (Buzzer) Bill?

**Bill:** Yes, it is. I saw a camel in the zoo last year and it was very tall, almost two metres.

**Presenter:** Well, camels are tall animals, but the giraffe is taller. It's about 5-6 metres tall. No points for you, Bill. The next question is for thirty points. Is the hippo heavier than the elephant? (Buzzer) Bill?

**Bill:** No, it isn't. The elephant is heavier than the hippo.

**Presenter:** Yes, Bill, correct. Thirty points for you, and Tom you've got ten points. The last question is for thirty points. Tom, if you answer this question, you can win. Is the Amazon river longer than the Nile? (Buzzer) Bill.

**Bill:** Yes, it is. (Buzzer)

**Tom:** No, it isn't. The Nile is longer.

**Presenter:** Tom, you are correct. The Nile is longer. You've got forty points. Congratulations, Tom! You're the winner of today's show.

**Tom:** Thank you.

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



## Language focus

## Objectives

- to compare people and animals

## Vocabulary

**Animals:** whale, dolphin, shark

**Adjectives:** angry, heavy

**Subjects:** Science

## Structures

good - better

ugly - uglier



## Materials

- flashcards of *whale, dolphin, shark, heavy, angry, Science*
- photocopies of flashcards of *cheetah, strong, fast, rat, horse, tiger, lion, hippo, elephant, mouse, crocodile, cat, zebra, giraffe* (one per S)

## Revision

- Play the chant / poem *The world has got many animals* in the SB on page 46 (Track 36 or 37) and have Ss do the TPR activity (TM page 70).



angry



whale



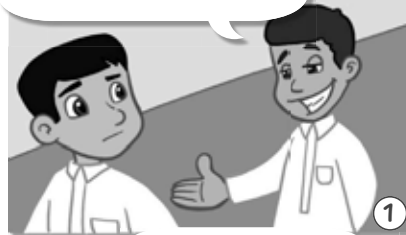
dolphin



shark

## 1 Listen and read.

Jameel, can you help me with my project? You're better than I am at Science.

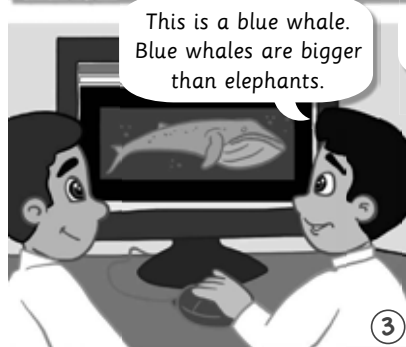


What's the project about?

It's about sea animals.

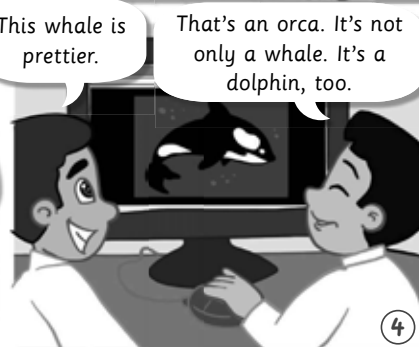


This is a blue whale. Blue whales are bigger than elephants.

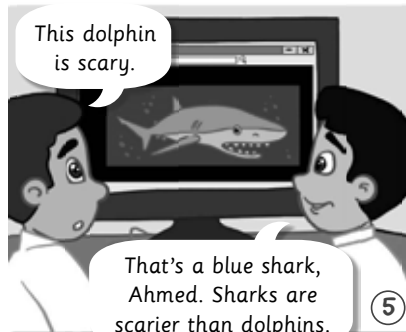


This whale is prettier.

That's an orca. It's not only a whale. It's a dolphin, too.



This dolphin is scary.



That's a blue shark, Ahmed. Sharks are scarier than dolphins.

Good job, Ahmed.

Thank you, Mr Hassan.



And thank you, Jameel.

## Lesson plan



## Warm up

- Present the adjective *angry* by pretending to be angry. Make an angry face and say *I'm angry*. Repeat this sentence and encourage Ss to repeat after you.
- Pretend you are lifting something heavy, say the adjective and ask Ss to repeat.
- Stick the flashcards of *whale, dolphin, shark* and *Science* on the board, say the words and encourage Ss to repeat after you.

## Vocabulary Track 40

- Have Ss open their books to page 48. Direct Ss' attention to the vocabulary section.
- Play the CD a few times and have Ss point to the words and repeat.

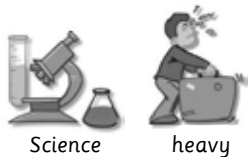
- Say the words again in random order and have Ss repeat and point.

## Activity 1 Track 41

- Direct Ss' attention to the third picture, point to the whale, and ask Ss *What's this?* Encourage Ss to answer *It's a whale*.
- Then point to the orca in the next picture and ask Ss if they know what it is. Explain to Ss that it's an orca. (Despite common belief that orcas are whales, they are in fact the largest member of the dolphin family.)
- Have Ss look at the presentation and ask them (in L1) to tell you what they think is happening. (Ahmed has a project to do about sea animals and asks Jameel to help him. Jameel helps Ahmed with his project by showing him a few things about sea animals on his computer. The next day Ahmed presents his project. It's a success and he's happy and grateful to Jameel for helping him.)
- Ask Ss to point to the appropriate speech bubbles 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 once more, pausing after each phrase for Ss to repeat.
- Model acting out the story with two Ss. Choose three Ss to act it out for the class. Then, have Ss act out the story in groups of three.

## Grammar box

- Point to the grammar box at the top of page 49 and read it out loud.
- Ask Ss what they notice about the formation of the comparative form of the



Science

heavy

### Look!

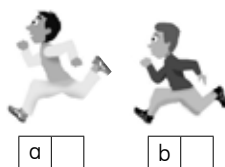
good - better    pretty - prettier    angry - angrier  
ugly - uglier    scary - scarier    heavy - heavier

### 2 Read activity 1 and choose T for True and F for False.

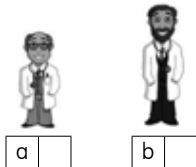
1. Jameel has a Science project for school. **T F**
2. The project is about sea animals. **T F**
3. Elephants are smaller than blue whales. **T F**
4. The shark is scary. **T F**
5. Ahmed's teacher doesn't like his project. **T F**

### 3 Listen and tick (✓).

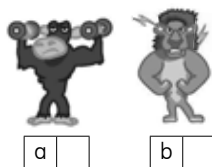
1. Who's Karim?



2. Who's Jameel?

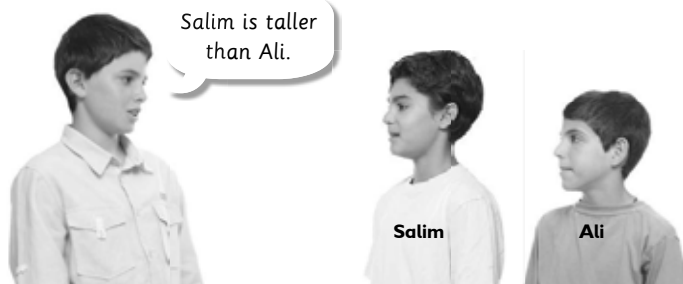


3. Who's Rory?



### 4 Look at your classmates, ask and answer. Use the adjectives in the box.

tall    happy    short    thin    long    big    small    strong



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adjective *good*. Elicit that the comparative form of *good* doesn't follow the regular rule because it is irregular.

- Ask Ss to look at the adjectives (pretty, angry, ugly, scary) and say what they notice about how they are formed in the comparative. Elicit that adjectives ending in a consonant and **-y**, drop the **-y** and take the ending **-ier** in the comparative form.
- Give Ss more examples: happy - happier, hungry - hungrier.
- Refer Ss to the *Grammar reference* at the back of the book.

### Activity 2

- Explain to Ss that they have to refer to activity 1 and circle the correct answer.

1. F    2. T    3. T    4. T    5. F

### Activity 3 Track 42

- Explain to Ss that they will listen to three exchanges and they have to tick the correct picture according to the transcript.
- Play the CD once, pausing after each exchange so that Ss have enough time to tick the correct box.
- Play the CD again and have Ss check their answers.

### Listening transcript

1. **A:** Who's Karim?

**B:** Karim is faster than Ali. Karim is taller than Ali.

2. **A:** Who's Jameel?

**B:** Jameel is happy. He's shorter than Omar.

3. **A:** Who's Rory?

**B:** Kong and Rory are strong. Rory is angrier than Kong.

1. a    2. a    3. b

### Activity 4 Track 43

- Direct Ss' attention to the picture of the boys.
- Ask them to guess what they are doing. (The boy on the left is comparing the other two boys to one another.)
- Play the CD and have Ss chorally repeat.
- Divide Ss into groups of three and have them take turns comparing the members of their groups, using the comparative forms of the adjectives in the box.
- Have a couple of groups do the activity in front of the class.



## Workbook

### Activity 1

1. Jameel, Ahmed, Science
2. Blue, whales, elephants
3. Sharks, dolphins

### Activity 2

1. Jane is prettier than Helen.
2. The rat is uglier than the fish.
3. The table is heavier than the chair.
4. Ameer is happier than Saleh.
5. Abdullah is a better student than Ali.



# 4 Our world

## Language focus

### Objectives

- to talk about our solar system
- to compare the planets of our solar system

### Vocabulary

**Space:** planet

**Adjectives:** close, far

**Prepositions of movement:** around

### Structures

Venus is the hottest planet.

hot - hotter - the hottest

far - farther/further -

the farthest/furthest

good - better - the best



## Materials

- flashcards of *planet, close, far, around, cat, tiger, cheetah*
- word cards of *strong, fast, thin, fat, slow, heavy*
- Blu tack

## Revision

- Revise the vocabulary and structures learnt in the previous lessons by playing a few rounds of the game **Hot card**.
- Give out a word card of an adjective folded in half so that the word on it doesn't show (refer to the materials section above).
- Play the chant / poem *The world has got many animals* in the SB on page 46 (Track 36 or 37) and have Ss pass the word card around.
- When you stop the CD, the S holding the word card has to unfold it and say the comparative form of the adjective out loud, e.g. *angry - angrier*.
- Play this game for as long as time permits.

# 4 Our world



planet



around



close



far

## 1 Listen and read.

Science

# The Solar System

There are eight planets in our solar system:

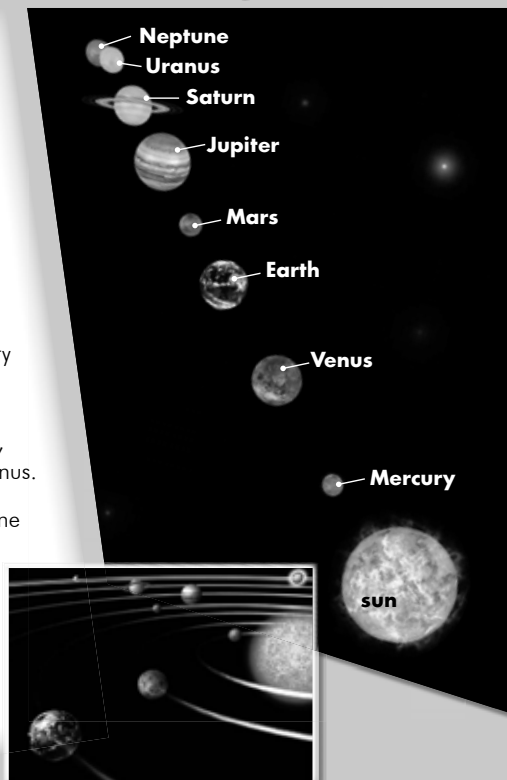
Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.

The sun is at the centre of our solar system. It is a star and all the planets go around it.

Earth is our planet. Mercury is the closest planet to the sun. It's also the smallest planet. Mercury is very hot, but the hottest planet is Venus.

Saturn, Uranus and Neptune are the coldest planets.

Neptune is also the farthest planet from the sun. Saturn, Uranus and Neptune are very big, but Jupiter is the biggest planet of all.



50

## Lesson plan



### Warm up

- Ask two Ss to come up to the front of the class.
- Ask one S to stand still and the other S to walk around him/her. Point to the S walking around and say *around*. Repeat the word and encourage Ss to repeat after you.
- Next, have the Ss at the front of the class stand next to each other. Point to them and say *close*. Repeat the word and encourage Ss to repeat after you.
- Tell the Ss standing to walk far away from each other and stand far away from each other. Point to them and say *far*. Repeat the word and encourage Ss to repeat after you.
- Hold up the flashcard of *planet* and say the word encouraging Ss to repeat after you.

### Vocabulary Track 44

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

### Activity 1 Track 45

- Have Ss look at the presentation and ask them (in L1) if they recognise any

**Look!**

Venus is the hottest planet.

hot – hotter – the hottest

far – farther/further – the farthest/furthest

good – better – the best

**2 Read activity 1 and answer.**

1. How many planets are there in our solar system?

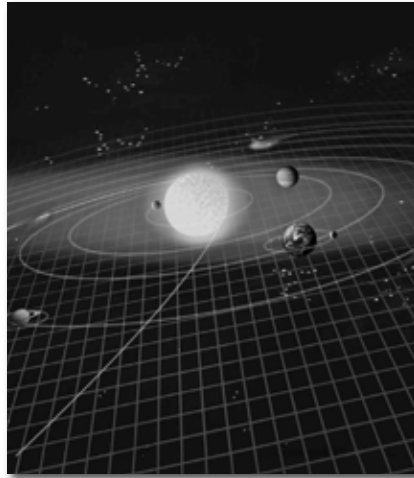
2. Is the sun a planet?

3. Is Mercury the smallest planet?

4. Is Venus hotter than Mercury?

5. Are Venus and Earth the coldest planets?

6. Is Jupiter the biggest planet?

**3 Play.**

It's the smallest planet.

That's right.

Mercury.



51

of the planets.

- Read the title and ask Ss to guess what the text is going to be about. (It's about the solar system and the planets that are in it.)
- Play the CD and have Ss follow along in their books.
- Play the CD a second time and encourage Ss to shadow read (read along with the CD). The third time you play the CD pause after each sentence for Ss to repeat.
- Ask comprehension questions such as the following:  
Which planets are in our solar system? (The planets in our solar system are: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.)  
(Note: On August 24, 2006, the International Astronomical Union (IAU) formally downgraded Pluto from an official planet to a dwarf planet.)  
Where is the sun? (The sun is at the centre of our solar system.)  
Which planet is the hottest? (The hottest planet is Venus.)  
Which planet is the farthest from the sun? (Neptune is.)
- Choose a few Ss to read the text aloud.

**Grammar box**

- Stick three flashcards (cat, tiger, cheetah) on the board.
- Point to the tiger and say *The tiger is faster than the cat.* Write the sentence on the board and encourage Ss to repeat it.
- Point to the cheetah and say *The cheetah is the fastest of the three.* Repeat this sentence and encourage Ss to repeat after you. Write the sentence on the board and underline the word **the** and ending **-est**.

- Elicit that we use this form to compare more than two people, animals or things of the same kind.
- Point out that it is formed with the word **the**, which comes before the adjective and the ending **-est** which we write at the end of the adjective.
- Direct Ss' attention to the grammar box at the top of page 51 and read it out loud. Have Ss repeat.
- Point out the irregular adjectives.
- Explain to Ss how their superlative form is formed and give examples.
- Refer Ss to the *Grammar reference* at the back of the book.

**Activity 2**

- Explain to Ss that they will need to look back at activity 1 to find and write the answers to the questions.
- Have Ss check their answers in pairs first, then check as a class.



1. There are eight planets.
2. No, it isn't. It's a star.
3. Yes, it is.
4. Yes, it is.
5. No, they aren't. Saturn, Uranus and Neptune are.
6. Yes, it is.

**Activity 3 Track 46**

- Direct Ss' attention to the boys in the picture and ask them to guess what they are doing. (They are playing a guessing game about the planets.)
- Play the CD and have Ss chorally repeat the exchange. Have individual Ss model the exchange.
- Divide Ss into pairs. Ss take turns saying facts about the solar system and guessing.
- Have a few pairs of Ss play the game in front of the class.

**Workbook****Activity 1**

1. planet
2. around
3. close
4. far

**Activity 2**

1. a. smaller
2. a. better
3. a. happier
4. a. bigger
5. a. heavier
- b. the smallest
- b. best
- b. happiest
- b. biggest
- b. heaviest

**Activity 3**  
open answers

# 4 Let's play

## Language focus

### Objectives

- to express future plans

### Vocabulary

**Holiday-related vocabulary:** travel, book a hotel, ticket, camera

### Structures

going to  
Then

## Materials

- flashcards of *travel*, *book a hotel*, *ticket*, *camera*

## Revision

- Revise the vocabulary and structures learnt in the previous lesson by playing a round of the game *Say the final word*.
- Divide Ss into pairs.
- Tell Ss that they are going to take turns saying the eight planets in our solar system in order. They can say one or two planets at a time. The S who says the last planet (Neptune) is the winner.
- Demonstrate how the game is played with a S. Then have Ss play the game.
- You may want to revise the eight planets before you play this game by having Ss read the text in the SB on page 50 silently.
- Play this game for as long as time permits.

## Lesson plan

### Warm up

- Generate a discussion with Ss about holidays. Say, *I'm going to go to the beach this summer. I'm going to swim. I'm not going to get up early. etc.* Ask Ss where they are going to go and what they are going to do there, e.g. *Are you going to swim / study / play / go...?* and elicit their answers.

## 4 Let's play



travel



book a hotel



ticket



camera

### Look!

Where are you going to travel to?  
I'm going to travel to the KSA.  
I'm not going to travel to Qatar.

I'm going to buy a ticket.  
Then, I'm going to book a hotel.

### 1 Listen, read and answer the questions.

#### Ameer's trip

Ameer is going to travel to the KSA on Saturday.

- On Monday morning, he's going to buy his ticket. Then, he's going to book a hotel.
- On Friday, he's going to pack his bags.
- On Sunday, in the KSA, he's going to visit some museums. Then, he's going to take pictures.
- On Monday, he's going to buy souvenirs.

1. Where is Ameer going to travel to?

\_\_\_\_\_

#### Before the trip

2. What is he going to do on Monday?

\_\_\_\_\_

3. What is he going to do on Friday?

\_\_\_\_\_

#### During the trip

4. What is he going to do on Sunday?

\_\_\_\_\_

5. What is he going to do then?

\_\_\_\_\_

6. What is he going to do on Monday?

\_\_\_\_\_

### 2 Choose and say with your partner. Use the prompts in the box and your ideas.

#### Before the trip

- buy / ticket
- book / hotel
- buy / camera
- pack / things
- clean / house, etc.

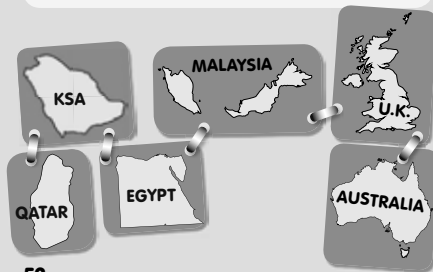
#### During the trip

- buy souvenirs
- go / gallery
- visit / museum
- go / beach
- buy / clothes, etc.

Where are you going to travel to?

I'm going to travel to the KSA. I'm going to buy a ticket.

Then, ...



52



- Stick the flashcards of the lesson on the board.
- Point to each flashcard, say the words / phrases and get Ss to repeat a few times after you.

### Vocabulary Track 47


- Have Ss open their books to page 52.
- Point out the words / phrases in the vocabulary section. Play the CD a few times and have Ss point and repeat.
- Say the words / phrases again in random order and have Ss repeat and point.

### Grammar box

- Direct Ss' attention to the grammar box and read the question and the answer aloud.
- Ask Ss to repeat them after you.
- Remind Ss that we use the future *going to* to express future plans and give them more examples.
- Ask different Ss what they are going to do at the weekend and elicit their answers.
- Direct Ss' attention to the adverb *Then*. Read it aloud and ask Ss to repeat it. Explain it to Ss.
- Refer Ss to the *Grammar reference* at the back of the book.

### Activity 1 Track 48

- Ask Ss to listen to the CD and follow in their books.
- Choose a few Ss to read the text aloud.
- Explain to Ss that they have to refer to the text and answer the questions.

- 
1. He's going to travel to the KSA.
  2. He's going to buy his ticket. Then, he's going to book a hotel.
  3. He's going to pack his bags.
  4. He's going to visit some museums.
  5. Then, he's going to take pictures.
  6. He's going to buy souvenirs.


### Activity 2 Track 49

- Direct Ss' attention to the six maps and ask them if they recognise the countries.
- Read the countries aloud and ask Ss to repeat a few times after you.
- Ask Ss to look at the picture of the two boys and guess what is happening. (One boy is asking the other which country he is going to travel to and what he is going to do. The other boy answers.)
- Play the CD and have Ss chorally repeat the exchange.
- Divide Ss into pairs.
- Explain to Ss that SA chooses a country. SB asks him/her where he/she is going to travel to. SA answers by using the prompts in the columns.
- Point out that Ss can use prompts from one of the two columns. The prompts in the first column refer to what they are going to do before they travel while the prompts in the second column refer to what they are going to do when they are in the country they are going to travel to.
- Ss can use their own ideas, too.
- Ss swap roles.
- While Ss are doing this, go round the class and monitor the Ss making sure they are using the correct language.
- Choose a few pairs to perform the dialogue to the class.




## Workbook

### Activity 1

- 
1. are/going to do  
am going to buy
  2. is going to book
  3. aren't going to play,  
are going to clean
  4. Is/going to travel

### Activity 2

 open answers

### Activity 3

 open answers



## Optional

### What are you going to do?

- Write phrases on different pieces of paper, fold them and put them in a bag, e.g. *travel to the KSA / Malaysia, etc, go to school / supermarket / zoo, etc.*
- Divide Ss into two teams.
- Ask one S from each team to come to the board. SA picks a piece of paper from the bag, reads the phrase, e.g. *travel to the KSA* and says, e.g. *I'm going to travel to the KSA*. SB has to say a sentence with *I'm going to...* (*buy a ticket*). SA has to say another sentence with, *Then, I'm going to...* (*book a hotel*).
- If both Ss say correct sentences, they get a point for their team. If one of the two Ss can't think of a sentence or says a wrong sentence, the other team gets a point.
- Repeat the same procedure until all pairs have had a turn.
- The team with the most points wins.

# 4

## Phonics

### skirt - scary - square



#### Language focus

##### Objectives

- to practise the pronunciation of the consonant clusters **sk** /sk/, **sc** /sk/, **squ** /skw/

##### Vocabulary

skirt, skateboard, scary, scarf, square, squirrel

##### Phonics

**sk** /sk/, **sc** /sk/, **squ** /skw/



#### Materials

- flashcards of *skirt, skateboard, scary, scarf, square, squirrel*
- phonics cards of *sk, squ, sc* (TM pages 101-102 - one set per S)
- Blu tack
- scissors (one pair for each pair of Ss)

#### Lesson plan



##### Warm up

- Write the consonant clusters *sk, sc, squ* on the board. Under each consonant cluster, stick the flashcards of the objects / people that begin with these letters.
- Point to *sk* and say /sk/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcards (skirt, skateboard) and say the words they depict out loud, having Ss repeat after you.
- Repeat the same procedure with *sc* /sk/, *squ* /skw/.

##### Activity 1 Track 50

- 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

*sk, /sk/, skirt, skateboard*

*sc, /sk/, scary, scarf*

*squ, /skw/, square, squirrel*

##### Activity 2 Track 51 - Chant Track 52 - Poem

- Direct Ss' attention to the picture. Ask Ss, in L1, what they can see. (A boy and a girl are in the park with their mother.)
- Ask Ss, *What has the boy got?* (He's got a skateboard with blue squares.) *What is the boy wearing?* (He's wearing a blue scarf.) *What is the girl doing?* (She's looking at a squirrel in a tree.) *What is the squirrel doing?* (It's eating fruit/an apple.)
- Play the chant / poem *At the park* 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.

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



##### TPR Activity

- Photocopy and give Ss the *sk, squ, and sc* phonics cards.
- Explain to Ss that they have to say the chant / poem while raising the corresponding card each time.
- You can divide Ss into three groups. One group raises the phonics cards with the *sk* /sk/ sound, the other with the *squ* /skw/ sound and the third with the *sc* /sk/ sound while they say the chant / poem.



#### 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 consonant clusters, e.g. /sk/, or /skw/ and have Ss write a word beginning with that sound on the board, e.g. *skateboard*.
- 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

skirt - scary - square

4

## 1 Listen and say.



## 2 Listen and chant.



At the park  
Saud and his sister  
Are at the park  
She's wearing a skirt  
He's wearing a scarf.  
He's got a skateboard  
With blue squares  
Look! A squirrel!  
It is cute  
It's not scary  
It's eating fruit.

53



## 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 begin with the sounds *sk*, *sc* or *squ* and say the word, e.g. *square*.
- Ss will have to place their phonics cards (picture side facing down) in a pile on their desk and they have to raise the corresponding phonics card (the side with the sound), e.g. *squ* and call out the sound, e.g. /skw/.
- Any S that raises the wrong card is eliminated from the game.
- Play the game until all of the flashcards have been used up.



## Workbook

### Activity 1 Track 53

- Ss listen to the words, repeat them and circle the one that doesn't belong (starts with a different sound from the other two or the sound is produced by different letters).
- Play the CD twice.

#### Listening transcript

- skateboard, squirrel, skirt
- squirrel, square, scarf
- skirt, scarf, scary
- scarf, scary, squirrel

- squirrel
- scarf
- skirt
- squirrel

### Activity 2 Track 54

- Ss listen to the CD and number the pictures in the order they hear them.

#### Listening transcript

- skirt
- squirrel
- scary
- square
- skateboard
- scarf

- 2
- 6
- 5
- 3
- 1
- 4

### Activity 3 Track 55

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

#### Listening transcript

- skateboard
- scarf
- scary
- squirrel
- skirt
- square

- skateboard
- scarf
- scary
- squirrel
- skirt
- square

### Activity 4

- Ss find the words depicted by the pictures in the grid (horizontally or vertically) and circle them.
- Then, they write them under the correct category.
- Check Ss' answers.

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

**sk** skateboard, skirt

**sc** scarf, scary

**squ** square, squirrel



# 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 *The board game*
- word cards of the eight planets

## Lesson plan



### Warm up

- Ask Ss different questions using the comparative and superlative forms, e.g. *Who's the strongest in your family? Who's taller, you or your brother/sister?*
- Encourage all of the Ss to participate.

### Activity 1 Track 56

#### Before reading

- Hold up the book or stick up blown-up colour photocopies of the story on the board.
- Ask Ss to open their books to page 54.
- Tell Ss they will listen to and read a story with the title *The board game*. Ask Ss to look at the pictures and guess what it's going to be about.
- Elicit answers but do not correct Ss at this stage.
- Point to the third and fourth frame and ask Ss who they think doesn't like the board game. (The boy with the yellow jumper.)

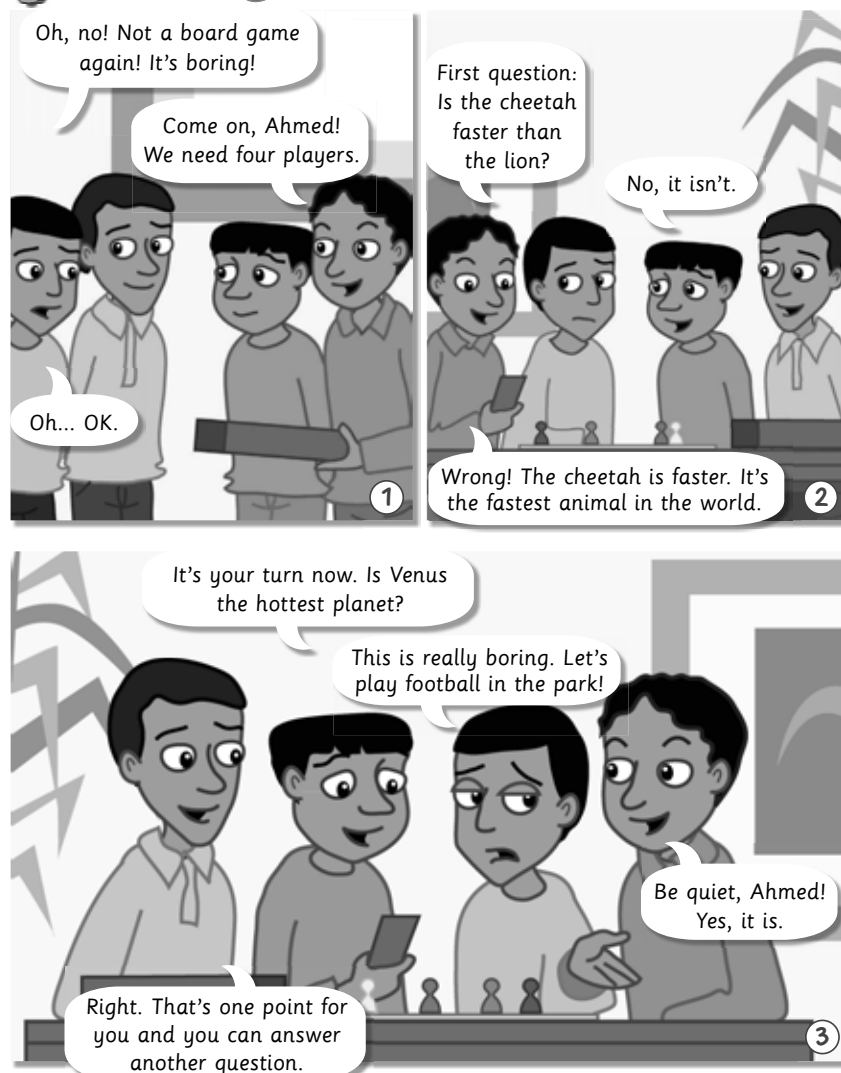
#### While reading

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

## 4 Story time

### 1 Listen and read.

## THE BOARD GAME



54

Encourage Ss to point to each frame in their books.

- Check Ss' predictions. (The story is about four boys. Three of them want to play a general knowledge board game but one of them, Ahmed, is bored and falls asleep during the game.)
- Play the CD again and ask Ss to point to each speech bubble and follow along.
- Talk about what happens in each frame.

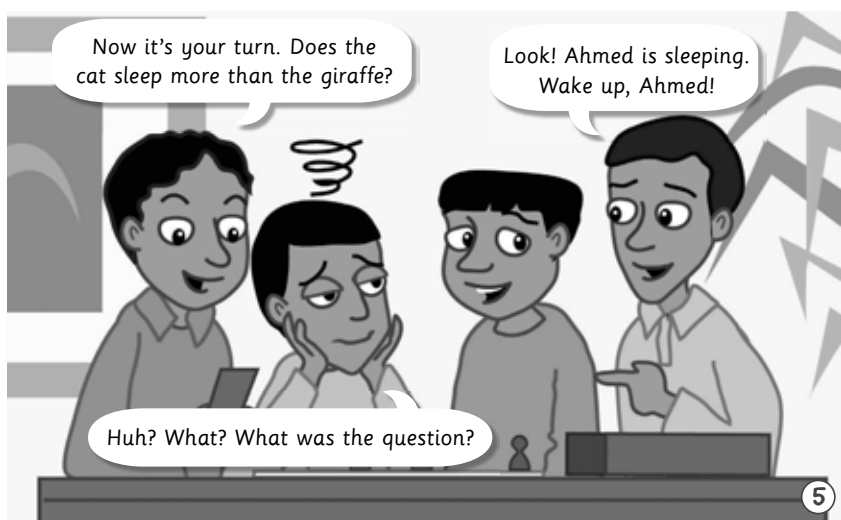
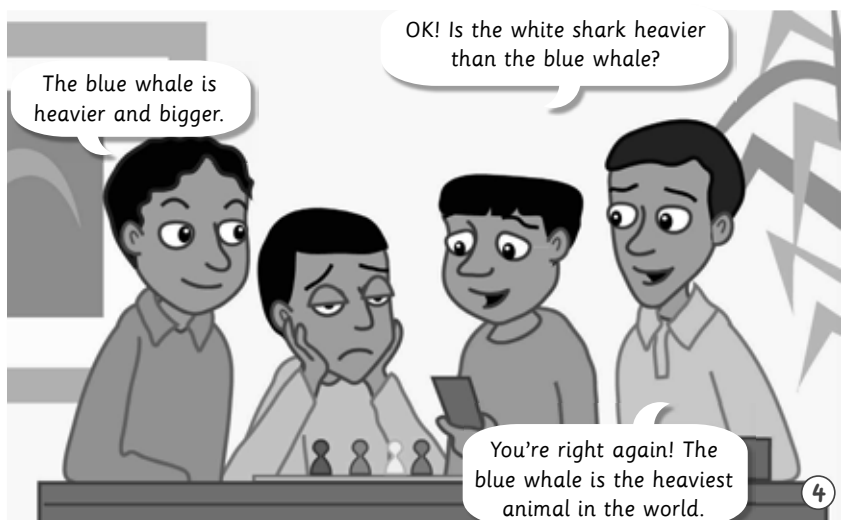
**Frame 1:** Four boys are in a room and they are getting ready to play a board game. One of them, Ahmed, doesn't want to play because he thinks the board game is boring.

**Frame 2:** The boys are divided in pairs and the boy in Ahmed's team asks the first question which is about animals. The boy in the other team doesn't give the correct answer.

**Frame 3:** The next team now asks a question about planets and the boy in Ahmed's team answers correctly. Ahmed is bored and suggests going to the park to play football.

**Frame 4:** The next question is about sea animals and the boy in Ahmed's team answers correctly again. Ahmed is so bored that he falls asleep.

**Frame 5:** The boy in Ahmed's team asks the next question which is about animals and sleep. Ahmed has fallen asleep and when a boy from the other team wakes him up, he seems confused.



55



## Workbook

### Activity 1



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

### Activity 2



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

### Activity 3



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



### Activity 4

open answers

- 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

**Frame 1:** *Why doesn't Ahmed want to play the board game? (Because it's boring.)*

*How many players do they need for the game? (Four.)*

**Frame 2:** *Is the lion faster than the cheetah? (No, it isn't.)*

*What's the fastest animal in the world? (The cheetah.)*

**Frame 3:** *What's the hottest planet? (Venus.)*

*Where does Ahmed want to go? (To the park to play football.)*

**Frame 4:** *Is the white shark heavier than the blue whale? (No, it isn't.)*

*Is the white shark smaller than the blue whale? (Yes, it is.)*

*Who's winning? (Ahmed's team.)*

**Frame 5:** *What's Ahmed doing? (He's sleeping.)*

*Why are the boys laughing? (Because they wake Ahmed up and he's confused.)*

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

# 4 Revision

## Language focus

### Objectives

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

## Materials

- blown-up colour photocopies of Story time *The board game*
- Blu tack
- word cards of *strong, fast, thin, fat, slow, heavy, angry, close, far, good, bad*
- a bell

## Revision

- Hold up the book or stick the blown-up colour photocopies of the story on the board.
- Ask Ss if they remember the title of the story (*The board game*). 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 56) and have Ss follow along in their books.
- Then have some Ss read the story aloud for the class.

## Lesson plan



### Warm up

- Play the game *Hot card* (TM page 74).

### Activity 1 Track 57

- Have Ss open their books to page 56.
- Direct Ss' attention to the animals and ask them to identify them.
- Explain to Ss that they will listen to four descriptions of the animals and that they have to write the numbers 1-4 in the correct boxes according to the animal being described.
- Play the CD, pausing after each description so that Ss have enough time to write the numbers.
- Play the CD again so that Ss may check their answers.

### Listening transcript

- This animal is taller than a zebra. It's the tallest animal in the world.*
- This animal is faster than a tiger and a lion. It's the fastest cat in the world.*
- This animal is smaller than a cat.*
- This animal is the biggest animal in the world. It's even bigger than an elephant.*

## Revision 4

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



a



b



c



d

### 2 Look and write the comparative or superlative form.



1. The tiger is \_\_\_\_\_ (big) than the cat.

2. The horse is \_\_\_\_\_ (heavy) than the rabbit.

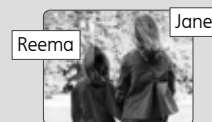
The elephant is the \_\_\_\_\_ (heavy) of the three.



3. Saud is the \_\_\_\_\_ (fast).

4. Saleh is a \_\_\_\_\_ (good) student than Omar.

Ali is the \_\_\_\_\_ (good) student.



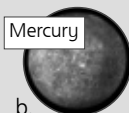
5. Jane is \_\_\_\_\_ (tall) than Reema.



### 3 Read, look and write the letters (a-f).



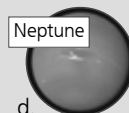
a.



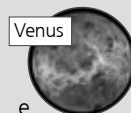
b.



c.



d.



e.



f.

- 1  It's the biggest planet.

- 2  It's the furthest planet from the sun.

- 3  It's the hottest planet.

- 4  It's the smallest planet.

- 5  They're the coldest planets.

56



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

### Activity 2

- Direct Ss' attention to the pictures in the activity and explain that they will have to look at the pictures and write the adjective in the brackets in either the comparative or superlative form.



1. bigger 2. heavier, heaviest 3. fastest  
4. better, best 5. taller

### Activity 3

- Explain to Ss that they have to read the sentences and match them to the correct planet.



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



## Optional Game show

- Prepare a list of questions such as the following:
  - Is the giraffe the tallest animal?
  - Is the elephant the biggest animal?
  - Is the horse the fastest animal?
  - Is Earth the closest planet to the sun?
  - Is Mars the furthest planet from the sun?

6. Is the tiger stronger than the lion?
7. Is Earth bigger than Jupiter?
8. Is Venus the hottest planet?

- Place a desk at the front and middle of the classroom and divide Ss into two teams.
- Have a S from each team come up to the front of the class and stand at either side of the desk.
- Place a bell in the middle of the desk.
- Explain to Ss that you will ask them a question and that they have to ring the bell and call out the answer before their opponent does.
- The first S to call out their answer earns a point for his/her team. As soon as this happens, the Ss return to their seats and another two come up.
- Play this game until you run out of questions.
- Make sure all of the Ss on each team get a chance to go up to the front of the class.



## Note

- Ask Ss to bring in markers or pencil crayons, a compass for drawing and a pair of scissors for the next lesson.



## Workbook

### Activity 1

- Have Ss look at the board game.
- Divide Ss into pairs. Hand out a coin and two construction paper game pieces to each pair.
- Model how the game is played. A S tosses the coin to see how many spaces to move forward: one space for heads and two spaces for tails.
- The S whose game piece lands on a space answers the question written in that space. If he/she answers correctly, he/she stays on the space. If his/her answer is wrong, he/she moves back one square.
- Point out that the pictures on some of the spaces help Ss find the answers to the questions.
- Ss take turns tossing the coin and playing. The S to reach the end of the game first is the winner.



- |                  |                                |
|------------------|--------------------------------|
| 1. No, it isn't. | 6. Mercury                     |
| 2. Yes, it is.   | 7. No, it isn't.               |
| 3. Yes, it is.   | 8. Omar                        |
| 4. Abdullah      | 9. Saleh                       |
| 5. Jupiter       | 10. Saturn, Uranus and Neptune |



### Activity 2

- |         |           |        |
|---------|-----------|--------|
| 1. Sami | 2. Hassan | 3. Ali |
|---------|-----------|--------|



### Activity 3

- |                |                |                |                 |
|----------------|----------------|----------------|-----------------|
| 1. the tallest | 2. the fastest | 3. the ugliest | 4. the shortest |
|----------------|----------------|----------------|-----------------|



### Activity 4

- |            |            |            |
|------------|------------|------------|
| 1. CHEETAH | 3. DOLPHIN | 5. GIRAFFE |
| 2. RAT     | 4. SHARK   | 6. WHALE   |



### Activity 5

1. are going to buy
2. 's/is going to take
3. is ... going to travel, 's/is... going to travel
4. are going to buy
5. 's/is going to visit

# 4 Project

## Language focus

### Objectives

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

## Materials

- a compass for drawing the planets (one per pair of Ss)
- word cards of the eight planets
- circles cut out of card
- sheets of yellow, blue, green and red construction paper (enough for all Ss to make their planets out of)
- string
- a hole-puncher
- Blu tack

## Revision

- Revise the eight planets in the solar system by drawing them / writing their names on the board.
- Point to each one and say it out loud. Encourage Ss to repeat.
- Play a game. Divide Ss into two teams and have a S from each team come up to the board. Explain to Ss that you are going to ask them a question about a planet e.g. *Which is the smallest planet?* (*Mercury.*) and they will have to touch the name of / picture of that planet (Mercury) on the board.
- The S who does this the fastest and correctly, wins a point for his/her team.
- Play the game until all of the Ss on each team have had a chance to come up to the board.

## Lesson plan



### Warm up

- Revise the names of the eight planets in our solar system by playing a round of the game *Say the final word* (TM page 76).

### Activity 1

- Direct Ss' attention to the pictures on page 57 and ask them what the boy is doing. (He's making a solar system mobile.)
- Point to the first picture and ask them what the S is doing. (The S is drawing the orbit lines on a piece of card and he's making holes with the compass.)
- Point to the second picture and ask them to guess what the S is drawing. (The S is drawing the sun.)
- Point to the third picture and ask Ss which planet they think the S is cutting out. (The S is cutting out Neptune.)
- Point to the last picture and ask Ss which planets / stars they recognise. (Saturn, the sun, Neptune, Jupiter.)
- Make sure Ss understand that they are going to make their own solar system mobiles in groups. Read the instructions aloud and explain them to Ss.
- Divide Ss into groups.
- Hand out the materials needed to make the project to Ss (refer to the materials section).
- Go around helping Ss with any difficulties.

### Activity 2 Track 58

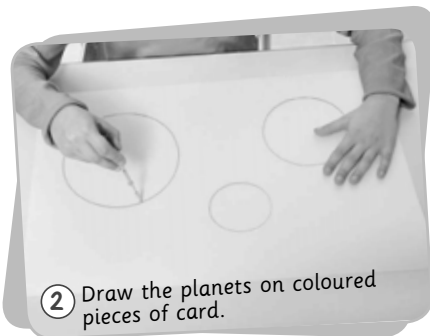
- Direct Ss' attention to the picture in activity 2. Ask Ss what is happening. (The boy is presenting his solar system mobile.)
- Play the CD and invite Ss to repeat (chorally - in groups - individually).
- Have each group present and talk about their solar system mobile to the class.

## Project

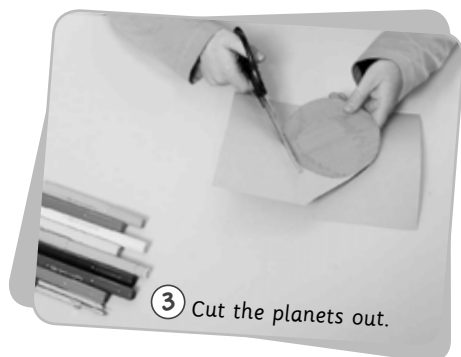
### 1 Make a solar system mobile.



1 Draw the lines on a piece of card.



2 Draw the planets on coloured pieces of card.



3 Cut the planets out.



4 Use pieces of string to tie the planets up.

### 2 Show and tell.

There are eight planets in our solar system. Jupiter is the biggest planet.



57



## Workbook

### Activity 1

1. Mercury
2. Venus
3. Earth
4. Mars
5. Jupiter
6. Saturn
7. Uranus
8. Neptune

### Activity 2

1. SUN
2. EARTH
3. JUPITER
4. NEPTUNE
5. SATURN
6. MARS
7. MERCURY
8. VENUS



## Optional Missing planets

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



# 4 Smart time

## Language focus

### Objectives

- to provide Ss with cross-curricular information

### Vocabulary

falcon, spots, hunt, beak, sharp

## Revision

- Revise the eight planets in our solar system by playing a round of the game *Missing planets* (TM page 85).

# smart Time 4



falcon



spots



hunt



beak



sharp

## 1 Listen and read.

# A·N·I·M·A·L·S

The **falcon** lives in the Middle East and many other places. Falcons are thin birds and they have got small heads and blue-grey wings. Their wings are very long-about 1m long. Their eyes are big and black and they can see very well. Their beaks are sharp and they eat small birds and small animals like ducks and mice. Falcons are the fastest of all birds.



**Cheetahs** live in Africa. They are thin and not very big animals. They are yellow with black spots and they have got long legs. They hunt early in the morning because they can't see very well at night. They can't climb trees and they drink water every 3-4 days. Cheetahs are the fastest animals in the world. They can run at about 100km per hour.

## 2 Look at activity 1 and write T for True or F for False.

- The falcon eats small animals. ☐
- The falcon has got short wings. ☐
- Cheetahs are black with yellow spots. ☐
- Cheetahs can't see well at night. ☐
- Cheetahs are the fastest animals in the world. ☐

58

## Lesson plan



### Warm up

- Have Ss open their books to page 58.
- Direct Ss' attention to the pictures and ask them if they know any of the animals depicted. If they do, ask them what they know about each animal.
- Encourage Ss to answer and accept answers in L1 as Ss may have difficulty with any animal facts they may know.

### Vocabulary Track 59

- Direct Ss' attention to the vocabulary depicted at the top of the page.
- Play the CD and have Ss point to the pictures in the vocabulary section and repeat.
- Say the words again in random order and have Ss repeat and point.

### Activity 1 Track 60

- Direct Ss' attention to the pictures and ask them to guess what they think the texts will be about. (The texts are about the falcon and cheetahs.)
- Play the CD and have Ss follow along in their books.
- Ask Ss to point to the appropriate texts as you play the CD.
- Play the CD again and encourage Ss to shadow read.

- Explain any unknown words.
- Ask Ss some comprehension questions, such as the following:

#### **Text 1**

*Where do falcons live? (They live in the Middle East and many other places.)*

*What do falcons look like? (They are thin and they have got small heads, big, black eyes and blue-grey wings.)*

*How long are their wings? (They're 1m long.)*

*What do they eat? (They eat small birds and small animals like ducks and mice.)*

*Are they the fastest of all birds? (Yes, they are.)*

#### **Text 2**

*Where do cheetahs live? (They live in Africa.)*

*What do cheetahs look like? (They are yellow with black spots and have got long legs.)*

*When do they hunt? (They hunt early in the morning.)*

*Why do they hunt at this time? (Because they can't see very well at night.)*

*Can they climb trees? (No, they can't.)*

*When do cheetahs drink water? (They drink water every 3-4 days.)*

*Is the cheetah the fastest animal in the world? (Yes, it is.)*

*How fast can a cheetah run? (It can run at about 100km per hour.)*

- If time permits, have some Ss read the texts aloud for the whole class.

#### **Activity 2**

- Explain to Ss that they have to refer to activity 1 and write T next to the true sentences and F next to the false sentences.
- Check Ss' answers.
- If time permits, you may want to have Ss correct the false sentences.



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



### Language focus

#### Objectives

- to practise the pronunciation of silent *gh* and silent *k*
- to say a phonics chant / poem

#### Vocabulary

night, straight, knee, knife

#### Phonics

silent **gh** and silent **k**



### Materials

- flashcards of *night, straight, knee, knife*
- photocopies of the above flashcards (picture side) (one per half of the Ss in the class)
- phonics cards of *gh, k* (TM pages 101-104 one set per S)
- Blu tack
- plain A4 paper (enough for all Ss)

### Lesson plan



#### Warm up

- Write *gh* and *k* on the board. Under each one, stick the flashcards with the objects that start with / contain that sound.
- Point to *gh* and explain that *gh* is silent. Explain to Ss that silent letters are the ones that do not make a sound. They are written but not pronounced. Then point to the flashcards (*night, straight*) and say the words they depict aloud, having Ss to repeat after you.
- Follow the same procedure with *k* and silent *k*.

#### Activity 1 Track 61

- 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

*gh, night, straight  
k, knee, knife*

#### Activity 2 Track 62 - Chant Track 63 - Poem

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

- Direct Ss' attention to the picture. Ask Ss, in L1, what

they can see. (A girl in her room calling her cat over.)

- Play the chant / poem *My cat* 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.



#### TPR Activity

- Photocopy and give Ss the *gh* and *k* phonics cards.
- Explain to Ss that they have to say the chant / poem while raising the corresponding card each time.
- You can divide Ss into two groups. One group raises the phonics cards with silent **gh**, the other with silent **k** while they say the chant / poem.



### 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 words Ss learnt in the lesson, e.g. *straight* and have Ss write the silent letters on the board, e.g. *gh*.
- 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 the phonics cards (*gh, k*).
- Hand out flashcards with the words that begin with or contain *gh, k* to Ss in team 2. Make sure to give an equal number of flashcards to Ss so that each phonics card corresponds to a picture card and vice versa.
- Play the phonics chant/poem (Track 60 or Track 61) and have Ss mingle around the room.
- Explain to Ss that once you stop the chant/poem, each S with a phonics card must pair up with a S holding a picture flashcard.
- Allow Ss a few minutes to find their pairs. 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 flashcards from the game, so that Ss must race to get into pairs so they don't get eliminated.



### Workbook

#### Activity 1 Track 64

- Ss listen to the CD, repeat the words and circle the one that doesn't belong (contains different silent letter/s from the other two). Play the CD twice.

#### Listening transcript

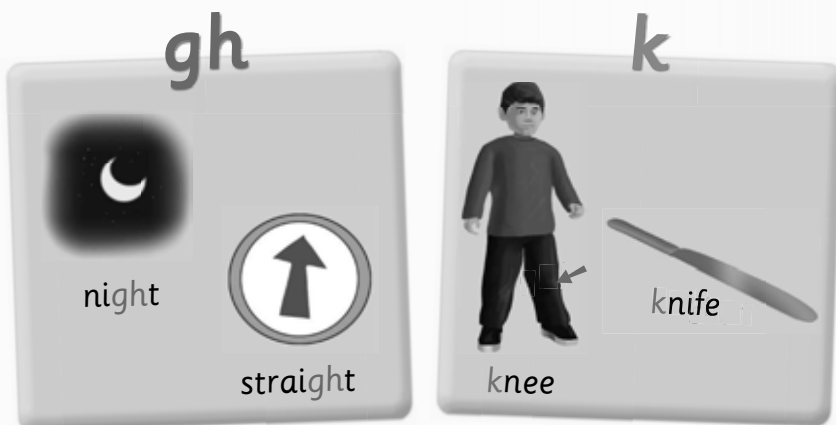
1. *straight, knee, night* 2. *night, knife, knee* 3. *straight, night, knife*

# Phonics

## night - knee

4

### 1 Listen and say.



### 2 Listen and chant.



#### My cat

At night, at night  
I sit with my cat, Kate.  
It's small and cute.  
Its tail is long and straight.

Come Kate, come Kate  
Come sit on my knee.  
Let's sit together  
Just you and me.

59

### Listening transcript

sk, /sk/, skirt, skateboard,  
sc, /sk/, scary, scarf  
squ, /skw/, square, squirrel,  
gh, straight, night,  
k, knife, knee

### Activity 2 Track 67

- Play the CD once and have Ss point to the pictures in their books and repeat.
- Play the CD and have Ss circle the correct letters / sound each word begins with / contains.

### Listening transcript

1. scarf 2. squirrel 3. knee  
4. night 5. scary 6. skateboard  
1. sc 2. squ 3. k 4. gh 5. sc 6. sk

### 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 your WB, point to the pictures of the animals and encourage Ss to say them out loud.
- Have Ss tick the boxes as they say each word. Do this with all of the words.

### Activity 2

- Follow the same procedure as in Activity 1.

### Activity 3

- Follow the same procedure as in Activity 2.

### Activity 4

- Read the the sentence out loud and have Ss repeat it and tick the box.
- Do this with the rest of the sentences / question and answers.

### Board game

- Divide Ss into pairs. Tell Ss to open their books to pp.136-137.
- Have one of the Ss in each pair cut out the pages of the Board game.
- Tell Ss to use Blu tack to stick the two pages onto their desks one right next to the other.
- Hand out a rubber and two construction paper game pieces to each pair. Ss write the number 1 on one side of the rubber and 2 on the other.
- Model how the game is played. A S throws the rubber to see how many spaces to move forward: one space for number 1 and two spaces for number 2.
- The S whose game piece lands on a space answers a question or does what is written on the space. If his/her answer is wrong, he/she moves back one space.
- Ss take turns throwing the rubber and playing. The S to reach the FINISH first is the winner.

1. knee 2. night 3. knife

### Activity 2

- Ss match the pictures to the correct silent letter/s. Then, they write the words under the correct category.

gh 1. night, 3. straight k 2. knife, 4. knee

### Activity 3 Track 65

- Ss listen to the words, repeat them and then write the missing letters.

### Listening transcript

1. knee 2. night 3. straight 4. knife

1. knee 2. night 3. straight 4. knife

### Activity 4

- Ss match the two halves to form words and then match them to the corresponding picture. Check Ss' answers.

1. kn-ee, b. 2. ni-ght, c. 3. str-aight, d. 4. kn-ife, a.

### Workbook Phonics Revision

#### Activity 1 Track 66

- Ask Ss to turn their books to p.128.
- Play the CD and have Ss listen and point the first time.
- Play the CD again and have Ss listen, point and repeat.

# Picture Dictionary

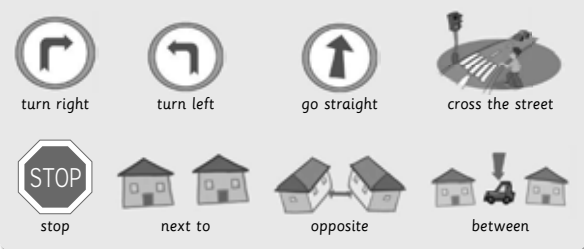


## Picture Dictionary

### Actions



### Directions and prepositions

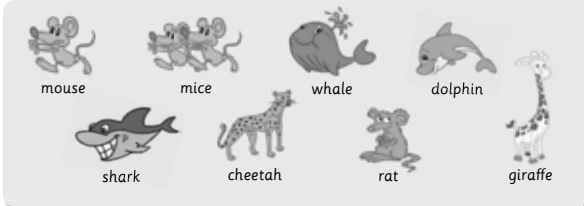


60

### Adjectives



### Animals



61

# Picture Dictionary



## Picture Dictionary

### Time



It's half past two.  
It's two thirty.



It's a quarter to three.  
It's two forty-five.



It's a quarter past eleven.  
It's eleven fifteen.

### Numbers

**100**

one hundred

**200**

two hundred

**300**

three hundred

**400**

four hundred

**500**

five hundred

**600**

six hundred

**700**

seven hundred

**800**

eight hundred

**900**

nine hundred

**1000**

one thousand

62

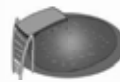
### Places



museum



shopping centre



swimming pool



souq



at home



amusement park



football field



sports centre



gallery



bank

### The world around us



fountain



river



island



sea



sun



planet



desert



forest



lake



palm tree



cave



mountain

63



# Picture Dictionary



## Picture Dictionary

### Various



nurse



mobile phone



uniform



coin



be quiet



in the afternoon



in the evening



Ferris wheel



boat



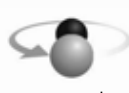
picnic



noise



Science



around



ticket



camera



barbecue



night



square



scarf



spots



squirrel



knee



tent



knife



popcorn



falcon



sharp



beak



collection



vet



cub

coins

### COLLECT

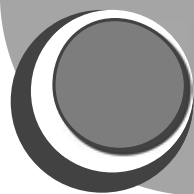


stamps

comics

stickers

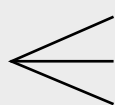
# Grammar reference



## 1 Out and about

### Where's...? Prepositions of place

Where's the library?

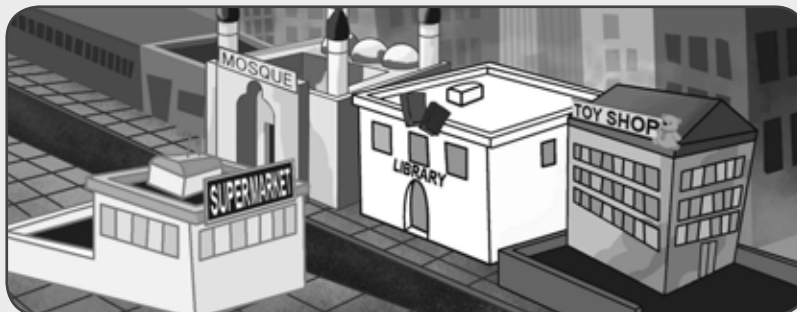


It's next to the mosque.

It's opposite the supermarket.

It's between the mosque and the toy shop.

The mosque is next to the library.



### Asking for and giving directions

Where's the hospital?

It's between the toy shop and the police station.

How do I get there?

First, go straight. Turn right and then, turn left.

### Numbers

100 = one hundred

600 = six hundred

200 = two hundred

700 = seven hundred

300 = three hundred

800 = eight hundred

400 = four hundred

900 = nine hundred

500 = five hundred

1000 = one thousand

### Imperatives

Affirmative	Negative
Be quiet.	Don't talk.
Turn off your mobile phones.	Don't take pictures.
Sit down.	Don't eat or drink.

### Subject personal pronouns

### Object pronouns

I	→	me
You	→	you
He	→	him
She	→	her
It	→	it
We	→	us
You	→	you
They	→	them

We use Subject pronouns (I, You, He ...) as subjects of sentences, e.g. **We** listened to the teacher.

We use Object pronouns (me, you, him ...) as objects of sentences, e.g. We listened to **him**.

### Time



It's seven o'clock.



It's half past six. /  
It's six thirty.



It's a quarter to eleven. /  
It's ten forty-five.



It's a quarter past twelve. /  
It's twelve fifteen.

## 2 Where were you yesterday?

### Past Simple of the verb *be*

Past Simple of the verb <i>be</i>				
Affirmative	Negative		Questions	Short Answers
	Full forms	Short forms		
I was	I was not	I wasn't	Was I?	Yes, you were. / No, you weren't.
You were	You were not	You weren't	Were you?	Yes, I was. / No, I wasn't.
He was	He was not	He wasn't	Was he?	Yes, he was. / No, he wasn't.
She was	She was not	She wasn't	Was she?	Yes, she was. / No, she wasn't.
It was	It was not	It wasn't	Was it?	Yes, it was. / No, it wasn't.
We were	We were not	We weren't	Were we?	Yes, you were. / No, you weren't.
You were	You were not	You weren't	Were you?	Yes, we were. / No, we weren't.
They were	They were not	They weren't	Were they?	Yes, they were. / No, they weren't.

### Time Expressions

yesterday,  
last night/week/month/year/Monday, etc.

We use the Past Simple to talk about things that happened in the past.

Where were you yesterday /  
on Saturday morning?

How was it?

Was the Ferris  
wheel scary?

I was at the  
amusement park.

It was great!

No, it wasn't.

### There was/were

**There was** is the Past Simple of **There is** and **There were** is the Past Simple of **There are**.

There was a mosque in my town.

There were cars in my town.

There wasn't a shopping centre in my town.

There weren't any hotels in my town.

Was there a shopping centre in your town? Yes, there was. / No, there wasn't.

Were there buses in your town? Yes, there were. / No, there weren't.

### 3 On holiday

#### Past Simple of regular verbs

Affirmative	Negative		Questions	Short Answers
	Full forms	Short forms		
I played.	I did not play.	I didn't play.	Did I play?	Yes, you did. / No, you didn't.
You played.	You did not play.	You didn't play.	Did you play?	Yes, I did. / No, I didn't.
He played.	He did not play.	He didn't play.	Did he play?	Yes, he did. / No, he didn't.
She played.	She did not play.	She didn't play.	Did she play?	Yes, she did. / No, she didn't.
It played.	It did not play.	It didn't play.	Did it play?	Yes, it did. / No, it didn't.
We played.	We did not play.	We didn't play.	Did we play?	Yes, you did. / No, you didn't.
You played.	You did not play.	You didn't play.	Did you play?	Yes, we did. / No, we didn't.
They played.	They did not play.	They didn't play.	Did they play?	Yes, they did. / No, they didn't.

#### Formation of the Past Tense

• most verbs take <b>-ed</b>	walk-walked
• verbs ending in <b>-e</b> take <b>-d</b>	dive-dived
• verbs ending in consonant + <b>y</b> take <b>-ied</b>	cry-cried BUT play-played
• verbs with one syllable ending in one vowel + one consonant <b>double</b> the consonant before the <b>-ed</b>	stop-stopped
• verbs with two or more syllables ending in a stressed vowel + one consonant <b>double</b> the consonant before the <b>-ed</b>	prefer-preferred BUT answer-answered
• verbs ending in one vowel + <b>l</b> <b>double</b> the <b>-l</b> before the <b>-ed</b>	travel-travelled BUT sail-sailed

#### Past Simple **-ed** endings

If the base verb ends in one of the sounds /t/ or /d/, then it's pronounced /ɪd/ (visit – visited, need – needed).

If the base form ends in one of the sounds /p/, /t/, /s/, /f/, /tʃ/, /k/, then it's pronounced /t/ (wash – washed, kick – kicked).

If the base form ends in one of all the other sounds, e.g. /v/, /l/, /r/, etc, then it's pronounced /d/ (sail – sailed, climb – climbed, rain – rained).

#### Past Simple of irregular verbs

Irregular verbs don't take **-ed** in the Past Simple.

Affirmative	Negative	Questions
I went.	I didn't go.	Did I go?
You went.	You didn't go.	Did you go?
He/She/It went.	He/She/It didn't go.	Did he/she/it go?
We/You/They went.	We/You/They didn't go.	Did we/you/they go?

## 4 The world around us

### Comparatives and Superlatives

- We use the **comparative** of adjectives when we compare two people, animals or things.
- We use the **superlative** of adjectives when we compare one person, animal or thing with several of the same kind.

Comparative: adjective + **-er**      Ali is taller than Omar.

Superlative: adjective + **-est**      Ali is the tallest in his class.

all one-syllable and most two-syllable adjectives take <b>-er/-est</b>	fast-faster-fastest clever-cleverer-cleverest
one-syllable adjectives in <b>-e</b> take <b>-r/-st</b>	nice-nicer-nicest
one-syllable adjectives ending in one vowel + one consonant <b>double</b> the consonant before the <b>-er/-est</b>	hot-hotter-hottest
adjectives ending in consonant + <b>y</b> take <b>-ier/-iest</b>	pretty-prettier-prettiest

Positive	Comparative	Superlative
good	better	best
far	farther/further	farthest/furthest

### Future going to

Affirmative		Negative	
Full forms	Short forms	Full forms	Short forms
I am going to work.	I'm going to work.	I am not going to work.	I'm not going to work.
You are going to work.	You're going to work.	You are not going to work.	You aren't going to work.
He is going to work.	He's going to work.	He is not going to work.	He isn't going to work.
She is going to work.	She's going to work.	She is not going to work.	She isn't going to work.
It is going to work.	It's going to work.	It is not going to work.	It isn't going to work.
We are going to work.	We're going to work.	We are not going to work.	We aren't going to work.
You are going to work.	You're going to work.	You are not going to work.	You aren't going to work.
They are going to work.	They're going to work.	They are not going to work.	They aren't going to work.

Questions	Short Answers
Am I going to work?	Yes, you are. / No, you aren't.
Are you going to work?	Yes, I am. / No, I'm not.
Is he going to work?	Yes, he is. / No, he isn't.
Is she going to work?	Yes, she is. / No, she isn't.
Is it going to work?	Yes, it is. / No, it isn't.
Are we going to work?	Yes, you are. / No, you aren't.
Are you going to work?	Yes, we are. / No, we aren't.
Are they going to work?	Yes, they are. / No, they aren't.

We use the future **going to** to express future plans.  
Ameer is **going to** buy a car next week.

Time Expressions
tomorrow, tonight
next week/month/Monday, etc.
in an hour/two hours/a week, etc.
the day after tomorrow
soon

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oy

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oi

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or

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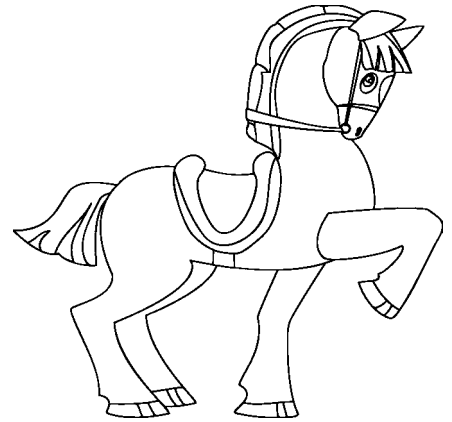
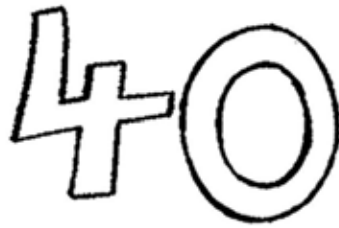
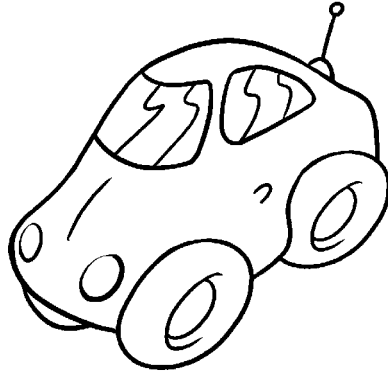
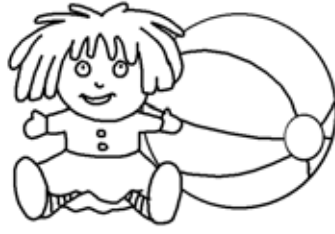
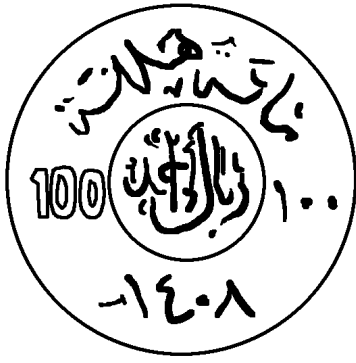
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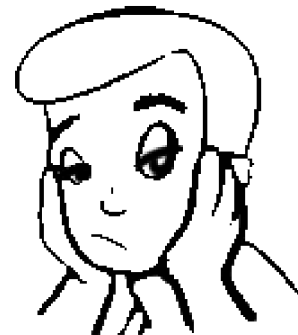
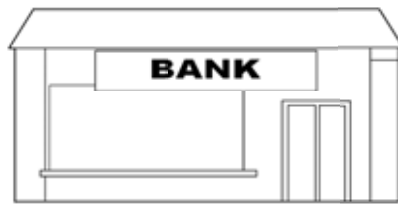
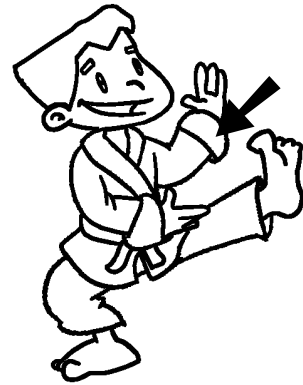
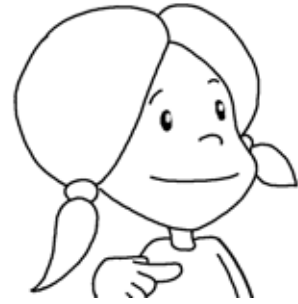
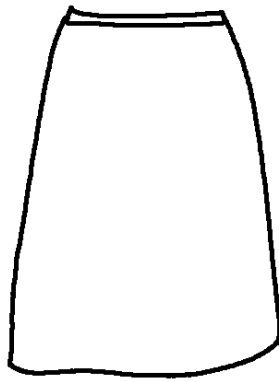
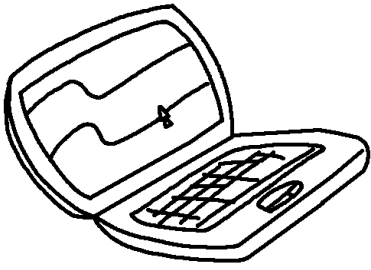
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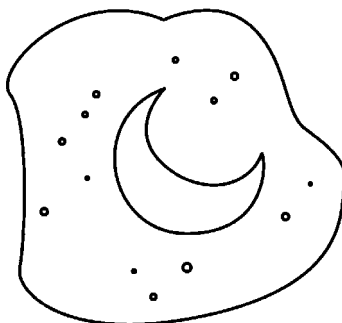
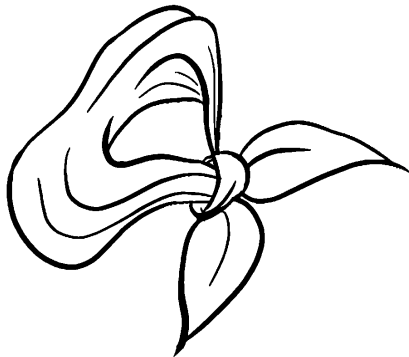
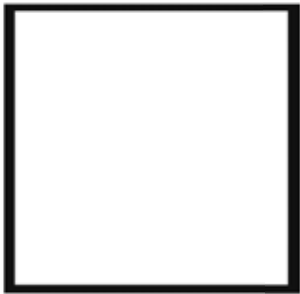
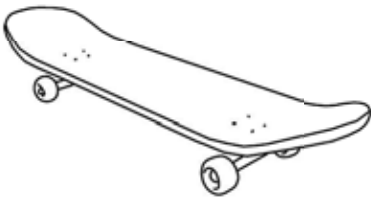
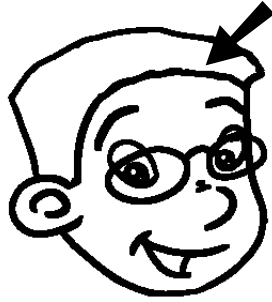
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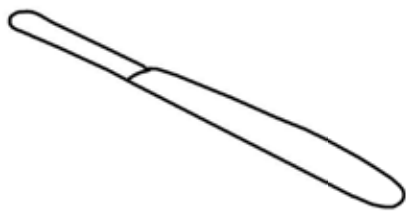
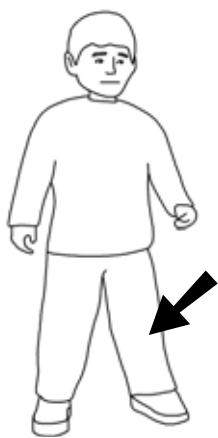




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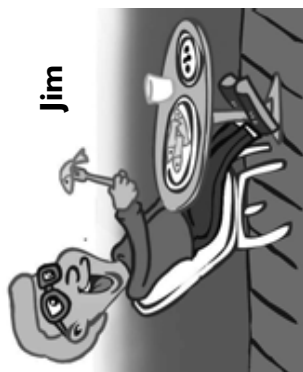
# Cut-outs

1

Let's play



Let's play



Jim

- went to the beach
- swam
- ate fish



Karim

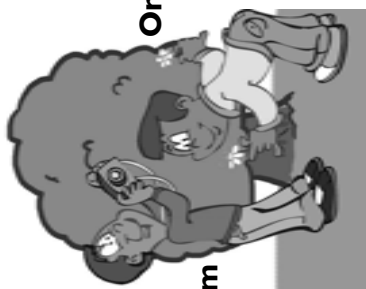
- went to the beach
- went windsurfing
- ate fish



Fatima

Reema

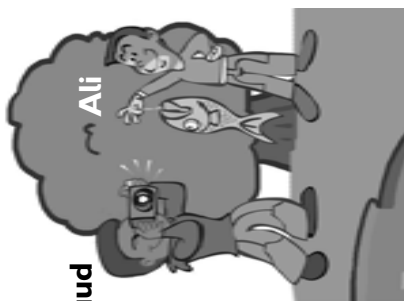
- went to the museum
- took pictures
- ate sandwiches



Salim

Omar

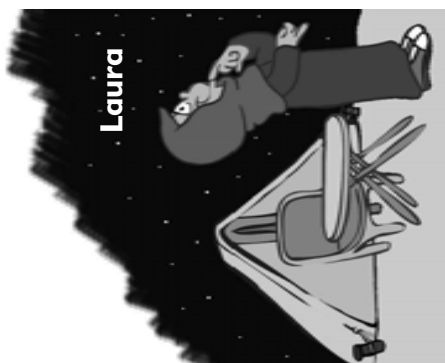
- went to the forest
- picked flowers
- took pictures



Saud

Ali

- went to the forest
- caught some fish
- took pictures



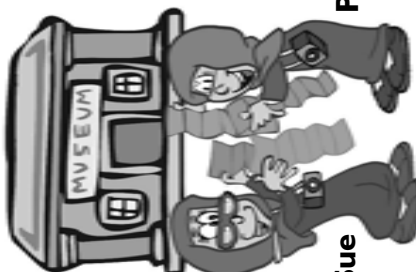
Laura

- went to the desert
- looked at the stars



Betty

- went to the desert
- had a picnic



Sue

Pam

- went to the museum
- took pictures
- bought postcards



Name \_\_\_\_\_

Total  20





## 1 Look and write.

go straight opposite be quiet turn left turn right next to

1.  \_\_\_\_\_  
\_\_\_\_\_
2.  \_\_\_\_\_  
\_\_\_\_\_
3.  \_\_\_\_\_  
\_\_\_\_\_
4.  \_\_\_\_\_  
\_\_\_\_\_
5.  \_\_\_\_\_  
\_\_\_\_\_
6.  \_\_\_\_\_  
\_\_\_\_\_

## 2 Look and circle a or b.







3

1.  a. It's a quarter to five.  
b. It's a quarter past five.
2.  a. It's half past eleven.  
b. It's a quarter past eleven.
3.  a. It's a quarter to ten.  
b. It's a quarter past nine.
4.  a. It's a quarter to four.  
b. It's a quarter past three.

4

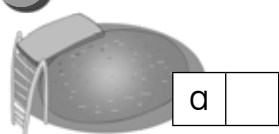
## 3 Look and write.

comics toy cars stamps coins dolls stickers

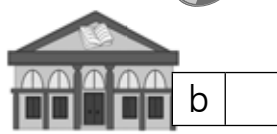
1.  200 \_\_\_\_\_
2.  1000 \_\_\_\_\_
3.  500 \_\_\_\_\_
4.  100 \_\_\_\_\_
5.  700 \_\_\_\_\_
6.  300 \_\_\_\_\_

3

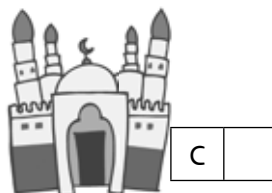
## 4 Listen and number (1-4).



a



b



c



d

4

## 5 Read and complete.

Turn off them How do I her  
Cross the street between Don't throw

1. \_\_\_\_\_ rubbish on the floor.
2. **A:** \_\_\_\_\_ get to the hospital?  
**B:** \_\_\_\_\_. The hospital is \_\_\_\_\_  
the school and the park.
3. I've got 800 coins in my collection. Look at \_\_\_\_\_.
4. \_\_\_\_\_ your mobile phones in the library.
5. Look at \_\_\_\_\_. She's taking pictures!

6

Name \_\_\_\_\_





Total 20

## 1 Read and write. was were wasn't weren't

1. **A:** \_\_\_\_\_ Hasna at the amusement park on Thursday?  
**B:** No, she \_\_\_\_\_.
2. There \_\_\_\_\_ cars in Jeddah in the past. There \_\_\_\_\_ only camels.
3. **A:** The children \_\_\_\_\_ at the shopping centre yesterday, right?  
**B:** No, they \_\_\_\_\_. I \_\_\_\_\_ at home with them.

7

## 2 Look and match.

1. Was the Ferris wheel scary?  a. No, he wasn't.
2. Was Karim at the sports centre in the afternoon?  b. Yes, they were.
3. Were there a lot of people at the gallery?  c. Yes, it was.
4. Were they at home in the evening?  d. No, there weren't.

4

## 3 Listen and circle.

1. Were the children at the zoo at the weekend?  
a. Yes, they were.  
b. No, they weren't.
2. How was the book?  
a. It was interesting.  
b. It was boring.
3. Where was Khaled yesterday evening?  
a. He was at home.  
b. He was at the shopping centre.
4. Was the Ferris wheel scary?  
a. Yes, it was.  
b. No, it wasn't.

4

## 4 Put in the correct order.

1. weren't / galleries / There / any / my town / in / .  
\_\_\_\_\_
2. was / a goat / on the farm / There / .  
\_\_\_\_\_
3. souqs / and restaurants / were / There / .  
\_\_\_\_\_
4. weren't / The / children / noisy / .  
\_\_\_\_\_
5. Ali and Omar / in the afternoon / at the football field / Were / ?  
\_\_\_\_\_

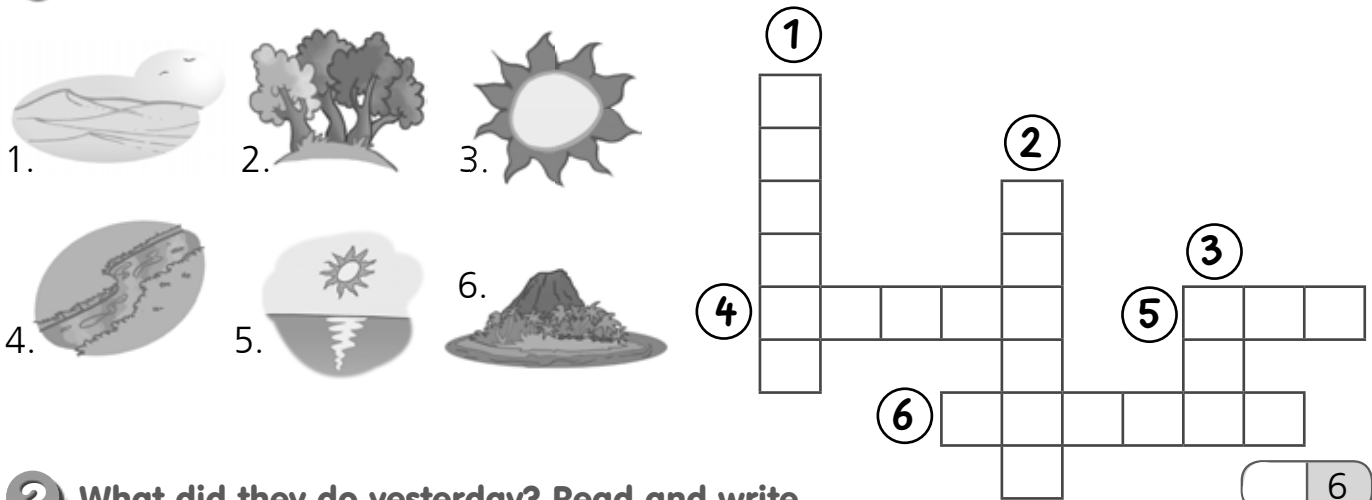
5

Name \_\_\_\_\_

Total  20

## 1 Look and write.

sea sun river island forest desert



## 2 What did they do yesterday? Read and write. Use the Past Simple.

pick see go buy play have pack catch

1. Ahmed and Saleh \_\_\_\_\_ hide and seek in the forest.
2. Sahar \_\_\_\_\_ beautiful flowers for her mother.
3. They \_\_\_\_\_ a picnic in the desert.
4. Mr Jameel \_\_\_\_\_ three big fish.
5. Afaf and her family \_\_\_\_\_ to the shopping centre.
6. Reema \_\_\_\_\_ a shark.
7. We \_\_\_\_\_ our bags.
8. Helen \_\_\_\_\_ postcards of the KSA.

## 3 Listen and match.

- |                  |                  |                   |                      |
|------------------|------------------|-------------------|----------------------|
| 1. Mother        | 2. Father        | 3. Maha           | 4. Jameel            |
| a. took pictures | b. caught a fish | c. picked flowers | d. swam in the river |

## 4 Answer about yourself.

1. Did you go to an island in the summer? \_\_\_\_\_
2. What did you have for breakfast yesterday? \_\_\_\_\_
3. Did you buy postcards on your holiday? \_\_\_\_\_
4. Did you take pictures on your holiday? \_\_\_\_\_
5. Where did you go last weekend? \_\_\_\_\_
6. Did you watch TV yesterday? \_\_\_\_\_

Name \_\_\_\_\_

Total  20

## 1 Read and write the names.

1. Hasna is prettier than Lamya.

a.   b.

2. Karim is faster than Ali.

a.   b.

3. Salim is a better student than Ali.

a.   b.

4. Hassan is fatter than Ameer.

a.   b.

5. Abdullah is angrier than Saleh.

a.   b.

## 3 Listen and match.

5

1. Reema

2. Hasna

3. Sahar

4. Lamya

a. 

b. 

c. 

d. 

4

## 4 Read and complete with *going to* and the verb in the brackets.

1. **A:** Where \_\_\_\_\_ (travel) to?

**B:** I \_\_\_\_\_ (travel) to the KSA.

2. Ali \_\_\_\_\_ (buy) a ticket. Then, he  
\_\_\_\_\_ (book) a hotel.

3. **A:** What \_\_\_\_\_ Fatima  
\_\_\_\_\_ (take) with her?

**B:** She \_\_\_\_\_ (take) her camera.

3

## 5 Answer about yourself.

1. Where are you going to go on Thursday? \_\_\_\_\_

2. What are you going to do there? \_\_\_\_\_

3. What are you going to do then? \_\_\_\_\_

3

## 2 Look and write.

1. Elephants are

\_\_\_\_\_ (big) than hippos.



2. Saleh is the

\_\_\_\_\_ (happy) of the three.



3. The lion is the

\_\_\_\_\_ (scary) of the three.



4. Omar is the

\_\_\_\_\_ (good) of the three.



5. The cheetah is

\_\_\_\_\_ (fast) than the elephant.



5



Name \_\_\_\_\_

Total  40

## 1 Read and complete.

delicious interesting closed noisy

1. We didn't go to the museum on Friday. It was \_\_\_\_\_.
2. Jameel's project about sea animals was \_\_\_\_\_.
3. I don't like shopping centres. They're very \_\_\_\_\_.
4. Hasna ate kabsa yesterday. It was \_\_\_\_\_.

4

## 2 Look and answer the questions.

1.  What's the time? \_\_\_\_\_

400

2. How many stickers has she got? \_\_\_\_\_



3.  Salim can't wear shoes. Where is he? \_\_\_\_\_

4. Afaf can't take pictures. Where is she? \_\_\_\_\_



5.  What does the street sign say? \_\_\_\_\_

6. What did Sahar do at the weekend? \_\_\_\_\_



## 3 Read and write. Use the Past Simple.

Yesterday, Fatima and Hasna (1) \_\_\_\_\_ (go) for a walk on the beach.

Fatima (2) \_\_\_\_\_ (find) some shells and Hasna (3) \_\_\_\_\_ (swim)

in the sea. Later, Fatima's father (4) \_\_\_\_\_ (catch) some fish,

(5) \_\_\_\_\_ (make) a fire and they (6) \_\_\_\_\_ (eat).

3

6

## 4 Read and write.

was were wasn't weren't

1. Karim and I \_\_\_\_\_ at the amusement park yesterday. The Ferris wheel was great.

2. Sahar \_\_\_\_\_ at the shopping centre yesterday. She stayed at home.

3. **A:** \_\_\_\_\_ Mum and Dad at the sports centre last night?

**B:** No, they \_\_\_\_\_. They \_\_\_\_\_ at the gallery.

4. Hassan \_\_\_\_\_ at the football field on Thursday. Did you see him?

6



## 5 Look and write.

1. Salim is a \_\_\_\_\_ (good) student than Ali. **Ali**



**Salim**



**Hasna**

2. Hasna is the \_\_\_\_\_ (pretty) of the three girls.



3. Mercury is the \_\_\_\_\_ (small) planet in the solar system. **Mercury**



4. The cheetah is \_\_\_\_\_ (fast) than the tiger.

5. The shark is the \_\_\_\_\_ (scary) of the three animals.



5

## 6 Listen and match.

1. Reema

2. Saud

3. Fatima

4. Saleh



4

## 7 Read and match.

1. How do I get to the museum?
2. Where are you going to travel to?
3. Where were you yesterday?
4. What do you collect?
5. Were there shopping centres in your town in the past?
6. How many coins have you got?
7. Did you buy postcards on your holiday?

- a. I was at the shopping centre.
- b. I've got one thousand.
- c. No, there weren't. There were souqs.
- d. I collect stickers.
- e. The KSA.
- f. Go straight. Then, turn left. It's next to the park.
- g. Yes, I did.

7

## 8 Answer about yourself.

1. What's your favourite dessert?
2. Where were you at the weekend?
3. What do you usually have for breakfast?
4. Where did you go for your summer holidays?
5. Did you take pictures?

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5

## Listening Transcripts Tests 1-4

### Test 1 (Track 68, CD2)

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

- A:** OK, kids. We're here. Shhhh! Please don't take your cameras with you.  
**B:** Why, Mrs Fatima?  
**A:** We don't take pictures in here, Sahar.  
**B:** Oh, no!  
**A:** Reema, don't touch the paintings.  
**C:** OK, Mrs Fatima. Sorry.
- A:** Give it to me. That's my book.  
**B:** It's not yours. It's mine.  
**A:** What are you talking about? It's not yours. I'm reading it now.  
**C:** Shhh... Be quiet. We are reading, too.  
**A-B:** Sorry.
- A:** Salim, what are you doing? Turn off your mobile phone.  
**B:** I know. I know. I'm doing it now.  
**A:** And take off your shoes. You can't wear shoes here.  
**B:** Yes, sorry.
- A:** Hey, Afaf. Where are you going?  
Don't run in here. It's dangerous.  
**B:** Oh, yeah. You're right. It's just that I'm late.  
**A:** Go to the showers, then.  
**B:** Yes, I know. I always have a shower before swimming.  
**A:** Hurry up, though. Wear your swimming cap, too. Don't be late!  
**B:** I'm coming.

### Test 2 (Track 69, CD2)

#### Activity 3 Listen and circle.

- A:** Hey, Fatima. How was your weekend?  
**B:** Oh, it was great.  
**A:** Were you at the playground?  
**B:** No, I wasn't. I was at the zoo with Hasna.  
**A:** Were there any lions at the zoo?  
**B:** Yes, there were. They were very scary! But the monkeys were so funny!
- A:** Well?  
**B:** Oh, it wasn't interesting at all.  
**A:** So, it wasn't just me then?  
**B:** It was so boring.
- (telephone conversation)  
**A:** Hello, Khaled? It's Abdullah.  
**B:** Oh, hi, Abdullah. What's up?  
**A:** Nothing much. Where were you yesterday? You weren't at home, right?  
**B:** No, I wasn't. I was at a restaurant in the shopping centre with my family. So, we were all there.

- A:** I see. How was it?  
**B:** It was great! The kabsa was delicious.

- A:** Hey, Mum. Do you want to see the pictures from the amusement park last weekend?  
**B:** Of course. Let me see.  
**A:** Here. I like this one.  
**B:** Wow. The Ferris wheel was great, huh?  
**A:** No, it wasn't. It was so scary. But the popcorn was delicious.

### Test 3 (Track 70, CD2)

#### Activity 3 Listen and match.

- A:** Maha, what did you do at the weekend?  
**B:** We went to the forest.  
**A:** Really? What did you do there?  
**B:** Well, my mother picked flowers.
- A:** What about your father?  
**B:** My father loves taking pictures.  
**A:** Did he take pictures then?  
**B:** Yes, he did.
- A:** What did you do, Maha?  
**B:** Oh, I didn't want to pick flowers with my mother. It was boring.  
**A:** So what did you do?  
**B:** I caught a very big fish.
- A:** What about your brother, Jameel?  
Did he swim in the river?  
**B:** Yes, he did.  
**A:** Really?  
**B:** Yes.

### Test 4 (Track 71, CD2)

#### Activity 3 Listen and match.

- A:** Today, kids, I want you to tell me about your favourite animals. Reema, you go first.  
**B:** My favourite animal is very smart. It lives in the sea. It's the dolphin.
- A:** Great. What about you, Hasna?  
**C:** Well, I like dolphins, too. But they're not my favourite animal.  
**A:** What's your favourite then? Sharks?  
**C:** No, no. Sharks are scary. I love cheetahs. They're the fastest animals.
- D:** I like sharks, Mrs Fatima.  
**A:** Really, Sahar? Why do you like them?  
**D:** Well, they're scarier than dolphins and whales. Sharks are my favourite animals.

- A:** And what's your favourite animal, Lamya?  
**E:** I like dolphins, but my favourite animal lives in the desert.  
**A:** Is it the camel?  
**B:** Yes!

### Test 1-4 (Track 72, CD2)

#### Activity 6 Listen and match.

- A:** Hey, Hasna. I called Reema about an hour ago, but she wasn't at home.  
**B:** I know. She went away for the weekend with her family.  
**A:** Really? Did they go to her uncle's farm? I love that place.  
**B:** No, no. This time they didn't want to go there. They went to an island.  
**A:** Really? I'd love to go to an island, too.
- A:** I'm bored. Let's go for a walk in the forest.  
**B:** Great idea. We can ask Saud to come with us.  
**A:** No, he's not at home. He's at the amusement park with Ahmed.  
**B:** Oh, I see.
- A:** The river here is beautiful, isn't it, Fatima?  
**B:** Look, Mum. A bird is drinking water from the river.  
**A:** Yes, I see it.  
**B:** The flowers are very pretty.  
**A:** Oh, I know. Let's pick some and take them to your father.  
**B:** Coming to the forest was a great idea, Mum.
- A:** This holiday is great! Look at all the animals.  
**B:** Yes, it's beautiful.  
**A:** Are those camels over there?  
**B:** Yes, they are.  
**A:** Wow! More than 20 camels!  
**B:** Well, we are on a farm, Saleh.

# Key to Tests



## Key to Test 1

### Activity 1

1. Turn left.
2. Turn right.
3. next to
4. Be quiet.
5. Go straight.
6. opposite

### Activity 2

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

### Activity 3

1. two hundred stamps
2. one thousand stickers
3. five hundred coins
4. one hundred comics
5. seven hundred toy cars
6. three hundred dolls

### Activity 4

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

### Activity 5

1. Don't throw
2. How do I, Cross the street, between
3. them
4. Turn off
5. her



## Key to Test 2

### Activity 1

1. Was, wasn't
2. weren't, were
3. were, weren't, was

### Activity 2

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

### Activity 3

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

### Activity 4

1. There weren't any galleries in my town.
2. There was a goat on the farm.
3. There were souqs and restaurants.
4. The children weren't noisy.
5. Were Ali and Omar at the football field in the afternoon?



## Key to Test 3

### Activity 1

1. desert
2. forest
3. sun
4. river
5. sea
6. island

### Activity 2

1. played
2. picked
3. had
4. caught
5. went
6. saw
7. packed
8. bought

### Activity 3

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

### Activity 4

open answers



## Key to Test 4

### Activity 1

1. a. Hasna      b. Lamya
2. a. Karim      b. Ali
3. a. Ali          b. Salim
4. a. Ameer      b. Hassan
5. a. Saleh       b. Abdullah

### Activity 2

1. bigger
2. happiest
3. scariest
4. best
5. faster

### Activity 3

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

### Activity 4

1. are you going to travel, am going to travel
2. is going to buy, is going to book
3. is ... going to take, is going to take

### Activity 5

open answers



## Key to Test 1-4

### Activity 1

1. closed
2. interesting
3. noisy
4. delicious

### Activity 2

1. It's a quarter past twelve. / It's twelve fifteen.
2. Four hundred stickers.
3. He's at the mosque.
4. She's at the museum.
5. Turn left.
6. She picked flowers.

### Activity 3

1. went
2. found
3. swam
4. caught
5. made
6. ate

### Activity 4

1. were
2. wasn't
3. Were, weren't, were
4. was

### Activity 5

1. better
2. prettiest
3. smallest
4. faster
5. scariest

### Activity 6

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

### Activity 7

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

### Activity 8

open answers

# Suggested Pacing Chart for Smart Class 6

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 *A chant*)
- 1 session (1st module *Smart kids*)
- 1 session (1st module *Our world*)
- 1 session (1st module *Let's play and Phonics*)
- 1 session (1st module *Story*)
- 1 session (1st module *Revision and Project*)
- 1 session (*Smart Time and Phonics*)
- 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>	• Do in class <i>A chant</i> (SB pp.4-5).	• Do the activities from the Workbook section (p.74).
<b>Session 2</b>	• Do in class <i>Smart kids</i> (SB pp.6-7).	• Do the activities from the Workbook section (p.75).

## Week 2

Sessions	Student's Book	Workbook
<b>Session 1</b>	• Do in class <i>Our World</i> (SB pp.8-9).	• Do the activities from the Workbook section (p.76).
<b>Session 2</b>	• Do in class <i>Let's play and Phonics oy - oi</i> (SB pp.10-11).	• Begin the activities from the Workbook section (pp.77-79). If you do not have time to complete all the activities, assign some of them for homework.

## Week 3

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>Story time</i> (SB pp.12-13).</li> </ul>	<ul style="list-style-type: none"> <li>• Do the activities from the Workbook section (p.80).</li> </ul>
<b>Session 2</b>	<ul style="list-style-type: none"> <li>• Do in class <i>Revision 1</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 (pp.81-83). 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
<b>Session 1</b>	<ul style="list-style-type: none"> <li>• Check homework, if any.</li> <li>• Do in class <i>Smart Time 1</i> and <i>Phonics ar-or-er</i> (SB pp.16-17).</li> </ul>	<ul style="list-style-type: none"> <li>• Begin the activities from the Workbook section (pp.84-87). If you do not have time to complete all the activities, assign some of them for homework.</li> </ul>
<b>Session 2</b>	<ul style="list-style-type: none"> <li>• Do in class Test 1 (Teacher's Manual p.107). Allow only 30 minutes for students to complete the test.</li> <li>• Do in class <i>A chant</i> (SB pp.18-19).</li> </ul>	<ul style="list-style-type: none"> <li>• Do the activities from the Workbook section (p.88).</li> </ul>

## Week 5

Sessions	Student's Book	Workbook
<b>Session 1</b>	<ul style="list-style-type: none"> <li>• Do in class <i>Smart kids</i> (SB pp.20-21).</li> </ul>	<ul style="list-style-type: none"> <li>• Do the activities from the Workbook section (p.89).</li> </ul>
<b>Session 2</b>	<ul style="list-style-type: none"> <li>• Do in class <i>Our world</i> (SB pp.22-23).</li> </ul>	<ul style="list-style-type: none"> <li>• Do the activities from the Workbook section (p.90).</li> </ul>

## Week 6

Sessions	Student's Book	Workbook
<b>Session 1</b>	<ul style="list-style-type: none"> <li>• Do in class <i>Let's play</i> and <i>Phonics ur - ir</i> (SB pp.24-25).</li> </ul>	<ul style="list-style-type: none"> <li>• Begin the activities from the Workbook section (pp.91-93). 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>Story time</i> (SB pp.26-27).</li> </ul>	<ul style="list-style-type: none"> <li>• Do the activities from the Workbook section (p.94).</li> </ul>

## Week 7

Sessions	Student's Book	Workbook
<b>Session 1</b>	<ul style="list-style-type: none"> <li>• Do in class <i>Revision 2</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 (pp. 95-97). 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 Time 2</i> and <i>Phonics u - ue</i> (SB pp.30-31).</li> </ul>	<ul style="list-style-type: none"> <li>• Begin the activities from the Workbook section (pp. 98-101). If you do not have time to complete all the activities, assign some of them for homework.</li> </ul>

## Week 8

Sessions	Student's Book	Workbook
<b>Session 1</b>	<ul style="list-style-type: none"> <li>Do in class Test 2 (Teacher's Manual p. 108). Allow only 30 minutes for students to complete the test.</li> <li>Check homework, if any.</li> <li>Do in class <i>A chant</i> (SB pp.32-33).</li> </ul>	<ul style="list-style-type: none"> <li>Do the activities from the Workbook section (p.102).</li> </ul>
<b>Session 2</b>	<ul style="list-style-type: none"> <li>Do in class <i>Smart kids</i> (SB pp.34-35).</li> </ul>	<ul style="list-style-type: none"> <li>Do the activities from the Workbook section (p.103).</li> </ul>

## Week 9

Sessions	Student's Book	Workbook
<b>Session 1</b>	<ul style="list-style-type: none"> <li>Do in class <i>Our world</i> (SB pp.36-37).</li> </ul>	<ul style="list-style-type: none"> <li>Do the activities from the Workbook section (p.104).</li> </ul>
<b>Session 2</b>	<ul style="list-style-type: none"> <li>Do in class <i>Let's play</i> and <i>Phonics nk - ng - ck</i> (SB pp.38-39).</li> </ul>	<ul style="list-style-type: none"> <li>Begin the activities from the Workbook section (pp.105-107). If you do not have time to complete all the activities, assign them for homework.</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>Story time</i> (SB pp.40-41).</li> </ul>	<ul style="list-style-type: none"> <li>Do the activities from the Workbook section (p.108).</li> </ul>
<b>Session 2</b>	<ul style="list-style-type: none"> <li>Do in class <i>Revision 3</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 (pp.109-111). If you do not have time to complete all the activities, assign some of them for homework.</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>Smart Time 3</i> and <i>Phonics nd - nt</i> (SB pp.44-45).</li> </ul>	<ul style="list-style-type: none"> <li>Begin the activities from the Workbook section (pp.112-115). If you do not have time to complete all the activities, assign some of them for homework.</li> </ul>
<b>Session 2</b>	<ul style="list-style-type: none"> <li>Do in class Test 3 (Teacher's Manual p.109). Allow only 30 minutes for students to complete the test.</li> <li>Check homework, if any.</li> <li>Do in class <i>A chant</i> (SB pp.46-47).</li> </ul>	<ul style="list-style-type: none"> <li>Do the activities from the Workbook section (p.116).</li> </ul>

## Week 12

Sessions	Student's Book	Workbook
<b>Session 1</b>	<ul style="list-style-type: none"> <li>Do in class <i>Smart kids</i> (SB pp.48-49).</li> </ul>	<ul style="list-style-type: none"> <li>Do the activities from the Workbook section (p.117).</li> </ul>
<b>Session 2</b>	<ul style="list-style-type: none"> <li>Do in class <i>Our world</i> (SB pp.50-51).</li> </ul>	<ul style="list-style-type: none"> <li>Do the activities from the Workbook section (p.118).</li> </ul>

## Week 13

Sessions	Student's Book	Workbook
<b>Session 1</b>	<ul style="list-style-type: none"> <li>Do in class <i>Let's play</i> and <i>Phonics sk - sc - squ</i> (pp.52-53).</li> </ul>	<ul style="list-style-type: none"> <li>Begin the activities from the Workbook section (pp.119-121). 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>Story time</i> (SB pp.54-55).</li> </ul>	<ul style="list-style-type: none"> <li>Do the activities from the Workbook section (p.122).</li> </ul>

## Week 14

Sessions	Student's Book	Workbook
<b>Session 1</b>	<ul style="list-style-type: none"> <li>Do in class <i>Revision 4</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 (pp.123-125). 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 time 4</i> and <i>Phonics gh - k</i> (SB pp.58-59).</li> </ul>	<ul style="list-style-type: none"> <li>Begin the activities from the Workbook section (pp.126-127). If you do not have time to complete all the activities, assign some of them for homework.</li> </ul>

## Week 15

Sessions	Student's Book	Workbook
<b>Session 1</b>	<ul style="list-style-type: none"> <li>Check homework, if any.</li> <li>Play the board game (pp.136-137).</li> </ul>	<ul style="list-style-type: none"> <li>Do the activities from the Workbook section (pp.128-129).</li> </ul>
<b>Session 2</b>	<ul style="list-style-type: none"> <li>Do in class <i>Test 4</i> and <i>Test 1-4</i> (Teacher's Manual pp.110-112).</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 six students will be able to:	Session الفترة		الرمز Code
		الثالثة 3 <sup>rd</sup>	الرابعة 4 <sup>th</sup>	
		Page Number	Page Number	
x	Recognise and produce the consonant sound /f/: (ph /f/ as in "photo", gh /f/ as in "laugh").			1/7/6
x	Recognise and differentiate between the endings of third person singular Present Simple: (/s/ as in "walks", /z/ as in "reads", /ɪz/ as in "teaches").			2/7/6
x	Recognise and produce long vowels: ea /i:/ as in "teacher", ee /i:/ as in "tree", /aɪ/ as in "rice", /aɪ/ as in "pie", /eɪ/ as in "play", /eɪ/ as in "train").			3/7/6
x	Recognise and produce some English digraphs (oa /əʊ/ as in "goat" and ow /əʊ/ as in "yellow", ou /aʊ/ as in "mouth" and ow /aʊ/ as in "brown" ow /əʊ/ as in "window" and ow /aʊ/ as in "town", /eə/ ere as in "where", air as in "hair" and ear as in "wear").			4/7/6
x	Recognise and produce some English digraphs (/ɔɪ/ as in "oil" and "toy").	11		5/7/6
x	Recognise and produce long vowels and the schwa sound: (/ɑ:/ as in "car", /ɔ:/ as in "forty", /ə/ as in "brother").	17		6/7/6
x	Recognise and produce long vowels: (/ju:/ as in "huge" and as in "barbecue", /ɜ:/ as in "purse" and as in "bird").	25, 31		7/7/6
	Recognise and produce consonant endings: (/ŋk/ as in "bank", /ɪŋ/ as in "spring", /ɪk/ as in "clock", /nd/ as in "sand", /nt/ as in "tent").		39, 45	8/7/6
	Recognise and produce the consonant blend: (/sk/ as in "skate, scarf and square").		53	9/7/6
x	Recognise the silent gh as in "night" and the silent k as in "knee".		59	10/7/6
x	Ask questions using What, Who, Where, Why, Whose.			11/7/6
x	Identify countable and uncountable nouns (some - any) and ask and answer about quantity using <i>How much</i> and <i>How many</i> .			12/7/6
x	Identify and talk about family and friends using the verb <i>to be</i> (Affirmative, Negative, Questions, Short Answers), the verb <i>to have</i> and possessive adjectives, <i>can/can't</i> .			13/7/6
x	Tell the time (o' clock, half past, a quarter to, a quarter past).	10		14/7/6
x	Talk about everyday activities using the Present Simple (Affirmative – Questions – Short answers – Negative) and adverbs of frequency (always, sometimes, never).			15/7/6
x	Talk about occupations.			16/7/6
x	Talk about activities happening at the moment of speaking using the Present Progressive (Affirmative – Negative – Questions – Short answers).			17/7/6
x	Talk about sports and household chores.			18/7/6
x	Describe location (on, in, under, next to, between, opposite, in front of, behind).			19/7/6
x	Talk about possession using possessive pronouns (mine, yours, his, hers), <i>Whose</i> and the Possessive Case ('s).			20/7/6
x	Talk about different items in a house using <i>There is / There are</i> .			21/7/6
x	Identify and talk about food.			22/7/6
	Order at a restaurant using <i>I'd like</i> .			23/7/6
	Give directions.	4, 5		24/7/6
x	Talk about rules using the imperative.	8, 9		25/7/6
	Use subject and object personal pronouns (I, you, he, etc. / me, you, him, etc.).	8, 9		26/7/6
x	Identify places in a town using the Past Simple of the verb <i>to be</i> .	18, 19	22-24	27/7/6
x	Talk about the different times of the day (in the afternoon, in the evening).	18, 19		28/7/6
	Use prepositions of time (in, on, before, at, after).			29/7/6
x	Talk about the past and describe past experiences using the Past Simple of the verb <i>to be</i> and <i>There was / There were / There wasn't / There weren't</i> .	22, 23		30/7/6
	Talk about past activities and events (Past Simple of regular and irregular verbs).		32-38	31/7/6
	Make comparisons, e.g. people, animals, using the comparative and superlative form.		46-51	32/7/6
	Talk about future plans using <i>going to</i> .		52	33/7/6
	Use conjunctions (because, and, but).		43	34/7/6
	Use intensifiers (so, very).	29		35/7/6
x	Follow a simple text while listening to the audio recording.	15, 16, 22, 30	36, 43, 44, 50, 58	36/7/6
	Understand the main idea and/or basic information in short monologues or dialogues.	7, 21, 28	35, 49	37/7/6
x	Read and count cardinal numbers to 1000.	6, 7		38/7/6
x	Read and comprehend simple sentences and simple texts.	15, 22, 29	36, 43, 44, 50	39/7/6
x	Read simple illustrated stories.	6, 12-13, 20, 26-27	34, 40-41, 48, 54-55	40/7/6
x	Recognise basic rules of punctuation.			41/7/6
	Understand the main idea and specific information in short simple texts.	16, 30	43, 46, 49, 58	42/7/6
	Associate verbal with visual information.	23, 76, 78	37, 91	43/7/6
x	Apply basic rules of punctuation (e.g. use capital letters, full stops, question marks, exclamation marks).			44/7/6
x	Write short simple words/phrases to complete a paragraph.	77, 78	92, 98	45/7/6
x	Write simple sentences to convey personal information.	15, 29	99, 107	46/7/6
x	Write short answers to simple questions.	28, 68, 79	51, 52, 93, 96, 106	47/7/6
x	Use the definite and indefinite article (a/an/the).			48/7/6
	Link ideas with <i>and</i> , <i>then</i> .		99	49/7/6

**Smart Class 6**  
**Teacher's Manual**

H. Q. Mitchell - Marileni Malkogianni

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# Smart Class

is an innovative English course that follows the modular approach.

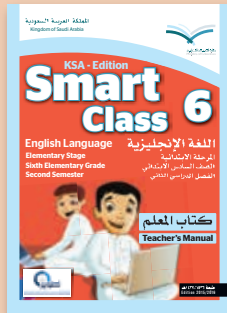
CEF A1

## 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
- Grammar section



Student's Book  
including Workbook



Teacher's Manual

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