

KSA - Edition
Smart Class 4

English Language
Elementary Stage
Fifth Elementary Grade
Second Semester

اللغة الإنجليزية
المرحلة الابتدائية
الصف الخامس الابتدائي
الفصل الدراسي الثاني

كتاب المعلم

Teacher's Manual

KSA - Edition

Smart Class 4

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English Language

Elementary Stage

Fifth Elementary Grade

Second Semester



Contents

Syllabus	2
Introduction	4
Track list for Student's CD / CD-ROM	7
Track list for Class CDs	8
1 My favourite food	10
2 On time	30
3 At work	50
4 People	70
Picture Dictionary	90
Grammar Boxes	92
Cut-outs	95
Tests (photocopiable)	98
Listening transcripts for tests	104
Phonics cards (photocopiable)	105
Pacing chart	113
Grade Five Objectives	118

Smart Class 4 Syllabus

Communication Objectives	Structures	Vocabulary	Cross-curricular Connections	Phonics
Module 1 • My favourite food p. 5				
<ul style="list-style-type: none">- to identify and talk about food- to talk about likes and dislikes	What's your favourite food? I like (sandwiches). I don't like (meat). Do you like (milk)? Yes, I do. / No, I don't. I want (fruit). I don't want (sweets). It's good for you. It's bad for you. What do you have for (breakfast)? I have (cereal with milk).	Food and drinks: meat, chicken, cheese, peas, tomato(es), sandwich(es), crisps, soup, tea, beans, milk, orange juice, chocolate, vegetables, sweets, lemonade, salad, cereal, pancakes, omelette, chips, water, bread Meals: breakfast, lunch, dinner Adjectives: salty, sweet, cold, hot, sour	Literature (chant / poem) Health (food groups) Social studies (preferences, food around the world) English (fiction, writing about food habits) Art (drawing, colouring)	fr /fr/ frog fruit
		Writing tip Use of and and or .		pr /pr/ prince princess
				br /br/ breakfast brush
				dr /dr/ dress drink
Module 2 • On time p. 19				
<ul style="list-style-type: none">- to identify the days of the week- to tell time on the hour- to identify different times of the day- to talk about everyday activities- to identify and talk about the months of the year- to identify and talk about seasons- to use ordinals (1st-12th)	What day is it today? It's (Monday). What's your favourite day? What's the time? It's (nine) o'clock. Good (morning). What time do you (get up)? I (get up) at (seven) o'clock. (February) is the (second) month of the year. It's in (winter).	Days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday , Saturday Time: morning, afternoon, evening, night, It's twelve o'clock, It's one o'clock Everyday activities: get up, do my homework, go to school, go home, go to bed Months: January, February, March, April, May, June, July, August, September, October, November, December Seasons: winter, spring, summer, autumn Ordinals: first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth Prepositions of time: at, on	Literature (chant / poem) Maths (time) English (fiction, writing about a month) Art (calendar, drawing, colouring) Social studies (festivals around the world)	cr /kr/ crisps crab
		Writing tip Use of <i>capital letters</i> .		gr /gr/ grapes grey
				st /st/ star stop
				tr /tr/ tree train

Communication Objectives	Structures	Vocabulary	Cross-curricular Connections	Phonics
Module 3 • At work p. 33				
<ul style="list-style-type: none">- to identify occupations and talk about what someone does- to talk about when someone does something	(I) work in a (hospital). Do you (cook) every day? Yes, I do./No, I don't. He (washes cars). Does (she) (work in a school)? Yes, (she) does./ No, (she) doesn't. I (cook) in the (morning). (They) don't (fix cars). What time does (Mr Ahmed get up)? At (7 o'clock).	Jobs: police officer, teacher, waiter, doctor, farmer, chef, mechanic, taxi driver, zookeeper, pilot Actions: work, feed the animals, wash, cook, fix cars, drive, clean Prepositions of time: in, at Nouns: cage, airport	Literature (chant / poem) Social Studies (occupations) English (fiction, writing about someone's schedule) Art (picture diary, drawing, colouring)	sp /sp/ spoon spider
		Writing tip Word order (subject + verb)		sn /sn/ snake snack
				sm /sm/ small smile
				sw /sw/ swim swan
Module 4 • People p. 47				
<ul style="list-style-type: none">- to identify and talk about sports and games- to talk about activities happening at the moment of speaking- to identify and talk about clothes- to talk about possession	I'm (playing) basketball. (He)'s (playing tennis). Are you wearing (a scarf)? Yes, I am./No, I'm not. Is (he) wearing (gloves)? Yes, (he) is./No, (he) isn't. Are they (playing hide and seek)? Yes, they are./No, they aren't. (He) isn't (reading a book). Whose (coat) is this? It's (Ali)'s. Whose (socks) are these? They're (Fatima)'s.	Sports and games: basketball, football, tennis, volleyball, table tennis, hide and seek Activities: wear, read Clothes: jeans, trainers, coat, jacket, socks, glasses, gloves, scarf, pyjamas, abaya, sandals	Literature (chant / poem) English (fiction, writing about a friend) Art (drawing, colouring) Social studies (famous football players)	fl /fl/ flag flower
		Writing tip Use and order of adjectives (size + colour + noun).		sl /sl/ sleep slippers
				bl /bl/ black blanket
				gl /gl/ igloo gloves

Welcome to Smart Class

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

Smart Class is based on a well-organised, multi-dimensional syllabus, which focuses equally on the development of both vocabulary and structures through lively topics and communicative activities. The four skills (listening, speaking, reading and writing) are developed in an integrated way throughout the course. The focus is on the development of listening and speaking skills first, with careful steps taken towards the development of reading and writing skills. Special attention has been given to the development of writing skills. Ss begin by tracing words and gradually reach the point where they are able to write.

Course Components

Student's Book

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

Each module includes a wide range of chants / poems, stories, various activities with pictures and photos, games, as well as projects that stress the communicative function of the language and motivate learners to participate actively. Consonant blends are also introduced and practised in Smart Class 4. 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 98-103). These pages are photocopiable. The listening transcripts for the tests follow. The keys to the tests can be found in the *Smart Time* lessons of each module of the Teacher's Manual. The tests are also available on the class CD.

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

Class CDs

The Class CDs include all the recordings of the vocabulary, dialogues, stories, texts, phonics, chants / poems and listening activities in the Student's Book, Workbook and tests. Special attention has been given to sound effects, in order to help students better understand and enjoy the presentations and stories. Every recording has been marked with a track number (for the CD) for easy reference. The Class CDs also include the **Tests in PDF format** and **Word format** (so teachers can change the vocabulary and structures, according to their students' needs) their **listening transcripts** and the **key** for each activity.

Student's CD/CD-ROM

The Student's CD/CD-ROM includes the vocabulary, phonics, dialogues, stories, texts and chants / poems from the Student's Book so that students may have the

opportunity to listen to these recordings as many times as they wish, in order to improve their pronunciation and intonation. This CD/CD-ROM works both on a computer and a CD player. A full track list of the Student's CD/CD-ROM has been included in the Student's Book (page 2) as well as in the Teacher's Manual.

Course Outline

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

The first four lessons of every module feature a wide variety of meaningful input through the use of chants / 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.

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

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

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

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

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

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

The next three lessons of each module are consolidation

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

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

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

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

Phonics revision: The sounds which are introduced in each module are revised in this lesson. There are chants and other activities for further practice.

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

Workbook

The workbook includes activities for each lesson in the Student's book. At the end of each module, students have the chance to evaluate themselves in the **self-assessment** section **Now I can**, which is also included in the Workbook.

Extra Material in the Student's Book

Grammar Boxes

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

Board game

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

Picture Dictionary

The Picture Dictionary is a fun way of reinforcing students' knowledge of vocabulary through the categorisation of theme-related words with visual prompts. The Picture Dictionary (pages 110-113 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 90-91).

Cut-outs

A set of separate cut-outs is included at the back of the Student's Book (pages 121-126) for classroom use. Instructions for the use of these cut-outs are included in the corresponding lessons of the Teacher's Manual.

Extra Material in the Teacher's Manual

Phonics cards

At the back of the Teacher's Manual (pages 105-112), there are 48 photocopiable phonics cards. Copies can be given to students to cut and colour, and play various games. Instructions for the use of the phonics cards are included in the corresponding lessons of the Teacher's Manual.

Flashcards

A set of flashcards accompanies Smart Class **3&4**.

They can be used whenever the teacher finds it useful to pre-teach, revise or consolidate vocabulary. There are many teaching ideas for the use of flashcards included in the Teacher's Manual.

Interactive Whiteboard material

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

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



Language focus



Materials



Warm up activities



TPR activities



Track



Games



Before leaving activities



Workbook



Key to the activities



Notes

Abbreviations used in the Teacher's Manual:

S: student

Ss: students

TM: Teacher's Manual

SB: Student's Book

WB: Workbook

Track list for Student's CD/CD-ROM

Track	Module	Activity	Track	Module	Activity
1	Titles		43	2 Project	2. Present your month
2	1 Phonics f rog - p rince	1. Listen and say	44	2 Phonics revision	1. Listen and say
3	1 Phonics f rog - p rince	2. Listen and chant	45	2 Smart Time 2	1. Listen and repeat
4	1 Phonics f rog - p rince (Workbook)	1. Listen, say and circle	46	2 Smart Time 2	2. Look and listen
5	1 Phonics f rog - p rince (Workbook)	2. Listen and number	47	3 Phonics s poon - s nake	1. Listen and say
6	1 Phonics f rog - p rince (Workbook)	3. Listen, say and write	48	3 Phonics s poon - s nake	2. Listen and chant
7	1 A chant	Vocabulary	49	3 Phonics s poon - s nake (Workbook)	1. Listen, say and circle
8	1 A chant	1. Listen and match	50	3 Phonics s poon - s nake (Workbook)	2. Listen and number
9	1 Smart kids	Vocabulary	51	3 Phonics s poon - s nake (Workbook)	3. Listen, say and complete
10	1 Smart kids	1. Look and listen	52	3 A chant	Vocabulary
11	1 Comic	Vocabulary	53	3 A chant	1. Listen and match
12	1 Comic	1. Look and listen	54	3 Smart kids	Vocabulary
13	1 Let's play	Vocabulary	55	3 Smart kids	1. Look and listen
14	1 Phonics b rush - d ress	1. Listen and say	56	3 Comic	Vocabulary
15	1 Phonics b rush - d ress	2. Listen and chant	57	3 Comic	1. Look and listen
16	1 Phonics b rush - d ress (Workbook)	1. Listen, say and circle	58	3 Let's play	Vocabulary
17	1 Phonics b rush - d ress (Workbook)	2. Listen and number	59	3 Phonics s mall - s wim	1. Listen and say
18	1 Phonics b rush - d ress (Workbook)	3. Listen and say	60	3 Phonics s mall - s wim	2. Listen and chant
19	1 Story time	1. Look and listen	61	3 Phonics s mall - s wim (Workbook)	1. Listen, say and circle
20	1 Project	1. Listen and read	62	3 Phonics s mall - s wim (Workbook)	2. Listen and match
21	1 Phonics revision	1. Listen and say	63	3 Story time	1. Look and listen
22	1 Smart Time 1	1. Look and listen	64	3 Revision	1. Listen and number
23	2 Phonics c risps - g rapes	1. Listen and say	65	3 Project	1. Listen and read
24	2 Phonics c risps - g rapes	2. Listen and chant	66	3 Phonics revision	1. Listen and say
25	2 Phonics c risps - g rapes (Workbook)	1. Listen, say and circle	67	3 Smart Time 3	1. Listen and read
26	2 Phonics c risps - g rapes (Workbook)	2. Listen and match	68	4 Phonics f lag - s leep	1. Listen and say
27	2 Phonics c risps - g rapes (Workbook)	3. Listen, say and write	69	4 Phonics f lag - s leep	2. Listen and chant
28	2 A chant	Vocabulary	70	4 Phonics f lag - s leep (Workbook)	1. Listen, say and circle
29	2 A chant	1. Look and write	71	4 Phonics f lag - s leep (Workbook)	2. Listen and number
30	2 Smart kids	Vocabulary	72	4 Phonics f lag - s leep (Workbook)	3. Listen, say and complete
31	2 Smart kids	1. Look and listen	73	4 A chant	Vocabulary
32	2 Our world	Vocabulary	74	4 A chant	1. Listen and write
33	2 Our world	1. Look and listen	75	4 Smart kids	Vocabulary
34	2 Let's play	Vocabulary	76	4 Smart kids	1. Look and listen
35	2 Let's play	1. Listen and say	77	4 Our world	Vocabulary
36	2 Let's play	2. Listen and say	78	4 Our world	1. Look and listen
37	2 Phonics s tar - t ree	1. Listen and say	79	4 Let's play	Vocabulary
38	2 Phonics s tar - t ree	2. Listen and chant	80	4 Let's play	1. Look and listen
39	2 Phonics s tar - t ree (Workbook)	1. Listen, say and circle	81	4 Phonics b lack - i gloo	1. Listen and say
40	2 Phonics s tar - t ree (Workbook)	2. Listen and number	82	4 Phonics b lack - i gloo	2. Listen and chant
41	2 Story time	1. Look and listen	83	4 Phonics b lack - i gloo (Workbook)	1. Listen, say and circle
42	2 Revision	3. Listen and number	84	4 Phonics b lack - i gloo (Workbook)	2. Listen and match
			85	4 Story time	1. Look and listen
			86	4 Project	1. Listen and read
			87	4 Phonics revision	1. Listen and say
			88	4 Smart Time 4	1. Listen and repeat
			89	4 Smart Time 4	2. Look and listen

Track list for Class CDs

CD1

Track	Module	Activity	Track	Module	Activity
1	Titles		36	2 Phonics crisps - grapes	Activity 1
2	1 Phonics frog - prince	Activity 1	37	2 Phonics crisps - grapes - chant	Activity 2
3	1 Phonics frog - prince - chant	Activity 2	38	2 Phonics crisps - grapes - poem	Activity 2
4	1 Phonics frog - prince - poem	Activity 2	39	2 Phonics crisps - grapes	Workbook act. 1
5	1 Phonics frog - prince	Workbook act. 1	40	2 Phonics crisps - grapes	Workbook act. 2
6	1 Phonics frog - prince	Workbook act. 2	41	2 Phonics crisps - grapes	Workbook act. 3
7	1 Phonics frog - prince	Workbook act. 3	42	2 A chant	Vocabulary
8	1 A chant	Vocabulary	43	2 A chant - chant	Activity 1
9	1 A chant - chant	Activity 1	44	2 A chant - poem	Activity 1
10	1 A chant - poem	Activity 1	45	2 A chant	Activity 2
11	1 A chant	Activity 3	46	2 A chant	Workbook act. 2
12	1 A chant	Workbook act. 1	47	2 Smart Kids	Vocabulary
13	1 Smart Kids	Vocabulary	48	2 Smart Kids	Activity 1
14	1 Smart Kids	Activity 1	49	2 Smart Kids	Activity 3
15	1 Smart Kids	Activity 3	50	2 Smart Kids	Activity 5
16	1 Smart Kids	Workbook act. 3	51	2 Our world	Vocabulary
17	1 Comic	Vocabulary	52	2 Our world	Activity 1
18	1 Comic	Activity 1	53	2 Our world	Activity 3
19	1 Comic	Activity 3	54	2 Our world	Activity 4
20	1 Comic	Activity 4	55	2 Let's Play	Vocabulary
21	1 Let's play	Vocabulary	56	2 Let's Play	Activity 1
22	1 Let's play	Activity 1	57	2 Let's Play	Activity 2
23	1 Phonics brush - dress	Activity 1	58	2 Let's Play	Activity 3
24	1 Phonics brush - dress - chant	Activity 2	59	2 Phonics star-tree	Activity 1
25	1 Phonics brush - dress - poem	Activity 2	60	2 Phonics star-tree - chant	Activity 2
26	1 Phonics brush - dress	Workbook act. 1	61	2 Phonics star-tree - poem	Activity 2
27	1 Phonics brush - dress	Workbook act. 2	62	2 Phonics star-tree	Workbook act. 1
28	1 Phonics brush - dress	Workbook act. 3	63	2 Phonics star-tree	Workbook act. 2
29	1 Story Time	Activity 1	64	2 Story Time	Activity 1
30	1 Story Time	Workbook act. 1	65	2 Revision	Activity 3
31	1 Revision	Activity 2	66	2 Project	Activity 2
32	1 Project	Activity 1	67	2 Phonics Revision	Activity 1
33	1 Phonics Revision	Activity 1	68	2 Phonics Revision	Activity 2
34	1 Phonics Revision	Activity 2	69	Smart Time 2	Activity 1
35	Smart Time 1	Activity 1	70	Smart Time 2	Activity 2

CD2

Track	Module	Activity	Track	Module	Activity
1	Titles		36	4 Phonics flag - sleep	Activity 1
2	3 Phonics spoon - snake	Activity 1	37	4 Phonics flag - sleep - chant	Activity 2
3	3 Phonics spoon - snake - chant	Activity 2	38	4 Phonics flag - sleep - poem	Activity 2
4	3 Phonics spoon - snake - poem	Activity 2	39	4 Phonics flag - sleep	Workbook act. 1
5	3 Phonics spoon - snake	Workbook act. 1	40	4 Phonics flag - sleep	Workbook act. 2
6	3 Phonics spoon - snake	Workbook act. 2	41	4 Phonics flag - sleep	Workbook act. 3
7	3 Phonics spoon - snake	Workbook act. 3	42	4 A chant	Vocabulary
8	3 A chant	Vocabulary	43	4 A chant - chant	Activity 1
9	3 A chant - chant	Activity 1	44	4 A chant - poem	Activity 1
10	3 A chant - poem	Activity 1	45	4 A chant	Activity 2
11	3 A chant	Activity 2	46	4 A chant	Workbook act. 1
12	3 A chant	Workbook act. 1	47	4 Smart Kids	Vocabulary
13	3 Smart Kids	Vocabulary	48	4 Smart Kids	Activity 1
14	3 Smart Kids	Activity 1	49	4 Smart Kids	Activity 3
15	3 Smart Kids	Activity 3	50	4 Smart kids	Activity 4
16	3 Smart Kids	Activity 4	51	4 Our world	Vocabulary
17	3 Comic	Vocabulary	52	4 Our world	Activity 1
18	3 Comic	Activity 1	53	4 Our world	Activity 3
19	3 Comic	Activity 4	54	4 Our world	Activity 4
20	3 Comic	Workbook act. 1	55	4 Let's Play	Vocabulary
21	3 Let's Play	Vocabulary	56	4 Let's Play	Activity 1
22	3 Let's Play	Activity 1	57	4 Let's Play	Activity 2
23	3 Let's Play	Activity 2	58	4 Let's Play	Workbook act. 2
24	3 Let's Play	Workbook act. 1	59	4 Phonics black - igloo	Activity 1
25	3 Phonics small - swim	Activity 1	60	4 Phonics black - igloo - chant	Activity 2
26	3 Phonics small - swim - chant	Activity 2	61	4 Phonics black - igloo - poem	Activity 2
27	3 Phonics small - swim - poem	Activity 2	62	4 Phonics black - igloo	Workbook act. 1
28	3 Phonics small - swim	Workbook act. 1	63	4 Phonics black - igloo	Workbook act. 2
29	3 Phonics small - swim	Workbook act. 2	64	4 Story Time	Activity 1
30	3 Story Time	Activity 1	65	4 Revision	Workbook act. 2
31	3 Revision	Activity 1	66	4 Project	Activity 1
32	3 Project	Activity 1	67	4 Phonics Revision	Activity 1
33	3 Phonics Revision	Activity 1	68	4 Phonics Revision	Activity 2
34	3 Phonics Revision	Activity 2	69	Smart Time 4	Activity 1
35	Smart Time 3	Activity 1	70	Smart Time 4	Activity 2
			71	Test 1	Activity 2
			72	Test 2	Activity 3
			73	Test 3	Activity 2
			74	Test 4	Activity 3
			75	Test 1-4	Activity 3
			76	Test 1-4	Activity 6



Phonics

frog - prince



Language focus

Objectives

- to practise the pronunciation of **r** blends (fr, pr)
- to say a phonics chant / poem

Vocabulary

frog, fruit, prince, princess

Phonics

fr - pr



Materials

- flashcards of *frog*, *fruit*, *prince*, *princess*
- photocopies of the above flashcards
- phonics cards of the above flashcards (one set per S)
- Blu tack

Lesson plan



Warm up

- Write **fr** and **pr** on the board. Under each consonant blend stick the flashcards with the words that start with that sound.
- Point to **fr** and say /fr/ a couple of times, encouraging Ss to repeat after you. Then point to each of the words (frog, fruit) and say them aloud, having Ss repeat after you.
- Follow the same procedure with **pr**.

Activity 1 Track 2

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

Listening transcript

/fr/, frog, fruit

/pr/, prince, princess



Phonics

frog - prince

1 Listen and say.

fr



frog



fruit

pr



prince



princess

2 Listen and chant.



4

A friend

I'm a princess.
And I've got a friend.
It is a frog.
Its name is Bob.

I am a prince.
And I've got a friend.
It has got fruit.
It is very cute!

Activity 2 Track 3 - Chant Track 4 - Poem

- Direct Ss' attention to the picture, point to different items and ask them questions they can answer, e.g. *Who's that?* (He's the prince.) *Who's that?* (She's the princess.) *What's that?* (It's a frog.) *What colour is the frog?* (It's green.)
- Play the chant / poem *A friend* and have Ss listen and follow along in their books.
- Play the chant / poem again, pausing after each line for Ss to repeat.
- Then play the chant / poem once more and encourage Ss to say the chant / poem along with the CD.

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



TPR Activity

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



Optional 1

What's that 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 /fr/ or the /pr/ sound and have Ss write the corresponding word on the board.
- The S that does this the fastest wins a point for his/her team.
- Repeat the same procedure with the rest of the Ss.
- The team with the most points wins.



Optional 2

Whispers

- Stick the flashcards (word side) of *frog*, *fruit*, *prince*, *princess* on the board.
- Divide Ss into two teams. The teams stand in lines with their backs turned to you and the board except for the first player in each team, who should be facing you and the board.
- Give the first S in each line the phonics cards *fr* and *pr*. Make sure that the side with the picture faces up and the side with the sound faces down.
- When everybody is ready, point to a word, e.g. *frog*. The players facing you must show you the corresponding phonics card. Then they must whisper the word down the line. The last player in each team must touch the correct flashcard on the board and say the word (*frog*). 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 5

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

Listening transcript

- | | | |
|------------------|-----------------|--------------|
| 1. <i>prince</i> | <i>fruit</i> | <i>frog</i> |
| 2. <i>prince</i> | <i>princess</i> | <i>fruit</i> |
| 3. <i>frog</i> | <i>princess</i> | <i>fruit</i> |



1. prince 2. fruit 3. princess

Activity 2 Track 6

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

Listening transcript

- | | |
|--------------------|-----------------|
| 1. <i>princess</i> | 2. <i>frog</i> |
| 3. <i>prince</i> | 4. <i>fruit</i> |



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

Activity 3 Track 7

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

Listening transcript

- | | | |
|-----------------|--------------------|------------------|
| 1. <i>frog</i> | 2. <i>prince</i> | 3. <i>friend</i> |
| 4. <i>fruit</i> | 5. <i>princess</i> | |



- | | |
|-------------------|---------------------|
| 1. f rog | 4. f ruit |
| 2. p rince | 5. p rincess |
| 3. f riend | |

Activity 4

- Direct Ss' attention to the pictures in the activity.
- Point to each one and encourage Ss to say the words.
- Explain to Ss that they have to look at the pictures and write the correct word underneath each picture.
- Then tell Ss to draw a line and match the words with the same sound *fr* or *pr*.
- Check Ss' answers.



- | |
|--------------------------------|
| 1. fruit - 3. frog - 4. friend |
| 2. prince - 5. princess |

1 My favourite food

A chant

Language focus

Objectives

- to say a chant / poem
- to identify kinds of food
- to express likes and dislikes

Vocabulary

Food: meat, chicken, cheese, peas
tomato - tomatoes
sandwich - sandwiches

Structures

I like (sandwiches).
You like (chicken).
I don't like (meat).
You don't like (peas).



Materials

- flashcards of *meat, chicken, cheese, peas, tomato, tomatoes, sandwich, sandwiches*
- Blu tack

Lesson plan



Warm up

- Stick the flashcards of the lesson on the board.
- Point to each one, say the word a few times and ask Ss to repeat after you.
- You could also introduce the new vocabulary by bringing real food to class.

Vocabulary Track 8

- Have Ss open their books to page 5. Direct Ss' attention to the vocabulary section. Play the CD a few times and have Ss point to the kinds of food and repeat.
- Say the words again in random order and have Ss repeat and point.
- Explain to Ss that nouns ending in -o and -ch take -es in the plural.
- Point out that *meat, chicken* and *cheese* haven't got plural forms.

Activity 1 Track 9 - Chant Track 10 - Poem

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

- Stick the flashcards of the lesson on the board.

- Point to the flashcard of *chicken*, use facial expressions and body movements and say *Mmmm... I like chicken*. Then point to the flashcard of *cheese* and say *Yuck... I don't like cheese*. Write the two sentences on the board.
- Repeat the procedure with the rest of the flashcards and get Ss to guess the meaning of the two structures. Draw a happy face over *I like* and a sad face over *I don't like*.
- Direct Ss' attention to the pictures and ask them, in L1, what the children are doing. (Reema has got a bowl of rice, some chicken and a steak in front of her, but she doesn't seem to like some of them. Her friend is about to eat a sandwich and she seems to like it.)
- Tell Ss that they are going to listen to a chant / poem. Ask them to guess what it's going to be about.
- Play the chant / poem once and have Ss listen.
- Explain any unknown words.
- Play the chant / poem a second time and have Ss match the kinds of food mentioned in the chant / poem to the corresponding pictures, as in the example.
- Play the chant / poem again if necessary.
- When Ss feel comfortable, invite them to say the chant / poem along with the CD.



I don't like meat - plate with the steak
I don't like chicken - plate with chicken
I like rice - bowl of rice
I like sandwiches - sandwich Reema's friend is holding
With tomato and cheese - plate with tomato and cheese respectively



TPR Activity

- Divide Ss into two groups. One group is 'Reema' and the other is 'her friend'.
- Explain to Ss that the 'Reema' group is going to chant / say the first verse and the other group is going to chant / say the second verse.
- While Ss are saying the chant / poem, they use body movements and facial expressions to express their likes or dislikes according to the group they belong to.

Activity 2

- Direct Ss' attention to the pictures of Reema and her friend pointing at each other.
- Explain to Ss that each of the characters is talking about the likes and dislikes of one another.
- Tell Ss that they have to complete each sentence by referring to the chant / poem in the previous activity.



You like sandwiches.
You don't like meat and chicken. You like rice.

Activity 3 Track 11

- Direct Ss' attention to the picture and ask them what the boys are doing. (The boy on the left is pointing to different kinds of food in the first activity and telling the other boy what he likes and doesn't like.)
- Play the CD and have Ss chorally repeat the exchange.
- Direct Ss' attention to the grammar box at the bottom of the page and read it aloud. Refer Ss to the corresponding *Grammar Boxes* on page 64.
- Divide Ss into pairs. Ss take turns pointing to each kind of food in activity 1 and saying whether they like it or not.
- Have pairs of Ss present their likes/dislikes to the class.

My favourite food

1



A chant

1 Listen and match. What's your favourite food?
Then say.



2 Look at activity 1 and complete.

You like _____.

You don't like _____
and _____.
You like _____.

3 Look at activity 1 and say.

I like meat. I don't like cheese.

Look!

I like sandwiches. You like rice.
I don't like meat.
You don't like cheese.

don't = do not

5



Optional

Do a survey!

- Draw a table on the board, such as the one below:

	S's name	S's name	Ss' name
meat			
rice			
chicken			
cheese			
tomatoes			
sandwiches			

- You can stick the flashcards of foods instead of writing the words.
- Point to each word/flashcard and choose a S to say *I like...* or *I don't like...* Tell Ss to use facial expressions to express their likes and dislikes as well.
- Write a ✓ for the food the S likes and an ✗ for the kinds of food he/she doesn't like in the corresponding boxes on the table you have drawn.
- Repeat the procedure with the rest of the Ss.
- At the end read the results, e.g. *Six students like meat. Ten students don't like cheese*, etc.

- If you have a large number of Ss, divide them into small groups and tell them to copy the table on a piece of paper and do the activity.



Before leaving

- Play the chant / poem *What's your favourite food?* (Track 9 or Track 10) and have Ss say the chant / poem along with the CD.



Workbook

Activity 1 Track 12

- Read the instructions and explain to Ss that they have to write a ✓ or an ✗ in each box depending on what they hear.
- Play the CD and have Ss listen to the example and explain that they will do the same for the rest of the kinds of food.
- Play the CD twice.
- Check Ss' answers.

Listening transcript

- Boy:** *I like sandwiches, but I don't like meat.*
- Girl:** *I like chicken, but I don't like rice.*
- Boy:** *I like cheese, but I don't like peas.*
- Girl:** *I like tomatoes, but I don't like apples.*



- a. ✓ b. ✗
- a. ✗ b. ✓
- a. ✗ b. ✓
- a. ✓ b. ✗

Activity 2

- Explain to Ss that they have to read the sentences and complete the second sentence with the plural form of the noun.
- Check Ss' answers.



- tomatoes
- sandwiches
- oranges
- strawberries

Activity 3

- Direct Ss' attention to the two boxes and explain that they have to draw their favourite kind of food in the first frame and their least favourite kind of food in the second frame.
- Explain to Ss that, after they are finished drawing, they will have to complete the sentences under their drawings.



open answers

1 Smart kids

Language focus

Objectives

- to identify kinds of food and drink
- to ask and answer questions about one's likes and dislikes

Vocabulary

Food and drink: crisps, soup, tea, beans, milk, orange juice

Adjectives: salty, sweet, cold, hot, sour

Structures

Do you like (milk)? Yes, I do. / No, I don't.
I like crisps. They're (salty).

I don't like orange juice. It's (sour).

Materials

- flashcards of *crisps, soup, tea, beans, milk, orange juice*
- Blu tack
- plain A4 paper (enough for all Ss)

Revision

Don't break the chain

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

Lesson plan



Warm up

- Stick the flashcards of *crisps, soup, tea, beans, milk, orange juice* on the board.
- Point to each flashcard, say the word and get Ss to repeat a few times after you.
- You could also introduce the new vocabulary by bringing in real food.

Vocabulary Track 13

- Point out the kinds of food and drink in the vocabulary section at the top of page 6. Play the CD a few times and have Ss point to

1

Smart kids



crisps



soup



tea



beans

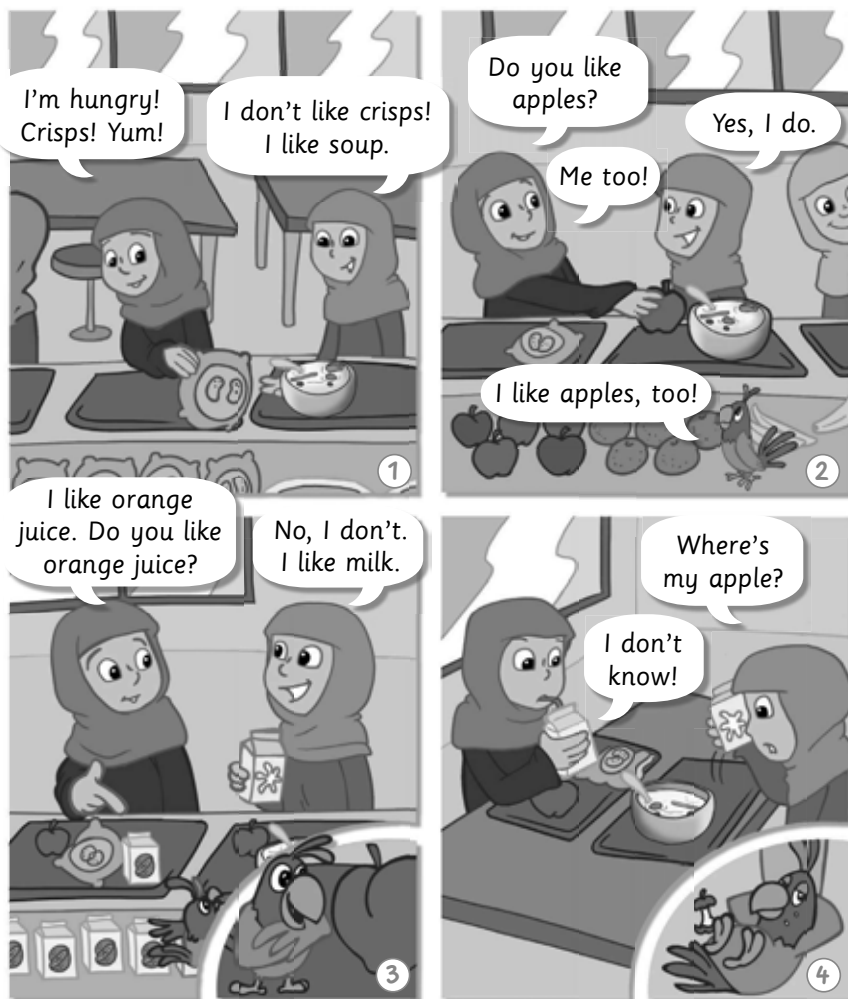


milk



orange juice

1 Look and listen.



6

them and repeat.

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

Activity 1 Track 14

- Ask Ss, in L1, what they think is happening. (Reema and her friend choose what they want to eat and drink from the school cafeteria. The parrot sees one of the girl's apple and eats it without the girl noticing. Then both girls try to figure out what happened to the apple.)
- Ask Ss to point to the bubbles and follow along as you play the CD.
- Play the CD once more, pausing after each phrase for Ss to repeat.
- Have Ss read the dialogue aloud in groups of three.

Grammar box

- Stick the flashcards of the lesson on the board.
- Point to the flashcard of *crisps* and say *I like crisps*. Point to a S and ask him/her *Do you like crisps?* If the S answers *Yes*, say *Yes, I do*. If he/she answers *No*, say *No, I don't*.
- Direct Ss' attention to the grammar box at the top of page 7. Read the question and the answers aloud and have Ss repeat.
- Then, say *I like crisps. They're salty*. Use facial expressions to help Ss understand what *salty* means. Follow the same procedure with the rest of the examples in the grammar box. Refer Ss to the corresponding *Grammar Boxes* on page 64.

Look!

Do you like milk? < Yes, I do.
No, I don't.

don't = do not

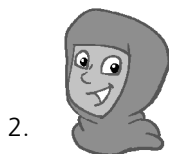
I like crisps. They're salty.
I like apple juice. It's sweet.

I don't like this soup. It's cold.
I don't like this tea. It's hot.
I don't like this orange juice. It's sour.

2 What do they like? Look at activity 1 and write.



1.



2.

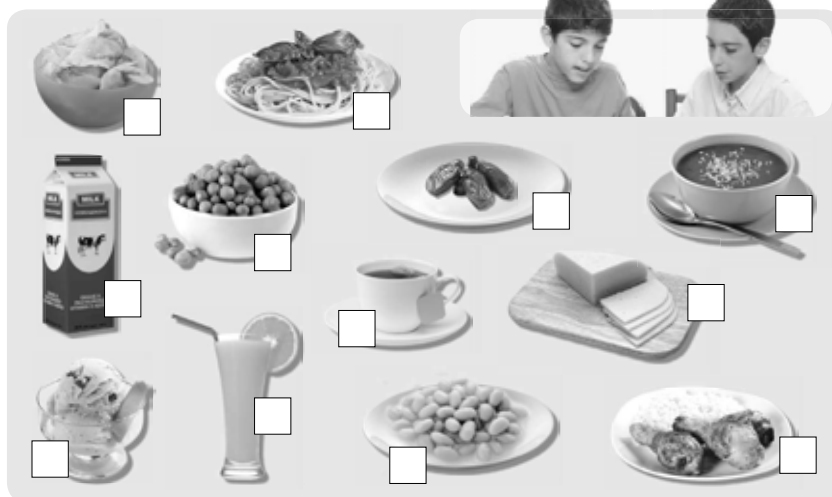


3.

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

Do you like dates?

Yes, I do.



7

Activity 2

- Ss have to refer to the first activity and write what each of the girls and the parrot like underneath each picture.

1. crisps, apples, orange juice 2. soup, apples, milk 3. apples

Activity 3 Track 15

- Direct Ss' attention to the boys in the picture and ask them to guess what they are doing. (They are looking at the kinds of food and drink and they are asking each other questions.)
- Play the CD and have Ss chorally repeat the exchange.
- Ss have to write a ✓ or an X in the boxes according to whether they like / don't like the kinds of food and drink. Then divide them into pairs.
- Ss take turns asking and answering questions using *Do you like...? / Yes, I do. / No, I don't.* Have pairs of Ss present the exchange to the rest of the class.

Optional Who likes...?

- Ask each S to draw and colour a kind of food / drink on a piece of paper.
- When Ss have finished, they move round the classroom asking different Ss if they like the kind of food / drink they have drawn, e.g. *Do you like milk?*
- Ss write the number of Ss who like the item he/she has drawn on the piece of paper.

- When Ss have finished, have them present their results to the class, e.g. *Ten Ss like milk, etc.*



Workbook

Activity 1

- Explain that Ss have to look for the words of the kinds of food and drink depicted in the grid and then write them in the spaces below each picture.



1. tea 2. milk 3. soup
4. crisps 5. orange juice 6. beans

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

Activity 2

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



1. don't like
2. Do you like, I do
3. I don't

Activity 3 Track 16

- Explain to Ss that they will listen to people talking about their likes and dislikes and they have to draw a happy face if they like the kind of food / drink or a sad face if they don't like it. Play the CD twice.

Listening transcript

1. **Woman:** *Do you like tea?*
Girl: *No, I don't. I like milk.*
2. **Woman:** *Do you like peas?*
Girl: *No, I don't.*
Woman: *Do you like soup?*
Girl: *Yes, I do. Tomato soup is my favourite.*
3. **Woman:** *Do you like rice?*
Girl: *Yes, I do.*
Woman: *Do you like beans?*
Girl: *No, I don't.*



1. tea (sad face) milk (happy face)
2. peas (sad face) soup (happy face)
3. rice (happy face) beans (sad face)

Activity 4

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



open answers

1 Comic

Language focus

Objectives

- to identify kinds of food and drink
- to say / ask what one wants / doesn't want

Vocabulary

Food and drink: chocolate, vegetables, sweets, lemonade, salad

Structures

I want (fruit). It's good for you.

I don't want (a lemonade). It's bad for you.

Do you want (a salad)? Yes, I do. / Yes please. / No, I don't. / No, thanks.



Materials

- flashcards of *chocolate, vegetables, sweets, lemonade, salad*
- Blu tack

Revision

- Have Ss do activity 3 in the SB on page 7 making sure they are in different pairs than the ones they were in the previous lesson.

Lesson plan



Warm up

- Stick the flashcards of *chocolate, vegetables, sweets, lemonade, salad* on the board. Point to each one, say the word and encourage Ss to repeat after you.
- You could also bring in real food to introduce the new vocabulary.

Vocabulary Track 17

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

Activity 1 Track 18

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

1 Comic



chocolate



vegetables



sweets



lemonade



salad

1 Look and listen.

Good for you



8

Picture 1: Three friends are at the park. Two of them are hungry and the third one asks them to follow him.

Picture 2: The third boy is giving a lemonade to the other two, but they don't want to drink it because it's bad for them.

Picture 3: The same boy is giving a chocolate and some sweets to his two friends, but they don't want to eat them because they're bad for them.

Picture 4: The boy is feeling sick now. He's got a terrible stomach ache. His friends advise him to eat some fruit and vegetables next time because they're good for him.

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

Grammar box

- Point to the flashcard of *chocolate*, say *I want a chocolate* and take the flashcard. Then point to the flashcard of *vegetables*, say *I don't want vegetables* and leave the flashcard on the board. Point to the flashcard of *sweets*, turn to a S and say *Do you want sweets?* If the S says *Yes*, say *Yes, I do.* or *Yes, please.* and give him/her the flashcard. If the S says *No*, say *No, I don't.* or *No, thanks.* and leave the card on the board.
- Direct Ss' attention to the grammar box at the top of page 9 and read it aloud. Have Ss repeat.

Look!

I want fruit.

I don't want a lemonade.

don't = do not

Do you want a salad? Yes, I do. / Yes, please.
No, I don't. / No, thanks.

2 Look at activity 1 and write.

lemonade chocolate fruit sweets vegetables

Good for you	Bad for you
_____	lemonade
_____	_____
_____	_____

3 Listen and tick (✓).

1.

a

b

2.

a

b

3.

a

b

4 Look at activity 3. Ask and answer in groups of three.

Do you want orange juice?

No, thanks. I don't want orange juice now.

Yes, please. I like orange juice.



9

- Refer Ss to the corresponding Grammar Boxes on page 64.

Activity 2

- Direct Ss' attention to the two columns and explain that they have to read the comic again and write the kinds of food / drink that are good for you in the first column and the ones that are bad for you in the second column.
- Have Ss compare their answers in pairs first, then check as a class.

**It's good for you:** fruit, vegetables**It's bad for you:** chocolate, sweets**Activity 3****Track 19**

- Direct Ss' attention to the kinds of food / drink and ask them to name them (vegetables, fruit, lemonade, orange juice, chocolate, sweets).
- Explain to Ss that they will listen to three short dialogues and they have to tick the kind of food / drink each child wants.
- Play the CD more than once if necessary.
- Have Ss compare their answers in pairs first, then check as a class.

Listening transcript1. **Boy 1:** Do you want vegetables?**Boy 2:** No, thanks. I don't like vegetables. I want fruit. It's good for you.2. **Boy 1:** Do you want a lemonade?**Boy 2:** No, I don't. It's bad for you. I want orange juice. It's my favourite juice.3. **Boy 1:** Do you want a chocolate?**Boy 2:** Yes, please. I like chocolate!

1. b 2. b 3. a

Activity 4**Track 20**

- Direct Ss' attention to the boys in the picture and ask them to guess what they are doing. (They are looking at activity 3. One of the boys offers a drink and the other two boys say if they want it or not and why.)
- Play the CD and have Ss repeat the exchange chorally.
- Divide Ss into groups of three. Ss take turns offering a kind of food / drink from the third activity and saying whether they want it or not, as in the example.
- While groups of Ss are doing the activity, go around the class helping Ss.
- Have pairs of Ss present the exchange to the rest of the class.

**Workbook****Activity 1**

- Ss look at the expressions on the characters' faces to determine whether they want or don't want the kind of food / drink in order to circle the correct answer. Then they follow the line, find the kind of food / drink and write it in the space provided, as in the example.
- Check Ss' answers.



2. I don't want fruit.
 3. I want sweets.
 4. I want a lemonade.

Activity 2

- Explain to Ss that they have to complete the questions and the answers, as in the example.
- Check Ss' answers.



2. Do you want, I do / please
 3. Do you want, I don't / thanks
 4. Do you want, I do / please

Activity 3

- Direct Ss' attention to the questions and explain that they have to answer them about themselves.
- Check Ss' answers as a class.



open answers

1 Let's play

Language focus

Objectives

- to do a survey
- to talk about what someone has for breakfast / lunch / dinner

Vocabulary

Food and drink: cereal, pancakes, omelette, chips, water, bread

Meals: breakfast, lunch, dinner

Structures

What do you have for (breakfast)?

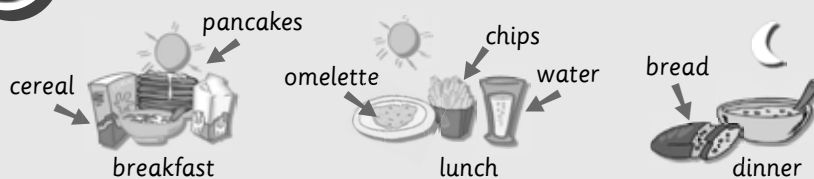
Materials

- flashcards of *breakfast* (cereal, pancakes), *lunch* (omelette, chips, water), *dinner* (bread)
- flashcards of *tomatoes*, *crisps*, *peas*, *beans*, *milk*, *chocolate*, *vegetables*, *sweets*, *lemonade*, *fruit*, *soup*, *orange juice*
- photocopies of the flashcards above (one set for every four Ss)
- word cards of the flashcards above (one set for every four Ss)
- Blu tack

Revision

- Stick the flashcards of the *tomatoes*, *crisps*, *peas*, *beans*, *milk*, *chocolate*, *vegetables*, *sweets*, *lemonade*, *fruit*, *soup*, *orange juice* on the board.
- Point to a flashcard, e.g. *chocolate*. Choose a S to name it and then say if he/she wants it or not and why, e.g. *I don't want a chocolate. It's bad for you.*
- Repeat the same procedure with the rest of the flashcards.

1 Let's play



1 Look and listen. Then ask and answer.

What do you have for breakfast?

Survey

I have cereal with milk.

What do you have for ...	Me	My friend
breakfast?	_____	_____
	_____	_____
	_____	_____
lunch?	_____	_____
	_____	_____
	_____	_____
dinner?	_____	_____
	_____	_____
	_____	_____

10

Lesson plan



Warm up

- Stick the flashcards of *breakfast* (cereal, pancakes), *lunch* (omelette, chips, water), *dinner* (bread) on the board.
- Point to each kind of food /drink, say the word a few times and ask Ss to repeat after you.

Vocabulary Track 21

- Have Ss open their books to page 10 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 22

- Direct Ss' attention to the photo of the two boys and ask them what they are doing. (The boy on the left is asking the boy on the right what he has for breakfast and the other boy is answering the question.)
- Explain what a survey is in L1.

- Have Ss follow along in their books as you play the CD. Pause the CD and encourage them to repeat.
- Direct Ss' attention to the table in the activity and go through it with them.
- Divide Ss into pairs.
- Explain to Ss that first they have to write what they, themselves, have for breakfast, lunch and dinner in the spaces in the *Me* column.
- Then Ss take turns asking their partners about what they have for each meal filling in their friend's answers in the *My friend* column.
- When all pairs have finished, have a few pairs present the activity in front of the rest of the class.



Optional 1

Matching pictures

- Divide Ss into groups of four.
- Give each group a set of flashcards with the kinds of food / drink and a set of word cards from the previous lessons and tell them to shuffle each one and place them on a desk, face down, in two piles.
- Ss take turns picking a card from each pile. The Ss have to say the kind of food / drink depicted on the flashcard and the word card. If the picture matches the words they keep both and get a point.
- The S who has the most flashcards wins.



Before leaving

- Ask Ss to say a sentence about what they have for breakfast / lunch / dinner before they leave, e.g. *I have salad for dinner.*



Workbook

Activity 1

- Direct Ss' attention to the different meals and ask them to name them as well as the kinds of food and drink.
- Explain to Ss that they have to fill in the correct words for the meals, kinds of food and drink given in the box.
- Have Ss compare their answers in pairs first, then check as a class.



- | | |
|---------------|------------|
| 1. pancakes | 6. lunch |
| 2. cereal | 7. soup |
| 3. breakfast | 8. bread |
| 4. vegetables | 9. water |
| 5. fish | 10. dinner |

Activity 2

- Direct Ss' attention to the photos of the boys and the speech bubbles above them.
- Explain to Ss that they have to complete the questions and the answers in each speech bubble.
- Check Ss' answers.



1. have
2. What
3. for
4. have
5. don't
6. do you
7. have



Language focus

Objectives

- to practise the pronunciation of **r** blends (br, dr)
- to say a phonics chant / poem

Vocabulary

brush, breakfast, dress, drink

Phonics

br - dr



Materials

- flashcards of *brush, breakfast, dress, drink*
- photocopies of the above flashcards
- phonics cards of the above flashcards (one set per S)
- Blu tack

Lesson plan



Warm up

- Write **br** and **dr** on the board. Under each consonant blend stick the flashcards with the words that start with / contain that sound.
- Point to **br** and say /br/ a couple of times, encouraging Ss to repeat after you. Then point to each of the words (brush, breakfast) and say them aloud, having Ss repeat after you.
- Follow the same procedure with **dr**.

Activity 1 Track 23

- 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

/br/, brush, breakfast
/dr/, dress, drink

Activity 2 Track 24 - Chant
Track 25 - Poem

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

- Direct Ss' attention to the pictures and ask Ss what the girl is doing in each one.

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



TPR Activity

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



Optional 1

What's that 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 /br/ or the /dr/ sound and have Ss write the corresponding word on the board.
- The S that does this the fastest wins a point for his/her team.
- Repeat the same procedure with the rest of the Ss.
- The team with the most points wins.



Optional 2

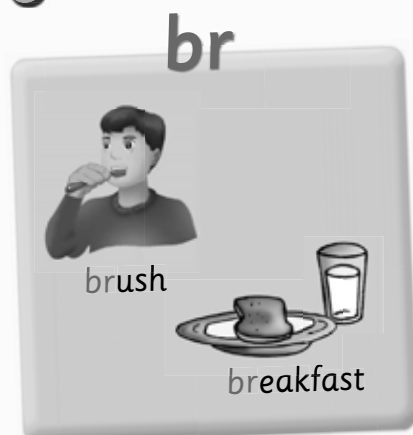
Written whispers

- Stick the flashcards (word side) of *brush, breakfast, dress, drink* 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 *br* and *dr*. Make sure that the side with the picture faces up and the side with the sound faces down.
- When everybody is ready, point to a flashcard, e.g. *brush*. The players facing you must show you the corresponding phonics card.
- Then, instead of whispering the word down the line, they pass the word, e.g. *bread* by writing it with their index fingers on the back of the person in front of them until it reaches the last S in line.
- The last player in each team must touch the flashcard with the word *bread* and say the word. If he/she does this correctly, the team gets a point.
- Repeat until all players have come to the front of the line. The team with the most points wins.

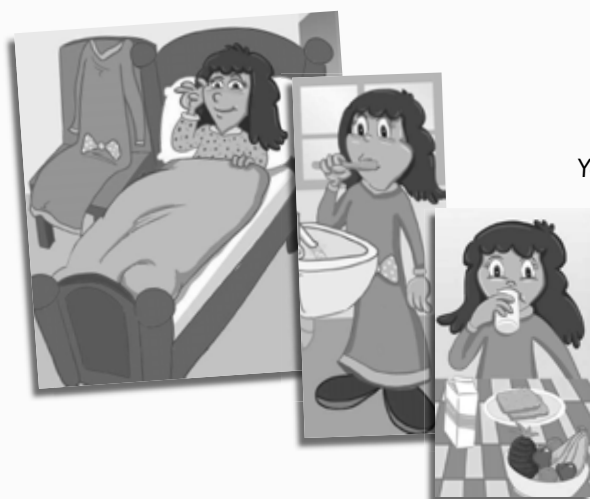
Phonics

brush - dress

1 Listen and say.



2 Listen and chant.



In the morning

Your dress is on the chair.

Eat your breakfast.

Brush your teeth and

Brush your hair!

Eat your bread.

Eat your fruit.

Drink your milk.

It's good for you!

11

pictures in the order they hear them.

- Play the CD twice.
- Check Ss' answers.

Listening transcript

1. brush
2. dress
3. drink
4. breakfast

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

Activity 3 Track 28

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

Listening transcript

1. bedroom
2. brush
3. bread
4. breakfast
5. dress
6. drink

1. bedroom 4. breakfast
2. brush 5. dress
3. bread 6. drink

Activity 4

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

1. breakfast
2. drink
3. dress
4. brush



Workbook

Activity 1 Track 26

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

Listening transcript

- | | | |
|----------|-----------|-------|
| 1. drink | brush | dress |
| 2. brush | breakfast | drink |
| 3. dress | breakfast | brush |



1. brush

2. drink

3. dress

Activity 2 Track 27

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

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

1 Story time

Language focus

Objectives

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

Materials

- blown-up colour photocopies of Story time *Good for you vs Bad for you*
- flashcards of the kinds of food and drink learnt in this module
- magazine pages with kinds of food / drink
- big pieces of white cardboard (one for every 3-4 Ss)
- scissors (enough for each group of Ss)
- glue sticks (enough for each group of Ss)

Revision

- Play the chant / poem *In the morning* in the SB on p.11 (Track 24 or Track 25) and ask Ss to say the chant / poem along with the CD.

Lesson plan



Warm up

- Stick the flashcards of kinds of food and drink on the board.
- Choose one of the flashcards and ask a S *Do you want (crisps)?* Encourage him/her to answer *Yes, I do. / No, I don't.*
- Then ask this S to ask one of his/her classmates the same question using a different kind of food / drink from the board.
- Continue until all of the Ss have had a turn to ask and answer.

Activity 1 Track 29

Before reading

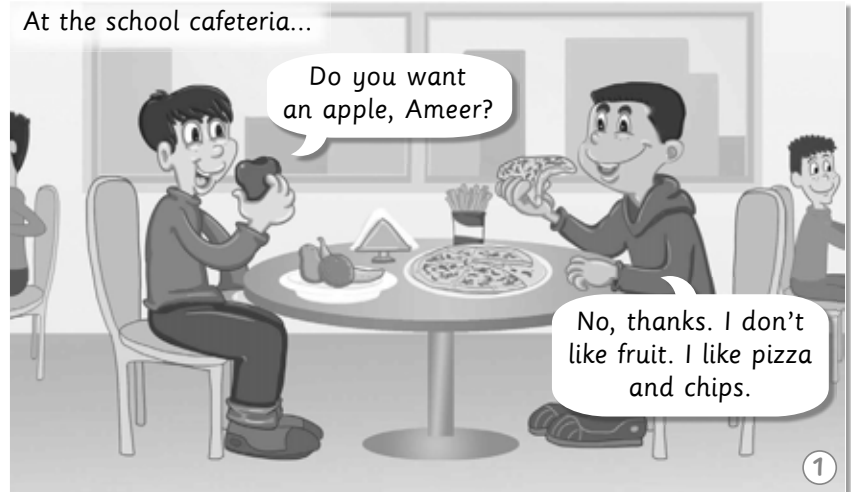
- Hold up the book or stick blown-up photocopies of the story on the board.
- Tell Ss that they will listen to and read a story with the title *Good for you vs Bad for you*. Discuss the title of the story and encourage Ss to work out what it means.
- Ask Ss to look at the pictures and guess what the story is going to be about.

1 Story time

Good for you vs Bad for you

1 Look and listen.

At the school cafeteria...



In the classroom...



12

- Elicit answers but do not correct Ss at this stage.
- Invite Ss to name any kind of food / drink they know in the pictures.

While reading

- Play the CD and point to each picture in your book or on the board. Encourage Ss to point to each picture in their books.
- Check Ss' answers. (Two boys are talking about food and then, they are listening to their teacher talking about food that's healthy. One boy, who likes unhealthy food, has a nightmare, and he starts eating healthy food.)
- Play the CD again and ask Ss to point to each speech bubble and follow along.
- Explain in L1 any unknown words.
- Talk about what is happening in each picture.

Picture 1: Two boys are in the school cafeteria. They are eating and talking about food.

Picture 2: The boys are in the classroom. They are listening to the teacher who is talking about kinds of food that are good and bad for them.

Picture 3: The boy who likes eating unhealthy food has a nightmare that kinds of food and drink he likes (pizza, lemonade, crisps, pancakes) have become scary monsters.

Picture 4: The boy's mother has made his favourite breakfast, pancakes with chocolate, but he doesn't want to eat them after the nightmare he had.



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

1. Picture 1: Ameer: I like fruit. ☐
2. Picture 2: Fruit and vegetables are good for you. ☐
3. Picture 3: I have pancakes with chocolate for breakfast. ☐
4. Picture 4: I don't want cereal with milk. ☐

13

Picture 5: The boy prefers to eat cereal with milk for breakfast, which are good for him.

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

After reading

- Ask Ss comprehension questions, such as the following:

Picture 1: Does Ameer want an apple? (No.)

What food does he like? (Pizza and chips.)

Picture 2: What food is bad for children? (Sweets and crisps.)

What food is good for children? (Fruit and vegetables.)

What does Ameer like? (Sweets and crisps.)

Picture 3: What does Ameer have for breakfast? (Pancakes with chocolate.)

Picture 4: What's Ameer's favourite breakfast? (Pancakes with chocolate.)

Does he want to eat pancakes with chocolate for breakfast? (No, he doesn't.)

Picture 5: What does he have for breakfast? (Cereal with milk and fruit.)

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

Activity 2

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

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



Optional

Make a food poster

- Divide Ss into small groups.
- Give Ss pages from magazines with different kinds of food / drink (of the ones they have learnt) and ask them to cut them out.
- Give a big piece of cardboard to each group.
- Instruct Ss to divide the cardboard in two equal parts and write *Good For You* as a title on the first half and *Bad For You* on the other half.
- Ss glue the kinds of food / drink in the corresponding half and write their names.
- Alternatively, Ss can draw the kinds of food / drink.
- When all groups have finished, they take turns presenting their poster to the rest of the class.
- Display Ss' posters around the classroom.



Workbook

Activity 1 Track 30

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



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

Activity 2

- Ss have to complete the speech bubbles with the words / phrases given in the box.
- Check Ss' answers.



1. Do you want 4. like
2. thanks 5. bad
3. don't like 6. good

Activity 3

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

1 Revision

Language focus

Objectives

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

Materials

- blown-up colour photocopies of Story time *Good for you vs Bad for you*
- Blu tack
- pieces of white cardboard (one for every 3 Ss)
- markers / coloured pencils

Revision

- Hold up the book or stick blown-up photocopies of the story on the board.
- Ask Ss if they remember the title of the story (*Good for you vs Bad for you*). Ask them to tell you what else they remember from the story.
- Have Ss open their books to pages 12-13. Play the CD (Track 29) and have Ss follow in their books.
- Have some groups of Ss read the dialogue aloud.

Lesson plan



Warm up

- Divide Ss into groups of six or fewer and play *Don't break the chain* (TM page 14) with the kinds of food and drink they know.

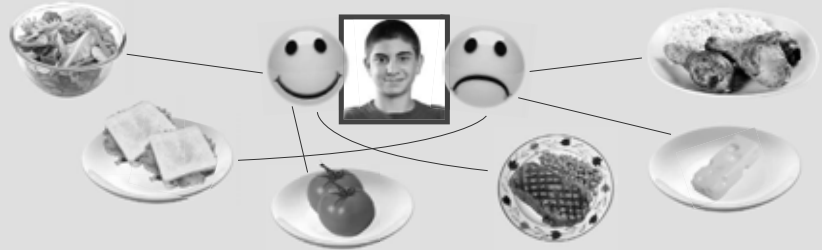
Activity 1

- Direct Ss to the kinds of food and ask them to name them.
- Help Ss understand that the kinds of food that are matched with the happy face are the ones that the boy in the picture likes, while the others are the ones he doesn't like.

Revision 1

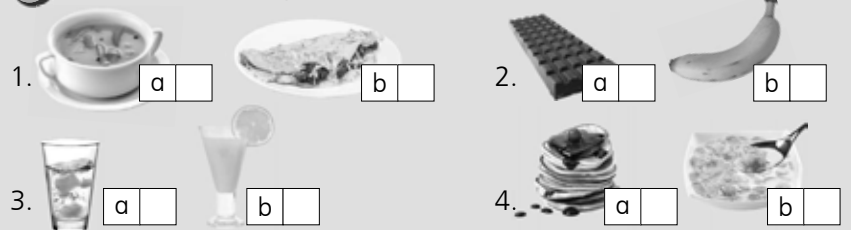
1 Look and write.

sandwiches meat chicken salad
cheese tomatoes rice peas

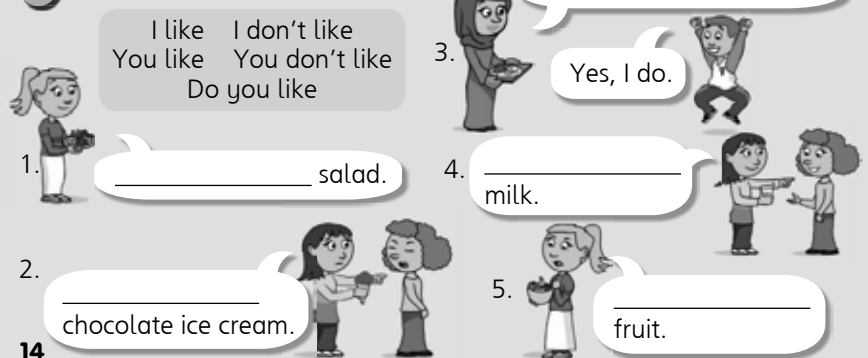


- I like _____.
- I like _____.
- I like _____ and _____.
- I don't like _____.
- I don't like _____.
- I don't like _____ and _____.

2 Listen and tick (✓).



3 Read and complete.



14

- Ss have to read and complete the sentences with the correct kind of food by looking at the two pictures.
- Point out that the kinds of food are written in the box.
- Have Ss compare their answers in pairs first, then check as a class.



- salad
- tomatoes
- meat, peas
- sandwiches
- cheese
- chicken, rice

Activity 2 Track 31

- Have Ss look at the photos and name the kinds of food and drink they see.
- Explain to Ss that they are going to listen to four short dialogues and they have to tick the kind of food / drink the person wants in each case.
- Play the CD and ask Ss to tick the box under the correct photo.
- Play the CD more than once if necessary.
- Have Ss compare their answers in pairs first. Then check answers as a class by pointing to each number and saying *He / She wants...*

Listening transcript

- Woman:** Aisha, do you want an omelette for dinner?
Girl: No, I don't want an omelette. I don't like eggs. I want soup with vegetables.
Woman: OK. Soup with vegetables is good for you.

2. **Girl 1:** *Do you want a chocolate?*
Girl 2: *No, thanks. I like chocolate, but it's bad for you. I want a banana. It's my favourite fruit.*
3. **Woman:** *Do you want orange juice?*
Girl: *No, thanks. I don't like orange juice. I want water, please.*
4. **Woman:** *What do you want for breakfast? Cereal with milk or pancakes with chocolate?*
Girl: *I don't like pancakes. I want cereal with milk, please.*



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

Activity 3

- Ss have to complete the speech bubbles with the phrases given in the box.
- Check Ss' answers.



1. I like 4. You like
 2. You don't like 5. I don't like
 3. Do you like



Optional At the restaurant

- Divide Ss into groups of three.
- Explain to Ss that they are going to make a menu.
- Give each group a piece of cardboard and tell them to write and draw the kinds of food / drink they want.
- Make an example menu on the board and go through it with the Ss explaining any unknown words.

SALADS	DESSERTS	SNACKS
tomato salad	ice cream	sandwiches
chicken salad	pancakes	fish and chips
DRINKS	MAIN DISHES	
lemonade	meat and rice	
orange juice	beans	
milk	pasta	
water	chicken with vegetables	

- When Ss have finished, have one of them pretend to be a waiter and the other two customers in a restaurant. The customers look at the menu and decide what they want/don't want. The waiter asks them questions and writes down their order.
- Write an example dialogue on the board and read it out for Ss to listen and repeat. Encourage them to use it as model for their dialogues.

Waiter: *Yes, please?*

Customer 1: *I want chicken with vegetables, please.*

Customer 2: *I want a tomato salad.*

Waiter: *Do you want lemonade?*

Customer 1: *Yes, please.*

Customer 2: *No, thanks. I don't like lemonade. I want orange juice.*



Workbook

Activity 1

- Direct Ss' attention to the kinds of food / drink in the pictures and ask Ss to name them.
- Explain to Ss that they have to circle the kind of food / drink that doesn't belong in each picture.
- Check Ss' answers.



1. sweets 3. chicken
 2. crisps 4. lemonade

Activity 2

- Read the instructions to Ss and make sure they understand that first they will complete the question with the correct word according to the kind of food / drink they see in the picture and then they will answer the questions based on their own personal likes / dislikes.



1. crisps 3. pancakes
 2. orange juice 4. salad

open answers

Activity 3

- Ss have to choose the correct answer for each question.
- Check Ss answers.



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

1 Project



Language focus

Objectives

- to read about one's breakfast / lunch / dinner
- to write a paragraph about one's breakfast / lunch / dinner
- to revise and consolidate structures and vocabulary introduced in previous lessons



Materials

- flashcards of the kinds of food and drink of the module
- Blu tack
- plain paper (enough for all groups of Ss)

Revision

- Divide Ss in small groups and have them read Story time *Good for you vs Bad for you* in the SB on pages 12-13 to revise the vocabulary and structures learnt in previous lessons.

Lesson plan



Warm up

- Tell Ss what you have for breakfast / lunch / dinner. Ask different Ss what they have for breakfast / lunch / dinner.

Activity 1



Track 32

- Direct Ss' attention to the photos on page 15 and encourage them to name the kinds of food and drink they see (pancakes with chocolate, cereal and milk, meat with vegetables, meat with rice, orange juice, salad, soup).
- Have Ss guess what the text is going to be about.
- Play the CD and have Ss follow along in their books.
- Ask Ss some comprehension questions, such as the following:
What does the girl have for breakfast? (Cereal with milk or pancakes with chocolate.)
What does she have for lunch? (Meat with rice or vegetables. She has a salad and orange juice, too.)
What does she have for dinner? (A salad or soup.)
- Choose a few Ss to read the Project aloud.



Writing tip

- Direct Ss' attention to the writing tip. Read the writing tip out loud and explain it to Ss, in L1. Point out the examples.
- Ask Ss to look for examples of the writing tip in the text in activity 1.
- Provide Ss with more examples and write them on the board, e.g. *For breakfast I have orange juice or milk. For lunch I have fish and chips. I have a salad and fruit, too. For dinner I have cereal with milk.*
- Read out the sentences and encourage Ss to come up with their own examples.

Project

1 Listen and read.

FOOD



For breakfast I have cereal with milk or pancakes with chocolate.



For lunch I have meat with rice or vegetables. I have a salad and orange juice, too.



For dinner I have a salad or soup.

Writing tip

We use **and** to join items / ideas.

e.g. *For lunch I have a salad **and** orange juice.*

We use **or** to introduce another possibility.

e.g. *For dinner I have a salad **or** soup.*

15



Optional

Memory shopping list

- Divide Ss into small groups.
- Hand out a sheet of plain paper to each group of Ss.
- Stick the flashcards of the kinds of food and drink learnt in this module on the board.
- Give Ss a couple of minutes to look at the flashcards and try to remember the kinds of food / drink.
- Take the flashcards off the board. Tell Ss that, in their groups, they have to try and remember as many of the flashcards as they can and write down the kinds of food / drink on the paper.
- Give Ss three minutes to write down as many words as they can remember.
- When the Ss have finished their lists, have them count up the number of words.
- The group with the most words written wins.



Workbook

Activity 1

- Ss have to complete the sentences with *and* or *or*.
- Check Ss' answers.



1. or
2. or, and

Activity 2

- Direct Ss' attention to the frames provided and explain that they have to draw pictures of what they have for breakfast, lunch and dinner respectively.
- Have Ss go through the sentences below the frames and point out that they have to complete the parts missing with information about their meals describing the pictures they have drawn in the frames.
- Tell Ss to refer to activity 1 in the Student's Book on p.15.

Now I can

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

Activity 1

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

Activity 2

- Follow the same procedure as in activity 1.

Activity 3

- Direct Ss' attention to the first picture and ask them what the girls like drinking. Elicit Ss' answers. Then read the question and the answer aloud and have Ss repeat them and tick the box.
- Do this with the second picture as well.

1 Phonics revision

Language focus

Objectives

- to practise the pronunciation of **r** blends (fr, pr, br, dr)

Vocabulary

frog, fruit, prince, princess, brush, breakfast, dress, drink

Phonics fr - pr, br - dr

Materials

- flashcards of *frog*, *fruit*, *prince*, *princess*, *brush*, *breakfast*, *dress*, *drink*
- photocopies of the above flashcards (enough for all Ss)
- phonics cards of the above flashcards (enough for all Ss)
- Blu tack

Revision

- Play the chants / poems in the SB on pages 4 and 11 and have Ss say the chants / poems along with the CD (Tracks 3 or Track 4 and Track 24 or Track 25).

Lesson plan



Warm up

- Write **fr**, **pr**, **br**, **dr** on the board. Under each consonant blend stick the corresponding flashcards.
- Point to **fr** and say /fr/ a couple of times, encouraging Ss to repeat after you. Then point to each of the flashcards (frog, fruit) and say the words aloud, having Ss repeat after you.
- Follow the same procedure with the rest of the **r** blends.

Activity 1 Track 33

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



Optional

Letter hold-up

- Tell Ss to place their phonics cards with the pictures facing up in a pile on their desk.
- Explain to Ss that you are going to raise the flashcards (word side) that start with / contain the **r** blends. Ss have to raise the corresponding phonics card and call out the word.
- Any S who raises the wrong card or says the wrong word is eliminated from the game.
- Make the game more challenging by showing the flashcards quickly and then hiding them.
- Play the game until all the flashcards have been used up.

1

Phonics revision

1 Listen and say.

fr - pr



frog



fruit



prince

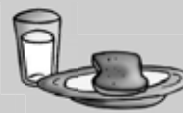


princess

br - dr



brush



breakfast



dress



drink

2 Listen and say. Then circle.

1.



fr pr

2.



fr pr

3.



br dr

4.



br dr

5.



br dr

6.



br dr

7.



fr pr

8.



fr pr

16

Listening transcript

/fr/, /pr/, frog, fruit, prince, princess

/br/, /dr/, brush, breakfast, dress, drink

Activity 2 Track 34

- Play the CD and have Ss point to their books and repeat.
- Instruct Ss to circle the correct consonant blend each word starts with.
- Play the CD one more time and check Ss' answers.

Listening transcript

1. frog 2. princess 3. dress 4. breakfast

5. brush 6. drink 7. prince 8. fruit

1. fr 2. pr 3. dr 4. br 5. br 6. dr 7. pr 8. fr

My breakfast

1 Look and listen.



dates

My name is Jameel.
I'm from the KSA.
For breakfast I have
eggs, bread with
jam, and tea or
Arabic coffee.
I sometimes have
dates, too! It's my
favourite breakfast!



My name is Carlos.
I'm from Brazil.
I have fruit for
breakfast. I like
grapes and bananas
but my favourite
fruit is acai.
I love acai juice!



Acai

Acai = A Brazilian fruit

2 Read and write J for Jameel or C for Carlos.

- | | | | |
|---|--------------------------|--|--------------------------|
| 1. I like grapes and bananas. | <input type="checkbox"/> | 4. I have tea or coffee for breakfast. | <input type="checkbox"/> |
| 2. I have eggs for breakfast. | <input type="checkbox"/> | 5. I love acai juice. | <input type="checkbox"/> |
| 3. I have bread with jam for breakfast. | <input type="checkbox"/> | | |

17

1 Smart Time 1

Language focus

Objectives

- to provide Ss with cultural information



Materials

- flashcards of the kinds of food and drink of the module
- Blu tack

Lesson plan



Warm up

- Show Ss the flashcards of the kinds of food and drink they have learnt in this module and ask Ss to name them.

Activity 1 Track 35

- Direct Ss' attention to the photos of the kinds of food and drink and the photos of the boys next to them.

- Ask Ss what kinds of food and drink they can see (eggs, bread, jam, tea, coffee, dates, grapes, bananas, acai).
- Direct Ss' attention to the flags attached to each speech bubble and encourage them to say where the boys are from (The KSA and Brazil.).
- Ss listen to the CD and follow in their books.
- Explain any unknown words.
- Ask Ss some comprehension questions, such as:
Where is Jameel from? (The KSA.)
What does he have for breakfast? (Eggs, bread with jam and tea or Arabic coffee.)
What does he sometimes have? (Dates.)
Where is Carlos from? (Brazil.)
What does he have for breakfast? (Fruit.)
What fruit does he like? (Grapes and bananas.)
What is his favourite fruit? (Acai.)
- If time permits have some Ss read the texts aloud for the whole class.

Background Note

Acai: It is a kind of berry that grows on the acai palm trees in the Amazon rain forest in Brazil. It's dark purple.

- Give Ss information about the traditional kinds of food / drink mentioned in the texts.

Activity 2

- Direct Ss' attention to the sentences and make sure they don't have any unknown words.
- Explain to Ss that they have to decide if the sentences are true for Jameel or Carlos according to the texts and write the appropriate letter.



1. C 2. J 3. J 4. J 5. C



Key to Test 1

Activity 1

- pancakes
- tomatoes
- sandwiches
- strawberries

Activity 2 Track 71, CD 2

- b
- a
- a
- b
- b

Activity 3

- don't like
- sweet
- Do you like
- good
- thanks
- like
- sour

Activity 4

open answers



Phonics

crisps - grapes



Language focus

Objectives

- to practise the pronunciation of **r** blends (cr, gr)
- to say a phonics chant / poem

Vocabulary

crisps, crab, grapes, grey

Phonics

cr - gr



Materials

- flashcards of *crisps*, *crab*, *grapes*, *grey*
- photocopies of the above flashcards
- phonics cards of the above flashcards (one set per S)
- Blu tack

Lesson plan



Warm up

- Write **cr** and **gr** on the board. Under each consonant blend stick the flashcards with the words that start with that sound.
- Point to **cr** and say /kr/ a couple of times, encouraging Ss to repeat after you. Then point to each of the words (crisps, crab) and say them aloud, having Ss repeat after you.
- Follow the same procedure with **gr**.

Activity 1 Track 36

- 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

/kr/, crisps, crab

/gr/, grapes, grey



Phonics

crisps - grapes

1 Listen and say.

cr



crisps



crab

gr



grapes



grey

2 Listen and chant.



18

The crocodile and the crab

Look at the crocodile!
It's green and grey.
It has got crisps.
What a nice day!

Look at the crab!
The orange crab.
It has got grapes,
grapes and dates!

Activity 2 Track 37 - Chant Track 38 - Poem

- Direct Ss' attention to the picture, point to different items and ask them questions they can answer, e.g. *What's that?* (A crocodile.) *What colour is it?* (Green.) *What has it got?* (Crisps.) *What's that?* (A crab.) *What colour is it?* (Orange.) *What has it got?* (Grapes and dates.)
- Play the chant / poem *The crocodile and the crab* and have Ss listen and follow along in their books.
- Play the chant / poem again, pausing after each line for Ss to repeat.
- Then play the chant / poem once more and encourage Ss to say the chant / poem along with the CD.

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



TPR Activity

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



Optional 1

What's that 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 /kr/ or the /gr/ sound and have Ss write the corresponding word on the board.
- The S that does this the fastest wins a point for his/her team.
- Repeat the same procedure with the rest of the Ss.
- The team with the most points wins.



Optional 2

Card hold-up

- Tell Ss that you are going to play a game.
- Ask them to place their phonics cards with the pictures facing up in a pile on their desk.
- Explain to Ss that you are going to raise the flashcards (word side) that start with the blends *cr* or *gr*.
- Ss have to raise the corresponding phonics card and say the word aloud.
- 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 hiding them.
- Play the game until all of the flashcards have been used up.



Workbook

Activity 1 Track 39

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

Listening transcript

- | | | |
|------------------|---------------|-------------|
| 1. <i>grey</i> | <i>grapes</i> | <i>crab</i> |
| 2. <i>grapes</i> | <i>crisps</i> | <i>crab</i> |
| 3. <i>crisps</i> | <i>crab</i> | <i>grey</i> |



- | | | |
|----------------|------------------|----------------|
| 1. <i>crab</i> | 2. <i>grapes</i> | 3. <i>grey</i> |
|----------------|------------------|----------------|

Activity 2 Track 40

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

- Explain to Ss that they will listen to the words and they have to match them with the correct blend.
- Play the CD twice.
- Check Ss' answers.

Listening transcript

- | | |
|------------------|---------------------|
| 1. <i>crab</i> | 4. <i>grey</i> |
| 2. <i>green</i> | 5. <i>crocodile</i> |
| 3. <i>grapes</i> | 6. <i>crisps</i> |



- | | | |
|--------------|--------------|--------------|
| 1. <i>cr</i> | 2. <i>gr</i> | 3. <i>gr</i> |
| 4. <i>gr</i> | 5. <i>cr</i> | 6. <i>cr</i> |

Activity 3 Track 41

- Direct Ss' attention to the pictures and ask them to name the items.
- Explain to Ss that they will listen to the words and they have to complete the missing letters.
- Play the CD twice.
- Check Ss' answers.

Listening transcript

- | | |
|---------------------|------------------|
| 1. <i>grey</i> | 4. <i>crab</i> |
| 2. <i>crocodile</i> | 5. <i>grapes</i> |
| 3. <i>green</i> | 6. <i>crisps</i> |



- | | |
|---------------------|------------------|
| 1. grey | 4. crab |
| 2. crocodile | 5. grapes |
| 3. green | 6. crisps |

Activity 4

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



- | |
|--------------------------|
| 2. <i>gr-ey</i> , a |
| 3. <i>gre-en</i> , d |
| 4. <i>cr-ab</i> , f |
| 5. <i>cro-codile</i> , e |
| 6. <i>gra-pes</i> , c |

2 On time

A chant

Language focus

Objectives

- to say a chant / poem
- to identify the days of the week
- to talk about one's favourite day

Vocabulary

Days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

Structures

What day is it today?
It's (Friday). Let's go (to the park).
What's your favourite day?
(Tuesday.)

Materials

- a calendar
- plain A4 paper (enough for all Ss)

Lesson plan

Warm up

- Hold up a calendar for Ss to see. Point to each of the days of the week and say them aloud. Repeat and have Ss repeat after you.

Background Note

In middle-eastern countries the beginning of the week is Sunday. Friday and Saturday are considered the weekend. In most of Europe, parts of Africa, South America and Australia, Monday is the first day of the week, as it is the beginning of the working week. And according to ISO 8601 (the international standard for date and time) Monday is defined as the first day of the week. However, in the USA and Canada it is the second day of the week and its name in Arabic, Armenian, Georgian, Greek, Hebrew and Portuguese means 'second day'.

Vocabulary Track 42

- Have Ss open their books to page 19. Point out the days of the week in the vocabulary section.
- Play the CD a few times and have Ss point to the days of the week and repeat.
- Say the days of the week again in random order and have Ss repeat and point.

Activity 1 Track 43 - Chant Track 44 - Poem

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

- Ask Ss, in L1, what they see in the picture. (Salim and Alex are playing with a Frisbee.) Tell the Ss they are going to listen to a chant / poem. Ask them to guess what it's going to be about.
- Ask Ss to read the chant / poem silently. Then direct Ss' attention to the blanks at the end of the chant / poem. Ask Ss to guess what days of the week are missing (Monday, Wednesday, Friday).
- Play the chant / poem once and have Ss listen.
- Then have Ss fill in the blanks with the correct words.
- Play the chant / poem again and have Ss check their answers.
- When Ss feel comfortable, invite them to say the chant / poem along with the CD.

TPR Activity

- Hand out a sheet of plain A4 paper to each S.
- Assign a day of the week to each S and ask them to draw something that they usually do on that day.
- Once Ss are finished, explain that they are going to listen to the chant / poem *My favourite day* and raise their paper every time they hear the day of the week they've been assigned.

Grammar box

- Write today's day on the board and say *It's (Saturday). Let's go (to the library)*. Encourage Ss to guess what the second sentence means. Point out that we use *Let's* to make a suggestion. Direct Ss' attention to the grammar box on page 19 and read it aloud. Have them repeat the example after you.
- Refer Ss to the corresponding *Grammar Boxes* on page 65.

Activity 2 Track 45

- Point to the day on the board again and ask *What day is it today?* Encourage Ss to answer *It's (Saturday)*.
- Say *My favourite day is (Saturday)*. Then ask Ss *What's your favourite day?* Encourage Ss to answer.
- Direct Ss' attention to the two boys in the picture and ask them to guess what is happening. The boy on the left is asking his friend what day it is and what his favourite day of the week is.
- Play the CD and have Ss repeat the exchange.
- Divide Ss into pairs and in turns, have them ask their partners what their favourite day is and what day of the week it is.
- Have some pairs of Ss present the exchange to the class.



Sunday Monday Tuesday



Wednesday Thursday Friday Saturday

On time 2

A chant

1 Look and write. Then listen and chant.



My favourite day

Sunday, Monday
I go to school
Tuesday, Wednesday
Are really cool
Thursday, Thursday
Is my favourite day
Friday, Saturday
I play all day.



It's Friday! It's Friday!
Let's go to the park and play all day!

Sunday, _____, Tuesday,
_____, Thursday, _____, Saturday!

Look!



It's Friday. Let's go to the park.

2 Ask and answer.

What day is it today?

What's your favourite day?



Tuesday.

Friday.

19



Optional

Say the next line

- Explain to Ss that you are going to play the chant / poem *My favourite day* (Track 43 or Track 44) and stop it every now and then. They will have to try and remember what comes next in the chant / poem and continue saying it.
- Play the chant / poem once for Ss to hear the whole thing.
- Then play it again pausing only a couple of times for Ss to say.
- Keep playing the chant / poem pausing more and more each time so Ss have more to say without the CD each time.
- In the end, see if Ss can say the whole chant / poem without hearing the words.



Before leaving

- Ask each S what his/her favourite day is before leaving.



Workbook

Activity 1

- Point to the days of the week and explain to Ss that they are in the wrong order and that they have to write them in the correct order.
- Check Ss' answers as a class by having them call out the days of the week in order.



- Sunday
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday

Activity 2 Track 46

- Direct Ss' attention to the pictures and ask them to identify the places and the days of the week in each one.
- Explain to Ss that they are going to listen to four short dialogues between some children about where they suggest going on each day of the week. Ss have to match each day with the correct place.
- Play the CD once, pausing after each exchange so that Ss have enough time to do the matching.
- Play the CD again and have Ss check their answers.
- Check Ss' answers.

Listening transcript

- Girl 1:** What day is it? Is it Saturday?
Girl 2: No, it isn't. It's Thursday.
Girl 1: Let's go to the toy shop.
Girl 2: OK.
- Boy 1:** What day is it?
Boy 2: It's Saturday. Let's go to a restaurant.
Boy 1: No. Let's go to the park.
Boy 2: OK. Let's go to the park.
- Boy 1:** What day is it? Is it Tuesday?
Boy 2: No, it isn't. It's Friday.
Boy 1: Let's go to a restaurant.
Boy 2: Yes! Let's go to a restaurant. I'm hungry!
- Boy 1:** It's Tuesday. Let's go to the library.
Boy 2: OK. Let's go to the library.



- d
- b
- c
- a

Activity 3

- Direct Ss' attention to the questions and explain that they have to answer the questions.
- Check Ss' answers.



open answers

2 Smart kids

Language focus

Objectives

- to tell the time on the hour
- to ask about time

Vocabulary

Times of the day: morning, afternoon, evening, night
It's twelve o'clock. It's one o'clock.

Structures

What's the time? It's (nine) o'clock.

Materials

- flashcards of *morning, afternoon, evening, night*
- Blu tack
- brass fasteners (one for each S)
- paper plates (one for each S)
- an hour and a minute hand of a clock made from construction paper (one for each S)

Revision

- Revise the days of the week by playing **The spelling game**.
- Call out a day of the week and each S has to call out a letter in order to spell the day of the week down the line.
- If a S calls out the wrong letter or doesn't know the letter when his/her turn comes, he/she is out of the game.

Lesson plan



Warm up

- Stick the flashcards of *morning, afternoon, evening, night* on the board.
- Say the words and get Ss to repeat.
- Draw a clock on the board and tell Ss that they are going to learn how to tell the time on the hour.
- Draw the hands of the clock to show twelve o'clock. Explain that the small hand tells us what hour it is, whereas the big hand tells us the minutes. When the big hand is on the twelve it means that it's exactly on the hour the small hand is pointing to.

2

Smart kids



morning



afternoon



evening



night

1 Look and listen.

Thursday...



Later...

Good night, Alex.



20

- Point to the clock and say *It's twelve o'clock*.
- Change the hands on the clock to show one o'clock and have Ss repeat.

Vocabulary Track 47

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

Activity 1 Track 48

- Have Ss look at the presentation and ask them to name all the people they know (Salim, Alex, Alex's mother).
- Ask Ss to point to the bubbles and follow along as you play the CD.
- Play the CD again and pause after each phrase for Ss to repeat.
- Choose two Ss and read the dialogue. Then, have Ss read the dialogue in groups of three.

Grammar box

- Direct Ss' attention to the grammar box at the top of page 21. Read the sentences and have Ss repeat after you.
- Make sure Ss understand that we use *What's the time?* to ask about the time and that when we are telling the time on the hour we use *It's (nine) o'clock*.



It's twelve o'clock. It's one o'clock.

Look!

What's the time? It's nine o'clock.

morning (12am-12pm)
afternoon (12pm - 6pm)
evening (after 6pm)

2 Look at activity 1 and circle Yes or No.

- | | | |
|---|-----|----|
| 1. Salim and Alex are at the park. | Yes | No |
| 2. In picture 1 it's Thursday. | Yes | No |
| 3. In picture 3 it's 10 o'clock. | Yes | No |
| 4. It's Friday. Salim and Alex don't have school. | Yes | No |

3 Listen and draw.



1.



2.



3.



4.

4 Read and circle.

- It's 8 o'clock. (8am) **Good morning. / Good afternoon.**
- It's 4 o'clock. (4pm) **Good night. / Good afternoon.**
- It's 11 o'clock. (11pm) **Good morning. / Good night.**
- It's 8 o'clock. (8pm) **Good evening. / Good morning.**

5 Make a clock. Then play.

What's the time?



It's eleven o'clock.



21

- Explain to Ss that from 12am to 12pm it's morning, so when we greet someone, we say *Good morning!* From 12pm to 6pm it's afternoon, so when we greet someone, we say *Good afternoon!* After 6pm it's evening, so when we greet someone, we say *Good evening!* When we leave a place or go to bed at night, we say *Goodnight.*
- Refer Ss to the corresponding *Grammar Boxes* on page 65.

Activity 2

- Explain to Ss that they have to refer to activity 1 and circle Yes if the sentence is true or No if it's false.

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

Activity 3 Track 49

- Explain to Ss that they are going to hear exchanges similar to the one in the grammar box and they have to draw in the small hand of each clock so that it's pointing to the correct time.
- Play the CD twice.

Listening transcript

- Man:** *Good morning. What's the time?*
- Man:** *Good afternoon. What's the time?*
- Man:** *Good evening. What's the time?*
- Man:** *What's the time?*

Boy: *It's eight o'clock.*
Boy: *It's three o'clock.*
Boy: *It's seven o'clock.*
Boy: *It's eleven o'clock.*
Good night.



Workbook

Activity 1

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



- Make sure Ss have completed the clocks with the correct time.

Activity 2

- Ask Ss to look at the clocks / watches and complete the sentences with the correct time.



- It's six o'clock.
- It's four o'clock.
- It's nine o'clock.

Activity 3

- Explain to Ss that they have to write the correct greeting, which is given in the box.



- Good morning.
- Good afternoon.
- Good night.
- Good evening.

2 Our world

Language focus

Objectives

- to talk about everyday activities
- to identify prepositions of time

Vocabulary

Everyday activities: get up, do my homework, go to school, go home, go to bed

Structures

What time do you (get up)?

I get up at (seven) o'clock.

I (get up) at (ten) o'clock on (Friday).



Materials

- flashcards of *get up, do my homework, go to school, go home, go to bed*
- word cards of the above flashcards

Revision

- Have Ss take out their paper plate clocks and do activity 5 on page 21.

Lesson plan



Warm up

- Present the new vocabulary by miming each of the everyday activities, e.g. pretend you are getting up in the morning and say *I get up*. Have Ss repeat and mime after you.
- Do this with the rest of the everyday activities.

Vocabulary Track 51

- Have Ss open their books to pages 22-23 and point out the everyday activities in the vocabulary section.
- Play the CD a few times and have Ss point to the everyday activities and repeat.
- Say the everyday activities again in random order and have Ss repeat and point.

Activity 1 Track 52

- Play the CD and have Ss follow along silently. Play the CD again and pause after each phrase for Ss to repeat.
- To check comprehension, ask Ss questions such as the following:

2

Our world



get up



do my homework



go to school

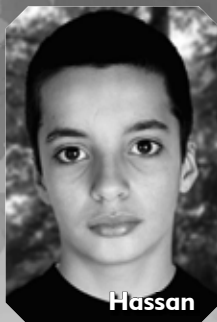


go home

1 Look and listen.

Children around the world

Hassan is from Riyadh, Saudi Arabia. Brian is from Sydney, Australia. What do they do every day?



Hassan



Brian

What time do you get up on Sunday?

Hassan: I get up at 6 o'clock.

Brian: I get up at 8 o'clock.

What do you have for breakfast?

Hassan: I have cereal with milk.

Brian: I have an omelette and orange juice.

What time do you go to school?

Hassan: I go to school at 7 o'clock.

Brian: I go to school at 8 o'clock.

What time do you go home?

Hassan: I go home at 2 o'clock.

Brian: I go home at 3 o'clock.

What time do you go to bed on Tuesday?

Hassan: I go to bed at 9 o'clock.

Brian: I go to bed at 10 o'clock.

What time do you go to bed on Thursday?

Hassan: I go to bed at 11 o'clock on Thursday.

Brian: I go to bed at 10 o'clock on Thursday.

22

Where is Hassan from? (He's from Riyadh, Saudi Arabia.)

Where is Brian from? (He's from Sydney, Australia.)

What time does Hassan get up? (At 6 o'clock.)

What does Brian have for breakfast? (An omelette and orange juice.)

What time does Hassan go to school? (At 7 o'clock.)

What time does Brian go home? (At 3 o'clock.)

What time does Hassan go to bed on Tuesday? (At 9 o'clock.)

What time does Brian go to bed on Thursday? (At 10 o'clock.)

Grammar box

- Direct Ss' attention to the grammar box on the top of page 23. Read the sentences aloud and have Ss repeat.
- Ask Ss what they think this question means and when we use it. Elicit that we use it to ask about the time someone does something.
- Point out to Ss that when we refer to time we use *at* and when we refer to the days of the week we use *on*. Refer Ss to the corresponding *Grammar Boxes* on page 65.

Activity 2

- Explain to Ss that they have to refer to activity 1 and tick the correct boy who does the activities.



1. Brian

2. Hassan

3. Brian

4. Hassan

5. Brian



Look!

What time do you get up?
I get up at seven o'clock.
I get up at ten o'clock on Friday.

2 Look at activity 1 and tick (✓).



Hassan



Brian

1. I get up at eight o'clock.		✓
2. I go to school at seven o'clock.		
3. I go home at three o'clock.		
4. I go to bed at nine o'clock on Tuesday.		
5. I go to bed at ten o'clock on Thursday.		

3 Listen and number (1-5).



4 Ask and answer.



23

Activity 3 Track 53

- Ask a S *What time do you go to bed?* Encourage him/her to answer *I go to bed at (nine) o'clock*. Then ask different Ss what time they do each of the everyday activities depicted in the pictures.
- Explain to Ss that they have to write the numbers 1-5 in the order they hear each of the everyday activities being mentioned.
- Play the CD twice.
- Check Ss' answers.

Listening transcript

- Boy 1:** *What time do you get up?*
Boy 2: *I get up at seven o'clock.*
- Boy 1:** *What time do you go to bed?*
Boy 2: *I go to bed at ten o'clock.*
- Boy 1:** *What time do you do your homework?*
Boy 2: *I do my homework at 4 o'clock in the afternoon.*
- Boy 1:** *What time do you go home?*
Boy 2: *I go home at two o'clock.*
- Boy 1:** *What time do you go to school?*
Boy 2: *I go to school at eight o'clock.*

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

Activity 4 Track 54

- Direct Ss' attention to the photo and ask them what is happening. (The boy on the left is asking his friend what time he goes to bed on Monday and the other boy says that he goes to bed at nine o'clock.)
- Play the CD and have Ss repeat the exchange.
- Divide Ss into pairs and have them take turns asking one another about the time they do certain everyday activities.



Optional

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 the Ss seated at their desks.)
- Fold the word cards with everyday activities in half and pass them around in the circle.
- Play the chant / poem *My favourite day* in the SB on page 19 (Track 43 or Track 44).
- When you stop the chant / poem, the S holding the flashcard has to unfold it without letting anyone else see it, read the phrase silently and mime the everyday activity.
- The rest of the Ss have to guess the everyday activity and call it out.



Workbook

Activity 1

- Ss look at the pictures and write the phrases in the box, next to the correct picture.



- go to bed
- go to school
- go home
- do my homework

Activity 2

- Explain to Ss that they have to complete the sentences with *at* or *on*.



- at
- at, on
- at
- at, on
- at, on

Activity 3

- Ss answer the questions about themselves.
- Check Ss' answers.



open answers

2 Let's play

Language focus

Objectives

- to identify and talk about the months and the seasons of the year

Vocabulary

Months: January, February, March, April, May, June, July, August, September, October, November, December

Seasons: winter, spring, summer, autumn

Ordinal numbers: first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth

Structures

(May) is the (fifth) month of the year.
It's in (spring).

Materials

- flashcards of the months, ordinal numbers and seasons
- a calendar
- Blu tack

Revision

- Revise the vocabulary and structures learnt in the previous lesson by asking Ss different questions about the time they do different everyday activities, e.g. *What time do you go to school?* etc.

2 Let's play

1st first
2nd second
3rd third
4th fourth
5th fifth
6th sixth
7th seventh
8th eighth
9th ninth
10th tenth
11th eleventh
12th twelfth

Look!

May is the fifth month of the year.
It's in spring.

1 Listen and say.

January	February	March	April
Sun Mon Tue Wed Thu Fri Sat	Sun Mon Tue Wed Thu Fri Sat	Sun Mon Tue Wed Thu Fri Sat	Sun Mon Tue Wed Thu Fri Sat
4 5 6 7 8 9 10	1 2 3 4 5 6 7	1 2 3 4 5 6 7	5 6 7 8 9 10 11
11 12 13 14 15 16 17	8 9 10 11 12 13 14	8 9 10 11 12 13 14	12 13 14 15 16 17 18
18 19 20 21 22 23 24	15 16 17 18 19 20 21	15 16 17 18 19 20 21	19 20 21 22 23 24 25
25 26 27 28 29 30 31	22 23 24 25 26 27 28	22 23 24 25 26 27 28	26 27 28 29 30

May	June	July	August
Sun Mon Tue Wed Thu Fri Sat	Sun Mon Tue Wed Thu Fri Sat	Sun Mon Tue Wed Thu Fri Sat	Sun Mon Tue Wed Thu Fri Sat
3 4 5 6 7 8 9	1 2 3 4 5 6	5 6 7 8 9 10 11	2 3 4 5 6 7 8
10 11 12 13 14 15 16	7 8 9 10 11 12 13	12 13 14 15 16 17 18	9 10 11 12 13 14 15
17 18 19 20 21 22 23	14 15 16 17 18 19 20	19 20 21 22 23 24 25	16 17 18 19 20 21 22
24 25 26 27 28 29 30	21 22 23 24 25 26 27	26 27 28 29 30 31	23 24 25 26 27 28 29
31	28 29 30		30 31

September	October	November	December
Sun Mon Tue Wed Thu Fri Sat	Sun Mon Tue Wed Thu Fri Sat	Sun Mon Tue Wed Thu Fri Sat	Sun Mon Tue Wed Thu Fri Sat
6 7 8 9 10 11 12	1 2 3 4 5 6	1 2 3 4 5 6 7	6 7 8 9 10 11 12
13 14 15 16 17 18 19	4 5 6 7 8 9 10	8 9 10 11 12 13 14	13 14 15 16 17 18 19
20 21 22 23 24 25 26	11 12 13 14 15 16 17	15 16 17 18 19 20 21	20 21 22 23 24 25 26
27 28 29 30	18 19 20 21 22 23 24	22 23 24 25 26 27 28	27 28 29 30 31

2 Listen and say.

winter	spring	summer	autumn
December January February	March April May	June July August	September October November

3 Look and listen. Then play.

It's the tenth month of the year.
It's in autumn.

It's October!

24

Lesson plan



Warm up

- Stick the calendar pages on the board. Present the months in a year by pointing to each page of the calendar and saying the months aloud. Do this a couple of times and have Ss repeat after you.
- Then play the game **Remember the months**.
- Stick the flashcards with the months on the board.
- Ask Ss to look at the months and try to memorise them.
- Ask Ss to close their eyes and hide one of the flashcards. When Ss open their eyes, they must try to remember which one is missing.
- Alternatively, Ss can memorise the order of the months. When they close their eyes, change the order. Ss must try to remember what order the months were originally in.
- To make the game more competitive, you may divide Ss into two teams and have them take turns answering in order to win points.

Vocabulary Track 55

- Have Ss open their books to page 24 and direct their attention to the ordinal numbers 1st - 12th in the vocabulary section.

- Alternatively, stick the flashcards with the ordinal numbers on the board.
- Explain to Ss that we use the ordinal numbers when we want to talk about the order of things (which comes first, second, etc.).
- Play the CD and have Ss point to the words and repeat.
- Say the ordinals in random order and have Ss repeat and point.

Activity 1 Track 56

- Ask Ss to look at the calendar.
- Play the CD a few times and have Ss point to the months and repeat.
- Say the months again in random order and have Ss repeat and point.
- Alternatively, you can ask Ss *Which is the (sixth) month of the year?* Encourage them to answer *(June)*.
- Follow the same procedure with the rest of the months.

Activity 2 Track 57

- Ask Ss to look at the photos and the names of the seasons on each of them. Have them guess which season each photo depicts.
- Alternatively, stick the flashcards with the seasons on the board.
- Point out to Ss that below each photo there are the months which are in each season.
- Play the CD a few times and have Ss point to the words and repeat.
- Ask Ss, *Which months are in (spring)?* Encourage Ss to answer *(March, April, May)*.
- Follow the same procedure for the rest of the seasons.

Activity 3 Track 58

- Hold up your book, point to the grammar box and read the sentences aloud.
- Point out to Ss that when we refer to the seasons, we use *in*. Refer Ss to the corresponding *Grammar Boxes* on page 66.
- Point to the calendar in activity 1 and say *(February) is the (second) month of the year. It's in (winter)*.
- Ask Ss to look at the photos of the children and ask them, in L1, what's happening. (They are playing a guessing game with the months of the year.)
- Play the CD and ask Ss to point to the corresponding speech bubbles.
- Play the CD again and have Ss repeat.
- Choose a S and model how the game is played. Give the S two clues about the month you've chosen. Say *It's the eighth month of the year. It's in summer*. Encourage the S to refer to activity 1 in his/her book and answer *It's August*.
- Then swap roles and have the S give you clues about the month.
- Divide Ss into pairs and have them play the game in turns.
- Have pairs of Ss play the game in front of the class.



Optional 1

Say the final word

- Divide Ss into pairs.
- Tell Ss that they are going to take turns saying the months of the year in order. They can say one, two or three months at a time. The S who says the last month, e.g. *December* is the winner.
- Demonstrate how the game is played with a S. Then have Ss play the game.

- You may want to revise the days of the week as well. In this case tell Ss that they can only say one or two days at a time and the winner is the S who says *Saturday*.
- Play this game for as long as time permits.



Workbook

Activity 1

- Explain to Ss that they have to write the name of the season each photo depicts.
- Check Ss' answers.



- | | |
|-----------|-----------|
| 1. spring | 3. winter |
| 2. autumn | 4. summer |

Activity 2

- Point to the example and explain that the first month of the year is January and that they have to put the rest of the months in order by numbering them from 2-12.
- Check Ss' answers.



- | | |
|-------------|--------------|
| 1. January | 7. July |
| 2. February | 8. August |
| 3. March | 9. September |
| 4. April | 10. October |
| 5. May | 11. November |
| 6. June | 12. December |

Activity 3

- Direct Ss' attention to the table and point out that there is one column for each season.
- Explain to Ss that they have to write the three months which are in each season in the space provided.
- Check Ss' answers.



winter: December, January, February

spring: March, April, May

summer: June, July, August

autumn: September, October, November

Activity 4

- Explain to Ss that they have to complete the sentences with the ordinal numbers.
- Check Ss' answers.



- | | |
|------------|------------|
| 1. ninth | 4. third |
| 2. first | 5. seventh |
| 3. twelfth | |



Language focus

Objectives

- to practise the pronunciation of the consonant blends **st** and **tr**
- to say a phonics chant / poem

Vocabulary

star, stop, tree, train

Phonics

st - tr



Materials

- flashcards of *star, stop, tree, train*
- photocopies of the above flashcards (only the words)
- phonics cards of the above flashcards (one set per S)
- Blu tack

Lesson plan



Warm up

- Write **st** and **tr** on the board. Under each consonant blend stick the flashcards with the words that start with that sound.
- Point to **st** and say /st/ a couple of times, encouraging Ss to repeat after you. Then point to each of the words (star, stop) and say them aloud, having Ss repeat after you.
- Follow the same procedure with **tr**.

Activity 1 Track 59

- 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

/st/, star, stop
/tr/, tree, train

Activity 2 Track 60 - Chant Track 61 - Poem

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

- Direct Ss' attention to the picture, point to different items and ask them questions they can answer,

e.g. *What's that?* (A train.) *Where are the children?* (On a tree.) *What are these?* (Stars.)

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



TPR Activity

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



Optional 1

What's that 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 /st/ or the /tr/ sound and have Ss write the corresponding word on the board.
- The S that does this the fastest wins a point for his/her team.
- Repeat the same procedure with the rest of the Ss.
- The team with the most points wins.



Optional 2

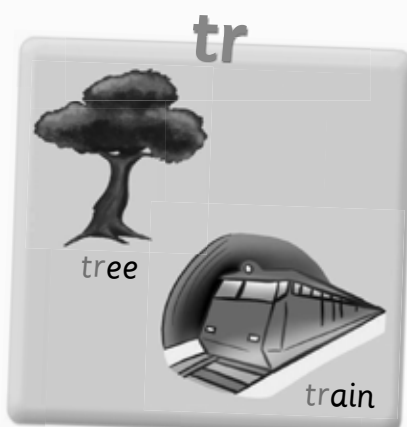
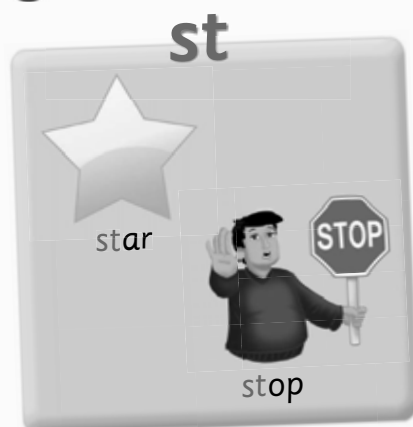
Ready, set, match

- Divide into two teams.
- Stick the flashcards of *star, stop, tree, train* on the board.
- Put the photocopies of flashcards with words facing up, in a pile on your desk.
- Call up a S from each team to pick a photocopy off your desk, read it and stick it below the corresponding picture with Blu tack.
- Once Ss have stuck the photocopy with the word under the corresponding picture, they have to say the sound and the word aloud. The S who does everything correctly 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 with the most points at the end of the game wins.

Phonics

star - tree

1 Listen and say.



2 Listen and chant.



Lee and me

Hey, Lee! Hey, Lee!
Climb the tree!
How many stars
can you see?
One, two, three!

Oh, no! Oh, no!
Stop train! Stop train!
There is my uncle Victor
My uncle Victor!

25

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

Listening transcript

1. tree
2. train
3. star
4. stop



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

Activity 3

- Direct Ss' attention to the pictures and ask them to name the items.
- Explain to Ss that they have to write the correct word underneath each picture and then draw a line to match the ones with the same sound.
- Check Ss' answers.



1. stop
2. tree
3. train
4. star

Activity 4

- Direct Ss' attention to the pictures around the grid and ask Ss to name them.
- Explain to Ss that they have to look for the words in the grid, horizontally and vertically, circle them and then write them in the correct category.
- Check Ss' answers.



st stop, star
tr train, tree

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



Workbook

Activity 1 Track 62

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

Listening transcript

- | | | |
|----------|-------|------|
| 1. train | star | tree |
| 2. tree | train | stop |
| 3. train | stop | star |
1. star 2. stop 3. train



Activity 2 Track 63

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

2 Story time

Language focus

Objectives

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

Materials

- blown-up colour photocopies of Story time *What's the time?*
- Blu tack
- a stopwatch
- word cards of the months (two or more sets, depending on the size of the class)

Revision

- Tell Ss that you are going to play **Month line-up**.
- Divide Ss into two teams (12 Ss in each team).
- Give each S in the teams a word card of a month and tell them not show it to anyone. Make sure Ss in the same team have a different card.
- Ask the two teams to come to the front of the class.
- Explain to the Ss in each team that they have to rearrange themselves in a line as fast as they can, according to the order of the months they have.
- The team who finishes first, wins.

Lesson plan



Warm up

- Play the game **Say the final word** (TM page 39) using the days of the week.
- Remind Ss that they can only say one or two days at a time.

Activity 1 Track 64

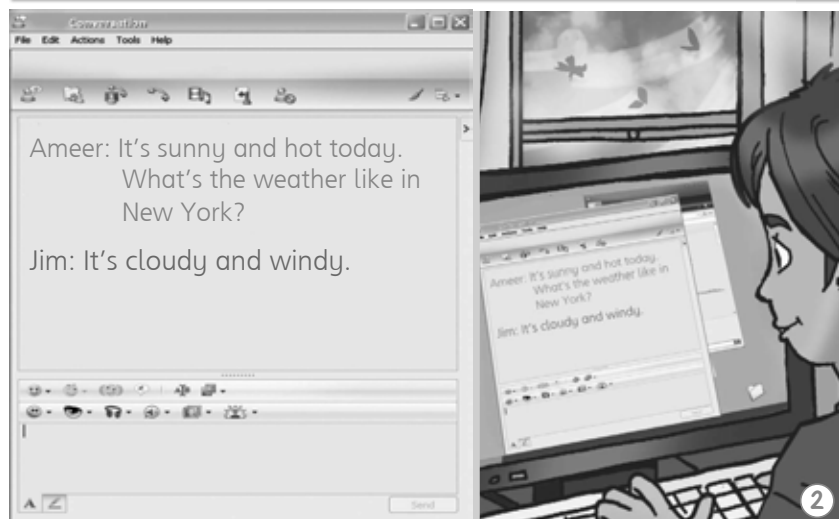
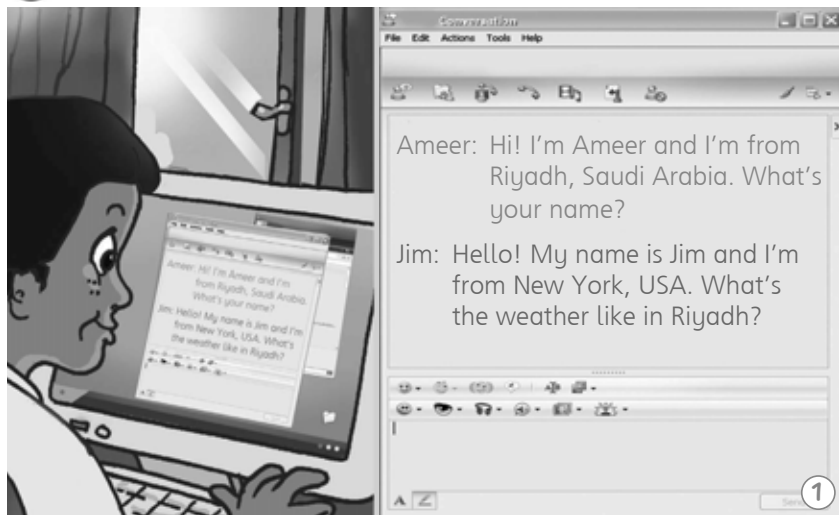
Before reading

- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Tell Ss they will listen to and read a story with the title *What's the time?*
- Point to the first picture and ask Ss *What's the weather like?* (It's hot and sunny.)

2 Story time

1 Look and listen.

What's the time?



26

- Ask the same question for the second picture. (It's cloudy and windy.)
- Ask Ss to guess what the story is about.
- Elicit answers but do not correct Ss at this stage.

While reading

- Play the CD and point to each picture in your book or on the board. Encourage Ss to point to each picture in their books.
- Elicit Ss' answers. (Two boys from different countries chat over the Internet. The weather and the time is different.)
- Play the CD again and ask Ss to point to each computer screen and follow along.
- Talk about what happens in each picture.

Picture 1: Ameer from Riyadh, Saudi Arabia, is chatting over the Internet with Jim from New York, USA. Jim asks Ameer what the weather is like in Riyadh.

Picture 2: Ameer writes back to Jim that it's hot and sunny in Riyadh and asks what the weather is like in New York. Jim tells him it's cloudy and windy.

Picture 3: Ameer's mother walks into the room and tells him that it's time to do his homework. It's 4 o'clock in the afternoon and Ameer tells Jim that he does his homework at 4 o'clock. Jim says it's 8 o'clock in the morning in New York and it's time for school. He also asks Ameer what time he goes to school.



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

1. Picture 1: Jim is from New York and Ameer is from Saudi Arabia. ☐
2. Picture 2: It's cloudy and windy in Riyadh. ☐
3. Picture 3: It's 4 o'clock in the afternoon in New York. ☐
4. Picture 4: It's 8 o'clock in the evening in Riyadh. ☐

27

Picture 4: Ameer tells Jim that he goes to school at 7 o'clock and he goes home at 2 o'clock. Jim says that he goes home at 3 o'clock. Jim's father comes in the room and tells Jim it's time to go.

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

After reading

- Ask Ss comprehension questions, such as:

Picture 1: *Where is Ameer from? (Riyadh, Saudi Arabia.)*
Where is Jim from? (New York, USA.)

Picture 2: *What's the weather like in Riyadh? (It's hot and sunny.)*
What's the weather like in New York? (It's cloudy and windy.)

Picture 3: *What's the time in Riyadh? (It's 4 o'clock in the afternoon.)*
What does Ameer do at 4 o'clock? (He does his homework.)
What's the time in New York? (It's 8 o'clock in the morning.)
What does Jim do at 8 o'clock? (He goes to school.)

Picture 4: *What time does Ameer go to school? (At 7 o'clock.)*
What time does he go home? (At 2 o'clock.)
What time does Jim go home? (At 3 o'clock.)

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

Activity 2

- Explain to Ss that they have to read each sentence, refer to the corresponding picture and decide if it's true or false.

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



Optional Time whispers

- Draw two big clocks on the board spaced fairly 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 S in each line.
- Both of the last Ss will then have to whisper the time to the person in front of them and Ss will have to continue passing it on down the line by whispering.
- The first S standing directly in front of the board, has to draw the time on the clock.
- 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 and become the S at the board.
- Repeat until all Ss have come to the front of the line. The team with the most points wins.



Before leaving

- Play the chant / poem *My favourite day* in the SB on page 19 (Track 43 or Track 44) and have Ss chant along.



Workbook

Activity 1

- Ss read the story again (SB pages 26-27) and complete the sentences about the story.

1. Saudi Arabia
2. USA
3. sunny
4. cloudy, windy
5. 4 o'clock (in the afternoon)
6. 8 o'clock (in the morning)
7. do, homework
8. go to school

Activity 2

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

2 Revision

Language focus

Objectives

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

Materials

- blown-up colour photocopies of story time *What's the time?*
- Blu tack
- a calendar

Revision

- Hold up the book or stick blown-up colour photocopies of the story *What's the time?* on the board.
- Ask Ss if they remember the title of the story (*What's the time?*). Ask Ss to tell you what else they remember from the story.
- Have Ss open their books to pages 26-27. Play the CD (Track 64) and have Ss follow along in their books.
- Then have some Ss read the story for the whole class.

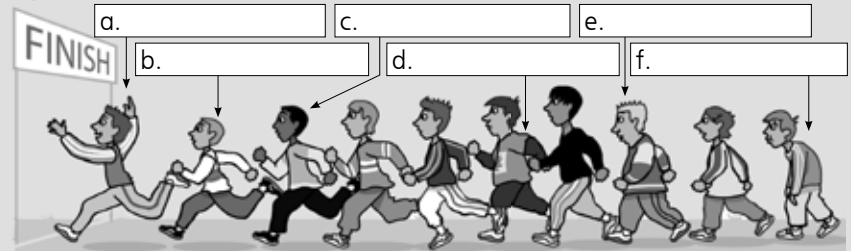
Revision 2

1 Look and write.

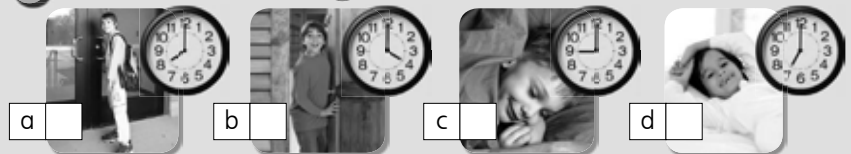


- _____ is the second month of the year.
- _____ is the fifth month of the year.
- _____ is the seventh month of the year.
- _____ is the tenth month of the year.
- _____ is the twelfth month of the year.

2 Write the ordinals.



3 Listen and number (1-4).



4 Look at activity 3 and write. go home get up go to school go to bed

- I _____ at seven o'clock.
- I _____ at eight o'clock.
- I _____ at four o'clock.
- I _____ at nine o'clock.

28

Lesson plan



Warm up

- Stick the pages of the calendar on the board.
- Revise the months of the year by playing a guessing game with Ss. For example say, *It's the third month of the year.* Encourage Ss to answer *It's March.* Do this with some more months.
- Then do the same thing with the days of the week. Say for example *It's the first day of the week.* Encourage Ss to answer *It's Sunday.*

Activity 1

- Have Ss open their books to page 28. Hold up your book and read the first sentence. Tell Ss to look for the answer above where all the months

are given in order. Encourage Ss to answer *February.*

- Explain to Ss that they have to read the rest of the sentences and complete them with the months above.
- Have Ss compare their answers in pairs first, then check as a class.



- February
- May
- July
- October
- December

Activity 2

- Direct Ss' attention to the picture and ask them to tell you, in L1 what they think is depicted in it. (A race.)
- Explain to Ss that they have to use the ordinal numbers to write who came first, second, etc in the boxes above the picture.
- Check Ss' answers.



- first
- second
- third
- sixth
- eighth
- tenth

Activity 3 Track 65

- Hold up your book and direct Ss' attention to the first picture. Point to the clock and say *What time does he go to school?* Encourage Ss to answer *At 8 o'clock.*
- Explain to Ss that they will hear similar exchanges and they have to write the numbers 1-4 in the order in which they hear each everyday activity and time being said.

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

Listening transcript

- Man:** *What time do you get up on Monday?*
Boy: *I get up at seven o'clock.*
- Man:** *What time do you go to school on Wednesday?*
Boy: *I go to school at eight o'clock.*
- Man:** *What time do you go home on Tuesday?*
Boy: *I go home at four o'clock.*
- Man:** *What time do you go to bed on Friday?*
Boy: *I go to bed at nine o'clock.*



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

Activity 4

- Read each of the phrases in the box and encourage Ss to point to the corresponding photos in the previous activity.
- Read the instructions and make sure Ss understand that they have to look at the photos in the previous activity and complete the sentences with the correct activity.
- Check Ss' answers.



1. get up 2. go to school 3. go home 4. go to bed



Optional Spell

- Divide Ss into two teams.
- A S in team 1 chooses a S in team 2 and asks him/her to spell a word, e.g. a day of the week, a month, a season or an ordinal number.
- If he/she spells it correctly, his/her team gets a point.
- Ss swap roles.
- Continue in the same manner until all Ss have a chance to spell a word.
- The team with the most points wins.



Workbook

Activity 1

- Tell Ss that they have to find the days of the week in the grid, horizontally and vertically, circle them and write them in order in the spaces provided.
- Have Ss check their answers in pairs first, then check as a class.



1. Sunday 5. Thursday
2. Monday 6. Friday
3. Tuesday 7. Saturday
4. Wednesday

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

Activity 2

- Direct Ss' attention to the example and explain that they have to follow the lines and write the time.
- Check Ss' answers.



2. It's nine o'clock.
3. It's three o'clock.
4. It's four o'clock.
5. It's one o'clock.

Activity 3

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



1. summer 4. twelfth
2. first 5. autumn
3. seventh 6. spring

2 Project



Language focus

Objectives

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



Materials

- cut-out from page 125
- some extra pairs of scissors for any Ss that forgot to bring in a pair
- cardboard (two to four sheets depending on the size of the class)
- word cards of the months (one or two sets, depending on the size of your class)
- a glue stick
- a stopwatch

Revision

- Have Ss play the guessing game in the SB on page 24 (TM page 39) in pairs.

Lesson plan



Warm up

- Play the game **Say the final word** (TM page 39) with the months.

Activity 1

- Direct Ss' attention to the pictures on page 29 and ask them what the child is doing. (He's making a calendar page.) Ask which month he is making (November).
- Make sure Ss understand that they will make their own calendar pages that will make up a huge classroom calendar.
- Put the word cards of the months of the year in a bag. Go around the classroom and have Ss pick out a word card. The word card they choose will be the month they are assigned with to design for the calendar.
- If your class has more than twelve Ss, you can have two of each month in a year written on the papers for Ss to pick out so that you can make two classroom calendars in the end.
- Tell Ss to cut out the calendar pages in the SB on page 125.
- Then tell them to draw a picture that is representative of the month they have picked out.
- Finally have Ss fill in the name of the month as well as the days in the spaces provided.
- Help Ss out with the last part by going around with the corresponding calendar page so that they will fill in the days in the month for the next year correctly.
- Once all Ss have finished their months, gather them and stick them in order on the sheets of cardboard.

Activity 2 Track 66

- Direct Ss' attention to the photo. Ask Ss what is happening. (The two boys are presenting the months on the classroom calendar.)
- Read out the exchange and invite Ss to repeat.
- Divide Ss into pairs and in turns have them come up to the front of the class and present either the month they have made or any other month in the calendar.



Writing tip

- Direct Ss' attention to the writing tip and read it aloud.
- Explain the writing tip to Ss, in L1, and point out the examples.
- Ask Ss to look for examples of the writing tip in the speech bubbles in activity 2.
- Provide Ss with more examples and write them on the board without capitalising any letters e.g. *i'm ameer. my favourite day is sunday. i get up at seven o'clock and go to school.*
- Read out the text and encourage Ss to say where in the text letters need to be capitalised.

Project

- 1 **Make a calendar.**
Use the cut-out on page 125.



- 2 **Present your month.**

May is the fifth month of the year. It has got thirty-one days. It's sunny in May. It's spring. I like spring.

July is the seventh month of the year. It has got thirty-one days. It's hot in July. It's summer. I like summer.



Writing tip

Use **capital letters**:

- with names, e.g. Salim.
- with the days of the week, e.g. Monday.
- with the months, e.g. July.
- at the beginning of a sentence, e.g. It's nine o'clock.
- with the word 'I', e.g. I go to school at 8 o'clock.

29



Optional Month line-up

- On the board and at one end of the line, write the word *January* and at the other end of the line write the word *December*.
- Put the word cards of the months in the bag. Go around the classroom and have Ss pick out a word card.
- Have Ss come up to the front of the class and stand in a line with their backs against the wall.
- Explain to Ss that they will have to rearrange themselves in the line as fast as they can, according to the order of the months they have.
- Use a stopwatch to set a time limit and make things more interesting.
- If Ss get in order before the timer rings, they win.



Workbook Activity 1

- Direct Ss' attention to the first sentence and read it aloud. Explain to Ss that they have to rewrite the sentence capitalising the letters which they need to be capitalised.
1. **A**li, **J**ohn and **H**assan are at the playground.
 2. **F**riday is my favourite day.
 3. **M**ay is the fifth month of the year.
 4. **I** do my homework at 4 o'clock in the afternoon.

Activity 2

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



open answers

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 days of the week and encourage Ss to say the words aloud.
- Have Ss tick the boxes as they say each day.

Activity 2

- Follow the same procedure as in activity 1.

Activity 3

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

Activity 4

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

Activity 5

- Follow the same procedure as in activities 1, 2, 3 and 4.

Activity 6

- Follow the same procedure as in activities 1, 2, 3, 4 and 5.

Activity 7

- Direct Ss' attention to the first picture and ask them what they think the two boys are saying. Then read the question and answer aloud and have Ss repeat them and tick the box.
- Do this with the rest of the sentences / questions and answers.

2 Phonics revision



Language focus

Objectives

- to practise the pronunciation of **r** blends (cr, gr) and the consonant blends **st** - **tr**

Vocabulary

crisps, crab, grapes, grey, star, stop, tree, train

Phonics cr - gr, st - tr



Materials

- flashcards of *crisps*, *crab*, *grapes*, *grey*, *star*, *stop*, *tree*, *train*
- photocopies of the above flashcards
- phonics cards of the above flashcards (one set per S)
- Blu tack

Lesson plan



Warm up

- Write **cr**, **gr**, **st** and **tr** on the board. Under each consonant blend stick the flashcards with the words that start with that sound.
- Point to **cr** and say /kr/ a couple of times, encouraging Ss to repeat after you. Then point to each of the words (crisps, crab) and say them aloud, having Ss repeat after you.
- Follow the same procedure with the rest of the consonant blends.

Activity 1 Track 67

- 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

/kr/, /gr/, *crisps*, *crab*, *grapes*, *grey*
/st/, /tr/, *star*, *stop*, *tree*, *train*



Optional

Sound and picture pairs

- Divide Ss into two teams. Each S in team 1 holds one of the phonics cards (picture side).
- Hand out flashcards with the words that start with *cr*, *gr*, *st*, *tr* blends to team 2. Make sure to give an equal number of cards to Ss so that each flashcard (word) corresponds to a phonics card (picture) and vice versa.
- Play the phonics chants / poems from SB (Track 37 or Track 38 and Track 60 or Track 61) and have Ss mingle around the room.

2

Phonics revision

1 Listen and say.

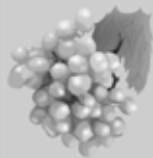
cr - gr



crisps



crab



grapes



grey

st - tr



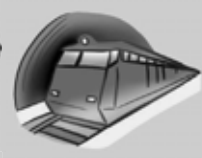
star



stop



tree



train

2 Listen and say. Then circle.



cr gr



cr gr



cr gr



cr gr



st tr



st tr



st tr



st tr

30

Activity 2 Track 68

- Play the CD and have Ss point to their books and repeat.
- Instruct Ss to circle the correct consonant blend each word starts with.
- Play the CD one more time and check Ss' answers.

Listening transcript

1. *crab* 2. *grapes* 3. *grey* 4. *crisps*
5. *train* 6. *star* 7. *tree* 8. *stop*



1. cr 2. gr 3. gr 4. cr 5. tr 6. st 7. tr 8. st

smart Time 2

1 Listen and repeat.



arts and crafts



camel race



ice fishing



ice sledding



snowman

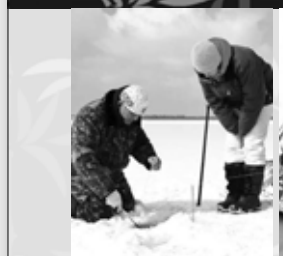
2 Look and listen.

Festivals



Kingdom of Saudi Arabia

The **Al-Janadriyah Festival** is in Riyadh. It's for two weeks. At the festival you can find arts and crafts and you can see camel races. Almost 2,000 camels and riders take part in these races. It's great!



Korea

The **Ice Festival** in Korea is in January. It's a winter festival. It's very cold, but some people swim. You can go ice fishing, ice sledding, play ice football and make snowmen! There are a lot of fish restaurants there, too!

3 Read and write S for the Kingdom of Saudi Arabia or K for Korea.

- | | |
|--|---|
| 1. The festival is in Riyadh. <input type="checkbox"/> | 4. You can see camels. <input type="checkbox"/> |
| 2. It's a winter festival. <input type="checkbox"/> | 5. There are fish restaurants. <input type="checkbox"/> |
| 3. You can go ice fishing. <input type="checkbox"/> | |

31

2 Smart Time 2

Language focus

Objectives

- to provide Ss with cultural information



Materials

- flashcards of *arts and crafts*, *camel race*, *ice fishing*, *ice sledding*, *snowman*
- Blu tack

Lesson plan



Warm up

- Stick the flashcards of *arts and crafts*, *camel race*, *ice fishing*, *ice sledding* and *snowman* on the board.
- Have Ss guess what each of the words / phrases mean by what is depicted in each of the flashcards.

Activity 1 Track 69

- Play the CD a few times and have Ss point to each of the words / phrases and repeat.
- Say the words / phrases again in random order and have Ss repeat and point.

Activity 2



Track 70

- Direct Ss' attention to the photos and the title of the texts and ask them to guess what they think the texts will be about (Two festivals.).
- Ss listen to the CD and follow in their books.
- Explain any unknown words.
- Ask Ss some comprehension questions, such as:
Where is the Al-Janadriyah Festival? (In Riyadh.)
What can you find at the festival? (Arts and crafts.)
What can you see at the festival? (Camel races.)
How many camels and riders take part in the races? (Almost 2,000.)
Where is the Ice Festival? (In Korea.)
When is the festival? (In January, in winter.)
What's the weather like? (It's very cold.)
What do some people do? (They swim.)
What can you do in this festival? (You can go ice fishing, ice sledding, play ice football and make snowmen.)
Are there any restaurants? (Yes, there are.)
- If time permits, have some Ss read the texts aloud for the whole class.

Activity 3

- Explain to Ss that they have to refer to activity 2 and decide if the sentences are true for the festival in the Kingdom of Saudi Arabia or the one in Korea according to the texts and write the correct letter in the boxes.
- Check Ss' answers.



1. S 2. K 3. K 4. S 5. K



Key to Test 2

Activity 1

1. Sunday 2. Monday
5. Thursday

Activity 2

1. twelfth 2. second
3. autumn 4. summer

Activity 3 Track 72, CD 2

1. six o'clock 2. seven o'clock
3. two o'clock 4. four o'clock
5. ten o'clock

Activity 4

1. get up 2. go to school
3. go home 4. do my homework
5. go to bed

Activity 5

open answers

3

Phonics

spoon - snake



Language focus

Objectives

- to practise the pronunciation of s blends (sp, sn)
- to say a phonics chant / poem

Vocabulary

spoon, spider, snake, snack

Phonics

sp - sn



Materials

- flashcards of *spoon*, *spider*, *snake*, *snack*
- photocopies of the above flashcards
- phonics cards of the above flashcards (one set per S)
- Blu tack

Lesson plan



Warm up

- Write **sp** and **sn** on the board. Under each consonant blend stick the flashcards with the words that start with that sound.
- Point to **sp** and say /sp/ a couple of times, encouraging Ss to repeat after you. Then point to each of the words (spoon, spider) and say them aloud, having Ss repeat after you.
- Follow the same procedure with **sn**.

Activity 1 Track 2

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

Listening transcript

/sp/, spoon, spider

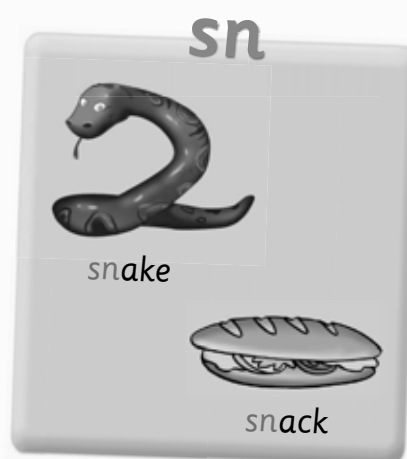
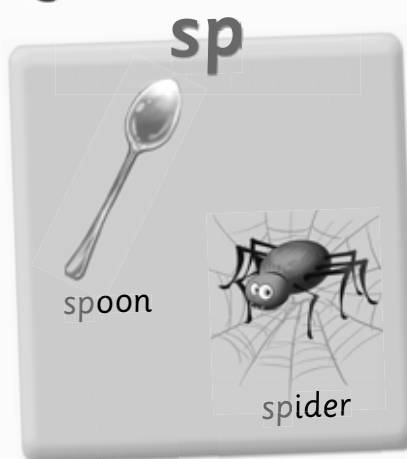
/sn/, snake, snack

3

Phonics

spoon - snake

1 Listen and say.



2 Listen and chant.



32

The snake and the spider

The snake and the spider
are on a big spoon.
It's five o'clock
in the afternoon!

The snake is green
The spider is black
They have a snack
At five o'clock
every afternoon!

Activity 2 Track 3 - Chant Track 4 - Poem

- Direct Ss' attention to the picture, point to different items and ask them questions they can answer, e.g. *What's that?* (A snake.) *What colour is it?* (Green.) *What's that?* (A spider.) *What colour is it?* (Black.) *What's the time?* (It's five o'clock.) *What's that?* (A spoon.)
- Play the chant / poem *The snake and the spider* and have Ss listen and follow along in their books.
- Play the chant / poem again, pausing after each line for Ss to repeat.
- Then play the chant / poem once more and encourage Ss to say the chant / poem along with the CD.

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



TPR Activity

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



Optional 1

What's that 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 /sp/ or the /sn/ sound and have Ss write the corresponding word on the board.
- The S that does this the fastest wins a point for his/her team.
- Repeat the same procedure with the rest of the Ss.
- The team with the most points wins.



Optional 2

Written whispers

- Stick the flashcards (word side) *spoon, spider, snake, snack* 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 *sp* and *sn*. Make sure that the side with the picture faces up and the side with the sound faces down.
- When everybody is ready, point to a word, e.g. *spoon*. The players facing you must show you the corresponding phonics card.
- Then, instead of whispering the word down the line, they pass the word, e.g. *spoon* by writing it with their index fingers on the back of the person in front of them until it reaches the last S in line.
- The last player in each team must touch the flashcard with the word *spoon* and say the word (spoon). If he/she does this correctly, the team gets a point.
- Repeat until all players have come to the front of the line. The team with the most points wins.



Workbook

Activity 1 Track 5

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

Listening transcript

- | | | | | | |
|-----------------|--------------|---------------|-----------------|--------------|---------------|
| 1. <i>snack</i> | <i>spoon</i> | <i>spider</i> | 2. <i>snack</i> | <i>snake</i> | <i>spider</i> |
| 3. <i>snack</i> | <i>snake</i> | <i>spoon</i> | | | |



1. *snack* 2. *spider* 3. *spoon*

Activity 2 Track 6

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

Listening transcript

- | | |
|-----------------|------------------|
| 1. <i>snack</i> | 2. <i>snake</i> |
| 3. <i>spoon</i> | 4. <i>spider</i> |



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

Activity 3 Track 7

- Direct Ss' attention to the pictures and ask them to name the items.
- Explain to Ss that they will listen to the words and they have to complete the missing letters.
- Check Ss' answers.

Listening transcript

- | | |
|-----------------|------------------|
| 1. <i>spoon</i> | 2. <i>spider</i> |
| 3. <i>snake</i> | 4. <i>snack</i> |



1. **spoon** 2. **spider** 3. **snake**
4. **snack**

Activity 4

- Direct Ss' attention to the crossword and the photos around it. Encourage Ss to name the items depicted in the pictures.
- Explain to Ss that they have to complete the crossword with the correct words.
- Check Ss' answers.



- | | |
|------------------|-----------------|
| 1. <i>spider</i> | 2. <i>spoon</i> |
| 3. <i>snack</i> | 4. <i>snake</i> |

3 At work

A chant

Language focus

Objectives

- to say a chant / poem
- to identify occupations
- to talk about one's workplace

Vocabulary

Occupations: police officer, teacher, waiter, doctor

Action: work

Structures

I work in a (school).
You work in a (school).
He/She works in a (school).
We/They work in a (school).

Materials

- flashcards of *police officer, teacher, waiter, doctor, work*
- photos of *police station, school, hospital, restaurant*
- word cards of *teacher, waiter, doctor, police officer*
- Blu tack

Lesson plan

Warm up

- Pretend to be holding a tray and serving and encourage Ss to guess the occupation (waiter).
- Repeat the same procedure with the rest of the occupations.
- Stick the flashcards of the lesson on the board.
- Point to each one, say the words a few times and ask Ss to guess what it means and repeat after you.
- Say each occupation aloud and ask Ss to mime it.
- Mime each occupation and ask Ss to say the corresponding word aloud.

Vocabulary Track 8

- Have Ss open their books to page 33. Direct Ss' attention to the words in 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 9 - Chant Track 10 - Poem

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

- Check Ss' previous knowledge on the workplaces (school, restaurant, hospital, police station) by holding up photos of these places and encouraging them to say each place in chorus. Stick the photos on the board and ask Ss to match them to the occupations (teacher, waiter, doctor, police officer). Say the places aloud and have Ss repeat.
- Alternatively, point to the workplaces in activity 1 in the book.
- Direct Ss' attention to the presentation of the chant / poem and ask them to name the occupations in the pictures (teacher, doctors, waiter, police officer).
- Tell Ss they're going to listen to a chant / poem. Ask them what it's going to be about.
- Play the chant / poem once and have Ss listen.
- Play the chant / poem a second time and have Ss match each verse with the correct occupation.
- Play the chant / poem again if necessary.
- When Ss feel comfortable, invite them to say the chant / poem and mime the occupations at the same time.
- You can divide Ss in two groups. They take turns to say each verse.
a. 2nd verse b. 1st verse c. 4th verse d. 3rd verse

Grammar box

- *Say, I am a teacher. I work in a school.* Ask a S to pretend to be a waiter. Tell him/her, *You are a waiter. You work in a restaurant.* Ask another S to pretend to be a police officer. Point at him/her and say to the rest of the class *He/She is a police officer. He/She works in a police station.*
- Explain to Ss that when we refer to a permanent situation we use the Present Simple and we usually add **-s** at the end of the third person singular.
- Direct Ss' attention to the grammar box on page 33 and read the sentences aloud. Encourage Ss to repeat each sentence after you.
- Refer Ss to the corresponding *Grammar Boxes* on page 67.

Activity 2 Track 11

- Direct Ss' attention to the photo and ask them what they think the boys are doing. (They are playing a guessing game. One of the boys is saying where he works and his partner is guessing what his occupation is.)
- Play the CD and have Ss repeat the exchange.
- Divide Ss into pairs.
- Ss take turns to choose an occupation, say where they work to their partner for him/her to guess the occupation.
- Have pairs of Ss present the exchange to the rest of the class.



Optional 1

Guess the occupation

- Place the word cards of the four occupations on your desk face down.
- Divide Ss into two teams (A and B).
- Choose four Ss from team A to come to your desk and pick a word

A chant



police officer teacher waiter doctor work

1 Listen and match. Then, say.

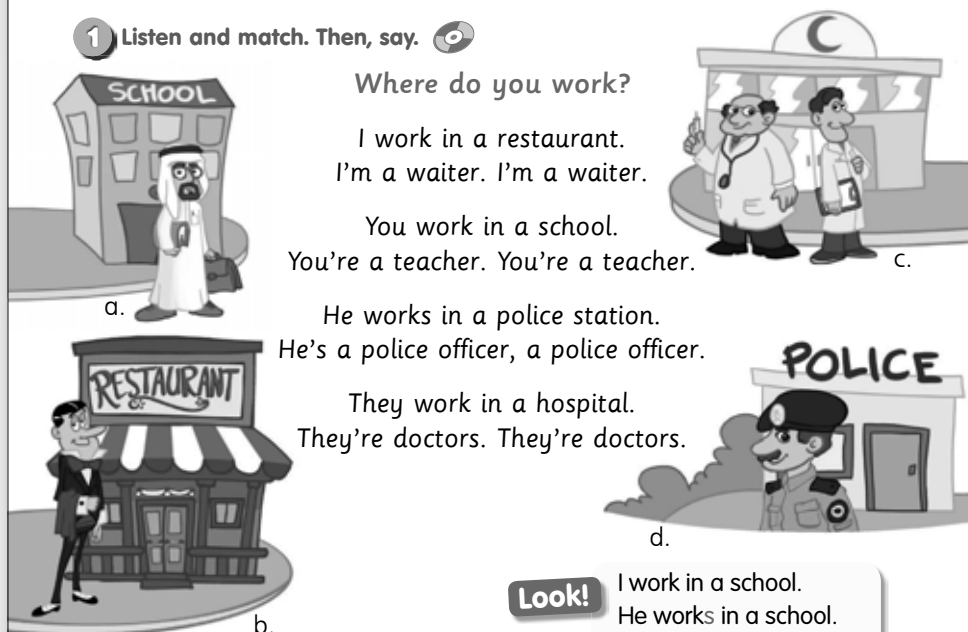
Where do you work?

I work in a restaurant.
I'm a waiter. I'm a waiter.

You work in a school.
You're a teacher. You're a teacher.

He works in a police station.
He's a police officer, a police officer.

They work in a hospital.
They're doctors. They're doctors.



Look! I work in a school.
He works in a school.
She works in a school.
They work in a school.

2 Play.

I work in a police station.

You're a police officer.

Yes.



33

card. Each S has to mime the occupation written on his/her card, without saying it aloud.

- When they stop, team B has to remember and guess the occupation by addressing each of the four Ss and saying to him/her *You work in a restaurant / hospital / school / police station* according to the occupation they think they are miming.
- For every correct guess they get a point for their team.
- Then choose four Ss from the other team.
- Repeat the procedure with different Ss for as long as time permits.
- The team with the most points wins.



Optional 2

Working whispers

- Divide Ss into two teams and get each team to sit in a circle.
- Stick the flashcards of *waiter, teacher, police officer, doctor* on the board.
- One S from each team whispers to the S sitting next to him/her where he/she works, e.g. *I work in a restaurant*. The S whispers the sentence to the S sitting next to him/her and so on.
- The last S has to stand up, go to the board and touch the corresponding

flashcard, saying *You're a waiter*.

- If he/she is right, he/she gets a point for his/her team.
- The team with the most points wins.



Before leaving

- Play the chant / poem *Where do you work?* (Track 9 or Track 10) and have Ss say the chant / poem along with the CD.



Workbook

Activity 1 Track 12

- Direct Ss' attention to the first pair of pictures and encourage Ss to name the occupations.
- Elicit answers and say *He works in a school. He's a teacher. He works in a restaurant. He's a waiter.*
- Explain to Ss that they are going to hear similar sentences and they have to tick the correct boxes according to the workplace and the occupation they hear. Point out that the first one has been done for them.
- Play the CD twice.
- Check Ss' answers.

Listening transcript

1. *He works in a school. He's a teacher.*
2. *He works in a police station. He's a police officer.*
3. *He works in a hospital. He's a doctor.*
4. *He works in a restaurant. He's a waiter.*



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

Activity 2

- Ss complete the sentences with the words given in the box above. Point out that the first one has been done for them.
- Check Ss' answers.



2. work, waiter 4. works, teacher
3. works, doctor 5. work, police officers



farmer



feed the animals



wash



cook



chef



Language focus

Objectives

- to identify occupations and talk about what someone does

Vocabulary

Occupations: farmer, chef

Actions: feed the animals, cook, wash

Structures

Do you (cook) every day?

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

Does he/she (feed the animals)?

Yes, he/she does. / No, he/she doesn't.

Do they (have breakfast) every day?

Yes, they do./No, they don't.

in the morning / afternoon / evening
at night



Materials

- flashcards of *waiter, teacher, doctor, police officer, farmer, cook, chef, feed the animals, wash*
- cut-outs from SB page 127
- scissors (one pair for each pair of Ss)
- Blu tack

Revision

- Play **Working whispers** (TM page 53).

Lesson plan



Warm up

- Pretend to be a farmer and a chef and ask Ss to guess the occupation each time.
- Say the words and have Ss repeat after you.
- Stick the flashcards of *farmer, feed the animals, wash, cook, chef* on the board. Point to each flashcard, say the word and get Ss to repeat a few times after you and mime the corresponding action / occupation at the same time.

Vocabulary

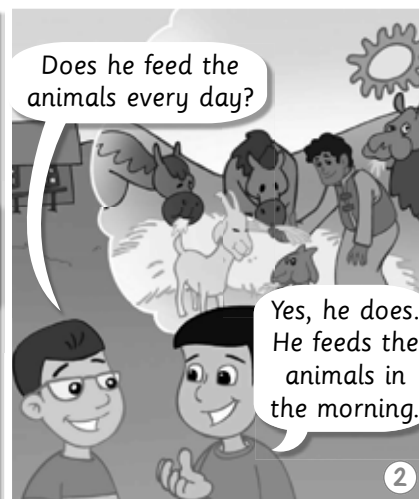


Track 13

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

1

Look and listen.



34

Activity 1



Track 14

- Have Ss look at the presentation and ask them where the children are (on a farm).
- Ask Ss, in L1, what they think is happening. (Salim's uncle is a farmer and the kids are on his farm. Salim explains to Alex what his uncle does on the farm. Salim's uncle lives on the farm and his dad is a chef.)
- Ask Ss to point to the bubbles and follow along as they listen to the CD.
- Play the CD again and pause after each phrase for Ss to repeat.
- Have Ss read the dialogue aloud in pairs.

Grammar box

- Stick the flashcard of the *farmer* and the *chef* on the board.
- Point to the flashcard of the farmer and ask Ss, *Does he feed animals every day?* Encourage Ss to answer *Yes* and say *Yes, he does*. Point to the chef and ask Ss, *Does he wash horses?* Encourage Ss to answer *No* and say *No, he doesn't*.
- Direct Ss' attention to the grammar box at the top of page 35.
- Read the questions and the answers aloud and have Ss repeat.
- Explain to Ss that in order to form the question we use the auxiliary verb *Do* + the subject + the main verb and for the third person singular *Does* + the subject + the main verb without the *-s*.
- Direct Ss' attention to the verbs on the right and explain to Ss that we add an

Look!

Do you cook every day?	Yes, I do. / No, I don't.	do - does
Does he feed the animals?	Yes, he does. / No, he doesn't.	wash - washes
Does she work in a school?	Yes, she does. / No, she doesn't.	go - goes
Do they have breakfast every day?	Yes, they do. / No, they don't.	

every day - in the morning / afternoon / evening - at night

2 Read, look at activity 1 and answer. Yes, he does. No, he doesn't.

- Does Alex like animals? _____
- Does Jameel feed the animals in the evening? _____
- Does Jameel wash the horses in the afternoon? _____
- Does Jameel cook? _____

3 Listen and number (1-4).



a



b



c



d

4 Play. Use the cut-outs on page 127.

Does he cook?

Yes, he does.

Is he a chef?

Yes, he is.

35

-es in the third person singular in the verbs which end in -o and -sh.

- Read the time expressions aloud and have Ss repeat. Make sure that Ss understand their meaning.
- Refer Ss to the corresponding *Grammar Boxes* on pages 67-68.

Activity 2

- Explain to Ss that they have to refer to activity 1 and answer the questions.

1. Yes, he does. 2. No, he doesn't. 3. Yes, he does. 4. No, he doesn't.

Activity 3 Track 15

- Explain to Ss that they are going to listen to the CD and they have to number the pictures according to what they hear.
- Play the CD twice.

Listening transcript

- Boy 1:** Do Ali and Abdullah feed the horses in the morning?
Boy 2: No, they don't. They wash the horses. They wash their horses in the morning. The horses like the water!
- Boy 1:** Does Mr Jones work in a restaurant?
Boy 2: Yes, he does.
Boy 1: Is he a chef?
Boy 2: No, he isn't. He's a waiter. He goes home at twelve o'clock at night.

3. **Boy 1:** Do they feed the animals in the afternoon?

Boy 2: Yes, they do. They feed the horses at 5 o'clock in the afternoon.

4. **Boy 1:** Does Mr Brown work in a restaurant?

Boy 2: Yes, he does.

Boy 1: Does Mr Brown eat at two o'clock?

Boy 2: No, he doesn't. He cooks. He's the chef.

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

Activity 4 Track 16

- Ask Ss to guess what the boys are doing. (They are playing a card game.)
- Play the CD and have Ss repeat the exchange.
- Ask Ss to turn to page 127 and cut out the cards.
- Choose a S to demonstrate how the game is played.
- Lay out your cards face up and ask the S to place his / her cards face down. Invite the S to pick one of his / her cards, without showing it to you. Ask questions to guess the occupation. e.g. Does he feed the animals?
- Divide Ss into pairs. Ss play the guessing game taking turns.



Workbook

Activity 1

- Explain to Ss that they have to write the correct occupation / action underneath the correct picture from the words given in the box.

1. wash 2. feed 3. chef 4. farmer

Activity 2

- Ss have to circle the correct auxiliary verb in order to complete the questions.

1. Does 2. Do 3. Do 4. Does

Activity 3

- Explain to Ss that they have to answer the questions according to what is depicted in the photos. Point out that the answers are given in the box above.

1. No, she doesn't
2. Yes, he does.
3. Yes, they do.
4. No, they don't.
5. No, he doesn't.
6. Yes, she does.

3 Comic

Language focus

Objectives

- to identify occupations and talk about what one doesn't do

Vocabulary

Occupations: mechanic, taxi driver

Actions: fix cars, drive

Structures

I don't (drive a taxi).

You don't (drive a taxi).

He/She doesn't (fix cars).

We/They don't (cook).



Materials

- flashcards of *mechanic*, *taxi driver*, *fix cars*, *drive*
- Blu tack

Revision

- Choose a S and say *He works in a hospital. What is he/she?* Encourage Ss to answer *He/She's a doctor*. Choose two other Ss and say *They feed animals every day. What are they?* Encourage Ss to answer *They are farmers*.
- Ask individual Ss to describe what a person does or where he/she works and other Ss to say the occupation. Repeat the procedure until all Ss have had a turn.

Lesson plan



Warm up

- Pretend to be a mechanic and a taxi driver and ask Ss to guess the occupations.
- Say the words a few times and ask Ss to repeat after you and mime the actions at the same time.
- Stick the four flashcards on the board, point to each one and get Ss to repeat after you.

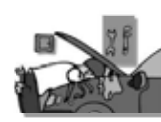
Vocabulary Track 17

- Have Ss open their books to page 36 and point out the occupations and the actions in the vocabulary section.
- Play the CD a few times and have Ss

3 Comic



mechanic



fix cars



taxi driver



drive

1 Look and listen.



36

point to the correct picture and repeat.

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

Activity 1 Track 18

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

Picture 1: A mother and two girls are in the garden. The two girls are talking about one of the girl's father. He is a taxi driver.

Picture 2: The girl's father arrives in front of the house, but there is a puddle in the street. The car falls in and this causes a flat tyre. The car gets dirty, too.

Picture 3: The other girl tells the man that her dad is a mechanic and they can go to his workshop to fix the car.

Picture 4: The two men introduce themselves to each other. Hassan wants to wash his car, but Karim doesn't wash cars.

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

Grammar box

- Pretend to be driving and say to Ss *I am a taxi driver. I don't drive a bus.* Point to the flashcard of the mechanic on the board and say *He is a*





Look!

I don't drive a taxi.
He doesn't fix cars.
She doesn't feed the animals.
They don't cook.

don't = do not
doesn't = does not

fix - fixes

2 Look at activity 1 and tick (✓).

1.  Is her father a driver? ☐
Yes, he is. ☐
No, he isn't. ☐
2.  Does he drive a bus? ☐
Yes, he does. ☐
No, he doesn't. ☐
3.  Does he fix cars? ☐
Yes, he does. ☐
No, he doesn't. ☐
4.  Do they wash cars? ☐
Yes, they do. ☐
No, they don't. ☐

3 Read and circle.

- He **don't** / **doesn't** drive a car.
- I **don't** / **doesn't** like milk.
- The children **don't** / **doesn't** go to school on Friday.
- She **don't** / **doesn't** get up at 7 o'clock in the morning.
- We **don't** / **doesn't** feed the animals in the afternoon.
- The parrot **don't** / **doesn't** eat chocolate.

4 Choose, ask and answer.

Do	you	get up at ... o'clock	
Does	your mother	go to school at ... o'clock	
	your father	have breakfast in the morning	
	your brother	drive a car	
	your sister	cook	
		fix cars	
		work in a ...	

Do you get up at 8 o'clock?

No, I don't get up at 8 o'clock.
I get up at 7 o'clock.

37

mechanic. He doesn't cook.

- Explain to Ss that in order to form the negation, we use the auxiliary verb *don't* (the subject + *don't* + the main verb) and *doesn't* (the subject + *doesn't* + the main verb without the -s) for the third person singular.
- Direct Ss' attention to the grammar box at the top of page 37 and read the examples aloud. Have Ss repeat after you. Point out that *don't* is the short form of *do not* and *doesn't* is the short form of *does not*. Then, point to the verb on the right and explain that verbs which end in -x also take an -es in the third person singular. Refer Ss to the corresponding *Grammar Boxes* on page 67.
- You can provide Ss with some more examples or ask them to come up with their own.

Activity 2

- Direct Ss' attention to the pictures and make sure they realise they are the characters of the story in activity 1.
- Explain to Ss that they have to read the questions, refer to the previous activity and tick the correct answer.

1. Yes, he is. 2. No, he doesn't. 3. Yes, he does. 4. No, they don't.

Activity 3

- Ss have to read the sentences and circle the correct auxiliary verb.

1. doesn't 4. doesn't
2. don't 5. don't
3. don't 6. doesn't

Activity 4 Track 19

- Direct Ss' attention to the photo of the two boys and ask them what they think is happening. (They take turns asking each other questions about what they or members of their family do.)
- Play the CD and have Ss repeat the exchange.
- Direct Ss' attention to the table above the picture and explain to them that they can form questions using the prompts given in this table.
- Divide Ss in pairs and have them take turns asking questions and answering.

**Workbook****Activity 1 Track 20**

- Explain to Ss that they are going to listen to the CD and they have to tick the correct boxes.
- Play the CD twice.

Listening transcript

- He *doesn't* work in a police station. He works in a restaurant.
- He *doesn't* drive a taxi. He fixes cars.
- They *don't* work in a hospital. They work in a school. They love their students.
- I *don't* fix cars. I work on a farm. I wash and feed my animals in the morning.



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

Activity 2

- Point to the example and explain to Ss that they have to answer the questions using the prompts given in brackets.



2. No, he doesn't drive a bus.
He drives a taxi.
3. No, they don't cook. They fix cars.

Activity 3

- Explain to Ss that they have to put the pieces of the jigsaw puzzle together in the correct order to form sentences.
 - Check Ss' answers.
2. He doesn't drive a taxi.
3. We don't fix cars.
4. She doesn't work in a school.

3 Let's play

Language focus

Objectives

- to talk about occupations and what time one does something

Vocabulary

Occupations: zookeeper, pilot
airport, cage

Everyday activity: clean

Structures

What time does (Mr Ahmed get up)?
At (seven) o'clock.

Materials

- flashcards of *zookeeper*, *cage*, *clean*, *pilot*, *airport*
- Blu tack

Revision

- Divide Ss into pairs.
- Choose a pair of Ss to come to the board. SA chooses an occupation and whispers it to SB.
- SA starts describing it to the rest of the class so that they can guess the occupation, e.g. *He works in a (restaurant)*. The rest of the Ss ask *Is he a (waiter)*? SB answers *Yes, he is* or *No, he isn't*.
- Repeat the procedure until all pairs have had a turn.

Lesson plan

Warm up

- Stick the flashcards of the lesson on the board. Point to the flashcard of the *zookeeper*, say the word a few times and have Ss repeat after you.
- Follow the same procedure with the rest of the words.

Vocabulary Track 21

- Have Ss open their books to page 38 and point to the words in the vocabulary section.
- Play the CD and have Ss repeat.
- Say the words again in random order and have Ss point and repeat.

3 Let's play



1 Look and listen. Then, play.

fly - flies

What time does Mr Ahmed get up?

At 7 o'clock.

Mr Ahmed



get up



go to the airport



fly his plane



go home



cook



go to bed

Mr Smith



get up



go to the zoo



clean the cages and feed the animals



go home



cook



go to bed

2 Ask and answer.

What time does your father get up?

He gets up at 7 o'clock.

38

Activity 1 Track 22

- Draw Ss' attention to the verb *fly* in the yellow box.
- Explain to Ss that in the Present Simple verbs ending in consonant + *-y* drop the *-y* and take *-ies* in the third person singular.
- Direct Ss' attention to the photo of the two boys and ask them what they are doing. (The boy on the left is asking what time Mr Ahmed gets up and the boy on the right is answering the question.)
- Play the CD and have Ss repeat the exchange.
- Direct Ss' attention to the game.
- Explain to Ss that the first six boxes show Mr Ahmed's schedule while the other boxes show Mr Smith's schedule. Elicit that we use *Mr* with men's names.
- Divide Ss into pairs.
- SA draws the time on the clocks in Mr Ahmed's daily schedule. SB draws the time on the clocks in Mr Smith's daily schedule.
- When Ss have finished, they take turns asking and answering questions about Mr Ahmed's and Mr Smith's timetables.
- When all pairs have finished, have a few pairs perform the activity in front of the rest of the class.

Activity 2 Track 23

- Direct Ss' attention to the photo of the two boys and ask them what they are doing. (They are taking turns asking questions about the daily schedule about members of their families.)
- Play the CD and have Ss repeat the exchange.
- Divide Ss into pairs and have them take turns asking and answering questions.



Optional

Tick tock the human clock

- Choose a S and tell him/her to come up to the front of the class and mime the time using his/her arms.
- Whoever guesses correctly has the next turn.



Workbook

Activity 1 Track 24

- Direct Ss' attention to the example and say *He is a pilot. He flies planes.* Point to the clock and say *What time does he get up?* Encourage Ss to answer *At seven o'clock.*
- Explain to Ss that they are going to listen to similar exchanges and they have to match each picture with the correct clock according to what time they hear.
- Play the CD twice.
- Check Ss' answers.

Listening transcript

- Man:** *Hassan is a pilot. He flies planes.*
Boy: *What time does he get up?*
Man: *He gets up at seven o'clock.*
- Man:** *Kevin is a zookeeper. He cleans the cages in the morning.*
Boy: *What time does he go to work?*
Man: *He goes to work at nine o'clock.*
- Woman:** *Mrs Fatima cooks in the morning.*
Girl: *What time does Mrs Fatima cook?*
Woman: *She cooks at eleven o'clock. Chicken with rice is her favourite food!*
- Man:** *Ali and Abdullah are farmers. They feed their animals in the afternoon.*
Boy: *What time do they go home?*
Man: *They go home at six o'clock.*
- Man:** *What time do you go to bed on Thursday, Ali?*
Boy: *I go to bed at ten o'clock.*



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

Activity 2

- Direct Ss' attention to the example and explain to Ss that they have to look at activity 1 and find the answers to the rest of the questions.
- Check Ss' answers.



1. At seven o'clock. 3. At eleven o'clock. 5. At ten o'clock.
2. At nine o'clock. 4. At six o'clock.



Language focus

Objectives

- to practise the pronunciation of **s** blends (sm, sw)
- to say a phonics chant / poem

Vocabulary

small, smile, swim, swan

Phonics

sm - sw

them questions they can answer, e.g. *What's that?* (A swan.) *What colour is it?* (White.) *Can the swan fly?* (Yes, it can.)

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



TPR Activity

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



Materials

- flashcards of *small, smile, swim, swan*
- photocopies of the above flashcards
- phonics cards of the above flashcards (one set per S)
- Blu tack

Lesson plan



Warm up

- Write **sm** and **sw** on the board. Under each consonant blend stick the flashcards with the words that contain that sound.
- Point to **sm** and say /sm/ a couple of times, encouraging Ss to repeat after you. Then point to each of the words (small, smile) and say them aloud, having Ss repeat after you.
- Follow the same procedure with **sw**.

Activity 1 Track 25

- 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

/sm/, small, smile

/sw/, swim, swan

Activity 2 Track 26 - Chant Track 27 - Poem

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

- Direct Ss' attention to the picture, point to different items and ask



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 /sm/ or the /sw/ sound and have Ss write the corresponding word on the board.
- The S that does this the fastest wins a point for his/her team.
- Repeat the same procedure with the rest of the Ss.
- The team with the most points wins.



Optional 2

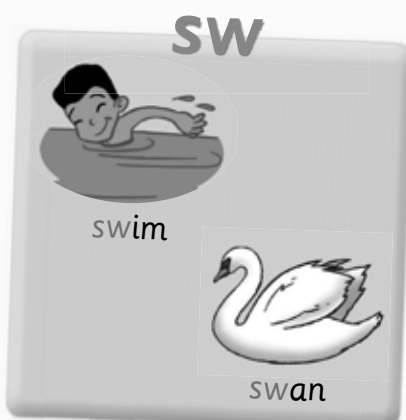
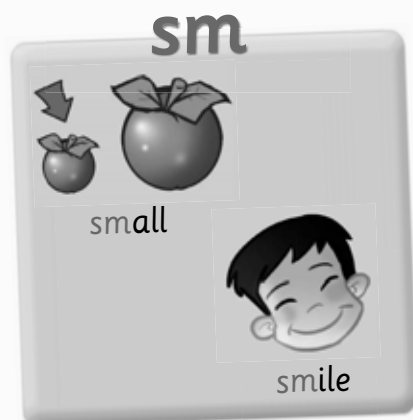
Sound hold-up

- Tell Ss that you are going to play a game.
- Give Ss the phonics cards of *sm* and *sw* and tell them to place them with the pictures side facing down and the consonant blends facing up.
- Explain to Ss that you are going to raise the flashcards (picture side) of words that begin with the sound *sm* or *sw*.
- Ss have to raise the corresponding phonics card and call out the sound and the word.
- 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 hiding them.
- Play the game until all the flashcards have been used up.

Phonics

small - swim

1 Listen and say.



- Explain to Ss that they will listen to the words and they have to match them with the correct **s** blend.
- Play the CD twice.
- Check Ss' answers.

Listening transcript

1. *small*
2. *smile*
3. *swim*
4. *swan*

sm: 1, 2
sw: 3, 4

Activity 3

- Direct Ss' attention to the grid. Encourage them to name the items.
- Explain to Ss that they have to find and circle the words in the grid, horizontally and vertically, and then write them underneath each picture.
- Check Ss' answers.

1. swim 2. small
3. swan 4. smile

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

Activity 4

- Direct Ss' attention to the pieces of the jigsaw puzzle and the pictures. Encourage Ss to name the items depicted in the pictures.
- Explain to Ss that they have to match the pieces to form words and then match the words with the correct picture as in the example.
- Check Ss' answers.

1. sw-im, a 2. sm-ile, b
3. sma-ll, d 4. swa-n, c

2 Listen and chant.



Jim and the swan

Look at the boy!
His name is Jim
He's got a small swan
The swan can swim!

Look at the swan!
Its name is Nyles
The swan flies away
And the boy smiles!

39



Workbook

Activity 1 Track 28

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

Listening transcript

1. *swim* *small* *swan*
2. *smile* *small*
3. *swim* *small* *smile*



1. *small*
2. *swan*
3. *swim*

Activity 2 Track 29

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

3 Story time

Language focus

Objectives

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

Materials

- word cards of *teacher, police officer, doctor, waiter, farmer, chef, taxi driver, mechanic, zookeeper, pilot*
- a bag
- photocopies of the flashcards of the occupations learnt in the previous lessons
- Blu tack
- blown-up colour photocopies of Story time *Where's the monkey?*

Revision

- Put the occupation word cards in a bag.
- Go around the class and ask each Ss to pick an occupation, but not to reveal to anyone.
- Divide the class into two teams.
- Ask five Ss from one team to come to the board and mime their occupations for a few seconds.
- When they stop, the Ss from the other team try to remember and guess each S's occupation. They point to each S and say *He/She is a chef*. The S answers *Yes* or *No*.
- For every correct guess Ss get a point for their team.
- Repeat the same procedure with Ss from the other team.
- Make sure all Ss have had a turn.
- The team with the most points wins.

Lesson plan

Warm up

- Ask Ss, in L1, if they have ever been to the zoo and if they can name the animals they saw there. Check Ss' previous knowledge on animals.

3 Story time

1 Look and listen.

Where's the monkey?



- Alternatively, you can mime some animals and have Ss guess which ones they are.

Activity 1 Track 30

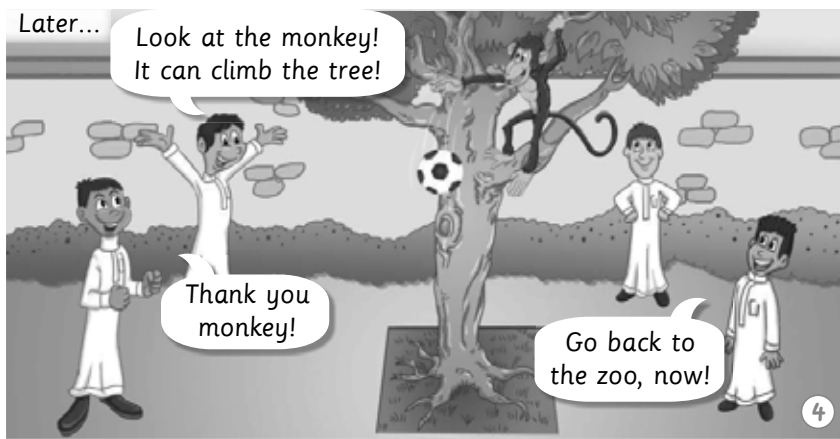
Before reading

- Hold up the book or stick the blown-up colour photocopies on the board.
- Tell Ss that they will listen to and read a story with the title *Where's the monkey?* Make sure Ss understand what the title means.
- Elicit answers but do not correct Ss at this stage.
- Ask Ss to look at the pictures and guess what the story is going to be about. Encourage them to name the animal they see in the pictures.

While reading

- Play the CD and point to each picture in your book or on the board. Encourage Ss to point to each picture in their books.
- Elicit Ss' answers. (A boy is at the zoo with his father, talking to the zookeeper. The monkey escapes and some students see it from the classroom window. The monkey helps the students get their ball and goes back to its cage. The zookeeper is happy.)
- Play the CD again and ask Ss to point to each speech bubble and follow along.
- Talk about what happens in each picture.

Picture 1: A father and his son are at the zoo and they meet the zookeeper, Tom.



2 Look at activity 1 and write Yes or No.

1. Mr Abdullah is a zookeeper. _____
2. Tom feeds the animals. _____
3. Tom cleans the cages in the morning. _____
4. Monkeys don't eat meat, but they eat fruit. _____
5. The monkey can climb the tree. _____
6. The children have got vegetables for the monkey. _____

41

Picture 2: The boy asks Tom if he feeds the animals, but Tom says he only cleans their cages in the morning. He turns around to show the monkey to the boy, but the monkey is missing.

Picture 3: The boys are in the classroom having a lesson about monkeys when they see a monkey on the tree outside the window.

Picture 4: The boys are in the school yard and they play football. The monkey is still in the tree and it gives them their ball.

Picture 5: The monkey is back in its cage and the zookeeper is happy. Two children with their father bring some bananas for the monkey.

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

After reading

- Ask Ss comprehension questions, such as the following:

Picture 1: Where are the boy and his father? (At the zoo.)
Who is Tom? (A zookeeper.)

Picture 2: Does Tom feed the animals? (No, he doesn't.)
When does he clean the cages? (In the morning.)
Is the monkey in its cage? (No, it isn't.)
What is the monkey's name? (Mick.)

Picture 3: Where are the children? (In the classroom.)
What are they talking about? (Monkeys.)
Where is Mick? (On the tree.)

Picture 4: Can the monkey climb the tree? (Yes, it can.)

Picture 5: Where is Mick now? (In its cage.)

What have the children got?
(Bananas for Mick.)

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

Activity 2

- Explain to Ss that they have to refer to activity 1 and write Yes or No next to each sentence according to what they see and read in the story.
- Check Ss' answers.

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



Optional Snap!

- Hand out the photocopies of the occupation 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 occupation 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.



Workbook

Activity 1

- Explain to Ss that they have to match each question with the correct answer according to the story (Student's Book pp. 40-41), as in the example.
- Check Ss' answers.

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

Activity 2

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

Language focus

Objectives

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

Materials

- blown-up colour photocopies of Story time *Where's the monkey?*
- Blu tack
- flashcards of the occupations learnt in the previous lessons

Revision

- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Ask Ss what they remember from the story.
- Have Ss open their books to pages 40-41. Play the CD (Track 30) and have Ss follow along in their books.
- Play the CD again and encourage Ss to read.
- Then have some Ss read the story aloud for the whole class.

Lesson plan



Warm up

- Ask all Ss to stand up and mime an occupation (from the ones they have learnt).
- Make a ball out of scrunched-up piece of paper, throw it to a S and say, e.g. *This is John. He's a waiter. He works in a restaurant.*
- This S has to stop, choose another S to throw the ball to and say his/her name, the occupation he/she is miming and where he/she works or what he/she does.
- Ss continue in the same manner until all of them have had a turn.

Activity 1 Track 31

- Direct Ss' attention to the occupations



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

1 Listen and number (1-6).



a



b



c



d



e



f

2 Look and write.

cooks fly works fixes



- Dan is a doctor. He _____ in a hospital.
- Kevin is a mechanic. He _____ cars.
- Tod is a chef. He _____ in a restaurant.
- Paul and Jim are pilots. They _____ planes.

3 Read and complete.

Do Does don't doesn't

- My father _____ drive a bus. He drives a taxi.
- Hassan and John are zookeepers. They _____ feed the animals in the afternoon. They feed them in the morning.
- I _____ like cereal with milk for breakfast. I like bread with jam and orange juice.
- Ali:** _____ your uncle work in a hospital?
Karim: No, he doesn't. He works in a school.
- Fatima:** _____ you do your homework in the afternoon?
Reema: Yes, I do.

42

and ask them to name them.

- Explain to Ss that they will listen to six descriptions of the people (what they do / their occupation / where they work) and they have to number the photos in the order they are being described.
- Play the CD and have Ss number the pictures 1-6.
- Have Ss compare their answers in pairs first, then check as a class.

Listening transcript

- Jameel goes to work at twelve o'clock. He works in a restaurant. He's a waiter. He goes home at ten o'clock at night.*
- Paul goes to work at eleven o'clock. He works in a restaurant, but he isn't a waiter. He's a chef. His favourite food is pasta.*
- Jim gets up at six o'clock in the morning. He works on a farm. He cleans and feeds the animals. He loves his job!*
- Omar works in a school. He's a teacher. His students like him very much. He's their favourite teacher!*
- Sami is a driver, but he doesn't drive a bus. He drives a taxi. His taxi is white.*
- Colin works in a zoo. He's a zookeeper. He goes to work at seven o'clock in the morning. He washes and feeds the animals. His favourite animal is the elephant.*

Activity 2

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



1. works 2. fixes 3. cooks 4. fly

Activity 3

- Have Ss read through the sentences / dialogues and make sure they haven't got any unknown words.
- Explain to Ss that they have to complete the blanks with the correct auxiliary verb given in the box.
- Check Ss' answers.



1. doesn't 2. don't 3. don't 4. Does 5. Do

auxiliary verb and then answer them about themselves.

- Check Ss' answers.



1. Does 4. Do
2. Do 5. Do
3. Does 6. Do

open answers



Optional Whispers

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



Workbook

Activity 1

- Direct Ss' attention to the example and explain to them that they have to write the third person singular of the verbs given.
- Check Ss' answers.



1. works 3. washes 5. does 7. fixes 9. cleans
2. feeds 4. cooks 6. goes 8. drives 10. flies

Activity 2

- Explain to Ss that they have to read the text and circle the correct form of the verb. Then they have to read the text again and write the names under the correct picture based on the description.
- Have Ss compare their answers in pairs first, then check as a class.



1. have got 3. doesn't 5. don't 7. cook
2. fixes 4. drives 6. don't
a. Hassan b. Ali c. Karim

Activity 3

- Explain to Ss that they have to complete the questions with the correct

3 Project



Language focus

Objectives

- to read and write about someone's daily schedule
- to revise and consolidate vocabulary and structures learnt in previous lessons



Materials

- a ready-made picture diary
- big pieces of white cardboard (enough for all Ss)
- markers / coloured pencils
- Blu tack

Revision

- Play a round of **Whispers** (TM page 65).

Lesson plan



Warm up

- Stick your picture diary on the board and say, e.g. *This is Ali. He's a doctor. He works in a hospital. He gets up at seven o'clock. He goes to the hospital at eight o'clock and he goes home at six o'clock.*
- Ask Ss questions about your picture diary, e.g. *What time does Ali get up?*

Activity 1



Track 32

- Direct Ss' attention to the boy in the picture. Point out that he is holding the picture diary he has made. Have Ss read the title of the text and ask them to tell you what occupation it is about (waiter).
- Play the CD and have Ss follow along in their books.
- Ask Ss some comprehension questions, such as the following:
What is Sami? (A waiter.)
Where does he work? (In a restaurant.)
What time does he get up? (At 7 o'clock.)
What time does he have breakfast? (At 8 o'clock.)
What time does he go to work? (At 9 o'clock.)
What time does he go home? (At 6 o'clock in the evening.)
What time does he go to bed? (At 11 o'clock.)




Writing tip

- Direct Ss' attention to the writing tip and read it aloud.
- Explain the writing tip to Ss, in L1, and point out the examples.
- Ask Ss to look for examples of the writing tip in the text in activity 1.
- Provide Ss with more examples and write them on the board, e.g. *She feeds the animals. He goes to bed at 10 o'clock.*

1 Listen and read.

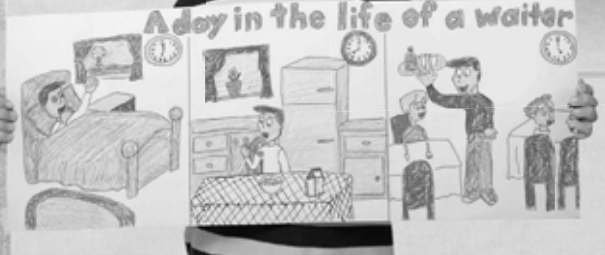
A day in the life of a waiter

breakfast



This is Sami. He's a waiter. He works in a restaurant. He gets up at 7 o'clock. He has breakfast at 8 o'clock and he goes to work at 9 o'clock. He goes home at 6 o'clock in the evening. He goes to bed at 11 o'clock.

A day in the life of a waiter



Writing tip

Word order

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

subject + verb

e.g. He gets up at 7 o'clock.
He works in a restaurant.

43



Optional

Whose picture diary?

- Hand out a big piece of white cardboard to each S.
- Explain to Ss that they are going to draw three pictures of a person's day and colour them. Point out that they have to draw a clock in each picture to show when the person does these actions.
- Have Ss open their books to page 43 and check the picture diary in activity one or show them your ready-made picture diary to use as a model.
- Go around the class helping Ss with any difficulties.
- When all Ss have finished with their picture diaries, collect them.
- Choose two picture diaries and stick them on the board. Invite the two Ss who have made these picture diaries to stand at the board. Ask them not to reveal which picture diary belongs to whom.
- Invite the rest of the Ss to ask questions to find out which poster belongs to which S. Help them by asking a few questions yourself, e.g. *Does he/she get up at 8 o'clock? Does he/she have breakfast at 9 o'clock?*
- Repeat with different Ss for as long as time permits.



Workbook

Activity 1

- Direct Ss' attention to the pieces of the jigsaw puzzle and explain to them that they have to put the pieces in the correct order to form sentences.
 - Check Ss' answers.
1. He works in a hospital.
 2. She has lunch at 2:00.
 3. I go to school in the morning.
 4. They go to the airport at 8:00.

Activity 2

- Explain to Ss that in the frame provided they have to either draw or stick a picture of someone they know at work. Next to the picture they have to write a short description about that person and his/her daily routine completing the blanks.
- Tell Ss to refer to the text in the SB on page 43.
- When Ss have finished, have them present their work to the rest of the class.



open answers

Now I can

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

Activity 1

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

Activity 2

- Follow the same procedure as in activity 1.

Activity 3

- Draw Ss' attention to the first picture and ask them where they think the man works (in a hospital). Elicit answers. Then read the question and the answer aloud and have Ss repeat them and tick the box.
- Do this with the rest of the sentences, questions and answers.

3 Phonics revision



Language focus

Objectives

- to practise the pronunciation of **s** blends (sp, sn, sm, sw)

Vocabulary

spoon, spider, snake, snack, small, smile, swim, swan

Phonics sp - sn, sm - sw



Materials

- flashcards of *spoon, spider, snake, snack, small, smile, swim, swan*
- photocopies of the above flashcards
- phonics cards of the above flashcards (one set per S)
- Blu tack

Lesson plan



Warm up

- Write **sp, sn, sm** and **sw** on the board. Under each consonant blend stick the flashcards with the words that start with that sound.
- Point to **sp** and say /sp/ a couple of times, encouraging Ss to repeat after you. Then point to each of the words (spoon, spider) and say them aloud, having Ss repeat after you.
- Follow the same procedure with the rest of the consonant blends.

Activity 1 Track 33

- 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

/sp/, /sn/, spoon, spider, snake, snack /sm/, /sw/, small, smile, swim, swan



Optional

Ready, set, match

- Divide into two teams.
- Stick the flashcards of *spoon, spider, snake, snack, small, smile, swim, swan* on the board.
- Put the photocopies of flashcards with words facing up, in a pile on your desk.
- Call up a S from each team to pick a photocopy off your

desk, read it and stick it below the corresponding picture with Blu tack.

- Once Ss have stuck the photocopy with the word under the corresponding picture, they have to say the sound and the word aloud. The S who does everything correctly earns a point for his/her team.
- Make sure that all the Ss on each team get a chance to go up and play.
- The team with the most points at the end of the game wins.

3

Phonics revision

1 Listen and say.

sp - sn



spoon



spider



snake



snack

sm - sw



small



smile



swim



swan

2 Listen and say. Then circle.

1.



sp sn

2.



sp sn

3.



sp sn

4.



sp sn

5.



sm sw

6.



sm sw

7.



sm sw

8.



sm sw

44

Activity 2 Track 34

- Play the CD and have Ss point to their books and repeat.
- Instruct Ss to circle the correct sound each word starts with.
- Play the CD twice.

Listening transcript

1. spoon

2. snack

3. snake

4. spider

5. smile

6. swim

7. small

8. swan



1. sp

2. sn

3. sn

4. sp

5. sm

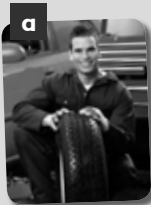
6. sw

7. sm

8. sw

1 Listen and read. Then write a-d.

What am I?



1 ☐ I like food. My favourite food is pasta. Here, I am in the kitchen of my restaurant. It's a great restaurant.



2 ☐ I like cars. Here, I am at my workshop. There are a lot of cars here. I fix cars every day.



3 ☐ I work in a school. Here, I am in my classroom with my students. I love my job.



4 ☐ I love animals. Here, I am on my farm. I feed my animals in the morning. I wash them in the afternoon. I go home at 8 o'clock.

2 What job do you like? Choose and discuss.



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



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

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

Text 1: What's his favourite food? (Pasta.)

Where does he work? (In a restaurant.)

What is he? (A chef.)

Text 2: Where is he? (At his workshop.)

What does he do? (He fixes cars.)

What is he? (A mechanic.)

Text 3: Where does he work? (In a school.)

Where is he? (In his classroom.)

What is he? (A teacher.)

Text 4: What does he do in the morning? (He feeds his animals.)

What does he do in the afternoon? (He washes the animals.)

What time does he go home? (At 8 o'clock.)

What is he? (A farmer.)

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

Activity 2

- Direct Ss' attention to the photos and encourage them to name the occupations.
- Choose a S, direct his/her attention to the speech bubbles at the bottom of the page and explain that he/she has to choose the occupation he/she likes and say why, as in the speech bubbles.
- Repeat the procedure until all Ss have a turn.

3 Smart Time 3



Language focus

Objectives

- to provide Ss with cultural information



Materials

- flashcards of the occupations / actions Ss have learnt in the previous lessons
- Blu tack

Lesson plan



Warm up

- Show Ss the flashcards of the occupations / actions they have learnt in this module and ask Ss to name them.

Activity 1 Track 35

- Direct Ss' attention to the photos of the people and ask Ss to tell you what their occupations are.
- Play the CD and have Ss follow along in their books.
- Explain any unknown words.
- Explain to Ss that they have to match each photo a-d with the texts 1-4.



Key to Test 3

Activity 1

1. mechanic 2. pilot 3. teacher
4. doctor 5. zookeeper
6. taxi driver 7. chef
8. police officer

Activity 2 Track 73, CD 2

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

Activity 3

1. Does 2. doesn't 3. don't 4. do

Activity 4

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

Activity 5

1. I work in a hospital.
2. He doesn't drive a taxi at night.
3. Do they clean the cages?
4. What time does she get up?

4

Phonics flag - sleep



Language focus

Objectives

- to practise the pronunciation of l blends (fl, sl)
- to say a phonics chant / poem

Vocabulary

flag, flower, sleep, slippers

Phonics

fl - sl



Materials

- flashcards of *flag*, *flower*, *sleep*, *slippers*
- photocopies of the above flashcards
- phonics cards of the above flashcards (one set per S)
- Blu tack

Lesson plan



Warm up

- Write **fl** and **sl** on the board. Under each consonant blend stick the flashcards with the words that start with that sound.
- Point to **fl** and say /fl/ a couple of times, encouraging Ss to repeat after you. Then point to each of the words (flag, flower) and say them aloud, having Ss repeat after you.
- Follow the same procedure with **sl**.

Activity 1 Track 36

- 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

/fl/, flag, flower

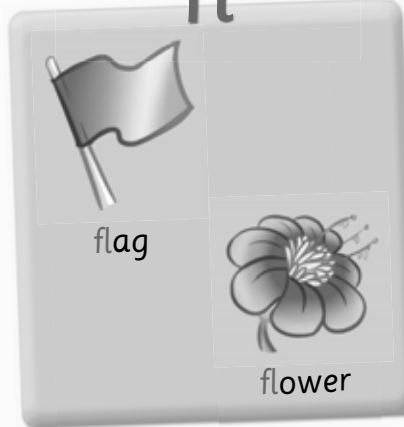
/sl/, sleep, slippers

4

Phonics flag - sleep

1 Listen and say.

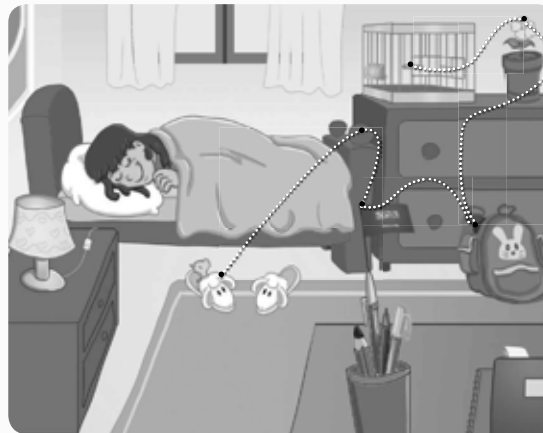
fl



sl



2 Listen and chant.



46

The small bird

The small bird can fly.
It's on the flower.
It's in the bag.
Look! It's on the flag!

The small bird can fly
It's on the bed.
It's in the slippers
with the white sheep
Sleep, small bird, sleep!

Activity 2 Track 37 - Chant Track 38 - Poem

- Direct Ss' attention to the picture, point to different items and ask them questions they can answer, e.g. *What's that?* (A flower.) *What are those?* (Slippers.) *Where is the bird?* (In the slippers.)
- Play the chant / poem *The small bird* and have Ss listen and follow along in their books.
- Play the chant / poem again, pausing after each line for Ss to repeat.
- Then play the chant / poem once more and encourage Ss to say the chant / poem along with the CD.

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



TPR Activity

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



Optional 1

What's that 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 /fl/ or the /sl/ sound and have Ss write the corresponding word on the board.
- The S that does this the fastest wins a point for his/her team.
- Repeat the same procedure with the rest of the Ss.
- The team with the most points wins.



Optional 2

Whispers

- Stick the flashcards (word side) of *flag*, *flower*, *sleep*, *slippers* on the board.
- Divide Ss into two teams. The teams stand in lines with their backs turned to you and the board, except for the first player in each team, who should be facing you and the board.
- Give the first S in each line the phonics cards *fl* and *sl*. Make sure that the side with the picture faces up and the side with the sound faces down.
- When everybody is ready, point to a word, e.g. *flag*. The players facing you must show you the corresponding phonics card. Then they must whisper the word down the line. The last player in each team must touch the correct flashcard on the board and say the word (*flag*). 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 39

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

Listening transcript

- | | | |
|------------------|---------------|-----------------|
| 1. <i>sleep</i> | <i>flower</i> | <i>flag</i> |
| 2. <i>sleep</i> | <i>flag</i> | <i>slippers</i> |
| 3. <i>flower</i> | <i>flag</i> | <i>slippers</i> |



- | | | |
|-----------------|----------------|--------------------|
| 1. <i>sleep</i> | 2. <i>flag</i> | 3. <i>slippers</i> |
|-----------------|----------------|--------------------|

Activity 2 Track 40

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

Listening transcript

- | | |
|-----------------|--------------------|
| 1. <i>flag</i> | 2. <i>flower</i> |
| 3. <i>sleep</i> | 4. <i>slippers</i> |



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

Activity 3 Track 41

- Direct Ss' attention to the pictures and ask them to name the items.
- Explain to Ss that they will listen to the words and they have to complete the missing letters.
- Check Ss' answers.

Listening transcript

- | | | |
|------------------|--------------------|---------------|
| 1. <i>sleep</i> | 2. <i>slippers</i> | 3. <i>fly</i> |
| 4. <i>flower</i> | 5. <i>flag</i> | |



- | | | |
|------------------|--------------------|---------------|
| 1. <i>sleep</i> | 2. <i>slippers</i> | 3. <i>fly</i> |
| 4. <i>flower</i> | 5. <i>flag</i> | |

Activity 4

- Direct Ss' attention to the pictures and encourage them to say the words.
- Explain to Ss that they have to write the correct word underneath each picture. Then they have to draw a line and match the ones which have the same sound (fl, sl).
- Check Ss' answers.



- | | | |
|-----------------|---|--------------------|
| 1. <i>sleep</i> | — | 2. <i>slippers</i> |
| 3. <i>flag</i> | — | 4. <i>flower</i> |

4 People

A chant

Language focus

Objectives

- to say a chant / poem
- to talk about activities happening at the moment of speaking

Vocabulary

He's playing basketball.
He's playing football.
He's playing tennis.
He's playing volleyball.

Structures

I'm/You're playing basketball.
He's playing football.
She's playing a board game.
We/They're playing volleyball.

Materials

- flashcards of *He's playing basketball. He's playing football. He's playing tennis. He's playing volleyball.*

Lesson plan

Warm up

- Present the new vocabulary through miming. Pretend you are dribbling a basketball and then shooting the ball and say *I'm playing basketball*. Repeat this a couple of times and have Ss repeat and mime the actions after you.
- Do the same thing with the rest of the phrases.
- Alternatively, you could present the new vocabulary by using the flashcards.

Vocabulary Track 42

- Have Ss open their books to page 47. Direct Ss' attention to the vocabulary section at the top of the page and point out the activities.
- Play the CD a few times and have Ss point to the activities and repeat.

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

Activity 1 Track 43 - Chant Track 44 - Poem

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

- Point to the children around the chant / poem and ask Ss to tell you what they are doing. (Two boys are playing tennis. Another boy is playing basketball. Two other boys are playing volleyball.)
- Point to the example and say *This is Paul. He's playing basketball*.
- Tell Ss that they are going to listen to the chant / poem and write the name of each child according to the activity he is doing.
- Play the chant / poem once and have Ss listen to it.
- Play the chant / poem a second time pausing after the verses that mention the children's names and the activity they are doing so that they have enough time to write the names in the boxes.
- Play the chant / poem again for Ss to check their answers.
- Check Ss' answers as a class by pointing to each of the children around the chant / poem and asking Ss, e.g. *Who's playing tennis?* Encourage them to say *Mike and Dennis*.
- When Ss feel comfortable invite them to say the chant / poem along with the CD.



1. Dennis 2. Paul 3. Saud



TPR Activity

- Play the chant / poem and have Ss do the activities at the same time.

Grammar box

- Mime playing basketball. Point to yourself and say *I'm playing basketball*. Write the sentence on the board. Elicit that we say *I'm (playing basketball)* to refer to an action we're doing at the moment of speaking.
- Call up a S to the front of the class and tell him / her to mime playing football. Then point to him / her and say *He/She's playing football*. Write the sentence on the board under the first sentence and stick the corresponding flashcard next to it. Elicit that we say *He/She's (playing football)* to describe an action performed by a boy / man or a girl / woman respectively at the moment of speaking.
- Call up two Ss to the front of the class and tell them to mime playing volleyball. Point to them and say *They're playing volleyball*. Write this sentence under the other two. Elicit that we say *They're (playing volleyball)* to describe an action by two or more people at the moment of speaking.
- Direct Ss' attention to the grammar box at the bottom of the page. Read the sentences and have Ss repeat. Point out that *I'm, He's, She's* and *They're* are the short forms of *I am, He is, She is* and *They are* respectively.
- Give Ss examples of *You're / It's / We're playing*, too.
- Refer Ss to the corresponding *Grammar Boxes* on page 68.

Activity 2 Track 45

- Direct Ss' attention to the photo of the two boys and ask them what is happening. (They are describing what the children in activity 1 are doing.)
- Play the CD and have Ss repeat.
- Divide Ss into pairs and have them discuss about the activities the children are doing in activity 1.
- Choose some pairs to perform for the whole class.

People

4

A chant



He's playing basketball.



He's playing football.



He's playing tennis.



He's playing volleyball.

1 Listen and write. Then say.

1

At the playground

I'm playing basketball in the sun
At the playground today
I'm playing, playing, playing
At the playground, hurray!

Where's Paul? Where's Paul?
He's playing basketball.

Where's Mike? Where's Dennis?
They're playing tennis.

Where's Ameer? Where's Ameer?
He's playing volleyball.

Where's Saud? Where's Saud?
He's playing volleyball, too.

Mike

Ameer

2

Paul

3

2 Look at activity 1 and say.

Mike is playing tennis.

Look!

I'm playing basketball.
He's playing football.
She's playing a board game.
They're playing volleyball.

I'm = I am
He's = He is
She's = She is
They're = They are

47

- Explain that they will listen to short exchanges and that they have to write the numbers 1-4 according to the child/children they hear being mentioned each time.
- Play the CD twice.
- Check answers.

Listening transcript

- Boy 1:** Where's Omar?
Boy 2: He's playing football.
 - Boy 1:** Where are Karim and Jim?
Boy 2: They are playing tennis. Look!
 - Boy 1:** Where's Paul?
Boy 2: He's playing basketball. He's very good at basketball!
 - Boy 1:** Where's Jamal?
Boy 2: He's over there, with his father. He's playing volleyball. Let's go and play with him.
- Boy 1:** OK. Let's go!



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

Activity 2

- Direct Ss' attention to the example and read it aloud.
 - Explain that they have to look at activity 1 to make the sentences by using the phrases in the box and the correct personal pronoun.
 - Have Ss compare their answers in pairs first, then check as a class.
2. They're playing tennis.
 3. He's playing basketball.
 4. He's playing volleyball.

Activity 3

- Ss have to put the boxes in order to form sentences.
 - Have Ss compare their answers in pairs first, then check as a class.
1. You are playing football.
 2. I am playing tennis.
 3. We are playing volleyball.
 4. She is playing a board game.



Optional 1

Don't break the chain

- Play the game **Don't break the chain** (TM p.14) using the activities learnt in this lesson.
- For example, you can say *I'm playing basketball*. The S on your right says *He/She is playing basketball*, *I'm playing tennis*.



Before leaving

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



Workbook

Activity 1 Track 46

- Direct Ss' attention to the picture and invite Ss to say what each of the kids are doing.

4 Smart kids



wear trainers glasses jeans gloves

Language focus

Objectives

- to identify and talk about clothes
- to ask and answer about what someone is wearing

Vocabulary

Clothes and accessories: trainers, glasses, jeans, gloves, scarf, jacket

Action: wear

Structures

Are you wearing (a scarf)?

Yes, I am./No, I'm not.

Is he wearing (gloves)?

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

Is she wearing (a dress)?

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

Are they wearing (jeans)?

Yes, they are./No, they aren't.

Materials

- flashcards of *trainers, glasses, jeans, jacket, gloves, scarf, wear*
- Blu tack

Revision

- Play the chant / poem *At the playground* (Track 43 or Track 44) and have Ss do the TPR activity (TM page 72).

1 Look and listen.



48

Lesson plan



Warm up

- Point to a S's trainers and say the word.
- Get Ss to repeat after you a few times.
- Repeat the same procedure with the rest of the items (glasses, jeans, gloves, scarf, jacket).
- Stick the flashcards of the lesson on the board.
- Point to each flashcard, say the word and get Ss to touch the corresponding item they are wearing.

Vocabulary Track 47

- Have Ss open their books to page

48. Point out the items of clothing and the action in the vocabulary section at the top of the page. Play the CD a few times and have Ss point to them and repeat.

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

Activity 1 Track 48

- Have Ss look at the presentation and ask them where the children are. (They are at the park.)
- Ask Ss, in L1, to tell you what they think is happening (Salim and Alex are at the park. Salim is talking on the phone with a friend of his. He's at the park too, playing football with some other kids. Salim and Alex are trying to find him. Another boy is wearing the same clothes as their friend, Ali, and Salim and Alex get confused.)
- Ask Ss to point to the appropriate speech bubbles and follow along as you play the CD.
- Play the CD again and pause after each phrase for Ss to repeat.
- Divide Ss in groups of three and have them read the dialogue aloud.

Grammar box

- Point to a S's pair of jeans and say *Are you wearing jeans?* Encourage the S to answer *Yes*, then say *Yes, I am*.
- Point to another S's trainers and say to the class *Is he/she wearing*



Look!

- Are you wearing a scarf? Yes, I am. / No, I'm not.
 Is he wearing gloves? Yes, he is. / No, he isn't.
 Is she wearing a dress? Yes, she is. / No, she isn't.
 Are they wearing jeans? Yes, they are. / No, they aren't.

2 Look at activity 1 and choose.

1. Is Ali playing football in picture 1?
 a. Yes, he is.
 b. No, he isn't.
2. Is Ali wearing a blue shirt in picture 2?
 a. Yes, he is.
 b. No, he isn't.
3. Is Ali wearing white trainers?
 a. Yes, he is.
 b. No, he isn't.
4. Are Salim and Alex wearing white trainers?
 a. Yes, they are.
 b. No, they aren't.

3 Listen and tick (4).

1.
 Yes, she is. ☒
 No, she isn't. ☐
2.
 Yes, he is. ☐
 No, he isn't. ☐
3.
 Yes, they are. ☐
 No, they aren't. ☐
4.
 Yes, he is. ☐
 No, he isn't. ☐

4 Play.



49

trainers? Encourage Ss to answer *Yes*, then say *Yes, he is*.

- Point to two Ss and ask the rest of the class *Are they wearing glasses?* Encourage Ss to answer *Yes* or *No* accordingly and say *Yes, they are./ No, they aren't*. Write the questions and answers on the board.
- Point to the grammar box on the top of the page 49 and read it aloud. Have Ss repeat.
- Refer Ss to the corresponding *Grammar Boxes* on page 69.

Activity 2

- Explain to Ss that they have to refer to activity 1 and circle the correct answer.
- Have Ss compare their answers in pairs first, then check as a class.



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

Activity 3 Track 49

- Point to the example and ask Ss *Is she wearing gloves?* Encourage Ss to answer *Yes, she is*.
- Explain to Ss that they are going to listen to similar questions and they have to circle the correct answer according to what they see in each picture.
- Play the CD twice.

- Check Ss' answers.

Listening transcript

1. **Girl:** *Is she wearing gloves?*
2. **Boy:** *Is he wearing a scarf?*
3. **Girl:** *Are they wearing jackets?*
4. **Boy:** *Is he wearing a thobe?*



2. No, he isn't.
4. Yes, he is.
3. No, they aren't.

Activity 4 Track 50

- Direct Ss' attention to the photo of the boys and ask them to guess what they are doing. (They are playing a guessing game. One of the boys has one of his classmates in mind and the other boy is asking questions to guess who the classmate is.)
- Play the CD and have Ss repeat the exchange.
- Divide the Ss into pairs and have them play the game making sure they take turns. Have a couple of pairs play the game in front of the class.



Workbook

Activity 1

- Direct Ss' attention to the items of clothing around the crossword and encourage Ss to name them.
- Explain to Ss that they have to complete the crossword with the items of clothing. Point out that the words are given in the box above.



1. jacket 2. shirt 3. thobe
4. jeans 5. trainers 6. scarf
7. gloves

Activity 2

- Explain to Ss that they have to look at each picture and answer the questions according to what they see in each of them. Point out that the answers are given in the box above and the sentences (1-6) correspond to the numbers next to the pictures.
- Check Ss' answers.



1. No, he isn't.
4. Yes, she is.
2. Yes, he is.
5. No, she isn't.
3. Yes, they are.
6. No, they aren't.

Activity 3

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



open answers

4 Our world

Language focus

Objectives

- to talk about sports and games
- to talk about things happening at the moment of speaking

Vocabulary

They're playing table tennis.
They're playing hide and seek.
He's reading.

Structures

I'm not (playing table tennis).
You aren't (playing tennis).
He isn't (playing hide and seek).
She isn't (reading a book).
They aren't (playing football).

Materials

- flashcards of *They're playing table tennis.*, *They're playing hide and seek.*, *He's reading.*
- Blu tack
- scissors (a pair for each pair of Ss)
- cut-out cards from Ss page 129

Revision

- Play the guessing game in the SB on page 49, activity 4.

4 Our world



They're playing table tennis.



They're playing hide and seek.



He's reading.

1 Look and listen.



This is Tom. He isn't playing tennis. He's playing table tennis. He's wearing a blue shirt. He isn't wearing blue trousers. His trousers are black.



This is Sarah with her sister. They aren't playing. They are reading a book.



Hasna and Kelly are friends. They are playing hide and seek. Hasna is wearing a pink hat and a pink jacket. Kelly isn't wearing a hat. She's wearing a green jumper.

50

Lesson plan



Warm up

- Hold up the flashcard of *They're playing hide and seek.* Say the phrase a couple of times and have Ss repeat after you. In L1, briefly describe how the game is played and ask Ss if they play a similar game.
- Do the same thing with the rest of the flashcards.

Vocabulary Track 51

- Have Ss open their books to page 50. Direct Ss' attention to the vocabulary section.
- Play the CD a few times and have Ss point to the pictures and repeat.
- Say the phrases again in random order and have Ss repeat and point.

Activity 1 Track 52

- Direct Ss' attention to the photos and ask them to guess what the texts will be about. (Sports, games and other activities.)
- Point to the boy in the first photo and ask Ss *Is he playing tennis?* Encourage them to answer *No, he isn't. He is playing table tennis.*
- Do the same for the rest of the pictures as well.
- Play the CD and have Ss follow along in their books.
- Play the CD again and pause after each phrase for Ss to repeat.
- Ask Ss the following questions to check understanding:
Is Tom playing tennis? (No, he isn't. He's playing table tennis.)
Is Tom wearing a white shirt? (No, he isn't. He's wearing a blue shirt.)
Is he wearing blue trousers? (No, he isn't. He's wearing black trousers.)
What are Hasna and Kelly doing? (They're playing hide and seek.)
Is Hasna wearing a pink jacket? (Yes, she is.)
Is Kelly wearing a hat? (No, she isn't.)
Is she wearing a pink jumper? (No, she isn't. She's wearing a green jumper.)
What is Sarah doing? (She's reading a book with her sister.)
- Choose a few Ss to read the texts aloud for the whole class.

Look!

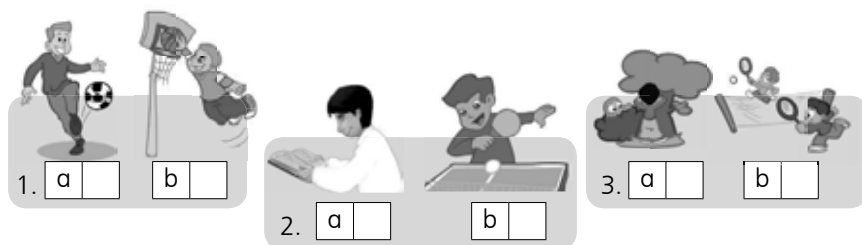
I'm not playing table tennis.
You aren't playing tennis.
He isn't playing hide and seek.
She isn't reading a book.
They aren't playing football.

I'm not = I am not
You aren't = You are not
He isn't = He is not
She isn't = She is not
They aren't = They are not

2 Read activity 1 and tick (4).

	Tom	Hasna and Kelly	Sarah and her sister
1. They're reading a book.			✓
2. He isn't wearing blue trousers.			
3. They aren't playing.			
4. He's playing table tennis.			
5. They're playing hide and seek.			

3 Listen and tick (4).



4 Play. Use the cut-outs on page 129.

He isn't playing football.
He isn't playing table tennis.
He isn't playing hide and seek.

Is he Ali?

Yes.

51

Grammar box

- Pretend to be reading and ask the Ss *Am I reading?* Encourage Ss to answer *Yes, you are.* Say *I'm reading.* and write the sentence on the board. Ask the Ss again *Am I playing table tennis?* Encourage Ss to say *No, you aren't.* Say *I'm not playing table tennis.* And write it on the board, under the first sentence. Follow the same procedure with the rest of the persons and write the sentences on the board.
- Direct Ss' attention to the grammar box on the top of page 51 and read it aloud. Refer Ss to the corresponding *Grammar Boxes* on page 68.

Activity 2

- Explain to Ss that they have to tick the correct box about what is true for the people in activity 1 and they have to look at the texts in activity 1 in order to find the correct answers.

1. Tom 2. Sarah and her sister 3. Tom 4. Hasna and Kelly

Activity 3 Track 53

- Direct Ss' attention to the pictures and ask Ss to name the activities they see.
- Explain to Ss that they are going to listen to the CD and they have to tick the correct picture according to what they hear. Play the CD twice.

Listening transcript

- He isn't playing football. He's playing basketball.
- He isn't playing table tennis. He's reading a book.
- They aren't playing hide and seek. They're playing tennis.

1. b 2. a 3. b

Activity 4 Track 54

- Direct Ss' attention to the photo of the boys and ask them to tell you what they think is happening. (The boys are playing a card game.)
- Play the CD and have Ss repeat the exchange. Have Ss turn to page 129 and cut out the cards.
- Choose a S to demonstrate how the game is played.
- Lay out your cards, facing up and ask the S to do the same.
- Choose one of the people depicted on the cards without revealing it to the S and give him/her some clues as to who this person is by describing what he/she isn't doing / wearing.
- Point out to Ss that if they choose a girl, they have to describe what she isn't wearing. If they choose a boy, they have to describe what sport / game he isn't playing.
- Then, the S has to make guesses about who it might be. Once the S guesses correctly, it's his/her turn to give clues about a person.
- Divide Ss into pairs and have them take turns playing the game.



Workbook

Activity 1

- Ss complete the sentences by looking at the pictures.
- reading.
 - playing basketball.
 - playing hide and seek.
 - playing tennis.
 - playing table tennis.

Activity 2

- Explain to Ss that they have to complete the texts with the correct form of the verb according to what they see in the pictures. Point out that the verbs are given in the box above.
- isn't
 - is
 - is
 - isn't
 - are
 - aren't
 - aren't
 - are

Activity 3

- Ss have to put the words in order to form sentences.
- I am not playing football.
 - We are not playing hide and seek.
 - She is not playing a board game.

4 Let's play

Language focus

Objectives

- to identify and talk about clothes
- to talk about possession

Vocabulary

Clothes: coat, socks, pyjamas, abaya, sandals

Structures

Whose (coat) is this? It's (Fatima)'s.
Whose (socks) are these? They're (Ali)'s.

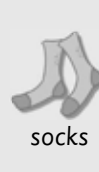
Materials

- flashcards of *coat, socks, pyjamas, abaya, sandals*
- a big bag
- Blu tack
- photocopies of the above flashcards (enough for half of the Ss)

4 Let's play



coat



socks



pyjamas



abaya



sandals

Whose coat is this? It's Fatima's.
Whose socks are these? They're Ali's.

1 Look and listen.



2 Ask and answer.



52

Lesson plan

Warm up

- Stick the flashcards of the clothes on the board.
- Point to each one, say the word a few times and ask Ss to repeat after you.
- Say each item of clothing aloud and ask Ss to touch the item they might be wearing.

Vocabulary Track 55

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

- Say the items of clothing again in random order and have Ss point and repeat.

Grammar box

- Point to a S's item of clothing, e.g. a thobe / an abaya and ask the rest of the class *Whose thobe / abaya is this?* Write the question on the board and say *It's (Salim)'s. / (Reema)'s.* Write the answer on the board too and ask Ss to guess what they mean.
- Repeat the same procedure with *sandals/shoes* to introduce the question *Whose (sandals/shoes) are these? They're... 's.*
- Direct Ss' attention to the grammar box. Read the questions and answers aloud and have Ss repeat.
- Provide Ss with more examples or encourage them to come up with their own.
- Refer Ss to the corresponding *Grammar Boxes* on page 69.

Activity 1 Track 56

- Direct Ss' attention to the presentation and ask them to tell you what they think is happening. (The boys are at a friend's house. When Kevin leaves, he takes another boy's jacket by mistake.)
- Play the CD and have Ss follow along.
- Play the CD again pausing after each phrase for Ss to repeat.

- Divide Ss in groups of three and have them read the dialogue.
- Choose some groups of Ss to read the dialogue aloud for the whole class.

Activity 2 Track 57

- Direct Ss' attention to the photo and ask them what they think the boys are doing. (They have some items on the desk and they are trying to find out whose each item is by asking questions.)
- Play the CD and have Ss repeat.
- Divide Ss into groups of four and ask them to place some of their items on a desk.
- They have to mix them up and then they take turns asking and answering about who each item belongs to.
- Choose some groups of Ss present the exchange to the rest of the class.

- Play the CD twice.
- Check Ss' answers.

Listening transcript

- Woman 1:** *Whose jacket is this?*
Woman 2: *It's Sami's.*
- Woman 1:** *Whose socks are these?*
Woman 2: *They're Reema's.*
- Woman 1:** *Whose thobe is this?*
Woman 2: *It's Jameel's.*
- Woman 1:** *Whose jeans are these?*
Woman 2: *They're Jameel's.*
No, no. They aren't Jameel's. They're Sami's.
- Woman 1:** *Whose abaya is this?*
Woman 2: *It's Hana's.*
- Woman 1:** *Whose sandals are these?*
Woman 2: *They're Jameel's.*



- | | |
|-----------|-----------|
| 1. Sami | 4. Sami |
| 2. Reema | 5. Hana |
| 3. Jameel | 6. Jameel |



Optional

Whose is this?

- Divide Ss into two teams.
- The Ss in the first team take turns presenting one of their belongings, each saying *This is my (pencil)*. They collect all the items in a big bag.
- A S from the first team picks one item from the bag and asks Ss in the second team *Whose (rubber) is this?* The Ss have to remember who the item belongs to and answer correctly.
- For every correct answer, the Ss in the second team get a point.
- The teams swap roles.
- The team with the most points wins.



Workbook

Activity 1

- Direct Ss' attention to the example and explain to Ss that they have to look at the pictures of the people and answer who the items of clothing belong to.
- Have Ss compare their answer in pairs first, then check answers as a class.



- | | |
|--------------------|-------------------|
| 2. They're Bill's. | 4. They're Ali's. |
| 3. It's Fatima's. | 5. It's Sarah's. |

Activity 2 Track 58

- Direct Ss' attention to the items of clothing and ask them to name each of the items.
- Explain to Ss that they are going to listen to some exchanges about which item belongs to who and they have to match each item with the correct person below.



Language focus

Objectives

- to practise the pronunciation of l blends (bl, gl)
- to say a phonics chant / poem

Vocabulary

black, blanket, igloo, gloves

Phonics

bl - gl



Materials

- flashcards of *black, blanket, igloo, gloves*
- photocopies of the above flashcards
- phonics cards of the above flashcards (one set per S)
- Blu tack

Lesson plan



Warm up

- Write **bl** and **gl** on the board. Under each consonant blend stick the flashcards with the words that start with / contain that sound.
- Point to **bl** and say /bl/ a couple of times, encouraging Ss to repeat after you. Then point to each of the words (black, blanket) and say them aloud, having Ss repeat after you.
- Follow the same procedure with **gl**.

Activity 1 Track 59

- 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

/bl/, black, blanket
/gl/, igloo, gloves

Activity 2 Track 60 - Chant Track 61 - Poem

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

- Direct Ss' attention to the picture, point to different items and ask them questions they can answer,

e.g. *What's that?* (An igloo.) *What's that?* (A blanket.) *What colour is it?* (Blue.) *What's that?* (A scarf.) *What colour is it?* (Black.) *What are these?* (Gloves.) *What colour are they?* (Green.).

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



TPR Activity

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



Optional 1

What's that 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 /bl/ or the /gl/ sound and have Ss write the corresponding word on the board.
- The S that does this the fastest wins a point for his/her team.
- Repeat the same procedure with the rest of the Ss.
- The team with the most points wins.



Optional 2

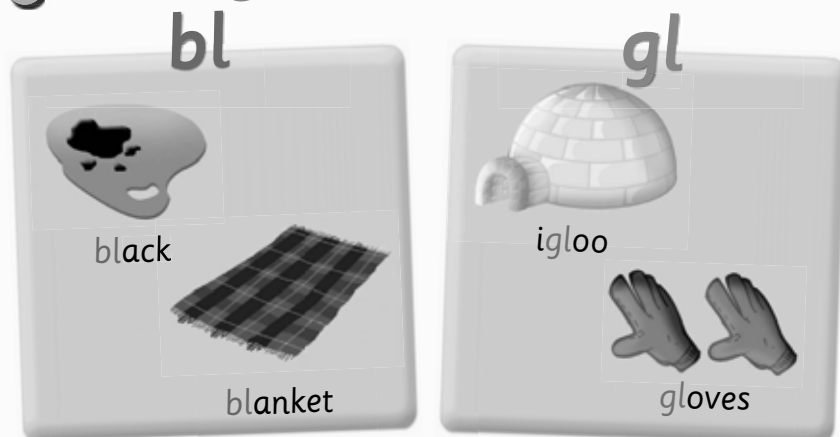
Ready, set, match

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

Phonics

black - igloo

1 Listen and say.



2 Listen and chant.



In the igloo

Look at Ralph
He's in the igloo
He's wearing his gloves
and his black scarf.

Look at the children
Kelly and Sue.
They're under the blanket.
The blanket is blue.

53



Workbook

Activity 1 Track 62

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

Listening transcript

- | | | |
|------------------|-------------------|-----------------|
| 1. <i>black</i> | <i>gloves</i> | <i>blanket</i> |
| 2. <i>igloo</i> | <i>gloves</i> | <i>blanket</i> |
| 3. <i>black</i> | <i>blanket</i> | <i>igloo</i> |
| 1. <i>gloves</i> | 2. <i>blanket</i> | 3. <i>igloo</i> |

Activity 2 Track 63

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

correct sound.

- Play the CD twice.
- Check Ss' answers.

Listening transcript

- | | |
|-----------------|-------------------|
| 1. <i>blue</i> | 4. <i>blanket</i> |
| 2. <i>igloo</i> | 5. <i>gloves</i> |
| 3. <i>black</i> | |

- | | | |
|-------|-------|-------|
| 1. bl | 2. gl | 3. bl |
| 4. bl | 5. gl | |

Activity 3

- Direct Ss' attention to the grid and the pictures next to it and ask them to name the items.
- Explain to Ss that they have to find the words in the grid, horizontally and vertically, circle them and then write them underneath the pictures.
- Check Ss' answers.

- | | |
|-------------------|------------------|
| 1. <i>blanket</i> | 2. <i>igloo</i> |
| 3. <i>black</i> | 4. <i>gloves</i> |

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

Activity 4

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

- | | |
|----------------|---------------|
| 2. blan-ket, c | 4. bla-ck, e |
| 3. igl-oo, d | 5. glo-ves, a |

4 Story time

Language focus

Objectives

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

Materials

- blown-up colour photocopies of Story time *I don't like sports*
- Blu tack
- flashcards of the words/phrases of the module
- a front desk bell

Revision

- Play the chants / poems in the SB on pages 46 and 53 (Track 37 or Track 38 and Track 60 or Track 61) and have Ss say the chant / poem along with the CD.

Lesson plan

Warm up

- Stick the flashcards of the sports / games Ss have learnt in this module on the board.
- Choose one of them and start miming it. Explain to Ss that they have to guess what you are doing by asking, e.g. *Are you playing tennis?*
- Follow the same procedure until you have revised all the sports / games of the module.

Activity 1 Track 64

Before reading

- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Tell Ss that they will listen and read a story with the title *I don't like sports*. Point to the first picture and ask Ss *What are they playing?* (They are playing basketball.)
- Then point to the third picture and ask them *What are they playing?* (They're playing football.)
- Ask Ss to guess what's happening in the story.
- Elicit answers but do not correct Ss at this stage.

4 Story time

1 Look and listen.

I DON'T LIKE SPORTS

It's Friday afternoon. The children are at the park. They're playing basketball.



Ali isn't playing. He's tired. Omar is playing, but he isn't very good at basketball.



54

While reading

- Play the CD and point to each picture in your book or on the board. Encourage Ss to point to each picture in their books.
- Elicit Ss' answers. (Some boys play basketball and then, football and one of them has accidents all the time because he's not very good at sports.)
- Play the CD again and ask Ss to point to each speech bubble and follow along.
- Talk about what happens in each picture.

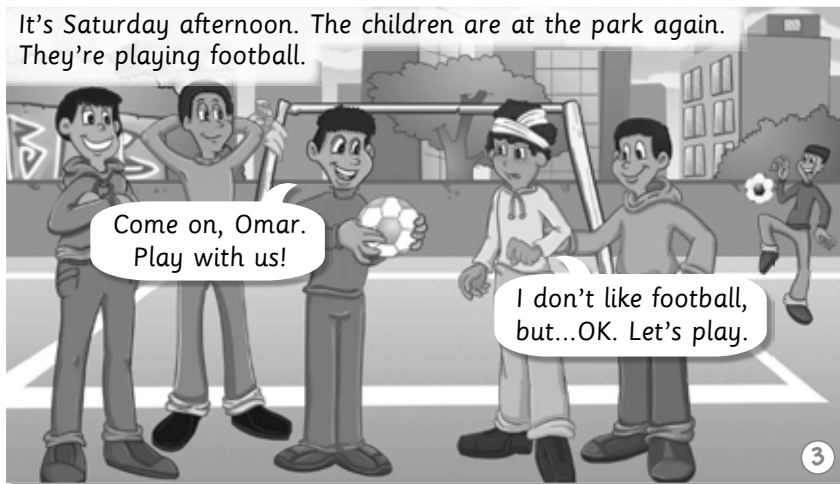
Picture 1: It's Friday afternoon and the children are at the park. They invite Ali and Omar to play basketball with them. Omar doesn't like basketball, but he agrees to play.

Picture 2: Ali is out of the game because he is tired. Omar plays, but he isn't very good at basketball. The boys throw Omar the ball and it hits him on the head.

Picture 3: It's Saturday afternoon and Ali and Omar go to the park again where they meet their friends again. Omar is wearing a bandage on his head because he is injured. The boys are playing football and invite Omar to play with them. Again Omar hesitates to accept because he doesn't like football, but he accepts in the end.

Picture 4: Omar and one of the boys chase after the ball. Omar and the boy try to kick it at the same time, but the other boy misses and kicks Omar in the leg instead.

It's Saturday afternoon. The children are at the park again. They're playing football.



Omar doesn't like football. He isn't very good at football. Poor Omar!



2 Read and circle the correct word/s.

1. Picture 1: It's **Friday** / **Saturday** afternoon.
2. Picture 2: The children are playing **football** / **basketball**.
3. Picture 2: **Ali** / **Omar** is playing.
4. Picture 3: Omar **likes** / **doesn't like** football.
5. Picture 4: Omar **is** / **isn't** very good at football.

55

Picture 5: Omar ends up breaking his leg. On crutches and wearing a cast, he says he isn't playing sports again.

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

After reading

- Ask Ss comprehension questions such as the following:

Picture 1: *Where are the children? (At the park.)*

What day is it? (It's Friday.)

(pointing to Ali) What's his name? (Ali.)

(pointing to Omar) What's his name? (Omar.)

Does Omar like basketball? (No, he doesn't.)

Picture 2: *Is Ali playing basketball? (No, he isn't.)*

Is Omar playing basketball? (Yes, he is.)

Is he good at basketball? (No, he isn't.)

Does Omar catch the ball? (No, he doesn't.)

Picture 3: *What day is it? (It's Saturday.)*

Where are the children? (At the park.)

Does Omar like football? (No, he doesn't.)

Picture 4: *Is Omar good at football? (No, he isn't.)*

Picture 5: *Is Omar playing sports again? (No, he isn't.)*

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

Activity 2

- Direct Ss' attention to the first sentence and read it aloud. Explain that it

refers to the first picture and tell Ss that they have to read each sentence and circle the correct word according to what is true for each picture.

- Check Ss' answers.

1. Friday
2. basketball
3. Omar
4. doesn't like
5. isn't



Optional Game show

- Place a desk in the front of the classroom in a central position.
- 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 front desk bell in the middle of the desk.
- Holding the pile of flashcards of vocabulary Ss learnt in the module in your hand draw a card and show the picture side to Ss without revealing the word side to them.
- The Ss have to ring the bell and name the card before their opponent does.
- The first S to name the card earns a point for his/her team. As soon as this happens, the Ss return to their seats and another two come up.
- Put the card at the back of the pile and draw a new one for the next two Ss to name.
- Play this game until you run out of cards.
- Make sure all of the Ss on each team get a chance to go up to the front of the class.
- If you haven't got a front desk bell, use another object.



Workbook

Activity 1

- Ss read the story again (SB pages 54-55) and answer the questions.
- Check Ss' answers.

1. They're at the park
2. Yes, they are
3. No, he doesn't
4. No, he isn't
5. No, they aren't
6. No, he doesn't

Activity 2

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

Language focus

Objectives

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

Materials

- blown-up colour photocopies of Story time *I don't like sports*
- Blu tack
- Flashcards of the words learnt in this module

Revision

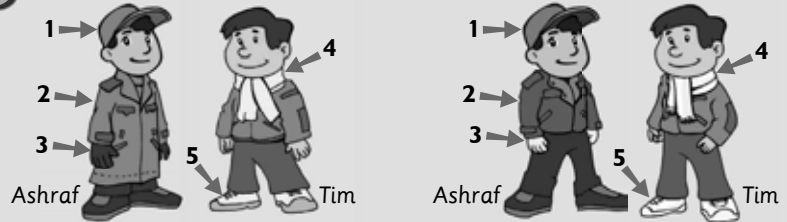
- Hold up the book or stick the blown-up photocopies of the story on the board.
- Ask Ss if they remember the title of the story (*I don't like sports*). Ask them to tell you what else they remember from the story.
- Have Ss open their books to pages 54-55. Play the CD (Track 64) and have Ss follow along in their books.
- Have some Ss to read the story aloud for the whole class.

1 Read, look and write.



- They aren't playing hide and seek. They aren't playing volleyball. They're playing c basketball.
- They aren't playing basketball. They aren't playing hide and seek. They're playing .
- He isn't reading a book. He's playing .
- He isn't playing table tennis. He's reading .
- They aren't playing volleyball. They aren't playing basketball. They're playing .

2 Look at the pictures and spot the differences. Then write.



- Ashraf is wearing an orange hat.
- _____
- _____
- _____
- _____

3 Read and circle.

- Is she wearing a dress?
Yes, she is. / No, she isn't.
- Is he reading a book?
Yes, he is. / No, he isn't.
- Is she wearing a hat?
Yes, she is. / No, she isn't.
- Is he playing tennis?
Yes, he is. / No, he isn't.

56

Lesson plan

Warm up

- Play the game **Game show** in the TM on page 83 to revise the vocabulary learnt in this module.

Activity 1

- Direct Ss' attention to the photos and ask them to name the activities.
- Point to the example and explain that Ss have to complete each sentence with the correct sport / game according to what they see in the photos. Then they have to match the sentences with the photos.
- Have Ss compare their answers in pairs first, then check answers as a class.

2. volleyball, d 4. a book, b
3. table tennis, a 5. hide and seek, e

Activity 2

- Direct Ss' attention to the two pictures of the boys. Point to the first one and ask *Is Ashraf wearing an orange hat?* Encourage Ss to look at the picture and answer *Yes, he is.* Point to the second picture and ask *Is he wearing an orange hat?* Encourage Ss to look at the second picture and answer *No, he isn't. He's wearing a blue hat.*
- Explain to Ss that the two pictures have got some differences. They have to find them and write sentences underneath the pictures as in the example.
- Have Ss check their answers in pairs first, then check answers as a class.



1st picture

- Ashraf is wearing a brown coat.
- Ashraf is wearing blue gloves.
- Tim is wearing a yellow scarf.
- Tim is wearing yellow trainers.

2nd picture

- Ashraf is wearing a brown jacket.
- Ashraf is wearing yellow gloves.
- Tim is wearing a white scarf.
- Tim is wearing white trainers.

Activity 3

- Direct Ss' attention to the first picture and read the question aloud *Is she wearing a dress?* Encourage them to answer *No, she isn't.*
- Explain to Ss that they have to look at the pictures and answer the questions accordingly.

- Check Ss' answers.



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



Optional

Group pantomime

- Place all of the flashcards of activities and items of clothing face down on your desk.
- Divide Ss into groups of four.
- In turns, call up each group and have one S in the group pick up a flashcard without revealing it to the other groups.
- The S shows the flashcard to his/her group and they all mime what is depicted on it (if it's an activity, they mime the activity, if it's an item of clothing, they mime putting it on). The other groups take turns guessing, asking the S with the flashcard *Are they (playing tennis)? Are they wearing (a jacket)?* He/She answers *Yes, they are. / No, they aren't.*
- Every correct guess earns the 'guessing team' one point. Whenever the Ss in a group guess correctly, they get a chance to mime.
- The group with the most correct guesses wins.

Activity 3

- Direct Ss' attention to the example and explain that they have to refer to activity 2 and circle the correct form of the verb according to what Saad is wearing.

- Check Ss' answers.



2. isn't 5. is
3. is 6. is
4. isn't

Activity 4

- Ss have to put the words in order to form sentences.
- Check Ss' answers.



1. I am reading a book.
2. Is he wearing sandals?
3. We are not playing tennis.
4. She is not playing hide and seek.



Workbook

Activity 1

- Direct Ss' attention to the items of clothing and ask Ss to name them.
- Explain that they have to write the correct words underneath each photo.
- Check Ss' answers.



1. glasses 2. socks 3. gloves 4. abaya
5. sandals 6. scarf 7. coat

Activity 2 Track 65

- Direct Ss' attention to the picture, point to one of the boys and ask *Is he wearing (jeans)*. Encourage Ss to answer *Yes, he is. / No, he isn't* accordingly.
- Explain to Ss that they are going to listen to the CD and they have to find out who Saad is.
- Play the CD twice and have Ss circle the correct boy.
- Check Ss' answers.

Listening transcript

Boy 1: Hi, Saad. I can't see you. What are you wearing?

Boy 2: I'm wearing a yellow jumper.

Boy 1: Are you wearing jeans?

Boy 2: No, I'm not. I'm wearing green trousers.

Boy 1: Are you wearing glasses?

Boy 2: No, I'm not, but I'm wearing a brown hat.

Boy 1: A brown hat? Oh, yes! I can see you now!



4 Project



Language focus

Objectives

- to read about the clothes one is wearing
- to write a paragraph about the clothes one is wearing
- to revise and consolidate vocabulary and structures learnt in the previous lessons



Materials

- flashcards of the items of clothing learnt in this module
- Blu tack
- photos that show people wearing different kinds of clothes

Revision

- Play the game **Don't break the chain** with the items of clothing learnt in this module.
- For example you can say *I'm wearing a jacket*. The S to your right says *He/She's wearing a jacket, I'm wearing jeans*. The S to his/her right says *He/She's wearing a jacket. He/She's wearing jeans. I'm wearing a scarf*.

Lesson plan



Warm up

- Divide Ss into pairs and play the guessing game in the SB on page 49, activity 4.

Activity 1



Track 66

- Direct Ss' attention to the first photo and ask them to tell you what he is wearing. (He's wearing jeans, a white shirt, a black hat and black trainers.)
- Follow the same procedure with the girl in the second photo and encourage Ss to answer. (She's wearing a pink skirt, a white shirt, glasses and black shoes.)
- Explain that the children whose photo (face) is attached on each text, have written a paragraph about their friends and what they are wearing.
- Play the CD and have Ss follow along in their books.
- Play the CD again and pause after each line for the Ss to repeat.
- Ask Ss some comprehension questions such as the following:
Where is John from? (The UK.)
Is he wearing a blue shirt? (No, he isn't. He's wearing a white shirt.)
Is he wearing jeans? (Yes, he is.)
What colour is his hat? (Black.)
Is he wearing black trainers? (Yes, he is.)
Where is Amy from? (Spain.)
Is she wearing a short skirt? (No, she isn't. She's wearing a long skirt.)
What colour is her skirt? (Pink.)
Is she wearing a yellow shirt? (No, she isn't. She's wearing a white shirt.)
Is she wearing glasses? (Yes, she is.)
- Choose a few Ss to read the texts aloud.




Writing tip

- Direct Ss' attention to the writing tip and read it aloud.
- Explain the writing tip to Ss, in L1, and point out the example.
- Ask Ss to look for examples of the writing tip in activity 1.
- Provide Ss with some more examples and write them on the board, e.g.
He's wearing a big, red hat. She's wearing small, white gloves.


1 Listen and read.

FRIENDS



John

This is my friend John. He is a student. He is from the UK. He is wearing a white shirt, a black hat, jeans and black trainers.



Amy

This is my friend Amy. She is from Spain. She is wearing a long, pink skirt and a white shirt. She's wearing black shoes and glasses, too.

Writing tip

We use **adjectives** to make sentences more interesting. Adjectives go before nouns. The order of the adjectives is:
size + colour + noun
 e.g. *a long, pink skirt*

57



Optional

Describe the picture

- Divide Ss into groups of 3-4.
- Explain to Ss that you are going to stick a photo on the board showing one or more people.
- Allow each group two minutes to write as many true sentences as they can about these people, describing their clothes.
- When time is up, groups read their sentences.
- For every correct sentence the Ss get a point for their group.
- The group with the most point wins.



Workbook

Activity 1

- Ss have to put the words in the boxes in correct order.
- Check Ss' answers.



1. long, blue skirt
2. big, brown teddy bear
3. small, green ball

Activity 2

- Direct Ss' attention to the frame provided and explain that they have to draw or stick a picture of a friend in it.
- Explain to Ss that once they have drawn or stick the photo of their friend in the frame, they have to complete the text on the left with information about this person.
- Tell Ss that they can refer to the texts in the SB on page 57.
- Check Ss' writing.
- Have a few Ss read their paragraph to the class.



open answers

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 sports / games and encourage them to say the words aloud.
- Have Ss tick the boxes as they say each word.
- Do this with all the words.

Activity 2

- Follow the same procedure as in activity 1.

Activity 3

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

Activity 4

- Direct Ss' attention to the first picture and ask them *Is he playing basketball?* Encourage Ss to answer *He isn't playing basketball. He's playing football.* Then read the sentences aloud and have Ss repeat them and tick the box.
- Do this with the rest of the questions and answers.

4 Phonics revision



Language focus

Objectives

- to practise the pronunciation of l blends (fl, sl, bl, gl)

Vocabulary

flag, flower, sleep, slippers, black, blanket, igloo, gloves

Phonics fl - sl, bl - gl



Materials

- flashcards of *flag, flower, sleep, slippers, black, blanket, igloo, gloves*
- photocopies of the above flashcards
- phonics cards of the above flashcards (one set per S)
- Blu tack

Lesson plan



Warm up

- Write **fl**, **sl**, **bl** and **gl** on the board. Under each consonant blend stick the flashcards with the words that start with / contain that sound.
- Point to **fl** and say /fl/ a couple of times, encouraging Ss to repeat after you. Then point to each of the words (flag, flower) and say them aloud, having Ss repeat after you.
- Follow the same procedure with the rest of the consonant blends.

Activity 1 Track 67

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

4

Phonics revision

1 Listen and say.

fl - sl



flag



flower



sleep

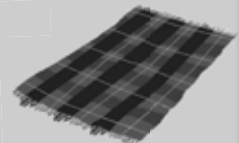


slippers

bl - gl



black



blanket



igloo



gloves

2 Listen and say. Then circle.

1.



fl sl

2.



fl sl

3.



fl sl

4.



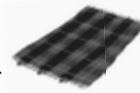
fl sl

5.



bl gl

6.



bl gl

7.



bl gl

8.



bl gl

58

Listening transcript

/fl/, /sl/, flag, flower, sleep, slippers

/bl/, /gl/, black, blanket, igloo, gloves

Activity 2 Track 68

- Play the CD and have Ss point to their books and repeat.
- Instruct Ss to circle the correct sound each word starts with.
- Play the CD twice.

Listening transcript

1. flower

2. slippers

3. flag

4. sleep

5. gloves

6. blanket

7. igloo

8. black



1. fl

2. sl

3. fl

4. sl

5. gl

6. bl

7. gl

8. bl



Optional

Sound and picture pairs

- Divide Ss into two teams.
- Each S in team 1 holds one of the phonics cards (fl, sl, bl, gl).
- Hand out flashcards with the words that have the sound *fl*, *sl*, *bl* and *gl* in team 2. Make sure to give an equal number of flashcards to Ss so that each phonics card corresponds to a word flashcard.
- Allow Ss a few minutes to find their pair. Then ask the pair of Ss to name their cards. If Ss name their cards correctly, they stay in the game. However, if they do this incorrectly, they are eliminated.
- After all the pairs have named their cards, make them swap cards and play again.

1 Listen and repeat.



T-shirt



shorts



kick the ball

2 Look and listen.

Famous football players



YASSER AL-QAHTANI

This is Yasser Al-Qahtani. He's from the KSA. In this picture, he's playing football. He's wearing a white and green T-shirt. His shorts are white and green, too. He's wearing white and green socks and white trainers. He is a great football player.



MOHAMMED ABOUTRIKA

This is Mohammed Aboutrika. He is from Egypt. In this picture, he's kicking the ball. He's wearing a red T-shirt and white shorts. He's wearing black and white socks and red trainers. He is very fast.

3 Read and write Y for Yasser Al-Qahtani, M for Mohammed Aboutrika or B for Both.

1. He is a football player.

☐

2. He is wearing a red T-shirt.

☐

3. He is wearing white and green shorts.

☐

4. He is wearing white and green socks.

☐

5. He is wearing red trainers.

☐

59

4 Smart Time 4



Language focus

Objectives • to provide Ss with cultural information

Vocabulary Clothes: T-shirt, shorts **Action:** kick the ball



Materials

- flashcards of T-shirt, shorts, kick the ball
- Blu tack

Lesson plan Activity 1 Track 69

- Play the CD and have Ss point and repeat.

Activity 2 Track 70

- Direct Ss' attention to the photos of the two texts and the title. Have them guess what the texts are about. (They are about two famous football players.)
- Ss listen to the CD and follow along in their books. Explain any unknown words.
- Ask Ss some comprehension questions, such as:
Where is Yasser Al-Qahtani from? (The KSA.)
What is he doing in the picture? (He's playing football.)
What is he wearing? (He's wearing a white and green T-shirt, white and green shorts, white and green socks and white trainers.)
Where is Mohammed Aboutrika from? (Egypt.)
What is he doing in the picture? (He's kicking the ball.)
What is he wearing? (A red T-shirt, white shorts, black and white socks and red trainers.)
- Have some Ss read the texts aloud.

Activity 3

- Explain to Ss that they have to decide if the sentences are true for Yasser Al-Qahtani, Mohammed Aboutrika or both according to the texts and write the appropriate letter in the boxes.



1. B 2. M 3. Y 4. Y 5. M

Board game 1-4

- Divide Ss into pairs. Ask Ss to open their books to pages 122-123. Have one of the Ss in each pair cut out the board game pages.
- Instruct the Ss to use Blu tack to stick the pages onto their desks and next to each other in order to play the game.
- Hand out two construction paper pawns to each pair.
- Ask each pair to use a rubber and have them write the number 1 on the one side and the number 2 on the other side.
- Model how the game is played. A S throws the rubber to see how many spaces to move forward: one space for number 1 and two spaces for number 2.
- The S whose pawn lands on a space answers a question or does what is written on the space. If he/she answers correctly, he/she stays on the space. If he/she answers incorrectly he/she misses a turn and the other S throws the rubber.
- Explain to Ss what happens when they land on *Miss a turn* and *Go back 2 spaces*.
- Ss take turns throwing the rubber and playing. The S to reach FINISH first is the winner.



Key to Test 4

Activity 1 1. c 2. a 3. e 4. b 5. d 6. h 7. f 8. g

Activity 2 1. basketball 2. is playing football
3. playing table tennis
4. are playing volleyball

Activity 3 Track 74, CD 2

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

Activity 4 1. Omar is not playing football.
2. Is Ali wearing pyjamas?
3. They are reading a book.
4. They aren't wearing socks.

Activity 5 1. Ashraf's 2. Ashraf's
3. It's Reema's. 4. They're Reema's.



Key to Test 1-4

Activity 1 **DAYS:** Sunday, Tuesday
MONTHS: May, July
SEASONS: winter, spring
SPORTS: volleyball, tennis
CLOTHES: abaya, pyjamas

Activity 2 1. I don't like 2. You like
3. Do you like 4. I like

Activity 3 Track 75, CD 2

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

Activity 4 1. at 2. on 3. on 4. at, in
5. in 6. in

Activity 5 1. fixes 2. doesn't 3. Do
4. Does 5. goes

Activity 6 Track 76, CD 2

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

Activity 7 1. Are you playing football?
2. I am not wearing sandals.
3. He cleans the cages in the morning.
4. We don't wash cars.

Activity 8 1. b 2. c 3. d 4. a

Activity 9 open answers

Picture Dictionary

Picture Dictionary

Actions

wear work cook wash feed the animals fix cars drive

Food and drinks

meat peas chicken cheese tomato tomatoes sandwich sandwiches crisps soup beans tea milk water orange juice chocolate vegetables sweets lemonade salad snack cereal fruit pancakes chips omelette bread

60

Everyday activities

get up brush do my homework go home clean go to bed go to school sleep

Ordinals

1st first	2nd second	3rd third	4th fourth	5th fifth	6th sixth	7th seventh
8th eighth	9th ninth	10th tenth	11th eleventh	12th twelfth		

Jobs

teacher farmer waiter zookeeper doctor taxi driver chef mechanic pilot police officer

Clothes

jeans coat jacket socks scarf glasses slippers gloves trainers sandals abaya pyjamas

61

Picture Dictionary

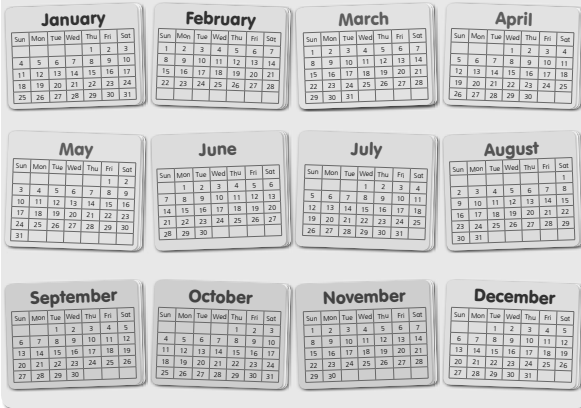


Picture Dictionary

Days of the week



Months

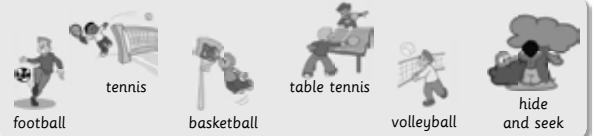


Seasons

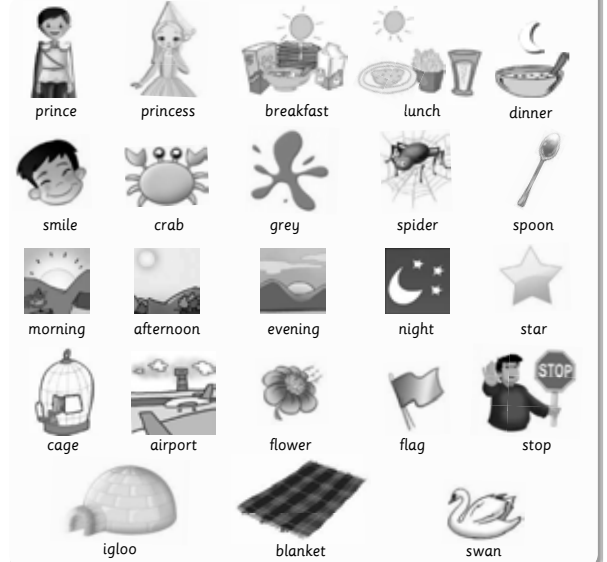


62

Sports and games



Various



63

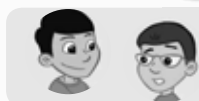
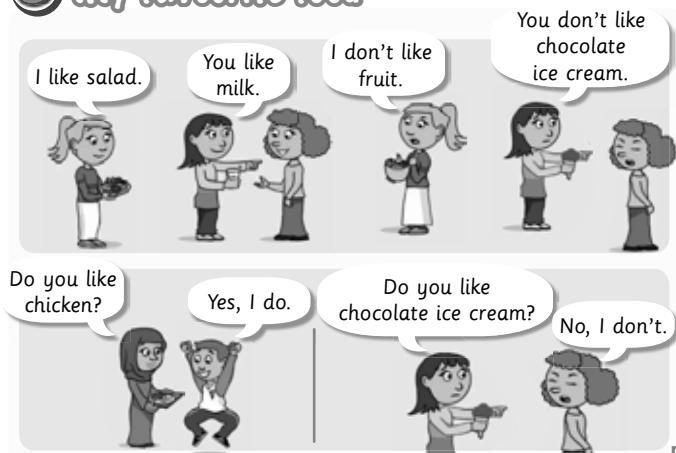


Grammar Boxes



Grammar Boxes

1 My favourite food



Do you want a sandwich? < Yes, I do. / Yes, please.
No, I don't. / No, thanks.



What do you have for breakfast?
I have cereal with milk and pancakes.



What do you have for lunch?
I have an omelette and chips.



What do you have for dinner?
I have soup.

64

2 On time



What day is it? It's Friday.



What's your favourite day? Saturday.

It's Saturday. Let's go to the zoo.



What's the time?
It's one o'clock.



What's the time?
It's six o'clock.



morning
(12am - 12pm)



afternoon
(12pm - 6pm)



evening
(after 6pm)



night

I get up at seven o'clock on Saturday.



What time do you get up?
I get up at seven o'clock.



65



September

September is the **ninth** month of the year.
It's in **autumn**.

February

February is the **second** month of the year.
It's in **winter**.

May

May is the **fifth** month of the year.
It's in **spring**.



winter:

December, January, February



summer:

June, July, August



spring:

March, April, May



autumn:

September, October, November

3 At work

Present Simple

Affirmative

I work
You work
He works
She works
It works
We work
You work
They work

Negative

FULL FORMS	SHORT FORMS
I do not work	I don't work
You do not work	You don't work
He does not work	He doesn't work
She does not work	She doesn't work
It does not work	It doesn't work
We do not work	We don't work
You do not work	You don't work
They do not work	They don't work

Questions

Do I work?
Do you work?
Does he work?
Does she work?
Does it work?
Do we work?
Do you work?
Do they work?

Short answers

Yes, I do. / No, I don't.
Yes, you do. / No, you don't.
Yes, he does. / No, he doesn't.
Yes, she does. / No, she doesn't.
Yes, it does. / No, it doesn't.
Yes, we do. / No, we don't.
Yes, you do. / No, you don't.
Yes, they do. / No, they don't.

Formation of 3rd Person Singular

I work in a school. – He **works** in a school.
I **wash** cars. – He **washes** cars.
I **fix** cars. – He **fixes** cars.
I **go** to school. – He **goes** to school.
I **fly** planes. – He **flies** planes.

Expressions

every day
in the morning
in the afternoon
in the evening
at night



Grammar Boxes



He cooks every day.



He feeds the animals in the morning.

4 People

Present Progressive

Affirmative	
FULL FORMS	SHORT FORMS
I am playing	I'm playing
You are playing	You're playing
He is playing	He's playing
She is playing	She's playing
It is playing	It's playing
We are playing	We're playing
You are playing	You're playing
They are playing	They're playing

Negative	
FULL FORMS	SHORT FORMS
I am not playing	I'm not playing
You are not playing	You aren't playing
He is not playing	He isn't playing
She is not playing	She isn't playing
It is not playing	It isn't playing
We are not playing	We aren't playing
You are not playing	You aren't playing
They are not playing	They aren't playing

Questions
Am I playing?
Are you playing?
Is he playing?
Is she playing?
Is it playing?
Are we playing?
Are you playing?
Are they playing?

Short answers
Yes, I am. / No, I'm not.
Yes, you are. / No, you aren't.
Yes, he is. / No, he isn't.
Yes, she is. / No, she isn't.
Yes, it is. / No, it isn't.
Yes, we are. / No, we aren't.
Yes, you are. / No, you aren't.
Yes, they are. / No, they aren't.

Whose jacket is this?
It's Kevin's.

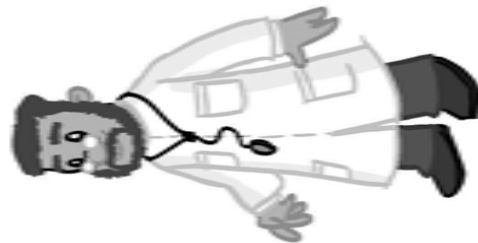
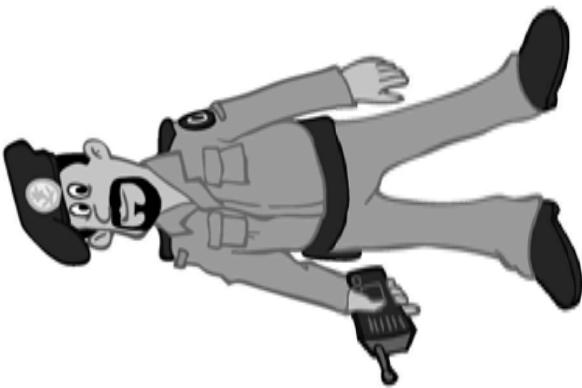
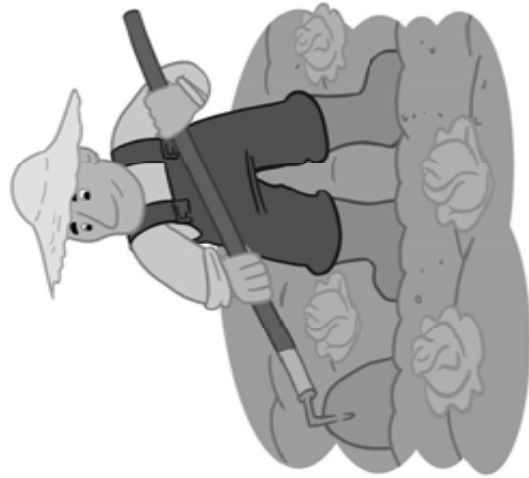
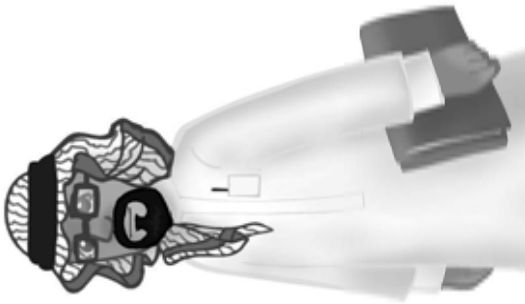
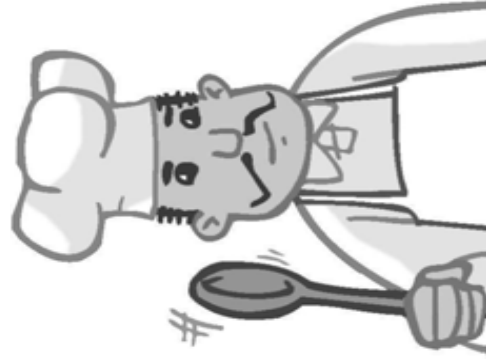


Whose socks are these?
They're Ali's.

Project

Sun	Mon	Tue	Wed	Thu	Fri	Sat





Cut-outs

4

Our world



Jameel



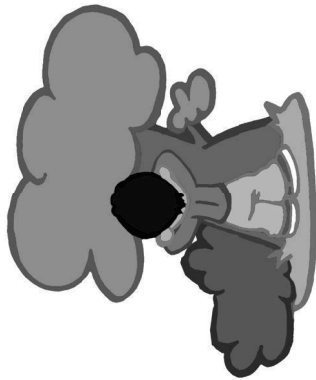
Fatima



Ali



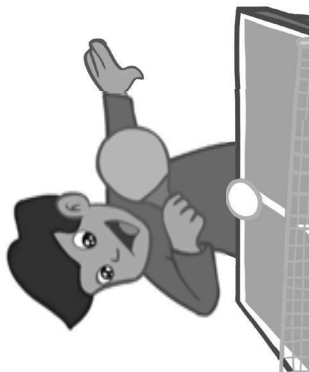
Sarah



Omar



Lamya



Sami



Hasna



Name _____

Total 20

1 Write the plural.

1. pancake _____
2. tomato _____

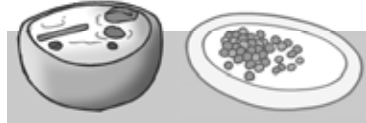
3. sandwich _____
4. strawberry _____

4

2 Listen and tick (4).



1. ☐ a ☐ b



2. ☐ a ☐ b



3. ☐ a ☐ b



4. ☐ a ☐ b



5. ☐ a ☐ b

5

3 Read and complete.

thanks sour don't like
Do you like sweet good like

1. I (1) _____ this tea. It's cold.
2. I like banana juice. It's (2) _____.
3. (3) _____ milk?
It's (4) _____ for you.
4. **Sami:** Do you want water?
Ali: No, (5) _____. I'm not thirsty.
5. You don't like omelette. You (6) _____ chicken
with beans. It's your favourite food.
6. I don't like this orange juice. It's (7) _____. 7

4 Answer about yourself.

1. What do you have for breakfast? _____
2. What do you have for lunch? _____
3. What do you have for dinner? _____
4. Do you like cheese? _____

4

Name _____ Total

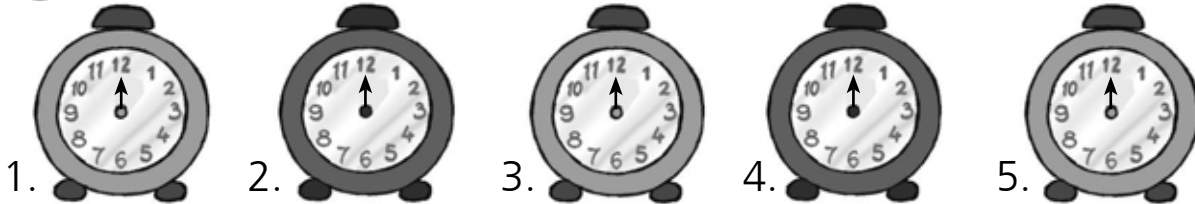
1 Write the missing days of the week.

1. S _____ 2. M _____ 3. Tuesday 4. Wednesday
5. T _____ 6. Friday 7. Saturday

2 Read and complete. second summer autumn twelfth

1. December is the _____ month of the year.
2. February is the _____ month of the year.
3. October is in _____.
4. August is in _____.

3 Listen and draw the time on the clocks.



1. _____ 2. _____ 3. _____ 4. _____ 5. _____

4 Look and write. go home get up go to bed go to school do my homework



1. I _____
at 6 o'clock on Sunday.



4. I _____
at 5 o'clock.



2. I _____
at 7 o'clock.



5. I _____
at 9 o'clock on Tuesday.



3. I _____
at 2 o'clock on Wednesday.

5 Answer about yourself.

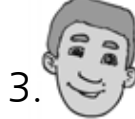
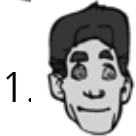
1. What time do you go to school? _____
2. What time do you go to bed on Friday? _____
3. What day is it today? _____

Name _____

Total 20**1 Read and write the jobs.**

taxi driver	teacher	mechanic	zookeeper
pilot	police officer	doctor	chef

- | | |
|-----------------------------------|--|
| 1. He fixes cars. _____ | 5. He works in a zoo. _____ |
| 2. He flies planes. _____ | 6. He drives a taxi. _____ |
| 3. She works in a school. _____ | 7. He cooks. _____ |
| 4. She works in a hospital. _____ | 8. He works in a police station. _____ |

2 Listen and match. 4 4**3 Read and complete.**

do don't does doesn't

- _____ Saad clean the cages in the morning?
- Hasna _____ feed the animals in the afternoon. She washes the animals.
- Hassan and Ali _____ work in a restaurant. They are doctors.
- What time _____ you go to the airport in the morning? 4

4 Match.

- | | |
|--|---|
| 1. Do you cook every day? | a. Yes, she does. |
| 2. Does Aisha work in a hospital? | b. No, he doesn't. |
| 3. Do the farmers feed the animals in the evening? | c. Yes, I do. |
| 4. Does Omar fix cars? | d. No, they don't. <input type="text"/> 4 |

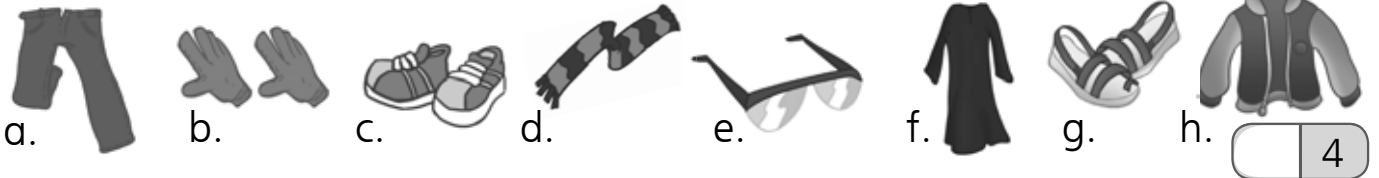
5 Put in the correct order.

- work in hospital I a _____.
- doesn't He a taxi drive at night _____.
- they Do the clean cages _____?
- time she What does up get _____?

Name _____ Total

1 Read, look and write a-h.

1. trainers ☐ 2. jeans ☐ 3. glasses ☐ 4. gloves ☐
5. scarf ☐ 6. jacket ☐ 7. abaya ☐ 8. sandals ☐



2 Look, read and complete. table tennis basketball volleyball football



1. He is playing _____
2. He _____



3. They are _____
4. They _____

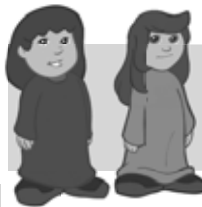
3 Listen and tick (4).



1. Yes, she is. ☐
No, she isn't. ☐



2. Yes, he is. ☐
No, he isn't. ☐



3. Yes, they are. ☐
No, they aren't. ☐



4. Yes, he is. ☐
No, he isn't. ☐

4 Put in the correct order.

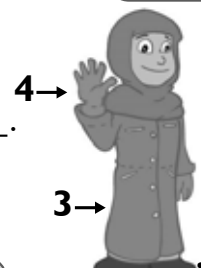
1. is playing football not Omar _____
2. Ali is pyjamas wearing _____?
3. They reading are book a _____
4. aren't wearing They socks _____

5 Read, look and answer.



Ashraf

1. Whose jacket is this? It's _____.
2. Whose trainers are these? They're _____.
3. Whose coat is this? _____.
4. Whose gloves are these? _____.



Reema 101

Test 1-4

Name _____

Total 40

1 Put the words in the correct category.

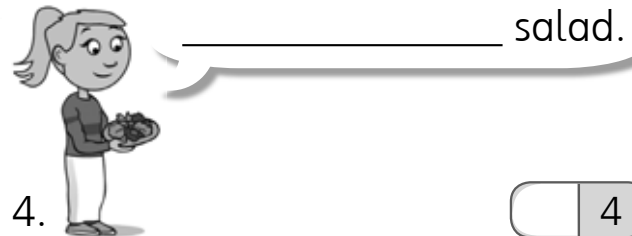
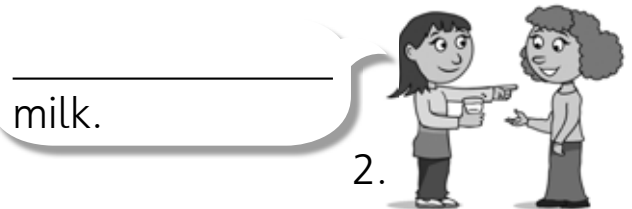
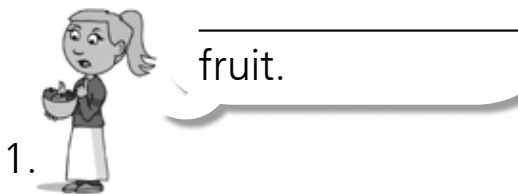
abaya winter volleyball pyjamas May tennis
Sunday July Tuesday spring

DAYS	MONTHS	SEASONS	SPORTS	CLOTHES

2 Read, look and complete.

You like I like Do you like I don't like

5



4

3 Listen and match.

1. Friday 2. Thursday 3. Saturday 4. Monday



4

4 Read and complete.

at on in

- I get up _____ 7 o'clock.
- We don't go to school _____ Friday.
- The children go to the park _____ Saturday.
- Saad does his homework _____ 5 o'clock _____ the afternoon.
- Mrs Fatima cooks _____ the morning.
- The farmers don't wash the animals _____ the evening.

7

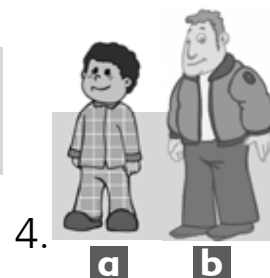
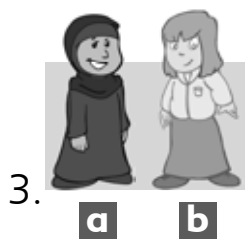
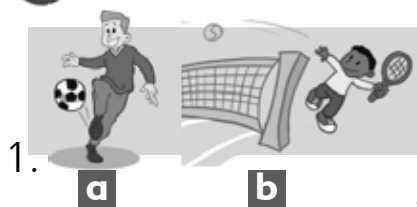


5 Read and circle.

1. Karim is a mechanic. He **fix** / **fixes** cars.
2. Abdullah **don't** / **doesn't** work in a hospital. He's a teacher.
3. **Do** / **Does** you drive a taxi?
4. **Do** / **Does** Reema work in a school?
5. The pilot **go** / **goes** to the airport in the morning.

5

6 Listen and circle a or b.



7 Put in the correct order.

1. you playing Are football _____?
2. not wearing I sandals am _____.
3. cleans in the He cages morning the _____.
4. don't We cars wash _____.

4

8 Match.

- | | |
|---|---------------------|
| 1. What's the fifth month of the year? | a. It's Salim's. |
| 2. Whose socks are these? | b. May. |
| 3. What's the eleventh month of the year? | c. They're Hasna's. |
| 4. Whose scarf is this? | d. November. |

4

9 Answer about yourself.

1. Do you like rice? _____
2. Do you want a sandwich? _____
3. Are you wearing trainers? _____
4. What time do you get up in the morning? _____
5. What do you have for dinner? _____
6. What's your favourite day? _____

3

103

Listening Transcripts Tests 1-4

Test 1 (Track 71, CD2)

Activity 2

1. **Woman:** Do you like meat?
Girl: No, I don't. I like vegetables.
2. **Woman:** Do you like peas?
Girl: No, I don't. I like soup. Tomato soup is my favourite.
3. **Woman:** Do you want crisps?
Girl: No, thanks. I don't like crisps. I want fruit. It's good for you.
4. **Woman:** Do you want lemonade or orange juice?
Girl: Lemonade is bad for you. I want orange juice. It's my favourite juice.
5. **Woman:** Do you want a chocolate?
Girl: Yes, please. I like chocolate! I don't like sweets.

Test 2 (Track 72, CD2)

Activity 3

1. **Man:** What time do you get up?
Boy: I get up at six o'clock.
2. **Man:** What time do you go to school?
Boy: I go to school at seven o'clock.
3. **Man:** What time do you go home?
Boy: I go home at two o'clock.
4. **Man:** What time do you do your homework?
Boy: I do my homework at 4 o'clock in the afternoon.
5. **Man:** What time do you go to bed?
Boy: I go to bed at ten o'clock.

Test 3 (Track 73, CD2)

Activity 2

Man

1. Mr Abdullah goes to work at 7 o'clock. He works in a school. He loves his students.
2. Mr Omar gets up at six o'clock in the morning. He works in a police station. He goes home at 3 o'clock in the afternoon.
3. Mr Brown feeds and washes the animals every day. He works in a zoo. His favourite animal is the monkey.
4. Mr Smith works in a restaurant, but he isn't a waiter. He cooks. He goes home at 12 o'clock at night.

Test 4 (Track 74, CD2)

Activity 3

1. **Girl:** Is she wearing a coat?
2. **Boy:** Is he wearing gloves?
3. **Girl:** Are they wearing hats?
4. **Boy:** Is he wearing trainers?

Test 1-4 (Tracks 75-76, CD2)

Activity 3

1. **Boy 1:** What day is it?
Boy 2: It's Friday. Let's go to a restaurant.
Boy 1: No. Let's go to the park.
Boy 2: OK. Let's go to the park.
2. **Girl 1:** What day is it? Is it Friday?
Girl 2: No, it isn't. It's Thursday.
Girl 1: Let's go to the toy shop.
Girl 2: OK.
3. **Boy 1:** It's Saturday. Let's go to the library.
Boy 2: OK. Let's go to the library.
4. **Man 1:** What day is it? Is it Sunday?
Man 2: No, it isn't. It's Monday.
Man 1: Let's go to a restaurant.
Man 2: Yes! Let's go to a restaurant. I'm hungry!

Activity 6

1. **Boy 1:** Is he playing football?
Boy 2: No, he isn't. He's playing tennis.
2. **Boy 1:** Are they playing table tennis?
Boy 2: No, they aren't. They are playing volleyball.
3. **Girl 1:** Is she wearing a jacket?
Girl 2: No, she isn't. She's wearing an abaya.
4. **Boy 1:** Is he wearing pyjamas?
Boy 2: Yes, he is. He's wearing pyjamas.

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fr

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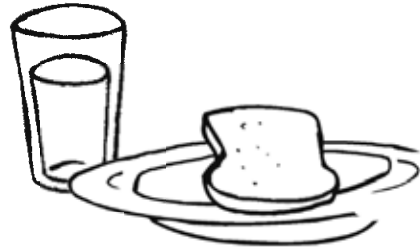
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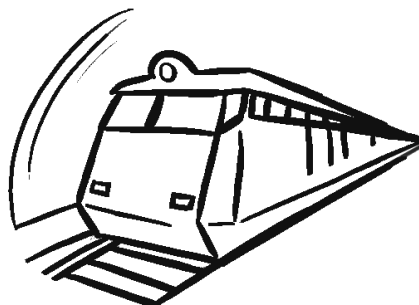
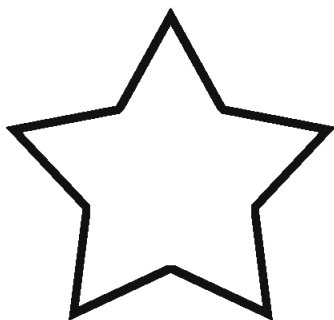
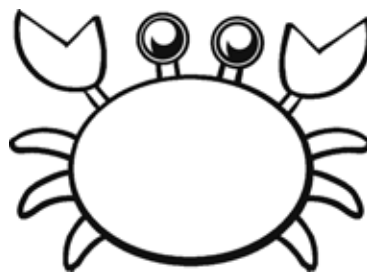
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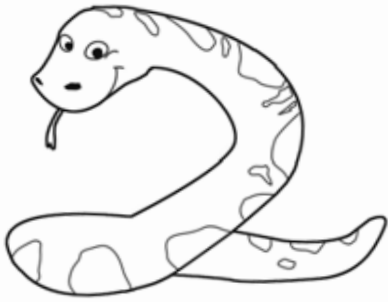
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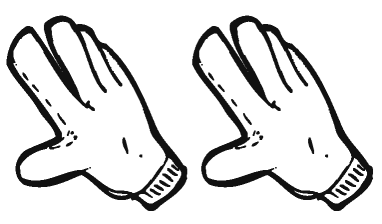
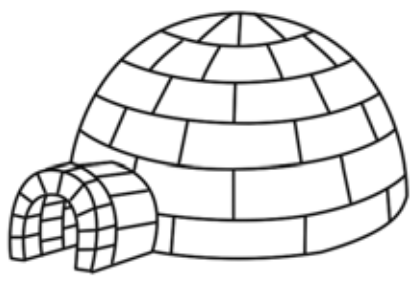
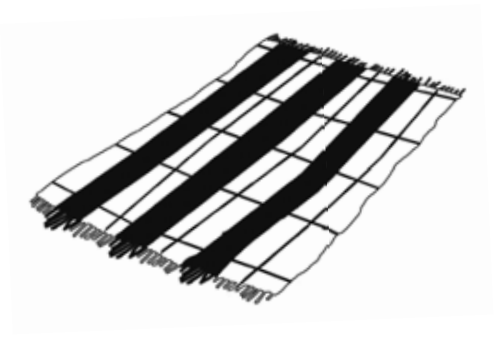
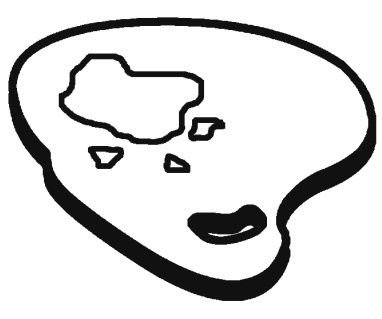
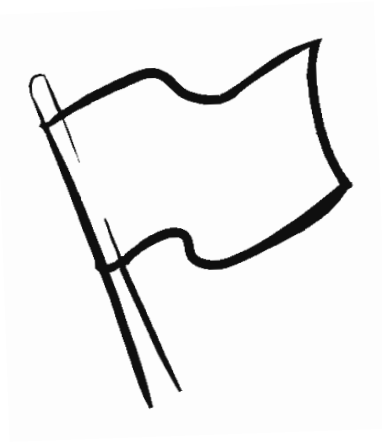
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Suggested Pacing Chart for Smart Class 4

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

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

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

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

Specifically, the teaching hours are as follows:

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

Notes

First week of lessons:

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

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

Recommended homework for every lesson:

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

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

In class:

Always check homework at the beginning of each session.

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

Week 1

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Do in class <i>Phonics fr - pr</i> (SB p.4). • Ask Ss to listen to the Student's CD at home, so that they can repeat and memorise the sounds. • Do in class <i>A chant</i> (SB p.5). 	<ul style="list-style-type: none"> • Begin the activities from the Workbook section (pages 74-76). If you do not have time to complete all the activities, assign some of them for homework.
Session 2	<ul style="list-style-type: none"> • Check homework if any. • Do in class <i>Smart kids</i> (SB pp.6-7). 	<ul style="list-style-type: none"> • Do the activities from the Workbook section (page 77).

Week 2

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Do in class <i>Comic</i> (SB pp.8-9). 	<ul style="list-style-type: none"> • Do the activities from the Workbook section (page 78).
Session 2	<ul style="list-style-type: none"> • Do in class <i>Let's play</i> and <i>Phonics br - dr</i> (SB pp.10-11). 	<ul style="list-style-type: none"> • Begin the activities from the Workbook section (pages 79-81). If you do not have time to complete all the activities, assign some of them for homework.

Week 3

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework if any. Do in class <i>Story time</i> (SB pp.12-13). 	<ul style="list-style-type: none"> Do the activities from the Workbook section (page 82).
Session 2	<ul style="list-style-type: none"> Do in class <i>Revision 1</i> and <i>Project</i> (SB pp.14-15). 	<ul style="list-style-type: none"> Begin the activities from the Workbook section (pages 83-85). If you do not have time to complete all the activities, assign some of them for homework.

Week 4

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework if any. Do in class <i>Phonics revision</i> and <i>Smart Time 1</i> (SB pp.16-17). 	<hr/>
Session 2	<ul style="list-style-type: none"> Do in class Test 1 (Teacher's Manual p.98). Allow only 30 minutes for students to complete the test. Do in class <i>Phonics cr - gr</i> (SB p.18) and <i>A chant</i> (SB p.19). 	<ul style="list-style-type: none"> Begin the activities from the Workbook section (pages 86-88). If you do not have time to complete all the activities, assign some of them for homework.

Week 5

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework if any. Do in class <i>Smart kids</i> (SB pp.20-21). 	<ul style="list-style-type: none"> Do the activities from the Workbook section (page 89).
Session 2	<ul style="list-style-type: none"> Do in class <i>Our world</i> (SB pp.22-23). 	<ul style="list-style-type: none"> Do the activities from the Workbook section (page 90).

Week 6

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Do in class <i>Let's play</i> and <i>Phonics st - tr</i> (SB pp.24-25). 	<ul style="list-style-type: none"> Begin the activities from the Workbook section (pages 91-93). If you do not have time to complete all the activities, assign some of them for homework.
Session 2	<ul style="list-style-type: none"> Check homework if any. Do in class <i>Story time</i> (SB pp.26-27). 	<ul style="list-style-type: none"> Do the activities from the Workbook section (page 94).

Week 7

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Do in class <i>Revision 2</i> and <i>Project</i> (SB pp.28-29). 	<ul style="list-style-type: none"> Begin the activities from the Workbook section (pages 95-97). If you do not have time to complete all the activities, assign some of them for homework.
Session 2	<ul style="list-style-type: none"> Check homework if any. Do in class <i>Phonics revision</i> and <i>Smart Time 2</i> (SB pp.30-31). 	<hr/>

Week 8

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Do in class Test 2 (Teacher's Manual p. 99). Allow only 30 minutes for students to complete the test. Do in class <i>Phonics sp-sn</i> (SB p.32). 	<ul style="list-style-type: none"> Begin the activities from the Workbook section (pages 98-99). If you do not have time to complete all the activities, assign some of them for homework.
Session 2	<ul style="list-style-type: none"> Check homework if any. Do in class <i>A chant</i> (SB p.33). 	<ul style="list-style-type: none"> Do the activities from the Workbook section (page 100).

Week 9

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Do in class <i>Smart kids</i> (SB pp.34-35). 	<ul style="list-style-type: none"> Do the activities from the Workbook section (page 101).
Session 2	<ul style="list-style-type: none"> Do in class <i>Comic</i> (SB pp.36-37). 	<ul style="list-style-type: none"> Do the activities from the Workbook section (page 102).

Week 10

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Do in class <i>Let's play</i> and <i>Phonics sm - sw</i> (SB pp.38-39). 	<ul style="list-style-type: none"> Begin the activities from the Workbook section (pages 103-105). If you do not have time to complete all the activities, assign them for homework.
Session 2	<ul style="list-style-type: none"> Check homework if any. Do in class <i>Story time</i> (SB pp.40-41). 	<ul style="list-style-type: none"> Do the activities from the Workbook section (page 106).

Week 11

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Do in class <i>Revision 3</i> and <i>Project</i> (SB pp.42-43). 	<ul style="list-style-type: none"> Begin the activities from the Workbook section (pages 107-109). If you do not have time to complete all the activities, assign some of them for homework.
Session 2	<ul style="list-style-type: none"> Check homework if any. Do in class <i>Phonics revision</i> and <i>Smart Time 3</i> (SB pp.44-45). 	<hr/>

Week 12

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Do in class Test 3 (Teacher's Manual p.100). Allow only 30 minutes for students to complete the test. Do in class <i>Phonics fl - sl</i> (SB p.46). 	<ul style="list-style-type: none"> Begin the activities from the Workbook section (pages 110-111). If you do not have time to complete all the activities, assign some of them for homework.
Session 2	<ul style="list-style-type: none"> Check homework if any. Do in class <i>A chant</i> (SB p.47). 	<ul style="list-style-type: none"> Do the activities from the Workbook section (page 112).

Week 13

Sessions	Student's Book	Workbook
Session 1	• Do in class <i>Smart kids</i> (SB pp.48-49).	• Do the activities from the Workbook section (page 113).
Session 2	• Do in class <i>Our world</i> (SB pp.50-51).	• Do the activities from the Workbook section (page 114).

Week 14

Sessions	Student's Book	Workbook
Session 1	• Do in class <i>Let's play</i> and <i>Phonics bl - gl</i> (pp.52-53).	• Begin the activities from the Workbook section (pages 115-117). If you do not have time to complete all the activities, assign some of them for homework.
Session 2	• Check homework if any. • Do in class <i>Story time</i> (SB pp.54-55).	• Do the activities from the Workbook section (page 118).

Week 15

Sessions	Student's Book	Workbook
Session 1	• Do in class <i>Revision 4</i> and <i>Project</i> (SB pp.56-57).	• Begin the activities from the Workbook section (pages 119-121). If you do not have time to complete all the activities, assign some of them for homework. • Play the board game (pages 122-123).
Session 2	• Check homework if any. • Do in class <i>Phonics revision</i> and <i>Smart Time 4</i> (SB pp.58-59). • Do in class Test 4 and Test 1-4 (Teacher's Manual pp.101-103). Do as many exercises as you have time in class for practice.	

Week 16

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

الحد الأدنى	By the end of grade five students will be able to:	Term 1	Term 2	الرمز Code
		Page number	Page number	
x	Recognise short and long vowels: (a, /eɪ/ as in "dates", i, /aɪ/ as in "rice", o, /əʊ/ as in "rose", ea, /i:/ as in "teacher", ea, /e/ as in "bread", oo, /u:/ as in "food", oo, /ʊ/ as in "book", u, /ju:/ as in "computer", u, /ʌ/ as in "duck").	6, 13, 20, 27		1/7/5
x	Recognise and differentiate between the endings of plural nouns (/s/ as in "cats", /z/ as in "birds", /ɪz/ as in "dresses").	34		2/7/5
x	Recognise and produce some English digraphs (ch, /tʃ/ as in "chair", sh, /ʃ/ as in "sheep", ph, /f/ as in "photo", wh, /w/ as in "white").	41, 48		3/7/5
x	Recognise and produce some consonant blends (pl, /pɫ/ as in "plane", cl, /kɫ/ as in "clap").	55		4/7/5
x	Recognise and produce some English consonant blends (cr, /kr/ as in "crisps", gr, /gr/ as in "green", fr, /fr/ as in "friend", pr, /pr/ as in "prince" (1), bl, /bl/ as in "black", gl, /gl/ as in "glass", fl, /fl/ as in "fly", sl, /sl/ as in "sleep") (2).		(1) 4, 18 (2) 46,53	5/7/5
x	Recognise and produce some English consonant blends (br, /br/ as in "brown", dr, /dr/ as in "dress", tr, /tr/ as in "tree", st, /st/ as in "star" (1), sp, /sp/ as in "spoon", sn, /sn/ as in "snake", sm, /sm/ as in "small", sw, /sw/ as in "swim") (2).		(1) 11,25 (2) 32,39	6/7/5
x	Ask questions using <i>What, Who, Where</i> .	5, 7, 8, 10-12		7/7/5
	Identify irregular plural nouns.	5,40		8/7/5
	Use the intensifier <i>very</i> .	31		9/7/5
x	Introduce people to each other, e.g. <i>This is Abdullah</i> .	4,8,31		10/7/5
x	Identify and talk about people using the verb <i>to be</i> .	4,7-10,12		11/7/5
x	Identify and talk about toys, games and classroom objects.	5,10,11, 12,21		12/7/5
x	Identify and talk about rooms/items in a house.	7,10-12		13/7/5
x	Describe location using prepositions of place (<i>in, on, under, next to, between</i>).	10-12		14/7/5
x	Describe physical appearance.	24-26		15/7/5
x	Express possession using the verb <i>to have</i> and <i>my/your/his/her/our</i> .	21-26		16/7/5
	Describe animals using possessive adjectives (<i>its, their</i>).	35		17/7/5
x	Talk about ability (<i>can/can't</i>).	36-40		18/7/5
	Ask about number using <i>How many ...?</i>	40		19/7/5
	Identify and talk about places in a town and their location using <i>there is, there are</i> and <i>next to, opposite, between</i> .	49-51,54		20/7/5
x	Talk about the weather.	52-53		21/7/5
x	Talk about likes and dislikes.		5-7	22/7/5
	Talk about food using <i>want</i> and describe different kinds of food and drink using adjectives (e.g. <i>hot/cold/sweet/sour/salty</i>).		7-9	23/7/5
x	Make suggestions using <i>Let's</i> .		19	24/7/5
x	Ask about and tell the time (<i>o'clock</i> only).		20-23	25/7/5
	Identify and talk about the days of the week, months and seasons.		19-24	26/7/5
x	Ask and respond to simple sentences about everyday activities in the Present Simple tense using the first and second person singular.		22,23,37	27/7/5
x	Greet someone politely at different times of the day, e.g. <i>Good morning/afternoon/evening. Say Goodbye/Good night</i> .		20,21	28/7/5
x	Identify and talk about different times of the day (morning, afternoon, evening, night).		20,21	29/7/5
x	Identify prepositions of time (<i>in, on, at</i>).		22,23,34, 35,37,38	30/7/5
	Ask about activities happening at the moment of speaking using the Present Progressive (Affirmative, Negative, Interrogative and short answers).		47-51	31/7/5
x	Identify occupations and talk about what someone does using the Present Simple (Affirmative, Negative, Interrogative and short answers).		33-38	32/7/5
	Ask and answer about possession using the Possessive Case and <i>whose</i> .		52	33/7/5
	Identify and talk about clothes.		48,49,52	34/7/5
x	Follow a short simple text while listening to the audio recording.	8,14, 15,etc.	50,54,55, etc.	35/7/5

الحد الأدنى		By the end of grade five students will be able to:		Term 1	Term 2	الرمز
				Page number	Page number	Code
x	Reading	Read and count cardinal numbers to 100.		21		36/7/5
		Read and count ordinal numbers from 1 st to 10 th .			24	37/7/5
x		Read and comprehend simple sentences.		17,31,etc.	15,43,etc.	38/7/5
x		Read simple short illustrated stories.		14,15, etc.	40,41,etc.	39/7/5
x	Writing	Spell accurately a small number of high frequency words.		5		40/7/5
x		Write short simple words/phrases to complete a paragraph.		74,86,98, 110		41/7/5
x		Write short simple sentences to convey basic personal information.			70,82,94, 106	42/7/5
x		Apply basic rules of punctuation (e.g. use capital letters, full stops, commas, question marks).			29	43/7/5
x		Write short answers to written questions.		51,79,81, 85,103,etc.	35,63,64, 69,74,etc.	44/7/5
		Use the definite and indefinite article (a/an, the).		59		45/7/5
x		Refer to people and things using demonstratives (this/that/these/those).		62		46/7/5
		Link ideas with commas and <i>and</i> .		17		47/7/5
		Link ideas with <i>but</i> .		45		48/7/5
		Link ideas with <i>or</i> .			15	49/7/5

Smart Class 4
Teacher's Manual

H. Q. Mitchell - Marileni Malkogianni

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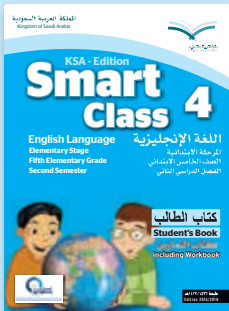
Smart Class

is an innovative English course that follows the modular approach.

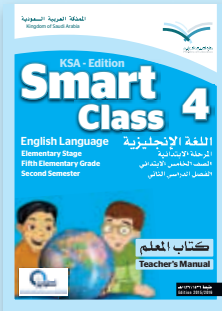
CEF leading to A1

Course Features:

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- Revision units
- Chants
- Smart time with cultural information
- Phonics
- Board games
- Projects
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- Picture Dictionary
- Grammar section



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