



<mark>وارة التربية والتعليم</mark> Ministry of Education

Sincity Class

KSA - Edition

English Language

Elementary Stage Sixth Elementary Grade First Semester

اللغة الإنجليزية

المرحلة الابتدائية الصف السادس الابتدائي الفصل الدراسي الأول



Teacher's Manual

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رارة التربية والتعليم Ministry of Education

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English Language Elementary Stage Sixth Elementary Grade First Semester

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Smart Class 5 Syllabus

Communication Objectives	Structures	Vocabulary	Cross-curricular Connections	Phonics		
Hello p. 5						
 to talk about friends and family to describe physical appearance to count to 100 to talk about possession to talk about what someone can and can't do 	Who's that? (Ali). What's (her) name? (Her) name is (Fatima). (I) have got (blond hair). (She) has got (brown eyes). Have (you) got (twenty shells)? Yes, (I) have./No, (I) haven't. Has (she) got (fifty dolls)? Yes, (she) has./No, (she) hasn't. (He) can't (paint), but (he) can (do karate). Can (they) (swim)? Yes, (they) can./No, (they) can't. (He) is tall and thin.	Words describing appearance: pretty, ugly, straight hair, curly hair, blond(e) hair Colour: purple Numbers: 1-100 Object: shells Action: paint	Literature (chant / poem) Maths (counting) Social Studies (friends and family)			
Module 1 • Every do	ау р. 8					
 to talk about everyday activities to identify means of transport to talk about how one gets around to talk about occupations to talk about what people want to be when they grow up to ask for and give reasons 	 (I) always (do my homework) after school. (You) never (brush your teeth) in the morning. Do (they) (walk to school)? Yes, (they) do./No, (they) don't. Does (she) (take the bus to school)? Yes, (she) does./No, (she) doesn't. What do you do? I'm a (firefighter). What does (he) do? (He)'s a (dentist). What do you want to be when you grow up? I want to be a (pilot). Why do you want to be a (pilot)? Because (I) want to (fly a helicopter). 	Everyday activities: pray, do my homework, brush my teeth, have a shower, get dressed, take the bus, drive, walk, take the train, take a taxi, ride a bike Occupations: firefighter, lifeguard, dentist, photographer Work-related activities: put out fires, save people, fix teeth, fly a helicopter, take pictures, grow fruit and vegetables Adverbs of frequency: always, sometimes, never Prepositions of time: on, in, at, before, after	Literature (chant / poem) Social Studies (occupations) Art (drawing) English (fiction, capital letters, punctuation marks, writing a paragraph about one's day)	<pre>ph /f/ elephant phone gh /f/ laugh tough s /s/ walks paints s /z/ reads swims es, /1z/ teaches washes</pre>		
Module 2 • Right no	ow p. 22					
 to talk about activities happening at the moment of speaking to talk about sports to talk about housework 	What are you doing? I'm (playing tennis). I'm not (playing volleyball). What is (she) doing? (She)'s (doing the washing-up). (He) isn't (skateboarding). What are (they) doing? (They)'re (making a cake). (They) aren't (watching TV). Is (she) (doing gymnastics)? Yes, (she) is./No, (she) isn't. Are (they) (playing tennis)? Yes, (they) are./No, (they) aren't.	Sports: He is playing volleyball. They are playing tennis. He is playing baseball. He is hitting the ball. He is kicking the ball. He is doing gymnastics. He is throwing the ball. They are playing table tennis. He is skateboarding. He is exercising. He is doing karate. Sports equipment: bat Housework: She is making a cake. She is cleaning. She is doing the washing-up. They are watering the plants. She is making the bed.	Literature (chant / poem) Health (exercising) Art (drawing, making silhouettes) English (fiction)	ea /1:/ teacher read ee /1:/ tree bee ay /e1/ play ai /e1/ rain i /a1/ rice ie /a1/ pie		

Communication Objectives	Structures	Vocabulary	Cross-curricular Connections	Phonics
Module 3 • My new	house p. 36			
 to describe location to identify items in a house to talk about different types of homes to talk about possession 	Where's the (cat)? It's (behind) the (door). Where are the (toys)? They're (upstairs). They're in front of the (wardrobe). Whose (coat) is this? It's (mine). Whose (trainers) are these? They're (Ahmed)'s. They're (his). There is one (big room). There are a lot of (paper doors). Is there a (garden)? Yes, there is./No, there isn't. Are there (cushions)? Yes, there are./No, there aren't. There isn't (an armchair). There aren't (tables).	Parts of the house: door, floor, upstairs, downstairs, hall, dining room, garden, wall Items in a house: cushion, mat, armchair, bookcase, cupboard, fridge, clock, mirror, radio, painting Prepositions of place: on, in, under, opposite, between, in front of, behind Clothes: slippers Material: paper	Literature (chant / poem) Social studies (the traditional Japanese house) Art (drawing) English (fiction, using definite and indefinite articles, using adjectives, writing a paragraph about one's home)	oa /əu/ boat goat ow /əu/ yellow window ou /au/ house shout ow /au/ cow sit down
Module 4 • Food, pl	ease! p. 50			
 to identify and talk about food to make a suggestion to ask and answer about quantity to learn how to order at a restaurant to talk about where different kinds of food come from 	There's some (milk). There are some (carrots). Let's (make a salad). Is there any (cheese)? Yes, there is./No, there isn't. Are there any (peppers)? Yes, there are./No, there aren't. How much (water) do you drink every day? Three glasses of water. How many (meals) do you eat every day? Three. What would you like (to drink)? I'd like some (water), please. Would you like some (dessert)? Yes, please./No, thanks. (Saliq) comes from (the KSA).	Food and drinks: onions, lettuce, butter, biscuits, sugar, flour, omelette, peas, pancake, pineapple, peppers, hummus, water, lemonade, watermelon, dessert, meal Action: exercise Container: a glass of milk Time: hour	Literature (chant / poem) Health (food) Art (drawing) English (fiction, using <i>too</i> , writing about one's favourite food)	ow /əu/ pillow throw ow /au/ town cow ere /eə/ where there air /eə/ hair chair ear /eə/ pear bear

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

Course Components

Student's Book

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

Each module includes a wide range of chants / poems, stories, various activities with pictures and photos, games, as well as projects that stress the communicative function of the language and motivate learners to participate actively. Various sounds are also introduced and practised in Smart Class 5. 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-bystep 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 114-119). These pages are photocopiable. The listening transcripts as well as the keys for the tests follow. The tests are also available on the class CD.

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

Class CDs

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

Student's CD/CD-ROM

The Student's CD/CD-ROM includes the vocabulary, phonics, dialogues, stories, texts and chants from the Student's Book so that students may have the opportunity to listen to these recordings as many times as they wish, in order to improve their pronunciation and intonation. This CD/CD-ROM works both on a computer and a CD player. A full track list of the Student's CD/CD-ROM has been included at the beginning of the Student's Book as well as in the Teacher's Manual.

Course Outline

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

The first four lessons of every module feature a wide variety of meaningful input through the use of chants / poems, picture stories, short texts and games. A clearly demarcated vocabulary section illustrates the key vocabulary items of each lesson. Grammar boxes provide written models of the structure, which help children notice underlying patterns in language. A wide variety of listening and speaking activities (with recorded conversational models) allow students to practise and use the new language. Reading and writing are mainly practised in the workbook.

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

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

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

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

Phonics: Various sounds are introduced and practised in each module. Different colours are used to indicate the different sounds. Children learn to recognise and identify each sound. Various activities develop the children's ability to hear the sound in isolation and as part of a word. There are two *Phonics* lessons, one after *Let's play* and one after *Smart time*. **The next three lessons** of each module are consolidation lessons. Projects, original picture stories and revision activities allow learners to experience the language learnt in the module in different contexts. Learners are given various opportunities to apply what they know and experiment with new language.

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

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

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

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

Workbook

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

Extra Material in the Student's Book

Grammar Reference

A Grammar Summary with useful tables and examples of the grammatical structures dealt with in each module is provided at the end of the Student's Book. The Grammar reference is included in the Teacher's Manual (pp. 99-104)

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 64-65 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 the Teacher's Manual (pages 94-98).

Cut-outs

A set of separate cut-outs is included at the back of the Student's Book (pages 138-145) 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 105-110), there are 36 photocopiable phonics cards. Copies can be given to students to cut and colour, and play various games. Instructions for the use of the phonics cards are included in the corresponding lessons of the Teacher's Manual.

Flashcards

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

Interactive Whiteboard material

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

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



Language focus



Games



Materials



Before leaving activities



Warm up activities



Workbook



TPR activities



Keu to the activities



Track



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

Tra	ck	Module	Activity
1		Titles	5
2		Hello	Vocabulary
3		Hello	1. Listen and match
4		Hello	Vocabulary
5		Hello	4. Listen and read
6		Hello	7. Read
7	1	A chant	Vocabulary
8	1	A chant	1. Listen and match
9	1	Smart kids	Vocabulary
10	1	Smart kids	1. Listen and read
11	1	Our world	Vocabulary
12	1	Our world	1. Listen and read
13	1	Let's play	Vocabulary
14	1	Phonics ph one - lau gh	1. Listen and say
15	1	Phonics ph one - lau gh	2. Listen and chant
16	1	Phonics ph one - lau gh	
		(Workbook)	1. Listen, say and circle
17	1	Story time	1. Listen and read
18	1	Project	1. Read
19		Smart Time 1	Vocabulary
20	1	Smart Time 1	1. Listen and read
21	1	Phonics walk s - read s - teache s	1. Listen and say
22	1	Phonics walk s - read s - teache s	2. Listen and chant
23	1	Phonics walk s - read s - teache s	
		(Workbook)	1. Listen, say and circle
24		Phonics revision (Workbook)	1. Listen and say
25	-	A chant	Vocabulary
26	_	A chant	1. Listen and number
27		Smart kids	Vocabulary
28		Smart kids	1. Listen and read
29	_	Our world	Vocabulary
30	_	Our world	1. Listen and read
31	2	Phonics t ea cher - tr ee	1. Listen and say
32	2	Phonics t ea cher - tr ee	2. Listen and chant
33	2	Phonics t ea cher - tr ee	
	_	(Workbook)	1. Listen, say and circle
34	2	5	1. Listen and read
35	2		2. Show and tell
36		Smart Time 2	Vocabulary
37	2		1. Listen and read
38		Phonics pl ay , r ai n - r i ce, p ie	1. Listen and say
39	2		2. Listen and chant
40	2		A 11.
		(Workbook)	1. Listen, say and circle

(Workbook) 1. Listen, say and 41 2 Phonics revision (Workbook) 1. Listen and say

ent's CD / CD-ROM					
Tra	ıck	Module	Activity		
42	3	A chant	Vocabulary		
43	3	A chant	1. Look and listen		
44	3	Smart kids	Vocabulary		
45	3	Smart kids	1. Listen and read		
46	3	Our world	Vocabulary		
47	3	Our world	1. Listen and read		
48	3	Let's play	Vocabulary		
49	3	Phonics b oa t - yell ow	1. Listen and say		
50	3	Phonics b oa t - yell ow	2. Listen and chant		
51	3	Phonics b oa t - yell ow			
		(Workbook)	1. Listen, say and circle		
52	3	Story time	1. Listen and read		
53	3	Project	1. Read the text		
54	3	Smart Time 3	Vocabulary		
55	3	Smart Time 3	1. Listen and read		
56	3	Phonics h ou se - c ow	1. Listen and say		
57	3	Phonics h ou se - c ow	2. Listen and chant		
58	3	Phonics h ou se - c ow			
		(Workbook)	1. Listen, say and circle		
59		Phonics revision (Workbook)	1. Listen and say		
60		A chant	Vocabulary		
61		A chant	1. Listen and match		
62		Smart kids	Vocabulary		
63		Smart kids	1. Listen and read		
64		Our world	Vocabulary		
65		Our world	1. Listen, read and circle		
66					
		Let's play	Vocabulary		
67	4	Let's play	Vocabulary 1. Listen and read		
67 68	4 4	Let's play Phonics pill ow - t ow n	Vocabulary 1. Listen and read 1. Listen and say		
67 68 69	4 4 4	Let's play Phonics pill ow - t ow n Phonics pill ow - t ow n	Vocabulary 1. Listen and read		
67 68	4 4 4	Let's play Phonics pill ow - t ow n Phonics pill ow - t ow n Phonics pill ow - t ow n	Vocabulary 1. Listen and read 1. Listen and say 2. Listen and chant		
67 68 69 70	4 4 4	Let's play Phonics pill ow - t ow n Phonics pill ow - t ow n Phonics pill ow - t ow n (Workbook)	Vocabulary 1. Listen and read 1. Listen and say 2. Listen and chant 1. Listen, say and circle		
67 68 69	4 4 4 4	Let's play Phonics pill ow - t ow n Phonics pill ow - t ow n Phonics pill ow - t ow n (Workbook) Story time	Vocabulary 1. Listen and read 1. Listen and say 2. Listen and chant		
67 68 69 70 71 72	4 4 4 4 4	Let's play Phonics pill ow - t ow n Phonics pill ow - t ow n Phonics pill ow - t ow n (Workbook) Story time Project	Vocabulary 1. Listen and read 1. Listen and say 2. Listen and chant 1. Listen, say and circle 1. Listen and read 1. Read		
67 68 69 70 71 72 73	4 4 4 4 4 4	Let's play Phonics pill ow - t ow n Phonics pill ow - t ow n Phonics pill ow - t ow n (Workbook) Story time Project Smart Time 4	Vocabulary 1. Listen and read 1. Listen and say 2. Listen and chant 1. Listen, say and circle 1. Listen and read 1. Read Vocabulary		
67 68 69 70 71 72 73 74	4 4 4 4 4 4 4	Let's play Phonics pill ow - t ow n Phonics pill ow - t ow n Phonics pill ow - t ow n (Workbook) Story time Project Smart Time 4 Smart Time 4	Vocabulary 1. Listen and read 1. Listen and say 2. Listen and chant 1. Listen, say and circle 1. Listen and read 1. Read Vocabulary 1. Listen and read		
67 68 69 70 71 72 73 74 75	4 4 4 4 4 4 4 4	Let's play Phonics pill ow - t ow n Phonics pill ow - t ow n Phonics pill ow - t ow n (Workbook) Story time Project Smart Time 4 Smart Time 4 Phonics wh ere - h air - p ear	Vocabulary 1. Listen and read 1. Listen and say 2. Listen and chant 1. Listen, say and circle 1. Listen and read 1. Read Vocabulary 1. Listen and read 1. Listen and say		
67 68 69 70 71 72 73 74 75 76	4 4 4 4 4 4 4 4 4 4	Let's play Phonics pill ow - t ow n Phonics pill ow - t ow n Phonics pill ow - t ow n (Workbook) Story time Project Smart Time 4 Smart Time 4 Phonics wh ere - h air - p ear Phonics wh ere - h air - p ear	Vocabulary 1. Listen and read 1. Listen and say 2. Listen and chant 1. Listen, say and circle 1. Listen and read 1. Read Vocabulary 1. Listen and read		
67 68 69 70 71 72 73 74 75	4 4 4 4 4 4 4 4 4	Let's play Phonics pill ow - town Phonics pill ow - town Phonics pill ow - town (Workbook) Story time Project Smart Time 4 Smart Time 4 Phonics wh ere - h air - p ear Phonics wh ere - h air - p ear Phonics wh ere - h air - p ear	Vocabulary 1. Listen and read 1. Listen and say 2. Listen and chant 1. Listen, say and circle 1. Listen and read 1. Read Vocabulary 1. Listen and read 1. Listen and say 2. Listen and chant		
67 68 69 70 71 72 73 74 75 76	4 4 4 4 4 4 4 4 4 4 4	Let's play Phonics pill ow - t ow n Phonics pill ow - t ow n Phonics pill ow - t ow n (Workbook) Story time Project Smart Time 4 Smart Time 4 Phonics wh ere - h air - p ear Phonics wh ere - h air - p ear	Vocabulary 1. Listen and read 1. Listen and say 2. Listen and chant 1. Listen, say and circle 1. Listen and read 1. Read Vocabulary 1. Listen and read 1. Listen and say		

7

Track list for Class CDs

CD1

Track	Module	Activity	Track		Module	Activity
1	Titles		45	2	A chant	Vocabulary
2	Hello	Vocabulary	46		A chant	Activity 1 - Chant
3	Hello	Activity 1 - Chant	47		A chant	Activity 1 - Poem
4	Hello	Activity 1 - Poem	48		A chant	Activity 4
5	Hello	Activity 2	49		Smart Kids	Vocabulary
6	Hello	Activity 3	50		Smart Kids	Activity 1
7	Hello	Vocabulary	51	2	Smart Kids	Activity 3
8	Hello	Activity 4	52	2		Activity 4
9	Hello	Activity 6	53	2	Our world	Vocabulary
10	Hello	Activity 7	54	2	Our world	Activity 1
11	Hello	Activity 8	55		Our world	Activity 3
12 1	A chant	Vocabulary	56			Activity 4
13 1	A chant - Chant	Activity 1	57		Let's Play	Activity 1
14 1	A chant - Poem	Activity 1	58		Let's Play	Workbook act. 1
15 1	A chant	Activity 5	59	2	Phonics t ea cher - tr ee	Activity 1
16 1	Smart Kids	Vocabulary	60	2	Phonics t ea cher - tr ee	Activity 2 - Chant
17 1	Smart Kids	Activity 1	61	2	Phonics t ea cher - tr ee	Activity 2 - Poem
18 1	Smart Kids	Activity 3	62	2	Phonics t ea cher - tr ee	Workbook act. 1
19 1	Smart Kids	Activity 4	63	2	Phonics t ea cher - tr ee	Workbook act. 2
20 1	Our world	Vocabulary	64	2	Phonics t ea cher - tr ee	Workbook act. 3
21 1	Our world	Activity 1	65	2	Story Time Revision	Activity 1
22 1	Our world	Activity 4 Workbook act. 2	66	2		Activity 2
23 1	Our world		67	Ζ	Project	Activity 2
24 1	Let's play	Vocabulary Activity 1	68 60		Smart Time 2 Smart Time 2	Vocabulary
25 1 26 1	Let's play	Workbook act.1	69 70	r	Phonics pl ay , r ai n - r i ce, p ie	Activity 1
20 1	Let's play Phonics ph one - lau gh	Activity 1	70	2	Phonics play, rain - rice, pie Phonics play, rain - rice, pie	Activity 1 Activity 2 - Chant
27 1	Phonics ph one - lau gh	Activity 2 - Chant	72	2	Phonics play, rain - rice, pie	Activity 2 - Poem
28 1 29 1	Phonics ph one - lau gh	Activity 2 - Poem	73	2	Phonics pl ay , rain - rice, pie	Workbook act. 1
30 1	Phonics ph one - lau gh	Workbook act. 1	74	2	Phonics pl ay , r ai n - rice, pie	Workbook act. 2
31 1	Phonics ph one - lau gh	Workbook act. 3	75	2	Phonics pl ay , r ai n - rice, pie	Workbook act. 3
32 1	Story Time	Activity 1	76	2	Phonics Revision	Workbook act. 1
33 1	Revision	Activity 1	77	2	Phonics Revision	Workbook act. 2
34 1	Project	Activity 1		2		
35	Smart Time 1	Vocabulary				
36	Smart Time 1	Activity 1				
37 1	Phonics walk s - read s - teaches	Activity 1				
38 1	Phonics walk s - read s - teache s	Activity 2 - Chant				
39 1	Phonics walk s - read s - teache s	Activity 2 - Poem				
40 1	Phonics walk s - read s - teache s	Workbook act. 1				
41 1	Phonics walk s - read s - teache s	Workbook act. 2				
42 1	Phonics walk s - read s - teache s	Workbook act. 3				
43 1	Phonics Revision	Workbook act. 1				
44 1	Phonics Revision	Workbook act. 2				
			I			

CD2

Trac	k	Module	Activity	Trac	K	Module	Activity
1		Titles	,	35		A chant	Vocabulary
2	3	A chant	Vocabulary	36		A chant	Activity 1 - Chant
3	3	A chant	Activity 1 - Chant	37		A chant	Activity 1 - Poem
4	3	A chant	Activity 1 - Poem	38	4	A chant	Activity 2
5	3	A chant	Activity 2	39	4	A chant	Activity 4
6	3	Smart Kids	Vocabulary	40	4	Smart Kids	Vocabulary
7	3	Smart Kids	Activity 1	41	4	Smart Kids	Activity 1
8	3	Smart Kids	Activity 3	42	4	Smart Kids	Activity 3
9	3	Smart Kids	Activity 4	43	4	Smart kids	Activity 4
10	3	Our world	Vocabulary	44	4	Our world	Vocabulary
11	3	Our world	Activity 1	45	4	Our world	Activity 1
12	3	Our world	Activity 3	46	4	Our world	Activity 2
13	3	Our world	Activity 4	47	4	Our world	Activity 3
14	3	Let's Play	Vocabulary	48	4	Our world	Activity 4
15	3	Let's Play	Activity 1	49	4	Let's Play	Vocabulary
16	3	Let's Play	Workbook act. 1	50	4	Let's Play	Activity 1
17	3	Phonics b oa t - yell ow	Activity 1	51	4	Let's Play	Workbook act.1
18	3	Phonics b oa t - yell ow	Activity 2 - Chant	52	4	Phonics pill ow - t ow n	Activity 1
19	3	Phonics b oa t - yell ow	Activity 2 - Poem	53	4	Phonics pill ow - t ow n	Activity 2 - Chant
20	3	Phonics b oa t - yell ow	Workbook act. 1	54	4	Phonics pill ow - t ow n	Activity 2 - Poem
21	3	Phonics b oa t - yell ow	Workbook act. 3	55	4	Phonics pill ow - t ow n	Workbook act. 1
22	3	Story Time	Activity 1	56	4	Phonics pill ow - t ow n	Workbook act. 2
23	3	Revision	Activity 1	57	4	Story Time	Activity 1
24	3	Project	Activity 1	58	4	Revision	Activity 1
25		Smart Time 3	Vocabulary	59	4	Project	Activity 1
26		Smart Time 3	Activity 1	60		Smart Time 4	Vocabulary
27	3	Phonics h ou se - c ow	Activity 1	61		Smart Time 4	Activity 1
28	3	Phonics h ou se - c ow	Activity 2 - Chant	62		Phonics wh ere - h air - p ear	Activity 1
29	3	Phonics h ou se - c ow	Activity 2 - Poem	63		Phonics wh ere - h air - p ear	Activity 2 - Chant
30	3	Phonics h ou se - c ow	Workbook act. 1	64		Phonics wh ere - h air - p ear	Activity 2 - Poem
31	3	Phonics house - cow	Workbook act. 2	65		Phonics wh ere - h air - p ear	Workbook act. 1
32	3	Phonics house - cow	Workbook act. 3	66		Phonics wh ere - h air - p ear	Workbook act. 2
33	3	Phonics Revision	Workbook act. 1	67		Phonics wh ere - h air - p ear	Workbook act. 3
34	3	Phonics Revision	Workbook act. 2	68	4	Phonics Revision	Workbook act. 1
				69	4	Phonics Revision	Workbook act. 2
				70		Test 1	Activity 1
				71		Test 2	Activity 4
				72		Test 3	Activity 3
				73		Test 4	Activity 1
				74		Test 1-4	Activity 7



Objectives

- to say a chant / poem
- to talk about friends
- to describe physical appearance
- to count to 100
- to talk about possession
- to talk about what someone can and can't do
- to read and talk about one's family

Vocabulary

Words describing appearance:

pretty, ugly, straight hair, curly hair, blond(e) hair

Colour: purpleObject: shellsNumbers: 1-100Action: paint

Structures

I have got (blond hair). He has got (brown eyes). His (eyes) are (brown). Have you got (twenty dolls)? Yes, I have. / No, I haven't. (I) can (swim). (He) can't (paint). Can (you) (play football)? Yes, (I) can. / No, (I) can't. (He) is tall and thin.

⁹ Materials

• flashcards of pretty, ugly, straight hair, curly hair, blond(e) hair, purple, shells, paint, ride a bike, swim, fly, play basketball, play football, cook

- a bag
- Blu tack
- photocopies of the flashcards of *Ahmed, Jameel* and *Sharky* (one per S)
- photos of your family members

Lesson plan



Warm up

- Stick the flashcard *straight hair* on the board and say *She has got straight hair. Her hair is straight*. Encourage Ss to guess the meaning of the adjective.
- Repeat the same procedure to introduce the meaning of *curly hair* and *blond(e) hair*.
- Explain to Ss that we use *blonde* when we refer to the hair of a female and we use *blond* when we refer to the hair of a male.

- Point to something purple, say the colour aloud and ask Ss to repeat a few times.
- Stick the flashcards of *shells, pretty* and *ugly* on the board.
- Point to each one, say the word aloud and encourage Ss to guess what it means and repeat after you.

Vocabulary 🏼 💮 Track 2

- Have Ss open their books to page 5.
- Play the CD and have Ss point to the pictures in the vocabulary section and repeat.
- Say the words / phrases again in random order and have Ss repeat and point.

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

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

- Direct Ss' attention to the picture.
- Ask Ss (in L1) to tell you what they can see in the picture. (Two boys are on the beach. The boy on the left (Ahmed) is looking at the shells he has collected. The boy on the right (Jameel) is looking at him and they're talking. A shark and a seal are in the water and they're talking about the boys.)
- Tell Ss that they're going to listen to a chant / poem. Ask them to guess what it's going to be about.
- Play the chant / poem once and have Ss listen.
- Play the chant / poem a second time and have Ss match each verse to the corresponding character (the shark, Ahmed and Jameel).
- Explain to Ss that the two children, Ahmed and Jameel, are the new characters of the book.
- When Ss feel comfortable, invite them to say the chant / poem.
- 📍 1st verse: Sharky, the shark 2nd verse: Ahmed 3rd verse: Jameel

🛃 TPR Activity

- Hand out photocopies of the flashcards of the book's characters (Ahmed, Jameel, Sharky) so that each S has got one.
- Explain to Ss that, as they listen and say the chant / poem, they will have to raise the flashcard of the character being described.
- Play the CD and have Ss raise their flashcards and say the chant / poem.

Grammar box

- Point to your eyes and say I have got (brown) eyes.
- Write the sentence on the board and encourage Ss to guess what it means.
- Point to two Ss and say *They have got (brown) eyes.* Point to a S and say *He/She has got (brown) eyes.* Also revise the question form and short answers. Ask Ss *Have you got ten books?* and encourage them to answer *Yes I have. / No, I haven't.*
- Write the sentences on the board, too, and encourage Ss to guess their meaning.
- Direct Ss' attention to the grammar box, read the sentences aloud and have Ss repeat.
- Ask individual Ss to say similar sentences and questions about different classmates, e.g. *He has got blond hair. He has got curly hair. Have they got brown eyes*?, etc. Help Ss if necessary.
- Write the short forms of the verb *have got* on the board, too, e.g. *I've got*, *He's got*, etc and explain them to Ss.
- Remind Ss of the possessive adjectives (my, your, his, her...) and give examples.
- Refer Ss to the *Grammar reference* at the back of the book.

Activity 2 🍈 Track 5

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



they are doing. (One boy is describing one of their classmates to the other boy and he is trying to guess who the classmate is.)

- Play the CD and have Ss chorally repeat the exchange. Have individual Ss model the exchange.
- Divide Ss into pairs. Ask Ss to take turns to describe and guess their classmates. Have pairs of Ss present the exchange to the rest of the class.

Activity 3 🏼 💮 Track 6

- Revise numbers 1-20 by writing them on the board, point to each one and get Ss to say them.
- Write the numbers 10 -100 in tens on the board. Say each one and get Ss to repeat after you.
- Rub a number out, e.g. *50* and encourage Ss to repeat all numbers including the missing one.
- Continue in the same manner until all numbers have been rubbed out.
- Repeat the same procedure for the in between numbers, e.g. 23, 57, 65, etc.
- Explain to Ss that they will listen to four short dialogues about how many shells / jigsaw puzzles / teddy bears each child (Saleh, Sarah, Tom, Pat) has got and write the correct numbers in the corresponding boxes.
- Play the CD and have Ss listen to the first exchange. Explain that the first one has been done for them.
- Play the rest of the exchanges and get Ss to do the activity.

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

Listening transcript

- 1. A: How many shells have you got, Saleh?
 - **B:** I have got ninety shells.
 - A: Ninety shells! Wow! Have you got any jigsaw puzzles?
 - **B:** Yes, I have. I have got twenty jigsaw puzzles.
 - A: What about teddy bears?
 - **B:** I have got sixty teddy bears, I think. Yes, sixty teddy bears.
- A: How many shells has Sarah got?
 B: Hmmm... Let me see. Sarah has got thirty shells.
 - **A:** Has she got jigsaw puzzles?
 - **B:** Yes, she has. She has got thirty jigsaw puzzles, too.
 - A: What about teddy bears?
 - **B:** She has got forty teddy bears.
- A: What about you, Tom? How many shells have you got?
 B: I have got a hundred shells.
 - A: Wow! A hundred shells! What about jigsaw puzzles?
 - **B:** I have got fifty jigsaw puzzles.
 - A: How many teddy bears have you got?
 - **B:** *I* have got seventy teddy bears.
- 4. A: Pat, how many shells have you got?
 - **B:** I have got eighty shells.
 - A: Eighty shells! Have you got any jigsaw puzzles?
 - **B:** Yes. I have got forty jigsaw puzzles.
 - A: How many teddy bears have you got?
 - **B:** *I* have got thirty teddy bears.

Saleh: 90, 20, 60 Sarah: 30, 30, 40 Tom: 100, 50, 70 Pat: 80, 40, 30

Optional Number bingo

- Ask Ss to draw a 3x3 grid in their notebooks and write a different number, from 1-100 in each box.
- Draw an example on the board.

12	100	57
50	40	22
60	3	15

- Explain to Ss that you will call out numbers in random order. If Ss have got the number you call out, they put an X over the number.
- The first S to get all his/her numbers crossed out and shout *Bingo!* wins the game.





Vocabulary 🍈 Track 7

- Play the CD and have Ss point to the picture on page 6 and repeat.
- Say the word again and have Ss repeat and point.

Activity 4 🍈 Track 8

- Stick the flashcards of *ride a bike, swim, fly, play basketball, play football, and cook* on the board. Point to each one and encourage Ss to say the words / phrases.
- Say *I can ride a bike. I can't fly.* Write the sentences on the board and invite Ss to tell you what they mean.
- Ask different Ss if they can do different actions, e.g. *Can you (play basketball)?* and encourage them to answer *Yes, I can. / No, I can't.*
- Then stick the flashcard of *paint* on the board. Say the word aloud and ask Ss to repeat.
- Have Ss look at the pictures and tell you what each child can do.
 (1. He can play football.
 2. He can swim. 3. She can paint.)
- Ask Ss to point to the appropriate
- picture as you play the CD.Play the CD again and encourage Ss to shadow read (read along with the CD).
- Play the CD again and pause after each phrase for Ss to repeat.
- Ask Ss some questions to check comprehension:

How old is Salim? (12) What's his favourite sport? (Football.) Can he play football? (Yes, he can.) Can Saleh play football? (No, he can't.)

What can he do? (He can swim.) Can Sarah swim? (No, she can't.) Can Sarah paint? (Yes, she can.)

Grammar box

- Direct Ss' attention to the grammar box.
- Read the sentences aloud and have Ss repeat.
- Encourage Ss to say sentences about themselves using *can* or *can't*.
- Refer Ss to the *Grammar reference* at the back of the book.

Activity 5

- Explain to Ss that they have to read the sentences 1-4, refer to activity 4 and circle *can* or *can't* according to the texts.
- Read the sentences out loud and allow Ss time to do the activity.



My name's Salim. I'm 12 years old. My favourite sport is football. I can play football very well.



This is my friend Saleh. He can't play football, but he loves swimming. He can swim very well.



This is my friend Sarah. She can't swim, but she can paint.



🜀 Write 🗸 for 'I can' and 🗶 for 'I can't.' Then ask and answer. 📀



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

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

Activity 6 🌍 Track 9

- Direct Ss' attention to the picture, play the CD and have Ss repeat the exchange chorally.
- Direct Ss' attention to the table and read the actions aloud.
- Divide Ss into pairs.
- Explain to Ss that they have to write a ✓ or an ¥ in the boxes of the first column according to whether they can or can't do the actions.
- When all Ss have finished, they take turns asking their partner if he/she can do these actions using *Can you (swim)*? Then, they write a ✔ or an ¥ in the boxes of the second column according to their partner's answers.
- Have some Ss report their findings to the rest of the class, e.g. Ali can't swim.

Do as I say

- Ask Ss to stand up and form a circle or to stand in line.
- Choose a S to say a sentence using *can* or *can't*, e.g. *I can't swim*. The rest of the Ss have to mime what the S says, i.e. pretend they're drowning. The Ss who don't do what the S says are out of the game.
- Continue the game, making sure that all of the Ss have a chance to say a sentence.



Activity 7 🎲 Track 10

- Stick pictures of your own family members on the board.
- Point to one of your family members and say, e.g. *This is my (father). He has got brown hair and brown eyes. He can play basketball and he can swim. He can't play football.*
- Repeat the same procedure with the rest of your family members.

 Write on the board: 		
This is my		
He/She has got	hair and	eyes.
He/She can	He/She can't	

- Ask different Ss to talk about a member of their family.
- Direct Ss' attention to the photo of the family on page 7 and the title and ask them to guess what the text is going to be about. (A family.)
- Play the CD and ask Ss to follow along in their books.
- Ask Ss comprehension questions such as the following: What's the girl's name? (Afaf.) What colour are her father's eyes? (Brown.) What can he do? (He can play football.) What has her mother got? (Long brown hair.) How old is her brother? (Six.) What's his favourite sport? (Basketball.) What's the name of their rabbit? (Fluffy.)

- If you have time, choose a few Ss to read the text.
- Activity 8 🧭 Track 11
- For this activity, Ss should bring photos of their family members. Specifically boys should bring photos of their father, uncle, grandfather and friend, while girls should bring photos of their mother, aunt, grandmother and friend.
- Divide Ss into pairs or small groups.
- Ask Ss to place the photos of their family members on their desks.
- Ss take turns to talk about their family members to their partner / the rest of the group.

Optional Whose friend is it?

- For this activity. Ss should bring a photo of a friend.
- Divide Ss into two teams.
- Have Ss in team 1 stand up and, in turns, present the photos of their friends to the other team, e.g. *This is my friend Abdullah. He has got brown hair and brown eyes.*
- When all Ss in team 1 have finished, collect their photos and put them in a bag.
- Go to each S in team 2 and tell him/ her to draw a photo from the bag.
- Then Ss in team 2 take turns, standing up and describing the child in the photo they've drawn from the bag. Once they've done this, they have to give the photo to the S in the first group they think it belongs to.
- For every correct guess, they get a point for their team.
- Teams swap roles.
- The team with the most points wins.



chant



Objectives

- to say a chant / poem
- to talk about everyday activities
- to revise prepositions of time (on, in, at, before, after)

Vocabulary

Everyday activities: pray, do my homework, brush my teeth, have a shower, get dressed

Adverbs of frequency: always, sometimes, never

Structures

I always (do my homework) after (school).

He sometimes (has a shower) in (the morning) / before (bedtime). You never (brush your teeth).

PMaterials

- flashcards of *pray*, *do my* homework, brush my teeth, have a shower, get dressed
- word cards of the above flashcards
- Blu tack

Lesson plan

Warm up

- Present the new vocabulary by miming each of the everyday activities.
- Pretend you are brushing your teeth. While you're miming, say *I always* brush my teeth. Repeat this and have Ss repeat and mime after you.
- Do this with the word / phrases pray, do my homework, have a shower, get dressed.
- Alternatively, you can present the new vocabulary using the flashcards.
- Mime brushing your teeth and say / always brush my teeth in the morning. Write the sentence on the board.
- Ask Ss to guess what *always* means and elicit that we use it to describe an action that happens all the time.
- Do the same for the other two adverbs of frequency, sometimes and *never*, by miming two different activities. Elicit that we use *sometimes* when referring to an action that doesn't happen as often and *never* for an action that doesn't happen at all.



A chan











pray

do my homework brush my teeth have a shower get dressed

Listen and match. Then say. 👩





In the morning I get up. I always get up at five o'clock. I pray and I have breakfast I always brush my teeth And I always go to school With my best friend, Keith.

After school he has lunch. He never has lunch at three o'clock. He does his homework. He always has a shower. He sometimes plays football With Keith and Howard.

Read activity 1 and write T for True or F for False.

- 1. Ameer gets up at 5 o'clock in the morning.
- 2. Ameer never brushes his teeth.
- 3. Ameer goes to school with his friend, Howard.
- 4. Ameer never has lunch at 3 o'clock.
- 5. Ameer never has a shower.
- 6. Ameer sometimes plays football with his friends.

Vocabulary

8

i Track 12

• Have Ss open their books to page 8 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. The activity is

Activity 1

- Track 13 Chant 🧊 Track 14 Poem Direct Ss' attention to the pictures and ask them (in L1)
- recorded both as a | chant and as a poem.
- what the children are doing. (They are doing different everyday activities.) • Tell Ss they're going to listen to a chant / poem. Ask them to guess what it's going to be about.
- Play the chant / poem once and have Ss listen.
- Explain to Ss that you are going to play the chant / poem a second time, and that they have to match the lines to the corresponding activities.
- Play the CD and pause after each activity is mentioned, so that Ss have enough time to match. Then play it again for Ss to check their work.
- When Ss feel comfortable, invite them to say the chant / poem.

🧼 a. 5th line	b. 3rd line	c. 6th and 7th lines	d. 4th line
e. 10th line	f. 1st line	g. 12th and 13th lines	

TPR Activity • Play the chant / poem again and invite Ss to mime the actions as they say the chant / poem.

• Ask Ss to say the chant / poem again but replace the adverbs of frequency, the actions and times with different ones.





Activity 2

• Direct Ss' attention to activity 2 and ask them to read the chant / poem in activity 1 again and decide if the sentences 1-6 are True or False.

🔚 1. T 2. F 3. F 4. T 5. F 6. T

Grammar box

- Direct Ss' attention to the grammar box on page 9. Read the sentences out loud and have Ss repeat.
- Point out to Ss that the shaded part of each bar indicates how often an activity takes place.
- Remind Ss that for *he, she* and *it* we add *-s* or *-es* to the verb.
- Invite Ss to say similar sentences that are true about themselves.
- Refer Ss to the Grammar reference at the back of the book.

Activity 3

- Direct Ss' attention to the sentences 1-3 as well as the bars.
- Explain to Ss that they have to look at the shaded parts (if any) of the bars and complete the sentences using *always, sometimes* or *never*. They can refer to the grammar box above the activity.

1. always 2. never 3. sometimes

Activity 4

- Have Ss read through the sentences. Explain that they have to circle the correct prepositions to complete them.
- 1. b 2.c 3.a 4.b 5. a Activity 5 🧭 Track 15 • Direct Ss' attention to the picture and ask them what they think the boy is doing. (He's talking about everyday activities he does.) • Play the CD and have Ss repeat. • Divide Ss into groups of four. • Direct Ss' attention to the table and explain that they will take turns talking about activities they always, sometimes and never do. • Make sure to point out to Ss that when they write about the other members of their group, they will use he or she and add -s or -es to the verb. • Once Ss have finished filling in their tables, in turns have each group report their findings to the class. open answers Optional Hot card pantomime • Arrange some chairs in a circle at the front of the classroom, making sure there's a chair for every S. Invite Ss to sit on the chairs. (If this isn't possible, do the activity with Ss seated at their desks.) • Fold the word cards with everyday activities in half and give them one. • Explain to Ss that while you play the chant / poem Ameer's day, they will have to pass the word card you give them clockwise around the circle. • When you stop the chant / poem, the S holding the word card has to unfold it without letting anyone see it, read the word / phrase silently and mime the everyday activity. • The rest of the Ss have to guess the everyday activity and call it out. • Continue with the rest of the word cards. Workbook Activity 1 🧼 1. goes to bed 4. has a shower 2. have dinner 5. get dressed 3. does... homework 6. brushes... teeth Activity 2 🥗 1. never 3. always 2. always 4. sometimes Activity 3 1. after 2. on 3. at 4. before 5. in, at 15



Objectives

- to identify means of transport
- to talk about how one gets around

Vocabulary

Means of transport: take the bus, take a taxi, take the train, ride a bike, drive, walk

Structures

Do (you) walk to school? Yes, (I) do. / No, (I) don't. Does (he) take the bus to school? Yes, (he) does. / No, (he) doesn't.

Materials

- flashcards of take the bus, take a taxi, drive, walk, ride a bike, take the train
- Blu tack

Revision

- Play the game **Don't break the chain.**
- Get Ss to sit in a circle. If you have a large number of Ss, divide them into groups.
- Say I always have a shower. The S to your right has to say what you do and add what he/she does, e.g. You always have a shower and I always brush my teeth. The S to his/her right says He/she always has a shower, you always brush your teeth and I never play football.
- Ss continue in the same manner. The S who doesn't remember an activity someone else has mentioned is out of the game.

Lesson plan

🖌 Warm up

- Stick the flashcards of the lesson on the board.
- Point to each flashcard and say the words / phrases aloud. Encourage Ss to repeat after you.

Vocabulary

Track 16

• Have Ss open their books to page 10 and point out the pictures in 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 / phrases again in random order and have Ss repeat and point.

Activity 1 💮 Track 17

- Have Ss look at the presentation and, pointing to all the people that they know, ask *Who's that?* Encourage Ss to answer with *It's (Ahmed, Jameel)*.
- Ask Ss (in L1) to tell you what they think is happening. (Ahmed's father is driving him to school. When Ahmed sees Jameel missing the bus, he invites him to go with them. On their way to school they see some of their classmates who are all on their way to school, too. In the end Ahmed and Jameel's friends get to school faster than them because they're stuck in a traffic jam.)
- Ask Ss to point to the appropriate pictures and follow along as you play the CD.
- Play the CD again and encourage Ss to shadow read (read along with the CD).
- Play the CD once more and pause after each phrase for Ss to repeat.
- Ask Ss some comprehension questions, e.g. *Who drives Ahmed to school?* (His father.) *Who always takes the bus to school?* (Jameel.) *Who walks to school?* (Omar and Hassan.) *Who rides his bike to school?* (Saleh.).
- Choose four Ss to read the dialogue aloud for the class, assigning roles to each S. Then, have Ss read the story aloud in groups of four.

Grammar box

• Point to Saleh in activity 1 and ask Ss Does Saleh ride his bike to school?



- Direct Ss' attention to the first picture and ask *Does he ride his bike to school?* Encourage Ss to answer *Yes, he does.* Then point to the second picture and ask *Does he drive to work?* Encourage Ss to answer *No, he doesn't.* Ask similar questions for pictures c and d.
- Explain to Ss that they will listen to similar exchanges and that they have to write the numbers 1-4 according to the order in which they hear the exchanges.
- Play the CD once, pausing after each exchange in order to allow Ss enough time to fill in the correct numbers. • Play the CD again, so that Ss can check their answers. Check answers as a class. Listening transcript 1. A: Does Afaf always walk to school? **B:** Yes, she does. She always walks to school. 2. A: Does Ryan take the bus to school? **B:** No, he doesn't. He always rides his bike to school. 3. A: Jim, do you drive to work? B: No, I don't. I always take the hus 4. A: Does Ameer ride his bike to work? B: No. He never rides his bike to work. He always drives his car to work. a. 2 b. 3 c. 1 d. 4 Activity 4 Track 19 • Direct Ss' attention to the two children in the picture and ask them to guess what they are doing. (One of the boys is asking the other about what means of transport the members of his family use.) • Play the CD and have Ss chorally repeat the exchange. • To help Ss, you could draw the following table on the board: take the train your father drive your mother to school? Does walk your brother to work? ride a bike your sister take the bus • Divide Ss into pairs and have them do the activity. • Invite a few pairs of Ss to do the activity in front of the class. Workbook Activity 1 🥗 1. No, he doesn't. 🔓 2. Yes, they do. 3. Yes, he does. 4. No, they don't. Activity 2 🥐 1. Does... take ዾ 2. Do... ride 3. Does... walk 4. Does... take 5. Do... drive



Objectives

• to identify and describe occupations

Vocabulary

Occupations: firefighter, lifeguard, dentist

Actions: put out fires, save people, fix teeth

Structures What do you do? I'm a (firefighter).

Materials

- flashcards of firefighter, lifeguard, dentist, put out fires, save people, fix teeth
- flashcards of *doctor*, *police officer*, *teacher*, *chef*, *waiter*
- Blu tack

Revision

- Have Ss open their books to page 10. Play the CD (Track 17) and encourage Ss to read along with the CD.
- Then have some Ss read the story aloud for the class.

Lesson plan

Warm up

- Stick the flashcards of *doctor*, *police* officer, teacher, chef, waiter, firefighter, lifeguard, dentist, put out fires, save people, fix teeth on the board.
- Point to each flashcard, say the word / phrase and get Ss to repeat a few times after you. Mime the corresponding action / occupation at the same time.

Vocabulary 🍈 Track 20

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



Activity 1

y 1 🛛 🍈 Track 21

- Have Ss look at the presentation and ask them (in L1) what kind of texts they are (interviews) and where they would find a page like this one (in a magazine).
- Have Ss look at the photos and ask them to guess what each person does.
- Play the CD and have Ss follow along silently. Play the CD a second time and encourage Ss to shadow read (read along with the CD). The third time you play the CD, pause after each phrase for Ss to repeat.
- You may want to assign Ss roles (the interviewers, Tom, Afaf and Jim) and have some Ss read the interviews aloud.
- To check comprehension, ask Ss questions such as the following: What does Tom do? (He's a firefighter.) Does he always put out fires? (No, he doesn't. He sometimes saves people and animals.) Is Afaf a doctor? (She's a dentist, a doctor for teeth.) What does she do? (She fixes people's teeth.) Is Jim a lifeguard? (Yes, he is.) Where does he work? (He works at the beach.) What does he do? (He saves people.)

Grammar box

• Direct Ss' attention to the grammar box at the top of page 13 and read it aloud. Have Ss repeat.



- Explain to Ss that they have to choose an occupation and draw it on a piece of paper.
- Ss take turns presenting their drawings and saying a few sentences describing their occupation (what they do or where they work), as in the example. • While Ss are doing this, go round the class and make sure Ss are using the correct structures. • Choose a few Ss to present their drawings to the class. Workbook Activity 1 I 1. WAITER 📕 2. DOCTOR 3. FIREFIGHTER 4. TEACHER 5. CHEF 6. LIFEGUARD 7. DENTIST 8. POLICE OFFICER Activity 2 Track 23 Listening transcript 1. A: What do you do, Fatima? Do you work in a hospital? B: Yes, I do. I'm a doctor. 2. A: What do you do, Kevin? **B:** I save people. A: Really? Are you a lifequard? **B:** No, I'm not. I'm a firefighter. I put out fires. 3. A: Craig, what do you do? Do you work in a hospital? B: Yes, I do. A: Oh! So you're a doctor. B: No, I'm not. I'm a dentist. I fix people's teeth. 4. A: Ali, where do you work? B: I work in a restaurant. A: What do you do there? B: Well, I'm a chef. I cook. 1. a 2.b 3.a 4.b

13

• Divide Ss into pairs or in small

groups.



Objectives

- to identify and describe occupations
- to talk about what people want to be when they grow up
- to ask for and give reasons

Vocabulary

Occupations: photographer **Actions:** take pictures, fly a helicopter, grow fruit and vegetables

Structures

What do you want to be when you grow up? I want to be a (pilot). Why do you want to be a (pilot)? Because I want (to fly a helicopter).

Materials

- flashcards of *photographer*, take *pictures*, fly a helicopter, grow fruit and vegetables
- flashcards of pilot, farmer, firefighter, lifeguard, dentist, doctor, police officer, teacher, chef, waiter, taxi driver, mechanic

• Blu tack

Revision

- Play *Guess the occupation*.
- Place the flashcards of the occupations on your desk face down.
- Divide Ss into two teams.
- Choose four Ss from the first team to come up to the desk and pick a flashcard. The Ss look at the occupation without revealing it to the rest of the class.
- The Ss then have to mime the occupation for a few seconds.
- When they stop, the second team has to remember and guess the occupation by addressing each of the Ss in the first team and asking them questions like: Do you work in a restaurant / hospital / school / police station? Do you save people / fix teeth / put out fires?
- Every correct guess earns them a point for their team.



- If the Ss make a wrong guess, it's the other team's turn to mime.
- The teams take turns miming and guessing.
- The team with the most points at the end of the game wins.

Lesson plan



- Warm up
- Pretend to be a photographer and ask Ss to guess the occupation.
- Then say the occupation and get Ss to repeat after you a few times.
- Stick the flashcards of *photographer, take pictures, fly a helicopter* and *grow fruit and vegetables* on the board.
- Point to each flashcard, say the word / phrase and get Ss to repeat a few times after you and mime the corresponding action / occupation at the same time.

Vocabulary 🛛 💮 Track 24

• Point out the occupation / actions in the vocabulary section. Play the CD a few times and have Ss point and repeat.

• Say the word / phrases again in random order and have Ss repeat and point.

Grammar box

- Direct Ss' attention to the grammar box and read it aloud.
- Have Ss repeat.
- Point out the structure *want to be* and explain it to Ss. Also point out the words *Why* and *Because* and explain that we use them to ask for and give reasons respectively.

Activity 1 🍈 Track 25

- Direct Ss' attention to the picture of the boys and ask them to guess what they are doing. (They are asking one another what they want to be when they grow up.)
- Have Ss follow along in their books as you play the CD.
- Play the CD again and pause after each phrase for Ss to repeat (chorally in groups individually).
- Direct Ss' attention to the photos of the different occupations.
- Divide Ss into pairs.
- Direct Ss' attention to the table in the activity and go through it with them.
- Tell Ss that they have to fill in the table about themselves first. Then, they have to take turns and ask their partner what he/she wants to be when he/she grows up and why and fill in their tables.
- When all Ss have finished, ask them which occupation they have chosen and see which one is the most and least popular.

Optional

Working whispers

- Divide Ss into two teams and have each team sit in a circle.
- Stick the flashcards of all the occupations Ss know on the board.
- One S from each team whispers to the S sitting next to him/her a clue
- about an occupation, e.g. *I work on a farm.* or *I grow fruit and vegetables.* That 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, touch the corresponding flashcard and say *You're a farmer*.
- If the S is correct, he/she gets a point for his/her team.

Track 26

• The team with the most points wins.

Workbook

Activity 1

Listening transcript

- A: What do you want to be when you grow up, Derek?
 B: I want to fix people's teeth.
- 2. A: What do you want to be when you grow up, Tom?B: I want to take pictures.
- 3. A: What do you want to be when you grow up, Jameel? B: I want to put out fires.
- 4. A: What do you want to be when you grow up, Saud?B: I want to fly a helicopter.
- 5. A: What do you want to be when you grow up, Hassan?B: I want to grow fruit and vegetables.

```
a. 1 b. 4 c. 2 d. 5
e. 3
Activity 2
1. b 2. d 3. a 4. e
5. c
Activity 3
open answers
```



Objectives

- to practise the pronunciation of the /f/ sound (ph, gh)
- to say a phonics chant / poem

Vocabulary elephant, phone, laugh, tough

Phonics ph /f/ - gh /f/

Materials

- flashcards of elephant, phone, laugh, tough
- phonics cards of the above flashcards (one set per S) (TM pp. 105-106)
- Blu tack

Lesson plan

Warm up

- Write **ph** and **qh** on the board. Under each one stick the flashcards with the words that start with / contain / end in the corresponding letters.
- Point to **ph** and say /f/ a couple of times, encouraging Ss to repeat after you. Then point to each of the words (elephant, phone) and say them aloud, having Ss repeat after you.
- Follow the same procedure with **gh**.
- Explain to Ss that **ph** and **gh** are both pronounced /f/.

Activity 1 🧊 Track 27

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

Listening transcript

ph, /f/, elephant, phone gh, /f/, laugh, tough

Activity 2 Track 28 - Chant Track 29 - Poem recorded both as a

The activity is

- Direct Ss' attention to the picture and ask them what chant and as a poem. they can see. (Two girls are pointing to a funny photo, next to a phone.)
- Draw Ss' attention to the photo of the two animals, point to the ant and say the word a few times.
- Point to different items and ask them questions they can answer, e.g. What's that? (It's a photo.) What animals can you see in the photo? (An elephant and an ant.) What's that? (It's a phone.) What colour is the phone? (It's pink.)
- Play the chant / poem *Funny photo* and have Ss listen and follow along in their books.
- Play the chant / poem again, pausing after each line for Ss to repeat.
- Then play the chant / poem once more and encourage Ss to say the chant / poem along with the CD.

TPR Activity

- Photocopy and give Ss the phonics cards of *elephant*, *phone*, *laugh*, touah.
- Explain to Ss that you will play the phonics chant / poem and that each time they hear one of these words, they have to raise the appropriate card while they say the chant / poem. Play the chant / poem once and demonstrate what Ss should do while 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 the /f/ sound ph or gh and have Ss write the corresponding word on the board, e.g. photo.
- 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.



- When everybody is ready, point to a word, e.g. *phone*. The players facing you must show you the corresponding phonics card *ph*. 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 (phone). 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 ٠ the most points wins.

Worl	kbook	
 Activity 1 Play the CD of to the picture repeat the word Play the CD of the word that sound is produced from the other of the words. Play the CD to the words. Play the CD to the CD	once and haves ords. again and as t doesn't bele luced by diffe er two). rocedure with cwice.	bks and k Ss to circle ong (the /f/ erent letters
Listening tra 1. elephant 2. laugh 3. tough 4. laugh 1. laugh 4. elephant		laugh tough phone tough 3.tough
 Activity 2 Direct Ss' atternation and ask them Explain to Ss the pictures v and then write correct categ Check Ss' and 	n to name the that they ha vith the corre te the words ory.	e items. ve to match ect letters
 ph 2. elephan gh 1. tough, Activity 3 Ss listen to the words. Then, letters to com Play the CD to the Check Ss' ans 	3. laugh Track 31 the CD and rej they write the plete the wo wrice.	ne missing
	2. phone 3 5. elephant 4. lau	gh
2. phone 3. photo Activity 4	5. ele	ph ant
 Explain to Ss the two halve match them t pictures. Check Ss' and 	es of the wor to the corresp	ds and then,
1. ele-phant, 3. ph-one, b		tou-gh, d l-augh, c



Objectives

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

Materials

- flashcards of different occupations
- blown-up colour photocopies of Story time What do you want to be?
- Blu tack
- sticky labels with the occupations of firefighter, lifeguard, dentist, doctor, police officer, teacher, chef, waiter, photographer written on them (one per S)

Revision

- Ask Ss to open their book to p.15.
- Play the chant / poem (Track 28 or 29) and ask Ss to say it along with the CD.



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Lesson plan



- Stick the flashcards of the different occupations on the board.
- Choose one of the flashcards without revealing it to Ss. Give Ss clues about the occupation you've chosen, e.g. He saves people and animals. He puts out fires. Have Ss guess who it is by calling out the occupation.

Track 32 Activity 1

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 do you want to be?

- Discuss the title of the story and ask Ss what they want to be when they grow up.
- Ask Ss to look at the pictures and guess what the story is going to be about.
- Elicit answers but do not correct Ss at this stage.
- Ask Ss which occupations they recognise in the pictures.

While reading

- Play the CD and point to each frame in your book or on the board. Encourage Ss to point to each frame in their books.
- Play the CD again and ask Ss to point to each speech bubble and follow along.
- Talk about what happens in each frame.

Story time

- Frame 1: It's Careers Day at school and the Ss have brought their fathers to school to talk about their occupations to the class. First Salim's father, who is a dentist, tells the Ss about a typical day in his occupation. The yellow goldfish is listening to Salim's father attentively and says it wants to be a dentist, too. The orange goldfish is indifferent.
- Frame 2: Adel's father, who is a firefighter, is next to talk about a typical day in his life. The yellow goldfish changes its mind when it hears Adel's father talking and says that it wants to be a firefighter. The orange goldfish is getting annoyed now.



- **Frame 3:** Then Saud's father, a chef, talks about his typical day. The yellow goldfish changes its mind once again and says that it wants to be a chef. The orange goldfish is getting angry with the yellow fish for going on and on.
- **Frame 4:** The yellow goldfish asks Dexter, the orange goldfish, what it wants to be and Dexter answers it wants to be a cat, implying it would like to eat the yellow goldfish so that it can finally stop talking.
- Play the CD again and invite Ss to read along with the CD.
- Then play it again, pausing after each line. Have Ss repeat (chorally in groups individually).

After reading

- Ask Ss comprehension questions, such as the following:
- Frame 1: What does Salim's father do? (He's a dentist. He fixes people's teeth.) What time does he get up? (He gets up at 5 o'clock.) Does he drive to work? (No, he doesn't. He takes the train.)
- Frame 2: What does Adel's father do? (He's a firefighter. He puts out fires and saves people.) Does he take the bus to work? (No, he doesn't. He drives to work.) Does he always have breakfast, lunch and dinner at home? (No, he doesn't. He sometimes has breakfast, lunch and dinner at work.) Why does the fish want to be a firefighter? (Because it wants to put out fires.)

- Frame 3: What does Saud's father do? (He's a chef.) Does he walk to work? (No, he doesn't. He takes a taxi to work.) What does the yellow goldfish want to be? (It wants to be a chef, too.) Why? (Because it wants to cook.)
- Frame 4: What does Dexter want to be? (It wants to be a cat.) Is Dexter happy? (No, it isn't.)
- Divide Ss into groups of six and have them read the story aloud. Tell Ss to rotate roles so that every S gets a chance to read the part of each of the characters and narrator.



- Stick a label with an occupation written on the forehead of each S.
- Make sure to tell Ss not to reveal which occupation their classmates have on their foreheads.
- Explain to Ss that they will be given a few minutes to walk around the class, taking turns to ask and answer questions in order to find the occupation they have on their foreheads, e.g. *Do I work in a restaurant? Do I grow vegetables?*
- When the time is over, Ss have to line up in front of the board and say what their occupation is.





Objectives

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

Materials

- blown-up colour photocopies of Story time *What do you want to be?*
- Blu tack
- word cards of *do my homework,* brush my teeth, have a shower, get dressed, pray, walk, ride a bike, take the bus, take the train, drive, take a taxi
- strips of paper with different everyday activities written on them, e.g. take the bus to school, have a shower before bedtime, get up at five o'clock, go to bed at ten o'clock, have cereal for breakfast, play basketball after school, pray, ride your bike to school, do your homework after school, brush your teeth in the morning (one per S)

• a bag

Revision

- Hold up the book or stick up blown-up colour photocopies of the story on the board.
- Ask Ss to tell you what they remember from the story.
- Have Ss open their books on pages 16-17. Play the CD (Track 32) and have Ss follow along in their books.
- Play the CD again and encourage Ss to read along with the CD.
- Then have some Ss read the story aloud for the whole class.



Lesson plan



- 🖇 Warm up
- Play *Hot card pantomime* with the word cards of different everyday activities (TM page 15).

Activity 1 👘 Track 33

- Direct Ss' attention to the photos of the children and encourage them to say the everyday activities depicted in the pictures (1. do homework, 2. brush my teeth, 3. get up, 4. ride my bike, 5. walk to school, 6. eat cereal / have breakfast).
- Explain to Ss that they will listen to six exchanges and that they have to circle **Yes** or **No** according to whether the everyday activities mentioned correspond to the pictures or not.
- Play the CD, pausing after each exchange so that Ss may have the time to circle the correct answer.
- Play the CD again and have Ss check their answers.
- Have Ss check their answers in pairs first, then check as a class.

Listening transcript

🥗 1. No 1. A: Kelly, do you always do your homework after school? **B:** No, I don't. I always have a shower after school.

2. Yes

3. Yes

4. No

5. No 6. Yes

- 2. A: Brian, do you brush your teeth in the morning? **B:** Yes, I do. I always brush my teeth in the morning.
- 3. A: What time do you get up every morning? B: I get up at five o'clock.
- 4. A: What do you do in the afternoon? Do you ride your bike? B: No, I don't. I play basketball with my friends.
- 5. A: Do you walk to school in the morning, Tom? B: No, I don't. I always take the bus to school.
- 6. A: Do you have breakfast in the morning? **B:** Yes, I do. I always have cereal with milk in the morning.

Activity 2

- Direct Ss' attention to the pictures and ask Ss to name the occupations (from left to right: farmer, dentist, pilot, firefighter).
- Explain to Ss that they have to look at the picture, read the text and complete it with the correct form of the verbs.
- Have Ss compare their answers in pairs first, then check as a class.

🥐 1. doesn't save	2. has got	3. grows	4. fixes
🍬 5. doesn't work	6. flies	7. puts out	8. saves

Optional Do you get up at 5 o'clock?

- Put the strips of paper in a bag.
- Draw a strip of paper from the bag, e.g. get up at five o'clock. Ask different Ss *Do you get up at five o'clock?* until you find one that says yes. Write the question on the board.
- Explain to Ss that they will each draw a strip of paper from the bag and go around asking guestions looking for a classmate that does what is written on the strip.
- Have Ss come up to the front of the class one by one and pick a strip of paper out of the bag. When all Ss have a strip of paper, say Go! and have them mingle and ask questions.
- After a few minutes, stop Ss and ask them to report whether they found one classmate that does the activity on their slip of paper, e.g. Saud gets up at five o'clock.
- The Ss that find a S who answers yes win a point.
- After each round of the game have Ss return the strips and draw new ones.



• Play the chant / poem Ameer's day (Track 13 or Track 14) and have Ss mime the everyday activities mentioned in the chant / poem as they say the chant / poem.

Workbook			
Activity 1 1. always brushes 2. never do 3. always gets up 4. sometimes play			
Activity 2 1. Do walk - d 2. Do drive - c 3. Does ride - b 4. Do take - a 5. Does take - e			
Activity 3 1. at 2. after 3. at 4. in			
Activity 4 1. lifeguard - c 2. dentist - a 3. pilot - b			
 Activity 5 1. Afaf never brushes her teeth at night. 2. They don't get up at 7 o'clock on Thursdays. 3. Do you walk to school? 4. Does Karim ride his bike to the park? 5. I always have a shower in the morning. 6. She doesn't work in a hospital. 			
Activity 6 open answers			



Objectives

- to read about someone's day
- to practise punctuation marks and capital letters
- to write a paragraph about one's day
- to revise and consolidate vocabulary and structures learnt in previous lessons

Materials

• photocopies of the flashcards of firefighter, lifeguard, dentist, photographer, doctor, police officer, teacher, chef, waiter (one set per S)

Lesson plan



Warm up

• Play a couple of rounds of the game *Don't break the chain* (TM page 16) to revise everyday activities.

Activity 1 🏼 🍪 Track 34

- Direct Ss' attention to the photos on the page and ask them what the boy is doing in each picture. (In the first one, he's doing his homework and in the second one, he's playing basketball.)
- Ask Ss to guess which family member is helping him with his homework in the first picture (his father).
- Direct Ss' attention to the daily planner, read it out loud and ask them what they think it is (a list of some of the activities Omar does on a specific day).
- Play the CD and have Ss follow along in their books.
- Ask comprehension questions, such as the following: What time does Omar get up? (He gets up at five o'clock.) Does he have breakfast? (Yes, he does.) What does he do after school? (He does his homework.) How does he go to school? (He rides his bike to school.) What sport does he sometimes play? (He sometimes plays basketball.) What does he always do before bedtime? (He always has a shower and brushes his teeth.)

Writing tip

- Direct Ss' attention to the box with the *Writing tip*. Read the writing tip out loud and explain it to Ss. Then read the examples.
- Write the sentences below on the board and have Ss copy them and write the correct punctuation mark and capital letter. *i sometimes do my homework after school do you always walk to school i like dates very much*
- Have Ss compare answers in pairs, then check as a class.
- **I** sometimes do my homework after school. **D**o you always walk to school?
 - I like dates very much!



Optional Seat switch

- Arrange the chairs in a circle and ask Ss to sit down.
- Tell Ss that you are going to ask some questions. These questions can be about the everyday activities they do or how they get to school.
- Explain to Ss that they have to answer *yes* or *no* to these questions. All Ss who answer *yes* will have to get up and change seats. The Ss that answer *no* remain seated.
- Stand in the middle of the circle. Ask Ss *Do you walk to school?* Encourage Ss who say *yes* to stand up and change seats.
- Do that a couple of times with questions such as *Do you have a shower before bedtime?*
- The third time you ask a question, while the Ss that answered *yes* are switching seats, quickly sit in one of the empty seats. The S left standing has to take your place in the middle of the circle and ask the questions in the next round.





Objectives

• to provide Ss with cultural information

Materials

- flashcards of *wheel*, *boat*, *slow*, *fast*, *ski*, *helmet* and *fishing*
- Blu tack

Revision

• Ask different Ss to read their projects from the previous lesson (WB p.91).



· · · · · · · · · · · · · · · · · · ·	quad bike	dhow	snowmobile
1. It has got wheels.			
2. You can have dinner on it.			
3. It hasn't got wheels.			
4. It's slow.			
5. Drivers have to wear a helmet.			

Lesson plan

20

🖌 Warm up

- Stick the flashcards of *wheel, boat, slow, fast, ski, helmet* and *fishing* on the board.
- Have Ss guess what each of the words means by what is depicted on each of the flashcards.
- Say the words and ask Ss to repeat.

Vocabulary 💮 Track 35

- Have Ss open their books to page 20.
- Play the CD and have Ss point to the pictures and repeat the words.

Activity 1 🍈 Track 36

- Direct Ss' attention to the photos and the title of the text and ask them to guess what they think the texts will be about (three means of transport).
- Explain the title, in L1, to Ss.
- Play the CD and have Ss follow along in their books.
- Explain any unknown words.

• Ask Ss some comprehension questions, such as:

Text 1

What is a quad bike? (It's a bike with four wheels.) Where do people ride quad bikes? (In the desert in the KSA.) Why do quad bike drivers go to the desert early in the morning? (Because it's not very hot.) What do they wear? (They wear a helmet.)

Text 2

What is a dhow? (It's a traditional fishing boat of the Gulf.) Are dhows slow? (Yes, they are.) What can people do on dhows? (They can have dinner on them or go on fishing trips.)

Text 3

Where do people ride snowmobiles? (On snow.) Have snowmobiles got wheels? (No, they haven't.) What have they got? (They've got skis.) Are snowmobiles slow? (No, they aren't.) What do snowmobile drivers wear? (They wear a helmet.)

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

Activity 2

- Explain to Ss that they have to refer to activity 1 and tick the correct boxes.
- Point out that more than one answer can be correct.
- Check Ss' answers.
- 🦿 1. quad bike
 - 🏁 2. dhow
 - 3. snowmobile, dhow
 - 4. dhow
 - 5. quad bike, snowmobile

Optional

My favourite means of transport

- Divide Ss into pairs and ask them to take turns and say which means of transport they prefer and why, e.g. *I like quad bikes because you can drive in the desert.*
- When Ss have finished, you can ask them to draw and write about their favourite vehicle and present it to the class.



Objectives

• to practise the pronunciation of verb endings in the third person singular of the Present Simple tense

Vocabulary

walks, paints, reads, swims, teaches, washes

Phonics

pronunciation of the /s/, /z/, /iz/, ending of verbs in the third person singular of the Present Simple Tense

PMaterials

- flashcards of paints, walks, swims, reads, teaches, washes
- phonics cards of *s /s/, es /1z/* and *s* /*z*/(TM pp. 105-106 - one set per S)
- Blu tack
- scissors (one pair for each pair of Ss)

Lesson plan

Warm up

- Write *s /s/, s /z/* and *es /ız/* on the board. Under each letter/s stick the flashcards of the pictures that depict words that end in that sound.
- Point to s /s/ and say /s/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcards (walks, paints) and say the words they depict out loud, having Ss repeat after you.
- Repeat the same procedure with the other sounds.
- Explain to Ss that the *-s* added to the end of a verb in the third person singular of the Present Simple tense may be pronounced /s or /z. If the verb ends in the sounds /p/, /k/ or /t/, then the -s at the end of the verb is pronounced /s/. If the verb ends in most of all the other sounds, the *-s* at the end of the verb is pronounced /z/.
- Explain to Ss that verbs ending in sounds /s/, /ʃ/, /tʃ/, /ks/ or /z/ take -es in the third person singular of the Present Simple tense instead of -s. Then explain that this -es is pronounced $/_{IZ}/_{.}$

Track 37 Activity 1

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

Listening transcript

s, /s/, walks, paints s, /z/, reads, swims es, /ız/, teaches, washes

Activity 2 Track 38 - Chant in Track 39 - Poem The activity is • Direct Ss' attention to the pictures and ask them if they recognise the verbs depicted (swims, walks, teaches, reads, washes, paints).

recorded both as a chant and as a poem.

- Play the chant / poem *Mr Ali's day* and have Ss listen and follow in their books.
- Play the chant / poem again, pausing after each line for Ss to repeat.
- Explain the word *smart* to Ss in L1.
- 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 walks, paints, swims, reads, teaches, washes.
- Explain to Ss that you will play the phonics chant / poem and that each time they hear one of these words, they have to raise the appropriate card while they say the chant / poem. Play the chant / poem once and demonstrate what Ss should do while chanting / saying the poem.
- Play the chant / poem again and have Ss say the chant / poem along with the CD and raise their cards as you have instructed them.

Optional 1 What's that sound?

- Divide Ss into two teams.
- Invite a S from each team to come up to the board. Give each S a marker / piece of chalk.
- Call out one of the sounds (/s/, /z/, /iz/), e.g. /s/ and have Ss write a verb ending with that sound on the board, e.g. paints.
- The S that does this the fastest wins a point for his/her team.
- Repeat the same procedure with the rest of the Ss. The team with the most points wins.

Optional 2

Sound and picture pairs

- Divide Ss into two teams.
- Each S in team 1 holds one of the phonics cards (s/s/, s/z/, es/Iz/). Tell Ss in team 1 that the side with the picture should face down.
- Hand out the same phonics cards to Ss in team 2. Tell Ss in team 2 that the side with the picture should face up. Make sure to give an equal number of phonics cards to Ss so that each phonics card (sound) corresponds to a phonics card (picture).
- Clap your hands and have Ss mingle around the room.
- Explain to Ss that when you clap your hands a second time, each S with a phonics card (picture) must pair up with a S holding the corresponding phonics card (sound), e.g. s /z/-reads.
- Allow Ss a few minutes to find their pair. Then ask the pair of Ss to name their phonics cards (sound and word). If Ss do this correctly, they stay in the game. However, if they do this incorrectly, they are eliminated.
- After all of the pairs have named their phonics cards, make them swap phonics cards and play again.





Objectives

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

Vocabulary

Sports: He is playing volleyball. They are playing tennis. He is hitting the ball. He is throwing the ball. He is kicking the ball.

Structures

I'm (playing). He's (hitting the ball). They're (kicking the ball).

Materials

- flashcards of *He is playing* volleyball. They are playing tennis. *He is hitting the ball. He is kicking* the ball. *He is throwing the ball.*
- plain paper (enough for all Ss)

Lesson plan

Warm up

- Present the new vocabulary through miming. Pretend you are playing volleyball and say *I'm playing volleyball*. Repeat this a couple of times and have Ss repeat and mime the actions after you.
- Repeat the same procedure with the phrases *playing tennis, hitting the ball, throwing the ball, kicking the ball.*
- Alternatively, you can present the new vocabulary by using the flashcards.

Vocabulary 🧐 Track 45

- Have Ss open their books to page 22.
- Play the CD and have Ss point to the pictures in the vocabulary section and repeat the words.



- Activity 1 💮 Track 46 Chant 🌍 Track 47 Poem
- Ask Ss to tell you what they can see in the picture.
 (Two hours are playing vallaying)

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

- (Two boys are playing volleyball. Two boys are playing tennis. Two boys are playing football.)
 Tell Ss that they're going to listen to a chant / poem. Ask them to guess what
- it's going to be about.
- Play the chant / poem once and have Ss listen.
- Play the chant / poem a second time and have Ss number the activities shown in the pictures in the order that they are heard in the chant / poem. Pause after each activity is mentioned so that Ss have enough time to write in the numbers.
- After Ss have numbered the pictures, have them look over the chant / poem again and write in the names of the children.
- Play the chant / poem again for Ss to check their answers.
- When Ss feel comfortable, invite them to say the chant / poem.



• Play the chant / poem and have Ss do the actions at the same time.



Activity 2

- Direct Ss' attention to the picture in Activity 1 and ask Ss what Jassim is doing. Elicit that he is running.
- Then, read the first sentence in Activity 2 and ask Ss if the sentence is true or false. Elicit that it is false and tell Ss to write F in the box.
- Tell Ss to complete the rest of the activity by referring to the picture and the chant / poem in Activity 1.
- Check Ss' answers.

■1.F2.T3.F4.F5.T

Grammar box

- Mime playing tennis. Point to yourself and say *I'm playing tennis*. Write the sentence on the board. Elicit that we say *I'm (playing tennis)* to refer to an action we're doing at the moment of speaking.
- Ask a boy / girl in the class to mime the same action. Point to him/her and say *He's/She's playing tennis*. Write this sentence on the board under the first sentence. Elicit that we use *He's* to refer to boys and *She's* to refer to girls.
- Repeat the procedure for the rest of the persons (*it, we, you, they*).
- Direct Ss' attention to the grammar box. Point out that *I'm*, *He's*, *She's*, *It's*, *We're*, *You're* and *They're* are the short forms of *I am*, *He is*, *She is*, *It is*, *We are*, *You are* and *They are* respectively.

• Explain to Ss that one-syllable verbs ending in one vowel + consonant, double the final consonant, e.g. run-running, swim-swimming. Additionally, verbs ending in -e, drop the -e and take -ing, e.g. rideriding. • Refer Ss to the Grammar reference at the back of the book. Activity 3 • Tell Ss that they have to look at the pictures and complete the sentences using the Present Progressive of the verbs in brackets. 1. is reading 4. are running 2. are painting 5. is sleeping 3. am fixina 6. are cookina. are eating Activity 4 🐖 Track 48 • Direct Ss' attention to the boy in the picture and ask them to guess what he's doing. (He has made a picture of two children playing tennis and he is presenting it.) • Play the CD and have Ss chorally repeat the sentence. • Explain to Ss that they have to choose one of the sports or actions they have learnt so far (playing volleyball, playing tennis, hitting the ball, throwing the ball, kicking the ball, etc.) and draw it on a piece of paper. • Divide Ss into pairs or in small groups. • Explain to Ss that they have to take turns to present their drawings and describe them, as in the example. **Before leaving** • Play the chant / poem *Having fun* (Track 46 or Track 47) and have Ss say the chant / poem and do the actions.




Language focus

Objectives

- to talk about household chores
- to ask and answer questions about activities happening now

Vocabulary

Housework: She is making a cake. She is cleaning. She is doing the washingup. They are watering the plants. She is making the bed.

Structures

What are you doing? I'm (making a cake). What is she doing? She's (cleaning).

PMaterials

• flashcards of *She is making a cake. She is cleaning. She is doing the washing-up. They are watering the plants. She is making the bed.*

Revision

• Play the chant / poem *Having fun* in the SB on page 22 (Track 46 or Track 47) and ask Ss to say the chant / poem and mime the actions mentioned in the chant / poem.



Lesson plan

Warm up

- Hold up the flashcard of *She is* making a cake. say the sentence a couple of times and have Ss repeat after you.
- Repeat the procedure with the rest of the chores.

Vocabulary

🕑 Track 49

- Have Ss open their books to page 24 and point out the household jobs in the vocabulary section.
- Play the CD and have Ss point to the chores and repeat.
- Say the chores in random order and have Ss repeat and point.
- Activity 1 💮 Track 50
- Have Ss look at the presentation and

ask them what Fatima is doing in the first picture. (She is making a cake.)

- Ask Ss (in L1) to tell you what they think is happening. (Fatima's friend, Reema, goes over to Fatima's house and sees her making a cake. She offers to help her and Fatima suggests she does the washing-up. While Reema is doing the washing-up, she gets distracted watching TV. The dish washing liquid is knocked over and spills into the sink. The sink ends up overflowing with soapy water. Meanwhile, Fatima is in the garden watering the plants. She sees two of her classmates who are on their way to the park. Fatima rushes into the kitchen to tell Reema about going to the park when she finds her mopping.)
- Ask Ss to point to the bubbles and follow along as you play the CD.
- Play the CD again and encourage Ss to shadow read (read along with the CD).
- Play the CD once more, pausing after each phrase for Ss to repeat.
- Read the dialogue aloud with two Ss. Choose three Ss to read it aloud for the class. Then have Ss read the dialogue aloud in groups of three.

Grammar box

- Direct Ss' attention to the grammar box at the top of page 25. Read the questions and the answers out loud and have Ss repeat.
- Mime different actions and invite Ss to ask you *What are you doing?* Answer *I'm (making a cake).* Invite Ss to do the same in pairs.
- Then point to Fatima in activity 1 and ask Ss What is she doing? Invite



different Ss to ask similar questions about the rest of the people in activity 1 in pairs.

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

Activity 2

- Explain to Ss that they have to refer to activity 1 and circle the correct word / phrase to complete sentences 1-6.
- Have Ss compare their answers in pairs first, then check as a class.

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

Activity 3 🍈 Track 51

- Tell Ss that they will listen to four short dialogues and they have to tick the correct picture for each one.
- Play the CD, pausing between the dialogues so that Ss have enough time to tick the correct picture.
- Play the CD again and have Ss check their answers.
- Check answers as a class.

Listening transcript

- A: Salim, it's dinnertime. Where are you?
 B: I'm in my bedroom.
 A: Are you doing your homework?
 B: No. I'm not. I'm watering mu plants.
 - **B:** No, I'm not. I'm watering my plants.

- 2. A: Where are Kate and Lynn? B: They're in the kitchen. A: What are they doing? Are they eating? **B:** I don't think so. They're making a cake. 3. A: Where's Mum? B: She's in the bedroom. A: Is she sleepina? B: No, she isn't. She's making the bed. 4. A: Is Sahar in the kitchen? B: Yes, she is. A: What's she doing? **B:** She's doing the washing-up. 1. b 2. a 3.b 4.a Activity 4 🦃 Track 52 • Direct Ss' attention to the boys in the picture and ask them to guess what they are doing. (They are looking at the pictures in the previous activity and they're asking and answering questions.) • Play the CD and have Ss chorally
- repeat the exchange. Have individual Ss model the exchange.
- Divide Ss into pairs.
- Explain that they have to refer to activity 3, take turns to choose a picture and ask what the people in it are doing.
- Have pairs of Ss talk about the pictures in front of the rest of the class.

Workbook Activity 1 1. a 2. b 3. a 4. b 5. b 6. b Activity 2 1. He's doing his homework. 2. She's making the bed. 3. He's watching TV. 4. He's watering the plants. 5. She's doing the washing-up. 6. She's making a cake.



🙆 Language focus

Objectives

- to talk about sports
- to talk about activities happening at the moment of speaking

Vocabulary

Sports: He is exercising. He is playing baseball. He is skateboarding. They are playing table tennis. He is doing gymnastics. He is doing karate.

Sports equipment: bat

Structures

I'm not (skateboarding). He/She isn't (exercising). They aren't (playing baseball).

Materials

- flashcards of *He is exercising*. *He is playing baseball*. *He is skateboarding*. *They are playing table tennis*. *He is doing gymnastics*. *He is doing karate*.
- Blu tack

Revision

- Have Ss open their books to page 24. Play the CD (Track 50) and have Ss follow along in their books.
- Play the CD again and encourage Ss to read along with the CD.
- Then have some Ss read the story aloud for the class.

Lesson plan

Warm up

- Pretend you are exercising and say *I'm exercising.* Repeat this a couple of times and have Ss repeat and mime the action after you.
- Mime the new vocabulary, say the phrases aloud and ask Ss to repeat and guess what each one means.
- Alternatively, you can present the new vocabulary using the flashcards.

Vocabulary 👘 Track 53

- Have Ss open their books to page 26.
- Play the CD and have Ss point to the correct picture and repeat.
- Say the sentences again in random order and have Ss repeat and point.



Activity 1 🍈 Track 54

- Have Ss look at the presentation and ask them to say what each child is doing. (1. He is skateboarding. 2. He is doing gymnastics. 3. They're playing table tennis. 4. He's playing baseball.)
- Ask Ss to point to the appropriate picture as you play the CD.
- Play the CD again and encourage Ss to shadow read (read along with the CD).
- Ask Ss comprehension questions, such as the following:
 Picture 1: What's the boy's name? (Salim.) What is he doing in the picture? (He's skateboarding.)
 - Picture 2: What's the boy's name? (Ali.) What is he doing? (He's exercising / doing gymnastics.)
 - **Picture 3:** What are the boys' names in picture 3? (Tom and Mark.) What are they doing? (They're exercising / playing table tennis.)
- Picture 4: What's the boy's name? (Jonathan.) What is he doing? (He's playing baseball. / He's hitting the ball with a baseball bat.)

Grammar box

- Point to Jonathan in activity 1 and ask Ss *Is he playing basketball?* Encourage Ss to answer *No, he isn't*. Write *He isn't playing basketball*. on the board.
- Point to Tom and Mark in activity 1 and ask Ss *Are they playing basketball?* Encourage Ss to answer *No, they aren't*. Write *They aren't playing basketball.* on the board.



- Elicit that the sentences on the board are used to refer to what someone or some people isn't / aren't doing at the moment of speaking.
- Direct Ss' attention to the grammar box at the top of page 27.
- Read the sentences and have Ss repeat.
- Refer Ss to the Grammar reference at the back of the book.

Activity 2

• Explain to Ss that they have to read the sentences 1-7, refer to activity 1 and circle the correct answer.

1. isn't 2. is 3. isn't 4. is 5. are 6. are 7. is

Activity 3 🧐 Track 55

- Direct Ss' attention to the picture and ask them to tell you what the children in it are doing. (a. They're playing baseball. b. They're skateboarding. c. He's running. d. He's doing gymnastics. e. They're playing table tennis.)
- Explain to Ss that they will listen to five short dialogues and they have to match the children to the names above the picture. Read the names out loud to familiarise Ss with what the names sound like.
- Play the CD and have Ss listen to the dialogues. Pause after each dialogue so that Ss have time to write their answer.
- Play the CD again and check Ss' answers.

Listening transcript

1. A: Look! Dan and John are playing baseball.

- B: That's not them.
- A: No?
 - **B:** No. Dan and John aren't playing baseball. They're skateboarding.
- 2. A: Where's Ammar?
 - **B:** Over there. He's playing baseball with Salim.
 - A: Oh, yes! Ammar is hitting the ball.
- 3. A: Look at Hassan. B: Where?
 - A: Over there! He's running.
 - **B:** Hassan isn't running. He's doing gymnastics.
- 4. A: Where's Saud?
 - **B:** He's running.
 - A: He's very fast.
 - B: Yes. he is.
- 5. A: Robbie and Jim are very good at tennis.
 - **B:** They aren't playing tennis.
 - A: What are they doing?
 - **B:** They're playing table tennis.



- Track 56
- Direct Ss' attention to the boys and ask them to guess what they are doing. (They are looking at the picture in activity 4 and they are trying to find the differences from the picture in activity 3.)
- Play the CD and have Ss repeat the exchanae chorallu.
- Divide Ss into pairs. Ss take turns to say a difference they have spotted.
- Have pairs of Ss present the exchange to the rest of the class.
 - 1. Ammar and Salim aren't playing
 - baseball. They're playing basketball.
 - 2. Hassan isn't doing gymnastics. He's doing karate.
 - 3. Saud isn't running. He's playing baseball.
 - 4. Robbie and Jim aren't playing table tennis. They're playing tennis.



Activity 1

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

Activity 2

- 1. ... isn't playing baseball. He's playing basketball.
 - 2. ... aren't doing gymnastics. They're skateboarding.
 - 3. ... isn't playing tennis. He's playing table tennis.
- 4. ... isn't exercising. He's sleeping.



🔘 Language focus

Objectives

• to ask and answer about activities happening at the moment of speaking

Structures

Are you playing football? Yes, I am. / No, I'm not. Is (he) doing gymnastics?

Yes, (he) is. / No, (he) isn't.

Are (they) playing tennis?

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

PMaterials

- flashcards of He is exercising. He is playing baseball. He is skateboarding. They are playing table tennis. He is doing gymnastics. He is doing karate.
- cut-outs from SB page 139
- Blu tack
- scissors (one pair for every pair of Ss)

Revision

- Use the flashcards of *He is* exercising. *He is playing baseball*. *He is skateboarding*. *They are playing table tennis*. *He is doing gymnastics*. *He is doing karate*.
- Stick them on the board. Point to the boy exercising and say *He's playing baseball*. Ss have to correct your sentence and say *No, he isn't playing baseball. He is exercising*.
- Follow the same procedure with the rest of the flashcards.

Lesson plan

Warm up

- Choose a S to come up to the front of the class.
- Ask the S to choose a sport / game and mime it for the whole class.
- Ask Ss *Is he/she playing table tennis?* Encourage them to answer *Yes, he/she is.* or *No, he/she isn't.*



accordingly. Then write the question and the short answers on the board.

• Ask two Ss to mime an action together. Ask Ss *Are they playing table tennis?* Encourage them to answer *Yes, they are.* or *No, they aren't.* accordingly. Then write the question and the short answers on the board.

Grammar box

- Direct Ss' attention to the grammar box at the top of page 28.
- Read the questions and the answers out loud and have Ss repeat.
- Refer Ss to the *Grammar reference* at the back of the book.

Activity 1 💮 Track 57

- Direct Ss' attention to the picture of the boys and ask them what they are doing. (They are playing a guessing game.)
- Play the CD and ask Ss to repeat the exchange chorally. Have individual Ss model the exchange.
- Have Ss turn to page 139 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 do the same.
- Invite the S to choose one of his/her cards without revealing it to you. Ask questions to guess who the person he/she has chosen is, e.g. *Is he/she a boy / girl?*, *Is he/she ...?*

- Once you guess correctly, it's your turn to choose a person and answer questions about him/her.
- Divide Ss into pairs.
- Ss take turns playing the game.
- While Ss are doing this, go round the class and make sure they are using the correct language.

Optional

Guess the mime

- Ask a S to come to the front of the class. Whisper an action for him/her to mime, e.g. *hitting the ball.*
- Encourage Ss to guess and ask him/her, *Are you throwing the ball?* The S answers accordingly *Yes, I am.* or *No, I'm not.*
- The S who guesses correctly has the next turn.





🙆 Language focus

Objectives

• to practise the pronunciation of the **ea** /i:/ - **ee** /i:/

Vocabulary teacher, read, tree, bee

Phonics the sound /i:/ in **ea** and **ee**

PMaterials

- flashcards of *teacher*, *read*, *tree*, *bee*
- phonics cards of *ea, ee* (TM pages 105-108 one set per S)
- Blu tack
- scissors (one pair for each pair of Ss)

Lesson plan

🐇 Warm up

- Write the sound /i:/ on the board. Draw two lines and write *ea* and *ee* underneath. Under each long vowel, stick the picture flashcards that depict words that contain these letters in each of them.
- Point to *ea* and say /i:/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcards (teacher, read) and say the words they depict out loud, having Ss repeat after you.
- Repeat the same procedure with *ee /i:/*.

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

ea, /i:/, teacher, read ee, /i:/, tree, bee

The activity is recorded both as a

- Activity 2 Track 60 Chant Track 61 Poem recorded both as a chant and as a poem.
- Direct Ss' attention to the picture and ask them what they can see. (A man -teacher- is sitting on a bench in a park under a tree, reading a book.)
- Ask Ss what animal they can see. (A bee.)
- Play the chant / poem *A* big bee and have Ss listen and follow along in their books.
- Play the CD again pausing after each line for Ss to repeat.
- Then play the chant / poem once more and encourage Ss to say the chant / poem.

TPR Activity

- Photocopy and give Ss the *ea and ee* phonics cards.
- Explain to Ss that they have to say the chant / poem while raising the corresponding card each time.
- You can divide Ss into two teams. One team raises the phonics cards with *ea* and the other with *ee* while they say the chant / poem along with the CD.

Optional 1 What's that sound?

- Divide Ss into two teams.
- Invite a S from each team to come up to the board. Give each S a marker / piece of chalk.
- Call out one of the words Ss learnt in the lesson, e.g. *read* and have Ss write the long vowel on the board, e.g. *ea*.
- 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.

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.





Language focus

Objectives

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



- blown-up colour photocopies of Story time A funny game of table tennis
- Blu tack
- photocopies of seven flashcards of different activities learnt in previous lessons (enough for half of the Ss)
- chalk or masking tape



- Revision
- Play the chant / poem *A big bee* in the SB on p.29 (Track 60 or 61) and ask Ss to say the chant / poem along with the CD.

Lesson plan



🎬 Warm up

• Ask Ss *What's your favourite sport? Do you like table tennis?* Encourage Ss to answer.

Track 65

Activity 1

Before reading

- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Tell Ss that they will listen to and read a story with the title *A funny game of table tennis*.
- Ask Ss to look at the pictures and guess what the story is going to be about.

- Elicit answers, but do not correct Ss at this stage.
- Point to the first frame and ask Ss *What are they doing?* (They are playing table tennis.)

While reading

- Play the CD and point to each frame in your book or on the board. Encourage Ss to point to each frame in their books.
- Play the CD again and ask Ss to point to each speech bubble and follow along.
- Talk about what happens in each frame.
- **Frame 1:** The two children, Abdullah and Hassan, are playing table tennis. Hassan misses the ball. The children lose the ball.
- **Frame 2:** Abdullah is looking for the ball in Mr Ameer's plants. Mr Ameer is watering the plants. He points out to Abdullah something that looks like his table tennis ball.
- **Frame 3:** Abdullah gets the ball and goes back to Hassan to continue their game.
- **Frame 4:** Abdullah throws the ball to Hassan for the game to start again. When Hassan hits the ball, they realise it's not really their table tennis ball, but an egg.
- Play the CD again and invite Ss to shadow read (read along with the CD).



• Play the CD again, pausing after each line. Have Ss repeat (chorally - in groups - individually).

After reading

- Ask Ss comprehension questions, such as the following:
- Frame 1: What are the children doing? (They're playing table tennis.) Can Abdullah hit the ball? (Yes, he can.) Does Hassan hit the ball? (No, he doesn't.)
- Frame 2: Where is Abdullah looking for the ball? (In the plants.) Is it raining? (No, it isn't.) What is Mr Ameer doing? (He's watering the plants.)
- Frame 3: Is Abdullah happy? (Yes, he is.) Has he got the ball? (Yes, he has.)
- Frame 4: Who throws the ball? (Abdullah.) Does Hassan hit the ball? (No, he doesn't. It's not a ball. It's an egg.)
- Divide Ss into groups of four and have them read the story aloud. Tell Ss to rotate roles so that every S gets a chance to read the lines of each of the characters and the narrator.

Аз М

Optional Miming hopscotch

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



- Stick photocopies of the flashcards on each square.
- Tell Ss that they will take turns playing, one at a time.
- The S whose turn it is throws a scrunched-up piece of paper onto a square. Then he/she hops (on single squares) and jumps (on double squares) to the end of the court. After that, he/she turns around, jumping and hopping through the squares in reverse order. When he/she reaches the square with the scrunched-up piece of paper, he/she stops to pick it up, says a sentence with the word and mimes the action, e.g. I'm watching TV. Then the S continues hopping to the start and gives the scrunched-up piece of paper to another S.
- Demonstrate how the game is played.
- Encourage the rest of the class to count the squares out loud together with you as you hop on each one.







- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Ask Ss to tell you what they remember from the story.
- Have Ss open their books to pages 30-31. Play the CD (Track 65) and have Ss follow along in their books.
- Play the CD and encourage Ss to read along with the CD.
- Then have some Ss read the story aloud for the whole class.

Lesson plan

Warm up

- Play the game **Don't break the** chain.
- Get Ss to sit in a circle. If you have a large number of Ss, divide them into groups.
- Say I'm playing tennis. The S to your right has to say what you're doing and add what he/she's doing,



e.g. You're playing tennis and I'm making a cake. The S to his/her right says He/She's playing tennis, you're making a cake, and I'm playing baseball.

• Ss continue in the same manner. The S who doesn't remember an activity someone else has mentioned is out of the game.

Activity 1

- Have Ss open their books to page 32. Hold up your book, point to the first photo and ask Ss *What are Ali and Jim doing?* Encourage Ss to answer *They're doing gymnastics.* Do the same for the rest of the pictures.
- Explain to Ss that they should complete the sentences next to the pictures with the names of the children in them.
- Have Ss compare their answers in pairs, then check as a class.
- 1. Craig 2. Fred and John 3. Omar 4. Salim 5. Ali and Jim

Activity 2 💮 Track 66

- Point to each photo and ask Ss What is he/she doing?
- Explain to Ss that they will listen to three short dialogues and they have to choose the correct photo.
- Read the questions aloud, explain *Which* to Ss and tell them that we use *Which* when we ask about choice.
- Play the CD and have Ss do the activity.
- Have Ss compare their answers in pairs first, then check answers as a class.

Listening transcript 1. A: Where's Khaled, Mum? **B:** In the house. He's doing his homework. Why? A: Well... We're playing volleyball now and... It's OK. Khaled, Khaled... 2. (phone conversation) A: Hi, Jane! How are you? B: Oh, hello! I'm fine. A: What are you doing? Are you making a cake? B: No, I'm not. I'm cleaning. 3. A: Oh, look. There's Ted. He's playing tennis. B: No, that isn't Ted. That's his brother, Tom. Ted is over there... Look, he's playing baseball. A: Oh yes! 1.c 2.b 3.c





Find your pair

- Put the photocopies of the flashcards in a bag / box and the word cards in a different bag / box (see materials section).
- Divide the class in half.
- Half of the class will draw a flashcard from the bag / box with the photocopied flashcards without showing it to the rest of the class.
- The other half will draw a word card from the other bag / box.
- Explain to Ss that they have to try and find their pair.
- Every correct pair made by a group earns them a point.
- The group with the most pairs at the end of the game wins.

Before leaving

• Play the chant / poem *Having fun* in the SB on page 22 (Track 46 or Track 47) and have Ss say the chant / poem and do the actions.





Language focus

Objectives

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

Materials

- flashcards of activities, sports, and household jobs learnt in previous lessons
- photocopied flashcards of activities, sports, and household jobs learnt in previous lessons (cut in four)
- Blu tack
- big pieces of black cardboard (enough for all Ss)
- markers / coloured pencils
- tape (a roll for every four Ss)
- sheets of white cardboard (one per S)
- scissors (one pair for every pair of Ss)

Revision

• Divide Ss into pairs and have them play the game in the SB on page 28.

Lesson plan



- Stick some of the flashcards from the previous lessons on the board.
- Ask Ss questions about the people in them, e.g. *What is he/she doing?* Encourage Ss to answer, e.g. *He/She's playing table tennis.*

Activity 1

- Direct Ss' attention to the pictures and ask them what the children are doing. (They are making silhouettes.)
- Point to the second picture and ask them in L1 what the child is making. (A keyhole.)
- Point to the third picture and ask Ss what the child is doing. (He/She is drawing a picture in the keyhole.)
- Make sure Ss understand that they will make their own silhouettes and that their silhouettes can be any shape they would like them to be.
- Hand out the black cardboard, the white cardboard, the tape, and the markers / coloured pencils.
- Explain that first they are going to make their silhouettes using the black and the white cardboard.
- Once they've done that, ask them to draw pictures of people doing everyday activities or playing a sport. For example, two children playing table tennis, etc.
- Go around monitoring Ss' progress and lending a hand to any Ss in need of help.

Activity 2 🍈 Track 67

- Direct Ss' attention to the picture in activity 2. Ask Ss what is happening. (The boys are showing off their silhouettes.)
- Play the CD and invite Ss to repeat (chorally in groups individually).
- Divide Ss into pairs and have them present their silhouettes to each other.
- Have Ss present to the whole class.

Optional

- Guess the picture
- Put all pieces of the cut-up photocopies of flashcards (refer to the materials section) on your desk face-down.
- Divide Ss into groups of four.
- Invite each group to the front of the class. One of the Ss in the group draws a piece of the cut-up photocopies you have on your desk and they all have to guess what the rest of the picture is and say, e.g. *He/She's playing tennis*.
- The group that guesses correctly gets one point for every correct guess.
- The group with the most points wins.





🔘 Language focus

Objectives

• To provide Ss with cross-cultural information.

*****Materials

- Ss' silhouettes from the previous lesson.
- Blu tack

Revision

- Collect Ss' silhouettes and stick (some of) them up on the board.
- Divide Ss into two teams.
- Invite a S from each team to come up to the board.
- The S from team A has to choose one silhouette without revealing it and say what the person / people in it is/are doing, e.g. *She's playing volleyball*.
- If the S from team B touches the correct silhouette, he/she wins a point for his/her team.
- Repeat the game until all Ss have had a turn.

Mart Time 2

1) Listen and read. 📀

The Jeddah Marathon



Every year, over 6,000 people from all over the country go to Jeddah. Why? They run in the Jeddah Marathon. There are three races: a special needs race, a race for boys under 18 and the main race. The Jeddah Marathon is great! The London Marathon

Every spring, in April, over 35,000 people from all over the world go to London. Why? They run in the London Marathon. People over 18 years old can run in the Marathon. There is also a Mini Marathon. It is the last three miles of the London Marathon and it is for ages 11-17.

2) Write J for Jeddah Marathon or L for London Marathon.

- 1. There are three races in this Marathon.
- 2. You must be over 18 to run in this Marathon.
- 3. There is a marathon for ages 11-17.
- 4. There is a race only for boys under 18.

Lesson plan

Ma

🔰 Warm up

• Ask Ss if they have ever participated in any kind of race and encourage them to share their experiences. You may want to accept answers in L1.

Vocabulary 🍈 Track 68

- Ask Ss to open their books to p.34.
- Draw Ss' attention to the picture in the vocabulary, play the CD and ask them to repeat the word a few times.

Activity 1 💮 Track 69

- Direct Ss' attention to the photos and the titles of the texts and ask them to guess what they think the texts will be about. (The texts are about the Jeddah and London Marathons.)
- Explain to Ss that a Marathon is a race over 42km. There are more than 800 Marathons all over the world. There is a Marathon race in the Olympic Games, too.
- Play the CD and have Ss follow along in their books.
- Ask Ss to point to the appropriate texts as you play the CD.
- Play the CD again and encourage Ss to shadow read (read along with the CD).

• Explain any unknown words.

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

Text 1

Why do people go to Jeddah every year? (They go to Jeddah to run in the Jeddah Marathon.)

What are the three races of the Marathon? (There's a special needs race, a race for boys under 18 and the main race.)

Text 2

When is the London Marathon? (Every spring in April.) How many people visit London for the Marathon? (Over 35,000 people from all over the world visit London for the Marathon.) What is the Mini Marathon? (It's the last three miles of the London Marathon for ages 11-17.)

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

Activity 2

- Explain to Ss that they have to refer to activity 1 and write a J in the box next to the sentences that refer to the Jeddah Marathon or an L next to the ones that refer to the London Marathon.
- Check Ss' answers.

1.J 2.L 3.L 4.J



Optional Group pantomime

- Divide Ss into groups of four.
- Place the flashcards of the actions / sports taught in this module face down on your desk.
- 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 the action on the flashcard, while the other groups take turns guessing what the Ss are doing, e.g. *They're (playing tennis)*.
- 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.



🕲 Language focus

Objectives

- to practise the pronunciation of **ay** /e1/, **ai** /e1/ and **i** /a1/, **ie** /a1/
- to say a phonics chant / poem

Vocabulary play, rain, rice, pie

Phonics the sound /e1/ in ay and ai the sound /a1/ in i and ie

Materials

- flashcards of *play, rain, rice, pie*
- phonics cards of *ay, ai, i* and *ie* (TM pages 107-108 one set per S)
- Blu tack
- plain A4 paper (enough for all Ss)

Lesson plan

Warm up

- Write *ay, ai* and *i, ie* on the board. Under each long vowel, stick the flashcards with the objects that contain / end in that sound.
- Point to ay and say /et/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcard (play) and say the word it depicts aloud, having Ss repeat after you.
- Follow the same procedure with *ai*, *i* and *ie*.

Activity 1 💮 Track 70

- 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

Activity 2

ay, /eɪ/, ai, /eɪ/, play, rain i, /aɪ/, ie, /aɪ/, rice, pie

> Track 71 - Chant Track 72 - Poem

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

• Direct Ss' attention to the picture. Ask Ss, in L1, what they can see.

- (A girl with her mother are on a train and the girl is thinking.)
- Ask Ss, What's the weather like? (It's raining.) What's the girl doing in the first bubble? (She's making two cakes with her mother.) What's the girl doing in the second bubble? (She's playing with her sister.)
- Play the chant / poem *On the train* and have Ss listen and follow along in their books.
- Play the chant / poem again, pausing after each line for Ss to repeat.
- Then play the chant / poem once more and encourage Ss to say the chant / poem.

TPR Activity

- Photocopy and give Ss the *ay*, *ai*, *i* and *ie* phonics cards.
- Explain to Ss that they have to say the chant / poem while raising the corresponding card each time.
- You can divide Ss into four groups. One group raises the phonics cards with *ay*, the other with *ai*, the third one with *i* and the fourth one with *ie* while they say the chant / poem.

Optional 1 What's that sound?

- Divide Ss into two teams.
- Invite a S from each team to come to the board. Give each S a marker / piece of chalk.
- Call out one of the two long vowels (/e1/ or /a1/), e.g. /e1/ and have Ss write a word containing / ending in that long vowel on the board, e.g. *play, etc.*
- The S that does this the fastest wins a point for his/her team.
- Repeat the same procedure with the rest of the Ss.
- The team with the most points wins.

Optional 2 Whispers

- Stick the flashcards of *play, rain, rice, pie* on the board.
- Divide Ss into two teams. The teams stand in lines with their backs turned to you and the board, except for the first player on each team, who should be facing you and the board.
- Give the first S in each line the phonics cards of *ay, ai, i* and *ie.* Make sure that the side with the picture faces down and the side with the sound faces up.
- When everybody is ready, point to a flashcard e.g. *rain*. The players facing you must show you the correct phonics card (ai).
- Then, they whisper the word down the line, e.g. *rain* until it reaches the last S in line.
- The last player on each team must touch the flashcard of *rain* and say the word (rain). 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.



sound each word contains / ends 迹 a. ai, train b. i, bike 🛛 c. ay, play d. ie, pie e. ai, rain f. ay, day Workbook Phonics Revision Activity 1 🦃 Track 76 • Ask Ss to turn their books to p.92. • Play the CD and have Ss listen, point Listening transcript ea, /iː/, ee, /iː/, teacher, read, tree, ay, /ei/, ai, /ei/, i, /ai/, ie, /ai/, play, Track 77 • Play the CD once and have Ss point to the pictures, repeat the words

4. playground

6. bike 7. day

5. r**ai**n

and circle the correct letter/s / sound each word contains / ends in.

Listening transcript

1. teacher 2. tree 3. bee

5. play 6. rain 7. rice

🖤 1. ea 2. ee 3. ee 4. ea 5. au

Now I can

- Explain to Ss that they are going to tick the boxes of the words/phrases they have learnt in this module.
- Holding up the WB, point to the pictures and encourage Ss to say the sentences out loud. Have Ss tick the boxes as they say each sentence. Do this with all of the words / phrases.
- Follow the same procedure as in
- Direct Ss' attention to the first picture and ask them *What's he doing?* Elicit Ss' answers. Then read the question and answer out loud and have Ss repeat them and tick the box.
- Do this with the rest of the sentences / auestions and answers.



chant

🙆 Language focus

Objectives

- to say a chant / poem
- to describe location

Vocabularv

Prepositions of place: behind, in front of, on, in, under, between, opposite

Parts of the house: door, floor, upstairs, downstairs

Structures Where's the (cgt)? It's behind the (door). It's in front of the (door).

Materials

- flashcards of door, floor, upstairs, downstairs, behind, in front of
- enlarged photocopies of the flashcard with upstairs and downstairs (one for every S)

Lesson plan

Warm up

- Point to the classroom door and say the word. Have Ss repeat after you. Repeat the same with the word *floor*.
- Place your chair in front of your desk and say Where is the chair? It's in front of the desk. Have Ss repeat after you. Put the chair behind the desk and repeat the same procedure.
- Use the flashcard of *upstairs* and downstairs and make sure Ss understand what the words mean.

Vocabulary 👘 Track 2

- Have Ss open their books to page 36.
- Play the CD and have Ss point to the pictures in the vocabulary section and repeat.
- Say the words again in random order and have Ss repeat and point.

- upstairs door floor downstairs hehind in front of Look and listen. Match the toys, the doll, the clothes, and Rex to the correct room. Then say. 📀 Fatima's new house Come with me to my new house My doll is in the kitchen. My new house, my new house, Rex is behind the door. Come with me to my new house, The toys are in front of the wardrobe. I'm upstairs and you're downstairs. My clothes are on the bedroom floor. Look at activity 1 and play. Where's the cat? It's behind the door. 36
- Activity 1 • Direct Ss' attention to the pictures.
- The activity is recorded both as a chant and as a poem.
- Ask Ss to tell you what they can see in the picture. (Fatima's new house.)

💮 Track 3 - Chant 🧊 Track 4 - Poem

- Remind Ss of the rooms of the house (bedroom, bathroom, kitchen, living room). Ask Ss questions about the picture, e.g. Where's the bed? (In the bedroom.), Where's the wardrobe? (In the bedroom.), Where's the table? (In the kitchen.), Where are the boxes? (In the living room.), Where's the sofa? (In the living room.)
- Tell Ss that they're going to listen to a chant / poem. Ask them to guess what it's going to be about.
- Play the chant / poem once and have Ss listen.
- Play the chant / poem a second time and have Ss match the items around the house and the cat to the correct room.
- When Ss feel comfortable, invite them to say the chant / poem.

The doll is in the kitchen.

Rex is behind the door, in the bedroom.

The toys are in front of the wardrobe, in the bedroom. The clothes are on the bedroom floor.



Activity 2 🦃 Track 5

- Direct Ss' attention to the children in the picture and ask them to guess what they are doing. (They are playing a memory game.)
- Play the CD and have Ss chorally repeat the exchange. Have individual Ss model the exchange.
- Divide Ss into pairs and have them look at the picture in activity 1 for one minute.
- Then have Ss cover the picture and take turns to ask and answer where the items are in the picture.

Grammar box

- Point to a book on your desk and ask Where's the book? Encourage Ss to answer It's on the desk. Ask similar questions putting the book under the desk, in a bag, in front of the bag, behind the bag, opposite the bag, between the bag and another item, e.g. a box. Encourage Ss to answer each time.
- Point to two pencils on the desk and ask *Where are the pencils?* Encourage Ss to answer *They're on the desk*. Ask similar questions putting the pencils under the desk, in a bag, in front of the bag, behind the bag. Encourage Ss to answer each time.
- Direct Ss to the grammar box at the top of page 37. Read the question and answers out loud for Ss. Have Ss repeat. Elicit that we use *Where's* to ask about the position of one thing.
- Point out that we use *Where are ...?* to ask about the position of more than one thing and give examples.

- Refer Ss to the Grammar reference at the back of the book.
- Direct Ss' attention to the picture of the house. Holding up your book, point to each room and encourage Ss to name the rooms.
- Tell Ss that they have to look at the picture of the house and complete the sentences with the words in the
- Have Ss compare their answers in pairs first, then check as a class.

1. upstairs, downstairs

Optional Where's the doll?

- Hand out the enlarged photocopies of the flashcard with upstairs and downstairs to Ss.
- Explain to them that they have to draw different items hidden in various places in the house on the flashcard and ask their classmates to spot them, e.g. Where's the doll? (It's upstairs, in the bedroom, in front

Before leaving

• Play the chant / poem *Fatima's new* house (Track 3 or Track 4) and have Ss say the chant / poem.



Activity 1

- 🧼 1. behind
 - 2. next to 3. between
 - 4. in front of

Activity 2

- 🧼 1. It's on the chair.
- 2. They're under the bed.
 - 3. They're on the desk.
 - 4. It's in front of the desk.
 - 5. They're under the desk. /
 - They're in the bag.
 - 6. It's behind the door.



Objectives

- to identify items in a house
- to talk about possession

Vocabulary Items in a house: cupboard, armchair, bookcase, fridge Parts of the house: hall

Structures Whose coat is this? It's (mine). Whose (trainers) are these? They're (Ahmed)'s. They're (his).

Materials

• flashcards of cupboard, armchair, bookcase, fridge, hall

Revision

- Play the chant / poem *Fatima's new* house in the SB on page 43 (Track 3 or Track 4) and ask Ss to say the chant / poem.
- Get Ss to play a round of the memory game in activity 2 in the SB on page 36 (TM page 54).



bookcase

fridge

Mum, these aren't

hall



Lesson plan

Warm up

• Hold up the flashcard of the cupboard and say What's this? It's a cupboard. Ask Ss to repeat after you. Repeat the procedure with the words armchair, bookcase, fridge and hall.

Vocabularv

Track 6

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

Activity 1 🔵 Track 7

• Have Ss look at the presentation and ask them different questions they can answer, e.g. Who's this? What's this? What colour is it? Is it big / small?

- Ask Ss to tell you what they think is happening. (Ahmed is at his house with his family. There has been a mix-up with the family's clothes.)
- Ask Ss to point to the bubbles and follow along as you play the CD.
- Play the CD again and encourage Ss to shadow read (read along with the CD).
- Play the CD once more, pausing after each phrase for Ss to repeat.
- Ask Ss some comprehension questions such as the following:
- Frame 1: What does Ahmed want? (His trainers.)

Smart kids

armchair

cupboard

- Frame 2: Whose trainers has Ahmed got? (Karim's.) Whose socks has Karim got? (Ahmed's.)
- **Frame 3:** What does Ahmed want? (His thobe.)
- **Frame 4:** What does Karim want? (His thobe.)
- **Frame 5:** Is Karim wearing his thobe? (No. he isn't.) Whose thobe is it? (It's his father's.)
- Read the dialogue aloud with two Ss. Choose three Ss to read it aloud for the class. Then have Ss read the dialogue aloud in groups of three.

Grammar box

- Point to your bag and say *It's my bag. It's mine.* Write the sentences on the board.
- Point to a S's bag and say It's your bag. It's yours. Write the sentences on the board.
- 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? Encourage Ss to answer It's (Hassan's) thobe.



/ It's (Afaf's) abaya. Write the question and answer on the board. Say It's his thobe. It's his. / It's her abaya. It's hers. Write both sentences on the board.

- Repeat the same procedure with *Whose shoes are these? They're (Hassan's/ Fatima's) shoes. They're his/her shoes. They're his/hers.*
- Alternatively, you can point to the character's clothes in activity 1.
- Direct Ss' attention to the grammar box at the top of the page. Read the questions and the answers aloud and have Ss repeat.
- Elicit that we use *my, your, his, her* with a noun, and *mine, yours, his, hers* without a noun.
- Refer Ss to the Grammar reference at the back of the book.

Activity 2

- Explain to Ss that they have to refer to activity 1 and correct the sentences.
- Direct Ss' attention to the example.
- Have Ss compare their answers in pairs first, then check as a class.
- 🧼 1. It isn't his. It's Ahmed's.
 - 2. They aren't his. They're Karim's.
 - 3. They aren't his. They're Ahmed's.
 - 4. It isn't his. It's their father's.

Activity 3 🛛 💮 Track 8

• Direct Ss' attention to the six pictures and ask them to name the items (black shirt, blue jeans, brown jacket, green shirt, yellow jacket, black trousers).

- Explain to Ss that they will listen to four exchanges and they have to match each item of clothing to the correct boy.
- Play the CD and have Ss listen to the first exchange (more than once if necessary).
- Play the rest of the exchanges and ask Ss to match the clothes to the boys.
- Have Ss compare their answers in pairs first, then check as a class.

Listening transcript

- A: Whose shirt is this? Is it Saud's?
 B: No, it isn't his. Saud's shirt is green. That's Hassan's shirt. It's black.
- 2. A: What about these blue jeans? Are they Hassan's?
- B: Yes, they're his.
 3. A: I like this brown jacket, Saud. Is it yours?
 - **B:** Oh! It's not mine. It's Hassan's. I have got a yellow jacket.
- 4. A: Are these your black trousers, Saud?
 - **B:** Yeah, they're mine.
- Saud: green shirt, yellow jacket, black trousers Hassan: black shirt, blue jeans,
 - brown jacket



- asking and answering questions.)
 Play the CD and have Ss chorally
- Play the CD and have Ss chorally repeat the dialogue. Have individual Ss model the dialogue.
- Divide Ss into pairs.
- Explain that they have to take turns to ask and answer similar questions about the clothes in activity 3.
- Have pairs of Ss present the dialogue to the rest of the class.





🙆 Language focus

Objectives

- to identify items in a house
- to learn about the traditional Japanese house

Vocabulary

Items in a house: cushion, mat **Parts of a house:** dining room, garden, wall

Clothes: slippers Material: paper

Structures

There is (one big room). There are (a lot of paper doors). Is there a (garden)? Yes, there is. / No, there isn't. Are there (cushions)? Yes, there are. / No, there aren't. There isn't a (garden). There aren't (cushions).

Materials

- flashcards of garden, slippers, cushion, dining room, mat, wall, paper
- plain paper (one for each S)

Revision

- Point to different items that Ss have got or are wearing and ask the rest of the class, e.g. *Whose (rubber) is this? Whose (shoes) are these?*
- Encourage Ss to answer It's / They're (Ali)'s.

Lesson plan

Warm up

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

Vocabulary 🌍 Track 10

- Have Ss open their books to page 40.
- Play the CD and have Ss point to the correct picture and repeat.
- Say the words again in random order and have Ss repeat and point.



• Ask Ss what they think *There are a lot of paper doors.* means and when



- encourage Ss to come up with more examples.
- Give Ss examples of the Question form by asking *Is there ... / Are there ...?* and the Negative There isn't/aren't ...
- Refer Ss to the *Grammar reference* at the back of the book.

Activity 2

- Direct Ss' attention to the questions and explain that they have to refer to activity 1 in order to circle the correct answer.
- Read the sentences out loud and allow Ss time to do the activitu.
- Have Ss compare their answers in pairs, then check as a class.

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

Track 12 Activity 3

- Explain to Ss that they will listen to three descriptions and they have to number the pictures from 1-3 according to what they hear.
- Play the CD and have Ss listen to the first description (more than once if necessary).
- Repeat the procedure with the rest of the descriptions.
- Have Ss compare their answers in pairs first, then check as a class.

le yellow, the mat brown. They also have to draw a table and four chairs in the garden.

Activity 2

Picture A 100

- The walls are yellow. 1.
- 2. There is one sofa.
- 3-5. There are two armchairs. There are four cushions. There are two slippers under the table.

Picture B

- The walls are orange. 1
- There are two sofas. 2.
- 3-5. There is one armchair. There is one cushion. There is one slipper under the table.



Language focus

Objectives

- to identify items in a house
- to describe location
- to practise the definite article *the* and the indefinite articles *a/an*.

Vocabulary

Items in a house: clock, mirror, radio, painting

Materials

- flashcards of *clock*, *mirror*, *radio*, *painting*
- photocopied flashcards of vocabulary learnt in previous lessons
- scissors (one pair for each pair of Ss)
- cut-outs in the SB on page 141

Revision

• Have some Ss show the living rooms that they drew in activity 4 in the SB on page 41 to the rest of the class and describe them.

Lesson plan

Warm up

• Hold up the flashcard of the *clock* and say *What's this? It's a clock*. Ask Ss to repeat after you. Do this with *mirror*, *radio* and *painting*.

Vocabulary

Track 14

- Have Ss open their books to page 42.
- Direct Ss' attention to the vocabulary section at the top of the page.
- Play the CD and have Ss repeat.
- Say the words in random order and have Ss repeat and point.

Grammar box

- Draw Ss' attention to the grammar box and read the sentences aloud.
- Explain to Ss that we use *a/an* when we refer to non-specific nouns, e.g. *There is a mosque in my town. There is an armchair in the living room.* We use *the* when we refer to specific nouns,



e.g. The blue sofa is opposite the TV.

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

Activity 1 🛛 🎲 Track 15

- Place a book on your desk and say *Where's the book? It's on the desk*. Follow the same procedure with *in, under, opposite, next to, behind, in front of, between (two items)*.
- Direct Ss' attention to the two boys at the bottom of the page and ask them what is happening. (The boys are looking at the picture and are playing a game.)
- Play the CD once and have Ss follow along in their books.
- Play the CD again and pause after each phrase for Ss to repeat (chorally in groups individually).
- Ask Ss to cut out page 141 from the back of their books.
- Divide Ss into pairs.
- Explain to Ss that they have to cut the items and place them somewhere in the house in the picture without letting their partners see them.
- Model how the game is played with a S.
- If time permits, have some pairs of Ss play the game in front of the class.



Optional

Where is it?

- Clear a space in the middle of the classroom and divide Ss into two teams.
- Ask Ss to stand in lines at one end of the room.
- Place two desks facing the teams at the other end of the room. Put a pile of the photocopied flashcards (see materials section), a book, and a bag on each desk.
- Stand next to the lines of Ss and call out an instruction for Ss to follow such as *Put the clock on the desk*. Clap your hands to initiate the game.
- The first S of each line has to run to the desk at the other end of the room, carry out the action, and run back.
- The S to reach his/her team first earns a point for the team, provided that he/she's chosen the correct flashcard and placed it in the right place. He/ She goes to the back of the line. The team with the most points at the end of the game wins.
- Play the game for as long as time permits.
- Instead of photocopied flashcards you could also use real objects, e.g. a clock, a small mirror, a radio, clothes, pens, pencils, etc.

Workbook

Activity 1 imack 16 Listening transcript

- 1. A: Where's the radio?
 - **B:** It's in the wardrobe.
 - A: Where is it?
 - **B:** It's in the wardrobe.
- 2. A: Where's the mirror?
 - **B:** It's on the wall.
 - A: Where?
 - **B:** It's on the wall, just behind the door.
- 3. A: Where are the balls?
 - **B:** They're on the floor.
 - A: Are they on the mat?
 - **B:** No, they aren't. They're under the bed.
- 4. A: Where's the painting?
 - **B:** It's on the wall, between the bookcase and the wardrobe.
 - A: On the wall where?
 - **B:** Between the bookcase and the wardrobe.
- 5. A: Where are the slippers?
 B: They're on the floor, in front of the armchair.
 A: Where?
 D: On the floor, in front of the armchair.
- **B:** On the floor, in front of the armchair.
- 🥐 1. in the wardrobe
 - 2. on the wall, behind the door
 - 3. on the floor, under the bed
 - 4. on the wall, between the bookcase and the wardrobe
 - 5. on the floor, in front of the armchair

Activity 2

- 1. It's in the wardrobe.
 - 2. It's behind the door.
 - 3. They're under the bed.
 - 4. It's between the bookcase and the wardrobe.
 - 5. They're in front of the armchair.

- Activity 3
- 1. a
- 2. an 3. The, The
- 4. an, a



🙆 Language focus

Objectives

- to practise the pronunciation of **oa** /əu/ and **ow** /əu/
- to say a phonics chant / poem

Vocabulary boat, goat, yellow, window

Phonics oa and ow /əʊ/

⁹Materials

- flashcards of *boat, goat, yellow, window*
- phonics cards of *oa, ow* (TM pages 107-108 - one set per S)
- Blu tack
- plain A4 paper (enough for all Ss)

Lesson plan

Warm up

- Write *oa* and *ow* on the board. Under each digraph, stick the flashcards with the objects that contain / end in that sound.
- Point to *oa* and say /əu/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcards (boat, goat) and say the words they depict aloud, having Ss repeat after you.
- Follow the same procedure with *ow.*

Activity 1 💮 Track 17

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

Listening transcript

oa, /əʊ/, boat, goat ow, /əʊ/, yellow, window

Activity 2 👘 Track 18 - Chant 🦃 Track 19 - Poem

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

- Direct Ss' attention to the picture. Ask Ss, in L1, what they can see. (Two girls look out the window and they see a goat in a boat.)
- Ask Ss, What animal can you see? (A goat.) Where's the goat? (In a yellow boat.) What's the goat wearing? (A blue coat.)
- Play the chant / poem *Out the window* and have Ss listen and follow along in their books.
- Play the chant / poem again, pausing after each line for Ss to repeat.
- Then play the chant / poem once more and encourage Ss to say the chant / poem.



TPR Activity

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



- Divide Ss into two teams.
- Invite a S from each team to come to the board. Give each S a marker / piece of chalk.
- Call out a word containing the digraphs (oa, ow), e.g. *yellow* and have Ss write the correct digraph on the board (*oa* or *ow*), e.g. *ow* and say the sound aloud, e.g. /əu/.
- 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.





🔘 Language focus

Objectives

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

Materials

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

Revision

• Play the chant / poem from the previous lesson (SB page 43 Track 18 or Track 19 and have Ss say the chant / poem along with the CD.

Lesson plan

Warm up

• Ask Ss (in L1) if they have got a pet.

Activity 1 () Track 22

Before reading

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

While reading

- Play the CD and point to each frame in your book or on the board. Encourage Ss to point to each frame in their books.
- Play the CD again and ask Ss to point to each speech bubble and follow along in their books.
- Talk about what happens in each frame.
- Frame 1: Three children, Emily, Kelly and Afaf, are in Kelly's living room eating dates, crisps and sweets. Emily tells her friends that Kelly's rabbit is not in its cage. Afaf is scared because she doesn't like rabbits.



1) Listen and read. 👩

The rabbit

It's Friday night. Emily, Kelly and Afaf are at Kelly's house. Kelly's mother is upstairs watching TV and the children are in the living room. They're eating dates, crisps and sweets and they are playing board games.





Frame 2: Emily looks for the rabbit under the armchair but she finds Kelly's slipper instead.

- Frame 3: Afaf looks for the rabbit behind the bookcase, but she doesn't find it. Kelly suggests they go to the kitchen to eat something.
- Frame 4: The children are in the kitchen making sandwiches.
- **Frame 5:** The children are still in the kitchen making sandwiches when they hear a noise coming from the living room. They think it's the rabbit and they're scared.
- **Frame 6:** The children are in the living room now. It wasn't the rabbit that made the noise but Kelly's mother. She is angry because the living room is a mess.
- Play the CD again and invite Ss to shadow read (read along with the CD).
- Play the CD again, pausing after each line. Have Ss repeat (chorally in groups individually).

After reading

- Ask Ss comprehension questions, such as the following:
- Frame 1: Where are the children? (At Kelly's house. / In the living room.) Where is Kelly's mother? (She is upstairs.)

What is Kelly's mother doing? (She's watching TV.)

What are the children doing? (They are eating dates, crisps and sweets and playing board games.)

Frame 2: What does Emily find under the armchair? (A slipper.) Whose slipper is it? (Kelly's.)



The children run to the living room, but there is no rabbit there. Kelly's mother is in the living room.



- Frame 3: Who looks behind the bookcase? (Afaf.) Is the rabbit behind the bookcase? (No, it isn't.) What does Kelly want to do? (Go to the kitchen and get some
- food.) **Frame 4:** Where are the children? (In the kitchen.) What are they doing? (They're making sandwiches.) Is there any cheese in the fridge?
- (Yes. there is.) Frame 5: What do the children hear? (A noise.) What do they think it is? (The rabbit.) Where is the noise coming from? (The living room.)
- **Frame 6:** Is the rabbit in the living room? (No, it isn't.) Who is in the living room? (Kelly's mother.) What's on the floor? (Toys, a slipper and game pieces from the board game.) Who is angry? (Kelly's mother.)
- Divide Ss into groups and have them read the story aloud.



Home network

- Write *Home* in a circle on the board. Tell Ss that you are going to build up a network of words that are related to home.
- Draw lines from the central circle and encourage Ss to tell you the rooms of the house. Write them in circles around the word home.

• Invite Ss to copy the network in their notebooks. Build up the network with the whole class, modelling the process and eliciting Ss' suggestions for words to go in each sub-category of the network. • At the end, your home network should look similar to the one below: cupboard clock fridge kitchen armchair table chair cushion sofa dining living room mat room door floor radio painting upstairs/ Home downstairs wall window bathroom bedroom bed desk hall mirror bookcase



• Ask Ss to bring in magazine pages or make drawings of the different rooms in a house for the next lesson.





- Have Ss open their books to pages 44-45. Play the CD (Track 22) and have Ss follow along in their books.
- Play the CD and encourage Ss to shadow read (read along with the CD).
- Then have some Ss read the story aloud for the whole class.



Revision 3

Lesson plan

Warm up

- Divide Ss into small groups.
- Ask each S to take out the magazine pages / drawings they brought and place them on the desk.
- Ss take turns to describe them.
- Then Ss in each group choose a picture without revealing which one it is. Then, in turns, they describe the room. The rest of the Ss try to guess which one it is.
- Make sure all Ss have a turn.

Activity 1 💮 Track 23

• Draw Ss' attention to the photo of the room and ask Ss to describe it.

- Explain to Ss that they will listen to the CD and that they have to place the items (1-6) in the photo by drawing lines.
- Play the CD twice. Pause after each sentence so that Ss have time to place each item in the picture.
- Get Ss to compare their answer in pairs first, then check as a class.

Listening transcript

- 🥐 1. The boxes are on the floor.
 - 2. The slippers are behind the armchair.
 - 3. The painting is on the wall.
 - 4. The cushion is on the sofa.
 - 5. The mirror is on the bookcase.
 - 6. The clock is on the table.

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. yours 2. hers 3. his 4. mine



Optional Whose is this?

- Divide Ss into two groups.
- The Ss in the first group take turns presenting one of their belongings and saying *This is my (book)*. Then collect all the items in a big bag.
- A S from the first group picks one item from the bag and asks Ss in the second group *Whose (pencil) is this?* The Ss have to remember who the item belongs to and answer correctly.
- For every correct answer, the Ss in the second group get a point.
- The groups swap roles.
- The group with the most points wins.



• Play the chant / poem *Fatima's new house* in the SB on page 36 (Track 3 or Track 4) and have Ss say the chant / poem.





Project

Objectives

- to read about one's house
- to learn how to use adjectives in a sentence
- to write a paragraph about one's house
- to revise and consolidate structures and vocabulary introduced in previous lessons

Materials

- Blu tack
- magazine cut-outs that show different rooms in a house or drawings of different rooms in a house

Revision

• Show Ss magazine cut-outs / drawings of different rooms and encourage Ss to describe them.

Lesson plan



🚳 Warm up

• Stick one of the magazine cut-outs / drawings you brought on the board and show it to the Ss. Say, e.g. *This is a bedroom. It's big. There is a clock on the wall. There is a chair in front of the desk,* etc.

Activity 1 (iiii) Track 24

- Read the question in the rubric, direct Ss' attention to the photo of the room and the title and ask them to guess what the text is going to be about.
- Elicit answers but do not correct Ss at this stage.
- Listen to the CD and ask Ss to follow along in their books.
- Check Ss' answers (Sahar's house).
- Ask Ss comprehension questions such as the following: Where is the kitchen and the living room? (Downstairs.) How many bedrooms are upstairs? (Three.) What is Sahar's favourite room? (Her bedroom.) What is there on her bedroom wall? (Three flowers.) Where is the window? (Next to her bed.)
- If you have time, choose a few Ss to read the text.

Writing tip

- Direct Ss' attention to the *Writing tip* and read it out loud.
- Explain the writing tip to Ss and point out the example.
- Provide Ss with more examples. Write sentences on the board like the ones below:
 - 1. small / I've / bag / a / got / red
 - 2. a / That's / big / elephant / grey
 - 3. The / ball / is / under / small / the bed / green
- Have Ss copy them in their notebooks and put the words in the correct order.
- Then check Ss' answers by having them read the sentences out loud.

🧼 1. I've got a small, red bag.

- 🍃 2. That's a big, grey elephant.
 - 3. The small, green ball is under the bed.



- Ask Ss to draw pictures of their bedrooms.
- Divide Ss into pairs and have them take turns to show their bedrooms to the rest of the class.





Activity 1

- 🥐 1. I live in a big, white house.
 - 2. There is a big, blue sofa in the living room.
 - 3. I've got a small, yellow bookcase.
 - 4. The small, pink lamp is on my desk.

Activity 2 open answers

open unsw



Language focus

Objectives

• To provide Ss with cross-cultural information.

Revision

• Ask different Ss to read their projects from the previous lesson (WB page 119).













in the Kingdom of Saudi Arabia. It's very big, with two floors. Upstairs, there is King Abdul-Aziz's office. Al-Murabba Palace is open from 9am to 12pm and 2pm to 9pm from Sunday to Friday.

Buckingham Palace is the Queen's home in London, England. The palace is very big with five floors. There are 600 rooms, 78 bathrooms and a swimming pool. Every year in August and September people can visit some rooms in the palace. They are open from 9:30 to 16:30.



Read and write A for Al-Murabba Palace or B for Buckingham Palace.

- 1. There are five floors. 2. The King's office is upstairs.
- 3. It's open six days a week. 4. It's open only in August and September.

Lesson plan

Warm up

- Have Ss open their books to page 48.
- Direct Ss' attention to the photos and ask them if they have visited any of the places depicted. If they haven't ask Ss if they would like to visit any of the depicted places or any other famous sights they know of.
- Encourage Ss to answer and accept answers in L1 as Ss may have difficulty with sight names.
- Use the flashcards to introduce the new vocabulary.
- Show each flashcard, say the corresponding word and ask Ss to repeat.

Vocabulary 🍈 Track 25

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

Activity 1 🧊 Track 26

• Direct Ss' attention to the photos and ask them to guess what they think the texts will be about. (The texts are about famous sights; specifically, the Al-Murabba Palace and the Buckingham Palace.)

- Play the CD and have Ss follow along in their books.
- Ask Ss to point to the appropriate texts as you play the CD.
- Play the CD again and encourage Ss to shadow read (read along with the CD).
- Explain any unknown words.
- Ask Ss some comprehension questions, such as the following:

Text 1

Where is Al-Murabba Palace? (It's in the Kingdom of Saudi Arabia.) How many floors has it got? (It has got two floors.) What's upstairs? (King Abdul-Aziz's office.) When is it open? (It's open from 9am to 12pm and 2pm to 9pm from Sunday to Friday.)

Text 2

Where is Buckingham Palace? (It's in London, England.) Who lives in Buckingham Palace? (The Queen of England.) How many rooms has the palace got? (It has got 600 rooms, 78 bathrooms and a swimming pool.) When can people visit some of the palace rooms? (They can visit some rooms in August and September from 9:30-16:30.)

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

Activity 2

- Explain to Ss that they have to refer to activity 1 and write A in the box next to the sentences that refer to Al-Murabba Palace or B next to those ones that refer to Buckingham Palace.
- Check Ss' answers.

1.B 2.A 3.A 4.B


🕲 Language focus

Objectives

- to practise the pronunciation of **ou** /au/ and **ow** /au/
- to say a phonics chant / poem

Vocabulary

house, shout, cow, sit down

Phonics ou and ow /au/

PMaterials

- flashcards of *house, shout, cow, sit down*
- phonics cards of *ou*, *ow* (TM pages 109-110 - one set per S)
- Blu tack
- plain A4 paper (enough for all Ss)

Revision

• Divide Ss into pairs and have them play a couple of rounds of the game in the SB on page 42 (TM pp. 60-61).

Lesson plan

💥 Warm up

- Write *ou* and *ow* on the board. Under each digraph, stick the flashcards with the objects that contain / end in that sound.
- Point to ou and say /au/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcards (house, shout) and say the words they depict aloud, having Ss repeat after you.
- Follow the same procedure with *ow*.

Activity 1 🌍 Track 27

- 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

ou, /au/, house, shout ow, /au/, cow, sit down

Activity 2 Track 28 - Chant Track 29 - Poem

recorded both as a chant

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

• Direct Ss' attention to the picture. Ask Ss, in L1, what they can see.

- (Two boys are feeding a brown cow and their mother is calling them.)
- Ask Ss, What animal can you see? (A cow.) What is it doing? (It's eating.) Who is in front of the house? (The boys' mother.)
- Play the chant / poem *Come in the house* and have Ss listen and follow along in their books.
- Play the chant / poem again, pausing after each line for Ss to repeat.
- Then play the chant / poem once more and encourage Ss to say the chant / poem.

TPR Activity

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

Optional 1

What's that sound?

- Divide Ss into two teams.
- Invite a S from each team to come to the board. Give each S a marker / piece of chalk.
- Call out a word containing one of the two digraphs (ou, ow), e.g. *shout* and have Ss write the word on the board, e.g. *shout* and say the sound aloud e.g. */au/*.
- The S that does this the fastest wins a point for his/her team.
- Repeat the same procedure with the rest of the Ss.
- The team with the most points wins.

Optional 2 Whispers

- Stick the flashcards of *house, shout, cow, sit down* on the board.
- Divide Ss into two teams. The teams stand in lines with their backs turned to you and the board, except for the first player on each team, who should be facing you and the board.
- Give the first S in each line the phonics cards of *ou* and *ow*. Make sure that the side with the picture faces down and the side with the sound faces up.
- When everybody is ready, point to a flashcard e.g. *house*. The players facing you must show you the correct phonics card (ou).
- Then, they whisper the word down the line e.g. *house* until it reaches the last S in line.
- The last player on each team must touch the flashcard of *house* and say the word (house). 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 30

• Play the CD and ask Ss to repeat the words and circle the one that doesn't belong (the /au/ is produced by different letters from the other two). Play the CD twice.





Language focus

Objectives

- to say a chant / poem
- to identify and talk about food
- to make a suggestion

Vocabulary Food: onions, lettuce, butter, biscuits, sugar, flour

Structures There's some (milk). There are some (eggs).

[®] Materials

- pictures / flashcards of food Ss know
- Blu tack
- flashcards of onions, lettuce, biscuits, sugar, flour, butter, chocolate
- photocopies of the flashcards of onions, lettuce, butter, biscuits, sugar, flour (one per S)
- plain paper (enough for all Ss)

Lesson plan

Warm up

- Show Ss pictures / flashcards of food and ask them different questions such as What's your favourite food? Do you like (dates)? What do you have for breakfast / lunch / dinner?
- Stick the flashcards of the new vocabulary 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 35

Track 35

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



Activity 1 🎲 Track 36 - A Chant 🎲 Track 37 - Poem

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

- Ask Ss (in L1) what they see in the picture. (Fatima and Reema are in the kitchen.) Ask them what kinds of food they see in the picture (eggs, milk, orange juice, flour, butter, chocolate, sugar, lettuce, tomatoes, onions and carrots).
- Remind Ss the use of *Let's* (make a suggestion) and give examples, e.g. *Let's make a pizza. Let's go to the park, etc.*
- Tell the Ss they're going to listen to a chant / poem. Ask them to guess what it's going to be about.
- Play the chant / poem once and have Ss listen and match each line that mentions food to the correct picture.
- Play the chant / poem again and have Ss check their answers.
- When Ss feel comfortable, invite them to say the chant / poem.

🍸 3rd line - flour	4th line - chocolate	5th line - sugar
🏁 7th line - lettuce	8th line - tomatoes	9th line - onions

TPR Activity

• Hand out the photocopies of the flashcards with food, so that each S has got a copy.



- Ask Ss to stand at their desks. Explain that they are going to listen to the chant / poem and that they will say the chant / poem along with the CD.
- Tell Ss to rub their stomachs as they say the line *I'm hungry. I'm hungry*, and have them raise their flashcard as they hear the food they have got.
- Play the chant / poem and have Ss do the action and raise their flashcards as they say it.

Activity 2 🏼 💮 Track 38

- Explain *countable* and *uncountable* nouns to Ss. Tell them that countable nouns have a singular and a plural form while uncountable nouns don't have a plural form. Give Ss examples and refer them to the *Grammar reference* at the back of the book.
- Tell Ss that we use *There is* to say that a person, place or object exists in a specific place and *There are* to say that more than one person, place or object exists in a specific place.
- Direct Ss' attention to the picture in activity 2 and ask them what they think the boys are doing. (They are looking at activity 1 in their books and they are talking about the food they see in the picture.)
- Play the CD and have Ss chorally repeat the exchange. Divide Ss into pairs.

• Ss look at the picture in the previous activity, and take turns pointing to food in the picture. Have different Ss talk about the picture in front of the rest of the class.

Grammar box

- Direct Ss' attention to the grammar box on page 51.
- Read the sentences out loud and have Ss repeat.
- Refer Ss to the *Grammar reference* at the back of the book.

Activity 3

- Direct Ss' attention to the photos as well as the table.
- Explain to Ss that they have to look at the photos and decide which items are countable and which are uncountable and complete the table.
- Countable: bananas, dates, tomatoes, biscuits, onions Uncountable: cheese, butter, sugar, flour, water
- Activity 4 🍏 Track 39
- Direct Ss' attention to the picture and ask them what they think the boys are doing. (The boy on the left is talking about the contents of one of the baskets and the other boy guesses which one it is.)
- Play the CD and have Ss repeat. Divide Ss into pairs.
- Direct Ss' attention to the three baskets and explain that one S has to choose one of the baskets and describe what there is/are in it, using *There's a / some...There are some / two...*, as in the example. The other S has to guess which one it is. Ss swap roles.

Activity 1 1. SUGAR 2. ONIONS 3. LETTUCE 4. FLOUR 5. BISCUITS 6. BUTTER Activity 2 1. There are some bananas. 2. There's some chocolate. 3. There's some chocolate. 3. There's some cheese. 5. There are some tomatoes. 6. There's some vater. 7. There's some orange juice. 8. There's some butter. 9. There are some apples. 10. There are some eggs.	Workbook
 1. There are some bananas. 2. There's some chocolate. 3. There's some milk. 4. There's some cheese. 5. There are some tomatoes. 6. There's some water. 7. There's some orange juice. 8. There's some butter. 9. There are some apples. 	2. ONIONS 3. LETTUCE
	 1. There are some bananas. 2. There's some chocolate. 3. There's some milk. 4. There's some cheese. 5. There are some tomatoes. 6. There's some water. 7. There's some orange juice. 8. There's some butter. 9. There are some apples.



🔘 Language focus

Objectives

• to talk about food

Vocabulary Food: omelette, peas, pancake, pineapple, peppers, dessert

Structures Is there any (cheese)? Yes, there is. / No, there isn't. Are there any (peppers)? Yes, there are. / No, there aren't.

Materials

- flashcards of omelette, peas, pancake, pineapple, peppers, dessert
 Bluttack
- Blu tack

Revision

- Have Ss listen to the chant / poem in the SB on page 50 (Track 36 or Track 37) and say it along with the CD.
- Divide Ss into pairs and have them do activity 2 in the SB on page 50 (TM page 75).

Lesson plan

Warm up

• Stick the flashcards of *omelette, peas, pancake, pineapple, peppers, dessert* on the board. Point to each one, say the word and encourage Ss to repeat after you.

Vocabulary 🍈 Track 40

- Have Ss open their books to page 52 and point out the food in the vocabulary section. Play the CD a few times and have Ss point to the food and repeat.
- Explain that a *dessert* is usually sweet food or fruit eaten at the end of a meal.
- Say the words again in random order and have Ss repeat and point.

Activity 1 🍈 Track 41

• Direct Ss' attention to the first frame of the story and ask them *What is the children's mother doing? (She's cooking.)* Point to the third frame and ask *What are the children eating? (They're eating omelettes.)* Point to the last frame and



ask What has the children's mother got? (She has got pancakes.)

- Ask Ss (in L1) what they think is happening. (Fatima's mother is making them omelettes. Reema is having her omelette while Fatima waits for her mother to finish cooking hers. Reema wonders what Fatima's omelette has got in it. Fatima tells Reema what's in her omelette and Reema is disgusted. Both Fatima and Reema are happy when Fatima's mother brings them a plate of pancakes, which they both like.)
- Ask Ss to point to the appropriate bubbles and follow along as you play the CD.
- Play the CD again and encourage Ss to shadow read (read along with the CD).
- Play the CD once more and pause after each phrase for Ss to repeat.
- Ask comprehension questions such as the following: Does Reema like her omelette? (Yes, she does.) What's in Reema's omelette? (There are peppers and cheese in Reema's omelette.) Are there any peppers in Fatima's omelette? (No, there aren't.) What's in Fatima's omelette? (There are peas, onions and pineapple in Fatima's omelette.) Does Reema like Fatima's omelette? (No, she doesn't.) What do they have for dessert? (Pancakes.) Do Reema and Fatima like pancakes? (Yes, they do.)
- Choose three Ss to read it aloud for the class, assigning roles to each S. Then have Ss read the story aloud in groups of three.

Grammar box

- Point to the grammar box and read it out loud. Have Ss repeat.
- Elicit that we use *Is there any ...?* when we are asking if a person, animal,



object or place can be found in a specific place. In this case we are using it to ask if there is a certain ingredient in a food.

- Elicit that we use *Are there any ...*? when we are asking if more than one person, animal, object or place can be found in a specific place. In this case we are using it to ask if there is more than one of a certain ingredient in a food.
- Refer Ss to the Grammar reference at the back of the book.

Activity 2

- Ss read the story again and write R for Reema or F for Fatima in the boxes under the ingredients that are in each of their omelettes.
- Have Ss compare their answers in pairs first, then check as a class.

👕 1. F 2. R 3. F 4. F 5. R

Activity 3 🌍 Track 42

- Ss listen to six conversations and tick the correct box according to whether the ingredients depicted are in the cupboard / fridge / food mentioned or not.
- Play the CD, pausing after each exchange.
- Play the CD again for Ss to check their answers.

Listening transcript

A: Is there any cheese in your sandwich?
 B: Of course! It's a cheese and tomato sandwich.

- 2. A: Are there any onions in the cupboard?
 - **B:** Yes, there are. How many do you want?
 - A: Two, please.
- 3. A: Is there any pineapple on the pizza?
 - **B:** No. I don't like pineapple.
- 4. A: Are there any peas in the fridge?
 - B: No, there aren't.
- 5. **A:** Are there any peppers in your salad?
 - B: Yes, there are. I love peppers!
- 6. A: Is there any chocolate in the pancakes?
 - **B:** No, there isn't.

A: Oh, good. I don't like chocolate.

🌱 1. Yes	2. Yes	3. No
🏴 4. No	5. Yes	6. No

Activity 4 🍏 Track 43

- Direct Ss' attention to the boys in the picture and ask them what's happening. (They are asking each other what ingredients they each put in their omelettes.)
- Play the CD and have Ss chorally repeat the exchange. Have individual Ss model the exchange.
- Divide Ss into pairs.
- Explain to Ss that first they are going to tick what ingredients they want in their omelette, individually. Point out that the two spaces are there for Ss to fill in with two ingredients of their preference.
- After they've done this, they have to take turns asking their partners what ingredients they've chosen for their omelettes.
- Have pairs of Ss present the exchange to the rest of the class.
- open answers





🔘 Language focus

Objectives

• to talk about healthy living / food and food containers

Vocabulary

Food / drink and food containers:

water, meal, a glass of milk **Time:** hour

Action: exercise

Structures

How many meals do you eat every day? How much water do you drink every day?

Materials

- flashcards of *water, exercise, a glass* of milk, hour, meal
- Blu tack

Revision

- Have Ss open their books to p.52.
- Play the CD (Track 41) and have Ss follow along in their books.
- Play the CD again and encourage Ss to shadow read (read along with the CD).
- Then have some Ss read the story aloud for the class.

Lesson plan

Warm up

- Present the new vocabulary using the flashcards or real items of food.
- Point to each one, say the word and encourage Ss to repeat after you.

Vocabulary 🍈 Track 44

- Have Ss open their books to p.54.
- 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 pictures and repeat.
- Say the words again in random order and have Ss repeat and point.

Activity 1 🥘 Track 45

- Have Ss look at the presentation and ask them if they recognise this type of text (a quiz) and where it is usually found (in a magazine).
- Explain to Ss that quizzes are a fun way of discovering more things about



54

oneself. Tell Ss that they are going to read and complete the quiz to see how healthy they are.

- Direct Ss' attention to the quiz. Explain to Ss that they will have to circle the answer that applies to them.
- Play the CD and have Ss follow along in their books.
- Play the CD again and encourage Ss to read along with the CD.
- Pause after each question so that Ss have time to circle.
- When all Ss have finished, tell them to turn to p.75, circle the number that corresponds to each of their answers, add their scores and read the results that apply to them.
- Help Ss if necessary.

Activity 2 🌍 Track 46

- Direct Ss' attention to the children in the picture and ask them to guess what they are doing. (They're talking about the quiz questions.)
- Play the CD and have Ss chorally repeat the exchange.
- Divise Ss into pairs.
- Explain to Ss that, they are going to ask their partners what they answered in the quiz.
- Ss take turns.
- Have a few pairs share their results with the rest of the class.



Grammar box

- Direct Ss' attention to the grammar box at the top of page 55. Read the sentences and have Ss repeat after you.
- Ask Ss what they think *How many* and *How much* mean and when they use them. Elicit that we use *How many* to ask about the quantity of countable nouns and that we use *How much* to ask about the quantity of uncountable nouns. Give Ss some more examples.
- Refer Ss to the *Grammar reference* at the back of the book.

Activity 3 🍈 Track 47

- Ss listen to a girl answering questions about her diet and how much she exercises and sleeps and circle the correct answer.
- Have Ss read the questions and predict Sahar's answers.
- Play the CD and pause after each part so that Ss have enough time to circle the correct answer.
- Play the CD again and have Ss check their answers.
- Have Ss compare their answers in pairs first, then check as a class.

Listening transcript

1. Woman: Sahar, can you answer some questions for my survey?
Sahar: Sure.
Woman: OK. First question. How much milk do you drink every day?

Woman: OK. First question. How much milk do you drink every day?
 Sahar: I drink one glass in the morning and one before bedtime.
 Woman: So, two glasses? That's very good.

2. Woman:	Do you eat fruit and
	vegetables?
Sahar:	Yes, I do. I eat them every
	day. I have two oranges
	after lunch and a big salad with vegetables every
	night. It's a healthy dinner.
	Fruit and vegetables are
	good for us.
Woman:	That's true.
3. Woman:	Do you exercise at all?
Sahar:	Yes, I do. Gymnastics is my
Sundi.	favourite sport.
Woman:	How many hours do you
	exercise every week?
Sahar:	Well, I do gymnastics four
	hours a week.
Woman:	Do you do any other sports?
Sahar:	No, I don't.
4. Woman:	OK, Sahar. And the last
	question. How many hours
	do you sleep every night?
Sahar:	I go to bed at 10:00 at night
	and I wake up at 6:00 in
	the morning when I have school.
Woman:	So, that's 8 hours.
Sahar:	Yeah, I always sleep 8
	hours. At the weekend, I go
	to bed later and I wake up
	at around 8:00.
Woman:	So, Sahar you're a very
	healthy person. Thank you very much.
Sahar:	You're welcome.
1910	
¶1. b	2.a 3.a 4.c
Activity 4	i Track 48
	attention to the children
in the pic	ture and ask them what
	doing. (They are asking one
	bout their eating, exercising
	ping habits.)
	CD and have Ss chorally
	e exchange. Have individual the exchange.
	into pairs and have them
	s doing the activity.
	inish, have some pairs do the
	front of the class.
6	
W W	orkbook





Language focus

Objectives

- to identify kinds of food and drink
- to learn how to order at a restaurant
- to role-play a restaurant scene

Vocabulary

Food and drinks: hummus, lemonade, watermelon

Structures

What would you like (to drink)? I'd like (some water), please. Would you like (some dessert)? Yes, please. / No, thanks.

🎢 Materials

- flashcards of *hummus, lemonade, watermelon*
- scissors (one pair for every pair of Ss)
- cut-outs from Student's Book p.143.
- plain paper (two sheets per S)
- Blu tack
- glue

Revision

- Revise the vocabulary and structures learnt in previous lessons by playing a game.
- Give out a flashcard of one of the kinds of food learnt in the previous lessons (onions, lettuce, meal, etc).
- Explain to Ss that once you play the chant / poem *I'm hungry* from SB page 50 (Track 36 or Track 37), they have to pass the flashcard around the classroom.
- When you stop the CD, the S holding the flashcard has to hold it up and say the kind of food / drink.
- Play the chant / poem.
- Play this game for as long as time permits.



Lesson plan

Ma.

🐠 Warm up

- Stick the flashcards of *hummus, lemonade* and *watermelon* 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 49

- Have Ss open their books to page 56. Direct Ss' attention to the vocabulary section and point out the kinds of food and drink.
- Play the CD a few times and have Ss point to the pictures and repeat.
- Say the kinds of food and drink again in random order and have Ss repeat and point.

Activity 1 🍈 Track 50

- Ask Ss to look at the pictures of the children and ask them in (L1) what they think is happening. (They are pretending to be at a restaurant and they are ordering food from the boy on the left, who is taking their order.)
- Ask Ss to follow along in their books as you play the CD.
- Play the CD again and pause after each phrase for Ss to repeat (chorally in groups individually).

- Direct Ss' attention to the grammar box at the top of the page and point out the questions and answers.
- Refer Ss to the *Grammar reference* at the back of the book.
- Hand out scissors to Ss and have them turn to page 143 in their SB. Explain that they should cut out the pictures and stick them on plain paper to create their own menus.
- Divide Ss into groups of three.
- Explain to Ss that they are going to take turns being the customers and the waiter, and role-play a restaurant scene.
- Tell the Ss pretending to be the waiter to use their notebooks or a piece of paper and a pencil while taking down the order from the customers.
- Have some groups of Ss role-play the scene in front of the class.

Optional Don't break the chain

- Get Ss to sit in a circle. If you have a large number of Ss, divide them into aroups.
- Say I'd like a pizza. The S to your right has to say what you said and adds what he/she would like, e.g. You'd like a pizza and I'd like pancakes. The S to his/her right says He/She'd like a pizza, you'd like pancakes and I'd like some lemonade.
- Ss continue in the same manner. The S who doesn't remember what someone else has mentioned is out of the game.

Extension activity

- Divide Ss into groups of three.
- Ask the two Ss in the group to tick the food, drink and dessert they would like to order in the 'Tasty' restaurant. SA ticks boxes from 'Father's' options and SB ticks boxes from 'Jameel's' options. Then, they act out a dialogue, as the one in the listening. SA is the parent, SB is the child and SC is the waiter. You could write some of the expressions on the board: *What would you like to...? Would you like some...? I would like...*
- Choose a few groups to perform the dialogue to the class.

Activity 2

- 1. Fatima would like (some) biscuits.
- 2. Karim would like a pancake.
- 3. Saud would like an omelette.
- 4. Hasna would like (some) lemonade.

🔍 Workbook

Activity 1 🍈 Track 51

Listening transcript

Listening t	ranscript
	Welcome to 'Tasty' restaurant. What would you like to eat?
Father:	I would like an omelette, please.
Waiter:	An omelette, OK.
Father:	And you, Jameel?
	Can I have chicken today, Dad? And chips?
	OK, then. An omelette for me and chicken with chips for Jameel here.
Father: Waiter:	What would you like to drink, water or lemonade? Mmm just water for me. Water for you
-	I'd like some lemonade, please. And some lemonade for Jameel.
Father: Waiter: Father: Waiter: Father: Jameel:	Would you like some dessert? Dessert? Sure! What have you got? Well, there's chocolate cake, or crepes with chocolate. What about fruit? There are dates, pineapple and watermelon. I'd like some watermelon. And you, Jameel? I don't like watermelon. I'd like some dates, please. So, that's watermelon and dates. OK. Thank you.
	-
	o Jameel: a o Jameel: a

3. Father: a Jameel: b



🙆 Language focus

Objectives

- to practise the pronunciation of **ow** /əʊ/ and **ow** /aʊ/
- to say a phonics chant / poem

Vocabulary pillow, throw, town, cow

Phonics ow /əʊ/ and **ow** /aʊ/

- Materials
- flashcards of *pillow, throw, town, cow*
- phonics cards of *ow* /əu/ and *ow* /au/ (TM pages 109-110 - one set per S)
- Blu tack
- plain A4 paper (enough for all Ss)

Lesson plan



- Write *ow* /əʊ/ and *ow* /au/ on the board. Under each digraph, stick the flashcards with the objects that contain / end in that sound.
- Point to ow and say /əu/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcards (pillow, throw) and say the words they depict aloud, having Ss repeat after you.
- Follow the same procedure with *ow /au/.*

Activity 1 💮 Track 52

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

Activity 2 🎲 Track 53 - Chant 🧊 Track 54 - Poem

Listening transcript

ow, /əʊ/, pillow, throw ow, /aʊ/, town, cow

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

- Direct Ss' attention to the picture. Ask Ss, in L1, what they can see. (Two boys throw pillows out the window while a cow watches them.)
- Ask Ss, What animal can you see? (A cow.) What are the boys doing? (They are throwing pillows out of the window.)
- Play the chant / poem *In the town of Small Bay* 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.

よ TPR Activity

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

Optional 1 What's that sound?

- Divide Ss into two teams.
- Invite a S from each team to come to the board. Give each S a marker / piece of chalk.
- Call out one of the two digraphs (/əu/, /au/), e.g. /əu/ and have Ss write a word ending in that containing / sound on the board, e.g. *pillow, throw, etc.*
- 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.





Language focus

Objectives

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



- flashcards of onions, lettuce, soup, chocolate, biscuits, sugar, flour, omelette, peas, pancake, pineapple, peppers, hummus, water, lemonade, watermelon, dessert
- blown-up colour photocopies of Story time *The cooking competition*
- Blu tack

Revision

- Ask Ss to open their books to p.57.
- Play the chant / poem *In the town of* Small Bay (Track 53 or Track 54) and ask Ss to chant along with the CD.

Lesson plan

- Warm up • Have a discussion about cooking. Ask Ss questions such as the following:
- Can you cook?, Do you like cooking?, What would you like to cook?, What does your mother cook? etc.
- Encourage Ss to answer.

Activity 1 🧊 Track 57

Before reading

- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Have Ss open their book to page 58.
- Tell Ss they will listen to and read a story with the title *The cooking* competition.
- Discuss the title of the story and encourage Ss to work out what it means.



Listen and read.

It's Wednesday afternoon and Reema and Sahar are in class. Every month they have a cooking competition.



This month Reema wins the cooking

Congratulations, Reema.

Your vegetable soup is

delicious.

always bad.

competition. Sahar is sad. Her food is



Sahar isn't very good at cooking. She doesn't like it very much.

Sahar, you've got some meat, some tomatoes and a pineapple. What are you making?

Umm... It's a surprise.



That evening at home Sahar tells her mother about the competition.



- Ask Ss to look at the pictures and guess what it is going to be about.
- Elicit answers but do not correct Ss at this stage.
- Invite Ss to name any kinds of food / drink they recognise in the pictures.

While reading

58

- Play the CD and point to each frame in your book or on the board. Encourage Ss to point to each frame in their books.
- Check Ss' predictions. (The story is about a cooking competition. One of the girls isn't good at cooking but in the end, after a lot of practice, she manages to win.)
- Play the CD again and ask Ss to point to each speech bubble and follow along.
- Talk about what happens in each frame.
- Frame 1: Reema and Sahar are in class, taking part in a monthly cooking competition. Their teacher, Mrs Al Saleh, is asking Reema about the ingredients in the dish she is preparing. Reema is making vegetable soup.
- Frame 2: Sahar isn't good at cooking. She doesn't like it. Her ingredients are meat, tomatoes and a pineapple. Mrs Al Saleh asks her what she is going to make and Sahar nervously answers that it's a surprise.
- Frame 3: Mrs Al Saleh tries Reema's soup and announces that she's winner of the competition for that month. Sahar is sad.
- Frame 4: Sahar tells her mother about the competition and she suggests they





cook together to practise for next month's competition.

- **Frame 5:** Sahar and her mother make several successful attempts at cooking throughout the month.
- **Frame 6:** It's the day of the cooking competition. Mrs Al Saleh asks Sahar what she is cooking. Sahar smiles at her and, full of confidence, she tells her it's a surprise.
- **Frame 7:** Mrs Al Saleh has tried the other Ss' food and is trying Sahar's date cake now. Mrs Al Saleh says her cake is delicious. She congratulates her and announces that Sahar is this month's winner.
- Play the CD again and invite Ss to shadow read (read along with the CD).
- Play the CD once more, pausing after each line. Have Ss repeat (chorally in groups individually).

After reading

• Ask Ss comprehension questions, such as:

- Frame 1: What day is it? (It's Wednesday afternoon.) Where are Reema and Sahar? (They're in class.) What is Reema making? (She's making vegetable soup.)
- Frame 2: Does Sahar like cooking? (No, she doesn't.) What has Sahar got? (She has got some meat, some tomatoes and a pineapple.) What is she making? (It's a surprise.)

- Frame 3: Who's the winner of the competition? (Reema.) Is Sahar happy? (No, she isn't. She's sad.)
- Frame 4: What does Sahar's mother tell her? (She tells her to cook with her.)
- Frame 5: What do Sahar and her mother do for a month? (They cook and cook and cook.)
- Frame 6: What has Sahar got? (She has got some flour, some butter, some sugar, some milk, some dates and some eggs.) What is she making? (It's a surprise.)
- Frame 7: What is Mrs Al Saleh doing? (She's trying Sahar's date cake.) Is Sahar's date cake good? (Yes, it is. It's delicious.) Who's the winner of the cooking competition? (Sahar is the winner.)
- Divide Ss into groups of four and have them read the story aloud. Tell Ss to rotate roles so that every S gets a chance to play each of the characters.



Activity 1

- 🥐 1. She's making vegetable soup.
 - 2. No, she hasn't.
 - 3. Reema wins the competition.
 - 4. No, she isn't.
 - 5. Yes, she has.
 - 6. Yes, she does.

Activity 2

open answers



Warm up

- Remind Ss of the food categories (grains, vegetables, milk, fruit, meat and beans).
- Stick the flashcards of the vocabulary of the module on the board.
- Draw a table on the board and encourage Ss to suggest words to go under each category. Invite Ss to copy the table in their notebooks. The completed table should look similar to the one below:

Activity 1 🍈 Track 58

carrots

onions

lettuce

peas

peppers

pasta

rice bread

cereal

flour

biscuits

- Have Ss open their books to page 60.
- Direct Ss' attention to the kinds of food and ask them to name them.

cheese

ice cream

butter

• Read the questions above each photo. Explain to Ss that they are going to listen to two dialogues and they have to tick the ingredients each person wants in their food.

apples

bananas

dates

grapes

strawberries

pineapple watermelon chicken

beans

fish

eggs

omelette

hummus

- Play the CD and ask Ss to tick the box under the correct picture.
- Play the CD once more if necessary.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

- 1. A: Mmm! I can smell pizza.
 - **B:** Yes. It's my pizza.
 - **A:** Are there peppers on your pizza?

B: Yes, there are. There are onions, too. A: Yuck! I don't like onions. And what are those yellow things on your pizza? **B:** Oh! That's pineapple. A: Pineapple? On the pizza? That's disgusting! 2. A: I'm so hungry. What have you got for lunch? B: A sandwich. **A:** Are there any peppers in your sandwich? B: No, there aren't. But there's some cheese. A: I love cheese sandwiches. Is there any lettuce in your sandwich, too? B: Yes, there is. A: Are there any tomatoes? B: Yes, there are. 2. b 1. a **Activity 2** • Explain to Ss that they have to read the questions and match them to the correct answers. • Have Ss compare their answers in pairs, then check as a class. 1. b. 2. c. 3. e. 4. a. 5. d. **Activity 3** • Direct Ss' attention to the picture of the boys. Read the dialogue and have Ss repeat chorally. • Divide Ss into pairs. • Explain that SA has to draw four different kinds of food or drink in the fridge on the left in his/her book and SB has to draw four kinds of food or drink in the fridge on the right in his/her book. This has to be done without revealing their fridges to one another. • Then, SA and SB take turns asking each other what kinds of food or drink they've drawn in their fridges so that they may draw these kinds of food or drink in the empty fridge in their books. After Ss have done this, they may compare how close they came to reproducing their partner's fridge. • Have a couple of pairs do the activity in front of the class. open answers

Activity 4

- Ss refer to the previous activity and complete the sentences according to the kinds of food / drink they had drawn in their fridge.
- Ask a few Ss to read their sentences aloud.

open answers

Optional Food survey

- Divide Ss into groups of four.
- Tell Ss that they are going to carry out a class survey about their favourite kinds of food.
- Draw a table on the board like the one below and ask Ss to copy it in their notebooks.

	pizza	kabsa	pasta	hummus	omelette	other
4						
3						
2						
1						

- Explain to Ss that in turns, they will have to ask *What's your favourite food?* and write the name of each S in the group over his/her favourite food.
- Once all of the groups are done, have a S in each group report the results of the survey e.g. *Ali's favourite food is kabsa, Karim and Omar like pizza, and Ameer likes omelettes.*
- Record Ss' answers in a similar chart on the board.
- Alternatively, you could give each S a piece of paper to write his/her name on. Ask individual Ss to say their favourite food in turn, e.g. *My favourite food is pizza.* and stick their name over their favourite food on the board.

 After all groups have reported back or all the name cards are in place, invite Ss to interpret the results from the chart on the board. Help them by asking What's the class's favourite food? How many Ss / boys / girls like pizza? Encourage Ss to answer, e.g. Ten students like pizza. Four boys / girls like omelette.





Language focus

Objectives

- to read about one's favourite food
- to learn how to use *too* to add something else to what we have said
- to write a paragraph about one's favourite food
- to revise and consolidate vocabulary and structures learnt in previous lessons

Materials

- flashcards of onions, lettuce, chocolate, biscuits, sugar, flour, omelette, peas, pancake, pineapple, peppers, butter, hummus, water, lemonade, watermelon, dessert
- Blu tack
- plain paper (enough for all groups of Ss)
- a stopwatch

Revision

- Divide Ss into groups of three.
- Have Ss do the role-play in the SB on page 56 (TM pages 80-81) to revise the vocabulary and structures learnt in the previous lesson.

Lesson plan



🐝 Warm up

• Tell Ss about your favourite food. Ask different Ss about what their favourite kinds of food are.

Activity 1 🍈 Track 59

- Have Ss open their books to page 61.
- Direct Ss' attention to the photos on the page and ask them to identify the food (pizza, chocolate, ice cream, pineapple, biscuits).
- Read the title and invite Ss to guess what the text is going to be about.
- Play the CD and have Ss follow along in their books.
- Ask comprehension questions, such as the following: What's Ameer's favourite food? (Pizza.) Is there any cheese on Ameer's pizza? (No, there isn't.) Are there peppers and onions on Ameer's pizza? (No, there aren't.) What is on Ameer's pizza? (There's some chocolate, some ice cream, some pineapple and some chocolate biscuits.) Is Ameer's pizza delicious? (Yes, it is.)
- Choose a few Ss to read the text aloud.

Writing tip

- Direct Ss' attention to the box with the *Writing tip*. Read the writing tip out loud and explain it to Ss. Then read the example.
- Write the sentences below on the board and have Ss copy them. They have to join them and add *too*.
 - 1. I'd like some peppers. I'd like some tomatoes. I'd like some pineapple. (too).
 - 2. There are some tomatoes. There's some cheese. There's some lettuce. (too).
 - 3. I like watermelons. I like dates. I like ice cream. (too).
- Have Ss compare answers in pairs, then check as a class.
 - 1. I'd like some peppers, some tomatoes and some pineapple, too.
 - 2. There are some tomatoes, some cheese and some lettuce, too.
 3. I like watermelon, dates and ice cream, too.

Optional 1 Memory shopping list

- Divide Ss into groups of five.
- 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 who has written down the most words wins.





Project

I love pizza. It's my favourite food. There isn't any cheese or tomato on my pizza. There aren't any onions or peppers. There is some chocolate, some ice cream, and some pineapple. There are some chocolate biscuits, too. It's delicious!

Writing tip

0

We use too to add something else to what we have said. Too usually goes at the end of g sentence. There is some ice cream and some pineapple. There are some biscuits, **too**.

61

Optional 2 Whispers

- Stick all the flashcards of the kinds of food and drink learnt in the module 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.
- When everybody is ready, point to a flashcard with a kind of food / drink. The first players look at the card and whisper the food / drink down the line, e.g. *pineapple*.
- The last player on each team must find that flashcard and say *pineapple*. If he/she's 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 point wins.





(innamon)
(innamon)
(internation)
<





Warm up

- Stick the flashcards of *cinammon, cardamom, noodles, spinach* and *meat pie* on the board.
- Have Ss guess what each of the words mean by what is depicted on each of the flashcards.

Vocabulary 🍈 Track 60

- Ask Ss to open their books to page 62.
- Draw Ss' attention to the pictures in the vocabulary section.
- Play the CD and ask Ss to point to the pictures and repeat the words.

Activity 1 🎲 Track 61

- 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 (three types of food).
- Play the CD and have Ss follow along in their books.
- Explain any unknown words.
- Ask Ss some comprehension questions, such as:

Text 1

Where does saliq come from? (It comes from the KSA.) What is it? (It's meat with rice, milk, peppers, onions, cinnamon and cardamom.) Is it delicious? (Yes, it is.)

Text 2

Where does fatayer come from? (It comes from the Middle East.) What is it? (It's meat pie with spinach.) Is there any cheese in it? (Sometimes there is.)

Text 3

Where do noodles come from? (They come from China.) Can you eat them with meat? (Yes, you can.)

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

Activity 2

- Explain to Ss that they have to refer to activity 1 and write where each food comes from.
- Check Ss' answers.
- 🧼 1. Middle East
 - 2. KSA
 - 3. China



Language focus

Objectives

- to practise the pronunciation of ere /eə/, air /eə/ and ear /eə/
- to say a phonics chant / poem

Vocabulary

where, there, hair, chair, pear, bear

Phonics

the sound /eə/ in ere, air and ear

Materials

- flashcards of where, there, hair, chair, pear, bear
- photocopies of the above flashcards (only the words)
- Blu tack
- phonics cards of the above flashcards (one set per S) (TM pp.109-110)

Lesson plan

Warm up

- Write ere, air and ear on the board. Under each one, stick the flashcards that depict words ending in that sound.
- Point to *ere* and say */eə/* a couple of times, encouraging Ss to repeat after you. Then point to each of the flashcards (where, there) and say the words aloud, having Ss repeat after you.
- Follow the same procedure with *air* and ear.

Activity 1 🏾 🖉 Track 62

- 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

ere, /eə/, where, there air, /eə/, hair, chair ear, /eə/, pear, bear

Activity 2 📖 Track 63 - A chant

Track 64 - Poem | The activity is recorded both as • Direct Ss' attention a chant and as to the picture and a poem. ask them what they

can see. (Two boys are in the forest.

They're looking at a bear eating a pear.)

- Ask Ss Where are the boys? (In the forest.) What are they doing? (They're looking at a brown bear.) What is the bear eating? (It's eating a pear.)
- Play the chant / poem *The bear* and have Ss listen and follow along in their books. Play the chant / poem again, pausing after each line for Ss to repeat.
- Then play the chant / poem once more and encourage Ss to say the chant / poem.

TPR Activity

- Photocopy and give Ss the phonics cards of where, there, hair, chair, pear, bear.
- Explain to Ss that you will play the phonics chant / poem and that each time they hear one of these words, they have to raise the appropriate card while they say the chant / poem. Play the chant / poem once and demonstrate what Ss should do while 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 the *leal* sound (*ere, air* or *ear*) and have Ss write the corresponding word on the board, e.g. where.
- The S that does this the fastest wins a point for his/her team.
- Repeat the same procedure with the rest of the Ss.

there

bear

there

• The team with the most points wins.

Workbook

Activity 1 💮 Track 65

• Play the CD once and have Ss point to the pictures in their books and repeat. Play the CD again and ask Ss to circle the word that doesn't belong (the /eə/ sound is produced by different letters). Play the CD twice.

Listening transcript

1. chair	hair
2. hair	pear
3. where	bear

- 1. there 2. hair
 - 3. bear

Activity 2 💮 Track 66

• Explain to Ss that they will listen to the words, repeat them and match the pictures with the correct letters. Play the CD twice.

Listening transcript

- 2. where 3. hair 1. pear 4. there 5. chair 6. bear
- 🖤 ere where, there **air** hair, chair **ear** pear, bear
- Activity 3 💮 Track 67
- Ss listen to the CD, repeat the words and write the missing letters to complete the words.



Picture Dictionary

Appearance







a taxi

take the bus

drive



take the train







Picture Dictionary

Home



Food and drinks



O Picture Dictionary

Various



Grammar reference



Hello

The verb 'to be'					
Affirmative Negative		Questions	Short answers		
Full forms	Short forms	Full forms	Short forms		
l am	ľm	I am not	l'm not	Am I?	Yes, you are. / No, you aren't.
You are	You're	You are not	You aren't	Are you?	Yes, I am. No, I'm not.
He is	He's	He is not	He isn't	Is he?	Yes, he is. / No, he isn't.
She is	She's	She is not	She isn't	Is she?	Yes, she is. / No, she isn't.
lt is	lťs	It is not	lt isn't	Is it?	Yes, it is. / No, it isn't.
We are	We're	We are not	We aren't	Are we?	Yes, you are. / No, you aren't.
You are	You're	You are not	You aren't	Are you?	Yes, we are. / No, we aren't.
They are	They're	They are not	They aren't	Are they?	Yes, they are. / No, they aren't.

The verb 'have got'					
Affirmative Negative		Questions	Short answers		
Full forms	Short forms	Full forms	Short forms		
I have got You have got He has got She has got	l've got You've got He's got She's got	l have not got You have not got He has not got She has not got	l haven't got You haven't got He hasn't got She hasn't got	Have I got? Have you got? Has he got? Has she got?	Yes, you have. / No, you haven't. Yes, I have. / No, I haven't. Yes, he has. / No, he hasn't. Yes, she has. / No, she hasn't.
It has got We have got You have got They have got	It's got We've got You've got They've got	It has not got We have not got You have not got They have not got	It hasn't got We haven't got You haven't got They haven't got	Has it got? Have we got? Have you got? Have they got?	Yes, it has. / No, it hasn't. Yes, you have. / No, you haven't. Yes, we have. / No, we haven't. Yes, they have. / No, they haven't.

We use have got to express possession, e.g. I have got ten shells.

Subject Personal pronouns	I / you / he / she / it / we / you/ they
Possessive adjectives	my / your / his / her / its / our / your / their

• Subject personal pronouns are used as subjects and go before the verb. Look at that girl. She's beautiful!

• **Possessive adjectives** always go before nouns and do not take articles before them. *Her hat is green.*

		The ver	b 'can'		1
Affirmative	Negative Questions Short Answers				
	Full forms	Short forms			
l can run. You can run.	l cannot run. You cannot run.	l can't run.	Can I run?	Yes, you can. / No, you can't.	We use can to
He can run.	He cannot run.	You can't run. He can't run.	Can you run? Can he run?	Yes, I can. / No, I can't. Yes, he can. / No, he can't.	express ability, e.g. <i>I can swim.</i>
She can run.	She cannot run.	She can't run.	Can she run?	Yes, she can. / No, she can't.	
lt can run.	It cannot run.	lt can't run.	Can it run?	Yes, it can. / No, it can't.	We use can't to
We can run.	We cannot run.	We can't run.	Can we run?	Yes, you can. / No, you can't.	express lack of
You can run.	You cannot run.	You can't run.	Can you run?	Yes, we can. / No, we can't.	e.g. <i>I can't pain</i>
They can run.	They cannot run.	They can't run.	Can they run?	Yes, they can. / No, they can't.)

D Every day

Present Simple				
Affirmative	Negative			
	Full forms	Short forms		
I play.	I do not play.	I don't play.		
You play.	You do not play. You don't play.			
He plays.	He does not play. He doesn't play.			
She plays.	She does not play. She doesn't play.			
It plays.	It does not play. It doesn't play.			
We play.	We do not play. We don't play.			
You play.	You do not play. You don't play.			
They play.	They do not play.	They don't play.		

Present Simple				
Questions Short Answers				
Do I play?	Yes, you do. / No, you don't.			
Do you play?	Yes, I do. / No, I don't.			
Does he / she / it play?	Yes, he / she / it does. / No, he / she / it doesn't.			
Do we play?	Yes, you do. / No, you don't.			
Do you play?	Yes, we do. / No, we don't.			
Do they play?	Yes, they do. / No, they don't.			

Present Simple (days, months and seasons)

On + day	e.g. I have karate on Monday.
In + month	e.g. I have a volleyball match in May.
In + the season	e.g. I go swimming in the summer.





Present Progressive					
Affirm	native	Negative			
Full forms Short forms		Full forms	Short forms		
I am playing. You are playing. He is playing. She is playing. It is playing. We are playing. You are playing. They are playing.	l'm playing. You're playing. He's playing. She's playing. It's playing. We're playing. You're playing. They're playing.	I am not playing. You are not playing. He is not playing. She is not playing. It is not playing. We are not playing. You are not playing. They are not playing.	I'm not playing. You aren't playing. He isn't playing. She isn't playing. It isn't playing. We aren't playing. You aren't playing. They aren't playing.		

Present Progressive			
Questions	Short Answers		
Am I playing? Are you playing? Is he playing? Is she playing? Is it playing? Are we playing? Are you playing? Are they playing?	Yes, you are. / No, you aren't. Yes, I am. / No, I'm not. Yes, he is. / No, he isn't. Yes, she is. / No, she isn't. Yes, it is. / No, it isn't. Yes, you are. / No, you aren't. Yes, we are. / No, we aren't. Yes, they are. / No, they aren't.		

(rid e	→	rid ing	swim	→	swimming
We use the Present Progressive for actions that are happening now , at the moment of speaking. e.g. <i>I'm playing basketball now.</i>						

3 My new house

Where's / are? Prepositions of Place		
It's behind the door.		
They're in front of the bookcase.		
They're downstairs .		

Possessive Case				
Whose hat is this?	\rightarrow	It's Penny 's (hat).	Penny 's hat is blue.	
Whose trainers are these?	\rightarrow	They're John 's (trainers).	John 's trainers are green.	

Subject Personal pronouns	Possessive adjectives	Possessive pronouns	
I	my	mine	
you	your	yours	
he	his	his	
she	her	hers	
it	its	-	
we	our	ours	
you	your	yours	
they	their	theirs	

- **Subject personal pronouns** are used as subjects and go before the verb. *Look at that girl. She's beautiful!*
- **Possessive adjectives** always go before nouns and do not take articles before them. *Her hat is green.*
- Possessive pronouns replace possessive adjectives + noun, so they are never followed by nouns. They can be used as short answers to questions starting with whose. Your bag is brown, but mine is black. That cat is hers.
 Whose ball is this? It's Bill's, It's his.

A/An - The

- We use a/an when we refer to non-specific nouns.
 There is a mosque in my town. There is an apple in my bag.
- We use **the** when we refer to specific nouns. The school is between **the** library and **the** toy shop.

Food please

a / an / some



a biscuit

an onion





some flour

me	onions

om	e milk	

We use a/an with singular countable nouns, e.g. a tomato, an onion. We use **some** with plural countable nouns, e.g. some apples. We use **some** with uncountable nouns, e.g. some water.

COUNTABLE NOUNS	UNCOUNTABLE NOUNS
pepper	sugar
tomato	flour
banana	milk
date	water
biscuit	butter
sandwich	soup
onion, etc.	cheese, etc.

some / any

We use **some** and **any** with plural countable nouns and with uncountable nouns. We use **some** in affirmative sentences. We use **any** in questions and negative sentences.

There are some eggs in the cake.	
There is some milk in the cake.	

Are there any eggs in the cake? Is there any milk in the cake?

There aren't any eggs in the cake. There isn't any milk in the cake.

We use **some** in questions when offering or requesting something that is there. Would you like some milk? Can I have some water, please?

Let's

We use Let's + the base form of the verb to suggest something.





How much? / How many?

We use How much with uncountable nouns. We use **How many** with plural countable nouns. In order to count uncountable things like water / milk, etc, we use containers such as a glass of.

How much milk is there on the table? Two glasses of milk. How many peppers are there on the table? Five.



Would like

- What would you like to eat?
- I'd like an omelette, please.
- What would you like to drink?
- I'd like some lemonade, please.
- Would you like some dessert?
- Yes, please. / No, thanks.

I'd like = I would like




































Test				
	Nar	ne		
				Total 20
1) Listen and tick (🗸).				
1. Who's Kevin's father?	2. Who's Joł	n's brother?	3. What do	you want to
			be when	you grow up?
	a	b	a	b
2 Read and write. pilot	lifeguard	photograph	er dentist	6
1. A	saves p	eople.		
2. My sister is a		She fixes t	eeth.	
3. Salim flies a helicopter. He	e's a			
4. Sue takes great pictures. S	he's a very g	jood		·
B Read and write. Use the	Present Sim	ple.		4
1. Julie always			ower in the m	ornina.
2. Hassan		iot take) the bu		5
	、	,		
3				(have)
lunch at school?	-	-		(4)
Dond and circle				
 Read and circle. 1. The children sometimes go 	to the	3 Laotun	at / on six o'cl	ock overu dau
park on / in Thursdays.		5. i get up i	ut / on six o ci	.ock every day.
2. I always pray on / before k	oreakfast.			3
Answer about yourself.				
1. Do you do your homewor	k after schoo	ol?		
2. Do you walk to school?				
3. What do you want to be v	when you ar			
Why?		·		
-				3

	Test 2
Name	
Total 20	
Look and match.	
1. Is she exercising?	a. No, they aren't.
2. Is he kicking the ball?	b. Yes, he is.
3. Is he watering the plants?	c. No, she isn't.
4. Are they playing table tennis?	d. No, he isn't.
2 Put in the correct order.	
1. baseball / he / playing / Is / ?	2. the washing-up / isn't / doing / She / .
3. are / cleaning / They / room / their / .	4. throwing / She / the ball / is / .
Read and write. Use the Present Pro	gressive.
1. Omar	(not make) his bed now.
Не	
2. A: Reema	(play) tennis
with her friend, Fatima?	
B: No, she isn't. Reema and Fatima	(make) a cake.
3. Look! Martha	(play) volleyball. She's very good.
4. A: Salim B: Well, yes, he is.	6
(4) Listen and circle.	Ublications
1. Tom is skateboarding / cleaning .	Ξ
2. Julie is / isn't doing gymnastics.	6



	Test
Name	
Total 20	
1 Listen and circle.	
	2.
2 Look and write. Use There's some / T	here are some.
onions lettuce flour peppers dates butter biscuits sugar	ELOUR CONTRACTOR
1	5
2	6
3	7
4	8
3 Read and write. some any	8
1. Is there flour on	3. Afaf always has
the table?	pancakes for breakfast.
2. There are peas in	4. There isn't sugar in
the omelette.	the orange juice. (4)
Answer about yourself.	
1. What do you like in your omelette?	3. How much water do you drink every day?
2. How many meals do you eat every day?	4. What's your favourite dessert?

	Nar	me	
		Тс	otal 40
Look ar	nd complete the sentences wi	th always, sometimes, never.	
1. Hassan _	prau	Js in the morning.	
2.	have a sho	wer at night	
3. Afaf and	Reema	do their homework in the	
afternool	n.		3
2 Read a	nd circle.		
1. Reema h o'clock.	as breakfast in / at 6	4. Abdullah always rides h the park at / on Friday.	is bike to
2. Ammar h bedtime.	nas a shower before / after	5. Sahar always brushes he after / before dinner.	er teeth
5	nd Hasna walk to school e morning.		5
	nd complete with the correct Present Simple.	form of the verbs in brackets.	
	(take	e) a taxi to work every day.	
2. Ameen a	nd Abdullah	(not drive) a car.	
3	Saud	(walk) to	o school?
No, he do	pesn't. He	(ride) his bike.	4
A Read a	nd write.		
dentist	1. I want to be a	beca	luse
lifeguard		teeth.	
firefighter	2. I want to be a	beco	iuse l
J		a helicopt	
pilot	3. I want to be a	beco	iuse I want
save	to	people that can'	t swim.
fix		and	
put		out fires when I	
fly	grow up.		8



B: No. But there is **some / any** milk in the fridge and biscuits on the table.

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Listening Transcripts Tests 1-4

Test 1 (Track 70, CD2) Activity 1 Listen and tick.

- 1. Who's Kevin's father?
 - **A:** Kevin, does your father work at a police station?
 - B: No, he doesn't.
 - A: So, what does your father do?
 - **B:** He works at a restaurant. He's a chef.
- 2. Who's John's brother?
 - A: Look! There's John's brother.
 - B: Where?
 - A: There! That lifeguard.
 - **B:** Oh, no! John's brother isn't a lifeguard. He's a firefighter.
 - **A:** Well, firefighters save lives, too.
 - B: Yes, you're right.
- 3. What do you want to be when you grow up?
 - A: Do you take good pictures, Hassan?
 - **B:** Yes, I do. I usually take pictures of my family and my pet cat.
 - A: Do you want to be a photographer then?
 - **B:** Not really. I want to be a farmer.
 - A: Why do you want to be a farmer?
 - **B:** Because my father is a farmer, too, and I want to help him.

Test 2 (Track 71, CD2) Activity 4 Listen and circle.

- 1. **A:** Where is Tom? He isn't in his room.
 - **B:** I know. He's at the park with Jim.
 - A: Are they skateboarding again?
 - **B:** Yes, they are.
- 2. (telephone conversation)
 - A: Hello, Mrs Adams. Is Julie there? It's Katie.
 - B: Hi, Katie. No, she isn't.
 - A: Is she doing gymnastics at school?
 - B: No, no. She's at Carol's house. They're making a cake together.A: Oh! Thanks, Mrs Adams.
- 3. A: Salim and Ameer are playing volleyball in the garden, but I can't see Hassan.
 - **B:** Well, Hassan doesn't like volleyball.
 - A: But he plays volleyball sometimes.
 - **B:** Yes, he does. But today he doesn't want to.
 - A: So where is he?
 - **B:** Oh, he's in the kitchen. He's making a sandwich.

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Test 3 (Track 72, CD2) Activity 3 Listen and tick.

- 1. Where's Alex?
 - A: Alex, where are you? I can't see you.
 - B: Over here, Mum.
 - A: Where? Are you in your room?
 - **B:** Yes, I'm here, behind the door.
 - A: Behind the tree?
 - **B:** No, Mum. Behind the door.
- 2. Whose trainers are they?
 - **Boy 1:** Salim, what are you wearing?
 - **Boy 2:** I'm wearing my trainers to go to the park.
 - **Boy 1:** Those aren't your trainers, Salim.
 - Boy 2: Of course they are, Ali.
 - **Boy 1:** No. Your trainers are white and yellow. The black and yellow trainers are mine.
 - **Boy 2:** Oh, you're right. Sorry, Ali. Well, I can't find mine. Can I wear yours?
 - Boy 1: Yes, you can.
- 3. Where are the bedrooms?
 - A: Your house is very big, Mrs James.
 - B: Yes, it is.
 - A: How many bedrooms are there?
 - **B:** There are three bedrooms.
 - A: Really? Are they all upstairs?
 - B: No, they aren't upstairs. The bedrooms are downstairs.A: Oh, I see.

Test 4 (Track 73, CD2) Activity 1 Listen and circle.

- 1. **A:** Hello, sir. What would you like to eat?
 - B: I'd like chicken with rice, please.
 - A: Anything else?
 - B: Have you got hummus?
 - A: No, I'm sorry, we haven't.
 - B: That's OK.
 - A: What would you like to drink, water or lemonade?
 - **B:** Mmm... I'd like some lemonade, please.
 - A: Would you like some dessert, too?
 - B: No, thanks.
 - A: Chicken with rice and lemonade. OK.
- 2. A: Good morning, Mum! What's for breakfast?
 - B: Your favourite.
 - A: Pancakes! Great!

- **B:** Yes, pancakes. And I have got some really delicious chocolate biscuits for you.
- A: They're Grandmother's biscuits, right?
- **B:** Yes, that's right. Here are the pancakes and the biscuits. Would you like some ice cream, too?
- A: No, thanks, Mum. I'm OK.
- B: Great.

Test 1-4 (Track 74, CD2) Activity 7 Listen and circle.

- 1. A: So, Pam. Where's your sister, Jessica?
 - B: Over there.
 - **A:** The tall girl with the curly hair?
 - **B:** No, no. That's her friend. Jessica hasn't got curly hair. She has got straight hair.
 - A: Oh, I see. She's pretty.
- 2. **A:** What time is your karate lesson, Dan?
 - **B:** At 6 o'clock. Do you want to come with me, Omar?
 - A: But I can't do karate.
 - **B:** That's OK. You can come and watch.
 - A: Sure!
- 3. A: Good morning, Ameer. Are you going to school?
 - B: Good morning, Mr Salim. Yes, I am.
 - **A:** Be careful with that bike!
 - B: Yes, Mr Salim. I'm always careful. Where are you going Mr Salim?
 - A: I'm going to the train station. I take the train every day.
- 4. A: Sue, are you upstairs?
 - **B:** No, I'm in the kitchen, Julie.
 - A: In the kitchen? What are you doing there? Are you doing the washing-up?
 B: No, I'm not. I'm making a

delicious chocolate cake.

5. A: Mum, I can't find my blue socks.

A: No, they aren't in my trainers.

B: Let me have a look. What's that

A: Oops! There they are. Behind the

B: Saleh, can you please clean your

blue thing behind the door?

B: What about under the bed?

A: No, my socks aren't there.

door. Ha, ha.

room?

A: Really? That's great.

B: They're in your trainers.

Key to Tests



Activity 5

open answers

Key to Test 2

Activity 1

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

Activity 2

- 1. Is he playing baseball?
- 2. She isn't doing the washing-up.
- 3. They are cleaning their room.
- 4. She is throwing the ball.

Activity 3

- 1. isn't making, is doing
- 2. Is...playing, are making
- 3. is playing
- 4. Is...exercising

Activity 4 🧊 Track 71, CD2

- 1. skateboarding
- 2. isn't
- 3. isn't

Key to Test 3

Activity 1

- 1. cupboard
- 2. mirror
 3. bookcase
- 4. floor

Activity 2

- 1. There are
- 2. Is there
- 3. There is
- 4. There aren't
- 5. Are there 6. There isn't
- 7. There is
- 8. There isn't

Activity 3 🍈 Track 72, CD2

- 1. a
- 2. b
- 3. a

Activity 4

- 1. my
- 2. hers, Her
- 3. yours
- 4. their
- 5. Their

% Key to Test 4

Activity 1 Track 73, CD2 1. chicken with rice

- lemonade
- 2.pancakes, biscuits

Activity 2

- 1. There are some onions.
- 2. There's some lettuce.
- 3. There's some flour.
- 4. There are some peppers.
- 5. There are some dates.
- 6. There's some butter.
- 7. There are some biscuits.
- 8. There's some sugar.

Activity 3

- 1. any
- 2. some
- 3. some
- 4. any

Activity 4

open answers

Key to Test 1-4

- Activity 1
- 1.always
- 2. never
- 3. sometimes

Activity 2

- 1.at
- 2. before
- 3. in
- 4. on
- 5. after

Activity 3

- 1.takes
- 2. don't drive
- 3. Does... walk, rides

Activity 4

- 1.dentist, fix 2.pilot, fly
- 3.lifeguard, save
- 4.firefighter, put

Activity 5

- 1. doing gymnastics
- 2.Yes, she is.
- 3.No, she isn't. She's cleaning.
- 4.No, they aren't. They're playing baseball.
- 5.No, he isn't. He's skateboarding.

Activity 6

- 1.Yes
- 2. No
- 3. No

Activity 7 🍈 Track 74, CD2

121

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

5. a

Activity 8

1.any

2. some

4. some

3. any

Suggested Pacing Chart for Smart Class 5

This weekly pacing chart has been created for a sixteen-week semester, in which the students have two one-hour sessions per week. Holidays have also been taken into consideration; therefore, the total number of sessions has been calculated to be thirty.

So, 16 weeks X 2 sessions per week = 32 sessions minus 2 hours for holiday = 30 sessions altogether.

Since the dates of holidays vary from year to year, the holidays have not been included in a specific week in the weekly pacing chart. Instead the final week (week 16 is shown to have no sessions).

7.5 teaching hours are required for each module (which is divided into seven lessons) to be completed.

Specifically, the teaching hours are as follows:

- 1 session (1st module A chant)
- 1 session (1st module Smart kids)
- 1 session (1st module *Our world*)
- 1 session (1st module *Let's play* and *Phonics*)
- 1 session (1st module Story)
- 1 session (1st module *Revision* and *Project*)
- 1 session (*Smart Time* and *Phonics*)
- ½ session (Test)

Notes

First week of lessons:

Be sure to familiarise students with their new book at the beginning of the first session. In the second, third and fourth session revise functions and vocabulary from previous sessions.

<u>Recommended homework for every lesson:</u> 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	• Do in class <i>Hello</i> (SB pp5-7).	
Session 2	• Do in class <i>A chant</i> (SB pp.8-9).	 Begin the activities from the Workbook section (p.82). If you do not have time to complete all the activities, assign some of them for homework.

Sessions	Student's Book	Workbook
Session 1	 Check homework if any. Do in class <i>Smart kids</i> (SB pp.10-11). 	• Do the activities from the Workbook section (p.83).
Session 2	• Do in class <i>Our world</i> (SB pp.12-13).	• Do the activities from the Workbook section (p.84).

Week 3

Sessions	Student's Book	Workbook
Session 1	 Do in class <i>Let's play</i> and <i>Phonics</i> phone - laugh (SB pp.14-15). 	 Begin the activities from the Workbook section (pp.85-87). 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.16 – 17). 	• Do the activities from the Workbook section (p.88).

Week 4

Sessions	Student's Book	Workbook
Session 1	• Do in class <i>Revision</i> and <i>Project</i> (SB pp.18-19).	 Begin the activities from the Workbook section (pp.89-91). 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>Smart Time 1</i> and <i>Phonics</i> walks - reads - teaches (SB pp.20-21) 	 Begin the activities from the Workbook section (pp.92-95). 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	 Do in class Test 1 (Teacher's Manual p.114). Allow only 30 minutes for students to complete the test. Do in class A chant (SB pp.22-23) 	• Do the activities from the Workbook section (p.96).
Session 2	 Check homework if any. Do in class <i>Smart kids</i> (SB pp.24-25). 	• Do the activities from the Workbook section (p.97).

Week 6

Sessions	Student's Book	Workbook
Session 1	• Do in class <i>Our world</i> (SB pp.26-27).	• Do the activities from the Workbook section (p.92).
Session 2	• Do in class <i>Let's play</i> and <i>Phonics</i> t ea cher - tr ee (SB pp.28-29).	 Begin the activities from the Workbook section (pp.99-101). If you do not have time to complete all the activities, assign some of them for homework.

Sessions	Student's Book	Workbook
Session 1	Check homework if any.Do in class <i>Story Time</i> (SB pp.30-31).	• Do the activities from the Workbook section (p.102).
Session 2	• Do in class <i>Revision</i> and <i>Project</i> (SB pp.32-33).	 Begin the activities from the Workbook section (pp. 103-105). If you do not have time to complete all the activities, assign some of them for homework.

Week 8

Sessions	Student's Book	Workbook
Session 1	 Check homework if any. Do in class <i>Smart Time 2</i> and <i>Phonics</i> play, rain - rice, pie (SB pp.34-35). 	• Begin the activities from the Workbook section (pp. 106-109). If you do not have time to complete all the activities, assign some of them for homework.
Session 2	 Do in class Test 2 (Teacher's Manual p.115). Allow only 30 minutes for students to complete the test. Do in class A chant (SB pp.36-37). 	• Do the activities from the Workbook section (p.110).

Week 9

Sessions	Student's Book Workbook				
Session 1	• Do in class <i>Smart kids</i> (SB pp.38-39). • Do the activities from the Workbook section (p.111).				
Session 2	• Do in class <i>Our world</i> (SB pp.40-41).	• Do the activities from the Workbook section (p.112).			

Week 10

Sessions	Student's Book	Workbook
Session 1	• Do in class <i>Let's play</i> and <i>Phonics</i> bo at - yell ow (SB pp.42-43).	 Begin the activities from the Workbook section (pp.113-115). If you do not have time to complete all the activities, assign them for homework.
Session 2	 Check homework if any. Do in class <i>Story time</i> (SB pp.44-45). 	• Do the activities from the Workbook section (p.116).

Week 11

Sessions	Student's Book	Workbook			
Session 1	• Do in class <i>Revision</i> and <i>Project</i> (SB pp.46-47).	 Begin the activities from the Workbook section (pp.117-119). 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>Smart Time 3</i> and <i>Phonics</i> house - cow. (SB pp.48-49) Begin the activities from the Workbook section (pp.120-123). If you do not have time to complete all the activities, assign some of them for homework 				

Sessions	Student's Book	Workbook	
Session 1	 Do in class Test 3 (Teacher's Manual p.116). Allow only 30 minutes for students to complete the test. Do in class A chant (SB pp.50-51). 	• Do the activities from the Workbook section (p.124).	
Session 2	 Check homework if any. Do in class <i>Smart kids</i> (SB pp.52-53). 	• Do the activities from the Workbook section (p.125).	

Week 13

Sessions	Student's Book	Workbook			
Session 1	• Do in class <i>Our world</i> (SB pp.54-55).	 Do the activities from the Workbook section (p.126). 			
Session 2	• Do in class <i>Let's play</i> and <i>Phonics</i> pill ow - t ow n (SB pp.56-57).	 Begin the activities from the Workbook section (pp.127-129). If you do not have time to complete all the activities, assign some of them for homework. 			

Week 14

Sessions	Student's Book	Workbook			
Session 1	 Check homework if any. Do in class <i>Story time</i> (pp.58-59). 	• Do the activities from the Workbook section (p.130).			
Session 2	• Do in class <i>Revision</i> and <i>Project</i> (SB pp.60-61).	 Begin the activities from the Workbook section (pp.131-133). If you do not have time to complete all the activities, assign some of them for homework. 			

Week 15

Sessions	Student's Book	Workbook		
Session 1	• Do in class <i>Smart time 4</i> and <i>Phonics</i> wh er e - h ai r - p ea r (SB pp.62-63).	 Begin the activities from the Workbook section (pp.134-137). If you do not have time to complete all the activities, assign some of them for homework. 		
Session 2	 Check homework if any. 	 Play the board game (pp.146-147). Do in class Test 4 and Test 1-4 (Teacher's Manual pp.117-119). If time is short, do as many exercises as you have time for in class for practice. 		

Sessions	Student's Book Workbook	
	Details for week 16 have not been includ not done due to holidays.	ed as these two sessions correspond to the weeks

		*	Sessio	الفترة n	
الحد الحد			الثانية الأولى		الرمز
، الأدنى	B	y the end of grade six students will be able to	1*	2 nd	Code
الادنى					Code
			Page Number	Page Number	
×		Recognise and produce the consonant sound /t/: (ph /t/ as in "photo", gh /t/ as in "laugh").	15		1/7/6
×		Recognise and differentiate between the endings of third person singular Present Simple: (/s/ as in "walks", /z/ as in "reads", /iz/ as in "teaches").	21		2/7/6
×		Recognise and produce long vowels: ea /i:/ as in "teacher", ee /i:/ as in "tree", /ai/ as in "rice", /ai/ as in "pie", /ei/ as in "play", /ei/ as in "train").	29, 35		3/7/6
		Recognise and produce some English digraphs (oa /əu/ as in "goat" and ow /əu/ as in "yellow", ou /au/ as in			
×		"mouth" and ow /au/ as in "brown" ow /au/ as in "window" and ow /au/ as in "town", /ea/ ere as in "where", air as		43, 49, 57, 63	4/7/6
		in "hair" and ear as in "wear").			E /2 /C
×		Recognise and produce some English digraphs (/ɔ/ as in "oil" and "toy").			5/7/6
×		Recognise and produce long vowels and the schwa sound: (/a:/ as in "car", /o:/ as in forty", /o/ as in "brother").			6/7/6
×		Recognise and produce long vowels: (/ju:/ as in "huge" and as in "barbecue", /3:/ as in "purse" and as in "bird").			7/7/6
		Recognise and produce consonant endings: (/nk/ as in "bank", /ŋ/ as in "spring", /k/ as in "clock", /nd/ as in "sand", /nt/ as in "tent").			8/7/6
		Recognise and produce the consonant blend: (/sk/ as in "skate, scarf and square").			9/7/6
×		Recognise the silent gh as in "night" and the silent k as in "knee".			10/7/6
×	jū.	Ask questions using What, Who, Where, Why, Whose.	5, 14, 25	36-39	11/7/6
×	Speaking	Identify countable and uncountable nouns (some - any) and ask and answer about quantity using How much and		54-55	12/7/6
	and Sp	How many. Identify and talk about family and friends using the verb to be (Affirmative, Negative, Questions, Short Answers),	5-7	0100	13/7/6
×	ng a	the verb to have and possessive adjectives, can/can't			
×	Listening	Tell the time (o' clock, half past, a quarter to, a quarter past).			14/7/6
×	List	Talk about everyday activities using the Present Simple (Affirmative – Questions – Short answers – Negative) and adverbs of frequency (always, sometimes, never).	8-13		15/7/6
×	11	Talk about occupations.	12-14		16/7/6
×		Talk about activities happening at the moment of speaking using the Present Progressive (Affirmative – Negative – Questions – Short answers).	22-28		17/7/6
×		Talk about sports and household chores.	22-28		18/7/6
×	11	Describe location (on, in, under, next to, between, opposite, in front of, behind).		36-37	19/7/6
×		Talk about possession using possessive pronouns (mine, yours, his, hers), Whose and the Possessive Case ('s).		38-39	20/7/6
×		Talk about different items in a house using There is / There are.		40-42	21/7/6
×		Identify and talk about food.		50-56	22/7/6
		Order at a restaurant using I'd like.		56	23/7/6
		Give directions.			24/7/6
×		Talk about rules using the imperative.			25/7/6
	11	Use subject and object personal pronouns (I, you, he, etc. / me, you, him, etc.).			26/7/6
×	11	Identify places in a town using the Past Simple of the verb to be.			27/7/6
×	1 1	Talk about the different times of the day (in the afternoon, in the evening).			28/7/6
		Use prepositions of time (in, on, before, at, after).	8-9		29/7/6
×		Talk about the past and describe past experiences using the Past Simple of the verb to be and There was / There were / There wasn't / There weren't.			30/7/6
		Talk about past activities and events (Past Simple of regular and irregular verbs).			31/7/6
		Make comparisons, e.g. people, animals, using the comparative and superlative form.			32/7/6
		Talk about future plans using going to.			33/7/6
		Use conjunctions (because, and, but).			34/7/6
		Use intensifiers (so, very).			35/7/6
×		Follow a simple text while listening to the audio recording.	19	62	36/7/6
		Understand the main idea and/or basic information in short monologues or dialogues.	25-27	39, 55	37/7/6
×		Read and count cardinal numbers to1000.			38/7/6
×		Read and comprehend simple sentences and simple texts.	6-7, 19-20	47-48	39/7/6
×		Read simple illustrated stories.	16-17	38, 58-59	40/7/6
×	Reading	Recognise basic rules of punctuation.	19	00,00.00	41/7/6
~	Re	Understand the main idea and specific information in short simple texts.	11, 13	39, 41,	42/7/6
		Associate verbal with visual information.		47, 39, 62	43/7/6
×		Apply basic rules of punctuation (e.g. use capital letters, full stops, question marks, exclamation marks).	19	00,02	44/7/6
			66		
×	_	Write short simple words/phrases to complete a paragraph.		400.447	45/7/6
×	Writing	Write simple sentences to convey personal information.	69, 75, 88	103-117	46/7/6
×	ž	Write short answers to simple questions.	81	95, 109	47/7/6
×		Use the definite and indefinite article (a/an/the).		42, 97	48/7/6
		Link ideas with and, then.			49/7/6

Smart Class 5 Teacher's Manual

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