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Ministry of Education

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English Course For Yemen

Teacher's Book 2

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ENGLISH COURSE

For Yemen

TEACHER'S BOOK 2

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Introduction

Crescent English Course the background

The *Crescent English Course*, specially developed for the teaching of English in Arab schools, was first published in 1977 after research, conference and seminar discussions over a number of years. It pioneered the communicative approach to language learning and teaching. Since 1977, the Course has been amended from time to time and tailored to meet changing situations in the different countries using it. This policy of regular updating has ensured the continued success of the Course throughout the Arab world

This new edition of the *Crescent English Course* is firmly based on the same theoretical and pedagogical principles as the original. The changes reflect both the wide experience gained by the authors over the years since first publication and the need to provide teachers with something new.

A larger format has been chosen for the books to allow a large print size and clear illustrations at the lower levels of the Course, and sufficiently large print sizes for the longer texts needed at the higher levels.

The new materials continue to provide those features most likely to appeal to learners such as varied text types with attractive illustrations for language presentation and skill development, and games and songs at the early levels.

The Course has a combined functional /structural syllabus and the recommended methodology is drawn from a variety of old and new sources. The new Workbooks provide carefully graded and systematic practice and consolidation exercises as well as communicative language learning tasks. Although the new Course includes group activities, there is a greater use of pairwork. A system of signposting in the new edition makes the books easily accessible to pupils and teachers.

Materials for the pupil

Pupil's Book 2 This book presents the language through a variety of text types. Colour pictures provide meaning and context support and also stimulate discussion.

Language tables and model exchanges contain the main structures; they are intended for controlled practice in class and as a reference for the pupils. Vocabulary is presented with illustrations.

After presentation, the language is used in cartoon stories and a variety of texts to develop reading. All the Pupil's Book pages have headings describing the main use of the page. These are intended primarily for teachers and parents. For example, the heading on page 2 is **1.5. Look, read** and **answer**.

The reference means that the page is used in Unit 1, Step 5. The instruction means that the pupils look at the pictures, read the text and answer the questions orally.

Workbook 2 This book contains speaking, listening, reading and writing tasks and practice exercises, often in the form of puzzles. The Workbook instructions are very simple and contain the skill words for the particular task. For example, **Read** and **do**, **Read** and **write**, **Listen** and **do**. These have been chosen so that the pupils can gradually learn to read them.

The Workbook activities are closely linked to the Pupil's Book. Therefore the two books must be used when specified in the teaching notes. The simple system of signposting the Unit and Step, for example 2.1, is used in both books and also in the Teacher's Book.

Materials for the teacher

Class Cassette 2 . This contains songs and other texts such as model exchanges which are aids to pronunciation as well as texts for developing the listening skill. The stories are recorded as a pronunciation aid and also to consolidate reading.

Teacher's Book 2 The contents are listed at the beginning of the book. The Unit teaching notes include the following:

- Unit content summaries
 - Unit lists of the new vocabulary
 - The scripts of the cassette sections where these are not in the pupils' materials
- The appendix contains Book 2 Word list.

Abbreviations used:

PB5	Pupil's Book page 5
WB7	Workbook page 7
CS3	Cassette Section 3
WS2	Worksheet 2
TB	Teacher's Book
FCs	Flashcards
TP L1	Teaching Procedure Listening 1
T	Teacher
P	Pupil
C	Class
G	Group

Using the teaching notes

Each Step begins with a table at the top of the page containing the following information:

Unit and step number	Materials needed
Learning objectives	
Language focus	
Vocabulary (new vocabulary)	

This table is followed by the recommended teaching plan divided into numbered stages. The activity taking place at each Stage is stated on the left-hand side of the page and the materials to be used, if any, are listed. The suggested method of teaching this Stage is on the right.

Organization of Crescent 2

The material is organized into seven units mainly on a grammatical basis. The total number of teaching steps is 107. Each Step is intended to be taught in one lesson period.

Topics have been chosen to allow coverage of notions and functions and to provide intrinsically interesting material for the pupils to study. Functions and notions at this level include likes, dislikes, preferences, offers, suggestions, wants and needs, feelings, instructions, obligations and directions.

Overview of main grammatical areas in Crescent 2 (Numbers in brackets refer to the Unit in which the item first occurs.)

Adjectives

- before nouns *a red book*
- after *be* *It's red.*
- Superlative formed with -est (6) *biggest, fastest, longest*

Adverbs

- intensifying very (3) *Thank you very much.*

Adverbial phrases

- of location *in / on / under the car, at the beach, at home, in the park, next to / in front of / behind the sofa, on the fourth floor*
- of direction *go to the beach, come to school, across the street*
- of time *at 10 o'clock, on Friday, every Monday/day, last Saturday / night / week, the day before, yesterday evening / afternoon*
- of means (2) *by bus / bicycle / car*

Conjunctions and link-words

- and*
- in compound phrases *red and blue*
- sentences *I like apples and I like dates.*
- or after a negative verb *I don't like tea or coffee.*
- but* *It can't walk, but it can swim.*
- so* signalling a reason (2) *Fuad wanted to buy a present, so he went shopping.*
- linking a sequence of (2) *First, Then, After that*
- events (4) *Next*

Determiners

- Indefinite articles *a / an* *a bus, an apple*
- Definite article *the*
- for specific reference *Have you got the rubber?*
(the one we all know about)
on the wall (the only one in the picture)
- for second mention *There is a lamp ...*
The lamp ...
- in certain place phrases *at the beach (vs at school / home)*

Zero article

- with plural nouns *I like dates.*
- with uncountable nouns *I like cheese.*
- in certain place phrases *at school, at home, go to bed, come to school*

Gerund (-ing form)		
- after like		<i>I like reading books.</i>
- after go	(1)	<i>She goes shopping.</i>
- after How about ... ?	(2)	<i>How about going to the park?</i>
Imperatives		
- in instructions		<i>Stand up, please.</i>
- negative	(2)	<i>Don't run.</i>
- in directions	(4)	<i>Go straight on. Turn left / right.</i>
Indirect/direct object		
- after buy and make	(2/3)	<i>Mrs Brown made a cake for Sam./ Mrs Brown made Sam a cake.</i>
Infinitive		
- after want		<i>Do you want to play football?</i>
- after would like		<i>What would you like to do? I'd like to ...</i>
Modals /auxiliaries		
be and do in present and past questions and positive / negative statements / responses		
can		
- for ability		<i>I can swim. I can't ride a bike.</i>
- for requests		<i>Can I have four apples, please?</i>
- for suggestions	(2)	<i>What can I buy for my sister?</i>
have got for possession in questions and positive/ negative statements/ responses		<i>Have you got a brother?</i>
		<i>I've got two brothers.</i>
		<i>I haven't got a brother.</i>
		<i>I have to feed the monkeys.</i>
have to for obligation	(6)	
Let's for suggestions		<i>Let's go to the park.</i>
need + noun	(3)	<i>We need some bread.</i>
will for offers	(2)	<i>I'll bring some juice.</i>
would like + noun	(2)	<i>I'd like a cheese sandwich.</i>
would like + infinitive	(2)	<i>I'd like to play football.</i>
Nouns		
- singular countable		<i>a pen, a pencil</i>
- regular plural		<i>two cars, three tables</i>
- irregular plural		<i>men, women</i>
- uncountable		<i>tea, coffee</i>
Possessives		
- apostrophes		<i>Fatma's brother.</i>
- adjectives		<i>my, your, his, her, our, their</i>
Prepositions		
- of place	(2)	<i>in, on, under, behind, at, next to, in front of across</i>

Pronouns

- personal / subject
- demonstrative
- possessive
- object
- *something*

- I, he, she, it, you, we, they*
this, that, these, those
 (5) *mine, yours, his, hers, ours, theirs*
 (2/3) *me, him, her, us, them*
 (3) *We need something to drink.*

Punctuation

- Apostrophe
- in contracted forms
 - for possession

What's this?
Fatma's brother

Capital letter

- for beginning a sentence
- for proper nouns

Comma

- before but
- in lists

I can't walk, but I can swim.
Bill wants some bread, some rice and six eggs.

Exclamation mark (receptive)

Oh, no!

Full stop

- at the end of a sentence
- in abbreviations

Sat.

Question mark

Is this white?

Quantifiers

- some* for indefinite quantity
- with uncountable nouns
 - with plural countable nouns
- any* in negative statements

- (3) *Do you want some meat?*
There are some books on the shelf.
There isn't any bread. There aren't any eggs.

Questions

Yes / No type + short responses

Have you ? Can you ...?

Do you ? Does he ...?
Is he ... ? Are you ... ?
Did you ... ? Was he ... ?
Were you ... ?
Yes, ... / No, ...

Wh- type

Who, What, When, Where,
Why, How old, How many,
How much?

Tenses

Present simple for habitual actions and in descriptions
Present continuous for actions in progress

I get up at six o'clock
It has got four legs.
He/She is watching TV

Past simple of common regular/irregular verbs for finished actions

I wanted to fly my kite.
My mother made me a cake.

Past continuous

- for actions in progress
- for interrupted actions

(4) *At 11 o'clock Mary was feeding the cat.*
(5) *I was putting some wood on the fire.*
Suddenly some goats ran through the camp.

Will for neutral future

(4) *I'll see you tomorrow.*
I won't be home until 10 o'clock.

There is/are

- in descriptions

There is a clock on the wall
There are some books on the shelf.

Word order

subject + verb + object

(6) *Monkeys like bananas.*

Advice to teachers

The classroom

A good classroom atmosphere is very important. The following points should be borne in mind:

- The room itself should promote communication. The arrangement of furniture should allow for constant pair work and occasional group work.
- The walls of the room should display appropriate language prompts; the pupils themselves can help to provide these.
- If real oral communication is taking place, the classroom cannot be silent. This does not mean that it must be noisy; provided the pupils understand the purpose of pair and group interaction, and provided the teacher exercises the right degree of control, a whole room of pupils talking simultaneously should not be unreasonably noisy.

The following materials will be needed in the language class:

white card This is needed to make word flashcards and pupil name cards. It may also be needed to make wall display material.

pictures A supply of pictures is invaluable for activities relating to vocabulary, speaking and writing. Excellent pictures can be found in magazines and the pupils can be asked to help supply these. They will be more easily used in the class and will last longer if they are mounted on card. others Scissors, coloured chalk, coloured pens, Sellotape and Blu-Tack.

Pair and group work

Pair and group activities have these advantages:

- They promote communication in the classroom.
- They allow for oral practice by all rather than a few pupils.
- They place responsibility for learning on the pupil.

It is important that pupils understand these benefits. They are more likely to use the opportunities well if they do. Having permanent pairs is most efficient, but it may be necessary to change these from time to time.

The teaching notes frequently suggest pair practice and occasionally group practice when appropriate. In general, all the language exchanges, whether new or revised, need to be practised in simultaneous pairs after class presentation and demonstration. The pupils should also be trained to discuss their answers with their partners. Both of these situations allow real communication and should be exploited fully

Group activities must be well-organized to be effective and they need very careful advance planning. The pupils must be willing to participate fully and they must understand exactly what is required of them. The activity itself must be suitable in that it demands several participants. Unless this is so, some pupils will remain silent. Demonstration with one group is needed before the whole class carry out group activities. As with pairs, having permanent groups is most efficient.

Mixed abilities Apart from promoting pupil-centred learning, group work has the additional advantage of releasing the teacher to devote time to pupils who need special attention. When abler pupils are carrying on with an activity by themselves, the teacher can work intensively with an individual or a small group. Provided the pupils are working effectively, it is possible to carry out this remedial teaching tactfully and quietly so that the pupils are not embarrassed.

Using Arabic It is obviously important that English is used as much as possible during the English lessons. However, there are occasions when it is necessary and natural for both teacher and pupils to use Arabic. Explanations of new activity types may have to be given in Arabic, as may explanations of grammatical and cultural points. Frequently repeated classroom instructions should be in English. Sometimes the teacher may have to use Arabic to explain a word or phrase. However, where possible, it is preferable for the teacher to use English and then ask the pupils for the Arabic. If they can translate, they have understood.

Lesson planning Good lesson planning results in efficient use of classroom time. Students respond to a well-organized lesson where no time is wasted, and the teacher's job is thus made less arduous.

Planning ahead At the beginning of the year, read the whole of the introductory section in the Teacher's Book so as to understand the nature of the material and the learning and teaching principles intended. Familiarize yourself with the language content on pages 4 to 7.

Before beginning to teach a Unit, read all the student material for that Unit as well as the teaching notes. Use the Unit summary to see how many lessons deal with the same language area. This will give you an overview of the whole and enable you to avoid over-teaching.

Planning each lesson

- 1 Read the lesson notes and the pupil materials, and listen to the Cassette Section where relevant.
- 2 Think about the stated learning objectives and consider whether the recommended procedure will achieve this aim. If necessary, amend the procedure to suit the particular needs of your pupils.
- 3 Think about any difficulties your pupils may have and decide how you can best present the materials so as to deal with these.
- 4 If the procedure advises asking questions and provides one or two examples, decide on other suitable questions and write them in your plan.



- 5 Estimate the time needed for each stage of your lesson. If you want to set homework, prepare it now.
- 6 Make sure that your plan allows adequate time for pupil to pupil interaction. Make sure also that there is a variety of activities in the lesson. The general pattern of a lesson should be:
 - A short teacher-led introduction
 - B pupil activities
 - C short teacher-led conclusion

Stage B takes most of the lesson time. There may be several activities within this stage and you will have to start and stop these and take control from time to time. Nevertheless, the teacher should talk much less than the pupils in any lesson.

- 7 Prepare your teaching aids.

Remember! Lessons need to be enjoyable as well as efficient. Think about how to interest your class right from the start of the lesson. All texts should be introduced and generally it is left to the teacher to decide on how to do this. Try to relate the topic to your pupils' own experience.

During the lesson

Be prepared to be flexible and change your plan if necessary.

Make notes of common language problems so that you can prepare a controlled activity to remedy the problem in another lesson. Make a note of anything you have not been able to cover in the lesson so that you can do it later.

Classroom language

You can 'teach' your pupils a great deal of language without actually teaching it. If you use English naturally in the classroom, the pupils will acquire it. Some essential classroom instructions are included in the teaching notes, for example:

Open your Pupil's Book. However, there is a large body of language which can be used. Don't be afraid to use vocabulary and structures which have not been formally presented.

Being in a natural language environment which requires the pupils to listen and think will help them learn. Encourage them from the beginning to say they do not understand and ask for clarification.

Assessment

Most of the activities in *Crescent 2* are designed for learning purposes, not testing. However, on-going assessment of pupils' progress can be carried out through their performance in these activities. When oral pair practice is taking place, you can concentrate on a few pairs each day and give them a mark or grade for speaking without the pupils knowing that they are being assessed. Reading and listening can be assessed by checking pupils' performance in the Workbook tasks. You can also assess reading ability by asking individual pupils about the text they are reading while you are circulating and observing. When the Workbooks are collected from time to time, marks can be allocated for writing.

Teaching techniques and procedures

General approach to the skills

Since real communication generally involves more than one skill, Crescent adopts an integrated skills approach. The materials and methodology are essentially pupil-centred, aiming to promote learning through meaningful individual and interactive tasks. The early levels of Crescent, however, recognize that young learners need controlled input and systematic practice of language before they can use it. Lower levels of Crescent therefore provide such activities as choral repetition and picture to word, phrase or sentence matching and copying exercises in preparation for using the language in oral games and simple listening, reading and writing tasks. As the Course develops and pupils become familiar with the mechanics of the language, they are expected to do more for themselves, for example by memorizing vocabulary and spelling at home. The Course gradually puts more and more emphasis on skill development and activities become more varied and more task-based.

Listening

Objectives Activities in *Crescent 2* aim to develop the following types of listening:

- for detail;
- for specific information, ie only the information specified by the task;
- for details of language patterns and pronunciation/ intonation, ie imitating a model.

The songs in *Crescent 2* are language-specific, ie designed to practise particular language. Additionally, songs provide an enjoyable means of listening for pronunciation.

TP L1 - General procedure for task listening activities

1 Introduce the text

Always prepare the pupils in some way for the listening so they know what to expect. Tell the class what kind of text they are going to hear, eg a conversation between two or more people. The names and location of participants should be given to the pupils in this introduction (unless it is part of the task to pick out this information). Any such names should usually be written on the board and pronounced by the teacher so that pupils will recognize them and not be distracted by them when they hear the recording.

2 Introduce the task

Read new instructions aloud. Have a pupil read familiar instructions. Make sure that all pupils understand the task. To do this you may need to check recognition of words, ask questions to check understanding or go through an example. The amount of preparation will vary from class to class and from task to task. Remember, however, that this is preparation only; the pupils must still have a reason for listening and the task must not be done at this stage.

3 Play the cassette / pupils do the task

As a general rule, play the cassette as many times as necessary for the majority of the class to be able to do the task. At the same time, do not give the impression that pupils will be allowed to hear the recording as many times as they want as this will reduce their concentration and the effectiveness of their listening. Use of the pause button at strategic points will often reduce the number of replays needed. After a brief pause, repeat the section for pupils to check their answers.

- 4 Check answers** See teaching notes for this stage. Sometimes the class may be asked to check their answers in pairs before the teacher carries out a class check. Sometimes the pupils have to read the text to check their own answers. If so, a class check must take place later.
- 5 Consolidate and transfer** Whether or not a listening task is followed by or leads on to another task, always allow some discussion of what has just been done, trying to allow the pupils to comment on what they have heard.

TP L2 - General procedure for songs

These help pupils practise English pronunciation in an enjoyable and stimulating way. They also enable beginners to memorize structures and vocabulary. Three songs from *Crescent 1* are repeated at the beginning of *Crescent 2* in order to revise language quickly and enjoyably.

A song should be introduced in one lesson but then learned over several lessons. Do not expect pupils to memorize all the words in one lesson, or they will become bored by the constant repetition. After they have been learned, songs can often be used to bring a lesson to a pleasant end and to fill in any time left at the end of a lesson.

Detailed procedures for each of the songs in *Crescent 2* are suggested in the relevant Steps. **The songs are:**

Unit 1 - *I like apples*

- *Where is Hassan?*

- *My house*

Unit 2 - *Accident*

Unit 3 - *The kite*

Unit 4 - *Will you help me?*

Unit 5 - *I say, you say*

Unit 6 - *We're going to the zoo*

Unit 7 - *What can I be?*

Speaking Objectives Crescent 2 aims:

- to provide opportunities for all the pupils to use the language in situations that are as realistic as the classroom and the limits of the language allow;
- to develop in the pupils the confidence to use the language outside the classroom;
- to provide a solid foundation of essential language patterns and vocabulary from which the learner may develop an awareness of the language system and on which he can build at later levels of the Course.

Presenting vocabulary orally

Crescent 2 provides Worksheets and illustrated pages in the Pupil's Book and Workbook for presentation and practice of concrete vocabulary items. The pupils must hear the item correctly pronounced and, at the same time, understand what it represents. The object itself, a picture or a drawing can be used to convey the meaning of concrete items; mime or gesture may convey the meaning of some words; translation may sometimes be necessary, for example for function words. However, keep translation as far as possible for *checking* understanding. For example, having presented the English names *car, bus, boat*, ask the pupils for the Arabic equivalents.

All the vocabulary is listed at the end of this book. However, the teacher need not be restricted to this list. This is what *all* the pupils must know at the end of the second year, but this does not mean that they cannot know more. The use of English by the teacher in all classroom situations will broaden the pupils' vocabulary and their understanding of English.

TP V1 - General procedure for presenting and practising vocabulary orally

- 1 Present** Present each item along with its meaning. Use an object, picture, mime or translation.
Get the class to repeat in chorus.
- 2 Practise** Show the meaning cues and get the class, groups, then individuals to say the names.
- 3 Recycle frequently**
Note: These are six suggested ways of recycling.
 - 1** Use the vocabulary pages in the Pupil's Book and Workbook for pair practice:
P1: What's this?
P2: A car.
 - 2** Use these vocabulary pages (and any PB pages where pictures are numbered) as follows: Teacher says a number; pupils call out the name. Teacher says a name; pupils call out the number.
 - 3** Check understanding by saying: Show me your book. The pupils hold up the item. This can be extended beyond understanding to production. Pupils chorus: This is my book.
 - 4** Hold up objects and get the pupils to name them.
 - 5** Mime actions; pupils say what you are doing or name activity.
 - 6** Use Crescent 2 language games and any others you know yourself whenever you have time.

TP V2 - A procedure for working out the meaning of words from context

Some Steps include specific suggestions for dealing with new vocabulary. Where no specific suggestions are included *the following procedure may be used.*

- 1 Identify target words**
List the words you want the pupils to work out the meaning of, or tell them to underline the words they don't know.
- 2 Look at word form**
Ask the pupils what can be guessed from the word itself. Is it a noun, verb or adjective?
Is it formed from any other word or words they know?
- 3 Look at the context**
Ask the pupils to look at the context. Tell them to find out if the word is repeated anywhere else in the text. Tell them to look for words that mean the same or the opposite, for explanations in the text, and so on. (See above.) The teacher will have to help and guide the pupils at first by asking questions that show them what to look for.



4 Make a guess

Ask the pupils to make a guess, however vague. They can indicate the meaning in any way they can, for example, explanation, mime, drawing, translation, and so on.

Note: When pupils are more familiar with the skill of working out meaning from context, let them work in pairs before checking understanding as a class.

Memorizing vocabulary

Encourage your pupils to work on learning vocabulary at home. They can use the reference pages in the Pupil's Book and the Unit word lists at the end of the Workbook. Class competitions may motivate them. Always tell them which words they need to work on in preparation for a competition or for dictation.

Presenting and practising exchanges

Speaking activities in Crescent 2 are of two types:

- 1 **Controlled** These are signalled in the stage heading by the words **Presentation of ...** The focus is on accuracy. (See TP S1 Stages 1 to 3 for the procedure.)
- 2 **Guided** Pair and group activities are designed to use language first presented and practised in a controlled way. The focus here is on fluency. Speaking practice of this type is provided in the following activities:

Talking about pictures (Teacher - class) Role-playing stories presented in the Pupil's Book Language games Workbook activities signalled by **Ask** and **answer** Tree and substitution dialogues and information gap exercises

Note that pronunciation models are provided on the class cassette.

TP S1 - General procedure for presentation and controlled practice of exchanges

- 1 **Present** Introduce the first item and give its meaning by means of a picture, object, gesture or Arabic. The class repeat in chorus. Introduce the other items in the exchange in the same way.
- 2 **Practise with whole class**
Divide the class into two groups so that each half says one part of the exchange in chorus, prompted by word or picture cues.
- 3 **Pairs demonstrate**
Prompt pairs of pupils as in Stage 2 above. This is called 'open pair practice'.
- 4 **Simultaneous pairs**
The whole class practise simultaneously in pairs. The teacher circulates and observes.

TP S2 - General procedure for substitution and tree dialogues

1 Introduce the dialogue

Make sure the pupils understand any pictorial cues. Practise a basic dialogue before starting to substitute different items. If there is a recorded model, let the pupils listen to the model while following in their books. Then play the cassette for class repetition.

2 Demonstrate the activity

Demonstrate how to use the dialogues for substitution with different pupils.

3 Pairs demonstrate

Pupils practise making different substitutions in open pairs.

4 Simultaneous pairs

Pupils practise in simultaneous pairs. The teacher circulates, observes and helps where necessary. Make sure the pairs change roles.

5 Information-gap exercises

There are three information-gap exercises in Workbook 2. These activities are printed on two different pages of the Workbook (see WB pages 41/42, 50/52, 99/100). Each page contains incomplete information. Pupil **A** has information that Pupil **B** does not have and vice versa. To do the exercise, pupils in pairs have to question each other to find the missing information. This leads to a more natural use of language than is provided by other oral activities. It also tests pupils' real ability to communicate.

TP S3 - General procedure for information-gap exercises

1 Revise language -practise word recognition

Revise language as necessary. Check recognition of any key words the pupils will have to read during the exercise.

2 Organize pupils into pairs

Organize pupils into pairs, one in each pair to be Pupil **A**, the other to be Pupil **B**. Make sure the **A** and **B** pupils are looking at different pages of the Workbook.

3 Introduce and demonstrate the task

Explain the situation and the task carefully, following the instructions in the teaching notes. Use yourself and a pupil to demonstrate. Do not complete the whole exercise.

4 Simultaneous pairs

Pupils carry out the activity in pairs. The teacher circulates and observes.

5 Check

Usually, pupils have to write sentences using the information they have found out. They can check their answers by comparing the two Workbook pages. The teacher should do a final class check as well.

Reading

Approach

‘**Reading**’ means understanding and interpreting stretches of written language. It should not be confused with ‘reading aloud’ which proves the ability to pronounce what is written but does not prove understanding.

Reading is a complex skill which learners acquire at different rates. The foundations established in the first year are crucial and require patience and understanding on the part of the teacher. The ultimate aim is to enable the pupils to read independently either for enjoyment or for information. Later levels of *Crescent* will equip them with a variety of strategies for handling texts in different ways, depending on their reason for reading. They will only be able to acquire these skills if they have a proper introduction to reading in the early years.

Learning to read a foreign script is similar to learning to read one’s first language. It is necessary to separate the process into pre-reading and reading. The approach we have adopted in *Crescent* for the *pre-reading* stage is the whole word (and phrase) recognition approach (also known as *Look* and *Say*), supported by word attack activities. Our teaching of reading proceeds from the basis that pupils need to build up a substantial sight vocabulary - a core of language they can recognize instantly. They can then begin to develop reading as a skill. Reading development in *Crescent 2* therefore follows this sequence:

Sight recognition of single words which have been presented orally. Flashcards are used to present and practise the words (see TP FC1 below). Pupils then do practice and consolidation activities in the Workbook and through classroom games. They can also learn the words at home using the illustrated vocabulary pages in the Pupil’s Book.

Sentence building Flashcards of familiar words are used (see TP FC2 below). There are practice and consolidation activities in the Workbook.

Silent task reading The language of the text has been taught in the pre-reading stage. The pupils can now move on to reading in the real sense. The task may be a Workbook exercise or questions printed along with the Pupil’s Book text. The task gives the learner a reason for reading and also checks his understanding of the text.

Objectives

Crescent 2 continues to use the sight recognition techniques and activities of *Crescent 1*. As the year progresses, however, the pupils have to be encouraged to do more of this mechanical work independently so that class time can be used for skill development.

By the end of the year the pupils should be able to read all the texts in *Crescent 2*. They should also be able to read the language in different contexts.

Reading text types in Crescent 2

Reading text types include dialogues, short descriptive and narrative texts, puzzles, cartoon stories, letters, diaries, notices, maps and language tables. Illustrations provide context and meaning support. There is a serial story in three episodes.

The dialogues are usually intended to be read aloud. Often, however, they have to be read silently first so as to complete a task or check a listening task. The descriptive and narrative texts and the puzzles are intended for silent reading only. The cartoon stories are intended as the first step towards reading for enjoyment. They are primarily intended for silent reading. However, they may be used later for reading aloud or role-play at the teacher's discretion. The language tables are intended to be read aloud and are printed as a reference for the pupils. There are language summaries in the Pupil's Book at the end of Units 2 to 7.

Note: The songs are printed only as a reference for the pupils.

Most of the vocabulary in the songs is for passive understanding only.

Procedures using flashcards

The following three procedures refer to word flashcards (FCs).

If you cannot make these, you will have to write the words on the board and adapt the procedures.

Making Flashcards Use white card and thick felt-tipped pens.

Make sure the letters are the same size and shape on all the cards.

Storage It is most convenient to keep Flashcards in alphabetical order in a box.



TP FC1 - Using Flashcards for sight recognition of words

1 Present word and meaning

Use a picture or drawing with the PC underneath. Point to the word, say it and get the class to chorus it.

2 Practise with meaning cues

Point to the words and get the class, then groups, then meaning cues individuals to read and say them aloud.

3 Practise without meaning cues

Remove the cues. Then point to the words and practise as in 2 above.

TP FC2 - Using Flashcards for sentence building

Note: Use this procedure only when pupils are familiar with a sentence pattern orally and when all the words have been presented and practised. The Step notes will suggest a context and substitutions.

1 Present sentence and meaning

Provide a context for the sentence (or question). Use Flashcards to build the sentence on the board or FC holder. Get the class to say each word as you position the FC. Get the class to read the whole sentence in chorus.

2 Substitute words

Substitute words in the sentence, always ensuring that the meaning is supported by a board drawing or a picture or text in the pupil materials. Ask the class, then individuals to read the sentence aloud.

Note: Sentence building is a meaningful way of focusing on *form*. For example, substituting *They* for *He* in the sentence *He is in the house*. allows the teacher to ask the class what other word needs to be changed, thus focusing on the need to make both subject and verb plural.

TP FC3 - Using Flashcards to check and consolidate sight recognition

Note: These are suggestions for four ways of using FCs for consolidation, not one TP.

The Step notes will describe each more fully.

1 Show FCs one at a time and ask the class, groups, then individuals to read the word.

This can be done as a competition.

2 Show FCs and ask the pupils to find the words in their books. This is useful preparation for task reading.

3 Display FCs. Then ask individual pupils to come to the front and point to the word you say.

4 Hold a set of FCs with the words facing the class so that you cannot see the words.

Ask, for example, *bus*? Pupils respond *Yes, bus*. or *No, (correct word)*. Check the FPC and put it at the back of the set so that the next word is facing the class. In *Crescent 1*, this is called *The Teacher Guessing Game*.

TP R1 - General procedure for task reading

1 Introduce the text

With beginners, it is usually best to do this by focusing on any pictures supporting the text. Ask questions and encourage the pupils to talk about what they can see.

2 Check word recognition

Use FCs. Ask the class to find the word you are showing. (The amount of time needed will depend on the particular class and on how recently the words were introduced.)

3 Introduce the task

If there is a Workbook task, check that the pupils can read all the words in it and that they understand what they have to do. An example may have to be done on the board, especially if it is a new exercise type. If the task is an oral one - finding the answer to a question - focus on the question and get a pupil to read it aloud. Check that everyone understands it.

4 Pupils read silently and do the task

If there is a Workbook task, go round the class helping any pupils who are having difficulties. Train the pupils to check their answers with their partner when they finish reading.

5 Class check

The Step notes will often suggest how to do this. Make sure that everyone knows the correct answers and understands why answers are wrong.

6 Discussion

Even at this level, try to get the pupils used to talking about what they have read. (This may be in Arabic.)

TP R2 - A procedure for extensive reading (serial stories)

The procedure for handling the story in Units 4, 5 and 6 varies from episode to episode, depending on the particular content. This is the general procedure.

1 Review the story so far

This can be done orally. You can elicit what the pupils remember, let them look at the Workbook pictures first or have them reread the previous text.

2 Recall predictions

If prediction is appropriate at the end of an episode, get the pupils to recall their predictions before reading the next episode.

3 Pupils read next episode for gist

Each Unit has a picture numbering activity to help the pupils read quickly and follow the storyline, rather than the details. Before looking at the story, use these WB pictures to predict the content of the episode and to present vocabulary needed for the task. Pupils then read quickly in order to number the pictures.

4 Work out words from context

See TP V2.



Cartoon stories

The cartoon or comic strip style of presenting stories is used in *Crescent* because it generally appeals to learners. The cartoon stories are intended to encourage the habit of reading for enjoyment. Much of the meaning is conveyed by the pictures. Therefore relatively few words are needed to tell the story.

Methods of handling each of the cartoon stories in *Crescent 2* are contained in the relevant Steps. They are all intended to be read silently first, but this may be followed by a Workbook activity and by role-play, depending on the content of the particular story.

Writing

Objectives *Crescent 2* assumes that the pupils have acquired a reasonable mastery of the mechanics of writing. Since this assumption may not be true for every pupil, teachers may have to devise remedial activities at the beginning of the year. Handwriting practice may also need to be given for homework throughout the year.

The mechanical stage involves the following:

- learning to recognize and name the lower and upper case letters of the alphabet;
- learning how to write the alphabet;
- learning the essential conventions of punctuation in writing English, ie capital letters, full stops and question marks.

Crescent 2 writing objectives are:

- ability to write the vocabulary and structures presented in the Course in response to appropriate stimuli;
- ability to write a narrative or descriptive paragraph of approximately ten sentences.

Writing in *Crescent 2*

The writing activities in *Crescent 2* are guided. They include filling in the missing words, sentence completion, writing sentences, paragraphs and dialogues based on a model. The focus in the Workbook writing exercises is on accuracy in language, spelling and punctuation first and on appearance second. However, the good habits taught through the Handwriting Books in year one should be encouraged. Look for correct formation and size of letters.

TP W1 - General procedure for Workbook writing exercises

1 Introduce / prepare for the task

Make sure the pupils understand what they have to do. If they have to use information from a previous exercise, point this out. If there is a model sentence, check that they can read it. The amount of preparation needed will vary depending on the task and the pupils. You can:

- go through the exercise orally;
- elicit the answers, write them on the board, then rub them off;
- practise sentence building to focus on syntax. This is best done before the task is introduced;
- write key words on the board in random order.

Remember that this is preparation only. You still want the pupils to complete the exercise on their own. It should not be copied from the board.

2 Pupils write

While the pupils are writing, go round the class helping and encouraging.

If a pupil has spelled a word wrongly, point this out. If necessary, tell the pupil to find the word in his book. If a pupil has forgotten to use a capital letter or full stop, point and ask:

What's wrong? or What's missing?

Note: With some of the transfer writing exercises, you can get the pupils to do a draft in their copybooks first. You can check this before they write a fair copy in their Workbooks.

3 Check answers

You can do a class check in the following ways:

- ask individual pupils to read out a sentence each. The rest of the class confirm or correct;
- write gapped sentences or paragraphs on the board and ask the pupils to help you fill in the gaps;
- build up gapped sentences in the FC holder and ask individual pupils to complete the sentences by inserting the correct FCs.

The teaching notes will usually give guidance.

Note: The Workbooks should be collected regularly for marking.

Be constructive by writing encouraging comments on pupils' work.

Language awareness / spelling

Pupils need a lot of help and encouragement to learn to spell correctly. They will not necessarily develop good spelling unconsciously through reading and writing activities.

To be able to spell, the learner needs to develop an awareness of common letter combinations in English and an awareness of letters that never combine.

Activities which encourage pupils to look at words carefully and focus on word structure should be carried out regularly.

Dictation Dictation provides useful listening and writing practice. It tests pupils' understanding of sound / spelling relationships. At sentence level, it also checks their knowledge of the structure involved. If, for example, a pupil writes: ***I walk to school yesterday***, it indicates not only that he did not hear the difference between ***walk*** and ***walked***, but also that he has not fully grasped the use of the past tense form.

Begin by dictating single words that the pupils have learned for homework. You can then progress to simple sentences.

Correction should take place immediately. If it is delayed, much of the value of the work is lost. With single word dictation, elicit the words at the end of the exercise and write them on the board one by one for the pupils to check their spelling. Then read the whole list aloud once again. With sentence dictation, write each sentence on the board as soon as the pupils have finished writing it. Give them time to correct it before dictating the next sentence. At the end of the whole exercise, read the sentences on the board aloud once or twice at normal speed so that the pupils have a chance to compare the written and oral language.



Punctuation

The best way to encourage correct punctuation at this level is to focus the pupils' attention on it at every suitable opportunity. For example:

- 1 Use any suitable Pupil's Book text that the pupils have read. Ask the pupils:
How many sentences are there?
How many questions are there?

Ask them how they know. Get them to circle the initial capital letters, the full stops and question marks.

- 2 Get the pupils to scan for names of people or places. Point .out that the capital letter will help them to find the words quickly. 'This could be done as a pre-readin task.
- 3 When preparing for or checking a writing activity on the board, highlight the capitals, full stops or question marks in different coloured chalk. Elicit their purpose: to mark the beginning and end of a sentence or question.
- 4 When doing an exercise involving jumbled words, point out that the capital letter usually provides a clue to the first word in the sentence.
- 5 While pupils are doing a written exercise, go round checking for punctuation. If they have forgotten to use a punctuation mark, point and ask: *What's missing?*

Language work

Language tables in the Pupil's Book and Workbook contain the main structures taught in *Crescent 2*. They are there for controlled practice and for the pupils' reference.

Sentence building using FCs can also provide useful practice in focusing on certain aspects of sentence structure. At the simplest level, substituting single lexical items in object position helps draw pupils' attention to the subject - verb - object pattern in English. Getting pupils to substitute words in subject position and make the necessary alteration to the verb helps focus on subject / verb agreement in the present tense. If pupils are having difficulty with questions, FCs can be used to demonstrate clearly how they are formed.

Sentence building for the purpose of focusing on sentence structure can be a very useful preparation for writing, particularly transfer writing. It is also useful for revision. The teaching notes often specify sentence building, but this activity may be carried out whenever the teacher feels it is helpful and appropriate.

Workbook 2 also provides exercises labelled Re-order and write in which pupils are presented with sentences in jumbled order. They have to re-write the sentences in the correct order. Sense groups rather than individual words are jumbled. This helps pupils to see that sentences are made up of groups of words. Being able to identify words which go together, ie sense groups, will help them read faster and this in turn will enable them to grasp the meaning of a sentence more easily Reading sentences word by word overburdens short- term memory and hampers comprehension of the whole.

Formal aspects of the language are focused on throughout the Workbook. See, for example, pages 14, 20, 29, 36. The Pupil's Book contains Unit language summaries. These are intended for classroom use at the end of the Unit and as a reference for the pupils for self study. Pupils should be directed to these pages in order to correct their written work whenever possible.

Unit 1 Summary

Step/ Materials	Topic/Lexical areas	Activities/Skills	Language
1/2 WB1/2	Everyday objects/ colours /numbers/ family relations / forms of transport / location	Greeting someone and introducing self. Naming, spelling and writing everyday objects and colours. Identifying objects from oral descriptions. Identifying and writing numbers. Following instructions.	<i>Hello. My name is Ali. What's this? A chair. Is the door white? It's on the table. It's red. 1-20 Put your pencil on your book.</i>
3/4 PB1 WB3/4 CS1/2	Food and drink / days of the week / everyday activities Song: <i>I like apples</i> and <i>This is the way</i>	Naming and spelling food and drink items. Categorizing vocabulary. Expressing likes and dislikes orally and in writing. Reordering and writing Yes / No questions. Recognizing numbers.	<i>What are these? Apples. Do you like oranges? Yes, I do.No, I don't. Does she like oranges? Yes, she does.No she doesn't 20-50</i>
5 PB2 WB5 CS2	Daily routines - two short texts	Asking for and telling the time. Talking and writing about daily routines. Identifying people by reading descriptions.	<i>What's the time? It's six o'clock. What does Bill do at six o'clock? He gets up.</i>
6/7 PB3 WB6/7 CS3	Personal details - a conversation	Asking and answering about personal details. Understanding personal details in a conversation. Completing a gapped paragraph. Writing personal details.	<i>What's your name? How old are you? Where are you from? Have you got any brothers? What do you do after school? Do you watch TV?</i>



8/9 PB1 WB8-10	Activities/ location Song: <i>Where's Hassan?</i>	Labelling pictures. Revising spelling rules. Expressing likes and dislikes	<i>What is he doing? He is watching television. I like reading, swimming</i>
CS4		orally and in writing plus and, and watching TV or and but. Performing a substitution dialogue. Reordering and writing sentences.	<i>I don't like shopping or playing football.</i>
10/11 PB1 WB11/12 CS5	Places/rooms of the house / furniture Song: <i>My house</i>	Categorizing vocabulary. Describing a room orally and in writing. Recognizing numbers. Asking about quantity.	<i>There is a sofa in the room. 50-100. How many desks are there?</i>
12 PB4 WB13	<i>Tim and Saleh</i> - giving personal details	Understanding personal details in a conversation. Asking and answering about personal details.	<i>Where do you live? How many brothers and sisters have you got? What does your family do every Thursday?</i>

1.1

WB1 WS1 (Lower case alphabet) WS2 (Objects) WS4 (Colours)

Learning objectives Greet someone and introduce self.
Name everyday objects and colours.
Spell and write everyday objects and colours.
Understand classroom instructions.

Language focus *Hello. My name is (T's / P's name).*
What's this? A chair.
Is the door white? No. It's green.
Open your books, please.

Vocabulary Revision of everyday objects, colours

1 Respond to a greeting and introduce self

A Greet the class *Good morning*. Get the class to chorus this greeting.

Then introduce yourself:

My name is (T's name).

Get the class to chorus your name. Then add it to the greeting:

T: Good morning, boys/girls.

C: Good morning, (T's name).

(Greet the class in this way every day.)

B Go up to one pupil and say *Hello. My name is (T's name)*. Prompt the pupil to respond in the same way. Tell the class you want to learn their names. You want the pupils in the first two rows to stand up one after another and tell you and the class their names *Hello. My name is (P's name)*. The other rows will do this in later lessons.

Note: After greeting the class every morning, elicit the day and the date. Elicit the spelling of the words and write them on the board. This will help the class to memorize the days of the week and months more easily.

2 Vocabulary revision - everyday objects WS1/2

A Use WS2 to revise the names of the objects. Point to an object on the WS and ask:

T: What's this?

C: A chair.

T: Spell chair.

C: c-h-a-i-r, chair.

Write each word on the board as the class spells it. Then move to open pair practice of the question and answer. Cue the pupils by pointing to different objects on the WS.

B Number the words you have written on the board and practise word recognition:

T: What's number 1?

C: A bicycle.

C Invite the class to name other objects that are not on the WS, for example, *wall, door, window*. Elicit the spelling of some of the items.



Note: If the pupils are having difficulty naming the letters of the alphabet, use WS1 to give them controlled practice over a period of several lessons. You can use the following procedure:

- 1 Point to each of the letters **a - g** in sequence. Say the name and get the class to repeat it.
Then point to the letters and get the class to chorus their names. Move on to group practice.
- 2 Point to letters out of sequence and elicit the names. Move from class to group, then individual response.
- 3 Do the same with the groups of letters **h - n, o - u** and **v - z**.

3 Make the words WB1.1A

A Give out the Workbooks and revise the name Workbook. Let them look at their books for a minute. Then say **Open your books, please**. Look at page 1, Exercise 1. This exercise practises spelling some of the words revised in Stage 2. Introduce the activity. Say Look at the pictures. What's number 1? Elicit the names of all six. Then demonstrate one example. Write on the board:

g a ~~b~~ b- -

Say **Spell bag**. Elicit **b-a-g**. As pupils give you each letter, draw a line through it and rewrite the letters in the correct order.

B Tell the pupils to do 2 - 6 themselves. Tell them to check their answers with the pupil sitting next to them. Then check as a class and write each word on the board:

T: Number 1?
C: b-a-g, bag.

4 Vocabulary revision - colours WS4

A Use WS4 to revise the names of the colours. Point to each colour, say the name and get the class to repeat it. Then point to the colours and get the class to chorus their names.

B Consolidate by asking questions about objects in the classroom:

T: Is the door white?
C: No, it's green.

5 Find the colours WB1.1B

Say to the class **Open your books, please. Look at page 1, Exercise B**.

Demonstrate the activity with a few examples on the board. Use classroom objects. For example, write:

bfpnr dbagcv

Elicit **pen** and **bag** and underline the words. Then tell the pupils to find the seven colours in Exercise B and underline them in the same way. You may want to check the words as a class before the pupils write them.

End the lesson by saying **Close your books, please**. Then say **Goodbye, girls / boys** and prompt the class to chorus **Goodbye, (T's name)**. Do this at the end of every lesson.

Learning objectives Understand classroom instructions eg *Put your pencil in your book.*
Identify objects from oral descriptions.
Say and recognize numbers **1-20**, write numbers one -*fifteen*.
Categorize vocabulary.

Language focus Prepositional phrases: *on / in / under / next to / in front of / behind the book.*
It's red. It's under a book.

Vocabulary Revision of prepositions, everyday objects, colours, numbers, family relations, forms of transport

1 Introduce self and answer questions about names

A Greet the class. Get the remaining rows to introduce themselves as in Step 1, Stage 1.

B See if you can remember some of the names. Go up to a pupil and ask *Are you (P's name)?* Elicit the answer *Yes or No*. If the answer is *No*, ask *What's your name?* and elicit the response *My name is (P's name)*.

Note: Remember to elicit the day and the date and write them on the board.

2 Vocabulary revision - prepositions of place

A Use a book and a pencil to revise the prepositions *in, on* and *under*. Say **Look!** Put the pencil on top of the book and say *on*. Put it inside the book and say *in*. Put it *under* the book and say *under*. Repeat and get the class to chorus the words. Practise by doing the actions and getting the class, then groups, then individual pupils to say the words.

B Repeat the procedure for the prepositions *next to, in front of* and *behind*.

C Give instructions and get the class to perform the actions:

Put your pencil on your book.

Put your book under your desk.

Put your ruler next to your bag. etc

3 Identify objects from descriptions

Describe different objects in the classroom and get the class to guess what they are:

T: What is it?

It's on my table.

It's red.

It's under a book.

C: A pencil (or The pencil if there is only one).

T: It's on the floor next to Ali's desk.

It's brown.

C: Ali's bag. etc



4 Say and recognize numbers 1-20 Recognize and write *one-fifteen* WB1.2A

A Write numbers *1-10* on the board in sequence. Point to each number and get the class to chorus the names. If they can't, say the name yourself and get them to repeat it. Continue with numbers *11-20*. See if you can get the class to tell you the name before you write each number.

B Use a class chain to practise the numbers orally. Explain that you want each pupil in turn to say one number. If a pupil can't say the next number, say it and get the pupil to repeat it. When you reach 20, the next pupil begins again. Try to speed the chain up.

C Practise recognition. Point to the numbers out of sequence and elicit the names. Move from class to group to individual response.

D Write the numbers *one - seven* on the board in word form and practise recognition. Repeat for *eight -fifteen*. Focus on the spelling of *one, two* and *eight*, which do not follow regular sound /spelling patterns. Point out that the *gh* in *eight* is silent.

E Introduce WB1.2A, a matching and copying exercise. Tell the pupils to do it, then compare their work with their partner. Circulate, checking progress.

5 Categorize vocabulary WB1.2B

A Introduce WB1.2B. Explain *Transport* in Arabic. Get the class to read *Family*. Ask the class to count the words in the exercise *How many words?* Elicit 9. Explain that some are forms of transport, others are family words. You want them to write T next to the transport words and F next to the family words. Point out that one has been done for them. Elicit the word *mother*, a family word. Elicit an example of a transport word. Then tell the pupils to do the others themselves.

B Check the exercise by asking:
How many *F's* have you got?
Elicit 4 and the words. Repeat for the transport words.

1.3

 PB1 WB3 CS1 WS7a (Food and drink)/7b (Food and drink)

Learning objectives Name and spell food and drink items.
Categorize vocabulary.
Sing a song: *I like apples*.
Express likes and dislikes orally and in writing.

Language focus *What are these? Apples.*
I like apples, rice and tea.
I don't like coffee, oranges or chicken.

Vocabulary Revision of food and drink items

Note: Begin the lesson in the usual way by greeting the class and eliciting the day and date. See if you can remember some of the names as in Step 1.2, Stage 1B.

1 Vocabulary revision - food and drink WS7a/7b

A Use the WS to revise the names of food and drink items (all the items were presented in Year 1 except *toniatoes, cucunibers, carrots* and *lettuce*.) Point to an item and ask:

- T: What are these?
C: Apples.
T: Spell apples.
C: a-p-p-l-e-s, apples.
T: What's this?
C: Bread.
T: Spell bread.
C: b-r-e-a-d, bread.

Write on the board only those words used in WB3.1A and in the song *I like apples* on PB1. Move on to open pair practice of the questions and answers.

B Practise recognition of the words on the board as in Step 1, Stage 2B.

2 Categorize vocabulary WB1.3A

Introduce Exercise A. Get the class to read *Food* and *Drink*. Explain that this is a similar exercise to the one they did in the previous lesson. Some of the words in the box are *Food* words and some are *Drink* words. You want the pupils to write the words under the correct heading. Elicit an example of each category. Then tell the pupils to do the exercise themselves and check their answers with their partner. Finally do a class check.

3 Sing a song to revise language PB1 CS1

A Give out the Pupil's Books and revise the name *Pupil's Book*. Let the pupils look through their books for a minute.



B Say *Look at page 1, please*. Elicit what is on the page (three songs). Ask the class if they remember the songs from last year. Tell them they are going to sing *I like apples* today. Tell them to read the words as they listen to the song. Play CS1 right through (it has words, then music only, then words again). Now tell the class to try to join in the song. Play the cassette again right through.

C Divide the class into two groups. Get them to sing the song again with Group 1 singing the first four lines, Group 2 singing the answer in the next four lines, and Group 1 singing the last four lines.

4 Ask and answer about likes WB1.3B WS7a / 7b

Introduce and demonstrate WB1.3B. Use words from Exercise A as substitutions for dates and lamb. Then tell the pupils to continue in simultaneous pairs. Circulate, listening to as many pairs as you can.

5 Write about own likes / dislikes WB1.3C

A Write on the board:

I like apples, rice and tea.

Get the class to read the sentence in chorus. Point out the use of the comma in a list. Invite individual pupils to make similar, true statements about their own likes.

B Repeat the procedure for the statement:

I don't like coffee, oranges or chicken.

Point out the use of *or* after *don't like*.

C Tell the pupils to write two sentences in their Workbooks, following the models. Circulate, helping and checking spelling and punctuation.

Cassette Section 1 is the song *I like apples* on PB1.

Band 1 = whole song

Band 2 = music

Band 3 = whole song

Learning objectives Say and recognize numbers 1-50.
Express likes and dislikes orally and in writing.
Re-order and write questions - 2nd and 3rd person.
Sing a song: This is the way.
Everyday activities and days of the week.

Language focus *Do you like apples? Yes, I do./ No, I don't.*
Does ps name) like dates? Yes, he / she does. / No, he / she doesn't.
Do you come to school on Monday?
I don't come to school on Monday.

Vocabulary Revision of numbers, days of the week, everyday activities

1 Say and recognize numbers 1-50

A Use a class chain to revise the numbers 1-50 orally. If a pupil can't say the next number, say it and get the pupil to repeat it. Try to speed the chain up.

B Practise recognition of numbers 10, 20, 30, 40 and 50. Write them on the board and elicit the names.

2 Ask and answer about likes WS7a/7b

A Use the WS to revise the names of food and drink items. Write on the board and practise recognition of those words not read in the previous Step.

B Use open pairs to practise the question and answer *Do you like apples? Yes, I do. / No, I don't.* Cue the pupils by pointing to items on the WS. After about five pairs have asked and answered, tell the class you want to see how much they remember. Ask *Does Ws name) like dates? Prompt the answer Yes, he / she does. or No, he / she doesn't.* Continue the open pair practice, interrupting from time to time as before.

C Write on the board:
Do you like oranges?
Does he/she like oranges?

Get the class to read them in chorus. Point out the use of Does with the third person.

3 Re-order and write questions WB1.4A

Introduce WB1.4A. Explain to the class that the words are in the wrong order. You want them to write them again in the correct order. Tell them to look at number 1. Ask *Is it a statement or a question?* (a question). Elicit the reason (there is a question mark). Ask *What is the first word in the question?* Elicit *Do* and the reason (it has a capital letter). Write *Do* on the board. Elicit the remaining words one by one and write them up. Tell the pupils to write the question in their Workbooks, then do the others themselves. Tell them to check their answers with their partner. When they have finished, do a class check.



4 Sing a song to revise days of the week CS2 WS8

A Tell the pupils they are going to sing another song from last year, about the seven days of the week. Use WS8. Point to each day in sequence and get the class to chorus the name. If they can't say a name, say it yourself and get them to repeat it. Then practise recognition by pointing to the days out of sequence and eliciting the names.

B Practise the actions that go with the first four days. Say the phrase and mime the action. Get the pupils to copy the action and say the phrase.

Note: *Say wash my face, not your face as on WS8.*

C Tell the class to listen to the song and look at **Saturday**. Play CS2, Band 1 (Verse 1). Then tell them to listen to the music. Play Band 2 (music only). Now get them to sing Verse 1 with the cassette, miming the actions. Play Verse 1 on Band 3. Practise the next three verses with actions.

5 Read and order the days WB1.4D

A Introduce WB1.4B. Ask **How many days in a week?** Elicit 7. Ask **What's day 1?** Elicit **Saturday**. Tell the pupils to find Saturday in Exercise B with a 1 in the box next to it. Ask **What's day 2?** Elicit **Sunday**. Tell the pupils to find it and write 2 in the box next to it. Tell them to continue numbering the days in the correct sequence.

B Class check. Ask **What's day 1?** When a pupil answers **Saturday**, ask the rest of the class if he is correct. Get the class to spell the word.

6 Read and answer a question WB1.4C

A Introduce WB1.4C. Invite a pupil to read the question aloud. Elicit the answer **Yes, I do**. Tell the pupils to write a tick under **Mon**. Invite a pupil to read the question again, this time substituting another day of the week. Elicit the answer and tell the pupils to write a tick or a cross under the day. Tell them to continue on their own, then complete the sentence below. Circulate, checking progress.

B Ask a pupil to read aloud what he has written. Ask the rest of the class if he is correct.

Cassette Section 2 is the song *This is the way* on WS8.

Band 1 = Verse 1

Band 2 = music

Band 3 = whole song

Learning objectives Ask for and tell the time.
Identify people by reading descriptions of daily routines.
Talk and write about daily routines.

Language focus *What's the time (in the first picture). It's six o'clock.*
He gets up / I get up at six o'clock.
When does Tom get up?

Vocabulary Revision of time, daily activities

1 Sing a song CS2 WS8

Sing all seven verses of *This is the way* with actions.

2 Read silently PB42

A Tell the pupils to open their Pupil's Books at page 2. Prepare for reading as follows. Elicit the names of the three boys in the pictures. Then tell them to look at Bill. Ask *What's the time in the first picture?* Prompt the answer *It's six o'clock*. Continue with all three sets of pictures.

B Ask *What does Bill do at six o'clock?* Prompt the answer *He gets up*. Write *gets up* on the board. Repeat for the remaining two pictures. Number the phrases on the board and practise recognition.

C Explain the reading task. You want the pupils to read the two texts below the pictures and find out who is being described. Tell them to try the puzzles on their own and write the names in pencil in their books. Tell them to compare answers with their partner when they have finished.

D Class check. Ask:

T: Number 1. Is it Bill?

C: No.

T: Is it Ali?

C: Yes.

If a number of pupils are unable to answer, go through the puzzle with them, demonstrating how to arrive at the answer. Repeat for the second puzzle. (The answer is *Bill*.)

3 Ask and answer about daily routines WB1.5A

Introduce WB1.5A. Check that the pupils can read and understand the question and the phrases *go to school* and *go home*. Demonstrate the activity, teacher - pupil and in open pairs. Then tell the pupils to continue in simultaneous pairs.



4 Complete a gapped text WB1.5B

A Introduce the writing task. This exercise checks that the pupils have read the clock faces in Exercise A correctly and focuses on the third person verb form. Tell the pupils to refer to PB2 and WB1.2A to check their spelling. Circulate while the pupils are writing, helping and checking.

B Class check. Ask different pupils to read out a sentence each. Ask the rest of the class if they are correct. Elicit the spelling of the words.

5 Write about self WB1.5C

A Introduce the task. Explain that you want the pupils to write a paragraph about themselves following the model in Exercise B. Prepare it orally. Remind the class that there is no *s* on the end of the verb after *I*.

B Tell the pupils to write the paragraph. Circulate, checking spelling and punctuation.

Make a note of common errors and deal with them as a class when the pupils have finished.

1.6

 PB23 WB6 CS3 WS9 (After-school activities)

Learning objectives Ask and answer about after-school activities.
Ask and answer about personal details.
Understand personal details in a conversation.

Language focus *Do you watch TV? Yes, I do. / No, I don't.*
Questions asking for personal details

Vocabulary Revision of after-school activities

1 Vocabulary revision after-school activities WS9

A Use WS9. Point to each picture in turn, say the phrase and get the class to repeat.

B Practise recognition of the phrases, for example:

T: read books

C: Number 1.

T: What's number 3?

C: play football

2 Make conversations WB1.6A

Introduce and demonstrate WB1.6A. Make sure the pupils understand they can substitute any day of the week if the answer is **Yes**. Then tell them to continue in simultaneous pairs. Circulate, listening to as many pairs as you can.

3 Read a conversation silently PB3 WB1.6B

A Tell the class to open their Pupil's Books at page 3. Ask a pupil to read out the page title. Then elicit the name of the other boy in the picture (Tom). Explain that Tom is asking Bill some questions about himself and writing down the answers. Tell the pupils to look at the conversation and find the number of questions Tom asks (7). Get the class to read out the questions in chorus. If necessary, read the questions out yourself and get them to repeat.

B Introduce WB1.6B. Explain that you want the pupils to read Bill's answers and write them, in short form, in the column headed **Read**. Get them to read out each of the words on the left and say the corresponding question:

C: name - What's your name?

age - How old are you? etc

C Tell the pupils to do the reading task silently, then compare their answers with their partner.

D Class check. Ask *What's his name?* etc. When a pupil answers, ask the rest of the class if he is correct. Elicit the spelling of the words and phrases.



4 Listen to the conversation and read aloud PB3 CS3

- A** Tell the class to listen to the conversation while they follow it in their books.
Play CS3.
- B** Divide the class into two groups. Practise the conversation with Group 1 reading Tom's part and Group 2 reading Bill's part. Then reverse roles.
- C** Tell the pupils to practise reading the conversation aloud in simultaneous pairs.
Tell them to change roles when they have finished.

5 Revision of numbers to 70

If there is time, continue revising the numbers up to 70. Use a class chain.
Then practise recognition of numbers out of sequence by writing them on the board.

Cassette Section 3 is the conversation on PB3.

Learning objectives Talk and write about personal details; after-school activities.

Language focus *What does Aisha do every Saturday?*
She goes shopping.

Vocabulary As for Step 1.6

1 Ask and answer about personal details WB1.6B/1.7A

A Tell the pupils to open their Workbooks at page 6 and look at Exercise B. Elicit the questions that correspond to each of the words on the left. Divide the class into two groups. Get Group 1 to ask the questions and Group 2 to respond as Bill, using the information they wrote in the previous lesson. Then reverse the roles so that Group 2 asks the questions and Group 1 responds

B Explain that you want the pupils to fill in the second column of the table with information about themselves. Then you want them to ask their partner the questions and fill in the third column. Circulate while the pupils are working, helping and checking progress.

C You can ask some pairs to stand up and introduce their partners to the rest of the class.

2 Complete a gapped paragraph WB1.6B/1.7A

A Introduce WB1.7B. Tell the pupils to use the information from 1.6B to complete the paragraph.

B Class check.

3 Write about self WB17C

A Introduce WB1.7C. Explain that you want the pupils to write a paragraph about themselves, following the model in Exercise B. Prepare it orally and focus on the changes from third to first person.

B Tell the pupils to write the paragraph. Circulate, checking spelling and punctuation. Make a note of common errors and deal with them as a class.

4 Ask and answer about after-school activities WB1.7D

Introduce and demonstrate WB1.7D. Then tell the pupils to continue in simultaneous pairs.

Note: If there is time, end the lesson by singing *This is the way*.

1.8 WB8 / 9 WS10 (Afamily)

Learning objectives Revise the present continuous and spelling rules for adding *-ing*.
Express likes/dislikes plus *and, or but* orally and in writing.

Language focus *What is he / she / are they doing?*
He / She is / They are watching TV
Do you like reading? Yes, I do. / No, I don't.

Vocabulary Revision of everyday activities

1 Language revision WS10

A Use WS10 to revise the present continuous. Elicit who the pupils can see in the picture (a family: mother, father, little sister, big sister, little brother, big brother). Ask *Where are they?* and elicit *At home*.

Point to each person in the picture and say:

He's phoning a friend.

She's watching TV.

She's listening to cassettes.

He's doing his homework.

He's playing with his cars.

Get the class to repeat each sentence in chorus. Then point to each person again and ask *What's he / she doing?* Get the class to answer in chorus. Move on to group, then individual response.

B Practise the question and answer in groups, then open pairs.

C Write each sentence on the board. When a sentence is complete, invite the class, then individuals to read it aloud. Ask *Who?* and elicit which person the sentence describes.

D Focus on the use of *be* and verb + *ing* in the present continuous.

2 Spelling work WB1.8A

A Introduce WB1.8A. This exercise revises the spelling rules for adding *-ing* to a verb. Get the class to chorus the verbs in the first two columns, numbered 1 and 2. Check understanding of the words. Then tell them to complete each table following the model given. When they have finished, elicit the spelling of the words and write them on the board. Then elicit the first rule, using Arabic. (This is: Drop letter e when you add -ing.)

B Repeat the procedure for the next two tables, numbered 3 and 4. (The rule is: When you add *-ing* to short verbs, double letters *m, n, p, t* if they come after a single vowel.)

3 Identify six activities and write them WB1.8B

A Introduce WB1.8B. The aim of this task is to consolidate the form and spelling of the present continuous. Elicit the six activities orally. (These are: playing football /swimming / phoning a friend / shopping / riding a bike / talking to her mother). Elicit the spelling of the **-ing** verbs orally.

B Tell the pupils to write the sentences. Tell them to use Exercise A to check their spelling. Circulate, helping and checking.

C Class check. Elicit the activities and write each sentence on the board so that the pupils can check their own work and make any necessary corrections.

4 Ask and answer about likes WB1.8C WS10

Introduce and demonstrate WB1.8C. Then tell the pupils to use the activities in WB1.8B and on WS10 to ask and answer in pairs. Circulate, listening to as many pairs as you can.

5 Write about likes / dislikes WB1.8B

A Introduce the writing task. Prepare the pupils to write two sentences using the following patterns:

I like reading, swimming and watching TV.

I don't like shopping or playing football.

Depending on your class, you can elicit how the two statements can be put together using **but**:

I like reading, swimming and watching TV, **but** I don't like shopping.

B Circulate and check while the pupils are writing. Encourage them to find and correct their own mistakes.

Learning objectives Name and spell shops and buildings.
 Express location.
 Make conversations using the present continuous.
 Re-order and write sentences.
 Sing a song: *Where's Hassan?*

Language focus Prepositional phrases of place: *at the beach / in the park*, etc
 Present continuous

Vocabulary Revision of shops and buildings

1 Vocabulary revision - shops and buildings

A Revise the names of shops and building by asking questions as follows.
 If the pupils can't answer, say the phrase and get them to repeat it.

T: Where can you buy bread?

C: At the bakery.

T: Spell bakery.

C: b-a-k-e-r-y, bakery.

Write each word on the board as the class spells it. Other questions include:

Where can you	buy	books?	(bookshop)
		rice?	(supermarket)
		post a letter?	(Post Office)
		go swimming?	(beach)
		get money?	(bank)
		eat food?	(restaurant)

B Number the words on the board and practise recognition.

2 Find the words WB1.9A

Introduce the Workbook exercise. This activity is similar to the one in WB1.1B. You should not need to demonstrate it. Tell the pupils to find and underline the six places. You may want to check the words as a class before the pupils write them.

3 Make conversations WB1.9B

Introduce WB1.9B. Check that the pupils can read the people's names. Demonstrate teacher-pupil, then in open pairs. (Note that the pupils should use *in* with *park*: *in the park*.) Tell the pupils to continue in simultaneous pairs.

4 Re-order and write sentences WB1.9C

Introduce WB1.9 C. This exercise is similar to the one in WB1.4A. You can:

- a) go through number 1 with the class as in Step 1.4, Stage 3
- or b) tell the pupils to try the exercise without preparation.

Do a class check when they have finished.

5 Sing a song PB1 CS4

Tell the pupils they are going to sing another song from last year. Tell them to open their Pupil's Books at page 1 and find the song *Where's Hassan?* Tell them to listen to the song while they follow the words in their books. Play CS4, Band 1. Elicit what the song is about, in Arabic if necessary (somebody, perhaps his mother, is looking for Hassan, but can't find him). Invite the class to get you to explain anything they don't understand. Now tell them to listen to the music. Play Band 2. Finally, invite them to sing the song with the cassette. Play Band 3.

Cassette Section 4 is the song *Where's Hassan?* on PB1.

Band 1 = whole song

Band 2 = music

Band 3 = whole song

1.10 PB1 WB11 CS5 WS11 (A house)

Learning objectives Name and spell rooms of the house and furniture.
Describe a room orally.
Categorize vocabulary.
Sing a song: *My House*.
Talk and write about own house.

Language focus *There is a sofa in the room.*
There are two pictures on the wall.
I live in a flat in Sana'a.

Vocabulary Revision of rooms of the house, furniture

1 Vocabulary and language revision -rooms of the house / furniture WS11

A Use WS11. Elicit that it is a picture of *a house*. Ask *How many floors has it got?* Elicit 2. Ask *How many rooms has it got?* Elicit 4. Point to each room and get the class to chorus the name. Elicit *hall* and *stairs* in the same way. Get the class to spell the words, and write them on the board. Practise recognition.

B Get the class to describe what is in the living room. Prompt them to use *There is / There are*:

- There is a sofa in the room.
- There is a cushion on the sofa.
- There are two pictures on the wall.
- There are two chairs at the table. etc

C Elicit the spelling of the furniture words and write them on the board. Practise recognition.

2 Categorize vocabulary WB1.10A

Introduce WB1.10A. Proceed as in Step 1.3, Stage 2.

3 Sing a song PB1 CS5 4

Introduce and practise the song in the usual way.

4 Talk and write about own house WB1.10B

A Introduce WB1.10B. Ask a pupil to read out the question. Invite different pupils to answer. Let them say as much or as little as they can. They should be able to tell you the following:

- flat or house
- town / district
- which floor
- how many rooms
- location eg next to the Post Office

B Tell the pupils to write their answer in their Workbooks. Circulate, helping and checking. Encourage the pupils to find and correct their own mistakes.

Cassette Section 5 is the song *My house* on PB1.

Band 1 = whole song **Band 2** = music **Band 3** = whole song

1.11

WB12

Learning objectives Revise location.
Describe a room orally and in writing.
Say and recognize *1-100*.

Language focus As for Step 1.10
Put your Workbook on your desk.
How many ... ?

Vocabulary As for Step 1.10

1 Revise location orally

Give instructions, for example:

- Put your Workbook on your desk.
- Put your Pupil's Book under your Workbook.
- Put your pencil next to your ruler. etc

2 Describe a room orally WB1.11A

Introduce WB1.11A. Tell the pupils to look at the picture and elicit that it shows a living room. Get them to describe the room using the patterns shown in the language table. Present *flowers* and *string* if the pupils ask. Remind them that *some* is used with plural nouns when we do not know or do not want to state the exact quantity.

3 Read sentences

Write some sentences on the board. Include some that are not true. For example:

- There is a sofa in front of the window.
- There is an armchair next to the sofa.
- There are two TVs in the room.
- There are some pictures on the wall.

Get the class to read each sentence in chorus when you have written it. Then ask *True?* and elicit *Yes* or *No*. If the answer is *No*, get the class to correct the sentence.

4 Write about the room WB1.11B

A Tell the pupils to do WB1.11B. Tell them to write as much as they can. Explain that they can refer to the language table above the picture to help them. They can look at WB1.10 to check the spelling of some of the furniture items; otherwise they can ask you for help.

B Circulate while the pupils are writing, helping and checking grammar, spelling and punctuation.

C Have a few pupils read out their descriptions of the room. Get the rest of the class to agree or disagree.

5 Say and recognize numbers 1-100

A Revise the numbers up to *100*. Use a class chain. Then practise recognition of numbers out of sequence by writing them on the board.

B Practise counting things in the classroom. Ask *How many doors / windows / desks, etc, are there in our class?*

Note: If there is time, end the lesson by singing *My house*.

Learning objectives	Understand personal details in a conversation. Ask and answer about personal details. Revise vocabulary.
Language focus	See the conversation on PB4.
Vocabulary	Revision of prepositions, buildings, family relations and everyday activities

1 Preparation for reading PB4

A Tell the class to open their Pupil's Books at page 4. Ask a pupil to read out the title. Get them to identify the two boys in the picture and say where they are from (Tim is the boy on the left and he is from England; Saleh is from Yemen). Explain that the pictures give a lot of information about the life of each boy. Get the pupils to look at them and tell you what they can see. Make sure that you elicit the following:

Tim:

a photograph of his family
at the beach
the Post Office
Tim on his bed,
listening to cassettes

Saleh:

family photograph
in the park
the supermarket
Saleh playing football

B Write key words on the board and practise recognition. Include *favourite* and pastime and check comprehension.

2 Read silently PB4 WB1.12A

A Introduce the reading task. Tell the pupils to look at the speech bubbles below the pictures. Explain that Tim and Saleh are having a conversation. You want them to read each speech bubble and decide who is talking by referring to the pictures. They should then note down their answers in WBI.12A.

B Tell the pupils to read silently and do the task, then compare their answers with their partner.

C Class check. Get a pupil to read the first speech bubble aloud. Ask *Who is talking?* Elicit the answer from another pupil and get the class to agree or disagree. Continue with the remaining speech bubbles in sequence.

Answers:

A, D, E, H = Tim
B, C, F, G = Saleh

3 Ask and answer about personal details PB4

A Elicit a question for each pair of statements on PB4. Write them on the board:
Where do you live?
How many brothers and sisters have you got?
What do you like doing?
What does your family do every Thursday?
or Where does your family go every Thursday?
(This is an opportunity to do remedial work on question formation if necessary.)

B Get the class to read the questions aloud in chorus. Then practise asking and answering the questions in open pairs. Tell the pupils to give true answers. Move on to simultaneous pair practice.

4 Revise vocabulary WB1.12B

A Introduce WB1.12B and revise the name *word tree*. Tell the pupils that they are looking for a word inside the darker branches of the tree. Ask a pupil to read the question under the word tree and elicit what word they are looking for (a day of the week). Elicit the name and spelling of picture one. Write WALL on the board. Tell the pupils to write the words in capital letters because they are easier to read. Then let them try the puzzle with a partner. Tell them to write in pencil at this stage.

B Class check. Elicit all the words and their spelling. Write them on the board so the pupils can correct their own work if necessary. Then elicit the vertical word (Wednesday).

5 Sing songs

Use the remainder of the lesson to sing any of the songs in Unit 1.

Unit 2 Summary

Step/ Materials	Topic/Lexical areas	Activities/Skills	Language
1 WB14/15	Talking about the past	Completing a verb table. Understanding the logical sequence of a conversation. Completing a gapped text. Writing about past events.	<i>What did you do yesterday?</i> <i>I watched TV / I went to the park.</i>
2 PB5/6 WB16	How people come to school	Asking and answering about methods of coming to school. Reading about how people came to school. Writing sentences.	<i>How do you come to school?</i> <i>I come by bus / by car.</i> <i>He drives / comes / runs / walks</i> <i>Yesterday Najeeb came to school by bus.</i> <i>Ali didn't walk. He ran.</i>
3-5 PB7-9 WB16/17 CS6	Instructions for crossing the street An accident - a cartoon story Song: <i>Accident</i>	Reading and understanding a past simple narrative. Understanding and writing instructions. Understanding pictures telling a story. Writing a past simple narrative.	<i>Stop. Look left. Look right.</i> <i>Don't run.</i> <i>and, but and Then</i>
6 PB9/10 CS6/7	<i>What would you like</i> - a cartoon story	Naming and spelling food and drink items. Understanding and expressing wants. Performing a conversation.	<i>What would you like to drink?</i> <i>I'd like a Pepsi, please.</i>
7/8 PB11 WB18/19 CS8/9	<i>The girl from Kuwait</i> - a conversation Making arrangements	Understanding the details of a conversation. Reordering sentences. Asking and answering about wants. Making conversations about arrangements.	<i>Would you like to come to my house? I'd love to, Fatma.</i> <i>When?</i>

<p>9-12 PB12-13 WB20-22 CS10/11</p>	<p>Buying presents, toys, jewellery, clothes</p>	<p>Naming toys, jewellery, clothes and shops. Asking for and making suggestions. Understanding the details of a conversation. Listening for specific information. Asking, answering and writing about past activities. Understanding the details of a narrative text. Giving reasons for actions.</p>	<p><i>What can I buy for my brother? How about...? a / a pair of / some What did Ameena buy for Asma? She bought First / Then / After that Fuad wanted to buy a present so...</i></p>
<p>13 PB14 CS12</p>	<p><i>Let's ask Hassan - a conversation</i></p>	<p>Asking for, making and rejecting suggestions. Listening for detail. Reading and inferring information.</p>	<p><i>What would you like to do? Let's go to the park. No. I don't like watching TV</i></p>
<p>14 PB13/15 WB23 CS13</p>	<p><i>Presents for the family - two short conversations</i></p>	<p>Finding information in a text. Making conversations.</p>	<p><i>that / it, those / they/them</i></p>
<p>15 WB24/25 CS14</p>	<p>Puzzle activities</p>	<p>Listening to identify words and completing a puzzle. Completing gapped sentences. Doing a word tree.</p>	<p><i>Fatma didn't read a comic, She read a book.</i></p>
<p>16 WB26</p>	<p>Paragraph writing</p>	<p>Completing a gapped text. Writing a story.</p>	<p><i>and, but, so and Then</i></p>
<p>17 PB15 WB27/28</p>	<p>Revision</p>	<p>Revising vocabulary. Categorizing vocabulary</p>	

2.1 WB14 / 15 WS9

Learning objectives	Revise past simple. Complete a verb table. Understand the logical sequence of a conversation. Complete a gapped paragraph. Write about past events.
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Language focus	<i>What did you do yesterday?</i> <i>I watched TV.</i> <i>Did you go to the beach?</i> <i>Yes, I did. / No, I didn't.</i>
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Vocabulary	Revision of past simple verb form
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1 Ask and answer about past activities WS9

Use the pictures on WS9 to cue exchanges like this:

A: What did you do yesterday?

B: I watched TV.

Move from group to open pair practice. If the pupils can't remember the past simple form of a verb, say the response yourself and get them to repeat it.

2 Write past simple verb forms WB2.1A

A Explain and demonstrate the grammatical terms *infinitive* and *past simple*:
Did you **watch** TV yesterday?
I **watched** TV yesterday.

Tell the pupils to read both forms of verbs 1-3 and elicit why they are called **regular** (the past simple is formed by adding **-ed** or **-d** to the infinitive). Elicit the spelling rules for adding **-ed** or **-d**, which are similar to those for adding **-ing** (see Step 1.8).

Note: The pupils do not need to produce these grammatical terms, but they should learn to recognize and understand them.

B Tell the pupils to complete numbers 1-8 by following the examples. Check the answers orally and elicit the spellings. Make sure the pupils pronounce the past simple forms correctly:

/ t /	/ d /	/ id /
watched	lived	visited
hopped		prayed
helped	phoned	
worked		

3 Match questions and answers WB2.1B

A Introduce WB2.1B. Check that the pupils can read the questions and answers. Explain the task. Tell them that the questions are in the right order, but the answers are not. You want them to draw lines from the questions to the correct answers as in the example. Tell the pupils to do the task, then check their answers with a partner.

B Check as a class by asking pairs of pupils to read the conversation aloud.

4 Complete a gapped text WB2.1C

Introduce WB2.1C. Tell the pupils to use the information in Exercise B to complete the paragraph. If necessary prepare it orally. Check as a class when the pupils have finished.

5 Write about past events WB2.1D

A Explain that you want the pupils to write a paragraph about what they did yesterday. You can prepare them as follows. Write the time markers *Yesterday, then, In the evening* on the board. Invite different pupils to tell you three things they did, using this framework.

B Tell the pupils to write the paragraph. Tell them they can refer to Exercise A for the past simple verb forms. Circulate, helping and checking. Make a note of common errors and deal with them as a class.

Learning objectives Ask and answer about methods of coming to school.
Read about how people came to school.
Write two sentences.

Language focus Present simple
Past simple - affirmative and negative

Vocabulary teacher, by bus / bicycle, Taha, go / went fishing

1 Preparation for reading

Tell the class how you come to school. Then ask *How do you come to school?*
Prompt them if they have difficulty by asking *Do you walk / come by bus?* etc.
Write different answers on the board.

2 Read silently - present simple PB5

A Tell the pupils to open their Pupil's Books at page 5. Ask a pupil to read out the page title. Elicit the names of the four boys in the pictures. Present *teacher*. Then tell the pupils to read the sentences below and answer the question *Who?* by referring to the pictures. Tell them to write the names in pencil after each sentence.

B Class check.

3 Ask and answer questions PB5

Ask individual pupils to read aloud a question from the language table at the bottom of the page. Practise the questions and answers in open pairs.

4 Read silently - past simple PB6 WB2.2A

A Tell the pupils to look at PB6 and elicit the page title. Then elicit the names of the people in the pictures. Say *Look at the first picture. Who is it?* Tell the pupils to find the name in the caption underneath. Now introduce WB2.2A. Check that the pupils can read the sentences and understand the task. Tell them to do it, then check their answers with their partner.

B Class check. Read each sentence aloud and ask a pupil *True?* Get the rest of the class to agree or disagree with the answer. If a sentence is false, get the pupils to find the relevant picture on PB6 and read the caption aloud. Do this also if there is disagreement about whether a statement is true or false.

5 Read aloud PB6

Practise class, group and individual reading of the sentences on PB6 in sequence. Check comprehension of *went fishing*.

6 Write two sentences PB6 WB2.2B

Introduce WB2.2B and tell the pupils to do it. Circulate, checking spelling and punctuation.

7 Extension PB6

Extend the *practice of negative* statements as follows if there is time. Close your Pupil's Book. Make oral *True / False* statements about how the people in the pictures came to school. Get the class to confirm or correct by referring to the pictures:

T: Ali came to school by bicycle.

C: True.

T: Fatma walked to school.

C: Not true. Fatma didn't walk to school. She came by car.

2.3 PB7 WB16

Learning objectives	Read and understand a past simple narrative. Understand and write instructions for crossing the street.
Language focus	Imperative /negative imperative Past simple - affirmative and negative
Vocabulary	Take care., cross, stop/stopped, left, right, again, dangerous, across

1 Vocabulary and language presentation PB7

A Pupil's Books open. Read out the page title and translate it. Ask a pupil to read out what Jack is saying in the first speech bubble. Then tell the class to look at the panel Jack is pointing to. Get them to say what they think it shows. Elicit or explain that these are instructions on how to cross the street safely. Then tell the class to look at the pictures while you read out the instructions. Mime the actions while you are speaking. Check comprehension by saying the instructions out of sequence and getting pupils to mime them or by eliciting the Arabic.

B Say each instruction and get the class to repeat it. Then point to each picture and get them to say the instruction in chorus.

C Ask groups of pupils to come to the front of the class and mime the actions as the class reads out the instructions in sequence.

2 Read silently PB7

Elicit what Jack is saying in the second speech bubble. Then tell the pupils to read what the boy is saying and find out if he crossed the street in the correct way. Ask them to put their hands up when they know the answer. When most pupils are ready, elicit the answer **Yes**. If some pupils are not sure of the answer, go through the whole sequence like this:

T: Did he stop?

P: Yes, he did.

T: Did he look left?

P: Yes, he did. etc

3 Choose and write instructions in the correct order PB7 WB2.3A

A Introduce WB2.3. Check that the pupils understand the task. Tell them they can refer to PB7. Tell them to check their answers with a partner when they have finished. Circulate and check progress.

B Class check.

4 Revision

Use any remaining lesson time for revision.

- numbers (Use a class chain: dictate some numbers for listening and writing practice.) - vocabulary (See Introduction for ideas.)
- past simple verb forms (Write the past simple form on the board and elicit the infinitive or vice versa.)

Learning objectives	Understand pictures telling a story. Sing a song: <i>Accident</i> .
Language focus	Past simple - affirmative and negative
Vocabulary	accident, policeman, driver, hit / hit, him, head, *air, *start / started, *cry (= <i>shout</i>)

1 Preparation - text and vocabulary PB8

A Read out the title and sub-title on PB8 and present the new words. Explain that the pictures tell the story of Hassan's accident. Elicit a sentence for each of the first five pictures by asking *Picture 1 - What did he do?* Then ask:

What did Hassan do wrong?

Elicit:

He didn't look left again.

He didn't walk. He ran in front of a car.

B Tell the pupils to look at the big picture. Ask *What happened?* and invite them to tell you what they can. Present *policeman* and *driver*. Ask a pupil to read out the policeman's words in the speech bubble. Then elicit what the other speakers told the policeman by asking *What did the teacher answer?* etc.

Get the pupils to guess the meaning of *hit*. Finally elicit Hassan's words.

2 Do a True / False exercise PB8 WB2.4

A Introduce WB2.4. Tell the pupils to do it individually, then check their answers with a partner. Tell them to look at the pictures on PB8 to help them.

B Class check. Get the pupils to correct the false sentences orally and in writing like this:

didn't look

He ~~looked~~ left again

3 Introduce a song PB9 CS6

A Elicit the title of the song *Accident* and what the pupils think the song is about. Let them listen to all three bands of the song on CS6.

B Teach the first verse and chorus of the song in this lesson.

Note: Translate the new words which are for oral production only.

Cassette Section 6 is the song *Accident* on PB9.

Band 1 = whole song

Band 2 = music

Band 3 = whole song

2.5

PB8 / 9

WB17 CS6

Learning objectives

Sing a song: *Accident*.
Copy and improve a story.

Language focus

Past simple - affirmative and negative
Connectives and link-words: *and, but, Then*

Vocabulary

*stay, *road, *clear

1 Sing a song PB9 CS6

Revise Verse 1 of the song. Teach Verse 2. Then let the pupils sing the whole song right through.

2 Preparation for writing PB8 WB2.5

A Get the pupils to retell the story of Hassan's accident using the pictures on PB8.

B Introduce WB2.5. Explain that they can use the true and the corrected sentences in WB2.4 to write the story. But they can make it better and more interesting by putting some of the sentences together. Write *and, but* and *Then* on the board. Then prepare the story orally and demonstrate how these words can be used to link some of the sentences. For example:

He looked left and right, but he didn't look left again.

Then he ran across the street in front of a car.

The driver didn't see Hassan and the car hit him.

3 Write the story WB2.5

Depending on the ability of your class, the pupils can be asked to:

a) copy the story from WB2.4

or b) look at the pictures on PB8 and write the story.

Circulate while they are writing and check handwriting as well as spelling, punctuation and grammar. Encourage the pupils to correct their own work. Make a note of common errors and deal with them as a class.

Learning objectives Understand and express wants.
Sing a song: *Accident*.

Language focus *What would you like to drink?*
I'd like a Pepsi, please.

Vocabulary take-away, would

1 Vocabulary presentation / revision PB10

Tell the pupils to open their books at PB10. Tell them to look at the list of food and drink. Read out the heading above it and present *take-away* (this is a kind of restaurant, but food can also be taken away to eat elsewhere). Explain that the list shows what you can buy at Ali's take-away. Get the class to read out the words. Ask:

T: What can you eat?

C: A burger.

T: What can you drink?

C: Orange juice. etc

2 Presentation and practice of a question and answer PB10 CS7

A Tell the pupils to look at the pictures. Elicit who they can see (Ali and three boys). Invite them to say what they think is happening. Elicit that one boy is ordering something. Ask *What does the boy want?* Tell them to find the words in the speech bubbles. Elicit He wants *a cheese sandwich and a Pepsi*.

B Tell the pupils to listen to the conversation and follow it in their books. Play CS7. Then tell the pupils to look at the speech bubble in the first picture and play line 1 again. Ask them to guess what this means. Elicit that it means the same as *What do you want?* Explain that it is a more polite way of saying it. Repeat for *I'd like ...* Use the board to show that *I'd = I would*.

C Play the conversation line by line and get the class to repeat in chorus. Then divide the class into 2 groups. Get them to read the conversation with Group 1 taking the part of Ali and Group 2 taking the boy's part. Reverse the roles. Move on to open pair practice.

D Practise the conversation with substitutions. Cue the pupils using items from the menu. Then tell the pupils to continue in simultaneous pairs. Circulate, listening to as many pairs as you can.

3 Dictation

Tell the pupils to close their Pupil's Books. Dictate some of the food / drink words on PB10. Then tell them to check their work by referring to PB10. Do a class check by eliciting the spelling of each word.

4 Sing a song PB9 CS6

End the lesson by singing the song *Accident*.

Cassette Section 7 is the conversation on PB10.

Learning objectives	Understand the details of a conversation. Re-order and write sentences.
Language focus	<i>would like / love + infinitive</i>
Vocabulary	Kuwait, Ameena, on holiday, Nadia, love, tomorrow, Fine., Great!

1 Do a True / False exercise WB2.7A CS8

A Tell the class they are going to hear a conversation. Play Band 1. Tell the pupils to listen and answer the question:
How many people are speaking?

B Workbooks open. Tell the pupils to attempt the *True / false* exercise. Say they will have a chance to check their answers later. When they have finished, elicit answers from different pupils but do not confirm whether they are right or wrong.

2 Read to check answers PB11 WB2.7B

A Tell the pupils to check their own answers by reading the dialogue in the Pupil's Book. Then do a class check.

B Look at the picture and ask the pupils to guess which girl is Ameena (the one being introduced, second from the left).

3 Re-order and write sentences WB2.7C

Introduce WB2-7C. Elicit the false statements from Exercise A. Ask the pupils to correct them orally. Then ask them to write the correct sentences by re-ordering the words in Exercise C.

4 Vocabulary presentation PB11

Write on the board:

Fatma: Would you like to visit my house today?
Ameena: I'd like to.
Fatma: OK. What time?
Ameena: Ten o'clock.
Fatma: Good.

Ask the class to compare this with what is written in the Pupil's Book. Then ask them to guess what the following mean:

some time, I'd love to, fine, great

Note: In the dialogue on the board, the words are not necessarily equivalent. They just help guide towards the meaning.

5 Answer questions WB2.7D

Ask the two questions in Exercise D orally. Elicit full answers. Check understanding of *on holiday* and *tomorrow*. Tell the class to write the answers in their books.

Cassette Section 8 is the conversation on PB11.

Learning objectives Make conversations.

Language focus *would like / love + infinitive*

Vocabulary -

1 Make conversations WB2.8A CS9

A Look at the tree dialogue in the Workbook. Tell the pupils to follow the dialogue while they listen to Band 1 of the cassette.

B Play the cassette again for class repetition.

C Look at the picture cues in the tree dialogue. Ask the pupils for the time on the three clocks. Ask where the house is in each of the three pictures (behind the bakery, next to the supermarket / Post Office).

D Demonstrate how to use the dialogue for substitution with another pupil. Then practise in open pairs. Finally let the whole class practise in simultaneous pairs while you go round helping and checking.

2 Write a conversation WB2.8A

Tell the pupils to write their version of the conversation in their copybooks. In a better class you can encourage them to extend the task by writing things which are not cued in the Workbook.

3 Find the words: past simple verbs WB2.8B

A Books closed. Elicit a few verbs in the past simple. As a pupil says a verb, put it in a sentence which gives a clear context. Ask the pupils to spell the words.

B Introduce WB2.8B. Remind the pupils of the exercise type. Tell them to find all the verbs, to circle them and write them in the space provided.

Cassette Section 9

Presenter: **Section 9.** Listen.

Fatma: Would you like to come to my house some time?

Ameena: I'd love to. When?

Fatma: On Wednesday.

Ameena: Fine. What time?

Fatma: Ten o'clock.

Ameena: Where do you live?

Fatma: Next to the Post Office.

Learning objectives	Name toys. Ask for and make suggestions about presents.
Language focus	<i>What can I buy for my brothers?</i> <i>How about a jigsaw puzzle?</i>
Vocabulary	presents, toy shop, jigsaw puzzle, doll, chess set, model (boat), buy ... for, How about ... ?, idea

1 Vocabulary PB12

Look at the picture in the Pupil's Book. Elicit the word *toy shop* and check understanding.

Ask the pupils to give you examples of different toys they can buy there and write them on the board. Focus particularly on the toys in the picture. Use the picture to present new vocabulary. Practise recognition of the words.

2 Identify names of toys PB12 WB2.9A CS10

A Elicit the names of the two girls in the picture: *Fatma* and *Ameena*. Explain that Ameena wants to buy a present for her little brother. Introduce WB2.9A. Ask:

What can she buy?

Get pupils to read out the words in the box.

B Tell the class they are going to hear the girls talking about what present to buy. They will mention four of the toys and choose one. Ask the pupils to circle the words they hear. Play the conversation through twice. Check their answers. Then ask what Ameena buys.

3 Make conversations PB12 CS10

A Tell the pupils to listen to the dialogue and follow in their books. Focus on the last two lines and check understanding.

B Play the dialogue line by line for class repetition.

C Write prompts for substitution on the board, for example, as follows:

sister, doll, bicycle

Get the pupils to practise in groups, open pairs and finally in simultaneous pairs.

4 Make suggestions

Explain that you want to buy a present for your brother who is 12.

Elicit suggestions. Introduce different reasons for rejecting them, for example:

T: What can I buy my brother?

P1: How about a jigsaw puzzle?

T: He's got a jigsaw puzzle.

P2: How about a football?

T: He doesn't like playing football.

P3: How about a chess set?

T: He can't play chess. etc

Repeat the activity. Elicit suggestions for a present for your sister or friend.

Cassette Section 10

- Presenter: **Section 10.** Ameena and Fatma are in a toy shop.
Band 1. Listen and circle the words you hear.
- Ameena: Now, Ahmed wants a toy. But what can I buy for him?
Fatma: How old is he?
Ameena: Oh, he's my little brother. He's eight.
Fatma: Eight. Mm. How about a football?
Ameena: But he's got a football.
Fatma: Well, then. A bicycle. How about a bicycle?
Ameena: And he's got a bicycle.
Fatma: Mm. A chess set?
Ameena: No. He's only eight. He can't play chess.
Fatma: Oh, dear. I know. How about a model boat?
Ameena: That's a good idea. A model boat. Er, excuse me.
Can I have a model boat, please?
Right. And now I want to buy presents for Mariam,
Fuad and Asma.
- Presenter: **Band 2.** Listen and repeat.
- Ameena: What can I buy for my little brother?
Fatma: How about a football?
Ameena: He's got a football.
Fatma: How about a model boat?
Ameena: That's a good idea.

Learning objectives	Learn vocabulary. Ask for and make suggestions about presents. Describe people orally.
Language focus	<i>Where can I buy a comic? At the book shop.</i> <i>How about + noun.</i> <i>a / a pair of / some</i>
Vocabulary	jewellery shop, a pair of glasses / earrings / shorts / sandals, box of paints, bracelet, necklace, comic, tie (n), paint brush, paper, ring

1 Vocabulary revision PB12 WB2.10A

A Use PB12 to revise the names of the toys. Say a word and get the pupils to point to the picture in their books. Write the words on the board. Number them and practise recognition.

B Introduce WB2.10A. Tell the pupils to find and underline the four toys. You may want to check the words before the pupils write them.

2 Vocabulary presentation PB13 WB2.10B

A Present the new vocabulary on PB13. Practise recognition of *jewellery shop*, ring and the six items in WB2.10B. (You will deal with the remaining words in the next lesson.)

B Invite two pupils to read aloud the exchange at the bottom of the page. Practise the new vocabulary using this exchange.

C Introduce WB2.10B. Do the first three orally with the class and elicit or explain the reasons for using *a*, *a pair of* or *some*:
a is used with a singular countable noun.
a pair of is used for things that have two parts.
some is used when we don't know the exact quantity.

3 Make conversations PB12

Practise the conversation on PB12. Use the items on PB12 to cue substitutions. Move from group to open pair practice. Then let the pupils continue in simultaneous pairs.

4 Describe people in the class orally

Demonstrate the game *Who is it?* Describe someone in the class. Say, for example:
He's wearing a blue shirt and black trousers.
He's got white shoes.

The pupil who correctly identifies the person you have described then describes someone else, and so on.

2.11

PB13 WB21 CS11

Learning objectives Understand the details of a conversation.
Ask, answer and write about presents.

Language focus Revision

Vocabulary Asma, Mariam

1 Vocabulary revision PB13

Revise the vocabulary on PB13. Present the remaining words for recognition.
Practise the vocabulary using the exchange at the bottom of the page.

2 Preparation for listening WB2.11A

A Remind the class of Ameena. Elicit her brother's name, his age and what she bought him. Tell the class she has two other sisters and a brother. Write their names and ages on the board:

Mariam (16) Fuad (14) Asma (7)

B Introduce WB2.11A. Elicit the question:

What can Ameena buy for Mariam?

Tell the pupils to look at the list and choose suitable items. Elicit suggestions as follows:

P: How about a blouse?

T: Is that a good idea?

If the class agree, write it on the board. If they disagree, elicit a reason. When you have finished, tell the pupils to work in pairs and choose for themselves a suitable present for Mariam, Fuad and Asma.

3 Listen for specific information WB2.11B CS11

Tell the class they are going to hear Ameena discuss what to buy with Fatma. Tell them to tick what the girls decide to buy. Begin with Mariam, Band 1. Elicit what they bought and check who guessed correctly. Repeat for Fuad and Asma.

4 Ask and answer about presents WB2.11A

Use the information about Ameena's presents to practise the exchange:

What did Ameena buy for Asma?

She bought a box of paints.

5 Complete three sentences WB2.11C

Quickly go over the exercise orally. Make sure the pupils understand they have to supply the word *for* in the second and third sentence. Tell the pupils to complete the sentences.



Cassette Section 11

- Presenter: **Section 11.** What did Ameena buy?
Band 1.
- Ameena: And now Mariam. She w ...
Fatma: How about a doll?
Ameena: Fatma, she wants a ...
Fatma: Or, how about a comic?
Ameena: No, Mariam doesn't like comics. And she doesn't want a doll.
She's sixteen.
Fatma: Oh. Well, how about ... ?
Ameena: Fatma, Mariam wants a bracelet.
Fatma: A bracelet?
Ameena: Yes, a bracelet. She told me.
- Presenter: **Band 2.**
- Fatma: What do you want to buy for Fuad?
Ameena: I don't know.
Fatma: Mm. Let's see, he's thirteen, isn't he?
Ameena: No, he's fourteen now.
Fatma: How about a radio?
Ameena: No. (SLOWLY)
Fatma: Um. Or a box of paints.
Ameena: He doesn't like painting.
Fatma: How about a pair of sandals?
Ameena: He's got lots of sandals.
(PAUSE)
I know, a watch. I can buy a watch for Fuad.
- Presenter: **Band 3.**
- Ameena: And now, Asma. She's seven.
Fatma: How about a pair of earrings?
Ameena: No. She's got earrings.
Fatma: Well, then, how about a doll?
Ameena: No, she's got lots of dolls.
Fatma: I know. A box of paints.
Ameena: A box of paints! That's a good idea! Thanks, Fatma.
Now, where can I buy a box of paints?

Learning objectives	Understand the details of a past simple narrative text. Give reasons for actions.
Language focus	Past simple - affirmative and negative so to express reasons Adverbs linking a sequence of actions: <i>First, Then, After that</i>
Vocabulary	So

1 Preparation - revise buildings and location WB2.12

Introduce the map in the Workbook. Ask the pupils to discuss it in pairs. Elicit the different shops and buildings on the map. Revise location by asking:

Where is the supermarket? etc

2 Read silently WB2.12

A Read the introduction and introduce the task. Tell the pupils to read the text and draw the route on the map in pencil.

B While they are working, draw a large simple version of the map on the board. When they have finished, do a class check. Ask one pupil to come to the front and draw the first part of Ameena's and Fatma's route on Your map. Check if the whole class agrees. Then ask another pupil to come and draw the next part. Continue until the whole route is drawn. Encourage discussion about possible alternatives and draw these in Coloured chalk.

C Tell the class to check their version by comparing it with the one on the board and to correct it if necessary.

3 Give reasons for actions WB2.12

A Ask the class:

Why did Ameena and Fatma go to the take-away?

and elicit:

They were hungry.

Ask a pupil to read the first sentence in the 3rd paragraph. Explain that we use *so* to give a reason. Point out the use of *so* in the next two sentences.

B Write the following sentences on the board:

Fuad wanted to buy a present.

He didn't know what to buy.

His brother likes painting.

Tell the class to think of how they could finish the sentences using *so*. Possible endings are:

... so he went shopping.

... so he asked his friend.

... so he bought a box of paints.

Learning objectives Understand and role-play a conversation - ask for, make and reject suggestions.

Language focus *What would you like to do?*
Let's watch TV
How about going to the take-away?
I'd like to play football.
No. I don't like watching TV

Vocabulary Dubai

1 Preparation: revision of making suggestions

Tell the class that today is a holiday. Ask:

What would you like to do?

Elicit suggestions, for example:

Let's | go to the park.
| play volleyball. etc

Practise the suggestions with choral repetition. Continue in groups and open pairs.

2 Presentation of making suggestions PB14

Introduce the picture in the Pupil's Book. Explain that Hassan is from Dubai. He is on holiday in Yemen. Taha and Ali are trying to decide what to do. Elicit the title and introduction. Then, books shut, play the first four lines of the conversation. Elicit the two suggestions and write them on the board. Explain that *How about going ... ?* is another way of saying *Let's go ...*

Ask the pupils to make other suggestions using the new form.

3 Listen for detail CS12

Play the first eight lines of the conversation up to *Hassan, what would you like to do?*

Tell the class to listen to the suggestions and why they are rejected. Play the cassette twice if necessary and elicit the answers.

4 Read and infer PB14

Elicit the question that Taha asked Hassan:

Hassan, what would you like to do?

Tell the class to read the conversation and try and guess what Hassan said.

Prompt the pupils if necessary by pointing out Ali's reply:

OK Let's play football.

5 Read a conversation aloud PB14 CS12

A Play the conversation line by line for class repetition.

B Organize the pupils into groups of three. Tell them to read the conversation, including Hassan's suggestion. Get them to exchange roles and practise several times.

6 Play a game: Making and rejecting suggestions

Play the game like a chain drill round the class. Pupil 1 makes a suggestion to pupil 2. Pupil 2 rejects the suggestion and makes another to pupil 3. Pupil 3 rejects it and makes another to pupil 4, etc. The first person who can't think of a reason for saying *No*, or who repeats a suggestion is out. The game begins again.

Cassette Section 12 is the conversation on PB14, including Hassan's words: *I'd like to play football.*

Learning objectives	Find information in a text. Make conversations.
Language focus	Demonstrative pronouns: <i>That, Those</i> Pronoun agreement: <i>that / it, those / they / them</i>
Vocabulary	nice, those, them

1 Preparation for reading PB13

A Pupil's Book open. Revise names of shops and presents. In open pairs, ask the pupils to practise the question and answer, substituting presents and shops.

B Identify plurals. Ask the pupils to find all the words ending in *-s* on PB13. Elicit the reason: they are plural *ie* there is more than one. Explain that *glasses* are considered to have two lenses and *shorts* to have two legs. Write a list of the plural nouns on one side of the board and a list of the singular items on the other. Leave them on the board for the whole lesson.

2 Read silently PB15

A Tell the pupils to read the introduction on PB15 and to find the answers to the following questions as they do so:

- How many sisters has Hassan got?
- What are their names?
- How many brothers has he got?
- What is his name?
- How old is he?
- Why did Hassan go shopping?

If necessary, write these questions on the board before the pupils begin reading. Do a class check.

B Introduce the pictures in the Pupil's Book. Elicit that Hassan is showing presents to his friends, Taha and Saleh. Ask your pupils to read the two conversations, and find the answers to the following questions:

- What did Hassan buy?
- Who is it / are they for?
- Where did he buy it / them?

Do a class check and present nice.

3 Language presentation: pronoun agreement PB15

Explain that the first conversation is dealing with a singular item and the second conversation is about plural items. Write the first conversation on the board and underline the words that show singularity:

That's (That is), *It's* (It is), *it*

Do the same with the second conversation underlining the words that show plurality:

Those are, *They're* (They are), *them* Present them

Tell the pupils that later in the lesson they will be making conversations about singular and plural items, using pronouns in this sequence.

4 Listen to conversations and read aloud PB15 CS13

A Play the two conversations line by line for class repetition.

B Tell the class to read the two conversations aloud in pairs.
Check that they are doing this correctly.

5 Make conversations WB2.14A

A Introduce and demonstrate WB2.14A. Explain that the pupils can use the picture cues to make different conversations. Some pupils may in addition want to use items from the lists you have written on the board. In your demonstration, make one conversation about a singular noun, eg *a ring* and one about a plural noun, eg *paints*.

B Tell your pupils to make conversations in simultaneous pairs.
Circulate, listening to as many pairs as you can.

6 Write a conversation WB2.14B

Tell the pupils to write a conversation of their own. They can choose either a singular or plural noun. Circulate, helping and checking, particularly that the pronouns agree.

Cassette Section 13 is the conversations on PB15.

Learning objectives Revise past simple affirmative and negative forms.
 Revise vocabulary.

Language focus Past simple - affirmative and negative

Vocabulary -

1 Identify words WB2.15A CS14

A Introduce WB2.15A. Tell the pupils to read the words silently. Then ask:
 Can you find the names of people?
 and elicit what they are. Do the same for *shops, clothes, toys and jewellery*.

B Demonstrate the task on the board. Write:

watch • • necklace,
 jewellery shop • • Fuad

Say:

Mona bought a watch.

She bought it at the jewellery shop.

Draw a line between watch and jewellery shop. Continue:

She didn't buy it for her brother Taha.

She bought it for Fuad.

Draw a line between jewellery shop and Fuad. Continue:

Fuad didn't buy a ring.

He bought a necklace.

Draw a line between Fuad and necklace. Elicit that you have drawn a box. Stress that when you say something *didn't happen*, you do not draw a line.

C Play the cassette up to ... *toy shop*. Check that the pupils have drawn the correct line. Then play the whole cassette and let them complete the puzzle on their own. Play the cassette two more times to allow them to complete it successfully. Elicit what they have drawn a *dress*.

2 Complete gapped sentences WB2.15

Introduce WB2.15B. Go over the exercise orally. If necessary do the first one on the board with the class. Then let them complete the exercise on their own. During the class check, elicit examples of what the pupils wrote about themselves.

3 Revise vocabulary WB2.15C

A Introduce WB2.15C as in Unit 1, Step 12, Stage 4 and have the pupils do the word tree in pairs.

B Class check. Elicit all the words and their spelling. Write them on the board so the pupils can correct their own work, if necessary. Elicit the vertical word (BRACELET).

Cassette Section 14

Presenter: *Section 14*. Listen and do.

- Voice 1: Taha bought a jigsaw puzzle.
He didn't buy it at the book shop.
He bought it at the toy shop.
He didn't buy it for his sister, Nadia.
He bought it for his sister, Sameera.
- Voice 2: Sameera didn't buy a model car.
She bought a blouse.
She didn't buy it at the toy shop.
She bought it at the clothes shop.
She didn't buy it for her sister, Fatma.
She bought it for her sister, Asma,
- Voice 3: Asma didn't buy a box of paints.
She bought a watch.
She didn't buy it at the clothes shop.
She bought it at the jewellery shop.
She didn't buy it for her brother, Ali.
She bought it for her brother, Fuad.
- Voice 4: Fuad didn't buy a ring.
He bought a pair of sandals.
He didn't buy them at the jewellery shop.
He bought them at the shoe shop.
He didn't buy them for his friend, Ali.
He bought them for his friend, Taha.

2.16 WB26

Learning objectives Complete a gapped text.
Copy and improve the story.

Language focus Past simple
Connectives and link-words: *and, but, so, Then*

Vocabulary -

1 Complete a gapped text WB2.16A

A Workbooks closed. Remind the class about Hassan. Elicit where he is from and why he is in Yemen. Ask what presents he bought and where he bought them.

B Introduce WB2.16A. Tell the pupils to work in pairs and write the answers in pencil. Pencils down. Elicit the answers orally. Then let the pupils complete the exercise, and check their answers with a partner. Circulate and help.

C Do a class check thoroughly because they will use the text in the next exercise.

2 Write continuous text WB2.16B

A Introduce WB2.16B and elicit the task. Ask the pupils to study the text in Exercise A and decide where they can use the link words. Elicit examples and write them on the board. Discuss the examples with the class and decide which ones are suitable. Point out how redundant words can be removed:

He looked left *and he* looked right.

B Clean the board and get the pupils to write the new version of the text in their books.

Answers:

Ali wanted to buy a pair of earrings for his sister. He walked up the street. He looked left and right. Then he looked left again. He walked up the street and went into a jewellery shop. He looked at some earrings, but he didn't like them so he bought a ring.

3 Write about self: buying a present

Tell the class you want them to write a similar story about themselves. Elicit the text in Exercise B sentence by sentence in the first person. Then get the pupils to think of changes that would make it more personal. Elicit some of the changes they would like to make. Then tell them to write their own story in their copybooks.

Learning objectives	Revise vocabulary. Categorize vocabulary.
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Language focus	-
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Vocabulary	-
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1 Revision of vocabulary WB2.17A

A Workbooks open. Choose ten words from Exercise A. Say the number, elicit the word and write it on the board. Then practise recognition by pointing to a word and eliciting
the
number from the class.

B Point to one of the words on the board and practise the spelling with the class. Then
rub the
word off and get the pupils to write it in their copybooks. Do this for five
of the
words.

C Repeat A and B with the remaining words.

2 Categorize vocabulary WB2.17B

A Introduce WB2.17B. Check recognition of the 16 words. Elicit one example of the four categories. Tell them to find all the words which go in the first category, then write them under the heading in alphabetical order. They then find the words that go in the second category and write them in alphabetical order. Do the same for the third and fourth category. Do a class check.

B Explain that you want the pupils to write each word under the correct heading. Do this orally with four words, one for each category.

3 Dictation PB15

Dictate the following sentences:

That's a nice watch.

Yes, it's for my brother.

Pens down. Read the two sentences at normal speed. Then dictate them word by word. Repeat the two procedures. Then let the pupils check their work by looking at the text in their Pupil's Books.

4 Play *Bingo*

Tell the class they are going to play a game called *Bingo*. Draw a chart on the board as follows:

clothes	jewellery toys
toys	food

Tell the pupils to draw a similar chart in their copybooks. Instead of the categories, they choose words from the category, for example:

dress	ring
doll	lamb

Read out a list of words from the four categories. If you say a word they should cross it out. The first pupil to cross out all the words is the winner. Make sure you have a record of the words you have said so you can check that the pupils have heard all the words they cross out.

Unit 2 word list

accident	happen / hap- pened	*road
across	head	sandals
again	him	shorts
*air	hit / hit	so
Ameena	How about ... ?	*start
Asma	idea	*stay
box	jewellery shop	stop / stopped
bracelet	jigsaw puzzle	Taha
buy ... for	Kuwait	Take care.
by bus	left	take-away
chess set	love	teacher
*clear	Mariam	them
comic	model boat	those
cross	Nadia	tie (n)
*cry	necklace	tomorrow
dangerous	nice	toy shop
doll	on holiday	What happened?
driver	paintbrush	would
Dubai	paints	
earrings	pair of	
Fine.	paper	
for	policeman	
glasses	present	
go fishing	right ring	
Great!		

Unit 3 Summary

Step/ Materials	Topic / Lexical areas	Activities / Skills	Language
1 PB17 WB29	Food and drink	Describing the location and existence of countable and uncountable items. Completing gapped sentences. Listing vocabulary in alphabetical order.	<i>There is some milk in the fridge.</i> <i>There are some oranges on the shelf.</i>
2/3 PB18 WB30-32 CS15	<i>Let's make an egg sandwich</i> - a cartoon story	Understanding and expressing needs. Understanding and expressing existence / non-existence of countable and uncountable food and drink items. There are some olives. Practising a substitution dialogue. Matching sentences and pictures. Writing sentences about needs. The butter is in the fridge. Completing a True / False exercise and correcting false statements.	<i>We need some bread and some eggs.</i> <i>There isn't any bread.</i> <i>There aren't any eggs.</i> <i>There is some rice.</i> <i>Talking about a picture.</i> <i>The olives are on the shelf.</i>
4 PB19 WB33 CS16	<i>A present for Sam</i> - a conversation	Listening/ reading a conversation for inference. Solving a puzzle and writing sentences.	<i>some / any</i> <i>a / some / a pair of</i>
5/6 PB20 WB34/35 CS18	<i>Who will help?</i> a conversation	Listening and identify words. Expressing needs and making offers. Matching statements and responses. Listening to match statements and speakers. Writing sentences making offers.	<i>We need something to drink.</i> <i>I'll bring some Pepsis.</i>
7 PB21 WB36 CS19	<i>A letter from Sam</i> - a personal letter	Completing a verb table. Scanning for examples of past tense forms. Reading for detail and answering in writing. Rewriting sentences - direct to indirect object.	Irregular past forms: <i>was / were / had / made / got</i> <i>Mrs Brown made a cake for Sam. / Mrs Brown made Sam a cake.</i>

<p>8/9 PB22-24 WB37 CS20-22</p>	<p>How people feel - adjectives Picture prompts and short conversations Song - The kite inference.</p>	<p>Expressing moods and states. Listening for inference. Matching pairs of sentences. Reading /listening for Reading and performing conversations.</p>	<p><i>I am / was frightened / tired / sad / happy / angry.</i></p>
<p>10 WB38 CS23</p>	<p>It's dangerous - a cartoon story</p>	<p>Understanding past simple forms. Reading for detail. Ordering sentences and retelling the story.</p>	<p><i>Irregular past forms: sank / swam / brought</i></p>
<p>11 7-up WB39 CS24</p>	<p>Buying food - a substitution dialogue</p>	<p>Talking about food and drink - matching drinks with containers. Practising a substitution dialogue.</p>	<p><i>carton of milk /can of</i></p>
<p>12 PB26/27 WB40 CS25</p>	<p>Asma and Mariam - a cartoon story</p>	<p>Reading and understanding a cartoon story. Answering questions in writing. Writing the story.</p>	
<p>13 WB41/42</p>	<p>An information gap exercise</p>	<p>Asking and answering about what people did yesterday.</p>	<p><i>Were you at the beach yesterday? Yes, I was. / No, I wasn't. Did You playfootball? Yes, I did. / No, I didn't.</i></p>
<p>14 / PB28 WB43 CS26</p>	<p>What did they do last Tuesday? - two diary entries</p>	<p>Completing a language table. Reading two diary entries for specific information. Writing a diary entry. 15 Revision</p>	<p>Past tense forms: <i>phoned came / saw</i></p>
<p>15 WB44/45</p>	<p>Recission</p>	<p>Vocabulary development. Doing a word tree. Reading for inference.</p>	

Learning objectives	Talk about food. Express definite and indefinite quantity. Describe location. Complete gapped sentences: <i>is / are</i> . List vocabulary in alphabetical order.
Language focus	<i>There is some milk in the fridge.</i> <i>There are some oranges on the shelf.</i>
Vocabulary	olives, tomatoes, flour, butter, sugar, fridge

1 Revision and presentation of vocabulary PB17

A Pupil's Books open. Find out which food items the pupils know (ignore the contents of the cupboard). Then introduce and practise the new vocabulary.

B Ask the pupils to practise the words with a class chain using *some*. For example:

P1: Some tomatoes,

P2: Some eggs,

P3: Some olives, etc

Tell them to try not to repeat the same words until they have all been used.

C Change the activity into a cumulative chain. One pupil says, for example *some eggs*. The next says *some eggs* and *some tomatoes*. The third one says *some eggs*, *some tomatoes* and *some milk*, etc. Stop the chain when one pupil *makes a mistake* and start again.

2 Describe location and express definite and indefinite quantity PB17

A Write on the board:

There are some eggs in the fridge.

There is some flour on the shelf.

Elicit why *is* or *are* is used. Make more sentences describing location of the food items, some true and some false. Tell the class to listen, compare with the picture and say which descriptions are correct.

B Practise the sentence *There are some eggs in the fridge*. using choral repetition. Then practise with substitution using prompts like *tomatoes / shelf*.

C Tell the pupils to practise in pairs describing the location of the different food items.

3 Complete gapped sentences: *is / are* WB3.1A

Explain the task. Tell the pupils to complete the exercise on their own.

4 List vocabulary in alphabetical order WB3.1B

Explain the task and let the pupils write the list. Point out that some of the words begin with the same letters. Elicit *bread / butter, flour / fridge, meat / milk, olive / orange* and *tea / tomato*. Show how to use the second letter to alphabetize the words. When they have finished, use the words for spelling practice.

Learning objectives	Listen to, read and understand a conversation. Read and practise a substitution dialogue. Match sentences and pictures. Write four sentences about needs.
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Language focus	<i>We need some eggs.</i> <i>There isn't any bread.</i> <i>There aren't any eggs.</i>
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Vocabulary	make, need, any
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1 Presentation of new language using a cartoon story PB18 CS15

A Introduce the Pupil's Book page. Ask what Nadia is saying in the first picture and elicit Aisha's suggestion. Check understanding of **make**. Point out that Aisha looks sad in the last picture. Tell the pupils to listen to the conversation and find out why. Introduce the meaning of the word **need**: the girls need eggs and bread to make a sandwich. But there isn't any bread and there aren't any eggs. Elicit what Nadia suggests. Get the pupils to think what you need for a take-away: **money**.

B Ask *Why can't they make a sandwich?* Elicit and write on the board:

There isn't any bread.

There aren't any eggs.

Then ask the pupils for one thing they can see in the fridge. Elicit and write, for example:

There is some milk.

Contrast the sentences and get the pupils to try and think what **any** means and how it is used (the same as **some** but used in the negative).

2 Practise the conversation with substitutions PB18 WB3.2A CS15

A Play the conversation line by line. Ask the class to repeat in chorus.

B Introduce WB3.2A. Elicit substitution dialogues in open pairs. Then practise in simultaneous pairs.

3 Match sentences to pictures WB3.2B

A Workbooks open. Tell the pupils to read the four sentences and think what each person needs. Then say, for example *Ali needs some butter and some sugar*. Get the pupils to agree or disagree, for example *No, he needs some tea and some water*.

B Tell them to draw lines and join the sentences to the appropriate pictures.

4 Write four sentences WB3.2C

Introduce the task. Point out that they have been given a lot of help with the first sentence. In the next three they follow the same model.

Cassette Section 15 is the conversation on PB18.

Learning objectives	Read and practise a substitution dialogue. Describe location. Complete a True / False exercise. Correct false statements in writing.
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Language focus	<i>There is / are some cheese / eggs.</i> <i>There isn't / aren't any rice / olives.</i>
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Vocabulary	Revision
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1 Practise a dialogue with substitution WB3.2A

Remind the pupils of the dialogue. Elicit possible dialogues using different pupils each time. For example:

P1: Let's make a tomato sandwich.

P2: OK. We need some bread, some butter and some tomatoes. etc

Then let the pupils continue in simultaneous pairs.

2 Talk about a picture WB3.3A

A Elicit what the pupils can see in the picture and write the words on the board. Then point out words and elicit where the things are. For example, point to **butter** and elicit *It's in the fridge.*

B Ask the pupils to describe the picture using *There is* or *There are.* Elicit examples as a class. Then continue the practice in simultaneous pairs.

3 Complete a True / False exercise WB3.3A

Tell the pupils to read the six sentences and mark them true or false.

4 Correct the sentences WB3.3B

Check the **True / False** sentences as a class. Elicit the correct version of the three false sentences orally. Then let the pupils write them in their books. In a weak class you could help the pupils by writing the sentences in jumbled form. For example:
some cheese / in the fridge / There is

5 Play a guessing game

Explain the game. You will tell the class certain things that you need. They have to guess what it is you want. For example **I need some oranges, water and sugar.**
Answer **You want some orange juice.**

Learning objectives Introduce vocabulary and revise definite and indefinite quantity.
Listen to and read a conversation - inference.
Solve a puzzle.
Write four sentences.

Language focus Revision

Vocabulary cupboard, scissors, string, glue, paint, Sam, Peter, birthday, Simon, John,
Right, wood, kite

1 Introduction of vocabulary PB17/19

Introduce the vocabulary using Pupil's Book page 17. Ask the pupils to show you the shelf and the fridge. Then ask them to show you the cupboard and let them guess what it is. Introduce the five objects in the cupboard. Write the words in the same order on the board and practise choral repetition. Then check understanding using the picture by asking questions like *What's next to the string?* Turn to Pupil's Book page 19 and get the pupils to tell you what they can see. Introduce *wood* and revise *paper*.

2 Revise *some / any* PB17

Tell the class to listen to your description of the picture in Pupil's Book page 17. Tell them to agree if you are correct and disagree if you are wrong. Practise as follows:

T: There is some string in the fridge.

C: No, there is some string in the cupboard.

T: There are some bananas on the shelf.

C: Yes, there are some bananas on the shelf.

Elicit a few descriptions of the picture from the pupils using the same language.

3 Listen to and read a conversation PB19 CS16

A Introduce the Pupil's Book page. Explain that Sam is a small boy. The three boys in the picture are his friends. They are discussing what to give him for his birthday. Elicit the names and give a model for pronunciation.

B Books closed. Ask *Are they going to buy Sam a present?* Play Band 1 and elicit the answer. Get the pupils to guess what they will make. Maybe they will remember what is in the picture but don't remind them at this stage.

C Play Band 2 of the cassette. Tell the pupils to listen to what the boys need. Elicit the six things. Ask for more suggestions about what the boys will make. Prompt if necessary using pictures on the board or using mime. Elicit the words in Arabic. Then introduce and practise *kite*.



4 Solve a puzzle and write four sentences WB3.4

A Tell the pupils that it is also Aisha's birthday. Elicit suggestions for presents. Introduce the Workbook task. Tell one pupil to read the introduction. Elicit the names of Aisha's friends. Then elicit the names of the objects on the right. Point out how to describe the different objects:

a puzzle, some paints, a pair of earrings, etc.

B Explain that they have to find out who gave Aisha what by following the lines from the person to the present. Ask the whole class to do this for Noura. Elicit the present. Then ask a pupil to read the example sentence at the bottom of the page. Tell them to find the other presents and write similar sentences.

Cassette Section 16 is the conversation on PB19.

3.5

PB20 WB34 CS17

Learning objectives	Listen and identify words. Read to check listening. Practise expressing needs and making offers. Match statements and responses.
Language focus	<i>We need some thing to drink.</i> <i>I'll bring some Pepsis.</i>
Vocabulary	will, help, party, something to drink / eat, bring, music

1 Introduction to the conversation PB20

A Introduce the picture in the Pupil's Book. Elicit the names of the three boys: *Peter, Simon* and *John*. Explain that the lady is Sam's mother, **Mrs** Brown. Tell the pupils that Mrs is the title used by married women in English. Explain that she wants to have a party for Sam's birthday. She wants Sam's friends to help her. Write *birthday, party and help* on the board and get the pupils to find the words in the speech bubble. Ask *Do you think the boys want to help? Do they look happy or sad?*

B Elicit from the class what things you need for a party, for example *food, drink* and *music*. Write the three headings on the board. Elicit a few examples of food and drink and write them under the headings.

2 Listen and circle the words WB3.5A CS17

A Introduce the Workbook activity. Explain that they are going to hear Sam's mother and friends talking about the party. Check they can read the fifteen items in the box. Get them to tell you how many of them are to eat and drink. Elicit the words and add any that are missing to those on the board. Write *cassettes* under the heading music.

B Tell the pupils to circle the words they hear on the *cassette*. Play the whole cassette twice if necessary.

3 Read to check listening PB20 WB3.5B 4

Tell the pupils to read the dialogue in their Pupil's Books silently to find the words they circled. Ask them also to circle the words in the text. Check as a class.

4 Presentation of needs and offers PB20 CS17

A Play the whole cassette again while the class follows in their books. Then play Band 1 only and see if the class can guess the meaning of *I'll*. Translate if necessary. Also introduce *bring* and *something to drink*.

Note: I'll is not a future form in this context. It is a way of making an offer.

B Play Band 2 line by line for class repetition. Practise with four groups. One group plays Mrs Brown, one plays Peter, etc. Each group repeats its part after the cassette. Let the groups exchange roles.



5 Practise expressing needs and offers

Say *We need something to drink*. Elicit responses by pointing to the items on the board under drink:

I'll bring some Pepsi. etc

Do the same for *food* and *music*. Use word prompts on the board of *make* and *bring* so that the pupils vary their response.

6 Match statements and responses WB3.5C

Tell the pupils to match the statements and responses. If necessary, go over the exercise orally first. Check their answers as a class.

Cassette Section 17 is the conversation on PB20

Learning objectives	Listen to a dialogue and match statements and speakers. Complete four sentences. Practise making offers.
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Language focus	<i>I'll give him a model plane.</i>
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Vocabulary	-
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1 Revise expressing needs / making offers PB20

Revise language from the dialogue in the Pupil's Book. Say to the class ***I want to have a party. Who'll help?*** and elicit ***I will!*** Then ask ***What do we need?*** and elicit ***We need something to eat / drink / some music.*** Invite offers of help from various pupils. Prompt using words on the board if necessary.

2 Listen and match statements and speakers WB3.6A CS18

A Tell the pupils they are going to hear Sam's mother and father talking about presents for his birthday. Elicit different presents they could buy and write them on the board. Make sure you include those they will hear on the cassette: ***chess set, box of paints, model plane, watch.*** Practise word recognition. Tell the class that Sam's mother and father mention four presents. Ask them to listen and identify them. Play the cassette and elicit the answers.

B Introduce Sam's mother and father on the Workbook page. Ask different pupils to read the speech bubbles. Explain the word ***take.*** Tell the class to listen to the cassette again. This time they decide who says what and draw a line from the speech bubbles to the appropriate person. Do the first one with the class. Play the cassette up to ***I'll buy him a chess set.*** Elicit the speaker and tell the pupils to draw a line. Continue with the rest of the dialogue. Pause where indicated on the tapescript to give them time to draw. Check their answers as a class.

3 Complete four sentences WB3.6B

Tell the pupils to complete the four sentences in Exercise B. When they have finished, ask different pupils to read out each sentence.

4 Extension

Ask the pupils to decide what they would like to give Sam for his birthday. Elicit ideas from different pupils. Tell the class to listen carefully. If a pupil repeats the same present get another pupil to say, for example ***Hassan wants to buy him a watch.***

Cassette Section 18

- Presenter: **Section 18.** Listen and draw lines.
- Sam's mother: What can we give him?
- Sam's father: Who?
- Mother: Sam! It's his birthday. What can we give him?
- Father: Oh. Er - I know!
- Mother: What?
- Father: A chess set. I'll buy him a chess set.
- Mother: That's a good idea.
And I'll give him a box of paints.
- Father: A box of paints. Why?
- Mother: He likes painting.
- Father: Oh, I see.
Anything else?
- Mother: Well, he likes making models, too.
- Father: OK. I'll give him a model plane.
- Mother: Mm. A model plane. That's nice.
And he needs a watch.
- Father: A watch?
- Mother: Yes. He hasn't got a watch.
- Father: Right. I'll buy him a watch, too.
- Mother: And for the party, I'll make a banana cake.
That's his favourite...
- Father: It's my favourite, too.
- Mother: And after the party ...
- Father: After the party? ... I know. After the party, I'll take
him to the park. I'll take them all to the park.
- Mother: That's a very good idea. Thank you, dear.

Learning objectives	Write past simple forms. Scan a letter for use of past simple. Read for detail and answer questions in writing. Rewrite sentences: direct to indirect object.
Language focus	Revision of past simple. <i>She made a cake for Sam. / She made Sam a cake.</i>
Vocabulary	Dear, lots of, make / made, candle, get / got, fly / flew, high, air, break / broke, super, new, away

1 Introduction to story PB21

Tell the class that Sam wrote a letter to his friend Tom about his birthday. Elicit what happened on his birthday and what presents he was given. Then ask:

- What did his father give him?
- Where did they go after the party?
- What happened to the kite?

2 Write past simple forms PB21 WB3.7A

A Workbooks open. Go through the list of verbs and elicit the past simple forms the pupils know. Introduce the new verbs *break* and *fly*. Then tell them to scan the letter in their Pupil's Books, find all the verbs and underline them (even when they are repeated). Tell them to use this information to help them complete the Workbook exercise.

B Ask the class to think of how they could use the verbs to tell Sam's story. Elicit sentences from different pupils.

3 Read and answer questions PB21 WB3.7B

A Elicit the four questions in Workbook Exercise B. Ask the class for possible answers. Point out that questions beginning *Why?* should be answered beginning *Because*. Tell them to read the letter in their Pupil's Book, find the answers and write them in their Workbooks.

B When they have finished, elicit answers orally. Get them to choose the best answers. They then correct their work.

Answers:

- Because it was his birthday.
- They gave him a kite.
- Because he wanted to fly the kite.
- Because the string broke and it flew away.



4 Guess words in context PB21 CEC Y2

Write the words: *lots of*, *candles*, *super* and *new* on the board. Tell the pupils to find and circle the words in the letter. Help by giving the sentence numbers: 2, 4, 10, 11. Then ask the pupils to use the context to guess the meaning in Arabic. Let them discuss in pairs first. Then elicit suggestions from the class. Encourage lots of suggestions before confirming the answer.

5 Listen for consolidation PB21 CS19

Play the letter on the cassette and let the pupils follow in their books.
Ask a few comprehension questions.

6 Write sentences: transformation PB21 WB3.7C

Introduce WB3.7C. Explain the grammar point. Ask the pupils to find examples in the letter. Practise the transformations orally using the sentences in the Workbook. Then let them do the writing on their own.

Cassette Section 19 is the letter on PB21.

Learning objectives	Express moods and states. Listen for inference: Workbook check. Match pairs of sentences.
Language focus	Adjectives describing moods and states
Vocabulary	feel, feeling, tired, frightened, angry, sad, happy

1 Introduction of vocabulary PB22

A Tell the class to look at the pictures at the top of the Pupil's Book. Introduce the adjectives by saying: *Number 1. He's tired. etc.* Then elicit the words from the class using the pictures as prompts.

Note: As a fun activity you could mime the different moods and get the pupils to guess what you are expressing. You could also involve the pupils by getting them to mime.

B Tell the pupils to work in pairs and talk about the other pictures and decide how the people feel. Check their answers as a class.

2 Listen to utterances to identify moods WB3.8A CS20

Introduce WB3.8A. Check that all the pupils can read the words. Explain that they are going to hear six voices on the cassette. Ask them to decide how each person feels. Demonstrate with the first example. They listen to Voice 1 and tick the box in column 1 they think the voice is expressing. Play the cassette twice. Pause between each voice to give the pupils a chance to think and tick a box. Check the answers as follows. Ask a pupil to try and repeat one of the utterances. The rest of the class try to identify the mood and which number it is.

3 Match pairs of sentences WB3.8B

Workbooks open. Ask a pupil to read the first sentence in the left- hand column in Exercise

B Ask another pupil to read out the first sentence on the right. Elicit that the two sentences don't match. Explain the task. Tell the pupils to match the correct pairs and draw a line between them.

4 Transfer

Ask the class to think about when they felt any of the five moods described. Get them to tell their partner what happened and why they felt as they did. Then elicit examples as a class.



Cassette Section 20

Presenter: **Section 20.** Listen and tick the correct boxes.
One.

Voice 1: That's great! Fantastic!
Just great!

Presenter: Two.

Voice 2: Oh, dear. I'm going to bed.

Presenter: Three.

Voice 3: No ... No ... No ... Help! Help!

Presenter: Four.

Voice 4: Did you do that? Did you? Answer me.
Do you hear me?

Presenter: Five.

Voice 5: My friends are going to the beach
but I can't go with them.

Presenter: Six.

Voice 6: No. No. No. Did you hear me? I said no.

Learning objectives	Read and understand short conversations. Listen and check. Read and perform conversations. Sing a song: <i>The kite</i> .
Language focus	Revision
Vocabulary	in time, way, long, say, tie (v), cut, really, begin/began, by

1 Read and understand PB23

Pupil's Book open. Elicit the question: *How did they feel?* Introduce the conversations. Explain that four different people are describing something that happened to them. Tell the class you want them to read the conversations and decide how they felt. Point out the five choices at the bottom of the page. Elicit that they are to remind the pupils of the different moods. Tell the pupils that they don't have to understand everything in the conversations to be able to do the task. Don't check their answers at this stage.

2 Listen and check PB23 CS21

Tell the pupils to listen to the conversations on cassette and check their answers. Use the opportunity to introduce the new vocabulary.

3 Read and perform the conversations PB23 CS21

Play the conversations line by line for choral repetition. Stop after each and get one pair to read them aloud. Then get the pupils to practise reading them aloud in simultaneous pairs.

4 Sing a song PB24 CS22

Use the picture in the Pupil's Book to introduce the song. Then teach the first verse in the usual way.

5 Dictation PB21

Dictate the following sentence:

It was my birthday last Thursday and I had a party.

Pens down. Read the sentence at normal speed. Then dictate it word for word while the pupils write. Repeat the two procedures. Then let the pupils check their work by looking at the text in their Pupil's Books.

Cassette Section 21 is the conversations on PB23.

Cassette Section 22 is the song The kite on PB24.

Band 1 = Verse 1

Band 2 = music

Band 3 = whole song

Learning objectives	Sing a song: <i>The kite</i> . Understand past simple forms. Read and understand a cartoon story: sentence order check.
Language focus	Revision
Vocabulary	cut, tie, piece of, really, try, fish / fished, Well, What's the matter?, sink/sank, swam, brought

1 Sing a song PB24 CS22

Introduce the new vocabulary for Verse 2 of the song: *cut, piece, tie, really, try*. Then revise Verse 1 and introduce and practise Verse 2.

2 Presentation of past simple forms WB3.10A

Introduce WB3.10A. Ask the pupils to try and guess the infinitive of the three verbs. Encourage the class to make as many suggestions as possible. When you get the right answers, elicit the spelling and write the answers on the board. Tell the pupils to study them carefully. Then rub the words off the board and tell them to complete the exercise.

3 Read and understand a cartoon story PB25

Introduce the cartoon story. Elicit the title and get the pupils to guess what is dangerous. Go through the first five pictures and elicit what they can see. Then tell the pupils to read the story silently.

4 Order sentences and retell the story PB25 WB3.10B

A Introduce WB3.10B. Tell the pupils to read and order the sentences.

B Go through the sentences in the order they appear and elicit the picture they go with. For example: Tom saw an old boat. Picture 2. Let the pupils use this information to correct their work.

C Elicit the whole story in order: 2, 4, 1, 5, 3, 6. Then elicit the sentences for pictures 4 to 6 and write them on the board. For example:

Anne told her father.

They drove to the beach.

Elicit the whole story again including the two extra sentences.

5 Listen for consolidation PB25 WB3.10C CS23

A Tell the pupils to listen to the cassette and follow the story in their books. Ask them particularly to listen to how the people sound.

B Introduce WB3.10C. Elicit possible answers. Let the pupils decide what they think is appropriate (there is no really correct answer). For example, the answer for Tom's father could be: *frightened, angry, or tired* (or even happy that Tom didn't drown).

Cassette Section 23 is the cartoon story on PB25.

Learning objectives	Retell a cartoon story. Talk about food and drink: categorize using container words. Read and practise a substitution dialogue. Sing a song: <i>The kite</i> .
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Language focus	Definite and indefinite quantity <i>Can I have six tomatoes?</i> <i>I'd like a packet of butter.</i>
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Vocabulary	*begin / began, *by (= past)
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1 Retell a story PB25

Ask the pupils to read the cartoon story silently to remind them of what happened. Then elicit the story sentence by sentence. They may need to use the sentences in Workbook page 38 to help them.

2 Revision of container words

A Write the following food/ drink words on the board and number them *milk, coffee, Pepsi, 7-up, butter, sugar*. Check recognition. Then ask what different containers you can buy them in. Elicit and write *bottle, carton, jar, packet, can, bag*. Label with the letters A, B, C, etc, and practise as follows:

T: A jar of coffee.

P: 2C.

Reverse the procedure. Say, for example, *4F* and elicit *can of 7-up*.

B Workbooks open. Ask the pupils to identify the pictures of the different food and drink items.

3 Practise a conversation with substitution WB3. 11 CS24

A Play Band 1 of the cassette and get the pupils to follow the conversation in their Workbooks. Elicit what the customer bought. Do the same for Band 2.

B Play Band 1 line by line and get the pupils to repeat in chorus. Practise with groups using word prompts on the board. Ask pupils to demonstrate in open pairs. Then let them all practise working in simultaneous pairs.

4 Sing a song PB24 CS22

Introduce the new vocabulary for Verse 3 of the Song *begin / began, by*.
Revise Verses 1 and 2. Then introduce and practise the final verse.

Cassette Section 24

Presenter: *Section 24*. Listen.

Band 1.

Customer(F): Hello. I'd like a packet of tea, please.

Shopkeeper(M): Here you are. Anything else?

Customer: No, thanks.

Shopkeeper: That's 25 riyals, please.

Customer: Here you are. Goodbye.

Shopkeeper: Goodbye.

Presenter: **Band 2.**

Customer(M): Hello. Can I have some tomatoes, please?

Shopkeeper: Sorry, I haven't got any tomatoes today.

Anything else?

Customer: Yes, please. I'd like a carton of milk.

Shopkeeper: Sorry, I haven't got any milk today.

Anything else?

Customer: No, thanks. Goodbye.

Shopkeeper: Goodbye.

3.12

PB26 / 27

WB40

CS25

Learning objectives Read and understand a cartoon story.
Answer questions in writing.
Write the story.

Language focus Revision

Vocabulary look at, cry, lost, worry, look for, later, found, very much

1 Revise clothing vocabulary

Revise vocabulary by asking different pupils about their clothes. Then play a guessing game. Describe what one pupil is wearing. For example:

He's wearing a red shirt and blue trousers.

He's got black shoes.

The rest of the class try and guess who you are talking about.

2 Read a cartoon story PB26 / 27

A Introduce the cartoon story. Elicit the names *Asma* and *Mariam*. Discuss the pictures on the first page. Ask questions like:

Where are they? (picture 1)

What is the little girl doing? (pictures 2/3)

Introduce the new words *cry* and *lost*.

B Tell the pupils to read the story silently and find out what happened to the little girl.

3 Answer questions in writing PB26/27 WB3.12A

Introduce WB3.12A. Elicit the seven questions and their answers orally. Then tell the pupils to write them in their Workbooks. Check the answers as a class. Make sure all the pupils have the correct answers. They will need them for the next stage.

Answers:

1 In the market.

2 A little girl.

3 Amna.

4 She was lost and frightened.

5 They looked for Amna's mother.

6 In front of the supermarket.

7 Happy.

4 Listen for consolidation PB26/27 CS25

Tell the pupils to listen to the story and follow it in their books. Tell them to listen particularly to the way the different characters speak and show their moods.

5 Write the story PB26/27 WB3.12B

Show how a full sentence can sometimes be made from a question and a short answer:

Where did Asma and Mariam go shopping? In the market.

Asma and Mariam went shopping *in* the market.

Elicit all the sentences orally. Then get the pupils to write the story on their own.

Cassette Section 25 is the cartoon story on PB26/27.

Learning objectives	Ask and answer about what people did yesterday: an information-gap exercise. Write a sentence.
Language focus	Did Tom go to school yesterday? Yes, he did. /No, (he didn't).
Vocabulary	Revision

1 Revise past simple *Yes / No questions*

Tell the pupils you want them to ask questions to find out where you were the day before. You can only answer *Yes, I was* or *No, I wasn't*.

For example:

P1: Were you at the beach?

T: No, I wasn't.

P2: Were you at home?

T: No, I wasn't. etc.

When they have guessed where you were, tell them to find out what you did, for example, as follows:

P1: Did you play football?

T: No, I didn't.

P2: Did you read a book?

T: No, I didn't.

Let the pupil who guessed take over your role.

2 Do an information-gap exercise WB3.13A

A Introduce the language table at the top of Workbook page 41. Elicit the four possible questions and answers. Point out that some of the information needed to answer the questions is given in the chart. Elicit this information by asking appropriate questions:

T: Did Anne go fishing yesterday?

P: No, she didn't. etc.

Then elicit the questions you need to ask about Kim and Tom to complete the chart:

Did Tom play chess yesterday?

Did Kim read a comic yesterday? etc.

Explain that answers are given on another chart on the next page. Turn to the second chart on Workbook page 42 and compare the two.

B Demonstrate the activity with one of the better pupils. He looks at Workbook page 42. Ask questions in turn. Mime writing the answers in the chart.

C Organize the pupils into pairs, **A** and **B**. Make sure the **A** pupils are looking at one chart, and **B** pupils at the other chart. Get them to fill in the missing information in their chart by asking each other questions in turn. Go round the class checking that the pupils know what they are doing. When they have finished, they can check their answers by comparing the two Workbook pages.

3 Write a sentence WB3.13B

Using the information about Tom from your chart, elicit a sentence about what he did. Write it on the board:

Yesterday Tom played chess, read a comic, visited a friend and bought a present.

Highlight the two commas, the word *and* and the full stop. Elicit that the commas are used so we don't have to keep repeating the word *and*. Rub off the sentence and tell the pupils to write similar ones about Anne, Kevin or Kim.

Learning objectives	Write past simple forms. Read two diary entries for specific information. Write a diary entry.
Language focus	Revision
Vocabulary	Khalid, diary, catch / caught, dinner, Amal, go for a walk, snake, hot, back, lunch

1 Write past simple forms WB3.14A

Introduce WB3.14A. Tell the pupils to work in pairs and do as much as they can. Elicit the ones they had difficulty with and write them on the board in the infinitive. This will include the new verb *catch*. Books closed. Elicit possible answers. Write the correct form on the board. Ask the pupils to study them carefully so they can make another attempt to do the exercise. Rub off the answers before they begin. Check the answers as a class.

2 Read and understand PB28 WB3.14B

A Tell the pupils to scan the two diary entries, find examples of the verbs in Exercise A and underline them. Check that the pupils have completed the task by eliciting each sentence containing the verbs.

For example:

T: Phone.

P: I phoned Taha this morning.

Take this opportunity to check understanding of the verbs.

B Introduce WB3.14B. Tell the pupils to re-read the two diary entries and complete the chart.

3 Listen for consolidation PB28 CS26 4

Play the cassette and let the pupils follow the text in their books.

4 Write a diary entry WB3.14C

A Tell the pupils you want them to write about what they did last Friday. Get them to work in pairs and discuss what they did. Ask different pupils to tell you about their day. Then elicit information about one pupil and write it on the board in note form.

For example:

visited friend

rode bicycle

went to park

Then get the whole class to help you expand this into a full description. Focus particularly on the use of link words: *and, but, so, because* and *Then*.

B Tell the pupils to write a draft version in their copybooks. Encourage them to ask you to help them with words they don't know. When they have finished, ask them to discuss it with their partner and make corrections. Then get them to rewrite it neatly.

Cassette Section 26 is the text on PB28.

Band 1 = Khalid's diary

Band 2 = Amal's diary

Learning objectives	Revise vocabulary: reading and writing. Play a game: draw and guess.
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Language focus	Revision
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Vocabulary	Revision
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1 Revision of vocabulary WB3.15A

A Workbooks open. Choose ten words from Exercise A. Say the number, elicit the word and write it on the board. Then practise recognition by pointing to a word and eliciting the number from the class.

B Point to one of the words on the board and tell the class to study the spelling. Then rub it off and get the pupils to write it in their copybooks. Do this for five of the words.

C Tell the pupils you are going to choose one of the words on the page for them to guess. Give clues, for example, as follows:

It's clothes.
It's a pair.
It begins with *s*. (socks)

It's in a kitchen.
It begins with *f*. (fridge)

D Continue the guessing but change to drawing prompts. Choose one of the objects on the page and draw it slowly on the board. Don't make it obvious or the pupils will guess too quickly. For example:

T: What am I drawing?
P: You're drawing some butter.
T: No.
T: What am I drawing?
P: You're drawing a pair of trousers.
T: No. etc.

(Continue drawing the skirt until a pupil guesses correctly.)

2 Complete a word tree WB3.15B

Tell the class to work in pairs and do the word tree. When they have finished, elicit the answers and write them on the board. The answer is PRESENTS.

3 Read and think WB3.15C

Explain the exercise but don't read the sentence for them. Tell the pupils to make an attempt to read and find the answer on their own. When they have written an answer, discuss the puzzle as a class.

Note: It is important to convince the pupils that they will learn by doing the work on their own.

Getting the right answer is less important than making an attempt.

Unit 3 word list

air	frightened	Right.
Amal	get / got (= <i>receive</i>)	sad
angry	glue	Sam
any	go for a walk	say
back	happy	scissors
*begin / began	high	Simon
bring / brought	hot	sink / sank
butter	in time	*sky
*by (= <i>past</i>)	John	snake
candle	Khalid	something
catch / caught	kite	string
Come on!	later	sugar
cry	long	super
cupboard	look at	swam (<i>swim / swam</i>)
cut	look for	tie (v)
Dear	lost	tired
diary	lots of	tomato / tomatoes
dinner	lunch	try
feel	make / made	us
feeling	music	very much
fish / fished	need	way
flour	new	Well (interj)
fly / flew	olive	What's the matter?
found (<i>find / found</i>)	paint	will
fridge	party	wood
	Peter	worry
	piece of	
	*really	

Unit 4 Summary

Step/ Materials	Topic/Lexical areas	Activities/Skills	Language
1 PB30 WB46 CS27	Can I help you?	Making/ accepting offers of help. Listening for gist/ pronunciation. Writing a dialogue based on a model.	<i>I'll</i> for offers: <i>You (push) and I'll (pull).</i>
2 PB31/32 WB47 CS28	<i>The tree house - a cartoon story</i>	Understanding wants/offers of help. Reading for detail.	<i>I want to build a house. I'll help you. Who helped Tom? Who did Anne help?</i>
3/4 PB33 WB48/49 CS29	Telephone messages	Understanding /writing telephone messages. Listening for specific information.	<i>Future simple: will /won't He won't be home until (10 o'clock).</i>
5 PB34 WB50/52 CS30 FCs	Song: <i>Will you help me?</i> An information gap exercise	Asking /answering about telephone messages. Writing messages.	<i>Who phoned? Where will she be? When?</i>
6/7 PB35 WB51 CS31	A town plan	Understanding/ asking for/ giving directions. Writing directions.	<i>Can you tell me the way to...? Imperatives: Go along this road (to the supermarket). Turn left / right (at the school).</i>
8 PB36 WB53 CS32	<i>Dave, John and Mrs Evans - a 'read and solve' dialogue</i>	Understanding the logical sequence of a dialogue.	<i>Future simple: I'll see you tomorrow. She won't be back until next Friday. I'll / We'll / They'll help.</i>
9 PB37 WB54	<i>What were they doing?</i> - a 'reading puzzle'	Understanding / expressing actions in progress at a point in past time.	Past tense of <i>be</i> Past continuous: <i>At (11 o'clock) (Mary was feeding the cat).</i>



10/11 PB38 /39 WB55 CS33 FCs	A road accident - a story in dialogue form	Understanding past events/ descriptions of cars/people. Reading/ listening/ for specific information. Writing a guided description.	Past simple /continuous: He was tall. He was wearing a black jacket.
12 PB40/41 WB56 CS34	Hassan helps - a cartoon story	Understanding requests / directions / offers of help. Understanding the logical sequence of a text.	Past simple Link-words: First, Next, Then, After that
13/14 PB42 WB57 / 58 CS35	A story in jumbled sequence	Understanding the logical sequence of a text. Writing a paragraph / Dictation.	Past simple / continuous
15 PB43 WB58 CS36	The white falcon - a serial story	Reading for gist. Guessing meaning from context.	Past simple
16 PB38/44 WB59/60	Revision	Completing a paragraph with past simple /continuous forms. Writing about self. Doing a crossword.	Past simple / continuous

4.1

PB30

WB46

CS27

Learning objectives Ask for and offer help orally and in writing.

Language focus *Can I help you?*
You (push) and I'll (pull)

Vocabulary move, pull, push, carry / carried, reach, hold

1 Perform a chain drill

A Ask the pupils to name some of the things you can buy in a supermarket and write a list on the board. Check understanding and practise recognition.

B Set the scene for the chain drill. Tell the pupils you are in a supermarket that is closing in five minutes. You need the pupils to help you buy all the things you need quickly. Point at one pupil and say:

I'll get the eggs and you get the milk.

Pupil 1 says to Pupil 2:

I'll get the milk and you get the (bread).

Continue the chain round the class. Each new pupil should use the last item mentioned by the previous pupil and choose one more from the board. If necessary, write *I'll get ...* and *You get ...* on the board.

2 Vocabulary presentation PB30

Write the new words on the board. Pupils find them on PB30 and underline them.

Ask them to try and guess the meaning of each word using the pictures to help them.

Elicit the meaning by getting the pupils to mime the action.

3 Listen and perform a conversation PB30 CS27

A Elicit the title on PB30. Pupils look at the first pair of pictures. Ask why the boy needs help (he can't move the box). Elicit what the second boy says (*You push and I'll pull.*).

B Play Band 1 of CS27. Pupils listen to the conversation. Play Band 1 again for class repetition. Divide the class into two groups and give each the role of one boy. Continue the practice using the conversation on cassette as a model.

C Pupils practise the conversation in open pairs and then in closed pairs.

D Repeat the procedure for the second and third conversations on Bands 2 and 3 of CS27.



4 Write a conversation WB4.1

A Pupil's Books closed. Pupils look at the three pictures in WB4.1 Ex 1 and suggest what the boys are saying. Then ask them to write the conversation in the space provided. When they have finished tell them to use the model conversation and key words on PB30 to correct their work.

B Discuss the pictures in Ex 2. Let the pupils suggest different conversations. Tell them to write a conversation in their books.

Cassette Section 27

Presenter: **Band 1**

Boy 1: Can I help you?

Boy 2: Yes, please. I can't move it.

Boy 1: OK. You push and I'll pull.

Presenter: **Band 2**

Boy 1: Can I help you?

Boy 2: Yes, please. I can't carry these books.

Boy 1: OK. You push the bicycle and I'll carry the books.

Presenter: **Band 3**

Girl 1: Can I help you?

Girl 2: Yes, please. I can't reach it.

Girl 1: OK. You hold this and I'll get it.

4.2

PB31/32

WB47 CS28

Learning objectives Read and understand a cartoon story and contextualize offers of help.
Develop understanding of question forms.

Language focus *You (hold it) and I'll (go up)*
Who helped Tom? Who did Anne help?

Vocabulary tree, build, hammer, nail, just (*adv*), get / got (= brought/ fetched),
ladder, rope

1 Vocabulary presentation PB31 WB4.2A

A Pupils look at PB31. Elicit the title and what it means. Ask the pupils to suggest what you need to build one.

B Write the following new words on the board:

hammer ladder rope build

Pupils find and underline the words in the text on PB31 only. Find the first one with the class. Encourage the pupils to guess the meaning of the words. Clarify the meaning and then present the word *just*.

C Clean the board. Then explain that Tom wants to build a tree house. Elicit the *five* things Tom needs to build it. Tell them to write them in WB4.2A.

2 Read a cartoon story PB31 / 32 CS28

A Explain that Anne offers to help Tom. Ask the pupils to read the whole story silently and find out what each of them does to build the tree house. Elicit answers orally.

B Divide the pupils into two groups, **A** and **B**. Tell the **As** to find exactly what Tom says and the **Bs** what Anne says. For example:

Tom: I'll get two hammers.

Anne: I'll get Dad's ladder.

Note: This does not follow the normal procedure for cartoon stories.

It is used for presentation of language rather than consolidation.

C Tell the pupils to listen to the story and follow the text in their books.

3 Read and answer questions PB31/32 WB4.2B

Tell the pupils to read the story on PB31/32 again and do WB4.2B. Check answers with the class.

Answers:

Tom got the hammers.
 held the ladder.
 got the rope.
 hit the nails.



Anne got the nails.
got the ladder.
went up the ladder first.
pulled the rope. hit the nails.

Anne and Tom's father moved the ladder.

Ask the class questions from WB4.2B in random order. Then have pupils ask and answer in open pairs. Finally tell the whole class to work together in simultaneous pairs.

4 Language work

Write on the board **Who did Anne help?** Elicit the answer and position it beneath the question as follows:

Who did Anne help ?
She helped ? Tom.

Do the same with the question **Who helped Tom?**

Who helped Tom?
Anne helped Tom.

Point out that the two questions have a different form. The first has an auxiliary **did**, the second does not. Show how the answers are also different. In the first answer the information requested is the last word **Tom**. In the second answer the information is the first word **Anne**. Explain that the first type of question is more common but the second type is often used with the question word **Who**. Don't go into any more detail at this stage.

5 Discuss the story PB31/32

Tell the pupils to look at Pictures 4 and 8. Elicit that Anne looks cross and get the pupils to suggest why. Look at the end of the story. Elicit how the pupils would feel if they were stuck in the tree and what they would do. Ask what they think will happen next.

Cassette Section 28 is the text of the story on PB31-2.

Learning objectives	Understand how to take messages and write two. Talk about future actions. Read short sentences and match with pictures.
Language focus	Future simple: He'll be late. <i>He won't be home until (10 o'clock)</i>
Vocabulary	alone, take a message, sports teacher, match, start, ill, meet, late, until

1 Introduction to the topic

Tell the pupils to imagine their parents want to tell them something during school time. For example, they must go to their uncle's house instead of going home after school. Elicit how they can be contacted (either their parents come to the school or they telephone). Get the pupils to explain what will happen if their parents telephone - the school secretary will answer the phone, he or she will write down the message and then give it to the pupil. Present the phrase **take a message** and check understanding by asking questions like:

- | | |
|---|---------------------------------|
| How do you remember messages? | (by writing them down) |
| What are common messages?
a meeting) | (arranging to meet, cancelling) |
| Who takes messages? | (a secretary) |

Note: Pupils may need to use Arabic in this discussion.

2 Language presentation

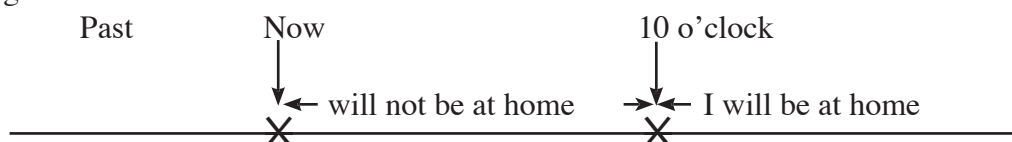
A Explain that messages are often about the future. Write an example on the board:

I am at school. I will be late.

Present **late**. Then elicit the meaning of **will be** - the future form of **am** in the first sentence. Then write this sentence:

I will not be home until 10 o'clock.

Get the pupils to try and work out the meaning. Demonstrate the meaning in diagrammatic form.



B Write the three sentences in the contracted form and explain how the contractions are made:

I'm at school. I'll be late. I won't be home until 10 o'clock.

3 Read and match sentences PB33

A Elicit the title then read the introduction to the class. Tell them to find the picture of Fatma and read what she is saying. Check understanding of the situation by asking questions like:

- | | |
|--------------------|---|
| Where is the girl? | (at home) |
| What is she doing? | (taking telephone messages) |
| Who telephones? | (elicit the three names + the sports teacher) |

B Read the four messages beneath the pictures aloud with the whole class. Don't deal with vocabulary queries at this stage. Tell the pupils to help the girl by matching the four messages to the four pictures. Do the first one with the whole class. Pupils write 1 in the box next to *sports teacher*. Pupils complete the task on their own.

Answers:

- 3 Ali
- 4 Mr al jaufi
- 2 Sameera
- 1 Sports teacher

C Check understanding of the messages. Get the pupils to work out the meaning of *start*, *ill* and *meet*.

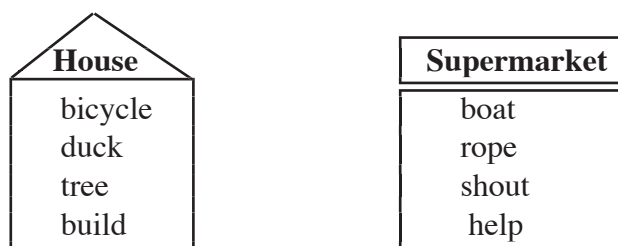
4 Write messages WB4.3A/B

A Pupil's Books closed. Pupils suggest what Fatma wrote. Then they write the two messages in the spaces provided in 4.3A. Tell them to use the messages on PB33 to correct their work.

B Pupils complete the task in 4.3B on their own. They can use the messages on PB33 as patterns to help correct their work.

5 Play a word recognition game

Write two lists of about four words each on the board. Draw the outline of a building around each list, for example, a house and a supermarket.



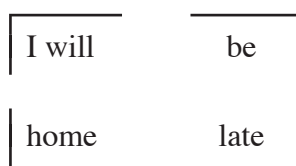
Divide the class into two groups and play the game like this. Say a word and name a pupil from one group. The pupil responds with the name of the place which contains the word. For example:

T: Shout.

P: At the supermarket.

If the pupil gets it right, his or her team scores a point.

Preparation Write messages on pieces of paper and tear each one into four pieces. For example:



Make one per group plus a few extra.

Learning objectives	Play games relating to messages. Extract information from recorded conversations. Write messages.
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Language focus	<i>will, won't</i>
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Vocabulary	early
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1 Play two games

A Practise passing oral messages as follows. Whisper an instruction to a pupil at the front, Pupil A. For example:

Tell Ahmed to put his hand on his head.

Pupil A whispers it to the pupil behind him and so on to the back of the class. The last pupil before the message reaches Ahmed gives the actual message. In this case:

Put your hand on your head.

Give similar messages to the pupils at the front of each row. The pupils in the row can check whether the message is passed correctly by seeing what the last pupil in the row does.

B Practise reconstructing written messages in groups. Form the class into groups. Give each group one of the torn up messages you have prepared. When more than one group finishes, they can exchange messages and continue practising.

2 Listen for specific information WB4.4A CS29

Pupils look at WB4.4A. Explain that pupils are going to hear a short telephone conversation in which someone leaves a message. Pupils listen and write short answers. Play Band 1 of CS29 twice so they can check their answers. Elicit the answers and write them on the board.

Answers:

- 1 Najeeb
- 4 o'clock
- 7

Do the same with the second conversation on Band 2 of CS29 .

Answers:

- 2 Dad
- Late
- 9

Note: As this is a listening task it is important that the pupils write short answers. Their answers will be expanded in WB4.4B.

3 Write messages WB4.4B

Pupils use their answers to write messages in WB4.4B. Do the first one on the board. Then rub it off and tell the pupils to complete it on their own. Check answers. Pupils do the second one on their own.



Answers:

Yousif phoned. The football match will start at 4 o'clock. He'll be home at 7.

Dad phoned. He'll be late. He won't be home until 9.

Cassette Section 29

Presenter: **Band 1**

Najeeb: Hello. Ahmed?

Ahmed: Yes. Is that you, Najeeb?

Najeeb: Yes. Look, Ahmed, the football match will start at four o'clock. I'll be home at seven. Tell Mum. OK?

Ahmed: OK. Bye.

Presenter: **Band 2**

Father: Ahmed?

Ahmed: Yes, Dad.

Father: Did you have a good day at school?

Ahmed: Yes, thanks, I did.

Father: Good. Look, I'll be late. I won't be home until nine. Tell Mum, please.

Ahmed: I will, Dad. Bye.

Learning objectives	Learn a song. Ask and answer questions to complete an information gap activity.
Language focus	Wh- questions using the past simple and will future
Vocabulary	*wait and see, *it won't take long, *branches, *soon

1 Learn a song

A Play Band 1 of CS30. Pupils listen to the whole song. Ask them to tell you what the song is about. Let them do this in English or in Arabic.

B Play Band 2 and teach the tune. Play the first verse on Band 3, line by line for class repetition. Then get the whole class to sing the verse with the cassette.

Note: The pupils are not expected to understand all the vocabulary fully, but they should be able to grasp the general meaning. Translate as necessary.

2 Complete an information gap activity PB33 WB4.5A FCs

A Tell pupils to look at the picture of the boy on PB33. Ask:

Who phoned? (Ali)

Where will he be? (in front of the supermarket)

When? (at 4 o'clock)

Then divide the class into two groups to practise the three questions and answers.

Prompt with flashcards. For example:

(T shows *who*.)

G1: Who phoned?

(T shows *Tom*.)

G2: Tom.

Continue the practice in open pairs.

B This is the same type of exercise as used in Step 3.13. Explain that pupils work in pairs and each partner has a different set of messages. They exchange their messages by asking questions. Divide the class into **As** and **Bs**. The **As** look at WB50. The **Bs** look at WB52. Demonstrate with one pupil.

C Pupils work in **A/B** pairs and complete the task. They can look at their partner's page to check their information.

3 Write messages WB4.5A/B

Elicit how the phone call from Ali could be written as a message.

For example:

Ali phoned. He'll be at the bookshop at 5 o'clock.

Elicit a similar message from Amal. Then tell the pupils to write two messages in their Workbooks. The **As** write about Ali and Anne, the **Bs** write about Amal and Tom.



4 Make words WB4.5C

Look at WB4.5C. Show how the words *be* and *bed* have been made using letters from the word bread. Elicit one other possible word. Then get the pupils to work on their own and find two others. Possible words include *bad, read, ear, are*.

Cassette Section 30 is the text of the song on PB34.

Band 1 = the whole song

Band 2 = the music only

Band 3 = the whole song

Learning objectives Give directions to different locations.
Follow written directions.
Sing a song.

Language focus Imperatives in directions: *turn left / right at the ...*
go along/straight on, cross over

Vocabulary Can you tell me the way to?, along, road, turn, cross over, straight on

1 Revision and presentation of language

A Draw a simple map on the board similar but not identical to the one on PB35. Introduce the situation - you are in the street at point X and want to find your way, for example, to the bank. Ask:

Can you help me?

Can you tell me the way to the bank?

Use the board map to present or revise the different ways of giving directions shown on PB35. Practise with choral repetition. Then indicate different routes on the board map and elicit directions from the class.

B Ask a pupil to the front of the class. Tell him or her to follow your directions round the room. For example:

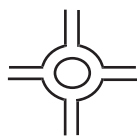
Turn left. Go straight on to the door.

Turn right at Ali's desk.

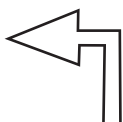
Repeat with several students.

2 Vocabulary consolidation

Draw these pictures on the board without the words and elicit what each means:



roundabout



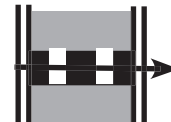
turn left



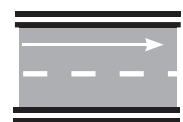
turn right



straight on



cross over



go along

Then write the vocabulary in jumbled order on the board. Tell the pupils to write the words in their copybooks in the same order as the pictures.

Note: *go along* means to follow a marked route. For example, *go along the street / river*.

The instruction *go straight* just indicates the direction.

3 Read and follow directions PB35

Pupils look at the picture of the man on PB35. Elicit what he is saying. Check that they can read the question *Where does the man want to go?* and make sure they understand the task. Tell the pupils to read the text and draw the route on the map. They then write down where the man wants to go in their copybooks.

Answer:

To the toy shop.



4 Give oral directions

Elicit directions to different buildings on the map. Pupils work in pairs and give directions to their partner.

Note: This is an opportunity to practise some quite complicated language. Don't expect too much.

5 Sing a song PB34 CS30

Play Band 1 of the song and let the pupils sing the first verse. Then teach verse 2. Use Bands 2 and 3 in the usual way.

Learning objectives Ask for and give directions orally and in writing.
Follow spoken directions in a recorded conversation

Language focus *Can you tell me the way to (the bank)?*
Imperatives in directions

Vocabulary -

1 Language introduction

A Elicit how the man asked for directions in the last lesson. Focus on the question:
Can you tell me the way to ... ?

Add a destination, for example, *the bookshop*. Practise the question with class and individual repetition. It is a long sentence so treat it as a game. See who can ask the question the fastest. Practise the question with other destinations.

B Get the pupils to ask you for directions to places in your school. For example, the mudir's office, class 2B, the store, and so on. Reply with brief directions to each place.

2 Listen for detail WB4.7A CS31

A Pupils look at the map in WB4.7A. Check that they can read the names of the places on the map. Explain that they are going to hear a man asking for directions. They listen carefully and follow the directions on the map to find out where he wants to go. Tell them to start from where the man is. Play Band 1 of CS31. Pupils draw the route on the map. Play Band 1 again and let them check their answers. They then write their answer in the space under the map.

B Repeat the above procedure with the second conversation. This time a girl is asking for directions. Play Band 2 of CS31.

Answers:

The man wants to go to the *mosque*.

The girl wants to go to the *bookshop*.

3 Write directions PB35 WB4.7B

Explain that Jack wants to go to the take-away. Elicit directions orally from three or four pupils. Then tell the class to write directions in WB4.7B, using the directions on PB35 as a model.

4 Play a word recognition game

Play the game introduced in Step 4.3, Stage 5. This time just write up two lists of words. When you say a word the pupils respond with *on the right or on the left*.



Cassette Section 31

Presenter: **Band 1**

Man 1: Excuse me. Can you help me?

Man 2: Yes?

Man 1: Can you tell me the way to the ..., please?

Man 2: Of course. Go along this road. Turn left at the school.

Man 1: Left at the school. Yes.

Man 2: You'll come to a roundabout. Turn left at the roundabout.

Man 1: Left at the round about.

Man 2: That's it. Left at the roundabout. Cross over. Go straight on to the bakery.
Turn right.

Man 1: Right at the bakery.

Man 2: And it's in that street. You'll see it on the right. You can't miss it.

Man 1: Thank you.

Man 2: You're welcome.

Presenter: **Band 2**

Girl 1: Excuse me. Can you help me?

Girl 2: Yes?

Girl 1: Can you tell me the way to the ..., please?

Girl 2: Of course. Go along this road. Turn left at the school.

Girl 1: Left at the school.

Girl 2: Uh-ah. You'll come to a roundabout. Turn right. Then cross over.

Girl 1: Turn right at the roundabout and then cross over.

Girl 2: Yes. Then walk to the bank and turn left.

Girl 1: Turn left at the bank.

Girl 2: That's it. It's in that street. You'll see it on the left.

Girl 1: Thank you very much.

Girl 2: You're welcome.

Learning objectives	Understand one side of a written telephone conversation and complete the other side in writing.
Language focus	Future simple: <i>I'll / We'll / They'll help.</i>
Vocabulary	Dave, Mrs Evans, into, Mary, Jill, Penny, too (= <i>also</i>), *missing words, *lady

1 Introduction to the topic PB36

Pupils look at the picture at the top of PB36. Elicit the situation:

There's an old lady and a boy. He has a case.

He's helping the lady to get up.

Encourage the pupils to guess why the boy is helping the old lady.

2 Understand one half of a telephone conversation

A Read the title and then elicit the old lady's name. Introduce the telephone conversation. Explain that Dave's part is written but John's replies are jumbled at the bottom of the page. Write these questions on the board:

Where is Mrs Evans going? (into hospital)

What does Dave want to do? (clean her house for her)

Who does he want to help him? (John, Peter and Mary)

Tell the pupils to read PB36 and find the answers.

B Pupils now listen to the whole conversation on the cassette. Play CS32. They follow Dave's part in their books and listen carefully to John's part. At the end, ask *Who will tell Jill and Penny?* (John)

3 Complete a telephone conversation PB36 WB4.8A / B CS32

A Pupils look at WB4.8A. Explain that this is the same conversation. They use John's part of the conversation written at the bottom of PB36 to complete the conversation in WB4.8A.

B Play CS32 again and let pupils check their answers.

4 Transfer

Ask what the class think about Dave's idea. Elicit why it is important to help old people. Talk about other ways of doing this.



Cassette Section 32

Presenter: Dave, John and Mrs Evans.
Dave: John? Dave here.
John: Hi, Dave!
Dave: Listen! I went to see Mrs Evans yesterday. She was very sad.
John: Why?
Dave: She's ill. She's going into hospital. She won't be back until next Friday.
Let's do something for her.
John: What?
Dave: I know! We'll clean her house for her.
John: That's a good idea.
Dave: I'll tell Peter and Mary. They'll help.
John: And I'll tell Jill and Penny.
Dave: Great! They'll help too.
John: OK. I'll see you tomorrow.
Dave: Fine. Bye!
John: Bye!

Learning objectives Read a short paragraph to contextualize new language.
Ask and answer questions.
Write sentences to describe pictures.

Language focus Description of past events: past continuous

Vocabulary cook/cooking, feed, garden, bathroom

1 Language presentation

A Ask a pupil to come to the front of the class and mime painting the wall. Ask *What is he / she doing?* Elicit:

He / She is painting the wall.

Ask another pupil to go outside the room. While the first pupil continues painting, call Pupil 2 back into the room. Tell them both to sit down and then ask *What is P1 doing?* Elicit:

He/She is sitting.

Then ask *What was P1 doing when P2 came in?* Elicit:

He / She was painting the wall.

Write this sentence on the board highlighting *was painting* in different coloured chalk. Explain briefly in Arabic that this is a new tense. We use it to describe what was happening at a particular time so that we can imagine the activity taking place. It is often used when an activity is interrupted, as in the demonstration - one pupil came into the classroom / the other was painting.

B Play a game as follows. Ask five pupils out to the front of the class and send one pupil outside. Tell the others to mime painting different things in the classroom, for example, a desk, a table, a window and a wall. Call Pupil 5 back into the classroom and let him or her have a quick look at what the others are doing. Then send the four painters back to their desks and ask Pupil 5 what they were doing.

T: What was (Ahmed) doing?

P: He was painting a desk. etc

The rest of the class can help if Pupil 5 can't remember.

2 Read for detail PB37

A Pupils look at PB37. Read the title and elicit that the children were at Mrs Evans' home. Tell them to read the text and find out what Dave and his friends were doing when Mrs Evans came home.



B Ask about John. Pupils use the information in the text and the pictures to work out what he was doing. They can do this in pairs.

C Elicit the four correct sentences in the language table. For example, *He Was painting the cupboard*. Ask who the pronouns *He*, *She* and *They* refer to.

Answers:

He - Peter She - Mary / Jill They - all the children

3 Write to describe pictures PB37 WB4.9

Pupil's Books closed. Elicit the question on WB4.9. Check that pupils understand the task. Ask questions:

He was in the bathroom.

Who was it? (Peter)

She was answering the phone.

Who was it? (Penny) etc

Pupils complete the sentences on their own. They can check their answers by looking at the text on PB37.

4 Compare past tenses

A Write a time on the board, for example, *9 o'clock*. Ask the pupils to try and remember what they were doing at that time the day before. Elicit different answers.

B Explain that in any one day we do many things. Ask the pupils to tell you one thing they did the day before. Elicit answers in the past simple.

C Ask why they used one tense in **A** above (past continuous) and another in **B** above (past simple). Explain if necessary. In the first case we are interested in imagining the scene or activity taking place'. in the second case we are only interested in giving the information.

Learning objectives	Extract specific information from a recorded conversation. Ask for details of a story.
Language focus	Past continuous: <i>I was shopping. I was coming out of ...</i> <i>What does he look like?</i>
Vocabulary	Jim, out of, suddenly, *away, look like, tall, the police, short

1 Vocabulary revision and presentation

Present the words *tall* and *short*. Check understanding by eliciting *who in the class is short* and *who is tall*. Ask for other details of pupils using the question *What does he look like?* Elicit a few details including height, colour of hair and clothes. For example:

He is tall. He has black hair. He is wearing blue shirt.

2 Preparation for listening PB38 / 39

A Pupils look at PB38. Elicit the title. Ask the pupils to read the notice in the second picture and find out why the police need help. Ask them to tell you what happened and when.

B Introduce the two boys, Jim and Bill. Explain that Jim saw the accident and is telling Bill about it. An old man was hit and the driver didn't stop. Explain that Jim went to the police and told them what he saw.

3 Listen for specific information PB39 WB4.10 CS33

A Pupil's Books closed. Tell the class they are going to hear Jim talking to the policeman. They should listen carefully to find out about the car and the driver. Pupils look at WB4.10. Check that they can read the words and understand the task. Play CS33. Play the cassette again while the pupils check their work.

B Elicit a description of the car and driver. Pupils look at the picture of the five men on PB39 and decide which is the driver.

Answers:

The car was *big* and *red*.

The number was ABC 112X

The driver was *tall* with *white hair*.

He was wearing a *black jacket* and *red shirt*.

C Ask the pupils what they think of the man who drove off. Then ask if they saw anything similar happen the previous week, such as an accident or fire. Elicit a few details.

4 Ask for details of a story

A Write on the board *What happened then?* and *What happened next?* Tell the class that these questions are often used by someone listening to a story to encourage the storyteller to continue. Explain that you will tell the pupils a story but you will only finish it if they ask you the questions. Begin:

Last week I saw a fire. There was a man on the second floor of the house.
He was shouting.

Encourage the pupils to ask *What happened next?* Then continue:

Suddenly, he jumped out of the window and *fell on a car.* (**Prompt pupils to ask again.**) There was a man in the car and he jumped out. (Prompt)
He started shouting. He told the other man to get off his car.
(**Prompt**) The man who jumped off the roof couldn't move. (Prompt)
The other man went and phoned an ambulance. (**Prompt**) The ambulance came and took him away. (**Prompt**) A fire engine came and put out the fire.
(**Prompt**) A lorry came and took away the car.

B Ask a few comprehension questions to see what the pupils remember about the story.

Cassette Section 33

- Presenter: Jim is at the police station. He is telling a policeman about the accident.
Policeman: Now, Jim. Where were you on Saturday, 27th May?
Jim: I was in King's Road.
Policeman: What were you doing there?
Jim: I was shopping.
Policeman: And you saw the accident?
Jim: Yes, I did.
Policeman: What did you see?
Jim: Well, there was this car. It came round the corner into King's Road. And it hit an old man.
The driver didn't stop. He drove away.
Policeman: OK. Now, Jim. The car. Was it big or small?
Jim: Big. It was a big car.
Policeman: What colour was it?
Jim: Red.
Policeman: I see. A big red car. You don't know the number of the car, do you?
Jim: But I do. It was an easy number. ABC 112X.
Policeman: Are you sure?
Jim: Yes. ABC 112X.
Policeman: Very good. That will help us a lot. Now, the driver. What did he look like?
Jim: He was tall and his hair was white.
Policeman: What was he wearing?
Jim: He was wearing a black jacket and a red shirt.
Policeman: A black jacket and a red shirt. Excellent. Thank you for your help, Jim. We'll get him now.

Learning objectives	Read for detail. Use information to complete a paragraph.
Language focus	Past continuous: <i>I was shopping. I was coming out of...</i>
Vocabulary	*Really?, corner, ambulance, *Let's see, Wait a minute!

1 Presentation and revision of vocabulary PB38 FCs

A Pupils look at PB38. Remind the pupils of the two boys Jim and Bill. Elicit what Jim saw and what he did. Present and practise the new and key words **corner, ambulance, accident, hospital and suddenly**.

Then practise recognition using FCs.

B Pupils look at the three pictures of the street. Ask them to decide which happened first. Elicit or explain that the third picture is on Saturday, the day of the accident. The first and second pictures are later in the week.

2 Read a conversation PB38/39

Tell the pupils to read the conversation and find out what happened. Elicit the details of the accident.

3 Complete a paragraph PB38/39 WB4.11A

A Pupils look at WB4.11A and discuss the answers in pairs. Elicit answers. They then complete the exercise on their own.

Answers:

The accident **happened** on **Saturday**, 27 May. Jim was **coming** out of the **bakery**. A car **came** round the **corner**. It **hit** an old man. The **driver** didn't stop. He **drove away**. An **ambulance** took the old man to **hospital**.

B Tell the pupils to find and underline the words **Really?**, **Wait a minute!** and **Let's see!** on PB38 / 39. Ask them to guess the meaning. Elicit possible answers in Arabic before providing the answer.

4 Write a description PB39 WB4.10

A Pupils look at the picture of the five men on PB39. Elicit what each one looks like and what they are wearing. If necessary write the following model on the board:

He is ... He has ... He is wearing ...

Note: You don't need to go into detail. For example the first man could be described as follows **He is not tall. He has yellow hair. He is wearing a black jacket and a white shirt.**

B Tell the pupils to write a description of the driver in WB4.11B. When they finish elicit a model on the board and let them correct their own work.

5 Play a guessing game

Describe different pupils in the class and see if the others can guess who you are describing. Let the pupils take over your role and continue the game.

Learning objectives Read and understand a cartoon Story.
 Order sentences and complete a written summary.
 Play a game.

Language focus Consolidation

Vocabulary list, forget/forgot, kind, *I'm back, on the way, people,
 opened (open/opened),
 somebody, Next

1 Vocabulary revision and presentation

Remind the pupils of the accident. Elicit the colour of the car (red). Ask the pupils to put their hands up if they remember the car's number. Count the number without their hands up and write:

(Sixteen) pupils forgot the number.

Check understanding of *forgot*. Then ask about the spelling of *straight (on)*, *right*, *left*, *recall and list*. Who remembered and who forgot? Write the words on the board and check recognition.

2 Talk about pictures PB40

A Pupils look at PB40. Elicit the title. Ask about the pictures on the first page to find out some of the ways he helped. For example:

Picture 1	Who's Hassan talking to?	(his mother)
Picture 2	What's she giving him?	(a shopping list)
Picture 4	What did Hassan buy first?	(some bread)
Picture 5	What's he showing the man?	(the way)

B Pupil's books closed. Elicit what the pupils already know of the story

3 Read the story PB40/41

A Tell the pupils to read the story silently and find out how many people Hassan helped. Go round checking progress and helping the weaker pupils.

B Elicit the answer - five people including his mother. Ask more comprehension questions. For example:

Did Hassan buy the fish?
 Why not?
 What did the old man say to Hassan?

4 Write sentences in sequence WB4.12A

Tell the pupils to work on their own and complete the ordering exercise in WB4.12A by writing each sentence in the correct place. Check answers with the class.

5 Answer questions in writing WB4.12B

Ask the pupils to work in pairs and write answers to the questions in WB4.12B. Write the correct answers on the board and let them check their work.

6 Listen to the story PB40/41 CS34

Ask the pupils to listen carefully to how the characters speak and the sound effects. Encourage them to imagine the story as it is happening.

Cassette Section 34 is the text of the story on PB40/41.

4.13

PB42 WB57 CS35

Learning objectives Talk about a story using picture prompts.
Understand the sequence of a story.

Language focus Past simple and past continuous

Vocabulary sit down, said (say/said), took (take/took)

1 Revision of descriptions

Ask pupils if they can remember what their partner was wearing in the last lesson.

2 Tell a story from pictures PB42

Pupils look at PB42. Elicit the story picture by picture. Present the new vocabulary as pupils tell the story.

3 Order sentences in sequence WB4.13A/B CS35

A Workbooks open. Tell the pupils to find and read the first sentence. Then elicit what comes next. Tell them to write 2 in the next box. Let them complete the exercise on their own.

B Tell the pupils they are going to hear the same story on cassette. Play CS35 and let them check their answers.

Answers:

4, 7, 3, 1, 8, 6, 5, 2

4 Transfer

Discuss the story. Ask pupils why they think the old man was tired, what they think of Saleh, if they would have done the same thing, and so on.

Cassette Section 35

Presenter: Saleh was looking out of the window. He saw an old man in the street. The man was very tired. Saleh ran into the kitchen. He got a chair and a glass of water. He took them out to the old man, 'Please sit down and have some water,' said Saleh. 'Thank you,' said the old man. 'You are very kind.'

Learning objectives Write a paragraph.
Answer questions about the past.

Language focus Past continuous /simple

Vocabulary -

1 Revise a story orally PB42 WB4.13

A Use the pictures on PB42 to elicit the story of Saleh and the old man.

B Elicit the story again using the sentences in the Workbook.

2 Write a paragraph WB4.13 / 14A

A Write the words *One day and Suddenly* on the board. Elicit from the pupils how they could use the words to make the story better:

One day, Saleh was looking out of the window.

Suddenly he saw an old man in the street.

Then write *and* on the board. Elicit which two sentences in WB4.13 could be combined using the word.

B Tell the pupils to write the story in WB4.14A using the extra words and phrases.

3 Revision of past tense forms WB4.14B

A Write the following verbs on the board:

help run

open say

get take

tell see

Elicit each word chorally. Then ask the pupils to look at WB4.12A and 4.13A. Tell them to find and underline the past tense forms. Elicit each past form as follows:

T: help.

P: helped. etc

Clean the board before going on to stage B.

B Look at WB4.14B. Identify which verb they have not practised - *forget*. Elicit the past form *forgot*. Then tell the pupils to complete the exercise on their own.

4 Answer questions orally

Ask questions to recycle the past tense forms. For example:

Hassan: Who did he help across the street?

What did he get for the little boy?

What did he forget? etc

Make sure the pupils answer with full sentences so they get practise in transforming the root of the verb to the past tense.

Learning objectives	Understand the first episode of a serial story and predict what will happen in the next episode. Develop reading for gist.
Language focus	Past simple
Vocabulary	Workbook, *wrong, asked (ask/asked), nothing, lazy, beautiful, falcon, shine / shining, *like (<i>adv</i>), moon

1 Introduction to serial story PB43 WB4.15

A Introduce the story. Tell the class it is about a falcon and a boy called Rashid. Elicit the title and present the word *falcon*. Then talk about the picture on PB43. Present the words *moon* and *shining*.

B Look at WB4.15. Explain that the pictures tell the story of Rashid and the falcon but are in the wrong order. Discuss the pictures. Encourage the pupils to predict the content of the story. Don't confirm what happens at this stage.

2 Read for gist PB43 WB4.15

A Explain the reading task. Tell the pupils to read and number the pictures in the right order. Make it clear that they only have to read for *gist*. If they understand enough to complete the picture ordering correctly, they have been successful.

Note: They do not have to understand all the unfamiliar words at this stage. Remember, the aim is to encourage reading for enjoyment and develop faster reading skills. (*See* TP R3.)

B Draw six boxes on the board and elicit the ordering.

Answers:

5	3	1
4	6	2

Check that the pupils can relate the pictures to the text. For example, say *Picture 6* and elicit:

Why are you sad, Rashid?'his mother asked.

3 Understand the meaning of words in context PB43

Write the following words on the board (most are new):

terrible	wrong	lazy	shining
moon			
beautiful	it's nothing		

Tell the pupils to find and underline the words in the text. Get them to discuss the meaning in pairs. Finally get the pupils to demonstrate understanding using one of these techniques: describing in English, drawing on the board, showing a picture, mime or translation.



4 Listening consolidation WB4.15 CS36

A Play CS36 - the serial story. Pupils follow the pictures in their Workbooks.

B Discuss Rashid's feelings in each of the three parts of the story. Encourage the pupils to understand from the recording that Rashid is no longer sad at the end.

5 Understand the layout of the text PB43

Focus on the form of the story. Remind the class about paragraphs and how they are signalled (by indentation or line spacing). There are three paragraphs in this story.

Each one is shown

by a space and an indent.

Explain that the words people *say* in stories (dialogue) have inverted commas around them to indicate direct speech. Write the first sentence on the board to make this clear. Point out that what each new speaker says begins on a new line and is indented.

6 Predict the next episode

Tell the pupils to discuss in pairs what they think is going to happen in the next episode. Elicit different answers.

Cassette Section 36 is the text of the story on PB43.

Learning objectives	Complete a story in writing. Write about self. Do a crossword.
Language focus	Consolidation
Vocabulary	-

1 Language revision PB38

Tell the pupils to look at PB38. Ask:

Who saw the accident?

What was he doing?

Elicit the answers then write on the board:

Jim_____ when he_____the accident.

Elicit the words to complete the sentence. Remind the pupils of the use of the past tenses.

2 Complete a story in writing WB4.16A

A Write the following words from WB4.16A on the board:

crossing saw walking hit

Explain that another boy, Tom, saw an accident. Tell the pupils to guess what happened using the words on the board. For example:

Tom was walking home when he saw an accident. A boy was crossing the road when a bicycle hit him.

B Look at WB4.16A. Tell the pupils to complete the text and find out what really happened to Tom.

3 Write about self WB4.16B

A Ask individual pupils *What did you do after school yesterday?* Then ask *What were you doing at six o'clock yesterday evening?* Give them time to think.

Encourage them to tell you what they really did. Write any new vocabulary on the board.

B Tell the pupils to complete WB4.16B. Go round helping and checking. Then elicit some examples and write them on the board.

4 Do a crossword WB4.16C

Tell the class to work in pairs and complete the crossword. Encourage them to work with their Pupil's Books closed. When they have made an attempt they should use their books to find the answers and check spelling.

5 Language summary PB44

A Use the language summary page to make statements and ask and answer questions. Show the pupils how to make new sentences by substituting different words and phrases.

B Get the pupils to work in pairs using the language from the summary page and making new sentences by substituting their own words and phrases.



Unit 4 word list

alone	late	sit down
along	lazy	somebody
ambulance	*Let's see	*soon
asked (ask / asked)	*like (adv)	sports teacher
*away	list	start
beautiful	look like	straight on
*branches	Mary	suddenly
build	match (n)	take a message
Can you tell	meet	tall
me the way to ... ?	message	the police
carry / carried	minute	told (tell / told)
cook / cooked	*missing (words)	too (= <i>also</i>)
corner	moon	took (take / took)
cross over	move	tree
Dave	Mrs Evans	turn
early	nail	until
falcon	Next	wait (a minute)
feed	nothing	*wait and see
forget / forgot	on the way	won't
garden	opened (open / opened)	Workbook
get / got (= <i>brought / fetched</i>)	outof	*wrong
hammer	Penny	
hold	people	
ill	pull	
*I'm back	push	
into	reach	
*it won't take long	*Really?	
Jill	road	
Jim	rope	
just (<i>adv</i>)	roundabout	
kind (<i>adj</i>)	said (say / said)	
ladder	shine / shining	
*lady	short	

Unit 5 Summary

Step/ Materials	Topic/Lexical areas	Activities/Skills	Language
1-5 PB45-48 WB61-64 CS37-41 FCs	Camping Leisure activities The weather Alphabet - I spy	Asking for/making/ rejecting /accepting suggestions. Asking about /expressing distance orally and in writing. Asking/ answering about activities. Listening for detail. Understanding /making plans for a day's activities. Writing plans. Describing the weather.	<i>Where shall we go?</i> <i>Let's + infinitive</i> <i>How about + -ing?</i> <i>Howfar is it to ... / from to... ?</i> <i>It's about three kilometres.</i> <i>What can we do there?</i> <i>Go horse-riding.</i> <i>What shall we do first / next/ after that?</i> <i>I want to / I d like to...</i> <i>First we'll go climbing.</i> <i>It's raining.</i> <i>The sun is shining.</i>
6/7 PB49 WB65-67 CS42-43	Two stories about camping	Listening for specific information. Understanding /retelling two stories orally and in writing.	<i>Past simple</i> <i>Link words: First, Next, After that, Then</i>
8/9 PB50/51 WB68 CS44-45	<i>Adnan's story</i> <i>Hassan's story</i>	Understanding and comparing two stories. Reading for detail. Writing common features of stories.	<i>Past simple/ continuous</i>
10 PB52 WB69 CS46	A map and narrative text Song: <i>I say, you say</i>	Following written instructions. Sounds and letters.	<i>Past simple</i>
11-13 PB53-55 WB70-72 CS47 FCs	Shopping - a reading puzzle Uncle Ali's farm - a cartoon story Fruit /vegetables	Asking /talking /writing about possession. Reading for inference. Understanding logical sequence of a story. Retelling a story orally / in writing.	Demonstrative /possessive pronouns Pronoun agreement: <i>Whose rubber is this?</i> <i>Whose dolls are these?</i> <i>It's /They're mine /yours</i> <i>Nadia's.</i> <i>Past simple/ continuous</i>



14 PB56 WB73	Making a tent Making a salad	Understanding a process. Connecting ideas. Completing two paragraphs.	Past simple Link words: <i>First, Next, After that, Then</i>
15/16 WB74	<i>In the desert</i> - a picture composition	Talking about/writing a story from pictures.	Interrupted past: <i>I was putting some wood on the fire. Suddenly some oats ran through the camp.</i> Past simple
17 PB57 WB75 CS48	The white falcon - a serial story	Reading for gist. Guessing meaning from context.	Past simple
18	Revision	Matching sounds. Doing a word tree.	

Learning objectives

Discuss the topic of camping.
Ask for and make suggestions.
Write sentences.

Language focus

Suggestions: *What shall we do? Let's... How about ... ?*

Vocabulary

go camping, mountain, river, pool, shall, year

1 Introduction to the topic PB45

A Ask the pupils to think of any words they know connected with camping. Write them on the board. Present new words using the pictures on PB45. Add them to the board.

B Practise recognition of the words on the board. Then pupils read the captions under the pictures.

Note: These are not real names. They were chosen because they use familiar vocabulary.

2 Perform a conversation

A Explain that Simon and Peter are discussing where to go for the day. Elicit the first two lines of their conversation and write them on the board. Ask the pupils to guess the meaning of *shall*. Explain that it is a form of the future which we use to ask for suggestions.

Underline *Let's go ...*. Tell the pupils to look at the conversation on PB45 and find another way of saying the same thing (*How about ... ?*). Explain that these are both ways of making suggestions. Elicit where Simon would like to go and where Peter would like to go. Then ask *Where do they go?* (The Blue Pool.)

B Play CS37 line by line for class repetition. Practise in the usual way using half the class for each character. Open pairs practise the conversation, substituting the other place names on PB45. Finish with simultaneous pair practice. (See TP S1.)

3 Transfer

Discuss places that can be visited in Yemen. Elicit some ideas and write them on the board. Tell the pupils to imagine that tomorrow is Friday and suggest places to go.

4 Write sentences

A Ask what Simon and Peter would like to do. Elicit the answers and write them on the board. Ask what the pupils would like to do. Elicit suggestions and write several on the board. Clean the board before going on to Stage B.

B Pupils look at WB5.1. Elicit the questions. Pupils write answers on their own.

Cassette Section 37 is the conversation on PB45.

Learning objectives Ask and answer about distances between places.
 Perform a four-line conversation.
 Ask and answer in writing.

Language focus *How far is it from the (farm) to the (wood)?*
It's about (four and a half kilometres).

Vocabulary map, *key, lake, path, wood, village, camp (n), *scale, kilometre, far, about, half, take, photographs

1 Vocabulary revision and introduction PB46 FCs

A Pupils look at PB46. Elicit the title and present the word map. Tell the pupils to find the mountains, lake and river on the map. Elicit the corresponding numbers.
 For example:

T: What number is the lake?

P: Number 2.

Present the new vocabulary. Then check understanding as above.

B Practise recognition of the new words using flashcards. Then elicit the words as follows:

T: What's Number 8?

P: A village.

2 Language presentation PB47 CS38

A Pupils look at the picture of the two boys on PB47. Ask what they are looking at. Play CS38 and elicit in Arabic what they are doing. Draw two locations on the board as follows:

the lake the farm

┌───┬───┐
 one kilometre

Ask: *How far is it from the farm to the lake?* Pupils can use their fingers and the scale to measure the distance. Elicit the answer. Make clear that we use **about** when the distance is not exact. Then ask about the locations in the conversation.

B Elicit the skeleton question and answer and write them on the board:

How far is it ... ?

It's about ...

3 Perform a conversation PB47 CS38

Play CS38 line by line for class repetition. Practise in the usual way using one half of the class for each character. Open pairs practise the conversation, substituting information on PB46. Finish with simultaneous pair practice.

4 Write questions and answers

A Elicit complete answers for the questions in WB5.2A. Then tell the pupils to write them in their Workbooks.

B Tell the pupils to write two more questions in WB5.2B. They then swap books with their partners and answer the questions.

5 Talk about local places

Ask the pupils about the local area. For example:

How far is it from the school to your house?

An approximate answer is all that is required.

Preparation

Ask the pupils to find the distances between some of the big towns in Yemen. It doesn't matter if the distances aren't accurate. The idea is to get the pupils to relate kilometres to approximate distances.

Cassette Section 38 is the conversation on PB47, with pauses.

Learning objectives Talk about what people can do in different locations.
Perform conversations with substitution.

Language focus *Where shall we go? Let's go... How about going ... ?*

Vocabulary horse-riding, picnic, go climbing

1 Discuss distances between landmarks

Check what the pupils have found out about the distances between cities or towns. Elicit information and write it on the board. Get the pupils to ask and answer in open pairs.

2 Revision and presentation of language PB46/47

Revise and present the vocabulary using the symbols on PB47. Then ask *What can the boys do at the lake?* Pupils look at the map on PB46 and the symbols around the lake:

They can go swimming or have a picnic.

Ask in the same way about the wood, the river, the mountains and the path.

Note: Explain that although most of the activities can be done at each location, you want them to use the symbols for the sake of the practice.

3 Ask and answer PB46

Write on the board:

What can you do in the mountains?

Point out that *you* means *anybody*, so the question means *What is it possible to do in the mountains?* Practise the question with choral repetition. Divide the class into two groups and practise asking and answering. Prompt as follows:

(T: says *three*.)

G1: What can you do in the mountains?

G2: Go climbing. etc

Ask about the five locations practised in Stage 2.

4 Perform a conversation

Pupils look at WB5.3. Explain the task and check that the pupils can read the sentences.

Make sure they understand that they have to choose the appropriate distance for each location according to the map on PB46. Demonstrate the activity with a pupil.

Highlight the two ways of making suggestions on the board:

Let's go ...

How about going ... ?

Practise in open pairs. Finish with simultaneous pair practice.

Learning objectives	Practise conversations with substitutions. Understand a recorded conversation. Plan a series of activities and write about them.
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Language focus	<i>What shall we do (first)?</i> <i>First we'll go climbing. Next ...</i>
-----------------------	--

Vocabulary	*partner, *plans
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1 Language revision WB5.3/4A FCs

A Revise the vocabulary for the activities represented by the symbols. Practise recognition using flashcards. Pupils then label the logos in WB5.4A

B Practise the substitution conversation in WB5.3 in open pairs. Ask pupils to practise the same conversation using information about Yemen.

2 Listen and follow directions PB46 WB5.4B CS39

Pupils look at WB5.4B. Check that they understand the task. Pupils listen carefully to find out the order in which the boys visit the different places. They can look at the map on PB46 as they listen to the conversation. Play CS39. Play it again if necessary. Check answers with the class.

Answers:

2 3
1 4

3 Plan a series of activities PB46/47 WB5.4C

A Pupils look at the substitution table in WB5.4C. Elicit the four questions. Demonstrate the questions and answers in the form of a conversation:

T: What shall we do first?

P: First we'll go to the mountains.

T: OK. What shall we do next?

P: Next we'll go to the farm. etc

Continue the practice in open and then simultaneous pairs.

B Working in pairs, pupils use the information on the map on PB46 to plan a series of activities. They use the language presented above to make their plans.

C Ask two or three pairs to tell their plans to the class. Make sure they use the sequencing words *first, next, after that* and *then* and the future form *we'll*.

For example:

First we'll go to the farm. Next we'll go to the river
and take some photographs.

Note: The amount of detail they use will depend on their level.



4 Write about plans WB5.4D

Tell the pupils to write their plans in WB5.4D.

Cassette Section 39

Dave: What shall we do today?

Simon: I want to go climbing ...

John: And I'd like to go horse-riding on the farm.

Peter: I've got a new camera. I'd like to take some photographs. And I want to go swimming.

John: Me too.

Simon: And me.

Dave: OK Climbing, horse-riding, photographs and swimming. What shall we do first?

Simon: Let's look at the map.

Dave: Right.

Simon: Well, we're here. And we can go climbing there.

Peter: And then go to the wood.

Simon: No. Swimming next. There. You see?

Peter: OK

Simon: After that we'll go along this path - you see - to the wood here. For your photographs.

John: Then along this path to the farm.

Dave: Right, that's it. This is what we'll do. First we'll go climbing. Next we'll go swimming. After that we'll go to the wood and take some photographs. Then we'll go horse-riding on the farm. OK?

John/ Peter /Simon: OK

5.5

PB48

WB64

CS40/41

Learning objectives

Understand a story and a written conversation.
Listen to and practise a conversation.
Listen to a recorded example of *I spy* and understand the rules.
Play the game *I spy*.

Language focusPlanning and suggestion

Vocabulary*It's raining, sun, rain/raining, Never mind, *I spy, weather

1 Talk about the weather

Draw two simple pictures on the board to represent rain (*It's raining.*) and sun (*The sun is shining.*). Present the new language. Use it with familiar language to talk about the actual weather. Contrast the present and past. For example: Is the sun shining today? Was it cold yesterday? Was it raining on Saturday?

Note: This language should be recycled throughout the year. You can introduce the question *What's the weather like?* as a set phrase. Pupils only need to understand it and not reproduce it themselves.

2 Read a story and conversation PB48 WB5.5A

A Pupils look at PB48. Use the pictures to introduce the story. Elicit the names of the boys and what they are doing. Ask why they are sad in the first picture - because it's raining. Tell the pupils to read the introduction and answer the question *What did they want to do?*

B Tell the pupils to read the conversation and answer the questions in B5.5A. Encourage the pupils to guess the meaning of the expression *Never mind*.

3 Listen and practise a conversation PB48 CS40

Play CS40 while pupils follow on PB48. Then choose four pupils to take the parts of the four boys and read the conversation aloud. Organize the class into groups of four to practise the conversation simultaneously.

4 Listen and understand the game, I spy WB5.5B CS41

A Tell the class they are going to hear the boys playing the game, *I spy*. They listen and try to understand the rules. Play CS41 twice. Elicit how the game is played. Let pupils explain in Arabic if necessary.

B Tell the pupils to listen again and complete the exercise in WB5.5B. They should listen and write the correct words.

C Teach and practise the sentence: *I spy with my little eye something beginning with (c)*.



5 Play I spy

Play *I spy* with the whole class. Start the game off yourself. Give pupils the first letter. Elicit guesses. The object must be a known word that is visible in the room. Give clues if the pupils get stuck. Pupils play the game in groups of four. The rules say that the person who guesses correctly has the next turn. This may mean, however, that some pupils never get a turn. Make sure everyone in each group has at least one turn.

Cassette Section 40 is the story on PB48.

Cassette Section 41

Simon: OK. I'll start. I spy with my little eye something beginning with ... B.
John: B. Bread.
Simon: No.
Dave: Bed. A bed.
Simon: No.
John: What colour is it,
Simon: I won't answer that question. I'll only answer *Yes* or *No*.
John: Book.
Simon: Right. Now it's your turn.
John: I spy with my little eye, something beginning with ... C.
Peter: C. Cushion?
John: No.
Simon: Can you see it from here?
John: Of course.
Simon: Coffee?
John: No.
Dave: Comic.
John: Right. Now it's your turn.
Dave: Right. I spy with my little eye something starting with *N*.

5.6

PB49 WB65 CS42 FCs

Learning objectives	Understand the details of a diary extract. Retell as a story.
Language focus	Past simple Link words: <i>First, Next, After that, Then</i>
Vocabulary	bad, goat, ate (eat/ate), *ran away, tent, *ran out of, knock / knocked down, *ran at, throw/threw, only (one shoe), write/wrote

1 Introduction to the topic and vocabulary presentation PB49 FCs

A Pupils look at PB49. Elicit the title and present the word *diary*. Discuss what diaries are used for. Ask if any of the pupils keep one and, if so, what they write in it.

Note: Pupils probably don't keep diaries. Explain that children often do this in England. Suggest they themselves try doing it at home for a week.

B Look at the drawings in the diary on PB49. Use the pictures to introduce the words *goat, throw / threw* and *knocked down*. Get the pupils to predict what the diary is about.

C Practise recognition of the new words with flashcards. Include other new words from Unit 5.

2 Read for detail PB49 WB5.6A/B

A Elicit the names of the four boys who went camping and write them on the board. Pupils read the diary and answer the question at the bottom of PB49.

Answer:

Simon - he writes about the other three boys.

B Read the introduction to WB5.6A. Elicit why Saturday was a bad day. Then explain that you want the pupils to find what happened to each boy and write the name in WB5.6A. Elicit the first one and show how to write the possessive form. Warn the pupils that they are not all possessive.

Answers:

Dave's, Peter's, John, Simon, Simon

C Elicit the question to WB5.6B. Tell the pupils to think of the answer and write it in the space provided.

3 Listen for consolidation PB49 CS42

Play CS42. Pupils follow in their books and listen for the answers in WB5.6A. Elicit them a second time.



4 Language awareness PB49 WB5.6C

Introduce WB5.6C. Tell the pupils to find the past form of the five infinitives in the diary on PB49. They should then write them in the appropriate place.

5 Retell the story

Present the word *bad*. Then ask: *How many bad things did the goat do?* Pupils tell you what the four things were. Write these link-words on the board:

First Next After that Then

Books shut. Elicit the complete story as follows:

First the goat ate Dave's shirt. Next it ate Peter's photographs.

After that it knocked John down. Then it ran at Simon.

He threw his shoe at it. The goat took his shoe.

Build the story gradually. Elicit one sentence, invite correction as appropriate, then write it on the board. Try to get the whole class to participate.

Cassette Section 42 is the text on PB49.

Learning objectives Extract specific information from a recorded conversation.
Write a narrative text based on the information.

Language focus Past simple

Vocabulary felt (feel/felt), near, together, horse

1 Listen for specific information WB5.7A CS43

A Workbooks closed. Introduce the situation by playing the conversation on CS43 up to *Listen!* Elicit the names of the boys (Dave and John), how they felt (frightened) and the time (from the clock striking 2 o'clock).

B Pupils look at WB5.7A. Check that the pupils can read the sentences and understand the task. Elicit possible answers but do not confirm at this stage. Use this opportunity to introduce the new vocabulary. Play CS43 straight through. Pupils tick the correct answers. Let them compare answers in pairs. Play CS43 again so they can check their answers. Go over the answers orally with the class.

Answers:

1A 2B 3C 4A 5B 6C

2 Write a paragraph WB5.7B

Write *Suddenly* and *so* on the board and elicit how they can be used in the story:

Suddenly they heard something near the tent.

They were frightened so they went out of the tent together.

Tell the class you want them to write the story as a paragraph. Remind them to pay particular attention to full stops and capital letters.

3 Transfer

Pupils talk in pairs about an occasion when they were frightened. They can do this in Arabic. When they have finished, elicit some examples. Help them to explain in English.

4 Make words WB5.7C

Do WB5.7C Ex 1 with the pupils orally. Then tell them to complete it in writing. When they have finished let them do the second exercise on their own.



Cassette Section 43

John: Hey! Dave! Dave! Wake up! Dave!
Dave: Oh, John. What is it? What do you want?
John: Sssh! Listen!
Dave: Wha ...?
John: Listen!
Dave: What is it?
John: I don't know. But it's very near the tent.
Dave: I don't like it.
John: What shall we do?
Dave: Are you frightened?
John: Me? Frightened? No, of course not. Well, OK. Yes! Yes, I'm frightened.
Dave: And me.
John: Let's go out and look.
Dave: OK. You first, I'll wait here
John: No. You first.
Dave: We'll go out together. Right?
John: Right.
Dave/John: One. Two. Three.
Dave/John: Booooooh!!!
(sound of a horse neighing)
Dave: OK?
John: Yeah.
Dave: Right. Let's go back to sleep.

Learning objectives	Listen for specific information. Understand the details of a narrative text.
Language focus	Past simple and past continuous
Vocabulary	story, desert, hour, place, potato /potatoes, laugh, fire, star, sky, *I've got no idea, *(20) kms away, go to sleep

1 Vocabulary presentation FCs

Revise the topic of camping. Elicit the pupils' own experiences of camping in the desert to present the new vocabulary items. Check recognition of these and other key words in the text using flashcards.

2 Listen for specific information CS44

Explain that pupils are going to hear a story about a boy, Ahmed, and his family. Pupils listen and tell you where the family are going. Play the first paragraph of the text using CS44 and elicit the answer (the desert). Write on the board:

What did they see?

Play the rest of CS44 and elicit the answer. Ask a few comprehension questions.

3 Read for detail PB50 WB5.8

A Pupils look at WB5.8B. Read the sentences to the class in random order, elicit the number and check recognition. Check understanding at the same time. For example:

T: They saw a ball of fire in the sky.

P: Number 6.

T: Is the sun a ball of fire?

B Read the text on PB50 aloud to the class as far as *lots of stars in the sky*. Read the first two **True / False** sentences in WB5.8 with the class. Elicit that the first is not true so they put a cross in the column marked **Ahmed**. The second is **true** so they put a tick. Tell the pupils to read the rest of the text silently and complete the task. They compare answers in pairs, before a class check.

Answers:

2, 5, 6, 8 and 9 are true.

1, 3, 4 and 7 are not true.

4 Compare past tenses PB50

Write on the board:

Father stopped the car. The moon was shining.

Ask the pupils to find and underline the first sentence and circle the second in the story on PB50. Elicit how the tenses are different. Explain as necessary. Tell the pupils to look through the text, underlining other examples of the past simple and circling other examples of the past continuous.

Elicit answers and discuss the use of the two tenses. Remember that the past continuous is often used for setting the scene. This helps the reader imagine the situation, before going on to talk about later events.

Cassette Section 44 is the text of the story on PB50.

Learning objectives Understand the details of a narrative text.
Write sentences comparing two stories.

Language focus Past simple and past continuous

Vocabulary island, get / got to (= *reach*), put up (a tent)

1 Revision

Recap the events of Ahmed's story from the last lesson. Elicit what pupils remember. Prompt with simple pictures on the board if necessary. For example, a car, a moon, a camp fire.

2 Read for detail PB51 WB5.9A

Present the word *island*. Elicit from the class how to get to an island - by boat or, if it's a large island, by plane. Tell the pupils they are going to read about a trip to an island. Explain that the story is very similar to the one they read in the previous Step. Tell them to read the text silently and do the *True / False* exercise, ticking the boxes in the column headed Hassan. Pupils compare answers in pairs. Finally check answers with the class.

Answers:

1, 3, 4, 6, 7, 8 and 9 are true.
2 and 5 are not true.

3 Write sentences WB5.9B

Elicit events that happened in both Ahmed's and Hassan's story. Pupils write about these events in WB5.9B.

Answers:

They saw a ball of fire. They did not know what it was. They went home at night.

4 Listen to the story and discuss PB50/51 CS44/45

A Play the first story on CS44. Tell the pupils to follow in their books. Ask a few comprehension questions. Repeat the procedure with the second story on CS45.

B Discuss both stories. Ask pupils what they think the ball of fire might be. They can use Arabic where necessary. Ask what they think Ahmed and his parents talked about on the way home, and how both Ahmed and Hassan might have felt on the way home. Finally ask the class if they have had any similar experiences.

Cassette Section 45 is the text of the story on PB51.

5.10

PB52

WB69

CS46

Learning objectives

Follow written instructions on a map.
Learn a song.

Language focus

Past simple
Rhyming pairs

Vocabulary

*parrot, another, leave / left, *km (= *kilometre*), Which

1 Read for detail WB5.10A/B

A Pupils look at the map in WB5.10A. Read the introduction. Then tell them to find the camp. Elicit the other places marked on the map. Ask the pupils to read the first two sentences of the text silently. Elicit how far the boys walked and what they did. Tell pupils to look at the map and guess where they went. Let them do the rest of the puzzle on their own, putting a tick against the places the boys visited.

Answers:

farm mountains lake park camp

B Go over the three questions in WB5.10B. Present the new question word Which. Elicit answers to the questions orally. Pupils then write in the Workbooks.

2 Language awareness -rhyming pairs PB52

Focus on the pictures on PB52. Ask what sort of birds they are. Present *parrot*. Ask why people keep parrots (one reason is that they are good at copying what people say to them). Explain that these parrots are having a rhyming contest. Elicit examples of words that rhyme and write them on the board. (They will be needed in Stage 4.) Practise pronunciation and recognition.

3 Learn a song PB52 CS46

Teach the song using the procedure in TP S2.

4 Play a game PB52

A Organize the class in **A / B** pairs to learn a rhyming game as follows. Pupil **A** says all the words of the song except those that rhyme at the end of lines 2 and 4. For example:

Pupil A	Pupil B
I say <i>man</i>	
And you say ...	<i>can.</i>
I say <i>soon</i>	
And you say ...	<i>moon.</i>
I say ball,	
But that's not all.	
Let's try another.	

B Demonstrate how to play the game with one of your better pupils. Challenge your partner to find words which rhyme. For example, instead of I say *man* begin I say *car*. Your partner has to find a word that rhymes with *car*, like *far*. Begin the demonstration using the rhyming pairs you have on the board. Then try with other words to make it into a real contest. Pupils play the game in pairs

Cassette Section 46 is the song on PB52.

Band 1 = the whole song with the last line repeated

Band 2 = the music only

Band 3 = the whole song with the last line repeated

Learning objectives	Talk about possession. Contextualize the language of possession by understanding the details of a cartoon story Express possession in writing.
Language focus	<i>Whose (rubber) is this?</i> <i>Is it yours? No, it's not mine. It's Isa's.</i>
Vocabulary	Whose, Yasmin, mine, yours, vegetable, cucumber, lettuce, *celery, tractor

1 Language presentation

A Collect different objects from the pupils, for example, pens, pencils, watches, books. Hold up a pen and ask:

Whose pen is this?

Before anyone can recognize their pen, ask another: *Is it yours, Ali?*

Present *No, it's not mine*. Ask about the other objects in the same way. Try and get the pupils to tell you who the objects belong to. For example:

T: Whose rubber is this? Is it yours, Hamad?

P: No, it's not mine. It's Isa's.

Check understanding of *Whose* at the end of the practice.

B Divide the class into two groups and practise the exchange with substitution. Organize them into several small groups. Tell the pupils in each group to exchange several items. They should sort out their belongings using the target exchange.

2 Read for detail PB53

A Present the word vegetable. Elicit the names of any vegetables the pupils know and write them on the board. Make sure you include *cucumber, lettuce and celery*. Pupils look at PB53. Ask what vegetables they can see.

B Explain that the girls in the picture have mixed up their shopping bags. Tell the class to read the text silently and find out whose the cucumber is (Nadia's). Ask how they know and elicit the following:

It isn't Yasmin's. She doesn't like cucumbers.

It isn't Amna's. She said 'No'.

The potatoes are Mariam's, so the cucumber isn't Mariam's.

So it's Nadia's

3 Express possession WB5.11A / B FCs

A Revise the vocabulary pupils will need for WB5.11A and practise recognition using flashcards. Present the word *tractor*.

B Pupils look at the language table in WB5.11A. Elicit the two questions and answers. Get the pupils to make up more questions using the objects in the pictures. Pupils ask and answer about what belongs to who. Begin with open pairs and continue with simultaneous pairs.

C Pupils draw lines to link each object in the appropriate owner.

4 Express possession in WB5.11B

Elicit the answer to numbers 1 and 2 in WB5.11B and write them on writing the board.

Highlight the two uses of the apostrophe. Tell the pupils to complete the exercise in the same way.

Answers:

- 1 It's Khalid's.
- 2 They're Ahmed's.
- 3 It's Ali's.
- 4 They're Fatma's.
- 5 It's Fuad's
- 6 They're Amal's.
- 7 It's Taha's

Learning objectives	Categorize vocabulary. Express possession in writing.
Language focus	Possessive pronouns: <i>This is my hammer / This hammer is mine.</i>
Vocabulary	hers, ours, theirs

1 Categorize words WB5.12A

A Write the words fruit and vegetables on the board. Then elicit examples of each and write under the headings. Use the lists to elicit examples from the weaker pupils.

B Clean the board. Then tell the pupils to complete WB5.12A on their own.

2 Language work WB5.12B / C

A Write on the board as follows:

This is her cucumber.	Amna
The cucumber is hers.	Nadia
	Yasmin
	Mariam

Then underneath write *her* = Elicit and write *Nadia*. Do the same with *hers*. Elicit and write *Nadia's*.

B Pupils look at WB5.12B. Read aloud the list of pairs in the boxes beginning *your* - *yours*. Point out that they all add s except for *his* which already has one and *my* which changes to *mine*. Tell the pupils to complete the written exercise in the same way as the example using the words in the boxes to help them.

C Elicit the missing words in the first sentence of WB5.12C. Then tell the pupils to complete the rest on their own.

3 Do a reading puzzle WB5.12D

Explain that the text in WB5.12D is a puzzle like the one on PB53. Tell the pupils to read the puzzle and discuss it with their partners. They should then write what they think is the answer in the spaces. Go round the class monitoring the progress of the pupils. If they are having difficulty, stop the class, help them work out the first part of the puzzle, then let them continue.

Answers:

Tom's	Dave's	Jim's
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4 Sort out possessions

Collect books, pens etc from different pupils and put them in a pile at the front of the class. Get the pupils to reclaim their possessions by saying, for example:

The red pen is mine, the green bag is Hassan's.

Learning objectives Read and understand a cartoon story.

Language focus Possessives Reference: one/ones

Vocabulary uncle, pick (v), one/ones, too (small), Tariq

1 Talk about pictures PB54/55

A Discuss what vegetables and fruit are grown in Yemen. Make sure you include the four shown in the cartoon story. Present the word *pick*.

B Pupils look at PB54. Elicit the title and present uncle. Ask about the pictures:

Picture 1	Who is it?	(Uncle Ali)
Picture 2	What are the boys doing?	(picking tomatoes)
Picture 3	Are they the same size?	(some are big and some are small)
Picture 4	What are the goats eating?	(money)

2 Read the story PB54 / 55 CS47

A Tell the pupils to read the whole story silently and find out what happened to the money.

Go round the class helping and encouraging.

B Check understanding by asking questions like:

Where did the boys find the money?
Where did they take it?
Whose money was it?

C Play the story on CS47. Tell the pupils to listen carefully to how the characters speak. Encourage them to imagine the story as it is happening.

3 Reorder sentences to make a summary WB5.13A.

Pupils look at WB5.13A. Check that they can read the sentences and understand the task.

Elicit the first sentence *Ahmed and Saleh were on Uncle Ali's farm*. Pupils complete the task on their own. Check answers with the class.

Answers:

4, 1, 5, 2, 8, 3, 6, 7

4 Write a paragraph WB5.13B

A Write *Suddenly* and *so* on the board. Ask the pupils where they could use the words in retelling the story (*Suddenly they saw a goat* and *It wasn't uncle Ali's so ...*).

B Explain that the pupils are going to write the story in WB5.13B. Elicit the first two sentences and write them in paragraph form on the board. Remind the pupils *not* to write the sentences as a list. Remind them about capital letters and full stops. Pupils write the story, including the words *Suddenly* and *so*.



5 Language presentation PB54/55

A Write on the board *too small*. Tell the pupils to find and underline it in the text. Elicit what *too* means. Compare the meaning with very:

very	to show something is a bit unusual, for example, there are many small things but not so many <i>very</i> small things
too	show there is a problem, for example, <i>too small</i> in the story means the tomatoes should not be picked

B Write *ones* on the board. Tell the pupils to look at what Uncle Ali says on PB54 and find two examples of *ones*. Elicit what ones refers to (tomatoes). Discuss why it is used (to save repeating *tomatoes*).

6 Discuss the story

Discuss what happened. How did the money get there? Ask if the pupils think Saleh did the right thing and if they would have done the same. Find out if any pupil has found money and, if so, what happened.

Cassette Section 47 is the text of the cartoon story on PB54/55.

Learning objectives	Describe a process. Understand and sequence a written process.
Language focus	Link-words: <i>First, Next, After that, Then</i>
Vocabulary	show, salad, cut up, mix, bowl

1 Vocabulary revision and presentation PB56

Revise the words *carpet, rope* and *tent*, using the pictures on PB56. Present the word *stone*. Elicit where you usually find these things and what they are used for.

2 Describe a process PB56

A Elicit the first exchange between Laila and Noura in Picture 1. Point out that there is more than one way of making a tent. Tell the pupils to look at the second picture and discuss how the girls did it.

B Write *First, Next, After that* and *Then* on the board. Elicit the first two stages as follows:

First they got a rope, a carpet and some stones.

Next they tied the rope to two trees.

Make sure the whole class understand these two stages. Continue with the third and fourth stages. Elicit:

After that they put the carpet over the rope.

Then they put the stones on the carpet.

Ask selected pupils to give the description, one sentence each. Write the four sentences on the board and ask pupils to read the sequence aloud.

3 Describe a process in writing WB5.14A

Elicit what you need to make a tent like the one the girls made. Show the pupils how to write this in the form of a list:

You need a carpet, some rope and some stones.

Clean the board. Then tell the pupils to complete WB5.14A.

Note: Remind the pupils that *You* here means *people in general*.

4 Introduction to topic PB54-56

Pupils look at picture 3 on PB56. Elicit what the girls are saying. Ask:

What do they want to eat?

What do they need?

Pupils follow the instruction to look at Ali's farm on PB54/55 for the ingredients.

5 Describe a process in writing PB56 WB5.14B

A Present the vocabulary *cut up, mix* and *bowl* using the pictures at the bottom of PB56. Pupils work in pairs and describe how the girls made the salad.

B Tell the pupils to complete WB5.14B in writing.



6 Transfer

Ask different pupils what they would like to eat. From their responses choose something that is quite easy to make. Elicit how to make it.

Note: This activity is included for interest. Don't emphasize the new vocabulary. Just translate as necessary.

Learning objectives	Tell a story from picture prompts.
Language focus	Interrupted past: <i>My father was reading Suddenly some goats ran ...</i>
Vocabulary	quiet, through, *put out

1 Describe a picture WB5.15A

Pupils look at WB5.15A. Ask them to describe what they can see in the picture. Accept one word answers and write them on the board. Then elicit a more complete description using *There is / are*.

2 Set the scene of a story WB5.15A

A Pupils read the introduction. Ask detailed questions.

B Elicit *who I refers to* (the young boy/girl in the picture). Ask the class to imagine they are this boy or girl. They discuss in pairs what the other members of the family were doing in the first picture. Elicit the following activities:

I was putting some wood on the fire.

My brother / sister was helping me.

My mother was cooking / cutting up the vegetables.

My big brother was getting the cushions out of the car.

My little sister was playing with her doll.

C Write the sentences on the board. Elicit what was happening from different pupils. Then rub out some words and practise reconstruction. For example:

I ... putting wood on the... .

My brother was ... me.

Note: Make sure the activity highlights the past continuous.

3 Talk about the events of a story WB5.15A

Ask a pupil to read out the sentence above the second picture. Then ask *What happened next?* Elicit:

One goat ate a cushion.

Another goat ate the vegetables.

Another goat knocked down the tent.

Another goat took my father's glasses.

Another goat put out the fire.

My little sister laughed.

Write the sentences on the board and ask different pupils to read them.



4 Tell a complete story WB5.15A

Ask the pupils to imagine they are describing the scene to a friend a few days later.
Write on the board:

Last Friday we were in the desert.

Tell the pupils to begin the story like this and continue with what they were doing and *what one other* person was doing. They then continue:

Suddenly some goats ran through the camp.

Finally they say what happened to them and the other person they mentioned.

For example:

Last Friday we were in the desert. I was putting some wood on the fire. My brother was getting some cushions out of the car.

Suddenly some goats ran through the camp. One goat put out the fire.

Another goat ate a cushion.

Elicit different versions from several pupils. Pupils tell each other their stories in pairs. Encourage them to add more details.

Learning objectives Write a diary entry.

Language focus Interrupted past

Vocabulary -

1 Revision

Remind the pupils of the story by giving them a shortened version:

Last Friday I was in the desert. I was getting some cushions from the car.

Suddenly some goats ran through the camp. One goat ate a cushion.

Encourage different pupils to give you shortened versions of the story in a similar way. You may need to write prompts on the board as follows:

Last Friday I was in the desert.

I was...

Suddenly, some goats ran through the camp.

One goat...

2 Retell the complete story WB74

Ask the pupils to work in pairs and tell their partner the complete story. Encourage them to imagine this really happened to them.

3 Write a draft diary entry

A Remind the pupils of Simon's diary. Tell them to write the story in a similar way. Explain that you want them to write a draft version first. You will go round the class helping and checking.

B Tell the pupils to write the first draft in their copybooks.

4 Write a final version of the diary entry PB49

Pupils look at PB49- Tell them to design the page in the same way with simple pictures. Encourage them to take a pride in their work. Tell them to finish the diary for homework.

5.I7

PB57

WB75 CS48

Learning objectives	Recall the previous episodes of a serial story and predict what will happen next. Read the second episode for gist. Develop the skill of working out meaning from context.
Language focus	Past simple
Vocabulary	wake up, dream (v), shout/shouted, frighten, towards, held (hold/held), careful, bite (v), broken, standing, tied (tie/tied), small, fed (feed/fed), also, find out

1 Revise and predict PB57 WB5.17

A Ask the pupils to discuss in pairs the first episode of *The white falcon*. Recap the events with the whole class.

B Pupils look at PB57. Elicit what the pupils think is happening. Discuss the pictures in WB5.17. Use the discussion to revise and present the words **broken, standing, fed, bite, Sh!** and **wake up**. Encourage the pupils to predict the content of the story. Don't confirm their predictions at this stage.

2 Read for gist PB57 WB5.17

A Pupils do WB5.17. Remind them to read quickly, understanding just enough to do the ordering exercise.

Note: The aim of these exercises is to develop reading skills. The activity of reading is more important than correctly ordering the pictures.

B Draw six boxes on the board. Use them to check the order.

Answers:

5	4	2
6	3	1

Check that the pupils can relate the pictures to the text. For example, Picture 2:
The falcon pulled meat from my hand.

3 Understand the meaning of words in context PB57

Write these words on the board:

dreaming	shouted	frighten	
towards	fed	beautiful	find out

Tell the pupils to scan the text and underline the words. They discuss the meaning in pairs. Finally, check understanding. Pupils use one of these techniques to explain the meaning: describing in English, drawing on the board, showing a picture, mime or translation.

4 Listen to the story and predict WB5.17 CS48

A Play CS48. Pupils follow the pictures in WB5.17.

B Pupils discuss in pairs what they think will happen next. Elicit predictions from different pairs. Pupils make a note of their predictions in their copybooks. They can look back to see if they were right when you reach the next episode.

Cassette Section 48 is the text of the story on PB57.

Learning objectives Language awareness - rhyming pairs.
Do a word tree.

Language focus Revision

Vocabulary *soon

1 Language awareness - rhyming pairs PB52 WB5,18A

A Sing the song *I say, you say* to remind the pupils of rhyming words. Then write the words *wood, camp, boat* and *lamp* on the board. Check understanding. Then elicit the two rhyming words. Elicit *camp* and *lamp*.

B Pupils look at WB5.18A. Tell them to match the rhyming words and write them in the same way as the example.

2 Do a word tree WB5.18B

A Remind the pupils of the word tree they did on WB45. Point out that when they finish they find a word between the dark lines.

B Elicit the first two answers orally. Then tell the pupils to complete the word tree with their partners.

3 Language summary

A Use the language summary page to make statements and ask and answer questions. Show the pupils how to make new sentences by substituting different words and phrases.

B Get the pupils to work in pairs using the language from the summary page and making new sentences by substituting their own words and phrases.



Unit 5 word list

about	*I've got no idea	*tan out of
also	keep	river
another	*key	salad
ate (eat/ate)	kilometre	*scale
bad	knock down	shall
bite (v)	km (= <i>kilometre</i>)	shout / shouted
bowl	*(20) kms away	show
broken	lake	sky
camp (n, v)	laugh	*soon stand / standing
careful	leave / left	star
*celery	lettuce	*stone
cucumber	map	story
cut up	mine	sun
desert	mix	take photographs
dream (v)	mountain	Tariq
far	near	tent
fed (feed/fed)	Never mind	theirs
felt (feel/felt)	one / ones	*through
find out	only (one shoe)	throw / threw
fire	ours	tied (tie / tied)
frighten	Varrot	together
get to/got to (= <i>reach</i>)	Vartner	too (small)
goat	path	towards
go camping	pick (v)	tractor
go climbing	picnic	uncle
go horse-riding	place	vegetables
go to sleep	*plans	village
half	pool	wake up
held (hold/held)	potato / potatoes	weather
hers	*put out	Which
horse	put up (a tent)	Whose
hour	quiet	wood
*I spy	rain / raining	write / wrote
island	*ran at	year
*It's raining	*ran away	yours

Unit 6 Summary

Step/ Materials	Topic/Lexical areas	Activities/Skills	Language
1/2 PB59 WB77/78 CS49	Appearances /habitat/ habits of five animals - descriptive texts	Reading for detail. Listening for specific information. Writing guided descriptions of animals.	Present simple for description
3 WB78/79	Zoo signs Telling the time	Interpreting signs. Expressing the time in two forms.	The time: <i>twenty past three,</i> <i>three twenty</i>
4/6 PB60-62 WB80/81 CS50-52 FCs	<i>At the zoo</i> - a cartoon story Song: <i>We're going to</i> <i>the zoo</i> Obligation and comparison	Writing answers to comprehension questions. Reading and understanding a cartoon story. Listening for specific information.	<i>have to</i> for obligation Superlatives: <i>the biggestl</i> <i>smallest / fastest / tallest</i>
7/8 PB62-64 WB82/83 CS53/54	Fatma, Yasmin and Mariam - a school assignment Preference	Reading a dialogue and narrative text for detail. Understanding relations between sentences. Completing a gapped paragraph.	Reference: <i>it, she, both,</i> <i>mine, yours</i> <i>My favourite animal is</i> <i>the lion.</i>
9 PB65 WB84 CS55	Hassan Ali - zoo-keeper - a descriptive text	Understanding daily routines and habits. Listening for specific information. Reading for detail:	Present simple for description Reference: <i>they, it, their,</i> <i>them</i>
10	Making a sentence	Understanding sentence syntax.	Subject /verb/ object WB85
11 WB86 CS56 FCs	Activities Animals Inability/ obligation	Making /rejecting suggestions and giving reasons. Describing location in writing.	<i>Do you want to come to</i> <i>the zoo?</i> <i>I can't. I have to help my</i> <i>father.</i> <i>Phrases of location:</i> <i>The monkey is on the</i> <i>lion's cage.</i>



12 WB87	Paragraph writing	Answering questions as preparation for writing. Writing a personal account in paragraph form.	Past tense Link words
13 PB66 WB88 CS57	<i>The white falcon</i> - a serial story	Reading for gist. Guessing meaning from context.	Past simple
14 PB67 WB89/90	Revision	Puzzle activities.	

Learning objectives	Read for detail. Extract specific information from a recorded text.
Language focus	Present simple for description
Vocabulary	long-eared owl, sleep, daytime, well, Fennec fox, zebra, otter, rattlesnake, America, hole, grass

1 Vocabulary revision and presentation PB59

Elicit any names of animals the pupils know and write them on the board. Present the five animals on PB59. Don't be specific at this stage, just present *owl*, *fox*, and *so on*. Add them to the ones on the board. Practise recognition of all the words.

2 Read for detail PB59 WB6.1 PB59

A Explain that there are many types of owl, big ones, small ones and different coloured ones. Elicit what colour and type the owl on is. Write on the board:

- 1 It is brown.
- 2 It has long ears.

Ask *Where does it live?* Pupils read and find out. Elicit the answer and write it on the board (in trees). Tell the pupils to read the two texts silently and find these five pieces of information:

When does the long-eared owl look for food?	(at night)
What does it eat?	(small animals)
What colour is the rattlesnake?	(black, brown and white)
Where does it live?	(in a hole in the ground)
What does it eat?	(small animals)

Pupil's Books closed. Elicit the answers and write them on the board. Check understanding of the new vocabulary *hole* and *America*.

Note: When asking about colour, the usual answer is *It's (brown)* not *It's (brown)* in colour. The second version is the more elaborate language sometimes used in written descriptions, particularly when only one adjective is used. Compare with the description of the rattlesnake.

B Pupils look at WB6.1. Explain the task. Pupils complete the column about the owl. Make sure they understand that small animals come under the heading *meat*. Then tell them to read about the rattlesnake and complete the second column.

3 Listen for specific information PB59 WB6.1 CS49

Pupils look at the pictures of the zebra and the otter on PB59. Elicit whatever information pupils know about them. Tell the class to listen to the two descriptions and complete the columns headed *zebra* and *otter* in WB6.1. Play CS49 twice. Check answers with the class.

Note: The mountain zebra lives in mountains. Other zebras live on flat, open land. All zebras have black and white stripes. They live in groups and are not normally dangerous.



Homework

Explain that the **Fennec fox** shown on PB59 is an animal that lives in Arab countries. Tell the pupils to find out as much as they can about the Fennec fox before the next lesson.

Cassette Section 49

Presenter: Listen to the zoo-keeper. **Band 1**

Zoo-keeper: Zebras! Now, all zebras have black and white stripes. This one is called the mountain zebra. It's black and white too, but its stripes are narrower than other zebras'. It's called the mountain zebra. Why? That's right! It lives in the mountains. And what does it eat? It eats grass.

Presenter: **Band 2**

Zoo-keeper: You are looking at an otter. As you can see, it's brown in colour. It lives in a hole in the ground near water and is a very good swimmer. What does an otter eat? Well, we know it lives near water. What do you think? That's right. Fish. It eats fish. Lots of fish. Otters like to play. What is this otter doing now? Is it playing? Or is it looking for fish? What do you think?

Learning objectives

Write a descriptive paragraph based on a chart.
Write a second paragraph based on known information.

Language focus

Present simple for description

Vocabulary

-

1 Revision WB6.1

Ask questions about the four animals using the completed chart in WB6.1. Pupils ask and answer in open pairs.

2 Write a paragraph based on a chart WB6.1 / 6.2

A Elicit a simple description of the zebra and write it on the board.

For example:

The mountain zebra is black and white. It lives in the mountains.
It eats grass.

Underline the information which is specific to the zebra; that is, *mountain zebra*, *black* and *white*, *in the mountains* and *grass*. Explain that the pupils can describe the otter using the description on the board as a model, substituting the underlined words with information about the otter. Elicit oral descriptions from several pupils.

B Tell the pupils to write about the otter in WB6.2.

Note: Encourage pupils to add more information if they can.

3 Write a paragraph from known information PB59 WB6.2

A Pupils look at the picture of the Fennec fox on PB59. Elicit as much information about the animal as possible. Write notes on the board.

B Tell the pupils to write their own description. This is a sample description:

The Fennec fox is brown in colour. You can find it in the desert. It lives in a hole in the ground. It has got big ears and can hear very well. It eats small animals.

Note: Additional information about the Fennec fox: It is the smallest fox and has the longest ears. It lives in the deserts of North Africa and the Middle East. It usually sleeps in the day and hunts at night. It also eats insects and fruit. The word Fennec comes from an Arab word *fanak*.

Homework

Pupils can make a poster about the Fennec fox. Encourage them to find out more about it. They can write an extended description and draw a picture to illustrate it. Display their work on the wall.

Learning objectives	Read to interpret signs and work out the meaning of words. Talk about activities at the zoo. Express the time in two forms. Do two puzzles.
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Language focus	The time: twenty past three, three twenty
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Vocabulary	sign, Way out, animal, ride (n), learn about
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1 Talk about signs WB6.3A

A Books closed. Present the word *sign*. Elicit or explain some of the uses of signs and write them on the board:

- 1 They tell you about danger.
- 2 They tell you where to find things.
- 3 They tell you not to do things.
- 4 They give you information about events.

B Pupils look at WB6.3A. Tell them to find examples of Type 1 signs and write the number next to them. Present the word *animals*. Do the same with Type 2. Present *Way out*. Do the same with Types 3 and 4.

Answers:

- 1 Take care! These animals are dangerous.
- 2 Zoo shop, Way out.
- 3 Do not feed the animals.
- 4 Learn about the animals at the zoo, Camel rides every day, Feeding times.

Finally elicit where you might see all these signs.

2 Introduction to the topic WB6.3A

A Ask who has been to the zoo. Elicit the names of different animals they have seen. Let them use English or Arabic at this stage. Write the names on the board in both languages. Point to a name and ask individual pupils about the animals. For example:

Have you seen a giraffe? Where did you see it?

Note: You don't need to teach the names at this stage.

B Pupils look at WB6.3A. Ask *What can you do at the zoo?* Pupils read the signs and discuss the possibilities in pairs. You should be able to elicit:

You can | ride a camel.
 | learn about the animals.
 | watch the animals feeding. buy things at the shop.

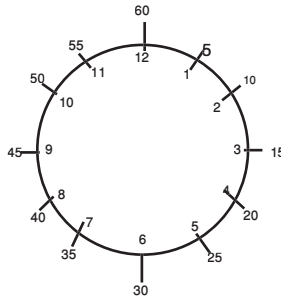
C Tell the pupils to write in WB6.3B three things they can do at the ZOO.

3 Tell the time WB6.3C / D

A Ask *When can you see the animals being fed?* Elicit *Eleven thirty in the morning and Four forty-five in the afternoon* and write them on the board. Elicit the alternative way of saying each time and write that on the board:

eleven thirty half past eleven
four forty-five quarter to five

Draw a clock on the board showing the intervals as follows:



Pupils practise telling the time. Prompt them with the first type and elicit the second. For example:

T: Twelve ten.
P: Ten past twelve.

Prompt using the clock if pupils have any difficulty with the conversion. Use five-minute intervals only, unless you think your class can cope with, for example, *Six thirty-seven, Twenty-three minutes to seven.*

Note: 12.05 is said Twelve oh five.

B Tell the pupils to complete WB6.3C, exercises 1 and 2. Check answers on the board. Then tell the pupils to do WB6.3D.

Learning objectives	Compare sizes of objects. Express obligation. Read and answer detailed questions in writing.
Language focus	Superlatives: <i>the biggest / smallest / fastest</i> Obligation: <i>We have to (find these animals)</i>
Vocabulary	Sue, Pat, homework, have to, biggest, smallest, tallest, shortest, fast / fastest, others, elephant, cheetah, mouse, bear, monkey, giraffe

1 Language presentation

A Draw three boxes on the board - a large, a middle-sized and a small. Number them 1 to 3.

Ask: Which is the biggest / smallest box?

Practise the two words *biggest / smallest* with choral repetition. Draw other sets of three objects on the board, for example, cars or trees, and ask similar questions.

B Ask the pupils to look on their desks and find the biggest and smallest things. Ask individuals to hold them up and say:

My (rubber) is the smallest thing.

My (book) is the biggest thing.

Practise the sentences with choral repetition. Write any new words on the board.

C Draw three children of different heights on the board. Present *tallest* and *shortest*. Find the tallest and shortest pupils in the class as follows. One pupil nominates another. For example:

Ahmed is the tallest.

Ahmed goes to the front. Repeat with two other pupils. The class judges the three heights and chooses the tallest. Continue until there are no more nominations. Do the same with *shortest*.

2 Read for detail PB60 WB6.4A

A Pupils look at PB60. Elicit the title. Elicit the names of the four girls who went to the zoo. Tell the pupils to look carefully at the first picture and find out the name of each girl. Read the introduction and present *have to*. Elicit what the girls have to do. Pupil's Books closed. Encourage the pupils to guess what the girls will find as the biggest / smallest / fastest / tallest animals.

B Look at WB6.4A. Make sure pupils understand the questions. Tell the pupils to read PB60 and find the answers.

Answers:

To the zoo.
Sue and Ann.
Pat and Kim.
At 3 o'clock.
At 2.30.
Near the clock.

3 Presentation of vocabulary PB60 / 61 FCs

A Use the pictures on PB60 / 61 to present the six animals.

B Practise recognition of the words with FCs. First show the FCs and elicit the words. Then show the FCs and get the pupils to point to the correct pictures on PB60 / 61.

4 Label pictures WB6.4B

Pupils look at WB6.4B. Tell them to label the six pictures.

5 Language consolidation

Write these sentences on the board:

You must do your homework.

I have to do my homework.

Elicit who is speaking in each case and how else the sentences are different.

Point out that we generally use **must to** tell someone what they should do. We use **have to** to talk about what **someone** else says you must do. Write a list of school regulations on the board:

You must come to school at 7.15.

You must listen to your teacher.

You must bring your books every day. etc

Tell the class to express these obligations as pupils. We have to come to school at 7.15 and so on.

Note: The opposite of **must** and **have to** is **mustn't**. When we use **don't have to** we mean there is no obligation. The pupils don't have to know this until a later stage.

Learning objectives Read and understand a cartoon story
Write a dictation.

Language focus Superlatives

Vocabulary longest, class

1 Vocabulary revision and presentation PB60

A Tell the pupils to reread the first part of the cartoon story. Ask questions to check understanding.

B Write five words of unequal length on the board, for example, *giraffe, bear, monkey, mouse, elephant*. Check recognition. Then say:

Bear is the shortest word.

Which is the longest?

Elicit *elephant*. Check understanding of *longest* by getting the pupils to find the longest pencil in the classroom.

Note: You may point out that tall is only used for things that stand upright.

Otherwise *long* is used. For example, *a tall building but a long road*. Also, *small* and *big* are sometimes used instead of *short* and *tall* when describing people.

2 Read a cartoon story PB60/61 WB6.5A

A Pupils look at PB61. Tell the pupils to find the animals marked A, B, C and D. Then introduce WB6.5A. Pupils read the story on PB61 and answer Ex 1.

B Pupils look at the two instructions at the end of the story on PB61. Tell them to scan the story and find the words.

Answers:

longest: *frightened* shortest: *I*

C Pupils work in pairs and find the answers to WB6.5A Ex 2 and 3. Elicit short answers. They write the answers in their books.

Answers:

Near the clock.

Riding a camel.

3 Listen to the story PB60 / 61 CS50

Play CS50. Pupils follow in their books.

4 Complete a class questionnaire WB6.5B

Explain the task clearly and make sure all the pupils know what to do. Tell them to write short answers. When they have finished elicit full answers to the three questions orally.

Cassette Section 50 is the story on PB60 / 61.

Learning objectives	Learn a song. Extract specific information from a recorded text.
Language focus	-
Vocabulary	*try, cage, *rhinoceros, *gazelle, *spider, *art, best

1 Revision

Revise all the words the pupils know for zoo animals. Write the words on the board and practise recognition. Present *cage*.

2 Learn a song PB62 CS51

A Pupils look at PB62 and elicit the title. Talk about the animals in the pictures. See which ones they know and name the others.

B Teach Verse 1 of the song using CS51. (See TP L2.) Divide the class into three groups. Ask each group to sing the first verse in turn. Choose the best. Name them the winners. Present the word best. Tell them they are the best singers.

3 Listen for detail WB6.6 CS52

A Write this question on the board: *Who is Mrs Moosa?* Play the introduction to CS52. Elicit that she is a teacher of art. Present art. Ask the class what they do in art lessons.

B Pupils look at WB6.6 and read the questions. Tell them to listen to the answers without writing. Play the rest of CS52. Elicit answers orally. Play the cassette again. Tell the pupils to complete the exercise in writing.

Answers:

- 1 Class 3A.
- 2 To the zoo.
- 3 A picture of an animal in the zoo.

4 Write sentences

Elicit things the pupils have to do every day. Then tell them to write four of them in their copybooks using complete sentences.

Cassette Section 51 is the song on PB45.

Band 1 = the whole song

Band 2 = the music only

Band 3 = the whole song

Cassette Section 52

Presenter: Mrs Moosa is talking to Class 3A. Mrs Moosa is the art teacher. What does she ask the girls to do? Listen.

Mrs Moosa: Quiet, girls. Quiet, please. Thank you. Now, today we're going to the zoo. I want every girl to paint a picture of an animal - an animal in the zoo. So take paper and pencils or take a camera. Look at all the animals. See which animal you like best. Draw it or take a photograph. Then paint it at home. I'll look at your paintings next week. Any questions?

Learning objectives Learn a song.
 Express preference.
 Read for detail and complete a multiple choice exercise.
 Identify reference in a text.

Language focus My favourite animal is the (lion)
 Reference: *it, she, both, mine, yours*

Vocabulary both, word

1 Sing a song PB62 CS51

Revise verse 1 of the song. Then teach verse 2 in the usual way.

2 Talk about preference

Elicit the names of some zoo animals. Then ask *What is your favourite animal?*

Check understanding of favourite and prompt the reply:

My favourite animal is the (tiger).

Practise the sentence with choral repetition. Then ask *Why?* Elicit answers.

For example:

Because it is fast.

3 Read for detail

A Pupils look at PB63- Elicit the title. Explain that the story is about Fatma and two other girls, Yasmin and Mariam. Ask the pupils to read the first paragraph silently and label the girls in the picture *F, Y* and *M*.

B Elicit the question at the bottom of the page. Tell the pupils to read the text and find out who painted the picture (Yasmin). Elicit what the animal is (a mouse). Let the pupils try and say the word before giving a correct model for pronunciation.

4 Do a multiple choice exercise WB6.7A CS53

Pupil's Books closed. Tell the class to complete WB6.7A from memory. They listen to CS53 and check their answers.

5 Language work - reference PB63 WB6.7B

A Ask a pupil to read the text on PB63 as far as the first underlined reference word. Elicit what *it* refers to. Do the same with *she* and *both*. Present the meaning of *both*. Explain briefly why we use reference words (to avoid repeating words and phrases in consecutive clauses and sentences).

B Tell the pupils to complete WB6.7B on their own.

Answers:

line 4: *it* a picture

line 7: *she* Mariam

line 7: *both* Yasmin and Mariam

line 9: *yours* Yasmin's picture

line 10: *mine* my picture

Cassette Section 53 is the text on PB63.

Learning objectives	Read for specific information. Work out the meaning of words in context. Complete a summary of the story. Write a sentence.
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Language focus	-
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Vocabulary	classroom, sat down (sit / sat), *hold up, slow/slowly, *front (of the class), Well done., opposite
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1 Introduce the story PB64

Pupils look at *the picture* on PB64. Ask: *Where are the girls? Who can you see?*
Ask if the pupils can find Yasmin and Mariam at the front of the class - Fatma is in another class. Then write on the board:

What day was it?

What was everybody talking about?

Tell the pupils to read the first paragraph and find the answers. When you elicit the answers make sure they understand that *them* refers to the pictures.

2 Read for specific information PB64

A Elicit the question. Tell the pupils to guess the answer.

B Elicit the number of paragraphs in the story (three). Then focus on paragraph 1.
Ask: *What did Mrs Moosa say?* Focus on paragraph 2. Ask: *What did Mrs Moosa do?*
Focus on paragraph 3. Ask: *What picture did she like best?* Books closed, elicit as much of the story as the pupils can remember.

3 Understand the meaning of words in context PB64

Write these vocabulary items on the board:

held up slowly again Well done front

Tell the pupils to scan the text and underline the words, Then get them to discuss the meaning in pairs. Finally check understanding.

4 Complete a summary PB64 WB6.8A CS54

A Play CS54 and let the pupils follow the story in their books.

B Tell the pupils to complete the summary in WB6.8A. Let them refer to the story in PB64 while they do the exercise.

Answers:

The girls *took* their pictures to school on Saturday morning. In the classroom everybody was *talking* about them. Then the teacher, Mrs Moosa, asked the girls to be quiet. They *sat* down and *held* up their pictures. Mrs Moosa *walked* round the class and *looked* at every picture. Yasmin's and Mariam's *were* the best. Mrs Moosa *put* them on the wall.



5 Retell the story WB6.8A

WB6.8A is a summary of the story. Use it to prompt the pupils to retell the story orally. Ask questions like this:

T: What did the girls do on Saturday morning?

P: They bought their pictures to school.

T: What were they doing in the classroom.

P: They were talking about them.

T: What happened next? etc

Then get the class to retell the story without their books.

6 Match and write opposites WB6.8B

Explain the task. Let the pupils work in pairs and draw lines to match the opposites.

Check answers. Then tell them to write the opposites in the same way as the example.

Cassette Section 54 is the text on PB64.

6.9

PB65

WB84

CS55

Learning objectives

Extract specific information from a recorded text.
Read for detail.

Language focus

Present simple for description

Vocabulary

zoo, keeper, work (v), lion, nearby, ready, *Simba

1 Talk about jobs PB65

Pupils look at PB65. Elicit the title. Present *zoo-keeper* using the first picture. Pupil's Books closed. Write on the board:

Hassan Ali is a zoo-keeper. He works at the zoo.

Elicit the meaning of *works*. Then ask about other jobs:

Where does a	teacher	work?	(in a school)
	shop-keeper		(in a shop)
	farmer		(on a farm)
	doctor		(in a hospital)

2 Listen for specific information WB6.9A CS55

A Pupils look at WB6.9A. Read aloud the sentences minus the subject and get the pupils to identify the subject as follows:

T: eat fruit and vegetables.

P: Monkeys.

This familiarizes the pupils with the sentences before the listening.

B Pupils listen to the description of Hassan's work and mark the sentences true or not true. Play CS55.

3 Read to check and write to correct PB65 WB6.9C / C

A Tell the pupils to check their answers by reading the text on PB65. Explain that they need not understand every word, just enough to do the task.

B Elicit the false sentences and then the correct information. Tell the pupils to write the correct sentences in WB6.9C.

4 Language study PB65 WB6.9D

A Write on the board *get ready* and *nearby*. Tell the pupils to find the words and underline them. Ask them to think about their meaning. Elicit answers from different pupils before confirming the correct answers.

B Tell the pupils to complete WB6.9B on their own.



5 Discuss the zoo- keeper's job

A Remind the pupils that Hassan Ali takes care of the lions and monkeys. Then ask:
How does he take care of them?

Tell the pupils to reread paragraph one to elicit:

He cleans their cages.

He puts water in their bowls.

He gets their food ready.

B Ask the pupils to think of other things that Hassan does. Encourage the pupils to think of as many things as possible. Elicit, for example:

He buys food from a nearby farm.

He plays with Simba.

Cassette Section 55 is the text on PB65.

Learning objectives	Identify and construct subject /verb/ object sentences.
Language focus	Sentence syntax
Vocabulary	*subject, *verb, *object

1 Language awareness WB6.10

A Ask the pupils a few questions to remind them of Hassan Ali and what he does. Then tell the pupils to look at WB6.10 and find something about him in the table. Elicit and write on the board:

Hassan cleans the cages in the morning.

Ask the following questions, eliciting the answer on the board with the appropriate stress:

Who cleans the cages?

Hassan cleans the cages in the morning.

What does Hassan clean?

Hassan cleans **the cages** in the morning.

When does Hassan clean the cages?

Hassan cleans the cages **in the morning**.

B Rewrite the sentence on the board using different coloured chalk for each part of the sentence you have stressed. Point out how the first word **Hassan** answers the question **Who?**, the phrase **the cages** answers the question **What?** and in the morning answers the question **When?**. Also point out that between **Who** and **What** comes the verb. Tell the pupils to look at the chart in WB6.10 and check the order. Explain that we call **Who** the subject and **What** the object. Translate the two terms into Arabic. Also explain that instead of (or as well as) **When** we can have **Where** or **How**. Keep the explanation short. The pupils will develop their understanding in the next two stages.

2 Identify parts of sentences WB6.10

A Pupils look at the chart in WB6.10. Say **eat** and elicit **verb**. Say **at night** and elicit **When**. Say **otter** and elicit **subject**. Continue like this until the pupils are familiar with the parts of the sentence in the chart.

B Say **the lions** and elicit **object**. Then write on the board:

The lions like meat.

Ask if **the lions** is still the object. Point out that the same words can be the subject or the object in different sentences.

3 Analyse sentences WB6.10

Pupils study the five sentences at the bottom of WB page 85. Tell them to think about how they can be written in the chart. Do the first three orally. Then ask the pupils to complete the chart with the five sentences. Check answers on the board.



Answers:

The owl / eats / small animals
Amal / does not like / apples or dates
I / visit / my friends / every Friday
My little brother / can't run / - / very fast.
Our friends / will meet / us / in the park at 4.30

4 Make questions and answers PB (any page)

A Tell the pupils to find two other sentences in their Pupils' Books and analyse them in the same way. They should do this in their copybooks.
Encourage them to look at different pages.

B Pupils write questions about their two sentences using **Who, What, Where, When** or **How**. Get them to ask and answer in open pairs.

Learning objectives Practise a four-line conversation.

Language focus Obligation: *I can't. I have to (help my father).*

Vocabulary *look after

1 Listen to two conversations WB6.11 CS56

A Tell the pupils they are going to hear a conversation between two boys. One is inviting the other to go to the zoo today. Write on the board:

Does the boy go | today?
| tomorrow?

Tell the pupils to listen and find out. Play CS56 Band 1. Elicit the answers *No* and *Maybe*. Then write:

Why can't he go today?

Play Band 1 again. Then elicit the answer.

B Tell the pupils to listen to the second conversation and answer the question *when can the girl go to the zoo?*

2 Practise a four-line conversation WB6.11 FCs

A Divide the class into two groups and practise the two conversations using the cassette for repetition.

B Continue the group practice without the cassette. Prompt different responses using flashcards

C Tell the pupils to study the substitutions at the bottom of the page. Practise new conversations with different pupils in open pairs.

D Tell the pupils to practise different conversations with their partners.

3 Role play the conversation

Tell the pupils to think about how the conversation might have begun. Elicit openers like:

Hallo, Hassan. What are you doing?

Nothing at the moment.

Tell them to work in pairs and make their own conversations. Invite different pairs to come to the front of the class and perform their conversations.



Cassette Section 56

Presenter: Listen. **Band 1.**

Boy 1: Do you want to come to the zoo?

Boy 2: I can't. I have to help my father in the shop.

Boy 1: Let's go tomorrow.

Boy 2: I'll have to ask my father.

Presenter: **Band 2.**

Girl 1: Do you want to come to the zoo?

Girl 2: Not now. I'm tired.

Girl 1: Let's go tomorrow.

Girl 2: I can't. How about Friday morning?

Learning objectives Write a personal account of a visit to the zoo.

Language focus Past tense / Link words

Vocabulary –

1 Introduction to the topic

A Ask the pupils in the class who have been to the zoo to put up their hands. Workbooks shut, ask these pupils some of the questions in WB6.12A.

B Ask the others in the class to imagine they have been to the zoo. Get them to think about some of the details of their trip and discuss them with their partner. Then ask a few questions as in stage **A** above.

2 Preparation for writing WB6.12A

A Workbooks shut, ask the questions in WB6.12A one by one and elicit a variety of answers. Write some of the answers on the board. For example, question 1:
last week on Monday on 25th July

B Ask the class to make up a story about a trip to the zoo by a boy called Mahmoud. Use the phrases on the board as prompts. For example:
P1: Mahmoud went to the zoo last year.
P2: He went with his uncle.
P3: They went by car. etc

C Clean the board. Tell the pupils to complete the questions in WB6.12A with real or imaginary information using short answers.

3 Write a first draft WB6.12A

Tell the pupils to use the information in WB6.12A to write about their real or imaginary trip to the zoo. They should write a first draft in their copybooks. Go round the class helping and encouraging.

4 Write a final version of the story WB6.12B

A Pupils discuss their story with their partners. Encourage them to make corrections and improvements.

B Tell the pupils to write a final version in WB6.12B.

Learning objectives Recall the previous episodes of a serial story and predict what will happen next.
 Read the third episode for gist.
 Develop the skill of working out meaning from context.

Language focus Past simple

Vocabulary everybody, Yousif, farmer, Sheikh, Abdullah, *turn / turned round, sadly, take / took care of

1 Revise and predict PB66 WB6.13

A Ask the pupils to discuss in pairs the story so far. Recap the events with the whole class.

B Pupils look at PB66. Elicit what the pupils think is happening. Discuss the pictures in WB6.13- Use the discussion to present the words **everybody**, **farmer** and **take care of**. Encourage the pupils to predict the content of the story. Don't confirm their predictions at this stage.

2 Read for gist PB66 WB6.13

A Pupils do WB6.13. Remind them to read quickly, understanding just enough to do the ordering exercise. The activity of reading is more important than correctly ordering the pictures.

B Draw five boxes on the board and use them to check the order.

Answers:

4 1
 3 5
 2

Check that the pupils can relate the pictures to the text. For example, Picture 3: Then we asked Yousif, an old farmer from the mountains.

3 Understand the meaning of compound verbs PB66

A Write these compound verbs on the board:

take care of find out fly away turn round

Tell the pupils to scan the text and underline the verbs. They discuss the meaning in pairs. Finally, check understanding. Pupils use one of these techniques to explain the meaning: describing in English, drawing on the board, showing a picture, mime or translation.

B Elicit other compound verbs that pupils have learned recently. For example, **put up cut up**, **run away** and **come back**. Try and interest the pupils in how these verbs work. They are a typical part of the English language and play an important part in its flexibility and inventiveness.

4 Listen to the story and discuss what happened WB6.13 CS57

A Play CS57. Pupils to follow the pictures in their Workbooks.

B Discuss the story with the pupils. Ask if they thought it would end like this and if they think Rashid should keep the falcon.

Cassette Section 57 is the story on PB66.



6.I4 PB67 WB89 / 90

Learning objectives Do a crossword.
Match rhyming words.
Write about self.

Language focus Consolidation

Vocabulary –

1 Language summary PB67

Use the language summary page to make statements. Show the pupils how to make new sentences by substituting different words and phrases. Demonstrate as a class and then get the pupils to continue in pairs.

2 Do a crossword WB6.14A

Tell the class to work in pairs and complete the crossword. Encourage them to work with their Pupil's Books closed. When they have made an attempt they should use their books to find the answers and check spelling.

3 Match rhyming words WB6.14B

Remind the pupils how to do the exercise in WB6.14B. Let them work on their own and complete the task. Check answers orally.

4 Write about self WB6.14C

A Discuss what the pupils have to do every day. Then ask what they have to do in the afternoon. Write some of their answers on the board.

B Clean the board. Tell the pupils to complete WB6.14C in writing.

Unit 6 word list

Abdulla	keeper	smallest
America	learn about	*spider
animal	lion	*subject
*art	long-eared owl	Sue
bear	longest	take / took care of
best	*look after	tallest
biggest	monkey	*try
both	mouse	*turn / turned round
cage	nearby	*verb
class	*object	Way out
classroom	opposite	well
cheetah	others	Well done.
daytime	otter	word
elephant	owl	work (v)
everybody	Pat	Yousif
fall / fell into	rattlesnake	zebra
farmer	ready	
fast / fastest	*rhinoceros	
Fennec fox	ride	
*front (of the class)	sadly	
*gazelle	Sheikh	
giraffe	shortest	
grass	sign	
have to	*Simba	
*hold up	sat down (sit / sat)	
hole	sleep	
homework	slow / slowly	

Unit 7 Summary

Step/ Materials	Topic/Lexical areas	Activities/Skills	Language
1/2 PB68/69 WB91/92 CS58/59 FCs	Job categories	Categorizing jobs. Understanding descriptions of jobs. Listening for gist.	<i>Who works outside?</i> <i>A builder.</i>
3/4 PB70 WB93	Family relationships Career ambitions	Describing family. Relationships and career ambitions orally and in writing.	<i>Amal is Ali's sister.</i> <i>My brother is / wants / would like to be a farmer.</i>
5/6 PB71 WB94/95/96 CS60/61	Song: What can I be?	Listening to a dialogue for specific information/ inference. Understanding word formation.	<i>have to for obligation</i> Future tenses
7/8 PB72/73 WB97/98 CS62/63	The Everything Shop - food / furniture/ toys/ clothes	Categorizing vocabulary. Reading for detailed understanding. Expressing wants. Asking/ answering about quantity.	<i>Revision of tenses</i> <i>Can you (clean the floor), please?</i> <i>I did that an hour ago.</i> <i>I'm doing that now.</i> <i>I'll do that in a minute.</i> <i>Countable /uncountable nouns</i> <i>How much / many ... ?</i>
9 PB73 WB99/100 CS63 FCs	An information gap exercise	Asking/ answering about quantity. Writing sentences - comma + and in a series.	Past simple <i>How much / many ...?</i>
10 PB74/75 WB101 CS64	A taxi-driver's day - a cartoon story	Understanding the logical sequence of a text.	

11 PB58/59 WB102 CS65	A quiz show Asking and answering	Listening to a conversation for specific information. about jobs. Writing about jobs.	<i>Yes / No questions with auxiliary do Do you take care of people?</i>
12 WB103	An interview with a nurse	Forming questions orally and in writing to complete a one-sided dialogue.	-
13/15 PB76/77 WB104/106	Revision	Reading for gist. Reading to solve a puzzle. Writing about jobs. Writing a descriptive paragraph.	

7.1

PB68/69

WB91

CS58

FCs

Learning objectives Ask and answer questions about job categories.
Discuss own families.

Language focus *Who (works outside)?*

Vocabulary outside, builder, painter, inside, housewife, shopkeeper, secretary, carpenter, potter, dressmaker, baker, doctor, dentist, nurse, different, taxi-driver, bus-driver, fisherman

1 Vocabulary presentation PB68/69 FCs

A Pupils look at PB68 / 69. In pairs they find the jobs they already know. Ask questions as follows:

T: What's Number 3?

P: He's a policeman.

B Pupils use the same exchange to ask you about the new jobs. Practise the new words with choral repetition.

C Practise recognition of the new jobs. Show a flashcard and elicit the corresponding number on PB68 / 69. Then practise in the usual way with the pupils saying the words. **Note:** This activity involves an ability to read and understand as well as an ability to pronounce the words.

2 Match people with jobs and write sentences WB7.1A / B / C CS58

A Tell the pupils to draw lines and match the pictures with the words.

B The pupils then complete the six sentences in WB7.1B. Play the cassette and let them check their answers.

3 Ask and answer WB7.1A

Demonstrate this exchange with the class:

T: (pointing to Fuad) What's Fuad's job?

P: He's a shopkeeper.

Divide the class into two groups and practise asking and answering. Continue the practice in open and simultaneous pairs.

4 Ask and answer about occupations PB68

A Ask *Who works outside?* and elicit the first three occupations. Do the same with the other two questions, *Who works inside?* and *Who makes things?* Pupil's Books closed. Ask the questions and elicit single answers from different pupils.

B Present the three questions. Pupils ask and answer in open pairs and then simultaneous pairs.

5 Discuss own families

In pairs pupils describe a member of their family to each other. Ask several pupils to say their description to the class.

Cassette Section 58

Presenter: Here are the answers to exercise 7.1B.

Fuad is a shopkeeper.

Ahmed is a builder.

Hassan is a painter.

Taha is a fisherman.

Aisha is a doctor.

Ali is a taxi - driver.

Learning objectives	Ask and answer questions about job categories. Understand written descriptions of jobs. Understand the gist of three recorded conversations.
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Language focus	<i>Who (works outside)? Who (is a builder)?</i>
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Vocabulary	type, other
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1 Revision PB68 / 69

A Show occupation flashcards and elicit the number of the corresponding picture on PB68/69.

B Ask questions about the pictures. For example:
What is the builder wearing?
What is the painter doing?
Where is he standing?

2 Ask and answer PB68/69

A Ask the questions introduced in Step 7.1, *Who works inside / outside? Who makes things?* Practise the questions and answers in open pairs.

B Present the three new questions on PB69 and the new word *other*. Practise asking and answering in the same way as for the previous questions.

3 Understand descriptions of jobs WB7.2A

A Workbooks closed, read some of the descriptions in WB7.2A and elicit the jobs. Present the new word *type*. Then tell the pupils to complete WB7.2A in writing.

B Check answers orally. Then ask the pupils to describe jobs as follows:
P1: A dentist takes care of people's teeth.
P2: A carpenter makes tables and chairs from wood.

4 Listen for gist WB7.2B CS59

A Tell the class they are going to hear three people talking about their work. Get the pupils to guess which jobs they will hear about. Elicit and write the names of jobs on the board. Include *builder*, *taxi-driver* and *teacher*. Number the words.

B Tell the pupils to listen and find out what the people's jobs are. The job will be one of those written and numbered on the board. Play CS59 right through. Play it again so they can check their answers.

Note: This activity practises the skill of listening for gist. It is important not to pause the cassette. Tell pupils to write down the number of the job and not shout out the answer. Encourage them to make an attempt to understand and interpret the information.

C Elicit each person's job. Pupils write full sentences in WB7.2B.

Answers:

- 1 Ahmed is a taxi-driver.
- 2 Amna is a teacher.
- 3 Saleh is a builder.

D Play CS58 again. Pause after each text and elicit a few things the person does. Write these on the board.

5 Ask questions to find suitable occupations PB69

Elicit the three questions at the bottom of PB69. Explain that most people don't know what they want to be when they leave school. To help us find out, we ask questions like the second two questions. Write on the board:

I don't know.

Ask a pupil *What would you like to be?* Prompt the answer *I don't know*. Then ask other questions. For example:

T: Would you like to make things?

P: No.

T: Would you like to take care of people?

P: Yes.

T: Would you like to be a dentist?

Continue questioning until you find a suitable occupation. Repeat with other pupils.

Cassette Section 59

Presenter: What are their jobs. Listen. **Band 1**

My name's Ahmed. I take people where they want to go. In my car, of course. I got a new car last week. I take them to hotels, shops, all over town. Some times I go to the villages as well. I take people everywhere.

Presenter: **Band 2**

My name's Amna. I go to school. When I'm at school, I go into the classroom. I talk to my pupils and write in their books. I help my pupils with their work. I take the books home and look at them. I like my work very much.

Presenter: **Band 3**

My name's Saleh. I'm building a new hospital. It'll be very big. I look at drawings and then I tell my men what to do. We started building the hospital last year. It'll be finished soon. After that we will build a new school.

Learning objectives	Understand the meaning of words in context. Follow a diagram of family relationships. Describe family relationships orally and in writing.
Language focus	Intention: <i>want to be/ would like to be Possessives: 's</i>
Vocabulary	son, daughter, follow, *arrow, cousin, aunt, air-hostess

1 Vocabulary presentation PB70

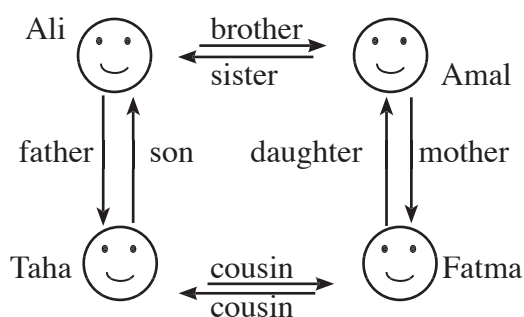
A Pupils look at the pictures at the top of PB70. Elicit the names of the man and woman and their occupations. Elicit the names of the boy and girl and what they want to be.

B Pupils read what Ali and Amal say silently. Ask them to guess the meaning of *son* and *daughter*. Elicit the names of the characters as follows:

- T: Taha's father.
P: Ali.
T: Amal's daughter.
P: Fatma. etc

2 Understand family relationships PB70

Draw four circles on the board and label them Ali, Amal, Taha and Fatma. Elicit the relationship between Amal and Fatma and label as follows:



Continue building up the diagram until each relationship is labelled. Practise talking about the relationships. Point to Amal and say:

Amal is Fatma's mother.

As you speak, move your finger to Fatma to show the direction of the relationship. Pupils repeat in chorus. Continue in the same way with the other relationships.

3 Describe family relationships orally and in writing PB70 WB7.3

A Elicit the six relationships labelled in the diagram on PB70. Then tell the pupils to complete WB7.3 Ex1.

B Elicit the five relationships in the diagram labelled with question marks. Then tell the pupils to complete WB7.3 Ex2.

Answers:

Ali is Taha's *father*.
Fuad is Taha's *uncle*.
Khalid is Fuad's *son*.
Khalid is Taha's *cousin*.
Ali is Khalid's *uncle*.

C Pupils practise describing family relationships orally working in simultaneous pairs.

4 Talk about jobs PB70

A Elicit the title on PB70. Elicit who *they* are (the children - Khalid, Taha and Fatma). Elicit the answers for Taha and Fatma from the picture. Pupils look at the diagram to find the answer for Khalid.

B Pupils look at the language table at the bottom of PB70. Elicit different sentences. Say:

My brother is a taxi-driver. Who am I?

The answer is Ali or Amal. Pupils study the language table and make other true statements. For example:

My sister is a nurse.

My cousin wants to be an air-hostess.

Elicit sentences from different pupils.

5 Describe members of the family PB70

Write on the board:

I'm Ali. My brother is a taxi-driver. My son, Taha, wants to be a builder.

Then write *I'm Taha* ... and elicit a similar description:

My father is a doctor. I want to be a builder.

Pupils choose another character and write their own description.

Learning objectives	Talk about jobs Write three descriptions.
Language focus	Intention: <i>I want to be (a taxi-driver).</i>
Vocabulary	-

1 Revision PB70

Make statements about the six people on PB70 and elicit who they are. For example:

T: She's Taha's cousin.

P: Fatma.

Give the pupils comprehensive practice to get them used to the chart. Practise asking and answering as follows:

T: Who's Ali?

P: He's Amal's brother.

Note: There is more than one answer to these questions.

2 Talk about jobs PB70

A Pupils look at the language table on PB70. Elicit true sentences.

Then write on the board:

I'm Ali.

Pupils tell you about two of Ali's relatives in the same way. For example:

My sister, Amal, is a nurse.

My brother, Fuad, is a taxi-driver.

Elicit similar descriptions for the other characters.

B Write on the board:

My mother, Amal, is a nurse.

Point out the commas. Get the class to try and think why they are used.

Explain in Arabic that it marks extra information not essential to the sentence.

3 Write descriptions WB7.4

Pupils look at the pictures in WB7.4 and identify the four people. Ask one pupil to read aloud what Ali says. Elicit *a builder* to fill the gap. Elicit what Taha says. Then tell the pupils to complete the whole exercise in writing.

4 Talk about own family

A Tell the pupils to think about their own families and describe them to their partner in the same way as in WB7.4.

B Elicit description from the pupils as a class.

Learning objectives	Learn a song. Extract specific information from a recorded conversation. Spelling.
Language focus	Questions with <i>Who</i>
Vocabulary	*nothing, *circle, pilot

1 Ask and answer PB68 / 69

Ask the six questions introduced in Step 7.1/2, Who works inside/outside? etc. Practise the questions and answers in open pairs.

2 Listen for specific information WB7.5A CS60

A Check that the class can read the twelve occupations in WB7.5A. Explain that they are going to hear three sets of people discussing jobs. They circle each job that is mentioned. Play CS60. Check answers with the class.

Answers:

shopkeeper, teacher, builder, taxi-driver,
air-hostess, nurse, doctor

B Explain the second part of the exercise. Play CS60 again, pausing between each band to give the pupils time to complete the task.

Answers:

Bill's brother is a builder.
Jill's cousin is an air-hostess.
Peter's father is a taxi-driver.

3 Spelling WB7.5B

A Introduce WB7.5B by doing an example anagram on the board. Write *senru* and explain that it is an occupation. Elicit the word and the spelling.

B Tell the pupils to do WB 7.5B in the same way.

4 Sing a song PB71 CS61

A Pupils look at PB71. Elicit the title. Pupils look at the first picture and discuss why the boy is sad (he doesn't know what to do when he leaves school).

B Teach the first verse of the song in the usual way. Present the word *nothing*.



Cassette Section 60

- Presenter: **Band 1.** Bill and Tom.
Bill: Tom, what do you want to do after school?
Tom: I want to go to the take-away.
Bill: No. What job do you want when you leave school?
Tom: Oh, I see! I want to work in my father's shop. And you?
What do you want to do, Bill?
Bill: I'd like to be a builder. Like my brother.
- Presenter: **Band 2.** Pat and Jill.
Pat: Jill, where does your mother work?
Jill: At the hospital. She's a nurse.
Pat: Would you like to be a nurse, Jill?
Jill: No. I want to be an air-hostess. Like my cousin.
- Presenter: **Band 3.** Peter and his father.
Father: Peter, would you like to be a doctor? Like Aunt Mary?
Peter: Aunt Mary isn't a doctor. She's a teacher.
Father: Sorry. You're right, Peter. Uncle Bill is a doctor.
Peter: No, I don't want to be a doctor. I'd like to be a taxi-driver - like you, Dad.

Cassette Section 61 is the song on PB71.

Learning objectives	Learn a song. Understand word formation. Label descriptions of jobs.
Language focus	Past simple and past continuous
Vocabulary	grow, clinic, sell, office, worse, bake

1 Sing a song PB71 CS61

Revise the first verse of the song. Then teach verse two in the usual way. Present the word *worse*.

2 Word formation WB7.6

A Ask the pupils to name your job. Write *teacher* on the board. Then elicit what you do in your job. Write *teach* to the left of *teacher*. Elicit which is a noun and *which* is a verb and label as follows:

<u>Verb</u>	<u>Noun</u>
teach	teacher

Elicit any other jobs the pupils know ending in er and add them to the list. Then elicit the verbs and complete the table. Clean the board before the next stage.

B Pupils look at WB7.6A Ex1. Explain what to do and let the pupils complete the table.

C Elicit what each one does. For example:
A keeper looks after things.

Note: There is no such thing as a maker. The pupils will find out about this word in Ex2.

D Look at WB7.6A Ex2. Introduce the task using the example *taxi-driver*. Elicit the eight jobs orally. Before beginning the writing, explain that apart from *taxi-driver* only two join with a hyphen. The others all combine to make single words. Tell the pupils to try and guess which ones join with a hyphen.

3 Understand and label descriptions PB68/69 WB7.6B

A Workbooks shut, tell the pupils to look at PB68 / 69. Say:
He flies a plane

Tell the pupils to find the picture of the corresponding job and then tell you the name. Continue in the same way using all the descriptions in WB7.6B

Note: Some jobs are repeated and some descriptions can be used for more than one job.

B Present the new words *grow*, *clinic* and *office*. Then tell the pupils to do WB7.6B in pencil with their Pupil's Books shut. Give them two minutes. Then let them complete the exercise and correct their work using their Pupil's Books.

Learning objectives

Listen to identify words.
 Read a conversation for detailed understanding.
 Practise a conversation with substitution.

Language focus

Revision of tenses: past simple, present continuous, future with *will*

Vocabulary

ago, everything

1 Introduction PB72 WB7.7A

Pupils look at the first picture on PB72. Explain that this is called the Everything Shop because it sells many things. Elicit some of the items on sale. Pupils look at WB7.7A. Elicit the twenty items there. Check meaning by asking. For example:

Can you	wear it?
	eat it?
	play with it?

2 Listen to identify words WB7.7A CS62

Explain that pupils are going to hear an advertisement for the Everything Shop. They look at the words in WB7.7A and circle any word they hear on the cassette. Play CS62. Check answers with the class.

Answers:

carpets, sofas, beds, model boats, dolls, video games, sandals, shorts, dresses, meat, sandwiches, fruit

3 Language work PB72

A Pupils look at PB72. Elicit the title and the short introduction. Ask a few questions to check understanding.

B Write on the board:

I'm doing that.

I did that.

I'll do that.

Pupils look at the text and find what *that* means in each case. Refer to the first sentence on the board and ask **When?** Elicit now. Continue with the other two and elicit **an hour ago** and **in a minute**. Make sure the pupils are aware of the time sequence and the meaning of ago.

C Pupils look at WB7.7B. Elicit the first sentence:

Ali is ill. He won't be at school *tomorrow*.

Tell the pupils to draw a line to match the two parts of the sentence. Then get them to complete the other four sentences in the same way. Check answers as a class.

4 Practise a conversation PB72 CS63, Band 1

A Pupils work in pairs and think of other jobs there are to do in the shop. Write answers on the board.

B Play CS63 Band 1 for class repetition. Select pupils to substitute items from the board in the conversation.

For the next lesson

Bring some hard-boiled eggs and some loose tea and rice.

Cassette Section 62

Presenter: Come to the 'Everything Shop'.
You can buy everything at the 'Everything Shop'.
Things for the home.
Carpets, beds, sofas.
Toys and games.
Model boats, dolls, video games.
Things to wear.
Sandals, shorts, dresses.
Things to eat.
Meat, fruit, sandwiches.
Everything.
At the 'Everything Shop'.

Cassette Section 63

Band 1 = is the conversation on PB72.
Band 2 = is the first conversation on PB73.
Band 3 = is the second conversation on PB73.

Learning objectives Talk about countability and uncountability.
Practise conversations with substitution.

Language focus Countable /uncountable nouns
How much/How many ... ?

Vocabulary How much ... ?, Excuse me, kilo, *count

1 Language revision and presentation

A Introduce the three items you have brought to the class - eggs, tea and rice.
Ask different pupils:

Do you want any eggs?

When a pupil answers *Yes*, ask:

How many do you want?

Begin the same procedure with rice. This time, when you ask the question ***How many do you want?***, encourage the class to see that it is not a reasonable question. Elicit that we ask for rice by weight. Elicit the word ***kilo***. Carry out the same procedure with ***tea***. Then introduce the question:

How much do you want?

Practise the question with choral repetition. Prompt the class by showing one of the items. Include pencils. For example:

(T shows tea)

C: How much do you want?

(T shows pencils)

C: How many do you want?

Note: If necessary, explain that you can buy tea and rice by number if you use the word ***packet***. For example, ***two packets of tea***.

B Write on the board:

You can count

You can't count

Elicit different items you can count and write them in the first column. Then elicit things you can't count and write them in the second column. Make sure you include ***paintbrush, pencil, sugar and butter***.

2 Show understanding of countability and uncountability WB7.8

A Clean the board. Then introduce the exercise in WB7.8. Elicit one question for ***How much?*** and one question for ***How many?*** Tell the pupils to complete the two questions and then write other suitable words from the boxes in each list.

B Elicit the rule and tell the pupils to complete the two sentences.

3 Practise a three-line conversation WB7.8

Introduce this conversation:

T: I'd like some butter, please.

P: How much?

T: A kilo, please.

Practise with other pupils, substituting items from the box in WB7.8. Continue the practice using the procedure in TP S1.

4 Read for specific information PB73

Write on the board:

How much sugar does she want?

How many pencils does he want?

Ask the class to read the two conversations silently and find the answers.

Answers:

Two kilos (of sugar).

Five (pencils).

Ask the pupils questions about the other two items.

5 Practise an extended conversation PB73 WB7.8 CS63, Band 2

Play Band 2 of CS63. Pupils repeat each line. Choose two pupils to perform the conversation, substituting two of these items. Practise with two more pairs before the whole class works in pairs simultaneously. They can use items from the box on WB7.8 for substitution.

Learning objectives Complete an information gap activity.
Write sentences based on a chart.

Language focus *How much / How many ... ?*

Vocabulary *litre

1 Revision FCs

Show the flashcards of different items, some countable and others uncountable. Get one pupil to ask an appropriate question and another to respond. For example:

(T shows flashcard of *meat*)

PI: How much do you want?

P2: Half a kilo.

Present the word *litre* and extend the practice to include liquids, such as water, orange juice and milk.

2 Practise a conversation PB73 CS63, Band 3

Play Band 3 of CS63. Pupils repeat line by line. Pupils practise the conversation with their partners, substituting different items for *paintbrushes* and *pencils*.

3 Do an information gap activity WB7.9A

Divide the class into **A / B** pairs in the usual way for information gap activities. The **As** look at WB99 and the **Bs** at WB100. Read the four example questions on WB99 / 100. Explain that the pupils should use similar questions to find out the information they need to complete the chart. Elicit the nine questions the **As** need to ask. For example:

How much		rice		did Nadia buy?
		sugar		

How many cucumbers did Nadia buy?

Do the same with the **Bs**. Pupils work in **A / B** pairs and exchange information completing the information gap activity in the usual way.

4 Write sentences WB7.9B

A Elicit what Amal bought and write the items on the board in a full sentence. Focus attention on the use of commas between each item.

B Clean the board. Tell the pupils to write about Amal and Nadia or Anne and Aisha in WB7.9B.

Learning objectives Read and understand a cartoon story.
Show understanding by ordering sentences.

Language focus -

Vocabulary quickly, airport

1 Vocabulary revision and presentation

Present *quickly*. Try and elicit the opposite, *slowly*. Practise some more opposites orally, including:

stop / start ill / well fast / slow lost / found

Add matching pairs like:

son / daughter mother / father yours / mine

Write the words on the board in random order. Pupils write them in pairs in their copybooks.

2 Talk about pictures PB74/75

A Pupils look at PB74. Elicit the title. Ask about the pictures:

Picture 1: What does Hassan do?

Where do you think the man wants to go?

Picture 2: What does Hassan see?

Picture 3: Why do you think the policeman stops Hassan?

Picture 6: Where is the next man coming out of?

Picture 7: Where does Hassan take him?

B Pupil's Books closed. Elicit what the pupils know about the story so far.

3 Read the story PB74/75

A Pupils look at PB74 / 75. They read the whole story silently and find out exactly what happened with each of the people Hassan took in his taxi.

B Ask comprehension questions. Pupils can refer back to the text if necessary. For example:

Why did Hassan drive fast?

How did the policeman help?

Who found the camera?

4 Order sentences WB7.10A

Pupils look at WB7.10A. Ask a pupil to read the numbered sentence. Elicit the second and third sentences and get the class to number the boxes 2 and 3. Pupils finish the ordering task on their own.

Answers:

5, 3, 8, 1, 9, 6, 4, 7, 10, 2

5 Listen to the story and discuss what happens CS64

A Tell pupils to listen carefully to how the characters speak and the sound effects. Play CS64. Encourage them to imagine the story as it is happening.



B Ask what the class thinks about Hassan’s job. For example, ask if they think it is interesting or not, if Hassan enjoys it and why they think so. Ask if they think he was right to go back to the airport with the camera.

6 Answer questions WB7.10B

A Tell the pupils to discuss the questions in WB7.10B in pairs. Then elicit full answers from the different pupils.

Note: There are several answers to questions 3 and 4.

B Tell the pupils to complete WB7.10B in writing.

Cassette Section 64 is the story on PB74/75.

Learning objectives Perform a story.
Extract specific information from a recorded conversation.
Play a guessing game.

Language focus Yes / No questions

Vocabulary pot, workshop

1 Perform a story PB74 / 75 CS64

A Pupils look at PB74 / 75. They read the story in pairs. One pupil plays the part of Hassan and the other plays everyone else.

B Tell the pupils to listen to how the characters speak on the cassette. Play CS64. Allocate the seven parts to different pupils. They perform the whole story.

2 Listen for specific information WB7.11A CS65

A Introduce the quiz show the pupils will hear on cassette. Then explain the Workbook task. Play Band **1** of the cassette. Pupils tick **Yes** or **No** in their Workbooks. When they have finished tell them to think about the job of the first person. (They should not say who it is at this point.) Play Band **1** again and let them check their answers. This time they should write the person's job in the space provided.

Do the same with **B** and 2.

B Check answers to the **Yes / No** questions as a class. Then elicit what different pupils think the jobs are. When you have established the answer, ask the pupils to tell you how they know.

3 Play a guessing game WB7.11B

A Present the new words *pot* and *workshop*. Then demonstrate the game with the class. You take the role of pupil **A**, the class takes the role of pupil **B**.

B Tell the pupils to continue the game in pairs.

4 Write descriptions

Tell the pupils to write descriptions of some of the jobs in their copybooks. They can use WB7.11B to help them. For example:

A carpenter works in a workshop. He makes things.

Cassette Section 65

Presenter:

Band 1: What's my job? Ask me questions to find out. I will only answer *Yes* or *No*.

Boy 2: OK. Do you take people to different places?

Boy 1: No.

Boy 2: Do you take care of people?

Boy 1: No.

Boy 2: Do you take care of animals?

Boy 1: No.

Boy 2: Do you make things?

Boy 1: Yes.

Boy 2: Do you work in a shop?

Boy 1: Yes.

Boy 2: Are you a baker?

Boy 1: Yes, I'm a baker.

Presenter: **Band 2**

Girl 1: Do you take people to different places?

Girl 2: No.

Girl 1: Do you take care of people?

Girl 2: Yes.

Girl 1: Do you wear a uniform?

Girl 2: Yes.

Girl 1: Are you a nurse?

Girl 2: Yes, I'm a nurse.

Presenter: **Band 3**

Boy 1: Do you take care of people?

Boy 2: No.

Boy 1: Do you make things?

Boy 2: No.

Boy 1: Do you take people to different places.

Boy 2: No.

Boy 1: Do you work in a workshop?

Boy 2: No.

Boy 1: Do you work in an office?

Boy 2: Yes.

Boy 1: Do you type letters?

Boy 2: Yes.

Boy 1: Are you a secretary?

Boy 2: Yes, I'm a secretary.

Learning objectives	Complete one speaker's part of a conversation by writing questions.
Language focus	Question formation
Vocabulary	*Red Crescent, uniform, hard

1 Ask and answer questions WB7.12A

A Tell the pupils they are going to find out about Nadia, a nurse, whose sister is a teacher. Then explain that Nadia went to a school to talk about her job. Tell the pupils to read the introduction in WB7.12A and find when the visit took place (last week). Then ask *What did the girls do?*

B Elicit the sort of questions the girls might have asked. Then introduce Nadia's six answers in WB7.12A. Present the new words *uniform* and *hard*. Go through the first three answers orally and elicit the questions. Pupils work in pairs and form the last three questions. Elicit the questions. Practise asking and answering in open pairs.

2 Write questions WB7.12A

A Pupils write the questions in their Workbooks. While they are working, write up the first word of each question to help them:

- 1 Where ... ?
- 2 Do ... ? etc

B Check answers. Get pairs of pupils to read the questions and answers aloud. Tell pupils to practise asking and answering in 'pairs'.

Answers:

- 1 Where do you work?
- 2 Do you have to wear a uniform?
- 3 Do you like your job?
- 4 Is it hard work?
- 5 How many people come to the hospital every day?
- 6 Would you like to be a doctor?

3 Write opinions about a job WB7.12B

A Elicit what nurses do. Write notes on the board. Let the pupils use Arabic where necessary. Translate any new words. Discuss the job using the notes on the board as prompts. Ask if the pupils would like to be a nurse or not. Elicit reasons for their answers

B Tell the pupils to write what they think about Nadia's job in WB7.12B.

4 Perform an interview

A Tell the pupils to imagine they have one of the jobs in WB7.11B. Ask them to think about their job so they can answer questions about it. Invite one pupil to come to the front of the class. Ask him or -her questions similar to those in WB7.12A.

B Tell the pupils to prepare similar interviews in pairs. Then get different pairs to come to the front and perform their interviews.

Learning objectives	Read for gist. Identify subject /verb / object sentences.
Language focus	Sentence syntax
Vocabulary	sometimes, passenger, seat, wooden, sick

1 Revision PB68 / 69

A Tell the pupils to look at PB68/69. Ask:

Who makes things?

Who gets food for people? etc

Make sure the pupils are familiar with the answers. Then continue the practice with books closed.

B Books open. Tell the pupils to listen and guess who you are talking about. Make simple descriptions like:

- I make things. They are things for people to eat.

- I get food for other people. I get the food from the sea.

2 Read for gist PB76 WB7.13A

A Look at PB76. Tell the pupils to read the first text and guess the job. Give enough time to read and think., Then elicit answers from different pupils. Ask them to justify their answers by referring to the text. Make sure they understand that they have to link information from several sentences to get the answer.

B Workbooks open. Tell the pupils to write the name of the job in 7.13A. Then get them to read and complete the other three answers.

C Ask the pupils to try and guess the meaning of the new words.

3 Sentence construction WB7.13B

Remind the pupils of subject / verb / object sentence construction using WB6.10. Then tell them to complete WB7.13B.

4 Write descriptions PB68 / 69

Look at PB68 / 69. Elicit oral descriptions of some of the jobs. Then tell the pupils to choose one job and write a paragraph similar to the ones on PB76. When they have finished get some pupils to read out their descriptions for the others to guess.

Learning objectives Read and understand family relationships.
Do two puzzles.

Language focus Possessives

Vocabulary -

1 Describe family relationships PB70 WB7.14A

A Ask about the four people in the picture on PB70 using the pattern *Who's Ali?* etc. Then use the diagram and ask questions like:

Who is Ali's son?

Who is Fatma's cousin? etc

B Tell the pupils to read and complete the sentences in WB7.14A. This is a kind of puzzle so the pupils should do it without preparation and write their answers in pencil. When they have finished they should discuss their answers with their partner. Finally check the answers as a class.

2 Do a word tree WB7.14B

Tell the pupils to use their Pupil's Books and Workbooks to help them complete the word tree. When they have finished, elicit answers and write them on the board.

3 Make words WB7.14C

Divide the class into two groups. One group uses the word *carpenter* to make words, the other group uses *fisherman*. Tell the pupils to work on their own and write as many words as they can from their group word. Give them a time limit of three minutes. Elicit the words from group 1 under the heading *carpenter* and then the words from group 2 under the heading fisherman. Count up the total number of words under each heading and write the score. Then rub off the words and tell each group to use the second word; group 1 uses *fisherman* and group 2 *carpenter*. Tell them to try to find more words than the other group. When they have finished, elicit the words again and add up the scores.

Learning objectives Write a descriptive paragraph.
Do a reading puzzle.

Language focus Consolidation

Vocabulary -

1 Language summary PB77

A Use the language summary page to make statements. Show the pupils how to make new sentences by substituting different words and phrases. Demonstrate as a class and then get the pupils to continue in pairs.

B Use the language table at the bottom of the page to get the pupils practising asking and answering in pairs.

2 Write a paragraph WB7.15A

A Introduce WB7.15A. Elicit some ideas from the pupils and write key words on the board. Use the words on the board to prompt descriptions from pupils of what they did the previous day as a taxi- driver or housewife.

B Tell the pupils to write the descriptions in their copybooks. While they write, go round helping and encouraging.

3 Do a reading puzzle PB53 WB7.15B

Pupils look at the reading puzzle on PB53 to remind them of the activity. Help them to find the owners of the vegetables as a class. Explain that the four girls go shopping again, this time for shoes. Tell the pupils to read the text in WB7.15B and find who the shoes belong to.

Answers:

Green shoes: Anna

White shoes: Nadia

Red shoes: Yasmin

Unit 7 word list

ago	fisherman	quickly
air-hostess	follow	*Red Crescent
airport	grow	seat
*arrow	hard	secretary
aunt	housewife	sell
bake	How much ... ?	shopkeeper
baker	inside	sick
builder	job kilo	sometimes
bus-driver	leave school	son
carpenter	leave / left (=forgot to take)	taxi-driver
*circle	*litre	type (v)
clinic	*nothing	uniform
*count	nurse	wooden
cousin	office	workshop
daughter	other	worse
dentist	outside	
different	painter	
doctor	passenger	
dressmaker	pilot	
everything	pot	
Excuse me	potter	

Glossary of key instruction words used in the Teaching Procedures

Check understanding

This is to find out what the pupils know at a particular point in the lesson. For example:

- after the presentation of new language.
- after introducing a task.
- at the end of the lesson.

Checking understanding should not be seen as testing the pupils, as this can be discouraging during the teaching process. It is just a way of finding out how much the pupils have understood and what needs further clarification.

Demonstrate

Demonstration is mainly used in connection with the introduction of Workbook activities. It involves *showing* the pupils what to do. This can be done using a similar activity or using some of the material from the book. Two important points to remember are:

- Workbook material should not be wasted by using more than a small part in a demonstration.
- If the activity involves writing, the pupils should not write during the demonstration.

Discuss

This indicates that the pupils should be asked for their own ideas about such things as the topic of the lesson, pictures in the pupils' material or even aspects of the language. It is a useful opportunity to present new vocabulary in a context familiar to the pupils. If they are not capable of a 'real' exchange of ideas, prompt the pupils, for example, by asking questions. In a 'discussion', the pupils can respond with one-word answers or short phrases. Sometimes it is appropriate for the discussion to take place in Arabic. However the discussion is carried out, the pupils should be encouraged to say what *they* think.

Elicit

This involves getting information *from the pupils*. There are many reasons why the teacher might want to do this, for example:

- to check understanding.
- to get information about a picture.
- to get the pupils reading phrases and sentences aloud.
- to find out what they think / know.

Eliciting from the pupils helps make sure they are following and keeps them involved in the lesson. It is always done orally; the pupils speak in response to a question or other prompt from the teacher.

Explain

This is a point in the lesson when the teacher is required to clarify what to do or give precise information on aspects of the language. It is important that any explanation is clear, simple and short. For example, it is enough to say 'A verb is a doing word'. as long as the pupils are then asked to give some examples. Misunderstandings can then be followed by another short explanation. English should generally be used for explanations, but there are times when Arabic is more appropriate, for example, with grammar explanations or during the introduction of cultural background information.

Introduce

This is often used when talking about Workbook activities. It is also used in relation to the topic, language point, or reading /listening texts. One reason for introducing aspects of the lesson is to raise interest among the pupils in what they are about to do, and thus help motivation. When introducing a Workbook activity it also helps give the pupils an idea of the purpose behind the activity; this will help the pupils do it with understanding rather than in a mechanical way. It is important to involve the pupils during the introduction stage using discussion, eliciting and reminding as well as some explanation.

Present

This is carried out with new vocabulary or a new language point and involves making the meaning clear for the class. Ideas are sometimes given in the teaching procedures; at other times it is up to the teacher to think of the most suitable presentation. Arabic translation would not normally be used to present the meaning, but Arabic can sometimes be elicited from the pupils to check understanding.

Prompt

This involves giving the pupils some help in the form of words, pictures, gesture etc, in order to get them speaking - or sometimes writing. It involves guiding the pupils to find answers for themselves using whatever knowledge they have. By encouraging involvement from the pupils, learning becomes memorable as well as interesting. The use of prompts contributes to the smooth running of the lesson.

Remind

This is carried out when the pupils need to make use of something they have done before. It might be a familiar topic where a picture would be enough to remind them. It could also be a familiar rule, such as punctuation, which pupils tend to forget; reminding in this case could be just highlighting the full stop and capital letter in a sentence on the board. On the other hand it might be something the pupils have only done once before such as a particular Workbook activity. Here they could be reminded by being shown what they had done with reference to the previous activity in the book.

Reminding should always be a quick process. Of course, if the pupils can't remember, it might be necessary to introduce the activity again, present the language a second time or further discuss the topic.

Word list Level 2

<i>adj = adjective</i>	<i>adv = adverb</i>	<i>n = noun</i>	<i>v = verb</i>
A	break / broke	Dave	fridge
Abdulla	bring / brought	daytime	frighten
about	broken	Dear	frightened
accident	build	dentist	*front (of the class)
across	builder	desert	
again	bus-driver	diary	G
ago	butter	different	garden
air	buy ... for	dinner	gazelle
air-hostess	*by (= <i>past</i>)	doctor	get to / got to (= <i>reach</i>)
airport	by bus	doll	get / got <i>brought</i> / <i>fetched</i>
alone		dream (v)	get / got <i>receive</i>)
along	C	dressmaker	giraffe
also	cage	driver	glasses
Amal	camp (n, v)	Dubai	glue
ambulance	Can you tell		goat
Ameena	candle	E	go camping
America	careful	early	go climbing
angry	carpenter	earrings	go fishing
animal	carry / carried	elephant	go for a walk
another	catch / caught	everybody	go horse-riding
any	*celery	everything	go to sleep
*arrow	cheetah	Excuse me	grass Great!
*art	chess set	F	grow
asked (ask / asked)	*circle	falcon	
Asma	class	fall / fell into	H
ate (eat / ate)	classroom	far	half
aunt away	*clear	farmer	hammer
	clinic	fast / fastest	happen / happened
B	Come on!	fed (feed / fed)	happy
back(adv)	comic	feed	hard
bad	cook/cooking	feel	have to
bake	corner	feeling	head
baker	*count	felt (feel / felt)	held (hold / held)
bathroom	cousin	Fennec	hers
bear	cross	fox	high
beautiful	cross over	find out	him
*begin/began	cry	Fine.	hit / hit
best	*cry (= <i>shout</i>)	fire	hold
biggest	cucumber	fish / fished	*hold up
birthday	cupboard	fisherman	hole
bite (v)	cut	flour	homework
both	cut up	fly / flew	horse
bowl		follow	hot
box	D	for	hour
bracelet	dangerous	forget / forgot	housewife
*branches	daughter	found (find/found)	How about ... ?

How much ... ?

I

idea
ill
*I'm back
in time
inside
into
island
*I spy
*It's raining
*it won't take long
*I've got no idea

J

jewellery shop
jigsaw puzzle
Jill
Jim
job
John
just (**adv**)
*just (I just don't know)

K

keep
keeper
*key
Khalid
kilo
kilometre
kind (**adj**)
kite
km (= kilometre)
*(20) kms away
knock down
Kuwait

L

ladder
*lady
lake
late
later
laugh
lazy
learn about
leave school
leave / left (= depart)

leave / left (=forgot to take)
left (**adv**)

*Let's see
lettuce
*like (**adv**)
lion list
*litre
long
long-eared owl
longest
*look after
look at
look for
look like
lost
lots of
love
lunch

M

make / made
map
Mariam
Mary
match (n)
me the way to ... ?
meet
message
mine
minute
*missing (words)
mix
model boat
monkey
moon
mountain
mouse
move
Mrs Evans
music

N

Nadia
nail
near
nearby
necklace
need

Never mind
new
Next
nice
*nothing
nurse
O
*object
office
olive
on holiday
on the way
one / ones
only (one shoe)
opened(open / opened)
opposite
other
others
otter
ours
out of
outside
owl

P

paint
paintbrush
painter
paints
pair of
paper
*parrot
partner
party
passenger
Pat
path
Penny
people
Peter
pick (v)
picnic
piece of
pilot
place
*plans
policeman
pool
pot
potato / potatoes

potter
present
pull
push
*put out
put up (a tent)

Q

quickly
quiet

R

rain / raining
*ran at
*ran away
*ran out of
rattlesnake
reach
ready
*Really?
*Red Crescent
*rhinoceros
ride (n)
Right.
right (**adv**)
ring
river
road
rope
roundabout

S

sad
sadly
said (say / said)
salad
Sam
sandals
sat down (sit / sat)
say
*scale
scissors
seat
secretary
sell
shall
Sheikh
*Simba
shine / shining
shopkeeper
short



shortest
shorts
shout / shouted
show
sick
sign
Simon
sink/sank
sit down
sky
sleep
slow / slowly
smallest
snake
so
somebody
something
sometimes
son
*soon
*spider
sports teacher
stand / standing
star
start
*stay
*stone
stop / stopped
story
straight on
string
*subject
suddenly
Sue
sugar
sun
super
swam (swim / swam)

T
Taha
Take care.

take a message
take photographs
take-away
take / took care of
tall
tallest
Tariq
taxi-driver
teacher
tent the police
theirs
them
those
through
throw/threw
tie (n, v)
tied (tie / tied)
tired
together
told (tell/told)
tomato / tomatoes
tomorrow
too (= also)
too (small)
took (take / took)
towards
toy shop
tractor
tree
try
turn
*turn / turned round
type (v)

U
uncle
uniform
until us

V
vegetables
*verb

very
very much
village

W
wait (a minute)
*wait and see
wake up
Way out
way
weather
well
Well (*interj*)
Well done.
What happened?
What's the matte
Which
Whose
will
won't
wood (trees)
wooden
word
work (v)
Workbook
workshop
worry
worse
would
write/wrote
*wrong

Y
Yasmin
year
yours
Yousif

Z
zebra
zoo

