



KSA - Edition

Smart Class 5

English Language
Elementary Stage
Sixth Elementary Grade
First Semester

اللغة الإنجليزية
المرحلة الابتدائية
الصف السادس الابتدائي
الفصل الدراسي الأول

كتاب المعلم

Teacher's Manual



KSA - Edition
Smart Class 5

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**English Language
Elementary Stage
Sixth Elementary Grade
First Semester**



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Smart Class 5 Syllabus

Communication Objectives	Structures	Vocabulary	Cross-curricular Connections	Phonics
Hello p. 5				
<ul style="list-style-type: none"> - to talk about friends and family - to describe physical appearance - to count to 100 - to talk about possession - to talk about what someone can and can't do 	<p>Who's that? (Ali). What's (her) name? (Her) name is (Fatima). (I) have got (blond hair). (She) has got (brown eyes). Have (you) got (twenty shells)? Yes, (I) have./No, (I) haven't. Has (she) got (fifty dolls)? Yes, (she) has./No, (she) hasn't. (He) can't (paint), but (he) can (do karate). Can (they) (swim)? Yes, (they) can./No, (they) can't. (He) is tall and thin.</p>	<p>Words describing appearance: pretty, ugly, straight hair, curly hair, blond(e) hair Colour: purple Numbers: 1-100 Object: shells Action: paint</p>	<p>Literature (chant / poem) Maths (counting) Social Studies (friends and family)</p>	
Module 1 • Every day p. 8				
<ul style="list-style-type: none"> - to talk about everyday activities - to identify means of transport - to talk about how one gets around - to talk about occupations - to talk about what people want to be when they grow up - to ask for and give reasons 	<p>(I) always (do my homework) after school. (You) never (brush your teeth) in the morning. Do (they) (walk to school)? Yes, (they) do./No, (they) don't. Does (she) (take the bus to school)? Yes, (she) does./No, (she) doesn't. What do you do? I'm a (firefighter). What does (he) do? (He)'s a (dentist). What do you want to be when you grow up? I want to be a (pilot). Why do you want to be a (pilot)? Because (I) want to (fly a helicopter).</p>	<p>Everyday activities: pray, do my homework, brush my teeth, have a shower, get dressed, take the bus, drive, walk, take the train, take a taxi, ride a bike Occupations: firefighter, lifeguard, dentist, photographer Work-related activities: put out fires, save people, fix teeth, fly a helicopter, take pictures, grow fruit and vegetables Adverbs of frequency: always, sometimes, never Prepositions of time: on, in, at, before, after</p>	<p>Literature (chant / poem) Social Studies (occupations) Art (drawing) English (fiction, capital letters, punctuation marks, writing a paragraph about one's day)</p>	<p>ph /f/ elephant phone gh /f/ laugh tough s /s/ walks paints s /z/ reads swims es, /ɪz/ teaches washes</p>
Module 2 • Right now p. 22				
<ul style="list-style-type: none"> - to talk about activities happening at the moment of speaking - to talk about sports - to talk about housework 	<p>What are you doing? I'm (playing tennis). I'm not (playing volleyball). What is (she) doing? (She)'s (doing the washing-up). (He) isn't (skateboarding). What are (they) doing? (They)'re (making a cake). (They) aren't (watching TV). Is (she) (doing gymnastics)? Yes, (she) is./No, (she) isn't. Are (they) (playing tennis)? Yes, (they) are./No, (they) aren't.</p>	<p>Sports: He is playing volleyball. They are playing tennis. He is playing baseball. He is kicking the ball. He is doing gymnastics. He is throwing the ball. They are playing table tennis. He is skateboarding. He is exercising. He is doing karate. Sports equipment: bat Housework: She is making a cake. She is cleaning. She is doing the washing-up. They are watering the plants. She is making the bed.</p>	<p>Literature (chant / poem) Health (exercising) Art (drawing, making silhouettes) English (fiction)</p>	<p>ea /ɪ/ teacher read ee /ɪ/ tree bee ay /eɪ/ play ai /eɪ/ rain i /aɪ/ rice ie /aɪ/ pie</p>

Communication Objectives	Structures	Vocabulary	Cross-curricular Connections	Phonics
Module 3 • My new house p. 36				
<ul style="list-style-type: none"> - to describe location - to identify items in a house - to talk about different types of homes - to talk about possession 	<p>Where's the (cat)? It's (behind) the (door). Where are the (toys)? They're (upstairs). They're in front of the (wardrobe). Whose (coat) is this? It's (mine). Whose (trainers) are these? They're (Ahmed)'s. They're (his). There is one (big room). There are a lot of (paper doors). Is there a (garden)? Yes, there is./No, there isn't. Are there (cushions)? Yes, there are./No, there aren't. There isn't (an armchair). There aren't (tables).</p>	<p>Parts of the house: door, floor, upstairs, downstairs, hall, dining room, garden, wall Items in a house: cushion, mat, armchair, bookcase, cupboard, fridge, clock, mirror, radio, painting Prepositions of place: on, in, under, opposite, between, in front of, behind Clothes: slippers Material: paper</p>	<p>Literature (chant / poem) Social studies (the traditional Japanese house) Art (drawing) English (fiction, using definite and indefinite articles, using adjectives, writing a paragraph about one's home)</p>	<p>oa /əʊ/ boat goat</p> <hr/> <p>ow /əʊ/ yellow window</p> <hr/> <p>ou /aʊ/ house shout</p> <hr/> <p>ow /aʊ/ cow sit down</p>
Module 4 • Food, please! p. 50				
<ul style="list-style-type: none"> - to identify and talk about food - to make a suggestion - to ask and answer about quantity - to learn how to order at a restaurant - to talk about where different kinds of food come from 	<p>There's some (milk). There are some (carrots). Let's (make a salad). Is there any (cheese)? Yes, there is./No, there isn't. Are there any (peppers)? Yes, there are./No, there aren't. How much (water) do you drink every day? Three glasses of water. How many (meals) do you eat every day? Three. What would you like (to drink)? I'd like some (water), please. Would you like some (dessert)? Yes, please./No, thanks. (Saliq) comes from (the KSA).</p>	<p>Food and drinks: onions, lettuce, butter, biscuits, sugar, flour, omelette, peas, pancake, pineapple, peppers, hummus, water, lemonade, watermelon, dessert, meal Action: exercise Container: a glass of milk Time: hour</p>	<p>Literature (chant / poem) Health (food) Art (drawing) English (fiction, using <i>too</i>, writing about one's favourite food)</p>	<p>ow /əʊ/ pillow throw</p> <hr/> <p>ow /aʊ/ town cow</p> <hr/> <p>ere /eə/ where there</p> <hr/> <p>air /eə/ hair chair</p> <hr/> <p>ear /eə/ pear bear</p>

Welcome to Smart Class

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

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

Course Components

Student's Book

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

Each module includes a wide range of chants / poems, stories, various activities with pictures and photos, games, as well as projects that stress the communicative function of the language and motivate learners to participate actively. Various sounds are also introduced and practised in Smart Class 5. There is also a *Smart Time* page after the completion of each module with cultural information.

Workbook

The Workbook includes supplementary practice of the structures and the vocabulary presented in each lesson. All skills (listening, speaking, reading, writing) are practised extensively. A wide variety of tasks, board games and listening activities provide ample opportunity for learners to develop their communication skills.

Teacher's Manual

The Teacher's Manual contains a reduced version of the Student's book and provides teachers with a step-by-step guide to teaching each lesson. There are clearly staged teaching guidelines for each activity and listening transcripts for everything that is included in the Class CDs.

The Teacher's Manual includes the following sections:

Language focus: At the beginning of each lesson the main learning objectives, active vocabulary and target structures are clearly laid out.

Materials: This section contains a detailed list of all the extra materials teachers will need for the activities suggested in the lesson.

Revision: It is suggested that a few minutes be devoted to some revision at the beginning of each lesson. This may take the form of a brief game or brainstorming.

Warm Up: The main objective of this stage is to introduce the topic, spark learners' interest and activate their schemata (background knowledge) of the topic.

Lesson Plan: Each lesson plan includes a step-by-step guide to teaching each activity, including special sections for vocabulary and grammar, as well as TPR (Total Physical Response) activities.

Optional / Before leaving: Additional ideas for fun activities appear in the Teacher's Manual, aimed at both making the lesson more enjoyable and giving further practice. All activities are communicative and enable students to use the target language in order to complete a task.

Workbook: This section includes explanations and tips for the teacher. A key to each activity and listening transcripts are also included.

Tests: There are four one-page end-of-module tests and one two-page test for modules 1-4 at the back of the Teacher's Manual (pages 114-119). These pages are photocopiable. The listening transcripts as well as the keys for the tests follow. The tests are also available on the class CD.

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

Class CDs

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

Student's CD/CD-ROM

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

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

Course Outline

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

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

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

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

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

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

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

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

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

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

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

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

Workbook

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

Extra Material in the Student's Book

Grammar Reference

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

Board game

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

Picture Dictionary

The Picture Dictionary is a fun way of reinforcing students' knowledge of vocabulary through the categorisation of theme-related words with visual prompts. The Picture Dictionary (pages 64-65 of the Student's Book) is to be used as reference or consolidation at the end of a lesson or module. The Picture Dictionary appears in the Teacher's Manual (pages 94-98).

Cut-outs

A set of separate cut-outs is included at the back of the Student's Book (pages 138-145) for classroom use. Instructions for the use of these cut-outs are included in the corresponding lessons of the Teacher's Manual.

Extra Material in the Teacher's Manual

Phonics cards

At the back of the Teacher's Manual (pages 105-110), there are 36 photocopiable phonics cards. Copies can be given to students to cut and colour, and play various games. Instructions for the use of the phonics cards are included in the corresponding lessons of the Teacher's Manual.

Flashcards

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

Interactive Whiteboard material

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

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



Language focus



Materials



Warm up activities



TPR activities



Track



Games



Before leaving activities



Workbook



Key to the activities



Notes

Abbreviations used in the Teacher's Manual:

S: student

Ss: students

TM: Teacher's Manual

SB: Student's Book

WB: Workbook

Track list for Student's CD / CD-ROM

Track	Module	Activity	Track	Module	Activity
1	Titles		42	3 A chant	Vocabulary
2	Hello	Vocabulary	43	3 A chant	1. Look and listen
3	Hello	1. Listen and match	44	3 Smart kids	Vocabulary
4	Hello	Vocabulary	45	3 Smart kids	1. Listen and read
5	Hello	4. Listen and read	46	3 Our world	Vocabulary
6	Hello	7. Read	47	3 Our world	1. Listen and read
7	1 A chant	Vocabulary	48	3 Let's play	Vocabulary
8	1 A chant	1. Listen and match	49	3 Phonics boat - yellow	1. Listen and say
9	1 Smart kids	Vocabulary	50	3 Phonics boat - yellow	2. Listen and chant
10	1 Smart kids	1. Listen and read	51	3 Phonics boat - yellow (Workbook)	1. Listen, say and circle
11	1 Our world	Vocabulary	52	3 Story time	1. Listen and read
12	1 Our world	1. Listen and read	53	3 Project	1. Read the text
13	1 Let's play	Vocabulary	54	3 Smart Time 3	Vocabulary
14	1 Phonics phone - laugh	1. Listen and say	55	3 Smart Time 3	1. Listen and read
15	1 Phonics phone - laugh	2. Listen and chant	56	3 Phonics house - cow	1. Listen and say
16	1 Phonics phone - laugh (Workbook)	1. Listen, say and circle	57	3 Phonics house - cow	2. Listen and chant
17	1 Story time	1. Listen and read	58	3 Phonics house - cow (Workbook)	1. Listen, say and circle
18	1 Project	1. Read	59	3 Phonics revision (Workbook)	1. Listen and say
19	Smart Time 1	Vocabulary	60	4 A chant	Vocabulary
20	1 Smart Time 1	1. Listen and read	61	4 A chant	1. Listen and match
21	1 Phonics walks - reads - teaches	1. Listen and say	62	4 Smart kids	Vocabulary
22	1 Phonics walks - reads - teaches	2. Listen and chant	63	4 Smart kids	1. Listen and read
23	1 Phonics walks - reads - teaches (Workbook)	1. Listen, say and circle	64	4 Our world	Vocabulary
24	1 Phonics revision (Workbook)	1. Listen and say	65	4 Our world	1. Listen, read and circle
25	2 A chant	Vocabulary	66	4 Let's play	Vocabulary
26	2 A chant	1. Listen and number	67	4 Let's play	1. Listen and read
27	2 Smart kids	Vocabulary	68	4 Phonics pillow - town	1. Listen and say
28	2 Smart kids	1. Listen and read	69	4 Phonics pillow - town	2. Listen and chant
29	2 Our world	Vocabulary	70	4 Phonics pillow - town (Workbook)	1. Listen, say and circle
30	2 Our world	1. Listen and read	71	4 Story time	1. Listen and read
31	2 Phonics teacher - tree	1. Listen and say	72	4 Project	1. Read
32	2 Phonics teacher - tree	2. Listen and chant	73	4 Smart Time 4	Vocabulary
33	2 Phonics teacher - tree (Workbook)	1. Listen, say and circle	74	4 Smart Time 4	1. Listen and read
34	2 Story time	1. Listen and read	75	4 Phonics where - hair - pear	1. Listen and say
35	2 Project	2. Show and tell	76	4 Phonics where - hair - pear	2. Listen and chant
36	2 Smart Time 2	Vocabulary	77	4 Phonics where - hair - pear (Workbook)	1. Listen, say and circle
37	2 Smart Time 2	1. Listen and read	78	4 Phonics revision	1. Listen and say
38	2 Phonics play, rain - rice, pie	1. Listen and say			
39	2 Phonics play, rain - rice, pie	2. Listen and chant			
40	2 Phonics play, rain - rice, pie (Workbook)	1. Listen, say and circle			
41	2 Phonics revision (Workbook)	1. Listen and say			

Track list for Class CDs

CD1

Track	Module	Activity	Track	Module	Activity
1	Titles		45	2 A chant	Vocabulary
2	Hello	Vocabulary	46	2 A chant	Activity 1 - Chant
3	Hello	Activity 1 - Chant	47	2 A chant	Activity 1 - Poem
4	Hello	Activity 1 - Poem	48	2 A chant	Activity 4
5	Hello	Activity 2	49	2 Smart Kids	Vocabulary
6	Hello	Activity 3	50	2 Smart Kids	Activity 1
7	Hello	Vocabulary	51	2 Smart Kids	Activity 3
8	Hello	Activity 4	52	2 Smart Kids	Activity 4
9	Hello	Activity 6	53	2 Our world	Vocabulary
10	Hello	Activity 7	54	2 Our world	Activity 1
11	Hello	Activity 8	55	2 Our world	Activity 3
12	1 A chant	Vocabulary	56	2 Our world	Activity 4
13	1 A chant - Chant	Activity 1	57	2 Let's Play	Activity 1
14	1 A chant - Poem	Activity 1	58	2 Let's Play	Workbook act. 1
15	1 A chant	Activity 5	59	2 Phonics teacher - tree	Activity 1
16	1 Smart Kids	Vocabulary	60	2 Phonics teacher - tree	Activity 2 - Chant
17	1 Smart Kids	Activity 1	61	2 Phonics teacher - tree	Activity 2 - Poem
18	1 Smart Kids	Activity 3	62	2 Phonics teacher - tree	Workbook act. 1
19	1 Smart Kids	Activity 4	63	2 Phonics teacher - tree	Workbook act. 2
20	1 Our world	Vocabulary	64	2 Phonics teacher - tree	Workbook act. 3
21	1 Our world	Activity 1	65	2 Story Time	Activity 1
22	1 Our world	Activity 4	66	2 Revision	Activity 2
23	1 Our world	Workbook act. 2	67	2 Project	Activity 2
24	1 Let's play	Vocabulary	68	Smart Time 2	Vocabulary
25	1 Let's play	Activity 1	69	Smart Time 2	Activity 1
26	1 Let's play	Workbook act.1	70	2 Phonics play, rain - rice, pie	Activity 1
27	1 Phonics phone - laugh	Activity 1	71	2 Phonics play, rain - rice, pie	Activity 2 - Chant
28	1 Phonics phone - laugh	Activity 2 - Chant	72	2 Phonics play, rain - rice, pie	Activity 2 - Poem
29	1 Phonics phone - laugh	Activity 2 - Poem	73	2 Phonics play, rain - rice, pie	Workbook act. 1
30	1 Phonics phone - laugh	Workbook act. 1	74	2 Phonics play, rain - rice, pie	Workbook act. 2
31	1 Phonics phone - laugh	Workbook act. 3	75	2 Phonics play, rain - rice, pie	Workbook act. 3
32	1 Story Time	Activity 1	76	2 Phonics Revision	Workbook act. 1
33	1 Revision	Activity 1	77	2 Phonics Revision	Workbook act. 2
34	1 Project	Activity 1			
35	Smart Time 1	Vocabulary			
36	Smart Time 1	Activity 1			
37	1 Phonics walks - reads - teaches	Activity 1			
38	1 Phonics walks - reads - teaches	Activity 2 - Chant			
39	1 Phonics walks - reads - teaches	Activity 2 - Poem			
40	1 Phonics walks - reads - teaches	Workbook act. 1			
41	1 Phonics walks - reads - teaches	Workbook act. 2			
42	1 Phonics walks - reads - teaches	Workbook act. 3			
43	1 Phonics Revision	Workbook act. 1			
44	1 Phonics Revision	Workbook act. 2			

CD2

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

Language focus

Objectives

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

Vocabulary

Words describing appearance:

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

Colour: purple

Object: shells

Numbers: 1-100

Action: paint

Structures

I have got (blond hair).

He has got (brown eyes).

His (eyes) are (brown).

Have you got (twenty dolls)?

Yes, I have. / No, I haven't.

(I) can (swim). (He) can't (paint).

Can (you) (play football)?

Yes, (I) can. / No, (I) can't.

(He) is tall and thin.

Materials

- flashcards of *pretty, ugly, straight hair, curly hair, blond(e) hair, purple, shells, paint, ride a bike, swim, fly, play basketball, play football, cook*
- a bag
- Blu tack
- photocopies of the flashcards of *Ahmed, Jameel* and *Sharky* (one per S)
- photos of your family members

Lesson plan



Warm up

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

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

Vocabulary Track 2

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

Activity 1 Track 3 - Chant Track 4 - Poem

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

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



1st verse: Sharky, the shark 2nd verse: Ahmed 3rd verse: Jameel



TPR Activity

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

Grammar box

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

Activity 2 Track 5

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



Hello



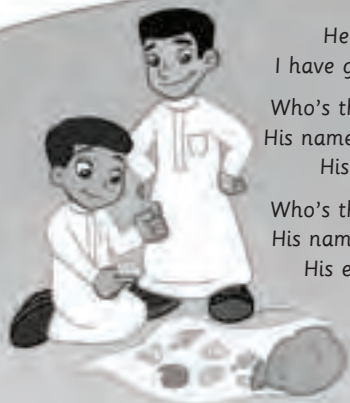
1 Listen and match. Then say.

Smart friends

Hello, I'm Sharky. I'm a big fish.
I have got big teeth and three purple fins.

Who's that? Who's that? What's his name?
His name is Ahmed. He has got brown eyes.
His hair is brown. He's very nice.

Who's that? Who's that? What's his name?
His name is Jameel. He has got black hair.
His eyes are brown. He's over there.



2 Play.

Has he got green eyes?

No, he hasn't. He has got brown eyes. His hair is brown. What's his name?

Ameer.

Yes.



Look!

I have got brown eyes.
He has got brown eyes.

Has she got fifty dolls?
Yes, she has. / No, she hasn't.

They haven't got black hair.

3 Listen and write the numbers.

	shells	jigsaw puzzles	teddy bears
1. Saleh	90		
2. Sarah			
3. Tom			
4. Pat			

5

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

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

Activity 3 Track 6

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

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

Listening transcript

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

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



Optional Number bingo

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

12	100	57
50	40	22
60	3	15

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



paint

4 Listen and read.

My Friends



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



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



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

Vocabulary Track 7

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

Activity 4 Track 8

- Stick the flashcards of *ride a bike, swim, fly, play basketball, play football, and cook* on the board. Point to each one and encourage Ss to say the words / phrases.
- Say *I can ride a bike. I can't fly.* Write the sentences on the board and invite Ss to tell you what they mean.
- Ask different Ss if they can do different actions, e.g. *Can you (play basketball)?* and encourage them to answer *Yes, I can. / No, I can't.*
- Then stick the flashcard of *paint* on the board. Say the word aloud and ask Ss to repeat.
- Have Ss look at the pictures and tell you what each child can do. (1. He can play football. 2. He can swim. 3. She can paint.)
- Ask Ss to point to the appropriate picture as you play the CD.
- Play the CD again and encourage Ss to shadow read (read along with the CD).
- Play the CD again and pause after each phrase for Ss to repeat.
- Ask Ss some questions to check comprehension:
How old is Salim? (12)
What's his favourite sport? (Football.)
Can he play football? (Yes, he can.)
Can Saleh play football? (No, he can't.)
What can he do? (He can swim.)
Can Sarah swim? (No, she can't.)
Can Sarah paint? (Yes, she can.)

Grammar box

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

Activity 5

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

Look!

I	can	swim.	Can	you	swim?	Yes,	I	can.
He	can't	swim.	Can	he	swim?	No,	he	can't.
She	can't	swim.	Can	she	swim?		she	can't.
They	can't	swim.	Can	they	swim?		they	can't.

5 Read activity 4 and circle.

1. Salim **can** / **can't** play football.
2. Saleh **can** / **can't** swim.
3. Sarah **can** / **can't** swim.
4. Sarah **can** / **can't** paint.

6 Write ✓ for 'I can' and ✗ for 'I can't.' Then ask and answer.



	You	Your friend
play basketball		
swim		
paint		
ride a bike		

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

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

Activity 6 Track 9

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



Optional

Do as I say

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

7 Read about Afaf's family. 

My family



My name is Afaf. This is my family. My father has got brown eyes and brown hair. He can play football. My mother has got long, brown hair. My brother, Saleh, is 6 years old. His favourite sport is basketball. We have got a rabbit. Its name is Fluffy. It's great!



8 Ask and answer. 

Is he your father?

No, he isn't. He's my uncle. He's tall and thin. He's got black hair. His eyes are brown.

7

Activity 7  Track 10

- Stick pictures of your own family members on the board.
- Point to one of your family members and say, e.g. *This is my (father). He has got brown hair and brown eyes. He can play basketball and he can swim. He can't play football.*
- Repeat the same procedure with the rest of your family members.
- Write on the board:
This is my _____.
He/She has got _____ hair and _____ eyes.
He/She can _____. He/She can't _____.
- Ask different Ss to talk about a member of their family.
- Direct Ss' attention to the photo of the family on page 7 and the title and ask them to guess what the text is going to be about. (A family.)
- Play the CD and ask Ss to follow along in their books.
- Ask Ss comprehension questions such as the following:
What's the girl's name? (Afaf.)
What colour are her father's eyes? (Brown.)
What can he do? (He can play football.)
What has her mother got? (Long brown hair.)
How old is her brother? (Six.)
What's his favourite sport? (Basketball.)
What's the name of their rabbit? (Fluffy.)

- If you have time, choose a few Ss to read the text.

Activity 8  Track 11

- For this activity, Ss should bring photos of their family members. Specifically boys should bring photos of their father, uncle, grandfather and friend, while girls should bring photos of their mother, aunt, grandmother and friend.
- Divide Ss into pairs or small groups.
- Ask Ss to place the photos of their family members on their desks.
- Ss take turns to talk about their family members to their partner / the rest of the group.



Optional Whose friend is it?

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

1 Every day

A chant

Language focus

Objectives

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

Vocabulary

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

Adverbs of frequency: always, sometimes, never

Structures

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

He sometimes (has a shower) in (the morning) / before (bedtime).

You never (brush your teeth).

Materials

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

Lesson plan

Warm up

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

1 Every day

A chant



pray



do my homework



brush my teeth

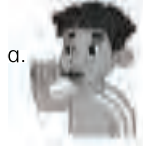


have a shower



get dressed

1 Listen and match. Then say.



a.



b.



c.

Ameer's day

In the morning I get up.
I always get up at five o'clock.

I pray and
I have breakfast
I always brush my teeth
And I always go to school
With my best friend, Keith.

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



d.



e.



f.



g.

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

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

8

Vocabulary Track 12

- Have Ss open their books to page 8 and point out the everyday activities in the vocabulary section. Play the CD a few times and have Ss point to the everyday activities and repeat.

Activity 1 Track 13 - Chant Track 14 - Poem

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

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

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



TPR Activity

- Play the chant / poem again and invite Ss to mime the actions as they say the chant / poem.
- Ask Ss to say the chant / poem again but replace the adverbs of frequency, the actions and times with different ones.

Look!

I always do my homework after school.
 I always have a shower in the morning.
 He sometimes goes to bed at 11:00 on Thursdays.
 You never watch TV before bedtime.

always

sometimes

never

3 Read, look and write always, sometimes or never.

- Omar _____ does his homework in the afternoon.
- The children _____ walk to school. They take the bus.
- Sarah _____ has a shower in the morning.

4 Read and circle.

- Karim always has a shower _____ the morning.
 a. on b. in c. at
- I never get up _____ 7 o'clock.
 a. on b. in c. at
- The children play football _____ Thursdays.
 a. on b. in c. at
- Jameel gets dressed _____ breakfast.
 a. on b. before c. at
- Saleh brushes his teeth _____ lunch.
 a. after b. at c. on

5 Play.

I always get up at 5 o'clock. I sometimes play basketball after school. I never play football.

Name	always	sometimes	never
Ali	gets up at 5 o'clock	plays basketball	plays football
1.			
2.			
3.			

9

Activity 2

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

1. T 2. F 3. F 4. T 5. F 6. T

Grammar box

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

Activity 3

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

1. always 2. never 3. sometimes

Activity 4

- Have Ss read through the sentences. Explain that they have to circle the correct prepositions to complete them.

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

Activity 5 Track 15

- Direct Ss' attention to the picture and ask them what they think the boy is doing. (He's talking about everyday activities he does.)
 - Play the CD and have Ss repeat.
 - Divide Ss into groups of four.
 - Direct Ss' attention to the table and explain that they will take turns talking about activities they always, sometimes and never do.
 - Make sure to point out to Ss that when they write about the other members of their group, they will use *he* or *she* and add *-s* or *-es* to the verb.
 - Once Ss have finished filling in their tables, in turns have each group report their findings to the class.
- open answers



Optional Hot card pantomime

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



Workbook

Activity 1

- goes to bed
- have dinner
- does... homework
- has a shower
- get dressed
- brushes... teeth

Activity 2

- never
- always
- always
- sometimes

Activity 3

- after
- on
- at
- before
- in, at

1 Smart kids

Language focus

Objectives

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

Vocabulary

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

Structures

Do (you) walk to school?

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

Does (he) take the bus to school?

Yes, (he) does. / No, (he) doesn't.

Materials

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

Revision

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

Lesson plan

Warm up

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

Vocabulary Track 16

- Have Ss open their books to page 10 and point out the pictures in the vocabulary section. Play the CD a few times and have Ss point to the correct picture in the vocabulary section and repeat.

1 Smart kids



take the bus



take a taxi



take the train



ride a bike

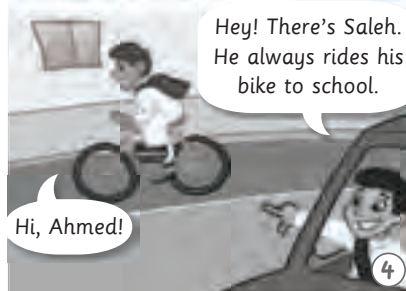
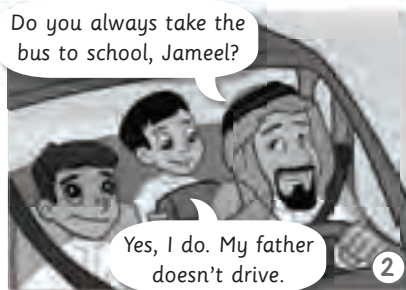
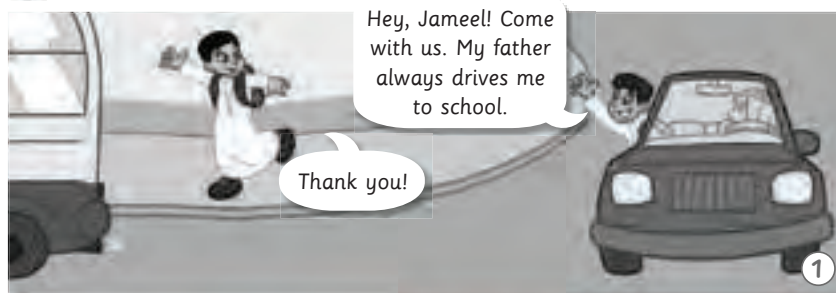


drive



walk

1 Listen and read.



10

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

Activity 1 Track 17

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

Grammar box

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

Look!

Do you walk to school? < Yes, I do.
No, I don't.

Does he take the bus to school? < Yes, he does.
No, he doesn't.

2 Read activity 1 and match.

1. Does Ahmed walk to school? a. No, he doesn't.
2. Does Jameel take the train to school? b. No, they don't.
3. Do Omar and Hassan take the bus to school? c. Yes, he does.
4. Does Saleh ride his bike to school? d. No, he doesn't.

3 Listen and number (1-4).a b c d **4 Ask and answer.**

Does your father drive to work?

No, he doesn't. He takes the train.

- take a taxi
- take the train
- drive
- walk
- ride a bike
- take the bus

11

Encourage Ss to answer *Yes, he does*.

- Point to Ahmed in activity 1 and ask Ss *Does he take the bus to school?* Encourage Ss to answer *No, he doesn't*.
- Point to Omar and Hassan in activity 1 and ask *Do they walk to school?* Encourage Ss to answer *Yes, they do*.
- Direct Ss' attention to the grammar box.
- Read the questions and answers aloud and have Ss repeat.
- Ask Ss similar questions and encourage them to answer.
- Refer Ss to the *Grammar reference* at the back of the book.

Activity 2

- Ss read the dialogue again to match the questions to the correct answers.
- Have Ss compare their answers in pairs, then check as a class.

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

Activity 3 Track 18

- Direct Ss' attention to the first picture and ask *Does he ride his bike to school?* Encourage Ss to answer *Yes, he does*. Then point to the second picture and ask *Does he drive to work?* Encourage Ss to answer *No, he doesn't*. Ask similar questions for pictures c and d.
- Explain to Ss that they will listen to similar exchanges and that they have to write the numbers 1-4 according to the order in which they hear the exchanges.

- Play the CD once, pausing after each exchange in order to allow Ss enough time to fill in the correct numbers.
- Play the CD again, so that Ss can check their answers.
- Check answers as a class.

Listening transcript

1. **A:** *Does Afaf always walk to school?*

B: *Yes, she does. She always walks to school.*

2. **A:** *Does Ryan take the bus to school?*

B: *No, he doesn't. He always rides his bike to school.*

3. **A:** *Jim, do you drive to work?*

B: *No, I don't. I always take the bus.*

4. **A:** *Does Ameer ride his bike to work?*

B: *No. He never rides his bike to work. He always drives his car to work.*

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

Activity 4 Track 19

- Direct Ss' attention to the two children in the picture and ask them to guess what they are doing. (One of the boys is asking the other about what means of transport the members of his family use.)
- Play the CD and have Ss chorally repeat the exchange.
- To help Ss, you could draw the following table on the board:

Does	your father your mother your brother your sister	take the train drive walk ride a bike take the bus	to school? to work?
------	---	--	------------------------

- Divide Ss into pairs and have them do the activity.
- Invite a few pairs of Ss to do the activity in front of the class.

**Workbook****Activity 1**

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

Activity 2

1. Does... take
2. Do... ride
3. Does... walk
4. Does... take
5. Do... drive

1 Our world

Language focus

Objectives

- to identify and describe occupations

Vocabulary

Occupations: firefighter, lifeguard, dentist

Actions: put out fires, save people, fix teeth

Structures

What do you do?

I'm a (firefighter).

Materials

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

Revision

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

Lesson plan

Warm up

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

Vocabulary Track 20

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

1 Our world



firefighter



put out fires



lifeguard



save people



dentist



fix teeth

1 Listen and read.

Social Studies

People at work

Meet Tom, Afaf and Jim. They help people every day.



Tom Gordon

Interviewer: What do you do, Tom?

Tom: I'm a firefighter.

Interviewer: Do you always put out fires?

Tom: No, I don't. I sometimes save people and animals.

Interviewer: Are you a doctor?

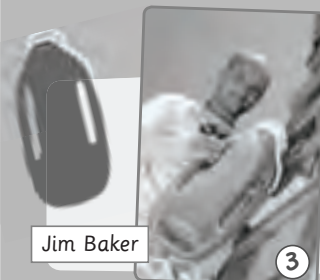
Afaf: I'm a dentist, a doctor for teeth.

Interviewer: And what do you do?

Afaf: I fix people's teeth.



Afaf Salman



Jim Baker

Interviewer: Are you a lifeguard?

Jim: Yes, I am.

Interviewer: Do you work at the beach?

Jim: Yes, I do.

Interviewer: What do you do?

Jim: I save people.

12

Activity 1 Track 21

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

Grammar box

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

Look! What do you do? I'm a firefighter.
What does she do? She's a dentist.

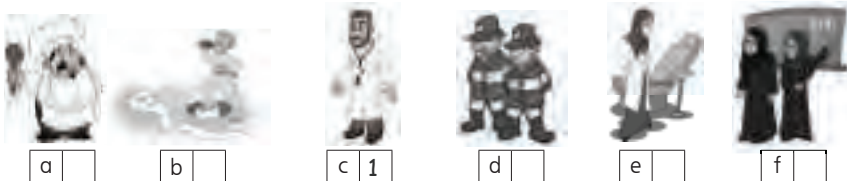
2 Read activity 1 and circle Yes or No.

- | | | |
|----------------------------------|------------|-----------|
| 1. Tom saves people and animals. | Yes | No |
| 2. Afaf puts out fires. | Yes | No |
| 3. Jim works in a hospital. | Yes | No |
| 4. Jim saves people. | Yes | No |
| 5. Afaf is a dentist. | Yes | No |

3 Read and write. Then look and number (1-6).

lifeguard firefighters ~~doctor~~ dentist chef teachers

- | | |
|---|--|
| 1. He works in a hospital.
He's a <u> doctor </u> . | 4. I save people.
I'm a <u> </u> . |
| 2. She fixes teeth.
She's a <u> </u> . | 5. He cooks in a restaurant.
He's a <u> </u> . |
| 3. They put out fires.
They're <u> </u> . | 6. We work in a school.
We're <u> </u> . |



4 Draw. Then ask and answer.

What do you do?

I'm a firefighter.
I put out fires and
save people.



13

- Ask Ss what they think *What do you do?* means and when we use this question. Elicit that we use it to ask about a person's occupation.

Activity 2

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

1. Yes 2. No 3. No 4. Yes 5. Yes

Activity 3

- Direct Ss' attention to the pictures and ask them to name the occupations.
- Explain to Ss that they have to read the sentences and write the occupation. Then they have to number the pictures according to the sentences.

1. c doctor 2. e dentist 3. d firefighters
4. b lifeguard 5. a chef 6. f teachers

Activity 4 Track 22

- Direct Ss' attention to the boys in the picture and ask them to guess what they're doing. (One of the boys has made a picture of a firefighter and he's showing it to the other boy.)
- Play the CD and have Ss chorally repeat the exchange.
- Explain to Ss that they have to choose an occupation and draw it on a piece of paper.

- Divide Ss into pairs or in small groups.
- Ss take turns presenting their drawings and saying a few sentences describing their occupation (what they do or where they work), as in the example.
- While Ss are doing this, go round the class and make sure Ss are using the correct structures.
- Choose a few Ss to present their drawings to the class.



Workbook

Activity 1

- WAITER
- DOCTOR
- FIREFIGHTER
- TEACHER
- CHEF
- LIFEGUARD
- DENTIST
- POLICE OFFICER

Activity 2 Track 23

Listening transcript

- A:** *What do you do, Fatima? Do you work in a hospital?*
B: *Yes, I do. I'm a doctor.*
- A:** *What do you do, Kevin? I save people.*
A: *Really? Are you a lifeguard?*
B: *No, I'm not. I'm a firefighter. I put out fires.*
- A:** *Craig, what do you do? Do you work in a hospital?*
B: *Yes, I do.*
A: *Oh! So you're a doctor.*
B: *No, I'm not. I'm a dentist. I fix people's teeth.*
- A:** *Ali, where do you work?*
B: *I work in a restaurant.*
A: *What do you do there?*
B: *Well, I'm a chef. I cook.*

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

1 Let's play

Language focus

Objectives

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

Vocabulary

Occupations: photographer

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

Structures

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

Why do you want to be a (pilot)?

Because I want (to fly a helicopter).

Materials

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

Revision

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

1 Let's play



photographer



take pictures



fly a helicopter



grow fruit and vegetables

Look!

What do you want to be when you grow up?

I want to be a farmer.

Why do you want to be a farmer?

Because I want to grow fruit.

1 Listen, read and write about you.

Then ask and answer with your friend. Use the photos.

What do you want to be when you grow up?

I want to be a pilot.

Why do you want to be a pilot?

Because I want to fly a helicopter.

Name	Job	Because
Ali	pilot	wants to fly a helicopter
You		
Your friend		



doctor



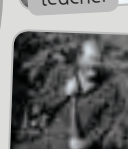
lifeguard



teacher



firefighter



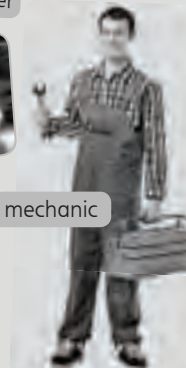
farmer



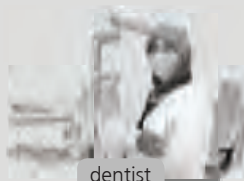
chef



taxi driver



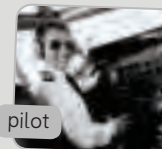
mechanic



dentist



police officer



pilot

14

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

Lesson plan



Warm up

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

Vocabulary Track 24

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

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

Grammar box


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

Activity 1 Track 25

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

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

Activity 2

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

Activity 3

 open answers



Optional

Working whispers

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



Workbook

Activity 1 Track 26

Listening transcript

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

1

Phonics

phone - laugh



Language focus

Objectives

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

Vocabulary

elephant, phone, laugh, tough

Phonics

ph /f/ - gh /f/



Materials

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

Lesson plan



Warm up

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

Activity 1 Track 27

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

Listening transcript

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

Activity 2



Track 28 - Chant



Track 29 - Poem

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

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



TPR Activity

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



Optional 1

What's that word?

- Divide Ss into two teams.
- Invite a S from each team to come to the board. Give each S a marker / a piece of chalk.
- Call out a word with the /f/ sound *ph* or *gh* and have Ss write the corresponding word on the board, e.g. *photo*.
- The S that does this the fastest wins a point for his/her team.
- Repeat the same procedure with the rest of the Ss.
- The team with the most points wins.

Phonics

phone - laugh

1

1 Listen and say.



2 Listen and chant.



Funny photo

Look at the photo
Next to the phone.
What is that?
What is that?
It is an elephant
And an ant.

The girls laugh
The girls laugh
The elephant is not
Very tough
It's not very tough.

15



Optional 2

Whispers

- Stick the flashcards (word side) of *elephant*, *phone*, *laugh*, *tough* on the board.
- Divide Ss into two teams. The teams stand in lines with their backs turned to you and the board except for the first player in each team, who should be facing you and the board.
- Give the first S in each line the phonics cards *ph* and *gh*. Make sure that the side with the picture faces up and the side with the sound faces down.
- When everybody is ready, point to a word, e.g. *phone*. The players facing you must show you the corresponding phonics card *ph*. Then they must whisper the word down the line. The last player in each team must touch the correct flashcard on the board and say the word (*phone*). If he/she does this correctly, the team gets a point.
- The last player then goes to the front of the line and faces you. Start again.
- Repeat until all players have come to the front of the line. The team with the most points wins.



Workbook

Activity 1 Track 30

- Play the CD once and have Ss point to the pictures in their books and repeat the words.
- Play the CD again and ask Ss to circle the word that doesn't belong (the /f/ sound is produced by different letters from the other two).
- Repeat the procedure with the rest of the words.
- Play the CD twice.
- Check Ss' answers.

Listening transcript

- | | | |
|-------------|----------|-------|
| 1. elephant | phone | laugh |
| 2. laugh | phone | tough |
| 3. tough | elephant | phone |
| 4. laugh | elephant | tough |



- | | | |
|-------------|----------|----------|
| 1. laugh | 2. phone | 3. tough |
| 4. elephant | | |

Activity 2

- Direct Ss' attention to the pictures and ask them to name the items.
- Explain to Ss that they have to match the pictures with the correct letters and then write the words in the correct category.
- Check Ss' answers.



- ph** 2. elephant, 4. phone
gh 1. tough, 3. laugh

Activity 3 Track 31

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

Listening transcript

- | | | |
|----------|-------------|----------|
| 1. tough | 2. phone | 3. photo |
| 4. laugh | 5. elephant | |



- | | |
|----------|-------------|
| 1. tough | 4. laugh |
| 2. phone | 5. elephant |
| 3. photo | |

Activity 4

- Explain to Ss that they have to match the two halves of the words and then, match them to the corresponding pictures.
- Check Ss' answers.



- | | |
|-----------------|--------------|
| 1. ele-phant, a | 2. tou-gh, d |
| 3. ph-one, b | 4. l-augh, c |

1 Story time

Language focus

Objectives

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

Materials

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

Revision

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

Lesson plan

Warm up

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

Activity 1 Track 32

Before reading

- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Tell Ss they will listen to and read a story with the title *What do you want to be?*

1 Story time

What do you want to be?

1 Listen and read.

It's Careers Day at school. Salim's father is a dentist. He fixes people's teeth.

I get up at five o'clock in the morning every day. I pray and have a shower. Then, I get dressed and I have breakfast. At six o'clock, I take the train to work.

I want to be a dentist, too!



Adel's father is a firefighter. He puts out fires and saves people.

I drive my car to work. Sometimes, I have breakfast, lunch and dinner at work!

Or... no... I want to be a firefighter because I want to put out fires.



16

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

While reading

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

Frame 1: It's Careers Day at school and the Ss have brought their fathers to school to talk about their occupations to the class. First Salim's father, who is a dentist, tells the Ss about a typical day in his occupation. The yellow goldfish is listening to Salim's father attentively and says it wants to be a dentist, too. The orange goldfish is indifferent.

Frame 2: Adel's father, who is a firefighter, is next to talk about a typical day in his life. The yellow goldfish changes its mind when it hears Adel's father talking and says that it wants to be a firefighter. The orange goldfish is getting annoyed now.

Saud's father is a chef. He works in his restaurant.

I take a taxi to work and I cook all day. Sometimes, I go home late.

I want to be a chef, too, because I want to cook.



3

What do you want to be, Dexter?

I want to be a cat!



4

17

Frame 3: Then Saud's father, a chef, talks about his typical day. The yellow goldfish changes its mind once again and says that it wants to be a chef. The orange goldfish is getting angry with the yellow fish for going on and on.

Frame 4: The yellow goldfish asks Dexter, the orange goldfish, what it wants to be and Dexter answers it wants to be a cat, implying it would like to eat the yellow goldfish so that it can finally stop talking.

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

After reading

- Ask Ss comprehension questions, such as the following:

Frame 1: *What does Salim's father do? (He's a dentist. He fixes people's teeth.) What time does he get up? (He gets up at 5 o'clock.) Does he drive to work? (No, he doesn't. He takes the train.)*

Frame 2: *What does Adel's father do? (He's a firefighter. He puts out fires and saves people.) Does he take the bus to work? (No, he doesn't. He drives to work.) Does he always have breakfast, lunch and dinner at home? (No, he doesn't. He sometimes has breakfast, lunch and dinner at work.) Why does the fish want to be a firefighter? (Because it wants to put out fires.)*

Frame 3: *What does Saud's father do? (He's a chef.) Does he walk to work? (No, he doesn't. He takes a taxi to work.) What does the yellow goldfish want to be? (It wants to be a chef, too.) Why? (Because it wants to cook.)*

Frame 4: *What does Dexter want to be? (It wants to be a cat.) Is Dexter happy? (No, it isn't.)*

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



Optional

What do I do?

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



Workbook

Activity 1

1. c, e 2. a, d 3. b, f

Activity 2

1. six o'clock
2. at work
3. the taxi
4. a cat

Activity 3

open answers

1 Revision

Language focus

Objectives

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

Materials

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

Revision

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

Revision 1

1 Listen and circle.



Yes No



Yes No



Yes No



Yes No



Yes No



Yes No

2 Look and write.



Jameel is a farmer. He (1) _____ (not save) people.

He (2) _____ (have got) animals and

(3) _____ (grow) fruit and vegetables.

Afaf is a dentist. She (4) _____ (fix) people's teeth,

but she (5) _____ (not work) in a hospital.

Omar (6) _____ (fly) a plane. He's a pilot.

Saud (7) _____ (put out) fires and

(8) _____ (save) people. He's a firefighter.

18

Lesson plan



Warm up

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

Activity 1 Track 33

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

Listening transcript

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



- No
- Yes
- Yes
- No
- No
- Yes

Activity 2

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



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



Optional

Do you get up at 5 o'clock?

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



Before leaving

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



Workbook

Activity 1



- always brushes
- never do
- always gets up
- sometimes play

Activity 2



- Do... walk - d
- Do... drive - c
- Does... ride - b
- Do... take - a
- Does... take - e

Activity 3



- at
- after
- at
- in

Activity 4



- lifeguard - c
- dentist - a
- pilot - b

Activity 5



- Afaf never brushes her teeth at night.
- They don't get up at 7 o'clock on Thursdays.
- Do you walk to school?
- Does Karim ride his bike to the park?
- I always have a shower in the morning.
- She doesn't work in a hospital.

Activity 6



- open answers

1 Project

Language focus

Objectives

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



Materials

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

Lesson plan



Warm up

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

Activity 1 Track 34

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



Writing tip

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



I sometimes do my homework after school.

Do you always walk to school?

I like dates very much!

Project

1 Read about Omar's day.

My day

I always get up at 5 o'clock in the morning. I have breakfast with my family. Then, I ride my bike to school. I do my homework after school. I sometimes play basketball. I love basketball! I always have a shower and I brush my teeth before bedtime.

Omar's day

In the morning	get up, have breakfast, ride my bike to school
After school	do homework, play basketball
Before bedtime	have a shower, brush my teeth



Writing tip

All sentences start with a **CAPITAL** letter and finish with a **full stop** (.).

e.g. *I have breakfast with my family.*

Always use a **question mark** (?) at the end of a question.

e.g. *What do you do in the morning?*

We use an **exclamation mark** (!) at the end of a sentence to show strong feelings.

e.g. *I love basketball!*

Stop!

19



Workbook

Activity 1

- Explain to Ss that they have to read the sentences and correct the punctuation marks in bold or add a capital letter.



1. **I** get up at five o'clock every day.
2. Do you walk to school?
3. I like dates very much!
4. After school, I sometimes play computer games.
5. **Before** bedtime, I never have a shower.
6. I love tennis!



Activity 2

open answers



Optional Seat switch

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

1 Smart time 1

Language focus

Objectives

- to provide Ss with cultural information

Materials

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

Revision

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

smart Time 1



wheel



boat



slow



fast



ski



helmet



fishing

1 Listen and read.

Different means of transport



① A quad bike is a bike with four wheels. People in the KSA ride quad bikes in the desert. They usually go early in the morning because it's not very hot. The drivers wear a helmet.



② A dhow is a traditional fishing boat of the Gulf. Dhows are slow but comfortable. People can have dinner on them or go on fishing trips.



③ People ride snowmobiles on snow. Snowmobiles haven't got wheels. They have got skis. They can go very fast. Snowmobile drivers wear a helmet. It is sometimes very cold on a snowmobile!

2 Read and tick (4).

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

20

Lesson plan



Warm up

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

Vocabulary Track 35

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

Activity 1 Track 36

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

- Ask Ss some comprehension questions, such as:

Text 1

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

Text 2

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

Text 3

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

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

Activity 2

- Explain to Ss that they have to refer to activity 1 and tick the correct boxes.
- Point out that more than one answer can be correct.
- Check Ss' answers.



1. quad bike
2. dhow
3. snowmobile, dhow
4. dhow
5. quad bike, snowmobile



Optional

My favourite means of transport

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

1

Phonics

walks - reads - teaches



Language focus

Objectives

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

Vocabulary

walks, paints, reads, swims, teaches, washes

Phonics

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



Materials

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

Lesson plan



Warm up

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

Activity 1 Track 37

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

Listening transcript

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

Activity 2 Track 38 - Chant Track 39 - Poem

- Direct Ss' attention to the pictures and ask them if they recognise the verbs depicted (*swims, walks, teaches, reads, washes, paints*).
- Play the chant / poem *Mr Ali's day* and have Ss listen and follow in their books.
- Play the chant / poem again, pausing after each line for Ss to repeat.
- Explain the word *smart* to Ss in L1.
- Then play the chant / poem once more and encourage Ss to say the chant / poem along with the CD.

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



TPR Activity

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



Optional 1

What's that sound?

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



Optional 2

Sound and picture pairs

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

Phonics

walks - reads - teaches

1 Listen and say.



2 Listen and chant.



Mr Ali's day
 In the morning he swims
 In his swimming pool
 And then,
 He walks to school.

He teaches Art.
 He is very smart.

On Thursday afternoon
 He reads his book.
 He washes his car
 Then, he paints. Look!

Activity 4

- Ss find the words depicted by the pictures in the grid, horizontally or vertically, and circle them.
- Then, they write them into the correct category.
- Point out that the red s is for /s/, the blue s is for /z/ and the es is for /z/.



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

s (red): walks, paints
 s (blue): reads, swims
 es: washes, teaches

Workbook Phonics Revision

Activity 1 Track 43

- Ask Ss to turn their books to p.78.
- Play the CD and have Ss listen, point and repeat.

Listening transcript

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



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

Activity 2 Track 44

- Play the CD twice and have Ss repeat the words and circle the correct letter/s / sound each word begins with / contains / ends in, as in the example.

Listening transcript

1. phone 2. tough 3. elephant
 4. teaches 5. reads 6. paints



1. ph 2. gh 3. ph 4. es 5. s 6. s

Workbook

Activity 1 Track 40

- Play the CD and ask Ss to circle the word that doesn't belong (ends in a different sound from the other two).

Listening transcript

1. walks, reads, swims 2. teaches, walks, paints 3. teaches, swims, washes

1. walks 2. teaches 3. swims

Activity 2 Track 41

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

Listening transcript

1. walks 2. swims 3. teaches
 4. paints 5. reads 6. washes a. 5 b. 1 c. 3 d. 6 e. 2 f. 4

Activity 3 Track 42

- Ss listen to the CD and match the pictures with the corresponding letter/s. Point out that the red s is for /s/, the blue s is for /z/ and es is for /z/.

Listening transcript

1. runs 2. laughs 3. fixes 4. drives 5. walks 6. brushes

s (red): 2, 5 s (blue): 1, 4 es: 3, 6

Now I can

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

Activity 1

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

Activity 2

- Follow the same procedure as in Activity 1.

Activity 3

- Read the first sentence aloud and have Ss repeat it and tick the box.
- Do this with the rest of the sentences / questions and answers.

2 Right now

A chant

Language focus

Objectives

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

Vocabulary

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

Structures

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

Materials

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

Lesson plan

Warm up

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

Vocabulary Track 45

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

2 Right now

A chant



He is playing volleyball.



They are playing tennis.



He is hitting the ball.



He is throwing the ball.



He is kicking the ball.

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



Having fun

I am running, you are jumping.
And you're hitting the ball.
We are having fun together.
We are playing volleyball.

Jassim is running. Saud is kicking.
They're playing football in the sun.
Ali and Omar are playing tennis.
They are having lots of fun.

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

1. Jassim is kicking the ball.
2. Jassim and Saud are playing football.
3. Ali and Karim are playing tennis.
4. Ameer is kicking the ball.
5. Karim and Ameer are playing volleyball.

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Activity 1 Track 46 - Chant Track 47 - Poem

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

- Ask Ss to tell you what they can see in the picture. (Two boys are playing volleyball. Two boys are playing tennis. Two boys are playing football.)
 - Tell Ss that they're going to listen to a chant / poem. Ask them to guess what it's going to be about.
 - Play the chant / poem once and have Ss listen.
 - Play the chant / poem a second time and have Ss number the activities shown in the pictures in the order that they are heard in the chant / poem. Pause after each activity is mentioned so that Ss have enough time to write in the numbers.
 - After Ss have numbered the pictures, have them look over the chant / poem again and write in the names of the children.
 - Play the chant / poem again for Ss to check their answers.
 - When Ss feel comfortable, invite them to say the chant / poem.
- a. 1 b. 4 Omar c. 2 Jassim d. 3 Saud

TPR Activity

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

Look!

I'm	playing.	I'm = I am	run → running ride → riding
He's		He's = He is	
She's		She's = She is	
It's		It's = It is	
We're		We're = We are	
You're		You're = You are	
They're		They're = They are	

3 Look at what they are doing now and complete.



1. Saleh _____
_____ (read) a book.



4. The boys _____
_____ (run).



2. Reema and Sarah _____
_____ (paint).



5. Afaf _____
_____ (sleep).



3. I _____
_____ (fix) my car.



6. We _____
_____ (cook) and you _____
_____ (eat).

4 Draw and say.

They're playing tennis.



23

Activity 2

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

1. F 2. T 3. F 4. F 5. T

Grammar box

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

- Explain to Ss that one-syllable verbs ending in one vowel + consonant, double the final consonant, e.g. *run-running, swim-swimming*. Additionally, verbs ending in -e, drop the -e and take -ing, e.g. *ride-riding*.
- Refer Ss to the *Grammar reference* at the back of the book.

Activity 3

- Tell Ss that they have to look at the pictures and complete the sentences using the Present Progressive of the verbs in brackets.



- is reading
- are painting
- am fixing
- are running
- is sleeping
- are cooking, are eating

Activity 4 Track 48

- Direct Ss' attention to the boy in the picture and ask them to guess what he's doing. (He has made a picture of two children playing tennis and he is presenting it.)
- Play the CD and have Ss chorally repeat the sentence.
- Explain to Ss that they have to choose one of the sports or actions they have learnt so far (playing volleyball, playing tennis, hitting the ball, throwing the ball, kicking the ball, etc.) and draw it on a piece of paper.
- Divide Ss into pairs or in small groups.
- Explain to Ss that they have to take turns to present their drawings and describe them, as in the example.



Before leaving

- Play the chant / poem *Having fun* (Track 46 or Track 47) and have Ss say the chant / poem and do the actions.



Workbook

Activity 1

- is
- are
- am
- are
- is
- are

Activity 2

- are playing volleyball.
- is running.
- is kicking
- are playing tennis.

2 Smart kids

Language focus

Objectives

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

Vocabulary

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

Structures

What are you doing?

I'm (making a cake).

What is she doing?

She's (cleaning).

Materials

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

Revision

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

Lesson plan

Warm up

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

Vocabulary Track 49

- Have Ss open their books to page 24 and point out the household jobs in the vocabulary section.
- Play the CD and have Ss point to the chores and repeat.
- Say the chores in random order and have Ss repeat and point.

Activity 1 Track 50

- Have Ss look at the presentation and

2 Smart kids



She is making a cake.



She is cleaning.



She is doing the washing-up.



They are watering the plants.



She is making the bed.

1 Listen and read.

What are you doing, Fatima?

I'm making a cake, Reema.



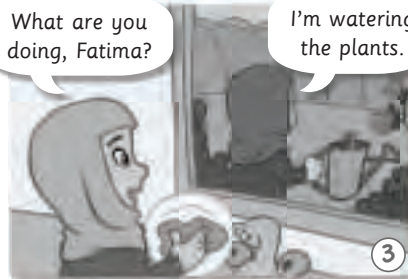
Can I help?

Sure! You can do the washing-up.



What are you doing, Fatima?

I'm watering the plants.



Hey, girls. Where are you going?

We're going to the park.



Reema, let's go to the park. What are you doing?

I'm cleaning. Sorry, Fatima.



24

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

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

Grammar box

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



Look!



What	are you is he is she are they	doing?	I'm He's She's They're	making a cake.
------	--	--------	---------------------------------	----------------



2 Read activity 1 and choose.



- In picture 1 Fatima is making a _____.
a. sandwich
b. cake
- In picture 2 Reema _____ to help Fatima.
a. wants
b. doesn't want
- In picture 3 Fatima is _____.
a. doing the washing-up
b. watering the plants
- In picture 4 Reema is _____.
a. watering the plants
b. doing the washing-up
- In picture 5 the two girls are _____.
a. watering the plants
b. going to the park
- In picture 6 Reema is _____.
a. cleaning the kitchen
b. doing the washing-up

3 Listen and tick (✓).

- 


a b
- 


a b
- 


a b
- 


a b

4 Look at activity 3. Then ask and answer.

What is he doing?

He's doing his homework.

25

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

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

Activity 2

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

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

Activity 3 Track 51

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

Listening transcript

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

2. **A:** Where are Kate and Lynn?

B: They're in the kitchen.

A: What are they doing? Are they eating?

B: I don't think so. They're making a cake.

3. **A:** Where's Mum?

B: She's in the bedroom.

A: Is she sleeping?

B: No, she isn't. She's making the bed.

4. **A:** Is Sahar in the kitchen?

B: Yes, she is.

A: What's she doing?

B: She's doing the washing-up.

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

Activity 4 Track 52

- Direct Ss' attention to the boys in the picture and ask them to guess what they are doing. (They are looking at the pictures in the previous activity and they're asking and answering questions.)
- Play the CD and have Ss chorally repeat the exchange. Have individual Ss model the exchange.
- Divide Ss into pairs.
- Explain that they have to refer to activity 3, take turns to choose a picture and ask what the people in it are doing.
- Have pairs of Ss talk about the pictures in front of the rest of the class.

**Workbook****Activity 1**

- a
- b
- a
- b
- b
- b

Activity 2

- He's doing his homework.
- She's making the bed.
- He's watching TV.
- He's watering the plants.
- She's doing the washing-up.
- She's making a cake.

2 Our world

Language focus

Objectives

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

Vocabulary

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

Sports equipment: bat

Structures

I'm not (skateboarding).

He/She isn't (exercising).

They aren't (playing baseball).



Materials

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

Revision

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

Lesson plan



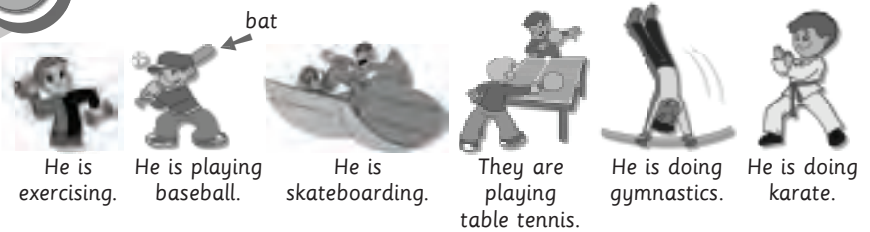
Warm up

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

Vocabulary Track 53

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

2 Our world



He is exercising.

He is playing baseball.

He is skateboarding.

They are playing table tennis.

He is doing gymnastics.

He is doing karate.

1 Listen and read.

LET'S EXERCISE!

Health

Look at Salim!
He's skateboarding.
Skateboarding is good exercise and fun, too!

Ali is exercising.
He isn't playing a sport. He's doing gymnastics.

Jonathan loves sports. In this picture he's playing baseball. He's hitting the ball with his baseball bat.

Tom and Mark aren't doing gymnastics, but they're exercising, too. They're playing table tennis.

26

Activity 1 Track 54

- Have Ss look at the presentation and ask them to say what each child is doing. (1. He is skateboarding. 2. He is doing gymnastics. 3. They're playing table tennis. 4. He's playing baseball.)
- Ask Ss to point to the appropriate picture as you play the CD.
- Play the CD again and encourage Ss to shadow read (read along with the CD).
- Ask Ss comprehension questions, such as the following:

Picture 1: *What's the boy's name? (Salim.)*

What is he doing in the picture? (He's skateboarding.)

Picture 2: *What's the boy's name? (Ali.)*

What is he doing? (He's exercising / doing gymnastics.)

Picture 3: *What are the boys' names in picture 3? (Tom and Mark.)*

What are they doing? (They're exercising / playing table tennis.)

Picture 4: *What's the boy's name? (Jonathan.)*

What is he doing? (He's playing baseball. / He's hitting the ball with a baseball bat.)

Grammar box

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

Look!

I'm not
She isn't
They aren't

skateboarding.

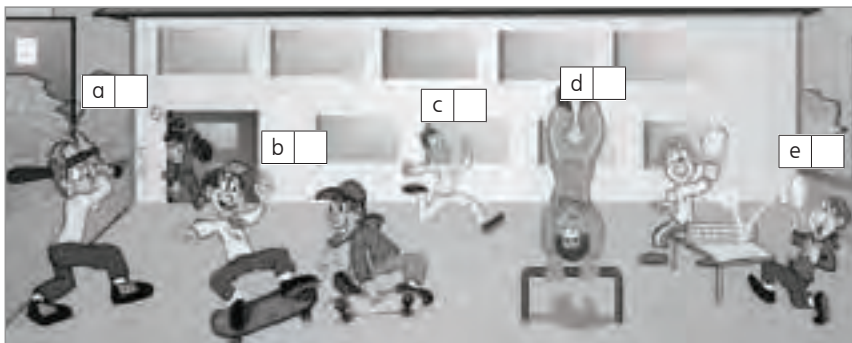
I'm not = I am not
She isn't = She is not
They aren't = They are not

2 Read activity 1 and circle.

- Salim **is / isn't** running.
- Salim **is / isn't** exercising.
- Jonathan **is / isn't** kicking the ball.
- Ali **is / isn't** doing gymnastics.
- Tom and Mark **are / aren't** exercising.
- Tom and Mark **are / aren't** playing a sport.
- Jonathan **is / isn't** playing baseball.

3 Listen and number (1-5).

1. Dan and John 2. Ammar and Salim 3. Hassan 4. Saud 5. Robbie and Jim

**4 Look at activity 3 and say.**

Dan and John aren't skateboarding. They're playing volleyball.



27

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

Activity 2

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

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

Activity 3 Track 55

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

Listening transcript

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

B: That's not them.

A: No?

B: No. Dan and John aren't playing baseball. They're skateboarding.

2. **A:** Where's Ammar?

B: Over there. He's playing baseball with Salim.

A: Oh, yes! Ammar is hitting the ball.

3. **A:** Look at Hassan.

B: Where?

A: Over there! He's running.

B: Hassan isn't running. He's doing gymnastics.

4. **A:** Where's Saud?

B: He's running.

A: He's very fast.

B: Yes, he is.

5. **A:** Robbie and Jim are very good at tennis.

B: They aren't playing tennis.

A: What are they doing?

B: They're playing table tennis.

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

Activity 4 Track 56

- Direct Ss' attention to the boys and ask them to guess what they are doing. (They are looking at the picture in activity 4 and they are trying to find the differences from the picture in activity 3.)
- Play the CD and have Ss repeat the exchange chorally.
- Divide Ss into pairs. Ss take turns to say a difference they have spotted.
- Have pairs of Ss present the exchange to the rest of the class.

- Ammar and Salim aren't playing baseball. They're playing basketball.
- Hassan isn't doing gymnastics. He's doing karate.
- Saud isn't running. He's playing baseball.
- Robbie and Jim aren't playing table tennis. They're playing tennis.

Workbook**Activity 1**

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

Activity 2

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

2 Let's play

Language focus

Objectives

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

Structures

Are you playing football? Yes, I am. / No, I'm not.

Is (he) doing gymnastics?

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

Are (they) playing tennis?

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

Materials

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

Revision

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

Lesson plan

Warm up

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

2 Let's play

Look!

Are you playing football? Yes, I am. / No, I'm not.

Is he doing gymnastics?
 Yes, he is.
 No, he isn't.

Are they playing tennis?
 Yes, they are.
 No, they aren't.

1 Listen and read. Then play. Use the cut-outs on page 139.



28

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

Grammar box

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

Activity 1 Track 57

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

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



Optional

Guess the mime

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



Workbook

Activity 1 Track 58

Listening transcript

- A:** *Look at Omar.*
B: *Is he playing volleyball?*
A: *Yes, he is. He's hitting the ball right now.*
B: *He's very good.*
- A:** *Where's Tim?*
B: *He's at the park with Bob.*
A: *Are they playing baseball?*
B: *No, they aren't. They're skateboarding.*
- A:** *Is Bill at home?*
B: *Yes, he is.*
A: *Is he doing his homework?*
B: *No, he isn't. He's watering the plants.*



1. c 2. b 3. a



Activity 2

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

2

Phonics

teacher - tree



Language focus

Objectives

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

Vocabulary

teacher, read, tree, bee

Phonics

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



Materials

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

Lesson plan



Warm up

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

Activity 1 Track 59

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

Listening transcript

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

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

Activity 2 Track 60 - Chant Track 61 - Poem

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



TPR Activity

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



Optional 1

What's that sound?

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



Optional 2

Card hold-up

- Tell Ss that you are going to play a game.
- Ask them to place their phonics cards with the pictures facing up in a pile on their desk.

Phonics

teacher - tree

2

1 Listen and say.



2 Listen and chant.



A big bee
 This is my teacher
 Under the tree.
 Look! Look!
 He's reading a book!

This is my teacher
 Under the tree.
 He's reading a book.
 Oh, look, a big bee!

29

- Explain to Ss that you are going to raise the flashcards of words that contain the sounds *ea /i:/* or *ee /i:/*, e.g. *bee*.
- Ss have to raise the corresponding phonics card (*bee*), say the word aloud and call out the sound */i:/*.
- Any S that raises the wrong card or says the wrong word and sound is eliminated from the game.
- Make the game more challenging by showing the cards quickly and then hiding them.
- Play the game until all of the flashcards have been used up.



Workbook

Activity 1 Track 62

- Play the CD once and have Ss point to the pictures in their books and repeat the words.
- Play the CD again. And ask Ss to circle the word that doesn't belong (the */i:/* is produced by different letters from the other two).
- Repeat the procedure with the rest of the words. Play the CD twice.
- Check Ss' answers.

Listening transcript

1. teacher clean bee
2. tree read bee
3. teacher tree bee
4. read tree clean

1. bee 2. read 3. teacher 4. tree

Activity 2 Track 63

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

Listening transcript

1. tree
2. teacher
3. clean
4. read
5. bee

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

Activity 3 Track 64

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

Listening transcript

1. peas
2. tea
3. feed
4. beans
5. sweets
6. bee

1. peas 2. tea 3. feed
 4. beans 5. sweets 6. bee

Activity 4

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

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

ee: tree, bee, sweets
ea: read, teacher, clean

2 Story time

Language focus

Objectives

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

Materials

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

Revision

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

Lesson plan

Warm up

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

Activity 1 Track 65

Before reading

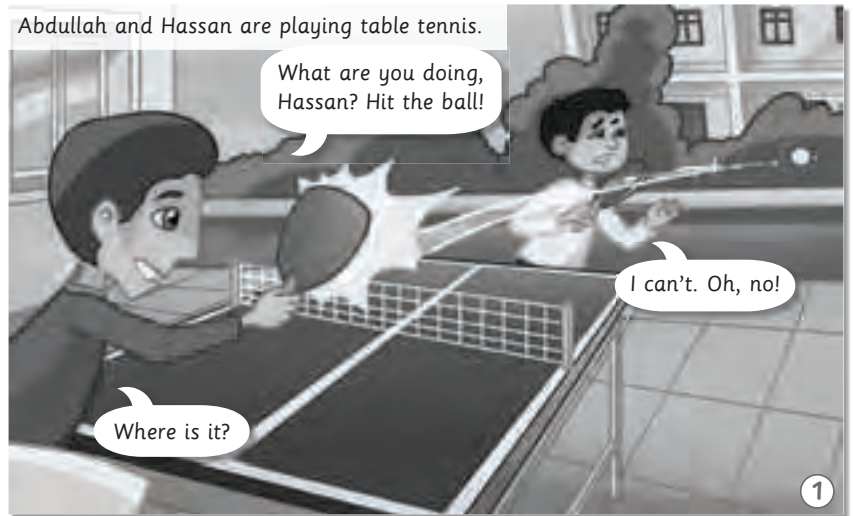
- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Tell Ss that they will listen to and read a story with the title *A funny game of table tennis*.
- Ask Ss to look at the pictures and guess what the story is going to be about.

2 Story time

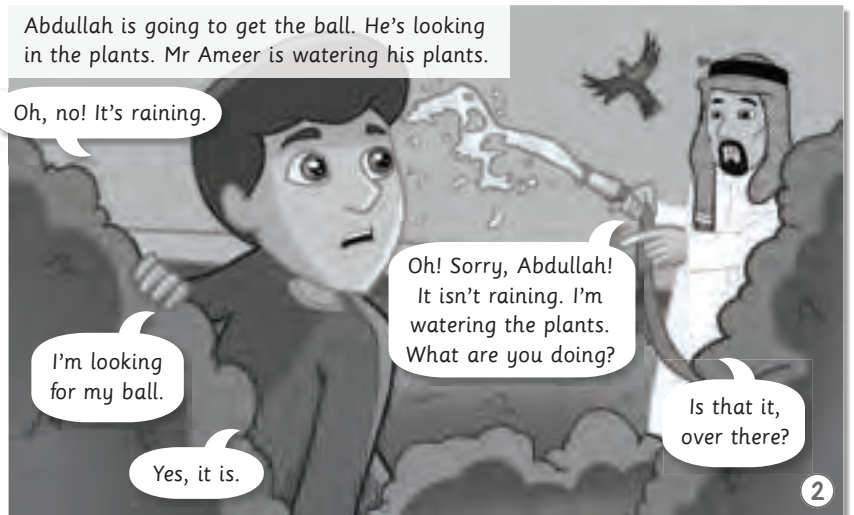
1 Listen and read.

A FUNNY GAME OF TABLE TENNIS

Abdullah and Hassan are playing table tennis.



Abdullah is going to get the ball. He's looking in the plants. Mr Ameer is watering his plants.



30

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

While reading

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

Frame 1: The two children, Abdullah and Hassan, are playing table tennis. Hassan misses the ball. The children lose the ball.

Frame 2: Abdullah is looking for the ball in Mr Ameer's plants. Mr Ameer is watering the plants. He points out to Abdullah something that looks like his table tennis ball.

Frame 3: Abdullah gets the ball and goes back to Hassan to continue their game.

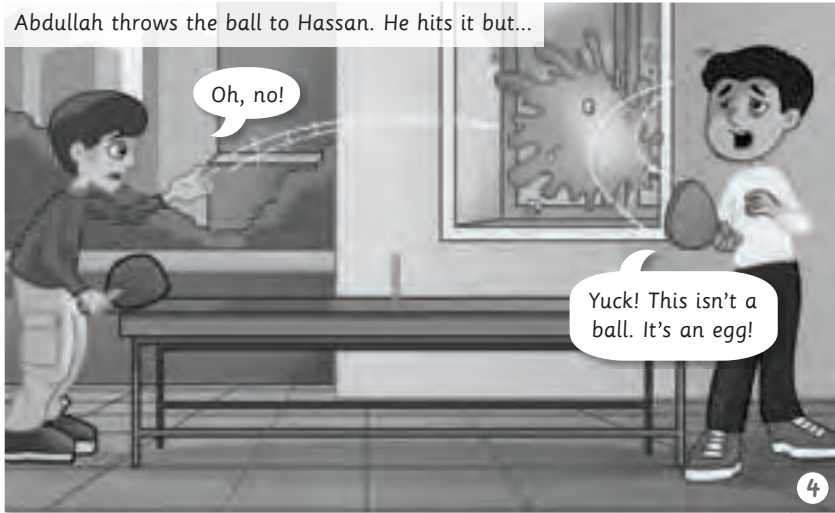
Frame 4: Abdullah throws the ball to Hassan for the game to start again. When Hassan hits the ball, they realise it's not really their table tennis ball, but an egg.

- Play the CD again and invite Ss to shadow read (read along with the CD).

Abdullah is happy now. He has got the ball. He's running back to Hassan.



Abdullah throws the ball to Hassan. He hits it but...



31

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

After reading

- Ask Ss comprehension questions, such as the following:

Frame 1: *What are the children doing? (They're playing table tennis.)
Can Abdullah hit the ball? (Yes, he can.)
Does Hassan hit the ball? (No, he doesn't.)*

Frame 2: *Where is Abdullah looking for the ball? (In the plants.)
Is it raining? (No, it isn't.)
What is Mr Ameer doing? (He's watering the plants.)*

Frame 3: *Is Abdullah happy? (Yes, he is.)
Has he got the ball? (Yes, he has.)*

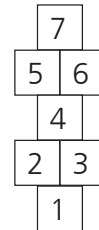
Frame 4: *Who throws the ball? (Abdullah.)
Does Hassan hit the ball? (No, he doesn't. It's not a ball. It's an egg.)*

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



Optional Miming hopscotch

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



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



Workbook

Activity 1

1. b. 2. c. 3. a.

Activity 2

1. table tennis
2. Abdullah
3. isn't
4. watering the plants
5. is
6. throws

Activity 3

- open answers

2 Revision

Language focus

Objectives

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

Materials

- blown-up colour photocopies of Story time *A funny game of table tennis*
- Blu tack
- photocopies of seven flashcards of different activities learnt in previous lessons (enough for half the students)
- word cards of the above activities
- two bags or boxes

Revision

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

Lesson plan

Warm up

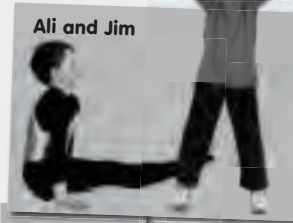
- Play the game **Don't break the chain**.
- Get Ss to sit in a circle. If you have a large number of Ss, divide them into groups.
- Say *I'm playing tennis*. The S to your right has to say what you're doing and add what he/she's doing,

Revision 2

1 Read and write.

- _____ is hitting the ball.
- _____ are playing tennis.
- _____ isn't skateboarding, but he's playing baseball.
- _____ isn't playing tennis, but he is exercising.
- _____ aren't playing tennis, but they're doing gymnastics.

Ali and Jim



Craig



Salim



Omar



Fred and John

2 Listen and tick (✓).

- Which is Khaled?



a



b



c

- Which is Jane?



a



b



c

- Which is Ted?



a



b



c

32

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

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

Activity 1

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

- Craig
- Fred and John
- Omar
- Salim
- Ali and Jim

Activity 2 Track 66

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

Listening transcript

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



Activity 3



- a
- d
- b
- c
- e

Activity 4



- are ... doing
- 'm/am making
- 'm/am cleaning
- are playing
- 's/is reading

Activity 5



open answers

Activity 6



open answers



Optional

Find your pair

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



Before leaving

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



Workbook

Activity 1



- | | | | |
|------------|-------------|---------------|------------|
| 1. playing | 2. hitting | 3. making | 4. washing |
| 5. running | 6. swimming | 7. exercising | 8. kicking |

Activity 2



- No, he isn't. He's playing volleyball.
- No, they aren't. They're eating.
- No, she isn't. She's cleaning.
- No, they aren't. They're making the beds.

2 Project

Language focus

Objectives

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



Materials

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

Revision

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

Lesson plan



Warm up

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

Activity 1

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

Activity 2 Track 67

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



Optional

Guess the picture

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

Project

1 Make a silhouette.



2 Show and tell.

They're playing tennis.



A boy is doing gymnastics.



33



Workbook

Activity 1

- a. Mike
- b. Karim
- c. Jim
- d. Ali
- e. Saleh and Tom

Activity 2

- 1. tennis
- 2. gymnastics
- 3. exercising
- 4. volleyball
- 5. skateboarding

2 Smart time 2

Language focus

Objectives

- To provide Ss with cross-cultural information.

Materials

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

Revision

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

smart Time 2

1 Listen and read.



race

The Jeddah Marathon



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



The London Marathon

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

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

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

34

Lesson plan



Warm up

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

Vocabulary Track 68

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

Activity 1 Track 69

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

- Explain any unknown words.
- Ask Ss some comprehension questions, such as the following:

Text 1

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

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

Text 2

When is the London Marathon? (Every spring in April.)

How many people visit London for the Marathon? (Over 35,000 people from all over the world visit London for the Marathon.)

What is the Mini Marathon? (It's the last three miles of the London Marathon for ages 11-17.)

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

Activity 2

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



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



Optional

Group pantomime

- Divide Ss into groups of four.
- Place the flashcards of the actions / sports taught in this module face down on your desk.
- In turns, call up each group and have one S in the group pick up a flashcard without revealing it to the other groups.
- The S shows the flashcard to his/her group and they all mime the action on the flashcard, while the other groups take turns guessing what the Ss are doing, e.g. *They're (playing tennis).*
- Every correct guess earns the 'guessing team' one point. Whenever the Ss in a group guess correctly, they get a chance to mime.
- The group with the most correct guesses wins.

2

Phonics

play, rain - rice, pie



Language focus

Objectives

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

Vocabulary

play, rain, rice, pie

Phonics

the sound /eɪ/ in **ay** and **ai**
the sound /aɪ/ in **i** and **ie**



Materials

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

Lesson plan



Warm up

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

Activity 1 Track 70

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

Listening transcript

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

Activity 2 Track 71 - Chant Track 72 - Poem

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

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

(A girl with her mother are on a train and the girl is thinking.)

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



TPR Activity

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



Optional 1

What's that sound?

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



Optional 2

Whispers

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

Phonics

2

play, rain - rice, pie

1 Listen and say.

ay, ai



i, ie



2 Listen and chant.



On the train

We are on the train
Look at the rain
Look at the rain!

I want to go home
And make two pies
One with dates
And one with rice!

I want to go home
And play with my sister, Fay
Play, play all day!

35

Listening transcript

- 1. waiter 4. playground 7. day
- 2. kite 5. rain
- 3. pie 6. bike

- 1. waiter 4. playground
- 2. kite 5. rain
- 3. pie 6. bike 7. day

Activity 4

- Explain to Ss that they have to draw a line and match the photos to the sound each word contains / ends with.

- a. ai, train b. i, bike c. ay, play
- d. ie, pie e. ai, rain f. ay, day
- g. i, rice

Workbook Phonics Revision

Activity 1 Track 76

- Ask Ss to turn their books to p.92.
- Play the CD and have Ss listen, point and repeat.

Listening transcript

ea, /i:/, ee, /i:/, teacher, read, tree, bee
ay, /eɪ/, ai, /eɪ/, i, /aɪ/, ie, /aɪ/, play, rain, rice, pie

Activity 2 Track 77

- Play the CD once and have Ss point to the pictures, repeat the words and circle the correct letter/s / sound each word contains / ends in.

Listening transcript

- 1. teacher 2. tree 3. bee
- 4. read 5. play 6. rain 7. rice

- 1. ea 2. ee 3. ee 4. ea 5. ay
- 6. ai 7. i

Workbook

Activity 1 Track 73

- Play the CD and have Ss repeat the words and circle the word that doesn't belong. Play the CD twice.

Listening transcript

- 1. rain, play, pie 2. rice, rain, pie 3. rice, play, rain

- 1. pie 2. rain 3. rice

Activity 2 Track 74

- Ask Ss to name the pictures and explain that they have to number the pictures in the order they hear them. Play the CD twice.

Listening transcript

- 1. train 2. bike 3. play 4. rain 5. rice 6. pie

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

Activity 3 Track 75

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

Now I can

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

Activity 1

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

Activity 2

- Follow the same procedure as in Activity 1.

Activity 3

- Direct Ss' attention to the first picture and ask them *What's he doing?* Elicit Ss' answers. Then read the question and answer out loud and have Ss repeat them and tick the box.
- Do this with the rest of the sentences / questions and answers.

3 My new house

A chant

Language focus

Objectives

- to say a chant / poem
- to describe location

Vocabulary

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

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

Structures

Where's the (cat)?

It's behind the (door).

It's in front of the (door).

Materials

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

Lesson plan

Warm up

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

Vocabulary Track 2

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

3 My new house

A chant



door



floor

upstairs



downstairs



behind



in front of

- 1 Look and listen. Match the toys, the doll, the clothes, and Rex to the correct room. Then say.

Fatima's new house



Come with me to my new house
My new house, my new house,
Come with me to my new house,
I'm upstairs and you're downstairs.

My doll is in the kitchen.
Rex is behind the door.
The toys are in front of the wardrobe.
My clothes are on the bedroom floor.

- 2 Look at activity 1 and play.

Where's the cat?

It's behind the door.

36

Activity 1 Track 3 - Chant Track 4 - Poem

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

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

The doll is in the kitchen.
Rex is behind the door, in the bedroom.
The toys are in front of the wardrobe, in the bedroom.
The clothes are on the bedroom floor.

Look!**Where's the ball?**

It's behind the door.



It's on the bed.



It's between the box and the doll.



It's in front of the wardrobe.



It's in the box.



It's opposite the box.



It's under the bed.



It's next to the doll.

3 Look and complete.

on
in
under
opposite
behind
between
in front of
upstairs
downstairs
next to



- The bedroom is _____ and the kitchen is _____.
- The doll is _____ the bed.
- The books are _____ the wardrobe.
- The cat is _____ the box.
- The bag is _____ the table.
- The car is _____ the bag.
- The bed is _____ the door.
- The sofa is _____ the chair and the table.
- The ball is _____ the box.

37**Activity 2** **Track 5**

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

Grammar box

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

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

Activity 3

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



- upstairs, downstairs
- on
- in front of
- behind
- under
- next to
- opposite
- between
- in

**Optional****Where's the doll?**

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

**Before leaving**

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

**Workbook****Activity 1**

- behind
- next to
- between
- in front of

Activity 2

- It's on the chair.
- They're under the bed.
- They're on the desk.
- It's in front of the desk.
- They're under the desk. / They're in the bag.
- It's behind the door.

3 Smart kids

Language focus

Objectives

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

Vocabulary

Items in a house: cupboard, armchair, bookcase, fridge

Parts of the house: hall

Structures

Whose coat is this? It's (mine).

Whose (trainers) are these?

They're (Ahmed)'s. They're (his).

Materials

- flashcards of *cupboard, armchair, bookcase, fridge, hall*

Revision

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

Lesson plan

Warm up

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

Vocabulary Track 6

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

Activity 1 Track 7

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

3 Smart kids



cupboard



armchair



bookcase



fridge



hall

1 Listen and read.

Panel 1: Mum, where are my trainers? They're in the hall. In the box, next to the door.

Panel 2: Mum, these aren't my trainers. They're Karim's. Mum, whose socks are these? They're mine.

Panel 3: Whose thobe is this, Mum? It's yours, Ahmed.

Panel 4: Where's my thobe, Mum? It's on the armchair, in the living room.

Panel 5: Oh, dear! That's our father's. It isn't yours, Karim.

38

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

Frame 1: *What does Ahmed want? (His trainers.)*

Frame 2: *Whose trainers has Ahmed got? (Karim's.)*
Whose socks has Karim got? (Ahmed's.)

Frame 3: *What does Ahmed want? (His thobe.)*

Frame 4: *What does Karim want? (His thobe.)*

Frame 5: *Is Karim wearing his thobe? (No, he isn't.)*
Whose thobe is it? (It's his father's.)

- Read the dialogue aloud with two Ss. Choose three Ss to read it aloud for the class. Then have Ss read the dialogue aloud in groups of three.

Grammar box

- Point to your bag and say *It's my bag. It's mine.* Write the sentences on the board.
- Point to a S's bag and say *It's your bag. It's yours.* Write the sentences on the board.
- Point to a S's item of clothing, e.g. a thobe / an abaya and ask the rest of the class *Whose thobe / abaya is this?* Encourage Ss to answer *It's (Hassan's) thobe.*

Look!

Whose coat is this?

It's mine.

Whose trainers are these?

They're Ahmed's. They're his.

my - mine

your - yours

his - his

her - hers

2 Read activity 1 and correct the sentences.

1. This is Karim's shirt. (picture 1)

It isn't his. It's Ahmed's.

2. These are Ahmed's trainers. (picture 2)



3. These are Karim's socks. (picture 2)



4. This is Karim's thobe. (picture 5)

3 Listen and match.

Saud



Hassan

4 Look at activity 3. Then ask and answer.

Whose shirt is this?

It's Hassan's.



39

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

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

Activity 2

- Explain to Ss that they have to refer to activity 1 and correct the sentences.
- Direct Ss' attention to the example.
- Have Ss compare their answers in pairs first, then check as a class.

1. It isn't his. It's Ahmed's.
2. They aren't his. They're Karim's.
3. They aren't his. They're Ahmed's.
4. It isn't his. It's their father's.

Activity 3 Track 8

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

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

Listening transcript

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

Saud: green shirt, yellow jacket, black trousers

Hassan: black shirt, blue jeans, brown jacket

Activity 4 Track 9

- Direct Ss' attention to the children and ask them to guess what they are doing. (They are looking at the pictures in activity 3 and they are asking and answering questions.)
- Play the CD and have Ss chorally repeat the dialogue. Have individual Ss model the dialogue.
- Divide Ss into pairs.
- Explain that they have to take turns to ask and answer similar questions about the clothes in activity 3.
- Have pairs of Ss present the dialogue to the rest of the class.

**Workbook****Activity 1**

1. mine, yours
2. his

Activity 2

1. It's Muna's.
2. They're Sarah's.
3. It's Ammar's.
4. They're Ammar's.
5. It's Lamy'a's.
6. It's Sarah's.

3 Our world

Language focus

Objectives

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

Vocabulary

Items in a house: cushion, mat

Parts of a house: dining room, garden, wall

Clothes: slippers

Material: paper

Structures

There is (one big room).

There are (a lot of paper doors).

Is there a (garden)? Yes, there is. / No, there isn't.

Are there (cushions)? Yes, there are. / No, there aren't.

There isn't a (garden). There aren't (cushions).

Materials

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

Revision

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

Lesson plan

Warm up

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

Vocabulary Track 10

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

3 Our world



garden



slippers



cushion



dining room



paper



mat



wall

1 Listen and read.

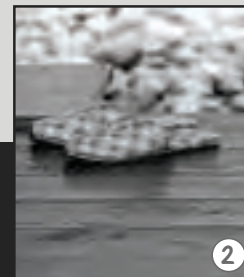


The traditional Japanese house



This is a traditional Japanese house with a garden.

People never wear shoes in Japanese houses. They wear slippers.



There are a lot of paper doors in a Japanese house. There is one big room with mats on the floor and a low table. People sit on cushions. This room is the living room and the dining room, too!



At night, this room is the bedroom. They make beds on the mats.



40

Activity 1 Track 11

- Have Ss look at the presentation and ask them what the text is about (the traditional Japanese house).
- Ask Ss to point to the appropriate picture as you play the CD.
- Play the CD again and encourage Ss to shadow read (read along with the CD).
- Ask Ss comprehension questions, such as the following:
 - Picture 1:** *Has the traditional Japanese house got a garden? (Yes, it has.)*
 - Picture 2:** *What do people wear in Japanese houses? (Slippers.)*
 - Picture 3:** *Where do people sit in the traditional Japanese house? (On cushions.)*
 - Picture 4:** *Where do people sleep at night? (On mats.)*

Grammar box

- Direct Ss' attention to the grammar box at the top of page 41.
- Read the sentences out loud and have Ss repeat.
- Ask Ss what they think *There is one big room.* means and when we use it. Elicit that we use *There is...* when we want to say that a person, animal, object or place exists in a specific place.
- Point to the board and say *There is a board on the wall.* Write the sentence on the board and encourage Ss to come up with more examples.
- Ask Ss what they think *There are a lot of paper doors.* means and when

Look!

There is one big room.
There are a lot of paper doors.

Is there a garden? Yes, there is. / No, there isn't.
Are there cushions? Yes, there are. / No, there aren't.
There isn't a garden.
There aren't cushions.

2 Read activity 1 and answer the questions about the traditional Japanese house.

- What do people wear inside?
 - shoes
 - slippers
- How many big rooms are there?
 - one
 - two
- Where do people sit?
 - on cushions
 - on chairs
- Where do people sleep?
 - on the table
 - on mats

3 Listen and number (1-3).

a



b



c

4 Play.

Is there a table?

Are there chairs?

Yes, there is.

No, there aren't.
There are cushions.

41

we use it. Elicit that we use *There are...* when we want to say that two or more people, animals, objects or places exist in a specific place.

- Point to the desks in your classroom and say, e.g. *There are ten desks in the classroom.* Write the sentence on the board under the first one and encourage Ss to come up with more examples.
- Give Ss examples of the Question form by asking *Is there ... / Are there ...?* and the Negative *There isn't/aren't ...*
- Refer Ss to the *Grammar reference* at the back of the book.

Activity 2

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

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

Activity 3 Track 12

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

Listening transcript

- There are cushions and slippers in this room.
There is also a desk.
You can sleep in this room.*
- There are cushions and slippers in this room but there isn't a desk.
There's a table and four chairs.
You can eat here.*
- This place isn't a room.
There are cushions, chairs and a table.
There are many flowers all around.*

a. 2 b. 3 c. 1

Activity 4 Track 13

- Direct Ss' attention to the boys and ask them to guess what they are doing. (The boy on the left is asking the other boy what his living room looks like and is drawing it while the other boy answers.)
- Play the CD and have Ss chorally repeat the sentence.
- Divide Ss into pairs and tell them to take turns asking their partners about their living rooms and drawing them.
- When all Ss have drawn the living rooms, have Ss present their partner's living rooms to the rest of the class.

Workbook**Activity 1**

Make sure Ss colour the walls yellow, the mat brown. They also have to draw a table and four chairs in the garden.

Activity 2**Picture A**

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

Picture B

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

3 Let's play

Language focus

Objectives

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

Vocabulary

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

Materials

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

Revision

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

Lesson plan

Warm up

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

Vocabulary Track 14

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

Grammar box

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

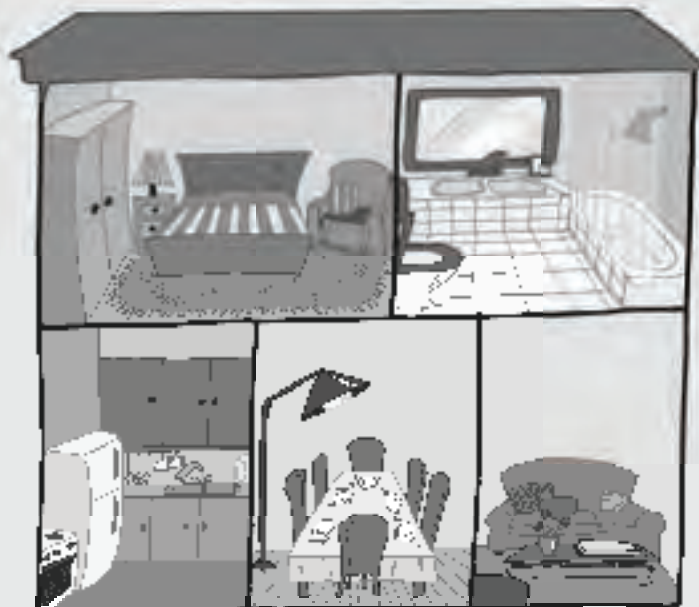
3 Let's play



Look!

There is a garden in front of the house.
There is an armchair next to the sofa.
The lamp is behind the sofa.

1 Listen and read. Then play. Use the cut-outs on page 141.



Where's the book?

It's in the bedroom. It's in front of the bed.

42

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

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

Activity 1 Track 15

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



Optional

Where is it?

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



Activity 3

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



Workbook

Activity 1 Track 16

Listening transcript

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



1. in the wardrobe
2. on the wall, behind the door
3. on the floor, under the bed
4. on the wall, between the bookcase and the wardrobe
5. on the floor, in front of the armchair

Activity 2



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

3

Phonics

boat - yellow



Language focus

Objectives

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

Vocabulary

boat, goat, yellow, window

Phonics

oa and **ow** /əʊ/



Materials

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

Lesson plan



Warm up

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

Activity 1



Track 17

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

Listening transcript

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

Activity 2



Track 18 - Chant



Track 19 - Poem

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

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



TPR Activity

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



Optional 1

What's that sound?

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

Phonics

boat - yellow

3

1 Listen and say.



2 Listen and chant.



Out the window

Look out the window.
Look out the window.
What can you see?

A white goat
With a blue coat
Is in a yellow boat.
Look at the goat!

43



Optional 2

Whispers

- Stick the flashcards of *goat*, *boat*, *yellow*, *window* on the board.
- Divide Ss into two teams. The teams stand in lines with their backs turned to you and the board, except for the first player on each team, who should be facing you and the board.
- Give the first S in each line the phonics cards of *oa* and *ow*. Make sure that the side with the picture faces down and the side with the sound faces up.
- When everybody is ready, point to a flashcard e.g. *boat*. The players facing you must show you the correct phonics card (*oa*).
- Then, they whisper the word down the line e.g. *boat* until it reaches the last S in line.
- The last player on each team must touch the flashcard of *boat* and say the word (*boat*). If he/she does this correctly, the team gets a point.
- The last player then goes to the front of the line and faces you. Start again.
- Repeat until all players have come to the front of the line. The team with the most points wins.



Workbook

Activity 1 Track 20

- Play the CD once and have Ss point to the pictures in their books and repeat the words.
- Play the CD again. And ask Ss to circle the word that doesn't belong (the /əʊ/ is produced by different letters from the other two).
- Repeat the procedure with the rest of the words.
- Play the CD twice.
- Check Ss' answers.

Listening transcript

1. *boat* *yellow* *window*
2. *window* *boat* *goat*
3. *goat* *yellow* *boat*
4. *yellow* *goat* *window*



1. *boat*
2. *window*
3. *yellow*
4. *goat*

Activity 2

- Direct Ss' attention to the pictures and ask them to name the items.
- Explain to Ss that they have to match the pictures with the correct letters and then, write the words in the correct category.
- Check Ss' answers.



- oa** 1. *boat*, 3. *goat*
ow 2. *yellow*, 4. *window*

Activity 3 Track 21

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

Listening transcript

1. *coat*
2. *window*
3. *yellow*
4. *goat*
5. *snow*
6. *boat*



1. *coat*
2. *window*
3. *yellow*
4. *goat*
5. *snow*
6. *boat*

Activity 4

- Explain to Ss that they have to match the two halves of the words and then, match them to the corresponding pictures.



1. bo-at, a
2. goa-t, c
3. win-dow, b
4. yel-low, d

3 Story time

Language focus

Objectives

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

Materials

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

Revision

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

Lesson plan

Warm up

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

Activity 1 Track 22

Before reading

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

While reading

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

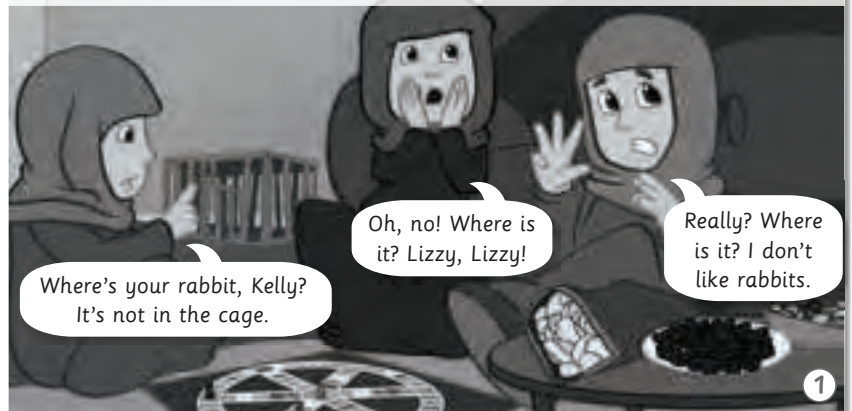
Frame 1: Three children, Emily, Kelly and Afaf, are in Kelly's living room eating dates, crisps and sweets. Emily tells her friends that Kelly's rabbit is not in its cage. Afaf is scared because she doesn't like rabbits.

3 Story time

1 Listen and read.

The rabbit

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



Emily looks under the armchair.



Afaf looks behind the bookcase.



44

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

Frame 3: Afaf looks for the rabbit behind the bookcase, but she doesn't find it. Kelly suggests they go to the kitchen to eat something.

Frame 4: The children are in the kitchen making sandwiches.

Frame 5: The children are still in the kitchen making sandwiches when they hear a noise coming from the living room. They think it's the rabbit and they're scared.

Frame 6: The children are in the living room now. It wasn't the rabbit that made the noise but Kelly's mother. She is angry because the living room is a mess.

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

After reading

- Ask Ss comprehension questions, such as the following:

Frame 1: *Where are the children? (At Kelly's house. / In the living room.)*

Where is Kelly's mother? (She is upstairs.)

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

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

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

The children are making sandwiches in the kitchen.

Where's the cheese?

It's in the fridge.

They hear a noise...

What's that? It's in the living room! The rabbit!

Let's go!



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

Look at this mess! There are toys on the floor!

Sorry, Mum! Let's clean it up, girls!



45

Frame 3: Who looks behind the bookcase? (Afaf.) Is the rabbit behind the bookcase? (No, it isn't.) What does Kelly want to do? (Go to the kitchen and get some food.)

Frame 4: Where are the children? (In the kitchen.) What are they doing? (They're making sandwiches.) Is there any cheese in the fridge? (Yes, there is.)

Frame 5: What do the children hear? (A noise.) What do they think it is? (The rabbit.) Where is the noise coming from? (The living room.)

Frame 6: Is the rabbit in the living room? (No, it isn't.) Who is in the living room? (Kelly's mother.) What's on the floor? (Toys, a slipper and game pieces from the board game.) Who is angry? (Kelly's mother.)

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

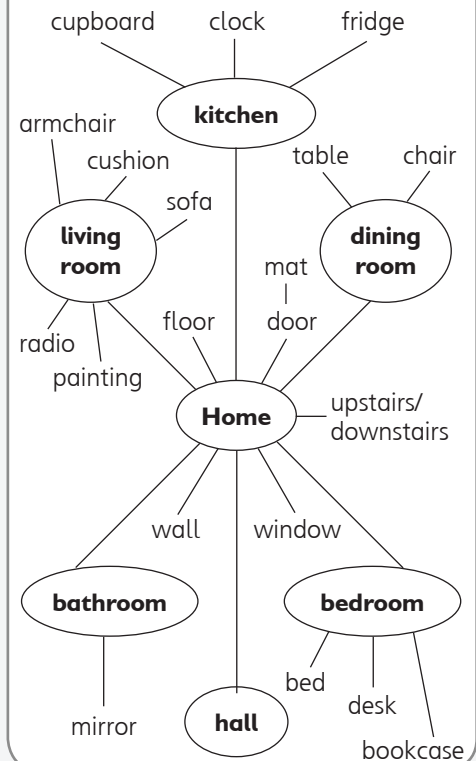


Optional

Home network

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

- Invite Ss to copy the network in their notebooks. Build up the network with the whole class, modelling the process and eliciting Ss' suggestions for words to go in each sub-category of the network.
- At the end, your home network should look similar to the one below:



Note

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



Workbook

Activity 1

Picture 1
living room
dates, crisps
sweets

Picture 2
slipper

Activity 2

1. No, there isn't.
2. No, she isn't.

Activity 3

open answers

Picture 3
bookcase

Picture 4
kitchen
sandwiches

3 Revision

Revision 3

Language focus

Objectives

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

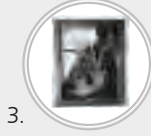
Materials

- blown-up colour photocopies of Story time *The rabbit*
- Blu tack
- a bag
- magazine pages / drawings of the different rooms in a house

Revision

- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Ask Ss to tell you what they remember from the story.
- Have Ss open their books to pages 44-45. Play the CD (Track 22) and have Ss follow along in their books.
- Play the CD and encourage Ss to shadow read (read along with the CD).
- Then have some Ss read the story aloud for the whole class.

1 Listen and draw a line.



2 Read and write. mine yours his hers



1. This is for you.
It's _____.



2. These are Sarah's books.
They're _____.



3. That's Tim's rabbit.
It's _____.



4. This is my doll.
It's _____.

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Lesson plan

Warm up

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

Activity 1 Track 23

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

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

Listening transcript

- The boxes are on the floor.
- The slippers are behind the armchair.
- The painting is on the wall.
- The cushion is on the sofa.
- The mirror is on the bookcase.
- The clock is on the table.

Activity 2

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

- yours
- hers
- his
- mine



Optional

Whose is this?

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



Before leaving

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



Workbook

Activity 1

1. on 2. under 3. in 4. in front of 5. next to 6. behind
7. between

Activity 2

1. There is 2. There are 3. There is 4. There are 5. Is there
6. there are 7. Is there 8. there isn't 9. There are
10. there aren't 11. there are

Activity 3

1. Whose fridge is this? It's Jameel's.
2. Whose armchair is this? It's Hasna's.
3. Whose bookcase is this? It's Hasna's.
4. Whose mat is this? It's Jameel's.

Activity 4

1. yours, mine, My
2. My, Her, my
3. your, yours
4. Her, his

3 Project

Language focus

Objectives

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



Materials

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

Revision

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

Lesson plan



Warm up

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

Activity 1 Track 24

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



Writing tip

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



1. I've got a small, red bag.
2. That's a big, grey elephant.
3. The small, green ball is under the bed.



Optional My bedroom

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

1 Read the text. What is it about?

My house



I live in a big house. The kitchen, the living room and the bathroom are downstairs. There are three bedrooms upstairs. My favourite room is my bedroom. It has got white walls. There are three flowers on the wall. There's a big, yellow lamp on my desk. There's a big window next to my bed. I love my bedroom!



Writing tip

Adjectives go **before** nouns.

Order of adjectives:

size + colour + noun e.g. *There's a **big, yellow lamp** on my desk.*

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Workbook

Activity 1

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

Activity 2

open answers

3 Smart time 3



Language focus

Objectives

- To provide Ss with cross-cultural information.

Revision

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

smart Time 3



office



palace



swimming pool

1 Listen and read.



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

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



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

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

48

Lesson plan



Warm up

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

Vocabulary Track 25

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

Activity 1 Track 26

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

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

Text 1

Where is Al-Murabba Palace? (It's in the Kingdom of Saudi Arabia.)

How many floors has it got? (It has got two floors.)

What's upstairs? (King Abdul-Aziz's office.)

When is it open? (It's open from 9am to 12pm and 2pm to 9pm from Sunday to Friday.)

Text 2

Where is Buckingham Palace? (It's in London, England.)

Who lives in Buckingham Palace? (The Queen of England.)

How many rooms has the palace got? (It has got 600 rooms, 78 bathrooms and a swimming pool.)

When can people visit some of the palace rooms? (They can visit some rooms in August and September from 9:30-16:30.)

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

Activity 2

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



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

**Language focus****Objectives**

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

Vocabulary

house, shout, cow, sit down

Phonics

ou and **ow** /au/

**Materials**

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

Revision

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

Lesson plan**Warm up**

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

Activity 1 **Track 27**

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

Listening transcript

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

Activity 2 **Track 28 - Chant**
 Track 29 - Poem

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

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

**TPR Activity**

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

**Optional 1****What's that sound?**

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

**Optional 2****Whispers**

- Stick the flashcards of *house, shout, cow, sit down* on the board.
- Divide Ss into two teams. The teams stand in lines with their backs turned to you and the board, except for the first player on each team, who should be facing you and the board.
- Give the first S in each line the phonics cards of *ou* and *ow*. Make sure that the side with the picture faces down and the side with the sound faces up.
- When everybody is ready, point to a flashcard e.g. *house*. The players facing you must show you the correct phonics card (*ou*).
- Then, they whisper the word down the line e.g. *house* until it reaches the last S in line.
- The last player on each team must touch the flashcard of *house* and say the word (*house*). If he/she does this correctly, the team gets a point.
- The last player then goes to the front of the line and faces you. Start again.
- Repeat until all players have come to the front of the line. The team with the most points wins.

**Workbook****Activity 1** **Track 30**

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

Phonics

house - cow

3

1 Listen and say.



2 Listen and chant.



Come in the house

Every morning
The boys go out.

They feed the brown cow.
They play and shout.
They play and shout.

Come in the house, boys.
And play with your toys.
Boys, sit down.

Don't go out and don't shout!

49

Listening transcript

1. house shout cow
2. cow shout sit down
3. house shout sit down

1. cow
2. shout
3. sit down

Activity 2 Track 31

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

Listening transcript

1. house
 2. cow
 3. sit down
 4. brown
 5. shout
 6. mouth
- a. 4 b. 1 c. 3 d. 2 e. 6 f. 5

Activity 3 Track 32

- Ss repeat the words and write the missing letters and complete the words. Play the CD twice.

Listening transcript

1. house
2. cow
3. brown
4. mouth
5. shout
6. sit down

Activity 4

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

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

ow cow, brown, sit down
ou shout, house, mouth

Workbook Phonics Revision

Activity 1 Track 33

- Ask Ss to turn their books to p.106.
- Play the CD and have Ss listen, point and repeat the words.

Listening transcript

oa, /əʊ/, ow, /əʊ/, boat, goat,
yellow, window
ou, /aʊ/, ow, /aʊ/, house, shout,
cow, sit down

Activity 2 Track 34

- Play the CD and have Ss repeat the words and circle the correct letters each word contains / ends in.

Listening transcript

1. boat
2. house
3. yellow
4. cow
5. sit down
6. goat
7. window
8. shout

1. oa
2. ou
3. ow
4. ow
5. ow
6. oa
7. ow
8. ou

Now I can

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

Activity 1

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

Activity 2

- Follow the same procedure as in Activity 1.

Activity 3

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

Activity 4

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

4

Food, please!

A chant



Language focus

Objectives

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

Vocabulary

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

Structures

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



Materials

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

Lesson plan



Warm up

- Show Ss pictures / flashcards of food and ask them different questions such as *What's your favourite food? Do you like (dates)? What do you have for breakfast / lunch / dinner?*
- Stick the flashcards of the new vocabulary on the board.
- Point to each one, say the word a few times and ask Ss to repeat after you.
- You could also introduce the new vocabulary by bringing real food to class.

Vocabulary Track 35

- Have Ss open their books to page 50. Direct Ss' attention to the vocabulary section.
- Play the CD a few times and have Ss point to the items of food and repeat.
- Say the words again in random order and have Ss repeat and point.

4

Food, please!

A chant



onions



lettuce



butter



biscuits

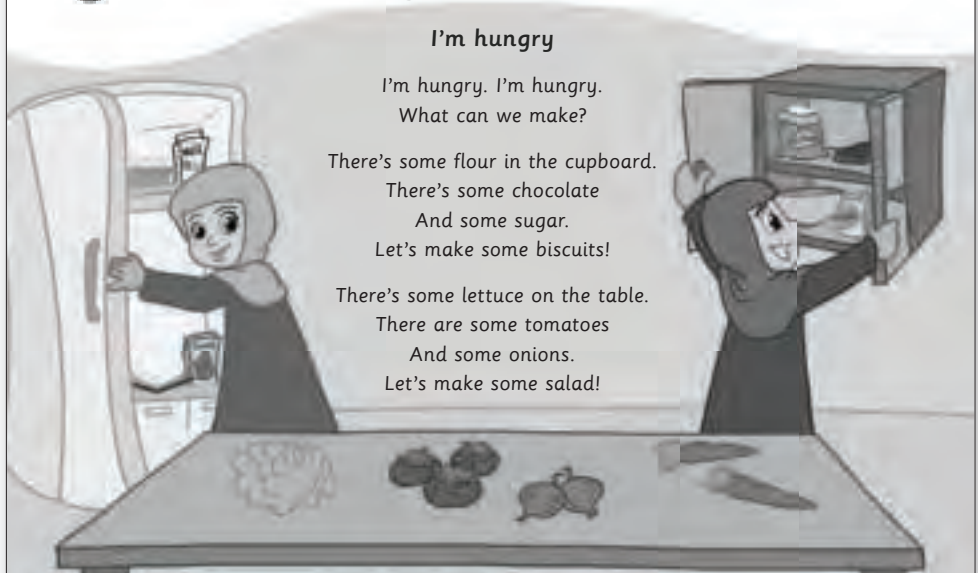


sugar



flour

1 Listen and match. Then say.



I'm hungry

I'm hungry. I'm hungry.
What can we make?

There's some flour in the cupboard.
There's some chocolate
And some sugar.
Let's make some biscuits!

There's some lettuce on the table.
There are some tomatoes
And some onions.
Let's make some salad!

2 Look at activity 1. Point and say.

There's some milk
in the fridge.

There are some
carrots on the table.

50

Activity 1 Track 36 - A Chant Track 37 - Poem

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

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



3rd line - flour
7th line - lettuce

4th line - chocolate
8th line - tomatoes

5th line - sugar
9th line - onions



TPR Activity

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

Look!

There's some milk.

There are some dates.

**3** Which of the items are countable and which uncountable? Look and write.

countable	uncountable
bananas	cheese

4 Choose a basket and play.

There is a banana.
There is some sugar.
There are two apples...

It's...

a.
b.
c.

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

Grammar box

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

Activity 3

- Direct Ss' attention to the photos as well as the table.
- Explain to Ss that they have to look at the photos and decide which items are countable and which are uncountable and complete the table.

Countable: bananas, dates, tomatoes, biscuits, onions
 Uncountable: cheese, butter, sugar, flour, water

Activity 4 **Track 39**

- Direct Ss' attention to the picture and ask them what they think the boys are doing. (The boy on the left is talking about the contents of one of the baskets and the other boy guesses which one it is.)
- Play the CD and have Ss repeat. Divide Ss into pairs.
- Direct Ss' attention to the three baskets and explain that one S has to choose one of the baskets and describe what there is/are in it, using *There's a / some... There are some / two...*, as in the example. The other S has to guess which one it is. Ss swap roles.

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

Activity 2 **Track 38**

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

**Workbook****Activity 1**

1. SUGAR
2. ONIONS
3. LETTUCE
4. FLOUR
5. BISCUITS
6. BUTTER

Activity 2

1. There are some bananas.
2. There's some chocolate.
3. There's some milk.
4. There's some cheese.
5. There are some tomatoes.
6. There's some water.
7. There's some orange juice.
8. There's some butter.
9. There are some apples.
10. There are some eggs.

4 Smart kids

Language focus

Objectives

- to talk about food

Vocabulary

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

Structures

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



Materials

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

Revision

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

Lesson plan



Warm up

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

Vocabulary Track 40

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

Activity 1 Track 41

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

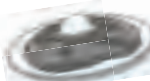
4 Smart kids



omelette



peas



pancake



pineapple



peppers



dessert

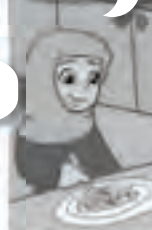
1 Listen and read.

Mmm...I love my omelette! There's some cheese in my omelette. Is there any cheese in your omelette, Fatima?



No, there isn't Reema.

There are some peppers in my omelette, too. Are there any peppers in your omelette, Fatima?



No, there aren't.

There isn't any cheese and there aren't any peppers in my omelette. But there are some peas, onions and pineapple.



Yuck!

And for dessert, pancakes!



Yummy!

52

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

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

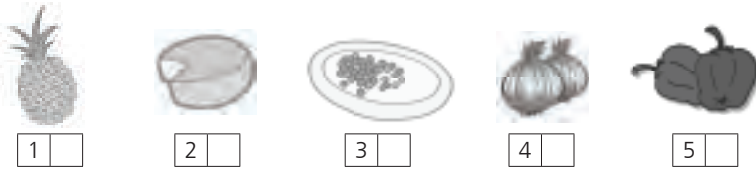
Grammar box

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

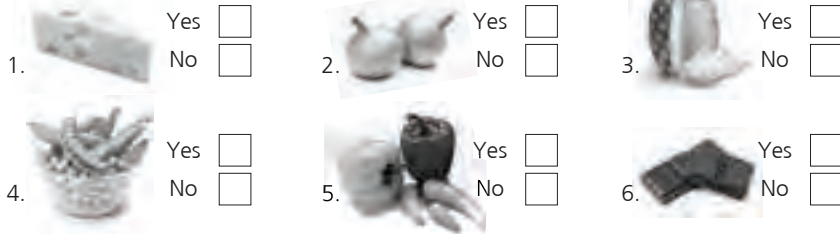
Look!

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

2 What do the children have in their omelettes? Write **R** for Reema and **F** for Fatima.



3 Listen and tick (✓).



4 Choose and tick (✓) what you want in your omelette. Then ask and answer.

- cheese
- tomatoes
- onions
- potatoes
- chicken
- peppers
- milk
- _____
- _____



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

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

Activity 4 **Track 43**

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

open answers

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

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

Activity 2

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

1. F 2. R 3. F 4. F 5. R

Activity 3 **Track 42**

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

Listening transcript

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

Workbook

Activity 1

-
1. omelette 4. pineapple
 2. pancake 5. peppers
 3. peas

Activity 2

-
- | | |
|-------------------------|--------------------------|
| Reema's omelette | Fatima's omelette |
| 1. Yes, there is. | 4. Yes, there are. |
| 2. No, there aren't. | 5. No, there aren't. |
| 3. Yes, there are. | 6. Yes, there is. |
| | 7. Yes, there are. |

4 Our world

Language focus

Objectives

- to talk about healthy living / food and food containers

Vocabulary

Food / drink and food containers:

water, meal, a glass of milk

Time: hour

Action: exercise

Structures

How many meals do you eat every day?

How much water do you drink every day?



Materials

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

Revision

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

Lesson plan



Warm up

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

Vocabulary Track 44

- Have Ss open their books to p.54.
- Point out the words in the vocabulary section at the top of the page.
- Play the CD a few times and have Ss point to the pictures and repeat.
- Say the words again in random order and have Ss repeat and point.

Activity 1 Track 45

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

4

Our world



water



exercise



a glass of milk

- 1 How healthy are you? Listen, read and circle. Then go to page 75.



HEALTH QUIZ

Do the quiz. Are you healthy?

1 How many meals do you eat every day?

- 1 meal
- 3 meals
- 2 meals



2 Do you eat vegetables with your lunch?

- sometimes
- never
- always



3 How much water do you drink every day?

- over 5 glasses
- 2-3 glasses
- 1-2 glasses



4 How many sweets do you eat every week?

- over 7
- 2-3
- 0-2



5 Do you exercise?

- Yes, every day.
- sometimes
- never



6 How many hours do you sleep?

- 5-6 hours
- 6-7 hours
- 8-10 hours



- 2 Look at activity 1. Then talk to your friend.

How many meals do you eat every day?

Three meals.



54

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

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

Activity 2 Track 46

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



meal



hour

Look!

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

3 Listen and choose.

- How much milk does Sahar drink every day?
a. one glass b. two glasses c. three glasses
- How many oranges does Sahar eat every day?
a. two b. three c. five
- How many hours does Sahar exercise every week?
a. four b. ten c. fifteen
- How many hours does Sahar sleep every night?
a. ten b. nine c. eight

4 Are your friends healthy? Ask and answer.

	milk lemonade dates sweets water hours	do you	eat drink sleep exercise	every day?
How much				
How many				

How much milk do you drink every day?

I drink two glasses of milk every day.

- Woman:** Do you eat fruit and vegetables?
Sahar: Yes, I do. I eat them every day. I have two oranges after lunch and a big salad with vegetables every night. It's a healthy dinner. Fruit and vegetables are good for us.
Woman: That's true.
- Woman:** Do you exercise at all?
Sahar: Yes, I do. Gymnastics is my favourite sport.
Woman: How many hours do you exercise every week?
Sahar: Well, I do gymnastics four hours a week.
Woman: Do you do any other sports?
Sahar: No, I don't.
- Woman:** OK, Sahar. And the last question. How many hours do you sleep every night?
Sahar: I go to bed at 10:00 at night and I wake up at 6:00 in the morning when I have school.
Woman: So, that's... 8 hours.
Sahar: Yeah, I always sleep 8 hours. At the weekend, I go to bed later and I wake up at around 8:00.
Woman: So, Sahar you're a very healthy person. Thank you very much.
Sahar: You're welcome.

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

Activity 4 Track 48

- Direct Ss' attention to the children in the picture and ask them what they are doing. (They are asking one another about their eating, exercising and sleeping habits.)
- Play the CD and have Ss chorally repeat the exchange. Have individual Ss model the exchange.
- Divide Ss into pairs and have them take turns doing the activity.
- After Ss finish, have some pairs do the activity in front of the class.



Workbook

Activity 1

- a glass of orange juice
- a glass of milk
- a glass of water

Activity 2

- How much
 - How much
 - How many
 - How many
 - How many
 - How many
- open answers

Grammar box

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

Activity 3 Track 47

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

Listening transcript

- Woman:** Sahar, can you answer some questions for my survey?
Sahar: Sure.
Woman: OK. First question. How much milk do you drink every day?
Sahar: I drink one glass in the morning and one before bedtime.
Woman: So, two glasses? That's very good.

4 Let's play

Language focus

Objectives

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

Vocabulary

Food and drinks: hummus, lemonade, watermelon

Structures

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

Materials

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

Revision

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

4 Let's play



hummus



lemonade



watermelon

Look!

What would you like to drink?

I'd like some water, please.

Would you like some dessert? < Yes, please.
No, thanks.

I'd like = I would like

1 Listen and read. Then play. Use the cut-outs on page 143.

56

Lesson plan



Warm up

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

Vocabulary Track 49

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

Activity 1 Track 50

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

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



Optional

Don't break the chain

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

Extension activity

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



Activity 2

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



Workbook

Activity 1 Track 51

Listening transcript

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



1. Father: b Jameel: a
2. Father: b Jameel: a
3. Father: a Jameel: b

4

Phonics

pillow - town



Language focus

Objectives

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

Vocabulary

pillow, throw, town, cow

Phonics

ow /əʊ/ and **ow** /aʊ/



Materials

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

Lesson plan



Warm up

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

Activity 1



Track 52

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

Listening transcript

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

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

Activity 2



Track 53 - Chant



Track 54 - Poem

- Direct Ss' attention to the picture. Ask Ss, in L1, what they can see. (Two boys throw pillows out the window while a cow watches them.)
- Ask Ss, *What animal can you see? (A cow.) What are the boys doing? (They are throwing pillows out of the window.)*
- Play the chant / poem *In the town of Small Bay* and have Ss listen and follow along in their books.
- Play the chant / poem again, pausing after each line for Ss to repeat.
- Then play the chant / poem once more and encourage Ss to say the chant / poem.



TPR Activity

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



Optional 1

What's that sound?

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

Phonics

pillow - town

4

1 Listen and say.



2 Listen and chant.



In the town of Small Bay

In the town of Small Bay
It's a sunny day.
A cow is near the tree
What does it see?

In the town of Small Bay
Two boys are playing
They're throwing pillows
Out of the windows

Every day they play, play, play
In the town of Small Bay.

57



Optional 2 Whispers

- Stick the flashcards of *pillow*, *throw*, *town*, *cow* on the board.
- Divide Ss into two teams. The teams stand in lines with their backs turned to you and the board, except for the first player on each team, who should be facing you and the board.
- Give the first S in each line the phonics cards of *ow /əʊ/* and *ow /aʊ/*. Make sure that the side with the picture faces down and the side with the sound faces up.
- When everybody is ready, point to a flashcard e.g. *pillow*. The players facing you must show you the correct phonics card (*ow /əʊ/*).
- Then, they whisper the word down the line e.g. *pillow* until it reaches the last S in line.
- The last player on each team must touch the flashcard of *pillow* and say the word (*pillow*). If he/she does this correctly, the team gets a point.
- The last player then goes to the front of the line and faces you. Start again.
- Repeat until all players have come to the front of the line. The team with the most points wins.



Workbook

Activity 1 Track 55

- Play the CD once and have Ss point to the pictures in their books and repeat the words.
- Play the CD again and ask Ss to circle the word that doesn't belong.
- Repeat the procedure with the rest of the words.
- Play the CD twice.
- Check Ss' answers.

Listening transcript

1. *town* *cow* *throw*
2. *throw* *pillow* *cow*
3. *town* *pillow* *cow*



1. *throw*
2. *cow*
3. *pillow*

Activity 2 Track 56

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

Listening transcript

1. *town*
2. *pillow*
3. *throw*
4. *cow*
5. *window*



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

Activity 3

- Ss look at the photos and complete the crossword with the words depicted.
- Check Ss' answers.



1. *window*
2. *cow*
3. *pillow*
4. *throw*
5. *town*

Activity 4

- Explain to Ss that they have to match the two halves of the words and then match them to the corresponding pictures.



1. pil-low, a
2. th-row, e
3. win-dow, c
4. co-w, d
5. to-wn, b

4 Story time

Language focus

Objectives

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

Materials

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

Revision

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

4 Story time

The cooking competition

1 Listen and read.

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

I'm making vegetable soup, Mrs Al Saleh.

Are there any carrots in your vegetable soup, Reema?



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

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

Umm... It's a surprise.



This month Reema wins the cooking competition. Sahar is sad. Her food is always bad.

Congratulations, Reema. Your vegetable soup is delicious.

Thanks, Mrs Al Saleh.



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

Sahar, let's cook together.

OK, Mum.



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Lesson plan

Warm up

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

Activity 1 Track 57

Before reading

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

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

While reading

- Play the CD and point to each frame in your book or on the board. Encourage Ss to point to each frame in their books.
- Check Ss' predictions. (The story is about a cooking competition. One of the girls isn't good at cooking but in the end, after a lot of practice, she manages to win.)
- Play the CD again and ask Ss to point to each speech bubble and follow along.
- Talk about what happens in each frame.

Frame 1: Reema and Sahar are in class, taking part in a monthly cooking competition. Their teacher, Mrs Al Saleh, is asking Reema about the ingredients in the dish she is preparing. Reema is making vegetable soup.

Frame 2: Sahar isn't good at cooking. She doesn't like it. Her ingredients are meat, tomatoes and a pineapple. Mrs Al Saleh asks her what she is going to make and Sahar nervously answers that it's a surprise.

Frame 3: Mrs Al Saleh tries Reema's soup and announces that she's winner of the competition for that month. Sahar is sad.

Frame 4: Sahar tells her mother about the competition and she suggests they

For one month, Sahar and her mum cook and cook and cook.



Today is the cooking competition.

Sahar, you've got some flour, some butter, some sugar, some milk, some dates and some eggs. What are you making?



Mrs Al Saleh is tasting the food. Afaf's chocolate pancakes are very good. And Reema's chocolate biscuits are great, too. And now it's Sahar's turn.



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cook together to practise for next month's competition.

Frame 5: Sahar and her mother make several successful attempts at cooking throughout the month.

Frame 6: It's the day of the cooking competition. Mrs Al Saleh asks Sahar what she is cooking. Sahar smiles at her and, full of confidence, she tells her it's a surprise.

Frame 7: Mrs Al Saleh has tried the other Ss' food and is trying Sahar's date cake now. Mrs Al Saleh says her cake is delicious. She congratulates her and announces that Sahar is this month's winner.

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

After reading

- Ask Ss comprehension questions, such as:

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

Where are Reema and Sahar? (They're in class.)

What is Reema making? (She's making vegetable soup.)

Frame 2: *Does Sahar like cooking? (No, she doesn't.)*

What has Sahar got? (She has got some meat, some tomatoes and a pineapple.)

What is she making? (It's a surprise.)

Frame 3: *Who's the winner of the competition? (Reema.) Is Sahar happy? (No, she isn't. She's sad.)*

Frame 4: *What does Sahar's mother tell her? (She tells her to cook with her.)*

Frame 5: *What do Sahar and her mother do for a month? (They cook and cook and cook.)*

Frame 6: *What has Sahar got? (She has got some flour, some butter, some sugar, some milk, some dates and some eggs.) What is she making? (It's a surprise.)*

Frame 7: *What is Mrs Al Saleh doing? (She's trying Sahar's date cake.) Is Sahar's date cake good? (Yes, it is. It's delicious.) Who's the winner of the cooking competition? (Sahar is the winner.)*

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



Workbook

Activity 1

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



Activity 2

open answers

Language focus

Objectives

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

Materials

- blown-up colour photocopies of Story time *The cooking competition*
- flashcards of the kinds of food and drink learnt in the module
- photocopies of the flashcards above.
- Blu tack

Revision

- Hold up the book or stick blown-up colour photocopies of the story *The cooking competition* on the board.
- Ask Ss to tell you what they remember from the story.
- Have Ss open their books to pages 58-59. Play the CD (Track 57) and have Ss follow along in their books.
- Play the CD again and encourage Ss to shadow read (read along with the CD).
- Then have some Ss read the story aloud for the whole class.

Lesson plan

Warm up

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

grains	vegetables	milk	fruit	meat and beans
spaghetti	salad	milk	oranges	meat
pasta	carrots	cheese	apples	chicken
rice	onions	ice cream	bananas	beans
bread	lettuce	butter	dates	fish
cereal	peas		grapes	eggs
flour	peppers		strawberries	omelette
biscuits			pineapple	hummus
			watermelon	

Activity 1 Track 58

- Have Ss open their books to page 60.
- Direct Ss' attention to the kinds of food and ask them to name them.
- Read the questions above each photo. Explain to Ss that they are going to listen to two dialogues and they have to tick the ingredients each person wants in their food.
- Play the CD and ask Ss to tick the box under the correct picture.
- Play the CD once more if necessary.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

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

1 Listen and tick (✓).

1. What's on Saud's pizza?



a



b

2. What's in Afaf's sandwich?



a



b

2 Match.

- What would you like to eat? a. Ten.
- What would you like to drink? b. I'd like an omelette, please.
- Would you like some dessert? c. I'd like some water, please.
- How many peppers are there? d. A glass.
- How much milk is there? e. No, thanks.

3 Draw some food in the fridge. Then ask and answer.

Is there any cheese in your fridge?



Yes, there is.



4 Look at activity 3 and write sentences about the food in your fridge. Use a / an / some / any.

- There is _____ in my fridge.
- There isn't _____ in my fridge.
- There are _____.
- There aren't _____.

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- B:** Yes, there are. There are onions, too.
A: Yuck! I don't like onions. And what are those yellow things on your pizza?
B: Oh! That's pineapple.
A: Pineapple? On the pizza? That's disgusting!
2. **A:** I'm so hungry. What have you got for lunch?
B: A sandwich.
A: Are there any peppers in your sandwich?
B: No, there aren't. But there's some cheese.
A: I love cheese sandwiches. Is there any lettuce in your sandwich, too?
B: Yes, there is.
A: Are there any tomatoes?
B: Yes, there are.



1. a 2. b

Activity 2

- Explain to Ss that they have to read the questions and match them to the correct answers.
- Have Ss compare their answers in pairs, then check as a class.



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

Activity 3

- Direct Ss' attention to the picture of the boys. Read the dialogue and have Ss repeat chorally.
- Divide Ss into pairs.
- Explain that SA has to draw four different kinds of food or drink in the fridge on the left in his/her book and SB has to draw four kinds of food or drink in the fridge on the right in his/her book. This has to be done without revealing their fridges to one another.
- Then, SA and SB take turns asking each other what kinds of food or drink they've drawn in their fridges so that they may draw these kinds of food or drink in the empty fridge in their books.
- After Ss have done this, they may compare how close they came to reproducing their partner's fridge.
- Have a couple of pairs do the activity in front of the class.



open answers

Activity 4

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



open answers



Optional Food survey

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

1						
2						
3						
4						
	pizza	kabsa	pasta	hummus	omelette	other

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

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



Workbook

Activity 1



1. There are some peppers.
2. There's some lettuce.
3. There's some watermelon.
4. There are some onions.
5. There are some dates.

Activity 2



1. soup open answer
2. lemonade open answer
3. chocolate open answer
4. pancakes open answer
5. biscuits open answer

Activity 3



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

Activity 4



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

Activity 5



1. How much
2. How many
3. How much
4. How much
5. How many

4 Project

Language focus

Objectives

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



Materials

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

Revision

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

Lesson plan



Warm up

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

Activity 1 Track 59

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



Writing tip

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



Optional 1

Memory shopping list

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

Project

1 Read about Ameer's favourite food.



Writing tip

We use **too** to add something else to what we have said.

Too usually goes at the end of a sentence.

There is some ice cream and some pineapple. There are some biscuits, **too**.

61



Workbook

Activity 1

1. I'd like some milk, some pancakes and an omelette, **too**.
2. Karim likes pineapple, dates and watermelon, **too**.
3. There are some peppers, some onions and some tomatoes, **too**.



Activity 2

open answers



Optional 2

Whispers

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

4 Smart time 4

Language focus

Objectives

- to provide Ss with cultural information

Materials

- flashcards of *cinammon*, *cardamom*, *noodles*, *spinach*, *meat pie*
- Blu tack

smart Time 4



cinnamon



cardamom



noodles



spinach



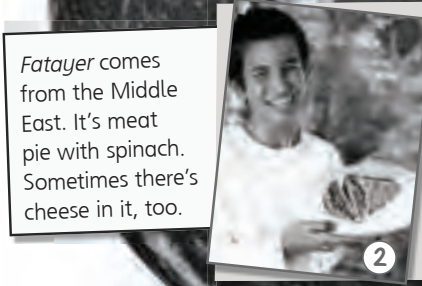
meat pie

1 Listen and read.

Food all over the world



Saliq comes from the KSA. It's meat with rice and milk. There are some peppers and onions in it. There's some cinnamon and cardamom, too. It's delicious!



Fatayer comes from the Middle East. It's meat pie with spinach. Sometimes there's cheese in it, too.

Noodles come from China. You can eat noodles with meat and vegetables. You can eat them in soup, too. They're yummy!



2 Where does it come from? Read activity 1 and write.



1.



2.



3.

62

Lesson plan



Warm up

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

Vocabulary Track 60

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

Activity 1 Track 61

- Direct Ss' attention to the photos and the title of the texts and ask them to guess what they think the texts will be about (three types of food).
- Play the CD and have Ss follow along in their books.
- Explain any unknown words.
- Ask Ss some comprehension questions, such as:

Text 1

Where does saliq come from? (It comes from the KSA.)

What is it? (It's meat with rice, milk, peppers, onions, cinnamon and cardamom.)

Is it delicious? (Yes, it is.)

Text 2

Where does fatayer come from? (It comes from the Middle East.)

What is it? (It's meat pie with spinach.)

Is there any cheese in it? (Sometimes there is.)

Text 3

Where do noodles come from? (They come from China.)

Can you eat them with meat? (Yes, you can.)

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

Activity 2

- Explain to Ss that they have to refer to activity 1 and write where each food comes from.
- Check Ss' answers.



1. Middle East
2. KSA
3. China

**Language focus****Objectives**

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

Vocabulary

where, there, hair, chair, pear, bear

Phonics

the sound /eə/ in **ere**, **air** and **ear**

**Materials**

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

Lesson plan**Warm up**

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

Activity 1 **Track 62**

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

Listening transcript

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

Activity 2 **Track 63 - A chant****Track 64 - Poem**

- Direct Ss' attention to the picture and ask them what they can see. (Two boys are in the forest.

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

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

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

**TPR Activity**

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

**Optional 1****What's that word?**

- Divide Ss into two teams.
- Invite a S from each team to come to the board. Give each S a marker / a piece of chalk.
- Call out a word with the /eə/ sound (*ere, air* or *ear*) and have Ss write the corresponding word on the board, e.g. *where*.
- The S that does this the fastest wins a point for his/her team.
- Repeat the same procedure with the rest of the Ss.
- The team with the most points wins.

**Workbook****Activity 1** **Track 65**

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

Listening transcript

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



1. there 2. hair 3. bear

Activity 2 **Track 66**

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

Listening transcript

1. *pear* 2. *where* 3. *hair*
4. *there* 5. *chair* 6. *bear*



ere where, there **air** hair, chair
ear pear, bear

Activity 3 **Track 67**

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

Phonics

where - hair - pear

4

1 Listen and say.

Where is the zoo?

ere

It's over there.



where



there



air



hair



chair

ear



pear



bear

2 Listen and chant.



The bear

Look over there!
Look over there!
It's a big brown bear
A big brown bear!

Where? Where?
It's over there!
A big brown bear
Is sitting on a chair
And it's eating
A big green pear.

63

- Play the CD twice.

Listening transcript

1. where 2. hair 3. pear 4. bear 5. there 6. chair



1. where 2. hair 3. pear 4. bear 5. there 6. chair

Activity 4

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



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

ere where, there **air** hair, chair **ear** pear, bear

Workbook Phonics Revision

Activity 1 Track 88

- Ask Ss to turn their books to p.128.
- Play the CD and have Ss listen, point and repeat.

Listening transcript

ow, /əʊ/, ow, /aʊ/, pillow, throw, town, cow
ere, /eə/, air, /eə/, ear, /eə/, where, there, hair, chair, pear, bear

Activity 2 Track 69

- Play the CD and have Ss repeat the words and circle the correct letters / sound each word contains / ends in.

Listening transcript

1. pillow 2. chair 3. town
4. where 5. pear 6. throw



1. ow 2. air 3. ow
4. ere 5. ear 6. ow

Now I can

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

Activity 1

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

Activity 2

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

Board game

- Divide Ss into pairs. Ask them to open their books to pp.146-147.
- Have one of the S in each pair to cut out the pages of the Board game.
- Tell Ss to use Blu tack to stick the pages on their desks one right next to the other.
- Hand out a rubber and two construction paper game pieces to each pair.
- Ss write the number 1 on one side of the rubber and 2 on the other.
- Model how the game is played. A S throws the rubber to see how many spaces to move forward: one space for number 1 and two spaces for number 2.
- The S whose game piece lands on a space answers a question or does what is written on the space. If his/her answer is wrong, he/she moves back one space.
- Ss take turns throwing the rubber and playing. The S to reach the FINISH first is the winner.



Picture Dictionary

Appearance



blond(e) hair



straight hair



curly hair



pretty



ugly

Actions



do karate



paint



fly a helicopter



grow fruit and vegetables



take pictures



put out fires



save people



fix teeth

Everyday activities



do my homework



brush my teeth



have a shower



get dressed



pray



take a taxi



walk



take the bus



drive



take the train

Jobs



photographer



firefighter



lifeguard



dentist

Sports



play baseball



play volleyball



hit the ball



do gymnastics



kick the ball



throw the ball



skateboard



exercise

Housework



make a cake



clean



do the washing-up



water the plants



make the bed



Picture Dictionary

Home

upstairs



downstairs



door



floor



cushion



armchair



bookcase



cupboard



fridge



hall



dining room



pillow



office



paper



garden



clock



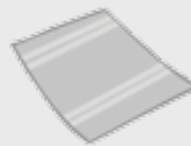
mirror



radio



painting



mat



wall



phone



window



house

Food and drinks



butter



onions



lettuce



biscuits



sugar



flour



omelette



peas



pancake



pineapple



noodles



peppers



a glass of milk



hummus



meat pie



pear



water



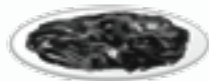
lemonade



dessert



watermelon



spinach



cinnamon



cardamom



Picture Dictionary

Various



teach



wash



laugh



tough



shells



town



cow



slippers



tree



bee



boat



goat



wheel



slow



fast



ski



swimming pool



helmet



fishing



palace

Grammar reference



Hello

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

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

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

Subject Personal pronouns

I / you / he / she / it / we / you / they

Possessive adjectives

my / your / his / her / its / our / your / their

- **Subject personal pronouns** are used as subjects and go before the verb.
Look at that girl. She's beautiful!
- **Possessive adjectives** always go before nouns and do not take articles before them.
Her hat is green.

The verb 'can'				
Affirmative	Negative		Questions	Short Answers
	Full forms	Short forms		
I can run.	I cannot run.	I can't run.	Can I run?	Yes, you can. / No, you can't.
You can run.	You cannot run.	You can't run.	Can you run?	Yes, I can. / No, I can't.
He can run.	He cannot run.	He can't run.	Can he run?	Yes, he can. / No, he can't.
She can run.	She cannot run.	She can't run.	Can she run?	Yes, she can. / No, she can't.
It can run.	It cannot run.	It can't run.	Can it run?	Yes, it can. / No, it can't.
We can run.	We cannot run.	We can't run.	Can we run?	Yes, you can. / No, you can't.
You can run.	You cannot run.	You can't run.	Can you run?	Yes, we can. / No, we can't.
They can run.	They cannot run.	They can't run.	Can they run?	Yes, they can. / No, they can't.

We use **can** to express ability, e.g. *I can swim.*

We use **can't** to express lack of ability, e.g. *I can't paint.*

1 Every day

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

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

Present Simple (days, months and seasons)

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

Remember: study → studies wash → washes watch → watches go → goes

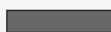
Time Expressions

on Monday / Tuesday, etc.

in the morning / afternoon / evening, etc.

every day / Monday, etc.

at the weekend / at 8:00, etc.

 **always**

I **always** brush my teeth
in the morning.

 **sometimes**

She **sometimes** goes to
bed at 10:00.

 **never**

They **never** get up at 7:00
on Fridays.

We use the **Present Simple** for habits and actions that happen regularly, e.g. *Omar plays football on Thursdays.*

2 Right now

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

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

ride → riding

swim → swimming

We use the **Present Progressive** for actions that are happening **now**, at the moment of speaking.
e.g. *I'm playing basketball now.*

3 My new house

Where's / are...? Prepositions of Place

Where's the rabbit? It's **behind** the door.
Where are the bags? They're **in front of** the bookcase.
Where are the bedrooms? They're **downstairs**.

Possessive Case

Whose hat **is this**? → **It's** Penny's (hat). Penny's hat is blue.
Whose trainers **are these**? → **They're** John's (trainers). John's trainers are green.

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

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

A / An - The

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

4 Food, please!

a / an / some



We use **a/an** with singular countable nouns, e.g. *a tomato, an onion*.

We use **some** with plural countable nouns, e.g. *some apples*.

We use **some** with uncountable nouns, e.g. *some water*.

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

some / any

We use **some** and **any** with plural countable nouns and with uncountable nouns.

We use **some** in affirmative sentences. We use **any** in questions and negative sentences.

There are **some** eggs in the cake. Are there **any** eggs in the cake? There aren't **any** eggs in the cake.
 There is **some** milk in the cake. Is there **any** milk in the cake? There isn't **any** milk in the cake.

We use **some** in questions when offering or requesting something that is there.

Would you like **some** milk? Can I have **some** water, please?

Let's

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

Let's make a sandwich.



How much? / How many?

We use **How much** with uncountable nouns.

We use **How many** with plural countable nouns.

In order to count uncountable things like water / milk, etc, we use containers such as *a glass of*.

How much milk is there on the table? Two glasses of milk.

How many peppers are there on the table? Five.



Would like

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

I'd like = I would like



ph

ph

gh

gh

s /s/

s /s/

s /z/

s /z/

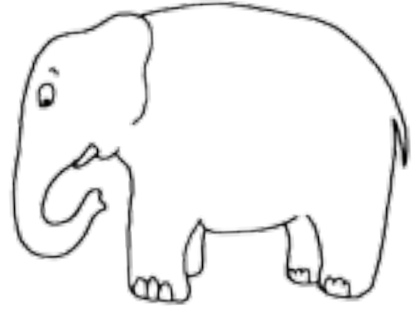
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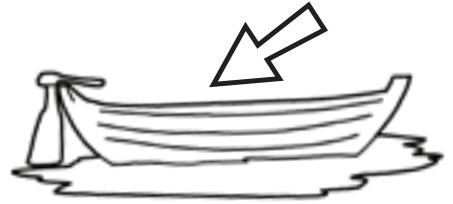
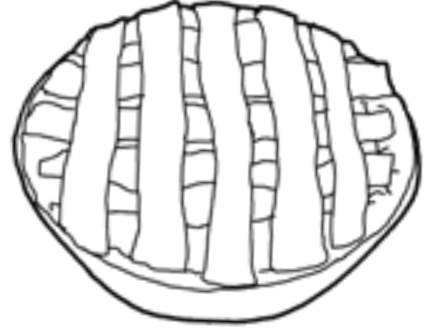
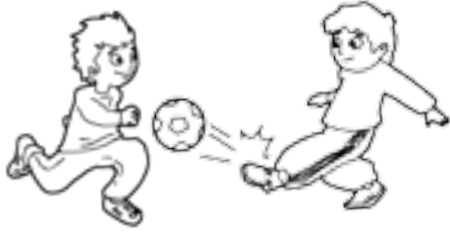
ow

ow

ou

ou





ow

ow

ow /əʊ/
wo /uə/

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ow /aʊ/
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ere

ere

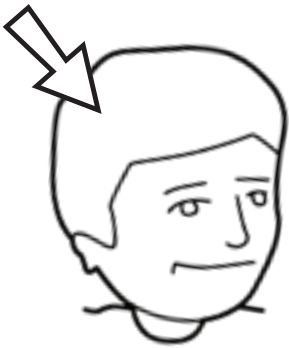
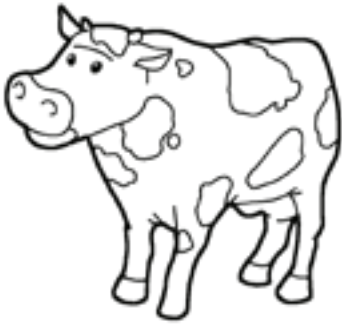
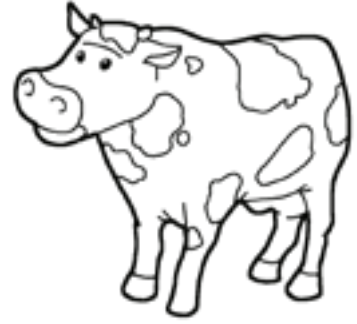
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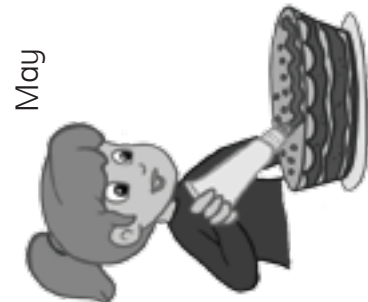
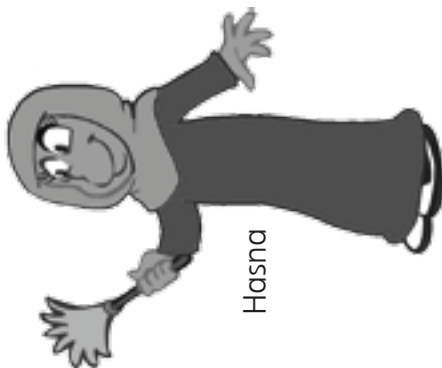
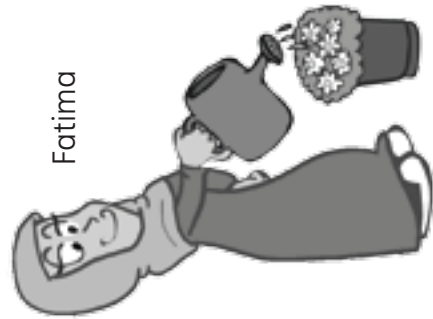
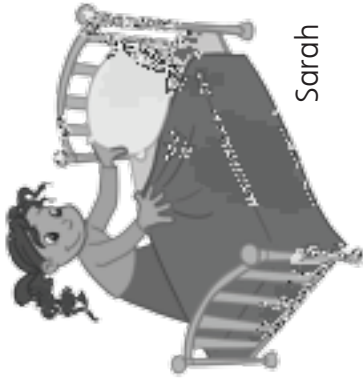
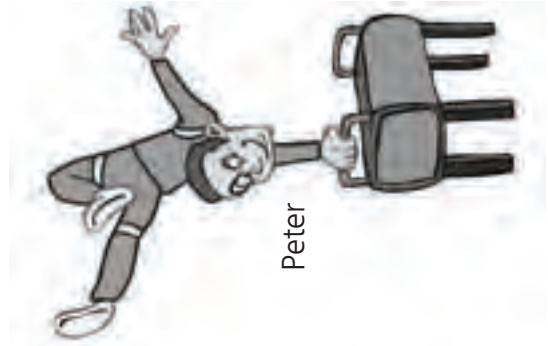
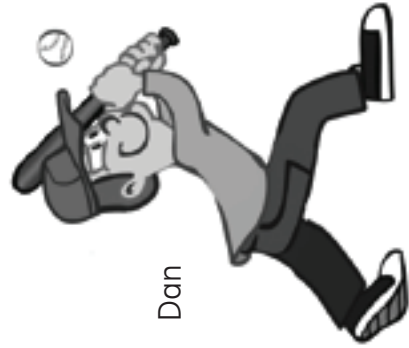




Cut-outs

2

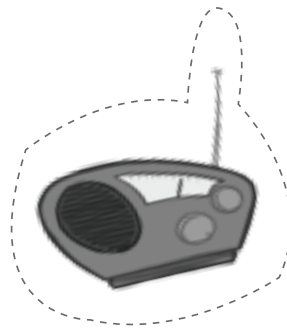
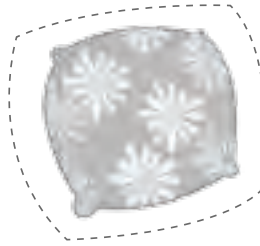
Let's play



3

Cut-outs

Let's play

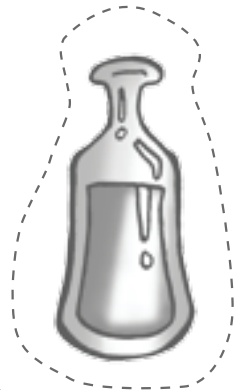


Cut-outs

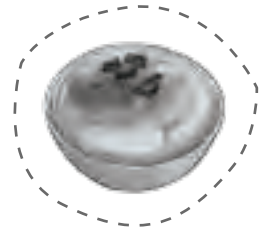
4

Let's play

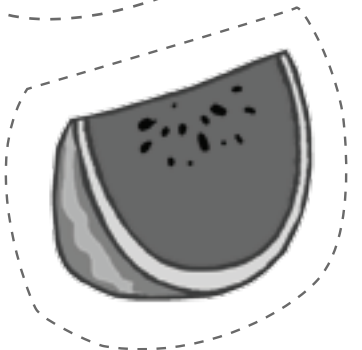
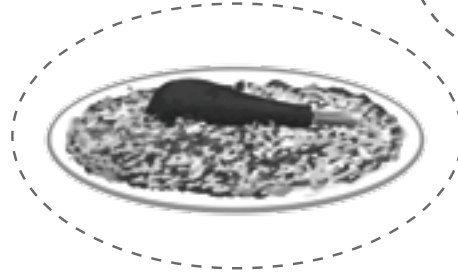
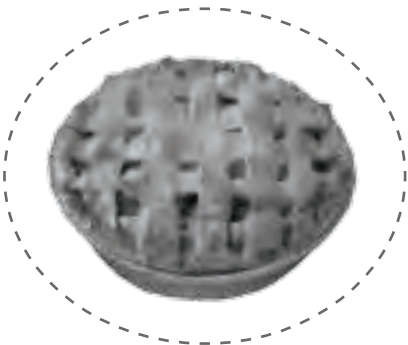
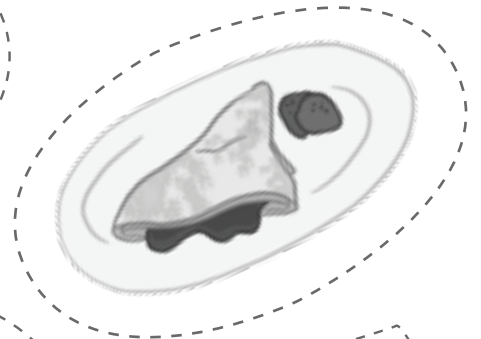
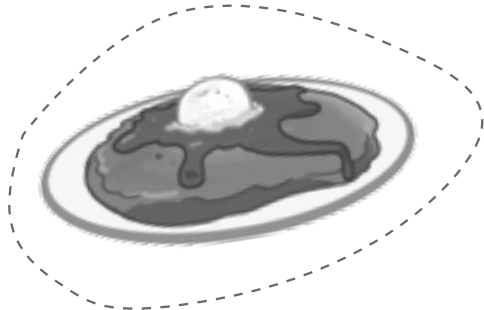
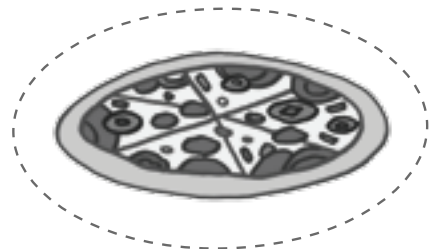
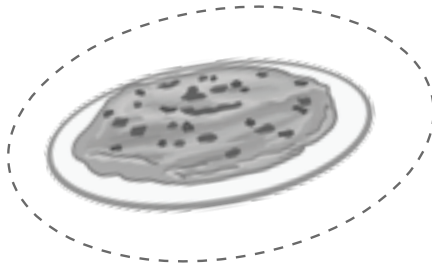
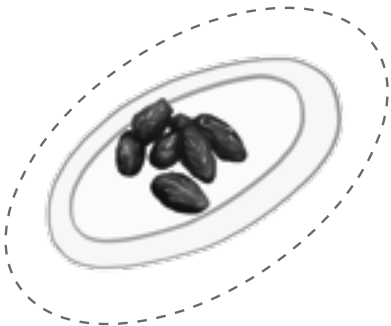
Drinks



Desserts



Main dishes



1

Test

Name _____

Total 20

1 Listen and tick (✓).

1. Who's Kevin's father?



a



b

2. Who's John's brother?



a



b

3. What do you want to be when you grow up?



a



b

6

2 Read and write. pilot lifeguard photographer dentist

1. A _____ saves people.

2. My sister is a _____. She fixes teeth.

3. Salim flies a helicopter. He's a _____.

4. Sue takes great pictures. She's a very good _____.

3 Read and write. Use the Present Simple.

4

1. Julie always _____ (have) a shower in the morning.

2. Hassan _____ (not take) the bus to school. His father _____ (drive) him there.

3. _____ you always _____ (have) lunch at school?

4

4 Read and circle.

1. The children sometimes go to the park **on** / **in** Thursdays.

3. I get up **at** / **on** six o'clock every day.

2. I always pray **on** / **before** breakfast.

3

5 Answer about yourself.

1. Do you do your homework after school? _____

2. Do you walk to school? _____

3. What do you want to be when you grow up? _____
Why? _____

3

Name _____

Total 20

1 Look and match.

1. Is she exercising?



a. No, they aren't.

2. Is he kicking the ball?



b. Yes, he is.

3. Is he watering the plants?



c. No, she isn't.

4. Are they playing table tennis?



d. No, he isn't.

4

2 Put in the correct order.

1. baseball / he / playing / Is / ?

2. the washing-up / isn't / doing / She / .

3. are / cleaning / They / room / their / .

4. throwing / She / the ball / is / .

4

3 Read and write. Use the Present Progressive.

1. Omar _____ (not make) his bed now.

He _____ (do) his homework.

2. **A:** _____ Reema _____ (play) tennis with her friend, Fatima?

B: No, she isn't. Reema and Fatima _____ (make) a cake.

3. Look! Martha _____ (play) volleyball. She's very good.

4. **A:** _____ Salim _____ (exercise)?

B: Well, yes, he is.

6

4 Listen and circle.

1. Tom is **skateboarding** / **cleaning**.

3. Hassan **is** / **isn't** playing volleyball.

2. Julie **is** / **isn't** doing gymnastics.

6

3

Test

Name _____

Total

1 Look and write.

bookcase mirror cupboard floor









2 Look and write.

There is There are
Is there Are there
There isn't There aren't



- _____ three cushions on the bed.
- _____ a lamp on the desk?
- _____ a mat on the floor.
- _____ chairs in the bedroom.
- _____ three paintings on the wall?
- _____ a TV in the bedroom.
- _____ a desk in the bedroom.
- _____ a bag in the bedroom.

3 Listen and tick (✓).



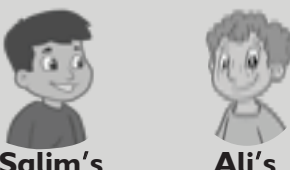
1. Where is Alex?



a

b

2. Whose trainers are they?



Salim's

Ali's

a

b

3. Where are the bedrooms?



a

b

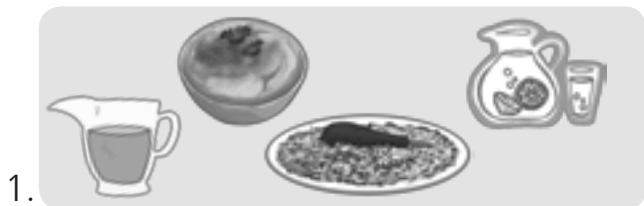
4 Read and circle.

- This isn't **my / mine** coat. It's Afaf's.
- A:** Is this Reema's shirt?
B: No, it isn't **her / hers**.
Her / Hers shirt is green.
- Don't take those socks.
They aren't **your / yours**.
- A:** Are the girls wearing **their / theirs** new dresses?
B: No, they aren't. **Their / Theirs** dresses aren't new.

Name _____

Total 20

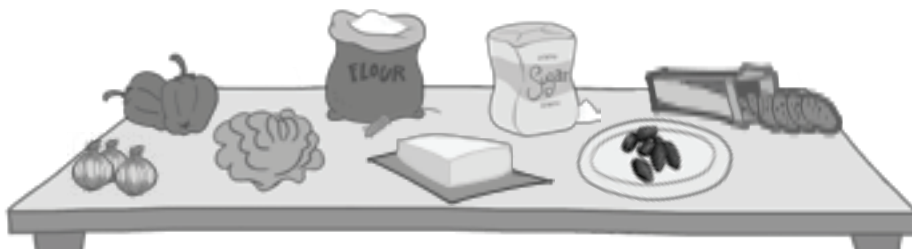
1 Listen and circle. 



4

2 Look and write. Use There's some / There are some.

onions lettuce flour
peppers dates
butter biscuits sugar



1. _____
2. _____
3. _____
4. _____

5. _____
6. _____
7. _____
8. _____

3 Read and write. some any

8

1. Is there _____ flour on the table?
2. There are _____ peas in the omelette.

3. Afaf always has _____ pancakes for breakfast.
4. There isn't _____ sugar in the orange juice.

4

4 Answer about yourself.

1. What do you like in your omelette?

2. How many meals do you eat every day?

3. How much water do you drink every day?

4. What's your favourite dessert?

4

Test 1-4

Name _____

Total

1 Look and complete the sentences with **always**, **sometimes**, **never**.

- Hassan _____ prays in the morning.
- I _____ have a shower at night.
- Afaf and Reema _____ do their homework in the afternoon.

2 Read and circle.

- Reema has breakfast **in / at** 6 o'clock.
- Ammar has a shower **before / after** bedtime.
- Lamya and Hasna walk to school **on / in** the morning.
- Abdullah always rides his bike to the park **at / on** Friday.
- Sahar always brushes her teeth **after / before** dinner.

3 Read and complete with the correct form of the verbs in brackets. Use the Present Simple.

- Salim _____ (take) a taxi to work every day.
- Ameen and Abdullah _____ (not drive) a car.
- _____ Saud _____ (walk) to school?
No, he doesn't. He _____ (ride) his bike.

4 Read and write.

dentist
lifeguard
firefighter
pilot
save
fix
put
fly

- I want to be a _____ because I want to _____ teeth.
- I want to be a _____ because I want to _____ a helicopter.
- I want to be a _____ because I want to _____ people that can't swim.
- I want to be a _____ and _____ out fires when I grow up.

5 What are they doing? Look and write.

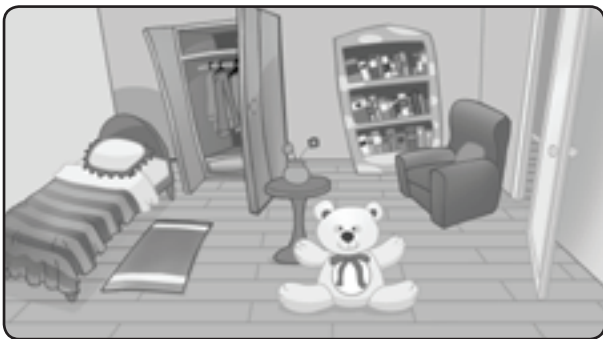
skateboard play baseball
do gymnastics clean



1. Is Jim watering the plants? No, he isn't. He's
2. Is May making a cake? _____
3. Is Hasna cooking? _____
4. Are Dan and Ali playing table tennis? _____
5. Is Tom riding his bike? _____

5

6 Read, look and circle Yes or No.



- | | | |
|---|-----|----|
| 1. Is there a mat on the floor? | Yes | No |
| 2. Are there paintings on the wall? | Yes | No |
| 3. Is there a mirror behind the armchair? | Yes | No |

6

7 Listen and circle.

1. Has Jessica got curly hair?
a. Yes, she has.
b. No, she hasn't.
2. Can Omar do karate?
a. Yes, he can.
b. No, he can't.
3. Does Ameer take the train to school?
a. Yes, he does.
b. No, he doesn't.
4. What is Sue doing in the kitchen?
a. She is making a cake.
b. She is doing the washing-up.
5. What is behind the door?
a. Saleh's socks.
b. Saleh's trainers.

5

8 Read and circle.

1. **A:** Is there **some / any** chocolate for dessert?
B: No, there isn't.
2. There are **some / any** peppers and onions for the omelette.
3. **A:** Are there **some / any** pancakes for breakfast?
B: No. But there is **some / any** milk in the fridge and biscuits on the table.

4

Listening Transcripts Tests 1-4

Test 1 (Track 70, CD2)

Activity 1 Listen and tick.

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

Test 2 (Track 71, CD2)

Activity 4 Listen and circle.

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

Test 3 (Track 72, CD2)

Activity 3 Listen and tick.

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

Test 4 (Track 73, CD2)

Activity 1 Listen and circle.

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

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

Test 1-4 (Track 74, CD2)

Activity 7 Listen and circle.

- A:** So, Pam. Where's your sister, Jessica?
B: Over there.
A: The tall girl with the curly hair?
B: No, no. That's her friend. Jessica hasn't got curly hair. She has got straight hair.
A: Oh, I see. She's pretty.
- A:** What time is your karate lesson, Dan?
B: At 6 o'clock. Do you want to come with me, Omar?
A: But I can't do karate.
B: That's OK. You can come and watch.
A: Sure!
- A:** Good morning, Ameer. Are you going to school?
B: Good morning, Mr Salim. Yes, I am.
A: Be careful with that bike!
B: Yes, Mr Salim. I'm always careful.
Where are you going Mr Salim?
A: I'm going to the train station. I take the train every day.
- A:** Sue, are you upstairs?
B: No, I'm in the kitchen, Julie.
A: In the kitchen? What are you doing there? Are you doing the washing-up?
B: No, I'm not. I'm making a delicious chocolate cake.
A: Really? That's great.
- A:** Mum, I can't find my blue socks.
B: They're in your trainers.
A: No, they aren't in my trainers.
B: What about under the bed?
A: No, my socks aren't there.
B: Let me have a look. What's that blue thing behind the door?
A: Oops! There they are. Behind the door. Ha, ha.
B: Saleh, can you please clean your room?



Key to Test 1

Activity 1 Track 70, CD2

1. a
2. b
3. a

Activity 2

1. lifeguard
2. dentist
3. pilot
4. photographer

Activity 3

1. has
2. doesn't take, drives
3. Do... have

Activity 4

1. on
2. before
3. at

Activity 5

open answers



Key to Test 2

Activity 1

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

Activity 2

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

Activity 3

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

Activity 4 Track 71, CD2

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



Key to Test 3

Activity 1

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

Activity 2

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

Activity 3 Track 72, CD2

1. a
2. b
3. a

Activity 4

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



Key to Test 4

Activity 1 Track 73, CD2

1. chicken with rice
lemonade
2. pancakes, biscuits

Activity 2

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

Activity 3

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

Activity 4

open answers



Key to Test 1-4

Activity 1

1. always
2. never
3. sometimes

Activity 2

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

Activity 3

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

Activity 4

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

Activity 5

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

Activity 6

1. Yes
2. No
3. No

Activity 7 Track 74, CD2

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

Activity 8

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

Suggested Pacing Chart for Smart Class 5

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

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

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

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

Specifically, the teaching hours are as follows:

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

Notes

First week of lessons:

Be sure to familiarise students with their new book at the beginning of the first session.

In the second, third and fourth session revise functions and vocabulary from previous sessions.

Recommended homework for every lesson:

It is suggested that the Ss are asked to study the active vocabulary of each session.

Also, they should be given a few sentences from each lesson to copy and study for dictation.

In class:

Always check homework at the beginning of each session.

Always make sure that students understand what activities they have to do for homework, as well as how they should be done.

Week 1

Sessions	Student's Book	Workbook
Session 1	• Do in class <i>Hello</i> (SB pp5-7).	_____
Session 2	• Do in class <i>A chant</i> (SB pp.8-9).	• Begin the activities from the Workbook section (p.82). If you do not have time to complete all the activities, assign some of them for homework.

Week 2

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

Week 3

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Do in class <i>Let's play</i> and <i>Phonics phone - laugh</i> (SB pp.14-15). 	<ul style="list-style-type: none"> Begin the activities from the Workbook section (pp.85-87). If you do not have time to complete all the activities, assign some of them for homework.
Session 2	<ul style="list-style-type: none"> Check homework if any. Do in class <i>Story time</i> (SB pp.16 – 17). 	<ul style="list-style-type: none"> Do the activities from the Workbook section (p.88).

Week 4

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Do in class <i>Revision</i> and <i>Project</i> (SB pp.18-19). 	<ul style="list-style-type: none"> Begin the activities from the Workbook section (pp.89-91). If you do not have time to complete all the activities, assign some of them for homework.
Session 2	<ul style="list-style-type: none"> Check homework if any. Do in class <i>Smart Time 1</i> and <i>Phonics walks - reads - teaches</i> (SB pp.20-21) 	<ul style="list-style-type: none"> Begin the activities from the Workbook section (pp.92-95). If you do not have time to complete all the activities, assign some of them for homework.

Week 5

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Do in class Test 1 (Teacher's Manual p.114). Allow only 30 minutes for students to complete the test. Do in class <i>A chant</i> (SB pp.22-23) 	<ul style="list-style-type: none"> Do the activities from the Workbook section (p.96).
Session 2	<ul style="list-style-type: none"> Check homework if any. Do in class <i>Smart kids</i> (SB pp.24-25). 	<ul style="list-style-type: none"> Do the activities from the Workbook section (p.97).

Week 6

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Do in class <i>Our world</i> (SB pp.26-27). 	<ul style="list-style-type: none"> Do the activities from the Workbook section (p.92).
Session 2	<ul style="list-style-type: none"> Do in class <i>Let's play</i> and <i>Phonics teacher - tree</i> (SB pp.28-29). 	<ul style="list-style-type: none"> Begin the activities from the Workbook section (pp.99-101). If you do not have time to complete all the activities, assign some of them for homework.

Week 7

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework if any. Do in class <i>Story Time</i> (SB pp.30-31). 	<ul style="list-style-type: none"> Do the activities from the Workbook section (p.102).
Session 2	<ul style="list-style-type: none"> Do in class <i>Revision</i> and <i>Project</i> (SB pp.32-33). 	<ul style="list-style-type: none"> Begin the activities from the Workbook section (pp. 103-105). If you do not have time to complete all the activities, assign some of them for homework.

Week 8

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework if any. • Do in class <i>Smart Time 2</i> and <i>Phonics play, rain - rice, pie</i> (SB pp.34-35). 	<ul style="list-style-type: none"> • Begin the activities from the Workbook section (pp. 106-109). If you do not have time to complete all the activities, assign some of them for homework.
Session 2	<ul style="list-style-type: none"> • Do in class Test 2 (Teacher's Manual p.115). Allow only 30 minutes for students to complete the test. • Do in class <i>A chant</i> (SB pp.36-37). 	<ul style="list-style-type: none"> • Do the activities from the Workbook section (p.110).

Week 9

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Do in class <i>Smart kids</i> (SB pp.38-39). 	<ul style="list-style-type: none"> • Do the activities from the Workbook section (p.111).
Session 2	<ul style="list-style-type: none"> • Do in class <i>Our world</i> (SB pp.40-41). 	<ul style="list-style-type: none"> • Do the activities from the Workbook section (p.112).

Week 10

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Do in class <i>Let's play</i> and <i>Phonics boat - yellow</i> (SB pp.42-43). 	<ul style="list-style-type: none"> • Begin the activities from the Workbook section (pp.113-115). If you do not have time to complete all the activities, assign them for homework.
Session 2	<ul style="list-style-type: none"> • Check homework if any. • Do in class <i>Story time</i> (SB pp.44-45). 	<ul style="list-style-type: none"> • Do the activities from the Workbook section (p.116).

Week 11

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Do in class <i>Revision</i> and <i>Project</i> (SB pp.46-47). 	<ul style="list-style-type: none"> • Begin the activities from the Workbook section (pp.117-119). If you do not have time to complete all the activities, assign some of them for homework.
Session 2	<ul style="list-style-type: none"> • Check homework if any. • Do in class <i>Smart Time 3</i> and <i>Phonics house - cow</i>. (SB pp.48-49) 	<ul style="list-style-type: none"> • Begin the activities from the Workbook section (pp.120-123). If you do not have time to complete all the activities, assign some of them for homework.

Week 12

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Do in class Test 3 (Teacher's Manual p.116). Allow only 30 minutes for students to complete the test. • Do in class <i>A chant</i> (SB pp.50-51). 	<ul style="list-style-type: none"> • Do the activities from the Workbook section (p.124).
Session 2	<ul style="list-style-type: none"> • Check homework if any. • Do in class <i>Smart kids</i> (SB pp.52-53). 	<ul style="list-style-type: none"> • Do the activities from the Workbook section (p.125).

Week 13

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Do in class <i>Our world</i> (SB pp.54-55). 	<ul style="list-style-type: none"> Do the activities from the Workbook section (p.126).
Session 2	<ul style="list-style-type: none"> Do in class <i>Let's play</i> and <i>Phonics pillow - town</i> (SB pp.56-57). 	<ul style="list-style-type: none"> Begin the activities from the Workbook section (pp.127-129). If you do not have time to complete all the activities, assign some of them for homework.

Week 14

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework if any. Do in class <i>Story time</i> (pp.58-59). 	<ul style="list-style-type: none"> Do the activities from the Workbook section (p.130).
Session 2	<ul style="list-style-type: none"> Do in class <i>Revision</i> and <i>Project</i> (SB pp.60-61). 	<ul style="list-style-type: none"> Begin the activities from the Workbook section (pp.131-133). If you do not have time to complete all the activities, assign some of them for homework.

Week 15

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Do in class <i>Smart time 4</i> and <i>Phonics where - hair - pear</i> (SB pp.62-63). 	<ul style="list-style-type: none"> Begin the activities from the Workbook section (pp.134-137). If you do not have time to complete all the activities, assign some of them for homework.
Session 2	<ul style="list-style-type: none"> Check homework if any. 	<ul style="list-style-type: none"> Play the board game (pp.146-147). Do in class <i>Test 4</i> and <i>Test 1-4</i> (Teacher's Manual pp.117-119). If time is short, do as many exercises as you have time for in class for practice.

Week 16

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

الحد الأدنى	By the end of grade six students will be able to	الفترة Session		الرمز Code
		الأولى 1 st	الثانية 2 nd	
		Page Number	Page Number	
×	Recognise and produce the consonant sound /f/: (ph /f/ as in "photo", gh /f/ as in "laugh").	15		1/7/6
×	Recognise and differentiate between the endings of third person singular Present Simple: (/s/ as in "walks", /z/ as in "reads", /ɪz/ as in "teaches").	21		2/7/6
×	Recognise and produce long vowels: ea /i:/ as in "teacher", ee /i:/ as in "tree", /aɪ/ as in "rice", /aʊ/ as in "pie", /eɪ/ as in "play", /eɪ/ as in "train").	29, 35		3/7/6
×	Recognise and produce some English digraphs (oa /əʊ/ as in "goat" and ow /əʊ/ as in "yellow", ou /aʊ/ as in "mouth" and ow /aʊ/ as in "brown" ow /əʊ/ as in "window" and ow /aʊ/ as in "town", /eə/ ere as in "where", air as in "hair" and ear as in "wear").		43, 49, 57, 63	4/7/6
×	Recognise and produce some English digraphs (/ɔɪ/ as in "oil" and "toy").			5/7/6
×	Recognise and produce long vowels and the schwa sound: (/ɑ:/ as in "car", /ɔ:/ as in "forty", /ə/ as in "brother").			6/7/6
×	Recognise and produce long vowels: (/ju:/ as in "huge" and as in "barbecue", /ɜ:/ as in "purse" and as in "bird").			7/7/6
	Recognise and produce consonant endings: (/ŋk/ as in "bank", /ɪ/ as in "spring", /k/ as in "clock", /nd/ as in "sand", /nt/ as in "tent").			8/7/6
	Recognise and produce the consonant blend: (/sk/ as in "skate, scarf and square").			9/7/6
×	Recognise the silent gh as in "night" and the silent k as in "knee".			10/7/6
×	Ask questions using What, Who, Where, Why, Whose.	5, 14, 25	36-39	11/7/6
×	Identify countable and uncountable nouns (some - any) and ask and answer about quantity using <i>How much</i> and <i>How many</i> .		54-55	12/7/6
×	Identify and talk about family and friends using the verb <i>to be</i> (Affirmative, Negative, Questions, Short Answers), the verb <i>to have</i> and possessive adjectives, <i>can/can't</i>	5-7		13/7/6
×	Tell the time (o' clock, half past, a quarter to, a quarter past).			14/7/6
×	Talk about everyday activities using the Present Simple (Affirmative – Questions – Short answers – Negative) and adverbs of frequency (always, sometimes, never).	8-13		15/7/6
×	Talk about occupations.	12-14		16/7/6
×	Talk about activities happening at the moment of speaking using the Present Progressive (Affirmative – Negative – Questions – Short answers).	22-28		17/7/6
×	Talk about sports and household chores.	22-28		18/7/6
×	Describe location (on, in, under, next to, between, opposite, in front of, behind).		36-37	19/7/6
×	Talk about possession using possessive pronouns (mine, yours, his, hers), <i>Whose</i> and the Possessive Case ('s).		38-39	20/7/6
×	Talk about different items in a house using <i>There is / There are</i> .		40-42	21/7/6
×	Identify and talk about food.		50-56	22/7/6
	Order at a restaurant using <i>I'd like</i> .		56	23/7/6
	Give directions.			24/7/6
×	Talk about rules using the imperative.			25/7/6
	Use subject and object personal pronouns (I, you, he, etc. / me, you, him, etc.).			26/7/6
×	Identify places in a town using the Past Simple of the verb <i>to be</i> .			27/7/6
×	Talk about the different times of the day (in the afternoon, in the evening).			28/7/6
	Use prepositions of time (in, on, before, at, after).	8-9		29/7/6
×	Talk about the past and describe past experiences using the Past Simple of the verb <i>to be</i> and <i>There was / There were / There wasn't / There weren't</i> .			30/7/6
	Talk about past activities and events (Past Simple of regular and irregular verbs).			31/7/6
	Make comparisons, e.g. people, animals, using the comparative and superlative form.			32/7/6
	Talk about future plans using <i>going to</i> .			33/7/6
	Use conjunctions (because, and, but).			34/7/6
	Use intensifiers (so, very).			35/7/6
×	Follow a simple text while listening to the audio recording.	19	62	36/7/6
	Understand the main idea and/or basic information in short monologues or dialogues.	25-27	39, 55	37/7/6
×	Read and count cardinal numbers to 1000.			38/7/6
×	Read and comprehend simple sentences and simple texts.	6-7, 19-20	47-48	39/7/6
×	Read simple illustrated stories.	16-17	38, 58-59	40/7/6
×	Recognise basic rules of punctuation.	19		41/7/6
	Understand the main idea and specific information in short simple texts.	11, 13	39, 41, 47,	42/7/6
	Associate verbal with visual information.		39, 62	43/7/6
×	Apply basic rules of punctuation (e.g. use capital letters, full stops, question marks, exclamation marks).	19		44/7/6
×	Write short simple words/phrases to complete a paragraph.	66		45/7/6
×	Write simple sentences to convey personal information.	69, 75, 88	103-117	46/7/6
×	Write short answers to simple questions.	81	95, 109	47/7/6
×	Use the definite and indefinite article (a/an/the).		42, 97	48/7/6
	Link ideas with <i>and, then</i> .			49/7/6

Smart Class 5
Teacher's Manual

H. Q. Mitchell - Marileni Malkogianni

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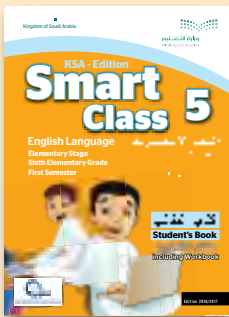
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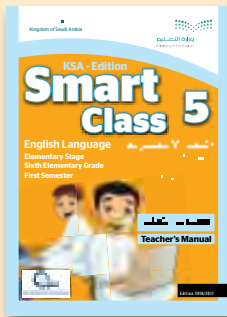
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