



النشيد الوطني

قَسَمًا بمَنْ رَفَعَ السَّمَاءُ قَطَرٌ بقَلْبي سِيرَةٌ وَحَمَائِمٌ يَوْمَ السَّلامُ

قَسَمًا بِمَنْ نَشَرَ الضِّياءُ قَطَرٌ سَتَبْقَى حُرَّةً تَسْمُو بِرُوحِ الأَوْفِياءُ سيرُوا عَلَى نَهْج الأُلَى وَعَلَى ضِياءِ الأَنْبِيَاءُ عِـــزُ وَأَمْـجَادُ الإبَــاءُ قَطَرُ الرِّجَالِ الأَوَّلِين حُمَاتُنَا يَوْمَ النِّدَاءْ جَوَارِحٌ يَوْمَ الفِدَاءُ



Teacher's Book

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46 SYLLABUS



Communication Objectives	Structures	Vocabulary	Writing	QNCF competencies
Module 6 • Places p. 128				
 to talk about places to talk about events that happened in the past to ask and answer about events that happened in the past to talk about past experiences to talk about the past and present of a city to talk about something that existed in the past, but no longer does or didn't exist in the past, but does now to ask and answer about the weather in the past 	Simple Past of the verb to be How was it? It was (great). What was the weather like? It was (sunny).	Places: ocean, amusement park, sports centre, park, airport, post office, bakery Weather conditions: It was sunny, It was raining, It was windy, It was raining, It was snowing Nouns: raccoon, hot-air balloon, sky, mountain, river, wall, bridge, letter, drawing, video, school playground Adjectives: tired, famous, excited	Project: to make a little book about your town Phonics /ɔː/ morning stork short /oʊ/ ocean mango stone	
Module 7 • Make a differ	ence • p. 150			
 to talk about helping others to talk about possession to introduce object pronouns to talk about protecting the oceans to talk about who or what exists in a place 	Whose (bag) is this? It's my (bag). It's mine. Whose (bikes) are these? They're our (bikes). They're ours. Possessive adjectives Possessive pronouns Object pronouns Compounds of some/any/no/every	Verbs: share, care, help, protect Nouns: cloth, light, torch, blackout, shadow Adjective: plastic, dangerous Phrasal verb: turn off Phrases: carry shopping bags, traffic lights, cross the street	Project: to make a bookmark Phonics əˈ where there əˈ hair chair ləˈ pear bear	



Communication Objectives	Structures	Vocabulary	Writing	QNCF competencies			
Module 8 • In the future p. 172							
 to talk about occupations to talk about future plans to talk about animals to ask and answer about future plans 	o talk about occupations of talk about future plans of talk about animals of ask and answer about of talk about animals of talk about future to be + going to the teacher of talk about animals of talk about future plans of talk about animals of talk about animal		Project: to write a diary entry Writing tip: • to learn how to use adjectives to describe people and things • to learn how to use the intensifiers very, so Phonics				
			/t/ watched walked /d/ smelled listened /id/ invented painted				
Module 9 • That's amazin		Animals: ostrich, crocodile,	Duoinet	A BB 4			
 to do a quiz to describe animals to introduce the Comparative form of adjectives to describe people to introduce the Superlative form of adjectives to compare animals to talk about dinosaurs 	Comparative form Superlative form (not) as + + as	gorilla, hippo, spider, mosquito, chimpanzee, squid, dinosaur, stork Nouns: building, scientist, jar Adjectives: funny, intelligent, scary, delicious Verbs: change, hide Parts of the body: jaw, finger, toe, beak	Project: to write a description about an animal Phonics /ou/ open close sofa old nose /u/ look book foot				
Module 10 • Health p. 216							
- to talk about ailments - to give advice - to talk about staying safe - to ask for advice	What's the matter? I've got a (toothache). should/shouldn't must/mustn't	Ailments: sore throat, stomach ache, earache toothache, headache, cough Occupation: dentist Verbs: sneeze, exercise, relax Nouns: medicine, tissue, soap, oven, knife - knives, socket, shade, sunscreen, meal Adjectives: sick, safe	Project: to make a safety poster Phonics /e/ head bread /i:/ peaches peas tea meat				



INTRODUCTION

Welcome

This is a series of books especially designed for primary school students. A learner-centred approach has been the foundation of this course, which aims to engage learners actively 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.

Each book has been designed to be completed in a single school year. It is based on a well-organised, multi-dimensional syllabus, which focuses equally on the development of both vocabulary and grammatical structures through lively topics and communicative activities. The four skills (listening, speaking, reading and writing) are developed in an integrated way throughout the course.

Course Components

Student's Book

The Student's Book contains ten theme-based modules. The lessons in each module are thematically linked and lead to the exploration and discovery of the language functions related to the particular theme of the module. Each module includes a wide range of songs/poems, factual pieces, stories, cross-curricular sections, various activities with illustrations and photos, games and role-playing, as well as projects that stress the communicative function of the language and motivate learners to participate actively. Note that there are a few passive words which need to be explained by the teacher.

Workbook

The Workbook includes supplementary practice of the structures and the vocabulary presented in each lesson. The Workbook is considered an important component of the course, through which all skills (listening, speaking, reading, writing) are practised extensively. A **Now I can...** section can help students evaluate their performance and take responsibility for their own learning. A cursive writing section is included in order to help students develop their handwriting skills. Short sentences are introduced at this level, with instructions and guidance indicating correct formation. Three Revision sections for Modules 1-5 and Modules 6-10 prepare students for the Midterm test and the Final test. Students can also find three board games at the back of the Workbook: Board Game 1 for Modules 1-5 and Board Game 2. There is a section (Smart moves!) after every two modules in the Workbook which includes higher-order thinking activities. Five two-page Top Skills sections help students develop the four skills through revision activities. These sections also serve the purpose of preparing students for international exams.

Teacher's Book

The Teacher's Book 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 Audio Material (Online). Classroom strategies for differentiated instruction also feature in this series.

Differentiated instruction

Differentiated instruction is an approach that helps teachers ensure that they address the needs of every student. It is common knowledge that not all students learn at the same speed or have the same learning style. Therefore, in classrooms where students have different learning styles and needs, it is essential for teachers to adjust instruction to tailor the material to the needs of individual students.

This is a challenge for teachers because differentiated instruction does not only mean changing the way teachers teach. It also means changing the level and the kind of instruction in order to respond to learning diversity.

For this reason, the *Top Stars* series provides strategies and expansion activities or adaptations of already-existing ones to ensure that all students will achieve the same goal but sometimes in a different way.

Strategies - Techniques for Differentiated Instruction

To help teachers meet the needs of students with different ability levels and needs, the following strategies have been incorporated in the Student's Book, in the Workbook or in the Teacher's Book:

- A range of activities, depending on the level of students, to challenge higher-performing students (e.g. by modifying activities to challenge them and provide them with further practice, by providing them with further practice through expansion activities, by asking them to come up with their own examples using the vocabulary or the grammatical structure presented, etc.).
- A range of activities, depending on the level of students, to help lower-performing students to consolidate the content taught (e.g. by modifying activities to build their confidence, by providing them with prompts in order to help them to use what has been taught in context, by providing them with options to choose from, etc.).
- A range of activities to accommodate different learning styles (e.g. Total Physical Response (TPR) activities, projects, different kinds of games and optional activities, etc.)
- Scaffolding instruction teachers support students in order to explore various topics through various ways (e.g. notes in the Teacher's Book provide a step-by-step guide to each stage of the lesson within a flexible framework that allows teachers to adapt the activities to their own teaching style as well as to the students' needs).
- Flexible grouping students are given the opportunity to work individually, in pairs, in small groups or in large groups, according to their needs and interests.



 Ongoing or formative assessment – it helps teachers to monitor students' progress, pinpoint their strengths and weaknesses, provide constructive feedback, and therefore adapt the teaching and learning process to meet students' needs (e.g. student self-assessment (Now I can...).

The Teacher's Book includes the following sections:

Cover page:

At the beginning of each module there is a section which presents the learning standards. These learning standards are exclusively linked and related to the Qatar National Curriculum Framework (QNCF) competencies.

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 (Optional):

It is suggested that a few minutes be dedicated to revise the previous lesson, at the beginning of each new lesson. This may take the form of a brief game, a role-play activity 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 on how to approach each activity, with special sections for vocabulary and grammar, as well as TPR (Total Physical Response) activities. The main learning standards and Qatar National Curriculum Framework (QNCF) competencies are clearly signposted.

Optional / Before leaving:

Additional ideas for fun activities are given in the Teacher's Book, and aim at both making the lesson more enjoyable as well as 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 the key to each activity in the Workbook, as well as the listening transcripts. The instructions for the Board Games can be found at the back of the Teacher's Book.

Student's CD-ROM

This includes the songs/poems, phonics chants/poems, dialogues, texts and stories from the Student's Book and Workbook so that students have the opportunity to listen to these recordings as many times as they wish, in order to improve their pronunciation and intonation. It also includes one game per module and a vocabulary list.

Class Audio Material (Online)

This includes all the recordings of the vocabulary, dialogues, stories, texts, songs/poems, listening activities and phonics sections in the Student's Book and Workbook

where the symbol •) appears. Special attention has been given to sound effects, in order to help students understand better and enjoy the presentations and stories.

Resources for Teachers (Online)

This contains:

Tests

There are ten two-page end-of-module tests, one Midterm test for Modules 1-5 and one Final test for Modules 6-10. The tests can be printed in their original form. However, teachers also have the ability to add, omit or change the order of the items and/or activities according to the needs of their classes (modifiable tests). The listening transcripts for the tests and the key to all activities follow.

Self-evaluation sheets

These sheets accompany the **Now I can...** section in the Workbook. They help students evaluate their performance and take responsibility for their own learning.

Flashcards

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

Interactive Whiteboard Material

The Interactive Whiteboard Material allows teachers to create powerful lessons by integrating image and sound, which helps learners assimilate information more rapidly. It includes all the textual, visual and audio material from the Student's Book and the Workbook. It also includes two interactive games per module, a vocabulary list and ten self-evaluation sheets (one for each module).

THE SERIES

This series is designed with careful consideration of students' needs and emotional development at young ages. The focus is on all four skills, which are carefully developed to facilitate the learning process. Special attention is paid to the gradual development of reading and writing skills, and strategies developing these skills are practised in class through activities that promote communication.

Course Outline

All the lessons in each module feature a wide variety of meaningful input through the use of songs/poems/ quizzes, illustrated stories, short texts, games, role plays and crosscurricular (CLIL) sections. A clearly demarcated vocabulary section illustrates the key vocabulary items for 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 is developed through a wide variety of text types and tasks and is aided by audio recordings of all the reading texts in the Student's Book. Writing is mainly practised in the Workbook. Students are further helped to develop their reading, speaking, listening and writing skills with the inclusion of useful advice given throughout the Student's Book in the form of tips.



MODULE STRUCTURE

Vocabularu

The new vocabulary is presented in different ways, through a variety of approaches. Students are further helped to learn vocabulary with the inclusion of useful advice given throughout the book in the form of **tips**.

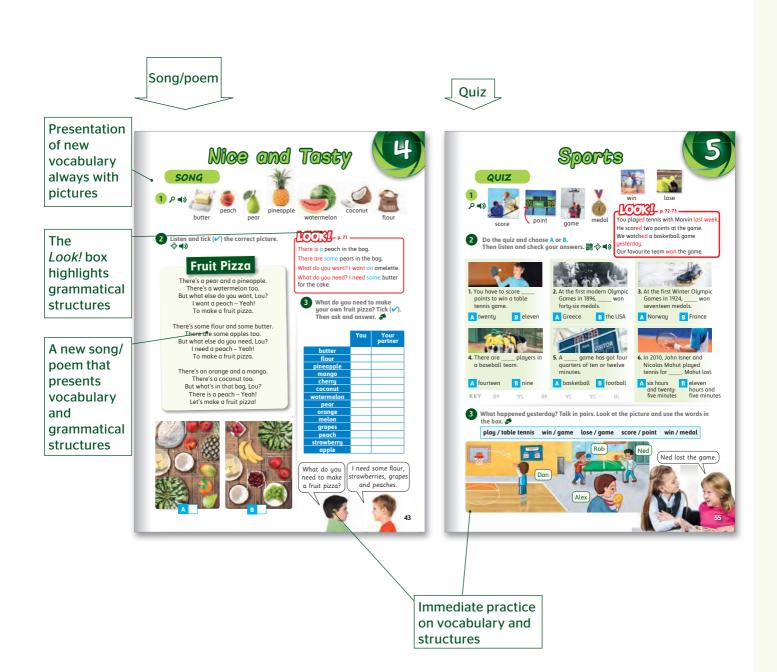
Lesson 1:

Song

Most modules begin with a song/poem. The new vocabulary and the new grammatical structures are presented along with a song/poem. The lyrics always have a specific linguistic focus (vocabulary and structures) and the element of repetition aids students' consolidation of the material. An activity for students to practise both grammar and vocabulary always follows the song/poem.

Ouiz

Some modules begin with a quiz, which sparks students' interest in the topic of the module and allows them to explore their background knowledge.

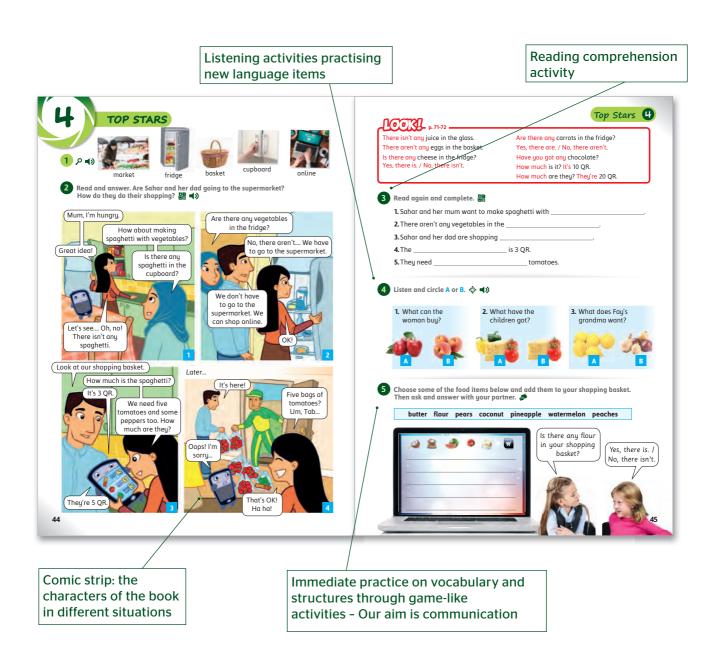




Top Stars

The second lesson is a comic strip in interrelated episodes. Our young characters are found in situations through which vocabulary and grammar are presented in an entertaining way. The target language is introduced through lively dialogues, and each dialogue is followed by a reading comprehension activity. A wide variety of activities allow students to practise the target vocabulary and grammar. There is a *Look!* box in almost every lesson that draws students' attention to certain grammatical points. Listening and speaking activities are included to consolidate structures and vocabulary introduced in the lesson. Students also have the

opportunity to practise the new language through games and role play.





Lesson 3:

Our world

In this lesson, there is a focus on factual and/or cross-cultural topics, relevant to and appropriate for students of this age. The topics have to do with everyday life, the English-speaking world, different cultures round the world, etc. A *Background note* box that gives additional information on various topics has also been included (where applicable) in the Teacher's Book.

Reading comprehension activity



Presentation of new vocabulary and structures through activities providing factual information Listening activities practising new language items

Immediate practice on vocabulary and structures through game-like activities - Our aim is communication

Lesson 4:

Let's talk

In this lesson, the language is presented through game-like activities. Surveys, posters, advertisements, games, etc. are included in this lesson, providing students with a model to help them talk with their classmates about various topics. The focus is on spoken, everyday English and not just on vocabulary and grammar.

Game-like activities practising new language items and focusing on communication in real-life situations



Lesson 5:

Project

Projects help to develop students' writing skills, providing them with models of a variety of writing texts. A *Writing tip* box helps students improve their writing skills by giving useful tips on writing conventions, syntax and punctuation. Writing is further practised in the Workbook.

Step-by-step guidance on how to deal with each part of the writing task



A detailed sample of the writing task students are asked to produce



Lesson 6:

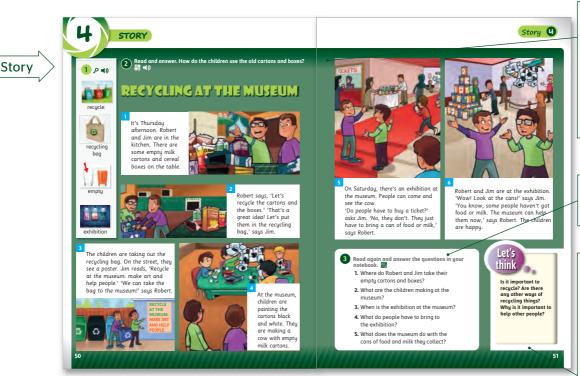
Story / Reading time

A variety of both original stories and factual texts are presented in this lesson. These stories/texts help students revise vocabulary and grammar from the whole module. They are fun and familiarise students with the notion of reading for pleasure. They are always followed by reading comprehension activities. Most children are familiar with the conventions of storytelling in their own language and readily transfer this knowledge into a willingness to read, listen to and participate in stories in English. Stories, along with their accompanying activities, develop cognitive

skills such as predicting, hypothesising, guessing and inferring meaning. They also help children improve their concentration and develop empathy. Longer factual texts allow students to consolidate the concepts they came across in the module.

Let's think

After each Story / Reading time lesson, various questions and topics for discussion are provided in order to get students to think, express their personal opinion and share their personal experiences.

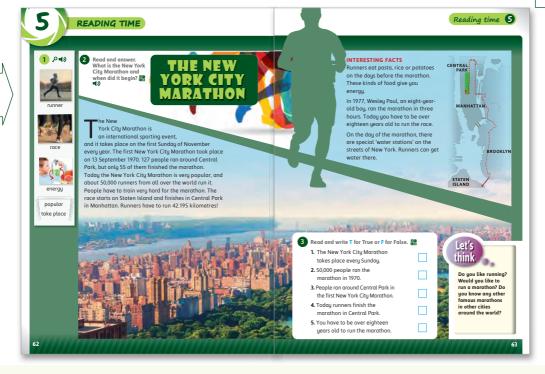


Picture stories to consolidate the material taught in the module and to provide reading for entertainment purposes

A reading comprehension activity

General questions on the topic give students the opportunity to promote their critical thinking skills

Factual text



Lesson 7:

Phonics

Consonant and vowel sounds are introduced and practised. Different colours are used to indicate the different sounds. Children learn to recognise and identify each sound. A range of activities develop children's ability to recognise each sound in isolation and as a part of a word.

Lively chants help students to memorise key sounds



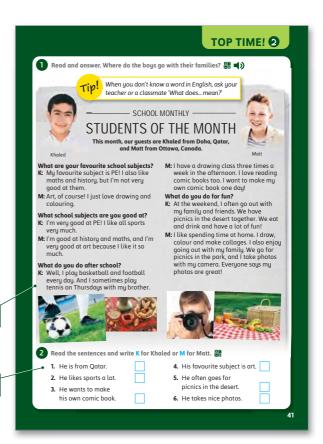
Lesson 8:

Top Time!

In this lesson, students revise the vocabulary and structures taught in the previous modules. This lesson usually includes cross-cultural information. Further practice is provided in the Workbook.

Practice on cross-cultural information

A reading comprehension activity





Cross-curricular section (CLIL)

There is a CLIL lesson after every two modules. This lesson appeals to students' natural curiosity and gives each of them a chance to contribute to the lesson. This page consists of texts with cross-curricular information, which students are exposed to in their L1 classroom. Consequently, students are already familiar with the topics and are able to identify these topics when they are presented in English. At the top of the page, there is a 'sign' indicating the subject dealt with. Further practice is provided in the Workbook.

The educational value of cross-curricular lessons

Practice on cross-curricular notions

A reading comprehension activity



Lesson 9:

Round-up

Apart from the frequent recycling of language throughout the lessons, there is a Round-up lesson at the end of each module, which includes a variety of activities to consolidate the language students have been presented with throughout the module.

Consolidation and revision through various activities



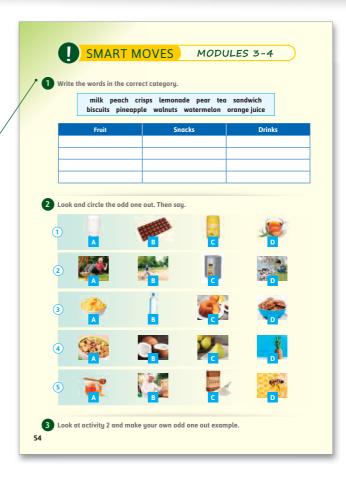


Workbook:

Smart moves!

There is a section at the end of every second module which includes higher-order thinking activities.

Classify



Top Skills

A two-page revision lesson that focuses on skills development for every two modules has also been included at the end of the Workbook. These activities may also prepare students for international exams.



Extra Material in the Student's Book

Grammar Reference / Irregular Verbs

A detailed presentation of the grammatical structures is included in the Grammar Reference section at the back of the book, which students may refer to whenever necessary. A list of irregular verbs follows the Grammar Reference section.

Word List

A Word list section has also been included at the back of the Student's Book and can be used as a reference for all the active vocabulary and phrases/expressions included in the Student's Book.

Using a Vocabulary List

A Using a Vocabulary List section offering Ss step-bystep guidance on how to use the Vocabulary List has also been included.

Points to remember

- Whether a task is carried out in class or assigned as homework, make sure that students fully understand the rubric and are clear about what they need to do.
- For most activities, it could prove helpful to demonstrate, through examples, what the task requires students to do by doing the first item together. This is especially recommended in all speaking activities.
- Whenever a task requires understanding gist, the teacher should not explain unknown words, thus encouraging students to focus on gist only. Whenever necessary, however, certain key words that block understanding could be explained.
- Students should always be asked to justify their answers when it comes to reading comprehension and listening activities.
- When correcting students' written work, it is suggested that a list of commonly-made mistakes is made. The information gathered could then be pointed out to students orally or in written form on the board.
- Wherever elicitation procedures are required, it should be ensured that each student has the opportunity to speak before corrections are made by the teacher.
- In cases where students are asked to do guesswork, no answers should be revealed before students proceed to the actual task and check their predictions.

Using a language-learning notebook

A language-learning notebook is a valuable and necessary tool in the classroom. The use of a language-learning notebook enables students to keep a record of their work in an organised manner and also helps them to track their progress. Moreover, it allows students to develop a sense of responsibility for their learning and serves as good learner training.

As students, especially young students, may not be familiar with how to use a notebook and may also lack the necessary discipline to use one effectively, it is paramount that teachers train students how to organise and use it. The notebook should be used regularly in the classroom, and teachers should give students instructions on how to use it.

Organising a language-learning notebook

- Help students to separate their notebook into logical sections, depending on the level of the students and the material. For example, possible sections could be: Grammar activities, Vocabulary activities, Writing activities, etc. Or alternatively, each module could be a section of the notebook.
- Decide how many pages to devote to each section and help Ss to count out and separate the sections.
- Suggest ways for students to label the different sections in their notebook. For example, the sections could be colour-coded and they could be separated using index tabs.
- Help students to take pride in their notebooks by encouraging them to make them visually appealing.
 For example, Ss may want to decorate them, or illustrate them.

QNCF Key Competencies

Competencies can be seen as the combination of different kinds of knowledge, skills and attitudes that enable students to cope with the complex challenges they will face in school, in the workplace, in their personal lives as well as in broader social contexts. Through the development of key competencies, learners will be capable of achieving the QNCF learning outcomes and, consequently, be better equipped to have successful careers and live meaningful lives. There are altogether seven key competencies identified in the QNCF. Below we focus on each of these competencies, providing a brief description and explanation of each, as well as tips on how teachers can effectively integrate them in the classroom.

It is significant that in the *Top Stars* series, the key competencies have been taken into consideration in the design of the course, and thus are woven into the activities themselves. In other words, by carrying out an activity, students are acquiring and developing competencies. It must also be understood that aspects of several competencies may overlap. For example, problem-solving may also involve other competencies such as creative and critical thinking, inquiry and research, communication, as well as cooperation and participation, depending on the type of activity. Although the activities students are involved in require them to activate the knowledge, skills and attitudes through which they develop specific competencies, the way teachers deal with the activities in class can help

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Creative and critical thinking

to maximise the benefit for students.

This refers to the ability to think for oneself, produce original ideas, and to make decisions. It involves on the one hand aspects of artistry, curiosity, imagination and innovation as well as personal expression and lateral thinking – the ability to think creatively or 'outside the box', and on the other hand evaluating, interpreting and synthesising information, applying creative thought to form an argument, reach a conclusion or solve a problem. There are a broad

range of activities that can be used in the classroom to help students develop creative and critical thinking.

Ways to integrate creative and critical thinking into the classroom

- Give emotional support to students. Ensure that the classroom environment is warm, positive and sharing. Encourage all students to feel free to express their feelings and ask questions.
- Help students to make the proper use of information and to prioritise and recognise the facts that are most useful and important.
- Help students to realise that they can challenge assumptions and request evidence.
- Incorporate role-playing activities in the classroom. Playing a role requires students to use both analytical and creative skills.
- Use classic works of literature as an opportunity to have students predict the plot and discuss issues such as theme and character motivation.
- Ask students to express a feeling or an idea through a sketch, without using words.
- Encourage students to brainstorm when posed with a question and write responses on the board.



Communication

This refers to the ability to convey information and express oneself. It involves the effective use of listening and speaking skills as well as an openness to the thoughts and ideas of others.

Ways to integrate communication into the classroom

- Establish clear standards for acceptable norms of interaction among students. Stress the significance of listening to others, taking turns to speak, expressing agreement or disagreement appropriately, helping each other, etc. in order to accomplish a task. Point out the importance of respecting the opinions of others, even though we may not agree with them.
- Structure activities and provide guidance. Organise students suitably in pairs/groups depending on the activity. Pair work and group work significantly increase student speaking time in comparison to whole class activities. Allow students to take responsibility for carrying out the activity, but indicate the right direction and be ready to intervene to facilitate students when necessary.
- Encourage all students to contribute to discussions initiated in pre-reading/warm-up and post-reading activities. Help shy students to participate by addressing questions to them even though they may not raise their hand to participate. Accept all students' responses/opinions as unique and valuable contributions.



Cooperation and participation

This refers to the ability and the desire to work on a cooperative basis with others, or to participate in a group or in a team in order to achieve a common goal. It involves listening to the ideas of others and responding constructively, expressing disagreement constructively and offering support and assistance. It reinforces polite behaviour and respect towards others.

Ways to integrate cooperation and participation into the classroom

- Provide students with tasks and/or projects that enable them to work in pairs or groups to prepare and present their work. Encourage active participation of all students and explain that all members of the group have valuable insights to contribute.
- Point out the significance of working collaboratively to achieve a common goal. Explain to students that they should be confident and express their opinions freely, but they also have a responsibility to be respectful of other points of view.
- Help students to understand that in case of disagreements/conflict they need to be open to new ideas and negotiate to reach an agreement, or maybe they can agree to disagree.
- Monitor students as they work in pairs/groups to make sure they are carrying out the activity satisfactorily and that they are speaking in English. Intervene when students appear to be stuck by prompting them in the right direction.



Inquiry and research

This refers to the ability to conduct research and inquiry into a range of issues. It involves interrogative questioning (what, where, when, who, why, how), the collection and analysis of data/information, synthesising this information and reporting findings.

Ways to integrate inquiry and research into the classroom

- Structure activities and provide guidance. Explain the stages involved in this type of activity – formulating relevant questions to keep focus, collecting information from reliable sources, analysing the information to understand it, synthesising information from different sources and then reporting findings in an organised
- Suggest reliable sources of information learners can refer to.
- Incorporate an element of choice. When possible allow students to decide on a topic for research. Ask them if they would like to present their work to the rest of the class. Ask for students to volunteer to present their work.



Problem-solving

This refers to the ability to identify and solve problems. It involves identifying the cause of a problem, analysing facts and situations, comparing data, asking relevant questions, drawing conclusions and applying creative thinking to develop a solution. Aspects of problemsolving can apply to various activities in different ways, depending on the level of the students.

Ways to integrate problem-solving into the classroom

• Introduce a structured approach. Help students to identify the problem and what caused it. Help them to find out and understand what information pertaining to the problem is already given.

Direct them to ask relevant questions (see interrogative questioning in inquiry and research above) to help them make reasonable assumptions, which will enable them to identify possible solutions. Finally, explain that they need to evaluate each possible solution to decide on the best one.

Literacy

This refers to the ability to read and write, and as such it involves phonemic awareness – the ability to hear and use the different sounds of a language, awareness of print – the ability to recognise the letters of the alphabet and the printed word, vocabulary – which is broken down into:

- a) active vocabulary which are the words one uses regularly, can define and use in context, and
- b) passive vocabulary which are the words one recognises and may have interpreted the meaning of through context or use by others, spelling – the arrangement of letters to form words, and reading comprehension – the ability to read and understand the meaning of what one has read, as well as the ability to draw inferences, identify patterns and understand clues in a text.

It is a competency that is vital to effective learning and successful social interaction within the family, in the workplace as well as in other social groups.

Ways to integrate literacy into the classroom

- Use resources appropriate for the age and level of the students. As literacy is at the heart of the learning process, especially when learning a foreign language, it is significant that all aspects of literacy as defined above are systematically dealt with.
- Help students to become accustomed to the sounds of the language, and pay special attention to sounds that may be difficult for students.
- Help students to become accustomed to reading and writing text from left to right.
- Point out the crucial role of literacy in students' success in school as well as in their social lives.

Encourage students to be inquisitive and have a positive attitude towards learning by making the lessons meaningful to them.

- Provide opportunities for students to acquire ICT literacy through appropriate activities such as using the Internet for research, using online dictionaries, etc.
- Stress the importance of expressing oneself appropriately depending on the situation, the purpose and the audience and help students to understand how the appropriate use of language changes in different contexts.
- Provide opportunities for students to understand how language is linked to culture, and help them to appreciate their own culture and understand that knowledge of a foreign language can be a key to understanding other cultures as well.

Numeracy

This refers to the recognition of numbers and the numeral system, as well as to a general mathematical awareness and the ability to apply this knowledge in a practical context (measuring, weighing, etc.)

Ways to integrate numeracy into the classroom

- Familiarise students with numbers and basic mathematical concepts appropriate for their age and level.
- Show sensitivity for students who may find these concepts difficult to access in a foreign language.
- Point out that numeracy competency is vital in everyday life, in school and in future career success.
- Try to create learning opportunities through games, chants or puzzles in order to make the process more fun and enjoyable for students.

In general:

- Acknowledge that each student learns at a different pace. Be attentive to individual students' needs.
- Show empathy for students' negative feelings.
 Show them that their feelings count and that they may be able to influence what happens in the classroom, by being flexible whenever possible.
- Explain the value of 'boring' topics / 'difficult' activities, why they are important, and how students will benefit from them.
- Praise students' efforts and give positive and constructive feedback. Encourage students to learn from their mistakes and try again. Phrase feedback in a positive manner, and include suggestions on how students can improve their work in the future.

Help students to become autonomous learners.
 One way of doing this would be, for example, to
 end the lesson by giving them further questions
 that expand on the topic of the lesson. These
 questions will be discussed in the next lesson.
 Explain that students need to think about
 the questions, if necessary, to find relevant
 information, and be prepared to discuss them in
 the next lesson.

Key Values

Key values are the set of principles, beliefs or ideals that emerge from and are based on culture, and consequently shape people's behaviour and attitudes (how people see themselves, how they interact with others and how they live their lives in general). Through values education, students are helped to acquire these values and to apply them intelligently in all aspects of their lives.

The QNCF identifies four key values that permeate Arabic and Qatari cultural heritage. Below we focus on each of these values, providing a brief description and explanation of each, as well as tips on how teachers can effectively impart these values to their students.

In the *Top Stars* series, values education has been taken into consideration in the design of the course and is reflected in the subject matter as well as in the design of the activities. Through exposure to concepts and ideas, as well as to specific ways of carrying out activities, students are guided to understand their place in the classroom and in school, in their family and in the wider community, and as citizens of the world. Simultaneously, they become conscious of their corresponding rights and responsibilities.

Teachers should be aware that they play a crucial role in instilling these values in students, and there are many different ways of doing this.

Islamic values and Arabic and Qatari cultural heritage

Opportunity for learning experiences should be provided in the context of Islamic values and appreciation of Oatari culture and traditions.

Ways to instill these values in the classroom

- Teach by example. Teachers are role models and through demonstrating their appreciation of Islamic values and their pride in Qatari culture to students, they are teaching an important lesson.
- Create opportunities for students to identify with the Qatari culture and heritage, as well as to take pride in the achievements of outstanding Qatari professionals, artists, athletes, etc.

- Encourage students to show an openness towards other cultures, and to compare aspects of different cultures.
- Actively promote a spirit of intercultural understanding by helping students to identify fundamental similarities among different people and cultures.

Respect and compassion

The fundamental Islamic values of respect and compassion should be fostered and actively practised in the classroom. Students must be helped to develop as individuals and as social beings by being exposed to learning contexts that cultivate these values and must be encouraged to think critically and employ moral/ethical reasoning in their everyday lives. These values lay the foundations for greater understanding among people and societies.

Ways to instill these values in the classroom

- Teach by example. By showing respect for students as well as compassion and solidarity with people who are in need, teachers create a positive environment and provide a role model for students to emulate.
- The sense of self-respect and self-esteem are integral to understanding the concept of respect for others. Teachers should cultivate this sense in students and raise their awareness of questions of diversity by displaying an appreciation of each individual student's talents and abilities.
- Set clear classroom rules of behaviour and discuss their significance with students.
- The value of respect can be encountered in various contexts. For instance, in addition to showing respect for each other in face-to-face interaction, students should be made aware of the importance of respectful online behaviour as well.
 Equally important is the crucial issue of respecting the environment. Teachers should look for these opportunities to expand on the concept of respect.

Positivity and endeavour

A positive attitude towards learning is essential to enable students to understand that success is achieved through hard work and perseverance. Students should feel confident that they can achieve their goals, but also that a certain commitment to the effort is required on their part.

Ways to instill these values in the classroom

- Ask students to visualise and express their longterm goals. Help them to understand what is required to achieve those goals. Help them to set more short-term targets that will enable them to accomplish their long-term goals.
- Challenge students. Have them engage in



- activities that may involve difficulties and/or the possibility of failure so as to stress the importance of persistence and not giving up in cases of adversity. Creating situations in which students are, to a reasonable extent, outside of their comfort zones will help to reinforce these values.
- External resources, such as news broadcasts, documentaries or films can be useful in creating opportunities for students to be exposed to examples of real people who show courage and remain positive in the face of difficult challenges, which the classroom environment cannot otherwise provide.

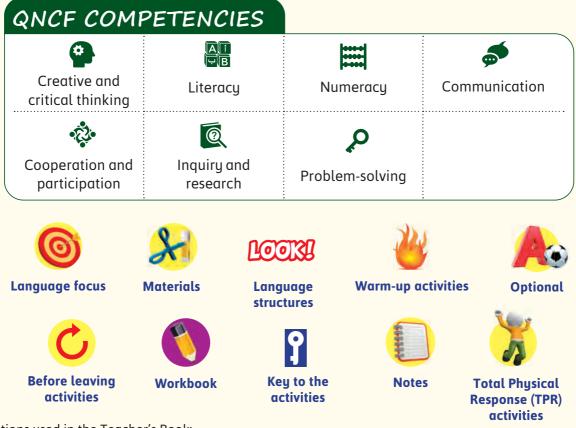
Personal rights, responsibility and integrity.

Key values in Qatari society are those of citizenship and the corresponding rights and responsibilities, as well as the recognition of the unifying value of human dignity, or in other words, the recognition of the fact that all individuals deserve to be respected and honoured irrespective of their differences. As such, these values must be promoted in the classroom through raising students' awareness of and actively demonstrating the Islamic principles of integrity, honour and truthfulness which are salient features of ethical behaviour.

Ways to instill these values in the classroom

- Familiarise students with the concept that rights and responsibilities go hand in hand by demonstrating that as students they have rights in the classroom (e.g. to express their opinion, to participate, the right to safety and well-being, the right to information and privacy) as well as responsibilities (e.g. to follow classroom rules, to participate and contribute, to show an interest in the well-being of others, to use information wisely and respect the privacy of others, to accept responsibility for their actions).
- Look for opportunities to emphasise the different kinds of responsibilities students have (e.g. to their classmates/friends, families, communities, the environment).
- Introduce the concept of good digital behaviour, by explaining the advantages and disadvantages of having access to so many sources of information. Sensitise students to the proper use of information found on online sources and how to search for information online safely.

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



Abbreviations used in the Teacher's Book:

S: student Ss: students TB: Teacher's Book SB: Student's Book WB: Workbook SA: Student A SB: Student B



Places

When students complete this module, they will be able to:

Song

- guess the meaning of words based on picture clues (R4.1)
- follow and identify the detail in short texts (L2.1)
- exchange simple information (S1.1)
- use a simple picture dictionary to find and categorise words (R4.2) WB

Top Stars

- guess the meaning of words based on picture clues (R4.1)
- follow and identify the detail in short texts (L2.1)
- understand and respond, with support, to detail in a short sequence of simple sentences (R2.1)
- exchange simple information (S1.1)
- participate actively in very simple word or sentence level reading games (R5.1) WB

Our world

- guess the meaning of words based on picture clues (R4.1)
- follow and identify the detail in short texts (L2.1)
- understand and respond to the main idea in a text (R1.1)
- understand and respond, with support, to detail in a short sequence of simple sentences (R2.1)
- follow and identify the detail in short texts (L2.1)
- describe, with support, people and objects using suitable words and phrases (S2.2)

ple and objects using

Let's talk

- guess the meaning of words based on picture clues (R4.1)
- participate actively in very simple word or sentence level reading games (R5.1)
- describe, with support, people and objects using suitable words and phrases (S2.2)
- follow and identify the detail in short texts (L2.1) WB

Project

- understand and respond to the main idea in a text (R1.1)
- understand and respond, with support, to detail in a short sequence of simple sentences (R2.1)
- use capital letters, full stops and question marks (W2.3)
- connect words or phrases using basic coordinating conjunctions (W2.1)
- check spelling and punctuation of written work (W3.2)

Story

- guess the meaning of words based on picture clues (R4.1)
- understand and respond, with support, to detail in a short sequence of simple sentences (R2.1)
- participate actively in very simple word or sentence level reading games (R5.1) WB
- exchange simple information (S1.1) WB
- ask and find out about preferences (S1.2) WB

Phonics

- independently recognise and say the beginning, middle and final letter sounds in a word (L2.7)
- identify and remember a wide range of high-frequency sounds and their letter patterns (R3.5)
- independently recognise and sound out the beginning, middle and final letter sounds in a word (R3.3) WB
- independently blend sounds to read a number of high-frequency words (R3.4) WB

CLIL₃

- understand and respond to the main idea in a text (R1.1)
- understand and respond, with support, to detail in a short sequence of simple sentences (R2.1)
- guess the meaning of words based on picture clues (R4.1)
- follow and identify the detail in short texts (L2.1) WB

Cursive writing

 use recognisable cursive writing in written work (W3.1) WB

Round-up

- participate actively in very simple word or sentence level reading games (R5.1)
- follow and identify the detail in short texts (L2.1)
- exchange simple information (S1.1)
- describe, with support, people and objects using suitable words and phrases (\$2.2)
- understand and respond, with support, to detail in a short sequence of simple sentences (R2.1) WB





Objectives

- to say a song/poem
- to talk about places
- to talk about events that happened in the past

Vocabulary

Nouns: raccoon, ocean, hot-air balloon, sky

Places: ocean, amusement park, sports centre, park

Structures

I was at the sports centre yesterday. My friends were at the shopping centre last weekend.



Materials

- flashcards for raccoon, ocean, amusement park, sports centre, park, hot-air balloon, sky
- Internet printouts of the ocean, an amusement park, a sports centre, a park

Lesson plan



Warm-up

 Ask Ss if they would like to fly in a hot-air balloon, and if so, where they would like to go and what places they would expect to see there.

Activity 1 R4.1 \nearrow

- Stick the flashcards for raccoon, ocean, amusement park, sports centre, park, hot-air balloon and sky on the board.
- Point to each flashcard, say the words out loud and encourage Ss to repeat after you.
- Alternatively, use the Internet printouts you brought. Stick them on the board using some adhesive putty and have Ss guess which place or what they depict.
- Write the word for each place/item under each printout, say it and

encourage Ss to repeat after you.

- You can draw the places instead of bringing the printouts if you like. Point to each place/item, name it and encourage Ss to repeat after you.
- Have Ss open their books to p.67.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 L2.1 🔅



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

- Explain to Ss that they are going to listen to a song/poem with the title *In a hot-air balloon*.
- Point out that they have to listen to the recording, follow along in their books and point to the places the raccoons flew over.
- Play the song/poem again, and tell Ss to tick the pictures that depict the places the raccoons flew over.
- Make sure Ss have ticked the correct pictures.
- Play the song/poem again, and encourage Ss to say the song/poem along with the recording.
- Have Ss compare their answers in pairs first, then check as a class.



Pictures A, B, C, D and F should be ticked.

TOO KI

- Direct Ss' attention to the Look! box on p.67 and ask them to read it.
- Ask Ss to underline any examples of the structures was / were in the Song (1st verse: Fred and Max were two raccoons. / Their hot-air balloon was white. / They were up, up, up in the sky! They were up, up, up so high! , 2nd verse: They were up, up, up in the sky! They were up, up, up so high! 3rd verse: They were up, up, up in the sky! They were up, up, up so high!)
- Write, I was at the museum yesterday on the board and underline was. Explain to Ss that was is the Past Simple form of the verb to be. Point out that was is used for I, he, she and it while we use were for you, we, you and they.
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples. Ask **higher-performing Ss** to think of an additional example and write it on the board.

Activity 3 S1.1 🍜

- Direct Ss' attention to the boys in the picture and ask them to read the exchange.
- Then draw Ss' attention to the table in the activity and ask them to read it.
- Explain to Ss that they have to tick the places in the table which they imagine they were on each day of last week. Then, in pairs, they have to ask and answer questions about the places they were on each day and what they did there using the phrases from the box.
- If necessary, invite a S to come to the front of the classroom and demonstrate the activity. Encourage him/her to say where he/she was on a specific day and ask, What did you do there? Encourage the S to choose the appropriate phrase from the box and answer.
- **Higher-performing Ss** can add some locations of their own to the table to ask and answer questions about them with their partners.
- Divide Ss into pairs and have them do the activity.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Have a few pairs of Ss come to the front of the classroom and act out the exchange.

Places



6

SONG





amusement







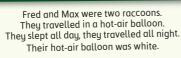


park

Listen and tick (4) the places the race

Listen and tick (4) the places the raccoons flew over. $\diamondsuit \blacktriangleleft \mathfrak{D}$

) the places the raccoons flew over. ��� In a hot-air balloon



They were up, up, up in the sky! They were up, up, up so high!

The raccoons flew over the park. And over the ocean, they saw a shark. They flew over the amusement park too. They saw the Ferris wheel; it was green and blue.

> They were up, up, up in the sky! They were up, up, up so high!

They flew over the shopping centre and the zoo. They flew over the sports centre too. They slept all day, they travelled all night. They turned left and they turned right.

> They were up, up, up in the sky! They were up, up, up so high!



I was at the sports centre yesterday.

My friends were at the shopping centre last weekend.









play football feed the giraffes go on all the rides

I was at the amusement park last Wednesday.

(Wh	at di	d y	ou c	lo t	her	e:
went	on a	ll th	ıe ri	des.		Γ





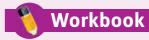


Pantomime

- Divide Ss into two teams. Explain that a S from one team will have to come to the front of the classroom and mime being at one of the places presented in the vocabulary section and what he/she did there, while the other team tries to guess the place.
- If necessary, mime being at a place and what you did there and encourage Ss to quess.
- When the team guesses the activity, the S at the front of the classroom takes a seat and a S from the other team comes up to mime. Every correct answer earns the guessing team a point.

C Before leaving

- Have Ss form a line.
- Explain to Ss that they will have to form a sentence saying where they were last weekend and what they did there.
- Make sure all of the Ss form a sentence before they leave the classroom.



Activity 1 R4.2 🔎



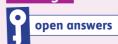
- 1. amusement park
- 2. sky
- 3. hot-air balloon
- 4. ocean
- 5. park
- 6. sports centre

Activity 2



- 1. Ali was at the sports centre yesterday.
- 2. Khaled was at the park on Saturday morning.
- 3. Zoe and Zara were at the amusement park yesterday evening.
- 4. Sophie and her mum were in a hot-air balloon yesterday morning.
- 5. Jamal was at school this morning.
- 6. There was a raccoon at the park yesterday morning.

Activity 3





• Bring a bell to the next lesson.





(anguage focus

Objectives

- to talk about places
- to ask and answer about events that happened in the past
- to talk about past experiences

Vocabulary

Adjective: tired

Places: airport, post office, bakery

Structures

Were you at the new amusement park

yesterday?

Yes, I was. / No, I wasn't. How was it? It was great.



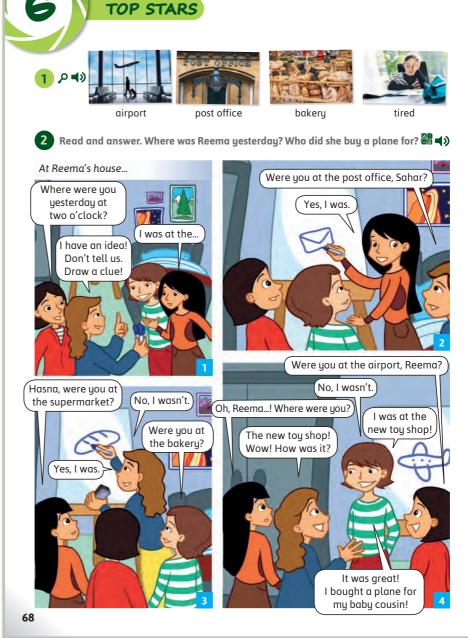
Materials

- flashcards for airport, post office, bakery, tired
- flashcards from the previous lesson: raccoon, ocean, amusement park, sports centre, park, hot-air balloon, sky

a bell

Revision (Optional)

- Place the flashcards from the previous lesson (ocean, amusement park, sports centre, park, hot-air balloon, sky, raccoon) in a pile on your desk.
- Invite Ss to come to your desk, one by one, choose a flashcard and describe it to the rest of the Ss without revealing it. The rest of the Ss guess what he/she is trying to describe.
- Repeat until all Ss have come to your desk.



Lesson plan



Warm-up

- Ask Ss what they do every day and what places they usually visit.
- Ask them what they did the previous day and where they went and write the places they mention on the board.

Activity 1 R4.1 P

- Stand at the front of the classroom and mime being in line at the post office. Say, Hello, I would like to send a postcard, please and encourage Ss to guess where you are.
- Repeat for the rest of the flashcards describing places.
- Sit down and mime feeling very tired.
 Say, I'm tired, I cleaned the house today. Write the sentence on the board, underline the word tired and

stick the flashcard for tired under it.

- Alternatively, stick the flashcards on the board using some adhesive putty, say each word and encourage Ss to repeat after you.
- Have Ss open their books to p. 68.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R2.1

- Have Ss look at the pictures. Ask Ss where they think the children are, and what
 they think is happening. (They are at Reema's house talking about what they did
 the previous day.)
- Ask Ss to tell you what they think is happening. (The children are playing a guessing game about where they were the previous day by drawing clues on a whiteboard.)
- Direct Ss' attention to the frames of the story, and ask them to find and point out the words from the vocabulary section they see in the frames (Frame 2: post office; Frame 3: bakery; Frame 4: airport).
- Play the recording, and encourage Ss to **shadow read** (read along with the recording) in order to find out where Reema was and who she bought a plane for. (She was at the new toy shop and she bought a present for her baby cousin.)



3 Read again and circle. 🔐

1. Was Sahar at the airport? Yes, she was. / No, she wasn't.

2. Was Sahar at the post office? Yes, she was. / No, she wasn't.

3. Was Hasna at the bakery? Yes, she was. / No, she wasn't.

4. Was Reema at the supermarket? Yes, she was. / No, she wasn't.

5. Was Reema at the toy shop? Yes, she was. / No, she wasn't.

100 XII_p. 127.

Were you at the new amusement park yesterday? Yes, I was. / No, I wasn't

How was it?

It was great.











5 Look at the picture and then take turns to ask and answer questions with your partner.



bakery airport supermarket post office library shopping centre

Was Mrs Aisha

at the bakery?

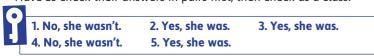




- Ask Ss some questions about the story. What does Hasna suggest Sahar do? (She suggests Sahar draw a clue for them to guess where she was the previous day.) What is Sahar drawing on the whiteboard? (She's drawing an envelope.) Where was she? (She was at the post office.) What is Hasna drawing? (She is drawing a loaf of bread.) Was she at the supermarket? (No, she wasn't.) Where was she? (She was at the bakery.) What is Reema drawing? (She's drawing a plane.) Was she at the airport? (No, she wasn't.)
- Ask lower-performing Ss to say where they were the previous day, and higher-performing Ss to say where they were and what they did there.

Activity 3 R2.1

- Direct Ss' attention to the sentences in the activity and ask them to read them.
- Explain to Ss that they should read the story again, read the sentences carefully and circle the correct answer.
- Have Ss check their answers in pairs first, then check as a class.



- Choose four Ss to read the dialogue out loud for the class.
- Divide Ss into groups of four and have them read the dialogue out loud.

TOOKI

- Direct Ss' attention to the Look! box on p. 69 and ask them to read the first question and the short answers.
- Explain to Ss that when we form the question of the verb to be in the Past Simple, was/were and the subject pronoun swap places. For example, ask, Were you at the beach yesterday? and write the question on the board. Point out that the short answers used to answer the question written on the board are Yes, I was or No, I wasn't.
- Ask a couple of more questions and encourage Ss to answer accordingly.
- Draw Ss' attention to the second question and its answer in the Look! box and ask them to read them.
- Explain to Ss that we use the question How was it? to ask someone how an experience made them feel. Point out that we answer using It was and an adjective that describes the experience such as great, amazing, terrible, etc.
- Refer Ss to the dialogue and ask them to underline any examples of the verb to be in the Past Simple (Where were you yesterday at two o'clock? / Were you at the post office, Sahar? Yes, I was. / Hasna, were you at the supermarket? No, I wasn't. Were you at the bakery? Yes, I was. / Were you at the airport, Reema? No, I wasn't. Where were you? I was at the new toy shop! It was great!)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples. Ask higher-performing Ss to think of an additional example and write it on the board.

Activity 4 L2.1 🔅

- Draw Ss' attention to the pictures in the activity and ask them to tell you what they depict.
- Explain to Ss that they are going to listen to a short dialogue between two boys and they have to number the pictures 1-4 according to what they hear.



- Play the recording twice and have Ss do the activity.
- Have Ss check their answers in pairs first, then as a class.

Listening transcript

Matt: Hey, Jake. How about playing basketball?

Jake: Sorry, Matt... I'm tired.

Matt: I see. What did you do today?

Jake: Well, at nine o'clock, my mum and I went to the supermarket and...

Matt: I went to the supermarket with my dad this morning too! Were you at SuperShop?

Jake: No, we weren't. We went to FoodShop.

Matt: Oh, we were at SuperShop.

Jake: Then we went to Sunflower Bakery to get some bread and biscuits.

Matt: Yum... I love the biscuits from Sunflower Bakeru.

Jake: Me too! Then we went to the post office... and at twelve o'clock, we were at the airport.

Matt: Why were you at the airport?

Jake: My cousin Emma came back from Spain, but her plane was late. We were at the airport for four hours!

Matt: That sounds boring.

Jake: Yes, it was.

Matt: Oh... I'm sorry, Jake.



A. 3 B. 1 C. 4 D. 2

Activity 5 S1.1

- Direct Ss' attention to the girls in the activity and ask them to read what they are saying.
- Then, draw Ss' attention to the picture in the activity. Explain to Ss that they will have to look at the picture carefully for one minute and close their books. Then in pairs, they will ask and answer about where each person in the picture was.
- Have a pair of Ss demonstrate the activity at the front of the class. SA asks Was Mr Fahad at the library? and SB answers accordingly.
- Divide Ss into pairs and have them do the activity.



Game show

- Place a desk at the front of the classroom.
- Divide Ss into two teams.

- Have a S from each team come up to the front of the classroom and stand at either side of the desk.
- Place a bell in the middle of the desk.
- Holding a pile of the flashcards for this lesson, pick one and show it to the two Ss.
- The Ss have to ring the bell and name the flashcard before their opponent does. The first S to name the item earns a point for his/her team. As soon as this happens, the Ss return to their seats and another two come up.
- Put the flashcard at the bottom of the pile and pick a new one for the next two Ss to name
- Play this game until you run out of flashcards. Make sure all of the Ss in each team get a chance to go up to the front of the classroom.



- Have Ss form a line.
- Explain to Ss that they will have to say where each character of the story was.
- Make sure all of the Ss have talked about a character before they leave the classroom.



Workbook

Activity 1 R5.1



1. bakery 2. airport 3. tired 4. post office (The same words should be written in the corresponding number places in the crossword in capitals.)

Activity 2



- 1. No, they weren't.
- 2. Yes, she was.
- 3. No, they weren't.

Activity 3



- 1. Was, No, she wasn't. She was at the toy shop.
- 2. Were, No, they weren't. They were at the bakery.
- 3. Were, No, they weren't. They were at the amusement park.
- 4. Was, No, she wasn't. She was at the post office.

Activity 4 L2.1 🎨

Listening transcript

Mrs Hill: Good morning, children! How was your weekend? Judy?

Judy: It was great, Mrs Hill! I went to the amusement park with my mum and

dad on Saturday afternoon. We had a lot of fun!

Mrs Hill: That's nice, Judy! How about you, Tracey? What did you do on Saturday?

Tracey: I was really tired at the weekend, Mrs Hill.

Mrs Hill: Did you stay at home on Saturday?

Tracey: Well, yes. But on Saturday afternoon I went to the bakery for some

bread and biscuits.

Mrs Hill: And you Janet? Were you at home all weekend? Janet: No, I wasn't. I went to the airport on Saturday.

Mrs Hill: Oh? Did you go on a trip?

Janet: No, I didn't. My brother was in Italy, and he came home on Saturday

afternoon. My dad and I went to get him.

Mrs Hill: How nice!

Judy: What did you do on Saturday, Mrs Hill?

Mrs Hill: Well, on Saturday morning I cleaned my house, and then I went to the

supermarket. In the evening I stayed at home.



. A 2. C 3. B 4. D



Objectives

- to talk about the past and the present of a city
- to talk about something that existed in the past, but no longer does or about something that didn't exist in the past, but does now

Vocabulary

Nouns: mountain, river, wall, bridge

Adjective: famous

Structures

Majed wasn't at the sports centre yesterday. He was at home.

They weren't at the park last Saturday. They were at the shopping centre.



- flashcards for mountain, river, wall, bridge, famous
- flashcards from the previous lesson: airport, post office, bakery, tired

Revision (Optional)

- Place the flashcards for the previous lesson (airport, post office, bakery, tired) in a pile on your desk.
- Ask Ss to come to the front of the classroom one by one, pick a flashcard and mime being at the place or the feeling. The rest of the Ss guess what he/she is miming.

Lesson plan



Warm-up

• Ask Ss to tell you the names of any old cities they might know of. Ask them to tell you whether they have visited any of them and what they liked about it/them.

Activity 1 R4.1 \nearrow

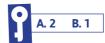
- Stick the flashcards for the lesson (mountain, river, wall, bridge, famous) on the board using some adhesive putty.
- Point to each flashcard, say the appropriate word and encourage Ss to repeat after
- Alternatively, draw a mountain on the board and ask Ss to say the word. Then, stick the flashcard on the board and repeat for the rest of the words.
- Ask Ss if they know of any famous bridges, mountains or rivers.
- Initiate a short class discussion and encourage all of the Ss to take part.
- Have Ss open their books to p.70.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R1.1 R2.1

• Direct Ss' attention to the pictures and ask them what they can see. (Two cities,

Xi'an and London.)

- Ask Ss to read the title (Timeless Cities) and guess what the text is about.
- Ask Ss to tell you if they know anything about the cities in the pictures.
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to match the pictures to the texts.
- Have Ss read the text again and check comprehension.
- Ask Ss some questions about the text. What was Xi'an? (It was one of the four great cities of ancient China.) What was there in Xi'an? (There were many houses, markets and beautiful gardens.) Were there walls round the city? (Yes, there were.) What can tourists see there today? (They can see the famous Terra Cotta Army of Qin Shi Huang.) Was London a big city in the past? (No, it wasn't.) What was the name of London in the past? (It was Londinium.) When did the Romans build it? (In 43 CE.) What was there all around London in the past? (There were walls around the city.) Were there many bridges? (No, there weren't.) Are there many bridges over the River Thames today? (Yes, there are.) What are two famous bridges? (Tower Bridge and Waterloo Bridge.)



Activitu 3 R2.1



- Direct Ss' attention to the table in the activity and ask them to read the sentences.
- Explain to Ss that they have to read the texts in activity 2 again, read the sentences in the activity and tick the correct city/cities.
- Have Ss compare their answers in pairs, then check as a class.



- 1. Londinium/London
- 2. Xi'an
- 3. Londinium/London
- 4. Xi'an and Londinium/London
- Choose two Ss to read the texts out loud for the class.



- Direct Ss' attention to the Look! box on p.71 and ask them to read it.
- Ask Ss what they think Majed wasn't at the sports centre yesterday means and when we use this form (wasn't). Elicit that we use it when we want to say that something wasn't true in the past.
- Point out that wasn't is the short form of was not and is more commonly used in spoken English.
- Encourage Ss to form their own sentences using wasn't/weren't and write a couple of them on the board.
- Refer Ss to the text and ask them to underline any examples of wasn't / weren't in the texts (London wasn't the big city it is today. / In those days, there weren't many bridges over the river.)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Ask **higher-performing Ss** to think of an additional example and write it on the board. This will challenge higher-performing Ss.

Activity 4 L2.1

- Draw Ss' attention to the pictures in the activity and ask them to describe them.
- Explain to Ss that they are going to listen to two short texts about two different cities and they have to match the pictures to the appropriate city.
- Play the recording twice and have Ss do the activitu.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

Alice: Look at these pictures. They show Salt Lake City, in Utah, USA, in 1910. It was a small town, and around 500 people lived there. There weren't any buses then. People used carriages. There was a big library in the city because people loved to read back then too.

Tim: This is my project about Los Angeles, USA. In the old times, Los Angeles wasn't a big city. Look at these pictures here. A girl is feeding the birds in the park in this one, and some men are riding their bikes in the other one. There weren't many cars on the streets, but many people had bikes.





Read and match the pictures to the texts.

Timeless Cities

wall



Xi'an is a city near the Wei River and the Qin Mountains in China. Xi'an was also one of the four great cities of ancient China. It had many houses, markets and beautiful gardens. There were big walls around the city too. Today many tourists visit China to see Xi'an and the famous Terra Cotta Army of Qin Shi Huang.

In old times, London wasn't the big city it is today. The Romans built it in 43 CE, and its name back then was Londinium. The city was near the River Thames, and it had walls around it. In those days, there weren't many bridges over the river. Todau there are manu bridges, and you can see famous ones, like Tower Bridge and Waterloo Bridge.

Activity 5 S2.2

70

- Direct Ss' attention to the girls in the activity and ask them to read the exchange.
- Draw Ss' attention to the pictures in the activity and explain that they have to look at them carefully and spot the differences. Then, they will talk about what the city was like in the past and what it is like now using the words in the box to help them.
- Have a pair of Ss demonstrate the activity at the front of the class.



True or False

- Ask Ss to close their books.
- Explain to Ss that you are going to say a few sentences about the texts they were presented with in this lesson and that they will have to respond with gestures.
- Ss put their hands on their heads when they hear true sentences and fold their arms in front of them when they hear false statements.
- Play this game until you run out of sentences.

Majed wasn't at the sports centre yesterday. They weren't at the park last Saturday. He was at home.

They were at the shopping centre.

3	Read again and tick (4). 🔐	Xi'an	Londinium/ London	Xi'an and Londinium/London
	1. The Romans lived there.			
	2. There were gardens in this city.			
	3. There are many bridges in this city.			
	4. There were walls around this city.			

4 Look at the pictures. Listen and draw lines. What was there in each city? 🎨 📢



Spot the differences. Then look and say. 🎜







There weren't any buses. There were carriages.

> There are many huses now





- Have Ss form a line.
- Explain to Ss that they will have to say one thing they remember about the two cities, Xi'an and London, from the text.
- Higher-performing Ss can write their sentences on the board.
- Make sure all of the Ss take part before they leave the classroom.

5. A



Activity 1 R4.1



Activity 2

2. No, there wasn't.

1. Yes, there were. 3. No, there weren't.

5. No, there wasn't.

4. Yes, there was.



Activity 3



- 1. The children weren't at school yesterday. They were at the playground.
- 2. Bill and Fred weren't at the sports centre yesterday. They were at the amusement park.
- 3. Jill wasn't at the airport yesterday. She was at the park.

Activity 4 L2.1 🔅

Listening transcript

Grandpa, our teacher told us Saad:

> that photographers travel a lot. Did you travel when you were a

photographer?

Grandpa: Yes, I did, Saad. I think I visited

about forty different countries.

Saad: How many? Fourteen?

Grandpa: No. Forty. Wow! What did you take Saad:

pictures of?

Grandpa: Everything! Animals, buildings,

bridges... even famous people!

Saad: Which was the best country you

visited?

Grandpa: Well, every country was

beautiful, but I really liked Qatar!

Saad: Qatar? Did you take photos of

the buildings in Doha?

Grandpa: Yes, I did. I also took a boat

ride along the Corniche. It was

exciting!

Saad: Did you see any camels?

Yes, I did... but I didn't ride Grandpa:

any.

Saad: Have you got a favourite photo,

Grandpa?

Grandpa: I sure do! I have it here. Look!

Wow! The cars were really big Saad:

back then!

Grandpa: Yes, they were! That was my favourite car!

Who's sitting next to you in the

Saad:

car, grandpa?

Grandpa: It's your mother, Saad!

Saad: My mother? Oh, yes! Wow! She's

really young in this photo!



2. B 3. B 4. A 5. B



Note

• Bring an umbrella and Internet printouts depicting sunny, rainy, snowy, cloudy and windy weather to the next lesson.



Conguage focus

Objectives

 to ask and answer about the weather in the past Vocabulary

Weather conditions: It was sunny, It was cloudy, It was windy, It was raining, It was snowing

Structures

What was the weather like? It was sunny.



Materials

- flashcards for It was sunny, It was cloudy, It was windy, It was raining, It was snowing
- flashcards from the previous lesson: mountain, river, wall, bridge, famous
- an umbrella
- Internet printouts depicting the following weather conditions: sunny, rainy, snowy, cloudy and windy weather

Revision (Optional)

- Explain to Ss that they will have to form a sentence using the vocabulary and structures they were presented with in the previous lesson.
- Have **higher-performing Ss** write their sentences on the board.
- Make sure all of the Ss form at least one sentence.

Lesson plan



Warm-up

 Ask Ss what their favourite season is and why, in order to get them talking about weather.
 Write any weather words that come up on the board for Ss to

Activity 1 R4.1 \nearrow

 Hold the umbrella you brought and say, I visited my friend Lucy yesterday. I took my umbrella with me because it was raining. Write the sentences on the board, underline the phrase it was raining and encourage Ss to tell you what it means.



- Repeat for the rest of the phrases.
- Alternatively, you can use the Internet printouts depicting the weather
 conditions from the vocabulary section, hold up each printout and say the
 appropriate phrase, for example, It was sunny. Write each phrase you say on
 the board and encourage Ss to repeat.
- Ask **lower-performing Ss** what the weather is like today and **higher-performing Ss** what type of weather they like and encourage them to justify their answers.
- Have Ss open their books to p. 72.
- Point out the sentences in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the sentences again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

GOOK!

Point to the windows in the classroom, if there is one, and say, It's (sunny) today. What was the weather like yesterday? Write the sentences on the board, underline the question What was the weather like? and encourage Ss to guess what it means.



- Elicit that we use this question to ask about the weather conditions on the previous day.
- Divide Ss into pairs and have them ask and answer about the weather of the previous day using the structure they were presented with.
- Direct Ss' attention to the Look! box on p. 72 and ask them to read it.
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples. Ask **higher-performing Ss** to think of an additional example and write it on the board.

Activity 2 R5.1

- Ask Ss to look at the map in the activity and tell you if they recognise the country it depicts. (It's the USA.) Then, ask them to look at the different weather in each place and name each weather condition.
- Draw Ss' attention to the sentences under the map and ask them to read them. Explain to Ss that they will have to look at the map carefully and match the weather with the places. Then, in pairs, they will have to ask and answer questions with their partner about the weather.
- Divide Ss into pairs and have them do the matching.
- Have Ss compare their answers in pairs first, then check as a class.



Activity 3 S2.2 🥏

- Direct Ss' attention to the boys in the activity and ask them to read the exchange.
- Refer Ss to activity 2 and tell them that they have to form questions and answers about the weather in the places they matched in the previous activity.
- Have a pair of Ss demonstrate the activity at the front of the class.



Line jumping

- Use masking tape to form a straight line on the floor that is long enough for Ss to stand on in single file.
- Have Ss line up in single file on the line.
- Tell Ss that the side to their right is yes and the side to their left is no.
- Call out yes and show Ss that they have to jump to their right. Do it with them. Ask them to jump back onto the line. Do this a couple of times with yes and then do the same with no.
- Explain to Ss that you are going to say sentences about activity 2. If they are correct, Ss must jump to their right. If they are wrong, they must jump to their left.
- Say, It was snowing in New York City and encourage Ss to jump to the left side. Do a couple more examples and then play the game.
- Whoever jumps to the wrong side is either out of the game or just misses a turn.

C Before leaving

- Divide Ss into different pairs from the ones in activity 2 and explain that they will have to ask and answer with their partner about the weather conditions on previous days.
- Have **higher-performing Ss** ask and answer questions with their partners what they did on those days in relation to the weather, e.g. *It was raining yesterday*. *I stayed inside*, etc. To help **lower-performing Ss**, you can write the weather-related vocabulary on the board for them to see.
- Make sure all of the Ss participate before they leave the classroom.

Workbook

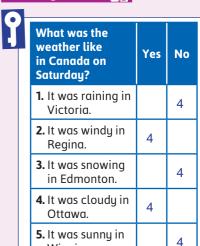
Activity 1 R4.1 🔎



1. snowing 2. sunnu 4. cloudy 5. windy

3. rainina

Activity 2 R5.1



Activity 3 L2.1 🔅

Listening transcript

Winnipeg.

1. Man: What was the weather like yesterday?

Boy 1: It was snowing all day! I had fun with my friends in the snow!

2. Man: What was the weather like this morning?

Girl: It was raining. I wore my boots and took an umbrella.

3. Man: What was the weather like at the weekend?

Boy 2: It was sunny! I went to the park with my family.

A. 2 raining
B. 1 snowing

C. 3 sunny



Note

 Bring a bell and Internet printouts depicting places/ famous landmarks in the past and present to the next lesson.





Objectives

- to read a little book about what there was/were/wasn't/weren't in a town in the past and what there is/are/isn't/aren't now
- to make a little book about what there was/were/wasn't/weren't in a town in the past and what there is/gre/isn't/gren't now
- to revise and consolidate structures and vocabulary presented in previous lessons
- to learn how to make a little book about your town



Materials

- flashcards from the previous lesson: It was sunny, It was cloudy, It was windy, It was raining, It was snowing
- Internet printouts of pictures of places/famous landmarks in the past and present to use as cue cards
- a bell

Revision (Optional)

- Place the flashcards from the previous lesson (It was sunny, It was cloudy, It was windy, It was raining, It was snowing) in a pile on your desk.
- Explain to Ss that they will have to come to your desk one by one, pick a flashcard and name the weather condition being described in it.
- Higher-performing Ss can form sentences with each weather condition described, while for lower-performing Ss you can give prompts (e.g. Yesterday/it/be/sunny/and/we/go/beach) on the board in order to help them.
- Alternatively, you can stick the flashcards on the board using some adhesive putty and invite Ss to come to the board, one by one, and name the flashcards.

Lesson plan



Warm-up

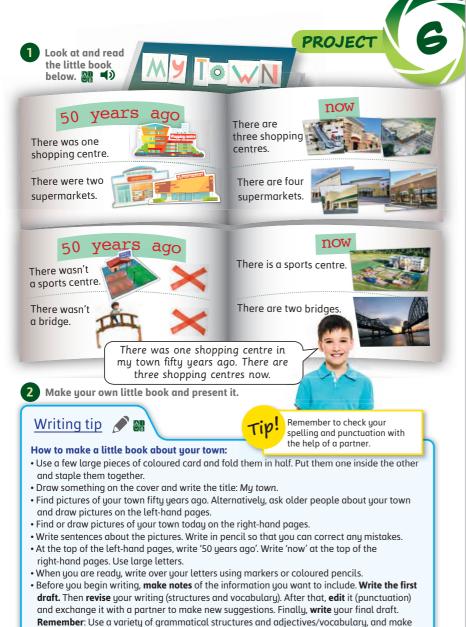
- Ask Ss if they have ever seen a picture from the past of the town/city/ neighbourhood they live in and if they can spot any differences between what their town/city/neighbourhood looks like now.
- Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R1.1 R2.1 RE

- Have Ss open their books to p. 73.
- Direct Ss' attention to the little book. Explain to Ss that someone made it to show what his/her town looked like in the past, and what it looks like now.
- Explain to Ss that they are going to listen to and read the little book, and then talk about how they can make a little book of their own.
- Play the recording, and encourage Ss to shadow read (read along with the recording).
- Ask Ss some questions to check comprehension, such as: How many shopping centres were there in the town 50 years ago? (There was one shopping centre.) How many shopping centres are there now? (There are three shopping centres.) How many supermarkets were there 50 years ago? (There were two supermarkets.) How many supermarkets are there now? (There are four supermarkets.) Was there a sports centre 50 years ago? (No, there wasn't.) Is there a sports centre now? (Yes, there is.) Was there a bridge in the town 50 years ago? (No, there wasn't.) Is there a bridge now? (Yes, there is. There are two bridges now.)
- If you have time, choose a few Ss to read the little book out loud.

Writing tip **W2.1 W2.3 W3.2 W3.2**

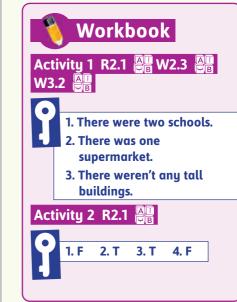
- Direct Ss' attention to the Writing tip box and ask them to read it.
- Read the tip out loud and ask Ss to follow along in their books as you read
- Explain to Ss that when making a little book about our town we have to follow the steps being described in the Writing tip. First, they fold a few large (A4) pieces of coloured card in half. Then, they put them one inside the other and staple them together. Next, they draw something on the cover and write the title. Ss can find pictures of their town from fifty years ago or ask older people what their town used to look like fifty years ago and draw pictures based on their answers on the left-hand pages. On the right-hand pages, Ss must stick or draw pictures of their town today.
- Ss must use pencil to write a few sentences describing the pictures, and, when they are ready, they can use coloured pencils or markers to write over the letters in their book so that it looks neat.
- Encourage Ss to check their spelling and punctuation with the help of a partner.
- Direct Ss' attention to the final bullet point in the Writing tip box and read it aloud. Explain to Ss that they should always know what they are going to write about before they begin writing and that once they finish, they must re-read their work and make corrections and changes. It is also a good idea to promote peer teaching by having Ss exchange their first drafts with a partner, and having them suggest changes.







- Have Ss form a line.
- Explain to Ss that they have to say one thing that existed in their town and one thing that does not exist now according to the little books they made.
- Make sure all of the Ss say at least one thing before they leave the classroom.





Quiz show

sure you have used the tenses correctly.

- Place a desk at the front of the classroom.
- Divide Ss into two teams and have a S from each team come up to the front of the classroom and stand at either side of the desk.
- Place a bell in the middle of the desk.
- Hold the cue cards you made and choose one. Show it to the Ss and ask them if they can recognise the place/famous landmark being depicted.
- Each S tries to hit the bell and call out the answer before their opponent does. Point out that the S has to say one thing that existed in the past at this place/landmark and does not exist now in the cue card they were shown. The first S to answer correctly earns a point for his/her team. As soon as this happens, the Ss return to their seats and another two come up.
- Put the cue card at the bottom of the pile and draw a new one for the next two Ss.
- Make sure all the Ss in each team get a chance to play one round.



73

Note

- As preparation for the next lesson, photocopy the story (SB, pp. 74-75), making one copy for every four Ss. Before you photocopy the story, cover the narration boxes and the numbers in each illustration. Then, cut out the illustrations and photocopy the narration boxes of the story (one copy for every four Ss) and cut them out as well.
- Bring the copies to the next lesson.



(Conguage focus

Objectives

- to listen to a story and read for pleasure
- to revise and consolidate structures and vocabulary presented in previous lessons

Vocabulary

Nouns: letter, drawing, video, school playground

Adjective: excited



Materials

- flashcards for letter, drawing, video, school playground, excited
- the photocopies of the story that you have prepared (see Note in the previous lesson)

Revision (Optional)

• Revise the vocabulary and structures learnt in the previous lesson by having Ss present the posters they made in activity 2 in the Student's book.

Lesson plan



Warm-up

• Ask Ss what they think life in the past was like, and if they would like to know what a child's daily routine was like in the past. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1 \nearrow

- Stick the flashcards for letter, drawing, video, school playground and excited on the board using some adhesive putty.
- Point to each of the flashcards, say each word and encourage the Ss to repeat.
- Have Ss open their books to p. 74.
- Point out the words in the vocabularu section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R2.1

Before reading

- Hold up the book and point to the story.
- Tell Ss that they will listen to and read a story with the title The Time Capsule.
- Ask Ss what they think the story is about.

STORY

Mr Taylor.









drawing







excited

'Time capsules are interesting. We can learn about life in the past,' said John. 'That's right,' said Mr Taylor. 'The time capsule is in the library. Let's go!' he

said. They

were all very excited.



In the library, the children found the time capsule and opened it. 'Wow!' they said. There were letters, drawings, comic books and toys in it. There was a photo too.

Read and answer. What do the children see in the old photo? 🔐 📢)

HE TIME CAPSULE

It was 16 November, and it was raining. John, Max and Oliver

were at school. 'Twenty years ago, on 16 November, the students

in this classroom made a time capsule. It's time to open it!' said



74

(It is about some children at school opening a time capsule that the students in their school made twenty years ago and finding out what is inside.)

- Point to the first frame and ask Ss to tell you where they think the main characters of the story are. (They are at
- Cover the second page (p. 75). Ask Ss to look at the first three frames in the story on p. 74 and guess what will happen
- Reveal the second page and ask Ss to look at the pictures and guess what the story is about.
- · Ask Ss to go through the story and find the names of the main characters (Mr Taylor, John, Max and Oliver.).
- Point to each frame and invite Ss to guess what is happening. Elicit answers, but do not correct Ss at this stage.

While reading

• Play the recording and encourage Ss

- to **shadow read** (read along with the recording) and listen carefully in order to find out what the children see in the old photo. (They see some students in the school playground with a small tree behind them.)
- Direct Ss' attention to the frames of the story, and ask them to find and circle any words in the vocabulary section (Frame 2: excited; Frame 3: letters, drawings; Frame 4: school playground; Frame 5: video).
- Have Ss read the text again and check comprehension.
- Talk about what happens in each frame. Frame 1: The children are at school. Their teacher, Mr Taylor, explains that twenty years ago the students in that classroom made a time capsule, which they could open now.

Frame 2: John thinks that time capsules are interesting. Mr Taylor tells them that the time capsule is in the library. All the



In the photo, some students were in the school playground. There was a small tree behind them. 'That tree is big now!' said Max.



'How about making a time capsule too?' said Mr Taylor. 'We can make a video for children to see in twenty years!' said Oliver. The children were very happy.



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

- 1. It was snowing on 16 November.
- 2. The children found the time capsule in the library.
- 3. There were many photos in the time capsule.
- 4. In the photo, there was a big tree in the school playground.
- 5. The children want to make a time capsule too.



Would you like to make a time capsule? What would you put in it? Why are time capsules interesting?

75

Activity 3 R2.1

- Direct Ss' attention to the sentences, and ask them to read them.
- Explain to Ss that they have to read the story again and decide if the sentences are True or False.
- Have Ss compare their answers in pairs, then check as a class.
- Make sure Ss justify their answers.



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

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

Post reading

Let's think

- Direct Ss' attention to the box on p. 75 and read the questions out loud.
- Ask Ss to answer the questions and initiate a discussion.
- Encourage all of the Ss to participate in the discussion.

Suggested answer

I would really like to make a time capsule. I would put some pictures, a mobile phone and a computer game in it. I'd also write a letter describing exactly what my daily life is like and what I and other children my age like doing now.

I think time capsules are really interesting because they keep the past alive by showing us, with actual items, what life was like in the past and how people spent their time or did things years before.

children are excited.

Frame 3: They find the time capsule in the library and open it. There are letters, drawings, comic books and toys in it. There is also a photo.

Frame 4: The children depicted in the photo are in the school playground. Max points out that the tree behind them is the same tree they can now see in the school playground, but it is big now.

Frame 5: Mr Taylor suggests making a time capsule for future students to find. Oliver suggests they make a video to put in a time capsule, and the students are very happy.

 Ask Ss some comprehension questions. Encourage Ss to answer.

Frame 1: Where are the children? (They're at school.) What is Mr Taylor talking about? (He is talking about a time capsule the students in that classroom had made twenty years ago.) Can they open it now? (Yes, they can.)

Frame 2: What does John think about time capsules? (He thinks they are interesting and they can learn about life in the past.) How do the children feel about it? (They are excited.)

Frame 3: Where do the children find the time capsule? (In the library.) What do they find in it? (They find letters, drawings, comic books and toys in it.) Is there anything else in the capsule? (Yes, there is also a photo.)

Frame 4: What do the students see in the picture? (They see some students in the school playground, and a small tree behind them.) What does Max point out? (He points out that the tree is big now.) Frame 5: What does Mr Taylor suggest? (He suggests they make a time capsule.) What does Oliver say?

(He says that they can make a video for the children to see in twenty years.) How do the students feel? (They are happy.)

Optional

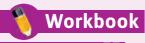
Story line

- Divide Ss into groups of four.
- Give each group a copy of the story and the narration boxes you have already prepared.
- Ask Ss to close their books.
- Instruct Ss to put the illustrations in the correct order and then match each narration box to the correct frame.
- The team that puts the story in the correct order first wins.



• Have Ss choose a character from the story on pp. 74-75 and act out the story at the front of the classroom.





Activity 1 R5.1 🚇



1. DRAWING

2. VIDEO

4. EXCITED

5. PLAYGROUND

3. LETTER

Activity 2



1. E 2. D 3. C 5. B

Activity 3



1. was

2. time capsule

3. letters

4. school playground

5. tree

6. video

Activity 4 S1.1 **5** S1.2 **5**



open answers



Note

For the next lesson, bring:

- colour photocopies of the story The Time Capsule, pp. 74-75
- flashcards for ocean, mango, stone, morning, stork, short
- phonics cards for stork and mango (TB, p. 247-248 one set per S)



(anguage focus

Objectives

- to practice the pronunciation of /p:/ and /20/
- to say a phonics chant/poem

Vocabulary

morning, stork, short, ocean, mango, stone

Phonics

/o:/ and /əu/





Materials

- blown-up colour photocopies of the story The Time Capsule, pp. 74-75
- flashcards for ocean, mango, stone, morning, stork, short
- phonics cards for stork and mango (TB, pp. 247-248 one set per S)

Revision (Optional)

- Hold up your book or stick blown-up colour photocopies of the story on the
- Ask Ss if they remember the title of the story (The Time Capsule). Ask them to tell you what else they remember about the story.
- Have Ss open their books to pp. 26-27. Play the recording and encourage Ss to shadow read (read along with the recording).
- Have some Ss read the story out loud for the whole class.
- Have Ss close their books and try to retell the story from memory.

Lesson plan



Warm-up

• Write /3:/ and /30/ on the board. Under each sound, stick the flashcards for the words that include that sound.



- Point to $\sqrt{2}$: and say $\sqrt{2}$: a couple of times, encouraging Ss to repeat after you. Then point to the flashcard (stork) and say it out loud, having Ss repeat after uou.
- Repeat the same procedure with the other sound and flashcards.

Activity 1 L2.7

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

Listening transcript

/ɔ:/, /ɔ:/, morning, stork, short /əu/, /əu/, ocean, mango, stone

• Encourage Ss to tell you more words with the sounds presented in this lesson.

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

Activity 2 L2.7 R3.5





- Direct Ss' attention to the picture and ask them questions like, What can you see in the picture? (A stork.) What is the stork's name? (Its name is Stan.) Where is Stan in the picture on the left? (It is by the sea.) Where is Stan in the picture on the right? (It sits in a mango tree.)
- Explain to Ss that they are going to listen to a chant/poem and that they will have to circle all the /2:/ sounds and underline the /40/ sounds they hear in the chant/poem.
- Plau the chant/poem once and have Ss listen and follow along in their books.
- Play the chant/poem again, pausing after each line for Ss to circle and underline.
- Then play the chant/poem once more and encourage Ss to say the chant/ poem along with the recording.

circled: stork, short, morning underlined: ocean, stone, mango



TPR Activity

- Hand out the phonics cards for stork and mango to Ss and have them cut them out.
- Explain that they have to say the chant/poem and raise the stork phonics card when they hear a word containing $/\mathfrak{I}$ and the mango phonics card when they hear a word containing /əu/.

Optional 1

What's that sound?

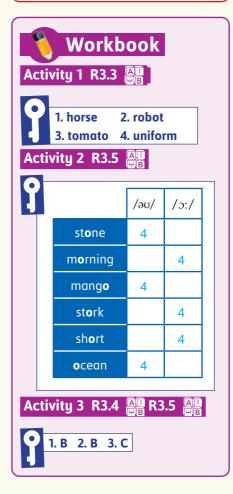
- Divide Ss into two teams.
- Invite a S from each team to come up to the board. Give each S a marker.
- Call out one of the sounds (/5:/,/30/), e.g. /5:/ and have Ss write a word containing that sound on the board, e.g. stork.
- The S that does this the fastest wins a point for his/her team.
- Repeat the same procedure with the rest of the Ss. The team with the most points wins.



Write the word

- Stick the flashcards for morning, stork, short, ocean, mango, stone on the
- 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 standing in each line the phonics cards for stork and mango. Make sure that the side with the picture is face-down and the side with the word is face-up.
- When everybody is ready, point to a flashcard, e.g. morning. The players facing you have to show you the correct phonics card (stork).
- Then instead of whispering the word down the line, they pass the word, e.g. morning by writing it with their index fingers on the back of the person in front of them until it reaches the last S in
- The last player in each team has to touch the flashcard of morning and say the word (morning). If he/ she does this correctly, the team gets a point.
- Repeat until all players have come to the front of the line. The team with the most points wins.



CLIL 3 Module 6



Objectives

- to provide Ss with cross-curricular information on art
- to talk about famous buildings around the world

Vocabulary

Verb: design

Nouns: architect, roof, spiral, minaret

Adjective: strange



• flashcards for architect, design, spiral, minaret, roof, strange

Lesson plan



Warm-up

- Ask Ss what famous buildings they know of. You can ask them to think of examples in their own city or country to make the topic more familiar.
- Ask lower-performing Ss more specific questions, e.g. What is the name of the building? Which city/country is it in? Is it tall/new/old/etc.? Have you ever visited it?
- Initiate a short class discussion, and encourage all of the Ss to participate.

Activity 1 R4.1 \nearrow

- Stick the flashcards for architect, design, spiral, minaret, roof and strange on the board using some adhesive putty.
- Point to each flashcard, say the word and encourage Ss to repeat.
- Alternatively, place the flashcards in a pile on your desk and tell Ss that they are going to play a guessing game.
- Invite a S to come to the front of the classroom and choose a flashcard without revealing it. The S has to describe his/her flashcard while the rest of the Ss guess which one he/she is describing.
- Make sure all of the Ss describe a flashcard.
- Have Ss open their books to p. 77. Point out the words in the vocabulary section.
- Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.



Activity 2 R1.1

- Direct Ss' attention to the pictures of the buildings, and have them guess what they think each building is, but do not correct them at this stage.
- Play the recording and encourage Ss to shadow read (read along with the recording) and listen carefully in order to match the pictures with the texts that describe them.
- Have Ss compare their answers in pairs, then check as a class.



- Ask Ss some questions to check comprehension, such as: Where is Al-Fanar? (It's in Doha, Qatar.) What can you see inside it? (You can see the Fanar mosque.) What do people do there? (They pray, they see exhibitions or take Arabic lessons.) What does the minaret in Al-Fanar look like? (It looks like a big spiral.) What happens at night? (The minaret lights up at night.) Where is the Lee Valley Velodrome? (It is in London.) Who designed it and why? (Hopkins Architects designed it for the cycling events in the 2012 Olympics.) How many people can it hold? (It has seats for 6,000 people.) What does the roof look like? (It looks like a wave.) What can you do at the park near the Velodrome? (You can ride your bike.)
- If time permits, have a few Ss read the text.

Activity 3 R2.1

- Direct Ss' attention to the table in the activity, and ask them to read the sentences.
- Explain that they have to read the text again and tick the appropriate building for each sentence.



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



Al-Fanar 2, 3, 4

Lee Valley Velodrome 1, 5



True or False

- · Ask Ss to close their books.
- Explain to Ss that you are going to say a few sentences about the texts they were presented with in this lesson and that they will have to respond with gestures.
- Ss put their hands on their heads when they hear true statements and fold their arms in front of them when they hear false statements.
- You may want to play an alternative version of this game and have Ss respond verbally to the true and false statements. For example, say, You can see a park in the Lee Valley Velodrome and Ss respond, Yes, you can.
- Play this game until you run out of sentences.



Activity 1



1. architect 4. minaret

2. roofs3. strange6. spiral

Activity 2 L2.1 🔅

Listening transcript

1. Mary: What are you doing, Tina? I'm designing a building.

Mary: Really?

Tina: We talked about famous architects in art class last week... and now I

have to design a building too.

Mary: What are you designing?
Tina: It's a shopping centre.
Mary: It looks very modern!
Tina: It has a sports centre too.
Mary: Nice! Is there a restaurant in it?

Tina: No, there isn't... but there's a supermarket!

2. Robby: Look at this picture, Antony. **Antony:** That's a very strange building.

Robby: Yes, it is. Well, it's a hotel, but it looks like an egg.

Antony: Ha ha.... You're right. Is there a garden in the hotel?

Robby: No, there isn't... but there's a swimming pool.

Antony: I can't see it.

Robby: It's over there, on the roof.

Antony: Oh, yes! Cool!

3. Patricia: Mum, can we go to the Art Centre? **Mum:** We were at the Art Centre last week.

Patricia: There's a new exhibition. Our teacher talked to us about it.

Mum: OK. What can you see at this exhibition? **Patricia:** You can see Colin Ford's paintings.

Mum: Colin Ford.... Is he the famous architect from our town?

Patricia: No. Colin Ford is a painter. His brother, Mark Ford is an architect.

Mum: That's interesting. OK, let's go!

1. B 2. B 3. A

Did you know?

- Abdulla Bin Zaid Al Mahmoud Islamic Cultural Center, which is also known as Bin Zaid, Al-Fanar or Spiral Mosque, is a cultural organisation in Doha, the capital of Qatar. It is very close to the Doha Corniche and is a famous landmark of the city. The Emir of Qatar named the mosque after the famous Islamic scholar Sheikh Abdulla bin Zaid Al Mahmoud to honour the memory of his achievements as the supreme judge of Qatar.
- You can ask Ss to search the Internet for more information about Al-Fanar.

Project work

- Ask Ss to use the Internet to find information about famous buildings around the world.
 Instruct them to select information that they think is interesting/ important and use it to make a poster.
- Explain to Ss that their poster must have a heading, as well as pictures (drawings or photos), with brief sentences underneath describing what can be seen in the pictures.
- Teachers should recommend safe websites.
- Ss bring their projects to class and present their posters to their classmates. Their classmates can ask questions to find out more about the specific project so as to promote communication by encouraging learners to express themselves, exchange ideas with each other and present their work.
- Projects can also be done in pairs or groups so as to promote cooperation among learners by providing opportunities for learners to work together.

C Before leaving

- Explain to Ss that they have to say a piece of information they remember from the text they were presented with in this lesson.
- Make sure all of the Ss participate before they leave the classroom.





Objectives

 to revise and consolidate structures and vocabulary presented in previous lessons



Materials

 flashcards and word cards for all of the vocabulary presented in this Module

Revision (Optional)

- Have Ss tell you what they remember from CLIL 3.
- Have some Ss talk about famous buildings they know of.

Lesson plan



Warm-up

- Stick some of the flashcards from the previous lessons in the Module on the board (4-5 flashcards each time). Tell Ss to memorise them.
- Ask Ss to close their eyes while you hide one of the flashcards.
 When Ss open their eyes, they should try to remember which one is missing.
- Alternatively, Ss can memorise the order of the flashcards. When they close their eyes, change the order. Ss should try to remember what order the flashcards were originally in.
- Make sure you use different flashcards each time.
- To make the activity more competitive, you could divide Ss into two teams and have them take turns answering to win points.

Activity 1 R5.1

- Have Ss open their books to p. 78.
- Explain to Ss that they have to look at the pictures, read the sentences carefully and complete them using the words depicted on the right.
- Have Ss compare their answers in pairs first, then check as a class.



1. windy

2. snowing

4. raining 5. sunny

3. cloudy



1. On Monday, it was _ i _ _ _ .

2. On Tuesday, it was _ _ _ _ n _.

3. On Wednesday, it was ____y.

4. On Thursday, it was r _____.

5. On Friday, it was _____.









Play a guessing game. Ask and answer questions with your partner.

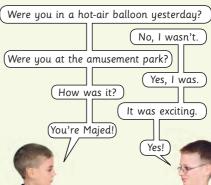












78

Activity 2 L2.1 🔅

- Direct Ss' attention to the questions in the activity and have Ss read them.
- Explain to Ss that they are going to listen to three exchanges and that they have to circle the correct answer.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs first, then check as a class.

Listening transcript

1. Oliver: How was your weekend, Toby?

Toby: It was great! I went hiking with my family.

Oliver: Nice! Where did you go?

Toby: Well, I wanted to go to Blackwood Forest, but my sister wanted to go to

the mountains.

Oliver: I see. So, what did you do?

Toby: Well, we went to the mountains... and it was very exciting after all.

Oliver: I know. I went hiking in the mountains last summer too. It was amazing.

Toby: Let's go hiking together at the weekend.

Oliver: Good idea!

2. Mary: I like this picture. Where did you take it, Kate?



Kate: I took this picture on a bridge in London.

Mary: Wow! When were you in London?

Kate: I was there last April because my cousin lives there.

Mary: What did you do?

Kate: We visited museums and we walked in the parks.

Mary: Is this the Thames in the picture?

Kate: Yes, it is! We saw the river and then, we visited a museum that day.

Mary: That's cool, Kate!

3. Ryan: Hey, Max. Did you watch the game yesterday?

Max: Umm... game? What game?

Ryan: There was a basketball game at Sports View Arena yesterday.

Max: So, it's not today? I'm confused. Let me check the Internet.

Ryan: Are there any basketball games today?

Max: No, there aren't. You were right, but there's a baseball game today.

Ryan: We can watch it together.

Max: Sure!



Activity 3 S1.1 5 S2.2 5

- Direct Ss' attention to the boys in the picture and ask them to read the exchange.
- Then, draw Ss' attention to the picture in the activity and ask them what it depicts.
- Explain to Ss that they are going to play a guessing game. Ss have to choose a child from the picture without revealing it to anyone and then, in pairs, they have to ask and answer about where the child was and how it was so that their partner can guess the name.
- Have a pair of Ss demonstrate the activity at the front of the class.



Matching pictures

- Divide Ss into groups of four.
- Give each group a set of flashcards and a set of word cards with the vocabulary presented in the previous lessons and tell them to shuffle them and place them face down on a desk in two piles.
- Ss take turns picking a card from each pile. The Ss have to say the items depicted on the flashcards and the word cards. If the pictures match the words, they keep both cards. If the pictures don't match the words, Ss should try again.

High-performing Ss can say sentences with the words after they have matched them.

· The S who has the most flashcards wins.



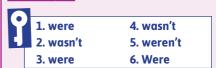
• Play the song/poem *In a hot-air balloon* on p. 67 of the SB and invite Ss to say it along with the recording.



Activity 1



Activity 2

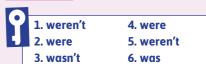


Activity 3



- 1. wasn't at the supermarket. was at the post office.
- 2. wasn't at the airport. was at the amusement park.
- 3. weren't at the bakery. were at the sports centre.

Activity 4



Activity 5 R2.1



- 1. They were at the new shopping centre.
- 2. Yes, there were.
- 3. He bought a blue T-shirt.
- 4. They had some ice cream.

Now I can

- Ask Ss to read the phrases and colour in the stars according to what they can or can't do and how well they can do it.
- Instruct Ss to colour in only one, two or three stars each time.
- Use the self-evaluation sheets for your Ss to check their performance.
- Ask Ss to count the stars they have coloured in so as to find out to which category they belong.



• Bring a bag and a bar of chocolate to the next lesson.



Make a difference

When students complete this module, they will be able to:

Song

- guess the meaning of words based on picture clues (R4.1)
- follow and identify the main idea of short texts (L1.1)
- follow and identify the detail in short texts (L2.1)
- exchange simple information (S1.1)
- describe, with support, people and objects using suitable words and phrases (S2.2)

Top Stars

- guess the meaning of words based on picture clues (R4.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- follow and identify the detail in short texts (L2.1)
- exchange simple information (S1.1)
- describe, with support, people and objects using suitable words and phrases (S2.2)

Let's talk

 describe, with support, people and objects using suitable words and phrases (S2.2)

Our world

- guess the meaning of unknown words based on picture clues (R4.1)
- understand and respond to the main idea in a short text (R1.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- follow and identify the detail in short texts (L2.1)
- exchange simple information (S1.1)
- describe, with support, people and objects using suitable words and phrases (S2.2)
- Can participate actively in very simple word or sentence level reading games (R5.1) WB

Project

- understand and respond to the main idea in a short text (R1.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- communicate a short sequence of instructions (S2.3)
- communicate basic personal information using short statements (W1.1) WB
- write short, simple one-step instructions or directions (W1.4) WB

Story

- guess the meaning of unknown words by making use of pictures (R4.1)
- understand and respond to the main idea in a short text (R1.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- exchange simple information (S1.1) WB
- can ask about and express independently basic preferences (S1.2) WB

Phonics

- independently recognise and say the beginning, middle and final letter sounds in a word (L2.7)
- identify and remember a wide range of high-frequency sounds and their letter patterns (R3.5)
- independently recognise and sound out the beginning, middle and final letter sounds in a word (R3.3) WB
- independently blend sounds to read a number of high-frequency words (R3.4) WB

TOP TIME! 4

- understand and respond to the main idea in a short sequence of simple sentences (R1.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- communicate basic personal information using short statements (W1.1) WB

Cursive writing

 use recognisable cursive writing in written work (W3.1) WB

Round-up

- follow and identify the detail in short texts (L2.1)
- exchange simple information (S1.1)
- describe, with support, people and objects using suitable words and phrases (S2.2)
- understand and respond to detail in a short sequence of simple sentences (R2.1) WB





Objectives

- to say a song/poem
- to talk about helping others
- to talk about possession

Vocabulary

Verbs: share, care, help

Structures

Whose bag is this? It's my bag. It's

Whose bikes are these? They're our bikes. They're ours.

mu - mine

your – yours

his - his

her - hers

its - -

our - ours

your - yours

their - theirs



- flashcards for share, care, help
- a bag and a bar of chocolate

Lesson plan



Warm-up

- Ask Ss if they have ever helped support a good cause and in what wau. If they haven't, ask them if they would like to help support one. Ask lowerperforming Ss more specific questions, e.g. Who or what needs our help? / Can we help poor people/animals/the environment/our city? / How can we do that? / Can we give time/ money/etc.?
- You can write Ss' answers on a mind map on the board to help initiate a class discussion.
- Initiate a short class discussion and encourage all Ss to participate.

Activity 1 R4.1 \nearrow

- Walk up to a S, holding a bar of chocolate cut in two halves, and say, Let's share this chocolate Here you are! Write the sentences on the board, underline the verb share and ask Ss to guess its meaning.
- Repeat for the rest of the verbs.
- Alternatively, stick the flashcards for the lesson on the board using some adhesive putty. Point to each flashcard, say the verb and encourage Ss to
- Have Ss open their books to p.79.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this

Activity 2 L1.1 & L2.1 & The activity is recorded both as a song and as a poem.

- Direct Ss' attention to the pictures and ask them what they depict (A. Two people at the library checking out books. B. The same people eating at home. C. The same people reading books in
- the park. D. The same people cooking at an open-air soup kitchen.).
- Explain to Ss that they are going to listen to a song/poem with the title Sharing is Caring.
- Point out that they have to listen to the recording, follow along in their books and tick the correct pictures according to what they hear.
- Play the song/poem again and tell Ss to tick the pictures of the places/ activities mentioned in the song/poem.
- Make sure Ss have ticked the correct pictures.
- Play the song/poem again and encourage Ss to say the song/poem along with the recording.



Pictures A and D should be ticked.

- Point to your bag and say, It's my bag. It's mine. Write the sentences on the board.
- Then, point to a S's bag and say, That's your bag. It's yours. Write these sentences on the board under the previous sentences you wrote.
- Draw a boy wearing a T-shirt on the board. Write the name Ali below him. Point to the T-shirt and ask, Whose T-shirt is this? Encourage Ss to answer It's Ali's T-shirt. It's his. Write the question and answers on the board.
- Draw a girl holding two pencils on the board. Write the name Afaf below her. Point to the pencils and ask, Whose pencils are these? Encourage Ss' to answer They're Afaf's pencils. They're hers. Write the question and answers on the board.
- Ask Ss if they recognise the possessive pronouns used in the sentences that are written on the board. Elicit that we use my, your, his, her, its, our, your, their with a noun and mine, yours, his, hers, ours, yours, theirs without a noun. Point out that there isn't a possessive pronoun for the third person singular it.
- Ask Ss to underline any examples of possessive pronouns in the Song (1st verse: them / mine / yours / his / hers , 3rd verse: yours / mine /
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples. Ask higherperforming Ss to think of an additional example and write it on the board.

Make a difference



7

SONG







share

2 Listen and tick (4) the correct pictures. ❖◀》

Sharing is Caring

Look at them; they're cooking soup. They're cooking on the street for me and you. Whose soup is this? It's mine, it's yours, it's his, it's hers! They're helping people; let's help too!

> Sharing is caring, caring is sharing. When it's sunny or when it's raining, Share, share, share with other people. Show that you care for them!

Is this your book? Whose book is this? It's yours and mine, and it's theirs too! Come to the library and see all the books. Books for people like me and you!

Sharing is caring, caring is sharing. When it's sunny or when it's raining, Share, share, share with other people. Show that you care for them!

100 31 p. 128

Whose bag is this? It's my bag. It's mine.

Whose bikes are these? They're our bikes. They're ours. my – mine your – yours his – his her – hers its – -

our – ours your – yours their – theirs













Activity 3 S1.1 🍜 S2.2 🥌

- Direct Ss' attention to the girls in the picture and ask them to read what they are saying.
- Explain to Ss that, in groups, they will have to ask and answer questions about their belongings.
- If necessary, invite two Ss to come to the front of the classroom to demonstrate the activity.
- Divide Ss into groups of three and have them do the activity.
- Have a few groups of Ss come to the front of the classroom and present the exchange.

Optional

Pantomime

- Put the flashcards for the lesson in a bag.
- Divide Ss into two teams.

- Choose a S from one team and ask him/her to pick a flashcard from the bag and mime the action depicted on the flashcard.
- If he/she mimes correctly, he/she gets a point for his/her team.
- After the S from the first team has mimed, choose a S from the other team to do the same.
- Continue in the same manner until all Ss have had a turn.
- The team with the most points wins

C Before leaving

- Have Ss form a line and explain to them that they will have to form a sentence using the possessive pronouns or adjectives.
- **Higher-performing Ss** can write their sentences on the board.
- Make sure all of the Ss form a sentence before they leave the classroom.



Activity 1



79

1. help 2. share 3. care

Activity 2



1. mine 2. his 4. hers 5. theirs

3. yours 6. ours

Activity 3



A 2. B 3. B 4. A

Heese

Note

• Bring different strips of paper with jumbled sentences written on them, using the Past Simple and the object pronouns, e.g. helped/I/him/the/cross/street, I/helped/carry/the/shopping/bags etc. and bring some shopping bags with books in them to the next lesson.





Language focus

Objectives

- to talk about helping others
- to introduce object pronouns

Vocabulary

Phrases: carry shopping bags, traffic lights, cross the street

Structures

I – me it – it
you – you we – us
he – him you – you
she – her they – them



Materials

- flashcards for carry shopping bags, traffic lights, cross the street
- flashcards from the previous lesson: share, care, help
- some shopping bags with books in them
- different strips of paper with jumbled sentences written on them, using the Past Simple and the object pronouns, e.g. helped/l/him/the/cross/street, her/l/helped/carry/the/shopping bags, etc.

Revision (Optional)

- Place the flashcards from the previous lesson (share, care, help) in a pile on your desk.
- Ask Ss to come to your desk, one by one, pick a flashcard and form a sentence using the word the flashcard depicts.
- **Higher-performing Ss** can write their sentences on the board.
- Make sure all of the Ss come to your desk.

Lesson plan



Warm-up

- Ask Ss what kind of help they think that elderly people need.
- Initiate a short discussion and write Ss' answers on the board.
- Ask them to tell you if they have ever offered to help an older person (e.g. their grandpa or grandma) and how.

TOP STARS cross the street traffic liahts carry shopping bags Read and answer. Who are the girls helping? 🔐 📢) At the supermarket... Is the traffic light green Hi. Sahar! Hello, Mrs Aisha! for us, Reema? You've got a lot of No, it isn't, Mrs Zahra. It's shopping bags. Can I red for us. We have to wait. help you carry them? Thank you! Oh It's green now. Let's cross the street. Hi, Reema! This is Mrs Aisha. I'm helping her with her shopping bags. Thank you for helping us! Bye! You're welcome! Bue! Let's stay friends forever! . Zahra Hadid? Is that you? That's right! And you're Aisha Said. We were classmates at school!

Activity 1 R4.1 \nearrow

80

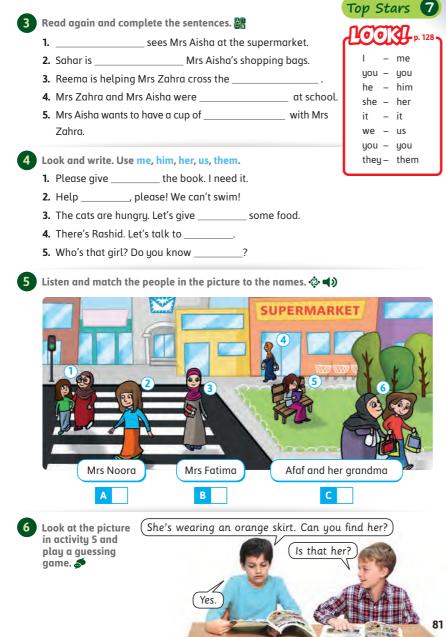
- Hold the shopping bags that are filled with books and say, I can't carry
 these shopping bags. They are heavy. Write the sentences on the board,
 underline the phrase carry shopping bags and stick the flashcard under it.
- Repeat for the rest of the flashcards.

How about having a cup of tea?

- Alternatively, stick the flashcards for the lesson on the board using some adhesive putty.
- Point to the flashcards, say each phrase and encourage Ss to repeat.
- Have Ss open their books to p.80.
- Point out the phrases in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the phrases again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R2.1

- Have Ss look at the presentation, point to the characters of the story, and guess where they are. (They are at the supermarket and on the street.)
- Ask Ss, to tell you what they think is happening. (The girls are helping two
 elderly women when they all meet outside the supermarket. The women seem
 to recognise each other, and one of them invites the other to her house for a cup
 of tea.)
- Direct Ss' attention to the frames of the story and ask them to find and point



out the words from the vocabulary section they see in the frames (Frame 1: shopping bags, carry; Frame 2: traffic light, cross the street; Frame 3: shopping

- Play the recording, and encourage Ss to **shadow read** (read along with the recording) in order to find out who the girls are helping. (They are helping Mrs Aisha and Mrs Zahra, two elderly women.).
- Have Ss read the dialogue again and check their understanding.
- Ask Ss some questions about the story. Where is Sahar? (She's at the supermarket.) What does she offer to do? (She offers to help Mrs Aisha carry her shopping bags.) What are Reema and Mrs Zahra going to do? (They're going to cross the street.) Who do Sahar and Mrs Aisha meet? (They meet Mrs Zahra and Reema.) Do Mrs Aisha and Mrs Zahra know each other? (Yes, they do.) How do they know each other? (They were classmates at school.) What does Reema tell Sahar as they are leaving? (She wants to stay friends with Sahar for ever.)
- Ask higher-performing Ss if they ever help elderly people, how they help them, and why it is important to help the elderly.

Activity 3 R2.1

- Direct Ss' attention to the five sentences.
- Explain to Ss that they should read the story again and then they have to read the sentences and complete them, according to the story.
- Have Ss compare their answers in pairs first, then check as a class.



Choose four Ss to read the

dialogue out loud for the class.

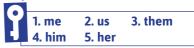
Divide Ss into groups of four and

have them read the dialogue out

- Ask two Ss to come to the front of the classroom and mime doing something together, e.g. mime raking leaves. Ask, Who is helping (Noora?) Encourage Ss to answer, (Layla) is helping Noora.). Repeat this sentence and write it on the board. Then say, (Layla) is helping <u>her</u>. Repeat the sentence and encourage Ss to repeat it after you. Then write this sentence on the board under the first sentence. Underline the word her and elicit that it refers to (Noora.)
- Ask Ss when they think we use the object pronouns. Elicit that we use object pronouns to replace nouns after verbs or prepositions to avoid repetition of the same nouns.
- Direct Ss' attention to the Look! box on p.81 and ask them to read it.
- Ask Ss to underline any examples of the object pronouns in the dialogue (Can I help you carry them? / Is the traffic light green for us, Reema? / It's red for us. / I'm helping her with her shopping bags. Thank you for helping us!)
- Tell Ss to refer to the Grammar Reference section at the back of
- Encourage Ss to come up with their own examples. Ask higherperforming Ss to think of an additional example and write it on the board.

Activity 4

- Direct Ss' attention to the five sentences.
- Explain to Ss that they should read them carefully and complete them with the object
- Have Ss compare their answers in pairs first, then check as a class.



Activity 5 L2.1 🔅

• Draw Ss' attention to the picture



loud.



in the activity and ask them to tell you what it depicts.

- Explain to Ss that they are going to listen to someone describing what is happening in the picture and match the names to the people in the picture.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs first, then check as a class.

Listening transcript

Girl: It's sunny today. I'm sitting near the window, and I'm watching the people on the street. Mrs Noora is coming out of the supermarket. Look at her. She's carrying a lot of bags. That's my teacher, Mrs Fatima. She's crossing the street now. The traffic light is green for the people crossing the street. And that's my friend Afaf and her grandma. She's helping her cross the street. Be careful! Hurry up! The traffic light is red again!



Activity 6 S1.1 **5** S2.2 **5**

- Direct Ss' attention to the boys in the picture and ask them to read what they are saying.
- Explain to Ss that they are going to play a guessing game. Point out that SA will have to look at the picture in activity 5 again and choose a person without revealing her name. Then he/she will give clues to SB and ask questions in order to help SB find out who he/she has in mind. Encourage Ss to use the structures they were presented with in the lesson.
- Ask a S to come to the front of the classroom to demonstrate the exchange.
- Divide Ss into pairs and have them do the activity.
- Have a few pairs of Ss come to the front of the classroom and present the exchange.



Sentence maker

- Divide Ss into pairs.
- Hand out the different strips of paper to each pair.
- The pair that makes a correct sentence first wins.

C Before leaving

- Have Ss form a line.
- Explain to Ss that they have to say one thing they remember about the lesson.
- Make sure all of the Ss say at least one thing.



Workbook

Activity 1 R4.1 \nearrow



A. traffic lights

1. traffic lights

B. carry shopping bags

2. cross the street

C. cross the street

3. carry ... shopping bags

Activity 2



1. him 2. you 3. me 4. it 5. them

Activity 3



1. A 2. B 3. B 4. A 5. A

Activity 4



1. her 2. it 3. them 4. us A. 2 B. 4 C. 1 D. 3

Activity 5



1. them: (sports) 2. it: (tennis)

3. them: (my friends)

4. it: (racket) 5. him: (my dad)

Activity 6 L2.1 🎨

Listening transcript

Tina: Hi, Anna! What are you doing there?

Anna: Oh! Hi, Tina! I'm making some posters.

Tina: What are you making them for?

Anna: Our teacher wants us to help the children in the younger grades. She

says it's important.

Tina: Really? But, how can posters help them?

Anna: Well, I'm making two. One of them has the alphabet, and the other one has the numbers from one to one hundred. Their teacher puts them up in the classroom, and the students use them to remember the alphabet and the numbers!

Tina: Wow! That's a great idea, Anna! Hey, can I help you make them?

Anna: I'm almost finished, but you can make another one.

Tina: OK, but what can I put on it?

Anna: Well, these students are about six years old. Hmm... I know! Why don't you make one with colours or with animals?

Tina: Hmm... I'm not very good at drawing animals, so I think colours is the best choice.

Anna: Ha ha! OK, Tina! Thanks for your help!



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



 Bring a plastic bottle of water and a cloth bag to the next lesson.

(anguage focus

Objectives

• to talk about protecting the oceans

Vocabulary

Noun: cloth Verb: protect

Adjectives: plastic, dangerous

Structures

There is someone in the car.

There is something on the desk.

Everyone is here.

We can't recycle everything.



Materials

- flashcards for plastic, cloth, dangerous, protect
- flashcards from the previous lesson: carry shopping bags, traffic lights, cross the street
- a plastic bottle of water and a cloth bag

Revision (Optional)

- Invite Ss to come to the front of the classroom one by one and mime one of the phrases depicted in the flashcards from the previous lesson (carry shopping bags, traffic lights, cross the street).
- **Higher-performing Ss** can form sentences using the phrases from the previous lesson while for **lower-performing Ss** you can break the phrases in two and write them on the board in jumbled order and ask Ss to match them correctly.
- Make sure all of the Ss come to the front of the classroom.

Lesson plan



Warm-up

- Ask Ss if they know how many oceans there are in the world. (There are five oceans: the Pacific, Atlantic, Indian, Arctic, and Southern oceans.)
- Initiate a short discussion about the problems the oceans face and encourage all Ss to participate.

Activity 1 R4.1

- Hold up a plastic bottle of water and say, It's <u>plastic</u>. Write the sentence on the board, underline the word plastic and stick the flashcard next to it.
- Repeat with the cloth shopping bag to present the word cloth.
- Use the flashcards to present the remaining vocabulary items.
- Alternatively, you can ask Ss what they do to protect the environment. Initiate a short class discussion and encourage all of the Ss to participate.
- Have Ss open their books to p.82.
- Point out the words in the vocabularu section. Plau the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R1.1 R2.1

• Direct Ss' attention to the picture and ask them what they can see.

OUR WORLD



(A blog about the ocean with an underwater picture as a background.)

- Ask Ss to read the title (The Ocean Blog Q&A) and guess what the text is about.
- Ask Ss to tell you if they recognise what kind of text this is (a blog) and if they have ever read one.
- Ask Ss the question in the rubric and encourage them to answer.
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what they can do to protect the oceans. (They can keep the beaches clean and not leave any rubbish).
- Have Ss read the text again and check comprehension.
- Ask Ss some questions about the text. How many oceans are there in the world? (There are five.) What can you do to protect the oceans? (You can keep the beaches clean and not leave any rubbish. Also, you mustn't touch or feed sea animals.) What can you do to protect the oceans if you don't live near a beach? (You can avoid using plastic bottles and bags.) Why are these items dangerous for the oceans? (Because sea animals often eat the plastic things in the ocean and that is very bad for them.) How can you reduce the amount of plastic you use? (You can use cloth bags when you go shopping and recycle.) Is there a special day for oceans? (Yes, World Oceans Day. It is on 8 June.)

Activity 3 R2.1



- Direct Ss' attention to the sentences in the activity and ask them to read them.
- Explain to Ss that they have to read the text in activity 2 again and mark the sentences with T for True or F for False.
- Have Ss compare their answers in pairs, then check as a class. Make sure Ss justify their answers.



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

- Choose two Ss to read the text out loud for the class.
- Have a few other Ss read the text out loud.

OUR WORLD

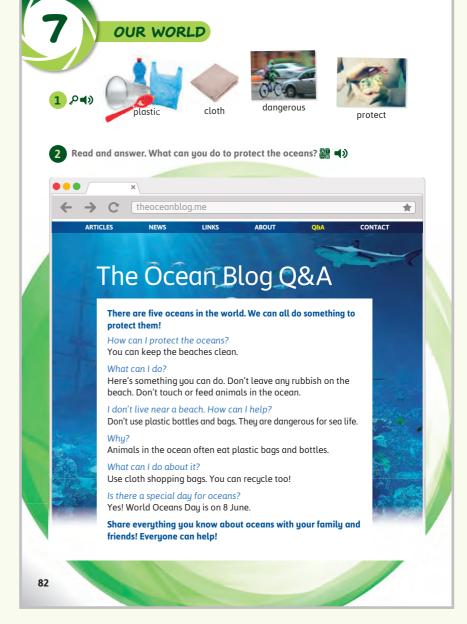
- Say a sentence using the compound someone. For example, say, Someone in the class is wearing blue shoes. Write this sentence on the board and underline the word someone. Elicit that we use someone to refer to one
- Then place a pencil on your desk and say, There's something on the desk. Write this sentence on the board, underlining the word something. Elicit that we use something to refer to one object or one animal.
- Present the compounds everyone and everything using similar examples. Elicit that we use everyone to refer to an entire group of people and everything to refer to an entire group of objects.
- Direct Ss' attention to the Look! box and ask them to read it.
- Ask Ss to underline any examples of the structures someone / something / everyone / everything in the text (We can all do something to protect them! / Here's something you can do. / Share everything you know about oceans with your family and friends! / Everyone can help!)
- Tell Ss to refer to the Grammar Reference section at the back of the
- Encourage Ss to come up with their own examples. Ask higher-performing Ss to think of an additional example and write it on the board.

Activity 4 L2.1

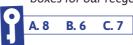
- Draw Ss' attention to the pictures in the activity and ask them what they depict.
- Explain to Ss that they are going to listen to someone describing what the children from Grades 6, 7 and 8 are doing and number the pictures 6, 7 or 8, according to what the children in each Grade are doing.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs first, then check as a class.

Listening transcript

Girl: It's Recycling Day at school. Recycling is easy and everyone can do it. The students in Year 7 are recycling plastic. There's a big bag of plastic water bottles in the school playground. What about Year 6? Someone is throwing a lemonade can in their bag. I can see empty soup cans too. And there's Year 8. I can see something in our bag. Oh, it's an empty box. We are recycling paper!



We are recycling cartons of milk and juice too. I've got some cereal boxes for our recycling bag.



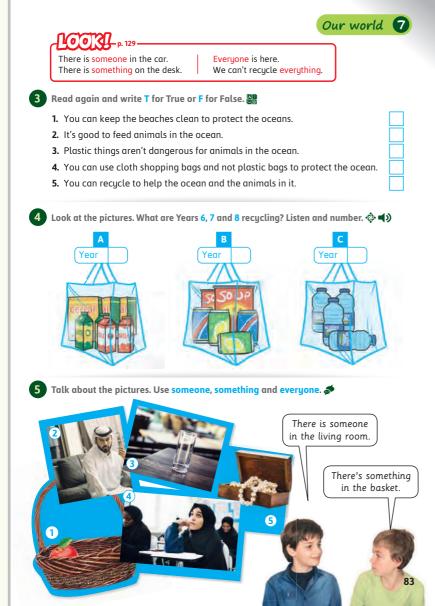
Activity 5 \$1.1 🗬 \$2.2 🗬

- Direct Ss' attention to the boys in the picture and ask them to read what the boys are saying.
- Then, draw Ss' attention to the pictures in the activity and ask them what they depict. Divide Ss into pairs and explain to them that they have to look at the pictures carefully and talk about the pictures using someone, something and everyone.
- Divide Ss into pairs and have them do the activity.
- Have a pair of Ss demonstrate the activity at the front of the class.



Hot potato

- Get Ss to form a circle.
- Make a paper ball from scrunched-up paper and hold it saying, Everyone in the classroom has got a pencil.
- Tell Ss to pass the ball to each other. Say, Stop. The S who is holding the ball has to say his/her own sentence using the structure of this
- Play until all of the Ss have had a turn.





- Explain to Ss that they have to form a sentence using someone, something, everyone or everything.
- **Higher-performing Ss** can write their sentences on the board.
- Make sure all of the Ss form a sentence before they leave the classroom.



6. something

7. everything

5. Everyone



Activity 3



1. Someone

3. something

2. Everyone

4. everything

Activity 4



1. something

4. something 5. Everyone

2. Someone3. everyone

6. everything

Activity 5 L2.1 🔅

Listening transcript

George: What are you doing, Rose? **Rose:** Hi, George! I'm recycling!

George: Why?

Rose: Because everyone has to do

something to protect the Earth.

George: And what are you recycling? **Rose:** Some bottles. I have to put the

glass bottles in the blue bag, and the plastic bottles in this green

bag.

George: Hmm... why are you putting them

in different bags?

Rose: Well, because we have to.

Everything goes into different recycling bags. Even paper!

George: That's interesting! When I went

sailing with Uncle Harry last summer, we saw a lot of plastic bottles and bags in the ocean. It was really sad. Animals like sea turtles and dolphins eat the plastic they see because they think it's food. That's very

dangerous.

Rose: I know! Because then they get

sick and die. That's why everyone has to help protect the oceans

too!

George: What else can we do?

Rose: Well, it's easy to recycle, to keep

beaches clean, and to tell Mum and Dad to use cloth shopping bags instead of plastic bags.

George: You're right! I've got a cloth

shopping bag! Grandma made it for me. I can give it to Mum to use when she goes to the

supermarket.

Rose: Great idea, George!

George: Now, let's recycle these bottles

together.







Canquage focus

Objectives

- to talk about who or what exists in a place
- to revise and consolidate structures from the previous lessons

Structures

Is there anyone at the door? There's no one at the door. Is there anything in the basket? There's nothing in the basket. Is there anyone in the house? There isn't anyone in the house. Is there anything on the table? There isn't anything on the table.



Materials

• flashcards from the previous lesson: plastic, cloth, dangerous, protect

Revision (Optional)

- Place the flashcards from the previous lesson (plastic, cloth, dangerous, protect) in a pile on uour desk.
- Ask Ss to come to your desk, one by one, pick a flashcard and form a sentence using the word the flashcard depicts.
- Higher-performing Ss can write their sentences on the board.
- Make sure all of the Ss come to your desk.

Lesson plan



Warm-up

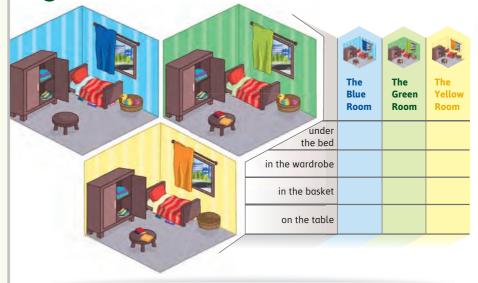
- Initiate a short discussion. Ask Ss if they recycle at home, what they recycle and how often.
- Encourage all Ss to participate in the discussion.

Activitu 1

- Have Ss open their books to p.84.
- Draw Ss' attention to the pictures of the three bedrooms and the table.



Look at the pictures and tick (4). Is there anything in these places?



Play a guessing game with your partner. One student chooses one of the rooms above. The other student asks questions to find out the correct room.



• Explain to Ss that they have to look at the pictures carefully and tick the boxes according to what can be found in each different place, in each room.

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

7						
		The Blue Room	The Green Room	The Yellow Room		
	under the bed	4		4		
	in the wardrobe	4	4	4		
	in the basket	4	4			
	on the table		4	4		

• Make sure your pencil case is empty and hold it up asking, Is there anything in my pencil case? Encourage Ss to answer, No. Then say, There's nothing in my pencil case. There isn't anything in my pencil case. Write the question and the two answers on the board.



- Elicit that we use the compounds anything and nothing to refer to an object that does not exist or is not visible in a specific place or location. Point out, however, that we use anything in questions and negative sentences whereas we use nothing in affirmative sentences. As you explain this, circle the negative and positive verbs used in the sentences written on the board.
- Draw some trees and a person and say, There's someone at the park.
 Then, erase the person and say, Now, there isn't anyone at the park.
 There's no one at the park.
- Elicit that we use the compounds *no one* and *anyone* to refer to people. Point out that we use *anyone* in questions and negative sentences whereas we use *no one* in affirmative sentences, which have a negative meaning despite the positive verb.
- Direct Ss' attention to the Look! box and ask them to read it.
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples. Ask higher-performing
 Ss to think of an additional example and write it on the board.

Activity 2 S2.2

- Direct Ss' attention to the two girls in the activity and ask them to read what they are saying.
- Explain to Ss that they are going to play a guessing game in pairs. SB has
 to choose one of the rooms in activity 1 without revealing which one he/
 she has chosen. SA then asks questions to find out which room SB has
 chosen.
- Divide Ss into pairs and have them do the activity.
- Have a pair of Ss demonstrate the activity at the front of the class.



Don't break the chain

- Tell Ss that they are going to play a game.
- Invite Ss to come to the front of the classroom and sit in a circle on the floor. Sit in the circle with them.
- Explain to Ss that you are going to form a sentence and that the S sitting to
 your right has to say what you said plus a sentence he/she wants. The next
 S has to say the sentences you and the S to your right said as well as his/her
 own sentence.
- For example, you say, There's nothing in the bag. The S to your right says There's nothing in the bag. There isn't anyone in the classroom. The S to his/her right says There's nothing in the bag. There isn't anyone in the classroom. There's no one at the park.
- The S who forgets a sentence or doesn't remember the exact order of the sentences is out of the game. The last Ss to remain in the game are the winners
- If you have a large number of Ss, you can divide them into groups.



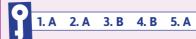
- Have Ss form a line.
- Explain to Ss that they have to form a sentence using no one, nothing, anyone, anything.
- **Higher-performing Ss** can write their sentences on the board.
- Make sure all of the Ss form at least one sentence before they leave the classroom.





- 1. Everyone, No one
- 2. anyone
- 3. something
- 4. anything
- 5. nothing

Activity 2



Activity 3





 Bring an empty cereal box, a pencil, a pair of scissors, glue, a hole punch, a ruler, some string or ribbon to the next lesson and have Ss bring in these items too. Bring some extra materials just in case any Ss have forgotten to bring some in.





Objectives

- to reuse old items to make something new
- to revise and consolidate structures and vocabulary presented in previous lessons



 a cereal box, a pencil, a ruler, a pair of scissors, glue, a hole punch, string or ribbon

Revision (Optional)

- Ask Ss to form sentences using the structures they were presented with in the previous lesson.
- **Higher-performing Ss** can write their sentences on the board.

Lesson plan



Warm-up

- Ask Ss if they have ever made something using other materials.
- Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R1.1 R2.1 R2.1

- Have Ss open their books to p.85.
- Direct Ss' attention to the pictures and ask them what they depict (materials needed to make a bookmark from recycled paper).
- Then, draw Ss' attention to the steps being described and ask them to read them and complete the sentences with the words given.
- Explain to Ss that when you want to make a bookmark from recycled paper you have to follow four steps. Make sure they understand that they will use the materials they brought to make their own bookmark.
- Ask Ss to bring out the materials they brought and make their own recycled bookmark. If there are any Ss that have forgotten any of the materials needed, give them one of the extras you've brought.
- Go around helping Ss with any difficulties.



2. First 3. Then 4. Next, Finally

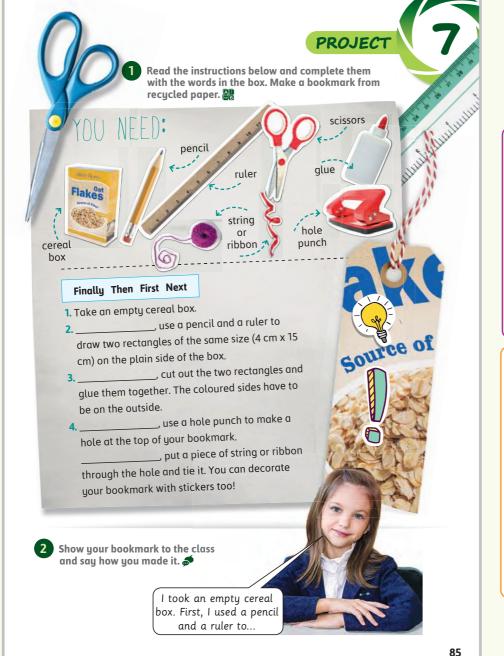
Activity 2 S2.3

- Direct Ss' attention to the girl in the activity and ask them to read what she is saying.
- Explain to Ss that she is presenting her bookmark to the class while describing the steps of the procedure of making it.
- Invite a few Ss to come to the front of the classroom to demonstrate the activity and present their bookmarks.



Whose is it?

- · Collect Ss' bookmarks.
- Choose two of them and hold them up. Invite the two Ss who made them to stand in front of the classroom but not to reveal which bookmark belongs to each of them.
- Invite the rest of the Ss to ask questions to find out which bookmark belongs to each S.
- Repeat this with different Ss for as long as time permits.





Activity 2 R1.1 R2.1 R

W1.1 毵 W1.4 毵



- 3. Next, use some glue and paper to decorate it.
- 2. Then, clean it.
- 4. Finally, add some ribbons and buttons and put your pencils in it.
- 1. First, take an empty can.



- As preparation for the next lesson, photocopy the story (SB, pp.86-87), making one copy for every four Ss. Before you photocopy the story, cover the narration boxes and the numbers in each illustration. Then, cut out the illustrations and photocopy the narration boxes of the story (one copy for every four Ss) and cut them out as well.
- Bring the copies and a torch to the next lesson.



G Before leaving

- Have Ss form a line.
- Explain to Ss that they have to say one thing they remember about making a bookmark from recycled paper in the lesson.
- Have higher-performing Ss write a step on the board.
- Make sure all Ss say at least one thing before they leave the classroom.



Workbook

Activity 1



Cloth- the ball should be circled
Glass – the box of cereal should be circled
Plastic – the window should be circled





Conguage focus

Objectives

- to listen to a story and read for pleasure
- to revise and consolidate structures and vocabulary presented in previous lessons

Vocabularu

Nouns: light, torch, blackout, shadow Phrasal verb: turn off



Materials

- flashcards for light, torch, blackout, shadow, turn off
- the photocopies of the story that you have prepared (see Note in the previous lesson)
- a torch

Revision (Optional)

• Have Ss ask each other questions in pairs using the structures and vocabulary they were presented with in the previous lessons.

Lesson plan



Warm-up

- Ask Ss what they usually do with their friends to have fun when they get together.
- To help lower-performing Ss, you can write a list of free-time activities on the board for them to choose from
- Initiate a short discussion and encourage all Ss to participate.

Activity 1 R4.1 \nearrow

- Use the torch you brought in. Turn it on and say, There was a blackout yesterday and I used this torch to see. Write the sentence on the board. Underline the words blackout and torch and stick the flashcards under them.
- Point to the lights in the classroom, say light. Then, turn off the lights and say, turn off. Turn the lights on again, write the word and the phrasal verb on the board and stick the flashcards next to them.
- Find a spot on the wall where you can mime something and the shadow can be seen by all of the Ss and make the shadow of something.

STORY









blackout



shadow



turn off

Read and answer. Why do the children stop playing computer games?

NIGHT AT MANDY'S



Suddenly, there is a blackout. 'Oh no!' says Mandy. 'It's

OK, children,' says her mum. 'We just have to wait. Here

are some torches.'

It's Saturday evening. Chloe and Ellie are at Mandy's house. They are playing computer games. 'I love computer games!' says Mandy.



'This is boring,' says Ellie. 'I have an idea! How about telling some stories?' says Chloe. 'We can make shadows on the wall with our hands too!' says



The children are having fun. They are making shadows. 'Is that a horse?' asks Ellie. 'No, it isn't! It's a wolf! Owoooo!' says Mandy.



Say, Look! It's the shadow of a (butterfly). Write the sentence on the board, underline the word shadow and stick the flashcard under it.

- Alternatively, stick the flashcards on the board using some adhesive putty. Point to each of the flashcards, say each word and encourage Ss to repeat.
- Have Ss open their books to p.86.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R1.1 R2.1

Before readina

86

- Hold up the book and point to the story.
- Tell Ss that they will listen to and read a story with the title Fun night at Mandy's.
- Point to the first frame and ask Ss to tell you where they think the main characters of the story are. (They are at Mandy's house.)
- Cover the second page (p.87). Ask Ss to look at the first four frames in the story on p.86 and guess what will happen next.
- Reveal the second page and ask Ss to look at the pictures and guess what the story is going to be about.
- Ask Ss to go through the story and find the names of the main characters (Chloe, Ellie, Mandy, Mandy's mum).
- Point to each frame and invite Ss to guess what is happening.
- Elicit answers, but do not correct Ss at this stage.



Then the lights come on again. 'Oh, no!' say the children. 'Mum, can we turn off the lights, please? We want to play, says Mandy. 'OK, but you have to be careful!' says her mum.





'We don't have to play computer games every Saturday!' says Ellie. 'That's right! This way, we can have fun and save energy too!' says Chloe.

- - Read again and answer the questions.
- 1. Does Mandy like computer games?
- 2. What does Mandy's mum give the children during the blackout?
- 3. What is Chloe's idea?
- 4. Is Mandy making the shadow of a horse on the wall?
- 5. What do the children want to do when the lights come on again?

What kind of games do you like playing? What kind of games would uou like to play during a blackout? What other ways of having fun and saving energy can you think of?

87

While reading

- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out why the children stop playing computer games. (Because there is a blackout / the lights go out.)
- Direct Ss' attention to the frames of the story, and ask them to find and circle the words or phrase as presented in the vocabulary section (Frame 2: blackout, torches; Frame 3: shadows; Frame 4: shadows; Frame 5: lights, turn off, lights).
- Have Ss read the text again and check comprehension.
- Talk about what happens in each frame.
- Frame 1: Chloe and Ellie are at Mandy's house and they are playing computer games.
- Frame 2: The lights go out, but Mandy's mum gives them some torches to use until the lights come on again.
- Frame 3: Ellie thinks that it is boring to just sit there, but Chloe and Mandy suggest telling some stories and making shadows on the wall with their hands.
- Frame 4: The children are having fun. Mandy is making the shadow of a wolf, but Ellie thinks it's a horse.

Frame 5: The lights come on again, but the girls don't want to go back to playing computer games. Mandy's mum agrees to let them turn off the lights, but says that they should be careful.

Frame 6: Ellie says that they don't have to play computer games every Saturday. Chloe agrees and points out that this way they can have fun and save energy too.

• Ask Ss some comprehension questions and encourage them to answer.

Frame 1: Where are Chloe and Ellie? (They're at Mandy's house.) What are they doing there? (They are playing computer games.) Does Mandy like computer games? (Yes, she does.)

Frame 2: What happens suddenly? (There's a blackout.) What does Mandy's mum say? (She says that they have to wait.) What does she give the children? (She gives them some torches.)

Frame 3: Is Ellie having fun? (No, she isn't.) What does Chloe suggest? (She suggests telling stories.) What does Mandy suggest? (She suggests that they make shadows on the wall with their hands while telling stories.)

Frame 4: Are the children having fun? (Yes, they are.) What shadow does Ellie think Mandy is making? (She thinks she is making the shadow of a horse.) What shadow is Mandy actually making? (She is making the shadow of a wolf.)

Frame 5: Do the children want to play computer games now that the lights are on again? (No, they don't.) What do they ask Mandy's mum? (They ask if they can turn off the lights to play.) Does she agree? (Yes, she does, but she also tells them to be careful.)

Frame 6: What does Ellie think? (She thinks that they don't have to play computer games every Saturday.) What does Chloe believe? (She believes that this way they can have fun and save energy too.)

Ask higher-performing Ss if they have ever experienced a blackout and what they did during the blackout.

Activity 3 R2.1



- Direct Ss' attention to the questions, and ask them to read them.
- Explain to Ss that they have to read the story again, and answer the questions.
- Have Ss compare their answers in pairs first, then check as a class.



- 1. Yes, she does. She loves them.
- 2. She gives them torches.
- 3. Telling some stories.
- 4. No, she isn't. She is making the shadow of a wolf.
- 5. They want to turn off the lights to play.



- Play the recording again, pausing after each line. Have Ss repeat (chorally - in groups - individually).
- Divide Ss into groups, and have them read the story out loud. Tell Ss to swap roles.
- Have some groups of Ss read the story out loud for the whole class.

Post reading

Let's think

- Direct Ss' attention to the box on p.87 and read the questions out loud.
- Ask Ss to answer the questions and initiate a discussion.
- Encourage all of the Ss to participate in the discussion.

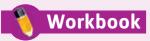
Suggested answer

I like playing in the park with my friends. When the weather isn't good, we like playing board games or computer games at home.

Another way of having fun and helping the environment is by riding our bicycles when we go out or visit a friend. It is also good for our health.

C Before leaving

 Have Ss choose a character from the story on pp. 86-87 and act out the story at the front of the classroom.



Activity 1 R4.1 🔎



1. torch

4. light

2. shadow 5. blackout

3. turn off

Activity 2 R2.1



D. 4 E. 3

. . .

F. 1

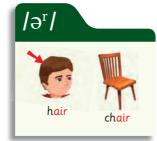
Activity 3 S1.1 🍜 S1.2 🧩

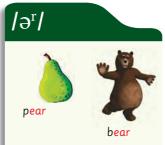


open answers



1 Listen and say. 4 💜







 $oxed{2}$ Listen and say. Then circle the words that have the /3 $^{ ext{r}}$ / sound. $oxed{2}$ $oxed{4}$ $oxed{4}$

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.



88



PHONICS

Canguage focus

Objectives

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

Vocabularu

hair, chair, where, there, pear, bear

Phonics

the sound / ∂^r / in ere, air and ear



Materials

• blown-up colour photocopies of the story, pp.86-87



- flashcards and word cards for hair, chair, where, there, pear, bear
- phonics cards of hair, where and bear (TB pp. 247-248 one set per S)

Revision (Optional)

- Hold up your book or stick blown-up colour photocopies of the story on the board.
- Ask Ss if they remember the title of the story (Fun night at Mandy's). Ask them to tell you what else they remember about the story.
- Have Ss open their books to pp.86-87. Play the recording and encourage Ss to **shadow read** (read along with the recording).
- Have some Ss read the story out loud for the whole class.
- Have Ss close their books and try to retell the story from memory.

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 /ə^r/ 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 L2.7

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

Listening transcript

/ə^r/, /ə^r/ , hair, chair /ə^r/ , /ə^r/ , pear, bear

/ə^r/ , /ə^r/ , where, there

• Encourage Ss to tell you more words with the sounds presented in this lesson.

Activity 2 L2.7 R3.5

• Direct Ss' attention to the picture and ask them what they can see. (Two boys are in the forest. They're looking at a bear eating a pear.)

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

- 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 circle the words with the /ə¹/ sound.
- Then play the chant/poem once more and encourage Ss to say the chant/poem along with the recording.



circled: there, bear, bear, Where, Where, there, bear, chair, pear

TPR Activity

- Hand out the phonics cards for hair, where and bear to Ss and have them cut them out.
- Explain to Ss that you will play the phonics chant/poem and that they have to raise the *where* phonics card when they hear a word containing *ere JarJ*, the *hair* phonics card when they hear a word containing *air JarJ* and the

bear phonics card when they hear a word containing ear /ə^r/ while they say the chant/poem. Play the chant/poem once and demonstrate what Ss should do while saying the chant/poem.

 Play the chant/poem again and have Ss say the chant/poem along with the recording and raise their cards as you have instructed them.



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.
- Call out a word with the /ə^r/
 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.



Activity 1 L2.7 R3.5

Listening transcript

- 1. there, chair, hair
- 2. hair, pear, bear
- 3. where, there, bear



1. there 2. hair 3. bear

Activity 2 R3.3 📲 R3.4 📲



1. pear

2. there

3. chair

4. where

Activity 3 R3.5



ere: 2, 4

air: 3, 5

ear: 1, 6

TOP TIME! 4



Conquage focus

Objectives

• to revise and consolidate structures and vocabulary presented in the previous two modules



Materials

- flashcard from the previous lessons share, care, help, carry shopping bags, traffic lights, cross the street, plastic, cloth, dangerous, protect, light, torch, blackout, shadow, turn off
- phonics cards for hair, where and bear
- a bell

Revision (Optional)

• Have Ss do the TPR activity from the previous lesson using the phonics cards for hair, where and bear

Lesson plan



Warm-up

- Ask Ss if they know of any famous buildings in their country.
- Initiate a short discussion, and encourage all of the Ss to participate.

Activity 1 R1.1 R2.1

- Have Ss open their books to p.89.
- Ask Ss to look at the pictures and the texts and ask them to guess what the texts are about. (two cities from different countries and famous buildings in those cities)
- Play the recording, and have Ss shadow read (read along with the recording) in order to match the texts to the pictures.



- Have Ss read the text again.
- Ask Ss some questions to check

comprehension, such as: What's the weather usually like in Doha? (It's sunny and very hot in summer.) Are there many offices in Doha? (Yes, there are.) What can you see in the city? (Offices, shopping centres, hotels, restaurants, and some of the world's tallest buildings.) What is another name for the Aspire Tower in Doha? ('The Torch.') How many floors has the Aspire Tower got? (It has got 36 floors.) How tall is it? (It is 238 metres high.) What is there in the Aspire Tower? (A five-star hotel and offices, a sports museum, a health club and a revolving restaurant.) What is there in the health club? (There is an outdoor swimming pool.) Where is New York? (It is in the USA, near the Atlantic Ocean.) Which rivers run through the city? (The Hudson River, the East River and the Bronx River.) What's the climate like in New York? (It is very hot in the summer, but it can get very cold in the winter.) Which tall building can you find in the centre of New York on Manhattan Island? (The Empire State Building.) Is it the tallest building in the city? (No, it isn't. It is the third tallest building in the city.) How many floors has it got? (It has got 102 floors.)

• If you have time, choose a few Ss to read the texts out loud.

Activity 2 R2.1

- Direct Ss' attention to the activity, and ask them to read it.
- Explain to Ss that they have to read the texts in activity 1 again and answer the questions about them.
- Have Ss compare their answers in pairs, then check as a class.



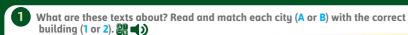
- 1. They call it the Torch.
- 2. There are 36 floors.
- 3. You can find a revolving restaurant in the Aspire Tower.
- 4. Yes. uou can.
- 5. It can get very cold.
- 6. No, it isn't.



Seat switch

- Place a desk at the front of the classroom.
- Divide Ss into two teams.
- Have a S from each team come up to the front of the classroom and stand at either side of the desk.
- Place a bell in the middle of the desk.
- Holding a pile of the flashcards from the previous lessons, pick one and show it to the two Ss.
- The Ss have to ring the bell and name the flashcard before their opponent does. The first S to name the item earns a point for his/her team. As soon as this happens, the Ss return to their seats, and another two come up.
- Put the flashcard at the bottom of the pile, and pick a new one for the next two Ss to name.
- Play this game until you run out of flashcards. Make sure all of the Ss in each team get a chance to go up to the front of the classroom.

TOP TIME! 4



Aspire Tower

Doha is the capital of Qatar. The weather is usually sunny, and it is often very hot in the summer. Millions of people live in the city, and there are many offices, shopping centres, hotels and restaurants. Some of the world's tallest buildings are in Doha.

One of them is Aspire Tower or 'the Torch'. It has 36 floors and it is 238 metres high. The Aspire Tower has a five-star hotel and there are also offices. There is a sports museum, a health club with an outdoor swimming pool, and a revolving restaurant! I love having tea there, and I enjoy looking at the wonderful views of the city!

Empire State Building

New York is the biggest city in the USA. It is near the Atlantic Ocean, with the Hudson River, the East River and the Bronx River running through the city. In the summer, the climate is very hot, but it can get very cold in the winter.

New York has many famous tall buildings. The Empire State Building is in the centre of New York, on Manhattan island, and it is the third tallest building in the city. It has 102 floors with offices and two observatories. Visitors can look at amazing views of the city from there.







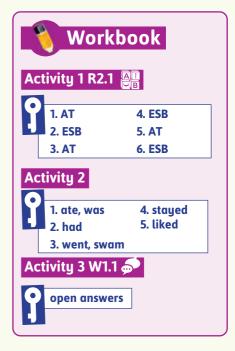
- 2 Read and answer the questions.
 - 1. What do people call the Aspire Tower?
 - 2. How many floors are there in the Aspire Tower?
 - 3. Where can you find a revolving restaurant?
- 4. Can you go swimming in the Aspire Tower?
- 5. What's the weather usually like in New York in the winter?
- 6. Is the Empire State Building the tallest building in New York?

89

Before leaving

- Explain to Ss that you are going to say some sentences about the two cities in activity 1, e.g. There are many offices and shopping centres there. They have to say the name of the city, e.g. Doha.
- Use sentences like There's a building with 102 floors there or It can get very cold in winter there, etc.









Objectives

 to revise and consolidate structures and vocabulary presented in previous lessons



 flashcards and word cards for all of the vocabulary presented in this Module

Lesson plan

Warm-up

- Stick some of the flashcards from the previous lessons in the Module on the board (4-5 flashcards each time). Tell Ss to memorise them.
- Ask Ss to close their eyes while you hide one of the flashcards. When Ss open their eyes, they should try to remember which one is missing.
- Alternatively, Ss can memorise the order of the flashcards. When they close their eyes, change the order. Ss should try to remember what order the flashcards were originally in.
- Make sure you use different flashcards each time.
- To make the activity more competitive, you could divide Ss into two teams and have them take turns answering to win points.

Activity 1

- Have Ss open their books to p.90.
- Explain to Ss that they have to look at the pictures, read the sentences carefully and complete them using the words in the box.
- Have Ss compare their answers in pairs first, then check as a class.



1. anything

4. no one

2. Everyone

5. everything

3. something

ROUND-UP

1 Look and write.

no one anything everyone something everything

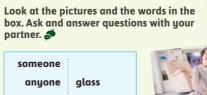








- There isn't <u>anything</u> in the basket.
- **2.** ______ is sitting down.
- 3. Can you help me? There's _____in my eye.
- **4.** There's _____ in the room.
- **5.** He's putting _____his pencil case.



no one fridge
something room
nothing table



Listen and circle A or B. 🕸 📢

2. Which water bottle is

3. What do the children see

in the kitchen?

1. Who's Penny?

90

Activity 2 L2.1 🌣

- Direct Ss' attention to the pictures in the activity.
- Explain to Ss that they are going to listen to three short dialogues and they have to circle the correct picture.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs first, then check as a class.

Listening transcript

1. Julie: Hey, Penny! I like this picture of you and your sister.

Penny: Thank you. We took it last week.

Julie: Penny, you really look like her, but her hair is very long!

Penny: Yes, it is. Mine is short now.

Julie: I like the cloth bag she's carrying.

Penny: I like it too! Because it's mine! My sister always takes my bags.

2. Alan: Hey, Rita. Can you bring me my water bottle? It's on the kitchen table.

Rita: There are two bottles on the kitchen table. Which one is yours?

Alan: The red one.

Rita: I can see two red bottles on the kitchen table, Alan!



Alan: Oh! Has one of the bottles got a picture of a lion on it?

Rita: Yes! Is that yours?

Alan: No, it isn't. Mine has nothing on it.

3. Henry: I'm hungry.

Ron: I have an idea. How about making a pizza?Henry: Let's see. There's nothing in the fridge!Ron: And I can't see anything in the cupboard!

Henry: No, wait! There's something in the cupboard. It's a packet of spaghetti.

Ron: We can't make pizza with spaghetti.

Henry: You're right, but look! Dad is coming back from the supermarket.

Ron: Great!



Activity 3 S1.1 🍑 S2.2 💉

- Direct Ss' attention to the boys in the picture and ask them to read what they are saying.
- Then draw Ss attention to the words in the box and ask them to read them.
- Explain to Ss that they have to look at the pictures carefully and, in pairs, ask and answer with their partner using the words in the box.
- If necessary, invite a S to come to the front of the classroom to demonstrate the activity.
- Have a pair of Ss demonstrate the activity at the front of the class.

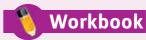


Matching pictures

- Divide Ss into groups of four.
- Give each group a set of flashcards and a set of word cards with the vocabulary presented in the previous lessons and tell them to shuffle them and place them face down on a desk in two piles.
- Ss take turns picking a card from each pile. The Ss have to say the items depicted
 on the flashcards and the word cards. If the pictures match the words, they keep
 both cards. If the pictures don't match the words, Ss should try again. Higherperforming Ss can say sentences with the words after they have matched them.
- The group with the most flashcards wins.



• Play the song/poem Sharing is Caring on p.79 of the SB and invite Ss to say the song/poem along with the recording.



Activity 1



1. cloth

2. help

3. protect

4. plastic

5. traffic lights

Activity 2



3. Everyone 4. no one

2. anyone



2. it 3. her 5. them 6. us

Activity 4



1. nothing

3. everything 4. something

2. anything

Activity 5



. C 2. D 3. A 4. E 5. B

Activity 6 R2.1 🔠



- 1. What is Earth Day?
- 2. Why is Earth Day important?
- 3. How can we do this?
- 4. What must we do?
- 5. When is Earth Day?

Now I can

- Ask Ss to read the phrases and colour in the stars according to what they can or can't do and how well they can do it.
- Instruct Ss to colour in only one, two or three stars each time.
- Use the self-evaluation sheets for your Ss to check their performance.
- Ask Ss to count the stars they have coloured in so as to find out to which category they belong.



Note

 Bring Internet printouts of a pilot, a vet, a cook and a teacher to the next lesson.



In the future

When students complete this module, they will be able to:

Song

- guess the meaning of words based on picture clues (R4.1)
- follow and identify the main idea of short texts (L1.1)
- follow and identify the detail in short texts (L2.1)
- exchange simple information (S1.1)
- ask about, make and respond to simple predictions (S2.4)
- participate actively in word reading games (R5.1) WB

Top Stars

- guess the meaning of words based on picture clues (R4.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- follow and identify the detail in short texts (L2.1)
- exchange simple information (S1.1)
- ask about, make and respond to simple predictions (S2.4)

Our world

- guess the meaning of unknown words based on picture clues (R4.1)
- understand and respond to the main idea in a short text (R1.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- follow and identify the main idea of short texts (L1.1)
- follow and identify the detail in short texts (L2.1)
- exchange simple information (S1.1)
- ask about, make and respond to simple predictions (S2.4)

Let's talk

- understand and respond to the main idea in a short text (R1.1)
- guess the meaning of words based on picture clues (R4.1)
- use a simple picture dictionary to categorise relevant topic words (R4.2)
- ask and find out basic personal information (S1.1)
- ask about, make and respond to simple predictions (S2.4)
- communicate basic personal information using short, simple sentences (W1.1) WB
- make and respond to simple predictions (W1.5) WB

Project

- understand and respond to the main idea in a short text (R1.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- communicate basic personal information using short, simple sentences (W1.1) WB
- describe people and objects using familiar words and phrases (W1.3) WB
- make and respond to simple predictions (W1.5) WB
- spell familiar high-frequency words accurately in guided writing (W2.2) WB
- use, with support, capital letters, full stops and question marks in guided writing (W2.3) WB

Story

- guess the meaning of unknown words by making use of picture clues (R4.1)
- understand and respond to the main idea in a short text (R1.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- participate actively in word reading games (R5.1) WB
- ask and find out basic personal information (S1.1) WB
- ask and answer about preferences (S1.2) WB

Phonics

- independently recognise and say the beginning, middle and final letter sounds in a word (L2.7)
- identify and remember a wide range of high-frequency sounds and their letter patterns (R3.5)
- independently blend sounds to read a number of high-frequency words (R3.4) WB

CLIL 4

- understand and respond to the main idea in a short text (R1.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- guess the meaning of words by making use of picture clues (R4.1)
- follow and identify the detail in short texts (L2.1) WB

Cursive writing

 use recognisable cursive writing in written work (W3.1) WB

Round-up

- follow and identify the detail in short texts (L2.1)
- ask and find out basic personal information (S1.1)
- ask about, make and respond to simple predictions (S2.4)
- understand and respond to detail in a short sequence of simple sentences (R2.1) WB





Objectives

- to say a song/poem
- to talk about occupations
- to talk about future plans

Vocabulary

Nouns: pot, pan

Occupations: pilot, vet, cook, teacher

Structures

I'm going to be a vet in the future. Tim is going to be a pilot. They are going to be teachers.



Materials

- flashcards for pilot, vet, cook, teacher, pot, pan
- Internet printouts of a pilot, a vet, a cook and a teacher

Lesson plan



Warm-up

- Ask Ss what their favourite subjects are and what occupation they think these subjects will help them follow in the future.
- Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1 \nearrow

- Stick the flashcards for pilot, vet, cook, teacher, pot and pan on the board.
- Point to each flashcard and say the words out loud. Encourage Ss to repeat after you.

- Alternatively, use the Internet printouts of the occupations you brought in. Stick them on the board using some adhesive putty and have Ss name the occupation they depict.
- Write the word for each occupation under each printout, say it and encourage Ss to repeat after you.
- Ask Ss which of the occupations depicted they like the most and why. Initiate a short class discussion and encourage all of the Ss to participate.
- Have Ss open their books to p.91.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 L1.1 🔅 L2.1 🎨

• Direct Ss' attention to the pictures and ask them what they depict. (Different people and their occupations.)

The activity is

recorded both

as a song and

as a poem.

- Explain to Ss that they are going to listen to a song/poem with the title *In the future*.
- Point out that they have to listen to the recording, follow along in their books and match the pictures to the verses.
- Play the song/poem and have Ss do the activity.
- Make sure Ss have matched the verses of the song/poem to the correct pictures.
- Play the song/poem again and encourage Ss to say it along with the recording.



A. third verse B. fourth verse C. first verse D. second verse

[TOOK!

- Mime cooking something and say, I like cooking. I'm going to be a cook.
- Write the sentences on the board and ask Ss when they think we use the Future to be + going to. Elicit that we use this tense to talk about future plans/intentions.
- Direct Ss' attention to the Look! box and ask them to read the sentences.
- Refer Ss to the song and ask them to underline any examples of the
 Future to be + going to in the song (I'm going to be a teacher. / I'm going
 to be a vet! / I'm going to fly. / I'm going to be a pilot. / I'm going to be a
 cook!)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples. Ask
 higher-performing Ss to think of an additional example and write it on
 the board.

Activity 3 S1.1 5 S2.4 5

- Direct Ss' attention to the boys in the picture and ask them to read what they are saying.
- Then, draw Ss' attention to the pictures in the activity and ask them to tell you what they depict.
- Explain to Ss that they have to look at the pictures and then, in pairs, talk about what each child is going to be in the future.
- If necessary, invite a S to come to the front of the classroom to demonstrate the activity. Encourage him/her to choose a child and say. Point out that Ss should use the structure they were presented with in the lesson.
- Divide Ss into pairs and have them do the activity.
- Have a pair of Ss demonstrate the activity at the front of the class.





Pantomime

- Divide Ss into two teams. Explain that a S from one team will have to come to the front of the classroom and mime one of the occupations presented in the vocabulary section, while the other team tries to guess the occupation.
- If necessary, mime an occupation and encourage Ss to guess.
- When the team guesses the occupation, the S at the front of the classroom takes a seat and a S from the other team comes up to mime. Every correct answer earns the guessing team a point.

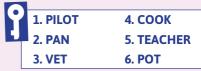


C Before leaving

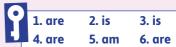
- Have Ss form a line.
- Explain to Ss that they will have to form a sentence saying what they are going to do the following weekend.
- **Higher-performing Ss** can write their sentences on the board.
- Make sure all of the Ss form a sentence before they leave the classroom.



Activity 1 R5.1



Activity 2



Activity 3



- 1. Sally is going to be a vet.
- 2. Charlie is going to eat salad.
- 3. The boys are going to fly on a plane.
- 4. Layla and her mum are going to cook lunch.





Conguage focus

Objectives

- to talk about animals
- to talk about future plans

Vocabulary

Verb: hurt

Nouns: wildlife park, sand, sun,

tongue

Structures

The giraffe is going to eat some leaves.

They aren't going to visit the wildlife park on Saturday.



Materials

- flashcards for wildlife park, sand, sun, tongue, hurt
- flashcards from the previous lesson: pilot, vet, cook, teacher, pot, pan
- masking tape

Revision (Optional)

- Have Ss come to the front of the classroom, one by one, and mime one of the occupations they were presented with in the previous lesson.
- Alternatively, put the flashcards for the previous lesson (pilot, vet, cook, teacher, pot, pan) in a pile on your desk and ask Ss to come to your desk, one by one, choose a flashcard and mime the word it depicts. Have the rest of the Ss guess the occupation/item.
 Higher-performing Ss can form sentences with the word they guess.
- Make sure all of the Ss come to the front of the classroom.

Lesson plan



Warm-up

- Ask Ss if they have ever visited a wildlife park and what they saw and did there. If they haven't, ask them if they would like to visit one and which animals they would most want to see.
- Initiate a short class discussion and encourage all of the Ss to participate.

8 TOP STARS



sand

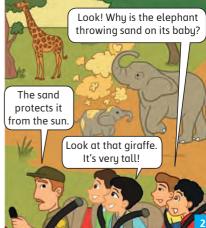
Read and answer. What are the children going to do at the wildlife park? 🔐 🕩















92

Activity 1 R4.1

- Stick the flashcards for the lesson (wildlife park, sand, sun, tongue, hurt) on the board using some adhesive putty.
- Point to the flashcards, say each word and encourage Ss to repeat.
- Have Ss open their books to p.92.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R2.1

- Have Ss look at the presentation, point to the characters of the story and quess where they are. (They are at a wildlife park.)
- Ask Ss, to tell you what they think is happening. (The children are at a
 wildlife park and a guide is driving them around and is explaining what they
 see. The children seem very happy and want to know all they can about the
 animals they see.)
- Direct Ss' attention to the frames of the story and ask them to find and point out the words from the vocabulary section they see in the frames (Frame 1: wildlife park; Frame 2: sand, sand, sun; Frame 3: hurt, tongue; Frame 4: sand).
- Play the recording again and encourage Ss to shadow read (read along with

Top Stars 8

- 3 Read again and write T for True or F for False. 🔠
 - 1. The children are going to feed the animals.
 - 2. The elephant is throwing sand on the baby giraffe.
 - 3. The sand is going to protect the baby elephant.
 - 4. The baby giraffe is going to eat leaves.
 - 5. The baby giraffe has got a short tongue.

The giraffe is going to eat some leaves.

They aren't going to visit the wildlife park on Saturday.





Α	В	С
	ST	A THE
Lions and elephants	Elephants and the blue whale	Lions and elephants
ROOM 1	ROOM 1	ROOM 1
The blue whale	Lions	Dinosaurs
ROOM 2	ROOM 2	ROOM 2
	The state of the s	The blue
Elephants	Dinosaurs	whale
ROOM 3	ROOM 3	ROOM 3

Put a (4) or an (8) to complete the table about yourself. Guess your partner's answers. Then check the answers with your partner to find out if they are True or False.

What are you going to do next week?	You	Your partner			
visit a wildlife park					
fly a kite					
make a collage					
go to an amusement park					
do my homework					

You aren't going to visit a wildlife park next week.

False! I'm going to visit a wildlife park next week.



the recording) in order to find out what the children are going to do at the wildlife park. (They are going to drive through the park and see the animals.).

- Have Ss read the dialogue again and check comprehension.
- Ask Ss some questions about the story. Where are the children? (They're at a wildlife park.) Are they going to feed the animals? (No, they aren't.) What is the elephant doing? (It's throwing sand on its baby.) Why? (Because it wants to protect it from the sun.) How tall is the baby giraffe? (It's over 1.82 metres tall.) Is it going to hurt Omar? (No, it isn't.) What is it going to do? (It's going to eat some leaves.) What does its tongue look like? (It's long and blue.) Is it cold at the wildlife park? (No, it isn't. It's hot.) What does Jameel suggest? (He suggests throwing some sand on Omar in order for him not to feel hot.) Is it going to help? (No, it isn't.)

Activity 3 R2.1

- Direct Ss' attention to the five sentences.
- Explain to Ss that they should read the story again and then mark the sentences as T for True or F for False.
- Have Ss compare their answers in pairs, then check as a class. Make sure Ss justify their answers.



Choose five Ss to read the dialogue out loud for the class.

 Divide Ss into groups of five and have them read the dialogue out loud.

GOOK!

- Say, I'm not going to visit my friend Afaf. I'm going to visit my friend Lamya.
- Write the sentences on the board and ask Ss to tell you about the negative form of the Future to be + going to. Elicit that we use not after the verb to be to form the negative.
- Direct Ss' attention to the Look! box on p.93 and ask them to read it.
- Refer Ss to the text and ask them to underline any examples of the Future to be + going to in the dialogue (We're going to drive through the park and see the animals. / We aren't going to feed the animals. / It isn't going to hurt you, Omar! / It's just going to eat some leaves. / That isn't going to help me, Jameel!)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples. Ask higher-performing Ss to think of an additional example and write it on the board.

Activity 4 L2.1 🔅

- Draw Ss' attention to the pictures in the activity and ask them to tell you what they depict.
- Explain to Ss that they are going to listen to a guide describing a tour in the Natural History Museum and they have to tick A, B or C, according to what they hear that each room includes.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs first, then check as a class.

Listening transcript

Guide: My name's Eric. Welcome to the Natural History Museum. We're going to see some amazing animals in room number one: lions and elephants. We're going to play a game too. It's going to be fun! I know that you want to see the blue whale, but we aren't going to see it now. Next, we're going to room number two. We're going to see dinosaurs in that room. Be careful. You can't take any



pictures of the dinosaurs in room number two! Then, we're going to room number three to see... the blue



Picture C should be ticked.

Activity 5 S1.1 🗪 S2.4 🗪





- the picture and ask them to read what they are saying. • Then, draw Ss' attention to the
- table in the activity and ask them to read it. • Divide Ss into pairs and explain that they have to complete the table about themselves and make
- guesses about their partner. Then, they have to ask and answer with their partner to find out if their guesses were True or False.
- Ask a S to come to the front of the classroom to demonstrate the activity. Encourage the S to complete the table and make a guess about your future plans.
- Have Ss do the activity.
- Have a pair of Ss demonstrate the activity at the front of the class.

Optional

Line jumping

- Use masking tape to form a straight line on the floor that is long enough for Ss to stand on in single file.
- Have Ss line up in single file on the line.
- Tell Ss that the side to their right is yes and the side to their left is no.
- Call out yes and show Ss that they have to jump to their right. Do it with them. Ask them to jump back onto the line. Do this a couple of times with yes and then do the same with no.
- Explain to Ss that you are going to say sentences about the text. If they are correct, Ss must jump to their right. If they are wrong, they must jump to their left.
- Say, Omar is going to feed the animals and encourage Ss to jump to the left side. Do a couple more examples and then play the game.
- Whoever jumps to the wrong side is either out of the game or just misses a turn.

Before leaving

- Have Ss form a line.
- Explain to Ss that they have to form a sentence using the negative form of the Future to be + going to.
- To help **lower-performing Ss**, you can write some verbs/phrases in a list on the board.
- **Higher-performing Ss** can write their sentences on the board.
- Make sure all of the Ss form at least one sentence.



Workbook

Activity 1



1. sand 2. sun 3. hurt 4. tongue 5. wildlife park

Activity 2



1. isn't 2. are 3. is 4. am 5. aren't 6. am not

Activity 3



2. D 3. A

Activity 4



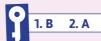
- 1. Diane isn't going to visit the zoo.
 - She is going to go to the amusement park.
- 2. Majed isn't going to watch TV.
 - He is going to play football.
- 3. Ali and Khaled aren't going to play a board game. They are going

- to fly a kite.
- 4. Judy and Lucy aren't going to cook lunch. They are going to make a cake.
- A. Majed
- **B.** Ali and Khaled
- C. Diane
- D. Judy and Lucy

Activity 5 L2.1 🔅

Listening transcript

- **1. Woman:** Frank likes planes. In the future he is going to be a pilot. He isn't going to be a teacher.
- **2. Woman:** Robyn isn't going to bake a cake. She has got fresh apples. She is going to bake an apple pie.
- 3. Woman: Fatima likes going to the beach and taking photos. She isn't going to go to the mountains on holiday. She is going to go to an island with beautiful beaches.





Note

3. B

• Bring a bag and some pieces of paper with different places written on them to the next lesson.

O Language focus

Objectives

• to ask and answer about future plans

Vocabularu

Nouns: plants, top Adjective: flat Activity: horse riding

What are you going to do tomorrow? I'm going to visit my cousins. Is he / Are they going to have a school break next week? Yes, he is / they are.



Materials

- flashcards for plants, horse riding, top, flat
- flashcards from the previous lesson: wildlife park, sand, sun, tongue, hurt
- a bag and pieces of paper with different places written on them

Revision (Optional)

- Put the flashcards from the previous lesson (wildlife park, sand, sun, tongue, hurt) in a pile on your desk. Ask Ss to come to your desk, one by one, choose a flashcard and name it.
- **Higher-performing Ss** can form sentences with the word on the flashcard.
- Make sure all of the Ss come to your desk.

Lesson plan



Warm-up

- Ask Ss when their schools close for holidays and what they usually do at that time.
- Ask them if they want to visit a specific place/city/country and what they would like to see or do there.
- Encourage all of the Ss to participate.

Activity 1 R4.1 \nearrow

- Stick the flashcards for the lesson (plants, horse riding, top, flat) on the board using some adhesive putty.
- Point to each one of the flashcards, say the word and encourage Ss to repeat after you.
- Have Ss open their books to p.94.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R1.1



- Direct Ss' attention to the pictures and ask them what they can see. (A city by the sea and a museum.)
- Ask Ss to look at the text and tell you if they can guess what it is about. (It's about two boys discussing the places they are going to visit.)
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out where each boy is going to travel. (Lee is going to travel to South Africa and Owen is going to go to Washington DC.)
- Have Ss read the text again and check comprehension.
- Ask Ss some questions about the text. Who is Lee going to visit in

OUR WORLD



South Africa? (He's going to visit his uncle.) What are they going to do there? (They're going to visit national parks and see animals and plants. They are also going to go horse riding and whale watching.) Which mountain does Owen say is in South Africa? (Table Mountain.) Why is it called that? (Because the top of this mountain is flat.) Is Lee going to visit Table Mountain? (Yes, he is.) Is Owen going to have a break next week? (No, he isn't.) What are Owen and his family going to do in Washington DC? (They're going to visit the Smithsonian museums and the National Zoo.)

• Choose two Ss to read the text out loud for the class.

Activity 3 R2.1

- Direct Ss' attention to the table in the activity and ask them to read it.
- Explain to Ss that they have to read the text in activity 2 again, read the questions in the table and tick the person each sentence refers to.
- Have Ss compare their answers in pairs first, then check as a class.

Who is	Lee	Owen	Lee and Owen
1. going to visit a mountain?	4		
2. going to visit museums?		4	
3 going to see animals?			4
4. going to go to school next week?		4	
5. going to see his uncle?	4		

- Have a few other Ss read the text out loud.
- Ask Ss if they have ever tried horse riding or visited a museum or zoo. Ask them how it felt and what they saw at the museum/zoo.

- Walk up to a S and say, I'm going to visit my uncle tomorrow. What are you going to do? Are you going to visit your uncle too?
- Write the sentences on the board and ask Ss to tell you what they notice about the guestion of the Future to be + going to. Elicit that when we want to



form the question for the Future to be + going to we reverse the verb to be with the subject of the sentence. Point out that in short answers for the Future to be + going to we only use the verb to be.

- Underline the word tomorrow in the sentence on the board and ask Ss to guess what it means. Elicit that it is a time expression that we use to refer to the future and we use it in the question What are you going to do tomorrow? to ask about someone's plans for the following day.
- Direct Ss' attention to the Look! box on p.95 and ask them to read it.
- Refer Ss to the text and ask them to underline any examples of the Future to be + going to (... my family and I are going to travel to South Africa. / We're going to visit national parks... / We're going to go horse riding and whale watching too! / Are you going to visit it? / Are you going to have a school break next week too? / ... my family and I are going to visit the Smithsonian museums and learn about history and art. / We're also going to visit the National Zoo and see giant pandas and Asian elephants!)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples. Ask higher-performing Ss to think of an additional example and write it on the board.

Activity 4 L1.1 🔅 L2.1 🔅

- Draw Ss' attention to the pictures in the activity and ask them what they depict.
- Explain to Ss that they are going to listen to a short dialogue and they have to tick the correct pictures according to what they hear.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs first, then check as a class.

Listening transcript

Ken: What are you going to do at the weekend, Jerry?

Jerry: I'm going to visit my cousins. They live in Belleview.

Ken: What are you going to do there? **Jerry:** I'm going to go horse riding on Friday. My uncle has got a farm, you see, and he's got four horses.

Ken: Wow!

Jerry: We're going to visit a botanical garden on Friday too.

Ken: Botanical garden? Sounds

interesting!

Jerry: Yes, it is! There are many kinds of



trees and flowers there. It's like a museum for plants.

en: Nice... and what are you going to do on Saturday?

Jerry: On Saturday, we're going to go hiking on the mountain.

Ken: Are you going to get to the top?

Jerry: Of course! I'm going to send you a picture of me at the top of the mountain!



Pictures A, C and E should be ticked.

Activity 5 S1.1 **5** S2.4 **5**

- Direct Ss' attention to the boys in the picture and ask them to read what they are saying.
- Explain to Ss that they have to imagine that they are going to be on holiday next week. Then, they have to ask and answer each other's questions in order to find out what their partner is going to do every day. Point out that they have to use the prompts given as well as their own ideas.
- Have a few pairs of Ss come to the front of the class and act out the exchange.



Guess the place

 Put the pieces of paper with the different places written on them in a bag. Our world 8

Read again and tick (4).

Who is	Lee	Owen	Lee and Owen
1 going to visit a mountain?			
2 going to visit museums?			
3 going to see animals?			
4 going to go to school next week?			
5 going to see his uncle?			

What are you going to do tomorrow? I'm going to visit mu cousins.

Is he / Are they going to have a school break next week? Yes, he is / they are.

4 What is Jerry going to do at the weekend? Listen and tick (4) the correct pictures. $\diamondsuit \blacktriangleleft \flat$











Imagine that you are going to be on holiday next week. What are you going to do on each day? Match, then ask and answer with your partner.







What are you going to do on Sunday?

On Sunday, I'm

going to go

horse riding.

Sunday Monday Tuesday Wednesday Thursday



climb to the top of a mountain







- Ask a S to come to the front of the classroom. Invite him/her to choose a piece of paper from the bag and say what he/she is going to do there, e.g. I'm going to see giraffes and elephants. The rest of the Ss have to guess which place he/she chose.
- The S who guesses correctly has the next turn.

Before leaving

- Divide Ss into pairs and have them form a line.
- Explain to Ss that they have to ask their partner about their weekend plans using the Future to be + going to and that he/she has to give a short answer. Make sure Ss take turns in asking and answering questions.
- To help **lower-performing Ss**, you can write some verbs/phrases from the lesson in a list on the board.
- Make sure all of the Ss have formed a question before they leave the classroom.



Activity 1



2. B 3. A 4. C

1. horse riding 2. top 3. plants 4. flat

Activity 2 R2.1



1. am going to ride

- 2. are, going to do
- 3. are going to wash
- 4. am going to study
- 5. Are, going to do
- 6. are going to go
- 7. aren't going to swim
- 8. are going to pick
- B. Karim C. Hamad A. Ali

Activity 3



- 1. Are you going to watch the football game tonight?
- 2. Is Saleh going to be a pilot?
- 3. Fahad is going to go horse riding next weekend.
- 4. Ted and John are not going to play volleyball at the weekend.

Activity 4 L2.1 🕸

Listening transcript

1. Tim: Mike! Dad and I are going to take the cat to the vet.

Mike: Why? What's the matter with Biscuit?

Tim: Dad thinks it's sick. Mike: Oh. no! Can I come?

Tim: Sure!

2. Mum: What are you doing with those vegetables, Gail?

Gail: I'm going to cook lunch, Mum! I want to be a famous cook one day!

Mum: That's great, Gail! So, what are you going to make for lunch? Salad?

Gail: No, I'm not. I'm going to make something with vegetables, cheese and chicken! Can you guess?

Mum: I think I can! Mmm... I can't wait!

3. Kevin: Our trip to the wildlife park is going to be a lot of fun!

Yes, it is! I can't wait to see all the animals! Are you going to bring your camera?

Kevin: I sure am!

Will: Great! You are really good at taking pictures, Kevin!

Kevin: Ha ha! Thanks, Will!







O Language focus

Objectives

- to ask and answer about future plans
- to revise and consolidate structures from the previous lessons

Vocabularu

Nouns: pyjamas, rides, snacks Phrasal verb: put on



Materials

- flashcards for pyjamas, rides, snacks, put on
- flashcards from the previous lesson: plants, horse riding, top,

Revision (Optional)

- Place the flashcards from the previous lesson (plants, horse riding, top, flat) in a pile on your desk.
- Ask Ss to come to your desk, one by one, pick a flashcard and form a sentence using the word the flashcard depicts.
- Higher-performing Ss can write their sentences on the board.
- Make sure all of the Ss come to your desk.

Lesson plan



Warm-up

- Ask Ss what items they think they would need if they had to get ready for bed / go camping / go to an amusement park.
- Accept all Ss' answers and encourage all of the Ss to participate.

Activity 1 R4.1 P

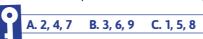
- Mime feeling sleepy and say, I'm going to put on my pyjamas and go to sleep. Write the sentence on the board, underline the phrasal verb put on and the word pyjamas and stick the flashcards next to them.
- Repeat the same for the rest of the flashcards.
- Have Ss open their books to p.96.



- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this

Activity 2 R1.1 R4.2

- Direct Ss' attention to the pictures in the activity and ask them to tell you what they depict.
- Explain to Ss that they have to look at the pictures carefully and match the actions to the activities.
- Have Ss compare their answers in pairs first, then check as a class.



Activity 3 S1.1 S2.4

- Direct Ss' attention to the boys in the activity and ask them to read what theu are sauina.
- Explain to Ss that, in pairs, they have to look at activity 2 again and choose



one of the activities (A-C) without revealing it to his/her partner. SA will say what he/she is going to do there and SB will have to guess where SA is going to go.

- If necessary, invite a S to come to the front of the classroom to demonstrate the activity.
- Divide Ss into pairs and have them do the activity.
- Have a pair of Ss demonstrate the activity at the front of the class.





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 will be about what they are or aren't going to do the following weekend.
- Explain to Ss that they have to answer *yes* or *no* to these questions. Ss who answer *yes* have to get up and change seats. The Ss that answer *no* remain seated. **Higher-performing Ss** that answer *No* can say what their plans for the weekend are.
- Stand in the middle of the circle. Ask Ss, Are you going to go to the amusement park this weekend? Encourage Ss who say yes to stand up and change seats.
- Do this a couple of times with questions such as, Are you going to go camping this weekend?
- 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.
- Make sure to remove a chair once Ss start playing the game on their own.



Before leaving

- Have Ss form a line.
- Explain to Ss that they have to say a place they are going to go to the following weekend and what they are going to do there.
- **Higher-performing Ss** can write their sentences on the board.
- Make sure all of the Ss form a sentence.



Workbook

Activity 1 R4.1 \nearrow



1. rides, D 2. snacks, B 3. Put on, A 4. pyjamas, C

Activity 2



- 1. Scott is going to visit his grandparents next week.
- 2. Aziz is going to play tennis at the weekend.
- 3. Matt and Tony are going to watch a basketball game on Saturday afternoon.
- 4. Sahar is going to visit a wildlife park next month.
- 5. Yasmin and Lamya are going to bake a chocolate cake tomorrow.





Objectives

- to read a diary entry
- to write a diary entry
- to revise and consolidate structures and vocabulary presented in previous lessons
- to learn how to use the Future to be + going to to write about things you plan to do in the future
- to learn how to use adjectives to describe people and things
- to learn how to use the intensifiers very, really, so



Materials

 flashcards from the previous lesson: pyjamas, rides, snacks, put on

Revision (Optional)

- Put the flashcards from the previous lesson (pyjamas, rides, snacks, put on) in a pile on your desk. Invite Ss to come to your desk one by one, choose a flashcard and name it.
- Higher-performing Ss can form sentences with the words by writing them on the board.
 Lower-performing Ss can say their sentences.
- Make sure all of the Ss come to your desk.

Lesson plan



Warm-up

- Ask Ss if they keep a diary and how often they write in it. If not, ask them if they would ever think of starting a diary and what they would like to write in it.
- Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R1.1 R2.1 R

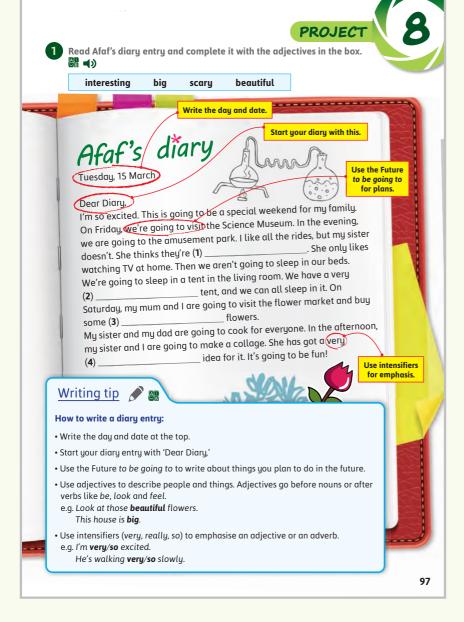
- Have Ss open their books to p.97.
- Direct Ss' attention to the diary entry. Explain to Ss that a girl named Afaf wrote this diary entry about an exciting weekend she is going to have.
- Draw Ss' attention to the gaps in the diary entry. Explain that they have to read the diary entry carefully and complete it with the adjectives in the box.
- Play the recording and have Ss check their answers.
- Ask Ss some questions to check comprehension, such as: What are Afaf and her family going to do on Friday? (They're going to visit the Science Museum.) What are they going to do in the evening? (They're going to the amusement park.) What kind of rides does Afaf like? (She likes all the rides.) What does her sister think about the rides? (She thinks they're scary.) Where are they going to sleep at night? (They're going to sleep in a tent in the living room.) What are she and her mum going to do on Saturday? (They're going to visit the flower market and buy some flowers.) What are her sister and her dad going to do? (They are going to cook for everyone.) What are Afaf and her sister going to do in the afternoon? (They're going to make a collage.)
- If you have time, choose a few Ss to read the diary entry out loud.



1. scary 2. big 3. beautiful 4. interesting

Writing tip / R1.1

- Direct Ss' attention to the Writing tip box and ask them to read it.
- Read the tip out loud and ask Ss to follow along in their books as you read.
- Explain to Ss that when we want to write a diary entry we always write the day and date at the top and start with 'Dear Diary'. Point out that we use the Future to be + going to to write about things we plan to do in the future and we use adjectives to describe people and things. Remind Ss that adjectives always go before nouns or after verbs like be, look and feel
- Draw Ss' attention to the last bullet. Point out that we use intensifiers to emphasise an adjective or adverb.
- Have Ss read activity 1 again and underline all of the adjectives and circle all of the intensifiers in the text. (I'm so excited. This is going to be a special weekend for my family. I like all the rides, but my sister doesn't. She thinks they're scary. We have a very big tent, and we can all sleep in it. On Saturday, my mum and I are going to visit the flower market and buy some beautiful flowers. She has got a very interesting idea for it.)
- Invite **higher-performing Ss** to the board and ask them to write examples of sentences with adjectives and intensifiers and have **lower-performing**Ss say their examples.





Silly stories

- Divide Ss into three groups.
- Explain that one S in each group has to begin writing a story, fold
 the paper and pass it to the S next to him/her. The second S has
 to continue the story by adding another piece of information.
 Encourage Ss to use the Future to be + going to for their stories.
- Ss continue to write, fold and pass the paper down the row until it reaches the last S.
- The last S in each group unfolds the paper and begins reading the story from the very top of the page. Then, ask each group to decide on a title for their story and write it on their piece of paper.
- You may want to make the game more fun by having Ss vote for the best story.



- Have Ss form a line.
- Explain to Ss that they have to say one thing they remember from Afat's diary entry.
- **Higher-performing Ss** can write their sentences on the board.
- Make sure all Ss say at least one thing before they leave the classroom.





Activity 1



- 1. I am so thirsty.
- 2. Ali and Majed are very excited.
- 3. That plane is so fast.
- 4. Noora had a very good idea.

Activity 2



- 1. Reema has got a cute cat.
- 2. Khalil works in a big building.
- 3. There is a small sofa in my bedroom.
- 4. This is a delicious pizza.

Activity 3 R2.1



- 1. Wednesday, 23 February
- 2. Dear Diary
- 3. In the evening
- 4. am going to have
- 5. On Saturday
- 6. It's going to be a great weekend

Activity 4 W1.1 🗪 W1.3 🗪

W1.5 🗩 W2.2 📲 W2.3 📲



open answers



Note

- As preparation for the next lesson, photocopy the story (SB, pp.98-99), making one copy for every four Ss.
 Before you photocopy the story, cover the narration boxes and the numbers in each illustration. Then, cut out the illustrations and photocopy the narration boxes of the story (one copy for every four Ss) and cut them out as well.
- Bring the copies to the next lesson.





Conguage focus

Objectives

- to listen to a story and read for pleasure
- to revise and consolidate structures and vocabulary presented in previous lessons

Vocabulary

Verbs: move, check

Noun: trip, weather forecast

Adjective: warm Phrasal verb: take off



Materials

- flashcards for trip, weather forecast, warm, take off
- the photocopies of the story that you have prepared (see Note in the previous lesson)

Revision (Optional)

• Revise the vocabulary and structures learnt in the previous lesson by having Ss present the diary entries they wrote in activity 4 in the Workbook.

Lesson plan



Warm-up

- Ask Ss what kind of clothes they wear when it is hot, and what kind when it is cold.
- Write their answers in two separate columns on the board, under the titles 'Hot weather' and 'Cold weather' respectively.
- Encourage all of the Ss to participate.

Activity 1 R4.1 \nearrow

- Mime moving a desk by pushing it. Say, I can't move the desk. Write the sentence on the board and underline the word move. Then go up to a S and ask, What's the time? Can you check? Write these questions on the board and underline the word check.
- Ask Ss to read the sentence/questions out loud and infer the meaning of the underlined words.
- Stand in front of a map. If there isn't a map in the classroom, stand in front of the board and mime having a map behind you. Mime presenting the weather forecast and say, Hello! This is the <u>weather forecast</u> of the day. It's going to be sunny all day. Write the sentence on the board and underline the noun weather forecast and encourage Ss to guess what it means. Then stick the appropriate flashcard on the board.
- Repeat the same procedure for the rest of the flashcards.
- Alternatively, stick the flashcards for trip, weather forecast, warm and take off on the board using some adhesive putty.
- · Point to each of the flashcards, say each word and encourage the Ss to repeat.
- Have Ss open their books to p.98.



- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this

Activity 2 R1.1 R2.1 Before reading

- Hold up your book and point to the story.
- Tell Ss that they will listen to and read a story with the title A false alarm.
- Point to the first frame and ask Ss to tell you where they think the main characters of the story are. (They are at home.)
- Cover the second page (p.99). Ask Ss to look at the first three frames in the story on p.98 and guess what will happen next.
- Reveal the second page and ask Ss to look at the pictures and guess what the story is going to be about.
- Ask Ss to go through the story and find the names of the main characters (Stu, Danny and Lou).
- Point to each frame and invite Ss to guess what is happening. Elicit answers, but do not correct Ss at this stage.

While reading

- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out where the children live. (They live in Richmond, Virginia, USA.)
- Direct Ss' attention to the frames of the story, and ask them to find and circle the words presented in the vocabulary section (Frame 1: trip; Frame 2: check, weather forecast; Frame 3: warm; Frame 4: move, take off; Frame 5: weather forecast, check: Frame 6: checked).
- Have Ss read the text again and check comprehension.
- Talk about what happens in each frame.



Frame 1: Stu, Danny and Lou are at home talking about the school trip they are going on the following day.

5. Danny checked the weather

forecast for Richmond, Virginia.

Frame 2: Lou suggests checking the weather forecast on the Internet, so Danny checks it on his tablet. He says that it's going to be cold, windy and rainy.

Frame 3: The children are at the sports centre, but it's not raining; it's sunny and warm.

Frame 4: The children are playing golf, but they don't feel comfortable at all because they are wearing inappropriate clothes for the weather. **Frame 5:** The children are at home and decide to check the weather forecast again.

Frame 6: The children find out that Danny had checked the weather for Richmond in London, UK and not Richmond, Virginia, USA.

Ask Ss some comprehension questions. Encourage Ss to answer.
 Frame 1: What are the children going to do the following day? (They are going to go on a school trip.) What are they going to do there? (They're going to try some outdoor sports.)

Frame 2: What do they decide to do? (They decide to check the weather forecast on the Internet.) What is the weather going to be like the following day? (It's going to be cold, windy and rainy.)

Frame 3: What are the children wearing? (They're wearing jackets, scarves and gloves.) What are they carrying? (They are carrying umbrellas.) What is the weather like? (It's sunny and warm.)

Frame 4: What are the children doing? (They are playing golf.) What is Lou's problem? (He's wearing two jackets, and he can't move.) What is Danny's problem? (He's tired of carrying his umbrella.)

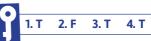
Frame 5: Where are the children now? (They're back home.) What do they decide to do? (They decide to check the weather forecast again.)

Frame 6: What did Danny do? (He checked the weather for Richmond in London, UK.)

- Divide Ss into groups of four, and have them read the story out loud.
- Have some groups of Ss read the story out loud for the whole class.

Activity 3 R2.1

- Direct Ss' attention to the sentences and ask them to read them.
- Explain to Ss that they have to read the story again and decide if the sentences are True or False
- Have Ss compare their answers in pairs first, then check as a class.



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

Post-reading

Let's think

- Direct Ss' attention to the box on p.99 and read the questions out loud.
- Ask Ss to answer the questions and initiate a discussion.
- Encourage all of the Ss to participate in the discussion.

Suggested answer

I check the weather forecast because it helps me decide what to wear and generally what kind of weather to expect. I like it when it's sunny because my friends and I go out and play or I go on a picnic with my family. / I don't check the weather forecast because it is not very important to me. My parents usually know what the weather will be like so they help me prepare. My favourite kind of weather is rainy weather because I like playing indoor games with my friends, like computer games or board games.



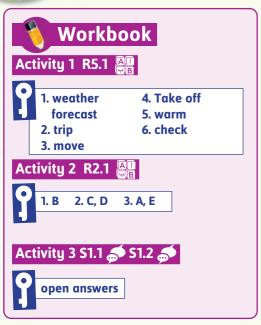
Story line

- Divide Ss into groups of four.
- Give each group a copy of the story and the narration boxes you have already prepared.
- Ask Ss to close their books.
- Instruct Ss to put the illustrations in the correct order and then match each narration box to the correct frame.
- The team that puts the story in the correct order first wins.



 Have Ss choose a character from the story on pp.98-99 and act out the story at the front of the classroom.







Contract ContractLanguage focus

Objectives

- to practise the pronunciation of verb endings in the the Past Simple tense
- to say a phonics chant/poem
 Vocabularu

smelled, listened, watched, walked, invented, painted

Phonics

the /d/, /t/ and /td/ sounds in the verb endings of the Past Simple tense



- blown-up colour photocopies of the story A false alarm, pp.98-99
- flashcards for smelled, listened, watched, walked, invented, painted
- phonics cards for smelled, walked and painted (TB pp.247-248, one set per S)

Revision (Optional)

- Hold up your book or stick blown-up colour photocopies of the story on the board.
- Ask Ss if they remember the title of the



story (A false alarm). Ask them to tell you what else they remember about the story.

- Have Ss open their books to pp.98-99. Play the recording and have Ss follow along in their books.
- Play the recording again and encourage Ss to **shadow read** (read along with the recording).
- Have some Ss read the story out loud for the whole class.
- Have Ss close their books and try to retell the story from memory.

Lesson plan



Warm-up

- Write /d/, /t/ and /id/ on the board. Under each sound, stick the flashcards of the pictures that depict words that end in each sound.
- Point to /d/ and say /d/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcard (smelled) and say it out loud. Have Ss repeat after you.
- Repeat the same procedure with the other sounds.
- Explain to Ss that the -ed ending is pronounced /d/ after voiced sounds: /b/, /g/, /v/, /z/, /m/, /n/, /l/, /r/, voiced /th/ sound and all vowels.
- The -ed ending is pronounced /t/ after voiceless sounds: /p/, /k/, /s/, /f/ and the voiceless /th/ sound.
- The -ed ending is pronounced $\frac{1}{d}$ after $\frac{d}{d}$ and $\frac{t}{sounds}$.



Activity 1 L2.7 P

- Play the recording and have Ss listen and point the first time.
- Play the recording again and have Ss listen, point and repeat.
- Ask Ss to tell you as many of the words containing the three sounds as they
 can remember.

Listening transcript

/d/, /d/ smelled, listened /t/, /t/ watched, walked /id/, /id/ invented, painted

• Encourage Ss to tell you more words with the sounds presented in this lesson.

Activity 2 L2.7 R3.5

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

• Direct Ss' attention to the pictures and ask them questions like What do you see in the pictures?

(A man and a woman.) Where do you think they come from? (America.) What are they holding? (The woman is holding a painted vase.)

- Tell Ss that they are going to listen to a chant/poem and ask them to tell you what they think the chant/poem is about (the past.)
- Tell Ss that they have to circle the *-ed* endings corresponding to the /d/, /t/ and /id/ sounds they hear in the chant/poem.
- Play the chant/poem once and have Ss listen and follow along in their books.
- Play the chant/poem again, pausing after each line for Ss to circle the -ed endings corresponding to the sounds.
- Then play the chant/poem once more and encourage Ss to say the chant/poem along with the recording.



circled: liked, talked, lived, invented, painted, fished, played



- Hand out the phonics cards for smelled, walked and painted to Ss and have them cut them out.
- Explain that they have to say the chant/poem and raise the *smelled* phonics card when they hear a word containing /d/, the *walked* phonics card when they hear a word containing /t/ and the *painted* phonics card when they hear a word containing /td/.



What's that sound?

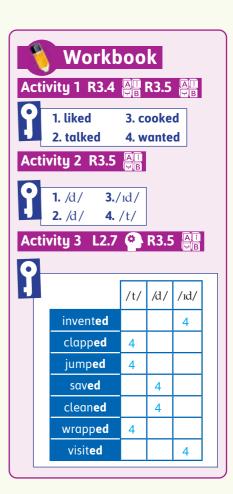
- Divide Ss into two teams.
- Invite a S from each team to come up to the board. Give each S a marker.
- Call out one of the verb ending sounds Ss learnt in this lesson (/d/, /t/ or /ɪd/), e.g. /d/ and have Ss to write a verb ending with that sound on the board, e.g. listened
- The S that does this the 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.



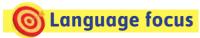
Sound and picture pairs

- Divide Ss into two teams.
- Each S in team 1 holds one of the phonics cards (walked, smelled and painted).

- Hand out flashcards with the words that have the -ed endings /t/, /d/ and /id/ to Ss in team
 Make sure to give an equal number of flashcards to Ss so that each phonics card corresponds to a picture card and vice versa.
- Start clapping your hands and have Ss mingle the room.
- Explain to Ss that once you stop clapping, each S with a phonics card must pair up with a S holding a picture flashcard.
- Allow Ss a few minutes to find their pair. Then ask the pair of Ss to name their cards. If Ss name their cards correctly, they stay in the game. However, if they do this incorrectly, they are eliminated.
- After all of the pairs have named their cards, make them swap cards and play again.
- You can make the game more challenging by removing some of the flashcards from the game, so that Ss must race to get into pairs so they don't get eliminated.



CLIL 4 Modules 7-8



Objectives

- to provide Ss with cross-curricular information on science
- to talk about World Oceans Day

Vocabulary

Noun: oxygen **Adjective:** important

Sea animals: turtle, octopus, dolphin

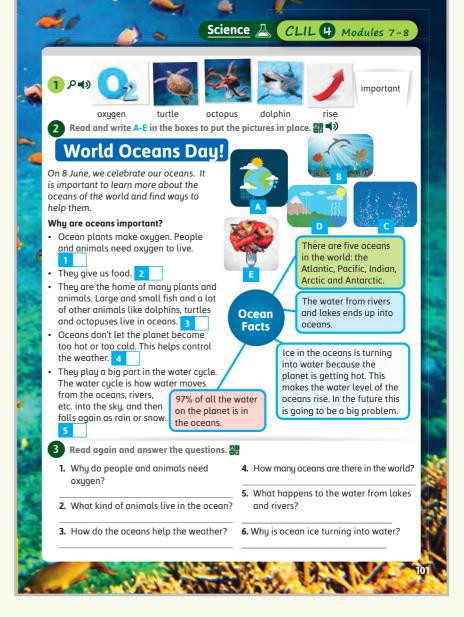
Verb: rise



- flashcards for oxygen, turtle, octopus, dolphin, rise
- phonics cards for smelled, walked, painted

Revision (Optional)

 Have Ss do the TPR activity from the previous lesson using the phonics cards for smelled, walked, painted.



Lesson plan



Warm-up

- Ask Ss if they know what the oceans of the world are and what their names are.
- Ask them if they know of any ocean animals and what they eat.
- Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1 \nearrow

- Stick the flashcards for oxygen, turtle, octopus, dolphin and rise on the board using some adhesive putty.
- Point to each flashcard, say the word and encourage Ss to repeat.
- Point to your book and say, This book is <u>important</u> for our lesson. We must all have one. Write the sentences on the board, underline the word important and ask Ss to elicit the meaning.
- Alternatively, stick the flashcards on the board from the smallest animal to the biggest and ask Ss if they can guess how they are related to each other.
- Initiate a short class discussion and encourage all of the Ss to participate.
- Have Ss open their books to p.101. Point out the words in the vocabulary section.

- Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R1.1 R2.1 R2.1

- Direct Ss' attention to the pictures and ask them to name as many items as they can.
- Play the recording and encourage Ss to shadow read (read along with the recording) in order to write A-E in the boxes to match the pictures to the bullet points.
- Have Ss compare their answers in pairs, then check as a class.



- Ask Ss some questions to check comprehension, such as: When is World Oceans Day? (It's on 8 June.) What do the oceans give us? (Oxygen and food.) What are some of the animals that live in the ocean? (Large and small fish, dolphins, turtles and octopuses.) Why are oceans important to the planet? (Because they help control the weather and play a big part in the water cycle.) Which are the five oceans of the world? (The Atlantic, Pacific, Indian, Arctic and Antarctic.) Where does the water from a river go? (Into the ocean.) Why is the water level in the oceans rising? (Because the planet is getting hot and the ice is turning into water.) How much of the water on Earth can you find in the oceans? (97%.)
- If time permits, have a few Ss read the text.

Activity 3 R2.1

- Direct Ss' attention to the questions in the activity and ask them to read them.
- Explain that they have to read the text again and answer the auestions.
- Have Ss compare their answers in pairs, then check as a class.



- 1. They need oxygen to live.
- 2. Large and small fish, and other animals like dolphins, turtles and octopuses.
- 3. They do not let the planet become too hot or too cold.
- 4. There are five oceans in the world.
- 5. It ends up into oceans.
- 6. Because the planet is getting hot.



True or False

- Ask Ss to close their books.
- Explain to Ss that you are going to say a few sentences about the text they were presented with in this lesson and that they will have to respond with gestures.
- Ss put their hands on their heads when they hear true statements and fold their arms in front of them when they hear false statements.
- You may want to play an alternative version of this game and have Ss respond verbally to the true and false statements. For example, say, Sea animals make oxygen and Ss respond, No, they don't.
- Play this game until you run out of sentences.



Before leaving

- Explain to Ss that they have to say a piece of information they remember from the text they were presented with in this lesson.
- Have higher-performing Ss write their sentences on the board.
- Make sure all of the Ss participate before they leave the classroom.



Workbook

Activitu 1



1. oxugen

2. octopus

3. rise

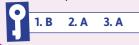
5. Dolphins

6. important

Activity 2 L2.1 🐔

Listening transcript

- **1. Boy 1:** On Saturday, I'm going to go to the beach with my brother, Marty. We're going to play in the sand. We aren't going to swim, because the sea is not warm in May here.
- 2. Girl: At the weekend, my sister and I are going to visit the aguarium in our town. It's a small aquarium. We're going to feed the fish. We're going to see a big octopus too. Its name is Octo. I like whales, but we aren't going to see any there. There aren't any whales at the aguarium.
- 3. Boy 2: I'm Ted. My class is going to the aguarium tomorrow. We're going to see sharks! I'm scared! My favourite animals are dolphins, but we aren't going to see any dolphins tomorrow. There aren't any dolphins at the aguarium.



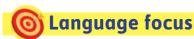
Did you know?

- Green sea turtles can live for over eighty years. Some green sea turtles can weigh up to 318 kilos or even more.
- You can ask Ss to search the Internet for more information about areen sea turtles.

Project work

- Ask Ss to use the Internet to find information about sea animals around the world. Instruct them to select information that they think is interesting/important and use it to make a poster.
- Explain to Ss that their poster must have a heading, as well as pictures (drawings or photos), with brief sentences underneath describing what can be seen in the pictures.
- Teachers should recommend safe websites
- Ss bring projects to class and present their posters to their classmates. Their classmates can ask questions to find out more about the specific project so as to promote communication by encouraging learners to express themselves, exchange ideas with each other and present their work.
- Projects can also be done in pairs or groups so as to promote cooperation among learners by providing opportunities for learners to work together.





Objectives

 to revise and consolidate structures and vocabulary presented in previous lessons



 flashcards and word cards for all of the vocabulary presented in this Module

Revision (Optional)

- Have Ss tell you what they remember from the text in CLIL 4.
- Have some Ss talk about sea animals or World Oceans Day.

Lesson plan

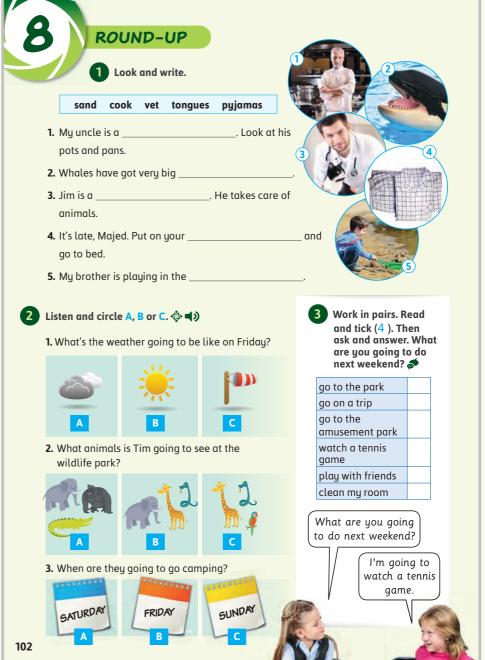


Warm-up

- Stick some of the flashcards from the previous lessons in the Module on the board (4-5 flashcards each time). Tell Ss to memorise them.
- Ask Ss to close their eyes while you hide one of the flashcards. When Ss open their eyes, they should try to remember which one is missing.
- Alternatively, Ss can memorise the order of the flashcards. When they close their eyes, change the order. Ss should try to remember what order the flashcards were originally in
- Make sure you use different flashcards each time.
- To make the activity more competitive, you could divide Ss into two teams and have them take turns answering to win points.

Activity 1

- Have Ss open their books to p.102.
- Explain to Ss that they have to look at the pictures, read the sentences carefully and complete them using the words in the box.



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



Activity 2 L2.1 🔅

- Direct Ss' attention to the pictures in the activity.
- Explain to Ss that they are going to listen to three short dialogues and circle the correct answer, A, B or C.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs first, then check as a class.

Listening transcript

1. Peter: Tom, I'm going to go on a trip to Chicago on Friday. What's the weather going to be like?

Tom: Erm... I don't know. We can check the weather forecast.

Peter: OK.

Tom: Let's see. It's going to be cloudy and windy on Thursday.

Peter: But my trip is on Friday.

Tom: Oh, it's going to be sunny then.

2. Tim: Penny, I'm going to a wildlife park at the weekend.



Penny: That's great, Tim! I went to a wildlife park last summer too.

Tim: Cool! What animals did you see?

Penny: I saw giraffes, snakes and parrots. What animals are you going to see,

Tim?

Tim: I'm going to see elephants, gorillas and crocodiles.

Penny: That's exciting! Crocodiles are amazing!

3. (telephone conversation)

Fau: Hi, Sue! This is Fay.

Sue: Hi, Fay!

Fay: How about going camping this Friday?

Sue: Um... good idea, but I'm going to visit my cousins on Friday. What about

Saturday?

Fay: I'm sorry, I have to finish a project for school on Saturday.

Sue: OK. Let's go on Friday then.

Fay: Sounds great!



Activity 3 S1.1 5 S2.4 5

- Direct Ss' attention to the girls in the picture and ask them to read what they are saying.
- Then, draw Ss' attention to the table and ask them to read it.
- Explain to Ss that they have to tick the activities they are going to do next weekend in the table and then, in pairs, ask and answer questions with their partner.
- Higher-performing Ss can add some activities of their own to ask and answer questions with their partners.
- If necessary, invite a S to come to the front of the classroom to demonstrate the activity.
- Divide Ss into pairs and have them do the activity.
- Have a pair of Ss demonstrate the activity at the front of the class.



Matching pictures

- Divide Ss into groups of four.
- Give each group a set of flashcards and a set of word cards with the vocabulary presented in the previous lessons and tell them to shuffle them and place them face down on a desk in two piles.
- Ss take turns picking a card from each pile. The Ss have to say the items
 depicted on the flashcards and the word cards. If the pictures match the words,
 they keep both cards. If the pictures don't match the words, Ss should try again.
 Higher-performing Ss can say sentences with the words after they've matched
 them.
- The group with the most flashcards wins.

C Before leaving

• Play the song/poem *In the future* on p.91 of the SB and invite Ss to say it along with the recording.



Activity 1



Activity 2



- 1. sun
- 2. top
- 3. pyjamas
- 4. hurt
- 5. trip
- 6. weather forecast

Activity 3



- 1. isn't going to cook
- 2. is going to buy
- 3. are going to be
- 4. is going to jump
- 5. isn't going to rain
- 6. is going to help

Activity 4 R2.1



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

Now I can

- Ask Ss to read the phrases and colour in the stars according to what they can or can't do and how well they can do it.
- Instruct Ss to colour in only one, two or three stars each time.
- Use the self-evaluation sheets for your Ss to check their performance.
- Ask Ss to count the stars they have coloured in so as to find out to which category they belong.



Note

 Bring Internet printouts of the following animals: ostrich, crocodile, gorilla, hippo, spider and mosquito to the next lesson.



That's amazingl

When students complete this module, they will be able to:

Quiz

- guess the meaning of words based on picture clues (R4.1)
- understand and respond to the main idea in a short sequence of simple sentences (R1.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- describe people, animals and objects using suitable words and phrases (S2.2)

Top Stars

- guess the meaning of words based on picture clues (R4.1)
- understand and respond to the main idea in a short sequence of simple sentences (R1.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- follow and identify the detail in short texts (L2.1)
- describe people, animals and objects using suitable words and phrases (S2.2)

Our world

- guess the meaning of words based on picture clues (R4.1)
- understand and respond to the main idea in a short text (R1.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- follow and identify the detail in short texts (L2.1)
- describe people, animals and objects using suitable words and phrases (S2.2)
- participate actively in word-reading games (R5.1) WB
- follow and identify the main idea of short texts (L1.1) WB

Let's talk

- guess the meaning of words based on picture clues (R4.1)
- describe people, animals and objects using suitable words and phrases (S2.2)
- follow and identify the detail in short texts (L2.1) WB

Project

- understand and respond to the main idea in a short text (R1.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- read a fact file and a description of an animal
- express basic preferences using short simple sentences (W1.2)
- spell familiar high-frequency words accurately in guided writing (W2.2) WB
- describe people, animals and objects using suitable words and phrases (W1.3)

Story

- guess the meaning of words based on picture clues (R4.1)
- understand and respond to the main idea in a short text (R1.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- participate actively in word reading games (R5.1) WB
- exchange simple information (S1.1) WB
- ask and answer about preferences (S1.2) WB

Phonics

- independently recognise and say the beginning, middle and final letter sounds in a word (L2.7)
- identify and remember a wide range of high-frequency sounds and their letter patterns (R3.5)
- recognise and sound out beginning, middle and final letter sounds in a word (R3.3) WB
- independently blend sounds to read a number of highfrequency words (R3.4) WB

TOP TIME! 5

- understand and respond to the main idea in a short text (R1.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- describe people, animals and objects using suitable words and phrases (W1.3) WB

Cursive writing

 use recognisable cursive writing in written work (W3.1) WB

Round-up

- follow and identify the main idea of short texts (L1.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- describe people, animals and objects using suitable words and phrases (S2.2)
- understand and respond to detail in a short sequence of simple sentences (R2.1) WB





Objectives

- to do a quiz
- to describe animals
- to introduce the Comparative form of adjectives

Vocabulary

Nouns: jaw, building

Animals: ostrich, crocodile, gorilla, hippo, spider, mosquito

Structures

Gorillas are bigger than monkeys. Hippos are more dangerous than elephants.

A spider has got more eyes than a mosquito.

 $small \rightarrow smaller$

 $big \rightarrow bigger$

 $scary \rightarrow scarier$

dangerous \rightarrow more dangerous much/many \rightarrow more



Materials

- flashcards for ostrich, crocodile, gorilla, hippo, spider, jaw, building, mosquito
- Internet printouts of the following animals: ostrich, crocodile, gorilla, hippo, spider, mosquito

Lesson plan



Warm-up

- Stick the Internet printouts you brought in on the board using some adhesive putty.
- Ask Ss if they recognise the animals depicted in the printouts and if they know any information about them. Initiate a short discussion and encourage all of the Ss to participate.

Activity 1 R4.1 \nearrow

- Have Ss open their books to p.103.
- Point out the words in the

vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.

- Alternatively, stick the flashcards for the lesson on the board using some adhesive putty. Point to each flashcard, say the word and encourage Ss to repeat.
- Say the words again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R1.1 R2.1 R2.1

- Direct Ss' attention to the quiz. Ask Ss where they might see such a quiz. Elicit that it might be found in magazines, on websites, etc.
- Explain to Ss that they will have to read the questions and guess as many correct answers as they can.
- When Ss are done tell them that they're going to listen to the recording and check their answers.
- Play the recording once and have Ss listen.
- Play the recording a second time and have Ss check their answers.
- Discuss Ss' answers as a class.

Background note

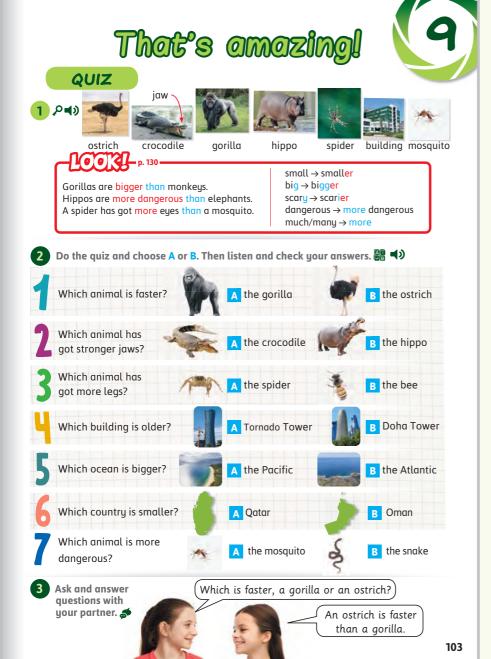
- Ostriches can run up to 72 kmph which makes them the fastest birds on land. Gorillas can run up to 40 kmph.
- Crocodiles have got stronger jaws than hippos. (Their bite could be compared with the one Tyrannosaurus rex had.)
- Bees, like most insects, have got six legs but spiders have got eight legs.
- The Tornado Tower is a tall skyscraper in Doha, Qatar. It is 195 m tall and it has got 51 floors. It was completed in 2008. The Doha Tower is in Qatar as well and it is 238 m tall with 46 floors. It was completed in 2012.
- The Pacific Ocean is 166,267,000 square kilometres while the Atlantic Ocean is 86,505,600 square kilometres.
- Oman, with a land area of 309,500 square kilometres, is the twenty-first biggest state in Asia. Qatar is 11,581 square kilometres in size, making it the forty-fourth biggest state in Asia.
- Snake bites kill more than 50,000 people a year. Mosquito bites are the cause of diseases that kill more than 500,000 people each year.

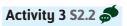


1. B 2. A 3. A 4. A 5. A 6. A 7. A

rooki

- Direct Ss' attention to the Look! box and have Ss read the sentences.
- Direct Ss' attention to the first sentence and read it out loud stressing the Comparative form. Ask Ss what they notice about the adjective big. Elicit that it has the ending -er and is followed by than. Explain that this is the Comparative form of adjectives. Ask Ss when they think we use the Comparative form. Elicit that it is used to compare two people, places, animals, things or situations.
- Point out the formation of the Comparative form of adjectives with more than two syllables and the formation of irregular adjectives.
- Draw Ss' attention to the adjectives on the right-hand side and remind them of the spelling rules that apply to each type of adjective.
- Refer Ss to the text and ask them to underline any examples of the Comparative form in the quiz (faster / stronger / more / older / bigger / smaller / more dangerous).
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples. Ask **higher-performing**Ss to think of an additional example and write it on the board.





- Direct Ss' attention to the girls in the picture and ask them to read what they are saying.
- Explain to Ss that, in pairs, they will have to look at the quiz in activity 2 and ask and answer about the items in the quiz using the Comparative form.
- If necessary, invite a S to come to the front of the classroom and demonstrate the activity. Encourage him/her to choose a question in the quiz and ask about the items mentioned.
- Have a pair of Ss demonstrate the activity at the front of the class.



Animal comparisons

- Divide Ss into two teams.
- Place the flashcards of the animals on your desk.
- Have a S from one team come up and choose two animal flashcards off your desk.



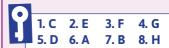
- Then tell the S standing at the front of the classroom to call up a S from the other team. The S from the opposing team will then have to say a sentence comparing the two animals depicted on the flashcards, e.g. The ostrich is bigger than the spider. Higher-performing Ss can write their sentences instead of saying them.
- If the sentence is correct, he/she gets a point for his/her team.
- Play this game for as long as time permits.
- The team with the most correct comparisons after the flashcards have run out, wins the game.



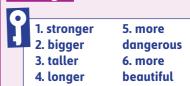
- Have Ss form a line and explain to them that they will have to say a sentence they remember from the quiz.
- Make sure all of the Ss say at least one sentence before they leave the classroom.



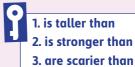
Activity 1



Activity 2



Activity 3



4. more difficult than



Note

 Bring an Internet printout of Albert Einstein to the next lesson.





Objectives

- to describe people
- to introduce the Superlative form of adjectives

Vocabulary

Noun: scientist

Adjectives: funny, intelligent

Structures

Linda is the youngest student in the class.

Ron is the best student of all. $small \rightarrow smaller \rightarrow the smallest$ $big \rightarrow bigger \rightarrow the biggest$ $scary \rightarrow scarier \rightarrow the scariest$ dangerous \rightarrow more dangerous \rightarrow the most dangerous

BUT

 $good \rightarrow better \rightarrow the best$ bad \rightarrow worse \rightarrow the worst $much/many \rightarrow more \rightarrow the most$



- flashcards for funny, scientist
- flashcards from the previous lesson: ostrich, crocodile, gorilla, hippo, spider, jaw, building, mosquito
- Internet printout of Albert Einstein

Revision (Optional)

- Place the flashcards from the previous lesson (ostrich, crocodile, gorilla, hippo, spider, jaw, building, mosquito) in a pile on your desk.
- Ask Ss to come to your desk one by one, choose a flashcard and say a sentence that is true about the animal/item that is depicted without revealing it. The rest of the Ss have to guess which animal/ item the S is describing.
- Alternatively, place the flashcards in a pile on your desk. Invite Ss to come to your desk, one by one, choose a flashcard and name it.
- Make sure all of the Ss come to your desk at least once.

Lesson plan



Warm-up

- Ask Ss questions to find out who the tallest/youngest/oldest/fastest etc. person in the class is.
- Encourage all of the Ss to participate.









intelligent

That's my grandpa, Ahmed.

Read and answer. What are the children looking at? 🔐 📢)



The children are at Rashid's house. Look at this photo. We had a big family dinner last week.

Who's that?

That's my cousin, Ali. He's the









Activity 1 R4.1 \nearrow

- Mime reading something and laugh. Say, Ha ha! That's funnu! Write the sentence on the board, underline the word funny and stick the flashcard under it.
- Hold up the printout of Albert Einstein and say, Albert Einstein was a very intelligent scientist. Write the sentence on the board and underline the words intelligent and scientist. Stick the flashcard under the word scientist and have Ss guess what intelligent means.
- · Alternatively, stick the flashcards for the lesson on the board using some adhesive putty.
- Point to the flashcards, say each word and encourage Ss to repeat.
- Have Ss open their books to p.104.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R1.1 R2.1

- Have Ss look at the presentation, point to the characters in the story and guess where they are. (They are at Rashid's house.)
- Ask Ss to tell you what they think is happening. (The children are looking at a family photo on a tablet while Rashid is describing the people they see in the photo.)



dangerous

Read again and write the correct names. Who is...

1. the most intelligent person?

2. the oldest person?

3. the youngest person?

4. the funniest person?

5. the hungriest person?

Linda is the youngest student in the class. Ron is the best student of all.

small → smaller → the smallest → bigger → the biggest \rightarrow the scariest scary → scarier dangerous → more the most

dangerous

BUT

→ the best good → better bad → worse → the worst

much/manu → more → the most

Listen and circle A, B or C. ♦ • •)



Ask and answer questions with your partner.

intelligent funny young short tall old

Who's the funniest person in your family?



My sister is the funniest person in my family.

105

- Direct Ss' attention to the frames of the story, and ask them to find and point out the words from the vocabulary section they see in the frames (Frame 1: funniest; Frame 3: scientist, intelligent).
- Play the recording, and encourage Ss to **shadow read** (read along with the recording) in order to find out what the children are looking at. (They are looking at a family photo.)
- Have Ss read the dialogue again and check comprehension.
- Ask Ss some questions about the story. Who is the photo of? (It's a photo of Rashid's family.) Who is Ali? (Ali is Rashid's cousin.) How old is Rashid's grandpa? (He's seventy-two.) Is Kamal the oldest person in Rashid's family? (No, he isn't. He's the youngest.) How old is he? (He's two years old.) What does Rashid's uncle do? (He's a scientist.) Why isn't Rashid in the family photo? (Because he was at the dinner table eating.)
- Ask Ss if they have family get-togethers or dinners and whether they take pictures.

Activity 3 R2.1

- Direct Ss' attention to the five questions.
- Explain to Ss that they should read the story in activity 2 again and write the correct name under each question.
- Have Ss compare their answers in pairs, then check as a class.



- 1. Uncle Hani 2. Grandpa **Ahmed**
- 3. Cousin Kamal
- 4. Cousin Ali
- 5. Rashid
- Choose four Ss to read the dialogue out loud for the class.
- Divide Ss into groups of four and have them read the dialogue out loud.

- Direct Ss' attention to the Look! box on p.105 and have Ss read the sentences.
- Direct Ss' attention to the sentences. Ask Ss what they notice about the adjective young in the first sentence. Elicit that it is preceded by the and has the ending -est. Explain that this is the Superlative form of adjectives. Ask Ss when they think we use the Superlative form. Elicit that it is used to compare a person, place, animal, thing or situation to several others of the same kind.
- Point out the formation of the Superlative form of adjectives with more than two syllables as well as the formation of irregular adjectives.
- · Remind Ss of the rules of spelling that apply to the adjectives.
- Refer Ss to the text and ask them to underline any examples of the Superlative form in the dialogue (the funniest person in my family / the oldest person in my family / the youngest person in my family / the most intelligent person in my family / the hungriest person in my family).
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples. Ask higher-performing Ss to think of an additional example and write it on the board.

Activity 4 L2.1 🔅

- Draw Ss' attention to the pictures in the activity and ask them to tell you what they depict.
- Explain to Ss that they are going to listen to someone describing the people in the pictures and they have to circle the correct person according to what they hear.
- Play the recording twice and have Ss do the activity.



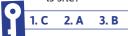
• Have Ss compare their answers in pairs first, then check as a class.

Listening transcript

1. Man: She's got brown hair. She's the shortest girl. She has got the longest hair. She's wearing the funniest hat too. Who is she?

2. Man: He is the tallest boy. He has got the biggest eyes. He's wearing the newest shoes too. Who is he?

3. Man: She's wearing a pink dress.
Her hair is the shortest. Her
bag is the smallest too. Who
is she?



Activity 5 S2.2 🔊

- Direct Ss' attention to the boys in the picture and ask them to read what they are saying.
- Explain to Ss that, in pairs, they
 have to ask and answer about the
 members in each other's families
 using the adjectives in the box.
- If necessary, ask a S to come to the front of the classroom to demonstrate the activity.
- Divide Ss into pairs and have them do the activity.
- You can write a list of other known adjectives on the board in order to help lower-performing Ss.
- Higher-performing Ss can include some adjectives of their own to use when talking with their partners.
- Have a pair of Ss demonstrate the activity at the front of the class.

Optional

Line jumping

- Use masking tape to form a straight line on the floor that is long enough for Ss to stand on in single file.
- Have Ss line up in single file on the line
- Tell Ss that the side to their right is yes and the side to their left is no.
- Call out yes and show Ss that they have to jump to their right. Do it with them. Ask them to jump back onto the line. Do this a couple of times with yes and then do the same with no.
- Explain to Ss that you are going to say sentences about the text. If they are correct, Ss must jump to their right. If they are wrong, they

must jump to their left.

- Say, Rashid's cousin, Kamal, is the youngest in the family and encourage Ss to jump to the right side. Do a couple more examples and then play the game.
- Whoever jumps to the wrong side is either out of the game or just misses a turn.

C Before leaving

- Have Ss form a line.
- Explain to Ss that they have to say one thing they remember about the lesson.
- Have **higher-performing Ss** write their sentences on the board.
- Make sure all of the Ss say at least one thing.

Workbook

Activity 1



1. funny 2. scientist 3. intelligent

Activity 2



1. the funniest 2. the shortest 3. the tallest 4. the most intelligent 5. the best

Activity 3



1. more popular, most popular 2. slowest 3. more intelligent 4. more dangerous 5. tallest

Activity 4



open answers

Activity 5 L2.1 💠

Listening transcript

Hassan: Hey, Majed! Look at this Internet page. It's about animals!

Majed: Wow! It has amazing facts about different animals! Click on that picture of the ostrich. Let's learn more about it.

Hassan: OK. Hmm... wow! It says here that ostrich eggs are the biggest eggs in the world! They're the size of six duck eggs!

Majed: That's big! How about gorillas? Are they the strongest animals in the

Hassan: Hmm... well, it is a very strong animal. It can lift up to thirty people, but it isn't the strongest animal. The elephant is stronger. It can carry up to one hundred and thirty people.

Majed: Now that's strong! Oh, click on the cheetah, Hassan! It's my favourite animal!

Hassan: I like cheetahs too. But my favourite animal is the tiger.

Majed: Are lions faster than cheetahs?

Hassan: Let's see. Hmm... no they aren't. No other land animal is faster than the cheetah! They're the fastest runners in the world!

Majed: Wow! Animals are truly amazing!



1. A 2. B 3. B



Note

 Bring Internet printouts of a chimpanzee and a squid and a bell to the next lesson.

OUR WORLD





Objectives

• to compare animals

Vocabulary

Verbs: change, hide

Animals: chimpanzee, squid **Parts of the body:** finger, toe

Structures

Hasan is as fast as Jamal. Fatima isn't as tall as Reema.



Materials

- flashcards for chimpanzee, squid, finger, toe, change, hide
- flashcards from the previous lesson: funny, scientist
- Internet printouts of a chimpanzee and a squid
- a bell

Revision (Optional)

- Place the flashcards from the previous lesson (funny, scientist) on your desk.
- Explain to Ss that they have to come to your desk, one by one, pick a flashcard and form a sentence with the word it depicts.
- **Higher-performing Ss** can write their sentences on the board.
- Make sure all of the Ss come to your desk.

Lesson plan



Warm-up

- Use the Internet printouts you brought in. Stick them on the board using some adhesive putty.
- Ask Ss if they recognise the animals depicted and if they know any information about them. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1 \nearrow

- Have Ss open their books to p.106.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.
- Alternatively, stick the flashcards for the lesson on the board using some adhesive putty.
- Point to the flashcards, say each word and encourage Ss to repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R1.1 R2.1

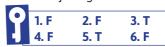
- Direct Ss' attention to the pictures and ask them what they can see (different parts of animals).
- Ask Ss to read the title and guess what the texts are about. (They're about the similarities and differences between some animal species.)
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to match the pictures to the texts.
- Go round the classroom and make sure Ss have matched the correct pictures to each text.
- Ask Ss some questions about the texts. How many arms have the octopus and the giant squid got? (Eight.) What else have they got in common? (They both have got three hearts.) Which one has got bigger eyes, the octopus or the giant

squid? (The giant squid.) How big is the giant squid's eye? (It's as big as a beach ball.) What do the octopus and the giant squid do to hide from other animals? (They change colour.) Which one is bigger, the gorilla or the chimpanzee? (The gorilla.) Which of the two has got bigger ears? (The chimpanzee.) Which one lives longer, the gorilla or the chimpanzee? (The chimpanzee.) How long does a gorilla live for? (It lives for about thirty-five years.)



Activity 3 R2.1

- Direct Ss' attention to the sentences in the activity and ask them to read them.
- Explain to Ss that they have to read activity 2 again, read the sentences and mark them as True or False.
- Have Ss compare their answers in pairs, then check as a class. Make sure Ss justify their answers.



- Choose two Ss to read the texts out loud for the class.
- Have a few other Ss read the texts out loud.

LOOKI

- Choose two Ss of the same height to come up to the front of the classroom.
- Have Ss stand with their backs to each other.
- Direct Ss' attention to the two Ss and say, (Ali) is as tall as (Karim). Write this sentence on the board, read it out loud and have Ss repeat.
- Ask Ss what they think this sentence means and when they think we use this type of comparison. Elicit that we use as + adjective + as to compare two people, animals or things that are similar to each other and not + as + adjective + as to compare two people, animals or things that are different from each other.



- Direct Ss' attention to the Look! box on p. 107 and ask them to read it.
- Refer Ss to the texts and ask them to underline any examples of the structure as... as (The octopus has got as many arms as the giant squid. / The octopus has got as many hearts as the squid too / Its eye is as big as a beach ball! / The chimpanzee is not as big as the gorilla;)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples. Ask higherperforming Ss to think of an additional example and write it on the board.

Activity 4 L2.1 🎨

- Draw Ss' attention to the pictures in the activity and ask them what they depict.
- Explain to Ss that they are going to listen to a girl describing the cats in the picture and they have to match the names to the pictures according to what they hear.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs first, then check as a class.

Listening transcript

Girl: Look at my family's pets. Toby is my cat. It's white. Jack is my brother's cat. It is as big as Toby, but its ears are smaller than Toby's. Jack has got the longest tail of all. Leo is my sister's cat. Its tail is as long as Toby's tail. Its ears are bigger than Toby's. It's the biggest cat of all. Simba is my grandpa's cat. Its ears are as big as Toby's, but its tail is shorter than Toby's. It's the smallest cat of all.



Activity 5 S2.2

- Direct Ss' attention to the girls in the picture and ask them to read what they are saying.
- Explain to Ss that they have to look at the picture in activity 4



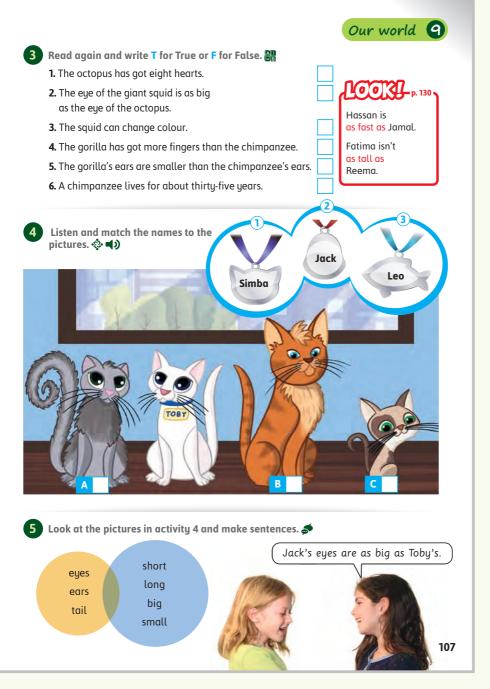
again and say sentences about the cats depicted, using the words in the two circles.

- Divide Ss into pairs and have them do the activity.
- Have a pair of Ss demonstrate the activity at the front of the class.



Game show

- Place a desk at the front of the classroom.
- Divide Ss into two teams.
- Have a S from each team come up to the front of the classroom and stand at either side of the desk.
- Place a bell in the middle of the desk.
- Holding a pile of the flashcards for this lesson, pick one and show it to the two Ss.
- The Ss have to ring the bell and name the flashcard before their opponent does. The first S to name the item earns a point for his/her team. As soon as this happens, the Ss return to their seats and another two come up.



- Put the flashcard at the bottom of the pile and pick a new one for the next two Ss to name.
- Play this game until you run out of flashcards. Make sure all of the Ss in each team get a chance to go up to the front of the classroom.

Before leaving

- Have Ss form a line.
- Explain to Ss that they have to say one thing they remember from the texts before they leave.
- **Higher-performing Ss** can write their sentences on the board.
- Make sure all of the Ss have said at least one thing before they leave the classroom.





Activity 1 R5.1



4. HIDE 1. FINGERS

2. SOUID **5. CHIMPANZEE**

3. CHANGE 6. TOES

Activity 2



- 1. as tall as
- 2. as long as
- 3. as small as

Activity 3



- 1. aren't as tall
- 2. are as beautiful
- 3. isn't as long
- 4. are as interesting

Activity 4



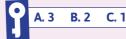
- 1. Reema isn't as old as Yasmin.
- 2. Hasan's rabbit isn't as cute as Rashid's cat.
- 3. The turtle isn't as thirsty as the bird.
- 4. History is as interesting as geography.

Activity 5 L1.1 🔅 L2.1 🔅

Listening transcript

Woman: Look at Mary's friends.

This is Tina. Tina's hair is as long as Mary's. Her jacket is shorter than Mary's. She's the tallest of all. This is Linda. She's as tall as Mary. Her hair is longer and curlier than Mary's. She's wearing the longest jacket. This is Jasmine. Her jacket is as long as Mary's. Her glasses are bigger than Mary's. She's got the shortest hair of all.





LET'S TALK



Objectives

- to talk about dinosaurs
- to revise and consolidate structures from the previous lessons

Vocabulary

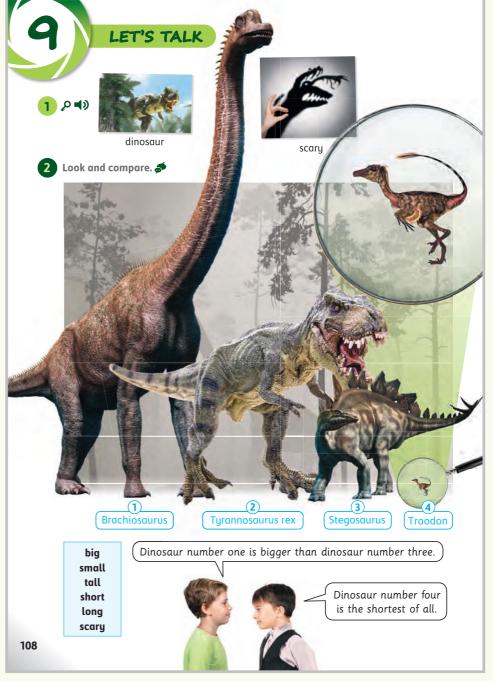
Noun: dinosaur Adjective: scary



- flashcards for dinosaur, scary
- flashcards from the previous lesson: chimpanzee, squid, finger, toe, change, hide

Revision (Optional)

- Place the flashcards from the previous lesson (chimpanzee, squid, finger, toe, change, hide) in a pile on your desk.
- Ask Ss to come to your desk, one by one, pick a flashcard and form a sentence using the word the flashcard depicts.
- **Higher-performing Ss** can write their sentences on the board.
- Make sure all of the Ss come to your desk.



Lesson plan



Warm-up

- Ask Ss what they know about dinosaurs and initiate a discussion.
- Encourage all of the Ss to participate.

Activity 1 R4.1 \nearrow

- Stick the flashcards for the lesson (dinosaur, scary) on the board using some adhesive putty.
- Ask Ss if they recognise this animal and what they know about it. Say, It was <u>scary</u>. Write the sentence on the board, underline the word <u>scary</u> and ask Ss if they know what it means.

- Elicit the meaning of the word and initiate a short class discussion and encourage all of the Ss to participate.
- Have Ss open their books to p.108.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 S2.2 🍜

- Direct Ss' attention to the boys in the activity and ask them to read what they are saying.
- Then, draw Ss' attention to the pictures of the dinosaurs in the activity. Explain to Ss that they have to look at the pictures carefully and then, in pairs, exchange information with their partner to compare the dinosaurs. Point out that they can use the adjectives in the box. **Higher-performing Ss** can add some of their own adjectives.
- Have a pair of Ss demonstrate the activity at the front of the class.





Guess the animal

- Divide Ss into pairs.
- One S will have to think of an animal presented in the Module. Then he/she will have to describe it without revealing which one it is to his/her partner. For example, It's big. It has got three hearts. What is it? The other S will then have to guess which animal it is.
- The S with the most correct guesses wins the game.



- Ask two Ss to come to the front of the classroom and compare their favourite animals.
- Make sure all of the Ss come to the front of the classroom.



Activity 1



as noisy as, noisier
 as fast as, faster
 as big as, bigger

Activity 2 L2.1 🔅

Listening transcript

1. Jameel: Aw! Look at those rabbits, Layla!

Layla: They're so small!

Jameel: Yes, they are very small! Oh, look! There are cats too!

Layla: Where? Oh, there they are! I like them more than rabbits!

Jameel: Really? I think rabbits are cuter.

Layla: Yes, but cats are funnier, Jameel! Look at it jump!

Jameel: I guess you're right. Cats are funnier than rabbits!

2. Haya: Karim, let's go and see the crocodiles now.

Karim: OK.

Haya: Look, there they are! Wow!

Karim: They are very dangerous! I really don't like them!

Haya: Well, I think that big snake behind you is more dangerous than the

crocodile! Look at it!

Karim: I don't know, Haya. Just look at the crocodile's jaws and all its

eeth.

Haya: Hmm... they are very scary! That's why I like them! **Karim:** Well, I don't! I think it's the scariest animal of all!

3. Afaf: Salim, let's see the hippos first!

Salim: Hippos are boring, Afaf! Let's see the chimpanzees! **Afaf:** Why do you like chimpanzees so much, Salim?

Salim: Because they climb trees and run and play. They are fun and

they're the most intelligent animals, you know! Chimpanzees are more interesting than hippos. Hippos are slow.

Afaf: I guess you're right,

but hippos are still my favourite animal! Can we

see both?

Salim: Of course!





 Tell Ss to bring pictures or Internet printouts of their favourite animals to the next lesson. Bring some extra printouts in case any Ss forget.





Canquage focus

Objectives

- to read a fact file
- to write a fact file
- to revise and consolidate structures and vocabulary presented in previous lessons
- to learn how to complete a fact



Materials

- flashcards from the previous lesson: dinosaur, scary
- pictures or Internet printouts of Ss' favourite animals

Revision (Optional)

- Ask Ss to tell you what they remember about the dinosaurs they were presented with in the previous lesson.
- To help lower-performing Ss you can write the names of the dinosaurs and some adjectives on the board.
- Higher-performing Ss can come to the front of the classroom and write their sentences on the board.
- Encourage Ss to use the structures they were presented with in the previous lessons in the Module.

Lesson plan



Warm-up

- Ask Ss to come to the front of the classroom, one by one, hold the picture or Internet printout of their favourite animal and present it to the rest of the
- Ask lower-performing Ss what their favourite animal is. Higher-performing Ss can come up to the front of the classroom (in pairs) and compare their favourite animals to their partner's.

Activity 1 R1.1 R2.1

- Have Ss open their books to p.109.
- Direct Ss' attention to the fact file. Explain to Ss that a girl named Noora wrote this fact file about her favourite animal.
- Explain to Ss that they are going to listen to and read the fact file and find out what Noora's favourite animal is. (The koala.)
- Play the recording and encourage Ss to **shadow read** (read along with the recording) and listen carefully in order to find out what Noora's favourite animal is.
- Ask Ss some questions to check comprehension, such as: Where does it live? (It lives in Australia in forests.) What do koalas look like? (They are small and they look like bears.) What is special about them? (They live, eat and sleep in trees, and they sleep during the day and eat at night.) What do koalas eat? (They eat leaves from eucalyptus trees.) How many leaves can they eat? (They can eat 500 grams of leaves every day.) Do they drink lots of water? (No, they don't because they get water from the leaves.) Are they good at swimming? (Yes, they are.) Why does Noora like the koala? (Because it's cute.)
- If you have time, choose a few Ss to read the description of the animal out loud.

Writing tip W_{1.2} W_{1.3}

- Direct Ss' attention to the Writing tip box and ask them to read it.
- Read the tip out loud and ask Ss to follow along in their books as you read.
- Explain to Ss that when they want to write a fact file about their favourite animal they have to think of some questions that can help them decide what kind of information to include and then write down their answers using the information they found about that animal.



Whose animal is it?

- Divide Ss into two teams.
- Choose two Ss to stand up in front of the classroom. Tell them to choose an animal each and only tell each other. Then have them each describe the animal without revealing whose favourite animal it is.
- The rest of the Ss will have to guess whose favourite animal each one is.
- The team that guesses correctly gets a point.
- The team with the most points wins.



What is Noora's favourite animal? Below is a fact file and a description. Read and find out. ᠌ ◄ •)

FACT FILE

Name of the animal: koala

Lives: Australia / It lives in forests.

What it looks like: It's small. / It looks like a

Eats: eucalyptus leaves / 500 grams of leaves every day

Drinks: It doesn't drink much water. / It gets water from leaves.

What's special about it: It lives, eats and sleeps in trees. / It sleeps during the day and eats at night. / It's very good at swimming.

I like it because...: It is very cute.



PROJECT

My favourite animal

Koalas live in forests in Australia. They are small and they look like bears.

Koalas eat leaves from eucalyptus trees. They can eat 500 grams of leaves every day! They don't drink much water, because they get water from the leaves they eat.

Koalas live, eat and sleep in trees. They sleep during the day and eat at night. They are very good at swimming too.

I like them because they are small and very

Writing tip

Write about your favourite animal:

- Choose an animal you want to write about and find information about it
- Think of some questions that can help you decide what kind of information to include.
- e.g. Where does it live?
 What does it look like?
 What does it eat?
 What is interesting about it?
 Why do you like it?
- Use the headings in the fact file to organise the information.

109

Before leaving

- Have Ss form a line.
- Explain to Ss that they have to say one thing they remember about koalas from Noora's fact file.
- Higher-performing Ss can write their sentences on the board.
- Make sure all Ss say at least one thing before they leave the classroom.



Activity 1 R1.1 R2.1 R2.1 R2.2



Name of the animal: Ostrich Lives: Africa / hot places

What it looks like: (It is) grey, brown or black and white. (It has got a) long neck, long legs and big eyes.

Eats: plants, insects and small lizards

Drinks: It doesn't drink a lot of water. / It gets water from the plants it eats.

What's special about it: It can't fly, but it is the biggest of all the birds and a very fast runner.

I like it because...: It is very interesting.





open answers



Note

- As preparation for the next lesson, photocopy the story (SB, pp.110-111), making one copy for every four Ss. Before you photocopy the story, cover the narration boxes and the numbers in each illustration. Then, cut out the illustrations and photocopy the narration boxes of the story (one copy for every four Ss) and cut them out as well.
- Bring a jar and the copies to the next lesson.

207





Objectives

- to listen to a story and read for pleasure
- to revise and consolidate structures and vocabulary presented in previous lessons

Vocabularu

Nouns: stork, beak, jar Adjective: delicious



Materials

- flashcards for stork, beak, jar, delicious
- the photocopies of the story that you have prepared (see Note in the previous lesson)

Revision (Optional)

• Revise the vocabulary and structures learnt in the previous lesson by having Ss present the animal descriptions they wrote in activity 2 in the Workbook.

Lesson plan



Warm-up

- Ask Ss if they have ever heard about Aesop and his fables. If they have, ask them to tell you which of his fables they have heard of.
- Tell them that the story they are about to read is one of Aesop's stories and get them to look at the pictures and guess what it is about.

Activity 1 R4.1 \nearrow

- Place the jar you brought on your desk. Point to it and say, This is a jar of jam. Let's taste it. Mime tasting a bit and say, Mmm, it's delicious! Write the sentences on the board, underline the words jar and delicious and stick the flashcards on the board next to each word.
- · Stick the flashcard depicting the stork on the board and ask Ss if they recognise this animal. Say, stork and encourage Ss to repeat. Point to the stork's beak, say, beak and encourage Ss to repeat.
- Alternatively, stick the flashcards for stork, beak, jar, delicious on the board using some adhesive putty.
- Point to each of the flashcards, say each word and encourage Ss to repeat.















delicious



Mr Fox and Mr Stork were good

friends. One day, Mr Fox said to

Mr Stork, 'Let's have dinner at my

I made the most delicious soup in the world,' said Mr Fox. There were two dishes of hot soup on the table.

Mr Fox started eating, but Mr Stork didn't eat any soup. 'My beak is very long. I can't eat the soup in this dish,' Mr Stork thought.





(2) Read and answer. Why did Mr Fox invite Mr Stork to dinner? 🔠 📢)

R FOX AND MR 5TO

- Have Ss open their books to p.110.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R1.1 R2.1







Background note

Aesop was an ancient Greek storyteller. He is famous for his fables that teach a moral value through parallelism. Aesop often used animals for these parallels and people really enjoyed his fables. Some of the most popular are: The fox and the stork, The ant and the grasshopper, The tortoise and the hare, The sun and the wind, etc.

Before reading

- Hold up the book and point to the story.
- Tell Ss that they will listen to and read a story with the title Mr Fox and Mr Stork.
- Point to the first frame and ask Ss to tell you where they think the main characters of the story are. (They are outside.)
- Cover the second page (p.111). Ask Ss to look at the first three frames in the story on p.110 and guess what will happen next.
- Reveal the second page and ask Ss to look at the pictures and guess what the story is going to be about.

Story





'I have to go
now... but let's
have dinner at my
house tomorrow,'
Mr Stork said, and
then left. 'That was
fun!' said Mr Fox.





The next day, Mr Fox went to Mr Stork's house. Mr Fox said, 'I'm hungry. Do I smell fish? I'm hungrier now!' Then Mr Fox saw two tall jars on the table. 'I can't eat the fish in this jar!' Mr Fox thought.

Mr Fox said, 'I see... I played a joke on you. Now you're playing a joke on me. I'm sorry.' 'It's OK. I'm going to bring a different dish for you,' said Mr Stork. 'Thank you!' said Mr Fox.

3	
2	

Read again and complete the sentences using one word.

- 1. Mr Fox wanted to play a _____ on Mr Stork.
- **2.** Mr Stork could not eat the soup because his _____ was very long.
- **3.** Mr Stork invited Mr Fox to his house for
- 4. Mr Stork put the fish in two tall ____
- **5.** Mr Stork brought a different _ for Mr Fox in the end.

Let's think

Do you think that Mr Fox will play jokes on his friends again? Why isn't it nice to play jokes on other people? Is it important to think about other people's feelings and needs?

111

- Ask Ss to go through the story and name as many things as they can. Help them by asking questions such as, What's this/that? (It's a fox / a stork.) What is the fox asking the stork? (It is inviting the stork to dinner.).
- Point to each frame and invite Ss to guess what is happening. Elicit answers, but do not correct Ss at this stage.

While reading

- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out why Mr Fox invited Mr Stork to dinner. (Because Mr Fox wanted to play a joke on Mr Stork.)
- Direct Ss' attention to the frames of the story and ask them to find and circle
 the words, as presented in the vocabulary section (Frame 1: Stork (x4); Frame 2:
 delicious; Frame 3: Stork, beak, Stork; Frame 4: Stork; Frame 5: Stork's, jars, jar;
 Frame 6: Stork).
- Have Ss read the text again and check comprehension.
- Talk about what happens in each frame.

Frame 1: Mr Fox and Mr Stork are good friends, and Mr Fox invites Mr Stork to dinner. **Frame 2:** There are two dishes with hot soup on the table while Mr Fox and Mr Stork are getting ready to eat dinner.

Frame 3: Mr Fox is enjoying the soup but Mr Stork can't eat because his beak is very long and the dish is too flat.

Frame 4: Mr Stork leaves but invites Mr Fox to join him for dinner the next day. Mr Fox has enjoyed the joke.

Frame 5: Mr Fox is at Mr Stork's house. He can smell fish and he's hungry.

However, he can't eat because the fish is in two tall jars.

Frame 6: Mr Fox understands his mistake. He apologises to Mr Stork who accepts the apology and brings a flatter dish to Mr Fox.

- Ask Ss if they have ever played a joke on somebody, how they and the person felt afterwards.
- Ask Ss some comprehension questions and encourage them to answer.

Frame 1: Does Mr Stork accept Mr Fox's invitation? (Yes, he does.)

Frame 2: How many dishes are there on the table? (Two.)

Frame 3: Can Mr Stork eat? (No, he can't.) Why? (Because his beak is very long and he can't eat soup in the flat dish.)

Frame 4: How does Mr Fox feel about the joke he played on Mr Stork? (He thinks it was fun.)

Frame 5: What can Mr Fox smell in Mr Stork's house? (He can smell fish.) What does he see on the table? (He sees two tall jars.) Can he eat the fish in the jar? (No, he can't.) Frame 6: What does Mr Fox realise? (He realises that Mr Stork is playing a joke on him.) Does Mr Stork accept Mr Fox's apology? (Yes, he

accept Mr Fox's apology? (Yes, he does.) How do the two friends feel at the end of the story? (They are both happy.)

Activity 3 R2.1

- Direct Ss' attention to the sentences and ask them to read them
- Explain to Ss that they have to read the story again and complete the sentences using only one word.
- Have Ss compare their answers in pairs first, then check as a class.



1. joke

4. jars

2. beak

5. dish

3. dinner

- Divide Ss into groups of three and have them read the story out loud. Tell Ss to swap roles.
- Have some groups of Ss read the story out loud for the whole class.

Post-reading

Let's think

- Direct Ss' attention to the box on p.111 and read the questions out loud
- Ask Ss to answer the questions and initiate a discussion.
- Encourage all of the Ss to participate in the discussion.



Suggested answer

I think that Mr Fox isn't going to play jokes on his friends again because he learnt his lesson. It isn't nice to play jokes on other people because it may hurt other people's feelings. People must understand and respect each other's needs because it is the polite thing to do and people must be considerate of other people's feelings.

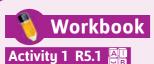


Story line

- Divide Ss into groups of four.
- Give each group a copy of the story and the narration boxes you have already prepared.
- Ask Ss to close their books.
- Instruct Ss to put the illustrations in the correct order and then match each narration box to the correct frame.
- The team that puts the story in the correct order first wins.

Before leaving

• Have Ss choose a character from the story on pp.110-111 and act out the story at the front of the classroom.





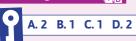
b a i d k a r

skhjarkds j r a d e a b k i **ACROSS: 1. delicious** 2. iar 3. beak

4. stork

Activity 2 R2.1

DOWN:



Activity 3 S1.1 🍜 S1.2 🍜





🚺 Listen and say. 🎱 📢 🕽





2 Listen and say. Then circle the /əʊ/ sounds and underline the /ʊ/ sounds. 🎱 🛺 📢)



Under the sofa

Open it, open it! What can uou see? A white foot, a black nose And scary teeth.

What is it? I don't want to look. Close it, close it!

Close the book!



O Language focus

Objectives

- to practise the pronunciation of /əu/ and /u/
- to say a phonics chant/poem

Vocabulary

open, close, sofa, old, nose, look, book, foot

Phonics

 $/\partial \upsilon /$ and $/\upsilon /$



Materials

- blown-up colour photocopies of the story Mr Fox and Mr Stork, pp. 110-111
- phonics cards for sofa and book (TB pp.247-248 one set per S)
- flashcards and word cards for open, close, sofa, old, nose, look, book, foot



Revision (Optional)

- Hold up your book or stick blown-up colour photocopies of the story on the board.
- Ask Ss if they remember the title of the story (Mr Fox and Mr Stork). Ask them to tell you what else they remember about the story.
- Have Ss open their books to pp.110-111. Play the recording and have Ss follow along in their books.
- Play the recording again and encourage Ss to **shadow read** (read along with the recording).
- Have some Ss read the story out loud for the whole class.
- Have Ss close their books and try to retell the story from memory.

- Invite a S from each team to come up to the board. Give each S a marker.
- Call out one of the sounds (/əʊ/, $/\upsilon/$), e.g. $/\upsilon\upsilon/$ and have Ss write a word containing that sound on the board, e.g. sofa.
- 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.

Lesson plan



Warm-up

- Write /90/ and /0/ on the board. Under each sound, stick the flashcards of the words that include that sound.
- Point to /əu/ and say /əu/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcard (sofa) and say it out loud, having Ss repeat after you.
- Repeat the same procedure with the other sound and flashcards.

Activitu 1 L2.7

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

Listening transcript

/əu/,/əu/, open, close, sofa, old, nose

 $/\upsilon$ /, $/\upsilon$ /, look, book, foot

• Encourage Ss to tell you more words with the sounds presented in this lesson.

Activity 2 L2.7 R3.5





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

- Direct Ss' attention to the picture and ask them questions like, What can you see in the picture? (Two girls in a living room.) What is under the sofa? (A book.) What is in the book? (A foot, a nose and scary teeth.) Does the other girl want to see the book? (No, she doesn't.)
- Explain to Ss that they are going to listen to a chant/poem and that they will have to circle all the /90/ sounds and underline the /0/ sounds they hear in the chant/
- Play the chant/poem once and have Ss listen and follow along in their books.
- Play the chant/poem again, pausing after each line for Ss to circle and underline.
- Then play the chant/poem once more and encourage Ss to say the chant/poem along with the recording.



circled: sofa, sofa, old, Open, open, nose, Close, close, Close underlined: Look, look, look, book, foot, look, book



TPR Activity

- Hand out the phonics cards for sofa and book to Ss and have them cut them out.
- Explain that they have to say the chant/poem and raise the sofa phonics card when they hear a word containing /əu/ and the book phonics card when they hear a word containing /o/.

🚗 Optional 1

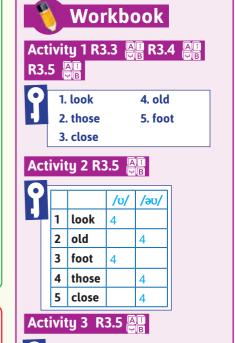
What's that sound?

Divide Ss into two teams.



Sound hold-up

- Tell Ss that you are going to play a game.
- Explain to Ss that you are going to raise and show them the picture side of the phonics cards for the words that contain the sounds /əu/ or /u/ and say the word out loud.
- Ss will have to raise the corresponding phonics card and call out the sound.
- Any S that raises the wrong card is eliminated from the game.
- Make the game more challenging by showing the cards quickly and hiding them.
- Play the game until all of the cards have been used up.



/ʊ/: 2, 4

/əʊ/: 1, 3

TOP TIME! 5



O Language focus

Objectives

• to revise and consolidate structures and vocabulary presented in the previous two modules



Materials

• flashcards from previous lessons: mosquito, octopus, dolphin, ostrich, crocodile, gorilla, hippo, spider, chimpanzee, squid, dinosaur, stork

Revision (Optional)

• Play the chant/poem Under the sofa in the SB on page 112 and have Ss do the TPR activity (TB, p.211).

Lesson plan



Warm-up

- Ask Ss if they know of any wild animals commonly found in their country. Ask them to describe them.
- Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R1.1 R2.1 R2.1

- Have Ss open their books to p.113.
- Ask Ss what kind of text they think this is. (A brochure.)
- Explain that a brochure is a booklet which gives information accompanied by pictures that explain the text.
- Ask Ss to look at the pictures and the text and ask them to guess what the text is going to be about. (Wild animals in Qatar.)
- Play the recording and encourage Ss to **shadow read** (read along with the recording) and listen carefully in order to find out which animal each paragraph refers to.

A. 2 B. 1 C. 4 D. 3 E. 5

- Ask Ss some questions to check comprehension, such as: Is the golden jackal bigger than a wolf? (No, it isn't. It's smaller.) Has the Arabian gazelle got long horns? (No, it hasn't. It's got two short horns.) Which of the animals has got long horns? (The Orux.) Do people in Qatar like falcons? (Yes, they do. They love them.) What did people use the falcons for? (They trained them to hunt with them.) What do desert hedgehogs look like? (They are small, with small ears and a dark nose.)
- If you have time, choose a few Ss to read the texts out loud.

Activity 2 R2.1

- Direct Ss' attention to the activity and ask them to read the guestions.
- Explain to Ss that they have to read the text in activity 1 again and answer the questions about the animals.
- Have Ss compare their answers in pairs first, then check as a class.



- 1. It looks like a wolf, but it is smaller.
- 2. They call them 'rheem'.
- 3. They're long.
- 4. There are six kinds of falcons in Oatar.
- 5. It eats insects, birds' eggs and sometimes fruit or plants.



Seat switch

- Divide Ss into two teams.
- Place the flashcards of the animals on your desk.
- Have a S from one team come up and choose two animal flashcards from uour desk.
- Then tell the S standing at the front of the classroom to call up a S from the other team. The S from the opposing team will then have to say a sentence comparing the two animals depicted on the flashcards, e.g. The ostrich is bigger than the spider.
- If the sentence is correct, he/she gets a point for his/her team.
- Play this game for as long as time permits.
- The team with the most correct comparisons after the flashcards have run out, wins the game.



Before leaving

- Explain to Ss that you are going to say some sentences about the animals in activity 1, e.g. It looks like a wolf. They have to say which animal it is, e.g. golden jackal.
- Use sentences like It can fly high or It has got two long horns, etc.

TOP TIME! 5

1 Read and match each description (A-E) with the correct photo of an animal (1-5).

Animals in Qatar

Qatar is home to a great number of animals and has some amazing wildlife. These are some of the animals you can see around the





The golden jackal looks like a wolf, but it is smaller, and it lives in the desert. It has got shorter legs than a wolf but a longer body.

Arabian Gazelles



They are beautiful animals and they are very fast. They've got two short horns, big eyes and a short tail. In Qatar, people call them 'rheem'.

Oryx



They are antelopes with two long horns. The oryx is the national animal of Qatar.

Falcons



There are six kinds of falcons in Qatar, and people love them. For years, Qataris trained these birds to hunt with them.

Desert Hedgehogs



This cute little animal is one of the smallest kinds of hedgehog. It has got small ears and a dark nose. It goes out at night to find food: insects, birds' eggs and sometimes fruit or



1. What does the golden jackal look like?

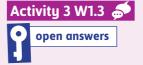
2. What do Qataris call Arabian gazelles?

3. What are the oryx's horns like?

4. How many kinds of falcons are there in Qatar?

5. What does a desert hedgehog eat?

113





For the next lesson, bring:

• flashcards and word cards for all of the vocabulary presented in this Module



Activity 1 W1.3



Suggested answers

1. The golden jackal is smaller than the wolf.

2. The Arabian gazelle has got two short horns.

3. People trained falcons to hunt with them.

4. The oryx is an antelope with two long horns.

5. The desert hedgehog goes out at night to find food.

Activity 2



chimpanzee, octopus, dolphin, squid, spider, ostrich, koala, dinosaur, crocodile, turtle, gorilla, hippo





Canguage focus

Objectives

 to revise and consolidate structures and vocabulary presented in previous lessons



Materials

 flashcards and word cards for all of the vocabulary presented in this Module

Revision (Optional)

- Have Ss tell you what they remember from the text in Top Time! 5.
- Have some Ss talk about their own favourite wild animal.

Lesson plan

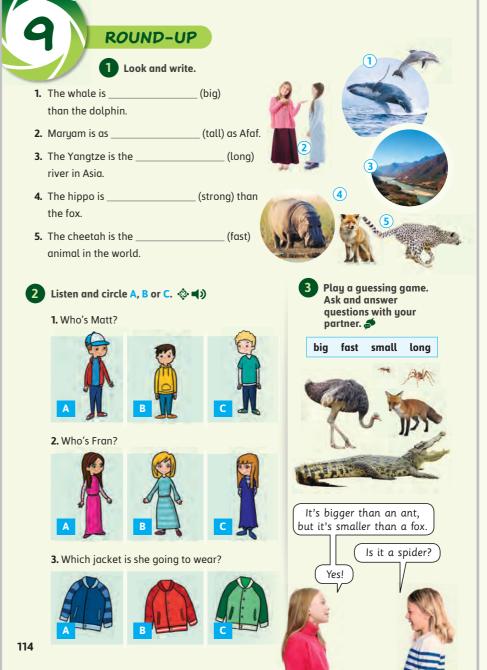


Warm-up

- Stick some of the flashcards from the previous lessons in the Module on the board (4-5 flashcards each time). Tell Ss to memorise them.
- Ask Ss to close their eyes while you hide one of the flashcards. When Ss open their eyes, they should try to remember which one is missing.
- Alternatively, Ss can memorise the order of the flashcards. When they close their eyes, change the order. Ss should try to remember what order the flashcards were originally in.
- Make sure you use different flashcards each time.
- To make the activity more competitive, you could divide Ss into two teams and have them take turns answering to win points.

Activity 1

- Have Ss open their books to p.114.
- Explain to Ss that they have to look at the pictures, read the sentences carefully and complete them with the Comparative or Superlative form of the adjectives in the brackets.
- Have Ss compare their answers in pairs first, then check as a class.





Activity 2 L1.1 🔅 L2.1 🎨

- Direct Ss' attention to the pictures in the activity.
- Explain to Ss that they are going to listen to three short descriptions and they have to circle the correct answer, A, B or C.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs first, then check as a class.

Listening transcript

1. Fred: Look at this picture. These are my friends, Oliver, Matt and Jake. Matt is as tall as Jake. Oliver is the shortest of all. Matt is wearing his new cap today.

2. Georgia: Look at Fran. She's the new student in our school. She's talking to Sue and Mary. Fran's hair is as long as Mary's, but it's darker. Fran's dress is pink, and it's the longest of all!

3. Gina: It's cold. I'm going to wear the warmest jacket. The red jacket isn't very warm. The blue jacket is as warm as the red jacket. The green jacket is the warmest of all.





Activity 3 S2.2

- Direct Ss' attention to the girls in the picture and ask them to read what they are saying.
- Then, draw Ss' attention to the pictures of the animals and ask them to name as many as they can.
- Explain to Ss that they are going to play a guessing game. SA has to choose an
 animal from the pictures and describe it without revealing what it is. SB will have
 to guess which animal SA is trying to describe. Encourage Ss to use the adjectives
 in the box. Higher-performing Ss can add some adjectives of their own to use in
 their descriptions.
- If necessary, invite a S to come to the front of the classroom to demonstrate the activitu.
- Divide Ss into pairs and have them do the activity.
- Have a pair of Ss demonstrate the activity at the front of the class.



Matching pictures

- Divide Ss into groups of four.
- Give each group a set of flashcards and a set of word cards with the vocabulary presented in the previous lessons and tell them to shuffle them and place them face down on a desk in two piles.
- Ss take turns picking a card from each pile. The Ss have to say the items depicted on
 the flashcards and the word cards. If the pictures match the words, they keep both
 cards. If the pictures don't match the words, Ss should try again. Higher-performing
 Ss can say sentences with the words after they have matched them.
- The group with the most flashcards wins.



- Ask Ss to form a few sentences using the structures presented in this Module. (Comparative form, Superlative form, as...as)
- Higher-performing Ss can write their sentences on the board.
- Make sure all of the Ss form sentences before they leave the classroom.

Workbook

Activity 1



Parts of the body: finger, toe,

jaw

Adjectives: funny, intelligent,

scary

Animals: spider, squid,

dinosaur

Activity 2



- 1. smaller than
- 2. bigger than
- 3. prettier than
- 4. more intelligent than
- 5. funnier than
- 6. scarier than

Activity 3



1. the most dangerous

- 2. the most boring
- 3. the biggest
- 4. the best
- 5. the driest

Activity 4



1. is as old as

2. aren't as happy as

3. isn't as strong as

4. isn't as tall as

Activity 5 R2.1



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

Now I can

- Ask Ss to read the phrases and colour in the stars according to what they can or can't do and how well they can do it.
- Instruct Ss to colour in only one, two or three stars each time.
- Use the self-evaluation sheets for your Ss to check their performance.
- Ask Ss to count the stars they have coloured in so as to find out to which category they belong.



Health

When students complete this module, they will be able to:

Song

- guess the meaning of words based on picture clues (R4.1)
- follow and identify the detail in short texts (L2.1)
- exchange simple information (S1.1)
- describe people using suitable words and phrases (S2.2)

Top Stars

- guess the meaning of words based on picture clues (R4.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- follow and identify the detail in short texts (L2.1)
- ask and find out basic personal information (S1.1)

Let's talk

- guess the meaning of words based on picture clues (R4.1)
- understand and respond to the main idea in a short text (R1.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- ask and find out basic personal information (S1.1)

Our world

- guess the meaning of words based on picture clues (R4.1)
- understand and respond to the main idea in a short sequence of simple sentences (R1.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- follow and identify the detail in short texts (L2.1)
- describe people using suitable words and phrases (S2.2)
- participate actively in very simple word-level reading games (R5.1) WB

Project

- understand and respond to the main idea in a short text (R1.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- write short, simple, one-step instructions (W1.4)
- spell familiar high-frequency words accurately in guided writing (W2.2) WB

Reading time

- guess the meaning of unknown words by making use of picture clues (R4.1)
- understand and respond to the main idea in a short text (R1.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- participate actively in very simple wordlevel reading games (R5.1) WB
- write short, simple, one-step instructions (W1.4) WB

Phonics

- independently recognise and say the beginning, middle and final letter sounds in a word (L2.7)
- recognise and sound out about the beginning, middle and final letter sounds in a word (R3.3) WB
- independently blend sounds to read a number of high-frequency words (R3.4) WB
- identify and remember a wide range of high-frequency sounds and their letter patterns (R3.5)

CLIL 5

- guess the meaning of words based on picture clues (R4.1)
- understand and respond to the main idea in a short sequence of simple sentences (R1.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- follow and identify the detail in short texts (L2.1) WB

Cursive writing

 use recognisable cursive writing in written work (W3.1) WB

Round-up

- ask and find out basic personal information (S1.1)
- follow and identify the detail in short texts (L2.1)
- describe people using suitable words and phrases (S2.2)
- participate actively in very simple word-level reading games (R5.1) WB
- understand and respond to detail in a short sequence of simple sentences (R2.1) WB





Objectives

- to say a song/poem
- to talk about ailments

Vocabulary

Noun: medicine

Ailments: sore throat, stomach ache, earache, toothache, headache, cough

Structures

What's the matter? I've got a toothache. He's / She's got a sore throat.



Materials

 flashcards and word cards for sore throat, stomach ache, earache, toothache, headache, cough, medicine

Lesson plan



Warm-up

- Ask Ss to tell you what they do when they are not feeling well and who they talk to.
- Ask them what they know about ailments and their cures.

Activity 1 R4.1 \nearrow

- Stand at the front of the classroom and mime having a stomach ache. Point to your stomach and say, I don't feel well. I've got a stomach ache. Write the sentences on the board, underline the word stomach ache and stick the flashcard under them.
- Repeat with the rest of the flashcards.
- Alternatively, stick the flashcards on the board using some adhesive puttu.
- Point to each of the flashcards, say the words and encourage Ss to repeat after you.

- Have Ss open their books to p.115.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 L2.1 🔅 🔎

- Direct Ss' attention to the pictures and ask them what they depict. (Different people suffering from different ailments.)
- Explain to Ss that they are going to listen to a song/poem with the title What's the matter?

• Point out that they have to listen to the recording, follow along in their books and write the names in the boxes.

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

- Play the song/poem and have Ss do the activity.
- Make sure Ss have written the correct names.
- Play the song/poem again and encourage Ss to say it along with the recording.



A. Jake B. Blake C. Fay

GOOK!

- Walk up to a S and ask him/her to mime he/she has got a headache. Ask, What's the matter? and encourage him/her to answer accordingly.
- Ask Ss when they think we use the question What's the matter? Elicit that we use it to ask about someone's health.
- Direct Ss' attention to the Look! box and ask them to read the question and answers.
- Refer Ss to the song and ask them to underline any examples of the
 use of the structure What's the matter? I've got (a)... (What's the matter?
 What's the matter, Blake? I've got a sore throat and a stomach ache./
 What's the matter? What's the matter, Fay? I've got an earache. / What's
 the matter? What's the matter, Jake? I've got a cough and a headache.)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples. Ask **higher-performing Ss** to think of an additional example and write it on the board.

Activity 3 S1.1 **5** S2.2 **5**

- Direct Ss' attention to the girls in the picture and ask them to read what they are saying.
- Explain to Ss that they are going to play a guessing game. SB has to mime he/she is suffering from one of the health problems that were presented in the lesson. SA has to ask SB questions in order to find out what he/she is suffering from. Make sure Ss take turns asking and answering questions.
- If necessary, invite a S to come to the front of the classroom to demonstrate the activity.
- Divide Ss into pairs and have them do the activity.
- Have a pair of Ss demonstrate the activity at the front of the class.

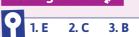




C Before leaving

- Divide Ss into pairs and have them form a line.
- Explain to Ss that they will have to ask and answer with their partner using the structure and vocabulary they were presented with in the lesson.
- To help lower-performing Ss, you can write the ailment-related vocabulary on the board for them to see.
- Make sure Ss take turns asking and answering.





6. D

Activity 2



- 1. She has got a headache.
- 2. She has got a stomach ache.

7. F

4. G

- 3. She has got a sore throat.
- 4. She has got a cough.
- 5. They have got an earache.



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 the health problems in half.
- Explain to Ss that once you play the song/poem What's the matter? they will have to pass the word card you give them clockwise round the circle.
- When you stop the recording, the S holding the word card has to unfold it without letting anyone see it, read the word silently and mime the health problem.
- The rest of the Ss have to guess the health problem and call it out.
- **Higher-performing Ss** can form sentences with the health problem and call it out.





Language focus

Objectives

• to give advice

Vocabulary

Verb: sneeze Nouns: tissue, soap Adjective: sick

Structures

You should drink some tea. He/She should visit the doctor.

You shouldn't eat ice cream. He/She shouldn't go to school today.



- flashcards for sick, tissue, sneeze, soap
- flashcards from the previous lesson: sore throat, stomach ache, earache, toothache, headache, cough, medicine

Revision (Optional)

- Put the flashcards for the previous lesson (sore throat, stomach ache, earache, toothache, headache, cough, medicine) in a pile on your desk and ask Ss to come to your desk, one by one, choose a flashcard and mime the ailment it depicts. Have the rest of the Ss quess the health problem. Higherperforming Ss can form sentences with the health problem they guess.
- Make sure all of the Ss come to the front of the classroom.

Lesson plan



Warm-up

- Ask Ss if they have ever missed school because they were sick and for how long.
- Ask them if they know what to do when they get sick.
- Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1 \nearrow

- Stick the flashcards for the lesson (sick, tissue, sneeze, soap) on the board using some adhesive putty.
- Point to each flashcard, name it and encourage Ss to repeat after
- Have Ss open their books to p.116.

TOP STARS

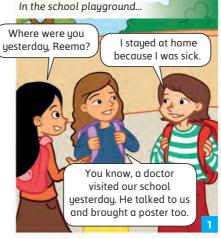








Read and answer. Which of the three girls wasn't at school the previous day?







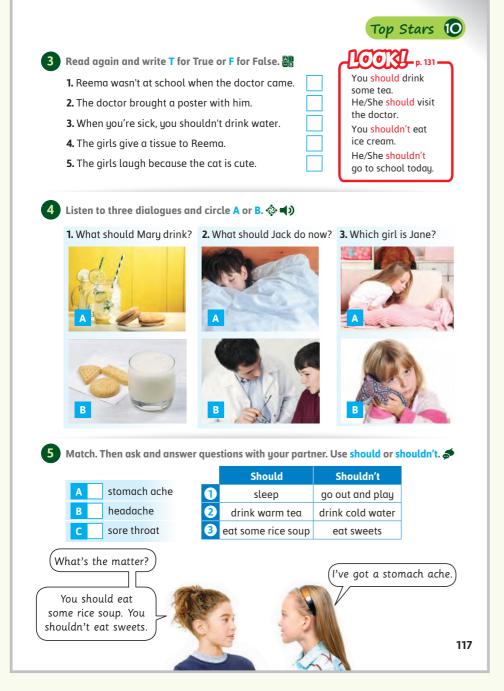


116

- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R2.1

- Have Ss look at the presentation, point to the characters of the story and guess where they are. (They are at school in the school playground.)
- Ask Ss to tell you what they think is happening. (The children are at school. They are welcoming back Reema, who wasn't there the previous day because she was sick. They show her a poster that a doctor brought to school and explain the steps one should follow when he/she feels sick.)
- Direct Ss' attention to the frames of the story, and ask them to find and point out the words from the vocabulary section they see in the frames (Frame 1: sick; Frame 2: sick; Frame 3: tissue, sneeze, tissue, soap; Frame 4: tissue).
- Play the recording, and encourage Ss to **shadow read** (read along with the recording) in order to find out which of the three girls wasn't at school the previous day. (Reema.)
- Ask Ss some questions about the story. Where was Reema the previous day? (She was at home.) Who visited the school the previous day? (A doctor.) What did he bring with him? (He brought a poster.) What does Sahar say you should do when you are sick? (You should drink a lot of water.) What does Hasna say you shouldn't



do? (You shouldn't share your glass with other people.) What does Sahar suggest Reema should do when she sneezes? (She should use a tissue.) What is Hasna's advice about tissues? (She says that Reema should use a clean tissue every time.) What else should people do after they sneeze? (They should wash their hands with warm water and soap.) What do the children see near the park? (They see a cat.) What does the cat do? (It sneezes.)

 Ask Ss if they follow any of the rules of hygiene Hasna and Sahar point out to Reema in the story. Ask them what else they do when they get sick.

Activity 3 R2.1

- Direct Ss' attention to the five sentences.
- Explain to Ss that they should read the story in activity 2 again and mark the sentences with T for True or F for False.
- Have Ss compare their answers in pairs first, then check as a class. Make sure Ss justify their answers.



- Choose four Ss to read the dialogue out loud for the class.
- Divide Ss into groups of four and have them read the dialogue out loud.

10

<u>rooki</u>

- Mime having a headache and say, I have a headache. I should relax for a while. Write the sentences on the board and underline should.
- Ask Ss when they think we use should/shouldn't. Elicit that should/shouldn't is used to give advice about something that is advisable to do or to avoid. Point out that should remains the same in all persons, singular and plural form.
- Direct Ss' attention to the Look! box on p.117 and ask them to read it.
- Refer Ss to the dialogue and ask them to underline any examples of the structures should/shouldn't (you should drink a lot of water / but you shouldn't share your glass with other people / you should use a tissue when you sneeze / you should use a clean tissue every time / you should wash your hands with warm water and soap).
- Encourage Ss to come up with their own examples. Ask higherperforming Ss to think of an additional example and write it on the board.

Activity 4 L2.1 🔅

- Draw Ss' attention to the pictures in the activity and ask them to tell you what they depict.
- Ask Ss to read the questions and explain that they are going to listen to three short dialogues and circle the correct answer, A or B.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs first, then check as a class.

Listening transcript

 Mary: How about having a snack? Linda: Good idea! Let's have some cold lemonade and some biscuits.

Mary: I love lemonade, but I've got a sore throat.

Linda: Oh! Then you shouldn't have any cold lemonade.

Mary: You're right.

Linda: How about having some warm milk and biscuits?

Mary: OK!

2. Jack: Mum, I can't go to school today.

Mum: What's the matter, Jack?

Jack: I just feel very bad. I think
I'm sick.

Mum: Oh!

Jack: Can I stay in bed?



Mum: I'm sorry, Jack, but we should go to the doctor.

Jack: OK, Mum.

3. Lisa: I can't see Jane in the school playground. Is she at school today?

Fay: No, she isn't. She's at home because she's sick.

Lisa: What's the matter? Is it her ear again? Has she got an earache?

Fay: No, she hasn't. She's got a stomach ache.

Lisa: Oh, I see. Poor Jane!



1. B 2. B 3. A

Activity 5 \$1.1

- Direct Ss' attention to the girls in the picture and ask them to read what they are saying.
- Then, draw Ss' attention to the table in the activity and ask them to read it.
- Explain to Ss that they have to match the health problems to the appropriate advice. Then, in pairs, ask and answer questions about a health problem and the advice they should follow.
- Higher-performing Ss can add an ailment and advice of their own to the tables.
- If necessary, invite a S to come to the front of the class to demonstrate the activity.
- Divide Ss into pairs and have them do the activity.
- Have a pair of Ss demonstrate the activity at the front of the class.



A. 3 B. 1 C. 2

Optional

The Shark Game

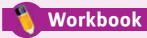
- Draw a big fish with its mouth open at the foot of a staircase. The steps of the staircase correspond to the number of letters in a particular word.
- Choose a S to come to the board, think of a word from this and the previous lesson and draw the corresponding number of steps, e.g. four steps for the word sick.
- Then draw a man standing at the top of the staircase. Ss then have to call out letters. If the letter is correct, write it on the

corresponding step(s). If it is not, move the man down one step and closer to the mouth of the fish.

• The S who guesses the word correctly before the man reaches the fish, wins and is the next one to think of a word.

C Before leaving

- Have Ss form a line.
- Explain to Ss that they have to say one thing they remember from the story they were presented with in the lesson.
- Have **higher-performing Ss** write their sentences on the board.
- Make sure all of the Ss say at least one thing before they leave the classroom.



Activity 1 R4.1 🔎



1. sick 2. soap 3. sneeze 4. tissue A. 4 B. 1 C. 3 D. 2

Activity 2



1. shouldn't 2. should 3. shouldn't 4. should 5. shouldn't 6. should

Activity 3



- 1. Jack and Harold should take an umbrella.
- 2. He should drink tea with honey.
- 3. She should use a tissue and wash her hands.
- 4. He should take some medicine.

Activity 4 L2.1 🎨

Listening transcript

Mum: Marvin, you should make a list of the things you are going to take on your school trip.

Marvin: OK, Mum. Good idea! Can you help me?

Mum: Sure! You need clothes, lots of socks and a bottle for water! You should take an empty bottle with you. It is light and you can fill it when you get to the campsite.

Marvin: You're right, Mum. Empty bottles are light and easy to carry. What else?

Mum: Well, your sleeping bag, of course!Marvin: Right! I shouldn't forget my sleeping bag!Mum: Do you need your tent and a torch?

Marvin: No, I don't. They are going to give us everything at the campsite. They have really big tents and good torches!

Mum: OK. Ah! You should take a jacket too. It gets cold in the mountains at night.

Marvin: A jacket. Got it!

Mum: Marvin? Do you want me to make you any sandwiches?

Marvin: No, thanks, Mum. We are going to eat at the campsite. But you should give me some money for snacks from the campsite shop!

Mum: Ha ha! OK, Marvin. Oh! Don't forget your toothbrush! And you should also take some tissues and soap. You have to keep clean! I don't want you to

Marvin: Oh, Mum! Don't worry! I'm going to be very careful!



B, D, E and F should be ticked.



Objectives

- to talk about staying safe
- to ask for advice

Vocabulary

Nouns: oven, knife - knives, socket, shade, sunscreen

Adjective: safe

Should I wear sunscreen? Yes, you should. Should I touch the oven? No, you shouldn't.



- flashcards for oven, knife knives, socket, shade, sunscreen
- flashcards from the previous lesson: sick, tissue, sneeze, soap

Revision (Optional)

- Place the flashcards from the previous lesson (sick, tissue, sneeze, soap) in a pile on your desk.
- Explain to Ss that they have to come to your desk, one by one, pick a flashcard and form a sentence with the word it depicts.
- Have higher-performing Ss write their sentences on the board.
- Make sure all of the Ss come to your desk.

Lesson plan



Warm-up

- Ask Ss how dangerous they think their home is.
- Tell them that a number of common accidents happen at home and ask them to guess what they are and how to prevent them.
- Initiate a short discussion and encourage all of the Ss to participate.

Activity 1 R4.1 ρ

- Stick the flashcards for the lesson (oven, knife knives, socket, shade, sunscreen) on the board using some adhesive putty.
- Point to each of the flashcards, say the word each one depicts and encourage Ss to repeat after you.
- Pretend to be riding a bike and say, It is not <u>safe</u> to ride your bike without a helmet. It's dangerous. Write the sentences on the board and underline the word safe. Have Ss guess the meaning of the word.
- Alternatively, divide the board into two columns. Write HOME at the top of one column and BEACH at the top of the other column. Stick the flashcards for oven, knife - knives and socket in the column HOME and the flashcards shade and sunscreen in the column BEACH.
- Ask Ss if they know any safety rules about the different places written on the board. Write the sentences on the board.
- Initiate a short class discussion and encourage all of the Ss to participate.
- Have Ss open their books to p.118.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R1.1 R2.1 R2.1

- Direct Ss' attention to the pictures and ask them what they can see. (A girl interviewing a firefighter and a boy interviewing a lifeguard).
- Ask Ss what they think the text is about. (It's about safety rules at home and at the beach.)
- Draw Ss' attention to the three headlines at the top of the article and read them out loud.
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to choose the most suitable headline for the article.
- Play the recording again and then have Ss read the headlines again and decide

OUR WORLD



which one is the most appropriate for the article. Have Ss justify their choice.



The headline 'Staying safe' (B) should be ticked.

- Ask Ss some questions about the text. What should children do when helping in the kitchen? (They shouldn't play with knives and they shouldn't touch the oven.) What should children be careful of at home? (They shouldn't touch or play with sockets or play with fire.) Should children run in the house? (No, they shouldn't.) What else should the children do at home? (They should clean their room and put their toys in a box.) Should children play in the sun all day? (No, they shouldn't.) Why not? (Because in the summer the sun can be very hot between 10 a.m. and 4 p.m.) What should we do to protect ourselves from the sun? (We should wear sunscreen, a hat and sunglasses.) What else should we do when we want to be safe on the beach? (We should drink lots of water and not swim right after lunch.)
- Ask Ss whether they follow any of the rules the firefighter and lifeguard mention and what else they do to stay safe.

Activity 3 R2.1



- Direct Ss' attention to the questions in the activity and ask them to read them.
- Explain to Ss that they have to read the texts in activity 2 again and tick the correct answer to each question.
- Have Ss compare their answers in pairs first, then check as a class.

		Yes, you should.	No, you shouldn't.
Γ	1		4
	2		4
	3	4	
	4	4	
	5		4

 If there is time, ask a few Ss to take turns reading the texts out loud.

rooki

 Touch your ear and mime having an earache. Say, I have got an earache. Should I go to the doctor?

Write the sentences on the board,



underline the question and ask Ss to tell you when they think we use it.

- Elicit that this is the interrogative form for should and we use it when we want to ask for advice. Point out that it is followed by the short answers Yes, (you) should. /No, (you) shouldn't.
- Direct Ss' attention to the Look! box on p. 119 and ask them to read it.
- Refer Ss to the dialogue and ask them to underline any examples of the structures should/shouldn't (Should I and children like me cook on our own? No, you shouldn't.... and you should be very careful... / You shouldn't touch the oven... / you shouldn't play with knives. / You shouldn't touch or play with sockets, and you shouldn't play with fire. / ...you shouldn't run in the house. / You should always clean your room... / Should children like me play in the sun all day? / No, you shouldn't. / You should stay in the shade... / You should wear sunscreen... / You should drink lots of water... / ...you shouldn't swim...)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples. Ask higher-performing Ss to think of an additional example and write it on the board.

Activity 4 L2.1 🔅

- Draw Ss' attention to the pictures in the activity and ask them what they depict.
- Explain to Ss that they are going to listen to a short dialogue and they have to put the pictures in the order they hear them by writing 1-4 in the boxes A-D.
- Play the recording twice and have Ss do the activitu.
- Have Ss compare their answers in pairs first, then check as a class.

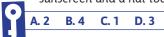
Listening transcript

Tim: What should you do on a hot day? Molly: You should drink lots of water. You can drink juice too.

Tim: What should you eat?

Molly: You should eat a lot of fruit and vegetables. Salads are very good for you on a hot day.

Tim: What should you do when you're out? **Molly:** You should stay in the shade. The sun can be very hot between 10 a.m. and 4 p.m. You should also wear sunscreen and a hat too!



Activity 5 S2.2

• Direct Ss' attention to the bous in the activity and ask them to read what they are saying.



- Explain to Ss that they have to ask and answer questions about their little brother who is at home on his own and he's hungry. Point out that they have to use the phrases in the box and say which of them their little brother should and shouldn't do.
- Divide Ss into pairs and have them do the activity. Make sure Ss take turns asking and answering questions.
- Higher-performing Ss can add some of their own ideas of what their little brother should or shouldn't do so as to ask and answer about with their partners.
- Have a pair of Ss demonstrate the activity at the front of the class.



Line jumping

- Use masking tape to form a straight line on the floor that is long enough for Ss to stand on in single file.
- Have Ss line up in single file on the line.
- Tell Ss that the side to their right is yes and the side to their left is no.
- Call out yes and show Ss that they have to jump to their right. Do it with them. Ask them to jump back onto the line. Do this a couple of times with yes and then do the same with no.
- Explain to Ss that you are going to say sentences about the texts. If they are correct, Ss must jump to their right. If they are wrong, they must jump to their left.
- Say, You should touch the oven and encourage Ss to jump to the left side. Do a couple more examples and then play the game.
- Whoever jumps to the wrong side is either out of the game or just misses a turn.

Yes, you should. Should I wear sunscreen? Should I touch the oven? No, you shouldn't.

Read again and tick (4) the correct answer.

	Yes, you should.	No, you shouldn't.
1. Should you cook on your own?		
2. Should you play with fire?		
3. Should you put your toys in a box?		
4. Should you wear sunscreen on the beach?		
5. Should you swim right after lunch?		

Listen and number the pictures (1-4) in the order you hear them. 💠 📢









Imagine that your little brother is at home on his own and he's hungry. What should he do? Ask and answer questions with your partner.

make a sandwich use the oven to cook eat an apple use a knife to cut a pineapple



Before leaving

- Have Ss form a line.
- Explain to Ss that they have to say one safety rule from the ones they were presented with in the lesson.
- To help lower-performing Ss, you can write some prompts on the board, e.g. should / not / play / fire.
- Higher-performing Ss can write their rules on the board.
- Make sure all of the Ss have said at least one rule before they leave the classroom.





2. knife

3. oven

5. socket 4. sunscreen hidden phrase: safety rules

6. safe

Our world 10

Activity 2 R4.1 \nearrow



1. No. he 4. No. he shouldn't. shouldn't.

2. No. she shouldn't. 3. No, she

shouldn't.

A. Noora **B.** Rashid

C. Sahar D. Ali

Activity 3 L2.1 🔞

Listening transcript

1. Ali: Ouch! My finger!

Why did you do that, Ali? You know Mum: that knives are dangerous!

Ali: Sorry, Mum. I wanted to cut this

apple.

Mum: Let me see your finger!

2. Sahar: OK, the cake batter is in the pan! Should we put it in the oven, Layla?

Layla: No. Let's ask mum to help us with that. The oven isn't safe when it's hot.

Sahar: You're right! Mum, can you help us

for a minute?

3. Majed: Bye, Dad! See you later! Dad: Majed! Where are you going? Majed: To the library. I have to do a project.

Dad: Yes, I know that! But, what should you do before you leave with your

bike?

Majed: Oh! Right! My helmet! Sorry, Dad!

4. Salim: Afaf, what are you doing?

Afaf: Nothing, Salim!

Salim: Afaf! Stop it! Don't put that in the

socket!

Afaf: Don't worry, Salim! I know what I'm

doing!

Salim: Stop it! That's very dangerous! Mum, Dad! Afaf is putting a tool in the

socket!

5. Mum: Aziz! Karim! Come here into the

shade! It's very hot!

Karim: Oh, Mum! We want to play in the

sand!

Mum: Well, come here and put some sunscreen on. And, put your hats on,

please! The sun is very hot today!



B. 3 **C.** 1 D. 4 **E. 2**

Activity 4



open answers



Note

• Bring slips of paper with the ailments taught in this Module written on them to the next lesson.





(anguage focus

Objectives

• express obligation/prohibition

Vocabulary

Occupation: dentist

Structures: You must go to the dentist.



You mustn't eat sweets.

- flashcard for dentist
- flashcards from the previous lesson: oven, knife - knives, socket, shade, sunscreen
- slips of paper with the ailments taught in this Module written on them

Revision (Optional)

- Place the flashcards from the previous lesson (oven, knife knives, socket, shade, sunscreen) in a pile on your desk.
- Ask Ss to come to your desk, one by one, pick a flashcard and form a sentence using the word the flashcard depicts.
- Make sure all of the Ss come to your desk.

Lesson plan



Warm-up

- Ask Ss who they turn to when they have a problem and who they ask for advice.
- Initiate a short discussion and encourage all of the Ss to participate.

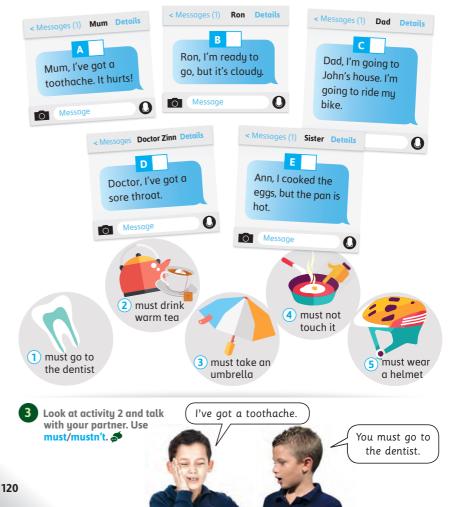
Activity 1 R4.1 \nearrow

- Stick the flashcard for the lesson (dentist) on the board using some adhesive putty.
- Point to it, say the word and encourage Ss to repeat after you.
- Have Ss open their books to p.120.
- Point out the word in the vocabulary section. Play the recording a few times and have Ss point to the picture and repeat.
- Have Ss form a sentence with the vocabulary presented in the lesson.



You must go to the dentist. You mustn't eat sweets.

What must the children do? Read the text messages (A-E) from the children, and match them to the replies (1-5) from their parents/friend/doctor/sister.



- Mime having an earache and say, I have got an earache. I must go to the doctor. Write the sentences on the board and underline must.
- Ask Ss when they think we use must/mustn't. Elicit that must/mustn't is used to talk about obligation/prohibition. Point out that must/mustn't remains the same in all persons, singular and plural form.
- Direct Ss' attention to the Look! box on p.120 and ask them to read it.
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples. Ask higher performing Ss to think of an additional example and write it on the board.

Activity 2 R1.1 R2.1

- Direct Ss' attention to the messages (A-E) in the activity and ask them to read them.
- Then, draw Ss' attention to the phrases/pieces expressing obligation/ prohibition in the activity (1-5) and ask them to read them.
- Explain to Ss that they have to match the appropriate advice (1-5) to the messages (A-E).
- Go round the classroom and make sure Ss have matched the correct advice to each message.



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- Check Ss' answers as a class.
- Tell Ss to write out the appropriate response in their notebook using must/ mustn't.

Activity 3 S1.1 🍜

- Direct Ss' attention to the boys in the activity and ask them to read what they are saying.
- Explain to Ss that, in pairs, SA has to state the problem he/she is facing and turn to SB for advice. SB then has to use must/mustn't to give SA the best advice. Point out that they should use the structures they were presented with in the lesson
- Have a pair of Ss demonstrate the activity at the front of the class.



Silly advice

- Fold and put the slips of paper with the ailments/problems written on them in a pile on your desk.
- Ask each S to write a piece of advice starting with You must/mustn't... on a piece of paper of their own. After they've done so, ask them to fold their pieces of paper in half.
- Collect Ss' pieces of paper and put them in a second pile on your desk next to the pile of ailments.
- Divide Ss into two teams.
- Have a S from each team come up to your desk. The S from team A chooses
 a slip of paper from the pile of ailments/problems and reads it aloud. The
 S from team B chooses a slip of paper from the pile of advice and reads it
 aloud. If the advice matches the (health) problem, the S from team B gets a
 point for his/her team. If it doesn't, the point goes to team A.
- Make sure that all of the Ss in each team get a chance to come up.
- The team with the most points at the end of the game wins.

C Before leaving

- Explain to Ss that each one of them should come to the front of the classroom and give some advice about a (health) problem.
- The rest of the Ss have to guess which (health) problem he/she is referring to.
- The S who finds the correct answer comes to the front of the classroom next.





• Bring pieces of card (one per S) to the next lesson.





Canquage focus

Objectives

- to read a poster about street safetu
- to revise and consolidate structures and vocabulary presented in previous lessons
- to learn how to make a safety poster

Materials

- flashcard from the previous lesson: dentist
- pieces of cardboard (one per S)

Revision (Optional)

- Stick the flashcard for the previous lesson (dentist) on the board using some adhesive putty.
- · Point to the flashcard and encourage Ss to name it.
- Higher-performing Ss can form a sentence with the word using the structures they were presented with in previous lessons.

Lesson plan



Warm-up

- Ask Ss if they know any rules we should follow when we are out on the street either as bike riders or as pedestrians. Ask them if they follow these rules and why they think they are important.
- Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R1.1

- Have Ss open their books to p.121.
- Direct Ss' attention to the phrases in the activity and read them.
- Explain to Ss that they have to read them carefully and put a (4) the ones they think one must do when he/she is crossing the street or put an 8 next to the ones they think one mustn't do when he/she is crossing the street.
- Go round the classroom and make sure Ss understand the activity.



- 8 1. talk on your mobile phone
- 8 2. play games on your mobile phone
- 4 3. look left, right and left again
- 4. cross the street when the light is 8 red for you
- 5. walk quickly across the street when the light is green for you 4

Activity 2 W1.4

- Direct Ss' attention to the picture in the activity and ask them what the girl is holding. (She's holding a street safety poster.)
- Make sure Ss understand that they will make their own safety posters.
- Hand out the pieces of white card to Ss and tell them to take out their coloured pencils/markers.
- Before Ss start on their projects, refer them to activity 1 and tell them that they can include the safety rules mentioned there in their posters. Check to see that all Ss have decided on the safety rules first, before beginning their
- Ss can work individually or in pairs.
- Go round helping Ss with any difficulties.
- Have a few Ss come to the front of the classroom and present their posters.

Writing tip / R2.1

- Direct Ss' attention to the Writing tip box and ask them to read it.
- Read the tip out loud and ask Ss to follow along in their books as you
- Explain to Ss that when they want to make a safety poster they have to use a large piece of card. Then, draw a picture of a street and people crossing it, always taking into consideration what people must and mustn't do when they cross the street. Encourage Ss to write in pencil at first so that they can correct any mistakes. Finally, point out that when they are ready, they should write over their letters using felt-tip pens or coloured pencils.







- 1. talk on your mobile phone
- **2.** play games on your mobile phone
- 3. look left, right and left again
- 4. cross the street when the light is red for you
- **5.** walk quickly across the street when the light is green for you



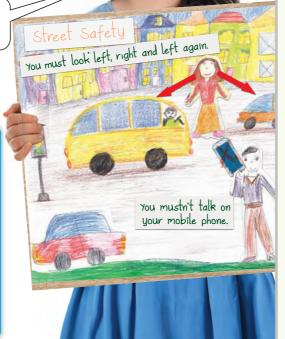
You mustn't talk on your mobile phone. You must look left, right and left again.

Writing tip



How to make a safety poster:

- Use a large piece of card.
- Draw a picture of a street with cars and traffic lights. Draw people crossing it. Think about what people must and mustn't do when they cross the street.
- Write sentences using must and mustn't. Write in pencil so that you can correct any mistakes.
- When you are ready, write over your letters using felt-tip pens or coloured pencils.



121

Optional

Whose safety poster is it?

- Collect Ss' posters.
- Choose two safety posters and stick them on the board. Invite the two Ss who made them to stand in front of the classroom. Ask them not to reveal which poster belongs to each of them.
- Invite the rest of the Ss to ask questions to find out which safety poster belongs to each S. Help them by asking a few questions yourself about the rules they might have included in their poster.
- Repeat this with different Ss for as long as time permits.

Before leaving

- Have Ss form a line.
- Explain to Ss that they have to say one thing they remember about safety posters.
- **Higher-performing Ss** can write their sentences on the board.
- Make sure all Ss say at least one thing before they leave the classroom.



Activity 1 R2.1 📳



1. B 4. C 2. D 5. A

3. E

Activity 2 W1.4 🍜



On the beach:

You must wear sunscreen. You must sit in the shade. You mustn't play in the sun.

At home:

You mustn't touch a hot

You mustn't play with knives. You mustn't play with sockets.

Activity 3 W1.4 🍜 W2.2 🔠



open answers





(Conguage focus

Objectives

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

Vocabulary

Verbs: exercise, relax

Noun: meal



Materials

• flashcards for meal, exercise, relax

Revision (Optional)

• Have Ss present the posters they made in activity 2 in the Student's Book.

Lesson plan



Warm-up

- Ask Ss if they ever feel tired and how often.
- Ask them what they think the causes of tiredness are and what one can do to have energy.
- Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1 \nearrow

- Stand at the front of the classroom and mime jogging. Say, I always exercise for thirty minutes in the morning. Write the sentence on the board, underline the word exercise and stick the corresponding flashcard under it.
- Repeat with the rest of the flashcards.
- Alternatively, stick the flashcards for meal, exercise and relax on the board using some adhesive putty.
- Point to each of the flashcards, say each word and encourage the Ss to repeat.
- Have Ss open their books to p.122.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in the lesson.



Activity 2 R1.1 R2.1

Before reading

- Direct Ss' attention to the pictures and the title of the text and ask them to guess what it is about (Advice about how to get your energy back when you feel tired.).
- Elicit answers, but do not correct Ss at this stage.
- Point to different pictures and ask Ss what they depict. (Different types of food and drink, a boy who looks tired, children exercising, a boy sleeping and a boy reading a book.)
- Ask Ss whether the text is factual or fictional and explain the difference between these types of texts. (It's factual.)

While reading

- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what it is about. (It's about things we can do to have more energy.)
- Direct Ss' attention to the different parts of the text and ask them to find and circle the words from the vocabulary section that appear in the text. (Part 1: meals; Part 2: exercise, Exercising, exercise; Part 3: Relaxing, relax)
- Have Ss read the text again and check comprehension.
- Talk about what happens in each part of the text.
 - Part 1: You should eat healthy meals and snacks and avoid fast food. You should also drink lots of water.
 - Part 2: You should exercise for at least one hour a day. Some ways of exercising



are walking to school, riding a bike or playing a sport.

Part 3: You should relax before bedtime. Reading or drinking warm milk can help you do this. You shouldn't watch TV or play computer games late at night.

• Ask Ss some comprehension questions and encourage Ss to answer.

Part 1: What kind of food is good for you? (Fish, fruit and vegetables.) What kind of food should you avoid? (Fast food.) How often should you eat healthy snacks? (Every three or four hours between meals.) Should you drink lots of water? (Yes, you should.)

Part 2: What are some ways to exercise? (Walking to school, riding a bike or playing a sport.)

Part 3: Should you go to bed late? (No, you shouldn't. You should go to bed early.)

Activity 3 R2.1

- Direct Ss' attention to the sentences and ask them to read them.
- Explain to Ss that they have to read the text again and decide if the sentences are True or False.
- Have Ss compare their answers in pairs first, then check as a class.



- If time permits, have a few Ss take turns reading the text out loud.
- Ask Ss which of the advice given in the text they follow and if they help them keep their energy levels high.



Post-reading

Let's think

- Direct Ss' attention to the box on p.123 and read the questions out loud.
- Ask Ss to answer the questions and initiate a discussion.
- Encourage all of the Ss to participate in the discussion.

Suggested answer

I follow most of the advice mentioned in the text. When I feel tired I try to relax for a while. If I have the time, I sleep for half an hour which helps me get my energy back. Sometimes, I eat a small piece of chocolate and it works! Reading my favourite comic book helps me relax before bed.



True or False

- Ask Ss to close their books.
- Explain that you are going to say a few sentences about the text they were presented with in this lesson and that they will have to respond with gestures.
- Ss put their hands on their heads when they hear true sentences and fold their arms when they hear false sentences.
- You may want to play an alternative version of this game and have Ss respond verbally to the true and false sentences. For example, say, Should you drink a little water? and Ss respond, No, you shouldn't.
- Play this game until you run out of questions.



Before leaving

- Explain to Ss that they have to say one thing they remember from the text.
- To help lower-perfoming Ss, you can write some of the vocabulary related to health/energy on the board for them to see.
- **Higher-performing Ss** can write their sentences on the board.
- Make sure all of the Ss take part before they leave the classroom.





Activity 1 R5.1



1. RELAX 2. EXERCISE 3. MEAL

Activity 2 W1.4 🍣



Eat healthy food:

- 1. You should eat fruit and vegetables.
- 2. You shouldn't eat chips every day.

Exercise:

- 3. You should play sports with friends.
- 4. You shouldn't watch TV all day.

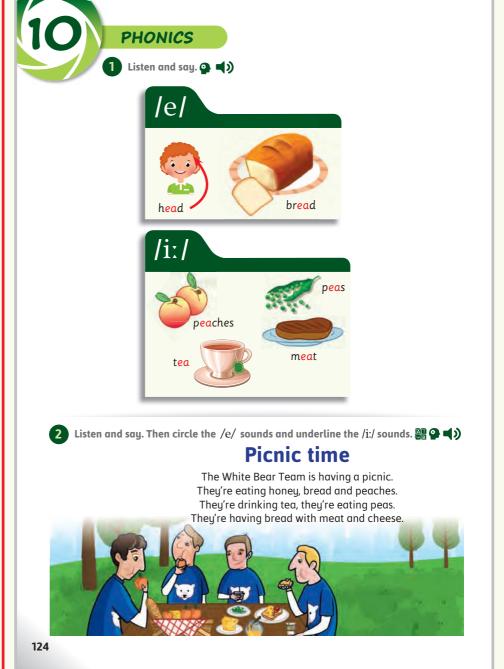
Relax before bedtime:

- 5. You should read a book.
- 6. You shouldn't play computer games.

Activity 3 W1.4 🍜



- 1. You should sleep eight hours every night.
- 2. You shouldn't play computer games for many hours.
- 3. You should drink seven glasses of water a day.
- 4. You shouldn't eat ice cream every day.







(Conguage focus

• to practise the pronunciation of

/e/ and /i:/

• to say a phonics chant/poem

Vocabulary

head, bread, peaches, peas, tea, meat

Phonics

/e/ and /i:/



- flashcards for head, bread, peaches, peas, tea, meat
- phonics cards for bread and tea (TB pp.247-248 one set per S)

Revision (Optional)

- Ask Ss if they remember any of the advice they were presented with in the previous lesson on how to get your energy back.
- Initiate a short class discussion and encourage all of the Ss to participate.



Lesson plan



Warm-up

- Write /e/ and /i:/ on the board. Under each sound, stick the flashcards of the words that include that sound.
- Point to /e/ and say /e/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcard (head) and say it out loud, having Ss repeat after you.
- Repeat the same procedure with the other sound and flashcards.
- Ask Ss to tell you as many of the words containing the two sounds as they can remember.

Activity 1 L2.7

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

Listening transcript

/e/, /e/, head, bread

/i:/, /i:/, peaches, peas, tea, meat

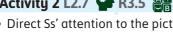
• Encourage Ss to tell you more words with the sounds presented in this lesson.

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

Activity 2 L2.7 R3.5







- Direct Ss' attention to the picture and ask them questions like, What can you see in the picture? (Some boys having a picnic.) What are they eating? (They are eating honey, bread, peaches and peas. They are having bread with meat and cheese, too.) What is one of the boys drinking? (He is drinking tea.)
- Explain to Ss that they are going to listen to a chant/poem and that they will have to circle all the /e/ sounds and underline the /i:/ sounds they hear in the chant/poem.
- Play the chant/poem once and have Ss listen and follow along in their books.
- Play the chant/poem again, pausing after each line for Ss to circle and underline.
- Then play the chant/poem once more and encourage Ss to say the chant/ poem along with the recording.



circled: bread, bread

underlined: Team, eating, peaches, tea, eating, peas, meat



TPR Activity

- Hand out the phonics cards for bread and tea to Ss and have them cut them
- Explain that they have to say the chant/poem and raise the bread phonics card when they hear a word containing /e/ and the tea phonics card when they hear a word containing /i:/.

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.
- Call out one of the sounds (/e/,/i:/), e.g. /e/ and have Ss write a word containing that sound on the board, e.g. head.
- 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.



Sound hold-up

- Tell Ss that you are going to play a game.
- Explain to Ss that you are going to raise the flashcards of the pictures for words that contain the sounds e or i: and say the word.
- Ss will have to raise the corresponding phonics card and call out the sound.
- Any S that raises the wrong card is eliminated from the game.
- Make the game more challenging by showing the cards quickly and hiding them.
- Plau the game until all of the flashcards have been used up.



Activity 1 L2.7

Listening transcript

- 1. team, peaches, bread
- 2. bread, tea, head
- 3. team, head, peas



- 1. bread 2. tea
- 3. head

Activity 2 R3.5 🎥



/iː/: peaches, tea /e/: head, bread

Activity 3 R3.3 🚇 R3.4 🖁



- 1. beach 4. head
- 2. bread 5. clean 3. speak



Objectives

- to provide Ss with cross-curricular information on science
- to talk about teeth and dental hugiene

Vocabularu

Verbs: grow, bite, chew Adjectives: soft, hard



• flashcards for grow, bite, chew, soft, hard

Lesson plan



Warm-up

- Ask Ss if they take care of their teeth and how.
- Initiate a short discussion and encourage all of the Ss to participate.

Activity 1 R4.1 \triangleright

- Stick the flashcards for arow, bite. chew, soft, hard on the board using some adhesive putty.
- Point to each flashcard, say the word and encourage Ss to repeat.
- Alternatively, use sentences to present the new vocabulary to Ss. Write them on the board, underline the word being presented and stick the corresponding flashcard above the underlined word. You can
 - I planted a tree in my garden. It is going to grow and be really tall. (mime eating something) I bite a bit of my food and <u>chew</u> it well. The desk is not soft. It's hard.
- Write these sentences on the board. Have Ss read them and guess their meanings.
- Have Ss open their books to p.125. Point out the words in the vocabulary section.
- Play the recording a few times and have Ss point to the corresponding pictures and repeat.

- Say the words in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this

Activity 2 R1.1 R2.1

- Direct Ss' attention to the pictures and ask them to name as many items as they can.
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out how to take care of their teeth. (They should brush their teeth with a soft toothbrush two or three times every day and they should visit the dentist every six months.)
- Ask Ss some questions to check comprehension, such as: How many teeth have adults got? (They have got thirty-two teeth.) How many teeth have children got? (They have got twenty teeth.) What do we call the teeth children have got up to the age of six? (Baby teeth, or milk teeth.) Do we lose the new teeth that grow? (No, we don't. They are hard and strong and we have them for the rest of our lives.) How do our teeth help us with food? (We use them to bite and chew food.) How many times a day should we brush our teeth? (Two or three times every day.) How often should you visit the dentist? (Every six months.)
- If time permits, have a few Ss read the text out loud.

Activity 3 R2.1

- Direct Ss' attention to the questions in the activity and ask them to read
- Explain that they have to read the text again and answer the guestions.
- Have Ss compare their answers in pairs first, then check as a class.



- 1. Children have got twenty teeth.
- 2. When we are about six years old.
- 3. Teeth are important because they help us eat.
- 4. You should brush your teeth two or three times every day.
- 5. You should visit the dentist every six months.

Optional

True or False

- Ask Ss to close their books.
- Explain to Ss that you are going to say a few sentences about the text they were presented with in this lesson and that they will have to respond with gestures.
- Ss put their hands on their heads when theu hear true statements and fold their arms in front of them when they hear false statements.
- You may want to play an alternative version of this game and have Ss respond verbally to the true and false statements. For example, say, You should visit your dentist every day and Ss respond, No, you shouldn't.
- Play this game until you run out of sentences.

Before leaving

- Explain to Ss that they have to say a piece of information they remember from the text they were presented with in this lesson.
- **Higher-performing Ss** can write their sentences on the board.
- Make sure all of the Ss participate before they leave the classroom.





Activity 1



1. hard 2. biting 3. soft

4. chew 5. grow

Activity 2 L2.1 🔅

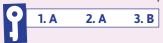
Listening transcript

Man: Today we're going to talk about two amazing animals

– dolphins and sharks. Most sharks live in the ocean.

Dolphins live in warm seas, and some of them live in rivers too. Sharks can eat fish and small whales.

Dolphins eat fish and squid. Dolphins have got teeth, but they don't use them to chew food. Sharks lose their teeth very often. When they lose a tooth, a new one grows. A shark can grow and use over 20,000 teeth in its lifetime! When dolphins lose a tooth, they don't grow a new one.



Did you know?

- Although snails are mostly known for being very slow, people don't know that they can have 12,000 to 20,000 teeth.
- You can ask Ss to search the Internet for more information about snails or facts about the teeth of other animals.

Project work

- Ask Ss to use the Internet to find information about the teeth of different animals. Instruct them to select information that they think is interesting/important and use it to make a poster.
- Explain to Ss that their poster must have a heading, as well as pictures (drawings or pictures), with brief sentences underneath describing what can be seen in the pictures.
- Teachers should recommend safe websites.
- Ss bring projects to class and present their posters to their classmates. Their classmates can ask questions to find out more about the specific project so as to promote communication by encouraging learners to express themselves, exchange ideas with each other and present their work.
- Projects can also be done in pairs or groups so as to promote cooperation among learners by providing opportunities for learners to work together.





Canguage focus

Objectives

 to revise and consolidate structures and vocabulary presented in previous lessons



Materials

 flashcards and word cards for all of the vocabulary presented in this Module

Revision (Optional)

- Have Ss tell you what they remember from the text in CLIL 5.
- Have some Ss talk about how they take care of their teeth.

Lesson plan



Warm-up

- Stick some of the flashcards from the previous lessons in the module on the board (4-5 flashcards each time). Tell Ss to memorise them.
- Ask Ss to close their eyes while you hide one of the flashcards.
 When Ss open their eyes, they should try to remember which one is missing.
- Alternatively, Ss can memorise the order of the flashcards. When they close their eyes, change the order. Ss should try to remember what order the flashcards were originally in.
- Make sure you use different flashcards each time.
- To make the activity more competitive, you could divide Ss into two teams and have them take turns answering to win points.

Activity 1

- Have Ss open their books to p.126.
- Explain to Ss that they have to look at the pictures, read the sentences carefully and complete them with the words in the box.



1 Look and write.

1. Hasna has got a _____ throat.
2. John is

Paul is washing his hands with _
 Layla has got a ______

5. Mike has got a

2 Read and circle must / mustn't.

1. You must / mustn't wear sunscreen on the beach.

2. You must / mustn't talk in class.

3. You must / mustn't play in the street.

4. You must / mustn't go to the doctor for your sore throat.

What's the matter with the children? Listen and match the names to the pictures. ❖◀》







1 Andy

Work in pairs. Read and put a (4) or an (8). Then ask and answer. What should/shouldn't you do to have energy?

exercise	
play video games late at night	
eat fruit and vegetables	
go to bed early	
eat pizza every day	
watch TV late	
read a book before bed	



126

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



1. sore 2. sneezing 3. soap 4. toothache 5. cough

Activity 2

- Direct Ss' attention to the sentences and ask them to read them.
- Explain to Ss that they have to read the sentences again and decide if they should circle must or mustn't.
- Have Ss compare their answers in pairs first, them check as a class



1. must 2. mustn't 3. mustn't 4. must

Activity 3 L2.1 🔅

- Direct Ss' attention to the pictures in the activity.
- Explain to Ss that they are going to listen to what happened to each of the boys in the pictures and match the names to the pictures.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs first, then check as a class.



Listening transcript

- **1. Man 1:** This is Andy. Andy shouldn't eat any ice cream, and he shouldn't drink any cold water or lemonade. He should eat some warm soup or drink some warm tea.
- **2. Man 2:** This is Carl. Carl ate four pieces of chocolate cake and he isn't well now! He shouldn't eat anything sweet today. He should go to the dentist.
- **3. Man 1:** This is Tom. Tom was at the beach. He stayed in the sun for two hours. He didn't use any sunscreen, and he didn't wear a hat. Now, he shouldn't go out in the sun. He should stay at home and drink lots of water.



A. 3 B. 1 C. 2

Activity 4 S1.1 **5** S2.2 **5**

- Direct Ss' attention to the girls in the picture and ask them to read what they are saying.
- Then, draw Ss' attention to the word/phrases in the box and ask them to read them
- Explain to Ss that, in pairs, they have to put a (4) next to the ones they should do and an (8) next to the ones they shouldn't do to have energy. Then they have to use the phrases in the box to form questions and give answers about what they should/shouldn't do in order to have energy.
- **Higher-performing Ss** can add a phrase of their own to ask about.
- If necessary, invite a S to come to the front of the classroom to demonstrate the activity.
- Divide Ss into pairs and have them do the activity.
- Have a pair of Ss demonstrate the activity at the front of the class.



Matching pictures

- Divide Ss into groups of four.
- Give each group a set of flashcards and a set of word cards with the vocabulary presented in the previous lessons and tell them to shuffle them and place them face down on a desk in two piles.
- Ss take turns picking a card from each pile. The Ss have to say the items depicted on the flashcards and the word cards. If the pictures match the words, they keep both cards. If the pictures don't match the words, Ss should try again. **Higher-performing Ss** can say sentences with the words after they have matched them.
- The group with the most flashcards wins.

C Before leaving

- Ask Ss to form a few sentences using the structures presented in this Module (should/shouldn't must/mustn't).
- **Higher-performing Ss** can write their sentences on the board.
- Make sure all of the Ss form sentences before they leave the classroom.

Workbook

Activity 1 R5.1



1. tissue 3. medicine 5. sunscreen 2. meals4. shade6. soap

7. socket

8. oven

Activity 2



1. should 4. should 2. should 5. shouldn't 3. should 6. shouldn't

Activity 3



- He shouldn't eat ice cream.
 He should drink some warm
 tea.
- 2. He shouldn't go to the sports centre.
 He should study for the test.

Activity 4



1. C 2. A 3. D 4. B

Activity 5 R2.1



- 1. It should be green.
- 2. When there aren't any cars coming.
- 3. No, you shouldn't.
- 4. Because it protects your head.

Now I can

- Ask Ss to read the phrases and colour in the stars according to what they can or can't do and how well they can do it.
- Instruct Ss to colour in only one, two or three stars each time.
- Use the self-evaluation sheets for your Ss to check their performance.
- Ask Ss to count the stars they have coloured in so as to find out to which category they belong.

KEY TO REVISION

Revision 6-10

Activity 1

- 1. airport G
- **2.** ocean A
- 3. architect C
- **4.** traffic lights D
- **5.** torch H
- 6. pyjamas F
- **7.** bakery E
- 8. dinosaur B

Activity 2

- 1. yours
- 2. mine
- 3. their
- **4.** his
- **5.** her
- **6.** our

Activity 3

- 1. shouldn't
- 2. should
- 3. shouldn't
- 4. shouldn't
- 5. should

Activity 4

- 1. He's going to clean his room.
- **2.** No, he isn't. He is going to do his homework and he is going to finish his science project.
- **3.** He is going to go horse riding with his dad and Tim.

Activity 5

Suggested answers:

- **1.** There is someone at the door.
- **2.** There is something in the sink.
- **3.** Everything is blue.
- **4.** Everyone in the room is wearing green clothes.
- **5.** Everyone in the room is eating.



Grammar reference

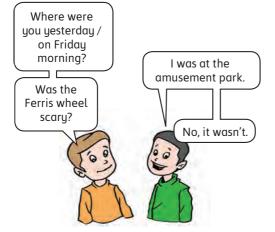


Module 6

Past Simple of the verb to be

We use the Past Simple to talk about things that happened in the past.

Affirmative	Negative		Questions	Short Answers
	Full Forms	Short Forms		
l was	I was not	I wasn't	Was I?	Yes, you were. / No, you weren't.
You were	You were not	You weren't	Were you?	Yes, I was. / No, I wasn't.
He was	He was not	He wasn't	Was he?	Yes, he was. / No, he wasn't.
She was	She was not	She wasn't	Was she?	Yes, she was. / No, she wasn't.
It was	It was not	It wasn't	Was it?	Yes, it was. / No, it wasn't.
We were	We were not	We weren't	Were we?	Yes, you were. / No, you weren't.
You were	You were not	You weren't	Were you?	Yes, we were. / No, we weren't.
They were	They were not	They weren't	Were they?	Yes, they were. / No, they weren't.



There was a river here in the past.
There weren't many bridges over the river.



How was it? It was...

We use the question *How was it?* to ask someone to express their feelings about a past experience.

- e.g. I went to the amusement park yesterday.
 - How was it?
 - It was great.

What was the weather like?

We use the question What was the weather like? to ask about the weather conditions in the past.

- e.g. What was the weather like last Monday?
 - It was windy.



GRAMMAR REFERENCE

Module 7

Possessive adjectives / Possessive pronouns

Possessive adjectives always go before nouns and do not take articles before them. e.g. Her hat is pink.

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.

e.g. Your bag is brown, but mine is blue.

The parrot is his.

Whose pencil is this? It's her pencil. It's hers.

Subject 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

Whose shirt is this?



It's your shirt.

Whose sleeping bags are these?

They're our sleeping bags. They're ours.



Object Pronouns

→ me

you → you

he → him

she → her

it → it

we → us you → you

they → them



Listen to the teacher. → Listen to him.



Grammar reference



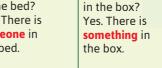
Indefinite Pronouns

		People	Things
SOME		someone	something
	ANY	anyone	anything
	NO	no one	nothing
	EVERY	everyone	everything





the car.





Everyone is in **Everything** is in the basket.



No one is in **Nothing** is in the bed. / There the bowl. / There isn't **anyone** in isn't anything in the bed. the bowl.



Module 8

Future going to

We use the Future **going to** to express future plans. Mark is going to buy a car next week.

Affirm	ative	Negative		
Full Forms	Short Forms	Full Forms	Short Forms	
I am going to play. You are going to play. He is going to play. She is going to play. It is going to play. We are going to play. You are going to play. They are going to play.	I'm going to play. You're going to play. He's going to play. She's going to play. It's going to play. We're going to play. You're going to play. They're going to play.	I am not going to play. You are not going to play. He is not going to play. She is not going to play. It is not going to play. We are not going to play. You are not going to play. They are not going to play.	I'm not going to play. You aren't going to play. He isn't going to play. She isn't going to play. It isn't going to play. We aren't going to play. You aren't going to play. They aren't going to play.	

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

Time Expressions

tomorrow, tonight next week/month/Sunday, etc. in an hour / two hours / a week, etc. the day after tomorrow soon

What are you going to do tomorrow? I'm going to...

We use the question What are you going to do tomorrow? to ask about one's future plans.

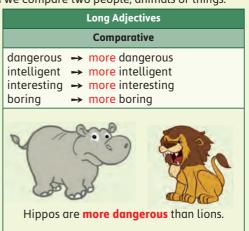
e.g. What are you going to do tomorrow? I'm going to visit my aunt.



Comparative form

We use the Comparative form of adjectives when we compare two people, animals or things.

Short Adjectives					
Comparative	Comparative				
small → smaller fast → faster strong → stronger	fat → fat ter big → big ger thin → thin ner				
slow → slower old → older young → younger tall → taller long → longer	heavy → heavier pretty → prettier scary → scarier funny → funnier noisy → noisier				
A gorilla is bigger than a monkey.	good → better bad → worse much/many → more				



(not) as + adjective + as

We use the structure (not) as + adjective + as to make comparisons and to describe similarities and differences.



John is as tall as Jim.

Superlative form

We use the Superlative form of adjectives when we compare one person, animal or thing with several of the same kind.

Short adjectives					
		Compara	tive		Superlative
strong tall	-	strongtaller	er -		the strongest the tallest
big thin		biggerthinne			the big g est the thin n est
heavy easy	-	heavieeasier		*	the heaviest the easiest

Irregular Comparatives and Superlatives					
good	→	better	→	the best	
bad	→	worse	→	the worst	
much/ many	→	more	→	the most	
far	→	farther / further	→	the farthest / the furthest	

The yellow T-shirt is

Long adjectives				
Comparative		Superlative		
popular boring exciting interesting difficult dangerous	 → more popular → more boring → more exciting → more interesting → more difficult → more dangerous 	 → the most popular → the most boring → the most exciting → the most interesting → the most difficult → the most dangerous 		

the most expensive of the three.

50.00 QR

60.00 QR

70.00 QR



Grammar reference



Module 10

Inquiring about someone's health

We use **What's the matter?** to ask somebody about their health when we can see that something is wrong. We also use **What's the matter?** to ask somebody if there is a problem. e.g. **What's the matter**, Sara?

I have got a toothache.

Should / Shouldn't

We use **should / shouldn't** to ask for or give advice, express an opinion, or make a suggestion.

Affirmative	Negative	
I should eat.	I shouldn't eat.	
You should eat.	You shouldn't eat.	
He should eat.	He shouldn't eat.	
She should eat.	She shouldn't eat.	
It should eat.	It shouldn't eat.	
We should eat.	We shouldn't eat.	
You should eat.	You shouldn't eat.	
They should eat.	They shouldn't eat.	

Questions	Short Answers		
Should I eat? Should you eat? Should he eat? Should she eat? Should it eat? Should we eat? Should you eat? Should they eat?	Yes, you should. Yes, I should. Yes, he should. Yes, she should. Yes, it should. Yes, you should. Yes, we should. Yes, they should.	No, you shouldn't. No, I shouldn't. No, he shouldn't. No, she shouldn't. No, it shouldn't. No, you shouldn't. No, we shouldn't.	



He **should** use sunscreen. He **shouldn't** eat before swimming.

Must / Mustn't

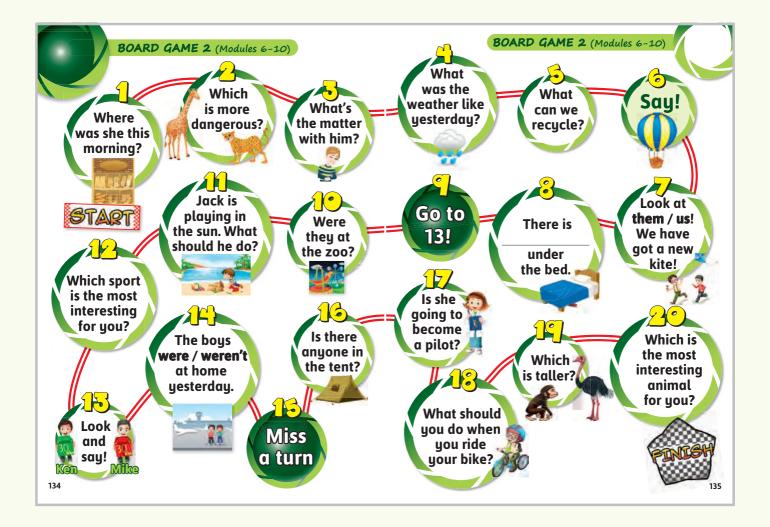
We use must to show obligation in the present.	We use mustn't to express prohibition in the present.
e.g. You <mark>must</mark> wear your helmet.	e.g. You <mark>mustn't</mark> touch the pan.

Irregular verbs

Base Form	Past Simple	Base Form	Past Simple	Base Form	Past Simple
be	was / were	forget	forgot	say	said
become	became	get	got	see	saw
break	broke	give	gave	send	sent
bring	brought	go	went	sing	sang
build	built	have	had	sit	sat
buy	bought	hear	heard	sleep	slept
come	came	know	knew	spend	spent
cut	cut	leave	left	swim	swam
do	did	lose	lost	take	took
draw	draw drew		made	tell	told
drink	drank	meet	met	think	thought
drive	drove	pay	paid	throw	threw
eat	ate	put	put	wake	woke
feed	feed fed		read	wear	wore
find	found	ride	rode	win	won
fly flew		run	ran	write	wrote



INSTRUCTIONS FOR BOARD GAME 2



Board Games (6-10)

- Have Ss look at the board game in the WB (pp.134-135).
- Divide Ss into pairs. Hand out a rubber and two game pieces made of construction paper to each pair. Ss can use their own rubbers too.
- Model how the game is played: Ss write the numbers 1 and 2 on the front and the back side of the rubber, respectively. One of the Ss throws the rubber on the board game to see how many spaces forward he/she should move: one space for number 1 and two spaces for number 2.
- Every time the S's game piece lands on a space, the S answers the question depicted on that space. If his/her answer is wrong, the S moves back one space.
- Point out that if a S's piece lands on a green space (Miss a turn, Go to ...), he/she has to do as instructed.
- Ss take turns throwing the rubber and playing. The S to reach the FINISH star first, wins the game.





Word list

Abbreviations

(v.) = verb **(n.)** = noun

(adj.) = adjective

(phr. v.) = phrasal verb (phr.) = phrase

Module 6

Song

ocean (n.) amusement park (n.) sports centre (n.) park (n.) hot-air balloon (n.) sky (n.)

Top Stars

raccoon (n.)

airport (n.) post office (n.) bakery (n.) tired (adj.)

Our world

mountain (n.) river (n.) wall (n.) bridge (n.) famous (adj.)

Let's talk

It was sunny. (phr.) It was cloudy. (phr.) It was windy. (phr.) It was raining. (phr.) It was snowing. (phr.)

Story

letter (n.) drawing (n.) video (n.) school playground (n.) excited (adj.)

CLIL 3 (Module 6)

architect (n.) design (v.) roof (n.) strange (adj.) spiral (n.) minaret (n.)

Module 7

Song

share (v.) care (v.) help (v.)

Top Stars

carry shopping bags (phr.) traffic lights (n.) cross the street (phr.)

Our world

plastic (adj.) cloth (adj.) dangerous (adj.) protect (v.)

Story

light (n.) torch (n.) blackout (n.) shadow (n.) turn off (phr. v.)

Module 8

Song

pilot (n.) vet (n.) cook (n.) teacher (n.) pot (n.) pan (n.)

Top Stars

wildlife park (n.) sand (n.) sun (n.) tongue (n.) hurt (v.)

Our world

plants (n.) horse riding (n.) top (n.) flat (adj.)

Let's talk

pujamas (n.) rides (n.) snacks (n.) put on (phr. v.)

Story

trip (n.) weather forecast (n.) warm (adj.) take off (phr. v.) move (v.) check (v.)



Word List



CLIL 4 (Modules 7-8)

oxygen (n.) turtle (n.) octopus (n.) dolphin (n.) rise (v.) important (adj.)



Module 9

Quiz

ostrich (n.) crocodile (n.) gorilla (n.) jaw (n.) hippo (n.) spider (n.) building (n.) mosquito (n.)

Top Stars

funny (adj.) scientist (n.) intelligent (adj.)

Our world

chimpanzee (n.) squid (n.) finger (n.) toe (n.) change (v.) hide (v.)

Let's talk

dinosaur (n.) scary (adj.)

Story

stork (n.) beak (n.) jar (n.) delicious (adj.)

Module 10

Song

sore throat (n.) stomach ache (n.) earache (n.) toothache (n.) headache (n.) cough (n.) medicine (n.)

Top Stars

sick (adj.) tissue (n.) sneeze (v.) soap (n.)

Our world

oven (n.) knife - knives (n.) socket (n.) shade (n.) sunscreen (n.) safe (adj.)

Let's talk

dentist (n.)

Reading time

meal (n.) exercise (v.) relax (v.)

CLIL 5 (Modules 9-10)

grow (v.) bite (v.) chew (v.) soft (adj.) hard (adj.)

copyright © mm publication

where stork mango hair walked bear smelled painted sofa bread book tea

copyright @ mm publications

SMART MOVES!

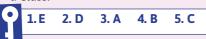


Modules 5-6 (Infer)

Aim: to help Ss develop higher-order thinking skills by engaging them in activities involving inference

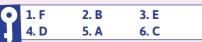
Stage 1: Familiarising

- Draw Ss' attention to the activity, read the rubric and explain to Ss that they have to match the pictures A-E to the sentences 1-5.
- Ask them to read the sentences carefully and try to infer the meaning of the sentences in order to match them to the appropriate picture.
- You can help Ss by drawing their attention to the first sentence before they do the activity. Ask Ss to read the sentence and guess which picture best describes the weather condition.
- Have Ss do the activity and then check their answers as a class.



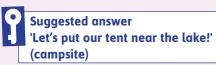
Stage 2: Developing

- Draw Ss' attention to the sentences and read the rubric out loud.
- Have Ss read sentences 1-7.
- Explain to Ss that they have to read the sentences on the left and guess where each person is from the places (A-F) listed on the right. Point out that Ss have to read the sentences carefully in order to draw conclusions about the place each person is.
- Have Ss do the activity and then check their answers as a class.



Stage 3: Applying

- Draw Ss' attention to the activity and explain that they have to write a sentence about a place as in activity 2.
- Divide Ss into pairs and ask them to read their partner's sentence and guess the place.



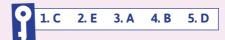
Modules 7-8 (Making decisions)

Aim: to help Ss develop higher-order thinking skills by engaging them in activities involving *making* decisions

Stage 1: Familiarising

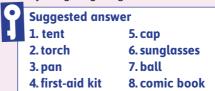
 Draw Ss' attention to the activity, read the rubric and explain to Ss that they have to match the sentences to the most appropriate decision (A-E), based on the situation.

- Explain to them that they have to read each sentence carefully in order to assess the situation and match it to the appropriate decision.
- Have Ss do the activity and then check their answers as a class.



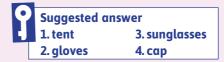
Stage 2: Developing

- Draw Ss' attention to the pictures and read the rubric out loud.
- Explain to Ss that they have to choose eight items to take with them and write them down in order of importance. Point out that in order to make a sound decision they should consider which item is more important according to the place they are going.
- Allow Ss some time to think of the items they would take with them and write them down in their lists.
- Then have them discuss these items with their partners and justify why they have chosen them.



Stage 3: Applying

- Draw Ss' attention to the activity and explain that they have to choose four things they would like to take with them from the list they made in activity 2.
- Have Ss work in pairs and exchange opinions.
- Have them present their ideas in class.



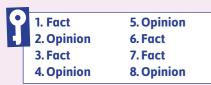
Modules 9-10 (Evaluate)

Aim: to give Ss the opportunity to develop higherorder thinking skills by engaging them in activities involving evaluation

Stage 1: Familiarise

- Write the words Fact and Opinion on the board and ask Ss to explain the meaning of each word. (A fact is something that is true and can be proven / an opinion is a belief and can't be proven, only justified.)
- You can write the following sentences on the board. For example, write, Lions eat meat. and Lions are my favourite animals. Ask Ss to tell you which sentence is a fact and which is an opinion. (The former is a fact and the latter is an opinion.)

- Have Ss read the sentences 1-8 and decide if each statement is a fact or an opinion by ticking the correct column each time.
- Have Ss do the activity and then check their answers as a class.



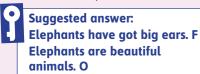
Stage 2: Developing

- Draw Ss' attention to the pictures and the sentences and explain to Ss that they have to read the sentences and write F for Fact or O for Opinion.
- Remind Ss of the difference between a fact and an opinion before they do the activity.
- Have Ss do the activity and then check their answers as a class.

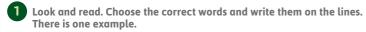


Stage 3: Applying

- Draw Ss' attention to the activity and explain to them that they have to draw or find a picture and write one fact and one opinion about it.
- Have Ss do the activity in class or assign it as homework.
- When they have finished writing their sentences, have them work in pairs, and ask their partners to read their sentences and write F for Fact or O for Opinion.



Top Skills MODULES 5-6





Example

You wear these on your hands in winter or to play some sports.

gloves

Ouestions

- 1. This person makes beautiful paintings.
- 2. People wear this on their head when they go cycling.
- 3. You use this to hit the ball in table tennis.
- 4. People and cars go over this to cross a river.
- **5.** People write and send these to other people.

2	Listen	and	tick (4)	the	box.	There	is	one	example.	4 3
---	--------	-----	--------	----	-----	------	-------	----	-----	----------	------------

Example: What is the book about?



1. Who is Rita's English teacher?



2. What sport did Gregory get a medal for?







3. Where did Billy's class go?





141

WORKBOOK TOP SKILLS



Objectives

to revise and consolidate vocabulary and structures presented in previous lessons



two copies of the flashcards from Modules 5 and 6

Lesson plan



Warm-up

Arrange the cards

- Divide Ss into two teams and ask one S from each team to come to the board. Give each S a set of the photocopied flashcards.
- Explain that you are going to name some of the flashcards one by one and the Ss at the board have to find and arrange the flashcards in the order they hear them being called out.
- Name up to five flashcards each time
- The S that arranges them correctly first, wins a point for his/her team.
- Continue the game until all of the Ss, on both teams, have had a chance to come up to the board.
- The team with the most points by the end of the game wins.

Activity 1

- Have Ss open their Workbooks to p. 141.
- Direct Ss' attention to the pictures and the words below them and then to the sentences. Have different Ss read them out loud.
- Explain to Ss that they have to read the definitions carefully and match the words to the corresponding definition by writing the correct word in the space provided.
- Draw Ss' attention to the example and read it out loud.
- Explain to Ss that there are two extra words which they will not need to use.
- Allow Ss some time to do the activity. Go round the classroom and monitor the Ss.
- Have Ss compare their answers in pairs first, then check as a class.



Example: gloves

1. painter 2. helmet 3. bat 4. bridge 5. letters

- Direct Ss' attention to the pictures in activity 2, and ask them to tell you what they see. (different sea creatures at an aquarium, three different women, a boy doing different sports, three different places around town)
- Ask Ss to read the questions. Explain that they are going to listen to the recording and tick (4) the correct picture (A, B or C) according to what they hear each time.
- Draw Ss' attention to the example.



5-6 WORKBOOK TOP SKILLS

Play the recording, and have Ss listen carefully. Pause the recording, and make sure that Ss have understood what they have to do.

- Play the recording twice, and have Ss do the activity.
- Play the recording again, and have Ss check their answers.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript Example

What is the book about?

Boy: Grandpa, let's read this book!

Man: What's it about?

Boy: It's about the ocean.

Man: What, fish and things that live underwater?

Boy: No, it's a story about a boy and a whale!

1. Who is Rita's English teacher?

Girl:

Girl:

Boy:

Look, Mum! There's my English teacher, Mrs

Hendricks.

Woman: The woman with the

glasses? Yes.

Woman: She's very thin!

Girl: No, she isn't. Mrs Hendricks

is tall, but she isn't very

tnın.

Woman: Oh, yes. I see her now. Is

she nice? **Girl:** Yes, she is.

2. What sport did Gregory get a medal for?

Boy: Mum, Gregory got a medal

at school today.

Woman: Really? That's great news!

He's very good at table tennis. Was it for that? No, it was for tennis.

Woman: That's great!

Boy: Yes. And I got a medal for

finishing first in a race.

Woman: Well done, Brian!
3. Where did Billy's class go?

Woman: How was the class trip,

Billy?

Boy: It was great, Mum! I had a

lot of fun!

Woman: Did you try anything new? **Boy:** Yes, I did! I went on a hot-

air balloon ride!

Woman: Wow! I didn't know they

had a hot-air balloon at the

amusement park.

Boy: It's new! I loved it! Let's go

with Dad this weekend!

Example: C 1. A 2. B 3. A

TOP SKILLS | MODULES 5-6

3 Read the text and choose the best answer.

Example

Iris: What did you do last night, Mario?

Mario: (A.) I read a comic book.

B. I am reading a comic book.

C. I don't like reading comic books.

Questions

1. Iris: How often do you read comic books?

Mario: A. Yes, I do.

B. Twice a week.

C. Yes. In the morning.

2. Iris: Which is your favourite comic book?

Mario: A. I don't like them.

B. It's nice.

C. Toby and Spot.

3. Iris: Is that a comic book with a boy and his cat?

Mario: A. Yes, that's right.

B. No, I don't.

C. Yes, I am.

4. Iris: Can I read it after you?

Mario: A. I'm sorry. I forgot.

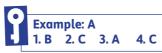
B. I don't know.

C. Of course.



Activity 3

- Direct Ss' attention to activity 3 and ask them to read the questions in the activity.
- Explain to Ss that they will have to read the questions and the options carefully and circle the correct response (A, B or C).
- Go round the classroom and monitor the procedure making sure Ss have circled the correct answer.
- Have Ss compare their answers in pairs, then check as a class.



- Direct Ss' attention to the pictures and ask them to tell you what they depict. (Some people, places, weather conditions and sports equipment.)
- Explain to Ss that they will have to look

- at the pictures carefully and find and circle the one that doesn't belong. Then, explain that they are going to talk about it with a partner and justify their choice.
- Allow Ss some time to circle A, B, C or D and then divide them into pairs.
- Have a few pairs of Ss present the exchange at the front of the classroom.
- 1. C It shows a place while the other pictures show occupations/activities/people.
 - A It shows a part of a building while the other pictures show places.
 - D It shows a place while the other pictures show weather conditions.
 - D It is a piece of equipment needed to play tennis while the other pictures show the equipment needed to play ice hockey.

Top Skills **MODULES 7-8**

Read the text. Choose the right words and write them on the lines.



Example	am	is	are
1.	but	or	because
2.	its	their	your
3.	has got	have got	are
4.	for	in	at
5.	sleep	sleeps	sleeping

Raccoons	are	animals that				
live in Canada	and the L	JSA. Most raccoons				
are grey, (1) _		some are				
brown too. All	raccoons	have black fur				
around (2)		eyes.				
They (3)		four legs, but				
they can stand	they can stand and walk on two legs too.					
Raccoons can run quickly and they are very						
good (4)		climbing and				
swimming. Th	ey usually	eat berries, plants,				
nuts, fish, eggs	and smal	l insects. They				
usually (5)		during the day				
and eat at nig	ht.					

Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.



 $A\ new$ Henry and his family moved to a new house last month. Henry and his brother, Carter, also started going to a new school. On the first day, they were very worried. 'Are the other students going to be nice, Dad?' Henry asked. 'I'm sure they are all going to be great!' their father answered. They got into the car and drove to the new school. It was big and there were many children outside in the school playground. When Henry and Carter got out of the car, a lot of children looked at them. Then, one boy walked up to Henry and said, 'Hi! I'm Joe! Welcome to your new school!' It was a good day.

Example

Henry and Carter moved house last _____month

- 1. Henry and Carter were worried on
- 2. The children went to school by

3. There were a lot of children in ___



Language focus

 to revise and consolidate vocabulary and structures presented in previous lessons

Lesson plan



Warm-up

Lip reading

- Tell Ss that they are going to play a game.
- Say one of the words that Ss have been presented with in Modules 7 and 8 without making any sound.
- Ss have to look at you carefully and read your lips to guess the word.
- Choose Ss to come up to the front of the classroom and do the same.

Activitu 1

• Have Ss open their Workbooks to p.143.

- Direct Ss' attention to the picture and ask them which animal they see. (A raccoon.)
- Explain to Ss that they are going to read the text and complete it by choosing the appropriate word. Point out that the first one has been done as an example.
- Go around the classroom and monitor the Ss.
- Have Ss compare their answers in pairs, then check as a class.



Example: are

1. but

2. their

3. have got

4. at

5. sleep

Activity 2

- Direct Ss' attention to the picture and ask them what they can see (some children in front of a school).
- Explain to Ss that they will have to read the story carefully and then complete the sentences about the story with one, two or three words.
- Read the example out loud and instruct Ss to answer in a similar way.
- Have Ss do the activity.
- Go round the classroom and make sure Ss have answered correctly.
- Have Ss compare their answers in pairs, then check as a class.



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Example: month

1. the first day

3. the school playground

- Direct Ss' attention to the activity, and have them read it.
- Read the phrases out loud and explain to Ss that they are going to listen to a dialogue, and that they have to complete the missing information with one word, according to what they hear, as in the example.
- Point out that the first one has been completed for them as an example.

7-8 WORKBOOK TOP SKILLS

- Play the recording, and have Ss complete.
- Play the recording again, and have Ss check their answers.
- Go round the classroom, and monitor the procedure.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript Example

Woman: Quickly children. Get in

line. The train is here.

Girl: I'm so excited about going

to the amusement park today, Mrs Jones.

Woman: Yes, and I love travelling

by train!

Girl: Me too!

1.

Girl: Is the amusement park

called 'Happy' something?

Woman: That's right. 'Happy Times'.

Girl: 'Happy' what?

Woman: 'Times'. That's T-I-M-E-S.

Girl: Oh! OK.

2.

Girl: Are there many rides at

the amusement park?

Woman: Yes. There are fifty rides.
Girl: Wow! Fifteen rides!
Woman: No, not fifteen. Fifty.

Girl: Oh! Fifty.

3.

Girl: Can we buu food at the

amusement park?

Woman: Yes, you can. There is a

small restaurant, and you can also buy popcorn in the amusement park tent.

Girl: Popcorn? I like popcorn!

I'm going to buy some popcorn and a cheese sandwich from the restaurant.

Woman: Sounds good!

O E

Example: train

1. Times

2. 50/fifty

3. cheese sandwich

Activity 4

- Direct Ss' attention to the pictures and ask them to tell you what they see in the first picture. (A girl, named Jenny, giving a basket of cherries to another girl named Helen.)
- Tell Ss that these pictures show

TOP SKILLS | MODULES 7-8

3 Listen and write. There is one example. ◀)

Going to the amusement park

The children are going to the amusement park by: train

1. Name of amusement park:

Нарру_

2. Number of rides:

3. Food the girl can buy:

popcorn and

Picture story. Look at the title of the story and the pictures and then tell the story.

Helen bakes a pie









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a story. It's called *Helen bakes* a *pie*. Explain to Ss that you will begin the story and then, in pairs, they will have to look at the other three pictures carefully and tell the rest of the story to their partner.

- Divide Ss into pairs and begin the story for everyone to hear. You can say, It is a beautiful, sunny day. Jenny and her mum pick some fresh cherries from the cherry tree in their garden. Jenny sees Helen and decides to give her a basket of cherries. Helen is very happy. Then have each pair of Ss take turns telling the rest of the story on their own.
- Go round the classroom and monitor the procedure.
- Have a few pairs of Ss come to the front of the classroom and present their stories.

Suggested answer

(It is a beautiful, sunny day. Jenny and her mum pick some fresh cherries from the cherry tree in their garden. Jenny sees Helen and decides to give her a basket of cherries. Helen is very happy.) Helen takes the basket to her mum and suggests making a cherry pie. Helen is very excited. They begin making the pie. Helen makes the dough and her mum cleans the cherries. They look happy. In the end, Helen takes the pie to Jenny and offers it to her. Jenny is very happy.

9-10

TOP SKIIIS MODULES 9-10

1 Read the text. Choose the right words and write them on the lines.

Yesterday was a special day. My brother finished college, and my sister and I wanted to bake a <u>chocolate</u> cake for him. We walked to the (1) because we needed flour and some (2)

On the way, we saw something near a tree. It was a small cat. It was very cute, so we took it home.

We forgot to (3) _____ the flour and the eggs! Our brother didn't get a cake, but he got a great present – a little cat!

Example	*	
chocolate	tree	supermarket
	×	8
buy	beans	eggs

(4) Now choose the best name for the story. Tick (4) one box.

A great cake

A bad day

The present

2 Look, read and write.



Example

The children are on the <u>beach</u>

Complete the sentence.

1. The boy with the green hat is putting on some

Answer the question.

2. What are the boys with the baseball caps doing?

Write a sentence about the picture.

3.

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0

Language focus

Objectives

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



Materials

- colouring pencils
- flashcards from Modules 9 and 10

Lesson plan



Warm-up

Hot or cold

- Ask two Ss to step out of the classroom and wait outside until they are called back in. Alternatively, you could tell the two Ss to close their eyes.
- Explain to the rest of the class that they are all going to find a hiding place for a flashcard (flashcards from Module 9 and Module 10). Tell them that it should be a hiding place that doesn't involve moving anything.

- Once you've decided upon the hiding place and have put/stuck the flashcard there, call the two Ss back inside.
- The Ss in the classroom then ask the two Ss, e.g. Where's the (spider)? The two Ss must look for the flashcard round the room. While they are looking, the rest of the class helps by yelling 'Hot! Hot! Whenever they're close to the flashcard and 'Cold! Cold! Cold!' whenever they get further away.
- When the two Ss find the flashcard, they say the word and the rest of the class cheers for them.
- Play this game for as long as time permits, making sure different Ss leave the classroom/close their eyes each time.

Activity 1

- Have Ss open their Workbooks to p.145.
- Direct Ss' attention to the pictures and the words below them in activity 1.
- Explain to Ss that they are going to read the text and complete it by choosing the appropriate word to complete the text. Point out that the first one has been completed for them as an example.
- Explain to Ss that there are two items that should not be used.
- Go around the classroom and monitor the procedure.
- Once Ss have completed the text, draw their attention to question 4 and explain that they have to decide which name would be the best for the story they just read.
- Have Ss compare their answers in pairs, then check as a class.



Example: chocolate

- 1. supermarket
- 2. eggs
- 3. buy
- 4. The most suitable title is: The present

- Direct Ss' attention to activity 2 and ask them to look at the picture and tell you where the children are. (They're on the beach.)
- Explain to Ss that they have to look at the picture carefully and fill in the blanks, answer the question and write a sentence of their own about the picture.
- Point out that the first item is an example. Encourage a S to read it out loud.
- Go round the classroom and monitor the procedure.



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



Example: beach

- 1. sunscreen
- 2. They are collecting plastic bottles.
- 3. open answers

Activity 3

- Direct Ss' attention to the black-and-white picture of a campsite by a lake and ask them to name as many items as they can.
- Explain to Ss that they are going to listen to an exchange in which two people will be talking about the picture of the campsite. Ss will have to listen to the exchange carefully and either colour different items the appropriate colour or write a word somewhere in the picture, according to what they hear.
- Have Ss prepare the colours they will need to colour in the picture (yellow, orange, blue, pink, red, brown).
- Play the recording and have Ss listen to the example in order to make sure they understand what they have to do.
- Play the recording twice and have Ss do the activity.
- Go round the classroom and monitor the procedure.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

Example

Woman: Can you colour this campsite picture? Girl: Yes! Those children are in a boat. It's

a canoe, I think.

Woman: That's right. Colour the boat, please.

Girl: OK. What colour? Make it yellow. Woman:

1. Woman: Now, I'd like you to colour the

camera. Can you see it?

Girl: Yes. That man is taking a photo with it. **Woman:** That's right. Colour it blue, please. Girl: OK. I'm colouring the camera blue.

Woman: Good.

2. Girl: Can I colour one of the bears now?

Woman: Alright. Colour the big bear. Girl: Can I colour it pink?

Woman: Yes. That's a very good idea.

Girl: Great!

3. Girl: Look at that campfire. It looks very

warm!

Woman: Yes, it does. Would you like to colour

Girl: Yes. Can I colour it orange? Woman: That's a nice colour, but I'd like you

to make it red, please.

Girl: Oh! OK.

4. Girl: Can I do some writing too?

Woman: Yes. I'd like you to write the word

'Happy'!

Girl: Where? On the sign next to the lake? **Woman:** Yes, please. It's a nice name for a lake.

TOP SKILLS | MODULES 9-10

3 Listen and colour and write. There is one example. ◄)



Speaking. Odd-one-out.



5. Woman: And now colour the

biggest mountain. Can

uou see it?

Girl: Yes, I can. Can I colour

it brown?

Woman: Sure. That's a nice

colour for a mountain.

Girl: Great.

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Example: The canoe should be coloured uellow.

The camera should be coloured blue.

The big bear should be coloured pink.

The campfire should be coloured red.

The word 'Happy' should be written on the sign next to the lake.

The biggest mountain should be coloured brown.

Activity 4

• Direct Ss' attention to the pictures and ask them to tell you what they depict. (Some people, animals and parts of

- animal bodies.)
- Explain to Ss that they will have to look at the pictures carefully and find and circle the one that doesn't belong. Then, explain that they are going to talk about it with a partner and justify their
- Allow Ss some time to circle A, B, C or D and then divide them into pairs.
- Have a few pairs of Ss present the exchange at the front of the classroom.



- 1. D It shows an occupation while the other pictures show parts of animals' bodies.
- 2. B It shows a hippo while the other pictures show
- 3. B It shows a jar while the other pictures show different health problems/ailments.
- 4. B It shows a dinosaur while the other pictures show occupations.

PHONICS TABLE

Module	Page number	Phonics (Phonetic transcription)	Words
6	76	/ɔː/	morning stork short
		/əʊ/	ocean mango stone
		/er/	hair chair
7	88	/er/	where there
		/er/	pear bear
	100	/d/	smelled listened
8		/t/	watched walked
		/ɪd/	invent <mark>ed</mark> paint <mark>ed</mark>
9	112	/ou/	open close sofa old nose
		/ʊ/	look book foot
		/e/	bread head
10	124	/i:/	peaches peas tea meat



Glossary of key words used in the Teacher's Book

act out: to take the role of a character in a dialogue or story and say his/her words

Content and Language Integrated Learning (CLIL): an approach to teaching through which students learn content-based subjects such as maths, history, science, etc. through a foreign language

demonstrate: to show and explain how something should be done

draft: a piece of text including someone's original ideas, which has not been fully developed and taken its final form

edit: to improve a text by making corrections and adding or removing information and/or ideas

elicit: to do or say something to get a response from someone

qist: the main idea in a text

higher-order thinking (HOT): using critical-thinking and problem-solving skills to apply knowledge gained to new situations

higher-performing Ss: students whose level is above average

initiate: to start something

lower-performing Ss: students whose level is below average

mime: to use the face and body to communicate, without verbal speech

monitor: to watch and make necessary comments to ensure that an activity is done in a proper way

objective: the goal which someone sets and the outcome they plan to achieve through an activity

pantomime: to convey an action, feeling, etc. through gestures and body movements, but not through speech

prompts: words/phrases and/or pictures provided to students to facilitate spoken or written production

rubric: the instructions for a task or activity

shadow read: to read silently while listening to somebody else reading aloud

swap: to exchange

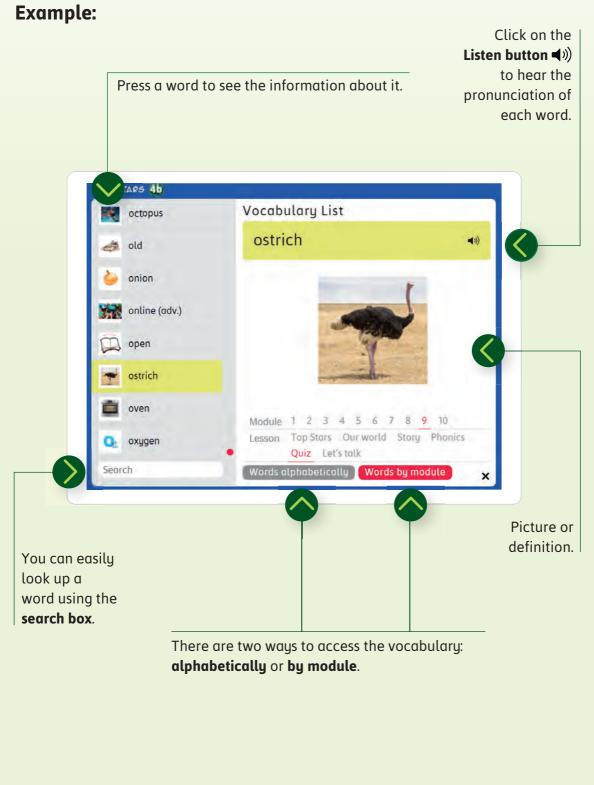
Total Physical Response (TPR): an approach to teaching through which students respond to language through physical movement, e.g. the teacher says 'Stand up' and the students respond by standing up



Using a Vocabulary List

- 1. You can also look up words using the Vocabulary List that can be found on the Student's CD-ROM. There are two options available; you can either look up words in alphabetical order (Words alphabetically) or in the order they appear in a module (Words by module).
- 2. Words alphabetically: The column on the left side of the screen is a quick guide to all the vocabulary items that appear in the Student's Book. You can scroll down using the red button to find the word you want to look up. The images next to each word help you understand their meaning. There is also a 'search' bar where you can type the word you want to look up and find it more easily.
- **3. Words by module:** You can also look up words according to the module and the lesson they appear in (e.g. Module 1, Lesson 'Top Stars'). The vocabulary of this specific lesson will directly appear in the column on the left side of the screen.
- **4.** If you click on a specific word, it will then appear on the main screen. You can now see a larger version of the small picture that accompanies the word.
- **5.** You can click on the speaker to listen to the pronunciation of this word as many times as you want. Remember that this can help you to recognise this word more easily next time you hear it, but also improve your pronunciation.
- **6.** In some cases, certain words might not be accompanied by pictures, for example abstract nouns, etc. The definition provided will help you understand the meaning of this word.
- 7. If you need more help, you can click on the 'Show example' button. An example now appears that will clarify any questions you may have on how to use this word in context. You can also listen to the example sentence as many times as you want. Remember that you can come up with examples of your own and note them down on your notebook. This will help you get additional practice and understand the meaning of these words better.















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is an exciting primary course that creates a fun and motivating environment for young learners.

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- Full-colour Workbook
- Student's CD-ROM

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- Teacher's Book
- Class Audio Material (Online)
- Resources for Teachers (Online)
- Interactive Whiteboard Material
- Flashcards
- Phonics Cards

CEFR		Pre-A1	A1 Low	A1 Mid	A1 High	A2 Low
Top Stars	1	2	3	4	5	6









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نحن نسعى دائما الى تقديم كل ما هو أفضل لكم و هذا وعد منا ان شاء الله شجعونا دائما حتى نواصل في العطاء و <u>نسأل ا</u>لله ان يوفقنا و يسدد خطانا

في حال واجهتك اي مشكلة في تحميل اي ملف من <u>منتديات صقر الجنوب</u> المنهاج <u>القطبي</u> صفحة <u>اتصل بنا</u>







قنوات تيليجرام منهاج دولة قطر الفصل الأول والثاني محدث

قناة المستوى الأول

قناة المستوى الثاني

قناة المستوى السادس

قناة المستوى الثالث

قناة المستوى الثامن

قناة المستوى الخامس

قناة المستوى التاسع

قناة المستوى الحادي عشر

قناة المستوى الثاني عشر

قناة المستوى السابع

قناة المستوى الرابع

قناة المستوى العاشر



قنوات اليوتيوب التعليمية للمنهاج القطري من المستوى 01-10

قناة المستوى الأول قناة المستهى الثاني

قناة المستوى الخامس قناة المستوى الرابع

قناة المستوى السابع

قناة المستوى العاشر

قناة المستوى الثامن

قناة المستوى الحادي عشر

قناة المستوى التاسع

قناة المستوى الثالث

قناة المستوى السادس

قناة المستوى الثاني عشر



مجموعات الفيس بوك للمنهاج القطرى الفصل الاول والفصل الثاني محدث

رياض الاطفال

مجموعة المستوى الثاني

مجموعة المستوى الثالث

مجموعة المستوى الخامس

<u>مجموعة المستوى السادس</u>

مجموعة المستوى الثامن

مجموعة المستوى التاسع

مجموعة المستوى الحادي عشر

مجموعة المستوى الثاني عشر

<u> حفدتنا على الفيس بواء</u>

مجموعة المستوى العاشر

مجموعة المستوى الأول

مجموعة المستوى الرابع

مجموعة المستوى السابع

الهدف الرئيسي لمنتديات صقر الجنوب هو

منصت تعليميت مجانيت هدفنا المنفعد ونشر العلم

نشر العلم مجاناً لكل من يطلب العلم في جميع أنحاء العالم لا نفرض أي رسوم أو نفقات على العضويات في الموقع علما ان مجاني بدون تسجيل عضويت لنستمر في البقاء ان شاء الله يمكن ان تساهم في استمرارنا والتخفيف عنا مصاريف السيرفر والاستضافة مهما كانت مساهمتك صغيرة أو كبيرة، لها أثر كبير في استمرار الموقع لتقديم خدماتك المجانية من ملفات حصية ومنقولة من خلال دعمنا على حسابنا الخاص على من خلال الضغط هنا PayPal