

H. Q. Mitchell – Marileni Malkogianni



TOP STARS

3b

Teacher's Book



Academic Year 2020–2021


mm
publications



GRADE **3** SEMESTER 2

TOP STARS



Teacher's Book



H. Q. Mitchell – Marileni Malkogianni

Academic Year 2020–2021





حضرة صاحب السمو الشيخ تميم بن حمد آل ثاني
أمير البلاد المفدى

النشيد الوطني

قَسَمًا بِمَنْ رَفَعَ السَّمَاءَ قَسَمًا بِمَنْ نَشَرَ الضِّيَاءَ
قَطْرٌ سَتَبَقَى حُرَّةً تَسْمُو بِرُوحِ الأَوْفِيَاءِ
سِيرُوا عَلَى نَهْجِ الأَلَى وَعَلَى ضِيَاءِ الأنْبِيَاءِ
قَطْرٌ بِقَلْبِي سِيرَةٌ عِزٌّ وَأَمْجَادُ الإِبَاءِ
قَطْرُ الرَّجَالِ الأَوَّلِينَ حُمَاتُنَا يَوْمَ النِّدَاءِ
وَحَمَائِمُ يَوْمَ السَّلَامِ جَوَارِحُ يَوْمِ الفِداءِ



Teacher's Book

H. Q. Mitchell
Marileni Malkogianni



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Communication Objectives	Structures	Vocabulary	Writing	QNCF competencies
Module 6 • All year round p.71				
<ul style="list-style-type: none"> - to introduce the months of the year - to ask and answer about someone's favourite month - to introduce the seasons - to ask and answer about activities done in each season - to talk about various activities - to tell the time - to identify the parts of the day 	<p>What's your favourite month? My favourite month is (August).</p> <p>What do you do in (spring)? I (plant trees).</p> <p>I (go scuba diving).</p> <p>He (goes camping) in (summer).</p> <p>They (go hiking) on (Saturdays).</p> <p>What time do you (go to bed)? I (go to bed) at a quarter (past nine).</p>	<p>Months: January, February, March, April, May, June, July, August, September, October, November, December</p> <p>Nouns: rain, seasons, leaf-leaves, snow, picnic, mountain, sea, basket, stone, present, vegetables</p> <p>Seasons: winter, spring, summer, autumn</p> <p>Activities: go scuba diving, go camping, go hiking, go sailing</p> <p>Time: What's the time? It's half past nine. It's a quarter to four. It's a quarter past five.</p> <p>Parts of the day: in the morning, in the afternoon, in the evening, at night</p>	<p>Project: Write about a particular season.</p> <p>Phonics</p> <p>th /θ/ thin teeth thirteen</p> <p>th /ð/ this that mother</p>	
TOP TIME! 3 (Modules 5-6) p.83				
Module 7 • Food and drink p.85				
<ul style="list-style-type: none"> - to identify food and drink - to talk about countable nouns - to revise plurals - to ask and answer about countable and uncountable nouns - to identify food from different parts of the world - to ask and answer about food preferences - to ask for and order food 	<p>There's a...</p> <p>There are some... cherry-cherries strawberry-strawberries peach - peaches</p> <p>There is/are some...</p> <p>Is/Are there any...? Yes, there is/are. / No, there isn't/aren't.</p> <p>What's your favourite food? My favourite food is...</p> <p>What would you like? I'd like some..., please.</p> <p>Can I have some..., please?</p>	<p>Food: grapes, peach, mango, pineapple, cherry, strawberry, cheese, spaghetti, meat, steak, chicken, peas, cheeseburger, crepe, pancake, noodles, omelette, onion, rice, soup</p> <p>Drinks: tea, coffee, milk, orange juice</p> <p>Nouns: fridge, salt, pepper, sugar, piece, pot, family</p> <p>Verbs: add, cut, share</p>	<p>Project: Write about your favourite food.</p> <p>Writing tip: to learn how to use question marks and exclamation marks</p> <p>Phonics</p> <p>plural s, es</p> <p>/s/ carrots, books</p> <p>/z/ eggs, beans</p> <p>/z/ tomatoes, cherries</p> <p>/ɪz/ glasses, buses, foxes, dishes</p>	



SYLLABUS

Communication Objectives	Structures	Vocabulary	Writing	QNCf competencies
Module 8 • Where were you yesterday? p.97				
<ul style="list-style-type: none"> - to ask and answer about where someone was in the past - to identify places - to describe past experiences - to talk about the past 	<p>Where were you (yesterday morning)? I/He/She/It was at (the amusement park). You/We/They were at (home). Was it (interesting)? Yes, it was. / No, it wasn't. There was (a small boat). / There wasn't (a big boat). There were (two winners). / There weren't (three winners).</p>	<p>Places: amusement park, swimming pool, home, sports centre, art gallery, garden, field, hut, building, city Adjectives: interesting, boring, scary, noisy, amazing, modern Nouns: TV show, lake, competition, winner, sailing boat, kimono, paper, idea, wolf-wolves, joke Verb: sleep</p>	<p>Project: Write about where you were yesterday.</p> <p>Phonics</p> <p>/k/ duck clock</p> <p>/ŋk/ bank sink</p> <p>/ŋ/ long wing</p>	



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. The letters of the alphabet as well as simple words are introduced at this level, with instructions and guidance indicating correct formation. Two Revision sections for Modules 1-5 and Modules 6-10 prepare students for the Midterm test and the Final test. Students can also find two board games at the back of the Workbook: Board Game 1 for Modules 1-5 and Board Game 2 for Modules 6-10. 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 (Practice and Expansion) / 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. The *Optional-Practice* and the *Before leaving* activities are appropriate for use for all Ss. The aim of the Expansion activities is to give the **higher-performing students** more practice. The *Expansion* activities can be found in the *Song*, *Top stars*, *Our world*, *Let's play* and *Story* lessons. 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 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 listening and speaking 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, illustrated stories, short texts, games, role plays and cross-curricular (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) allows 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

Vocabulary

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.

Presentation of new vocabulary always with pictures

The Look! box highlights grammatical structures

4

Here and there

SONG

1

people library bank pet shop toy shop

Look!

Where's the toy car?

behind in front of next to between

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

This is my town!

This is my town.
People, cars here and there,
People, cars everywhere!

Where's the library?
Mark is there with Frank.
Where's the library?
It's next to the bank!

Where are the school buses?
Look! They're red and blue.
Where are the school buses?
They're in front of the zoo!

Where's the pet shop?
Where's the pet shop?
Look! It's between the bank
and the toy shop!

Where am I?
Can you see me?
I'm in the park.
I'm behind a tree!

3 Look at activity 2. Ask and answer with your partner.

Where's the zoo?

It's next to the toy shop.

It's in front of the pet shop.

Where's the black car?

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A new song/poem that presents vocabulary and grammatical structures

Immediate practice on vocabulary and structures

Lesson 2:

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.

Listening activities practising new language items

Reading comprehension activity

4 TOP STARS

1 look help find aquarium shark dolphin camera

2 Read and answer. Who can't find his camera?

The children are at the aquarium.

Wow! Fish, sharks, dolphins...
... and turtles. Look! That food is theirs!

Look at that big shark! I haven't got a camera. Karim, can I have yours, please?
I can't find mine.
I can help you!

Later...

They are swimming with the dolphins!
Wow! Look, the dolphins are playing!
It's a shark!
A shark? Where is it?
Ha ha ha! This fin is my hat!
Oh, look! It's Rashid! Ha ha ha!
What's that over there?
It's behind the ball!

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Comic strip: the characters of the book in different situations

LOOK!

I → mine we → ours
you → yours you → yours
he → his they → theirs
she → hers
it → -

Look! That's a ball. Whose ball is it? It's his.

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

1. There are fish in the aquarium. T

2. Karim can't find his camera. F

3. The shark is in front of the ball. F

4. The fin is Karim's hat. F

4 Listen and circle **A** or **B**.

1 A B

2 A B

3 A B

5 Play a guessing game.

Look! That's a yellow ball. Whose ball is it? It's hers.

1 A B

2 A B

3 A B

4 A B

5 A B

6 A B

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



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

4 OUR WORLD

1 be quiet throw rubbish take photos rubbish bin museum

2 Read and answer. In which place **mustn't** you take photos? Then, match the notices (1-2) with the places (A-B).

RULES! RULES! RULES!

There are rules in the classroom and the places we visit. We must read the rules and follow them. Here are some rules.

1

- You must be quiet.
- You mustn't eat or drink.
- You mustn't touch.
- You mustn't take photos.

2

- You must listen to your teacher.
- You must throw rubbish in the rubbish bin.
- You mustn't talk with your friends when the teacher is talking.
- You mustn't eat or drink.

A

B

LOOK!

You **must** be quiet.

You **mustn't** take photos.

3 Read, look and circle **Yes** or **No**.

1. You mustn't eat. Yes / No

2. You mustn't listen to your teacher. Yes / No

3. You mustn't be quiet. Yes / No

4. You mustn't touch. Yes / No

4 Listen and tick (4).

1

A B

2

A B

3

A B

5 Work in groups of three. Make your own classroom rules. Then present them to the class.

Classroom rules

Must	Mustn't

You **mustn't** run in the classroom.

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 play

In this lesson, the language is presented through game-like activities. The focus is on spoken, everyday English and not just on vocabulary and grammar. Enjoyable games and role plays make English useful to the children and enable them to actively engage with the new language.

Game-like activities practising new language items and focusing on communication

4

LET'S PLAY

20 twenty	26 twenty-six	50 fifty
21 twenty-one	27 twenty-seven	60 sixty
22 twenty-two	28 twenty-eight	70 seventy
23 twenty-three	29 twenty-nine	80 eighty
24 twenty-four	30 thirty	90 ninety
25 twenty-five	40 forty	100 a hundred

1

2 Choose a lock. Say the code and go to page 73 to read the clue.

Thirty, eighty-nine, seventy-one. You can see fish, dolphins and sharks there.

Aquarium. Yes.

50

Lesson 5:

Cross-curricular section (CLIL)

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

Social Studies
CLIL 4

1

Go straight. Turn right. Don't turn left. Stop. Cross the street here.

2 Read and answer. What do the red signs show us?

What do you know about signs?

Signs are everywhere. You must look at the signs and read them.
Red signs: You must or mustn't do something.
Blue signs: You can or must do something.

3 Now look at the signs (A-E) and match them with the sentences (1-5).

1. You must turn left. D

2. You must stop here and look!

3. You mustn't turn right.

4. You mustn't turn right or left. You must go straight.

5. Cross the street here.

PROJECT WORK

Work in groups. Choose some signs from your country and present them to your class.

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Lesson 6:

Story

A variety of both original stories and adaptations of well-known tales is presented in this lesson. These stories/tales 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.

Let's think

After each story, 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

4 STORY

2 Read and answer. Where's the bookshop? 🎧

1 🎧

Fred and Kevin are at the shopping centre.

So, where are we going?

Let me see... Let's go to the bookshop.

Now, where's the bookshop?

I don't know. This place is big! Look!

Let's go and see!

3 Read again and correct the sentences. ✎

- The boys are going to a restaurant.
- The boys must turn right at the supermarket.
- Fred's uncle is in the TV show.
- What do you think happens next in the story? Discuss.

I can't read this. Oh, excuse me, sir. Where's the bookshop?

You must go straight and turn left at the supermarket. The bookshop is next to the restaurant.

Thanks!

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Story 4

WE'RE ON TV!

But it isn't open today. They're making a TV show.

Is your cousin in Kids Club?

Yes, he is.

I know. My cousin is in it.

Let's go!

Sure!

There he is! He's in front of those children. Come on!

Hi, Fred! Come here!

Look!

We're on TV!

Let's think

Why is it important to ask for directions when you're trying to find a place?

53

A reading comprehension activity

General question on the topic gives students the opportunity to promote their critical thinking skills

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

4PHONICS

1 Listen and say.

/tʃ/

chimp

chair

peach

/ʃ/

sheep

fish

shirt

2 Listen and say. Then circle the /tʃ/ sounds and underline the /ʃ/ sounds.

The chimp and the sheep

Look at the chimp.
It's got peaches.
It is on the chair,
And peaches
Are everywhere!

Look at the sheep.
They've got shirts.
They are on the chairs,
And shirts are everywhere!

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Lesson 8:

Project

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

A reading comprehension activity

4PROJECT

1 Look at the notice and read. Where can you see a notice like this? Circle the correct answer and complete the title.

At the _____

You must be quiet.

You must throw rubbish in the rubbish bin.

You mustn't take photos.

You mustn't run.

A

B

2 Read activity 1 and answer the questions.

1. Where do you see this notice?

2. What must you do there?

3. What mustn't you do there?

55

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

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

4 ROUND-UP

1 Look and write the places. 🗺️

pet shop bank library
aquarium toy shop



1. pet shop
2. _____
3. _____
4. _____
5. _____

2 Look and write. his mine yours hers

1



There is a book on the desk. Is it yours ?

2



Are these Tim's shoes? Yes! They are _____.

3



I have got two fish. They are _____.

4



She has got a cat. It's _____.

3 Listen and tick (4) A or B. 🎧

1



A B

2



A B

3



A B

56

TOP TIME!

There is a TOP TIME! lesson after every two modules. Students revise the vocabulary and the structures taught in the previous modules. This lesson usually includes cross-cultural information. There is a variety of fun activities on the second page.

TOP TIME! 2 Modules 3-4

1 🎧



mosque

2 Read and answer. Who is drinking lemonade? 🎧

Places

It's six o'clock on Monday in Doha, Qatar. Salim and his father are at the Mall of Qatar in Al-Raqqan. They're looking round the shops. Salim is looking for new shoes for school. Salim's favourite place in the shopping centre is Kidzmondo. You can play and have great fun there! Salim's uncle and cousin are at the Mall of Qatar too! They are at a restaurant. They're drinking some lemonade.

It's seven o'clock on Monday in Muscat, Oman. Jassim is at the Muscat Grand Mall with his father. They're on the train ride. They're looking at the shops and the people. Jassim's favourite place in the shopping centre is the Climbing Wall. You can climb a big wall there. It is great fun! Jassim's uncle and cousin are at the shopping centre too! They're eating ice cream.

3 Read and write T for True or F for False. 🎧

1. Salim is looking for jeans.
2. Salim's favourite place in the shopping centre is Kidzmondo.
3. Salim's uncle and cousin are at a restaurant.
4. It's six o'clock on Monday in Muscat, Oman.
5. Jassim is at the Muscat Grand Mall in Muscat, Oman.
6. Jassim's favourite place in the shopping centre is the Climbing Wall.

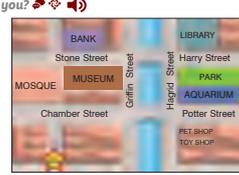
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Practice on cross-cultural information

A reading comprehension activity

TOP TIME! 2 Modules 3-4

4 Listen to the directions and trace the route on the map. Then answer Where are you? 🎧



5 Find the places. 🎧



1. bank
2. _____
3. _____
4. _____
5. _____
6. _____

6 Read and write the words in the correct category. 🎧

shoulders jeans dress doll ankle robot T-shirt
computer game feet skirt head kite

Toys	Body	Clothes

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Workbook:

Smart moves!

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

Analyse

SMART MOVES MODULES 3-4

1 Look, read and write T for True, F for False or DK for Don't Know.



- The teacher is carrying books. T
- A boy is reading.
- A boy is planting an apple tree.
- A boy is drinking lemonade.
- A boy is throwing rubbish in the rubbish bin.

2 Who am I? Read, look at the picture and write the names.

- I'm thirsty. Omar
- Be quiet! _____
- I like this book. _____
- I like trees. _____
- Come in, children! _____

3 Look at the picture. Choose a boy and guess what he is saying. Have your partner say the name.

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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.

Reading

Top Skills MODULES 3-4

1 Look at the pictures. Look at the letters. Write the words.



2 Look and read. Write Yes or No. There is one example.



Example: The car is in front of the bank. Yes

- The tree is next to the bank. _____
- The bank is between the park and the school. _____
- The boy is behind the tree. _____

3 Look at the pictures. Listen and tick (✓). There is one example.



- Where's the park?
A B C
- What's the time?
A B C

Listening

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TOP SKILLS | MODULES 3-4

4 Read and complete with **must** or **mustn't**.

- You mustn't talk in the classroom.
- You _____ be quiet in the library.
- You _____ throw the rubbish in the rubbish bin.
- You _____ take photos in this museum.

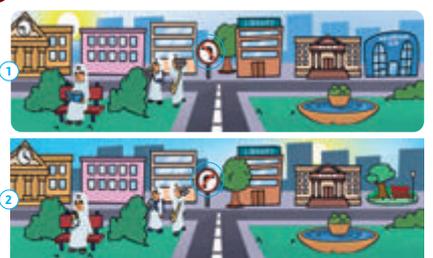
5 Read and circle.

- This is my camera. It's mine / yours.
- These are her shoes. They're his / hers.
- This is their ball. It's ours / theirs.
- Look! That is our car. It's ours / yours.
- This dress is for you. It's theirs / yours.

6 Look and write the time.



7 Look and spot the differences. Then say.



Fun activities

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Extra Material in the Student's Book

Grammar Reference

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.

Word List / Irregular Verbs

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. A list of irregular verbs follows the Grammar Reference section.

Games

A Games section is included at the back of the Student's Book for classroom use. Instructions for the games are included in the corresponding lessons of the Teacher's Book.

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 students 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, students 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 to maximise the benefit for students.

Creative and critical thinking

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 manner.
- 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 problem-solving 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 Qatari 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 long-term 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.

- 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.

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).

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

QNCF COMPETENCIES			
 Creative and critical thinking	 Literacy	 Numeracy	 Communication
 Cooperation and participation	 Inquiry and research	 Problem-solving	

 Language focus	 Materials	LOOK! Language structures	 Warm-up activities	 Optional
 Before leaving activities	 Workbook	 Key to the activities	 Notes	 Total Physical Response (TPR) activities

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



All year round

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

Song

- understand a known word or phrase by making use of pictures on the page (R4.1)
- follow and identify the main idea of short texts (L1.1)
- predict the gist of short texts by using visuals accompanying the texts (L3.1)
- ask about and express basic preferences (S1.2)
- follow and identify details in short texts (L2.1)

Top Stars

- understand a known word or phrase by making use of pictures on the page (R4.1)
- follow and identify details in short texts (L2.1)
- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- communicate or find out basic personal information (S1.1)
- participate actively in simple word level reading games (R5.1) WB

Our world

- understand a known word or phrase by making use of pictures on the page (R4.1)
- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- follow and identify details in short texts (L2.1)
- communicate or find out basic personal information (S1.1)

Let's play

- understand a known word or phrase by making use of pictures on the page (R4.1)
- communicate or find out basic personal information (S1.1)

CLIL

- understand a known word or phrase by making use of pictures on the page (R4.1)
- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)



Story

- understand a known word or phrase by making use of pictures on the page (R4.1)
- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)

Phonics

- identify and remember a wide range of sounds and their accompanying letter patterns (R3.5)
- recognise and say the beginning, middle and final letter sounds in a word (L2.7) WB
- recognise and sound out beginning, middle and final letter sounds in a word (R3.3) WB
- spell familiar, high-frequency words accurately by segmenting them (W2.2) WB
- blend sounds to read a wide range of high-frequency words (R3.4) WB

Project

- understand and respond to details in a short sequence of simple sentences (R2.1)
- communicate basic personal information using short, simple statements (W1.1) WB
- express basic preferences using short, simple statements (W1.2) WB
- communicate or find out basic personal information (S1.1) WB

Round-up

- understand a known word or phrase by making use of pictures on the page (R4.1)
- participate actively in simple word level reading games (R5.1)
- follow and identify details in short texts (L2.1)

Cursive writing

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

TOP TIME! 3

- understand a known word or phrase by making use of pictures on the page (R4.1)
- ask about and express basic preferences (S1.2)
- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- use a very simple picture dictionary to find relevant topic words (R4.2)
- recognise and respond to a wide range of very simple language used in classroom routines (L2.2)



Language focus

Objectives

- to say a song/poem
- to introduce the months of the year
- to ask and answer about someone's favourite month

Vocabulary

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

Noun: rain

Structures

What's your favourite month?
My favourite month is (August).

What's = What is



Materials

- flashcards for *January, February, March, April, May, June, July, August, September, October, November, December, rain*
- a yearly calendar
- photos of various activities Ss are familiar with, e.g. a photo of children playing in the sun

Lesson plan



Warm-up

- Stick on the board the calendar you brought. Circle the months on the calendar and ask Ss what they think the lesson will be about. Initiate a short discussion.

Activity 1 R4.1

- Point to each month shown on the calendar and say it aloud. Get Ss to repeat.
- Draw clouds and rain on the board, point to the rain and say the word aloud. Get Ss to repeat.
- Alternatively, hold up each flashcard, say the word out loud and ask Ss to point and repeat.

- Have Ss open their books to p.71.
- 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 L3.1 L1.1 L2.1

- Draw Ss' attention to the pictures and ask them what they see (a girl holding her umbrella and running in the rain, some children on the beach, two children flying a kite and two children making a snowman). Ask Ss to guess what the song is about. (It's about the months of the year.)
- Ask Ss what month they think each picture shows.
- Explain to Ss that they are going to listen to a song/poem.
- Point out that they have to listen to the recording and point to the correct picture as they hear the actions being described.
- Play the song/poem again and tell Ss to match each verse with the corresponding picture.
- Make sure Ss have matched the verses with the pictures correctly.
- Play the song/poem again and encourage Ss to say the song/poem along with the recording.

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



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

LOOK!

- Draw Ss' attention to the *Look!* box on p.71.
- Read it aloud and ask Ss to repeat.
- Point out to Ss that when we want to ask what someone's favourite month is, we use the question *What's your favourite month?*
- Have some Ss ask each other what their favourite month is. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, you can give them prompts to make their examples, i.e. stick on the board the flashcards for the months and ask them to choose and point to their favourite month.
- Point out that *What's* is the short form for *What is*.

Activity 3 S1.2

- Direct Ss' attention to the two children in activity 3.
- Read the exchange aloud.
- Explain to Ss that in pairs they have to ask and answer about their favourite months as in the example. Point out to Ss that they have to provide a reason for the specific month they have chosen.
- Demonstrate the activity with the help of a S. Say, *What's your favourite month?* Encourage the S to answer appropriately, saying the month they like the most. Continue the dialogue, by asking the same S, *Why?* Encourage the S to explain why that particular month is his/her favourite.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity. Go round the class helping them when necessary.
- To help **lower-performing Ss**, you can stick on the board photos of various activities children are familiar with.
- Have a few pairs of Ss act out the exchange for the class.

All year round



SONG

1



2 Listen and match. Then say.

The months of the year

1

December, January, February
It's cold, cold, cold!
Let's make a snowman, Todd!
Wear your hat and your gloves.
It's cold, cold, cold!

2

March, April, May
It's windy, windy, windy!
Let's fly a kite, Fay!
A red, yellow, green and blue kite
Up in the sky, up in the sky!

3

June, July, August
It's hot, hot, hot!
Let's play in the sun!
Let's go to the beach
And play in the sun!

4

September, October, November
It's cloudy! Look, Jane!
Let's run in the rain.
Take your umbrella
And run in the rain!



3 Ask and answer questions with a partner.

What's your favourite month, Omar?

My favourite month is July.

Why?

Because I go to the beach in July.



LOOK!

What's your favourite month?
My favourite month is August.

What's = What is

Before leaving

- Ask each S, *What's your favourite month?* and elicit his/her answer, *My favourite month is (September).*
- To help **lower-performing Ss**, you can write a sentence on the board in a jumbled-up order, e.g. *favourite / My / is / month / September.* Ask Ss to form the sentence by putting the words in the correct order.

Workbook

Activity 1 R4.1



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

Activity 2



1. My favourite month is June.
2. My favourite month is September.
3. My favourite month is January.
4. My favourite month is October.

A Optional

PRACTICE

Find your group

- Ask Ss to write the month they like the most on a piece of paper.
- When all Ss have finished, ask them to go round the classroom and ask other Ss what their favourite month is.
- If they find Ss whose favourite month is the same month as theirs, they show each other their piece of paper and form a group.
- The group to form the fastest wins.

EXPANSION

- Divide Ss into pairs and ask them to choose a month, draw a picture and write a few sentences about the month they have chosen.
- Choose a few Ss to present their drawings and read their sentences to the class.

Language focus

Objectives

- to introduce the seasons
- to ask and answer about activities done in each season

Vocabulary

Seasons: winter, spring, summer, autumn

Nouns: seasons, leaf, leaves, snow

Structures

What do you do in (spring)?

I (plant trees).

Materials

- flashcards for *winter, spring, summer, autumn, seasons, leaf, leaves, snow*
- photos of activities people do in specific seasons

Revision (Optional)

- Ask different Ss, *What's your favourite month?* and elicit their answers.
- Ask Ss the reasons why they have chosen the particular month as their favourite one.

Lesson plan

Warm-up

- Stick photos of activities people do in specific seasons, e.g. a photo of people swimming in order to show summer. Put them in four groups, as to represent the four seasons.
- Draw Ss' attention to the photos and ask them if they can identify the reason they are grouped in this way.
- Initiate a short discussion about the different activities Ss do during the different seasons.

Activity 1 R4.1

- Write *December, January, February* on the board, join them with a curved line and write



1

winter

spring

summer

autumn

seasons

2

Read and answer. How many seasons are there?

1 It's December! Winter is here!

Look at the snow... brrrr.

Reema, your nose is red. Are you cold?

Yesss...

2 It's OK, Reema! Look! It's spring now!

Wow! What do you do in spring?

We plant trees and flowers.

3 Look, Sahar! Now, it's autumn!

The leaves are orange. It's windy too!

4 Tab, how many seasons are there?

Four.

Autumn, winter, spring...

... and summer. It's sunny and hot. I'm hot!

72

winter underneath. Do the same with the rest of the months and seasons. Point to each season, say the word and get Ss to repeat and say what they mean.

- Point to the four seasons and say the word (seasons).
- Draw a leaf, two leaves and snow on the board, say each word and get Ss to repeat.
- Point out the plural form of *leaf-leaves* and explain to Ss that nouns ending in *-f* drop the *f* and take *-ves* in the plural form.
- Alternatively, hold up each flashcard, say the word and get Ss to repeat.
- Have Ss open their books to pp.72-73.
- 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

- Ask Ss to tell you what they think is happening. (The children are looking out the window. It's snowing and Reema is cold. Tab shows them different photos from different seasons. He starts with spring, showing them trees and flowers. Then, he shows them autumn and finally summer. Tab is feeling hot so they hold him out the window to make him feel better.)



leaf leaves snow

LOOK!

What do you do in spring?
I plant trees.

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

1. It is winter in November. F
2. Sahar's nose is red. _____
3. You plant trees in winter. _____
4. Tab is hot in frame 4. _____

4 Listen and number (1-4).



5 Ask and answer.



play in the sun/snow
water flowers
make a snowman
fly a kite
swim
play/run in the park

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

- Choose three Ss to read the dialogue aloud for the class.
- Divide Ss into groups of three and have them read the dialogue aloud.

LOOK!

- Direct Ss' attention to the Look! box on p.73 and read it aloud. Have Ss repeat after you.
- Ask Ss what they think *What do you do in spring?* means and when we use this question. Elicit that we use it to ask about what people do in each season.
- Refer Ss to the presentation and ask them to underline similar examples to the ones presented in the Look! box. (Frame 2: *What do you do in spring? We plant trees and flowers.*)
- Divide Ss into pairs and encourage them to come up with their own examples of asking and answering questions about the activities they do in each season. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, you can provide them with key words, e.g. *swim, plant, snow, etc.*, in order to make their examples.

Activity 4 L2.1

- Draw Ss' attention to the photos.
- Explain to Ss that they are going to listen to four short dialogues and they have to number the photos.
- Play the first exchange a couple of times (more if necessary) and explain to Ss that it has been done for them as an example. Play the rest of the exchanges and make sure the Ss number the photos correctly.
- Play the recording twice.
- Have Ss check their answers in pairs first, then as a class.

Listening transcript

- Man 1:** *What do you do in spring?*
Boy 1: *I help my grandad in his garden. I plant trees and flowers. I love spring.*
- Man 2:** *What do you do in summer?*
Boy 2: *I go to the beach and play with my toys in the sun. I sometimes swim too! Summer is great.*
- Woman 1:** *What do you do in winter?*
Girl 1: *It's cold in winter. We wear our coats and our boots and we play in the snow.*

- Direct Ss' attention to the frames of the story and ask them to find and point out the words from the vocabulary section which they can see in the frames (Frame 1: Winter, snow; Frame 2: spring, spring; Frame 3: autumn, leaves; Frame 4: seasons, autumn, winter, spring, summer).
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out how many seasons there are. (There are four seasons: spring, summer, autumn, winter.)
- Have Ss read the dialogue again and check comprehension.
- Ask Ss some questions about the story. *What are the children doing?* (They are looking out the window.) *Why is Reema's nose red?* (She's cold. It's winter.) *What does Tab do?* (He shows the children photos from different seasons.) *What do you do in spring?* (We plant trees and flowers.) *What colour are the leaves in autumn?* (They are orange.) *What happens to Tab?* (He's feeling hot and they hold him out the window to cool him down.)

Activity 3 R2.1

- Draw Ss' attention to the four sentences.
- Explain to Ss that they have to read the sentences, look at activity 2 and write T for True or F for False.
- Have Ss check their answers in pairs first, then as a class. Make sure Ss justify their answers.

4. Woman 2: What do you do in autumn?

Girl 2: I play with the leaves.
They are orange and brown.



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

Activity 5 S1.1

- Draw Ss' attention to activity 5. Read the exchange aloud and have Ss repeat.
- Explain to Ss that they are going to ask and answer questions about different activities you can do in different seasons. In pairs, SA asks a question about a season, e.g. *What do you do in summer?* and SB answers accordingly, e.g., *I swim and play in the sun.*
- Point out that Ss can use the ideas in the box provided as well as their own. This will help **lower-performing Ss**.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity. Go round the class helping them when necessary.
- Have a few pairs of Ss present their exchanges to the class.

A Optional

PRACTICE

Season survey

- Divide Ss into groups of four.
- Tell Ss that they are going to carry out a class survey about their favourite season.
- Draw a table on the board like the one in the next column and ask Ss to copy it in their notebooks.
- Explain to Ss that, in turns, they will have to ask *What's your favourite season?* and write the name of each S in the group under his/her favourite season.
- Point out that in row number 1 they tick (✓) the box for their own favourite season.
- Once all of the groups are done, have a S from each group report the results of the survey, e.g. *I like winter, Tim and Tony like spring and Mark likes autumn.*

- Record Ss' answers in a similar table on the board.
- Alternatively, you could give each S a piece of paper to write his/her name on in large letters. Ask individual Ss to say their favourite season in turns, e.g. *My favourite season is spring*, and stick their name under their favourite season on the board.
- After all groups have reported back or all the name cards are in place, invite Ss to interpret the results from the chart on the board. Help them by asking, *What's the class's favourite season? How many Ss/boys/girls like autumn/winter/spring/summer?* Encourage Ss to answer, e.g. *Ten students like spring.*

	autumn	winter	spring	summer
1				
2				
3				
4				

EXPANSION

- Write some lines from the dialogue in activity 2 on the board, e.g. *It's December! ... is here! We... trees and flowers. The... are orange. ..., winter, spring, It's... and hot.* Ask Ss to guess the missing words and say them aloud.



Before leaving

- Explain to Ss that you are going to give them a clue and they have to guess the season.
- Say, *I plant trees and flowers in this season.* Encourage the Ss to answer, *Spring.*
- To help **lower-performing Ss**, you can stick photos of the words you use in your sentences, in order for them to visualise your clues.
- Make sure all Ss participate before they leave the classroom.



Workbook

Activity 1 R5.1



- | | |
|------------|-----------|
| 1. snow | 4. autumn |
| 2. spring | 5. summer |
| 3. seasons | 6. leaf |

r	n	e	l	p	c	q	t
s	e	a	s	o	n	s	s
l	e	a	f	a	r	l	u
t	j	t	f	u	o	p	m
k	f	r	a	t	l	a	m
s	p	l	c	u	q	p	e
h	l	p	l	m	c	k	r
s	p	r	i	n	g	b	t
k	d	s	n	o	w	r	q

Activity 2 R4.1



1. summer – D
2. autumn – A
3. winter – C
4. spring – B

Activity 3 R4.1



1. plant trees and flowers.
2. swim.
3. play with the leaves.
4. play in the snow.

Activity 4 L2.1

Listening transcript:

- 1. Boy 1:** I love this season. It's cold. I sometimes play in the snow with my friends.
- 2. Girl 1:** This season is my favourite season. You can see flowers and trees in the gardens! It's windy too. Sometimes, you can fly a kite.
- 3. Boy 2:** In this season, it's hot and sunny. It's fun to play in the sun. I eat ice cream every day.
- 4. Girl 2:** In this season, the leaves are not green. They are orange and brown. It rains a lot too!



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

Language focus

Objectives

- to talk about various activities

Vocabulary

Activities: go camping, go hiking, go scuba diving, go sailing

Nouns: picnic, mountain, sea

Structures

I (go scuba diving).

He (goes camping) in (summer).

They (go hiking) on (Saturdays).



Materials

- flashcards for *go camping, go hiking, go scuba diving, go sailing, picnic, mountain, sea*
- flashcards from the previous lesson: *winter, spring, summer, autumn, seasons, leaf, leaves, snow*
- a bell

Revision (Optional)

- Divide the board into four squares.
- Write a seasonal activity in each square, for example, *I fly a kite*. Encourage Ss to guess which season the activity represents. Stick the appropriate flashcard for each season on the top of each square, using some adhesive putty.

Lesson plan



Warm-up

- Draw Ss' attention to the pictures shown in their book for this lesson.
- Ask Ss to guess what the lesson is about. Initiate a short discussion.

Activity 1 R4.1 🔑

- Mime each activity (go camping, go hiking, go sailing, go scuba diving), say each phrase, and get Ss to repeat.
- Pretend you're having a picnic, say the word, and get Ss to repeat.
- Draw a mountain and the sea on the board, say the corresponding words, and get Ss to repeat.
- Alternatively, hold up each flashcard, say the corresponding word/phrase, and get Ss to repeat.
- Have Ss open their books to pp.74-75.
- Point out the phrases/words in the vocabulary section. Play the recording a few times, and have Ss point to the corresponding pictures and repeat.
- Say the phrases/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 to identify the different activities (going camping, going scuba diving, going sailing, going hiking).
- Ask Ss if they have ever done any of the activities seen in the pictures, and if yes, which activity they prefer and why.
- Explain to Ss that they have to read the texts carefully and match them with the correct pictures.
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to match the texts to the correct pictures.
- Check Ss' answers as a class.



1. B 2. A

- Have Ss read the texts again and check comprehension.
- Ask Ss some questions about the texts. *What can you do if you like trees and flowers?* (You can go camping.) *What can you do if you like the mountains?* (You can go hiking.) *What can you do if you like the sea?* (You can go sailing.) *What can you do if you like sea animals?* (You can go scuba diving.)

Activity 3 R2.1

- Direct Ss' attention to the activity, and ask them to read the sentences (1-4) aloud.
- Explain to Ss that they have to read the texts in activity 2 again and match the sentences to the suggestions, as in the example.
- Check Ss' answers.



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

- Choose two Ss to read the texts aloud for the class.
- Have a few other Ss read the texts aloud.

LOOK!

- Direct Ss' attention to the Look! box on p.75.
- Read the sentences, and have Ss repeat after you.
- Explain to Ss that when we want to talk about specific free-time activities, we use the verb go with the activities ending in -ing, for example, *go camping, go sailing, go scuba diving, go hiking*.
- Point out to Ss that in the third person singular form we add -es at the end of the verb go.
- Refer Ss to the texts and ask them to underline similar examples to the ones presented in the Look! box. (*Let's go camping! / Well, you can go hiking too! / Let's go sailing! / Let's go scuba diving!*)
- Refer Ss to the Grammar Reference section at the back of the SB.
- Encourage Ss to say a sentence about an activity they do, e.g. *I go hiking at the weekend*. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, you can give them jumbled-up sentences, e.g. *goes / summer / He / sailing / in*, and have them put the words in the correct order to make a sentence.

Activity 4 L2.1

- Draw Ss' attention to the four pictures and ask them to describe what they depict (four free-time activities).
- Explain to Ss that they are going to listen to four dialogues.
- Ss have to listen carefully and number the pictures in the order they hear the activities being mentioned. Point out that the first one has been done for them.
- Play the recording twice.
- Go round the classroom and make sure Ss have numbered the pictures correctly.

Listening transcript

1. **Man 1:** *Do you like summer, Tom?*
Man 2: *Yes, I do. I go to the beach every day. I love the beach, and I love the sea. My cousin has got a boat, and we sometimes go sailing too!*
2. **Man 3:** *Do you like the sea, Mark?*
Man 4: *Yes, I do. I sometimes go scuba diving with my brother. We look at the fish and the turtles.*



go camping



picnic



mountain



go hiking

1

2 Read and match.

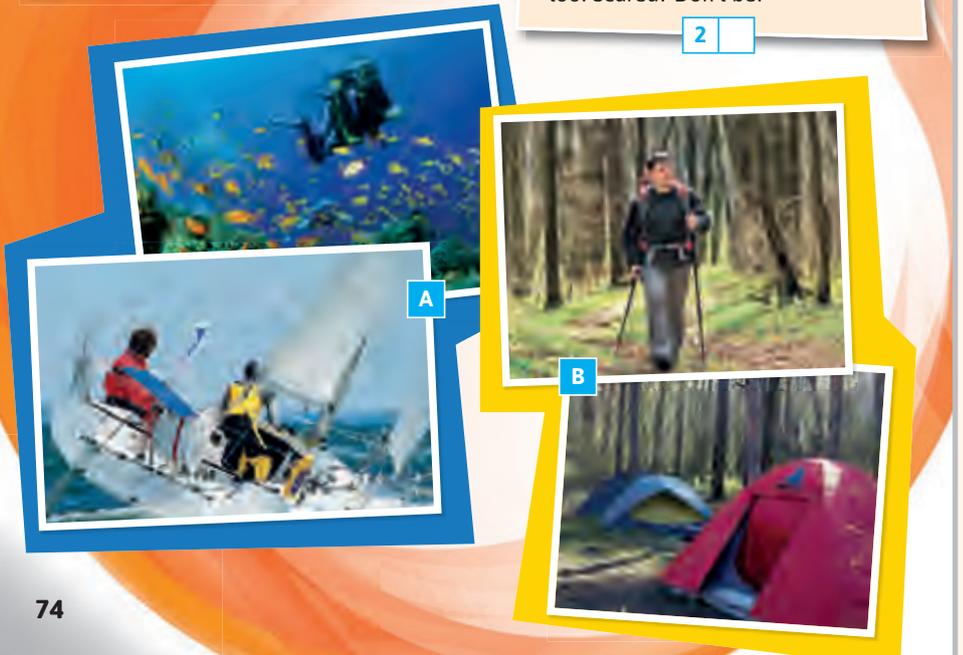
Let's go...

Do you like trees, flowers and birds? Let's go camping! You can sleep under the stars and have picnics. Do you like the mountains? Well, you can go hiking too! So, come on! Wear your hats and boots and let's go!

1

Do you like the sea and the sun? Let's go sailing! It's a lot of fun. Do you like sea animals? Let's go scuba diving! You can see fish, dolphins and sea turtles! You can see sharks too! Scared? Don't be!

2



74

Man 3: *That's great, Mark!***3. Woman 1:** *Tina, let's go hiking! It's fun!***Girl 1:** *Great idea, Mum. I like the mountains.***4. Man 1:** *Mike, do you like picnics?***Man 2:** *Yes, I do. I've got an idea. Let's go camping.*

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

Activity 5 S1.1

- Draw Ss' attention to the table.
- Read the activities and the speech bubbles aloud.
- Divide Ss into pairs.
- Explain to Ss that they have to complete the table about themselves and their friend by asking and answering questions, as in the example.
- Then explain that each S has to present what their friend does and doesn't do, as in the example.
- Encourage **higher-performing Ss** to use their own ideas as well.
- Make sure all Ss present their findings to the class.



sea



go scuba diving



go sailing

LOOK! p. 140

I go scuba diving.
He goes camping in summer.
They go hiking on Saturdays.

3 Look at activity 2 again. Then read and match.

- | | |
|------------------------------|---------------------------|
| 1. I like trees and flowers. | a. Let's go sailing. |
| 2. I like mountains. | b. Let's go scuba diving. |
| 3. I like sea animals. | c. Let's go hiking. |
| 4. I have got a boat. | d. Let's go camping. |

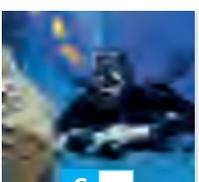
4 Listen and number (1-4).



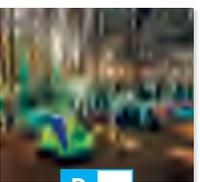
A 1



B



C



D

5 Ask and answer. Then place a ✓ or an X and say.

	YOU	YOUR PARTNER
go camping		
go hiking		
go scuba diving		
go sailing		

Do you go camping?

Do you go hiking?

No, I don't.

Yes, I do.

He doesn't go camping.
He goes hiking.

A Optional

PRACTICE

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 class and stand at either side of the desk.
- Place a bell in the middle of the desk.
- Explain to Ss that you will give them clues by asking a question, for example, *I like trees and flowers. What can I do?*
- Ss have to hit the bell and suggest a free-time activity that matches

the clue given, for example, *Let's go camping.* 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.

- Make sure all of the Ss on each team get a chance to go up to the front of the class.

EXPANSION

- Ask each S to write a sentence from the texts on a piece of paper. Then he/she has to cut out the words and mix them up.
- Divide Ss into pairs and tell them to exchange the pieces of paper with the words and try to make a sentence.
- Make sure all Ss have formed correct sentences.

Before leaving

- Explain to Ss that you are going to say a sentence to each S, e.g. *Let's go hiking*, and he/she will have to say a word that refers to that activity, for example, *mountains*.
- To help **lower-performing Ss**, you can give them two options to choose from. In regards to the previous example, you can give them e.g. *mountain* or *sea*, to choose from.
- Make sure all Ss participate before they leave the classroom.

Workbook

Activity 1 R4.1

- | | | | |
|------|------|------|------|
| 1. F | 2. D | 3. E | 4. G |
| 5. A | 6. B | 7. C | |

Activity 2 R4.1

- | | |
|------------|-----------------|
| 1. sailing | 2. hiking |
| 3. camping | 4. scuba diving |

Activity 3 L2.1

Listening transcript

- Man:** *This is Billy. He is eight years old. He likes volleyball and tennis. His favourite season is summer and his favourite month is June. He goes swimming every day and sometimes he goes sailing too!*
- Man:** *This is Rita. She is eight years old too. Her favourite season is spring and her favourite month is April. She waters the flowers in her garden, she plants new trees and sometimes she has a picnic with her family at the park.*

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

Activity 4 R2.1

- | |
|---|
| B |
|---|



Language focus

Objectives

- to tell the time

Vocabulary

What's the time?

It's half past nine.
It's a quarter to four.
It's a quarter past five.

Structures

What time do you (go to bed)?
I (go to bed) at a quarter (past nine).



Materials

- flashcards for *What's the time? It's half past nine, What's the time? It's a quarter to four, What's the time? It's a quarter past five.*
- flashcards from the previous lesson: *go camping, go hiking, go scuba diving, go sailing, picnic, mountain, sea*

Revision (Optional)

- Stick the flashcards for *go camping, go hiking, go scuba diving, go sailing, picnic, mountain, sea* on the board.
- Ask Ss to make sentences by pointing to each flashcard on the board and saying, e.g., *It's sunny. Let's go camping.*
- To help **lower-performing Ss**, you can write under each flashcard jumbled-up sentences connected to the picture depicted on the flashcard, e.g. under the flashcard for *sea*, you can write *go / Let's / sailing*.
- Make sure all Ss have had a turn.

1



What's the time?
It's half past nine.



What's the time?
It's a quarter to four.



What's the time?
It's a quarter past five.

2 Play.



Reema



go shopping



do my homework



go to bed

LOOK!

What time do you go to bed?

I go to bed at a quarter past nine.



Omar



ride my bike



play football



do my homework

Sahar



do my homework



make a cake



read a comic book



Rashid



play football



do my homework



read a comic book



Do you play football?

Yes, I do.

What time do you play football?

I play football at a quarter past four.

Are you Omar?

Yes, I am.

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Lesson plan

Warm-up

- Draw some clocks on the board, ask Ss *What's the time?* and encourage Ss to call out the times you've drawn (o'clock, half past), for example, *It's three o'clock, It's half past three.*
- Change the time on one clock to show a quarter past three. Ask Ss to guess what the lesson will be about.

Activity 1 R4.1

- Point to the clock and say, *What's the time? It's a quarter past three.* Have Ss repeat.
- Change the time on another clock to show a quarter to two.
- Point to the clock and say, *What's the time? It's a quarter to two.* Have Ss repeat.
- Change the hands on the clock to show a quarter to or a quarter past various hours and have Ss tell the time.
- Point out to Ss that when we speak, we can omit **a** and say, e.g. *I play football at quarter past four* instead of *I play football at a quarter past four.*

- Have Ss open their books to p.76.
- Point out the times 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.

LOOK!

- Direct Ss' attention to the *Look!* box at the top of p.76. Read the exchange and have Ss repeat after you.
- Draw a clock on the board. The hands of the clock should show a quarter past nine. Mime going to bed and say, *I go to bed at a quarter past nine.* Then ask a S, *What time do you go to bed?* Encourage the S to answer, *I go to bed at (a quarter past nine).*
- Ask Ss what they think this question means and when we use it. Elicit that we use it to ask someone what time he/she usually does something.
- Encourage Ss to come up with their examples of asking and answering questions about the time, while using the structures taught. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, you can give them options to choose from, e.g. *go to bed* or *play football*. Ss have to form their exchanges based on the option they choose.

Activity 2 S1.1

- Divide Ss into pairs.
- Direct their attention to the two children shown at the bottom of the page.
- Read the exchange aloud and explain to Ss that they are going to play a game.
- In pairs, SB chooses a child's schedule from the activity, for example Omar's schedule, without telling SA. SA asks SB questions about various activities and times, in order to find the child SB has chosen, e.g. *Do you do your homework? Do you play football? What time do you play football?*
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity. Go round the class helping them when necessary.
- Have a few pairs of Ss present the exchange to the whole class.

A Optional

PRACTICE

Time whispers

- Draw two big clocks on the board spaced fairly apart from each other. Fill in the numbers only, not the hands.
- Divide Ss into two teams and have them stand in two lines facing the board.
- Explain to Ss that you are going to whisper a time to the last Ss in each line.
- The last Ss will then have to whisper the time to the person in front of them and Ss will have to continue passing it on down the line by whispering.
- Once the time reaches the first S standing directly in front of the board, he/she has to fill in the clock with the correct time as fast as he/she can.
- The team to do this correctly the fastest wins a point.
- After each round, have the last S go to the front of the line.
- Repeat until all Ss have come to the front of the line. The team with the most points wins.

EXPANSION

- Ask each S to write a schedule like the one in activity 2.
- Choose a few Ss to say sentences according to the schedule they have made, e.g. *I ride my bike at 2.45. I do my homework at 6.00., etc.*

Before leaving

- Have Ss form a line.
- Explain to Ss that you are going to ask each of them a question, e.g. *What time do you get up at the weekend?* and they will have to answer, e.g. *I get up at a quarter past ten.*
- Encourage **higher-performing Ss** to come up with their own ideas and ask you questions about everyday and free-time activities.
- Make sure all Ss participate before they leave the classroom.

Workbook

Activity 1 R4.1

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

Activity 2 R4.1

1. It's a quarter past six.
2. It's a quarter to eight.
3. It's a quarter to ten.
4. It's a quarter past one.



Language focus

Objectives

- to provide Ss with cross-curricular information on geography
- to identify the parts of the day

Vocabulary

Parts of the day: in the morning, in the afternoon, in the evening, at night



Materials

- flashcards for *in the morning, in the afternoon, in the evening, at night*

Revision (Optional)

- Draw a clock on the board without the hands and ask a S to come to the board.
- Say a time and ask him/her to place the hands of the clock on that specific time, e.g. *It's a quarter past five.*
- To help **lower-performing Ss**, you can provide them with two options to choose from, e.g. draw two clocks, one showing a *quarter past five* and one showing a *quarter to five*. Tell a specific time (*It's a quarter past five.*) and ask Ss to point to the correct clock.
- Repeat until all Ss have had the chance to come to the board.

Lesson plan



Warm-up

- Stick the flashcards on the board in chronological order, starting with 'in the morning'.
- Draw Ss' attention to the pictures and ask them to guess what the lesson will be about. Initiate a short discussion about how we differentiate the parts of the day, e.g. the sun is up when it's morning, etc.

Activity 1 R4.1 🔑

- Point to the flashcard for *in the morning* on the board and pretend to be getting out of bed. Say, *I get up at 6.00 in the morning, and then ask Ss if they can guess what the*

phrase in the morning means. Get Ss to repeat the sentence.

- Do the same with the phrases *in the afternoon, in the evening* and *at night*.
- Have Ss open their books to p.77.
- 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 R1.1 R2.1

- Direct Ss' attention to the pictures and ask them to tell you what they can see. (There is a map of the world and some flags from different countries pinned to the map with a small text next to each one of them. There's also a short text above the map. It says what time it is in Vancouver, Canada, and in London, England.)
- Draw Ss' attention to the world map and ask them to name as many countries as they can, with the help of the flags indicating each country.
- Ask Ss, *How many countries are shown on the map? (There are five countries.) What's the time in (name of a country)? It's (twelve o'clock in the afternoon).*
- Ask Ss to tell you what they think the frames refer to (they refer to the time in each country) and ask them to name the weather symbols on the map (snowing, windy, raining, hot, cloudy, cold).
- Play the recording and encourage Ss to **shadow read** (read the sentences along with the recording) in order to find out what the weather is like in Doha. (It's cloudy.)
- Have Ss read the texts again and check comprehension.
- Ask Ss some questions about the texts. *What's the time in Mexico City, Mexico? (It's six o'clock in the morning.) What's the weather like in Mexico City? (It's windy.) What's the time in Vancouver, Canada? (It's four o'clock in the morning.) Is it morning in Muscat, Oman? (No, it isn't. It's afternoon.) Is it night in Doha, Qatar? (No, it isn't. It's afternoon.) What's the time in London? (It's twelve o'clock in the afternoon.) What's the weather like in London? (It's raining.)*
- Choose six Ss to read the texts aloud for the class (one S reads the text at the top of the page and five Ss read the small texts next to each country).
- Have a few other Ss read the texts aloud.

Activity 3

- Draw Ss' attention to the two children in activity 3. Explain to Ss that they are going to take turns asking and answering questions about the texts in activity 2.
- Divide Ss into pairs.
- SA asks, *What's the time in (Vancouver)?* and SB answers giving the time of the day in that city, e.g. *It's (four in the morning).* SA then asks SB about the weather in the same city, asking, *What's the weather like?* and SB answers, *It's (snowing) and it's (cold),* according to the symbol indicating the weather conditions in each city.
- Go round the classroom and make sure Ss are using the correct language.



Project work

- Ask Ss to use the Internet to find information about other countries (what time it is in comparison to their country and what the weather is like this time of year). Instruct them to select information that they think is interesting/important and use it to make a poster.
- Explain to Ss that their poster should have a heading. **Lower-performing Ss** can use pictures (drawings or photos), while **higher-performing Ss** can include brief sentences underneath, describing what can be seen in the pictures.



1



in the morning



in the afternoon



in the evening



at night

2 Read and answer. What's the weather like in Doha?

Tick Tock around the world

1 **Vancouver, CANADA**



It's four o'clock in the morning. It's snowing and it's cold.

3 **London, ENGLAND**



It's twelve o'clock in the afternoon. It's raining.

5 **Doha, QATAR**



It's two o'clock in the afternoon. It's cloudy.

2 **Mexico City, MEXICO**



It's six o'clock in the morning. It's windy.

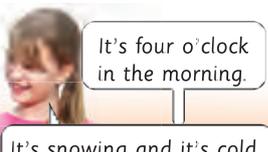
4 **Muscat, OMAN**



It's three o'clock in the afternoon. It's sunny and hot.

It's Monday today in Vancouver. It's four o'clock in the morning. But in London it's twelve o'clock in the afternoon. What's the time in other places? What's the weather like?

3 Look at activity 2 and in pairs ask and answer.



PROJECT WORK
Work in groups. Choose other countries and present them to your class.

Before leaving

- Ask Ss to tell you what day it is, what's the time and what the weather is like at the time of speaking, e.g. *It's Thursday. It's nine o'clock in the morning. It's cloudy.*
- This will challenge **higher-performing Ss**. To help **lower-performing Ss**, you can give them prompts to make their own sentences.

Workbook

PROJECT

Activity 1

- Direct Ss' attention to the pictures and explain to Ss that they are going to make a poster that describes the weather and time in their own country.
- Read the instructions aloud.
- Help Ss follow each step closely to make their own creations.
- Draw Ss' attention to the speech bubble and read it aloud.
- Ask Ss to present their projects to the rest of the class, as in the example.

- 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. The aim is 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.

Optional

What's the time?

- Divide Ss into five teams. Each team is assigned a country, from the ones mentioned in this lesson, e.g. *Qatar, Canada, England, Mexico and Oman.*
- Write *Mexico* on the board, and next to it write the sentence, *It's six o'clock in the morning.*
- Ask each team to figure out what's the time in their assigned country. Ss can use their Student's Book for help. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, you can give them two options to choose from.
- Continue this game by changing the teams' countries each time.

Note

- Preparation for the next lesson: Photocopy the story (*The Twelve Months*, SB, pp.78-79), making one copy for every four Ss. Before you photocopy the story, cover the speech bubbles and the numbers in each frame. Cut out the frames. Photocopy the story again (one copy for every four Ss) and cut out the speech bubbles. Bring the copies of the story and the speech bubbles to the next lesson.



Language focus

Objectives

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

Vocabulary

Nouns: basket, stone, present, vegetables



Materials

- flashcards for *basket, stone, present, vegetables*
- flashcards from the previous lesson: *in the morning, in the afternoon, in the evening, at night*

Revision (Optional)

- Divide the board into four squares.
- Stick the flashcard for each time of the day at the top of each square.
- Encourage a S to come to the front of the class and ask him/her what he/she does at a particular time of the day, e.g. *What do you do in the morning?*
- Make sure all Ss have a chance to answer similar questions.

Lesson plan

Warm-up

- Draw Ss' attention to the pictures from the story and ask them to guess what the story will be about.

Activity 1 R4.1

- Hold up each flashcard, say the corresponding word and get Ss to repeat.
- Have Ss open their books to p.78.
- 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

Background note

The Twelve Months is a Greek tale. It is a well-known tale discussing the issue of kindness and it has been adapted in many cultures.

1



basket



stone



present



vegetables

2 Read and answer. How many boys are there?

THE TWELVE MONTHS

It's a windy day in September. A woman is walking in the forest. She's hungry and she hasn't got food. She sees a small house...

Hello. My name is Mrs Green. I'm sorry, but... have you got food?

1

Hi, my name is Mrs Smith. Yes, come in!

At Mrs Smith's house, the children ask Mrs Green questions about the months of the year.

2

Do you like September, October and November?

Yes, I do! It rains in autumn.

Do you like December, January and February?

Yes, I like winter! Children play in the snow.

3

What about March, April and May?

In spring, we plant vegetables. There are flowers too!

Do you like June, July and August?

Yes, I do. It's hot in summer and it's sunny too.

78

Before reading

- Hold up the book and point to the story on pp.78-79.
- Tell Ss that they will listen to and read a story with the title *The Twelve Months*.
- Point to the first frame and ask Ss to tell you where they think the woman in the story is. (She's outside a house.)
- Cover the second page (p.79). Ask Ss to look at the first three frames of the story on p.78 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 look at pp.78-79 and name as many things as they can. Help them by asking questions such as, *Who's this? What is she doing?*
- 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 how many boys there are. (There are twelve boys.)
- Direct Ss' attention to the frames of the story and ask them to find the vocabulary presented in the lesson in the story (Frame 3: vegetables; Frame 5: vegetables, present; Frame 7: present; Frame 8: stones, basket). Then ask Ss to say them out loud.
- Ask Ss to find and identify all of the questions in the story. (Frame 1: ...have you got food? Frame 2: Do you like September, October and November? Do you like December, January and February? Frame 3: What about March, April and May? Do you like June, July and August? Frame 5: What's this? Frame 6: Do you like winter? And do you like summer?)
- Ask Ss to find and identify all the seasons and months in the story



On the way back to her house, Mrs Green sees a woman.



The next day, the woman goes to Mrs Smith's house.



Let's think
Why do you think it is important to be kind to people?

3 Read and answer the questions.

- Does Mrs Green like winter?

- What is in the basket in picture 5?

- Does the woman in picture 6 like summer?

- What is in the basket in picture 8?

4 Choose and discuss. How do you think the woman in picture 8 feels?

- happy angry
bored sad

answer.
Frame 1: (pointing to the first woman) *What's her name?* (Her name is Mrs Green.) (pointing to the second woman) *What's her name?* (Her name is Mrs Smith.)
Frame 2: (pointing to the first child) *What does he ask the woman?* (He wants to know if she likes autumn.) (pointing to the woman) *Does she like autumn?* (Yes, she does.) *Why?* (Because of the rain.) (pointing to the second child) *What does he ask the woman?* (He wants to know if she likes winter.) *Why does the woman like winter?* (Because children can play in the snow.)
Frame 3: (pointing to the first child) *What does he ask the woman?* (He wants to know if the woman likes spring.) (pointing to the woman) *Does she like spring?* (Yes, she does.) *Why does she like it?* (Because people plant vegetables and there are flowers too.) (pointing to the second child) *What does he ask the woman?* (He wants to know if she likes summer too.) (pointing to the woman) *Why does she like summer?* (Because it's sunny.)
Frame 4: (pointing to the basket) *What's this?* (It's a present for her, a basket full of food.)
Frame 5: (pointing to the mean woman) *Who is she?* (A mean woman who wants to have a basket like the one the good woman has.) *What does the mean woman decide to do?* (She decides to go to the forest too.)
Frame 6: (pointing to the mean woman) *What does she think of winter and summer?* (She doesn't like either of the seasons because in winter it's too cold and in summer it's too hot.)
Frame 7: (pointing to the basket) *Have the children got a present for her too?* (Yes, they have. They have got a basket like the one they gave the good woman.)
Frame 8: (pointing to the stones) *What was her present?* (A basket full of stones.)

EXPANSION

- Divide Ss into groups of nine and have them read the story aloud. Tell Ss to swap roles.
- Have some groups of Ss read the story aloud for the whole class.

Activity 3 R2.1

- Explain to Ss that they should read the story again and answer the questions according to what is mentioned in the story.
- Have Ss check their answers in pairs first, then as a class.

- Yes, she does.
- There are vegetables, fruit and bread in the basket.
- No, she doesn't.
- There are stones in the basket.

(Frame 2: September, October, November, autumn, December, January, February, winter; Frame 3: March, April, May, spring, June, July, August, summer; Frame 6: winter, summer, winter, summer).

- Talk about what happens in each frame.
Frame 1: A poor woman, Mrs Green, who is looking for food finds a house in the forest. She knocks on the door and asks for food. The woman in the house, Mrs Smith, invites her in.
Frame 2: In the house, there are twelve children. One of the children asks the woman if she likes autumn and then another child asks her if she likes winter. The woman has got something good to say about these seasons.
Frame 3: Another child asks the woman if she likes spring and then another child asks about summer. The woman has got something good to say about

these seasons.
Frame 4: The family gives the poor woman a basket full of bread, fruit and vegetables. The woman leaves happy.
Frame 5: On her way home, the poor woman comes across a mean woman who sees the basket and thinks that she can trick that family in the forest and get a basket full of food for herself.
Frame 6: The mean woman goes to the house and the children ask her the same questions. She answers saying that no season is good for her because each of them has got a flaw.
Frame 7: The children give the woman a basket and she leaves thinking she has succeeded in fooling them.
Frame 8: The mean woman looks into her basket and discovers that it is full of stones.

- Ask Ss some comprehension questions. Encourage Ss to

- 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 and read the question out loud.
- Ask Ss to answer the question and initiate a discussion.
- Encourage all Ss to participate in the discussion.

Suggested answer:

It is important to be kind and polite to people. We should all show compassion and respect to others, as we wish to be treated the same.

Activity 4

- Explain to Ss that they have to guess how the woman in picture 8 of the story feels.
- Point out to Ss that they can use some of the adjectives given in the box.
- Ask **higher-performing Ss** to use their own ideas as well.
- Initiate a short discussion.

A Optional

Story line

- Divide Ss into groups of four.
- Give each group a copy of the story and the speech bubbles you have prepared (see Note in the previous lesson).
- Ask Ss to close their books.
- Ss have to put the frames in the correct order and then match each speech bubble to the correct frame and character.

Before leaving

- Divide Ss into groups.
- Explain to Ss that they have to pick a character from the story and act out the corresponding part.
- Have a few groups of Ss act out the story / parts of the story in front of the class.

Workbook

Activity 1 R2.1

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

Activity 3

open answers

Activity 2 R2.1

1. rains 2. stones
3. present 4. cold, hot

1 Listen and say.

/θ/



thin

13

thirteen



teeth

/ð/



this

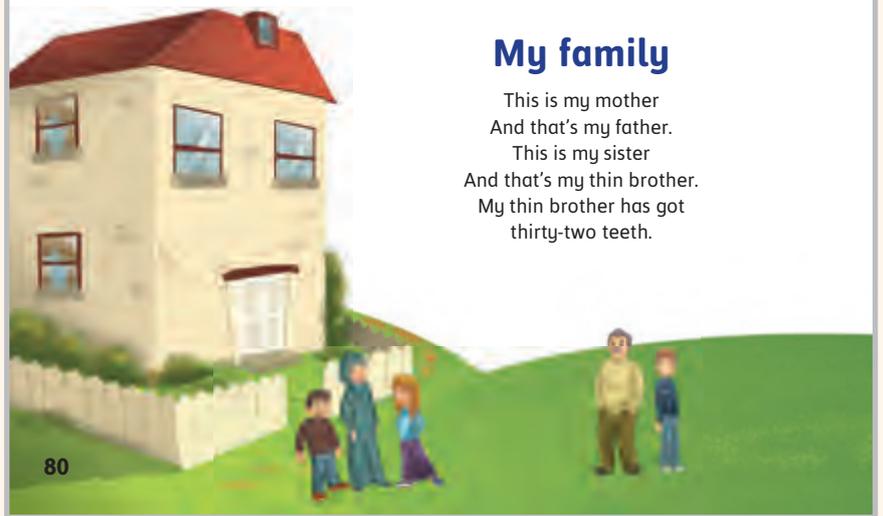


that



mother

2 Listen and say. Then mark the /θ/ sounds in yellow and the /ð/ sounds in blue.



My family

This is my mother
And that's my father.
This is my sister
And that's my thin brother.
My thin brother has got
thirty-two teeth.

PHONICS

Language focus

Objectives

- to practise the pronunciation of the consonant digraphs th /θ/ and th /ð/
- to say a phonics chant/poem

Vocabulary

thin, teeth, thirteen, this, that, mother

Phonics

th /θ/
th /ð/

Materials

- blown-up colour photocopies of the story *The Twelve Months*, SB, pp.78-79.
- flashcards for *thin, teeth, thirteen, this, that, mother*
- phonics cards of *thin* and *mother* (TB pp.263-264 - one set per S)

Revision (Optional)

- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Ask Ss if they remember the title of the story (*The Twelve Months*). Ask them to tell you what else they remember about the story.
- Have Ss open their books to pp.78-79. 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 aloud for the whole class.
- Have Ss close their books and try to retell the story from memory.

Lesson plan



Warm-up

- Write *th /θ/* and *th /ð/* on the board. Under each sound, stick the flashcards with the objects that begin with or contain that sound.
- Point to *th /θ/* and say /θ/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcard *thin*, say it aloud and have Ss repeat after you. Then point to the other flashcards (*teeth*, *thirteen*), say them aloud and have Ss repeat after you.
- Repeat the same procedure with *th /ð/*.

Activity 1

- 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

Woman:

/θ/ (x2), *thirteen*, *thin*, *teeth*
/ð/ (x2), *this*, *that*, *mother*

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

Activity 2 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, *Who are these people?* (They're a family.) *Where are they?* (They're in front of their house.) Ask Ss to identify the

family members they see (father, mother, sister, two brothers).

- Play the chant/poem *My family* once and have Ss listen and follow along in their books. Explain to Ss that they have to mark the /θ/ sounds in yellow and the /ð/ sounds in blue.
- Play the chant/poem again, pausing after each line for Ss to mark the sounds.
- Then play the chant/poem once more and encourage Ss to say it along with the recording.



/θ/ *thin*, *thin*, *thirty-two*, *teeth*
/ð/ *This*, *mother*, *that's*, *father*,
This, *that's*, *brother*, *brother*



TPR Activity

- Ask Ss to take out the *thin* and *mother* phonics cards.
- Explain to Ss that you will play the phonics chant/poem and that each time they hear a word with the *th /θ/* (*thin*, *thirty-two*, *teeth*) or *th /ð/* (*this*, *mother*, *that*, *father*, *brother*) sound, they have to raise the appropriate phonics card (*thin* or *mother*) while they say the chant/poem along with the recording. 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 it along with the recording while raising their phonics cards as you instructed.

Optional 1

What's that sound?

- Divide Ss into two teams.
- Invite a S from each team to come to the board. Give each S a marker.
- Call out one of the two sounds (/θ/ or /ð/), e.g. /θ/ and have the two Ss write a word including that sound on the board, e.g. *teeth* or *thirteen*.

Optional 2

Sound hold-up

- 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.
- Ask Ss to take out the *thin* and *mother* phonics cards.
- Tell Ss that you are going to play a game.
- Explain to Ss that you are going to raise the flashcards of the pictures of words that end in / begin with / contain the sounds /θ/ or /ð/ 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 then hiding them.
- Play the game until all of the flashcards have been used up.

Workbook

Activity 1 L2.7



Listening transcript:

- Man:** 1. *teeth*
2. *mother*
3. *that*
4. *thirteen*
5. *mouth*



1. /θ/ 2. /ð/ 3. /ð/ 4. /θ/ 5. /θ/

Activity 2 R3.3 W2.2



1. *th-i-s*, *this*
2. *t-ee-th*, *teeth*
3. *th-ir-teen*, *thirteen*
4. *mo-th-er*, *mother*

Activity 3 R3.4



1. *three*
2. *thirsty*
3. *mother*



Language focus

Objectives

- to talk about one's favourite month and season



Materials

- phonics cards of *thin* and *mother* (TB pp.263-264 - one set per S)
- flashcards for *spring*, *summer*, *autumn* and *winter*
- photos of different seasons and activities you can do at that time of the year

Revision (Optional)

- Play the chant/poem *My family* in the SB on page 80 and have Ss chant/say the poem and do the TPR activity (TB, page 149).

1 What does Yang do in winter? Read and answer.



My name's Yang. I live in Beijing, China. It's January and it's winter here. In winter, it's very cold. I like playing with my friends in the snow. It's great fun! My favourite season is winter.

2 Read activity 1 again and answer the questions.

1. What's the boy's name?

2. Where does he live?

3. What month and season is it there now?

4. How is the weather there now?

5. What does he do in that season?

6. What's his favourite season?

81

Lesson plan



Warm-up

- Stick the photos of different seasons and the activities you can do at that time of the year on the board.
- Ask Ss to look at the photos and try to guess what the lesson will be about.
- Ask **higher-performing Ss** to come up with their own ideas about various activities you can do in each season.

Activity 1 R2.1

- Draw Ss' attention to activity 1.
- Tell Ss to look at the pictures presented in activity 1 and ask them to guess what they think the text is about. (It's about Yang and what he does in winter.)
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what Yang does in winter. (He plays with his friends in the snow.)
- Ask Ss some comprehension questions. Ask, *What is the boy's name?* (Yang.) *Where does he live?* (He lives in Beijing, China.) *What month is it there now?* (It's January.) *What season is it?* (It's winter.) *What's the weather like?* (It's very cold.) *What's Yang's favourite season?* (His favourite season is winter.)
- Have a few Ss read the text.

Activity 2 R2.1

- Draw Ss' attention to the questions in the activity and ask them to read them.
- Explain to Ss that they have to look at activity 1 again and answer the questions.
- Have Ss check their answers in pairs first, then as a class.



1. His name is Yang.
2. He lives in Beijing, China.
3. It's January and it's winter.
4. It's very cold.
5. He likes playing with his friends in the snow.
6. His favourite season is winter.

**Workbook**

Activity 1 W1.1 W1.2



open answers

Activity 2 W1.1 W1.2

S1.1



open answers

Remember!

- Explain to Ss that, as part of the writing process, they can:
 - **make notes** of the information they want to include
 - write their **first draft** in their notebooks
 - **revise** their writing
 - **edit** it (making sure that they have used the correct punctuation)
 - **exchange** their work with a partner and ask for new suggestions
 - write the **final draft**
- Point out to Ss that they should always follow these steps when dealing with a writing task.

**Optional****Seasonal activities**

- Divide Ss into groups of four.
- Hand out a sheet of A4 paper to each group of Ss. Stick the flashcards for *summer*, *spring*, *winter* and *autumn* on the board with some adhesive putty.
- Explain to Ss that you are going to name one of the seasons depicted in the flashcards and the groups of Ss have to write down what two things people can do during these seasons. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, you can write on the board different options for them to choose from, e.g. if you point to the flashcard for *spring* you can write the phrases *play in the sun* and *fly a kite*.
- The group to provide correctly formed sentences first gets a point.

**Before leaving**

- Have Ss form a line.
- Stick the flashcards for *summer*, *spring*, *winter* and *autumn* on the board with some adhesive putty.
- Explain to Ss that they are going to say which is their favourite season by pointing to the corresponding flashcard and saying the reasons why. To help **lower-performing Ss**, you can provide them some options on the board.
- Make sure all of the Ss participate before they leave the classroom.



Language focus

Objectives

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



Materials

- flashcards and word cards for *January, February, March, April, May, June, July, August, September, October, November, December, rain, winter, spring, summer, autumn, seasons, leaf-leaves, snow, go camping, picnic, mountain, go hiking, sea, go scuba diving, go sailing, What's the time? It's half past nine, What's the time? It's a quarter to four, What's the time? It's a quarter past five, in the morning, in the afternoon, in the evening, at night, basket, stone, present, vegetables*

Revision (Optional)

- Ask a few Ss to come to the board and present their projects (WB, Project, activity 2).

1 Look and write. 🗝️

spring winter summer autumn It's snowing. It's raining.

1



It's raining.

2



3



4



5



6



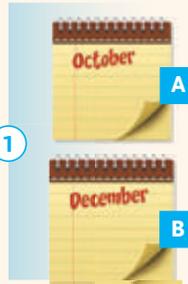
2 Read and match. 🗝️

- What do you do in autumn?
- What do you do in summer?
- What do you do in spring?
- What do you do in winter?

- A** I go swimming and my brother goes scuba diving.
- B** I plant flowers in our garden and sometimes I fly a kite with my friends.
- C** I play in the snow with my sister.
- D** I wear my boots and run in the rain!

3 Listen and circle A or B. 🗝️ 🔊

1



A

B

2



A

B

3



A

B

82

Lesson plan



Warm-up

- Stick some of the flashcards from 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 R4.1 🗝️

- Have Ss open their books to p.82.
- Direct Ss' attention to the pictures and encourage them to say the words/phrases they depict.
- Explain to Ss that they have to write the words/phrases under each picture.

- Key**
- | | |
|------------------|------------------|
| 1. It's raining. | 2. winter |
| 3. summer | 4. It's snowing. |
| 5. spring | 6. autumn |

Activity 2 R5.1

- Explain to Ss that they have to read the questions and match them to the appropriate answer.

- Key**
- | | | | |
|------|------|------|------|
| 1. D | 2. A | 3. B | 4. C |
|------|------|------|------|

Activity 3 L2.1

- Explain to Ss that they are going to listen to three dialogues and they have to circle the correct picture, according to what they hear.
- Play the first dialogue a couple of times (more if necessary) and ask Ss to point to the picture that is mentioned. Go round the classroom and check that everyone is pointing to the correct picture. Then have Ss circle the correct answer, A or B.
- Play the rest of the dialogues and have Ss circle the correct answer, A or B.

Listening transcript

- 1. Woman 1:** *What's your favourite month?*
Girl 1: *My favourite month is December.*
- 2. Woman 2:** *What time do you go to bed?*
Girl 2: *I go to bed at a quarter past eight.*
- 3. Girl 3:** *This is a present for you!*
Girl 4: *Oh, thank you! It's a basket with vegetables.*

- Key**
- | | | |
|------|------|------|
| 1. B | 2. A | 3. A |
|------|------|------|

Optional

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. Ask **higher-performing Ss** to make a sentence with the word depicted on the flashcard and written on the word card.
- If the pictures don't match the words, Ss should try again.
- The S who has collected the most flashcards wins.

Before leaving

- Play the song/poem *The months of the year* on p.71 of the SB and invite Ss to say the song/poem along with the recording.

Workbook

Activity 1 R5.1

Key

Winter	Spring	Summer	Autumn
December	March	June	September
January	April	July	October
February	May	August	November

Activity 2 R4.1

- Key**
- | | |
|--------------------|---------------|
| 1. go camping | 2. go sailing |
| 3. go scuba diving | 4. go hiking |

Activity 3 R4.1

- Key**
- | |
|-----------------------------------|
| 1. At a quarter past five. |
| 2. My favourite month is May. |
| 3. My favourite season is summer. |
| 4. At a quarter to six. |

Now I can

- Ask Ss to look at the pictures and tick the stars according to what they can or can't say. Then ask them to name the items aloud.
- Use the self-evaluation sheets for your Ss to check their performance.

Activities 1, 2 & 3

- Hold up the WB, point to the pictures and encourage Ss to say the words/phrases aloud.
- Have Ss tick the stars as they say each word/phrase.

Activity 4

- Direct Ss' attention to the pictures and ask them to guess what each picture depicts. Elicit Ss' answers. Then read the sentences/exchanges aloud and have Ss repeat after you and tick the stars.

Smart moves! (Sequence)

(Go to p.267 TB)

TOP TIME! 3

Modules 5-6

Language focus

Objectives

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

Vocabulary

barbecue

Materials

- flashcard for *barbecue*

Lesson plan

Warm-up

- Ask Ss what they like doing in their free time or at the weekends with their family. Encourage Ss to participate and justify their answers.

Activity 1 R4.1

- Hold up the flashcard, say the word and encourage Ss to repeat.
- Have Ss open their books to p.83.
- 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 item presented in this lesson.

Activity 2 R1.1 A/B R2.1 A/B

- Have Ss look at the pictures, and ask them what they can see. (two boys, Karim and Logan, and their families)
- Ask Ss to look at the layout of the texts, and explain to them that they are postcards.
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out where Karim and Logan are. (Karim is at Al Bidaa Park in Doha and Logan is at High Park in Toronto.)
- Have Ss read the texts again and check comprehension.
- Ask Ss some questions about the texts. *What season is it in Doha, Qatar? (It's summer.) What*



barbecue

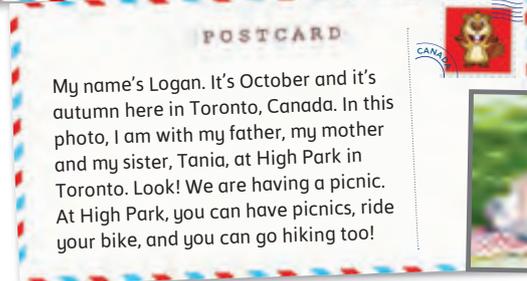
1

2 Read and answer. Where are Karim and Logan?

A day at the park!



Karim



Logan

3 Read activity 2 again and complete the sentences.

- It's August and it's _____ in Doha, Qatar.
- Karim is at the park with his father, _____ and _____.
- It's October and it's _____ in Toronto, Canada.
- At High Park, you can have picnics, _____ and _____.

83

do they usually do in summer? (They usually go to parks at the weekend and they sometimes have a barbecue there too.) Who is in the photo with Karim? (His father, his mother and his sister, Afaf, are in the photo.) What can you do at Al Bidaa Park in Doha? (You can have barbecues. You can play basketball, volleyball and tennis too.) What month is it in Toronto, Canada? (It's October.) Who is in the photo with Logan? (His father, his mother and his sister, Tania.) What are they doing? (They're having a picnic.) What else can you do at High Park in Toronto? (You can also ride your bike and go hiking.)

Activity 3 R2.1 A/B

- Direct Ss' attention to the sentences in activity 3, and ask them to read them.
- Explain to Ss that they will have to read the texts again and complete the sentences, according to the texts.
- Have Ss check their answers in pairs, then check as a class.



- summer
- mother, sister
- autumn
- ride your bike, go hiking

- Choose a few Ss to read the texts aloud for the class.



4 Look at the picture dictionary below and complete the sentences. 🔑



1

It's summer! It's hot today!
Let's go to the park. I want
my _____,
my _____ and
my _____!

2

It's winter! It's cold today! Look
at the snow! Let's go out! I want
my _____,
my _____ and
my _____.

5 Listen and tick (✓). Then ask and answer. 🎧 🗣️ 🔊

1	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

2	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

3

<input type="checkbox"/>					

4

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What's your favourite day?

My favourite day is Sunday.

- After Ss have completed the tables, draw their attention to the two children at the bottom of the page.
- Read the exchange aloud and have Ss repeat.
- Explain to them that in pairs they have to take turns asking and answering questions based on the information they have from the activity.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity. Go round the class helping them when necessary.
- Have a few pairs of Ss present the exchange to the whole class.

A Optional

What season is it?

- Write on the board the words for different clothing items Ss are familiar with.
- Invite a S to come to the front of the board. Explain to him/her that you are going to say a sentence about the season and weather, e.g. *It's spring! It's windy today!* Encourage the S to point to the clothing items that you will need while also saying the corresponding sentence, e.g. *I want my jacket, my jeans and my cap.*
- Make sure all Ss have a chance to participate.

Activity 4 R4.2 🔑

- Draw Ss' attention to activity 4.
- Explain to Ss that they have to look at the picture dictionary shown and complete the sentences with the correct words. Point out that there are three extra words.
- Have Ss check their answers in pairs first, then as a class.

🔑 1. T-shirt, shorts, sandals 2. gloves, coat, boots

Activity 5 L2.2 🎧 S1.2 🗣️

- Draw Ss' attention to activity 5.
- Explain to Ss that they are going to listen to a woman's questions and they will have to tick the boxes that apply to themselves.

Listening transcript:

- Woman:**
1. What day is it today?
 2. What's your favourite day?
 3. What's the weather like today?
 4. What's your favourite season?

🔑 open answers

🔄 Before leaving

- Explain to Ss that you are going to say some sentences about the two boys in activity 2, e.g. *I'm at Al Bidaa Park.* They have to say the correct name, e.g. *Karim.*
- Use sentences like *He's having a picnic* or *He can play basketball*, etc.

📖 Note

- Do Top skills 5-6 (WB pp.142-143, TB pp.268-269)



Food and drink

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

Song

- understand a known word or phrase by making use of pictures on the page (R4.1)
- follow and identify the main idea of short texts (L1.1)
- predict the gist of short texts by using visuals accompanying the texts (L3.1)
- follow and identify details in short texts (L2.1)
- ask about and express basic preferences (S1.2)
- participate actively in simple word level reading games (R5.1)

Top Stars

- understand a known word or phrase by making use of pictures on the page (R4.1)
- understand and respond to the main idea of short texts (R1.1)
- follow and identify details in short texts (L2.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)

Our world

- understand a known word or phrase by making use of pictures on the page (R4.1)
- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- follow and identify details in short texts (L2.1)
- communicate or find out basic personal information (S1.1)

Let's play

- understand a known word or phrase by making use of pictures on the page (R4.1)
- participate actively in simple word level reading games (R5.1)
- ask about and express basic preferences (S1.2)
- understand and respond to details in a short sequence of simple sentences (R2.1) WB

CLIL

- understand a known word or phrase by making use of pictures on the page (R4.1)
- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- participate actively in simple word level reading games (R5.1) WB

Story

- understand a known word or phrase by making use of pictures on the page (R4.1)
- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)

Phonics

- identify and remember a wide range of sounds and their accompanying letter patterns (R3.5)
- recognise and say the beginning, middle and final letter sounds in a word (L2.7) WB
- recognise and sound out beginning, middle and final letter sounds in a word (R3.3) WB
- spell familiar, high-frequency words accurately by segmenting them (W2.2) WB
- blend sounds to read a wide range of high-frequency words (R3.4) WB

Project

- understand and respond to details in a short sequence of simple sentences (R2.1)
- communicate basic personal information using short, simple statements (W1.1) WB
- express basic preferences using short, simple statements (W1.2) WB
- communicate or find out basic personal information (S1.1) WB

Round-up

- understand a known word or phrase by making use of pictures on the page (R4.1)
- follow and identify details in short texts (L2.1)
- participate actively in simple word level reading games (R5.1) WB

Cursive writing

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



Language focus

Objectives

- to say a song/poem
- to identify fruit
- to introduce countable nouns
- to revise plurals

Vocabulary

Fruit: grapes, peach, mango, pineapple, cherry, strawberry

Structures

There's a pineapple.

There are some pineapples.

cherry-cherries

strawberry-strawberries

peach-peaches



Materials

- flashcards for *grapes, peach, mango, pineapple, cherry, strawberry* or real fruit
- photos of different kind of fruit

Lesson plan



Warm-up

- Stick on the board various photos of different kind of fruit.
- Draw Ss' attention to the photos and ask them to guess what the lesson is about. Initiate a short discussion.

Activity 1 R4.1

- Stick the flashcards (grapes, mango, peach, pineapple, cherry, strawberry) on the board.
- Point to each flashcard, say the word and ask Ss to repeat. Alternatively, show Ss the fruit you have brought, point to each one and say the word aloud. Get Ss to repeat.
- Have Ss open their books to p.85.
- Point out the fruit 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 L3.1 L1.1 L2.1

- Direct Ss' attention to the picture in the foreground and ask them what it depicts (a boy holding an apple).
- Draw Ss' attention to the pictures of the fruit and ask them to name the fruit they see (strawberries, cherries, a pineapple, a peach, a mango, grapes).
- Ask Ss what their favourite fruit is.
- Explain to Ss that they are going to listen to a song/poem.
- Point out that they have to listen to the recording and point to the correct picture as they hear the fruit mentioned.
- Play the song/poem again and tell Ss to match the lines of the song/poem with the corresponding picture.
- Make sure Ss have matched the lines with the pictures correctly.
- Play the song/poem again and encourage Ss to say the song/poem along with the recording.

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



1. B 2. A 3. F 4. C 5. E 6. D

LOOK!

- Draw Ss' attention to the *Look!* box at the top of p.85 and read it aloud.
- Remind Ss that we use *there is* to show that something exists in a place and *there are* to show many things that exist in a place.
- Draw Ss' attention to the first two sentences. Explain to Ss that *a* is used only with singular nouns while *some* is used with plural countable nouns in the affirmative. Write a few examples on the board and ask Ss to say if we use *a* or *some*, e.g. *a box, some cherries*.
- Remind Ss that regular nouns form their plurals by adding the ending *-s*. Point out that nouns ending in *-s, -sh, -ch, -x* and *-o* form their plurals by adding the ending *-es*.
- Direct Ss' attention to the word *peaches* in the vocabulary and ask them to say the singular form (peach). Write *peach* on the board and ask Ss to make the plural form for it (peaches).
- Draw Ss' attention to the words *cherries* and *strawberries*. Point out that nouns which end in *consonant + y* change the *y* to *i* and then take the ending *-es* (cherry - cherries).
- Write more examples on the board in order to clarify the formation of plural nouns ending in *consonant + y*, e.g. *baby - babies*, etc. Ask **higher-performing Ss** to come up with their own examples. This will challenge them.

Language box

There is has got a short form in the affirmative, *There's*. However, *There are* hasn't got a short form in the affirmative. The short forms are often used in the negative (*There isn't, There aren't*).

Activity 3 S1.2

- Draw Ss' attention to the children in activity 3 and have them read the exchange aloud.
- Explain to Ss that in pairs they have to take turns asking and answering questions about their favourite fruit.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity. Go round the class helping them when necessary.
- Have a few pairs of Ss present the exchange to the whole class.

Food and drink



SONG

1



grapes



peach



mango



pineapple



cherry



strawberry

2 Listen and match. Then say.

Fruit!

I am hungry. What about you?

Do you like fruit?

1 There are some **cherries**

2 And **strawberries** too.

3 There are some **grapes**.

Do you want **grapes** too?

You know they're good for me and you!

I am hungry. What about you?

Do you like fruit?

4 There is a **pineapple**

5 And a **mango** too!

6 I want a **peach**.

Do you want a **peach** too?

You know it's good for me and you!



A



B



C



D



E



F



LOOK! pp. 141-142

There's
a pineapple.

There are some
pineapples.

cherry



cherries



strawberry



strawberries



peach



peaches



3 Talk in pairs.

What's your favourite fruit?

My favourite fruit are grapes.



4 Write the song again with fruit you like. Change the words in blue.

85

Activity 4 R5.1

- Tell Ss that they have to read the song/poem again and replace the words in blue with fruit they like, making sure they have used either singular or plural nouns, according to the quantifier (some, a) used in the song/poem.
- To help **lower-performing Ss**, you can give them options to choose from, e.g. for replacing the word

cherries in the first verse you can give them the options, *pineapples* or *mangoes*.

- Have Ss read their songs/poems aloud and play the song/poem in the background so that Ss can say it aloud. Make sure you lower the volume every time Ss say their lyrics.

open answers

A Optional

PRACTICE

Memory shopping list

- Divide Ss into groups of four.
- Hand out a sheet of plain A4 paper to each group of Ss. Stick the

flashcards for the fruit presented in this lesson on the board.

- Give Ss a couple of minutes to look at the flashcards and try to memorise the fruit.
- Take the flashcards off the board. Tell Ss that, in groups, they will have to try and remember as many

of the flashcards as they can in the order they were on the board and write them down on the paper.

- Give Ss three minutes to write down as many words as they can remember and in the correct order.
- When the Ss have finished their lists, have them count up the number of words.
- The group that has written the most words in the correct order, wins.

EXPANSION

- Write a fruit in jumbled letters on the board, e.g. *rcehyr*. Ss have to guess the word and say it aloud, e.g. *cherry*.

Before leaving

- Play the song/poem *Fruit!* on p.85 of the SB and have Ss say the song/poem along with the recording.

Workbook

Activity 1 R4.1

1. F 2. D 3. A 4. E 5. B 6. C

Activity 2

	-s	grapes	pineapples
	-es	peaches	mangoes
	-ies	cherries	strawberries

1. grapes 2. cherries
3. peaches 4. strawberries
5. mangoes 6. pineapples

Activity 3

1. There are some peaches.
2. There are some pineapples.
3. There are some mangoes.
4. There are some strawberries.
5. There are some cherries.

Note

- Bring some envelopes, some photos of various food competitions to the next lesson.

Language focus

Objectives

- to identify food
- to ask and answer about countable and uncountable nouns

Vocabulary

Food: cheese, spaghetti, meat, steak, chicken, peas

Noun: fridge

Structures

There is some cheese.

There are some peas.

Is there any cheese? Yes, there is. / No, there isn't.

Are there any tomatoes? Yes, there are. / No, there aren't.

Materials

- flashcards and word cards for cheese, spaghetti, meat, steak, chicken, peas, fridge
- flashcards from the previous lesson: grapes, peach, mango, pineapple, cherry, strawberry
- photos of various food competitions
- some envelopes

Revision (Optional)

- Stick the flashcards from the previous lesson (grapes, peach, mango, pineapple, cherry, strawberry) on the board and tell Ss to memorise them. Then instruct Ss to close their eyes while you hide one of the flashcards. When Ss open their eyes, they have to tell you which flashcard is missing.

Lesson plan

Warm-up

- Draw Ss' attention to the pictures shown in the lesson.
- Ask Ss to guess what they think the lesson will be about.
- Ask Ss to say which picture they like and why. Initiate a short discussion.



cheese



spaghetti



steak



chicken

1

There's a food competition on Friday.



1

Let's make a pizza! OK, Reema, are there any tomatoes in the fridge?



2

Is there any cheese?

Yes, there is. It's in the fridge.



3

I like peas and carrots...

Oh, no! Tab!

I'm sorry...



4

That's OK. Look!

Oh, Tab! You're great!

86

Activity 1 R4.1

- Stick the flashcards (cheese, spaghetti, meat, steak, chicken, peas, fridge) on the board.
- Point to each flashcard, say the word and ask Ss to repeat.
- Have Ss open their books to pp.86-87.
- 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

- Draw Ss' attention to the pictures.
- Ask Ss to tell you what they think

is happening. (The children are walking home from school. Reema is holding a leaflet for a food competition, thinking they should take part. Explain what *food competition* means by providing them with various photos of food competitions. Sahar is excited and suggests cooking something for the competition. Reema says that her mother can help them and they all go to her house. Reema's mum helps them make a pizza. When they are about to bake the pizza, Tab opens a bag of peas and carrots and they accidentally scatter onto the pizza. The children do not get angry because they see that the peas and carrots have formed a smiley face on the pizza and they like it.)

- Direct Ss' attention to the frames



LOOK! p. 142

There **is** some **cheese**.
 There **are** some **peas**.
 Is there **any** **cheese**? **Yes, there is.** / **No, there isn't.**
 Are there **any** **tomatoes**? **Yes, there are.** / **No, there aren't.**

3 Read activity 2 and circle.

- Is there a food competition on Thursday?
 Yes, there is. **No, there isn't.**
- Are there any tomatoes in the fridge?
 Yes, there are. **No, there aren't.**
- Is there any cheese in the fridge?
 Yes, there is. **No, there isn't.**
- Is there any meat on the pizza?
 Yes, there is. **No, there isn't.**

4 What's on the table? Listen and tick (✓).



5 Look at activity 4. Ask and answer with a partner.



87

of the story and ask them to find and point out the words from the vocabulary section which they can see in the frames (Frame 2: fridge; Frame 3: cheese, fridge; Frame 4: peas).

- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out who helps the girls. (Reema's mum helps the girls make a pizza.)
- Have Ss read the dialogue again and check comprehension.
- Ask Ss some questions about the story. *Where are the children?* (They're in the street.) *What are they talking about?* (A food competition.) *What do they decide to make?* (They decide to make a pizza.) *Where is Tab?* (He is in the kitchen.) *What is he doing?* (He is trying to open a bag of peas and carrots.) *What happens?* (Tab accidentally drops the peas and

carrots on the pizza.) *What is on the pizza now?* (Peas and carrots that have formed a smiley face.)

Activity 3 R2.1

- Draw Ss' attention to the four questions in activity 3.
- Explain to Ss that they have to refer to the story and circle the correct answer.
- Go round the classroom making sure Ss have answered the questions correctly.
- Have Ss check their answers in pairs first, then as a class.

1. No, there isn't.
2. Yes, there are.
3. Yes, there is.
4. No, there isn't.

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

LOOK!

- Draw Ss' attention to the Look! box at the top of p.87 and read it aloud.
- Explain to Ss that nouns in English are divided into two categories: countable and uncountable nouns.
- Countable nouns are nouns which have a plural form. Say *cherry - cherries* and have Ss repeat after you.
- Uncountable nouns are nouns which only have a singular form. Say *cheese* and have Ss repeat after you.
- Point out that we use *some* to talk about uncountable nouns and the plural of countable nouns, while we use *any* with countable nouns in the plural form and uncountable nouns in questions and negative sentences only.
- Write the sentences from the Look! box on the board and have Ss repeat. Write a few more examples using the vocabulary presented in the lesson.

- Refer Ss to the presentation and ask them to underline similar examples to the ones presented in the Look! box. (Frame 1: *There's a food competition on Friday.* Frame 2: *OK, Reema, are there any tomatoes in the fridge? Yes, there are.* Frame 3: *Is there any cheese? Yes, there is.*)
- Refer Ss to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their sentences, using the structures taught. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, you can write a jumbled-up sentence on the board and ask them to put the words in the correct order, e.g. write *are / some / cherries / There /*.

Activity 4 L2.1

- Draw Ss' attention to the picture in activity 4.
- Explain to Ss that they are going to listen to two girls talking and they have to put a tick (✓) in the boxes next to the food items mentioned in the exchange.
- Play the exchange more than once, if necessary.

Listening transcript

Girl 1: *Is there any chicken?*

Girl 2: *Yes, there is. And there's some steak too.*

Girl 1: *OK! What about cheese? Is there any cheese?*

Girl 2: *No, there isn't. But there is some spaghetti.*

Girl 1: *Oh, OK... That's fine. There are some peaches too.*



These should be ticked: 2, 4, 5, 7

Activity 5

- Direct Ss' attention to the two children in the picture and ask them to guess what's happening. (The boy on the left is asking the boy on the right about food.)
- Read the exchange aloud and get Ss to repeat.
- Explain to Ss that in pairs they will have to look at activity 4 in their books and ask each other questions about what is on the table, according to what they ticked earlier.
- Demonstrate the activity with the help of a S.
- Invite a S to come to the front of the class and ask, *Is there any chicken?* Encourage the S to answer, *Yes, there is.*
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity. Go round the class helping them when necessary.
- Have a few pairs of Ss present the exchange to the whole class.

**Optional****PRACTICE****Market races**

- Divide Ss into two teams.

- Give each team an envelope with word cards, a sheet of paper and a marker. Ask Ss to draw a line down the middle of the page. Ask Ss to write *countable* at the top of the column on the left and *uncountable* at the top of the column on the right.
- Explain to Ss that once you say *Go!* they will have to empty the contents of the envelope and write the countable and uncountable foods in the appropriate column.
- The team to do this the fastest and correctly wins the game.

EXPANSION

- Write some lines from the dialogue in activity 2 on the board, e.g. *Reema, are there any tomatoes in the...? Is there any...? I like peas and...* Ask Ss to guess the missing words and say them aloud.

**Before leaving**

- Hand out the flashcards for the lesson to the Ss.
- Go round the classroom asking, *Have you got any meat?* and encourage Ss to answer, *Yes, I have. / No, I haven't.*
- Make sure all Ss participate before they leave.

**Workbook****Activity 1 R4.1**

1. chicken 2. cheese 3. spaghetti 4. peas 5. steak

Activity 2

1. some 2. some 3. any 4. some 5. any 6. any

Activity 3

1. any 2. some 3. some 4. any 5. some
6. any 7. some 8. some 9. some

Activity 4 L2.1**Listening transcript**

1. **Man:** *Are there any peas, Eric?*

Boy: *No, there aren't. There's spaghetti.*

Man: *OK.*

Boy: *Is there any pizza?*

Man: *Yes, there is.*

2. **Woman:** *Is there any salad for lunch, Sally?*

Girl: *Yes, there is. There's some steak too.*

Woman: *OK. Is there any chicken?*

Girl: *No, there isn't.*



	Eric		Sally
peas	8	salad	4
spaghetti	4	steak	4
pizza	4	chicken	8

Language focus

Objectives

- to identify food from different parts of the world
- to ask and answer about food preferences

Vocabulary

Food: cheeseburger, crepe, pancake, noodles, omelette, rice

Structures

What's your favourite food? My favourite food is spaghetti.

Materials

- flashcards for *cheeseburger, crepe, pancake, noodles, omelette, rice*
- flashcards from the previous lesson: *cheese, spaghetti, meat, steak, chicken, peas, fridge*
- photos of flags and food from different countries

Revision (Optional)

- Use flashcards from the previous lesson (*cheese, spaghetti, meat, steak, chicken, peas*). Stick three of the flashcards on the board, e.g. *peas, cheese, steak*, and ask Ss, e.g. *Is there any cheese? Are there any peas? Is there any chicken?* and elicit their answers.
- Repeat with other flashcards.

Lesson plan

Warm-up

- Stick the photos of the flags and the food from different countries on the board.
- Draw Ss' attention to the board and ask them if they are familiar with any of the photos on the board.
- Ask Ss if they would like to taste any of the food on the board. Initiate a short discussion.

Activity 1 R4.1

- Hold up each flashcard, say the word and encourage Ss to repeat after you.
- Have Ss open their books to p.88.
- 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. (There are three children from different countries presenting their favourite food.)
- Ask Ss, *What can you see in the first picture?* (A dish from China.) *What can you see in the second picture?* (A dish from the USA.) *What can you see in the third picture?* (A dish from Qatar.)
- Ask Ss which dish(es) they like and why.
- Explain to Ss that they have to read the texts carefully and match them with the correct pictures.
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to match the texts to the correct pictures.
- Check Ss' answers as a class.

1. C 2. A 3. B

- Have Ss read the texts again and check comprehension.
- Ask Ss some questions about the texts. *What's the boy's name in the first picture?* (It's Ali.) *What is his favourite food?* (It's chicken machboos.) *Where is the boy in the second picture from?* (He's from China.) *What does he like?* (He likes noodles.) *What is the name of the girl in the third picture?* (It's Carol.) *What does she like?* (She likes pancakes.)

Activity 3 R2.1

- Direct Ss' attention to the six sentences in activity 3.
- Explain to Ss that they have to refer to the texts in activity 2 and write T for True or F for False.
- Have Ss check their answers in pairs first, then as a class. Make sure Ss justify their answers.

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

- Choose three Ss to read the texts aloud for the class.

LOOK!

- Direct Ss' attention to the **Look!** box at the top of p.89.
- Read the example aloud and encourage Ss to guess when we use the question, *What's your favourite food?* Elicit that we use it to ask someone about the food he/she likes the most.
- Invite a S to come to the front of the class and ask him/her, *What's your favourite food?* Encourage him/her to answer, *My favourite food is (spaghetti).*
- Encourage Ss to come up with their examples asking and answering questions about their favourite food. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, you can give them two options to choose from, e.g. stick two flashcards of two different food items on the board for them to choose which one is their favourite.

Activity 4 L2.1

- Draw Ss' attention to the pictures of food in the activity.
- Explain to Ss that they will listen to three dialogues and they have to circle A or B according to what they hear.
- Play the first dialogue a couple of times (more if necessary) and ask Ss to point to the food mentioned. Go round the classroom to check that all of the Ss are pointing to the correct picture. Then have Ss circle picture A.
- Play the rest of the dialogues and have Ss circle the appropriate pictures.
- Check Ss' answers.

Listening transcript

1. Man: What's your favourite food, Hassan?

Boy: My favourite food is chicken machboos.

2. Woman 1: What's your favourite food, Rita?

Girl 1: My favourite food is pizza.

Woman 1: What do you want on your pizza?

Girl 1: I want some cheese, meat and vegetables.

3. Woman 2: What's your favourite food, Lisa?

Girl 2: It's pancakes.

Woman 2: Do you like chocolate or banana pancakes?

Girl 2: I like banana pancakes.



1. A 2. A 3. B

Activity 5 S1.1

- Draw Ss' attention to the children in activity 5 and read the exchange aloud.
- Explain to Ss that they are going to ask and answer questions about their favourite food from the pictures depicted in the activity.
- In pairs SA will have to ask SB about his/her favourite food using the question, *What's your favourite food?* SB will answer using the phrase, *My favourite food is...*
- Demonstrate the activity with the help of a S.



cheeseburger



crepe



pancake



noodles

1

2 Read and match.

What's your favourite food?

1 I'm Ali. I'm from Qatar. My favourite food is chicken machboos. It's chicken with rice and potatoes. It's very tasty!

2 I'm Chen. I'm from China. I like noodles. There are noodles with meat or vegetables. You can also have noodles in your soup! They are very tasty!

3 My name's Carol and I live in the USA. I like pancakes. Chocolate and banana pancakes are very tasty!

A **B** **C**

88

- Invite a S to come to the front of the classroom to act out the sample exchange with you. Say, *What's your favourite food?* and encourage the S to answer, *My favourite food is (pizza)*.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity. Go round the class helping them when necessary.
- Have a few pairs of Ss present the exchange to the whole class.

A Optional

PRACTICE

Food Bingo!

- Ask Ss to draw a 2x2 grid in their notebooks and write in each box a different item of food they have been presented with so far.
- Write the different foods on separate pieces of paper, fold them and put them in a bag.
- When all of the Ss are ready, go up to a S and instruct him/her to pick a piece of paper and read the item of food written on it aloud.
- Ss who have written that food in one of their boxes should cross it out.



omelette



rice

LOOK!

What's your favourite food?
My favourite food is spaghetti.



3 Read activity 2 again and write **T** for True or **F** for False.

- | | | | |
|--------------------------------|----------------------------|---------------------------|--------------------------|
| 1. Ali is from China. | <input type="checkbox"/> F | 4. Chen likes noodles. | <input type="checkbox"/> |
| 2. Ali likes chicken machboos. | <input type="checkbox"/> | 5. Carol is from the USA. | <input type="checkbox"/> |
| 3. Chen is from China. | <input type="checkbox"/> | 6. Carol likes crepes. | <input type="checkbox"/> |

4 Listen and circle.



5 Choose your favourite food. Ask and answer with a partner.



- Repeat the procedure with other Ss.
- The first S to cross out all his/her food items and shout *Bingo!* wins.

EXPANSION

- Ask Ss to draw their favourite food on a piece of paper and write about it.
- Choose a few Ss to read their sentences aloud.

Before leaving

- Tell Ss that you are going to play a game.
- Invite a S to come to the front of the class and ask him/her to pick one of the dishes presented in this lesson. He/She will have to mime eating or preparing the dish and the rest of the Ss should figure out which dish he/she is eating/preparing.
- Make sure all Ss have participated before they leave the classroom.

Workbook

Activity 1 R4.1

- 1. OMELETTE**
2. RICE
3. CREPE
4. PANCAKE
5. CHEESEBURGER
6. NOODLES

Activity 2 R4.1

- 1. Mary's favourite food is spaghetti.**
2. Rashid's favourite food is chicken machboos.
3. Rita's favourite food is noodles.
4. Bob's favourite food is pizza.

Activity 3 R2.1

picture B

Activity 4 L2.1

Listening transcript

- 1. Man 1:** What's your favourite food, Mike?
Boy 1: My favourite food is pizza.
Man 1: Do you like it with vegetables?
Boy 1: No, I don't. I like it with chicken and cheese.
- 2. Woman:** What's your favourite food, Karen?
Girl: It's spaghetti, of course!
Woman: Do you like it with tomatoes and cheese?
Girl: Yes, I do. It's yummy!
- 3. Man 2:** What's your favourite food, Omar?
Boy 2: My favourite food? It's chicken.
Man 2: Do you like it with salad?
Boy 2: No, I don't. I like it with rice and vegetables.

A. 2 B. 3 C. 1

Note

- Bring photocopies of all flashcards (one per S) from this and the previous lessons in the module to the next lesson.



Language focus

Objectives

- to identify items of food and drink
- to ask for and order food

Vocabulary

Drinks: tea, coffee, milk, orange juice

Nouns: salt, pepper, sugar

Structures

What would you like?

I'd like some tea, please.

Can I have some coffee, please?



Materials

- flashcards for *tea, coffee, milk, orange juice, salt, pepper, sugar*
- flashcards from the previous lesson: *cheeseburger, crepe, pancake, omelette, noodles, rice*
- photocopies of all flashcards from the previous two lessons in the module (one per S)

Revision (Optional)

- Use the flashcards from the previous lesson (cheeseburger, crepe, pancake, omelette, noodles, rice).
- Stick the flashcards on the board.
- Divide Ss into two teams.
- Invite a S from each team to come to the board.
- Say a word out loud, e.g. *crepe*.
- The first S to touch the flashcard for the word gets a point for his/her team.
- Continue in the same manner until all of the Ss have had a turn. The team with the most points wins.

1



LOOK!

What would you like?

I'd like some tea, please.

Can I have some coffee, please?

2

Complete the dialogue with the words/phrases in the box. Then act out the dialogue.

I'd like some tea have some
What would you like milk Here you are please

90

(1) Hello. _____?
 Any sugar?
 Any (3) _____?
 Of course.
 (6) _____

(2) Hello. _____, please.
 No, thank you.
 Yes, please.
 Can I (4) _____ water too?
 Thank you. And some cake,
 (5) _____
 Thank you very much.

Lesson plan



Warm-up

- Ask Ss to name their favourite restaurant.
- Encourage them to say the food they usually order and why they like it. Initiate a short discussion.
- Draw Ss' attention to the pictures presented in the lesson and ask them to guess what it is going to be about.

Activity 1 R4.1

- Hold up each flashcard (tea, coffee, milk, orange juice, salt, pepper, sugar), say the word and ask Ss to repeat.
- Have Ss open their books to p.90.
- 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.

LOOK!

- Direct Ss' attention to the *Look!* box on p.90.
- Explain to Ss that we use *What would you like?* to politely ask somebody what he/she wants to eat or drink in a restaurant. We use *I'd like + noun* to answer this question.
- Point out to Ss that we can also use *Can I have some..., please?* in order to order food or drink in a restaurant.
- Divide Ss into groups of three. Explain to them that they have to assign the roles of waiter/waitress and customers and come up with their own exchanges, while using the structures taught in the lesson. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, you can stick some of the flashcards of this lesson on the board and have them choose from those.

Activity 2 R5.1  S1.2 

- Direct Ss' attention to the picture in the activity and ask them to tell you what the children are doing. (They are pretending to be in a restaurant. One boy pretends he is the waiter while another boy pretends he is the customer.)
- Explain to Ss that they have to first complete the dialogue using the words/phrases provided in the box.



- | | | |
|------------------------|----------------------|-----------------|
| 1. What would you like | 2. I'd like some tea | 3. milk |
| 4. have some | 5. please | 6. Here you are |

- Then, explain to Ss that in pairs SA will be the customer who wants to order something and SB will be the waiter who serves him/her.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity. Go round the class helping them when necessary.
- Have a few pairs of Ss present the exchange to the whole class.

EXPANSION

- Hand out a flashcard for the items of food and drink Ss know to each S. Write an item of food or drink on the board. The Ss who've got that flashcard should come to the board and stick the flashcard under the word using adhesive putty or tape. Repeat with the rest of the flashcards.

 **Before leaving**

- Hand out the flashcards for the lesson. Make sure each S gets a flashcard.
- Explain to Ss that you are going to pretend you are a waiter and ask each one of them what they would like to drink.
- Ask, *What would you like, sir?* for boys and *What would you like, madam?* for girls.
- Invite Ss to answer using *I'd like* and the item depicted on the flashcard they were given. To challenge **higher-performing Ss**, you can ask them to use their own ideas as well.

 **Optional****PRACTICE****Supermarket frenzy**

- Divide Ss into groups of four.
- Give each group a list of items of food (the list should include at least four items of food) and the members of each group a photocopy of a food flashcard. Make sure the group doesn't get a food flashcard that's on their list.
- Explain to each group that they have to walk round the classroom and ask the members of other groups if they have any of the food items on their list. For example, SA asks, *Have you got any salt?* and SB answers *Yes, I have* or *No, I haven't*.
- Whenever a S finds one of the items of food on the group's list, they collect the flashcard and cross it off their list.
- Once all of the items of food on the shopping list have been crossed off and all of the items of food have been collected, the groups return to their seats.
- The first group to find and cross off all of the items on their list, wins the game.

 **Workbook****Activity 1** R4.1 

- | | |
|-----------|-----------------|
| 1. salt | 2. tea |
| 3. pepper | 4. sugar |
| 5. coffee | 6. orange juice |

Activity 2 R2.1 

- | | | |
|------|------|------|
| A. 2 | B. 1 | C. 3 |
|------|------|------|



Language focus

Objectives

- to provide Ss with cross-curricular information on home economics

Vocabulary

Nouns: piece, onion, pot

Verbs: add, cut



Materials

- flashcards for *piece, onion, pot, add, cut*
- flashcards for *grapes, peach, mango, pineapple, cherry, strawberry, cheese, spaghetti, steak, chicken, meat, peas, cheeseburger, crepe, pancake, noodles, omelette, rice, tea, coffee, milk, orange juice*

Revision (Optional)

- Tell Ss that they will have to guess what you are describing.
- Say, *It's brown and we drink it in the morning. What is it?* Encourage Ss to answer, *It's coffee/tea.*
- Continue with the rest of the words.

Lesson plan



Warm-up

- Draw Ss' attention to the picture in activity 2 and the numbers. Ask Ss to guess what the lesson will be about. Initiate a short discussion.

Activity 1 R4.1

- Hold up each flashcard (*piece, onion, pot, add, cut*), say the word and ask Ss to repeat.
- 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 R1.1 R2.1

- Draw Ss' attention to the picture in activity 2 and the numbers next to the text. Ask Ss to guess what type of text it is. (It's a recipe.)
- Explain to Ss that they are going to listen to the recording and **shadow read** (read the sentences along with the recording) in order to find out how many minutes you cook the vegetables in the pot for. (For fifteen minutes.)
- Have Ss read the text again and check comprehension.
- Ask more questions to help Ss understand the instructions of the recipe, e.g. *What's the name of the dish?* (Vegetable risotto.) *What do we put in it?* (Rice, chicken and vegetables.)

Activity 3 R2.1

- Draw Ss' attention to the four sentences in activity 3.
- Explain to Ss that they have to read the sentences and refer to activity 2 in order to write Yes or No accordingly.
- Have Ss check their answers in pairs first, then as a class.



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

- Have some Ss read the text.



Project work

- Ask Ss to use the Internet to find information about a traditional dish of their country. Instruct them to select information that they think is interesting/important and use it to make a poster.
- Explain to Ss that their poster should have a heading. **Lower-performing Ss** can use pictures (drawings or photos), while **higher-performing Ss** can include 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. The aim is 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.



Optional

Group pantomime

- Divide Ss into groups of four.
- Place the flashcards for the dishes and drinks learnt in the previous lessons face down on your desk.
- In turns, call up each group and have one S in the group pick up a flashcard without revealing it to the other groups.
- The S shows the flashcard to his/her group and they all pretend to be

1   piece  onion  pot  add  cut

2 Read and answer. For how many minutes do you cook the vegetables in the pot?  

 **Let's cook!**  

Vegetable risotto



Vegetable risotto comes from Italy. There are vegetables and some chicken in it. Follow the recipe:

- 1 Cut the chicken into pieces.
- 2 Cut some vegetables (carrots, tomatoes and onions) into pieces.
- 3 Put the vegetables in a pot, add some peas and cook them for 5 minutes.
- 4 Add some rice and mix it with the vegetables.
- 5 Add some water. Then add the chicken and cook for 15 minutes. *Your vegetable risotto is ready!*

3 Read and write **Yes** or **No**. 

1. Vegetable risotto comes from the USA. _____
2. There is some fish in it. _____
3. Cook the vegetables in a pot for five minutes. _____
4. Add the chicken in the pot and cook for thirty minutes. _____

PROJECT WORK 

Work in groups. Choose a traditional dish from your country and present it to the class.

 **Workbook**

Activity 1 R4.1 

-  1. add
2. pot
3. onion
4. piece
5. cut

Activity 2 R5.1 

-  1. Cut the fish into pieces.
2. Cut some vegetables (carrots, tomatoes, onions) into pieces.
3. Put the vegetables in a pot and cook for 10 minutes.
4. Add the fish and some water to the vegetables. Cook for 20 minutes. Add some salt and pepper.
5. Your fish soup is ready!

 **Note**

- Preparation for the next lesson: Photocopy the story (*The Wishing Table*, SB, pp.92-93), making one copy for every four Ss. Before you photocopy the story, cover the speech bubbles and the numbers in each frame. Cut out the frames. Photocopy only the speech bubbles of the story (one copy for every four Ss) and cut them out. Bring the copies of the story and the speech bubbles to the next lesson.

eating or drinking what is depicted on the flashcard, while the other groups take turns guessing what the Ss are eating/drinking, e.g. *They are eating cheeseburgers.* / *They are drinking coffee.*

- Every correct guess earns the guessing team one point. Whenever the Ss in a group guess correctly, they get a chance to mime.
- The group with the most correct guesses wins.

 **Before leaving**

- Have Ss form a line close to the door.
- Stand at the end of the line and explain to Ss that you are going to whisper a word to the S standing in front of you. The S will have to whisper it to the S in front of him/her and so on until the S at the head of the line is the last person to hear it.
- Then, that S says the word he/she heard aloud and leaves the classroom.
- To challenge **higher-performing Ss**, you can ask them to make a sentence with the specific word. To help **lower-performing Ss**, you can stick two flashcards on the board (one of which will be the word Ss have to say) and ask them to point to the correct flashcard while saying the word.
- Make sure you whisper different words every time a S leaves the line.

Language focus

Objectives

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

Vocabulary

Nouns: family, soup

Verb: share

Materials

- flashcards for *share, family, soup*
- flashcards from the previous lesson: *piece, onion, pot, add, cut*

Revision (Optional)

- Use the flashcards from the previous lesson (*piece, onion, pot, add, cut*) and ask Ss to name each item.
- To help **lower-performing Ss**, you can give them a hint about each item and they will have to guess which one it is. Say, e.g. *We cook food in it*, and encourage Ss to say, *pot*.

Lesson plan

Warm-up

- Draw Ss' attention to the pictures of the story and ask them to guess what the story is about. Initiate a short discussion.

Activity 1 R4.1

- Go up to a S, point to his/her book and ask him/her, *Can you share your book with me?* You can use any other object on Ss' desks to explain the meaning of the verb *share*. Then hold up the flashcards for the lesson, say the words and have Ss repeat after you.
- Have Ss open their books to p.92.
- Point out the words in the vocabulary section. Play the recording 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

Brothers Grimm: Jacob (1785-1863) and Wilhelm (1786-1859) Grimm were born in Germany. They started collecting German folktales after their professor, Friedrich von

1



share



family



soup

2 Read and answer. What does Mr Black give Jack? 🎧 🔊

THE WISHING TABLE

Jack works with Mr Black. One day...



1



92

2

The next day, Jack is walking by a restaurant.



3

Savigny, encouraged them. The Grimm brothers managed to create a large record of German folktales which later became very famous and can now be seen in Berlin. The Grimm brothers became popular with stories like *The Frog Prince*, *The Wishing Table*, 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 *The Wishing Table*.
- Point to the first frame and ask Ss to tell you what they think the young man in the story is doing. (He is talking to an old man, Mr Black, who offers him a present.)
- Cover the second page (p.93). Ask Ss to look at the first three frames in the story on p.92 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 look at pp.92-93 and

name as many things as they can. Help them by asking questions such as, *What's this?* (It's a special table.) *What's on the table?* (Lots of food and drinks.)

- 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 what Mr Black gives Jack. (Mr Black gives Jack a table.)
- Direct Ss' attention to the frames of the story and ask them to find all the food and drink items mentioned in the story (Frame 4: meat, pizza, soup, spaghetti, fruit, cherries, mangoes, strawberries,

Story 7



- 3 Read and write T for True or F for False.
- The table can give food. _____
 - The table can give drinks. _____
 - Jack's parents are sad. _____
- 4 Can you think of a different ending for the story? Discuss.

Let's think
Why is it important to share your food with your family and friends?

tea, coffee; Frame 7: meat, vegetables, fruit). Then ask Ss to say them out loud.

- Talk about what happens in each frame.
Frame 1: A young man named Jack works with an old man, Mr Black. Jack goes back home and Mr Black offers him a present.
Frame 2: Mr Black gives Jack a table. Jack explains that he already has got one but Mr Black explains that this is a special table.
Frame 3: The next day Jack walks by a restaurant and sees some people eating. The waiter asks him if he needs anything to eat but Jack explains that he doesn't need any food, he has got his wishing table.
Frame 4: Jack now eats and drinks from the table and wants more.
Frame 5: The table stops giving food and Jack wonders what happened.
Frame 6: Jack takes the table back to Mr Black and wants to

know why it doesn't work any more. Mr Black asks Jack if he had shared any of the things the table offered to him and Jack says he hadn't. Mr Black explains that Jack should share what he is given by the table.
Frame 7: Jack goes back home and shows the table to his parents. The table starts giving food again and everyone is happy.

- Ask Ss some comprehension questions.
- Encourage Ss to answer.
Frame 1: (pointing to the young man) *Who is he?* (Jack.) (pointing to the old man) *Who is he?* (Mr Black.)
Frame 2: (pointing to Mr Black) *What is he giving to Jack?* (He's giving him a table.) *Is it an ordinary table?* (No, it isn't. It's a special table.)
Frame 3: (pointing to the restaurant) *Where is Jack now?* (He is walking by a restaurant.) (pointing to the waiter) *What does he ask Jack?* (He asks him whether

he'd like some food.) (pointing to Jack) *Does Jack want any food?* (No, he doesn't.)
Frame 4: (pointing to Jack) *What is he doing?* (He is eating and drinking.) *Is he alone?* (Yes, he is.) *What is he saying?* (He wants more food and drinks.)
Frame 5: (pointing to the table) *What happens to the table?* (It stops giving food and drinks.) (pointing to Jack) *How does he feel?* (He is surprised.)
Frame 6: (pointing to Jack) *Where is he now?* (He has returned to Mr Black again.) (pointing to Mr Black) *What does he explain to Jack?* (He explains that the food and drinks from the table should be shared.)
Frame 7: (pointing to Jack) *Where is he now?* (He's at his home with his parents.) *Is the table working now?* (Yes, it is.)

EXPANSION

- Divide Ss into groups of five and have them read the story aloud. Tell Ss to swap roles.
- Have some groups of Ss read the story aloud for the whole class.

Activity 3 R2.1

- Direct Ss' attention to the three sentences and ask them to read them.
- Explain to Ss that they have to refer to the story and write T for True or F for False.
- Have Ss check their answers in pairs first, then as a class. Make sure Ss justify their answers.

1.T 2.T 3.F

- 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 and read the question out loud.
- Ask Ss to answer the question and initiate a discussion.
- Encourage all Ss to participate in the discussion.

Suggested answer:
It is important to share your food with your family and friends, because this shows that we care about them. It is also important not to be selfish and to learn that sharing is caring.

Activity 4

- Explain to Ss that they have to think of a different ending for the story.
- Divide Ss into pairs and ask them to exchange their ideas. Ask **higher-performing Ss** to write the idea they have decided upon in the form of a dialogue.
- Have a few pairs of Ss come to the front of the class and act it out.

(Suggested answers)

- Jack decides not to share his food with his family. The table still doesn't work and Jack is hungry. The waiter from the restaurant sees Jack and shares some food with him. Suddenly, Jack realises the importance of sharing and asks the table one more time for food only this time he promises that he will share it with all the people present in the restaurant.
- Jack asks for food from the table in order to share with his family but it still doesn't work. He revisits Mr Black and asks what is wrong with the table. Mr Black explains to Jack that he should be polite when asking for things and always say please. Jack asks for food from the table once again only this time he asks politely, using please. The table works and Jack also learns the importance of sharing and being polite to others.

A Optional

Story line

- Divide Ss into groups of four.
- Give each group a copy of the story and the speech bubbles (see Note in the previous lesson).
- Ask Ss to close their books.
- Ss have to put the frames in the correct order and then match each speech bubble to the correct frame and character.

Before leaving

- Use a desk as a 'Wishing Table.'
- Invite two Ss to come to the 'Wishing Table' and act out a part of the story. To make the sketch more interesting, you can lay a few of the flashcards for food on the 'Wishing Table.'
- Invite a few more Ss to the 'Wishing Table' before they leave the classroom.

Workbook

Activity 1 R2.1

- | | | |
|--------------|-------------|-----------------|
| 1. meat | 4. fruit | 7. strawberries |
| 2. soup | 5. cherries | 8. coffee |
| 3. spaghetti | 6. mangoes | 9. tea |

Activity 2 R2.1

- Jack doesn't want the food from the restaurant because he has got his wishing table.
- The table isn't working because Jack doesn't share the food with other people.
- Jack shares the food with his family.

Activity 3

open answers

1 Listen and say.

/s/



carrots



books

/z/



eggs



beans

/z/



tomatoes



cherries

/z/



glasses



buses



foxes



dishes

2 Listen and say. Then underline the /s/ sounds, circle the /z/ sounds and highlight the /z/ sounds.

Look at the food on the dishes



Look at the food on the dishes!
Eggs, carrots and tomatoes too!
Chicken and fish!
I like them all, but
I don't like beans!

Look at the fruit on the dishes!
Apples, grapes and cherries too!
Bananas and a pear!
Oh, no! Oh, no!
There's juice on my hair!

94

PHONICS

Language focus

Objectives

- to practise the pronunciation of plural noun ending -s
- to say a phonics chant/poem

Vocabulary

carrots, books, eggs, beans, tomatoes, cherries, glasses, buses, foxes, dishes

Phonics

plural noun ending -s

Materials

- blown-up colour photocopies of the story *The Wishing Table*, SB, pp.92-93.
- flashcards for *carrots, books, eggs, beans, tomatoes, cherries, glasses, buses, foxes, dishes*
- phonics cards of *carrots, beans and dishes* (TB pp.263-264 - one set per S)

Revision (Optional)

- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Ask Ss if they remember the title of the story (*The Wishing Table*). Ask them to tell you what else they remember about the story.
- Have Ss open their books to pp.92-93. 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 aloud for the whole class.
- Have Ss close their books and try to retell the story from memory.

Lesson plan



Warm-up

- Write /s/, /z/ and /ɪz/ on the board. Under each sound, stick the flashcards depicting words that end in that sound.
- Point to /s/ and say /s/ a couple of times, encouraging Ss to repeat after you. Then point to each flashcard (carrots, books) and say the words out loud, having Ss repeat after you.
- Repeat the same procedure with the other sounds.
- Explain to Ss that the **s** we add to the end of a singular noun to make a plural noun may be pronounced /s/ or /z/. If the word ends in *p, k* or *t*, then the *s* at the end of the noun is pronounced /s/. If the word ends in any other letter, the *s* at the end of the noun is pronounced /z/. When a word ends in *-s, -ss, -x, -sh, -ch*, or *-tch* we add an *-es* for the plural. This is pronounced /ɪz/. When a noun ends in *-o*, we usually add an *-es* for the plural. This is pronounced /z/. Words that end in *-y*, form the plural by dropping the *-y* and adding the ending *-ies*, which is also pronounced /z/. (e.g. cherry-cherries).

Activity 1

- 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

Woman: /s/, /s/, carrots, books

/z/, /z/, eggs, beans

/z/, /z/, tomatoes, cherries

/ɪz/, /ɪz/, glasses, buses,

foxes, dishes

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

Activity 2 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 food is there?* (Eggs, carrots, tomatoes, chicken, beans and fish.) *What fruits are there?* (Apples, grapes, cherries, bananas and a pear.) Ask Ss which of these foods they like and which they dislike.
- Explain to Ss that they are going to listen to a chant/poem and that they have to underline all of the words they hear in the chant/poem that end in the /s/ sound, circle all of the words that end in the /z/ sound and highlight the words that end in the /ɪz/ sound using a colour of their choice.
- 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, underline and highlight.
- Then play the chant/poem once more and encourage Ss to say it along with the recording.



underlined: carrots, grapes

circled: eggs, tomatoes, beans, apples, cherries, bananas

highlighted: dishes, dishes



TPR Activity

- Ask Ss to take out the *carrots, beans* and *dishes* phonics cards.
- Explain that they have to say the chant/poem while raising the corresponding card each time. Tell Ss that they have to raise the *carrots* phonics card when they hear a word ending in /s/ sound.

- They have to raise the *beans* phonics card when they hear a word ending in /z/ sound and the *dishes* phonics card when they hear a word ending in /ɪz/ sound.
- You can divide Ss into two teams. One team raises the phonics cards for the first five lines of the chant/poem while saying it, and the other team raises the phonics cards for the last five lines while saying it.



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 (/s/, /z/, /ɪz/), e.g. /s/ and have Ss write a word ending with that sound on the board, e.g. *carrots*.
- The S that does this the fastest wins a point for his/her team.
- Repeat the same procedure with the rest of the Ss. The team with the most points wins.



Optional 2

Written whispers

- Stick the flashcards for *carrots, books, eggs, beans, tomatoes, cherries, glasses, buses, foxes, dishes* on the board.
- Divide Ss into two teams. The teams stand in lines with their backs turned to you and the board, except for the first player on each team, who should be facing you and the board.
- Give the first S standing in each line the phonics cards of *carrots, beans, dishes*.
- 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. *books*. The players facing you must show you

the correct phonics card *carrots*.

- Tell Ss that they have to show you the *carrots* phonics card when you point to a flashcard depicting a word ending in /s/ sound. They have to raise the *beans* phonics card when you point to a flashcard depicting a word ending in /z/ sound and they have to raise the *dishes* phonics card when you point to a flashcard depicting a word ending in /ɪz/ sound.
- Then instead of whispering the word down the line, they pass the word, e.g. *books* by writing it with their index fingers on the back of the person in front of them until it reaches the last S in line.
- The last player on each team must touch the flashcard for *books* and say the word (*books*). If he/she does this correctly, the team gets a point.
- Repeat until all players have come to the front of the line. The team with the most points wins.



Workbook

Activity 1 L2.7

Listening transcript

- Man:** 1. *glasses*
2. *books*
3. *beans*
4. *carrots*
5. *eggs*



circled: books, carrots

crossed out: glasses

underlined: beans, eggs

Activity 2 R3.3 W2.2



1. gr - a - pes, grapes
2. ba - na - nas, bananas
3. bu - ses, buses

Activity 3 R3.4



- /z/ - 2, 3, 4, 8
/s/ - 5, 6
/ɪz/ - 1, 7

- 1 What's Carol's favourite food? Read and answer.

My favourite food

My name is Carol. I'm from the USA. My favourite food is cheeseburgers. They're yummy! I like chocolate cake too. It's very tasty. My favourite drink is orange juice. What's your favourite food?

- 2 Read the questions and write the correct answers.

1. What's the girl's name?

2. Where is she from?

3. What's her favourite food? Why?

4. What's her favourite drink?

Writing tip

Always use a **question mark** (?) at the end of a question, e.g. *What's your favourite food?*

We use an **exclamation mark** (!) at the end of a sentence to show strong feelings, e.g. *They're yummy!*

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PROJECT



Language focus

Objectives

- to talk about one's favourite food and drink
- to learn how to use question marks and exclamation marks in sentences



Materials

- phonics cards of *carrots*, *beans* and *dishes* (TB pp.263-264 - one set per S)
- photos of various food items

Revision (Optional)

- Play the chant/poem *Look at the food on the dishes* in the SB on page 94 and have Ss chant/say the poem and do the TPR activity (TB, page 173).

Lesson plan



Warm-up

- Stick the photos of various food items on the board.
- Draw a smiley face next to some of them and next to the smiley face a name, e.g. Tom.
- Ask Ss to make sentences, using the prompts given on the board, e.g. next to the photo of a *chicken* you have drawn a smiley face and the name *Tom*. Ss have to say the sentence, *Tom's favourite food is chicken*.
- Continue the same procedure and make sure all Ss have a chance to participate.
- Ask Ss to guess what the lesson will be about based on the activity performed.

Activity 1 R2.1

- Draw Ss' attention to activity 1.
- Tell Ss to look at the pictures presented in activity 1 and ask them to guess what they think the text is about. (It's about Carol and her favourite food and drink.)
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what Carol's favourite food is. (Carol's favourite food is cheeseburgers.)
- Ask Ss some comprehension questions. Ask, *What is the girl's name?* (Carol.) *Where does she come from?* (She comes from the USA.) *What other food does she like?* (She likes chocolate cake.) *What's her favourite drink?* (Her favourite drink is orange juice.)
- Have a few Ss read the text.

Activity 2 R2.1

- Draw Ss' attention to the questions in the activity and ask them to read them.
- Explain to Ss that they have to look at activity 1 again and answer the questions.
- Have Ss check their answers in pairs first, then as a class.



1. Her name is Carol.
2. She's from the USA.
3. Her favourite food is cheeseburgers. They're yummy!
4. Her favourite drink is orange juice.

Writing tip

- Direct Ss' attention to the *Writing tip* and read it aloud.
- Explain the *Writing tip* to Ss and point out the examples.
- Write the sentences below on the board and have Ss copy them and punctuate them, using ? or !.
Can your brother swim (?)
I love football (!)
Have you got brown hair (?)
- Have Ss compare answers in pairs first, then check as a class.
- Ask a few Ss to read the sentences aloud.

Optional

What's your favourite food?

- Divide Ss into groups of four.
- Hand out a sheet of A4 paper to each group of Ss. Ask Ss to draw a grid. As headers they will put various food and drink items, while vertically they will complete the table with the names of their group's members.

- Explain to Ss that, in their groups, they are going to ask and answer each other questions about their food and drinks preferences, using the options they have included in their table.
- Point out that they can signify whether a S likes or doesn't like a food or drink item, by drawing a smiley or sad face accordingly.
- Go round the classroom making sure Ss have understood the activity.
- Stick each group's table onto the board and ask **higher-performing Ss** to summarise the results of each group.

Before leaving

- Have Ss form a line.
- Write various items of food or drink that Ss are familiar with on the board.
- Explain to Ss that they are going to say which their favourite food or drink is by pointing to the corresponding flashcard and saying the reasons why. To help **lower-performing Ss**, you can provide them with two options to choose from.
- Make sure all of the Ss participate before they leave the classroom.

Workbook

Activity 1



1. Would you like some coffee?
2. Wow! They are fast!
3. Let's eat now!
4. Are there any cherries?

Activity 2 W1.1 W1.2



open answers

Activity 3 W1.1 W1.2

S1.1



open answers



Language focus

Objectives

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



Materials

- flashcards and word cards for grapes, peach, mango, pineapple, cherry, strawberry, cheese, spaghetti, meat, steak, chicken, peas, fridge, cheeseburger, crepe, pancake, omelette, rice, noodles, tea, coffee, milk, orange juice, salt, pepper, sugar, piece, onion, pot, add, cut, share, family, soup

Revision (Optional)

- Ask a few Ss to come to the board and present their projects (WB, Project, activity 3).

1 Look and write. 🔑

peach onion mango peas milk pineapple cheese

1. pineapple

2. _____

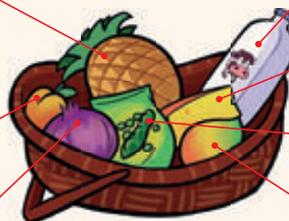
3. _____

4. _____

5. _____

6. _____

7. _____



2 Look and answer. 🔑

1. Is there any salad?

Yes, there is.

2. Are there any cherries?

No, there aren't.

3. Are there any bananas?

4. Are there any cheeseburgers?

5. Is there any soup?

6. Is there any rice?



3 Listen and circle A or B. 🔊



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Lesson plan



Warm-up

- Stick some of the flashcards from 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 R4.1 🔑

- Have Ss open their books to p.96.
- Explain to Ss that they have to look at the basket and fill in the words.



1. pineapple 2. peach 3. onion 4. milk 5. cheese 6. peas 7. mango

Activity 2 R4.1 🔑

- Explain to Ss that they have to look at the picture, read the questions and answer.

- 🔑
1. Yes, there is.
 2. No, there aren't.
 3. No, there aren't.
 4. Yes, there are.
 5. Yes, there is.
 6. No, there isn't.

Activity 3 L2.1 🎧

- Explain to Ss that they will have to listen carefully and circle picture A or B.
- Play the recording twice.

Listening transcript

1. **Woman 1:** Hello. What would you like?

Woman 2: Hello. I'd like some tea, please.

Woman 1: Any sugar?

Woman 2: No, thank you. But I'd like some milk.

2. **Man 1:** Hello, sir. What would you like?

Man 2: Hello. I'd like some coffee and some pancakes, please.

Man 1: I'm sorry. We haven't got any pancakes. But we have got some cake.

Man 2: OK. Some coffee and some cake, please. Thank you.

3. **Woman 2:** Hello. What would you like?

Woman 1: I'd like some soup, please.

Woman 2: OK. Anything else?

Woman 1: Can I have some fruit, please?

Woman 2: Of course. We have got cherries and strawberries.

Woman 1: Some cherries, please. Thank you.

- 🔑 1. B 2. A 3. A

A Optional**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. Ask **higher-performing Ss** to make a sentence with the word depicted on the flashcard and written on the word card.
- If the pictures don't match the words, Ss should try again.
- The S who has collected the most flashcards wins.

Before leaving

- Play the song/poem *Fruit!* on p.85 of the SB and invite Ss to say the song/poem along with the recording.

Workbook**Activity 1 R5.1** 🗃️

- 🔑
- Fruit:** cherries, pineapple, grapes, mangoes, peaches
- Food:** cheeseburger, noodles, steak, chicken, spaghetti
- Drinks:** tea, coffee, orange juice, milk, water
- Other:** pepper, salt, sugar

Activity 2

- 🔑
1. There are some peaches.
 2. There are some pineapples.
 3. Are there any strawberries?
 4. There are some mangoes.

Activity 3 R4.1 🔑

- 🔑
1. What would you like? I'd like some coffee, please.
 2. What would you like? I'd like some pancakes, please.
 3. What would you like? I'd like some spaghetti, please.
 4. What would you like? I'd like some tea, please.

Now I can

- Ask Ss to look at the pictures and tick the stars according to what they can or can't say. Then ask them to name the items aloud.
- Use the self-evaluation sheets for your Ss to check their performance.

Activities 1, 2, 3 & 4

- Hold up the WB, point to the pictures and encourage Ss to say the words/actions aloud.
- Have Ss tick the stars as they say each word/action.

Activity 5

- Direct Ss' attention to the pictures and ask them to guess what each picture depicts. Elicit Ss' answers. Then read the sentences/exchanges aloud and have Ss repeat after you and tick the stars.



Where were you yesterday?

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

Song

- understand a known word or phrase by making use of pictures on the page (R4.1)
- follow and identify the main idea of short texts (L1.1)
- predict the gist of short texts by using visuals accompanying the texts (L3.1)
- follow and identify details in short texts (L2.1)
- communicate or find out very basic personal information (S1.1)
- communicate basic personal information using short, simple statements (W1.1) WB

Top Stars

- understand a known word or phrase by making use of pictures on the page (R4.1)
- understand and respond to the main idea of short texts (R1.1)
- follow and identify details in short texts (L2.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- communicate or find out very basic personal information (S1.1)
- participate actively in simple word level reading games (R5.1) WB

Our world

- understand a known word or phrase by making use of pictures on the page (R4.1)
- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- follow and identify details in short texts (L2.1)
- describe objects using suitable words and phrases (S2.2)

Let's play

- understand a known word or phrase by making use of pictures on the page (R4.1)
- communicate or find out very basic personal information (S1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1) WB

CLIL

- understand a known word or phrase by making use of pictures on the page (R4.1)
- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)

Story

- understand a known word or phrase by making use of pictures on the page (R4.1)
- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)

Phonics

- identify and remember a wide range of sounds and their accompanying letter patterns (R3.5)
- recognise and say the beginning, middle, and final letter sounds in a word (L2.7) WB
- recognise and sound out beginning, middle and final letter sounds in a word (R3.3) WB
- spell familiar, high-frequency words accurately by segmenting them (W2.2) WB
- blend sounds to read a wide range of high-frequency words (R3.4) WB

Project

- understand and respond to details in a short sequence of simple sentences (R2.1)
- communicate basic personal information using short, simple statements (W1.1) WB
- communicate or find out basic personal information (S1.1) WB

Round-up

- understand a known word or phrase by making use of pictures on the page (R4.1)
- follow and identify details in short texts (L2.1)
- communicate basic personal information using short, simple statements (W1.1) WB

Cursive writing

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

TOP TIME! 4

- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- describe objects using suitable words and phrases (W1.3)
- communicate or find out basic personal information (S1.1)
- ask for attention or help from a teacher or classmate by using basic statements and questions (S3.1)



Language focus

Objectives

- to say a song/poem
- to ask and answer about where someone was in the past
- to identify places

Vocabulary

Places: amusement park, swimming pool, home

Structures

Where were you (yesterday morning)?

I/He/She/It was at (the amusement park).

You/We/They were at (home).



Materials

- flashcards for amusement park, swimming pool, home

Lesson plan



Warm-up

- Write on the board the days of the week and circle the day on which the current lesson is taking place.
- Point to the previous day from the one circled and under it write different places Ss are familiar with, e.g. *school, library, aquarium, museum, etc.*
- Say sentences with the items written on the board, while pointing to them, e.g. *Yesterday morning I was at school. Yesterday afternoon I was at the library. Yesterday evening I was at the aquarium.*
- Ask Ss to guess what the lesson will be about based on the sentences you have said. Initiate a short discussion.

Activity 1 R4.1 🔍

- Hold up the flashcard for *swimming pool* and say, *We can swim there.* Ask Ss to guess the place: *It's a swimming pool.*
- Continue the same procedure with the rest of the words.
- Alternatively, hold up each flashcard, say the word out loud and get Ss to repeat.
- Have Ss open their books to p.97.
- 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 L3.1 🧠 L1.1 🎨 L2.1 🎨

- Draw Ss' attention to the pictures and ask them what they see (a boy in different places: at school, at the swimming pool, at the amusement park and at home).
- Ask Ss to guess what the song is about. (It's about the different times of the day and the places the boy was on the previous day.)
- Explain to Ss that they are going to listen to a song/poem.
- Point out that they have to listen to the recording and point to the correct picture as they hear the places being described.
- Play the song/poem again and tell Ss to number the pictures according to the order heard in the song/poem.
- Make sure Ss have numbered the pictures correctly.
- Play the song/poem again and ask Ss, *Where was Tim yesterday?* (Yesterday morning Tim was at school. Yesterday afternoon he was at the amusement park. Yesterday evening he was at the swimming pool. Yesterday night he was at home.)
- Play the song/poem again and encourage Ss to say the song/poem along with the recording.

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



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

LOOK!

- Draw Ss' attention to the *Look!* box on p.97.
- Read it aloud and get Ss to repeat.
- Explain to Ss that we use the Past Simple to talk about something that happened at a certain time in the past.
- Point out to Ss that *was/were* is the Past Simple of the verb *be*.
- Say, *Where were you yesterday morning?* and have Ss repeat. Answer, *I was at school.* Explain to Ss that *yesterday* is a time expression which is used to refer to the day before today.
- Ask different Ss, *Where were you yesterday?* and elicit their answers. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, you can provide them with options, by writing different places in a town Ss are already familiar with to choose from.
- Tell Ss to refer to the Grammar Reference section at the back of the SB.

Activity 3 S1.1 🗣️

- Direct Ss' attention to the two children in activity 3 and ask them to guess what's happening. (The children are asking each other where they were the previous day.)
- Read the exchange aloud.
- Explain to Ss that in pairs they are going to take turns asking questions using *Where were you yesterday morning/afternoon/evening / last night?* and answering using *I was at (the park).*
- Point out that Ss can use the places mentioned in the box in order to answer the questions.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity. Go round the class helping them when necessary.
- Have a few pairs of Ss present the exchange to the whole class.

Where were you yesterday?

8

SONG

1



amusement park



swimming pool



home

2 Listen and number (1-4).

Where were you yesterday?

Where were you yesterday?
I was out, I was out,
I was out, out all day!

1 Where were you yesterday morning?
I was at school, I was at school.
All morning, I was at school.

2 Where were you yesterday afternoon?
I was at the amusement park
with my friends, Ted and Mark.

3 Where were you yesterday evening?
I was at the swimming pool
with Ned, my friend from school.

4 Where were you last night?
I was at home, I was at home.
I was at home with my brother Jerome.

LOOK! p. 143

Where were you yesterday morning?

I/He/She/It **was** at the amusement park.

You/We/They **were** at home.



A



B



C



D

Tim

3 Talk in pairs. Ask and answer. Use the places from the box.

beach library pet shop
shopping centre playground
toy shop home museum
bookshop school restaurant
amusement park swimming pool

Where were you yesterday morning?

I was at the amusement park.



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Optional

PRACTICE

Where were you?

- Put the flashcards for the places face down on your desk.
- Ask each S to come to your desk and pick a flashcard from the pile. Ask them a question about where they were yesterday and encourage the S to answer according to the flashcard he/she has chosen, e.g. if a S picks the flashcard for *amusement park*, you ask the S, *Where were you yesterday?* and the S answers, *I was at the amusement park.*

EXPANSION

- Ask each S to draw where he/she was the day before and write the corresponding sentence.
- Choose a few Ss to read their sentences aloud.

8

Before leaving

- Get Ss to sit in a circle. If you have a large number of Ss, divide them into groups.
- Say, *I was at the shopping centre yesterday.* The S to your right says, *He/She was at the shopping centre yesterday.* I was at the park yesterday. The S to his/her right says, *He/She was at the shopping centre yesterday.* He/She was at the park yesterday. I was at the library yesterday.
- Continue for as long as time permits.

Workbook

Activity 1 R4.1

- restaurant
- home
- swimming pool
- amusement park
- school

Activity 2 R4.1

- He was at the swimming pool.
- She was at the amusement park.
- They were at school.
- They were at home.

Activity 3 W1.1

open answers



Language focus

Objectives

- to describe past experiences

Vocabulary

Adjectives: interesting, boring, scary, noisy

Noun: TV show

Verb: sleep

Structures

Was it (interesting)?

Yes, it was. / No, it wasn't.



Materials

- flashcards for *interesting, boring, scary, noisy, TV show, sleep* and word cards for *interesting, boring, scary, noisy*
- flashcards for *amusement park, home, swimming pool*

Revision (Optional)

- Place the flashcards for *amusement park, swimming pool, home* in a pile, face down on your desk.
- Randomly choose a S and explain to him/her that he/she has to pick a flashcard from the pile and look at it. Depending on the flashcard the S has chosen, encourage him/her to say a sentence, e.g. *I was at home yesterday afternoon.* Ask another S to come to the front of the class and follow the same procedure as before.
- Continue for as long as time permits.



interesting



boring



scary

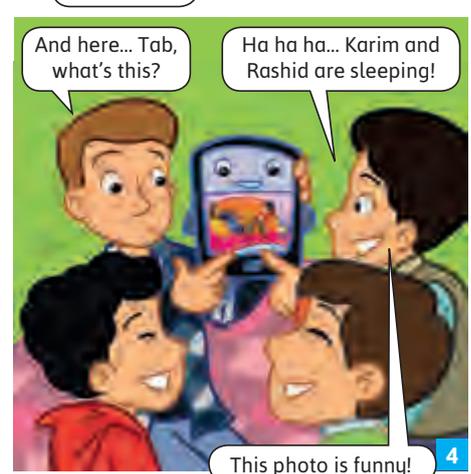
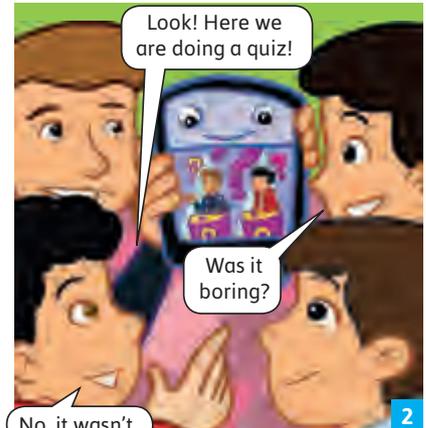


noisy

1

2 Read and answer. Where were Karim and Rashid yesterday?

The children are having a picnic at the park.



98

Lesson plan



Warm-up

- Ask Ss if they watch TV and what kind of shows they watch. Initiate a short discussion about a TV show they are familiar with.

Activity 1 R4.1

- Mime reading a book and showing interest in it and say, *interesting*. Encourage Ss to repeat.
- Repeat the same procedure with the rest of the adjectives.
- Hold up each flashcard, say the word and ask Ss to repeat after you.
- Have Ss open their books to pp.98-99.
- 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 and point to the words that they know as you



TV show



sleep

LOOK! p. 143
Was it interesting?
Yes, it was. / No, it wasn't.

3 Listen and match. 🎧



- A** It was interesting.
- B** It was scary.
- C** It was funny.
- D** It was boring.
- E** It was noisy.

4 Talk in pairs. Ask and answer. 🗣️



Where were you yesterday?

I was at the museum.

Was it interesting?

Yes, it was.



say them (TV show, interesting, boring, scary, sleeping).

- Ask Ss to tell you what they think is happening. (The children are having a picnic at the park. Rashid is narrating what happened the day before, when he, Karim and Tab were on a TV show.)
- Direct Ss' attention to the frames of the story and ask them to find and point out the words from the vocabulary section which they can see (Frame 1: TV show, interesting; Frame 2: boring; Frame 3: scary; Frame 4: sleeping).
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out where Karim and Rashid were. (They were on a TV show.)
- Have Ss read the dialogue again and check comprehension.
- Ask Ss some questions about the story. *What are the children doing?* (They are having a picnic.) *What is Rashid talking about?* (He's talking about what happened yesterday.) *Where was Rashid yesterday?* (He was on a TV show with Karim and Tab.) *Was the TV show interesting?* (Yes, it was.) *What is Tab doing?* (He's showing some photos from yesterday.) *Was the quiz boring?* (No, it wasn't.) *Was the game scary?* (Yes, it was for Karim, but not for Rashid.) *Why is the last photo funny?* (Tab is showing a photo where Rashid and Karim are sleeping.)
- Choose four Ss to read the dialogue aloud for the class.
- Divide Ss into groups of four and have them read the dialogue aloud.

LOOK!

- Direct Ss' attention to the Look! box on p.99 and read it aloud. Have Ss repeat after you.
- Ask Ss what they think *Was it interesting?* means and when we use this question. Elicit that we use it to ask whether something that happened in the past was interesting or not.
- Point out that *wasn't* is the short form of *was not*.
- Refer Ss to the presentation and ask them to underline similar examples to the ones presented in the Look! box. (Frame 1: *Was it interesting? Yes, it was.* Frame 2: *Was it boring? No, it wasn't.* Frame 3: *Was it scary? No, it wasn't. Yes, it was.*)
- Refer Ss to the Grammar Reference section at the back of the SB.

Activity 3 L2.1 🎯

- Draw Ss' attention to the five pictures that show places.
- Explain to Ss that they are going to listen to five different dialogues and they will have to match the pictures to the corresponding sentence.
- Have Ss check their answers in pairs first, then as a class.

Listening transcript:

- Man 1:** *Where were you yesterday morning, Bob?*
Boy 1: *I was at the museum.*
Man 1: *Was it interesting?*
Boy 1: *No, it wasn't. It was boring.*
- Man 2:** *Where were you yesterday afternoon, Tom?*
Man 3: *I was at the shopping centre all day! It was noisy.*
- Woman 1:** *Where were you yesterday, Tina?*
Girl 1: *I was at the zoo.*
Woman 1: *Was the monkey funny?*
Girl 1: *Yes, it was.*
- Man 1:** *Where were you yesterday, Robert?*
Man 3: *I was at the aquarium. The shark was scary.*
- Woman 2:** *Where were you yesterday, Matilda?*
Woman 1: *I was at the library. It was interesting.*

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

Activity 4 S1.1 🗣️

- Draw Ss' attention to the two children and read the exchange aloud.

- Explain to Ss that in pairs SA asks SB where he/she was yesterday. SB has to choose a place e.g. a museum, from the ones provided in the activity. SA chooses a suitable adjective from the ones the Ss know and asks SB, *Was it interesting?* SB answers back.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity. Go round the class helping them when necessary.
- Have a few pairs of Ss present the exchange to the whole class.

 open answers

Optional

PRACTICE

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 adjectives in half.
- Explain to Ss that while you play the song/poem of this module, they will have to pass the word card you give them clockwise around 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 adjective.
- The rest of the Ss have to guess the adjective and call it out.

EXPANSION

- Write some lines from the dialogue in activity 2 on the board, e.g. *We were at a... show, Was it...? This photo is...* Ask Ss to guess the missing words and say them aloud.

Before leaving

- Explain to Ss that you are going to ask them a question, e.g. *Where were you yesterday morning?* and they have to answer, choosing a place. Then you have to ask them if that place was *interesting, boring, scary, noisy* or *funny*. Encourage Ss to answer those questions as well.
- Make sure all Ss participate before they leave the classroom.

Workbook

Activity 1 R5.1



- | | | |
|------------|----------------|-----------|
| 1. TV SHOW | 2. INTERESTING | 3. SLEEP |
| 4. SCARY | 5. NOISY | 6. BORING |

Activity 2 R4.1



- | | | | |
|-----------------|-------------------|-------------------|-----------------|
| 1. Yes, it was. | 2. No, it wasn't. | 3. No, it wasn't. | 4. Yes, it was. |
|-----------------|-------------------|-------------------|-----------------|

Activity 3



- | | |
|-----------------|-----------------|
| 1. Was – wasn't | 2. Was – wasn't |
| 3. Was – was | 4. Was – was |

Activity 4 L2.1

Listening transcript:

Man: *Where were you yesterday morning, Tom?*

Boy: *I was at school. It was interesting.*

Man: *Where were you yesterday afternoon?*

Boy: *I was at the shopping centre.*

Man: *Was it boring?*

Boy: *No, it wasn't. I was with my friends, but it was noisy.*

Man: *Where were you yesterday evening?*

Boy: *I was at home.*



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

Language focus

Objectives

- to talk about the past

Vocabulary

Nouns: lake, competition, winner, sailing boat

Structures

There was (a small boat). / There wasn't (a big boat).

There were (two winners). / There weren't (three winners).

Materials

- flashcards for *lake, competition, winner, sailing boat*
- flashcards from the previous lesson: *interesting, boring, scary, noisy, TV show, sleep*

Revision (Optional)

- Place the flashcards from the previous lesson on the board and tell Ss to memorise the words on the board. Then instruct Ss to close their eyes while you hide one of the flashcards. When Ss open their eyes, they have to tell you which one is missing.
- Alternatively, Ss can memorise the flashcards in a particular order. Change the order while Ss have their eyes closed and have Ss try to remember the order the flashcards were originally in.

Lesson plan

Warm-up

- Draw Ss' attention to the picture of the boy in activity 2.
- Ask Ss if they have ever played with this type of toy (it's a remote control boat). Initiate a short discussion.

Activity 1 R4.1

- Hold up each flashcard, say the corresponding word and get Ss to repeat.
- Have Ss open their books to p.100.
- 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 shown and ask them to tell you what they depict (a child playing with his remote controlled sailing boat).
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out how many winners there were. (There were three winners.)
- Have Ss read the text again and check comprehension.
- Ask Ss some questions about the text. *What happened yesterday morning at the town's lake?* (There was a sailing boat competition.) *What was the weather like?* (It was windy and sunny.) *How many boats were on the lake?* (There were twenty boats on the lake.) *What was unusual about this competition?* (The boats were small.)

- Ask Ss if they have ever taken part in a competition and initiate a short discussion.

Activity 3 R2.1

- Direct Ss' attention to the four sentences.
- Explain to Ss that they should read the text again and then they have to read the sentences and mark them as true or false depending on what they have read in the text.
- Go round the classroom and make sure Ss have answered correctly. Make sure Ss justify their answers.



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

- Have a few Ss read the text aloud.

LOOK!

- Direct Ss' attention to the *Look!* box on p.101.
- Read the sentences and have Ss repeat after you.
- Explain to Ss that we use *There was* to say that a person, place or object existed in a specific place in the past, and that we use *There were* to say that more than one person, place or object existed in a specific place in the past.
- Point out to Ss that the negative form of *There was* is *There wasn't*, and for *There were* it's *There weren't*.
- Refer Ss to the text and ask them to underline similar examples to the ones presented in the *Look!* box. (*Yesterday morning, there was a sailing boat competition at the town's lake. / There weren't only ten boats on the lake. / There were twenty boats! / There were twenty small boats on the lake for the competition! / There wasn't one winner, but three winners.*)
- Refer Ss to the Grammar Reference section at the back of the SB.
- Ask Ss to come up with their own examples. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, you can provide them with jumbled-up sentences, e.g. *wasn't / There / big / a / table*.

Activity 4 L2.1

- Draw Ss' attention to the pictures in activity 4 and ask them what they can see (sailing boats, winners of a competition, parrots and cats).
- Explain to Ss that they are going to listen to the recording and they have to circle A or B according to what they hear.
- Play the recording twice.
- Check Ss' answers.

Listening transcript

- 1. Man:** *Yesterday, there was a sailing boat competition on TV. It wasn't a big competition. There were five small boats on the lake.*
- 2. Man:** *Where were you yesterday, Bob?*
- Boy 1:** *I was at a sports competition. There wasn't one winner. There were two winners.*
- 3. Man:** *Where were you yesterday, Tom?*
- Boy 2:** *I was at the pet shop. There were two cats and there were three parrots too.*



1. A 2. A 3. B

Activity 5 S2.2

- Draw Ss' attention to the children in the picture.
- Read the exchange aloud.
- Explain to Ss that in pairs they have to look at the pictures in activity 4.
- SA chooses a picture and describes it by making a negative sentence first and then an affirmative using *There was/wasn't, There were/weren't*. SB tries to guess the picture. Ss take turns.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity. Go round the class helping them when necessary.
- Have a few pairs of Ss present the exchange to the whole class.



lake



competition



winner



sailing boat

- 2** Read and answer. How many winners were there?  

The competition

Yesterday morning, there was a sailing boat competition at the town's lake. It was sunny and windy. The weather was great for sailing. There weren't only ten boats on the lake. There were twenty boats! But they weren't big boats. They were small boats. There were twenty small boats on the lake for the competition!

There wasn't one winner, but three winners. It was a lot of fun! Let's go sailing next weekend!



100

A Optional

PRACTICE**True or False**

- Ask Ss to close their books.
- Explain to Ss that you are going to say a series of sentences about the text they read 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 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, you say, *There were thirty boats on the lake*, and Ss respond, *No, there weren't*.
- Play this game until you run out of sentences.

EXPANSION

- Ask each S to write a sentence from the text on a piece of paper. Then he/she has to cut out the words and mix them up.
- Divide Ss into pairs and tell them to exchange the pieces of paper with the words and try to make a sentence.
- Make sure all Ss have formed correct sentences.

Look! p. 143

There was a small boat. / There wasn't a big boat.
 There were two winners. / There weren't three winners.

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

- 1. It was sunny and windy.
- 2. There weren't ten boats on the lake.
- 3. There were small boats on the lake.
- 4. There was one winner.

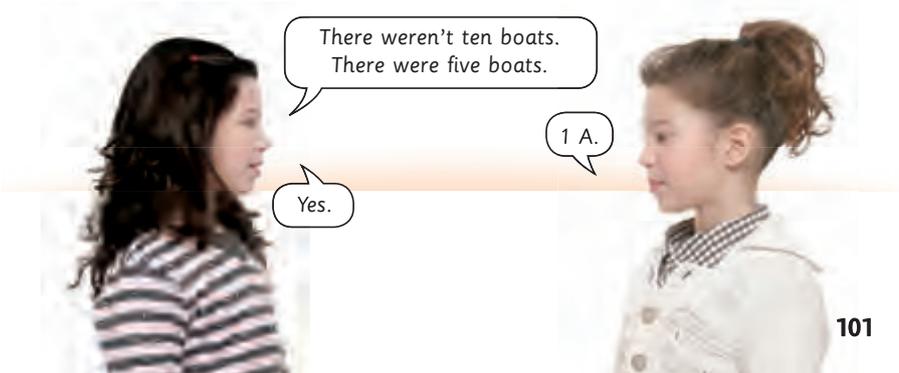
4 Listen and circle **A** or **B**.

1

2

3

5 Play a guessing game in pairs. Look at activity 4 and say.



Before leaving

- Have Ss form a line.
- Explain to Ss that they have to make sentences using *There was*, *There wasn't*, *There were* or *There weren't*, e.g. *There were ten parrots in the pet shop.*
- Make sure all Ss participate before they leave the classroom.

Workbook

Activity 1 R4.1

- 1. sailing boat
- 2. winner
- 3. competition
- 4. lake

Activity 2

- 1. were
- 2. wasn't
- 3. weren't
- 4. was
- 5. were
- 6. weren't

Activity 3 R4.1

- 1. There were
- 2. There weren't
- 3. There was
- 4. There wasn't

Activity 4 L2.1

Listening transcript:
Man: Yesterday morning, there was a sailing competition at the beach. It was interesting. It was noisy too! There were two big boats. One boat was blue and the other boat was red. There was a small boat too! It was green. The winner was the green boat.

B



Language focus

Objectives

- to talk about past experiences

Vocabulary

Places: sports centre, art gallery

Adjective: amazing



Materials

- flashcards for sports centre, art gallery, amazing
- flashcards for interesting, boring, scary, noisy

Revision (Optional)

- Have Ss open their books to p.101.
- Draw their attention to activity 4 and ask each S to make a sentence about any picture he/she wants, using the phrases *There was/wasn't, There were/weren't*.
- Make sure every S has a chance to make a sentence.

1

sports centre



art gallery



amazing

2 Play a game. Ask and answer.



Rashid - interesting



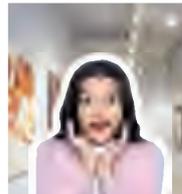
Omar - noisy



Nora - noisy



Aisha - amazing



Fatima - amazing



Amal - boring



Hassan - noisy



Ali - boring

Where were you yesterday?

Was it interesting?

Are you Rashid?

I was at a museum.

Yes, it was.

Yes, I am.

102

Lesson plan



Warm-up

- Ask Ss if they have ever been to a famous sports centre. Initiate a short discussion.

Activity 1 R4.1

- Stick the flashcard for sports centre on the board and say, *This is a sports centre. We play sports there.* Follow the same procedure for art gallery.
- Make an expression that means that something you are looking at is amazing and say, *amazing*.
- Alternatively, hold up each flashcard, say the corresponding words and get Ss to repeat.
- Have Ss open their books to p.102.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures.
- 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 S1.1

- Draw Ss' attention to the two children shown in activity 2 at the bottom of the page.
- Read the exchange aloud and explain to Ss that they are going to play a game.
- In pairs SB chooses a picture from the activity, e.g. *Rashid*, SA asks SB questions about where the person he/she has chosen was yesterday and how it was, in order to find the child SB has chosen, e.g. *Where were you yesterday? Was it interesting?*
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity. Go round the class helping them when necessary.
- Have a few pairs of Ss present the exchange to the whole class.

Workbook

Activity 1 R2.1



Activity 2 R2.1



1. B 2. A 3. C

Optional

PRACTICE

Press conference

- Tell Ss that you are going to take a few minutes to tell them what you did yesterday. After each sentence you say, they will have to interrupt you as many times as possible by asking you relevant questions. For example, you say, *Yesterday morning I was at the swimming pool with my friend*. A S then asks, *What time were you at the swimming pool?* You answer, *I was at the swimming pool at ten o'clock*. Another S asks, *Was it clean?* You answer, *Yes, it was*.
- Keep a record of the questions on the board as well as the names of the Ss that asked them.
- At the end, count the questions the Ss have asked you and announce the winner, the S who asked the most questions. Then have him/her come up to the front of the class and take your place, describing where they were yesterday.

EXPANSION

- Start writing a place or an adjective on the board, one letter at a time. Ss should call out the word when they think they know what it is.

Before leaving

- Have Ss form a line.
- For each S, hold up a flashcard that depicts an adjective from either this lesson or the previous lessons, e.g. *noisy*. Ask the S to mime it. To challenge **higher-performing Ss**, ask them to form a sentence with the adjective they previously mimed.
- Make sure all Ss have had the chance to mime an adjective before they leave the classroom.

Language focus

Objectives

- to provide Ss with cross-curricular information on history
- to talk about life in the past

Vocabulary

Places: garden, field, hut, building, city

Material: paper

Adjective: modern

Clothing item: kimono



Materials

- flashcards for *garden, field, modern, hut, paper, kimono, building, city*

Revision (Optional)

- Tell Ss to open their books to p.102.
- Draw Ss' attention to activity 2 and ask each S to make a sentence about a place from the pictures given, e.g. *The museum was interesting.*
- Make sure all Ss have had a chance to make a sentence.

Lesson plan



Warm-up

- Ask Ss if they have ever been to Tokyo. If they haven't, ask them whether they would like to visit it. Initiate a short discussion.

Activity 1 R4.1 🔑

- Stick the flashcards for the lesson on the board.
- Point to each flashcard, say the word a few times and ask Ss to repeat after you.
- Alternatively, hold up each flashcard, say the corresponding word and get Ss to repeat.
- 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.
- 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 | | | |---|---| | A | T | | C | B | R2.1 | | | |---|---| | A | T | | C | B |

- Ask Ss to look at the pictures and guess what the texts are about. (There are two pictures of the same city, Tokyo, from different eras.) Ask them, *What does the first picture show?* (The first picture shows Tokyo in the past. There weren't any cars or tall buildings. There were huts, fields and gardens.) *What does the second picture show?* (The second picture shows Tokyo now. There are modern buildings.)
- Play the recording and encourage Ss to **shadow read** (read the sentences along with the recording) in order to find out how many clothes shops there were in Tokyo in the past. (There was one clothes shop.)
- Have Ss read the texts again and check comprehension.
- Ask Ss, *Were there any modern houses or cars?* (No, there weren't.) *Were there small huts and bikes?* (Yes, there were.) *Are the streets noisy now?* (Yes, they are.) *Are there modern houses and big shopping centres?* (Yes, there are.)

Activity 3 R2.1 | | | |---|---| | A | T | | C | B |

- Direct Ss' attention to the four sentences in activity 3.
- Explain to them that they have to read the texts again and fill in the table by ticking the *THEN* box, if the sentence refers to Tokyo in the past, or the *NOW* box, if the sentence refers to Tokyo in the present.
- Make sure Ss have ticked the appropriate box for each sentence.



1. THEN 2. THEN 3. THEN 4. NOW

- Have a few Ss read the texts aloud for the rest of the class.



Project work

- Ask Ss to use the Internet to find information about a place in their country, how it was in the past and how it is now. Instruct them to select information that they think is interesting/important and use it to make a poster.
- Explain to Ss that their poster should have a heading. **Lower-performing Ss** can use pictures (drawings or photos), while **higher-performing Ss** can include brief sentences underneath, describing what can be seen in the pictures.
- Teachers should recommend safe websites.

1   garden  field  building  hut  paper  kimono  modern  city

2 Read and answer. How many clothes shops were there in Tokyo in the past?  

Tokyo: Then and now



This was Tokyo in the past. It was a small town with fields and gardens. There weren't any modern houses and there weren't any cars. There were small huts with paper doors and there were bikes. There was one clothes shop with kimonos.

This is Tokyo now. It is a big city with big and noisy streets. It has got tall buildings and there are many cars in the streets. The houses are modern and there are big shopping centres now.



3 Read the sentences and tick (✓) then or now. 

- There were huts with paper doors.
- There weren't any modern houses.
- There was one clothes shop.
- There are big shopping centres.

THEN	NOW
<input type="checkbox"/>	<input type="checkbox"/>

PROJECT WORK

Work in groups. Find information about a place in your country in the past and in the present. Then present it to the class.

Before leaving

- Have Ss form a line.
- For each S, hold up a flashcard from this lesson and ask them to say the word for the picture shown on the flashcard.
- Make sure all Ss have had the chance to participate before they leave.

Workbook

Activity 1 R4.1

-  A. 6 B. 2 C. 7 D. 5
E. 3 F. 1 G. 4 H. 8

Activity 2 R2.1

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

Note

- Preparation for the next lesson: Photocopy the story (*A wolf!*, SB, pp.104-105), making one copy for every four Ss. Before you photocopy the story, cover the speech bubbles and the numbers in each frame. Cut out the frames. Photocopy only the speech bubbles of the story (one copy for every four Ss) and cut them out. Bring the copies of the story and the speech bubbles to the next lesson.

Optional

Our city: then and now

- Divide Ss into two teams.
- Explain to Ss that they are going to share their ideas about how they think their city was in the past and how it is now. Assign one team to write sentences about how they think their city was in the past and assign the second team to write sentences about how their city is now.
- Have Ss from each team come to the front of the board and present their sentences.

Language focus

Objectives

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

Vocabulary

Nouns: idea, wolf, wolves, joke

Materials

- flashcards for *idea, wolf, wolves, joke*
- flashcards from the previous lesson: *garden, field, modern, hut, paper, kimono, building, city*

Revision (Optional)

- Hold up each flashcard from the previous lesson and ask Ss to say the word for the picture it depicts.

Lesson plan

Warm-up

- Draw Ss' attention to the pictures in activity 2.
- Ask Ss to guess what the story is about based on the pictures. Initiate a short discussion.

Activity 1 R4.1

- Hold up each flashcard, say the corresponding words and get 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

Background note

The story *A wolf!* is inspired by Aesop, a legendary Greek writer of fables. It is possible that Aesop was nothing more than a name, used to provide an author for various fables, the importance of which is not the stories themselves but the moral values that are derived from them.

1



idea



wolf



wolves



joke

2 Read and answer. How many wolves were there? 

A WOLF!

A little boy is playing in the garden.



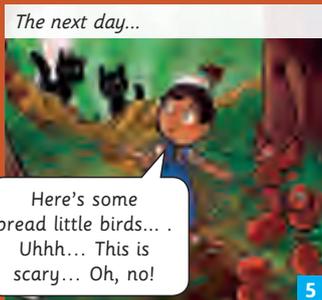
104

Before reading

- Hold up the book and point to the story on pp.104-105.
- Tell Ss that they will listen to and read a story with the title *A wolf!*
- Point to the first frame and ask Ss to tell you where they think the little boy in the story is. (He's in the garden with his grandad.)
- Cover the second page (p.105). Ask Ss to look at the first three frames of the story on p.104 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 look at pp.104-105 and name as many things as they can. Help them by asking questions such as, *Where's the little boy? What's he doing?*
- 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 how many wolves there were. (There were two wolves.)
- Direct Ss' attention to the frames of the story and ask them to find the vocabulary presented in the lesson in the story (Frame 1: wolf; Frame 2: wolf, idea; Frame 3: wolf, wolf, wolf; Frame 4: wolf, joke; Frame 6: wolves, wolves, joke; Frame 7: wolves, joke). Then ask Ss to say them out loud.
- Talk about what happens in each frame.



3 Read and complete.

wolf Wolves joke

1. Don't go into the forest, Robby... There is a _____.
2. There wasn't a wolf. It was a _____.
3. Help! Help! _____!

4 What was your favourite part of the story? Why? Discuss.

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Let's think

Why is it important to always tell the truth and not lie?

Does he like it? (Yes, he does.)

Frame 3: (pointing to the boy) *What is he doing now?* (He's shouting for help.) *Why is he shouting for help?* (Because he says there's a wolf.) (pointing to the villagers) *What do they want to do?* (They want to help Robby, the little boy.) *Is there a wolf?* (No, there isn't.)

Frame 4: (pointing to the boy) *Why is he laughing?* (Because it was a joke. There wasn't a wolf.) (pointing to the villagers) *Are they happy?* (No, they aren't.) *Was the joke funny?* (No, it wasn't.)

Frame 5: (pointing to the boy) *Where's Robby the next day?* (He's in the forest playing.) *What does he suddenly hear?* (A scary noise.)

Frame 6: (pointing to the boy) *Why is Robby running again?* (Because he saw wolves.) (pointing to the villagers) *Do they believe him?* (No, they don't. They think it's another joke.)

Frame 7: (pointing to Robby) *What does Robby show the villagers?* (He shows them the wolves.) *Do they believe him now?* (Yes, they do.)

EXPANSION

- Have some Ss read the story aloud for the whole class.

Activity 3 R2.1

- Direct Ss' attention to the three sentences and ask them to read them.
- Explain to Ss that they have to read the story again and complete the sentences with the words in the box according to what is mentioned in the story.
- Have Ss check their answers in pairs first, then as a class.

1. wolf 2. joke 3. Wolves

- 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 and read the question out loud.
- Ask Ss to answer the question and initiate a discussion.
- Encourage all Ss to participate in the discussion.

Suggested answer:

It is important to have ethical behaviour and be honest and truthful to others. We should treat others the way we want them to treat us.

Frame 1: A little boy is playing with his toys in the garden. He is bored. His grandad is sitting near him. He advises the little boy not to go into the forest because of a wolf.

Frame 2: The little boy decides to go to the forest anyway. He sees the birds and the trees, but he doesn't see a wolf. He suddenly has got an idea.

Frame 3: The little boy starts shouting for help because a wolf has come. The villagers and his grandad run to help him.

Frame 4: The little boy is laughing because there wasn't really a wolf. It was all a joke. The villagers are not laughing and they are not happy.

Frame 5: The next day the little boy goes back to the forest to play. He sees the birds again but he also hears a strange sound, made by two wolves.

Frame 6: Robby is scared and he starts running for help. The villagers hear his shouts, but think it's a joke once again, so they do not run to help him this time.

Frame 7: Robby runs to his grandad and tells him that he has seen wolves. Robby shows the villagers the wolves and they believe him in the end. However, there's no point in chasing the wolves, since they are heading back into the forest.

- Ask Ss some comprehension questions. Encourage Ss to answer.
 - Frame 1:** (pointing to the boy) *Why is the boy sad?* (He doesn't like it there. It's boring.) (pointing to the grandad) *What does his grandad tell him?* (He tells him not to go into the forest.)
 - Frame 2:** (pointing to the boy) *Where's the boy?* (He's in the forest.)

Activity 4

- Draw Ss' attention to activity 4.
- Explain to Ss that they have to say which part of the story was their favourite part. Point out to Ss that they have to justify their answers. Initiate a short discussion.

A Optional

Story line

- Divide Ss into groups of four.
- Give each group a copy of the story and the speech bubbles (see Note in the previous lesson).
- Ask Ss to close their books.
- Ss have to put the frames in the correct order and then match each speech bubble to the correct frame and character.

Before leaving

- Ask Ss to make a sentence containing one of the words in the vocabulary section (idea, joke, wolf, wolves), e.g. *There weren't two wolves; there were three wolves in the forest.*
- Make sure all Ss have had the chance to make a sentence before they leave.

Workbook

Activity 1 R2.1

1. boring 2. isn't 3. funny 4. two

Activity 2 R2.1

1. garden 2. idea 3. wolf 4. joke

Activity 3

open answers

1 Listen and say. 🗣️

/k/	/ŋk/	/ŋ/
 duck	 bank	 long
 clock	 sink	 wing

2 Listen and say. Then underline the /k/ sounds, circle the /ŋk/ sounds and highlight the /ŋ/ sounds. 🗣️

Chuck the Duck

On a farm there was a duck.
Its neck was long.
One wing was white and
one wing was black.
Its name was Chuck.
And from the sink
It liked to drink.



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PHONICS

Language focus

Objectives

- to practise the pronunciation of digraphs *ck, nk, ng*
- to say a phonics chant/poem

Phonics

ck /k/
nk /ŋk/
ng /ŋ/

Vocabulary

duck, clock, bank, sink, long, wing

Materials

- blown-up colour photocopies of the story *A wolf!*, SB, pp.104-105
- flashcards for *duck, clock, bank, sink, long, wing*
- photocopies of the above flashcards (one per S)
- phonics cards of *duck, wing, bank* (TB pp.263-264 - one set per S)

Revision (Optional)

- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Ask Ss if they remember the title of the story (*A wolf!*). Ask them to tell you what else they remember about the story.
- Have Ss open their books to pp.104-105. 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 aloud for the whole class.
- Have Ss close their books and try to retell the story from memory.

Lesson plan



Warm-up

- Write *ck, nk, ng* on the board. Under each digraph, stick the flashcards for the words that end in that digraph.
- Point to *ck* and say /k/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcards (*duck, clock*), say them aloud and have Ss repeat after you.
- Repeat the same procedure with the rest of the digraphs.

Activity 1

- 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

Woman: /k/, /k/, *duck, clock*
/ŋk/, /ŋk/, *bank, sink*
/ŋ/, /ŋ/, *long, wing*

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

Activity 2 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 animal is it?* (It's a duck.) *Where is it?* (It's on a farm.) *What colour is it?* (It's black and white.) *What colour are its eyes?* (They're green.) *What is it doing?* (It's drinking.) *What other animals are there on the farm?* (There are sheep.)

- Explain to Ss that they are going to listen to a chant/poem and that they will have to underline the /k/ sounds, circle the /ŋk/ sounds and highlight the /ŋ/ sounds.
- 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 underline/ circle/highlight the words.
- Then play the chant/poem once more and encourage Ss to say it along with the recording.



underlined: *duck, neck, black, Chuck*

circled: *sink, drink*

highlighted: *long, wing, wing*



TPR Activity

- Ask Ss to take out the *wing, duck* and *bank* phonics cards.
- Explain to Ss that you will play the phonics chant/poem and that each time they hear a word with the /k/ (*duck, neck, black, Chuck*), /ŋk/ (*sink, drink*) or /ŋ/ (*long, wing, wing*) sound, they have to raise the appropriate phonics card (*duck, bank, wing*) while they say the chant/poem along with the recording. Play the chant/poem once and demonstrate what Ss should do while saying it.
- Play the chant/poem again and have Ss say it along with the recording while raising their phonics cards as you instructed.

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 (/k/, /ŋk/, /ŋ/), e.g. /ŋ/, and have the two Ss write a word ending in that sound on the board, e.g. *wing*.
- The S that does this the fastest wins a point for his/her team.
- Repeat the same procedure with the rest of the Ss. The team with the most points wins.

Optional 2

Sound and picture pairs

- Divide Ss into two teams.
- Each S in team 1 holds one of the phonics cards (*duck, wing, bank*).
- Hand out flashcards with the words that end in *ng, nk, ck* to Ss in team 2. Make sure to give matching sets of cards to Ss so that each phonics card corresponds to a flashcard and vice versa.
- Play the phonics chant/poem and have Ss mingle around the room.
- Explain to Ss that, when you stop the chant/poem, each S with a phonics card should pair up with a S holding a picture flashcard.
- Allow Ss a few minutes to find their pair. Then ask each 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 within their team and play again.



Workbook

Activity 1 L2.7 **W2.2**

R3.3

Listening transcript

Man: 1. *bank*
2. *long*
3. *clock*
4. *wing*
5. *sink*
6. *sick*



1. *nk* 2. *ng* 3. *ck*
4. *ng* 5. *nk* 6. *ck*

Activity 2 R3.4



/ŋ/ - *ring, young*
/k/ - *black, duck*
/ŋk/ - *pink, drink*



Language focus

Objectives

- to talk about what someone did the previous day



Materials

- phonics cards of *duck*, *wing* and *bank* (TB pp. 263-264 - one set per S)
- photos of different places Ss are familiar with (e.g. famous museums, shopping centres, etc.)

Revision (Optional)

- Play the chant/poem *Chuck the duck* in the SB on page 106 and have Ss chant/say the poem and do the TPR activity (TB, page 195).

- 1 Where was Bob yesterday? Read and answer.

Where were you yesterday?

Yesterday morning, I was at school. It was interesting.
Yesterday afternoon, I was at the bookshop next to my school. My friends were there too! There were new and old books. After that, in the evening, I was at the playground and it was fun.



- 2 Read activity 1 again and answer the questions.

1. Where was Bob yesterday morning?

2. How was it?

3. Where was he yesterday afternoon?

4. Who was with him?

5. Where was he yesterday evening?

6. How was it?

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Lesson plan



Warm-up

- Stick the photos of different places Ss are familiar with on the board.
- Say a sentence describing where you were yesterday, using the places shown on the board, e.g. *Yesterday, I was at Souq Waqif. It was great!*
- Ask Ss to guess what the lesson is about based on the sentence you made.

Activity 1 R2.1

- Draw Ss' attention to activity 1.
- Tell Ss to look at the pictures presented in activity 1 and ask them to guess what they think the text is about. (It's about what Bob did yesterday.)
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out where Bob was yesterday. (He was at school, then at the bookshop and after that at the playground.)
- Ask Ss some comprehension questions. Ask, *What is the boy's name?* (Bob.) *Where was Bob yesterday morning?* (He was at school.) *How was it?* (It was interesting.) *Where was Bob yesterday afternoon?* (He was at the bookshop.) *Where is the bookshop?* (It's next to the school.) *Was he alone?* (No, he wasn't. His friends were there too.) *Were there old books there?* (Yes, there were.)

There were new books too.) *Where was he in the evening?* (He was at the playground.) *How was it?* (It was fun.)

- Have a few Ss read the text.

Activity 2 R2.1

- Draw Ss' attention to the questions in the activity and ask them to read them.
- Explain to Ss that they have to look at activity 1 again and answer the questions.
- Have Ss check their answers in pairs first, then as a class.



1. He was at school.
2. It was interesting.
3. He was at the bookshop.
4. His friends.
5. He was at the playground.
6. It was fun.

Workbook

Activity 1 W1.1

 open answers

Activity 2 W1.1 S1.1

 open answers

Optional

What did you do?

- Divide Ss into two teams.
- Explain to Ss that a S from each team will mime an activity he/she did last weekend and the rest of his/her team will have to figure out what it is and where he/she was. Then the team will try to produce a short description of what their classmate did.
- The team that manages to finish first wins.

Before leaving

- Have Ss form a line.
- Explain to Ss that for each one you are going to say a false sentence regarding the lesson's text, e.g. *Yesterday morning, Bob was at home.* Ss will have to correct the sentence accordingly, e.g. *Yesterday morning, Bob wasn't at home. He was at school.*
- Make sure all Ss have a chance to participate.



Language focus

Objectives

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



Materials

- flashcards and word cards for amusement park, swimming pool, home, interesting, boring, scary, noisy, TV show, sleep, lake, competition, winner, sailing boat, sports centre, art gallery, amazing, garden, field, modern, hut, paper, kimono, building, city, idea, wolf, wolves, joke

Revision (Optional)

- Ask a few Ss to come to the board and present their projects (WB, Project, activity 2).

1 Look and write. 📖

swimming pool amusement park art gallery sports centre

1	2	3	4
Where were you yesterday? I was at the amusement park.			

2 Read and write. 📖

1	Was it interesting? <i>No, it wasn't. It was boring.</i>	2	Was it scary? _____
3	Was it clean? _____	4	Was it noisy? _____

3 Listen and circle A or B. 🎧

1	2	3
A B	A B	15 18 A B

Lesson plan

🔥 Warm-up

- Stick some of the flashcards from 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 R4.1 🔑

- Have Ss open their books to p.108.
- Explain to Ss that they have to write the questions and the answers under each picture.



1. Where were you yesterday?
I was at the amusement park.
2. Where were you yesterday?
I was at the swimming pool.
3. Where were you yesterday?
I was at the sports centre.
4. Where were you yesterday?
I was at the art gallery.

Activity 2 R4.1 🔑

- Explain to Ss that they have to read the questions and answer them according to what they see in each picture.



1. No, it wasn't. It was boring.
2. No, it wasn't. It was funny.
3. No, it wasn't. It was dirty.
4. Yes, it was.

Activity 3 L2.1 🎧

- Explain to Ss that they are going to listen to the recording and they have to circle the correct picture, according to what they hear.
- Play the first exchange a couple of times (more if necessary) and ask Ss to point to the picture that is mentioned. Go round the classroom and check that everyone is pointing to the correct picture. Then have Ss circle the correct answer, A or B.
- Play the rest of the exchanges and have Ss circle the correct answer, A or B.

Listening transcript

1. **Girl 1:** Yesterday afternoon, I was at the art gallery. It was boring.
2. **Boy:** Yesterday evening, I was at the pet shop. There were two small cats and three parrots.
3. **Girl 2:** Yesterday morning, I was at a sailing boat competition. There weren't fifteen, but eighteen small boats on the lake. It was amazing!



1. A 2. B 3. B

A Optional**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.
- The S who has collected the most flashcards wins.

**Before leaving**

- Play the song/poem *Where were you yesterday?* on p.97 of the SB and invite Ss to say the song/poem along with the recording.

**Workbook****Activity 1 R4.1** 🔑

1. lake
2. hut
3. amusement park
4. city
5. field
6. building

Activity 2 R4.1 🔑

1. No, it wasn't.
2. No, it wasn't.
3. Yes, it was.
4. Yes, it was.

Activity 3 R4.1 🔑

1. were
2. was
3. weren't
4. wasn't

Activity 4 W1.1 🗨️

open answers

Now I can

- Ask Ss to look at the pictures and tick the stars according to what they can or can't say. Then ask them to name the items aloud.
- Use the self-evaluation sheets for your Ss to check their performance.

Activities 1, 2 & 3

- Hold up the WB, point to the pictures and encourage Ss to say the words aloud.
- Have Ss tick the stars as they say each word.

Activity 4

- Direct Ss' attention to the pictures and ask them to guess what each picture depicts. Elicit Ss' answers. Then read the sentences/exchanges aloud and have Ss repeat after you and tick the stars.

Smart moves! (Classify)

(Go to p.267 TB)

TOP TIME! 4

Modules 7-8

Language focus

Objectives

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

Materials

- flashcards for the food items Ss are familiar with

Lesson plan

Warm-up

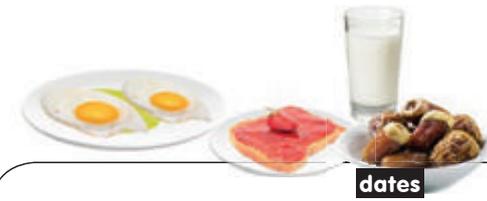
- Initiate a discussion by asking different Ss what they have for breakfast.

Activity 1 R1.1 A1 B R2.1 A1 B

- Have Ss open their books to p.109.
- Have Ss look at the pictures, and ask them what they can see. (There is one boy from Qatar, one boy from Brazil and one boy from Spain.)
- Draw Ss' attention to the title, and ask them what they think the texts are about. (They're about what these boys have for breakfast.)
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out where the children are from. (Jameel is from Qatar. Carlos is from Brazil. Alberto is from Spain.)
- Have Ss read the texts again and check comprehension.
- Ask Ss some questions about the texts. *What is the first boy's name?* (It's Jameel.) *What does he have for breakfast?* (He has eggs, bread with jam, and milk. He sometimes has dates too.) *Does he like dates?* (Yes, he does.) *What is the second boy's name?* (It's Carlos.) *What does he have for breakfast?* (He has fruit for breakfast.) *What fruit does he like?* (He likes grapes and

1 Read and answer. Where are Jameel, Carlos and Alberto from?

My breakfast



dates

My name is Jameel. I'm from Qatar. For breakfast, I have eggs, bread with jam, and milk. I sometimes have dates too! I love dates!



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



acai



My name is Alberto. I'm from Spain. For breakfast, I have an omelette and cereal with milk. I sometimes have churros too! I love churros with chocolate.



churros

acai = a Brazilian fruit Churro = a sweet snack like a donut

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bananas, but his favourite fruit is acai.) *Does he like acai juice?* (Yes, he does.) *What is the third boy's name?* (It's Alberto.) *What does he have for breakfast?* (He has an omelette and cereal with milk. He sometimes has churros too.) *What does he like churros with?* (He likes them with chocolate.)

Activity 2 R2.1 A1 B

- Direct Ss' attention to the sentences in activity 2, and ask them to read them.
- Explain to Ss that they will have to read the sentences and write J for Jameel, C for Carlos or A for Alberto, according to the texts.
- Have Ss check their answers in pairs, then check as a class.



1. C 2. A 3. J 4. J 5. A 6. C

- Choose a few Ss to read the texts aloud for the class.

Activity 3 W1.3

- Draw Ss' attention to the pictures in the activity, and ask them to tell you what they depict. (a park)
- Explain to Ss that they have to look at each picture carefully and write the differences.
- Have Ss check their answers in pairs first, then as a class.



2 Read activity 1 again and write **J** for Jameel, **C** for Carlos or **A** for Alberto.

- | | |
|--|--|
| 1. I like grapes and bananas. <input type="checkbox"/> | 4. I have milk for breakfast. <input type="checkbox"/> |
| 2. I have an omelette for breakfast. <input type="checkbox"/> | 5. I sometimes have churros. <input type="checkbox"/> |
| 3. I have bread with jam for breakfast. <input type="checkbox"/> | 6. I love acai juice. <input type="checkbox"/> |

3 Look at the two pictures. Then write the differences.



Yesterday

Yesterday there were

- _____ , but today there are _____
- _____
- _____



Today

4 Work in groups of three. Ask and answer. Then place a (✓) or an (X).

Who...	Student 1	Student 2
has fruit for breakfast?		
has tea for breakfast?		
has an omelette for breakfast?		
has cereal for breakfast?		
has dates for breakfast?		

Do you have fruit for breakfast?

Yes, I do.

No, I don't.



Tip!

• Explain to Ss that when they don't know what to do in an activity, they can ask their teacher or a classmate, e.g. *Can you help me, please?*

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- Yesterday there were two boys, but today there are three boys.
- Yesterday there were two sailing boats, but today there are three sailing boats.
- Yesterday there were grapes, but today there are cherries.

Activity 4 S1.1 S3.1

- Direct Ss' attention to the boys in the activity, 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, in groups of three, they will have to ask and answer questions about what they have for breakfast, as in the example.
- Ss take turns to ask the questions. If Ss answer, *Yes, I do*, the other two Ss place a tick (✓) in the corresponding box. If Ss answer, *No, I don't*, the other two Ss place an (X) in the corresponding box.
- Draw Ss' attention to the tip and explain it.



open answers

A Optional

PRACTICE

Memory shopping list

- Divide Ss into groups of four.
- Hand out a sheet of plain A4 paper to each group of Ss. Stick the flashcards for the food items Ss are familiar with on the board.
- Give Ss a couple of minutes to look at the flashcards and try to memorise the food items.
- Take the flashcards off the board. Tell Ss that, in groups, they will have to try and remember as many of the flashcards as they can in the order they were on the board and write them down on the paper.
- Give Ss three minutes to write down as many words as they can remember and in the correct order.
- When Ss have finished their lists, have them count up the number of words.
- The group that has written the most words in the correct order, wins.

EXPANSION

- Write a food item in jumbled letters on the board, e.g. *sape*. Ss have to guess the word and say it aloud, e.g. *peas*.

Before leaving

- Explain to Ss that you are going to say some sentences about the three boys in activity 1, e.g. *I sometimes have dates too!* They have to say the correct name, e.g. *Jameel*.
- Use sentences like *I love acai juice. I love churros with chocolate*, etc.



Note

- Do Top Skills 7-8 (WB pp.144-145, TB pp.270-271)



In the past

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

Song

- understand a known word or phrase by making use of pictures on the page (R4.1)
- follow and identify the main idea of short texts (L1.1)
- predict the gist of short texts by using visuals accompanying the texts (L3.1)
- follow and identify details in short texts (L2.1)
- communicate or find out very basic personal information (S1.1)

Top Stars

- understand a known word or phrase by making use of pictures on the page (R4.1)
- follow and identify details in short texts (L2.1)
- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- communicate or find out very basic personal information (S1.1)
- communicate basic personal information using short, simple statements (W1.1) WB

Our world

- understand a known word or phrase by making use of pictures on the page (R4.1)
- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- follow and identify details in short texts (L2.1)

Let's play

- understand a known word or phrase by making use of pictures on the page (R4.1)
- communicate or find out very basic personal information (S1.1)

CLIL

- understand a known word or phrase by making use of pictures on the page (R4.1)
- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)

Story

- understand a known word or phrase by making use of pictures on the page (R4.1)
- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)

Phonics

- identify and remember a wide range of sounds and their accompanying letter patterns (R3.5)
- recognise and say the beginning, middle, and final letter sounds in a word (L2.7) WB
- recognise and sound out beginning, middle and final letter sounds in a word (R3.3) WB
- spell familiar, high-frequency words accurately by segmenting them (W2.2) WB
- blend sounds to read a wide range of high-frequency words (R3.4) WB

Project

- understand and respond to details in a short sequence of simple sentences (R2.1)
- communicate basic personal information using short, simple statements (W1.1) WB
- communicate or find out very basic personal information (S1.1) WB

Round-up

- understand a known word or phrase by making use of pictures on the page (R4.1)
- follow and identify details in short texts (L2.1)
- communicate basic personal information using short, simple statements (W1.1) WB

Cursive writing

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

Language focus

Objectives

- to say a song/poem
- to talk about the past

Vocabulary

Animals: lion, rabbit, bee

Verb: visit

Structures

I/You/He/She/It/We/They played with the dolphins yesterday.

Materials

- flashcards for *visit, lion, rabbit, bee*

Lesson plan

Warm-up

- Draw Ss' attention to the pictures in the lesson.
- Ask Ss to guess what the lesson is going to be about. Initiate a short discussion.

Activity 1 R4.1

- Pretend to be a lion, a rabbit and a bee, say the words aloud and get Ss to guess the animals and repeat.
- Pretend you are visiting a friend of yours (pretend to ring the doorbell and greet your friend), say the word and get Ss to repeat.

- Hold up each flashcard, say the word and ask Ss to repeat.
- Have Ss open their books to p.111.
- 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 L3.1 L1.1 L2.1

- Direct Ss' attention to the pictures and ask them what they depict (children doing different activities with animals and some animals).
- Draw Ss' attention to the animals in the pictures and ask them to name the ones they recognise. Ask Ss to guess what the song/poem is about. (It's about a visit to the zoo.)
- Explain to Ss that they are going to listen to a song/poem.
- Point out that they have to listen to the recording and tick the pictures of the animals that are mentioned.
- 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.

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

Pictures 1, 4, 5, 6

LOOK!

- Draw Ss' attention to the *Look!* box on p.111 and read it aloud.
- Explain to Ss that we use the Past Simple to talk about something that happened at a certain time in the past.
- Explain to Ss that regular verbs form the Past Simple with the ending *-ed* in all persons. Say *play-played* and encourage Ss to repeat. Point out that regular verbs keep the same Past Simple forms for all persons. Write *play-played* on the board and invite Ss to think of other regular verbs from the song/poem in this lesson.
- Remind Ss that *yesterday* is a time expression which is used to refer to the day before today.
- Encourage Ss to come up with their own sentences using the Past Simple. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, give them prompts to make their sentences.
- Tell Ss to refer to the Grammar Reference section at the back of the SB.

Activity 3 S1.1

- Direct Ss' attention to the picture and read the speech bubble and the words in the box.
- Explain to Ss that they will have to make sentences using the Past Simple to talk about activities in the past.
- Point out to Ss that they can use the verbs provided in the box in order to make the sentences, as well as their own ideas. This will help **lower-performing Ss** and challenge **higher-performing Ss**.
- Make sure all Ss participate.

In the past



SONG

1



visit



lion



rabbit



bee

LOOK!

p. 144

I/You/He/She/It/We/They played with the dolphins yesterday.

2 Listen and tick (✓). Then say.

What did you do yesterday?

What a great day! What a great day!
What a great day was yesterday!
I was at the zoo with my friend Lou.

We talked to the parrots.
There were monkeys in the trees.
We played with the dolphins
and watched the bees!

We visited the lions
and jumped with the rabbits.
We walked with the horses
and helped Mr Morris.

What a great day! What a great day!
What a great day was yesterday!



1



2



3



4



5



6

3 Say. Use the words in the box.

Yesterday I played
football with my
friends at the park.



play talk jump
help watch visit
wash stay walk

111

Before leaving

- Get Ss to sit in a circle. If you have a large number of Ss, divide them into groups.
- Say, *I visited the zoo yesterday.* The S to your right says, *He/She visited the zoo yesterday.* The S to his/her right says, *He/She visited the zoo yesterday.* *I visited my friend yesterday.*
- Continue for as long as time permits.

Workbook

Activity 1 R4.1

1. visit
2. rabbit
3. bee
4. lion

Activity 2

1. played
2. watched
3. talked
4. visited
5. cleaned
6. walked

Optional

PRACTICE

Miming game

- Divide Ss into two teams.
- Choose a S from one team and ask him/her to mime an animal (from the ones they have been taught). The other team has to guess the animal. If they guess correctly, they get a point for their team.
- Teams take turns.
- The team with the most correct guesses wins.

EXPANSION

- Ask Ss to draw various animals on a piece of paper and label them.

Language focus

Objectives

- to talk about actions that happened in the past
- to introduce irregular verbs in the Past Simple

Vocabulary

Verbs: wait, arrive

Irregular verbs: see - saw, go - went

Adverb: late

Phrase: finish my homework

Place: airport

Structures

He/She went to the park last Saturday.

We/You/They saw our cousins last week.

Materials

- flashcards for wait, arrive, finish my homework, late, airport
- flashcards from the previous lesson: visit, rabbit, lion, bee

Revision (Optional)

- Place the flashcards from the previous lesson (visit, rabbit, lion, bee) in a pile on your desk. Invite Ss to come to your desk one by one and pick a flashcard from the pile.
- Explain that they will have to say the word depicted on the flashcard aloud.

Lesson plan



Warm-up

- Stick the flashcard for airport on the board.
- Draw Ss' attention to the flashcard and ask them if they recognise the place.
- Ask Ss if they have ever been to an airport. Initiate a short discussion.

Activity 1 R4.1

- Hold up the flashcards (finish my homework, wait, arrive, late, airport) one by one, say the word/phrase and ask Ss to repeat.
- Have Ss open their books to pp.112-113.
- Point out the words/phrases in the vocabulary section. Draw Ss'



wait



arrive



finish
my homework



late



airport

1

2 Read and answer. Who did Karim see at the airport?

It's Sunday morning. The boys are at school.



112

attention to the two verbs on p.113 and explain that these are irregular verbs and form the Past Simple differently. Play the recording a few times and have Ss point to the corresponding pictures/words 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

- Ask Ss to tell you what they think is happening. (Rashid is at the school playground. Karim arrives looking very happy. Rashid asks him why he looks so excited. Karim explains to him that he finished his homework early the previous day so he was able to go to the airport with his dad to pick up his cousin. However, the plane was late and they had to wait for him. Finally, he arrived and Karim was surprised to see that his favourite football player, Larry Wilson, was also there. They took a photo together, which Tab shows to Rashid. Rashid is happy for Karim.)
- Direct Ss' attention to the frames of the story and ask them to find and point out the words from the vocabulary section which they can see in the frames. (Frame 2: finished my homework, went, airport; Frame 3: waited, late, arrived, saw, saw; Frame 4: saw, airport)
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out who Karim saw at the airport. (He saw his favourite football player, Larry Wilson.)

see - saw
go - went

LOOK! pp. 144-145

He/She **went** to the park last Saturday.
We/You/They **saw** our cousins last week.

3 Read activity 2. Put the sentences in order. Write 1-4.

- A Karim saw his favourite football player.
- B Karim and his dad went to the airport.
- C Karim finished his homework.
- D Karim and his dad waited at the airport.



4 Listen and tick (✓).

1 A

2 A

3 A

B

B

B

5 Say what you did last weekend. Use the phrases in the box.

- go to the park
- clean my room
- play football / board games
- go swimming
- go cycling
- see my friends
- watch TV, etc.

I cleaned my room last weekend.

I saw my friends last weekend.



113

- Have Ss read the dialogue again and check comprehension.
- Ask Ss some questions about the story. *Where are the children? (They're at the school playground.) Is Karim sad? (No, he isn't. He is very happy.) What did Karim do the previous day? (He finished his homework and went to the airport with his dad to pick his cousin up.) Did the plane arrive early? (No, it didn't. It arrived late.) What did Karim do when he saw his favourite football player? (They took a photo together.)*

Activity 3 R2.1

- Draw Ss' attention to the sentences in activity 3.
- Explain to Ss that they have to refer to activity 2 and put the sentences in the correct order.
- Have Ss check their answers in pairs

first, then as a class.

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

- Choose four Ss to read the story aloud for the class.
- Divide Ss into groups of four and have them read the story aloud.

LOOK!

- Direct Ss' attention to the Look! box at the top of p.113 and read it aloud.
- Explain to Ss that main verbs in English are divided into two categories, *regular* and *irregular* verbs.
- *Regular* verbs form the Past Simple with the ending *-ed* in all persons. Say *wait - waited* and encourage Ss to repeat. Point out that regular verbs keep the same Past Simple forms for all

persons. Write *wait - waited* on the board and invite Ss to think of other regular verbs taught in the previous lessons.

- Point out to Ss that verbs which end in *-e* take only the letter *-d* in the Past Simple. Say *arrive - arrived* and have Ss repeat. Verbs which end in consonant and *-y* drop the *-y* and form the Past Simple using the ending *-ied*. Say *study - studied* and have Ss repeat. Finally, when a verb ends in the sequence consonant-vowel-consonant and the vowel is voiced, the verb usually doubles the final consonant and then takes the ending *-ed* to form the Past Simple. Say *stop - stopped* and have Ss repeat. Write all the verbs you used as examples on the board and encourage Ss to suggest a few more verbs so as to form the Past Simple.
- *Irregular* verbs form the Past Simple in a different way. Say *go - went* and point out that *went* is the Past Simple form of the verb *go*. Point out that irregular verbs keep the same Past Simple forms for all persons, like the regular verbs do. Have Ss repeat. Write *go - went* on the board and invite Ss to suggest other irregular verbs from the lesson.
- Point out the time expressions used with the Past Simple. Say, *I went to the park last Sunday*, and have Ss repeat. Write the sentence on the board. Repeat a couple of times using *last week/weekend*, etc.
- Refer Ss to the presentation and ask them to underline similar examples of the Past Simple. (Frame 1: *It was a great day yesterday!* Frame 2: *I finished my homework and I went to the airport with my dad. My cousin was in Rome last week.* Frame 3: *We waited there, but the plane was late. It arrived two hours later. Finally, I saw my cousin. But I also saw...* Frame 4: *I saw my favourite football player, Larry Wilson! He was at the airport too!*)
- Refer Ss to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own sentences using the Past Simple. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, give them prompts to make their sentences.

Activity 4 L2.1 

- Draw Ss' attention to the pictures and explain that they are going to listen to the recording and they have to tick (✓) the correct pictures according to what the people did.
- Play the recording twice.
- Check Ss' answers.

Listening transcript

- 1. Man:** *I arrived at the airport at three o'clock. I waited for my cousin but the plane arrived one hour later.*
- 2. Boy:** *I finished my homework at 6.30 yesterday afternoon.*
- 3. Girl:** *I was at the aquarium last Saturday. I played with the dolphins. It was great!*

 1. A 2. B 3. A

Activity 5 S1.1 

- Direct Ss' attention to the two children in the picture and ask them to guess what's happening. (The children are talking about what they did last weekend.)
- Read the speech bubbles and the prompts in the box aloud.
- Explain to Ss that in pairs they have to take turns making their own sentences describing what they did last weekend. Point out to Ss that they can use the phrases in the box, as well as their own ideas. This will help **lower-performing Ss** and challenge **higher-performing Ss**.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity. Go round the class helping them when necessary.
- Have a few pairs of Ss present the exchange to the whole class.

A Optional**PRACTICE****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 verb in the Past Simple and draw the corresponding number of steps, e.g. three steps for the verb saw.
- 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 fish's mouth.
- The S who guesses the word correctly before the man reaches the fish, wins and is the next one to think of a verb.

EXPANSION

- Write some lines from the dialogue in activity 2 on the board, e.g. *I... my homework and I went to the... with my dad. We... there, but the plane was... I saw my favourite... player, Larry Wilson!* Ask Ss to guess the missing words and say them aloud.

 **Before leaving**

- Tell Ss to form a line.
- Explain to them that they will have to make a sentence about something they did last week/weekend using the Past Simple.
- To help **lower-performing Ss** you can provide them with prompts to make their sentences.
- Make sure all Ss have formed a sentence before they leave the classroom.

 **Workbook****Activity 1 R4.1** 

 1. airport 2. arrive 3. late 4. wait

Activity 2

 1. arrived 2. cleaned 3. went 4. saw 5. finished, watched

Activity 3

 1. played 2. walked/went 3. cleaned 4. went/walked 5. saw

Activity 4 L2.1 **Listening transcript**

- 1. Girl 1:** *Hey, Ann. Where were you yesterday?*
Girl 2: *Hi, Tina. I went to the shopping centre with my sister.*
- 2. Girl 2:** *Where were you yesterday, Kate?*
Girl 1: *I was at home. I finished my homework early and then I watched TV.*
Girl 2: *Great!*
- 3. Boy 1:** *I'm sorry I'm late, Mr Black.*
Man: *It's OK, Tim. But what happened?*
Boy 1: *The bus was late. I waited for it for over an hour. It arrived at nine o'clock.*

 1. B 2. A 3. B

Activity 5 W1.1 

 open answers

 **Note**

- Bring a fork, a spoon, chopsticks, photos of different civilisations and some masking tape to the next lesson.

Language focus

Objectives

- to talk about ancient people and civilisations
- to introduce the negative form of verbs in the Past Simple
- to introduce irregular verbs in the Past Simple

Vocabulary

Verb: love

Irregular verbs: come - came, have - had, make - made, eat - ate

Nouns: chopsticks, fork, spoon

Structures

They didn't have pancakes for breakfast. They had eggs and some fruit.
My mother didn't make a chocolate cake. She made a banana cake.

Materials

- a fork, a spoon and chopsticks
- flashcards for *chopsticks*, *fork*, *spoon*
- flashcards from the previous lesson: *wait*, *arrive*, *finish my homework*, *late*, *airport*
- photos from different civilisations

Revision (Optional)

- Use the flashcards (*wait*, *arrive*, *finish my homework*, *late*, *airport*) from the previous lesson. Show Ss the flashcards and ask them to name them.

Lesson plan



Warm-up

- Stick the photos of different civilisations on the board.
- Draw Ss' attention to the pictures and ask them to guess what the lesson will be about. Initiate a short discussion.

Activity 1 R4.1

- Show Ss a fork, a spoon and chopsticks, say the corresponding words and get Ss to repeat.
- Draw a heart on the board and say, *love*. Get Ss to guess the meaning of the word and repeat it.
- Hold up the flashcards (*chopsticks*, *fork*, *spoon*), say each word and ask Ss to repeat.
- Have Ss open their books to p.114.
- Point out the words in the vocabulary section. Draw Ss' attention to the four verbs and explain that these are irregular verbs and form the Past Simple differently. Play the recording a few times and have Ss point to the corresponding pictures/words 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 (items and food from three ancient civilisations).
- Ask Ss, *What can you see in the first picture?* (A building from ancient Greece.) *What can you see in the second picture?* (A mask from a lost civilisation in South America called the Incas.) *What can you see in the third picture?* (A building from ancient China.)

- Explain to Ss that they have to read the texts carefully and match them with the correct pictures.
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to match the texts to the correct pictures.
- Check Ss' answers as a class.



A.2 B.3 C.1

- Have Ss read the texts again and check comprehension.
- Ask Ss some questions about the texts. *How did ancient Greeks eat their food?* (They ate their food with spoons.) *Where did they live?* (They lived in small houses.) *Did the Incas like potatoes?* (Yes, they did.) *What colour potatoes did they have?* (They had yellow, red and even purple potatoes.) *Did the ancient Chinese use forks to eat their food?* (No, they didn't. They used chopsticks.) *Did they live in small houses?* (No, they didn't. They lived in huts.)

Activity 3 R2.1

- Direct Ss' attention to the five sentences in activity 3.
- Explain to Ss that they have to read activity 2 again and write T for true or F for false.
- Have Ss check their answers in pairs first, then as a class. Make sure Ss justify their answers.



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

- Choose a few Ss to read the texts aloud.

LOOK!

- Direct Ss' attention to the *Look!* box at the top of p.115 and read it aloud.
- Explain to Ss that we use the auxiliary verb *didn't* (*did not*) + *bare infinitive* in all persons to form the negative forms of the Past Simple. Point out that regular verbs drop the ending *-ed* and irregular verbs drop their Past Simple forms.
- Say, *I didn't arrive early yesterday*, and have Ss repeat. Say, *I didn't go to the park yesterday*, and have Ss repeat. Write the sentences on the board.

- Write a few regular and irregular verbs on the board and encourage Ss to form their negative in the Past Simple.
- Refer Ss to the texts and ask them to underline similar examples of the negative form of the Past Simple. (*They didn't always eat meat. / The ancient Chinese didn't have spoons or forks, but they had chopsticks. / They didn't live in houses but in huts.*)
- Refer Ss to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own sentences using the Past Simple. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, give them prompts to make their sentences.

Activity 4 L2.1

- Draw Ss' attention to the pictures in activity 4.
- Point out to Ss that they will listen to three people talking about what they did last weekend and they have to circle A or B.
- Go round the classroom and make sure Ss have circled the correct pictures.
- Have Ss check their answers in pairs first, then as a class.

Listening transcript

- Girl 1:** Last weekend, I went to the park with my sister, Linda. Linda didn't want to feed the fish, but we planted a tree. It was very nice!
- Boy:** Last weekend, I went to the beach with my friends. We didn't go swimming, because it was windy. We went sailing. It was fun!
- Girl 2:** Last Saturday, I went to my friend's house. I had lunch there. We cooked together. My favourite food is spaghetti, but we made a pizza. We made a chocolate cake too. They were yummy!



1. B 2. A 3. A

Activity 5

- Direct Ss' attention to activity 5.
- Explain to Ss that they will have to

1

love



chopsticks



fork



spoon

come - came
have - had
make - made
eat - ate

2 Read and match.

People of the past

1



The ancient Greeks

The ancient Greeks lived in small houses. They ate their food with spoons. They didn't always eat meat. They liked cheese, fruit and vegetables.

2

The Incas

The Incas lived in South America. They lived in small huts with one room. They were farmers. They liked potatoes! They had yellow, red and purple potatoes!

3



The ancient Chinese

The ancient Chinese didn't have spoons or forks, but they had chopsticks. They were farmers. They didn't live in houses but in huts. They loved rice!

A



B



C



114

look at the picture of fictional ancient people and then present it to the class. Encourage Ss to use the words or phrases given.

- Have a few Ss come to the front of the classroom and present.

A Optional

PRACTICE

Line jumping

- Use some masking tape to make a straight line on the floor that is long enough for Ss to stand on in a 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 the 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, jumping to the left.
- Explain to Ss that you are going to say sentences from activity 2. If they are correct, Ss should jump to the right. If they are wrong, they should jump to the left. For example, say, *Ancient Greeks lived in huts*, and encourage Ss to jump to the left side.

3 Read activity 2 again and write **T** for True or **F** for False.

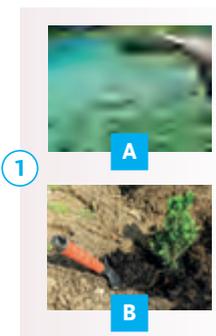
- The ancient Greeks lived in huts.
- The ancient Chinese loved rice.
- The ancient Chinese used chopsticks.
- The ancient Greeks didn't like cheese.
- The Incas liked potatoes.

F

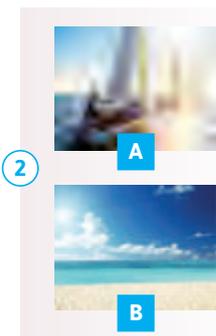
LOOK! p. 145

They **didn't have** pancakes for breakfast.
They **had** eggs and some fruit.
My mother **didn't make** a chocolate cake.
She **made** a banana cake.

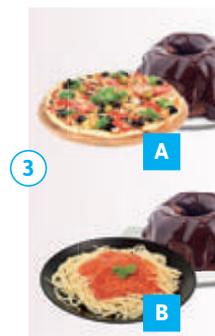
4 Listen and circle **A** or **B**.



1 A B



2 A B



3 A B

5 Look at the picture and present the ancient people to the class.

They were farmers. They...

- farmers
- love animals
- not have forks
- have spoons
- make and live in huts
- like meat
- like vegetables



• Whoever jumps to the wrong side is out of the game or just misses a turn.

EXPANSION

• Tell each S to write a sentence from one of the three texts, e.g. *They liked potatoes!* Divide Ss into pairs. Ss read their sentence to their partner and he/she has to guess which civilisation it refers to, e.g. *The Incas.*

Before leaving

- Have Ss form a circle.
- Explain to Ss that they will have to say a sentence using the Past Simple and the person to their right has to say the negative form of this sentence.
- To help **lower-performing Ss**, you can give them a sentence in jumbled order for them to put in the correct order.
- Continue until all Ss have said a sentence both in the affirmative and the negative form.

Workbook

Activity 1

1. made
2. came
3. had
4. ate

Activity 2 R4.1

1. didn't play football. played a computer game.
2. didn't go to the zoo. went to the park.
3. didn't eat pizza. ate spaghetti.
4. didn't make cakes. made sandwiches.

Activity 3 R2.1

Picture C

Activity 4 L2.1

Listening transcript

1. **Boy:** Last Saturday was great! It was sunny and hot. In the morning we didn't go to Al Khor park, we went to Aqua Park! It was fun! We played water games and we went swimming too!

2. **Boy:** In the afternoon we went to a restaurant. My brother wanted chicken machboos, but they didn't have it, so he ate vegetable risotto. I ate vegetable risotto too! I like it!

3. **Boy:** In the evening we went back home. I played with my brother Amir. We didn't do jigsaw puzzles, we played computer games. At nine o'clock I went to bed. I was tired.

1. A 2. B 3. B

1

play
table tennisplay
baseballgo
windsurfinggo
fishing

Language focus

Objectives

- to talk about sports
- to ask and answer about actions that happened in the past

Vocabulary

Sports: play table tennis, play baseball, go windsurfing, go fishing

Structures

Did you play tennis yesterday?

Yes, I/we did. / No, I/we didn't.

Did he/she go to the park yesterday?

Yes, he/she did. / No, he/she didn't.

LOOK!

pp. 144-145

Did you play tennis yesterday?

Yes, I did.

Did he go to the park yesterday?

No, he didn't.

2

What did you do last Saturday? Choose. Then ask and answer with your partner.

SPORTS CENTRE

play football play table tennis play basketball play baseball

Where were you last Saturday?

I was at the beach.

Did you go swimming?

No, I didn't.

Did you go scuba diving?

Yes, I did.

BEACH

go swimming go scuba diving go windsurfing go sailing 

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Materials

- flashcards for *play table tennis*, *play baseball*, *go windsurfing*, *go fishing*
- flashcards from the previous lesson: *chopsticks*, *fork*, *spoon*
- photos of different sports Ss are familiar with.

Revision (Optional)

- Use flashcards from the previous lesson (chopsticks, fork, spoon).
- Stick the flashcards on the board.
- Divide Ss into two teams.
- Invite a S from each team to come to the board.
- Say a word aloud, e.g. *fork*.
- The first S to touch the correct flashcard gets a point for his/her team.
- Continue in the same manner until all of the Ss have had a turn. The team with the most points wins.

Lesson plan



Warm-up

- Stick photos of various sports Ss are familiar with on the board.
- Draw their attention to the photos and ask them which sport is their favourite and why.
- Ask Ss to name their favourite players as well.
- Then ask Ss to guess what the lesson is about. Initiate a short discussion.

Activity 1 R4.1

- Mime doing the activities described on each flashcard and encourage Ss to guess the activity.
- Repeat the procedure for all of the sports.
- Alternatively, hold up each flashcard, say the phrase and ask Ss to repeat.
- Have Ss open their books to p.116.
- 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.

LOOK!

- Direct Ss' attention to the *Look!* box on p.116 and read it aloud.
- Explain to Ss that we use the auxiliary verb *did* in all persons to form questions in the Past Simple. Point out that regular verbs drop the ending *-ed* and irregular verbs drop their Past Simple forms.
- Say, *Did you finish your homework early yesterday?* and answer, *Yes, I did. / No, I didn't.* Say, *Did you go to the park yesterday?* and have Ss repeat. Encourage Ss to answer accordingly. Write the questions and answers on the board.
- Refer Ss to the Grammar Reference section at the back of the SB.
- Write a few regular and irregular verbs on the board and encourage Ss to form questions in the Past Simple. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, you can provide them with prompts to form their questions.

Activity 2 S1.1

- Direct Ss' attention to the pictures in the activity and read the speech bubbles aloud.
- Ask Ss if they can recognise the places in the pictures. (The Aspire Zone sports complex and a beach in West bay in Doha, Qatar.)
- Explain to Ss that they will have to choose and tick (4) the activities they did last Saturday. Then tell Ss that in pairs they will take turns asking and answering questions about what they did and didn't do.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity. Go round the class helping them when necessary.
- Have a few pairs of Ss present the exchange to the whole class.

A Optional**PRACTICE****Write, fold and pass**

- Write the following sentence on a piece of plain paper: *Yesterday morning I played table tennis with my friend, Brian.*
- Pass the paper to the S on your right and tell him/her to write a sentence to continue your story.
- Then, instruct the S to fold the paper so that only the last sentence shows and pass it to the S on his/her right.
- Explain to Ss that they will have to do the same until the paper has been passed round the classroom and every S has had a chance to write a sentence.
- Once this has been done, unfold the paper and read the sentences.
- Play this game for as long as time permits.

EXPANSION

- Write an activity on the board and encourage Ss to mime it.

Before leaving

- Tell Ss to form a line.
- Explain to them that they will have to form a question using the Past Simple before they leave.
- To help **lower-performing Ss** you can write a question in a jumbled-up order and ask them to put the words in the correct order.
- Make sure all Ss have participated before they leave the classroom.

Workbook**Activity 1 R4.1**

1. go windsurfing
2. go fishing
3. play table tennis
4. play baseball

Activity 2 R4.1

1. Did, go, he didn't.
He went sailing.
2. Did, go, they did.
3. Did, play, he didn't.
He played basketball.
4. Did, play, they did.
5. Did, play, they didn't.
They played baseball.



Language focus

Objectives

- to provide Ss with cross-curricular information on social studies

Vocabulary

Means of transport: bicycle, carriage, wheel

Animal: horse

Verb: travel



Materials

- flashcards for *bicycle, carriage, horse, wheel, travel*
- flashcards from the previous lesson: *play table tennis, play baseball, go windsurfing, go fishing*

Revision (Optional)

- Divide Ss into two teams.
- Put the flashcards from the previous lesson (play table tennis, play baseball, go windsurfing, go fishing) in a pile on your desk and ask a S from each team to come to the front of the classroom.
- Explain that the Ss will pick a flashcard from the pile on your desk and mime the sport. Their teams will have to guess which sport it is.
- The team with the most flashcards wins.

Lesson plan



Warm-up

- Draw Ss' attention to the pictures in the lesson.
- Ask Ss what they think the lesson is about. Initiate a short discussion.

Activity 1 R4.1 🔑

- Hold up each flashcard, say the word and ask Ss to repeat.
- Have Ss open their books to p.117.
- 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

- Ask Ss to look at the pictures and tell you what they see (a carriage, a car, an old bike and a new bike). Ask Ss which of these means of transport belong in the past (the carriage and the old bike) and which in the present (the car and the new bike).
- Play the recording and encourage Ss to **shadow read** (read the sentences along with the recording) in order to find out if people had cars in the past. (People didn't have cars in the past.)
- Have Ss read the texts again and check comprehension.
- Ask Ss some questions. Ask, *What did people have in the past instead of cars?* (They had carriages with horses.) *What do cars look like today?* (They are big or small.) *Are they fast?* (Yes, they are.) *What kind of wheels did bicycles have in the past?* (They had one big and one small wheel.) *Have bicycles got one big and one small wheel now?* (No, they haven't. They have got two wheels that are the same size.)

Activity 3 R2.1

- Draw Ss' attention to the sentences in activity 3.
- Explain that they will have to read activity 2 again and circle the correct answers in the sentences in activity 3.
- Have Ss check their answers in pairs first, then as a class.



1. were 2. are 3. weren't 4. had

- Have two Ss read the texts aloud.
- Have a few more Ss read the texts aloud.



Project work

- Ask Ss to use the Internet to find information about a means of transport from the past and from today. Instruct them to select information that they think is interesting/important and use it to make a poster.
- Explain to Ss that their poster should have a heading. **Lower-performing Ss** can use pictures (drawings or photos), while **higher-performing Ss** can include brief sentences underneath, describing what can be seen in the pictures.
- Teachers should recommend safe websites.

1



bicycle



carriage

horse



wheel



travel

2 Read and answer. Did people have cars in the past?

Means of transport

CARS



In the past

People didn't have cars in the past. They had carriages with horses. They were very slow!



Now

Cars are everywhere! There are big cars and small cars. They are very fast. People can travel everywhere.

BICYCLES



In the past

Bicycles were very different in the past. They weren't very fast, because they had one big wheel and one small wheel.



Now

Today bicycles haven't got one big wheel and one small wheel. The wheels are the same size. And some bicycles are very fast!

3 Read and circle.

1. Carriages were / weren't slow in the past.
2. Cars are / aren't fast now.
3. Bicycles were / weren't very fast in the past.
4. Bicycles had / didn't have one big and one small wheel in the past.

PROJECT WORK

Choose a means of transport from the past and a means of transport from today from your own country, and present them to the class.

Before leaving

- Ask each S to come to the front of the class and mime driving/riding a means of transport before they leave.
- The rest of the class has to guess the means of transport that their classmate is miming and say it aloud.
- Make sure all Ss participate before they leave.

Workbook

Activity 1 R4.1

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

Activity 2 R2.1

- Picture A

- 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. The aim is 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.

Note

- Preparation for the next lesson: Photocopy the story (*The Emperor's Nightingale*, SB, pp.118-119), making one copy for every four Ss. Before you photocopy the story, cover the speech bubbles and the numbers in each frame. Cut out the frames. Photocopy only the speech bubbles of the story (one copy for every four Ss) and cut them out. Bring the copies of the story and the speech bubbles to the next lesson.

Optional

Do as I say

- Ask Ss to stand up and form a circle.
- Choose a S to say a sentence about the past, e.g. *I went fishing yesterday afternoon.*
- The rest of the Ss have to mime what the S says. The Ss who don't do what the S says are out of the game.
- Continue the game, making sure all of the Ss have had a chance to make a sentence.

Language focus

Objectives

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

Vocabulary

Verb: sing - sang

Nouns: nightingale, emperor

Adjective: sick

Materials

- flashcards for *nightingale*, *emperor*, *sick*
- copies of flashcards from the previous lesson: *bicycle*, *carriage*, *horse*, *wheel* (one for each S)

Revision (Optional)

- Put the flashcards from the previous lesson (*bicycle*, *carriage*, *horse*, *wheel*) in a pile on your desk.
- Invite Ss to come one by one, pick a flashcard and tell the class what it shows.
- Alternatively, you can hand out the flashcards to the Ss and ask each S to look at his/her flashcard without saying what it depicts.
- Each S will then have to describe what his/her flashcard shows and the rest of the class will guess which means of transport he/she is describing.

Lesson plan

Warm-up

- Draw Ss' attention to the pictures in the lesson.
- Ask Ss if they can tell where the story is set. (In China.)
- Ask Ss if they would ever like to visit China and why / why not. Initiate a short discussion.

Activity 1 R4.1 🔑

- Hold up the flashcards (*nightingale*, *emperor*, *sick*), say the words and ask Ss to repeat.
- Have Ss open their books to p.118.
- Point out the words in the vocabulary section. Write a sentence on the board with the verb *sing* and underline it, e.g. *The bird sings nicely.* Ask Ss to infer the meaning of the verb *sing*. Explain to Ss that the verb *sing* is an irregular verb and forms the Past Simple differently.

1 🔊



nightingale



emperor



sick

sing - sang

2 Read and answer. How many nightingales has the emperor got in the end? 🔊

THE EMPEROR'S NIGHTINGALE

In China, there was an emperor. He wanted a nightingale.

I want a nightingale. They sing very nicely!

Yes, your Majesty.

1

The emperor had a nightingale. He was very happy. One day, a box arrived for the emperor. It was a present from the emperor of Japan: a mechanical nightingale.

Oh, listen! It sings very nicely too.

I'm so happy! Now, I've got two nightingales!

2

They're great!

The nightingale was sad. The next morning, it went back to the forest.

Oh, no! The nightingale is flying away!

It's OK. I've got the other nightingale.

118

- Play the recording a few times and have Ss point to the corresponding pictures/word 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 AT B R2.1 AT B

Background note

Hans Christian Andersen: He was born on April 2, 1805 in Denmark. He was poor and when his father died, he tried to become a shoemaker in order to provide for the family but he didn't succeed. He started writing poems and tales and he became famous for stories like *The Emperor's Nightingale*, etc. He died in 1875.

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 Emperor's Nightingale*.
- Point to the first frame and ask Ss to tell you where they think the people in the picture are. (They are in a palace.)
- Cover the second page (p.119). Ask Ss to look at the first three frames in the story on p.118 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.

One day, the other nightingale stopped singing.

Oh, no! It doesn't sing any more.

4

The emperor was sad all the time.

I want my nightingale back.

5

The emperor was sick for days. One day there was music. The nightingale was at the window!

What is this music? Is it my nightingale?

Yes. I can sing for you every day, but my home is in the forest.

6

The emperor was happy again. Every morning, the nightingale sang for him and then it went back to the forest.

Thank you, nightingale! Go back home now.

7

Let's think

Why is it important to care about your friends and things?

3 Read again and answer the questions.

1. What was the present from the emperor of Japan?

2. Why is the emperor sad in picture 5?

3. Where is the nightingale's home in picture 7?

4 Read and complete the sentence with your own ideas. Then discuss.

In the end, the nightingale is happy because

cannot be fixed.

Frame 5: The emperor is really sad because he wants the nightingale back.

Frame 6: The emperor falls sick, but, suddenly, the nightingale appears and starts singing again.

Frame 7: The emperor is happy because he can hear the nightingale again but he also understands that it should live free in the forest where its home is.

- Ask Ss some comprehension questions Encourage Ss to answer.

Frame 1: (pointing to the emperor) *Who is he?* (He's the emperor of China.) *What does he want?* (He wants a nightingale.)

Frame 2: (pointing to the mechanical nightingale) *What's that?* (It's a mechanical nightingale.) *Who sent it?* (The emperor of Japan.)

Frame 3: (pointing to the real nightingale) *What happens?* (The nightingale flies away.) *Does the emperor feel sad?* (No, he doesn't.)

Frame 4: (pointing to the mechanical nightingale) *What happened?* (It stopped working.)

Frame 5: (pointing to the emperor) *How does he feel?* (He feels sad.)

Frame 6: (pointing to the emperor) *What happened to him?* (He became sick.) (pointing to the nightingale) *What happened?* (The nightingale came back and started singing again.)

Frame 7: (pointing to the emperor) *What is he doing?* (He is listening to the nightingale.) (pointing to the nightingale) *Is it unhappy now?* (No, it isn't because it can go back to its home.)

- Ask Ss to look at pp.118-119 and name as many things as they can. Help them by asking questions such as, *Who's this?* (He's an emperor.) *What does he want?* (He wants a nightingale.)
- 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 how many nightingales the emperor has got in the end. (He has got one nightingale.)
- Direct Ss' attention to the frames of the story and ask them to find the vocabulary presented in the vocabulary section in the story (Frame 1: emperor, nightingale (x2), sing; Frame 2: emperor (x3), nightingale (x2), sings, nightingales; Frame 3: nightingale (x3); Frame 4: nightingale, singing, sing; Frame 5: emperor, nightingale; Frame 6:

emperor, sick, nightingale (x2), sing; Frame 7: emperor, nightingale (x2), sang). Then ask Ss to say them out loud.

- Ask Ss to find and identify all the verbs in the Past Simple in the story (Frame 1: was, wanted; Frame 2: had, was, arrived, was; Frame 3: was, went; Frame 4: stopped; Frame 5: was; Frame 6: was, was, was; Frame 7: was, sang, went).
- Talk about what happens in each frame.

Frame 1: The emperor of China asks his court to bring him a nightingale.

Frame 2: The emperor receives a mechanical nightingale from the emperor of Japan and he is very happy because he has got two birds that sing very nicely.

Frame 3: The real nightingale is unhappy and flies away. The emperor is not sad because he believes it can be replaced by the mechanical one.

Frame 4: The mechanical nightingale breaks down and

EXPANSION

- Divide Ss into groups of five and have them read the story aloud. Tell Ss to swap roles.
- Have some groups of Ss read the story aloud for the whole class.

Activity 3 R2.1

- Direct Ss' attention to the three questions and ask them to read them.
- Explain to Ss that they must read the story again and answer the questions according to what is mentioned in the story.
- Have Ss check their answers in pairs first, then as a class.



1. The present was a mechanical nightingale.
2. He is sad because he hasn't got a nightingale.
3. The nightingale's home is in the forest.

- 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 and read the question out loud.
- Ask Ss to answer the question and initiate a discussion.
- Encourage all Ss to participate in the discussion.

Suggested answer:

It is important to show respect and compassion for our friends. We should care about them and show them that you appreciate them. We should also take care of our things as well.

Activity 4

- Draw Ss' attention to activity 4.
- Explain to Ss that they have to complete the sentence given with their own ideas. This will challenge **higher-performing Ss**. To help **lower-performing Ss** you can provide them with prompts to help them finish the sentence.
- Have a few Ss present their sentences to the rest of the class.



open answers

A Optional

Story line

- Divide Ss into groups of four.
- Give each group a copy of the story and the speech bubbles you have prepared (see Note in the previous lesson).
- Ask Ss to close their books.
- Ss have to put the frames in the correct order and then match each speech bubble to the correct frame and character.

Before leaving

- Divide Ss into pairs.
- Explain to them that SA is going to be the narrator of the story and SB is going to read the bubbles of the story.
- Have a few pairs act out the story at the front of the classroom.

Workbook

Activity 1 R4.1

- | | |
|------|------|
| 1. F | 2. C |
| 3. G | 4. E |
| 5. A | 6. B |
| 7. D | |

Activity 2



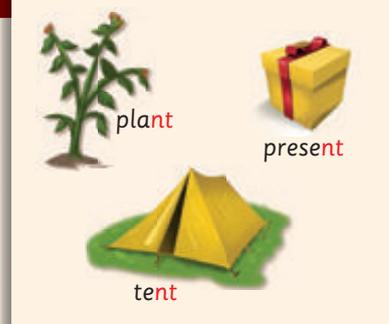
open answers

1 Listen and say.

/nd/



/nt/



2 Listen and say. Then mark the /nd/ sounds in yellow and the /nt/ sounds in blue.



120

Last weekend

Where were you,
Where were you
Last weekend?
I went to the forest
With a very good friend.

We saw many trees
And picked pretty flowers.
We wanted to stay there
For hours and hours.

We slept in a tent
Next to a big plant
And swam in a pond.
Then we made a fire,
And sat around it.



PHONICS

Language focus

Objectives

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

Phonics

nd /nd/
nt /nt/

Vocabulary

sand, pond, friend, plant, tent,
present



Materials

- blown-up colour photocopies of the story *The Emperor's Nightingale*, SB, pp.118-119
- flashcards for *sand, pond, friend, present, plant, tent*
- phonics cards of *sand, tent* (TB pp.263-264 - one set per S)

Revision (Optional)

- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Ask Ss if they remember the title of the story (*The Emperor's Nightingale*). Ask them to tell you what else they remember about the story.
- Have Ss open their books to pp.118-119. 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 aloud for the whole class.
- Have Ss close their books and try to retell the story from memory.

Lesson plan



Warm-up

- Write *nd* and *nt* on the board. Under each blend, stick the flashcards with the words that end in that blend.
- Point to *nd* and say /*nd*/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcards (*sand, pond, friend*), say them aloud and have Ss repeat after you.
- Repeat the same procedure with /*nt*/.

Activity 1

- 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

Woman: /*nd*/, /*nd*/, *sand, pond, friend*
/nt/, /nt/, *plant, present, tent*

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

Activity 2 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 are the kids doing in the first picture?* (They're picking flowers.) *Are they sleeping in their home?* (No, they aren't. They're sleeping in a tent.) *Where are they swimming?* (They're swimming in a pond.) *Who's with them?* (The father of one of the boys.)

- Explain to Ss that they are going to listen to a chant/poem and that they will have to mark the /*nd*/ sounds in yellow and the /*nt*/ sounds in blue.
- 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 mark the sounds.
- Then play the chant/poem once more and encourage Ss to say it along with the recording.



marked yellow: weekend, friend, And, and, And, pond, And, around

marked blue: went, wanted, tent, plant



TPR Activity

- Ask Ss to take out the phonics cards of *sand* and *tent*.
- Explain to Ss that you will play the phonics chant/poem and that each time they hear a word with the /*nd*/ (*weekend, friend, and, pond, around*) or /*nt*/ (*went, wanted, tent, plant*) sound, they have to raise the appropriate phonics card (*sand, tent*) while they say the chant/poem along with the recording. Play the chant/poem once and demonstrate what Ss should do while saying it.
- Play the chant/poem again and have Ss say it along with the recording while raising their phonics cards as you instructed.

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 (/nd/, /nt/), e.g. /nd/ and have the two Ss write a word ending with that sound on the board, e.g. *sand*.

Optional 2

Sound hold-up

- Tell Ss that you are going to play a game.
- Explain to Ss that you are going to raise the flashcards for the pictures of words that end in the sounds /*nd*/ or /*nt*/ 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.
- Play the game until all of the flashcards have been used up.

Workbook

Activity 1 L2.7 R3.3

Listening transcript

Man: 1. *blond*
2. *plant*
3. *present*
4. *sand*
5. *tent*
6. *pond*



1. *nd* 2. *nt* 3. *nt*
4. *nd* 5. *nt* 6. *nd*

Activity 2 W2.2



1. *nt, ant* 2. *nd, hand*
3. *nt, paint* 4. *nd, weekend*
5. *nt, elephant*

Activity 3 R3.4



1. *find, playground, behind*
2. *count, student, restaurant*

**Language focus****Objectives**

- to talk about what one did last weekend

**Materials**

- phonics cards for *sand* and *tent* (TB p. 263-264 - one set per S)

Revision (Optional)

- Play the chant/poem *Last weekend* in the SB on page 120 and have Ss chant/say the poem and do the TPR activity (TB, page 219).

1 What did Omar do last Saturday? Read and answer. **What did you do last Saturday?**

Last Saturday was a great day! In the morning, I went to the park with my friends. We played football there. In the afternoon, I went to the beach. I went windsurfing. In the evening, I went back home. I had dinner with my family.

**2** Read activity 1 again and answer the questions.

1. Where was Omar last Saturday morning?

2. What did he do there?

3. Where was he last Saturday afternoon?

4. What did he do there?

5. Where was he last Saturday evening?

6. What did he do there?

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Lesson plan**Warm-up**

- Write the phrase *Last Saturday* on the board.
- Draw Ss' attention to the phrase and ask them what they did last Saturday. Initiate a short discussion.
- Ask Ss to guess what the lesson is about based on the previous discussion you had.

Activity 1 R2.1

- Draw Ss' attention to activity 1.
- Tell Ss to look at the pictures presented in activity 1 and ask them to guess what they think the text is about. (It's about what Omar did last Saturday.)
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what Omar did last Saturday. (He went to the park, he played football, he went windsurfing and he had dinner with his family.)
- Ask Ss some comprehension questions. Ask, *Where was Omar last Saturday morning?* (He was at the park.) *Who was he with?* (He was with his friends.) *What did he do there?* (He played football.) *What did he do in the afternoon?* (He went to the beach.) *What did he do there?* (He went windsurfing.) *What*

did he do in the evening? (He returned home.) Did he have dinner with his family? (Yes, he did.)

- Have a few Ss read the text.

Activity 2 R2.1

- Draw Ss' attention to the questions in the activity and ask them to read them.
- Explain to Ss that they have to look at activity 1 again and answer the questions.
- Have Ss check their answers in pairs first, then as a class.



1. He was at the park.
2. He played football with his friends.
3. He was at the beach.
4. He went windsurfing.
5. He was at home.
6. He had dinner with his family.



Workbook

Activity 1 W1.1



open answers

Activity 2 W1.1 S1.1



open answers

Optional

What did you do last weekend?

- Ask each S to note down the places he/she visited last weekend and the corresponding parts of the day. Once Ss have completed this step, divide them into pairs.
- Explain to them that they are going to take turns asking and answering questions about where each of them had been last weekend.
- To help **lower-performing Ss**, you can provide them with examples by writing on the board various places they are familiar with.
- Go round the classroom making sure that Ss are using the language correctly.
- Ask a few pairs of Ss to come to the front of the class and present their exchanges.



Before leaving

- Have Ss form a line.
- Explain to Ss that you are going to write one sentence for each student on the board. The sentence will be in the Present Simple and they have to read it aloud with the verb in the Past Simple, e.g. write on the board *I go windsurfing*. The S has to say, *I went windsurfing last Saturday*.
- To help **lower-performing Ss** you can write a sentence in which the verb is missing, e.g. *I _____ windsurfing last Saturday*, and provide them with two options, the Present Simple and Past Simple form of the corresponding verb for them to choose from.
- Make sure all Ss have a chance to participate.



Language focus

Objectives

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



Materials

- flashcards and word cards for visit, lion, rabbit, bee, wait, arrive, finish my homework, late, airport, chopsticks, fork, spoon, play table tennis, play baseball, go windsurfing, go fishing, bicycle, carriage, horse, wheel, travel, nightingale, emperor, sick

Revision (Optional)

- Ask a few Ss to come to the board and present their projects (WB, Project, activity 2).

1 Read, look and write. 🔑

play baseball play table tennis
go windsurfing go fishing

1. play table tennis

2. _____



4. _____



3. _____

2 Read, look and complete. 🔑



1. Did the boys go to the zoo last Saturday?

Yes, they did.

2. Did your brother go to the shopping centre yesterday morning?

No, he _____.

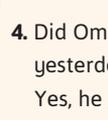
He _____ to the sports centre.



3. Did Nora and Alya go to the beach yesterday?

No, they _____.

They _____ to the park.



4. Did Omar watch TV yesterday evening?

Yes, he _____.



3 Complete. Use the Past Simple.

- I finished (finish) my homework yesterday.
- My mother _____ (make) chicken with rice yesterday.
- Sahar _____ (have) eggs and cereal for breakfast yesterday morning.
- Khaled and Sami _____ (go) to the museum last Saturday.

4 Listen and tick (✓). 🔊



1 Jill



2 Ken



3 Kate

A B C

Lesson plan



Warm-up

- Stick some of the flashcards from 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 R4.1 🔑

- Have Ss open their books to p.122.
- Explain to Ss that they have to look at the pictures and write the sport under each picture.



1. play table tennis 2. go fishing 3. go windsurfing 4. play baseball

Activity 2 R4.1 🔑

- Direct Ss' attention to sentences 1-4.
- Explain to Ss that they have to look at the pictures carefully and complete the sentences using *did* or *didn't* and the Past Simple of the verb *go*.

🔑 1. did 2. didn't, went 3. didn't, went 4. did

Activity 3

- Direct Ss' attention to the four sentences in activity 3.
- Explain to Ss that they will have to read the sentences carefully and complete them using the Past Simple.
- Point out that they will have to use only the affirmative and that there are both regular and irregular verbs in the activity.

🔑 1. finished 2. made 3. had 4. went

Activity 4 L2.1 🎧

- Draw Ss' attention to the pictures in activity 4.
- Explain to Ss that they will have to listen carefully and match the children to the pictures of the places.
- Play the first dialogue a couple of times (more if necessary) and ask Ss to point to the picture that is being described. Go round the classroom and make sure Ss answer correctly.

Listening transcript

1. **Girl 1:** *Hi, Jill! Did you go to the park yesterday?*

Girl 2: *No, I didn't.*

Girl 1: *Where were you then?*

Girl 2: *I went to the amusement park with my brother. It was so much fun!*

2. **Boy 1:** *Where were you yesterday afternoon, Ken?*

Boy 2: *I was at the sports centre. I was there with my friends.*

Boy 1: *What did you do there?*

Boy 2: *We played basketball. It was great!*

3. **Girl 2:** *Hello, Kate. Were you at the park yesterday afternoon?*

Girl 1: *No, I wasn't.*

Girl 2: *Where were you?*

Girl 1: *I was at the library. I went there to study.*

🔑 A. 2 B. 1 C. 3

A Optional**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.
- The S who has collected the most flashcards wins.

Before leaving

- Play the song/poem *What did you do yesterday?* on p.111 of the SB and invite Ss to say the song/poem along with the recording.

Workbook**Activity 1 R4.1** 🔑

🔑 1. carriage 2. bicycle
3. wheel 4. horse

Activity 2

🔑 1. played 2. didn't arrive
3. Did, go 4. ate
5. saw

Activity 3 R4.1 🔑

🔑 1. Did Ron go to the park yesterday? No, he didn't. He went to the sports centre.
2. Did your mum cook spaghetti last Tuesday? No, she didn't. She cooked chicken.
3. Did Mahir play baseball last weekend? No, he didn't. He played football.
4. Did they go to the forest last week? No, they didn't. They went to the beach.

Activity 4 W1.1 🗨️

🔑 open answers

Now I can

- Ask Ss to look at the pictures and tick the stars according to what they can or can't say. Then ask them to name the items aloud.
- Use the self-evaluation sheets for your Ss to check their performance.

Activities 1, 2 & 3

- Hold up the WB, point to the pictures and encourage Ss to say the words/actions aloud.
- Have Ss tick the stars as they say each word/action.

Activity 4

- Direct Ss' attention to the pictures and ask them to guess what each picture depicts. Elicit Ss' answers. Then read the sentences/exchanges aloud and have Ss repeat after you and tick the stars.

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

Song

- understand a known word or phrase by making use of pictures on the page (R4.1)
- follow and identify the main idea of short texts (L1.1)
- predict the gist of short texts by using visuals accompanying the texts (L3.1)
- follow and identify details in short texts (L2.1)
- describe objects using suitable words and phrases (S2.2)
- participate actively in simple word level reading games (R5.1) WB

Top Stars

- understand a known word or phrase by making use of pictures on the page (R4.1)
- understand and respond to the main idea of short texts (R1.1)
- follow and identify details in short texts (L2.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)

Our world

- understand a known word or phrase by making use of pictures on the page (R4.1)
- understand and respond to the main idea of short texts (R1.1)
- follow and identify details in short texts (L2.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)

Let's play

- describe objects using suitable words and phrases (S2.2)
- understand a known word or phrase by making use of pictures on the page (R4.1) WB

CLIL

- understand a known word or phrase by making use of pictures on the page (R4.1)
- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)

Story

- understand a known word or phrase by making use of pictures on the page (R4.1)
- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)

Phonics

- identify and remember a wide range of sounds and their accompanying letter patterns (R3.5)
- recognise and say the beginning, middle, and final letter sounds in a word (L2.7) WB
- recognise and sound out beginning, middle and final letter sounds in a word (R3.3) WB
- spell familiar, high-frequency words accurately by segmenting them (W2.2) WB
- blend sounds to read a wide range of high-frequency words (R3.4) WB

Project

- understand and respond to details in a short sequence of simple sentences (R2.1)
- express basic preferences using very short, simple statements (W1.2) WB
- ask about and express basic preferences (S1.2) WB

Round-up

- understand a known word or phrase by making use of pictures on the page (R4.1)
- follow and identify details in short texts (L2.1)
- understand and respond to details in a short sequence of simple sentences (R2.1) WB

Cursive writing

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

TOP TIME! 5

- understand a known word or phrase by making use of pictures on the page (R4.1)
- understand and respond to the main idea of short texts (R1.1)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- describe very familiar objects using suitable words and phrases (W1.3)

Revision 6-10

- understand a known word or phrase by making use of pictures on the page (R4.1) WB
- express basic preferences using very short, simple statements (W1.2) WB

Language focus

Objectives

- to say a song/poem
- to identify animals
- to introduce the comparative form of adjectives

Vocabulary

Wild animals: giraffe, hippo, cheetah, bat, crocodile

Sea animal: whale

Adjectives: fat, thin

Structures

Cheetahs are faster than hippos.

Is the lion bigger than the cat?

Yes, it is.

Are cheetahs taller than giraffes?

No, they aren't.

fast → faster

thin → thinner

scary → scarier

BUT

good → better

bad → worse



Materials

- flashcards for *whale, giraffe, hippo, cheetah, bat, fat, thin, crocodile*
- photos of different animals

Lesson plan



Warm-up

- Stick photos of different animals on the board.
- Draw Ss' attention to the photos and ask Ss to guess what the lesson is about. (It's about different animals, their similarities and their differences.)

Activity 1 R4.1 🔑

- Mime the wild animals. Hold your head high and point to your neck pretending it is very long. Say *giraffe* and have Ss repeat.
- Do the same with the rest of the words in the vocabulary section.
- Hold up each flashcard, say the corresponding word and get Ss to repeat.
- Have Ss open their books to p.123.
- 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 L3.1 🧠 L1.1 🎧 L2.1 🎧

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

- Direct Ss' attention to the pictures in the foreground and ask them what they depict (some animals and a boy).
- Ask Ss to name the animals they see (lion, cat, giraffe, hippo, crocodile, lion, cheetah, whale, dolphin, crocodile, bat).
- Hold up your book, point to the lion and ask, *What is it?* Encourage Ss to answer, *It's a lion.* Repeat for the rest of the animals.
- Draw Ss' attention to the title and ask them what it means.
- Explain to Ss that they are going to listen to a song/poem.
- Point out that they have to listen to the recording and point to the animals as they hear them.
- Play the song/poem again and tell Ss to match the lyrics with the corresponding picture.
- Make sure Ss have matched the lyrics and the pictures correctly.
- Play the song/poem again and encourage Ss to say the song/poem along with the recording.



1. D 2. A 3. E 4. C 5. F 6. B

LOOK!

- Draw a cat and a bird on the board.
- Point to the cat and say, *The cat is bigger than the bird.* Repeat this sentence and encourage Ss to repeat after you. Then write this sentence on the board under the drawing of the cat. Underline the *-er* ending and *than*.
- Then point to the bird and say, *The bird is smaller than the cat.* Repeat this sentence and encourage Ss to repeat after you. Then write this sentence on the board under the drawing of the bird. Underline the *-er* ending and *than*.
- Elicit that we use the comparative form to compare two people, animals, things or places.
- Point out that in one-syllable adjectives that end in consonant-vowel-consonant, the last consonant is doubled, as in the comparative form of the adjective *thin-thinner*. Stress the fact that they should never forget to use *than* after the adjective.
- Point out that adjectives ending in consonant and *-y*, like *scary*, drop the *-y* and take the ending *-ier* in the comparative form.
- Draw Ss' attention to the adjectives *good* and *bad*. Explain to them that these adjectives form the comparative form in a different way: *good - better* and *bad - worse*.
- Direct Ss' attention to the *Look!* box on p.123. Read the sentence, the questions and answers and the comparative forms and have Ss repeat.
- Ask Ss to come up with their own examples using the comparative form of adjectives. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, you can give them jumbled-up sentences, e.g. *lions / cats / are / than / scarier*, and have them put the words in the correct order to make a sentence.
- Tell Ss to refer to the Grammar Reference section at the back of the SB.

Activity 3 S2.2 🗣️

- Direct Ss' attention to the two children in the picture and ask them to guess what's happening. (The children are comparing animals.)
- Explain to Ss that in pairs they are going to look at activity 2 again and take turns asking and answering questions about animals.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity. Go round the class helping them when necessary.
- Have a few pairs of Ss present the exchange to the whole class.

The world around us

10

10

SONG

1



whale



giraffe



hippo



cheetah



bat



fat



thin



crocodile

2 Listen and match. Then say.

We love animals!

Animals, animals,
We love animals.

Some are tall, thin or fat.

Animals, animals,
We love animals.

And some are short, slow or fast!

1 Cheetahs are faster than lions,

2 But lions are bigger than cats.

3 What about dolphins? Are they small?

Are they smaller than whales?

Yes, they are! Yes, they are!

4 Hippos are fatter than crocodiles,

5 But crocodiles are scarier than bats.

6 What about giraffes? Are they tall?

Are they taller than us?

Yes, they are! Yes, they are!

LOOK! pp. 146-147

Cheetahs are **faster than** hippos.

Is the lion **bigger than** the cat?
Yes, it is.

Are cheetahs **taller than** giraffes?
No, they aren't.

fast	→ faster
thin	→ thinner
scary	→ scarier
BUT	
good	→ better
bad	→ worse

A

B

C

E

D

F

3 Look at activity 2. Ask and answer questions with your partner.



Are cheetahs faster than lions?

Yes, they are.

No, they aren't.

Are cats bigger than lions?



123

Optional

PRACTICE

Who's taller?

- Clear a large space at the front of the classroom.
- Call the Ss to the front of the classroom.
- Explain to Ss that, while you play the song/poem *We love animals!* they will have to mingle round the classroom. When you stop the recording, Ss will have to get into order from tallest to shortest.
- Give Ss a few moments to get into line. The Ss who don't line up fast enough will be eliminated from the game and will miss the next round.

- Once Ss are lined up, they will have to call out sentences comparing themselves to one another; for example, SA says, *I'm taller than Tom*. SB (i.e. Tom) says, *I'm shorter than Bill, but I'm taller than Peter* and so on until all of the Ss have called out a sentence.
- You may want to play more than one round of the game, using different adjectives each time.

EXPANSION

- Divide Ss into pairs. Tell them to draw two animals on a piece of paper and then write sentences comparing them.
- Choose a few Ss to show their pictures and read their sentences aloud.

Before leaving

- Have Ss form a line.
- Explain to Ss that you are going to say an adjective and each S will have to form its comparative. Say, *big - bigger*, and have Ss repeat. Ss say the comparative of the adjective. To challenge **higher-performing Ss**, you can ask them to make a sentence with the comparative form of their assigned adjective. To help **lower-performing Ss**, you can give them two sentences using their assigned adjective. They have to decide if each sentence is True or False, e.g. if a S's assigned adjective is *tall*, after they have formed the comparative, write on the board 1. *Cheetahs are taller than giraffes.* and 2. *Giraffes are taller than cheetahs.* Ss choose which sentence is correct.
- Make sure all Ss participate before they leave the classroom.

Workbook

Activity 1 R5.1

1. crocodile
2. bat

3. giraffe
4. whale
5. thin
6. fat
7. hippo
8. cheetah

Activity 2 R4.1

1. taller
2. fatter
3. faster
4. scarier
5. bigger



Language focus

Objectives

- to introduce vocabulary related to sports
- to introduce the superlative form of adjectives
- to introduce the superlative form of irregular adjectives

Vocabulary

Verb: win

Noun: award

Adjectives: strong, weak

Structures

Tom is the youngest student in the class.

strong → the strongest

scary → the scariest

BUT

good → the best

bad → the worst



Materials

- flashcards for *strong, weak, win, award*
- flashcards from the previous lesson: *crocodile, whale, giraffe, bat, hippo, cheetah, thin, fat*

Revision (Optional)

- Stick the flashcards for *crocodile, whale, giraffe, hippo, cheetah, bat, thin, fat* on the board and tell Ss to memorise them. Then instruct Ss to close their eyes while you hide one of the flashcards. When Ss open their eyes, have them tell you which flashcard is missing.
- Alternatively, give each S a flashcard for an animal and ask him/her to come to the front of the classroom. The S will have to describe the animal and the rest of the class will guess which animal he/she is describing.



strong



weak



win

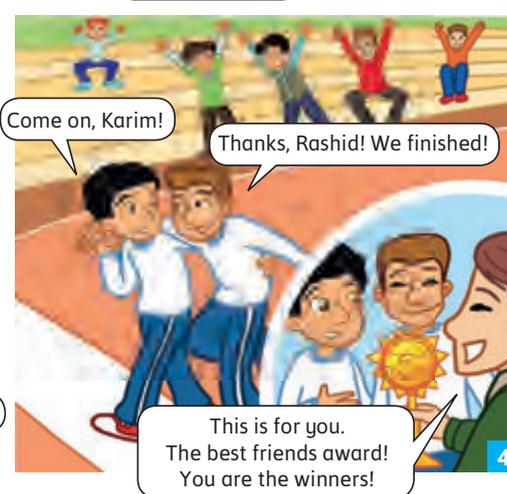
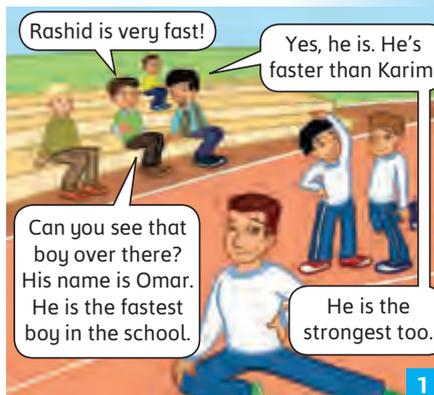


award

1

2 Read and answer. What award do Rashid and Karim win?

It's Sports Day today. The boys are at school.



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Lesson plan



Warm-up

- Ask Ss about their favourite school sports.
- Ask them to tell you which student in their class is the best at *running, playing basketball*, etc. Initiate a short discussion.

Activity 1 R4.1

- Pick up your bag and say, *I'm strong*. Try (and fail) to pick up your chair and say, *I'm weak*.
- Hold up each flashcard, say the word and ask Ss to repeat.
- Have Ss open their books to p.124.
- 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

- Ask Ss to tell you what they think is happening. (The children are at school. It's Sports Day and the boys are taking part. There is a really strong and fast boy who is going to compete and Karim feels a little bit scared. Rashid and their friends are encouraging him, so Karim and Rashid start the race. However, Karim twists his ankle and can't run. Rashid helps him get up and, together, they continue walking instead of running to the finish line.

LOOK! pp. 146-147

Tom is **the youngest** student in the class.

strong → **the strongest** BUT good → **the best**
 scary → **the scariest** bad → **the worst**

3 Read activity 2 again and write **T** for True or **F** for False.

- 1. Rashid can't run fast. **F**
- 2. Omar is the fastest boy in the school.
- 3. Omar is the weakest boy in the school.
- 4. Rashid can't run.
- 5. Rashid and Karim win an award.

4 Listen and number 1-5.

5 Work in groups of three and complete the chart. Then say.

Who is...

the tallest	
the shortest	
the youngest	
the oldest	
the strongest	
the funniest	
the best student	

... in your class?



125

the sentences and write T for true or F for false.

- Have Ss check their answers in pairs first, then as a class. Make sure Ss justify their answers.

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

- Choose six Ss to read the dialogue aloud for the class.
- Divide Ss into groups of six and have them read the dialogue aloud.

LOOK!

- Draw three figures on the board. Make sure each one is a different height.
- Write the names Amir, Saud and Khaled under the figures and say, *Saud is taller than Amir.* Write the sentence on the board and encourage Ss to repeat it.
- Say, *Khaled is the tallest of all.* Write the sentence on the board and encourage Ss to repeat it.
- Underline the word *the* and the ending *-est*. Explain to Ss that the superlative form is formed with the word *the*, which comes before the adjective, and the ending *-est* which we add at the end of the adjective. We use this form to compare more than two people, animals, things or places of the same kind.
- Draw Ss' attention to the adjectives *good* and *bad* and say that they form the superlative in a different way: *good - best, bad - worst.*

- Direct Ss' attention to the Look! box at the top of p.125 and read it aloud.

- Refer Ss to the presentation and ask them to underline similar examples to the ones presented in the Look! box. (Frame 1: *He is the fastest boy in the school. He is the strongest too.* Frame 2: *We are the best!* Frame 4: *The best friends award!*)

- Refer Ss to the Grammar Reference section at the back of the SB.

- Ask Ss to come up with their own examples using the superlative form of adjectives. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, you can give them jumbled-up sentences, e.g. *Reema / student / is / the / in / class / the / best*, and have them put the words in the correct order to make a sentence.

The rest of the students encourage them to reach the finish line. The boys finish the race and their teacher gives them the best friends award.)

- Direct Ss' attention to the frames of the story and ask them to find and point out the comparative and superlative forms which they can see in the frames (Frame 1: faster, fastest, strongest; Frame 2: best; Frame 4: best).
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what award Karim and Rashid win. (They win the best friends award.)
- Have Ss read the dialogue again and check comprehension.
- Ask Ss some questions about the story. *Where are the children?* (They're at school.) *Is Karim faster than Rashid?* (No, he isn't.) *Is Omar fast?* (Yes, he is

the fastest in the school.) *Does Karim believe they're going to win?* (No, he doesn't.) *What happens to Karim?* (He twists his ankle.) *Does Rashid go on without Karim?* (No, he doesn't. He helps him until they reach the finish line.) *Do the boys finish the race?* (Yes, they do.) *Do the boys win an award?* (Yes, they do. They win the best friends award.)

- Ask Ss some general questions related to the text. For example, *Why is Karim afraid?* *Do you think Rashid did the right thing?* *Would you help Karim if you were in Rashid's place?* *Do you help your friends when they have got a problem?*

Activity 3 R2.1

- Draw Ss' attention to the five sentences in activity 3.
- Explain to Ss that they have to read

Activity 4 L2.1 

- Draw Ss' attention to the pictures in activity 4.
- Explain to Ss that they will listen to five descriptions and they have to number the pictures in the order they hear them described.
- Play the recording twice.
- Check Ss' answers.

Listening transcript

- Man**
1. *He's the tallest boy.*
 2. *She's the worst cook.*
 3. *He's the strongest boy.*
 4. *She's the youngest girl.*
 5. *She's the best student.*



Linda, 5 Khaled, 3 Fatima, 2
Amir, 1 Betty, 4

Activity 5

- Direct Ss' attention to the children in the picture and ask them to guess what's happening. (The boys are comparing children in their class.)
- Read the speech bubbles and the superlative form of the adjectives in the chart aloud.
- Divide Ss in groups of three.
- Explain to Ss that they have to complete the chart in their SB and then take turns talking about people in their class.
- Go round the classroom to make sure Ss are using the superlative forms correctly.

A Optional**PRACTICE****Compare the animals**

- Divide Ss into pairs or in groups of four.
- Tell each pair/group to draw three animals and write as many sentences as they can, comparing them. Point out that they should write sentences using the comparative and superlative forms of adjectives.
- When all Ss have finished, the pairs/groups move around the class, show their drawings to other pairs/groups and read their sentences.
- While Ss are doing this, go round the classroom and monitor Ss.

EXPANSION

- Write some lines from the dialogue in activity 2 on the board, e.g. *He is the... boy in the school. The best friends... You are the...* Ask Ss to guess the missing words and say them aloud.

**Before leaving**

- Write a few adjectives on the board.
- Explain to Ss that you are going to invite each S to come to the board, one at a time and they will have to form the superlative of the adjective you are going to point at.
- To challenge **higher-performing Ss**, you can ask them to make a sentence using the superlative form of their assigned adjective. To help **lower-performing Ss**, you can give them a sentence in jumbled-up order for them to put the words in the correct order to make a sentence.
- Make sure all Ss have had a chance to come to the board before they leave the classroom.

**Workbook****Activity 1 R4.1** 

1. weak 2. strong 3. award 4. win

Activity 2

1. the worst 2. the prettiest 3. the fastest
4. the tallest 5. the best 6. the youngest

Activity 3 R4.1 

1. the youngest, the oldest 2. the smallest, the biggest
3. the weakest, the strongest 4. the fastest, the slowest

Activity 4 L2.1 **Listening transcript**

1. **Girl:** *She has got the shortest hair. She is also the tallest! Who is it?*
2. **Boy:** *He is the youngest. He's the happiest too. His bike is the newest! Who is it?*



1. A, Nora 2. C, Hassan

**Note**

- Bring a bell and sheets of paper with the following questions written on them to the next lesson.
 1. What is the tallest animal?
 2. What is the biggest animal?
 3. What is the fastest animal?
 4. Which animal is stronger, an elephant or a horse?

Language focus

Objectives

- to identify wild animals
- to identify landscapes

Vocabulary

Wild animals: gorilla, tiger
Landscapes: high mountain, river

Materials

- flashcards for *gorilla, tiger, high mountain, river*
- flashcards from the previous lesson: *strong, weak, win, award*
- photocopies of the animals of this module (one per S)
- a bell and different sheets of paper with the questions for the game show

Revision (Optional)

- Use flashcards from the previous lesson (*strong, weak, win, award*). Mime being a strong athlete and ask, *Am I weak?* Elicit the answer, *No, you aren't. You are strong.*
- Repeat for the rest of the words.
- Alternatively, play *The Shark Game*.

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 an adjective in the comparative or superlative form and draw the corresponding number of steps, e.g. six steps for the verb *taller*.
- 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 fish's mouth.
- The S who guesses the word correctly before the man reaches the fish, wins and is the next one to think of an adjective.

Lesson plan

Warm-up

- Write on the board the question, *What's the fastest animal in the world?*
- Encourage Ss to guess the answer to the question. Initiate a short discussion.
- Ask Ss to say what the lesson is going to be about based on the discussion you had.

Activity 1 R4.1

- Draw a gorilla on the board and say, *gorilla*. Follow the same procedure with the rest of the words.
- Alternatively, hold up each flashcard, say the word and ask Ss to repeat.
- Have Ss open their books to p.126.
- 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

Background note

- The Amazon river is the largest river in the world. It is located in South America and it is famous for the rainforest that surrounds it.
- The Mississippi river is about 3,766 kilometres long. It runs through ten states in the USA.
- A gorilla is six times stronger than an adult human because of its strong arms.
- Mount Everest is the highest peak of the Himalayas. It is 8,848 metres high, making it the highest mountain in the world.
- K2 also belongs to the Himalayas. It is the second highest mountain in the world, reaching 8,611 metres. It is situated in an area between northern Pakistan and China.
- Lions are fast animals which can reach a speed of 49.6 km/h. However, cheetahs can reach 100 km/h in only 3 seconds. They are the fastest animals in the world.

- Direct Ss' attention to the pictures and ask them what they can see. (They can see a cheetah, a river and a mountain.)
- Draw Ss' attention to the title and ask them what they think the texts are about. (They're about interesting facts from around the world.)
- Explain to Ss that they have to read the texts carefully and match them to the correct pictures.
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to match the texts to the correct pictures.
- Check Ss' answers as a class.

1. B 2. C 3. A

- Have Ss read the texts again and check comprehension.
- Ask Ss some questions about the texts. *What's the biggest river in the world?* (It's the Amazon.) *Where is the Amazon?* (It's in South America.) *Is it bigger than the Mississippi River?* (Yes, it is.) *What can you find in the Amazon?* (You can find



gorilla



tiger



high mountain



river

1

a lot of fish.) What's the highest mountain in the world? (Mount Everest is the highest.) Is the K2 higher than Mount Everest? (No, it isn't.) What is always at the top of Mount Everest? (There is always snow and ice.) What's the fastest animal in the world? (The cheetah.) Is the cheetah stronger than the gorilla? (No, it isn't.)

Activity 3 R2.1

- Draw Ss' attention to the five sentences in activity 3.
- Explain to Ss that they have to read the sentences and write T for true or F for false.
- Have Ss check their answers in pairs first, then as a class. Make sure Ss justify their answers.

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

- Choose three Ss to read the texts aloud for the class.
- Have a few other Ss read the texts aloud.

Activity 4 L2.1

- Direct Ss' attention to the pictures in the activity.
- Explain to Ss that they have to listen carefully, look at the pictures and tick (✓) the correct one, according to what they hear.
- Have Ss check their answers in pairs first, then as a class.

Listening transcript

1. **Man 1:** Who's Jake?

Boy 1: Jake is taller than Fred. Jake is faster than Fred too.

2. **Woman:** Who's Betty?

Girl: Betty is shorter than Tina. She has got shorter hair than Tina too.

3. **Man 2:** Who's Rocky?

Boy 2: Rocky is stronger than Toss. He's bigger too.

1. A 2. B 3. A

Activity 5

- Draw Ss' attention to the picture in activity 5.
- Direct Ss' attention to the children around the illustration and ask them to tell you what they think

2 Read and match.

Fun facts!

1. What's the biggest river in the world?

The biggest river in the world is the Amazon River. It is in South America. It is bigger than the Mississippi River. You can find a lot of fish there.

2. What's the highest mountain in the world?

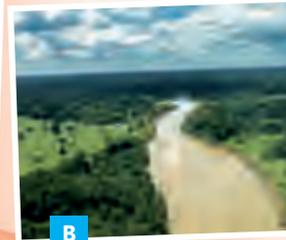
The highest mountain in the world is Mount Everest. It is higher than the K2 mountain. There is always snow and ice at the top of Mount Everest.

3. What's the fastest animal in the world?

The cheetah is the fastest animal in the world. It is faster than a tiger, but weaker than a gorilla. It has got four long legs to help it run fast. It has got a long tail too!



A



B



C

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the children are doing. (They are comparing the three boys.)

- Divide Ss into groups of three and explain to them that they will have to look at the picture and describe each boy using the adjectives given in the box.
- Make sure Ss use the comparative and superlative forms correctly.



Hamad is taller than Ali. Ahmed is taller than Hamad. Ahmed is the tallest.

Ali is younger than Ahmed. Hamad is younger than Ali. Hamad is the youngest.

Hamad is stronger than Ahmed. Ali is stronger than Hamad. Ali is the strongest.

Hamad is shorter than Ahmed. Ali is shorter than Hamad. Ali is the shortest.

Ali is older than Hamad. Ahmed is older than Ali. Ahmed is the oldest.

Hamad is weaker than Ali. Ahmed is weaker than Hamad. Ahmed is the weakest.

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

1. The Mississippi River is bigger than the Amazon River.
2. The Amazon River is in South America.
3. The K2 mountain is the highest mountain in the world.
4. You can always see snow at the top of Mount Everest.
5. The cheetah is stronger than a gorilla but slower than a tiger.

4 Listen and tick (✓).

1 Who's Jake?

A B

2 Who's Betty?

A B

3 Who's Rocky?

A B

5 Work in groups of three. Use the words in the box.

tall young strong
short old weak

Hamad is taller than Ali.

Ahmed is taller than Hamad.



Before leaving

- Stick the flashcards of the lesson on the board.
- Explain to Ss that you will point to each animal/landscape and ask them a question. They will have to answer correctly before they leave the classroom.
- Point to the tiger and ask, *Is a tiger faster than a cat?* and encourage Ss to answer, *Yes, it is.*
- Make sure all Ss have participated before they leave the classroom.

Workbook

Activity 1 R4.1

1. tiger 2. high mountain
3. river 4. gorilla

Activity 2 R4.1

1. taller 2. biggest
3. better 4. stronger
5. biggest

Activity 3 R4.1

1. faster, fastest
2. higher, highest
3. longer, longest

Activity 4 L2.1

Listening transcript

- Man:** 1. *This animal is stronger than the monkey, but it's smaller than the tiger. It's the fastest animal in the world.*
2. *This animal is thinner than the hippo, but it's bigger than the horse. It's the tallest animal in the world.*
3. *This animal is bigger than the dolphin. It's bigger than the shark too! It's the biggest sea animal.*

1. B 2. A 3. C

Optional

PRACTICE

Game show

- Place your desk at the front and middle of the classroom.
- Put the sheets of paper with the questions you have prepared on the desk.
- 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.
- Explain to Ss that you will ask them a question and that they will have to ring the bell and call out the answer before their opponent does.
- The first S to call out the correct

answer earns a point for his/her team. As soon as this happens, the Ss return to their seats and another two come up.

- Play this game until you run out of questions.
- Make sure all of the Ss on each team get a chance to participate.

EXPANSION

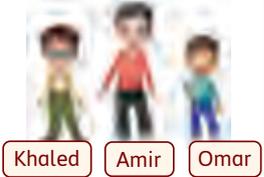
- Hand out one photocopy of a flashcard for the animals of this module to each S. Call out an animal. The Ss who have the corresponding photocopy of the flashcard should hold it up and say the word aloud.

Is Khaled the tallest?

No, he isn't.

Is Amir the tallest?

Yes, he is.



Khaled

Amir

Omar



Language focus

Objectives

- to practise the comparative and superlative form of adjectives



Materials

- flashcards from the previous lesson: *gorilla, tiger, high mountain, river*
- flashcards of animals Ss are familiar with

Revision (Optional)

- Use flashcards from the previous lesson (*gorilla, tiger, high mountain, river*).
- Stick the flashcards on the board.
- Divide Ss into two teams.
- Invite a S from each team to come to the board.
- Say a word out loud, e.g. *tiger*.
- The first S to touch the flashcard for the word gets a point for his/her team.
- Continue in this manner until all Ss have had a turn. The team with the most points wins.

Lesson plan

Warm-up

- Draw three male figures on the board. One has to be the shortest of all and another has to be of medium height. Write names under the figures, for example, *Sami, Ahmad* and *Karim*.
- Encourage a S to come to the front of the class and ask him/her a question, e.g. *Who's the tallest?* Encourage the S to answer according to the drawings on the board.
- Encourage another S to come to the front of the class and ask him/her another question, e.g. *Who's the shortest?*
- Continue with the rest of the Ss in the class while changing the names of the male figures on the board or changing the drawings from male

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The elephant is bigger than the ant.



The blue T-shirt is the cleanest.



The lion is faster than the cheetah.



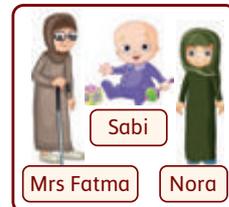
The bike is slower than the car.



Ahmed is stronger than Ali.



The rabbit is the strongest.



Sabi is the oldest.



The plane is faster than the boat.



The dolphin is scarier than the shark.

Is the elephant bigger than the ant?

Yes, it is.

- figures to female figures, or to animals or things, and changing the adjectives.
- Make sure all Ss participate.

LOOK!

- Direct Ss' attention to the Look! box at the top of page 128 and read the exchanges aloud. Have Ss repeat the exchanges.
- Stick flashcards of animals Ss are familiar with and encourage Ss to come up with their own examples. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, give them prompts to use e.g. write adjectives next to the flashcards on the board for them to form their questions.

Activity 1 S2.2

- Draw Ss' attention to the two girls at the bottom of the page and read their exchange out loud.
- Explain to Ss that they are going to play a game.
- In pairs, explain that SA chooses a picture. Under each picture there is a sentence. SA forms a question based on the sentence under the picture that he/she has chosen and SB answers according to the picture. If the answer is No, SB has to provide SA with the correct answer as well.
- Demonstrate the activity with the help of a S.

- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity. Go round the class helping them when necessary.
- Have a few pairs of Ss present the exchange to the whole class.



Is the elephant bigger than the ant? (Yes, it is.)

Is the blue T-shirt the cleanest? (No, it isn't. The blue T-shirt is the dirtiest. / The yellow T-shirt is the cleanest.)

Is the lion faster than the cheetah? (No, it isn't. The cheetah is faster than the lion. / The lion is slower than the cheetah.)

Is the bike slower than the car? (Yes, it is.)

Is Ahmed stronger than Ali? (No, he isn't. Ali is stronger than Ahmed. / Ahmed is weaker than Ali.)

Is the rabbit the strongest? (No, it isn't. The gorilla is the strongest. / The rabbit is the weakest.)

Is Sabi the oldest? (No, she isn't. Sabi is the youngest. / Mrs Fatma is the oldest.)

Is the plane faster than the boat? (Yes, it is.)

Is the dolphin scarier than the shark? (No, it isn't. The shark is scarier than the dolphin.)

Optional

PRACTICE

Guess the animal

- Ask a S to come to the front of the class.
- Explain to Ss that you are going to whisper an animal to them and that they have to mime actions that resemble that animal.
- Invite the rest of the Ss to guess and ask him/her, *Are you a (gorilla)?* The S answers, *Yes, I am* or *No, I'm not*, accordingly.
- The S who guesses correctly is the next to mime an animal.

EXPANSION

- Say a sentence comparing 2 or 3 people/animals, e.g. *The gorilla is bigger than the cat.* Ss have to draw the corresponding picture.

Before leaving

- Have Ss form a line.
- Say a phrase to each S, e.g. *Cheetahs are faster than tigers.* Encourage the S to say *Yes* if the sentence you said is correct, or *No* if the sentence you said is wrong.
- Make sure all Ss participate.

Workbook

Activity 1



shorter	the shortest
thinner	the thinnest
stronger	the strongest
taller	the tallest
smaller	the smallest
better	the best
worse	the worst
scarier	the scariest

Activity 2 R4.1



1. taller	5. worst
2. fastest	6. bigger
3. better	7. stronger
4. youngest	8. highest



Language focus

Objectives

- to provide Ss with cross-curricular information on science

Vocabulary

Animal: camel

Verbs: live, carry

Nouns: hump, grass



Materials

- flashcards for *camel, hump, grass, carry*
- a photo of a camel

Revision (Optional)

- Say true or false sentences using the comparative or the superlative form of adjectives, e.g. *Lions are shorter than giraffes. Omar is the tallest boy in the class.*
- Choose different Ss and encourage them to say Yes if the sentence is true or No if the sentence is false.

Lesson plan



Warm-up

- Stick the photo of a camel on the board.
- Draw Ss' attention to the photo and ask Ss to guess what the lesson is about. Initiate a short discussion.

Activity 1 R4.1

- Draw a camel on the board and say, *camel*. Get Ss to repeat. Point to the hump of the camel, say the word and get Ss to repeat. Draw some grass on the board and say

the word. Pretend you are carrying something and say the verb aloud. Get Ss to repeat the words. Say, *I live in + your country*. Get Ss to guess the meaning of the verb.

- Alternatively, hold up each flashcard, say the word and ask Ss to repeat.
- Have Ss open their books to p.129.
- 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

- Ask Ss to look at the pictures and say what they depict (two camels which look similar but are not the same).
- Play the recording and encourage Ss to **shadow read** (read the sentences along with the recording) in order to find out what these camels eat. (The Arabian camel eats leaves and grass and the Bactrian camel eats grass and meat.)
- Have Ss read the texts again and check comprehension.
- Ask Ss some questions about the texts. *Where does the Arabian camel live?* (In the Middle East and Africa.) *Where does the Bactrian camel live?* (It lives in Asia.) *How many humps has the Bactrian camel got?* (It has got two humps.) *Which one is taller, the Arabian or the Bactrian camel?* (The Arabian camel.) *Which one is bigger, the Arabian or the Bactrian camel?* (The Bactrian camel.)

Activity 3 R2.1

- Draw Ss' attention to the four sentences in activity 3.
- Explain to Ss that they will have to refer to activity 2 again and circle the correct answer according to the texts.
- Have Ss check their answers in pairs first, then as a class.



1. shorter 2. longer 3. smaller 4. one

- Have two Ss read the texts aloud in class.



Project work

- Ask Ss to use the Internet to find information about two animals and compare them. Instruct them to select information that they think is interesting/important and use it to make a poster.
- Explain to Ss that their poster should have a heading. **Lower-performing Ss** can use pictures (drawings or photos), while **higher-performing Ss** can include 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. The aim is 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.



1



live

2 Read and answer. What do these camels eat?

ARABIAN CAMEL

This camel lives in the Middle East and Africa. The Arabian camel is taller than the Bactrian camel. It has got one hump. It eats leaves and grass. In the past, people used camels to travel and carry things.



BACTRIAN CAMEL

The Bactrian camel lives in Asia. It is bigger than the Arabian camel. Its hair is longer and it has got two humps. It's really beautiful! It eats grass, but it can eat meat too. People drink its milk and use its hair for clothes.

3 Read and circle.

- The Bactrian camel is **taller / shorter** than the Arabian camel.
- The Bactrian camel has got **longer / shorter** hair than the Arabian camel.
- The Arabian camel is **smaller / bigger** than the Bactrian camel.
- The Arabian camel has got **one / two** hump(s).

PROJECT WORK

Work in groups. Choose two animals and compare them. Then present it to the class.

129

Before leaving

- Have Ss form a line.
- Ask each S a question about the texts they read in this lesson, e.g. *Does the Bactrian camel live in Asia?* Encourage the S to answer Yes or No.
- Make sure all Ss answer a question before they leave.

Workbook

PROJECT

Activity 1

- Direct Ss' attention to the pictures and explain to Ss that they are going to make a poster that describes their own imaginary zoo.
- Read the instructions aloud.
- Help Ss follow each step closely to make their own creations.
- Draw Ss' attention to the speech bubble and read it aloud.
- Ask Ss to present their projects to the rest of the class, as in the example.

Optional

We're not the same!

- Divide Ss into two teams.
- Stick the flashcard for *camel* on the board.
- Under the flashcard, draw a vertical line so as to form two columns under the animal. Label the columns under the *camel* flashcard *Arabian* and *Bactrian*.
- Explain to Ss that a S from each team will have to come to the board and give a piece of information about each animal according to what they remember from the texts.
- If the information the S gives is correct, he/she gets a point for his/her team.
- Play this game for as long as time permits.

Note

- Preparation for the next lesson: Photocopy the story (*The Best Present*, SB, pp.130-131), making one copy for every four Ss. Before you photocopy the story, cover the speech bubbles and the numbers in each frame. Cut out the frames. Photocopy only the speech bubbles of the story (one copy for every four Ss) and cut them out. Bring the copies of the story and the speech bubbles to the next lesson.



Language focus

Objectives

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

Vocabulary

Noun: apron

Verbs: give, rest, buy



Materials

- flashcards for *apron*, *give*, *rest* and *buy*
- flashcards from the previous lesson: *camel*, *hump*, *grass*, *carry*

Revision (Optional)

- Stick the flashcards from the previous lesson (*camel*, *hump*, *grass*, *carry*) on the board using some adhesive putty. Ask Ss to name them.

Lesson plan



Warm-up

- Write on the board the word *Present*. Draw Ss' attention to the word and ask them to tell you what they think it means.
- Ask Ss to brainstorm different ideas for a present.
- Ask Ss to say why we give presents. Initiate a discussion.

Activity 1 R4.1 🔑

- Give a S your pen, say the verb and get Ss to repeat. Pretend you are resting and then that you are buying something, say the verbs and get Ss to repeat.
- Hold up each flashcard and say the word. Ask Ss to repeat after you a couple of times.
- Have Ss open their books to p.130.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.

1 🔊



- 2 🔊 Read and answer. What do the children give to their mum?

THE BEST PRESENT



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- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R1.1 A1 B R2.1 A1 B

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 Best Present*.
- Point to the first frame and ask Ss to tell you where they think the people in the story are. (They are in their home.)
- Cover the second page (p.131). Ask Ss to look at the first three frames in the story on p.130 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 look at pp.130-131 and name as many things as they can. Help them by asking

questions such as, *Who is she?*

- 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 what the children give to their mum. (The boy gives her a picture and the girl gives her a cake.)
- Direct Ss' attention to the frames of the story and ask them to identify all the comparative and superlative forms in the story (Frame 2: the best; Frame 3: funnier, nicer; Frame 4: the worst; Frame 5: better, the best; Frame 6: the worst, worse; Frame 7: the best).
- Talk about what happens in each frame.
Frame 1: A mother has just finished cleaning the kitchen.

On the way home...

Oh, no! Melanie, are you OK?

Yes, but now the apron is dirty. It's the worst present...

4

At home...

Hmmm... let's make Mum a present!

I can draw a better picture than you!

This is the worst picture.

The cake is worse than the picture. Look!

...and I can make the best chocolate cake!

5

6

We made a cake and here's a picture too! But they aren't good. We're sorry!

Oh, kids... these presents are the best. You made them! Thank you!

7

Let's think

Why is it important to understand that the best things in life come from the heart?

3 Read and complete the sentences.

- The red apron has got monkeys on it. It is _____ than the blue apron.
- Melanie can make _____ chocolate cake.
- The children's mum is _____ about the presents.

4 Can you think of a different title for the story? Discuss.

131

What are they looking at? (They are looking at two aprons, a blue one and a red one.) Which apron do they decide to buy? (They decide to buy the red apron.) Why? (Because it is funnier than the blue apron. It has got monkeys on it.)

Frame 4: (pointing to the children) Where are the children now? (They are on their way back home.) What happens? (Melanie falls on the pavement.) (pointing to the apron) Is it clean? (No, it isn't.)

Frame 5: (pointing to the children) Where are the children now? (They are at home.) What do they decide to do? (They decide to make presents for their mother.) (pointing to the boy) What can the boy give as a present? (He can draw a picture.) (pointing to the girl) What can the girl do? (She can make the best chocolate cake.)

Frame 6: (pointing to the boy) What does the boy think of his picture? (He thinks it is the worst picture.) What does the girl think of her cake? (She thinks it is worse than the picture.)

Frame 7: (pointing to the children) What are they doing? (They are giving the presents to their mother.) (pointing to the mother) Does she like the presents? (Yes, she does.)

EXPANSION

- Divide Ss into groups of four and have them read the story aloud. Tell Ss to swap roles.
- Have some groups of Ss read the story aloud for the whole class.

She's tired so her children suggest she rests for a bit.

Frame 2: The children decide to go to the shopping centre and buy their mother a present.

Frame 3: The children are at the shopping centre. They see two different aprons, one blue apron and one red apron. They decide to buy the red apron because it is funnier, since its design has got monkeys.

Frame 4: On their way home, Melanie falls on the pavement and the apron falls on the ground. It gets dirty and now the children are left with no present.

Frame 5: The children are now at home, trying to figure out what they could give their mother as a present. They decide that the boy will draw a picture and the girl will make a chocolate cake.

Frame 6: The children have made their presents and now they compare them.

Frame 7: Their mother goes to the kitchen, where she sees her two children and their presents. Even though the children are disappointed by the presents they have made, their mother says that they are the best presents.

- Ask Ss some comprehension questions. Encourage Ss to answer.

Frame 1: (pointing to the kitchen) Is it clean? (Yes, it is.) (pointing to the mother) Is she tired? (Yes, she is.) (pointing to the children) What do they suggest? (They suggest she rests.)

Frame 2: (pointing to the children) What are they thinking of doing? (They want to buy a present for their mother.)

Frame 3: (pointing to the children) Where are they now? (They are at the shopping centre.) What are they doing there? (They are buying their mother a present.)

Activity 3 R2.1

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



- funnier
- the best
- happy

- 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 and read the question out loud.
- Ask Ss to answer the question and initiate a discussion.
- Encourage all Ss to participate in the discussion.

Suggested answer:

It is important to show appreciation and gratitude towards our parents. A form of demonstrating our gratitude is by making handmade presents. They are more meaningful since personal effort is put into it.

Activity 4

- Draw Ss' attention to activity 4.
- Explain to Ss that they have to think of a different title for the story.
- Initiate a short discussion.

A Optional

Story line

- Divide Ss into groups of four.
- Give each group a copy of the story and the speech bubbles you have prepared (see Note in the previous lesson).
- Ask Ss to close their books.
- Ss have to put the frames in the correct order and then match each speech bubble to the correct frame and character.

Before leaving

- Ask Ss to choose a character from the story and have them all stand up at the front of the classroom.
- Explain to Ss that they are going to act out the story, each of them speaking in chorus and pretending to be the character of his/her choice.
- Continue for as long as time permits.

Workbook

Activity 1 R2.1

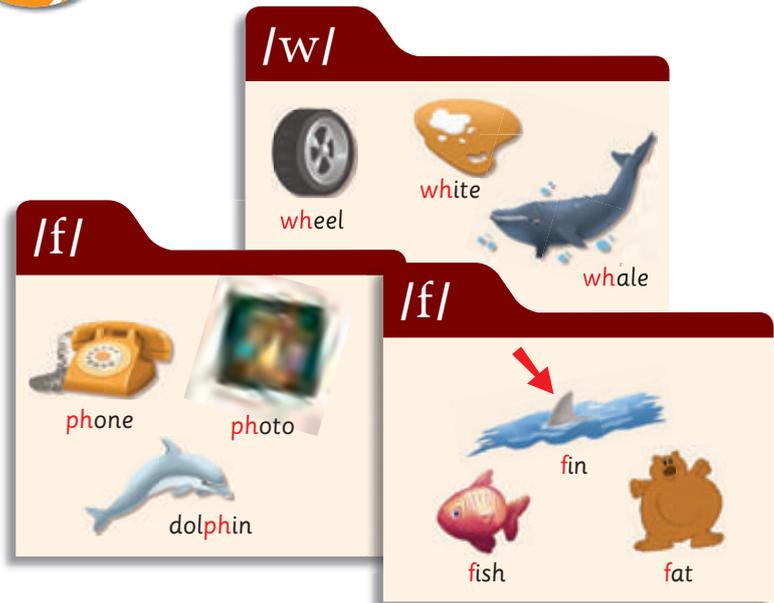
1. kitchen 2. monkeys 3. best 4. worse

Activity 2

1. best 2. funnier 3. better

Activity 3

open answers

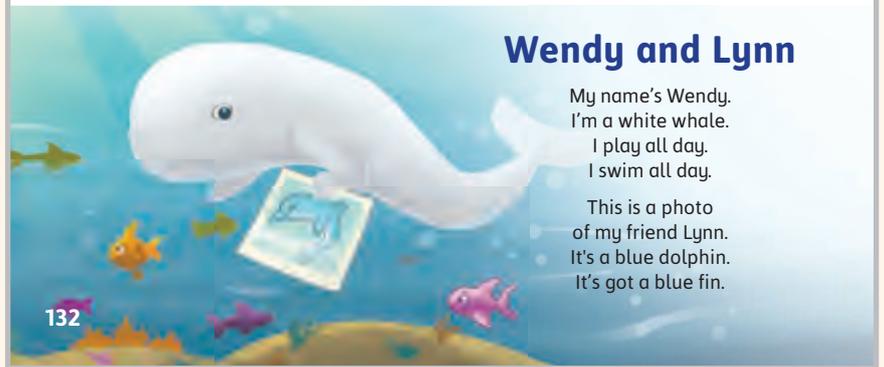
1 Listen and say. 


/w/

wheel white whale

/f/

phone photo dolphin fish fin fat

2 Listen and say. Then circle the **ph /f/** sounds, underline the **f /f/** sounds and highlight the **wh /w/** sounds. 


Wendy and Lynn

My name's Wendy.
I'm a white whale.
I play all day.
I swim all day.

This is a photo
of my friend Lynn.
It's a blue dolphin.
It's got a blue fin.

132

PHONICS

Language focus

Objectives

- to practise the pronunciation of digraphs **ph** and **wh**
- to say a phonics chant/poem

Vocabulary

white, wheel, whale, photo, phone, dolphin, fin, fish, fat

Phonics

digraphs /f/, /w/
the sound /f/

Materials

- blown-up colour photocopies of the story *The Best Present*, SB, pp.130-131
- flashcards for *white, wheel, whale, photo, phone, dolphin, fin, fish, fat*
- phonics cards of *dolphin, whale, fish* (TB pp.263-266 - one set per S)

Revision (Optional)

- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Ask Ss if they remember the title of the story (*The best present*). Ask them to tell you what else they remember about the story.
- Have Ss open their books to pp.130-131. 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 aloud for the whole class.
- Have Ss close their books and try to retell the story from memory.

Lesson plan



Warm-up

- Write *ph* and *wh* on the board. Under each digraph, stick the flashcards for the words that contain that digraph. Write *f* and stick under it the flashcards for the words that begin with that letter.
- Point to *ph* and say /f/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcards (*phone, photo, dolphin*), say them aloud and have Ss repeat after you.
- Point out the similarity in sound regarding the letter *f* by repeating the same procedure. Underline the difference in spelling.
- Repeat the same procedure with *wh*.

Activity 1

- 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

Woman:

/w/, /w/, *wheel, white, whale*
/f/, /f/, *phone, photo, dolphin*
/f/, /f/, *fin, fish, fat*

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

Activity 2 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 animal is Wendy?* (A whale.) *What colour is Wendy?* (White.) *What*

has Wendy got? (A photo.) *What animal is in the photo?* (A dolphin.) *Where does Wendy live?* (In the sea.)

- Explain to Ss that they are going to listen to a chant/poem and that they will have to circle the *ph* /f/ sounds, underline the *f* /f/ sounds and highlight the *wh* /w/ sounds.
- 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 *ph* /f/ sounds, underline the *f* /f/ sounds and highlight the *wh* /w/ sounds.
- Then play the chant/poem once more and encourage Ss to say it along with the recording.



circled: *photo, dolphin*
underlined: *friend, fin*
highlighted: *white, whale*



TPR Activity

- Ask Ss to take out the phonics cards of *dolphin, whale* and *fish*.
- Explain to Ss that you will play the phonics chant/poem and that each time they hear a word with the /w/ (*white, whale*), /f/ (*photo, dolphin*) or /f/ (*friend, fin*) sound, they have to raise the appropriate phonics card (*dolphin, whale, fish*) while they say the chant/poem along with the recording. Play the chant/poem once and demonstrate what Ss should do while saying it.
- Play the chant/poem again and have Ss say it along with the recording while raising their phonics cards as you instructed.

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 (/f/, /w/), e.g. /w/ and have the two Ss write a word with that sound on the board, e.g. *wheel*.

- The S that does this the fastest wins a point for his/her team.
- Repeat the same procedure with the rest of the Ss. The team with the most points wins.

Optional 2

Whispers

- Stick the flashcards for *phone, dolphin, photo, white, whale, wheel, fin, fish, fat* on the board.
- Divide Ss into two teams. The teams stand in lines with their backs turned to you and the board, except for the first player on each team, who should be facing you and the board.
- Give the first S in each line the phonics cards of *dolphin, whale, fish*. 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. *phone*. The players facing you should show you the correct phonics card (*dolphin*). Then they should whisper the word down the line. The last player on each team should touch the correct flashcard on the board and say the word (*phone*). If he/she does this correctly, the team gets a point.
- The last player then goes to the front of the line and faces you. Start again.
- Repeat until all players have come to the front of the line. The team with the most points wins.

Workbook

Activity 1 L2.7 R3.3



Listening transcript

1. *wheel* 2. *phone* 3. *photo*
4. *white* 5. *whale* 6. *fat*



1. *wh* 2. *ph* 3. *ph*
4. *wh* 5. *wh* 6. *f*

Activity 2 W2.2



1. *phone* 2. *whale* 3. *dolphin*
4. *white* 5. *wheel* 6. *frog*

Activity 3 R3.4



1. *wheel, whiteboard*
2. *phone, dolphin*
3. *flower, funny*



Language focus

Objectives

- to talk about one's favourite animal



Materials

- phonics cards for *dolphin*, *whale* and *fish* (TB p. 263-266 - one set per S)
- flashcards of animals Ss are familiar with

Revision (Optional)

- Play the chant/poem *Wendy and Lynn* in the SB on page 132 and have Ss chant/say the poem and do the TPR activity (TB, page 241).

- 1 What's Rabi's favourite animal? Read and answer.

My favourite animal





My favourite animal is the cheetah. It is shorter than a giraffe and taller than a crocodile. It is stronger than a monkey and weaker than an elephant. It is bigger than a cat and smaller than a tiger. I like the cheetah because it is the fastest of all the animals.

Rabi

- 2 Read the questions and write the correct answers.

- Is the cheetah shorter than a crocodile?

- Is the cheetah stronger than a monkey?

- Is the cheetah smaller than a tiger?

- Why does Rabi like this animal?

Writing tip

We use **because** to give the reason for something, e.g. *I like the cheetah because it is the fastest of all the animals.*

Lesson plan



Warm-up

- Write the phrase *My favourite animal* on the board.
- Draw Ss' attention to the phrase and ask them to name their favourite animal. Initiate a short discussion.
- Ask Ss to guess what the lesson is about based on the discussion you had.

Activity 1 R2.1

- Draw Ss' attention to activity 1.
- Point to the boy shown and ask them to tell you what his name is. (His name is Rabi.)
- Direct Ss' attention to the title of the text and ask them to guess what they think the text is about. (It's about Rabi's favourite animal.)
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what Rabi's favourite animal is. (Rabi's favourite animal is the cheetah.)
- Ask Ss some comprehension questions. Ask, *Is the cheetah shorter than a giraffe?* (Yes, it is.) *Is the cheetah taller than a crocodile?* (Yes, it is.) *Is it*

stronger than a monkey? (Yes, it is.) Is it weaker than an elephant? (Yes, it is.) Is it smaller than a cat? (No, it isn't.) Is it bigger than a tiger? (No, it isn't.)

- Have a few Ss read the text.

Activity 2 R2.1

- Draw Ss' attention to the questions in the activity and ask them to read them.
- Explain to Ss that they have to look at activity 1 again and answer the questions.
- Have Ss check their answers in pairs first, then as a class.



1. No, it isn't.
2. Yes, it is.
3. Yes, it is.
4. He likes this animal because it is the fastest of all the animals.

Writing tip

- Direct Ss' attention to the *Writing tip* and read it out loud.
- Explain the writing tip to Ss and point out the example.
- Write sentences in a jumbled-up order such as the following on the board:
 1. I am hungry / because / I am making a sandwich
 2. because / they are funny / I like monkeys
 3. I am going to bed / I am tired / because
- Then have Ss put the words in the correct order so as to form sentences.
 1. I am making a sandwich because I am hungry.
 2. I like monkeys because they are funny.
 3. I am going to bed because I am tired.

Optional

Draw the animal!

- Divide Ss into pairs.
- Explain to Ss that they are going to choose an animal and take turns describing and drawing it. SA chooses an animal that he/she is familiar with, but does not reveal it to SB. SA describes the animal and SB draws it on a piece of paper. Once SA has finished his/her description, he/she asks SB what animal he/she has described. SB shows the drawing and answers the question accordingly. Then SB chooses an animal and describes it while SA draws.
- To help **lower-performing** Ss you can provide them with prompts by sticking on the board pictures of various animals Ss are familiar with, as well as writing some characteristics of these animals in order to help them in their description, e.g. *big head, small mouth, short, tall*, etc.
- Go round the classroom making sure that Ss are using the language correctly.
- Ask a few pairs of Ss to come to the front and present their drawings and their exchanges.

Before leaving

- Have Ss form a line.
- Stick the flashcards for animals Ss are familiar with on the board. Explain to Ss that you are going to point to one flashcard at a time and they have to form a sentence based on some of the animal's characteristics, while also using the comparative or superlative form of adjectives.
- To help **lower-performing Ss**, you can have incomplete sentences that describe one of the animals, e.g. *The cheetah is _____ than the lion.* and provide them with two options, e.g. *fast* and *big* to choose from and put in the correct form.
- Make sure all Ss have a chance to participate.

Workbook

Activity 1



1. I like the giraffe because it's the tallest animal.
2. I am happy because I saw my friends yesterday.
3. We can't go to the park because it's cold.

Activity 2 W1.2



open answers

Activity 3 W1.2 S1.2



open answers



Language focus

Objectives

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



Materials

- flashcards and word cards for *whale, giraffe, hippo, cheetah, bat, thin, fat, crocodile, strong, weak, win, award, gorilla, tiger, high mountain, river, camel, hump, grass, carry, apron, give, rest, buy*

Revision (Optional)

- Ask a few Ss to come to the board and present their projects (WB, Project, activity 3).

Lesson plan

Warm-up

- Stick some of the flashcards from 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.

Activity 1 R4.1

- Have Ss open their books to p.134.
- Explain to Ss that they have to look at the pictures and name them.



- | | |
|------------|--------------|
| 1. gorilla | 2. crocodile |
| 3. cheetah | 4. camel |
| 5. hippo | 6. giraffe |

1 Look and write.

cheetah
hippo
gorilla
crocodile
giraffe
camel



1 gorilla



2



3



4



5



6

2 Look and complete.



1. big

The hippo is bigger than the camel.
The elephant is the biggest animal.

2. young

Cala is _____ Alma.
Lila is _____ girl.

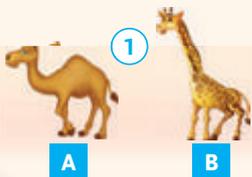
3. fast

The lion is _____ the cat.
The cheetah is _____ animal.

4. good

Peter is _____ Ned.
Fred is _____ student.

3 Listen and circle A or B.



134

Activity 2 R4.1

- Explain to Ss that they have to look at the pictures, read the sentences and complete them using the comparative or superlative form of the adjectives.
- Check Ss' answers.



- bigger than, the biggest
- younger than, the youngest
- faster than, the fastest
- better than, the best

Activity 3 L2.1

- Explain to Ss that they are going to listen to two girls playing a game and they will have to circle the correct picture according to what they hear. Check Ss' answers.

Listening transcript

Girl 1: Let's play a game, Kate. I ask questions and you give the answers. OK?

Girl 2: OK!

Girl 1: First question. Which is taller? Is it the camel or the giraffe?

Girl 2: I know that! It's the giraffe!

Girl 1: That's right! Now, question number two. Which is bigger? The gorilla or the monkey?

Girl 2: Hmm. It's the monkey.

Girl 1: Kate, no! It's the gorilla. The gorilla is bigger than the monkey.

Girl 2: Oh, OK.

Girl 1: Last question. Which is smaller? The whale or the shark?

Girl 2: That's easy! It's the shark of course!

Girl 1: That's right! Well done, Kate!

 1. B 2. A 3. B

Optional

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.
- The S who has the most flashcards wins.

Before leaving

- Play the song/poem *We love animals!* on p.123 of the SB and invite Ss to say the song/poem along with the recording.

Workbook

Activity 1 R4.1

 A. 1. award
B. 2. river 3. high mountain

Activity 2 R4.1

 1. older, the youngest
2. slower, the fastest

Activity 3 R2.1

 A. 2 B. 3 C. 1

Activity 4

 open answers

Now I can

- Ask Ss to look at the pictures and tick the stars according to what they can or can't say. Then ask them to name the items aloud.
- Use the self-evaluation sheets for your Ss to check their performance.

Activities 1, 2 & 3

- Hold up the WB, point to the pictures and encourage Ss to say the words/actions aloud.
- Have Ss tick the stars as they say each word.

Activity 4

- Direct Ss' attention to the pictures and ask them to guess what each picture depicts. Elicit Ss' answers. Then read the sentences aloud and have Ss repeat after you and tick the stars.

Smart moves! (Evaluate)

(Go to p.267 TB)

TOP TIME! 5
Modules 9-10

Language focus

Objectives

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

Vocabulary

- Nouns:** fur, goat, horn
Adjective: wild

Materials

- flashcards for wild, fur, goat and horn

Lesson plan

Warm-up

- Initiate a discussion by asking Ss to tell you if they know any wild animals and if they would like to see one. Encourage all of the Ss to participate.

Activity 1 R4.1

- Hold up each flashcard, say the word, and encourage Ss to repeat.
- Have Ss open their books to p.135.
- 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 pictures, and ask them what they can see (some wild animals from around the world).
- Ask Ss which of the animals in the pictures they like the most and why.

1



wild



fur



goat

2

Read and answer. Which animal's fur is a different colour in winter?

INTO THE WILD!

1 ARABIAN SANDCAT

An Arabian sandcat is a wild cat. It's small and it has got short legs and a long tail. Some sandcats have got yellow or brown fur and some have got grey fur. It eats birds and small animals. It can run fast!



2 KANGAROO

A kangaroo has got two long legs and two short legs. It has got a long tail. It's got a small head with big ears. It can jump high and it can swim too.



3 MARKHOR

A markhor is a wild goat. It has got brown fur in summer and grey fur in winter. It eats plants and grass. Look! It has got two horns. They are very long.



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

- An Arabian sandcat is a wild goat.
- A kangaroo has got a big head with small ears.
- Markhors eat plants.
- Some sandcats have got yellow fur.
- Markhors have got three horns.

- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out which animal's fur is a different colour in winter. (The Markhor has got different colour fur in winter.)
- Have Ss read the texts again and check comprehension.
- Ask Ss some questions about the texts. *What is an Arabian sandcat?* (It is a wild cat.) *What does it look like?* (It is small. Some sandcats have got yellow or brown fur and some have got grey fur. It has got short legs and a long tail.) *What can it do?* (It can run fast.) *What does an Arabian sandcat eat?* (It eats birds and small animals.) *What is a kangaroo like?* (It has got two long legs and two short legs. It has got a long tail and a small head with big ears too.) *What can it do?* (It can jump high and it can swim too.) *What is a Markhor?* (It's a wild goat.) *What is it like?* (It has got brown fur in summer and grey fur in winter.) *What does it eat?* (It eats plants and grass.) *Has it got horns?* (Yes, it has. They are very long.)
- Choose a few Ss to read the texts aloud for the class.

Activity 3 R2.1

- Direct Ss' attention to the sentences in activity 3, and ask them to read them.
- Explain to Ss that they will have to read the sentences and write T for True or F for False, according to the texts in activity 2.



4 Look at the camel race. Complete the sentences. 🔑



- Rashid is faster than _____ and _____.
- Hassan is slower than _____ and _____.
- _____ is the fastest.
- _____ is the slowest.

5 Look at the picture and complete the sentences. 🔑

	ARRIVE
LONDON	12:00
MUSCAT	07:15
PARIS	12:15

It's Monday morning at Hamad airport.

- Mr Omar and Mrs Afaf are waiting for their parents to come from _____. The plane arrives at a quarter past seven.
- Ali and his father are waiting for Ali's uncle. His plane is late. It arrives at a quarter past twelve from _____.
- Rashid is waiting for his brother. His plane arrives at 12:00 from _____.

6 Choose an animal from your country and write about it. Then present it to your class. 🗣️

It has got _____
It eats _____

- Explain to Ss that they have to look at the picture carefully and complete the sentences.
- Have Ss check their answers in pairs first, then as a class.

🔑 1. Muscat 2. Paris 3. London

Activity 6 W1.3 🗣️

- Direct Ss' attention to the rubric in activity 6, and ask them to read it.
- Explain to Ss that they have to choose an animal they like and write about it in the space provided.
- Have a few Ss present their writings at the front of the classroom.

🔑 open answers

A Optional

Compare the animals

- Divide Ss into pairs or in groups of four.
- Tell each pair/group to draw three animals and write as many sentences as they can, comparing them.
- When all Ss have finished, the pairs/groups move around the class, show their drawings to other pairs/groups and read their sentences.
- While Ss are doing this, go round the classroom and monitor them.

🔄 Before leaving

- Explain to Ss that you are going to say some sentences about the animals in activity 2, e.g. *It's got a small head with big ears. They have to say the correct animal, e.g. kangaroo.*
- Use sentences like *It can run fast. It can swim. etc.*

📖 Note

- Do Top Skills 9-10 (WB pp.146-147, TB pp.272-273)

- Have Ss check their answers in pairs, then check as a class. Make sure Ss justify their answers.

🔑 1. F 2. F 3. T 4. T 5. F

Activity 4 R4.1 🔑

- Draw Ss' attention to the picture in activity 4.
- Explain to Ss that they have to look at the picture carefully and complete the sentences.
- Have Ss check their answers in pairs first, then as a class.

🔑 1. Hassan, Ahmad 2. Amir, Rashid 3. Amir 4. Ahmad

Activity 5 R4.1 🔑

- Direct Ss' attention to the picture in activity 5, and explain to them that it is a timetable you can find in an airport.
- Then draw Ss' attention to the sentences in the activity, and ask them to read them.



CUT-OUT



Top Skills Modules 9-10





Modules 6-10

Activity 1

1. plant
2. leaves
3. sailing
4. modern

Activity 2

1. some
2. any
3. some
4. any, some
5. some, any
6. some

Activity 3 R4.1 🔑

1. weren't
2. were
3. was
4. wasn't

Activity 4 R4.1 🔑

1. I was at the sports centre.
2. He was at the amusement park.
3. They were at the art gallery.
4. He was at home.

Activity 5

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

Activity 6

1. went, were
2. didn't come, walked
3. didn't have, ate, was

Activity 7 R4.1 🔑

1. shorter, taller, tallest
2. weaker, stronger, strongest

Activity 8 W1.2 🗨️

open answers

GRAMMAR REFERENCE

Module 6

go + ing

The verb **go** is often used with activities and sports that end in **-ing**.

I go scuba diving.
He **goes camping** in summer.
They **go hiking** on Saturdays.





Grammar reference

Module 7

Plural forms		
Regular nouns		
<ul style="list-style-type: none"> most nouns take -s (in the plural) 	 cat → cats	carrot → carrots computer → computers
<ul style="list-style-type: none"> nouns ending in -s, -ch, -sh, -x, -o, take -es (in the plural) 	 bus → buses	box → boxes watch → watches
<ul style="list-style-type: none"> nouns ending in a consonant + -y, drop the -y and take -ies (in the plural) 	 strawberry → strawberries	country → countries BUT boy → boys
<ul style="list-style-type: none"> nouns ending in -f or -fe, take -ves (in the plural) 	 leaf → leaves	scarf → scarves

Irregular nouns
man → men
woman → women
child → children
foot → feet
tooth → teeth
person → people
mouse → mice
fish → fish

- Adjectives haven't got a plural form.
This is an old umbrella. → These are old umbrellas.



GRAMMAR REFERENCE

There's a(n) / There are some

We use **There's** to say that a person, animal, place or object exists in a specific space. We use **a/an** with **singular countable nouns**, e.g. *There's a cherry.*

We use **There are** to say that more than one person, animal, place or object exist in a specific place. We use **some** with **plural countable nouns** in affirmative sentences, e.g. *There are some cherries.*

Countable nouns / Uncountable nouns

Countable nouns have singular and plural forms and can be counted. We can use **a/an** or **numbers** before them, e.g. *a banana, twelve bananas.*

Uncountable nouns **only** have a singular form and they can't be counted. We can't use **a/an** or **numbers** before them, e.g. *meat, milk, cheese, spaghetti, tea, coffee, orange juice, rice, soup.*

NOT ~~a meat~~ ~~2 meats~~
~~a milk~~ ~~4 milks~~

some / any

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

There are **some** eggs in the fridge. / There's **some** milk.

Is there **any milk** in the fridge? Yes, there is. / No, there isn't.

Are there **any eggs** in the fridge? Yes, there are. / No, there aren't.





Grammar reference

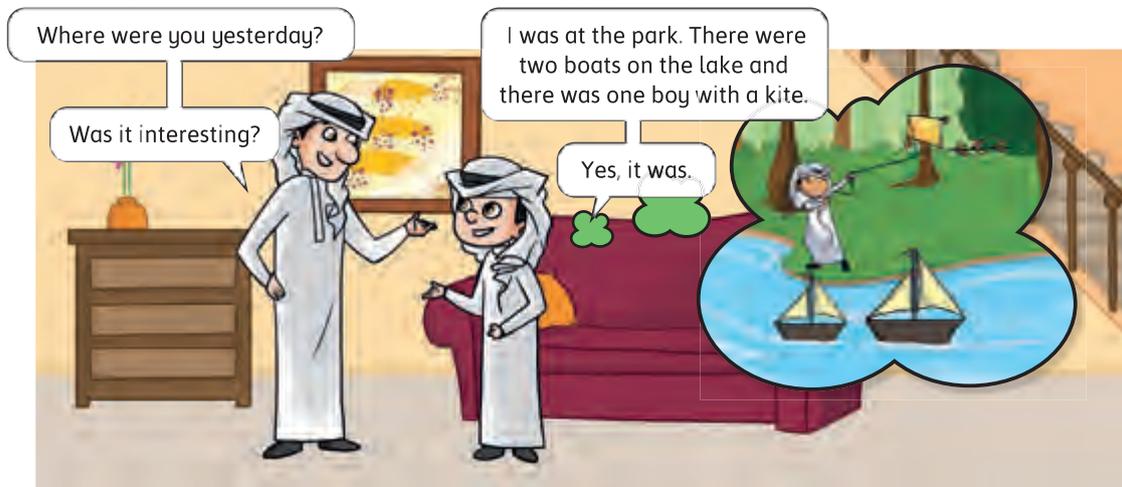
Module 8

Past Simple of the verb be				
Affirmative	Negative		Questions	Short answers
	Full forms	Short forms		
I 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.

We use the Past Simple to talk about things that happened in the past.

There was/were

There was is the Past Simple of **There is**, and **There were** is the Past Simple of **There are**.



GRAMMAR REFERENCE

Module 9

Past Simple of regular verbs				
Affirmative	Negative		Questions	Short answers
	Full forms	Short forms		
I played.	I did not play.	I didn't play.	Did I play?	Yes, you did. / No, you didn't.
You played.	You did not play.	You didn't play.	Did you play?	Yes, I did. / No, I didn't.
He played.	He did not play.	He didn't play.	Did he play?	Yes, he did. / No, he didn't.
She played.	She did not play.	She didn't play.	Did she play?	Yes, she did. / No, she didn't.
It played.	It did not play.	It didn't play.	Did it play?	Yes, it did. / No, it didn't.
We played.	We did not play.	We didn't play.	Did we play?	Yes, you did. / No, you didn't.
You played.	You did not play.	You didn't play.	Did you play?	Yes, we did. / No, we didn't.
They played.	They did not play.	They didn't play.	Did they play?	Yes, they did. / No, they didn't.

Formation of the Past Simple	
• most verbs take -ed	walk - walked
• verbs ending in -e take -d	dive - dived
• verbs ending in consonant + y take -ied	cry - cried BUT play - played
• verbs with one syllable ending in one vowel + one consonant double the consonant before the -ed	stop - stopped

Past Simple -ed endings

If the base form ends in one of the sounds /t/ or /d/, then it's pronounced /ɪd/ (visit – visited, need – needed).

If the base form ends in one of the sounds /p/, /f/, /s/, /ʃ/, /tʃ/, /k/, then it's pronounced /t/ (wash – washed, kick – kicked).

If the base form ends in one of all the other sounds, e.g. /v/, /l/, /r/, etc, then it's pronounced /d/ (sail – sailed, climb – climbed, rain – rained).



Grammar reference

Past Simple of irregular verbs

Irregular verbs don't take **-ed** in the Past Simple.

Affirmative	Negative	Questions
I went.	I didn't go.	Did I go?
You went.	You didn't go.	Did you go?
He/She/It went.	He/She/It didn't go.	Did he/she/it go?
We/You/They went.	We/You/They didn't go.	Did we/you/they go?

Yesterday, Brian visited Jack. They talked and played computer games.



Did you go to the library yesterday?

No, I didn't. I went to the shopping centre with my cousin.



GRAMMAR REFERENCE

Module 10

Comparison

- We use the **comparative** of adjectives when we compare two people, animals or things.
- We use the **superlative** of adjectives when we compare one person, animal or thing with several of the same kind.

Formation	
all one-syllable and most two-syllable adjectives take <i>-er / -est</i>	fast-faster-the fastest clever-cleverer-the cleverest
one-syllable adjectives ending in <i>-e</i> take <i>-r / -st</i>	nice-nicer-the nicest
one-syllable adjectives ending in one vowel + one consonant, double the consonant before the <i>-er / -est</i>	hot-hotter-the hottest
adjectives ending in consonant + <i>-y</i> drop the <i>-y</i> and take <i>-ier / -iest</i>	easy-easier-the easiest

Irregular comparatives and superlatives		
Positive form	Comparative form	Superlative form
good	better	the best
bad	worse	the worst
much/many	more	the most

①



Khaled is taller than Ali.

②



The blue whale is the biggest animal in the world.



Grammar reference

3



Jack

Tom

Tom's bike is smaller than Jack's bike.

4



The gorilla is stronger than the monkey.

5



Mrs Reema is a better cook than Mrs Afaf.

6



Tom's team is the best in the school.

INSTRUCTIONS FOR BOARD GAME

BOARD GAME 2 (Modules 6-10)

1 What time do you get up?

2 What's your favourite month?

3 I like mountains. Let's go

4 Go to 6.

5 Are there any cherries in the basket?

6 Where were you yesterday afternoon?

7 Who's taller?

8 What's your favourite food?

9 January, February, March,

10 Did the ancient Chinese eat with forks?

11 What's your favourite season?

12 Does Sahar like mangoes?

13 Say.

14 What's the fastest animal in the world?

15 Say. The is next to the restaurant.

16 Oh, no! Go back to 10.

17 Was the TV show interesting?

18 What's the time?

19 Say.

20 Did you have pancakes for breakfast yesterday?

START

FINISH

140

141

Board Game 2 (Modules 6-10)

- Have Ss look at the board game in the WB (pp.140-141).
- Divide Ss into pairs. Hand out a rubber and two game pieces made of construction paper to each pair. Ss can use their own rubber 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 or says the word/phrase for the picture depicted on that space. If his/her answer is wrong, the S moves back one space.
- Ss take turns throwing the rubber and playing. The S to reach the FINISH block first wins the game.



Word list

Abbreviations

(v.) = verb

(adj.) = adjective

(phr.) = phrase

(n.) = noun

(adv.) = adverb

Module 6

Song

January (n.)

February (n.)

March (n.)

April (n.)

May (n.)

June (n.)

July (n.)

August (n.)

September (n.)

October (n.)

November (n.)

December (n.)

rain (n.)

Top Stars

winter (n.)

spring (n.)

summer (n.)

autumn (n.)

seasons (n.)

leaf (n.)

leaves (n.)

snow (n.)

Our world

go camping (phr.)

go hiking (phr.)

go scuba diving
(phr.)

go sailing (phr.)

picnic (n.)

mountain (n.)

sea (n.)

Let's play

What's the time?

It's half past nine.
(phr.)

What's the time?

It's a quarter
to four. (phr.)

What's the time?

It's a quarter
past five. (phr.)

CLIL

in the morning (phr.)

in the afternoon
(phr.)

in the evening (phr.)

at night (phr.)

Story

basket (n.)

stone (n.)

present (n.)

vegetables (n.)

TOP TIME! 3

barbecue (n.)

Module 7

Song

grapes (n.)

peach (n.)

mango (n.)

pineapple (n.)

cherry (n.)

strawberry (n.)

Top Stars

cheese (n.)

spaghetti (n.)

meat (n.)

steak (n.)

chicken (n.)

peas (n.)

fridge (n.)

Our world

cheeseburger (n.)

crepe (n.)

pancake (n.)

noodles (n.)

omelette (n.)

rice (n.)

Let's play

tea (n.)

coffee (n.)

milk (n.)

orange juice (n.)

salt (n.)

pepper (n.)

sugar (n.)

CLIL

piece (n.)

onion (n.)

pot (n.)

add (v.)

cut (v.)

Story

share (v.)

family (n.)

soup (n.)

WORD LIST

Module 8

Song

amusement park (n.)
swimming pool (n.)
home (n.)

Top Stars

interesting (adj.)
boring (adj.)
scary (adj.)
noisy (adj.)
TV show (n.)
sleep (v.)

Our world

lake (n.)
competition (n.)
winner (n.)
sailing boat (n.)

Let's play

sports centre (n.)
art gallery (n.)
amazing (adj.)

CLIL

garden (n.)
field (n.)
modern (adj.)
hut (n.)
paper (n.)
kimono (n.)

building (n.)
city (n.)

Story

idea (n.)
wolf (n.)
wolves (n.)
joke (n.)

Module 9

Song

visit (v.)
lion (n.)
rabbit (n.)
bee (n.)

Top Stars

wait (v.)
arrive (v.)
finish my homework (phr.)
late (adv.)
airport (n.)
see - saw (v.)
go - went (v.)

Our world

love (v.)
chopsticks (n.)
fork (n.)
spoon (n.)
come - came (v.)
have - had (v.)

make - made (v.)
eat - ate (v.)

Let's play

play table tennis (phr.)
play baseball (phr.)
go windsurfing (phr.)
go fishing (phr.)

CLIL

bicycle (n.)
carriage (n.)
horse (n.)
wheel (n.)
travel (v.)

Story

nightingale (n.)
emperor (n.)
sick (adj.)
sing - sang (v.)

Module 10

Song

whale (n.)
giraffe (n.)
hippo (n.)
cheetah (n.)
bat (n.)
fat (adj.)
thin (adj.)
crocodile (n.)

Top Stars

strong (adj.)
weak (adj.)
win (v.)
award (n.)

Our world

gorilla (n.)
tiger (n.)
high mountain (phr.)
river (n.)

CLIL

camel (n.)
hump (n.)
grass (n.)
carry (v.)
live (v.)

Story

apron (n.)
give (v.)
rest (v.)
buy (v.)

TOP TIME! 5

wild (adj.)
fur (n.)
goat (n.)
horn (n.)



Word list

Irregular verbs

Base form	Past Simple
be	was/were
come	came
do	did
eat	ate
go	went
have	had
make	made
see	saw
sing	sang



Phonics Cards

thin

mother

carrots

beans

dishes

duck

wing

bank

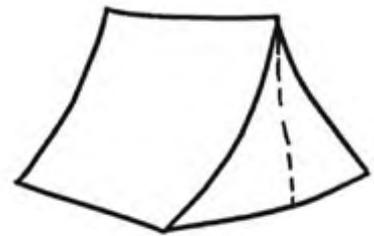
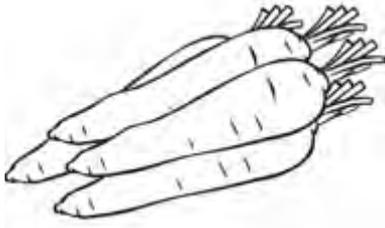
sand

tent

dolphin

whale





fish







Workbook

Modules 5-6 (Sequence)

Aim: to give Ss the opportunity to develop higher-order thinking skills by engaging them in activities involving *sequencing*

1. Stage 1: Familiarising

- Draw Ss' attention to the words in the first example.
- Ask Ss to pay attention to the pattern the words follow and the example.
- Explain to Ss that they have to read the words, pay attention to the pattern each example follows and write the word that should come next.
- You can give Ss more examples on the board, e.g. write: *cat, bird, bird, cat* and ask them for the word that should come next (bird).
- Have Ss do the activity and check the answers with the class.

Activity 1

1. cook 2. winter 3. afternoon
4. go camping 5. dentist

2. Stage 2: Developing

- Draw Ss' attention to the pictures. Explain to them that they should look at the pictures and try to figure out the sequence of the events based on logic.
- Help Ss understand the meaning of a logical sequence of events by writing the following example on the board: *go to bed get up go to school*. Ask Ss to tell you which action is logical to have occurred first, second and third (1. *Get up* 2. *Go to school* 3. *Go to bed*).
- Ask them to look carefully at the pictures and try to understand the order in which the events happened. Point out that the time on the clocks can help them.
- Have Ss do the activity and check the answers with the class.

Activity 2

- A. 3 B. 2 C. 5 D. 1 E. 6 F. 4

3. Stage 3: Applying

- Draw Ss' attention to the activity and explain to them that they have to refer to activity 1 and write their own sequence using words they have been taught so far.
- Have Ss do the activity in class or assign it as homework.

- Suggested answers:**
March, April, April, March, April
walk, drive, walk, drive, walk

Modules 7-8 (Classify)

Aim: to help Ss develop higher-order thinking skills by engaging them in activities involving *classification*

1. Stage 1: Familiarising

- Draw Ss' attention to the headings of the three categories (FRUIT – FOOD – DRINKS) and the words in the box.
- Explain to Ss that they have to write the words in the correct category.
- Have Ss do the activity and check the answers with the class.

Activity 1

- FRUIT:** cherry, grapes, peach, strawberry
FOOD: steak, chicken, spaghetti, rice
DRINKS: coffee, milk, orange juice, tea

2. Stage 2: Developing

- Draw Ss' attention to the pictures and read the rubric of the activity.
- Explain to Ss that they have to circle the picture that doesn't belong and explain what the other three pictures have in common.
- Help Ss understand by drawing their attention to the first example. Write the words on the board: *orange juice, water, noodles, tea*.
- Ask Ss to tell you the odd one out (*noodles*). Also, ask them to tell you what the other three words have in common (*They are drinks*).
- Have Ss do the activity and check the answers with the class.

Activity 2

1. C 2. D 3. A 4. D 5. C

3. Stage 3: Applying

- Draw Ss' attention to the activity and explain to them that they have to make their own odd one out example. They can draw/stick pictures or write the words.
- Have Ss do the activity in class or assign it as homework.
- When they have finished, have them work in pairs, and ask their partners to find the picture/word that doesn't belong. You can also ask them to tell you what the other three pictures/words have in common.

- Suggested answer:**
robot doll kite ~~apple~~
The words *robot, doll and kite* are all toys.

Modules 9-10 (Evaluate)

Aim: to give Ss the opportunity to develop higher-order thinking skills by engaging them in activities involving *evaluation*

1. Stage 1: Familiarising

- 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*).
- You can write the following sentences on the board: *Lions eat meat.* (Fact) and *Lions are my favourite animals.* (Opinion). Ask Ss to tell you which sentence is a fact and which is an opinion.
- Have them read the sentences 1-8 and decide if each statement is a fact or an opinion.
- Have Ss do the activity and check the answers with the class.

Activity 1

1. Opinion 2. Fact
3. Opinion 4. Fact
5. Fact 6. Opinion
7. Fact 8. Opinion

2. 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 them the difference between a fact and an opinion before they do the activity.
- Have Ss do the activity and check the answers with the class.

Activity 2

- A. 1. O 2. F C. 1. F 2. O
B. 1. F 2. O D. 1. O 2. F

3. Stage 3: Applying

- Draw Ss' attention to the activity and explain to them that they have to choose an animal / a sport, etc. 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.

- Suggested answer:**
Elephants have got big ears. F
Elephants are beautiful animals. O

Language focus

Objectives

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

Lesson plan

Warm-up

Arrange the cards

- Photocopy two sets of flashcards of words Ss have already been presented with (Module 5 and Module 6).
- Divide Ss into two teams and ask one S from each team to come to the board. Give each of the two Ss a set of 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 go 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.142.
- Direct Ss' attention to activity 1 and ask Ss to name the occupations of the people they see in the photos.
- Explain to Ss that they have to look at the jumbled letters next to each picture and try to put them in the correct order so as to spell each occupation correctly.
- Go round the classroom and make sure Ss have written the occupations correctly.
- Have Ss check their answers in pairs first, then as a class.

1 Look at the pictures. Look at the letters. Write the words.

1  r m a
r r e
f e

2  e t i
d n s
t s

3  o k
c o

4  o p h o
t r g o
p r h e a

2 Look at the pictures. Listen and tick (4). There is one example. 

Example:

What time does Tom get up?

 A 4

 B

 C

1 How does he go to school?

 A

 B

 C

2 What does he do on Saturdays?

 A

 B

 C

3 What time does he go to bed?

 A

 B

 C

142



1. farmer
2. dentist
3. cook
4. photographer

Activity 2

- Direct Ss' attention to activity 2 and ask them to look at the pictures and say what activities each one depicts.
- Draw Ss' attention to the clocks and ask Ss to tell the time.
- Explain to Ss that they have to read the questions 1-4, listen to the recording and tick (4) the picture that answers the question. Point out that the first one has been done for them.
- Do the example with the Ss in order to make sure they understand what they have to do.
- Play the recording twice.
- Go round the classroom and make sure Ss have answered correctly.
- Have Ss check their answers in pairs first, then as a class.

3 What's wrong with this calendar?

What's your favourite month?
Say,
My favourite month is _____

JANUARY							FEBRUARY							MAY							APRIL							MARCH							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3					1	2	3	4	5	6	7	1	2						1	2	3	4				1	2	3	4	5	6	7	1	2	3	4	5	6	
4	5	6	7	8	9	10	8	9	10	11	12	13	14	3	4	5	6	7	8	9	5	6	7	8	9	10	11	8	9	10	11	12	13	14	7	8	9	10	11	12	13
11	12	13	14	15	16	17	15	16	17	18	19	20	21	10	11	12	13	14	15	16	12	13	14	15	16	17	18	15	16	17	18	19	20	21	14	15	16	17	18	19	20
18	19	20	21	22	23	24	22	23	24	25	26	27	28	17	18	19	20	21	22	23	19	20	21	22	23	24	25	22	23	24	25	26	27	28	21	22	23	24	25	26	27
25	26	27	28	29	30	31								24	25	26	27	28	29	30	26	27	28	29	30			29	30	31					28	29	30				

JULY							AUGUST							OCTOBER							SEPTEMBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4				1	2	3	4	5	6	7	1	2	3					1	2	3	4	5			1	2	3	4	5	6	7	1	2	3	4	5		
5	6	7	8	9	10	11	2	3	4	5	6	7	8	4	5	6	7	8	9	10	6	7	8	9	10	11	12	8	9	10	11	12	13	14	6	7	8	9	10	11	12
12	13	14	15	16	17	18	9	10	11	12	13	14	15	11	12	13	14	15	16	17	13	14	15	16	17	18	19	15	16	17	18	19	20	21	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	18	19	20	21	22	23	24	20	21	22	23	24	25	26	22	23	24	25	26	27	28	20	21	22	23	24	25	26
26	27	28	29	30	31		23	24	25	26	27	28	29	25	26	27	28	29	30	31	27	28	29	30				27	28	29	30				27	28	29	30	31		

4 Look and answer.

1. What time do you get up?

I get up at a quarter past six.



2. What time do you do karate?



3. What time do you do your homework?

4. What time do you take the bus?

Listening transcript

Example:

Man: Do you always get up early, Tom?

Boy 1: Yes, I do.

Man: What time do you get up?

Boy 1: I get up at six o'clock.

1. Man: Do you walk to school, Tom?

Boy 1: No, I don't.

Man: Do you ride your bike to school?

Boy 1: No, I don't. I always take the bus to school.

2. Man: Do you go to the zoo on Saturdays, Tom?

Boy 1: No, I don't.

Man: Do you do your homework?

Boy 1: No, I don't. I do my homework on Fridays. On Saturdays, I go to the park and I play football with my friends.

3. Man: Do you go to bed at ten o'clock at the weekend?

Boy 1: No, I don't.

Man: What time do you go to bed?

Boy 1: I go to bed at a quarter past nine.

1. B 2. C 3. A

Activity 3

- Direct Ss' attention to the calendar in activity 3.
- Explain to Ss that they have to look at the calendar and figure out what is wrong. (March, May, September and October are not in the correct order).
- Point out to Ss that they will then have to mark their favourite month on the calendar, write it in the space provided and announce it to the rest of the class.
- Make sure all of the Ss participate.

Activity 4

- Direct Ss' attention to the clocks in activity 4.
- Explain to Ss that they will have to read the questions, look at the clocks and write the corresponding time, as in the example.
- Go round the classroom and make sure Ss have answered correctly.
- Have Ss check their answers in pairs first, then as a class.

- 1. I get up at a quarter past six.**
- 2. I do karate at half past five.**
- 3. I do my homework at a quarter to three.**
- 4. I take the bus at nine o'clock.**



Language focus

Objectives

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



Materials

- card
- flashcards from Module 7 and Module 8

Lesson plan



Warm-up

Crossing the lake

- Tell Ss that they are going to play a game.
- Draw a big lake on the floor (alternatively you can use a big blue piece of card) and lay out flashcards (from Module 7 and Module 8) as stepping stones.
- Have Ss start on one side of the 'lake' and take turns crossing to the other side by stepping on the flashcard 'stepping stones'.
- When they step on a flashcard, they should say the word.
- If they can't, then they 'fall into the lake' and have to start again.

Activity 1

- Have Ss open their Workbooks to p.144.
- Direct Ss' attention to activity 1 and ask them to look at the picture and elicit what it depicts. (It's a picture of children in the countryside doing various activities.)
- Ask Ss to name the activities the children are doing (one boy is sleeping, three boys are eating, one boy is riding a horse, two boys are drinking and one boy is playing with his sailing boat).
- Explain to Ss that they are going to listen to some descriptions

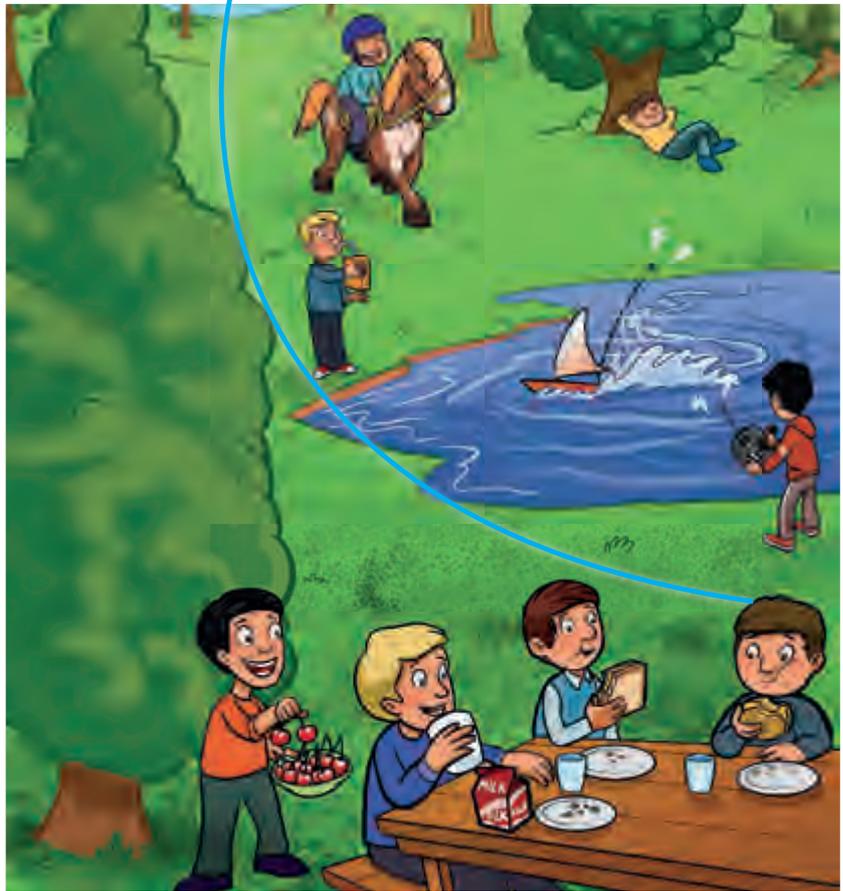
1 Look at the picture. Listen and draw lines. There is one example. 🔊

Jim

John

Bill

Bob



Rob

Tom

Donald

144

about what each child is doing. Ss will have to match the names with the correct children, according to what they hear. Tell Ss that there is one extra child in the picture.

- Do the example with the Ss in order to make sure they understand what they have to do.
- Play the recording twice.
- Go round the classroom and make sure Ss have answered correctly.
- Have Ss check their answers in pairs first, then as a class.

Listening transcript

Example

Man: Excuse me. What are you all doing?

Boy: We're having fun.

Man: Are these all your friends?

Boy: Yes. But one is my brother, Jim.

Man: Is he eating a cheeseburger?

Boy: Yes, he is.

1.

Man: Who is the boy next to the big tree?

Boy: That's Bob.

Man: Is he eating strawberries?

Boy: No, he isn't. Bob is eating cherries.

2.

Man: Who's the boy with the blond hair?

Boy: Which one?

Man: The boy next to the lake. He's drinking orange juice.

Boy: Oh, that's Rob.

2 Look at the pictures and write.

1. Where were you yesterday?
I was at the art gallery.



2. Where were you yesterday?



3. Where were you yesterday?



4. Where were you yesterday?



3 Look and answer.

What's for breakfast?



- | | |
|---|------------------------------------|
| 1. Is there any tea?
Yes, there is. | 5. Is there any coffee?
_____ |
| 2. Are there any pancakes?
_____ | 6. Is there any soup?
_____ |
| 3. Are there any strawberries?
_____ | 7. Are there any mangoes?
_____ |
| 4. Is there any milk?
_____ | 8. Is there a pineapple?
_____ |

4 Read and say.

Yesterday, I was at the  with my friends. There were a lot of people there. They were very  and the rides were . I wasn't happy. After the amusement park, we went to a . I had some noodles and some chicken. It was !

3.
Boy: Look at Bill!
Man: What is he doing?
Boy: He's riding a horse.
Man: Oh, yes! Bill is very happy.

4.
Man: One boy is sleeping.
Boy: Yes. That's Tom. He's tired.
Man: Oh!

5.
Man: Who's the boy with the sailing boat?
Boy: That's John.
Man: John's sailing boat is fast. Wow!

Key: Example: Jim - the boy who is eating a cheeseburger
1. Bob - the boy next to the tree who is eating cherries
2. Rob - the boy next to the lake who is drinking orange juice
3. Bill - the boy who is riding a horse
4. Tom - the boy who is sleeping
5. John - the boy with the sailing boat
Extra child: Donald

Activity 2

- Direct Ss' attention to the pictures in activity 2.
- Explain to Ss that they have to read the questions, look at the pictures and answer, as in the example.
- Go round the classroom and make sure Ss have answered correctly.
- Check Ss' answers.

Key:
1. I was at the art gallery.
2. I was at the zoo.
3. I was at the amusement park.
4. I was at the sports centre.

Activity 3

- Direct Ss' attention to the picture in activity 3.
- Explain to Ss that they will have to read the questions, look at the picture and answer the questions next to the picture using Yes, there is / there are. / No, there isn't / there aren't.
- Go round the classroom and make sure Ss have answered correctly.
- Have Ss check their answers in pairs first, then as a class.

Key:
1. Yes, there is.
2. Yes, there are.
3. No, there aren't.
4. Yes, there is.
5. No, there isn't.
6. Yes, there is.
7. No, there aren't.
8. Yes, there is.

Activity 4

- Direct Ss' attention to the text and the pictures and explain to Ss that they have to read the text and say the words that the pictures depict.
- Divide Ss into pairs to do the activity.
- Choose a S to read the text aloud.

Key: amusement park, noisy, boring, restaurant, amazing



Language focus

Objectives

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



Materials

- coloured pencils
- card
- flashcards from Module 9 and Module 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 (giraffe)?* The two Ss must look for the flashcard around the room. While they are looking, the rest of the class helps by yelling 'Hot! 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.

1 Look at the pictures and read the questions. Write one-word answers.

1



Example:

Where were the children yesterday?
at the beach

Questions

1. What did the boys do yesterday?
They went _____.
2. What did the boy eat at the beach?
a _____

2



1. What did the man do yesterday?
He went _____.
2. What did the children see yesterday?
a _____

2 Speaking. Look and answer. Use the cut-outs on page 149.



146

Activity 1

- Have Ss open their Workbooks to p.146.
- Direct Ss' attention to activity 1 and ask them to tell you where the children are in the pictures (at the beach).
- Ask Ss to tell you what activities the people are doing in the two pictures. (In the first picture, two boys are windsurfing and one boy is eating. In the second picture, a man is fishing, two boys are windsurfing and looking at a dolphin and a boy is eating.)
- Explain to Ss that they will have to read the questions under each picture and write one-word answers, according to what is shown in the pictures.



- | | |
|----------------|-------------|
| 1. windsurfing | 2. sandwich |
| 3. fishing | 4. dolphin |

Activity 2

- Direct Ss' attention to activity 2 and ask Ss to tell you what they see in the picture. (It's a jungle. There is an elephant, a giraffe, a gorilla and a cheetah. There is also a river.)
- Explain to Ss that you are going to ask them a few questions about the

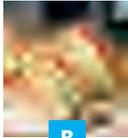
3 Look at the pictures, listen and match.

A		B		C	
	1		2		3
	Bob <input type="checkbox"/>		Mary <input type="checkbox"/>		Tim <input type="checkbox"/>
	2		3		
	Tom <input type="checkbox"/>		Suzie <input type="checkbox"/>		Ron <input type="checkbox"/>
	John <input type="checkbox"/>		Kate <input type="checkbox"/>		Mark <input type="checkbox"/>

4 Read and complete. Use the Past Simple.

- I (make) made a chocolate cake yesterday.
- They (go) _____ to the swimming pool last weekend.
- She (not/see) _____ her friends last Monday.
- They (play) _____ football yesterday evening.
- _____ she (finish) _____ her homework early last night?

5 Read and circle the correct picture.

		1. They didn't visit the zoo. They went to the airport.		
A	B		A	B
		2. He didn't have noodles for lunch. He had a sandwich.		
A	B		A	B
		3. He didn't go sailing. He played basketball.		
A	B			
		4. She didn't make a cake. She made a pizza.		
A	B			

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- Make sure Ss swap roles.

Activity 3

- Direct Ss' attention to activity 3.
- Explain to Ss that they will have to listen to the recording and they have to match the names with the children by writing the numbers 1-3 in the correct box.
- Play the recording twice.
- Go round the classroom and make sure Ss have matched the children with the correct names.
- Check Ss' answers.

Listening transcript

- A.Woman:** John is tall. Bob is taller than John. Tom is the tallest of all.
- B.Woman:** Kate is strong. Suzie is weaker than Kate. Mary is the strongest of all.
- C.Woman:** Mark is fast. Tim is faster than Mark. Ron is the slowest of all.

A. 1, 2, 3 B. 1, 3, 2 C. 3, 1, 2

Activity 4

- Direct Ss' attention to the sentences and explain that they will have to read the sentences and complete them using the verbs in brackets in the Past Simple, as in the example.
- Have Ss check their answers in pairs first, then as a class.

1. made
2. went
3. didn't see
4. played
5. Did, finish

Activity 5

- Direct Ss' attention to the pictures in activity 5 and ask them to name what they see.
- Explain to Ss that they will have to read the sentences and circle the correct picture.
- Go round the class and make sure Ss have circled the correct picture.
- Have Ss check their answers in pairs first, then as a class.

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

picture and that they will have to answer accordingly.

Suggested questions and answers:

What can you see in the picture?

I can see a jungle, some trees, a river and some animals.

How many animals are there?

There are four animals: an elephant, a gorilla, a giraffe and a cheetah.

Which is the biggest animal in the picture? The elephant.

Which is the fastest animal in the picture? The cheetah.

Which is the tallest animal in the picture? The giraffe.

Is the gorilla stronger than the cheetah? Yes, it is.

- Instruct Ss to turn to p.149 in their WB, name the animal cards on the page and cut them out (tiger, lion, hippo, monkey).
- Divide Ss into pairs.
- Explain to Ss that they have to tell their partner where to put the animal cards in the jungle, in relation to the animals they see in the picture.
- Have a S help you model the exchange. Ask him/her, e.g. *Where is the giraffe?* Have the S answer, *It's next to the river.* Then instruct the S by saying, *Put the animal card for 'tiger' in the picture, between the giraffe and the elephant.*
- Have Ss do the activity.
- Go round the classroom monitoring the procedure.



PHONICS TABLE

Module	Page number	Phonics (Phonetic transcription)	Words
6	80	/θ/	thin thirteen teeth
		/ð/	this that mother
7	94	/s/	carrots books
		/z/	eggs beans
		/z/	tomatoes cherries
		/vz/	glasses buses foxes dishes
8	106	/k/	duck clock
		/ŋk/	bank sink
		/ŋ/	long wing
9	120	/nd/	sand pond friend
		/nt/	plant present tent
10	132	/w/	wheel white whale
		/f/	phone photo dolphin
		/f/	fin fish fat



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

gist: 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

Top Stars 3b
Teacher's Book

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CEFR		Pre-A1	A1 Low	A1 Mid	A1 High	A2 Low
Top Stars	1	2	3	4	5	6



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