

## GRADE 5

 SEMESTER 2
## Teacher's Book




## النشيد الوطني











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## Teacher's Book

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## Communication Objectives



QNCF
competencies

## Module 6 • Time for Science! • p. 67

- to talk about colours in nature Relative pronouns: who,
- to give information about something while avoiding repetition
- to talk about people who first did something
- to give information about someone while avoiding repetition
- to give information about a place while avoiding repetition
- to talk about inventions that were made by mistake

Occupations
Inventions

## Project:

to learn how to write a suggestion for a book

## Writing tip:

to learn how to use the conjunctions or and but in a sentence

Phonics
or /o:/ er /ə/
horse, orca brother,
ar /a:/ jumper
jar, far

## Module $7 \cdot$ Planning the future • p. 79

- to talk about an amusement park
- to talk about future plans
- to talk about festivals
- to talk about special days and celebrations
- to talk about free-time activities
- to accept or refuse an invitation

Future
be going to
Would you like to...?
Yes, I'd love to. /Sure, why not? /
I'm sorry. I can't. /
I'm afraid I'm busy. /
I'm sorry. I've got other plans.

Free-time activities Festivals

Celebrations
Special days

## Project:

to learn how to write a trip itinerary and a postcard

Writing tip:

- to learn how to use different tenses in a description
- to learn how to use adjectives to describe feelings and impressions


| Phonics |  |
| :--- | :--- |
| ir /3:/ | ur /3:/ |
| bird, girl | hurt, purple |

## Module 8 • How do I get to...? • p. 91

- to talk about movement
- to ask for directions
- to give directions
- to talk about hobbies and free-time activities
- to say what people like/ love/enjoy/prefer/ hate doing

Prepositions of movement

Directions
love/like/enjoy/prefer/
hate +-ing
I think it's fun/cool/ exciting/boring/hard.

Let's... / Why don't we...? /
How about...?

Prepositions Project:
of movement to write an invitation to an Directions event and to draw a map

## Writing tip:

to learn how to write an invitation and to draw a map

## Phonics

00 /u:/ 00 /u/
room, spoon, look, book, balloon foot

## 屚 <br> 部

## SYLLABUS

| Communication Objectives | Structures | Vocabulary | Writing | QNCF competencies |
| :---: | :---: | :---: | :---: | :---: |
| Module 9• Nature • p. 103 |  |  |  |  |
| - to talk about the environment <br> - to talk about ability and lack of ability <br> - to talk about volunteering <br> - to talk about goals <br> - to talk about eco-friendly products <br> - to express purpose <br> - to ask for permission <br> - to grant or refuse permission | too / enough <br> Full infinitive <br> It's + adjective + full infinitive <br> Could I (make a poster about it)? <br> Of course you can. / <br> I'm sorry, you can't. | Environmental issues <br> Recycling <br> Green gadgets | Project: <br> to make a poster on how to be environmentally friendly <br> Writing tip: <br> to learn how to make a poster <br> Phonics <br> a/ə/ <br> amazed, island <br> a/æ/ <br> apple, hat, cat <br> a/a:/ <br> garden, scarf, arm |  |
| Module 10 - Friendship • p. 115 |  |  |  |  |
| - to talk about friendship <br> - to make promises <br> - to talk about good friends <br> - to make requests <br> - to offer or refuse help <br> - to talk about the future <br> - to make predictions <br> - to talk about ailments <br> - to ask someone about his/ her problem | Future will <br> The adverb Maybe <br> What's the matter? <br> I've got (a headache). | Friendship <br> Future technology <br> Ailments | Project: <br> to write an apology note <br> Writing tip: <br> to learn how to write an apology note <br> Phonics |  |

## INTRODUCTION

## Welcome

This is a series of books especially designed for primary school students. A learner-centred approach has been the foundation of this course, which aims to engage learners actively in using language to explore their environment and interact with others in order to construct meaning. A building-block strategy has been employed, through which every lexical and grammatical item is carefully presented and systematically revised.
Each book has been designed to be completed in a single school year. It is based on a well-organised, multi-dimensional syllabus, which focuses equally on the development of both vocabulary and grammatical structures through lively topics and communicative activities. The four skills (listening, speaking, reading and writing) are developed in an integrated way throughout the course.

## Course Components

## Student's Book

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

## Workbook

The Workbook includes supplementary practice of the structures and the vocabulary presented in each lesson. The Workbook is considered an important component of the course, through which all skills (listening, speaking, reading, writing) are practised extensively. A Now I can... section can help students evaluate their performance and take responsibility for their own learning. A cursive writing section is included in order to help students develop their handwriting skills. Short paragraphs are introduced at this level, with instructions and guidance indicating correct formation. Three Revision sections for Modules 1-5, Modules 6-10 and Modules 1-10 prepare students for the Midterm test and the Final test. Students can also find three board games at the back of the Workbook: Board Game 1 for Modules 1-5, Board Game 2 for Modules 6-10 and Board Game 3 for Modules 1-10. 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 are also featured in this series.

## Differentiated instruction

Differentiated instruction is an approach that helps teachers ensure that they address the needs of every student. It is common knowledge that not all students learn at the same speed or have the same learning style. Therefore, in classrooms where students have different learning styles and needs, it is essential for teachers to adjust instruction to tailor the material to the needs of individual students.
This is a challenge for teachers because differentiated instruction does not only mean changing the way teachers teach. It also means changing the level and the kind of instruction in order to respond to learning diversity.
For this reason, the Top Stars series provides strategies and expansion activities or adaptations of already-existing ones to ensure that all students will achieve the same goal but sometimes in a different way.
Strategies - Techniques for Differentiated Instruction To help teachers meet the needs of students with different ability levels and needs, the following strategies have been incorporated in the Student's Book, in the Workbook or in the Teacher's Book:

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

The Teacher's Book includes the following sections:

## Cover page:

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

## Language focus:

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

## Materials:

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

## Revision (Optional):

It is suggested that a few minutes be dedicated to revise the previous lesson, at the beginning of each new lesson.
This may take the form of a brief game, a role-play activity or brainstorming.

## Warm-up:

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

## Lesson plan:

Each lesson plan includes a step-by-step guide on how to approach each activity, with special sections for vocabulary and grammar, as well as TPR (Total Physical Response) activities. The main learning standards and Qatar National Curriculum Framework (QNCF) competencies are clearly signposted.

## Optional / Before leaving:

Additional ideas for fun activities are given in the Teacher's Book, and aim at both making the lesson more enjoyable as well as giving further practice. All activities are communicative and enable students to use the target language in order to complete a task.

## Workbook:

This section includes the key to each activity in the Workbook, as well as the listening transcripts. The instructions for the Board Games can be found at the back of the Teacher's Book.

## Student's CD-ROM

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

## Class Audio Material (Online)

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

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

## Resources for Teachers (Online)

This contains:

## Tests

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

## Self-evaluation sheets

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

## Flashcards

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

## Interactive Whiteboard Material

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

## THE SERIES

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

## Course Outline

All the lessons in each module feature a wide variety of meaningful input through the use of songs/poems/quizzes, illustrated stories, short texts, games, role plays and crosscurricular (CLIL) sections. A clearly demarcated vocabulary section illustrates the key vocabulary items for each lesson. Grammar boxes provide written models of the structure, which help children notice underlying patterns in language. A wide variety of listening and speaking activities (with recorded conversational models) 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.
Quiz / Questionnaire
Some modules begin with a quiz or a questionnaire, which sparks students' interest in the topic of the module and allows them to explore their background knowledge.


## 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.


## 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.


## Lesson 4:

## Let's talk

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


## Lesson 5:

## Project

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

## Lesson 6:

## Reading time

A variety of both original stories and factual texts are presented in this lesson. These stories/texts help students revise vocabulary and grammar from the whole module. They are fun and familiarise students with the notion of reading for pleasure. They are always followed by reading comprehension activities. Most children are familiar with the conventions of storytelling in their own language and readily transfer this knowledge into a willingness to read, listen to and participate in stories in English. Stories, along with their accompanying activities, develop cognitive
skills such as predicting, hypothesising, guessing and inferring meaning. They also help children improve their concentration and develop empathy. Longer factual texts allow students to consolidate the concepts they came across in the module.

## Let's chat

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


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

A reading comprehension activity

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

## 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


The brown house
In a small town There is a brown house. A cow is on the house, And it can't get down. It can't get down!

## Lesson 8:

## Top Time!

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


## Cross-curricular section (CLIL)

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

The educational value of cross-curricular lessons

History III CLIL (1) Modules 1-2
 cross-curricular notions civilisation. Roman cities were very modern and beautiful. The Romans invented things like calendars, shopping centres and even baths! At the baths, they relaxed talked about important things baths, they relaxed, talked about important things
and exercised, too! The Romans were great authors, and exercised, too! The Romans were great authors,
artists and scientists. The Romans wore togas. These artists and scientists. The Romans woren.
were long dresses for men and women


## 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.


## Workbook:

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

Classification

## 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.

2. Look and circle two words that have something in common. Then say what they have in common.

| 1. geography | history | treasure |
| :---: | :---: | :---: |
| 2. glass | article | metal |
| 3. coach | trip | reporter |
| 4. learnt | found | become |
| 5. science | experiment | interview |
| 6. competition | magazine | medal |
| 7. fantastic | clever | bored |
| 8. cave | board game | puzzle |

3 Look at activity 2 and make your own example. Have your partner find the two words that have something in common.


## Extra Material in the Student's Book

## Grammar Reference / Irregular Verbs

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

## Word List

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

## 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 problemsolving can apply to various activities in different ways, depending on the level of the students.

## Ways to integrate problem-solving into the classroom

- Introduce a structured approach. Help students to identify the problem and what caused it. Help them to find out and understand what information pertaining to the problem is already given. Direct them to ask relevant questions (see interrogative
questioning in inquiry and research above) to help them make reasonable assumptions, which will enable them to identify possible solutions. Finally, explain that they need to evaluate each possible solution to decide on the best one.


## Literacy

This refers to the ability to read and write, and as such it involves phonemic awareness - the ability to hear and use the different sounds of a language, awareness of print - the ability to recognise the letters of the alphabet and the printed word, vocabulary - which is broken down into:
a) active vocabulary which are the words one uses regularly, can define and use in context, and
b) passive vocabulary which are the words one recognises and may have interpreted the meaning of through context or use by others, spelling - the arrangement of letters to form words, and reading comprehension the ability to read and understand the meaning of what one has read, as well as the ability to draw inferences, identify patterns and understand clues in a text.
It is a competency that is vital to effective learning and successful social interaction within the family, in the workplace as well as in other social groups.

## Ways to integrate literacy into the classroom

- Use resources appropriate for the age and level of the students. As literacy is at the heart of the learning process, especially when learning a foreign language, it is significant that all aspects of literacy as defined above are systematically dealt with.
- Help students to become accustomed to the sounds of the language, and pay special attention to sounds that may be difficult for students.
- Help students to become accustomed to reading and writing text from left to right.
- Point out the crucial role of literacy in students' success in school as well as in their social lives. Encourage students to be inquisitive and have a positive attitude towards learning by making the lessons meaningful to them.
- Provide opportunities for students to acquire ICT literacy through appropriate activities such as using the Internet for research, using online dictionaries, etc.
- Stress the importance of expressing oneself appropriately depending on the situation, the purpose and the audience and help students to understand how the appropriate use of language changes in different contexts.
- Provide opportunities for students to understand how language is linked to culture, and help them to appreciate their own culture and understand that knowledge of a foreign language can be a key to understanding other cultures as well.


## Numeracy

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

## Ways to integrate numeracy into the classroom

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


## In general:

- Acknowledge that each student learns at a different pace. Be attentive to individual students' needs.
- Show empathy for students' negative feelings. Show them that their feelings count and that they may be able to influence what happens in the classroom, by being flexible whenever possible.
- Explain the value of 'boring' topics / 'difficult' activities, why they are important, and how students will benefit from them.
- Praise students' efforts and give positive and constructive feedback. Encourage students to learn from their mistakes and try again. Phrase feedback in a positive manner, and include suggestions on how students can improve their work in the future.
- Help students to become autonomous learners. One way of doing this would be, for example, to end the lesson by giving them further questions that expand on the topic of the lesson. These questions will be discussed in the next lesson. Explain that students need to think about the questions, if necessary, to find relevant information, and be prepared to discuss them in the next lesson.


## Key Values

Key values are the set of principles, beliefs or ideals that emerge from and are based on culture, and consequently shape people's behaviour and attitudes (how people see themselves, how they interact with others and how they live their lives in general). Through values education, students are helped to acquire these values and to apply them intelligently in all aspects of their lives.
The QNCF identifies four key values that permeate Arabic and Qatari cultural heritage. Below we focus on each of these values, providing a brief description and explanation of each, as well as tips on how teachers can effectively impart these values to their students.
In the Top Stars series, values education has been taken into consideration in the design of the course and is reflected in the subject matter as well as in the design of the activities. Through exposure to concepts and ideas, as well as to specific ways of carrying out activities, students are guided to understand their place in the classroom and in school, in their family and in the wider community, and as citizens of the world. Simultaneously, they become conscious of their corresponding rights and responsibilities.
Teachers should be aware that they play a crucial role in instilling these values in students, and there are many different ways of doing this.

## Islamic values and Arabic and Qatari cultural heritage

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

## Ways to instill these values in the classroom

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

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



Language focus


Before leaving activities


Materials


Workbook


Language structures


Key to the
activities


Warm-up activities

Notes



Optional


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

## 6)

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

## Quiz

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- describe people and objects using suitable statements (S2.2)
- spell a range of familiar high frequency words accurately in guided writing (W2.2) WB
- describe independently people and familiar objects using suitable statements (W1.3) WB


## Top Stars

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- describe people and objects using suitable statements (S2.2)
- follow and identify independently the main idea of a wide range of short, simple texts (L1.1) WB


## Let's talk

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- describe people and objects using suitable statements (S2.2)
- describe independently people and familiar objects using suitable statements (W1.3) WB


## Our world

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to the main ideas in simple texts of one or two paragraphs (R1.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- check with a teacher or a classmate steps needed to complete short classroom tasks (S3.1)
- describe people and objects using suitable statements (S2.2)
- find out about and describe events and experiences at a known time in the past (S2.5)
- predict independently the gist of a short, simple text by using visual support and background knowledge of the listening topic (L3.1) WB


## Project

- understand and respond to the main ideas in simple texts of one or two paragraphs (R1.1)
- connect words and phrases using basic coordinating conjunctions (W2.1)
- check spelling and punctuation of their written work (W3.2)
- ask about and express basic opinions using longer, simple statements (W1.2) WB
- describe independently people and familiar objects using suitable statements (W1.3) WB


## Reading time

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to the main ideas in simple texts of one or two paragraphs (R1.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- narrate very short basic stories and events (S5.1)
- follow and respond independently to a wide range of simple short questions (L2.4)
- ask about and express basic opinions (S1.2)
- describe independently people and familiar objects using suitable statements (W1.3) WB


## CLIL 3

- understand and respond to the main ideas in simple texts of one or two paragraphs (R1.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1) WB
- describe people and objects using suitable statements (S2.2) WB
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1) WB
- describe independently people and familiar objects using suitable statements (W1.3) WB


## Phonics

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- spell a range of familiar high frequency words accurately in guided writing (W2.2) WB


## Round-up

- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- describe people and objects using suitable statements (S2.2)
- describe independently people and familiar objects using suitable statements (W1.3) WB
- understand and respond to detail in simple texts of one or two paragraphs (R2.1) WB
- find out about and describe events and experiences at a known time in the past (W1.6) WB


## Cursive writing

- write smoothly and legibly in cursive writing in most written work (W3.1) WB


## Language focus

## Objectives

- to talk about colours in nature
- to give information about something while avoiding repetition


## Vocabulary

Nouns: melon, planet, Earth, nature, life
Adjectives: dark, light
Structures
It's something which/that we use to make ice cream.

## Materials

- flashcards for melon, dark, light, planet, Earth, nature
- photos of some animals (Internet printouts)


## Lesson plan

## Warm-up

- Ask Ss to tell you their favourite colour. Write the colours on the board and ask them to name something in the classroom which is the same colour.
- Make sure all of the Ss participate in the class discussion.


## Activity 1 R4.1

- Hold up the flashcard for melon. Say, This is a melon. Encourage Ss to repeat. Write the sentence on the board, underline the word melon and stick the flashcard above it. Follow the same procedure with the words dark, light, planet, Earth and nature.
- You can also present the words dark and light by showing Ss two items of the same colour but of different shades. For example, a bag that is dark blue and a bag that is light blue. Point to or hold up each bag and say, It's dark/light blue and have Ss repeat.
- Write a sentence on the board with the word life and underline it. For example, write: The sun gives life to our planet.
- Ask Ss to read the sentence out loud and infer the meaning of the underlined word.
- Have Ss open their books to p. 67. Point out the words in the vocabulary section.
- Play the recording a few times and have Ss point to the corresponding 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 R2.1 $\xlongequal{\text { 的國 }}$ L2.1

- Direct Ss' attention to the colour riddles and ask them to read them.
- Explain to Ss that they have to read again, guess which colour each riddle refers to and then listen to check their answers.
- Have Ss compare their answers in pairs before you play the recording.
- Play the recording and have Ss follow along in their books and check their answers.


## Listening transcript

1. Man: It's a colour which you can find in nature. There are lots of things that are this colour. For example, some plants, vegetables or insects. Green.
2. Man: It's the first colour that a baby can see. Cherries, strawberries and tomatoes are this colour. Red.
3. Man: It's the colour of the sea, oceans and lakes. It's the colour of the sky, too. It can sometimes be dark or light. Blue.
4. Man: It's the colour of a very big star which gives life to planet Earth. There is also some fruit that is this colour. For example, lemons and some melons. Yellow.
5. Man: This is a colour which you sometimes see in the sky. It's the colour of milk and polar bears. White.
6. Man: Yellow and red make this colour. It is also the name of a fruit that we use to make juice. Carrots are this colour, too! Orange.
7. 

$\begin{array}{llllll}\text { 1. Green } & \text { 2. Red } & \text { 3. Blue } & \text { 4. Yellow } & \text { 5. White } & \text { 6. Orange }\end{array}$

## cor08

- Direct Ss' attention to the Look! box and ask them to read the sentence.
- Draw Ss' attention to the relative pronouns which/that and explain that we use them to introduce relative clauses. Explain that relative clauses give necessary information about something that has already been mentioned in a sentence while avoiding repetition.
- Give Ss a few more examples of relative clauses and write them on the board. Say, This is a book. We use it in our English class. This is a book which/that we use in our English class and write the sentences on the board.
- Distinguish between the main clause (This is a book) and the relative clause (which/that we use in our English class). Point out that the two sentences became one longer sentence with the use of the relative pronoun.
- Ask Ss which word the relative
pronouns which/that replace. (They replace it in the second sentence.)
- Explain that which/that are the pronouns used for animals, things and abstract nouns.
- Refer Ss to the quiz and ask them to underline any examples of the relative pronouns which/that. (e.g. There are lots of things that are this colour.)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples using the relative pronouns which/that. This will challenge higher-performing Ss. To help lower-performing Ss, give them prompts to make their examples (e.g. That / be / bike / my / parents / buy / me) or write sentences on the board and have them complete the sentences by placing the relative pronouns in the correct place.


## QUIZ

1


Can you guess the answers to the riddles? Read and find out. Then listen and check your answers. 䮠 窓 ())


It's a colour which you can find in nature. There are lots of things that are this colour. For example, some plants, vegetables or insects.

It's the first colour that a baby can see.
Cherries, strawberries and tomatoes are this colour


It's the colour of the sea, oceans and lakes. It's the colour of the sky, too. It can sometimes be dark or light.
4. It's the colour of a very big star which gives life to planet Earth. There is also some fruit that is this colour. For example, lemons and some melons.


5 This is a colour which you sometimes see in the sky. It's the colour of milk and polar bears.
(6)

Yellow and red make this colour. It is also the name of a fruit that we use to make juice. Carrots are this colour, too!


- Have Ss from each team take turns to describe animals for as long as time permits or until the photos run out.
- The team with the most correct guesses wins.


## Before leaving

- Explain to Ss that they will have to say what they remember from the text.
- Have higher-performing Ss write what they remember on the board.
- Make sure all of the Ss participate before leaving the classroom.


## Workbook

## Activity 1 W2.2

6

1. nature
2. light
3. melon
4. life, planet
5. dark
6. Earth

| $\mathbf{d}$ | $\mathbf{g}$ | $\mathbf{p}$ | $\mathbf{x}$ | $\mathbf{y}$ | $\mathbf{c}$ | $\mathbf{g}$ | $\mathbf{i}$ | $\mathbf{j}$ | $\mathbf{m}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\mathbf{a}$ | $\mathbf{o}$ | $\mathbf{l}$ | $\mathbf{p}$ | $\mathbf{l}$ | $\mathbf{d}$ | $\mathbf{h}$ | $\mathbf{q}$ | $\mathbf{v}$ | $\mathbf{e}$ |
| $\mathbf{r}$ | $\mathbf{t}$ | $\mathbf{a}$ | $\mathbf{b}$ | $\mathbf{i}$ | $\mathbf{e}$ | $\mathbf{n}$ | $\mathbf{k}$ | $\mathbf{u}$ | $\mathbf{l}$ |
| $\mathbf{l}$ | $\mathbf{l}$ | $\mathbf{n}$ | $\mathbf{n}$ | $\mathbf{f}$ | $\mathbf{x}$ | $\mathbf{a}$ | $\mathbf{m}$ | $\mathbf{b}$ | $\mathbf{o}$ |
| $\mathbf{x}$ | $\mathbf{i}$ | $\mathbf{e}$ | $\mathbf{s}$ | $\mathbf{e}$ | $\mathbf{g}$ | $\mathbf{t}$ | $\mathbf{s}$ | $\mathbf{c}$ | $\mathbf{n}$ |
| $\mathbf{a}$ | $\mathbf{n}$ | $\mathbf{t}$ | $\mathbf{f}$ | $\mathbf{t}$ | $\mathbf{s}$ | $\mathbf{u}$ | $\mathbf{z}$ | $\mathbf{t}$ | $\mathbf{d}$ |
| $\mathbf{z}$ | $\mathbf{a}$ | $\mathbf{h}$ | $\mathbf{o}$ | $\mathbf{e}$ | $\mathbf{p}$ | $\mathbf{r}$ | $\mathbf{y}$ | $\mathbf{e}$ | $\mathbf{w}$ |
| $\mathbf{e}$ | $\mathbf{a}$ | $\mathbf{r}$ | $\mathbf{t}$ | $\mathbf{h}$ | $\mathbf{y}$ | $\mathbf{e}$ | $\mathbf{s}$ | $\mathbf{o}$ | $\mathbf{j}$ |
| $\mathbf{m}$ | $\mathbf{p}$ | $\mathbf{q}$ | $\mathbf{c}$ | $\mathbf{f}$ | $\mathbf{o}$ | $\mathbf{x}$ | $\mathbf{r}$ | $\mathbf{l}$ | $\mathbf{m}$ |
| $\mathbf{d}$ | $\mathbf{i}$ | $\mathbf{g}$ | $\mathbf{h}$ | $\mathbf{t}$ | $\mathbf{w}$ | $\mathbf{f}$ | $\mathbf{g}$ | $\mathbf{j}$ | $\mathbf{x}$ |

## Activity 2

## 1. A parrot is a bird which can talk.

2. This is a magazine that is about nature.
3. I have got a new bike that is very fast.
4. An elephant is an animal which is very big.

## Activity 3 W1.3

open answers

## Language focus

## Objectives

- to talk about people who first did something
- to give information about someone while avoiding repetition
Vocabulary
Verb: fix
Nouns: space, moon
Occupations: astronaut, painter, engineer, mechanic


## Structures

Pablo Picasso was the painter who/that painted Guernica.

## Materials

- flashcards for space, moon, astronaut, painter, engineer, mechanic


## Revision (Optional)

- Tell Ss that you are going to play a guessing game.
- Explain to Ss that you are going to give them some information and they have to guess the colour you are referring to.
- Make sure all of the Ss guess at least once.


## Lesson plan

## Warm-up

- Ask Ss if they like playing board games and why. Initiate a short discussion. Make sure all of the Ss participate.


## Activity 1 R4.1

- Mime that you are painting a picture on a canvas. Then, say, I'm a painter and encourage Ss to repeat. Write the sentence on the board, underline the word and stick the flashcard above it.
- Repeat this procedure for the rest of the occupations in the vocabulary section.
- Write a sentence on the board with the word fix and underline it. For example, write: Dad, can you fix my bike?
- Ask Ss to read the question out loud and infer the meaning of the underlined word.

- Have Ss open their books to pp. 68-69. Point out the words in the vocabulary section.
- Play the recording a few times and have Ss point to the words and repeat.
- Say the words in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.


## Activity 2 R2.1 离涪

- Draw Ss' attention to the illustrations in the presentation.
- Ask Ss to tell you what they think is happening. (The children are at home. They decide to play a board game. Amal gives an incorrect answer every time. Alya decides to give Amal the board game.)
- Direct Ss' attention to the frames of the story and ask them to find and circle the words from the vocabulary section that they see in the frames. (Frame 2: painter, engineer, painter; Frame 4: astronaut, moon, astronaut, moon.)
- Play the recording and encourage Ss to shadow read (read along with the recording) in order to find out how many names of people Amal answered correctly. (Amal didn't answer any name correctly.)
- Have Ss read the dialogue again and check comprehension.
- Ask Ss some questions to check comprehension, such as: Where are the children? (They are at Fatima's house.) How does Alya feel? (She's bored.) What do they decide to do? (They decide to play a board game.) What is the first question Fatima asks? (Who painted


3 Read again and write.

1. Leonardo da Vinci was the $\qquad$ who painted the Mona Lisa.
2. John Alcock and Arthur Brown were the first pilots who the Atlantic Ocean without stopping.
3. Neil Armstrong was the first astronaut who $\qquad$ on the moon.
4. Alya gave Amal the

0
Listen and match. (4)

(5) Match and say.

the Mona Lisa.) Does Amal know the answer? (No, she doesn't.) What is the second question? (Who the first two pilots who flew across the Atlantic Ocean without stopping were.) Who does Amal think they were? (The Wright brothers.) What is the correct answer? (John Alcock and Arthur Brown.) What is the last question? (Who the first astronaut who walked on the moon was.) Does Amal know the answer? (No, she doesn't.) What does Alya give Amal? (She gives her the board game to study the answers.)

## Background note

- Leonardo da Vinci (1452-1519) was an Italian artist, mathematician, engineer, scientist, writer and inventor. His most famous work of art is the Mona Lisa.
- John Alcock and Arthur Brown (1892-1919, 1886-1948) were two British aviators. They made the first non-stop transatlantic flight.
- Wright brothers (Wilbur Wright, 1867-1912 and Orville Wright, 1871-1948) were American inventors and aviators. They made the first sustained, controlled flight of a powered aircraft.
- Yuri Gagarin (1934-1968) was a Russian pilot and astronaut. He was the first person to ever travel into space and orbit the Earth.
- Neil Armstrong (1930-2012) was an American pilot and astronaut. He was the first person to travel to and walk on the moon.


## 

- Direct Ss' attention to the sentences and ask them to read them.
- Explain to Ss that they must read the story again and complete the sentences.
- To help lower-performing Ss, you can tell them which frame to look at to find the missing word/phrase for each sentence.
- Have Ss compare their answers in pairs, then check as a class.

1. painter
2. flew across
3. walked
4. board game

CoONB

- Direct Ss' attention to the Look! box and ask them to read the sentence.
- Draw Ss' attention to the relative pronouns who/that and explain that we use them to introduce relative clauses. Explain that relative clauses give necessary information about the person/ people that has/have already been mentioned in a previous sentence while avoiding repetition.
- Give Ss a few more examples of relative clauses and write them on the board. Say, That is the boy. He knows the answer. That is the boy who/that knows the answer and write the sentences on the board.
- Distinguish between the main clause (That is the boy) and the relative clause (who/that knows the answer). Point out that the two sentences became one longer sentence with the use of the relative pronoun.
- Ask Ss which word the relative pronouns who/that replace. (They replace He in the second sentence.)
- Refer Ss to the dialogue and ask them to underline any examples of the relative pronouns who/that. (e.g. The player who gives the most correct answers wins.)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples using the relative pronouns who/that. This will challenge
higher-performing Ss. To help lower-performing Ss, give them prompts to make their examples (e.g. That / be / girl / live / next / to / me), or give them jumbled sentences to put in the correct order. (e.g. That / teaches / is / who / me / English / teacher / the).


## Activity 4 L2.1 ث़ْ

- Direct Ss' attention to the pictures.
- Explain that they will have to listen carefully and match each person to his/her occupation.
- Play the recording and have Ss complete the activity.
- Have Ss compare their answers in pairs, then check as a class.


## Listening transcript

1. Woman: This is Noor. She loves teaching children and she is very good at it, too! All of her students listen to her all the time.
2. Man: This is Arthur. When he was young he loved playing with cars. Today he loves fixing cars. He fixes his father's car, too!
3. Man: This is Steve. He loves planes. He likes watching documentaries about them. His dream job is to fly planes.
4. Man: Tom surprised his parents when he told them he wanted to do this job. But they didn't stop him. They supported him and now he is ready to travel to space.
```
1.D 2.A 3.B 4.C
```


## Activity 5 S2.2

- Direct Ss' attention to the boy on the right and read what he is saying.
- Explain to Ss that first they have to match the occupations to the phrases and then they will have to talk to their partner as in the example.
- Allow Ss some time to do the matching. Then, divide Ss into pairs.
- Go round the classroom monitoring the procedure and making sure Ss take turns.

1. G-A pilot is someone who flies planes.
2. C-A teacher is someone who teaches students.
3. F-A farmer is someone who grows vegetables.
4. D - A painter is someone who makes paintings.
5. A - A doctor is someone who helps ill people.
6. B-A mechanic is someone who fixes cars.
7. $E$ - An author is someone who writes books.

## Optional

## I spy

- Tell Ss that you are going to play a guessing game.
- Choose a random $S$ to come to the front of the classroom.
- Ask him/her to choose an object or a person in the classroom but not to reveal what/who they have chosen. Then, tell the $S$ to say, I spy with my little eye something/someone which/who/that is... and they have to give a clue about the object/person they've chosen. For example, I spy with my little eye something that/which is blue or I spy with my little eye someone who/that is wearing orange.
- Explain to the rest of the Ss that they have to try to guess the person or the thing that their classmate has chosen by asking him/her questions. Tell Ss to use who/which/that. For example, Is it something which/that we write with? or Is it the (student) who/that has got brown hair?
- The S who guesses the object/person first goes up to the front of the classroom and gets a turn to 'spy'.
- Play for as long as time permits.


## C Before leaving

- Explain to Ss that they will have to mime one of the occupations from the vocabulary section. The rest of the Ss will have to guess the occupation.
- Make sure all of the Ss mime an occupation before they leave the classroom.


## Workbook

## Activity 1 R4.1

| 1. MECHANIC | 2. MOON | 3. ASTRONAUT |
| :--- | :--- | :--- |
| 4. SPACE | 5. PAINTER | 6. ENGINEER |

## Activity 2

1. Ferdinand Magellan was an explorer who travelled around the world.
2. Van Gogh was the painter who painted the Starry Night.
3. Jules Verne was the author who wrote 'Around the World in 80 Days'.
4. Alexander Graham Bell was the inventor who invented the telephone.

## 

## Listening transcript

Man: Today we are talking about famous people and their jobs. William Shakespeare was English. As the national poet of Great Britain, Shakespeare wrote many poems. He was an excellent author. Next we have Jacques-Yves Cousteau. Do you know Jacques Cousteau? Well, he was a famous French sea explorer. He travelled around the world and explored life under water. In 1943, he also invented the special oxygen bottles we use in scuba diving today.

```
1. English 2. author 3. French
4. under water 5. scuba diving
5. scuba diving
```



- Bring a bell to the next lesson.


## Language focus

## Objectives

－to talk about inventions that were made by mistake
－to give information about a place while avoiding repetition

Vocabulary<br>Verb：fry<br>Nouns：glue，slice<br>Occupation：inventor<br>Adjective：popular

## Structures

Spencer Silver was working at a company where he was trying to make a strong glue．

George Crum made the first crisps in a hotel restaurant where he was working．

## Materials

－flashcards for glue，fry，slice，inventor and a bell

## Revision（Optional）

－Tell Ss that you are going to play a guessing game．
－Explain to Ss that they will come to the front of the classroom，one by one，and mime one of the occupations they were presented with in the previous lesson． The rest of the Ss will have to guess which occupation they are describing．
－To make the activity more competitive，you can divide Ss into two teams． Each team wins a point for every correct guess．
－Make sure all of the Ss come up to the front of the classroom．

## Lesson plan

## Warm－up

－Ask Ss if they know of any inventors and what they invented．This will challenge higher－performing Ss．To help lower－performing Ss，you can write two columns on the board（one with inventors and one with inventions）and have them guess and match what each person invented．Encourage all of the Ss to participate and justify their answers．

## Activity 1 R4．1

－Use the flashcards for glue，fry，slice and inventor to present the new vocabulary items．Hold up each flashcard and say a sentence using one of the words each time．Encourage Ss to repeat after you．You can write each sentence on the board，underline the words and stick the flashcards above them．
－Write a sentence on the board with the word popular and underline it．For example，write：Pasta is a popular dish in Italy．
－Ask Ss to read the sentence out loud and infer the meaning of the underlined word．
－Have Ss open their books to p．70．Point out the words in the vocabulary section．
－Play the recording a few times and have Ss point to the words and repeat．
－Say the words in random order and have Ss point and repeat．
－Have Ss form a sentence with one of the vocabulary items presented in this lesson．

## Activity 2 R1．1 酤

－Direct Ss＇attention to the pictures and ask them what they can see．（Some Post－it ${ }^{\oplus}$ notes and some crisps．）
－Read the title of the text and explain what the phrase by accident means． Then，ask Ss to guess what the text is going to be about．Elicit Ss＇answers but do not correct them at this point．
－Play the recording and encourage Ss to shadow read（read along with the recording）in order to find out where they could find these kinds of texts．（They could find these kinds of texts in a（science）magazine or on the Internet．）
－Have Ss read the texts again and check comprehension．
－Ask Ss some questions to check comprehension，such as：
Did inventors always invent the things they wanted to？（No，they didn＇t．Some inventions were made by accident．）Was the glue that Spencer Silver invented strong？（No，it wasn＇t．）Who made the first crisps？（A cook named George Crum．）Why did he get angry？（Because a customer sent back his chips many times and said they weren＇t tasty．）What did Crum do？（He cut the potatoes into thin slices，fried them very well and put lots of salt on them．）

## Activity 3 R2．$\sqrt{\sqrt{A} \sqrt{1 /}}$

－Direct Ss＇attention to the sentences and ask them to read them．
－Explain to Ss that they have to read the texts again and match the sentences with the correct text．
－Have Ss compare their answers in pairs，then check as a class．

1．B 2．A

## Activity 4 R2．1 㣍葍

－Direct Ss＇attention to the questions and ask them to read them．
－Explain to Ss that they will have to read the texts again and answer the questions accordingly．
－To help lower－performing Ss answer Wh－questions，you can give them two options to choose from（e．g．1．a．Spencer Silver？or b． George Crum？）．
－Have Ss compare their answers in pairs，then check as a class．

## 1．Spencer Silver invented

 Post－it ${ }^{\circledR}$ notes．2．He wanted to make strong glue．
3．He said they could use the pieces of paper to stick notes in different places．
4．In 1853.
5．Because they weren＇t tasty．
6．He put lots of salt on them．
－If time permits，have a few Ss read the texts out loud．

## గఠయফ

- Direct Ss' attention to the Look! box and ask them to read the sentences.
- Draw Ss' attention to the relative pronoun where and explain that we use it to introduce relative clauses about a place.
- Give Ss a few more examples of relative clauses and write them on the board. Say, That is Souq Waqif. You can go there for a walk and do some shopping. That is Souq Waqif where you can go for a walk and do some shopping, and write the sentences on the board.
- Distinguish between the main clause (That is Souq Waqif) and the relative clause (where you can go for a walk and do some shopping). Point out that the two sentences became one longer sentence with the use of the relative pronoun. Ask Ss which word the relative pronoun where replaces (it replaces there in the second sentence).
- Refer Ss to the texts and ask them to underline any examples of the relative pronoun where. (e.g. In 1968, Spencer Silver was working at a company where he was trying to make very strong glue.)
- Tell Ss to refer to the Grammar

Reference section at the back of the SB.

- Encourage Ss to come up with their own examples using the relative pronoun where. This will challenge
higher-performing Ss. To help lower-performing Ss, give them prompts to make their examples (e.g. Doha City Center / be / shopping centre / can shop / eat).


## Activity 5 L2.1

- Direct Ss' attention to the photos and ask them what they depict. (A globe, an alarm clock, a DVD and an ice cream maker.)
- Explain that they are going to listen to some advertisements about three products and number them (1-3) in the order they are mentioned. Point out that there is one extra picture that they will not need to number.
- Play the recording and have Ss do the activity.
- Play the recording again and have Ss check their answers.
- Have Ss compare their answers in pairs, then check as a class.


## Listening transcript

1. Man 1: It's a hot summer day and you want some ice cream. You haven't got any at home and you aren't near a supermarket. What do you do? Well, now you can use the new Play and Freeze Ice Cream Maker® and make your own ice cream. It's easy and fun! Put the ice cream maker in the freezer for an hour. Then, take it out

and put a little sugar, some milk and cocoa in it. Then roll it around and put it in the freezer again. It is ready in a few minutes! Use fresh fruit, nuts and other things and invent your own ice cream flavours. Coffee and chocolate ice cream is my favourite! The Play and Freeze Ice Cream Maker® is great! Get one today!
2. Woman: We have all got alarm clocks, but have you got an alarm clock you can talk to? This new invention listens to what you say and talks back to you. It understands English and answers questions like 'What day is it today?' or 'What's the time?' In the morning, it wakes you up with the sound of birds or the sea. This new invention is great. Children love it!
3. Man 2: Have you got a geography test and need some help? Well, now we have got something to help you study. The new geography globe has got a computer inside it. There are parts you can touch on the globe. When you touch one, the computer gives you information about that part. You get information about the people, clothes, food, animals and languages of many countries. It's great!

## $\begin{array}{llll}\text { A. } 3 & \text { B. } 2 & \text { C. - } & \text { D. } 1\end{array}$

## Activity 6 S3.1 \% S2.2 © S2.5

- Direct Ss' attention to the names and the information and ask them to read them.
- Draw Ss' attention to the children and ask them to read the exchange.
- Explain that they have to match the names to the information about the people and places and then ask and answer with their partner.
- Draw Ss' attention to the tip and explain it.

Spencer Silver was working at a company where he was trying to make a strong glue．
George Crum made the first crisps in a hotel restaurant where he was working．
Read again and answer the questions．娮浯
1．Who invented Post－it ${ }^{\circledR}$ notes？

2．What did Spencer Silver want to make？

3．What was Arthur Fry＇s idea？

4．When did George Crum invent crisps？
5．Why did the man send back his chips？

6．What did George Crum put on the man＇s crisps？

5 Listen to the descriptions and write （1－3）．There is one extra picture．究 4 ）

－Allow Ss some time to do the matching．
－Have Ss compare their answers in pairs，then check as a class．
－Divide Ss into pairs and have them do the activity．
－Have a few pairs of Ss act out the exchange in front of the class．

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


## Optional

## Game show

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

## c Before leaving

－Explain to Ss that each $S$ will have to give a piece of information about the texts they were presented with in the lesson．
－Make sure all of the Ss participate before they leave the classroom．Have
higher－performing Ss write their sentences on the board．To help lower－performing Ss，give them prompts（e．g．Spencer Silver／ scientist／invent／Post－it ${ }^{\circledR}$ notes）．

## Workbook

## Activity 1

## 1．slices

2．glue
3．inventor，popular
4．fry

## Activity 2

\section*{| 1．$A$ | 2．$B$ | 3．B | 4．$A$ |
| :--- | :--- | :--- | :--- |}

## Activity 3 L3．1 ${ }^{\circ}$ 」 L2．1

## Listening transcript

Woman：Everyone eats chocolate chip cookies，but did you know that someone invented them by accident？One day in 1930，Ruth Wakefield wanted to make some chocolate cookies for the tourists at the Toll House Inn，a small hotel she and her husband had．She didn＇t have the chocolate that she usually used，so she used some semi－sweet chocolate instead．She thought that it could melt like any other chocolate，but it didn＇t！ The cookies came out of the oven with small pieces of chocolate．She gave them to the tourists and they loved them！Soon，her cookies became very popular．The company which made the chocolate，made a deal with her．They gave her chocolate for all her life and she gave the company her chocolate chip recipe．The company put the recipe on the back of their semi－sweet chocolate．Ruth Wakefield＇s famous cookies or Toll House Inn Chocolate Chip Cookies，as the company called them，became the most famous cookies in the United States．

| A． 4 | B． 3 | C． 2 | D． 1 | E． 5 |
| :--- | :--- | :--- | :--- | :--- |

## Language focus

## Objectives

- to talk about something/ someone while avoiding repetition


## Vocabulary

Nouns: information, result
Occupations: dentist, journalist

## Materials

- flashcards for dentist, journalist


## Revision (Optional)

- Tell Ss that you are going to play a guessing game.
- Explain that you will say a sentence describing one of the Ss without revealing his/her name, e.g. He/She's the boy/girl who... The rest of the Ss have to guess who you are describing.
- Make sure all Ss have the chance to guess.



## Lesson plan

## Warm-up

- Initiate a short discussion. Ask Ss what are the professions of the people depicted in their books, and whether they would like to do either of these professions. Encourage all of the Ss to participate in the discussion.


## Activity 1 R4.1

- Stand at the front of the class, pretend that your tooth hurts and say, $M y$ tooth hurts. I should go to the dentist. Write the sentences on the board, underline the word dentist and stick the flashcard above it. Follow the same procedure for journalist.
- Write sentences on the board with the words information and result and underline them. For example, write: I'm looking for some information about Rome. Can you help me? Let's take a look at the results in the graph.
- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- Have Ss open their books to p. 72. Point out the words in the vocabulary section.
- Play the recording a few times and have Ss point to the words and repeat.
- Say the words in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.


## Activity 2 S2.2

- Direct Ss' attention to the pictures and the information in each group.
- Then draw Ss' attention to the photo of the children and have them read the exchange.
- Explain that you will divide the class into two groups (Group A and Group B) and that each group will have to match the pictures with the information and then play a guessing game with the other group.
- Divide the class into two groups, assign them a card and allow them time to match the pictures with the corresponding information. Then, have a S from each group give the other group a clue while a $S$ from the other group tries to guess.
- The group which has the most correct guesses wins.
- Have a few pairs of Ss act out the exchange in front of the class.

Group A $\quad$ Group B | A. 2 | A. 3 |
| :--- | :--- |
| B. 3 | B. 5 |
| C. 4 | C. 4 |
| D. 1 | D. 2 |
| E. 5 | E. 1 |

## Optional

## True or False

- Ask Ss to close their books.
- Explain to Ss that you are going to say a few sentences and that they will have to respond with gestures.
- Ss put their hands on their heads when they hear true sentences and fold their arms in front of them when they hear false statements.
- You may want to play an alternative version of this game and have Ss respond verbally to the true and false sentences. For example, say, A dentist is a person who cooks food and Ss respond, No, he/she isn't.
- Play this game until you run out of sentences.


## Before leaving

- Explain to Ss that each of them has to form a sentence using which/that to describe an item. The next $S$ will say which item his/her classmate described and then form a sentence with another item.
- Have higher-performing Ss write their sentences on the board.
- Make sure all of the Ss form a sentence before leaving the classroom.


## Workbook

## Activity 1

1. information
2. journalist
3. dentist
4. results

## Activity 2 W1.3

A. 4 An omelette is something which you make with eggs.
B. 3 An author is someone who writes books.
C. 1 Furniture is something which you make with wood.
D. 2 A farmer is someone who works on a farm.

## Activity 3

## $\begin{array}{llll}\text { 1. } \mathrm{A} & \text { 2. } \mathrm{C} & \text { 3. } \mathrm{B} & \text { 4. } \mathrm{A}\end{array}$

Activity 4 R4.1
$\begin{array}{llll}\text { A. } 4 & \text { B. } 2 & \text { C. } 1 & \text { D. } 3\end{array}$

## Language focus

## Objectives

- to read suggestions for books
- to write a suggestion for a book
- to revise and consolidate structures and vocabulary presented in previous lessons
- to learn how to use the conjunctions or and but in a sentence


## Revision (Optional)

- Divide Ss into pairs and have them play the guessing game in Activity 2 from the previous lesson.


## Lesson plan

## Warm-up

- Ask Ss to describe their favourite book.
- Initiate a short discussion. Encourage all of the Ss to participate and justify their answers.


## Activity 1 R1.1 $\stackrel{\sqrt{A} \mid(1)}{\text { B }}$

- Direct Ss' attention to the web page and ask them what it is about. (Two book suggestions.)
- Explain to Ss that they are going to read a web page which includes descriptions about suggested books and talk about how they can write such a description of their own.
- Play the recording and encourage Ss to shadow read (read along with the recording) in order to find out where they can find a text like this. (They can find a text like this on a web page.)
- Have Ss read the web page again and check comprehension.
- Ask Ss some questions to check comprehension, such as: Who was Leonardo da Vinci? (He was a painter, an engineer, and an inventor.) Who invented the electric light bulb? (Thomas Edison.)
- If time permits, choose a few Ss to read the descriptions out loud.


## Writing tip <br> W2. 1 W3.2 駤药

- Direct Ss' attention to the Writing tip box and read it out loud. Ask them to follow along in their books as you read.
- Read the Writing tip again and write some sentences on the board, for example, write:
He can play badminton, but he can also play golf.
We can watch a DVD or play a board game.
Point out to Ss that, we always use the conjunction but when we want to introduce an additional idea or when we want to say something different from what we have already said and the conjunction or when we want to introduce another possibility. Write more sentences on the board and ask Ss to tell you where to use the conjunctions but and or.
- Have Ss read the web page again to find and circle all of the conjunctions or and but used in the texts.
- Invite Ss to the board and ask them to write their own examples, following the instructions in the Writing tip.
- Direct Ss' attention to the final bullet point in the Writing tip box and read it aloud. Explain to Ss that they should always know what they are going to write about before they begin writing and that once they finish, they must re-read their work and make corrections and changes. It is also a good idea to promote peer teaching by having Ss exchange their first drafts with a partner, and having them suggest changes.



## Writing tip

- Use but to introduce an idea that adds something to or is different from what you have said before. e.g. He painted the Mona Lisa, but he also invented many things.
- Use or to introduce another possibility. e.g. Was he an artist, an engineer or an inventor?
- Before you begin writing, make notes of the information you want to include. Write your first draft. Then revise your writing (structures and vocabulary). After that edit it (punctuation) and exchange it with a partner to make new suggestions. Finally, write your final draft. Remember: Use a variety of grammatical structures and adjectives/ vocabulary, and make sure you have used the tenses correctly.


## Optional

## Silly stories

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


## c Before leaving

- Explain to Ss that they will have to form a sentence using the conjunction but or or.
- Make sure all of the Ss form a sentence before they leave the classroom.
- Have Ss write down their sentences. This will challenge higher-performing Ss. To help lower-performing Ss, give them prompts to make their sentences (e.g. Let's / go / to / shopping centre / park) (I / like / riding / bike / park / I / not like / ride / bike / school).


## Workbook

## Activity 1 W2. 1

```
1.but 2. or
3. or 4. but
```


## Activity 2 W1.2 ${ }^{\circ}$.

## open answers

## Activity 3 W1.3

## open answers

## 致 Note

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


## Language focus

## Objectives

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


## Vocabulary

Verb: scream
Nouns: fence, greenhouse
Adjective: strange

## Sf Materials

- flashcards for fence and greenhouse
- the photocopies of the story that you have prepared (see Note in the previous lesson)


## Revision (Optional)

- Tell Ss that you are going to play a guessing game.
- Hand out the stories Ss wrote during the previous lesson to different groups of Ss.
- Explain to Ss that they will have to describe the story without revealing its title. The Ss in the other group(s) will have to guess which story the other group is describing.
- Make sure all of the groups take turns describing and guessing.


## Lesson plan

## Warm-up

- Initiate a short discussion. Ask Ss if they know their neighbours and if they have ever asked a neighbour for help with something. Encourage all of the Ss to participate in the discussion and justify their answers.


## Activity 1 R4.1

- Use the flashcards for fence and greenhouse to present the new vocabulary items. Hold up each flashcard and say a sentence with each word. You can write each sentence on the board, underline the words and stick the flashcards above them.
- Write sentences on the board for the words scream and strange and underline them. For

example, write: My sister screamed loudly when she saw the spider on the wall. Can you hear that strange noise? What is it?
- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- Have Ss open their books to p. 74. Point out the words in the vocabulary section.
- Play the recording a few times and have Ss point to the words and repeat.
- Say the words in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.


## 

## Before reading

- Direct Ss' attention to the illustrations and the title of the story and ask them to guess what the story is about.
- Elicit answers, but do not correct Ss at this stage.
- Ask Ss whether the text is factual or fictional and explain the difference between these types of texts. (It's fictional.)
- Ask Ss to go through the story and find the names of the characters (Arthur, Jack and Mr Dean).
- Point to each illustration and invite Ss to guess what is happening and how the story is going to end.
- Elicit answers, but do not correct Ss at this stage.
‘What's wrong, boys?’ said Mr Dean. 'Sorry,' said Jack, 'Our ball went over the fence.' 'No problem,' said Mr Dean. 'Let me show you something amazing,' he said, and opened the door of the greenhouse. It was very hot in there and it was full of strange plants. 'They are from all over the world,' said Mr Dean. 'This one is a pitcher plant.' 'They are the plants that eat insects, right?' said Arthur. 'Yes, that's right,'

'That's the plant that scared me!' said Arthur. 'That's my newest plant,' said Mr Dean. 'It's from the Amazon rainforest and it eats everything!' Arthur and Jack were scared, but Mr Dean was only joking. They all laughed. Arthur and Jack had a wonderful time with Mr Dean and his plants!

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

1. The boys were playing basketball at Arthur's house.
2. Arthur looked through the greenhouse door.
3. It was very cold in the greenhouse.
4. Pitcher plants eat insects.
5. Mr Dean's new plant was from the Amazon rainforest.
6. The boys didn't have a good time with Mr Dean.

Can you think of a different ending? Discuss with a partner.


Why did Mr Dean have a DO NOT ENTER sign on the door of his greenhouse? What do you know about the pitcher plant? Do you know of any other strange plants? Did the boys like Mr Dean's greenhouse? Do you think they will go there again?

## While reading

- Direct Ss' attention to the frames of the story and ask them to find and circle the words from the vocabulary section that appear in the story. (Frame 1: fence; Frame 2: greenhouse, greenhouse, screamed; Frame 3: fence, greenhouse, strange.)
- Play the recording and encourage Ss to shadow read (read along with the recording) in order to find out what the children saw in Mr Dean's greenhouse. (They saw many strange plants from all over the world.)
- Have Ss read the text again and check comprehension.
- Talk about what happens in each frame. Frame 1: Arthur and Jack are in Jack's back garden and they are playing basketball when the ball goes over the fence. Jack suggests they ask his neighbour for the ball. Frame 2: The boys are in Mr Dean's garden and they see a large greenhouse. There is a sign on the door which says 'DO NOT ENTER'. Arthur is looking through the greenhouse window when he sees a scary shape that frightens him and he screams. Frame 3: Mr Dean has appeared and they are all in the greenhouse. He is showing them various strange plants. They are looking at a pitcher plant which eats insects. Frame 4: Arthur spots the plant which had frightened him earlier. Mr Dean makes a joke by telling the boys that it eats everything. They all begin to laugh when they realise he is only pulling their leg.
- Ask Ss some questions to check comprehension, such as:

Frame 1: What happened to the ball? (It went over the fence and into the neighbour's garden.)
Frame 2: Where are the boys now? (They're in Mr Dean's garden.)

What has Mr Dean got in his garden? (He's got a greenhouse.) What makes Arthur scream? (A dark, scary shape.)
Frame 3: What does Mr Dean show the boys? (His strange plants from all over the world.) What does one of the plants do? (It eats insects.)
Frame 4: Where is the plant that scared Arthur from? (It's from the Amazon rainforest.) What does Mr Dean tell them about this plant? (That it eats everything.) Was Mr Dean serious? (No, he wasn't. He was joking.)

## Activity 3 R2. 1 罯

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

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

- If time permits, have a few Ss take turns reading the story out loud.


## Activity 4 S5.1 ث़्रें

- Divide Ss into pairs. Tell them to think of a different ending to the story and discuss it with their partners.
- Have a few pairs of Ss present their different endings to the class.


## open answers

## Post-reading

## Let's chat L2.4 © 51.2 운

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


## Suggested answers

Mr Dean had a sign on his greenhouse door because he didn't want anyone to enter his greenhouse without permission because he had special plants in his greenhouse. The pitcher plant is a tropical plant that eats insects. / I don't know anything about the pitcher plant. The Rafflesia is a strange plant. It is the largest 'flower' in the world. / I don't know of any other strange plants. The boys liked the greenhouse because it was full of plants that they had never seen before. I think they will visit Mr Dean again soon.

## READING TIME

## Optional

## Story line

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


## Before leaving

- Have Ss choose a character from the story on pp. 74-75 and act out the story in front of the class.


## Workbook

## Activity 1

1. greenhouse
2. strange
3. screamed
4. fence

## Activity 2 R2.1 $\left|\frac{A}{C \mid}\right|$


$\begin{array}{lll}\text { A. } 2 & \text { B. } 3 & \text { C. } 7\end{array}$
D. 5
E. 1 F. 6
G. 4

## Activity 3 W1.3

Arthur and Jack were playing basketball. Suddenly, the ball went over the fence. The boys knocked on Mr Dean's door. Arthur looked through the greenhouse window. Mr Dean showed the boys the strange plants in his greenhouse. The boys were scared of the plant that eats everything. The boys had a wonderful time.


## PHONICS

## Language focus

## Objectives

- to practise the pronunciation /o:// /a:/ and /a/ of the digraphs or, ar and er
- to say a phonics chant/poem


## Vocabulary

horse, orca, jar, far, brother, jumper

## Phonics

the sounds /o:/,/a:/ and /a/ in the digraphs or, ar and er

## Sf Materials

- flashcards for horse, orca, jar, far, brother, jumper
- phonics cards for orca, jar, jumper (TB pages 255-256 - one set per S)


## Revision (Optional)

- Ask Ss to tell you what they remember from the story in the previous lesson. Encourage all of the Ss to participate.
> - Have higher-performing Ss write what they remember. To help lower-performing Ss, give them prompts to help them write what they remember (e.g. Arthur / Jack / play / basketball / Jack's / garden) or write sentences about the events in the story and have them number the sentences according to their order of occurrence.


## Lesson plan

## Warm-up

- Write or, ar and er on the board. Under each digraph, stick the flashcards with the words that contain each of them.
- Point to or and say $/ \mathrm{s}: /$ a couple of times, encouraging Ss to repeat after you. Then point to the flashcard (horse) and say it out loud, having Ss repeat after you.
- Repeat the same procedure with the digraphs ar and er.


## Activity 1 R4.1

- 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

/a:/, /a:// jar, far
/a:/, /a:/ horse, orca
$/ \partial /, / \partial /$, brother, jumper

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


## Activity 2 L2.1

- Direct Ss' attention to the picture and ask Ss what they can see. (A man and two boys in a car, on a farm. There are animals on the farm.)
- Ask Ss, What animals are there on the farm? (A horse, a cat, a camel, a duck and a goat.) Where are the boys and the father? (They're in a car.) What colour is the car? (It's red.) What colour are the boys' jumpers? (They're yellow and blue.)
- Explain to Ss that they are going to listen to a chant/poem and that they will have to underline the words containing the digraph or $/ 0: /$ with red, the digraph ar/a:/ with blue and the digraph er/a/ with yellow.
- Play the chant/poem Our farm and have Ss follow along in their books.
- Play the chant/poem again, pausing after each line for Ss to underline or, ar and er sounds with the correct colour.
- Then play the chant/poem once more and encourage Ss to say the chant/ poem along with the recording.
underlined with red: forty, horses, twenty-four underlined with blue: farm, car, farm underlined with yellow: brother, jumper, Peter


## TPR Activity

- Hand out the phonics cards for orca, jar and jumper to Ss and have them cut them out.
- Explain to Ss that they have to say the chant/poem and raise the orca phonics card when they hear a word containing $/ 5: /$, the jar phonics card when they hear a word containing /a:/ and the jumper phonics card when they hear a word containing / $/$ /.
- You can divide Ss into three teams. One team raises the phonics card with jar, the other with orca and the third with jumper while they say the chant/poem.

What's that sound?

- Divide Ss into two teams.
- Invite a S from each team to come up to the board. Give each $S$ a marker.
- Call out one of the sounds, e.g. /s:/ and have Ss write a word with that sound on the board, e.g. horse.
- 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 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 have the sounds /a:/, /o:/, /ə/ in them 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 W2.2 $\left.\left|\frac{A}{A}\right| \frac{1}{\mid} \right\rvert\,$

Far away on a little farm a boy named Coman looks at the stars. Every morning he goes to the park and plays his favourite sport, football, with his friend, Borak.

## Activity 2

1. /a:/
2. / $: /$
3. $\not \supset /$
4. /o:/ 5. /a:/
5. /a:/

## Activity 3 R4. 1

Listening transcript

1. far, car, orca
2. C
3. farm, morning, horse
4. A
5. jar, jumper, star
6. B

## Language focus

## Objectives

- to provide Ss with cross-curricular information on Home Economics
- to talk about graphs

Vocabulary
Noun: amount

## Revision (Optional)

- Play the phonics chant/poem from the previous lesson and have Ss do the TPR activity on TB p. 145.
- Play the recording and encourage Ss to shadow read (read along with the recording) in order to check their answers and find out where the most pasta is eaten. (In Italy. They eat 26 kg of pasta per year per person.)
- Have Ss read the text again and check comprehension.
- Ask Ss some questions to check comprehension, such as:

Do all people like the same kinds of food? (No, they don't.) Why do people in some countries eat a lot of rice? (Because it grows there.) Why do people in some countries eat a lot of fish? (Because they live near the sea.) What do people in Japan eat little of? (They eat little meat.) Where do people eat the most ice cream? (In the USA.) Where do people eat the most fish? (In China.) Where do people drink the most tea? (In Great Britain.) What is the most popular tea they drink in Qatar? (Karak tea is the most popular tea.) What fruit do the people in Qatar grow the most of? (They grow dates.)
*Note
Japan: 1.7 kg
Brazil: 6.2 kg
USA: 8.8 kg
Italy: 26 kg

## Activity 3 R2.1 㽬

- Direct Ss' attention to the pictures and ask them what they depict.
- Explain to Ss that they are going to read the text again and match the countries to the correct food/drink.
- Have Ss compare their answers in pairs, then check as a class.
$\rho$ $\begin{array}{llllll}\text { 1. C } & \text { 2.F } & \text { 3.E } & \text { 4.B } & \text { 5.A } & \text { 6. D }\end{array}$
- Have a few Ss read the text aloud for the rest of the class. point out that not everybody likes the same food.
- Initiate a short discussion. Ask Ss to tell you if they have ever tried food from another country and if they liked it. Make sure all of the Ss participate and justify their answers.


## Activity 1

- Write a sentence on the board with the word amount and underline it. For example, write: Chocolate is tasty but eating a large amount of it is unhealthy.
- Ask Ss to read the sentence out loud and infer the meaning of the underlined word.
- Have Ss open their books to p. 77. Point out the word in the vocabulary section.
- Play the recording a few times and have Ss point to the word and repeat.
- Have Ss form a sentence with the vocabulary item presented in this lesson.


## 

- Direct Ss' attention to the text in the activity and ask them to read the title.
- Ask Ss what they think the text is about. (Food that people around the world eat.)
- Direct Ss' attention to the question in the rubric and encourage them to guess where the most pasta is eaten. Elicit Ss' answers and write them on the board.


## Optional

## True or False

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


## Before leaving

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



## Workbook

## Activity 1 L2.1

## Listening transcript

Oliver: Hello, Ian! What are you looking at?
Ian: Hi, Oliver! I'm looking at some graphs about food.
Oliver: That's interesting, let me see... Well, is this graph about vegetables?
Ian: Yes, it is. I think that the French eat more vegetables than the English and look, the graph shows that I'm right.
Oliver: Yeah. The next graph is about Asia. People there eat lots of rice!
Ian: Yes, they do! But what about the rest of the world?
Oliver: Well, I think that people in Europe are next.
Ian: No, they aren't. People in South America, in countries like Brazil, eat lots of rice. It's here, look.
Oliver: And what is the last graph about?
Ian: It's about how much sugar people round the world eat.
Oliver: Well, I know that from PE class. Mr Smith told us about healthy and unhealthy eating yesterday. People in the USA eat the most sugar.
Ian: Yes, he told us about that, too. We mustn't eat many sweets and we mustn't drink a lot of fizzy drinks. There's a lot of sugar in them.
Oliver: That's right.

1. French, English
2. Europe
3. sugar

## Activity 2 S2.2 (6. R4.1

The Chinese eat the most rice. People in India eat more rice than people in Bangladesh. People in Bangladesh eat more rice than people in Indonesia. The Vietnamese eat the least rice of all.
*Note
Vietnam: 18 kg Indonesia: 45 kg
Bangladesh: 50 kg
India: 123.5 kg
China: 156 kg

## Activity 3 S2.2

open answers

## Did you know?

- Fish and chips is a popular street food in England. It is fried fish and chips. People can buy this food from street vendors or in fast food restaurants.
- You can ask Ss to search the Internet for more information about fish and chips.


## Project work W1.3

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

- Explain to Ss that they will listen to the recording and that they have to tick the appropriate answer (A, B or C).
- Play the recording and have Ss do the activity.
- Play the recording again and have Ss check their answers.
- Have Ss compare their answers in pairs, then check as a class.


## Listening transcript

1. Woman: What are you looking for, Jake?

Boy: Well, I want to find some information about a famous inventor for my project at school.
Woman: Are you using the Internet?
Boy: Yes, I am! I've also got this book, but I'm using the Internet because it's easier and faster.
Woman: Good idea!
2. Kate: Tina, do you want to come to my house and watch a DVD?

Tina: Hmm... which DVD, Kate?
Kate: I want to watch a documentary about space life.
Tina: Does it show astronauts and how they travel to space?
Kate: Yes. It also talks about Neil Armstrong, the first astronaut to walk on the moon and his experiences.

Tina: Sounds interesting.
Kate: Cool! After we finish our homework you can come round.
3. Man: OK, children. Today I've got a quiz for you. You must guess the answer. It's the third planet from the sun. The sun gives life to it and that's why it's green. There's also water on this planet and people and animals can live on it. Which planet is it?

## 1. B 2.C 3.A

## Activity 2 S2.2

- Direct Ss' attention to the children and ask them to read the exchange.
- Explain to Ss that they are going to play a guessing game. Point out that they have to use the prompts and the relative pronouns who/which/that/where to make sentences. Then, their partner will have to guess who, what or the place they are describing.
- Invite a S to come to the front of the classroom to demonstrate the activity. Say, It's something which/that you use to cut bread and encourage the S to answer accordingly (It's a knife).
- Have a few pairs of Ss come to the front of the classroom to act out the exchange.

It's someone who/that paints portraits.
It's something which/that you use to cut bread.
It's something which/that you use to make chocolate.
It's something you have for breakfast.
It's someone who/that fixes cars.
It's a place where a teacher works.
It's a place where an astronaut explores.

It's a painter.
It's a knife.
It's a cocoa bean.
It's cereal.
It's a mechanic.
It's a school.
It's space.

## Optional

## The Shark game

- Draw a big fish with its mouth open at the foot of a staircase. The steps of the staircase correspond to the number of letters in a particular word.
- Choose a S to come to the board, think of a word/phrase from those presented in the vocabulary sections of this Module and draw the corresponding number of steps, e.g. eight steps for the word mechanic.
- 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 word/phrase.


## C Before leaving

- Ask Ss to form a sentence using the structures presented in this Module (Relative Pronouns: which/that/who/where).
- Make sure all of the Ss form a sentence before they leave the classroom.


## Workbook

## Activity 1

1. invention 2. fix 3. fence

## Activity 2

1. mechanic, who 2. that, fry
2. that, invented

## Activity 3 W1.3 $\%$

1. $F$ - A doctor is someone who/that helps ill people.
2. A - A greenhouse is a place where we can grow plants in the winter.
3. C-A graph is something which/that shows results.
4. D-A dentist is someone who/that fixes your teeth.
5. B-A mobile phone is something which/that you use to talk to people.
6. E - A journalist is someone who/that interviews people.

## 

1. Monkeys and fish
2. Cats, rabbits and mice
3. Birds
4. Geckos and frogs

## Activity 5 W1.3 $\%$ W1.6

open answers

## Now I can

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


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

## Song

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- describe people and objects using suitable statements (S2.2)
- follow and identify independently the main idea of a wide range of short, simple texts (LT.1) WB


## Top Stars

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- predict independently the gist of a short, simple text by using visual support and background knowledge of the listening topic (L3.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- communicate or find out more detailed personal information (S1.1)
- spell a range of familiar high frequency words accurately in guided writing (W2.2) WB


## Let's talk

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- describe people and objects using suitable statements (S2.2)


## Our world

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to the main ideas in simple texts of one or two paragraphs (R1.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- describe people and objects using suitable statements (S2.2)
- communicate more detailed personal information using longer, simple statements and questions (W1.1) WB


## Project

- follow and respond independently to a wide range of simple short questions (L2.4)
- find out about and describe events and experiences at a known time in the past (W1.6)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1) WB
- communicate more detailed personal information using longer, simple statements and questions (W1.1) WB


## Reading time

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- follow and respond independently to a wide range of simple short questions (L2.4)
- understand and respond to main ideas in simple texts of one or two paragraphs (R1.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- describe independently people and familiar objects using suitable statements (W1.3) WB


## Top time 4

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- ask about and express basic opinions (S1.2)
- understand and respond to the main ideas in simple texts of one or two paragraphs (R1.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1) WB
- describe independently people and familiar objects using suitable statements (W1.3) WB


## Phonics

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- spell a range of familiar high frequency words accurately in guided writing (W2.2) WB


## Round-up

- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- communicate or find out more detailed personal information (S1.1)
- spell a range of familiar high frequency words accurately in guided writing (W2.2) WB


## Cursive writing

write smoothly and legibly in cursive writing in most written work (W3.1) WB

- understand and respond to detail in simple texts of one or two paragraphs (R2.1) WB


## Language focus

## Objectives

- to talk about an amusement park
- to talk about future plans


## Vocabulary

Nouns: big wheel, roller coaster, karting, bouncy castle, ride

## Structures

I'm going to visit my cousins.
I'm not going to go to the amusement park tomorrow.

## Materials

- flashcards for big wheel, roller coaster, karting, bouncy castle


## Lesson plan

## Warm-up

- Initiate a short discussion. Ask Ss if they know any amusement parks or if they have ever been to one. If they have, ask Ss to elaborate on their answers and describe what they did there. Encourage all of the Ss to participate in the discussion.


## Activity 1 R4.1

- Write the phrase AMUSEMENT PARK with capital letters on the board and stick the flashcards for big wheel, roller coaster, karting and bouncy castle around it. Point to each flashcard, say each word/phrase and encourage Ss to repeat after you.
- Write a sentence on the board with the word ride and underline it. For example, write: Every time I go to the amusement park I go on the big wheel. It is my favourite ride!
- Ask Ss to read the sentence out loud and infer the meaning of the underlined word.
- Have Ss open their books to p. 79. Point out the words/phrases in the vocabulary section.
- Play the recording a few times and have Ss point to the corresponding words/phrases and repeat.
- Say the words/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 R4.1 O L2.1 $\sqrt{\sqrt{A} \sqrt{B}}$

- Direct Ss' attention to the pictures around the song/poem and ask Ss what they can see. (Amusement park rides and games, two boys eating and two food stalls.)

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

- Explain to Ss that they are going to listen to the song/poem and tick (4) the activities that are being described.
- Play the recording and have Ss tick the appropriate pictures.
- Play the recording a second time and encourage Ss to say the song/poem along with the recording.
$\rho$
The pictures A, B, E, F and H should be ticked.
LoO28
- Say, Tomorrow/Today, I'm going to go swimming and/or I'm going to go camping and sleep in a tent.
- Write the sentences on the board and ask Ss when they think we use the Future be going to. Elicit that we use this tense to talk about future plans. Explain that tomorrow is a time expression that we use to refer to the future.
- Direct Ss' attention to the Look! box and ask them to read the sentences.
- Refer Ss to the song and ask them to underline any examples of Future be going to. (e.g. It's going to be a fun day.)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples using Future be going to.
- Ask Ss to provide extra examples using Future be going to. This will challenge higher-performing Ss. To help lower-performing Ss, give them prompts to make their examples (e.g. She / be going to / go / amusement park tomorrow).


## Activity 3 S2.2

- Direct Ss' attention to the activities in the box and ask them to read them. Tell them to imagine that they are going to go to an amusement park and to mark the activities they are planning to do there with a 4 and the activities they aren't planning to do with an 7.
- Then, direct Ss' attention to the boy and have them read the speech bubble. Explain that, in pairs, they are going to present their plans to each other.
- Divide Ss into pairs and have them do the activity.
- If necessary, ask a $S$ to come to the front of the classroom to demonstrate the activity. Say, I'm going to eat ice cream, but l'm not going to ride the big wheel and encourage the $S$ to present his/her plans.
- Have a few pairs of Ss act out the exchange at the front of the classroom.


## Planning the Putture

sona
(1) 0 - ()

big wheel

roller coaster

karting to do. Then say. م ( )

## At the Amusement Park

We're at the amusement park today It's going to be a fun day! We are going to go karting We are going to try the roller coaster We're going to ride the big wheel And then it's time for a meal
We're at the amusement park today It's going to be a fun day! We aren't going to eat salad And we aren't going to have peas We are going to have sandwiches And lots of ice cream We are going to go on all the rides And have an amazing time!
(3) Imagine you are going to go to an amusement park next weekend. Look at the activities and put a 4 or an 8 . Then say with your partner.

1. ride the roller coaster
2. drink lemonade
3. go karting
4. eat ice cream

5. go on the bouncy castle
6. ride the big wheel
7. go on the water ride


I'm going to ride the big wheel, but I'm not going to ride the roller coaster.


## Optional

## Continue the story

- Have Ss sit in a circle.
- Explain to Ss that you will begin a story with the sentence Next week, I am going to... and each of them will add their own ideas to the story.
- Say, Next week I... and encourage the S sitting to your right to continue with his/her idea. Encourage Ss to use the vocabulary presented in the lesson.
- Continue for as long as time permits.


## Before leaving

- Explain to Ss that they will have to form a sentence using Future be going to.
- Make sure all of the Ss participate before they leave the classroom.
- Have Ss write down their sentences. This will challenge higher-performing Ss. To help lower-performing Ss, give them prompts to make their sentences (e.g. I / be going to / go / shopping centre / evening).


## Workbook

## Activity 1 R4.1 ?

1. amusement park
2. roller coaster
3. big wheel
4. rides
5. karting
6. bouncy castle

## Activity 2

1. am going to make
2. isn't going to ride
3. are going to go
4. are going to eat
5. aren't going to ride

## Activity 3 L1.1

Listening transcript
Alex: Wow! Look at the big wheel!
Jane: Yeah! Let's ride it first!
Alex: No, thanks. I'm not going to ride the big wheel.
Jane: Why not?
Alex: It's really slow... I want something fast! Let's go karting!
Jane: Karts are fast, Alex, but they aren't faster than a roller coaster! Let's ride the Wild Snake! It's the fastest roller coaster in the park!
Alex: OK, let's go! And then we can go to the bouncy castle!
Jane: You can go. I don't like jumping up and down. It's boring.
Alex: OK. But wait for me in front of the bouncy castle and then we can get some ice cream.
Jane: Mmm... Ice cream! Sounds great! I can't wait!

Alex and Jane are at the amusement park.

1. isn't going
2. aren't going
3. are going
4. is going
5. are going

## Language focus

## Objectives

- to talk about future plans
- to talk about festivals

Vocabulary
Verb: sell
Nouns: fair, fundraiser, money, festival, event
Structures
What are you going to do tomorrow?
I'm going to go to a book fair.
Are you going to buy a book?
Yes, I am.
What is Majed going to do tomorrow?
He's going to study at the library. Is Sheikha going to go to the food festival? Yes, she is.

## St Materials

- flashcards for fair, fundraiser, money
- flashcards from the previous lesson for big wheel, roller coaster, karting, bouncy castle


## Revision (Optional)

- Stick the flashcards for big wheel, roller coaster, karting and bouncy castle on the board and tell Ss to memorise them. Then, instruct Ss to close their eyes while you hide one of the flashcards. When they open their eyes they have to tell you which flashcard is missing.


## Lesson plan

## Warm-up

- Initiate a short discussion. Ask Ss if they have ever participated in a fundraiser and if so, what it was for. Encourage all of the Ss to participate in the discussion.


## Activity 1 R4.1 P

- Use the flashcards for fair, fundraiser and money to present the new vocabulary items. Hold up each flashcard and say a sentence with the corresponding word each time. For example, say, Every year, my school has a food fair. There was a fundraiser to collect money for endangered

species last weekend. Write each sentence on the board, underline the words and stick the flashcards above them.
- Write sentences with the words festival, event and sell on the board and underline them. For example, write:
I made pasta with vegetables for the food festival.
Our school organises many interesting events like book fairs.
I want to sell my old bike and buy a new one.
- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- Have Ss open their books to p. 80. Point out the words in the vocabulary section.
- Play the recording a few times and have Ss point to the words and repeat.
- Say the words in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.


## Activity 2 R2.1 离浯

- Draw Ss' attention to the illustrations in the presentation.
- Ask Ss to tell you what they think is happening. (Fatima and Alya are at Fatima's house. Fatima is talking on the phone with Amal. In the end, Amal seems to be excited about something.)
- 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

1. All of the girls are at Fatima's house.
2. The children are going to plant trees this month.
3. The children are going to have a fundraiser next month.
4. The children are going to sell T-shirts and cups at the fundraiser.
5. The book fair is going to be in February.
6. The children are going to cook for the food festival.

What are you going to do tomorrow? I'm going to go to a book fair. Are you going to buy a book? Yes, I am!

What is Majed going to do tomorrow? He's going to study at the library. Is Sheikha going to go to the food festival? Yes, she is.

Listen and tick (4). 中 (1)


Fill in the table. Then talk in pairs about what you are and aren't going to do this weekend.

see in the frames. (Frame 1: events; Frame 2: fundraiser, sell;
Frame 3: fair, money; Frame 4: festival, sell, money.)

- Play the recording and encourage Ss to shadow read (read along with the recording) in order to find out what the children are going to do in January. (They are going to go to a book fair.)
- Have Ss read the dialogue again and check comprehension.
- Ask Ss some questions to check comprehension, such as: What are the children going to do this month? (They're going to plant trees in the forest.) What are they going to do next month? (They're going to have a fundraiser for endangered species.) What are they going to sell at the fundraiser? (They're going to sell T-shirts and cups.) What are they going to do in January? (They're going to have a book fair.) Why isn't there going to be a school trip? (Because they haven't got enough money.) What is Amal's idea? (Amal suggests they have a food festival.)


## Activity 3 R2.1

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

[^0]- If time permits, ask a few Ss to read the text out loud or choose a few Ss to act out the story for the class.


## ROOK

- Direct Ss' attention to the Look! box and ask them to read the questions, sentences and answers.
- Explain to Ss that when we want to form the question for the Future be going to we reverse the verb to be with the subject of the sentence. Ask, Are you going to go to the beach tomorrow? Is she going to go to the book fair on Friday? Write the questions on the board and have Ss repeat.
- Then ask random Ss the questions and encourage them to answer Yes, I am/No, I'm not, Yes, she is/No, she isnt. Point out that in short answers for the Future be going to we only use the verb to be.
- Then ask, What are you going to do tomorrow? Write this question on the board and explain to Ss that we use this question to inquire about someone's plans for the following day.
- Refer Ss to the dialogue and ask them to underline any examples of Future be going to. (e.g. We're going to be busy.)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples using Future be going to. This will challenge higher-performing Ss. To help lower-performing Ss, give them jumbled sentences to put in the correct order. (e.g. you / go / are / to / going / school / trip / on / a /tomorrow / ?)


## Activity 4 L3.1 앙 L2.1

- Direct Ss' attention to the pictures and ask them what they think the listening activity is about. (It's about two boys talking about their plans.).
- Explain to Ss that they will have to listen carefully and tick the schedule that describes what Ryan is going to do ( $\mathrm{A}, \mathrm{B}$ or C).
- Play the recording and have Ss do the activity.
- Play the recording again and have Ss check their answers.
- Have Ss compare their answers in pairs, then check as a class.


## Listening transcript

Alex: Hi, Ryan! Let's play a board game at my house later.

Ryan: I'm sorry, Alex, I can't. I'm going to go to the forest later.

Alex: What are you going to do in the forest?

Ryan: I'm going to plant trees in the forest with some friends. We do it every Wednesday.
Alex: Really? OK, then. How about tomorrow afternoon?
Ryan: Tomorrow? I can't. I'm going to go to a food festival with my parents.
Alex: What are you going to do there?
Ryan: We are going to try food from different countries.
Alex: Wow! You are very busy! Can you come on Friday?
Ryan: Yes, I can! No, wait! No, I can't. I am going to go to a fundraiser on Friday. My school is collecting money for a new library.
Alex: Oh, OK. What are you going to do on Saturday?
Ryan: Hmm... well, on Saturday I'm going to go to a book fair. Why don't you come with me?
Alex: A book fair? That sounds great!
Option C should be ticked.

## Activity 5 S1.1

- Direct Ss' attention to the two children and ask them to read the exchange.
- Then, draw Ss' attention to the table and explain that they will each have to fill in the table with what they are and aren't going to do this weekend. Then, in pairs, they are going to ask and answer questions about each other's plans.
- Ask a S to come to the front of the classroom to demonstrate the activity. Ask, What are you going to do on Friday? and encourage the $S$ to answer accordingly.
- Have a few Ss act out the exchange in front of the class.


## Optional

## Seat switch

- Arrange the chairs in a circle and ask Ss to sit down.
- Tell Ss that you are going to ask some questions. These questions will be about what they are or aren't going to do the following weekend.
- Explain to Ss that they have to answer yes or no to these questions. Ss who answer yes have to get up and change seats. The Ss that answer no remain seated.
- Stand in the middle of the circle. Ask Ss, Are you going to go to the park this weekend? Encourage Ss who say yes to stand up and change seats.
- Do this a couple of times with questions such as, Are you going to ride the big wheel this weekend?
- The third time you ask a question, while the Ss that answered yes are switching seats, quickly sit in one of the empty seats. The S left standing has to take your place in the middle of the circle and ask the questions in the next round.
- Make sure to remove a chair once Ss start playing the game on their own.


## Before leaving

- Explain to Ss that they will have to ask and answer questions about something they are or they aren't going to do the following day.
- Make sure all of the Ss participate before they leave the classroom.


## Workbook

## Activity 1 W2.2 $\mid$ A

| Down | Across |
| :--- | :--- |
| 1. fair | 3. fundraiser |
| 2. money |  |
| 4. sell |  |

## Activity 2

1. Is Masud going to collect money for the school trip on Saturday? No, he isn't.
2. Is Hanah going to plant trees in the forest on Saturday? No, she isn't.
3. Are Masud and Imran going to go to a food festival on Friday? Yes, they are.
4. Is Imran going to go to a fundraiser on Saturday? No, he isn't.
5. Is Cala going to collect money for the school trip on Friday? Yes, she is.

- Bring a small box wrapped as a present, a bag and some pieces of paper with celebrations written on them to the next lesson.


## Language focus

## Objectives

- to talk about special days and celebrations

Vocabulary
Nouns: present, friendship
Verbs: receive, decorate, celebrate

## St Materials

- flashcards for receive, present, decorate, friendship, celebrate
- flashcards from the previous lesson for fair, fundraiser, money
- a small box wrapped as a present
- a bag and some pieces of paper with celebrations written on them


## Revision (Optional)

- Use the flashcards from the previous lesson for fair, fundraiser and money.
- Stick the flashcards on the board and ask Ss to form sentences using the words.
- Alternatively, you can ask Ss to form a sentence describing one of the items without revealing it and have the rest of the Ss try to guess which one it is.


## Lesson plan

## Warm-up

- Initiate a short discussion. Ask Ss if they know of any special occasions and what they do on them. Encourage all of the Ss to participate in the discussion.


## Activity 1 R4.1

- Invite a S to come to the front of the classroom. Hold up the small box and say, This is a present. Give the 'present' to the S. Point to the S and say receive. Stick the appropriate flashcards for present and receive on the board, say each word and have Ss repeat.
- Say, I am going to decorate my room this weekend. Ken is my best friend. Our friendship is important to me. We always celebrate special events with a big cake. While saying the sentences, point to the appropriate flashcard and then, write the sentences on the board, underline each word and stick the flashcards above them.
- Have Ss open their books to p. 82. Point out the words in the vocabulary section.
- Play the recording a few times and have Ss point to the words and repeat.
- Say the words in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.


## Activity 2 R1.1 蔔

- Direct Ss' attention to the pictures and ask them what they can see. (A girl offering a card and two children who are cleaning a park.)
- Ask Ss what they think the text is about. (It's about special occasions.)
- Play the recording and encourage Ss to shadow read (read along with the recording) in order to choose the most suitable title for the article.
- Draw Ss' attention to the three titles at the top of the article and read them out loud.
- Play the recording and then have Ss read the titles again and decide which one is the most appropriate for the article. Have Ss justify their choice.
The title 'Special days' should be ticked.
- Ask Ss some questions to check comprehension, such as: How do people celebrate Friendship Day? (They give and receive presents like flowers, chocolates or cards.) What is Maria going to do on Friendship Day? (She's going to make special friendship cards for her three good friends.) How are they going to celebrate? (They are going to go to the amusement park.) What do children do on Earth day? (They usually do things to help the Earth. Sometimes they help clean forests or beaches.) What is Oliver going to do on Earth Day? (He and his friends are going to help clean the forest. They are going to pick up the rubbish they find and throw it in a rubbish bin. They are going to plant flowers and trees, too.)


## Activity 3 R2.1 謌

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

\section*{| 1.T | 2.F | 3.F | 4.T | 5.T |
| :--- | :--- | :--- | :--- | :--- |}

- If there is time, ask a few Ss to take turns reading the text aloud.


## OUR WORLD

## Activity 4 L2.1

- Direct Ss' attention to the pictures and ask them what they depict.
- Explain to Ss that they will have to listen carefully and circle A or B.
- Play the recording and have Ss do the activity.
- Play the recording again and have Ss check their answers.
- Have Ss compare their answers in pairs, then check as a class.


## Listening transcript

1. 

Brett: Stan! What a surprise! What are you doing here?
Stan: Hello, Brett! I don't usually go shopping at the shopping centre, but a special day's coming up.
Brett: I see. What are you going to buy?
Stan: Well, I don't really know! A card and a present, I think.
Brett: Good idea! Who are they for? What is the special day?
Stan: It's Friendship Day! They are going to be for you!
2.

Ryan: Dad, next Saturday is Earth Day.
Dad: I know. Have you got any plans?
Ryan: Well, I was thinking about cleaning the park next to my school.

Dad: How nice! Are your friends going to help?
Ryan: Yes, they are. We are all going to pick up rubbish. We want to have a clean park to play in.
Dad: Great idea, Ryan! Can I help?
Ryan: Sure! Thanks, Dad!
3.

Matt: Hello, Jake! Can you help me with this, please?
Jake: Sure! What are you doing?
Matt: My school is going to hold a fundraiser next weekend. We want to collect money for the animal hospital in town.
Jake: Are you going to sell these posters?


Matt: No, we aren't! We are going to put them up round town. See, they say when and where the fundraiser is going to take place.
Jake: Oh! I see. The fundraiser is going to be at Fern Beach on Saturday. Got it! Matt: It's going to be a great event! We're going to sell students' artwork.

```
1.B 2.B 3. A
```


## Activity 5 S2.2

- Direct Ss' attention to the children and ask them to read the exchange.
- Then, draw Ss' attention to the box with the ideas and ask them to read them.
- Explain to Ss that they have to choose one of the two children and decide which activities either Adel or Farida are going to do during the school holiday according to their choice. Then Ss have to write the activities in the table and ask and answer questions with their partner.
- Allow Ss some time to fill in the tables. Point out that some of the activities can be included on more than one day.
- Divide Ss into pairs and have them do the activity.
- Have a few pairs of Ss come to the front of the classroom to act out the exchange.
open answers

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

1. People give and receive presents on Friendship Day.
2. Children usually cook something for their friends on Friendship Day.
3. Maria is going to buy flowers for her friends.
4. On Earth Day, children usually do things to help the earth.
5. Oliver is going to plant trees and flowers with his friends.

## Workbook

Activity 1

What are Adel and Farida going to do during the school holiday? Use the ideas in the box below to complete the calendar. Then ask and answer with a partner.

> read books - go / food festival - play sports - go to bed tate - spend time / family go shopping - stay at home - visit / art exhibition

| Sunday | Monday | Tuesday | Wednesday |  |
| :---: | :---: | :---: | :---: | :---: |
| Adel | go to bed late |  |  |  |
| Farida |  |  |  |  |



## Optional

## Guess the celebration

- Put the pieces of paper with the different celebrations written on them in a bag.
- Ask a S to come to the front of the classroom. Invite him/her to choose a piece of paper from the bag and say what he/she is going to do on that day, e.g. I'm going to buy a present for my best friend. The rest of the Ss have to guess which special day he/she chose.
- The S who guesses correctly has the next turn.


## C Before leaving

- Have Ss imagine that it's a special day tomorrow and have them tell you something they are going to do.
- Have higher-performing Ss write their sentences down. To help lower-performing Ss, give them prompts to make their sentences.
- Make sure all of the Ss participate before leaving the classroom.


Listen and circle A or B. © (4)


## Language focus

## Objectives

- to talk about free-time activities
- to accept or refuse an invitation

Vocabulary
Noun: stadium
Free-time activities: go cycling, go waterskiing, play badminton

## Structures

Would you like to...?
Accept: Yes, I'd love to. Sure, why not?
Refuse: I'm sorry. I can't. I'm afraid I'm busy. I'm sorry. l've got other plans.

## Materials

- flashcards for stadium, go cycling, go waterskiing, play badminton
- flashcards from the previous lesson for receive, present, decorate, friendship, celebrate



## Lesson plan

## Warm-up

- Initiate a short discussion. Ask Ss if they do any of the depicted activities or if they want to try them. Encourage all of the Ss to participate in the discussion.


## Activity 1 R4.1

- Stand at the front of the classroom and mime riding a bike. Say, I'm going to go cycling with my friends tomorrow. Encourage Ss to mime and repeat. Write the sentence on the board, underline the phrase go cycling and stick the flashcard above it. Do the same with the rest of the vocabulary items.
- Have Ss open their books to p. 84. Point out the word/phrases in the vocabulary section.
- Play the recording a few times and have Ss point to the word/phrases and repeat.
- Say the word/phrases in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.
- Approach a S and say, Would you like to have a picnic on Saturday? Write the question on the board and ask Ss what they think this question means. Elicit that we ask questions with Would you like to...? when we are inviting someone to do something with us.
- Have a S ask you the same question and answer by accepting or refusing, for example, Yes, I'd love to or I'm sorry. I can't. Explain that we can accept or refuse someone's invitation politely using different expressions.
- Direct Ss' attention to the Look! box and read the expressions.
- Refer Ss to the dialogue and ask them to underline any examples of phrases for inviting and phrases for accepting or refusing an invitation politely. (e.g. Would you like to come? I'm sorry, I can't.)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage pairs of Ss to come up with their own examples using Would you like to...? and the expressions for accepting or refusing. Have Ss write down their sentences. This will challenge higher-performing Ss. You can have higher-performing Ss write the questions and lower-performing Ss to write the answers.


## Activity 2 S2.2

- Direct Ss' attention to the names of the different places and the activities in the box. Explain that they have to match the activities to the places where people can do them.
- Then, direct Ss' attention to the children and ask them to read the exchanges.
- Explain that, in pairs, they are going to invite and respond to their partner's invitation accordingly. SA will say where he/she has planned to go, SB will ask what he/she is planning to do there, SA will respond and invite his/her partner to come along and SB will accept or refuse the invitation.
- Invite a S to come to the front of the classroom to demonstrate the activity.
- Allow Ss some time to do the matching. Then divide the class into pairs and have them do the activity.
$\begin{array}{llllll}\text { 1. C } & \text { 2.E } & \text { 3.B } & \text { 4.A } & \text { 5.D } & \text { 6.F }\end{array}$


## AOptional

## Pantomime

- Invite different Ss to mime different actions from the ones presented in this or previous lessons.
- Have the rest of the class guess what they are going to do using Future be going to.
- To make the game more competitive you can divide Ss into teams. The team with the most correct guesses wins.


## C Before leaving

- Explain to Ss that they will have to invite one another to do something and accept or refuse the invitation, accordingly.
- Make sure all of the Ss participate before they leave the classroom.


## Language focus

## Objectives

- to read a trip itenerary and a postcard
- to write a trip itenerary and a postcard
- to revise and consolidate structures and vocabulary presented in previous lessons
- to learn how to use different tenses in a description
- to learn how to use adjectives to describe feelings and impressions


## Materials

- a postcard


## Revision (Optional)

- Approach a S and say l'm going to go to the stadium. Would you like to come? and encourage the $S$ to accept or refuse the invitation.
- Repeat with the rest of the Ss.


## Lesson plan

## Warm-up

- Show the postcard you brought to the Ss and start reading it. Ask Ss if they have ever sent or received a postcard. Ask them who it was for/from and what it was about.
- Initiate a short discussion and encourage all of the Ss to participate.


## Activity 1 L2.4

- Direct Ss' attention to the itinerary and have them read it silently. Explain to Ss that an itinerary is a detailed plan of the things someone plans to do when they go on a trip. Ask Ss if they make an itinerary before they go on a trip and encourage them to answer.
- Then, draw Ss' attention to the postcard. Explain that they are going to read a postcard and then, talk about how they can write a postcard of their own.
- Play the recording and encourage Ss to shadow read (read along with the recording).
- Have Ss read the postcard and check comprehension.
- Ask Ss some questions to check comprehension, such as: Who is the postcard addressed to? (It's addressed to Jane's best friend, Kate.) When did Jane arrive in Doha? (Two days ago.) How was the weather on the second day? (It was very hot.) What is she going to do today? (She is going to visit Pearl-Qatar, she's going to go shopping, have lunch and ride in a dhow.) What is Al Zubarah? (It's an ancient town with a fort.) What is Kate going to do at Al Zubarah? (She is going to take lots of photos.) Where does Kate live? (In Edinburgh, Scotland)
- Draw Ss' attention to the boxes around the postcard and read them out loud. Point out that they should follow these guidelines to help them organise their writing.
- If time permits, choose a few Ss to read the postcard out loud.


## Writing tip w1.6

- Direct Ss' attention to the Writing tip box.
- Read the tip aloud. Ask Ss to follow along in their books as you read.
- Read the Writing tip again and write a few sentences on the board, e.g. Yesterday we went to the amusement park. Tomorrow we are going to go to the beach. I'm very happy! Point out that when we describe an experience we must be careful with the tenses we use. We use the Past Simple to describe something that happened and the Future be going to to describe future plans.
- Direct Ss' attention to the last sentence and underline the word excited. Point out that, when we write, we use adjectives to describe our feelings and impressions about an experience.
- Have Ss read the postcard again and circle all of the verbs in the Past Simple and to underline all the verbs in Future be going to. Then have Ss highlight all of the adjectives used in the postcard to describe the writer's feelings and impressions.
- Invite Ss to the board and ask them to write their own examples, following the instructions in the Writing tip.



## Optional

## Whose is it?

- Hand out plain sheets of A4 paper to Ss.
- Explain to Ss that they will have to write a postcard, without signing off, and then put it in a pile on your desk.
- Choose a postcard and invite a $S$ to read it. After he/she is done reading, he/she will have to guess whose postcard it is.


## Before leaving

- Explain to Ss that they will have to form a sentence using the correct tenses to describe an experience or a sentence using an adjective to describe an impression or feeling.
- Have higher-performing Ss write their sentences on the board. To help lower-performing Ss, give them prompts to make their sentences.
- Make sure all of the Ss participate before they leave the classroom.


## Workbook

## Activity 1 R2.1 성

## 1. She's in Doha.

2. (She arrived) two days ago.
3. (She visited) Souq Waqif.
4. (She's going to) visit the Pearl-Qatar and ride in a dhow.
5. (She's going to) visit Al Zubarah.

## Activity 2 W1.1 © W1.6

open answers

Activity 3 W1.6
open answers

# 7 readina TIME 

## Language focus

## Objectives

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


## Vocabulary

Verb: wrap
Adjective: polite
Phrase: shake hands

## Materials

- flashcards for shake hands, wrap


## Revision (Optional)

- Have Ss come up to the front of the classroom and present the postcards they wrote (WB, Project, Activity 3) in the previous lesson.


## Lesson plan

## Warm-up

- Initiate a short discussion. Ask Ss if they know what the word etiquette means and what forms of etiquette they practise in Qatar. Encourage all of the Ss to participate in the discussion.


## Activity 1 R4.1

- Walk towards a S and invite him/ her to stand up and shake your hand. Say, shake hands and have Ss repeat.
- Do the same with wrap. For example, hold something, mime wrapping it and say, I'm wrapping a present. Encourage Ss to mime and repeat. Write the sentence on the board and stick the flashcards above them.
- Write a sentence with the word polite on the board and underline it. For example, write: It's polite to always say 'please' and 'thank you'.
- Ask Ss to read the sentence out loud and infer the meaning of the underlined word.

- Have Ss open their books to p. 86. Point out the words/phrase in the vocabulary section.
- Play the recording a few times and have Ss point to the words/phrase and repeat.
- Say the words/phrase in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.


## Activity 2 L2.4 R1.1 畝国

## Before reading

- Direct Ss' attention to the pictures and the title of the text and ask them to guess what it is about.
- Elicit answers, but do not correct Ss at this stage.
- Point to different pictures and ask Ss what they depict.
- Ask Ss whether the text is factual or fictional and explain the difference between these types of texts. (It's factual.)
- Ask Ss what kind of presents they usually give others in Qatar when they visit them. Encourage Ss to answer.


## While reading

- Direct Ss' attention to the different parts of the text and ask them to find and colours, but red is the best because it's their lucky colour. Always give and receive presents with both hands. But be careful! Don't open the present in front of the person who gave it to you!


In New Zealand, people shake hands when they meet. When you are eating, it isn't polite to put your elbows on the table. And when you visit someone's house, it is polite to give chocolates, flowers or a book about your country as a present.

circle the words from the vocabulary section that appear in the text.
(Part 1: polite, shake hands, wrap; Part 2: wrap; Part 3: shake hands, polite, polite.)

- Play the recording and encourage Ss to shadow read (read along with the recording) in order to find out what people offer as presents in other countries.
- Have Ss read the text again and check comprehension.
- Talk about what happens in each part of the text.

Part 1: In Italy, people shake hands and smile when they meet. When visiting someone, flowers or chocolates are suitable presents. Black or purple wrapping paper is not advisable because they're unlucky colours for Italians.
Part 2: In China, presents should be wrapped in beautiful paper. Red wrapping paper is the best choice as it is a lucky colour for the Chinese. It's important to give and receive presents with both hands, as well as to never open a present in front of the person who gave it to you.
Part 3: In New Zealand, people shake hands when they meet. It isn't polite to put your elbows on the table when eating and the best present is chocolates, flowers or a book about your own country when visiting someone's house.

- Ask Ss some questions to check comprehension, such as: What do people in Italy do when they meet? (They shake hands and smile.) What is an unlucky colour for people in Italy? (Black and purple.) Why is red a good colour to wrap presents for the Chinese? (Because it is their lucky colour.)

What is the polite way to accept a present in China? (It is polite to receive presents with both hands.) Is it polite to open a present in front of the person who gave it to you in China? (No, it isn't.) What do people in New Zealand do when they meet? (They shake hands.) What kind of present is it polite to give when visiting someone's house in New Zealand? (Chocolates, flowers or a book about your country.)

## 

- Direct Ss' attention to the sentences and ask them to read them.
- Explain to Ss that they have to read the text again and write the initial letter(s) of each country (I, C or NZ).
- To help lower-performing Ss, give them a choice between two texts in order to find the correct answer.
- Have Ss compare their answers in pairs, then check as a class.

```
1.l 2.C 3.NZ 4.NZ
- If time permits, have a few Ss take turns reading the text aloud.

\section*{Post-reading}

\section*{Let's chat L2.4}
- Direct Ss' attention to the box on p. 87 and read the questions out loud.
- Ask Ss to answer the questions and initiate a discussion.
- Encourage all of the Ss to participate in the discussion.

\section*{Suggested answers}

When men meet in Qatar they shake hands and smile or they greet one another by placing their hand on their chest. People usually give flowers, sweets or chocolates when they visit someone in Qatar. People in Qatar prefer the colours yellow, green, maroon and blue.

\section*{READING TIME}

\section*{A) Optional}

\section*{True or False}
- Ask Ss to close their books.
- Explain that you are going to say a few sentences about the text they were presented with in this lesson and that they will have to respond with gestures.
- Ss put their hands on their heads when they hear true sentences and fold their arms 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, say, Do people in Italy wrap presents with purple-coloured paper? and Ss respond, No, they don't.
- Play this game until you run out of sentences.

\section*{Before leaving}
- Explain to Ss that they have to form a sentence about something they read in the text.
- Have higher-performing Ss write their sentences on the board. To help lower-performing Ss, give them prompts to make their sentences.
- Make sure all of the Ss form a sentence before they leave the classroom.

\section*{Workbook}

Activity 1


\section*{Activity 2 R2.1 \({ }^{\left[\left.\frac{A}{4} \right\rvert\, \frac{A}{B}\right.}\)}
1. F 2.F 3.T
4.T 5.T 6.F

\section*{Activity 3 W1.3}
open answers


\section*{The nurse}

Look at the girls. They're playing on the farm. Ouch! Ouch! Ouch!
My arm, my arm!

Where's the nurse? Where's the nurse?
She's over there With the purple skirt.

88
(2) Listen and say. Then underline the /3:/ sounds. © (1))


\section*{PHONICS}

\section*{Language focus}

Objectives
- to practise the pronunciation of the digraphs ir and ur
- to say a phonics chant/poem

Vocabulary
bird, girl, hurt, purple
Phonics
the sound / \(3: /\) in the digraphs ir and \(\boldsymbol{u r}\)

\section*{St Materials}
- flashcards for bird, girl, hurt, purple
- phonics cards for nurse, bird (TB pages 255-256 - one set per S)

\section*{Revision (Optional)}
- Tell Ss that you are going to play a game.
- Explain that you are going to invite two Ss at a time to come to the front of the classroom and that you will say the name of one of the countries they learnt about in the previous lesson. When the Ss hear the name of the country they will greet each other in the appropriate manner.

\section*{Lesson plan}

\section*{Warm-up}
- Write the sound /3:/ on the board. Draw two lines and write ir and ur underneath. Explain to Ss that the corresponding digraphs ir and ur have the same pronunciation. Under each digraph, stick the flashcards containing the corresponding digraphs.
- Point to ir and say/3:/ a couple of times, encouraging Ss to repeat after you.

Then point to the flashcard (bird) and say it out loud, having Ss repeat after you.
- Repeat the same procedure with the other digraph.

\section*{Activity 1 R4.1}
- Play the recording and have Ss listen and point the first time.
- Play the recording again and have Ss listen, point and repeat.

\section*{Listening transcript}
/3:/, /3://, bird, girl
/3:/, /3:/, hurt, purple
- Encourage Ss to tell you more words with the sounds presented in this lesson.

\section*{Activity 2 L2.1}
- Direct Ss' attention to the picture and ask them to tell you what they see. (Two girls on a farm. One of the girls is on the ground. The other girl is running towards a nurse.)
- Ask Ss what places they can see in the picture (A farm and a hospital.)
- Explain to Ss that they are going to listen to a chant/poem and that they will have to underline the /з:/ sounds.
- Play the chant/poem The nurse and have Ss listen and follow along in their books.
- Play the recording again pausing after each line for Ss to underline the /3:/ sounds.
- Then play the chant/poem once more and encourage Ss to say the chant/poem along with the recording.
underlined: nurse, girls, nurse, nurse, purple, skirt

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

\section*{TPR Activity}
- Hand out the phonics cards for nurse and bird to Ss and have them cut them out.
- Explain to Ss that they have to say the chant/poem and raise the nurse phonics card when they hear a word containing \(/ 3: /\) (ur) and the bird phonics card when they hear a word containing /3:/(ir).
- You can divide Ss into two teams. One team raises the phonics card with bird and the other with nurse while they say the chant/poem.

\section*{AoOptional 1}

\section*{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 words Ss learnt in the lesson, e.g. bird and have Ss write the digraph on the board, e.g. ir.
- 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.

\section*{Optional 2}

\section*{Whispers}
- Stick the flashcards for bird, girl, hurt, purple on the board.
- Divide Ss into two teams. The teams stand in lines with their backs turned to you and the board, except for the first player in each team, who should be facing you and the board.
- Give the first S in each line the phonics cards for nurse and bird. 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. bird. The players facing you have to show you the correct phonics card (bird). Then they have to whisper the word down the line. 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.

\section*{Workbook}

\section*{Activity 1}
1. C 2. C
3. B 4. B

\section*{Activity 2 W2.2 \(\mid\)}
1. skirt
2. nurse
3. thirty
4. girl
5. bird
6. hurt
7. purple
8. shirt

\section*{Language focus}

\section*{Objectives}
- to revise and consolidate structures and vocabulary presented in the previous two modules

\section*{Vocabulary}

Nouns: chef, fireworks, craft activities, hot-air balloon, secret
Adjectives: traditional, international, local

\section*{Materials}
- flashcards for chef, fireworks, traditional, craft activities, hot-air balloon

\section*{Revision (Optional)}
- Play the phonics chant/poem from the previous lesson and have Ss do the TPR activity on TB p. 167.

\section*{Lesson plan}

\section*{Warm-up}
- Ask Ss if they have heard of any other festivals from their country and if they like going to them.
- Initiate a short class discussion, and encourage all of the Ss to participate.

\section*{Activity 1 R4.1}
- Hold up the flashcards for chef, fireworks, traditional, craft activities and hot-air balloon say the words/phrases, and encourage Ss to repeat.
- Write sentences on the board with international, local and secret and underline them. For example, write: You can try international food at the Qatar International Food Festival. Souq Waqif sells local products. I learnt a lot of secrets from the best chefs at the food festival.
- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- Have Ss open their books to p. 89.
- Point out the words/phrases in the vocabulary section. Play the recording a few times, and have Ss point to the corresponding words/ phrases and repeat.
- Say the words/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.

\section*{}
- Ask Ss to look at the pictures, and ask them what they can see. (Pictures of different types of food.)
- Read the title of the texts out loud, and ask Ss to tell you what they think the texts are about. (They are about different festivals from different countries.) Ask Ss if they know any of these festivals.
- Play the recording, and encourage Ss to shadow read (read along with the recording) in order to find out more about the festivals depicted.
- Have Ss read the texts again and check comprehension.
- Ask Ss some questions to check comprehension, such as: When does the Souq Waqif Spring Festival take place? (It takes place from December to April.) What is Souq Waqif? (It's one of the oldest standing markets in the Middle East.) What can you find there? (You can find traditional food, live shows, amusement park rides and many fun activities.) How many days is the Qatar International Festival for? (It's eleven days.) When did the first Qatar International Food Festival take place? (It started in 2009.) Where does it take place? (At the Hotel Park.) What can you see there? (You can see the best chefs in the world, live performances and fireworks shows.) What can children do there? (They can visit a mini zoo, attend sports classes and do craft activities.) Where does the Albuquerque International Balloon Fiesta take place? (It takes place at a park in Albuquerque, USA.) What can you see at this festival? (You can see a lot of colourful hot-air balloons in the sky.) When did it start? (It started in 1973.) How many hot-air balloons take part in the festival every year? (Today more than six hundred hot-air balloons take part in the festival every year.)

\section*{}
- Direct Ss' attention to the questions in activity 3 and ask them to read them.
- Explain to Ss that they will have to read the texts again and answer the questions according to the information in the texts.
- To help lower-performing Ss answer Wh-questions you can give them two options to choose from. (e.g. 1. a. at the Qatar International Food Festival? or b. At Soug Waqif Spring Festival?)
- Have Ss compare their answers in pairs, then check as a class.

\section*{1. At the Qatar International Food Festival. \\ 2. Souq Waqif Spring Festival is five months long from December - April.}
3. You can see animals at the Qatar International Food Festival.
4. The Qatar International Food Festival and the Albuquerque International Balloon Fiesta take place in a park.
5. The Albuquerque International Balloon Fiesta started in 1973.
- Choose a few Ss to read the texts aloud for the class.

\section*{Optional}

\section*{Line jumping}
- Use masking tape to make a straight line on the floor that is long enough for Ss to stand on in single file.
- Have Ss line up in single file on the line.
- Tell Ss that the side to their right is yes and the side to their left is no.
- Call out yes and show Ss that they have to jump to their right. Do it with them. Ask them to jump back onto the line. Do this a couple of times with yes and then do the same with no.
- Explain to Ss that you are going to say sentences about the text. If they are correct, Ss must jump to their right. If they are wrong, they must jump to their left.

1. Where can you try delicious food from all over the world?
2. Which festival is five months long?
3. At which festival can you see animals?
4. Which two festivals take place in a park?
5. When did the Albuquerque International Balloon Fiesta start?

\section*{It's time for some fun!}

\section*{Souq Waqif}

Spring Festival
Souq Waqif Spring Festival takes place from December to April at one of the oldest standing markets in the Middle East - Souq Waqif. It is one of the most exciting festivals in Qatar. People of all ages can try delicious traditional food, watch live shows, go on amusement park rides, play skill games, and do many more activities. The best part of this festival, is that it's free for everyone!

\section*{Qatar International} Food Festival

Do you enjoy cooking? Then the Qatar food festival is the festival for you! It's an annual eleven-day festival that started in 2009. It takes place in March at the Hotel Park and is open from 4 p.m. to 12 a.m. on weekdays and from 4 p.m. to 1 a.m. at weekends. Visitors can try the most delicious local and international food, learn cooking secrets from the best chefs in the world, and even watch live performances and fireworks shows. The Qatar International Food Festival hasn't only got food, though. There's a children's area with a mini zoo sports classes and craft activities for its younger guests.

\section*{Albuquerque International Balloon Fiesta}

The Albuquerque International Balloon

Fiesta is a festival that takes place every year in October at a park in Albuquerque, USA. At this festival, you can see a lot of colourful hot-air balloons in the sky. It started in 1973, when only thirteen

hot-air balloons took part. Today more than six hundred hot-air balloons take part in the festival every year. The Albuquerque International Balloon Fiesta is a festival at which families can enjoy an exciting day in the park.


\section*{3 Read the text again, and answer the questions. 蹜}
- Say, The Alburquerque International Balloon Fiesta takes place every year in Qatar and encourage Ss to jump to the left side. Do a couple more examples and then play the game.
- Whoever jumps to the wrong side is either out of the game or just misses a turn.

\section*{C Before leaving}
- Ask Ss to tell you one thing they remember from the texts.
- Make sure all of the Ss participate before they leave the classroom.

\section*{Workbook}

\section*{Activity 1}
1. \(C\) 2.B 3.D 4.B 5.A 6.C 7.B 8.C

\section*{Activity 2 L2.1 중}

\section*{Listening transcript}

Amir: Hi, Omar. How was your weekend?
Omar: Hi, Amir. It was great! I went to the Qatar International Food

Festival at Hotel Park. I usually go with my grandfather, but this year I went with my father and my uncle.
Amir: Wow! I went too. What did you do there?
Omar: I watched a cooking competition. It was lots of fun. On the day I went, there were more than twenty chefs competing in the competition. It was great. The winner's prize was a car and some money.
Amir: Did you eat any international food?
Omar: Yes, I did. It was delicious. There were dishes and sweets from all over the world. I was very hungry, so I ate a lot.
Amir: I watched a show with fireworks. I love fireworks shows! They're so bright and colourful. Did you watch the fireworks show?
Omar: Yes, I did. I like fireworks too. The show was really exciting.
Amir: Great! It's always lots of fun to watch them.
Omar: And who do you think I met?
Amir: Who?
Omar: I saw Mutaz Essa Barshim, the famous high jump athlete.
Amir: Really?
Omar: Yes. Look, Amir. I took a photo with him too.
1.F 2.F 3.T 4.T 5.T

\section*{Project work w1.3}
- Ask Ss to use the Internet to find information about other festivals from around the world. Instruct them to select information that they think is interesting/ important and use it to make a poster.
- Explain to Ss that their poster must have a heading, as well as pictures (drawings or photos), with brief sentences underneath them describing the pictures.
- Teachers should recommend safe websites.
- Ss bring projects to class and present their posters to their classmates. Their classmates can ask questions to find out more about the specific project so as to promote communication by encouraging learners to express themselves, exchange ideas with each other and present their work.
- Projects can also be done in pairs or groups so as to promote cooperation among learners by providing opportunities for learners to work together.

\section*{Language focus}

\section*{Objectives}
- to revise and consolidate structures and vocabulary presented in previous lessons

\section*{Revision (Optional)}
- Have Ss present the Project Work from the previous lesson (WB p. 77) to the class.

\section*{Lesson plan}

\section*{Warm-up}
- Revise vocabulary and structures presented in this Module by playing a round of the game

\section*{Sentence Frenzy.}
- Divide Ss into pairs. Hand out a plain sheet of A4 paper to every S.
- Tell Ss that they will have five minutes to write down as many sentences as they can using the Future be going to.
- Once the five minutes are up, say, Time's up! and make sure all of the Ss put their pencils down. Then, tell Ss to swap papers with their partner. Explain that they have to correct each other's sentences if there are any mistakes.
- Check Ss' sentences by having Ss read them out loud.
- Write some of the sentences on the board and ask Ss to tell you when we use the Future be going to.

\section*{Activity 1 L2.1}
- Direct Ss' attention to the pictures and ask them what they depict. Then, have them read the questions.
- Explain that they will listen to three children describing different experiences and that they have to tick the picture which answers the question.
- Play the recording and have Ss do the activity.

- Play the recording again and have Ss check their answers.
- Have Ss compare their answers in pairs, then check as a class.

\section*{Listening transcript}
1.

Mark: Hi, Gary!
Gary: Hi, Mark!
Mark: What are you going to do tomorrow?
Gary: I'm going to go to a football match with my dad!
Mark: Lucky you!
Gary: We've got an extra ticket. Would you like to come?
Mark: I'm afraid I'm busy. Have fun!
Gary: Thank you!
2.

Kelly: Where are you going to go on holiday, Lisa?
Lisa: I'm going to go to Mexico with my family, Kelly.
Kelly: That's great! When are you going to go?
Lisa: Well, we can't go this month because it's the wet season. It rains a lot during the wet season. We are going to go next month when the dry season starts.

Kelly: But, it's very hot during the dry season.
Lisa: It usually is, but we're going to go at the beginning of the season, so it isn't going to be very hot.
Kelly: That's good. It's going to be a great trip!
3.

Fred: Hi, Tom! Are you looking for ideas for the school event?
Tom: Yes, I am. Would you like to help me, Fred?
Fred: Yes, I'd love to. How about a science fair? Science is very interesting.
Tom: Well, we had a science fair last year. We want something different.
Fred: I see. Why don't we have a food festival?
Tom: That's a good idea, but year four is going to have a food festival next week.
Fred: OK, then. I've got one more idea. Let's have a book fair!
Tom: A book fair? That's great!
\begin{tabular}{lll|}
\hline\(-1 . C\) & 2.C & 3.A \\
\hline
\end{tabular}

\section*{Activity 2 S1.1}
- Direct Ss' attention to the activities in the box and then to the picture of the children and ask them to read the exchange.
- Explain to Ss that, in pairs, they have to choose an activity from the box or come up with one of their own and ask each other about what they are going to do next weekend.
- Invite a S to come to the front of the classroom to demonstrate the activity. Encourage the S to choose an idea and then, ask him/her, What are you going to do next weekend?
- Have a few pairs of Ss come to the front of the classroom and act out the exchange.
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open answers

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\section*{Optional}

\section*{The Shark game}
- Draw a big fish with its mouth open at the foot of a staircase. The steps of the staircase correspond to the number of letters in a particular word.
- Choose a S to come to the board, think of a word/phrase from those presented in the vocabulary sections of this Module and draw the corresponding number of steps, e.g. four steps for the word ride.
- 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/phrase.

\section*{Before leaving}
- Ask Ss to form a few sentences using the structures presented in this Module. (Future be going to, etc.)
- Make sure all of the Ss form sentences before they leave the classroom.

\section*{Workbook}

\section*{Activity 1 W2.2 \(\stackrel{A}{A} \mid\)}

\section*{1. celebrate}
2. stadium
3. receive
4. decorate
5. presents
6. ride

Hidden word:
bouncy castle

\section*{Activity 2}
1. Is Karen going to make a card? No, she isn't. She is going to make a cake.
2. Is Ali going to plant trees in the forest? Yes, he is.
3. Are Gary and Ted going to go to the book fair? No, they aren't. They're going to go to the beach.
4. Are Jill and Emma going to ride the big wheel? No, they aren't. They're going to ride the roller coaster.
5. Is Peter going to go to a book festival? Yes, he is.
6. Is Faiza going to cook a meal? Yes, she is.

\section*{}
\(\begin{array}{llll}\text { 1. A } & \text { 2.B } & \text { 3.B } & \text { 4. } A\end{array}\)

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

\section*{0}

\section*{When students complete this module, they will be able to:}

\section*{Song}
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- describe people and objects using suitable statements (S2.2)
- communicate a longer sequence of basic instructions or directions (S2.3)
- follow and identify independently the main idea in a wide range of short, simple texts L1.1 (WB)
- follow and respond to a longer sequence of simple one-step instructions L2.3 (WB)

\section*{Let's talk}
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- ask about and express basic opinions (S1.2)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- understand and respond to the main ideas in simple texts of one or two paragraphs (R1.1) WB
- follow and identify independently the detail in a wide range of short, simple texts (L2.1) WB

\section*{Our world}

\section*{Top Stars}
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- communicate a longer sequence of basic instructions or directions (S2.3)
- understand and respond to the main ideas in simple texts of one or two paragraphs (R1.1) WB
- follow and respond to a longer sequence of simple one-step instructions (L2.3) WB
ask about and express basic opinions (S1.2)
- ask about and express basic opinions using longer, simple statements (W1.2) WB

\section*{Reading time}

\section*{Project}
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- communicate a longer sequence of basic instructions or directions (S2.3)
- write a sequence of short, simple one-step instructions and directions (W1.4)
- describe independently people and familiar objects using suitable statements (W1.3) WB
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to main ideas in simple texts of one or two paragraphs (R1.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- narrate very short, basic stories and events (S5.1)
- follow and respond independently to a wide range of simple, short questions (L2.4)
- ask about and express basic opinions (S1.2)
- describe independently people and familiar objects using suitable statements (W1.3) WB
- find out about and describe events and experiences at a known time in the past (W1.6) WB

\section*{CLIL 4}
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- recognise and use key features of a simple print or digital bilingual dictionary for learners of English (R4.2) WB
- follow and identify independently the detail in a wide range of short, simple texts (L2.1) WB
- describe independently people and familiar objects using suitable statements (W7.3) WB

\section*{Phonics}
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- spell a range of familiar high frequency words accurately in guided writing (W2.2) WB

\section*{Round-up}
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- communicate a longer sequence of basic instructions or directions (S2.3)
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1) WB
- spell a range of familiar high frequency words accurately in guided writing (W2.2) WB
- understand and respond to detail in simple texts of one or two paragraphs (R2.1) WB
- communicate more detailed personal information using longer, simple statements and questions (W1.1) WB

\section*{Cursive writing}
write smoothly and legibly in cursive writing in most written work (W3.1) WB
- write a sequence of short, simple one-step instructions and directions (W1.4) WB

\section*{Language focus}

\section*{Objectives}
- to say a song/poem
- to talk about movement

\section*{Vocabulary}

Prepositions of movement: through, over, up, down, round, towards, past

\section*{Materials}
- flashcards for through, over, up, down, round, towards, past
- photocopies of a map with a starting point labelled on it (one map per S )

\section*{Lesson plan}

\section*{Warm-up}
- Ask Ss if they have ever taken part in any kind of race. Initiate a short discussion and encourage all of the Ss to participate and expand on their answers.

\section*{Activity 1 R4.1}
- Mime each movement the prepositions presented in the vocabulary section suggest and say them out loud. Encourage Ss to mime and repeat.
- Stick the flashcards for through, over, up, down, round, towards and past on the board. Point to each one and say the word as you do. Encourage Ss to mime the action and repeat.
- Have Ss open their books to p. 91. Point out the words in the vocabulary section.
- Play the recording and have Ss point to the words and repeat.
- Say the words in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

\section*{Activity 2 L2.1}
- Direct Ss' attention to the picture and ask them to tell you what it depicts. (A bike race and some boys taking part in it.)

The activity is recorded both as a song and as a poem.
- Explain that they are going to listen to the song/poem and write the names of each of the boys ( \(\mathrm{A}, \mathrm{B}, \mathrm{C}\) ) in the picture.
- Play the recording and have Ss fill in the names of the boys.
- Play the recording again and encourage Ss to say the song/poem along with the recording.
- Have Ss compare their answers in pairs, then check as a class.
A. Mark
B. Mike
C. Bill

\section*{Activity 3 S2.2 \(\%\) S2.3}
- Direct Ss' attention to the photo of the two children and ask them to read the exchange.
- Ask Ss what the children are talking about. (They are describing the route the boys followed to reach the finish line.)
- Divide Ss into pairs and have them do the activity.
- Go round the classroom monitoring the procedure and making sure the pairs are using the sequence words.
- Explain to Ss that they are going to talk in pairs and describe the route the boys followed using the sequence words First, Then, Next and Finally.
- Have a few pairs of Ss act out the exchange at the front of the classroom.

\section*{जOW OO TH OOF 50,008}

SONG
(1) 0 - (A)


over

down
round

towards

past
(2) Listen and write the names of the boys. Then say. (t)


\section*{The bike race!}

Where's Mike? Where's Mike? He went over the bridge on his bike! Where's Bill? Where's Bill? He went up and then down the hill! Where's Mark? Where's Mark? He went through the tunnel! It was so dark! Where are the boys? Where are the boys? They rode past the zoo And went towards the park, too And now they're in front of the big sign They are near the finish line!

\section*{A)Optional}

\section*{Guide me through town}
- Tell Ss that they're going to play a game using maps.
- Divide Ss into pairs and hand out the maps (one per S).
- Explain to Ss that they are each going to choose a destination without revealing it to their partner and mark it on their map.
- Ss will then take turns giving directions to their partners so that their partner can reach the destination.
- Tell Ss that they should mark the route on their map as their partner gives them directions.
- Point out that they should use the prepositions of movement they were presented with in this lesson.
- When each S is done giving directions, he/she will check his/her partner's route to see if it's correct.
- Have a few pairs of Ss come to the front of the classroom to act out the exchange.

\section*{Before leaving}
- Explain to Ss that they will have to form a sentence using the prepositions of movement. Have Ss write down their sentences. This will challenge higher-performing Ss. To help lower-performing Ss, give them prompts to make their sentences (e.g. Go / bridge / and / the park).
- Make sure all of the Ss participate before they leave the classroom

\section*{Workbook}

Activity 1 R4.1
1. round
3. over
2. past
5. up
4. through
7. towards

\section*{}

Listening transcript
Mum: Larry, we're going to visit grandma at her new house this weekend.
Larry: Sounds great!
Mum: It's in the countryside. You're going to love it! Let's look at the map. First, we go past the forest.
Larry: Don't we go round the forest?

Mum: No. After that, we go over the bridge.
Larry: And then up the hill?
Mum: No, we go past the first hill and then up the second hill.

Larry: Is grandma's house up there?

Mum: Yes! It's a beautiful house and you can see everything from there!

\section*{Language focus}

\section*{Objectives}
- to ask for directions
- to give directions

\section*{Vocabulary}

Nouns: corner, end, GPS, roundabout, exit, directions
Adjective: excited

\section*{Structures}

How do I get to...?
Go up / down Oak Street.
Go straight on.
Turn right / left into Wood Street.
Turn right / left at the restaurant. It's on your right / left.

\section*{Materials}
- flashcards for corner, end, GPS, roundabout, exit

\section*{Revision (Optional)}
- Stand at the front of the classroom and mime going through something like a tunnel. Encourage Ss to guess that the preposition of movement you are miming is through.
- Do the same with the rest of the prepositions. When necessary, you can use a classroom object to show the movement.


\section*{Lesson plan}

\section*{Warm-up}
- Initiate a short discussion. Ask Ss if they have ever been to an aquarium or if they would like to visit one. Then ask Ss if they have ever got lost and what they did. Encourage all of the Ss to participate in the discussion.

\section*{Activity 1 R4.1}
- Stand in one of the corners of the classroom and say corner. Have Ss repeat after you.
- Do the same with end and exit.
- Use the flashcard for roundabout to present this vocabulary item. Hold up the flashcard, say, We should go round the roundabout and then turn right and show the movement with your hands. Write the sentence on the board and underline the word roundabout.
- Write sentences on the board with the words directions and excited and underline them. For example, write: We should ask for directions to the museum. Sahar is very excited about our trip.
- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- Have Ss open their books to p. 92. Point out the words in the vocabulary section.

What route did Mr Omar take? Read again and tick \((\checkmark)\) the correct map. 鐳


4 Listen and tick ( \(\mathcal{V}\) ) where the Hungry Fish Aquarium is. Choose \(A, B\) or \(C\).


Look at the map in activity 4. Ask and answer questions with your partner.

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

\section*{Activity 2 R2.1 \(\stackrel{\text { A }}{\text { A }}\)}
- Have Ss look at the illustrations in the presentation.
- Ask Ss to tell you what they think is happening. (Khaled uses his dad's GPS to take them to the aquarium. They follow the directions they are given by the GPS but they seem to have lost their way.)
- Direct Ss' attention to the frames of the story and ask them to find the words from the vocabulary section in the frames. (Frame 1: GPS; Frame 2: excited; Frame 3: roundabout, exit, GPS; Frame 4: end.)
- Play the recording and encourage Ss to shadow read (read along with the recording) in order to find out where the aquarium is. (The aquarium is at 27 Milton Road.)
- Have Ss read the dialogue again and check comprehension.
- Ask Ss some questions to check comprehension, such as: What are the children using to get directions to the aquarium? (They are using a GPS.) What are the directions the GPS gives in Frame 2? (Turn left into Greene Road. Go straight on. Turn right into Flynn Street.) Is the aquarium near the zoo? (Yes, it is.) Are the children in the right place? (No, they aren't.) What's wrong? (Khaled typed the wrong address.)

\section*{Activity 3 R2.1}
- Direct Ss' attention to the pictures and ask them what they depict.
- Explain to Ss that they will have to read the story again and tick the map that correctly depicts the route Mr Omar took.
- To help lower-performing Ss, omit one of the three choices.
- Have Ss check their answers in pairs first, then as a class.

- If time permits, ask a few Ss to read the text out loud or choose a few Ss to act out the story.

\section*{L®oฬ8}
- Remind Ss of the words right and left through miming.
- Draw a small map on the board and use it to give Ss examples that demonstrate the different directions we give. Draw a starting point and a place you want to go to in another part of the map and ask, How do I get to the (zoo)? Encourage Ss to give you directions using the phrases presented in the story.
- Direct Ss' attention to the Look! box and ask them to read the phrases out loud.
- Refer Ss to the dialogue and ask them to underline any examples of phrases for asking for and giving directions. (e.g. Go straight on.)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Invite Ss to give their own examples. This will challenge higher-performing Ss. To help lower-peforming Ss, give them jumbled sentences to put in the correct order to make their examples (e.g. High / Turn / Street / right / into).

\section*{}
- Direct Ss' attention to the map.
- Explain to Ss that they will have to listen carefully and tick (4) the correct aquarium.
- Play the recording and have Ss do the activity.
- Play the recording again and have Ss check their answers.
- Have Ss compare their answers in pairs, then check as a class.

\section*{Listening transcript}

Boy: Excuse me, how do I get to the Hungry Fish Aquarium?
Man: Hungry Fish Aquarium, eh? Hmm... oh, yes! You are in Al Teeb Street. Go straight on and turn left at the library.

Boy: Left at the library. Got it!
Man: Then go past the Chinese restaurant. On the corner on your right, there's a museum; turn right at the museum. That's Banks Street. Go up Banks Street and turn left at the hotel. The Hungry Fish Aquarium is next to the hotel.
Boy: So, I turn right at the museum, go up Banks Street and turn left at the hotel?
Man: That's right! And the aquarium is on your left.
Boy: Thank you very much.
Man: You're welcome.

\section*{A}

\section*{Activity 5 S2.3}
- Direct Ss' attention to the children and ask them to read the exchange.
- Explain to Ss that they have to look at the map in activity 4 again and ask and answer with their partner.
- Invite a S to come to the front of the classroom to demonstrate the activity. Ask, Excuse me, how do I get to the library? and encourage the \(S\) to answer accordingly.
- Divide Ss into pairs and have them do the activity.
- Have a few pairs of Ss come to the front of the classroom to act out the exchange.
- Have higher-performing Ss find a different starting point to give directions from.

\section*{Optional}

\section*{True or False}
- Ask Ss to close their books.
- Explain to Ss that you are going to say a few sentences about the text they were presented with in the lesson and that they will have to respond with gestures.
- Ss put their hands on their heads when they hear true statements and fold their arms in front of them when they hear false statements.
- You may want to play an alternative version of this game and have Ss respond verbally to the true and false sentences. For example say, Did the children turn right at the third exit? and Ss respond, No, they didn't.
- Play this game until you run out of sentences.

\section*{Before leaving}
- Divide Ss into pairs and have them form two lines, facing each other.
- Explain to Ss that they will have to ask for and give directions. Point out that they should choose a place in their town or neighbourhood they both know.
- Make sure all of the Ss participate before they leave the classroom.

\section*{Workbook}

\section*{}
\begin{tabular}{llllll}
\hline\(-1 . D\) & 2.A & 3.E & 4.B & 5.C
\end{tabular}

\section*{Activity 2 L2.1 R2.3 ©}

\section*{Listening transcript}
1.

Girl: Excuse me, how can I get to the Science Museum, please?
Man: The Science Museum... Hmm... OK. We're in Mill Street now. Go down the street and turn right at the stadium. That's the High Street. Go straight on and turn right at the toy shop. That's Bay Street. Go straight on. The Science Museum is on your left, next to the school.
Girl: So, I turn right at the stadium, then in the High Street I turn right at the toy shop?
Man: That's right!
Girl: OK. Thank you very much!
Man: You're welcome.
2.

Boy: Excuse me, how can I get to the Star Hotel, please?
Woman: Oh, it's very easy. We're in the High Street now. Go straight on and turn right at the library. That's Bay Street. Go up Bay Street. The Star Hotel is on your left, next to the clothes shop.
Boy: So, I turn right at the library and it's on my left in Bay Street?
Woman: That's right!
Boy: Thank you very much!
Woman: You're welcome.
\begin{tabular}{lllll}
\hline\(-1 . A\) & 2.F & 3.B & 4.D
\end{tabular}

Activity 3
\(\rho\)
1. Go straight on \(\quad\) 2. left 3 . turn right 4 . right

\section*{Language focus}

\section*{Objectives}
－to read a blog
－to talk about hobbies and free－time activities
－to say what people like／love／enjoy／prefer／hate doing
－to introduce the gerund
Vocabulary
Noun：blog
Adjective：creative
Free－time activities：arts and crafts，learn a language
Structures
I like／enjoy／prefer／love playing sports．I think it＇s fun／cool／exciting． I don＇t like／hate playing sports．I think it＇s boring／hard．

\section*{Materials}
－flashcards for arts and crafts，learn a language

\section*{Revision（Optional）}
－Divide Ss into pairs different from those they were in during the previous lesson．
－Explain to Ss that they will have to ask each other for directions using the vocabulary and the structures presented in the previous lesson．
－Have a few pairs of Ss come to the front of the classroom to act out the exchange．

\section*{Lesson plan}

\section*{Warm－up}
－Initiate a short discussion．Ask Ss if they have ever read a blog or made one of their own，and have them tell you what it was about．Encourage all of the Ss to participate in the discussion．

\section*{Activity 1 R4．1}
－Hold your pencil and some paper and mime making something．Say，I like doing arts and crafts in my free time and have Ss repeat．Write the sentence on the board and underline the phrase arts and crafts and stick the flashcard above it．Do the same with the phrase learn a language．
－Write a sentence on the board with the words blog and creative and underline them．For example，write：My brother writes a sports blog for children his age． These paintings are very beautiful．You are very creative．
－Ask Ss to read the sentences out loud and infer the meaning of the underlined words．
－Have Ss open their books to p．94．Point out the words／phrases in the vocabulary section．
－Play the recording and have Ss point to the words／phrases and repeat．
－Say the words／phrases in random order and have Ss point and repeat．
－Have Ss form a sentence with one of the vocabulary items presented in this lesson．

\section*{Activity 2 R1．1 畝雷 R2．1 気氰}
－Direct Ss＇attention to the picture and ask them what they can see．（A boy and some entries in a blog．）
－Ask Ss if they know what a blog is．Initiate a class discussion and elicit Ss＇ answers．If they don＇t know what a blog is，explain it＇s a website on which
people of all ages write about their personal opinions，the activities they do or their experiences．
－Read the title and Amir＇s entry and ask Ss to guess what the text is going to be about．（It＇s about how children in different countries spend their free time．）
－Play the recording and encourage Ss to shadow read（read along with the recording）in order to find out what free－time activities the children suggest（learning a language，hiking，playing games， watching DVDs and doing arts and crafts）．
－Have Ss read the texts again and check comprehension．
－Ask Ss some questions to check comprehension，such as：What is Jamal doing this year in his free time？（He is learning Spanish．） Where is Jamal from？（He is from Qatar．）When did Tim post his answer？（On Sunday， 21 June at half past six in the afternoon．）How old is Tim？（He＇s eleven years old．） What does he like doing？（He likes hiking and walking in nature．）Why do Mark and his friends love doing arts and crafts？（Because it is fun and creative．）

\section*{Activity 3 R2． 1 能雷}
－Direct Ss＇attention to the questions and ask Ss to read them．
－Explain to Ss that they will have to read the text again and answer the questions．To help lower－performing Ss answer Wh－questions，you can give them two options to choose from （e．g．1．a．new friends？or b．fun activities to do after school？）
－Have Ss compare their answers in pairs first，then check as a class．

\section*{1．He is looking for fun} activities to do after school．
2．He is going to visit Spain．
3．He went hiking in the rainforest．
4．He likes walking in nature．
5．It snows a lot．
6．They play games，watch DVDs and do arts and crafts．

\section*{8) our wout}
- If there is time, ask a few Ss to take turns to read the text aloud.

\section*{roond}
- Write a few sentences on the board with the verbs love, like, enjoy, prefer, don't like and hate and the -ing form. Read the sentences out loud, showing the appropriate amount or lack of enthusiasm in order to show the difference between the meanings of these verbs.
- Ask Ss what they think each of these verbs mean. Elicit that we use love, like and enjoy to describe something we find pleasant whereas we use don't like, and hate to express a dislike. Point out that we use prefer and -ing to say we like one activity more than another.
- Underline the six verbs only and ask them what they notice about these verbs. Elicit that they are followed by the -ing form (Gerund).
- Ask Ss when they think we use Gerunds. Elicit that gerunds are used after certain verbs and that they describe a general activity rather than a single action.
- Point out to Ss that we use I think it's + adjective like fun, boring, exciting, etc. to express a personal opinion.
- Direct Ss' attention to the Look! box and ask them to read the sentences out loud.
- Refer Ss to the text and ask them to underline any examples of verbs followed by a gerund (-ing form). (e.g. I like learning languages a lot!)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Ask Ss to provide extra examples using these verbs and the -ing form. This will challenge higher-performing Ss. To help lower-performing Ss, give them prompts to make their examples (e.g. (not) like / enjoy / love / play / board games).

\section*{}
- Direct Ss' attention to the pictures and ask Ss what they depict.
- Explain to Ss that they will have to listen carefully and number the pictures (1-4) according to what the speakers hate doing. Point out that there is one extra picture.
- Play the recording and have Ss number the pictures.
- Play the recording a second time and have Ss check their answers.
- Have Ss compare their answers in pairs, then check as a class.

\section*{Listening transcript}
1.

Danny: Hi! I'm Danny. I like spending my

free time outside. I live in a quiet neighbourhood near a small forest, so I often ride my bike there. I hate exercising at big sports centres, but I enjoy going cycling. It's a great way to exercise and stay healthy.
2.

Caroline: My name's Caroline. I like spending time in nature. My family and I enjoy having picnics in the park or near the lake. I love listening to the sounds of nature all round me. The only bad thing is that my sister loves hiking and I hate it! I can enjoy nature without hiking!
3.

Brian: I'm Brian. I love exercising in my free time. I go to the sports centre in my neighbourhood three times a week. I do different activities there. I play sports like tennis or basketball. But I hate swimming in the pool.
4.

Michael: My name's Michael. I work a lot, so I haven't got a lot of free time, but when I find some free time, I like hiking in the mountains with friends. It's quiet and we enjoy relaxing under the trees. I don't stay for long, because there are lots of insects. That's why we hate eating outside.

\section*{\begin{tabular}{lllll} 
A. 3 & B. - C. 4 & D. 2 & E. 1 \\
\hline
\end{tabular}}

\section*{Activity 5 S1.2}
- Direct Ss' attention to the children and have them read the exchange.
- Draw Ss' attention to the phrases and the box with the stars. Have them
p． 13

Read again and answer the questions．気昰
1．What is Amir looking for？

2．What country is Jamal going to visit next year？

3．What did Tim do with his family last year？

4．What does Tim like doing？

5．What＇s the weather like in Mark＇s country？

6．What does Mark do at home with his friends？

4 What do the speakers hate doing？Listen and number（1－4）． There is one extra picture．＊）


Read and complete the faces．Then ask and answer with a partner．

read the verbs and explain that each star symbolises a specific verb．
－Then，draw Ss＇attention to the activities．Explain that they are going to complete the stars next to each activity according to their personal preferences and then ask and answer questions with a partner．
－Allow Ss some time to complete the stars and then divide them into pairs and have them do the activity．
－You can ask higher－performing Ss to talk about more activities they love／like／enjoy or hate．
－Have a few pairs of Ss act out the exchange at the front of the classroom．

\section*{Optional}

\section*{Don＇t break the chain}
－Tell Ss that they are going to play a game．
－Invite Ss to come to the front of the classroom and sit in a circle on the floor．Sit in the circle with them．
－Explain to Ss that you are going to form a sentence and that the \(S\) sitting to your right has to say what you said plus a sentence he／she wants．The next \(S\) has to say the sentences you and the \(S\) to your right said as well as his／her own sentence．
－For example，you say，I love doing arts and crafts．The \(S\) to your right says You love doing arts and crafts．I hate going shopping．The

S to his／her right says You love doing arts and crafts．You hate going shopping．I like learning a language．
－The \(S\) who forgets a sentence or doesn＇t remember the exact order of the sentences is out of the game．The last Ss to remain in the game are the winners．
－If you have a large number of Ss ，you can divide them into groups．

\section*{C Before leaving}
－Explain that Ss will have to form a sentence using the verbs love，like，enjoy，prefer， don＇t like or hate followed by the－ing form．
－Make sure all of the Ss form a sentence before they leave the classroom．

\section*{Workbook}

\section*{Activity 1 R4．1}

\(-\)
1．creative
2．learning a language
3．Arts and crafts
4．blog

\section*{Activity 2 W1．2 \({ }^{\circ}\)}

1．．．．likes／enjoys doing arts and crafts and learning languages．He loves playing sports，but he hates tidying his room．
2．．．．likes／enjoys doing arts and crafts and learning languages．She loves tidying her room，but she hates playing sports．
3．．．．like／enjoy playing sports and tidying their rooms．They love learning languages，but they hate doing arts and crafts．

\section*{Activity 3 W1．2 \({ }^{\circ}\) 」}
open answers

\section*{達 Note}
－Bring Internet printouts with advertisements of different activities like museum tours， painting lessons，etc．to the next lesson （enough for two teams）．

\section*{Language focus}

\section*{Objectives}
- to talk about hobbies

\section*{Vocabulary}

Place: art gallery
Free-time activities: rock climbing, sandboarding
Nouns: sand dune, price, budget

\section*{Structures}

Let's visit the aquarium.
Why don't we go to the museum?
How about playing golf later?

\section*{Materials}
- flashcards for art gallery, rock climbing, sandboarding, sand dune
- Internet printouts with advertisements of different activities like museum tours, painting lessons, etc. (enough for two teams)

\section*{Revision (Optional)}
- Write the verbs like, love, enjoy, prefer, don't like and hate on the board and explain to Ss that they will have to come to the front of the classroom and form two sentences using any of the verbs followed by the -ing form (Gerund).
- Make sure all of the Ss form at least two sentences.

\section*{Lesson plan}

\section*{Warm-up}
- Ask Ss what they like doing in their free time and if they've got a favourite hobby. Initiate a short discussion and encourage all of the Ss to participate and to elaborate on their answers.

\section*{Activity 1 R4.1}
- Use the flashcards for art gallery, rock climbing, sandboarding and sand dune to present the new vocabulary items. Stick them on the board and say, I'm going to the art gallery with my parents tomorrow. Write the sentence on the board and underline the phrase art gallery. Say the phrase out loud and encourage Ss to

repeat. Repeat this for the rest of the phrases.
- Write a sentence on the board with the words price and budget and underline them. For example write: What's the price for a full day desert safari QAR 225 or QAR 300? Ali has got a budget of QAR 500 for free-time activities.
- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- Have Ss open their books to p. 96. Point out the words/phrases in the vocabulary section.
- Play the recording a few times and have Ss point to the words/phrases and repeat.
- Say the words/phrases in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

\section*{Cooxs}
- Approach a S, point to the advertisement for the QM Gallery Al Riwaq in his/her book and say, We both like art! How about visiting the QM Gallery AI Riwaq?
- Write the sentence and question on the board and ask Ss what they think the question How about...? means. Elicit that we use this question form to suggest something and invite someone to do it with us or to join us.
- Draw Ss' attention to the Look! box and have Ss read the sentence and questions. Explain that these structures are used to suggest and invite.
- Point out that Let's... and Why don't we...? are followed by the verb in base form while How about...? is followed by the -ing form (Gerund).
- Remind Ss of the expressions we can use to politely accept or refuse someone's invitation.
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage pairs of Ss to come up with their own examples using the structures for suggesting and inviting and the expressions for accepting and refusing.

\section*{Activity 2 S1.2 8 R2.1 \(\sqrt{\sqrt{A}} \sqrt{(1 i}\)}
- Direct Ss' attention to the advertisements and ask them to tell you what they are about. (They are advertising different places people can visit.)
- Draw Ss' attention to the descriptions below the advertisements. Ask them to read them silently and tell you what they are about. (They describe some children's interests, when they usually have free time and the amount of money they are willing to spend on a hobby.)
- Explain to Ss that, in pairs, they will have to look at the advertisements carefully and match each activity/place to each pair of children.
- Divide Ss into pairs and have them do the activity. Then, check Ss' answers as a class.

Jamal and Sami: Doha Golf Club Courtney and Jenny: QM Gallery Al Riwaq Philip and Brian: Desert Safari

\section*{Activity 3 S1.2}
- Direct Ss' attention to the photo of the children and have them read the exchange. Then, ask Ss what the children are talking about. (They are trying to decide where to go and what to do in their free time.)
- Explain to Ss that they will have to look at the advertisements in activity 2 and ask and answer questions in order to decide what they are going to do.
- Point out that they have to use the question prompts that are in the box.

Higher-performing Ss can add a few more ideas of their own to ask and answer about with their partners.
- Divide Ss into pairs and have them do the activity.
- Go round the classroom monitoring the procedure.
- Have a few pairs of Ss come to the front of the classroom to act out the exchange.

\section*{Optional}

\section*{Where are we going?}
- Divide Ss into two teams.
- Hand out the Internet printouts to each team.
- Explain to Ss on one team that they will have to look through the advertisements and choose the place they would like to visit without revealing it to anyone on the other team.
- Then, explain that the Ss on the other team will have to guess which place the other team has selected by asking questions, such as What time does it open/close? etc.
- Have the teams swap roles. The team to guess the other team's choice the fastest, wins.
- Explain to Ss that they will have to take turns suggesting an activity to do in their free time and accepting or refusing.
- Make sure all of the Ss make a suggestion and reply to one before they leave the classroom.

\section*{Workbook}

\section*{}

\author{
1. Art Gallery \\ 2. Natural History Museum \\ 3. Aquarium
}

\section*{Activity 2 L2.1 \%}

\section*{Listening transcript}

Carol: What are you doing, Jenny?
Jenny: Hi, Carol. I'm looking for some information about free-time activities. I really want to do something new.
Carol: Me, too. We can do an activity together!
Jenny: That's a good idea. Let's find something interesting. Hmm... let's see. Why don't we go to the art gallery?
Carol: What can we do there?
Jenny: We can have painting lessons.
Carol: Sounds good. What days are the lessons?
Jenny: Every Wednesday and Friday.
Carol: And what time are the lessons?
Jenny: They're from 5 p.m. to 7 p.m.
Carol: How much do they cost?
Jenny: Five pounds a lesson.
Carol: Great. How about going this Wednesday?

Jenny: OK. See you there!
\(\rho\)
1. Painting
2. Friday
3.5 p.m.
4. \(£ 5\)

\section*{Before leaving}
- Divide Ss into pairs different from the ones they were in during the previous activities and have them form two lines, facing each other.

\section*{Language focus}

\section*{Objectives}
- to read an invitation
- to write an invitation
- to learn how to draw a map
- to revise and consolidate structures and vocabulary presented in previous lessons

\section*{Revision (Optional)}
- Divide Ss into pairs and explain that they will have to take turns suggesting an activity and accepting or refusing politely.
- Make sure Ss take turns suggesting and responding.

\section*{Lesson plan}

\section*{Warm-up}
- Ask Ss to tell you if they have ever received an invitation and what the occasion was. Ask them if they have ever written an invitation of their own. If they haven't, ask them what they think an invitation should include.
- Initiate a short class discussion. Encourage all of the Ss to participate and justify their answers.

\section*{Activity 1 R2.1 细部 S2.3}
- Direct Ss' attention to the invitation and have them read the title.
- Explain that they are going to read an invitation and talk about how to write an invitation of their own.
- Play the recording and encourage Ss to shadow read (read along with the recording) in order to find out how someone can get to Buxton School from the underground station.
- Have Ss read the invitation and check comprehension.
- Ask Ss some questions to check comprehension, such as: When is the Buxton School Art Festival? (It's on 10 June.) What time is the Festival going to take place? (From 9 a.m. to 7 p.m.) Where is the Festival going to take place? (At Buxton School.) What can people do there? (They can do arts and crafts, learn about art and the history of art.) Where is Buxton School? (It's on the corner of Pine Street and Brookes Road.)
- If time permits, choose a few Ss to read the invitation out loud.

\section*{Writing tip W1.4}
- Direct Ss' attention to the Writing tip box and read it out loud. Ask them to follow along in their books as you read.
- Read the first section of the Writing tip again and explain to Ss that when writing an invitation, we should include the name of the event and the information that answers the questions: When? Where? and What time? At the end, we should always include our telephone number or email address so that our guests can contact us.
- Read the second section of the Writing tip and explain that when drawing a map, the first thing we have to do is choose two different places (the starting point and the destination). Then, we should draw the streets and the surrounding area including buildings, parks, schools and houses to make the map look more realistic and which will help the person looking at the map find his/her way easily.
- Hand out a plain sheet of A4 paper and half of a piece of construction paper to each S .
- Tell Ss that they are going to make their own invitations following the example in the SB and the guidelines in the Writing tip.Read the invitation．Then look at the map．How can someone get to Buxton School from the underground station？堛国（4）

\section*{BUXTON SCHOOL ARTFESTIVAL}

Why don＇t you join us for a day of fun？
When： 10 June
Time： 9.00 a．m．to 7.00 p．m．


Where：Buxton School
Tel： 01786330786
Email：buxtonschool＠mail．com


\section*{Optional}

\section*{Giving Directions}
－After Ss have made their invitations and drawn their maps，divide them into pairs and ask each pair to exchange invitations．
－Explain that each S has to write the directions to the place where his／her partner＇s celebration is going to take place．
－Go round the classroom monitoring the Ss and assisting those in need of help．
－When Ss are done，ask them to give the invitations to their partners along with their directions．
－Each \(S\) has to then check if the directions to the location are correct．

\section*{Before leaving}
－Divide Ss into pairs and have them form a line．
－Explain to Ss that they will have to invite their partner to their house and give directions．
－Make sure all of the Ss participate before they leave the classroom．

\section*{Workbook}

\section*{Activity 1 W1．4}

1．Science Fair
2． 15 May
3． 10 a．m．to 5 p．m．
4．Westville School Hall
5． 01786890564
6．westvilleschool＠mail．com
7．left，straight on，left，right

\section*{Activity 2 W1．3 \(\frac{8}{2}\)}
open answers

Activity 3 W1．4 5
open answers

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

\title{
READING TIME
}

\section*{Language focus}

\section*{Objectives}
- to listen and read for pleasure
- to revise and consolidate vocabulary and structures presented in previous lessons

\section*{Vocabulary}

Nouns: jet skiing, fishing net, coastguard Verb: point
Adjective: proud
Phrase: set free

\section*{St Materials}
- flashcards for jet skiing, point, fishing net, coastguard, set free
- the photocopies of the story that you have prepared (see Note in the previous lesson)

\section*{Revision (Optional)}
- Have Ss come to the front of the classroom to present the invitations they wrote (WB, Project, Activity 3).

\section*{Lesson plan}

\section*{Warm-up}
- Initiate a short discussion. Ask Ss if they have ever been on a dhow boat and where they went or if they haven't, where they would like to go. Encourage all of the Ss to participate in the discussion and expand on their answers.

\section*{Activity 1 R4.1}
- Use the flashcards for jet skiing, point, fishing net, coastguard and set free to present the new vocabulary items. Hold up each flashcard and say a sentence with each word/phrase. You can write each sentence on the board, underline the words/phrases and stick the flashcards above them. Then, point to each flashcard, say the word/phrase and have Ss repeat.
- Write a sentence with the word proud on the board and underline it. For example, write: When I passed my exams my parents were proud of me.
- Ask Ss to read the sentence out loud and infer the meaning of the underlined word.
- Have Ss open their books to p. 98. Point out the words/phrase in the vocabulary section.
- Play the recording a few times and have Ss point to the words/ phrase and repeat.
- Say the words/phrase in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

\section*{}

\section*{Before reading}
- Direct Ss' attention to the illustrations and the title of the story and ask them to guess what the story is about.
- Elicit answers, but do not correct Ss at this stage.
- Ask Ss whether the text is factual or fictional and explain the difference between these types of texts. (It's fictional.)
- Ask Ss to go through the story and find the names of the main characters (Mr Mohamed, Jassim and Omar).
- Point to each illustration and invite Ss to guess what is happening and how the story is going to end.
- Elicit answers, but do not correct Ss at this stage.

\section*{While reading}
- Direct Ss' attention to the different frames of the story and ask them

After a while, a coastguard boat arrived. Two men, a coastguard and a vet, swam towards the baby dolphin. They took off the fishing net and the vet checked the baby dolphin. Then, he set it free.


The children watched the baby dolphin swim to its family. Then, all the dolphins swam away together 'Children, today you helped save an animal! I'm very proud of you!' said Mr Mohamed.
They were so happy!
Read again and answer the questions. 䀦曽
1. Where was Mr Mohamed's class sailing to?
2. What did the children take photos of?
3. What was wrong with the baby dolphin?
4. What did the children do?
5. How did the children feel?

Can you think of a different ending? Discuss with a partner *


Have you ever helped an animal? What did you do? Would you like to help an animal? How can we help animals that are in danger?
to find and circle the words from the vocabulary section that appear in the text. (Frame 1: jet skiing; Frame 2: pointed; Frame 3: fishing net, coastguard; Frame 4: coastguard, coastguard, fishing net, set... free;
Frame 5: proud.)
- Play the recording and encourage Ss to shadow read (read along with the recording) in order to find out which animal was in danger. (A baby dolphin was in danger.)
- Have Ss read the text again and check comprehension.
- Talk about what happens in each frame of the story.

Frame 1: Mr Mohamed's class is going on a trip on a dhow boat to Al Shafliya Island to do water sports. Omar seems excited.
Frame 2: Mr Mohamed points to a dugong and the children take photos of it.
Frame 3: They hear a noise and realise it's coming from a baby dolphin which has got itself stuck in a fishing net. The children want to help so Mr Mohamed uses his mobile phone to call the coastguard.
Frame 4: The coastguard arrives along with a vet. They take off the fishing net and the vet checks if it's OK. Then they set the baby dolphin free.
Frame 5: The baby dolphin is reunited with its family and Mr Mohamed acknowledges the children's good deed and says he's proud of them. Everyone is happy.
- Ask Ss some questions to check comprehension, such as: Frame 1: What is Mr Mohamed's class going to do on their trip? (They're going to do water sports.) Frame 2: What do the students see on the left side of the dhow boat? (They see a dugong.) Frame 3: What was making
the noise? (A baby dolphin.) Why was the baby dolphin making the noise? (Because there was a fishing net around it.), Did the children take the net off the dolphin? (No, they didn't. Their teacher called the coastguard.) Frame 4: Who arrived with the coastguard? (A vet.) What did he do? (He checked the baby dolphin, then set it free.) Frame 5: How did Mr Mohamed feel in the end? (He felt proud of the children for helping to save an animal.)

\section*{}
- Direct Ss' attention to the questions and ask them to read them.
- Explain to Ss that they have to read the story again and answer the questions.
- To help lower-performing Ss answer Wh-questions, you can give them two options to choose from (e.g. 2. a. a baby dolphin? or b. a dugong?)
- Have Ss compare their answers in pairs, then check as a class.
1. They were sailing to Al Safliya Island.
2. They took photos of a dugong.
3. There was a fishing net around it.
4. They told their teacher and he called the coastguard on his mobile phone.
5. They felt happy.
- If time permits, have a few Ss take turns reading the text aloud.

\section*{}
- Divide Ss into pairs. Tell them to think of a different ending to the story and discuss it with their partners.
- Have a few pairs of Ss present their different endings to the class.

\(\rho\)open answers

\section*{Post-reading}

\section*{Let's chat L2.4 \(\$ 1.2\) ©}
- Direct Ss' attention to the box on p. 99 and read the questions out loud.
- Ask Ss to answer the questions and initiate a discussion.
- Encourage all of the Ss to participate in the discussion.

\section*{Suggested answer}

I have helped an animal. I found a stray cat and I gave it milk and some food. / No, I haven't. I'd like to help animals by volunteering at an animal shelter. We can help animals that are in danger by calling a vet or an animal organisation to help the animal.

\section*{READING TIME}

\section*{Optional}

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

\section*{Before leaving}
- Have Ss choose a character from the story on pp. 98-99 and act out the story in front of the class.

\section*{Workbook}

Activity 1 R4.1 ?
- 1. pointed
2. coastguard
3. proud
4. jet skiing
5. fishing net, set it free

Activity 2 R2.1 \({ }^{\text {A A }}\)
\begin{tabular}{lllll}
\hline 1.T & 2.F & 3.F & 4.F & 5.T
\end{tabular}
Activity 3 W1.3 (5) W1.6 (1)
open answers




Look at my room
There are balloons
There is a spoon
A book and a moon!

Balloons, balloons
Everywhere I look
Pop! Pop! Pop!
Ouch my foot!

\section*{PHONICS}

\section*{Language focus}

Objectives
- to practise the pronunciation of the \(00 / \mathrm{u}: /\) and \(00 / \mathrm{v} /\)
- to say a phonics chant/poem

Vocabulary
room, spoon, balloon, look, book, foot

Phonics
oo /u:/, oo /u

\section*{St Materials}
- flashcards for room, spoon, balloon, look, book, foot
- phonics cards for room, look (TB pages 255-256 - one set per S)

\section*{Revision (Optional)}
- Ask Ss to tell you what they remember from the story from the previous lesson. Ask them where the boys went and what they saw.
- Have higher-performing Ss write what they remember. To help lowerperforming Ss, give them prompts to help them write what they remember (e.g. Mr Mohamed's class / be / dhow boat) or write sentences about the events in the story and have them number the sentences according to their order of occurrence.

\section*{Lesson plan}

\section*{Warm-up}
- Write \(\mathbf{0 0}\) on the board and draw two lines beneath it extending to the left and to the right. Below those lines write /u:/ and / \(\mathrm{v} /\). Explain to Ss that the digraph \(\mathbf{0 0}\) has these two pronunciations. Under each sound, stick the flashcards with the words that contain these sounds.
- Point to oo and say /u:/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcard (room) and say it out loud, having Ss repeat after you.
- Repeat the same procedure with the other sound.

\section*{Activity 1 R4.1}
- Play the recording and have Ss listen and point the first time.
- Play the recording again and have Ss listen, point and repeat.

\section*{Listening transcript}
/u:/, /u:/, room, spoon, balloon
/v/, /v/, look, book, foot
- Encourage Ss to tell you more words with the sounds presented in this lesson.

\section*{Activity 2 L2.1}
- Direct Ss' attention to the pictures and ask them to tell you what they see. (A girl in a room full of balloons stepping on a balloon and bursting it.)

The activity is recorded both as a chant and as a poem.
- Ask Ss what room of the house the girl in the picture is in. (In her bedroom.)
- Explain to Ss that they are going to listen to a chant/poem and that they will have to underline the oo /u:/ sounds and circle the oo /u/ sounds.
- Play the chant/poem Look at my room and have Ss listen and follow along in their books.
- Play the recording again pausing after each line for Ss to underline the oo /u:/ and circle the oo /v/ sounds.
- Then play the chant/poem once more and encourage Ss to say the chant/poem along with the recording.

\(\rho\)underlined /u:/: room, balloons, spoon, moon, balloons, balloons circled /u/: look, book, look, foot

\section*{TPR Activity}
- Hand out the phonics cards for room and look to Ss and have them cut them out.
- Explain to Ss that they have to say the chant/poem and raise the room phonics card when they hear a word containing /u:/ and the look phonics card when they hear a word containing \(/ \mathrm{v} /\).

\section*{Optional 1}

\section*{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 /u:/ or /v/, e.g. /u:/ and have Ss write a word with that sound on the board, e.g. room.
- 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.

\section*{Optional 2}

\section*{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 have the sounds \(/ \mathrm{u}: /\) or \(/ \mathrm{v} / \mathrm{in}\) them 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.

\section*{Workbook}

\section*{Activity 1}

\section*{Listening transcript}
1. room
4. balloon
2. look
5. foot
3. spoon
6. book
\(\rho\)
1. /u:/
2. /u/
3. /u:/
4. /u:/
5. /u/
6. \(\mathrm{m} /\)

\section*{Activity 2}

\section*{1. foot}
2. room
3. balloon

\section*{Activity 3 W2.2 \(\mid\)}
1. look
2. spoon
3. balloon
4. book
5. foot
6. room

\section*{Language focus}

\section*{Objectives}
－to provide Ss with cross－curricular information on Geography and Science
－to talk about seasons around the world

\section*{Vocabulary}

Phrases：dry season，wet season Directions：north，south

\section*{Materials}
－flashcards for dry season，wet season， north，south

\section*{Revision（Optional）}
－Play the phonics chant／poem from the previous lesson and have Ss do the TPR activity on TB p． 189.

\section*{Lesson plan}

\section*{Warm－up}
－Initiate a short discussion．Ask Ss how many seasons there are in their country and what type of weather each season has．Ask Ss whether they know of any other places in the world with different seasons and the type of weather in each season．Encourage all of the Ss to participate in the discussion and justify their answers．

\section*{Activity 1 R4．1}
－Use the flashcards for dry season，wet season，north and south to present the new vocabulary items．Hold up each flashcard and say a sentence with each word．You can write each sentence on the board，underline the words and stick the flashcards above them．
－Explain the differences between the two weather conditions and the two points on the compass to Ss ．
－Have Ss open their books to p． 101. Point out the words／phrases in the vocabulary section．
－Play the recording a few times and have Ss point to the words／phrases and repeat．
－Say the words／phrases in random order and have Ss point and repeat．
－Have Ss form a sentence with one of the vocabulary items presented in this lesson．

\section*{Activity 2 R2．1 畝国}
－Direct Ss＇attention to the text and ask them to read the title and guess what the text is about．（It＇s a text about seasons．）
－Play the recording and encourage Ss to shadow read（read along with the recording） in order to find out if all countries around the world have got four seasons．（No，they haven＇t．Some countries，which are close to the equator，have only got two seasons．）
－Have Ss read the text again and check comprehension．
－Ask Ss some questions to check comprehension，such as：Why are there seasons？ （Because while the Earth makes a journey around the sun it leans to one side．） What happens in June？（The top side of the Earth is leaning towards the sun．） What season is it south of the equator in September？（It＇s spring．）When is it spring north of the equator？（In March．）Why have some countries got two seasons？（Because they are very close to the equator．）What happens in the wet season？（In the wet season，there is a lot of rain．）

\section*{Activity 3 R2．1 㔊}
－Direct Ss＇attention to the sentences and ask them to read them．
－Explain that they have to read the text again and decide if the sentences are true or false．
－Have Ss compare their answers in pairs，then check as a class．Make sure Ss justify their answers．

\begin{tabular}{lllll|}
\hline 1．F & 2．F & 3．T & 4．F & 5．T \\
\hline
\end{tabular}
－If time permits，have a few Ss take turns to read the text．

\section*{Optional}

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

\section*{Before leaving}
－Explain to Ss that they will have to report something they remember from the text．
－Make sure all of the Ss participate before they leave the classroom．

\section*{Workbook}

Activity 1 R4．1 ？
\begin{tabular}{llll} 
1．north，south & 2．wet season & 3．dry season \\
\hline
\end{tabular}

\section*{Activity 2}

1．C 2．A 3．B

dry season


2 Read and answer．Have all countries around the world got four seasons？頜（4）

\section*{Seasons}

Why are there seasons？
Every year，the earth makes a journey around the sun．But the earth leans to one side． －In June，the top side of the earth is leaning towards the sun．So it＇s summer north of the equator and winter south of the equator．This means it is summer in the UK and winter in Australia．
－In September，it is autumn north of the equator and spring south of the equator．
－In December，the top side of the earth is leaning away from the sun．So it＇s winter north of the equator and summer south of the equator．
－In March，it is spring north of the equator and autumn south of the equator．


\section*{Have all countries got four seasons？}

No，they haven＇t．Some countries in Asia，Africa and South America are very close to the equator．These places have got two seasons－a wet and a dry season．In the dry season，it doesn＇t rain．In the wet season，there is a lot of rain．

Read again and write T for True or F for False．绪雨
1．The earth makes a journey around the sun every two years．
2．When it＇s summer in Australia，the top side of the earth is leaning towards the sun．
3．In December，it＇s summer south of the equator．
4．It＇s spring at the same time north and south of the equator．
5．Countries very close to the equator have got two seasons．

\section*{Activity 3 R4．2 \(\underset{\sim}{|A|}\)}

Suggested answers
1．lean：to（cause to）slope in one direction or to move the top part of the body in a particular direction
2．equator：an imaginary line drawn around the middle of the earth an equal distance from the North Pole to the South Pole

\section*{Activity 4 L2．1 م}

Listening transcript
Mark：Hi，Stu！What are you doing？
Stu：Oh，hi Mark！I＇m getting ready for my holiday．
Mark：Your holiday？
Stu：Yes！
Mark：Are you going to go to the countryside this year？
Stu：No，we aren＇t．My family and I are going to go to Australia！
Mark：Really？What are you going to do there？
Stu：We are going to visit many places．I can＇t wait to see the kangaroos！
Mark：Yeah，there are lots of kangaroos in Australia．Are you going to go skiing，too？
Stu：Skiing？No，we aren＇t．We＇re going to go to Sydney Luna Park．It＇s a very big amusement park in Sydney．There are many rides！There is a big roller coaster and a big wheel．I＇m not going to ride the big wheel，because it＇s slow，but I am going to drive！There is a ride with cars which children can drive！It＇s like karting．

Mark：Sounds great，Stu！But I have got one question．
Stu：Sure．What is it？
Mark：How are you going to go to an amusement park in winter？
Stu：Ha ha！It＇s winter here in the UK，Mark！ In Australia，it＇s summer now！The weather is warm！
Mark：Oh，yes！You＇re right！Mr Wilson told us about the different seasons in the two parts of the world last week．
Stu：That＇s right！Winter here，summer there！
Mark：Well，have a great time，Stu！
Stu：Thanks，Mark！
\begin{tabular}{lllll|}
\hline\(-1 . A\) & 2．B & 3．B & 4．B \\
\hline
\end{tabular}

\section*{Did you know？}
－Antarctica is Earth＇s southernmost continent．About 98\％of Antarctica is covered by ice，making it the coldest place on Earth．The lowest temperature recorded in Antarctica is \(-94.7^{\circ} \mathrm{C}\) in August 2010.
－You can ask Ss to search the Internet for more information about Antarctica．

\section*{Project work W1．3}
－Ask Ss to use the Internet to find information about the seasons in 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 must have a heading，as well as pictures（drawings or photos），with brief sentences underneath describing what can be seen in the pictures．
－Teachers should recommend safe websites．
－Ss bring projects to class and present their posters to their classmates．Their classmates can ask questions to find out more about the specific project so as to promote communication by encouraging learners to express themselves，exchange ideas with each other and present their work．
－Projects can also be done in pairs or groups so as to promote cooperation among learners by providing opportunities for learners to work together．

－Bring a bell to the next lesson．

\section*{Language focus}

\section*{Objectives}
- to revise and consolidate structures and vocabulary presented in previous lessons

\section*{Materials}
- flashcards for all of the vocabulary presented in this Module
- a bell

\section*{Revision (Optional)}
- Have Ss present the Project Work from the previous lesson (WB p. 87) to the class.

\section*{Lesson plan}

\section*{Warm-up}
- Stick some of the flashcards from the previous lessons in this Module on the board (4-5 flashcards each time). Tell Ss to memorise them.
- Ask Ss to close their eyes and hide one of the flashcards. When Ss open their eyes, they must 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 must 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.

Listening
Listen and tick ( \(\checkmark\) ) where Emily wants to go. 웅 \(\triangle\) )

(2) Work in pairs. Imagine that your house is one of the three houses on the map below.
Give your partner directions to your house.


\section*{Speaking}

o down Al Mijdaf Street and turn left into Al Marfa Street.


YOU ARE HERE
102

\section*{Activity 1 L2.1}
- Direct Ss' attention to the picture and ask them what it depicts.
- Explain to Ss that they will listen to someone giving a girl directions and that they have to follow the directions, beginning at the starting point (the star) in order to find out where the girl wants to go.
- Play the recording and have Ss tick the correct answer (A, B or C).
- Play the recording again and have Ss check their answers.
- Have Ss compare their answers in pairs, then check as a class.

\section*{Listening transcript}

Woman: Go up Main Street, go past the hospital and the art gallery. Turn right... no, no, sorry. Turn left into Garden Road at the library. Then go towards the park and turn right.
Emily: Into Baker Street?
Woman: Yes, that's right. Then go straight on and it's on your left, opposite the supermarket and next to the museum.
Emily: On my left, opposite the supermarket... next to the museum. Got it! Thank you very much.
C

\section*{Activity 2 S2.3}
- Direct Ss' attention to the children and ask them to read the exchange. Ask Ss to tell you what they are talking about. (The one boy is asking for directions to the other boy's house and the other boy is giving him directions.)
- Divide Ss into pairs. Direct Ss' attention to the starting point and the houses on the map. Explain that they will choose one of the three houses, without revealing it to their partner. Their partner will then ask him/her for directions and the \(S\) will give directions leading his/her partner to his/her house.
- Point out the box and read the prompts out loud. Explain to Ss that, in pairs, they have to use the prompts when they give their directions.
- If necessary, invite a S to come to the front of the classroom to demonstrate the activity. Encourage the \(S\) to ask you, How do I get to your house? and answer accordingly.
- Have a few groups of Ss come to the front of the classroom to act out the exchange.

\section*{Optional}

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

\section*{Before leaving}
- Explain to Ss that they will have to form a sentence using the vocabulary and structures presented in this Module. (Prepositions of Movement, -ing form, Functions for asking for and giving directions, Functions for suggesting and inviting, etc.)

\section*{Workbook}

\section*{Activity 1 R4.1 O W2.2}
```

1. POINT
2. CORNER
3. COASTGUARD
4. ROUNDABOUT
5. JET SKIING
6. DOWN
```

\section*{Activity 2}
\begin{tabular}{ll} 
1. over & 2. through \\
3. left & 4. round
\end{tabular}

\section*{}

\section*{\(\begin{array}{llll}\text { A. } 4 & \text { B. } 2 & \text { C. } 3 & \text { D. } 1\end{array}\)}

\section*{Activity 4 W1.1 \(\wp\) W1.4}

\section*{open answers}

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

\section*{When students complete this module, they will be able to:}

\section*{Song}
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- describe people and objects using suitable statements (S2.2)
- communicate more detailed personal information using longer, simple statements and questions (W1.1) WB

\section*{Top Stars}
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- ask about and express basic opinions (S1.2)
- spell a range of familiar high frequency words accurately in guided writing (W2.2) WB

\section*{Our world}
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- describe people and objects using suitable statements (S2.2)
- understand and respond to the main ideas in simple texts of one or two paragraphs (R1.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- recognise and use key features of a simple print or digital bilingual dictionary for learners of English (R4.2)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- ask about and express basic opinions (S1.2)
- ask about and express basic opinions using longer, simple statements (W1.2) WB

\section*{Reading time}

\section*{Project}
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and respond to a longer sequence of simple one-step instructions (L2.3)
- describe independently people and familiar objects using suitable statements (W1.3) WB
- write a sequence of short, simple one-step instructions and directions (W1.4) WB
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to the main ideas in simple texts of one or two paragraphs (R1.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- communicate or find out more detailed personal information (S1.1)
- follow and respond independently to a wide range of simple, short questions (L2.4)
- ask about and express basic opinions using longer, simple statements (W1.2) WB

\section*{Top Time! 5}
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- ask about and express basic opinions (S1.2)
- understand and respond to the main ideas in simple texts of one or two paragraphs (R1.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1) WB
- describe independently people and familiar objects using suitable statements (W1.3) WB

\section*{Round-up}
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- describe people and objects using suitable statements (S2.2)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1) WB
- ask about and express basic opinions using longer, simple statements (W1.2) WB

\section*{Phonics}
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)

\section*{Language focus}

\section*{Objectives}
- to say a song/poem
- to talk about the environment
- to talk about ability and lack of ability
- learn how to use too/enough

Vocabulary
Verbs: recycle, save, try
Nouns: environment, tap, paper, plastic

\section*{Structures}

You can't drive a car. You're too young.
You're too young to drive a car. I can't carry these bags. I'm not strong enough.
I'm not strong enough to carry these bags.

\section*{Materials}
- flashcards for recycle, environment, tap, paper, plastic

\section*{Lesson plan}

\section*{Warm-up}
- Ask Ss what they do at home to protect the environment. Initiate a short discussion and encourage all of the Ss to participate and expand on their answers.

\section*{Activity 1 R4.1}
- Stick the flashcards for recycle, environment, tap, paper and plastic on the board.
- Point to each flashcard and say the words out loud. Encourage Ss to repeat after you.
- Write sentences with the verbs save and try on the board. For example, write: Turn off the lights when you leave the room to save energy. You should try not to use many plastic bottles.
- Have Ss read the sentences and ask them to guess the meanings of the underlined words.
- Alternatively, stick the flashcards on the board and invite Ss to guess what the lesson is going to be about.
- 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 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.

\section*{Activity 2 L2.1}
- Direct Ss' attention to the pictures in the activity and ask them to tell you what they see. (Some children doing different activities that are good for the environment.)

The activity is recorded both as a song and as a poem.
- Explain to Ss that they are going to listen to the song/poem and match the parts of the song/poem 1-3 with the pictures A-D. Point out that there is one extra picture they do not need to use.
- Play the song/poem and tell Ss to match each verse with the appropriate picture.
- Make sure Ss have matched the verses with the correct pictures.
- Play the song/poem again and encourage Ss to say the song/poem along with the recording.
\(\rho\) \begin{tabular}{llll|} 
A. 2 & B. 3 & C. - & D. 1 \\
\hline
\end{tabular}

\section*{กबయ38}
- Hold your bag and pretend it is very heavy. Say, I can't carry this bag. I'm not strong enough.
- Write the sentences on the board and say, I'm not strong enough to carry this bag. Write this sentence underneath the previous two and ask Ss to tell you what they notice. Elicit that the two sentences are now combined in the second one.
- Explain to Ss that we use enough, in this particular sentence, to show that we are not as strong as we should be to do something.
- Repeat the same with too.
- Point out that adjectives go before enough, but come after too and that they are followed by a full infinitive.
- Direct Ss' attention to the Look! box on p. 103 and ask them to read it.
- Refer Ss to the song and ask them to underline any examples of too and enough. (e.g. It's easy enough to start recycling today!)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.

tap

paper

plastic

2 Listen to the song and match the verses with the pictures (A-D). There is one extra picture. Then say. (4)

\section*{Save the environment!}

Paper, plastic, metal and glass Bill never throws them in the rubbish He recycles every day It's easy enough to start recycling today!

Why don't you try it? It's like an experiment You're never too old, you're never too young To save, save, save the environment!

Keith always turns off the light
When he leaves a room at night
He turns off the tap while he's brushing his teeth Can you do the same as Keith?

Why don't you try it? It's like an experiment You're never too old, you're never too young To save, save, save the environment! It isn't too hard to make the world cleaner It isn't too late to make the earth greener So let's clean the forests and let's plant trees Can you help, help, help us, please?

Why don't you try it? It's like an experiment You're never too old, you're never too young To save, save, save the environment!


Look at the pictures. Then talk in pairs about what the people can or can't do. Use too or enough.
You can't drive a car. You're too young. You're too young to drive a car. I can't carry these bags. I'm not strong enough. I'm not strong enough to carry these bags.

2) my brother / not tall/ go on the roller coaster

4. my uncle Amir / tired 4) / play basketball

- Ask Ss to provide extra examples using too and enough. This will challenge higher-performing Ss. To help lower-performing Ss, give them prompts to make their examples and have them choose between too and enough (e.g. I / be / old / play / bouncy castle).

\section*{Activity 3 S2.2}
- Direct Ss' attention to the pictures and ask them to tell you what they see. (People doing different activities.)
- Explain to Ss that, in pairs, they will have to talk about the people in the pictures using too or enough and the information they are given.
- Divide Ss into pairs and have them do the activity.
- Have a few Ss come to the front of the classroom and act out the exchange.
- You can ask higher-performing Ss to come up with a few sentences of their own to talk about with their partner.

\section*{1. Mr Smith is too old to ride a bike.}
2. My brother isn't tall enough to go on the roller coaster.
3. My sister isn't old enough to cook.
4. My uncle Amir is too tired to play basketball.

\section*{Optional}

\section*{Hot potato}
- Have Ss stand in a circle with you. Make a paper ball from scrunched-up paper and hold it saying, I can't carry this bag. It's too heavy.
- Tell Ss to pass the ball to each other. Say, Stop. The \(S\) who is holding the ball has to say his/her own sentence using a structure from the lesson.
- Play until all of the Ss have had a turn.

\section*{Before leaving}
- Explain to Ss that they will have to form a sentence using too or enough.
- Make sure all of the Ss form a sentence before they leave the classroom.
- Have Ss write down their sentences. This will challenge higher-performing Ss. To help lower-performing Ss, give them prompts to make their sentences (e.g. Reema / be / young / drive / car).

\section*{Workbook}

\section*{Activity 1 R4. 1}

\section*{1. tap}
2. plastic, recycle
3. save, environment
4. paper
5. try
\(\begin{array}{lllll}\text { A. } 4 & \text { B. } 2 & \text { C. } 5 & \text { D. } 1 & \text { E. } 3\end{array}\)

Activity 2
\begin{tabular}{ll} 
1. enough & 5. too \\
2. enough & 6. enough \\
3. too & 7.too \\
4. enough &
\end{tabular}

\section*{Activity 3 W1.1 \({ }^{2}\)}
open answers

Language focus

\section*{Objectives}
- to talk about volunteering
- to talk about goals

Vocabulary
Noun: volunteer
Phrase: pick up rubbish

\section*{Structures}

I want / would like to protect the environment. I decided to become a volunteer. I promised to visit my grandparents at the weekend.
I hope to see you next time.

\section*{Materials}
- flashcards for volunteer, pick up rubbish
- flashcards from the previous lesson: recycle, environment, tap, paper, plastic

\section*{Revision (Optional)}
- Ask Ss to tell you a few things they remember from the previous lesson about helping the environment.
- Alternatively, you can stick the flashcards from the previous lesson (recycle, environment, tap, paper, plastic) on the board and invite Ss to form a sentence using the word it depicts.

\section*{Lesson plan}

\section*{Warm-up}
- Ask Ss if they have ever volunteered to do something or whether they would like to volunteer for something. Ask Ss why they think volunteering is important. Initiate a short discussion and encourage all of the Ss to participate and expand on their answers.

\section*{Activity 1 R4.1}
- Throw a piece of paper on the floor, pick it up and say, We should always pick up rubbish. Write the sentence on the board, underline the phrase pick up rubbish and stick the corresponding flashcard on the board above the phrase.


\section*{- Repeat the same with volunteer.}
- Alternatively, stick the flashcards on the board, say the word and phrase and encourage Ss to repeat after you.
- Have Ss open their books to p. 104.
- Point out the word and phrase in the vocabulary section. Play the recording a few times and have Ss point to the word/phrase and repeat.
- Say the word and phrase in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

\section*{}
- Have Ss look at the pictures. Ask Ss where they think the children are and what they think is happening. (In the first two frames, each boy is at his house talking to someone on the phone. In the third frame the other boys are talking to someone on the phone, too. In the fourth frame, the children run into one another in the park.)
- Ask Ss, to tell you what they think is happening. (The children have all become volunteers. In the last frame, they are all together but somewhat surprised.)
- Direct Ss' attention to the frames of the story and ask them to find and point out the words from the vocabulary section they see in the frames (Frame 1: volunteer; Frame 2: pick up rubbish; Frame 3: volunteers, volunteers, pick up rubbish; Frame 4: volunteer, volunteers).
- Play the recording and encourage Ss to shadow read (read along with
p. 133

I want / would like to protect the environment.
I decided to become a volunteer.
I promised to visit my grandparents at the weekend.
I hope to see you next time

Read again and complete the sentences.
1. Sami is going to help clean up Al Wakrah Park on
2. Khaled is going to talk to his \(\qquad\) about helping on Saturday
3. Majed and Saleh are going to
4. Majed and Saleh are going to be at Al Wakrah Park at
5. On Saturday morning, the children meet at

Listen and tick \((\checkmark)\) the correct pictures. There is one extra picture. .


Talk with your partner about how to make the world a better place. Use the ideas below. ©
1. decided / become a volunteer
2. would like / pick up rubbish in the park
3. want / plant trees in a forest
4. would like / help clean up a beach
5. hope / recycle plastic, metal, paper and glass
6. promise / use cloth bags at the supermarket

the recording) in order to find out what the children want to do. (They want to become volunteers at 'Clean up Now'.)
- Have Ss read the dialogue again and check comprehension.
- Ask Ss some questions to check comprehension, such as: What does Sami want to do? (He wants to become a volunteer.) Can he join the clean-up on Friday afternoon? (No, he can't.) When can he help? (On Saturday morning.) What time does he have to be there? (At ten o'clock.) What does Khaled want to do? (He wants to help clean up Al Wakrah Park.) Can he help pick up rubbish at ten o'clock on Saturday? (He has to ask for his father's permission first.) What do Majed and Saleh want to do? (They want to become volunteers.) Are they going to pick up rubbish? (No, they aren't. They are going to help plant trees.) Where are the children? (At Al Wakrah Park.) What happened? (They have all become volunteers.)

\section*{Activity 3 R2. 1 気葍}
- Direct Ss' attention to the sentences in the activity.
- Explain to Ss that they should read the story again and complete the sentences.
- Have Ss compare their answers in pairs, then check as a class.
```

1. Saturday
2. dad
3. ten o'clock
4. Al Wakrah Park
5. (help) plant trees
```
- If time permits, ask a few Ss to read the text out loud or choose a few Ss to act out the story.

\section*{గఠయฬ}
- Say, I want to become a volunteer for the clean-up, write the sentence on the board and ask Ss to tell you what they notice about the verb want.
- Elicit that verbs like want, decide, promise and hope are followed by to and the base form of the verb.
- Direct Ss' attention to the Look! box on p. 105 and ask them to read it.
- Refer Ss to the dialogue and ask them to underline any examples of verbs followed by full infinitives. (e.g. I'd like to become a volunteer.)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Ask Ss to provide extra examples using verbs like want, would like, decide, promise and hope and the base form of a verb. This will challenge higher-performing Ss. To help lower-performing Ss, give them jumbled sentences to put in the correct order to make their examples (e.g. I / water / promised / to / flowers / the).

\section*{Activity 4 L2.1}
- Draw Ss' attention to the pictures in the activity and ask them to tell you what they see. (A boy and some other children doing different activities.)
- Explain to Ss that they are going to listen to a boy describing his weekend to his friend and tick the correct pictures, according to what they hear. Point out that there is one extra picture.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs, then check as a class.

\section*{Listening transcript}

Bill: How was your weekend, Tony?
Tony: It was fantastic! On Saturday, I went to Fairview Forest.
Bill: Really? What did you do there?
Tony: Well, I wanted to plant trees, but first I helped pick up some rubbish.
Bill: Rubbish! Eww...!
Tony: Well, it wasn't that bad. I picked up some plastic bottles and cans. Then I put them in recycling bags. When I finished with that, I..
Bill: What? Did you do more work?
Tony: Of course! But first I had some snacks with my new friends. They gave us free sandwiches.
Bill: Oh, that's nice!
Tony: Then some children brought lots of small trees to the forest... and I helped them plant them!
Bill: That sounds great! I'd like to become a volunteer, too.
Tony: Good idea! I promised to bring a friend to the next clean-up, anyway!

Pictures A, B and C should be ticked.

\section*{9 TOP STARS}

\section*{Activity 5 S1.2 웅}
- Direct Ss' attention to the boys in the picture and ask them to read what the boy on the left is saying.
- Then, draw Ss' attention to the table in the activity. Explain to Ss that they will have to use the activities in the table and, in pairs, talk with their partner about what they are willing or not willing to do to make the world a better place.
- Invite a S to come to the front of the classroom and act out the exchange, as an example. Say, I want to plant trees in a forest and encourage the \(S\) to form his/her own sentence.
- Divide Ss into pairs and have them do the activity.
- Ask higher-performing Ss to come up with ideas of their own for the table to talk about with their partner.
- Have a few pairs of Ss come to the front of the classroom and act out the exchange.

\section*{Optional}

\section*{Don't break the chain}
- Get Ss to sit in a circle. If you have got a large number of Ss , divide them into groups.
- Say, I decided to become a volunteer. The S to your right has to say what you have decided and add what he/she has decided, too, e.g. You decided to become a volunteer, I would like to recycle more. The S to his/her right says, \(\mathrm{He} /\) She decided to become a volunteer, You would like to recycle more and I want to help in the next clean-up.
- Ss continue in the same manner. The S who doesn't remember a goal someone else has mentioned is out of the game.

\section*{C Before leaving}
- Explain to Ss that they have to form a sentence using the structures they were presented with in the lesson.
- Make sure all of the Ss have formed a sentence before they leave the classroom.
- Have Ss write down their sentences. This will challenge higher-performing Ss. To help lower-performing Ss, give them prompts to make their sentences (e.g. I / promise / tidy / room).

\section*{Workbook}

\section*{Activity 1 R4.1 P W2.2 \(\left.\frac{A}{A} \right\rvert\, \frac{i}{B}\)}
- 1. volunteer
2. pick up rubbish

\section*{Activity 2}

\section*{1. Mike wants to eat a sandwich.}
2. Fiona and Diane would like to become volunteers at the zoo.
3. Salim's mum promised to buy him another ice cream.
4. Marion hopes to become a teacher when she grows up.
5. Mark decided to recycle all his old paper.

\section*{Activity 3 L2.1}

Listening transcript
Presenter: Good evening, everyone! Today we have a special guest - Tony Sparks! Tony is a student at Fairview Primary School. He is in a group called 'Save the Environment'. Welcome, Tony! Please, tell us about this group.
Tony: Thank you, Mr Greene. 'Save the Environment' is a group at our school. It does different things to help and protect the environment. All students, and even teachers, at Fairview can join and help make the world a better place.
Presenter: What do you do to help?
Tony: Well, we make posters. These posters show people round town what they can do to keep our town clean. We usually put them up round town for everyone to see. We also organise fundraisers to collect money for other environmental groups and animal rescue centres. Last week we decided to clean Fairview Forest, so we organised Fairview Forest Day.
Presenter: Oh? How did it go?
Tony: It was great. Many people from our school and round town came down to the forest to help. We picked up the rubbish, recycled cans, paper boxes and plastic items we found, and then we all planted new trees.
Presenter: Fantastic!
Tony: And there is a lot more we can do. We can all become volunteers and do things at home to protect the environment. First, turn off lights when we don't need them and taps when we brush our teeth to save energy and water.
Presenter: These are easy things to do!
Tony: Another great idea is using cloth bags at the supermarket not plastic bags.
Presenter: You're right, Tony! We can use cloth bags again and again! Thank you for coming... (fade out)
\begin{tabular}{|llllll}
\hline 1.T & 2.F & 3.T & 4.F & 5.T & 6.F \\
\hline
\end{tabular}

\section*{Note}
- For the next lesson, prepare two sets of A4 paper with different adjectives and activities written on them. For example, write adjectives like easy, difficult, hard, etc. on the one set and activities like play basketball, go to the park, visit a forest, etc. on the other set and bring them to the next lesson.

\section*{Language focus}

\section*{Objectives}
- to talk about eco-friendly products
- to talk about the full infinitive

Vocabulary
Verb: pollute
Nouns: clock, battery, keyboard, office, company, seed
Adjectives: wooden

\section*{Structures}

This mobile phone is new. It's easy to use.
I don't like this computer game. It's difficult to play.

\section*{Materials}
- flashcards for pollute, clock, battery, keyboard, wooden, office, company, seed
- flashcards from the previous lesson: volunteer, pick up rubbish
- two sets of A4 paper with different adjectives and activities written on them

\section*{Revision (Optional)}
- Stick the flashcards from the previous lesson (volunteer, pick up rubbish) on the board and ask Ss to tell you a few things a volunteer can do in a clean-up.
- Alternatively, invite Ss to play a miming game. Explain that, one by one, they will come up to the front of the classroom, mime one of the actions a volunteer can do in a clean-up and the rest of the class will have to guess what he/she is miming.

\section*{Lesson plan}

\section*{Warm-up}
- Ask Ss if they know of any eco-friendly gadgets and why they are considered eco-friendly. Initiate a short discussion and encourage all of the Ss to participate and expand on their answers.

\section*{Activity 1 R4.1}
- Stick the flashcards for the lesson (pollute, clock, battery, keyboard, wooden, office, company, seed) on the board.
- Point to each flashcard, say the appropriate word and encourage Ss to repeat after you.
- Have Ss open their books to p. 106. Point out the words in the vocabulary section.
- Play the recording a few times and have Ss point to the corresponding 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.

\section*{}
- Direct Ss' attention to the pictures and ask them what they can see. (A wooden keyboard, a clock and a wooden mobile phone.)
- Tell Ss that they are going to read three short texts about some eco-friendly inventions. Tell them that they are going to listen to the recording and then decide
where they would find texts like these.
- Play the recording and encourage Ss to shadow read (read along with the recording) in order to find out where they would find these texts. (In a magazine or on a website about new inventions or eco-friendly gadgets.)
- Have Ss read the texts again and check comprehension.
- Ask Ss some questions to check comprehension, such as: Why are wooden keyboards eco-friendly? (Because they are not plastic and they don't pollute the environment.) What colours can you choose between? (Light or dark brown.) Why don't you have to worry about the trees the keyboard company uses? (Because it promises to plant a tree for every keyboard it sells.) What does the clock in the photo need to work? (It needs water.) Is it easy to use? (Yes, it is.) When does it need water again? (After a few months.) What is special about this mobile phone? (It uses power from the sun to recharge.) What has the green mobile got in it? (It has got a flower seed in it.)

\section*{Activity 3 R2.1 畝国}
- Direct Ss' attention to questions in the activity and ask them to read them.
- Explain to Ss that they have to read the text in activity 2 again and answer the questions according to the text.
- Have Ss compare their answers in pairs, then check as a class.
1. Yes, it does. The wooden keyboard comes in light or dark brown.
2. The company promises to plant a tree for every keyboard it sells.
3. No, it doesn't. The water powered clock uses water to work.
4. You can put it near a window on a sunny day.
5. You can plant the green mobile in your garden.
- If there is time, ask a few Ss to take turns to read the texts aloud.

\section*{โఠయङs}
- Hold up your mobile phone and say, This mobile phone is easy to use. Write the sentence on the board and ask Ss to tell you what they notice about the adjective easy.
- Elicit that it is followed by to and the base form of the verb.
- Underline to use in the example sentence and explain to Ss that to and the base form of the verb is called the full infinitive and follows adjectives like easy, difficult, delicious, fun, etc.
- Direct Ss' attention to the Look! box on p. 107 and ask them to read it.
- Refer Ss to the texts and ask them to underline any examples of adjectives followed by full infinitives. (e.g. It is also very easy to use.)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Ask Ss to provide extra examples using the full infinitive. This will challenge higher-performing Ss. To help lower-performing Ss, give them jumbled sentences to put in the correct order to make their examples (e.g. tablet / easy / this / is / use / to).

\section*{Activity 4 R4.2 䣥}
- Direct Ss' attention to the words. Point out that these words can be found in one of the the texts in activity 2 written in bold. Ask Ss to look at the text in activity 2 again and infer their meanings from the context.
- Then explain that they will have to look up the meanings of the words in a bilingual dictionary and write them in the spaces provided.
- Have Ss compare their answers in pairs, then check as a class.

\section*{Suggested answers}
1. eco-friendly: describes a product designed to do the least possible damage to the environment
2. power: the energy from something such as electricity or oil, which can do work, such as providing light or heat
3. recharge: to fill a battery with electricity so that it can work again

\section*{Activity 5 L2.1}
- Draw Ss' attention to the pictures in the activity and ask them what they can see. (Three different tablets.)

- Explain to Ss that they are going to listen to a dialogue between two children and that they have to tick (4) the correct picture, according to what they hear.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs, then check as a class.

\section*{Listening transcript}

Penny: This is for you, Bobby.
Bobby: A present for me?
Penny: Yes. Open it.
Bobby: Wow! A new tablet! Thanks! You're the best sister!
Penny: You're welcome! I know you wanted it!
Bobby: And what's that? It looks strange.
Penny: Let me show you. You use it to recharge the tablet on a sunny day. You see, you can use power from the sun to recharge its battery. It's really eco-friendly!
Bobby: Oh, Penny! You always want to protect the environment!
Penny: Yeah, that's me! The bad thing is that it's plastic, but we can't do anything about that.
Bobby: Yes, that's true, but a wooden tablet that uses power from the sun... hmm... that's a nice idea!
Penny: Yeah, it is!


C

office

company


This mobile phone is new. It's easy to use I don't like this computer game. It's difficult to play.

3 Read again and answer the questions. 습
1. Does the wooden keyboard come in different colours?
2. What does the wooden keyboard company promise to do?
3. Does the water-powered clock need batteries to work?
4. How can you recharge the green mobile phone?
5. What can you do with the green mobile when it stops working?

Read the texts in activity 2 again. Look up the words in bold in a dictionary, and write their meanings below. 䬻
1. eco-friendly
2. power
3. recharge


Listen and tick ( \(\checkmark\) ) the correct picture. (\%)

(6)

Talk in pairs. Use the ideas in the boxes or your own ideas, and make as many sentences as you can. \({ }^{\circ}\)


\section*{Activity 6 S1.2}
- Direct Ss' attention to the boys in the picture and ask them to read what they are saying.
- Then, draw Ss' attention to the prompts in the activity and ask them to read them.
- Explain to Ss that, in pairs, they will have to form sentences using the prompts or their own ideas to make as many sentences as they can.
- Invite a S to come to the front of the classroom to demonstrate the activity.
- Divide Ss into pairs and have them do the activity.
- Have a few pairs of Ss present their exchange at the front of the classroom.

\section*{Optional}

\section*{Find your pair}
- Divide Ss into two teams and use the sets of paper you brought in. Give the set of A4 paper with the adjectives written on them to the one team and the set with activities written on them to the other team.
- Explain to Ss that they will have to mingle and when you say Stop they will have to find a pair on the opposite team and form a sentence with the items written on their pieces of paper, e.g. Ss with the adjective easy and the activity go to the park could form the sentence: It is easy to go to the park.
- Point out that there are no correct or incorrect combinations but that each S has to find a pair from the opposite team and not in his/her own.
- You can ask higher-performing Ss to write their sentences on the board after they have found their pair.

\section*{C Before leaving}
- Explain to Ss that they will have to say one thing about the texts that impressed them the most.
- Make sure all of the Ss take part before they leave the classroom.

\section*{Workbook}

\section*{Activity 1}
1. clock
2. company
3. eco-friendly
4. keyboard
5. recharge

\section*{Activity 2}

\section*{1. It is easy to bake a cake.}
2. It is difficult to learn Arabic.
3. It is fun to visit an amusement park.
4. It is exciting to go sailing.
5. It is important to recycle.
A. 5
B. 2 C. 4
D. 3 E. 1

\section*{Activity 3 W1.2 \({ }^{\circ}\).}
open answers

Language focus

\section*{Objectives}
- to ask for permission
- to grant or refuse permission

\section*{Structures}

It's 'Recycling Day' tomorrow. We are going to celebrate it at school. Could I make a poster about it? Of course you can. / I'm sorry, you can't.

\section*{Revision (Optional)}
- Explain to Ss that they will have to say a few things about the eco-friendly gadget they liked the most from the previous lesson.
- Initiate a short class discussion. Ask Ss why they think more gadgets like the ones presented in the previous lesson are important and why. Encourage them to justify their answers.


\section*{Lesson plan}

\section*{Warm-up}
- Ask Ss if they have ever taken part in a forest or beach clean-up and what they did. If they haven't, ask them if they would like to. Initiate a short class discussion. Encourage all of the Ss to participate in the discussion.

\section*{นయすふ8}
- Approach two Ss and ask, Could I have your books, please? Encourage the Ss to hand you their books and say, Yes. Write the question on the board and have a S ask you for something, e.g. a pen. Encourage him/her to ask, Could I have a pen? Hand him/her the pen and say, Of course you can. Write this answer on the board. Then have another S ask you to open the classroom window. Have him/her say, Could I open the window? This time answer, I'm sorry, you can't. Write this answer on the board as well.
- Explain to Ss that the structure Could I...? is used to ask for permission to do something. Then, point out that in order to grant or refuse permission, the phrases Of course you can and I'm sorry, you can't are used.
- Direct Ss' attention to the Look! box on p. 108 and ask them to read it.
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Have Ss can come up with a few examples of their own and write them on the board. This will challenge higher-performing Ss. You can have higher-performing Ss write the questions and lower-performing Ss write the answers.

\section*{}
- Direct Ss' attention to the children depicted. Explain to Ss that they have to read what each person in the activity is saying and match it to the appropriate questions asking for permission.
- Have Ss compare their answers in pairs, then check as a class.
A. 4
B. 1
C. 5 D. 3 E. 2

\section*{Activity 2 S2.2}
- Ask Ss to look at the picture of the girls at the bottom of the page and ask them to read what they are saying.
- Divide Ss into pairs, and explain that they will have to act out the exchanges in activity 1 according to their answers in activity 1.
- Higher-performing Ss can come up with a few examples of their own while lower-performing Ss can reply to them by asking permission using Could I...?

\section*{Optional}

\section*{Pantomime}
- Divide Ss into two teams. Explain that a S from one team will have to come to the front of the classroom and mime something that they would like to do, while the Ss on the other team try to guess the question he/she would ask to get permission to do it.
- If necessary, mime an action/activity and encourage \(S s\) to ask the suitable question, e.g. mime opening the window and have Ss ask, Could I open the window, please?
- If the opposing team forms the correct question, the \(S\) at the front of the classroom takes a seat and a S from the other team comes up to mime. Every correct answer earns the guessing team a point.

\section*{Before leaving}
- Explain to Ss that you are going to ask them for permission to do something and that they have to answer you appropriately.
- Make sure all of the Ss grant you or refuse to give you permission before they leave the classroom.

\section*{Workbook}

\section*{Activity 1 R2.1 \(\mid\)}
3. E
4. C
5. B
6. F

Activity 2
1. Could I use your pen, please?
2. Could you drive me to the shopping centre, please?
3. Could I go to the amusement park?
4. Could I use your laptop for my project, please?
5. Could I be in the cooking competition, please?

\section*{Note}
- Bring sheets of card (enough for each S) to the next lesson.

\section*{Language focus}

\section*{Objectives}
- to read a poster
- to revise and consolidate structures and vocabulary presented in previous lessons
- to learn how to make a poster

\section*{Materials}
- sheets of card (enough for each S)

\section*{Revision (Optional)}
- Ask Ss to form a sentence using the structure they were presented with in the previous lesson.
- Make sure all of the Ss form at least one sentence.

\section*{Lesson plan}

\section*{Warm-up}
- Ask Ss to tell you what they do at home to be environmentally friendly and if they have any advice for children who want to be more environmentally friendly at school as well.
- Initiate a short class discussion and encourage all of the Ss to participate.

\section*{Activity 1 R2. 1 畝国}
- Have Ss open their books to p. 109.
- Direct Ss' attention to the poster. Explain to Ss that this poster was made to show what we can do to be more environmentally friendly at home and at school. Point out that the prompts around the poster can help Ss make their own posters.
- Explain to Ss that they are going to read the poster and talk about how they can make a poster of their own.
- Play the recording and encourage Ss to shadow read (read along with the recording).
- Have Ss read the poster again to check comprehension.
- Ask Ss some questions to check comprehension, such as: What should you do when you are brushing your teeth to save water? (You should turn off the tap.) Should you leave your computer on when you aren't using it? (No, you shouldn't. You should turn it off.) What should you do with old TVs, computers and mobile phones? (Recycle them.) What can you do at school to be environmentally friendly? (You can use both sides of every piece of paper and students can put recycling bins in the school playground.) How can you get to school if your parents can't drive you there? (You can go on foot, ride your bike or take the bus.)
- If time permits, choose a few Ss to read the poster out loud.

\section*{Writing tip L2.3}
- Direct Ss' attention to the Writing tip box and ask them to read it.
- Read the tip aloud and ask Ss to follow along in their books as you read.
- Read the Writing tip again, explaining each step as you go along.


\section*{Optional}

\section*{Hot potato}
- Get Ss to form a circle.
- Make a paper ball from scrunched-up paper and hold it saying, Turn off the lights when you leave a room and then pass the ball to another S.
- Explain to Ss that they have to pass the ball to each other until you say, Stop. When you do, the S who is holding the ball has to say his/her own sentence.
- Play until all of the Ss have had a turn.
- Explain to Ss that they have to say one thing they remember about making a poster.
- Make sure all Ss say at least one thing before they leave the classroom.

\section*{Workbook}

Activity 1
\begin{tabular}{ll}
\hline 1. Recharge & 2. Bring \\
3. Read & 4. Recycle \\
5. throw & 6. ride \\
7. Use & 8. Pick up
\end{tabular}

\section*{Activity 2 W1.3}

\section*{Suggested answers:}
1. Don't leave your tablet and mobile recharging all day.
2. Turn off your computer when you leave the room/ you aren't using it.
/ Don't leave your
computer on when you aren't using it.
3. Turn it (the air conditioning) off when you aren't in the room. / Don't leave it (the air conditioning) on when you leave the room.
4. Turn off the lights when you leave the room. / Don't leave the lights on when you leave the room.

\section*{Activity 3 W1.4}
open answers

\title{
- READING TIME
}

\section*{Language focus}

\section*{Objectives}
- to listen to a factual text and read for pleasure
- to revise and consolidate structures and vocabulary presented in previous lessons

\section*{Vocabulary}

Nouns: energy, cooking oil
Adjectives: warm, cool
Phrasal verb: take part

\section*{Materials}
- flashcards for energy, cooking oil, warm, cool

\section*{Revision (Optional)}
- Have Ss present the posters they made in the previous lesson (WB, Project, Activity 3).

\section*{Lesson plan}

\section*{Warm-up}
- Ask Ss if they have ever heard about eco-friendly schools and what they think students do there and what they generally think of the idea. Initiate a short discussion and encourage all of the Ss to participate.

\section*{Activity 1 R4.1}
- Use the flashcards for energy, cooking oil, warm and cool to present the new vocabulary items. Hold up each flashcard and say a sentence with each word. You can write each sentence on the board, underline the words and stick the flashcards above them. Then, point to each flashcard, say the word and have Ss repeat.
- Write a sentence on the board with the phrasal verb take part and underline it. For example, write: I like to take part in team sports.
- Ask Ss to read the sentence out loud and infer the meaning of the underlined phrasal verb.
- Have Ss open their books to p. 110.

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

\section*{}

\section*{Before reading}
- Direct Ss' attention to the title of the texts and the pictures and ask them to guess what the two texts are about.
- Elicit answers but do not correct Ss at this stage.
- Point to different pictures and ask Ss what they depict.
- Ask Ss whether the text is factual or fictional and explain the difference between these types of texts. (It's factual.)

\section*{While reading}
- Direct Ss' attention to different parts of the texts and ask them to find and circle the words from the vocabulary section that appear in the text. (The Green School: energy, cooking oil; Howe Dell Primary School: energy, energy, warm, cool, take part)
- Play the recording and encourage Ss to shadow read (read along with the recording) in order to find out where these special schools are. (The Green School is in Bali, Indonesia and the Howe Dell Primary School is in Hertfordshire, UK.)

- Have Ss read the texts again and check comprehension.
- Talk about the texts.

The Green School and Howe Dell Primary School are special schools because they are eco-friendly. The students that attend these schools have developed different ways to help the environment and set an example for other people, by encouraging them to be environmentally friendly, as well.
- Ask Ss some questions to check comprehension, such as: When did the Green School open? (In September, 2008.) What did the people who built it use? (They only used bamboo.) Does the school use energy from the sun? (Yes, it does.) What do they use for the school bus? (The cooking oil from the school kitchen.) What idea did some students at the Green School have? (They started the Bye Bye Plastic Bags project.) What does Howe Dell Primary School use to save energy? (It uses the wind and the sun.) How do they keep the buildings warm in winter and cool in summer? (They use the energy from the school playground.) What do the children in this school recycle? (Their toys.) What is the ECO-SQUAD group? (It's a group in which students learn how to be environmentally friendly at school and at home.)

\section*{}
- Direct Ss' attention to the sentences and ask them to read them.
- Explain to Ss that they have to read the texts again and correct the sentences according to the information in the texts.
- Have Ss compare their answers in pairs, then check as a class.
1. They use cooking oil from the school kitchen for the school bus at the Green School.
2. Howe Dell Primary School uses energy from the playground to keep the school cool in summer.
3. Students at Howe Dell School help at the school animal farm.
4.There are bamboo chairs and desks at the Green School.
5. This school uses the wind and the sun to save energy.
6. Students at the Green School are doing a project to stop people using plastic bags.
- If time permits, have a few Ss take turns reading the texts aloud.

\section*{Post-reading}

\section*{Let's chat 51.}

\section*{L2.4}
- Direct Ss attention to the box and read the questions out loud.
- Ask Ss to answer the questions and initiate a discussion.
- Encourage all of the Ss to participate in the discussion.

\section*{Suggested answers}

My school isn't a green school, but we would all like to make it one. We could organise cleanups and put recycling bins in the school playground so that all students can recycle. I would like to go to the Green School because it seems very interesting to attend a school that hasn't got any walls and where you can learn about the environment. What I liked the most about Howe Dell Primary School is the ECO-SQUAD group because it teaches students how to be environmentally friendly outside school, as well.

\section*{READING TIME}

\section*{Optional}

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

\section*{c \\ Before leaving}
- Explain to Ss that they have to form a sentence with one of the vocabulary items presented in this lesson.
- Have Ss write down their sentences. This will challenge higher-performing Ss. To help lower-performing Ss, give them prompts to make their sentences (e.g. You / turn off / lights / save energy.)
- Make sure all of the Ss participate before they leave the classroom.



\section*{PHONICS}

\section*{Language focus}

\section*{Objectives}
- to practise the pronunciation of the \(/\) //, /æ/, and /a:/ sounds
- to say a phonics chant/poem

\section*{Vocabulary}
amazed, island, apple, hat, cat, garden, scarf, arm

\section*{Phonics}
the a/ə/, /æ/and /a:/ sounds

\section*{Materials}
- flashcards for amazed, island, apple, hat, cat, garden, scarf, arm
- phonics cards for amazed, apple, scarf, (TB pages 255-256 - one set per S)

\section*{Revision (Optional)}
- Ask Ss what they remember from the texts about the Green School and Howe Dell Primary School.

\section*{Lesson plan}

\section*{Warm-up}
- Write a on the board and draw three lines beneath it extending to the left, the centre and to the right. Below those lines write the sounds /æ/, /a:/ and /ə/. Explain to Ss that the vowel a has got these three pronunciations. Under each sound, stick the flashcards for the words that begin with / contain each sound.
- Point to /æ/ and say /æ/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcard (apple) and say it out loud, having Ss repeat after you.
- Repeat the same procedure with the rest of the sounds.

\section*{Activity 1 R4.1}
- Play the recording and have Ss listen and point the first time.
- Play the recording and have Ss listen, point and repeat.

\section*{Listening transcript}
/ə/, /ə/, amazed, island
/æ///æ/, apple, hat, cat
/a:/,/a:/, garden, scarf, arm
- Encourage Ss to tell you more words with the sounds presented in this lesson.

\section*{Activity 2 L2.1}
- Direct \(\mathrm{Ss}^{\prime}\) attention to the picture. Ask Ss , what they can see. (A farmer and a scarecrow.)
- Ask Ss , Where is the farmer? (He's on his farm.) What is the scarecrow wearing? (It's wearing a scarf, jeans, a brown jacket and boots.)
- Explain to Ss that they are going to listen to a chant/poem and that they will have to circle the /æ/ sounds with red, the /a:/ sounds with blue and the /ə/ sounds with yellow.
- Play the chant/poem Mr Brook the Scarecrow and have Ss listen and follow along in their books.
- Play the chant/poem again, pausing after each line for Ss to circle the words with the correct colour.
- Then play the chant/poem once more and encourage Ss to say the chant poem along with the recording.

Red: cats, hats, stand, apple, jacket
Yellow: around, amazed
Blue: garden, scarf, arm, Are

\section*{TPR Activity}
- Hand out the phonics cards for apple, scarf and amazed to Ss and have them cut them out.
- Explain that they have to say the chant/poem and raise the apple phonics card when they hear a word containing /æ/, the scarf phonics card when they hear a word containing /a:/ and the amazed phonics card when they hear a word containing /ə/.

\section*{Optional 1}

\section*{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 sounds (/æ/,/a:/, /ə/) and have Ss write a word with that sound on the board, e.g. hat.
- 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.

\section*{Optional 2}

\section*{Written whispers}
- Stick the flashcards for apple, hat, cat, garden, scarf, arm, amazed and island on the board.
- Divide Ss into teams. The teams stand in lines with their backs turned to you and the board, except for the first player on each team, who should be facing you and the board.
- Give the first S standing in each line the phonics cards for apple, scarf and amazed.
- 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. hat. The players facing you have to show you the correct phonics card (apple).
- Then instead of whispering the word down the line, they pass the word, e.g. hat 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 in each team has to touch the flashcard of hat and say the word (hat). 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.

\section*{Workbook}

\section*{Activity 1}

Listening transcript
1. garden
2. scarf
3. cat
4. amazed
5. apple
6. island
A. 2 B. 6 C. 31

Activity 2 R4.1
1. /æ/
2. /a:/
3. /æ/
4. /ə/
5. /a:/
6. /æ/

\section*{Activity 3 R4. 1}

\section*{Listening transcript}
1. scarf, hat, garden
2. amazed, apple, cat
3. garden, arm, island
\(\begin{array}{lll}\text { 1. } B \quad \text { 2. } A & 3 . C\end{array}\)

\section*{Language focus}

\section*{Objectives}
- to revise and consolidate structures and vocabulary presented in the previous two modules

\section*{Vocabulary}

Nouns: architecture, architect, palace, collection, visitor, entrance, sculpture
Verb: design

\section*{Materials}
- flashcards for architecture, architect, design, palace, collection, visitor, entrance and sculpture

\section*{Lesson plan}

\section*{Warm-up}
- Ask Ss if they have visited any of the museums in their country. Have them say which one(s) and to describe what they saw there.
- Initiate a short class discussion and encourage all of the Ss to participate.

\section*{Activity 1 R4.1}
- Hold up the flashcards for architecture, architect, design, palace, collection, visitor, entrance and sculpture say the words, and encourage Ss to repeat.
- Have Ss open their books to p.113.
- Point out the words in the vocabulary section. Play the recording a few times, and have Ss point to the corresponding 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.

\section*{}
- Draw Ss' attention to activity 2.
- Ask Ss to look at the pictures, and ask them what they can see. (Pictures of two different museums.)
- Draw Ss' attention to the rubric, and ask them if they know either of the museums shown in the pictures.
- Read the title of the texts out loud, and ask Ss to tell you what they think the texts are about. (They are about different museums from different countries.)
- Play the recording and encourage Ss to shadow read (read along with the recording) in order to find out more about these museums.
- Have Ss read the texts again and check comprehension.
- Ask Ss some questions to check comprehension, such as: Where is the Museum of Islamic Art? (It's in Doha, the capital of Qatar, sixty metres from the Doha Corniche.) Who designed the Museum of Islamic Art? (IM Pei one of the most famous architects in the world.) What did IM Pei do before designing the Museum? (He travelled around many Islamic countries and studied Islamic architecture for six months.) When did His Highness Sheikh Hamad bin Khalifa Al Thani open the museum? (He opened the museum in 2008.) What can you see there? (You can see the biggest collection of Islamic art in the world.) What was the Louvre before it became a museum? (It was the palace for the King of France.) When did they open the new entrance for the museum? (In 1989.) What is the pyramid entrance of the museum made of? (It is made of glass and metal.) Which is the most famous painting you can see there? (The Mona Lisa.)

\section*{Activity 3 R2.1 滒}
- Direct Ss' attention to the questions in activity 3, and ask them to read them.
- Explain to Ss that they will have to read the texts again and answer the questions according to the information in the texts.
- To help lower-performing Ss answer Wh-questions you can give them two options to choose from. (e.g. 1. a. in 2006? or b. in 2008?)
- Have Ss compare their answers in pairs, then check as a class.

\section*{1. They finished it in 2006.}
2. He spent six months travelling around many Islamic countries and studying Islamic architecture.
3. It became a museum in 1793.
4. The architect IM Pei worked on the design of the new Louvre Museum entrance.
5. You can see collections of paintings, pottery, sculptures, furniture and jewellery from around the world.
- If there is time, choose a few Ss to read the texts aloud for the class.

\section*{Optional}

\section*{Line jumping}
- Use masking tape to make a straight line on the floor that is long enough for Ss to stand on in single file.
- Have Ss line up in single file on the line.
- Tell Ss that the side to their right is yes and the side to their left is no.
- Call out yes and show Ss that they have to jump to their right. Do it with them. Ask them to jump back onto the line. Do this a couple of times with yes and then do the same with no.
- Explain to Ss that you are going to say sentences about the texts. If they are correct, Ss must jump to their right. If they are wrong, they must jump to their left.
- Say, The Museum of Islamic Art is in Paris, and encourage Ss to jump to the left side. Give Ss a couple more examples, and then play the game.
- Whoever jumps to the wrong side is either out of the game or just misses a turn.


The Museum of Islamic Art
The Museum of Islamic Art in Doha, the capital of Qatar, is sixty metres from the Doha Corniche. The Chinese-American architect. IM Pei, one of the most famous architects in the world, designed it. Before IM Pei designed the museum, he spent six months travelling around many Islamic countries and studying Islamic architecture. This helped him design a building that is both modern and traditional. They finished the building in 2006, and His Highness Sheikh Hamad bin Khalifa Al Thani opened the museum in 2008. It's a place where people can see the biggest collection of Islamic art in the world, collected by the royal family of Qatar

(1)The Louvre Museum
The Louvre Museum in Paris is one of the world's most famous museums. It has got over one million works of art and, millions of visitors from all over the world visit it every year. The Louvre Museum became a national museum in 1793. Before that, it was a palace for the King of France. In 1989, they opened a new entrance to the museum in the shape of a glass and metal pyramid. IM Pei designed the new entrance. In this museum, you can see collections of paintings, pottery, sculptures, furniture and jewellery from around the world. The most famous painting in the museum is the Mona Lisa.

Read again and answer the questions.
1. When did they finish the Museum of Islamic Art?
2. How long did IM Pei study Islamic architecture before designing the Museum of Islamic Art?
3. When did the Louvre Palace become a museum?
4. Who worked on the design of the new Louvre Museum entrance?
5. What kind of collections can you see at the Louvre Museum?

\section*{C Before leaving}
- Ask Ss to tell you one thing they remember from the texts.
- Make sure all of the Ss participate before they leave the classroom.

\section*{Workbook}

\section*{Activity 1}
\begin{tabular}{llllllll} 
1.B & 2.C & 3.A & 4.D & 5.B & 6.C & 7.C & 8.A
\end{tabular}

\section*{Activity 2 L2.1}

\section*{Listening transcript}

Hamad: Hi, Salman! How was your trip to the National Museum of Qatar? Did you go with your father and your uncle?
Salman: Well, I went with my uncle, since he helped to build it. My father wanted to come, too, but he had to work. It's a great museum. We should go and visit it together, too.
Hamad: So, Salman, tell me about the museum building.
Salman: The building is amazing. Its design is fantastic. The architect
who designed it, Jean Nouvel, wanted to make it look like a desert rose.
Hamad: My brother wants to design buildings like that when he finishes university.
Salman: That's great, Hamad.
Hamad: Did you find out anything about the exhibitions?

Salman: Well as you know, I love dhows, so my favourite exhibition was the one all about dhows and how the Qatari people used them in the past for fishing, trading and pearling. Of course there were many other great exhibitions about the past and present of Qatar.

Hamad: That's really interesting. Can you tell me anything else about the museum?
Salman: Well, there are two shops, two restaurants and a café in the museum. Oh, and a park. It's a great place to visit.
Hamad: My brother is going to take me next week. Do you want to visit it again? You can come with us!
Salman: Sure.
1. uncle 2. desert 3. brother 4. past

\section*{Project work W1.3}
- Ask Ss to use the Internet to find information about other museums in 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 must have a heading, as well as pictures (drawings or photos), with brief sentences underneath them describing the pictures.
- Teachers should recommend safe websites.
- Ss bring projects to class and present their posters to their classmates. Their classmates can ask questions to find out more about the specific project so as to promote communication by encouraging learners to express themselves, exchange ideas with each other and present their work.
- Projects can also be done in pairs or groups so as to promote cooperation among learners by providing opportunities for learners to work together.

\title{
- ROUND-UP
}

Language focus

\section*{Objectives}
- to revise and consolidate structures and vocabulary presented in previous lessons

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

\section*{Listening transcript}
1.

Ken: Look, Dad! This is the new mobile phone I was talking about.
Dad: Hmm... it looks nice. But it's too expensive, Ken.
Ken: Oh, please, Dad! It can take really nice photos!
Dad: Yes, but it's a bit too big. What about that small, black one?
Ken: It looks good... but the bigger one is eco-friendly, too. It can use power from the sun. You always say that we must protect the environment, Dad.
Dad: OK, Ken. Let's get it then.
Ken: Thanks, Dad!
2.

Betty: Where were you last Saturday, Julie? I called you at home, but you weren't there.
Julie: Oh, yes! Do you remember the Go Green organisation? I became a volunteer!

Betty: Really? That's great! My cousin is a volunteer for Go Green, too! Last month, they were at White Sand Beach. They picked up rubbish and cleaned the beach. And last Saturday, she was at Black Forest. They picked up all the rubbish there, too.
Julie: I was there, too! I helped them plant some new trees.
Betty: I want to become a volunteer, too! Let's go together next time!
3.

Gary: No, Linda! I don't want to buy that one!
Linda: But why not, Gary? It looks nice. It's blue, too. Your favourite colour!
Gary: Yes, but it's plastic. We must protect the environment, you know.
Linda: OK. There's one that's wooden and plastic.
Gary: Oh, come on, Linda! Look! This one is only wooden, and it looks good. It's not expensive, and I like the colour.
Linda: OK then!


\section*{1. C 2.B 3. B}

\section*{Activity 2 S2.2}
- Direct Ss' attention to the boys in the activity and ask them to read what they are saying.
- Then, draw Ss' attention to the prompts in the activity and ask them to read them.
- Explain to Ss that, in pairs, they have to make sentences using too and enough. Point out that Ss can add ideas of their own.
- If necessary, invite a \(S\) to come to the front of the classroom to demonstrate the activity.
- Divide Ss into pairs and have them do the activity.
- Have a few pairs of Ss present the exchange in front of the class.

\section*{Optional}

\section*{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 group with the most flashcards wins.

\section*{Before leaving}
- Ask Ss to form a few sentences using the structures presented in this Module (too, enough, full infinitive, could for permission).
- Have Ss write down their sentences. This will challenge higher-performing Ss. To help lower-performing Ss, give them prompts to make their sentences (e.g. could / go / park /?), ( \(\mathrm{He} / \mathrm{be} / \mathrm{too} /\) young / speak etc.).
- Make sure all of the Ss form sentences before they leave the classroom.

\section*{Workbook}

\section*{Activity 1}
1. environment 4. battery
2. volunteer
5. energy
3. wooden
6. try

Activity 2
```

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

```

\section*{Activity 3 R2.1 Aㅂ․i.}

8
\begin{tabular}{|c|c|c|}
\hline & Loggerhead Turtles & Hawksbill Turtles \\
\hline 1. They have got large heads. & 4 & \\
\hline 2. They live in many oceans. & 4 & 4 \\
\hline 3. They're very heavy and big. & 4 & \\
\hline 4. They swim close to beaches. & & 4 \\
\hline 5. They are an endangered species. & 4 & 4 \\
\hline 6. Other animals hunt them. & & 4 \\
\hline
\end{tabular}

\section*{Activity 4 W1.2 \({ }^{\circ}\) ]}
open answers

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

\section*{When students complete this module, they will be able to:}

\section*{Song}
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- ask about and express basic opinions (S1.2)

\section*{Top Stars}
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- ask about and express basic opinions (S1.2)

\section*{Our world}
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to the main ideas in simple texts of one or two paragraphs (R1.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- give reasons for simple predictions (S2.4)
- give reasons for simple predictions (W1.5)
- spell a range of familiar high frequency words accurately in guided writing (W2.2) WB
- describe independently people and familiar objects using suitable statements (W1.3) WB

\section*{Reading time}
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to the main ideas in simple texts of one or two paragraphs (R1.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and respond independently to a wide range of simple short questions (L2.4)
- ask about and express basic opinions (S1.2)
- describe people and objects using suitable statements (S2.2)
- spell a range of familiar high frequency words accurately in guided writing (W2.2) WB
- ask about and express basic opinions using longer, simple statements (W1.2) WB

\section*{Phonics}
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- spell a range of familiar high frequency words accurately in guided writing (W2.2) WB

\section*{CLIL 5}
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- communicate or find out more detailed personal information (S1.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1) WB
- describe independently people and familiar objects using suitable statements (W1.3) WB

\section*{Final Revision 1-10}
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1) WB
- understand and respond to detail in simple texts of one or two paragraphs (R2.1) WB
- communicate or find out more detailed personal information using longer, simple statements (W1.1) WB
- ask about and express basic opinions using longer, simple statements (W1.2) WB
- find out about and describe events and experiences at a known time in the past (W1.6) WB

\section*{Revision 6-10}
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1) WB
- ask about and express basic opinions using longer, simple statements (W1.2) WB

\section*{Cursive writing}
write smoothly and legibly in cursive writing in most written work (W3.1) WB

\section*{Round-up}
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- give reasons for simple predictions (S2.4)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1) WB
- give reasons for simple predictions (W1.5) WB

\section*{10）some}

\section*{Language focus}

\section*{Objectives}
－to say a song／poem
－to talk about friendship
－to make promises
Vocabulary
Verbs：share，promise，cheat，lie， forgive
Adjective：true
Phrases：have fun，make fun of Structures
I＇ll share everything with you． I won＇t make fun of you again．

\section*{Materials}
－flashcards for share，have fun

\section*{Lesson plan}

\section*{Warm－up}
－Ask Ss who their friends are，how long they have been friends with them and why they consider them their friends．Ask Ss what important qualities a friend must have．Initiate a short discussion and encourage all of the Ss to participate and expand on their answers．

\section*{Activity 1 R4．1}
－Stick the flashcards for share and have fun on the board．
－Point to each flashcard and say the words out loud．Encourage Ss to repeat after you．Write sentences with the verbs promise， cheat，lie and forgive with the adjective true as well as with the phrase make fun of on the board． For example，write：I promise to tidy my room．It＇s wrong to cheat in a test．You should study hard and try your best．It＇s not nice to lie to a friend．You must always tell the truth．I made a mistake and I＇m sorry．Please，forgive me． A true friend helps you every time you need it．You mustn＇t make fun of people who are different from you．Respect each other．
－Have Ss read the sentences and guess the meanings of the underlined words and phrase．
－Have Ss open their books to p．115．Point out the words／phrases in the vocabulary section．Play the recording a few times and have Ss point to the corresponding words／phrases and repeat．
－Say the words／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．

\section*{Activity 2 L2．1}
－Direct Ss＇attention to the picture in the activity and ask them to tell you what they see．（A boy offering a biscuit to his friend while his friend offers him a jacket．）Then ask Ss to read the title of the song／poem and ask them to tell you

The activity is recorded both as a song and as a poem． what they think the song／poem is about（friendship）．
－Draw Ss＇attention to the words in the box and read them aloud．Explain that they are going to listen to the song／poem and that they have to complete it with the words in the box．
－Play the song／poem once and have Ss complete the song／poem with the appropriate words from the box．
－Play the song／poem again and have Ss check their answers．
－Play the recording a third time and encourage Ss to say the song／poem along with the recording．
\begin{tabular}{|lll|}
\hline 1．see & 2．care & 3．friendship \\
4．true & 5．share & 6．jacket \\
\hline
\end{tabular}

\section*{几๒すふ8}
－Approach a S and say，You are my student．I will always help you learn．
－Write the sentence on the board and ask Ss to guess what it expresses．
－Explain to Ss that we use Future will to talk about something we promise to do（or not to do）in the future．Explain to Ss that Future will is always followed by the base form of the verb and point out that the negative form of Future will is will not and that the contracted form won＇t is more commonly used in spoken English．
－Tell Ss that the phrase I promise is sometimes used with Future will to emphasise the promise being made．
－Direct Ss＇attention to the Look！box on p． 115 and ask them to read it．
－Refer Ss to the song and ask them to underline any examples of Future will（e．g．I promise I＇ll be there for you，too）．
－Tell Ss to refer to the Grammar Reference section at the back of the SB．
－Encourage Ss to come up with their own examples and write them on the board．This will challenge higher－performong Ss．To help
lower－performing Ss，give them prompts to make their examples．
（e．g．I／promise／I／clean／my room／later．）

\section*{Activity 3 S1．2 \({ }^{\circ}\)}
－Direct Ss＇attention to the girls in the activity and ask them to read what they are saying．
－Explain to Ss that they have to talk in pairs and make promises to each other using the phrase I promise and will or won＇t by matching them to the ideas listed in the bubble．
－Divide Ss into pairs and have them do the activity．
－Have a few Ss come to the front of the classroom and act out their exchange．
－You can ask higher－performing Ss to come up with a few more ideas／promises of their own and write them on the board．

SONG

share

have fun
promise make fun of
cheat
lie
true

2 Listen and complete. Then say. 雨 ()
\begin{tabular}{|ccc|}
\hline true & see & share \\
friendship & jacket & care \\
\hline
\end{tabular}
Forever friends
My friend, when it's too dark to (1)
You always give your hand to me
I promise I'll be there for you, too
Because I (2)_ about you
We have so much fun together
I will be your friend forever

I'll never make fun of you, my friend
I promise our (3) \(\qquad\) will never end
I won't cheat or lie to you
I will always be (4)
We have so much fun together
I will be your friend forever
Remember, I will always care
And I promise I'll always (5)
The last biscuit in the packet
And when it's cold, I'll give you my (6)
We have so much fun together
I will be your friend forever

(3)

Think about what promises you would like to make to your friends. Match, then talk in pairs. ©

Best Friend Promises
- share my things
- lie to you
\begin{tabular}{|l|l}
\hline I promise & - listen to you \\
- make fun of you
\end{tabular}
I'll/I won't... cheat when we
(will...) \(\begin{gathered}\text { play games } \\ \text { - help you }\end{gathered}\)
- care about you

I won't..

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\section*{Optional}

\section*{Don't break the chain}
- Get Ss to sit in a circle. If you have got a large number of Ss , divide them into smaller groups.
- Make a promise; say for example, I promise I will always be on time. The \(S\) to your right has to say what you promised and add a promise of his/her own, e.g. You promise you will always be on time, I promise I will do my homework. The S to his/her right then continues, adding his/her own promise.
- Ss continue in the same manner. The \(S\) who doesn't remember what the Ss before him/her said is out of the game.

\section*{C Before leaving}
- Explain to Ss that they will have to make a promise using the structure they were presented with in the lesson.
- Make sure all of the Ss make a promise before they leave the classroom.

\section*{Workbook}

Activity 1

\(\rho\)
1. cheat
5. lie
2. make fun of
6. true
3. forgive
7. have fun
4. share
8. promise

\section*{Activity 2}
\begin{tabular}{ll} 
1. will send & 4. will do \\
2. won't lie & 5. won't go \\
3. will tidy & 6. will cook
\end{tabular}

\section*{Activity 3 L2.1 食}

\section*{Listening transcript}

Rita: Hello? Nellie? How are you?
Nellie: Oh, hi Rita. I'm OK.
Rita: You don't sound too well. What's wrong?
Nellie: Well, I've got a history project, but my sister needs the laptop for her science project.
Rita: Oh, no. Hey, I know! I'm going to the library later. Do you want to come? You can use the computers there.
Nellie: That's a great idea, Rita! What time are you going to be there?
Rita: I'm going to leave in about fifteen minutes so, in about half an hour.
Nellie: Perfect! See you there!
Rita: Ah, Nellie? I've got a lot of maths homework. Could you help me with it?
Nellie: Of course, I will!
Rita: Thanks, Nellie! You're a great friend! And I'll help you with your history project! I love history!
Nellie: Perfect! I'll help you and you'll help me!
Rita: Ha ha! Yes! That's what friends are for!
1. history
2. the library
3. fifteen
4. maths
5. help Nellie

- Bring a jigsaw puzzle to the next lesson.

\title{
10) Torsmesme
}

\section*{Language focus}

\section*{Objectives}
- to talk about good friends
- to make requests
- to offer or refuse help

Vocabulary
Noun: jigsaw puzzle
Adverb: outside
Phrasal verb: come round

\section*{Structures}

Will you please help me with my homework? Of course I will. / I'm sorry, I can't.

\section*{Materials}
- flashcards for jigsaw puzzle, outside
- a jigsaw puzzle

\section*{Revision (Optional)}
- Divide Ss into pairs and have them make promises to their partner using the structure they were presented with in the previous lesson.
- Make sure all of the Ss make a promise.

\section*{Lesson plan}

\section*{Warm-up}
- Ask Ss if they have ever helped a friend with something and what it was. Ask them how they and their friend felt afterwards. Initiate a short discussion and encourage all of the Ss to participate and expand on their answers.

\section*{Activity 1 R4.1}
- Bring out the jigsaw puzzle you brought. Point to it and say, I like jigsaw puzzles. Write the sentence on the board, underline jigsaw puzzle and stick the corresponding flashcard above the phrase.
- Stand next to the window or the classroom door and say, I want to go outside. Write the sentence on the board, underline the word outside and stick the flashcard above the word.

come round


Read and answer. Why is Sami a good friend? 锠 (1)


Sami: Hi, Majed! What are you doing?
Majed: I'm studying for a maths test, but it's really hard. Will you please help me?
Sami: Of course I will.
Majed: How about meeting at the library at four o'clock?
Sami: I want to buy some things for my history project. Why don't we meet at half past four?
Majed: Sure. Thanks!


Khaled: Sami! Remember the science competition? I want to take part in it and I have to send them an email. Will you come round later and help me, please?
Sami: Erm... Sure. I can be there at half past seven.


Sami: Hi, Saleh! Are you shopping for the history project?
Saleh: Yes. I'm going to make a pyramid. Will you please help me finish it? Sami: I'm sorry, I can't now... but we can meet at six o'clock.


Khaled: Thanks, Sami. You're a great frien
Sami: Phew... I have to do my history project now.
Majed: Don't worry! We will help you.
Saleh: Yeah... and we've got your favourite pizza! We will help you eat it! Ha ha!

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- Then write a sentence with the phrasal verb come round on the board. For example, write: Do you want to come round to my house and study for the test together?
- Have Ss read the sentence and ask them to guess what the meaning of the underlined phrasal verb is.
- Have Ss open their books to p. 116. Point out the words/phrasal verb in the vocabulary section. Play the recording a few times and have Ss point to the corresponding words/phrasal verb and repeat.
- Say the words/phrasal verb 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.

\section*{Activity 2 R2.1 滒}
- Have Ss look at the pictures. Ask Ss where they think the children are and what they think is happening. (Sami is at school with Majed. In the next frame, he meets Saleh at the bookshop while in the third frame he meets Khaled outside the library. In the last frame, the children meet at Khaled's house.)
- Ask Ss, to tell you what they think is happening. (Sami runs into his friends at different places round school and town and they all seem to be asking him for a favour. In the end, they all meet up at Khaled's house and Saleh has brought a pizza for them to share.)
- Direct Ss' attention to the frames of the story and ask them to find

1. Sami and Majed are going to meet at the library at four o'clock.
2. Sami is going to help Saleh finish his pyramid.
3. Sami has to send an email for a competition.
4. Sami has to do a history project.
5. The children will help Sami with his project.


Of course I will. /
I'm sorry, I can't.

Who will help his/her brother/sister? Listen and tick ( \(\mathcal{\sim}\) ).

(1) Dolly
(2) Ron
(3) Diane

Play a game. Mime the actions in the box below or think of your own. Then ask and answer questions with


Be polite and show respect. Use please
and point out the words from the vocabulary section they see in the frames (Frame 3: Outside, come round).
- Play the recording and encourage Ss to shadow read (read along with the recording) in order to find out why Sami is a good friend. (Because he helps each of his friends do something.)
- Have Ss read the dialogue again and check comprehension.
- Ask Ss some questions about the text, such as: Where are Majed and Sami? (At school.) What is Majed's problem? (He's studying for a maths test, but it's hard.) Will Sami help him? (Yes, he will.) What is Saleh going to make for the history project? (He's going to make a pyramid.) What time are Sami and Saleh going to meet? (At six o'clock.) Why does Khaled need Sami's help? (Because he wants to send an email.) What time are they going to meet at Khaled's house? (At half past seven.) What does Sami have to do? (He has to do his history project.) Are the children going to help him? (Yes, they are.) What do Saleh and Majed bring? (A pizza.)

\section*{Activity 3 R2.1 罯}
- Direct Ss' attention to the sentences in the activity and ask them to read them.
- Explain to Ss that they should read the story again and mark the sentences with T for True or F for False. Make sure Ss justify their answers.
- Have Ss compare their answers in pairs, then check as a class.
\(\rho\)
\begin{tabular}{llll} 
1. F & 2.T & 3.F & 4.T \\
\hline
\end{tabular}
- If time permits, ask a few Ss to read the text out loud or choose a few Ss to act out the story.

\section*{60028}
- Say, I have to study for the test, but it's hard. Will you please help me? Write the sentence and question on the board and ask Ss to guess what the question with the Future will expresses.
- Elicit that the Future will can be used in questions to make requests as well as to make offers. Point out that we can answer affirmatively to a request with the phrase Of course I will and negatively with the phrase I'm sorry, I can't. Explain that these phrases are used to agree or decline politely.
- Point out to Ss that the word please is added to the question either before the main verb or at the end, in order to make the request more polite.
- Direct Ss' attention to the Look! box on p. 117 and ask them to read it.
- Refer Ss to the dialogue and ask them to underline any examples of Future will.
(e.g. Will you please help me?)
- Tell Ss to refer 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. You can have higher-performing Ss write the questions and lower-performing Ss write the answers.

\section*{Activity 4 L2.1}
- Draw Ss' attention to the pictures in the activity and ask them to tell you what they see. (Three people.)
- Explain to Ss that they are going to listen to three short dialogues and tick the picture of the person who is going to help his/her brother/sister.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs, then check as a class.

\section*{Listening transcript}
1.

Gina: Dolly, I'm doing a jigsaw puzzle, but it's hard. Will you please help me?
Dolly: I'm sorry, Gina, I can't. I'm studying geography and then I have to do an art project. Our cousin Lisa is very good at puzzles. You can ask her to help you.
Gina: OK.
2.

Harry: Hey, Ron. Will you help me tidy my room, please?
Ron: I'm sorry, Harry, I can't. I have to do a science project for tomorrow.
Harry: Come on. It will only take ten minutes.

Ron: Ten minutes? Let's do it then. Harry: Thanks!
3.

Lucy: Will you help me make some sandwiches, Diane? My friends are going to come round at six o'clock.
Diane: Of course I will! How many friends are going to come?
Lucy: Erm... Rita, Jane and Amy. That's three.
Diane: OK. Let's start.
Lucy: Thanks.
Pictures 2 and 3 should be ticked.

\section*{Activity 5 S1.2}
- Direct Ss' attention to the girls in the picture and ask them to read what they are saying.
- Then, draw Ss' attention to the box and ask them to read the activities in it.
- Explain to Ss that, in pairs, they will have to mime one of the activities in the box and ask and answer accordingly. Point out that they can use their own ideas as well.
- Draw Ss' attention to the tip and explain it.
- Divide Ss into pairs and have them do the activity.
- Ask higher-performing Ss to come up with more activities to mime and talk about with their partner.
- Have a few pairs of Ss come to the front of the classroom and act out their exchange.

\section*{Optional}

\section*{Pantomime}
- Invite different Ss to mime different activities from the ones presented in activity 5.
- Have the rest of the Ss in the classroom guess what request the \(S\) miming the action will make using Future will.
- To make the game more competitive you can divide Ss into teams. The team with the most correct guesses wins.

\section*{Before leaving}
- Divide Ss into pairs and explain that, in turns, they will have to make a request and respond to it using the structure and phrases they were presented with in the lesson.
- Make sure all of the Ss make a request before they leave the classroom.

\section*{Workbook}

\section*{Activity 1}
1. outside
2. come round
3. jigsaw puzzle

\section*{Activity 2}
1. Will you help me rake the leaves? Sorry, I can't.
2. Will you help me carry these bags? Of course I will.
3. Will you help us plant this tree? Sorry, I can't.

\section*{Activity 3 L2.1}

\section*{Listening transcript}
1.

James: Hi, Bill! Are you busy?
Bill: Hi, James. I'm reading a comic book. What's up?
James: Well, I've got a history test and I need some help. Will you help me?
Bill: OK. I'll come round in half an hour.
2.

Ali: Mum, will you come here for a minute, please?
Mum: I'll be right there, Ali. I'm washing the dishes.
3.

Julia: Chloe, I'm bored. Let's play a board game! Please!
Chloe: I'm sorry, but I can't right now, Julia. I'm studying for a test.
4.

Dad: Gloria! What are you doing? Are you studying for your maths test?
Gloria: No, Dad. I finished studying half an hour ago.
Dad: Surprise! This is for you!
Gloria: Wow! It's great Dad! It's got five hundred pieces! Will you help me do it?
Dad: Of course I will! Let's get started right away!

- Bring a bag to the next lesson.

\section*{Language focus}

\section*{Objectives}
- to talk about the future
- to make predictions

Vocabulary
Verb: spill - spilt
Noun: app
Adjectives: empty, striped, spotted

\section*{Structures}

I think we will have flying cars in the future.
I will go to the amusement park next Saturday.
Will you go on the big wheel?
Maybe I will.

\section*{Materials}
- flashcards for app, spill - spilt, empty, striped, spotted
- a bag

\section*{Revision (Optional)}
- Have Ss make and respond to requests using the structure they were presented with in the previous lesson.

\section*{Lesson plan}

\section*{Warm-up}
- Ask Ss what they think life will be like in the future. Ask them how they think our clothes, food and means of transport will change. Initiate a short discussion and encourage all of the Ss to participate and expand on their answers.

\section*{Activity 1 R4.1}
- Stick the flashcards for the lesson (app, spill - spilt, empty, striped, spotted) on the board.
- Point to each flashcard, say the appropriate word and encourage Ss to repeat after you.
- Have Ss open their books to p. 118. Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding 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.

\section*{}
- Direct Ss' attention to the pictures and ask them what they can see. (A magazine article.)
- Play the recording and encourage Ss to shadow read (read along with the recording) in order to find out what the interview is about and where they could find a text like this. (It's about how clothes will be different in the future. It could be found in a fashion magazine or on a website.)
- Have Ss read the text again and check comprehension.
- Ask Ss some questions about the text, such as: Who is Cala Amari? (A fashion designer.) Does Mrs Amari believe clothes will change in the future? (Yes, she does.) What will people do if they dirty their shirt in the future? (Change its colour.) What else will people be able to do? (They will use the same app to change their clothes so that they aren't wearing the same thing as someone else.) Will our wardrobes be empty in the future? (Maybe yes because we will have clothes we can change easily with no money at all.)

\section*{Activity 3 R2.1 \(\sqrt{\bar{A}} \sqrt{1 / B}\)}
- Direct Ss' attention to the sentences in the activity and ask them to read them.
- Explain to Ss that they have to read the text in activity 2 again and complete the sentences with the appropriate words.
- Have Ss compare their answers in pairs, then check as a class.

\(\rho\)
1. Science
3. app, striped
2. colour
4. clothes
- If there is time, ask a few Ss to take turns to read the text aloud.

\section*{Looxs}
- Say, I think we will have robots to help us with chores in the future. Write the sentence on the board, underline I think we will and ask Ss to guess when we use this structure.
- Elicit that we use I think + Future will when we want to make a prediction about the future. Say, Maybe I will go to the park next Saturday, write the sentence on the board and explain to Ss that maybe is an adverb that expresses possibility when it is used with Future will.
- Direct Ss' attention to the Look! box on p. 119 and ask them to read it.
- Point out that the negative form of the Future will is will
not but the contracted form won't is more commonly used.
- Refer Ss to the interview and ask them to underline any examples of I think + Future will and maybe. (e.g. I think it will take some time before we find these clothes in clothes shops. and Maybe not!)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Ask Ss to provide extra examples using I think + Future will. This will challenge
higher-performing Ss. To help lower-performing Ss, give them prompts to make their examples (e.g. I / think / robots / do / all / chores).

\section*{Activity 4 L2.1}
- Draw Ss' attention to the pictures in the activity and ask them what they can see. (Three people and pictures of different futuristic inventions.)
- Explain to Ss that they are going to listen to an interview and match the people with the correct pictures. Point out that there is one extra picture.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs, then check as a class.

\section*{Listening transcript}
1.

Interviewer: So, Jamila, which invention do you think will make our lives easier?
Jamila: That's a good question! I think we will have robots that will help us in our everyday lives. For example, robots that will do all the chores round the house! That will be perfect! We will have lots of free time to do anything we like!
2.

Interviewer: Farid, how do you think means of transport will change in the future?
Farid: I don't think people will drive cars any more. All cars will have computers that




Q: Will our clothes change in the future?
A: Of course they will! Science and modern technology will help with that.
Q : Can you give us some examples?
A: Of course! Let's say your shirt is dirty because you spilt some juice on it. No problem! You can change the colour of your clothes easily with just one click on your mobile phone.
Q: How will we do that?
A: It's easy! An app on your mobile phone will change the colour of your clothes. For example, from a light colour, like yellow, to a darker one, like black. So nobody will see your dirty shirt!
Q: That's great! Anything else?
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will drive the car for us. We will just sit back and relax and give the directions to the computer. In other words, we will tell the computer where we want to go, and the car will take us there.
Interviewer: And what about flying cars?
Farid: Well, you have to be a pilot to fly a car like that, and I find that too difficult! I think it will take many years before we see flying cars in the sky!
3.

Interviewer: What do you think, Leila? How will our lives change in the future?
Leila: Well, it will be easier for people to travel.
Interviewer: Do you mean to other countries?
Leila: \(\quad\) Not only that. I mean to space, too! It will be great to travel to other planets or even to live on other planets, like Mars! Just think about it!

\section*{\(\begin{array}{llll}\text { A. } 2 & \text { B. } 1 & \text { C. } 3 & \text { D. is the extra picture }\end{array}\)}

\section*{Activity 5 S2.4 W1.5 ©}
- Direct Ss' attention to the girls in the picture and ask them to read what they are saying.
- Then, draw Ss' attention to the box of prompts and ask them to read them.

- Explain to Ss that, they will have to write predictions about the future in their notebooks. Point out that they will have to use the ideas in the box and give reasons using their own ideas. After they have done so, they will have to talk in pairs and make predictions.
- Invite a \(S\) to come to the front of the classroom to demonstrate the activity.
- Divide Ss into pairs and have them do the activity.
- Have a few pairs of Ss come to the front of the classroom and act out their exchange.

\section*{Optional}

\section*{Future predictions}
- Have Ss take out a small piece of paper.
- Ask Ss to write on the paper a prediction about a classmate for the weekend using the Future will, for example, I think (Jamal) will go to the park with his mum and dad on Saturday.
- Have Ss fold their pieces of paper so that the prediction doesn't show.
- Go round the classroom and collect Ss' predictions in a bag.
- Shake the bag so that the predictions are mixed up. Then go round the classroom and have a S draw a piece of paper from the bag.
- Have Ss read the chosen prediction out loud and then give it to the \(S\) it concerns.
- Tell Ss to keep their predictions until the lesson after the weekend when they will check if their predictions were accurate.

\section*{Before leaving}
- Explain to Ss that they will have to make a prediction about the future using the structure they were presented with in the lesson.
- Make sure all of the Ss take part before they leave the classroom.

\section*{D Workbook}

\section*{Activity 1 R4.1 O W2.2 \(|\vec{A}|\)}
\(\oplus\)
\begin{tabular}{|c|c|c|c|c|c|c|c|}
\hline S & T & R & 1 & P & E & D & A \\
\hline P & Y & S & E & M & P & \(T\) & Y \\
\hline 1 & P & A & L & L & M & P & L \\
\hline L & S & P & 0 & T & T & E & D \\
\hline L & 1 & P & 1 & L & S & M & T \\
\hline P & S & T & R & 1 & E & P & P \\
\hline
\end{tabular}

\section*{1. app 2. spill 3. spotted 4. empty 5. striped}

\section*{Activity 2}

\section*{1. will take part \\ 2. will ride \\ 3. will share \\ 4. will go \\ 5. will come}

\section*{Activity 3 W1.3 (51.5 \({ }^{\circ}\) 」}
open answers

\section*{垂 Note}
- Prepare and bring slips of paper with the vocabulary of the next lesson written on them to the next lesson.

\title{
10 LET'S TALK \\ \\ Language focus
} \\ \\ Language focus
}

\section*{10 LET'S TALK}

\section*{Objectives}
- to talk about ailments
- to ask someone about his/her problem and offer to help

\section*{Vocabulary}
stomach ache, toothache, headache, earache, sore throat, cough

\section*{Structures}

What's the matter?
I've got a sore throat.
I'll make you some warm tea.

\section*{Sf Materials}
- flashcards for stomach ache, toothache, headache, earache, sore throat, cough
- the prepared slips of paper with the vocabulary items of this lesson written on them

\section*{Revision (Optional)}
- Ask Ss to form sentences using a word they were presented with in the previous lesson.
- Have a few Ss come to the front of the classroom and present their sentences.

\section*{Lesson plan}

\section*{Warm-up}
- Ask Ss what ailments they have suffered from recently and what they did to cure each one. Initiate a short discussion and encourage all of the Ss to participate and expand on their answers.

\section*{Activity 1 R4.1}
- Stick the flashcards for the lesson (stomach ache, toothache, headache, earache, sore throat, cough) on the board. Point to each flashcard, say the word and encourage Ss to repeat.
- Alternatively, you can play a miming game. Mime each of the ailments in the vocabulary section and elicit the name of each ailment.

(1) 0 - ()


Look at the problems below and their possible solutions. Read and match. 畣


Your friend has got a stomach ache. What will you do?

B I'll take him/her to the school nurse.
 will you do?

C I'll tell the teacher.

D I'll make him/her a card.Work in pairs. Look at the health problems below and the possible solutions. Ask and answer questions with your partner. \(\phi\)
have got / stomach ache - make / rice soup have got / toothache - call / dentist have got / sore throat - make / tea have got / earache - call / doctor

- Have Ss open their books to p. 120. Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding 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.

- Walk up to a S and ask him/her to mime having a toothache. Ask, What's the matter? and encourage him/her to say, I've got a toothache. Then say, I'll take you to the dentist. Write the sentences on the board, underline the question What's the matter? and ask Ss when they think we use it.
- Elicit that we use the question What's the matter? to ask about something that is evidently wrong with someone. Point out that Future will is used to offer to help the person in some way.
- Direct Ss' attention to the Look! box on p. 120 and ask them to read it.
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Ask Ss to provide extra examples using What's the matter and Future Simple will for spontaneous decisions. This will challenge higher-performing Ss. To help lower-performing Ss, mime not being well and give them prompts to make their examples (e.g. I / take / your temperature).

\section*{Activity 2 R2．1 雷葍}
－Direct Ss＇attention to the pictures and ask them to tell you what they see． （A boy holding his stomach in a classroom and a girl feeling ill．）
－Explain to Ss that they have to look at the pictures carefully and match them with the solutions suggested in the column on the right．
－Have Ss compare their answers in pairs，then check as a class．

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1.B,C 2.A,D

```

\section*{Activity 3 S1．1}
－Ask Ss to look at the picture of the boys at the bottom of the page and ask them to read what they are saying．
－Explain to Ss that they have to look at the health problems and the possible solutions in the box and then，in pairs，ask and answer with their partner．
－If necessary，invite a S to come to the front of the classroom to demonstrate the activity，as an example．Ask him／her，What＇s the matter？and encourage him／her to answer accordingly．
－Divide Ss into pairs and have them do the activity．
－Higher－performing Ss can think of their own solutions to offer．
－Have Ss come to the front of the classroom and act out the exchange．

\section*{Optional}

\section*{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 slips of paper with the ailments written on them in half．
－Explain to Ss that you are going to play the song／poem Forever friends and once you do，they will have to pass the slip of paper you give them clockwise around the circle．
－When you stop the recording，the \(S\) holding the slip of paper has to unfold it and without letting anyone see it，read the word silently and mime the ailment．
－The rest of the Ss have to guess the ailment and call it out．

\section*{C Before leaving}
－Divide Ss into pairs and have them form a line．
－Explain that SA has to mime an ailment，SB has to ask him／her what is wrong and then offer a solution or some help using the structures presented in this lesson．Then Ss swap turns．
－Make sure all of the Ss participate before leaving the classroom．

\section*{Workbook}

\section*{Activity 1 W1．5 \({ }^{\circ}\) ．}


\footnotetext{
1．C will eat soup
3．D will drink tea
2．A will sleep
4．B will go to the dentist
}

\section*{Activity 2}

Suggested answers
1．I will help you carry the bags．
2．I will tidy my room．
3．I will water the plants and flowers．
4．I will go to the supermarket． ／I will cook something．
5．I will make my friend a card．

\section*{Activity 3 L3．1 \({ }^{\circ}\) 〕}

\section*{Listening transcript}
1.

Boy 1：I＇m hungry，Mum．
Woman：Well，what have we got in the fridge？
Boy 1：There＇s some bread，some chicken and some cheese． I know what to make！
2.

Boy 2：Ouch！
Man：What＇s the matter？
Boy 2：I can＇t eat this ice cream． I＇ve got a toothache．
Man：Hmm．．．You know what that means！
Boy 2：Oh，no！
3.

Boy 3：We haven＇t got any milk or fruit，Dad．
Man：Oh？What else do we need？
Boy 3：Let＇s see．Hmm．．．a box of cereal，some cheese and some biscuits．
Man：OK．I＇ll be back soon．
4.

Boy 1：What are you doing？
Boy 2：I＇m taking these bags to the recycling bin．
Boy 1：Here，l＇ll help you．
Boy 2：Thanks！
Boy 1：Oh！They＇re really heavy！ What＇s in them？Rocks？
Boy 2：Ha ha！No！They＇re some old books！
－
A． 4
B． 2
C． 1
D． 3

\section*{Language focus}

\section*{Objectives}
- to read an apology note
- to revise and consolidate structures and vocabulary presented in previous lessons
- to learn how to write an apology note

\section*{Revision (Optional)}
- Ask Ss to form a sentence using the structures they were presented with in the previous lesson.
- Make sure all of the Ss form at least one sentence.

\section*{Lesson plan}

\section*{Warm-up}
- Ask Ss if they have ever done or said something that they regretted and if they apologised for it. Ask Ss why it is important to apologise. Have Ss tell you how they felt after apologising.
- Initiate a short class discussion and encourage all of the Ss to participate.

\section*{Activity 1 S1.2}
- Have Ss open their books to p. 121.
- Direct Ss' attention to the board with apology notes on it. Explain to Ss that these apology notes were written by different people who wanted to apologise for something they did. Point out that the prompts around the notes can help Ss write their own apology notes.
- Explain to Ss that they are going to listen to and read the apology notes and talk about how they can write an apology note of their own.
- Play the recording and encourage Ss to shadow read (read along with the recording).
- Have Ss read the apology notes again and check comprehension.
- Ask Ss some questions to check comprehension, such as: What did Yasser do? (He broke Fahad's camera.) What does he promise to do? (He promises to buy him a new one.) What does Mariyan ask Badia? (She asks Badia if she can go to the supermarket because she's got a lot of homework to do.) What does she promise to do? (She promises to go the following week.) What did Khadijah do? (She forgot about her picnic with Lamya.) What does she suggest? (She suggests having a picnic the following Saturday.) What will she make? (She'll make Lamya's favourite sandwiches.)

\section*{Writing tip}
- Direct Ss' attention to the Writing tip box and ask them to read it.
- Read the tip aloud and ask Ss to follow along in their books as you read.
- Explain to Ss that when we want to write an apology note, we always start with Dear..., To... or Sorry... and finish off with words or expressions like Thanks, Thanks a lot or See you followed by your name. Point out that we use expressions like I'm (really/so) sorry to express our apology and the Future will to make promises or to say what we plan to do to make up for it.
- Have Ss read the notes in activity 1 again and underline the words used to start and finish the notes and circle the expressions used to apologise and promise.
Dear Farhad,
I broke your camera and l'm sorry, (promise)1'll buy)you a new one! Yasser

To Badia,
Will you please go to the supermarket? I know it is my turn, but I've got a lot of homework to do. (promisellll go next week. Thanks a lot! Mariyan

Sorry Lamya,
I forgot about our picnic. I won't do it again. Let's have a picnic on Saturday.I'll make your favourite sandwiches.
Khadijah


\section*{Writing tip}

\section*{How to write an apology note:}
1. Write on a piece of paper. (e.g. a Post-it \({ }^{\circledR}\) note, a small piece of paper, etc.)
2. Start your note with: Dear..., To..., Sorry... and the name of the person you are writing the note to.
3. Say what the problem is and apologise for it. Use expressions like: I'm (really/so) sorry, I won't do it again, etc.
4. Say what you are going to do to make things better. Use expressions like: I will, I promise I will, etc.
5. Finish your note with just your name or Thanks, Thanks a lot, See you, etc. and your name underneath.

\section*{Optional}

\section*{Whose is it?}
- Hand out plain sheets of A4 paper to each S.
- Explain to Ss that they will have to write an apology note, without signing off, and then put it in a pile on your desk.
- Choose an apology note and invite a \(S\) to read it. After he/she is done reading, he/she will have to guess whose note it is.

\section*{Before leaving}
- Explain to Ss that they have to say one thing they remember about writing an apology note.
- Make sure all Ss say at least one thing before they leave the classroom.

\title{
10 eremana TIME
}

\section*{Language focus}

\section*{Objectives}
- to listen to a factual text and read for pleasure
- to revise and consolidate structures and vocabulary presented in previous lessons
Vocabulary
Verb: plan
Nouns: peace, programme

\section*{Materials}
- flashcard for plan

\section*{Revision (Optional)}
- Revise the vocabulary and structures learnt in the previous lesson by having Ss present the apology notes they wrote.

\section*{Lesson plan}

\section*{Warm-up}
- Ask Ss if they have ever heard about the Sister Cities Programme and what they think this programme concerns. Initiate a short class discussion and encourage all of the Ss to participate.

\section*{Activity 1 R4.1 0}
- Stick the flashcard for plan on the board, say the word and encourage Ss to repeat.
- Write sentences on the board with the words peace and programme. For example, write: Peace and friendship are two very important things. I'm taking part in a special programme with other students from around the world.
(1) 0 - ()


2 Read and answer. What are Sister Cities? 駩 (4)

Are you looking for a place to visit this year? Why not travel to your sister city?

Sister Cities or Twin Towns are two or more cities that have got a special friendship. The Sister Cities or Twin Towns Programme started in 1956 because people wanted to bring peace and friendship to the world. They also wanted to understand other people and cultures in a better way.

This special programme shows how people in different countries can help each other and work together. For example, two cities, which are often in different countries, can plan festivals and events together. Moreover, people from one city can visit the other city and learn about its history and the everyday life of its people.

- Have Ss open their books to p. 122. Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding words and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

\section*{}

\section*{Before reading}
- Direct Ss' attention to the pictures and the title of the text and ask them to guess what it is about.
- Elicit answers but do not correct Ss at this stage.
- Point to different pictures and ask Ss what they depict.
- Ask Ss whether the text is factual or fictional and have them tell you the difference between fictional and factual texts. (It's factual.)

\section*{While reading}
- Direct Ss' attention to different parts of the text and ask them to find and circle the words from the vocabulary section that appear in the text. (Paragraph 1: Programme, peace; Paragraph 2: programme, plan).


A city can be a sister with one，two or more cities round the world．For example，Brussels in Belgium is a sister city with Madrid in Spain．Doha，Qatar is a sister city with Beijing，China．It is also a sister city with Ankara，Turkey．Astana in Kazakhstan and Manila in the Philippines are also sister cities．

So，what is your city＇s sister city？
（3）Read again and answer the questions．㽬
1．When did the Sister Cities Programme start？

2．Why did the Sister Cities Programme start？

3．What does the Sister Cities Programme want to show people？

4．What can two sister cities do together？

5．Can a city become a sister city with more than one city？

6．Which are Doha＇s sister cities？

－Play the recording and encourage Ss to shadow read（read along with the recording）in order to find out what Sister Cities are．（Sister Cities are two or more cities that have got a special friendship．）
－Have Ss read the text again and check comprehension．
－Talk about the text．
Sister Cities are two or more cities that have got a special friendship．It＇s a programme that started in 1956．Many cities from round the world take part in because they want to bring peace and friendship to the world and to give their residents the opportunity to understand other people and cultures in a better way．
－Ask Ss some questions to check comprehension，such as：What are Sister Cities or Twin Towns？（They are two or more cities that have got a special friendship．）What can people from Sister cities do？（They can visit the other city and learn about its history and the everyday life of its people．）Which city is Brussels＇Sister City？ （Madrid，Spain．）How many Sister Cities has Doha got？（Two．Beijing and Ankara．）

\section*{Activity 3 R2．1 畝国}
－Direct Ss＇attention to the sentences and ask them to read them．
－Explain to Ss that they will have to read the text again and answer the questions． To help lower－performing Ss answer Wh－questions，you can give them two options
to choose from（e．g．1．a．in 1965 or b．in 1956？）．
－Have Ss compare their answers in pairs，then check as a class．

\section*{1．It started in 1956.}

2．It started because people wanted to bring peace and friendship to the world．
3．It shows us how people in different countries can help each other and work together．
4．They can plan festivals and events together．
5．Yes，it can．
6．Doha＇s sister cities are Beijing in China and Ankara in Turkey．
－If time permits，have a few Ss take turns reading the text aloud．

\section*{Post－reading}

\section*{Let＇s chat}

\section*{L2．4 © S1．2 © S2．2}
－Direct Ss＇attention to the box and read the questions out loud．
－Ask Ss to answer the questions and initiate a discussion．
－Encourage all of the Ss to participate in the discussion．

\section*{Suggested answers：}

I like the idea of Sister Cities a lot because I think that it＇s interesting to meet people from other countries and to have the opportunity to visit them and to get to know their culture．Yes， I would like to attend a Sister Cities event or festival because I＇d like to find out more about Doha＇s sister cities．It＇s important for people of different cultures to come together because they learn a lot about one another． This way they can understand each other better and learn to appreciate and respect their cultural differences．

\section*{READING TIME}

\section*{Optional}

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

\section*{C Before leaving}
- Explain to Ss that they have to form a sentence with one of the vocabulary items presented in this lesson.
- Have Ss write down their sentences. This will challenge higher-performing Ss. To help lower-performing Ss, give them prompts to make their sentences (e.g. School / be going to plan / event).
- Make sure all of the Ss participate before they leave the classroom.

\section*{Workbook}

\section*{Activity 1 W2.2 \({ }_{|c| c \mid}^{A|i|}\)}
1. peace
2. plan
3. programme

Activity 2 R2.1 \(\frac{\operatorname{Ax}}{\vec{T}}\)

\begin{tabular}{lll|} 
1. B & 2. A & 3. C \\
\hline
\end{tabular}

\section*{Activity 3 R2.1 \(\mid\)}
\begin{tabular}{lllll|}
\hline 1.F & 2.T & 3.F & 4.T & 5.T \\
\hline
\end{tabular}

\section*{Activity 4 W1.2 \({ }^{\circ}\) 〕}

\section*{open answers}
(1) Listen and say. م (1)

board game


\section*{10:1}

(2) Listen and say. Then underline the /J:/ sounds. (4)


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\section*{PHONICS}

\section*{Language focus}

Objectives
- to practise the pronunciation of the /o:/ sound
- to say a phonics chant/poem

\section*{Vocabulary}
board game, skateboard, keyboard,
floor, door, four, fourteen

\section*{Phonics}
the /o:/ sound in the oa, oo and ou digraphs

\section*{St Materials}
- flashcards for board game, skateboard, keyboard, floor, door, four, fourteen
- phonics cards of skateboard, four and door (TB pages 255-258 - one set per S)

\section*{Revision (Optional)}
- Ask Ss what they remember from the texts about Sister Cities.
- Initiate a short class discussion and encourage all of the Ss to participate.

\section*{Lesson plan}

\section*{Warm-up}
- Write the sound / o / on the board. Draw three lines and write oa, oo and ou underneath. Explain to Ss that the digraphs oa, \(\mathbf{o o}\) and ou have got the same pronunciation. Under each digraph, stick the corresponding flashcards.
- Point to oa and say/o:/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcard (board game) and say it out loud, having Ss repeat after you.
- Repeat the same procedure with the oo and ou digraphs.

\section*{Activity 1 R4.1}
- Play the recording and have Ss listen and point the first time.
- Play the recording and have Ss listen, point and repeat.

\section*{Listening transcript}
/o:/, /o:/, floor, door
/o:/, / \(\mathrm{I}: /\), board game, skateboard, keyboard
/o:/, /o:/, four, fourteen
- Encourage Ss to tell you more words with the sounds presented in this lesson.

\section*{Activity 2 L2.1}
- Direct Ss' attention to the picture. Ask Ss, what they can see. (A boy in his bedroom and a bee flying round.)
- Ask Ss , Where is the boy? (He's in his bedroom.) Is the door open?

The activity is recorded both as a chant and as a poem. (Yes, it is.) What else is there in the room? (A board game, a skateboard, a computer, a book and a bowl with chopsticks in it.) What is happening? (A bee is flying round.)
- Explain to Ss that they are going to listen to a chant/poem and that they will have to underline the words containing the / \(\mathrm{s}: /\) sound.
- Play the chant/poem The Bee and have Ss listen and follow along in their books.
- Play the chant/poem again, pausing after each line for Ss to underline the /o:/ sounds.
- Then play the chant/poem once more and encourage Ss to say the chant.
underlined: board game, four, skateboard, floor, four, door, keyboard, fourteen

\section*{TPR Activity}
- Hand out the phonics cards for skateboard, four and door to Ss and have them cut them out.
- Explain that they have to say the chant/poem and raise the skateboard phonics card when they hear a word containing / \(\mathrm{o}: /(\mathrm{oa}\) ), the four phonics card when they hear a word containing / \(\mathrm{o}: / \mathrm{ou}\) ) and the door phonics card when they hear a word containing /o:/ (oo).

\section*{Optional 1}

\section*{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 words Ss learnt in the lesson, e.g. board game and have Ss write the digraph on the board, e.g. oa.
- 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.

\section*{Optional 2}

\section*{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 have the digraphs oa, ou and oo in them 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.

\section*{Workbook}

\section*{Activity 1}

Listening transcript
1. fourteen
2. floor
3. skateboard
4. door
5. board game
6. four

\section*{\(\begin{array}{llllll}\text { A. } 6 & \text { B. } 3 & \text { C. } 4 & \text { D. } 5 & \text { E. } 2 & \text { F. } 1\end{array}\)}

\section*{Activity 2 W2.2 \(\mid\)}
1. four
2. keyboard
3. door
4. floor
5. fourteen
6. board game
7. skateboard

\section*{Activity 3 R4.1 0 W2.2}
1. keyboard
2. door
3. fourteen
4. skateboard
5. floor
6. four

\section*{Language focus}

\section*{Objectives}
- to provide Ss with cross-curricular information on Social Studies and Science
- to talk about recycling

Vocabulary
Nouns: soil, recycling bin, factory, machine, washing machine, chemicals
Verb: melt

\section*{St Materials}
- flashcards for soil, recycling bin, factory, machine, washing machine, melt, chemicals

\section*{Revision (Optional)}
- Play the phonics chant/poem from the previous lesson and have Ss do the TPR activity on TB p. 233.

\section*{Lesson plan}

\section*{Warm-up}
- Ask Ss whether they recycle at home and what they recycle. Initiate a short discussion and encourage all of the Ss to participate and expand on their answers.

\section*{Activity 1 R4.1 0}
- Stick the flashcards for soil, recycling bin, factory, machine, washing machine, melt and chemicals on the board.
- Point to each flashcard, say the word and encourage Ss to repeat.
- Have Ss open their books to p. 125. Point out the words in the vocabulary section.
- Play the recording a few times and have Ss point to the corresponding words/phrases and repeat.
- Say the words/phrases in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

\section*{Activity 2 S1.1 \\ }
- Direct Ss' attention to the pictures and ask them to name as many items as they can.
- Ask Ss why they think it's important to recycle. Initiate a class discussion and encourage Ss to expand on their answers.
- Play the recording and encourage Ss to shadow read (read along with the recording) in order to find out what some things we must recycle are. (Machines, electronic devices, batteries, medicine, oil, crayons and shoes.)
- Have Ss read the text again and check comprehension.
- Ask Ss some questions to check comprehension, such as: What are some machines and electronic devices we can recycle? (Computers, tablets, mobile phones, washing machines and even cars.) Why is it important to recycle these things? (Because factories can use all the metal and plastic from these things again to make other things. Also throwing them in the rubbish is bad for the environment.) What have batteries, medicine and oil got in common? (They have got dangerous chemicals and we mustn't throw them away.) What happens when you throw them away? (The chemicals they contain pollute the soil, the rivers and the oceans and this is bad for people's health.) What should people do with broken or very small crayons? (Send them to crayon factories where they melt them and make new ones.) Where will they give them? (To schools, hospitals or other organisations for children.) What can people do with old sports shoes? (Send them to special factories.) What can sports companies use old sports shoes for? (To make new shoes, T-shirts and shorts.)

\section*{Activity 3 R2.1 共畆}
- Direct Ss' attention to the sentences in the activity and ask them to read them.
- Explain that they have to read the text again and mark the sentences as True or False. Make sure Ss justify their answers.
- Have Ss compare their answers in pairs, then check as a class.

- If time permits, have a few Ss read the text out loud.

\section*{Optional}

\section*{True or False}
- Ask Ss to close their books.
- Explain to Ss that you are going to say a few sentences about the text they were presented with in this lesson and that they will have to respond with gestures.
- Ss put their hands on their heads when they hear true statements and fold their arms in front of them when they hear false statements.
- You may want to play an alternative version of this game and have Ss respond verbally to the true and false statements. For example, say, Batteries haven't got chemicals in them and Ss respond, Yes, they have.
- Play this game until you run out of sentences.

\section*{C Before leaving}
- Explain to Ss that they have to say a piece of information they remember from the text they were presented with in this lesson.
- Have Ss write down their sentences. This will challenge higher-performing Ss. You can write sentences about the text on the board in jumbled-up order for lower-performing Ss (e.g. batteries / dangerous / oil / have / in / got / chemicals / them / and / medicine).
- Make sure all of the Ss participate before they leave the classroom.


\section*{Workbook}

\section*{Activity 1}
2. chemicals
5. melted 5.
3. factory
6. recycling bins
7. machine
4. soil

Activity 2 L2.1 ~~

\section*{Listening transcript}

Bobby: Hey, Katy. What are you doing over there with those vegetables and fruit? You must throw them in the rubbish bin and not in our garden.
Katy: Well, in fact you can, Bobby. You can use old fruit and vegetables in your garden. They are great food for other plants! You can add them to the soil, and your plants become stronger.
Bobby: Really? I didn't know that. But how can you do that?
Katy: You put them in a compost pile. Well, first you have to find a big wooden box to make your pile. It must be about a metre tall. Then put some green and brown leaves at the bottom of the box and add the old fruit and vegetables. But remember that you mustn't use any meat, fish, cheese or cooked food! OK, after you add the fruit and vegetables, you have to put
some soil and some brown leaves on top. Finally, water your pile, but be careful with the water. You mustn't add too much. And don't forget to mix your pile once a week. After two months, your compost will be ready to use.
Bobby: It sounds easy!
Katy: It is! Will you help me make a compost pile in our garden, please?
Bobby: Of course I will!
Pictures A, C, D, F and G should be ticked.

\section*{Did you know?}
- A gallon of oil can pollute up to a million litres of drinking water which is why it is so important not to pollute rivers and seas.
- You can ask Ss to search the Internet for more information and facts about pollution and/or recycling.

\section*{Project work w1.3}
- Ask Ss to use the Internet to find information about pollution and/or recycling. Instruct them to select information that they think is interesting/important and use it to make a poster.
- Explain to Ss that their poster must have a heading, as well as pictures (drawings or pictures), with brief sentences underneath describing what can be seen in the pictures.
- Teachers should recommend safe websites.
- Ss bring projects to class and present their posters to their classmates. Their classmates can ask questions to find out more about the specific project so as to promote communication by encouraging learners to express themselves, exchange ideas with each other and present their work.
- Projects can also be done in pairs or groups so as to promote cooperation among learners by providing opportunities for learners to work together.

\section*{Language focus}

\section*{Objectives}
- to revise and consolidate structures and vocabulary presented in previous lessons

\section*{Materials}
- flashcards and word cards for all of the vocabulary presented in this Module

\section*{Revision (Optional)}
- Have Ss present the Project Work from the previous lesson (WB p. 108) to the class.

\section*{Lesson plan}

\section*{Warm-up}
- Stick some of the flashcards from the previous lessons in the module on the board (4-5 flashcards each time). Tell Ss to memorise them.
- Ask Ss to close their eyes while you hide one of the flashcards. When Ss open their eyes, they should try to remember which one is missing.
- Alternatively, Ss can memorise the order of the flashcards. When they close their eyes, change the order. Ss should try to remember what order the flashcards were originally in.
- Make sure you use different flashcards each time.

10
ROUND-UP

Listening
(1) Listen and number (1-4). 雨 ()


C


Speaking
Talk in pairs. Look and match the prompts in the box and make sentences. \(\Phi\)


- To make the activity more competitive, you could divide Ss into two teams and have them take turns answering to win points.

\section*{Activity 1 L2.1}
- Direct Ss' attention to the pictures in the activity.
- Explain to Ss that they are going to listen to four children apologising for something they did and number the pictures 1-4.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs, then check as a class.

\section*{Listening transcript}
1.

Helen: Emma, I'm sorry about your glasses. They were on that chair and I didn't see them. It was an accident. I promise l'll be more careful next time.
2.

Ted: William, I'm really sorry I broke your tablet. I just wanted to surf the Net, but I dropped it. Please forgive me. I will give you mine. I promise.
3.

Mandy: Betty, I'm sorry about your dress. I didn't want to make you feel sad. It was an accident. I promise Ill help you clean it.
4.

Peter: Brad, I'm sorry I cheated when we played the board game. I won't cheat again and that's a promise. I really want us to be friends again.

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

\section*{Activity 2 S2.4}
- Direct Ss' attention to the girls in the picture and ask them to read what they are saying.
- Then, draw Ss' attention to the pictures and the box with the prompts written in it.
- Explain to Ss that, in pairs, they have to match the activities with the reasons and make sentences about what the children in the picture will probably do.
- If necessary, invite a \(S\) to come to the front of the classroom to demonstrate the activity.
- Divide Ss into pairs and have them do the activity.
- Have a few pairs of Ss present the exchange in front of the class.

\section*{Suggested answers}

A: Maybe they'll go to the amusement park because it's the weekend.
B: Maybe they'll go to the sports centre because there's a football match / basketball game.
A: Maybe they'll go to the beach because it's hot/they like surfing/ fishing/playing in the sand.
B: Maybe they'll eat ice cream because it's hot.
A: Maybe they'll go swimming because it's hot/fun/the weekend.

\section*{Optional}

\section*{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 this Module 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 group with the most flashcards/word cards wins.

\section*{Before leaving}
- Ask Ss to form a few sentences using the structures presented in this Module (Future will, maybe).
- Higher-performing Ss can write their sentences on the board.
- Make sure all of the Ss form sentences before they leave the classroom.

\section*{Workbook}

\section*{Activity 1}

\section*{Ailments: headache,} toothache, cough, sore throat

Adjectives: striped, spotted, empty, true
Verbs: cheat, share, lie, forgive

\section*{Activity 2}
1. make fun
2. outside
3. app
4. jigsaw puzzle
5. come round, have fun

\section*{Activity 3}

\section*{}
1. on the beach
2. hungry
3. his house
4. fish
5. didn't want
6. year

\section*{Activity 5 W1.5 \({ }^{\circ}\).}
open answers

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


\section*{When students complete this section, they will be able to:}

\section*{Story}
participate actively in reading very simple and very short fiction and non-fiction print and digital texts of interest (R5.1)
give reasons for simple predictions (S2.4)
- understand and respond to the main ideas in simple texts of one or two paragraphs (R1.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- recognise and use key features of a simple print or digital bilingual dictionary for learners of English (R4.2)
- describe people and objects using suitable statements (S2.2)
follow and respond independently to a wide range of simple, short questions (L2.4)
ask about and express basic opinions (S1.2)

This short story can be exploited in various ways, depending on the Ss' needs, the teacher's priorities and the time available. Some ideas on how to approach the story, including a number of extra pre-reading and post-reading activities are presented below.

\section*{Before reading R5.1 © S2.4 R1.1 (畣}

It is advisable to get the Ss interested in the story and arouse their curiosity about the characters, places and themes before they actually start reading it.
It is also advisable to spend some time doing some pre-reading activities.
- Write the title of the story on the board. Ask Ss some general questions about the title and encourage them to predict what the story is about.
- Elicit answers but do not correct Ss at this stage.
- Ask Ss if they know who the author of the story is and if they know the title of the book from which this story comes.
- Have Ss do some online research, in order to find the answers to these questions and then discuss their findings as a class.
- Have Ss open their books to pp. 127-129 and ask them to look at the pictures. Then ask them some general questions about them. For example:
- Describe what you see in the (first) picture.
- Which of the characters in the pictures do you think the title refers to?
- What kind of relationship do you think the characters in the first picture have?
- Where are they?
- Where is the black horse in the second picture?
- Do you think the grey horse is friendly?
- What is happening in the third picture?
- Do you think the horse's rider is happy with his horse?
- Do you think the black horse and the reddish-brown horse are friends in the last picture?

\section*{While reading R2.1}
- Have Ss read the story or part of the story and check comprehension.
- What is the horse's name? (The horse's name is Darkie.)
- Is Darkie new at Birtwick Park? (Yes.)
- What is the grey horse's name? (Merrylegs.)
- Why does Merrylegs say he's the children's favourite? (Because the children ride him.)
- Whose stall does the groom put Darkie in? (He puts Darkie in Ginger's stall.)
- Why is the reddish-brown horse angry? (Because Darkie is in her stall.)
- Why are the children scared to go to the stables? (Because Ginger bit the stable boy on the arm.)
- How does Merrylegs feel about not seeing the children at the stables? (Merrylegs misses them.)
- Why does Ginger bite people? (Because Ginger's old master was unkind.)
- Does Squire Gordon enjoy his ride on Darkie? (Yes, he does.)
- What does Mrs Gordon name Darkie? (She names Darkie, Black Beauty.)
- How do Black Beauty and Ginger get along in the end? (They get along well. They become friends.)
- Why did Ginger's behaviour change? (Because Ginger was treated with kindness.)
- Have Ss do the activities on p. 130 and check answers as a class.

\section*{Post-reading}

\section*{Let's chat L2.4 \(\boldsymbol{\text { S }} 1.2\) © S2.2}
- Direct Ss attention to the box on p. 130 and read the questions out loud.
- Ask Ss to answer the questions and initiate a discussion.
- Encourage all of the Ss to participate in the discussion.

\section*{Suggested answers}

I think Darkie and Merrylegs will become great friends as they get along well together and Merrylegs is a very friendly horse. It's very easy for me to make friends because I'm outgoing, friendly and talkative. Some people bite their nails or interrupt people when they are talking. The bad habit that annoys me the most is when someone talks while they are eating. You can politely point out the bad habit to your friend and offer to help him/her break this habit.

\section*{Aoptional}

\section*{Make a character poster}
- Ask Ss to choose one of the characters from the story and draw a picture of him/her/it on a big sheet of paper.
- Ask Ss to write down several lines from the story as well as their opinions of the character, in boxes or speech bubbles all around their picture.

\section*{PQ}

Mr Gordon and his family lived at Birtwick Park. His groom led me past a big gate and we went down a long road with tall trees on both sides. The house had beautiful gardens round it with pretty flowers. We went past the apple trees until we arrived at the stables. The groom led me to the first stall. In the stall next to mine there was a fat, grey pony with a thick mane and tail and a pretty head. 'I'm Darkie. How do you do?' I said. 'What's your name?'
'My name is Merrylegs,' he said. The children ride me, and Miss Jessie and Miss Flora love me very much. I'm their favourite! Are you going to live next door to me?' 'Yes, I think so,' I said. 'I hope you have got good manners,' he said. 'I
 don't like horses that bite!' Just then, I heard a neigh. It came from a tall reddish-brown horse near Merrylegs. She was very pretty
 but seemed angry. 'It isn't good manners to take the stall of another horse,' she said as she looked at me over the stall. 'I'm sorry,' I said. 'Is this your stall?' 'Yes, it is,' she said. 'They moved me so that you could take it!' 'I'm sorry, but I didn't ask anyone to do that; the groom put me here,' I said.

In the afternoon, when she went out, Merrylegs told me about her. 'The thing is that Ginger has got a bad habit. She bites people,' he said. 'She bit James, the stable boy, on the arm, and now the children are scared to come to the stables. They used to bring me nice apples and carrots to eat.

I miss them!' 'Why does she bite people?' I asked. 'Ginger's old master was unkind to her, and that's why she bites,' said Merrylegs. 'But everyone here is very kind. There is no reason to bite! Mr Gordon doesn't use whips; John Manly is an excellent groom and James the stable boy is very kind, too! Ginger has got no reason to bite.'

The next day, I met the groom, John Manly, again. He brushed my coat and made me look very handsome. He put a saddle and bridle on my back and took me for a ride. He was a very good and careful rider, and I enjoyed galloping with him. As we were returning to the stables, we met the squire and Mrs Gordon, who were walking together.

John pulled the reins and we stopped. 'Well, John, how is he?' asked the squire.
'He is a good horse, Squire! He is fast, obedient and gentle, too,' said John. 'He isn't scared of sudden noises, and he is careful and quiet. From what it seems, they taught him well and treated him with kindness.'
'Very well,' said Squire Gordon. 'I'll ride him tomorrow.'
The next day, Squire Gordon rode me just as he promised. I remembered my mother's important advice and tried hard to please my new master. He was a good and thoughtful rider.

When we got home, Mrs Gordon was waiting for us. 'What is he like, dear? Did you enjoy your ride?' she asked.
'He's exactly as John says,' said Squire Gordon. 'I couldn't hope for a better horse.'
'What shall we call him?' he asked.
Mrs Gordon looked at me. 'Well, he is really very handsome,' she said. 'Let's call him Beauty. And look at his shiny black colour. Why don't we call him Black Beauty?'
'Yes, that's a very good name,' he said.



2 What do you think happens next in the story? Discuss with a partner. open answers

3 Read again and write \(T\) for True or \(F\) for False. 畝畳
1. Merrylegs is a tall reddish-brown horse.
2. Darkie is going to live next to Merrylegs.
3. Ginger's bad habit is biting apples.
4. Mr Gordon is a good rider.
5. Darkie and Ginger didn't work well together.
6. Darkie and Ginger became friends.


4 Read the story again. Look up the words in bold in a dictionary, and write their meanings below. Suggested answers
1. groom a person who cleans an animal, often by brushing its fur
2. stall a small, closed area within a farm building in which there is space for one animal to be kept
3. \(k i n d \neq\) unkind generous, helpful and thinking about other people's feelings \(\neq\) slightly cruel
4. whip a piece of leather or rope which is fastened to a stick, used for hitting animals

5 Choose a book you like from your class/school library. Read the first chapter and present the main character to the class. © open answers

Do you think Merrylegs and Darkie will become good friends? Why / Why not?
Is it easy for you to make new friends? Why / Why not? Merrylegs says that Ginger has got a bad habit - biting. What bad habits can you think of that some people have got? Which bad habits annoy you the most? Why? What advice can you give to a friend with a bad habit?

\section*{KEY TO REVISION 6-10 AND FINAL REVISION 1-10}

Revision (Modules 6-10)
Activity 1 R4.1 0
\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|c|}
\hline C & D & R & E & A & R & A & C & H & E) & Q \\
\hline 0 & H & K & P & S & Q & Y & P & 0 & W & A \\
\hline U & 1 & A & (H) & E & A & D & A & C & H & E \\
\hline G & 0 & L & G & 0 & Y & X & V & B & T & J \\
\hline H & T & 0 & 0 & T & H & A & C & H & E) & P \\
\hline B & A & Y & F & U & G & T & Q & W & K & S \\
\hline D & X & 1 & A & G & E & T & U & M & L & L \\
\hline S & T & 0 & M & A & C & H & A & C & H & E \\
\hline
\end{tabular}
1. toothache
4. cough
2. earache
5. stomach ache
3. headache

Activity 2
1. \(C \quad\) 2. \(B\)
3. C
4. B
5. C
6. A

Activity 3
1. past
2. through
3. over
4. towards
5. round

\section*{Activity 4}
1. B
3. A
4. B
5. B

\section*{Activity 5}
1. D-A farmer is someone who grows plants.
2. C-An astronaut is someone who travels to space.
3. \(B\) - A present is something which you give or receive on a special day.
4. A - A leopard is an animal which is dangerous.

\section*{Activity 6}
1. is ... going to have, is going to have
2. Are ... going to visit, am going to go
3. isn't going to go
4. Are ... going to play, are going to watch

Activity 7
1. B
3. A
4. B
5. B

Activity 8 W1.2 open answers

Final Revision (Modules 1-10)
Activity 1 R4.1
\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|c|}
\hline W & Q & J & N & S & A & I & L & I & N & G \\
\hline V & K & T & Z & K & L & Y & R & B & X & Q \\
\hline S & C & U & B & A & D & I & V & I & N & G \\
\hline S & C & O & P & T & E & E & Y & T & H & C \\
\hline H & O & C & K & E & Y & B & A & Z & T & I \\
\hline I & D & L & B & B & D & R & V & P & U & F \\
\hline K & U & E & U & O & R & T & A & Y & P & W \\
\hline I & G & Q & K & A & K & P & O & I & I & Q \\
\hline N & P & I & B & R & U & N & N & I & N & G \\
\hline G & A & F & E & D & R & H & T & T & Y & U \\
\hline U & Y & S & W & I & M & M & I & N & G & L \\
\hline M & W & S & Z & N & B & O & D & N & J & A \\
\hline J & M & X & N & G & O & L & F & B & R & V \\
\hline
\end{tabular}
1. swimming
5. skateboarding
2. running
6. golf
3. scuba diving
7. hiking
4. hockey
8. sailing

\section*{Activity 2}
1. 1
2. H
3.J
4. B
5. A
6. D
7. E 8. G
9. \(F\) 10. \(C\)

\section*{Activity 3}
1. surprised
5. strange
2. slipped
6. through
3. dangerous
7. decorated
4. invented
8. packet

\section*{Activity 4}
1. D
2. C
3. \(B \quad\) 4. \(A\)
5. D
6. A
7. \(C\) 8. A
9. \(B\)
10. D
11. B
12. C

\section*{Activity 5}
1. smallest
4. better
2. more dangerous
5. further/farther
3. biggest

\section*{Activity 6}
1. Is ... watching, is reading
2. Does ... like, doesn't like
3. has
4. Do ... go, go
5. Are ... surfing, am tidying

\section*{Activity 7}
1. went, took, thought, had
2. were, was
3. were ... doing, was watching
4. became
5. didn't visit, wasn't

\section*{Activity 8}
1. Omar and Fahad aren't going to have kabsa for dinner tonight.
2. I am going to go on a safari in Africa next summer.
3. Mary isn't going to go to the beach next weekend.
4. Richard is going to buy a new GPS tomorrow.

\section*{Activity 9 R2.1}
1. Tarik

Likes/Loves: playing volleyball
Hates: playing tennis
2. Victor

Likes/Loves: doing arts and crafts, reading books
Hates: swimming
3. Vince

Likes/Loves: skateboarding, running
Hates: cooking

\section*{Activity 10}

\section*{W1.1 © W1.2 \\ W1.6}
open answers

\section*{GRAMMAR REFERENCE}

\section*{Grommor Reference}

\section*{Module 6}

\section*{Defining Relative Clauses}

We use Defining relative clauses to give necessary information about the subject of a sentence, without repeating ourselves.
- We use the relative pronouns which/that to refer to an animal, thing or place. e.g. Milk is something which/that we use to make ice cream. A cheetah is an animal which/that can run really fast.
- We use the relative pronouns who/that to refer to a person.
e.g. Clark Roberts is the athlete who/that won the gold medal in the 100 m race.

An astronaut is someone who/that travels to space.
- We use the relative pronoun where to refer to a place.
e.g. A school is a place where teachers work. That's the restaurant where we ate last night.


\section*{Module 7}

\section*{Future be going to}

We use the Future be going to to talk about future plans.
e.g. I'm going to travel to Australia this summer.
\begin{tabular}{|l|l|l|l|}
\hline \multicolumn{1}{|c|}{ Affirmative } & \multicolumn{1}{c|}{ Negative } & \multicolumn{1}{c|}{ Questions } & \multicolumn{1}{c|}{ Short answers } \\
\hline \begin{tabular}{l} 
I'm/You're \\
going to play.
\end{tabular} & \begin{tabular}{l} 
I'm not/You aren't \\
going to play.
\end{tabular} & \begin{tabular}{l} 
Am I/Are you \\
going to play?
\end{tabular} & \begin{tabular}{l} 
Yes, you are./I am. / \\
No, you aren't./I'm not.
\end{tabular} \\
\hline \begin{tabular}{l} 
He's/She's/It's \\
going to play.
\end{tabular} & \begin{tabular}{l} 
He/She/It isn't \\
going to play.
\end{tabular} & \begin{tabular}{l} 
Is he/she/it \\
going to play?
\end{tabular} & \begin{tabular}{l} 
Yes, he/she/it is. // \\
No, he/she/it isn't.
\end{tabular} \\
\hline \begin{tabular}{l} 
We're/You're/They're \\
going to play.
\end{tabular} & \begin{tabular}{l} 
We/You/They aren't \\
going to play.
\end{tabular} & \begin{tabular}{l} 
Are we/you/they \\
going to play?
\end{tabular} & \begin{tabular}{l} 
Yes, you/we/they are. / \\
No, you/we/they aren't.
\end{tabular} \\
\hline \hline \multicolumn{4}{|c|}{ Time Expressions } \\
\hline \begin{tabular}{l} 
today, tomorrow, tonight \\
this week / month / year
\end{tabular} \\
\hline
\end{tabular}

We use the question Would you like to...? when we want to invite somebody to do something with us. e.g. Would you like to come to the book fair with me?

\section*{Accepting and refusing an invitation}

We use different expressions to politely accept or refuse an invitation.


\section*{GRAMMAR REFERENCE}

\section*{GRAMMAR REFERENCE}

\section*{Module 8}

\section*{Prepositions of Movement}

We use prepositions of movement to describe how a person, animal or object moves in relation to another person, animal, object or structure.


\section*{Asking for and giving directions}
- We use the question How do I/we get to...? in order to ask someone for directions to a specific place. e.g. How do I get to the museum, please?
- We use prepositions of movement and the Imperative to give directions.
e.g. Go down Baker Street and turn right at the hotel. That's Mill Street. Go straight on and turn left at the aquarium. The museum is on your right, next to the hospital.

\section*{I love / (not) tike / enjoy / prefer/ hate + -ing}

When we talk about activities using the verbs love, (not) like, enjoy, prefer or hate, they are followed by the -ing form.
e.g. I love watering the plants in my grandma's garden.

Karen likes swimming in the sea.
Ned doesn't like playing sports.
We enjoy hiking in the forest with our family in summer.
I prefer swimming.
Gavin hates reading comic books.

\section*{I think...}

We use I think... to express our personal opinion.
e.g. I love playing tennis.

I think it's cool/fun/exciting.
I hate playing basketball.
I think it's boring/hard.

\section*{Making suggestions}

We use Let's, Why don't we...? and How about...? to make suggestions.
Let's + infinitive without to \(\rightarrow\) Let's visit the aquarium.
Why don't we + infinitive without to \(+\boldsymbol{?} \rightarrow\) Why don't we go to the aquarium?
How about + -ing form \(+? \rightarrow\) How about playing a computer game?

\section*{Grammar reference}

\section*{Module 9}

\section*{too / enough}
too + adjective \(\rightarrow\) I don't want to visit the South Pole. It's too cold. enough + noun \(\rightarrow\) There is enough snow, so we can go snowboarding. adjective + enough \(\rightarrow\) The weather is warm enough. Let's go for a picnic.
too + adjective + to + verb \(\rightarrow\) The little birds are too young to find food.
adjective + enough + to + verb \(\rightarrow\) The giraffe is tall enough to reach the top of the trees.


\section*{GRAMMAR REFERENCE}



Inquiring about someone's health
We use What's the matter? to ask somebody about their health when we can see that something is wrong, or to ask somebody if there is a problem.


\section*{GRAMMAR REFERENCE}

\section*{GRAMMAR REFERENCE}

\section*{Irregular Verbs}
\begin{tabular}{|c|c|c|c|c|c|}
\hline Base Form & Past Simple & Base Form & Past Simple & Base Form & Past Simple \\
\hline be & was / were & get & got & sell & sold \\
\hline become & became & give & gave & send & sent \\
\hline begin & began & go & went & sing & sang \\
\hline blow & blew & grow & grew & sit & sat \\
\hline break & broke & have & had & set & set \\
\hline bring & brought & hear & heard & sleep & slept \\
\hline build & built & hide & hid & speak & spoke \\
\hline buy & bought & hold & held & spend & spent \\
\hline catch & caught & keep & kept & spill & spilt \\
\hline choose & chose & know & knew & stand & stood \\
\hline come & came & learn & learnt & sting & stung \\
\hline cut & cut & leave & left & swim & swam \\
\hline dig & dug & let & let & take & took \\
\hline do & did & light & lit & teach & taught \\
\hline draw & drew & make & made & tell & told \\
\hline drink & drank & meet & met & think & thought \\
\hline drive & drove & pay & paid & throw & threw \\
\hline eat & ate & put & put & understand & understood \\
\hline feel & felt & read & read & wake & woke \\
\hline fight & fought & ride & rode & wear & wore \\
\hline find & found & run & ran & win & won \\
\hline fly & flew & say & said & write & wrote \\
\hline forget & forgot & see & saw & & \\
\hline
\end{tabular}


\section*{Board Game 2}
- Have Ss look at the board game in the WB on page 119.
- Divide Ss into pairs. Hand out a rubber and two construction paper game pieces to each pair. Ss can use their own rubbers, too.
- Demonstrate how the game is played. Ss write the number 1 on one side of the rubber and the number 2 on the other. A S throws the rubber to see how many spaces to move forward: one space for number 1 and two spaces for number 2.
- Explain to Ss that each turtle is of a different colour. When Ss land on a turtle, they have to note the colour and follow the instructions that correspond to that particular colour. Instructions are given beneath the game.
- If a player answers incorrectly, he/she misses a turn.
- Ss take turns.
- The player who reaches the 20th turtle first is the winner.

\section*{INSTRUCTIONS FOR BOARD GAMES}


\section*{Board Game 3}
- Have Ss look at the board game in the WB on pages 120-121.
- Divide Ss into pairs. Hand out a rubber and two construction paper game pieces to each pair. Ss can use their own rubbers, too.
- Model how the game is played. Ss write the number 1 on one side of the rubber and the number 2 on the other. A S throws the rubber to see how many spaces to move forward: one space for number 1 and two spaces for number 2.
- The \(S\) whose game piece lands on a space answers a question or does what is written on the space. If his/her answer is correct, he/she plays again. If his/her answer is wrong, he/she moves back one space.
- The \(S\) whose game piece lands on a space with the sign 'Go through the tunnel' or 'Go over the bridge' has to answer the question or do what is written on the space first and then go through the tunnel or over the bridge. If his/her answer is wrong, he/she moves back one space.
- Explain to Ss that there are also two spaces with the signs 'Miss a turn' and 'Play again'. The S whose game piece lands on one of these spaces misses a turn or plays again.
- Ss take turns throwing the rubber and playing. The \(S\) to reach the FINISH first is the winner.

\section*{WopØ Dist}
\begin{tabular}{|c|c|c|}
\hline \multicolumn{3}{|c|}{Abbreviations} \\
\hline \begin{tabular}{l}
(v.) \(=\) verb \\
(n.) \(=\) noun \\
(adj.) = adjective
\end{tabular} & \[
\begin{aligned}
& \text { (adv.) })=\text { adverb } \\
& \text { (prep.) }=\text { preposition }
\end{aligned}
\] & \[
\begin{aligned}
& \text { (phr. v.) }=\text { phrasal verb } \\
& (\text { phr. })=\text { phrase }
\end{aligned}
\] \\
\hline
\end{tabular}

\section*{Module 6 \\ Quiz}
melon (n.)
dark (adj.)
light (adj.)
planet (n.)
Earth (n.)
nature (n.)
life (n.)
Top Stars
space (n.)
moon (n.)
astronaut (n.)
painter (n.)
engineer ( n .)
mechanic (n.)
fix ( \(v\).)
Our world
glue (n.)
fry (v.)
slice (n.)
inventor (n.)
popular (adj.)
Let's talk
dentist (n.)
journalist (n.)
information (n.)
result (n.)

\section*{Reading Time}
fence (n.)
greenhouse (n.)
scream (v.)
strange (adj.)
CLIL 3 (Modules 5-6) amount (n.)
\begin{tabular}{|c|c|}
\hline Module 7 & hot-air balloon (n.) international (adj.) \\
\hline Song big wheel (n.) roller coaster ( n .) & \begin{tabular}{l}
local (adj.) \\
secret (n.)
\end{tabular} \\
\hline \begin{tabular}{l}
karting (n.) \\
bouncy castle (n.)
\end{tabular} & (3) Module 8 \\
\hline ride (n.) & Song \\
\hline \begin{tabular}{l}
Top Stars \\
fair (n.) \\
fundraiser (n.) \\
money (n.) \\
festival (n.) \\
event ( n .) \\
sell (v.)
\end{tabular} & \begin{tabular}{l}
through (prep.) \\
over (prep.) \\
up (prep.) \\
down (prep.) \\
round (prep.) \\
towards (prep.) \\
past (prep.)
\end{tabular} \\
\hline \begin{tabular}{l}
Our world receive (v.) present (n.) decorate (v.) \\
friendship (n.) \\
celebrate (v.)
\end{tabular} & \begin{tabular}{l}
Top Stars \\
corner (n.) \\
end ( n .) \\
GPS (n.) \\
roundabout (n.) \\
exit (n.) \\
directions (n.)
\end{tabular} \\
\hline Let's talk & excited (adj.) \\
\hline \begin{tabular}{l}
stadium (n.) \\
go cycling (phr.)
\end{tabular} & Our world arts and crafts (phr.) \\
\hline go waterskiing (phr.) & learn a language (phr.) \\
\hline play badminton (phr.) & \(b \log (\mathrm{n}\). \\
\hline Reading Time & creative (adj.) \\
\hline \begin{tabular}{l}
shake hands (phr.) \\
wrap (v.) \\
polite (adj.)
\end{tabular} & \begin{tabular}{l}
Let's talk \\
art gallery (n.) rock climbing (phr.)
\end{tabular} \\
\hline \begin{tabular}{l}
Top Time! 4 chef (n.) \\
fireworks (n.) \\
traditional (adj.) \\
craft activities (phr.)
\end{tabular} & \begin{tabular}{l}
sand dune (n.) \\
sandboarding (n.) \\
price ( n .) \\
budget (n.)
\end{tabular} \\
\hline
\end{tabular}
hot-air balloon (n.)
international (adj.)
ocal (adj.)

\section*{Module 8}

Song
through (prep.)
over (prep.)
up (prep.)
down (prep.)
round (prep.)
towards (prep.)

Top Stars
corner (n.)
end (n.)
GPS (n.)
undabout (n.)
directions (n.)
excited (adj.)
Our world
arts and crafts (phr.)
a language (phr.)
blog (n.)

Let's talk
art gallery (n.)
rock climbing (phr.)
sand dune (n.)
sandboarding (n.)
price (n.)
budget (n.)

\section*{WORD LIST}

\section*{WORD LIST}
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Reading Time
jet skiing (n.)
point (v.)
fishing net (n.)
coastguard (n.)
set free (phr.)
proud (adj.)
CLIL 4 (Modules 7-8)
dry season (phr.)
wet season (phr.)
north (adv.)
south (adv.)
(0) Module }
Song
recycle (v.)
environment (n.)
tap (n.)
paper (n.)
plastic (n.)
save (v.)
try (v.)
Top Stars
volunteer (n.)
pick up rubbish (phr.)
Our world
pollute (v.)
clock (n.)
battery (n.)
keyboard (n.)
wooden (adj.)
office (n.)
company (n.)
seed (n.)
Reading Time
energy (n.)
cooking oil (n.)
warm (adj.)
cool (adj.)
take part (phr. v.)

```


\section*{jumper}

\section*{jar}
orca



\section*{Modules 5-6 (Infer)}

Aim: to help Ss develop higher-order thinking skills by engaging them in activities involving inference

\section*{Stage 1: Familiarising}
- Draw Ss' attention to the activity, read the rubric and explain to Ss that they have to match pictures A-E to the occupations 1-5.
- You can help Ss by drawing their attention to the first word before they do the activity. Ask Ss to read it and guess which picture best describes it.
- Have Ss do the activity and then check their answers as a class.

\(\begin{array}{lllll}\text { 1. } C & \text { 2.E } & \text { 3.A } & \text { 4. } B & \text { 5. } D\end{array}\)

\section*{Stage 2: Developing}
- Draw Ss' attention to the activity and read the rubric out loud.
- Then draw Ss' attention to the speech bubbles 1-6.
- Explain to Ss that they have to read the sentences on the left and guess what food each person is talking about.
- Have Ss do the activity and then check their answers as a class.
A. 5 B. 2 C. 4
D. 6 E. 1 F. 3

\section*{Stage 3: Applying}
- Draw Ss' attention to the activity and explain that they have to write a sentence about a type of food or a job as in activity 2. Explain that they will then show their sentence to their partner who will have to guess the type of food or job the sentence describes.
- Divide Ss into pairs and have them read their partner's sentence and guess the type of food or job.

Suggested answer
'You can travel into space or walk on the moon.' (astronaut)

\section*{Modules 7-8 (Evaluate)}

Aim: to give Ss the opportunity to develop higher-order thinking skills by engaging them in activities involving evaluation

\section*{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, only justified.)
- You can write the following sentences on the board. For example, write, A dentist takes care of people's teeth. Dentists have the best job. Ask Ss to tell you which sentence is a fact and which is an opinion. (The former is a fact and the latter is an opinion.)
- Have Ss read the sentences next to pictures A-D and decide if each statement is a fact or an opinion by ticking the correct column each time.
- Have Ss do the activity and then check their answers as a class.
\begin{tabular}{ll}
\hline A.1.F & 2.0 \\
B.1.0 & \(2 . F\) \\
C.1.F & 2.0 \\
D.1.0 & \(2 . F\) \\
\hline
\end{tabular}

\section*{Stage 2: Developing}
- Draw Ss' attention to the email and explain to Ss that they have to read it, underline the facts and circle the opinions.
- Remind Ss of the difference between a fact and an opinion before they do the activity.
- Have Ss do the activity and then check their answers as a class.

\section*{Hi Rose,}

My school had a fundraiser yesterday. It was so much fun! We sold lemonade.
It was delicious! We collected
lots of money for the blue whale. It is an endangered species. The blue whale is a fantastic animal It's the largest animal on Earth. (It's very scary, too.

\section*{Stage 3: Applying}
- Draw Ss' attention to the activity and explain to them that they have to choose a sport, animal, type of food, or anything else they may like to write one fact and one opinion sentence about.
- Have Ss do the activity in class or assign it as homework.
- When Ss have finished writing their sentences, have them work in pairs, and ask their partners to read their sentences and underline the Fact and circle the Opinion sentence.

Suggested answers Red pandas are an endangered species.

Red pandas are funny animals.

\section*{SMART MOVES!}

\section*{Modules 9-10 (Problem-solving)}

Aim: to help Ss develop higher-order thinking skills by engaging them in activities involving problem-solving

\section*{Stage 1: Familiarising}
- Draw Ss' attention to the activity, read the rubric and explain that they have to look at the pictures carefully in order to assess the situation and find out what the problem is and write it on the line next to each picture.
- Have Ss do the activity and then check their answers as a class.
A. He's got a cough.
B. He broke the sunglasses.
C. People threw rubbish in the park. / There is lots of rubbish in the park.
D. She's got a toothache.

\section*{Stage 2: Developing}
- Draw Ss' attention to the picture and read the rubric out loud.
- Explain to Ss that they have to look at the picture carefully, read the possible solutions and tick (4) the ones they think would solve the problem. Point out that in order to choose the appropriate solution they should consider which one resolves the problem best.
- Allow Ss some time to think about each solution.
- Then have them discuss the solutions with their partners and justify why they have chosen them. Encourage Ss to use the structures from the bubbles in the activity to justify their answers.

\section*{Suggested answers}
1. I will tell my brother about it because it's the right thing to do.
2. I will tell my parents about it because they can help me.
3.I will buy my brother a new tablet because he will need it.

\section*{Stage 3: Applying}
- Draw Ss' attention to the activity and read the rubric out loud.
- Explain to Ss that, in pairs, they have to think of the best solution to the problem. Point out that they can use solutions from activity 2 as well as their own ideas.
- Have Ss work in pairs and exchange opinions.
- Have them present their ideas in class.

Suggested answers
A: I will tell my friend about it because it's the right thing to do.
B: I will buy my friend a new tablet because he/she will need it.

Top SkiOls

\section*{WORKBOOK TOP SKILLS}

\section*{Language focus}

\section*{Objectives}
- to revise, consolidate and practise structures and vocabulary presented in previous lessons

\section*{Lesson plan}

\section*{Warm-up}

Lip reading
- Tell Ss that they are going to play a game.
- Say one of the words or phrases that Ss have been presented with in Modules 5 and 6 without making any sound.
- Ss have to look at you carefully and read your lips to guess the word/phrase.
- Choose Ss to come up to the front of the class and do the same.

\section*{Activity 1}
- Have Ss open their Workbooks to p. 128 and direct their attention to the picture. Ask Ss to guess what is happening. (A man is ready to order at a restaurant and the waiter is ready to take his order.)
- Explain to Ss that they will have to read the questions and the options carefully and then decide which is the correct response (A, B or C).
- Go round the classroom and monitor the procedure making sure Ss have circled the correct answer.
- Have Ss compare their answers in pairs, then check as a class.
\(\begin{array}{llllll}\text { 1.B } & \text { 2.B } & \text { 3.A } & \text { 4.C } & \text { 5.C } & \text { 6.A }\end{array}\)

\section*{Activity 2}
- Direct Ss' attention to the black-and-white picture of a kitchen and ask them to name as many items of food and food containers as they can.
- Explain to Ss that they are going to listen to an exchange in which two people will be talking about the picture of the kitchen. Ss will have to listen to the exchange carefully and either colour different items

\section*{Top Skill s moviss.-}

(2) Listen and colour and write. There is one example. (4)


128
the appropriate colour or write a word somewhere in the picture, according to what they hear.
- Have Ss prepare some of the colours they will need to colour the picture (red, yellow, green, blue, brown).
- Point out that the first one has been done for them, as an example.
- Play the recording and have Ss colour the items correctly and write a word in the correct place.
- Play the recording again and have Ss check their work.
- Have Ss compare their answers in pairs, then check as a class.

\section*{Listening transcript}

\section*{Example}

Man: Would you like to colour some of this picture?
Boy: Yes... Is the bird coming to eat the boy's breakfast?
Man: Ha, ha! I don't know. Would you like to colour it green?
Boy: Yes.
Man: OK.
1.

Boy: Can I colour some of the boy's fruit, too?
Man: What? The banana?
Boy: Yes, I like it.
Man: All right. Colour it yellow.
Boy: OK. I like that colour.


4 Speaking. Odd-one-out.

(4)

2.

Man: Now, can you see the biscuits in the jar? Colour them for me next.
Boy: Do you mean the jar on the table?
Man: That's right. You choose the colour.
Boy: Shall I colour them brown?
Man: OK.
3.

Boy: What shall I colour now?
Man: Um... what about the bottle?
Boy: The one next to the biscuit jar?
Man: Yes. Colour it red.
Boy: OK... but that's a funny colour for a bottle!
4.

Boy: Can I do some writing, too?
Man: Yes. I'd like you to write the word 'fruit'.
Boy: Where? On the bowl?
Man: Yes, please! The bowl is full of fruit.
5.

Boy: It looks very hot there. Shall I colour the water in the glass?
Man: Yes. Colour it blue, please.
Boy: OK. We must drink seven glasses of water every day, you know.
Man: Do you do that?
Boy: Yes,l do.
Man: Good!

\section*{Example: The bird is green.}
1. The banana should be coloured yellow.
2. The biscuits in the jar should be coloured brown.
3. The bottle next to the biscuit jar should be coloured red.
4. The word fruit should be written on the bowl of fruit.
5. The water in the glass should be coloured blue.

\section*{Activity 3}
- Direct Ss' attention to the photo and ask them to tell you what they see (a crocodile).
- Explain to Ss that they are going to read the text and complete it by choosing the appropriate word. Point out that the first one has been done as an example.
- Go round the classroom and monitor the Ss.
- Have Ss compare their answers in pairs, then check as a class.

Example: largest
1. which
2. have got
3. many
4. Their
5. eat

\section*{Activity 4}
- Direct Ss' attention to the photos and ask them to tell you what they depict. (Some people, animals, food and beverages.)
- Explain to Ss that they will have to look at the photos carefully and find which one doesn't belong. Then, explain that they are going to talk about and justify their choice with a partner.
- Allow Ss some time to circle A, B, C or D and then divide them into pairs and have them discuss their choices.
- Have a few pairs of Ss act out the exchange at the front of the classroom.
1. B - It shows a greenhouse which is a building while the other photos show people at work.
2. D-It shows a melon which we eat while the other photos are things people drink.
3. B - It shows sweets which are unhealthy while the other photos show healthy food.
4. A - It shows a jungle which is a habitat while the other photos show wild animals.

\section*{7-8}

\section*{WORKBOOK TOP SKILLS}

\section*{Language focus}

\section*{Objectives}
- to revise, consolidate and practise structures and vocabulary presented in previous lessons

\section*{Sf Materials}
- photocopies of the flashcards from Modules 7 and 8
- a big piece of blue card

\section*{Lesson plan}

\section*{Warm-up}

\section*{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 piece of blue card) and lay out some flashcards as stepping stones.
- Have Ss stand 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 must say what it depicts.
- If they can't, then they 'fall into the lake' and have to start again.
- Add drama by creating a story of crocodiles lurking in the water.

\section*{Activity 1}
- Have Ss open their Workbooks to p. 130.
- Direct Ss' attention to the pictures and ask them to tell you what they see. (Different items people take with them on camping trips.)
- Ask Ss to name the items (torches, sleeping bags, tents, a camera, bottles of water, a board game, fishing equipment, a sandwich).
- Then draw Ss' attention to the people and the names and ask them to read them.
- Explain to Ss that they are going to listen to a dialogue and that they will have to match the people with the items by writing the letter in the box next to each name, according to what they hear.
- Play the recording and have Ss listen to the example in order to make sure they understand what they have to do.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs, then check as a class.

\section*{TOp Skilld movus 7 -s}

1 Kevin and his family are going to go camping. What is each person going to take with them? Listen and write a letter in each box. There is one example. \(\downarrow\) )

(2) Read the story. Choose a word from the box.
Write the correct word next to numbers 1-5. There is one example.
My name is Arnold. Last weekend I decided to go shopping with my __ sister . We wanted to buy our mum a present. We took the (1) \(\qquad\) to the shopping centre because it isn't near our house.
We didn't know when to get off, but the (2)
was very nice and he helped us. At the shopping centre we went to our mum's favourite (3) \(\qquad\) and we looked round. After an hour, my sister found a beautiful (4) for our mum. I really liked it.
'Let's get her a card, too!' I said. We found a card which had (5) on it.
We went to pay, but my sister didn't have any money with her! 'Oh, dear!' she said. So, we went back to the shopping centre yesterday and bought the present and the card.

(6) Now choose the best name for the story. Tick \((\checkmark)\) one box.

\section*{2.}

Man: What about the sleeping bags?
Boy: My dad is going to take those.
Man: I see! What colour is your sleeping bag?
Boy: Orange. My sleeping bag is orange!
Man: That's nice! I like orange.
3.

Man: Is your grandad going to be there?
Boy: Yes, he is. Grandad likes fishing, so he's going to bring the fishing equipment.
Man: Oh? Can you go fishing there?
Boy: Oh, yes! There is a beautiful lake by the campground. My brother always goes fishing with Grandad!
Man: How nice! Do you go swimming, too?
Boy: No, we don't. The water in the lake is too cold!


Look and read. Choose the correct words and write them on the lines. There is one example.

4.

Man: What is your brother going to bring?
Boy: Brian is going to bring some board games.
Man: Board games? I see!
Boy: Yes! We like playing board games in the evening.
5.

Man: Kevin? What about food? Who is going to bring food?
Boy: Ha ha! My uncle is going to do that! He always makes great sandwiches when we go camping!

Man: Oh, good! Well, I hope you have a fun time, Kevin!

\section*{Example: A}
\(\begin{array}{lll}\text { 1. C } & \text { 2. B } & \text { 3. G }\end{array}\)
4.F 5. H

\section*{Activity 2}
- Direct Ss' attention to the text and the box with the pictures and words.
- Ask Ss to read the short text and fill in the blanks using the words in the box.
- Point out that the first one has been done as an example. Encourage a \(S\) to read the example.
- Explain to Ss that there are three additional items in the box that should not be used.
- Have Ss compare their answers in pairs, then check as a class.
- When Ss have completed the text, draw their attention to the three titles/names for the story in number six. Read them out loud and explain that they have to tick the appropriate title/name for the story they just read. Elicit Ss' answers and make sure they justify their answers.

Example: sister
1. bus
2. bus driver
3. shop
4. scarf
5. flowers
6. The most suitable title/name is: Don't forget your money

\section*{Activity 3}
- Direct Ss' attention to the pictures and ask them to tell you what they depict. (Some people and some items.)
- Explain to Ss that they will have to look at the pictures carefully and find which one doesn't belong. Then, explain that they are going to talk about and justify their choice with a partner.
- Allow Ss some time to circle A, B, C or D and then divide them into pairs and have them discuss their choices.
- Have a few pairs of Ss act out the exchange at the front of the classroom.
1. C - It shows someone sleeping while the other pictures show people doing activities.
2. B - It is a GPS while the other pictures show people at work.
3. C-It shows money while the other pictures show roads.

\section*{Activity 4}
- Direct Ss' attention to the sentences and the box with the pictures and words.
- Ask Ss to read the descriptions and write what is being described using the words in the box.
- Point out that the first one has been done as an example. Encourage a \(S\) to read the example.
- Explain to Ss that there are two additional items in the box that should not be used.
- Go round the classroom and make sure Ss have completed the activity correctly.
- Have Ss compare their answers in pairs, then check as a class.

Example: sailor
1. art gallery
2. stadium
3. present
4. GPS
5. greenhouse

\section*{Language focus}

\section*{Objectives}
- to revise and consolidate vocabulary and structures presented in previous lessons

\section*{Lesson plan}

\section*{Warm-up}

\section*{Lip reading}
- Tell Ss that they are going to play a game.
- Say one of the words that Ss have been presented with in Modules 9 and 10 without making any sound.
- Ss have to look at you carefully and read your lips to guess the word.
- Choose Ss to come to the front of the classroom and do the same.

\section*{Activity 1}
- Have Ss open their Workbooks to p. 132.
- Direct Ss' attention to the pictures in activity 1 and ask them to tell you what they see. (Some clocks, meals, means of transport and some items.)
- Ask Ss to read the questions. Explain that they are going to listen to the recording and tick (4) the correct picture (A, B or C), according to what they hear each time.
- Draw Ss' attention to the example. Play the recording and have Ss listen carefully. Pause the recording and make sure that Ss have understood what they have to do.
- Play the recording and have Ss do the activity.
- Play the recording again and have Ss check their answers.
- Have Ss compare their answers in pairs, then check as a class.

\section*{Listening transcript}

Example
What's the time?
Mum: Wake up, James.
James: But it's too early, Mum! It's half past six!
Mum: No, James. It's half past seven!
James: What! Half past eight?
Mum: It's half past seven, James. Your clock doesn't work. It stopped at half past six. I think it needs a new battery.
1. What does James have for breakfast?

James: What's for breakfast, Mum? Pancakes?
Mum: We can't have pancakes for breakfast every day, James.
James: OK, Mum.
Mum: You can have some cereal and an omelette. Is that OK?
James: Yummy! Can I have some fruit, too,

1 Listen and tick \((\checkmark)\) the box. There is one example. \(\mathcal{\triangleleft})\)

Example: What's the time?

2. How will James get to school?

1. What does James have for breakfast?

3. What did James forget to take with him?


2
Look and read. Choose the correct words and write them on the lines. There is one example.


Example:
You usually have this when you've got a sore throat. a cough
1. This is something we use when we want to cook or fry food.
2. This is something that tells the time.
3. When you've got this, you have to go to the dentist.
4. This is something that connects to your computer. It helps you write what you want.
5. This person helps organisations and offers his or her help to other people for no money at all.


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Mum? I'm really hungry!
Mum: Of course you can. Here you are.
James: Thanks, Mum.
2. How will James get to school?

Mum: Hurry up, James. It's late and you will miss the school bus.
James: Don't worry, Mum. I can ride my bike to school.
Mum: I'm afraid you can't today, James. It's raining and it's cold.
James: Can Dad drive me to school then?
Mum: No, James. He can't. He left early this morning because he wanted to go to the bank. So, hurry up. The school bus will be here any minute.
James: OK, Mum.

\section*{3. What did James forget to take} with him?
Mum: James! Don't forget to take your umbrella with you.

James: I've got it right here, Mum.
Mum: Did you take your baseball with you? You've got baseball practice after school, remember?
James: Let me check... Yes, it's right here. But I can't find my glove.
Mum: Oh, yes. It's on your desk in your room. I remember now.
James: I'll go get it. Thanks, Mum!
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Example: B
1.C 2.A 3.B

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\section*{Activity 2}
- Direct Ss' attention to the words above and below the sentences and have them read them. Then have different Ss read the sentences out loud and point out that they are the definitions of five of the words given.
- Explain to Ss that they will have to read the definitions again carefully and match the words to the corresponding definition by


4 Speaking. Find the differences.

writing the correct word in the space provided.
- Draw Ss' attention to the example and read it out loud.
- Explain to Ss that there are two extra words which they will not need to use.
- Allow Ss some time to do the activity. Go round the classroom and monitor Ss.
- Have Ss compare their answers in pairs, then check as a class.

Example: a cough
1. cooking oil
2. a clock
3. a toothache
4. a keyboard
5. a volunteer

\section*{Activity 3}
- Direct Ss' attention to the picture in activity 3 and ask them to tell you what they see. (Two boys talking about a project regarding recycling.)
- Draw Ss' attention to the dialogue in the activity and read it out loud, pointing out the missing pieces of the dialogue.
- Then, draw Ss' attention to the box with the phrases and sentences A-H. Explain that they have to complete the dialogue by choosing the best option. Tell Ss that the question before each space will help them choose the appropriate response from the box. Point out that there are two responses they do not need to use.
- Allow Ss some time to do the activity.
- Have Ss compare their answers in pairs, then check as a class.

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Example: D
1.F 2.H 3. B
4.A 5.G

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\section*{Activity 4}
- Direct Ss' attention to the pictures.
- Explain to Ss that they will have
to look at the two pictures carefully and spot the differences.
- Invite a S to spot a difference and announce it to the rest of the class. Ask, Has the secretary got straight brown hair in the first picture? and encourage the \(S\) to answer, Yes, he has. Direct Ss' attention to the second picture and ask him/her to say what style the secretary's hair is in the second picture. (It's curly.)
- Divide Ss into pairs and have them do the activity, swapping turns each time.
- While Ss are doing the activity, go round the classroom monitoring the procedure.
- Then check Ss' answers as a class.

In picture 1:
The secretary has got brown, straight hair, he is wearing glasses and he is talking on the phone. In front of him, there is a computer and next to his desk, we can see the door to the doctor's office. The name on the door is 'Dr White'. There is a big, green plant to the left of the doctor's door and there are some people in the waiting room. The man has got a stomach ache. He is wearing blue trousers and \(\underline{a}\) white shirt. The man with brown hair is wearing a green suit and he has got an earache. The man with blond hair has got a son. His son has got a sore throat. Finally, the second man with black hair is wearing glasses. He has got a son. The boy has got a headache.

\section*{In picture 2:}

The secretary has got brown, curly hair. He isn't wearing glasses and he is writing something on the computer.
There is a small, brown plant between the secretary's desk and the doctor's door. The name on the door is 'Dr Green'. There are some people in the waiting room. The man has got an earache. He is wearing blue trousers and a yellow shirt. The man with the brown hair has got a stomach ache. The man with blond hair is wearing \(a\) hat. His son has got a headache. Finally, the second man with black hair isn't wearing glasses. He has got a son. The boy has got a sore throat.
\begin{tabular}{|c|c|c|c|}
\hline Module & Page number & Phonics (Phonetic transcription) & Words \\
\hline \multirow{3}{*}{6} & \multirow{3}{*}{76} & /a:/ & \[
\begin{aligned}
& \text { jar } \\
& \text { far }
\end{aligned}
\] \\
\hline & & 10:/ & horse orca \\
\hline & & /2/ & brother jumper \\
\hline \multirow{2}{*}{7} & \multirow{2}{*}{88} & /3:/ & \begin{tabular}{l}
bird \\
girl
\end{tabular} \\
\hline & & /3:/ & hurt purple \\
\hline \multirow[b]{2}{*}{8} & \multirow[b]{2}{*}{100} & /u:/ & room spoon balloon \\
\hline & & /0/ & \begin{tabular}{l}
look \\
book \\
foot
\end{tabular} \\
\hline \multirow{3}{*}{9} & \multirow{3}{*}{112} & /\%/ & \begin{tabular}{l}
amazed \\
island
\end{tabular} \\
\hline & & /æ/ & \begin{tabular}{l}
apple \\
hat \\
cat
\end{tabular} \\
\hline & & /a:/ & garden scarf arm \\
\hline \multirow{3}{*}{10} & \multirow{3}{*}{124} & 10:/ & board game skateboard keyboard \\
\hline & & 10:/ & floor door \\
\hline & & 10:/ & four fourteen \\
\hline
\end{tabular}

\section*{Glossary of key words}

\section*{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 problemsolving 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

SA: Student A
SB: Student B
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

\section*{Top Stars 5b}

\section*{Teacher's Book}

\author{
H. Q. Mitchell - Marileni Malkogianni
}

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is an exciting primary course that creates a fun and motivating environment for young learners.

\section*{For students:}
- Student's Book
- Full-colour Workbook
- Student's CD-ROM

For teachers:
- Teacher's Book
- Class Audio Material (Online)
- Resources for Teachers (Online)
- Interactive Whiteboard Material
- Flashcards
- Phonics Cards
\begin{tabular}{|c|c|c|c|c|c|c|}
\hline CEFR & & Pre-A1 & A1 Low & A1 Mid & A1 High & A2 Low \\
\hline Top Stars & 1 & 2 & 3 & 4 & 5 & 6 \\
\hline
\end{tabular}
```


[^0]:    | 1.F | 2.T | 3.T | 4.T | 5.F | 6.T |
    | :--- | :--- | :--- | :--- | :--- | :--- |

