

H. Q. Mitchell – Marileni Malkogianni

TOP STARS

4a

Teacher's Book



Academic Year 2021–2022

mm
publications

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

النشيد الوطني

قَسَمًا بِمَنْ نَشَرَ الضِّيَاءَ
قَطَرُ سَتَبْقَى حُرَّةَ
سِرُّوا عَلَى نَهْجِ الْأَلَى
قَطَرُ بِقَلْبِي سِيرَةَ
قَطَرُ الرِّجَالِ الْأَوَّلِينَ
وَحَمَائِمُ يَوْمِ الْفِدَاءَ

قَسَمًا بِمَنْ رَفَعَ السَّمَاءَ
تَسْمُو بِرُوحِ الْأَوْفِيَاءَ
وَعَلَى ضِيَاءِ الْأَنْبِيَاءَ
عِزٌّ وَأَمْجَادُ الْإِبَاءَ
حُمَّاتُنَا يَوْمَ النِّدَاءَ
جَوَاحِ يَوْمَ السَّلَامَ



Teacher's Book

H. Q. Mitchell
Marileni Malkogianni



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Syllabus

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| Communication Objectives | Structures | Vocabulary | Writing | QNCF competencies | | | | | | |
|--|--|---|--|-------------------|---------|-----------------|----------------|----------------|-------------------|--------------------|
| Module 1 • It's my life! • p. 7 | | | | | | | | | | |
| <ul style="list-style-type: none"> - to talk about habitual actions - to introduce the Present Simple and adverbs of frequency - to ask about habitual actions - to tell the time - to talk about different celebrations around the world - to ask and answer about the date - to introduce ordinal numbers - to talk about countries and nationalities - to introduce yourself and others | <p>Present Simple Adverbs of frequency What time does (the bus) leave/arrive? It leaves/arrives at... How long does it take to get to school? (Fifteen) minutes. What's the date today? It's... When's the (flower festival)? It's on... Where are you from? I'm from (the USA). I'm (American).</p> | <p>Everyday activities: wake up, have breakfast/lunch/dinner, go to work, take the train, take the bus, walk to school, have a class Time: 1 hour = 60 minutes Ordinals: 1st - 31st Countries - Nationalities: Qatar - Qatari, the USA - American, the UK - British, Morocco - Moroccan, Korea - Korean, China - Chinese Verbs: arrive, leave, wait, bake, start Nouns: rain, classmate, festival, parade, apple pie Adjective: poor Adverb: late Phrases: ride a horse, give presents</p> | <p>Project: to write an email to a friend Writing tip: to learn how to use the conjunctions and and or in a sentence to learn how to use punctuation in written work</p> | | | | | | | |
| <table border="1"> <thead> <tr> <th>Phonics</th> </tr> </thead> <tbody> <tr> <td>/θ/ tooth, thin</td> </tr> <tr> <td>/ð/ this, that</td> </tr> <tr> <td>/ʃ/ ship, fish</td> </tr> <tr> <td>/tʃ/ chair, peach</td> </tr> <tr> <td>/k/ kitchen, catch</td> </tr> </tbody> </table> | | | | | Phonics | /θ/ tooth, thin | /ð/ this, that | /ʃ/ ship, fish | /tʃ/ chair, peach | /k/ kitchen, catch |
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| /θ/ tooth, thin | | | | | | | | | | |
| /ð/ this, that | | | | | | | | | | |
| /ʃ/ ship, fish | | | | | | | | | | |
| /tʃ/ chair, peach | | | | | | | | | | |
| /k/ kitchen, catch | | | | | | | | | | |
| Module 2 • My favourites • p. 19 | | | | | | | | | | |
| <ul style="list-style-type: none"> - to talk about school subjects - to talk about things one is good/bad at - to talk about everyday activities and hobbies - to talk about how often something happens - to talk about hobbies - to introduce the -ing form as the subject of a sentence - to talk about what people like/enjoy/love/prefer/ don't like/ dislike/hate doing - to talk about preferences - to use the -ing form after specific verbs | <p>What's your favourite subject? I'm good/bad at... How often do you...? Once/Twice/Three times a week./Every day. -ing form like/enjoy/love/don't like/hate/prefer + -ing form</p> | <p>School subjects: art, PE, maths, science, IT, geography, history, English, Arabic Hobbies: play ice hockey, play computer games, play baseball, read comic books, make a collage, fly a kite, take a picture Verbs: collect, stick, put Nouns: art class, drawing, hobby, treasure hunt, clue, computer mouse, ticket Adjectives: easy, hard, amazing, exciting, fun, boring Phrase: do my homework</p> | <p>Project: to write an email</p> | | | | | | | |
| <table border="1"> <thead> <tr> <th>Phonics</th> </tr> </thead> <tbody> <tr> <td>/eɪ/ dates</td> </tr> <tr> <td>/aɪ/ white</td> </tr> <tr> <td>/i:/ teacher</td> </tr> <tr> <td>/u:/ food</td> </tr> <tr> <td>/ju:/ computer</td> </tr> </tbody> </table> | | | | | Phonics | /eɪ/ dates | /aɪ/ white | /i:/ teacher | /u:/ food | /ju:/ computer |
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| /eɪ/ dates | | | | | | | | | | |
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| /ju:/ computer | | | | | | | | | | |



| Communication Objectives | Structures | Vocabulary | Writing | QNCF competencies |
|---|--|---|--|---|
| Module 3 • Out and about • p. 31 | | | | |
| <ul style="list-style-type: none"> - to talk about actions happening at the moment of speaking - to talk about the affirmative and negative forms of the Present Progressive - to ask about something happening at the moment of speaking - to ask about reason - to talk about household chores - to talk about what one has to or doesn't have to do - to talk about rules - to ask and answer about what one has or doesn't have to do | <p>Present Progressive Why are you...? Because... have to/don't have to Do you have to...? Yes, you do./No, you don't.</p> | <p>Household chores: take out the rubbish, shovel snow, set the table, clear the table, wash the dishes, make my bed Verb: sell Nouns: campsite, campsite shop, tent, beekeeper, beehive, nectar, kilo Phrases: play on the swings, sail a boat, throw the ball, hit the ball, feed the ducks, rake leaves, pick up rubbish, wash a car, collect money, be careful, put out the fire, bring food</p> | <p>Project: to make a rules poster Phonics</p> <p>/ɪ/ picture rabbit pink /aɪ/ white bike kite</p> |  |
| Module 4 • Nice and Tasty • p. 43 | | | | |
| <ul style="list-style-type: none"> - to talk about food - to talk about quantity - to talk about what one wants/needs - to ask and answer questions about countable and uncountable nouns - to ask about the price of food items - to do a quiz - to talk about eating habits - to talk about food and food containers/packaging - to ask for food - to ask and answer about something one would like | <p>There is a... There are some... What do you want? I want a/an... What do you need? I need some... There isn't/aren't any... Are there any...? Yes, there are./No, there aren't. Have you got any...? How much is it? It's... How much are they? They're... How much/How many...? Can I have some ... please? Can I try some ... please? Would you like some...? Yes, please./No, thank you.</p> | <p>Food items: butter, peach, pear, pineapple, watermelon, coconut, flour Food and food containers: a carton of juice, a bag of crisps, a box of cereal, a bottle of water, a packet of biscuits, a bar of chocolate, a can of lemonade, a cup of tea, a glass of milk, a slice of bread, a loaf of bread, a piece of cake Verb: recycle Nouns: market, fridge, basket, cupboard, recycling bag, exhibition Adjectives: healthy, empty Adverb: online</p> | <p>Project: to write about your eating habits Phonics</p> <p>/ʌ/ summer sunny under sun /u:/ June scuba diving fruit</p> |  |
| Module 5 • Sports • p. 55 | | | | |
| <ul style="list-style-type: none"> - to talk about sports - to talk about actions that happened in the past - to ask and answer about actions that happened in the past - to talk about the invention of sports - to talk about sports equipment | <p>Past Simple</p> | <p>Sports equipment: racket, net, bat, gloves, helmet, ice hockey stick, puck Verbs: score, win, lose, train, invent, use Nouns: point, game, medal, painting, competition, painter, pitch, gym, runner, race, energy Adjectives: special, popular Phrase: take place</p> | <p>Project: to write a blog entry Writing tip: to learn how to write about a past experience Phonics</p> <p>/ʌ/ mother love /ɒ/ pot hot</p> |  |



INTRODUCTION

Welcome

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

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

Course Components

Student's Book

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

Each module includes a wide range of songs/poems, factual pieces, stories, cross-curricular sections, various activities with illustrations and photos, games and role-playing, as well as projects that stress the communicative function of the language and motivate learners to participate actively. Note that there are a few passive words which need to be explained by the teacher.

Workbook

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

Teacher's Book

The Teacher's Book contains a reduced version of the Student's Book and provides teachers with a step-by-step guide to teaching each lesson. There are clearly-staged teaching guidelines for each activity and listening transcripts for everything that is included in the Class Audio Material (Online). Classroom strategies for differentiated instruction also feature in this series.

Differentiated instruction

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

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

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

Strategies - Techniques for Differentiated Instruction

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

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



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

The Teacher's Book includes the following sections:

Cover page:

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

Language focus:

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

Materials:

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

Revision (Optional):

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

Warm-up:

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

Lesson plan:

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

Optional / Before leaving:

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

Workbook:

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

Student's CD-ROM

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

Class Audio Material (Online)

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

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

Resources for Teachers (Online)

This contains:

Tests

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

Self-evaluation sheets

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

Flashcards

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

Interactive Whiteboard Material

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

THE SERIES

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

Course Outline

All the lessons in each module feature a wide variety of meaningful input through the use of songs/poems/ quizzes, illustrated stories, short texts, games, role plays and cross-curricular (CLIL) sections. A clearly demarcated vocabulary section illustrates the key vocabulary items for each lesson. Grammar boxes provide written models of the structure, which help children notice underlying patterns in language. A wide variety of listening and speaking activities (with recorded conversational models) allow students to practise and use the new language. Reading is developed through a wide variety of text types and tasks and is aided by audio recordings of all the reading texts in the Student's Book. Writing is mainly practised in the Workbook. Students are further helped to develop their reading, speaking, listening and writing skills with the inclusion of useful advice given throughout the Student's Book in the form of **tips**.



MODULE STRUCTURE

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

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



Presentation of new vocabulary always with pictures

Nice and Tasty 4

SONG

1 butter peach pear pineapple watermelon coconut flour

2 Listen and tick (4) the correct picture.

Look! p. 71

There is **a** peach in the bag.
There are **some** pears in the bag.
What do you want? I want **an** omelette.
What do you need? I need **some** butter for the cake.

Fruit Pizza

There's a pear and a pineapple.
There's a watermelon too.
But what else do you want, Lou?
I want a peach – Yeah!
To make a fruit pizza.

There's some flour and some butter.
There are some apples too.
But what else do you need, Lou?
I need a peach – Yeah!
To make a fruit pizza.

There's an orange and a mango.
There's a coconut too.
But what's in that bag, Lou?
There is a peach – Yeah!
Let's make a fruit pizza!

Look! p. 71

What do you need to make your own fruit pizza? Tick (4). Then ask and answer.

| | You | Your partner |
|------------|-----|--------------|
| butter | | |
| flour | | |
| pineapple | | |
| mango | | |
| cherry | | |
| coconut | | |
| watermelon | | |
| pear | | |
| orange | | |
| melon | | |
| grapes | | |
| peach | | |
| strawberry | | |
| apple | | |

What do you need to make a fruit pizza?
I need some flour, strawberries, grapes and peaches.

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The Look! box highlights grammatical structures

A new song/poem that presents vocabulary and grammatical structures

Sports 5

QUIZ

1 score point game medal

Look! p. 72-73

You played tennis with Marvin **last week**.
He **scored** two points at the game.
We watched a basketball game **yesterday**.
Our favourite team **won** the game.

2 Do the quiz and choose A or B. Then listen and check your answers.

1. You have to score **_____** points to win a table tennis game.
A twenty B eleven

2. At the first modern Olympic Games in 1896, **_____** won forty-six medals.
A Greece B the USA

3. At the first Winter Olympic Games in 1924, **_____** won seventeen medals.
A Norway B France

4. There are **_____** players in a baseball team.
A fourteen B nine

5. A **_____** game has got four quarters of ten or twelve minutes.
A basketball B football

KEY 18 68 54 48 24 12

3 What happened yesterday? Talk in pairs. Look at the picture and use the words in the box.

play / table tennis win / game lose / game score / point win / medal

Rob Ned Dan Alex

Ned lost the game.

55

Immediate practice on vocabulary and structures

Lesson 2:

Top Stars

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

Listening activities practising new language items

4 **TOP STARS**

1  market
fridge
basket
cupboard
online

2 Read and answer. Are Sahar and her dad going to the supermarket? How do they do their shopping? 

Mum, I'm hungry.
How about making spaghetti with vegetables?
Great idea!
Is there any spaghetti in the cupboard?
Let's see... Oh, no!
There isn't any spaghetti.

Are there any vegetables in the fridge?
No, there aren't... We have to go to the supermarket.

We don't have to go to the supermarket. We can shop online.
OK!

Look at our shopping basket.
How much is the spaghetti?
It's 3 QR.
We need five tomatoes and some peppers too. How much are they?
They're 5 QR.

Later...
It's here!
Five bags of tomatoes? Um, Tab...
Oops! I'm sorry...
That's OK! Ha ha!

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Reading comprehension activity

LOOK! p. 71-72

There isn't **any** juice in the glass.
There aren't **any** eggs in the basket.
Is there **any** cheese in the fridge?
Yes, there is. / No, there isn't.

Are there **any** carrots in the fridge?
Yes, there are. / No, there aren't.
Have you got **any** chocolate?
How much is it? It's 10 QR.
How much are they? They're 20 QR.

3 Read again and complete. 

1. Sahar and her mum want to make spaghetti with _____.
2. There aren't **any** vegetables in the _____.
3. Sahar and her dad are shopping _____.
4. The _____ is 3 QR.
5. They need _____ tomatoes.

4 Listen and circle A or B. 

1. What can the woman buy?
A  B 
2. What have the children got?
A  B 
3. What does Fay's grandma want?
A  B 

5 Choose some of the food items below and add them to your shopping basket. Then ask and answer with your partner. 

butter flour pears coconut pineapple watermelon peaches

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Comic strip: the characters of the book in different situations

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



Lesson 3:

Our world

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

Reading comprehension activity

3 OUR WORLD

1 take out the rubbish shovel snow set the table clear the table wash the dishes make my bed

2 Read and match the places to the pictures.

Things we have to do!

① **Alaska** A B

② **California**

34

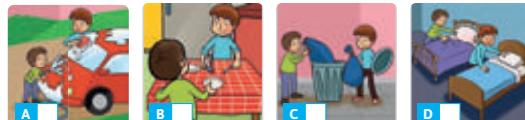
LOOK! p. 70

What do you **have to** do?
I **have to** set the table. I **don't have to** take out the rubbish.
What does Mike **have to** do?
He **has to** shovel the snow. He **doesn't have to** wash the dishes.

3 Read again and circle **yes** or **no**.

1. Emma has to shovel snow. **yes / no**
2. Emma has to set the table before dinner. **yes / no**
3. Emma has to wash the dishes. **yes / no**
4. Zoe and her sister have to make their beds. **yes / no**
5. Zoe's sister has to take out the rubbish. **yes / no**
6. Zoe has to set the table for dinner. **yes / no**

4 Listen and number (1-4).



5 Tick (4) the things you **have to** or **don't have to** do at home.

| | YOU | YOUR PARTNER |
|----------------------|--------------------------|--------------------------|
| take out the rubbish | <input type="checkbox"/> | <input type="checkbox"/> |
| shovel snow | <input type="checkbox"/> | <input type="checkbox"/> |
| set the table | <input type="checkbox"/> | <input type="checkbox"/> |
| clear the table | <input type="checkbox"/> | <input type="checkbox"/> |
| wash the dishes | <input type="checkbox"/> | <input type="checkbox"/> |
| make your bed | <input type="checkbox"/> | <input type="checkbox"/> |

What do you have to do at home? Do you have to clear the table?

Yes, I do.

Presentation of new vocabulary and structures through activities providing factual information

Listening activities practising new language items

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

Lesson 4:

Let's talk

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

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

4 **LET'S TALK**

1  a can of lemonade a cup of tea a glass of milk a slice of bread a loaf of bread a piece of cake

LOOK! p.72
Can I have some pears, please?
Can I try some strawberries, please?
Would you like some tea? Yes, please. / No, thank you.

2 Read the two dialogues below with a partner. Then act out the dialogues. Replace the words in blue with words in the boxes below.

Dialogue 1:

- Hello. Can I have **some bread**, please?
- I need **a loaf of bread**, please.
- No, thank you. How much is the bread?
- Here you are.
- Of course! How much do you need?
- Here you are. Would you like **some chocolate cake** too?
- It's 4 QR.
- Thank you.

Dialogue 2:

- Hello. Can I have **a bottle of water**, please?
- Yes, please. Can I have **a can of lemonade**?
- How much are they?
- Here you are.
- Here you are. Would you like **some lemonade** too?
- Of course. They're 12 QR.
- Thank you.

(a loaf of) bread (a piece/slice of) cake

(a glass of) milk (a cup of) tea (a can of) lemonade

(a bottle of) water (a carton of) juice

48

Lesson 5:

Project

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

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

PROJECT **3**

1 Read the poster below. Then ask and answer. 

What do you have to do in a library?
You have to be quiet.

Writing tip  

How to make a poster:

- Use a large piece of coloured card.
- Choose a place to write about. Find photos of that place and stick them on the coloured card.
- Work in pairs. Ask and answer questions. Then write sentences using **have to**. Write in pencil so that you can correct any mistakes.
- When you are ready, write over your letters using felt-tip pens or coloured pencils. You can also stick photos or draw signs next to each sentence.

2 Think of some rules for the classroom and write them down. 

be/quiet sit/desk listen/teacher keep/classroom/clean work/others

You have to be quiet.

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



Lesson 6:

Story / Reading time

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

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

Let's think

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

Story

4 STORY

2 Read and answer. How do the children use the old cartons and boxes?

RECYCLING AT THE MUSEUM

1 It's Thursday afternoon. Robert and Jim are in the kitchen. There are some empty milk cartons and cereal boxes on the table.

2 Robert says, 'Let's recycle the cartons and the boxes.' That's a great idea! Let's put them in the recycling bag,' says Jim.

3 The children are taking out the recycling bag. On the street, they see a poster. Jim reads, 'Recycle at the museum: make art and help people.' 'We can take the bag to the museum!' says Robert.

4 At the museum, children are painting the cartons black and white. They are making a cow with empty milk cartons.

5 On Saturday, there's an exhibition at the museum. People can come and see the cow.

6 Robert and Jim are at the exhibition. 'Wow! Look at the cans!' says Jim. 'You know, some people haven't got food or milk. The museum can help them now,' says Robert. The children are happy.

3 Read again and answer the questions in your notebook.

- Where do Robert and Jim take their empty cartons and boxes?
- What are the children making at the museum?
- When is the exhibition at the museum?
- What do people have to bring to the exhibition?
- What does the museum do with the cans of food and milk they collect?

Let's think

Is it important to recycle? Are there any other ways of recycling things? Why is it important to help other people?

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

A reading comprehension activity

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

Factual text

5 READING TIME

2 Read and answer. What is the New York City Marathon and when did it begin?

THE NEW YORK CITY MARATHON

The New York City Marathon is an international sporting event, and it takes place on the first Sunday of November every year. The first New York City Marathon took place on 13 September 1970. 127 people ran around Central Park, but only 55 of them finished the marathon. Today the New York City Marathon is very popular, and about 50,000 runners from all over the world run it. People have to train very hard for the marathon. The race starts on Staten Island and finishes in Central Park in Manhattan. Runners have to run 42.195 kilometres!

INTERESTING FACTS

Runners eat pasta, rice or potatoes on the days before the marathon. These kinds of food give you energy.

In 1977, Wesley Paul, an eight-year-old boy, ran the marathon in three hours. Today you have to be over eighteen years old to run the race.

On the day of the marathon, there are special 'water stations' on the streets of New York. Runners can get water there.

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

- The New York City Marathon takes place every Sunday.
- 50,000 people ran the marathon in 1970.
- People ran around Central Park in the first New York City Marathon.
- Today runners finish the marathon in Central Park.
- You have to be over eighteen years old to run the marathon.

Let's think

Do you like running? Would you like to run a marathon? Do you know any other famous marathons in other cities around the world?

62 **63**

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

4 PHONICS

1 Listen and say.  

/ʌ/

summer sunny

under sun

/u:/

scuba diving June fruit

2 Listen and say. Then circle the short vowel sounds /ʌ/ and underline the long vowel sounds /u:/.  

A sunny day

Summer's here! Did you hear?
It's a sunny day in June!
Let's go scuba diving
in the morning.
Let's play tennis
in the afternoon.
We can play under the sun.
We can have so much fun!



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Lesson 8:

Top Time!

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

Practice on cross-cultural information

A reading comprehension activity

TOP TIME! 2

1 Read and answer. Where do the boys go with their families?  

Tip! When you don't know a word in English, ask your teacher or a classmate 'What does... mean?' 

SCHOOL MONTHLY

STUDENTS OF THE MONTH

This month, our guests are Khaled from Doha, Qatar, and Matt from Ottawa, Canada.



What are your favourite school subjects?
K: My favourite subject is PE! I also like maths and history, but I'm not very good at them.
M: Art, of course! I just love drawing and colouring.

What school subjects are you good at?
K: I'm very good at PE! I like all sports very much.
M: I'm good at history and maths, and I'm very good at art because I like it so much.

What do you do after school?
K: Well, I play basketball and football every day. And I sometimes play tennis on Thursdays with my brother.
M: I have a drawing class three times a week in the afternoon. I love reading comic books too. I want to make my own comic book one day!

What do you do for fun?
K: At the weekend, I often go out with my family and friends. We have picnics in the desert together. We eat and drink and have a lot of fun!
M: I like spending time at home. I draw, colour and make collages. I also enjoy going out with my family. We go for picnics in the park, and I take photos with my camera. Everyone says my photos are great!



2 Read the sentences and write K for Khaled or M for Matt.  

1. He is from Qatar.
2. He likes sports a lot.
3. He wants to make his own comic book.
4. His favourite subject is art.
5. He often goes for picnics in the desert.
6. He takes nice photos.

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Cross-curricular section (CLIL)

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

The educational value of cross-curricular lessons

Practice on cross-curricular notions

A reading comprehension activity

Science CLIL 2 Modules 3-4

1. walnut brain vitamin heart

2. What does each food look like? Look and match. Then read. Guess the meaning of the words in green and write them under the correct picture.

How good for you are they?

Walnuts look like a **brain**, and they are good for the brain too! Eating some walnuts every day can make your brain strong. You can add walnuts to your salad or your cereal.

Cut a carrot and look at a slice. What does it look like? An **eye**! Carrots have got **vitamin A**. This vitamin is good for your eyes. You can have some carrot salad for lunch or carrot cake after lunch. See? It's easy!

Cut a tomato in half. Can you see? It looks like a **heart**, and it makes your heart healthy too. Eating a tomato every day is very good for you. Tomatoes are good for your eyes and hair too!

3. Read again and write **W** for walnuts, **C** for carrots and **T** for tomatoes.

1. They are good for your hair. 4. They have got vitamin A.
2. You can make a cake with them. 5. They are good for your eyes.
3. You can add them to your cereal.

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Lesson 9:

Round-up

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

Consolidation and revision through various activities

4 ROUND-UP

1. Read and complete. **some** **any**

1. There aren't _____ onions on the pizza.
2. There are _____ pears in the basket.
3. I need _____ flour for the cake.
4. Is there _____ butter in the fridge?
5. Can I have _____ milk, please?

2. What do the girls need to make the dessert? Listen and tick (4).

A **B** **C** **D** **E**

3. Choose four food items from the box to complete your shopping list. Then talk about it with your partner.

| | | | |
|---------|----------|------------|----------|
| juice | biscuits | pineapples | onions |
| carrots | coconuts | crisps | lemonade |

SHOPPING LIST

| Fruit | Vegetables | Drinks | Snacks |
|------------|------------|--------|-----------|
| peaches | peas | milk | ice cream |
| pears | potatoes | tea | chocolate |
| watermelon | carrots | water | nuts |

There are some coconuts on my shopping list. Are there any coconuts on your list?
No, there aren't any coconuts. There are some pineapples.

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Workbook:

Smart moves!

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

Classify



SMART MOVES

MODULES 3-4

1 Write the words in the correct category.

milk peach crisps lemonade pear tea sandwich
biscuits pineapple walnuts watermelon orange juice

| Fruit | Snacks | Drinks |
|-------|--------|--------|
| | | |
| | | |
| | | |
| | | |

2 Look and circle the odd one out. Then say.



3 Look at activity 2 and make your own odd one out example.

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Top Skills

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

Listening

MODULES 3-4 Top Skills

1 Read this. Choose a word from the box. Write the correct word next to the numbers 1-5. There is one example.

Bees

Bees are amazing little animals. They are black and yellow and they have got four (1) – two big ones and two small ones at the back of their body. They have also got six short (2). Bees live and work in a (3). They work hard all day. They collect nectar from (4) and trees and then use it to make honey. Bees can also 'tell' other bees where to find flowers with a lot of nectar.



2 Look at the picture and read the questions. Write one-word answers. There are two examples.



Examples
Where are the children?
at the park.
What is the boy with the red T-shirt playing on?
the swings.

Questions
1. What are the boys playing?

2. How many trees are there?

3. What colour is the boy's cap?

Reading and Writing

TOP SKILLS | MODULES 3-4

3 Listen and tick (4) the box. There is one example.

Example: What is Sue doing?



1. Which girl is Chloe?



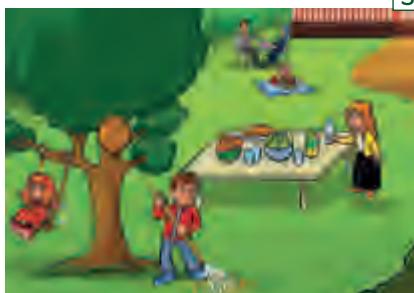
2. What sport does Tom play?



3. What's Nigel doing?



4 Look and point. Then look and answer.



Speaking



Extra Material in the Student's Book

Grammar Reference / Irregular Verbs

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

Word List

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

Using a Vocabulary List

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

Points to remember

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

Using a language-learning notebook

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

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

Organising a language-learning notebook

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

QNCF Key Competencies

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

It is significant that in the *Top Stars* series, the key competencies have been taken into consideration in the design of the course, and thus are woven into the activities themselves. In other words, by carrying out an activity, students are acquiring and developing competencies. It must also be understood that aspects of several competencies may overlap. For example, problem-solving may also involve other competencies such as creative and critical thinking, inquiry and research, communication, as well as cooperation and participation, depending on the type of activity.

Although the activities students are involved in require them to activate the knowledge, skills and attitudes through which they develop specific competencies, the way teachers deal with the activities in class can help to maximise the benefit for students.

Creative and critical thinking

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



Ways to integrate creative and critical thinking into the classroom

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

Communication

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

Ways to integrate communication into the classroom

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

Cooperation and participation

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

Ways to integrate cooperation and participation into the classroom

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

Inquiry and research

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

Ways to integrate inquiry and research into the classroom

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



Problem-solving

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

Ways to integrate problem-solving into the classroom

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

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

Literacy

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

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

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

Ways to integrate literacy into the classroom

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

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

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

Numeracy

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

Ways to integrate numeracy into the classroom

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

In general:

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

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

Key Values

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

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

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

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

Islamic values and Arabic and Qatari cultural heritage

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

Ways to instill these values in the classroom

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

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

Respect and compassion

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

Ways to instill these values in the classroom

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

Positivity and endeavour

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

Ways to instill these values in the classroom

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



activities that may involve difficulties and/or the possibility of failure so as to stress the importance of persistence and not giving up in cases of adversity. Creating situations in which students are, to a reasonable extent, outside of their comfort zones will help to reinforce these values.

- External resources, such as news broadcasts, documentaries or films can be useful in creating opportunities for students to be exposed to examples of real people who show courage and remain positive in the face of difficult challenges, which the classroom environment cannot otherwise provide.

Personal rights, responsibility and integrity.

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

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:

| QNCF COMPETENCIES | | | |
|-------------------|--|--|--|
| | | | |
| | | | |

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

Abbreviations used in the Teacher's Book:

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

It's my life!

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

Song

- guess the meaning of words based on picture clues (R4.1)
- follow and identify the detail in short texts (L2.1)
- exchange simple information (S1.1)

Top Stars

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

Let's talk

- guess the meaning of words based on picture clues (R4.1)
- respond to short questions (L2.4)
- introduce yourself and others (S5.1)
- communicate and exchange personal information (S1.1)
- describe people and objects using suitable words and phrases (S2.2)
- follow and respond to simple one-step instructions (L2.3)
- follow and identify the main idea of short texts (L1.1) WB

Our world

- guess the meaning of words based on picture clues (R4.1)
- follow and identify the detail in short texts (L2.1)
- understand and respond to simple questions and sentences (R1.1)
- understand and respond, with support, to detail in a short sequence of simple sentences (R2.1)
- say the ordinals 1st-31st
- exchange simple information (S1.1)



Project

- understand and respond, with support, to detail in a short sequence of simple sentences (R2.1)
- use capital letters, full stops and question marks (W2.3)
- connect words or phrases using basic coordinating conjunctions (W2.1)
- communicate basic personal information using short simple statements (W1.1)
- write an email, with some support (W2.3)

Story

- understand and respond to the main idea in a text (R1.1)
- understand and respond, with support, to detail in a short sequence of simple sentences (R2.1)
- guess the meaning of unknown words by making use of pictures (R4.1)

Top Time! 1

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

Phonics

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

Round-up

- follow and identify the detail in short texts (L2.1)
- respond to short questions (L2.4)
- exchange simple information (S1.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1) WB

Cursive writing

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



Language focus

Objectives

- to say a song/poem
- to talk about habitual actions
- to introduce the Present Simple and adverbs of frequency

Vocabulary

Noun: rain

Adverb: late

Everyday activities: wake up, have breakfast/lunch/dinner, go to work, take the train

Structures

My brother always wakes up at six o'clock in the morning.

I don't usually ride my bike to school.

My brother doesn't usually walk to school.

always, usually, sometimes, never



Materials

- flashcards for wake up, have breakfast/lunch/dinner, go to work, take the train, rain, late
- a small box

Lesson plan



Warm-up

- Ask Ss what they do every day in the morning and initiate a discussion.

Activity 1 R4.1

- Mime waking up and say, *I wake up at 6 o'clock*. Then, mime having breakfast and say, *I always have breakfast in the morning*. Elicit what *wake up* and *have breakfast* mean and repeat with the rest of the words/phrases.
- Tell Ss that they can draw or stick pictures of new vocabulary items in their notebooks to help them learn them.
- Tell them to write the words underneath the pictures several times to practise the spelling of new words.

- Alternatively, hold up each flashcard, say the word/phrase and encourage Ss to repeat.
- Have Ss open their books to p. 7.
- Point out the words/phrases in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures 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 L2.1

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

- Direct Ss' attention to the pictures and ask them what they depict. (A. a man riding his bike, B. a boy waking up, C. a woman shopping)
- Draw Ss' attention to the tip and explain it.
- Explain that the pictures accompanying a text or an activity can help them better understand the text or activity.
- Explain to Ss that they are going to listen to a song/poem with the title *Routines*.
- Point out that they have to listen to the recording, and point to the correct picture as they hear what each person does every day.
- Play the song/poem again and tell Ss to match each verse with the corresponding picture.
- Make sure Ss have matched the verses with the pictures correctly.
- Play the song/poem again and encourage Ss to say it along with the recording.
- Have Ss compare their answers in pairs first, then check as a class.



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

Look!

- Divide the board in two columns. Write *Friday* and *Saturday* on top of each column. Then, write a few activities in each column and say, *At the weekend, I always go shopping on Fridays and I usually watch TV on Saturdays*.
- Write the sentences on the board and ask Ss to remind you how we form the affirmative and the negative in the Present Simple.
- Elicit that in the affirmative, we add an *-s*, *-es* or *-ies* ending to the verb in the third person singular and the auxiliary verb *do* (*does* in the third person singular) followed by *not* in the negative form. Remind Ss that in the third person singular, the main verb *does* not take an *-s*, *-es* or *-ies* ending. Remind Ss that *don't* and *doesn't* are the contracted forms of *do not* and *does not*, and are more common in spoken English.
- Direct Ss' attention to the *Look!* box on p. 7. Read the sentences and have Ss repeat after you.
- Draw Ss' attention to the words *always* and *usually* and point out that these are adverbs of frequency. We use them with verbs in the Present Simple to show how frequently we do something. Say, *I always have lunch at two o'clock* and have Ss repeat. Invite Ss to come up with examples of their own using *always*, *usually*, *sometimes* or *never*. Ask **higher-performing Ss** to think of an additional example and write it on the board.
- Tell Ss to refer to the Grammar Reference section at the back of the SB.

It's my life!

1

SONG

1



wake up

have breakfast/
lunch/dinner

go to work



take the train



rain



late

Tip!

Before you listen, look at the pictures carefully.

2

Listen and match. Then say.

Routines

1 From Sunday to Thursday, I go to school at seven. I always wake up early. I don't want to be late.

2 My sister always goes shopping At weekends. She sometimes has lunch With some of her friends.

3 My brother rides his bike to work, But he never rides it in the rain. When the weather's bad, He always takes the train.

Look! p. 67

My brother **always** wakes up at six o'clock in the morning.

I don't **usually** ride my bike to school.

My brother doesn't **usually** walk to school.

always **usually** **sometimes** **never**



A

B

C

3 Look at the table below. Work with your partner and tick (4). Then talk about yourself and your partner.

I always wake up at half past six. Ron never wakes up at half past six.



| | | always | usually | sometimes | never |
|-------------------------------|--------------|--------|---------|-----------|-------|
| wake up at half past six | You | | | | |
| | Your partner | | | | |
| have breakfast | You | | | | |
| | Your partner | | | | |
| ride / bike to school | You | | | | |
| | Your partner | | | | |
| go to school at seven o'clock | You | | | | |
| | Your partner | | | | |

7

Language box

We use adverbs of frequency to show how often we do something. The adverbs of frequency always come before the main verb except when the verb 'to be' is the main verb in the sentence.

Activity 3 S1.1

- Direct Ss' attention to the children 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 and ask them to read it.
- Explain to Ss that, in pairs, they will have to tick the appropriate box for them and then ask their partner about how often he/she does the activities in the table.
- Divide Ss into pairs and have them complete the table.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Ask **higher-performing Ss** to add some more items to the table and ask their partners.
- Have a few Ss come to the front of the classroom and act out the exchange.

A Optional

Guess who!

- Hand out the plain sheets of A4 paper and place a box on your desk.
- Explain to Ss that they will have to write one thing they do using the Present Simple and the appropriate adverbs of frequency. Then, they have to fold the paper and put it in the box that is on your desk.
- Invite Ss one by one to come to your desk, pick a piece of paper, read it and try to find out who wrote it.
- The S with the most correct guesses wins.

Before leaving

- Have Ss form a line and explain that they will have to form a sentence using the Present Simple.
- Make sure all of the Ss form a sentence before they leave the classroom.

Workbook

Activity 1 R4.1

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

Activity 2

| | |
|--|---|
| | 1. never wakes up, usually has, sometimes has |
| | 2. sometimes wake up, always have, usually have |

Activity 3

| | |
|--|-------------------------|
| | 1. doesn't take |
| | 2. don't have breakfast |
| | 3. don't go on holiday |


Language focus
Objectives

- to ask about habitual actions
- to tell the time

Vocabulary

Verbs: arrive, leave, wait

Noun: classmate

Phrases: take the bus, walk to school, have a class

Time: 1 hour = 60 minutes

Structures

Do you walk to school every day?

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

What time does the bus leave/arrive?

It leaves/arrives at a quarter past eight.

How long does it take to get to school?

Fifteen minutes.


Materials

- flashcards for classmate, take the bus, walk to school, have a class, arrive, leave, wait
- flashcards from the previous lesson: wake up, have breakfast/lunch/dinner, go to work, take the train, rain, late

Revision (Optional)

- Ask Ss to form a sentence using the structures they were presented with in the previous lesson. Ask higher-performing Ss to write down their sentences.

Lesson plan

Warm-up

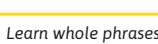
- Tell Ss 'I wake up at six o'clock.'
- Talk about what time they wake up every day and get them to form sentences.

Activity 1 R4.1


- Mime walking to a place and say, *I walk to school with my friends. Do you walk to school?* Write the sentence and question on the board and encourage Ss to guess what *walk to school* means. Repeat for the rest of the words/phrases.
- Alternatively, hold up each flashcard, say the word/phrase and encourage Ss to repeat.
- Revise the time with Ss. Draw some clocks on the board indicating different times (o'clock, half past...) and encourage Ss to tell the time, e.g. *It's one o'clock. It's half past one.*
- Change the time on one clock to show a quarter past one. Encourage Ss to say, *It's a quarter past one.*
- Continue with different times.
- Have Ss open their books to p. 8.
- Draw Ss' attention to the tip and explain it.
- Point out the words/phrases in the vocabulary section.

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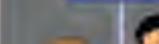
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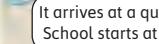
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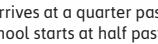
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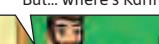
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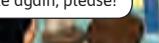
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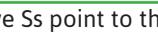
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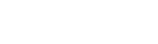
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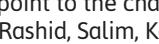
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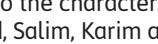
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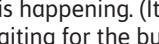
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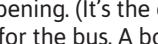
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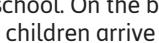
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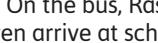
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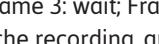
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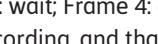
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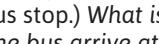
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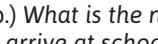
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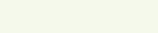
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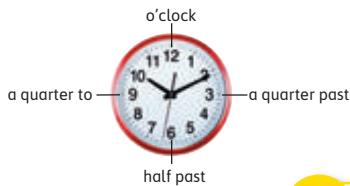
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Tip!

Before you listen, read the questions and options carefully.

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

1. The bus arrives at school at half past eight.
2. Karim is always late.
3. Salim, Karim and Rashid get on the bus.
4. The bus waits for Karim.
5. Salim is a new classmate.
6. Karim arrives late at school.
7. Mr Saud is angry.

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

| Which bus do you take to school? | | |
|----------------------------------|----------------|----------------|
| Bus 1 | Bus 2 | Bus 3 |
| Leave: 6.30 | Leave: 6.30 | Leave: 6.15 |
| Arrive: 6.45 | Arrive: 7.00 | Arrive: 6.45 |
| Time: 15 mins. | Time: 30 mins. | Time: 30 mins. |



9

time? (No, he doesn't. He's late.) Does Karim arrive at school on time? (No he doesn't.) Is Mr Saud angry? (No, he isn't, but he asks Karim not to be late again.)

- Ask higher-performing Ss how they welcome a new S to their class. Encourage them to answer.

Activity 3 R2.1



- Direct Ss' attention to the seven sentences.
- Explain to Ss that they should read the story again and then they have to read the sentences and mark them as True or False depending on what they have read in the story.
- Have Ss compare their answers in pairs, then check as a class.



1. F 2. T 3. F 4. F 5. T 6. T 7. F

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

Look!

- Direct Ss' attention to the Look! box on p. 9 and ask them to read the first question and the short answers under it.
- Point out that we use the auxiliary verb do/does to form questions and short answers in the Present Simple.
- Draw Ss' attention to the clock and ask, What's the time? Look at your watch or the class clock, if there is one, and say, It's (ten) o'clock.
- Remind Ss that we use o'clock when the time is on the hour. To tell the time we state the minutes first and the hour after the words past or to to speak about time that is after or before the hour respectively. We may use a quarter past (ten) when the

Top Stars 1

Look!

pp. 67-68

Do you walk to school every day?
Yes, I do. / No, I don't.
What time does the bus leave/arrive?
It leaves/arrives at a quarter past eight.
How long does it take to get to school?
Fifteen minutes.

Before you listen, read the questions and options carefully.

4 Listen and circle A or B.

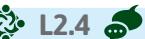


1. What time does the train leave?
A. at a quarter B. a quarter past to nine nine
2. How long does it take Ned to get to school?
A. five minutes B. eight minutes
3. What time does Ahmed have a karate class?
A. at half past B. at four o'clock three

time is fifteen minutes after the hour, half past (ten) when it's thirty minutes after the hour and (a quarter to (ten) when it's fifteen minutes before the hour.

- Then, draw Ss' attention to the other two questions and answers in the Look! box and ask them to read them.
- Point out to Ss that we use What time ... leave/arrive? to ask about the timetable of the means of transport. We answer using the third person singular. We use How long does it take to... to ask about the duration of a trip. We answer by saying the time it takes to go somewhere.
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples. Ask higher-performing Ss to think of an additional example and write it on the board.

Activity 4 L2.1



- Draw Ss' attention to the tip and explain it.

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

Listening transcript

- Jenny:** Hurry up, Bill! We're late!
Bill: Oh, I know, Jenny. What time does the train leave?
Jenny: It leaves at a quarter past nine.
Bill: At a quarter to nine?
Jenny: No, Bill! At a quarter past nine.
Bill: OK. I'm ready. Let's go!
- Ned:** Good morning, Ron.
Ron: Good morning, Ned.
Ned: Do you always walk to school?
Ron: No, I don't. I usually ride my bike to school. It takes me eight minutes. What about you?
Ned: I always walk to school. My house is near here.
Ron: How long does it take?
Ned: Only five minutes.
Ron: Great!
- Ahmed:** Hello, Uncle Ali.
Uncle Ali: Hello, Ahmed. What time do you go to school in the morning?
Ahmed: I always go to school at a quarter past eight.
Uncle Ali: Nice! And what time do you get back home?
Ahmed: I usually get home at half past three. And I have a karate class at four o'clock every day.
Uncle Ali: Every day? Wow! You really like karate! Ha ha!



1. B 2. A 3. B

Activity 5 S1.1

- Direct Ss' attention to the boys in the picture and ask them to read what they are saying.
- Then, draw Ss' attention to the timetable in the activity. Explain to Ss that, in pairs, they are going to play a guessing game. SA has to choose a bus from the timetable and SB has to find out which bus he/she has chosen by asking SA questions. Encourage Ss to use the structures they are presented with in the example.
- If necessary, invite a S to come to the front of the classroom to demonstrate the activity. Ask the S to choose a bus without revealing it and act out the exchange.
- Have a few pairs of Ss act out the exchange at the front of the classroom.

 **open answers**

A 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 verb in the Present Simple and draw the corresponding number of steps, e.g. four steps for the verb *take*.
- 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.

 **Before leaving**

- Have Ss form a line.
- Explain to Ss that you are going to write a different time for each one of them on the board and they will have to say it.
- For **higher-performing Ss** call out the time and have Ss draw the time on the board.
- Make sure all of the Ss have told the time before they leave the classroom.

 **Workbook****Activity 1**

| | | | |
|--------------|-------------------|-----------------|-----------|
| 1. classmate | 2. take the bus | 3. have a class | 4. arrive |
| 5. leave | 6. walk to school | | |

Activity 2

| | |
|-------------------------|-----------------------|
| 1. Does, No, he doesn't | 2. Do, No, I don't |
| 3. Do, No, they don't | 4. Does, Yes, it does |

Activity 3 R2.1 

| |
|------------------------------------|
| 1. It leaves at a quarter past six |
| 2. It arrives at half past nine |
| 3. It leaves at half past seven |

Activity 4

| |
|--|
| 1. Do Jim and Colin take the bus to school in the morning? No, they don't. They walk to school. |
| 2. Does Jeff leave home at a quarter past eight? No, he doesn't. He leaves home at half past eight. |
| 3. Do the women wait for the bus in the morning? No, they don't. They wait for the train in the morning. |

Activity 5 L2.1 **Listening transcript**

- Bobby:** Do you ride your bike to school, Jim?
Jim: No, we don't, Bobby. My brother and I walk to school.
- Daisy:** How long does it take you to get home in the afternoon, Amy?
Amy: It takes about fifteen minutes.
- Mark:** Hi, Dan! What time does the bus arrive?
Dan: Well, this bus is always late. I usually wait for it for fifteen minutes. It's half past one now. So, at a quarter to two, I guess.



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



Language focus

Objectives

- to talk about different celebrations around the world
- to ask and answer about the date
- to introduce ordinal numbers

Vocabulary

Nouns: festival, parade

Adjective: poor

Phrases: ride a horse, give presents

Ordinals: 1st - 31st

Structures

What's the date today? It's 2 October.
When's the Flower Festival? It's on 21 April.



Materials

- flashcards for 1st – first, 2nd – second, 3rd – third, 4th – fourth, 5th – fifth, 6th – sixth, 7th – seventh, 8th – eighth, 9th – ninth, 10th – tenth, 11th – eleventh, 12th – twelfth, 13th – thirteenth, 14th – fourteenth, 15th – fifteenth, 20th – twentieth, 21st – twenty-first, 22nd – twenty-second, 30th – thirtieth, 31st – thirty-first, give presents, ride a horse, poor, festival, parade
- flashcards from the previous lesson: classmate, take the bus, walk to school, have a class, arrive, leave, wait

Revision (Optional)

- Ask **lower-performing Ss** to draw a clock in their notebooks and tell the time.
- Ask **higher-performing Ss** to talk briefly about their daily schedule using the structures they were presented with in the previous lesson.

Lesson plan



Warm-up

- Ask Ss what celebrations they know of and what their favourite celebration is.
- Ask them to tell you when it is and what they do on that day.

Activity 1 R4.1

- Ask a few Ss to come to the front of the classroom and have them stand in a line. Say, (Ahmed) is first, (Karim) is second, (Salim) is third and go on with as many Ss as you have called up.
- Hold up each flashcard, say the words/phrase and encourage Ss to repeat.
- Have Ss open their books to p. 10.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding numbers/pictures and repeat.
- Say the words again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R1.1 R2.1

- Direct Ss' attention to the pictures and ask them what they can see (pictures of presents and of children doing activities).
- Point out that pictures can help Ss predict what the text is about, as can the title.
- Ask Ss to read the title (Let's celebrate!) and guess what the three texts are about.
- Ask Ss to tell you if they know of any celebrations in other countries.

- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to tell you what the three texts are about (Eid al-Adha is one of the biggest Islamic holidays. In the Islamic lunar calendar it falls on the 10th day of Dhu al-Hijjah, the twelfth month, and it is celebrated for several days, depending on the country. The Flower Festival takes place in Colombia every July and August; the Spring Flower Show takes place in the UK from 14 to 22 April.)
- Have Ss read the texts again and check comprehension.
- Ask Ss some questions about the texts. **What do people do during Eid al-Adha?** (They wear nice clothes, visit their friends, and give presents. They also have a big dinner with meat and give food to poor people.) **Where does the Flower Festival take place?** (It takes place in Colombia.) **What do people do on that day?** (There is a big flower parade, people ride horses, and you can see old cars.) **What can people do on the day of the Spring Flower Show?** (They can visit parks, plant flowers and have a picnic. They make T-shirts and dresses with flowers on them too.)

Activity 3 R2.1

- Tell Ss that before they do the activity, they have to read the texts again carefully to decide in which part of the texts they can find the information they need to do the activity.
- Direct Ss' attention to the table in the activity, and ask them to read the sentences.
- Explain to Ss that they have to read the texts in activity 2 again, read the sentences in the activity and tick the celebration it describes.
- Have Ss compare their answers in pairs, then check as a class.



1. **People wear nice clothes:** Eid al-Adha, Qatar
2. **It's in April: Spring Flower Show, UK**
3. **There's a big parade:** Flower Festival, Colombia
4. **People can ride horses:** Flower Festival, Colombia
5. **People can make clothes:** Spring Flower Show, UK
6. **People give food to the poor:** Eid al-Adha, Qatar

- Choose three Ss to read the text out loud for the class.

LOOK!

- Write the date on the board (if you haven't already written it) and ask, *What's the date today?* Point to the date and encourage Ss to answer.
- Explain to Ss that we use the question *What's the date today?* to ask about the current date. We answer using *It's* and the date.
- Walk up to a S and ask, *When's the Flower Festival in Colombia?* Encourage the S to answer and explain that we use this question to ask about when something happens / takes place. We answer using *It's on* and the date.
- Direct Ss' attention to the **Look!** box on p. 11 and ask them to read it.
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples. Ask **higher-performing Ss** to think of an additional example and write it on the board.

- Draw Ss' attention to the tip and explain it to Ss.

Activity 4 L2.1

- Draw Ss' attention to the questions in the activity and ask them to read them.
- Explain to Ss that they are going to listen to two short dialogues and tick the correct answer, A or B.
- Tell Ss to listen for key words to help them understand the main ideas.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

1. **Fiona:** Hey, Betty, what are you doing here?

Betty: Oh, Fiona. It's my art class today.

Fiona: But your art class is on 16 June, right?

Betty: No, it isn't. That's in ten days from now. My art class is on 6 June, that's today.

Fiona: I see. I'm sorry, Betty.

Betty: Don't worry!

2. **Kate:** Hi, Mina.

Mina: Hi, Kate.

Kate: Let's go to the Flower Festival this year.

Mina: It's in May, right?

Kate: No, it isn't.

Mina: When is it?

Kate: It's in April this year.

Mina: Sounds good. Let's go and have fun!



1. A 2. B

1

1st - first
2nd - second
3rd - third
4th - fourth
5th - fifth

6th - sixth
7th - seventh
8th - eighth
9th - ninth
10th - tenth

11th - eleventh
12th - twelfth
13th - thirteenth
14th - fourteenth
15th - fifteenth

20th - twentieth
21st - twenty-first
22nd - twenty-second
30th - thirtieth
31st - thirty-first

2

Let's celebrate!



Today is the second day of Eid al-Adha. For three days, we have a big celebration. We wear nice clothes, visit our friends, and give presents. We also have a big dinner with meat and we give food to poor people. It's my favourite festival!

Salim, Qatar



Every year, for about a week in July and August, there's a flower festival here. Today is the third day of the festival. There is a big flower parade, and people ride horses. You can see old cars too. We always have fun!

Carlos, Colombia



There's a spring flower show here in April. From 14 to 22 April, you can visit parks, plant flowers and have a picnic. People make T-shirts and dresses with flowers on them! It's fun!

Harry, UK

10

Activity 5 S1.1

Background note

- Qatar National Day** is celebrated on 18 December in Qatar, to remind people of the rise of Sheikh Jassem bin Mohamed bin Thani as the founder of the State, making Qatar a country with a vision.
- World Recycling Day** is celebrated on 17 May, although the date may differ in some countries. People raise awareness on the important issue of recycling and waste and the fact that the more we recycle, the more we help the environment.
- World Water Day** is celebrated on 22 March every year (since 1993). It is a celebration that reminds people that not all areas around the world have clean water that is safe for people to drink. People on that day highlight the need for action so that everyone on Earth has access to clean water.

- Direct Ss' attention to the girls in the picture and ask them to read what they are saying.
- Then, draw Ss' attention to the table in the activity. Explain to Ss that, in pairs, they are going to ask and answer about today's date and the dates of some special days. They will have to complete the table with the date that represents each special day and then, ask and answer with their partner using the structures they were presented with in the lesson.

Higher-performing Ss can add more special days, e.g. national holidays, etc. to their notebooks and ask and answer with their partners.



LOOK! p. 68

What's the date today? It's 2 October.
When's the Flower Festival? It's on 21 April.

Tip!

'It's 2 October,' but we say 'It's on the second of October.'

3 Read activity 2 again and tick (4).

A4

Eid al-Adha, Qatar

Flower Festival, Colombia

Spring Flower Show, UK

| | | | |
|----------------------------------|--|--|--|
| 1. People wear nice clothes. | | | |
| 2. It's in April. | | | |
| 3. There's a big parade. | | | |
| 4. People can ride horses. | | | |
| 5. People can make clothes. | | | |
| 6. People give food to the poor. | | | |

4 Listen and tick (4).

1. What's the date today?



2. When's the Flower Festival?



5 Look at the table with the (special) days and write the dates. Ask and answer with your partner.

| Days | Dates |
|--------------------|-------|
| today | |
| Qatar National Day | |
| Recycling Day | |
| World Water Day | |

What's the date today?

It's the second of October.

When's Qatar National Day?

It's on the eighteenth of December.

11

- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity.
- Have a pair of Ss act out the exchange at the front of the classroom.



open answers

A Optional

Quiz show!

- Divide Ss into two teams.
- Explain to Ss that you are going to ask them five questions.
- The S who knows the answer and raises his/her hand first, answers.
- If he/she answers correctly, he/she gets a point for his/her team. If he/she answers incorrectly, the other team has to answer.
- Explain the questions if Ss don't understand them.
- The team with the most points, wins.
- You could add more questions if you like.

QUESTIONS

- Which month has got only twenty-eight days?
- Which day in the week is Wednesday?
- What's the date today?
- Which months have got only thirty days?
- Which is the first month of the year?

Before leaving

- Have Ss form a line.
- Explain to Ss that you will tell them a number and they will have to say the appropriate ordinal number.
- Make sure all of the Ss say at least one ordinal number before they leave the classroom.

Workbook

Activity 1

| | | | | | |
|--|------|------|------|-------|------|
| | A. 8 | B. 3 | C. 2 | D. 4 | E. 9 |
| | F. 5 | G. 7 | H. 6 | I. 10 | J. 1 |

Activity 2 R4.1

| | | |
|--|------------------|-------------|
| | 1. ride a horse | 4. poor |
| | 2. parade | 5. festival |
| | 3. give presents | |

Activity 3

| | |
|--|--|
| | 1. It's on the eighteenth of December. |
| | 2. It's on the twenty-first of June. |
| | 3. It's on the twenty-second of April. |
| | 4. It's on the fifth of February. |

Activity 4 L2.1

Listening transcript

Man: Matt likes this day very much. 22 April is Earth Day, so Matt and his friends are at the park. It's a beautiful day and they want to plant trees and flowers. Usually there's a big parade on this day, but this year there isn't one. Families celebrate with picnics in the park; Matt's mum has sandwiches and juice for everyone. She has got a chocolate cake, too, for Matt and his friends. Yum! Matt has got his new skateboard with him, and his friends have got a basketball. They want to play after the picnic!

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

Note

- Bring a few pieces of paper with the following countries and nationalities written on them: Qatar - Qatari, the USA - American, the UK- British, Morocco - Moroccan, Korea - Korean, China - Chinese, plain sheets of A4 paper (one per S) and a bag to the next lesson.



Language focus

Objectives

- to talk about countries and nationalities

Vocabulary

Countries - Nationalities: Qatar - Qatari, the USA - American, the UK - British, Morocco - Moroccan, Korea - Korean, China - Chinese

Structures

Where are you from?

I'm from the USA. I'm American.

 Materials

- flashcards from the previous lesson: 1st – first, 2nd – second, 3rd – third, 4th – fourth, 5th – fifth, 6th – sixth, 7th – seventh, 8th – eighth, 9th – ninth, 10th – tenth, 11th – eleventh, 12th – twelfth, 13th – thirteenth, 14th – fourteenth, 15th – fifteenth, 20th – twentieth, 21st – twenty-first, 22nd – twenty-second, 30th – thirtieth, 31st – thirty-first, poor, give presents, ride a horse, festival, parade
- a few pieces of paper with the countries and nationalities presented in the lesson written on them
- a bag

Revision (Optional)

- Divide Ss into pairs.
- Explain to Ss that they have to ask and answer with their partner about the current date and some special dates for them. Encourage them to use the structures they were presented with in the previous lesson.
- Have **higher-performing Ss** write down the sentences.

Lesson plan

Warm-up

- Ask Ss to draw the Qatari flag on A4 sheets of paper.
- Ask Ss *Where are you from?* and have them wave their flags and say the name of the country.

Activity 1 R4.1

- Divide the board into two columns. Write the name of the countries Ss are presented with in the vocabulary section in the first column and the nationalities in the second column. Make sure you write the nationalities in mixed order.
- Ask Ss to read the nationalities and try to match them with the corresponding country.
- Alternatively, hold up each flashcard, say the word and encourage Ss to repeat.
- Have Ss open their books to p. 12.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.

1

LET'S TALK



1

LET'S TALK



the USA
American



the UK
British



Morocco
Moroccan



Korea
Korean



China
Chinese

1

1

Where are the children from? Ask and answer with your partner.



LOOK! p. 68

Where are you from?

I'm from the USA.
I'm American.

Where is Jassim from?

He's from Qatar.
He's Qatari.
Where's...

Tip!

While listening, try to understand the general idea, not every single word.

3

Listen and draw a flag. Then listen and write the name of the country it belongs to.



4

Talk in pairs. Then report to the class.



12

- Point out to Ss that grouping words together helps them learn new vocabulary more easily.
- Say the words again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

LOOK!

- Direct Ss' attention to the Look! box on p. 12 and ask them to read the question and the answers.
- Explain to Ss that we use the question *Where are you from?* to ask about a person's origin. Point out that there are two ways to answer this question *I'm from* + the country or *I'm* + nationality.
- Go round the classroom and ask a couple of Ss where they are from. Encourage them to answer using both ways.
- Tell Ss to refer to the Grammar Reference section at the back of the SB.

Activity 2 L2.4 S2.2

- Ask Ss to look at the picture of the two boys talking, and ask them to guess what they are doing. (They're asking and answering about the nationalities of the children in the activity holding flags.)
- Divide the class into pairs and explain that they have to take turns asking and answering about the children in the pictures and their nationalities.
- Ask a pair of Ss to come to the front of the classroom to demonstrate the activity.

Language box

The abbreviation **UK** stands for the United Kingdom, while the abbreviation **USA** stands for the United States of America. People tend to use these abbreviations because they are easier to say, especially in verbal speech.



Activity 3 L2.3

- Draw Ss' attention to the tip and explain it.
- Draw Ss' attention to the rubric and ask them to read it.
- Explain that they are going to listen to some instructions and they have to follow them step by step in order to draw a flag in the parallelogram.
- Then Ss have to listen for the name of the country the flag belongs to, and write it in the space provided under the flag.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

Woman: First, separate the flag into three columns. 1, 2, 3. That's right. Next, colour the first column green. Yes, colour the first column green. The second column must be white. Colour the second column white. OK. The last column now. Colour the last column orange. Green, white and orange. Can you guess which country's flag this is? It's the flag of Ireland! Here, I can spell it for you. I-R-E-L-A-N-D. Ireland, that's right!



the parallelogram should be separated into three equal parts / the first column should be coloured green, the second column should be coloured white and the third column should be coloured orange - IRELAND should be written in the space.

Activity 4 S1.1



S5.1



- Direct Ss' attention to the girls in the picture and ask them to read what they are saying.
- Explain to Ss that they will have to draw the flag that represents their country and then, in pairs, ask and answer about their nationality.
- Divide Ss into pairs, hand out the sheets of plain A4 paper and have them do the activity.
- Have a few pairs of Ss come to the front of the classroom and present the exchange.

A Optional

Where are you from?

- Hand out the blank pieces of paper to all Ss.
- Each S chooses a country from the vocabulary section and writes his/her name next to it on the piece of paper.
- Collect the pieces of paper and put them in a bag.
- Each S stands up, draws a piece of paper from the bag and tells the class what the paper says, e.g. Tom – UK. He's from the UK.
- Make sure all Ss have had a turn.



Before leaving

- Have Ss form a line.
- Explain to Ss that you will say the name of a country from the ones presented in the vocabulary section and they have to say the correct nationality.
- Higher-performing Ss** can write the nationalities on the board. Instead of nationalities you can give **lower-performing Ss** the nationality and they have to call out the country.
- Make sure all Ss say at least one nationality/country before they leave the classroom.

Workbook

Activity 1 R4.1



A. 1, Qatari
D. 6, Chinese

B. 4, Moroccan
E. 3, British

C. 2, Korean
F. 5, American

Activity 2



- C. She's from China. She's Chinese.
- D. He's from the UK. He's British.
- A. He's from Qatar. He's Qatari.
- B. She's from Morocco. She's Moroccan.

Activity 3 L1.1



Listening transcript

- Anna:** Hello! I'm Anna.
- Ming:** Hi! I'm Ming. Nice to meet you.
- Anna:** I like your name. Are you Korean, Ming?
- Ming:** No, I'm not. I'm from China.
- Anna:** Wow! Our classmate, Chao is from China too!
- Diego:** Hello. I'm new here. My name's Diego. What's your name?
- Charles:** Hi, Diego! Nice to meet you. I'm Charles. I'm new too.
- Diego:** Are you American, Charles?
- Charles:** No, I'm not. I'm British.
- Diego:** Really? My favourite football team is British!
- Betty:** Hi, Sun! This is Jin, our new classmate.
- Sun:** Hi, Jin! Nice to meet you!
- Jin:** Nice to meet you too, Sun. Are you Chinese or Korean?
- Sun:** I'm Korean. How about you?
- Jin:** I'm from Korea, too!
- George:** Hi! I'm George.
- Salim:** Hello. My name is Salim.
- George:** Salim? Where are you from, Salim?
- Salim:** I'm from Qatar!
- George:** Qatar? Really? That's interesting!



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

Note

- Ask Ss to bring a picture of themselves doing a sport/leisure activity to the next lesson.



Language focus

Objectives

- to read an email about one's day
- to write an email about one's day
- to revise and consolidate structures and vocabulary presented in previous lessons
- to learn how to begin and end an email
- to revise how to use the Present Simple and adverbs of frequency in a description
- to learn how to use the conjunction and and too



Materials

- Ss' pictures doing a sport/leisure activity

Revision (Optional)

- Write the nationalities that were presented in the previous lesson on the board.
- Explain to Ss that they will have to come to the board, one by one, and say the country the nationality refers to. **Higher-performing Ss** can write the country each nationality refers to while for **lower-performing Ss** you can write both countries and nationalities in mixed order and have them come up and match them.
- Make sure all Ss have come to the board at least once.

Lesson plan



Warm-up

- Ask Ss if they have any hobbies and how they spend their free time after school. Ask them if their friends have the same hobbies or if they do something different than they do.
- Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R2.1 AT QB

- Have Ss open their books to p. 13.
- Direct Ss' attention to the email. Draw Ss' attention to the layout of the email.
- Explain to Ss that a boy named Ted wrote it to his friend Steve to talk about his day and hobbies and ask about Steve's day and hobbies.
- Explain to Ss that they are going to read the email and talk about how they can write an email of their own.
- Have Ss read and find out what Ted does after school. (He plays football with his friends and they sometimes play computer games, too.)
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what Ted does after school. (He plays football with his friends, or they play computer games.)
- Ask Ss some questions to check comprehension, such as: *How old is Ted?* (He's ten years old.) *Where is he from?* (The USA.) *Where does he live?* (He lives in New York City.) *What time does Ted wake up in the morning?* (He wakes up at half past seven.) *How does he get to school?* (He usually rides his bike to school.) *What time does he get home?* (He gets home at half past three.) *What does he do in the afternoon?* (He plays football with his friends and sometimes they play computer games.) *What time does he go to bed?* (He usually goes to bed at nine o'clock.)
- If you have time, choose a few Ss to read the email out loud.
- Draw Ss' attention to the tip on page 13 and explain it. Discuss punctuation rules about the use of full stops and question marks and the use of capital letters with Ss and get them to find some examples in the email.

Activity 2

- Direct Ss' attention to the activity and ask them to read it.
- Explain to Ss that they have to read the email again and complete the activity with the missing information.
- Have Ss compare their answers in pairs, then check as a class.

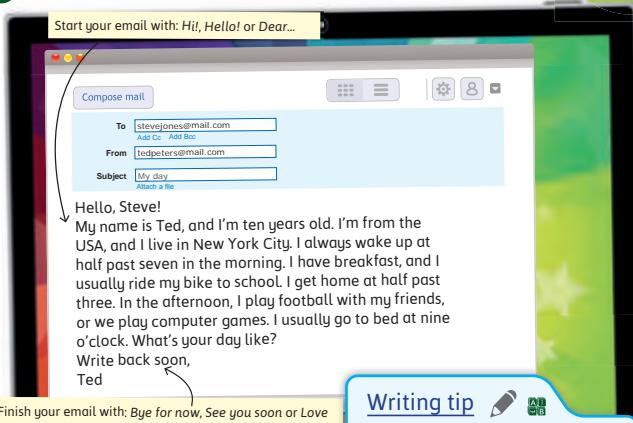


1. Ted
2. 10 years old
3. American
4. New York City
5. at half past seven in the morning
6. at half past three
7. at nine o'clock
8. (play) football and computer games

Writing tip W1.1 AT QB W2.1 AT QB W2.3 AT QB

- Direct Ss' attention to the *Writing tip* box. Explain that these tips appear in every Module to help Ss improve their writing skills.
- Read the tip out loud and ask Ss to follow along in their books as you read.
- Read the first and the last bullet in the *Writing tip* again. Explain to Ss that when we write an email we always use a greeting at the beginning and a closing at the end of it. Point out that we use greetings like *Hi!* or *Hello!* to begin the email and closings like *Write back soon*, *See you soon*, or *Bye for now* and our name underneath to end the email.
- Invite Ss to read the email in activity 1 again and circle the greeting and closing Ted used to begin and end his email.
- Read the second bullet in the *Writing tip* again and write a sentence on the board, e.g. *My sister always walks to school*. Point out that when we describe an experience we must be careful with the tenses we use. We use the Present Simple for habits or actions that happen regularly.
- Direct Ss' attention to the first part of the sentence and underline the word *always*. Point out that we use adverbs of frequency to show how often something happens.

1 What does Ted do after school? Read and find out. 



Finish your email with: **Bye for now, See you soon or Love** and write your name underneath.



Remember to check punctuation and capital letters in your writing.

2 Read Ted's email and complete.

1. Name: _____
2. Age: _____
3. Nationality: _____
4. Lives in: _____
5. Wakes up: _____
6. Gets home: _____
7. Goes to bed: _____
8. Hobbies: _____

Writing tip



How to write an email to a friend:

- Begin your email with **Hi!** or **Hello!**
- Write about your daily routines and hobbies. Use the Present Simple and adverbs of frequency.
e.g. *I always have breakfast in the morning.*
- Use **and** to connect related ideas and **or** to introduce another possibility.
e.g. *We play football and tennis.*
I play football with my friends or we play computer games.
- Use **capital letters** for names and the beginning of sentences, and a **full stop** (.) at the end of each sentence. Use a **question mark** (?) at the end of a question.
e.g. *My name is Ted, and I'm ten years old.*
What's your day like?
- Finish your email with **Write back soon, See you soon, or Bye for now**, and write your name underneath.

13

- Then, draw Ss' attention to the third bullet in the **Writing tip** and ask them to read the sentence. Point out that we use the conjunction **and** to join thoughts, ideas, actions, nouns, clauses, etc. and the conjunction **or** to differentiate between two similar things, actions, etc. Say, *I read comics or books in the afternoon.*
- Have Ss read activity 1 again and underline all of the conjunctions and the adverb **too** they find in the email. (*My name is Ted, and I'm ten years old. I'm from the USA, and I live in New York City. I have breakfast, and I usually ride my bike to school. I play football with my friends, or we play computer games.*)
- Invite **higher-performing Ss** to the board and ask them to write their own examples, and have **lower-performing Ss** say their examples following the instructions in the **Writing tip**.
- Draw Ss' attention to the fourth bullet and discuss punctuation rules with them. Remind them that we always use a **capital letter** at the beginning of a sentence, with **names** and the pronoun **I**. Also tell them that we always put a **full stop** at the end. Stress that we use **question marks** at the end of questions. Get Ss to find examples of such use in the email.

A Optional

This is me!

- Divide Ss into pairs or small groups.
- Tell them to take out their pictures and talk about themselves and the sports/leisure activities they like.
- Have **higher-performing Ss** write descriptions before presenting their favourite sports/leisure activities.

Before leaving

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

Workbook

Activity 1 W2.1



1. and 2. or 3. and 4. or 5. and

Activity 2 W2.3



1. **My name is Tony.**
2. **I'm from the UK.**
3. **I'm nine years old and I live in Brighton.**
4. **I wake up at eight o'clock and I go to school at 8.30.**
5. **What's your day like?**

Activity 3 W1.1



open answers

Activity 4 W2.3 W1.1



open answers

Note

- As preparation for the next lesson, photocopy the story (SB, pp. 14-15), making one copy for every four Ss. Before you photocopy the story, cover the narration boxes and the numbers in each illustration. Then, cut out the illustrations and photocopy the narration boxes of the story (one copy for every four Ss) and cut them out as well.
- Bring the copies to the next lesson.

Language focus

Objectives

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

Vocabulary

Verbs: bake, start

Noun: apple pie

Materials

- flashcards for *apple pie*, *bake*, *start*
- the photocopies of the story that you have prepared (see Note in the previous lesson)

Revision (Optional)

- Revise the vocabulary and structures learnt in the previous lesson by having Ss read the emails they wrote (WB, Project, Activity 4) in the previous lesson.

Lesson plan

Warm-up

- Ask Ss if they have ever taken part in a competition and how they felt. If not, ask them if they would like to take part in one. Ask **lower-performing Ss** specific questions about the competition they have taken part in, e.g. *What type of competition was it? Did a lot of people take part? Who won? What was the prize? How did you feel? How did the winner feel?*
- Initiate a short class discussion and encourage all Ss to participate.

Activity 1 R4.1

- Stick the flashcards for *apple pie*, *bake* and *start* on the board using some adhesive putty.
- Point to each of the flashcards, say each word and encourage the Ss to repeat.
- Have Ss open their books to p. 14.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R1.1

Before reading

- Hold up the book and point to the story.

1

2 Read and answer. What does Flora want to make?

THE TOWN FESTIVAL

1

apple pie

2

bake

3

start

1 It's 16 October. There is an apple festival in town. Flora wants to make a pie for the apple pie competition. 'Mum, can you help me?' asks Flora. 'OK, let's get some apples from the tree in our garden!' says her mum.



2 'Oh, no! The apple tree is sick,' says Flora. 'Let's go to the supermarket,' says her mum. The festival starts at five o'clock.

3

At the supermarket, Flora can't find any apples. She is sad. 'I'm sorry, Flora. Let's go home,' says her mum.

4

4 'Look! An apple tree!' says Flora. 'That's Mrs Pink's apple tree,' says her mum. Flora asks Mrs Pink for help. 'Here are some apples, Flora!' says Mrs Pink.

14

- Tell Ss that they will listen to and read a story with the title *The Town Festival*.
- Point to the first frame and ask Ss to tell you where they think the main characters of the story are. (They are in a kitchen.)
- Cover the second page (p. 15). Ask Ss to look at the first three frames of the story on p. 14 and guess what will happen next.
- Reveal the second page, and ask Ss to look at the pictures and guess what the story is about.
- Ask Ss to look at pp. 14-15 and find the names of the main characters (Flora, Mrs Pink, Mrs Brown.) Help them by asking questions such as *Who is this girl? (Flora.) Who is the woman in the garden with Flora? (Her mum.) Whose is the apple tree Flora and her mum see? (It's Mrs Pink's.) Who gives Flora an apple tree at the festival? (Mrs Brown.)*
- Point to each frame and invite Ss to guess what is happening.
- Elicit answers, but do not correct Ss at this stage.

While reading

- Play the recording and encourage Ss to **shadow read** (read along with the recording) and listen carefully in order to find out what Flora wants to make. (She wants to make an apple pie.)
- Direct Ss' attention to the frames of the story, and ask them to find and circle any vocabulary presented in the vocabulary section of the story (**Frame 1:** apple pie; **Frame 2:** starts, **Frame 5:** bake, **Frame 6:** apple pie).
- Have Ss read the text again and check comprehension.
- Ask Ss to find and identify all the Present Simple forms in the story. (**Frame 1:** 's, is, wants, asks, says; **Frame 2:** is, says, says,



5 In the kitchen, Flora asks, 'How long does it take to bake the pie?' 'It takes forty minutes,' says her mum.



6 At the festival, Flora wins the apple pie competition. 'This beautiful apple tree is for you!' says Mrs Brown. 'Wow! We can plant it in our garden!' says Flora. 'Thank you! And thank you too, Mrs Pink!'

3 Read again and put the sentences in the correct order (1-7).

- A. The apple tree is sick.
- B. Flora and her mum bake an apple pie.
- C. Flora is the winner.
- D. Mrs Pink gives Flora some apples.
- E. There aren't any apples in the supermarket.
- F. Flora wants to make an apple pie.
- G. Flora and her mum go to the supermarket.

Let's think

Why is it important to help people? Do you thank people who help you?

15

starts, 're, says; **Frame 3:** is, 'm, says; **Frame 4:** says, 's, says, asks, are, says; **Frame 5:** asks, does... take, takes, says; **Frame 6:** wins, is, says, says)

- Talk about what happens in each frame.

Frame 1: There's an apple pie competition being held at the apple festival in Flora's town, and she wants to take part. She asks her Mum for help, and they decide to use some apples from the apple tree in the garden.

Frame 2: The apple tree is sick and hasn't got any apples. Flora is sad. Her mum suggests going to the supermarket, and they decide to go there quickly.

Frame 3: Flora and her mum are at the supermarket, but Flora cannot find any apples. Flora is sad.

Frame 4: While going back home, Flora sees a beautiful apple tree in a garden and her mum points out that the apple tree belongs to a woman, Mrs Pink. Flora asks Mrs Pink for her help. Mrs Pink gladly gives Flora a basket full of apples from her apple tree.

Frame 5: Flora is anxious about whether her pie will be ready in time. Her mum tells her that it takes forty minutes to bake the apple pie.

Frame 6: Flora wins the apple pie competition and is very happy. Mrs Brown gives her an apple tree as an award. Flora thanks her and Mrs Pink for her help.

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

Frame 1: What's the date? (It's 16 October.) What kind of festival is taking place in town? (It's an apple festival.) Can Flora's mum help her? (Yes, she can.)

Frame 2: Where are Flora and her mum? (They're in the garden.) Has the apple tree got apples they can use? (No,

it hasn't. It's sick.) What does Flora's mum suggest doing? (She suggests going to the supermarket.)

Frame 3: Does Flora find any apples? (No, she doesn't.) How does she feel? (She is sad.)

Frame 4: What does Flora see while walking back home? (She sees an apple tree full of apples.) Who does the apple tree belong to? (It belongs to Mrs Pink.) Can Mrs Pink help Flora? (Yes, she can.)

Frame 5: How long does it take to bake the apple pie? (It takes forty minutes.)

Frame 6: Does Flora win the competition? (Yes, she does.) What is the award? (It's an apple tree.) What does Flora say? (She thanks Mrs Brown for the award but also thanks Mrs Pink for her help.)

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

Activity 3 R2.1

- Direct Ss' attention to the sentences and ask them to read them.
- Explain to Ss that they have to read the story again and put the sentences in the correct order (1-7), according to the story.
- Have Ss compare their answers in pairs, then check as a class.



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

Post-reading

Let's think

- 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.

Suggested answer

I think that helping people in need is important because we all need a little help sometimes and we should be kind to each other because we all live in this world together. I always thank people who help me because it is the right thing to do and you should never forget that somebody helped you.

Optional

Story line

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

Before leaving

- Have Ss choose a character from the story on pp. 14-15 and act out the story at the front of the classroom.

Workbook

Activity 1 R4.1

key 1. bake 2. start 3. apple pie

Activity 2 R2.1

key 1. sixteenth 2. starts 3. supermarket
4. some apples 5. forty 6. wins

Activity 3 S1.2

key open answers

Note

For the next lesson, bring:

- colour photocopies of the story *The Town Festival*, pp. 14-15.
- flashcards for tooth, thin, this, that, chair, peach, kitchen, fish, catch
- phonics cards for tooth, this, chair, ship, kitchen (TB pp. 141-142 one set per S)



PHONICS

Language focus

Objectives

- to practise the pronunciation of /θ/, /ð/, /tʃ/ and /ʃ/
- to say a phonics chant

Vocabulary

tooth, thin, this, that, chair, peach, ship, fish, kitchen, catch

Phonics

/θ/ /ð/ /tʃ/ /ʃ/

1 Listen and say.

/tʃ/



chair peach catch

kitchen

/θ/



tooth thin

/ð/



this that

2 Listen and say. Then mark the /θ/ sounds yellow and the /ð/ sounds blue. Listen again and circle the /ʃ/ and /tʃ/ sounds.

My family

This is my mother,

My father,

My sister and my brother.

This is our house.

It has thirteen rooms.

A kitchen, three bathrooms,
And three living rooms.

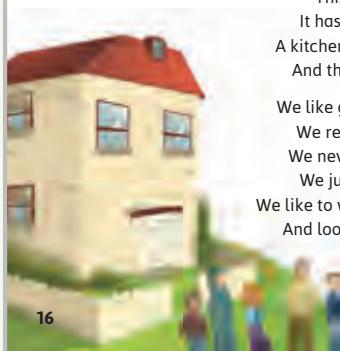
We like going to the beach.

We really like it there.

We never catch any fish.

We just sit on a chair.

We like to watch the ships go by,
And look for pretty shells.



16



Materials

- flashcards for tooth, thin, this, that, chair, peach, kitchen, catch, ship, fish,
- phonics cards for tooth, this, chair, ship, kitchen (TB pp. 141-142 one set per S)
- Blown-up photocopies of the story *The Town Festival*

Revision (Optional)

- Hold up your book or stick blown-up colour photocopies of the story on the board.
- Ask Ss if they remember the title of the story (*The Town Festival*). Ask them to tell you what else they remember about the story.
- Have Ss open their books to pp. 14-15. Play the recording and have Ss follow along in their books.
- Play the recording again and encourage Ss to **shadow read** (read along with the recording).
- Have some Ss read the story out loud for the whole class.
- Have Ss close their books and try to retell the story from memory.

Lesson plan

Warm-up

- Write *th* on the board. Draw two lines and write /θ/ and /ð/ underneath. Under each sound, stick the flashcards for the words that begin with or end in that sound.

- Point to /θ/ and say /θ/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcard (thin) and say it out loud, having Ss repeat after you.
- Repeat the same procedure with /ð/.
- Write the sounds /ʃ/ and /tʃ/ on the board. Under /tʃ/, write ch and tch. Under each sound, stick the flashcards of the words that begin with, contain or end in that sound.
- Point to /ʃ/ and say /ʃ/ a couple of times, encouraging Ss to repeat after you. Then point to one flashcard (e.g. ship) and say it out loud, having Ss repeat after you.
- Repeat the procedure with the sound /tʃ/ and the rest of the flashcards.

Activity 1 L2.7

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

- 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

/θ/, /θ/, tooth, thin

/ð/, /ð/, this, that

/tʃ/, /tʃ/, chair, peach, kitchen, catch

/ʃ/, /ʃ/, ship, fish

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

Activity 2 L2.7

- Direct Ss' attention to the picture on the left and ask them questions like, *Where are they?* (They're in front of the house.) Ask Ss to identify the family members they see (Father, mother, sisters, brothers.) Then direct Ss' attention to the picture on the right and ask them questions such as, *Where are they?* (On the beach.) *What are they doing?* (They're fishing.) *What can you see on the beach?* (A shell.) *What can you see in the sea?* (A ship.)
- Explain to Ss that they are going to listen to a chant/poem and that they will have to mark all of the /θ/ sounds in yellow, the /ð/ sounds in blue and circle the /ʃ/ and /tʃ/ sounds.
- Play the chant/poem once and have Ss listen and follow along in their books.
- Play the chant/poem again, pausing after each line for Ss to circle and mark.
- Then play the chant/poem once more and encourage Ss to say the chant along with the recording.



marked in blue: This, mother, father, brother, This, the, there, the

marked in yellow: thirteen, three, bathrooms, three

circled: kitchen, beach, catch, fish, chair, watch, ships, shells

TPR Activity

- Hand out the phonics cards for tooth, this, chair, ship and kitchen to Ss and have them cut them out.
- Explain that they have to say the chant and raise the tooth phonics card when they hear a word containing /θ/, the this phonics card when they hear a word containing /ð/, the kitchen phonics card when they hear a word containing /tʃ/ and the ship phonics card when they hear a word containing /ʃ/.



Optional 1

What's that sound?

- Divide Ss into two teams.
- Invite a S from each team to come up to the board. Give each S a marker.
- Call out one of the sounds (/θ/, /ð/, /tʃ/, /ʃ/), e.g. /θ/, and have Ss write a word beginning/ending with or containing that sound on the board, e.g. tooth.
- 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 and show them the picture side of the phonics cards for the words that end in, begin with or contain the sounds /θ/, /ð/, /tʃ/ or /ʃ/ and say the word out loud.
- Ss will have to raise the corresponding phonics card and call out the sound.
- Any S that raises the wrong card is eliminated from the game.
- Make the game more challenging by showing the cards quickly and hiding them.
- Play the game until all of the phonics cards have been used up.



Workbook

Activity 1 R3.3



1. the 2. shop
3. thirsty 4. touch

Activity 2 R3.3 R3.5



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

Activity 3 R3.4



1. /θ/ 2. /ð/ 3. /θ/ 4. /ð/
5. /tʃ/ 6. /ʃ/



Note

For the next lesson bring:

- a small box
- the phonics cards for tooth, this, chair, ship and kitchen used in this lesson.



Language focus

Objectives

- to revise and consolidate structures and vocabulary presented in the previous module



Materials

- a small box
- phonics cards for tooth, this, chair, ship, kitchen (TB pp. 141-142)

Revision (Optional)

- Have Ss do the TPR activity from the previous lesson using the phonics cards for tooth, this, chair, ship and kitchen

Lesson plan



Warm-up

- Ask Ss if there are any special days in their country. Ask them what they usually do on those days to celebrate.
- Initiate a short class discussion, and encourage all of the Ss to participate.

Activity 1 R1.1 AT WB R2.1 AT WB

- Have Ss open their books to p. 17.
- Ask Ss to look at the pictures and the texts, and ask them to guess what the texts are about. (Two children from different countries talking about special days.)
- Draw Ss' attention to the texts, and ask them if they can tell you what type of texts they are. (They're emails.)
- Play the recording, and have Ss **shadow read** (read along with the recording) in order to find out what the two special days are. (Spring Break in Qatar and Teachers' Day in India.)
- Have Ss read the text again and check comprehension about the text.
- Ask Ss some questions to check comprehension, such as: *Where is Bilal from? (Qatar.) When is Spring Break? (It's in April.) What can you do at Spring Break? (You can have a great time outside, with many games and fun things for families and children.) Is there food at Spring Break? (Yes, there is.) What other thing is there this year? (A circus.) Where is Advik from? (India.) What's Advik's favourite day? (Teachers' Day.) When do they celebrate Teachers' Day? (On 5 September.). What do they decorate the classrooms with? (Balloons.) What do students give their teachers? (They give them cards, flowers and gifts.) What does Advik sometimes do? (He writes a poem.)*
- If you have time, choose a few Ss to read the emails out loud.

Activity 2 R2.1 AT WB

- Direct Ss' attention to the activity, and ask them to read it.
- Explain to Ss that they have to read the emails in activity 1 again and write SB next to each sentence if it refers to Spring Break, or TD if it refers to Teachers' Day.
- Have Ss compare their answers in pairs, then check as a class.



1. TD 2. TD 3. SB 4. TD 5. SB 6. SB



1 Look at the texts below. What type of texts are they? Then read and answer.
What are the two special days?  

From Bilal@world.net
To Advik@world.net

Hi there, Advik.
I have great news. It's Spring Break time in Qatar!
Spring Break is a festival here in Doha. It is in April. A lot of people visit it and have a great time outside before the summer heat begins.
There are many games and fun things to do for families and children, and of course there is delicious food. This year, there is a circus too!
Is there a special day you like in India?
Write back soon,
Bilal



From Advik@world.net
To Bilal@world.net

Hello Bilal!
Spring Break sounds great!
My favourite day is Teachers' Day. We celebrate it on 5 September. On this day, students try to make their teachers feel special – because they are!
We decorate the classroom with balloons, and we give cards, flowers and gifts to our teachers.
I sometimes write a poem. Don't you think Teachers' Day is special?
Goodbye now,
Advik

2 Read and write **SB** for Spring Break or **TD** for Teachers' Day.  

1. People celebrate this day in September.
2. On this day, people give flowers and presents.
3. On this day, people have fun outside.
4. On this day, Advik sometimes writes a poem.
5. This year, families can enjoy a circus on this day.
6. On this day, you can eat delicious food.

Before leaving

- Explain to Ss that you are going to say some sentences about the two special days in activity 1, e.g. *It's a big festival*. They have to guess the special day, e.g. *Spring Break*.
- Use sentences like *There's delicious food* or *Students decorate the classroom with balloons*, etc.

Workbook

Activity 1 R1.1 R2.1

 1. A 2. C 3. B

Activity 2 W1.1

 open answers

A Optional

Guess who!

- Hand out the plain sheets of A4 paper, and place a box on your desk.
- Explain to Ss that they will have to write one thing they do using the Present Simple and the appropriate adverbs of frequency. Then they have to fold the paper and put it in the box that is on your desk.
- Invite Ss one by one to come to your desk, pick a piece of paper, read it and try to find out who wrote it.
- The S with the most correct guesses wins.



Language focus

Objectives

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



Materials

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

Revision (Optional)

- Have Ss tell you what they remember from the texts in Top Time! 1.
- Have some Ss talk about their own special days.

Lesson plan



Warm-up

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

1 Look at the pictures and answer.



1. Does he wake up at eight o'clock? No, he doesn't.

2. Does she live on a farm?

3. Do they walk to school?

4. Does she go to bed at ten o'clock?

5. Do they have a karate class at nine o'clock?

2 Listen and circle A or B.

What time does James wake up on Saturdays?



How do the boys go to the park?



What do the girls eat?



3 Tick (4) the things you do every day. Then ask and answer.

| | YOU | YOUR PARTNER | | |
|---------------------------------------|-----|--------------|-----|----|
| | Yes | No | Yes | No |
| wake up at six o'clock in the morning | | | | |
| pray | | | | |
| walk to school | | | | |
| take the bus to school | | | | |
| ride your bike to school | | | | |
| have a big breakfast | | | | |
| have dinner with your family | | | | |

Do you wake up at six o'clock in the morning?

Yes, I do. / No, I don't. Do you...

18

Activity 1

- Have Ss open their books to p. 18.
- Explain to Ss that they have to look at the pictures, read the questions carefully and answer them.
- Have Ss compare their answers in pairs, then check as a class.



1. No, he doesn't. 4. No, she doesn't.
2. Yes, she does. 5. Yes, they do.
3. No, they don't.

Activity 2 L2.1 L2.4

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

Listening transcript

- James:** What time do you wake up on Saturdays, Lily?
Lily: I wake up at 10.30. There's no school on Saturdays. What about you?
James: I wake up at 7.00. I play football every Saturday.
Lily: Oh, you get up early!
James: Yes, but at 10.00 I go back home and sleep.
Lily: And what time do you wake up?
James: I wake up at lunchtime.
Lily: Wow, James! That's late!
- Dan:** How long does it take to walk to the park, John?



John: It takes thirty minutes.

Dan: Oh, we're late.... The flower parade is in twenty minutes.

John: We can ride our bikes. It takes fifteen minutes.

Dan: Look, Dad is at home. He can drive us to the park.

John: No, Dad is always busy.

Dan: OK, then. Let's go!

John: Great! We can be there in fifteen minutes!

3. Emma: This apple is great! Taste it.

Fay: I don't like apples. Have you got any cherries?

Emma: No, I haven't. What about a mango?

Fay: Thanks! Mmm... it's nice!

Emma: Have some strawberries too!

Fay: Yum!



1. B 2. B 3. A

Activity 3 S1.1

- Direct Ss' attention to the girls in the picture and ask them to read what they are saying.
- Then, draw Ss' attention to the table in the activity and ask them to read it.
- Explain to Ss that, in pairs, they will have to ask and answer and tick the things they and their partner do every day.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Have **higher-performing Ss** add some more things to the table to ask and answer with their partners.
- Divide Ss into pairs and have them do the activity.

A Optional

Matching pictures

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



Before leaving

- Play the song/poem *Routines* on p. 7 of the SB and invite Ss to say the song/poem along with the recording.



Workbook

Activity 1



| | |
|-----------------|-------------------|
| 1. second | 5. thirty-fifth |
| 2. twelfth | 6. nineteenth |
| 3. twenty-fifth | 7. third |
| 4. twenty-first | 8. twenty-seventh |

Activity 2



Everyday Activities: take the train, wake up, walk to school, go to work
Nationalities: Qatari, Moroccan, British, Korean

Activity 3



| | |
|--------------------|---------------|
| 1. don't always go | 2. visits |
| 3. does, leave | 4. never have |
| 5. usually bakes | |

Activity 4



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

Activity 5 R2.1



1. (Kim is from) Korea.
2. He's six (years old).
3. She wakes up at a half past seven.
4. It takes thirty minutes.
5. No, she doesn't.

Now I can

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



Note

- Bring Internet printouts of the following items to the next lesson: a painting, a person jogging, a calculator, a science experiment, a computer, a map of a country, a historical figure and a word in English and Arabic.

My favourites

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

Song

- guess the meaning of words based on picture clues (R4.1)
- follow and identify the main idea of short texts (L1.1)
- follow and identify the detail in short texts (L2.1)
- exchange simple information (S1.1)
- understand and respond to the main idea in a short sequence of simple sentences (R1.1) WB

Top Stars

- guess the meaning of words based on picture clues (R4.1)
- understand and respond to the main idea in a short sequence of simple sentences (R1.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- follow and identify the detail in short texts (L2.1)
- exchange simple information (S1.1)

Our World

- guess the meaning of unknown words based on picture clues (R4.1)
- follow and identify the main idea in a short text (L1.1)
- understand and respond to the main idea in a short text (R1.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- follow and identify the detail in short texts (L2.1)
- ask and answer about preferences (S1.2)
- describe people using suitable words and phrases (S2.2)

Let's Talk

- guess the meaning of words based on picture clues (R4.1)
- follow and identify the detail in short texts (L2.1) WB
- follow and identify basic opinions in short texts (L2.2)
- ask and answer about preferences (S1.2)
- participate actively in word reading games (R5.1) WB
- follow and identify the main idea of short texts (L1.1) WB

Project

- understand and respond to the main idea in a short sequence of simple sentences (R1.1)
- express basic preferences using short simple sentences (W1.2) WB
- check spelling and punctuation of written work (W3.2)
- write an email, with some support (W2.3) WB
- communicate basic personal information using short simple statements (W1.1) WB
- spell familiar high-frequency words accurately in guided writing (W2.2)

Story

- guess the meaning of unknown words by making use of pictures (R4.1)
- understand and respond to the main idea in a short text (R1.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- ask and find out basic information (S1.1) WB
- ask and answer about preferences (S1.2)
- describe people using suitable words and phrases (S2.2) WB

CLIL 1

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

Phonics

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

Round-up

- participate actively in word reading games (R5.1)
- follow and identify the main idea of a short text (L1.1)
- ask and find out basic personal information (S1.1)
- ask and find out about preferences (S1.2)
- understand and respond to the main idea in a short text (R1.1) WB
- understand and respond to detail in a short sequence of simple sentences (R2.1) WB

Cursive writing

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



Language focus

Objectives

- to say a song/poem
- to talk about school subjects
- to talk about things one is good/bad at

Vocabulary

School subjects: art, PE, maths, science, IT, geography, history, English, Arabic

Structures

What's your favourite subject? My favourite subject is art. I'm good/bad at maths.



Materials

- flashcards for art, PE, maths, science, IT, geography, history, English, Arabic
- Internet printouts of: a painting, a person jogging, a calculator, a science experiment, a computer, a map of a country, a historical figure, a word in English and a word in Arabic

Lesson plan



Warm-up

- Ask Ss how many school subjects they have at school. Then ask them what their favourite one is. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1

- Stick the flashcards for art, PE, maths, science, IT, geography, history, English and Arabic on the board.
- Point to each flashcard and say the words out loud. Encourage Ss to repeat after you.
- Alternatively, use the Internet printouts you brought. Stick them on the board using some adhesive putty and have Ss guess which subject they depict.

- Write the subject each printout represents under each one, say the subject and encourage Ss to repeat after you.
- You can ask **higher-performing Ss** what their favourite subjects are and encourage them to answer in English.
- Have Ss open their books to p. 19.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 L1.1 L2.1

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

- Direct Ss' attention to the pictures and ask them what they depict (A. a girl typing something on a computer, B. a boy doing a science experiment, C. a boy in front of a whiteboard filled with maths symbols).
- Explain to Ss that they are going to listen to a song/poem with the title *What's your favourite subject?*
- Ask Ss to listen to the recording and tell you what the song is about (School subjects).
- Point out that they have to listen to the recording, and point to the correct picture as they hear what each person does every day.
- Play the song/poem again and tell Ss to match each verse with the appropriate children in the pictures.
- Make sure Ss have matched the verses with the children correctly.
- Play the song/poem again and encourage Ss to say it along with the recording.



A. 3 B. 1 C. 2

Look!

- Draw a smiley face on the board and write *good* at next to it. Then, draw a sad face and write *bad* at next to it.
- Say, *I'm good at history* and point to the smiley face. Walk up to a S and ask, *What's your favourite subject?* Encourage the S to answer accordingly.
- Point out that we use the question *What's your favourite subject?* to ask somebody about his/her favourite subject. We use *good/bad at* to show which subject we are *good/bad at*.
- Direct Ss' attention to the *Look!* box on p. 19 and ask them to read it.
- Ask Ss to underline any examples of the structures *good at / bad at* in the Song (**1st verse:** *I'm good at maths / I'm good at science / I'm bad at history / and PE too, **2nd verse:** *I'm good at history / And geography too / I'm also good at maths / And art too, **3rd verse:** *I'm very good at geography / And I'm good at art too / I'm also good at English / And IT 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. Ask **higher-performing Ss** to think of an additional example and write it on the board.

Activity 3 S1.1

- Direct Ss' attention to the children in the picture and ask them to read what they are saying.

My favourites



SONG

1



art



PE



maths



science



IT



geography



history



English



Arabic

LOOK! p. 68

What is / What's your favourite subject?
My favourite subject is art.
I'm good at drawing. I'm bad at science.

2 Listen and match the verses with the children.

What's your favourite subject?

1 I'm good at maths.
I'm good at science too.
But I'm bad at history
And PE too.

What about you? What about you?
What's your favourite subject?

2 I'm good at history
And geography too.
I'm also good at maths
And art too.

What about you? What about you?
What's your favourite subject?

3 I'm very good at geography,
And I'm good at art too.
I'm also good at English
And IT too.

What about you? What about you?
What's your favourite subject?



A

3 3 3 3



B

3 3 7 7



C

3 3 3 3

What's your favourite subject?

My favourite subject is maths. I'm good at maths, but I'm bad at art. What about you? What's your favourite subject?

Name: _____

Favourite subject: _____

Good at: _____

Bad at: _____

19

subject is English, his/her favourite subject is art and my favourite subject is science.

• Ss continue in the same manner. The S who doesn't remember a subject someone else has mentioned is out of the game.

Before leaving

- Divide Ss into pairs and have them form a line.
- Explain to Ss that they will have to ask and answer each other about their favourite subject.
- Have **higher-performing Ss** explain why they like this subject.
- Make sure Ss take turns asking and answering.

Workbook

Activity 1 R4.1



1. HISTORY

2. PE

3. SCIENCE

4. ART

5. ENGLISH

6. GEOGRAPHY

7. IT

8. ARABIC

9. MATHS

Activity 2 R1.1



1. His favourite subject is PE
2. His favourite subject is IT
3. Their favourite subject is art
4. Her favourite subject is maths

- Then, draw Ss' attention to the table in the activity and ask them to read it.
- Explain to Ss that, they will have to complete the table with the appropriate information about themselves.
- Have Ss complete the table then divide them into pairs in order to exchange their information.
- Demonstrate the activity with the help of a S.
- Have a few pairs of Ss come to the front of the classroom and present the exchange.

A Optional

Don't break the chain

- Have Ss sit in a circle. If you have a large number of Ss, divide them into groups.
- Say, *My favourite subject is English*. The S to your right has to say what you said and add his/her favourite subject, e.g. *Your favourite subject is English, my favourite subject is art*. The S to his/her right says, *His/Her favourite*



TOP STARS

2 Read and answer. What are the boys talking about?  

At Rashid's house...



20

Language focus

Objectives

- to talk about everyday activities and hobbies
- to talk about how often something happens

Vocabulary

Nouns: art class, drawing, hobby**Actions:** play ice hockey, play computer games, play baseball, read comic books, do my homework

Structures

How often do you read comics?

Once a week / Twice a week / Three times a week / Every day

Materials

- flashcards for play ice hockey, play computer games, play baseball, read comic books, do my homework, art class, drawing
- flashcards from the previous lesson: art, PE, maths, science, IT, geography, history, English, Arabic

Revision (Optional)

- Divide Ss into two teams and tell them that you are going to play a guessing game.
- Explain to Ss that you are going to draw something on the board that is related to the school subjects they learnt in the previous lesson. The Ss have to guess which subject it is and say it out loud.
- For example, draw something that looks like the map of a country and encourage Ss to guess the word *geography*.
- The team with the most correct guesses wins.

- Alternatively, stick the flashcards on the board using some adhesive putty, say each word/phrase and encourage Ss to repeat after you.
- Have Ss open their books to p. 20.
- Point out the words /phrases in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures 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 R1.1  R2.1 

- Have Ss look at the pictures. Ask Ss where they think the children are and what they think is happening. (The children are at Rashid's house. They are talking about various things.)
- 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: hobby, drawing, art class; Frame 2: play ice hockey; Frame 3: play baseball, read comic books, do my homework. Frame 4: hobby, play computer games).
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what the boys are talking about (their hobbies and after-school activities)
- Have Ss read the dialogue again and check their understanding.
- Ask Ss some questions about the story. *What is Omar's favourite hobby? (His favourite hobby is drawing.) How*

Lesson plan



Warm-up

- Ask Ss what activities they do after school and how often they do them. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1 

- Mime reading a comic book and laugh. Say, *I like reading comic books.* Write the sentence on the board, stick the appropriate flashcard next to it and encourage Ss to repeat.
- Repeat for the rest of the flashcards.

3 Read activity 2 again and circle. 

- Omar's favourite hobby is drawing.
True False
- Karim plays baseball twice a week.
True False
- Jameel does his homework after school.
True False
- Rashid does his homework and then reads comic books.
True False
- Tab hasn't got a hobby.
True False

LOOK! p.69

How often do you read comics?

I read comics once a week.

| | Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|--------------------|-----|-----|-----|-----|-----|-----|-----|
| Once a week | 4 | | | | | | |
| Twice a week | 4 | 4 | | | | | |
| Three times a week | 4 | 4 | 4 | | | | |
| Every day | 4 | 4 | 4 | 4 | 4 | 4 | 4 |

4 Listen and circle. 

1. Jim plays baseball
twice a week /
three times a week.

2. Max reads comic
books every day /
once a week.

3. Kate has an art
class every day /
three times a week.

5 How often do you do the activities below? Tick (4), then ask and answer. 

| | Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|---------------------|-----|-----|-----|-----|-----|-----|-----|
| play volleyball | | | | | | | |
| play computer games | | | | | | | |
| play baseball | | | | | | | |
| play ice hockey | | | | | | | |
| do homework | | | | | | | |
| read comic books | | | | | | | |
| draw | | | | | | | |

How often do you play volleyball?
I play volleyball three times a week.



21

often does he have an art class? (Three times a week.) What is Karim's favourite sport? (It's ice hockey.) How often does he play ice hockey? (Twice a week.) What does Jameel do after school? (He plays baseball.) What does Rashid do after school? (He reads comic books.) Has Tab got a hobby? (Yes, he has.) What is Tab's hobby? (He plays computer games.) Is he good at it? (Yes, he is. He always wins.)

- Ask higher-performing Ss how often they do their favourite hobby.

Activity 3 R2.1 

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



1. True 2. False 3. False 4. True 5. False

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

LOOK!

- Draw a school schedule on the board and direct Ss' attention to it.
- Ask Ss How often do you have maths? and encourage

Ss to answer. Then, repeat their answer by saying, You have maths three times a week, emphasising three times a week.

Repeat for the rest of the subjects or free-time activities and frequency expressions once, twice, three times a week, every day.

- Point out that we use the question How often...? to ask about the frequency of an action. We use the frequency expression once, twice, three times (a week), every day to show how many times something happens during the course of a specific time (a week, a month, a year, etc.)
- Direct Ss' attention to the Look! box on p. 21 and ask them to read it.
- Refer Ss to the dialogue and ask them to underline any examples of the frequency expressions (How often do you have an art class? Three times a week / How often do you play ice hockey? I play ice hockey twice a week.)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples. Ask higher-performing Ss to think of an additional example and write it on the board.

Activity 4 L2.1 

- Draw Ss' attention to the sentences in the activity and ask them to read them.
- Explain to Ss that they are going to listen to three children talking about how often they do different free-time activities in order to circle the correct option.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs first, then check as a class.

Listening transcript

1. Jim: I do many things after school. I do something every day! On Mondays and Wednesdays, I have an art class. On Thursdays, I play table tennis, and on Tuesdays and Fridays, I play baseball.

2. Max: I'm always busy after school. I play ice hockey from Sunday to Wednesday, and on Thursdays I usually play computer games with my friend, Ralph. But my favourite time of the day is before I go to bed. I always read my favourite comic books before I go to bed.

3. Kate: My favourite subjects are art and maths. At school, I have art on Sunday, Tuesday and Thursday, but I want to have art every day, like my maths class.



1. twice a week
2. every day
3. three times a week

Activity 5 S1.1 

- Direct Ss' attention to the boys in the picture and ask them to read what they are saying.
- Then, draw Ss' attention to the table in the activity. Explain to Ss that they will have to tick the days in which they do the activities in the table and then, in pairs, ask and answer with their partner about how often they do each of these activities.
- Invite a S to come to the front of the classroom to demonstrate the activity. Ask, *How often do you play volleyball?* and encourage the S to answer.
- Have **higher-performing Ss** add some activities of their own to the table and ask and answer with their partners.
- 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 the exchange.

 **Optional****Lip reading**

- Tell Ss that they are going to play a game. You are going to ask them how often they do an activity and they have to answer without making any sound.
- Invite a S to come to the front of the classroom and demonstrate the activity. Ask, *How often do you play ice hockey?* and encourage the S to answer reminding him/her not to make any sound. The rest of the Ss guess his/her answer.
- The S with the most correct guesses wins.

 **Before leaving**

- Have Ss form a line.
- Explain to Ss that they will have to say one thing they remember from the story they were presented with in the lesson.
- Make sure all of the Ss have said at least one sentence before they leave the classroom.

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

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

Activity 2 R2.1 

1. He reads comic books twice a week.
2. He plays ice hockey once a week.
3. He plays computer games twice a week.
4. He has an art class once a week.

Activity 3 L2.1 **Listening transcript**

Jeff: Hi! I'm Jeff.

Mark: Hello, Jeff! Nice to meet you. I'm Mark.

Jeff: Nice to meet you, too, Mark. Are you in Mr White's class?

Mark: No, I'm not. Mr Burton teaches Year 6. I'm in his class.

Jeff: Oh! I'm in Year 7. It's too bad we aren't in the same class. What is your schedule like, Mark? I have maths and English every day!

Mark: I have maths every day, too, but I have English and science four times a week. Science is my favourite subject!

Jeff: I have science three times a week. My favourite subject is history, but we only have history twice a week.

Mark: How often have you got art, Jeff?

Jeff: Let me see. Hmm... one, two. Twice a week!

Mark: Me too! I have art and geography twice a week.

Jeff: Really? You have geography twice a week? I've only got geography on Mondays!

Mark: No, you haven't, Jeff! Look! You have geography on Wednesdays too.

Jeff: Oh, yeah! Of course. Silly me!



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



Language focus

Objectives

- to talk about hobbies
- to introduce the -ing form as the subject of a sentence

Vocabulary

Verbs: collect, stick, put

Adjectives: easy, hard

Phrases: make a collage, fly a kite, take a picture

Structures

Taking good pictures isn't very easy.

- Play the recording and encourage Ss to **shadow read** (read along with the recording).
- Play the recording again and pause after each sentence for Ss to repeat.
- Explain to Ss that they have to read the text and tell you what kind of text this is (a blog).
- Ask them to read the title again and tell you what they think the blog is about (favourite hobbies).
- Then ask Ss to read the text carefully and write the names of the children in the correct box.
- Check Ss' answers as a class.



A. Julia B. Rita C. Oliver

- Have Ss read the text again and check comprehension.
- Ask Ss some questions about the text. **What is Rita's favourite hobby?** (Making collages.) **How does Rita make a collage?** (She takes or finds nice pictures, cuts them out and sticks them on paper.) **What has her collage got on it?** (It has got flowers, wool and a pencil on it.) **What is Oliver's favourite hobby?** (Making kites.) **Is making kites easy?** (No, it isn't.) **Who helps Oliver?** (His dad.) **How can you make a small kite?** (You can make a small kite with paper and chopsticks.) **What is Julia's favourite hobby?** (Collecting leaves.) **Where does she find leaves in autumn?** (She finds yellow, orange and red leaves in the forest near her house.) **Where does she find leaves in summer?** (She finds green leaves in her back garden.) **Where does she put the leaves she finds?** (She puts them in boxes.)

- Ask **higher-performing Ss** if they have ever done any of the hobbies depicted or something similar to them.

Materials

- flashcards for *make a collage, fly a kite, take a picture, collect, stick, put*
- flashcards from the previous lesson: *play ice hockey, play computer games, play baseball, read comic books, do my homework, art class, drawing*

Revision (Optional)

- Place the flashcards for the previous lesson (*play ice hockey, play computer games, play baseball, read comic books, do my homework, art class, drawing*) in a pile on your desk.
- Ask Ss to come to the desk one by one, pick a flashcard and mime it. The rest of the Ss guess what he/she is miming.

Lesson plan

Warm-up

- Ask Ss if they have a hobby and why they like it. If they haven't got one, ask them which hobby they would like to take up. Accept all Ss' answers.
- Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1



- Stick the flashcards for the lesson (*make a collage, fly a kite, take a picture, collect, stick, put*) on the board using some adhesive putty.
- Point to each flashcard, say the appropriate word and encourage Ss to repeat after you.
- Mime trying to fly a kite and failing. Say, *Flying a kite isn't easy. It's hard.* Write the sentences on the board, underline the words *easy* and *hard* and ask Ss to guess their meaning.
- Have Ss open their books to p. 22.
- Point out the words/phrases in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures 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 R1.1



R2.1



- Direct Ss' attention to the pictures and ask them what they can see (some children doing different activities).
- Ask Ss to read the title (*What's your favourite hobby?*) and guess what the text is about.
- Ask Ss to tell you if they know anything about the hobbies the children in the pictures are doing.

Activity 3 R2.1



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



collages kites leaves

| | | | |
|-------------------------------------|---|---|---|
| You can put them in a box. | | | 4 |
| They are hard to make. | | 4 | |
| You can take pictures to make them. | 4 | | |
| You can make small or big ones. | | 4 | |
| You cut things to make them. | 4 | | |
| You go outside to find them. | | | 4 |

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

LOOK!

- Direct Ss' attention to the *Look!* box on p. 23 and ask them to read it.
- Write the sentences on the board, circle the words *Taking* and *Making* and ask Ss if they can recognise the form of the verbs *take* and *make* here.
- Elicit that this is the *-ing* form and we use it at the beginning of a sentence as a subject.
- Refer Ss to the text and ask them to underline / any examples of the *-ing* forms (*Making collages* / *Making kites* / *Collecting leaves*.)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples. Ask **higher-performing Ss** to think of an additional example and write it on the board.

Activity 4 L2.1

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

Listening transcript

1.

Mandy: Tina, those flowers on your table are beautiful!
Tina: The orange ones or the purple ones?
Mandy: The orange flowers are OK, but the purple ones are amazing!
Tina: The purple ones are paper flowers. I make them.
Mandy: Paper flowers?! Wow! Can I make some too?
Tina: Of course! It's easy. I can help you.
Mandy: Thanks, Tina.

2.

James: Hi, Rob. Making collages is my new hobby.
Look!



OUR WORLD

1



make a collage



fly a kite



take a picture



collect



stick



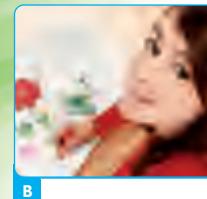
put

2 Read and write the names in the boxes.

What's your favourite hobby?



A



B



C

Hobbies Forum



What's your favourite hobby?

POST REPLY

3 posts • Page 1 of 1

Making collages is my new hobby. I take nice pictures or find them. Then I cut out the pictures, and I stick them on paper. I usually stick other things, too! This collage has got flowers, wool and a pencil on it. I love art!

Rita

Making kites isn't very easy! My dad usually helps me. We make big kites and fly them together. You can make a small kite with paper and chopsticks. You can paint it, too.

Oliver

Collecting leaves is my favourite hobby. In autumn, I find yellow, orange and red leaves in the forest near my house. In summer, I find green leaves in my back garden. I take them home and put them in boxes.

Julia

22

Rob: Wow! This picture of a train is great!

James: Thanks, Rob. I usually take pictures with my camera and then stick them on cardboard.

Rob: But what's that? Is that a... rubbish bin?

James: Yes, it is. It's for my collage.

Rob: Rubbish bins are dirty, James!

James: I don't touch them, Rob! It's only a picture! Ha ha!

3.

Mary: Hi, Rania. Can you help me, please?

Rania: Hi, Mary. Sure! Wow! Is that a kite?

Mary: Yes. Making kites is my new hobby.

Rania: That's fun!

Mary: Now, let's paint it. What about pink and green?

Rania: Let me think.... Let's paint it green and blue.

Mary: OK!



1. B 2. B 3. A

Activity 5 S2.2

- Direct Ss' attention to the girls in the picture and ask them to read what they are saying.
- Then, draw Ss' attention to the circles in the activity and ask them to read the phrases and adjectives in them.
- Explain to Ss that, in pairs, they will have to form sentences using the phrases and adjectives from the circles and the *-ing* form.
- 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 **higher-performing Ss** add some activities and adjectives to the circles. Alternatively have them form sentences using the

easy
hard

LOOK! p. 69

Making collages is interesting.
Taking good pictures isn't very easy.3 Read activity 2 again and tick (4). 

| | collages | kites | leaves |
|-------------------------------------|----------|-------|--------|
| You can put them in a box. | | | |
| They are hard to make. | | | |
| You can take pictures to make them. | | | |
| You can make small or big ones. | | | |
| You cut things to make them. | | | |
| You go outside to find them. | | | |

4 Listen and circle A or B.  

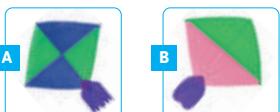
1. What colours are the paper flowers?



2. Which picture does Rob like?



3. What colour is the kite?

5 Work in pairs. Make sentences. 

take pictures
fly a kite
collect pencils
make a collage
read comic books

is
isn't

easy
hard
interesting
nice



negative form, e.g. SA says, *Flying a kite isn't easy.* SB answers, *Yes, it is.*

- Have a few pairs of Ss come to the front of the classroom and act out the exchange.

A 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 and draw the corresponding number of steps, e.g. seven steps for the word *collage*.
- 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.

Before leaving

- Have Ss form a line.
- Explain to Ss that they will have to say their favourite hobby and what it's like, using the structure they were presented with in the lesson.

- Make sure all of the Ss have participated before they leave the classroom.

Workbook

Activity 1 R4.1

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

1. collect 2. take a picture 3. stick
4. fly a kite 5. make a collage

Activity 2

 1. Swimming 2. Playing 3. Collecting
4. Watching 5. Doing

Activity 3

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

Activity 4

 1. Reading comic books is nice
2. Flying a kite is great
3. Walking to school is slow
4. Taking pictures is interesting
5. Travelling by train is fast
6. Making collages is hard

Activity 5 L1.1

Listening transcript

1. **Boy 1:** **(Travelling)** is interesting. You see beautiful buildings, visit museums and learn about the history of the country. You also meet new people from other countries and talk to them in English. My mum and I are in London now. It's a beautiful city!

2. **Man:** **(Taking the train)** to work is fast. It's never late, and it takes me thirty minutes to get to work in the morning. I sit down and look out the window or read a book. I sometimes have breakfast, and I also meet new people. It's great!

3. **Boy 2:** **(Baseball)** is my favourite sport. Playing with other children is great because we run and laugh and have fun together! My friends and I aren't very good at it, but we always have a lot of fun!

4. **Boy 3:** **(Flying a kite)** isn't easy. There must be two people and you must run fast. My brother and I usually do this activity at the weekend. Sometimes it's very windy and we can't get it up in the sky, but that's OK. We always have a lot of fun!

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



LET'S TALK

1



amazing



exciting



fun



boring

LOOK!

p. 69

I like/enjoy/love playing football because it's exciting.

I don't like/dislike/hate playing basketball because it's boring.

I prefer playing ice hockey.



Language focus

Objectives

- to talk about what people like/enjoy/love/don't like/hate/prefer doing
- to use the -ing form after specific verbs

Vocabulary

Adjectives: amazing, exciting, fun, boring

Structures

I like/enjoy/love playing football because it's exciting.

I don't dislike/like/hate playing basketball because it's boring. I prefer playing ice hockey.



Materials

- flashcards for *amazing, exciting, fun, boring*
- flashcards from the previous lesson: *make a collage, fly a kite, take a picture, collect, stick, put*

Revision (Optional)

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

24

2

Look at the hobbies below and tick (4). Then say with your partner.  

like 4
enjoy
love
hate
dislike



like
enjoy
love
hate 4
dislike

I like drawing. I also like playing computer games because it's exciting.

What do you like doing in your free time?



I hate drawing because it's boring. I prefer playing computer games.



like
enjoy
love
hate
dislike



like
enjoy
love
hate
dislike



like
enjoy
love
hate
dislike



like
enjoy
love
hate
dislike

Lesson plan

Warm-up

- Ask Ss to tell you three things they like doing and three things they do not like doing.
- Ask them why they like / don't like doing these things and initiate a short discussion.

Activity 1 R4.1 

- Mime playing volleyball and say, *I like playing volleyball. It's fun!* Write the sentence on the board, underline the word *fun* and encourage Ss to guess its meaning.
- Repeat for the rest of the words.
- Make sure you are enthusiastic enough when presenting the adjectives *amazing, exciting* and *fun* and less enthusiastic when presenting the adjective *boring*.

- Have Ss open their books to p. 24.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

LOOK!

- Direct Ss' attention to the **Look!** box on p. 24 and ask them to read it.
- Ask Ss what the difference between the three sentences is.
- Elicit that the verbs *like/enjoy/love/prefer* show what one likes doing while *don't like/hate* show what one dislikes. Point out that these verbs are always followed by an *-ing* form.
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples. Ask **higher-performing Ss** to think of an additional example and write it on the board.

Activity 2 L2.2  S1.2 

- Ask Ss to look at the picture of the boys talking and ask them to guess what they are doing. (They're talking about activities they like or don't like doing.)

- Ask Ss to look at the pictures of the hobbies and the verbs with boxes next to them. Explain that they will have to tick the verb that represents their feelings towards the hobby depicted and then, in pairs, talk about what they like or don't like.
- Higher-performing Ss** may think of additional activities to discuss with their partners.
- Divide Ss into pairs and have them do the activity.
- Have a pair of Ss demonstrate the activity at the front of the class first.
- Have a few pairs of Ss come to the front of the classroom and act out the exchange.



Optional

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 like making collages*. The S to your right says *You like making collages. I enjoy reading comic books*. The S to his/her right says *You like making collages. He/She enjoys reading comic books. I hate flying kites*.
- 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.



Before leaving

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



Workbook

Activity 1 R5.1



| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| e | x | i | p | n | g | b | m | x |
| a | m | z | i | n | c | o | r | y |
| f | k | h | m | f | t | r | i | n |
| u | e | x | c | i | t | i | n | g |
| n | x | c | f | m | g | n | f | u |
| b | o | r | i | b | h | g | c | f |
| z | a | m | a | z | i | n | g | h |

1. fun 2. boring 3. exciting 4. amazing

Activity 2



1. A 2. B 3. A
4. B 5. B 6. A

Activity 3 L1.1 L2.1

Listening transcript

Rick: Hi, Andy! What are you doing here?

Andy: Hi, Rick! I'm on the ice hockey team. We play here every Thursday afternoon.

Rick: Wow! I love playing ice hockey!

Andy: Me too. Do you play any other sports?

Rick: Yes, I do. I'm on the school baseball team. I have a game tomorrow afternoon. Do you want to come and watch?

Andy: Hmm... Yes, why not? We can go home and play my new computer game after the game!

Rick: Sure! I love computer games! But not tomorrow... I'm always tired after a baseball game. We can do that on Saturday.

Andy: Great idea! Saturday it is!



A. 1. sports and hobbies

B. 2. like

3. can meet



Language focus

Objectives

- to read an email about one's favourite school subjects and hobbies
- to write an email about one's favourite school subjects and hobbies
- to revise and consolidate structures and vocabulary presented in previous lessons
- to learn how to begin and end an email
- to revise how to use the Present Simple and adverbs of frequency in a description

Revision (Optional)

- Ask Ss to form a sentence about something they like or don't like using the structure they were presented with in the previous lesson.
- Make sure all of the Ss form at least one sentence.

Lesson plan



Warm-up

- Ask Ss if they have a favourite school subject and, if so, which one it is. Ask them if their friends have the same favourite subject or a different one.
- Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R1.1

- Have Ss open their books to p. 25.
- Direct Ss' attention to the email. Draw Ss' attention to the layout of the email.
- Explain to Ss that a girl named Donna wrote it to her friend Maha to tell her about her favourite things and ask about Maha's favourite things.
- Explain to Ss that they are going

to read the email and talk about how they can write an email of their own.

- Have Ss read and find out what Donna's favourite subject is and what she likes doing after school (Her favourite subject is maths and after school she loves reading books.).
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what Donna's favourite subject is and what she likes doing after school.
- Ask Ss some questions to check comprehension, such as: *What is Donna writing to tell Maha about?* (She is writing to tell her about her favourite things.), *What is Donna's favourite subject?* (Maths.), *Is Donna good at other school subjects?* (Yes, she is.), *What does she do after school?* (She always does her homework.), *What's her hobby?* (Reading books.), *How does she feel about reading books?* (She loves reading books.), *How often does she read a book?* (She reads a book every day after school.), *What does she do with the books she reads?* (She collects them.), *How many books has she got?* (She has got 87 books.).
- Draw Ss' attention to the boxes around the email and get them to read them. Explain to Ss that when we write an email we always use a greeting at the beginning and a closing sentence at the end of it. Point out that we use greetings like *Hi!* or *Hello!* to begin the email, and closing sentences like *Write back soon*, *See you soon*, *Bye for now* or *Love* and our name underneath to end the email.
- Invite Ss to read the email again and circle the greeting and closing Donna used to begin and end her email.
- If you have time, choose a few Ss to read the email out loud.

Writing tip



W2.2

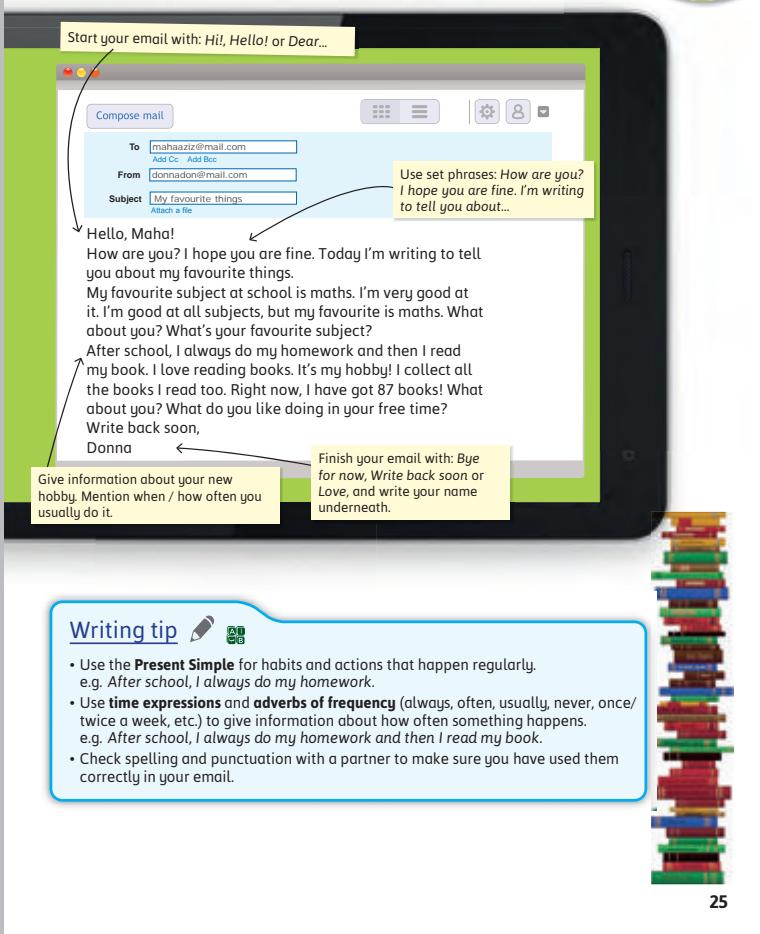
W2.3

W3.2

- Direct Ss' attention to the **Writing tip** box. Explain that these tips appear in every Module to help Ss improve their writing skills.
- Read the tip out loud and ask Ss to follow along in their books as you read.
- Read the first and the second bullet in the **Writing tip** again and write a sentence on the board, e.g. *After school, I always do my homework.* Point out that when we describe an experience we must be careful with the tenses we use. We use the Present Simple for habits or actions that happen regularly.
- Direct Ss' attention to the first part of the sentence and underline the word *always*. Point out that we use adverbs of frequency to show how often something happens.
- Have Ss read activity 1 again and underline all of the Present Simple verbs they find in the email (*are, hope, is, 'm, is, do, read, love, 's, collect, have, do you like*).
- Invite **higher-performing Ss** to the board and ask them to write their own examples, and have **lower-performing Ss** say their examples following the instructions in the **Writing tip**.
- Read the third bullet and discuss punctuation rules with Ss. Remind them that we always use a capital letter at the beginning of a sentence, with names and with the pronoun *I*. Also tell them that we always put a full stop at the end. Stress that we use question marks at the end of questions. Get Ss to find examples of such use in the email.

1 What is Donna's favourite subject? What does she like to do after school?
Read and find out. 

Start your email with: *Hi!, Hello! or Dear...*



Use set phrases: *How are you? I hope you are fine. I'm writing to tell you about...*

Hello, Maha!

How are you? I hope you are fine. Today I'm writing to tell you about my favourite things.

My favourite subject at school is maths. I'm very good at it. I'm good at all subjects, but my favourite is maths. What about you? What's your favourite subject?

After school, I always do my homework and then I read my book. I love reading books. It's my hobby! I collect all the books I read too. Right now, I have got 87 books! What about you? What do you like doing in your free time?

Write back soon,
Donna

Give information about your new hobby. Mention when / how often you usually do it.

Finish your email with: *Bye for now, Write back soon or Love, and write your name underneath.*

25

Writing tip

- Use the **Present Simple** for habits and actions that happen regularly.
e.g. *After school, I always do my homework.*
- Use **time expressions and adverbs of frequency** (always, often, usually, never, once/twice a week, etc.) to give information about how often something happens.
e.g. *After school, I always do my homework and then I read my book.*
- Check spelling and punctuation with a partner to make sure you have used them correctly in your email.



A Optional

Seat switch

- Arrange the chairs in a circle and ask Ss to sit down.
- Tell Ss that you are going to ask them some questions. These questions can be about their hobbies, their favourite subjects or how often they have certain subjects and/or extra-curricular activities.
- Explain to Ss that they will have to answer yes or no to these questions. All Ss who answer yes will have to get up and switch seats. The Ss that answer no remain seated.
- Stand in the middle of the circle. Ask, *Have you got a hobby?* Encourage Ss who say yes to stand up and change seats.
- Do this a couple of times with questions such as *Is history your favourite subject? Have you got maths twice a week?*
- 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 questions in the next round.

Before leaving

- Explain to Ss that they have to say one thing they remember about the email in the lesson.
- Make sure all Ss say at least one thing before they leave the classroom.

Workbook

Activity 1 W1.1



Activity 2 W1.1 W1.2



Note

- As preparation for the next lesson, photocopy the story (SB, pp. 26-27), making one copy for every four Ss. Before you photocopy the story, cover the narration boxes and the numbers in each illustration. Then, cut out the illustrations and photocopy the narration boxes of the story (one copy for every four Ss) and cut them out as well.
- Bring the copies to the next lesson.



Language focus

Objectives

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

Vocabulary

Nouns: treasure hunt, clue, computer mouse, ticket



Materials

- flashcards for treasure hunt, clue, computer mouse, ticket
- the photocopies of the story that you have prepared (see Note in the previous lesson)

Revision (Optional)

- Revise the vocabulary and structures learnt in the previous lesson by having Ss read the emails they wrote (WB, Project, Activity 2) in the previous lesson.

Lesson plan



Warm-up

- Ask Ss if they have ever taken part in a treasure hunt, what the prize was and if they liked this experience. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1



- Stick the flashcards for treasure hunt, clue, computer mouse and ticket on the board using some adhesive putty.
- Point to each of the flashcards, say each word and encourage the Ss to repeat.
- Have Ss open their books to p. 26.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R1.1



Before reading

- Hold up the book and point to the story.
- Tell Ss that they will listen to and read a story with the title *The Treasure Hunt*.

1



treasure hunt



clue



computer mouse

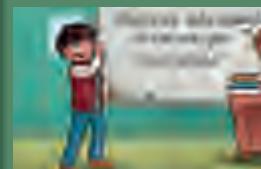


ticket

2 Read and answer. What do the children win in the end?

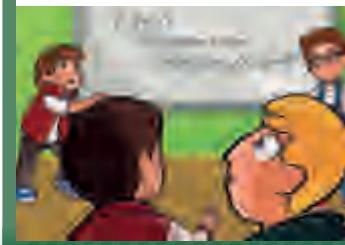
THE TREASURE HUNT

1 There is a treasure hunt at school. Tom, Alex, Dylan and Tony are a team. Mr White says, 'Go to my classroom and find a clue. The clues can help you find the treasure.'



2 Alex sees a clue on the board. What's the date today? It can help you. Don't be late! 'Date? It's 15 May. Mr May's classroom! Let's go there!' says Tom.

3 In Mr May's classroom, Dylan reads a clue on the board: '2+3+1+5. Go to this room. What can you drive? 2+3+1+5... classroom number 11!'



4 In classroom number 11, Alex sees a picture of a train. 'You can drive a train!' he says. Tony finds a clue there: 'Find the black castle in the red and yellow room. 'The art classroom!' says Tom.'



26

- Point to the first frame and ask Ss to tell you where they think the main characters of the story are. (They are at school.)
- Cover the second page (p. 27). Ask Ss to look at the first three frames in the story on p. 26 and guess what will happen next.
- Reveal the second page and ask Ss to look at the pictures and guess what the story is going to be about.
- Ask Ss to go through the story and find the names of the main characters (Tom, Alex, Dylan, Tony, Mr White).
- Point to each frame and invite Ss to guess what is happening. Elicit answers, but do not correct Ss at this stage.

While reading

- Play the recording, and encourage Ss to **shadow read** (read along with the recording) in order to find out what the children win at the end (They win tickets to the zoo.)
- 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:** treasure hunt, clue, clues; **Frame 2:** clue; **Frame 3:** clue; **Frame 4:** clue; **Frame 5:** clue, computer mouse; **Frame 6:** tickets).
- Have Ss read the text again and check comprehension.
- Talk about what happens in each frame.
- Frame 1:** Tom, Alex, Dylan and Tony are at school taking part in a treasure hunt. Their teacher, Mr White, tells them that they have to look for the clues which will lead them to the treasure.
- Frame 2:** Alex and Tom discover the first clue in Mr White's classroom that leads to Mr May's classroom.
- Frame 3:** In Mr May's classroom, there is another clue that leads the children to classroom number 11.
- Frame 4:** In classroom number 11, the children find a clue that takes them to the art classroom where the final clue is.

5 'Black castle.... Look! It's a drawing!' says Alex. 'Here's a clue: There's a mouse in this room, but it hasn't got teeth,' says Tony. 'It's the computer mouse in the IT classroom!' says Dylan.



6 'Touch the mouse, Tom!' says Tony. 'Wow! The treasure is tickets to the zoo!' says Tom. The children are happy.



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

1. The first clue is in Mr White's classroom.
2. There's a picture of a train in the art classroom.
3. The art classroom is black and white.
4. Dylan touches the computer mouse.
5. The children win tickets to the zoo.

4 Can you think of a different ending for the story?

Let's think

Do you like playing team games? Why? Is it important to work together with other people?

27

Frame 5: The children are in the art classroom, and find the last clue which leads them to the IT classroom.

Frame 6: Tom touches the mouse, and the treasure appears on the computer screen. It's tickets to the zoo for the children. They are very happy.

- Ask Ss some comprehension questions and encourage Ss to answer.

Frame 1: Where are the children? (They're at school.) What are they doing? (They are taking part in a treasure hunt.) Where does Mr White tell them to go first? (He tells them to go to his classroom.)

Frame 2: What is the clue? (Today's date.) Who finds the clue? (Tom.) Where should they go next? (To Mr May's classroom.)

Frame 3: Who finds the clue in Mr May's classroom? (Dylan.) What is the clue? (It's a maths equation that equals eleven – classroom number 11.)

Frame 4: Where are the children now? (They are in classroom number 11.) What do they see there? (The picture of a train.) Is the clue there? (Yes, it is.) Where should they go then? (To the art classroom.)

Frame 5: What is the clue in the art classroom? (It's a drawing of a black castle.) What should the children look for next? (They should look for the computer mouse in the IT classroom.)

Frame 6: What is the treasure? (Tickets to the zoo for the children.) How do they feel? (They are happy.)

- Ask **higher-performing Ss** if they have ever taken part in a treasure hunt, what they were looking for and what the prize(s) was/were.

Activity 3 R2.1 AB

- Direct Ss' attention to the sentences, and ask them to read them.

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



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

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

Post-reading

Let's think

- Direct Ss' attention to the box on p. 27 and read the questions out loud.
- Ask Ss to answer the questions and initiate a discussion.
- Encourage all of the Ss to participate in the discussion.

Suggested answer

I like playing team games because you learn to be fair with other players and you learn how to cooperate with them. / I don't like playing team games because I like playing on my own and I think it's easier for me.

I think it's important to work together with other people because you learn to share and in the future you can be a better person. / I don't think it's important to work together with other people because you can do many things by yourself especially today with the use of technology.

Activity 4

- Ask Ss if they can think of another ending for the story and ask them to write it down.
- Have a few Ss read their endings to the class.

A **Optional**

Story line

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

Before leaving

- Have Ss choose a character from the story on pp. 26-27 and act out the story in front of the rest of the class.

Workbook

Activity 1 R4.1

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

Activity 2 R1.1

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

Activity 3 S1.2 S2.2

 open answers

1 Listen and say. 

/i:/



/u:/



/ju:/



/aɪ/



2 Listen and say. Then circle the long vowels with the sounds /eɪ/, /aɪ/, /i:/, /u:/, /ju:/ in the words. 



Mr Price

This is my teacher, Mr Price.
He's eating cake with dates and rice.
At home, he has a little cat.
It's white and cute,
It's in his room.
This is my teacher, Mr Price.
He has a rose, it smells so nice!

28



PHONICS

Language focus

Objectives

- to practise the pronunciation of long vowels /eɪ/, /aɪ/, /i:/, /u:/ and /ju:/
- to say a phonics chant/poem

Vocabulary

dates, white, teacher, food, computer

Phonics

long vowels /eɪ/, /aɪ/, /i:/, /u:/ and /ju:/

Materials

- phonics cards for dates, white, teacher, food, computer (TB, pp. 141-142 one set per S)
- blown-up colour photocopies of the story *The Treasure Hunt*, pp. 26-27
- flashcards and word cards for dates, teacher, food, computer

Revision (Optional)

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

Lesson plan

Warm-up

- Write /eɪ/, /aɪ/, /i:/, /u:/ and /ju:/ on the board. Under each sound, stick the flashcards for the words that include that sound.
- Point to /eɪ/ and say /eɪ/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcard (dates) and say it out loud, having Ss repeat after you.
- Repeat the same procedure with the rest of the sounds and flashcards.

Activity 1 L2.7

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

Listening transcript

/eɪ/, /eɪ/, dates

/i:/, /i:/, teacher

/u:/, /u:/, food

/ju:/, /ju:/, computer

/aɪ/, /aɪ/, white

Activity 2 L2.7

- Direct Ss' attention to the picture and ask them questions like, *What can you see in the picture? (A man.) Where is he? (At home.) What is he doing? (He's eating cake with dates.) What other room can you see through the open door? (A bedroom.) What is in the bedroom? (A cat.) What colour is the cat? (It's white.)*
- Explain to Ss that they are going to listen to a chant/poem and that they will have to circle all the long vowels they hear in the chant/poem.
- Play the chant/poem once and have Ss listen and follow along in their books.
- Play the chant/poem again, pausing after each line for Ss to circle.
- Then play the chant/poem once more and encourage Ss to say the chant/poem along with the recording.



circled: teacher, Price, **e**ating, **c**ake, **d**ates, **r**ice, **w**hite, **c**ute, **r**oom, teacher, Price, nice



TPR Activity

- Hand out the phonics cards for **dates**, **white**, **teacher**, **food**, **computer** to Ss and have them cut them out.
- Explain that they have to say the chant/poem and raise the **white** phonics card when they hear a word containing /aɪ/, the **dates** phonics card when they hear a word containing /eɪ/, the **teacher** phonics card when they hear a word containing /i:/, the **food** phonics card when they hear a word containing /u:/: and the **computer** phonics card when they hear a word containing /ju:/:.



Optional 1

What's that sound?

- Divide Ss into two teams.
- Invite a S from each team to come up to the board. Give each S a marker.
- Call out one of the sounds (/eɪ/, /aɪ/, /i:/, /u:/: and /ju:/:), e.g. /eɪ/ and have Ss write a word including that sound on the board, e.g. **cake**.
- 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

Ready, set, match

- Divide Ss into two teams.
- Stick the flashcards for **dates**, **white**, **teacher**, **food**, **computer** on the board.
- Put the word cards for the above flashcards in a pile on your desk face-down.
- Call up a S from each team to pick up a word card, read it and stick it below the corresponding flashcard.

- Once Ss have stuck the photocopy with the word under the corresponding flashcard, they have to say the sound and the word out loud. The S who does this correctly earns a point for his/her team.
- Make sure that all the Ss on each team get a chance to go up and play.
- The team to earn the most points at the end of the game wins.



Workbook

Activity 1 R3.4



1. /eɪ/

3. /aɪ/

5. /ju:/:

2. /i:/:

4. /u:/:

Activity 2 R3.3



1. cream

2. cute

3. kite

4. room

5. date

Activity 3 R3.3 R3.5



1. kite

2. cute

3. dates

4. cute

5. read



Note

- the phonics cards for **dates**, **white**, **teacher**, **food**, **computer** used in this lesson
- flashcards for **library**, **country**, **boat**, **forest**

Language focus

Objectives

- to provide Ss with cross-curricular information on Social Studies
- to talk about schools around the world

Vocabulary

Nouns: library, country, boat, forest

Materials

- flashcards for library, country, boat, forest

Revision (Optional)

- Have Ss do the TPR activity from the previous lesson using the phonics cards for dates, white, teacher, food, computer

Lesson plan

Warm-up

- Ask Ss if they have ever heard about strange schools. Initiate a discussion about what might make a school unusual.

Activity 1 R4.1

- Stick the flashcards for library, country, boat and forest on the board.
- Point to each flashcard, say the word and encourage Ss to repeat.
- Alternatively, place the flashcards in a pile on your desk and tell Ss that they are going to play a guessing game.
- Invite a S to come to the front of the classroom and choose a flashcard without revealing it. The S has to describe his/her flashcard while the rest of the Ss guess which one he/she is describing.

- Make sure all of the Ss describe a flashcard.
- Have Ss open their books to p. 29. Point out the words in the vocabulary section.
- Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R1.1

A1

R2.1

A1

- Ask Ss if they know what schools in other countries look like and if they think the classes are the same size as theirs.
- Ask Ss if they know anything about these schools and if they would like to attend one of them. Initiate a short discussion and encourage all of the Ss to participate.
- Tell Ss that you are going to play the recording and that they have to **shadow read** (read along with the recording) in order to find out what is strange about these schools. (These schools are strange because they are very different from the conventional classroom.)
- Have Ss read the text again and check comprehension.
- Ask Ss some questions about the text, such as: *What does Rafi's school look like?* (It's a boat.) *Why doesn't Rafi go to school?* (Because the school comes to his house.) *What can you find in the school boat?* (There is a classroom, a library and a computer.) *How many school boats are there in Rafi's country?* (There are twenty-two school boats.) *What does Rafi want to do one day?* (He wants to be a teacher in a school boat.) *What does Malik's school look like?* (It's a bus.) *What can you find in the school bus?* (You can find desks and chairs for forty students.) *What is Malik's favourite subject?* (His favourite subject is maths.) *What is special about Mia's school?* (They have classes in the forest.) *What do they do in Mia's class?* (They look at trees, play games and read stories.) *What do they do in art class?* (They find things in the forest and make toys.) *Is Mia happy at Forest School?* (Yes, she is.)
- If time permits, have a few Ss read the text.

Activity 3 R2.1

A1

- 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 tick Yes or No according to what they have read in the text.
- Have Ss compare answers in pairs, then check as a class.



1. No 2. No 3. Yes 4. Yes 5. No 6. No

A 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 **higher-performing Ss** respond verbally to the true and false statements. For example, say, *There is a bus school in Canada* and Ss respond, *No, there isn't*.
- Play this game until you run out of sentences.

1 

library



country



boat



forest

2 Look at the title and the pictures. What is strange about these schools?
Then read 

STRANGE SCHOOLS



A boat comes to my house every morning. This boat is my school! It has got a classroom, a library and a computer. There are twenty-two school boats in my country. I want to be a teacher in a school boat too!

Rafi, Bangladesh



Do you take the bus to school? My school is a bus! There are desks and chairs for forty students. My favourite subject is maths. Classes are fun in my school!

Malik, Pakistan



My school is special. We have classes in the forest. We look at the trees, play games and read stories. In art class, we find things in the forest and make toys. We walk and run too. I'm happy at Forest School!

Mia, Canada

3 Read again and tick (4) Yes or No. 

1. The school boat has got computers for twenty-two students.
2. There are two classrooms on the school boat.
3. There are desks for forty students in the school bus.
4. They read stories at Forest School.
5. They find toys in the forest at Forest School.
6. The school bus is in Canada.

| | |
|--------------------------|--------------------------|
| Yes | No |
| <input type="checkbox"/> | <input type="checkbox"/> |

29

2. Girl 1: What's your favourite class at Forest School?

Girl 2: My favourite class is English. We read stories and talk about them.

Girl 1: Have you got art classes, too?

Girl 2: Of course! Look at my collage. It has got leaves and flowers from the forest.

Girl 1: That's interesting!

3. Girl 1: Look at this picture. It's my classroom.

Girl 2: Wow, it's beautiful! It's yellow and green!

Girl 1: Yes!

Girl 1: What about these kites?

Girl 2: We make them in art class.

Girl 1: Wow! Do you fly them, too?

Girl 1: Yes, we do! We fly them on Fridays.

Girl 2: That's exciting!



A. 3 B. 1 C. 2

Did you know?

- Many children that attend a sports school grow up to become Olympic medalists.
- You can ask Ss to search the Internet for more information about sports schools in China and other countries.
- You can have **higher-performing Ss** write a short text about their findings while **lower-performing Ss** can present them orally.

Project work

- Ask Ss to use the Internet to find information about schools 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 pictures), 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.



Workbook

Activity 1



1. library 2. boat 3. forest 4. country

Activity 2 L2.1

Listening transcript

1. Boy 1: Has your school got computers for the students?
Boy 2: No, it hasn't. You see, my school is on a bus.
Boy 1: Does the bus come to your house every morning?
Boy 2: No, it doesn't. I walk to the bus, but it only takes me five minutes. I go to school early and read books in the bus library.
Boy 1: That's amazing. I like reading, too!



ROUND-UP

1 What are the children's favourite subjects? Look and write.

history maths geography art IT English science



1. My favourite subjects are _____ and _____.
 2. I love _____. It's amazing!
 3. My favourite subject is _____.
 4. I like _____. It's interesting!
 5. My favourite subjects are _____ and _____.

2 Look and find eight school subjects.

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

3 Listen and write the correct name under each picture.

Mike Linda Carol Peter



1. _____ 2. _____
 3. _____ 4. _____

4 Answer the questions. Then ask your partner the questions to find out about him/her.

| | YOU | YOUR PARTNER |
|--------------------------------------|-----|--------------|
| What's your favourite subject? | | |
| How often do you have PE? | | |
| Is art fun or boring? | | |
| Is flying a kite easy or hard? | | |
| Do you enjoy playing computer games? | | |



What's your favourite subject?

My favourite subject is...

30

Lesson plan

Warm-up

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

Activity 1

- Have Ss open their books to p. 30.
- Explain to Ss that they have to look at the pictures, read the sentences carefully and complete them using the words in the box.
- Have Ss compare their answers in pairs first, then check as a class.



1. art, history / history, art 2. maths 3. IT
 4. science 5. English, geography / geography, English

Activity 2 R5.1

- Direct Ss' attention to the letter grid.
- Tell them that they have to find and circle eight school subjects in the grid.
- Point out that the words can be found vertically or horizontally.
- Have Ss check their answers in pairs first, then check as a class.



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

Activity 3 L1.1

- Direct Ss' attention to the pictures in the activity.
- Explain to Ss that they are going to listen to four children talking about their favourite hobby and they have to write the correct name under each picture.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs first, then check as a class.

Listening transcript

- Boy 1:** I'm Peter, and I'm ten years old. I collect comic books, and I like reading them in the afternoons. It's my hobby! On Saturdays, I play baseball with my brother. It's his favourite sport!
- Girl 1:** My name's Linda, and I'm ten. Making kites is my hobby. It isn't very easy. I usually fly my kites with my sister. My friends make collages, but I don't like it.
- Boy 2:** My name's Mike, and I'm eleven years old. My favourite sport is ice hockey. It's exciting and sometimes hard too. I play ice hockey twice a week, and I'm very good at it.
- Girl 2:** I'm Carol, and I'm nine. My hobby is taking pictures. Look, this is a picture of the park near my house! I also have an art class four times a week. It's amazing, and I'm really good at it.



1. Peter 2. Linda 3. Mike 4. Carol

Activity 4 S1.1 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 table in the activity and ask them to read the questions.
- Explain to Ss that they have to answer about themselves and then, in pairs, ask and answer about their partner.
- If necessary, invite a S to come to the front of the classroom and demonstrate the activity.
- **Higher-performing Ss** can add a question of their own to the table to ask and answer with their partners.
- 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 the exchange.

A Optional

Matching pictures

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



Before leaving

- Play the song/poem *What's your favourite subject?* on p. 19 of the SB and invite Ss to say the song/poem.



Workbook

Activity 1



1. put
2. make a collage
3. clue
4. ticket
5. hard
6. play computer games
7. computer mouse
8. art class

Activity 2



open answers

Activity 3



1. doesn't like, reading
2. loves, playing
3. hate, flying

Activity 4 R1.1 R2.1



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

Now I can

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



Note

- Bring a small ball to the next lesson.

Out and about

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

Song

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

Top Stars

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

Let's Talk

- guess the meaning of words based on picture clues (R4.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- ask and find out basic personal information (S1.1)
- follow and identify the detail in short texts (L2.1) WB

Our World

- guess the meaning of unknown words based on picture clues (R4.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- follow and identify the detail in short texts (L2.1)
- ask and find out basic personal information (S1.1)

Project

- exchange simple information (S1.1)
- write short, simple, one-step instructions (W1.4) WB
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- communicate basic personal information using short, simple sentences (W1.1) WB
- express basic preferences using short simple sentences (W1.2) WB

Story

- guess the meaning of unknown words by making use of pictures (R4.1)
- understand and respond to the main idea in a short text (R1.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- exchange simple information (S1.1) WB
- express basic preferences (S1.2) WB
- describe people using suitable words and phrases (S2.2) WB

Top Time! 2

- understand and respond to the main idea in a short sequence of simple sentences (R1.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- exchange simple information (S1.1) WB
- ask and answer about preferences (S1.2) WB
- describe people using suitable words and phrases (S2.2) WB
- communicate basic personal information using short, simple sentences (W1.1) WB
- express basic preferences using short, simple sentences (W1.2) WB

Round-up

- understand and respond to detail in a short sequence of simple sentences (R2.1) WB
- follow and identify the main idea of short texts (L1.1)
- follow and identify the detail in short texts (L2.1)
- ask and find out basic personal information (S1.1)

Phonics

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

Cursive writing

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



Language focus

Objectives

- to talk about actions happening at the moment of speaking
- to talk about the affirmative and negative forms of Present Progressive

Vocabulary

Phrases: play on the swings, sail a boat, throw the ball, hit the ball, feed the ducks

Structures

Look! Claire is playing on the swings.

She isn't feeding the ducks.

Frank and his dad are sailing a boat.
They aren't reading a book now.



Materials

- flashcards for *play on the swings, sail a boat, throw the ball, hit the ball, feed the ducks*
- a small ball

Lesson plan

Warm-up

- Ask Ss what they like to do in their free time. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1



- Stand at the front of the classroom in a posture that shows you are going to throw a ball. Hold the ball you brought, mime the action and say, *Throw the ball*. Write the phrase on the board and encourage Ss to repeat.
- Repeat for the rest of the phrases.
- Alternatively, stick the flashcards for the lesson on the board. Point to each flashcard, say the phrase and encourage Ss to repeat.
- Have Ss open their books to p. 31.

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

Activity 2 L1.1



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

- Direct Ss' attention to the pictures and ask them what they depict (A. two boys playing baseball, B. a girl on a swing, C. a boy and a man sailing a boat, D. a girl feeding ducks).
- Explain to Ss that they are going to listen to a song/poem with the title *Let's go to the park!*
- Point out that they have to listen to the recording, follow along in their books and point to the correct picture as they hear what each person is doing.
- Play the song/poem again and tell Ss to match each verse with the corresponding picture.
- Make sure Ss have matched the verses with the pictures correctly.
- Play the song/poem again and encourage Ss to sing along.



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

Look!

- Draw Ss' attention to the song/poem again, point to picture D and say, *Look at Anna. She's by the lake. She's feeding the ducks and she's eating some cake.*
- Ask Ss to find more examples of -ing structures in the song/poem.
- Mime reading a book and say, *I'm reading a book. I'm not watching TV.* Write the sentences on the board and underline *I'm reading* and *I'm not watching*.
- Ask Ss if they recognise the tense. Elicit that we use the Present Progressive to talk about actions happening at the moment of speaking.
- Point out that we form the Present Progressive with the verb to be and by adding the ending -ing to the main verb.
- Remind Ss that we sometimes use the time expression *now* to indicate that the action is happening at the moment of speaking.
- Refer Ss to the song and ask them to underline any examples of the Present Progressive (*She is feeding the ducks, And she's eating some cake! / They're sailing a boat. / She's playing on the swings. She isn't reading a book. / He's playing baseball with Paul / Jamie isn't throwing the ball. He's hitting the ball.*)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples. Ask **higher-performing Ss** to think of additional examples and write them on the board.

Activity 3 S1.1



- 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, *What is Kelly doing in the second picture?* and encourage the S to answer, *She's feeding the fish.* Direct Ss' attention to the first picture and ask him/her to say what Kelly is doing in the first picture. (*She's feeding the ducks.*)
- Repeat for the rest of the differences.
- You can have **higher-performing Ss** write down the differences and compare them with their partners' answers.

Out and about



SONG

1



play on the swings



sail a boat



throw the ball



hit the ball feed the ducks

2

Listen and match the verses with the children.



A



B



C



D

Let's go to the park!

- 1 Let's play with Anna. She's over by the lake. Look! She is feeding the ducks. And she's eating some cake! Let's go to the park And play with our friends.
- 2 Let's play with Frank. He's by the river with his dad. They're sailing a boat. Oh, no! The weather is bad! Let's go to the park And play with our friends.
- 3 Let's play with Claire. She's in the playground – look! She's playing on the swings. She isn't reading a book. Let's go to the park And play with our friends.
- 4 Let's play with Jamie. He's playing baseball with Paul. Look! Jamie isn't throwing the ball. He's hitting the ball. Run, Paul!

LOOK!

pp. 69-70

Look! Claire is playing on the swings. She isn't feeding the ducks.

Frank and his dad are sailing a boat. They aren't reading a book now.

- 3 Spot the differences. Then look and say.



In picture two, Kelly is feeding the fish. She isn't feeding the ducks.



31



In picture 1: Kelly is feeding the ducks. Ken and Gary are playing baseball. Gary is throwing the ball and Ken is hitting it. Gemma is playing on the swings and Penny is reading a book.
In picture 2: Kelly isn't feeding the ducks. She's feeding the fish. Ken and Gary are playing baseball. Ken isn't hitting the ball, he's throwing it. Gary isn't catching the ball, he's hitting it. Gemma isn't playing on the swings, she's reading a book. Penny isn't reading a book, she's playing on the swings.



Optional

Pantomime

- Divide Ss into two teams. Explain that a S from one team will have to come to the front of the classroom and mime one of the activities presented in the vocabulary section, while the other team tries to guess the activities.

- When the team guesses the activity, the S at the front of the classroom takes a seat and a S from the other team comes up to mime. Every correct answer earns the guessing team a point.

- The team with the most points, wins.

Before leaving

- Have Ss form a line and explain to them that they will have to form a sentence using the Present Progressive.

Higher-performing Ss can write the sentences on the board instead of saying them.

- Make sure all of the Ss form a sentence before they leave the classroom.

Workbook

Activity 1 R4.1



1. play on the swings
2. sail a boat
3. feed the ducks
4. hit the ball
5. throw the ball

Activity 2



1. Alan and Ethan are playing on the swings. They aren't playing on the slide.
2. Mr Blue and his son are sailing a boat. They aren't fishing.
3. Mr Smith and Logan are feeding the ducks. They aren't reading.
4. Tom is hitting the ball. He isn't throwing the ball.
5. Jim and Mason are playing basketball. They aren't playing football.



TOP STARS



1 🔍



pick up rubbish



wash a car



sell



collect money



Language focus

Objectives

- to ask about something happening at the moment of speaking
- to ask about the reason for something

Vocabulary

Verb: sell

Phrases: rake leaves, pick up rubbish, wash a car, collect money

Structures

Is Ron washing his car? Yes, he is. / No, he isn't.
Are the boys collecting money? Yes, they are. / No, they aren't.

Why are you picking up rubbish? Because the park is dirty.



Materials

- flashcards for rake leaves, pick up rubbish, wash a car, sell, collect money
- flashcards from the previous lesson: play on the swings, sail a boat, throw the ball, hit the ball, feed the ducks

Revision (Optional)

- Invite Ss to come to the front of the classroom, one by one, and mime one of the activities they were presented with in the previous lesson. To help **lower-performing Ss** you can write the activities learnt in the previous lesson on the board.
- The rest of the Ss try to guess the activity.
- Make sure all of the Ss come to the front of the classroom.

Lesson plan



Warm-up

- Ask Ss if they have ever taken part in a fund-raising activity and what they did. If Ss say no, ask them what they think someone can do to raise money for a charity cause. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1

- Stick the flashcards for the lesson (rake leaves, pick up rubbish, wash a car, sell, collect money) on the board.
- Point to the flashcards, say each word and encourage Ss to repeat.
- Have Ss open their books to p. 32.
- Point out the word/phrases in the vocabulary

2 Read and answer. Why are the children collecting money? 🔍 🔊



32

section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.

- Say the word/phrases again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R2.1



- Have Ss look at the presentation, point to the characters of the story and guess where they are. (They are outside their school.)
- Ask Ss to tell you what they think is happening. (The children are near their school doing different tasks in order to collect money to help animals. Rashid is selling biscuits, Omar is washing a car, Salim is picking up rubbish in the park and Karim is raking leaves in a neighbour's garden. The children are communicating with one another using walkie talkies. Rashid is asking Karim what he is doing when Karim finds a little rabbit under a pile of leaves. It turns out that the rabbit belongs to Mr Ali. He is so happy that Karim found his pet that he gives him money to help their cause.)
- 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: selling, collecting money; Frame 2: washing a car, picking up rubbish; Frame 3: picking up rubbish, raking leaves).
- Direct Ss' attention to the frames of the story and ask them to find and point out all the verbs in the Present Progressive they see in the frames (Frame 1: are you selling, we're collecting; Frame 2: are you doing, I'm washing, are you cleaning, I'm picking up rubbish; Frame 3: are you picking up rubbish, I'm raking leaves).

3 Read again and write the correct name. 

- _____ is washing a car.
- _____ is selling biscuits.
- _____ is raking leaves.
- _____ is picking up rubbish.
- _____ is giving money to Karim.

LOOK! pp. 69-70

Is Ron washing his car?

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

Are the boys collecting money?

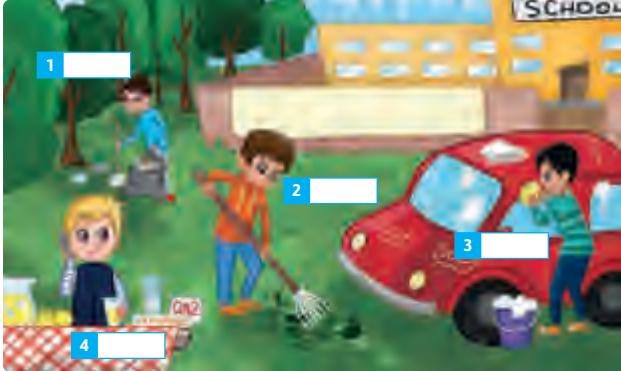
Yes, they are. / No, they aren't.

Why are you picking up rubbish?

Because the park is dirty.

4 Listen and write the correct names.  

Bill Lee John Kevin

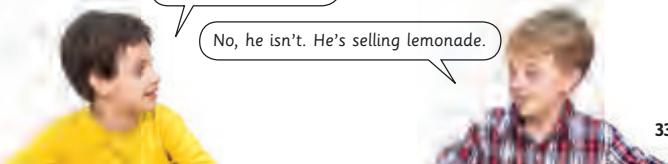


5 Look at activity 4 for one minute, then close your book.

Ask and answer questions with your partner. 

Is John raking leaves?

No, he isn't. He's selling lemonade.



33

- Play the recording again and encourage Ss to **shadow read** (read along with the recording) in order to find out why the children are collecting money. (To help animals.)
- Have Ss read the dialogue again and check comprehension.
- Ask Ss some questions about the story. **Where is Rashid?** (He's outside the school.) **What is he doing?** (He's selling biscuits.) **What is Omar doing?** (He's washing Mr Saad's car.) **What is Salim doing?** (He's picking up rubbish in the park.) **Is Karim picking up rubbish, too?** (No, he isn't.) **What is he doing?** (He's raking leaves in Mr Ali's garden.) **What does Karim find under the leaves?** (A rabbit.) **What is Mr Ali looking for?** (He's looking for his pet rabbit.) **Is the rabbit that Karim is holding Mr Ali's pet?** (Yes, it is.) **Does Mr Ali help the children?** (Yes, he does.)

Activity 3 R2.1  

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

1. Omar
4. Salim2. Rashid
5. Mr Ali

3. Karim

- Choose six Ss to read the dialogue out loud for the class.
- Divide Ss into groups of six and have them read the dialogue out loud.
- Ask **higher-performing Ss** if they have ever collected money or done something for a good cause. Have them describe the cause and what they did.

LOOK!

- Direct Ss' attention to the **Look!** box and ask them to read the questions and answers.
- Draw Ss' attention to the first two questions and ask them to read it again. Then, ask them what they notice about the formation of questions in the Present Progressive.
- Elicit that in the Present Progressive the question is formed by reversing the subject and the verb to be (is/are). Approach a S and ask, *Are you reading a book?* and encourage him/her to answer by saying *Yes, I am / No, I'm not.*
- Refer Ss to the text and ask them to underline any examples of Present Progressive questions (*Why are you selling biscuits? / what are you doing? / Salim, are you cleaning the park? / Karim, are you picking up rubbish too?*)
- Write a few affirmative statements on the board and allow Ss some time to form questions.
- Draw Ss' attention to the third question and ask them to read it. Then, ask what they notice about the use of the words *why* and *because*.
- Elicit that we use the question word *why* to form questions which inquire about the reasons behind an action. Then, explain that we use the word *because* to answer this question and to justify our answer.
- Refer Ss to the text and ask them to underline any examples of questions with *why* and answers with *because* (*Why are you selling biscuits? Because we're collecting money to help animals.*)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples. Ask **higher-performing Ss** to think of an additional example and write it on the board.

Activity 4 L2.1 

- Draw Ss' attention to the picture and ask them what the children are doing.
- Explain to Ss that they are going to listen to a dialogue and that they have to write the name of each child in the spaces provided.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs first, then check as a class.

Listening transcript

John: Hi, Ron!

Ron: Hi, John!

John: Where are you, Ron? Today is Help the Forest Day! We are at Burnett Forest, and we are doing various things to collect money.

Ron: Oh, is it today? What are you all doing?

John: Well, my brother Lee is washing a car. Bill is raking leaves... and Kevin...

Ron: Is he raking leaves too?

John: No, he isn't... Oh, there he is! Kevin is picking up rubbish.

Ron: And what are you doing, John?

John: I'm drinking... um... I'm selling lemonade.

Can you come?

Ron: Ha ha! OK, John. I can help too!



1. Kevin 2. Bill 3. Lee
4. John

Activity 5 S1.1 S2.2

- Direct Ss' attention to the boys in the picture and ask them to read what they are saying.
- Explain to Ss that they are going to play a memory game in pairs. Point out that SB will have some time to look at the picture in activity 4. Then, he/she will have to close his/her book. SA is going to ask SB what the children are doing in the picture and SB will have to answer. Then, Ss change roles.
- Ask a S to come to the front of the classroom to demonstrate the exchange. Ask, *Is Lee washing a car?* and encourage the S to answer *Yes, he is.*
- Divide Ss into pairs and have them do the activity.
- Have a few Ss come to the front of the classroom and present the exchange.



open answers



Optional

Hot or cold

- Ask two Ss to step out of the classroom and wait outside until they are called back in. Alternatively, you could tell the Ss to close their eyes.
- Explain to the rest of the class that they are all going to find a hiding place for the flashcard of an item presented in this lesson. Tell them that it should be a hiding place that doesn't involve moving anything.
- Once you've decided upon the hiding place and have put/stuck the flashcards there, call the two Ss back inside or ask them to open their eyes.
- The Ss in the classroom then ask them, for example *Where's the*

flashcard for *wash the car*? The two Ss must look for the flashcard around the room. While they are looking, the rest of the class helps by shouting *Hot! Hot! Hot!* whenever they're close to the flashcard and *Cold! Cold! Cold!* whenever they get further away.

- When the two Ss find the flashcard, they say the word/phrase and the rest of the class cheers for them.
- Play this game for as long as time permits, making sure different Ss leave the classroom/close their eyes each time.

Before leaving

- Have Ss form a line.
- Explain to Ss that they should mime an activity and you are going to ask them about it.
- Make sure all of the Ss have had a turn miming an activity before they leave the classroom.

Workbook

Activity 1



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

Activity 2



| | |
|---------------------------------|-----------------------------------|
| 1. Is, washing – No, she isn't. | 4. Is, picking up – No, he isn't. |
| 2. Is, selling – Yes, she is. | 5. Is, planting – Yes, she is. |
| 3. Is, raking – No, she isn't. | |

Activity 3



| | |
|--|---|
| 1. No, he isn't. He's driving his car. | 3. No, they aren't. They're playing football. |
| 2. No, he isn't. He's drinking lemonade. | 4. No, she isn't. She's raking leaves. |

Activity 4



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

Activity 5 L2.1

Listening transcript

| | |
|---|--|
| 1. Woman: Are the girls watering the plants? Girl: No, they aren't. They are planting a tree. Look! There's Tina. Can you see her planting the tree? | 3. Woman: Is your dad raking the leaves? Girl: No, he isn't. He's playing volleyball. |
| 2. Woman: Is Pete feeding his cat? Girl: Yes, he is. He's feeding his cat, Mittens. | 4. Woman: Are the children playing in the park? Girl: No, they aren't. They're raking the leaves. |



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



Language focus

Objectives

- to talk about household chores
- to talk about what one has to or doesn't have to do

Vocabulary

Housework: take out the rubbish, shovel snow, set the table, clear the table, wash the dishes, make my bed

Structures

What do you have to do? I have to set the table. I don't have to take out the rubbish.

What does Mike have to do? He has to shovel the snow. He doesn't have to wash the dishes.



Materials

- flashcards for *take out the rubbish, shovel snow, set the table, clear the table, wash the dishes, make my bed*
- flashcards from the previous lesson: *rake leaves, pick up rubbish, wash a car, sell, collect money*

Revision (Optional)

- Place the flashcards from the previous lesson (*rake leaves, pick up rubbish, wash a car, sell, collect money*) in a pile on your desk. Invite Ss to come to your desk one by one, pick a flashcard and name it.
- Make sure all of the Ss come to your desk.
- To help **lower-performing Ss**, you can write the activities learnt in the previous lesson in a list on the board.
- **Higher-performing Ss** can say a sentence with the word/phrase on their flashcard.

Lesson plan



Warm up

- Ask Ss if they help with the housework and what in particular. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1

- Mime washing the dishes and say, *wash the dishes*. Write the phrase on the board and encourage Ss to repeat.
- Repeat for the rest of the phrases.
- Have Ss open their books to p. 34.
- Point out the phrases in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the phrases again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R2.1

- Direct Ss' attention to the pictures and ask them what they can see (Two houses in different places).
- Ask Ss to read the title (*Things we have to do!*) and guess what the text is about. (It's about the housework two children in different places do.)
- Ask Ss to tell you what they know about these places.
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to match the places to the correct pictures.
- Check Ss' answers as a class.



A. 2

B. 1

- Have Ss read the text again and check comprehension.
- Ask Ss some general questions, e.g. *What are the two girls writing about?* (They are writing about the things they have to do at home.)
- Ask Ss some questions about the text. *Where does Emma live?* (She lives in Alaska.) *What is the winter like in Alaska?* (It's very cold.) *Is it snowing there?* (Yes, it is.) *What is happening at Emma's house today?* (There's a big family dinner.) *What does Emma have to do?* (She has to set the table.) *Does she have to clear the table, too?* (No, she doesn't.) *What does her mum do?* (She clears the table and washes the dishes.) *Where does Zoe live?* (She lives in California.) *What does she have to do today?* (She has to rake leaves in the garden.) *Do she and her sister help at home?* (Yes, they do.) *What do they have to do in the morning?* (They have to make their beds.) *What does her sister do?* (Her sister helps their mum in the kitchen before and after dinner.) *Does Zoe have to clear the table?* (No, she doesn't.) *What does Zoe have to do?* (She has to take out the rubbish.)

Activity 3 R2.1

- Direct Ss' attention to the sentences in the activity and ask them to read them.
- Explain to Ss that they have to read activity 2 again, and circle the correct answers.

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

| | |
|---------------|---------------|
| 1. yes | 4. yes |
| 2. yes | 5. no |
| 3. no | 6. no |

- Choose two Ss to read the text out loud for the class.
- Have a few other Ss read the text out loud.
- Ask **higher-performing Ss** which chores they like/dislike doing at home.

LOOK!

- Approach a S and say, *When I get home today, I have to wash the dishes. I don't have to take out the rubbish. What do you have to do?* Encourage the S to answer. Write the sentences, your question and the S's answer on the board and underline *have to*.
- Have Ss read the question and answers and ask them to guess what this structure is used to express (It expresses an obligation.) Point out that we use *has to* in the third person singular.
- Direct Ss' attention to the *Look!* box and ask them to read it.
- Refer Ss to the text and ask them to underline any examples of *have to* / *doesn't have to* (*we have to shovel the snow* / *I have to set the table* / *I don't have to clear the table* / *What do you have to do at home?* / *What does your sister have to do?* / *we have to rake the leaves* / *we have to make our beds* / *I don't have to set the table* / *I have to take out the rubbish*).
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples. Ask **higher-performing Ss** to think of an additional example and write them on the board.

Activity 4 L2.1

- Draw Ss' attention to the pictures in the activity and ask them what they depict. (Two boys doing various chores.)
- Explain to Ss that they have to listen carefully to what the boys have to do at home.
- Then, they have to number the pictures according to the order in which each is mentioned.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs first, then check as a class.

Listening transcript

Boy: Today is Friday, and my parents are cleaning the house. My brother and I are helping them

1

take out the
rubbish

shovel snow

set the
tableclear the
tablewash the
dishes

make my bed

- Read and match the places to the pictures.

Things we have to do!

1

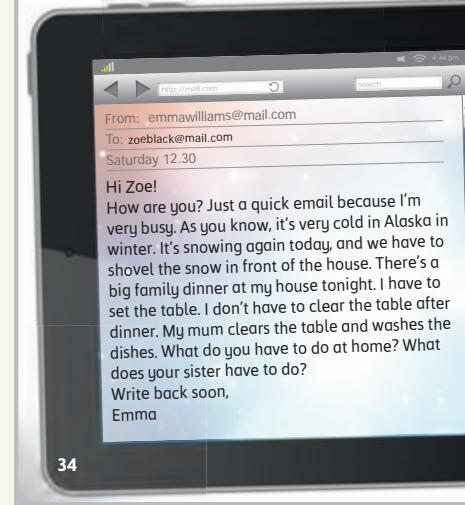


A

2



B



34

too. It's morning and we have to make the beds now. At ten o'clock, we have to help our dad wash the car. It's so much fun! It's hot today, and I like playing with water! We always have lunch at a quarter past one. So, at one o'clock, my brother and I have to set the table. After dinner, we don't have to wash the dishes, but we have to take out the rubbish.



A. 2

B. 3

C. 4

D. 1

Activity 5 S1.1

- Direct Ss' attention to the girls in the picture and ask them to read what they are saying.
- Then, draw Ss' attention to the table in the activity and ask them to read it. Explain to them that they have to tick the things they *have to* or *don't have to* do at home and then ask and answer questions with their partner. Divide Ss into pairs and have them do the activity.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Ask **higher-performing Ss** to add some more items to the table and ask their partners.
- Have a few pairs of Ss come to the front of the classroom and act out the exchange.

A Optional

Seat switch

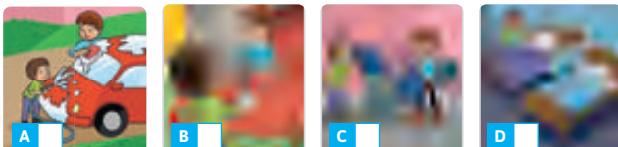
- Arrange the chairs in a circle and ask Ss to sit down.

Look! p.70

What do you **have to** do?
I **have to** set the table. I **don't have** to take out the rubbish.
What does Mike **have to** do?
He **has to** shovel the snow. He **doesn't have to** wash the dishes.

3 Read again and circle **yes** or **no**. 

| | |
|--|----------|
| 1. Emma has to shovel snow. | yes / no |
| 2. Emma has to set the table before dinner. | yes / no |
| 3. Emma has to wash the dishes. | yes / no |
| 4. Zoe and her sister have to make their beds. | yes / no |
| 5. Zoe's sister has to take out the rubbish. | yes / no |
| 6. Zoe has to set the table for dinner. | yes / no |

4 Listen and number (1-4).  5 Tick (4) the things you **have to** or **don't have to** do at home. Then ask your partner questions to find out about him/her. 

| | YOU | | YOUR PARTNER | |
|----------------------|-----|----|--------------|----|
| | Yes | No | Yes | No |
| take out the rubbish | | | | |
| shovel snow | | | | |
| set the table | | | | |
| clear the table | | | | |
| wash the dishes | | | | |
| make your bed | | | | |



35

- Tell Ss that you are going to ask some questions. These questions will be about what chores one has to or doesn't have to do.
- 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 while Ss that answer No remain seated. **Higher-performing Ss** that answer No can say what housework they do.
- Stand in the middle of the circle. Ask Ss, *Do you have to shovel snow?* Encourage Ss who say Yes to stand up and change seats.
- Do this a couple of times with questions such as, *Do you have to take out the rubbish?* and so on.
- The third time you ask a question, quickly sit in one of the empty seats while the Ss that answered Yes are switching 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 have to form a sentence using *have to*.
- Make sure all of the Ss form a sentence before they leave the classroom.
- Higher-performing Ss** can come to the front of the classroom and write their sentences on the board.

 **Workbook**
Activity 1 R4.1 

| | | |
|---|-----------------------------|----------------------|
|  | A. 1 - clear the table | D. 2 - set the table |
| | B. 4 - take out the rubbish | E. 3 - shovel snow |
| | C. 6 - wash the dishes | F. 5 - make my bed |

Activity 2

| | | |
|---|-------------------------|---------------------------|
|  | 1. have to | 3. has to |
| | 2. don't have to | 4. doesn't have to |

Activity 3

| | |
|---|---|
|  | 1. She has to make her bed and set the table |
| | 2. She has to take out the rubbish and clear the table |
| | 3. He has to set the table and clear the table |
| | 4. He has to take out the rubbish |

Activity 4 L2.1 **Listening transcript**

1. **Mary:** Hi, Carrie!

Carrie: Hi, Mary.

Mary: Do you want to come to the park with me and Alice?

Carrie: Sorry, Mary. I can't.

Mary: Have you got homework?

Carrie: No, I haven't. I have to go to the dentist.

Mary: Oh. I see. Well, some other time then. Bye!

Carrie: Bye!

2. **Matt:** Mum, can I go to Bill's house, please?

Mum: You can go after you tidy your room.

Matt: I don't have to. It's ready!

Mum: OK, then. Can you please take out the rubbish before you go?

Matt: Sure, Mum! See you later!

Mum: Bye!

3. **Lily:** Jimmy, can you please help me?

Jimmy: Sure, Lily! What do you have to do? Rake the leaves again?

Lily: No, no. I have to set the table for dinner.

Jimmy: OK. So what do you need?

Lily: I can't find the forks.

Jimmy: Oh! Well, the forks are dirty. Here, I can wash them for you.

Lily: Thanks, Jimmy! You're a great big brother!



1. B 2. A 3. B

 **Note**

- Bring Internet printouts of places (e.g. a museum, a library) and a bar of chocolate or some nuts to the next lesson.



1



campsite



be careful



put out the fire



bring food



campsite shop



tent

LOOK!

p. 70
Do you have to be quiet?
Yes, you do. / No, you don't.

2 Work in groups of three. Play a guessing game. One student chooses one of the places below. The other students ask questions to find out which place it is.



Desert Park Campsite

- ▲ You have to put out the fire you make.
- ▲ You have to bring your own food.
- ▲ You have to bring your own tent.
- ▲ You have to pay 60 QR a day.



Lake Park Campsite

- ▲ You have to put out the fire you make.
- ▲ You don't have to bring your own food. There's a campsite shop.
- ▲ You don't have to bring your own tent.
- ▲ You don't have to pay.



Forest Park Campsite

- ▲ You have to put out the fire you make.
- ▲ You don't have to bring your own food. There's a campsite shop.
- ▲ You have to bring your own tent.
- ▲ You have to pay 65 QR a day.

Do you have to put out the fire you make?

Yes, you do.

Do you have to bring your own food?

No, you don't.

36

Materials

- flashcards for campsite, be careful, put out the fire, bring food, campsite shop, tent
- flashcards from the previous lesson: take out the rubbish, shovel snow, set the table, clear the table, wash the dishes, make my bed
- Internet printouts of different places and a few snacks (e.g. a bar of chocolate or some nuts)

Revision (Optional)

- Divide Ss into pairs.
- Explain to Ss that they have to ask and answer with their partner about the household chores they have to do at home. Point out that they have to use the vocabulary and structures they were presented with in the previous lesson.
- Make sure Ss take turns asking and answering.
- Have **higher-performing** pairs present the exchange at the front of the classroom.

Lesson plan

Warm-up

- Ask Ss if they have ever been on a camping trip or if they would like to go on such a trip. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1

- Place the snacks you brought with you on your desk. Say, *I'm very happy about going camping! I have to bring the food and my friend Laura has to bring the tent.* Write the sentences on the board and encourage Ss to guess the meaning of the phrase *bring the food* and the word *tent*.
- Repeat for the rest of the phrases.
- Alternatively, hold up each flashcard, say the word/phrase and encourage Ss to repeat.
- You can also ask Ss if they have ever been camping before, where they went and what they did there. Initiate a short class discussion. Encourage all of the Ss to participate and **higher-performing Ss** to answer in English.

- Have Ss open their books to p. 36.
- Point out the word/phrases in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the word/phrases again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Look!

- Ask, *Do you have to bring your own tent?* and write the question on the board.
- Underline *do* in the question you wrote on the board and point out that the question form of *have to* is formed using the auxiliary verb *do/does*. Point out that we also use *do/does* in the short answers of this structure. Ask, *Do you have to set the table?* and encourage Ss to answer *Yes, I do. / No, I don't.*
- Direct Ss' attention to the **Look!** box and ask them to read it.
- Please note that when asking a person about obligations using the question form '*Do you have to...*', the answer one expects is '*Yes, you do. / No, you don't.*' The fact for doing so is because we are referring to obligations in general and not on a personal level.
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples. Ask each **higher-performing S** to think of an additional example and write them on the board.

Activity 2 S1.1

- Direct Ss' attention to the three girls in the activity and ask them to read the exchange.

- Then draw Ss' attention to the pamphlets of the three campsites and have Ss read the information about each campsite.
- Explain to Ss that they are going to play a guessing game. In groups of three, one S will choose one of the campsites and the other two Ss in the group will have to guess which campsite he/she has chosen by asking questions using the structure **have to**.
- Invite two Ss to demonstrate the activity at the front of the classroom. Encourage one of the Ss to choose a campsite and ask, *Do you have to bring your own food?* Encourage the S to answer and have the other S ask his/her question.
- Divide Ss into groups of three and have them do the activity.
- Make sure Ss take turns asking and answering questions.



Suggested answer

SA: Do you have to put out the fire you make?
SB: Yes, you do.
SC: Do you have to bring your own food?
SB: No, you don't.
SA: Do you have to bring your own tent?

SB: Yes, you do.
SC: Do you have to pay?
SB: Yes, you do. You have to pay 65 QR a day.
SA: Is it Forest Park Campsite?
SB: Yes, it is!

A Optional

Where are we?

- 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 places and choose the one they would like to visit without revealing it to anyone in 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 *Do you have to bring your own food?* etc.
- Have the teams swap roles. The team to guess the other team's choice correctly the fastest, wins.



Before leaving

- Divide Ss into pairs and have them form a line.
- Explain to Ss that they will have to ask and answer questions with their partner about something you have to or don't have to do when visiting a place.
- Make sure Ss take turns asking and answering.



Workbook

Activity 1



- campsite
- bring food
- campsite shop
- tent
- put out the fire
- be careful

Activity 2 L2.1



Listening transcript

1. **Tony:** OK. I'm ready to leave, Dad.
Dad: Are you sure, Tony?
Tony: Yes! The tent is in the car and my clothes are in my bag.
Dad: What else do you have to do?
Tony: Hmm... Oh! You're right! I have to pick up the rubbish around the campsite.
Dad: Good for you, Tony!

Tony: And you have to put out the fire, Dad!
Dad: Yes, yes, I know! Thanks, Tony!
2. **Eddie:** OK, Gavin, we have to finish this project today. Have you got all the information?
Gavin: Yes, I have. Here you are. Oops!

Eddie: Oh, no! There's chocolate milk everywhere!
Gavin: I'm so sorry, Eddie! I can bring you another glass!
Eddie: No, no. Now we have to do the project again!
Gavin: No, we don't. I've got another copy of the project.
Eddie: Phew! Can you give it to me, please?
Gavin: Well, no. It's at my house! I have to go and get it!
Eddie: Oh, Gavin! Ha ha!

3. **Mum:** What are you doing, Ron?
Ron: I'm looking for my trainers, Mum. The school trip is tomorrow and I want to get ready.
Mum: Oh, yes! The zoo! I see. Do you have to take lunch with you?
Ron: No, I don't. There's a shop at the zoo. I can get something to eat from there.
Mum: OK. So, I have to give you some money. Have you got your ticket?
Ron: No. Mr Myers has got them.
Mum: Great! Anything else?
Ron: Yes, Mum! My trainers! Mr Myers says we have to wear trainers to the zoo.
Mum: They are in your wardrobe, Ron.
Ron: Oh, yes! Thanks, Mum.



Tony

| | |
|-------------------------|---|
| put the tent in the car | 8 |
| pick up rubbish | 4 |
| put out the fire | 8 |



Gavin

| | |
|---------------------|---|
| make chocolate milk | 8 |
| do a project again | 8 |
| go home again | 4 |



Ron

| | |
|--------------------------|---|
| bring food to the zoo | 8 |
| wear trainers to the zoo | 4 |
| buy a ticket | 8 |



Activity 3 S1.1

open answers



Language focus

Objectives

- to read a poster
- to make a poster
- to revise and consolidate structures and vocabulary presented in previous lessons
- to learn how to make a poster



Materials

- flashcards from the previous lesson: campsite, be careful, put out the fire, bring food, campsite shop, tent

Revision (Optional)

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

Lesson plan



Warm-up

- Tell Ss that they are going to play a game.
- Divide Ss into four teams and have each team get together at a desk.
- Hand out a sheet of plain A4 paper to each team.
- Tell Ss that once you say *Go!* they will have to write any rules they can think of that they have to follow in places such as a school, a museum or at home on the sheet of paper.
- Give Ss 3-5 minutes to write down as many rules as they can remember. When you call out *Stop!* all Ss have to stop writing.
- Call the teams up to the front of the classroom one by one and have them present the rules they have written.
- The team to have written the most rules correctly wins the game.

Activity 1 S1.1

- Have Ss open their books to p. 37.
- Direct Ss' attention to the poster. Explain to Ss that the children made this poster to show what one has to or doesn't have to do in a library.
- Explain to Ss that they are going to listen to and read the poster and then they will talk about how they can make a poster of their own.
- Play the recording and have Ss follow along in their books.
- Ask Ss some questions to check their comprehension, such as: *What time do you have to leave the library?* (You have to leave before nine o'clock.) *What does the second sign show?* (It shows that you have to be quiet in the library.) *What do you have to have to borrow books?* (You have to have a library card.) *Can you keep the books?* (No, you can't. You have to bring them back.) *Do you have to pay for the books?* (No, you don't.)
- If you have the time, choose a few Ss to present the poster by reading it out loud.

Writing tip R2.1

- Direct Ss' attention to the *Writing tip* box and ask them to read it.
- Read the tip out loud and ask Ss to follow along in their books as you read.
- Read the *Writing tip* again, explaining each step as you go along.

Activity 2 W1.1

- Direct Ss' attention to the prompts in the box and ask them to read them.
- Explain that Ss have to use the prompts in order to write down their own classroom rules.
- Have some Ss read their rules and check as a class.



1. You have to be quiet.
2. You have to sit at your desk.
3. You have to listen to your/the teacher.
4. You have to keep the/your classroom clean.
5. You have to work with others.

1 Read the poster below. Then ask and answer. 



Writing tip

How to make a poster:

- Use a large piece of coloured card.
- Choose a place to write about. Find photos of that place and stick them on the coloured card.
- Work in pairs. Ask and answer questions. Then write sentences using **have to**. Write in pencil so that you can correct any mistakes.
- When you are ready, write over your letters using felt-tip pens or coloured pencils. You can also stick photos or draw signs next to each sentence.

2 Think of some rules for the classroom and write them down. 

be/quiet sit/desk listen/teacher keep/classroom/clean work/others

You have to be quiet.

37

A Optional

Hot potato

- Get Ss to form a circle.
- Make a paper ball from scrunched-up paper and hold it saying, *You have to be quiet in the museum* 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 using **have to**.
- To help **lower-performing Ss**, you can write some prompts on the board, e.g. be quiet, buy a ticket, have a card, bring books back, etc.
- Play until all of the Ss have had a turn.



Before leaving

- Have Ss form a line.
- 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.

Workbook

Activity 1 W1.4



- You have to put out the fire**
- You have to pick up the rubbish**
- You don't have to pay**
- You don't have to bring a tent**

Activity 2 S1.1



| | At home | At school |
|--|-----------------------------|---------------------------------|
| | set the table | listen to my teacher |
| | rake the leaves | work with my classmates |
| | make my bed | keep the classroom clean |
| | take out the rubbish | bring my books |

Activity 3 W1.2



open answers

Note

- As preparation for the next lesson, photocopy the story (SB, pp. 38-39), making one copy for every four Ss. Before you photocopy the story, cover the narration boxes and the numbers in each illustration. Then, cut out the illustrations and photocopy the narration boxes of the story (one copy for every four Ss) and cut them out as well.
- Bring the copies to the next lesson.



Language focus

Objectives

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

Vocabulary

Nouns: beekeeper, beehive, nectar, kilo



Materials

- flashcards for beekeeper, beehive, nectar, kilo
- the photocopies of the story that you have prepared (see Note in the previous lesson)

Revision (Optional)

- Revise the vocabulary and structures learnt in the previous lesson by having Ss present the posters they made in activity 3 in the Workbook.

2 Read and answer. What can the children see at the farm?



BEEKEEPERS FOR A DAY



1 It's Friday morning and Leo is not eating breakfast. 'I don't like honey!' says Leo. 'Honey is good for you,' says his brother, Hank.



2 Dad says to the children, 'How about visiting Uncle Ted? He's a farmer and a beekeeper.' 'Great! I like bees!' says Hank. 'OK,' says Leo.

3 The children are at Uncle Ted's farm. Uncle Ted is giving the children special clothes. 'You have to wear these,' he says.



4 They are looking at the beehives now. Uncle Ted says, 'Bees collect nectar from flowers to make honey. They have to collect nectar from two million flowers to make a kilo of honey!' 'Wow, bees work hard!' says Leo.



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Lesson plan



Warm up

- Ask Ss if they have ever wondered how some natural products like honey or milk are made.
- Ask **lower-performing Ss** specific questions, e.g. Do you like milk/honey? Which animals make milk/honey? How do you think cows/bees make milk/honey?
- Initiate a short discussion and encourage all of the Ss to participate.

Activity 1 R4.1

- Stick the flashcards for beekeeper, beehive, nectar and kilo on the board.
- Point to each of the flashcards, say each word and encourage Ss to repeat.
- Have Ss open their books to p. 38.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R1.1

Before reading

- Hold up the book and point to the story.
- Tell Ss that they will listen to and read a story with the title *Beekeepers for a day*.
- Point to the first frame and ask Ss to tell you where

they think the main characters of the story are. (They are at their home.)

- Cover the second page (p. 39). Ask Ss to look at the first three frames in the story on p. 38 and guess what will happen next.
- Reveal the second page and ask Ss to look at the pictures and guess what the story is going to be about.
- Point to each frame and invite Ss to guess what is happening. Elicit answers, but do not correct Ss at this stage.

While reading

- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what the children can see at the farm. (They can see how honey is made by bees.)
- Direct Ss' attention to the frames of the story and ask them to find and circle any words, as presented in the vocabulary section of the story (**Frame 2:** beekeeper; **Frame 4:** beehives, nectar, kilo; **Frame 5:** nectar).
- Have Ss read the text again and check comprehension.
- Talk about what happens in each frame.
- Frame 1:** It's Friday morning and two brothers, Leo and Hank, are at home. Leo isn't eating breakfast because he doesn't like honey.
- Frame 2:** The boys' dad suggests they visit their Uncle Ted who is a beekeeper. Hank is excited about the idea while Leo agrees but is not enthusiastic about it.
- Frame 3:** Uncle Ted gives the children and their dad uniforms to wear.
- Frame 4:** The children are looking at the beehives while Uncle Ted is explaining how honey is made. Leo is surprised by how hard the bees work.
- Frame 5:** Hank asks how bees manage to collect nectar from so many flowers and Uncle Ted explains that when bees locate



5

'How do bees find so many flowers, Uncle Ted?' asks Hank. 'Well, when a bee finds nectar, it dances and shows the other bees how to get there too,' says Uncle Ted. 'Bees are amazing!' says Leo.



6

On Saturday morning, Hank is having bread and honey. 'Can I have some bread and honey too, please?' asks Leo. Leo likes eating honey now!

3 Read again and answer the questions in your notebook.

1. Why isn't Leo eating breakfast?
2. What is Uncle Ted's job?
3. How many flowers do bees have to collect nectar from to make a kilo of honey?
4. What does a bee do when it finds nectar?
5. Who asks for bread and honey at the end of the story?

Let's think

Do you like honey? Are there any kinds of food that you don't like? Why not? Why is it important to eat food that comes from nature?

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flowers with a lot of nectar they communicate with other bees through dancing. Leo is amazed.

Frame 6: Hank is having breakfast when Leo appears and asks to try some honey, too. He's changed his mind and thinks that honey is great now.

- Ask Ss some comprehension questions. Encourage Ss to answer.

Frame 1: Where are the boys? (They're at home.) What is Hank eating? (He's eating bread and honey.) Is Leo eating honey? (No, he isn't.)

Frame 2: What does the boys' dad suggest? (He suggests they visit their Uncle Ted.) What does their uncle do? (He is a farmer and a beekeeper.) Does Hank like the idea? (Yes, he does.) Does Leo like the idea? (He doesn't like it a lot, but he agrees.)

Frame 3: What does Uncle Ted give the children and their dad? (He gives them uniforms.) Do they have to wear them? (Yes, they do.) Why do the children need to wear special clothes? (To protect themselves from the bees.)

Frame 4: What are the boys doing? (They're looking at the beehives.) What does Uncle Ted explain to the boys? (He explains that bees collect nectar from flowers to make honey.) How many flowers do bees have to collect nectar from to make a kilo of honey? (From two million flowers.) What does Leo think about bees? (He thinks they work hard.)

Frame 5: How do bees inform other bees about nectar? (They dance to show them where it is.) What does Leo think about bees? (He thinks they are amazing.)

Frame 6: What is Hank doing? (He's having bread and honey.) What does Leo ask? (He asks if he can try some bread and honey, too.) How does Leo feel about honey now? (He likes it now.)

- Divide Ss into pairs and have them read the story out loud. Tell

Ss to swap roles.

- Have some groups of Ss read the story out loud for the whole class.
- Ask Ss if they have ever been to a farm or witnessed the process of how a dairy product is made, i.e. milk, cheese, etc.

Activity 3 R2.1

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



1. Because he doesn't like honey.
2. He's a farmer and a beekeeper.
3. They have to collect nectar from two million flowers to make a kilo of honey.
4. It dances and shows the other bees how to get there too.
5. Leo does.

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

Post-reading

Let's think

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

Suggested answer:

I like eating all kinds of food because a healthy diet means eating food from all of the food groups. / I don't like eating (aubergines) because they aren't tasty.

I think it's important to eat food that comes from nature because it has got lots of vitamins and it is healthier than eating food that is processed and has got a lot of preservatives.

Optional

Story line

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


Before leaving

- Have Ss choose a character from the story on pp. 38-39 and act out the story at the front of the classroom.


Workbook
Activity 1 R4.1


 1. beehive 2. nectar 3. kilo 4. beekeeper

Activity 2 R2.1



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

Activity 3 R2.1



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

Activity 4 S1.1

S1.2

S2.2


 **open answers**

3

PHONICS

Language focus
Objectives

- to practise the pronunciation of /ɪ/ and /aɪ/
- to say a phonics chant/poem

Vocabulary

picture, rabbit, pink, white, bike, kite

Phonics

/ɪ/ and /aɪ/


Materials

- blown-up colour photocopies of the story *Beekeepers for a day*, pp. 38-39

1 Listen and say. 

/ɪ/



picture



rabbit



pink

/aɪ/



white



bike



kite

2 Listen and say. Then circle the short vowel sounds /ɪ/ and underline the long vowel sounds /aɪ/. 




Mike's pictures

Look at Mike's pictures.
What can you see?
A girl is flying a white kite.
A boy is buying a new bike.
A rabbit is eating a carrot.
And Mike is feeding a parrot.

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- phonics cards for rabbit and kite (TB, pp. 141-142, one set per S)
- flashcards and word cards for picture, rabbit, pink, white, bike, kite

Revision (Optional)

- Hold up your book or stick blown-up colour photocopies of the story on the board.
- Ask Ss if they remember the title of the story (*Beekeepers for a day*). Ask them to tell you what else they remember about the story.
- Have Ss open their books to pp. 38-39. Play the recording and have Ss follow along in their books.
- Play the recording again and encourage Ss to **shadow read** (read along with the recording).
- Have some Ss read the story out loud for the whole class.
- Have Ss close their books and try to retell the story from memory.

Lesson plan

Warm-up

- Write /ɪ/ and /aɪ/ on the board. Under each sound, stick the flashcards of the words that contain each sound.
- Point to /ɪ/ and say /ɪ/ a couple of times, encouraging Ss

to repeat after you. Then point to the flashcard (picture) and say it out loud, having Ss repeat after you.

- Repeat the same procedure with the other sound and flashcards.
- Ask Ss to tell you as many of the words containing the two sounds as they can remember.

Activity 1 L2.7

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

Listening transcript

/ɪ/, /ɪ/, picture, rabbit, pink

/aɪ/, /aɪ/, white, bike, kite

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

Activity 2 L2.7 R3.5

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

- Direct Ss' attention to the picture and ask them questions like, *What can you see in the picture? (A boy.) What is his name? (His name is Mike.) What is Mike doing? (He is looking at some pictures.) What is the girl in the first picture doing? (She's flying a white kite.) What is the boy in the second picture doing? (He is buying a new bike.) What is the rabbit eating? (It's eating a carrot.) What is Mike doing? (He's feeding a parrot.)*
- Explain to Ss that they are going to listen to a chant/poem and that they will have to circle all the /ɪ/ sounds and underline the /aɪ/ sounds they hear in the chant.
- Play the chant/poem once and have Ss listen and follow along in their books.
- Play the chant/poem again, pausing after each line for Ss to circle and underline.
- Then play the chant/poem once more and encourage Ss to say the chant/poem along with the recording.



circled: pictures, is, is, rabbit, is, is

underlined: Mike's, white, kite, bike, Mike

TPR Activity

- Hand out the phonics cards for rabbit and kite to Ss and have them cut them out.
- Explain that they have to say the chant/poem and raise the rabbit phonics card when they hear a word containing /ɪ/ and the kite phonics card when they hear a word containing /aɪ/.



Optional 1

What's that sound?

- Divide Ss into two teams.
- Invite a S from each team to come up to the board. Give each S a marker.
- Call out one of the sounds (/ɪ/, /aɪ/), e.g. /ɪ/ and have Ss write a word containing that sound on the board, e.g. picture.
- 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 and show them the picture side of the phonics cards for the words that contain the sounds /ɪ/ or /aɪ/ and that you will say the word out loud.
- Ss will have to raise the corresponding phonics card and call out the sound.
- Any S that raises the wrong card is eliminated from the game.
- Make the game more challenging by showing the cards quickly and hiding them.
- Play the game until all of the flashcards have been used up.

Workbook



Activity 1 R3.4 R3.5



i /ɪ/ : 1, 3

i /aɪ/ : 2, 4

Activity 2 R3.3



1. ticket
2. rubbish

3. beehive
4. white

Activity 3 R3.5



1. kite
2. picture

3. white
4. beehive

Activity 4



/aɪ/ : kite, bike, white
/ɪ/ : ticket, rubbish, pink

TOP TIME! 2



Language focus

Objectives

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

Revision (Optional)

- Play the chant/poem *Mike's pictures* in the SB on page 40 and have Ss do the TPR activity (TB, p. 79).

Lesson plan



Warm-up

- Ask Ss about their favourite school subjects, their after-school activities and the things they usually do for fun.
- Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R1.1 A T B

- Have Ss open their books to p. 41.
- Ask Ss to look at the pictures and the text and ask them to guess what the text is about. (Two children from different countries talking about school subjects, after-school activities and things they do for fun.)
- Draw Ss' attention to the format of the text and ask them if they can tell you where you can find a text like this. (In a school newspaper.)
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out where the boys go with their families. (Khaled goes for picnics in the desert and Matt goes for picnics in the park.)
- Ask Ss some questions to check comprehension, such as: *Where are the two boys from?* (Khaled is from Qatar and Matt is from Canada.) *What is Khaled's favourite school subject?* (PE.) *What is Matt's favourite school subject?* (Art.) *What school subject is Khaled good at?* (PE.) *What school subjects is Matt good at?* (History, maths and art.) *When does Khaled play tennis?* (On Thursdays.) *How often does Matt have a drawing class?* (Three times a week.) *What does Matt want to make?* (His own comic book.) *Where does Khaled's family have picnics at the weekend?* (In the desert.) *What does Matt do for fun at home?* (He draws, colours and makes collages.) *Where does Matt's family have picnics?* (In the park.)

Activity 2 R2.1 A T B

- Direct Ss' attention to the activity and ask them to read it.
- Explain to Ss that they have to read the text in activity 1 again and write K next to each sentence that refers to Khaled or M if it refers to Matt.
- Have Ss compare their answers in pairs first, then check as a class.



1. K 2. K 3. M 4. M 5. K 6. M

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



1 Read and answer. Where do the boys go with their families?  

Tip!

When you don't know a word in English, ask your teacher or a classmate 'What does... mean?'



SCHOOL MONTHLY
STUDENTS OF THE MONTH

This month, our guests are Khaled from Doha, Qatar, and Matt from Ottawa, Canada.

Khaled



Matt

What are your favourite school subjects?

K: My favourite subject is PE! I also like maths and history, but I'm not very good at them.

M: Art, of course! I just love drawing and colouring.

What school subjects are you good at?

K: I'm very good at PE! I like all sports very much.

M: I'm good at history and maths, and I'm very good at art because I like it so much.

What do you do after school?

K: Well, I play basketball and football every day. And I sometimes play tennis on Thursdays with my brother.

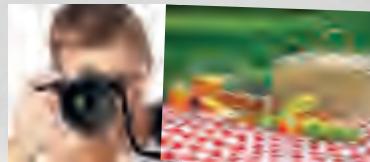


M: I have a drawing class three times a week in the afternoon. I love reading comic books too. I want to make my own comic book one day!

What do you do for fun?

K: At the weekend, I often go out with my family and friends. We have picnics in the desert together. We eat and drink and have a lot of fun!

M: I like spending time at home. I draw, colour and make collages. I also enjoy going out with my family. We go for picnics in the park, and I take photos with my camera. Everyone says my photos are great!



2 Read the sentences and write **K** for Khaled or **M** for Matt.  

1. He is from Qatar.
2. He likes sports a lot.
3. He wants to make his own comic book.

4. His favourite subject is art.
5. He often goes for picnics in the desert.
6. He takes nice photos.

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Before leaving

- Explain to Ss that you are going to say some sentences about the two boys in activity 1, e.g. *He loves drawing and colouring*. They have to say the correct name, e.g. Matt.
- Use sentences like *He plays basketball and football every day* or *His pictures are great*, etc.



Workbook

Activity 1 S1.1  **S2.2** 



open answers

Activity 2 W1.1  **W1.2** 



open answers



Note

For the next lesson, bring:

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

A  **Optional**

Seat switch

- Arrange the chairs in a circle and ask Ss to sit down.
- Tell Ss that you are going to ask them some questions. These questions can be about the chores they do at home, their favourite subjects or how often they have certain subjects and/or extra-curricular activities.
- Explain to Ss that they will have to answer yes or no to these questions. All Ss who answer yes will have to get up and switch seats. The Ss that answer no remain seated.
- Stand in the middle of the circle. Ask, *Do you set the table at home?* Encourage Ss who say yes to stand up and change seats.
- Do this a couple of times with questions such as *Is history your favourite subject? Do you have maths twice a week?*
- The third time you ask a question, quickly sit in one of the empty seats while the Ss that answered yes are switching seats. The S left standing has to take your place in the middle of the circle and ask questions in the next round.



Language focus

Objectives

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



Materials

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

Revision (Optional)

- Have Ss tell you what they remember from the text in *Top Time! 2*.
- Have some Ss talk about their own hobbies and favourite subjects or activities.

1 Look and write. **has to / have to / doesn't have to / don't have to**



1. Bilal _____ take out the rubbish.
 2. Noora _____ make her bed. Her mum makes it.
 3. Emily and Rania _____ be quiet.
 4. The garden is clean. Majed _____ rake leaves.
 5. The boys _____ set the table. Their mother does that.

2 Listen and tick (4) the correct pictures.



3 Play a guessing game. Mime an action and see if your partner can guess what you are doing.

rake leaves
shovel snow
throw a ball
feed the ducks
wash the dishes
take out the rubbish



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Lesson plan

Warm-up

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

Activity 1

- Have Ss open their books to p. 42.
- Explain to Ss that they have to look at the pictures, read the sentences carefully and complete them with *has to / doesn't have to*.
- Have Ss compare their answers in pairs, then check as a class.



1. has to 2. doesn't have to 3. have to
4. doesn't have to 5. don't have to

Activity 2 L1.1 L2.1

- Direct Ss' attention to the pictures in the activity and ask them to describe them.
- Explain to Ss that they are going to listen to a girl describing what she and her family are doing at the park and they have to tick the correct pictures.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs first, then check as a class.

Listening transcript

Girl: Today, my family is at the park. My sister is playing on the swings. She's having fun! Look! She's eating an ice cream, too. Be careful, Betty! My brother Ken is playing baseball with our cousin, Finn. Look at them. Finn is throwing the ball and Ken is hitting the ball. And... where's my cousin Tom? Oh, there he is! He's sitting on the grass and he's reading a book. He loves reading books about wild animals.



Pictures A, B and D should be ticked.

Activity 3 S1.1

- Direct Ss' attention to the children in the picture and ask them to read what they are saying.
- Then, draw Ss' attention to the phrases in the box in the activity and ask them to read them.
- Explain to Ss that they are going to play a guessing game in

pairs. Divide Ss into pairs and have them take turns miming the phrases in the box.

- Have a pair of Ss demonstrate the activity at the front of the class.
- Have a few pairs of Ss come to the front of the classroom and present the exchange.

A Optional

Matching pictures

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

C Before leaving

- Play the song/poem *Let's go to the park!* on p. 31 of the SB and invite Ss to say the song/poem.

Workbook

Activity 1



| | | | | | |
|------------------------|------|------|--------------------|------|------|
| 1. C | 2. A | 3. B | 4. D | 5. F | 6. E |
| 1. sail a boat | | | 4. wash the dishes | | |
| 2. hit the ball | | | 5. bring food | | |
| 3. pick up the rubbish | | | 6. collect money | | |

Activity 2



| | |
|---------------------|-------------------|
| 1. No, he isn't. | 3. Yes, they are. |
| 2. No, they aren't. | 4. Yes, she is. |

Activity 3



| | |
|-------------------------|------------------------|
| 1. has to go | 4. has to shovel |
| 2. Do... have to make | 5. don't have to bring |
| 3. doesn't have to rake | 6. does... have to do |

Activity 4 R2.1



1. Tom
2. Joe

3. Tom
4. Joe

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 in.

Note

- Bring plain sheets of A4 paper and Internet printouts of the food items *butter, peach, pear, pineapple, watermelon, coconut* and *flour* to the next lesson.

Nice and Tasty

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

Song

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

Top Stars

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

Our World

- guess the meaning of words based on picture clues (R4.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- understand and respond to the main idea in a short text (R1.1)
- follow and identify the detail in short texts (L2.1)
- exchange simple information (S1.1)
- describe objects using suitable words and phrases (S2.2)

Project

- guess the meaning of unknown words based on picture clues (R4.1)
- use a simple picture dictionary to find and categorise words (R4.2)
- participate actively in simple word reading games (R5.1)WB
- exchange simple information (S1.1)
- describe people and objects using suitable words and phrases (S2.2)
- communicate basic personal information using short statements (W1.1) WB
- express basic preferences using short simple sentences (W1.2) WB

Let's talk

- guess the meaning of words based on picture clues (R4.1)

Story

- guess the meaning of words by making use of pictures (R4.1)
- predict the gist of a short text using visuals (L3.1)
- understand and respond to the main idea in a short text (R1.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- ask and find out basic personal information (S1.1) WB
- ask and answer about preferences (S1.2) WB

Phonics

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

CLIL 2

- guess the meaning of words by making use of pictures (R4.1)
- understand and respond to the main idea in a short sequence of simple sentences (R1.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- follow and identify the main idea in a short text (L1.1) WB
- follow and identify the detail in short texts (L2.1) WB

Round-up

- follow and identify the detail in short texts (L2.1)
- ask and find out basic personal information (S1.1)
- describe people and objects using suitable words and phrases (S2.2)
- understand and respond to detail in a short sequence of simple sentences (R2.1) WB

Cursive writing

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



Language focus

Objectives

- to say a song/poem
- to talk about food
- to talk about quantity
- to talk about what we want/need

Vocabulary

Food items: butter, peach, pear, pineapple, watermelon, coconut, flour

Structures

There is a peach in the bag.

There are some pears in the bag.

What do you want? I want an omelette.

What do you need? I need some butter for the cake.



Materials

- flashcards for butter, peach, pear, pineapple, watermelon, coconut, flour
- plain sheets of A4 paper
- Internet printouts of the food items in the lesson

Lesson plan



Warm-up

- Ask Ss what kinds of food they like and what they don't like. Initiate a short class discussion and encourage all of the Ss to participate

Activity 1 R4.1

- Place the Internet printouts you brought on your desk and mime being at the supermarket. Mime looking at your shopping list and say, *Let's see... I want some (butter)*. Take each food item you mention and stick it on the board using some adhesive putty. Ask Ss if they recognise the food item you have stuck on the board and say the word.
- Repeat with all the food items presented in the lesson.

- Alternatively, stick the flashcards for the lesson on the board. Point to each flashcard, say the phrase and encourage Ss to repeat.
- Have Ss open their books to p. 43.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 L1.1



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

- Direct Ss' attention to the pictures and ask them what they depict. (Tables with some food on them.)
- Explain to Ss that they are going to listen to a song/poem with the title *Fruit Pizza*.
- Play the song/poem again and tell Ss to tick the correct picture.
- Make sure Ss have ticked the correct picture.
- Play the song/poem again and encourage Ss to say it along with the recording.



Picture A should be ticked.

LOOK!

- Direct Ss' attention to the *Look!* box on p. 43 and read it out loud.
- Remind Ss that we use *there is* to show that something exists in a place and *there are* to show that many things exist in a place.
- Draw Ss' attention to the first two sentences and ask them to read them. Explain to Ss that *a/an* is used only with singular nouns while *some* is used with plural countable and uncountable nouns in the affirmative. Write a few examples on the board and ask Ss to say if we use *a/an* or *some*, e.g. *a bike, some apples*.
- Then, draw Ss' attention to the questions and answers in the *Look!* box and ask them to read them.
- Explain to Ss that we use the verb *want* to ask for something while we use the verb *need* to tell somebody that something is necessary for us.
- Refer Ss to the song and ask them to underline any examples of the use of *a/an* or *some* (*a pear / a pineapple / a watermelon / a peach / some flour / some butter / some apples / a peach / an orange / a mango / a coconut / a peach*).
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- To help **lower-performing Ss** use countable and uncountable nouns, you can give them two options to choose from (e.g. 1. *There is a coconut on the table.* or 2. *There is some coconut on the table.*)
- Encourage Ss to come up with their own examples. Ask **higher-performing Ss** to think of an additional example and write it on the board.

Activity 3 S1.1



- Direct Ss' attention to the boys in the activity and ask them to read the exchange.
- Then, draw Ss' attention to the table in the activity and ask them to read it.
- Explain to Ss that, in pairs, they will have to tick the ingredients they want on their fruit pizza and then ask and answer with their partner about his/her fruit pizza. You can have **higher-performing Ss** add some more ingredients of their own to the table and have them ask and answer with their partners.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity.
- Have a few pairs present the exchange at the front of the classroom.

Nice and Tasty

SONG

1 



2 Listen and tick (4) the correct picture.


Fruit Pizza

There's a pear and a pineapple.
There's a watermelon too.
But what else do you want, Lou?
I want a peach – Yeah!
To make a fruit pizza.

There's some flour and some butter.
There are some apples too.
But what else do you need, Lou?
I need a peach – Yeah!
To make a fruit pizza.

There's an orange and a mango.
There's a coconut too.
But what's in that bag, Lou?
There is a peach – Yeah!
Let's make a fruit pizza!



A

B

LOOK! p. 71

There is a peach in the bag.
There are some pears in the bag.
What do you want? I want an omelette.
What do you need? I need some butter for the cake.

3 What do you need to make your own fruit pizza? Tick (4). Then ask and answer. 

| | You | Your partner |
|------------|-----|--------------|
| butter | | |
| flour | | |
| pineapple | | |
| mango | | |
| cherry | | |
| coconut | | |
| watermelon | | |
| pear | | |
| orange | | |
| melon | | |
| grapes | | |
| peach | | |
| strawberry | | |
| apple | | |

What do you need to make a fruit pizza?
I need some flour, strawberries, grapes and peaches.



43



Before leaving

- Have Ss form a line.
- Explain to Ss that they have to form a sentence using the structure they were presented with in the lesson.
- Have higher-performing Ss write their sentences on the board.
- Make sure all of the Ss form a sentence before they leave the classroom.

Workbook

Activity 1 R5.1



| | | | | | | | | | |
|---|---|---|-----|---|---|---|---|---|---|
| p | e | h | c | r | h | n | u | w | c |
| l | o | c | u | r | p | c | l | a | p |
| f | l | o | u | r | w | t | e | t | p |
| u | b | c | c | i | t | i | n | g | e |
| n | w | o | a | t | e | r | m | n | a |
| p | i | n | e | a | p | p | l | e | c |
| c | h | u | p | e | a | p | o | u | h |
| w | a | l | ter | m | e | l | o | n | |
| u | o | r | f | l | e | a | c | r | h |
| t | b | u | t | t | e | r | p | i | n |

ACROSS

1. flour
2. pineapple
3. watermelon
4. butter
5. coconut
6. pear
7. peach

DOWN

Activity 2



1. some, an
2. an
3. a
4. some
5. some

Activity 3



open answers



Note

- Bring two envelopes to the next lesson
- Bring word cards of the food items taught in this lesson



Language focus

Objectives

- to ask and answer questions about countable and uncountable nouns
- to ask about the price of food items

Vocabulary

Nouns: market, fridge, basket, cupboard

Adjective: online

Structures

There isn't any juice in the glass.

There aren't any eggs in the basket.

Is there any cheese in the fridge?

Yes, there is. / No, there isn't.

Are there any carrots in the fridge?

Yes, there are. / No, there aren't.

Have you got any chocolate?

How much is it? It's 10 QR.

How much are they? They're 20 QR.

 Materials

- flashcards for market, fridge, basket, cupboard, online
- flashcards from the previous lesson: butter, peach, pear, pineapple, watermelon, coconut, flour
- two envelopes
- word cards of the food items taught in the previous lesson

Revision (Optional)

- Invite two Ss to come to the front of the classroom.
- Explain to Ss that they have to think of a food item from the ones they were presented with in the previous lesson without revealing it. Then, each S should describe the food item and the rest of the Ss have to guess what it is.
- Make sure all of the Ss describe at least one food item.

Lesson plan

 Warm-up

- Ask Ss if they help their parents when they do the shopping. You can ask **higher-performing Ss** some additional questions like what they usually buy, etc. and encourage them to answer. Initiate a short discussion and encourage all of the Ss to participate.

Activity 1 R4.1 

- Stick the flashcards for the lesson (market, fridge, basket, cupboard, online) on the board.
- Point to each of the flashcards, say the word and encourage Ss to repeat after you.

1 

market



fridge



basket



cupboard



online

2 Read and answer. Are Sahar and her dad going to the supermarket? How do they do their shopping? 



44

- Have Ss open their books to p. 44.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R1.1  R2.1 

- Have Ss look at the pictures. Ask Ss where they think Sahar and her mum and dad are, and what they think is happening. (They're at home getting ready to make something to eat.)
- 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: cupboard; Frame 2: fridge, online; Frame 3: basket)
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out if Sahar and her dad are going to the supermarket. (No, they aren't.) and how they do their shopping (Online.)
- Have Ss read the dialogue again and check comprehension.
- Ask Ss some questions about the story. **What does Sahar's mum suggest eating?** (Spaghetti with vegetables.) **Is there any spaghetti in the cupboard?** (No, there isn't.) **Are there any vegetables in the fridge?** (No, there aren't.) **Do they have to go to the supermarket?** (No, they don't. They can shop online.) **How much is the spaghetti?** (It's 3 QR.) **What else do they need?** (They need five tomatoes and some peppers.) **How much are they?** (They're 5 QR.) **What does the delivery man bring?** (He brings five bags of tomatoes.) **What's wrong?** (Tab made a mistake with the order.)

LOOK!

p. 71-72

There isn't **any** juice in the glass.
 There aren't **any** eggs in the basket.
 Is there **any** cheese in the fridge?
 Yes, there is. / **No, there isn't.**

Are there **any** carrots in the fridge?
 Yes, there are. / **No, there aren't.**
 Have you got **any** chocolate?
 How much is it? **It's 10 QR.**
 How much are they? **They're 20 QR.**

Top Stars 4

3 Read again and complete. 

1. Sahar and her mum want to make spaghetti with _____.
2. There aren't **any** vegetables in the _____.
3. Sahar and her dad are shopping _____.
4. The _____ is 3 QR.
5. They need _____ tomatoes.

4 Listen and circle A or B. 

1. What can the woman buy?

A **B**
2. What have the children got?

A **B**
3. What does Fay's grandma want?

A **B**

5 Choose some of the food items below and add them to your shopping basket. Then ask and answer with your partner. 

butter flour pears coconut pineapple watermelon peaches

Activity 3 R2.1 

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



1. vegetables 2. fridge 3. online
 4. spaghetti 5. five

- Choose four Ss to read the dialogue out loud for the class.
- Divide Ss into groups of four, and have them read the dialogue out loud.
- Ask **higher-performing Ss** if they have ever cooked anything or helped with the cooking. Ask them to describe the ingredients they used and the steps they followed to make the food.

LOOK!

- Direct Ss' attention to the Look! box on p. 45 and read it out loud.
- Explain to Ss that nouns concerning food in English are divided into two categories: countable and uncountable nouns.
- Countable nouns are the nouns which have a plural form. Say, **pear – pears** and have Ss repeat after you.
- Uncountable nouns are the nouns which only have a singular form. Say, **butter** and have Ss repeat after you.
- Draw Ss' attention to the first two sentences and the questions **Is there any cheese in the fridge?** and **Are there any carrots in the fridge?** in the Look! box. Point out that we use **any** with countable nouns and uncountable nouns in questions and

negative sentences only.

- Then, draw Ss' attention to the question **Have you got any...?** Point out that we use this structure to ask about the existence of something in general, whether the noun is countable or uncountable.
- Finally, draw Ss' attention to the questions and answers. Explain to them that we use the question **How much is it?** to ask about the price of a countable noun in singular form or an uncountable noun while we use the question **How much are they?** to ask about the price of a countable noun in plural form.
- Refer Ss to the text and ask them to underline any examples of the structures taught (**Is there any spaghetti in the cupboard?** / **There isn't any spaghetti.** / **Are there any vegetables in the fridge?** / **No, there aren't...** / **How much is the spaghetti?** / **It's 3 QR.** / **How much are they?** / **They're 5 QR.**)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples. Ask **higher-performing Ss** to think of an additional example and write it on the board.

Activity 4 L2.1 

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

Listening transcript

1. **Woman:** Good morning.
Man: Good morning. How can I help you?
Woman: Have you got any peaches?
Man: I'm sorry. There aren't any peaches in winter.
Woman: There aren't any peaches... Oh, OK. You see, I want to make a peach cake.
Man: Hmm... I have some red apples. They're tasty.
Woman: Hmm... apple cake... that's a good idea!
2. **Girl:** Are you hungry?
Boy: Yes, I am. How about making a pizza?
Girl: Great idea! There are some tomatoes... and there's some cheese too.
Boy: Yum! I like cheese and tomato pizza. Are there any peppers?
Girl: There aren't any peppers in the fridge...
Boy: That's OK. Let's make the pizza anyway!
3. **Grandma:** Fay, can you help me? I'm shopping online, but I haven't got my glasses.
Girl: OK, Grandma! What do you want?
Grandma: There are some lemons in my basket but I can't see the price. How much are they?
Girl: OK... (clicking) Here. They're 4 QR. You know, there are some onions in your basket too. They're 2 QR.
Grandma: Onions? No, I don't want any onions. Only lemons.

Girl: OK then... (clicking) there aren't any onions in the basket now.



Activity 5 S2.2

- Direct Ss' attention to the girls in the picture and ask them to read the exchange.
- Then, draw Ss' attention to the laptop screen in the activity. Explain to Ss that they will have to choose some of the food items in the box and 'add' them to their shopping basket by writing them on the lines on the laptop screen. Then, in pairs, they will have to ask and answer with their partner about what there is in their shopping baskets.
- Invite a S to come to the front of the classroom to demonstrate the activity. Encourage him/her to choose some food items for his/her 'shopping basket' and ask, *Are there any (peaches) in your shopping basket?*
- **Higher-performing Ss** may suggest some additional food items to add to their shopping baskets.
- Have a pair of Ss demonstrate the activity at the front of the class.
- 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 the exchange.

A Optional

Market races

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

Before leaving

- Have Ss form a line.
- Explain to Ss that you are going to name some food items and they have to say whether they are countable or uncountable.
- You may want to have **higher-performing Ss** write the food items in two columns on the board.
- Make sure all of the Ss participate.

Workbook

Activity 1 R4.1



1. online 2. fridge 3. cupboard 4. basket 5. market

Activity 2



1. cupboard 2. basket 3. online 4. fridge 5. market

Activity 3



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

Activity 4



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

Activity 5 L2.1

Listening transcript

| | | | |
|---------|--|-----------|---|
| 1. Mum: | Do you like these boots, Karen? | Dad: | Oh. Sorry. We haven't got any. |
| Karen: | Yes, I do, Mum. They're really nice. Can I get them? | Mel: | OK, then. I can make a fruit salad instead. |
| Mum: | How much are they? | 3. Harry: | Look at this cool comic book, William! |
| Karen: | They're a hundred QR. | William: | Wow! It looks great! Can you buy it online? |
| Mum: | OK. | Harry: | Yes, I can. |
| 2. Mel: | Dad, have we got a pineapple? | William: | How much is it? |
| Dad: | No, we haven't. We've got some peaches. Do you want a peach? | Harry: | It's forty-five QR! |
| Mel: | No, no. I'm making a pizza, and I want to put pineapple on it. | William: | What? That's a lot of money! |
| | | Harry: | Yes, I know. |



1. B 2. A 3. B

Note

- Bring a carton of juice, a packet of crisps, a box of cereal, a bottle of water, a packet of biscuits and a bar of chocolate to the next lesson.



Language focus

Objectives

- to do a quiz
- to talk about eating habits

Vocabulary

Adjective: healthy

Food and food containers: a carton of juice, a packet of crisps, a box of cereal, a bottle of water, a packet of biscuits, a bar of chocolate

Structures

How much water do you drink every day?

How many biscuits do you eat every day?

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

Activity 2 R1.1 A1 B1 R2.1 A1 B1

- Ask Ss to tell you how healthy they think they are. Initiate a class discussion and encourage Ss to justify their answers. Then, direct their attention to the quiz and ask them to tell you what they think it is about. (It's a quiz about eating right.)
- Explain to Ss that they have to read the questions and answer by circling A, B or C. Then, tell Ss to tally their results and read the corresponding text to find out how healthy they are.
- Allow Ss time to answer the questions and tally their results.
- Go round the classroom monitoring the procedure.
- Ask Ss to get into groups according to their results. (More As, Bs or Cs.)
- Have a S in each group read out the results and then discuss as a class.

Revision (Optional)

- Stick the flashcards from the previous lesson (market, fridge, basket, cupboard, online) on the board.
- Point to each flashcard, say the appropriate word and encourage Ss to repeat after you.
- Have **higher-performing Ss** form sentences with the words they say.

Activity 3 R2.1 A1 B1

- Direct Ss' attention to the sentences in the activity and ask them to read them.
- Explain that Ss have to read the quiz again and decide which habits described in the sentences are healthy or unhealthy and write H or U in the boxes respectively.
- Have Ss compare their answers in pairs first, then check as a class.



1. U 2. H 3. H 4. H 5. U 6. H

Lesson plan

Warm-up

- Ask Ss what food they think is good for them and what is bad for them.
- To help **lower-performing Ss** remember some of the names of food/drinks, you can write a list of both healthy and unhealthy food/drinks on the board. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1 Q

- Place the realia you brought on your desk.
- Ask Ss to name as many of them as they can and write the words on the board. Then stick the appropriate flashcard next to each word and encourage Ss to repeat the word.
- Alternatively, point to each of the realia, say the word and encourage Ss to repeat after you.
- If it is not possible to bring the above mentioned realia to class, you can use the flashcards (a carton of juice, a packet of crisps, a box of cereal, a bottle of water, a packet of biscuits, a bar of chocolate, healthy) for the lesson.
- Have Ss open their books to p. 46.

Look!

- Direct Ss' attention to the Look! box on p. 47 and ask them to read it.
- Explain to Ss that we use How

much to ask about the quantity of uncountable nouns while we use *How many* to ask about the quantity of countable nouns. Walk up to a S, point to his/her pencil case and ask, *How many pencils have you got in your pencil case?* and encourage him/her to answer.

- Refer Ss to the quiz and ask them to underline any examples of *How much* or *How many* (*How much water do you drink every day? / How much chocolate do you eat? / How many glasses of orange juice do you drink?*)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples. Ask **higher-performing Ss** to think of an additional example and write it on the board.

Activity 4 L2.1

- Direct Ss' attention to the sentences in the activity and ask them to read them.
- Explain to Ss that they are going to listen to a short dialogue and write T for True and F for False, according to what they hear.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs first, then check as a class.

Listening transcript

Helen: Hey, Rita. Look at this quiz. It's about snacks.

Rita: That's interesting. Let's see...

Helen: How many bars of chocolate do you eat every week?

Rita: I like chocolate. I eat five bars every week.

Helen: Five bars of chocolate! You know, that isn't very good for you.

Rita: Oh...

Helen: What about crisps? How often do you eat them?

Rita: I like them, but they are not healthy. So, I only eat one packet a month.

Helen: One packet... that's OK... Do you eat any nuts?

Rita: Yuck! I don't like nuts. I never eat them.

Helen: You don't eat nuts... OK... And how much orange juice do you drink?

Rita: I like orange juice. I drink a glass of orange juice every day.

Helen: Two glasses of orange juice every day. Right.

Rita: One glass of orange juice, Helen. Not two.

Helen: Oh, OK. Orange juice is good for you. But... Rita, you have to eat fruit and nuts. Crisps and chocolate are bad for you.

Rita: You're right, Helen.

1

a carton
of juicea packet
of crispsa box
of cereala bottle
of watera packet
of biscuitsa bar of
chocolate

healthy

2

What do you prefer? Read the quiz and circle.

5 How much chocolate do you eat?

A. A bar of chocolate every week.
B. A bar of chocolate every three days.
C. A bar of chocolate every day.

6 How many glasses of orange juice do you drink?

A. I drink a glass of orange juice every day.
B. I drink a glass of orange juice every week.
C. I don't drink any orange juice.

1 What do you usually have for breakfast?

A. Milk, cereal or fruit.
B. A sandwich and some biscuits.
C. A packet of biscuits.

2 Do you eat fruit and vegetables?

A. Yes, every day.
B. Yes, once or twice a week.
C. No, never.

3 How much water do you drink every day?

A. 5-7 glasses
B. 3-4 glasses
C. 1-2 glasses

4 It's four o'clock in the afternoon and you're hungry. What do you eat?

A. Some nuts or fruit.
B. A sandwich.
C. A packet of crisps.

Your results:

More As
You are very healthy. Well done!

More Bs
You are healthy, but not very healthy. Don't forget to eat healthy food.

More Cs
You are not very healthy. You have to try to eat healthy food every day. You can do it!

46



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

Activity 5 S1.1 S2.2

- Direct Ss' attention to the boys in the picture and ask them to read the exchange.
- Then, draw Ss' attention to the picture in the activity and the box next to it.
- Explain to Ss that they have to look at the picture carefully for one minute and then close their books. Then, in pairs, they will ask and answer about the food they remember from the picture using *How much...?/How many...?*
- Have a pair of Ss demonstrate the activity at the front of the class.
- 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 the exchange.

Optional

Find your pair

- Hand out the slips of paper with the food written on them to half of the class and the slips with the containers/ packaging written on them to the other half and tell Ss not to show their slips of paper to anyone.
- Divide the class into two teams.

3 Read the quiz again and write **H** for Healthy and **U** for Unhealthy. 

1. Eating a packet of biscuits for breakfast.
2. Drinking six glasses of water every day.
3. Eating a lot of fruit and vegetables.
4. Eating some nuts or fruit in the afternoon.
5. Eating a bar of chocolate every day.
6. Drinking a glass of orange juice every day.

4 Listen and write **T** for True or **F** for False. 

1. Rita eats five bars of chocolate every month.
2. Rita eats a packet of crisps every month.
3. Rita doesn't eat any nuts.
4. Rita drinks two glasses of orange juice every day.

5 Look at the picture and the word box for one minute. Then close your book, and ask and answer with your partner. 

a carton of juice
a box of cereal
a packet of biscuits
a bar of chocolate
a bottle of water
a packet of crisps

How many cartons of juice have they got?
They've got two cartons of juice.



47

- Explain to Ss that they have to try and find their pair by going round the classroom while you count to 10.
- When Ss have found their pair, have them present the food item and container/packaging to the rest of the class, e.g. a box of cereal.
- **Higher-performing Ss** can form sentences with the food item and packaging, e.g. We've got a box of cereal.



Before leaving

- Explain to Ss that you are going to ask each of them a question about their eating habits. Ask **higher-performing Ss** to justify what they eat, why they eat it and encourage them to answer.
- Make sure all of the Ss answer a question before they leave the classroom.



Workbook

Activity 1

| | |
|--------------------------------|----------------------------------|
| 1. A a bar of chocolate | 4. F a carton of juice |
| 2. C a packet of crisps | 5. D a box of cereal |
| 3. B a bottle of water | 6. E a packet of biscuits |

Activity 2



1. How much milk do you drink every day?
2. How many boxes of cereal are there?
3. How much butter do you need for the cake?
4. How many children are there in the classroom?

Activity 3



| | | |
|--------------------|--------------------|--------------------|
| 1. How much | 2. How many | 3. How much |
| 4. How many | 5. How many | 6. How much |

Activity 4 L2.1 

Listening transcript

Manny: Are you ready for our picnic, Carly?

Carly: You bet, Manny! I've got everything in the picnic basket!

Manny: What are we taking with us?

Carly: Well, there is some chocolate cake, there are some biscuits and...

Manny: Biscuits? Mmm! Are they chocolate chip biscuits?

Carly: Yes, they are.

Manny: How many biscuits are there?

Carly: One packet.

Manny: Yummy! What else is there?

Carly: Well, I've got some peaches and some apples, but there aren't any pears.

Manny: Too bad. I like pears. Are there any cheese sandwiches?

Carly: No, there aren't. There are some chicken sandwiches!

Manny: Yummy! Is there any apple juice?

Carly: No, there isn't. I've got pineapple juice and orange juice.

Manny: I love pineapple juice! How much is there?

Carly: There's one carton.

Manny: Great! Let's go!

Carly: Wait! I have to take a bottle of water too.

Manny: You always think of everything, Carly!



The boxes B, C, D, F, I, K, L and M should be ticked.



LET'S TALK

1



a can of lemonade



a cup of tea



a glass of milk



a slice of bread



a loaf of bread



a piece of cake



LOOK! p. 72

Can I have some pears, please?
Can I try some strawberries, please?
Would you like some tea? Yes, please. / No, thank you.

2 Read the two dialogues below with a partner. Then act out the dialogues. Replace the words in blue with words in the boxes below.



48

Language focus

Objectives

- to talk about food and food containers/packaging
- to ask for food
- to ask and answer about something one would like

Vocabulary

Food: a can of lemonade, a cup of tea, a glass of milk, a slice of bread, a loaf of bread, a piece of cake

Structures

Can I have some pears, please?

Can I try some strawberries, please?

Would you like some tea? Yes, please. / No, thank you.

Materials

- flashcards for a can of lemonade, a cup of tea, a glass of milk, a slice of bread, a loaf of bread, a piece of cake
- flashcards from the previous lesson: a carton of juice, a packet of crisps, a box of cereal, a bottle of water, a packet of biscuits, a bar of chocolate, healthy

Revision (Optional)

- Write the food items the Ss were presented with in the previous lesson on the board.
- Ask Ss to choose a food item and say the appropriate food container/packaging, e.g. milk – a glass of milk.
- Make sure all of the Ss say at least one food item and food container/packaging.
- Higher-performing Ss** can form sentences with the food item and food container/packaging.

Lesson plan



Warm-up

- Ask Ss if they ever go shopping on their own and what for. Then ask them if they like shopping. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1

- Stick the flashcards for the lesson (a can of lemonade, a cup of tea, a glass of milk, a slice of bread, a loaf of bread, a piece of cake) on the board.

- Point to each of the flashcards, say the phrase and encourage Ss to repeat after you.
- Have Ss open their books to p. 48.
- Alternatively, you can hand out the flashcards to pairs of Ss (one per pair) and mime taking an order from them. Ask, *Would you like some pie?* and encourage the Ss to answer accordingly.
- Point out the phrases in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the phrases again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

LOOK!

- Direct Ss' attention to the **Look!** box on p. 48 and ask them to read it.
- Explain to Ss that we use the questions *Can I have some / Can I try some... please?* to order food or a drink politely while we use *Would you like some...?* to politely ask somebody what he/she wants to eat or drink. We use the short answers *Yes, please. / No, thank you.* to answer this question.
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples. Ask **higher-performing Ss** to think of an additional example and write it on the board.



Activity 2

- Direct Ss' attention to the pictures. Ask Ss to read the exchanges. Then ask them to tell you what the people are talking about. (In the first picture, a boy is buying some bread and in the second picture, a girl is asking for something to drink.)
- Explain to Ss that they have to act out the dialogues and then, replace the words in blue with words from the boxes in the activity.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity.
- Have a few pairs of Ss read the dialogues out loud.



Note

- Tell Ss to cut out pictures of food and drink from magazines and bring them to the next lesson. Make sure to point out that they should bring pictures of different types of food.

A Optional

Food containers lists

- Divide Ss into groups of three or four depending on class size.
- Give each group a piece of plain A4 paper.
- Tell Ss that when you say *Go!* Ss will have two minutes to write as many of the food containers/packaging that they were presented with in this Module as they can think of. When time is up call out, *Time's up!* and have Ss put down their pencils.
- Have each group of Ss say their lists out loud. The group that has written the most food containers/packaging wins.

C Before leaving

- Explain to Ss that they have to form a sentence using the structures they were presented with in the lesson.
- Have **higher-performing Ss** write their sentences on the board.
- Make sure all of the Ss participate before they leave the classroom.

Workbook

Activity 1



1. cup 2. glass 3. loaf 4. slice 5. piece 6. can

Activity 2



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

Activity 3



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



Language focus

Objectives

- to understand the food pyramid
- to write a paragraph about eating habits
- to revise and consolidate structures and vocabulary presented in previous lessons



Materials

- flashcards from the previous lesson: a can of lemonade, a cup of tea, a glass of milk, a slice of bread, a loaf of bread, a piece of cake
- pictures of different types of food from magazines

Revision (Optional)

- Ask Ss to tell you as many food containers/packaging as they remember from the previous lessons.
- Alternatively, stick the flashcards from the previous lesson (a can of lemonade, a cup of tea, a glass of milk, a slice of bread, a loaf of bread, a piece of cake) on the board. Invite Ss to come to the board, one by one, choose a flashcard and name it.
- Have **higher-performing Ss** form sentences with the words.
- Make sure all Ss have come to the board at least once.

Lesson plan



Warm-up

- Ask Ss if they know anything about the food pyramid and what kind of food they think it includes. Explain that the food pyramid shows the amount of food from food groups we should eat every day and ask Ss to tell you if they apply it to their eating habits. Ask **lower-performing Ss** to say what they eat from each food group. Ask **higher-performing Ss** how many items they eat from each food group.
- Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1 R4.2

- Direct Ss' attention to the picture of the food pyramid and ask Ss to guess what it depicts and why it is important for us to know.
- Holding up your book, point to each food item and ask, *What's this?* Encourage Ss to answer.
- Point out the title 'The food pyramid' and ask Ss to tell you if they know anything about healthy and unhealthy eating and how we can change our eating habits to adopt a healthier diet (e.g. by eating more fruit and vegetables and fewer desserts and candy or snacks which contain a lot of sugar).
- Explain to Ss that they have to look at the food pyramid and put the food items into the food group each one belongs.
- Tell Ss that the numbers will help them put the words in the correct place.
- Ask Ss to go to the **Using a Vocabulary List** section on page 77 (TB page 152).
- Have Ss compare their answers in pairs first, then check as a class.

Activity 2 S1.1 S2.2

- Direct Ss' attention to the girl in the picture and ask them to read what she says.
- Ask Ss to tell you what the girl is talking about. (She is talking about her eating habits.)
- Explain to Ss that they have to use the part as a model to talk about their own eating habits.
- Have a few Ss report to the class about their eating habits.

Writing tip

- Direct Ss' attention to the **Writing tip** box.
- Read the first bullet and tell students that, in order to write a paragraph about their eating habits, they should first think about the things they are going to write about.
- Read the second bullet and explain that it is a good idea to organise their eating habits around the three main meals of the day (breakfast, lunch and dinner) by making a list of the foods they usually eat at every meal.
- Point out the use of the **Present Simple** when we describe habits.
- Point out the use of **adverbs of frequency** with the Present Simple.
- Tell Ss that it is a good idea to write their opinion as a closing at the end of their paragraph.

1 Look, think and complete with the words. See *Using a Vocabulary List* on p. 77. 

the food pyramid

milk, cheese,
_____, butter, etc.

Vegetables: tomato,
_____,
pepper, carrot, etc.

bread, rice, pasta,
potatoes,
etc.

1. chocolate 4. onion 7. grapes
2. yoghurt 5. broccoli 8. cereal
3. steak 6. kiwi

crisps, _____, cake, etc.

eggs, nuts, fish, chicken,
_____, etc.

Fruit: pineapple,
strawberry,
_____,
apple, etc.



2 Look at the food pyramid and think about your eating habits. Then talk to the class about yourself. 



I usually eat an egg for breakfast. I don't like milk, so I never drink it. For lunch, I like vegetables and some meat or fish. I don't eat chicken. For dinner, I often have some yoghurt and fruit or a sandwich with cheese. I love cheese!

Writing tip



How to write a paragraph about your eating habits:

- Plan your paragraph. Before you start, think of the things you are going to write about.
- Use the Present Simple to describe habits.
- Group your ideas together. Think about: *What you eat for breakfast* / *What you eat for lunch* / *What you eat for dinner* and write them down in a list.
- Don't forget to use adverbs such as *always/never/usually/sometimes*.
- Write your overall opinion at the end. Are you healthy or not?

49

A Optional

Do a survey!

- Draw a table on the board, such as the one below:

| | S's name | S's name | S's name |
|---------------------|----------|----------|----------|
| a bar of chocolate | | | |
| a glass of lemonade | | | |
| a carton of juice | | | |
| a piece of cake | | | |
| a slice of bread | | | |

- You can stick the food flashcards on the board instead of writing the words in the first column.
- Write each S's name in the first row.
- Point to each word/flashcard and choose a S to say *I want...* or *I don't want...*
- Put a **4** for the food the S wants and an **7** for the food he/she doesn't want in the corresponding boxes in the table you have drawn.
- Repeat the procedure with the rest of the Ss.
- At the end, read the results, using *want* and *don't want* respectively, e.g. *Five students want a piece of cake. Two students don't want a glass of lemonade, etc.*
- If class size doesn't permit, have Ss do the survey in groups of 4-5 and have them present the results of their groups when they finish.

Before leaving

- Have Ss form a line.
- Explain to Ss that they have to say one thing they remember about the food pyramid in the lesson.
- Make sure all Ss say at least one thing before they leave the classroom.

Workbook

Activity 1 R4.2 R5.1



1. D 2. C 3. E 4. D 5. B 6. E
7. F 8. B 9. F 10. D

Activity 2 R4.2



open answers

Activity 3 W1.1 W1.2



open answers

Note

- As preparation for the next lesson, photocopy the story (SB, pp. 50-51), making one copy for every four Ss. Before you photocopy the story, cover the narration boxes and the numbers in each illustration. Then, cut out the illustrations and photocopy the narration boxes of the story (one copy for every four Ss) and cut them out as well.
- Bring the copies to the next lesson.



Language focus

Objectives

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

Vocabulary

Verb: recycle

Nouns: recycling bag, exhibition

Adjective: empty



Materials

- flashcards for recycle, recycling bag, empty, exhibition
- the photocopies of the story that you have prepared (see Note in the previous lesson)

Revision (Optional)

- Revise the vocabulary and the structures learnt in the previous lesson by having Ss read the paragraphs they have written about their eating habits in activity 3 in the WB.

Lesson plan



Warm-up

- Ask Ss if they recycle at home or at school and if they think it is important for the environment and why. Ask Ss what they recycle and what they throw away. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1

- Stick the flashcards for recycle, recycling bag, empty and exhibition on the board using some adhesive putty.
- Point to each of the flashcards, say each word and encourage the Ss to repeat.
- Have Ss open their books to p. 50.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R1.1 R2.1

Before reading

- Hold up the book and point to the story.
- Tell Ss that they will listen to and read a story with the title Recycling at the museum.

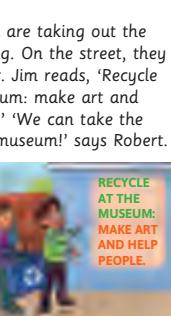
2 Read and answer. How do the children use the old cartons and boxes?

RECYCLING AT THE MUSEUM

1 It's Thursday afternoon. Robert and Jim are in the kitchen. There are some empty milk cartons and cereal boxes on the table.



2 Robert says, 'Let's recycle the cartons and the boxes.' 'That's a great idea! Let's put them in the recycling bag,' says Jim.



3 The children are taking out the recycling bag. On the street, they see a poster. Jim reads, 'Recycle at the museum: make art and help people.' 'We can take the bag to the museum!' says Robert.



4 At the museum, children are painting the cartons black and white. They are making a cow with empty milk cartons.

50

- Point to the first frame and ask Ss to tell you where they think the main characters of the story are. (They are in the kitchen.)
- Cover the second page (p. 51). Ask Ss to look at the first three frames in the story on p. 50 and guess what will happen next.
- Reveal the second page and ask Ss to look at the pictures and guess what the story is going to be about.
- Ask Ss to go through the story and find the names of the main characters (Robert, Jim.)
- Point to each frame and invite Ss to guess what is happening.
- Elicit answers but do not correct Ss at this stage.

While reading

- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what the children are making with the old cartons and boxes. (They are using them to make a cow for the exhibition.)
- Direct Ss' attention to the frames of the story, and ask them to find and circle any words, as presented in the vocabulary section (**Frame 1**: empty; **Frame 2**: recycle, recycling bag; **Frame 3**: recycling bag, recycle; **Frame 4**: empty; **Frame 5**: exhibition; **Frame 6**: exhibition).
- Have Ss read the text again and check comprehension.
- Talk about what happens in each frame.
- Frame 1:** Robert and Jim are in the kitchen gathering some empty cartons of milk and boxes of cereal.
- Frame 2:** Robert suggests recycling the cartons and the boxes, so Jim puts them in the recycling bag.
- Frame 3:** While they are taking out the recycling bag, the boys see a poster about recycling at the museum. They decide to take the bag there.
- Frame 4:** At the museum, children are painting the cartons black and white to make a cow.



5 On Saturday, there's an exhibition at the museum. People can come and see the cow. 'Do people have to buy a ticket?' asks Jim. 'No, they don't. They just have to bring a can of food or milk,' says Robert.

6 Robert and Jim are at the exhibition. 'Wow! Look at the cans!' says Jim. 'You know, some people haven't got food or milk. The museum can help them now,' says Robert. The children are happy.

3 Read again and answer the questions in your notebook.

1. Where do Robert and Jim take their empty cartons and boxes?
2. What are the children making at the museum?
3. When is the exhibition at the museum?
4. What do people have to bring to the exhibition?
5. What does the museum do with the cans of food and milk they collect?

Let's think

Is it important to recycle? Are there any other ways of recycling things? Why is it important to help other people?

51

Frame 5: There is an exhibition at the museum where people can see the cow. They don't have to buy a ticket, but they should bring a can of food or milk.

Frame 6: Robert and Jim are at the exhibition. They are happy because now the museum can help people who don't have food or milk.

- Ask Ss some comprehension questions. Encourage Ss to answer.

Frame 1: Where are the boys? (They are in the kitchen.) (pointing to the empty cartons of milk and boxes of cereal) What are these? (Empty cartons of milk and boxes of cereal.)

Frame 2: What does Robert suggest? (He suggests recycling the cartons and boxes.) Does Jim agree? (Yes, he does.)

Frame 3: What are the boys doing? (They are taking out the recycling bag.) What does the poster say? (It says that there is going to be a recycling event at the museum.) Do the boys want to take part? (Yes, they do.)

Frame 4: What are the children doing? (They are painting the cartons black and white.) What are they making? (They are making a cow with empty cartons of milk.)

Frame 5: What can people see at the exhibition? (They can see the cow made of cartons.) Do the people visiting the exhibition have to buy a ticket? (No, they don't.) What do they have to do? (They have to bring a can of food or milk.)

Frame 6: Where are the boys? (They are at the exhibition.) What does Robert explain to Jim? (He explains that the museum can help people who haven't got food or milk.) How do the children feel? (They are happy.)

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

Activity 3 R2.1 A B

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



1. They are taking them to the museum.
2. They are making a cow with the empty milk cartons and boxes.
3. The exhibition is on Saturday.
4. They have to bring a can of food or milk.
5. It helps people. / It gives them to people.

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

Post-reading

Let's think

- Direct Ss' attention to the box on p. 51 and read the questions out loud.
- Ask Ss to answer the questions and initiate a discussion.
- Encourage higher-performing Ss to answer in English.

Suggested answer

I think recycling is very important because it helps the environment and reduces the waste we make. There are other ways of recycling such as upcycling which means that you use old items to make something new.

It is important to help other people because not everyone has the same opportunities and we have to be kind to others since we all may need help at some point.

A Optional

Story line

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

Before leaving

- Have Ss choose a character from the story on pp. 50-51 and act out the story at the front of the classroom.



Workbook

Activity 1 R4.1



1. empty 3. recycle
 2. exhibition 4. recycling bag

Activity 2 R2.1



1. empty 6. cow
 2. boxes of cereal 7. ticket
 3. recycling bag 8. can
 4. recycle
 5. children

Activity 3 S1.1 S1.2



open answers

1 Listen and say.

/ʌ/



summer



sunny



under

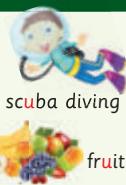


sun

/u:/



June



scuba diving

fruit

2 Listen and say. Then circle the short vowel sounds /ʌ/ and underline the long vowel sounds /u:/.

A sunny day

Summer's here! Did you hear?
 It's a sunny day in June!
 Let's go scuba diving
 in the morning.
 Let's play tennis
 in the afternoon.
 We can play under the sun.
 We can have so much fun!



52



Language focus

Objectives

- to practise the pronunciation of /ʌ/ and /u:/
- to say a phonics chant/poem

Vocabulary

summer, sunny, under, sun, June, scuba diving, fruit

Phonics

/ʌ/ and /u:/



Materials

- blown-up colour photocopies of the story *Recycling at the museum*, pp. 50-51
- flashcards and word cards for summer, sunny, under, sun, June, scuba diving
- phonics cards for sun, scuba diving (TB, pp. 143-144, one set per S)

Revision (Optional)

- Hold up your book or stick blown-up colour photocopies of the story on the board.
- Ask Ss if they remember the title of the story (*Recycling at the museum*). Ask them to tell you what else they remember about the story.
- Have Ss open their books to pp. 50-51. Play the recording and have Ss follow along in their books.
- Play the recording again and encourage Ss to **shadow read** (read along with the recording).
- Have some Ss read the story out loud for the whole class.
- Have Ss close their books and try to retell the story from memory.

Lesson plan



Warm-up

- Write /ʌ/ and /u:/ on the board. Under each sound, stick the flashcards for the words that include that sound.
- Point to /ʌ/ and say /ʌ/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcard (summer) and say it out loud, having Ss repeat after you.
- Repeat the same procedure with the other sound and flashcards.

Activity 1 L2.7



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

Listening transcript

/ʌ/, /ʌ/, summer, sunny, under, sun

/u:/, /u:/, June, scuba diving, fruit

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

Activity 2 L2.7



R3.5



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

- Direct Ss' attention to the picture and ask them questions like, *What can you see in the picture? (A boy thinking about summer activities.) What is he doing in the first bubble? (He is scuba diving.) What is he doing in the second bubble? (He is playing tennis.) Does he like summer? (Yes, he does.)*
- Explain to Ss that they are going to listen to a chant/poem and that they will have to circle all the /ʌ/ sounds and underline the /u:/ sounds they hear in the chant.
- Play the chant/poem once and have Ss listen and follow along in their books.
- Play the chant/poem again, pausing after each line for Ss to circle and underline.
- Then play the chant/poem once more and encourage Ss to say the chant/poem along with the recording.



circled: Summer's, sunny, under, sun, much, fun

underlined: June, scuba diving



TPR Activity

- Hand out the phonics cards for sun and scuba diving to Ss and have them cut them out.
- Explain that they have to say the chant/poem and raise the sun phonics card when they hear a word containing /ʌ/ and the scuba diving phonics card when they hear a word containing /u:/.



Optional 1

What's that sound?

- Divide Ss into two teams.
- Invite a S from each team to come up to the board. Give each S a marker.
- Call out one of the sounds (/ʌ/, /u:/), e.g. /ʌ/ and have Ss write a word containing that sound on the board, e.g. sunny.

- 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

Ready, set, match

- Tell Ss that you are going to play a game.
- Explain to Ss that you are going to raise and show them the picture side of the flashcards for the words that contain the sounds /ʌ/ or /u:/ and say the word out loud.
- Ss will have to raise the corresponding phonics card and call out the sound.
- Any S that raises the wrong card is eliminated from the game.
- Make the game more challenging by showing the cards quickly and hiding them.
- Play the game until all of the flashcards have been used up.



Workbook

Activity 1 R3.3



R3.4



R3.5



1. butter

2. June

3. coconut

4. juice

5. cupboard

Activity 2 R3.5



1. /ʌ/

2. /u:/

3. /ʌ/

4. /u:/

Activity 3 L2.7



Listening transcript

1. summer, June, sunny

2. fun, scuba diving, under

3. fruit, juice, sun



1. June 2. scuba diving 3. sun

Language focus

Objectives

- to provide Ss with cross-curricular information on Science
- to talk about the benefits of some food items

Vocabulary

Nouns: walnut, brain, vitamin, heart

Materials

- flashcards for walnut, brain, vitamin, heart

Revision (Optional)

- Have Ss do the TPR activity on page 101 using the phonics cards for sun and scuba diving.

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, Tomatoes look like an eye and Ss respond, No, they don't.
- Play this game until you run out of sentences.

Lesson plan

Warm-up

- Ask Ss if they know anything about the benefits of different types of food. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1

- Stick the flashcards for walnut, brain, vitamin and heart on the board.
- Point to each flashcard, say the word and encourage Ss to repeat.

- Have Ss open their books to p. 53. Point out the words in the vocabulary section.
- Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R1.1

A1

W1

R2.1

A1

R4.1



- Direct Ss' attention to the pictures and ask them if they recognise the food they depict. (A walnut, a carrot and a tomato.)

- Ask Ss if they know anything about the benefits of these food items and if they like eating them. Initiate a short discussion and encourage all of the Ss to participate.
- Explain to Ss that they have to look at the pictures and match the organs to the items of food they look like and write their names in the corresponding space.
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what each food looks like.
- Ask Ss some questions to check comprehension, such as: *What do walnuts look like?* (They look like a brain.) *Are they good for the brain?* (Yes, they are.) *Where can you put walnuts?* (You can add some to your salad or your cereal.) *What does a slice of carrot look like?* (It looks like an eye.) *Which vitamin can you find in carrots?* (They have vitamin A.) *What is vitamin A good for?* (It's good for the eyes.) *Where can you put carrots?* (You can put carrots in a salad or a carrot cake.) *What does a tomato look like if you cut it in half?* (It looks like a heart.) *What are tomatoes good for?* (They're good for the heart, the eyes and the hair.)



C. 1, heart

A. 2, brain

B. 3

- Have Ss compare their answers in pairs, then check as a class.
- Ask Ss if they know of any other food items and the benefits to our health. Ask Ss if they know about the harmful effects of other food items.

Activity 3 R2.1

A1

W1

- 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 write W for walnuts, C for carrots and T for tomatoes, according to what they have read in the text.
- Have Ss compare answers in pairs first, then check as a class.



1. T 2. C 3. W 4. C 5. C, T

- If time permits, have a few Ss read the text out loud for the class.

1 

walnut



brain



vitamin



heart

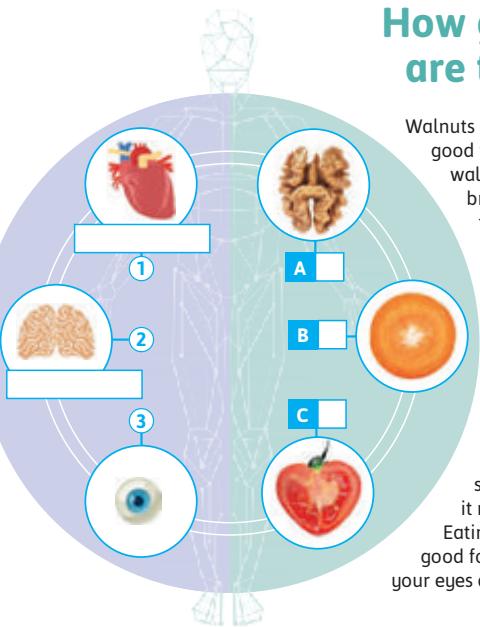
2 What does each food look like? Look and match. Then read. Guess the meaning of the words in green and write them under the correct picture.  

How good for you are they?

Walnuts look like a **brain**, and they are good for the brain too! Eating some walnuts every day can make your brain strong. You can add walnuts to your salad or your cereal.

Cut a carrot and look at a slice. What does it look like? An **eye**! Carrots have got vitamin A. This vitamin is good for your eyes. You can have some carrot salad for lunch or carrot cake after lunch. See? It's easy!

Cut a tomato in half. Can you see? It looks like a **heart**, and it makes your heart healthy too. Eating a tomato every day is very good for you. Tomatoes are good for your eyes and hair too!



3 Read again and write **W** for walnuts, **C** for carrots and **T** for tomatoes. 

1. They are good for your hair.
 2. You can make a cake with them.
 3. You can add them to your cereal.
 4. They have got vitamin A.
 5. They are good for your eyes.

53

Did you know?

- Walnuts are the world's oldest known tree food and it is also known as 'brain food'. It is also the most heart-friendly nut and health experts claim that eating 8 walnuts a day is very good for the heart.
- You can ask Ss to search the Internet for more information about walnuts.

Project work

- Ask Ss to use the Internet to find information about more fruit and vegetables that look like parts of the body. 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.



Workbook

Activity 1



1. vitamins 2. Walnuts
 3. brain 4. heart

Activity 2 L1.1 L2.1

1. **Man 1:** Yellow and orange fruit and vegetables are very healthy. Carrots, mangoes, peaches and melons have vitamin A. This vitamin helps you have healthy eyes. Oranges have vitamin C. Vitamin C makes your heart strong!

2. **Woman:** Green fruit, like green grapes and apples, are very good for you. They help you have strong teeth. Do you like green peppers on your pizza? Green vegetables keep your eyes healthy, too.

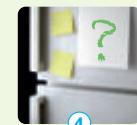
3. **Man 2:** Purple fruit and vegetables help your heart and your brain. Purple grapes can be a great snack for you or you can make a salad with some purple carrots! Do you want a strong heart and a healthy brain? Now you know the way!



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

Before leaving

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

1 Read and complete. **some** **any**

1. There aren't _____ onions on the pizza.

2. There are _____ pears in the basket.

3. I need _____ flour for the cake.

4. Is there _____ butter in the fridge?

5. Can I have _____ milk, please?

2 What do the girls need to make the dessert? Listen and tick (4).



3 Choose four food items from the box to complete your shopping list. Then talk about it with your partner.

| | | | |
|---------|----------|------------|----------|
| juice | biscuits | pineapples | onions |
| carrots | coconuts | crisps | lemonade |

| SHOPPING LIST | | | |
|---------------|------------|--------|-----------|
| Fruit | Vegetables | Drinks | Snacks |
| peaches | peas | milk | ice cream |
| pears | potatoes | tea | chocolate |
| watermelon | carrots | water | nuts |

There are some coconuts on my shopping list. Are there any coconuts on your list?

No, there aren't any coconuts. There are some pineapples.

54

Activity 2 L2.1

- Direct Ss' attention to the pictures in the activity.
- Explain to Ss that they are going to listen to a short dialogue between two girls about a recipe and then they have to tick the pictures of the ingredients needed.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

Lisa: Wow, look at this recipe! This dessert looks great! What do we need to make it?

Mary: Well, we need some chocolate, of course.

Lisa: How much chocolate do we need?

Mary: Two bars of chocolate.

Lisa: OK, there's some chocolate in the cupboard. What else do we need?

Mary: Let me see... We need half a cup of butter.

Lisa: There's some butter in the fridge.

Mary: Great. We can also add some nuts, and finally...

Lisa: Some biscuits?

Mary: No, there aren't any biscuits. We can add a cup of cereal.

Lisa: Cereal?! Wow! That's a great idea!



Pictures A, B, D and E should be ticked.

Activity 1

- Have Ss open their books to p. 54.
- Explain to Ss that they have to look at the pictures, read the sentences carefully and complete them using the words in the box.
- Have Ss compare their answers in pairs first, then check as a class.



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

Activity 3 S1.1 S2.2

- Direct Ss' attention to the girls in the picture and ask them to read the exchange.
- Then, draw Ss' attention to the table in the activity and ask them to read it.
- Explain to Ss that they have to complete the shopping list with four items from the blue box and then, in pairs, ask and answer about their partner's shopping list.
- Ask **higher-performing Ss** to think of some additional items not in the blue box to include in their shopping lists and ask and answer with the partner.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity.

Activity 3



1. How much
2. How many
3. How many
4. How many
5. How much

and open answers

Activity 4



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

Activity 5 R2.1

NOTE

In many Middle-Eastern countries, the beginning of the week is Sunday. Friday and Saturday are considered the weekend. In most of Europe, parts of Africa, North and South America and Australia, Monday is the first day of the week, as it is the beginning of the working week.



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

Now I can

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



Before leaving

- Play the song/poem *Fruit pizza* on p. 43 of the SB and invite Ss to say it along with the recording.



Workbook

Activity 1



1. milk 2. pineapple 3. lemonade 4. fridge

Activity 2



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



Note

- Bring Internet printouts of people doing different sports to the next lesson.

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

Quiz

- guess the meaning of words based on picture clues (R4.1)
- understand and respond to the main idea in a short sequence of simple sentences (R1.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- participate actively in very simple word level reading games (R5.1) WB
- follow and identify the detail in short texts (L2.1)
- describe people using suitable words and phrases (S2.2)
- communicate basic personal information using short simple statements (W1.1) WB

Top Stars

- guess the meaning of words based on picture clues (R4.1)
- understand and respond to the main idea in a short sequence of simple sentences (R1.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- follow and identify the detail in short texts (L2.1)
- follow and respond to a range of short questions (L2.4)
- ask and find out basic personal information (S1.1)
- communicate basic personal information using short simple statements (W1.1) WB

Our world

- guess the meaning of words based on picture clues (R4.1)
- understand and respond to the main idea in a short sequence of simple sentences (R1.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- follow and identify the detail in short texts (L2.1)
- ask and find out basic personal information (S1.1)

Let's talk

- guess the meaning of words based on picture clues (R4.1)
- understand and respond to the main idea in a short text (R1.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- follow and respond to a range of short questions (L2.4)
- follow and identify the detail in short texts (L2.1) WB
- ask and find out basic personal information (S1.1)
- communicate a short sequence of instructions (S2.3)
- write short, simple, one-step instructions (W1.4)

Reading time

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

Round-up

- follow and identify the detail in short texts (L2.1)
- ask and find out basic personal information (S1.1)
- guess the meaning of unknown words by making use of pictures (R4.1) WB
- understand and respond to detail in a short sequence of simple sentences (R2.1) WB

Cursive writing

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

Project

- understand and respond to the main idea in a short text (R1.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- ask and find out basic personal information (S1.1)
- connect words and phrases using basic conjunctions (W2.1)
- communicate basic personal information using short simple sentences (W1.1) WB
- describe people and objects using suitable words and phrases (W1.3) WB

Phonics

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

Top Time! 3

- understand and respond to the main idea in a short sequence of simple sentences (R1.1)
- understand and respond to detail in a short sequence of simple sentences (R2.1)
- participate actively in very simple word level reading games (R5.1) WB
- express basic preferences using short simple sentences (W1.2)
- communicate basic personal information using short simple sentences (W1.1) WB

Sports

QUIZ

Language focus

Objectives

- to talk about sports
- to talk about actions that happened in the past

Vocabulary

Verb: score, win, lose

Nouns: point, game, medal

Structures

You played tennis with Marvin last week.

He scored two points at the game.
We watched a basketball game yesterday.

Our favourite team won the game.



Materials

- flashcards for score, point, game, medal, win, lose
- Internet printouts of people doing different sports

Lesson plan



Warm-up

- Stick the Internet printouts you brought on the board.
- Ask Ss if they recognise the sports depicted in the printouts and if they know any information about the sports.
- To help **lower-performing Ss**, you can ask specific questions about each sport depicted, e.g. Is it a team sport or not? How many players are on each team? Do you need a ball? etc.
- To challenge **higher-performing Ss** ask them to describe the rules of the sport. Initiate a short discussion and encourage all of the Ss to participate.

Activity 1 R4.1

- Stick the flashcards for the lesson on the board. Point to each flashcard, say the word and encourage Ss to repeat.
- Have Ss open their books to p. 55.
- Point out the words in the vocabulary

section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.

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

Activity 2 R1.1 R2.1 L2.1

Background note

- Table tennis has been an Olympic Sport since the 1988 Summer Olympics in Seoul. Players have to gain 11 points to win the game. The ball in table tennis is orange or white, the bat is red on one side and black on the other side while the table is 2,7 metres long, 1,5 metres wide and 80 cm high. The net is 15 cm high. The countries that are the best at table tennis are China, Sweden and South Korea.
- The first modern Summer Olympic Games took place in Athens in 1896. Pierre de Coubertin revived the Games and since then, they are held every four years in a different country. Greece won 46 medals at the first Olympic Games while the USA won 20 medals in total.
- The first Winter Olympic Games took place in Chamonix, France, in 1924. Skiing, alpine skiing and snowboarding are some of the sports that athletes compete in. Norway won 17 medals at the first Winter Olympics while France won 3 medals in total.
- In baseball, each team consists of nine players and a manager. The equipment needed is a ball, a wooden bat, a catcher's glove and a uniform. The world's largest baseball bat is 37 metres long and weighs 31,000 kg. The longest game in the history of baseball was the Milwaukee Brewers against Chicago White Sox; it lasted 8 hours and 6 minutes!
- In basketball, there are two teams with five players each. The game lasts for four periods of ten or twelve minutes each.
- The longest game in the history of tennis was between the American tennis player, John Isner, and the French tennis player, Nicolas Mahut. The game lasted 11 hours and 5 minutes! John Isner won the match but both players and the umpire received a special award for their effort and patience. People can find a special corner for this game in the Museum of Wimbledon.

- Direct Ss' attention to the quiz. Ask Ss where they might see such a quiz. Elicit that it might be found in magazines, on websites, etc.
- Explain to Ss that they will have to read the questions and guess as many correct answers as they can.
- When Ss are done tell them that they're going to listen to the recording and check their answers.
- Play the recording once and have Ss listen.
- Play the recording a second time and have Ss check their answers.
- Discuss Ss' answers as a class.



1. B 2. A 3. A 4. B 5. A 6. B

LOOK!

- Tell Ss what you did yesterday. For example, say, Yesterday, I visited my friend, Sally. Then, we went to the park for a picnic.
- Write the above sentences on the board. Then choose a random S and encourage him/her to say what he/she did yesterday. Write the S's answer on the board.
- Ask Ss if they recognise the tense (Simple Past) and when they think we use this tense. Underline visited and went in the example sentence to point out

QUIZ



2 Do the quiz and choose A or B.
Then listen and check your answers.

Look! p. 72-73

You played tennis with Marvin last week. He scored two points at the game. We watched a basketball game yesterday. Our favourite team won the game.



1. You have to score ____ points to win a table tennis game.

A twenty B eleven



4. There are ____ players in a baseball team.

A fourteen B nine



2. At the first modern Olympic Games in 1896, ____ won forty-six medals.

A Greece B the USA



5. A ____ game has got four quarters of ten or twelve minutes.

A basketball B football



3. At the first Winter Olympic Games in 1924, ____ won seventeen medals.

A Norway B France



6. In 2010, John Isner and Nicolas Mahut played tennis for _____. Mahut lost.

A six hours and twenty-five minutes B eleven hours and five minutes

KEY 1B 2A 3A 4B 5A 6B

3 What happened yesterday? Talk in pairs. Look at the picture and use the words in the box.

play / table tennis win / game lose / game score / point win / medal



the different ways the tense is formed according to the type of verb (regular and irregular verbs).

- Elicit that we use the Past Simple to talk about actions that happened in the past.
- Direct Ss' attention to the **Look!** box on p. 55 and ask them to read it. Then, ask them to underline the word *yesterday*.
- Explain to Ss that we use this time expression to indicate when we did a specific activity in the past. Point out how it is used and its position within a sentence. Provide Ss with more examples and ask them to come up with some of their own.
- Refer Ss to the quiz and ask them to underline any examples of the *Simple Past* (*won, played, lost*).
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples. Ask **higher-performing Ss** to think of an additional example and write it on the board.

Activity 3 S2.2

- Direct Ss' attention to the girls in the picture and ask them to read what the girl is saying.
- Explain to Ss that, in pairs, they will have to look at the picture carefully and say what each child in the picture did using the prompts in the box.
- If necessary, invite a S to come to the front of the classroom and demonstrate the activity. Encourage him/her to choose a child from the picture and say what he did using the words in the box.
- Have a few pairs of Ss come to the front of the classroom and present their sentences.



Suggested answers

- Rob and Ned played table tennis.
- Rob won the game.
- Ned lost the game.
- Dan scored two points.
- Alex won a medal.



Optional

Line jumping

- Use masking tape to form a straight line on the floor that is long enough for Ss to stand on in single file.
- Have Ss line up in single file on the line.
- Tell Ss that the side to their right is yes and the side to their left is no.
- Call out yes and show Ss that they have to jump to their right. Do it with them. Ask them to jump back onto the line. Do this a couple of times with yes and then do the same with no.
- Explain to Ss that you are going to say sentences from the quiz. If they are correct, Ss should jump to the right. If they are wrong, they should jump to the left. For example, say, You have to score 20 points to win in table tennis and encourage them to jump to their left side.
- Whoever jumps to the wrong side is out of the game or just misses a turn.



Before leaving

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



Workbook

Activity 1 R5.1



| | | |
|----------|---------|----------|
| 1. medal | 2. game | 3. point |
| 4. score | 5. win | 6. lose |

Activity 2



| | | |
|-----------|---------|------------|
| 1. won | 2. left | 3. watched |
| 4. scored | 5. went | 6. lost |

Activity 3 W1.1



open answers

1



painting



competition



painter



pitch



award

2

Read and answer. Who painted pictures?



At Grandpa Ahmed's house...



1

Did your father play any sports?
No, he didn't. He painted pictures.So... did he win the award for a painting?
(Yes, he did.)
But how? I don't understand.

2

My father painted pictures of athletes.
He won the award because he painted pictures for Belleville Sports Academy.

3

At the museum...



4

A boy on a baseball pitch is throwing a ball.

That's me!
Oh, Grandpa!
I can't believe it!

56

Materials

- flashcards for painting, competition, painter, pitch, award
- flashcards from the previous lesson: score, point, game, medal, win, lose

Revision (Optional)

- Ask Ss to tell you what they remember about the quiz in the previous lesson.
- Alternatively, you can say a few sentences about the quiz in the previous lesson and ask Ss to tell you if they are correct or not.

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

Activity 2 R1.1 R2.1

- Have Ss look at the pictures. Ask Ss who they think the man with Karim is. (His grandpa.)
- Ask Ss, to tell you what they think is happening. (Karim is at his grandpa's house looking at an award. His grandpa explains that it's an award that his father had won from a sports academy. Karim wants to see the paintings that his grandpa's dad painted which are on display at the local museum. At the museum, Karim discovers that his grandpa is in one of the paintings.)
- Direct Ss' attention to the frames of the story and ask them to find and point out the words from the vocabulary section they see in the frames (Frame 2: painting; Frame 3: paintings (x2), Frame 4: pitch).
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out who painted pictures (Karim's great grandfather / Grandpa Ahmed's father.)
- Have Ss read the dialogue again and check comprehension.
- Ask Ss some questions about the story. **What do Karim and his grandpa talk about?** (An award at Grandpa's house). **Whose is the award?** (It's Karim's great grandfather's.) **Where is the award from?** (From a sports academy.) **Did he win the award in a sport?** (No, he didn't.) **What did he get an award for?** (He painted pictures of athletes for Belleville Sports Academy.) **Where does Karim see one of his great grandfather's paintings?** (At the museum.) **What can Karim see in one of the paintings?** (He sees a boy on a baseball pitch.) **Who is the boy?** (It's his great grandpa.)
- Ask **higher-performing Ss** if they have ever won an award for something they did and how they felt and encourage them to answer.

Lesson plan

Warm-up

- Ask Ss if they have ever won an award in any kind of competition. Then ask them how they felt/would feel if they did. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1

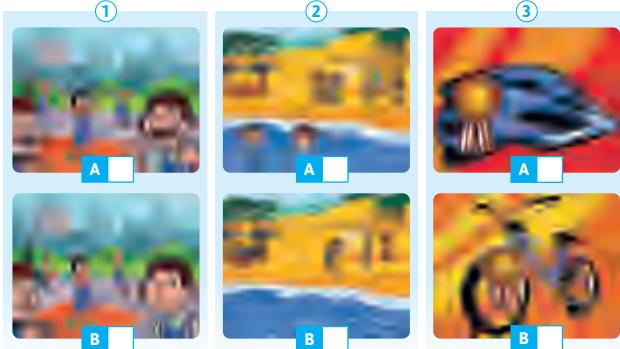
- Mime being a painter who is painting something on the board. Say, *I'm a painter. Look, I made this painting of a baseball pitch because I want to take part in an art competition. Do you think I can win?* Write the sentences and question on the board, underline the words painter, painting, pitch and competition and ask Ss to guess their meaning. Stick the appropriate flashcard under each word and elicit what a painter does.
- Alternatively, hold up each flashcard, say the word and encourage Ss to repeat.
- Have Ss open their books to p. 56.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.

3 Read again and circle. 

- Did Grandpa Ahmed's father win an award?
Yes, he did. / No, he didn't.
- Did Grandpa Ahmed's father play sport?
Yes, he did. / No, he didn't.
- Where can Karim see the paintings?
at Belleville Sports Academy / at the museum.
- Did Grandpa Ahmed's father paint a picture of Karim?
Yes, he did. / No, he didn't.

LOOK! p.72-73

What **did** they do **yesterday?**
Did they **go** to the park **last Saturday?**
Yes, they **did**./
No, they **didn't**.

4 Listen and tick (4) the correct picture.  5 Read and tick (4). Then ask and answer with your partner. 

| What did you do last weekend? | Yes | No |
|-------------------------------|-----|----|
| play basketball | | |
| play football | | |
| visit a museum | | |
| go to the park | | |
| go to the shopping centre | | |



57

Activity 3 R2.1  

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



1. Yes, he did. 3. At the museum.
2. No, he didn't. 4. No, he didn't.

- Choose two Ss to read the dialogue out loud for the class.

Look!

- Walk up to a S and say, *I went to the park yesterday. Did you stay at home?* Write the sentences on the board and underline *Did* and *stay*.
- Explain to Ss that we use the Past Simple of the verb *do* (*did*) to form the question in the Past Simple tense for regular and irregular verbs while the verb remains in its base form. Explain that we answer questions with *Yes, I did* or *No, I didn't* respectively.
- Write a few affirmative sentences on the board and have Ss practise by writing or saying them in the question form.
- Direct Ss' attention to the *Look!* box on p. 57 and ask them to read it.
- Refer Ss to the dialogue and ask them to underline any examples of *Past Simple questions and answers* (...*did you win this award? No, I didn't. / Did your father play any sports? No, he didn't. / ...did he win the award for a painting? Yes, he did.*)

Top Stars 5

- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples. Ask **higher-performing Ss** to think of an additional example and write it on the board.

Activity 4 L2.1 

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

Listening transcript

- Peter:** Did you play basketball yesterday, Gary?
Gary: Yes, I did. We played a game, but...
Peter: Did you lose?
Gary: No, we didn't. We won the game, but I'm sad.
Peter: Really? You won the game! Why are you sad?
Gary: Well, my favourite baseball team, the Los Angeles Lakers, played a game yesterday too. And they lost!
Peter: Oh, well...
- Mark:** Hi, Tony. Did you have a good time last weekend?
Tony: Hi, Mark. Yes, I did. I went to the beach with my family.
Mark: What did you do there?
Tony: We played volleyball and had some snacks.
Mark: That's great! I like going to the beach. Swimming in the ocean is amazing. Did you swim?
Tony: No, we didn't. The water was cold.
Mark: Oh, I see...
Tony: How about going to the beach together on Saturday?
Mark: Great!

- Bill:** Hi, Joe. Look at my painting.
Joe: That's an amazing painting: a baseball team!
Bill: Do you like it?
Joe: Yes, I do! When did you paint it?
Bill: I painted it last month. I took part in a competition... and guess what! I won a bike!
Joe: A bike?! That's great!



1. A 2. B 3. B

Activity 5 S1.1  L2.4 

- Direct Ss' attention to the boys in the picture and ask them to read the exchange.
- Explain to Ss that you are going to play a guessing game. Draw their attention to the activities and the boxes and tell them that they will have to tick the ones they did the previous weekend. Then, in pairs, they will ask and answer with their partner and try to find out which activities he/she did.

- Higher-performing Ss can add additional activities to their tables to ask and answer about with their partners.
- Invite a S to come to the front of the class and demonstrate the activity. Encourage the S to check the activities he/she did and then ask and answer.
- Have a few pairs of Ss present the exchange in front of the class.

A 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 verb in the Past Simple and draw the corresponding number of steps, e.g. six steps for the verb *bought*.
- Then draw a man standing at the top of the staircase. Ss then have to call out letters. If the letter is correct, write it on the corresponding step(s). If it is not, move the man down one step and closer to the mouth of the fish.
- The S who guesses the word correctly before the man reaches the fish, wins and is the next one to think of a verb.

C Before leaving

- Divide Ss into pairs and have them form a line.
- Explain to Ss that SA is going to ask SB a question about something he/she did in the past and SB has to answer accordingly.
- Make sure Ss take turns asking and answering before they leave the classroom.

Workbook

Activity 1 R4.1



1. B 2. A 3. D 4. C
1. painting 2. competition 3. pitch 4. painter

Activity 2



1. Did, No, he didn't. He watched a baseball game.
2. Did, No, they didn't. They bought tickets (to the museum).
3. Did, No, he didn't. He cooked spaghetti (at a restaurant).
4. Did, No, they didn't. They took a picture (of a garden).

Activity 3



1. I wore my new jacket to school yesterday.
2. Did you like the game?
3. Did they go to bed early last night?
4. They studied for the test last week.

Activity 4 L2.1

Listening transcript

Carter: Hi, Steve! You're back! Did you have a good time in New York?

Steve: Yes, we did! It was great!

Carter: Did you take any pictures?

Steve: Me? No. My dad took pictures with his tablet. I have it here.

Carter: Let's see. Hey, what's that? Did you go sailing?

Steve: No, no! That's a water taxi! We took a water taxi because we wanted to see some famous sights. We saw the Statue of Liberty. It's really big!

Carter: That's amazing! Did you visit any museums?

Steve: No, we didn't. My sister thinks museums are boring.

Carter: Did you go to Central Park?

Steve: Yes, we did! We walked around, we visited Central Park Zoo, and we had a picnic by the lake.

Carter: That sounds amazing, Steve.

Steve: And guess what? We went to the Yankee Stadium too!

Carter: The famous baseball field? Really? Did you watch a game?

Steve: Yes, we did! And look! I caught this baseball!

Carter: Wow! Well done, Steve!



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

Activity 5 W1.1 R2.1



open answers



Language focus

Objectives

- to talk about the invention of basketball and table tennis
- to talk about actions that happened in the past

Vocabulary

Verbs: train, invent, use

Nouns: bat, gym

Adjective: special

Structures

I didn't bring my racket.

He didn't train hard for the game.

They didn't have special tables.



Materials

- flashcards for bat, gym, train, invent, special
- flashcards from the previous lesson: painting, competition, painter, pitch, award

Revision (Optional)

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

Lesson plan



Warm-up

- Ask Ss to tell you if they play any sport and what they know about it. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1



- Stand at the front of the classroom and mime riding your bike. Say, *I want to win the cycling competition so I train for many hours every day.* Write the sentence on the board, underline the word train and stick the corresponding flashcard next to it.
- Repeat for the rest of the flashcards.
- Say, *We use a pencil to write.* Write the sentence on the board and underline the word use.
- Ask Ss to read the sentence out loud and infer the meaning of the underlined word.
- Alternatively, ask Ss to tell you what their favourite sport is and if they know how it was invented. Encourage **higher-performing Ss** to answer. Initiate a short discussion and encourage all of the Ss to participate.
- Have Ss open their books to p. 58.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R1.1



R2.1



- Direct Ss' attention to the pictures and ask them what they can see. (A picture of a basketball and a picture of a tennis table bat and ball.)
- Ask Ss what they think the text is about. (It's about two sports, basketball and table tennis.)
- Tell Ss that you are going to play the recording and that they have to follow along silently and listen carefully in order to choose the most suitable headline for the article.
- Draw Ss' attention to the three headlines at the top of the article and read them out loud.
- Play the recording and then have Ss read the headlines again and decide which one is the most appropriate for the article. Have Ss justify their choice.



The headline, 'The History of Sports', should be ticked.

- Ask Ss some questions about the text. Which sports are the texts about? (Basketball and table tennis.) When did each sport begin? (Basketball began in 1891 and table tennis in the 1880s.) Who was James Naismith? (He was a PE teacher in Springfield, Massachusetts.) Why didn't Naismith and his students go out to train? (Because of the cold.) What did he use for the new game? (He used two peach baskets and a football.) Which sport did he invent? (He invented basketball.) What did people in England usually do after dinner in the 1880s? (They played a game.) What did they use? (They used small balls and small boxes or books.) What sport started this way? (Table tennis or ping-pong.) Do people still use the same things to play table tennis? (No, they don't. They use special table tennis balls, bats and tables.)

Activity 3 R2.1



- Direct Ss' attention to the sentences in the activity and ask them to read them.
- Explain to Ss that they have to read the text in activity 2 again, read the sentences in the activity and mark them as true or false.
- Have Ss compare their answers in pairs first, then check as a class.



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

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

LOOK!

- Direct Ss' attention to the **Look!** box on p. 59 and read it out loud.
- Explain to Ss that we use *didn't* and the base form of the verb to form the negative in the Past Simple. Point out that *didn't* is the contracted form of *did not* and is more commonly used in spoken English.
- Say or write a couple of sentences with irregular verbs in the affirmative and encourage Ss to say the negative form of the sentences.
- Refer Ss to the text and ask them to underline any examples of the Past Simple negative (... *couldn't do any sports outdoors* / *They didn't have bats or special balls*.)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples. Ask **higher-performing Ss** to think of an additional example and write it on the board.

Activity 4 L2.1

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

Listening transcript

Ron: Last week, my school had a sports week.

James: Sports week? What's that?

Ron: We had PE every day, and we tried different sports.

James: That's fun! What sports did you try?

Ron: On Monday, we played volleyball, but we didn't stand up.

James: So... you sat down... to play volleyball!?

Ron: Yes, we did! On Tuesday, we played table tennis.

James: Table tennis isn't very easy!

Ron: Yes, that's right! Then we did karate on Wednesday.

James: I like karate. It's my favourite sport.

Ron: And finally, we played baseball on Thursday. Sports week is fun!

James: Sounds amazing!



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

1.

bat



gym



train



invent



special

use

2.

Read and tick (4) the best headline for the magazine article.

Dinner and Games A**In only fourteen days B****The History of Sports C**

58



In 1891, James Naismith was a PE teacher in Massachusetts, USA. It is always very cold there in the winter, and his students couldn't do any sports outdoors. But Naismith wanted to find a sport to play indoors. One day, he brought some peach baskets and a football to the gym. This was the beginning of a new game: basketball!

In the 1880s, people in England often played a game on their tables after dinner. They didn't have bats or special balls. They used small boxes or books to hit a small ball. This was the beginning of table tennis or ping pong. Today, there are special table tennis balls, bats and tables, and people all over the world play the game.

Activity 5 S1.1

- Direct Ss' attention to the boys in the picture and ask them to read the exchange.
- Then, draw Ss' attention to the activities in the box. Explain to Ss that, in pairs, they are going to ask and answer about what they did or didn't do the previous week using the phrases from the box. **Higher-performing Ss** can add their own ideas to ask and answer about with their partners.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs and have them do the activity.
- Have a few pairs of Ss present the exchange in front of the class.

A Optional**What did you do?**

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

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

- James Naismith invented table tennis.
- In winter, Naismith and his students trained inside the gym.
- In 1891, people used peaches to play basketball.
- People in England used books to play a game.
- Today, people play table tennis on dinner tables.

LOOK! p.72-73

I **didn't bring** my racket with me.
He **didn't train** hard for the game.
They **didn't have** special tables.

4 Listen and number the sports (1-4) in the order Ron played them. 5 Say what you did and what you didn't do last week. 

play football/tennis/
baseball/basketball
go sailing
go swimming
go shopping
see my friends

I played tennis. I didn't play football last week.
... I didn't...



59



Before leaving

- Have Ss form a line.
- Explain to Ss that they have to say one thing they remember from the text before they leave the classroom.
- To help **lower-performing Ss**, you can give them two options on the board for them to choose from, e.g. A baseball team has got nine players. / A baseball team has got eleven players., etc.
- Have **higher-performing Ss** write their own sentences on the board.
- Make sure all of the Ss say at least one thing before they leave the classroom.

Activity 3



- Jenny **didn't win** a cooking competition. She **won** a photography competition.
- Alexander Graham Bell **didn't invent** the car. He **invented** the telephone.
- Karl **didn't use** his computer. He **used** his dad's tablet.
- The players **didn't train** on the baseball pitch. They **trained** at the gym.

Activity 4



- He **didn't invent** a new sport.
- The team **didn't train** on the pitch.
- I **didn't wear** a special uniform for table tennis.

Activity 5 L2.1 

Listening transcript

Mum: What are you doing, Dave?

Dave: My homework, Mum. I have to write about the Sports Museum we visited.

Mum: Oh! How nice! Did you go on Wednesday? I can't remember.

Dave: No, no. We went on Thursday.

Mum: Did you visit the room with the uniforms?

Dave: Yes, we did.

Mum: Did you see the old baseball uniforms?

Dave: Yes, we did! We saw ice hockey uniforms too.

Mum: Did you go to the medals room?

Dave: Yes, we did! My favourite basketball team has got sixteen medals!

Mum: Really? I didn't know that! Did you see any Olympic medals?

Dave: Yes! We saw six! Three gold medals and three silver medals. They're really beautiful!



- When: Thursday
- Uniforms: ice hockey
- Number of Olympic medals: six (three gold medals and three silver medals)



Workbook

Activity 1



- train
- invent
- gym
- bat
- special
- use

Activity 2



- Did... invent
- watched
- didn't use
- lost
- showed
- didn't win

Note

- Bring Internet printouts of a racket, a bat, gloves, a helmet, an ice hockey stick, a puck, a tennis ball, a baseball and a football to the next lesson.



1



ice hockey stick

puck

2 Read and match the sports with the equipment.

A team sport with nine players



in each team. Players have to run fast. Some players have bats to hit the ball, and some have big gloves to catch the ball. Some players wear helmets, and some others wear baseball caps.

It is a team sport. Two teams, with eleven players each, play on a football pitch. They wear special clothes and helmets and they use a leather ball.



Two or four players play this game. They have to be very fast and hit a small yellow ball over the net with their rackets.



Two teams of six players play ice hockey.



They wear special clothes and helmets. There is no ball in ice hockey. Players use their sticks to hit a puck.

1

2

3

4

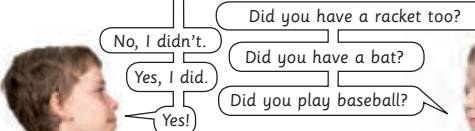


3 Play a game. Choose one of the sports above, and write a message to your friend like the one on the right.

Go to the sports centre. Take a bat and ball with you. Play baseball!

60

I went to the sports centre yesterday. I had a ball with me.



Revision (Optional)

- Ask Ss to tell you if they remember from the previous lesson who invented basketball and table tennis.
- Alternatively, you can say a few items that are used when playing basketball or table tennis and Ss have to call out which of the two sports they are used in. For **higher-performing Ss** you can call out the sports table tennis or basketball and encourage them to call out the equipment they need to play these sports.

Play the recording a few times and have Ss point to the corresponding pictures and repeat.

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

Activity 2 R1.1 R2.1

- Ask Ss to look at the pictures of the sports and the sports equipment and ask them to name as many sports and items as they can.
- Ask Ss to tell you what they know about the sports presented in the activity.
- Explain to Ss that they have to look at the pictures and match the sports to the appropriate equipment.
- Have Ss compare their answers in pairs, then check as a class.



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

Lesson plan

Warm-up

- Place the Internet printouts of sports equipment you brought on your desk.
- Invite Ss to come to your desk, one by one, and choose a printout. Then, ask them to tell you if they know which sport this piece of equipment is used in.
- You can write the sports on the board so that Ss can choose a printout and stick it under the appropriate sport on the board.

Activity 1 R4.1

- Hold up each flashcard, say the word and encourage Ss to repeat.
- Have Ss open their books to p. 60.
- Point out the words in the vocabulary section.

Activity 3 R2.1 L2.4 S1.1 S2.3 W1.4

- Direct Ss' attention to the boys in the picture and ask them to read the exchange.
- Explain to Ss that, in pairs, they will play a game.
- Ss must choose two of the sports presented in activity 2 and write messages to their partner on two pieces of paper, like the one shown in the SB on page 60.
- In their notes, Ss must give instructions to their partner

saying where to go and with what sports equipment, in order to play one of the sports described in activity 2.

- Ss must then put their notes on their desk facing down.
- Ss then take turns to choose one of the notes and ask questions about the sport in order to guess it.
- Point out that Ss must use the Past Simple in their questions and answers.
- **Higher-performing Ss** may add a sport to ask and answer questions about with their partners.
- Have a pair of Ss demonstrate the activity at the front of the class.
- 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 the exchange.

A Optional

Pantomime

- Divide Ss into two teams. Explain that a S from one team will have to come to the front of the classroom and mime one of the sports presented in this or previous lessons, while the other team tries to guess the sport.
- Ss can mime holding or using a piece of equipment used in the sport they want to mime.
- When the team guesses the sport, 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.
- The team with the most points, wins.

C Before leaving

- Have Ss form a line.
- Explain to Ss that they have to say one thing they remember from the lesson.
- To help **lower-performing Ss**, you can give them two options on the board for them to choose from, e.g. You need a racket to play tennis. / You need a bat to play tennis., etc.
- **Higher-performing Ss** can write their sentences on the board.
- Make sure all of the Ss have formed at least one sentence before they leave the classroom.

Workbook

Activity 1 R4.1



1. net
5. puck

2. ice hockey stick
6. helmet
3. gloves
7. bat
4. racket

Activity 2



1. did... find
2. didn't know
3. used
4. wore
5. Did... have
6. didn't want

Activity 3 L2.1

Listening transcript

- Noah:** Hi, Steve!
- Steve:** Hi, Noah! What did you do at the weekend?
- Noah:** I went shopping with my mum. She bought a tennis racket for my brother.
- Steve:** Did you buy anything?
- Noah:** Yes, I did. I bought a new table tennis bat.
- George:** Hi, Calvin! Did you go out yesterday?
- Calvin:** Yes, I did. I went to a baseball game with my brother.
- George:** Did you enjoy the game?
- Calvin:** Yes, I did! One player hit the ball very hard and it flew out of the stadium!
- George:** Wow! That's amazing!
- Harvey:** Ryan, did you go to tennis practice yesterday?
- Ryan:** Yes, I did.
- Harvey:** But I looked for you at the tennis courts and I couldn't find you.
- Ryan:** That's because Coach wanted to change the nets, so we trained in the gym yesterday.
- Harvey:** Oh! That's why I didn't see you!



1. A 2. B 3. B



Language focus

Objectives

- to read a blog
- to write a blog
- to revise and consolidate structures and vocabulary presented in previous lessons
- to learn how to write about a past experience
- to learn how to use time expressions to describe a past experience
- to learn how to use the conjunctions **but** and **or**



Materials

- flashcards from the previous lesson: *racket, net, bat, gloves, helmet, ice hockey stick, puck*

Revision (Optional)

- Write *tennis, ice hockey, baseball and American football* on the board.
- Explain to Ss that they will have to remember which equipment is necessary for each sport and name it.
- You can divide Ss into two teams and ask them to name the equipment. **Higher-performing Ss** can come up to the board and write their answers. The team with the most correct answers wins.

Lesson plan



Warm-up

- Ask Ss if they have ever read or written a blog and what it was about. If they don't know what a blog is, explain that it is a website on which people of all ages can write their personal opinions, about the activities they do or their experiences.
- Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R1.1 R2.1 S1.1

- Have Ss open their books to p. 61.
- Direct Ss' attention to the blog entries. Explain to Ss that two children, Ali and Tom, are writing about their experience when visiting a sports theme park.
- Explain to Ss that they are going to listen to and read the blog entries and talk about how they can write a blog of their own.
- Play the recording and have Ss follow along in their books.
- Ask Ss some questions to check comprehension, such as: *When did Ali visit Aspire Zone? (Last Saturday.) Who did he go with? (He went there with his family.) What can you do there? (You can play tennis, football, volleyball or basketball. You can also run and swim.) What did Ali and his family do? (They played volleyball.) Was volleyball easy? (No, it wasn't, but it was fun.) When did Tom visit Aspire Zone? (On Friday and Saturday.) What did he do there? (He played tennis with his new friend, Hamad.) Is Hamad good at tennis? (Yes, he is.) Did Hamad win? (No, he didn't. Tom won and got a medal.)*
- Ask **higher-performing Ss** whether they would write on a blog like this and why these blogs are useful.
- If you have time, choose a few Ss to read the blog out loud.

Activity 2 R2.1

- Direct Ss' attention to the pictures in the activity and ask them to tell you what they depict.
- Explain to Ss that they have to read the blog again and write A for Ali or T for Tom in the boxes.
- Have Ss compare their answers in pairs first, then check as a class.



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

Writing tip W2.1

- Direct Ss' attention, to the *Writing tip* box and ask them to read it.
- Read the tip out loud and ask Ss to follow along in their books as you read.
- Draw Ss' attention to the first bullet in the *Writing tip*. Point out that we use the Past Simple to describe what we did and when. Remind Ss that we use several time expressions to indicate time in the past, such as *yesterday, last week, etc.* Say, *I played tennis at the sports club last Saturday* and write the sentence on the board.
- Draw Ss' attention to the second and third bullet in the *Writing tip*. Point out 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

1 Read and answer. Where did the children go?  

Sports Blog

Aspire Zone

Hi, guys! What do you know about Aspire Zone? Did anyone visit it at the weekend? Write and tell us about it!

Aspire Zone is amazing! I visited it with my family on Saturday. You can play tennis, football, volleyball or basketball there. You can also run or swim. We played volleyball. Volleyball isn't very easy, but it's fun!

posted by Ali on Sunday, 30 April, 12:13 p.m.

I went to Aspire Zone on Friday. I visited it again yesterday and had a great time there! I played tennis with Hamad, my new friend. He's very good at tennis, but I won and I got a medal too!

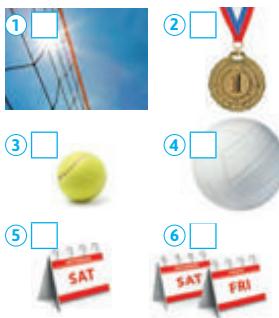
posted by Tom on Sunday, 30 April, 4:35 p.m.

Writing tip  

How to write about a past experience:

- Use the Past Simple to describe what you did and when. Don't forget to use time expressions like: yesterday morning/afternoon/evening, etc. last Monday/week/weekend, etc. e.g. I visited Sports World last Friday.
- Use **or** to introduce another possibility. e.g. You can play basketball **or** football.
- Use **but** to introduce an idea that adds something to or is different from what you have said before. e.g. I didn't play volleyball, but I played tennis.

2 Read again and write **A** for Ali or **T** for Tom in the boxes. 



61

another possibility or option. Say, *You can play basketball or volleyball at the sports centre but you can't play tennis*, and write the sentence on the board.

- Have Ss read activity 1 again and underline all of the conjunctions (**but** and **or**) they find in the blog entries. (You can play tennis, football, volleyball **or** basketball there. You can also run **or** swim. Volleyball isn't very easy, **but** it's fun! He's very good at tennis, **but** I won and I got a medal too!)
- Invite **higher-performing Ss** to the board and ask them to write their own examples, and have **lower-performing Ss** say their examples following the instructions in the **Writing tip**.

- Explain to Ss that you are going to call out words. If Ss have the word you call out, they put an **8** over the word.
- The first S to get all his/her words crossed out and shout, **Bingo!** wins the game.
- Play the game for as long as time permits, making sure Ss change the words in their grid each time a new round begins.

 **Before leaving**

- Have Ss form a line.
- Explain to Ss that they will have to form a sentence using the conjunction **but** or **or**.
- Higher-performing Ss** can write their sentences on the board.
- Make sure all Ss form a sentence before they leave the classroom.

 **Workbook**

Activity 1 W2.1 



1. or 2. but 3. or 4. or 5. but

Activity 2 R1.1 



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

Activity 3 W1.1  **W1.3** 



open answers

A **Optional**

Word bingo

- Tell Ss to draw a 2x3 grid in their notebooks and write different words, presented in this and the previous lessons, in each box.
- Draw an example on the board:

| | | |
|--------|--------|-------|
| racket | gloves | bat |
| medal | point | field |



Language focus

Objectives

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

Vocabulary

Nouns: runner, race, energy

Adjective: popular

Phrase: take place



Materials

- flashcards for runner, race, energy

Revision (Optional)

- Revise the vocabulary and structures learnt in the previous lesson by having Ss read the blog entries they wrote in activity 3 in the Workbook.

Lesson plan



Warm-up

- Ask Ss if they have ever taken part in a marathon and what they know about this event. Initiate a short discussion and encourage all of the Ss to participate.

Activity 1 R4.1

- Stick the flashcards for runner, race and energy on the board.
- Point to each of the flashcards, say each word and encourage the Ss to repeat.
- Say, *The marathon is a popular sporting event that takes place every year.* Write the sentence on the board, underline the words *popular* and *takes place*.
- Ask Ss to read the sentence out loud and infer the meaning of the underlined words.
- Have Ss open their books to p. 62.
- Point out the words in the vocabulary section. Play the recording a few times and have Ss point to the corresponding pictures and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R1.1 R2.1

Before 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.

1



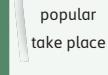
runner



race



energy



popular

take place

2 Read and answer. What is the New York City Marathon and when did it begin?

THE NEW YORK CITY MARATHON

The New York City Marathon is an international sporting event, and it takes place on the first Sunday of November every year. The first New York City Marathon took place on 13 September 1970. 127 people ran around Central Park, but only 55 of them finished the marathon. Today the New York City Marathon is very popular, and about 50,000 runners from all over the world run it. People have to train very hard for the marathon. The race starts on Staten Island and finishes in Central Park in Manhattan. Runners have to run 42.195 kilometres!

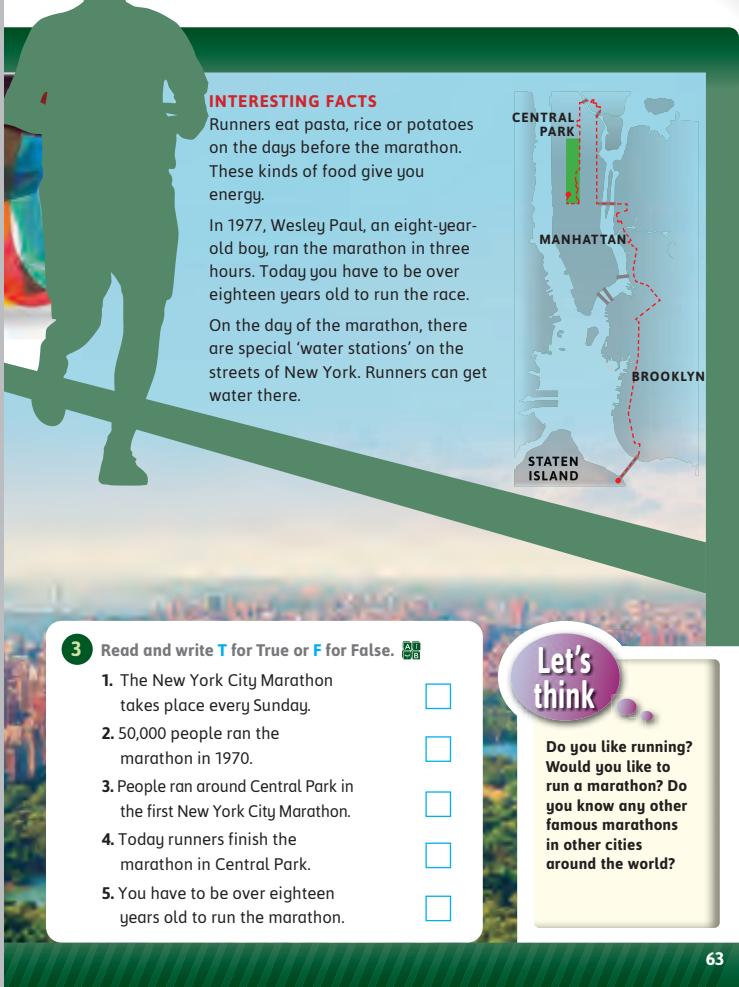


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- Ask Ss whether the text is factual or fictional and explain the difference between these types of texts. (It's factual.)

While reading

- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what the New York City Marathon is and when it began. (It is an international sporting event and it started on 13 September 1970.)
- Direct Ss' attention to different sections of the text and ask them to find and circle the words from the vocabulary section that appear in the text. (takes place, took place, popular, runners, race, Runners, Runners, energy, race, Runners)
- Talk about the text.
The New York City Marathon takes place every year and almost 50,000 runners from all over the world run in it. Runners have to run 42.195 kilometres and there are special 'water stations' on the streets of New York so that runners can get water there.
- Have Ss read the text again and check comprehension.
- Ask Ss some comprehension questions. Encourage Ss to answer. *When did the first New York City Marathon take place? (On September 13, 1970.) How many people ran around Central Park? (127.) How many finished the race? (55.) How many runners take part in the New York City Marathon today? (About 50,000.) Where does the race start and finish? (The race starts on Staten Island and finishes in Central Park, in Manhattan.) How many kilometres do the runners have to run? (42.195 kilometres.) What do runners eat before the marathon? (They eat pasta, rice or potatoes because this food gives you energy.) What happened in*



INTERESTING FACTS

Runners eat pasta, rice or potatoes on the days before the marathon. These kinds of food give you energy.

In 1977, Wesley Paul, an eight-year-old boy, ran the marathon in three hours. Today you have to be over eighteen years old to run the race.

On the day of the marathon, there are special 'water stations' on the streets of New York. Runners can get water there.

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

1. The New York City Marathon takes place every Sunday.
2. 50,000 people ran the marathon in 1970.
3. People ran around Central Park in the first New York City Marathon.
4. Today runners finish the marathon in Central Park.
5. You have to be over eighteen years old to run the marathon.

Let's think

Do you like running? Would you like to run a marathon? Do you know any other famous marathons in other cities around the world?



63

1977? (An eight-year old boy, Wesley Paul, ran the marathon in three hours.) **What happens on the streets of New York on the day of the marathon?** (There are special 'water stations' where runners can get water.)

Activity 3 R2.1 **AT**

- 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 T for True or F for False.
- Have Ss compare their answers in pairs, then check as a class.



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

- Divide Ss into pairs and have them read the texts out loud.
- Have some groups of Ss read the texts out loud for the whole class.

Post-reading

- 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.

Suggested answer:

I like running a lot and I would like to run a marathon. / I don't like running at all and I wouldn't run a marathon because I think it's a boring activity. / I don't really like running but I would like to run a marathon because I think it's an amazing experience.

Another famous marathon is the one that takes place in Athens, Greece. It takes place on the first Sunday of November every year. Runners have to run the same route and distance that marathon participants in ancient Greece ran. There is also the Boston Marathon in the USA that takes place on the third Monday of April.

A **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 sentences and fold their arms in front of them when they hear false statements.
- Play this game until you run out of sentences.

Before leaving

- Have Ss form a line.
- Explain to Ss that they have to form a sentence with one of the vocabulary items presented in this lesson.
- **Higher-performing Ss** can write their sentences on the board.
- Make sure all of the Ss participate before they leave the classroom.

Workbook

Activity 1 R5.1 **AT**



1. TAKE PLACE
2. RACE
3. ENERGY
4. POPULAR
5. RUNNER

Activity 2 R2.1 **AT**



1. The first New York City Marathon took place on 13 September, 1970.
2. Fifty-five people finished the first race.
3. Because these kinds of food give them energy.
4. Runners can get water at 'water stations'.

Activity 3 S1.2 **AT**



open answers



Language focus

Objectives

- to practise the pronunciation of and /ʌ/ and /ɒ/
- to say a phonics chant/poem

Vocabulary

mother, love, pot, hot

Phonics

/ʌ/ and /ɒ/



Materials

- flashcards for mother, love, pot, hot
- phonics cards for love, pot (TB pp. 143-144 one set per S)

Revision (Optional)

- Ask Ss to tell you what they remember from the text about the New York City Marathon from the previous lesson.

Lesson plan



Warm-up

- Write /ʌ/ and /ɒ/ on the board. Under each sound, stick the flashcards for the words that include that sound.
- Point to /ʌ/ and say /ʌ/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcard (mother) and say it out loud, having Ss repeat after you.
- Repeat the same procedure with the other sound and flashcards.

Activity 1 L2.7

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

Listening transcript

/ʌ/, /ʌ/, mother, love

/ɒ/, /ɒ/, pot, hot

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

Activity 2 R3.5 L2.7

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

- Direct Ss' attention to the picture and ask them questions like, *What can you see in the picture?* (A mother and her son.) *What is the mother doing?* (She is cooking soup.) *What is the boy trying to do?* (He is trying to taste the soup with a spoon.) *Does the mother let him do it?* (No, she doesn't.) *Why?* (Because it's hot.)
- Explain to Ss that they are going to listen to a chant/poem and that they will have to circle all the /ʌ/ sounds and underline the /ɒ/ sounds they hear in the chant/poem.
- Play the chant/poem once and have Ss listen and follow along in their books.
- Play the chant/poem again, pausing after each line for Ss to circle and underline.
- Then play the chant/poem once more and encourage Ss to say the chant/poem along with the recording.



circled: Mother's, love, some

underlined: pot, Scott, hot



TPR Activity

- Hand out the phonics cards for love and pot to Ss and have them cut them out.
- Explain that they have to say the chant/poem and raise the love phonics card when they hear a word containing /ʌ/ and the pot phonics card when they hear a word containing /ɒ/.

1 Listen and say.  

/ʌ/



mother



love

/ɒ/



pot



hot

2 Listen and say. Then circle the /ʌ/ sounds and underline the /ɒ/ sounds.   

Dinner time

Mother's cooking.
What's in that pot?
I love soup, Mum.
Can I try some?
Be careful, Scott!
The soup is hot!



64



Optional 1

What's that sound?

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



Optional 2

Whispers

- Stick the flashcards for mother, love, pot, hot on the board.
- Divide Ss into two teams. The teams stand in lines with their backs turned to you and the board, except for the first player on each team, who should be facing you and the board.
- Give the first S in each line the phonics cards for love, pot. 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. mother. The players facing you must show you the correct phonics card (love). Then they must 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.

Workbook

Activity 1 R3.3 R3.4 R3.5

 1. love
2. mother
3. pot
4. hot
5. glove

Activity 2 R3.5

 /ʌ/: 1, 4
/ɒ/: 2, 3

Activity 3 R3.5

 /ʌ/ : mother, glove,
love, some
/ɒ/ : pot, hot

TOP TIME! 3



Language focus

Objectives

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

Revision (Optional)

- Do the TPR activity on page 122 of the TB.

Lesson plan

Warm-up

- Ask Ss what the most popular sport in their country is. Ask them if they know of any famous athletes or teams.
- Initiate a short class discussion, and encourage all of the Ss to participate.

Activity 1 R1.1 R2.1

- Have Ss open their books to p. 65.
- Have Ss look at the texts, and ask them to guess what the texts are about. (They're about two children from different countries talking about the most popular sport in their country.)
- Ask Ss if they can tell you what type of texts they are. (They're posts in a chat room.)
- Play the recording, and have Ss **shadow read** (read along with the recording) in order to find out where the children are from and which sport is popular in each country. (Fahad - Qatar, Tarek - Tunisia. Football is the most popular sport in both countries.)
- Have Ss read the text again and check comprehension.
- Ask Ss some questions to check comprehension, such as: What is Qatar's national football team called? (Al-Annabi.) What are the national team's colours? (White and dark red.) Which cup did Qatar host in 1988 and 2011? (The Asian Cup.) Which medal did the Qatar national team win in 2006? (The gold medal in football.) When is the FIFA World Cup in

1 Read and answer. Where are the two children from? Which sport is popular in their countries?

WHAT'S THE MOST POPULAR SPORT IN YOUR COUNTRY?

posted on Tuesday, 1 July, 5:00 p.m.

Fahad

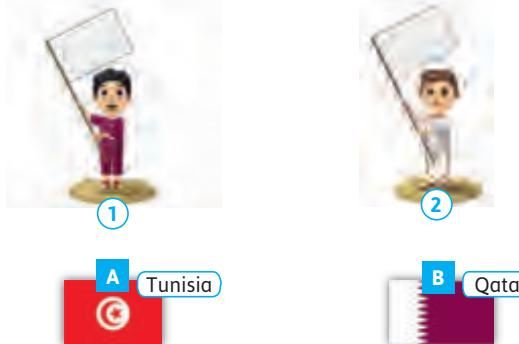
In Qatar, people love football. It is the most popular sport in my country. Our national team, Al-Annabi (the Maroons) wear the white and dark red colours of the Qatari flag. My country hosted the Asian Cup two times, in 1988 and 2011, and it won the gold medal in football at the Asian Games in Doha in 2006. In 2019, our team won the Asian Cup and all Qatari people celebrated. I can't wait for the 2022 FIFA World Cup in Qatar!

posted on Sunday, 6 July, 6:30 p.m.

Tarek

Football is the most popular sport in Tunisia too! The Tunisian national football team's colours are red and white, and people call them 'Carthage Eagles'. Our team is one of the best in Africa. In 2004, we won the Africa Cup of Nations! Go, Eagles!

2 Look, read and match the flags to the children.



65

Qatar? (In 2022.) What are the Tunisian football team's colours? (Red and white.) What do people call them? (Carthage Eagles.) What did the Eagles win in 2004? (The Africa Cup of Nations.)

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

Background note

- The Qatari national football team won the AFC Asian Cup in February 2019 in a match which ended in a historic victory. The team played against Japan in the final, scoring 3-1. Qatar's Emir Sheikh Tamim bin Hamad Al Thani congratulated the national football team and said their victory was 'an Arab achievement'.

Activity 2 R2.1

- Direct Ss' attention to the pictures in the activity, and ask them what they can see. (Two football players holding flags, wearing their team's colours.)
- Explain to Ss that they have to match the athletes to the flags, according to the texts in activity 1.
- Have Ss compare their answers in pairs first, then check as a class.





A Optional

Word bingo

- Tell Ss to draw a 2x3 grid in their notebooks and write one of the words presented in Module 5 in each box.
- Draw an example on the board:

| | | |
|-------|-------------|--------|
| medal | competition | helmet |
| score | gym | racket |

- Explain to Ss that you are going to call out words. If Ss have the word you call out, they put an 8 over the word.
- The first S to get all his/her words crossed out and shout *Bingo!* wins the game.
- Play the game for as long as time permits, making sure Ss change the words in their grid each time a new round begins.



Workbook

Activity 1 R2.1. A B



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

Activity 2 R5.1 A B

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

Activity 3 W1.1 W1.2



open answers



Before leaving

- Explain to Ss that you are going to say some sentences about the two teams in activity 1, e.g. *Their team won the gold medal in football at the Asian Games in Doha in 2006.* They have to say the name of the country, e.g. Qatar.
- Use sentences like *Their team's colours are red and white* or *Their team is one of the best in Africa*, etc.



Language focus

Objectives

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



Materials

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

Lesson plan



Warm-up

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

Activity 1

- Have Ss open their books to p. 66.
- Explain to Ss that they have to look at the pictures carefully and complete with the words in the box.
- Have Ss compare their answers in pairs, then check as a class.



1. painting
2. medal
3. ice hockey stick
4. helmet
5. net
6. gloves

Activity 2 L2.1

- Direct Ss' attention to the pictures in the activity.
- Explain to Ss that they are going to listen to two 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 first, then check as a class.

1 Look and write. **helmet** **medal** **gloves** **painting** **net** **ice hockey stick**



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

2 Listen and tick (4) the correct picture A, B or C. 

1. What did William forget at home?



2. What sport did Jim play with Alex?



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

play ice hockey **play baseball** **do karate** **play American football** **play tennis**



Listening transcript

1. Mark: What's in that bag, William?

William: My ice hockey equipment is in there. Look!

Mark: Hmm... there's an ice hockey stick...

William: And these are my new gloves. Do you like them?

Mark: These gloves are cool! Have you got a helmet too?

William: Umm... I can't find my helmet.

Mark: Did you forget it at home?

William: Yes, I'm afraid I did. I have to go back there now. Thanks, Mark!

2. Tom: Hi, Jim!

Jim: Hi, Tom.

Tom: What did you do last weekend?

Jim: I went to the sports centre with Alex.

Tom: Really? I play basketball with Alex sometimes. Did you play basketball too?

Jim: No, we didn't. Guess what we played.... You use a small ball for this sport.

Tom: I've got it! Tennis!

Jim: No, no. You're close. It's a very small ball.

Tom: Oh, you played table tennis!

Jim: Exactly!

Tom: Let's play together next time!

Jim: Sure!

Activity 3 S1.1

- Direct Ss' attention to the boys in the picture, and ask them to read the exchange.
- Then draw Ss' attention to the picture in the activity, and ask them to name the sports and sports equipment in it.
- Explain to Ss that they are going to play a guessing game. In pairs, SA will have to choose a child from the picture without revealing his name. Then SB will have to ask questions about what SA did in order to find out which child he/she has chosen.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Divide Ss into pairs, and have them do the activity.
- Have a few pairs of Ss present the exchange in front of the class.

Optional

Matching pictures

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

Before leaving

- Ask Ss to form a few sentences using the structures presented in this Module (Past Simple).
- **Higher-performing Ss** can write their sentences on the board.
- Make sure all of the Ss form sentences before they leave the classroom.

Workbook

Activity 1 R4.1



1. racket
2. bat
3. medal
4. ice hockey stick
5. puck
6. helmet
7. race
8. gloves

Activity 2



1. painting
2. take place
3. bat
4. score

Activity 3



1. lost
2. trained
3. Did you use
4. didn't invent

Activity 4 R2.1



1. From one to five.
2. The players have to throw the ball through a high net or hoop.
3. It usually lasts forty to fifty minutes.
4. He scored the last points and helped his team win the game.

Now I can

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



KEY TO REVISION

Revision 1-5

Activity 1

1. He's Chinese.
2. He's Qatari.
3. She's American.
4. She's Korean.
5. She's Moroccan.
6. He's British.

Activity 2

B

Activity 3

1. No, she isn't.
She is clearing the table.
2. No, he isn't.
He is sailing a boat.
3. No, they aren't.
They are taking out the rubbish.

Activity 4

1. It is eighteen QR.
2. They are sixty-two QR.

Activity 5

1. He has science twice a week.
2. He has maths five times a week / every day.
3. He has geography once a week.



Grammar reference



Module 1

Present Simple

We use the Present Simple for habits and permanent states.

| Affirmative | Negative | | Questions | Short Answers |
|-------------|--------------------|-------------------|----------------|----------------|
| | Full Forms | Short Forms | | |
| I play. | I do not play. | I don't play. | Do I play? | Yes, you do. |
| You play. | You do not play. | You don't play. | Do you play? | Yes, I do. |
| He plays. | He does not play. | He doesn't play. | Does he play? | Yes, he does. |
| She plays. | She does not play. | She doesn't play. | Does she play? | Yes, she does. |
| It plays. | It does not play. | It doesn't play. | Does it play? | Yes, it does. |
| We play. | We do not play. | We don't play. | Do we play? | Yes, you do. |
| You play. | You do not play. | You don't play. | Do you play? | Yes, we do. |
| They play. | They do not play. | They don't play. | Do they play? | Yes, they do. |

Formation of the 3rd person singular (he/she/it)

| | |
|---|----------------------|
| • most verbs take -s | I speak → He speaks |
| • verbs ending in -ss, -sh, -ch, -x, -o, take -es | I watch → He watches |
| • verbs ending in a consonant + -y, drop the -y and take -ies | I study → He studies |

BUT I play → It plays

Adverbs of frequency

always usually sometimes never

| SUN | MON | TUE | WED | THU |
|-----|-----|-----|-----|-----|
| ✓ | ✓ | ✓ | ✓ | ✓ |

Majed **always** ice-skates after school.

| SUN | MON | TUE | WED | THU |
|-----|-----|-----|-----|-----|
| ✓ | | ✓ | | ✓ |

Tom **sometimes** ice-skates after school.

| SUN | MON | TUE | WED | THU |
|-----|-----|-----|-----|-----|
| ✓ | ✓ | | ✓ | ✓ |

Kim **usually** ice-skates after school.

| SUN | MON | TUE | WED | THU |
|-----|-----|-----|-----|-----|
| | | | | |

Bobby **never** ice-skates after school.

GRAMMAR REFERENCE

GRAMMAR REFERENCE

What time does the bus leave/arrive? It leaves/arrives at...
How long does it take to...? ... minutes.

Ashford Forest

Transport: bus

Duration: 2 hours

Departure: 10 a.m.



What time does the bus leave?

It leaves at 10.00 in the morning.

How long does it take?

Two hours.

What's the date today? It's...
When's the...? It's on...

November 3

What's the date today?
It's 3 November.



When's Earth Day?
It's **on** 22 April.

Where are you from? I'm from... I'm...

**Where are
you from?**

I'm from the USA.
I'm American.



Module 2

What is / What's your favourite subject? I'm good/bad at...

**What's your
favourite subject?**



Science. I'm **good** at science, but
I'm **bad at** art.

**What is your
favourite subject?**



**Maths. I'm
good at** maths.





Grammar reference

How often do you ...?

Once/Twice/Three times a week. / Every day.



How often do you play sports?
I play sports **once a week**.

| SUN | MON | TUE | WED | THU | FRI | SAT |
|-----|-----|-----|-----|-----|-----|-----|
| | | | | | 4 | |

Daisy paints pictures **once a week**.

| SUN | MON | TUE | WED | THU | FRI | SAT |
|-----|-----|-----|-----|-----|-----|-----|
| 4 | 4 | | | | | |

Mark rides his bike **twice a week**.

| SUN | MON | TUE | WED | THU | FRI | SAT |
|-----|-----|-----|-----|-----|-----|-----|
| 4 | 4 | | | | | 4 |

Lucy goes to the park **three times a week**.

| SUN | MON | TUE | WED | THU | FRI | SAT |
|-----|-----|-----|-----|-----|-----|-----|
| 4 | 4 | 4 | 4 | 4 | 4 | 4 |

Derek meets his friends **every day**.

Gerund



Reading books is interesting.

Playing ice-hockey isn't easy.

Travelling by bus is comfortable.

like/enjoy/love/ prefer/ don't like/dislike/ hate + -ing form



I **like** ice-skating.



I **don't like** doing karate.



I **prefer** playing football.

He **likes** ice-skating.

He **doesn't like** doing karate.

He **prefers** playing football.

Module 3

Present Progressive

We use the Present Progressive for actions happening at the moment of speaking.

| Affirmative | | Negative | |
|-------------------|------------------|-----------------------|----------------------|
| Full Forms | Short Forms | Full Forms | Short Forms |
| I am playing. | I'm playing. | I am not playing. | I'm not playing. |
| You are playing. | You're playing. | You are not playing. | You aren't playing. |
| He is playing. | He's playing. | He is not playing. | He isn't playing. |
| She is playing. | She's playing. | She is not playing. | She isn't playing. |
| It is playing. | It's playing. | It is not playing. | It isn't playing. |
| We are playing. | We're playing. | We are not playing. | We aren't playing. |
| You are playing. | You're playing. | You are not playing. | You aren't playing. |
| They are playing. | They're playing. | They are not playing. | They aren't playing. |

GRAMMAR REFERENCE

GRAMMAR REFERENCE

| Questions | Short Answers | |
|-------------------|----------------|------------------|
| Am I playing? | Yes, you are. | No, you aren't. |
| Are you playing? | Yes, I am. | No, I'm not. |
| Is he playing? | Yes, he is. | No, he isn't. |
| Is she playing? | Yes, she is. | No, she isn't. |
| Is it playing? | Yes, it is. | No, it isn't. |
| Are we playing? | Yes, you are. | No, you aren't. |
| Are you playing? | Yes, we are. | No, we aren't. |
| Are they playing? | Yes, they are. | No, they aren't. |

Formation of -ing

| | |
|---|---|
| most verbs take -ing | read → reading |
| verbs ending in -e, drop the -e before the -ing | ride → riding |
| verbs with one syllable ending in one vowel + one consonant, double the consonant before the -ing | swim → swimming |
| verbs with two or more syllables ending in one stressed vowel + one consonant, double the consonant before the -ing | begin → beginning BUT happen → happening |
| verbs ending in -ie, change -ie to -y before the -ing | lie → lying |

Why - Because

- We use **Why** to ask for a reason:
Why do you want to be a doctor?
- We answer with **Because** to give a reason:
Because I want to help ill people.

Have to

- We use **have to** to express obligation.
*I **have to** brush my teeth three times a day.*
- We use **don't have to** to express lack of obligation.
*You **don't have to** buy a ticket.*

| Affirmative | Negative | Questions | Short Answers |
|---|--|--|--|
| I have to go. You have to go. He has to go. She has to go. It has to go. We have to go. You have to go. They have to go. | I don't have to go. You don't have to go. He doesn't have to go. She doesn't have to go. It doesn't have to go. We don't have to go. You don't have to go. They don't have to go. | Do I have to go? Do you have to go? Does he/she/it have to go? Do we/you/they have to go? | Yes, you do. / No, you don't. Yes, I do. / No, I don't. Yes, he/she/it does. / No, he/she/it doesn't. Yes, you/we/they do. / No, you/we/they don't. |



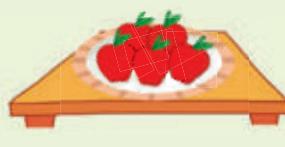
Grammar reference

Module 4

some / any + countable nouns



There's **a** banana on the table.



There are some apples on the table, but **there aren't any** bananas.



Are there any apples on the table? No, there aren't, but **there are some** sandwiches.

Want / Need + noun



I **want** an apple.



I **need** three eggs.

some / any + uncountable nouns



Is there any lemonade in the fridge?
No, **there isn't any** lemonade, but **there is some** milk.

| Countable Nouns | |
|-----------------|-------------|
| Singular | Plural |
| a banana | two bananas |

| Uncountable Nouns | |
|-------------------|------------------------|
| milk | → two milks |

| some - any | | |
|--|---|---|
| Affirmative | Negative | Questions |
| There's some cheese on the table. | There isn't any water on the table. | Is there any milk on the table? |
| There are some eggs on the table. | There aren't any bananas on the table. | Are there any sandwiches on the table? |

GRAMMAR REFERENCE

GRAMMAR REFERENCE

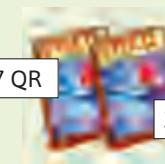
How much is it? / How much are they?



25 QR

How much is it?

It's 25 QR.



37 QR

37 QR

How much are they?

They're 74 QR.

How much? / How many?



How much milk do you drink every day?

How many oranges do you eat every week?

Can I have some...? / Can I try some...? / Would you like some...?

We use **Can...?** to make polite requests and to ask for a favour.

Can I have/try some cake, please?



Would you like some lemonade?

Yes, please.



When we offer something, we use the structures:

Do you want a/an/some...? or **Would you like a/an/some...?**

Would you like something? is a more polite form of **Do you want something?**

Do you want some ice cream?
Yes, please. / No, thank you.

Module 5

Past Simple

We use the Past Simple to talk about something that happened in the past.

| Affirmative | Negative | |
|--|--|--|
| | Full Forms | Short Forms |
| I played/took. You played/took. He played/took. She played/took. It played/took. We played/took. You played/took. They played/took. | I did not play/take. You did not play/take. He did not play/take. She did not play/take. It did not play/take. We did not play/take. You did not play/take. They did not play/take. | I didn't play/take. You didn't play/take. He didn't play/take. She didn't play/take. It didn't play/take. We didn't play/take. You didn't play/take. They didn't play/take. |



GRAMMAR REFERENCE

| Questions | Short Answers |
|-------------------|------------------|
| Am I playing? | Yes, you are. |
| Are you playing? | Yes, I am. |
| Is he playing? | Yes, he is. |
| Is she playing? | Yes, she is. |
| Is it playing? | Yes, it is. |
| Are we playing? | Yes, you are. |
| Are you playing? | Yes, we are. |
| Are they playing? | Yes, they are. |
| | No, you aren't. |
| | No, I'm not. |
| | No, he isn't. |
| | No, she isn't. |
| | No, it isn't. |
| | No, you aren't. |
| | No, we aren't. |
| | No, they aren't. |

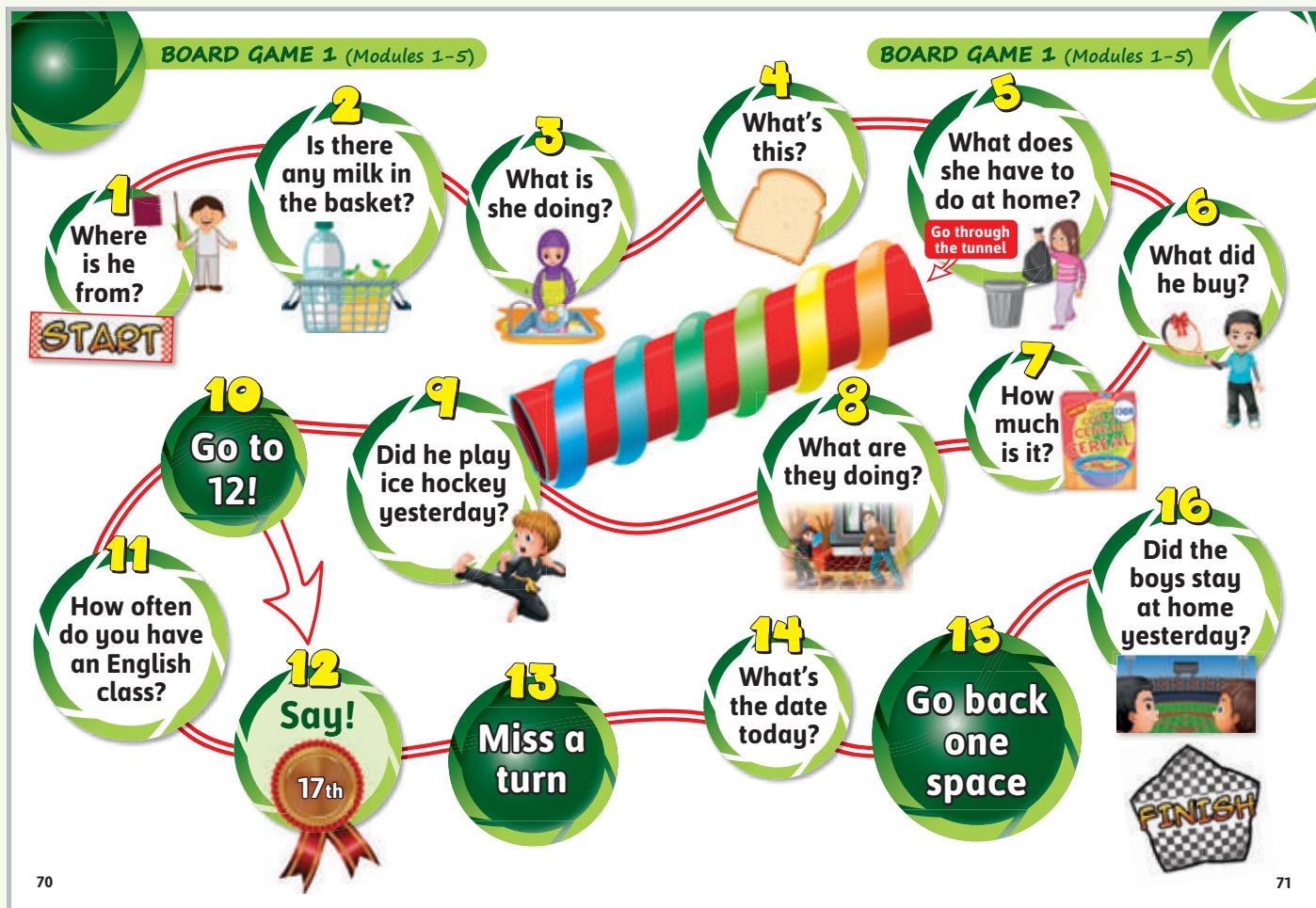
| Formation of -ing | |
|---|---|
| most verbs take -ing | read Ù reading |
| verbs ending in -e, drop the -e before the -ing | ride Ù riding |
| verbs with one syllable ending in one vowel + one consonant, double the consonant before the -ing | swim Ù swimming |
| verbs with two or more syllables ending in one stressed vowel + one consonant, double the consonant before the -ing | begin Ù beginning BUT happen Ù happening |
| verbs ending in -ie, change -ie to -y before the -ing | lie Ù lying |

| Why - Because |
|--|
| • We use Why to ask for a reason: <i>Why do you want to be a doctor?</i> |
| • We answer with Because to give a reason: <i>Because I want to help ill people.</i> |

| Have to |
|--|
| <ul style="list-style-type: none"> • We use have to to express obligation. <i>I have to brush my teeth three times a day.</i> • We use don't have to to express lack of obligation. <i>You don't have to buy a ticket.</i> |

| Affirmative | Negative | Questions | Short Answers |
|---|--|--|--|
| I have to go. You have to go. He has to go. She has to go. It has to go. We have to go. You have to go. They have to go. | I don't have to go. You don't have to go. He doesn't have to go. She doesn't have to go. It doesn't have to go. We don't have to go. You don't have to go. They don't have to go. | Do I have to go? Do you have to go? Does he/she/it have to go? Do we/you/they have to go? | Yes, you do. / No, you don't. Yes, I do. / No, I don't. Yes, he/she/it does. / No, he/she/it doesn't. Yes, you/we/they do. / No, you/we/they don't. |

INSTRUCTIONS FOR BOARD GAME 1



70

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Board Game (1-5)

- Have Ss look at the board game in the WB (pp. 70-71).
- Divide Ss into pairs. Hand out a rubber and two game pieces made of construction paper to each pair. Ss can use their own rubbers, too.
- Model how the game is played: Ss write the numbers 1 and 2 on the front and the back side of the rubber, respectively. One of the Ss throws the rubber on the board game to see how many spaces forward he/she should move: one space for number 1 and two spaces for number 2.
- Every time the S's game piece lands on a space with an arrow or a tunnel he/she will have to move his/her game piece to the space the arrow/tunnel leads to and answer that question, too. If he/she doesn't answer that question correctly, he/she goes back to where he/she was. If a S's piece lands on a green space (Miss a turn, Go to..., Go back one space), he/she has to do as instructed.
- Ss take turns throwing the rubber and playing. The S to reach the FINISH star first, wins the game.



Word list

Abbreviations

(v.) = verb
(n.) = noun

(adj.) = adjective
(adv.) = adverb

(phr.) = phrase
(phr. v.) = phrasal verb

Module 1

Song

wake up (phr. v.)
have breakfast/lunch/dinner (phr.)
go to work (phr.)
take the train (phr.)
rain (n.)
late (adj.)

Top Stars

classmate (n.)
take the bus (phr.)
walk to school (phr.)
have a class (phr.)
arrive (v.)
leave (v.)
wait (v.)

Our world

Ordinals 1st – 31st
give presents (phr.)
ride a horse (phr.)
poor (adj.)
festival (n.)
parade (n.)

Let's talk

Qatar - Qatari
the USA – American
the UK – British
Morocco - Moroccan
Korea – Korean
China – Chinese

Story

apple pie (n.)
bake (v.)
start (v.)

Module 2

Song

art (n.)
PE (n.)
maths (n.)
science (n.)
IT (n.)
geography (n.)
history (n.)
English (n.)
Arabic (n.)

Top Stars

play ice hockey (phr.)
play computer games (phr.)
play baseball (phr.)
read comic books (phr.)
do my homework (phr.)
art class (n.)
drawing (n.)
hobby (n.)

Our world

make a collage (phr.)
fly a kite (phr.)
take a picture (phr.)
collect (v.)
stick (v.)
put (v.)
easy (adj.)
hard (adj.)

Let's talk

amazing (adj.)
exciting (adj.)
fun (adj.)
boring (adj.)



WORD LIST

Word List

Story

treasure hunt (n.)
clue (n.)
computer mouse (n.)
ticket (n.)

CLIL 1 (Modules 1-2)

library (n.)
country (n.)
boat (n.)
forest (n.)

Module 3

Song

play on the swings (phr.)
sail a boat (phr.)
throw the ball (phr.)
hit the ball (phr.)
feed the ducks (phr.)

Top Stars

rake leaves (phr.)
pick up rubbish (phr.)
wash a car (phr.)
sell (v.)
collect money (phr.)

Our world

take out the rubbish (phr.)
shovel snow (phr.)
set the table (phr.)
clear the table (phr.)
wash the dishes (phr.)
make my bed (phr.)

Let's talk

campsite (n.)
be careful (phr.)
put out the fire (phr.)
bring food (phr.)
campsite shop (n.)
tent (n.)

Story

beekeeper (n.)
beehive (n.)
nectar (n.)
kilo (n.)

Module 4

Song

butter (n.)
peach (n.)
pear (n.)
pineapple (n.)
watermelon (n.)
coconut (n.)
flour (n.)

Top Stars

market (n.)
fridge (n.)
basket (n.)
cupboard (n.)
online (adv.)

Our world

a carton of juice (phr.)
a packet of crisps (phr.)
a box of cereal (phr.)
a bottle of water (phr.)
a packet of biscuits (phr.)
a bar of chocolate (phr.)
healthy (adj.)

Let's talk

a can of lemonade (phr.)
a cup of tea (phr.)
a glass of milk (phr.)
a slice of bread (phr.)
a loaf of bread (phr.)
a piece of cake (phr.)

Story

recycle (v.)
recycling bag (n.)
empty (adj.)
exhibition (n.)

CLIL 2 (Modules 3-4)

walnut (n.)
brain (n.)
vitamin (n.)
heart (n.)



WORD LIST

Module 5

Quiz

score (v.)
point (n.)
game (n.)
medal (n.)
win (v.)
lose (v.)

Top Stars

painting (n.)
competition (n.)
painter (n.)
pitch (n.)
award (n.)

Our world

bat (n.)
gym (n.)
train (v.)
invent (v.)
special (adj.)
use (v.)

Let's talk

racket (n.)
net (n.)
bat (n.)
gloves (n.)
helmet (n.)
ice hockey stick (n.)
puck (n.)

Reading time

runner (n.)
race (n.)
energy (n.)
popular (adj.)
take place (phr. v.)

tooth

this

chair

ship

kitchen

dates

white

food

teacher

computer

rabbit

kite





sun

scuba
diving

love

pot







Modules 1-2 (Analyse)

Aim: to give Ss the opportunity to develop higher-order thinking skills by engaging them in activities involving analysis.

Stage 1: Familiarising

- Draw Ss' attention to the schedule, read the rubric and have Ss read sentences 1-5.
- Explain to them that they have to decide whether the sentences are True or False. However, if there is no information to prove whether a sentence is True or False, Ss should select the *Don't Know* option.
- Help Ss understand the difference between a *False* statement and a *Don't Know* statement by giving them an example before they do the activity.
- Tell Ss, *I play basketball and baseball*. Then write the following on the board: *I play tennis. / I play baseball twice a week.*
- Ask Ss to tell you which statement is false and which statement they don't know the answer to, based on the information given. If they have no evidence, it means that they don't know whether the statement is true or false.
- Elicit Ss' answers. (*I play tennis.* (F) / *I play baseball twice a week.* (DK)).
- Have Ss do the activity and then check their answers as a class.



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

Stage 2: Developing

- Explain to Ss that they have to read sentences 1-5, look at Andy's schedule in activity 1 and circle the appropriate day.
- Explain to Ss that they have to pay attention to the information given in Andy's schedule in activity 1.
- Draw Ss' attention to the first sentence, read it out loud and ask

Ss to guess on which day Andy says 'Catch the ball!' (On Sunday because that is when he plays baseball.)

- Have Ss do the activity and then check their answers as a class.



1. Sunday 4. Wednesday
2. Sunday 5. Thursday
3. Wednesday

Stage 3: Applying

- Explain to Ss that they have to look at the schedule in activity 1 and complete the schedule in the activity about themselves. Then, write one true and one false sentence about it and have their partner look at the schedule and the sentences and mark them as True or False.
- Ss take turns.



open answers

Modules 3-4 (Classify)

Aim: to help Ss develop higher-order thinking skills by engaging them in activities involving classification.

Stage 1: Familiarising

- Draw Ss' attention to the headings of the three categories in the table (Fruit – Snacks – Drinks) and the words in the box.
- Explain to Ss that they have to put the words from the box in the correct category.
- Have Ss do the activity and then check their answers as a class.



Fruit: peach, pear, pineapple, watermelon

Snacks: crisps, sandwich, biscuits, walnuts

Drinks: milk, lemonade, tea, orange juice

Stage 2: Developing

- Draw Ss' attention to the pictures and read the rubric out loud.
- Explain to Ss that they have to circle the picture that doesn't belong and explain what the other three pictures have in common.
- Help Ss understand by drawing their attention to the first example. Write the words on the board: *a glass of milk, a bar of chocolate, a can of lemonade, a cup of tea.*
- Ask Ss to tell you the odd one out (*a bar of chocolate*). Also, ask them to tell you what the other three words have in common. (*They are drinks.*)
- Have Ss do the activity and then check their answers as a class.



1. B (The other three are all drinks.)
2. C (The other three are all activities.)
3. B (The other three are all snacks.)
4. A (The other three are all fruit.)
5. C (The other three all have to do with honey.)

Stage 3: Applying

- Draw Ss' attention to the activity and explain that they have to make their own odd one out examples. They can draw/stick pictures or write the words.
- Have Ss do the activity in class or assign it as homework.
- When Ss have finished, have them work in pairs, and ask their partners to find the picture/word that doesn't belong. You can also ask them to tell you what the other three pictures/words have in common.



Suggested answer
watermelon peach
butter pear

The words watermelon, peach and pear are all fruit.



Language focus

Objectives

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

Lesson plan



Warm-up

Lip reading

- Tell Ss that they are going to play a game.
- Say one of the words that Ss have been presented with in Modules 1 and 2 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.

Activity 1

- Have Ss open their Workbooks to p. 77.
- Direct Ss' attention to activity 1 and ask them to tell you what they see in the picture. (It's a picture of a town. There are people all around the town doing different things.)
- Explain to Ss that they will have to look at the picture carefully and write yes or no next to each sentence, as in the examples.
- Go around the classroom and make sure Ss have answered correctly.
- Have Ss compare their answers in pairs, then check as a class.



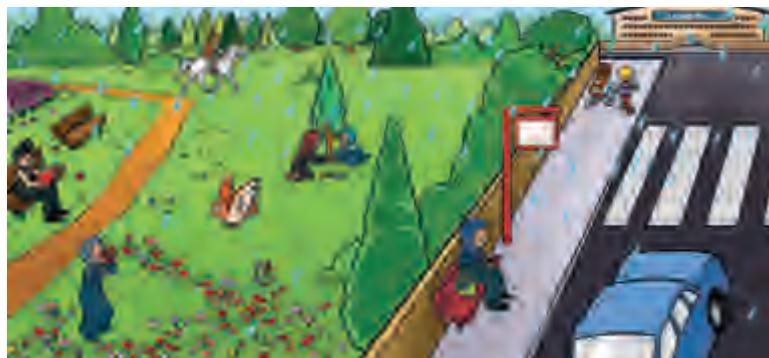
Examples: no, yes

1. no 2. yes 3. yes 4. yes 5. no

Activity 2

- Direct Ss' attention to the pictures in the activity and point out the jumbled letters next to each picture. Explain to Ss that they have to put the letters in the correct order to spell each activity depicted, correctly.

1 Look and read. Write yes or no.



Examples

A man is riding a black horse.
It is raining.

no

yes

Questions

- Three children are walking to school.
- A woman is waiting for the bus.
- Two girls are planting a tree.
- The man with the hat is reading a book.
- A girl is taking a picture of her cat.

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

Example



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- Go around the classroom and monitor the procedure.
- Have Ss compare their answers in pairs, then check as a class.



Example: basketball

1. ice hockey 2. baseball 3. volleyball 4. football 5. tennis

Activity 3

- Direct Ss' attention to the picture in activity 3, and ask them to tell you what they see. (There are two boys playing Ping-Pong, and there is a fish bowl near them with a pink fish in it.)
- Ask Ss to read the questions, and tell them that they are going to listen to the recording.
- Explain to Ss that they will have to listen carefully and write a name or a number according to what they hear.
- Play the recording, and have Ss listen to the examples in order to make sure they understand what they have to do.
- Play the recording twice, and have Ss do the activity.
- Go around the classroom, and monitor the procedure.
- Have Ss compare their answers in pairs, then check as a class.

3 Listen and write a name or a number. There are two examples. 



Examples

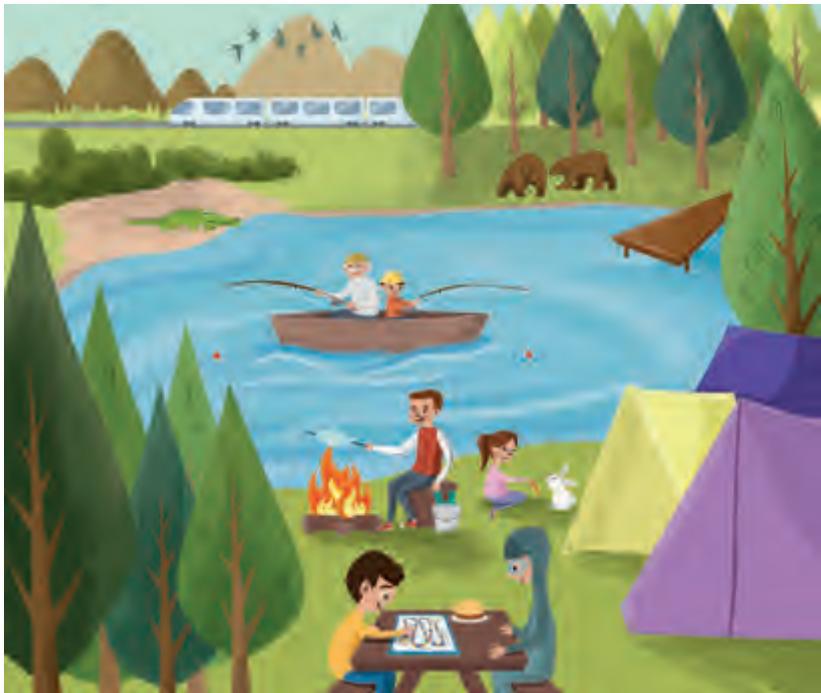
What is the boy's name? Brian

How old is he? 8 / eight

Questions

1. What is Brian's favourite game? _____
2. What is Brian's brother's name? _____
3. How old is Brian's brother? _____
4. Where does Brian live? _____ Street.
5. What's the name of Brian's fish? _____

4 Look and answer.



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5.

Man: Have you got a pet?

Brian: Yes. I've got a fish.

Man: A fish? That's nice! Has it got a name?

Brian: Yes. I call it Pink!

Man: Pink?

Brian: Yes.

Man: P-I-N-K, Pink?

Brian: Yes.

Man: That's a funny name!



Examples: Brian, 8 / eight

1. Ping-Pong
2. John
3. 11 / eleven
4. Stone
5. Pink

Activity 4

- Direct Ss' attention to the picture in activity 4 and ask Ss to tell you what they see. (There's a forest and a lake. A family is camping there.)
- Explain to Ss that you are going to ask them a few questions about the picture and that they will have to answer accordingly.
- Then, explain to Ss that you will ask them about an object in the picture and that they will have to describe it with as much detail as possible.

Suggested questions and answers:

Where are the people?

(They are in a forest.)

How many birds are there?

(There are six birds flying in the sky.)

What can you see in the lake?

(I can see a boat with an old man and a boy in it.)

What are they doing?

(They are fishing.)

What animals can you see near the lake?

(I can see two bears and a crocodile.)

What are the woman and the boy doing?

(They are playing a board game.)

What is the man doing?

(He is cooking.)

What is the girl doing?

(She is feeding a rabbit.)

Now, tell me about this (pie).

(The pie is on the table. It is next to the woman. I think it's an apple pie.)

Listening transcript

Example

Man: Hello. What's your name?

Brian: My name is Brian.

Man: Brian? Is that B-R-I-A-N?

Brian: Yes.

Man: How old are you?

Brian: I'm eight years old.

Man: Eight?

Brian: Yes.

1.

Man: Is this you, Brian?

Brian: Yes, it is.

Man: What are you doing here?

Brian: I'm playing Ping-Pong.

Man: Ping-Pong?

Brian: Yes. Ping-Pong is my favourite game.

Man: That's nice!

2.

Man: And are you playing with your friend in this picture?

Brian: No. That's my brother.

Man: Oh! What's your brother's name?

Brian: His name is John.

Man: How do you spell that?

Brian: J-O-H-N.

3.

Man: And how old is your brother?

Brian: He's eleven.

Man: Sorry?

Brian: Eleven.

4.

Man: Where do you live?

Brian: On Stone Street.

Man: Stone Street?

Brian: Yes.

Man: How do you spell that?

Brian: S-T-O-N-E.



Language focus

Objectives

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



Materials

- photocopies of the flashcards from Modules 3 and 4
- blue cardboard

Lesson plan



Warm-up

Crossing the lake

- Tell Ss that they are going to play a game.
- Draw a big lake on the floor (alternatively you can use a big blue piece of cardboard) and lay out the photocopies of the flashcards (from Module 3 and Module 4) 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 should say the word.
- If they can't, then they 'fall into the lake' and have to start again.

Activity 1

- Have Ss open their Workbooks to p. 79.
- Direct Ss' attention to activity 1 and ask them to name the animals they see in the picture next to the title. (Bees.)
- Direct Ss' attention to the pictures in the boxes below the text and ask them to name as many items as they can.
- Ask Ss to read the short text and fill in the gaps using the words given.
- Point out that the first one has been done as an example.

1 Read this. Choose a word from the box. Write the correct word next to the numbers 1-5. There is one example.

Bees

Bees are amazing little animals. They are black and yellow and they have got four (1) – two big ones and two small ones at the back of their body. They have also got six short (2) . Bees live and work in a (3) . They work hard all day. They collect nectar from (4) and trees and then use it to make honey. Bees can also 'tell' other bees where to find flowers with a lot of nectar.



2 Look at the picture and read the questions. Write one-word answers. There are two examples.



Examples

Where are the children?

at the park

What is the boy with the red

T-shirt playing on?

the swings

Questions

1. What are the boys playing?

2. How many trees are there?

3. What colour is the boy's cap?

Encourage a S to read the example out loud.

- Explain to Ss that there are two additional items that should not be used.
- Go around the classroom and make sure Ss have filled in the text with the correct words.
- Have Ss compare their answers in pairs, then check as a class.



Example: animals 1. wings 2. legs 3. beehive 4. flowers

Activity 2

- Direct Ss' attention to activity 2 and ask them to tell you where the children in the picture are. (At a park.)
- Ask Ss to tell you what activities the children are doing in the picture. (A boy is playing on the swings and two other boys are playing baseball.)
- Explain to Ss that they will have to read the questions next to the picture and write one-word answers, according to what is shown in the picture.
- Read the examples provided and instruct Ss to answer the rest of the questions in a similar way.
- Go around the classroom and make sure Ss have answered correctly.
- Have Ss compare their answers in pairs, then check as a class.

3 Listen and tick (4) the box. There is one example. **Example:** What is Sue doing?

2. What sport does Tom play?



1. Which girl is Chloe?



3. What's Nigel doing?



4 Look and point. Then look and answer.



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**Examples:** park, swings

1. baseball 2. one 3. blue

Activity 3

- Direct Ss' attention to the pictures in activity 3 and ask them to tell you what they see. (Three girls doing different activities, three girls wearing different clothes, boys playing different sports and doing different activities.)
- 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.

Listening transcript**Example****Girl:** Is Sue at the park?**Man:** Yes, she is.**Girl:** Is she playing on the swings?**Man:** No. She's feeding the ducks.**1. Which girl is Chloe?****Boy:** Where's Chloe, Mum?**Woman:** Is that her, wearing a pink skirt?**Boy:** No, she's wearing a blue skirt today.**Woman:** Oh yes, and a pink sweater. There she is! She looks great.**2. What sport does Tom play?****Woman:** Tom, do you play baseball or basketball?**Boy:** Well, my friends play baseball and basketball, but I don't.**Woman:** What sport do you play?**Boy:** I play ice hockey with my brother.**3. What's Nigel doing?****Woman:** Is Nigel in the garden?**Girl:** Yes. He's with his friend, Joe.**Woman:** Are they raking the leaves?**Girl:** No, they're playing basketball.**Example:** C 1. C 2. A 3. A**Activity 4**

- Direct Ss' attention to the picture in activity 4 and ask Ss to tell you what they see. (A family sitting in their garden.)
- Explain to Ss that you are going to ask them a few questions about the picture and that they will have to answer accordingly.
- Then, explain to Ss that you will ask them about an object in the picture and that they will have to describe it with as much detail as possible.

Suggested questions and answers:**Where is the family?**

(They are in the garden.)

What is the girl in the red dress doing?

(She is playing on the swing.)

What is the boy doing?

(He's raking leaves.)

What is he wearing?

(He's wearing a shirt, jeans and blue shoes.)

What is there on the table?

(There are some peaches, pears, a carton of orange juice, a loaf of bread, a bottle of water and three glasses.)

What is the girl in the yellow cardigan doing?

(She's putting a bottle of water on the table.)

What are the man and the woman doing?

(They are watching the children play and they are drinking tea.)

What is the baby doing?

(He's playing with a toy train.)

Now, tell me about this (tree).

(It is a big, tall tree. There is a swing in it and there is a beehive, too.)



PHONICS TABLE

| Module | Page number | Phonics (Phonetic transcription) | Words |
|--------|-------------|----------------------------------|---------------------------------|
| 1 | 16 | /θ/ | tooth thin |
| | | /ð/ | this that |
| | | /ʃ/ | ship fish |
| | | /tʃ/ | chair peach |
| | | /tʃ/ | kitchen catch |
| 2 | 28 | /eɪ/ | dates |
| | | /aɪ/ | white |
| | | /i: / | teacher |
| | | /u: / | food |
| | | /ju: / | computer |
| 3 | 40 | /ɪ/ | picture rabbit |
| | | /aɪ/ | white bike kite |
| 4 | 52 | /ʌ/ | summer sunny under sun |
| | | /u: / | June scuba diving fruit |
| | | /ʌ/ | mother love |
| 5 | 64 | /ɒ/ | pot hot |



Glossary of key words used in the Teacher's Book

act out: to take the role of a character in a dialogue or story and say his/her words

Content and Language Integrated Learning (CLIL): an approach to teaching through which students learn content-based subjects such as maths, history, science, etc. through a foreign language

demonstrate: to show and explain how something should be done

draft: a piece of text including someone's original ideas, which has not been fully developed and taken its final form

edit: to improve a text by making corrections and adding or removing information and/or ideas

elicit: to do or say something to get a response from someone

gist: the main idea in a text

higher-order thinking (HOT): using critical-thinking and problem-solving skills to apply knowledge gained to new situations

higher-performing Ss: students whose level is above average

initiate: to start something

lower-performing Ss: students whose level is below average

mime: to use the face and body to communicate, without verbal speech

monitor: to watch and make necessary comments to ensure that an activity is done in a proper way

objective: the goal which someone sets and the outcome they plan to achieve through an activity

pantomime: to convey an action, feeling, etc. through gestures and body movements, but not through speech

prompts: words/phrases and/or pictures provided to students to facilitate spoken or written production

rubric: the instructions for a task or activity

shadow read: to read silently while listening to somebody else reading aloud

swap: to exchange

Total Physical Response (TPR): an approach to teaching through which students respond to language through physical movement, e.g. the teacher says 'Stand up' and the students respond by standing up



Using a Vocabulary List

1. You can also look up words using the Vocabulary List that can be found on the Student's CD-ROM. There are two options available; you can either look up words in alphabetical order (**Words alphabetically**) or in the order they appear in a module (**Words by module**).
2. **Words alphabetically:** The column on the left side of the screen is a quick guide to all the vocabulary items that appear in the Student's Book. You can scroll down using the red button to find the word you want to look up. The images next to each word help you understand their meaning. There is also a 'search' bar where you can type the word you want to look up and find it more easily.
3. **Words by module:** You can also look up words according to the module and the lesson they appear in (e.g. Module 1, Lesson 'Top Stars'). The vocabulary of this specific lesson will directly appear in the column on the left side of the screen.
4. If you click on a specific word, it will then appear on the main screen. You can now see a larger version of the small picture that accompanies the word.
5. You can click on the speaker to listen to the pronunciation of this word as many times as you want. Remember that this can help you to recognise this word more easily next time you hear it, but also improve your pronunciation.
6. In some cases, certain words might not be accompanied by pictures, for example abstract nouns, etc. The definition provided will help you understand the meaning of this word.
7. If you need more help, you can click on the 'Show example' button. An example now appears that will clarify any questions you may have on how to use this word in context. You can also listen to the example sentence as many times as you want. Remember that you can come up with examples of your own and note them down on your notebook. This will help you get additional practice and understand the meaning of these words better.





NOTES



Top Stars 4a
Teacher's Book

H. Q. Mitchell - Marilena Malkogianni

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