

GRADE 5 SEMESTER 1



Teacher's Book



Academic Year 2021-2022

mm publications



النشيد الوطني

قَسَمًا بِمَنْ رَفَعَ السَّمَاءُ قَسَمًا بِمَنْ نَشَرَ الضِّياءُ قَطَرٌ سَتَبْقَى حُرَّةً تَسْمُو بِرُوحِ الأَوْفِياءُ سِيرُوا عَلَى نَهْجِ الأُلَى وَعَلَى ضِياءِ الأَنْبِيَاءُ قَطَرٌ بِقَلْبِي سِيرَةٌ عِنْ وَأَمْجَادُ الإبَاءُ قَطَرُ الرِّجَالِ الأَوَّلين حُمَاتُنَا يَوْمَ النِّدَاءْ وَحَمَائِمٌ يَوْمَ السَّلامُ

جَوَارِحٌ يَـوْمَ الفِـدَاءْ



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Syllabus

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SYLLABUS

Communication				QNCF
Objectives	Structures	Vocabulary	Writing	competencies
Module 1 • People • p. 7				
 to talk about school subjects to give personal details to ask for personal details to talk about everyday actions to talk about actions happening at the moment of speaking to talk about activities which someone is good or bad at to talk about free-time activities to make suggestions 	Information Questions (What, Where, Who, How often) Present Simple vs Present Progressive I'm good/bad at (skateboarding). What's the matter? I'm (bored). Let's (watch a DVD). Great idea! / Sure! / No, thanks.	School subjects Actions Free-time activities	Project: to write an email about one's daily routine Writing tip: to learn how to use capital letters, full stops, question marks and exclamation marks in sentences Phonics oi /ɔɪ/ coin, boil oy /ɔɪ/ toys, boy	
Module 2 • Looking back • p. 1	19			
 to talk about events that happened in the past to introduce holiday activities to talk about exploration to talk about a specific point in time or the order of past events to talk about Art to talk about ability in the past to talk about free-time activities 	Past Simple (the verb to be) Past Simple (regular and irregular verbs) Time clause (when) The verb Could	Holiday activities Free-time activities	Project: to learn how to write a diary entry Writing tip: to learn how to use intensifiers (very, really, so) in a sentence Phonics ow /au/ town, brown ou /au/ mouse, house	₽ ॐ ҈
Module 3 • Let's learn! • p. 31				
 to introduce different kinds of buildings to introduce the Comparative form of adjectives to talk about places to introduce the Superlative form of adjectives to talk about endangered species to introduce adverbs of manner to introduce units of measurement to talk about track and field events to introduce units of time to introduce the Comparative and the Superlative forms of adverbs 	Comparative form Superlative form Adverbs of manner Comparison of adverbs	Places Buildings Units of measurement Numbers Sports Units of time	Project: to learn how to write an article about a famous athlete Writing tip: to learn the position of adjectives in a sentence, to learn how to use the conjunction because and the adverb too in sentences Phonics ow /əu/ slow, pillow ow /au/ cow, down	



Communication Objectives	Structures	Vocabulary	Writing	QNCF competencies				
Module 4 • What happened? • p. 43								
 to talk about actions that were happening at a specific point in time in the past to talk about accidents and injuries to ask and answer about reasons to talk about a safari to talk about obligation in the past to talk about activities to say what one was doing at a specific time in the past 	Past Progressive Why did you (go to the doctor)? Because I (was ill). What's the matter? I (sprained my ankle). Had to (Affirmative - Negative - Questions - Short answers)	Parts of a house Activities Accidents	Project: to learn how to write an incident report Writing tip: to learn how to use commas and the conjunction and in a sentence Phonics ay, ai /eɪ/ play, rain i, ie /aɪ/ rice, pie					
Module 5 • Eating right • p. 55	5							
 to do a quiz to talk about eating habits to talk about healthy and unhealthy eating to talk about quantity to make an offer to make a polite request and ask for a favour to talk about food to talk about preferences 	some / any / many / much / a lot of/lots of / a few / a little Shall? Can? I'd like How much? / How many? Both / Neither	Food Food containers	Project: to learn how to write a recipe Writing tip: to learn how to use sequence words (First, Second, Next, Then, Finally) Phonics silent gh night, straight silent k knee, knife	₽ \$				



INTRODUCTION

Welcome

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

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

Course Components

Student's Book

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

Workbook

The Workbook includes supplementary practice of the structures and the vocabulary presented in each lesson. The Workbook is considered an important component of the course, through which all skills (listening, speaking, reading, writing) are practised extensively. A **Now I can...** section can help students evaluate their performance and take responsibility for their own learning. A cursive writing section is included in order to help students develop their handwriting skills. Short paragraphs are introduced at this level, with instructions and guidance indicating correct formation. Three Revision sections for Modules 1-5, Modules 6-10 and Modules 1-10 prepare students for the Midterm test and the Final test. Students can also find three board games at the back of the Workbook: Board Game 1 for Modules 1-5, Board Game 2 for Modules 6-10 and Board Game 3 for Modules 1-10. There is a section (Smart Moves!) after every two modules in the Workbook which includes higher-order thinking activities. Five two-page Top Skills sections help students develop the four skills through revision activities. These sections also serve the purpose of preparing students for international exams.

Teacher's Book

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

Differentiated instruction

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

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

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

Strategies - Techniques for Differentiated Instruction

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

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

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

The Teacher's Book includes the following sections:

Cover page:

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

Language focus:

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

Materials:

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

Revision (Optional):

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

Warm-up:

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

Lesson plan:

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

Optional / Before leaving:

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

Workbook:

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

Student's CD-ROM

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

Class Audio Material (Online)

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

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

Resources for Teachers (Online)

This contains:

Tests

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

Self-evaluation sheets

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

Flashcards

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

Interactive Whiteboard Material

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

THE SERIES

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

Course Outline

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



MODULE STRUCTURE

Vocabulary

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

Lesson 1:

Song

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

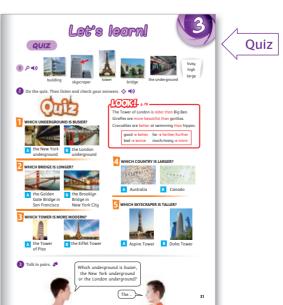
Quiz / Questionnaire

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











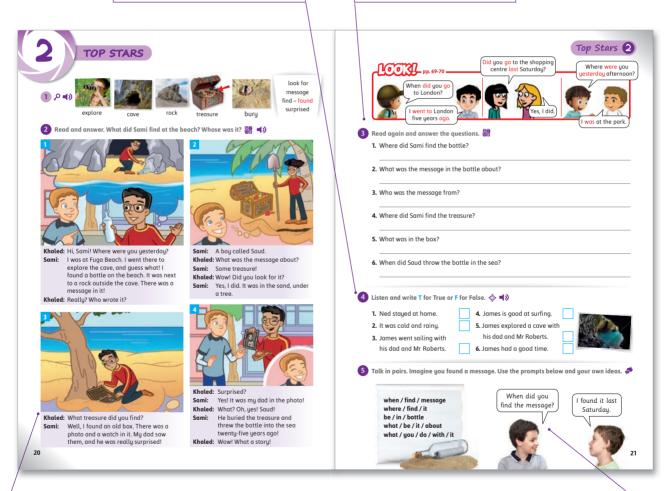
Lesson 2:

Top Stars

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

Listening activities practising new language items

Reading comprehension activity



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.

Presentation of new vocabulary and structures through activities providing factual information

Reading comprehension activity



Listening activities practising new language items

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

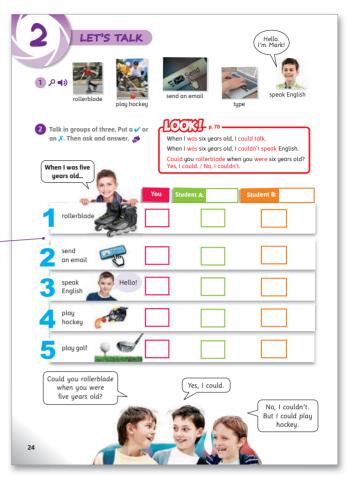


Lesson 4:

Let's talk

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

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



Lesson 5:

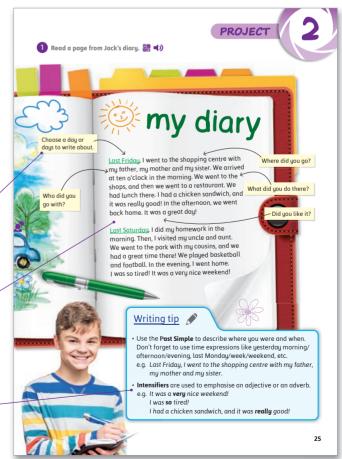
Project

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

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

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

Useful writing tips on writing conventions, syntax and punctuation





Lesson 6:

Reading time

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

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

Let's chat

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



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

A reading comprehension activity

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



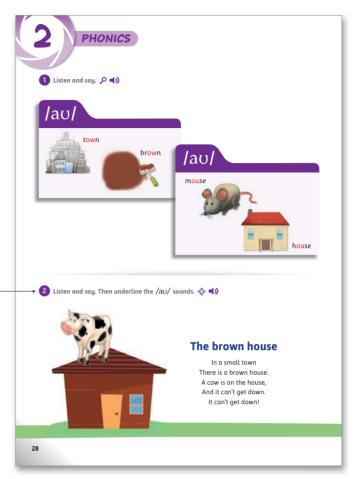


Lesson 7:

Phonics

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

Lively chants help students to memorise key sounds



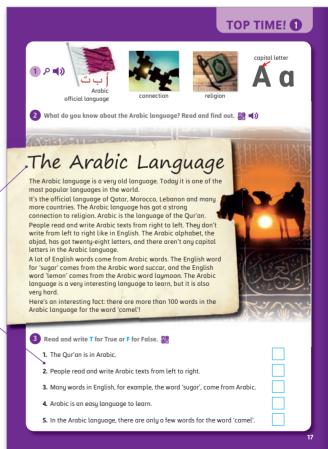
Lesson 8:

Top Time!

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

Practice on cross-cultural information

A reading comprehension activity





Cross-curricular section (CLIL)

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

Practice on cross-curricular notions

Reading comprehension activity

The educational value of cross-curricular lessons

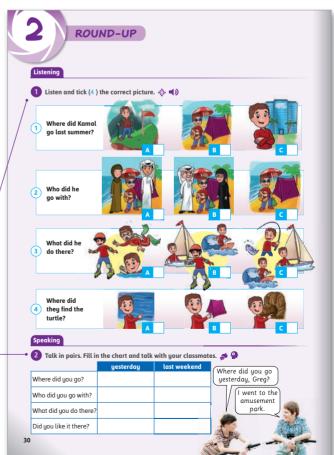


Lesson 9:

Round-up

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

Consolidation and revision through various activities





Workbook:

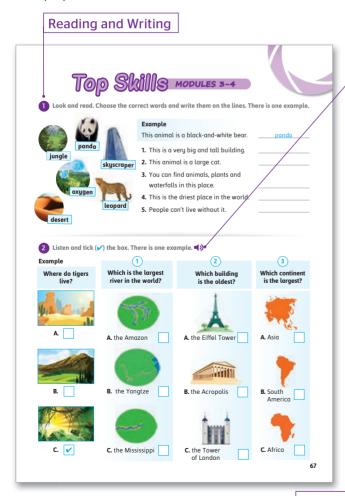
Smart moves!

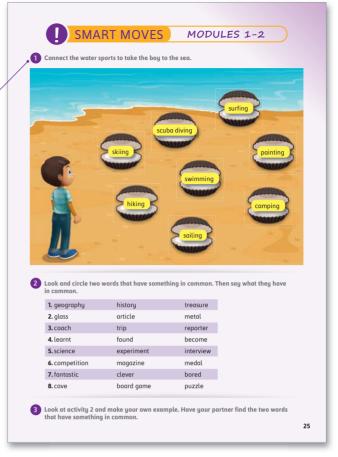
There is a section at the end of every second module which includes **higher-order thinking activities**.

Classification

Top Skills

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







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 Dictionary

A Using a Dictionary section offering students step-by-step auidance on how to use a dictionary 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

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

Organising a language-learning notebook

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

QNCF Key Competencies

Competencies can be seen as the combination of different kinds of knowledge, skills and attitudes that enable students to cope with the complex challenges they will face in school, in the workplace, in their personal lives as well as in broader social contexts. Through the development of key competencies, learners will be capable of achieving the QNCF learning outcomes and, consequently, be better equipped to have successful careers and live meaninaful lives. There are altogether seven key competencies identified in the QNCF. Below we focus on each of these competencies, providing a brief description and explanation of each, as well as tips on how teachers can effectively integrate them in the classroom. It is significant that in the Top Stars series, the key competencies have been taken into consideration in the design of the course, and thus are woven into the activities themselves. In other words, by carrying out an activity, students are acquiring and developing competencies. It must also be understood that aspects of several competencies may overlap. For example, problem-solving may also involve other competencies such as creative and critical thinking, inquiry and research, communication, as well as cooperation and participation, depending on the type of activity. Although the activities students are involved in require them to activate the knowledge, skills and attitudes through which they develop specific competencies, the way teachers deal with the activities in class can help to maximise the benefit for students.



Creative and critical thinking

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

Ways to integrate creative and critical thinking into the classroom

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

Communication

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

Ways to integrate communication into the classroom

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

Cooperation and participation

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

and offering support and assistance. It reinforces polite behaviour and respect towards others.

Ways to integrate cooperation and participation into the classroom

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

Inquiry and research

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

Ways to integrate inquiry and research into the classroom

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

Problem-solving

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

Ways to integrate problem-solving into the classroom

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

Literacy

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

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

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

Ways to integrate literacy into the classroom

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

 Provide opportunities for students to understand how language is linked to culture, and help them to appreciate their own culture and understand that knowledge of a foreign language can be a key to understanding other cultures as well.

Numeracy

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

Ways to integrate numeracy into the classroom

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

In general:

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

Key Values

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

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

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

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

Islamic values and Arabic and Qatari cultural heritage

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

Ways to instill these values in the classroom

- Teach by example. Teachers are role models and through demonstrating their appreciation of Islamic values and their pride in Qatari culture to students, they are teaching an important lesson.
- Create opportunities for students to identify with the Qatari culture and heritage, as well as to take pride in the achievements of outstanding Qatari professionals, artists, athletes, etc.
- Encourage students to show an openness towards other cultures, and to compare aspects of different cultures.
- Actively promote a spirit of intercultural understanding by helping students to identify fundamental similarities among different people and cultures.

Respect and compassion

The fundamental Islamic values of respect and compassion should be fostered and actively practised in the classroom. Students must be helped to develop as individuals and as social beings by being exposed to

learning contexts that cultivate these values and must be encouraged to think critically and employ moral/ ethical reasoning in their everyday lives. These values lay the foundations for greater understanding among people and societies.

Ways to instill these values in the classroom

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

Positivity and endeavour

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

Ways to instill these values in the classroom

- Ask students to visualise and express their long-term goals. Help them to understand what is required to achieve those goals. Help them to set more short-term targets that will enable them to accomplish their long-term goals.
- Challenge students. Have them engage in activities that may involve difficulties and/or the possibility of failure so as to stress the importance of persistence and not giving up in cases of adversity. Creating situations in which students are, to a reasonable extent, outside of their comfort zones will help to reinforce these values.
- External resources, such as news broadcasts, documentaries or films can be useful in creating opportunities for students to be exposed to examples of real people who show courage and remain positive in the face of difficult challenges, which the classroom environment cannot otherwise provide.

Personal rights, responsibility and integrity

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

 Introduce the concept of good digital behaviour, by explaining the advantages and disadvantages of having access to so many sources of information.
 Sensitise students to the proper use of information found on online sources and how to search for information online safely.

Ways to instill these values in the classroom

- Familiarise students with the concept that
 rights and responsibilities go hand in hand by
 demonstrating that as students they have rights
 in the classroom (e.g. to express their opinion, to
 participate, the right to safety and well-being,
 the right to information and privacy) as well as
 responsibilities (e.g. to follow classroom rules, to
 participate and contribute, to show an interest
 in the well-being of others, to use information
 wisely and respect the privacy of others, to accept
 responsibility for their actions).
- Look for opportunities to emphasise the different kinds of responsibilities students have (e.g. to their classmates/friends, families, communities, the environment).

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

QNCF COMPETENCIES Creative and Communication Literacy Numeracy critical thinking 0 Cooperation and Inquiry and Problem-solving participation research Language focus **Materials** Language **Warm-up activities Optional** structures Before leaving Keu to the Workbook **Notes Total Phusical** activities activities 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



People

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

Questionnaire

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- communicate or find out more detailed personal information (S1.1)
- spell a range of familiar high frequency words accurately in guided writing (W2.2) WB
- follow and identify independently the detail in a wide range of short, simple texts (L2.1) WB
- communicate with a lot of support more detailed personal information using longer, simple statements and questions (W1.1) WB

Top Stars

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- communicate or find out more detailed personal information (S1.1)

Let's talk

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- ask about and express basic opinions (S1.2)
- check with a teacher or a classmate steps needed to complete short classroom tasks (S3.1)
- spell a range of familiar high frequency words accurately in guided writing (W2.2) WB
- follow and identify independently the detail in a wide range of short, simple texts (L2.1) WB

Our world

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- communicate or find out more detailed personal information (S1.1)



Project

- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- use capital letters, full stops and question marks appropriately in guided writing at discourse level (W2.3)
- check spelling and punctuation of their written work (W3.2)
- communicate more detailed personal information using longer, simple statements and questions (W1.1) WB

Top Time! 1

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

Reading time

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to main ideas in simple texts of one or two paragraphs (R1.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- narrate very short basic stories and events (S5.1)
- ask about and express basic opinions (S1.2)
- follow and respond independently to a wide range of simple short questions (L2.4)
- describe people and objects using suitable statements (S2.2) WB

Phonics

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

Round-up

- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- communicate or find out more detailed personal information (S1.1)
- describe independently people and familiar objects using suitable statements (W1.3) WB
- understand and respond to detail in simple texts of one or two paragraphs (R2.1) WB
- communicate more detailed personal information using longer, simple statements and questions (W1.1) WB

Cursive writing

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





Language focus

Objectives

- to talk about school subjects
- to give personal details
- to ask for personal details

Vocabularu

School subjects: maths, English, geography, art, science, information technology (IT), history, physical education (PE)

Structures

How often do you have PE? Once/ Twice/Three times a week. / Every day. What's your full name? What's your date of birth? Where do you live? What's your telephone number? What's your email address? What school do you go to? What year are you in? Who's your favourite teacher? What's your favourite school subject? How often do you have it?



Materials

- flashcards for maths, English, geography, art, science, information technology (IT), history, physical education (PE)
- photocopies of questionnaires with the following headings: Full name, Date of birth, Address, Telephone number, Name of school, Year, Favourite school subject(s), How often you have it/them

Lesson plan



Warm-up

- Initiate a short discussion. Ask Ss what their favourite subject is and why.
 Encourage all of the Ss to participate in the discussion.
- Write the following headings on the board: Full name, Date of birth, Address, Name of school, Year, Favourite school subject(s), How often you have it/them.
- Pretend that you are a S and introduce yourself to Ss by giving them your full name. Say, My name is (Tom Jones).
 Continue, by giving Ss a fictional date of birth, address, name of school and year you are in as well as your favourite school subject(s) and how often you have it/them.
- As you reveal each of these personal details, fill in the information under the corresponding headings written on the board.

- Ask Ss when they think this type of information may be required of them. Elicit
 that these personal details may be asked in a survey / an interview or may be
 included in a CV (curriculum vitae) or an application form, etc.
- Hand out a copy of the guestionnaire to each S.
- Explain to Ss that they will have to complete the questionnaire with their personal details just as you've done on the board.
- Go round the classroom and monitor the procedure.
- Once Ss are done, collect all the questionnaires and keep them so that they may be used in the optional activity at the end of the lesson.

Activity 1 R4.1 \nearrow

- Hold up your book and say, I teach English. Borrow a maths book from a S, point to it and say, I like maths. Continue with the rest of the subjects and have Ss repeat. For PE, mime playing a sport, say PE and have Ss do the same.
- Alternatively, use the flashcards to present the school subjects. Hold up each flashcard, say the school subject and have Ss repeat.
- Have Ss open their books to p. 7. Point out the school subjects in the vocabulary section.
- Play the recording a few times and have Ss point to the school subjects and repeat.
- Say the school subjects in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.
- Draw Ss' attention to the tip and explain it.

Activity 2

- Draw Ss' attention to the picture of the boy and the guestionnaire.
- Direct Ss' attention to the box on the right and ask them to guess what the information is. (The boy's personal details.)
- Explain to Ss that they will have to read the questions and answer them using the information given in the box.
- Go round the classroom and check that Ss have filled in the questionnaire correctly.

1. Robert Jones 4. 01786 440079

7. Year 5

2. 12 April 20065. bobbyjones@mail.com

5. bobbyjones@mail.com

3. 55 Elm Street, Bristol 6. Winston Primary School

9. history, Twice a week.

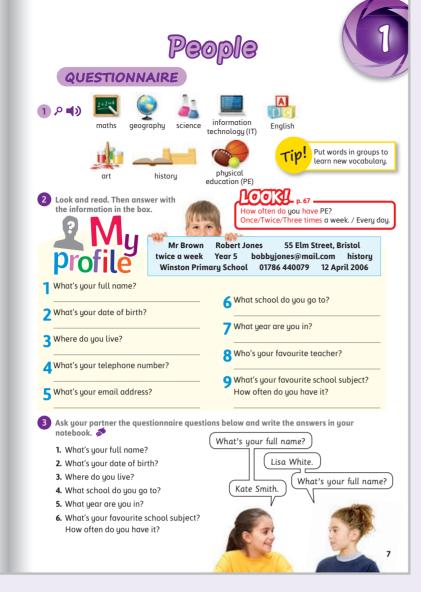
TOOK

- Draw a school programme on the board and make sure you only use PE twice.
- Direct Ss' attention to the programme and ask, <u>How often</u> do I have PE? Write the question on the board and underline <u>How often</u>. Point out that we use the question <u>How often</u>...? to ask about the frequency with which an action takes place.
- Ask the question again and encourage Ss to answer, Two or Two times. Write
 the answer(s) on the board and explain to Ss that when we answer about the
 frequency with which something takes place we use the frequency expressions:
 once (for things that happen one time a day/week/month/year, etc.), twice (for
 things that happen two times a day/week/month/year, etc.), number + times
 (for actions that happen more than twice a day/week/month/year, etc.) and
 every day (for actions that take place on a daily basis).
- Practise the use of the frequency expressions by asking Ss How often... questions about the programme on the board and having them answer accordingly.
- Direct Ss' attention to the Look! box and ask them to read it.
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Ask Ss to provide extra examples of the uses of the frequency expressions. This
 will challenge higher-performing Ss. To help lower-performing Ss, give them
 prompts to make their examples (e.g. I / have / maths / three / time / week).

Activity 3 S1.1 🥏

- Direct Ss' attention to the two girls in the picture and ask them to guess what they are doing. (They're asking each other about their personal details.)
- Divide Ss into pairs. Explain that it is their first day of school and they are meeting new friends and want to learn about them. Tell Ss that first they have to copy the questionnaire questions in their notebooks and then ask and answer with their partners in order to write the correct answers to the questions.
- Ask a S to come to the front of the classroom to demonstrate the activity. Ask, What's your full name? and encourage the S to answer.
- Have Ss do the activity. Go round the classroom making sure Ss take turns.
- Have a few pairs of Ss act out their exchange in front of the class.





Language box

- In English, we read years as two pairs of digits, e.g. 1995 is nineteen ninety-five or 2012 is twenty twelve. However, in the years between 1901 and 1909, the figure '0' is called 'Oh'. Finally, the years between 2000-2009 are read in thousands adding the final number at the end, e.g. 2002 is two thousand two.
- When saying a telephone number in English, each figure is said separately. The figure '0' is called 'Oh'.



Mystery questionnaires

- Divide Ss into teams.
- Hand out the questionnaires Ss completed at the beginning of the lesson, one to every S in each team. Make sure teams do not have questionnaires belonging to their own team members.
- Invite a S from each team to the front of the classroom and, in turns, have them present the personal details on the questionnaire except for the S's name.
- The rest of the Ss in their team will take turns trying to guess who the
- Tell Ss that they are only allowed three guesses per round. If a team guesses correctly, they win a point. If, however, a team doesn't guess correctly, then the S from their team who is at the front of the classoom, returns to his/her seat and another S from his/her team takes his/her place.
- The team with the most points by the end of the game wins.



Before leaving

- Ask Ss questions about themselves.
- Alternatively, you can divide Ss into pairs and have them form a line. Then, explain that before they leave the classroom they have to ask each other a question about their personal details.
- Make sure all of the Ss answer questions about themselves before leaving the classroom.



Activity 1 W2.2

1. GEOGRAPHY 2. ART

3. MATHS 4. SCIENCE

5. HISTORY 6. PE 7. ENGLISH 8. IT

Activity 2 L2.1 🔅

Listening transcript

Woman: Hello.

Bou: Hello. I want to take part in the art competition.

Woman: Yes, of course. What's your full name?

Toby Smith.

Woman: And where do you live? 32 Cherry St, Bristol. Woman: 32 Blurry St...

Boy: No, no. Not Blurry... Cherry.

C-H-E-R-R-Y.

Woman: Oh, OK. 32 Cherry St. What's

your telephone number? It's 01223 274479. Sorry,

Boy:

it's 01223 274489.

Woman: OK. What's your date of birth?

14 June. 2005. Bou:

Woman: One more question. What's

your email address?

It's tobusmith10@mail.com. Woman: OK. Thank you very much.

NAME: Toby Smith

ADDRESS: 32 Cherry St. Bristol

TELEPHONE NUMBER: 01223 274489

DATE OF BIRTH: 14 June 2005

EMAIL ADDRESS: tobusmith10@mail.com

Activity 3 W1.1 **5** S1.1 **5**



open answers



Bring a microphone made of card to the next





Language focus

Objectives

- to talk about everyday actions
- to talk about actions happening at the moment of speaking

Vocabulary

Verb: wait

Nouns: reporter, interview,

town centre

Adverbs: early ≠ late

Actions: drive a bus, go round town

Structures

I always get up at six o'clock in the morning.

I'm waiting for the bus now.



Materials

- flashcards for reporter, interview, drive a bus, town centre
- flashcards from the previous lesson for maths, English, geography, art, science, information technology (IT), history, physical education (PE)
- a microphone made of card

TOP STARS









town centre

go round town wait early ≠ late

reporter in

Read and answer. What does Mr Rashid do? 📲 📢



Khaled: Sami! What are you doing? My dad's here! We are late!

Sami: I'm coming! Just one interview!



Sami: Hello, sir. I'm from the *Top* Stars press team. Can I ask you some questions?

Mr Rashid: Yes, of course!
Sami: What's your name?
Mr Rashid: Rashid Ahmad.
Sami: Where do you live?

Mr Rashid: I live in the town centre. **Khaled:** Sami! My dad is waiting.



Sami: Do you get up early in the morning?

Mr Rashid: Yes, I do. I always get up at six
o'clock.

Sami: And what do you do?

Mr Rashid: I go round town and I talk to people...

Sami: Are you a reporter?

Mr Rashid: No...

Sami: Come on! The bus is here

4 The next morning..

Khaled: Look! It's Mr Rashid! He's driving the bus. Sami: You're a bus driver!

Sami: You're a bus drive

Mr Rashid: Hello, kids!

Revision (Optional)

- Use the flashcards from the previous lesson [maths, English, geography, art, science, information technology (IT), history, physical education (PE)]. Show each one to Ss and say, for example, English. Encourage Ss to answer, Yes or No accordingly.
- Repeat the same procedure for the rest of the flashcards.
- Alternatively, have Ss write down as many school subjects as they can on a piece of paper while you count to 20.
- When time is up, ask Ss to read the subjects they have written.

Lesson plan



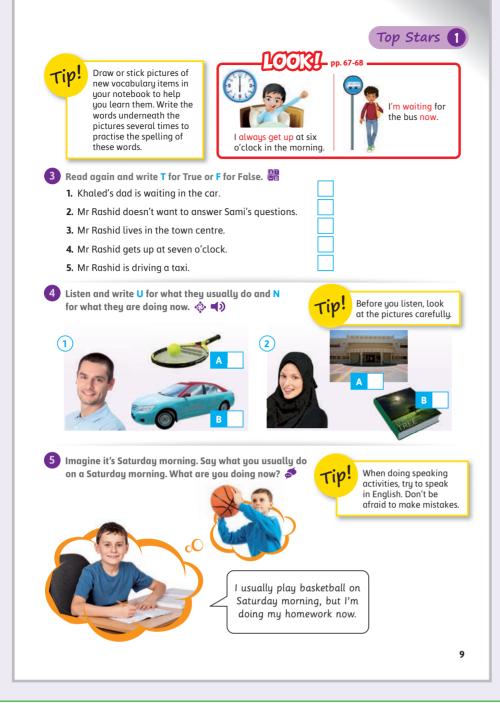
8

Warm-up

• Initiate a short discussion. Ask Ss what professions they know and what people do in each one. Encourage all of the Ss to participate in the discussion.

Activity 1 R4.1 \nearrow

- Approach a S with the card microphone. Say, Hello, what's your name? and encourage the S to answer.
- Ask Ss to guess what your job is (a reporter) and explain that you are interviewing the S. Go towards another S and ask another guestion.
- Mime driving a bus to present the phrase drive a bus.
- Mime waiting for the bus at a bus stop to present the word wait. Look at your watch as if you are late or early, to present the words late or early, respectively.
- Write sentences on the board with the phrases town centre and go round town and underline them. For example, write: I like to go to the <u>town centre</u> because there are many things to do there. The buses go round town all day.
- Ask Ss to read the sentences out loud and infer the meaning of the underlined phrases.



- Have Ss open their books to p. 8. Point out the words/phrases in the vocabulary section.
- Play the recording a few times and have Ss point to the words/phrases and repeat.
- Say the words/phrases in random order and have Ss point and repeat.
- Explain to Ss that they have to form a sentence with one of the vocabulary items presented in this lesson.
- Draw Ss' attention to the tip and explain it.

Activity 2 R2.1

- Draw Ss' attention to the illustrations in the presentation.
- Introduce two of the main characters of the book, Sami (the boy with dark, brown hair and glasses) and Khaled (the boy with light brown hair).
- Ask Ss to tell you what they think is happening. (Khaled and Sami are in the street
 while Khaled's dad is waiting for them in his car. Sami approaches a man and asks
 to interview him. Sami is holding a digital recorder. The man agrees and Sami
 asks him various questions. Khaled and Sami see the man driving a bus.)
- Direct Ss' attention to the frames of the story and ask them to find and point out the words/phrases from the vocabulary section that they see in the frames.
 (Frame 1: late, interview; Frame 2: town centre, waiting; Frame 3: early, go round town, reporter; Frame 4: ...driving the bus).



- Play the recording and encourage Ss to shadow read (read along with the recording) in order to find out what Mr Rashid does. (He's a bus driver.)
- Have Ss read the dialogue again and check comprehension.
- Ask Ss some questions about the story. Why is Sami running? (Because he wants to interview the man.) Why is Khaled in a hurry? (Because his father is waiting in the car.) How many questions does Sami ask? (Six.) Where does Mr Rashid live? (In the town centre.) Does Mr Rashid get up late in the morning? (No, he doesn't.) Is Mr Rashid a reporter? (No, he isn't.) What is happening in Frame 4? (The boys are waiting for the bus.) Who's driving the bus? (Mr Rashid.)

Activity 3 R2.1

- Direct Ss' attention to the five sentences.
- Explain to Ss that they must read the story again and mark the sentences as true or false depending on the story.
- Go round the classroom and make sure Ss have answered correctlu.



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

rooki

- Direct Ss' attention to the Look! box and ask them to read the sentences.
- Ask Ss if they recognise the tenses (Present Simple and Present Progressive) and to tell you what they notice about the formation of the verbs in each of the sentences.
- Ask Ss when they think we use the Present Simple and the Present Progressive.
- Elicit that we use the Present Simple for habitual actions and the Present Progressive for actions that we are doing at the moment of speaking.
- Say, What am I doing now? and mime walking. Encourage Ss to answer using the Present Progressive. Then ask, What do I do every morning? and mime

- having breakfast. Encourage Ss to answer using the Present Simple.
- Refer Ss to the dialogue and ask them to underline any examples of the Present Simple and the Present Progressive. (e.g. I live in the town centre., I'm coming!)
- Tell Ss to refer to the Grammar Reference section at the back of the SR
- Encourage Ss to come up with their own examples using the Present Simple and the Present Progressive. This will challenge higher-performing Ss. To help lower-performing Ss, give them prompts to make their examples (e.g. I / make / sandwich / now).

Activity 4 L2.1 🎨

- Direct Ss' attention to the pictures and ask them what they depict.
- Explain that they will have to listen carefully and find out what each person usually does (U) and what they are doing now (N).
- Draw Ss' attention to the tip and explain it.
- Play the recording and have Ss complete 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

- Man: This is Gary. He lives in the town centre. Gary is a taxi driver. He usually works at the weekends. He drives his taxi round the town centre. Today is Sunday, and he isn't working. Gary is playing tennis. It's his favourite sport.
- 2. Woman: This is Amal. Amal is a teacher. She works on weekdays. She gets up at six o'clock and goes to work. Today is Saturday, and she isn't working. Amal is at home and she's reading her favourite book.

1. A. N B. U 2. A. U B. N

Activity 5 S1.1 🥏

- Direct Ss' attention to the boy in the picture and ask them to read what the boy is saying.
- Explain to Ss that they have to imagine it's Saturday morning.
 Then, they have to say what they

- usually do on a Saturday morning and what they are doing now.
- Draw Ss' attention to the tip and explain it.
- Allow Ss some time to prepare and then have them present their answers in front of the class.
- You can ask **higher-performing Ss** to say what they usually do on another day as well.



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 flashcard 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 town centre? The two Ss must look for the flashcard round 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

- Use the card microphone you brought in to class.
- Explain to Ss that each of them will hold the card microphone and pretend to be a reporter. They will have to ask a classmate two questions about what they usually do and what they're doing now.
- Make sure all of the Ss participate before they leave the classroom.



Workbook

Activity 1

1. interview 2. late 3. early 4. reporter 5. town centre

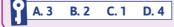
Activity 2

1. lives 2. drives 3. Is, going 4. aren't playing 5. Do, meet 6. are waiting

Activity 3 L2.1 🎨

Listening transcript

Man: This is Mr Collins. Mr Collins is a reporter. He gets up every day at seven o'clock. He has breakfast and then he takes the bus to the town centre. He walks round town and meets different people. He interviews doctors, firefighters, athletes or artists. He is talking with Jake Harris now. Jake is a famous football player.





Objectives

• to talk about activities which someone is good or bad at

Vocabulary

Verb: practise

Nouns: portrait, medal

Actions: swimming, skateboarding, play golf, make a cake

Structures

I'm bad at (tennis).
I'm good at (painting).



- flashcards for swimming, skateboarding, play golf, portrait, medal, make a cake
- flashcards from the previous lesson for reporter, interview, drive a bus, town centre

Revision (Optional)

- Use the flashcards from the previous lesson (reporter, interview, drive a bus, town centre). Show each one to Ss and ask, for example, Is he a reporter? Encourage Ss to answer, Yes, he is or No, he isn't accordingly.
- Repeat the same procedure with the rest of the flashcards.

Lesson plan



Warm-up

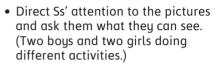
 Initiate a short discussion. Ask Ss in what extra-curricular activities or sports they participate, in their free time. Encourage all of the Ss to participate in the discussion.

Activity 1 R4.1 \nearrow

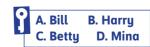
- Mime the actions which are presented in the vocabulary section and encourage Ss to do the same, for example, mime playing golf and say, play golf. Encourage Ss to mime the action and say, play golf. Repeat for swimming, skateboarding and make a cake.
- Write sentences on the board with the words portrait, medal and practise
 and underline them. For example, write:
 Leonardo Da Vinci's best <u>portrait</u> is the Mona Lisa.
 At the Olympics, athletes win a gold, silver or bronze <u>medal</u>.
 I want to be a great swimmer. I must <u>practise</u> every day!
- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- Have Ss open their books to pp. 10-11. Point out the words/phrases in the vocabulary section.

- Play the recording a few times and have Ss point to the words/phrases and repeat.
- Say the words/phrases in random order and have Ss point and repeat.
- Explain to Ss that they have to form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R2.1



- Ask Ss if they are good at doing the depicted activities. Initiate a class discussion.
- Read the title and ask Ss to predict what the texts are going to be about. (They're going to be about what the children in the pictures are good at.)
- Draw Ss' attention to the tip and explain it.
- Play the recording and encourage Ss to shadow read (read along with the recording) in order to write the names of the children under the correct pictures.
- Have Ss do the activity.
- Go round the classroom and make sure Ss have written the correct names.
- Have Ss read the texts again and check comprehension.
- Ask Ss some questions about the texts. What is Bill good at? (He's good at playing golf.) What is he doing now? (He's playing football.) Is he good at football? (Yes, he is.) How old is Bill? (He's ten.) What is Mina good at? (She's good at painting.) What is Mina's sister's name? (Her name is Betty.) What is Betty doing now? (She's making a cake.) Is Betty good at painting? (No, she isn't.) What is Harry good at? (He's good at skateboarding and swimming.)



1 OUR WORLD

Activity 3 R2.1

- Direct Ss' attention to the sentences.
- Explain to Ss that they have to read the texts again and correct the mistakes in each sentence according to the texts.
- Draw Ss' attention to the tip and explain it.
- Have Ss compare their answers in pairs, then check as a class.
- ?
- 1. Bill practises for two hours every day.
- 2. Bill is (very) good at football.
- 3. Mina is good at painting. / Betty is good at cooking.
- 4. Mina is working on a portrait of Betty.
- 5. Harry is (very) good at skateboarding.
- 6. Harry has got a gold medal.
- If there is time, ask a few Ss to take turns to read the texts aloud.

GOOK!

- Direct Ss' attention to the Look! box and ask them to read the sentences.
- Explain to Ss that we use the phrase I'm good at to talk about something that we can do well and the phrase I'm bad at to talk about something that we can't do well. Point out that they are both followed by gerunds or nouns.
- Refer Ss to the texts and ask them to underline any examples of (be) good / bad at. (e.g. He's very good at playing golf.)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Enourage Ss to come up with their own examples using the structure good/bad at. This will challenge higher-perfoming Ss.
 To help lower-performing Ss, give them jumbled sentences to put in the correct order to make their examples (e.g. good / Joe / drawing / at / is).

Activity 4 L2.1 🎨

- Direct Ss' attention to the pictures and ask them what they depict.
- Explain to Ss that they will have to

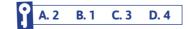


listen and match the people to the activities they are good at.

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

Listening transcript

- **1. Man 1:** This is Paul. He's 23 years old. Paul is a waiter. He works at weekends. But he isn't working now. He's at the beach. He's very good at windsurfing.
- **2. Man 2:** This is Larry. He's 24 years old. Larry is a firefighter. He works very hard. He sometimes works at the weekend, too. In his free time, Larry plays golf. He's very good at playing golf.
- **3. Woman 1:** This is Afaf. She's 22 years old. Afaf is an artist. She's painting a picture with flowers now. Look at it. Afaf is very good at painting.
- **4. Woman 2:** This is Lamya. She's 21 years old. Lamya is a teacher. She isn't good at painting, but she's very good at cooking. She's making a banana cake now. Yummy!





Activity 5 S1.1 🍜

and language

you've learnt in the lesson.

- Direct Ss' attention to the girl and ask them to read what she is saying.
- Explain that they have to write about three things they are good at and three things that they are bad at.
- Draw Ss' attention to the tip and explain it.
- Have a few Ss read their sentences aloud.





Yes or No?

- Tell Ss that they are going to play a game.
- Put a piece of tape across the middle of the floor or draw an imaginary line dividing the room.
- Designate one side as Yes and the other side as No.



- Line up the Ss on the line, hold up a flashcard and ask, Is he bad at playing golf? If it is the flashcard for play golf, they should jump to the No side and chorally say, No. Otherwise they should jump to the Yes side and chorally shout out, Yes.
- Ss who make a mistake should sit out the next round.



- Explain that Ss have to form two sentences saying one thing they are good at and one thing they are bad at.
- Make sure all of the Ss participate before they leave the classroom.
- Have Ss write down their sentences. This will challenge higher-performing Ss. To help lower-performing Ss, give them prompts to make their examples (e.g. I / be / good/bad / golf).

Workbook

Activity 1



golf
 practise

3. portrait

4. making a cake

Activity 2



1. bad at swimming

2. good at cooking

3. bad at skateboarding

4. good at playing golf

5. bad at painting

Activity 3



1. gets up

2. goes
3. drives

3. ariv

4. isn't

5. is reading



• Bring a puzzle and a board game to the next lesson.





Objectives

- to talk about free-time activities
- to make suggestions

Vocabulary

Adjective: bored

Free-time activities: go bowling, watch TV/a DVD, play board games, do a puzzle

Structures

What's the matter?

I'm (bored).

Let's (watch a DVD)!

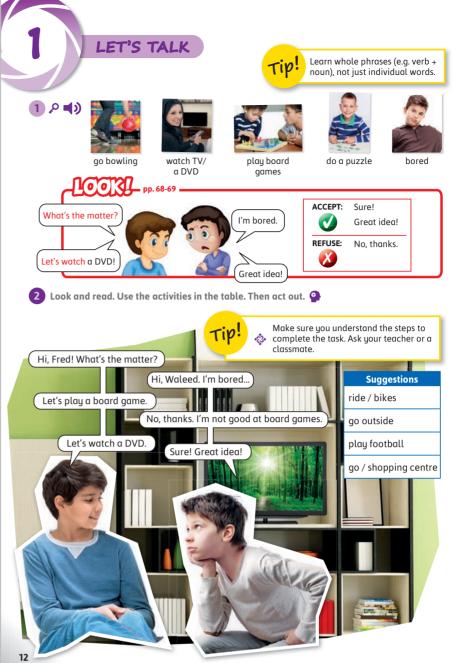
Sure! / Great idea! / No, thanks.



- flashcards for go bowling, watch TV/a DVD, play board games, do a puzzle, bored
- flashcards from the previous lesson for swimming, skateboarding, play golf, portrait, medal, make a cake
- a puzzle and a board game

Revision (Optional)

- Use the flashcards from the previous lesson (swimming, skateboarding, play golf, portrait, medal, make a cake). Show each one to Ss and ask, for example, Is she cooking? Encourage Ss to answer, Yes, she is or No, she isn't, accordingly.
- Repeat the same procedure with the rest of the flashcards.
- Alternatively, write a few of the actions presented in the previous lesson on the board and invite Ss to pick one and say whether they are good or bad at it. Say, I'm good at playing golf but, I'm bad at painting.



Lesson plan



Warm-up

 Initiate a short discussion. Ask Ss what activities they do when they are at home or at a friend's house. Encourage all of the Ss to participate in the discussion.

Activity 1 R4.1 \nearrow

- Stand at the front of the classroom and mime doing a puzzle. Say, I'm doing a puzzle. Write the sentence on the board, underline the phrase and stick the flashcard above it. Repeat for the rest of the free-time activities presented in the lesson.
- Write a sentence on the board with the phrase watch TV and underline it. For example, write: Let's <u>watch TV</u> today. There is a new documentary on.
- Ask Ss to read the sentences out loud and infer the meaning of the underlined phrase.
- Alternatively, you can use the puzzle and the board game you brought to present some of the activities to Ss.



- Have Ss open their books to p. 12. Point out the words/phrases in the vocabulary section.
- Play the recording a few times and have Ss point to the words/phrases and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.
- Draw Ss' attention to the tip and explain it.

पिल्लारा

- Ask a S to pretend to be bored, approach him/her and say, What's the matter? Write the question on the board and ask Ss what they think this question means. Elicit that we ask this question when it is evident that something is wrong with someone else.
- Have the S tell you that he/she is bored. Then, say, Let's play a board game! Write this on the board as well and ask Ss when they think we use Let's... Elicit that we use this structure (Let's + base form) when we want to suggest doing something.
- Explain that we can accept or refuse someone's suggestion politely using different expressions.
- Direct Ss' attention to the Look! box and read the exchange.
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples using What's the matter? and Let's + base form for suggesting and the expressions for accepting or refusing. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, give them prompts to make their examples (e.g. What / matter / ?, I / bored, Let's go / park).

Activity 2 S1.2 P S3.1

- Direct Ss' attention to the boys in the picture. Ask Ss to read what the two children are saying. Then ask them to tell you what they are talking about. (They are having a short discussion and making suggestions.)
- Divide Ss into pairs. Tell Ss that they are at a friend's house and that they have to make and respond to suggestions using the suggestions in the table. Explain that SA will ask SB, What's the matter? and then suggest an activity from the ones in the table. SB has to accept or refuse the suggestion and agree on the most appealing activity for both of them.
- Make sure Ss take turns asking and answering in order to act out the dialogue.
- Draw Ss' attention to the tip and explain it.
- Have a few pairs of Ss act out the exchange in front of the class.



Suggestions

- Write a few of the activities presented in the vocabulary section on the board.
- Divide Ss into pairs. Explain that SA has to suggest an activity to SB and SB has to accept or refuse SA's suggestion. Make sure that each pair chooses a different activitu.
- Have a few pairs of Ss act out the exchange in front of the class.



- Have Ss form a line.
- Explain to Ss that they will have to form a sentence suggesting one of the activities presented in the vocabulary section of the lesson.
- Have **higher-performing Ss** write their sentences on the board.
- Make sure all of the Ss suggest an activity before they leave the classroom.

Workbook

Activity 1 W2.2 🔠



1. bowling

2. board games

3. DVD, puzzle

Activity 2



1. What's the matter

2. I'm bored

3. do a puzzle

4. Great idea

Activity 3 L2.1 🎨

Listening transcript

1. Kevin: Hi, Bob. What's the matter?

Bob: Hi, Kevin. I'm bored. **Kevin:** Let's watch TV.

Bob: There's nothing good on

TV.

Kevin: Let's go bowling then!

Bob: Great idea!

2 Figure 11: Jane 14/hat

2. Fiona: Hi, Jane. What's the matter?

maner?

Jane: Hi, Fiona. I'm bored. Fiona: Let's do a puzzle. Jane: Great idea!

3. Derek: Hi, Larry. What's the matter?

Larry: Hi, Derek. I'm bored.

Derek: Let's go to the park and

play football.

Larry: No, thanks. I'm not good at football.

Derek: Let's play a board game then!

Larry: Great idea!

4. Lucy: Hi, Kate. What's the

matter?

Kate: Hi, Lucy. I'm bored. **Lucy:** I've got a nice DVD. It's

about wild animals. Let's

watch it!

Kate: Yes! Great idea!



Kate - A





Language focus

Objectives

- to read an email about someone's daily routine
- to write an email about one's daily routine
- to revise and consolidate structures and vocabulary presented in previous lessons
- to recognise capital letters, full stops, question marks and exclamation marks in sentences

Revision (Optional)

- Use the flashcards from the previous lesson (go bowling, watch TV/a DVD, play board games, do a puzzle, bored). Show each one to Ss and ask, for example, Is she watching TV/a DVD? Encourage Ss to answer, Yes, she is or No, she isn't accordingly.
- Repeat the same procedure for the rest of the flashcards.
- Alternatively, divide Ss into pairs which are different from the pairs in the previous lesson and have them do the activity in the SB from the previous lesson.

Lesson plan



Warm-up

- Approach a S and ask, What time do you get up every day? Encourage the S to answer accordingly. Then, ask another question about the S's daily routine. For example, ask, What do you do after breakfast? and encourage the S to answer accordingly.
- Repeat with a few more questions with as many Ss as possible.

Activity 1 R2.1

- Direct Ss' attention to the email and the notes regarding Jim's day.
- Explain to Ss that they are going to listen to and read an email from a boy named Jim and talk about how they can write an email of their own.

- Play the recording, and encourage Ss to shadow read (read along with the recording).
- Ask Ss some questions to check their comprehension, such as: What school does Jim go to? (Winston Primary School) What Year is he in? (In Year 5), Does he get up at eight o'clock every day? (No, he doesn't. He gets up at six o'clock.) Does he go to school by bus? (Yes, he does.) What does he do after school? (He does his homework and sometimes he plays tennis.)
- Draw Ss' attention to the boxes around the email and read them out loud. Point out to Ss that they should follow these guidelines to help them organise their writing.
- If time permits, choose a few Ss to read the email out loud.

Writing tip W2.3 W3.2 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 aloud. Ask Ss to follow along in their books as you read.
- Read the Writing tip again and write a sentence on the board, e.g. I always have breakfast in the morning. Point out to Ss that we always start a sentence with a capital letter (I) and finish with a full stop (.). You can write more sentences on the board and ask Ss to tell you where to use a capital letter and where to use a full stop.
- Write another example on the board, e.g. What do you do in the morning? Point out that we always use a question mark (?) at the end of questions and an exclamation mark (!) at the end of an exclamatory sentence to show strong feelings e.g. I can't wait! You can write more sentences on the board and ask Ss to tell you where to use a question mark or an exclamation mark.
- Have Ss read the email again and circle all of the capitals, full stops, question marks and exclamation marks.
- Invite Ss to the board and ask them to write their own questions and sentences, following the instructions in the Writing tip.
- Draw Ss' attention to the final bullet of the Writing tip. Read it out loud and explain it.

Optional

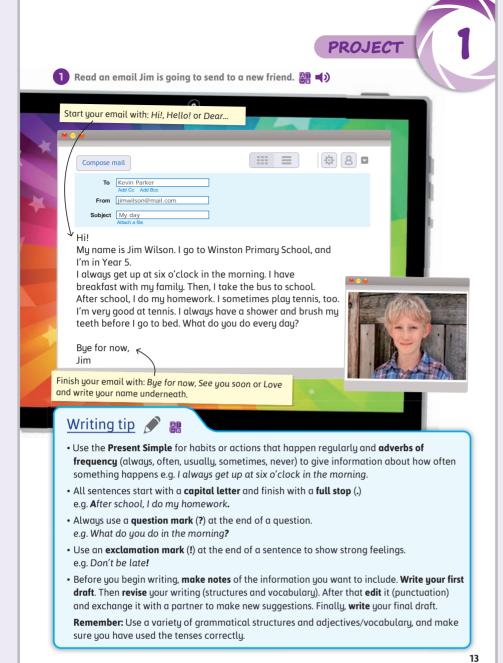
A day in the life of...

- Write some information about a fictional character on the board and give him/her a name.
- Divide Ss into two teams. Explain that they have to look at the information and combine it to talk about the person's day.
- Tell Ss that they may take notes if they want.
- Have the two teams stand up and describe the person's day to the rest of the class.

C

Before leaving

- Write a few sentences on the board without using capital letters, full stops, question or exclamation marks.
- Explain to Ss that each of them will come to the board and punctuate a sentence before leaving the classroom.

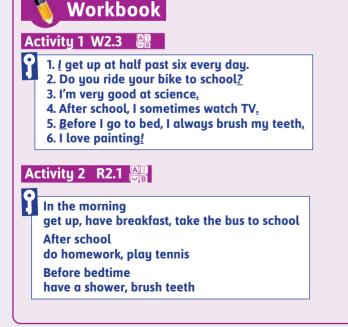








- As preparation for the next lesson, photocopy the story (SB, pp. 14-15), making one copy for every four Ss. Before you photocopy the story, cover the narration boxes, any speech bubbles and the numbers in each frame. Then, print out the illustrations and photocopy the narration boxes and/or speech bubbles of the story (one copy for every four Ss) and cut them out as well.
- Bring the copies and Internet printouts of a competition, a coach (preferably one that Ss know) and a famous scientist doing an experiment to the next lesson.







Objectives

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

Vocabulary

Verbs: clap, join, exercise

Nouns: experiment, competition, coach



Materials

- flashcards for experiment, competition, coach, clap
- an Internet printout of a coach, a competition and a famous scientist doing an experiment
- the photocopies of the story and the narration boxes and/or speech bubbles that you have prepared (see Note in the previous lesson)

Revision (Optional)

 Have Ss come up to the front of the classroom and present the emails they wrote (WB, Project, Activity 4) in the previous lesson.





Warm-up

Initiate a short discussion. Ask Ss if they
have ever taken part in a competition and
what it was for. Encourage all of the Ss to
participate in the discussion.

Activity 1 R4.1 \nearrow

- Stand at the front of the classroom and clap your hands. Say, I'm clapping my hands. Write the sentence on the board, underline the verb and stick the flashcard on the board and encourage Ss to repeat.
- Show Ss the printout of the scientist and ask, What is this man doing? Then say, He's doing an experiment. Then show Ss the printout of the competition. Say, These are athletes. They are taking part in a competition. Finally, show them the printout of the coach and say, This is (...). He is a (basketball) coach.
- Write the sentences on the board, underline the words experiment, competition and coach and stick the flashcards above the corresponding words.
- Write sentences on the board with the words join and exercise and underline

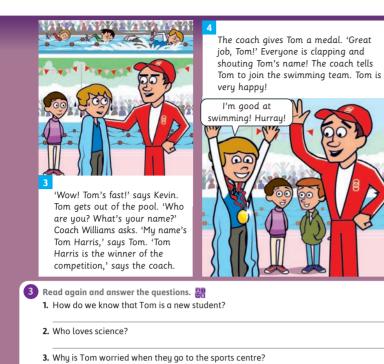
- them. For example, write: I'm on a team. Do you want to join it? I love sports. I exercise four times a week.
- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- Have Ss open their books to p. 14. Point out the words in the vocabulary section.
- Play the recording a few times and have Ss point to the words and repeat.
- Say the words in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R1.1 R2.1 R2.1

Before reading

- Direct Ss' attention to the illustrations and the title of the story and ask them to guess what the story is about.
- Draw Ss' attention to the tip and explain it.
- Elicit answers, but do not correct Ss at this stage.
- Ask Ss whether the text is factual or fictional and explain the differences between these types of texts. (It's a fictional text. Fictional texts can be made-up stories or adaptations of well-known tales. On the other hand, factual texts contain facts and information that exist and aren't made-up.)
- Ask Ss to go through the story and find the names of the characters (Tom, Kevin, Mark and Coach Williams).
- Point to each illustration and invite Ss to guess what is happening and how the story is going to end.





4. What does Tom think when he falls into the swimming pool?

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

• Elicit answers, but do not correct Ss at this stage.

While reading

5. What does Tom win?

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: experiment; Frame 2: exercise, competition; Frame 3: Coach, competition, coach; Frame 4: coach, clapping, coach, join.)

new things? Do you get disappointed easily?

What is your favourite subject and why? Are you good at it?

Are there any subjects you are not good at? Do you like to try out

- Ask Ss to find and identify all of the verbs in Present Progressive or Present Simple in the story. (Frame 1: 's, meets, is, love, says, do, does, 'm; Frame 2: go, is, like, 'm, says, says, gets, isn't, says, falls, is having; Frame 3: 's, says, gets, are, 's, asks, 's, says, is, says; Frame 4: gives, is clapping and shouting, tells, is, 'm.)
- Play the recording and encourage Ss to shadow read (read along with the recording) in order to find out what Tom is good at. (He's good at swimming.)
- Have Ss read the text again and check comprehension.
- Talk about what happens in each frame.

Frame 1: Tom is at school with his new classmates. They are having a science lesson and they are doing an experiment with volcanoes. Everyone is good at it except Tom.

Frame 2: The children are at the sports centre and they are skateboarding. Tom thinks he is good at skateboarding, but he suddenly falls into the swimming pool while a swimming competition is taking place.

Frame 3: Tom swims as fast as he can to get out of the swimming pool, but he hasn't realised that a swimming competition is taking place at the same time. Without knowing, Tom finishes first and the coach congratulates him. **Frame 4:** Tom realises he is very good at swimming and the coach invites



• Ask Ss some comprehension questions. Encourage Ss to answer. Frame 1: (pointing to Kevin and Mark) Are these children good at science? (Yes, they are.) Can Tom do the experiment? (No, he can't.) Frame 2: Where are the children? (They're at the sports centre.) What is Tom doing? (He's skateboarding.) Is Tom good at skateboarding? (No, he isn't.) What happens to Tom? (He falls into the swimming pool.) Frame 3: (pointing to the coach) Who is this man? (He's Mr Williams/the coach of the swimming team.) Is Tom good at swimming? (Yes, he is.) Who finishes the competition first? (Tom.) Frame 4: (pointing to Tom) What happens at the end of the storu? (Tom realises that he is really good at swimming and he is very happy.) What does Coach Williams give Tom? (A medal.)

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.
- To help lower-performing Ss answer Wh-questions you can give them two options to choose from. (e.g. 1. a. He tells the other boys or b. The text says it's his first day at a new school.)
- Have Ss compare their answers in pairs, then check as a class.



- 2. Kevin loves science.
- 3. Because he likes to exercise, but he isn't good at sports.
- (Suggested answer:
 He thinks that he has to swim fast to get out of the swimming pool.)
- 5. Tom wins a swimming competition/ a medal.
- If time permits, have a few Ss take turns reading the text out loud.

Activity 4 S5.1 🎨

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



Post-reading

Let's chat \$1.2 L2.4 L2.4

- Direct Ss' attention to the box and read the questions out loud.
- Ask Ss to answer the questions and initiate a discussion.





• Encourage all of the Ss to participate in the discussion.

Suggested answers

My favourite subject is (history) because I like learning about the past. I'm really good at it but I'm not good at (maths) and (science). I like to try out new things and I don't get disappointed if I don't succeed./I don't really like to try out new things because I get disappointed easily. But I always try hard!



Story line

- Divide Ss into groups of four.
- Give each group a copy of the story and the narration boxes and/or speech bubbles 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 and/or speech bubble to the correct frame and character.
- The team that puts the story in the correct order first wins.



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



Activitu 1



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

Activity 2 S2.2 🧩



- The picture shows that Tom is good at experiments, but Tom is bad at experiments.
- 2. The picture shows that Kevin is bad at skateboarding, but Tom is bad at skateboarding.
- 3. The picture shows that Kevin falls into the swimming pool, but Tom does.
- 4. The picture shows that Tom gets a silver medal, but Tom gets a gold medal.



2 Listen and say. Then underline the /ɔɪ/ sounds. 💠 📢



In the house

The boys have got many toys But they play with their coins. The boys play with coins And they make a lot of noise.

Sit down, boys.
Play only with your toys.
And don't make noise.
Don't make noise!

PHONICS

0

Language focus

Objectives

- to practise the pronunciation of oi /oc/ and oy /oc/
- to say a phonics chant/poem

Vocabulary

coin, boil, toys, boy

Phonics

oi /ɔɪ/, oy /ɔɪ/



Materials

- flashcards for coin, boil, boy, toys
- phonics cards of *coin, boy* (TB pages 141-142 one set per S)

Revision (Optional)

- Ask Ss to tell you what they remember about the story in the previous lesson. Encourage them to explain what happened to Tom and how he felt
- Have higher-performing Ss write what they remember. To help lower-performing Ss give them prompts to help them write what they remember (e.g. Tom / fall into / swimming pool) or write sentences about the events in the story and have them number the sentences according to their order of occurrence.

Lesson plan



Warm-up

- Write *oi* and *oy* on the board. Under each one, stick the flashcards with the objects that contain / end in that sound.
- Point to *oi* and say /ɔɪ/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcards (coin, boil) and say the words they depict aloud, having Ss repeat after you.
- Follow the same procedure with oy /ɔɪ/.

Activity 1 R4.1 \nearrow

- 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

/ɔɪ/, /ɔɪ/, coin, boil

/ɔɪ/, /ɔɪ/, toys, boy

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

Activity 2 L2.1 💠

• Direct Ss' attention to the picture. Ask Ss, what they can see. (Two boys in their bedroom, playing with some coins. Their mother is shouting at them.)

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

- Ask Ss What are the boys doing? (They're playing with coins.) What other toys can you see in the room? (A ball, a plane, a car and a board game.) Why is the mother angry? (Because they're making noise.)
- Explain to Ss that they are going to listen to a chant/poem and that they will have to underline the /ɔɪ/ sounds.
- Play the chant/poem *In the house* and have Ss listen and follow along in their books.
- Play the chant/poem again, pausing after each line for Ss to underline the /ɔɪ/ sounds.
- Then play the chant/poem once more and encourage Ss to say the chant/poem along with the recording.



underlined: boys, toys, coins, boys, coins, noise, boys, toys, noise, noise



- Hand out the phonics cards of coin and boy to Ss and have them cut them out.
- Explain to Ss that they have to say the chant/poem and raise the *coin* phonics card when they hear a word containing /ɔɪ/ (oi) and the *boy* phonics card when they hear a word containing /ɔɪ/ (oy).
- You can divide Ss into two teams. One team raises the phonics cards with *oi* and the other with *oy* while they say the chant/poem.

Optional 1

What's that sound?

- Divide Ss into two teams.
- Invite a S from each team to come to the board. Give each S a marker.
- Call out one of the words Ss learnt in the lesson, e.g. *noise* and have Ss write the digraph on the board, e.g. *oi* and say the sound /ɔɪ/.
- 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.



Whispers

- Stick the flashcards for *coin, boil, boy, toys* 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 coin and boy.
 Make sure that the side with the picture faces down and the side with the word faces up.
- When everybody is ready, point to a flashcard e.g. boil. The players facing you must show you the correct phonics card (coin).
- Then they have to whisper the word down the line until it reaches the last S in line.
- The last player in each team must touch the flashcard of boil and say the word he/she heard (boil and the sound /ɔi/). If he/she does this correctly, the team gets a point.
- The last player then goes to the front of the line and faces you. Start again.
- Repeat until all players have come to the front of the line. The team with the most points wins.



Activity 1 W2.2



Activity 2

Listening transcript

boil
 toys
 coin
 boys

3. noise



1. b<u>oi</u>l 2. t<u>oy</u>s

3. noise

4. c<u>oi</u>n

5. b<u>oy</u>s

TOP TIME!



Language focus

Objectives

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

Vocabularu

Nouns: connection, religion Phrases: official language (Arabic), capital letter



Materials

• flashcards for official language Arabic, connection, religion and capital letter

Revision (Optional)

• Plau the phonics chant/poem from the previous lesson and have Ss do the TPR activity on TB p. 35.

Lesson plan



Warm-up

• Initiate a short discussion. Ask Ss when they started reading and writing the alphabet and which of the two (reading or writing) was more difficult. Encourage all of the Ss to participate in the discussion.

Activity 1 R4.1

- Hold up the flashcards for connection and religion, say the words, and encourage Ss to repeat.
- Write sentences on the board with the phrases official language and capital letter, and underline them. For example, write: The official language in Oatar is Arabic. We always write the first letter of proper names with a capital letter.
- Ask Ss to read the sentences out loud and infer the meaning of the underlined phrases.
- 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.

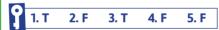
- Say the words/phrases again in random order, and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this

Activity 2 R1.1

- Have Ss open their books to p. 17.
- Ask Ss to look at the picture in activity 2, and ask them what they can see. (A picture of two camels and a rider.)
- Draw Ss' attention to the rubric, and ask them what they know about the Arabic language. (It is the official language of Qatar.)
- Ask Ss to say what they think the text is going to be about. (It's going to be about the Arabic language.)
- Plau the recording, and encourage Ss to **shadow read** (read along with the recording) in order to find out more about the Arabic language.
- Have Ss read the text again and check comprehension.
- Ask Ss some questions to check comprehension, such as: Is the Arabic language a new language? (No, it isn't. It's a very old language.) According to the text, which countries use the Arabic language as an official language? (It's the official language of Qatar, Morocco, Lebanon and many more countries.) In which language is the Our'an written? (It's written in Arabic.) How do people read and write Arabic texts? (They read and write from right to left.) How many letters has the Arabic alphabet got? (It has got twentyeight letters.) From which Arabic word does the English word 'sugar' come from? (It comes from the Arabic word succar.) From which Arabic word does the English word 'lemon' come from? (It comes from the Arabic word laumoon.) How many words are there in the Arabic language for the word 'camel'? (There are more than a hundred words.)

Activity 3 R2.1

- Direct Ss' attention to the sentences in activity 3, and ask them to read
- Explain to Ss that they will have to read the text again and write T for True or F for False, according to the text.
- Have Ss compare their answers in pairs, then check as a class.



• Choose a few Ss to read the text aloud for the class.

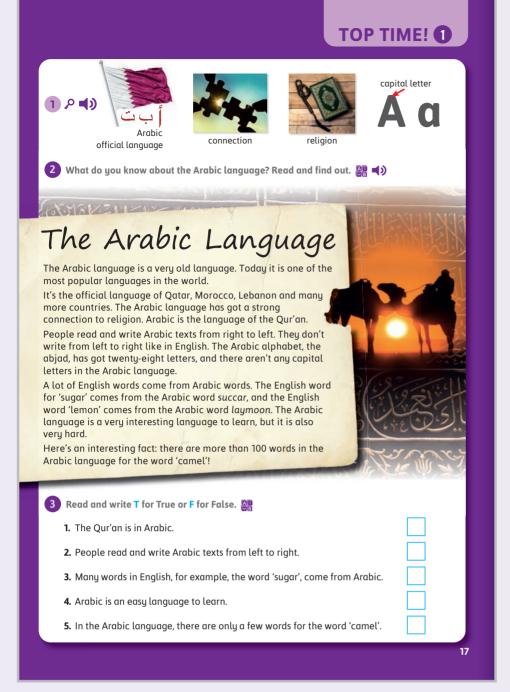
Optional

Line jumping

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

Before leaving

- Ask Ss to tell you one thing they remember from the texts.
- Make sure all of the Ss participate before they leave the classroom.





Activity 1 R4.1 🔎



1. religion

2. capital letter

3. Arabic, official language

4. connection

Activity 2 L2.1 🕸

Listening transcript

Presenter: Welcome to our guiz show. Today we have with us two students, Tom and

Mark, from Winston Primary School. Hello, kids. Are you ready to play? So, today's quiz is about languages. Which language do you think it is going to be

about? Tom?

Tom: Hmm... the English language?

Presenter: Well, not today. Today the guiz is about the Arabic language. Now, let's start.

Tom, what do you know about 'Arabic calligraphy'?

Tom: Umm... it's a special way Arabs write. Calligraphy is the art of writing, and it's

very hard to learn, but it's very beautiful to look at and read.

Presenter: Yes. That's correct. Now, Mark. It's your turn. When is 'World Arabic

Language Day'?

Mark: Oh, I know... I know... It's every year on the eighteenth of December! **Presenter:** You're right! This quiz is starting to get very interesting. So, Tom, it's your turn.



There is the Classical Arabic language and the Modern Arabic language. Which one can we find in newspapers and magazines?

Tom: The Classical Arabic

language.

Presenter: Oh, no... sorry, Tom.

Wrong answer. The Classical Arabic language is the language of the Qur'an, but in newspapers and magazines people use Modern Arabic. Now, Mark. Are you ready? You can win the quiz with this! How old is the Arabic language?

Mark: Umm... I'm not sure... I think it's about 1,000 years

old... no, no, the Arabic language is more than 1,500 years old.

Presenter: Yes! Congratulations,

Mark! You are a great player. Tom, you are a very good player, too! Thank you for playing, boys, and now... (fade out)

1. write

2. December

3. Classical Arabic 4. 1,500

Project work

W1.3



- Ask Ss to use the Internet to find information about English words that come from the Arabic language. 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.





Objectives

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

Revision (Optional)

• Have Ss present the Project Work from the previous lesson (WB p. 12) to the class.

Lesson plan

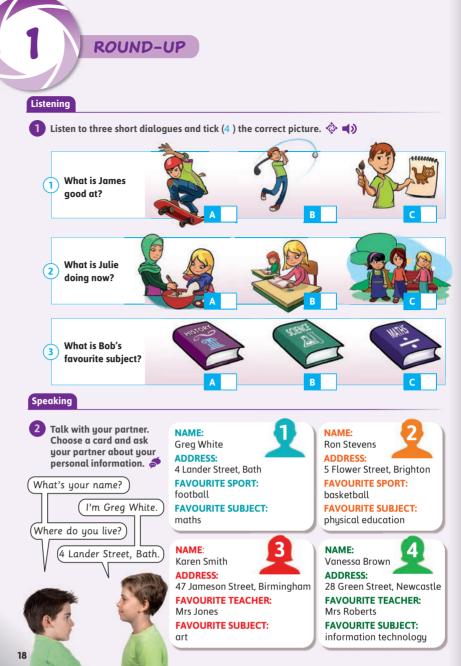


Warm-up

- Revise vocabulary and structures presented in this module by playing a round of the game Sentence Frenzy.
- Divide Ss into pairs. Hand out plain A4 paper to every S.
- Tell Ss that they will have five minutes to write down as many sentences as they can using the Present Simple and the Present Progressive.
- Once the five minutes are up, say, Time's up! and make sure all of the Ss put their pencils down. Then tell Ss to swap papers with their partner. Explain to them that they have to correct each other's sentences if there are any mistakes.
- Check Ss' sentences bu having Ss read them out loud.
- Write some of the sentences on the board and ask Ss to tell you when we use the Present Simple and when we use the Present Progressive.

Activity 1 L2.1 🕸

- Direct Ss' attention to the pictures and ask them what they depict. Then, ask them to read the questions.
- Explain to Ss that they will listen to three children talking and that they have to tick (\checkmark) the



appropriate picture which answers the question given.

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

Listening transcript

1. Woman: James, do you like painting?

Well... I like it but I'm bad at it. I like playing golf in my free time. James:

Woman: Are you good at it?

Not really. But I'm really good at skateboarding. I've got a medal. James:

Look!

2. Lucy: Hi, Julie! How are you?

Julie: Hi, Lucy! I'm fine. And you?

Lucy: Fine, thanks. Listen, do you want to come to the park with me?

Jane is waiting for us there.

I'm afraid I can't. I'm helping my mum at the moment. We're Julie:

making a cake.

Oh, OK. See you at school then. Bye! Lucy:

Julie:

3. Joe: I like our new maths teacher. He's very good! What do you think, Bob?

Bob: He's nice, but I don't like maths at all!



Joe: Really? What's your favourite subject? Don't tell me it's history! Bob: No! My favourite subject is science because I'm good at experiments.

2. A 3. B

Activity 2 S1.1

- Direct Ss' attention to the identity cards and read the exchange.
- Divide Ss into pairs. Explain that they have to choose an identity card and ask each other for their personal details.
- Invite a S to come to the front of the classroom to demonstrate the activity. Encourage the S to choose an identity card. Ask him/her, What's your name? and have the S answer accordinglu.
- Have a few pairs of Ss come to the front of the classroom and act out their exchanae.





The Shark game

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

- Ask Ss to form a few sentences about themselves using the structures presented in this Module (Present Simple, Present Progressive, good/bad at, Let's, etc).
- Make sure all of the Ss form sentences before they leave the classroom.

Workbook

Activity 1



1. bored

2. board game

3. early

4. DVD

5. exercise

Activity 2



1. Does, practise

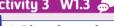
2. is cooking

3. aren't playing, are doing

4. watch

5. is making

Activity 3 W1.3 🍜



1. Diana is good at cooking.

2. Haya is bad at painting.

3. Ted is bad at skateboarding.

4. Brian is good at playing board games.

Activity 4 R2.1

1. F 2. T 4. F

Activity 5 W1.1 🍜

open answers

Now I can

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



Looking back

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

Song

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- predict independently the gist of a short, simple text by using visual support and background knowledge of the listening topic (L3.1)
- find out about and describe events and experiences at a known time in the past (S2.5)
- recognise and use key features of a simple print or digital bilingual dictionary for learners of English (R4.2) WB
- spell a range of familiar high frequency words accurately in guided writing (W2.2) WB

Top Stars

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- find out about and describe events and experiences at a known time in the past (S2.5)

Let's talk

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- communicate and find out more detailed personal information (S1.1)
- follow and respond to a longer sequence of simple one-step instructions (L2.3)
- find out about and describe events and experiences at a known time in the past (\$2.5)
- communicate more detailed personal information using longer, simple statements and questions (W1.1) WB

Our world

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to the main ideas in simple texts of one or two paragraphs (R1.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- find out about and describe events and experiences at a known time in the past (S2.5)
- narrate very short, basic stories and events (S5.1)

Project

- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- communicate more detailed personal information using longer, simple statements and questions (W1.1) WB
- ask about and express basic opinions using longer, simple statements (W1.2) WB
- find out about and describe events and experiences at a known time in the past (W1.6) WB

CLIL₁

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- recognise and use key features of a simple print or digital bilingual dictionary for learners of English (R4.2) WB
- follow and identify independently the detail in a wide range of short, simple texts (L2.1) WB
- find out about and describe events and experiences at a known time in the past (W1.6) WB

Reading time

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to the main ideas in simple texts of one or two paragraphs (R1.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- describe independently people and familiar objects using suitable statements (W1.3)
- ask about and express basic opinions (S1.2)
- follow and respond independently to a wide range of simple short questions (L2.4)
- find out about and describe events and experiences at a known time in the past (W1.6) WB

Phonics

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

Round-up

- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- communicate or find out more detailed personal information (S1.1)
- ask about and express basic opinions (S1.2)
- find out about and describe events and experiences at a known time in the past (S2.5)
- understand and respond to detail in simple texts of one or two paragraphs (R1.2) WB
- ask about and express basic opinions using longer, simple statements (W1.2) WB
- find out about and describe events and experiences at a known time in the past (W1.6) WB

Cursive writing

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





Objectives

- to say a song/poem
- to talk about events that happened in the past
- to introduce holiday activities

Vocabulary

Verb: stay
Noun: bau

Holiday activities: sailing, surfing, scuba diving, camping, fishing, hiking, skiing

Structures

We were at the park yesterday. My brother went surfing last weekend.

How did you spend your holiday last year?

We went skiing in the mountains.



Materials

 flashcards for sailing, surfing, scuba diving, camping, fishing, hiking, skiing, bay There were many boats in the bay.

- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- Have a few Ss come to the front of the class and mime one of the activities.
- 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 L2.1 🕸 L3.1 🞱

• Direct Ss' attention to the pictures and ask them what they depict. (A boy thinking about different holiday destinations and activities. Then read the title of the song/poem and encourage them to guess what the song/poem is about. (It's about a boy's summer and winter holidays.)

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

- Draw Ss' attention to the pictures in the thought bubbles and ask them to describe them using words from the vocabulary section, as well as any other vocabulary they have learnt (bay, mountain/forest, scuba diving, skiing).
- Tell Ss that they are going to listen to a song/poem.
- Explain that while they listen, they have to complete the song/poem with the missing words.
- Play the song/poem and go round the classroom making sure Ss have completed the song/poem with the correct activities.
- Play the song/poem again and encourage Ss to say the song/poem along with the recording.



1. Sailing 2. scuba diving 3. swimming 4. camping 5. fishing 6. skiing

Lesson plan



Warm-up

 Initiate a short discussion. Ask Ss what they usually do on their summer and winter holidays. Encourage all of the Ss to participate in the discussion.

Activity 1 R4.1 \nearrow

- Stand at the front of the class and pretend you are holding a fishing rod and say, I'm fishing. Encourage Ss to mime and repeat. Write this sentence on the board, underline fishing and stick the flashcard above it. Repeat this procedure with the rest of the activities presented in the vocabulary section.
- Write sentences on the board with the words bay and stay and underline them. For example, write: On our last holiday, we <u>stayed</u> at a hotel.

TOOKI

- Tell Ss what you did yesterday. For example, say, Yesterday, it was a beautiful day. My friend and I walked in the park. Then, we went to my house and had lunch.
- 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 (Past Simple) and when they think we use this tense. Underline was, walked, went and had in the example sentences to point out the different ways the tense is formed according to the type of verb (verb to be, regular and irregular verbs).
- Elicit that we use the Past Simple to talk about actions that happened in the past.
- Have Ss find and circle all of the verbs that are in Past Simple in the song/poem (Verse 1: was, stayed, enjoyed, had; Verse 2: was, went, went, had).
- Write a few example sentences on the board using a different time expression each time and then underline them. For example, write: Yesterday I was at the park with my friends. We had a picnic there. I went to Paris <u>last</u> summer. I had a great time.
- Explain to Ss that we use these time expressions to indicate when we did a specific activity in the past. Point out how they are used and the position of each time expression within a sentence. Provide Ss with more examples and ask them to come up with some of their own.





Pantomime

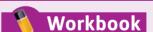
- Divide Ss into two teams. Explain that a S from one team will have to come to the front of the classroom and mime one of the activities presented in the vocabulary section, while the other team tries to guess the activity.
- If necessary, mime an activity and encourage Ss to guess.
- When the team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

Before leaving

- Ask each S to form a sentence about something he/she did yesterday or a few days ago, using the Past Simple.
- Make sure all of the Ss form a sentence before they leave the classroom.
- Have Ss write down their sentences. This will challenge higher-performing Ss. To help lower-performing Ss, give them prompts to make their sentences (e.g. I / go / park / yesterday).
- Direct Ss' attention to the Look! box and read the sentences/question out loud.
- Explain to Ss that we use How did you spend your holiday? to ask about the way/manner in which someone spent their holiday.
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples using the Past Simple. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, give them prompts to make their examples (e.g. I / go / holiday / Spain / last year) or write gapped sentences on the board and have them complete the sentences with the correct form of the verb in the Past Simple.

Activity 3 S2.5 🍜

- Direct Ss' attention to the two children in the picture and ask them to guess what they are doing. (They're asking and answering questions about their holiday the previous year.)
- Divide Ss into pairs. Explain that they have to take turns asking and answering questions about how they spent their holiday the previous year.
- If necessary, invite a S to come to the front of the classroom to demonstrate the activity.
- Have a few pairs of Ss act out the exchange in front of the class.



Activity 1 R4.2

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

Activity 2 W2.2



2. hiking

3. skiing

4. surfing

5. fishing

Activity 3



1. went

2. visited

3. enjoyed

4. were, played, had





Objectives

- to talk about events that happened in the
- to talk about exploration

Vocabularu

Verbs: explore, bury, look for, find - found Nouns: cave, rock, treasure, message Adjective: surprised

Structures

When did you go to London? I went to London five uears ago.

Did you go to the shopping centre last Saturday? Yes, I did.

Where were you yesterday afternoon? I was at the park.



Materials

- flashcards for explore, cave, rock, treasure, bury
- flashcards from the previous lesson for sailing, surfing, scuba diving, camping, fishing, hiking, skiing, bay

Revision (Optional)

- Put the flashcards for sailing, surfing, scuba diving, camping, fishing, hiking, skiing, bay in mixed order in a pile on your desk.
- Invite Ss to come to your desk and pick a flashcard one by one.
- Ss have to show the flashcard to the rest of the class and say what it shows.
- Make sure all of the Ss participate.
- Alternatively, ask Ss to tell you what they did on their last holiday. Encourage them to use the vocabulary they were presented with in the previous lesson.
- Make sure all Ss participate.

Lesson plan



Warm-up

• Initiate a short discussion. Ask Ss what they do when they go to the beach and if they like to explore places in general. Encourage all of the Ss to participate in the discussion.

Activity 1 R4.1 \nearrow

- Stick the flashcards for explore, cave, rock, treasure and bury on the board. Point to each flashcard, say the word and have Ss repeat.
- Write sentences on the board with the words message, look for,

find - found and surprised and underline



explore







look for message find – found

Read and answer. What did Sami find at the beach? Whose was it?



Khaled: Hi, Sami! Where were you yesterday? I was at Fuga Beach. I went there to explore the cave, and guess what! I found a bottle on the beach. It was next to a rock outside the cave. There was a message in it!

Khaled: Really? Who wrote it?



Sami: A boy called Saud. Khaled: What was the message about? Sami: Some treasure! Khaled: Wow! Did you look for it? Yes, I did. It was in the sand, under



Khaled: What treasure did you find? Well, I found an old box. There was a photo and a watch in it. Mu dad saw them, and he was really surprised!

Khaled: Surprised?

Yes! It was my dad in the photo! Khaled: What? Oh, yes! Saud! He buried the treasure and threw the bottle into the sea twenty-five years ago! Khaled: Wow! What a story!

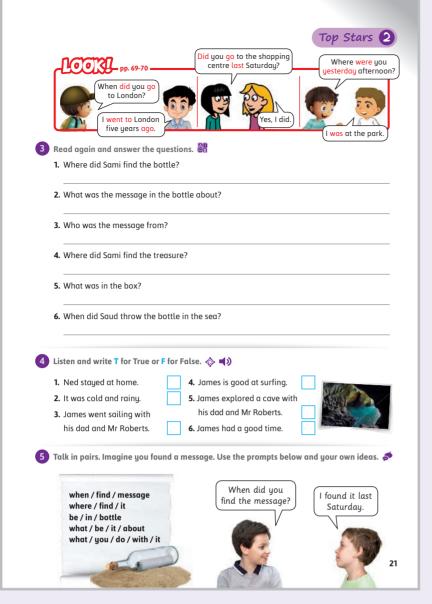
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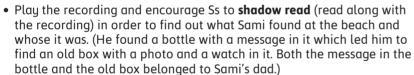
them. For example, write: Look! There is an old message in this bottle! Please, help me look for my keys. I can't find them. I was surprised when my grandfather visited us.

- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- Have Ss open their books to p. 20. Point out the words in the vocabulary section.
- Play the recording a few times and have Ss point to the corresponding words and repeat.
- Say the words again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R2.1

- Draw Ss' attention to the illustrations in the presentation.
- Ask Ss to tell you what they think is happening. (Khaled and Sami meet and Sami is holding a bottle. Khaled is probably curious about the bottle because he is pointing to it. Khaled then imagines his friend, dressed as a pirate and finding some hidden treasure under a tree. Then we see Sami find an old box under a tree. There is an old watch and an old photo in the box. Sami shows Khaled the photo and the watch. Khaled looks amazed and then very amused.)
- Direct Ss' attention to the frames of the story and ask them to find and circle the words from the vocabulary section which they see in the frames (Frame 1: explore, cave, found, rock, cave, message; Frame 2: message, treasure, look for; Frame 3: treasure, find, found, surprised; Frame 4: Surprised, buried, treasure).





- Have Ss read the dialogue again and check comprehension.
- Ask Ss some questions about the story. What is Sami holding? (He is holding a bottle.) Where did Sami find the bottle? (At Fuga Beach.) What was the treasure? (It was an old box with a photo and a watch in it.) Why was Sami's dad surprised? (Because he buried the treasure and threw the bottle into the sea 25 years ago.) How did Khaled feel about the story? (He thought it was a great story.)

Activity 3 R2.1

- Direct Ss' attention to the questions and ask them to read them.
- Explain that they have to read the story again and answer the questions.
- To help **lower-performing Ss** answer Wh-questions, you can give them two options to choose from (e.g. 1. a. next to a rock or b. in a cave).
- Have Ss compare their answers in pairs, then check as a class.
- 1. (S
 - 1. (Sami found the bottle) next to a rock, outside a cave at Fuga Beach.
 - 2. It was about some treasure.
 - 3. It was from a boy called Saud.
 - 4. (Sami found the treasure) in the sand under a tree.
 - 5. A photo and a watch were in the box.
 - 6. (Saud/Sami's dad threw the bottle in the sea) twenty-five years ago.



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

[GOK]

- Write an example sentence on the board using ago and underline the time expression. For example, write: I went bowling three days ago. Explain to Ss that we use ago 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.
- Write an example question and a negative sentence on the board. For example, write: Did you go fishing last summer? I didn't visit my friend last weekend. Underline Did, go, didn't and visit and point out that we use the Past Simple of the verb do (did) to form the question and negative forms in the Past Simple tense for all regular and irregular verbs while the verb returns to its base form. Explain that we answer questions with Yes, I did or No, I didn't respectively.
- Write a couple of affirmative sentences in the Past Simple on the board and have Ss practise by writing or saying them in the question and negative forms. Make sure Ss use did and the verb in base form.
- Choose a random S and ask, Where were you yesterday? When did you go on holiday? What did you do last summer? What did you do three days ago? Encourage the Ss to answer accordingly. Write the Ss' answers on the board. Explain that we can add question words like Where, When and What to make questions more specific. Point out that these questions aren't answered with Yes or No but with more developed answers.
- Then, point out that in the case of the verb to be, we use its Past Simple form (was/were) for the formation of questions and negative statements instead of did.
- Provide Ss with some practise for the verb to be in the Past Simple, as well.
- Direct Ss' attention to the *Look!* box and read the examples out loud.
- Refer Ss to the dialogue and ask them to underline any examples of the Past Simple. (e.g. I found an old box.)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples using the Past Simple. This will challenge higher-performing Ss. To help lower-performing Ss, give them prompts to make their examples (e.g. you / visit / friend / yesterday / ?) or write gapped sentences and questions on the board and have them complete the sentences with the correct form of the verb in the Past Simple.

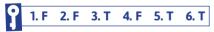
Activity 4 L2.1 🎨

- Direct Ss' attention to the picture and ask them what it depicts.
- Draw Ss' attention to the sentences and have them read them. Explain that they are going to listen to a short dialogue and that they have to write T for True or F for False next to the sentences.
- 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. Make sure Ss justify their answers.

Listening transcript

- **Ned:** Did you go to the beach yesterday afternoon, James?
- James: Yes, I did, Ned. It was sunny and hot. Where were you?
- **Ned:** I was at the park. Anyway, what did you do there? Did you go fishing?
- James: No, I didn't. Guess what! I went sailina!
- Ned: Really?
- James: Yes! I was at the beach with my dad and his best friend, Mr Roberts. Mr Roberts has got a new boat, and we went sailing with him.
- **Ned:** Wow! Did you go surfing,
- James: No way! You know I'm not good at surfing! But we went scuba diving. And you know what? We explored a cave!
- Ned: Wow!

 James: It was great!
- **Ned:** Oh, James! You're so lucky!



Activity 5 S2.5

- Direct Ss' attention to the picture of the children.
- Have Ss read the exchange and ask them what they think the children are talking about. (A message one of them found.)
- Divide Ss into pairs and draw their attention to the prompts given in the scroll. Explain that they are going to ask and answer questions about a message they supposedly found somewhere.

- Point out that they can use the prompts as well as their own ideas.
- If time permits, have a few pairs of Ss come to the front of the classroom to act out their exchange.



open answers

Suggested answers:

When did you find the message?
Where did you find it?
Was it in a bottle?
What was it about?
What did you do with it?

I found it last weekend.
I found it in the park near my house.
No, it wasn't. It was in a tree.
It was about a missing cat.
I gave it to my mum and dad.



Don't break the chain

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



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.

V

Workbook

Activity 1

1. message 2. explore 4. cave, treasure 5. buried, rock 6. look for

Activity 2

3. surprised

9

1. visited 5. went
2. had 6. didn't go
3. saw 7. found
4. enjoyed 8. was

Activity 3 L2.1 🔅

Listening transcript

1. Woman 1:

Hello? I'm sorry, Mr Collins isn't here. Of course, I can take a message. Yes... OK... Did you say ten? Ah, OK. Thank you. Goodbye.

2. Bou 1:

Fred, is that you? It's me! Ryan! Do you remember? We were together at school last year. How are you? I'm really surprised to see you here!

3. Boy 2:

Come on, Tom! Is it there? We're close! Yes! We did it! We found the treasure. Let's go on to the next level.

4. Man:

All right, children. This is Glen Forest. You can see lots of animals here, a lake and many more things. Let's start hiking and be careful! You mustn't leave the group and make sure you have a bottle of water with you.

5. Woman 2:

Where are my keys? They were on the desk but I can't find them now. I think I put them in my bag... Oh, there they are!

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



Note

Bring a magazine to the next lesson.



Objectives

- to talk about a specific point in time or the order of past events
- to talk about Art

Vocabularu

Verbs: learn – learnt, leave – left

Nouns: trip, painting, art exhibition, article, magazine, glass, metal

Adjectives: modern, fantastic

Structures

When we (arrived), we (had lunch).



Materials

- flashcards for trip, painting, art exhibition, article, magazine, glass, metal
- a magazine

Revision (Optional)

- Divide Ss into pairs. Explain that they are going to ask and answer questions about a past experience using the Past Simple.
- Make sure all of the Ss participate.

Lesson plan



Warm-up

- Ask Ss if they like art and if they have ever been to an art exhibition. Ask them to tell you what they liked most about it. If they haven't been to an exhibition, ask them if they would like to visit an art exhibition and what they would like
- Initiate a short discussion. Encourage all of the Ss to participate in the discussion and justify their answers.

Activity 1 R4.1 \nearrow

- If there is a painting in the classroom, point to it and say, That's a painting. Otherwise, show Ss the flashcard for painting, point to the painting and say the word. Have Ss repeat. Then, tell Ss that the man is looking at paintings at an art exhibition. Ask them to guess the meaning of the phrase art exhibition.
- Show Ss the magazine you brought to class and say, This is my favourite magazine. I like to read articles about (animals/fashion/cars/etc.) to help them understand the words magazine and article. Then show Ss a metal sharpener and say, This is a sharpener. It is metal to help them understand the meaning of the word metal. Follow the same procedure with something made of glass.
- Write sentences on the board with the words trip, modern, fantastic, learn learnt and leave – left and underline them. For example, write: Last summer, I went on a <u>trip</u> to London. I stayed there for 10 days. This museum has got old paintings and modern paintings. The camping trip was fantastic. We had a great time. The children learnt many new things at school yesterday. He <u>left</u> his house at eight o'clock.
- Ask Ss to read the sentences out loud and infer the meaning of the underlined

words.

- Have Ss open their books to p. 22. Point out the words in the vocabularu section.
- Play the recording a few times and have Ss point to the corresponding words and repeat.
- Say the words again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R1.1

- Direct Ss' attention to the pictures and ask them what they can see. (Three pictures of different paintings.)
- Ask Ss what theu think the text is about. (It's about a trip to an art exhibition.)
- Ask Ss if theu like going on school trips. Initiate a class discussion about where they like going and
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what the school magazine article is about.
- Draw Ss' attention to the three headlines at the top of the article and read them out aloud.
- Have Ss read the text and the headlines again and decide which one is the most appropriate for the article. Have Ss justify their choice.



The headline 'A school trip to an art exhibition' should be ticked.

• Ask Ss some questions to check comprehension, such as: Who wrote the article? (Jack Preston.) What did the students do last Thursday? (They visited an art exhibition.) What did they see first? (They saw some paintings from the 19th century.) What did the students see in the big room? (They saw some modern art.) Who talked to the students? (Two artists.) Did the students enjoy their visit? (Yes, they did.) What did Ronald like? (The glass paintings.) What did Liam do when he went home? (He made a glass painting.)



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 article again and correct the sentences
- Have Ss compare their answers in pairs, then check as a class.



- 1. The students in <u>Year 5</u> visited an art exhibition.
- 2. The students went to a <u>big</u> room with modern art.
- 3. <u>Two</u> artists talked about modern art.
- 4. Artists paint on <u>glass</u> and sometimes use <u>metal</u> in their paintings.
- 5. Ronald wants to be an artist.
- 6. When Liam went <u>home</u>, he made a glass painting.
- If there is time, ask a few Ss to take turns reading the text aloud.

GOOK!

- Say, When I went home, I took a nap and write the sentence on the board. Tell Ss that you arrived home first and then you took a nap. Explain that instead of sauing two separate sentences. you used when to show the specific time and order of the actions. Point out that when can also be used mid-sentence. For example, write I took a nap when I went home on the board and explain that the time and the order of the actions is still the same. The action that was completed first always follows the time expression when.
- Direct Ss' attention to the Look! box and ask them to read the sentence.
- Refer Ss to the text and ask them to underline any examples of when and the Past Simple. (e.g. When I went home, I made a glass painting, 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 using when and the Past Simple. This will challenge higher-performing
 Ss. To help lower-performing
 Ss, give them prompts to make their examples (e.g. When / go / home / I / have / lunch).



Activity 4 L2.1 💠

- Direct Ss' attention to the picture and ask them what it depicts.
- Direct Ss' attention to the tip and explain it.
- Direct Ss' attention to the sentences and ask them to read them.
- Explain to Ss that they are going to listen to a short biography of Pablo Picasso, a famous artist, and that they have to complete the sentences with one word using the information they hear.
- 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

Man: Pablo Picasso was from Spain. He was a very famous artist. He was a painter, a sculptor, a poet and a writer. He painted many famous portraits and paintings. As a student Picasso was very good at art. He painted his first painting when he was a child. He was only nine years old! He studied art in Spain, but he lived in France for many years. In 1937, he painted Guernica, one of his most famous paintings. It was very modern for its time, but people liked it a lot. Picasso died in 1973 in France. People from all over the world visit museums to see his paintings today.

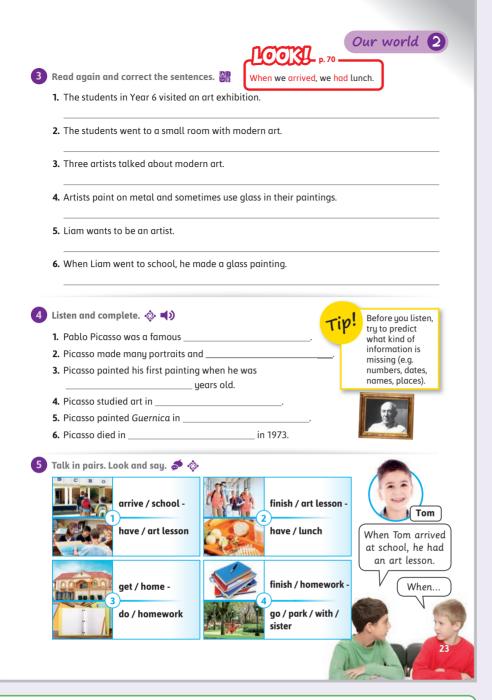


1. artist 2. paintings

3. nine 4. Spain

5. 1937

6. France



Activity 5 S2.5 🏂 S5.1 🎨

- Direct Ss' attention to the pictures and ask them what they depict. (Different activities.)
- Then, draw Ss' attention to the children and ask them to read the exchange.
- Explain to Ss that they are going to look at the pictures and discuss what Tom did at specific times of the day.
- Point out that they should use the prompts next to each set of photos.
- Divide Ss into pairs and have them do the activity, swapping turns each time.
- Have a few pairs of Ss come to the front of the classroom to act out the exchange.



open answers

Suggested answers:

When Tom arrived at school, he had an art lesson.

When Tom finished his art lesson, he had lunch.

When Tom got home, he did his homework.

When Tom finished his homework, he went to the park with his sister.





Hot potato

- Get Ss to form a circle.
- Make a paper ball from scrunchedup paper and hold it saying, When (I woke up), (I brushed my teeth).
- Tell Ss to pass the ball to each other. Say, Stop. The S who is holding the ball has to say his/her own sentence using the structure of this lesson.
- Play until all of the Ss have had a
 turn



Before leaving

- Have Ss form a line.
- Explain to Ss that they have to form a sentence with a word from this lesson which you are going to give them.
- Make sure all of the Ss form a sentence before they leave the classroom.



Workbook

Activity 1



- 1. art exhibition
- 2. fantastic
- 3. learnt
- 4. magazine
- 5. glass
- 6. article

Activity 2



- 1. When Rashid got up, he went to school.
- 2. When Rashid arrived at school, he had a science class.
- 3. When Rashid finished his science class, he left school.
- 4. When Rashid got home, he did his homework.
- 5. When Rashid finished his homework, he went to bed.



Note

 Bring some photos of you as a child doing different activities to the next lesson.





Objectives

- to talk about ability in the past
- to talk about free-time activities

Vocabulary

Free-time activities: rollerblade, play hockey

Activities: send an email, type, speak English

Structures

When I was (six) years old, I could (talk).

When I was (six) years old, I couldn't (speak English).

Could you (rollerblade) when you were (six) years old? Yes, I could. / No, I couldn't.



Materials

- flashcards for rollerblade, play hockey, send an email, type, speak English
- flashcards from the previous lesson for trip, painting, art exhibition, article, magazine, glass, metal
- photos of you as a child doing different activities

Revision (Optional)

- Put the flashcards for trip, painting, art exhibition, article, magazine, glass and metal in mixed order in a pile on your desk.
- Explain to Ss that they will approach your desk, choose a flashcard and then form a sentence using the item depicted on the flashcard and the time expression when. For example, if a S chooses the flashcard for article, he/she can say, When my dad got home, he read an article.
- Make sure all of the Ss participate.



Lesson plan



Warm-up

Initiate a short discussion. Ask Ss what they couldn't do when they were
younger that they can do now. Encourage all of the Ss to participate in the
discussion.

Activity 1 R4.1 \nearrow

- Stand at the front of the classroom and mime playing hockey. Say, I'm playing hockey and encourage Ss to mime and repeat. Write the sentence on the board, underline the phrase and stick the flashcard above it. Repeat for the rest of the actions presented in the vocabulary section.
- Encourage Ss to mime the actions and say the activities along with you.
- Have Ss open their books to p. 24. Point out the words/phrases in the vocabulary section.
- Play the recording a few times and have Ss point to the corresponding words/phrases and repeat.
- Say the words/phrases again in random order and have Ss point and repeat.



 Have Ss form a sentence with one of the vocabulary items presented in this lesson.

TOOKI

- Use one of the photos you brought. Hold it up and talk about things you could or couldn't do as a child. Say, When I was five years old, I couldn't speak English, but now I can.
- Write the sentence on the board and underline the words couldn't and can.
- Ask Ss to guess what the difference between these two verbs is. Elicit that
 can/can't refer to an ability you have got / haven't got now. Could refers
 to an ability you had in the past, and may or may not have now, while
 couldn't refers to an ability you didn't have in the past and may or may
 not have now.
- Direct Ss' attention to the Look! box and read the sentences/questions.
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples using could. This will
 challenge higher-performing Ss. To help lower-performing Ss, give them
 jumbled sentences to put in the correct order to make their examples
 (e.g. I / when / couldn't / was / old / bike / ride / four / I / years / a).

Activity 2 S1.1 🍑 L2.3 🗩 S2.5 🗩

- Direct Ss' attention to the table and have them read it.
- Explain to Ss that first they are going to fill in the table about themselves and then, in groups of three, they are going to ask each other about what they could or couldn't do when they were young and fill in the table by putting a 4 for what they could do or an 8 for what they couldn't do.
- Invite two Ss to the front of the class to demonstrate the activity. Ask, Could you rollerblade when you were five years old? and encourage the Ss to answer. If an answer is negative, encourage the S to say something that they could do, as in the example. Put a 4 or an 8 in your book, according to the S's answer.
- Allow Ss some time to complete the first column about themselves and then, divide Ss into groups of three and have them do the activity. Go round the classroom monitoring the procedure.
- Have a few groups of Ss come to the front of the classroom to act out the exchange.
- **Higher-performing Ss** can come up with their own ideas to ask and answer about with their partner.

Optional

Seat switch

- Arrange the chairs in a circle and ask Ss to sit down.
- Tell Ss that you are going to ask some questions. The questions will be about what they could/couldn't do in the past and about what they can/can't do now.
- Explain to Ss that they have to answer Yes or No to the questions. All Ss who answer Yes have to get up and change seats. The Ss that answer No remain seated.
- Stand in the middle of the circle. Ask Ss, Could you make a sandwich when you were six? Encourage Ss who say Yes to stand up and change seats.
- Do this a couple of times with questions such as, Could you swim when you were five? Can you rollerblade?

- While the Ss that answered Yes are switching seats after the third question, quickly sit in one of the empty seats. The S left standing has to take your place in the middle of the circle and ask the questions in the next round.
- Make sure to remove a chair once Ss start playing the game on their own.



Before leaving

- Ask Ss questions about what they could or couldn't do two years ago.
- Make sure all of the Ss participate before they leave the classroom.
- Have Ss write their sentences on the board. This will challenge higher-performing Ss. To help lower-performing Ss, give them prompts to make their sentences (e.g. I / rollerblade).



Activity 1



1. B 2. C 3. A

Activity 2



- 1. couldn't play hockey
- 2. could write
- 3. couldn't rollerblade
- 4. Could, speak English, could
- 5. Could, type, couldn't

Activity 3 W1.1 🥏



open answers





Objectives

- to read a diary entry
- to write a diary entry
- to revise and consolidate structures and vocabulary presented in previous lessons
- to learn how to use intensifiers (very, so, really) in a sentence

Revision (Optional)

- Divide Ss into two teams.
- Explain to Ss that a S from one of the teams will come to the front of the classroom and mime one of the activities presented in the previous lesson. The rest of the Ss have to guess what he/she is miming.
- A S from the other team repeats the procedure.
- The team with the most correct quesses wins.

- with the recording) in order to find out what Jack did at the weekend. (Last Friday he went to a shopping centre with his family and had lunch there. Last Saturday he did his homework. Then he visited his aunt and uncle and played sports in the park with his cousins.)
- Ask Ss some questions to check comprehension, such as:
 Where did Jack go last Friday? (He went to the shopping centre.)
 Who did he go with? (He went with his father, his mother and his sister.)
 What did they do there? (They went to the shops and they had lunch at a restaurant.) Did he like it? (Yes, he did.) What did Jack do last Saturday morning? (He did his homework.) What did he do with his cousins? (They went to the park and they played basketball and football.) Did he enjoy his weekend? (Yes, he did.)
- Draw Ss' attention to the boxes around the diary entry and read them out loud. Point out that they should follow these guidelines to help them organise their writing.
- If time permits, choose a few Ss to read the diary entry out loud.

Writing tip

- Draw Ss' attention to the Writing tip box and read it aloud.
- Say, This is a <u>very</u> good drawing. It's <u>really</u> nice!, I am <u>so</u> happy about our trip. Write the sentences on the board and underline the intensifiers very, really and so. Explain to Ss that we use these intensifiers to make the meaning that an adjective conveys more emphatic.
- Ask Ss to find all of the intensifiers used in the diary entry and circle them. Then, encourage Ss to come up with their own examples, following the instructions in the *Writing tip*.

Lesson plan



Warm-up

- Ask Ss what they did last weekend. Ask them where they went, who was with them and if they liked it there.
- Initiate a short discussion.
 Encourage Ss to talk about their experiences and justify their answers.

Activity 1 R2.1

- Ask Ss if they have got a diary, what they write about in it and whether it is important to them. Encourage Ss to answer and justify their answers.
- Have Ss open their books to
 p. 25 and direct their attention to
 the diary page. Explain that they
 are going to read a diary entry that
 a boy named Jack wrote and talk
 about how they can write a diary
 entry of their own.
- Play the recording and encourage Ss to shadow read (read along



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.



Before leaving

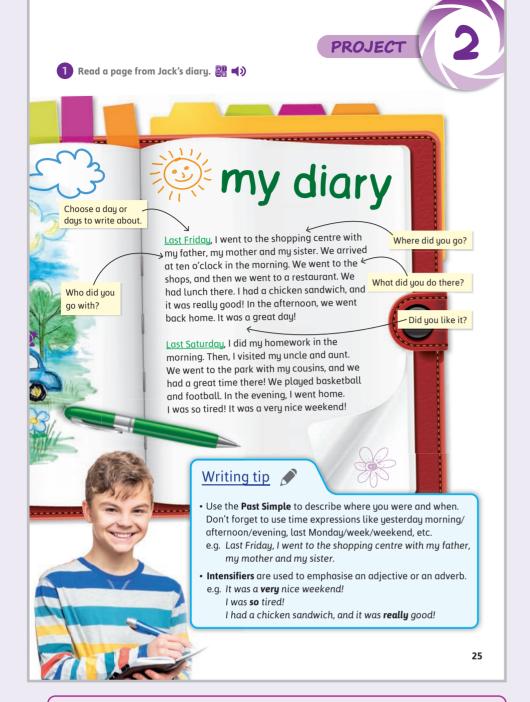
- Explain to Ss that they have to form a sentence using the intensifiers very, really or so. Say, It's a really nice day and encourage Ss to form their own sentences.
- Make sure all of the Ss form a sentence before they leave the classroom.



Activity 1



- 1. My friend Saleh is very good at board games.
- 2. Gary was really hungry. He ate the whole cake!
- 3. The new shopping centre is so big.
- 4. I was <u>very</u> surprised when I saw my cousin.







- 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 frame. Then, cut out the illustrations and photocopy the narration boxes of the story (one copy for every four Ss) and cut them out as well.
- Bring the copies to the next lesson.





Objectives

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

Vocabulary

Verbs: become – became, land **Nouns:** hot-air balloon, place **Adjectives:** colourful, clever

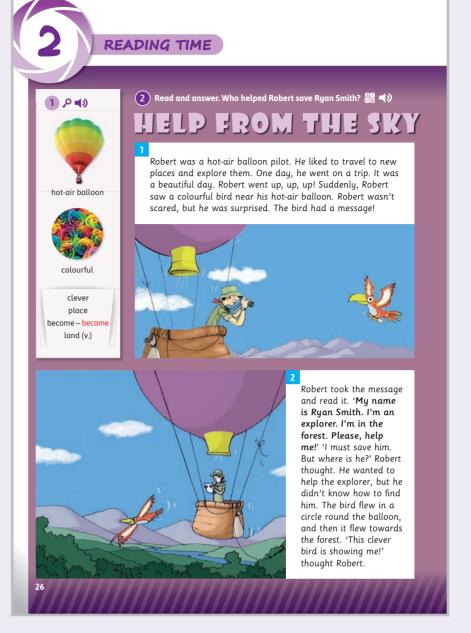


Materials

- flashcards for hot-air balloon, colourful
- the photocopies of the story that you have prepared (see Note in the previous lesson)

Revision (Optional)

- Ask Ss to form sentences using the intensifiers very, really or so.
- Make sure all of the Ss participate.
- Have higher-performing Ss write their sentences on the board.



Lesson plan



Warm-up

- Ask Ss to tell you if they have ever been in a difficult situation and needed help from a friend or if a friend of theirs has ever been in a difficult situation and they helped him/ her
- Initiate a short discussion. Encourage all of the Ss to participate and justify their answers.

Activity 1 R4.1 \nearrow

- Hold up the flashcard for hot-air balloon and say, This hot-air balloon is colourful. Write the sentence on the board, underline the words hot-air balloon and colourful and stick the flashcards above them
- Write sentences on the board with the words clever, place, become – became and land and underline them. For example, write: My baby brother is very <u>clever</u>. He's only 4, but he can read!

The park near my house is a beautiful <u>place</u>. You can have picnics and play.

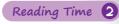
Betty loves English so she <u>became</u> an English teacher. The plane left London at 8 o'clock and landed in Paris at 10 o'clock.

- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- 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 words and repeat.
- Say the words in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R1.1 R2.1 R2.1

Before reading

- Direct Ss' attention to the illustrations and the title of the story and ask them to guess what the story is about.
- Elicit answers, but do not correct Ss at this stage.
- Ask Ss whether the text is factual or fictional and explain the difference between these types of texts. (It's fictional.)
- Ask Ss to go through the story and find the names of the characters (Robert, Ryan, Patch the bird).
- Point to each illustration and invite Ss to guess what is happening and how the story is going to end.
- Elicit answers, but do not correct Ss at this stage.







• Ask Ss some comprehension questions. Encourage Ss to answer.

Frame 1: What does Robert do? (He is a hot-air balloon pilot.) What has Patch got? (It has got a message.) Frame 2: Who is the message from? (It's from Ryan Smith, an explorer, who needs help.) How did Robert find Ryan in the forest? (He followed the bird.) Frame 3: How did Patch help Ryan Smith? (Patch brought him food and help.) What did Robert and Ryan do? (They became friends and explored many places.)

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.
- To help **lower-performing Ss** answer Wh-questions, you can give them two options to choose from (e.g. 1. a. a hot-air balloon or b. a message).
- Have Ss compare their answers in pairs, then check as a class.



- 2. He wanted to help the explorer.
- 3. The bird showed him (where to find him).
- 4. They explored many new places together.
- If time permits, have a few Ss take turns reading the text out loud.

Activity 4 W1.3 🍜

- Tell Ss to read the story again and write a summary of it in their notebooks using their own words.
- Have a few pairs of Ss present their summaries to the class.



Post-reading

Let's chat

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

Suggested answers:

I really liked the story. I liked Robert's character the most because he was very kind and he wasn't afraid of anything.

While reading

- Direct Ss' attention to the frames of the story and ask them to find and circle the words from the vocabulary section that appear in the story.
 (Frame 1: hot-air balloon, places, colourful, hot-air balloon; Frame 2: balloon, clever; Frame 3: landed, hot-air balloon, hot-air balloon, clever, became, places.)
- Ask Ss to find and identify all of the verbs in the Past Simple in the story.
 (Frame 1: was, liked, went, was, went, saw, wasn't, was, had; Frame 2: took, read, thought, wanted, didn't know, flew, flew, thought; Frame 3: landed, saw, brought, brought, saved, said, was, got, said, did, helped, answered, took, became, explored.)
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out who helped Robert save Ryan Smith. (Patch, a colourful bird, helped Robert save Ryan Smith.)
- Have Ss read the text again and check comprehension.
- Talk about what happens in each frame: Frame 1: Robert, a hot-air balloon pilot, is on a trip. Suddenly, a bird appears near his hot-air balloon. It is holding a message. Frame 2: Robert reads the message. It is from a man named Ryan Smith. He's an explorer, who is lost in the forest and needs help. Robert wants to help, but he doesn't know where to find Ryan. The bird shows him the way to Ryan. Frame 3: Robert arrives at a tree in which the explorer's hot-air balloon basket is stuck. Ryan is thankful for the bird's help. During the days he was there, the bird brought him food and now it had brought help. Robert and Ryan became good friends and explored new places together.



Robert thought the bird was clever for showing him where to find Ryan Smith. I believe the bird's help was very important because it helped the explorer by bringing him food and help in the end. Animals can help people. They can keep them company and help children learn how to be responsible.



Story line

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



• Have Ss choose a character from the story on pp. 26-27 and act out the story at the front of the classroom.



Activity 1



- 1. clever
- 2. hot-air balloon, colourful
- 3. became, places
- 4. land

Activity 2 R2.1

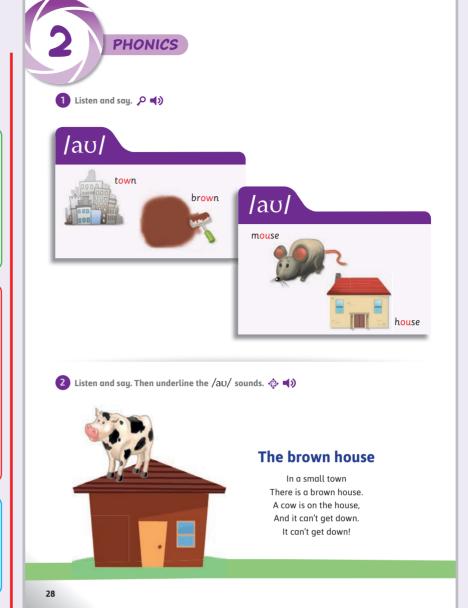


- 1. Robert
- 2. Ryan (Smith)
- 3. Robert
- 4. The bird (Patch)
- 5. The bird (Patch)
- 6. Robert and Ryan

Activity 3 R2.1 🚆 W1.6 🤝



- A. 3, Robert saw a man in a hot-air balloon basket.
- B. 1, Robert saw a colourful bird near his hot-air balloon.
- C. 2, Robert took the message and read it.
- D. 4, Robert and Ryan became good friends and explored many new places together.





Language focus

Objectives

- to practise the pronunciation of the /au/ sound
- to say a phonics chant/poem

Vocabularu

town, brown, mouse, house

the /au/ sound in the ow and ou digraphs



Materials

- flashcards for town, brown, mouse, house
- phonics cards for town, house (TB pages 141-142 one set per S)

Revision (Optional)

• Ask Ss to tell you what they remember about the story in the previous lesson. Encourage them to explain what happened to Robert and how he saved Ryan.

Lesson plan



ע Warm-up

- Write the sound /av/ on the board. Draw two lines and write ow and ou underneath. Under each digraph, stick the flashcards with the words that contain each of them.
- Point to ow and say /av/a couple of times, encouraging Ss to repeat after you. Then point to the flashcard (town) and say it out loud, having Ss repeat after you.
- Repeat the same procedure with the *ou* digraph.

Activity 1 R4.1 \nearrow

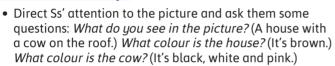
- Play the recording and have Ss listen and point the first time.
- Play the recording again and have Ss listen, point and repeat.

Listening transcript

/au/, /au/, town, brown /au/, /au/, mouse, house

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

Activity 2 L2.1 🎨



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

- Explain to Ss that they are going to listen to a chant/poem and that they will have to underline the /au/ sounds.
- Play the chant/poem once and have Ss listen and follow along in their books.
- Play the chant/poem again, pausing after each line for Ss to underline the /av/ sounds.
- Then play the chant/poem once more and encourage Ss to say the chant/poem along with the recording.



underlined: brown, house, town, brown, house, cow, house, down, down

TPR Activity

- Hand out the phonics cards for town and house to Ss and have them cut them out.
- Explain that they have to say the chant/poem and raise the town phonics card when they hear a word containing /av/(ow) and the house phonics card when they hear a word containing /av/(ou).
- You can divide Ss into two teams. One team raises the phonics cards with ow and the other with ou while they say the chant/poem.

Optional 1

What's that sound?

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



Sound hold-up

- Tell Ss that you are going to play a game.
- Explain to Ss that you are going to raise the flashcards for the pictures of words that have the digraphs *ow* and *ou* in them and say the word.
- Ss will have to raise the corresponding phonics card and call out the sound.
- Any S that raises the wrong card is eliminated from the game.
- Make the game more challenging by showing the cards quickly and hiding them.
- Play the game until all of the flashcards have been used up.



Workbook

Activity 1



1. house - ou /au/ 2. town - ow /au/

3. down - ow /au/

4. mouse - ou /au/

5. brown - ow /aบ/

Activity 2 W2.2

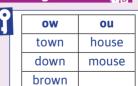
Listening transcript

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



In a small t<u>ow</u>n there is a br<u>ow</u>n h<u>ou</u>se. A c<u>ow</u> is on the h<u>ou</u>se, And it can't get d<u>ow</u>n, It can't get down!

Activity 3 W2.2





• Bring a calendar and a book or a novel to the next lesson.





Objectives

- to provide Ss with cross-curricular information on history
- to talk about ancient civilisations

Vocabulary

Verbs: grow – grew, wear – wore **Nouns:** corn, cocoa bean, calendar, baths

Occupations: author, scientist



Materials

- flashcards for author, scientist, corn, cocoa bean, calendar, baths
- a calendar and a book or novel

Revision (Optional)

 Play the phonics chant/poem from the previous lesson and have Ss do the TPR activity on TB p. 57.

Lesson plan



Warm-up

 Write the phrase ancient civilisation on the board. Explain to Ss what the phrase means. Then ask them if they can name any ancient civilisations. If not, give them some examples (i.e. ancient Romans, Aztecs, Minoan, etc.). Ask Ss what they think life was like in ancient times. Initiate a short discussion and encourage all of the Ss to participate.

Activity 1 R4.1 \nearrow

- Hold up the calendar you brought and say This is a <u>calendar</u>. Encourage Ss to repeat. Write the sentence on the board, underline the word calendar and stick the flashcard above it.
- Then, show Ss the book or novel and say, This is my favourite book. The <u>author</u> is (...). Say this while pointing to the name of the author written on the book/novel. Write this sentence on the board,

underline the word author and stick the flashcard above the word.

- Write sentences on the board with the words scientist, corn, cocoa bean, baths, grow grew and wear wore and underline them. For example, write: Leonardo da Vinci was an artist and a scientist.
 - My grandfather is a farmer and he grows corn.

You can make chocolate from cocoa beans.

In the past, people didn't go swimming in the sea; they went to <u>baths</u>. My grandmother <u>grows</u> beautiful flowers in her garden.
I always wear a hat at the beach.

- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- 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 words and repeat.
- Say the words in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R2.1

- Direct Ss' attention to the pictures and explain which civilisation each picture represents (the Maya and the Romans).
- Ask Ss if they know anything about these two ancient civilisations and if they would like to have lived in ancient times and be part of one of these civilisations. Initiate a short discussion and encourage all of the Ss to participate.
- Play the recording and encourage Ss to shadow read (read along with the recording) in order to find out where the Maya and the Romans lived. (The Maya lived in Central America and the Romans lived in Ancient Rome.)
- Have Ss read the text again and check comprehension.
- Ask Ss some questions to check comprehension, such as: When did the Maya live? (From 2000 BCE-1517 CE.) What were they good at? (They were good at maths, art and farming.) Did they play games? (Yes, they did. They played a game like basketball.) When did the Romans live? (From 753 BCE-476 CE.) What did they invent? (They invented calendars, shopping centres and baths.) What did they wear? (They wore togas which were long dresses for men and women.)

Activity 3 R2.1

- Direct Ss' attention to the sentences and ask them to read them.
- Explain to Ss that they will have to read the texts again and decide which sentence corresponds to each civilisation. Then, they have to write M for the sentences that describe the Mayan civilisation or R for the sentences that describe the Roman civilisation.
- Draw Ss' attention to the tip and explain it.



1. M 2. R 3. R 4. M 5. R

• If time permits, have a few Ss read the texts.

Optional

Which civilisation?

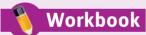
- Write some information concerning the Maya and the Romans on the board. Then, divide the board into two columns (Maya and Romans).
- Divide Ss into two teams. Explain that they will have to put the information in the correct column.

C

Before leaving

- Ask Ss to tell you one thing they remember from the text.
- Make sure all of the Ss participate before they leave the classroom.





Activitu 1



3. A 4. B

Activity 2 R4.2



- 1. design and/or create something which has never been made before
- 2. (cause someone to) become less active and more calm and happy, or to (cause a part of the body to) become less stiff

Activity 3 L2.1 🕸

Listening transcript

Steve: Hi, Kevin. What's new?

Kevin: Hi, Steve. I was in Mr Preston's class. We learnt about the Minoan

civilisation today.

Steve: Oh, yes! We did that lesson yesterday. Did you like it? Kevin: Yes. I did! The Minoans lived in the mountains and...

Steve: Wait, Kevin... the Minoans lived on the island of Crete near

the sea. They didn't live in the mountains.

Kevin: Oops, sorry! You're right.

Steve: That's OK. What else did you like?

Kevin: It was also very interesting that they were good farmers. They grew cocoa beans and vegetables!

Steve: They were good farmers, but they didn't grow cocoa beans, Kevin. They grew fruit and vegetables.

Kevin: Oh, yes! I think you're right! Ha ha!



Did you know?

- The Incas were people who lived from the early 13th century to 1572 CE. The Inca Empire was located in Peru and its capital was Cusco.
- The Aztecs were different groups of people who lived in Central Mexico from the 14th to the 16th century.
- The Maya civilisation was located in South Eastern Mexico. Guatemala. Belize, Western Honduras and El
- You can ask Ss to look up the three civilisations on the Internet for extra information.

Project work | W1.6 🥏



- · Ask Ss to use the Internet to find information about other ancient civilisations. 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.





Objectives

 to revise and consolidate structures and vocabulary presented in previous lessons



Materials

 flashcards for all of the vocabulary presented in this Module

Revision (Optional)

 Have Ss present the Project Work from the previous lesson (WB p. 22) to the class.

Lesson plan

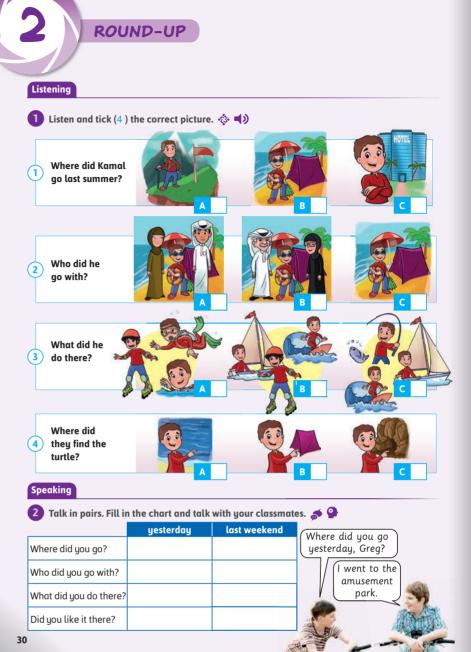


Warm-up

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

Activity 1 L2.1 💠

- Direct Ss' attention to the pictures and ask them what they depict.
- Then, ask Ss to read the questions.
- Explain to Ss that they will listen to a boy talking about his holiday last summer and that they have to tick (4) the appropriate answer.
- Play the recording and have Ss tick (4) the correct answer.



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

Listening transcript

Kamal: Last summer, I went camping. It was great. I went there with my mum and dad. It was our first time, and we really liked it! I made friends there, and we went rollerblading and swimming together every day. It was really fun and we enjoyed it. One day, we went scuba diving, too. It was fantastic! We explored the sea. On our last day, my friends and I explored a cave. We found a turtle there! It was so cute! I want to go there again next year.



Activity 2 S1.1 🍜 S1.2 🐏 S2.5 🧩

- Direct Ss' attention to the children and read the exchange.
- Divide Ss into pairs. Explain that they have to fill in the chart with what they did the previous day and weekend and then ask their partner.
- Have a few pairs of Ss come to the front of the class and act out the exchange.







The Shark game

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

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.

C

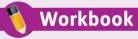
Before leaving

- Ask Ss to form a few sentences using the structures presented in this Module (Past Simple, Time clauses with When, Could/Couldn't).
- Make sure all of the Ss form sentences before they leave the classroom.



Note

- As preparation for the next lesson make enough cue cards with two animals, places or structures and an adjective written on each [i.e. lion/ elephant (fast)].
- Bring some pictures/photos from the Internet of the types of structures described in the vocabulary section of the next lesson, a bell and the cue cards to the next lesson.



Activity 1

1. article 4. found 2. looking for 5. school trip

3. surprised
6. stayed, bay

Activity 2



1. scuba diving - B

2. art exhibition - E

3. play hockey - A

4. send an email - C

5. speak English - D

6. hot-air balloon - F

Activity 3



1. left 2. Did, learn 3. played

4. typed 5. Did, send 6. didn't find

Activity 4 R1.2



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

Activity 5 W1.2 P W1.6



open answers



Let's learn!

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

Quiz

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

Top Stars

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

Let's talk

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- describe people and objects using suitable statements (S2.2)
- ask about and express basic opinions (\$1.2)
- describe independently people and familiar objects using suitable statements (W1.3) WB

Our world

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

Project

- understand and respond to the main ideas in simple texts of one or two paragraphs (R1.1)
- connect words and phrases using basic coordinating conjunctions (W2.1)
- describe independently people and familiar objects using suitable statements (W1.3) WB
- find out about and describe events and experiences at a known time in the past (W1.6) WB

Reading time

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

Top Time! 2

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

Phonics

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

Round-up

- predict independently the gist of a short, simple text by using visual support and background knowledge of the listening topic (L3.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- follow and respond to a longer sequence of simple one-step instructions (L2.3)
- communicate or find out, more detailed personal information (S1.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1) WB
- describe independently people and familiar objects using suitable statements (W1.3) WB

Cursive writing

 write smoothly and legibly in cursive writing in most written work (W1.3) WB



Contract ContractLanguage focus

Objectives

- to introduce different kinds of buildings
- to introduce the Comparative form of adjectives

Vocabulary

Nouns: building, skyscraper, tower, bridge, the underground

Adjectives: busy, high, large

Structures

The Tower of London is older than Big Ben.

Giraffes are more beautiful than gorillas.

Crocodiles are better at swimming than hippos.

 $good \rightarrow better$

bad → worse

 $far \rightarrow farther/further$

much/many → more



- flashcards for building, skyscraper, tower, bridge, the underground
- pictures/photos from the Internet of the types of structures described in the vocabulary section
- a bell
- cue cards with two animals, places or structures and an adjective written on each [i.e. lion/elephant (fast)]

Lesson plan



Warm-up

 Ask Ss which structure, from the ones depicted in their books, they would like to visit and why. Initiate a short discussion and encourage all of the Ss to participate and justify their answers.

Activity 1 R4.1 P

• Use the photos of the different types of structures you brought in order to present the vocabulary. For example, show the photo of the bridge and say, This is (the Golden Gate) bridge. Write the sentence on

the board, underline the word *bridge* and stick the photo (or flashcard) above the word. Repeat this procedure with the remaining structures.

- Write sentences on the board with the words busy, high, large and underline them.
 For example, write: Many people live in this part of the city. It's a busy place.
 Look at that tower; it's very high!
- The new shopping centre is very <u>large</u>; there are many shops and restaurants in it.
- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- Have Ss open their books to p. 31. Point out the words in the vocabulary section.
- Play the recording and have Ss point to the words and repeat.
- Say the words in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 L2.1 🔅

- Direct Ss' attention to the quiz. Ask Ss where they might see such a quiz. Elicit that it might be found in magazines, on websites, etc.
- Explain to Ss that they will have to read the questions and guess as many correct answers as they can.
- When Ss are done tell them that they're going to listen to the recording and check their answers.
- Discuss Ss' answers as a class.



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

Listening transcript

- **1.** Which underground is busier?
- **2.** Which bridge is longer?
- **3.** Which tower is more modern?
- **4.** Which country is larger?
- **5.** Which skyscraper is taller?
- **A.** the New York underground
- A. the Golden Gate Bridge in San Francisco
- B. the Eiffel Tower
- B. Canada
- A. Aspire Tower

Background note

- **1.** The New York underground accommodates 1.65 billion people each year while the London underground accommodates 1.2 billion people.
- **2.** The Golden Gate Bridge is 2,737 metres long while the Brooklyn Bridge is 1,825 metres long.
- **3.** The construction of the Eiffel Tower began in 1887 and was completed in 1889 while the Tower of Pisa began in 1173 and continued for about 200 years.
- **4.** Canada is 9,984,670 km² while Australia has got an area of 7,692,024 km².
- 5. Aspire Tower is 300 metres tall while Doha Tower is 231 metres tall.

TOOK

- Direct Ss' attention to the Look! box and have Ss read the sentences.
- Direct Ss' attention to the first sentence and read it aloud stressing the comparative form. Ask Ss what they notice about the adjective old. Elicit that it has the ending -er and is followed by than. Explain that this is the **Comparative form** of adjectives. Ask Ss when they think we use the Comparative form. Elicit that it is used to compare two people, places, animals, things or situations.
- Point out the formation of the Comparative form of adjectives with more than two syllables and the formation of irregular adjectives.
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples using the Comparative form. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, you can give them jumbled sentences to put in the correct order to make their examples. (e.g. am / brother / I / than / taller / my).

Activity 3 L2.3 **5** S2.2 **5**

- Direct Ss' attention to the photo of the two children.
- Have Ss read the exchange and ask them what they are doing. (They are asking each other questions.)



- Ask Ss to close their books and divide them into pairs.
- Write the quiz questions on the board and explain to Ss that they are going to take turns asking each other the questions and answering based on what they remember from activity 2.
- The S in each pair who remembers the most answers wins.



Game show

- Place a desk at the front of the classroom.
- Divide Ss into two teams and have a S from each team come up to the front of the classroom and stand at either side of the desk.
- Place a bell in the middle of the desk.
- Hold the cue cards you made and choose one. Announce the category (e.g. Animals) and ask the Ss a question (e.g. Which animal is faster, the lion or the elephant?)
- Each S tries to hit the bell and call out the answer before their opponent does. The first S to answer correctly earns a point for his/her team. As soon as this happens, the Ss return to their seats and another two come up.
- Put the cue card at the bottom of the pile and draw a new one for the next two Ss.
- Make sure all the Ss in each team get a chance to play one round.



- Ask Ss to compare different places, animals, people or things using the structure presented in this lesson.
- Make sure all of the Ss participate before they leave the classroom.



Activity 1

?

1. underground 2. bridge

4. skyscraper

3. Tower

5. high

Activity 2

?

1. better

4. busier 5. larger

2. farther/further
3. longer

Activity 3 L1.1 🔅 L2.1 🔅

Listening transcript

Bob Collins: Welcome to today's Quiz show!
I'm Bob Collins. It's time to play, Matt. Let's start!

Matt: Let's go!

Bob Collins: OK, tell me the name. It's a famous building in London. It's near the River Thames. It is taller than a house, but it isn't taller than the Eiffel Tower. It's very busy because many tourists visit it every day. It has a clock on it, too. What is its name?

Matt: I know. It's Big Ben!

Bob Collins: That's right! Next question! Which is taller, the Empire State Building or the Eiffel Tower?

Matt: Hmmm... I'm not sure. I think it's the Eiffel Tower.

Bob Collins: Well, the Eiffel Tower is tall, but the Empire State Building is taller. Sorry!

Matt: That's OK

Bob Collins: You have one more question. Answer it and you win! Tell me, which is further from London, Paris or Vienna?

Matt: Well, Paris is in France and it's not very far from the UK. I think Vienna is further from London.

Bob Collins: Well done Matt, that's right! You win!

Matt: Great! Thank you!



1. B 2. B 3. A



Bring an atlas to the next lesson.





Objectives

- to talk about places
- to introduce the Superlative form of adjectives
- the Superlative form of adjectives vs the Comparative form of adjectives

Vocabulary

Verb: cross

Nouns: plant, continent **Adjectives:** dry, wet

Places: waterfall, jungle, desert, island, city

Structures

Africa is a bigger continent than Europe. Asia is the biggest of all.

good – better – the best

bad – worse – the worst

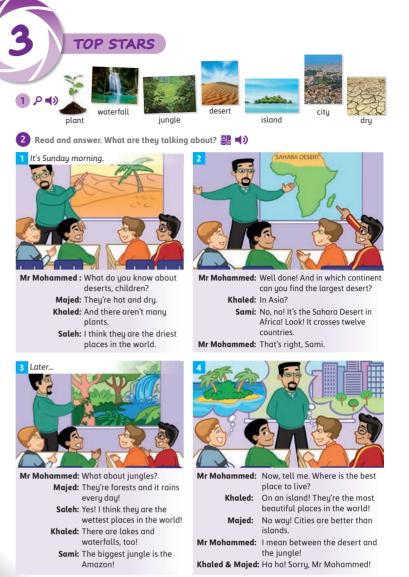
far – farther/further – the farthest/furthest much/many – more – the most



- flashcards for plant, waterfall, jungle, desert, island, city, dry, wet, continent
- flashcards from the previous lesson for building, skyscraper, tower, bridge, the underground
- an atlas

Revision (Optional)

- Tell Ss that they are going to play a game.
- Stick the flashcards of building, skyscraper, tower, bridge and the underground on the board. Name each of the items while pointing to them.
- Remove a flashcard, e.g. bridge and have Ss repeat all of the items still on the board. Then ask Ss, What's missing? and encourage them to say bridge.
- Tell Ss to close their eyes. While they
 have their eyes closed, remove another
 flashcard. When Ss open their eyes, repeat
 the same procedure as before. Repeat
 several times until you have removed
 each flashcard once.
- You can also change the order of the flashcards and have Ss remember and say the original order.



Lesson plan

32

Warm-up

• Initiate a short discussion. Ask Ss if they know of any famous waterfalls, jungles, deserts or islands, or if they have ever been to any of these places. Encourage all of the Ss to participate in the discussion.

Activity 1 R4.1 \nearrow

- Hold up the atlas you brought. Point to South America (Brazil) and say, There is a large jungle in Brazil. Write the sentence on the board and underline the word jungle. Do the same for the words desert, island, city and continent using the atlas as a reference each time. Encourage Ss to repeat.
- Write sentences on the board with the words wet, dry, plant and cross and underline them. For example, write:

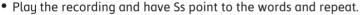
When it rains, everything gets \underline{wet} .

The desert is a hot and <u>dry</u> place.

There are many <u>plants</u> and trees in the forest. The River Thames <u>crosses</u> the city of London.

- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- Alternatively, you can use the flashcards to present the new vocabulary.
- Have Ss open their books to pp. 32-33. Point out the words in the vocabulary section.

wet	cross (v.)	Africa is a bigg continent than Europe. Asia is the bigg of all.	p. 70 good – better – the bes bad – worse – the wors far – farther/further – ti	t he farthest/furthest
3 Read	again and complete. 🖁	T B		
	1. Deserts are the		and	
	ces in the world.			
	ere aren't many			
			desert in the w	orld.
			twelve countries.	
	igles are the e		places in the world.	
			ggest jungle. places in t	ha warld
			places in t _ are better than islands.	ne world.
3. W	scientist hat can you find in the inforest? animals, plants, lake: plants, lakes and isla	s and waterfalls	 A 9 B 7 4. Which is the largest riv A the Yangtze B the Amazon 	er in the world?
1. fa 2. hi	n. Then ask and answer st / animal D gh / mountain	with your partne	r. o	blue whale
4. sr 5. la	rge / river nall / continent rge / animal g / island	D. cheeta	B. Greenland	Australia
0	Which is the fa animal in the w		The cheetah is the animal in the v	



- 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

- Draw Ss' attention to the illustrations in the presentation.
- Have Ss look at the illustrations and introduce the other two characters of the book, Majed (the boy with the orange jumper) and Saleh (the boy with the green jumper).
- Ask Ss to tell you where the children are and what they think is happening. (The children are in the classroom. Their teacher, Mr Mohammed, is showing them various photos on the projection screen. He shows them a photo of Africa which indicates where the Sahara Desert is. Then, he shows them a photo of a jungle. In the end, Khaled is imagining an island and Majed a city with skyscrapers.)
- Direct Ss' attention to the frames of the story and ask them to find and circle the words from the vocabulary section which they see in the frames (Frame 1: deserts, dry, plants, driest; Frame 2: continent, desert, Desert, crosses; Frame 3: jungles, wettest, waterfalls, jungle; Frame 4: island, cities, islands, desert, jungle.)
- Play the recording and encourage Ss to shadow read (read along with the recording) in order to find out what they are talking about in class. (They are talking about different places.)
- Have Ss read the dialogue again and check comprehension.



• Ask Ss some questions to check comprehension, such as: What do the children know about deserts? (They know that they are hot and dry and that they haven't got many plants.) Where does Khaled think you can find the largest desert? (In Asia.) Where can you actually find the largest desert? (In Africa.) What is it like in a jungle? (It rains every day and there are lakes and waterfalls.) What is the biggest jungle in the world called? (The Amazon.) Why does Khaled want to live on an island? (Because islands are the most beautiful places in the world.) Why does Majed want to live in a city? (Because he thinks cities are better than islands.) Why is everyone laughing in the end? (Because Khaled and Majed misunderstood their teacher's question.)

Activity 3 R2.1

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



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

GOOKI

- Direct Ss' attention to the Look! box and have Ss read the sentences.
- Direct Ss' attention to the sentences. Ask Ss what they notice about the adjective big in the second sentence. Elicit that it is preceded by the and has the ending -est compared to big in the first sentence, which is in the Comparative form. Explain that this is the **Superlative form** of adjectives. Ask Ss when they think we use the Superlative form. Elicit that it is used to compare a person, place, animal, thing or situation to several others of the same kind.
- Point out the formation of the Superlative form of adjectives with more than two syllables as well as the formation of irregular adjectives.
- Refer Ss to the dialogue and ask them to underline any examples of the Comparative and Superlative forms. (e.g. I think they are the driest places in the world.)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.

 Encourage Ss to come up with their own examples using the Comparative and Superlative forms. This will challenge higher-performing Ss. To help lower-performing Ss, give them prompts to make their examples (e.g. Giraffes / be / tall / animal / world).

Activity 4 L2.1 🔅 🧮

- Direct Ss' attention to the sentences/questions in the activity and ask them to read them.
- Explain that they have to listen carefully to an interview and circle the correct answer.
- 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

Eric: Good evening to all our listeners! Today we have the scientist Jeff Thomas with us. He was in Brazil last month. Welcome, Jeff.

Jeff: Thank you, Eric. It's good to be here.

Eric: What can you tell us about the Amazon rainforest, Jeff?

Jeff: Well, the Amazon rainforest is on the continent of South America. It crosses nine countries, but most of it is in Brazil.

Eric: Wow! That's big!

Jeff: Yes! It is the biggest jungle in the world. It rains there every day.

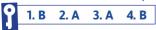
Eric: Very interesting. Tell us more!

Jeff: There are different kinds of animals there. There are also many plants, lakes and waterfalls. The Amazon River runs through the Amazon rainforest, too.

Eric: Is it longer than the Yangtze River?

Jeff: Yes, it is longer than the Yangtze River. The Amazon is the largest river in the world.

Eric: Thank you for all the information, Jeff. Well, that's all we have time for today. See you all next time when... (fade out)



Activity 5 L2.3 **5** S2.2 **5**

• Direct Ss' attention to the children in the activity and ask them to

read the exchange. Then, ask them to guess what the children are doing. (They are playing a guessing game with prompts and photos.)

- Explain that they have to match the prompts to the photos and then ask each other questions about them.
- Have Ss do the matching. Go round the classroom monitoring the procedure.
- Divide Ss into pairs. Tell them that SA will ask SB about one of the photos using the appropriate prompt. SB answers depending on how he/she matched the photos and then they will swap roles.
- Have a few pairs of Ss come to the front of the classroom to act out the exchange.



Optional

Line jumping

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

Before leaving

- Ask Ss to compare a person, animal, place, thing or situation with others of the same kind using the structure presented in this lesson.
- Make sure all of the Ss participate before they leave the classroom.

Workbook

Activity 1



1. desert 4. jungle 2. continent 5. island

3. waterfall 6. city

Activity 2



highest
 tallest

nest 2. driest est 4. wettest

Activity 3



1. smaller

2. the fastest

3. stronger

4. taller

5. the best

6. the most dangerous

7. bigger



- As preparation for the next lesson, make some cue cards with basic information about some endangered species (weight, height, where they live, what they eat) written on them (enough for all Ss).
- Bring the prepared cue cards, a picture of a mammal which is also an endangered species (e.g. a tiger) and a measuring tape to the next lesson.



(anguage focus

Objectives

- to talk about endangered species
- to introduce adverbs of manner
- to introduce units of measurement

Vocabulary

Verbs: hunt, weigh

Nouns: fur, weight, length, bamboo

Adjectives: male, female

Materials

continent

Units of measurement: metre (m), centimetre (cm), kilo = kilogram (kg)

Phrase: endangered species **Numbers:** one hundred, two hundred, four hundred fifty-seven, one thousand

• flashcards for fur, weight, length, bamboo, hunt, metre

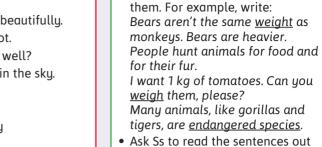
Structures

My brother can paint beautifully. I like his paintings a lot.
Can a crocodile swim well?
This bird can fly high in the sky.

slow – slowly beautiful – beautifully happy – happily

BUT:

good – well fast – fast high – high hard – hard



loud and infer the meaning of the underlined words.
Draw Ss' attention to the numbers.
Help Ss differentiate between

Write sentences on the board with

the words weight, hunt, weigh, endangered species, and underline

- Help Ss differentiate between hundred and thousand and explain how numbers over one hundred are said. Point out that we say two hundred, not two hundreds.
- Write a few numbers on the board and ask Ss to say them.
- Have Ss open their books to pp. 34-35. Point out the words/ phrase and the numbers in the vocabulary section.
- Play the recording and have Ss point to the words/phrase and repeat.
- Say the words/phrase and numbers in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Revision (Optional)

them (enough for all Ss)

• a measuring tape

• Stick the flashcards for waterfall, jungle, desert, island, city and continent on the board.

• flashcards from the previous lesson for waterfall, jungle, desert, island, city,

• cue cards with basic information about some endangered species written on

• a picture of a mammal which is also an endangered species (e.g. a tiger)

• Explain to Ss that they have to come to the board, one by one, and choose one of the items without revealing which one to the rest of the class. Then, they have to form a sentence about that place using the Superlative form and the rest of the class has to guess which place the S at the board has chosen. For example, the S says, This place has the most plants of all and the rest of the class guesses Jungle.

Lesson plan



Warm-up

• Ask Ss if they know why some animal species are endangered. Initiate a short discussion and encourage all of the Ss to participate and justify their answers.

Activity 1 R4.1 \nearrow

- Draw a figure of a boy on the board and say, (Tariq) is a boy. He's <u>male</u>. Write this on the board and underline the word <u>male</u>. Follow the same procedure with a female figure to present the word <u>female</u>.
- Show Ss the flashcard for bamboo. Say, Pandas eat lots of <u>bamboo</u>. Write the sentence on the board and underline the word <u>bamboo</u>. Then, hold up the picture of the mammal you brought and say a few things about it using the vocabulary to be presented. For example, say:

 This is a (tiger). Its fur is (orange and black). It has got a length of 3.3 m.
 - This is a (tiger). Its <u>fur</u> is (orange and black). It has got a <u>length</u> of 3.3 m. Write the brief description on the board and underline the words fur, length. Then, stick the corresponding flashcards above the underlined words.
- Using a ruler and a measuring tape, measure different things in order to present the units of measurement *centimetre* and *metre*.

Activity 2 R2.1

- Direct Ss' attention to the pictures and ask them what they can see. (Some animals.)
- Read the title of the text and ask Ss what the text is going to be about. (About endangered species.)
- Play the recording and encourage Ss to shadow read (read along with the recording) in order to find out where each animal lives. (Giant pandas live in forests in China and snow leopards live in the mountains of Central Asia.)
- Have Ss read the texts again and check comprehension.
- Ask Ss some questions about the texts:

Why are some animals endangered? (Because people hunt them or destroy their homes.) How tall are pandas? (They are about 1-2 m tall.) How much does a male giant panda weigh? (It weighs about 160 kg) What can giant pandas do well? (They can swim and climb trees.) What do giant

3 OUR WORLD

pandas eat? (They eat (a lot of) bamboo.) How long is a snow leopard? (It's about 90 to 130 cm long.) What can snow leopards do? (They can jump far and run fast.) What do snow leopards eat? (They eat meat.)

Activity 3 R2.1

- Direct Ss' attention to the fact files and ask Ss to read the headings.
- Explain that they will have to read the text in activity 2 again and complete the fact files.
- Have Ss compare their answers in pairs, then check as a class.

1. Name of animal: Giant panda Lives: forests in China Weight: (male) 160 kg

(female) 125 kg

Babies: 1-2 (every two years)

Eats: bamboo

Can: swim (very well), climb (trees)
2. Name of animal: Snow leopard

Lives: mountains of Central Asia

Body length: 90-130 cm

Fur colour: (winter) white and grey

(summer) yellow

Eats: meat

Can: jump (far), run (fast)

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

rooki

- Direct Ss' attention to the Look! box and have Ss read the sentences and the question.
- Read the first sentence again stressing the adverb. Ask Ss what they notice about the adjective beautiful. Elicit that it has the ending -ly. Explain to Ss that beautifully is the adverb form of the adjective beautiful. Ask Ss to guess when we use adverbs. Elicit that adverbs of manner, like these, describe how an activity is performed. Point out that adverbs describe a verb while adjectives describe a noun.
- Read the adjectives and adverbs and point out that adjectives ending in a consonant and -y (happy), drop the -y and take -ily (happily).
 Point out that not all adverbs of manner are formed with -ly there are some irregular adverbs which change completely, such as good → well and others, such as hard, that remain the same as the adjective form.
- Refer Ss to the text and ask them to underline any examples of Adverbs of manner. (e.g. Giant pandas can swim very well.)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples using Adverbs of manner. This will challenge higher-performing Ss. To help lower-performing Ss, give them prompts to make their examples (e.g. I / can / draw / good).



Activity 4 L2.1 💠

- Direct Ss' attention to the sentences and ask them to read them.
- Explain to Ss that they will have to listen carefully to a dialogue and write T for True and F for False.
- 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. Make sure Ss justify their answers.

Listening transcript

Dan: Hi, Matt! What are you doing?

Matt: Hi there, Dan! I have a school project to do, and I'm looking for information about an endangered species.

Dan: Which one?

Matt: The mountain gorilla.

Dan: Nice choice! I can help you. I know a lot about mountain gorillas.

Matt: Great! Let's start. What can you tell me?

Dan: Well, they live in the jungle. These jungles are in the mountains of Central Africa. Africa is the only continent with mountain gorillas.

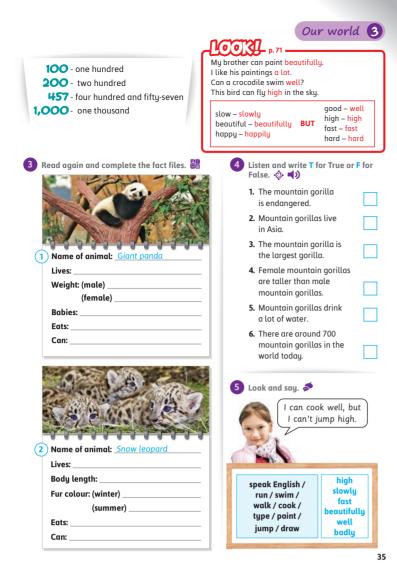
Matt: That's interesting. What else?

Dan: The mountain gorilla is the largest gorilla. Mountain gorillas are tall and strong. Males are about 1.8 m tall and weigh about 220 kg, but females are smaller.

Matt: That's big! What do they eat?

Dan: They eat fruit, and plants like bamboo, but they don't drink a lot of water. They live in groups of thirty, and they can climb very well.

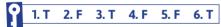
Matt: Wow! They are amazing animals!



Dan: Yes, they are, but they're endangered. People cut down the forests, and they can't find food. There are only around 700 mountain gorillas in the world today.

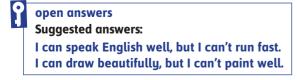
Matt: That's so sad. Thank you for helping me, Dan!

Dan: No problem!



Activity 5 S1.1 🍜

- Direct Ss' attention to the picture of the girl and have them read what she is saying.
- Ask Ss what she can and can't do. (She can cook well, but she can't jump high.)
- Direct Ss' attention to the box with the prompts and read them out loud.
- Explain to Ss that they have to take turns, in pairs, saying true sentences about themselves. Point out to Ss that they may use the prompts in the box as well as their own ideas.
- Give Ss some time to prepare and then have them present the information about themselves to the whole class.
- You can ask higher-performing Ss to come up with more examples of their own.







Guess the animal

- Divide Ss into pairs.
- Hand out the cue cards to each S and explain that they will have to read the information about the endangered species and describe it without revealing it to his/ her partner. Their partner then has to try and quess which animal it is.
- Make sure Ss take turns describing and guessing.



- Ask Ss to tell you one thing they remember about the animals they were presented with in this lesson.
- Make sure all of the Ss participate before they leave the classroom.



Activity 1



Activity 2 W2.2



- 1. three hundred
- 2. five hundred fifty
- 3. eight hundred seventy
- 4. one thousand

Activity 3



1. beautifully 2. well 3. hard 4. fast 5. carefully

Activity 4 L2.1 🔅

Listening transcript

Man: Hello, everyone! Welcome to our show 'Help animals!'. Today we are talking about endangered species again. Last time, we talked about snow leopards and pandas, but today we are talking about the big and amazing black rhino. Black rhinos live in Africa and eat plants or fruit. A male black rhino weighs 800-1,400 kg and a female weighs 600-1,200 kg. They're big! Black rhinos are grey and can grow up to 3.75 metres long. They are in danger because people hunt them so we must help them. Do you want to help? Please call 01786 450 798 and... (fade out)



1. Black

2. fruit

3. male, female

4. grey





Objectives

- to talk about track and field events
- to introduce units of time
- to introduce the Comparative and the Superlative form of adverbs

Vocabulary

Verb: throw **Noun:** javelin

Sports: race, high jump

Units of time: minutes (min), seconds

(sec)

Structures

I can run the fastest of all my friends.

good-well - better - the best

 $\textbf{bad} \ - \text{badly} - \text{worse} \ - \text{the worst}$

high – high – higher – the highest

fast – fast – faster – the fastest

far - far - farther/- the farthest/



Materials

• flashcards for race, javelin, high jump

Revision (Optional)

- Divide the board into two columns and write Giant panda and Snow leopard as headings.
- Explain that Ss are going to say as many facts as they remember about each animal and that you are going to write them on the board.
- If you want, you can divide Ss into two teams to make the activity more competitive. Each team that gives a correct piece of information about each animal wins a point.

Lesson plan



Warm-up

 Initiate a short discussion. Ask Ss if they watch sports and if so, which sports they watch. Encourage all of the Ss to participate in the discussion.



Activity 1 R4.1 \nearrow

- Mime running and say, I can run fast. I can win the <u>race</u>. Encourage Ss to mime the action and say the sentences. Write the sentences on the board and underline the word race. Repeat this procedure for high jump. Write the sentences on the board, underline the words and stick the corresponding flashcards on the board above the words. Show Ss the flashcard for javelin and say, This is a <u>javelin</u>. Athletes can <u>throw</u> it far. Write these sentences on the board as well and underline the words javelin and throw.
- Write sentences on the board with the words minutes and seconds and underline them. For example, write:
 We have a break in ten minutes.
 Sixty seconds make one minute.
- Explain to Ss that minutes and seconds are units used to measure time.
- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- Have Ss open their books to p. 36. Point out the words/phrase in the vocabulary section.
- Play the recording a few times and have Ss point to the words/phrase and repeat.
- Say the words/phrase in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.



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- Direct Ss' attention to the Look! box and have Ss read the sentence.
- Ask Ss what they notice about the adverb fast. Elicit that it is preceded
 by the and has the ending -est. Explain to Ss that this is the Superlative
 form of adverbs. Have Ss read the sentence once again and ask them
 when they think we use the Superlative form of adverbs. Elicit that
 we use it to compare how a person, animal or thing does something
 compared to several others of the same kind.
- Point out the formation of the Comparative and Superlative forms for irregular adverbs.
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples using the Comparative and Superlative forms. This will challenge higher-performing Ss. To help lower-performing Ss, give them prompts to make their examples (e.g. I / run / fast / my / father. My brother / run / fast / in my family).

Activity 2 S2.2 🍜

- Direct Ss' attention to the boys and tell them to read the exchange. Ask Ss to tell you what they are doing. (They are talking about a sporting event.)
- Divide Ss into pairs and explain that they will have to look at the tables and compare the athletes' performances.
- Invite a S to come to the front of the classroom to demonstrate the activity. Say, Black jumped higher than Stern and encourage the S to respond with another piece of information from the tables of results.
- Have a few pairs of Ss act out the exchange in front of the class.

Activity 3 S1.2 P

- Direct Ss' attention to the photo of the children and ask them to read what the bou is sauing.
- Divide Ss into groups of three.
- Direct Ss' attention to the box with the ticks in it. Explain that one tick means just the adverb, two ticks the comparative form of the adverb and three ticks the superlative form.
- Tell Ss to look at the table with the prompts. Explain that, in their groups, they should take turns saying who can do each of the activities well/better/best. Then, they have to put the appropriate number of ticks under the column that corresponds to each of the Ss in their group.
- Have a few groups of Ss come to the front of the classroom and present their results. Make sure each S in every group presents one of the findings.



open answers

Suggested answers:

(I) run faster than (Joe), but (Tony) runs the fastest. (Tony) jumps higher than (me), but (Joe) jumps the highest.

(Joe) throws farther/further than (Tony), but (I) throw the farthest/furthest.



Animal comparisons

- Divide Ss into pairs or groups of four.
- Tell each pair/group to think of three animals and write as many sentences as they can, comparing them. Point out that they should write sentences using the Comparative and Superlative forms of adjectives or adverbs.
- When all of the Ss have finished, the pairs/groups move around the classroom and present their sentences to the other pairs/groups.
- While Ss are doing this, go round the classroom monitoring the procedure.

C Before leaving

- Write a few adverbs on the board.
- Explain to Ss that you are going to invite each S to come to the board one by one to form the Comparative and the Superlative form of the adverb you are going to point to.
- Make sure all Ss come to the board before they leave the classroom.



Workbook

Activity 1



- 1. the fastest
- 2. higher
- 3. the farthest/furthest
- 4. better
- 5. the most beautifully
- 6. more, the most

Activity 2



- 1. farthest/furthest
- 2. faster
- 3. highest
- 4. highest

Activity 3 W1.3 🧩





Note

 Ask Ss to bring photos of their favourite athletes to the next lesson.





Language focus

Objectives

- · to read an article about a famous athlete
- to write an article about one's favourite athlete
- to revise and consolidate structures and vocabulary presented in previous lessons
- to learn how to use adjectives in order to make a piece of writing more interesting
- to learn how to use the conjunction because and the adverb too in sentences



Materials

• Ss' photos of their favourite athletes

Revision (Optional)

- Divide Ss into pairs.
- Explain to Ss that they have to compare each other's performance in a sport like the ones presented in the previous lesson and present their findings to the class.
- Invite a S to come to the board and present an example sentence. Say, (Tom) runs faster than me and encourage the S to say his/her sentence.
- Make sure all of the Ss participate.

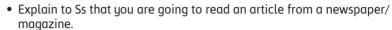
Lesson plan



Warm-up

- Ask Ss to think of their favourite athlete and tell you what he/she is like and whu theu admire him/her.
- Initiate a short discussion. Encourage all of the Ss to participate and justify their answers.

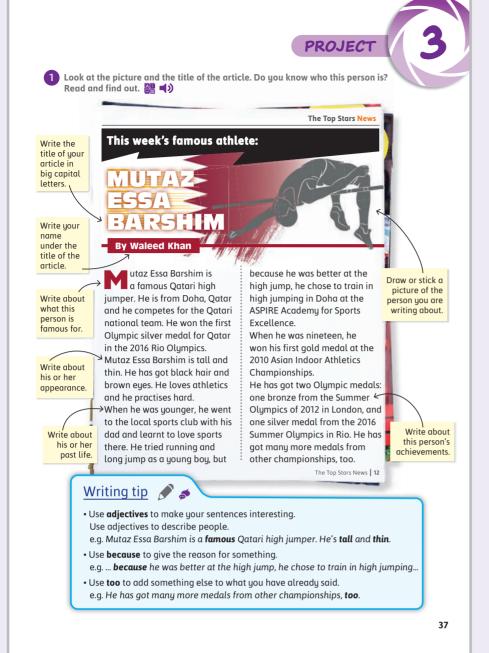
Activity 1 R1.1



- Instruct Ss to look at the illustration and have them read the title of the article. Ask them if they know who the athlete is. (Mutaz Essa Barshim, a famous Qatari high jumper.) Tell Ss that they are going to read the article and talk about how Ss can write an article of their own.
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out who the athlete is.
- Ask Ss some questions to check comprehension, such as: Where is Mutaz Essa Barshim from? (He is from Qatar.) What does he look like? (He is tall and thin. He has got black hair and brown eyes.) Where did he learn to love sports? (At the local sports club that he went to with his father when he was younger.) What other sports did he try before choosing the high jump? (He tried running and the long jump before choosing the high jump.) When did he win his first gold medal? (When he was 19 years old.) How many medals did he win at the London Olympic Games? (He won a bronze medal.) How many medals did he win in the Rio Olympic Games? (He won a silver medal.)
- Draw Ss' attention to the boxes around the article and read them out loud. Point out to Ss that they should follow these guidelines to help them organise their writing.
- If time permits, choose a few Ss to read the article out loud.

Writing tip Nu.1 5

- Direct Ss' attention to the Writing tip box.
- Read the tip aloud. Ask Ss to follow along in their books as you read.
- Read the Writing tip again and write a couple of sentences on the board, e.g. My friend Susan is great! She's friendly and funny. Explain to Ss that when writing an article, we use adjectives to make our article more interesting. Point out that the adjectives we use can describe a person, an animal, a place, an event or a thing.
- Explain that when using adjectives in a text, they have to follow a specific order. Adjectives describing size are placed before adjectives describing age and adjectives describing colour follow. Write an example on the board, e.g. My dad has got a big, new, white car and invite Ss to come up with their own examples.
- Write another example on the board, e.g. I am happy because I saw my friends yesterday. Explain that we use the conjunction because to give the reason for something. Invite Ss to come up with their own examples.
- Then, say, I ate a peach and an apple, too. Explain that we use the adverb too to add information to what we have already said.
- Have Ss read the article again and circle all the adjectives and conjunctions because and too.
- Invite Ss to the board and ask them to write their own examples, following the instructions in the Writing tip.







Athlete profiles

- Ask Ss to take out the photos they have brought of their favourite athletes.
- Divide Ss into pairs or small groups and have them talk about the athletes they admire. Encourage Ss to say everything they know about them and why they like them.



Before leaving

- Write a few sentences with blanks on the board and some adjectives in mixed order.
- Explain that each S will come to the board and choose the adjective that completes the sentence.
- Make sure all of the Ss participate before leaving the classroom.





O Language focus

Objectives

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

Vocabulary

Nouns: furniture, insect, wood, graph, oxygen

Adjective: important

Phrases: cut down trees, plant trees



Materials

• flashcards for furniture, insect, wood, cut down trees, plant trees, graph

Revision (Optional)

• Have Ss come to the front of the classroom and present the articles they wrote (WB, Project, Activity 4).

Lesson plan

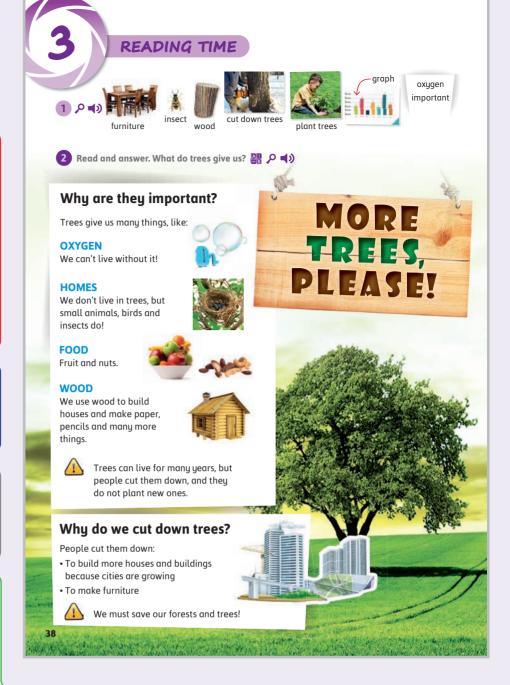


Warm-up

- Ask Ss if they have ever planted a tree. If not, ask them if theu would like to and why it is so important to plant trees.
- Initiate a short discussion and encourage all of the Ss to participate and justify their answers.

Activity 1 R4.1 P

- Point to the wooden part of a desk and say, This is wood. Repeat this procedure for furniture, insect, cut down trees, plant trees and graph using the flashcards. Write the sentences on the board, underline the words/phrases and stick the corresponding flashcards above the words/phrases.
- Write sentences on the board with the words oxygen and important and underline them. For example, write: There isn't any oxygen on other planets. Only on Earth. It is very important to take care of our planet.

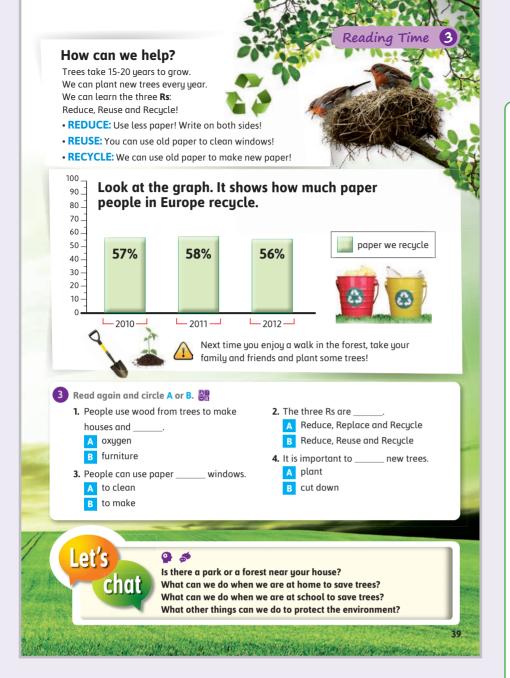


- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- Have Ss open their books to p. 38. Point out the words/phrases in the vocabulary section.
- Play the recording a few times and have Ss point to the words/phrases
- Say the words/phrases in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R1.1 R4.1 P

Before reading

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





- Direct Ss' attention to the different parts of the text and ask them to find and circle the words from the vocabulary section that appear in the text.
 (Part 1: important, oxygen, insects, wood, wood, cut them down, plant; Part 2: cut down trees, cut them down, furniture; Part 3: plant new trees; Part 4: graph, plant some trees.)
- Play the recording and encourage Ss to shadow read (read along with the recording) in order to find out what trees give us. (Trees give us wood, food and oxygen and they provide homes to small animals, birds and insects.)
- Have Ss read the text again and check comprehension.
- Talk about each text.

Part 1: Trees are important because they give us oxygen, food and wood to build houses, make paper, pencils and many more things. They are also home to many small animals, birds and insects.

Part 2: People cut down trees to build more houses because cities are growing, and to make furniture.

Part 3: It takes many years for trees to grow so we must always plant new trees when we cut down other ones. People must learn about the three Rs: Reduce, Reuse, Recycle.

Part 4: The graph shows how much paper people in Europe recycled from 2010-2012.



• Ask Ss some questions to check comprehension, such as: Do trees live for many years? (Yes, they do but we must replace them when we cut them down.) How many years does it take for trees to grow? (It takes them 15-20 years to grow.) What can we do to help? (We must plant new trees and learn the three Rs.) What does the graph show? (It shows how much paper people in Europe recucled from 2010-2012.) What can we do with our families to help? (We can plant trees the next time we enjoy a walk in the forest.)

Language box

• Explain to Ss that a graph is a diagram showing the connection between two or more things, usually in the form of lines or bars. Point out that this graph shows the amount of paper people living in Europe recycled annually from 2010 to 2012. In 2010, 57% of the paper used was recycled; in 2011, 58% of it was recycled and in 2012, 56% of it was recycled.

Activity 3 R2.1

- Direct Ss' attention to the sentences and the two options and ask them to read them.
- Explain to Ss that they have to read the text again and choose A or B, according to the text.
- Have Ss compare their answers in pairs, then check as a class.



• If time permits, have a few Ss take turns reading the text aloud.

Post-reading

Let's chat S1.2 **P** L2.4 **5**

- 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 answers

There is a park near my house, and I like going there. / There isn't a park near my house. We can save trees at home by recycling the paper we write on or by using it to clean windows. At school, we can write on both sides of the paper and not waste it. We must protect the environment by recycling, planting new trees and not polluting.

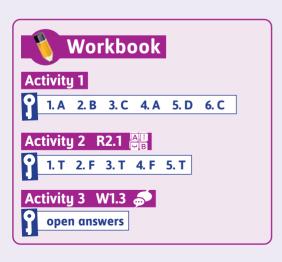


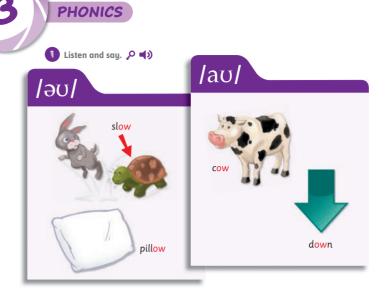
True or False

- 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.



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





2 Listen and say. Then circle the /∂U/ sounds and underline the /aU/ sounds. 💠 ◀)

In the town of Small Bay



In the town of Small Bay
It's a sunny day.
A cow is near the tree
What does it see?

In the town of Small Bay Two boys are playing They're throwing pillows Out of the windows

Every day they play, play, play In the town of Small Bay.

40



Canguage focus

Objectives

- to practise the pronunciation of the /θυ/ and /αυ/ sounds in the ow digraph
- to say a phonics chant/poem

Vocabulary

slow, pillow, cow, down

Phonics

the ∂u and ∂u sounds in the ow digraph

Revision (Optional)

- Ask Ss to tell you what they remember from the text about trees from the previous lesson.
- Have higher-performing Ss write what they remember.



- flashcards for slow, pillow, cow, down
- phonics cards for pillow, cow (TB pages 141-142 one set per S)

Lesson plan



🛭 Warm-up

- Write **ow** on the board and draw two lines beneath it extending to the left and to the right. Below those lines write /əu/ and /au/. Explain to Ss that the digraph **ow** has these two pronunciations. Under each sound, stick the flashcards for the words that contain each.
- Point to /əu/ and say /əu/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcards (slow and pillow) and say the words out loud, having Ss repeat after you.
- Repeat the same procedure with the /av/ sound and the flashcards for cow and down.
- Remind Ss that the digraph **ou** is also pronounced /av/, as Ss learnt in the previous Phonics lesson, in the words house and mouse.

Activity 1 R4.1 \nearrow

- 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

/əυ/, /əυ/, slow, pillow /aυ/, /aυ/, cow, down

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

Activity 2 L2.1 🔅

• Direct Ss' attention to the picture. Ask Ss, what they can see. (Two boys throwing pillows out of the window while a cow watches them.)

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

- Ask Ss, What animal can you see? (A cow.) What are the boys doing? (They are throwing pillows out of the window.)
- Explain to Ss that they are going to listen to a chant/poem and that they will have to circle the /əu/sounds and underline the /au/sounds.
- Play the chant/poem *In the town of Small Bay* and have Ss listen and follow along in their books.
- Play the chant/poem again, pausing after each line for Ss to circle the /əu/ sounds and underline the /au/ sounds.
- Then play the chant/poem once more and encourage Ss to say the chant/poem along with the recording.



circled: throwing, pillows, windows **underlined:** town, town, cow, town, town

TPR Activity

- Hand out the phonics cards for pillow and cow to Ss and have them cut them out.
- Explain that they have to say the chant/poem and raise the *pillow* phonics card when they hear a word containing /əu/ and the cow phonics card when they hear a word containing /au/.

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



Optional 2

Written whispers

- Stick the flashcards for slow, pillow, cow, down on the board.
- Divide Ss into two teams. The teams stand in lines with their backs turned to you and the board, except for the first player on each team, who should be facing you and the board.
- Give the first S standing in each line the phonics cards for pillow and cow.
- 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. pillow. The players facing you have to show you the correct phonics card (pillow).
- Then instead of whispering the word down the line, they pass the word, e.g. pillow by writing it with their index fingers on the back of the person in front of them until it reaches the last S in line.
- The last player on each team has to touch the flashcard of pillow and say the word (pillow).
 If he/she does this correctly, the team gets a point.
- Repeat until all players have come to the front of the line. The team with the most points wins.

Workbook

Activity 1



/əʊ/	/au/
show	brown
snow	town
throw	cow
slow	down

Activity 2

Listening transcript

down
 pillow
 cow
 throw

3. town **6.** slow



1. /au/ **2.** /əu/ **3.** /au/ **4.** /au/ **5.** /əu/ **6.** /əu/

TOP TIME! 2



Language focus

Objectives

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

Vocabulary

Nouns: antelope, horn, land, grasshopper, whale

Adjective: sandy



Materials

 flashcards for antelope, horn, land, grasshopper, sandy, whale

Revision (Optional)

 Play the phonics chant/poem from the previous lesson and have Ss do the TPR activity on TB p. 79.

Lesson plan



Warm-up

- Ask Ss about their favourite animals and their characteristics.
- Initiate a short class discussion, and encourage all of the Ss to participate.

Activity 1 R4.1 \nearrow

- Hold up the flashcards for antelope, horn, land, grasshopper, sandy and whale say the words, and encourage Ss to repeat.
- Have Ss open their books to p. 41.
- 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 R4.1 P

- Ask Ss to look at the pictures, and ask them what they can see. (Pictures of three different animals.)
- Draw Ss' attention to the pictures, and ask them if they know any of the animals in the pictures.
- Read the title of the text out loud and ask Ss to tell you what they think the text is about. (It is about endangered animals in Qatar.) Ask Ss why we must protect endangered animals. Encourage Ss to answer.
- Play the recording, and encourage Ss to **shadow read** (read along with the recording) in order to find out more about the animals depicted.
- Have Ss read the text again and check comprehension.
- Ask Ss some questions to check comprehension, such as: What is the Qatari government doing to protect the endangered animals of Qatar? (It's working with conservation groups, universities and zoos to protect many endangered animals on land and in the sea.) What is an Arabian oryx? (It's a mediumsized antelope.) Where does it live? (It lives in Qatar and in some other parts of the Middle East. / It lives in the desert.) What does it eat? (It mainly eats grass, but it also eats leaves and fruit.) How long can it live without water? (It can live without water for about two weeks.) What has the Sand fox got on its feet? (It has got fur on the pads of its feet that protect it from the sand.) When does it come out? (It mostly comes out at night.) What does it eat? (It eats fruit, smaller animals like lizards, mice and birds; and insects like, grasshoppers and spiders.) Where does the dugong live? (It lives in the waters round Qatar and other areas round the world.) How much does it weigh? (It can weigh over 400 kg.) What does it eat? (It eats sea grass.)

Activity 3 R2.1

- Direct Ss' attention to the sentences in activity 3, and ask them to read them.
- Explain to Ss that they will have to read the text again and write T for True or F for False, according to the text.
- Have Ss compare their answers in pairs, then check as a class.



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

• Choose a few Ss to read the text aloud for the class.

Optional

Line jumping

- Use masking tape to make a straight line on the floor that is long enough for Ss to stand on in single file.
- Have Ss line up in single file on the line.
- Tell Ss that the side to their right is yes and the side to their left is no.
- Call out yes and show Ss that they have to jump to their right. Do it with them. Ask them to jump back onto the line. Do this a couple of times with yes and then do the same with no.
- Explain to Ss that you are going to say sentences about the text. If they are correct, Ss must jump to their right. If they are wrong, they must jump to their left.
- Say, The Arabian oryx can't live without water, and encourage Ss to jump to the left side. Give Ss a couple more examples, and then play the game.
- Whoever jumps to the wrong side is either out of the game or just misses a turn.

C Before leaving

- Ask Ss to tell you one thing they remember from the text.
- Make sure all of the Ss participate before they leave the classroom.

TOP TIME! 2













2 What do you know about the animals in the pictures? Read and check your answers. 👺 🔑 📢)

Endangered animals in Qatar

The Qatari government is working together with conservation groups, universities and zoos to protect many endangered animals on land and in the sea. Here are some animals we must all take care of and protect:



The Arabian orux lives in Qatar and in some other parts of the Middle East. It's a medium-sized antelope, and it mainly eats grass, but it also eats leaves and fruit. It lives in the desert, and it can live for about two weeks without water.



The Sand fox lives in dry and sandy areas of the Middle East and North Africa. It has got fur on the pads of its feet to protect it from the hot sand and it comes out mostlu at night. It eats fruit, smaller animals like, lizards, mice and hirds; and insects like grasshoppers and spiders.



The dugong lives deep in the waters round Qatar and other areas round the world. It has got a tail that looks like a whale's and can weigh over 400 kg. Dugongs eat sea grass, and they can stay underwater for up to six minutes.

3	Read	and	write	т	for	True	or	F	for	Fo	ılse.	A I
		_										

1. The Qatari government protects land animals only.

2. The Arabian oryx can live without water for about two weeks.

3. The Sand fox comes out in the day.

4. The Sand fox eats small animals, like mice.

5. The dugong hasn't got a tail.

6. The dugong can stay underwater for sixteen minutes.

Workbook

Activity 1



1. Antelopes

2. Dugongs 3. sandy

4. in the sea

5. grasshoppers

Activity 2 L2.1 🕸

Listening transcript

Presenter: Here with us today is Dr Ahmad. He is going to give us more

information about an amazing animal that is endangered. Thank

you for being here, Dr Ahmad.

Dr Ahmad: Good evening, everyone. I would like to thank you for inviting me. As we all know, the Arabian oryx is an endangered species. It lives in the desert in many countries around the Middle East. Its coat is white, its legs are brown, and the length of its body is about 160 cm. As you can see in the picture, it has got two big horns, and they are about 68 cm long. The female Arabian oryx has got thinner and longer horns than the male. The male is bigger than the female. A male weighs about 90 kg and a female about 80 kg. What is

really interesting about this animal is that it can walk over 70 km in just one night, and it is also a very fast runner.

Presenter: That's amazing! Thank you once again for being here with us, Dr Ahmad.

Dr Ahmad: The pleasure was mine.

1. white 4.68

2. brown 5. 90

3, 160 6.80

7. walk

Project work W_{1.3}



- Ask Ss to use the Internet to find information about other endangered species. 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.

Note

Prepare and bring pieces of paper with different sports written on them to the next lesson.





Language focus

Objectives

 to revise and consolidate structures and vocabulary presented in previous lessons



Materials

- flashcards for all of the vocabulary presented in this Module.
- pieces of paper with different sports written on them

Revision (Optional)

• Have Ss present the Project Work from the previous lesson (WB p. 33) to the class.

Lesson plan



Warm-up

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

Activity 1 A, B L3.1 4 L2.1 💠

- Direct Ss' attention to the pictures in Part A and ask them what they depict and encourage them to guess what the listening activity is about (It's about a sports commentator describing an event and who the winner of the event is.) Then, ask them to read the question above the pictures.
- Explain that they will listen to a sports commentator describing an event and



that they have to tick the appropriate answer.

- Play the recording and have Ss tick (4) the correct answer (A, B or C).
 Then, check their answer.
- Direct Ss' attention to the three names in Part B of the activity.
- Explain that they are going to listen to the sports commentator again and that they have to match the names to the distance each athlete threw the javelin.
- Draw Ss' attention to the tip and explain it.
- Play the recording and have Ss match.
- Have Ss compare their answers in pairs, then check as a class.

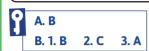
Listening transcript

Sports commentator: Ladies and gentlemen, welcome to this year's Fairview Sporting Event. All of the athletes for the javelin throw are here and waiting for their final throw. First up, Ted Miller. He runs, throws and... wow! 92.63 metres! Great job! Up second is Peter Jones. He gets ready, runs and there goes the javelin! Wow! It's going far! 95.89 metres! Amazing! Well done, Peter Jones! That is further than Ted's javelin. The last athlete, Ron Davidson, is ready. Ron, ladies and gentlemen, was last year's winner. Look at him! He runs really fast and throws his javelin... but oh, no! It doesn't get far! Only 89.59 metres! Too bad, Ron! Well, it looks like we have got a new winner this year... Peter Jones! He threw his javelin the furthest and gets the gold medal. Congratulations, Peter Jones! Now, for the next sport... (fade out)



Background note

The javelin throw procedure is similar to that of other throwing sports. That is, it has got rounds. A round consists of one attempt by each competitor, in turn. Competitions typically consist of three to six rounds. The competitor with the longest single throw (over all rounds) is the winner; in the case of a tie the competitors' second-longest throws are also considered. Competitions involving large numbers of athletes sometimes use a *cut*. This means that all of the competitors compete in the first three rounds, but only the athletes who finish in the top eight places move on to the final throw. These finalists then have three attempts each. The longest single throw during the final wins.



Activity 2 L2.3 🍜 S1.1 🞱

- Direct Ss' attention to the table and have them read the activities and the adverbs. Then, direct Ss' attention to the children and have them read the exchange.
- Explain that they have to think of two friends and write their names in the spaces provided. Then, they have to decide how well each of them does the listed activities and fill in the table using the Comparative and Superlative form of the adverbs in each box. For example, in the first column the S writes the adverb high in the second column he/she writes higher and in the third he/she writes the highest and so on and so forth.
- Allow Ss some time to fill in the table about themselves and two friends.
- Explain that once they have filled in their tables they are going to ask and answer questions about the information in pairs.
- Invite a S to come to the front of the classroom to demonstrate the activity. Ask him/her, Can you run faster than your friends? Who can run the fastest? and have the S answer accordingly first about themselves and then about their friends.
- Have a few pairs of Ss come to the front of the classroom to act out their exchange.

Optional

Group pantomime

- Divide Ss into groups of three or four.
- Fold the pieces of paper with the sports written on them and place them in a pile on your desk.
- In turns, call up each group and have one S in the group pick up a piece of paper without revealing it to the other groups.
- The S shows the paper to his/her group and they all mime the sport written on the paper, while the other groups take turns guessing what the Ss are doing, e.g. They are throwing the javelin.
- The group guessing earns a point for every correct guess. The S that guesses correctly gets the next chance to mime.
- The group with the most correct guesses wins.

C Before leaving

- Ask Ss to form a few sentences using the structures presented in this Module. (Comparative and Superlative form of adjectives and adverbs).
- Make sure all of the Ss form sentences before they leave the classroom.

Workbook

Activity 1



1. busy 2. city

2. city 3. fur
5. island 6. minutes

7. important

Activity 2



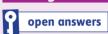
- 1. higher
- 2. the hardest
- 3. the fastest
- 4. better
- 5. farther/further
- 6. more happily

Activity 3 R2.1



- 1. Chrysler Building
- 2. Tokyo Skytree
- 3. Chrysler Building
- 4. Tokyo Skytree

Activity 4 W1.3 🄝



Activity 5 R2.1

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



A. fifth line

D. eighth line E. fourth line

B. seventh line

C. sixth line

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.

666111

Note

 Prepare and bring pieces of paper with different sports written on them, a glass biscuit jar and some biscuits to the next lesson.



What happened?

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

Song

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- find out about and describe events and experiences at a known time in the past (S2.5)
- follow and respond to a longer sequence of simple one-step instructions (L2.3)

Top Stars

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- describe people and objects using suitable statements (S2.2)
- find out about and describe events and experiences at a known time in the past (S2.5)
- find out about and describe events and experiences at a known time in the past (W1.6) WB

Let's talk

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- find out about and describe events and experiences at a known time in the past (\$2.5)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1) WB
- find out about and describe events and experiences at a known time in the past (W1.6) WB

Our world

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to the main ideas in simple texts of one or two paragraphs (R1.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- find out about and describe events and experiences at a known time in the past (S2.5)
- narrate very short, basic stories and events (S5.1)
- find out about and describe events and experiences at a known time in the past (W1.6) WB



Project

- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- connect words and phrases using basic coordinating conjunctions (W2.1)
- describe independently people and familiar objects using suitable statements (W1.3) WB
- find out about and describe events and experiences at a known time in the past (W1.6) WB

Reading time

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- ask about and express basic opinions (S1.2)
- understand and respond to the main ideas in simple texts of one or two paragraphs (R1.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and respond independently to a wide range of simple short questions (L2.4)
- ask about and express basic opinions (S1.2)

CLIL 2

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1) WB
- describe independently people and familiar objects using suitable statements (W1.3) WB
- find out about and describe events and experiences at a known time in the past (W1.6) WB

Phonics

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

Round-up

- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- find out about and describe events and experiences at a known time in the past (\$2.5)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1) WB
- find out about and describe events and experiences at a known time in the past (W1.6) WB

Cursive writing

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





Objectives

- to say a song/poem
- to talk about actions that were happening at a specific point in time in the past

Vocabularu

Nouns: garage, balcony, basement, biscuit, jar, blackout

Phrases: clean the car, water the

Adverbs: upstairs, downstairs

Structures

What were you doing last night? I was doing my homework last night.

What were you doing yesterday afternoon?

I was watering the plants yesterday afternoon.

I wasn't watching TV.



Materials

- flashcards for garage, clean the car, upstairs, downstairs, balcony, basement, water the plants, biscuit, jar
- a alass biscuit iar and some biscuits

Lesson plan



Warm-up

• Ask Ss if they have ever experienced a blackout and how theu felt. Initiate a short discussion. Encourage all Ss to participate.

Activity 1 R4.1 \nearrow

- Hold up the glass biscuit jar and say, This is a <u>jar</u>. You can put many things in it. I put biscuits in this jar and place the biscuits you have brought into the jar. Write the sentences on the board, underline the words jar and biscuits and stick the flashcards for these items above the words.
- Then, mime the actions for the phrases clean the car and water the plants. Encourage Ss to mime the actions and repeat. You can show Ss the flashcards for these phrases, say them aloud and have them repeat before sticking them on the board.

- Stick the flashcards for garage, upstairs, downstairs, balcony and basement on the board. Point to each part of the house, say the word and ask Ss to repeat after uou.
- Alternatively, you can draw a house on the board. Point to each part of it, say the word and stick the corresponding flashcard next to each part you mention.
- Turn off the classroom lights and say, Oh, no! It's a blackout! Write this sentence on the board and underline the word blackout.
- Have Ss open their books to p. 43. Point out the words/phrases in the vocabulary section.
- Play the recording a few times and have Ss point to the corresponding words/ phrases and repeat.
- Say the words/phrases again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this

Activity 2 L2.1 🕸

• Direct Ss' attention to the pictures and ask them what they depict. (Some boys and a girl doing different activities.)

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

- Draw Ss' attention to each activity and ask them to describe what each one shows. Ask Ss to guess where each of the children was. Tell them that they can use the words/phrases in the vocabulary section to name some of them.
- Explain to Ss that they are going to listen to a song/poem.
- Point out that they have to listen to the recording, follow along in their books and match the verses with the pictures.
- Go round the classroom and monitor the procedure. Then, check Ss' answers.
- Play the song/poem again and encourage Ss to say the song/poem along with the recording.



A. water the plants - third verse C. look for the biscuit jar - fifth verse D. clean the car - first verse

B. look at the stars - second verse

1600KT

- Direct Ss' attention to the Look! box and have Ss read the sentences out loud.
- Explain to Ss that the tense used in these sentences is the Past Progressive.
- Say, I was cleaning my car yesterday afternoon and write the sentence on the board.
- Ask Ss what they notice about the formation of the Past Progressive and when they think we use it.
- Point out that the Past Progressive is formed with the verb to be in the Past Simple tense (was/were) and the -ing ending which is added to the end of the main verb.
- Elicit that we use the Past Progressive to talk about actions that we were doing at a specific point in time in the past.
- Refer Ss to the song/chant and ask them to underline any examples of the Past Progressive. (e.g. He was cleaning the car.)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples using the Past Progressive. This will challenge **higher-performing Ss**. To **help lower-performing Ss**, give them prompts to make their examples (e.g. I / sleep / yesterday / eleven o'clock) or write gapped sentences on the board and have them complete the sentences with the correct form of the verb in the Past Progressive.

Activity 3 S2.5 🍜 L2.3 🍜

- Direct Ss' attention to the table and ask them to read it.
- Then, direct Ss' attention to the exchange and ask them to guess what the girls are talking about. (They are saying what they were doing at specific times the previous day.)
- Explain to Ss that they will have to put a 4 or an 7 next to the activities and below the time of day they were doing them the previous day and then ask and answer with their partner, as in the exchange.

What happened?



SONG











blackout



🔼 Listen and match the verses with the pictures. Then say. 💠 🕩

The blackout

Yesterday there was a blackout. I couldn't see a thina!

Where was Karl? He was in the garage. He was cleaning the car!

Yesterday there was a blackout. I couldn't see a thina!

Where was Anthony? He was on the balconu He was looking at the stars!

Yesterday there was a blackout. I couldn't see a thing!

Where was Karen? She was in the garden. She was watering the plants!

But where was I? I wasn't looking at the stars, I wasn't watering the plants And I wasn't cleaning the car.

I was in the kitchen I was looking for the biscuit jar!



What were you doing last

I was doing my homework <mark>last</mark> night.

What were you doing yesterday afternoon

I was watering the plants yesterday afternoon. wasn't watching TV.







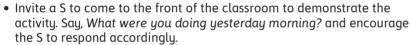
3 Put a 4 or an 8. Then ask and answer with your partner. 🍜

Yesterday						
Morning	Afternoon	Evening				
	Morning	Morning Afternoon				

What were you doing yesterday morning?

> Yesterday morning I was reading a book. I wasn't cleaning the car.





- Divide Ss into pairs and have them do the activity.
- Have a few pairs come to the front of the classroom and act out their exchange.
- You could ask higher-performing Ss to come up with more activities to add to the table and talk about with their partner.

Optional

What were you doing?

- Divide Ss into two teams.
- Invite a S from each team to the front of the classroom and, in turns, have them mime an activity they were doing at a specific time the
- The rest of the Ss on their team will take turns guessing what the Ss are mimina.
- The team with the most points by the end of the game wins.



Before leaving

- Explain to Ss that they will have to form a sentence with the Past Progressive.
- Have **higher-performing Ss** write their sentences on the board.
- Make sure all of the Ss form a sentence before they leave the classroom.



Activity 1



- 1. garage
- 2. clean the car
- 3. water the plants
- 4. blackout, downstairs
- 5. basement
- 6. biscuit jar
- 7. upstairs, balcony

Activity 2



- 1. were doing
- 2. was watching
- 3. wasn't reading, was watering
- 4. was cleaning
- 5. weren't playing, were playing
- 6. was looking for

Activity 3 L2.1 🔅

Listening transcript

Woman: Yesterday afternoon at half past five, Martin, Sally, Brad and Linda were at the shopping centre. Linda was at the clothes shop. She was buying a new dress. She really wanted that dress! Brad was looking for a book. He was at the bookshop. Brad likes books about wild animals very much. Martin wasn't with Brad. He was playing with a very cute parrot at the pet shop. He was feeding it, too. Sally was buying some things from the supermarket. She was looking for some vegetables and some meat.



1. Martin 3. Brad

2. Linda 4. Sally



Note

• Prepare and bring pieces of paper (word cards) with the vocabulary items of the next lesson written on them to the next lesson.



Contract ContractLanguage focus

Objectives

- to talk about actions that were happening at a specific point in time in the past
- to talk about accidents and injuries
- to ask and answer about reasons

Vocabulary

Verbs: slip, break, fall, hurt, hit, sprain **Nouns:** kitten, hero, back, noise

Structures

Were you wearing a helmet? Yes, I was. / No, I wasn't.

Was Ali reading a book? Yes, he was, / No, he wasn't.

Why did you go to the doctor? Because I was ill yesterday morning.

What's the matter? I sprained my ankle.



- flashcards for slip, break, fall, hurt, kitten, hero, back
- flashcards from the previous lesson for garage, clean the car, upstairs, downstairs, balcony, basement, water the plants, biscuit, jar
- the prepared word cards with the vocabulary items of this lesson

Revision (Optional)

- Tell Ss that they are going to play a game.
- Stick the flashcards for garage, clean the car, upstairs, downstairs, balcony, basement, water the plants, biscuit and jar on the board. Name each of the items while pointing to them.
- Remove a flashcard, e.g. biscuit and have Ss repeat all of the items still on the board. Then ask Ss What's missing? and encourage them to say biscuit.
- Tell Ss to close their eyes. While they have their eyes closed, remove another flashcard.
 When Ss open their eyes, repeat the same procedure as before. Repeat several times until you have removed each flashcard once.
- You can also change the order of the flashcards and have Ss remember and say the original order.



Lesson plan



Warm-up

- Ask Ss if they have ever had an accident and how it happened.
- Initiate a short discussion.
 Encourage all of the Ss to participate and justify their answers.

Activity 1 R4.1 \nearrow

- Stand at the front of the classroom and mime slipping on something. Say, Oops! I slipped. Encourage Ss to mime the action and repeat. Write this sentence on the board, underline the word slipped and stick the flashcard above the word. Follow the same procedure for the words break, fall, hurt, hit and sprain. Point out that these injuries are often the result of an accident.
- Point to your back and say, This is my <u>back</u> and encourage Ss to point to their own backs and repeat.
 Write the sentence on the board, underline the word <u>back</u> and stick the flashcard above the word.
- Hold up the flashcards for kitten

- and hero and say, This is a <u>kitten</u>. It's a baby cat and This is a <u>hero</u>. He saves people. Write these sentences on the board, underline the words kitten and hero and then stick the flashcards above
- Write a sentence on the board with the word noise and underline it. For example, write: I can't sleep because there's too much noise coming from the street
- Ask Ss to read the sentence out loud and infer the meaning of the underlined word.
- Have Ss open their books to pp. 44-45. Point out the words in the vocabulary section.
- Play the recording a few times and have Ss point to the words and repeat.
- Say the words in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R2.1

• Draw Ss' attention to the



[[6]6]73[]_ p. 72 .

Were you wearing a helmet? Yes, I was. / No, I wasn't.
Was Ali reading a book? Yes, he was. / No, he wasn't.
Why did you go to the doctor? Because I was ill yesterday morning.
What's the matter? I sprained my ankle.

3 Read again and answer the questions.

1. What's the matter with Sami?

2. What was Sami doing before the accident?

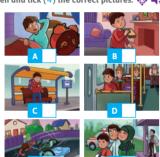
3. What did Sami see in the street?

4. What was the other boy doing?

5. Did Sami help the kitten?

6. Why was there a photo of Sami in the newspaper?

4 Listen and tick (4) the correct pictures. 💠 📢



5 Look at activity 4 and play a memory game. What was Hamad doing?

Top Stars 4



Ask and answer with your partner.

A: What's the matter?

B: My back hurts.

A: Why?

B: Because I fell off my bike yesterday

1. What's the matter?

My back hurts
I'm tired
I'm sad
I can't walk

fall off / bike lose / favourite book go to bed late sprain / ankle

2. Why?

3. When? yesterday morning last night last week

45

- illustrations in the presentation.
- Ask Ss to tell you what is happening. (Khaled and Majed meet at school and Majed tells Khaled that Sami is in bed. Upon returning home, Khaled talks to Sami on the phone and Sami tells him that he was walking home when he saw a kitten in the street. At the same time he saw another boy riding his bike. Sami ran to help the kitten but slipped and fell on his back. The next day the children are at school and they are reading a newspaper article. Khaled shows Sami an article which is about him.)
- Direct Ss' attention to the frames of the story and ask them to find and point out the words from the vocabulary section which they see in the frames.
 - (Frame 1: hurt, back; Frame 2: noise, kitten, kitten, hit; Frame 3: slipped, hurt, back, kitten; Frame 4: kitten, hero.)
- Play the recording and encourage Ss to shadow read (read along with the recording) in order to find out how Sami hurt his back.

- (He slipped and fell when he ran to help a kitten.)
- Have Ss read the dialogue again and check comprehension.
- Ask Ss some questions to check comprehension, such as: Why isn't Sami at school? (Because he hurt his back.) What was the noise Sami heard when he was walking home? (It was a kitten.) Did the other boy see the kitten? (No, he didn't.) Why did Sami run? (He ran to help the kitten.) Is the kitten OK now? (Yes, it is.) Who took a photo of Sami? (A reporter.) Why does Khaled call Sami a hero? (Because he saved the kitten.)

Activity 3 R2.1

- Direct Ss' attention to the questions.
- Explain to Ss that they must read the story again and answer the questions.
- To help lower-performing Ss answer Wh-questions, you can give them two options to choose from. (e.g. 1. a. He is ill. or b. He hurt his back.)
- Go round the classroom and

- monitor the procedure.
- Have Ss compare their answers in pairs, then check as a class.



- 2. He was walking home.
- 3. He saw a kitten.
- 4. He was riding his bike.
- 5. Yes, he did.
- 6. Because he saved the kitten. / Because he was a hero.
- If time permits, ask a few Ss to read the text out loud or choose a few Ss to act out the story for the class.

LOOK!

- Direct Ss' attention to the *Look!* box and ask them to read the questions and answers.
- Draw Ss' attention to the first and second question and ask them to read them again.
 Then, ask them what they notice about the formation of the questions in the Past Progressive.
- Elicit that in the Past Progressive the question is formed by reversing the subject and the verb to be (was / were). Approach a S and ask, Were you reading a book yesterday? and encourage him/her to answer by saying Yes, I was/No, I wasn't.
- 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.
- Draw Ss' attention to the fourth question and ask them to read it. Then, ask Ss to guess what they think the phrase What's the matter? is used to inquire about.
- Elicit that we use the question What's the matter? to ask about something that evidently happened to someone.
- Refer Ss to the dialogue and ask them to underline any examples of the Past Progressive and expressions used to ask about accidents. (e.g. What's the matter?, I was walking home yesterday.)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- You could ask Ss to engage in a short exchange with a partner in order to practise the Wh- questions.
- Encourage Ss to come up with their own questions using the Past Progressive. This will challenge higher-performing Ss. To help lower-performing Ss, give them jumbled questions to put in the correct order to make their examples (e.g. at you afternoon were yesterday playing the park?).

Activity 4 L2.1 🎨

• Direct Ss' attention to the pictures and ask them to tell you what they depict.



TOP STARS

- Explain to Ss that have to listen carefully to the dialogue and tick (4) the correct pictures that show what the boy did and what happened to him based on what they hear.
- Play the recording once and have Ss do the activity.
- Play the recording a second time and have Ss check their answers.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

Hamad: Hello?

Rashid: Hi, Hamad. What's the matter? Why didn't you call?

Hamad: Hi, Rashid. Today was the worst day of my life!

Rashid: Why?

Hamad: Because everything went wrona!

Rashid: What happened?

Hamad: Well, first, I woke up late and

I didn't have time to have breakfast. Then I went to the bus stop and waited for the bus but it never came! So, I went back home and I got my bike. And I had an accident...

Rashid: An accident? Were you going fast?

Hamad: Yes, I was. That was the problem. Suddenly, I slipped on some water and I fell off my bike. I was wet, dirty and my arm really hurt!

Rashid: Oh, Hamad! Did you see a

doctor? Is your arm OK now? **Hamad:** No, it isn't. I went to hospital.

You see... I broke it!

Rashid: Oh, no! It really was a bad day!

9

Pictures A, C, E, F should be ticked.

Activity 5 S2.2 🥏

- Direct Ss' attention to the two children and ask them to read the exchange.
- Explain that they are going to play a memory game in pairs. Point out that SB will have some time to look at the pictures in activity 4. Then, he/she will have to close his/her book and SA will have to ask him/ her what Hamad was doing in the pictures. Then, Ss take turns. The S who remembers the most, wins.
- Ask a S to come to the front of the classroom to demonstrate the exchange. Say, Was Hamad eating breakfast? and encourage the S to answer Yes, he was.
- Divide Ss into pairs and have them do the activity.
- Have a few Ss come to the front

of the classroom and act out the exchange.

Activity 6 S2.5 🍜

- Direct Ss' attention to the speech bubbles and the prompts and ask them to read them.
- Explain that SB will choose a situation, a reason and a moment in the past from the prompts and SA will try to find out what is wrong by asking questions.
- Invite a S to come to the front of the classroom to demonstrate the activity. Have him/her choose a situation and then ask, What's the matter? and encourage the S to answer accordingly.
- Divide Ss into pairs and have them do the activity.
- Have a few pairs of Ss come to the front of the classroom and act out their exchange.

Optional

Hot card pantomime

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

Before leaving

- Divide Ss into pairs and have them form a line.
- Explain that each pair has to ask and answer about something that happened using the structures presented in this lesson.
- Make sure all of the Ss participate before leaving the classroom.

Workbook

Activity 1



1. fell, C 2. hurt, E 3. hit, D 4. broke, A 5. sprained, B

Activity 2 W1.6 🧩



- 1. No, he wasn't. He was having breakfast.
- 2. No, she wasn't. She was reading a book.
- 3. No, they weren't. They were playing basketball.
- 4. Yes, she was.

Activity 3 L2.1 🎨

Listening transcript

1. Man: What's the matter, William? **Boy:** I was playing basketball with my friend Fred and I sprained my ankle...

Man: Oh, no! You must be careful next time.

Boy: Yes, I know.

2. Mrs Smith: Hi, Tony! What

happened?

Tony: Hi, Mrs Smith. I was

riding my bike to the park

Mrs Smith: Were you going fast?

Tony: No, I wasn't.

Mrs Smith: What happened?

Tony: I didn't want to hit a kitten in the street and I fell off my bike.

Mrs Smith: Oh, I see. Let me help

you. **3. Mrs Jones:** What's the matter, Kate?

Kate: I hit my head, Mrs Jones. **Mrs Jones:** Oh, Kate. You must be careful!

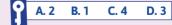
Kate: I know.

4. Man: Hi, Gloria! What happened? **Girl:** Well, I was running in the park.

Suddenly, I slipped and fell

and broke my arm.

Man: Be careful next time. Get well soon!





• Bring a bell to the next lesson.

Canguage focus

Objectives

• to talk about a safari

to talk about obligation in the past

Vocabulary

Verb: lock Nouns: safari, countryside, zebra, national park, way Adjectives: loud,

dangerous

Structures

I had to sleep in a tent.
I didn't have to go to school today.

Did you have to fish for food? Yes, I did. / No, I didn't.

Materials

- flashcards for safari, countryside, zebra, national park
- a bell

Revision (Optional)

- Mime one of the injuries/accidents presented in the previous lesson and encourage Ss to name it.
- Have higher-performing Ss form sentences with the words they say.
- If time permits, ask a few Ss to come to the front of the classroom and mime some injuries/accidents.

Lesson plan



Warm-up

Ask Ss if they have ever been to a national park or zoo and if they liked it.
 Initiate a short discussion. Encourage all of the Ss to participate and justify their answers.

Activity 1 R4.1 \nearrow

• Begin narrating a short story which includes the words safari, zebra, countryside and national park. While you narrate, hold up and show the corresponding flashcard as you say the words. For example, say, Last summer I went on a <u>safari</u> with my family in Africa. We love the <u>countryside</u>. At the <u>national park</u> we saw many wild animals like lions and zebras.

Write the narration on the board, underline the words safari, countryside, national park and zebras and stick the flashcards on the board above them.

- Write sentences on the board for the words lock, loud, dangerous and way and underline them. For example, write:
 - You must <u>lock</u> the door when you leave home.
 - I can't hear you because the TV is very loud.
 - You mustn't walk in the street. It's <u>dangerous</u>. Always walk on the pavement. My brother's toy was in my <u>way</u>. I didn't see it and I stepped on it.
- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- Have Ss open their books to p. 46. Point out the words in the vocabulary section.
- Play the recording a few times and have Ss point to the words and repeat.
- Say the words in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R1.1 R2.1 R2.1

- Direct Ss' attention to the pictures and ask them what they can see. (Zebras and an elephant.)
- Read the title and ask Ss to predict what the text is about. (It's about a safari a boy went on.)
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out where we can find such a text and why this was Fred's first and last safari. (We can find such a text in a magazine or newspaper. The title suggests that the author, Fred Collins, had a unique (unpleasant) experience during the safari which he doesn't want to experience again.)
- Have Ss read the text again and check comprehension.
- Ask Ss some questions to check comprehension, such as: Where did Fred go? (He went to Africa on holiday with his family.) Where did they stay? (They stayed in a small house in the African countryside.) Where did they go for a safari? (They went to the Serengeti National Park in Tanzania.) What did Fred want to see? (Zebras.) What did they do when they saw the zebras? (They got out of the car and took photos.) What did Fred's dad do? (He told the children to get in the car.) Were Fred and his family scared? (Yes. they were.) Did the zebras leave? (Yes, they did.) Are zebras dangerous? (No, they aren't.) How did the Collins feel in the end? (Everyone was happy it was over.)

Activity 3 R2.1

- Direct Ss' attention to the sentences and have them 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. Make sure Ss justify their answers.



 If there is time, ask a few Ss to take turns to read the text out loud.



TOOK

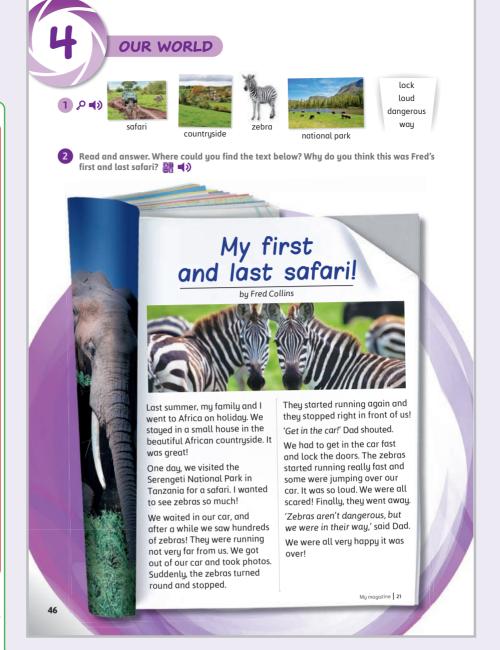
- Direct Ss' attention to the Look! box and ask them to read the sentences, question and short answers.
- Ask Ss if they recognise the structure used in the sentence. Elicit that it is had to and explain that it is the Past Simple form of have to. Have Ss read the sentence again and ask them when they think this structure is used.
- Elicit that had to is used to talk about obligation in the past. Point out to Ss that the negative and question forms are formed using the auxiliary verb did.
- Approach a S and ask, Did you have to take the bus to school today? and encourage him/her to answer accordingly.
- Refer Ss to the text and ask them to underline any examples of had to. (e.g. We had to get in the car fast and lock the doors.)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples using had to. This will challenge higher-performing Ss. To help lower-performing Ss, give them jumbled sentences to put in the correct order to make their examples (e.g. my I to room tidy yesterday had).

Activity 4 L2.1 🔅

- Direct Ss' attention to the pictures and ask them what they depict.
- Explain to Ss that they are going to hear a boy talking about a school trip. Point out that they will have to listen carefully and tick (4) the pictures that depict what the boy describes.
- Play the recording once 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

Boy: Last weekend was very special. It was our school trip to the countryside. When I got to school on Thursday, everyone was excited. The teachers were calling the students' names. Some students were getting on the buses. Some other students were taking photos. Mr Green was talking to the bus driver, and Mr Bolton was asking Mr Carey about the weather. Mr Brown was putting the tents on the bus. At nine o'clock, the buses left the school. We played many games on the bus. Suddenly, we heard a loud noise. Clouds filled the sky and it turned grey. Then it started raining! We had to stop at a hotel. When we



got to our rooms, there was a blackout! I was afraid and I ran out onto the balcony, but I slipped and fell. I sprained my ankle. I went to bed early that night. On Friday, the sun was shining again and my ankle was better, too! We went to the countryside and the rest of the weekend was fantastic!

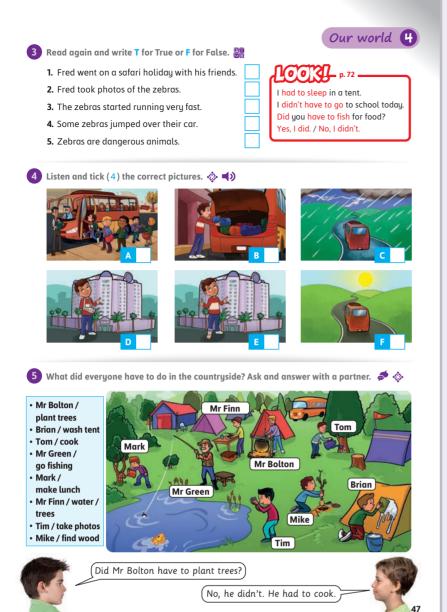
Pictures A, C, E and F should be ticked.

Activity 5 S2.5 🍜 S5.1 🎨

- Direct Ss' attention to the two children and ask them to read the exchange.
- Direct Ss' attention to the picture and ask them to tell you what they see. (Some children and adults doing activities while on a camping trip.)
- Explain to Ss that, in pairs, they will have to look at the picture and take turns asking and answering questions about what each person had to do in the countryside.
- Invite a S to come to the front of the classroom to demonstrate the activity. Ask, What did Mr Bolton have to do? and encourage the S to answer accordingly.
- Divide Ss into pairs and have them do the activity.
- Go round the classroom monitoring the procedure, making sure Ss take turns asking and answering and helping them when necessary.
- Have a few pairs of Ss come to the front of the classroom and present their exchange.



- 1. SA: Did Mr Bolton have to plant trees?
- SB: No, he didn't. He had to cook.
- 2. SB: Did Brian have to wash the tent? SA: Yes, he did.



- 3. SA: Did Tom have to cook?
 - SB: No. he didn't. He had to water the trees.
- 4. SB: Did Mr Green have to go fishing? SA: Yes. he did.
- 5. SA: Did Mark have to make lunch?
 - SB: No. he didn't. He had to water the trees.
- 6. SB: Did Mr Finn have to water trees?
 - SA: No. he didn't. He had to make lunch.
- 7. SA: Did Tim have to take photos?
 - SB: Yes. he did.
- 8. SB: Did Mike have to find wood?
- SA: No, he didn't. He had to plant trees.



Game show

- Place a desk at the front of the classroom.
- Divide Ss into two teams.
- Have a S from each team come up to the front of the classroom and stand at either side of the desk.
- Place a bell in the middle of the desk.
- Holding a pile of the flashcards for this lesson, pick one and show it to the two Ss.



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



Before leaving

- Explain to Ss that each S will have to give a piece of information about the text they were presented with in the
- Make sure all of the Ss participate before they leave the classroom.



Workbook

Activity 1

3. loud

1. dangerous 2. countryside 4. safari

5. lock

Activity 2 W1.6 🤝



- 1. didn't have to water the plants, had to clean the car
- 2. didn't have to study, had to feed the fish
- 3. didn't have to go to work, had to clean the house
- 4. didn't have to play basketball, had to do his homework

Activity 3 L2.1 🕸

Listening transcript

1. Woman: Hi, Dan! How was your trip? Boy: It was great! I saw all the wild

> animals you can see at a safari park: zebras, tigers, lions... I

was taking photos all day!

2. Man: Were you studying yesterday

afternoon, Kate?

No, I wasn't. I was studying Girl: in the morning but in the

afternoon I visited my uncle and my aunt. They live in the countryside. I really like it there! They have a beautiful garden and I played with my cousins there all day.







Objectives

- to talk about activities
- to say what one was doing at a specific time in the past

Vocabulary

Noun: mobile phone

Activities: tidy my room, talk on the phone, surf the Net, read a comic book, text a friend



Materials

 flashcards for tidy my room, talk on the phone, mobile phone, surf the Net, read a comic book, text a friend

Revision (Optional)

- Ask Ss to form sentences using a word they were presented with in the previous lesson.
- Have a few Ss come to the front of the classroom and present their sentences.



Lesson plan



Warm-up

 Initiate a short discussion Ask Ss if they have got a mobile phone and whether they use it to surf the Net. Ask Ss how often they surf the Net and what for. Encourage all of the Ss to participate in the discussion.

Activity 1 R4.1 \nearrow

- Hold up your book and mime reading something funny and laugh. Say, I'm reading a comic book. Encourage Ss to mime the action and repeat. Write the sentence on the board, underline the phrase reading a comic book and stick the flashcard above the phrase.
- Repeat this procedure with the rest

of the activities and word presented in the vocabulary section.

- Have Ss open their books to p. 48. Point out the word/phrases in the vocabulary section.
- Play the recording a few times and have Ss point to the word/phrases and repeat.
- Say the word/phrases in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 S2.5 🍜 🧱

- Direct Ss' attention to the photos and ask them to tell you what they see. (Some items and actions, as presented in the vocabulary section, and some clocks.)
- Then, direct Ss' attention to the two girls and ask them to read the exchange.
- Explain to Ss that they are going to match each activity to a clock to show the specific time at which each activity was happening. Then, explain that they will play a guessing game by asking and answering questions with their partner.
- Invite a S to come to the front of the classroom to demonstrate the activity. Ask, Were you texting a friend at six o'clock yesterday? and encourage the S to answer accordingly.
- Give Ss some time to match each activity to a clock. Then, divide them into pairs and have them do the activity.



- Go round the classroom monitoring the procedure and making sure Ss take turns asking and answering.
- Have a few pairs of Ss come to the front of the classroom and act out their exchange.



open answers

Suggested answers:

SA: Were you surfing the Net at a quarter after eight yesterday?

SB: No, I wasn't. I was reading a comic book. Were you texting a friend at a quarter to seven?

SA: Yes, I was.



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:

safari	blackout	garage
hero	loud	sprain

- Explain to Ss that you are going to call out words. If Ss have the word you call out, they put an 7 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.



C Before leaving

- Explain to Ss that they will have to form a sentence using one of the activities presented in the vocabulary section of the lesson and the specific time of day.
- Have Ss write down their sentences. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, give them prompts to make their sentences (e.g. I / surf Net / yesterday evening).
- Make sure all of the Ss form a sentence before they leave the classroom.



Activity 1



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

Activity 2 L2.1 🔅

Listening transcript

1.

Julie: Hi, Mina. How are you?

Mina: Hi, Julie. I'm fine. What were you doing yesterday afternoon?

Julie: I was out. What were you

doing?

Mina: I was surfing the Net. I
was looking for some
information for our science

project.

Julie: Did you find anything

interesting?

Mina: Yes, I did!

2.

Fred: Hi, Tom! What were you doing yesterday? I was

calling you.

Tom: Hi, Fred! I was really busy.

Fred: Were you watching TV

again?

Tom: No, I wasn't. I was tidying

my room.

Fred: Oh, I see.

3.

Tina: Karen! Where were you? I was looking for you. I texted you, but you didn't answer.

Karen: Oh, yes. I'm sorry, Tina. I saw it really late.

Tina: What were you doing?

Karen: I was reading a comic book and it was really funny. I can give it to you, too.

Tina: Sure! I like comic books

very much!

1

Peter: Hi, Harry. Were you sleeping yesterday afternoon?

Harry: No, I wasn't, Peter.

Peter: Were you reading a book?

Harry: No, I wasn't.

Peter: What were you doing then? **Harry:** I was talking on the phone with you, remember?

Peter: Oh, right. Ha, ha! Sorry!



1. Mina - D

2. Tom - A

3. Karen - C

4. Harry - B





open answers



Note

 Bring some Internet printouts of people doing different activities to the next lesson.





Language focus

Objectives

- to read about an incident
- to write an incident report
- to revise and consolidate structures and vocabulary presented in previous lessons
- to learn how to use commas and the conjunction and in a sentence



Materials

- Internet printouts of people doing different activities
- flashcards from the previous lesson for tidy my room, talk on the phone, surf the Net, read a comic book, text a friend

Revision (Optional)

- Put the flashcards for tidy my room, talk on the phone, surf the Net, read a comic book, text a friend in a pile on your desk.
- Explain to Ss that they will have to come to your desk one by one, pick a flashcard and mime the activity for the rest of the Ss.
- The rest of the Ss have to guess the activity. The S who guesses the action is the next to mime.
- Have **higher-performing Ss** form sentences with the words they say.

Lesson plan



Warm-up

- Ask Ss if they have ever experienced a dangerous or unexpected incident and what they did. If not, ask what Ss think they would do if they ever experienced such an incident.
- Initiate a short discussion. Encourage all of the Ss to participate.

Activity 1 R2.1

- Have Ss open their books to p. 49 and direct their attention to the notes and have them read through them. Then, ask Ss what each member of Robert's family was doing at the time the fire broke out.
- Explain to Ss that they are going to read an incident report.
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what Robert and his family were doing at the time of the fire. (Robert was doing his homework. His brother Alex was watching TV. His sister Betty was reading a book. His mother Mrs Peters was making a cake. His father Mr Peters was cleaning the car.)
- Ask Ss some questions to check comprehension, such as: What happened to Robert? (A fire broke out while he and his family were doing different things.) Where was Robert? (He was in his bedroom, doing his homework.) What was his brother doing? (He was watching TV in the living room.) What was his sister doing? (She was reading a book out on the balcony.) What was his mother doing? (His mother was making a cake in the kitchen.) What was his father doing? (He was cleaning the car in the garage.) What happened in the end? (The firefighters came and put out the fire.)
- Draw Ss' attention to the boxes around the incident report and read them out loud. Point out to Ss that they should follow these guidelines to help them organise their writing.
- If time permits, choose a few Ss to read the incident report out loud.

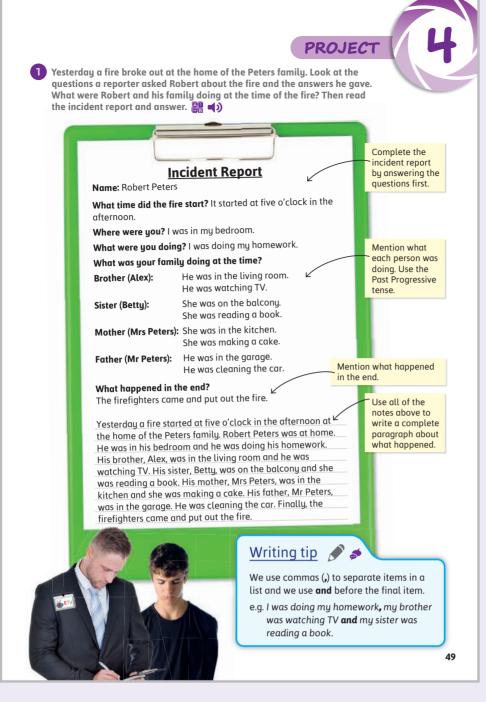
Writing tip W2.1

- Direct Ss' attention to the Writing tip box and read it aloud. Ask them to follow along in their books as you read.
- Read the Writing tip again and write the sentence I was doing my homework, my brother was watching TV and my sister was reading a book on the board. Explain to Ss that we use commas (,) to separate items in a list, while we use the conjunction and to add the final item to our list.
- Have Ss read the incident report again and circle all of the commas used to separate items in a list and the conjunction and.
- Invite Ss to the board and ask them to write their own examples, following the instructions in the Writing tip.

Optional

The fastest story

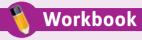
- Stick three or four of the Internet printouts of people doing different activities on the board.
- Explain to Ss that they have to look at them and come up with a story as quickly as they can.
- Tell Ss that they may write down notes for their story if they want.
- The S to think of a story first is the winner.
- Have the winner stand up and narrate his/her story to the rest of the class.





- Explain to Ss that you are all going to pretend being in front of a bus which has broken down and that you are going to ask them what they were doing at that time.
- Ask, What were you doing? and encourage Ss to answer accordingly.
- Make sure all of the Ss participate before they leave the classroom.





Activity 1 W2.1 🧩



- 1. Omar was reading a book, Majed was watching TV <u>and</u> Ibraheem was surfing the Net.
- Diane was looking for her glasses, Tina was playing a computer game, Kelly was reading a comic book and Olivia was doing her homework.
- Harry was tidying his room and Brad was eating a sandwich.
- 4. Jim was talking on the phone <u>and</u> I was sending an email.
- Maha was surfing the Net, her sister was watering the plants and her brother was cleaning his car.







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

Vocabulary

Verbs: catch - caught, escape

Noun: zookeeper



Materials

- flashcard for zookeeper
- the photocopies of the story that you have prepared (see Note in the previous lesson)

Revision (Optional)

- Tell Ss you are going to play a memory game.
- Explain that you are going to say a few sentences about the incident report in the previous lesson and Ss will have to answer if they are correct or not.
- Approach a S and say, Robert was making a cake and encourage the S to answer Yes or No.
- Continue the same procedure with the rest of the Ss.

Lesson plan



Warm-up

Initiate a short discussion. Ask Ss if they
have ever been to the zoo and what
animals they saw there. Encourage all of
the Ss to participate in the discussion.

Activity 1 R4.1 \nearrow

- Point to the flashcard for zookeeper and say, Tom is a zookeeper. He works at the zoo. Write the sentences on the board, underline the word zookeeper and stick the flashcard above it.
- Write sentences on the board with the words catch - caught and escape and underline them. For example, write: Derek went fishing with his dad and they <u>caught</u> a big fish. In this game, you must find the key to the door and <u>escape</u>.



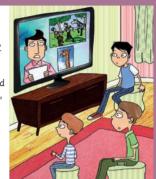


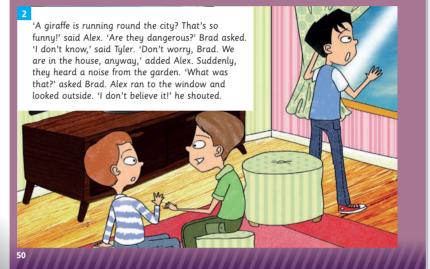
catch – caught

On Saturday evening, Alex, Tyler and Brad were at Alex's house. They were watching TV. Suddenly, there was a news bulletin: 'This just in! There was a blackout at City Zoo and some animals escaped. Luckily, the zookeepers caught most of them in time, but a giraffe is still missing. The zookeepers

are looking for the giraffe in

the city.'



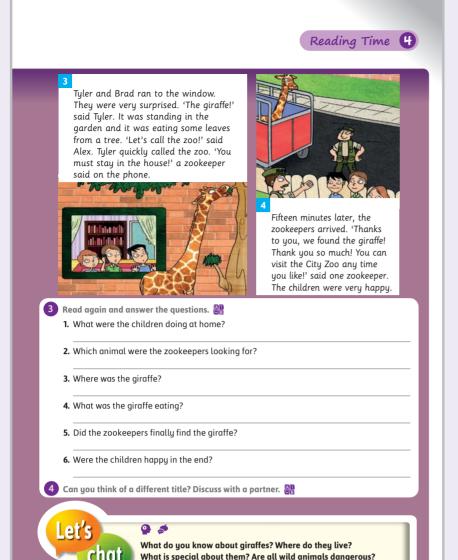


- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- Have Ss open their books to p. 50. Point out the words in the vocabulary section.
- Play the recording a few times and have Ss point to the words and repeat.
- Say the words in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 S1.2 R1.1 R2.1

Before reading

- Direct Ss' attention to the illustrations and the title of the story and ask them to guess what the story is about.
- Elicit answers, but do not correct Ss at this stage.
- Ask Ss whether the text is factual or fictional and explain the difference between these types of texts. (It's fictional.)
- Ask Ss to go through the story and find the names of the characters (Alex, Tyler, Brad and the zookeeper).
- Point to each illustration and invite Ss to guess what is happening and how the story is going to end.
- Elicit answers, but do not correct Ss at this stage.



While reading

 Direct Ss' attention to the frames of the story and ask them to find and circle the words from the vocabulary section that appear in the story. (Frame 1: escaped, zookeepers, caught, zookeepers; Frame 3: zookeeper; Frame 4: zookeepers, zookeeper.)

What do you think about keeping animals in zoos?

- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what the children found in the garden. (They found the giraffe that had escaped from the City Zoo.)
- Have Ss read the text again and check comprehension.
- Talk about what happens in each frame.

Frame 1: It's Saturday evening and three friends, Alex, Tyler and Brad, are watching TV. Suddenly a news bulletin interrupts the programme and the children hear about a blackout that happened at the City Zoo and that some animals escaped. The zookeepers caught all the animals except for a giraffe, which the zookeepers are looking for.

Frame 2: The children are talking about the news they just heard. Brad is wondering if giraffes are dangerous but Alex reassures him by pointing out that they are in the house so nothing can happen. Suddenly, they hear a noise coming from the garden and Alex looks out of the window to see what is happening.

Frame 3: The giraffe that escaped is standing outside in the garden eating some leaves. The children are very surprised. They call the zoo and a zookeeper asks the children to stay in the house until they get there.



Frame 4: A few minutes later, some zookeepers arrive and take the giraffe. A zookeeper thanks the children for their help and invites them to visit the zoo any time they want. The children are very happy.

 Ask Ss some questions to check comprehension, such as:

Frame 1: What is the news bulletin about? (There was a blackout at the City Zoo and some animals escaped.) Did the zookeepers catch all the animals? (No, they didn't.)

Frame 2: What does Alex think about the giraffe that escaped? (He thinks it's funny to have a giraffe running round the city.) How does Brad feel about the giraffe? (He seems a bit worried.) What happens suddenly? (The children hear a noise coming from the garden.)

Frame 3: What do the children see from the window? (They see the giraffe that has escaped standing in the garden eating some leaves.) What do the children decide to do? (They decide to call the zoo.) What does the zookeeper say to the children? (He asks them to stay in the house.)

Frame 4: What does the zookeeper say to

Frame 4: What does the zookeeper say to the children? (He thanks them and invites them to the City Zoo any time they like.)

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. To help **lower-performing Ss** answer Wh-questions, you can give them two options to choose from (e.g. 1. a. Were they playing? or b. Were they watching TV?).
- Have Ss compare their answers in pairs, then check as a class.



- 1. They were watching TV.
- 2. They were looking for a giraffe.
- 3. The giraffe was in Alex's garden.
- 4. It was eating some leaves (from a tree).
- 5. Yes, they did.
- 6. Yes, they were.
- If time permits, have a few Ss take turns reading the text out loud.

Activity 4 R1.1

- Divide Ss into pairs. Tell them to think of a different title for the story and discuss it with their partners.
- To help lower-performing Ss, you can provide them with words taken from the story (e.g. giraffe, missing, zoo), so as to help them come up with a different title.
- Have a few pairs of Ss present their different titles to the class.





Post-reading

Let's chat L2.4 穒 \$1.2 🚇



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

Suggested answers:

Giraffes are very beautiful animals that live in Africa. Giraffes are special because of their long necks. Most wild animals won't hurt you if you don't hurt or scare them. I think some animals should be kept in zoos because they are safer there. / I don't think we should keep animals in zoos. It isn't right. Animals should live in the wild.



Story line

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

Before leaving

• Have Ss choose a character from the story on pp. 50-51 and act out the story in front of the class.



Activity 1 R2.1

1. were watching 4. leaves

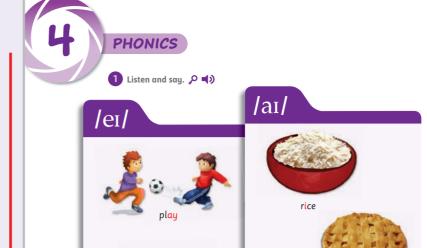
2. escaped 3. a noise

5. stay in 6. the City Zoo

Activity 2 R2.1



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



2 Listen and say. Then circle the /eɪ/ sounds and underline the /aɪ/ sounds. 💠 🜗



On the train

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

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

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

PHONICS



Language focus

Objectives

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

Vocabulary

play, rain, rice, pie

Phonics

the sound /ei/ in ay and ai the sound /ai/ in i and ie



Materials

- flashcards for play, rain, rice, pie
- phonics cards for rain, pie (TB pages 141-142 one set per S)

Revision (Optional)

- Ask Ss to tell you what they remember from the story they were presented with in the previous lesson. Ask them what they would do if they experienced a similar incident. Encourage all of the Ss to participate.
- Have **higher-performing Ss** write what they remember. To help lower-performing Ss give them prompts to help them write what they



remember (e.g. Alex, Tuler and Brad / watch TV / Ale's house) or write sentences about the events in the story and have them number the sentences according to their order of occurrence.

Lesson plan



Warm-up

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

Activity 1 R4.1 \nearrow

- 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/, play, rain

/aɪ/, /aɪ/, rice, pie

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

Activity 2 L2.1 🔅

• Direct Ss' attention to the picture. Ask Ss, what they can see. (A girl with her mother are on a train and the girl is thinking of different things.)

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

- Ask Ss. What's the weather like? (It's raining.) What's the airl doing in the first bubble? (She's making pies with her mother.) What's the girl doing in the second bubble? (She's playing with another girl.)
- Explain to Ss that they are going to listen to a chant/poem and that they will have to circle the /eɪ/ sounds and underline the /aɪ/ sounds.
- Play the chant/poem On the train and have Ss listen and follow along in their
- Play the chant/poem again, pausing after each line for Ss to circle the /eɪ/ sounds and underline the /ai/ sounds.
- Then play the chant/poem once more and encourage Ss to say the chant/ poem along with the recording.



circled: train, train, rain, play, Fay, play, play, day underlined: pies, rice

TPR Activity

- Hand out the phonics cards for rain and pie to Ss and have them cut them out.
- Explain to Ss that they have to say the chant/poem and raise the rain phonics card when they hear a word containing /eɪ/ and the pie phonics card when they hear a word containing /aɪ/.
- You can divide Ss into two teams. One team raises the phonics cards for rain, and the other team raises the phonics card for pie while they say the chant/poem.



What's that sound?

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

Optional 2

Whispers

- Stick the flashcards for play, rain, rice, pie on the board.
- Divide Ss into two teams. The teams stand in lines with their backs turned to you and the board, except for the first plauer on each team, who should be facing you and the board.
- Give the first S in each line the phonics cards for rain and pie. Make sure that the side with the picture faces down and the side with the word faces up.
- When everubodu is readu, point to a flashcard e.g. rain. The players facing you must show you the correct phonics card (rain).
- Then, they whisper the word down the line, e.g. rain until it reaches the last S in line.
- The last plauer on each team must touch the flashcard of rain and say the word (rain). If he/she does this correctly, the team gets
- 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

Listening transcript

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

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

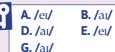
Activity 2 W2.2



4. playground 5. rain 6. bike

7. day

Activity 3



E. /eɪ/

C. /ei/

CLIL 2 Modules



O Language focus

Objectives

- to provide Ss with cross-curricular information on history and geography
- to talk about explorations

Vocabularu

Verbs: sail, discover Nouns: explorer, voyage Adjective: famous



Materials

• flashcards for sail, explorer, famous

Revision (Optional)

• Play the phonics chant/poem from the previous lesson and have Ss do the TPR activity on TB p. 101.

Lesson plan



Warm-up

• Ask Ss if they know of any famous explorers and if they know what they discovered. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1 \nearrow

- Use the flashcards for the words sail, explorer and famous to present the new vocabulary items. Say, When you <u>sail</u>, you spend a lot of time at sea. James Cook was a very <u>famous</u> explorer. Hold up each flashcard as you say each sentence. Write the sentences on the board. underline the words sail, famous and explorer and stick the flashcards above them.
- Write a sentence/sentences on the board with the words discover and voyage and underline them. For example, write:

William Herschel discovered Uranus in 1781. Christopher Columbus went on

- Ask Ss to read the sentences out loud and infer the meaning of the underlined words
- 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 words and repeat.
- Say the words in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R2.1

- Direct Ss' attention to the text in the activity and ask them to read the title and the names of the explorers.
- Ask Ss what they think the text is going to be about. (About two explorers and what they did.)
- Direct Ss' attention to the question in the rubric and encourage them to tell you what they already know about the two explorers. Elicit Ss' answers and write them on the board.
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to check their answers and find out more about Muhammad al-Idrisi and Christopher Columbus. (Muhammad al-Idrisi was a geographer who travelled to many places and collected information to make a world map. Christopher Columbus was an Italian explorer who sailed across the Atlantic Ocean four times.)
- Have Ss read the text again and check comprehension.
- Ask Ss some guestions to check comprehension, such as: Who was Muhammad al-Idrisi? (He was a geographer who made maps.) Where did he studu? (At the University of Cordoba in Spain.) What are some places al-Idrisi travelled to? (Spain, Portugal, North Africa and round the coasts of France, England and the Mediterranean Sea.) When did the king of Sicily ask him to make a world map? (In 1145.) How many maps did the book have? (It had more than seventy maps.) Who was Christopher Columbus? (He was an Italian explorer.) Where did he want to travel? (He wanted to travel to India.) Which other places did he travel to? (He travelled to Cuba and the Bahamas, too.)

Activity 3 R2.1

- Direct Ss' attention to the sentences and have them read them.
- Explain to Ss that they will have to read the text again and write the name of the explorer next to each sentence.
- Have Ss compare their answers in pairs, then check as a class.



1. Christopher Columbus 2. Muhammad al-Idrisi 3. Muhammad al-Idrisi 4. Christopher Columbus 5. Muhammad al-Idrisi 6. Christopher Columbus

• If time permits, have a few Ss read the text out loud.

Optional

Line jumping

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





Before leaving

- Divide Ss into pairs and have them form a line.
- Explain that SA will give SB a clue using information from the text and SB will have to guess which of the two explorers he/she is talking about.
- Make sure all of the Ss participate before they leave the classroom.



Activity 1



1. voyage

2. famous

3. discovered

4. explorer

5. sailed

Activity 2 L2.1 🎨

Listening transcript

Man: Marco Polo was from Italy. He was an explorer. He lived between 1254 and 1324. When he was 17, he left Italy with his father and his uncle, and they travelled to China. He stayed in China for seventeen years, and he helped the emperor, Kublai Khan. He could speak four languages, and he travelled to many countries and islands round China. He wrote a book with stories of his travels. These stories helped other explorers learn things about this part of the world. Marco Polo had three children. and he died in Venice in 1324.



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

Did you know?

- Amerigo Vespucci was an Italian explorer who recognised North and South America as distinct continents first. Before his discovery, explorers, including Columbus, assumed that the New World was part of Asia. Vespucci made his discovery while sailing near the bottom tip of South America in 1501.
- You can ask Ss to search the Internet for more information on Ameriao Vespucci and his vouages.

Project work





- · Ask Ss to use the Internet to find information about other famous explorers. 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.





Language focus

Objectives

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



Materials

 flashcards for the vocabulary presented in this Module

Revision (Optional)

• Have Ss present the Project Work from the previous lesson (WB p. 43) to the class.

Lesson plan



Warm-up

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

Activity 1 L2.1 🔅

- Direct Ss' attention to the pictures and ask them what they depict. Then, have them read the names.
- Explain to Ss that they will listen to a boy describing what he and his family were doing during a blackout and that they have to match the names to the actions.

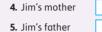


There was a blackout last night. What were the people doing? Listen and match the names with the actions. 💠 🖜



1. Jim











Speaking

🔼 Talk in pairs. Imagine you had an accident. Use the prompts to ask and answer. 🧩

Accidents

hit my head / hurt my back / slip / break my arm/leg / sprain my ankle / fall off my bike

Where were you?

home/park/garage/garden

Who was with you?

brother/sister/parents/friend(s)

What were you doing?

walk / run / ride my bike / clean the car / water the plants / tidy my room

What did you have to do?

sit down / go / doctor / hospital / home

54



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

Listening transcript

Mr White: Hi, Jim! How are you? There was a blackout yesterday! What were

uou doina?

Jim:

Hello, Mr White! I was reading a comic book and my brother Mark was surfing the Net. He was looking for some information on the Internet about a project for school. Suddenly, there was a blackout. We couldn't see a thing!

Mr White: Oh, I see. Where was your sister, Julie? What was she doing?

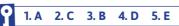
She was in the garden. She was watering the plants.

Mr White: And what about your mum, Mrs Jones? What was she doing? Jim: She was in the kitchen. She was making a cake. It was a chocolate

Mr White: What about your dad, Mr Jones?

My dad was in the garage. He was cleaning the car. But he couldn't Jim:

see anything, so he stopped.





Activity 2 S2.5

- Direct Ss' attention to the two children and the prompts and have them read them.
- Explain to Ss that they have to choose ideas from the prompts provided and then, in pairs, ask each other questions about an accident they had.
- Invite a S to come to the front of the classroom to demonstrate the exchange. Encourage the S to choose from the prompts and ask him/her, What's the matter? and encourage the S to continue accordingly.
- Divide Ss into pairs and have them do the activity.
- Go round the classroom and monitor the procedure making sure Ss take turns.
- Have a few pairs of Ss come to the front of the classroom to act out their exchange.



open answers

Suggested answers:

SA: What's the matter?

SA: Where were uou?

SA: Who was with you?

SA: What were you doing?

SA: What did you have to do?

SB: I hit my head.

SB: I was in the garage.

SB: My brother.

SB: I was cleaning the car.

SB: I had to sit down.



The Shark game

- Draw a big fish with its mouth open at the foot of a staircase. The steps of the staircase correspond to the number of letters in a particular word.
- Choose a S to come to the board, think of a word/phrase from those presented in the vocabulary sections of this Module and draw the corresponding number of steps, e.g. five steps for the word noise.
- Then draw a man standing at the top of the staircase. Ss then have to call out letters. If the letter is correct, write it on the corresponding step(s). If it is not, move the man down one step and closer to the fish's mouth.
- The S who guesses the word correctly before the man reaches the fish, wins and is the next one to think of a word/phrase.

Activity 3



- 1. were playing, were watching
- 2. Was ... doing
- 3. wasn't reading, was tidying
- 4. was looking for
- 5. were ... doing, was surfing
- 6. were having
- 7. weren't watering, were drinking

Activity 4 R2.1



- 1. car
- 2. wasn't going
- 3. leg
- 4. listened to the man carefully

Activity 5 W1.6 🤝



open answers

Now I can

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

Before leaving

- Ask Ss to form a few sentences about themselves before they leave the classroom using the structures presented in the Module (Past Progressive, Wh- questions, etc).
- Make sure all of the Ss form sentences before they leave the classroom.

Note

- As preparation for the next lesson make slips of paper (for half of the class) on which the food items presented in the next lesson are written and slips of paper (for the other half of the class) on which only the containers presented in the next lesson are written.
- Bring a bar of chocolate, a cup and saucer, a tea bag, a glass, a bowl, some cereal, a bottle of water and a sweet to the next lesson.



Activity 1



1. safari

2. locked

3. countryside

4. way 5. hero

Activity 2



Actions: water the plants, talk on the phone, clean the car, surf the Net Words related to accidents: sprain, hurt, fall, slip

Adjectives: dangerous, famous, loud

Parts of a house: upstairs, basement, downstairs, garage



Eating right

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

Ouiz

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- communicate or find out more detailed personal information (S1.1)
- follow and respond to a longer sequence of simple one-step instructions (L2.3)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1) WB

Let's talk

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- communicate or find out more detailed personal information (S1.1)
- describe independently people and familiar objects using suitable statements (W1.3) WB

Top Stars

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- follow and respond to a longer sequence of simple one-step instructions (L2.3)

Our world

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to main ideas in simple texts of one or two paragraphs (R1.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- communicate or find out more detailed personal information (S1.1)



Project

- ask about and express basic opinions (S1.2)
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- write a sequence of short simple one-step instructions and directions (W1.4)
- spell a range of familiar high frequency words accurately in guided writing (W2.2) WB

Reading time

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- ask about and express basic opinions (S1.2)
- understand and respond to the main ideas in simple texts of one or two paragraphs (R1.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and respond independently to a wide range of simple short questions (L2.4)

Top Time! 3

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

Phonics

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

Round-up

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

Revision 1-5

 guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1) WB

Cursive writing

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





(a) Language focus

Objectives

- to do a quiz
- to talk about eating habits

Vocabularu

Nouns: sweets, meal, snack

Adjective: healthu

Food and food containers: a bar of chocolate, a cup of tea, a glass of water, a bowl of cereal, a bottle of water

Structures

There is some milk in the fridge. There aren't any sweets in the baa. How many glasses of water do you drink every day?

How much chocolate do you eat every day?



Materials

- flashcards for a bar of chocolate, a cup of tea, a glass of water, a bowl of cereal, a bottle of water, sweets
- slips of paper (for half of the class) on which the food items presented in this lesson are written and slips of paper (for the other half of the class) on which only the containers presented in this lesson are written
- a bar of chocolate, a cup and saucer, a tea baa, a glass, a bowl. some cereal, a bottle of water and a sweet

Lesson plan



Warm-up

- Ask Ss if they eat sweets or chocolate and how many times a week they eat these types of food. Ask Ss how often they think it is alright to eat these types of food and why.
- Initiate a short discussion. Encourage all of the Ss to participate and justify their answers.

Activity 1 R4.1 P

• Use the realia to present the new vocabulary. Place everything on your desk and, while pointing at them, name each item. For example, point to the bowl of cereal and say, This

- is a bowl of cereal. Encourage Ss to repeat. Do the same for the rest of the food/beverages and containers.
- If it isn't possible to bring the food items to class, you could bring the containers only or use some card to make the containers and/or food.
- Write sentences on the board with the words meal, snack and healthy and underline them. For example, write:
 - Breakfast, lunch and dinner are the three basic meals of the day. When I am hungry, my favourite snack is some fresh fruit. Eating lots of fruit and vegetables is very healthy.
- Ask Ss to read the sentences out loud and infer the meaning of the underlined
- Have Ss open their books to p. 55. Point out the words/phrases in the vocabularu section.
- Play the recording a few times and have Ss point to the corresponding words/ phrases and repeat.
- Say the words/phrases again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this

Activitu 2

- Ask Ss to tell you how healthy they think they are. Initiate a short class discussion and encourage all of the Ss to participate. Then, direct their attention to the guiz and ask them to tell you what they think it is about. (It's a quiz about being healthy.)
- 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 healthu theu are.
- Allow Ss time to answer the questions and tallu 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.

- Direct Ss' attention to the Look! box and ask them to read the first two sentences.
- Explain that we use some to refer to the quantity of nouns. It is used in affirmative sentences with countable nouns in plural form and with uncountable nouns, e.g. There are some biscuits in the jar. Some refers to a small quantity.
- Explain that we use any to inquire about or to refer to the absence of quantity. It is used in negative statements and questions with countable nouns in plural form and with uncountable nouns, e.g. Is there any milk in the bottle?
- Write a few sentences (affirmative and negative) and questions with blanks on the board and ask Ss to complete them with either some or any for further practice.
- Then, draw Ss' attention to the two questions and ask them to read them.
- Explain that we use How many...? to inquire about the exact quantity of countable nouns, e.g. How many apples are there in the basket? and How much...? to inquire about the exact quantity of uncountable nouns, e.g. How much milk do you drink every day?
- Write a few questions with blanks on the board and ask Ss to complete them with either How much or How many for further practice.
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples using the quantifiers. This will challenge higher-performing Ss. To help lower-performing Ss, give them gapped sentences to complete with the correct quantifier to make their examples. (e.g. I need ___ __ apples to make an apple pie.)

Activity 3 S1.1 **5** L2.3 **5**

- Direct Ss' attention to the children and have them read the exchange.
- Explain to Ss that they are going to ask and answer questions with their partner about their eating, drinking and sleeping habits. Point out that they



QUIZ







of water







meal snack healthy

a har of chocolate

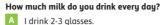
2 Do the quiz. Read and circle.



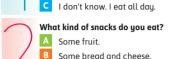
There is some milk in the fridge. There aren't any sweets in the bag. How many glasses of water do you drink every day? How much chocolate do uou eat everu dau?

How many meals do you eat every day? 4-5 small meals. 2 large meals.

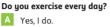




I have a howl of cereal with some milk I don't drink anu milk



Sometimes





C I never exercise.

C A bar of chocolate or some sweets. What do you usually have for breakfast? Some fruit and a sandwich. A cup of tea

I don't have any breakfast.





More As You are very healthy! You eat right and you exercise. Don't forget to drink seven glasses of water every day, too! Keep up the good work!

С

More Bs You are healthy, but you must eat more fruit and vegetables. Theu help you become stronger. It's important to drink more milk, too! Keep trying! More Cs You gren't very healthy. You don't eat any healthy food or exercise. You must eat healthier meals, exercise and sleep more You can do it!

3 Learn about your partner's habits. Use the ideas in the box. Ask and answer. 🍜

alasses of water sweets how manu bars of chocolate how much hours time meals glasses of milk

drink eat sleep exercise How many glasses of water do you drink every day?





can use ideas from the box as well as their own.

- Divide Ss into pairs and have them do the activity.
- Go round the classroom monitoring the procedure and making sure Ss swap roles.
- Have a few pairs of Ss act out the exchange at the front of the classroom.

open answers

Suggested answers:

SA: How much fruit do you eat?

SB: I eat fruit at every meal.

SA: How much time do you exercise?

SB: I exercise for one hour every day.

SA: How many hours do you sleep?

SB: I sleep for six hours every day.

SA: How many meals do you eat?

SB: I eat five meals every day.

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 written on them to the other half. Tell Ss not to show their slips of paper to anyone.

- Divide the class in half.
- Explain to Ss that they have to try and find their pair by going round the classroom and saying the word on their paper while you count to 10.
- When Ss have found their pair, have them present the food item and container to the rest of the class, e.g. A bottle of water.



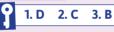
Before leaving

- Explain to Ss that you are going to ask each of them a question about their eating habits.
- Make sure all of the Ss answer a question before they leave the classroom.



Workbook

Activitu 1



Activitu 2



1. How manu 2. anu

3. some 4. How much

4. A

5. E

5. any

Activity 3 L2.1 🕸

Listening transcript

Mark: Hi, Diana! Can I ask you some questions for my project, please?

Diana: Yes, you can!

Mark: OK, let's start. Do you eat any sweets?

Diana: No. I don't. I don't like sweets.

Mark: OK. How about breakfast? Do you have milk or juice?

Diana: I always have a bowl of cereal for breakfast. I only drink juice in the afternoon.

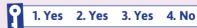
Mark: Do you have a snack with your iuice. too?

Diana: Yes, I do. I have an apple. I really like fruit!

Mark: OK, Diana, last question: How many glasses of water do you drink every day?

Diana: Let me see... I drink six glasses of water every day.

Mark: Thank you, Diana!





Language focus

Objectives

- to talk about healthy eating
- to talk about quantity
- to make an offer
- to make a polite request and ask for a favour

Vocabulary

Adjective: readu **Preposition:** without

Food: ketchup, mustard, pasta, apple pie

Structures

There aren't many apples in the basket.

There isn't much milk in the fridge.

Shall I get some milk from the

supermarket?

Sure. / Yes, please. Thank you!

There are lots of oranges in the bag.

There's a lot of ketchup on the sandwich.

Can I have some chicken and rice, please?

Sure. Anything else?

I would like a glass of lemonade.

Materials

- flashcards for ketchup, mustard, pasta, apple pie
- flashcards from the previous lesson for a bar of chocolate, a cup of tea, a glass of water, a bowl of cereal, a bottle of water, sweets

Revision (Optional)

- Tell Ss that they are going to play a game.
- Stick the flashcards for a bar of chocolate, a cup of tea, a glass of water, a bowl of cereal, a bottle of water and sweets on the board. Name each of the items while pointing to them.
- Then remove a flashcard, e.g. a bowl of cereal and have Ss repeat all of the items still on the board. Then ask Ss, What's missing? and encourage them to say a bowl of cereal.
- Tell Ss to close their eyes. While they have their eyes closed, remove another flashcard. When Ss open their eyes,







readu without

🔼 Read and answer. What does Amal have for lunch? 🔐 📢)



Fatima: Amal! What's this?

Amal: Pizza. I love pizza! I eat pizza every day.

Fatima: Yes, but this is a lot of pizza. It isn't good for you. No pizza for you



OK. I love cheeseburgers, but there isn't much ketchup on them! Alya, get me lots of ketchup, please. And some

Fatima: Lots of ketchup isn't good for you, Amal! Amal: I can't eat a cheeseburger without any

ketchup

Alya: No cheeseburger for you. Amal: What can I have then?



There are many healthy meals. Amal. What would you like?

Can I have some chicken with pasta? Chicken with lots of vegetables. Alya: That's healthy.

Amal: Oh. OK. I'd like something to drink. Good idea! Shall I get you some Alya:

Amal: Yes, please.

56



Fatima: Anything else?

Amal: Yes! Some apple pie, please!

Fatima: Amal!

Amal: OK, OK! No sweets.... An apple, just an

repeat the same procedure as before. Repeat several times until you have removed each flashcard once.

You can also change the order of the flashcards and have Ss remember and say the original order.

Lesson plan

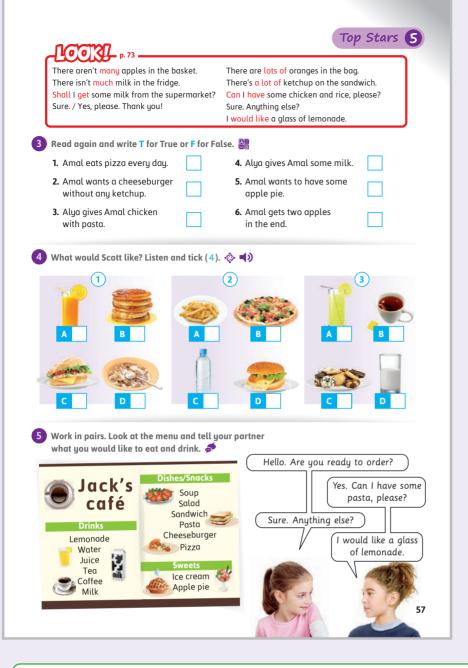


Warm-up

• Ask Ss if they have lunch at school or at home. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1

- Use the flashcards for ketchup, mustard, pasta and apple pie to present the new vocabulary items. Hold up each flashcard, say the word and ask Ss to repeat after you. Alternatively, stick the flashcards on the board. Pretend you are cooking something and say the ingredients. For example, say, I'm making an apple pie. I need twelve apples or I like to put ketchup on my pasta and point to the appropriate flashcard as you mention each
- Write sentences on the board with the words ready and without and underline them. For example, write:



The cake is <u>ready</u>. Let's eat! I don't like my coffee <u>without</u> sugar.

- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- 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 words and repeat.
- Say the words in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R2.1

- Draw Ss' attention to the illustrations in the presentation.
- Ask Ss to tell you what they think is happening. (The children are in the school canteen choosing their meal. Amal has got lots of pizza. Fatima takes the plate with the pizza away from Amal. Then, Alya takes the plate with the cheeseburger away from her. Alya gives Amal some chicken and vegetables to eat and some milk. In the end, Amal is taking an apple, but she looks as though she would prefer some apple pie.)
- Direct Ss' attention to the frames of the story and ask them to find the words from the vocabulary section in the frames. (**Frame 2:** ketchup, ketchup, mustard, ketchup, without, ketchup; **Frame 3:** pasta; **Frame 4:** apple pie).
- Play the recording and encourage Ss to **shadow read** (read along with the



recording) in order to find out what Amal has for lunch. (Amal has chicken with vegetables, some milk and an apple for lunch.)

- Have Ss read the dialogue again and check comprehension.
- Ask Ss some questions to check comprehension, such as:
 Where are the children? (They are in the school canteen.) What does Amal want to eat in Frame 1? (She wants to eat lots of pizza.) What does Fatima say about Amal's food? (She says that pizza isn't good for her.) What does Amal want to eat instead of pizza? (She wants a cheeseburger with lots of ketchup.) What do the children tell Amal to eat? (Chicken with lots of vegetables.) Does Amal take some apple pie? (No, she doesn't.)

Activity 3 R2.1

- Direct Ss' attention to the sentences.
- Explain to Ss that they have to read the story again and mark the sentences as T for True or F for False, according to the story.
- Go round the classroom and make sure Ss have answered correctly.
- Have Ss compare their answers in pairs, then check as a class.



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

100KI

- Direct Ss' attention to the Look! box and ask them to read the sentences/ questions.
- Explain to Ss that many, much, lots of, a lot of express quantity.
- Read out the first two sentences and ask Ss what they notice about much and many. Elicit that they are both used in negative sentences but that many precedes plural countable nouns and much precedes uncountable nouns. At this point, remind Ss that much and many are also used in questions.
- Read out the question and answers and explain that we use shall to make offers. Point out that we only use shall with the first person I/We.
- Read the next two sentences out loud and explain that a lot of and lots of mean the same thing and are



used with plural countable nouns and with uncountable nouns. Point out that lots of and α lot of are used in affirmative and negative sentences and in questions.

- Read the questions, the answers and the last sentence aloud. Explain to Ss that we use Can...? to make a polite request and to ask for a favour. Point out that we use I'd like... to say what someone wants politely.
- Refer Ss to the dialogue and ask them to underline any examples of the quantifiers much, many, lots of and a lot of (e.g. This is a lot of pizza.) and of the functions for offering and making polite requests (e.g. What would you like?).
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples using many, much, lots of, a lot of, Shall...?, Can...? and I would like... This will challenge higher-performing Ss. To help lower-performing Ss, give them prompts to make their sentences. (e.g. There / be / a lot / milk / in fridge.)

Activity 4 L2.1 👶

- Direct Ss' attention to the pictures and ask them what they depict.
- Explain that they have to listen carefully and tick (4) what Scott would like to eat/drink in three different situations.
- Play the recording and have Ss tick A, B, C or D, according to what they hear.
- Play the recording a second time and have Ss check their answers.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

1. Mum: What would you like for breakfast, Scott? How about pancakes?

Scott: Hmm... no, thanks. Can I have a bowl of cereal. Mum?

Mum: Sure. What else?
Scott: Some juice, please.
Mum: OK. Anything else?
Scott: No. That's all, thank you.
2. Waiter: Hello. Are you ready to order?

Scott: Yes. I would like a sandwich

with chips, please.

Waiter: I'm sorry, but we haven't got any sandwiches.

Scott: That's OK. Have you got cheeseburgers or pizza?

Waiter: Yes, we have. What would you like?

Scott: Can I have a cheeseburger without mustard, please?

Waiter: Sure. Anything else?

Scott: Yes. I'd also like a bottle of water.

Waiter: Great.

3. Tom: What would you like to drink? Tea? Lemonade?

Scott: Um... Have you got any orange juice?
Tom: No, sorry. I haven't got any orange juice.

Scott: That's OK, Tom. Some tea then.
Tom: OK. Would you like milk in your tea?

Scott: No. Without milk, please.

Tom: OK. Here you are. Have some biscuits, too.

Scott: Biscuits? Yummy! Thanks!

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

Activity 5 L2.3

- Direct Ss' attention to the photo and ask them where they would find a similar text. (In a restaurant menu.)
- Draw Ss' attention to the two children and ask them to read the exchange.
- Explain to Ss that they will have to look at the menu and role-play being a waiter/waitress and customer and act out the exchange.
- Invite a S to come to the front of the classroom to demonstrate the exchange. Say, *Hello. Are you ready to order?* and encourage the S to answer as in the example.
- Divide Ss into pairs and have them do the activity.
- Have a few pairs of Ss act out the exchange at the front of the classroom.



open answers

Suggested answer:

SA: Hello. Are you ready to order?

SB: Yes. Can I have some pizza, please?

SA: Sure. Anything else?

SB: I would like a glass of water.



C Before leaving

- Explain to Ss that they will have to form a sentence using much, many, lots of and a lot of.
- Make sure all of the Ss participate before they leave the classroom.
- Have **higher-performing Ss** write their sentences on the board.



Workbook

Activity 1

1. pasta

2. without

3. Mustard, ketchup

4. ready

Activity 2



I. B 2. B 3. A 4. A

Activity 3



A. 1. ready to order
2. Can I have some

3. Anything else

4. I would like

B. 1. isn't any

2. Shall I get some

3. Yes, please

OUR WORLD 5



Objectives

to talk about healthy and unhealthy eating

• to talk about quantity

Vocabulary

Verbs: remember, keep **Nouns:** fizzy drinks, heart, part

Adjectives: healthy, unhealthy, fresh

Structures

There are a few cherries in the basket. There's a little orange juice in the glass.

Materials

• flashcards for fizzy drinks, heart, healthy, unhealthy

Revision (Optional)

- Divide Ss into pairs.
- Have Ss turn to the menu on SB p. 57 and do the activity in pairs.

Lesson plan



Warm-up

- Ask Ss what types of food they consider healthy/unhealthy and why.
- Initiate a short discussion. Encourage all of the Ss to participate and justify their answers.

Activity 1 R4.1 P

- Use the flashcards for fizzy drinks, heart, healthy, unhealthy to present the items. Hold up the flashcard and say, Fizzy drinks aren't healthy because there is a lot of sugar in them. You must exercise to keep your heart strong. Eating lots of sweets is unhealthy. Write the sentences on the board, underline the phrase/words fizzy drinks, healthy, unhealthy and heart and stick the flashcards above them.
- Write sentences on the board with the words fresh, part, remember and keep and underline them. For example, write: You must exercise to keep your body fit.
 Remember to put fruit in the fridge to keep it fresh.
 Fruit and vegetables must be a part of your diet.
- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- Alternatively, divide the board into two columns and write the heading healthy in one column and unhealthy in the other.
- Explain to Ss that they have to call out different kinds of food that they think are healthy or unhealthy and that you are going to write them on the board.
- Make sure all of the Ss give at least one idea.
- Have Ss open their books to p. 58. Point out the words/phrase in the vocabulary section.
- Play the recording a few times and have Ss point to the words/phrase and repeat.
- Say the words/phrase in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R1.1 R2.1 R2.1

- Direct Ss' attention to the pictures and ask them what they can see. (Some fizzy drinks, a food pyramid and a healthy plate.)
- Play the recording and encourage
 Ss to shadow read (read along with
 the recording) in order to find out
 why healthy eating is important. (It is
 important because it keeps your heart
 and body strong as well as helping you
 feel good and not get ill very often.)
- Have Ss read the text again and check comprehension.
- Ask Ss some questions to check comprehension, such as: What happens when you eat right? (Eating right keeps your heart and body strong.) Are fizzy drinks healthy? (No, they aren't because they have got a lot of sugar.) Is eating a lot of the food at the top of the pyramid good for you? (No, it isn't. We can eat a little of the food at the top of the pyramid.) Are fruit and vegetables important? (Yes, they are a very important part of healthy eating.) What must your plate look like if you want a healthy meal? (Half of it must be fresh fruit or vegetables and the other half some rice, pasta or bread and a little meat, fish, milk, cheese and eggs.) How many glasses of water must you drink every day? (You must drink at least seven glasses of water every day.)

Activity 3 R2.1

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



- 1. Eating right keeps your heart and body strong
- 2. Fizzy drinks have got lots /a lot of sugar
- 3. You can eat a <u>little</u> of the food at the top of the pyramid / You can eat a lot of the food at the <u>bottom</u> of the pyramid
- 4. Half your meal must be <u>fresh</u> <u>fruit and vegetables</u>
- 5. Drink at least seven glasses of water



• If there is time, have a few Ss take turns reading the text.

GOOKI

- Direct Ss' attention to the Look! box and have them read the sentences.
- Explain to Ss that α few and α little express quantity.
- Read out the two sentences and ask Ss what they notice about a few and a little. Elicit that they are both used in positive sentences but that a few precedes plural countable nouns and a little precedes uncountable nouns.
- Write a few sentences with blanks on the board and ask Ss to complete them with either a little or a few for further practice.
- Refer Ss to the text and ask them to underline any examples of the quantifiers a few and a little. (e.g. You can eat a lot of the food at the bottom of the pyramid and only a little of the food at the top.)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples using the quantifiers α few and α little. This will challenge higher-performing Ss. To help lower-performing Ss, give them prompts to make their sentences (e.g. There / be / few / apples / in / fridge).

Activity 4 L2.1 💠

- Direct Ss' attention to the questions and ask them to read the questions and options.
- Explain that they have to listen carefully to two girls talking about a school project and circle the correct answer (A, B or C), according to what they hear.
- Draw Ss' attention to the tip and explain it.
- Play the recording and have Ss circle their answers.
- Play the recording again and have Ss check their answers.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

1. Girl 1: Hi, Jane. Can I ask you a few questions for my school project, please?

Girl 2: Sure! What is it about?

Girl 1: It's about healthy eating. First question, what's your favourite snack? Fruit, vegetables or a bar of chocolate?



Girl 2: I like chocolate, but it is unhealthy. I usually have some fruit.

Girl 1: Fruit. Got it.

2. Girl 1: Next question, how many fizzy drinks do you have every week?

Girl 2: I don't have a lot. I like fizzy drinks, but I know they are bad for you.

Girl 1: So, a few every week. OK. Now, how much milk do you drink?

Girl 2: I drink a glass of milk with my breakfast and a glass before I go to bed.

Girl 1: So, two glasses. Good.

3. Girl 1: How many vegetables do you eat?

Girl 2: I don't know, but I really like vegetables. I always have a salad at lunchtime and at dinnertime.

Girl 1: So, you eat many vegetables every day.

Girl 2: That's right.

4. Girl 1: OK, the last question is, do you exercise every day?

Girl 2: I don't really like to exercise.

Girl 1: So, you don't exercise?

Girl 2: I didn't say that! I swim three times a week, and I walk a lot, too.

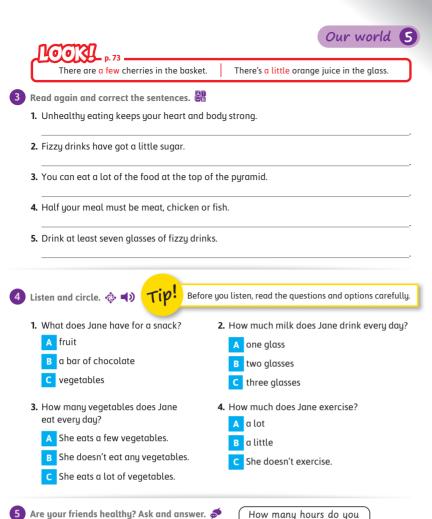
Girl 1: OK. So you exercise a little.

Girl 2: A little?

Girl 1: Ha ha! I'm kidding! A lot. You exercise a lot!

Girl 2: That's better!





How many hours do you exercise every day?

I don't exercise. / I exercise for a few hours every day.





Activity 5 S1.1

- Direct Ss' attention to the children and have them read the exchange.
- Then, direct their attention to the prompts and explain that, in pairs, they will have to ask their partner about his/her habits to see how healthy he/she is.
- Invite a S to come to the front of the class to demonstrate the activity. Ask, How many fizzy drinks do you drink every day? and encourage the S to answer.
- Divide Ss into pairs and have them do the activity.

1. How many hours / exercise / every day?

3. How much / fruit / eat / every day?

2. How many glasses / milk / drink / every day?

4. How many / fizzy drinks / drink / every day?

5. How many / snacks / have / every day?

6. How much / water / drink / every day?

- Go round the classroom and monitor the procedure making sure Ss take turns asking and answering.
- Have a few pairs of Ss come to the front of the classroom to act out the exchange.

C Before leaving

- Explain to Ss that they will have to form a sentence using the structures presented in this lesson.
- Make sure all of the Ss participate before they leave the classroom.
- Have **higher-performing Ss** write their sentences on the board.





Activity 1



1. fresh

2. fizzy drinks, unhealthy

3. Remember

4. healthy, keep, heart

Activity 2



1. a few 3. a little 2. a little 4. a few

Activity 3 L2.1 🎨

Listening transcript

1. Mrs Johnson: Kate, what is this? Kate: I keep this diary for my science project, Mrs Johnson.

Mrs Johnson: Really? What is it about?

Kate: It's about healthy eating.

Here's what the students in
my class have for breakfast.

Most of them have cereal
and some orange juice.

Mrs Johnson: Cereal and some apple juice? That's interesting.

Kate: No, no! Cereal and orange juice!

Mrs Johnson: Oh, I see.

2. Mr Peters: Brian, do you like sandwiches?

Brian: Yes, Mr Peters, I do. I like fruit and vegetables, too.

Mr Peters: And do you like juice?

Brian: Oh, yes, a lot! But I don't like fizzy drinks because they aren't healthy. There's a lot of sugar in them.

Mr Peters: You're right, Brian. We must be careful with what we eat and drink.

3. Mum: Oh, Ned, you didn't take your snack with you!

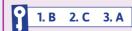
Ned: Sorry, Mum.

Mum: You must always have a healthy snack. It's good for you.

Ned: OK, Mum.

Mum: And please, remember your breakfast! You must have breakfast every day. It's the most important meal of the day.

Ned: OK, Mum. See you later.







Objectives

- to talk about food
- to talk about preferences

Vocabulary

Food: butter, steak, yoghurt, omelette, jam, honey

Structures

We both like pancakes.

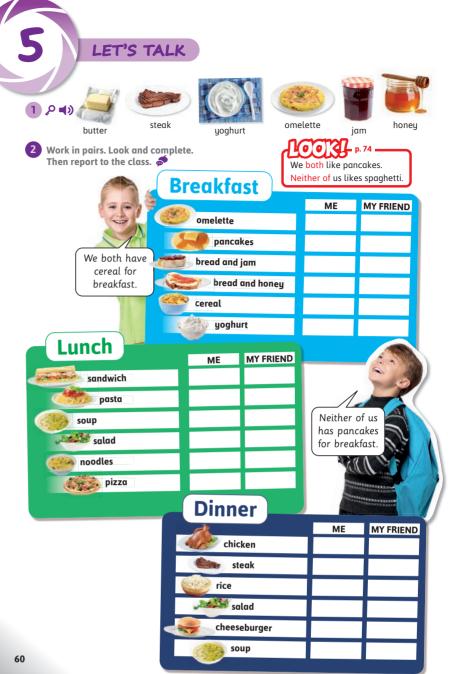
Neither of us likes spaghetti.



 flashcards for butter, steak, yoghurt, omelette, jam, honey

Revision (Optional)

- Ask Ss to remember as many food items as they can.
- Explain to Ss that you are going to draw a food pyramid on the board and that they have to come to the board and write a food item in the right place in the pyramid.
- Make sure all of the Ss come to the board.



Lesson plan



Warm-up

- Ask Ss what food they usually eat for breakfast, lunch and dinner.
- Initiate a short discussion.
 Encourage all of the Ss to participate and justify their answers.

Activity 1 R4.1 P

- Use the flashcards to present the new vocabulary. Put them all in a pile on your desk. Pick up one flashcard at a time, say the word and encourage Ss to repeat after you.
- Have Ss open their books to p. 60. Point out the words in the vocabulary section.

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

hooki

- Draw Ss' attention to the Look! box and have Ss read the sentences.
- Ask Ss what they think both and neither mean and when they are used.
- Explain to Ss that both means **the one and the other (do)** and is used when referring to two people, animals, things, etc. that have something in common. For example, write, I like fruit and my sister likes fruit on the board. Then write, We both like fruit. Point out that it is a simpler way of saying the same thing. At this point, point out that the verb used with both must be in plural form.
- Then, explain that neither means not the one and not the other (do) and is the opposite of both. For example, write I don't like meat and my sister doesn't like meat on the board. Point out that the verb in these sentences is in its negative form. Then write, Neither of us likes meat on the board to illustrate. At this point, point out that the verb used with neither must be in singular 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 using both and neither. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, give them two sentences to rewrite using both or neither to make their examples. (e.g. I don't like noodles and my mum doesn't like noodles.)

Activity 2 S1.1

- Direct Ss' attention to the tables and have them read them.
- Divide Ss into pairs and explain that they will first have to tick (4) their personal eating habits and then ask about and tick (4) their partner's usual eating habits.
- When they have finished, explain that they are going to present their similarities using both or neither.
- Invite a S to come to the front of the classroom to demonstrate the activity. Say, I have some bread and jam for breakfast and encourage the S to say what he/she has. Then, say, e.g. We both have some bread and jam for breakfast or Neither of us has pancakes for breakfast.
- **Higher-performing Ss** may suggest some additional food items to add to their tables.
- Have Ss do the activity while you go round monitoring the procedure and making sure they are using both and neither accurately.
- Have pairs of Ss report their common eating habits in front of the class.



We match!

- Invite two Ss to come to the front of the classroom.
- Explain that the rest of the Ss will have to look at the two Ss and find what they have or don't have in common and say sentences using both or neither. For example, if the Ss are wearing T-shirts, encourage one of the Ss seated to say They are both wearing T-shirts.

C Before leaving

- Divide Ss into pairs and have them form a line as pairs.
- Explain that they have to ask each other about food and find something they both like or dislike and then report it to the class using both or neither.
- Make sure all Ss participate before they leave the classroom.



Activity 1



1. yoghurt 2. omelette

3. steak

Activity 2 W1. 3 🍜



- 1. Neither of them is healthy.
- 2. Neither of them is fruit.
- 3. Neither of them is a bottle.
- 4. Both of them are fresh.
- 5. Both of them are reading a book.
- 6. Neither of them is yoghurt.

Activity 3 W1.3 🍜



open answers

 Ss can refer to SB p. 60 and use their answers from activity 2 as prompts.





Objectives

- to read a recipe
- to write a recipe
- to revise and consolidate structures and vocabulary presented in previous lessons
- to learn how to use sequence words (First, Second, Next, Then and Finally)

Revision (Optional)

- Have Ss form sentences using both or neither.
- Make sure all of the Ss form a sentence
- Have **higher-performing Ss** write their sentences on the board.

Lesson plan



Warm-up

- Ask Ss to tell you if they like helping their parents cook and if they know any recipes.
- Initiate a short discussion.
 Encourage all of the Ss to participate and justify their answers.

Activity 1 S1.2 **5** R4.1 **2**

- Direct Ss' attention to the picture of the cake in the activity and the recipe and ask them if they like chocolate and whether or not they know how to bake a cake. Initiate a short class discussion.
- Explain to Ss that they are going to read a recipe and talk about how they can write a recipe of their own.
- Play the recording and encourage Ss to shadow read (read along with the recording).
- Ask Ss some questions to check comprehension, such as:

How many eggs do we put in this chocolate cake? (We put three eggs.) How many cups of sugar do we use? (We use two cups of brown sugar.) What is the first step? (We break the eggs in a bowl and then beat them with the mixer.) How long do we bake the cake for? (We must bake it for 25 minutes.) Can we put something on top of the cake when it's ready? (Yes, we can. We can put some jam or fruit.)

- Draw Ss' attention to the boxes around the recipe and read them out loud. Point out to Ss that they should follow these guidelines to help them organise their writing.
- If time permits, choose a few Ss to read the recipe out loud.

Writing tip / W1.4 5

- Direct Ss' attention to the Writing tip box.
- Read the tip aloud and ask Ss to follow along in their books as you read.
- Read the *Writing tip* again and write a sentence on the board, for example, write:

<u>First</u>, cut the fruit into small pieces. <u>Then</u>, mix it with some yoghurt. <u>Finally</u>, add some honey.

Underline First, Then and Finally and explain that when writing a story or something that has steps, like a recipe, we use sequence words to show either the order in which the events in the story took place and to make it more interesting or to guide the reader to follow steps in a specific order.

- Point out that we always put a *comma* after sequence words when they are placed at the beginning of a sentence and that when we write a recipe we use the Imperative to give the necessary instructions.
- Have Ss read the recipe again and circle all the sequence words used to describe the procedure.
- Invite Ss to the board and ask them to write their own examples, following the instructions in the Writing tip.



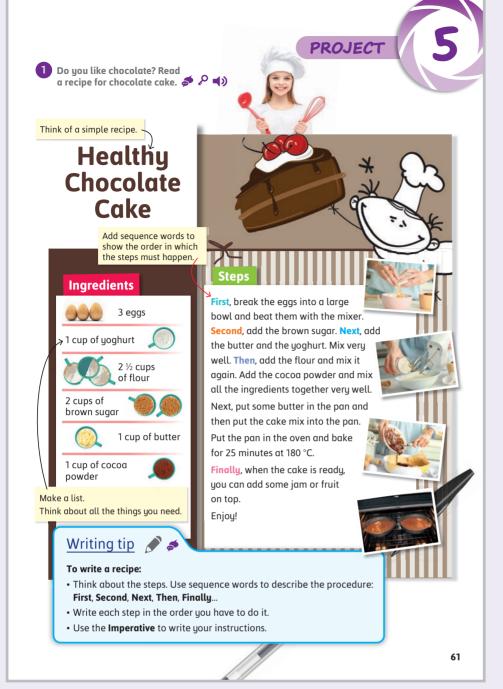
Food containers lists

- Divide Ss into groups of three or four depending on class size.
- Give each group a sheet of plain A4 paper.
- Tell Ss that when you say Go! Ss will have two minutes to write as many of the food containers 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 wins.



Before leaving

- Explain to Ss that they have to remember the steps of the recipe they read and put them in the correct order orally. Encourage Ss to use the sequence words First, Second, Next, Then and Finally.
- Make sure all of the Ss participate before they leave the classroom.







Note

- As preparation for the next lesson, photocopy the story (SB, pp. 62-63), making one copy for every four Ss. Before you photocopy the story, cover the narration boxes and the numbers in each frame. Then, cut out the illustrations and photocopy the narration boxes of the story (one copy for every four Ss) and cut them out as well.
- Bring the copies, a can of soup, a packet of biscuits and a box of cereal to the next lesson.



Activity 1 W1.4 🍜



- 1. First, put a bottle of water in the fridge for an hour.
- 2. Next, in a glass, mix some lemon juice with two spoons of sugar.
- 3. Then, add the lemon juice to the bottle of water.
- 4. Finally, put the bottle in the fridge and leave it for two hours.

Activity 2 W1.4 🍜 R4.1 🔎 W2.2 鼺



Ingredients: eggs, cheese, butter, salt, pepper Steps:

- 1. First, break the eggs into a large bowl and beat them.
- 2. Second, add the cheese and mix.
- 3. Next, add some salt and pepper and mix very well.
- 4. Then, put some butter in the frying pan and melt it.
- 5. Finally, put the egg mix in the frying pan and cook it very well.
- 6. Serve the omelette on a plate.





Language focus

Objectives

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

Vocabulary

Verb: collect

Food and food containers: a can of soup, a packet of biscuits, a box of cereal



Materials

- flashcards for a can of soup, a packet of biscuits, a box of cereal
- a can of soup, a packet of biscuits and a box of cereal
- the photocopies of the story that you have prepared (see Note in the previous lesson)

Revision (Optional)

- Ask Ss to remember a recipe from the ones described in the previous lesson and repeat the steps for the rest of the Ss to guess the name of the recipe.
- If you want to make the activity more interesting, you can have Ss think of one step each and combine them to make a funny recipe.
- Make sure all of the Ss participate.

Lesson plan

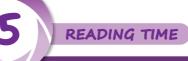


Warm-up

 Ask Ss if they have ever given money or toys to a charity. Encourage all of the Ss to participate in the discussion.

Activity 1 R4.1 \nearrow

 Put the can of soup, the packet of biscuits and the box of cereal on your desk. Point to each one and say. This is a can of soup/packet of biscuits/box of cereal. Encourage Ss to repeat. Write the sentences on the board, underline the phrases and stick the flashcards





above them. Alternatively, you can use the flashcards alone to present the new vocabulary items.

- If time permits, you could use some card to make models of the items with the Ss.
- Write a sentence on the board with the word *collect* and underline it. For example, write:

You must help me collect all the toys and put them in the box.

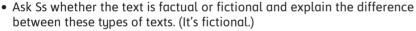
- Ask Ss to read the sentence out loud and infer the meaning of the underlined word.
- Have Ss open their books to p. 62. Point out the word/phrases in the vocabulary section.
- Play the recording a few times and have Ss point to the word/phrases and repeat.
- Say the word/phrases in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 S1.2 R1.1 R2.1 R2.1

Before reading

- Direct Ss' attention to the illustrations and the title of the story and ask them to guess what the story is about.
- Elicit answers, but do not correct Ss at this stage.





- Ask Ss to go through the story and find the names of the characters (Jason, Oliver, Mr Walters).
- Point to each illustration and invite Ss to guess what is happening and how the story is going to end.
- Elicit answers, but do not correct Ss at this stage.

While reading

- Direct Ss' attention to the frames of the story and ask them to find and circle the words from the vocabulary section that appear in the story.
 (Frame 1: collect; Frame 2: packets of biscuits, cans of soup, boxes of cereal.)
- Play the recording and encourage Ss to shadow read (read along with the recording) in order to find out what the children want to collect. (They want to collect food, toys, books and clothes for children round the world who haven't got any.)
- Have Ss read the text again and check comprehension.
- Talk about what happens in each frame.

Frame 1: The children are in the classroom and they are learning about children round the world. Their teacher, Mr Walters, explains that in some countries children haven't got many toys, clothes, books or food. The children seem really concerned about this issue and Jason suggests collecting food, clothes, books and toys for these children.



Mr Walters agrees to help and they arrange an event for that Saturday.

Frame 2: It's Saturday and many people have come to school to donate things. They've brought clothes, books, toys and food. The boys have collected lots of food. They give everything they have collected to a charity so that the people there can send it to countries round the world.

Frame 3: The children are at school a few weeks after the event and Mr Walters gives the boys something to read to the rest of the class. It's one of many cards the children have received as a thank you for their help. The children are really happy about the cards they have received.

• Ask Ss some questions to check comprehension, such as: Frame 1: What do the children find out about children round the world? (Theu learn that there are some places where children haven't got lots of tous, books, clothes or food.) What do the children decide to do? (They decide to collect items and help these children.) **Frame 2:** Are there many people at school on the day of the event? (Yes, there are.) Do the children collect a lot of things? (Yes, they do.) **Frame 3:** What is Oliver reading? (He is reading a card.) What does the card say? (It's a thank you card from some of the children they helped.)

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 (1-5), according to the story.
- Have Ss compare their answers in pairs, then check as a class.



• If time permits, have a few Ss take turns reading the text out loud.

Activity 4 R1.1

- Divide Ss into pairs. Tell them to think of a different title for the story and discuss it with their partners.
- To help lower-performing Ss, you can provide them with words taken from the story (e.g. collect things, charity, children, world), so as to help them come up with a different title.
- Have a few pairs of Ss present their different titles to the class.





Post-reading

Let's chat L2.4 🍜 S1.2 🞱

- Direct Ss' attention to the box on p. 63 and read the questions out loud.
- Ask Ss to answer the questions and initiate a discussion.
- Encourage all of the Ss to participate in the discussion.

Suggested answers

We can help other people by collecting food, clothes, books and toys for them or by giving them the clothes we don't use any more. In my country, there are charities and organisations that help people, like UNICEF and Doctors Without Borders.



Story line

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



 Have Ss choose a character from the story on pp. 62-63 and act out the story at the front of the classroom.

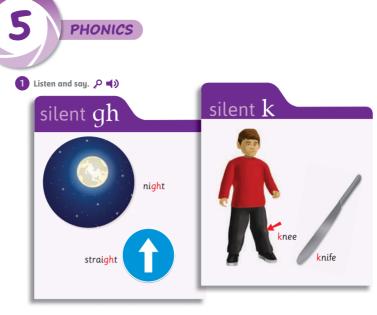


Activitu 1

1. boxes 2. cup 3. glass 4. bar 5. bottle

Activity 2 R2.1

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



2 Listen and say. Then circle the silent letters. 💠 📢



My cat

At night, at night I sit with my cat, Kate. It's small and cute. Its tail is long and straight.

Come Kate, come Kate Come sit on my knee. Let's sit together Just you and me.



0

Language focus

Objectives

- to practise the pronunciation of silent gh and silent k
- to say a phonics chant /poem

Vocabulary

night, straight, knee, knife **Phonics**

silent \mathbf{gh} and silent \mathbf{k}

Materials

- flashcards for night, straight, knee, knife
- photocopies of the above flashcards (picture side) (one set for half of the Ss in the class)
- phonics cards for night, knife (TB pages 141-142 one set per S)

Revision (Optional)

- Ask Ss to tell you what they remember about the story in the previous lesson. Encourage them to explain what the event was about and what happened in the end.
- Have **higher-performing Ss** write what they remember. To help **lower-performing Ss** give them prompts to help them write what they remember (e.g. Jason / friends / learn / about children round / world).

Lesson plan



Warm-up

- Write *gh* and *k* on the board. Under each one, stick the flashcards with the words that start with / contain that sound.
- Point to *gh*, say the word *night* and explain that *gh* is silent. Explain to Ss that silent consonant digraphs/letters are those that appear in a word, but which are not uttered (pronounced/heard). Then point to the flashcards (night, straight) and say the words they depict aloud, having Ss repeat after you.
- Follow the same procedure with silent k.

Activity 1 R4.1 \nearrow

- 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

silent gh, night, straight

silent k, knee, knife

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

Activity 2 L2.1 &

- Direct Ss' attention to the picture. Ask Ss, what they can see. (A girl in her room calling her cat over.)
- Explain to Ss that they are going to listen to a chant/ poem and that they will have to circle the words containing or beginning with the silent consonant digraph/letter gh and k.

The activity is

recorded both

as a chant and

- Play the chant/poem My cat and have Ss listen and follow along in their books.
- Play the chant/poem again, pausing after each line for Ss to circle the words with silent consonant digraph *gh* or the silent letter *k*.
- Then play the chant/poem once more and encourage Ss to say the chant/poem along with the recording.



circled: night, night, straight, knee



TPR Activity

- Hand out the phonics cards for *night* and *knife* to Ss and have them cut them out.
- Explain to Ss that they have to say the chant/poem and raise the *night* phonics card when they hear a word containing the silent consonant digraph *gh* and the *knife* phonics card when they hear a word starting with the silent letter *k*.
- You can divide Ss into two teams. One team raises the phonics cards with *night* and the other with *knife* while they say the chant/poem.

Optional 1

What's that sound?

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

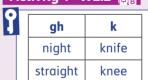
Optional 2

Sound and picture pairs

- Divide Ss into two teams.
- Each S on team 1 holds one of the phonics cards (night, knife).
- Hand out photocopies of the flashcards with the words that begin with or contain *gh* and *k* to Ss in team 2. Make sure to give an equal number of flashcards to Ss so that each phonics card corresponds to a picture card and vice versa.
- Play the phonics chant/poem and have Ss mingle around the room.
- Explain to Ss that once you stop the chant/poem, each S with a phonics card must pair up with a S holding a picture flashcard.
- Allow Ss a few minutes to find their pairs. Then ask the pairs of Ss to name their cards. If Ss name their cards correctly, they stay in the game. However, if they do this incorrectly, they are eliminated.
- After all of the pairs have named their cards, make them swap cards and play again.
- You can make the game more challenging by removing some of the flashcards from the game, so that Ss must race to get into pairs so they don't get eliminated.

Workbook

Activity 1 W2.2



Activity 2

Listening transcript

knee
 night
 knife



Activity 3 W2.2

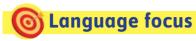


1. kn-ee, B 2. ni-ght, C

3. str-aight, D

4. kn-ife, A

TOP TIME! 3



Objectives

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

Vocabulary

Nouns: goatherd, spices, legend **Spices:** cardamom, vanilla, cinnamon



 flashcards for goatherd, cardamom, vanilla, cinnamon and spices

Revision (Optional)

• Play the phonics chant/poem from the previous lesson and have Ss do the TPR activity on TB p. 123.

Lesson plan



Warm-up

- Ask Ss if they have heard of any legends from their country.
- Initiate a short class discussion, and encourage all of the Ss to participate.

Activity 1 R4.1 \nearrow

- Hold up the flashcards for goatherd, cardamom, vanilla, cinnamon and spices, say the words, and encourage Ss to repeat.
- Write a sentence on the board with the word legend, and underline it. For example, write: <u>Legends</u> are very interesting to read about but we don't really know if they are true.
- Ask Ss to read the sentence out loud and infer the meaning of the underlined word.
- Have Ss open their books to p. 65.
- Point out the words in the vocabulary section. Play the recording a few times, and have Ss point to the corresponding words and repeat.

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

Activity 2 R4.1 P S1.1 R2.1

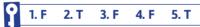
- Ask Ss to look at the pictures, and ask them what they can see. (Pictures of three different types of food and drinks and the flags of different countries.)
- Draw Ss' attention to the rubric, and ask Ss if they know any of the drinks in the pictures. Ask Ss what they like to drink in the morning. Encourage all of the Ss to participate in the discussion.
- Read the title of the texts out loud, and ask Ss to tell you what they think the texts are about. (They are about different beverages from different countries.)
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to match the texts to the correct pictures.
- Play the recording, and have Ss do the activity.



- Have Ss read the text again and check comprehension.
- Ask Ss some questions to check comprehension, such as: What did the goats eat that gave them a lot of energy? (They ate the beans from a coffee plant.) Which drink is popular in Qatar? (Arabic coffee) What spices do people add to their coffee? (They add cardamom and other spices.) What do people usually have with Arabic coffee? (They have dates.) According to a Chinese legend, when did people start drinking green tea? (Around 2737 BCE.) How was green tea first discovered? (The Emperor Shennong was boiling water, and some leaves fell into the water. He then drank the water, and he liked it.) Who were the first to enjoy drinking green tea? (Emperors were the first to enjoy drinking green tea? (Emperors were the first to enjoy drinking green tea? (No, they don't.) Who grew cacao in Mexico around 1000 BCE? (The Mayans did.) What did the Mayans use the cacao beans for? (They used cacao beans as money, and they also used them to make a drink with vanilla and chili.) What do people in Mexico add to the drink today? (They add milk, sugar and cinnamon.)

Activity 3 R2.1

- Direct Ss' attention to the sentences in activity 3, and ask them to read them.
- Explain to Ss that they will have to read the text again and write T for True or F for False, according to the text.
- Have Ss compare their answers in pairs, then check as a class.



• Choose a few Ss to read the text aloud for the class.

Optional

Line jumping

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





- Ask Ss to tell you one thing they remember from the text.
- Make sure all of the Ss participate before they leave the classroom.



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

Activity 2 L2.1 🕸

Listening transcript

- **Boy 1:** So, Jack. What are you going to order?
- **Boy 2:** I'm going to have the cheeseburger with extra sauce.
- **Boy 1:** That isn't very healthy; you must have something healthy, like the vegetable noodles or the chicken soup.
- **Boy 2:** Oh, OK. I'll have the chicken with rice and vegetables.



- **Boy 1:** That's better. I'm going to have the vegetable noodles with chili. Let's share a salad. Salads are very good for you.
- Boy 2: Sure.

Waiter: Hello. Are you ready to order?

Boy 1: Yes. We'd like the chicken with rice and vegetables, the vegetable noodles with chili, and a salad, please.

Waiter: Would you like anything to drink?

Boy 2: I'd like some green tea, please.

Waiter: Green tea.

Bou 1: Can I have a cup of hot chocolate with cinnamon?

Waiter: Of course!

Bou2: But chocolate isn't good for you, Harry!

Bou 1: A little chocolate isn't too bad.

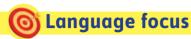
Boy 2: OK, then.



Project work w1.3

- Ask Ss to use the Internet to find information about other drinks from round 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
- Projects can also be done in pairs or groups so as to promote cooperation among learners by providing opportunities for learners to work together.





Objectives

• to revise and consolidate structures and vocabularu presented in previous lessons



Materials

• flashcards for all of the vocabulary presented in this Module

Revision (Optional)

• Have Ss present the Project Work from the previous lesson (WB p. 54) to the class.

Lesson plan



Warm-up

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

Activity 1 L2.1 🔅

- · Direct Ss' attention to the pictures and ask them to read the questions.
- Explain to Ss that they will listen

ROUND-UP Listening 1 Listen and tick (🗸). 💠 📢 What does Kyle want for breakfast? What does Mrs Collins want to buy from the supermarket? What can Gary see in the (3 graph? milk fizzy drinks fizzy drinks milk fizzy juice milk В Speaking 🔼 Play a guessing game. Ask and answer with your partner. 🥏 --I used a few eggs and some cheese. -88 -Did you make 8 an omelette? -8 Yes, I did. --88 8 --8 66 8 8

to three dialogues and that they have to tick (4) the appropriate answer (A, B or C).

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

Listening transcript

1. Woman: What do you want for breakfast, Kyle?

Well, let me see. I had a sandwich yesterday, and I don't like

yoghurt...

Woman: How about a bowl of cereal? Boy: Great idea, Mum! Thanks! 2. Girl: Let's make an apple pie, Mum. Woman: OK! Have we got any apples? Girl: Yes, we have. We've got sugar, too!

Woman: Great! How about milk?

Girl: Hmm... no. Oh, wait! Yes, we've got some milk here.

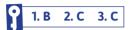
Woman: OK. Butter? Have we got any butter?

Girl: Butter? I see some ketchup, but I don't see any butter, Mum.

Woman: OK, then. Let's go to the supermarket.



- 3. Boy 1: What's this Gary?
 - It's a graph about fizzy drinks. Bou 2:
 - Boy 1: Fizzy drinks have got a lot of sugar.
 - Yes. I know. This graph shows that a lot of children drink them. Bou 2:
 - Bou 1: Yes. Most children like fizzy drinks more than milk or juice.
 - Boy 2: I like fizzy drinks, too, but I know they're bad for me.
 - Bou 1: That's right. You mustn't drink a lot of them.



Activity 2 S2.2

- Direct Ss' attention to the pictures of the food items and then to the two girls and read the exchange.
- Divide Ss into pairs. Explain that SA will choose one of the recipes and tell SB about some of the ingredients he/she used without revealing the name of the recipe. Then, SB has to guess which recipe his/her partner chose.
- Invite a S to come to the front of the classroom to demonstrate the activity. Choose a recipe and say, I used some eggs and butter and encourage the S
- Have a few pairs of Ss come to the front of the classroom to act out the exchange.



The Shark game

- Draw a big fish with its mouth open at the foot of a staircase. The steps of the staircase correspond to the number of letters in a particular word.
- Choose a S to come to the board, think of a word/phrase from those presented in the vocabulary sections of this Module and draw the corresponding number of steps, e.g. five steps for the word steak.
- Then draw a man standing at the top of the staircase. Ss then have to call out letters. If the letter is correct, write it on the corresponding step(s). If it is not, move the man down one step and closer to the fish's mouth.
- The S who guesses the word correctly before the man reaches the fish, wins and is the next one to think of a word/phrase.

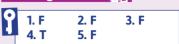
Before leaving

- Ask Ss to form a few sentences using the structures presented in this Module (Quantifiers, both, neither).
- Make sure all of the Ss form sentences before they leave the classroom.

Activity 2

9	1. A	2. B	3. A	
ч	4. C	5. A	6. C	

Activity 3 R2.1



Activity 4 W1.3 🧀



There is a bottle of juice. There is a glass of water. There are three bowls of sugar.

There is a cup of tea. There are a few fizzy drinks.

There are a few snacks. There is a little / a bar of chocolate.

Activity 5 L2.1 🔅

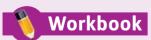
The activity is recorded both as a song and as a poem.



The second picture should be ticked.

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 theu 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 theu have coloured in so as to find out to which category they belong.



Activity 1



2. snacks

3. bottle

4 remember

6. collected 7. part

Revision (Modules 1-5)

Activity 1 R4.1 \nearrow

U	N	K	ı	P	N	H	S	T	Т	1
S	C	U	В	Α	D	I	٧	ı	N	G
Α	Α	L	М	0	В	K	Р	D	U	U
S	М	N	S	K	ı	ı	N	G	ı	S
D	Р	Q	U	S	٧	N	S	0	L	Α
L	ı	ı	R	ı	С	G	Ε	J	0	ı
F	N	W	E	ı	S	Н	ı	N	G	L
G	G	Ε	ı	U	Х	Ι	D	Ε	N	ı
U	J	R	N	Υ	Z	N	Z	U	F	N
Н	L	S	G	Т	Н	С	L	Α	L	G

1. skiing

5. fishing

2. surfing

6. hiking

3. scuba diving

7. sailing

4. camping

Activity 2

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

Activity 3

explored
 clapped
 experiments
 honey

Activity 4

1. badly4. hard2. slowly5. carefully

Activity 5

tallest
 more modern
 shorter
 highest

Activity 6

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

Activity 7

1. practises, isn't playing, is doing

2. are, give

3. is watching

4. isn't wearing, is wearing, is standing

5. do ... exercise

6. Does ... go, rides

Activity 8

 was relaxing, wasn't swimming, was reading

2. slipped, fell, broke, didn't break, sprained

3. Were ... watching, was watering, was helping





Module 1

Information Questions

We use questions with **Who**, **What** and **Where** to ask for information about someone.

- What's your full name?
- Joe Evans.
- What's your date of birth?
- 27 November 2008.
- Where do you live?
- 22 Blunt Street, Leeds.
- What's your telephone number? What year are you in?
- 01785 491079
- What's your email address?joeevans12@mail.com
- What school do you go to?
- Fairview Primary School.
- What year are you in?Year 5.
- Who's your favourite teacher?
- Mr White.What's your favourite school
 - subject?
- Science.

How often do you...? Once/Twice/Three times a week. / Every day.



How often do you have an art class? I have an art class once a week.

SUN	MON	TUE	WED	THU	FRI	SAT
						V
Daisy plays tennis once a week .						

SUN	MON	TUE	WED	THU	FRI	SAT
	V					V
Mark plays baseball twice a week.						

SUN	MON	TUE	WED	THU	FRI	SAT
V	V					~
Betty	goes t	o the	park t	hree t	imes c	ı weel

SUN	MON	TUE	WED	THU	FRI	SAT
V	V	V	~	~	V	1
Peter meets his friends every day.						

Present Simple vs Present Progressive

Present Simple

We use the **Present Simple** for habits, for permanent states, and for general truths.

We also use the **Present Simple** for descriptions using verbs of senses (seem, feel, look, smell, taste, sound). e.g. Penguins live in the Antarctic.

Betty looks sad.

John writes an article for the newspaper every Friday.

Affirmative	Negative	Questions	Short answers
I/You write.	I/You don't write.	Do I/you write?	Yes, you/I do. / No, you/I don't.
He/She/It writes.	He/She/It doesn't write.	Does he/she/it write?	Yes, he/she/it does. / No, he/she/it doesn't.
We/You/They write.	We/You/They don't write.	Do we/you/they write?	Yes, you/we/they do. / No, you/we/they don't.

Spelling rules

- In the third person singular the verb takes the ending -s.
 He works She writes It eats
- Verbs which end in -ss, -sh, -ch, -x, -o take -es.

 $I \ pass \rightarrow he \ passes \qquad I \ wash \rightarrow she \ washes \qquad I \ catch \rightarrow it \ catches \qquad I \ fix \rightarrow he \ fixes \qquad I \ go \rightarrow she \ goes$

- Verbs which end in one consonant + y change the y to i and take -es.
 I study → he studies
- Verbs which end in one vowel + y simply take -s.
 I play → she plays



GRAMMAR REFERENCE

Present Progressive

We use the **Present Progressive** for actions happening at the moment of speaking and for temporary states. e.g. John is taking photos now.

Affirmative	Negative	Questions	Short answers
I'm/You're writing.	I'm/You're not writing.	Am I/Are you writing?	Yes, you are./I am. / No, you aren't. / I'm not.
He's/She's/It's writing.	He/She/It isn't writing.	Is he/she/it writing?	Yes, he/she/it is. / No, he/she/it isn't.
We're/You're/They're writing.	We/You/They aren't writing.	Are we/you/they writing?	Yes, you/we/they are. / No, you/we/they aren't.

Spelling rules

- Verbs ending in -e drop the -e and take -ing.
 take → taking
- Verbs with one syllable which end in one vowel + one consonant double the final consonant before the -ing.
 stop → stopping BUT dream → dreaming
- Verbs with two or more syllables which end in one vowel + one consonant double the final consonant only when the last syllable is stressed. forget → forgetting BUT visit → visiting
- Verbs with two or more syllables ending in one vowel + -l double the -l before the -ing.
 travel → travelling BUT feel → feeling
- Verbs ending in -ie change the -ie to -y before the -ing. lie → lying

Time Expressions				
PRESEN	T SIMPLE	PRESENT PROGRESSIVE		
 always, usually, sometimes, never, etc. every day/week, etc. 	in the afternoons/summer on Mondays at the weekend	• now, at the moment		



I'm <mark>good at</mark> skateboarding.



I'm bad at skateboarding.

Inquiring about somebody's mood

We use **What's the matter?** to ask somebody about someone's mood.

e.g. - What's the matter, Ralph?

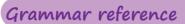
- I'm bored!

Making suggestions

We use **Let's + base form** to make a suggestion.

e.g. – Let's go to the park and play basketball.

- Great idea, Joe!





Accepting or Refusing politely

<u> </u>	e
Sure! Great idea!	No, thanks.

- e.g. What's the matter?
 - I'm bored.
 - Let's watch a DVD.
 - No, thanks.
 - Let's go to the park.
 - Great idea!





Module 2

Past Simple of be					
Affirmative	Negative	Questions	Short answers		
I/He/She/It was	I/He/She/it wasn't	Was I/he/she/it?	Yes, I/he/she/it was./ No, I/he/she/it wasn't.		
You/We/You/They were	You/We/You/They weren't	Were you/we/you/they?	Yes, you/we/you/they were./ No, you/we/you/they weren't.		

e.g. Linda wasn't at school on Wednesday. Were they at the forest last weekend?

How did you spend your day yesterday?





I was at the zoo yesterday.

Past Simple

We use the **Past Simple** to talk about something that happened in the past.

Affirmative	Negative
I/You/He/She/It/We/You/They visited / wrote.	I/You/He/She/It/We/You/They didn't visit / write.
Questions	Short answers
Did I/you/he/she/it/we/you/they visit / write?	Yes, you/l/he/she/it/you/we/they did. / No, you/l/he/she/it/you/we/they didn't.

Spelling rules	
• most verbs take -ed	talk – talked
• verbs ending in -e, take only -d	dance – danced
• verbs ending in a consonant + -y, drop the -y and take -ied	try – tried BUT play – played
verbs with one syllable ending in one vowel + one consonant, double the consonant before the -ed	stop – stopped
verbs with two or more syllables ending in a stressed vowel + one consonant, double the consonant before the -ed	prefer – preferred BUT happen – happened
• verbs ending in one vowel + -l, double the -l before the -ed only when the last syllable is stressed	travel – travelled BUT sail – sailed

Time Expressions
yesterday morning / afternoon, etc.
last Monday / night / week / month / year
two days / a week / three months ago





GRAMMAR REFERENCE

When + Past Simple

We use the time word **when + Past Simple** to describe the order in which actions took place in the past.

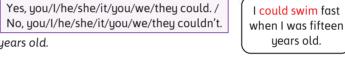
e.g. When I got home, I did my homework.

He washed his car when he arrived home from work.

The verb Could

We use **could/couldn't** to express ability you had/didn't have in the past.

Affirmative	Negative
I/You/He/She/It/We/You/They could walk.	I/You/He/She/It/We/You/They couldn't walk.
Questions	Short answers
Could I/you/he/she/it/we/you/ they walk?	Yes, you/I/he/she/it/you/we/they could. / No, you/I/he/she/it/you/we/they couldn't.



e.g. I couldn't read when I was four years old.

Module 3

Comparative Form

We use the **Comparative form** to compare two people, animals or things. An adjective in the **Comparative form** is usually followed by the word **than**.

Comparative Form			
Adjectives	Comparative Form	Irreg	jular
old big happy dangerous modern	older bigger happier more dangerous more modern	good bad far much/many	better worse farther/further more

e.g. A skyscraper is taller than a house.

The Eiffel Tower is more modern than the Tower of Pisa.

Superlative Form

We use the **Superlative form** to compare one person, animal or thing with several of the same kind. The article **the** comes before an adjective in the **Superlative form**.

Adjectives	Comparatives	Superlatives	Irregular		
old	older	the oldest	Adjectives	Comparatives	Superlatives
dry	drier	the driest	good	better	the best
long	longer	the longest	bad	worse	the worst
big	bigger	the biggest	far	farther/further	the farthest/furthest
busy	busier	the busiest		Comparative	Superlative
modern	more modern	the most modern	much/many	more	the most
important	more important	the most important	An elephant is bigger than a lion. The blue whale is the biggest animal in the world.		



Grammar reference



Adverbs of manner

Adverbs of manner describe how something happens.

Regular adverbs

quick → quickly

nice → nicely

careful → carefully

soft → softly

quiet → quietly

beautiful → beautifully

bad → badly



Tom drives very carefully.

Irregular adverbs

good → well

fast → fast

hard → hard high → high





Peter windsurfs fast.

e.g. My little brother eats slowly. The children are playing happily. My sister can run very fast! I can't cook well.

Comparative and Superlative Form of Adverbs of manner

We use the Comparative form of adverbs of manner to compare how two people, animals or things do something. An adverb in the Comparative form is usually followed by the word than. We use the Superlative form of adverbs of manner to compare how one person, animal or thing does something in relation to several others of the same kind. The article *the* comes before an adverb in the Superlative form.

Adjectives	Adverbs	Comparatives	Superlatives
quick	quickly	more quickly	the most quickly
nice	nicely	more nicely	the most nicely
careful	carefully	more carefully	the most carefully
beautiful	beautifully	more beautifully	the most beautifully

Irregular Adverbs				
Adjectives	Adverbs	Comparatives	Superlatives	
high bad good far fast	high badly well far fast	higher worse better farther/further faster	the highest the worst the best the farthest/furthest the fastest	

e.g. Joe can run more quickly than Ralph. Stuart can run the most quickly of all. I can run faster than my friend Matt. Fred runs the fastest of all.



GRAMMAR REFERENCE

Module 4

Past Progressive

We use the **Past Progressive** for an action that was happening at a specific point of time in the past.

Affirmative	Negative
I was eating.	I wasn't eating.
You were eating.	You weren't eating.
He/She/It was eating.	He/She/It wasn't eating.
We/You/They were eating.	We/You/They weren't eating.

Questions	Short answers
Was I eating?	Yes, you were. / No, you weren't.
Were you eating?	Yes, I was. / No, I wasn't.
Was he/she/it eating?	Yes, he/she/it was. / No, he/she/it wasn't.
Were we/you/they eating?	Yes, you/we/they were. / No, you/we/they weren't.

e.g. – Were you talking on the phone at seven o'clock yesterday evening?

- No, I wasn't.
- What were you doing?
- I was tidying my room.

Asking for the reason

We ask questions with **Why...?** to ask someone for an explanation.

We answer these types of questions with **Because**.

- e.g. Why are you walking slowly?
 - Because I sprained my ankle.

Inquiring about someone's health

We use **What's the matter?** to ask somebody about their health when we can see that something is wrong or after they have had an accident.

- e.g. What's the matter, Tom?
 - I hurt my back yesterday.

The verb had to

We use had to / didn't have to to express obligation or lack of obligation in the past, respectively.

Affirmative	Negative
I/You/He/She/It/We/You/They had to go.	I/You/He/She/It/We/You/They didn't have to go.
Questions	Short answers
Did I/you/he/she/it/we/you/ they have to go?	Yes, you/l/he/she/it/you/we/they did. / No, you/l/he/she/it/you/we/they didn't.

e.g. I had to go to school every day when I was young. I didn't have to be there early.

Time Expressions

yesterday morning / afternoon, etc. last Monday / night / week / month / year two days / a week / three months ago



Grammar reference



Module 5

Countable nouns	Uncountable nouns
They have got singular and plural forms and can	They have only got a singular form and cannot be
be counted.	counted.
We can use a/an or numbers before them.	We cannot use a/an or numbers before them.
a banana – five bananas	meat – milk – sugar – soup

Quantifiers

some / any

We use **some** and **any** with plural countable nouns and with uncountable nouns.

We use **some** in **affirmative** sentences. We use **any** in **questions** and **negative** sentences.

e.g. There are some sandwiches on the table.

There is some chocolate in the cake.

There isn't any milk in the glass.

There aren't any eggs in the fridge.

Is there any water in the bottle?

Are there any crisps in the bag?

How many...? / How much...? / many / much

We use **How many...?** with plural countable nouns and **How much...?** with uncountable nouns to ask about the quantity of things.

- e.g. How many hours do you sleep?
- How much cheese do you eat every day?
- I sleep eight hours every night.
- I eat some cheese at lunch.

We use **many** in negative sentences with countable nouns and **much** in negative sentences with uncountable nouns.

e.g. There aren't many biscuits on the plate.
There aren't many students in the classroom.

There isn't much juice in the bottle.
There isn't much ketchup on my cheeseburger.

Shall

We use **shall** to make offers. We use **shall** in the first person I/we.



Can...? / Would you like...? I'd like...

We use Can...? to make polite requests and to ask for a favour.

e.g. - Can I have some cake, please?

We use Would you like? to ask someone what he/she wants. We use I'd like... to answer accordingly.

e.g. - Would you like some pears?

– Yes, please. <mark>I'd like</mark> six pears.

a lot of / lots of	a few / a little
We use a lot of / lots of with countable and uncountable nouns to talk about large quantities. e.g. There is a lot of ketchup on your cheeseburger. There are lots of vegetables on my plate.	We use a few with countable nouns and a little with uncountable nouns to talk about a small quantity. e.g. There are a few people in the park. There is a little soup in the bowl.





GRAMMAR REFERENCE

both / neither

We use **both** with verbs in **plural** form and **neither** with verbs in **singular** form, to talk about **two** people that do something or two people that don't do something.

(I have pasta for lunch and you have pasta for lunch.)



We both have pasta for lunch.

I don't have pizza for lunch and you don't have pizza for lunch.

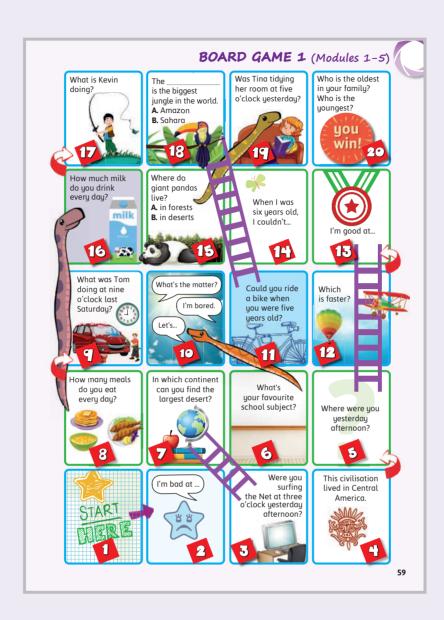
Neither of us has pizza for lunch.



Irregular Verbs

Base Form	Past Simple	Base Form	Past Simple	Base Form	Past Simple
be	was / were	forget	forgot	say	said
become	became	get	got	see	saw
begin	began	give	gave	sell	sold
blow	blew	go	went	send	sent
break	broke	grow	grew	sing	sang
bring	brought	have	had	sit	sat
build	built	hear	heard	sleep	slept
buy	bought	hide	hid	speak	spoke
catch	caught	hold	held	spend	spent
choose	chose	keep	kept	stand	stood
come	came	know	knew	sting	stung
cut	cut	learn	learnt	swim	swam
dig	dug	leave	left	take	took
do	did	let	let	teach	taught
draw	drew	light	lit	tell	told
drink	drank	make	made	think	thought
drive	drove	meet	met	throw	threw
eat	ate	pay	paid	understand	understood
feel	felt	put	put	wake	woke
fight	fought	read	read	wear	wore
find	found	ride	rode	win	won
fly	flew	run	ran	write	wrote

INSTRUCTIONS FOR BOARD GAME



Board Game 1

- Have Ss look at the board game in the WB on page 59.
- Divide Ss into pairs. Hand out a rubber and two construction paper game pieces to each pair. Ss can use their own rubbers, too.
- Demonstrate how the game is played. Ss write the number 1 on one side of the rubber and the number 2 on the other. A S throws the rubber to see how many spaces to move forward: one space for number 1 and two spaces for number 2.
- The S whose game piece lands on a space answers a question or does what is written on the space. If he/she answers correctly, he/she plays again.
- The S whose game piece lands on a space with the snake's head and does not answer correctly, has to go back to the space where the snake's tail ends.
- The S whose game piece lands on a space with a ladder has to answer correctly first and then 'climb' up the ladder. If he/she does not answer correctly, he/she misses a turn.
- The S to reach the 20th space first is the winner.



Word list

Abbreviations

(v.) = verb

(n.) = noun

(adj.) = adjective

(adv.) = adverb (prep.) = preposition (phr. v.) = phrasal verb

(phr.) = phrase





🍘 Module 1

Ouestionnaire

maths (n.)

geography (n.)

science (n.)

information technology (IT) (n.)

English (n.)

art (n.)

history (n.)

physical education (PE) (n.)

What's your full name?

What's your date of birth?

Where do you live?

What's your telephone number?

What's your email address?

What school do you go to?

What year are you in?

Who's your favourite teacher?

What's your favourite school

subject?

How often do you have it?

Top Stars

reporter (n.)

interview (n.)

drive a bus (phr.)

town centre (phr.)

go round town (phr.)

wait (v.)

early (adv.)

late (adv.)

Our world

swimming (n.)

skateboarding (n.)

play golf (phr.)

portrait (n.)

medal (n.)

make a cake (phr.)

practise (v.)

Let's talk

go bowling (phr.)

watch TV/a DVD (phr.)

play board games (phr.)

do a puzzle (phr.)

bored (adj.)

Reading Time

experiment (n.)

competition (n.)

coach (n.)

clap (v.)

join (v.)

exercise (v.)

Top Time! 1

official language (phr.)

Arabic (adj.)

connection (n.)

religion (n.)

capital letter (phr.)

Module 2

Song

sailing (n.)

surfing (n.)

scuba diving (n.)

camping (n.)

fishing (n.)

hiking (n.)

skiing (n.)

bay (n.)

stay (v.)

Top Stars

explore (v.)

cave (n.)

rock (n.)

treasure (n.)

bury (v.)

look for (phr. v.)

message (n.)

find - found (v.)

surprised (adj.)

Our world

trip (n.)

painting (n.)

art exhibition (n.)

article (n.)

magazine (n.)

glass (n.)



WORD LIST

metal (n.)
modern (adj.)
fantastic (adj.)
learn – learnt (v.)
leave – left (v.)

Let's talk

rollerblade (v.) play hockey (phr.) send an email (phr.)

type (v.)

speak English (phr.)

Reading Time

hot-air balloon (n.) colourful (adj.) clever (adj.) place (n.)

become - became (v.)

land (v.)

CLIL 1 (Modules 1-2)

author (n.)
scientist (n.)
corn (n.)
cocoa bean (n.)
calendar (n.)
baths (n.)
grow – grew (v.)
wear – wore (v.)



Module 3

Quiz

building (n.) skyscraper (n.) tower (n.) bridge (n.)

the underground (n.)

busy (adj.) high (adj.) large (adj.)

Top Stars

plant (n.)
waterfall (n.)
jungle (n.)
desert (n.)
island (n.)
city (n.)
dry (adj.)
wet (adj.)
continent (n.)
cross (v.)

Our world

fur (n.)
weight (n.)
length (n.)
bamboo (n.)
hunt (v.)
metre (m) (n.)
centimetre (cm) (n.)
kilo= kilogram (kg) (n.)
weigh (v.)

endangered species (phr.)

male (n.) female (n.)

100 - one hundred 200 - two hundred

457 - four hundred and fifty-seven

1,000 - one thousand

Let's talk

race (n.)
javelin (n.)
high jump (n.)

throw (v.) minutes (min) (n.) seconds (sec) (n.)

Reading Time

furniture (n.)
insect (n.)
wood (n.)
cut down trees (phr.)
plant trees (phr.)
graph (n.)
oxygen (n.)
important (adj.)

Top Time! 2

antelope (n.)
horn (n.)
land (n.)
grasshopper (n.)
sandy (adj.)
whale (n.)



Module 4

Song

water the plants (phr.)
clean the car (phr.)
garage (n.)
upstairs (adv.)
downstairs (adv.)
balcony (n.)
basement (n.)
jar (n.)
biscuit (n.)
blackout (n.)

Top Stars

slip (v.) break (v.)



Word list



fall (v.) hurt (v.) kitten (n.) hero (n.) back (n.) hit (v.) noise (n.)

Our world

sprain (v.)

safari (n.) countryside (n.) zebra (n.) national park (n.) lock (v.) loud (adj.) dangerous (adj.) way (n.)

Let's talk

tidy my room (phr.) talk on the phone (phr.) mobile phone (n.) surf the Net (phr.) read a comic book (phr.) text a friend (phr.)

Reading Time

zookeeper (n.) catch – caught (v.) escape (v.)

CLIL 2 (Modules 3-4)

sail (v.) explorer (n.) famous (adj.) discover (v.) voyage (n.)

Module 5

a bar of chocolate (phr.)

Quiz

a cup of tea (phr.) a glass of water (phr.) a bowl of cereal (phr.) a bottle of water (phr.) sweets (n.) meal (n.) snack (n.) healthy (adj.)

Top Stars

ketchup (n.) mustard (n.) pasta (n.) apple pie (n.) ready (adj.) without (prep.)

Our world

fizzy drinks (n.) heart (n.) healthy (adj.) unhealthy (adj.) fresh (adj.) part (n.) remember (v.) keep (v.)

Let's talk

butter (n.) steak (n.) yoghurt (n.) omelette (n.) jam (n.) honey (n.)

Reading Time

a can of soup (phr.) a packet of biscuits (phr.) a box of cereal (phr.) collect (v.)

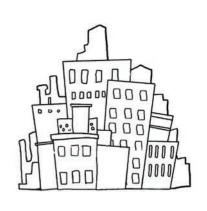
Top Time! 3

goatherd (n.) cardamom (n.) vanilla (n.) cinnamon (n.) spices (n.) legend (n.)

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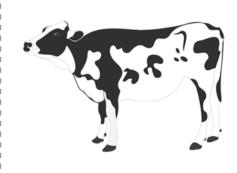




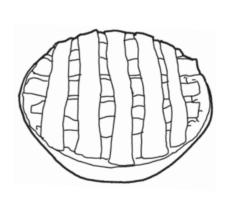


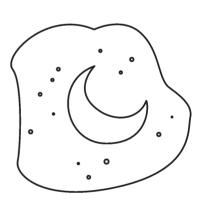














town	boy	coin
COW	pillow	house
night	pie	rain
92		

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SMART MOVES!

Modules 1-2 (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 picture in the activity and the words in the shells and read them out loud.
- Explain to Ss that they have to connect the water sports written in the shells in order to lead the boy to the sea.
- Have Ss do the activity and then check their answers as a class.



sailing – swimming – scuba diving – surfing

Stage 2: Developing

- Draw Ss' attention to the words and read the rubric out loud.
- Explain to Ss that they have to read the words in each row and circle the two that have something in common and sau what it is.
- Help Ss understand by doing the first as an example. Write the words geography, history, and treasure on the board.
- Ask Ss to tell you which of them they think have something in common and why. (Geography and history because they are both school subjects).
- Have Ss do the activity in pairs and go round the classroom monitoring the procedure.
- Check Ss' answers as a class.
- ?
- 1. geography and history (They are school subjects.)
- 2. glass and metal (They are recyclable materials.)
- 3. coach and reporter (They are occupations.)
- 4. learnt and found (They are verbs in the Past Simple form.)
- 5. science and experiment (They are words that describe science.)

- competition and medal (They are words used to describe a race or sports event.)
- 7. fantastic and clever (They are positive adjectives.)
- 8. board game and puzzle (They are activities/types of games.)

Stage 3: Applying

- Draw Ss' attention to the activity and explain that they have to make their own examples of related words. 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 two words that have something in common and say what it is
- ?

Suggested answer tree river school The words tree and river are words used to talk about nature.

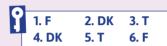
Modules 3-4 (Analyse)

Aim: to give Ss the opportunity to develop higher-order thinking skills by engaging them in activities involving analysis

Stage 1: Familiarising

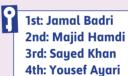
- Draw Ss' attention to the information cards, read the rubric and have Ss read sentences 1-6.
- Explain that they have to decide whether the sentences are True or False. However, if there is no information to prove whether a sentence is True or False, Ss should select the Don't Know option.
- Help Ss 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 am taller than my sister,
 Fay. Then write the following on the
 board: I am shorter than my sister,
 Fay. / My sister plays volleyball.

- 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 am shorter than my sister, Fay. (F) / My sister plays volleyball. (DK)].
- Have Ss do the activity and then check their answers as a class.



Stage 2: Developing

- Explain to Ss that they have to read what each swimmer said after the competition, look at the board of results and write the names of the swimmers in the correct place in order to find out who won the gold medal.
- Draw Ss' attention to the first bubble, read it out loud and ask Ss to guess which swimmer came fourth. (Yousef Ayari.)
- Have Ss do the activity and then check their answers as a class.



Stage 3: Applying

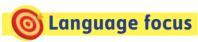
 Explain to Ss that they have to look at the swimmers' profiles in activity 1 as well as at what the other two swimmers said in activity 2 and work with a partner to guess and then write what the other two athletes said after the swimming competition.



Suggested answers

Jamal Badri: I swam the fastest. Sayed Khan: I swam faster than Yousef, but I didn't swim faster than Jamal.





Objectives

• to revise, consolidate and practise structures and vocabulary presented in previous lessons

Lesson plan



Warm-up

Lip reading

- Tell Ss that they are going to play a aame.
- Say one of the words or phrases 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/phrase.
- Choose Ss to come to the front of the classroom and do the same.

Activitu 1

- Have Ss open their Workbooks to p. 65.
- Direct Ss' attention to the picture and ask them to tell you what they see. (A park in which there are trees, animals and some people doing different activities.)
- Explain to Ss that they will have to look at the picture carefully, complete the sentences, answer the questions and write sentences describing what they see.
- Draw Ss' attention to the examples and read them aloud to make sure that Ss understand what they have to do.
- Allow Ss some time to do the activity.
- Go round the classroom and make sure Ss have answered correctlu.
- Have Ss compare their answers in pairs, then check as a class.



Examples: lake/water, playing/ practising basketball

- 1. exercising
- 2. reading a book
- 3. (He's doing) a puzzle
- 4. (They're) skateboarding
- 5. A man is driving a bus. / There is a bus.
- 6. A man is painting. / There is a bird in the tree.

1 Look and read and write.



The duck is swimming in the <u>lake / water</u> What's the team doing? playing / practising basketball Complete the sentences. 1. The boy with the blue T-shirt is 2. The boy under the tree is Answer the questions. 3. What is the boy at the table doing? 4. What are the boys with the caps doing? Now write two sentences about the pictures. 2 Listen and write There is one example (1)

Name
Peter Jones
1. Date of birth
2. Address
3. Telephone number
4. Favourite sport



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Activity 2

- Direct Ss' attention to the picture and ask them to tell you what they see. (A young man is filling in a registration form for a sports centre with a boy's personal details.)
- Ask Ss to read the information on the registration form and explain that they will have to listen and fill in the form with the boy's personal details.
- Point out that the first one has been done for them, as an example.
- Play the recording and have Ss write their answers in the correct spaces.
- Play the recording again and have Ss check their answers.
- Go round the classroom and monitor Ss.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

Example

Man: Hello. Can I help you?

Boy: Yes, please. I'm new at this sports centre.

Man: OK. Can I ask you some questions?

Boy: Of course!

Man: What's your name? Bou: Peter. Peter Jones.

Man: Jones? How do you spell that?

Boy: J-O-N-E-S

TOP SKILLS | MODULES 1-2

Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.



A day with friends

My name is Larry. Last Saturday, my friends and I went to the sports centre. It's new and it's next to a big park. We went there early in the morning. We played golf for the first time! It was fantastic. Then, we played hockey!

Example

The children went to the <u>sports centre</u> last Saturday.

1. They played _____ there

In the afternoon, we were very hungry. We went to the park. We had food and drinks in our bags and we were very



and we were very
happy about that. My friend, Ken, ate three
chicken sandwiches! They were delicious.

2.	They	were	very		
3.	They	had _			

their bags. **4.** Ken ate _____ chicken

sandwiches.

A little later we left the park. We went to Ken's house. His mother made pancakes for us. We had some pancakes with strawberries



and then we played board games. We had lots of fun together. In the evening, I was very tired, but I had a fantastic day with my friends!

5.	Ken's	made
	pancakes for them.	

6. The children played

7. They had lots of _____



Look at the pictures and tell the story.

in



The camping trip





1.

Man: What's your date of birth,

Peter?

Boy: It's 15 May 2005.

Man: I'm sorry. Is it 15 March

2005?

Boy: No. It's 15 May 2005.

Man: OK.

2.

Man: Where do you live?

Boy: I live near the park. Next to

the museum.

Man: Where? On Pine Street?

Boy: That's right! 56 Pine Street,

London.

3.

Man: And what's your telephone

number?

Boy: It's 02065 552153.

Man: 02065 552135.

Boy: No. It's 02065 552153.

Man: Oh, yes.

4.

Man: One last question. What's

your favourite sport?

Boy: My favourite sport is

basketball.

Man: Basketball? Nice! It's my

favourite sport, too.

Boy: Great!

Man: That's all, I think. Thank

you, Peter.

Boy: You're welcome.



1. 15 May 2005

2. 56 Pine Street, London

3. 02065 552153

4. basketball

Activity 3

 Direct Ss' attention to activity 3 and ask them to tell you what they see. (A group of boys doing different activities.)

 Ask Ss to look at the pictures and describe what the boys are doing in each picture.



- Explain to Ss that they will have to read the sentences next to each picture and write one-, two- or three-word answers, according to what they have read in the story.
- Read the example provided and instruct Ss to answer in a similar way.
- Go round the classroom and make sure Ss have answered correctly.
- Have Ss compare their answers in pairs, then check as a class.



Example: sports centre

- 1. golf and hockey
- 2. hungry
- 3. food and drinks
- 4. three
- 5. mother
- 6. board games
- 7. fun (together)

Activity 4

- Direct Ss' attention to the pictures and ask them to tell you what they see in the first picture. (A group of boys camping.)
- Tell Ss that these pictures show a story. It's called *The camping trip*. Point out to Ss that the boys' names are (from left to right) Kurt, Ryan, Joe and Tom. Explain to Ss that you will begin the story and then, in pairs, they will have to look at the other three pictures carefully and tell the rest of the story to their partner.
- Divide Ss into pairs and begin the story for everyone to hear. You can say, It is a beautiful sunny day. Kurt, Ryan, Joe and Tom are camping in the forest, next to a lake. They are putting up their tents. Then have each pair of Ss take turns telling the rest of the story on their own.
- Go round the classroom and monitor the procedure.
- Have a few pairs of Ss come to the front of the classroom and present their stories.

Suggested answer

(It is a beautiful sunny day. Kurt, Ryan, Joe and Tom are camping in the forest, next to a lake. They are putting up their tents.)
They are having fun. Kurt and Ryan decide to go fishing and Joe and Tom are playing football. Suddenly, the weather changes. The sky fills with clouds and it starts raining. The boys get scared. They all run into one of the tents. They aren't sad or scared any more, because they are dry and safe. In the tent, Kurt, Ryan, Joe and Tom take out a board game and they continue having a great time.





Objectives

• to revise, consolidate and practise structures and vocabulary presented in previous lessons



Materials

• two sets of photocopies of the flashcards of the words and phrases Ss have been presented with in Modules 3 and 4

Lesson plan



Warm-up

Arrange the cards

- Divide Ss into two teams and ask a S from each team to come to the board. Give each S a set of the flashcard photocopies.
- Explain that you are going to call out 4-5 words and phrases and that the Ss at the board have to find and arrange the flashcards in the order they hear them being called out.
- The S that finds and arranges the flashcards correctly first, wins a point for his/her team.
- Continue the game until all of the Ss on both teams have come up to the board.
- The team with the most points by the end of the game wins.

Activity 1

- Have Ss open their Workbooks to p. 67.
- Direct Ss' attention to the pictures and ask them to name as many items as they can.
- Explain to Ss that they will have to read the clues carefully and write the appropriate word next to each sentence, as in the example.
- Go round the classroom and monitor the procedure.
- · Have Ss compare their answers in pairs, then check as a class.



Example: panda

1. skuscraper 4. desert

2. leopard 5. oxygen

3. iunale

Activity 2

- Direct Ss' attention to the pictures and ask them to tell you what they see. (Three habitats, three rivers, three structures, and three continents.)
- Ask Ss to read the questions. Explain that

Look and read. Choose the correct words and write them on the lines. There is one example.

skuscraper

This animal is a black-and-white bear.

1. This is a very big and tall building. 2. This animal is a large cat. 3. You can find animals, plants and

> waterfalls in this place. 4. This is the driest place in the world

5. People can't live without it.

2 Listen and tick (✔) the box. There is one example. ◄) Example (2) (3) (1 Which is the largest Which building Which continent Where do tigers river in the world? live? is the oldest? is the largest? A. the Amazon A. the Eiffel Tower A. Asia B. the Yangtze B. South B. the Acropolis America

C. the Tower

of London

67

panda

they are going to listen to the recording and tick the correct picture (A, B or C), according to the description they hear each time.

C. the Mississippi

C.

- 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

Woman 1: Where do tigers live? Woman 2: Where do tigers live? Let me think... They don't Girl: live in deserts... They live in the jungle!

Woman 2: Yes! That's right!

Woman 1: Which is the largest river in the world?

Man: Which is the largest river in the world? The Amazon, the Yangtze or the Mississippi?

C. Africa

Boy: I know that! It's the Mississippi. Oh, no. Wait a moment. It's the Amazon.

That's right. The Mississippi Man: is large, but the Amazon is

the largest.

Woman 1: Which building is the oldest?

Woman 2: Which building is the oldest? The Eiffel Tower, the Acropolis or the Tower

of London?

Girl: Well, it isn't the Eiffel Tower because it's very modern. And it isn't the Tower of

London.

Woman 2: So? Girl: It's the Acropolis! Woman 2: That's right!

2.

Woman 1: Which continent is the laraest?

Which continent is the Man:

largest?



Boy: Africa.
Man: Are you sure?

Boy: Yes, I am.

Man: That's wrong. Asia is the largest continent. Africa

comes next.

Example: C 1. A 2. B 3. A

Activity 3

- Direct Ss' attention to the picture and ask them what it depicts. (It's a picture of a living room. There are some children doing different activities.)
- Ask Ss to name the activities (reading a comic book, doing homework, eating a sandwich, watching TV, surfing the Net, sleeping, talking on the phone, drinking orange juice).
- Explain to Ss that they are going to listen to a girl talking to her grandmother about a picture. Ss will have to match the names around the picture to the children in the picture, according to what they hear. Explain that there is one extra name that they will not need to use.

- Play the recording and have Ss listen to the example in order to make sure they understand what they have to do.
- Play the recording twice and have Ss do the activity.
- Go round the class and monitor the procedure.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript Example

Girl: Look, at this picture, granny!

These are my friends.

Woman: Oh, that's nice! Let's see. Where's your friend Donna?

There. She is eating a

Girl: There. She sandwich.

1.

2.

Woman: And who's the girl in the red

lress?

Girl: That's Daisy. She is talking on

the phone.

Woman: And who's that?
Girl: Who do you mean?

Woman: The girl with the black hair. **Girl:** Oh, that's Tina. She is reading

a comic book.



3. Girl: And there's Sally.

Woman: Is she playing computer games? **Girl:** No, she isn't. She is surfing the Net.

Woman: Oh, OK.

4.

Girl: And there's Jane. I think you know her. **Woman:** Oh, yes! What is she doing? Is she

doing her homework?

Girl: Yes, she is. She's a very good student,

you know.

Woman: Very nice! And who's that girl on the

sofa?

Girl: That's Betty, of course! She is

sleeping! She is always very tired!

Woman: Oh, I see!

Example: Donna is eating a sandwich.
Daisy is the girl talking on the phone.
Tina is the girl reading a comic book.
Sally is the girl surfing the Net.
Jane is the girl doing her homework.
Betty is the girl sleeping.

Activity 4

- Direct Ss' attention to the pictures.
- Explain to Ss that they will have to look at the two pictures carefully and spot the differences.
- Invite a S to spot a difference and announce it to the rest of the class. Ask, What is the weather like in the first picture? and encourage the S to answer, It's cloudy. Direct the Ss' attention to the second picture and ask him/her to say what the weather is like in the second picture (It's sunny).
- Divide Ss into pairs and have them do the activity swapping turns each time.
- While Ss are doing the activity, go round the classroom monitoring the procedure.
- Then check Ss, answers as a class.

In picture 1:

There are three boys sitting on a bench on <u>a cloudy day.</u> In the background, there is <u>a playground.</u> The first boy is Brian, who has got <u>curly</u>, black hair. The second boy is Max, who has got <u>straight</u>, <u>blond</u> hair and the third boy is Bob, who has got <u>red</u> hair. Brian <u>is talking on the mobile phone</u>, Max <u>is reading a comic book</u> and Bob <u>is texting a friend</u>.

In picture 2:

There are three boys sitting on a bench on <u>a sunny day</u>. In the background, there is <u>a tree</u>. The first boy is Brian, who has got <u>straight</u> black hair. The second boy is Max, who has got <u>curly, red</u> hair and the third boy is Bob, who has got <u>blond</u> hair. Brian <u>is texting a friend</u>, Max <u>is talking on the mobile phone</u> and Bob <u>is reading a comic book</u>.

Module	Page number	Phonics (Phonetic transcription)	Words
1	16	/ɔɪ/	coin boil toys boy
2	28	/au/	town brown mouse house
3	40	/əu/	slow pillow
		/au/	cow down
4	52	/eı/	play rain
		/aɪ/	rice pie
5	64	silent gh	ni <mark>gh</mark> t straight
3 04		silent k	knee knife



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

SA: Student A

SB: Student B

swap: to exchange

Total Physical Response (TPR): an approach to teaching through which students respond to language through physical movement, e.g. the teacher says 'Stand up' and the students respond by standing up



Using a Dictionary

- **1.** Choose either a print or an online/digital monolingual or bilingual dictionary. You can ask your teacher to recommend one.
- 2. Find the word you want to look up.
- **3.** Remember that the words in all print dictionaries appear in alphabetical order. In digital/online dictionaries, you can use the 'search' tools to type the word you want to look up.
- **4.** In a print dictionary, go to the page with the first letter of the word you want to look up. You might also need to look at the second or third letter of the word you want to find.
- **5.** In some cases, you may find the same word more than once. Pay attention to the part of speech that the word you want to find belongs to. For example, it might be either a verb, a noun or an adjective.
- **6.** Once you have found the word you want, have a look at its meaning. Depending on different contexts, it might have more than one meaning. The examples that usually accompany each word can clarify the meaning of each word.
- **7.** In certain cases, synonyms (words with the same meaning) or antonyms (words with the opposite meaning) might help you understand the meaning of the word better.
- **8.** It is a good idea to use your notebook to note down words that you come across quite often. You can write down examples, draw pictures or write synonyms/ antonyms. This will help you remember the meaning of these words more easily.











Top Stars 5a Teacher's Book

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is an exciting primary course that creates a fun and motivating environment for young learners.

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CEFR		Pre-A1	A1 Low	A1 Mid	A1 High	A2 Low
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